| **RESEARCH ARTICLE**

English Textbooks in Moroccan Secondary Schools: Between Adaptation and Adoption

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| **ABSTRACT**

This article explores the tension between adoption and adaptation in the use of English language textbooks in Moroccan 2nd Baccalaureate classrooms. Focusing on the three officially prescribed textbooks—*Gateway to English 2*, *Insights into English*, and *Ticket to English 2*—the study employs a qualitative approach that combines textbook analysis, student interviews, and reflective teaching insights. Findings reveal that many textbook components are outdated, culturally distant, or pedagogically misaligned with the principles of communicative language teaching. Student responses further highlight issues of irrelevance, poor visual quality, and a desire for more engaging and modern content. The study concludes that while the textbooks provide structural consistency, they often require significant adaptation by teachers to remain effective. Recommendations are offered to support the development of more dynamic, learner-responsive materials that align with the evolving needs of Moroccan high school students.

1. Introduction

English language teaching (ELT) in Morocco has undergone numerous reforms aiming to align educational practices with global standards and communicative approaches. At the core of these reforms lies the use of standardized textbooks, which serve not only as linguistic input but also as cultural and ideological tools shaping learners' perspectives and classroom experiences. In the final year of secondary education (2nd Baccalaureate), three main textbooks are used nationally: *Gateway to English 2*, *Insights into English*, and *Ticket to English 2*. These textbooks are designed to develop students' communicative competence, intercultural awareness, and exam preparedness. However, their effectiveness in achieving these goals remains subject to scrutiny.

Over the past two decades, the sociocultural landscape in Morocco and the world has evolved significantly, particularly with the widespread use of technology, the influence of global media, and shifting youth identities. This raises critical questions about the degree to which current English textbooks reflect learners' realities and respond to their evolving needs. While the curriculum promotes the adoption of prescribed materials, teachers often find themselves adapting textbook content in practice, either due to outdated references, cultural mismatches, or abstract pedagogical tasks.

This study aims to examine the tension between adoption and adaptation in the use of 2nd Bac English textbooks in Morocco. It focuses on how culturally and temporally distant content affects classroom engagement and pedagogical relevance. Drawing on a critical textbook analysis supported by student interviews and the author's own reflective experience as a high school teacher, the article investigates the extent to which these materials align with learners' expectations and the broader aims of language education in the 21st century. The study also considers how teachers, in practice, navigate this tension in daily instruction, highlighting implications for textbook development and curricular reform.

2. Theoretical (Literature) Review
2.1. Theories of Textbook Adaptation and Adoption
Textbook adoption refers to the selection and use of a textbook as the official course material, typically following curriculum guidelines. In contrast, textbook adaptation involves modifying the content to better suit specific classroom contexts, making it more relevant for learners (McGrath, 2016, p. 87). Scholars argue that no textbook can perfectly fit every teaching environment, and adaptation is necessary to bridge cultural and pedagogical gaps (Cunningsworth, 1995, p. 54).

A widely accepted view in language education is that adaptation is an essential process because international ELT coursebooks are often designed for global audiences, making them generic and not fully relevant to specific learners (Tomlinson, 2012, p. 101). Adaptation allows teachers to integrate locally meaningful content, adjusting examples, vocabulary, and themes to better align with students' realities (Richards, 2017, p. 67). Studies show that when students see their cultural and social contexts reflected in learning materials, their engagement and comprehension improve (Hutchinson & Waters, 2008, p. 143). Conversely, when textbooks remain static and outdated, students may perceive them as disconnected from their experiences, leading to disengagement (Islam & Mares, 2019, p. 89).

2.2. The Impact of Up-to-Date Content in Language Learning
The use of relevant and current examples in textbooks is crucial for student motivation and learning. Research in second language acquisition suggests that contemporary content enhances comprehension by activating prior knowledge and making language input more meaningful (Nation & Macalister, 2020, p. 112). When students encounter examples that align with their daily lives, they find the material more engaging, which improves both their cognitive processing and retention of new vocabulary (Brown, 2019, p. 94).

Outdated materials, however, create cognitive barriers. If textbooks present past events as the future (e.g., "In 2020, space travel will be common"), students may struggle to reconcile the information with their knowledge of reality (Ur, 2016, p. 135). Similarly, obsolete references—such as celebrities who are no longer relevant—fail to capture student interest (Harwood, 2013, p. 77). Simu (2019) found that Swedish high school students showed lower engagement with English textbooks containing outdated cultural references and expressions that were no longer in common usage (p. 129).

Furthermore, up-to-date content improves pragmatic competence by exposing students to contemporary expressions and social contexts (Thornbury, 2017, p. 56). By integrating modern issues and pop culture references, educators can make lessons more interactive and discussion-based, enhancing student participation (Graves, 2021, p. 88). Digital textbooks have been proposed as a solution to this issue, as they allow for regular updates to examples and terminology, ensuring that students always have access to relevant materials (Blake, 2020, p. 104).

2.3. Challenges of Outdated Materials in Textbooks
When textbooks are not regularly updated, they risk becoming obsolete, leading to several pedagogical challenges. First, outdated content can demotivate students. High school learners, especially, are quick to disengage from topics they perceive as irrelevant or outdated (Cutler, 2020, p. 102). A study by Harwood (2013) found that when students were asked about their English textbooks, many cited outdated examples as a key reason for their lack of interest in lessons (p. 145).

Second, textbooks that fail to reflect linguistic evolution may teach students expressions that are no longer commonly used. For example, textbooks written a decade ago may include phrases such as "How do you do?"—a greeting rarely used in contemporary English (Ur, 2016, p. 137). This disconnect can hinder real-world communication and create additional learning barriers. Research suggests that language learners exposed to contemporary, natural discourse develop better fluency and confidence in spoken interaction (Thornbury, 2017, p. 62).

Third, outdated textbooks may inadvertently present incorrect or misleading information. Subjects like technology and global affairs evolve rapidly, and textbooks that are not frequently revised risk teaching outdated facts (Graves, 2021, p. 92). A study by the Association of American Publishers (2002) reported that more than half of U.S. teachers felt their students were learning from textbooks with obsolete information (p. 83). Such materials can misrepresent current knowledge and require teachers to spend additional time correcting or supplementing information (Simu, 2019, p. 131).

2.4. Practical Solutions and Best Practices
To ensure textbooks remain relevant, education systems worldwide employ several strategies. One common approach is to implement regular textbook review cycles. Many school systems review textbooks every five years to ensure alignment with curriculum updates and contemporary developments (Blake, 2020, p. 117). Some countries, such as South Korea, have integrated digital textbooks into their education systems to allow for continuous content updates (Harwood, 2013, p. 151).

Another solution is to empower teachers with greater flexibility in modifying content. Research shows that when teachers are given the autonomy to adapt textbooks, they can better meet student needs and improve engagement (Richards, 2017, p. 81). Additionally, professional development programs that train teachers in textbook adaptation strategies can enhance the effectiveness of instructional materials (Hutchinson & Waters, 2008, p. 152).

Finally, digital and open-source textbooks provide an effective alternative to static printed materials. Digital textbooks allow for frequent updates and enable students to access multimedia resources that enhance their learning experience (Graves, 2021, p. 95). Open Educational Resources (OER) take this concept further by allowing educators to modify and personalize textbooks freely, ensuring that content remains up-to-date and culturally appropriate (Blake, 2020, p. 123).

While the literature highlights the importance of up-to-date and adaptable materials, it is crucial to examine whether these issues are present in Moroccan high school textbooks. The following section analyzes specific examples from 2nd Bac English textbooks and explores teacher and student perspectives on their relevance.

3. Methodology
This article adopts a qualitative approach grounded in critical textbook analysis and classroom-based reflection. The primary data set consists of the three main English language textbooks used in Moroccan 2nd Baccalaureate classrooms: *Gateway to English 2*, *Insights into English*, and *Ticket to English 2*. Selected units and lessons from each textbook were examined for cultural relevance, temporal accuracy, and pedagogical alignment with communicative language teaching (CLT) principles.

The analysis focused on identifying outdated examples, culturally distant references, and abstract tasks that might hinder learner engagement. This textual investigation was complemented by the author's reflective insights, based on several years of teaching experience with these textbooks in Moroccan public high schools. In addition, a sample of 15 students was interviewed and asked to respond in writing to open-ended questions regarding their perceptions of the textbooks, particularly in terms of clarity, engagement, and cultural relevance.

By combining critical textbook analysis with practitioner reflection and student perspectives, this study offers a multi-dimensional exploration of the ways English textbooks function within Moroccan high school classrooms and how they align with or diverge from the educational needs of contemporary learners.

4. Findings and Analysis
4.1 Critical Analysis of 2nd Bac English Textbooks: Outdated Content and Classroom Challenges
The textbook *Gateway to English 2*, widely used in Moroccan 2nd Baccalaureate classes, reveals several instances of outdated content that no longer align with the cultural, technological, or temporal context of students in 2025. This analysis focuses on key examples across various units that demonstrate the type of content that may hinder learner engagement or require modification by teachers during instruction.

One of the most noticeable examples occurs in Unit 4, "Women and Power" (p. 48). The unit opens with an image-matching activity involving notable women figures from both global and Moroccan contexts. While this task encourages awareness of women's achievements, some of the featured individuals—such as Chandrika Kumaratunga and Leila Abouzeid—may no longer be recognized by today's students. Moreover, the image-based format assumes familiarity with these public figures, which is increasingly unlikely as time passes and these personalities fade from contemporary discourse. For instance, although Angela Merkel remains a significant historical figure, she stepped down as German Chancellor in 2021, making her less immediate in students' awareness. In classroom practice, this likely results in teachers spending time explaining who these people are rather than focusing on language skills, especially if learners show disinterest or confusion due to unfamiliarity.

A further issue appears in Unit 5, "Advances in Science and Technology" (p. 62), which features an introductory activity requiring students to match technological tools with their images. Among the items listed are the iPod, Palm computer, and interactive whiteboard—technologies that were prominent in the early 2000s but have since become obsolete or replaced. For example, the iPod has been largely discontinued in favor of smartphones, and Palm computers are entirely unfamiliar to today's students. This content fails to reflect students' lived technological reality, potentially reducing the relevance and relatability of the topic. Instead of facilitating learning, these outdated references can create barriers to understanding and necessitate spontaneous substitution or contextualization by the teacher.

In terms of grammatical instruction, another dated feature appears in the treatment of the future perfect tense (pp. 68–69). Exercises and model sentences refer to years that are now in the past, such as "By 2020, our population will have increased enormously." What was once a plausible future prediction now reads as a statement that is either incorrect or historically

inaccurate. Students may question the use of the future perfect tense in this context, as the temporal marker no longer signifies a future point. This inconsistency risks undermining the grammatical focus of the lesson. In practical terms, teachers may need to adapt the timelines or rewrite the sentences altogether to preserve the intended function of the tense.

Additional content requiring scrutiny appears in Unit 9, which includes a reading passage on "Sustainable Development" (p. 122). While the topic remains relevant, the passage is heavily abstract and formal in tone, making it difficult for many high school learners to process. Phrases such as "interdependency of the economic, environmental, and social dimensions of sustainable development" reflect a high-register academic style that may not align with students' proficiency levels. Although thematically current, the density of the language and lack of relatable, localized examples can diminish learner engagement and comprehension, especially in public school settings where resources and support materials are limited.

Finally, Unit 10, "International Organizations" (p. 133), presents an emblem-matching activity involving acronyms like FAO, ISESCO, and OPEC. While informative in theory, these organizations are rarely referenced in the daily lives or studies of most Moroccan students. Many of the logos are unfamiliar, and the accompanying descriptions are text-heavy and somewhat abstract. The task presumes a level of background knowledge that students may not possess, making it more of a decoding exercise than a language-learning one. Moreover, the absence of any current visual or contextual anchors (e.g., recent humanitarian crises or news events involving these organizations) leaves the activity isolated from real-world relevance.

Across these examples, the textbook reveals patterns of content that may have once been current but now appear misaligned with students' knowledge base, cultural context, or everyday experiences. These mismatches can lead to confusion, disengagement, or off-topic classroom discussions, thus impacting the effectiveness of the textbook as a communicative language teaching tool. Teachers, in turn, are placed in a position where they must fill the gap through improvisation or additional resources, shifting the focus from language acquisition to content clarification.

In a similar vein, *Insights into English*, another core textbook used in Moroccan 2nd Baccalaureate classrooms, also exhibits content that appears misaligned with the realities of today's learners. While its thematic structure and cross-cultural aims are commendable, several examples within the book highlight a noticeable gap between intended educational goals and the current sociocultural context of Moroccan students. The following examples illustrate how cultural generalizations, outdated timelines, and abstract discussions may present challenges in contemporary classrooms.

One particularly revealing case appears on **page 12**, where the textbook introduces a dialogue about national stereotypes, including clichéd generalizations such as "All British people are reserved," "All Italians are handsome," and "All Brazilians are excellent football players." While the pedagogical aim is to challenge stereotyping, these examples may no longer resonate with Moroccan high school students who consume global culture differently, often through social media and contemporary pop culture. The use of such stereotypes can be perceived as reinforcing outdated views rather than encouraging critical reflection, especially in classrooms where students have limited exposure to diverse intercultural interactions.

In the same section (**pages 12–13**), a follow-up activity invites students to reflect on personal values and social labels. While it attempts to encourage classroom discussion on individual and cultural identity, the framing lacks nuance and fails to incorporate more contemporary and inclusive themes. Rather than prompting critical engagement with modern social dynamics, the content remains anchored in generalized traits and abstract comparisons, which may feel detached from students' real-life experiences and concerns. As a result, the activity may require recontextualization to resonate with present-day learners.

On **page 159**, the biography of Meryem Chadid, the Moroccan astronomer who set foot on Antarctica in 2004, is presented as a contemporary success story. Although her achievements remain inspirational, the text treats the 2004 expedition as a recent event, which can feel temporally disconnected to students in 2025. This time gap may reduce the emotional impact of the narrative unless supplemented with updated context or comparisons to more recent female role models in science.

A further example of temporal misalignment is found on **page 160**, where a reading passage on sustainable development reflects on global environmental awareness in the late 1990s. While the topic remains vital, the framing and data presented appear outdated. Questions such as "Has sustainable development lived up to our expectations?" rely on statistics and references that are now decades old. This temporal lag may prompt disinterest among students who are aware of newer global concerns and sustainability movements, including climate activism, renewable energy debates, and post-pandemic recovery efforts.

Finally, the textbook's approach to cultural education also raises concerns. On **page 11**, a comparison of cultural norms between Germans and Moroccans focuses on interpersonal space and body language. While rooted in legitimate anthropological

observations, these contrasts risk oversimplifying cultural identities, especially in today's globalized context. Moroccan youth, particularly in urban centers, may no longer identify with the "close-contact culture" stereotype presented, given their exposure to diverse cultural norms through media, travel, and education.

Across these examples, *Insights into English* demonstrates a commitment to exposing students to global cultures and values but does so through content that often feels temporally or culturally distant. While the structure and educational intentions remain pedagogically valuable, many examples require contextualization, substitution, or explanation by the teacher to preserve classroom engagement and ensure that language learning remains meaningful and relevant. Like *Gateway to English 2*, this textbook reflects a broader trend across the national curriculum where themes remain pedagogically sound but increasingly require teacher intervention to maintain relevance. This pattern continues in *Ticket to English 2*, where different but equally telling examples reveal the same tension between standardized content and evolving student expectations.

Following the review of *Gateway to English 2* and *Insights into English*, it becomes clear that outdated or culturally distant content is not isolated to one textbook but forms a recurring pattern across the Moroccan 2nd Baccalaureate English curriculum. *Ticket to English 2*, the third key textbook in use, also reflects this trend. While the book offers a structured progression of writing tasks and vocabulary expansion activities, several examples reveal content that no longer aligns with the realities and expectations of today's learners. This creates challenges for maintaining student engagement and frequently places the burden of contextualization on teachers.

A representative example can be found in **Unit 9: Advances in Science and Technology** (pp. 136–137), which focuses on the evolution of mobile phones. The writing task asks students to describe the difference between the first generation of cell phones and modern ones. The paragraph mentions that the first cell phone network was established in 1982 and highlights that cell phones now fit into the palm of a hand. While historically accurate, this contrast is no longer compelling for students who have grown up entirely within the smartphone era. The technological shift described feels too distant to be meaningful, especially when today's learners engage daily with AI-integrated devices, apps, and 5G networks. The framing of the activity as a comparison with early cell phones risks limiting students' capacity to produce relevant or informed writing.

In **Unit 10: Brain Drain** (pp. 142–143), the vocabulary and reading materials highlight the emigration of skilled professionals from developing to developed countries. Although the topic itself remains relevant, some of the figures and contexts feel dated. For example, it references "an estimated 900,000 skilled professionals entering the American labor market between 1990 and 2000," which does not reflect current global migration trends. Moreover, the vocabulary items (e.g., "tempting wages," "developing countries") reinforce simplified binaries that may obscure more nuanced contemporary discussions about brain circulation, international collaboration, or diasporic contribution. These limitations are especially apparent in classes where students engage with up-to-date news sources or have family members living abroad.

Unit 7: Citizenship (pp. 98–99 and 106–107) includes tasks such as classifying citizens' rights and responsibilities, filling in volunteer application forms, and reading idiomatic expressions about civic duty. While these tasks are conceptually strong, the language used—such as "archaeology," "electrical maintenance," and "mechanical maintenance"—feels outdated or too formalized for the learners' context. The activities tend to rely on lists and static definitions rather than discussion-based approaches that encourage critical thinking or connect with students' lived experiences of citizenship.

In **Unit 6: Cultural Values** (pp. 90–91), the lesson features a fictional letter from a British girl named Mary who is panicking about an upcoming visit to Morocco. She expresses anxiety about Moroccan customs, asking questions such as "Do you use both hands when eating?" or "Should I dress up or wear casual things?" While this aims to open intercultural dialogue, the representation of Morocco appears simplistic and outdated. The tone of Mary's letter may unintentionally reinforce stereotypes rather than promote understanding. Teachers are likely to reframe this exchange in order to address contemporary cross-cultural interaction in a more nuanced manner.

Another example comes from **Unit 5: Women and Power** (pp. 75–77), where students study a book review of *The Last Chapter* by Leila Abouzeid. The novel, while rich in local relevance, is framed as a current literary highlight despite being published decades ago. In addition, the grammar section of the unit contains references to outdated public figures such as Princess Diana and Oprah Winfrey's morning talk show on MBC, as well as past political events involving Angela Merkel. These references anchor the lesson in the early 2000s and may seem remote to students in 2025.

Collectively, these examples from *Ticket to English 2* illustrate how temporal and cultural gaps in textbook content can limit classroom engagement. While the textbook maintains pedagogical coherence and task-based progression, the mismatch between its content and students' contemporary environment often necessitates on-the-spot adjustment by teachers.

Across all three textbooks—*Gateway to English 2*, *Insights into English*, and *Ticket to English 2*—a common theme emerges: the presence of outdated references, abstract tasks, and culturally distant material that risks alienating learners and complicating instructional delivery. Whether through old-fashioned technological comparisons, simplistic cross-cultural representations, or obsolete grammar contexts, the materials often fail to reflect the evolving linguistic and social realities of Moroccan high school students. These gaps compel teachers to serve as cultural and temporal mediators, reworking or supplementing textbook content in order to sustain learner interest and achieve communicative competence. This recurring pattern highlights the need for a critical reassessment of textbook content and its alignment with modern educational objectives.

4.2 Student Perspectives on English Textbooks

To complement the textbook analysis, fifteen Moroccan 2nd Baccalaureate students were interviewed using a short written questionnaire designed to elicit their opinions on the content, relevance, and overall quality of their English textbooks. Responses revealed a generally critical stance toward the material, though nuances emerged across individual experiences.

A dominant theme in the students' reflections was the lack of topical relevance. Many expressed dissatisfaction with the examples and themes used, describing them as "not interesting," "boring," or "not related to real life." Several students pointed out that the books often contain outdated information, including references to famous figures they did not recognize or events that no longer resonate. One student remarked that the books include people "who are already dead," and another cited the inclusion of "old movies" or references that "don't match our lifestyle nowadays."

Visual content also drew critique. A number of students found the pictures and illustrations to be "unclear," "fuzzy," or lacking in visual appeal. Others suggested that the images "look like they are from Google" and "don't reflect our real lives." A few students proposed using authentic, high-quality photos or adding color and modern design elements to make the visuals more engaging. When asked what they would change in their textbooks, students suggested adding "modern and striking texts," "interactive tasks," and "topics that help us in real life." Multiple respondents mentioned a desire for subjects like technology, sports, social media, or science, with one recommending that future content should include "fun activities or songs" to increase enjoyment and improve retention.

On the question of format, students were divided regarding digital textbooks. Some enthusiastically supported the idea, emphasizing that digital books could be updated yearly, provide lighter alternatives, and offer interactivity. However, others expressed concerns about feasibility in rural areas due to the lack of internet access. A few voiced fears that digital formats might distract students or reduce their commitment to learning, with one student stating, "We will forget about studying and go diving in social media."

Interestingly, while most feedback was critical, a small number of students reported positive experiences. These students appreciated the structure of the books or believed the topics helped them "understand the lesson" or "use the language." Still, their responses were the exception rather than the norm.

Overall, the student interviews reinforce the notion that English textbooks in Morocco often fall short of meeting learners' expectations or needs. Themes of disconnection, outdated material, and missed opportunities for engagement were recurring, pointing to a gap between the intended pedagogical goals of the textbooks and the actual classroom experience.

5. Discussion
5.1. Alignment with Communicative Language Teaching (CLT)

While the three textbooks officially claim to follow Communicative Language Teaching (CLT) principles, the content often fails to support meaningful communication. Many grammar-focused drills and form-based exercises remain disconnected from students' real-life contexts. For instance, activities structured around mechanical substitution or outdated role-play scenarios seldom engage learners in authentic dialogue. This gap raises concerns about whether the textbooks genuinely foster communicative competence or merely simulate interaction in controlled formats.

5.2. Cultural and Temporal Relevance

One of the most consistent observations from both textbook analysis and student feedback is the outdated nature of examples, visuals, and celebrity references. Students mentioned encountering names or topics they could not recognize or relate to — such as references to deceased public figures or events that predate their birth. Several students noted that "pictures are from Google and don't reflect our real lives," while others suggested that topics like social media, sports, and current technology would be more engaging. These responses emphasize the disconnect between the content and learners' social and generational realities, which can undermine both motivation and comprehension.

5.3. Learner Reception vs. Intended Pedagogy

Student interviews revealed a wide range of reactions, from passive acceptance to active critique. While a few learners appreciated the structure and clarity of lessons, most expressed a desire for content that felt "modern," "relevant," and "more fun." Several learners mentioned that some lessons felt too abstract or lacked sufficient visuals to support their understanding, while others highlighted that the topics do not encourage creativity or interaction. This divergence suggests that while the pedagogical intent may align with curriculum objectives, its execution in practice does not always match learner needs or expectations.

5.4. Between Adaptation and Adoption

The collected data supports the view that classroom use of these textbooks lies somewhere between blind adoption and necessary adaptation. Although teachers' perspectives were not directly surveyed in this study, student responses imply that instructors often modify, skip, or supplement lessons. The desire for "short plays," "interactive tasks," or "deleted lessons" expressed by learners suggests a classroom environment where materials are selectively engaged with rather than wholly embraced. This points to a critical need for more flexible, culturally-attuned resources that empower teachers to adapt without departing from curricular goals.

6. Recommendations

Based on the findings and the patterns that emerged from both textbook analysis and student interviews, several recommendations can be made to enhance the effectiveness and relevance of English language textbooks in Moroccan high schools:

6.1. Update Content Regularly

Textbooks should include contemporary topics, such as social media, climate change, entrepreneurship, and mental health. References to public figures or world events must be regularly revised to reflect learners' generational context and maintain relevance.

6.2. Diversify Visuals and Cultural Representation

Visual content should be clear, age-appropriate, and culturally diverse, avoiding outdated or stereotypical images. Incorporating Moroccan contexts alongside global perspectives would help students relate to the materials while fostering intercultural awareness.

6.3. Include More Interactive and Project-Based Tasks

Learners showed a strong preference for tasks that promote engagement — such as classroom debates, short plays, and writing projects. Textbooks should incorporate more creative activities that reflect real-world communication and provide room for personalization.

6.4. Allow Digital Integration Without Displacement

While a printed textbook remains valued by many students, the possibility of integrating an optional digital companion could provide regularly updated content, interactive exercises, and accessibility for review and reinforcement.

6.5. Involve Learner and Teacher Feedback in Design

The process of textbook development should include feedback loops with both teachers and students. Regular consultation would ensure that materials remain pedagogically sound, learner-centered, and adaptable to classroom realities.

7. Conclusion

This study set out to explore the balance between adoption and adaptation in the use of English textbooks in Moroccan 2nd Baccalaureate classrooms. By examining the three most widely used textbooks — *Gateway to English 2*, *Insights into English*, and *Ticket to English 2* — and collecting written reflections from fifteen students, the study uncovered key issues related to outdated content, cultural distance, and pedagogical mismatch.

While the textbooks reflect a structured effort to meet curriculum standards, their static and often dated content seems increasingly misaligned with the realities and interests of learners. The findings highlight the importance of ensuring temporal and cultural relevance, enhancing interactivity, and providing space for both teacher adaptation and learner engagement.

As Morocco continues to reform its education system and promote language competence in a globalized world, there is a pressing need for more dynamic, context-sensitive materials. These should not only equip students with linguistic knowledge but

also reflect their lived experiences, support their communicative growth, and motivate them to actively participate in language learning.

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