



University of Luxembourg

19th European Conference on Developmental Psychology

S 59 – Intergenerational Value Transmission: The Role of Motives, Transitions and Context

S 59 – 4 Multicultural Societies – And the Disappearance of Culture?

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Fonds National de la
Recherche Luxembourg



Multicultural Societies – and the Disappearance of Culture?

Elke Murdock & Maria Stogianni

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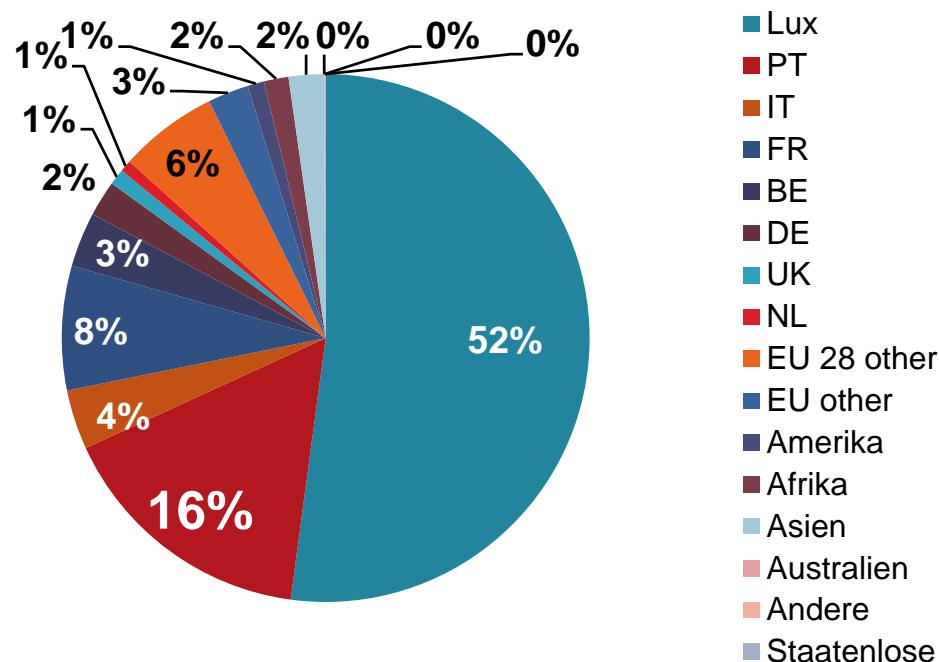
- Theoretical considerations and context
- Study
- Theoretical explorations

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- Era of Super- diversity (Vertovec, 2007)
 - Heterogeneous population in terms of origin and migration status
 - Globalisation, interconnectedness and transnationalism
 - Complexification, acceleration of changes and increased fluidity of societies (Grzymala-Kazlowska, A. & Phillimore J., 2018)
 - Exposure to multiple cultures is becoming the norm rather than the exception (p. 963, West et al. 2017)

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- Learning from Luxembourg (Murdock, 2017)
 - Foreign population percentage **47.5%** (Statec, 2019)



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- Learning from Luxembourg (Murdock, 2017)
 - Foreign population percentage **47.5%** (Statec, 2019)
 - Luxembourg has experienced different immigration waves
 - Diverse population (length of stay, **generation status**, socio-occupational roles...)
 - Luxembourg is **trilingual (LU, FR, DE)** with EN and PT widely spoken
 - **Mixed national families** – children growing up with more than one cultural point of reference
 - **Opportunity for (direct) culture contact** - omnipresent
 - **Older** more homogeneous cohort **vs. younger** heterogeneous cohort

- Living within a plurally composed society:
 - Boundaries between minority and majority become blurred.
 - Norms, values and symbols may be negotiated dependent on context.
 - Increased **fluidity**
 - Increasingly *fluid* and boundary crossing world (Hermans, Konopka, Oosterwegel, & Zomber, 2017)
 - People are on the move across borders and
 - Within themselves.

Enculturation

Daily exchange between members of a group: joint play, conversation and joint activities.

- Culture is transmitted *incidentally* and in an *unsystematic* way
- Goal: Become a member of a society (*Vergesellschaftung*)
- Transfer of necessary skills to become a competent member of a society

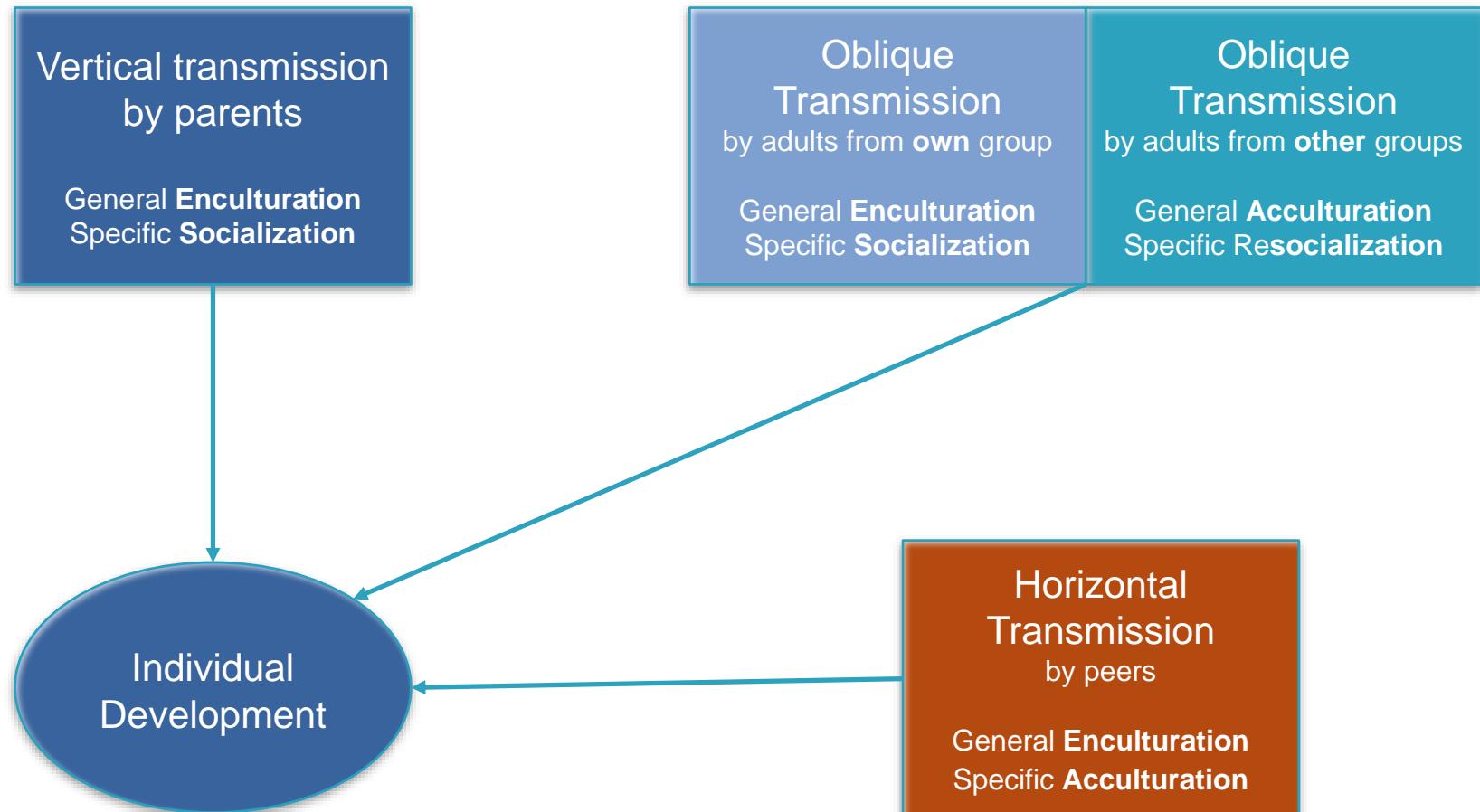
Socialization

- Individual: Achievement of developmental tasks
- Society: Transmission of values and knowledge that are important for the continuity of a society.

Acculturation

Contact with *other* cultures, such as members of another cultural group (direct contact) or through the media

- Acquiring competencies to function in *another* culture
- Migration context → adapt to host society



Multicultural society: Growing up with diverse cultures

- ▶ affects both host and immigrant children

Co-Culturation (Reinders, 2006)

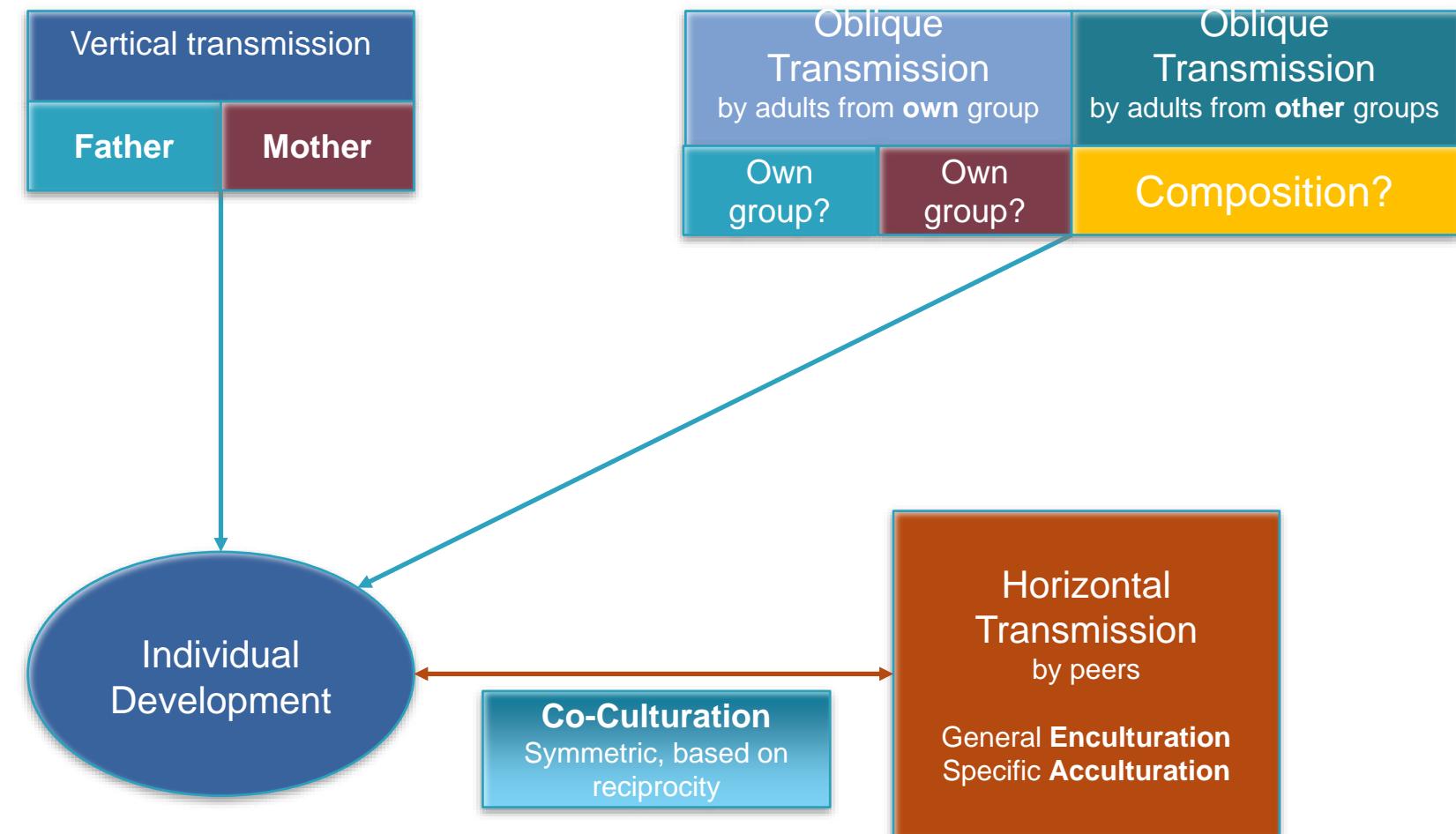
- Majority and minority are fluid
- Navigation of this diverse context requires cultural competence by *all*
- Context-specific acculturation: Symmetric interactions among peers
- Interactions on voluntary basis based on reciprocity and symmetry (equality)

Alternation Model of cultural acquisition (LaFromboise, Coleman & Gerton, 1993)

- non-hierarchical and bidirectional
- Effective *functioning* bicultural context – *bicultural competence*

Transmission in the multicultural context:

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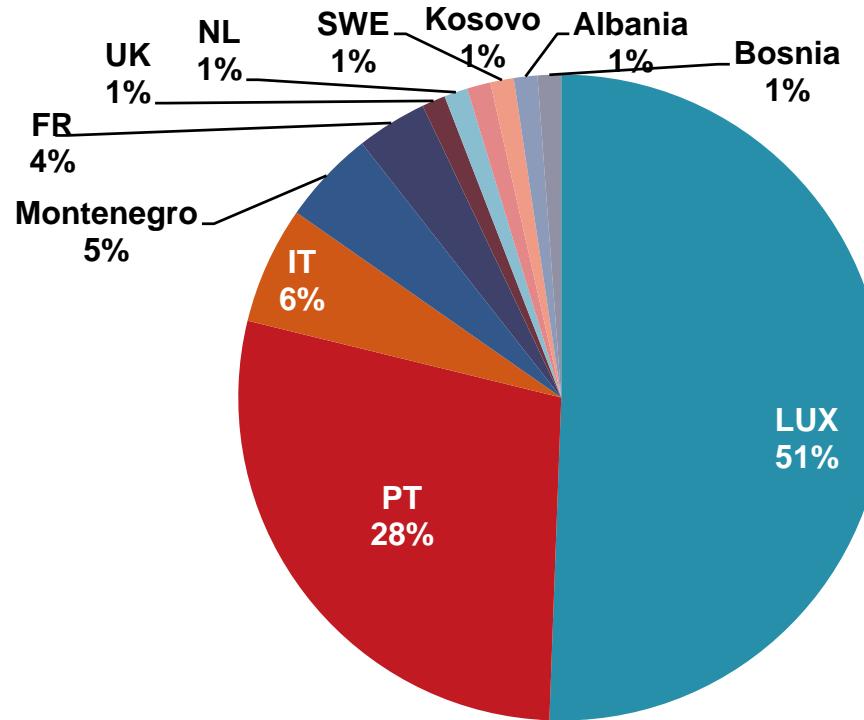
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- Participants: Students attending a Secondary School in the South of Luxembourg
 - $N = 86$, attending 4 different classes
 - $n = 46$ (54%) male
 - $M_{AGE} = 16.45$, $SD = 1.09$ ($\min = 14$, $\max = 18$)
 - $n = 68$ (80%) born in Luxembourg
 - Country of births others: 12 in Portugal, rest in France, Albania, Serbia

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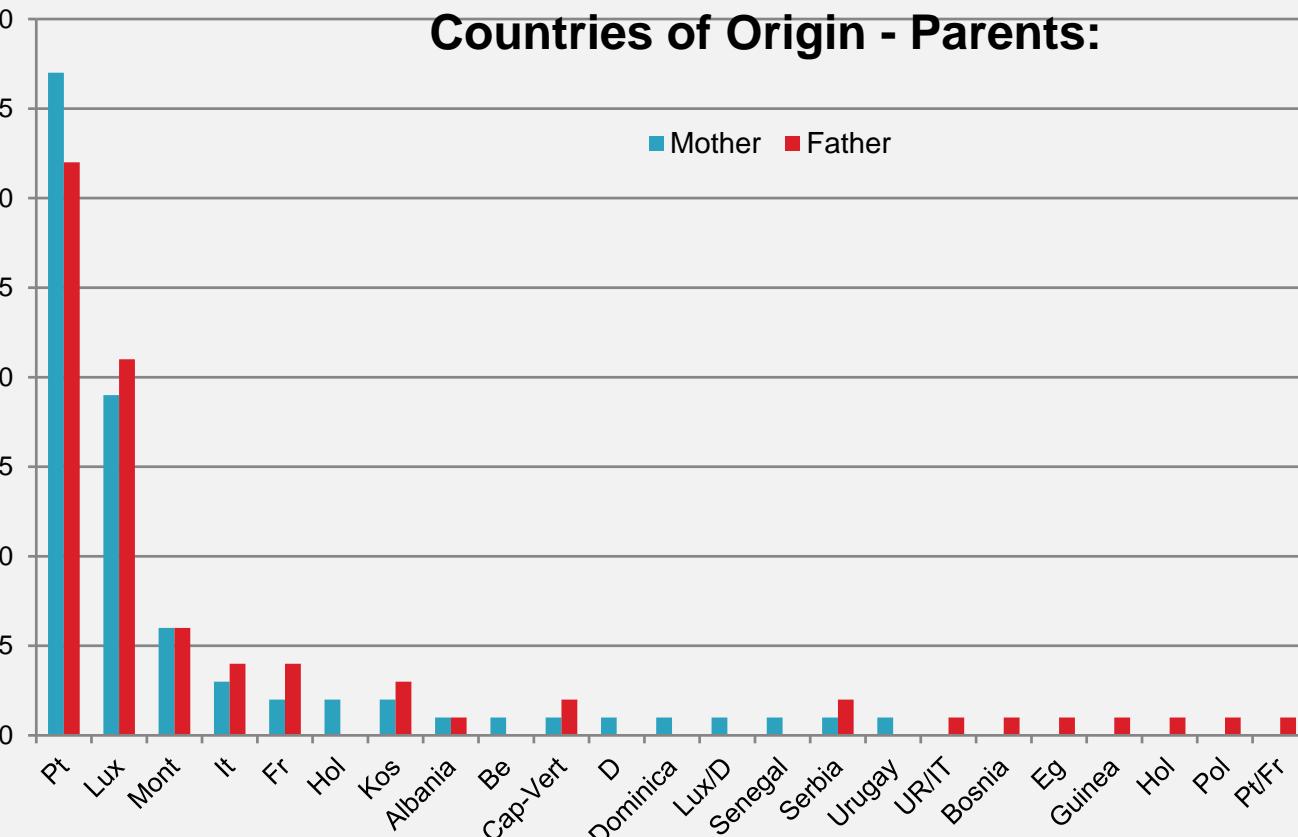
- First nationalities ($n = 86$):

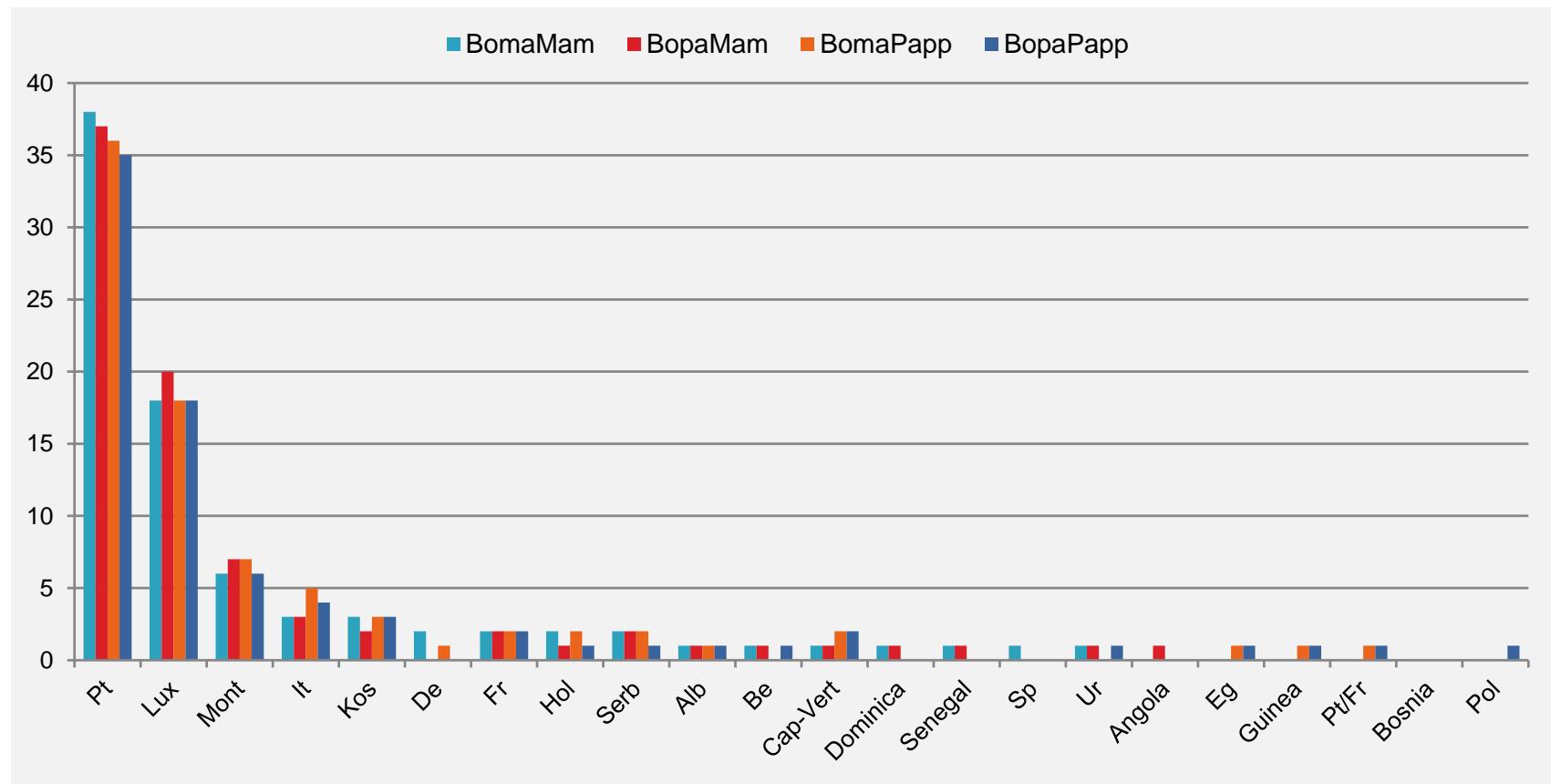


- Second nationalities ($n = 24$):

PT	12
Montenegro	3
FR	2
LUX	1
IT	1
PL	1
NL	1
Kosovo	1
Serbia	1
Uruguay	1

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Migration Status by Nationality

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Nationality												
	Lux	PT	IT	FR	Monten.	UK	NL	Kosovo	SWE	Albania	Bosnia	Total
Native	17	0	0	0	0	0	0	0	0	0	0	17
1st Generation	2	12	0	2	0	0	0	0	0	1	0	17
2nd Generation	24	12	5	2	4	1	1	1	1	0	1	52
Total	43	24	5	4	4	1	1	1	1	1	1	86
Total in %	50	27.9	5.8	4.7	4.7	1.2	1.2	1.2	1.2	1.2	1.2	

Migration Status – Mono vs. Mixed Parents

17

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- Fluidity:

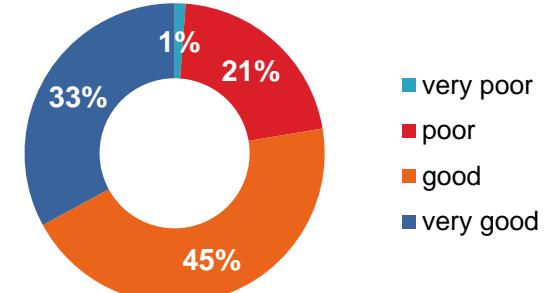
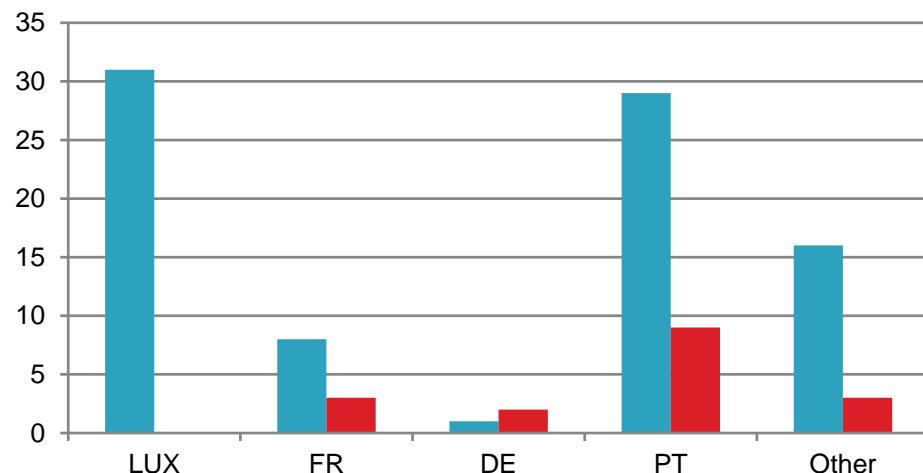
Migration Status

	Native	2nd Generation	1st Generation	1 Parent Lux	Total
Mono Lux	17	0	0	0	17
Mono	0	32	13	0	45
Mixed	0	9	2	6	17
Total	17	41	15	6	79

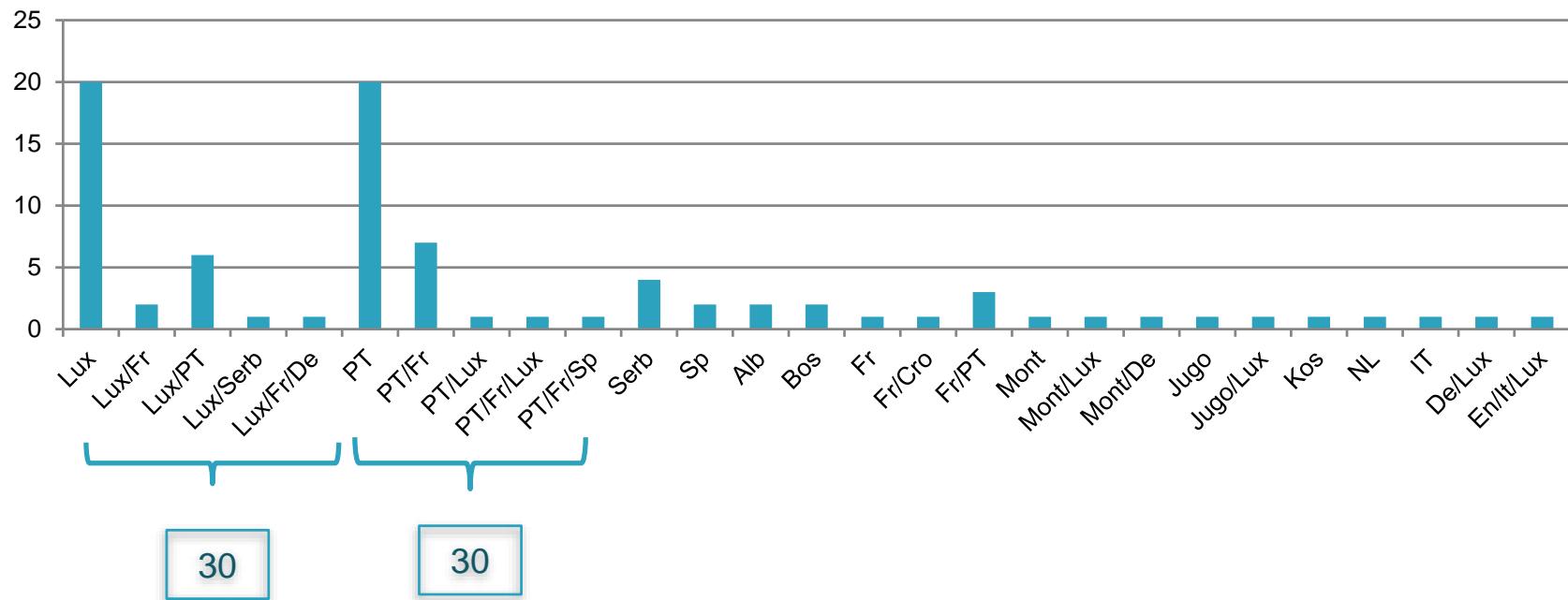
Mother tongue(s):

Luxembourg Language
Competence

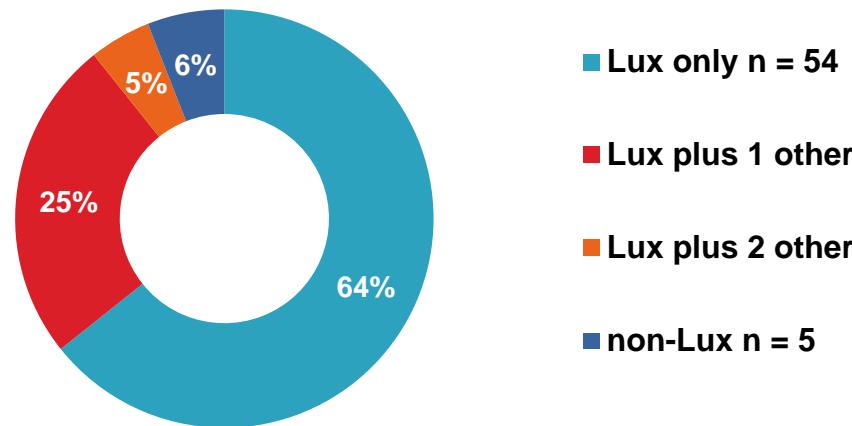
■ Mother tongue 1 ■ Mother tongue 2 (n = 17)



Language spoken with parents



Language spoken with best friend



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- Categories provided
 - Multiple answers possible

1. Character	83	(76.1%)
2. Language	8	(7.3%)
3. Interests	6	(5.5%)
4. Look	5	(4.6%)
5. Nationality	4	(3.7%)
6. Dress/Style	2	(1.8%)
7. Popularity	1	(0.9%)
	109	

- Majority (80%) – friendships formed at school/ in class
- Just over half (53%) state that their best friend has a different cultural background to themselves.

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- Multigroup Ethnic Identity Measure (MEIM) – Phinney & Ong, 2007
 - Translated into Luxembourgish – adapted to Luxembourg
- Satisfaction with Life (SWLS) – Pavot & Diener, 1993
- Self-Efficacy – ASKU short Scale – Hinz et al., 2006
- Financial situation – n.s.

- ANOVA – Natives, 1st and 2nd Generation – **all n.s.**

Has culture disappear?

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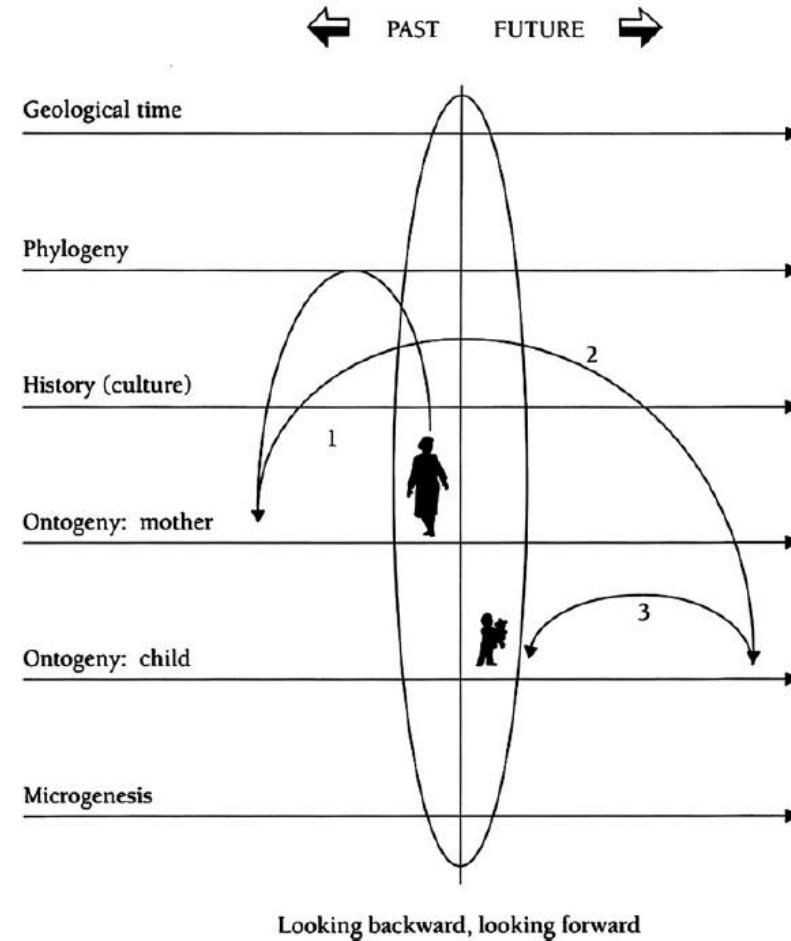
- Multicultural context – *experiential* reality for adolescents growing up in Luxembourg
- Minority – Majority – *fluid*. Natives in the minority
- Unifying role of Luxembourg language – dominates peer context
- Friendship - Individual rather than group membership in the foreground.

- Display of skills required for functioning in a plural society:
- Dimensions of Cultural Competence (LaFromboise, Coleman & Gerton, 1993)
 - **Communication** ability
 - Switching of languages (except natives)

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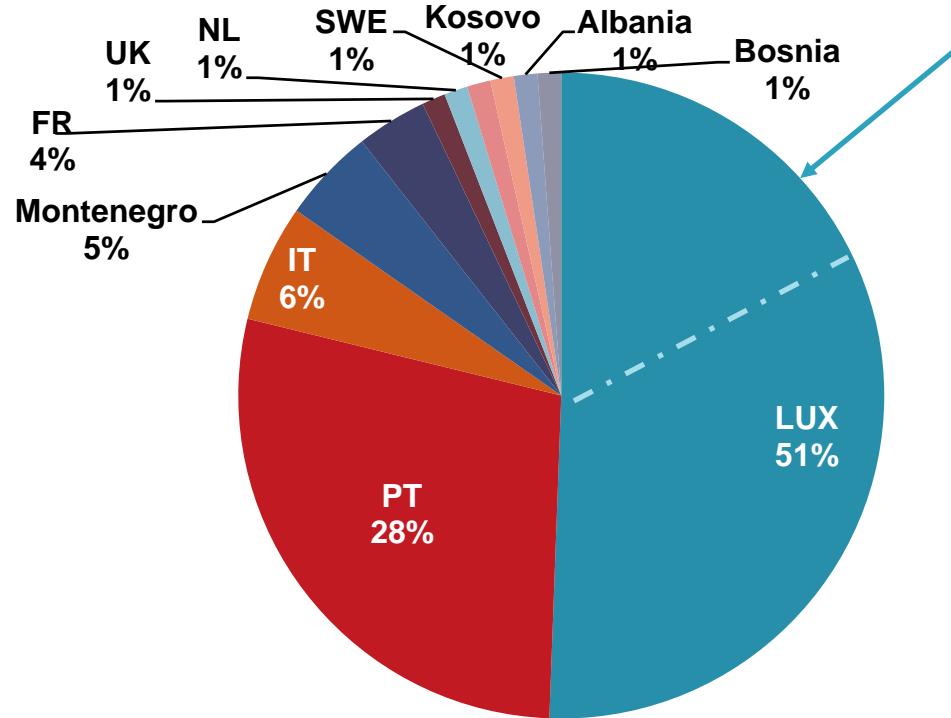
- Prolepsis:
Parents represent and enact
the future in the present.

- (1) Parents recall their (ideal) past
- (2) Project/ imagine the child's
future
- (3) Determines behaviour towards
the child in the present.



Different spheres of experience

- First nationalities ($n = 86$):

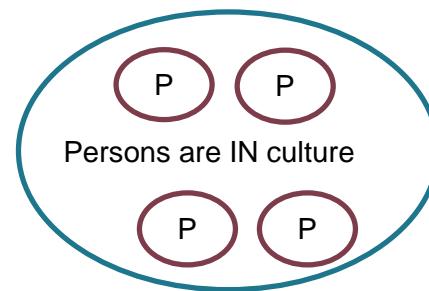


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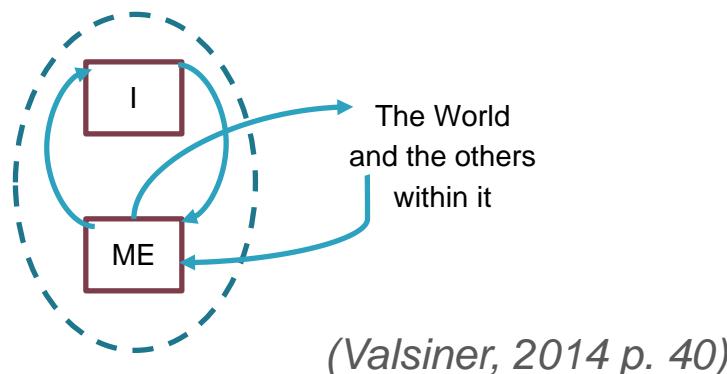
- Culture as “Container” vs. Culture as “Process of relating” (Valsiner, 2014, p.40)
- Culture as a Container:
 - A person “belongs” to a culture
 - Boundary of the “culture” is assumed to be rigid and defined.



- Culture as a *process of relating*
 - Culture is semiotically mediated.
 - Culture is not transmitted, but *co-constructed* (Valsiner, 2014, p. 38)

“Culture is reconstructed in new forms between generations and cohorts of persons of the same age through a process of bi-directional communicative acts”

Culture is *in* the individual and lived through the *other*.



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- Complex meaning making processes in a multicultural society
- Evidence for Co-Culturation

- Cultural Psychology - theoretical explanation for the *co-construction* processes.
 - Culture is *in* the individual and lived through the *other*
 - ***Disappearance of culture.***

- **Challenge:**

Develop appropriate tools to access *experiential realities* of young people growing up in diverse societies

 - *how* the negotiation takes place in the present.
 - requirements for effective *functioning* in a multicultural society
 - build inclusive societies.

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