



# Gendered Identities and Immigrant Language Learning (Critical Language and Literacy Studies)

*Julia Menard-Warwick*

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Based on participant observation in a California English as a Second Language family literacy program, this ethnographic study examines how the complexly gendered life histories of immigrant adults shaped their participation in both the English language classroom and the education of their children, within the contemporary sociohistorical context of increasing Latin American immigration to the United States. Through outlining the connections between (gendered) identity work and language learning, this study builds theoretical and empirical justification for teachers to negotiate classroom practice with each community of learners, responding to students' individual goals, histories, and lives outside the classroom.

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