

SECOND LANGUAGE ACQUISITION AMONG QUEER STUDENTS AND STUDENTS WITH IMMIGRANT BACKGROUND IN PANDEMIC TIMES

Research Proposal for University of Iceland

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Background

- SLA – interdisciplinary
 - Language – self formation – dynamic interactions – diverse environment

Current Challenges for non-Icelandic students

- Intertextuality
- Microaggression reports

Digital / Blended Learning

- Infrastructural challenges
- Easier for microaggression to happen
 - Challenging for 'Whititess'
- < scaffold/ZPD – tough self-paced/direction

Instruments

- DASS survey
- Students' Reflections
- Educators' Interview

Analysis

- Intersectional Approach
 - ANOVA/Thematic Analysis/Triangulation

Current Challenges for Queer students

- Institutionalised heterosexism
- Policy and practice discrepancies

Current Challenges

What is happening in the classroom after the pandemic?

Research Questions

1. In light of pandemic waves, how are queer students and students of immigrant background impacted by the shift towards online or blended learning?
2. To what extent are queer students and students of immigrant background second language acquisition impacted by the shift caused by the pandemic?
3. What are future recommendations for students, educators and policy makers in dealing with future disruptions while bridging the gap in policies and practice?

Significance of Studies

- Update intersectional research in SLA in Iceland
- Highlight social dynamics issues
- Discuss policies discrepancies