



MODERN EFL TEXTBOOKS IN MOROCCO AND THE SUPERSEDURE OF MEANING BY FUNCTION: A CRITICAL DISCOURSE ANALYSIS

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ABSTRACT

Inspired by the theory and procedures of the Critical Discourse Analysis (CDA) framework, in general, Fairclough's (1989, [2001]) Dialectical-Relational Approach and Van Leeuwen's (2008) framework of legitimation, in particular, the present study aims at examining traces of the neoliberal rationality across two officially-produced EFL textbooks in Morocco. More specifically, this article attempts (a) to find out whether some pronounced market-led patterns of argumentation could be observed and (b) to develop a fresh perspective on gender and youth 'empowerment' as it has been articulated in the EFL narratives in Morocco. With this in mind, the present study departs from previous studies which tend to simplify the notions of representation, dominance, inequality, and empowerment in terms of roles and visibility criteria. Fairclough's (1989, [2001]) tripartite dimensions of meaning (social relations, subject positions, and content) were tabulated and statistically analyzed in order to reveal the explicit presence of neoliberalism, whereas Van Leeuwen's (2008) framework was utilized to uncover the various discursive tools that were employed to (de)legitimize specific subliminal aspects of the neoliberal ideology from youth and women perspective. Quantitatively, the findings revealed that recently-produced EFL textbooks in Morocco tend to articulate a specific discourse type – that of an economy and market-led society. In addition, the qualitative analysis revealed the coercive power of the neoliberal mentality in shaping youths' and women' endeavor to be empowered.

KEYWORDS: *Critical Discourse Analysis, Neoliberalism, EFL Textbooks, Morocco*

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