

A Systematic Examination of Graphological Features and Page Layout in Oxford English Textbooks at the Primary Level

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Abstract

The study presents a systematic examination of graphological features and page layout in Oxford English books used at primary levels in Pakistan. These features include color scheme, font size, capitalization, bolding, spacing, and typeface. Page layout features, such as margins, alignment, visuals, and headings, are examined to assess how effectively they support a child's mental and linguistic development. The study adopts a quantitative approach, drawing on selected primary-level textbooks to identify patterns and pedagogical intentions underlying design choices. Findings suggest that consistent graphological practices and well-structured layouts contribute significantly to clarity, motivation, and age-appropriate learning experiences. The research underscores the importance of visual design as a pedagogical tool and highlights the need for careful graphological planning in textbook development to support effective English language learning at the primary level.

Keywords: Graphology, Page Layout, Primary Textbooks, Oxford English Series (Primary Level), Color Scheme, Second Language Acquisition

Introduction

The study of graphical features of language is included in the linguistic level of analysis known as "graphology". McIntosh (1961), who saw this word as a comparable mode to phonology, was the first to utilize it in linguistic studies in the 1960s. He claimed to have used

graphology "in a sense which is intended to answer, in the realm of written language, to that of 'phonology' in the realm of spoken language" (1961) in his work "Graphology and Meaning." This idea was expanded upon a few years later by Halliday, McIntosh, and Stevens (1964), who linked it to spelling, punctuation, and any other issue pertaining to graphic resources in language. Other linguists who have studied graphology include Vachek (1973), Sampson (1985), Coulmas (1991), and Harris (1995). They have focused on the characteristics of the alphabet and how they have changed over time. Typeface (font) and formatting features, such as text size, spacing, underlining, italics, bolding, and capital letter use, are under the category of graphology.

Global English textbooks are used in Pakistani primary schools as an intentional pedagogical method to develop a global worldview in young children and teach international language norms (Akram, 2020). This adoption shows a commitment to aligning Pakistan's educational institutions with global standards, enabling a more capable and connected workforce in the future (Ahmad et al., 2022; Amjad et al., 2021). These textbooks expose young Pakistani students to a variety of global stories, ideas, and language intricacies. They are doors to cultural, social, and international knowledge rather than solely linguistic abilities (Ramzan et al., 2025, 2020).

McDonough and Shaw (1993) make a distinction between teaching situations

where 'open market' materials" (1993) may be selected and those where "a Ministry of Education (or some similar body) produces materials which are subsequently passed on to the teacher for classroom use" (1993). In the first scenario, even if there could be a lot of possibilities, a teacher might not have enough discretion to choose a reliable textbook. For example, "professional and financial pressure" may lead a teacher or administration to choose a coursebook that they believe isn't the best (ibid). The teachers may be compelled to utilize an ineffective textbook in the second scenario, over which they have no influence whatsoever. Private schools are a great example of the first setting, whereas many public schools in Pakistan are instances of the second.

Literature Review

Numerous studies have demonstrated the usefulness of graphological devices in predicting second language (L2) acquisition. The impact of font style, size, and layout on learners' comprehension and general performance when learning a second language have been the object of several research (Li & Akram, 2023, 2024). Empirical evidence from previous studies suggests that purposefully including graphological aspects into teaching materials may enhance the cognitive processes and engagement of second language learners (Nawaz et al., 2022, 2021).

The use of readable typefaces that are simple to read and accessible enough for young readers is urged by academics that explore the link between font style and readability, such as Akbari (2019) and Bayonas (2017). Birjandi (2015) and Ertürk (2013) have investigated the impacts of text layout and declared that an ordered design increases cognitive and memory recall. The structural structure of book prefaces in three distinct fields: management, metallurgy, and mathematics was studied by Folse (2004). In all three locations, he discovered the same type of

genre structure. When it comes to communication responsibilities, motion structures, and reader expectations, researchers discovered that book prefaces from three distinct professions follow a similar pattern. They discovered no distinctions between the three disciplines' use of movements and steps. The research claims that book prefaces demonstrate the structure of promotional and educational goals. "A text segment composed of a collection of linguistic features that provide the segment with a consistent orientation and indicate the discourse content within it".

The structure and content of English textbooks for primary ESL (English as a Second Language) students are governed by graphological approaches in the worldwide environment. According to a comprehensive review of the research, these methods include visual components like typeface, font styles, and overall text presentation, all of which have a substantial influence on how young learners think. Age-appropriate graphological elements improve reading comprehension and create a more engaging and effective learning environment (Goudarzi, 2012). The literature also emphasizes the necessity of having English language textbooks that follow worldwide standards for these graphological features.

Standards compliance guarantees uniformity in educational materials, fosters intercultural understanding (Parveen & Akram, 2021), and facilitates learning for a diverse range of pupils, according to research by Jabbarpoor (2013). The relationship between graphological devices and global standards emphasizes how crucial it is to carefully develop foundational ESL textbooks that follow global standards for curricular material while taking into account the diverse learning styles and preferences of young children. As teachers seek to provide efficient and easily accessible learning materials, the combination of

graphological devices and international standards becomes clear as a vital component in supporting basic ESL pupils in effectively mastering the language.

Williams (2005) employed a content analysis technique to assess textbooks used in the Dutch educational system. The analysis discovered irregularities in the curriculum's structure. The results of the investigation showed that content standards and instructor requirements are not aligned. It was also found that the textbooks did not adhere to the required standards. The duties of teachers are often given greater attention in textbooks than are development, interdisciplinary cooperation, educational policy, and strategic planning.

Ziafar (2019) looked at one of the most respected textbooks in Iran. Their goal was to determine if the book was suitable and fulfilled the needs of the pupils. 137 people, including 32 teachers and 105 children, contributed data. The data was gathered using a questionnaire that Litz developed (2021). There were two surveys conducted. The instructor's questionnaire included forty questions, whereas the students' questionnaire had twenty-five. They came to the conclusion that the assessed textbook is enough and appropriate for the pupils after looking over the facts. They also came to the conclusion that it may make a great book overall if it were in the hands of educators.

Rassaei (2013) used an ESP to assess and analyse the English textbook *English for Islamic Learning: For College Students*. Finding out whether the book was appropriate was the aim of this study. It discussed the degree to which this book meets the needs of English language learners. The textbook's material, presentations, and strategies were all evaluated with the needs and interests of the students in mind. Twenty students and one teacher took part in the study. A questionnaire consisting of ten questions was used to collect data from the participants. After a careful analysis of the

data, the study concluded that the evaluated textbook satisfied the needs and expectations of English language learners despite several issues from different perspectives.

Zarei (2016) evaluated the freshly supplied coursebook *English Rings A Bell*. The researcher came to the conclusion that the textbook had certain flaws after gathering and analysing data. The investigation's findings demonstrated that the textbook does not address the four essential English language abilities. It was discovered that there was no scientific technique of instruction in the book. The results of the research show that the book does not include trustworthy material for English language learners. The researchers examined a book intended for twelfth graders using a mixed-method technique. The data gathering checklist was developed using a Likert scale. A checklist was used to collect the data, and SPSS was used for analysis. The study's findings demonstrated that the assessed materials did not meet the objectives of a teaching program. The children can't realize their aspirations. The research found that while the textbook covers all four language acquisition skills, reading, grammar, and vocabulary are given much higher weight. Overall, the research found that the textbook needed to be updated and altered to better suit the requirements of the students.

According to Namaziandost (2019), a textbook's evaluation should take into account a number of elements, such as problematic, implement ability, and combinability. The word "problematic" refers to a task's ability to identify variations in students' knowledge and abilities, its diagnostic or explanatory features, its ability to provide monitoring and feedback, and its ability to serve as a basis for more work.

Theoretical Framework Comprehensive Approaches

Levenston (1992) and Lennard (2005): These scholars present extensive

studies of graphological components, describing their objectives and providing literary text examples. However, the article notes that these papers lack a theoretical approach to graphology and use terms other than "graphology" to describe their field of research.

Concrete Approaches

Vachek (1973): Vachek discusses the structural and functional elements of writing systems from a theoretical point of view. It distinguishes between oral and written standards in languages and emphasizes the difficulty of altering spelling systems. *Sampson (1985)*: Sampson makes a distinction between logographic and phonographic systems, as well as between semibiographical and glottographic systems. Additionally, he investigates the origins and development of certain writing systems.

Recent Contributions

Coulmas (1991, 1999) and Harris (1995): While Harris suggests an integrational approach that views writing as a system apart from spoken communication, Coulmas offers a historical perspective on writing systems. Harris highlights how crucial it is to provide a theoretical foundation for writing.

Multimodality

This modern theoretical approach emphasizes writing as a different method of communication, stressing contrasts from speaking. Additionally, it addresses topics like writing systems, layout, spelling, typeface, and color as it investigates the meaning potential of visual components in language.

Research Objectives

1. To analyze graphological features used in Oxford English primary-level textbooks.
2. To examine page layout effectiveness for readability and engagement.

Research Questions

1. What graphological features are used in Oxford English primary textbooks?
2. How does page layout support readability and learner engagement?

Methodology

The present study adopted a quantitative research approach to address the formulated research questions systematically. Quantitative methodology was considered appropriate as it enabled the researcher to collect measurable data and analyze teachers' perceptions regarding Oxford English instruction at the primary level in an objective manner.

The primary research instrument used for data collection was a structured questionnaire. The questionnaire was carefully designed in line with the objectives of the study to obtain relevant and focused information about instructional practices, content presentation, and the overall effectiveness of Oxford English textbooks at the primary level. The questionnaire items were measured using a five-point Likert scale, where VH = Very High, H = High, M = Moderate, L = Low, and VL = Very Low, allowing respondents to express the intensity of their responses clearly and consistently.

The study employed purposive sampling, as the participants were deliberately selected based on their direct involvement with the teaching of Oxford English at the primary level. The sample consisted of five instructors currently teaching Oxford English in different primary schools. This sampling technique ensured that the data were gathered from respondents who possessed firsthand classroom experience and relevant instructional knowledge, thereby enhancing the relevance and credibility of the findings.

To ensure the validity of the questionnaire, the instrument was reviewed by subject experts in English language teaching and educational research. Their feedback

helped refine the wording, clarity, and relevance of the items, ensuring that the questionnaire accurately measured the intended constructs. Reliability of the instrument was ensured through internal consistency, and the questionnaire items were structured in a clear and uniform manner to minimize ambiguity and response bias.

The questionnaire was personally administered by the researcher, which facilitated better clarification of items, reduced the chances of misinterpretation, and encouraged honest and complete

responses. All five teachers successfully completed and returned the questionnaire, resulting in a 100% response rate. This complete response rate strengthened the reliability of the collected data and eliminated the possibility of missing information. The collected data were organized, tabulated, and analyzed quantitatively using appropriate statistical techniques. This systematic analysis provided a clear basis for interpreting the findings and drawing conclusions aligned with the objectives of the study

Data Analysis

Section A: Organization and Layout

Table 1: The organization of content and sample pictures follows a logical and easy-to-follow structure

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Scale	Frequency	Percentage (%)
VH	1	20
H	1	20
M	3	60
L	0	0
VL	0	0

Table 1 displays the results of the content organization and layout evaluation, which focusses on whether the sample pictures and information are displayed in a logical and easily understandable manner. The findings indicate that respondents' opinions are generally positive yet modest. The bulk of responses, 60% (n = 3), fall into the Moderate (M) category, indicating that although the organisation is understandable, there is room for improvement in terms of clarity, sequencing, or visual coherence. 20% (n = 1) of the respondents gave the organisation a Very High (VH) rating, demonstrating a strong appreciation for the well-organized

and logical flow of the data and visuals. Similarly, 20% (n = 1) rated it favorably as High (H), but not the highest. It's interesting to note that there were no responses from the Low (L) or Very Low (VL) categories, indicating that there were no negative thoughts about the content's organisation and structure. According to the data as a whole, respondents thought the information and sample pictures were easy to understand and had a generally useful structure. However, the bulk of moderate ratings suggest that further work may be necessary to enhance visual alignment, uniformity, and overall organizational success

Table 2: The layout of pages supports smooth navigation for young learners

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Scale	Frequency	Percentage (%)
VH	1	20
H	1	20
M	3	60

L	0	0
VL	0	0

Table 2 displays the respondents' views about whether the website style makes it easier for younger pupils to navigate. Based on the data, the evaluation is usually positive and has a stronger trend towards moderate effectiveness. The page layout received a Moderate (M) grade from 60% of respondents (n = 3). This indicates that while it typically makes it simple for young learners to explore the information, some components, such as visual signals, icon uniformity, or spacing, may need to be changed to facilitate navigation. Additionally, 20% (n = 1) of the respondents rated the layout as Very High (VH), demonstrating a strong belief that the site design effectively facilitates

simple and learner-friendly navigation. It received a High (H) grade from an additional 20% (n = 1), suggesting a positive but slightly less powerful assessment. Importantly, no respondent selected the Very Low (VL) or Low (L) categories, suggesting that no negative evaluations of navigational assistance were found. Overall, the findings show that the website's design significantly satisfies young learners' navigational needs. However, the majority of mild reviews highlight the need for further design element enhancements to ensure that younger learners have more engaging, smooth, and developmentally appropriate navigation experiences.

Table 3: The overall design of the book promotes clarity in the learning flow from topic to topic

Scale	Frequency	Percentage (%)
VH	0	0
H	3	60
M	2	40
L	0	0
VL	0	0

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Table 3 highlights the respondents' views about whether the overall structure of the book makes it easier to understand how one topic builds upon another. The findings indicate a generally positive evaluation of the book's structural coherence. The majority of responders, 60% (n = 3), rated this element as High (H), indicating that the subjects' structure and sequence support a logical and comprehensible learning process. However, 40% (n = 2) gave it a Moderate (M) rating, meaning that although the learning flow is understandable, several topic transitions may need further clarification. It's interesting to note that the Very Low (VL), Very High (VH), and Low (L) categories had no responses. The absence of negative evaluations indicates that the design does not hinder learning. Overall, the results suggest that the book's design effectively encourages learning continuity while leaving space for refinement to achieve optimal clarity.

Section B: Typography and Visual Hierarchy

Table 4: Headings are clearly visible and help structure the content effectively

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Scale	Frequency	Percentage (%)
VH	1	20
H	0	0
M	4	80
L	0	0
VL	0	0

Table 4 displays the respondents' opinions about the value of headers in text arrangement and visibility. According to the results, the majority of respondents assess this typographic characteristic as moderate. Headings are useful and clear, but they may not be visually striking or prominent enough to effectively direct readers through the text, according to the majority of respondents (80%; $n = 4$), who assessed header visibility and effectiveness as Moderate (M). However, 20% ($n = 1$) of

the respondents gave this characteristic a Very High (VH) rating, indicating that they thought the names were clear and the structure was well-supported. Interestingly, there were no answers in the Very Low (VL), Low (L), and High (H) categories. The lack of unfavorable evaluations suggests that headers do not seem to impede understanding. Overall, the findings show that headers effectively arrange content, however a clearer visual hierarchy could be helpful.

Table 5: Subheadings are helpful in dividing topics and supporting content understanding

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Scale	Frequency	Percentage (%)
VH	1	20
H	2	40
M	2	40
L	0	0
VL	0	0

Table 5 displays the respondents' opinions on whether subheadings facilitate topic division and material comprehension. The results demonstrate that the majority of individuals see the use of subheadings in organizing instructional information favorably. 60% of respondents rated this characteristic favorably, with 40% ($n = 2$) selecting High (H) and 20% ($n = 1$) selecting Very High (VH). These responses suggest that subheadings aid students in comprehending key ideas and effectively breaking up material into manageable

sections. Subheadings are helpful, although their clarity, uniformity, or alignment with text may be enhanced, according to 40% ($n = 2$) of the respondents who assessed this element as Moderate (M). It's interesting to note that no respondents selected the Low (L) or Very Low (VL) categories, suggesting that there were no negative sentiments. Subheadings help with content understanding, according to the data, albeit further research may increase their educational effectiveness.

Table 6: The font sizes used are age-appropriate and easy for early grade learners to read

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Scale	Frequency	Percentage (%)
VH	1	20
H	3	60
M	0	0
L	1	20
VL	0	0

Table 6 displays the respondents' assessments of whether the selected font sizes are age-appropriate and easy for young children to read. According to the findings, font size compatibility is typically regarded favorably. The majority of respondents, 60% (n = 3), rated this factor as High (H), indicating that the font sizes are generally appropriate for young learners and support reading. Additionally, a high degree of satisfaction with the text's readability and clarity was indicated by 20% (n = 1) of the participants selecting

Very High (VH). However, it is interesting that 20% (n = 1) rated this characteristic as Low (L), suggesting that certain students may still find it challenging to read certain font sizes due to uneven or underemphasized text in specific parts. The Moderate (M) and Very Low (VL) categories had no replies. Overall, the results show that although font sizes are typically suitable for young children, little adjustments might increase inclusivity and readability

Table 7: The font style is simple and enhances legibility without causing distraction

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Scale	Frequency	Percentage (%)
VH	1	20
H	2	40
M	2	40
L	0	0
VL	0	0

Table 7 displays respondents' comments on whether the font style is simple and enhances reading without being obtrusive. The results indicate that most people have positive opinions of the font style used in the material. This aspect received a favorable evaluation from 60% of respondents overall, 20% (n = 1) rated it as Very High (VH), and 40% (n = 2) rated it as High (H). These remarks indicate that the font type is generally readable, understandable, and appropriate for maintaining pupils' focus. Although the

font style is adequate, 40% (n = 2) of the respondents selected the Moderate (M) category, indicating that it would be more aesthetically pleasing or consistent. Importantly, no responders rated this component as Low (L) or Very Low (VL), suggesting that no negative sentiments were expressed. Overall, the findings indicate that although the font type improves readability to a sufficient degree, there is still opportunity for improvement to increase reading comfort.

Section C: White Space and Clarity

Table 8: Adequate white space is maintained to avoid clutter and cognitive overload

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Scale	Frequency	Percentage (%)
VH	2	40
H	0	0
M	3	60
L	0	0
VL	0	0

Table 8 displays respondents' views on whether sufficient white space is maintained to avoid clutter and cognitive overload. According to the results, using white space is generally seen to be beneficial. The majority of respondents (60%) rated white space as Moderate (M) (n = 3), indicating that although it is present and helps to relieve visual congestion, it may not be used consistently or optimally across all pages. However, 40% (n = 2) of the respondents rated the use of white space as Very High (VH), meaning they enthusiastically agreed with

the layout's clarity and visual balance. The fact that none of the respondents selected the High (H) category makes it clear that there is a difference between moderate and exceptional perceptions. Furthermore, there were no Low (L) or Very Low (VL) ratings, indicating that white space is not seen as insufficient or problematic. Overall, the findings show that the design usually promotes clarity and reduces cognitive overload, even if more frequent and deliberate use of white space can further enhance reading and learner comfort.

Table 9: White space improves the readability and focuses of the presented content

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Scale	Frequency	Percentage (%)
VH	0	0
H	2	40
M	2	40
L	1	20
VL	0	0

Table 9 displays respondents' evaluations on whether white space improves the readability and focusses of the material. The results show that there are differing views on this aspect of the design. Of the responders, 80% rated the element well, with 40% (n = 2) selecting High (H) and another 40% (n = 2) selecting Moderate (M). This implies that although white space typically enhances reading and helps pupils concentrate, its effectiveness may vary based on the content portion. 20% (n

= 1) of the respondents, however, rated it as Low (L), suggesting that in certain circumstances, a lack of white space might make the content seem crowded or less understandable. None of the respondents selected Very Low (VL) or Very High (VH). Overall, the findings indicate that white space mostly improves reading and focus, but careful consideration of consistent spacing may further improve learner engagement and information clarity.

Table 10: The balance between text and graphics on each page is visually comfortable for children

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Scale	Frequency	Percentage (%)
VH	1	20
H	2	40
M	1	20
L	1	20
VL	0	0

Table 10 displays the respondents' perceptions of how visually attractive each page's text and graphic balance is for children. The results show a generally positive but erratic evaluation. 60% of respondents rated the balance favorably, with 20% (n = 1) selecting Very High (VH) and 40% (n = 2) selecting High (H). This suggests that the text-to-graphics ratio often encourages visual comfort and helps hold students' attention. On the other hand, 20% (n = 1) rated the balance as Moderate

(M), suggesting that certain pages would need little changes to provide them the greatest clarity. Another 20% (n = 1) selected Low (L), expressing concerns that younger children may find certain pages' layouts crowded or distracting. None of the respondents rated this aspect as Very Low (VL). Overall, the findings demonstrate that while the text-graphic balance is often good, cautious adjustments might further enhance children's visual comfort and engagement.

Section D: Graphics, Colors and Illustrations

Table 11: Illustrations and graphics are relevant to the lesson content and support comprehension

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Scale	Frequency	Percentage (%)
VH	1	20
H	2	40
M	2	40
L	0	0
VL	0	0

Table 11 displays respondents' views on whether or not drawings and pictures improve comprehension and are pertinent to the course material. The results indicate that the visual aids in the book were generally well-received. A total of 60% of respondents rated this feature favorably, with 20% (n = 1) selecting Very High (VH) and 40% (n = 2) selecting High (H). This suggests that most respondents believe the images effectively reinforce course information and improve learning. Additionally, 40% (n = 2) rated this

component as Moderate (M), indicating that while the drawings and pictures are helpful, some might benefit from being better matched with the content or more clearly shown to maximize comprehension. It's interesting to note that none of the respondents selected Very Low (VL) or Low (L), suggesting that there were no adverse views. Overall, the findings show that the book's visual elements are effective in encouraging learning, while a few minor tweaks are needed to improve clarity and relevance.

Table 12: Images in the books are visually engaging and help maintain learners' interest

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Scale	Frequency	Percentage (%)
VH	1	20
H	1	20
M	3	60
L	0	0
VL	0	0

Table 12 displays respondents' evaluations of the book's aesthetic appeal and capacity to hold students' interest. The results show that most respondents had positive, if modest, judgements of the photos' visual appeal. This aspect received a Moderate (M) grade from 60% of respondents (n = 3). This indicates that while the visuals may attract students' attention to some extent, they may not be entirely captivating or fascinating on every page. Nonetheless, 20% (n = 1) of respondents

rated the pictures as Very High (VH), and another 20% (n = 1) rated them as High (H), suggesting that some respondents felt the pictures did a fantastic job of holding their attention. Since none of the respondents selected Low (L) or Very Low (VL), it seems that the images do not impede learning. The findings indicate that the graphics in the book are generally compelling, even if increasing visual variety and relevancy can further increase student attention.

Table 13: Graphics effectively reinforce both linguistic and thematic elements of the lesson

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Scale	Frequency	Percentage (%)
VH	0	0
H	5	100
M	0	0
L	0	0
VL	0	0

Table 13 displays respondents' perceptions of how effectively the visuals complement the text and thematic elements of the lecture. This attribute was rated as High (H) by all respondents (100%, n = 5), suggesting a unified and excellent evaluation. This suggests that the visual aids consistently help students understand key language concepts and subject matter, enhancing their knowledge and recall. Although the visuals are fairly effective,

there may be room for development to attain an incredible degree of impact, as seen by the fact that none of the respondents selected quite High (VH), Moderate (M), Low (L), or Very Low (VL). Overall, the findings demonstrate that the book's visual elements consistently and substantially support learning objectives, making the material more approachable and meaningful for students.

Table 14: The color scheme is bright, child-friendly, and consistent throughout the series

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Scale	Frequency	Percentage (%)
VH	2	40
H	0	0
M	1	20

L	2	40
VL	0	0

Table 14 displays respondents' evaluations of the series' color scheme's brightness, kid-friendliness, and consistency. The results show that respondents' viewpoints varied. The color scheme received a Very High (VH) rating from 40% (n = 2), indicating a high degree of satisfaction with its coherence and visual appeal. Nonetheless, 20% (n = 1) rated it as Moderate (M), meaning that although the colors are generally nice, they may not always be appealing or harmonized on

every page. However, another 40% (n = 2) rated the color scheme as Low (L), expressing concerns that the hues could sometimes be too dull, inconsistent, or inappropriate for younger pupils. No respondents selected Very Low (VL) or High (H). Overall, the findings indicate that while the color scheme has some appealing components, more consistency and attention to kid-friendly design might enhance reading and visual engagement.

Table 15: The visual and graphical design contributes positively to the overall learning experience

Where: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

Scale	Frequency	Percentage (%)
VH	3	60
H	0	0
M	0	0
L	2	40
VL	0	0

Table 15 displays respondents' perceptions on whether the graphical and visual design improves the overall learning experience. The results indicate a mixed opinion. This component received a Very High (VH) grade from 60% of respondents (n = 3), suggesting that the graphical and visual elements significantly enhance learning by making the content engaging, intelligible, and easily accessible. However, 40% (n = 2) of respondents rated it as Low (L), indicating that some students could find the design distracting or that it might not fully aid comprehension. The fact that none of the respondents selected High (H), Moderate (M), or extremely Low (VL) indicates that there is a difference between areas that need improvement and those that have extremely positive opinions. Overall, the findings show that while the design significantly improves learning for many students, careful adjustments might

provide a more consistently positive experience for every student.

Findings

The findings offer a comprehensive assessment of the book's layout, design, typography, white space, and visual elements. Section A (structure and Layout) received Moderate (M) ratings from 60% (n = 3) for the logical content structure and smooth site navigation, while High (H) and Very High (VH) ratings came in at 20% each (n = 1), indicating generally clear but improvable sequencing (Tables 1-2). The overall design that facilitates the learning flow between subjects received High (H) ratings of 60% (n = 3) and Moderate (M) ratings of 40% (n = 2), showing sufficient coherence (Table 3). Headings were rated Moderate (M) 80% (n = 4) (Table 4), subheadings High or VH 60% (n = 3) (Table 5), font size High 60% (n = 3) with one Low (L) assessment, and

font style got favorable evaluations from 60% (n = 3) (Tables 6–7), suggesting overall reading with minimal issues. In Section C (White Space), text-to-graphics balance garnered mixed assessments and a modest score of 60% (n = 3) (Table 10). The visuals in Section D (Graphics, Colors, and Illustrations) mostly complemented the text (H or VH 60–100%, Tables 11–13), despite the color palette receiving mixed reviews (VH 40%, L 40%, Table 14). The book is effective overall, however headers, spacing, and color consistency should be enhanced to further improve clarity, engagement, and learning flow.

Conclusion

In conclusion, the Oxford English textbooks generally aid in the learning of children. The organization, layout, typeface, and visual elements all have a huge impact on clarity, readability, and engagement; most of these elements scored in the Moderate to High range. The material is well reinforced by pictures and images, and font size and style are often age-appropriate. However, given that other elements, like as headers, white space, text-graphic balance, and color consistency, received mixed to moderate ratings, there is still room for improvement. Overall, with a few little adjustments, the book can provide a more dependable, visually appealing, and student-friendly educational experience.

Recommendations

- It is suggested to enhance headings and subheadings by making them more visible and consistent to better guide learners through the content.
- It is recommended to optimize white space on all pages to reduce visual clutter and prevent cognitive overload.
- Efforts should be made to improve the balance between text and graphics to ensure better visual comfort for young learners.
- It is suggested to standardize the color scheme using bright, child-friendly, and consistent colors throughout the series to maintain engagement.
- It is recommended to refine font size and style to ensure all text is age-appropriate, readable, and visually clear.

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Appendix

Graphological Features and Layout of Oxford English Grade 1-5

Part 1: Personal Information: Please complete this part either by giving written information or ticking the relevant option wherever it is necessary.

Name (Optional): _____

Part II: Rate the following statements according to your experience with the Oxford English books (Grades 1–5) using the scale Thanks.

Note: *VH = Very High, H = High, M = Moderate, L = Low, VL = Very Low*

S.No.	Statements	VH	H	M	L	VL
Section A: Organization and Layout						

1	The organization of content and sample pictures follows a logical and easy-to-follow structure	1	2	3	4	5
2	The layout of pages supports smooth navigation for young learners	1	2	3	4	5
3	The overall design of the book promotes clarity in the learning flow from topic to topic	1	2	3	4	5
Section B: Typography and Visual Hierarchy						
4	Headings are clearly visible and help structure the content effectively	1	2	3	4	5
5	Subheadings are helpful in dividing topics and supporting content understanding	1	2	3	4	5
6	The font sizes used are age-appropriate and easy for early grade learners to read	1	2	3	4	5
7	The font style is simple and enhances legibility without causing distraction	1	2	3	4	5
Section C: White Space and Clarity						
8	Adequate white space is maintained to avoid clutter and cognitive overload	1	2	3	4	5
9	White space improves the readability and focuses of the presented content	1	2	3	4	5
10	The balance between text and graphics on each page is visually comfortable for children	1	2	3	4	5
Section D: Graphics, Colors and Illustrations						
11	Illustrations and graphics are relevant to the lesson content and support comprehension	1	2	3	4	5
12	Images in the books are visually engaging and help maintain learners' interest	1	2	3	4	5
13	Graphics effectively reinforce both linguistic and thematic elements of the lesson	1	2	3	4	5
14	The color scheme is bright, child-friendly, and consistent throughout the series	1	2	3	4	5
15	The visual and graphical design contributes positively to the overall learning experience	1	2	3	4	5