

## **Students' Perspectives of Power and Gendered Discourse in Moroccan EFL Classrooms- Fes Meknes Academy as a Case Study**

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### **Abstract**

In Moroccan secondary schools, EFL classrooms serve as significant environments for the development of identity, expression, and engagement. However, not much has looked at how students view the gendered character of authority and classroom discourse. This research explores how gender influences classroom participation in Moroccan EFL classes, with an emphasis on students' experiences, interpretations, and resistance to gendered interactions with the teacher. Drawing on qualitative data from classroom observations, and individual interviews conducted with male and female students in public secondary schools, the study examines how students interpret differences in who speaks, who dominates discussions, and how teachers react to students of different genders. Findings demonstrate that many students are well conscious of the power dynamics present in class discussions. Boys claim to be under pressure to demonstrate dominance and superiority in class debates, whereas girls frequently share stories of being ignored in conversations or subjected to harsher criticism for speaking directly. Language hierarchy and societal standards unique to Morocco's postcolonial and multilingual culture, in addition to gender customs, influence these impressions. This study presents an unusual perspective on gender and language in education by emphasizing student viewpoints rather than only analysing the teacher's behaviour and action. It urges the creation of more inclusive classroom practices that acknowledge and question gendered power relations in English learning contexts, as well as a reconsideration of educational approaches that accidentally promote unequal speaking rights.

**Keywords:** gendered interaction; moroccan education; linguistic inequality; student voice; teacher-student interaction