

***WORKSHOP:***  
***Gender and sexuality in the Polish ESL classroom***

*Joanna Pawelczyk & Łukasz Pakuła*  
*(Adam Mickiewicz University, Poland)*

Schools in general and EFL classes in particular are not entirely responsible for teaching boys and girls their gender-differentiated social roles (cf. Gordon 2004). Yet through curricular choices and various forms of classroom interactions they are in fact able to reinforce, for instance, the subordinate role of girls and women and the dominant role of boys and men (Freeman and McElhinny 1996: 261). Learning English productively and receptively - among other things- is learning to conceptualize the world in a gendered way, it can also involve learning (or relearning) a gendered discourse role (Sunderland 1994: 7). Education as an institution constructs and *regulates* gendered identities (Jones 2006), typically endorsing hegemonic gendered identities and heteronormativity.

This workshop looks into the context of the (Polish) EFL classroom to discuss *how* various gendered discourses emerge in the EFL classroom interactions and whether – and if so how – they are interactionally negotiated by teachers and students. The participants will critically look at selected textbooks (in terms of text-image relations) as well as work on small case studies based on authentic EFL classroom material. Guidelines for teachers' training and practice concerning mediation of gendered discourses in the EFL classroom interactions will be offered.

We welcome EFL/ESL teachers, educators and teachers-to-be.