| **RESEARCH ARTICLE**

# Critical Pedagogy: Investigating Critical Thinking Skills and Active Citizenship through Discourse Analysis in a Moroccan EFL Textbook

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| **ABSTRACT**

Critical pedagogy is an educational philosophy that aims to empower individuals and promote significant societal change. Paulo Freire emphasized the importance of using a dialogic approach as a teaching method to increase students' understanding of social issues by exposing them to difficult learning situations. Through this process, students cultivate their creativity, capacity for problem-solving, sociological consciousness, and advanced cognitive abilities. Therefore, curriculum designers should integrate pedagogical practices that conform to the identical standards of teacher-student rapport. This allows students to forge connections with the world and engage in a critical examination of it. Furthermore, it assists individuals in analyzing and assessing the information they acquire, whether it is communicated consciously or unconsciously, in relation to the social interactions and propaganda they encounter. This study aims to examine the extent to which Ticket to English 2, a designated Moroccan English as a Foreign Language (EFL) textbook, enhances students' critical thinking skills and encourages active citizenship in society. The analysis was carried out using progressive and critical discourse analysis, employing Fairclough's dimensions as a potential framework.

## 1. Introduction

Morocco is a multicultural country that encompasses various ethnicities, dialects, and cultural aspects. As a result, curriculum designers must account for these variations and implement appropriate pedagogical methods to promote inclusive and cohesive education, as well as to ensure effective learning outcomes. These teaching methods enable learners to identify with the curriculum, enhance their enthusiasm for learning, meet their expectations, and express their opinions and preferences. A thorough textbook intended to address students' educational objectives, enhance their learning abilities, and elevate their academic performance. The strategic vision of reform (2015-2030) outlined by the Moroccan Ministry of Education, as highlighted by Le Conseil Supérieur de l'Education (Le Conseil Supérieur de l'Education, 2015), emphasizes the importance of a school system that promotes equity, quality education, and the development of active and responsible citizens. It also recognizes the value of learning foreign languages, particularly English, which is widely spoken in Morocco and the globe.

This study uses the Ticket to English 2 (Ticket 2 English, 2007) textbook to assess its efficacy in enhancing students' active citizenship and ability to think critically using a pedagogical approach commonly referred to as critical pedagogy and progressive discourse analysis. The textbook, which serves as a case study, will be examined not only to investigate and support its use but also to evaluate and interpret the social and political factors influencing the pedagogical methods and educational results presented in the textbook.

The rapid technological advancements of the 21st century have transformed the world into a global village, potentially fostering social cohesion, respect, and mutual understanding among individuals. Globalization brings together nations through a blending of diverse cultures and cosmopolitanism, prompting educational systems to actively pursue internationalization initiatives (Gopal & Zha, 2015). The integration of internationalization into textbooks and educational systems in Morocco and other countries fosters a corporate culture that emphasizes the examination of global issues rather than local ones and prioritizes international citizenship over local identities and nationalities. Within this framework, there is a potential for the globalization of cultures, dialects, and languages. However, there is a concern that excessive restrictions may lead to the endangerment of certain cultural aspects and languages. This is due to political orientations that employ propaganda machines and the power of discourse to suppress local identities.

This paper aims to elucidate the increasing utilization of citizenship education to cultivate students' mindsets and foster a commitment to exemplary citizenship in community service. It seeks to empower students to proactively initiate positive changes in society, embodying values such as social justice, democratic principles, philanthropy, active participation, motivation, empathy, and charitable actions both within and beyond the school environment. The researcher asserts that engaging in constructive and efficient communication between educators and students can foster a positive relationship founded on mutual respect, with both parties working together to establish an environment conducive to learning. In this regard, Freire asserted that:

> Instead of communicating, the teacher issues communiqués and makes deposits, which the students patiently receive, memorize, and repeat. This is the "banking" concept of education, in which the scope of action allowed to students extends only as far as receiving, filing, and storing the deposits(Freire, 1970)

Within this context, students and teachers act as a small-scale representation of a democratic society, participating in conversations and promoting shared comprehension under the supervision of the teacher. They reflect the principles of engaged citizenship and dedication to societal change that stems from educational settings. Hence, the framework highlights the significance of education, analytical reasoning, and engaged involvement in advancing tolerance and literacy, as advocated by Freire (2020) and Kirylo (2013). This paper aims to analyze educational practices that seek to generate the best possible educational results through the implementation of strategies that prioritize learners and emphasize communication. Consequently, learners cultivate advanced cognitive abilities and receive education centered on values. As a result, society will undergo a positive and constructive change through the attainment of optimistic and productive educational objectives. This will be accomplished through collaborative endeavors and active participation, adopting a pedagogical approach focused on cultivating hope:

> Although written in 1992, *Pedagogy of Hope* is still relevant as an invitation to build from change that begins in ourselves – "ourselves" in a collective rather than an individualising sense, since for Freire, as unfinished beings, we cannot be without others; a change both in the ways we relate and build knowledge with others instead of about others. For educators, this involves creating a liberating, decolonised educational system since "there is no change without dreams, as there is no dream without hope" (p. 81). The powerful messages of *Pedagogy of Hope* have significantly influenced academics, including bell hooks and Antonia Darder, who both further develop the importance of democratic dialogue in education – informed by ideals of love and community – as essentials for an emancipatory praxis  (Torres-Olave, 2021)

## 2. Literature Review
### 2.1 Critical Thinking Skills and Active Citizenship
The Moroccan ministry has implemented numerous educational reforms aimed at strengthening moral values and promoting active citizenship (Le Conseil Supérieur de l'Education, 2015), particularly following Morocco's independence on March 2, 1956. In this regard, active citizenship education is often taught as a distinct subject in schools, with the aim of introducing young learners to concepts such as social inclusion, self-identification with their local community and the development of lifelong commitment (Directorate of Anti-Discrimination, 2021). Nevertheless, the discourse surrounding citizenship has shifted from a focus on local contexts to a broader consideration of global citizenship.

This shift is motivated by the need to engage with international cultural perspectives in order to reduce bias, cultural dilemmas, stereotypes and culture shock. This is particularly relevant in the current era of digitalization, smart schools and language acquisition, as recent arguments emphasize the importance of intercultural citizenship and global cultural consciousness in foreign language learning (Weninger & Kiss, 2013). In this particular context, it is asserted (Ennaji, 2021) that certain nations, such as Morocco, have consistently encountered the challenging and intricate endeavour of "nation-building." This process necessitates the establishment of a cohesive and ongoing national narrative that serves to strengthen a distinct national identity. So, there is a need for the promotion of active citizenship through the implementation of multicultural education and intercultural practices, with the aim of serving the community and fostering social solidarity:

"*The educational system must address the linguistic and cultural diversity inherent in multicultural Morocco, from the human rights and intercultural learning perspectives. Its purpose is not to teach the role of multiculturalism in official curricula, but to construct an approach to intercultural learning that promotes citizenship, dialogue, mutual understanding, and living together.*"(Ennaji, 2021; Sultana & Buhagiar, 2021).

Citizenship encourages and helps students to build up their sense of belonging and know their rights and responsibilities toward their nation and the world. Further, it prepares: *"young people to live together in increasingly diverse local communities and an interdependent world"* (Osler & Starkey, 2003). It is always connected to national identities; however, psychological citizenship depends on the shared identity in the community, either implicitly or explicitly, since citizenship entails various psychological and political dimensions (Sindic, 2011).

Civic and citizenship education (Sindic, 2011) is developed as a resistance to social challenges that prioritize gender inequality and economic injustice, and more importantly, those values produce active citizens who care about themselves and others. Moreover, *"Civic learning and civic action opportunities within school contexts are commonly claimed to promote an active and informed citizenry"* (Reichert & Print, 2018). Teaching citizenship education to young learners builds up a sense of responsibility and social care; it promotes social solidarity and mutual respect between social agents; accordingly, curriculum designers should employ pedagogical practices to promote students' consciousness of social realities based on high order thinking skills, problem based learning and dialogical method through critical pedagogy and pedagogy of hope lens.

Further, EFL textbooks should mirror society (Giroux, 1992) and the everyday experiences for students to reflect on their social realities "praxis" (Freire, 2020). Hence, critical thinking skills are one of the educational outcomes that students develop using critical pedagogy in line with other pedagogies, and this is why curriculum designers started to implement critical thinking (Inch, E. S. & Warnick, 2011) to produce quality education and equity for all. In this field, using these pedagogical practices is effective since they prepare students to assess, analyse, and reflect on any knowledge they receive using their reasoning and questioning skills.

Additionally, active citizenship encompasses more than just participating in community services and being concerned about individual and social rights and responsibilities, which are characteristics of a good citizen. According to Crick (Crick, 2007), active citizenship is rooted in both action and knowledge. Therefore, it is essential to integrate life skills, self-identity, and other attributes aligned with the criteria for twenty-first century learning into textbooks. In this particular context, it is recommended that curriculum designers include a diverse range of tasks that promote critical thinking skills. This approach aims to enhance students' awareness of social realities and facilitate the alignment of their personal experiences with the broader external environment. Therefore, it is vital that textbooks employ precise and focused descriptions and explanations in order to facilitate students' comprehension of the primary objectives underlying community practices and volunteer work. Additionally, the process of evaluating, analysing, and inferring should be skilfully integrated and directed towards enhancing students' critical thinking abilities, critical consciousness, and analytical thinking through the negotiation of the curriculum (Boomer, Onore, & Lester, 1992). In modern schools, digital learners are exposed to cultural variations and linguistic heterogeneity both within and beyond educational environments. This exposure can potentially lead to confusion. In turn, it is mandatory for educational systems to incorporate texts, images, speeches, and educational resources that aim to raise awareness among future leaders. This integration serves as a means of fostering internationalization within educational contexts (Leask, 2015).

In line with scholarly discourse, it is a common practice for educational institutions to incorporate technological devices into their pedagogical methods. This integration aims to engage students and enhance the learning process by employing student-centered approaches that emphasize dialogue, mutual respect and problem-based education (Widiawati et al., 2018). Hence, Critical pedagogy is of significant importance in the development of students' communication skills and critical education. It enables students to gain a comprehensive understanding of the world and effectively connect their personal experiences with global circumstances. This aligns with Freire's assertion that comprehending the world should always precede the act of reading the word:

"*Reading the world always precedes reading the word, and reading the word implies continually reading the world. As I suggested earlier, this movement from the word to the world is always present; even the spoken word flows from our reading of the world. In a way, however, we can go further and say that reading the word is not preceded merely by reading the world but by a certain form of writing it or rewriting it, that is, of transforming it by means of conscious, practical work. For me, this dynamic movement is central to the literacy process.*" (Freire, P., & Macedo, 1987)

Furthermore, students are confronted with numerous challenges that pose a threat to the local identity as a result of globalization in its various manifestations (Mienczakowski, 1997). The impact of globalization on national identity, particularly in relation to local

cultures and languages, is widely acknowledged. This phenomenon entails the adoption of capitalist systems and the convergence of political frameworks, which often prioritize international ideologies in order to exert dominance and establish mainstream societal norms. In essence, textbooks and educators possess the capacity to cultivate a sense of civic responsibility within students, encouraging them to actively contribute towards the betterment of their communities. This includes engaging in discussions surrounding pertinent social issues such as poverty, as well as fostering a collective mindset that empowers individuals to effect positive change within their own circumstances. Furthermore, this mindset extends beyond local boundaries, prompting students to take action on both a domestic and global scale, with the ultimate aim of creating a more promising future for all. Therefore, these overall interpretations do not effectively assist students in expanding their knowledge and surpassing their limitations (Hooks, 1994) to comprehend and evaluate the underlying objectives of globalizing their civic engagement.

The textbooks discuss both explicit and implicit messages conveyed by the cultural and economic mainstream, emphasizing the importance of being active global citizens and recognizing that change originates from individuals and citizens themselves. However, this approach hinders students' ability to engage in critical thinking, as it fails to adequately address the risks associated with global exploitation and predatory cultures (McLaren, 1995).

Moreover, the overarching concept of active citizenship encompasses political and economic principles and goals aimed at fostering a pervasive corporate culture that promotes both local and international agendas. This culture seeks to silence radical ideologies and innovative thinking that advocate for societal and economic transformation, not solely through individual and humanitarian endeavours but through genuine involvement of social structures, political actors, and economic stakeholders. The ultimate objective is to narrow the significant disparity between social classes. In general, it can be argued that the themes of local and global citizenship, citizenship education and civic education are inherently non-neutral in textbooks. This is because education itself is not a neutral endeavour; textbook designers typically have specific objectives, whether explicit or implicit, and these objectives can influence and shape the discourse surrounding our agency (Giroux, 1992).

According to Vu and Pham (Vu & Pham, 2022), textbooks utilize persuasive speech and language techniques to influence the thoughts and ideologies of young individuals. These pedagogical strategies are designed to advance a favourable mainstream, cultural, and global economic agenda. The execution of these strategies can be perceived as a cohesive societal endeavour, especially for individuals who are marginalized and contribute their resources towards the establishment of educational institutions. This highlights the utilization of rhetoric by textbook designers as a means to influence knowledge recipients and promote social change. These textbooks promote critical thinking among students, challenging established knowledge and ideologies. As a result, they foster a sense of resistance against social and economic tolerationism, with the ultimate goal of cultivating a more inclusive sense of belonging (Hiba, 2021).

Textbooks often exhibit linguistic features that can carry ideological implications. These features include the selection of certain words and the use of specific narrations. These linguistic characteristics can be associated with concepts such as formality, adherence to rules, conformity to a dominant cultural standard, suppression of critical thinking that challenges liberal ideals, and the reinforcement of undemocratic social hierarchies through the strategic deployment of persuasive language. Hence, these paradoxes possess the capacity to engage students in diverse cultural experiences, resulting in the emergence of what Park (Park, 1928) described as "the marginal man." This phenomenon has the potential to exert a substantial influence on students and may lead to confusion as they struggle with the intricacies of preserving their individual identities. In the context of the discourse pertaining to the internationalization and globalization of textbooks, there seems to be a deliberate aim to cultivate a wide range of cultures and distinct cultural perspectives, with the aim of promoting learners' assimilation into the prevailing culture and abandonment of their own distinct identities (Osler & Starkey, 2003). The analysis in this context goes beyond culture and includes the examination of the globalization of the economy, the perpetuation of capitalism, and the dynamics of oppression and tolerationism.

It is suggested that students should be given exposure to problematized learning, which is rooted in a dialogic approach as proposed by Freire (1970). This approach aims to enhance students' critical consciousness by encouraging them to critically analyse and connect social and political realities with their own lived experiences. By doing so, students can develop problem-solving skills and make informed decisions regarding their active involvement in various aspects of life. According to (Norton & Toohey, 2011), the dominative discourse refers to the exertion of power over marginalized individuals (specifically students), compelling them to adopt a submissive and passive role in receiving knowledge rather than engaging in critical analysis and evaluation to make informed decisions regarding political and social participation. Consequently, the inclusion of problem-based learning and the cultivation of critical thinking skills are crucial pedagogical approaches in textbooks, as they facilitate the enhancement of students' analytical abilities.

Furthermore, previous research has not examined the impact of critical pedagogy on students' active citizenship. However, the present study aims to address this gap by investigating the importance of critical pedagogy in enhancing active citizenship through the analysis of an EFL textbook.

## 3. Methodology
### 3.1 Positive Progressive Discourse Analysis
This study uses the approaches of PDA (Progressive Discourse Analysis) and CDA (Critical Discourse Analysis) to facilitate social transformation, foster optimism, enhance critical thinking abilities, promote active citizenship, and analyse the interpretations of the discourse presented in the EFL Ticket to English. The progressive discourse analysis is an effective method to promote the desired successful and educational outcomes that the researcher emphasizes in this textbook, as it is based on the belief that:

> *If discourse analysts are serious about wanting to use their work to enact social change, then they will have to broaden their coverage to include discourse of this kind—discourse that inspires, encourages, heartens; discourse we like, that cheers us along. We need, in other words, more positive discourse analysis (PDA?) alongside our critique; and this means dealing with texts we admire, alongside those we dislike and try to expose.* (Martin J, 1999)

Positive discourse analysis is an added discipline to critical discourse analysis. CDA focuses on examining and assessing topics related to society and politics in both implicit and explicit curricula to uncover valuable insights. It is believed that CDA is inherently "positive" as it does not critique for the sake of criticism but rather aims to bring attention to issues and educational practices that involve political and social directives driven by concealed motives. Change arises through both constructive analysis and a "positive" approach:

> *The lack of positive discourse analysis (PDA) cripples our understanding of how change happens, for the better, across a range of sites —how feminists re-make gender relations in our world, how Indigenous people overcome their colonial heritage, how migrants renovate their new environs and so on. And this hampers design and perhaps even discourages it since analysts would rather tell us how struggle was undone than how freedoms were won.* (Martin, 2004)

In this regard, language and the power of knowledge are never neutral since  there is an ideology (Henry A. Giroux, 2011) behind any speech or image; there are guidelines that portray messages, such as: *"Getting positive, of course, depends on taking a stand, and positively valuing some aspect of social change —putting our values on the line in a way that is not demanded by critique"*(Martin, 2004)

The data of this study was analysed using Fairclough's three dimensions: description, interpretation, and explanation. The three stages demonstrate the successful implementation of texts and questions in the "Ticket to English 2" textbook, which has been approved by the Moroccan Ministry of Education and follows a standards-based approach. The textbook consists of 10 units, each beginning with a lead-in that incorporates a short poem, serving as an inspiring artistic warm-up stage. The analysis demonstrates that texts discussing citizenship employ persuasive language and effectively promote educational and civic values such as tolerance, democracy, solidarity, empathy, social inclusion, collaboration, and social respect. The analysis indicates that the pedagogical practices, particularly the use of text comprehension questions in the case study "Ticket to English 2," are effective strategies for fostering critical thinking abilities and lifelong learning competencies rooted in active citizenship. Critical discourse analyses uncover the concealed messages and underlying motives behind the examined positive cultural and political aspects.

## 4. Results and Discussion
### 4.1 Active citizenship
Active citizenship encompasses more than just participating in community services and being concerned about individual and social rights and responsibilities; it is based on action and knowledge (Crick, 2007). The researcher in the textbook asserts that in every unit, there is an incorporation of life skills and self-belonging and other qualities of the twenty first century learning components. In this context, Ticket to English designers incorporates various tasks of critical thinking skills to boost students' consciousness of social realities and match their personal experiences with the outside world. Thus, description and creation are highly targeted in all the units to help students understand the major aims of actions they do as community practices and volunteers; however, evaluating, analysing, and inferring were not effectively implemented and targeted. The table below shows the frequency of discourse that includes text comprehension, poems, tasks of vocabulary, images, projects and extra readings at the end of the book; it presents the number of these items (local/global citizenship social inclusion rhetoric of solidarity and hope: critical thinking skills) are implemented in all language skills including images and projects:

| Frequency of Discourse in EFL Ticket to English 2 Textbook | | | |
|---|---|---|---|
| Local/global citizenship | Social inclusion | Rhetoric of Solidarity and Hope | Critical thinking skills |
| 100 | 60 | 130 | 160 |

The table indicates a lack of implementation of the necessary elements of social inclusion for integrating students. It facilitates a discussion on the social requirements to raise awareness among students about their marginalized peers living in remote areas and, most importantly, to tackle this social problem collectively for the sake of social unity and cohesion. Conversely, there are numerous examples of using the skills of critical thinking and the use of persuasive language to promote unity and optimism, which contribute to the development of both local and global citizenship. This causality is intended to foster social consciousness and cultivate a sense of affiliation with both the local culture and the global community. However, this causal relationship may lead students to think unquestioningly without employing their own rationality. In other words, the textbook employs a form of confusion of thought as well as double-talk that directs students' core principles towards the overarching goals of globalization and imperialism.

**(1) Local Vs global citizenship:**
Digital learners encounter cultural differences and linguistic diversity in and outside the educational settings, which might be confusing, so the implementation of texts, images, speeches and educational materials to sensitize future leaders become mandatory in educational systems as a way of internationalization. Accordingly, most schools use technology devices in teaching and learning practices to stimulate learners and facilitate learning through students' centred approaches based on dialogue and mutual respect. In this regard, critical pedagogy plays a vital role in enhancing communicative skills and critical education for students to see the world and match their personal experiences with the social realities surrounding them, this is of course, based on the dialogical method along with many pedagogical implementations stemmed from social justice, democracy, equity, equality and effective social imagination.

Excerpt 1: *I am a citizen of the world and my home is my abode!* (page 96-97, Ticket to English 2)

Excerpt 2: A good illustration of citizenship ...Prior to 2001, the majority of the children in that village had never seen a school (page 102-103, Ticket to English 2)

Excerpt 3: Lead-in of unit 4: "(*we do make a difference – one way or the other. We are responsible for the impact of our lives, whatever we have, we leave behind us a legacy for those who follow*) Stephen Covey (1932)" (page 51, Ticket to English 2)

Excerpt **4:** "*Participating in local community projects are all part of citizenship*" (page 102, Ticket to English 2)

Excerpt **5:** "*Can you pass the British Citizenship Test* "**(p: 109)**

Excerpt **6:** "*Global citizenship means being concerned with the world's stability, poverty and well-being*." (p:124)

**Analysis and interpretations**
The textbook designers illustrated many examples of citizenship education; the above extracts reveal explicit targets of raising students' awareness of social care and global citizenship. "I am a citizen of the world"; a world citizen doesn't only care about other people but rather about the environmental components as a precious gift from and to "mankind". The **poetic** language the textbook implemented/nominated in the unit entry (lead-in) referring to everyone's responsibility toward individuals, society and the environment is persuasive. The short poem, which is a warm-up to brainstorm and raise awareness of the target/shared responsibility, can be considered as a powerful technique of discourse to enlighten the receiver's knowledge and shed light on the assumption of true citizenship that is based on social inclusion and international care/citizenship.

Further, citizenship has encountered many challenges that threaten the local identity due to globalization in all its forms. Nobody can deny the threat of globalizing the national identity in terms of local cultures and languages; this process leads to capitalizing the systems and unifying political guidelines that serve international ideologies to dominate and surface the mainstream and social orders. Essentially, the examples mentioned above sensitize students to be good citizens and be active in helping improve their community and discuss social issues such as poverty and the collective work of individuals to change their miserable situations by

themselves and act locally and internationally. However, the textbook is not neutral because it tries to instil guided thoughts based on the mainstream principles that inhibit students' creativity and autonomy.

The concept of global citizenship encompasses a deep concern for stability, poverty, "being concerned with the world's stability, poverty and well-being." (p:124)), broad meanings that do not effectively help students enhance their knowledge and surpass their boundaries (Hooks, 1994) in order to analyse the underlying objectives of internationalizing their citizenship. The textbook focuses on the explicit messages conveyed by the cultural and economic mainstream, urging individuals to become active global citizens and emphasizing that change originates from individuals and citizens themselves.

However, it hinders and restricts students' ability to think critically (McLaren, 1995) about the perils of global exploitation and predatory cultures. Moreover, active citizenship encompasses political and economic principles aimed at establishing a dominant corporate culture that promotes local and international agendas, discouraging unconventional concepts and innovative thinking that advocate for social and economic change. This goes beyond individual acts of charity, emphasizing the need for genuine involvement of social systems, politicians, and economic stakeholders to reduce the significant disparity between social classes. In general, the themes of local and global citizenship, citizenship education, and civic education in textbooks are not neutral. This is because education is never neutral; textbook designers always have a specific goal in mind, whether it is explicit or implicit. Their aim is to influence our agency and engage us in a struggle (Giroux, 1992).

The second example mentioned above employs powerful speech and language to persuade young minds to shape their thoughts and guide their ideologies towards a desirable mainstream, cultural and international economic project. The example projects a unifying social act of those who suffer "oppressed", who give their proper land, money and energy to build a school of hope; this implies how the textbook designers use examples and the pronoun "you" to influence the knowledge receiver and call for the" social change" that surfaces students' ability to think beyond the received knowledge that limits resistance against any forms of social/economic tolerationism aiming to build up looser citizenship. The language features of the choices and voices mentioned in the examples above entail ideological associations of formality, obedience, submission to the monocultural mainstream, limitation of reflexive thinking against liberal values, and undemocratic social classes that increase oppression using rhetoric of power.

The textbook designers in Ticket to English attempt to address the concept of global citizenship to young learners. However, their approach lacks credibility when it comes to fostering a sense of national identity. Rather than openly addressing and discussing important national issues, they strategically choose to unveil and conceal them. Furthermore, there is a significant focus on the repetition of the phrase "I am a citizen of the world," which contains implicit messages aimed at promoting the internationalization of local identity, culture, thought processes, and, most importantly, the politicization of educational values. This is done under the guise of global citizenship, serving the interests of international imperialism and capitalism that govern the entire world. The utilization of metaphoric rhetoric in the aforementioned examples serves as a means to convey the underlying agenda behind the slogan of global citizenship. While this slogan may initially appear positive, it employs persuasive language to subtly control and influence the younger generation. The deceptive implementation of concepts such as poverty and solidarity, national and international, and local identity and global identity leads to confusion and misdirection.

**(2) Social inclusion Vs social exclusion**
**_Excerpt 7:_** "*Those who were lucky enough to attend classes were forced to walk several miles over rough roads to the nearest school. In this drought-stricken region, water was often rationed*" (page 102-103, Ticket to English 2)

**_Excerpt 8:_** *We have created three committees; the first prepares young people to engage themselves politically and to vote.... The second committee address the economic and intellectual elite "throw up their hands" and no longer believe in the parliament or political parties. The third committee will be devoted to understanding the ideologies, political programmes and future visions of political parties*. (page 57, Ticket to English 2)

**Analysis and interpretations**
The aforementioned examples demonstrate a clear perspective on social and political inclusion within the specific context of Morocco. A significant number of students experience the unfortunate consequences of marginalization in rural areas and villages characterized by poverty and enduring illiteracy. A significant number of Moroccan individuals experience the adverse effects of elevated unemployment rates and financial difficulties, resulting in school dropout and a detrimental social standing. Historically, female students were traditionally expected to fulfill the role of future wives, remaining at home to assist with household tasks and patiently awaiting a favorable opportunity for marriage and childbearing, as directed by their parents.

Conversely, male students were expected to be diligent contributors to the family's income, often through labour-intensive work in farms and fields. In the 21st century, there has been a notable shift in the landscape. Even young people and those in influential positions are choosing to abstain from participating in political affairs as a form of resistance and response to feeling marginalized.

The textbook designers offer various instances of social associations and initiatives to effectively involve young individuals at different stages. The textbook effectively communicates positive messages, instilling hope and inspiration. "Zahra's life changed when her husband encouraged her to join a literacy circle run by an organisation that works in partnership with the Ministry of Education... An example to follow: Zahra's success has encouraged other members of her family to start learning too..." (page 43)

Nevertheless, the discourse employed in the seventh example distorted the genuine intention behind social change and inclusive education. The involvement of young people in politics should not be interpreted in such a manner, as it aims to guide students towards the prevailing political ideology rather than fostering genuine engagement. The textbook designers attempted to utilize not only a persuasive writing style but also a form of authoritative discourse that suppresses the right to dissent and critical thinking. Further, the discourse employs different techniques to communicate concealed motives through polished language and style. However, students should be engaged in problem-based learning using a dialogic approach, as proposed by Freire (Freire, 1970), in order to develop their critical awareness and connect social and political realities with their own experiences. This approach enables students to solve problems and make informed decisions in various aspects of life. Importantly, the dominative discourse refers to the exertion of power over the oppressed, compelling them to adopt a submissive and passive role in receiving knowledge rather than engaging in critical analysis and evaluation to make informed decisions regarding political and social participation.

The efforts and objectives of social inclusion in the previous instance 7 are actually elements of social marginalization, wherein students are exposed to misrepresented initiatives. "We have established three committees" for individuals residing in rural areas experiencing marginalization. These committees aim to actively involve rural residents in political affairs while ensuring that their independent thinking is not suppressed, allowing them to maintain their social imagination and critical consciousness. This approach seeks to address the ideological marginalization that favors urbanism over deurbanization. Learners should be part of a significant affiliation that goes beyond simply proposing solutions to the problems faced by marginalized groups in the community. This affiliation is with imagined communities, where " *the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each lives the image of their communion"*(Anderson 1991)

The objective of this study is to illuminate the correlation between language and power in the Ticket to English textbook through critical discourse analysis. It aims to examine the positive discourse and explore the various aspects of the discourse being studied, as laid out by Fairclough (1989), in order to uncover hidden connections between language and power. In (Fairclough, 1989), it is important to note that the utilization of language as a means of exerting power is readily apparent. The political discourse employs language to uphold the dominant ideology, shaping citizens in accordance with political standards, while international imperialism employs language to manipulate oppressed and marginalized countries and groups, positioning itself as the "oppressor". One could contend that power is pervasive in textbooks, serving as a crucial foundation for societal and economic transformation. The relationship between language and power extends beyond the dichotomy of power versus language. Fairclough argues that power is "implicit within everyday social practices" (Fairclough, 1994).

### (3) Rhetoric of Solidarity and hope
**_Example 8: "_** The cycle of poverty will NEVER stop if WE continue to be careless. You can make a change! You can help eradicate illiteracy and poverty from the world". (page 120)

The first instance showcased the establishment of a shared awareness and commitment between a Moroccan foundation and the inhabitants of a particular village. Although the text alludes to the principles of unity and resilience, it is disheartening to witness students enduring the deprivation of educational opportunities as a result of their exclusion. In this context, the discourse appears to motivate learners to persevere and exhibit loyalty and solidarity. However, it is important to note that the concept of solidarity can vary in different social contexts (Ramírez, 2013). The call for solidarity can also be influenced by aspirations for dominance and control, as described by Foucault: "is not simply that which translates the struggles and the systems of domination, but for what, and through what one struggles, the power which one seeks to capture" (Michel Foucault, 1970).

The local residents undertake collective attempts to support their community and ensure that their children receive a quality education. Their primary aim is to acquire knowledge and broaden their intellectual horizons, while their secondary goal is to secure employment and alleviate their families' poverty and social exclusion. The text employs the power of motivation and hope to enhance the sense of local self-belonging and to promote responsibility and active citizenship through knowledge and practice. The seventh example is characterized by its enthusiasm and ability to inspire. It employs persuasive rhetoric and a compelling discourse to uplift students' morale and instil hope for the future. Notably, it utilizes capitalized words such as "NEVER" to assert that nothing is impossible when there is determination. The discourse employs a persuasive tone by directly addressing the audience with the message, "You can make a change!" This helps boost students' confidence and sense of worth as a means of combating societal challenges and a lack of positivism. The discourse revolves around the concept of communal accountability

and citizenship, symbolized by the capitalized pronoun "WE". This symbol represents a mutual commitment, inclusivity, enthusiasm, care, love, hope, and respect for human rights.

The discourse in example 8 employs the linguistic units "we" and "you" to exert political and social influence on the learners' decision-making. These language units are deceitful and can intentionally cause confusion and deceit. "description is not as separate from interpretation as it is often assumed to be. As an analyst (and as an ordinary text interpreter), one is inevitably interpreting all the time, and there is no phase of analysis which is pure description"." (Chouliaraki, L., & Fairclough, 1999). Significantly, politicians frequently employ two words as influential and favourable rhetoric to manipulate and mislead. These words, despite initially conveying positivity and goodness, are actually tools used to promote political agendas and social viewpoints that uphold the dominant ideology. Moreover, they perpetuate the ideas of subordination, sociological marginalization, international imperialism, and segregation.

The use of simple words in the case study contributes to the development of students' character and morals based on educational principles that encourage local as well as global citizenship and internationalization. This approach enables the students to have a global perspective and be receptive to the world, particularly in the current era of globalization and smart schools. The aspiration associated with internationalism and global advantages can pose a risk to local identities, including languages, dialects, traditions, and cultural perspectives. The linguistic components and extracts provided in the case study indicate that it is not impartial and involves social, economic, and political principles that need to be addressed. However, the primary emphasis should be placed on cultivating students' mindsets in order to enhance their advanced cognitive abilities, creativity, and problem-solving skills.

### 4.2. Critical thinking skills
**(1) Creative/Critical writing and discussions**
*Excerpt 9:* **"**According to you, what are the causes behind brain drain? How do you think we can turn brain drain into brain gain**?"** **(p:147)**

*Excerpt 10:* **Read these stereotypes about women and answer the questions below.**

> • Women excel only in housework (p:79)

**(2) Projects**
*Excerpt 11:* "Your project is to prepare a PowerPoint presentation where you include celebrations of women from different countries and cultures... As an alternative, you can design a poster or prepare an oral presentation" (p: 94)

**(3) Problem based learning**
*Excerpt 12:* "Do you think that the situation of women has changed? How? In what domains have women shown brilliance and leadership? Give examples of famous Moroccan women." (p: 70)

Implementing critical thinking skills in textbooks is crucial as it enables students to use higher-order thinking skills to assess the knowledge they encounter and consider their own thoughts. The proliferation of a great deal of information, along with the prevalence of stereotypes, propaganda machines, and misinformation, contributes to the portrayal of a social and cultural dilemma in society. Therefore, the Ticket to English 2 program made a concise and comprehensive effort to incorporate critical thinking skills, dedicating an entire unit to explaining its significance. «"Critical thinking is the ability to think clearly, reasonably, logically and independently"" (p:78). It encompasses high-order thinking skills, which are demonstrated through seven activities described on pages 78 and 79, including evaluation, identifying implicit assumptions, reasoning about cause and effect, solving puzzles, and debating stereotypes about women.

This case study focuses on the broad use of critical thinking skills. The textbook designers present learners with clear definitions and components of critical thinking, although there are some limitations in terms of achieving the intended results. To go beyond a mere understanding of critical thinking and its components, learners should engage in praxis, which involves synthesizing, evaluating, and analysing social issues that are relevant to their own cultural experiences. It appears that there is a deliberate approach to bringing up issues in order to establish and maintain the dominant corporate culture, which discourages critical thinking and promotes a superficial understanding of concepts without considering their social ramifications and ideological orientations. The aforementioned national and international issues, such as stereotypes, the status of women in Morocco, and hardship, serve as subjects that acquaint students with historical events in order to theoretically normalize them. Moreover, the textbook designers have inaccurately portrayed the students' ability to analyse and draw conclusions about assumptions in social issues through reading comprehension and other language skills.

The textbook designers endeavoured to incorporate all the elements that enhance critical thinking abilities by presenting projects and scenarios that require students to navigate, rather than simply evaluate, social facts and their own daily life experiences. This approach encourages the development of critical consciousness and creativity. The questions and strategies employed in the

textbook do not encourage students to contemplate social and local issues. Instead, they tend to steer students towards observing the historical and current state of affairs: "In what domains have women shown brilliance and leadership? Give examples of famous Moroccan women." (p: 70) while disregarding the negative aspects of the lived experiences and social circumstances. It is crucial to highlight that greater attention should be given to the application of critical thinking skills, particularly high-level thinking skills, through the use of the dialogic method, critical praxis, and problem-posing education derived from the lens of critical pedagogy. Furthermore, a proficient application of sociological imagination (MILLS, 1959) entails the examination and critique of social supremacy and power, as well as the endeavour to fully integrate into society. Engaging in this practice involves adopting an unconventional mindset and examining society with a discerning perspective. The aim is to further develop and enrich individuals' sociological standpoints through introspection and an understanding of social realities. By incorporating pedagogical methods that encompass sociological imagination and critical pedagogy, learners are empowered to analyse social events and issues, as well as comprehend the interconnections between these events.

In general, the textbook employs diverse methods to integrate linguistic elements in order to efficiently covey specific objectives and guidelines. The extensive use of positive and encouraging language is questionable and aims to surpass restrictive mindsets. It influences viewpoints by using a communication strategy to navigate social identities. This involves uncovering the relationships between the public and personal meanings of languages (Woolard, 1989) and ideologies.

## 5. Pedagogical implementations:

Integrating critical thinking exercises into English as a Foreign Language (EFL) textbooks is crucial for fostering autonomous thinking and analytical abilities in students. These exercises promote comprehensive analysis, going beyond simple memorization to cultivate the capacity for independent thinking. In addition to enhancing language proficiency, the incorporation of real-world subjects in English as a Foreign Language (EFL) textbooks fosters the development of well-informed decision-making skills, nurturing a sense of responsibility and the ability to participate in knowledgeable conversations. Furthermore, these materials improve language proficiency by specifically addressing complex linguistic distinctions and associated cultural meanings. EFL textbooks facilitate active citizenship and engagement with global concerns by fostering an awareness of diverse cultures and a dedication to addressing issues such as climate change and human rights. The textbooks include collaborative projects that promote cooperative learning, which is crucial for actively participating in a globalized society. In addition, the incorporation of media literacy elements enables learners to effectively differentiate between trustworthy and untrustworthy information in the era of digital technology. EFL education extends beyond mere language proficiency; it imparts civic duty, the ability to make ethical decisions, and the attitude of continuous learning, equipping individuals to adjust to ever-changing global challenges.

## 6. Conclusion

This paper aims to examine the efficacy of utilizing a textbook to enhance active citizenship and critical thinking abilities by employing progressive, positive discourse analysis. Additionally, it seeks to interpret the underlying implications of the text by employing Fairclough's three dimensions of critical discourse analysis. The analysis has uncovered the effects of utilizing social and educational principles to cultivate global citizens who possess the ability to collaborate and promote solidarity and peace among all humans. The case study was meticulously examined to uncover both implicit and explicit messages. This analysis aimed not only to identify the political and social principles conveyed in the textbook but also to evaluate the beneficial educational objectives that foster self-confidence, a sense of belonging, decision-making skills, critical thinking, and, above all, social awareness and understanding of the underlying motivations behind efforts to improve the world.

The textbook employs an inspiring and persuasive manner of communication that fosters a sense of absolute worth and admiration among students. The texts presented in this paper delve into genuine concerns derived from authentic sources both within the local and global context. The author provides illustrations of accomplished Moroccan women who have attained prominent positions in society, such as Zineb Mouline, Laila Lalami (p.12), and Loubna Hanna Kali (p.70). Furthermore, an entire unit (Unit 5) is dedicated to women under the theme of "Women and Power," aiming to empower female learners and inspire young male learners through diverse life narratives. The texts serve as a source of motivation and cultivate a sense of accountability and worth in the learners. They immerse the learners in authentic situations derived from everyday experiences. Additionally, the texts present real-life accounts of accomplished and renowned individuals, conveying the message that young people must possess optimism and determination to confront the challenges of life, including social and financial obstacles.

The textbook's theoretical content is highly impactful in terms of student motivation. However, the utilization of critical thinking skills, specifically high-order thinking skills, was ineffective in enabling students to assess the significant topics and concepts in reading comprehension, images, poems, and vocabulary. The ten units covered a range of topics, including women's empowerment, the advantages of youth, different forms of education (formal, informal, and non-formal), cultural values, brain drain, sustainable development, poverty, and social marginalization. The textbook incorporates social and political perspectives through the themes and discourse it presents.

Problem posing education, although not implemented by the textbook designers in this case study, is a highly effective pedagogical practice. This approach enables learners to surpass existing knowledge and perceive the world as a dynamic and evolving reality. This process disregards the conventional approach to teaching and the curricula that incorporate educational goals rooted in the banking concept of education (Freire, 2020), where teachers are seen as depositors and learners as recipients. The banking model, upon which the case study of this paper is founded, hinders students' creativity, imagination, and critical consciousness, which are essential for developing their abilities to critically analyse the world and comprehend both written and real-world information: "*Reading the world always precedes reading the word and reading the word implies continually reading the world. As I suggested earlier, this movement from the word to the world is always present; even the spoken word flows from our reading of the world*" (Paulo Freire, 1987).

The textbook employs various techniques of incorporating linguistic elements to effectively communicate specific objectives. The use of positive and encouraging language in abundance is conversational and seeks to go above limiting mindsets. It shapes perspectives by employing a double talk approach to negotiate social identities. This involves uncovering the relationships between the public and personal meanings of languages and ideologies. The researcher advocates for the implementation of a greater focus on positive and efficacious educational strategies. As a result of this study, the researcher suggests including songs in their materials to engage the current generation of students in the twenty-first century. This is based on the idea that when students have an intense sense of attachment to what they are studying (Paulo Freire's Pedagogy of Love, 2010), their learning experience is enhanced.

The study is limited in its ability to generalize the data due to the use of additional textbooks for the second baccalaureate in Morocco. Hence, there is a potential for additional investigation to explore the integration of critical thinking and active citizenship in Gateway to English 2 and Insights into English, with the aim of bridging this gap using distinct research methodologies.

Additionally, there is a recommendation to incorporate CLIL (content and language integrated learning) (Coyle, 2007) at the end of each unit. This approach takes into account the diverse needs and learning styles of students. Additionally, it is necessary to include new subjects that reflect current trends and developments in today's society in order to keep the textbook content up-to-date. These educational methods should be grounded in critical pedagogy perspectives using a problem-based paradigm. The study has several limitations, one of which pertains to the efficacy of pedagogical methods employed in the Ticket to English textbook on students' academic performance. In light of this, it is advisable to conduct an experimental study as a means of conducting further research, which would yield valuable and impactful results.

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