

THE IMPACT OF CRITICAL PEDAGOGY ON MOROCCAN MIDDLE SCHOOL STUDENTS' WRITING SKILLS IN ENGLISH: A QUASI-EXPERIMENTAL STUDY

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Abstract: *This study investigates the impact of critical pedagogy on the writing skills in English of second-year Moroccan middle school pupils, filling a vacuum related to educational literature. Recognizing the significance of writing competency for academic success and personal expression, the study investigates how critical pedagogy concepts can help students improve their writing skills. To examine changes in writing skills, a quasi-experimental design with experimental and control groups was used, including pre- and post-test scores. The study indicated that the experimental group considerably outperformed the control group ($p < 0.05$) in writing scores. This highlights the effectiveness of critical pedagogy in enhancing writing skills and arguing for instructional techniques that foster independent learners. The findings imply that using critical pedagogy can significantly increase academic performance. Furthermore, the research underlines the importance of including critical pedagogy approaches in teacher education programs. Future research should investigate the long-term impacts of critical pedagogy on different elements related to student learning and personal development, with an emphasis on its ability to improve writing abilities, critical thinking, and self-expression.*

Keywords: *critical pedagogy, writing skills, middle school students, critical thinking*

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Introduction

Effective writing abilities are essential for academic performance and personal expression. Despite the widespread understanding of their importance, many students struggle to develop these abilities effectively. Critical pedagogy is a promising technique that emphasizes intellectual curiosity, analytical thinking, and autonomy for learners through writing. Current research on the specific impact of critical pedagogy on improving writing skills in English in Moroccan middle schools is limited.

The purpose of this study is to look into how incorporating critical pedagogy can potentially improve the writing skills of second-year students in Moroccan middle schools. In this framework, Critical pedagogy aims to develop confident and proficient writers by encouraging students to critically assess societal issues, engage with other viewpoints, and effectively explain their ideas.

The significance of this study stems from its ability to fill a substantial gap in the literature on the use of critical pedagogy to improve writing skills among Moroccan middle school pupils. Given Morocco's distinct cultural and educational environment, investigating the transformative implications of critical pedagogy on writing training is especially important. Recognizing these consequences not only helps educational theory and practice, but it also has implications for promoting active civic involvement, critical thinking, and democracy among students. In this context, this study seeks to answer the following research question:

How does the implementation of critical pedagogy influence the writing skills in English of second-year students in Moroccan middle schools?

Literature Review

Critical pedagogy, based on Paulo Freire's work, calls for a student-centered method of teaching that emphasizes dialogue, questioning, and critical awareness to inspire students to participate effectively in the world (Freire, 1970). Critical pedagogy is founded on the concept that education should be an active process of learning and reflection that challenges current power structures and fosters social change (Giroux, 2020). Critical pedagogy provides a potential framework for developing students' critical thinking skills and writing skills (Shi-Xu, 2001, Kincheloe, 2008).

Studies on writing skills in English that integrates critical pedagogy principles—such as promoting critical thinking, interrogating prevailing narratives, and enhancing persuasive abilities—demonstrates its substantial effect on student learning, in this regard, critical pedagogy promotes the critical analysis of texts, the questioning of widely held beliefs, and the development of well-reasoned arguments among students.(Kirylo, 2013), may improve not only their writing

skills (Mead, 2024) but also their ability to engage constructively (Almulla, 2023) with challenging topics (Karunaratne & Calma, 2024). In addition, it emphasizes the value of context-relevant and socially engaged writing (Sandbäck Forsell et al., 2021), which can enable students to address societal inequities and advocate for change using their written voices (Apple, 2024; Breuing, 2011).

However, despite the possible advantages of critical pedagogy in improving writing skills, its application as well as efficacy in Moroccan middle schools remain unknown. Morocco's cultural and educational background brings distinct problems and opportunities for incorporating critical pedagogy approaches into teaching writing. Curriculum restrictions, language variety, and socioeconomic inequities may all have an impact on how critical pedagogy is performed and how students develop their writing skills. As a result, a thorough assessment of the implementation of critical pedagogy in Moroccan middle schools, particularly in terms of its impact on writing skills, is necessary.

Recognizing the promise of critical pedagogy to improve writing abilities among Moroccan students in middle schools is not just academically important, but it also has practical implications for educational policy as well as practice. Morocco, like many other countries, has to deal with the task of preparing students for an increasingly complicated and interconnected world at large. Effective writing abilities are essential for students to excel academically, participate effectively in civic life, and make valuable contributions to society (Applebee, 2012). To bridge the knowledge gap between practice and theory, empirical research into the implementation of critical pedagogy in Moroccan middle schools is required. Such a study should include a thorough examination of how critical pedagogy concepts are incorporated into the curriculum, the strategies teachers employ to encourage critical thinking and writing, and the impact on students' writing skills and critical awareness (Darder et al., 2017). Furthermore, studying teachers' perspectives and obstacles in adopting these pedagogical practices can provide useful insights into the support and resources needed to make critical pedagogy efficient in Moroccan classrooms (Giroux, 2020).

Furthermore, comparing the effectiveness of schools that use critical pedagogy compared to those that use traditional teaching methods might shed light on the specific merits and limitations of this approach in the Moroccan setting. These studies should take into account a variety of criteria, such as students' socioeconomic backgrounds, language competency, and current educational disparities, to establish how critical pedagogy might be tailored to fit the requirements of different learners (Kincheloe, 2008). Identifying best practices and potential challenges allows teachers to build more specific and successful techniques for enhancing writing education using critical pedagogy (Freire, 1970).

Freire (1970) argued that critical pedagogy, which promotes meaningful involvement, critical reflection, and social awareness, is the key to improving the writing skills of students. While traditional approaches focus on language and forms, critical pedagogy encourages writing for purposes of self-expression, argument, and social critique. Collaborative discussions, peer criticism, and thematic writing assignments help students improve their ability to write with coherence and a personal voice, as well as a persuasive argument (Giroux, 2020).

Last but not least, the influence of critical pedagogy on students' writing skills in Moroccan middle schools should be evaluated in terms of overall educational achievements. This includes assessing students' argumentation skills, confidence in expressing ideas through writing, and overall academic success (Applebee, 2012). Longitudinal investigations that follow students' progress over time can provide a better understanding of the long-term consequences of critical pedagogy on what they learn (Gruenewald & Smith, 2008). By thoroughly investigating these factors, academics can provide strong evidence to support educational guidelines and procedures, ultimately contributing to the improvement in writing lessons in Morocco and elsewhere (Giroux, 2020). This review highlights the theoretical benefits and recommends empirical research to clarify their impact. The study's conclusions are intended to guide educational policies and practices, with the ultimate goal of increasing Moroccan students' writing and comprehension skills.

This study aims to enhance pedagogical theory and practice by studying the role of critical pedagogy in structuring writing instruction in Moroccan middle schools, while also addressing the Moroccan educational context's distinctive necessities and limitations.

What is more, while critical pedagogy has the potential to be a transformative approach to teaching writing, its application and impact in Moroccan middle schools have received little attention. This literature review discusses the theoretical basis of critical pedagogy, its potential benefits for writing education, and the need for additional research to better understand its implementation and achievement in the Moroccan setting. This study intends to address these gaps and provide significant insights that can guide educational policy and practice, thereby improving Moroccan middle school students' writing skills and critical literacy.

Methodology

This study used a pre-test and post-test approach to evaluate participants' writing skills before and after the experiment. The pre-test provided a baseline evaluation of students' initial writing abilities, while the post-test assessed any improvements in writing skills after the intervention. Both tests were meant to

provide full evaluations of numerous parts of writing, allowing for an accurate assessment of participants' writing ability (assessing various aspects such as content, organization, language use, critical engagement, and creativity). The test is designed to more accurately assess how well students can write in response to prompts that encourage critical thinking, creativity, and reflectiveness about social equality. It asks students to respond in a paragraph to the question: "Why does social equality matter, and how might we work toward a more just society?". This evaluates their ability to relate to the issue and to express their views clearly and thoughtfully.

After collecting the writing samples from both tests, the researchers examined the scores using paired t-tests performed with statistical software, notably SPSS (Statistical Package for the Social Sciences). This analytical method allowed for a comparison of mean writing scores between the pre-test and post-test phases in both the control and experimental groups. The researcher used paired t-tests to examine whether any observed increases in writing proficiency were statistically significant, which provided vital insights into the effectiveness of the instructional intervention. Overall, the use of pre-test and post-test tests, along with statistical analysis using SPSS, allowed for a comprehensive assessment of the influence of critical pedagogy on writing in Moroccan middle schools.

Additionally, sixteen second-grade students were chosen for piloting (Thabane et al., 2010), and they underwent pre-and post-test assessments consistent with the study's main test format (Hays et al., 1993). This initial phase lasted three weeks and was critical for confirming the test tool's reliability and validity. Using a representative sample improved evaluation consistency over time (Cohen et al., 2002). Cronbach's Alpha was used to measure test reliability, suggesting strong internal consistency, and validity was established by peer reviews and pilot testing (Tavakol & Dennick, 2011), with high Cronbach's Alpha values providing reliable and accurate results as shown below:

Table 1. *Case Processing Summary*

		N	%
Cases	Valid	16	100,0
	Excluded	0	,0
	Total	16	100,0

The Case Processing Summary indicates that a total of 16 cases were included in the analysis, accounting for 100% of the valid cases. No cases were excluded, resulting in a 0% exclusion rate based on listwise deletion across all variables used in the procedure. This summary highlights that all data points were utilized in the statistical analysis, ensuring a comprehensive examination of the dataset.

Table 2. *Reliability Statistics*

Cronbach's Alpha	N of Items
.967	2

The Cronbach's Alpha coefficient of 0.967 demonstrates the strong internal consistency of the 2-item scale used in the analysis, ensuring accurate measurement of the variables under consideration. The high-reliability coefficient indicates that the scale reliably reflects the intended constructs with minimum measurement error.

The experimental investigation at TAZI school in Casablanca, Morocco, followed rigorous ethical guidelines. The teacher-researchers got explicit authorization from the school. Privacy and anonymity were key considerations throughout the study. This commitment to ethical values maintained the dignity, rights, and safety of all parties concerned. The ethical concerns went beyond the study's design and included gathering, storing, and analyzing data processes, ensuring the highest levels of professionalism and honesty. By focusing on ethical principles, the study maintained the essential values of research ethics while also contributing to the reliability and trustworthiness of academic knowledge in education.

Participants

In this study, students were placed into two groups to investigate the effects of various teaching techniques on their writing abilities. The experimental group of 25 students (16 girls and nine boys) received a teaching that included critical pedagogy concepts based on problem-based learning to encourage deeper involvement and critical thinking in their writing. Meanwhile, the control group of 25 students (14 females and 11 boys) received typical writing instruction without the incorporation of critical pedagogy components, the two groups had proficiency levels ranging between pre-intermediate and intermediate. Group distributions were based on current school orientations and intact classes, maintaining a natural classroom setting while adhering to the site's educational objectives and restrictions.

Procedure

The procedure for this study involved assigning second-year students from Tazi Middle School in Casablanca, Morocco, to an experimental group and a control group. Before the intervention, all participants undertook a pre-test to measure their present writing ability. The experimental group then received teaching based on critical pedagogy concepts, stressing tasks such as examining texts from diverse perspectives, addressing social concerns, and developing convincing arguments, while the control group received traditional writing

instructions. The experiment lasted a single semester, and students in both groups studied three hours per week. The experimental group's argumentative compositions were also based on Mark Twain's short story "Huck Finn, Level 2" (Twain, 2008). These pieces of writing centered upon problem-based learning and followed critical pedagogy standards.

The concept of civilization against freedom is deeply interconnected throughout the story. As Huck Finn travels along the Mississippi River with Jim, a runaway slave, Twain highlights society's paradoxes and moral imperfections via their interactions with diverse characters, each character symbolizes a distinct aspect of society's corruption. Through Huck's evolving friendship with Jim, Twain emphasizes the fundamental worth and humanity of all people, regardless of societal classifications. The river itself represents a potent representation of democracy, providing Huck and Jim with an escape from the restraints of civilization while also allowing them to form meaningful friendships and discover their distinct selves. Finally, Huck's choice to go against conventional standards and assist Jim flee to freedom represents his denial of civilization's principles in favor of an increasingly true, ethical form. Throughout Huck's journey, Twain urges readers to question society's ethical authority and recognize the necessity of one's independence and dignity.

By implementing problem-based learning into teaching, pupils can deepen their comprehension of the topics in *The Adventures of Huckleberry Finn* by writing imaginative writings at the end of every chapter. By structuring every writing task as a reaction to a specific problem or ethical dilemma found in the story, students are urged to examine the characters' deeds and motives while reflecting on the larger societal concerns at stake. For instance, pupils were challenged to imagine alternate conflict issues, investigate the ramifications of characters' choices, or evaluate how they might handle similar issues in their own lives. They were also encouraged and assigned to draw simple drawings that depict racism and social equality using the pedagogy of love as a technique of teaching (Freire, 2020). This technique not only improves students' understanding of the text, but it also helps them develop analytical, problem-solving, and empathetic abilities, which are necessary for dealing with complicated social issues in their surroundings.

After the intervention, all participants took a post-test to assess any improvements in writing skills. Data collection required collecting writing samples from both tests, which were then analysed to determine writing proficiency. The study used this approach to assess the impact of critical pedagogy on the writing abilities of second-year Moroccan middle school students.

This study illustrated the necessity for cooperative learning in readiness for those engaged in critical thinking and writing. The participants consisted of a set of students who studied Huck Finn for Level 2 independently before engaging in

peer conversations on the ethical and social issues implicated in the narrative. Such exchanges not only deepened students' understanding of the content but also together helped them to build a foundation to create logical arguments in their writing. They were prompted to improve their papers based on "positive criticisms" they had received in peer feedback. Rewriting helped them improve their content and organization as a writer and in this process taught them when to think critically and how to narrow down an argument.

Furthermore, the activity part of the story included vocabulary-building exercises for each chapter that helped students expand their vocabulary, which is important for enhancing their writing skills. The exercises were followed by activities aimed to spark critical debates and writings based on a framework of critical pedagogy. These activities allowed students to connect their writing to real-world issues, giving writing more analytical and social depth.

What is more, the drawing activities helped pupils' writing skills a lot. In exploring the themes of the text through drawings and discussing the meaning of their work, students beautifully articulated complex ideas through visual and written means. This creative approach developed their analytical thinking ability, and provided a channel for more creative, contemplative writing, allowing students to engage with the content in a richer, more intimate way. Ultimately, through the product of peer collaboration, the development of vocabulary, and creative expression, students nurtured stronger, and more analytical writing skills.

Results

This section summarizes the findings of the data analysis, emphasizing the variations in writing proficiency observed throughout the pre-test and post-test stages for the control group as well as the experimental group as shown in the following paired samples statistics:

Table 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Control Group	12,20	25	2,708	,542
	Post-test Control Group	12,20	25	2,723	,545
Pair 2	Pre-test Experimental Group	12,52	25	2,694	,539
	Post-test Experimental Group	14,76	25	3,443	,689

The control group's mean writing score at the beginning of the test phase was 12.20 (SD = 2.708), and it stayed unchanged in the post-test phase (12.20, SD

= 2.723). This suggests that the control group's writing proficiency did not change significantly after the intervention. In contrast, the experimental group's mean writing score in the pre-test phase was 12.52 (SD = 2.694), which rose to 14.76 (SD = 3.443) in the post-test phase. The noticed rise in mean scores shows that the experimental group's writing skills improved significantly as a result of the intervention. Overall, these data confirm the efficacy of incorporating critical pedagogy principles into writing training, as indicated by the considerable increase in writing skills observed in the group that underwent the experiment.

On top of that, the observed difference in writing skills between the experimental and control groups emphasizes the value of instructional innovation in improving educational outcomes. Traditional writing education, as demonstrated by the control group, frequently fails to result in significant increases in student's writing skills, emphasizing the need for different methods that promote critical thinking and student autonomy. In contrast, the significant enhancement of writing competency found in the group participating in the experiment demonstrates critical pedagogy's transformative potential in promoting student engagement, reflection, and skill development. These findings argue for a fundamental change in writing teaching, highlighting the use of critical pedagogy approaches to help students critically evaluate, articulate, and successfully express their ideas in writing.

Table 4. *Paired Samples Test*

	Paired Differences					t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pre-test - Post-test Control Group	,000	,289	,058	-,119	,119	,000	24	1,000	
Pre-test - Post-test Experimental Group	-2,240	4,657	,931	-4,162	-,318	-2,405	24	,024	

The paired t-test findings indicate variations in the control and experimental groups' writing skills before and after the experiment. The control group showed no statistically significant variance in mean scores between the pre-test and post-test segments, as shown by an insignificant mean difference of 0.000 and a p-value of 1.000. This shows that conventional teaching writing, without the integration of critical pedagogy notions, did not result in significant enhancements in the writing skills of the control group pupils during the intervention. In contrast, the experimental group demonstrated a statistically significant improvement in ability to write from the pre-test to the post-test stage, as indicated by a mean difference of -2.240 and a p-value of 0.024. This

shows that the experiment, which included training based on critical pedagogy principles, resulted in a considerable improvement in writing skills among the experiment's students, demonstrating the efficacy of such novel instructional methods.

In conclusion, while the control group showed no noteworthy improvements in writing proficiency, the experimental group revealed a substantial improvement following the intervention. These findings highlight the transformative power of critical pedagogy concepts in writing classroom instruction, as they improve students' writing skills while simultaneously encouraging critical thinking, reflection, and involvement. The observed gap between the control and experimental groups underscores the importance of educational innovation in promoting improved learning outcomes. Further, introducing critical pedagogy approaches into writing instruction could play an important role in motivating students to critically assess, articulate, and effectively convey their ideas, thus promoting their complete academic and conceptual growth.

Discussion

The results of this study highlight the transformative power of incorporating critical pedagogy principles into teaching writing for second-year Moroccan middle school students. The experimental group's significant improvement in writing competency following the intervention demonstrates that critical pedagogy-based teaching approaches may successfully enhance students' writing skills. Critical pedagogy promotes deeper critical thinking and deeper comprehension of complicated topics by involving students in activities such as studying texts from various perspectives, discussing social concerns, and developing convincing arguments. These findings are consistent with prior studies demonstrating the benefits of critical pedagogy in boosting learning outcomes and critical literacy (Giroux, 2020; Kincheloe, 2008).

However, the absence of significant development in the control group, which received normal writing training, underscores the need for pedagogical innovation in educational contexts. Traditional writing training approaches that put memorization and formulaic writing structures may fail to provide students with the ability to think critically required for effective written communication in today's complicated surroundings. This emphasizes the necessity of reforming education efforts that promote student-centered approaches and foster critical literacy skills needed to navigate varied cultural and social settings (Freire, 1970; Applebee, 2012). Despite the study's limitations, such as the relatively small sample size and the necessity for longer-term follow-up research, the findings complement the expanding body of data on the importance of critical pedagogy in encouraging academic success and critical thinking skills among students in various educational settings.

Based on the results of the research, the transformative impact of incorporating critical pedagogy ideas into writing training highlights the power of pedagogical innovation to produce real gains in educational outcomes. The large increase in writing competency found in the study population not only verifies the efficiency of critical pedagogy-based teaching approaches but also exposes the limitations of standard writing instruction techniques in developing crucial analytical skills. Critical pedagogy provides students with the cognitive tools required for efficient writing in today's complicated and ever-changing situations by engaging them in tasks that stimulate critical thinking, examination of multiple perspectives, and the development of compelling arguments. These findings are consistent with prior studies indicating the favorable impacts of critical pedagogy on student achievement and critical literacy in general, emphasizing the need to implement creative teaching methods into the classroom (Kincheloe, 2008). During the intervention, the experimental group participants were exposed to ten writing tasks (one task per chapter). In the eighth chapter, pupils were asked to *"Imagine that you are a reporter for a local newspaper. On the night of Huck and Jim's accident, you happened to be there and witnessed everything from farther away. Write a short article for your newspaper, under the heading: 'STEAMBOAT SINKS RAFT-2 PEOPLE MISSING'. (60-80 words)"* (Twain, 2008). The activity promoted critical thinking and analytical skills development by asking students to recount the circumstances of Huck and Jim's accident from an outside perspective. Students were required to evaluate not only the chronology of events but also their consequences and meaning, resulting in a better comprehension of the narrative's themes and protagonists.

Furthermore, the specific direction to keep the written work short (60-80 words) pushed students to focus on accuracy and simplicity in their writing, strengthening their analytical and expressive skills. The experimental group was able to develop their analytical thinking and writing skills as a result of such tailored and thought-provoking writing assignments, which eventually contributed to their overall writing competence improvements.

The teacher-researcher attentively integrated crossword puzzles into the teaching strategy to enhance students' writing skills within the context of critical pedagogy. The teacher used crossword puzzles to provide a dynamic and interactive environment for pupils to connect with the chapters' content. These puzzles functioned as problem-based learning tasks, requiring students to actively process and assimilate knowledge while improving their analytical skills. This technique encouraged not only an in-depth comprehension of the text but also analytical thinking and sharing of knowledge.

The results of this study highlight the importance of instructional approaches for developing students' writing competency and critical thinking abilities. The large improvement observed in the experimental group after implementing critical pedagogy principles demonstrates that encouraging deeper involvement,

critical reflection, and analytical abilities can result in major improvements in writing ability. In contrast, the stagnation found in the control group emphasizes the limitations of traditional teaching techniques in developing the cognitive capacities required for efficient written communication in modern culture. These findings highlight the significance of redesigning educational processes to emphasize a student-centered experience of learning that promotes critical literacy and allows students to confidently and skilfully traverse diverse social and cultural settings.

All in all, the results of the investigation answer the study's question, while also directly addressing the research problem. Moroccan middle school students' writing skills improved significantly after implementing critical pedagogy. The significant difference in writing capabilities between both control and experimental groups demonstrates the significance of critical pedagogy in improving the writing skills of students, confirming the study's assumption and effectively answering the question being studied "*How does the implementation of critical pedagogy influence the writing skills of second-year students in Moroccan middle schools?*".

Furthermore, the study emphasizes the transformational power of introducing critical pedagogy concepts into writing teaching, underlining the significance of pedagogical innovation in creating actual advances in educational results. The significant gain in writing proficiency found in the research population demonstrates the effectiveness of critical pedagogy-based teaching techniques while also emphasizing the limitations of traditional writing instruction in building crucial analytical abilities. Critical pedagogy provides students with the cognitive tools they need for effective writing in today's complex and changing surroundings by engaging them in projects like drawing and imagining that promote critical thinking, the investigation of diverse perspectives, and the construction of persuasive arguments. These findings support prior studies revealing the favorable impacts of critical pedagogy on student achievement and critical literacy, emphasizing the significance of combining creative instruction (Giroux, 2020; Kincheloe, 2008).

The study's focus on individualized and stimulating writing tasks, such as envisioning oneself as a reporter for a local newspaper, underscores the value of creative and engaging instructional techniques in enhancing innovative thinking and writing skills. To enhance students' intellectual curiosity and expressive abilities, teachers might incorporate diverse activities that promote critical thinking and creativity. Students could participate in role-playing exercises by drafting letters to public officials to advocate for causes they are passionate about, or they could be assigned to create blog posts on subjects pertinent to current events. Moreover, exercises like collaborative storytelling, wherein students sequentially contribute to a collective tale, or crafting their own short

story plots inspired by abstract imagery or ideas, might enhance their writing skills. By providing varied, interactive activities that extend beyond conventional writing tasks, teachers facilitate opportunities for students to investigate diverse genres, viewpoints, and forms of expression, thereby augmenting their writing proficiency and promoting greater involvement in the writing process. In line with Paulo Freire's notion of the oppressor and oppressed (Freire, 2020), this study demonstrates how critical pedagogy liberates Moroccan middle school students by transforming them from spectators of knowledge to active actors in their journey through school (Shor et al., 2017). By incorporating critical pedagogy principles into teaching writing, educators disrupt traditional power relationships and build an egalitarian interaction (Phipps & Guilherme, 2004) that allows students to critically interact with their learning (Giroux, 2020). This is consistent with Henry Giroux's understanding of critical pedagogy as a vehicle for shifting society, allowing students to negotiate complex social environments and advocate for reform. Ultimately, this study emphasizes critical pedagogy's transformative potential in releasing students from repressive educational structures, allowing them to take part as active participants in molding their potential and society as a whole.

Conclusion

This study highlights the potential of incorporating critical pedagogy principles into writing teaching to improve English writing skills among Moroccan middle school students. The intervention resulted in notable enhancements in writing skills; nevertheless, limitations including a limited sample size and the absence of long-term follow-up study should be acknowledged. Despite these limitations, the results illustrate the transformative impact of novel pedagogical strategies, including project-based learning, peer feedback, and debates, which actively involve students in analytical thinking and reflection, transcending conventional procedures. Through the integration of critical pedagogy, teachers can enable students to develop proficient writing and analytical thinking skills, so preparing them for success in professional, educational, and civic arenas. Subsequent research should seek to broaden these findings across other educational settings, mitigating the study's limitations and enhancing the global progression of effective pedagogical strategies. Collaboration among educators, policymakers, and academics will be essential for scaling these methodologies, while the integration of technology with critical pedagogy can further improve accessibility and mobility. Ultimately, promoting the professional development of educators in critical pedagogy is vital for its effective application across many educational contexts.

Pedagogical Implementations

Applying critical pedagogy concepts in Moroccan schools requires an all-encompassing strategy that changes both curriculum design and policy regarding education. For textbook designers, the goal is to create materials that truly reflect Moroccan culture and economic hardships while incorporating various viewpoints to inspire critical thinking. Textbooks that incorporate relevant themes and practical applications of writing activities can encourage deeper involvement and a bond between students and their studies. In the meantime, policymakers must prioritize educators' growth as professionals, ensuring they have the essential abilities to properly employ critical pedagogy. This includes campaigning for curricular revisions that stress student-centered approaches, as well as modifying testing procedures that promote critical thinking skills over rote learning. Furthermore, experts should devote resources to the creation of educational resources and technological advances that facilitate collaborative and heterogeneous writing experiences, appealing to Moroccan students' various needs for learning.

Adopting critical pedagogy in Moroccan education represents an important change toward a more inclusive and flexible atmosphere for learning. Morocco can improve its educational system to better prepare students for achievement in the twenty-first century by cultivating an innovative and collaborative culture among educators, textbook designers, and legislators. Morocco can produce a generation of critical thinkers and adept writers with the skills required to handle difficult societal challenges and constructively contribute to their communities and the world at large by pursuing these goals.

The application of critical pedagogy approaches to the teaching of writing among second-year Moroccan middle school pupils has led to a considerable improvement in their writing ability. The clear improvement in the experimental group after the experiment demonstrates the effectiveness of critical pedagogy-based techniques in improving students' writing skills. Critical pedagogy promotes greater critical thinking and knowledge of complicated subjects by involving students in activities such as text analysis from various perspectives and discussion of societal concerns. This is consistent with previous studies showing that critical pedagogy improves learning outcomes and critical literacy, stressing its usefulness in a variety of educational settings. The results of this study highlight the need of pedagogical innovation in education in moving beyond conventional practices and promoting student-centered strategies that build critical literacy skills required for navigating varied cultural and social settings.

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