Reaching Beyond “Context”: Preparing FCS Professionals for a Multilingual Society

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PURPOSES

• Explore issues affecting minority linguistic populations

• Examine theoretical frameworks to diffuse linguistic bias among FCS professionals

• Strategize how to develop experiences and competencies for working with multilingual communities
CURRENT EFFORTS

- Past experiences with multilingual communities?
- Studies of multilingual communities?
- Current practices?

(Culturally Speaking, 2006)

Concerns faced by FCS

- Differences in levels of diversity among U.S. communities
- Relationship of time to diversity (generational differences)
- Diverse audiences need access to resources

FCS “Revolution” Needed in Middle to Graduate Schools

- Capacity to respect diversity
- Ability to fully serve culturally diverse audiences
- Recruitment of pre-professionals from diverse backgrounds
NEEDS FOR FCS RESEARCH

• Broaden FCS research “to use expanded theoretical approaches” (p. 276)
• Strengthen FCS research “by critically examining existing literature” (p. 278)
• Examine “needs related to embracing diversity” (p. 277)

Based on Nickols et al. (2009):
• Pursue Interdisciplinary studies and dialogue to improve the quality of life for individuals, families, and communities
• Explore the intersection between sociolinguistics and FCS
MULTICULTURAL WORK OF FCS: BROWN (1985)

• FCS to promote democracy

• FCS to develop capacity of others to promote democracy for all

• FCS to question the status quo: challenge structures that impede freedom

• Provide research-based knowledge to Individuals, Families, & Communities

• Engage Individuals, Families, & Communities in dialogue to negotiate values, needs, goals

• Assist Individuals, Families, & Communities in their liberation from unjust policies and practices
PROBLEMATIZING EFFECTS OF ASSIMILATION ON THE FAMILY
Human Ecosystems Visual

(Bronfenbrenner, 1986; Bubolz & Sontag, 1993)
SOCIAL DOMINANCE (HOWARD, 2006)

Theoretical Considerations
• Minimal Group Paradigm
• Social Positionality

Cultural Outcomes
• Invisibility of the reality of dominance
• Sense of ignorance/denial of dominance
• Privilege and Penalty demonstrated individually and institutionally
• Justifies use of “otherness” lens
ETHNOLINGUISTIC HEGEMONY

• Silverstein, 2003
  • Social institutions determine not only what is acceptable, but when and how.
  • Only the standard language licensed for all social situations

• Bourdieu, 1991
  • “Standard” language is a social construct
  • Some dialects/languages given Social Capital over others
LINGUISTIC IMPOSITION OF DOMINANCE

- Assimilation pressures through Cultural Dominance
  - Anti-immigrant politics (Pavlenko, 2002)
    - Great Migration
    - World Wars
    - “Illegal Immigration”
  - English-only Movement
  - Backlash against bilingual education
    - Example: 1998 Prop 227 in California
  - Hegemonic language ideology in social institutions
    - Particularly schools (Godley, Carpenter and Werner, 2007)
CONCERNS FOR KIDS IN SCHOOLS

• Preschool programs and home language (Wong Fillmore, 2005)

• Limited Home Language Skills (Portes and Rumbaut, 2001)
  • Lower grades
  • Lower self esteem
  • Lower degree of “family cohesion”

• Standardized tests
  • ELLs have to pass but do not (Menken, 2006; Duncan, 2010)
  • Speakers of nonstandard dialects score differently (Duncan, 2009)
CONCERNS FOR FAMILIES

• “Family Cohesion”—
  • Closeness
  • Maintenance of Cultural traditions
  • Intergenerational conflict

• Family’s ability to advocate for child
  • Philadelphia Schools
  • International Institute of St. Louis
  • “Friendship School” in SLPS
KNOWING AND CARING IN FCS: ARCUS’ MORAL REASONING (1999)

• Generate moral issues related to multilingual community needs—especially families: Question
  • Political motivations/rationalities
  • Economic motivations/rationalities
  • Social motivations/rationalities
  • Legal motivations/rationalities

• Stimulate moral imagination:
  • Literature, film, drama, current issues, real life examples

• Develop moral reasoning skills:
  • Integrate affective and cognitive domains

• Facilitate moral action
“The ongoing economic restructuring, globalization, development of technologies and other factors require relevant attitudes towards the change, innovations and other topicalities of life. Thorough education, including higher education, must influence the development of attitudes and values as well as encompass the affective domain together with the cognitive and psychomotor” (Savickienė, 2010, p. 40).

Need for explicit use of both Cognitive- and Affective-centered learning outcomes in higher education

(Lynch et al., 2009; Savickienė, 2010)
“The affective domain covers internalization of interest, attitudes, and values, addressing critical concerns involving the direction of specialized knowledge toward social ends”

(Lynch et al., 2009, p. 51).
## DEVELOPMENT OF AFFECTIVE COMPETENCIES

<table>
<thead>
<tr>
<th>Stage</th>
<th>Action terms</th>
<th>Outcome terms</th>
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<tbody>
<tr>
<td>Internalization/characterization</td>
<td>Exemplify, defend, solve, act</td>
<td>Consistent behavior; demonstration of new worldview</td>
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<tr>
<td>Organization</td>
<td>Balance, combine, group, relate</td>
<td>Integrates and prioritizes new values with previously internalized values</td>
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<tr>
<td>Valuing</td>
<td>Initiate, commit, invite, choose</td>
<td>Committed to value; embraces importance of activities</td>
</tr>
<tr>
<td>Responding</td>
<td>Perform, answer, cooperate, discuss, contribute</td>
<td>Participatory; actively contributes</td>
</tr>
<tr>
<td>Receiving/ attending</td>
<td>Take interest in, listen, accept, tolerate</td>
<td>Present to phenomenon</td>
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MULTILINGUAL COMPETENCIES THROUGH THE AFFECTIVE DOMAIN

- **Receive**: Students exposed to course work that questions linguistic experiences for children and families
- **Respond**: Students engage in dialogue about FCS efforts to support linguistic opportunities for children and families
- **Value**: Students begin to integrate linguistic needs of children and families into their course work
- **Organize**: Students begin to critique status quo linguistic standards and organize schema to better address needs of children and families
- **Internalize**: Students integrate newly acquired linguistic values and attitudes into practice
BENEFITS OF COMPETENT PROFESSIONALS

• Returning to Nickols et al. (2009) and Brown (1985)
  • Consciously responsive to needs of linguistically diverse audiences
  • Sensitivity toward multicultural generational differences to better mediate/navigate differences
  • Promote more inclusive sense of community among linguistically diverse audiences
  • Increased agility of FCS professionals to work among multicultural communities
  • Make FCS more amenable career choice for individuals from diverse background
REFERENCES