

# **A Multimodality Analysis of The Taiwanese History Textbook From 1985 To 2018: The Developing Representation of Colonial Japan**

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Inspired by Kress and Bezemer's work on multimodality analysis on textbooks, this study employs multimodality analysis to inspect Taiwanese history textbook as a discourse (Bezemer & Kress, 2008; Kress et al., 2009). From a chronological perspective, I aim to observe how the socio-political context may influence different modal resources (writing, typography, image, and layout) used to construct meaning. This study attempts to bring an East-Asian setting to the existing literature on multimodality analysis on textbooks. From the perspective of previous studies on Taiwanese textbook, this study attempts to bring in the new method of multimodality analysis.

The analysis findings suggest that modal resources contribute to the narrative. Similar to the findings of previous text content-focused studies, there is a narrative shift from a China-centric discourse to a diverse, nuanced and ambivalent discourse (Liu, Hung, & Vicker, 2013; Yao, 2018). In the process of the narrative shift, Taiwan evolves from a peripheral area to a local identity with its own history, while the representation of Japan shifts from an invader to a colonizer attached with ambivalent feelings.

Furthermore, from merely the illustration or exemplification of the main text, the images shifted to play a more complex role with greater importance. The shifted presentation of image and layout also show the diversity and ambiguity as observed in the narrative discourse, concerning the complex identity issues of Taiwan and ambivalent feelings towards the colonial era.

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