

BEING AND BECOMING AN ITALIAN: THE PERSPECTIVE OF YOUNG PEOPLE

- A PILOT STUDY

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**Being and becoming an Italian:
the perspective of young people – a pilot study**

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- A PILOT STUDY

Project commissioned by Com.It.Es. South Australia and conducted by The Research Centre for Languages and Cultures at the University of South Australia with the collaboration of the Italian Consulate in Adelaide, the Dante Alighieri Society, and the South Australian Association of Teachers of Italian (SAATI).



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INTRODUCTION

The small scale pilot study *'Being and becoming an Italian: the perspective of young people'* analyses the perceptions of young people aged 9-18 on the Italian language and culture in South Australia.

Globalisation, migration as well as mobilities have had an impact on the way in which the Italian language and culture is perceived in South Australia. For some young people it represents a connection with the migration history of their family as third, fourth or fifth generation Italian migrants; for others it represents a sense of community affiliation, while others understand it is part of their own identity as neo-migrants (De Mauro, 1996; Lo Bianco, 2005).

In addition, the Italian language and culture now permeates all aspects of contemporary Australian society. People both with and without a direct connection to Italy, Italian, the Italians have developed an interest in this language and culture. At the same time, with technological advances Italy has expanded its efforts with respect to *'italiano nel mondo'* (Italian in the world). Italian continues to be the most widely spoken language in South Australia after English (ABS, 2016). It is therefore both a local and global language, which potentially increases young people's access to Australian, Italian and European opportunities. Ministero degli Affari Esteri e della Cooperazione Internazionale (MAECI) figures indicate that Italian is the fourth most studied language in the world and it is in Australia where most language learning occurs (MAECI, 2018). In this context of changing relations with Italy, Italian language and culture and Italians it becomes of value to investigate the perspectives of young people in South Australia on Italy, the Italians, the Italian language and culture and their own sense of affiliation with this language and culture in diaspora.

Although many studies have investigated the experiences of Italian migrants in Australia, especially those who migrated in the 1950's (Baldassar & Pyke, 2014; Cuervo, Giardiello, Dadvand, & Capobianco, 2019; Rubino, 2014; Trimbolli, 2018), far less studies have examined how young people themselves perceive the Italian language and culture. It is timely, now, to consider the perspectives of young people on the Italian language and culture, their relationship to this language and culture, and how it shapes (or not) their identities.

In the context of complex globalisation, with increased mobility and diversity and the ever-expanding technological changes especially in communication (both actual and virtual), on the one hand, and, the dynamic history of Italian migration to Australia, on the other hand, it becomes crucial to seek to capture and understand how it is that young people see themselves and their Italian language and culture in contemporary times. Who are these young people, young Italians? How do they see their Italianness? What does it mean to them personally? What are their experiences, affiliations, desires and memories vis à vis Italian language and culture? How do they see their own personal situatedness and identity? Do they see themselves as Australian, Italian, Australo-Italian, Italian-Australian or as hybrid identities? Do they accept or contest 'national' (and for the present project, Italian) forms of heritage transmission (see Blackledge & Creese, 2017)? How do they see their own subjectivity (see McNamara, 2019)?

Under the auspices of Com.It.Es. South Australia, and with the collaboration of the Italian Consulate in Adelaide, the Dante Alighieri Society, and the South Australia Association of Teachers of Italian (SAATI) this small scale project was undertaken to investigate young people's perceptions on the Italian language and culture. This report presents the findings of this pilot project. It is intended that it will be disseminated to the Italian community, to teachers of Italian, and other interested parties.

LITERATURE REVIEW

INTRODUCTION ▶

The present pilot study is situated at the intersection of at least three fields of study: migration studies, youth studies and applied/sociolinguistic studies, with its focus on language/s, culture/s and identities. The major interest of the pilot study is on both the processes of identification (how it is that young people identify as Italians and/or Australians) and identity formation (how it is that young people come to develop their identities). To our knowledge, there are no studies that have brought together these three informing fields, though Raffaetà, Baldassar and Harris (2016) which we discuss below bring together the first two, albeit in a different context.

Studies in these three fields depict markedly different contexts: with diverse migrant groups, diverse migratory histories and purposes, diverse statuses vis à vis the languages and cultures involved (e.g. minority/majority; stigmatised or prestige languages and cultures) and diverse localities. Importantly, these studies bring a range of diverse theoretical lenses or frames of reference. For example, a number of the studies related to migration, are framed through the conceptual lens of 'second generation' migration, when the pilot study reported here is set in the context of probably fourth generation and beyond, as the descendants of those who migrated in the 1950s (if we accept, for convenience, the numbering of generations) on the one hand, and more recently arrived young people who are the children of the new wave of contemporary migration from Italy to Australia, on the other hand. Insights that are derived from bringing together these diverse, relevant fields of study contribute to enlarging the frames of reference that can inform such studies. Most importantly, however, the context cannot be bypassed. While acknowledging the value of multiple theoretical lenses to inform the different dimensions of the study, the scope of the present pilot study has not permitted a full engagement with the three fields. Our own perspectives are informed primarily by our own situatedness in the field of applied/ sociolinguistics. In this field there is a strong appreciation of the impact of globalisation and the complex linguistic and cultural diversity that characterises our society in all domains – home, education and workplaces (Block, 2004). In this literature review we discuss this reality and signal a selected range of studies primarily from applied/sociolinguistics that open up some different ways of understanding young people and their social identities, that is, the identities of subsequent generations of children of migrants.

Contemporary reality of globalisation and linguistic and cultural diversity

The contemporary reality of linguistic and cultural diversity in Australia (as in all parts of the world) is now well established. Languages flow and interact with people and ideas across transnational communities. Globalisation is creating complex, local sites where languages and cultures are blended (Block, 2002, 2006, 2014; Blommaert, 2010; Vertovec, 2007, 2009)). Layered with this diversity is the use of the internet and mobile technologies through which people connect in ways that transcend national and cultural borders. Understandings of communication itself have changed across diverse media. Castells (2009), for example, talks about 'the network society', whereby people connect with and belong to diverse networks that are no longer confined to national borders.

Both in society in general and in education in particular, there are changing understandings of what it means to be bi-or-multilingual and how this relates to identity.

Languages themselves are changing, hybridising and it is understood that people develop different kinds and levels of proficiency in different languages and use them for different purposes and in a myriad of different ways to communicate, where communication is understood as exchanging meanings with others. Many researchers in applied and sociolinguistics have sought to characterise different manifestations of the bi or multilingual capability of people. Cenoz and Gorter (2011) describe a holistic approach to understanding bi-multilingual capability, one which takes into account all of the languages in peoples' repertoires (see also Franceschini, 2011). Cook (2008) talks about 'multicompetence'. Garcia and Li Wei (2014) elaborate on the translanguaging practices of people, whereby they 'move between' the languages in their repertoires. Norton (2013) connects peoples' bi or multilingual capability to identity theory.

This reality applies equally to young people of Italian background in South Australia – both those whose grandparents migrated to Australia throughout the 1950s and the children of the more recent wave of Italian migrants.

The situation of Italian in Australia

Having described the broader reality of globalisation in which this pilot study is situated, we consider briefly the situation of Italian in South Australia. The Italian community presence remains strong and, as indicated above, in the most recent census, Italian remains the most frequently used language other than English in the state of South Australia. In Victoria and New South Wales, for example, Chinese has now become the most frequently used language other than English. As Lo Bianco & Aliani (2013) observe the Italian language and culture (in Australia) is placed in the context of a Europeanising Italy and an Asianising Australia. They reflect on the reality now of the Italian language having converted from being a 'mother tongue' into a 'grandmother tongue' (ibid, p.47). They explain the history:

First generation Italian monolingualism had become second-generation bilingualism or even third-generation English monolingualism in many cases. This provides a measure of the changing status of Italian in Australia, its journey from community to heritage language. While Italian might remain a widely spoken community language, language shift and intergenerational loss are gathering pace (Lo Bianco & Aliani, 2013, p.47).

The reality described here relates to policy settings in Australia that have been less than favourable towards the maintenance and development of Italian in Australian education. Caruso (2010) offers a sustained study of Italian language attrition, showing how language attrition operates across three to four generations. There is a presence of dialect, Popular Italian and English in all generations studied but whereas Italian varieties are dominant in the first generation, English gains dominance beyond the first generation and the language use evidences code mixing and switching. This attrition is part of the natural phenomenon of change but is also, at least in part, related to the shifting rationales offered for its maintenance and development. On the one hand, there has always been an awareness of the cultural richness of Italy, and the Italian language and culture. On the other hand, it is also a language that is living and spoken as a community language. This latter designation, linked to the multiculturalism of the 1970s and 1980s, has tended however, to reference Italian as a language for migrants (primarily those of the post-war period who were seen as peasants and working-class) and linked to the immigration narrative. The new migrants from Italy are middle class individuals or families, young professionals or recent graduate students who have relocated to Australia in search of quality of life (Cuervo et al., 2019). They operate comfortably between Australia and Italy (see Caruso, 2010; Rubino, 2010). The present reality of Italian language culture in South Australia is one where it is enmeshed in the cultural practices of the society – the Italian language is spoken by Italians (recently arrived and long-standing residents), by Italo-Australians and by non-Italian background Australians who have learnt and/or continue to learn Italian. Italian culture, science, technology, sport, economic relations, and more, have become a natural part of the fabric of South Australian society.

Young people and their social identities

In this section we discuss briefly some selected studies that have considered aspects of young peoples' identities in the context of linguistic and cultural diversity. Though they do not pertain specifically to Italian heritage young people in diaspora, they signal important changes in thinking about the phenomenon. Canagarajah (2013), for example, investigated the question of language maintenance of young Sri Lankans who had migrated to Lancaster (California), East London (UK) and Toronto (Canada). Although on the surface the young people identified English as their dominant language, they maintained that it did not affect their positive orientation to ethnic identity and community affiliation. The use of Tamil, as desired by them, was used to mark their distinctive in-group Tamil identity. Though their competence was receptive rather than productive, they could participate in communication with the aid of multimodal resources. Canagarajah concluded that this showed that the young Tamil speakers treated their languages as 'fluid resources for identity construction' and as such they were able to 'shuttle between different languages and communities' (ibid, 131). He suggested that there is a need to re-theorise language and identity in mobility. Language has been seen as the major marker of identity, affiliation and belonging. Language attrition has been seen traditionally as a major loss across generations, not only of the language itself but also of identity as a member of a particular community. Canagarajah, however, noted that Tamil and English were treated as monolithic languages and, as such:

It ignores the fact that there are diverse types of hybridity that characterize language use. We have to wonder what 'Tamil' and 'English' mean in the context of multilingual and hybrid language practices (Canagarajah, 2013, p. 137).

Whereas traditionally language and identity were seen as isomorphic the findings of this study suggested that it is possible to enjoy a sense of participation and belonging even when young people do not have advanced proficiency in the particular language. Clearly, the way that the language of interest is defined and practised in diaspora is not the

same as in the country of origin; it is not and cannot be 'pure'. The language in diaspora undergoes constant change and, at the same time, it is a resource that can transform learners' identity. What is of marked interest in this study is the remarkable self-awareness of these young people about their language and identity.

Blackledge and Creese (2017) considered the language use practices of young people in urban settings in Denmark, Sweden, The Netherlands and the UK, from the perspective of translanguaging (García & Li Wei, 2014). They also explored the cultural and social significance of these language practices. Their study found that the language practices of young people in Europe are not only about the mixing of languages but also about how their use of languages enacts their positioning in the social world.

In a study of young people in Western Sydney, Fabiansson (2018) examined everyday life in multiethnic communities. Rather than considering their identity and belonging in relation to their countries of origin, she focused on their belonging to the Australian society. Most of the young people who participated (n. 339) in the study were from minority migrant backgrounds (95%) and two thirds of them were born in Australia. The study found that most felt good about living in Australia, though some did not share this feeling. Participants were members of diverse, social networks, community or societal organisations and felt a sense of affiliation and a recognition of being accepted. Although set in a context of anti-immigrant and anti-multiculturalism sentiments, the participants felt connected to Australia. The study showed that social identities are not singular; people can and do have multiple identities, without this being contradictory.

Ruting (2012) investigated the experiences of returning to Estonia of children and grandchildren of Estonian migrants to Australia. As such, this study is an example of the role of travel as a key part of how transnational processes are enacted and how diasporic identities change over time. The travel was not of first-generation migrants returning 'home', but rather of second and later generations visiting the 'homeland' of their parents. Drawing on stories of this diasporic travel, Ruting concluded that such travel becomes a personal exploration of heritage and identity. Interestingly, identities and attachments to the homeland appeared not to have faded since the parents or grandparents of participants had migrated to Australia. Participants were able to establish multiple senses of belonging and identities that were connected, in different ways, both to Estonia and Australia.

Turning to the context of Italy, Raffaetà, Baldassar and Harris (2016) examined Chinese immigrant youth identities and belonging in Prato, Italy. The authors described how despite social exclusion, the young Chinese participants developed a sense of belonging to Prato by creating local and transnational affiliations and connections. It is these connections then that rendered the hostile local environment both livable and meaningful. As such, participants demonstrated how young people manage multiplicity, mobility and their own situatedness. Young people developed new forms of belonging through the continuous processes and demands of mobility. As the researchers state:

Unlike previous generations of immigrants, a contemporary 'second generation' is part of an imagined community of global youth, whose attributes include very mutable conceptions of identity and belonging, who are expected to demonstrate capacity to manage different aspirations and social contexts (and not just those of home and host), and to move with ease among these, both socially and geographically. Further, the demand of late modernity that each individual becomes responsible for their own path in life is brought home to young people of immigrant background in special ways. Such young people must keep their ties and options open, see the possibilities in multiple belongings and the strategic use of cultural identity and resist being pinned down to any one identification. Under such conditions, the capacity to keep identity mobile, rather than subscribe to assimilationist or even hybrid models, can be an asset (pp.434-435).

Traditional views of identity formation as assimilationist or hybrid no longer seem to hold as young people in diaspora manage multiplicity and mobility.

These studies, though each is distinctive in participants and context of diaspora point to a recognition that traditional theories and conceptions of young people and their identification, identity-formation, affiliation and belonging have become insufficient (see also Rizvi, 2012). They cannot capture the multiplicity and dynamic nature of dimensions of young peoples' identities, affiliations and senses of belonging. It is no longer just about subsequent generations of immigrants becoming increasingly assimilated into the host society, or even about mixity and hybridity, but rather, recognising that identities, affiliations and belonging change according to time and place. It is this understanding of young people and their identities in the context of diaspora that we brought to the pilot study.

METHODOLOGY ▶

This small scale pilot study was designed to examine how young people perceive the Italian language and culture in South Australia. It was developed to capture the perspectives of two groups of participants: young people aged 10-18, third or fourth generation children of Italian migrants to Australia and young neo-migrants, namely, young Italians who have recently migrated to Australia or were sons or daughters of Italian parents who have recently migrated to Australia.

This pilot study addressed the following research questions:

- How do young people perceive their participation in and affiliation with the Italian language and culture as third or fourth generation Italian migrants?
- How do young people perceive their affiliation with the Italian language and culture in the context of the integration into life in English-speaking Australia?

Two research tools, an online survey and in-depth interviews, were used to address these research questions.

The Online Survey

The survey was created using the website SurveyMonkey.com. It consisted of 40 questions; more precisely, a combination of multiple choice and open-ended questions regarding the background of participants (age, gender, nationality, country of birth and residence, and so on), language use (language/s spoken at the home, at school and in the community) and experiences of Italian language and culture. A final question asked participants to upload a photo and a written description of an experience of Italy/Italians that they have had. A copy of the survey is available in Appendix A.

Participants were recruited using the personal networks of the researchers as well as the networks of Com.it.es South Australia, the Italian Consulate in Adelaide, the Dante Alighieri Society and the South Australia Association of Teachers of Italian (SAATI). An application was made to the Human Research Ethics Committee of the University of South Australia to ensure the ethical conduct of the pilot study. A copy of the application is available in Appendix B.

Researchers had hoped that teachers of Italian might have been able to involve entire classes in this project. However, teachers could not promote participation in this research without further approval. Therefore, in order to maximise participation, approvals to undertake research in public and Catholic schools were sought from both the South Australian Department of Education as well as the Catholic Education Office. Copies of the applications are available in Appendices C and D.

The survey was opened for approximately 7 months, from late August 2018 to early March 2019. Despite the efforts of the research team, participation was much lower than expected. Seventy-nine participants responded to the survey, with the majority aged between 10 to 18.

Following the survey, a quantitative analysis of the responses was conducted by the researchers using the statistical tools available on the website SurveyMonkey.com.

In-depth interviews

Interviews consisted of 8 one-to-one interviews conducted by the researchers. Interviewees belong to the two major groups of participants of this pilot study ((1) young people aged 10-18, third or fourth generation children of Italian migrants to Australia and (2) young neo-migrants. They were selected through personal contacts of the researchers. The majority of participants who took part in the interviews had also completed the online survey. They consisted of 8 children, 4 boys and 4 girls with ages that ranged from 9 to 14.

During the interviews, participants were asked to respond to 10 open-ended questions (a copy of the questions is available in Appendix E). Following the interviews a thematic analysis of the responses was conducted by the researchers.

The names of the participants, people and locations mentioned during the interviews have been replaced with pseudonyms to protect their identities.

ANALYSIS OF THE SURVEY DATA ▶

As shown by Figure 1 below, despite the efforts of the researchers, the participation rate was low. Seventy-nine participants took part in the online survey, twenty-three of them responded to all the questions.

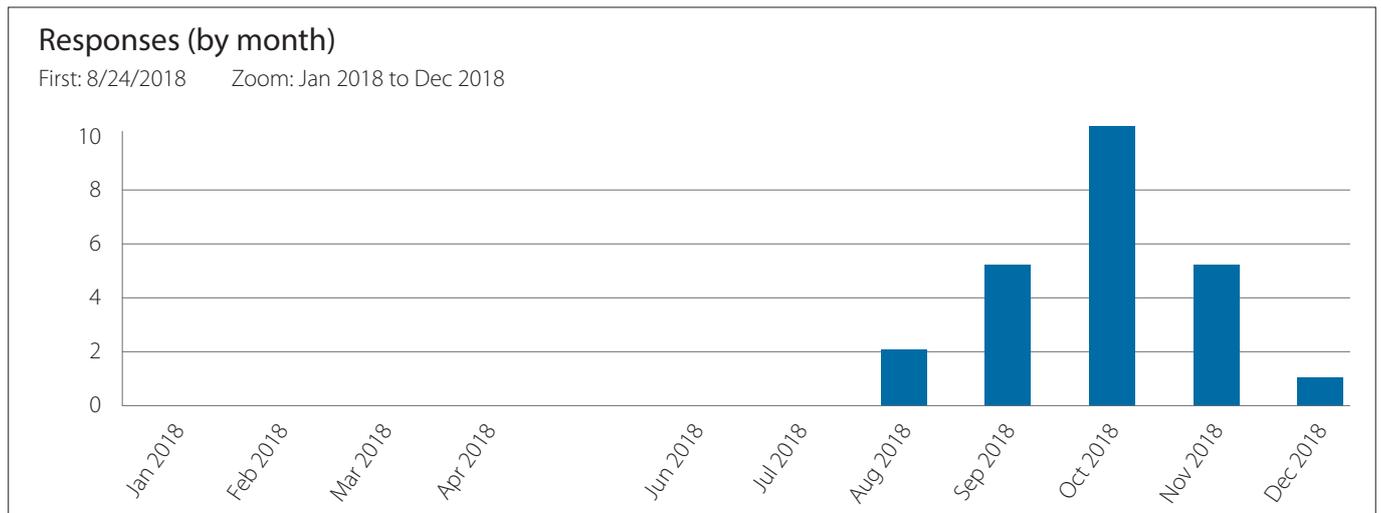


Figure 1. Participation by month.

Sixty-four percent of participants were females, while 36% were males. The majority of participants were aged 10-18.

As indicated by Figure 2 the majority of participants were born in Australia (65%), however, 26% of them were born in Italy, and the remaining 9% in another country. This suggests that participants in this study probably consisted of 3rd or 4th generation children of Italian migrants to Australia or they were young neo-migrants.

Australia	65.22%	15
Brazil	0.00%	0
Canada	0.00%	0
China	0.00%	0
France	0.00%	0
Germany	0.00%	0
India	0.00%	0
Italy	26.09%	6
Japan	0.00%	0
Mexico	0.00%	0
New Zealand	0.00%	0
Russia	0.00%	0
Spain	0.00%	0
United Kingdom	0.00%	0
United States	0.00%	0
None of the above	0.00%	0
Other (please specify)	8.70%	2

Figure 2. Participants' country of birth.

As per the data regarding country of origin, data referring to language use support the claim that participants in this pilot study were either 3rd or 4th generation children of Italian migrants to Australia or young neo-migrants. In fact, although the majority of participants use the English language at home (75%), some of them also use Italian (25%). This is clearly shown by Figures 3 and 4.

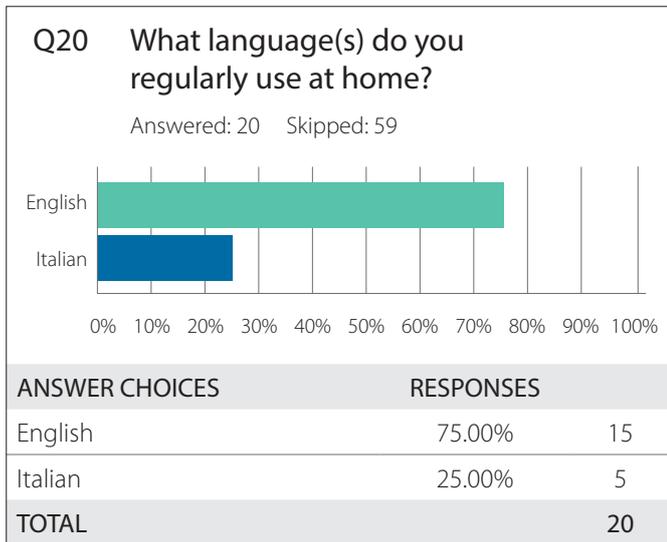


Figure 3. Languages regularly used at home.

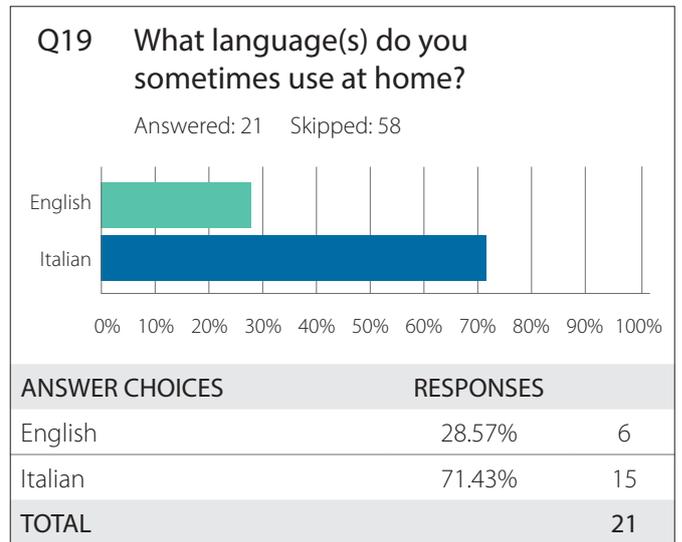


Figure 4. Other languages sporadically used at home.

In addition, Figure 5 suggests that Italian seems to be mainly used for recreational purposes. Participants use this language for watching movies and TV (69%), communicating in online social media like Facebook and Twitter (46%), reading (38%), surfing the Internet (31%) and listening to the radio (31%).

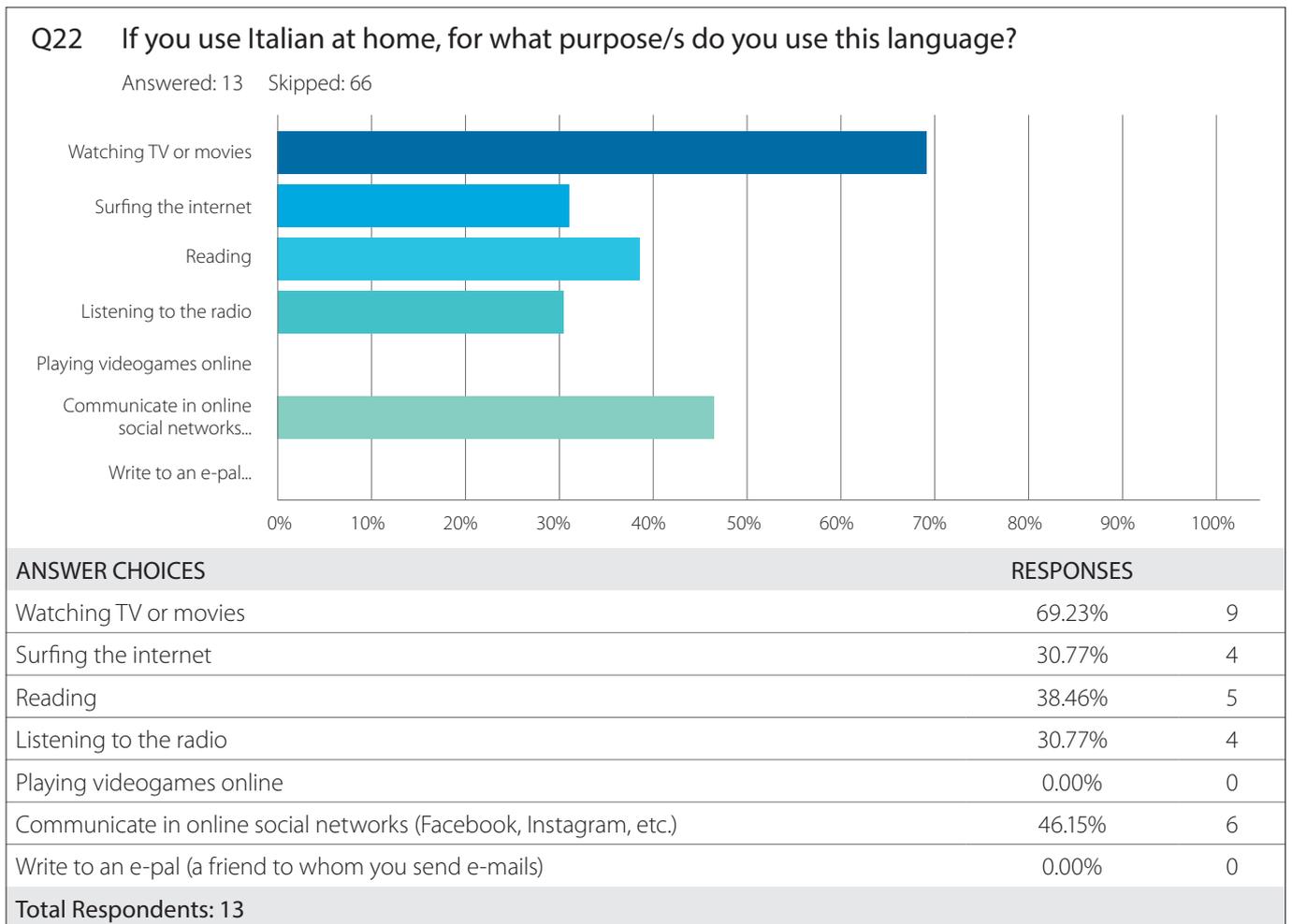


Figure 5. Use of the Italian language at home.

When asked with whom do they use the Italian language, participants responded that they use it primarily to interact with family members as shown by Figures 6 (below) and 7 (next page). Once again, this shows that participants in this research were namely third or fourth generation children of Italian migrants to Australia or young neo-migrants.

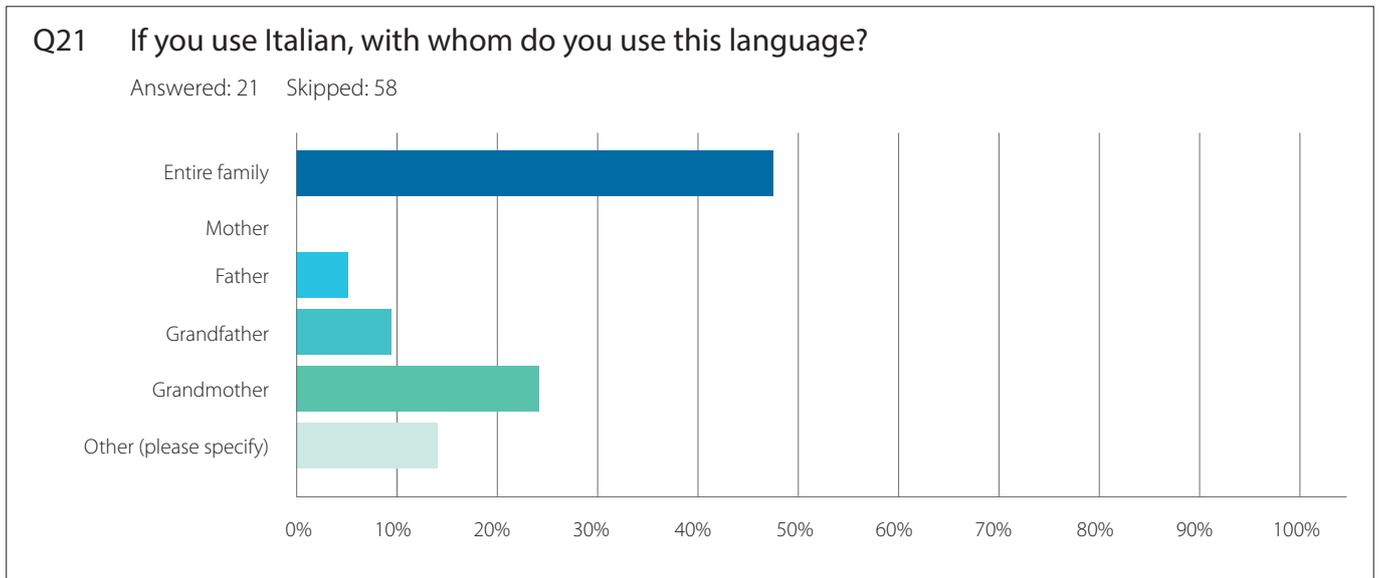


Figure 6. Participants’ attitudes towards the Italian language.

ANSWER CHOICES	RESPONSES	
Entire Family	47.62%	10
Mother	0.00%	0
Father	4.76%	1
Grandfather	9.52%	2
Grandmother	23.81%	5
Other (please specify)	14.29%	3
TOTAL		21

Figure 7. Participants’ attitudes towards the Italian language (details).

Figures 5-7 indicate that although the Italian language is used for a variety of purposes, participants mainly use it to communicate with family members. This may depend on the migration history of participants in this study. For example, they might be sons or daughters of Italians who have recently migrated to Australia (11 respondents claimed that they arrived in Australia from 2005 to 2016) or they could be third or fourth generation children of Italian migrants to Australia. This is supported by data in Figures 8-11 which show that while parents of participants in this research were born in either Italy (53%) or Australia (47%), their grandparents were all born in Italy (100%).

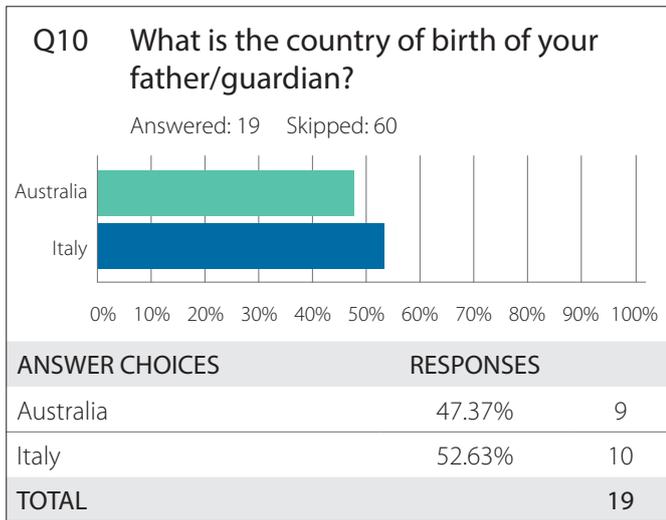


Figure 8. Country of birth of fathers.

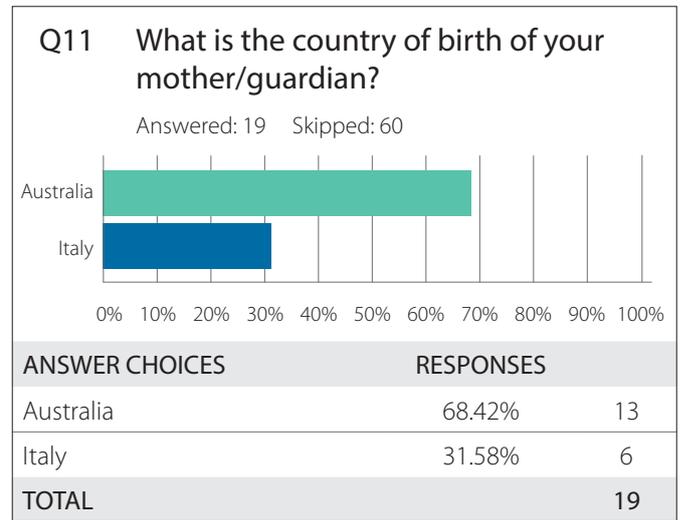


Figure 9. Country of birth of mothers.

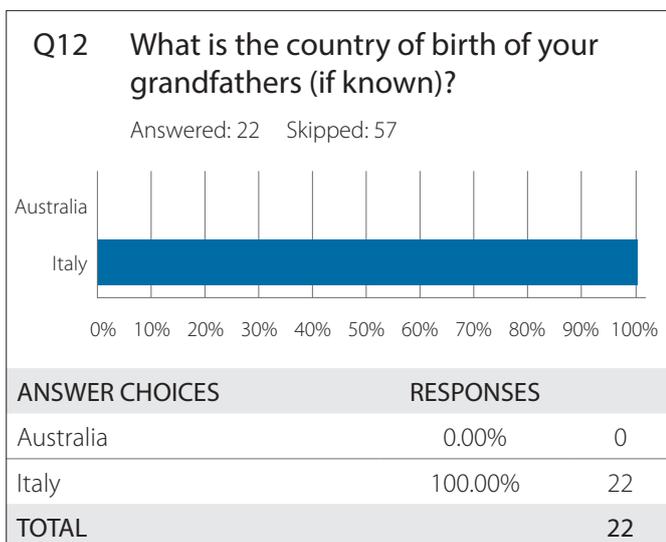


Figure 10. Country of birth of grandfathers.

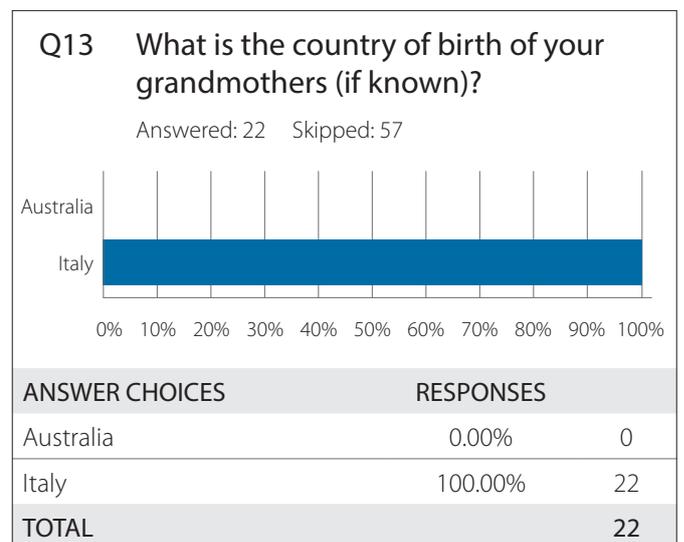


Figure 11. Country of birth of grandmothers.

Dialects are also used by participants in this study. As shown by Figure 12, 33% of respondents use a dialect at home when communicating with family members. Moreover, as indicated by Figure 13 dialects seem to be primarily used with grandparents (43%) and the entire family (43%).

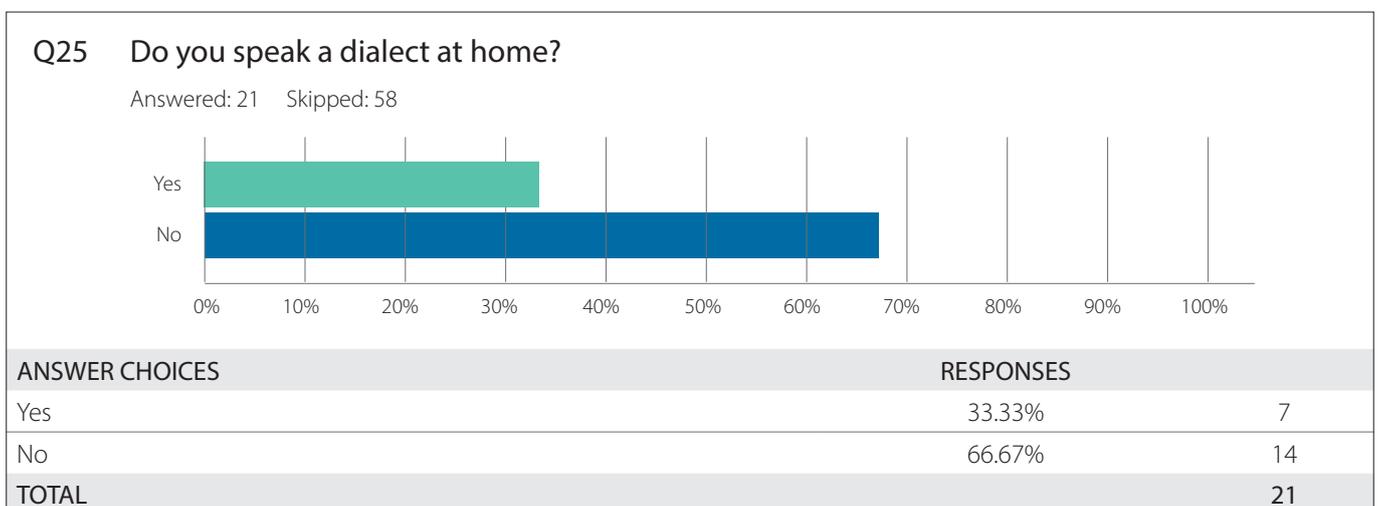
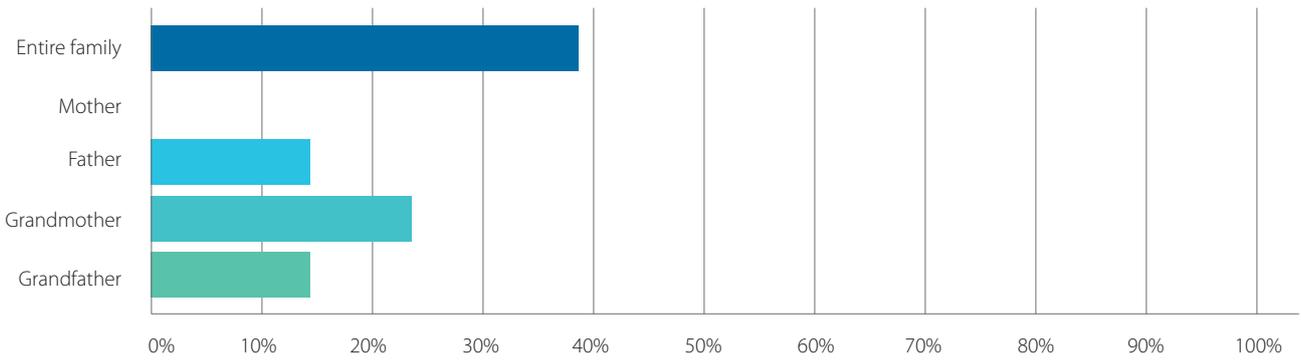


Figure 12. Use of dialect.

Q26 If you answered Yes to Question 25, with whom do you use this dialect?

Answered: 7 Skipped: 72



ANSWER CHOICES	RESPONSES	
Entire Family	42.86%	3
Mother	0.00%	0
Father	14.29%	1
Grandmother	28.57%	2
Grandfather	14.29%	1
TOTAL		7

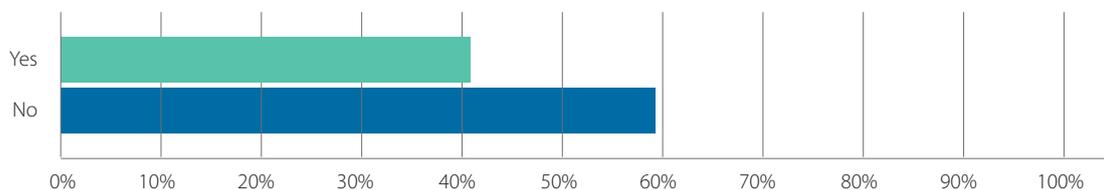
Figure 13. People with who participants use dialects.

Once again, the use of dialects suggests that some of the respondents to the survey might be 3rd or 4th generation children of Italian migrants to Australia or young neo-migrants.

It is also possible that participants' attitudes towards the Italian language and culture might have been affected by other factors including personal experiences of Italianness, such as whether they have ever spent time living, going to school or visiting Italy. As indicated in Figures 14 and 15 on the next page, while the vast majority of participants (71%) are likely to have spent under 1 month or over 12 months studying in Italy, 29% of them studied there for a period of 1-12 months. Moreover, as shown by Figures 16 and 17, 82% of participants visited Italy at least one time. All of this suggests that having personal profiles of participants might have provided researchers with a better understanding of the way in which they perceive the Italian language and culture.

Q14 Have you ever spent time living or going to school in Italy?

Answered: 22 Skipped: 57

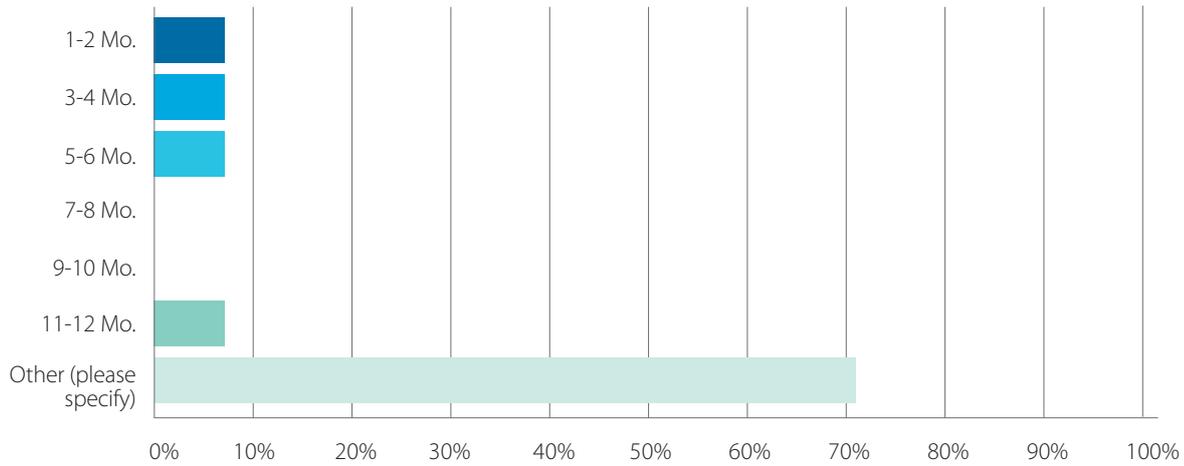


ANSWER CHOICES	RESPONSES	
Yes	40.91%	9
No	59.09%	13
TOTAL		22

Figure 14. Time spent studying in Italy.

Q15 If you answered Yes to Question 14, please say roughly how many months you have spent living/going to school there?

Answered: 14 Skipped: 65

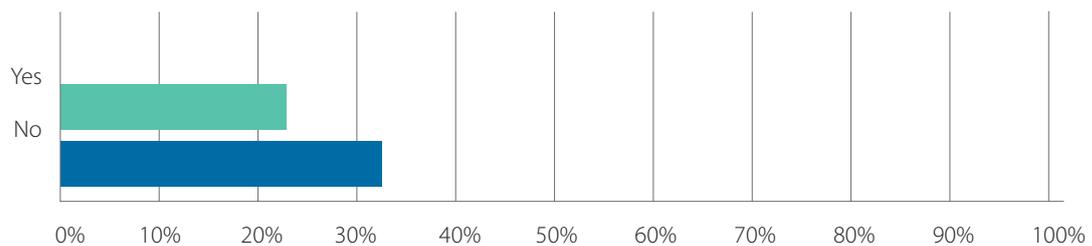


ANSWER CHOICES	RESPONSES	
1-2 Months	7.14%	1
3-4 Months	7.14%	1
5-6 Months	7.14%	1
7-8 Months	0.00%	0
9-10 Months	0.00%	0
11-12 Months	7.14%	1
Other (please specify)	71.43%	10
TOTAL		14

Figure 15. Time spent studying in Italy by months.

Q35 Did you visit Italy?

Answered: 22 Skipped: 57

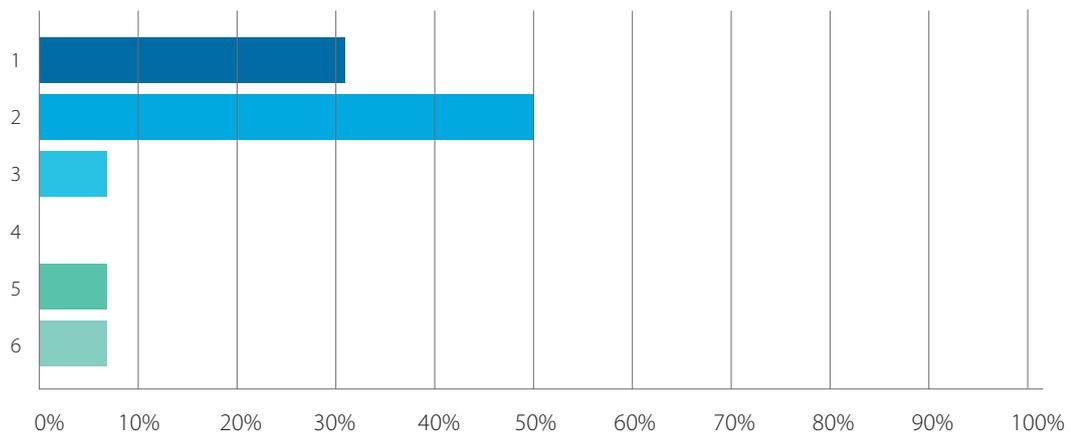


ANSWER CHOICES	RESPONSES	
Yes	81.62%	18
No	18.18%	4
TOTAL		22

Figure 16. Visits to Italy.

Q37 If you answered Yes to question 35, how many times?

Answered: 16 Skipped: 63



ANSWER CHOICES	RESPONSES	
1	31.25%	5
2	50.00%	8
3	6.25%	1
4	0.00%	0
5	6.25%	1
6	6.25%	1
Total Respondents: 16		

Figure 17. Participants’ number of visits to Italy.

Figures 14-17 also suggest that experiences of Italianness, that is, whether participants have spent time visiting or going to school in Italy might also affect the way in which they perceive the Italian language and culture. When asked to upload a photo that showed an experience of Italianness, participants posted photos of the traffic in Italy, ‘i nonni’, music, food and soccer. Moreover, when asked to describe their photos, they commented:

We were in Molfetta and a driver was beeping behind us even tho [sic] their traffic was incoming, my dad the [sic] got out of the car to confront the driver as we had many experiences with Italian drivers previously my dad got out of the car and the driver then started to drive away so frightened just because my dad got out of the car to confront him. (John, 13)¹

I chose this photo as it shows where my nonno used to live when he was young. I visited with my mum, sister, aunt, uncle and nonno. It is memorable as my nonno pointed out the different old Italian songs he used to sing as a child as well as told me stories of his family there. (Chloe, 18)

Don’t have a photo but taking part in culinary activities with my nonna and extended family such as making sauce, sausages, meatballs etc. I find these important as it keeps our culture alive in a modern society and helps connect younger generations of our family to our grandparents. I think it also makes them happy seeing their grandchildren be so involved in their culture and willing to continue traditions for many years to come. (Genevieve, 18)

I chose this photo because it’s the best memory that I have of my ITALY holiday. In this photo, I was at the San Paolo stadium with my parents and uncle. We were watching a soccer match between Juve and Napoli and we won. The atmosphere was amazing and I loved singing the cheering songs along with my dad. Soccer is a very popular sport in Italy. (Alessandro, 10)

¹ Names of participants where replaced with pseudonyms to protect their identities.

These stories suggest that experiences of Italianness have a positive impact on young people’s perceptions of the Italian language and culture. Moreover, photos appear to be an effective means to collect information from young people. They seem to be an excellent tool to elicit narratives, personal experiences and memories.

Results of this survey suggest that context, that is, spaces where the Italian language is used or it may be experienced, is an important consideration impacting on the use of the Italian language. Fifty-nine percent of respondents indicated that they use Italian at school (Figure 18 below). The weekly amount of hours spent studying this language varies from 1 to 7 hours. Furthermore, when asked with whom and when they use the Italian language at school, participants responded in class with teachers, friends, Italian people and other students.

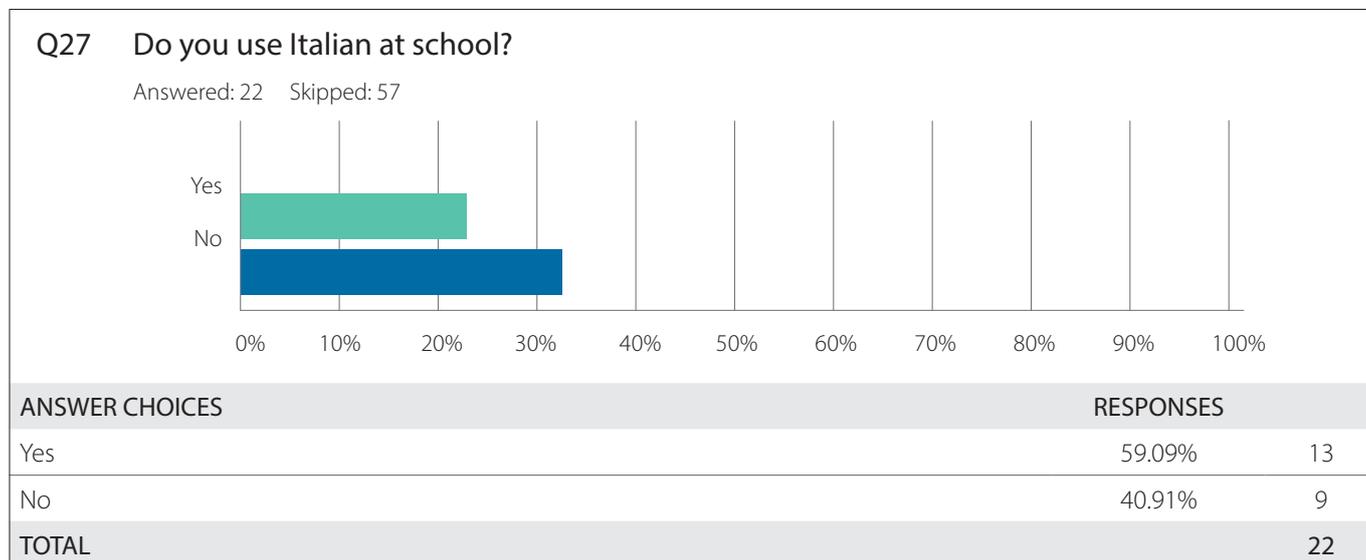


Figure 18. Italian at school.

Participation in cultural and social activities also seems to promote language use. As clearly shown by data presented in Figure 19 38% of participants were members of either an Italian society (15%), a club (15%) or a recreational group (8%).

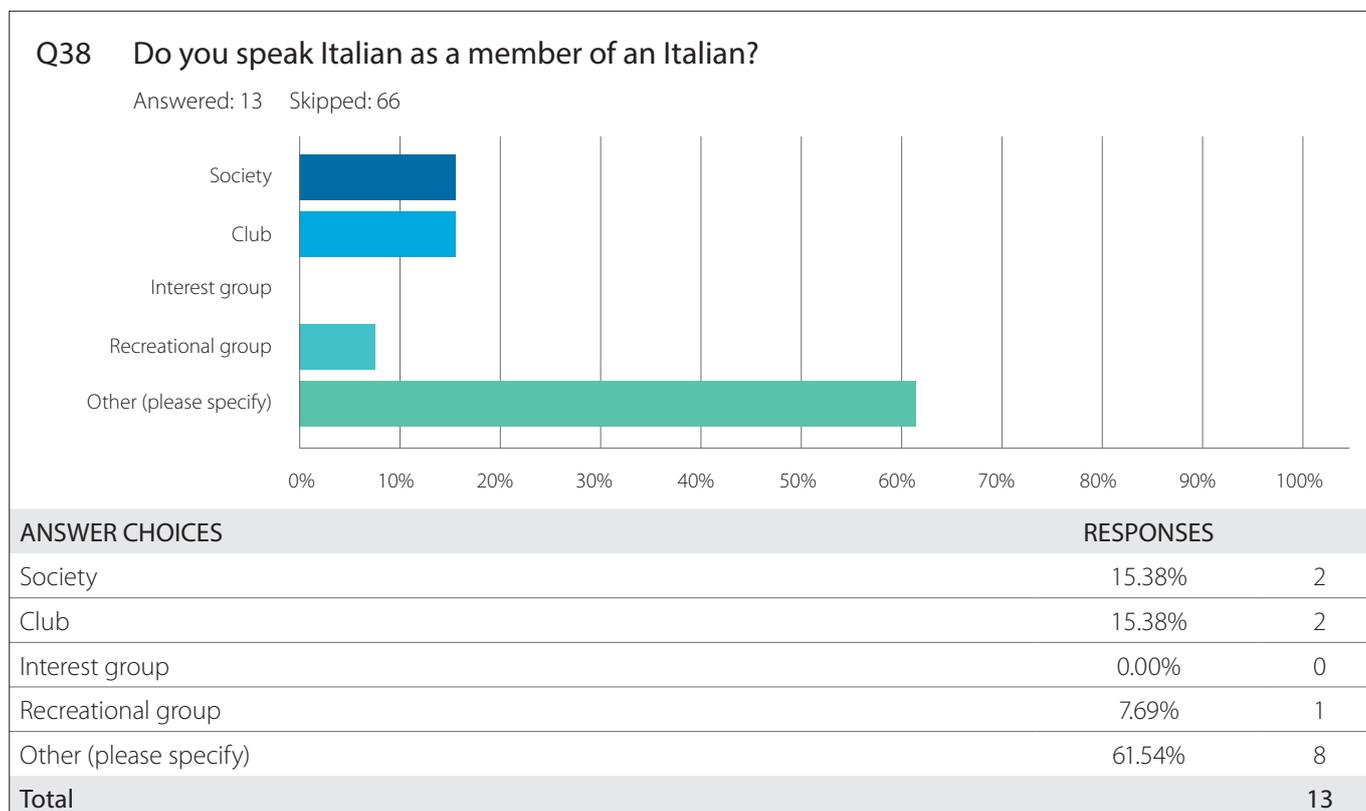


Figure 19. Affiliation to Italian groups, clubs, etc.

Comments on the survey data

Despite the efforts made by the researchers to promote this small pilot study, participation remained low. 79 young people participated in this study, 23 of them completed all questions. As the sample was much smaller than expected, it is difficult to establish patterns and draw firm conclusions. Securing participants was difficult. This seemed to primarily depend on the recruitment process used for this study. Participants were sought through the personal networks of the researchers, the networks of Com.It.Es. SA, the Italian Consulate in Adelaide, the Dante Alighieri Society and (SAATI). Students of Italian in public as well as private schools, more precisely Catholic schools, were targeted as potential participants for this study. However, seeking clearance for gathering data from children from the South Australian Department of Education and Catholic Office was a complex and time consuming process. The time delay to put in place the approval processes to undertake research in public as well as catholic schools had an impact on participation. Now that the processes have been established, we would encourage teachers more strongly to invite their students to participate. It would be a useful way of profiling their own classes in order to personalise the learning of their own students, as well as contributing to a state-wide (if not national) study.

Overall, participants seemed to be interested in the Italian language and culture. The majority of them seemed to use Italian at home, when interacting with family members, especially with grandparents. The role of the *nonni* cannot be emphasised enough. In addition, dialects seemed also to be used by participants. Data have shown that while almost a fifth of participants were born in Italy, the majority of them appeared to be third or fourth generation children of Italian migrants to Australia. This was supported by responses from participants, who indicated that their grandparents were all born in Italy. Therefore, a strong degree of variation characterised participants in this study. In other words, this small scale pilot study has indicated that there were several 'vintages' of speakers of Italian in South Australia. Knowing the personal migration history of participants is necessary to understand how and with whom they use the Italian language.

Experiences of Italianness, that is, whether participants have ever spent time going to school, visiting or living in Italy appeared to be other considerations that may have impacted on the way in which young people perceive and use the Italian language. This suggests that personal profiles of participants are a helpful means for understanding their perspectives on the Italian language and culture.

Context, understood as the environment in which participants use or are exposed to the Italian language and culture, seemed to be a further consideration impacting on the way in which participants use and perceive the Italian language and culture. Many seemed to be studying Italian at schools, after-hours community schools and they seemed to use this language as members of clubs, associations and recreational groups.

In summary, results of this survey indicate that several considerations including family migration, whether young people are neo-migrants or third or fourth generation children of Italian migrants to Australia; personal histories as well as context seem to impact on the way in which young people perceive the Italian language and culture.

ANALYSIS OF INTERVIEW DATA ▶

As mentioned above, eight one-to-one interviews were conducted by the three researchers. Researcher 1 interviewed Maria Rita, Nicola and Max; Researcher 2, Stella and Ada; Researcher 3 interviewed Alessandro, Alice and Valerio. During interviews, participants were asked to respond to a series of open-ended questions. Following the interviews a thematic analysis of the responses was undertaken by the researchers.

Participants and data

Participants consisted of 8 children, 4 boys and 4 girls, with ages that ranged from 9 to 14. One of the children was born in Italy while seven were born in Australia of Italian parents or grandparents. Two boys, Nicola and Max, were twins and with their sister Maria Rita, were members of one family. Two girls, Ada and Stella, were also sisters. Alice was born in Italy, and had moved to Australia four years prior to the interview. Six participants were neo-migrants, while 2 were third or fourth generation children of Italian migrants to Australia.

Themes

Three themes were identified through the analysis of the interview data: *Perceptions of identity: being Italian or being Australian?*; *Experiences of Italianness: cultural practices and identity*; *Connectiveness and Italianness*. Each is described briefly in turn.

1 - Perceptions of Identity: Being Italian or Being Australian?

When asked about their identity, more specifically, whether they were Italian or Australian, 6 of the 8 children identified themselves as being both Italians and Australians; 'I believe that I am both just as equally' (Stella, 12); 'Sono italiano e australiano' (Nicola, 10); 'un pò di tutto' (Max, 10). These responses suggest that being both Italian and Australian is not problematic for these children. In other words, they seem to have multiple identities that enable them to be comfortable in both Australian and Italian linguistic and cultural worlds. Moreover, these young people seem to move with ease between the Italian and Australian cultures, as if their identities were a fluid combination of both cultures. This was clearly indicated by Stella when she said that 'in the culture inside of me I don't feel like that Aussie cooking on the BBQ, I feel [like] that Italian that make[s] the sauce' (Stella, 12).

However, two children, Alice and Alessandro, declared to have a singular identity. For example, when asked if he was Italian, Alessandro (10) responded 'Yes'. Similarly, when asked about her own identity, Alice clearly stated not only her Italian identity, but also her regional identity 'Sono italiana nata a Bologna' (Alice, 14). This strong connection with her Italian identity was re-affirmed by Alice when asked how she perceived the identity of children of Italian migrants born in Australia: 'non li chiamerei veramente italiani' (Alice, 14).

Albeit in a different context, the idea that young people seem to have either multiple or singular identities is in line with claims in a recent study on neo-migrants, that is, young Italians who have recently migrated to Australia (Cuervo et al., 2019). This study states that young Italian migrants to Australia can be classified in two groups: those who '[feel] member[s] of the host society without abandoning their own connections to their home country' (ibid, p. 13) and those who were not 'able to develop either a double membership or a significant sense of belonging to the host country' (ibid, p. 13).

The ability to manage their identity as both Italians and Australians is reflected in the way young people use the Italian and English language. Half of the interviews (4) were conducted in English and half (4) in Italian. Moreover, when given the choice to select the language for the interview a few children clearly stated 'Tutti e due' (Maria Rita, 14). Therefore, although one language was mainly used during the interviews, switches also occurred, as clearly shown by the following examples: 'Penso che la lingua è più easy da imparare' (Nicola, 10); 'chess, tombola, bingo' (Nicola, 10); 'Udinese è venuto tre volte and scored' (Max, 10); 'I said ciao, how are you?' (Ada, 10); 'quando siamo in pubblica [sic] possiamo parlare una lingua che noi understand' (Nicola, 10). Translanguaging during interviews seems to reflect the linguistic practices of these children, as indicated by Nicola when asked about the language that he normally used when playing with his siblings 'Tutte e due' (Nicola, 10). In summary, as clearly indicated by Max, these children like to be bilinguals 'mi piace avere due lingue' (Max, 10). Moreover, they seem to be aware of the sense of social

inclusion and exclusion generated by the ability to use multiple languages; as Nicola said when he was asked if he liked speaking Italian:

perché quando siamo in pubblica [sic] possiamo parlare una lingua che noi understand perchè dopo gli australiani, ah... look at us, what do you say? Ahahahaha è privata quando noi parliamo italiano quando loro non possono capire. (Nicola, 10)

This also suggests a certain added consciousness about language use and what it enables speakers to do.

Context is an important consideration impacting on the way these young people perceive the language of interaction. This was indicated by Nicola when he said that 'Lo spazio dell'italiano non è grande sulle strade ma grande dentro le case' (Nicola, 10). The idea that home was the space in which to use Italian was also mentioned by Alessandro, Valerio and Alice when they said 'I talk Italian at home sometimes' (Alessandro, 10); 'Normally at home with my family' (Valerio, 9); 'uso l'italiano a casa, quando parlo con i miei nonni o su WhatsApp, sui messaggi' (Alice, 14).

Schools appear to be another context where children use the Italian language 'I used to do Italian at school' (Alessandro, 10); '[I learn] Italian at school' (Stella, 12); '[Are you studying Italian at school?] Not yet, when I am in year 7, definitely, I will' (Ada, 10); 'learning Italian at school benefits me' (Stella, 12). These expressions suggest a strong desire to learn and develop the Italian language through formal education at school.

'Nonni', grandparents especially, and other family members are also an important influence for Italian language use and maintenance, as clearly stated by Valerio, Ada and Alessandro '[I use Italian] on the iPad when I speak to grandma and uncle' (Valerio, 9); 'When Nonna Tetta says to me in Italian, she says, how are you going? And I say, 'Bene' (Ada, 10); '[I speak Italian] to my papà and mamma because they told me to. [...] Sometimes it is my choice sometimes it is their choice' (Alessandro, 10).

Finally, young people seem to love the Italian language and culture. This might be explained through a number of considerations. Firstly, representations of the Italian culture, such as food, fashion and design which have become commonly available in Australia. Secondly, the perception of the Italian culture in Australia seems to have shifted in recent times. In other words, if in the past being Italian was perceived as 'weird' and 'awkward', nowadays everything Italian (food, fashion, furniture, cars, and so on) appears to be prestigious and 'trendy'. Finally, some Italian words, especially those that refer to the Italian cuisine like 'cappuccino', 'caffè', 'espresso', 'pizza', etc. as well as those from other domains such as music, 'opera', 'allegro', 'adagio', etc., and greetings 'ciao', 'buongiorno', etc. have become part of everyday Australian language. This is clear in the following comments about the Italian language and culture made by the young people: 'Italian and the culture is really fun [...] I went to Italy, Italy is fun, the food is so yum, my family is there, they speak Italian' (Ada, 10); 'the Italian language is different, different in a good way, like different language you get to learn, different things like different words, meanings of words in different languages and stuff' (Valerio, 9).

2 - Experiences of Italianness: cultural practices and identity

Linguistic as well as cultural experiences, such as travelling, participating in sports, cultural activities, and food sustain children's sense of Italianness. This is clear in the following comments which show a sense of both excitement and satisfaction:

Being to Italy I just felt this instant connection with my family that was there [...] just the way they greet you, giving kisses is like mmmm... is so welcoming [...] feeling so excited when I was there. It was so nice, amazing [...] seeing all these buildings, going to Rome, Florence, seeing Siena, it's really special. It was a magical experience' (Stella, 12);

'[Quali attività giochi?] Il calcio' (Max, 10);

'we celebrate Befana, we put out our stockings, and like fake witches and stuff' (Valerio, 9);

'giociamo [sic] tombola quando è mmmm... aaa Natale e su [sic] Pasqua noi giochiamo a 'Chi Vince' con la più stronger egg' (Nicola, 10);

'we went to Italy and we went to the snow with my dad's friend and his daughter and we mmmm.... we went for lunch or dinner to this restaurant and they served gnocchi con cinghiale and it was really good I finished my plate and my dad didn't eat like three and I took his plate' (Valerio, 9); *'mangiamo italiano [sic] cose, abbiamo [sic] pizza tutti i sabati, mangiamo fusilli per [sic] mezzogiorno e pasta fritta anche'* (Nicola, 10).

In other words, young people have unique experiences of the Italian language and culture, these experiences sustain their sense of Italianness. It is an expression of deep satisfaction, with strong emotional resonances.

3 - Connectiveness and Italianness

Technology (smartphones, tablets and so on) provides children with opportunities to sustain the Italian language and culture. This pilot study shows that young people use different devices as well as platforms, like social media, to practice the Italian language, communicate in Italian and maintain social relationships. For example, Nicola said that he plays certain videogames in Italian; more precisely, he selects Italian commenting 'gioco con l'italiano' and further saying, 'sulla [sic] radio io uso italiano [...] Fifa, Roblox' (Nicola, 10). On the other hand, Valerio said that he speaks in Italian when 'on the iPad when I'm speaking to my grandma and uncle' (Valerio, 9).

Social media are also used by children to communicate in Italian. Alice for instance, explains how she mixes languages when she uses social media. She may use English for public posts, as she assumes her Italian friends (in Italy) can use an electronic translator. When online interactions become one-to-one however, she switches to Italian 'pubblico tutto in inglese tanto adesso si può tradurre quindi c'è un pulsante dove puoi tradurre loro [Italian friends] possono capirlo però a volte lasciano commenti in italiano e io rispondo in italiano' (Alice, 14).

Summary

The analysis of the interviews has shown that there are three themes which characterise responses from participants. Firstly, with respect to their sense of identity, young people seem to be able to navigate multiple identities. Moreover, these identities do not seem to contrast or be in tension with one another. In other words, children's perception of being both Italian and Australian is not problematic. They seem to move with ease between these two identities. This is in line with findings of previous research studies on young people in diaspora and their multiple senses of belonging (Raffaetà, Baldassar, & Harris, 2016; Ruting, 2012). However, this does not seem the case for all young people involved. The Italian-born Alice and the Australian-born Alessandro have an undoubtedly strong affiliation with the Italian language and culture. Alice in particular, seems to live predominantly an Italian life, as indicated in the extract below:

[Che cosa vuol dire essere italiana?] Secondo me essere italiana vorrebbe dire essere vissuti in Italia, parlare la lingua mmmm... avere una famiglia che ti parla italiano, essere nella cultura italiana tipo il cibo e... non so. (Alice, 14)

Therefore, not all young people involved in this small scale project seem to possess a multiple sense of identity. This is connected to their migration 'vintage'. This supports a suggestion made by a recent study on Italian youth diaspora in Australia (Cuervo et al., 2019), which mentions that not all young Italians who have recently migrated to Australia are able to develop a sense of belonging to the host country.

The idea that young people possess multiple identities that are not in tension with one another is reflected in the linguistic practices of these children. They appear to be comfortable in using both the Italian and English language. Moreover, translanguaging between the two languages and cultures appears to be natural, 'fun' and 'easy' and allows for communication that is personal and private (a communication that others will not be able to understand). Thus, as in the Canagarajah's (2013) study, it appears that young people enjoy a sense of participation and belonging even when they do not have advanced proficiency in the target language.

A second theme identified by the analysis of the interview data shows that family members and especially *i nonni* play a crucial role in creating and sustaining the Italian language and culture among young people. As such it is indeed as Lo Bianco & Aliani (2013) state that the Italian language is a 'grandmother tongue'.

Interview data also indicated that experiences and manifestations of culture such travelling, food and celebrations like *Befana* play a crucial role in creating and sustaining a sense of Italianness among young people.

Finally, a third theme that characterises interview data indicates that technology provides children with opportunities to be exposed as well as practice the Italian language and culture anytime and anywhere.

DISCUSSION AND CONCLUSION ▶

Results of this small scale pilot study suggest that young people in South Australia can be grouped as either third or fourth generation children of Italian migrants or young neo-migrants (young Italians who have recently migrated to Australia or are sons or daughters of Italian parents who have recently migrated to Australia).

In line with contemporary research on identities (Hall, Covarrubias, & Kirschbaum, 2017; Ting-Toomey, 2005; Turner, Hogg, Oakes, Reicher, & Wetherell, 1987), young people seem to have multiple identities. In other words, they are simultaneously sons or daughters, nephews or nieces, grandchildren, friends, students, members of a dance or soccer club as well as both Italian and Australian. In addition, children seem to manage their multiple memberships and identities with ease; they have shown that having multiple identities is natural. Thus, it seems that being Italian and Australian is another of the multiple identities that young people have; it is part of their regular life.

Furthermore, context and social relationships are important influencing considerations. For example, home and school seem to be spaces where young people use and develop their Italian language, culture and identities. Similarly, children seem to use the Italian language when communicating with family members, especially *i nonni*.

Young people's ability to simultaneously manage multiple identities is not surprising, especially if we analyse it through the lenses of the history of the Italian migration in Australia. There were times when being Italian in Australia was stigmatised. However, in contemporary times the Italian language and culture is no longer perceived as a language and a culture of old migrants, rather, it is a language and a culture of prestige. It seems that older members of the Italian community (*i nonni*) are the custodians of the Italian migration history in Australia - a history that young people value - while enjoying the current reality where the Italian language and culture are prestigious and 'à la mode'. This perception is reflected in the linguistic practices of the young people who were involved in this pilot study. They seem to be comfortable in both languages and cultures, Italian and English. Moreover, they move between and mix these two languages with ease, and with a strong degree of consciousness about their language use.

This pilot study indicates that there is a need for further research. It has confirmed a sense that capturing young peoples' voices is important and of value in understanding Italian in diaspora, across generations.

Moreover, future research might ask young people to talk further, elaborating on their own identities, perhaps using different prompts during interviews that might elicit more sustained narratives and an invitation to them to reflect deliberately on their identities.

Finally, future research could consider capturing young people's perspectives through a range of research methods beyond surveys and interviews, perhaps using arts-based methodologies, video interviews or ethnographies. These methods may provide researchers with a better understanding of how young people understand contemporary Australian and Italian society. ■

PERCEZIONI ED ESPERIENZE D'ITALIANITÀ: LA PROSPETTIVA DEI GIOVANI

Matteo Farina, Angela Scarino, Enza Tudini



**Percezioni ed esperienze d'italianità:
la prospettiva dei giovani**

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PERCEZIONI ED ESPERIENZE D'ITALIANITÀ: LA PROSPETTIVA DEI GIOVANI

Progetto commissionato dal Com.It.Es. Sud Australia e condotto con la collaborazione del Consolato d'Italia Adelaide, la Società Dante Alighieri ed la South Australian Association of Teachers of Italian (SAATI).

RINGRAZIAMENTI

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INTRODUZIONE

Il progetto *Being and becoming an Italian: the perspective of young people* analizza come i ragazzi di età compresa fra i 9 ed i 18 anni percepiscono la lingua e la cultura italiana in Sud Australia.

La globalizzazione e l'emigrazione hanno influenzato il modo in cui la lingua e la cultura italiana sono percepite in Sud Australia. Per alcuni giovani d'origine italiana che fanno parte della terza, quarta o persino quinta generazione rappresentano un legame con la storia migratoria delle loro famiglie. Per alcuni rappresentano un senso di appartenenza alla comunità [italiana], mentre per altri rappresentano una parte della loro identità di nuovi-immigrati (De Mauro, 1996; Lo Bianco, 2005).

Oggi giorno la lingua e cultura italiana permeano molti aspetti della società australiana contemporanea. Ci sono persone che hanno un legame personale con l'Italia, persone senza legami con l'Italia, persone che amano l'italiano, gli italiani ed hanno sviluppato un interesse per la lingua e cultura italiana. Questo processo è stato facilitato dalla tecnologia e dagli investimenti fatti dall'Italia per sviluppare 'l'italiano nel mondo' (*Italian in the world*). Dopo l'inglese l'italiano continua ad essere la lingua più parlata in Sud Australia (ABS, 2016). È una lingua locale e globale, che potrebbe aprire delle porte sia ai giovani in Australia che in Europa. I dati del Ministero degli Affari Esteri e della Cooperazione Internazionale (MAECI) indicano che l'italiano è la quarta lingua più studiata nel mondo e che la maggior parte dell'insegnamento avviene in Australia (MAECI, 2018). In questo momento in cui i rapporti con l'Italia, con la lingua e la cultura italiana e con gli italiani stanno cambiando è molto importante analizzare le percezioni dei giovani sud-australiani sull'Italia, sugli italiani, sulla lingua e cultura italiana e su come percepiscono questa lingua e cultura.

Molti studi hanno analizzato gli immigrati italiani in Australia, soprattutto quelli che sono partiti negli anni 50 (Baldassar & Pyke, 2014; Cuervo, Giardiello, Dadvand, & Capobianco, 2019; Rubino, 2014; Trimbolli, 2018), pochi però hanno esaminato i giovani e le loro percezioni della lingua e cultura italiana. Questo studio analizza le percezioni dei giovani sulla lingua e cultura italiana, i loro rapporti con questa lingua e cultura e gli effetti che questa lingua e cultura hanno avuto sulla loro identità.

Nel contesto storico attuale in cui la globalizzazione, la mobilità e la diversità, ed i cambiamenti tecnologici soprattutto nel campo della comunicazione hanno un ruolo importante, è fondamentale capire cosa pensano i giovani della loro identità e della lingua e cultura italiana, soprattutto in Australia, dove l'immigrazione italiana ha una storia molto dinamica. Chi sono questi giovani? Cosa pensano della loro italianità? Che cosa significa per loro? Quali sono le loro esperienze, rapporti, desideri e ricordi della lingua e cultura italiana? Come si posizionano e percepiscono la loro identità? Pensano di essere australiani, italiani, australiani-italiani, italo-australiani o di avere un'identità ibrida? Accettano o rifiutano il loro bagaglio culturale nazionale (Blackledge & Creese, 2017)? Come percepiscono la loro soggettività (McNamara, 2019)?

Il Com.It.Es. Sud Australia ha condotto questo progetto per analizzare le percezioni dei giovani sulla lingua e cultura italiana in collaborazione con il Consolato d'Italia Adelaide, la Società Dante Alighieri, e la *South Australia Association of Teachers of Italian* (SAATI). Questo report presenta i risultati di questo progetto pilota. Questi risultati verranno condivisi con la comunità italiana, gli insegnanti d'italiano, e tutte le altre parti interessate.

STUDI PRECEDENTI

INTRODUZIONE ▶

Questo studio si basa su tre diversi campi di ricerca: gli studi sull'immigrazione, gli studi sui giovani e gli studi sociolinguistici che si occupano di lingua, cultura e identità. Questo progetto pilota analizza il processo d'identificazione (come si identificano i giovani in Australia, si sentono italiani o australiani?) e il processo di formazione dell'identità (come sviluppano i giovani la loro identità?). Raffaetà, Baldassar e Harris (2016) hanno fatto uno studio simile però in un contesto diverso, quindi questo sembra essere il primo studio che si occupa di questi problemi analizzandoli da queste tre prospettive.

Studi in questi campi sono stati condotti in contesti diversi: usando diversi gruppi di emigrati, con diversi obiettivi e storie migratorie, hanno analizzato lingue con diverso prestigio sociale (per esempio lingue di minoranza/maggioranza o lingue e culture di prestigio). Questi studi hanno anche usato diversi approcci metodologici e quadri di riferimento. Per esempio, alcuni studi hanno analizzato l'immigrazione usando il concetto della 'seconda generazione', mentre il nostro studio si occupa sia della quarta generazione che di quelle successive, i discendenti delle persone emigrate nel 1950 (questa classificazione è arbitraria e può cambiare a seconda dei criteri usati per il calcolo delle generazioni), che dei figli dei nuovi arrivati, gli italiani che sono arrivati di recente in Australia. La combinazione di questi approcci offre la possibilità di analizzare le prospettive dei giovani da un punto di vista diverso. Il contesto è un altro elemento molto importante. Anche se la combinazione di questi approcci offre l'opportunità di analizzare questo fenomeno da punti di vista diversi, non è stato possibile utilizzarli tutti durante questo studio. Questo studio utilizza i concetti della linguistica applicata e della sociolinguistica. Questi settori di ricerca analizzano l'impatto della globalizzazione e della diversità culturale su diversi ambiti della società attuale – la casa, educazione il lavoro (Block, 2004). Questa sezione del report presenta alcune idee della linguistica applicata e della sociolinguistica che si occupano dei giovani e di come percepiscono la loro identità e dell'identità dei figli di vecchie generazioni di immigrati.

La globalizzazione, la realtà contemporanea e la diversità linguistica e culturale

L'Australia (come altri paesi del mondo) è rinomata per la sua realtà e diversità linguistica e culturale. Diverse lingue coesistono perché ci sono persone di diverse comunità che vivono in questo paese. La globalizzazione ha creato luoghi complessi in cui le lingue e culture si sono mischiate fra di loro (Block, 2002, 2006, 2014; Blommaert, 2010; Vertovec, 2007, 2009). In aggiunta, Internet e la tecnologia permettono alle persone di comunicare liberamente in modi che trascendono i confini culturali e nazionali. I diversi media hanno cambiato il nostro modo di comunicare. Castells (2009), per esempio, parla della *network society*, in cui le persone sono connesse ed appartengono a diversi gruppi che non si identificano con i loro confini nazionali.

Alcuni studi hanno discusso cosa significa essere bi o multilingui nella società e nel campo dell'educazione e quale effetto ha sull'identità di un individuo. Le lingue stanno cambiando, si stanno mescolando e le persone stanno sviluppando diversi tipi e livelli di competenza linguistica e usano [le lingue] per diversi scopi e in modi diversi per comunicare. La comunicazione è dunque uno scambio di significati. Molti ricercatori nel campo della linguistica applicata e della sociolinguistica hanno cercato di identificare i diversi modi in cui si manifesta il bi-multilinguismo nelle persone. Cenoz e Gorter (2011) parlano di un approccio olistico per descrivere la capacità bi-multilingue ed i repertori linguistici delle persone (Franceschini, 2011). Cook (2008) parla di 'competenze multiple'. Garcia e Li Wei (2014) usano il concetto di *translanguaging* per parlare dell'abilità delle persone di usare più lingue contemporaneamente. Norton (2013) discute di un collegamento fra bi o multilinguismo ed il concetto d'identità.

Queste idee si possono usare per spiegare la situazione dei giovani di origine italiana in Sud Australia – quelli con i nonni che sono emigrati negli anni 50 ed i figli degli emigrati che sono arrivati di recente in Australia.

Lo stato dell'italiano in Australia

Dopo aver discusso della globalizzazione e del suo impatto su questo progetto, in questa sezione parleremo della situazione dell'italiano in Sud Australia. La comunità italiana è ancora numerosa in Sud Australia, l'ultimo censimento

indica che l'italiano rimane la lingua più usata in casa dopo l'inglese. In Vittoria e New South Wales, per esempio, il cinese è diventata la lingua più usata dopo l'inglese. Come osservato da Lo Bianco & Aliani (2013) la lingua e cultura italiana (in Australia) sono influenzate dall'uropeizzazione dell'Italia e dall'asianizzazione dell'Australia. Questi fattori hanno avuto un patto sulla lingua italiana che non è più una 'lingua madre' ma una 'lingua nonna' (ibid, p.47). Gli autori dicono:

La prima generazione di monolingui italiani è diventata una seconda generazione di bilingui o in molti casi una terza generazione di monolingui inglesi. Questo spiega lo stato attuale dell'italiano in Australia, e la sua trasformazione da lingua comunitaria ad una lingua ereditaria. Anche se l'italiano sembra essere una lingua ancora molto parlata dalla comunità, il cambiamento linguistico e la perdita intergenerazionale stanno aumentando (Lo Bianco & Aliani, 2013, p.47).

Questa realtà si riflette nella politica del sistema educativo australiano che non è stato e non ha supportato il mantenimento dell'italiano. Caruso (2010) ha studiato il deterioramento dell'italiano nel corso di tre/quattro generazioni. Queste generazioni parlano anche i dialetti, l'italiano popolare e l'inglese, ma mentre le diverse varianti dell'italiano si notano soprattutto nella prima generazione, l'inglese diventa la lingua predominante nella seconda generazione come dimostrato dal *code mixing* e dal *code switching*. Questo deterioramento fa parte del processo naturale di cambiamento ma è anche in parte dovuto ad una politica che non ha supportato lo sviluppo ed il mantenimento [di questa lingua]. L'italiano è collegato al ricco patrimonio culturale dell'Italia, è anche una lingua viva e parlata dalla comunità. L'idea che l'italiano sia una lingua comunitaria insieme al multiculturalismo degli anni 1970 e 1980, hanno creato la percezione che sia una lingua di immigrati (principalmente la lingua degli immigrati del dopoguerra che erano visti come contadini e persone appartenenti alla classe operaia), una lingua collegata alla narrativa dell'immigrazione. I nuovi emigrati appartengono a famiglie della classe media, sono giovani professionisti o giovani laureati che si sono trasferiti in Australia alla ricerca di una vita migliore (Cuervo et al., 2019). Possono muoversi facilmente sia in Australia che in Italia (Caruso, 2010; Rubino, 2010). La lingua e cultura italiana in Sud Australia fanno parte della cultura e costumi della società – la lingua italiana viene parlata dagli italiani (sia quelli che sono appena arrivati che gli italiani che vivono in Sud Australia da molti anni), dagli italo-australiani e dagli australiani che hanno imparato o continuano ad imparare l'italiano. La cultura, la scienza, la tecnologia, lo sport, l'economia italiana, ecc., sono diventati parte della società sud australiana.

I giovani e la loro identità sociale

Questa sezione riassumerà alcuni studi che hanno esaminato i diversi aspetti delle identità dei giovani da un punto di vista linguistico e culturale. Anche se questi studi non si riferiscono specificatamente alla situazione dei giovani d'origine italiana in diaspora, sono importanti per analizzare questo fenomeno. Canagarajah (2013), per esempio, ha analizzato il problema del mantenimento della lingua fra i giovani dello Sri Lanka che sono emigrati a Lancaster (in California), a Londra, e a Toronto (in Canada). I partecipanti hanno dichiarato che anche se l'inglese è la loro lingua dominante, sono legati alla loro identità etnica ed hanno un senso di affiliazione con la loro comunità. Usano la lingua Tamil per fare gruppo e segnalare la loro appartenenza alla comunità Tamil. Anche se i partecipanti erano per lo più in grado di capire piuttosto che parlare in Tamil, potevano comunicare in questa lingua con l'aiuto della tecnologia. Canagarajah ha detto che questo studio dimostra che i giovani Tamil erano in grado di usare diverse lingue 'fluidamente, come delle risorse per la costruzione della loro identità' e di conseguenza potevano 'usare diverse lingue per muoversi fra le diverse comunità' (ibid, 131). L'autore ha dichiarato che il concetto d'identità in mobilità deve essere ridiscusso. La lingua è fondamentale per l'identità, l'affiliazione e il senso di appartenenza. Il deterioramento linguistico generazionale è stato descritto come un fattore negativo sia per la lingua che per il senso d'identità dei membri di una comunità. Però Canagarajah, ha notato che il Tamil e l'inglese venivano trattate come lingue distinte dai giovani:

Non considera che ci sono diversi tipi d'ibridità che caratterizzano l'uso di una lingua. Dobbiamo capire qual è la funzione del Tamil e dell'inglese nel contesto del multilinguismo e delle pratiche linguistiche ibridi (Canagarajah, 2013, p. 137).

Mentre la lingua e l'identità sono di solito descritte dalla letteratura come isomorfe, i risultati di questo studio suggeriscono che ai giovani piace muoversi ed identificarsi con diverse lingue e culture anche quando non hanno una conoscenza approfondita di una lingua. Quindi il modo in cui una lingua è percepita ed usata in diaspora è diverso da come viene percepita nella sua nazione d'origine; non è e non può essere 'pura'. La lingua in diaspora è sottoposta ad un continuo cambiamento, allo stesso tempo però è anche una risorsa che influenza l'identità di chi la studia. Questo studio sottolinea la capacità dei giovani di riflettere sulla loro identità e competenza linguistica.

Blackledge and Creese (2017) hanno studiato le abitudini linguistiche dei giovani che vivono in diversi centri urbani in Danimarca, Svezia, Olanda ed Inghilterra, usando il concetto di *translanguaging* (García & Li Wei, 2014). In questo studio gli autori hanno anche analizzato l'impatto sociale e culturale di queste lingue sui giovani. I risultati dimostrano che le pratiche linguistiche dei giovani europei non si limitano alla creazione di un mix di lingue ma hanno un impatto su come si vedono all'interno della società globale.

In uno studio sui giovani di Western Sydney, Fabiansson (2018) ha esaminato la vita di tutti i giorni [di persone che fanno parte di] comunità multietniche. Questo studio ha analizzato le percezioni dei giovani, la loro identità ed il loro senso d'appartenenza alla nazione d'origine, ma ha analizzato il senso di appartenenza dei giovani alla società australiana. La maggioranza dei partecipanti (339) appartengono a minoranze etniche con origini migratorie (95%) e due terzi sono nati in Australia. I risultati di questo studio mostrano che a molti, non a tutti i giovani piace vivere in Australia. I partecipanti appartengono a diversi gruppi ed organizzazioni sociali, condividono un senso di affiliazione [con la società australiana], si sentono riconosciuti ed accettati. I partecipanti si sentono legati all'Australia, anche se sembra [un paese] che non supporta un atteggiamento positivo nei confronti dell'immigrazione e del multiculturalismo. Questo studio dimostra che [i giovani] non hanno identità singole; ma identità multiple, che non sono in contrasto tra di loro.

Ruting (2012) ha studiato le esperienze dei bambini e dei nipoti di persone Estoni che sono emigrate in Australia e sono tornate in Estonia. Questo studio, dimostra che gli spostamenti fra nazioni influiscono nel tempo sul processo di costruzione del senso di identità. Questi spostamenti non sono come quelli degli emigrati della prima generazione che sono ritornati a 'casa', ma come quelli della seconda e delle successive generazioni che hanno viaggiato nella 'patria' dei loro genitori. Usando i racconti di questi viaggi, Ruting ha concluso che queste esperienze sono un'esplorazione personale della propria identità e del patrimonio culturale. Una cosa molto interessante di questo studio è che le identità e l'attaccamento alla patria non sembrano essere stati influenzati dall'immigrazione dei genitori o dei nonni in Australia. I partecipanti hanno sviluppato molteplici e diversi sensi di appartenenza e d'identità con l'Estonia e l'Australia.

Per quanto riguarda il contesto italiano, Raffaetà, Baldassar e Harris (2016) hanno esaminato come i giovani emigrati cinesi di Prato percepiscono il loro senso d'appartenenza e la loro identità. Gli autori hanno notato che nonostante l'isolamento sociale, tramite rapporti sociali con persone locali ed internazionali, questi giovani hanno sviluppato un senso d'appartenenza con la città di Prato. Queste relazioni hanno permesso ai giovani di vivere all'interno di un ambiente locale. Questo studio ha dimostrato che i giovani possano gestire la molteplicità [sociale e culturale], la mobilità, e il loro ruolo [all'interno della società]. I giovani sviluppano nuove forme d'appartenenza a seconda delle loro esigenze e dei loro spostamenti fra nazioni:

A differenza delle generazioni precedenti di immigrati, la 'seconda, generazione contemporanea' fa parte di un'ipotetica comunità globale di giovani, con delle concezioni variabili dei concetti d'identità ed appartenenza, capace di gestire aspirazioni e contesti sociali diversi (non solo quelli di patria e paese ospitante), di muoversi facilmente in questi contesti, sia da un punto di vista sociale che geografico. Inoltre, l'idea che nella [società] moderna ogni individuo controlla la propria vita è condivisa dai giovani emigrati. Questi giovani devono mantenere tutte le porte aperte, valutare le opportunità nei diversi contesti d'appartenenza ed usare strategicamente le loro identità culturali resistendo a chi cerca di collocarli in un gruppo specifico. In queste condizioni, la capacità di avere un'identità flessibile, piuttosto che assimilarsi anche se in un modello ibrido, può essere una risorsa (pp.434-435).

I modelli tradizionali d'assimilazione o ibridi non sembrano essere adatti per descrivere i giovani in grado di gestire la molteplicità e la mobilità in diaspora.

Questi studi, anche se condotti con partecipati e in contesti diversi indicano che le teorie ed i concetti tradizionali sui giovani e come si identificano in diaspora, sul processo di formazione della loro identità, sul loro senso di affiliazione ed appartenenza sono insufficienti (Rizvi, 2012). Non catturano i molteplici e dinamici aspetti delle identità dei giovani, il loro senso di affiliazione ed appartenenza. Questo fenomeno non può più essere spiegato come un processo di assimilazione di generazioni successive di immigrati che si sono gradualmente integrate nella società ospitante, o con il concetto di ibridità, invece va riconosciuto che le identità, le affiliazioni ed il senso di appartenenza cambiano con il tempo ed a seconda del contesto. Questo studio pilota discute proprio questa idea dei giovani e della loro identità in diaspora.

METODOLOGIA ▶

Questo progetto pilota è stato creato per analizzare le percezioni dei giovani sulla lingua e cultura italiana in Sud Australia. È stato ideato per catturare le prospettive di due gruppi di partecipanti: giovani di età compresa fra i 10 ed i 18 anni, figli di emigrati italiani in Australia di 3a o 4a generazione ed i nuovi-emigrati, giovani italiani che sono immigrati di recente in Australia o che sono figli/e di genitori italiani che si sono trasferiti di recente in Australia.

Questo studio pilota risponde alle seguenti domande:

- Quali sono le percezioni dei figli di emigrati italiani in Australia di 3a o 4a generazione sul loro modo di vivere e percepire la lingua e cultura italiana?
- Come percepiscono i giovani la loro affiliazione con la lingua e cultura italiana nel contesto della loro vita in Australia dove l'inglese è la lingua dominante?

Per rispondere a queste domande sono stati usati due strumenti di ricerca: un sondaggio online e delle interviste.

Il sondaggio online

Il sondaggio è stato creato usando il sito SurveyMonkey.com. Il sondaggio consiste in 40 domande; una combinazione di domande a risposta multipla e domande aperte sul background dei partecipanti (età, sesso, nazionalità, paese di nascita e residenza, ecc.), domande sulla lingua (la/le lingua/e parlate a casa, a scuola e nella comunità) e domande su possibili esperienze riconducibili alla lingua e cultura italiana. Un'ultima domanda chiedeva ai partecipanti di caricare una foto e descrivere un'esperienza che li faceva pensare all'Italia o agli italiani. Una copia del sondaggio è disponibile nell'*Appendix A*.

I partecipanti sono stati cercati usando i contatti personali dei ricercatori, del Com.it.es Sud Australia, del Consolato d'Italia Adelaide, della Società Dante Alighieri e dell'Associazione degli Insegnanti d'italiano in Sud Australia (SAATI). I dati sono stati raccolti dopo aver ricevuto l'approvazione del *Human Research Ethics Committee* dell'Università del Sud Australia. Una copia della richiesta per ottenere l'autorizzazione per raccogliere i dati per questo progetto è disponibile nell'*Appendix B*.

I ricercatori speravano che gli insegnanti d'italiano potessero coinvolgere le loro classi in questo progetto. Purtroppo i ricercatori hanno dovuto ottenere l'approvazione del *South Australian Department of Education e del Catholic Education Office* prima che gli insegnanti potessero promuovere questo progetto nelle loro classi. Copie di questi documenti sono disponibili nelle *Appendices C e D*.

Il sondaggio è durato per circa 7 mesi, dalla fine di agosto 2018 alla metà di marzo 2019. Nonostante gli sforzi dei ricercatori, la partecipazione è stata bassa. Settantanove partecipanti hanno partecipato al sondaggio, la maggior parte aveva un'età compresa fra i 10 e i 18 anni.

Dopo la chiusura del sondaggio, i ricercatori hanno usato le informazioni raccolte usando il sito SurveyMonkey.com per condurre un'analisi quantitativa delle risposte.

Le interviste

I ricercatori hanno condotto 8 interviste. I partecipanti sono (1) ragazzi di età compresa fra i 10 ed i 18 anni, figli di emigrati italiani in Australia di 3a o 4a generazione e (2) nuovi-emigrati. [I partecipanti] sono persone conosciute dai ricercatori. La maggior parte degli intervistati ha anche completato il sondaggio online. Gli intervistati sono 8 ragazzi, 4 bambini e 4 bambine di età compresa fra i 9 ed i 14 anni.

Durante le interviste, i partecipanti hanno risposto a 10 domande aperte (le domande sono disponibili nell'*Appendix E*). I ricercatori hanno condotto un'analisi tematica delle interviste.

Per proteggere i partecipanti, i loro nomi, i nomi delle persone e delle località menzionate durante le interviste sono stati sostituiti da pseudonimi.

L'ANALISI DEI DATI RACCOLTI DURANTE IL SONDAGGIO ►

Come mostrato dalla Figura 1, nonostante gli sforzi dei ricercatori, la partecipazione [in questo progetto] è stata bassa. Settantanove persone hanno risposto al sondaggio, ventitré ha risposto a tutte le domande.

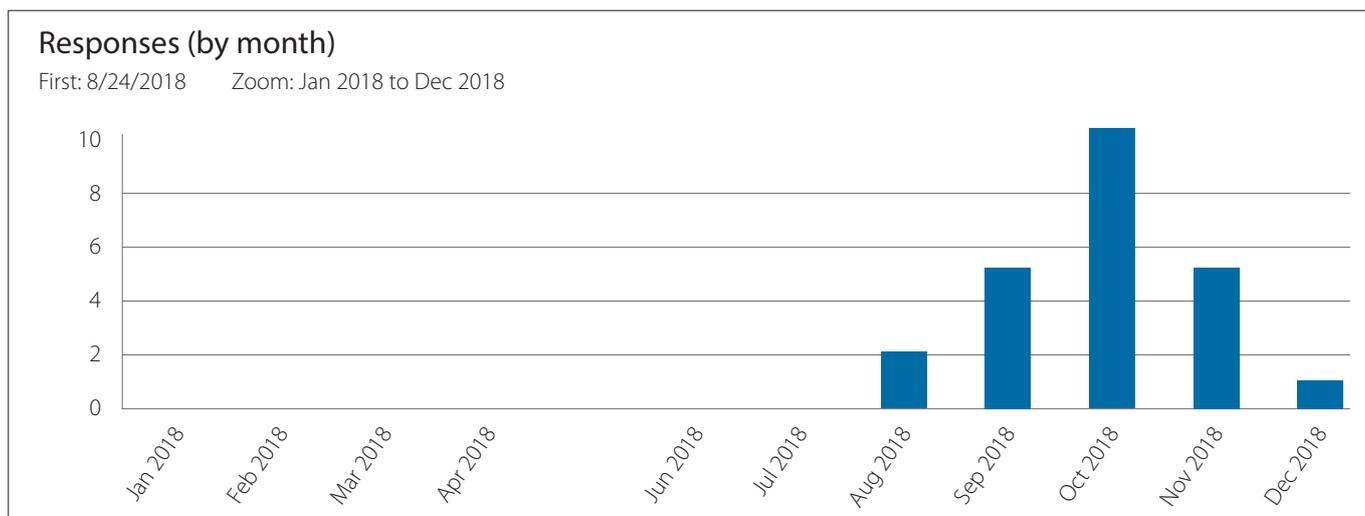


Figura 1. Partecipazione mensile.

Il sessantaquattro per cento dei partecipanti sono donne, mentre il 36% sono uomini. La maggior parte dei partecipanti ha un'età compresa fra i 10 ed i 18 anni.

Come indicato dalla Figura 2 la maggioranza dei partecipanti è nata in Australia (65%), il 26% però è nato in Italia, il rimanente 9% in un altro paese. Questo indica che i partecipanti sembrano essere figli di emigrati italiani in Australia di 3a o 4a generazione o nuovi-emigrati.

Australia	65.22%	15
Brazil	0.00%	0
Canada	0.00%	0
China	0.00%	0
France	0.00%	0
Germany	0.00%	0
India	0.00%	0
Italy	26.09%	6
Japan	0.00%	0
Mexico	0.00%	0
New Zealand	0.00%	0
Russia	0.00%	0
Spain	0.00%	0
United Kingdom	0.00%	0
United States	0.00%	0
None of the above	0.00%	0
Other (please specify)	8.70%	2

Figura 2. Nazione di nascita dei partecipanti.

Come per i dati che si riferiscono al paese d'origine, i dati che si riferiscono all'uso della lingua/e indicano che i partecipanti in questo studio pilota sembrano essere figli di emigrati italiani in Australia di 3a o 4a generazione o nuovi-emigrati. Infatti, anche se la maggior parte usa la lingua inglese a casa (75%), alcuni usano l'italiano (25%). Come indicato dalle Figure 3 e 4.

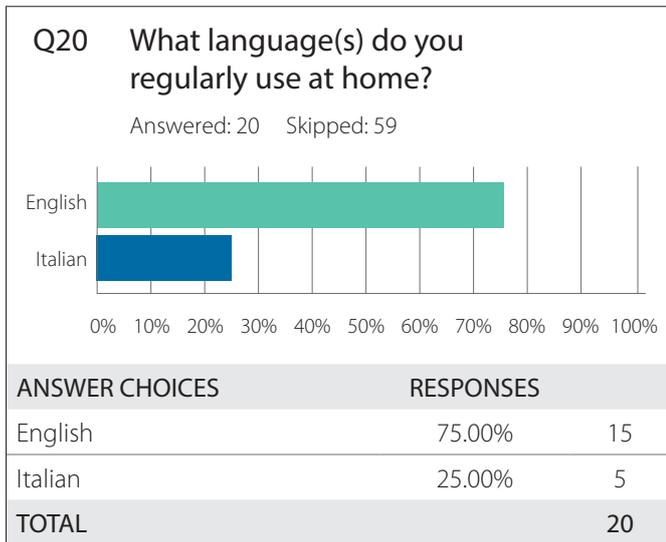


Figura 3. La lingua normalmente parlata a casa

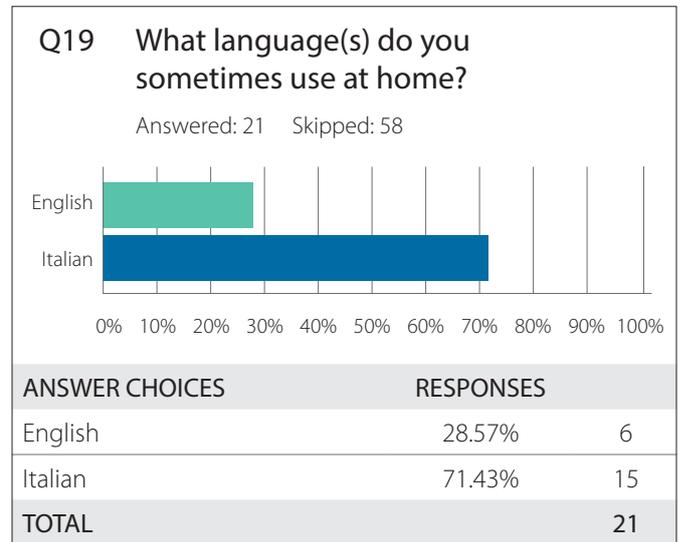


Figura 4. Altre lingue usate a casa.

In aggiunta, come indicato dalla Figura 5, sembra che l'italiano venga usato principalmente per attività ricreative. I partecipanti lo usano per guardare la TV e dei film (69%), comunicare online su Facebook e Twitter (46%), quando leggono (38%), quando usano Internet (31%) e quando ascoltano la radio (31%).

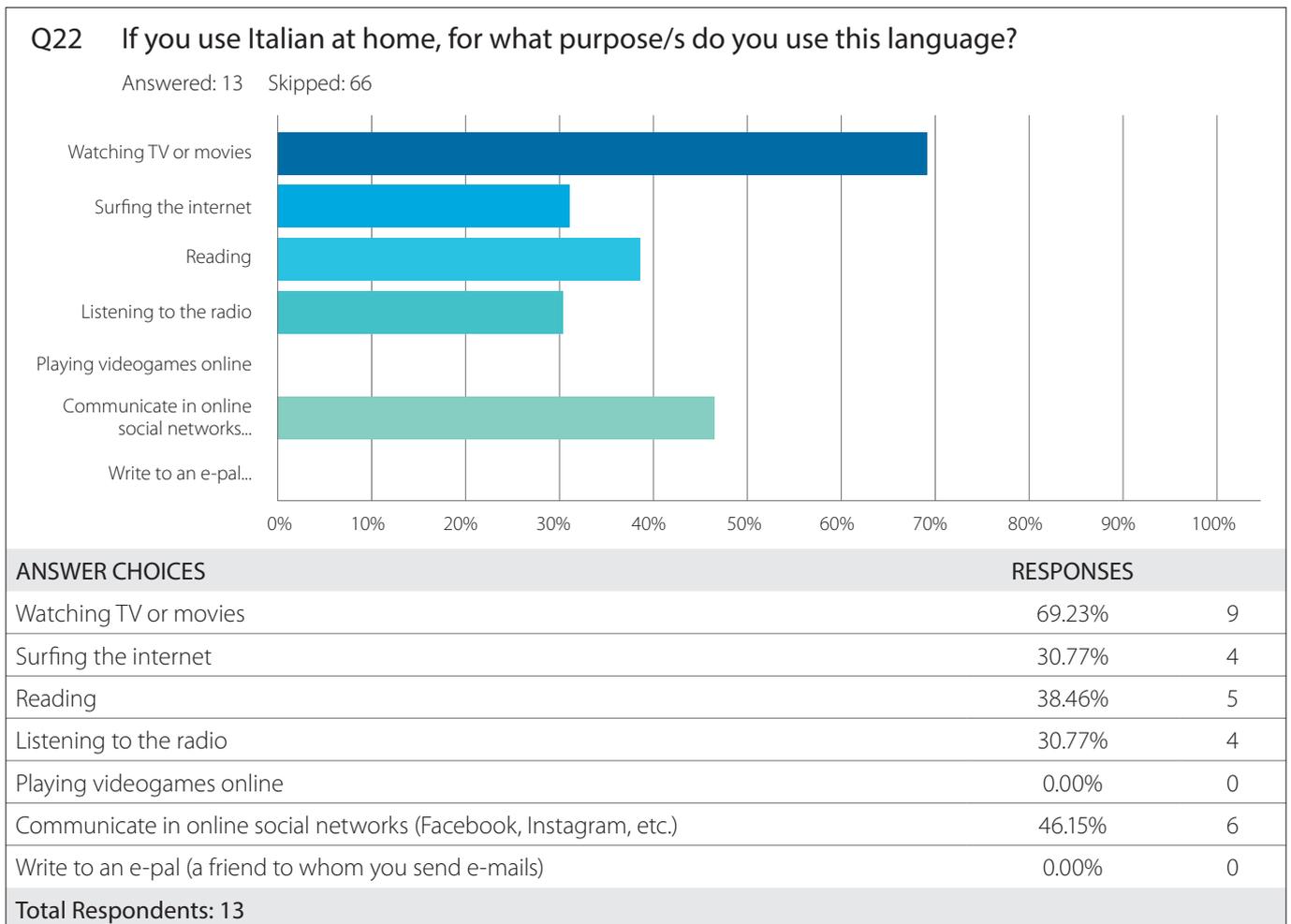


Figure a. Gli usi dell'italiano.

Quando gli è stato chiesto con chi usano l'italiano, i partecipanti hanno risposto con i membri della loro famiglia (Figure 6 e 7). Questo supporta la tesi che i partecipanti di questo progetto pilota sembrano essere figli di emigrati italiani in Australia di 3a o 4a generazione o nuovi-emigrati.

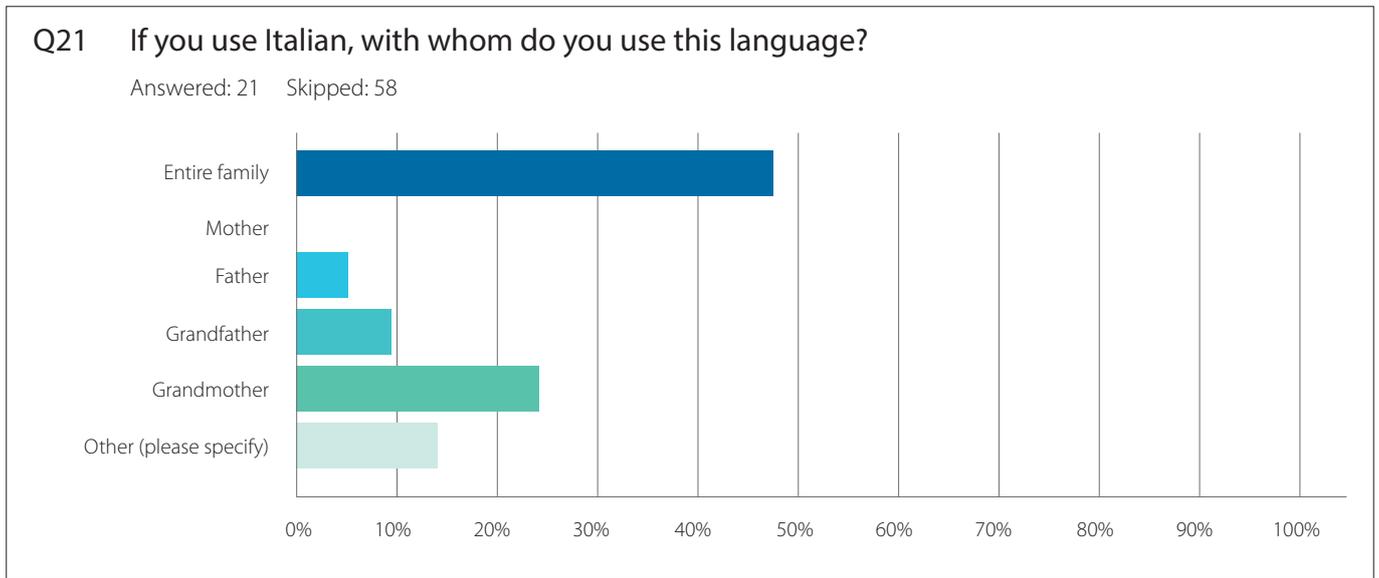


Figura 6. La predisposizione dei partecipanti nei confronti della lingua italiana.

ANSWER CHOICES	RESPONSES	
Entire Family	47.62%	10
Mother	0.00%	0
Father	4.76%	1
Grandfather	9.52%	2
Grandmother	23.81%	5
Other (please specify)	14.29%	3
TOTAL		21

Figura 7. La predisposizione dei partecipanti nei confronti della lingua italiana (in dettaglio).

Anche se le figure 5-7 indicano che la lingua italiana viene usata per scopi diversi, i partecipanti la usano principalmente per comunicare con i membri della loro famiglia. Questo potrebbe dipendere dalla storia migratoria dei partecipanti. Per esempio, alcuni potrebbero essere figli di italiani che sono arrivati di recente in Australia (11 dei partecipanti hanno dichiarato di essere arrivati in Australia fra il 2005 ed il 2016) o potrebbero essere figli di emigrati italiani in Australia di 3a o 4a generazione. Questa ipotesi è supportata dai dati delle Figure 8-11 che dimostrano che i genitori dei partecipanti sono nati in Italia (53%) o in Australia (47%), mentre tutti i loro nonni sono nati in Italia (100%).

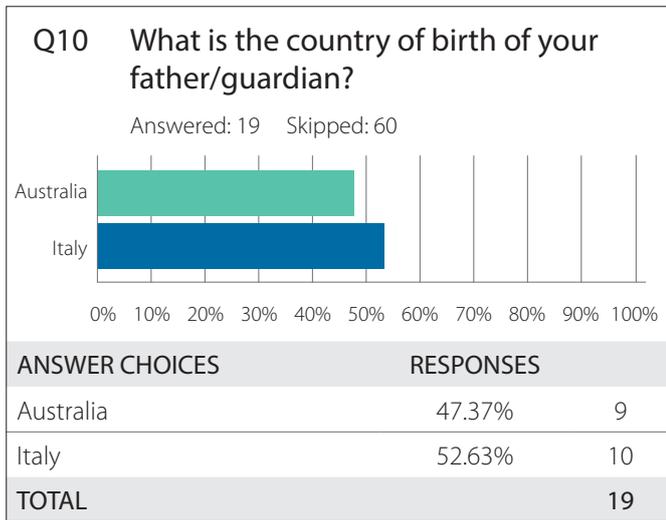


Figura 8. Paese di nascita dei padri.

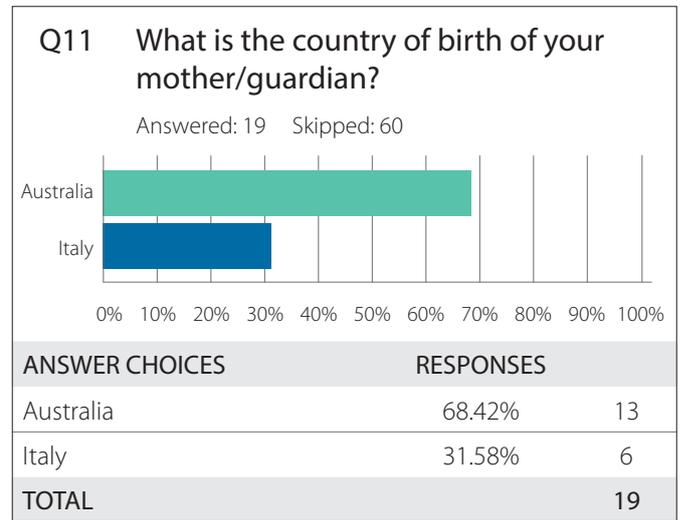


Figura 9. Paese di nascita delle madri.

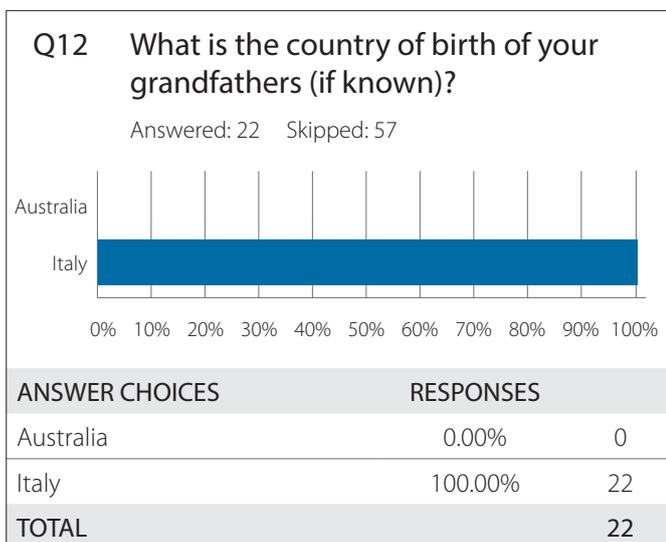


Figura 10. Paese di nascita del nonno.

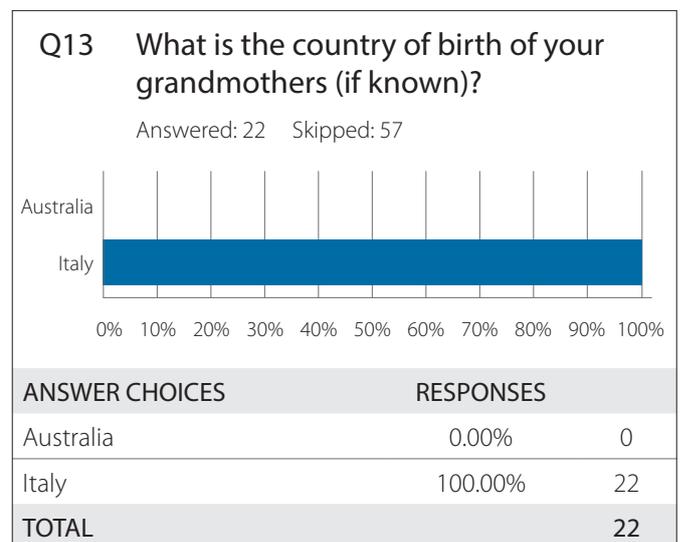


Figura 11. Paese di nascita delle nonne.

Anche i dialetti vengono usati dai partecipanti. Come dimostrato dalla Figura 12, il 33% usa un dialetto a casa per comunicare con i membri della famiglia. In aggiunta, come indicato dalla Figura 13 sembra che i dialetti vengano usati soprattutto per parlare con i nonni (43%) e tutta la famiglia (43%).

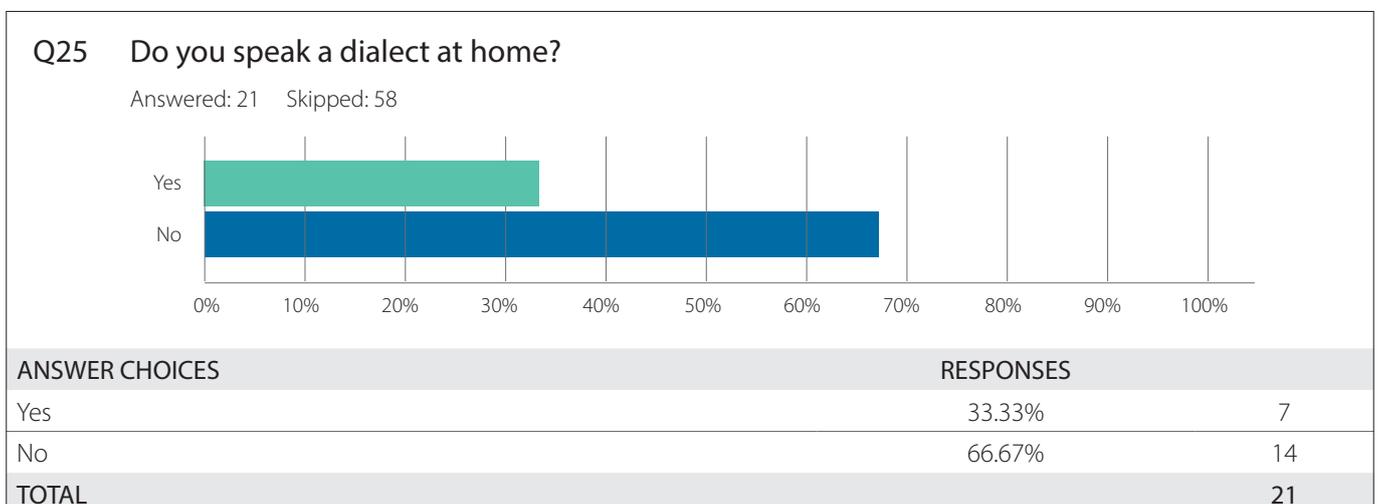
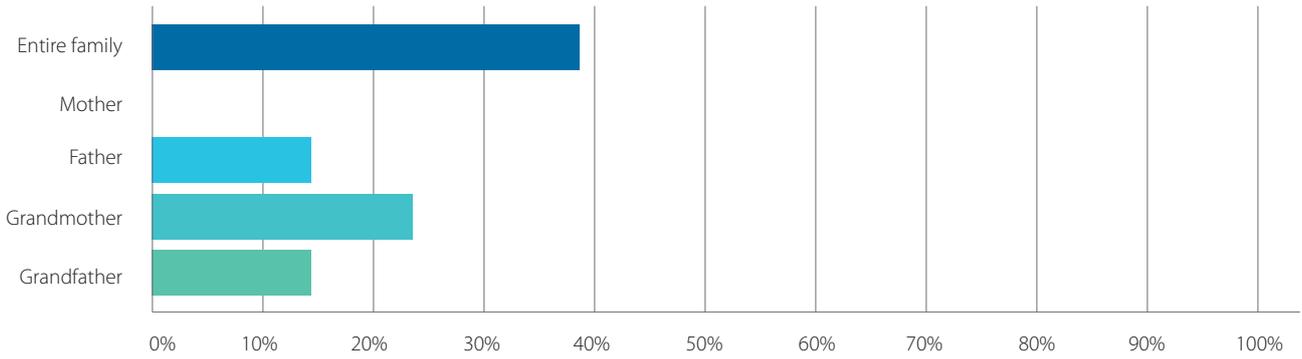


Figura 12. Usi del dialetto.

Q26 If you answered Yes to Question 25, with whom do you use this dialect?

Answered: 7 Skipped: 72



ANSWER CHOICES	RESPONSES	
Entire Family	42.86%	3
Mother	0.00%	0
Father	14.29%	1
Grandmother	28.57%	2
Grandfather	14.29%	1
TOTAL		7

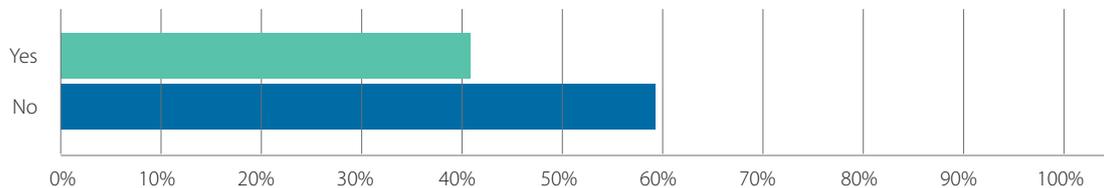
Figura 13. Le persone con cui viene usato il dialetto.

Ancora una volta, i dati sull'uso del dialetto suggeriscono che alcuni dei partecipanti sembrano essere figli di emigrati italiani in Australia di 3a o 4a generazione o nuovi-emigrati che si sono trasferiti di recente in Australia.

È anche possibile che l'atteggiamento [dei partecipanti] nei confronti della lingua e cultura italiana possa essere stato influenzato da altri fattori come esperienze personali d'italianità, per esempio se hanno vissuto, studiato o viaggiato in Italia. Come indicato dalle Figure 14 e 15, mentre la maggior parte dei partecipanti (71%) ha studiato in Italia per un periodo di meno di un mese o più di 12 mesi, il 29% ha studiato in Italia per un periodo di 1-12 mesi. In aggiunta, come mostrato dalle Figure 16 e 17, l'82% dei partecipanti è stato in Italia almeno una volta. Questi dati indicano che se i ricercatori avessero utilizzato dei profili personali dei partecipanti avrebbero potuto farsi un'idea migliore del modo in cui percepiscono la lingua e cultura italiana.

Q14 Have you ever spent time living or going to school in Italy?

Answered: 22 Skipped: 57

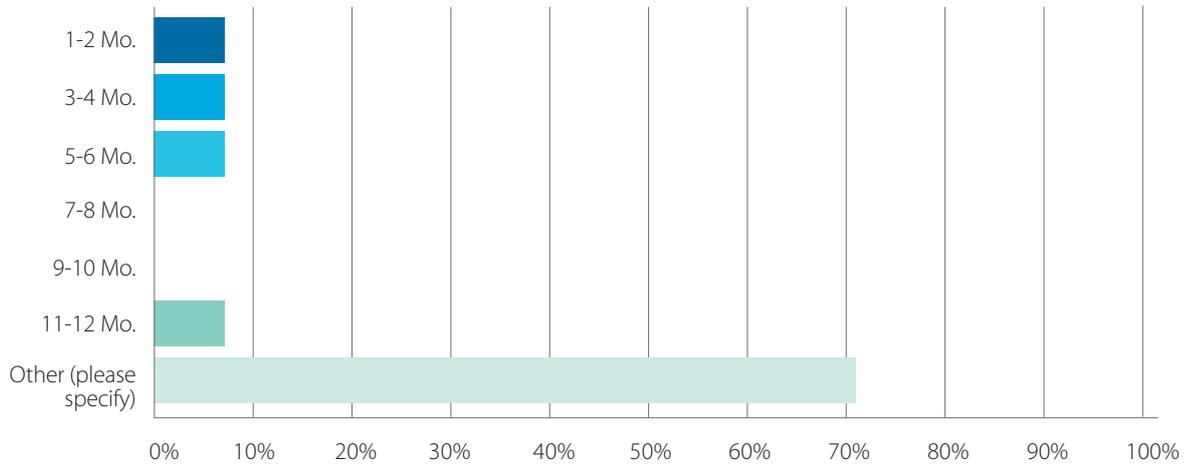


ANSWER CHOICES	RESPONSES	
Yes	40.91%	9
No	59.09%	13
TOTAL		22

Figura 14. Tempo passato a studiare in Italia.

Q15 If you answered Yes to Question 14, please say roughly how many months you have spent living/going to school there?

Answered: 14 Skipped: 65

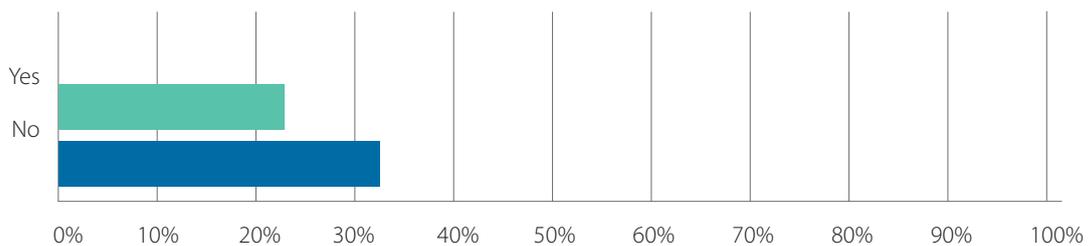


ANSWER CHOICES	RESPONSES	
1-2 Months	7.14%	1
3-4 Months	7.14%	1
5-6 Months	7.14%	1
7-8 Months	0.00%	0
9-10 Months	0.00%	0
11-12 Months	7.14%	1
Other (please specify)	71.43%	10
TOTAL		14

Figura 15. Tempo passato in Italia in mesi.

Q35 Did you visit Italy?

Answered: 22 Skipped: 57

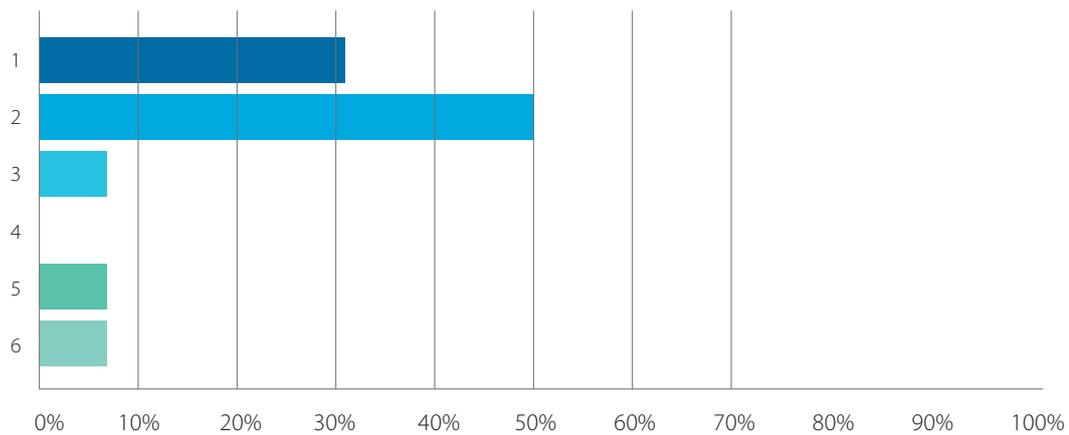


ANSWER CHOICES	RESPONSES	
Yes	81.62%	18
No	18.18%	4
TOTAL		22

Figura 16. Viaggi in Italia.

Q37 If you answered Yes to question 35, how many times?

Answered: 16 Skipped: 63



ANSWER CHOICES	RESPONSES	
1	31.25%	5
2	50.00%	8
3	6.25%	1
4	0.00%	0
5	6.25%	1
6	6.25%	1
Total Respondents: 16		

Figura 17. Numero di viaggi in Italia.

Le Figure 14-17 suggeriscono che le esperienze d'italianità, se i partecipanti hanno viaggiato o studiato in Italia, possono aver influenzato il modo in cui percepiscono la lingua e cultura italiana. Quando gli è stato chiesto di caricare una foto che rappresenta un'esperienza d'italianità, i partecipanti hanno caricato delle foto del traffico, dei nonni, della musica, del cibo e del calcio. In aggiunta, quando gli è stato chiesto di descrivere queste foto, hanno detto:

Eravamo a Molfetta e chi guidava dietro di noi stava suonando il clacson anche se c'era traffico, dato che avevamo già avuto delle brutte esperienze con i guidatori in Italia mio papà è sceso dalla macchina per litigare e l'altro guidatore si è allontanato spaventato solo perché mio papà è sceso dalla macchina per affrontarlo. (John, 13)¹

Ho scelto questa foto perché fa vedere dove viveva mio nonno quando era giovane. Ci sono andata con mia mamma, mia sorella, mia zia, mio zio e mio nonno. È stato indimenticabile perché mio nonno ci ha fatto vedere le vecchie canzoni che cantava quando era bambino e ci ha raccontato delle storie della sua famiglia quando viveva in Italia. (Chloe, 18)

Non ho nessuna foto ma cucinare con mia nonna e la mia famiglia, preparare la salsa, le salsicce, le polpette, ecc.. Penso che queste cose siano importanti perché mantengono la nostra cultura viva nella società moderna, aiutano anche a creare un legame fra le nuove generazioni della nostra famiglia ed i nonni. Penso che faccia piacere [ai nonni] vedere che i nipoti sono coinvolti in queste attività e vogliono conservare le tradizioni. (Genevieve, 18)

Ho scelto questa foto perché è il ricordo più bello che ho della mia vacanza in ITALIA. In questa foto, ero allo stadio San Paolo con i miei genitori e mio zio. stavamo guardando una partita tra la Juve ed il Napoli e noi abbiamo vinto. L'atmosfera era eccezionale, mi è piaciuto cantare con mio papà. Il calcio è famoso in Italia. (Alessandro, 10)

¹ I nomi dei partecipanti sono stati sostituiti con degli pseudonimi per proteggerne l'identità.

Queste storie suggeriscono che le esperienze d'italianità hanno un impatto positivo sulle percezioni dei ragazzi della lingua e cultura Italiana. L'uso delle fotografie sembra essere uno strumento efficace per la raccolta di dati. Sembrano essere uno strumento eccezionale per stimolare storie, esperienze personali e ricordi.

I risultati di questo sondaggio suggeriscono che il contesto, i luoghi in cui viene usata o si è esposti alla lingua, sono importanti per l'uso della lingua italiana. Il cinquantanove per cento dei partecipanti ha detto che usa l'italiano a scuola (Figura 18). Il numero di ore settimanale passate a studiare questa lingua varia da 1 a 7. A scuola i partecipanti usano l'italiano con gli insegnanti, gli amici, le persone italiane e gli altri studenti.

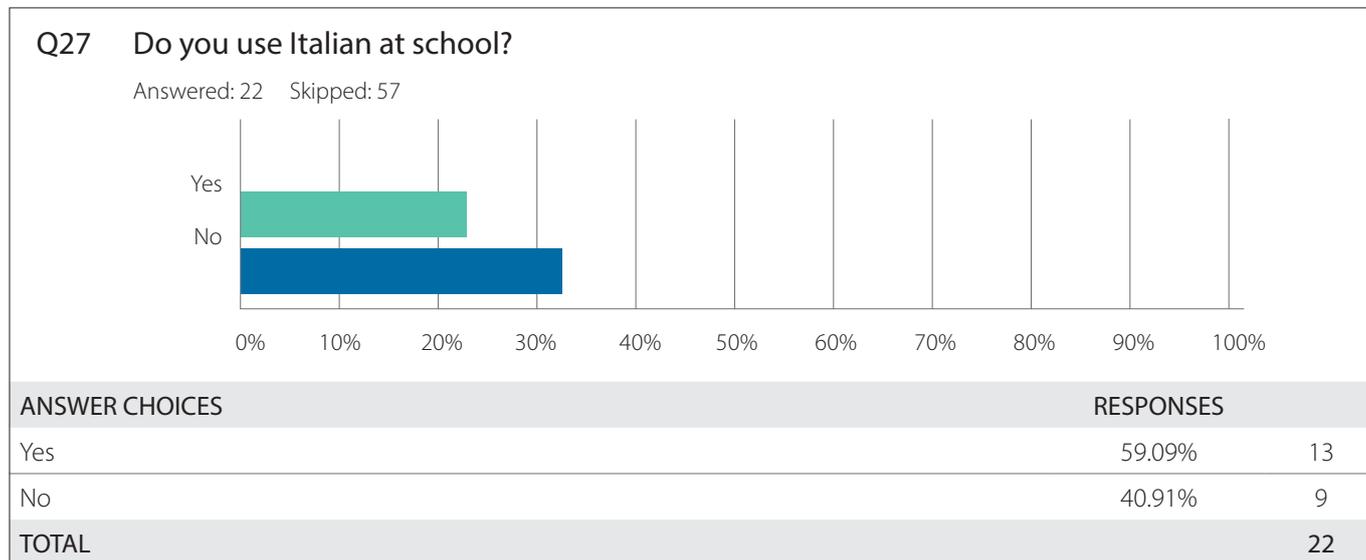


Figura 18. L'italiano a scuola.

L'uso della lingua sembra essere stimolato anche dalla partecipazione ad attività sociali. Come dimostrato dai dati della Figura 19 il 38% dei partecipanti sono membri di un'associazione italiana (15%), di un club (15%) o di un gruppo ricreativo (8%).

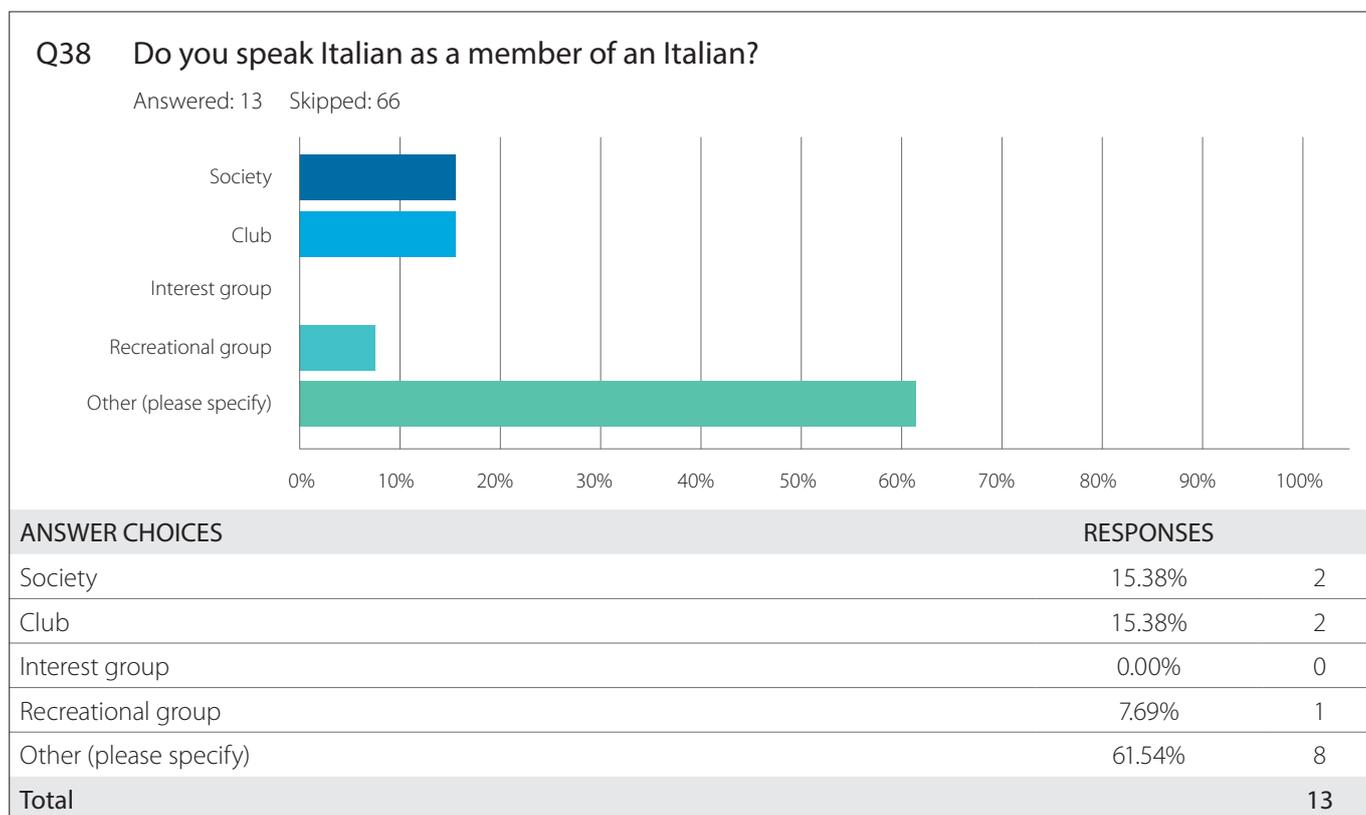


Figura 19. Iscrizioni a gruppi, club, ecc. italiani.

Commenti sui dati raccolti con il sondaggio

Nonostante gli sforzi dei ricercatori, la partecipazione è stata bassa. 79 ragazzi hanno partecipato a questo studio, 23 ha risposto a tutte le domande. Questo numero è inferiore a quello previsto, di conseguenza è stato difficile stabilire dei temi ricorrenti e trarre delle conclusioni. Questo problema sembra che sia dipeso dal sistema usato per reclutare i partecipanti per questo progetto. I partecipanti sono stati trovati usando i contatti dei ricercatori, del Com.It.Es. SA, del Consolato d'Italia Adelaide, della Società Dante Alighieri e del SAATI. Gli studenti d'italiano delle scuole pubbliche e private (cattoliche), erano i partecipanti ideali per questo studio. Però ottenere le autorizzazioni per fare ricerca con i ragazzi delle scuole controllate dal *South Australian Department of Education e dal Catholic Office* è stato un processo complesso che ha richiesto molto tempo. Il tempo speso per ottenere queste autorizzazioni ha avuto un impatto sulla partecipazione. Con queste autorizzazioni i ricercatori avrebbero potuto chiedere agli insegnanti di promuovere questo progetto fra i loro studenti. Questo studio avrebbe potuto fornire agli insegnanti maggiori informazioni sui loro studenti, [gli insegnanti] avrebbero potuto usare [queste informazioni] per preparare del materiale educativo personalizzato, in aggiunta gli insegnanti avrebbero potuto partecipare ad uno studio a livello statale (o nazionale).

In generale, i partecipanti sembrano essere interessati alla lingua e cultura italiana. La maggioranza sembra usare l'italiano a casa, per comunicare con i membri della famiglia, soprattutto con i nonni. Il ruolo dei *nonni* sembra molto importante. In aggiunta, sembra che i partecipanti parlino anche i dialetti. I dati mostrano che circa un quinto dei partecipanti è nato in Italia, e che la maggioranza sembrano essere figli di emigrati italiani in Australia di 3a o 4a generazione. Questa tesi è supportata dalle risposte dei partecipanti, che hanno detto che i loro nonni sono nati in Italia. Quindi, i partecipanti che hanno partecipato a questo studio possono essere divisi in due gruppi. Questo progetto pilota ha dimostrato che ci sono diverse 'annate' di persone che parlano italiano in Sud Australia. È quindi importante conoscere la storia migratoria dei partecipanti per capire come e con chi usano la lingua italiana.

Le esperienze d'italianità, capire se i partecipanti sono andati a scuola, hanno viaggiato o vissuto in Italia sembrano avere un impatto sul modo in cui i ragazzi percepiscono ed usano la lingua e cultura italiana. Tutto ciò suggerisce che conoscere i profili personali dei partecipanti potrebbe essere utile per capire le loro prospettive sulla lingua e cultura italiana.

Il contesto, inteso come l'ambiente in cui i partecipanti usano o sono esposti alla lingua e cultura italiana, sembra essere un altro fattore che influisce sul modo in cui i partecipanti percepiscono ed usano la lingua e cultura italiana. Molti sembrano studiare l'italiano a scuola o privatamente, molti sembra che usino questa lingua quando partecipano ad attività organizzate da club, associazioni o gruppi ricreativi.

In conclusione, i risultati del sondaggio indicano che diversi fattori come la storia migratoria della famiglia, se i giovani sono nuovi-immigrati o figli di emigrati italiani in Australia di 3a o 4a generazione; le esperienze personali ed il contesto sembrano avere un impatto nel modo in cui i ragazzi percepiscono la lingua e cultura italiana.

L'ANALISI DELLE INTERVISTE ►

I tre ricercatori hanno condotto otto interviste individuali. Il Ricercatore 1 ha intervistato Maria Rita, Nicola e Max; il Ricercatore 2, Stella e Ada; il Ricercatore 3 ha intervistato Alessandro, Alice e Valerio. Durante le interviste è stato chiesto ai partecipanti di rispondere a delle domande aperte. Un'analisi tematica delle risposte è stata fatta dai ricercatori usando i dati raccolti durante le interviste

I partecipanti e i dati

I partecipanti sono 8 ragazzi, 4 ragazzi e 4 ragazze, di età compresa fra i 9 ed i 14 anni. Una è nata in Italia, mentre sette sono nati in Australia da genitori o nonni italiani. Due dei partecipanti, Nicola e Max, sono gemelli e insieme alla loro sorella Maria Rita, fanno parte della stessa famiglia. Due bambine, Ada e Stella, sono sorelle. Alice è nata in Italia, si è trasferita in Australia quattro anni prima dell'intervista. Sei partecipanti sono nuovi-emigrati, mentre 2 sono figli di emigrati italiani in Australia di 3a o 4a generazione.

I temi

Tre temi sono stati identificati durante l'analisi dei dati raccolti durante le interviste: *Le percezioni d'identità: sentirsi italiani o australiani?*; *Esperienze d'italianità: abitudini culturali ed identità*; *La tecnologia e l'italianità*. Le sezioni che seguono descrivono questi temi.

1 - Le percezioni d'identità: sentirsi italiani o australiani?

Quando abbiamo chiesto di parlare della loro identità, se si sentivano italiani o australiani, 6 degli 8 ragazzi hanno detto che si sentono sia italiani che australiani; 'Credo di essere entrambe' (Stella, 12); 'Sono italiano e australiano' (Nicola, 10); 'un pò di tutto' (Max, 10). Queste risposte suggeriscono che sentirsi contemporaneamente italiani ed australiani non è problematico per questi bambini. Sembrano possedere diverse identità che gli permettono di gestire con facilità sia la lingua italiana che quella australiana. Inoltre, questi giovani si muovono con facilità fra la cultura italiana ed australiana, come se la loro identità fosse una combinazione fluida di entrambe queste culture. Questo è chiaro dalle parole di Stella che ha detto che 'non mi sento un'australiana che cucina usando il barbecue, mi sento un'italiana che prepara la salsa' (Stella, 12).

Due bambini, Alice ed Alessandro, hanno detto di possedere solo un'identità. quando gli abbiamo chiesto se si sentiva italiano, Alessandro (10) ha risposto 'Sì'. Quando gli abbiamo chiesto se si sentiva italiana, Alice ha detto che è italiana, poi ha rimarcato la sua identità regionale 'Sono italiana nata a Bologna' (Alice, 14). Questo forte legame con l'identità italiana è emerso anche quando le è stato chiesto cosa pensava dei figli di immigrati italiani in Australia: 'non li chiamerei veramente italiani' (Alice, 14).

Anche se in un contesto diverso, l'idea che i giovani possano avere identità singole o multiple conferma quanto suggerito in un recente studio sui nuovi-emigrati, giovani italiani che si sono trasferiti di recente in Australia (Cuervo et al., 2019). Questo studio dice che i giovani italiani che sono emigrati in Australia possono essere catalogati in due gruppi: quelli che 'si sentono membri della comunità ospitante che non hanno dimenticato i loro legami con la patria' (ibid, p. 13) e quelli che non 'sono capaci di sviluppare una doppia identità o un senso d'appartenenza con la comunità ospitante' (ibid, p. 13).

La capacità di gestire le loro identità italiana e australiana si vede chiaramente nel modo in cui i bambini riflettono sul modo in cui usano la lingua italiana e l'inglese. Metà delle interviste (4) sono state condotte in inglese e metà (4) in italiano. Quando gli è stato chiesto di scegliere la lingua da usare per l'intervista alcuni bambini hanno detto 'Tutti e due' (Maria Rita, 14). Quindi, anche se le interviste sono state quasi tutte fatte usando solo una lingua, sono state usate anche parole dell'altra lingua, come dimostrato da questi esempi: 'Penso che la lingua è più *easy* da imparare' (Nicola, 10); '*chess, tombola, bingo*' (Nicola, 10); 'Udinese è venuto tre volte *and scored*' (Max, 10); '*I said ciao, how are you?*' (Ada, 10); 'quando siamo in pubblica [sic] possiamo parlare una lingua che noi *understand*' (Nicola, 10). L'uso simultaneo delle due lingue durante le interviste sembra riflettere l'abilità linguistica di questi bambini, come indicato da Nicola quando gli abbiamo chiesto quale lingua usa di solito quando gioca con i suoi fratelli 'Tutte e due' (Nicola, 10). In conclusione, come indicato chiaramente da Max, a questi bambini piace essere bilingui 'mi piace avere due lingue'

(Max, 10). Sembrano anche essere consapevoli del senso di appartenenza generato dalla capacità di usare diverse lingue; come ha detto Nicola quando gli abbiamo chiesto se gli piace parlare in italiano:

perché quando siamo in pubblica [sic] possiamo parlare una lingua che noi capiamo perché dopo gli australiani, ah... che cosa avete detto? Ahahahaha è privata quando noi parliamo italiano quando loro non possono capire. (Nicola, 10)

Questo suggerisce che questi bambini sanno cosa significa usare una lingua e ciò che gli permette di fare.

Il contesto è un altro fattore che influisce sul modo in cui questi bambini percepiscono la lingua durante una conversazione. Come indicato da Nicola quando ha detto che 'Lo spazio dell'italiano non è grande sulle strade ma grande dentro le case' (Nicola, 10). L'idea che la casa sia lo spazio in cui usare la lingua italiana è stata anche menzionata da Alessandro, Valerio ed Alice che hanno detto 'A volte io parlo italiano a casa' (Alessandro, 10); 'Di solito a casa con la mia famiglia' (Valerio, 9); 'uso l'italiano a casa, quando parlo con i miei nonni o su WhatsApp, sui messaggi' (Alice, 14).

La scuola sembra essere un altro luogo in cui i bambini usano l'italiano 'Studiavo italiano a scuola' (Alessandro, 10); '[Ho imparato] l'italiano a scuola' (Stella, 12); '[Studi l'italiano a scuola?] Non ancora, lo studierò sicuramente quando farò l'anno 7' (Ada, 10); 'mi aiuta imparare l'italiano a scuola' (Stella, 12). Questo indica che i bambini hanno il desiderio di studiare la lingua italiana a scuola.

I nonni, e gli altri membri della famiglia hanno un'influenza importante e sono una risorsa per l'uso ed il mantenimento della lingua italiana, come indicato chiaramente da Valerio, Ada e Alessandro '[uso l'italiano] quando uso l'iPad e parlo con mia nonna e mio zio' (Valerio, 9); 'Quando Nonna Tetta mi dice in italiano, dice, come stai? Ed io dico, 'Bene' (Ada, 10); '[parlo italiano] con mio papà e mia mamma quando mi dicono di farlo. [...] Certe volte è una scelta mia, altre loro' (Alessandro, 10).

In conclusione, i bambini sembrano apprezzare la lingua e cultura italiana. Questa idea è supportata da diverse considerazioni. Rappresentazioni della cultura italiana come il cibo, la moda e il design che sono diventate comuni in Australia. Una nuova percezione della lingua e cultura italiana in Australia. In passato essere italiani era 'strano' ed 'imbarazzante', oggi tutto ciò che è italiano (il cibo, la moda, l'arredamento, le macchine, e molto altro) sembra essere prestigioso e 'trendy'. In aggiunta, certe parole, soprattutto quelle che si riferiscono al cibo come 'cappuccino', 'caffè', 'espresso', 'pizza', ecc. alla musica, 'opera', 'allegro', 'adagio', ecc., alcune espressioni usate per salutarsi 'ciao', 'buongiorno', ecc. sono entrate a far parte della lingua di tutti i giorni degli australiani. Tutto questo è chiaro dai commenti sulla lingua e cultura italiana fatti dai bambini: 'l'italiano e la cultura sono divertenti [...] Sono andata in Italia, l'Italia è divertente, il cibo è delizioso, la mia famiglia vive là, parlano italiano' (Ada, 10); 'la lingua italiana è diversa, diversa in una maniera positiva, una lingua diversa da imparare, cose diverse, parole diverse, parole che hanno significati diversi ed altre cose' (Valerio, 9).

2 - Le esperienze d'italianità: abitudini culturali ed identità

Le esperienze linguistiche e quelle culturali, come viaggiare, fare sport, partecipare ad attività culturali, ed il cibo stimolano un senso d'italianità nei bambini. Questo è chiaro dai commenti dei bambini che mostrano un chiaro senso d'eccitazione e soddisfazione:

Quando sono andata in Italia ho sviluppato un legame con la mia famiglia che vive là [...] il modo in cui ti salutano, dandoti i baci è così mmmm... caloroso [...] ero così eccitata quando ero là. È stato fantastico [...] vedere tutti quei palazzi, andare a Roma, Firenze, visitare Siena, è speciale. È stata un'esperienza magica' (Stella, 12);

'[Quali attività giochi?] Il calcio' (Max, 10);

'celebriamo la Befana, appendiamo le calze, le streghe ed altre [cose] strane' (Valerio, 9);

'giochiamo [sic] tombola quando è mmmm... aaa Natale e su [sic] Pasqua noi giochiamo a 'Chi Vince' con la più stronger egg' (Nicola, 10);

'siamo andati in Italia e con un amico di mio papà e sua figlia siamo andati sulla neve e mmmm... abbiamo pranzato o cenato in questo ristorante in cui servono gli gnocchi con cinghiale erano molto buoni io ho finito il mio piatto e mio papà ne aveva avanzati tre e li ho presi dal suo piatto' (Valerio, 9);

'mangiamo italiano [sic] cose, abbiamo [sic] pizza tutti i sabati, mangiamo fusilli per [sic] mezzogiorno e pasta fritta anche' (Nicola, 10).

I bambini hanno fatto esperienze uniche che si riferiscono alla lingua e cultura italiana, queste esperienze aiutano a sviluppare un senso d'italianità, servono a sviluppare un senso di profonda soddisfazione con una forte carica emotiva.

3 - La tecnologia e l'italianità

La tecnologia (smartphone, tablet ecc.) può essere usata per mantenere viva la lingua e cultura italiana fra i bambini. Questo studio pilota ha dimostrato che i bambini usano diversi dispositivi e piattaforme, come i social media, per fare pratica con la lingua italiana, comunicare in italiano e socializzare. Per esempio, Nicola ha detto che usa l'italiano quando gioca con certi videogames; seleziona i commenti in italiano 'gioco con l'italiano' ha anche detto, 'sulla [sic] radio io uso italiano [...] Fifa, Roblox' (Nicola, 10). Valerio ha dichiarato che parla in italiano quanto '[uso] l'iPad mentre parlo con mia nonna e mio zio' (Valerio, 9).

I bambini usano l'italiano quando comunicano usando i social media. Alice per esempio, dice che usa diverse lingue sui social. Usa l'inglese nei post pubblici, perché pensa che i suoi amici italiani possano usare un traduttore per capirla. Nelle conversazioni private però, usa l'italiano 'pubblico tutto in inglese tanto adesso si può tradurre quindi c'è un pulsante dove puoi tradurre loro [Italian friends] possono capirlo però a volte lasciano commenti in italiano e io rispondo in italiano' (Alice, 14).

In conclusione

L'analisi delle interviste ha identificato tre temi che caratterizzano le risposte dei partecipanti. Per quanto riguarda la loro identità, i giovani sembrano essere in grado di gestire contemporaneamente diverse identità. Queste identità non sembrano essere in contrasto fra di loro. I ragazzi si sentono sia italiani che australiani e non pensano che questo sia un problema. Sembrano gestire queste due identità con facilità. Questo conferma quanto indicato da altri studi sui giovani in diaspora ed i loro molteplici sensi di appartenenza (Raffaetà, Baldassar, & Harris, 2016; Ruting, 2012). Questo risultato però non sembra caratterizzare tutti i ragazzi che hanno partecipato a questo studio. Alice, la ragazza nata in Italia, ed Alessandro che è nato in Australia, hanno un forte legame con la lingua e cultura italiana. Soprattutto Alice, che sembra vivere la sua vita all'italiana, come indicato chiaramente nelle frasi che seguono:

[Che cosa vuol dire essere italiana?] Secondo me essere italiana vorrebbe dire essere vissuti in Italia, parlare la lingua mmmm... avere una famiglia che ti parla italiano, essere nella cultura italiana tipo il cibo e..... non so. (Alice, 14)

Quindi, non tutti i giovani che hanno partecipato a questo progetto sembrano possedere diverse identità. Questo potrebbe dipendere dall'annata della loro immigrazione. Questo risultato supporta quanto suggerito da un recente studio sui giovani in diaspora in Australia (Cuervo et al., 2019), che dice che non tutti i giovani che sono di recente immigrati in Australia sono stati capaci di sviluppare un senso di appartenenza con il paese ospitante.

L'idea che i giovani possiedano molteplici identità che non sono in contrasto tra di loro si riflette nel loro modo in cui usano le lingue. Usano senza problemi sia l'italiano che l'inglese. In aggiunta, l'uso simultaneo di entrambe le lingue sembra essere naturale, 'divertente' e 'facile' e rende le comunicazioni personali e private (comunicazioni che gli altri non riescono a capire). Sembra quindi che come nello studio di Canagarajah (2013), ai ragazzi piaccia sentirsi parte [di entrambe queste società, italiana ed australiana] anche quando non hanno una conoscenza approfondita della lingua.

Il secondo tema identificato dall'analisi delle interviste dimostra che la famiglia, soprattutto i nonni, hanno un ruolo fondamentale nel mantenimento della lingua e cultura italiana fra i ragazzi. Come detto da Lo Bianco & Aliani (2013) la lingua italiana è '[la lingua] della nonna'.

Le interviste hanno anche dimostrato che esperienze d'italianità come viaggiare, il cibo e le tradizioni come la *Befana* hanno un ruolo importante nel creare un senso d'italianità fra i ragazzi.

L'ultimo tema che caratterizza le interviste si riferisce alla tecnologia che permette ai ragazzi di usare ed essere esposti alla lingua e cultura italiana in ogni luogo ed in ogni momento.

DISCUSSIONE E CONCLUSIONE ►

I risultati di questo studio pilota sembrano indicare che in Sud Australia i giovani sono figli di emigrati italiani in Australia di 3a o 4a generazione o nuovi-immigrati (giovani italiani che sono immigrati di recente in Australia o che sono figli di genitori italiani che sono arrivati di recente in Australia).

Come indicato da diversi studi contemporanei sull'identità (Hall, Covarrubias, & Kirschbaum, 2017; Ting-Toomey, 2005; Turner, Hogg, Oakes, Reicher, & Wetherell, 1987), i giovani sembrano possedere diverse identità. Sono figli o figlie, nipoti, studenti, fanno parte di una squadra di calcio o di una scuola di danza e sono contemporaneamente sia italiani che australiani. In aggiunta, questi bambini sembrano gestire le loro molteplici identità con facilità; hanno dimostrato che possedere diverse identità per loro è naturale. Quindi, sembra che essere italiani ed australiani sia un'altra delle molteplici identità di questi ragazzi, che fanno parte della loro vita.

In aggiunta, il contesto ed i rapporti sociali sembrano essere fattori importanti nell'uso della lingua. La scuola e la casa, per esempio, sembrano essere luoghi in cui i giovani usano e sviluppano la lingua, cultura e la loro identità come italiani. Allo stesso modo, i bambini sembrano usare la lingua italiana quando comunicano con i membri della loro famiglia, soprattutto i nonni.

L'abilità dei giovani di gestire contemporaneamente diverse identità non è una novità, soprattutto se si considera la storia migratoria degli italiani in Australia. C'è stato un periodo in cui essere italiani in Australia era difficile. Al giorno d'oggi però, la lingua e la cultura italiana non sono più percepite come una lingua ed una cultura di vecchi immigrati, sono una lingua ed una cultura di prestigio. Sembra che i vecchi membri della comunità italiana (*i nonni*) siano i custodi della storia migratoria degli italiani in Australia – una storia apprezzata dai giovani – per di più al giorno d'oggi la lingua e cultura italiana sono prestigiose e 'à la mode'. Questa percezione si riflette nel modo in cui i giovani che hanno partecipato a questo progetto pilota usano la lingua. Sembrano essere a loro agio quando usano entrambe le lingue, l'italiano e l'inglese. In aggiunta, parlano e mischiano queste lingue con facilità, e sono consapevoli delle loro abilità linguistiche.

Questo studio indica che c'è bisogno di ulteriore ricerca. È importante catturare le voci dei giovani per capire le diverse generazioni degli italiani in diaspora.

In futuro, nuove ricerche potrebbero concentrarsi sui giovani, cercando di farli parlare di più e di riflettere sulle loro identità, magari usando strumenti diversi durante le interviste che possano stimolare storie personali e riflessioni sulla loro identità.

Altri studi potrebbero usare nuovi metodi di ricerca per catturare le prospettive dei giovani. Si potrebbero usare metodologie basate, per esempio, sull'arte, i video o delle etnografie. Questi strumenti potrebbero fornire nuovi dati su come i giovani interpretano la società italiana ed australiana contemporanea. ■

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APPENDIX A

Appendix A
ONLINE SURVEY

Section A-Student Profile

1. Family name First name
 2. Gender (please circle) Male Female
 3. Age
 4. Current year level at school
 5. Your country of birth (please circle or name country if not mentioned below)
Australia / Italy / Other (name of country)
 6. Country of birth of your mother/guardian (please circle or name country if not mentioned below)
Australia / Italy / Other (name of country)
 7. Country of birth of your father/guardian (please circle or name country if not mentioned below)
Australia / Italy / Other (name of country)
 8. Country of birth of your grandfathers (if known) (please circle or name country if not mentioned below)
Australia / Italy / Other (name of country)
 9. Country of birth of your grandmothers (if known) (please circle or name country if not mentioned below)
Australia / Italy / Other (name of country)
- IF YOU WERE BORN IN AUSTRALIA, answer Question 10, otherwise go to Question 11.
10. Have you ever spent time living or going to school in Italy?
Yes No

If Yes, please say how long (altogether) you have spent there.
Time spent (in months) NOW GO TO QUESTION 14

IF YOU WERE BORN OVERSEAS, answer Questions 11–13 below.
 11. In what year did you arrive in Australia?

12. How old were you when you arrived in Australia? ..
13. Which years of education did you complete at school overseas? (circle all relevant years)
- Grade/Year: 1 2 3 4 5 6 7 8 9 10 11 12

Section b-Language used at home

14. What language(s) do you sometimes use at home?
 English / Italian / Other (name of the language)
15. What language(s) do you regularly use at home?
 English / Italian / Other (name of the language)
16. If you use Italian, with whom do you use it?
 Entire Family / Mother / Father / Grandfather / Grandmother / Other (please specify)
17. If you use Italian at home, for what purpose/s do you use this language?
 Watching TV or movies / Reading / Listening to the radio / Surfing the Internet/ Playing videogames online / Other (please specify)
18. If you use a language other than English and Italian at home, with whom do you use this language?
 Entire family / Mother / Father / Grandfather / Grandmother / Other (please specify)
19. For what purpose/s do you use this language?
 Watching TV or movies / Reading / Listening to the radio / Surfing the Internet/ Playing videogames online / Other (please specify)
20. Do you speak a dialect at home (please circle)? YES NO
 If Yes, with whom do you use this dialect?
 Entire family / Mother / Father / Grandfather / Grandmother / Other (please specify)

section c-language learning at school or after-hours community schools

21. Do you use Italian at school (please circle)? YES NO
 If Yes, with whom and when?
22. Do you use Italian on the playground (please circle)? YES NO

If Yes, with whom and when?

23. Circle all the year levels in which you have studied Italian at school in Australia.

Grade/Year: 1 2 3 4 5 6 7 8 9 10 11 12

24. How many hours per week do you study Italian at school?

25. Have you studied Italian at an Italian after-hours community school, such as The Dante Alighieri Society (please circle)? YES NO

If Yes, years attended: 2012 2013 2014 2015 2016 2017

Highest year level reached

Section D-Engagement with Italian communities

26. What is/are the language/s spoken within your community?

27. Have you visited Italy (please circle)? YES NO

If Yes, how many times? For how long?.....

28. Do you use Italian when you (please circle):

Play videogames online / Write to an e-pal (a friend to whom you send e-mails) / Communicate in online social networks (Facebook, Instagram etc.)

29. Do you speak Italian as a member of an Italian (please circle):

Club / Society / Interest group / Recreational group

If Yes, which one?

Section E-An experience of italian language and culture

30. Upload/Send us a photo which shows an experience of Italy/Italians that you have had.

31. Now, in 4 or 5 sentences tell us a story of this experience. Why did you choose it? Who was there? What happened? Why is it memorable? What is the connection with the Italian language and culture?

.....
.....
.....
.....
.....

APPENDIX B



University of South Australia

University of
South Australia

Human Ethics Application

Application ID : 201195
Application Title : Perceptions and Experiences of Italianness: the perspective of young people
Date of Submission : 05/06/2018
Primary Investigator : Dr Matteo Farina; Chief Investigator
Other Personnel : Dr Enza Tudini; Chief Investigator
AsPr Angela Scarino; Chief Investigator

Create New Ethics Application

Create New Ethics Application

The following provides brief information on how to complete an online ethics application. For more detailed information, please refer to the User Guides available at [the UniSA website](#). Please note that there is also a User Guide for the Principal Supervisor to assist supervisors with the review of student applications. The User Guides also detail the process to follow should you be required to respond to reviewer's comments.

The System allows researchers to complete and submit human ethics applications electronically. Applicants navigate their way through the application by answering a number of questions. Sections, pages and / or questions appear based on the answers to previous questions therefore it is advisable that you complete questions sequentially in order to avoid skipping questions unintentionally. At times, word limits may prevent you from providing all the information you need to include. If this is the case, please include the necessary information as either a separate document and add it as an attachment (function available on the left hand menu available from the Attachments Section), or as a page comment. Please refer to the User Guides if you are unsure how to use these functions.

Please ensure you enter requested information in the sections available on the screen's left hand menu (Investigators, Attachments etc). Submitted applications that do not contain the required information will be returned to you and therefore the review process will be delayed. Refer to the User Guides if you are unsure how to use these functions.

ANSWERING QUESTIONS

It is important to take time to answer each question carefully and fully before progressing to the next question. By doing so, you will minimise the request for more details from the reviewers and/or prevent potential system errors.

Please note that the system will time out after 40 minutes of inactivity and any unsaved answers will be lost.

Each section of the online form can be saved by clicking the 'save' icon on the toolbar at the top right corner of the page. Each page is saved automatically when you click the green arrow to move on to the next section.

The research activity must not commence until ethics approval is finalised.*

I agree

Investigator

Investigator

1 Is primary applicant a student? Please select 'Yes' if you are a student; if you are a staff member answer 'No'*

Yes

No

2 **Please ensure that you mark the Primary Contact (usually the Chief Investigator) for this protocol as "Primary". (Please click on the name and select 'Yes' to 'Primary?' field).**

Use the Name/ID search function to search for and add other investigators. Select their position/role from the dropdown box.

To save your changes, click the OK button at the right bottom corner of the form. *

1	Given Name	Matteo
	Surname	Farina
	Full Name	Dr Matteo Farina
	System code of Position held	Chief Investigator
	User Person Code	123216
	Primary?	Yes
	AOU system code	School of Creative Industries
	Organisation	
	Organisation Name	
2	Given Name	Angela
	Surname	Scarino
	Full Name	AsPr Angela Scarino
	System code of Position held	Chief Investigator
	User Person Code	082178
	Primary?	No
	AOU system code	School of Creative Industries
	Organisation	
	Organisation Name	
3	Given Name	Enza
	Surname	Tudini
	Full Name	Dr Enza Tudini
	System code of Position held	Chief Investigator
	User Person Code	000253
	Primary?	No
	AOU system code	School of Education
	Organisation	
	Organisation Name	

2.1 Please provide your contact phone number if you agree to it being used by Ethics Administrators to follow up any points requiring clarification.

+61412700795

Prior Assessment

Project Core Details

Primary AOU*

School of Creative Industries

Ethics category code*

Human Ethics

Application Title*

Perceptions and Experiences of Italianness: the perspective of young people

Non-UniSA HREC

UniSA HREC seeks to avoid the unnecessary duplication of ethical review. If your ethics application has already been approved by another Australian Human Research Ethics Committee, you should attach a copy of the full application submitted to the other HREC and the approval letter. The remainder of this application form will then be automatically shortened. UniSA HREC will review these documents, and if satisfied, will ratify the decision of the other committee.

1.1 Has another Australian, [NHMRC-registered](#) Human Research Ethics Committee (other than UniSA) reviewed this research project before and does this clearance/approval accurately describe the project as it is to be conducted? *

- Yes
 No

UniSA HREC

- 2.1 Is this application a resubmission of an application that was considered by UniSA HREC and the decision was 'Not Approved: Resubmit', 'Not Approved' or 'Approved subject to' and the status has expired (ie amendments were not made within the 6 month timeframe). Please note if your application is "Approved subject to" and 6 months **has not** lapsed then you should use the original application submitted to make the required changes. *
- Yes: Not approved: resubmit
- Yes: Not Approved
- Yes: Approved subject to and the status has expired
- No

Project Scope

Project Scope

- 11.1 Is the activity archival research? A large proportion of activity involving the analysis of documents, publicly available information, or previously collected data may be outside the scope of the University's human research ethics arrangements. *
- Yes
- No
- 11.2 Is the work being conducted only for UniSA administrative / service delivery purposes? *
- Yes
- No
- 12.1 Should the work be characterised as quality assurance or an audit, rather than human research within the scope of the University's human research ethics arrangements? *
- Yes
- No
- 12.2 Is the work a practical exercise or test conducted for teaching purposes in a University administered facility? ([Guidelines for Evaluation Activities Involving UniSA Students and Staff](#)) *
- Yes
- No
- 13.1 Is the work a routine experiment or procedure conducted for teaching purposes in a University administered facility? *
- Yes
- No
- 13.2 Is the work / data collection conducted by a student only for teaching / learning purposes? *
- Yes
- No

Initial Check

The purpose of this 'Initial Check' is to direct your ethics protocol to the appropriate level of review.

If you were **not** notified that your protocol was assessed as Exempt or Negligible risk, please click **Continue**.

However, if the previous screen stated that your protocol was assessed as being either Exempt or Negligible risk, please click **Finish**.

*

- Continue
- Finish

Project Details

Ethics Training

- 3.1 Have you had human ethics training in the last 24 months? (Please do not include training you have attended regarding how to use the online ethics system)*
- Yes
- No

Project Type

- 4.1 Main type of research (e.g. staff, PhD). *

Research

4.2 Are there any other types of research involved (not identified in 4.1) . Please select all that apply*

- None
- Honours
- Other
- Course Approval
- PhD
- Masters by Coursework
- Masters by Research
- Professional Doctorate
- Undergraduate
- Graduate Diploma/Graduate Certificate
- Staff

4.3 Please list which school(s) the UniSA researcher(s) is/are from?*

School of Creative Industries

Project Details

5.1 Plain English title*

Perceptions and Experiences of Italianness: the perspective of young people.

5.2 What are the aims of your research?*

The aim of this project is to investigate young's people (aged 10-18) perceptions of and affiliation with the Italian language and culture.

5.3 List your research questions or hypotheses. Your protocol should clearly identify the questions which you want your research to answer. *

Two groups of participants will participate in this study:
-Group 1 participants: consisting of young people aged 10-18 who are 3rd or 4th generation children of Italian migrants to Australia
-Group 2 participants: consisting of young neo-migrants. Neo-migrants are young Italians aged 10-18 who have recently migrated to Australia or are sons or daughters of Italian parents who have recently migrated to Australia.

The research question for Group 1 participants is:
-how do young people perceive their participation in and affiliation with the Italian language and culture as 3rd or 4th generation Italian migrants?

The research question for Group 2 participants is:
-how do young people perceive their affiliation with the Italian language and culture in the context of the integration into life in English speaking Australia?

5.4 Explain the need for, and value of, your research. Place the aims in the context of existing research or practice AND what your study does to add to existing literature. (You must include a list of not more than 10 key references as an attachment to support your answer to this question. These are to be attached to the Attachments section of this application).*

In Australia young people may have a different experience of and affiliation with the Italian language and culture. For some this may be a connection with the migration history of their own family as 3rd or 4th generation Italian migrants; for others it could represent a sense of community affiliation and for others it may be part of their own identity as neo-migrants (Bianco, 2005; De Mauro, 1996).

In addition, the Italian language and culture now permeates as all aspects all aspects of contemporary Australian society while at the same time, with globalisation and technological advances Italy has expanded its efforts with respect to "l'italiano nel mondo" (Italian around the world). In this context it becomes crucial to investigate the perspective of young people on Italy, Italians, the Italian language and culture and their affiliation with this language and culture.

This qualitative research will employ an on-line survey and in-depth interviews to gather data. On the basis of the data gathered a report will be prepared to present the findings of this study. This report is intended to be disseminated widely both locally and nationally to the Italian community, to teachers of Italian, and other interested parties.

5.5 Please describe your research design and methodology (e.g. where will the data collection occur, what will participants be asked to do during the course of data collection, how long will the interview/focus groups/filling out the questionnaire take, etc).*

Data will be gathered using:
1-an online survey: this survey will consist of multiple-choice and open questions created using the website SurveyMonkey.com. The survey will be distributed to young people (aged 10-18) through the networks of the Dante Alighieri Society, the Com.It.Es SA (Committee for Italians Abroad) and SAATI (South Australia Association of Teachers of Italian). A link to the survey will be available on the websites of these associations/organizations and it will consist of 30 to 35 questions. Approximately 10 minutes will be required to complete the online survey;
2-in-depth interviews: 10 interviews will be conducted with 10 young people selected from the respondents of the online survey. The cohort will include participants of different age groups and profile characteristics. The interviews will enable participants to elaborate on their responses to the online survey through facilitated discussion with the interviewer/s. The length of the interviews will be of 20-30 minutes approximately.

Resources

Project Funding

6.1 Have you applied for funding for this project from any external source?*

- Yes and application for the funds has been successful
- Yes but the outcome of the application is not yet known
- No

6.2 Please select the relevant project. If your project is not listed in the options provided, you may need to list all investigators involved on the project first as the funded project may be listed under their name.

This question is not answered.

6.3 Does your project appear in the list provided above? *

- Yes
- No

6.3.1 What is the name of the fund source?*

Com.It.Es South Australia

6.3.2 What is the title of the funded project?*

Perceptions and Experiences of Italianness: the perspective of young people

6.3.3 How much funding have/will you receive? *

AUD 10,000.

6.4 Does the funding/support provider(s) have a financial interest in the outcome of the research?*

- Yes
- No

6.5 Will the project be supported in ways other than direct funding (eg in-kind support/equipment by an external party)? *

- Yes
- No

6.5.1 Describe the support and indicate the provider.*

This project will be supported by the Italian Consulate, the Dante Alighieri Society, Com.It.Es South Australia and SAATI. Group 1 and 2 participants will be recruited through the networks of the Dante Alighieri Society, Com.It.Es South Australia and SAATI. The Dante Alighieri Society, Com.It.Es South Australia and SAATI will invite their members to participate in the online survey. Invitations will be sent via e-mails, word of mouth, social media pages and the websites of these organizations and societies. A briefing meeting will be held with key representatives of these organisations to describe the project. A link to the online survey, the consent form and a file containing the description of this project will be published on the website of these institutions and societies.

Project Funding cont.

7.1 Does any member of the research team have any affiliation with the provider(s) of funding/support, or a financial interest in the outcome of the research?*

- Yes
- No

7.1.1 Describe affiliation(s) and/or interest(s).*

Associate Professor Angela Scarino is a member of the committee of Com.It.Es SA. Associate Professor Angela Scarino has no financial interest in this project.

7.1.2 Do you consider the relationship between the research team and the funding/support provider constitutes:*

- A potential duality of interest
- A potential conflict of interest
- No ethical issue

7.1.3 Provide an explanation.*

Although Associate Professor Angela Scarino is a member of the committee of Com.It.Es SA, she will not receive any salary for her involvement in this project. In addition, Com.It.Es SA is a not for profit organisation.

7.2 Does any other individual or organisation have a vested interest in the outcome of this research?*

- Yes
- No

7.3 Are there any restrictions on the publication of results from this research?*

- Yes
 No

Ownership of Data

8.1 Detail who will own the data and the results of your research (student researchers normally own their own research and data unless there is a written agreement between the student and the University / third party; staff research and data is normally owned by UniSA). Please select all that apply.*

- UniSA
 Student researcher
 Other

8.2 Does the owner of the information or any other party have any right to impose limitations or conditions on the publication of the results of this project?*

- Yes
 No

8.3 Please note that it is the researcher's responsibility to ensure that, where required, an appropriate agreement is in place. If you are unsure whether this is needed, please consult the [Intellectual Property website](#). Do you require an agreement regarding ownership or do you currently have an agreement in place?

Please note that a signed agreement will usually be required where:

- A research team includes both students and staff; or
- Where researchers from different institutions are collaborating on a project.*

- An agreement is required
 A signed agreement is in place
 An agreement is not required

Data: storage, access, disposal

9.1 The information which will be stored at the completion of this project is of the following type(s). Please select all that apply.*

- Individually identifiable
 Re-identifiable
 Non-identifiable

9.1.1 Give reasons why it is necessary to store information in identifiable or potentially identifiable form (coded).*

Interviews will be used to collect data for this project. Voices of participants involved in these interviews will be stored as audio files at the completion of this project. These voices will be potentially identifiable.
 In addition, as part of the online survey of this project participants will be required to upload a photo which shows an experience of Italy/Italians. Although the original photos may be potentially identifiable, identifiers, such as the faces of people who might appear in the photos will be deleted from the files saved at the completion of this project .

9.2 Where will the data be stored? University policy requires researchers to store a copy of the data onsite at UniSA, usually in the relevant School Office (please specify the campus and office/room location e.g. Mawson Lakes Campus, RM GP2-19). Please refer to the University's [Ownership and Retention of Data Policy](#).*

Data will be stored at Magill Campus, Room B1-14 and online on the website SurveyMonkey.com.

9.3 For how long will the information be stored after the completion of the project? Why has this period been chosen? *

Data will be stored for 5 years.

9.4 In what formats will the information be stored during the research project? (eg. paper copy, computer file on floppy disk or CD, audio tape, USB memory stick, videotape, film) *

Information will be stored as computer files on a computer protected by password located in a locked office at Magill Campus. Also data stored on the website SurveyMonkey.com will be protected by password.

9.5 How will information, in all forms, be disposed of after the retention time has lapsed? (Please refer to the [Ownership and Retention of Data](#) Policy. The Head of School (or equivalent) must be aware of this process).*

The electronic computer files will be deleted after the retention time has lapsed. In addition, data saved on the online survey platform will be exported and deleted as soon as possible after all data has been collected to protect this information

9.6 Will any other individual(s), organisation(s) or researcher(s) (other than those listed on the Investigators & Supervisors section) have authority to use or have access to the information?*

- Yes
 No

9.7 Specify the measures to be taken to ensure the security of information from misuse, loss, or unauthorised access while stored during the research project. (eg. Will identifiers be removed and at what stage? Will the information be physically stored in a locked cabinet?)*

After the data collection, data will be transcribed. Identifiers, such as the name and surname of participants and the faces of people who might appear in the photos collected using the online survey will be removed/covered during the transcription phase. Moreover, data from the online survey platform will be exported and deleted from the survey platform as soon as possible after all data has been collected.

- 9.8 If the principal researcher leaves UniSA prior to the finalisation of data collection and/or before the storage retention time has lapsed, the researcher(s) will comply with the Universities [Ownership and Retention of Data Policy](#) in relation to the storage of data / information collected for, used in, or generated by this project.*
- I agree
- I do not agree

Insurance Cover

10.1 Insurance Cover for your research

Improvements have been made in the recording and assessment of the insurance cover for research projects. Your responses to selected ethics application questions will be assessed to determine whether your research activity is covered by the University's standard insurance cover or whether individual insurance assessment is required. Where individual insurance assessment is required the ethics team will email you to obtain any additional information not available from your ethics application.

10.1.2 Standard insurance conditions

Standard insurance conditions continue to apply to your research. These are based on (1) obtaining full ethics approval prior to commencement of any research activities, (2) on the presentation of appropriate agreements in place with collaborators, and (3) on maintaining personal and professional integrity in all your research activities.

Further Information

Please refer to the [Insurance website](#) for further information about insurance cover.

If you have any questions about insurance for your project please contact humanethics@unisa.edu.au.

Research type and participants

Research type

- 14.1 This project involves: Research using...(Please select all that apply.)*
- Qualitative methods
- Quantitative methods, population level data or databanks, e.g. survey, epidemiological research
- None of the above
- 14.2 What research methodologies will you use? (Please select all that apply.) *
- Anonymous questionnaires
- Internet questionnaires
- Evaluation research
- Observation of participant's usual activities
- Observation of an activity set up for the purposes of the study
- Access to medical records
- Access to records containing intimate, individually identifiable information, not publicly available
- Experiment or testing of a procedure, drug or equipment
- Use of biological hazards, GMOs or pathogenic organisms
- Use of carcinogenic and/or toxic chemicals, including heavy metals
- Use of Radiation (Ionising and/or Non-ionising, but not Ultrasound)
- Other
- Questionnaires requesting intimate personal, identifying, or sensitive information
- Other questionnaires
- Face to face interviews which do not request personal or sensitive information
- Face to face interviews which request personal or sensitive information
- Telephone survey which does not request personal or sensitive information
- Telephone survey which requests personal or sensitive information
- Focus groups
- Action Research
- 14.2.2 Is it intended that the interview/focus group transcript will be shown or made available to participants?*
- Yes
- No
- 14.2.2.1 Why is it considered important that participants have access to this information?*
- To build the trust of the respondents in the research team.
- 14.3 Will you be audio-taping, video-taping, or taking photographs of participants during the course of the study? Please select all that apply.*

- Audio-taping
- Videotaping
- Photographs
- No

14.3.1 Why is it necessary to collect data in this form?*

The interviews will be recorded and transcribed for more accurate analysis. In case someone other than the researchers involved in this project will be asked to transcribe the data, the transcriber will be asked to sign a confidentiality agreement.

Participant information

15.1 How many participant groups are involved in this research project? *

2.00

15.2 Please provide the details as an **attachment** for each participant group. **(To upload your attachment, please click on the Attachments section of the application on the left hand side of the screen)**

15.3 What is the expected total number of participants in this project at all sites?*

100.00

15.3.1 Please provide details of how many participant groups will be involved, the number of participants in each group, the age range of the participant groups, the relevant characteristics of each group and what each participant group will be required to do? e.g. pilot study group, main study group, interview group, focus study group, experimental group, control group etc. If required, please add a document to the Attachments page in response to this question.*

Two groups of participants will be involved in this research project:
 1-Group 1 participants: this group will consist of young people aged 10-18 who are 3rd or 4th generation children of Italian migrants to Australia
 2-Group 2 participants: this group will consist of neo-migrants. Neo-migrants are young Italians aged 10-18 who have recently migrated to Australia or are sons or daughters of Italian parents who have recently migrated to Australia.

Groups 1 and Group 2 participants will be recruited using the networks of the Dante Alighieri Society, SAATI and Com.It.Es SA. Participants in Group 1 and 2 will be aged 10-18.

Group 1 and 2 participants will be required to complete an online survey.

10 participants selected from both Group 1 and Group 2 will be required to participate in in-depth interviews to elaborate on their responses to the online survey. Selection of participants for the interviews will be made based on the survey responses; a selection will be made to capture members from each of the 2 groups and across the age span.

A total of 100 participants including participants from both Group 1 and 2 are expected to participate in this study.

15.3.2 Please justify the chosen sample size.*

The sample size will provide a sufficient number for a pilot study.

Selection of participants

16.1 What process(es) will be used to identify potential participants?*

Group 1 participants consists of young people aged 10-18 who are 3rd or 4th generation children of Italian migrants while Group 2 participants consists of neo-migrants. Neo-migrants are young Italians aged 10-18 who have recently migrated to Australia or are sons or daughters of Italian parents who have recently migrated to Australia.

16.2 Will potential participants be 'screened' or given a test/questionnaire to assess their suitability as a participant for the study?*

Yes

No

16.3 Describe how initial contact will be made with potential participants.*

Initial contacts will be made using the networks of the Dante Alighieri Society, SAATI and Com.It.Es SA. An invitation to participate in this study will be sent via e-mail and posted on the websites and the social media pages of the Dante Alighieri Society, SAATI and Com.It.Es SA. The initial invitation e-mail will be sent by the Dante Alighieri Society, SAATI and Com.It.Es SA on the researchers' behalf so as to protect the identify and contact details of their members. A briefing meeting will be held with key representatives of these organisations to describe the project.

16.4 Is an advertisement, e-mail, website, letter or telephone call proposed as the form of initial contact with potential participants?*

Yes

No

16.4.1 Please detail how this will be used and/or whether any approval is needed to use this contact method. **Please attach any relevant documents to the Attachments section of this application.***

E-mails, websites and the social media pages of SAATI, the Dante Alighieri Society and Com.It.Es SA will be used to invite potential participants to participate in this study. Written approval to recruit participants will be sought from an appropriate authority within SAATI, the Dante Alighieri Society and Com.It.Es SA.

16.5 List the selection and, if appropriate to your study, the exclusion criteria for participants.*

Selection criteria for participants:

1-Group 1 participants are young people aged 10-18 who are 3rd or 4th generation children of Italian migrants to Australia
2-Group 2 participants are neo-migrants. Young Italians aged 10-18 who have recently migrated to Australia or are sons or daughters of Italian parents who have recently migrated to Australia.

Selection of participants for the interviews will be made based on the survey responses; a selection will be made to capture members from each of the 2 groups and across the age span.

16.6 If it became known that a person or participant group was recruited to, participated in, or was excluded from the research, would that knowledge expose the person to any disadvantage or risk?*

- Yes
 No
 Not Applicable

Project start, end, location details

17.1 Will the research be undertaken in Australia?*

- Yes
 No

17.1.1 In which town(s)/city(ies)/State(s) of Australia will the research be undertaken in? *

South Australia

17.1.2 In how many Australian organisations will the research be conducted? (Please list all organisations where participants will be specifically recruited from e.g. if recruiting UniSA staff or students, you have at least 1 organisation)*

3.00

Please note: you must obtain written approval from the organisations where the research will be undertaken and either attach the letter to the application or forward this to the Ethics and Compliance Officer before final approval can be granted for the project. Please refer to [UniSA/organisation approval](#) for additional information on the type of approval needed.

17.1.2.1 Please enter the details for the Australian site(s) where participants will be recruited from, the location of the organisation, the anticipated start date for the site and the anticipated end date for the site.*

Participants for the online survey will be recruited using the networks of the Dante Alighieri Society, Com.It.Es South Australian and SAATI (South Australia Association of Teachers of Italian).
Ten interviewees will be selected from participants in the online survey. Interviews will take place at the premises of Com.it.es (262a Carrington St, Adelaide 5000) or at Magill Campus (St Bernards Rd, Magill 5072).
Both the online survey and interviews will take place between July-September 2018.

17.2 Will the research be undertaken overseas?*

- Yes
 No

17.3 Are there any time-critical aspects of the research project of which the review committee should be aware?*

- Yes
 No

Irregular consent process

Limited disclosure/waive consent

18.1 Does the research involve limited disclosure to participants? Refer to Chapter 2.3 of the [National Statement](#).*

- Yes
 No

18.2 Are you asking the HREC / review body to waive the requirement of consent? Refer to Chapter 2.3 of the [National Statement](#).*

- Yes
 No

Covert Observations

19.1 Does the research involve covert observation? Refer to Chapter 2.3 of the [National Statement](#).*

- Yes
 No

Deception

- 20.1 Does the research involve deception? Refer to Chapter 2.3 of the [National Statement](#).*
- Yes
- No

Project Type

Project Type

- 21.1 Does the research involve any of the following? Please select all that apply.*
- Drugs; narcotics; poisons; ingestion/injection of placebo, or an invasive procedure administered
- Clinical trials
- Cellular therapy
- Collection and/or use of human samples (eg tissue; blood or other body fluid collection/extraction)
- Genetic testing and/or genetic research
- Human gametes or use or creation of human embryos
- A practice or intervention which is an alternative to a standard practice or intervention
- Investigating workplace practices which could possibly impact on workplace relationships
- Conducting the research overseas and recruiting participants
- None of the above

Participants

Recruitment

- 38.1 Who will you be recruiting as participants for this study? Please select all that apply.*
- General public (over 18 years of age)
- Members of a collectivity
- People who may be involved in illegal activity
- UniSA staff
- UniSA students
- Not recruiting participants
- Other
- People whose first language is not English
- People who are illiterate
- Pregnant women/human foetus
- Children
- People who are in a dependent or unequal relationship
- People who are highly dependent on medical care
- People with a cognitive impairment
- Aboriginal and/or Torres Strait Islander peoples

- 38.2 Does the research involve issues likely to be considered significant to Indigenous peoples?*
- Yes
- No
- Not Applicable

Children

You have indicated that the research involves the recruitment of children. Please refer to Chapter 4.2 of the [National Statement](#) when answering the following questions.

- 44.1 Indicate from whom consent for the participation of these children/young people will be sought. (You may select more than one option of the following.)

- 44.1.1 Child or young person participant*

- Yes
- No

- 44.1.1.2 Explain why the consent of the child/young person will not be sought.*

Participants in this project will be children aged 10-18. Consent for children aged 10-17 will be sought from parents online using the websites of the Dante Alighieri Society, Com.It.Es SA and SAATI. Children who are 18 years old will directly be asked to give consent to participate in this study.

- 44.1.2 Parent/ guardian*
- Yes
- No
- 44.1.3 A person or organisation required by law*
- Yes
- No
- 44.2 Describe the consent process, i.e. how those who are consenting for the children or young people will be informed about and choose whether or not to participate in the research.*
- The consent form to participate in this study will be available online and published on the websites of the Dante Alighieri Society, Com.It.Es SA and SAATI. Parents of children who will participate in this study as well as children aged 18 will have to download the consent form, complete it and send it via e-mail to Matteo.Farina@unisa.edu.au.

An information session for people interested in participate in this research project will be organised in collaboration with the Dante Alighieri Society, Com.It.Es SA and SAATI. Information regarding this session will be posted on the websites of the Dante Alighieri Society, Com.It.Es SA and SAATI.

The consent process will be discussed with representatives of the Dante Alighieri Society, Com.It.Es SA and SAATI during the briefing meeting.
- 44.3 Is the participation of children or young people indispensable to this research?*
- Yes
- No
- 44.3.1 Explain why the participation of children is indispensable.*
- The aim of this project is to investigate how young people perceive their experience of and affiliation with the Italian language and culture. Therefore, their participation is indispensable.
- 44.4 How has this study been designed to be appropriate for children or young people?*
- This study has been designed to preserve young people's best interest. Consent to participate in this study will be sought from parents/guardians. Questions included in the online survey regard matters which do not involve sensitive personal information or personal or family relationships. They are mainly based on the young people's knowledge of the Italian culture and use of the Italian language.

Finally, although consent to participate in this study will be sought from parents, participants in the in-depth interviews will be asked whether they are willing to participate in this study. Parental consent will be sought for participants in the interviews who are aged 10-17.
- 44.5 Explain why their participation is not contrary to the best interests of the children or young people.*
- Participation in this study is not contrary to the best interests of young people involved because it does not involve the disclosure of sensitive information that may affect young people or their relationships with their families.
- 44.6 Is the research contrary to the best interests and /or welfare of the minors?*
- Yes
- No
- 44.7 Are there any children not of sufficient maturity to consent to participation?*
- Yes
- No

Risk to Participants

Risk to Participants

- 51.1 Please select all that apply. This research project:*
- Has the potential to expose participants to potential civil, criminal or other proceedings
 - Makes it possible for third parties to identify participants
 - Offers an inducement which could be considered coercive
 - Involves participation of people who legally cannot provide voluntary & informed consent
 - None of the above
 - Involves a risk of physical injury
 - Involves human exposure to ionising and/or non-ionising radiation (including X-ray)
 - Involves exposure to disease or infection
 - Involves pain or significant discomfort
 - Involves psychological or emotional stress
 - Involves sensitive personal information
 - May expose participants to potential loss of professional reputation,market standing; employability
 - May result in significant negative impact upon personal relations

Ability to provide Legal Consent

You have indicated that this research involves the participation of people who legally cannot provide voluntary and informed consent for their participation in research. Please refer to Chapter 2.2 of the [National Statement](#) when answering the following questions.

65.1 Are appropriate (and legal) supplementary consent mechanisms to be used?*

- Yes
 No

This question is not answered.

65.2 Are the risks associated with the research easily minimised or managed? *

- Yes
 No

This question is not answered.

65.2.1 Please provide details.*

This question is not answered.

Right to Privacy

66.1 Does the Commonwealth Privacy Act apply to the research (eg access to identified personal data held by third parties subject to privacy regimes)? Refer to the

[Privacy law](#).*

- Yes
 No

Collection Method

Collection Method

67.1 Data collected for this research project will be collected directly from participants (e.g. they are completing a question about themselves, their thoughts, their opinions etc).*

- Yes
 No

67.1.1 **Information which will be collected for this research project directly from the participant**

67.1.2 Describe the information that will be collected directly from participants. Be specific where appropriate.*

Information will consist of:
1-responses provided by Group 1 and 2 participants to the online survey. These responses will contain information regarding young people background (age, school level, country of birth, etc.) as well as information regarding their knowledge and use of the Italian language (if they speak this language at home and with whom). Finally, one question of the online survey will ask participants to upload a photo which shows an experience of Italy/Italians. Participants will be asked to comment on this photo.
2-responses provided during the interviews will consist of young people's perceptions of and affiliation with the Italian language and culture.

67.1.3 The information collected by the research team about participants will be in the following form(s). Please select all that apply.*

- Individually identifiable
 Re-identifiable
 Non-identifiable

67.1.3.1 Give reasons why it is necessary to collect information in Individually identifiable or Re-identifiable form.*

Data collected using the online survey will be individually identifiable because:
- researchers will need to contact participants who they wish to invite to participate in the in-depth interviews
- researchers will use interview responses to compare them with survey results
- researchers will use survey/interview responses to link them to consent forms. Consent forms will be collected separately from the survey responses
- participants in the online survey will be asked to upload a photo. These photos might be potentially identifiable
- researchers will audio record voices of participants in the interviews.

67.2 Data collected for this research project will be collected from another person about the participant (e.g. asking participants' doctors about their patients medical history).*

- Yes
 No

67.3 Will data collected for this research project involve the use or disclosure of information by an agency, authority or organization (other than UniSA)? (e.g. accessing participants' medical records)*

- Yes
 No

67.4 Data collected for this research project will involve using information which you or your organisation collected previously for a purpose other than this research project?*

Yes

No

67.5 Describe and justify how you will analyse the data collected from or about the participants.*

Survey data will be analysed using quantitative methods. Mainly statistical methods.
Interview data will be analysed using qualitative methods. More precisely, discourse and conversational analysis.

67.6 Select all that applies to this project from the following:
Information collected for, used in, or generated by, this project.. *

- Will not be used for any other purpose
- Will/may be used for another purpose by the researcher for which ethical approval will be sought
- Will establish a database/collection or register for future use (ethical approval will be sought)
- Will/may be made available to a 3rd party for subsequent use (ethical approval will be sought)
- Other

67.6.1 How might the data be used for the additional purpose? (Please note that the participant information sheet should specify that the data collected may be used for another purpose).*

Information collected during this study may be used for the preparation of a report, a journal article and possibly a conference paper.

Participants Relationships

68.1 Is there an existing relationship or one likely to arise during the research, between the potential participants and any member of the research team or an organisation involved in the research?*

- Yes
- No

68.1.1 Specify the nature of any existing relationship or one likely to arise during the research, between the potential participants and any member of the research team or an organisation involved in the research.*

Some participants may be known to the researchers. They could share a friendship with them or be their family members.

68.1.2 Describe what steps, if any, will be taken to ensure that the relationship does not impair participants' free and voluntary consent and participation in the project.*

Although researchers may know some of the participants involved in this study, the nature of this study is not likely to impact on participants' consent to participate in this research. However, participants invited to take part in the interviews will be asked whether they prefer to be interviewed by a researcher they do not know or share a relationship with.

68.2 Does the researcher / investigator have another role in relation to the participant?*

- Yes
- No

68.3 Will the research impact upon, or change, an existing relationship between participants and researcher / investigator or organisations?*

- Yes
- No

Consent

69.1 Will consent for participation in this research be sought from all participants? Refer to Chapter 2.2 of the [National Statement](#).*

- Yes
- No

69.1.2 Will there be participants who **have** capacity to give consent for themselves?*

- Yes
- No

69.1.2.1 What mechanisms / assessments / tools are to be used, if any, to determine each of these participant's capacity to decide whether or not to participate?*

Parents of young people aged 10-17 will be asked to give consent to participate in this study. Participants who are 18 years old will be asked to give consent for themselves.

69.1.3 Will there be participants who **do not have** capacity to give consent for themselves?*

- Yes
- No

69.1.3.1 Specify why these participants do not have capacity to give consent for themselves.*
Some of the participants in this study may be too young to have the capacity to give consent for themselves to participate in this research.

69.1.3.2 By whom will consent for these participants be given?*

Parents/guardians.

69.1.3.3 On what basis is it believed that these people have legal authority to give consent for these participants?*

They will be the parents/guardians of the children involved in this project.

Consent Process

70.1 Describe the consent process, ie how participants or those deciding for them will be informed about, and choose whether or not to participate in, the project.*

Participants will be fully informed of the project and its aims (see attached information sheet). More precisely, potential participants/the parents of potential participants will have access to the Participant Information Sheet which will be made available on the websites of the Dante Alighieri Society, Com.It.Es SA and SAATI. Potential participants/the parents of potential participants will be asked to read the Participant Information Sheet at the beginning of the online survey so that they are well informed about the project and what their/their child's involvement entails and have adequate opportunity to contact the researchers to ask any questions, if need be. They will also be asked to download the consent form from these websites, complete it and send it via e-mail to Matteo.Farina@unisa.edu.au prior to completing the survey and interview.

70.2 If a participant or person on behalf of a participant chooses not to participate, are there specific consequences of which they should be made aware, prior to making this decision?*

Yes
 No

70.3 If a participant or person on behalf of a participant chooses to withdraw from the research, are there specific consequences of which they should be made aware, prior to giving consent?*

Yes
 No

70.4 Can individual participants be identifiable by other members of their group? (e.g. co-workers, focus group members etc.)*

Yes
 No

70.7 Will consent be specific or extended or unspecified? Refer to statements 2.2.14-2.2.18 of the [National Statement](#).*

Specific
 Extended
 Unspecific

70.7.1 Provide reasons why this form of consent has been chosen. *

Data might potentially be used for future research projects that are an extension of, or closely related to, this project. Ethics approval for other related research projects will be sought.

Risks and Benefits

Risks and Benefits

Please note that when answering the following questions, only risks beyond those encountered in everyday life are relevant. Refer to Chapter 2.1 of the [National Statement](#).

71.1 Are there any risks to participants as a result of participation in this research project (eg physical, psychological, spiritual, emotional, legal, social, financial well-being, employability or professional relationships)?*

Yes
 No

71.2 What expected benefits will this research have for the wider community?*

This project is about the perception that young Australians have of their participation in and affiliation with the Italian language and culture. This research will provide the wider community with an understanding of how young Australians perceive and see their participation in and learning of the Italian language and culture. Findings of this study will provide a more accurate understanding of contemporary Australian society. In addition, this study will also contribute to create a better informed community that embraces the perspective of a young generation who is removed from the immigration history of previous generations.

71.3 What expected benefits (if any) will this research have for participants?*

Participants are likely to feel included in, and able to contribute to an issue that is of personal importance to them.

71.4 Are there any other risks involved in this research? eg. to the research team, the organisation, others (eg physical, psychological, spiritual, emotional, legal, social, financial well-being, employability or professional relationships)?*

- Yes
 No

Risks and Benefits cont.

72.1 Is it anticipated that the research will lead to commercial benefit for the investigator(s) and or the research sponsor(s)?*

- Yes
 No

72.2 Is there a risk that the dissemination of results could cause harm of any kind to individual participants - whether their physical, psychological, spiritual, emotional, legal, social or financial well-being, or to their employability or professional relationships - or to their communities?*

- Yes
 No

72.3 Describe how the members of the research team will monitor the conduct of the research. (e.g. Will regular meetings be held between researchers? Will student researchers be in regular contact with their supervisors? etc)*

Regular meetings will be held between researchers with identified milestones.

72.4 **It is mandatory for researchers to report suspected cases of child abuse/neglect, domestic violence, bullying, illegal activities, use of illicit substances, abuse of elderly persons, professional negligence etc.**

72.4.1 Is it likely that this will be disclosed during the course of the project?*

- Yes
 No

Researcher Training

73.1 List the relevant qualifications, experiences and /or skills of the research team which equip them to conduct this research.*

Dr Matteo Farina
Linguist and expert in conversation analysis.

Associate Professor Angela Scarino
Expert in Applied Linguistics and Director of the Research Centre for Languages and Cultures.
Extensive experience in languages education, second language learning, second language curriculum design, learning-oriented assessment, intercultural language learning and second language teacher education.

Dr Enza Tudini
Linguist and expert in Conversation Analysis and Second Language Acquisition.

73.2 Do the researchers involved in this research project require any additional training in order to undertake this research?*

- Yes
 No

Reporting of Results

74.1 Is it intended that results of the research that relate to a specific participant be reported to that participant?*

- Yes
 No
 Not Applicable

74.1.4 Explain/justify why results will not be reported to participants.*

Not necessary to report information about specific participants to individuals due to the nature of the research. All participants will be given access to the final research findings.

74.2 Is the research likely to produce information of personal significance to individual participants?*

- Yes
 No

74.3 Will individual participant's results be recorded with their personal records?*

- Yes
 No
 Not Applicable

74.4 Is it intended that all or some of the results that relate to a specific participant be reported to anyone other than that participant?*

- Yes
- No

74.5 Will research participants have the opportunity to receive a copy of your final report or summary of the findings if they wish?*

- Yes
- No

74.5.1 How will you provide a copy of the final report or summary of the findings?*

Participants will be emailed a copy of the final report on request.

Reporting of Results cont.

75.1 Is the research likely to reveal a significant risk to the health or well being of persons other than the participant (eg family members, colleagues)?*

- Yes
- No

75.2 Is there a risk that the dissemination of results could cause harm of any kind to individual participants - whether their physical, psychological, spiritual, emotional, social or financial well-being, or to their employability or professional relationships - or to their communities?*

- Yes
- No

75.3 How is it intended to disseminate the results of the research? Please select all that apply.*

- Thesis/dissertation
- Journal article/s
- Research paper
- Conference presentation
- Commissioned report
- Other

75.4 Will the confidentiality of participants and their data be protected in the dissemination of research results?*

- Yes
- No
- Not Applicable

75.4.1 Explain how confidentiality of participants and their data will be protected in the dissemination of research results.*

Through the process of deidentification, no individuals will be named in any of the publications and information which could lead to the identification of individuals will not be included.

Attachments

Attachments

Note: You can upload additional documents by clicking on the "Add New Document" link. Types of documents which should be attached include Reference List/Bibliography, Information Sheet, Consent Form, Copy of Research Tools, Consent Form, Internet Questionnaire, Interview Questions, Focus Group Questions, Details of Observational Aspects, Details of Action Research Process, Organisational Approval, etc.

The Human Research Ethics Committee pays particular attention to Participant Information Sheets and consider them to be public documents.

HREC requires researchers to conform to the [Participant Information Sheet Guidelines](#). Please refer to Chapter 2.2 (p20) of the National Statement.

A model consent form is available at [Model Consent Form](#). Please ensure all irrelevant information is deleted as there are numerous notes to the researcher included in the model consent form to assist researchers to draft their form.

*

Description	Reference	Soft copy	Hard copy
1. Reference List	bibliography.docx	✓	
2. Research Tools (or reasons as to why there aren't any)	Survey.docx	✓	
3. Participant Information Sheet (as applicable)	Participant Information Sheet.docx	✓	
Consent Form (as applicable)	Consent Form aged 10-17.docx	✓	
Others (as applicable)	Consent Form aged 18.docx	✓	
Interview Questions	Interview Questions 270618 - Ethics Application 201195.docx	✓	

Declaration

17/07/2018

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Declaration

The Primary Contact for this project is responsible for the application that is submitted and must be the one to agree to the following statement.

"On behalf of the research team for this project, I confirm that all members of the research have read the current NHMRC *National Statement on Ethical Conduct in Human Research*. The research team accepts responsibility for the ethical and appropriate conduct of the procedures detailed in this application, confirm that the research team will conduct this project in accordance with the principles described in the *National Statement*, and confirm that the research team will comply with any other condition laid down by the University of South Australia's Human Research Ethics Committee."*

I Agree

Please click on the *Action* tab on the left hand side of the screen and click *Submit*.

Instructions

Instructions

Please click on the *Action* tab on the left hand side of the screen and click *Submit*.

APPENDIX C

Apply for access to data and/or to undertake research

Status: New

Type of request

▼ Your request

* Are you a Department for Education employee?

Yes

No

* Application type:

approval to approach staff or students for research

access to existing data held by the department

* Are you submitting

a new application

a modification to an existing application

a resubmission

an expression of interest

Are you conducting a research project across more than one State or Territory and will you submit a national research project application?

Yes

Apply for access to data and/or to undertake research

Status: New

Applicant information

▼ Applicant's details

* Given name

Matteo

* Family name

Farina

* Phone

0412700795

* Email

matteo.farina@unisa.edu.au

▼ Your organisation details

* Organisation

University

Other organisation

* University

University of South Australia ▼

* Faculty/Department

School of Creative Industries

* Are you a student?

Yes

No

▼ Details of associate researcher or supervisor

* Does the associate researcher or supervisor attend the same university as the applicant?

Yes

No

* Name

Angela Scarino

* Position

Associate Professor

* Email

angela.scarino@unisa.edu.au

Phone

8 830 24775

▼ Public liability insurance

Upload a copy of your institution or organisation's public liability insurance

+ Add files...

Maximum allowed size per file is 1.0 MB.

Project team details

+ Add another team member

▼ Matteo Farina

Name

Matteo Farina

Role

Investigator

From the same organisation as applicant?

Yes

No

Do they have a current DHS or the relevant Working with children clearance (including Teachers Registration Board registration)?

Yes

No

Upload evidence of clearance

+ Add files...

Remove All

Maximum allowed size per file is 1.0 MB.

child screening clearance.pdf (/ISolutions.Forms.Service/FileContentsHandler.aspx?

formId=59630e47ad9c5a3aa8f420b1&applicationId=5bad6ef74d4331196c203989&controlName=Upload_evidence_of_clearance&path=Project_team_detail:

Uploaded

Remove

▼ Enza Tudini

Name

Enza Tudini

Role

Investigator

From the same organisation as applicant?

Yes

No

Do they have a current DHS or the relevant Working with children clearance (including Teachers Registration Board registration)?

Yes

No

Upload evidence of clearance

+ Add files...

Maximum allowed size per file is 1.0 MB.

Remove

Save

Next

[Outline of responsibilities \(documents/outline.html\)](#) | [Privacy \(documents/privacy.html\)](#) |

Apply for access to data and/or to undertake research

Status: New

Project information

▼ Project details

* Project title

Being and becoming Italian: the perspective of youth

* Have you submitted an application to a Human Research Ethics Committee (HREC)?

Yes

No

▼ HREC documents

* I will supply the HREC documents later

Yes

No

Please attach HREC application

+ Add files...

Maximum allowed size per file is 1.0 MB.

Please attach any HREC amendments

+ Add files...

Maximum allowed size per file is 1.0 MB.

Please attach HREC letter of approval

+ Add files...

Remove All

Maximum allowed size per file is 1.0 MB.

Human Ethics_Application approved - Matteo Farina.pdf (/iSolutions.Forms.Service/FileContentsHandler.ashx?

formId=59630e47ad9c5a3aa8f420b1&applicationId=5bad6ef74d4331196c203989&controlName=Please_attach_hrec_letter_of_approval&path=&fileIdentifier=H%20Matteo%20Farina.pdf)

Uploaded 

* Is the proposed project funded?

Yes

No

* Funding source

Com.It.Es (Committee for Italians Abroad)

* Funding amount

Approx AUD 10,000

* Have you discussed this project with someone in the Department for Education?

Yes

No

▼ Department for Education person

Name of person (if known)

Antonella Macchia

 Save

 Next

[Outline of responsibilities \(documents/outline.html\)](#) | [Privacy \(documents/privacy.html\)](#) |

Apply for access to data and/or to undertake research

Status: New

Project information

▼ Project summary

* What are your aims or objectives?

The aim of this project is to investigate young's people (aged 10-18) perceptions of and affiliation with the Italian language and culture.

* What methodology will you use for this project?

Quantitative and qualitative methodologies will be used to analyse data collected for this project:

1-Quantitative methods: mainly statistical, these methods will be used to analyse data collected using the online survey developed using the website surveymonkey.com

2-Qualitative methods: discourse and conversation analysis will be used to analyse data collected using in-depth interviews.

* Using this methodology, what results or findings will you obtain/create?

Findings of this study will provide researchers and the wider community with insights on how young people who are 2nd, 3rd or 4th generation children of Italian migrants to Australia as well as young neomigrants, young Italians aged 10-18 who have recently migrated to Australia, perceive their participation in and affiliation with the Italian language and culture.

* How will this information address your aims/objectives?

Data collected using the online survey and interviews will provide researchers with young people's perceptions on the Italian language and culture in South Australia.

* How will the research benefit children and young people, in the short or long term?

This project is about the perception that young Australians have of their participation in and affiliation with the Italian language and culture. This research will provide young people with an understanding of how they perceive and see their participation in and learning the Italian language and culture. Findings of this study will provide children and the wider community with a more accurate understanding of contemporary Australian society. In addition, this study will also contribute to create a better informed young community that understands the immigration history of previous generations.

* Briefly, what do previous studies or evidence show about your research aims/objectives?

In Australia young people may have a different experience of and affiliation with the Italian language and culture (Bianco & Aliani, 2013). For some of these young people this may represent a connection with the migration history of their own family as 2nd, 3rd or 4th generation Italian migrants; for others it could represent a sense of community affiliation and for others it may be part of their own identity as neomigrants (Bianco, 2005; De Mauro, 1996). In addition, the Italian language and culture now permeates all aspects of contemporary Australian society while at the same time, with globalisation and technological advances Italy has expanded its efforts with respect to

* What, if any, risks to staff, children and young people or families will arise from the project?

or their relationships with their families. In addition, this study has been designed to preserve young people's best interest. Consent to participate in this study will be sought from parents/guardians. Questions included in the online survey regard matters which do not involve sensitive personal information or personal or family relationships. They are mainly based on the young people's knowledge of the Italian culture and use of the Italian language. Finally, although consent to participate in this study will be sought from parents/guardians, participants in the in-depth interviews will be asked whether they are willing to participate in this study. Parental consent will be sought for participants in the interviews who are aged 10-17.

* What measures will be taken to address the risks above?

Participants, their parents/guardians will be fully informed of the project and its aims. More precisely, potential participants/the parents/guardians of potential participants will have access to the Participant Information Sheet which has been published online and it is available on the website surveymonkey.com. Potential participants/the parents/guardians of potential participants will be asked to read the Participant Information Sheet at the beginning of the online survey so that they are well informed about the project and what their/their child's involvement entails and have adequate opportunity to contact the researchers to ask any questions, if need be. They will also be asked to complete a consent form before completing the survey and interview.

 Save

 Next

[Outline of responsibilities \(documents/outline.html\)](#) | [Privacy \(documents/privacy.html\)](#) |

Apply for access to data and/or to undertake research

Status: New

Project information

▼ Publication

* Data and research findings will be released

For publication

Other

* Specify publication

Journal articles, conference paper and a report.

 Save

 Next

[Outline of responsibilities \(documents/outline.html\)](#) | [Privacy \(documents/privacy.html\)](#) |

Apply for access to data and/or to undertake research

Status: New

Project information

▼ Research participants

* Do you intend to approach sites or schools for your research?

Yes

No

Please attach draft letter to the person responsible for the site (e.g. school principal) asking for their permission to conduct

+ Add files...

Maximum allowed size per file is 10.0 MB.

Participant details

+ Add another participant group

▼ Group 1 participants

Participant group

Group 1 participants

Eligibility criteria

This group will consist of young people aged 10-18 who are 2nd, 3rd or 4th generation children of Italian migrants to Australia.

Number of participants required

50

Rationale

Participants in this group will provide researchers with their perceptions and affiliation with the Italian language and culture.

🗑 Remove

▼ Group 2 participants

Participant group

Group 2 participants

Eligibility criteria

This group will consist of neomigrants.
Neomigrants are young Italians aged 10-18 who have recently migrated to Australia or are sons or daughters of Italian parents who have recently migrated to Australia.

Number of participants required

50

Rationale

Participants in this group will provide researchers with their perceptions and affiliation with the Italian language and culture.

Remove

How will participants be recruited for this research? Specify the steps.

Add more steps

Activity/Step

Recruiting participants for the online survey

Who will do this

Principals

Please attach any information sheets that will be supplied to participants

Add files...

Remove All

Maximum allowed size per file is 1.0 MB.

Consent Form aged 10-17.docx (/iSolutions.Forms.Service/FileContentsHandler.ashx?

formId=59630e47ad9c5a3aa8f420b1&applicationId=5bad6ef74d4331196c203989&controlName=Attach_files&path=Recruitment%5B0%5D&fileIdentifier=C17.docx)

Uploaded

Remove

Activity/Step

In-depth interviews

Who will do this

Researchers

Please attach any information sheets that will be supplied to participants

Add files...

Maximum allowed size per file is 1.0 MB.

Remove

What will participants be asked to do?

Add more activities

Online survey

Type of activity

Online survey

Type of participants

Young people aged 10-18 who are 2nd, 3rd, 4th children of Italian migrants as well as neo-migrants, young Italians aged 10-18 who ha

How many participants?

Approximately 100

When will the activity take place?

October 2018-November2018

How much time will be required?

5-10 minutes

Where will the activity take place?

Online

 Remove

▼ In-depth interviews

Type of activity

In-depth interviews

Type of participants

Participants will be selected from the respondents to the online survey. The cohort will include participants of different age groups an

How many participants?

10

When will the activity take place?

November-December 2018

How much time will be required?

20-30 mins

Where will the activity take place?

University of South Australia Magill Campus

 Remove

▼ Department for Education administration support

*Will administrative support from the Department for Education be required?

Yes

No

Administrative support required from the Department for Education for the project

 Add more

Type of activity

1-Selecting potential participants 2-Sending an email to promote the survey;

Who will do this

1-Principals or teachers

Time required

15 minutes

When will the activity take place

During shool hours

Where will the activity take place

At school

Remove

▶

List of instruments/assessments/questionnaires

+ Add more materials

Name

Online Survey

Reason for including this measure

The survey will help researchers collecting demographic data about participants in this project as well as their perspectives on the Italian language and culture

Upload the attachment

+ Add files...

Remove All

Maximum allowed size per file is 1.0 MB.

Survey Final.docx (/iSolutions.Forms.Service/FileContentsHandler.ashx?
formId=59630e47ad9c5a3aa8f420b1&applicationId=5bad6ef74d4331196c203989&controlName=Upload_the_attachment&path=List_of_instrumentsassessme

Uploaded Remove

Remove

Name

In-depth interviews

Reason for including this measure

This tool will provide participants with an opportunity to elaborate on their responses to the online survey.

Upload the attachment

+ Add files...

Remove All

Maximum allowed size per file is 1.0 MB.

Interview Questions 270618.docx (/iSolutions.Forms.Service/FileContentsHandler.ashx?
formId=59630e47ad9c5a3aa8f420b1&applicationId=5bad6ef74d4331196c203989&controlName=Upload_the_attachment&path=List_of_instrumentsassessme

Uploaded Remove

Remove

Save

Next

Apply for access to data and/or to undertake research

Status: New

Project information

▼ Consent, personal information and risk assessment

▼ Participants

Describe the consent procedure

Procedure to participate in the online survey:

- 1-Principals will send an email inviting children to participate in this project. This email will contain a link to the survey.
- 2-Parents/guardians/students aged 18 will complete the consent form (available on the website surveymonkey.com)
- 3-Children will complete the survey.

Please attach the consent form

+ Add files...

Remove All

Maximum allowed size per file is 1.0 MB.

Consent Form aged 10-17.docx (/ISolutions.Forms.Service/FileContentsHandler.aspx?

formId=59630e47ad9c5a3aa8f420b1&applicationId=5bad6ef74d4331196c203989&controlName=Consent_form_upload&path=&fileIdentifier=Consent%20Form17.docx)

Uploaded 

Are you seeking approval for an opt-out consent protocol?

Yes

No

Risk assessment

+ Add more issues

▼ This study has been designed to preserve young people's best interest. Consent to participate in this study will be sought from parents/guardians/students who are 18. Questions included in the online survey regard matters which do not involve sensitive/personal information. In addition, these questions will not impact on participants' personal or family relationships. They are mainly based on the young people's knowledge of the Italian culture and use of the Italian language. Finally, although consent to participate in this study will be sought from young people/parents/guardians, participants in the in-depth interviews will be asked whether they are willing to participate in this study. Parental consent will be sought for participants in the interviews who are aged 10-17.

Provide detail on any questions or issues with the potential to be intrusive, upsetting or incriminating for participants.

This study has been designed to preserve young people's best interest. Consent to participate in this study will be sought from parents/guardians/students who are 18. Questions included in the online survey regard matters which do not involve sensitive/personal information. In addition, these questions will not impact on participants' personal or family relationships. They are mainly based on the young people's knowledge of the Italian culture and use of the Italian language. Finally, although consent

Outline the strategies to be put in place to address potential issues.

Remove

Outline how you will ensure the confidentiality of information provided and protect the anonymity of participants and sites in relation to data collection and storage.

After the data collection, data will be transcribed. Identifiers, such as the name and surname of participants and the faces of people who might appear in the photos collected using the online survey will be removed/covered during the transcription phase. Moreover, data from the online survey platform will be exported and deleted from the survey platform as soon as possible after all data has been collected.

Personal information is defined within the Information Privacy Principles (IPPS) Instructions (<https://www.archives.sa.gov.au/sites/default/files/20160719%20Prem%20Cab%20Circ%2012%20-%20amended%20June%202016%20-%20with%20Proclamation%20FINAL.pdf>)

Will your project require the collection of any personal information?

Yes

No

What information will be collected?

Demographic information including age, names, surnames, gender, email addresses and phone numbers.

Why is it necessary to collect this personal information?

These information are necessary to have demographic data about participants involved in this study. Email addresses and phone numbers will be collected to contact participants for the in-depth interviews.

What measures will be taken to protect privacy and the security of this information?

After the data collection, data will be transcribed. Identifiers, such as the name and surname of participants and the faces of people who might appear in the photos collected using the online survey will be removed/covered during the transcription phase. Moreover, data from the online survey platform will be exported and deleted from the survey platform as soon as possible after all data has been collected.

 Save

 Next

[Outline of responsibilities \(documents/outline.html\)](#) | [Privacy \(documents/privacy.html\)](#) |

No

 Save

 Next

[Outline of responsibilities \(documents/outline.html\)](#) | [Privacy \(documents/privacy.html\)](#) |

APPENDIX D

National Projects - Application to Conduct Research in Schools

1. Overview of Research Project

1.1 Title

Being and becoming Italian: the perspective of youth

1.2 Summary (Please provide a brief outline of your research)

This small-scale, pilot investigation addresses the question of how young people (aged 10-18) see their participation in and affiliation with the Italian language and culture. In Australia young people may have a diverse experience of and affiliation with the Italian language and culture. For some this may be a connection with their family migration history, for others it is a sense of community affiliation and for others it is part of their own identity. In addition, the Italian language and culture now permeates all aspects of contemporary Australian society while at the same time, with globalisation and technological advances Italy has expanded its efforts with respect to 'italiano nel mondo' (Italian around the world).

In this context it becomes crucial to investigate the perspective of youth on Italy, the Italians, Italian language and culture and their own affiliations with the Italian language and culture. This qualitative research will employ two interrelated methods of data gathering: (1) an on-line survey, and (2) in-depth interviews. The on-line survey will profile the young person, his/her home background, language/s and/or dialects spoken at home, experiences of Italian language and culture in the family, at school, in the local community, in Australia and beyond, his/her perception of his/her affiliation with the Italian language and culture and its meaningfulness to him/her while the in-depth interviews will be conducted with 10 students selected from the on-line respondents to span across the age groups and profile characteristics. These interviews will enable young people to elaborate on their responses to the online survey through facilitated discussion with the interviewer/s.

A generative 'youth forum' will be organised to bring young people together with teachers, parents and educational officials (and possibly SBS) to further explore the question. On the basis of the data gathered through the profiling tool, the interviews and the forum, a report will be prepared to present the findings of the pilot study. It is intended that the report will be disseminated widely both locally and nationally, with a view towards attracting greater interest in capturing the perspectives of young people on this important issue.

1.3 Content Keywords (Indicate one to three areas from the attached list: [Content Keywords](#)):

1. Curriculum - Languages

2. Curriculum - LOTE

3. Multicultural

2. Details of Researcher(s)

2.1 Lead Researcher Contact Details

(this should be the student if the research is being conducted as part of a qualification)

Name Associate Professor Angela Scarino

Institution University of South Australia-School of Creative Industries

Address Magill Campus

Work Phone +61 8 830 24775

Mobile

Email Address Angela.Scarino@unisa.edu.au

2.2 Research Coordinator/Project Officer Contact Details

(this should be the first point of contact for questions related to the research)

Name	Dr Matteo Farina
Institution	University of South Australia-Research Centre for Languages and Cultures
Address	Magill Campus
Work Phone	
Mobile	0412700795
Email Address	Matteo.Farina@unisa.edu.au

2.3 Additional Members of the Research Team Contact Details

(Please indicate if a member of the team is responsible for a specific education jurisdiction)

Name	Dr Enza Tudini
Institution	University of South Australia-Research Centre for Languages and Cultures
Address	Magill Campus
Work Phone	+61 8 883024592
Mobile	
Email Address	Enza.Tudini@unisa.edu.au
Role in the research (if student, please indicate for which degree)	Investigator

Add More Researchers +

2.4 Please provide information regarding potential conflicts of interest either real or perceived in relation to this research (e.g. a researcher conducting research at the school at which they are employed)

N/A

3. Methodology and Data Collection

3.1 What is the purpose of your research? How will it build on what is already known and address problems or gaps in existing literature?

The aim of this project is to investigate young people's (aged 10-18) perceptions of and affiliation with the Italian language and culture.

Previous literature suggests that in Australia young people may have a different experience of and affiliation with the Italian language and culture (Lo Bianco & Aliani, 2013). For some young people this may represent a connection with the migration history of their families as 2nd, 3rd or 4th generation Italian migrants; for others it could represent a sense of community affiliation and for others it may be part of their own identity as neomigrants (young Italians who have recently migrated to Australia or are sons or daughters of Italian parents who have recently migrated to Australia) (Lo Bianco, 2005; De Mauro, 1996). In addition, the Italian language and culture now permeates many aspects of contemporary Australian society while at the same time, with globalisation and technological advances Italy has expanded its efforts with respect to "italiano nel mondo" (Italian around the world). In this context it becomes crucial to investigate the perspective of young people on Italy, Italians, the Italian language and culture and their affiliation with this language and culture.

This qualitative and quantitative research will employ an online survey and in-depth interviews (Riessman, 2000; Cresswell, 1998) to address the following research questions: how do young people perceive their participation in and affiliation with the Italian language and culture as 2nd, 3rd or 4th generation Italian migrants? How do young people perceive their affiliation with the Italian language and culture in the context of the integration into life in English speaking Australia?.

On the basis of the data gathered a report will be prepared to present the findings of this study. This report is intended to be disseminated widely both locally and nationally to the Italian community, to teachers of Italian, and other interested parties.

3.2 Please explain your research methodology/research design and procedure?

Data for this project will be collected using:

- 1-an online survey developed using the website surveymonkey.com
- 2-in-dept interviews where 10 participants (in every state) selected from the respondents of the online survey will elaborate on their responses to the survey through facilitated discussion with the interviewer/s

Quantitative and qualitative methodologies will be used to analyse data collected for this project:

- 1-quantitative methods: mainly statistical, these methods will be used to analyse data collected using the online survey developed using the website surveymonkey.com
- 2-qualitative methods: discourse and conversation analysis will be used to analyse data collected using in-depth interviews.

3.3 Please list your research participants (e.g. students, teachers, principals), the selection criteria for participants (e.g. Year 5 students studying English), and what data will be collected from each participant (e.g. survey data).

Research Participant	Selection Criteria	Data to be Collected
Students aged 10-18	Italian background	Survey data & responses to questions provided during interviews

Add More +

3.4 Please attach a copy of your research instruments (interview questions, surveys, observation protocols etc.) with the heading: '3.4 Research Instruments'. Please label the documents so that they relate to the above table (e.g. Year 5 Student English Survey).

3.5 Will your research also use existing administrative data? If so, precisely what administrative data will be requested? (Include a full definition of the data fields, unit of analysis, period of time required, geographic or other categorisations required, groups under consideration etc.)

N/A

3.6 What is your research question(s)? How will the collected information be used to answer each research question?

Two groups of participants will participate in this study:

- Group 1 participants: consisting of young people aged 10-18 who are 2nd, 3rd or 4th generation children of Italian migrants to Australia
- Group 2 participants: consisting of young neomigrants. Neomigrants are young Italians aged 10-18 who have recently migrated to Australia or are sons or daughters of Italian parents who have recently migrated to Australia.

The research question for Group 1 participants is:
 - how do young people perceive their participation in and affiliation with the Italian language and culture as 2nd, 3rd or 4th generation Italian migrants?

The research question for Group 2 participants is:
 - how do young people perceive their affiliation with the Italian language and culture in the context of the integration into life in English speaking Australia?

Data collected using both the online survey and in-depth interviews will be utilised to answer the two research questions. Data will provide researchers with insights on how young people who are 2nd, 3rd or 4th generation children of Italian migrants to Australia as well as young neomigrants perceive their participation and affiliation with the Italian language and culture. In addition, data collected for this study will also provide researchers with a clear understanding on whether young people use the Italian language, where they use it, with whom they use it and if they speak a regional variation of this language.

3.7 Will your research collect any personal information (e.g. [Privacy and Personal Information Protection Act 1998](#) for an example definition of personal information)? If so, please specify what information, why and what measures will be taken to protect privacy and security?

This research will collect personal information including names, surnames, email addresses, phone numbers, age and gender of participants involved in this research. This information will be used to create a profile of participants in this study. In addition, email addresses and phone numbers will be used to invite participants to participate in the interviews.

In order to protect privacy and security of participants, personal data will be deleted once downloaded from the website www.surveymonkey.com. Furthermore, they will be anonymised and stored in a computer protected by password located at Magill Campus at the University of South Australia.

3.8 Will you be data-linking any data or information you collect or receive to other data? If so, please specify what information, why, what data linkage process will be used, and how privacy and security issues for the linked datasets will be managed?

N/A

3.9 How will you analyse your data to answer your research question(s)? Be specific about any statistical analysis techniques (ANOVAs, t-tests, chi square, etc.) and comparisons that will be used

Quantitative methods, mainly statistical (percentages and number of responses to specific questions) will be used to analyse data collected using the online survey developed using the website surveymonkey.com.

Qualitative methods, discourse and conversation analysis, will be used to analyse data collected using in-depth interviews.

3.10 Please outline dates for key activities or milestones (e.g. participant recruitment and consent collection, data collection periods, feedback points, interim and final reports, and completion):

Key Milestones	When?
Participant Recruitment and consent collection	January 2019
Data analysis	February 2019
Progress report and youth forum	March 2019

3.11 Is your proposed research project funded? If so, what is the source of the funds and what is the amount of funding?

Source	Com.It.Es SA (Committee for Italians Abroad)
Amount	10,000

3.12 What strategies will you use to disseminate the findings of your research?

A report will be distributed nationally and internationally to interested parties. Conferences papers and journal articles and a youth forum are possible outcomes of this project.

4. Location of Research and Recruiting Participants

4.1 Please indicate where the research will take place:

The research will take place in: Please tick

Primary Schools

Secondary Schools

Education support schools

Other education support schools

Administrative offices

Please complete as 'Other' in Tables 4.3 and 4.4

4.2 Please explain how you will choose the schools you invite to participate in the research.

Some examples might be:

- Schools have expressed interest in participating in the project (please provide information about this)
- Schools will be chosen based on ICEA or SES (please provide information about ICEA or SES criteria)
- Schools are already involved in a program, and the purpose of the project is to evaluate the program in those schools (please provide an overview of the program)

Schools that teach Italian to children aged 10-18 will be invited to participate in this research.

4.3 In which states/territories and jurisdictions do you propose to conduct your research?
 (Please indicate numbers of schools or education sites you propose to approach in each jurisdiction)

Use the Table 4.4 for Catholic diocese

		Government	Independent
Australian Capital Territory	Primary	25	
	Secondary	25	
	Other		
New South Wales	Primary	25	
	Secondary	25	
	Other		
Northern Territory	Primary	25	
	Secondary	25	
	Other		
Queensland	Primary	25	
	Secondary	25	
	Other		
South Australia	Primary	25	
	Secondary	25	
	Other		
Tasmania	Primary	25	
	Secondary	25	
	Other		
Victoria	Primary	25	
	Secondary	25	
	Other		
Western Australia	Primary	25	
	Secondary	25	
	Other		
TOTAL EDUCATION SITES	Primary	200	
	Secondary	200	
	Other		
	TOTAL	400	

4.4 Please complete the following table if your research involves Catholic schools

(Please indicate numbers of schools or education sites you propose to approach in each diocese/office)

Note that not all Catholic dioceses/offices accept the NAF.

See the [guidelines](#) for a current list of Catholic diocese that accept the NAF or contact individual diocese:

		Primary	Secondary	Other
Australian Capital Territory	Canberra-Goulburn			
New South Wales	Armidale			
	Bathurst			
	Broken Bay			
	Lismore			
	Maitland-Newcastle			
	Parramatta			
	Sydney	25	25	
	Wagga Wagga			
	Wilcannia-Forbes			
Wollongong				
Northern Territory	Darwin	25	25	
Queensland	Brisbane	12	13	
	Cairns	12	13	
	Rockhampton			
	Toowoomba			
	Townsville			
South Australia	Adelaide	25	25	
	Port Pirie			
Tasmania	Hobart	25	25	
Victoria	Ballarat			
	Melbourne	25	25	
	Sale			
	Sandhurst			
Western Australia	Broome			
	Bunbury			
	Geraldton			
	Perth	25	25	
TOTAL CATHOLIC SITES		174	176	

4.5 Please list the total number of each type of participant (students, teachers, principals, parents/guardians, other school staff) to be involved in the research project, by each jurisdiction and sector.

Participant Type	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
students, teachers, principals, parents/guardians, other school staff Government	100	100	100	100	100	100	100	100
Catholic	100	100	100	100	100	100	100	100
Independent								

Add More +

4.6 Please list the total number of participants across the whole project and justify why this many participants are required.

Total number of participants: 1,600 Justification: It is likely that this number will provide an adequate sample for this research project.

4.7 Please explain your recruitment and consent process in detail.

Make clear which research recruitment documents will be used for each participant

E.g. Principals will be mailed an information sheet. Once the Principal returns their consent form indicating they agree for the school to participate, the Principal will be emailed teacher information sheets to distribute to all English teachers. Interested teachers will liaise directly with the research team and can email or post a consent form back to the researcher. Following this, a suitable time for the telephone interview will be negotiated.

Principals will be emailed a letter containing an invitation to participate in this project. This letter will contain the link to the online survey. Principals who will agree to participate in this study will be asked to distribute this link to all students aged 10-18 who have an Italian background. The consent to participate in this research will be included at this link.

Following this, 10 students who have responded to the online survey will be invited to participate in a face-to-face interview. A suitable time for the interview will be negotiated over the telephone or via email with the students or their parents/guardians.

5. Impact

- Please indicate the activities staff, teachers, students, children, young people and parents/carers will participate in.
- Use one line for each activity and add extra rows as needed.
- If applicable, describe and justify any limitations to targeting potential participants in other settings where the research can be targeted and research aims achieved.

a) Research participants in each school

Type of activity	Participants in each site	Amount of time activity will take	When activity will take place	Participation strategy
(e.g. survey, interview, video observation)	(number & type) (e.g. 50 Year 15 children, 2 teachers)	(e.g. 30 mins)	(e.g. in class time, Term 2 2008)	(e.g. whole class, students withdrawn from class, in waiting room)
Survey	100 children aged 10-18 per state	10 mins	At home, Term 1 2019	Students with an Italian background
Interview	10 children aged 10-18 per state	20-30 mins	Location to be negotiated. Ideally, at the University of South Australia. Interviews for participants living in other states may take place over the phone.	Students with an Italian background

Add More +

b) Administrative and other support expected from each school

Administrative activity or other type of support required	Personnel to be involved	Amount of time administrative activity will take
(e.g. distribute and collect consent forms, administer survey)		
Identify students with an Italian background and distribute the online survey	Principals and possibly Italian teachers	Approximately 10 mins

6. Benefits

6.1 What are the direct potential benefits of your research?

(Including to the participants, students, teachers, their schools and communities, education systems, the wider public and the field of education)

This project is about the perception that young Australians have of their participation in and affiliation with the Italian language and culture. This research will provide young people with an understanding of how they perceive and see their participation in and learning the Italian language and culture. Findings of this study will provide children and the wider community with a more accurate understanding of contemporary Australian society. In addition, this study will also contribute to create a better informed young community that understands the immigration history of previous generations.

6.2 Please identify any alignment of your research proposal with the [Melbourne Declaration on Educational Goals for Young Australians](#)

Our research is aligned with the 2nd goal of the Melbourne Declaration on Educational Goals for Young Australians. Its findings are likely to create citizens who "appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture". Moreover, by providing insights into young people's perceptions on the Italian language and culture this project will also create students who "are able to relate to and communicate across cultures".

6.3 List the planned products of the project. Consider what can be fed back to the school, participants, students, teachers etc.

Conference paper/s and other publications (research articles and a book chapter) are possible outcomes of this project. It is also highly likely that a youth forum will be organised to disseminate findings of this research.

7. Ethics

7.1 Please complete the following request in an attached document using the title: 7.1 Letter to Principal

Please attach a letter to the principal seeking permission for their schools' participation in the research. This letter must include information outlining the nature of the research, what is required of school resources, school personnel and participants, the amount of time research activities will require and the timeline for the research. The letter must also inform principals of their right to withdraw from part, or all, of the project at any time, and incorporate a principal consent form.

7.2 Please complete the following request in an attached document using the title: 7.2 Letters to participants

Please attach a copy of information sheets for each category of participant. The information should seek to ensure that a person's decision to participate in research is voluntary and based on sufficient information and adequate understanding of both the proposed research and the implications of participation in it. It should include information listed in Section 2.2.6 and 2.1.8 of the National Statement on Ethical Conduct in Human Research. Please also attach a corresponding consent form for each participant.

7.3 Please attach a copy of Human Research Ethics Committee application and approval (or a signed statement on Ethical Conduct of Research)

Indicate the type of approval applied for/obtained:

- Full ethical clearance from National Health and Medical Research Council (NHMRC) endorsed organisation
- Low risk ethical clearance from NHMRC-endorsed organisation
- In-house or external ethical clearance from organisation not endorsed by NHMRC
- No ethical clearance

7.4 Please indicate whether the conduct of the research involves risks of harm to students or staff. If so, please indicate how you will manage these risks.

N/A

7.5 Will collected data be retained for potential use in future research or for use by other researchers? Yes No

7.6 Will you be offering any incentives or compensation to participants in this research? Yes No

8. Sensitivities

Does the proposed research cover the following in any way?

- | | | |
|-------------------------------------------------------------------------|---------------------------|-------------------------------------|
| Illegal behaviour? (e.g. hitting others, damaging or stealing property) | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Bullying or anti-social/inappropriate behaviour? | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Violence, abuse or neglect | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Domestic and family violence | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Grief, trauma and/or death | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Use of alcohol or other drugs | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Gambling-like behaviour | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Depression and/or anxiety | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Indigenous matters | <input type="radio"/> Yes | <input checked="" type="radio"/> No |

Other topics related to race, cultural or ethnic relations

Yes No

Describe the mitigation strategies that will be employed to address the risks associated with this sensitivity.

This project is about young people's perceptions of the Italian language and culture. Therefore, there will not be risks associated with participation in this research.

Sexuality

Yes No

Gender diversity

Yes No

Religious matters

Yes No

Radicalisation to violent extremism

Yes No

Students from refugee backgrounds

Yes No

Children in out-of-home care

Yes No

Behaviour support

Yes No

Other

Yes No

Does the proposed research include any of the following methods?

- Non-curriculum related assessment or intervention (e.g. psychological measurement or assessment) Yes No
- Deception, concealment or withholding information from participants at ANY stage of the project Yes No
- Questionnaire items with negative wording or valence (e.g. "I feel sad when I wake up in the morning" or "Over the past week, I couldn't seem to experience any positive feeling at all") Yes No
- Use of procedures, activities or equipment, which may involve body contact, physical risk or emotional distress Yes No
- Passive rather than active consent Yes No
- Children whose parents/caregivers are unable to give informed consent because of language or other difficulties in understanding information Yes No
- Testing methods which are adjusted for people with disability Yes No
- Audio or visual recording (photographs and video recording) Yes No

Describe the mitigation strategies that will be employed to address the risks associated with this sensitivity.

Interviews will be audio-recorded. Personal data collected during the interviews will be anonymised.

- Interaction with children individually or outside the classroom environment Yes No

Describe the mitigation strategies that will be employed to address the risks associated with this sensitivity.

Interviews may take place at the university of South Australia or outside the university. Two or three members of the research team will conduct the interviews and parents/guardians of children participating in the interviews will be invited to assist to the interviews.

- Incentives or compensation (financial and/or non-financial) Yes No
- Development of a commercial product and/or service Yes No
- Evaluation of departmental interventions, programs or policies Yes No
- A control group without the option to receive the intervention or treatment after the project Yes No
- Use of social media or online collaborative tools Yes No
- Other Yes No

Are any of the following groups the focus or used as an analytical category in the research?

- | | | |
|-------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|
| People who identify as Aboriginal or Torres Strait Islander | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| People with a diagnosed disability (as defined by the Disability Discrimination Act) | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| People with other difficulties (e.g. learning, social, emotional or physical) | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Minority cultural or ethnic groups | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

Describe the mitigation strategies that will be employed to address the risks associated with this sensitivity.

Although this research focuses on children with an Italian background, it does not possess any risks to participants.

- | | | |
|---------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------------------|
| Sexuality or gender identity | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Religious identity | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Comparison of state (public) schooling with Catholic and/or Independent schooling | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Comparison of one state/territory (or a state/territory schooling system) with other states, territories or nations | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Possible identification of participants, classes or schools in reports | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Other | <input type="radio"/> Yes | <input checked="" type="radio"/> No |

Do you anticipate any media interest in the proposed research study? Yes No

9. Public Liability Insurance

Please provide evidence of your institution's or organisation's public liability insurance by attaching a copy of the Insurance policy

Please note: jurisdictions have different insurance requirements for researchers. For additional information about individual jurisdictional requirements, please access the [guidelines](#) or contact the relevant jurisdictions. Not adhering to the requirements of jurisdictions you submit an application to will delay the approval of your application.

10. Working with Children Registration

Each state and territory requires everyone who works with children to be approved by their respective authority. Respective authorising body issues Working With Children registration.

For you and each person on your research project, please provide evidence of your current Working With Children registration by attaching a scanned copy of your registration card to this application.

Please note: jurisdictions may have different Working With Children Registration requirements for researchers. For additional information about individual jurisdictional requirements, please access the [guidelines](#) or contact relevant jurisdictions. Not adhering to the requirements of jurisdictions you submit an application to will delay the approval of your application.

11. Other Supporting Documents

Please attach any additional supporting documents.

Please note: jurisdictions may require the submission of additional documentation. This may include: a list of the schools in the specific jurisdiction; a statement of benefit to schools; or how the research aligns to a specific jurisdiction's goals/strategic plan. Please consult the [guidelines](#) and submit the additional supporting documents where necessary. Not adhering to the requirements of jurisdictions you submit an application to will delay the approval of your application.

12. Researcher's Declaration

The Organisation and principal researcher indemnify participating education jurisdictions (including its officers, employees, agents and contractors) against all losses, liabilities, damages, costs and expenses of any kind arising from any claim it incurs that relates to:

- **personal injury, death, or property loss or damage:** the personal injury or death or property loss or damage caused or contributed to by the principal researcher and or researchers
- **the Project:** the principal researcher's conduct of the Project including its materials and publications
- **Project Materials:** Project Materials created by the principal researcher and or researchers infringing anyone's intellectual property rights and
- **negligent, unlawful or wilful act or omission:** the principal researchers and or researchers negligent, unlawful or wilful acts or omissions
- it is understood that the data will not be used for any purposes other than the stated research without the written approval of the relevant data custodians.

Approval to approach school principals in research is granted conditionally upon the terms and conditions of jurisdictions being met. By signing and submitting your research application, you agree to abide by these terms or conditions.

I accept the terms and conditions for conducting research in schools in each of the jurisdictions.

- Optional - I consent to a short summary of my research and the lead researcher's email address being included in a national research repository, to be published on the Australian Association for Educational Research (AARE) website at the discretion of education jurisdictions. Should my research be identified as suitable for inclusion on the national research repository, I may be contacted to confirm the details of my research findings.

Signature(s) of researcher(s):

Signature of Organisation representative:

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Content Keywords

[Return to section 1.3](#)

Aboriginal Education	Early Childhood Care	Music
Accountability	Early Childhood Development	Non-English Speaking Background Issues
Achievement/Assessment	Early Childhood Education	Numeracy
Assessment	Educational Psychology	Organisation Issues
Attitudes	Ecological Sustainability	Other
Autism Spectrum Disorder	E-Learning	Parent-Teacher Interactions
Behaviour/Social	Employment	Participation
Boys Issues	Engagement	Partnerships
Child Development Issues	Equity/Access	Personnel Issues
Children's Learning	Essential Learning	Policy Issues
Children's Memory and Suggestibility	Family Day Care	Post-School
Classroom Issues	Gender Issues	Poverty/Disadvantage Issues
Cognitive Ability Test	Gifted Students	Pre-Schools
Comparative Education	Girls Issues	Professional Development
Country/Isolation Issues	Health Issues	Psychology
Criminology	Health Management	Resources
Curriculum	History of Education	School Learning Environment
Curriculum - Health	ICT Education	School Reform
Curriculum - Civics and Citizenship	Inclusion	School Violence
Curriculum Issues - General	Indigenous	School-Community Relations
Curriculum - English	Information Technology	School - Industry
Curriculum - Health and PE	International	Small Business
Curriculum - Languages	Inter-Personal Aggression	Speech Sound Skills
Curriculum - LOTE	Labour Force	Speed of Processing/Cognitive Abilities
Curriculum - Mathematics	Leadership	Standards/Benchmarks
Curriculum - Pre-Schools	Learning Strategies	Student Learning
Curriculum - Science	Learning Technologies	Student Management/Support
Curriculum - Society/Environment	Literacy	Teacher Development
Curriculum - Technology	Mathematics	Teaching English As a Second Language
Curriculum - The Arts	Mental Health	Technology
Disability	Middle Schooling	Transitions
Disadvantage Issues	Multicultural	Work Health & Safety

APPENDIX E

Appendix E

IN-DEPTH INTERVIEWS QUESTIONS

Preliminary question: which language do you prefer to speak?

1. Are you Italian?
2. What does being Italian mean to you?
3. How do you participate in/do Italian things/activities?
4. Do you have any Italian friends?
5. Do you like the Italian language? Why?
6. With whom do you speak Italian? Why?
7. When do you use Italian? For example, when you play videogames online or when you play with your friends on the school playground? With your grandparents?
8. Have you ever spent time living/going to school in Italy?
9. Have you ever visited Italy?
10. Tell us a story regarding an activity that you normally do with Italian people.



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