**GENDER, SEXUALITY, AND LANGUAGE: SELECTED REFERENCES**

**(last updated 25 January 2015)**

Al-Seghayer, Khalid. (2014). The impact of gender and reading proficiency level on online reading strategies employed by EFL learners. *Journal of Educational Sciences of King Saud University, 6*(2), 493-509.

Bashiruddin, A., Edge, J., & Hughes-Pelegrin, E. (1990). Who speaks in seminars? Status, culture and gender at Durham University. In R. Clark, N. Fairclough, R. Ivanic, N. McLeod, J. Thomas, & P. Meara (Eds.), *Language and power* (pp. 74-84)*.*  London, UK: CILT/BAAL.

Bergvall, V., Bing, J., & Freed, A. (Eds.). (1996). *Rethinking language and gender research: Theory and practice*. London, UK: Longman.

Bergvall, V. & Remlinger, K. (1996). Reproduction, resistance, and gender in educational discourse: The role of critical discourse analysis*. Discourse & Society, 7*(4), 453-579.

Besnier, N. (2007) Language and gender research at the intersection of the global and the local. *Gender and Language, 1*(1), 67-78.

Bucholtz, M. (2003). Theories of discourse as theories of gender: Discourse analysis in language and gender studies. In J. Holmes & M. Meyerhoff (Eds.) *The handbook of language and gender*(pp. 43-68). Malden, MA: Blackwell.

Bucholtz, M. & Hall, K. (2004). Theorizing identity in language and sexuality research. *Language in Society,* *33*(4), 501-547.

# Burton, P., Dyson, K., & S. Ardener (1994) *Bilingual women*: Anthropological approaches to second language use. Oxford, UK: Berg Publishers.

Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. New York, NY: Routledge.

Cameron, D. (1985) *Feminism and linguistic theory*. London, UK: Macmillan.

Cameron, D. (1997). Performing gender identity: Young men’s talk and the construction of heterosexual masculinity. In S. Johnson & U. Meinhof (Eds.), *Language and masculinity* (pp. 47-64). Oxford, UK: Blackwell Publishers.

Cameron, D. (2005). Language, gender, and sexuality: Current issues and new directions. *Applied Linguistics*, *26*, 482-502.

Cameron, D. & Kulick, D. (2003). *Language and sexuality.* Cambridge, UK: Cambridge University Press.

Coates, J. (1997). *Language and gender: A reader*. Oxford, UK: Blackwell.

Crawford, M. (1995). *Talking difference: On gender and language.* Sage Publications. Thousand Oaks, CA: Sage.

Croll, P. (1985). Teacher interaction with individual male and female pupils in junior age classrooms. *Educational Research,* *27*(3), 220-223.

Cummings, M. (2009). Someday this pain will be useful to you: Self-disclosure and lesbian and gay identity in the ESL writing classroom. *Journal of Basic Writing, 28*(1), 71-89.

De Beauvoir, S. (2011). *The second sex*. 1949. (Trans. C. Borde & S. Malovany-Chevallier). London, UK: Vintage.

Dumas, J. (2010). Sexual identity and the LINC Classroom. *Canadian Modern Language Review, 66*(4), 607-627.

Eckert, P., & McConnell-Ginet, S. (1992). Think practically and look locally: Language and gender as community-based practice. *Annual Review of Anthropology, 21*, 461-490.

Eckert, P., & McConnell-Ginet, S. (2003). *Language and gender*. New York, NY: Cambridge University Press.

Edley, N., & Wetherell, M. (1997). Jockeying for position: The construction of masculine identities. *Discourse & society*, *8*(2), 203-217.

Ehrlich, S. (1997) Gender as social practice: Implications for second language acquisition. *Studies in Second Language Acquisition, 19*(4), 421-446.

Freed, A. (1992). We understand perfectly: A critique of Tannen's view of cross-sex communication. In K. Hall, M. Bucholtz, & B. Moonwomon (Eds.) *Locating power: Proceedings of the second Berkeley Women and Language Conference* (Vol. 1, pp. 144-152.). Berkeley, CA: Berkeley Women and Language Group.

Gal, S. (1978). Peasant men can't get wives: Language and sex roles in a bilingual community. *Language in Society, 7* (1), 1-17.

Goldstein, T. (2001). Researching women’s language practices in multilingual work- places. In A. Pavlenko, A. Blackledge, I. Piller and M. Teutsch-Dwyer (Eds.) *Multilingualism, second language learning, and gender* (pp. 79 -98). Berlin: Mouton de Gruyter.

Gordon, D. (2004). “I’m tired. You clean and cook”: Shifting gender identities and second language socialization. *TESOL Quarterly,* *38*(3), 437-457.

Hall, K., & Bucholtz, M. (Eds.). (1995). *Gender articulated: Language and the socially constructed self*. New York, NY: Routledge.

Harbeck, K. M. (Ed.). (1991). Coming out of the classroom closet: Gay and lesbian students, teachers and curricula. Binghamton, NY: Harrington Park Press.

Higgins, C. (2010) Gender identities in language education. In S. McKay & N. Hornberger (Eds.), *Sociolinguistics and Language Education* (pp. 370-397). Bristol: Multilingual Matters.

Holmes, J. (2006). *Gendered talk at work*. Oxford, UK: Blackwell Publishers.

Holmes, J., & Meyerhoff, M. (Eds.). (2003). *The handbook of language and gender.* Oxford, UK: Blackwell.

Horne, S. G., Ovrebo, E., Levitt, H. M., & Franeta, S. (2009). Leaving the herd: The lingering threat of difference for same-sex desires in postcommunist Russia. *Sexuality Research & Social Policy*, *6*(2), 88-102.

Hruska, B. (2004). Constructing gender in an English dominant kindergarten: Implications for second language learners. *TESOL Quarterly , 38*, 459-484.

Johnson, S., & Meinhof, U. (Eds.). (1997). *Language and masculinity.* Oxford : Blackwell.

Julé, A. (2004). Speaking in silence: A case study of a Punjabi girl. In B. Norton & A. Pavlenko (Eds.), *Gender and English language learners* (pp. 69-80). Arlington, VA: TESOL.

Kelsky, K. (2001). *Women on the verge: Japanese women, western dreams*. Durham and London, UK: Duke University Press.

Kissau, S., & Wierzalis, E. (2008). Gender identity and homophobia: The impact on adolescent males studying French. *Modern Language Journal*, *92*(3), 402-413.

Kendall, S., & Tannen, D. (1997). Gender and language in the workplace. In R. Wodak (Ed.), *Gender and discourse* (pp. 81-105). Thousand Oaks, CA: Sage Publications.

Kiesling, S. F. (2009). Fraternity men: Variation and discourses of masculinity. In N. Coupland & A. Jaworski (Eds.), *The new sociolinguistic reader* (pp. 187-200). Basingstoke, UK: Palgrave Macmillan.

Kitzinger, C. 2005. Speaking as a heterosexual: (How) does sexuality matter for talk-in-interaction, *Research on Language and Social Interaction,* *38*(3), 221-265.

Kitzinger, C. (2007). Is 'woman' always relevantly gendered? *Gender and Language,* *1*(1), 39-40.

Kobayashi, Y. (2007). Japanese working women and English study abroad. *World Englishes, 26* (1), 62-71.

Kubota, R. (2003). New approaches to gender, class, and race in second language writing. *Journal of Second Language Writing*, *12*(1), 31-47.

Kulick, D. (1998). Anger, gender, language shift, and the politics of revelation in a Papua New Guinean village. In B. B. Schieffelin, K. A. Woolard, & P. V. Kroskrity (Eds.), *Language ideologies: Practice and theory* (pp. 87-102). New York, NY: Oxford University Press.

Kumashiro, K. (2002). *Troubling education: Queer activism an anti-oppressive pedagogy*. New York, NY: Routledge Falmer.

Lakoff, R. (1975). *Language and woman’s place*. New York, NY: Harper and Row.

Lin, A., Grant, R., Kubota, R., Motha, S., Sachs, G. T., Vandrick, S., & Wong, S. (2004). Women faculty of color in TESOL: Theorizing our lived experiences. *TESOL Quarterly*, *38*(3), 487-504.

Livia, A., & Hall, K. (Eds.). (1997). *Queerly phrased: Language, gender, and sexuality*. New York, NY: Oxford University Press.

Makoni, S., & Makoni, B. (2011). The discursive construction of the female body in family planning pamphlets. In V. Ramanathan & P. McPherron (Eds.), Language, bodies, and health (pp. 193-221). New York, NY: De Gruyter Mouton.

Martinez-Roldan, C. (2005). Examining bilingual children's gender ideologies through critical discourse analysis. *Critical Inquiry in Language Studies,* *2*(3), 157 – 178.

McElhinny, B. (2003). Theorizing gender in sociolinguistics and linguistic anthropology. In J. Holmes & M. Meyerhoff (Eds.), *The handbook of language and gender* (pp. 21-42). Oxford, UK: Blackwell.

McElhinny, B. (Ed.) (2007). *Words, worlds and material girls: Language, gender, globalization*. Berlin: Mouton de Gruyter.

McConnell-Ginet, S. (2011). *Gender, sexuality, and meaning: Linguistic practice and politics.* Oxford, UK: Oxford University Press.

McMahill, C. (2001). Self-expression, gender, and community: A Japanese feminist English class. In A. Pavlenko, A. Blackledge, I. Piller, & M. Teutsch-Dwyer (Eds.) *Multilingualism, second language learning, and gender* (pp. 307-244). Berlin, Germany: Mouton.

Meece, J.L. Glienke, B.B. & Burg, S. (2006). Gender and motivation. *Journal of School Psychology, 44*, 351-373. doi:10.1016/j.jsp.2006.04.004

Menard-Warwick, J. (2004). “I always had the desire to progress a little”: Gendered narratives of immigrant language learners. *Journal of Language, Identity, and Education*, *3*(4), 295-311*.*

Menard-Warwick, J. (2006). “The thing about work”: Gendered narratives of a transnational, trilingual Mexicano. *International Journal of Bilingual Education and Bilingualism*, *9*(3), 359-415*.*

Moje, E., & MuQaribu, M. (2003). Literacy and sexual identity. *Journal of Adolescent & Adult Literacy, 47*(3), 204-208.

Murphy, B. (2010). *Corpus and sociolinguistics: Investigating age and gender in female talk.* Amsterdam, The Netherlands: John Benjamins.

Nelson, C. (1999). Sexual identities in ESL: Queer theory and classroom inquiry. *TESOL Quarterly*, *33*(3), 371-391.

Nelson, C. D. (2004). Beyond straight grammar: Using lesbian/gay themes to explore cultural meanings. In B. Norton & A. Pavlenko (Eds.) *Gender and English language learners* (pp. 15-28). Alexandria, VA: TESOL.

Nelson, C. D. (2009). *Sexual identities in English language education: Classroom conversations.* New York, NY: Routledge.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. London, UK: Longman.

Norton, B., & Pavlenko, A. (Eds.) .(2004). *Gender and English language learners*. Alexandria, VA: TESOL.

Norton, B., & Pavlenko, A. (2004) Addressing gender in the ESL/EFL classroom. *TESOL Quarterly, 38*(3), 504-514.

O’Barr, W., & Atkins, B. K. (1980). “Women’s language” or “powerless language”?. In S. McConnell-Ginet, R. Borker, & N. Furman (Eds.), *Women and language in literature and society* (pp. 93-110). New York, NY: Praeger/Greenwood Publishing Group.

Ochs, E. (1992). Indexing gender. *Rethinking context: Language as an Interactive Phenomenon*, *11*(11), 335.

Ochs, E. (1992). Indexing gender. In A. Duranti & C. Goodwin (Eds.),  *Rethinking context: Language as an interactive phenomenon* (pp. 335-358). Cambridge, UK: Cambridge University Press.

Okamoto, S. (2008). Rethinking ‘norms’ for Japanese women’s speech. In S. Sato & N.M. Doerr (Eds.), *Rethinking language and culture in Japanese education: Beyond the standard* (pp. 82-105). Bristol, UK: Multilingual Matters.

Okamoto, S., and Smith, J. S. (Eds.). 2004. *Japanese language, gender, and ideology: Cultural models and real people*. Oxford, UK: Oxford University Press.

Pavlenko, A. (2001). Language learning memoirs as a gendered genre. *Applied Linguistics, 2*(2), 213-240.

Pavlenko, A. (2001). Bilingualism, gender, and ideology. *International Journal of Bilingualism, 5*(2), 117-151.

Pavlenko, A. (2001). "How am I to become a woman in an American vein?": Negotiation of gender in second language learning. In A. Pavlenko, A. Blackledge, I. Piller, & M. Teutsch-Dwyer (Eds.), *Multilingualism, second language learning, and gender* (pp. 133-174). Berlin, Germany: Mouton de Gruyter.

Pavlenko, A. (2002) Socioeconomic conditions and discursive construction of women’s identities in post-Soviet countries. In M. Kelemen & M. Kostera (Eds.), *Critical management research in Eastern Europe: Managing the transition* (pp. 83-110). London, UK: Palgrave/McMillan.

Pavlenko, A. (2004). Gender and sexuality in foreign and second language education: Critical and feminist approaches. In B. Norton & K. Toohey (Eds.), *Critical pedagogies and language learning* (pp. 53-71). Cambridge, UK: Cambridge University Press.

Pavlenko, A. (2005). "Ask each pupil about her methods of cleaning": Ideologies of language and gender in Americanization instruction*. International Journal of Bilingual Education and Bilingualism, 8*(4), 275-297.

Pavlenko, A. , Blackledge, A., Piller, I., & M. Teutsch-Dwyer (Eds.) (2001) . *Multilingualism, second language learning, and gender.* Berlin/New York, NY: Mouton de Gruyter.

Pavlenko, A., & Piller, I. (2007). Language education and gender. In S. May (Ed.) *Encyclopedia of language and education* (pp. 57-69). Volume 1. Berlin, Germany: Springer.

Piller, I. (2002). *Bilingual couples talk: The discursive construction of hybridity*. Amsterdam, The Netherlands: John Benjamins.

Piller, I., & Pavlenko, A. (2004). Bilingualism and gender. In T. Bhatia & W. Ritchie (Eds.) *Handbook of bilingualism.* (pp. 489-511). Oxford, UK: Blackwell.

Piller, I., & Pavlenko, A. (2007). Globalization, gender, and multilingualism. In L. Volkmann & H. Decke-Cornill (Eds.), *Gender studies and foreign language teaching* (pp. 15-30). Tübingen, Germany: Narr.

Piller, I. & Pavlenko, A. (2009). Globalization, Multilingualism, and Gender: Looking into the Future (p. 10). In V. Cook & L. Wei (Eds.) *Contemporary applied linguistics. Volume 2. Linguistics for the real world.* London, UK: Continuum.

Piller, I., & K. Takahashi (2010). At the intersection of gender, language, and transnationalism. In N. Coupland (Ed.) *The handbook of language and globalization*. (pp. 540-553). Malden, MA: Wiley Blackwell.

Preece, S. (2008). Multilingual gendered identities: Female undergraduate students in London talk about heritage languages. *Journal of Language, Identity, and Education, 7,* 41–60.

 Rey, J. (2001). Changing gender roles in popular culture: Dialogue in Star Trek episodes from 1966 to 1993. In S. Conrad & D. Biber (Eds.), *Variation in English: Multi-dimensional studies* (pp. 138-156). London: Longman.

Saft, S., & Ohara, Y. (2004). Promoting critical reflection about gender in EFL classes at a Japanese university. In B. Norton & A. Pavlenko (Eds.) *Gender and English language learners* (pp. 143-154). Alexandria, VA: TESOL.

Simon-Maeda, A. (2004). Transforming emerging feminist identities: A course on gender and language issues. In B. Norton & A. Pavlenko (Eds.) *Gender and English language learners* (pp. 127-143). Alexandria, VA: TESOL.

Skapoulli, E. (2004). Gender codes at odds and the linguistic construction of hybridity. *Journal of Language, Identity and Education,* *3*(4), 245-260.

Skilton-Sylvester, E. (2002). Should I stay or should I go? Investigating Cambodian women’s participation and investment in adult ESL programs. *Adult Education Quarterly,* *53*(1), 9- 26.

Spender, D. (1980). *Man made language.* New York, NY:Routledge.

Sunderland, J. (2004). Classroom interaction, gender, and foreign language learning. In B. Norton & K. Toohey (Eds.), *Critical pedgagogies and language learning* (pp. 222-241). Cambridge, UK: Cambridge University Press.

Sunderland, J., Crowley, M, Abdul Rahim, F., Leontzakou, C., & Shattuck, J. (2001). From bias ‘in the text’ to ‘teacher talk around the text’: An exploration of teacher discourse and gendered foreign language textbook texts*. Linguistics and Education*, *11*(3), 251-286.

Swann, J. (1998). Talk control: An illustration from the classroom of problems in analysing male dominance of conversation. In J. Coates (Ed.) *Language and Gender* (pp. 185-196). Oxford, UK: Blackwell.

Talbott, M. (1992). The construction of gender in a teenage magazine. In N. Fairclough (Ed.), *Critical language awareness* (pp. 175-199). London, UK: Addison Wesley Longman.

Tannen, D. (1990). *You just don’t understand*. New York, NY: Morrow.

Tannen, D. (1994). *Gender and discourse.* Oxford, UK: Oxford University Press.

Tannen, D. (1994). *Talking from 9 to 5: How women’s and men’s conversational styles affect who gets heard, who gets credit, and what gets done at work.* New York, NY: W. Morrow.

Tannen, D. (1995). *Talking from 9 to 5: Women and men in the workplace: Language, sex, and power*. New York, NY: Avon Books.

Takahashi, K. (2012) Multilingualism and gender. In M. Martin-Jones, A. Blackledge, & A. Creese (Eds.). *The Routledge handbook of multilingualism* (pp. 419-435). New York, NY: Routledge.

Takahashi, K. (2013). *Language learning, gender and desire: Japanese women on the move.* (Vol. 16). Bristol, UK: Multilingual Matters.

Tannen, D. (1995). *Talking from 9 to 5: Women and men in the workplace: Language, sex, and power*. New York, NY: Avon Books.

Vandrick, S. (1997). The role of hidden identities in the postsecondary ESL classroom. *TESOL Quarterly*, *31*(1), 153-157.

Vandrick, S. (2000). Language, culture, class, gender, and class participation. Retrieved from http://files.eric.ed.gov/fulltext/ED473086.pdf

Vandrick, S. (2009). *Interrogating privilege: Reflections of a second language educator.* Ann Arbor, MI: University of Michigan Press.

Vandrick, S. (2013). Promoting gender equity in the postsecondary ESL class (pp. 73-88). In T. Smoke (Ed.). (2013). *Adult ESL: Politics, pedagogy, and participation in classroom and community programs*. New York, NY: Routledge.

Wadell, E., Frei, K., & Martin, S. (2012). Professional development through inquiry: Addressing sexual identity in TESOL. CATESOL Journal, *23*(1), 99-109.

Waksler, R. (1995). She’s a mensch and he’s a bitch: neutralizing gender in the 90s. *English Today, 11,* 3-6.

West, C., & Zimmerman, D. (1987). Doing gender. *Gender in Society,* *1*, 125-151.

Wetherell, M., & Edley, N. (2009). Masculinity manoeuvres: Critical discursive psychology and the analysis of identity strategies. In N. Coupland & A. Jaworski (Eds.), *The new sociolinguistic reader* (pp. 201-214). Basingstoke, UK: Palgrave Macmillan.

Woolard, K. A. (1997). Between friends: Gender, peer group structure, and bilingualism in urban Catalonia. *Language in Society, 26*, 533-560.