

## Mitigating Face-Threatening Acts in Moroccan EFL Textbooks A Case Study of Ticket to English 2

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### Abstract

*Although Moroccan EFL textbooks are designed in alignment with communicative and functional language use, it has been noticed that there is a significant gap in how Textbooks address Face-Threatening Acts (FTAs) and provide learners with appropriate politeness and mitigation strategies. This study aims to explore how EFL Ticket to English 2 textbook, designed for second year Baccalaureate level, provides strategies to mitigate FTAs appropriately. A quantitative content analysis is adopted to examine how FTAs such as refusals, complaints, apologizing, requests, and disagreements are presented in dialogues and communication activities, particularly within social and communicative functions. Additionally, it aims to assess the extent to which learners are exposed to appropriate politeness strategies based on Brown and Levinson's (1987) Politeness Theory. The findings offer insights for Moroccan EFL textbook designers and educators to give greater priority for the integration of pragmatic competence and politeness strategies into teaching language functions and real-life interactions.*

**Keywords:** *EFL textbooks; Face-Threatening Acts; politeness strategies; Ticket to English 2 textbook.*

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## 1. Introduction

Aligned with the standards-based approach to teaching English as a foreign language in Morocco, a great emphasis is stressed on helping learners use English in a variety of contexts and for diverse purposes. The emphasis on the 5Cs—Communication, Cultures, Connections, Comparisons, and Communities—has strongly influenced syllabus design, and the teaching of functions (i.e., social and rhetorical) has become an integral part of many EFL materials and textbooks, with the aim of raising learner's communicative and pragmatic competence (Ministry of National Education, 2007). Yet, pragmatics presents a complex challenge, deeply anchored in linguistic and cultural factors. Within the Moroccan context, in spite of the increasing scholarly interest in the study of pragmatics, most research primarily quantifies speech acts without considering the learners' ability in receiving pragmatic input (Bouknify & Anasse, 2024). Although Moroccan EFL textbooks such as Ticket to English 2 are designed to enhance communicative and functional language use. However, there is a significant gap in how Face-Threatening Acts (FTAs), how politeness and mitigation strategies are reflected in the textbook. This gap may limit students' ability to engage in socially appropriate communicative contexts. Moreover, insufficient exposure to politeness strategies can bring about communication failure in intercultural interactions. Several studies reveal a significant disparity between pragmatic findings and the effectiveness of textbooks for teaching communicative skills. Bouknify and Anasse (2024) examined how textbooks promote pragmatic competence and evaluate the pragmatic content in EFL textbooks used in Moroccan high schools from 2006-2007. Their study aimed to assess the depth and quality of pragmatic information covered in these textbooks. The study focused on politeness, appropriateness, and usage, as well as how textbook authors present speech acts. However, the study findings reveal that the selected textbooks provide insufficient pragmatic information lacking depth and quality in the presentation of real-life communicative norms. Their study suggested the need for considering pragmatics during the textbook design process and enhance teachers' abilities to incorporate them into their classrooms.

Bouknify (2025) investigated Moroccan high school learners' pragmatic competence in English as a Foreign Language (EFL) to assess students' ability to perform various speech acts appropriately in context-sensitive scenarios. The findings show significant weaknesses in learners' pragmatic awareness and performance, especially in areas such as politeness, indirectness, and socio-cultural appropriateness. These findings highlight the need to integrate direct pragmatics instruction and assessment into Moroccan EFL curricula to improve learners' communicative performance.

Ed-deraouy and Sakale Sana (2024) investigated how pragmatic input functions in Moroccan EFL contexts, with a focus on *sociopragmatic* and *pragmalinguistic* knowledge. The study employed a mixed-methods approach, examining the pragmatic competence of 30 students, including both English majors and non-English majors from various schools in Morocco. The findings demonstrated that Moroccan EFL students have a moderate overall awareness of pragmatics yet reveal significant deficiencies in sociopragmatic awareness. The study also shows that students are well aware of and exposed to authentic materials, especially through media, yet they do not focus on the pragmatic aspects of language in favor of other skills such as grammar and vocabulary. The results highlight the need for curricula that integrate pragmatic elements more holistically, particularly pragmatic instruction, thereby paving the way for future research to refine educational strategies and enhance pragmatic proficiency.

Hmouri (2022) investigated Moroccan high school EFL learners' apologizing strategies based on a theoretical framework of politeness strategies and the Cross-Cultural Speech Act Realization Patterns (CCSARP) model. The study found that although learners are generally aware of apologizing expressions, they often struggle to choose appropriate strategies according to social distance, power dynamics, and cultural norms. The findings revealed a gap between learners' grammatical knowledge and pragmatic performance, highlighting the necessity of teaching politeness and pragmatic norms explicitly in the EFL classroom to help learners use language appropriately and effectively in several social interactions.

Choraih et al. (2016) examined the importance of pragmatic competence in the EFL curriculum. The study revealed that current EFL teaching and curriculum designs have traditionally emphasized grammar, overlooking pragmatic knowledge. Consequently, learners still fail to communicate effectively in real interactions although they may be able to produce linguistically correct utterances. The authors demonstrated that integrating pragmatic awareness into the curriculum can help bridge this gap, contributing to better communicative and pragmatic competence.

In the aforementioned studies (Choraih et al., 2016, Hmouri, 2022; Ed-deraouy & Sakale Sana, 2024; Bouknify & Anasse, 2024; Bouknify, 2025), it was reported that Moroccan high school English textbooks reflect limited pragmatic input, specifically in relation to speech acts and politeness strategies. This gap is significant for the present study because Face-Threatening Acts (FTAs) represent a crucial component of pragmatic competence. By analyzing *Ticket to English Textbook 2*, the extent to which FTAs are presented and mitigated in the textbook can address the deficiency identified by the previous studies. In this respect, the current study aims to explore how EFL *Ticket to English 2* textbook, designed for second year Baccalaureate level, provide strategies to mitigate Face-Threatening Acts (FTAs) appropriately. Thus, the study will proceed with three research questions:

- **Research Question 1:** To what extent does the *Ticket to English 2* textbook present a balanced distribution of FTAs across communicative activities?
- **Research Question 2:** How are politeness strategies represented and distributed in the *Ticket to English 2* textbook?
- **Research Question 3:** Does The *Ticket to English 2* textbook emphasize mitigated expressions more than direct FTA in communicative activities?

To answer the aforementioned questions, a quantitative content analysis was adopted to examine how FTAs and politeness strategies are presented in dialogues and communication activities, particularly within social and communicative functions in *Ticket to English 2*.

## 2. Literature Review and Theoretical Framework

### 2.1 Brown and Levinson's (1987) Face-Threatening Acts (FTAs)

Politeness Theory is rooted in Goffman's (1967) notion of "Face" in social interaction. According to Brown and Levinson (1987), "face" is "the public self-image that every member wants to claim for himself, consisting of two related aspects: negative face and positive face" (p.61). Positive face designates the desire to be liked, appreciated, and approved by interactants. While negative face refers to freedom of action and freedom from imposition (Brown & Levinson, 1987, p. 61). In this regard, Brown and Levinson (1987) claimed that social interaction or communication inevitably involves acts that may threaten the speaker's

or the hearer's face, known as Face-Threatening Acts (FTAs) (Brown & Levinson, 1987, p. 68). These acts emerge whenever a speech act such as criticism, disagreement, or complaints threatens the hearer's self-image or social value (FTA to positive face), or challenges the hearer's autonomy and freedom through acts such as requests or orders (Brown & Levinson, 1987, p. 314). Politeness strategies, therefore, aim to manage or mitigate these FTAs in order to maintain social harmony, demonstrate respect and avoid conflict in communication (Brown & Levinson, 1987, p. 68).

## **2.2 Brown and Levinson's (1978) Politeness Strategies**

According to politeness theory led by Brown and Levinson (1978), linguistic politeness maintains proper social interaction in which "interlocutors try to protect their positive public self-image and want to be seen as valuable members of the society" (Njuki & Ileri, 2021, p.1). Brown and Levinson (1978) introduce four politeness strategies that are employed in social communication to reduce the effects of face threats (p. 69). These strategies involve off-record, bald-on-record, positive politeness, and negative politeness.

*An off-record politeness strategy* occurs when the speaker communicates indirectly using metaphor, rhetorical questions, irony, and all kinds of hints in order not to convey their intention clearly (Brown & Levinson, 1978, p.69). For example, "if I say 'Damn, I'm out of cash, I forgot to go to the bank today, ' I may be intending to get you to lend me some cash, but I cannot be held to have committed myself to that intent" (Brown & Levinson, 1978, p.69).

*Bald on-record politeness strategy* involves "doing an act badly in the most direct, clear, unambiguous and concise way possible" (Brown & Levinson, 1978, p.69). For instance, "for a request, saying 'Do X!'" is bald on-record, which reflects no politeness strategy used, no mitigating, just a direct statement or command (Brown & Levinson, 1978, p.69). This politeness strategy is highly aligned with Grice's Maxims of Cooperation (Grice 1967, 1975), which emphasize being direct and clear in communicating messages (Brown & Levinson, 1978, p.69).

*Positive politeness strategy* is oriented to the positive face of the listener, who desires to be liked, approved of, and admired. Positive politeness, therefore, aims to support the listener's face by showing that the speaker cares about the listener's needs and feelings (Brown & Levinson, 1978, p. 70). In alignment with FTAs like request or criticism, positive politeness reduces the threat since the speaker's act is not a negative judgement of the listener's self-image (Brown & Levinson, 1978, p. 70).

*Negative politeness*, on the other hand, is "essentially avoidance-based"; it is specifically toward satisfying the listener's negative face, who wants "to maintain claims of territory and self-determination" (Brown & Levinson, 1978, p. 70). In this respect, the negative politeness strategy involves an overlap between showing politeness and avoiding imposition. As an illustration, the speaker may use hedges to soften the threat of a request or command, e.g. I was wondering if you could lend me your car? This act is a softening mechanism that protects the listener's autonomy and allows him/her to refuse without embarrassment (giving the addressee an "out") (Brown & Levinson, 1978, p. 70).

## 2.3 Mitigating Strategies

Mitigation can be defined as a “reduction of certain unwelcome effects which a speech act has on the hearer” (Fraser, 1980, p. 341). For instance, the speaker uses mitigation to soften a command or ease the blow of bad news (Fraser, 1980, p. 342). According to Fraser (1980), there are two main mitigating strategies: namely hedging, mitigating and indirectness. Hedging was introduced by Lakoff’s (Fraser, 1980, p.344) as a form of mitigation that make “things fuzzier or less fuzzy” (Fraser, 1980, p. 344), softening the speaker’s assertiveness. Hedging words such as “sort of, maybe, I think” can create a mitigating effect and show a lack of full commitment (Fraser, 1980, p. 344). The second mitigating strategy is “indirectness”, which allows the speaker avoid saying things explicitly. For example, by saying “If the door could be closed, we could begin” (Fraser, 1980, p. 346). Through this indirect speech act, the speaker is performing a request indirectly giving space for the hearer’s interpretation.

## 2.4 Language functions in Moroccan EFL materials and textbooks

EFL stands for English as a Foreign Language. According to Rathert and Cabaroğlu (2022), an EFL textbook is a teaching and learning material that provides language input and practice of the English language as well as culture. Therefore, textbooks for foreign language learning are often part of a graded series covering multiple skills; listening, reading, writing, speaking, grammar. (Rathert & Cabaroğlu, 2022, p. 171).

The Ministry of Education has designed guidelines for all secondary school levels, that is, the common core and the first and second year baccalaureate. These guidelines are aligned with the principles set forth in the National Charter for Education and Training and subscribe to a standards-based approach to the teaching of English as a foreign language (Ministry of Education, 2007, p. 30). The standards-based approach aims to help learners use English in several contexts and for diverse purposes, emphasizing the five Cs: communication, cultures, connections, comparisons, and communities. In this respect, the teaching of language functions has received greater attention in EFL materials and textbooks. Such significant consideration can be justified by placing learners in “situations where they can use English as an instrument for social interaction while learning the communicative functions” (Ministry of Education, 2007, p. 30). Learners are therefore made able to “vary their speech to suit different social circumstances, and to use generally acceptable and non-offensive forms” (Ministry of Education, 2007, p. 30). Besides, language functions involve using language to interact with different interlocutors and for different purposes, emphasizing “interpersonal communication” as a prerequisite in the standards-based approach to EFL learning.

EFL textbooks designed for secondary education involve social and rhetorical functions. Social functions involve “expressing one’s thoughts or feelings, expressing agreement and disagreement, apologizing, complaining, asking for information, responding to good and bad news, making and responding to requests, expressing regret, asking for and giving advice, expressing certainty and uncertainty, so on and so forth. It is necessary to further focus on the learners developing the ability to use social/communicative functions accurately (correctly) and appropriately (in the right contexts)” (Ministry of Education, 2007, p.31). Social or communicative functions can be represented through either dialogues or exchanges that reflect authentic and realistic interactions between interactants. Along with indicating the setting and social relations between the interactants, the target function should naturally occur within a particular context or situation (Ministry of Education, 2007, p.31). While rhetorical functions refer to the

language functions that are often used in academic spoken or written texts, including defining, cause and effect, purpose, addition, and concession (Ministry of Education, 2007, p.32).

## 2.5 Communicative competence

The notion of communicative competence is one of the theories that underlies the communicative approach to foreign language teaching. Canale and Swain (1980) defined communicative competence in terms of three components: grammatical competence (words and rules), sociolinguistic competence (appropriateness), strategic competence (appropriate use of communication strategies), and discourse competence (coherence and cohesion) (p. 8). As far as language teaching in education is concerned, it has become widely accepted that communicative competence should be the goal of language education and central to classroom practices. The concept of communication competence emerged as a reaction to earlier approaches to language that focused exclusively on grammatical competence. Within the EFL Moroccan context, communicative competence is crucial in curriculum design, assuring that learners can use English effectively in real-life communication.

## 2.6 Pragmatic competence

Pragmatic competence can be defined as the ability of EFL learners to use language appropriately in different social and cross-cultural contexts (Chen & Rao, 2025, p.37). It is a subcomponent of communicative competence involving *pragmalinguistic knowledge* which refers to linguistic strategies for performing speech acts (such as requests, apologies, and refusals so on and so forth) and *sociopragmatic knowledge* that refers to awareness of social and cultural norms that influence social interaction (Chen & Rao, 2025, p.38). Therefore, “pragmatic competence has been quite an important issue in cross-cultural communication and has been one of the most significant objectives of EFL learning and teaching” (Chen & Rao, 2025, p.37). The significance of pragmatics in EFL textbooks is crucial since it directly affects learners’ ability to communicate effectively and appropriately in real-life contexts. For instance, pragmatics teaches learners how to make requests politely, to refuse or complain without offending. Within the EFL Moroccan context, developing pragmatic competence is mandatory for maintaining successful intercultural communication.

## 3. Methodology

### 3.1 Research Design

The current inquiry adopts a quantitative descriptive research design using content analysis to examine the representation of FTAs) and politeness strategies in Ticket to English 2.

### 3.2 Textbook Selection and Description

This study specifically focuses on the examination of Ticket to English 2 textbook designed for the instruction of English as a Second Language. It is officially adopted by the Moroccan Ministry of National Education for second-year Baccalaureate students in public high schools. It was authored by Mohamed Hammani et al. (2007). **More** importantly, it was selected because it is aligned with the standards-based approach and integrates communicative and functional language objectives. The textbook consists of ten

units, each of which is organized around specific themes integrating key components such as vocabulary, listening, speaking, reading, grammar, writing, study skills, and an “Explore Culture” section.

The entire textbook was analyzed using purposive sampling to focus on activities that require learners to engage in FTAs, such as making requests, refusals, apologies, complaints, and disagreements. This sampling method allowed to assess the extent to which the textbook supports learners’ pragmatic and sociolinguistic development.

### 3.3 Quantitative Content Analysis Procedures

The current study adopted a quantitative content analysis that went through four main systematic procedures: data source, units of analysis, coding scheme, quantification, and data interpretation.

- **Data Source:** The Ticket to English 2 textbook was selected, and all units of the textbook were included for analysis.
- **Units of Analysis:** Dialogues, role-plays, and functional expressions presented in the speaking section were considered for analysis.
- **Coding Scheme:** Categories were developed in alignment with Brown and Levinson’s (1987) Politeness Theory, and FTAs types such as requests, refusals, apologies, complaints, disagreements, and politeness strategies used to mitigate FTAs (e.g., hedging, indirectness, softening expressions).
- **Quantification and Data Interpretation:** Across all the units of the textbook, each identified FTA will be documented according to the unit name and page number, FTA type, politeness strategies, and mitigating strategies.

## 4. Analysis and Discussion

This section presents and discusses the main findings derived from the analysis of Face-Threatening Acts (FTAs) and politeness strategies identified in the Ticket to English 2 textbook. Ultimately, the discussion links the findings to previous studies and research questions.

### 4.1. Distribution of FTAs by percentage

Table 1: *FTAs Distribution*

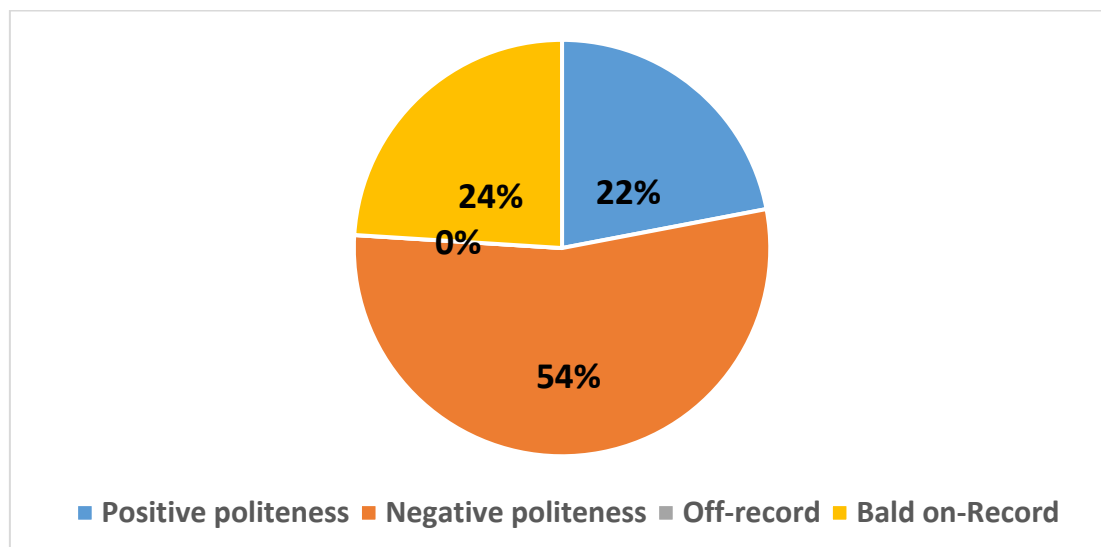
| FTA Type               | Frequency | Percentage  |
|------------------------|-----------|-------------|
| Disagreement           | 3         | 10%         |
| Request                | 1         | 3%          |
| Accepting Request      | 1         | 3%          |
| Declining Request      | 0         | 0%          |
| Complaint              | 4         | 14%         |
| Apology                | 3         | 10%         |
| Request Advice         | 3         | 10%         |
| Giving Advice          | 3         | 10%         |
| Expressing certainty   | 4         | 14%         |
| Expressing uncertainty | 4         | 14%         |
| Expressing regret      | 4         | 14%         |
| <b>Total</b>           | <b>30</b> | <b>100%</b> |

Source; the analysis of The Ticket to English 2 textbook

The table 1 above presents the FTAs distribution in the selected textbook, revealing a total of 30 FTAs observed across eleven categories. The most frequent FTAs were *complaints*, *expressing certainty*, *expressing uncertainty*, and *expressing regret*. Each FTA represents 14% of the total. These results suggest that participants are likely to engage in communicative acts which reflect dissatisfaction. Moderately frequent categories include *disagreement* (10%), *apology* (10%), *requesting advice* (10%), and *giving advice* (10%), representing a balanced frequency of mitigating and assertive speech acts. While less frequent acts include *request* (3%) and *accepting requests* (3%), while *declining request* does not appear in the data (0%).

The findings reflect a low frequency of requests and refusals. This indicates that functional language in Ticket to English 2 textbook represent a limited focus on confrontational speech acts, emphasizing a pedagogical choice in maintaining harmonious interaction and avoiding complex sensitive speech acts. The textbook, therefore, is unlikely to expose learners to impolite or uncomfortable communicative situations. Additionally, there is a moderate use of disagreement and apology. This indicates that learners are introduced to face-saving acts in the textbook, possibly to maintain a positive and comfortable interaction. As shown in the figure, there is a high frequency of complaints that introduce learners to assertive language use. This demonstrates that learners need to learn how to express dissatisfaction as an important function in real-world communication. The higher frequency of complaints emphasizes a controlled exposure to negative politeness.

## 4.2. Distribution of Politeness Strategies



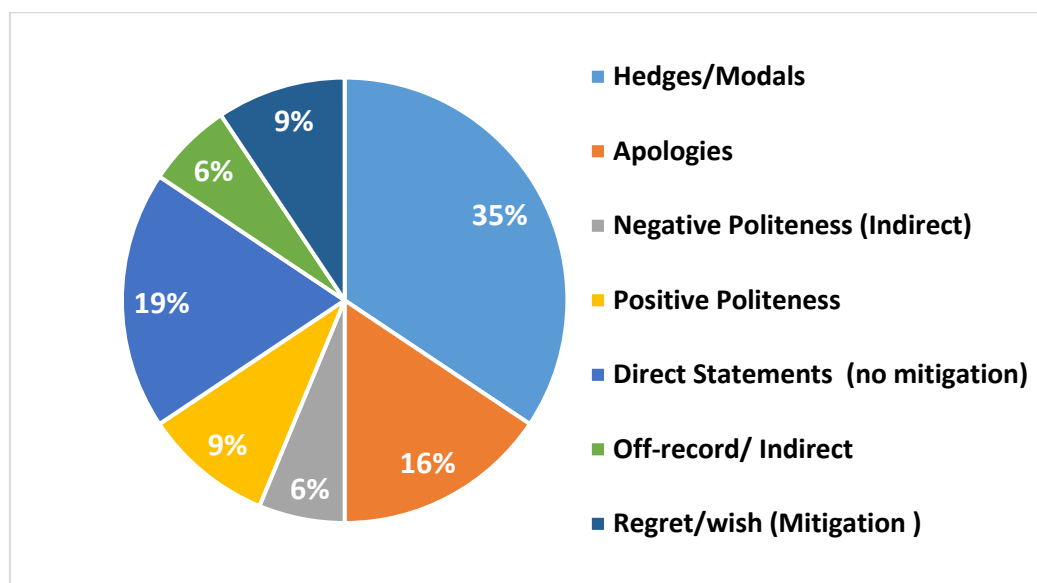
**Figure 1:** *Politeness Strategies*

Source: Source; the analysis of The Ticket to English 2 textbook

Figure 1 shows the distribution of politeness strategies, revealing that negative politeness is the most frequently used strategy, constituting 54% of all items. Off-record strategies come second, with 24%, reflecting a tendency to imply meaning rather than express it directly. Positive politeness strategies constitute 22%, revealing that speakers are likely to express friendliness and solidarity. No bald on-record strategies are recorded, showing that interactants generally avoid direct speech acts.

As shown in the findings, the dominance of politeness strategy (54%) in the functional language emphasizes showing indirectness and minimizing imposition (polite request, apology, complaint with hedges etc.). In light of these results, the Ticket to English 2 textbook is designed to teach students how to avoid confrontation and maintain social distance, particularly in formal meetings. As far as bald-on strategy (24%) that requires using direct and unmitigated expressions, (e.g. close the door!) The textbook emphasizes clarity and directness, especially in safe or familiar contexts (e.g., between peers, teachers, and students). While positive politeness (22%) is used to build solidarity and to emphasize friendliness. It is integrated to foster cooperation and community. Yet, off-record strategy (0%) is completely absent. The absence suggests that the textbook avoids ambiguity and prefers explicit or moderately indirect language, possibly to facilitate learners' comprehension and clarity in communication along with minimizing potential threats to the listener's face.

### 4.3. Distribution of Mitigating Strategies



**Figure 2:** *Distribution of mitigating strategies*

Source: Source; the analysis of The Ticket to English 2 textbook

This chart presents the distribution of different types of mitigating strategies reflected in Ticket to English 2 textbook. The largest category is the use of *hedges/modal verbs* (35%) to soften language or statements. The second category, *direct statements*, constitute 19% reflecting unmitigated statements. Apologies are often used (16%) to demonstrate politeness. *Positive politeness* constitutes 9%, showing friendliness or solidarity. *Regret/wish* makes up 9% of mitigating strategies, reducing the impact of an FTA. *Negative politeness* constitutes 6% of indirect strategies to minimize imposition or show respect. Off-record/indirect makes up of 6% of indirect strategies reflecting ambiguous or indirect ways of communication.

The findings support the argument of promoting Brown and Levinson's theory through the high presence of mitigation strategies. Hedges and modals are used to soften suggestions, opinions, and criticism, encouraging indirectness and politeness. The frequency of apologies promotes politeness in sensitive interactions. The use of positive politeness builds rapport in dialogues. While negative politeness aims to reduce imposition (e.g. indirect requests) emphasizing formal and respectful language use. The limited use of off-record may indicate an emphasis on clarity rather than implication. The use of regret or wish expressions may express discontent in a mitigated way. While direct unmitigated acts may add realism to

social interactions. The findings do not support the hypothesis that the Ticket to English 2 textbook presents a balanced distribution of FTAs across communicative activities. Besides, the results contradict the suggested hypothesis, suggesting that the textbook represents sufficiently politeness strategies aligned with Brown and Levinson's Politeness Theory. While they confirm that the Ticket to English 2 Textbook emphasizes mitigated expressions over direct face-threatening acts.

## 5. Conclusion

Several studies (Choraih et al., 2016; Hmouri, 2022; Ed-deraouy & Sakale Sana, 2024; Bouknify & Anasse, 2024; Bouknify, 2025) examining the significance of EFL textbooks in enhancing communicative skills highlight a common limitation: the lack of how FTAs are presented and how politeness and mitigation strategies are taught. The current literature on pragmatics in EFL materials shed light on the deficiency concerning speech acts in terms of quantity and quality (Bouknify & Anasse, 2025). Therefore, this study aimed to investigate the role of Ticket to English 2 textbook utilized in Moroccan high schools (second year Baccalaureate) in promoting FTAs and politeness strategies. The study's findings revealed that the Ticket to English 2 textbook strongly fosters negative politeness strategies, reflecting a strong focus on respect, non-threatening interaction, and formality between interactants. The complete absence of off-record strategy suggests a deliberate avoidance of ambiguity supporting learners' clarity and comprehension. Such distribution of FTAs and politeness strategies demonstrates a balanced but cautious instructional design, focusing on social appropriateness and linguistic safety in teaching FTAs. This study significantly contributes to the understanding of English language learning in Morocco by demonstrating that despite the limitations in pragmatic input in EFL textbook, Moroccan EFL designers struggle in applying the pragmatic knowledge in real-life scenarios.

Although this study achieved its objectives, some limitations need to be revealed. The analysis focuses on one textbook, which restricts the generalizability of the findings to other EFL materials. They may present FTAs and politeness strategies differently. Besides, the study lacks an assessment of learners' use of functional language in the classroom as well as EFL teachers' perceptions about FTAs and politeness strategies.

The data analyzed in this inquiry were extracted exclusively from the Moroccan high school EFL textbook *Ticket To English 2*. In this respect, this research relies on textual and pragmatic discourse analysis without including data collection from human subjects (students or teachers). The textbook investigated is publicly available in both print and online formats.

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## Appendix: Classification and Frequencies of FTAs and Politeness Strategies in Ticket to English 2

| Unit   | Page Number | Contextual Description                                                | Utterance/Text Extract                | FTA Type                 | Politeness Strategy                    | Mitigating Strategy           |
|--------|-------------|-----------------------------------------------------------------------|---------------------------------------|--------------------------|----------------------------------------|-------------------------------|
| Unit 1 | 11          | Students work in peer to find more expressions                        | I disagree with you                   | <b>Disagreement</b>      | Bald On-Record                         | Direct, no mitigation         |
| Unit 1 | 11          | Students work in peer to find more expressions                        | I don't think so                      | <b>Disagreement</b>      | Negative Politeness                    | Hedge (negation + hedge)      |
| Unit 1 | 11          | Students work in peer to find more expressions                        | Sorry to say it, but you're wrong     | <b>Disagreement</b>      | Negative Politeness                    | Apology + negative politeness |
| Unit 2 | 25          | Students are asked to read the exchange and circle the correct option | Would you mind ...?                   | <b>Making Request</b>    | Negative Politeness (Indirect request) | Negative politeness           |
| Unit 2 | 25          | Students are asked to read the exchange and circle the correct option | Yes, sure                             | <b>Accepting request</b> | Positive Politeness                    | Positive politeness           |
| Unit 2 | 25          | Students are asked to read the exchange and circle the correct option | Is not stated directly                | <b>Declining request</b> | 0                                      | 0                             |
| Unit 6 | 85          | Students fill in the chart with given expressions                     | Sorry to say it, but you ..           | <b>Complaint</b>         | Negative Politeness                    | Apology+ negative politeness  |
| Unit 6 | 85          | Students fill in the chart with given expressions                     | Enough is enough!                     | <b>Complaint</b>         | Bald On-Record                         | Direct, no mitigation         |
| Unit 6 | 85          | Students fill in the chart with given expressions                     | I've been patient long enough, but .. | <b>Complaint</b>         | Negative Politeness                    | Indirectness                  |
| Unit 6 | 85          | Students fill in the chart with given expressions                     | I'm not satisfied with the way you .. | <b>Complaint</b>         | Negative Politeness                    | Direct criticism              |
| Unit 6 | 85          | Students fill in the chart with given expressions                     | I do apologize                        | <b>Apology</b>           | Positive Politeness                    | Apology                       |
| Unit 6 | 85          | Students fill in the chart with given expressions                     | Sorry about that                      | <b>Apology</b>           | Positive Politeness                    | Apology                       |

|               |     |                                                                                                  |                                      |                             |                                       |                         |
|---------------|-----|--------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------|---------------------------------------|-------------------------|
| <b>Unit 6</b> | 85  | Students fill in the chart with given expressions                                                | I'm very sorry                       | <b>Apology</b>              | Positive Politeness                   | Apology                 |
| <b>Unit 7</b> | 101 | Students are required to underline expressions of asking for and giving advice in a conversation | What do you think I should do?       | <b>Request Advice</b>       | Positive Politeness                   | positive politeness     |
| <b>Unit 7</b> | 101 | Students are required to underline expressions of asking for and giving advice in a conversation | what do you suggest?                 | <b>Request Advice</b>       | Positive Politeness                   | positive politeness     |
| <b>Unit 7</b> | 101 | Students are required to underline expressions of asking for and giving advice in a conversation | What would you do in this situation? | <b>Request Advice</b>       | Positive Politeness                   | positive politeness     |
| <b>Unit 7</b> | 101 | Students are required to underline expressions of asking for and giving advice in a conversation | I think you should                   | <b>Giving Advice</b>        | Bald on-record with slight mitigation | Hedge                   |
| <b>Unit 7</b> | 101 | Students are required to underline expressions of asking for and giving advice in a conversation | Maybe you should                     | <b>Giving Advice</b>        | Hedged/Indirect                       | Hedge                   |
| <b>Unit 7</b> | 101 | Students are required to underline expressions of asking for and giving advice in a conversation | If I were you, I would               | <b>Giving Advice</b>        | Indirect/Hypothetical                 | Hedge + indirect advice |
| <b>Unit 9</b> | 131 | Students are asked to fill in the chart with given expressions                                   | It is crystal clear that ...         | <b>Expressing certainty</b> | Bald on-record (Direct)               | No mitigation           |

|                |     |                                                                        |                   |                               |                                  |                        |
|----------------|-----|------------------------------------------------------------------------|-------------------|-------------------------------|----------------------------------|------------------------|
| <b>Unit 9</b>  | 131 | Students are asked to fill in the chart with given expressions         | No one can deny   | <b>Expressing certainty</b>   | Bald on-record (Direct)          | No mitigation          |
| <b>Unit 9</b>  | 131 | Students are asked to fill in the chart with given expressions         | I'm sure that ... | <b>Expressing certainty</b>   | Bald on-record (Direct)          | No mitigation          |
| <b>Unit 9</b>  | 131 | Students are asked to fill in the chart with given expressions         | Undoubtedly       | <b>Expressing certainty</b>   | Bald on-record (Direct)          | No mitigation          |
| <b>Unit 9</b>  | 131 | Students are asked to fill in the chart with given expressions         | I doubt           | <b>Expressing uncertainty</b> | Hedging (Indirect)               | Hedge                  |
| <b>Unit 9</b>  | 131 | Students are asked to fill in the chart with given expressions         | may               | <b>Expressing uncertainty</b> | Hedging (Indirect)               | Modal Hedge            |
| <b>Unit 9</b>  | 131 | Students are asked to fill in the chart with given expressions         | probably          | <b>Expressing uncertainty</b> | Hedging (Indirect)               | Hedge                  |
| <b>Unit 9</b>  | 131 | Students are asked to fill in the chart with given expressions         | I think           | <b>Expressing uncertainty</b> | Hedging (Indirect)               | Hedge                  |
| <b>Unit 10</b> | 145 | Students are asked to underline expressions of regret in the paragraph | If only ..        | <b>Expressing regret</b>      | Negative Politeness (Self-blame) | soft regret            |
| <b>Unit 10</b> | 145 | Students are asked to underline expressions of regret in the paragraph | I should have ..  | <b>Expressing regret</b>      | Negative Politeness (Admission)  | Mitigated regret       |
| <b>Unit 10</b> | 145 | Students are asked to underline expressions of regret in the paragraph | I regret it now   | <b>Expressing regret</b>      | Negative Politeness (Direct)     | Directness             |
| <b>Unit 10</b> | 145 | Students are asked to underline expressions of regret in the paragraph | I wish I were ... | <b>Expressing regret</b>      | Negative Politeness (Hedging)    | Mitigated by soft wish |