

## **OPEN SEMINAR**

Wednesday 20 May 2015 at 12:15-14:00

Room: Sh 229 (Siltavuorenpenger 1 A)

### **Multilingualism in Sweden - Some reflections on policy and practice**

**Marie Carlson, Department of Sociology & Work Science, University of Gothenburg, SWEDEN**

#### **Abstract**

In contemporary Sweden, beside Swedish as the main language, about 200 languages are spoken, most of these migrant languages. There are also five official minority languages. The lecture will provide an overview of the new multilingual Sweden and present/discuss various definitions. Likewise, some examples from the current language policy will be presented as well as some results from the educational contexts. Despite good intentions, in practice various “gaps” occur. Some theoretical reflections of this discrepancy will be discussed. Among other things, attention will be paid to: “linguicism”, deficit ideologies and policy as a process of interpretation. Finally, the teacher education will be given attention in relation to multilingualism – both in terms of the teacher profession and students' experiences of belonging and recognition.

### **Queering the upper secondary school: Heteronormative discourse and the experiences of queer students in Iceland upper secondary schools**

**Jón Ingvar Kjaran, Post-doctoral researcher, School of Education, University of Iceland**

#### **Abstract**

This lecture is based on a research project on queer youth in Iceland, which focuses on the heteronormative discourse and the experiences of queer students in upper secondary schools. The objectives of this project were to study and describe the discursive factors that contribute to the heterosexist ideology within the upper secondary school settings, both at individual and institutional levels. The findings of this study suggest that young people, who are questioning their gender identity, sexuality or both, find it difficult to come to terms with their feelings during their formative years in upper secondary school. This depends on the individual and the particular school setting. Queer students face difficulties when coming into the open with their feelings, although the scale and scope of these difficulties varied among the research participants. Institutionalized heterosexism, either subtle or overt, is interwoven into the school culture and social interactions of faculty members and students.

In addition, gender and sexuality within the upper secondary school are still constructed around the discourse of heteronormativity. Particular gender performances gain more capital and the discourse of sexuality revolves around heterosexuality, in some instances marginalizing those students that do not conform to the dominant discourse of either gender or sexuality.

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