

Appendices

Appendix 1 My Native Language Scale (adapted from Mucherah, 2008)

This Questionnaire is in 3 parts. You are kindly requested to answer all questions.

Part A

- 1. What is your gender? Please tick one.
A: Female B: Male

- 2. For how many years have you lived in Australia? Please tick one of the following:
A: 1–5 years B: 6–10 years C: 11 years and above

- 3. List the language(s) that you can speak fluently
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- 4. Which of the above languages are your ethnic or native languages?
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Part B

Please tick one of the following responses:

A = Strongly Agree**B = Agree****C = Neutral****D = Disagree****E = Strongly Disagree**

	A	B	C	D	E
1. It is important for me to speak my ethnic language(s)					
2. It is important for my kids to speak my ethnic language(s)					
3. I speak my ethnic language(s) with my family at home					
4. My ethnic language(s) connect(s) me to my cultural heritage					
5. My ethnic language(s) is/are a symbol of my identity					
6. I speak my ethnic language(s) with people from my native country					
7. I would like my kids to be proud of my ethnic language(s)					
8. Speaking our ethnic language(s) interferes with my kids' learning					
9. Speaking my ethnic language(s) interferes with my friendships					
10. It is important for me and my kids to be fluent in English					
11. In my native country speaking English makes you appear educated					
12. Speaking your ethnic language(s) in Australia isolates you					
13. It is important for my kids to speak English					
14. It is important to maintain my ethnic language(s)					
15. My ethnic language(s) has (have) no function in Australia					
16. I would like to get news and listen to music in my ethnic language(s)					

Appendix 2: Independent Samples Test Output (Gender Variable)

	Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
It is important for me to speak my ethnic language(s)	71.579	.000	2.115	17	.049	.333	.158	.001	.666
Equal variances assumed						.333	.167	-.051	.718
Equal variances not assumed			2.000	8.000	.081				
It is important for my kids to speak my ethnic language(s)	11.249	.004	1.806	17	.089	.456	.252	-.077	.988
Equal variances not assumed			1.739	10.685	.111	.456	.262	-.123	1.034
I speak my ethnic language(s) with my family at home	2.115	.164	2.317	17	.033	.800	.345	.072	1.528
Equal variances not assumed			2.228	10.525	.049	.800	.359	.005	1.595
My ethnic language(s) connect(s) me to my cultural heritage	7.055	.017	1.230	17	.236	.233	.190	-.167	.634
Equal variances not assumed			1.200	13.268	.251	.233	.194	-.186	.652
My ethnic language(s) is/are a symbol of my identity	.306	.587	-.186	17	.855	-.067	.359	-.825	.692

Appendix 3: Independent Samples Test Output (Period of Residence Variable)

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
It is important for me to speak my ethnic language(s)	.304	.589	-.285	17	.779	-.057	.200	-.480	.366
Equal variances not assumed									
It is important for my kids to speak my ethnic language(s)	6.678	.019	-1.295	17	.213	-.386	.298	-1.014	.243
Equal variances not assumed									
I speak my ethnic language(s) with my family at home	.730	.405	-2.108	17	.050	-.843	.400	-1.686	.001
Equal variances not assumed									
My ethnic language(s) connect(s) me to my cultural heritage	19.883	.000	1.338	17	.199	.286	.214	-.165	.736
Equal variances not assumed									
My ethnic language(s) is/are a symbol of my identity	.098	.758	-.105	17	.918	-.043	.408	-.903	.817
Equal variances not assumed									

Continued

	Equal variances not assumed	.754	13.898	.463	.229	.303	-.422	.879
In my native country speaking English makes you appear educated	Equal variances assumed	1.682	.212	1.422	.173	.593	-.408	2.094
	Equal variances not assumed	1.701	10.475	.118	.843	.496	-.255	1.940
Speaking your ethnic language(s) isolates you in Australia	Equal variances assumed	1.163	.296	.535	.371	.695	-1.094	1.837
	Equal variances not assumed	.462	5.670	.661	.371	.804	-1.625	2.367
It is important for my kids to speak English	Equal variances assumed	.087	.771	-.161	.874	.265	-.603	.517
	Equal variances not assumed	-.154	6.527	.882	-.043	.279	-.712	.626
It is important to maintain my ethnic language(s)	Equal variances assumed	4.721	.044	-1.388	.183	.422	-1.476	.305
	Equal variances not assumed	-.971	4.576	.380	-.586	.603	-2.181	1.009
My ethnic language(s) has (have) no function in Australia	Equal variances assumed	2.618	.124	.442	.664	.904	-1.508	2.308
	Equal variances not assumed	.375	5.542	.721	.400	1.066	-2.261	3.061
I would like to get news and listen to music in my ethnic language(s)	Equal variances assumed	3.906	.065	1.119	.279	.523	-.519	1.690
	Equal variances not assumed	1.625	16.515	.123	.586	.360	-.176	1.348

Appendix 4 Interview and Focus Group Guiding Questions – Regional Australia Project

These are guiding questions only. They are designed to initiate conversations with participants about their language profiles, language practices and experiences. The iteration of each question is not fixed and will change depending on the individual participant's responses. Participants will play a significant role in shaping the overall nature of discussion questions with the researcher asking follow-up questions to steer the conversation to elicit the required information.

- Can you tell me about your life story, the languages that you speak and how you think they affect your experience of everyday life in regional Australia?
- With whom do you speak languages other than English and how big is the community of people that speak the same languages as yourself?
- Can you tell me about your language use in various contexts, for example, when do you often use English and when do you speak nominally in other languages?
- From your experience of living in regional Australia what kinds of social contacts encourage use of languages from your country of origin and those that you picked up from other countries as a refugee?
- Are there any members of African communities that you know of who exist with very limited or no English language proficiency skills and how do such people navigate their way around?
- What sort of attitudes do you think people from non-African communities have when they hear you speak in your many languages? Do you think such attitudes play a role in shaping your feelings about being a part of the wider Australian society?
- How do you feel about your language practices? Do you get a sense of fulfilment and happiness when you use your languages the way you do? Do your linguistic usages help you connect with more people within and outside your community or do you think they are a barrier?

Notes

1 Introduction and Conceptual Issues

1. Please refer to Kymlicka (2012: 7) for a summary of the eight policies that fall under the purview of the Multicultural Policy Index.
2. See for example, Safran (1991); Cohen (1997); Shuval (2000); Mandaville (2001); Fazal and Tsagarousianou (2002); and Tsagarousianou (2004).

2 Language and Identity in Australian Immigration Policy

1. The 1951 Refugee Convention establishing UNHCR spells out that a refugee is someone who 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country.'
2. The concept 'language ideologies' refers to beliefs and ideas about the nature of language, for example, that language exists in standard monolithic form. 'Ideologies of language' on the other hand refers to beliefs about what things language can do or the instrumental functions of language. For instance, that language is there to be used as a tool for political projects of cultural normalization.

3 Language(s) and Nationality: Prime Markers of Diaspora Identities?

1. There are also pockets of African-Australians, particularly those under the humanitarian programme, who have been resettled in country/regional areas such Shepparton, Goulburn Valley, Wagga, Armidale, Dorrigo and Tarmworth.

4 Belonging and Attitudes Towards Migrant Heritage Languages

1. See for example the work of Cairns and Williams (1986), Kipp, Clyne and Pauwels (1995), Clyne (1991, 1985).
2. See for example, Anderson (1991), Bambgbose (1991), Smith (1991), Barbour (2000), Vikør (2000), May (2001) and Joseph (2004)

6 Being and Becoming Australian

1. The research methods and procedures section has been excluded as it is similar to the one provided in the preceding chapter.

2. See for example, Black (2005), Jackson (2002) and Vincent (1989).
3. Please refer to Chapter 2 for more detail.
4. See for example Shohamy (2009), McNamara and Roever (2006), McNamara (2009), Blackledge (2005, 2009).

7 Language Practices in Regional Settings – The Language Nesting Model

1. ACALAN is an acronym for the African Academy of Languages, an arm of the Social Affairs Commission of the African Union (AU) that is charged with the responsibility of developing and providing expert advice on language policy matters for the AU.

8 Conclusion: Alternative Imaginings of Diasporas – Insights from Decoloniality

1. See for example the work of Ndhlovu (2009, 2007, 2006); Brutt-Griffler (2006), Mufwene (2001, 2002), Chimhundu (1992), Makoni (1998), and Ranger (1985).

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