



RESEARCHING MOROCCAN EFL TEXTBOOKS:ASPECTS AND PROSPECTS

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ABSTRACT

School textbook evaluation seems to take three interrelated paths: process, application or product. Seen from an integrative comparative angle, the current article has twin goals. First, it aims at reviewing the literature underpinning current EFL textbook evaluation in Morocco, locating areas of theoretical and methodological convergence, and highlighting virgin 'avenues' that have not yet been traveled by. Second, it wishes to lay the foundations for a firmly grounded understanding of the theoretical and methodological potentials that Critical Discourse Analysis (CDA) may hold for researchers interested in arriving at a fresh outlook on textbook evaluation, regardless of whether the analysis is linguistic (narrative), visual (pictorial) or both (multimodal). Findings of the present article reveals that process-oriented research has exhibited relatively strong methodological features while the product-oriented research is still facing both methodological and theoretical challenges that can be overcome by being open to new 'critical' approaches to the study of school textbooks.

KEYWORDS: *EFL Textbooks, Process, Product, Gender, CDA*

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