

Cultural Pedagogy and Curriculum: A Comparative Study of PTB and Oxford English Textbooks

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Abstract

This study offers a comparative analysis of cultural content in Grade 6 English textbooks published by the Punjab Textbook Board (PTB) and Oxford University Press (OUP), using the four-dimensional model developed by Adaskou, Britten, and Fahsi (1990), which includes aesthetic, sociological, semantic, and pragmatic senses. The aim is to examine how these textbooks represent culture and whether they support intercultural awareness among learners. A mixed-method content analysis method was applied to explore the presence of 60 predefined cultural elements across all lessons in both textbooks. Each occurrence of these elements was recorded, supported by textual examples, and presented in frequency tables and visual graphs for comparison. The results show that the Oxford textbook contains a total of 1050 occurrences of cultural elements, whereas the PTB textbook includes only 467. The findings reveal that the PTB book emphasises national identity, moral teachings, and religious values but lacks broader cultural diversity and real-world communicative features. In contrast, the Oxford textbook presents a broader range of local and global themes, everyday practices, environmental concerns, and language used in social interaction. These differences highlight the need for locally produced textbooks to strike a better balance between promoting national values and fostering intercultural competence in line with global educational standards.

Keywords: Comparative Analysis, English Language Teaching, Cultural Dimensions, Pakistani English Textbook Comparison.

Introduction

Despite the ongoing debate over prioritising local, foreign, or worldwide content, Harumi (2002) emphasises the importance of teaching culture in second language instruction. Instead of attempting to grasp every culture, Kumaravadivelu (2008) recommends that students concentrate on cultivating intercultural understanding. Effective communication also entails appreciating and comprehending other points of view, according to Byram (2011).

Textbooks are increasingly seen as cultural instruments that transmit values, ideologies, and social conventions in the context of global language acquisition. According to Haidar and Fang (2019), textbooks have a significant impact on students' worldviews, particularly in non-Western countries like Pakistan, where colonial history has left English as a dominant language and teaching method. In the case of accounting textbooks, for instance, they are seen as reinforcing particular cultural values and professional norms that align with wider societal structures and expectations. Hence, examining textbooks as cultural artefacts provides insights into how they can perpetuate dominant

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cultural ideologies or fail to incorporate diverse, intercultural perspectives, which is of particular importance in globalised educational settings.

English has become a universal language in the twenty-first century, being used extensively in a variety of domains, including commerce, education, science, technology, and tourism. People from different language origins need it because of its function in international communication. English is the predominant language used, especially in research and higher education, which emphasises its importance in international cooperation (Rao, 2019).

In the context of the Pakistani educational system, English textbooks used at the middle level hold significant influence over students' cultural understanding. Textbooks not only transmit knowledge but also shape learners' views of their own culture and the global community. Given the key role of textbooks in shaping national identity, it is crucial to analyse whether these materials present a balanced or intercultural perspective.

Research Questions

The research deals with the following research questions:

1. What cultural elements (aesthetic, sociological, semantic, and pragmatic) are presented in the PTB and Oxford textbooks?
2. How are the PTB and Oxford textbooks compared in representing the frequencies of cultural content according to Adaskou's model (1990)?
3. How do the PTB and Oxford textbooks reflect the local and global cultures in each of Adaskou's four cultural dimensions?

Literature Review

Adaskou et al. (1990) four-dimensional model—comprising aesthetic, sociological, semantic, and pragmatic aspects—serves as a comprehensive framework for evaluating cultural content in ELT materials to support both linguistic proficiency and intercultural competence. The aesthetic dimension focuses on creative expressions like literature and music; the sociological dimension addresses social norms, values, and institutions; the semantic aspect explores culturally embedded meanings in language; and the pragmatic dimension examines language use in context. When these elements are underrepresented, as noted by Arshad, Shah, and Ahmad (2020), textbooks risk promoting a monocultural perspective and failing to meet learners' cultural and pedagogical needs. One of the first scholars to express worry about the fact that English language textbooks frequently overlook the grave risks posed by climate change was Stibbe (2004). He clarified that rather than emphasising environmental issues, the wording employed in textbooks might obscure them. Later, Stibbe (2015) stated in his book that ecolinguistics should also examine the potential harm that language may cause to the ecosystem. According to him, children need to understand how language may either benefit or hurt the environment.

Working in Cameroon, Nkwetisama (2011) concentrated on the integration of environmental education into English instruction. He emphasised that teaching English should incorporate valuable life skills in addition to grammar and vocabulary. He urged educators and educational institutions to foster students' critical thinking so they may use their linguistic abilities to address ecological issues in the real world.

Recent research highlights the integral role of culture in language learning. Saeedi and Shahrokhi (2019) compared two Iranian English textbook series—Vision and Pre-University—and found notable differences in cultural representation. Vision emphasised L1 and neutral content,

incorporating more sociological and sociolinguistic elements, while the Pre-University series focused mainly on L1 and L2 cultures but lacked broader cultural dimensions.

The English for Iraq textbook series reflects a strong bias toward local Iraqi culture, with limited representation of neutral, international, or target cultures. This imbalance restricts students' exposure to diverse perspectives and reduces the potential for intercultural learning (Obaid et al., 2019).

This change is in line with the tenets of critical pedagogy, which seeks to increase students' sociocultural awareness in addition to their linguistic skills. According to the research, textbooks may be extremely helpful in promoting civic involvement and language proficiency. Accordingly, this change represents a significant departure from standard ELT in favour of a more transformational and context-sensitive teaching methodology (Davari & Iranmehr, 2019).

Research Methodology

Research Design

The English textbooks of Grade 6 published by the Punjab Textbook Board (PTB) and Oxford University Press (OUP) are used in this study to thoroughly examine the cultural content using a mixed-method approach that combines qualitative and quantitative methodologies. While the quantitative component employs frequency counts to measure the presence of cultural instances, the qualitative component identifies cultural elements through a thorough content analysis.

Data Collection

The data for this study consists of Grade 6 English textbooks from the Punjab Textbook Board (PTB) and Oxford University Press (OUP). Both textbooks were thoroughly analysed, including all units and lessons, to identify the frequency of cultural content based on the four-dimensional model of Adaskou, Britten, and Fahsi (1990).

Content Analysis

Adaskou's (1990) cultural model served as the foundation for the content analysis. It has four dimensions: aesthetic, sociological, semantic, and pragmatic, which are further subdivided into 60 distinct parts. To find and classify instances of cultural material within these criteria, textbooks were manually evaluated. Two stages made up the analysis: a quantitative analysis that documented the frequency of the cultural elements and a qualitative thematic analysis that interpreted and categorised them. To examine how different cultures are represented in the PTB and Oxford English textbooks, these frequencies were arranged in tables.

Framework of Cultural Dimensions and Associated Elements for Textual Analysis

The following dimensions and their elements were used for the analysis. Each chapter was thoroughly analysed, and all existing examples of each element were extracted and listed in a table. The number of occurrences was mentioned for the frequency count.

Table 1: Cultural model as the foundation

Aesthetic sense	Sociological Sense	Semantic Sense	Pragmatic Sense
1.1 Literature	2.1 Family structure	3.1 Idioms	4.1 Polite requests
1.2 Visual Arts	2.2 Social roles	3.2 Proverbs	4.2 Expressions of gratitude
1.3 Music and Dance	2.3 Interpersonal relationships	3.3 Metaphors	4.3 Apologies
1.4 Drama and Theatre	2.4 Daily routines	3.4 Cultural references	4.4 Compliments
1.5 Cinema and Media	2.5 Education systems	3.5 Expressions of emotion	4.5 Formal and informal greetings
1.6 Historical Events and Figures	2.6 Work environments	3.6 Connotative meanings	4.6 Introductions
1.7 Geography and Landmarks	2.7 Community events	3.7 Language-specific puns or wordplay	4.7 Expressing sympathy
1.8 Cuisine	2.8 Social hierarchy and status	3.8 Gestures and their meanings	4.8 Making suggestions politely
1.9 Clothing and Fashion	2.9 Gender roles	3.9 Conceptual metaphors	4.9 Refusals and rejections
1.10 Festivals and Holidays	2.10 Customs and traditions	3.10 Greetings and farewells	4.10 Invitations
1.11 Philosophy and Religion	2.11 Leisure activities	3.11 Time-related expressions	4.11 Tone and formality in language
1.12 Architecture	2.12 Holidays and ceremonies	3.12 Terms of endearment	4.12 Body language in interactions
1.13 Famous Monuments or Memorials	2.13 Religious practices	3.13 Taboo words or phrases	4.13 Non-verbal cues
1.14 Science and Innovation	2.14 Marriage customs		4.14 Turn-taking in conversation
1.15 Sports and Recreation	2.15 Social etiquette		4.15 Ways of addressing people
1.16 Myths and Legends			
1.17 Symbols and Icons			

Analysis and Discussion

This chapter compares the Grade 6 English textbooks produced by Oxford University Press (OUP) and the Punjab Textbook Board (PTB) using the four-dimensional cultural framework developed by Adaskou et al. (1990): aesthetic, sociological, semantic, and pragmatic. Each lesson's cultural components were recognized, grouped according to dimensions, and their frequency noted. Figures illustrating the results are shown below.

Figure 1: Overall cultural content distribution between PTB and Oxford textbooks.

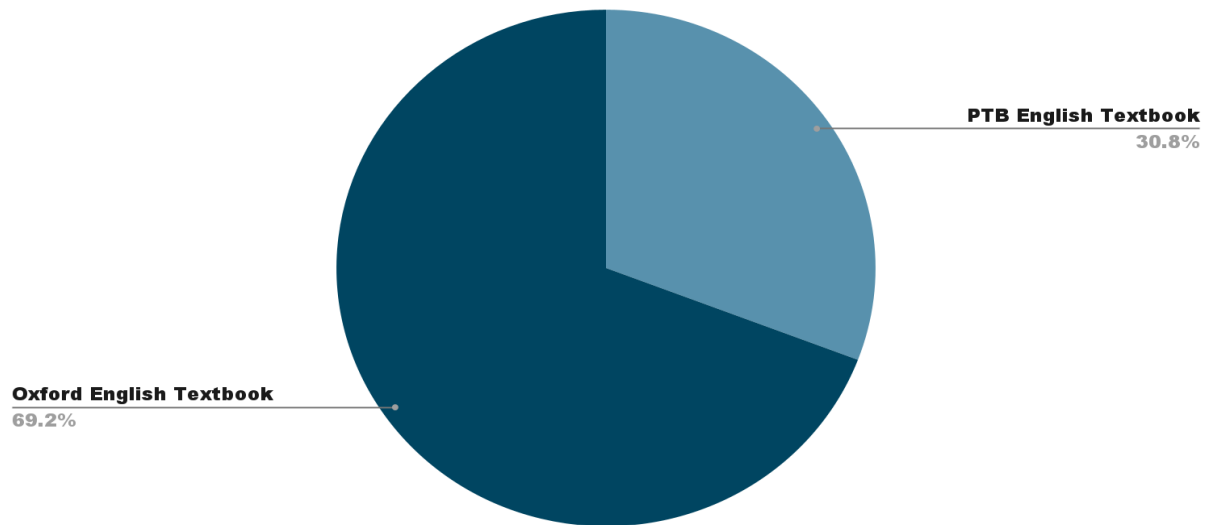
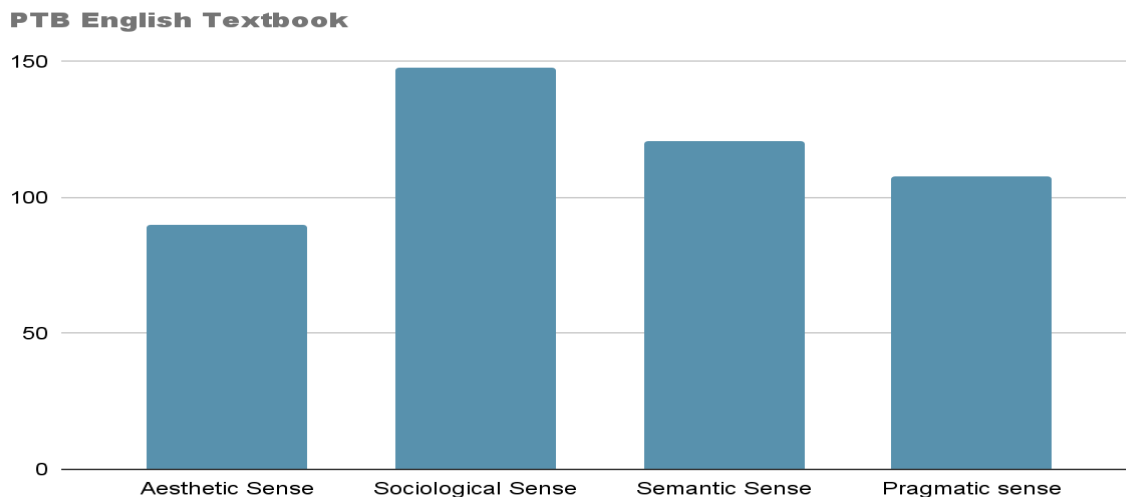


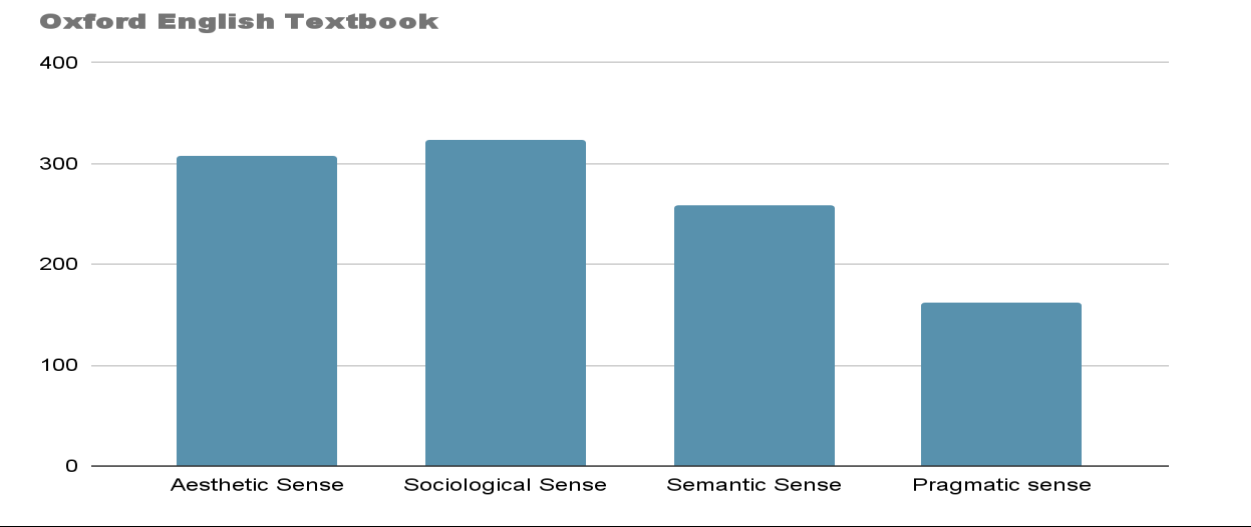
Figure 1 illustrates that PTB contributes just 30.8% of the overall cultural material documented, compared to 69.2% in the Oxford textbook. This notable discrepancy implies that the Oxford textbook provides a more comprehensive and varied cultural viewpoint. While the PTB textbook continues to concentrate mostly on well-known national and moral issues, it has a global perspective and a deeper integration of culture into language education.

Figure 2: PTB textbook – Frequency of cultural elements across dimensions.



The PTB textbook's cultural material is broken down by dimension in Figure 2. Sociological sense (148) has the highest frequency, followed by semantic (121), pragmatic (108), and aesthetic (90). In addition to highlighting the absence of creative, stylistic, and communicative diversity, this distribution demonstrates PTB's emphasis on regional social norms, religious customs, and moral education.

Figure 3: Oxford textbook – Frequency of cultural elements across dimensions



The distribution of cultural components in the Oxford textbook is seen in Figure 3. In every dimension—sociological (323), aesthetic (307), semantic (258), and pragmatic (162)—it has a more powerful and balanced presence. These figures attest to Oxford's dedication to thematic depth, literary innovation, real-world communication, and exposure to a global culture.

Aesthetic Sense

PTB's artistic content revolves around religious and nationalistic themes. The representation is dominated by moralistic poetry, stories about Prophet Muhammad ﷺ, and pictures of commonplace family settings. There isn't much creative or artistic variance, though. The lack of expressive visual arts, dance, music, and theater demonstrates a curriculum that prioritizes cultural identity reinforcement over artistic development.

Table 2: Aesthetic Elements in PTB English Textbook (Grade 6)

	Elements	Occurrences	Example Sentences	Explanation
1.1	Literature	11	"The life of Rasoolullah ﷺ is a role model for us and we can learn many things by following his code of conduct."	Depiction of Rasoolullah ﷺ, tcejbus yraretil a sa efil s'ﷺ emphasizing moral lessons.
1.2	Visual Arts	9	(Images of children interacting through windows and playing together)	Illustrations support the message visually and appeal to young learners.
1.3	Music and Dance	0		
1.4	Drama and Theatre	0		
1.5	Cinema and Media	1	"Electronic media has made distant people closer..."	Indirect mention of digital and broadcast media.
1.6	Historical Events and Figures	6	"Eid ul Fitr is also celebrated to show gratitude to Allah ﷻ for His help and strength throughout the month..."	Reference to the religious and historical significance of Eid in relation to Islamic figures and events.

1.7	Geography and Landmarks	10	"I hear lake water lapping with low sounds by the shore..."	Geographic reference to the natural surroundings of Innisfree, invoking a sense of place and calmness.
1.8	Cuisine	4	"They needed to get groceries to cook a grand dinner."	Cultural reference to family cooking and meals.
1.9	Clothing and Fashion	2	"Everyone arranges their new clothes."	Depicts the cultural importance of wearing new clothes for the celebration of Eid.
1.10	Festivals and Holidays	3	"Of 14th of August..."	Reference to Pakistan's Independence Day.
1.11	Philosophy and Religion	7	"Mr. Shan sought forgiveness from Allah..."	Religious self-reflection is a key moral anchor of the story.
1.12	Architecture	10	"...area had only a few houses in their childhood..."	Describes human settlement patterns.
1.13	Famous Monuments or Memorials	1	"The life of Rasoolullah ﷺ is a role model for us..." (Image of mosque architecture at the bottom)	The image of the mosque connects the lesson to famous religious monuments.
1.14	Science and Innovation	10	"She knew what to do for snakebite..."	Practical knowledge application in a medical emergency.
1.15	Sports and Recreation	3	"They played ludo... Jasim was good in throwing a ball..."	Recreational activities are described.
1.16	Myths and Legends	2	"He holds the unique honour of having received...three most desired awards..."	Elevates him to legendary status in Pakistan Army lore.
1.17	Symbols and Icons	11	(Images of gadgets, rocket, books, health tools)	Symbolize education, health, and tech progress.

Table 2 demonstrates that PTB lacks creative disciplines like theater, music, and drama, although it does include some visual arts (9) and literature (11). With symbolic connections (11) centered on national identity and limited references to fashion (2) and recreation (3), its aesthetic components are mostly associated with religious or moral issues.

Oxford, on the other hand, provides a wider range of artistic expression through the study of literature (21), the visual arts (25), and artistic disciplines like mythology, music, and theater. It combines creativity with practical context and global viewpoints by exploring a variety of topics such as fashion (14), food (9), and architecture (14), as well as rich cultural allusions to locations (69) and science (37).

Table 3: Aesthetic Elements in Oxford English Textbook (Grade 6)

	Elements	Occurrences	Example Sentences	Explanation
1.1	Literature	21	Personal narrative written by Zeki Basan	Reflects autobiographical storytelling as a literary form
1.2	Visual Arts	25	Accompanying illustrations of the river and city	Supports visual representation of contrasting lifestyles
1.3	Music and Dance	6	The music of the Sirens; Their sweet voices	Refers to mythical music sung by Sirens.
1.4	Drama and Theatre	5	"Gerald's interests include theatre"	Reflects exposure to performing arts
1.5	Cinema and Media	10	"dissection of radios and clocks"	Shows media-related items (radios) being sold or dismantled.
1.6	Historical Events and Figures	27	"This happened in the 1860s when egg-collectors used to steal eggs."	Historical context showing a practice of that time.
1.7	Geography and Landmarks	69	"Queens cliff in Sydney, Australia", "along the east coast"	Refers to real places; geographically significant
1.8	Cuisine	9	"...people could not afford the high prices of the flour and bread."	Mentions of food scarcity due to the disaster.
1.9	Clothing and Fashion	14	"a pair of bathing trunks"	Swimsuits mentioned as part of the beach outing.
1.10	Festivals and Holidays	6	Polio vaccine day regarded as a holiday.	Acknowledges it as a global milestone.
1.11	Philosophy and Religion	7	Goddess Circe	Reference to Greek mythology and divine beings.
1.12	Architecture	14	"The Embassy was built of wood."	Notes about the building's wooden structure.
1.13	Famous Monuments or Memorials	3	"Tomb of King Tutankhamen."	A world-famous archaeological monument.
1.14	Science and Innovation	37	"The goal is to make recycling more accessible..."	Promotes scientific waste management strategies.
1.15	Sports and Recreation	24	"team sports balls"	Reference to recreational equipment for sale.
1.16	Myths and Legends	11	The Sirens; The island of death; The spell cast on Odysseus	Core mythical elements of the story.
1.17	Symbols and Icons	19	Beeswax; The mast of the ship	Symbolic elements representing safety and restraint.

Oxford provides a deeper, more varied aesthetic experience through topics such as mythology (11), sports and leisure (24), and cinema/media (10), as Table 3 illustrates. Oxford places more emphasis on creativity and cultural understanding than PTB, which is mostly didactic and focuses on moral and patriotic issues with little creative variation (Figure 3 versus Figure 2).

Sociological Sense

Lessons like "good citizen" and "corruption" in the PTB textbook promote morality and a sense of national identity by highlighting civic and religious ideals that are ingrained in Pakistani society. Its concentration on traditional families, Islamic customs, and idealized civic responsibilities, with minimal attention to varied or international sociocultural circumstances, keeps its scope limited.

Table 4: Sociological Sense in the PTB English Textbook

	Element	Occurrences	Example Sentences	Explanation
2.1	Family Structure	16	"Hazrat Muhammad ﷺ came under the guardianship of his uncle, Abu Talib." His grandfather Hazrat Abdul Mutlib took care of him.	Refers to the family structure and dynamics in Rasoolullah's early life.
2.2	Social Roles	23	"Muslim men and children offer Salat ul Eid."	The social role of individuals during the Eid celebration is indicated, including the religious obligations.
2.3	Interpersonal Relationships	14	"They assured him they would not leave him..."	Emphasizes friendship, empathy, and community support.
2.4	Daily Routines	8	"I will arise and go now, and go to Innisfree..."	The speaker is escaping from daily routines and seeking a peaceful, routine-free existence in nature.
2.5	Education Systems	11	"Attended St. Anthony's High School"; "Joined Pakistan Military Academy"	Refers to formal and military education.
2.6	Work Environments	13	"Tina is a medical student." / "Doctor took her to emergency room."	Professional healthcare setting.
2.7	Community Events	11	"A large crowd of children and women created a devastating din..."	Community chaos during the bridge collapse.
2.8	Social Hierarchy and Status	10	"People migrate to cities... to meet basic needs."	Reflects economic imbalance and rural-urban divide.
2.9	Gender Roles	6	"Especially girls were deprived..." / "Equal opportunities..."	Highlights and challenges gender inequality.
2.10	Customs and Traditions	9	"She entrusted him to take her caravan of goods to Syria."	Reflects the tradition of trading and the social custom of business partnerships.
2.11	Leisure Activities	7	"I hear lake water lapping with low sounds by the shore..."	The poem is about leisure and the calming, rejuvenating activities associated with nature.

			And I shall have some peace there, for peace comes dropping slow,	
2.12	Holidays and Ceremonies	2	"Of 14th of August..."	National holiday.
2.13	Religious Practices	7	"A home for a Musalman..."	Pakistan as a land for Muslims.
2.14	Marriage Customs	1	"Hazrat Khadijah ﷺ heard about Hazrat Muhammad ﷺ's reputation as being truthful."	Marriage customs are indirectly referenced through the relationship between Hazrat Khadijah ﷺ and Rasoolullah ﷺ.
2.15	Social Etiquette	10	"She politely informed neighbours..." / "The girls were obedient..."	Reflects manners and community responsibility.

According to Table 4, PTB places a strong emphasis on sociological concepts that are defined by moral or religious viewpoints, such as family structure (16), societal roles (23), and work environments (13). Traditional values are reflected in examples like Hazrat Muhammad's upbringing and military and medical professions. While acknowledged, topics like social hierarchy and gender injustice are only briefly discussed. With minimal focus on diversity or contemporary issues, subjects like education (11), traditions (9), and etiquette (10), are presented via a local, values-driven lens.

Oxford, on the other hand, offers a more comprehensive sociological viewpoint that is grounded in both regional and global settings. It incorporates multicultural storytelling and realistic family situations while addressing issues like gender equality, environmental consciousness, and humanitarian action. The textbook uses a variety of real-world and socially challenging scenarios to foster empathy and critical thinking.

Table 5: Sociological Sense in the Oxford English Textbook

	Element	Occurrences	Example Sentences	Explanation
2.1	Family Structure	23	Mentions of mum and sister Yazzie	Reflects strong family bonding
2.2	Social Roles	58	"Children learned to teach other children"	Represents communal informal education
2.3	Interpersonal Relationships	37	"Billy gripped me around the waist", "You're coming back in the surf with us!"	Demonstrates friendship and camaraderie
2.4	Daily Routines	16	"Father takes him to school daily"	Highlights structured daily practices
2.5	Education Systems	14	"the school compound and the racing track"	Highlights the school environment and its facilities.
2.6	Work Environments	43	"Professionals and NGOs working with the government..."	Depicts corporate, public, and civic sector collaboration.

2.7	Community Events	19	"...people rushed to save valuable possessions..."	Community effort during the fire.
2.8	Social Hierarchy and Status	20	"hawkers and vendors from different backgrounds"	Shows a mix of people from different statuses working together.
2.9	Gender Roles	20	"men handling heavy goods," "women balancing baskets"	Illustrates gender-specific work roles.
2.10	Customs and Traditions	21	"Stealing birds' eggs is now illegal in many parts of the world."	Implies a historical custom of egg-collecting which is now outlawed.
2.11	Leisure Activities	24	"went out for a day's fishing"	Leisurely fishing is described.
2.12	Holidays and Ceremonies	8	"prizes are handed over"	Points to prize-giving ceremonies.
2.13	Religious Practices	5	Circe's warning	Involves belief in divine intervention.
2.14	Marriage Customs	0		
2.15	Social Etiquette	15	MSF teams showing compassion and care toward villagers.	Reflects polite and humane behavior in social interactions, especially in a crisis.

As Table 5 illustrates, Oxford covers a wide range of social issues, such as social roles (58), work environments (43), and interpersonal interactions (37). In contrast to PTB, these emphasize peer cooperation, cooperative learning, and NGO engagement in addition to idealized roles. It reflects a contemporary, inclusive perspective by providing fair representations of gender roles (20), customs (21), and leisure activities (24). Through symbolic allusions like Greek mythology's Circe's warning, it offers cultural complexity without resorting to religious doctrine or traditional marriage practices.

Semantic Sense

With examples of work environments (43), interpersonal interactions (37), and societal roles (58), Oxford examines a variety of social topics, emphasizing inclusion and teamwork, as seen in Table 6. Without supporting religious dogma, it depicts gender roles (20), customs (21), and leisure (24) in a balanced, contemporary manner. It also enhances content with symbolic references such as Circe's warning.

Table 6: Semantic Sense in PTB English Textbook

	Element	Occurrences	Example Sentences	Explanation
3.1	Idioms	7	"She became a superhero..."	Not literal; implies admiration.
3.2	Proverbs	0		
3.3	Metaphors	21	"I will arise and go now, and go to Innisfree..."	Metaphor for the desire to escape and seek peace, associating "Innisfree" with a place of tranquility.

			I will rise and go now, for always night and day. Midnight's glimmer. And noon a purple glow. I hear it in the deep heart's core.	Usually associated with darkness, is described as glowing or shimmering.
3.4	Cultural References	17	"Hazrat Muhammad ylesnemmi saw ﷺ renowned for his integrity."	Cultural reference to Rasoolullah ﷺ's integrity, emphasizing his moral character.
3.5	Expressions of Emotion	20	"Eid is the time to forgive others."	Expression of emotional empathy during Eid celebrations.
3.6	Connotative Meanings	18	"Fake certificate... greed... guilt..."	Loaded words carry deeper ethical weight.
3.7	Language-Specific Puns or Wordplay	0		
3.8	Gestures and Their Meanings	9	"Tapped his shoulder..." / "Waved from the window..."	Non-verbal gestures of welcome and encouragement.
3.9	Conceptual Metaphors	15	"Explosion of population" / "Burden on the planet"	Implies rapid, harmful impact of human presence.
3.10	Greetings and Farewells	3	After Eid Salat, Muslims exchange Eid greetings.	It shows the religious practice of greeting each other.
3.11	Time-Related Expressions	11	"on December 6th"; "at the time of martyrdom"	Marking significant chronological events.
3.12	Terms of Endearment	0		
3.13	Taboo Words or Phrases	0		

Table 7 demonstrates that PTB's semantic content mostly relates to Islamic and national issues and contains conceptual metaphors (15) and cultural allusions (17). However, it lacks stylistic diversity and informal expressiveness because it only contains seven idioms and no proverbs or humorous language.

Oxford, on the other hand, provides a wider variety of semantics, including 37 metaphors, 14 idioms, 42 emotive expressions, and 54 cultural allusions. Through the use of time markers, affectionate phrases ("Sonny"), and rich sensory elements ("the air smelled of salt and coconut"), it improves engagement and fosters literary development.

Table 7: Semantic Sense in the Oxford English Textbook

	Element	Occurrences	Example Sentences	Explanation
3.1	Idioms	14	"...give hope to our oceans."	Figurative language used for emotional appeal.
3.2	Proverbs	1	'Death will come on swift wings...	Mentioned in context of curses on tombs, parallels to violent legends about hyenas.
3.3	Metaphors	37	"River works like a mirror", "flow of green", "city's shadows like a dream"	Vivid imagery and abstract comparison
3.4	Cultural References	54	Scottish wilderness, tipi, survival school	Culture-specific terms
3.5	Expressions of Emotion	42	"I had never felt such terror", "I fainted", "aching all over"	Conveys fear and distress vividly
3.6	Connotative Meanings	40	"Best subject is English"	Indicates strength or affinity
3.7	Language-Specific Puns or Wordplay	0		
3.8	Gestures and Their Meanings	10	Odysseus tied to the mast	A gesture of restraint and safety.
3.9	Conceptual Metaphors	24	"the air smelled of salt and coconut"	Describing a sensory experience vividly.
3.10	Greetings and Farewells	1	Legends about hyenas making people insane.	Ancient Roman and Arab.
3.11	Time-Related Expressions	27	"...in the 1860s..."	Time reference showing historical context.
3.12	Terms of Endearment	7	"Sonny"	A familiar way of addressing a boy.
3.13	Taboo Words or Phrases	1	Legends about hyenas making people insane.	Ancient Roman and Arab.

Table 7 demonstrates how Oxford frequently use vivid metaphors and contextually rich language to encourage interpretive and abstract thinking. Its semantic content encourages learners to be creative and empathetic while supporting a more dynamic, global understanding of language usage.

Pragmatic Sense

The PTB textbook uses religious and moral themes in order to delicately provide pragmatic material. Though they are infrequently used in conversational situations in real life, speech actions such as appreciation, pity, and courteous requests are frequently seen in stories. Examples that prioritize ideals above useful communication, like Hazrat Khadijah's admiration or community

reactions to distress, restrict students' exposure to real-world conversation and common language usage.

Table 8: Pragmatic Elements in PTB English Textbook

	Element	Occurrences	Example Sentences	Explanation
4.1	Polite Requests	5	"Their mother instructed them to greet the family with respect."	Indirect polite command.
4.2	Expressions of Gratitude	5	"The lady's family was grateful..."	Shows social thankfulness.
4.3	Apologies	1	"He was ashamed and repentant."	Indirect expression of guilt.
4.4	Compliments	9	She too was impressed by his nobility and sent her marriage proposal.	This sentence shows that Hazrat Khadija was so impressed that she sent a proposal which was not less than a compliment.
4.5	Formal and Informal Greetings	12	"They greeted her..."	Demonstrates social etiquette.
4.6	Introductions	9	"Major Shabbir Sharif was born..."	Biographical introduction.
4.7	Expressing Sympathy	7	"Ameena rushed to help the landlord who was crying in pain..."	Demonstrates emotional concern.
4.8	Making Suggestions Politely	7	"Women empowerment should be promoted... families should talk..."	Advice phrased as gentle suggestion.
4.9	Refusals and Rejections	2	The Rasool refused to forgive her crime.	This sentence shows the refusal by the holy prophet against being unfair.
4.10	Invitations	5	"Eid is the time to forgive others by inviting or visiting them."	The invitation is implied through the action of forgiving and inviting others during Eid.
4.11	Tone and Formality in Language	10	"I will arise and go now, and go to Innisfree..."	The tone of the poem is reflective and formal, conveying a sense of longing and calmness in the desire to escape to a peaceful, natural place.
4.12	Body Language in Interactions	10	<i>(Hands encircling Earth in the image)</i>	Represents support and responsibility.
4.13	Non-Verbal Cues	13	<i>(Visual expressions of connection and digital access)</i>	Implies unity, progress.
4.14	Turn-Taking in Conversation	6	"She called... police responded..."	Clear dialogue structure shown.
4.15	Ways of Addressing People	7	"Police officer... neighbors... parents..."	Titles and relational terms used.

Although PTB provides few examples of direct invites (5), apologies (1), or refusals (2), Table 8 demonstrates that it does contain some pragmatic aspects, such as 13 non-verbal indications, 10

usage of formal tone, and 12 greetings. Turn-taking (6) and introductions (9) are rare, occurring mostly in biographical settings. There is little opportunity for casual or peer-level contact, and the emphasis is still on formality and authority.

Oxford, on the other hand, offers a greater variety of useful and interesting words. It includes heartfelt reactions (“we’ve got to stop the bleeding”), straightforward invites (“you can sleep in my house”), and genuine dialogue. It improves students' ability to communicate in both formal and informal contexts by emulating daily speech.

Table 9: Pragmatic Elements in Oxford Progressive English Textbook

	Element	Occurrences	Example Sentences	Explanation
4.1	Polite Requests	4	“The aim was to draw attention...”	Implied polite call to action.
4.2	Expressions of Gratitude	9	Appreciates his mum and friends	Shows thankfulness
4.3	Apologies	0		
4.4	Compliments	15	“How beautiful it seems”	Shows appreciation for the natural side
4.5	Formal and Informal Greetings	2	Addressing her politely at first contact.	Shows respectful, humble communication.
4.6	Introductions	11	“Irfan is part of a group of Pakistani students...”	Introduces main character and context
4.7	Expressing Sympathy	8	“We’ve got to stop the bleeding,” said Billy	Concern and support
4.8	Making Suggestions Politely	8	Circe warning Odysseus	A polite divine suggestion to prevent disaster.
4.9	Refusals and Rejections	5	Salk refused to patent vaccine.	Noted his altruism.
4.10	Invitations	10	Woman: “You can sleep in my house...”	Invitation extended politely.
4.11	Tone and Formality in Language	37	The entire passage is written in a factual, formal tone.	Formal, factual tone in a non-fiction report.
4.12	Body Language in Interactions	14	"men haggling loudly,"	Shows non-verbal cues (e.g., body posture, tone) during bargaining.
4.13	Non-Verbal Cues	14	"stallholders gesturing"	Indicates non-verbal communication in the market.
4.14	Turn-Taking in Conversation	3	Press conference Q&A session	Structured conversational flow
4.15	Ways of Addressing People	22	"Abdul! Reuben! Vedi!"	Using names to address students directly.

Table 9 illustrates how Oxford offers more extensive exposure through body language (14), compliments (15), and speech patterns (22). Greetings, turn-taking, and tone changes (37), despite the lack of apologies, demonstrate the useful application of language in a variety of social contexts. These components are a reflection of modern, international communication methods.

Findings of this research are consistent with the approach developed by Adaskou, Britten, and Fahsi (1990), emphasizing the significance of including all four cultural dimensions—semantic,

pragmatic, sociological, and aesthetic—into English language instruction. The PTB textbook is primarily focused on religious beliefs, moral education, and national identity; it is devoid of diversity in creative substance, cultural representation, and communication realism. This narrow focus bolsters the worry expressed by Arshad, Shah, and Ahmad (2020), who contend that students' cultural and educational demands could not be met by monocultural resources.

On the other hand, the Oxford textbook exhibits a more comprehensive and equitable integration of cultural information. It fosters language development and intercultural competency by incorporating global topics, a variety of literary genres, and realistic language use, much as the Vision series in Saeedi and Shahrokhi's (2019) research. Oxford's incorporation of humanitarian and environmental issues also reflects the ecological consciousness stressed by Stibbe (2015) and the critical pedagogical approach promoted by Davari and Iranmehr (2019).

Overall, this study supports the notion that language instruction should be complemented by critical engagement with social and global concerns in textbooks. The PTB text represents a more traditional, regional approach that has to be diversified, whereas the Oxford book is more in line with contemporary educational practices.

Conclusion

In order to compare the Grade 6 English textbooks published by Oxford University Press (OUP) and the Punjab Textbook Board (PTB), the Adaskou et al. (1990) model was used. This model looks at cultural content from four perspectives: pragmatic, sociological, aesthetic, and semantic. The results of the qualitative and quantitative study showed that the two textbooks' approaches to cultural teaching are very different.

By incorporating a wide range of regional and global cultural components, the Oxford textbook became a more comprehensive and well-rounded resource. It included instances of genuine conversation, common cultural practices, metaphorical language, and increased literary exposure. The PTB textbook, on the other hand, showed a restricted variety of cultural material, with a clear concentration on national identity and Islamic traditions, but no representation of global cultures or intercultural understanding, despite its strong moral and religious values promotion.

Oxford's teachings were thematically coherent and rationally ordered, and their editorial structure was better. On the other hand, the PTB book's overall lesson design leaned more toward moral instruction than interactive or global learning, and the table of contents had a content sequencing mistake. Additionally, although there were certain advantages to both textbooks, the Oxford book better met the objectives of intercultural communicative ability and gave students the opportunity to experience English as a global language with roots in many cultural realities.

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