

**BLOGGING A NEW LIFE:
AN ANALYSIS OF BLOGS WRITTEN BY RECENTLY ARRIVED
HUNGARIAN IMMIGRANTS LIVING IN AUSTRALIA**

**A thesis submitted in fulfilment
of requirements for the degree of
Master of Education (Research)**

University of Technology, Sydney

Mária Gabriella Péter

2013

CERTIFICATE OF ORIGINAL AUTHORSHIP

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

I also certify that the thesis has been written by me. Any help that I have received in my research work and the preparation of the thesis itself has been acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

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ACKNOWLEDGMENTS

My sincere thanks go to my supervisor, Associate Professor Liam Morgan for his advice, support and inspiration. Liam's guidance has been invaluable in developing this thesis to its potential. Ever since I started my Master's degree, he has always supported me and been a wonderful source of encouragement and confidence. His immense caring and mentoring allowed me to stand here. Looking back, I see not just my own footsteps in the sand, but also those of my supervisor, who was always there to lead me in the right direction.

I am also deeply grateful to my parents for giving me roots and teaching me to value my language and culture, yet at the same time giving me wings to fly and explore the world.

Next I would like to recognise the families and bloggers who participated in this study. All their time and help is greatly appreciated. Thank you for letting me explore your private lives, and for sharing your thoughts with me.

I am also grateful to my editor, Sue Felix, for improving the quality of this work and for all the valuable advice.

My thanks are extended to all friends and fellow students who have provided generous moral support throughout my study.

This thesis is dedicated to my dear husband, Csaba, for his patience and for his endless and unconditional support in this journey.

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ABSTRACT

This study explores the ways in which recently arrived Hungarian migrants in Australia use diverse ICT and Web 2.0 technologies to overcome some of the challenges of migrant life, such as negotiating identity, maintaining the home language and recreating their social and cultural capital. Particular attention is given to the multimodal nature of blogs used by this group and the ways they are used to mediate experiences and represent the new lives of these migrants to an audience that includes members of the Hungarian language community in both Australia and their home country. The thesis highlights a framework for analysing blogs that takes account of the multimodal nature of blogs as well as the characteristics that make blogs 'discursive spaces'.

Web 2.0 technologies have presented new opportunities for developing online environments and enhancing interactivity, participation and feedback between diverse groups of readers and authors. As the use of blogs among these new migrants increases, it is important to gain a deeper understanding of the potential they offer for the maintenance of home language and culture, and for mediation and coming to terms with new experiences. Understanding and supporting home language is one of the most important issues in multilingual societies such as Australia, where almost one in four people live in a home where a language other than English is spoken.

This study exemplifies the main features of ethnographic case study methodology, such as real-life settings, in-depth investigation and multiple sources of evidence (questionnaire, interviews, and blogs). This approach has enabled an in-depth study, resulting in important insights into the dispositions of recently arrived Hungarian migrants towards the use of Web 2.0 technologies, the multimodal content they contain and their role as discursive spaces where quite complex language practices take place in the home language. The data for this project were analysed using both quantitative and qualitative methods, but to capture the complexity of the multimodal aspects of blogs, social semiotic multimodal analysis was also applied.

This research successfully captures aspects that serve the concept of blogs as 'discursive spaces', and the analytical framework that has been developed is shown as enabling a closer examination of the choices made by the bloggers in relation to text and image as well as the role played by these blogs as sites for language maintenance. The role of the blogs within processes such as the construction of new identities, the recreation of social capital, and the task of coming to terms with the new environment is also examined in detail. The results of this research highlight the interactive potential of blogs as well as their value as virtual spaces that assist individuals and families in overcome the effects of distance and dispersion.

CHAPTER ONE - INTRODUCTION

1.1. Introduction

This thesis is a study that spans the fields of sociolinguistics and immigration studies, and focuses on a group of recently arrived Hungarian-speaking families in Australia. It is concerned with the use of Hungarian language in relation to new web-based technologies. Many Australian Government organisations, such as the Department of Immigration and Citizenship, Australian Bureau of Statistics, Department of Immigration and Multicultural and Indigenous Affairs, follow the successful settlement and social adjustment of migrants through longitudinal studies. However, these studies focus mainly on ethnicity, labour force activity, health, housing, finances, English language proficiency and learning, use of qualifications, reason for migration, community participation, education and training, perception of Australia, and the use of both government and non-government support services. The use of technology and maintenance of migrants' own language and culture is not part of the interests of these studies.

With the rapid development and proliferation of new technologies, there is a need for research that investigates the use of new forms of technologies among recent migrants in their first years of settlement. Web 2.0 technologies have presented new opportunities for developing online environments and enhancing interactivity, participation and feedback between groups of authors and readers. In particular, blogs and social networking sites have provided new opportunities and incentives for personal writing. For new migrants to Australia, blogs present enormous possibilities as virtual spaces in which people can share knowledge in their home language, form communities and construct identities in response to the challenges of an environment vastly different to their original homelands. The potential of Web 2.0 provides the opportunity for migrants to create and construct discursive spaces, employing a range of multimodal tools to negotiate identities and resolve the tensions and desires that are an integral part of establishing a new life in a distant place. As the use of blogs among these new migrants increases, it is important to gain a deeper understanding of the potential they offer for the maintenance of home language and culture, the

mediation of new experiences and the construction of new identities. The aim of this thesis is to articulate the potential of new technologies, especially Web 2.0 tools in this specific context, through the development of an analytical framework for blogs that takes account of their multimodal nature as well as those characteristics that make them 'spaces' in which choices about content construct aspects of 'multiple selves' (Döring 2002).

This introductory chapter provides an account of the context of this study, highlighting details about the characteristics of multicultural Australia, including trends in social media use. Features of the settlement of new migrants in Australia and Hungarian immigrants in particular are also discussed, together with those aspects of the Hungarian written and spoken language relevant to this project. This chapter puts forward a case for the need for such an investigation as this, highlighting the gap that exists in the literature and asking the research questions necessary to fill the gap. Finally, the structure and organisation of this thesis is described.

1.2. Background information

1.2.1. Multicultural and multilingual Australia

The context of this study is Australia, a country where immigration has a long history and a society with a broad diversity of cultures and languages. Among countries with significant numbers of immigrants, Australia is ranked 11th according to the United Nations report World Population Policies (UN 2006). Its openness to migration flow, the opportunities that it provides to migrants and the pull factor of rising labour demand attracts a high proportion of migrants. According to the Australian Bureau of Statistics, as at 30 June 2011, 27% of the estimated resident population was born overseas (6.0 million people). This number is constantly increasing. Ten years earlier, the percentage of people born overseas was 23.1% (4.5 million people) (ABS 2012c).

A major element in Australian multiculturalism is the diversity of languages. Migration over many years has reshaped Australia's cultural and linguistic diversity. In Australia, overall figures indicate that around 18.2% speak a language additional to English at home. In 2012, the main non-English languages spoken at home were Mandarin,

Italian, Arabic, Cantonese and Greek (ABS 2012a). The picture changes when only the capital cities are considered. Here, the percentage of people who speak a language additional to English at home is 24.7% (ABS 2012a).

Although Australia has celebrated its cultural and linguistic diversity since the 1970s, people of British descent are still in a clear majority (70%). There is an increasing acknowledgment of the indigenous inhabitants and of people from non-British backgrounds (Clyne 1991; Smolicz & Secombe 2005; Trewin 2001). However, the dominance of the English language in Australia is largely unchallenged and as research shows, immigrant communities tend to abandon their languages relatively quickly in generational terms. In addition to this, Australia is perceived as a country where the acquisition and learning of languages other than English is not actively promoted and this too hinders language maintenance efforts (Liddicoat & Curnow 2009). To establish more clearly the nature of the social and policy context for this study, the following section will discuss in some detail the settlement and social adjustment of recent migrants in a new environment.

1.2.1.1. Recent migrants

Thanks to a range of surveys and research, including the Longitudinal Survey of Immigrants to Australia (LSIA), the Continuous Survey of Australia's Migrants conducted by the Department of Immigration and Multicultural and Indigenous Affairs (DIMIA) and the General Social Survey (GSS) conducted by the Australian Bureau of Statistics (ABS), information about the experiences and overall success of new migrants' settlement into Australia is available. The GSS based its results on data collected from recent migrants who arrived between 2006 and 2010. Migrants who arrived between 2006 and 2010 mostly came from Southern and Central Asia (23%), North West Europe (21%), North East Asia (21%) and South East Asia (13%) (ABS 2013). Despite the prominence of European migration (largely from the UK), there has been a considerable shift in recent times towards Asia (China and India). A large proportion of these migrants are aged between 18 and 44 years of age. Recent migration statistics for Australia indicate that record numbers of migrants will continue to arrive in 2013 and beyond. The planned intake for 2012-2013 has been set at 190,000 (DIC 2013). The

vast majority of migrants settle in one of the major Australian cities, begin a new life and successfully come to terms with a new space and a new language.

In crossing borders, sometimes continents, for a better life, migrants leave their family and social networks in their country of origin. Leaving behind familiar food, native music, social customs, shared histories, and often their attire and language, the new migrant is faced with different food, music, new political concerns, cumbersome language, and a visually strange landscape and 'linguandscape' (Pennycook 2003). Dealing successfully with these challenges depends on a range of factors, but is significantly determined by whether one arrives in the new country as an immigrant, a refugee, or an exile. These determinant differences are obvious with the spectrum of leaving voluntarily and being forced to leave; having time to prepare for departure and having no time; having a prospect of return and having no such prospect. In the study that forms the basis of this thesis, the focus is on the settlement of a group of recent migrants who voluntarily decided to immigrate to Australia under a visa system (i.e. not as refugees) from Hungary and the process of adjustment they are undergoing. It is true to say for these migrants, as Grinberg and Grinberg (2004, p.23) put it, that 'one ceases to belong to the world one left behind and does not yet belong to the world in which one has newly arrived'. The possibility of developing a feeling of belonging seems to be a prerequisite for becoming integrated into a new country and also for maintaining one's sense of identity (Grinberg 1971 cited in Grinberg & Grinberg 2004). Participants in this study, as recently arrived migrants to Australia, are at a stage in their new life when they still have strong connections with their home, and a strong sense of identity, but at the same time a strong desire to fit in.

The processes of migration, adaptation and accommodation can together make for a challenging experience. Reports such as the General Social Survey (GSS) and the Settlement Outcomes of New Arrivals (SoNA) identify that employment, English language proficiency and social networks are those dimensions that have to be investigated to measure the success of settlement and overall well-being of migrants.

Although employment statistics for recent migrants in Australia remain much higher than the national average (DIC 2002), about one third of recent migrants reported

experiencing some difficulty finding their first job in Australia. The major causes of this difficulty as reported included the lack of Australian work experience or references (64%), language difficulties (33%) and lack of local contacts or networks (23%) (ABS 2011).

In addition to these statistical data, research has also investigated the settlement of various migrant groups. Several studies show that English language proficiency is essential in employment (Cobb-Clark & Khoo 2006; Colic-Peisker & Tilbury 2007; Hugo 2004; Hugo 2011; Syed & Murray, 2009; Wooden 1994) and further education (Baker & Wooden 1991; VandenHenvel & Wooden 1996). These factors have further implications because an immigrant's English proficiency, feeling of well-being and employment are interdependently entwined with each other (Chiswick, Lee & Miller 2005; Colic-Peisker 2009; Colic-Peisker & Tilbury 2007; Kim, Ehrich & Ficorilli 2012). Increased English language proficiency also increases the likelihood of settlement well-being and happiness (Kim, Ehrich & Ficorilli 2012).

Unsurprisingly, English competence directly affects the type of work one can obtain (Syed & Murray 2009). Recent research by Roshid and Chowdhury (2013) shows that immigrants from non-English speaking backgrounds are more likely than native-born Australians to be employed in less well-paid jobs, and can often only find employment that falls below their educational level and experience. Only half of the immigrants were able to use their highest qualification earned overseas in their first job in Australia and only one third of recent migrants had their overseas qualifications recognised in Australia (ABS 2011c). Migrants often find that they cannot utilise their cultural capital; for example, their 'foreign' qualifications are either disregarded or seen as inferior to Australian qualifications in the labour market. Consequently, many migrants are employed in occupations where their qualifications and experience are not fully capitalised. However, research also indicates that, after increasing their English competency, immigrants incline towards finding a job corresponding to their qualifications and experience (Ehrich, Kim & Ficorilli 2010; Ficorilli & Kim 2009).

Social networks are an essential component of an individual's wellbeing and are important in providing individuals with identity, social roles and social support

mechanisms (Bhugra 2004). Social attachment refers to the way people bond and interact with others, and with organisations and institutions. The interactions that take place among family, friends and wider community are important for understanding how well migrants are connecting with others in the community. According to the Settlement Outcomes of New Arrivals report (SoNA), migrants who are considered to be well connected actively participate and interact with family and friends as well as with ethnic and religious groups (DIAC 2011 in ABS 2013). Maintaining native languages is an important priority for many ethnic groups, who see this as being an essential part of the preservation of their groups' national, cultural or ethnic identity (Hugo 2004). Interacting with others is a way of forming and maintaining relationships, prompting trust, cooperation and tolerance, thus contributing to social connectedness and a sense of belonging. In comparing migrants who arrived before 2006 and those who arrived between 2006 and 2010, the data shows that the level of active involvement in social and support groups (e.g. sport and recreation, ethnic and multicultural clubs and religious and spiritual groups) decreased from 61% to 54%. The most commonly reported social group in which migrants reported being actively involved were religious or spiritual ethnic and multicultural groups (28%).

As noted earlier, immigration, whether voluntary or involuntary, entails the severing of community ties, loss of social networks and familiar bonds. Immigration and settlement in an unfamiliar environment can entail negative social and psychological challenges and outcomes (Sonn 2002). The notion of a sense of community as central to well-being, reflecting membership and interrelationships with a wider body of people, was introduced by Sarason (1974 cited in Sonn 2002) who argued that the break from families and communities can lead to feelings of rejection and can undermine feelings of belonging. The role of a sense of community in migrant adaptation as it related to South African immigrants in Australia was explored (Pretty et al. 2007; Sonn 2002; Sonn & Fisher 1996, 2003, 2005), and suggested that social systems and other settings within migrant groups are central to the adaptation process and provide opportunities for meaningful social engagement and participation in social roles. These settings provide opportunities for socialisation and access to resources

that facilitate integration. By creating these settings, migrants strengthen their sense of community, protecting members and facilitating adaptation.

One of the big differences between recently arrived migrants and those who migrated to Australia from Southern Europe in huge numbers in the 1950s, 1960s and 1970s is their connectedness to their origins and their family and friends overseas. Whereas the migrants of the post war era had to rely on mail and local media for their news about events at home, the more recently arrived migrants have a plethora of web-based opportunities available to them as they seek to communicate with family and friends overseas, or to find out about current events there. The opportunities that the new technologies offer for different language communities are particularly significant for those communities that are geographically dispersed. The Hungarian community is one such community (Clyne 2005). Language communities such as Greeks and Italians clustered and formed communities in the suburbs of the state capital cities of Australia (Clyne, Hajek & Kipp 2008). The Greeks and Italians formed their own churches, shops, schools, clubs and associations where they could socialise, interact, communicate, share experiences and help each other to come to terms with their new lives. Hungarians living in Australia have these opportunities only with the use of Web 2.0 technologies, and by connecting and sharing information in virtual discursive spaces created by blogs.

Unlike earlier immigrant generations who suffered from total detachment from their home country, current immigrants have constant and tangible access to their own culture and language via the Internet and as a result of fast and affordable international travel, if they so desire. The next section provides more detailed data about the use of new technologies among Australians and among recent migrants.

The ABS data highlights a broad spectrum of issues that confront recently arrived migrants. In the data for this thesis, there is evidence of the participants dealing with these issues through the medium of blogging. However, underlying these attempts to come to terms with the new existence are the more basic questions encompassing identity, social capital, language maintenance and positioning. The literature review in Chapter Two will examine this issue more closely.

1.2.1.2. Broad trends of social media use

Another aspect of the Australian context is the proliferation and use of new technologies. Internet World Stats (2012) cites Australia as one of the leading nations in terms of Internet penetration as a proportion of the total population (90% penetration). The dynamic and ever changing media landscape, driven by new online activities and services, new devices supporting online access and connectivity, gives people (including immigrants) the opportunity to do old things in new ways. According to Australian Bureau of Statistics figures for 2011, seven out of ten Australian household use the Internet everyday (ABS 2011a), and more recent surveys have shown that there are over five million bloggers in this country and 13,000,000 Australian Facebook users (Social Media News 2013). In contrast with traditional media, social media is interactive, shareable, conversational and dynamic. The most common reason nominated by Australians for using social media is 'catching up with friends and families', followed by photo or video sharing. The spread of smartphones has made access easier and more frequent (Sensis & AIMA 2013). 28% of users access social media every day and 17% more than five times a day. Almost all of those aged under 40 (87%) use social media, with the majority using it every day.

Advanced technology also impacts the lives of recent migrants in Australia. The number of migrants who reported participation in Internet social activities almost doubled after 2006 (ABS 2013). The use of VoIP and Skype, the use of mobile phones for calls and SMS, and Internet use for emails and/or chat rooms increased by about 20%.

The increasing number of new technology users presents a huge opportunity for people to connect with others, interact, share experiences, and be up-to-date with news from everywhere. The Internet has created opportunities for migrants to create a discursive space for themselves and for their family and friends both here and abroad, maintaining and recreating their social capital and contributing to their overall well-being.

With social media use becoming more intensive in people's lives, there is a growing need to understand how this affects their everyday life, their connectedness to the

world and their social capital. The literature review in Chapter Two will discuss how social media assists migrants in re-constructing their social capital and social network.

1.2.2. Hungarians in Australia

Hungarians, who form the focus of this study, are also part of the story of the development of Australian diversity since World War Two. Hungarians arrived in Australia in large numbers only after World War Two in three main waves of immigration. The first wave started immediately after the war and increased dramatically after 1948 when the communists came to power. The second wave followed the failed anti-communist revolution in 1956. Although Hungarians arriving in Australia during these two waves had different political, cultural and religious backgrounds, most of them left Hungary for political reasons (Kovács 2005). The third wave has been the arrival of young professionals since the fall of the Iron Curtain. Nevertheless, the 2011 Census (ABS 2012d) shows that most Hungarian speakers who completed the survey arrived in 1957.

At the 2011 Census, there were 20,883 Hungarian speakers in Australia, representing < 0.1% of the entire population (ABS 2012d). In the ten years between 2000 and 2010, the number of Hungarian arrivals increased from 94 to 230, representing a 144.7% increase, while the total number of people arriving in Australia rose from 102,820 to 199,408, a 93.9% change. It is important to mention that being Hungarian is not coterminous with the number of Hungarian speaking persons. Of those who completed the 2011 Australian Census and indicated that the Hungarian language was spoken at home, 54.1% (11,299) were born in Hungary, 20.4% (4,253) in Australia, 10.3% (2,151) in South East Europe, 4.6% (965) in Romania and 3.2% (678) in Serbia (ABS 2012d). Of the top 50 countries of birth in the same census, the number of persons born in Hungary showed the most significant decline, with an average annual decrease of 1.4% between 2001 and 2011 (ABS 2012d). Hungary is ranked third in terms of those with the oldest median age (65.5), after Italy and Greece (ABS 2011b).

The earlier studies of Clyne and Kipp (1997) found that, compared to other immigrant groups in Australia, Hungarians form a medium size minority group in Australia and the language is mostly used on a day to day basis among those aged 55 years or over.

Moreover, compared with other communities, the Hungarian language was one of the ten most dispersed community languages in Sydney and Melbourne in 2001 (Clyne 2005). Based on macro-sociolinguistic studies, the Hungarian community shows a stronger inclination towards shifting to English rather than maintaining the first language. The rate of shift in the first generation, as reported by Clyne and Kipp (1997), was 24.4% in 1986, 26.7% in 1991 and 31.8% in 1996. These percentages represent the percentages of persons who were born in Hungary and who now speak English at home. Hungarian language shift rates occupy a middle ground, but seem to be increasing. Clyne and Kipp (1997) also reported a high ratio of intergenerational shift; that is, a large proportion of Hungarians do not transmit their language to the next generation. In endogamous relations, where long-term relationships are formed within the Hungarian community, the rate of intergenerational shift is 64.2%, while in exogamous relations, where the relationship is outside the Hungarian community, this figure is significantly higher, representing 89.4%. On the face of it, Hungarian language does not offer an economic benefit to Australian society. Therefore the language maintenance efforts of this community are largely dependent on what the community does for itself to keep its culture and language alive (Hatoss 2003). Although those Hungarians who immigrated to Australia before the 1970s, when assimilation policies and practices of the Australian society were in force, struggled to maintain and transmit the language, Hatoss (2005) found that more recently arrived migrants tended to use the Hungarian language at home with their children, to a significantly greater extent than the older generation of Hungarian migrants. Other studies to investigate Hungarians living in Australia were those of Kovács (2005) and Kontra (1999), who dealt more with the contact varieties of Hungarian language outside Hungary.

Hungarians living in Australia are among those ethnic groups which appear to be language centred, considering their language to be one of their 'core values' along with Greeks, Lithuanians, Latvians, Estonians, Polish and Spanish (Smolicz 1999a, p.28). For these group members, the value of their home language 'transcends any instrumental consideration, and represents a striving for self-fulfilment that makes the language a symbol of survival, and hence of autotelic significance' (Smolicz 1999a,

p.29). For Hungarians, as for other language centred groups, the loss of language usually represents a cultural shift and weakens the 'cultural transmission chain' (Smolicz 1999, p. 58).

1.2.2.1. Hungarian language

This study focuses on the Hungarian community and its members' use of language with the opportunities provided by new technologies, and the implications for language maintenance. To understand how the Hungarian language is used on the personal blogs of Hungarian immigrants participating in this study and to provide a clearer contextualisation of the linguistic analysis that is a major part of this study, the following section provides a brief outline of aspects of Hungarian that are relevant to this study. The nature of the spoken and written language, the formal and informal registers, the vocabulary and sentence structures all have a significant role in the making of meaning as conveyed through these blogs. The use of complex language structures contributes not only to language maintenance in spoken form but also in written form, since blogs are a written form of communication. In general, it is more difficult for migrants to maintain their native language in written form than in spoken form (Lambert 1982; Vaccarino & Walker 2008; Walker 2004).

As discussed in the previous section, Hungarians have always attached strong value to their language. It is the language itself, which creates a unique identity for the '*Magyar*', being a Finno-Ugric language not close to any of the other European languages. The Hungarian language is written with the Hungarian alphabet, which is based on the Latin alphabet. Consonant sounds unfamiliar in the Latin alphabet are marked with a diagraph or a triagraph (such as *cs, dz, dzs, gy, ly, ny, sz, ty, zs*) and unfamiliar vowel sounds are marked by adding diacritics on the vowel letters (such as *á, é, í, ó, ú; ö, ü; ő, ű*). Long consonants are marked by a double letter (e.g. *l > ll* and *sz > ssz*) while long vowels have an acute accent (e.g. *o > ó*) or their umlaut is replaced by a double acute accent (only *ö, ü > ő, ű*). It is increasingly common not to use diacritics in online texts, which could be the result of convenience or the unavailability of a specific Hungarian keyboard, or not knowing how to add the

language keyboard. However, the language is still readable for those who are literate in the language.

The grammar contains a number of complex features, the most outstanding being an elaborate system of 20 cases to express prepositional meaning, and there is no gender in Hungarian. Being an agglutinative language, it uses various affixes, including suffixes, prefixes and circumfixes to define a word's meaning and grammatical function. Unlike English, Hungarian has no prepositions, only postpositions.

There are four different pronominal address forms in the Hungarian language. This system has been referred to as T/V following the initial letters of the Latin *tu/vos* and French *tu/vous*. Three of these forms refer to formal expression and one to informal expression. The use of the second-person conjugation with the pronoun *te* (plural *ti*) is the most informal mode. It is an informal way of addressing family members, friends, colleagues, young people, and adults speaking to children; it can be compared to addressing somebody by their first name in English. It is becoming the standard way to address people over the Internet, regardless of politeness. The other, polite or formal writing styles that exist in Hungarian (such as *Ön (önözés)*; *Maga (magázás, magázódás)*; *Néni/bácsi (tetszikezés)*), although still widely used in contemporary Hungarian language, are not used at all on the participant Hungarian blogs in this study.

The data analysis in the methodology chapter and the findings chapter will provide more details about the interpersonal and ideational metafunction of language, framing and tenor, and examples of the language used on participants' personal blogs.

1.3. The study

1.3.1. The need for further study

As the literature review will show, a number of studies have explored how new technologies have been used in different migrant communities and how these technologies have impacted on language, culture and identity. Despite the increased interest in the role of web-based multimedia technologies in migrants' settlement, language use and maintenance, the focus specifically on the Hungarian language

community is very rare, almost non-existent. This study aims to fill this gap, exploring the potential that blogs have within the Hungarian community in Australia to create an innovative space where information can be shared, connections can be maintained and new ones developed; where community members can represent themselves and indirectly foster and promote the language.

New web technologies are characterised by multimodality, where meaning is conveyed not only through text but through photos and videos, colours and sounds as well. The literature review and methodology chapters will discuss previous research that has been done on various web technologies, including blogs, and the spaces these technologies create for human interaction. However, the frameworks applied for these studies have not included multimodal analysis. To account for the complexity and the multimodal aspects of web technologies, there is a need for multimodal analysis to gain a greater insight into the different purposes and functions that each platform fulfils. Social semiotic multimodal analysis has not been previously used on multimodal representation such as blogs written by recent migrants. To fill this gap, the framework of Bateman and Delin (2001) and Kress and van Leeuwen (2006) was adapted and combined to analyse the personal blogs of 15 recent Hungarian migrants to Australia. Furthermore, this research will enhance our understanding of the use of new, multimodal technologies by recent migrants and the role they play in helping migrants to come to terms with their new life in a new environment.

1.3.2. Research questions

In order to explore the issues outlined above, the following research questions are posed.

- How important are the issues of maintenance of Hungarian language and culture for a group of recently arrived Hungarian families in Australia?
- How are Internet communication technologies, in particular Web 2.0 tools, used by a group of recently arrived Hungarian speaking families to encourage language, culture and identity maintenance in an English-dominant environment?

- How can a multimodal analysis of blogs enhance our understanding of the use of blogs as discursive spaces?

To answer these research questions, an ethnographic approach was chosen with interviews, blogs and a questionnaire as data sources. The participants were four families and fifteen bloggers, all Hungarian speaking and recently arrived in Australia. The data collected was analysed through the lenses of multimodality set by Bateman and Delin (2001) and Kress and van Leeuwen (2006).

1.4. Organisation of the thesis

This introductory chapter gives an account of the context, background and need for this study, and introduces the research question. The remainder of the thesis is structured in the following chapters.

Chapter Two reviews the literature concerning previous studies conducted on globalisation, technologies and the spaces created by the connection and interrelation of these. Further to these concepts, the literature on identity, home language maintenance, social and cultural capital is also reviewed in the context of the challenges of a new migrant life, and gaps in literature are highlighted.

Chapter Three presents the research methodology implemented in this study. The chapter begins with a discussion of qualitative approaches followed by the rationale of adopting a case study methodology with ethnographic approach. The context of the study, the data collection procedures and the research tools, questionnaire, interviews and blogs are also discussed. Finally, the data analysis is presented and, due to the complexity of the multimodal blogs, a strong emphasis is placed on social semiotic multimodal analysis.

Chapter Four presents the findings resulting from the data collection and data analysis process in Chapter Three. In Chapter Four, a narrative description of the themes emerging in relation to the research questions is given. The themes are organised in the following categories: identity, language use, interactivity, networking, coming to terms and other themes.

Finally, the last chapter, Chapter Five, discusses the findings from Chapter Four and draws conclusions about the study's findings. The findings are discussed in relation to the statement of the problem and the research questions based on the researcher's interpretation. This chapter also includes a section on recommendations for future research and notes the limitations of the study.

1.5. Summary

This chapter has presented the background information related to the context of the study and to recent immigrants and their social adjustment. Since the focus of this study is the Hungarian immigrant group, details about the size of the community and the rate of intergenerational language shift, based on Australian census data, was also provided. To understand how the language is used on the personal blogs of the participants of the study, a few additional details about features of the Hungarian language were also given. Foreshadowing the gaps in the literature, the need for this study was discussed and the research questions posed in accordance to this. The final section of this chapter dealt with the chapter organisation of this thesis, giving a short description of the five chapters comprising the thesis.

The following chapter discusses the review of literature on globalisation and technology, followed by a discussion on Web 2.0 technologies with a particular focus on multimodal blogs and the spaces these technologies create. The second part of the literature review focuses on the challenges that migrants face in a new country. The concepts of identity, language maintenance, social and cultural capital are discussed as challenges to be negotiated, shared and overcome in the virtual space created by blog.

CHAPTER TWO – LITERATURE REVIEW

2.1. Introduction

The statistical data from the Australian Bureau of Statistics and the literature on migration presented in the previous chapter showed that recent migrants, although employed at a much higher rate than the national average, nevertheless encounter difficulties in finding their first job. These difficulties are related to the lack of work experience or references, inadequate English language proficiency and non-recognition of overseas qualifications. Social support, connectedness and network are also considered to be important aspects for the successful settlement of migrants.

These statistical data are important for gaining an overall understanding of the social adjustments that recent migrants undergo. However, to go deeper, and really understand what determines these adjustments and the ways in which migrants act and react in the process of coming to terms with their new surroundings, much more needs to be known and understood about issues around identity and the ability of individuals and families to transfer their social and cultural capital to a new environment.

On the other hand, the statistical data presented in the previous chapter also shows that Australians, and new migrants, are embracing new technologies and using them on an everyday basis. It is clear that the role of these technologies within the process of adjustment needs to be better understood, given the enormous potential that these technologies possess in terms of both information harvesting and social networking.

In this chapter, the lens of globalisation is used to highlight the potential of the spaces created by the coincidence of computer-based technologies and human migration. As the data from this thesis evidences, the new spaces resulting from this conjunction have the potential to serve as a medium for coming to terms with a new existence. How issues such as identity, positioning, language and social capital are played out within and beyond these spaces is the subject of this thesis. The literature review in this chapter takes up these theoretical issues and discusses their significance for the project as a whole.

2.2. Globalisation and technology

As noted above, the purpose of this study is to investigate relationships between the movement of people and the uses of technologies, including social media. To do this, the lens of globalisation is first used to understand some of the implications of this movement in the second decade of the twenty-first century. In fact, the advanced use of technology by immigrant communities constitutes one of the mainstays of globalisation. New technologies make it possible for information to cross time and distance. Developments in communication technologies underlie our sense of the world getting smaller, and the creation of a 'global village' (McLuhan 1986, p.6). McLuhan was one of the earliest theorists to make the connection between media and globalisation. He used this term to describe how the world has been reduced to a village by electronic technologies and the instantaneous movement of information; 'we now live in a global village ... a simultaneous happening' (McLuhan 1986, p.63). However, the world has not only become practically smaller but new spaces, such as the Internet, have simultaneously shaped a new dimension in our lives.

In his consideration of the impact of the vast movement of people around the world and the intrusions of a global media, Appadurai (1996) theorised globalisation and used the term 'global flows'. He proposed five dimensions and used the term 'scapes' to refer to different sites of globalisation. These are ethnoscaples, mediascaples, technoscaples, financescaples, and ideoscaples. Ethnoscaples refer to the flows of people, such as tourists and immigrants; technoscaples concern technology that crosses boundaries; financescaples relate to the flow of currency markets; mediascaples refer to both the distribution of the electronic capabilities to produce and disseminate information and the images created by these media; and finally, ideoscaples refer to images, but specifically to the political and ideological aspects of those images. Appadurai used the suffix -scape to draw attention to the fluid, irregular shapes of these landscapes that do not look the same from every angle of vision but rather are constructed by the historical, linguistical and political situatedness of different types of actor, nation-states, multinationals, diasporic communities, subnational groupings and movements, villages, neighbourhoods and families (Appadurai 1996, p.33). A new dimension, linguascape, was introduced by Pennycook (2003) to highlight that

languages are no longer tied to a physical location or community. Languages are part of the global flow and work in conjunction with Appadurai's scapes.

Appadurai (1996, p.4) gives a number of examples that illustrate the intersection of mass migration and electronic media, including Turkish guest workers in Germany watching Turkish films in their German flats, and Pakistani cabdrivers in Chicago listening to cassettes of sermons recorded in homeland mosques. Through these examples, he highlights that the globalising cultural forces of media and communications produce complex interactions and disjuncture between different cultures. With the appearance and development of new communication technologies, more opportunities and new spaces emerged for migrants to communicate with their family and friends, to stay connected to their homeland using their home language, and to re-negotiate their identities and re-create their social capital in their new homeland. Some of these spaces are created via the potential of Web 2.0 and Web 3.0 technologies. The following section offers more details about the features of Web 2.0 technologies.

2.2.1. Web 2.0

Web 2.0 technologies refer to those Internet technologies that are characterised by users creating, consuming and editing content while collaborating and interacting with other users (Anderson 2007). These technologies have presented universal opportunities for developing diverse online environments and enhancing interactivity, participation and feedback between authors and readers. One of the characteristics of these new spaces usually referred to as 'cyberspace' created by Web 2.0 technologies is that they are accessible from almost any part of the world, from any place where the Internet is available:

Accessed through any computer linked to the system; a place, once place, limitless; entered equally from a basement in Vancouver, a boat in Port-au-Prince, a cab in New York, a garage in Texas city, an apartment in Rome, an office in Hong Kong, a bar in Kyoto, a café in Kinshasa, a laboratory on the Moon. (Benedikt 1992, p.1)

2.2.1.1. Weblogs

Blogs are an important manifestation of Web 2.0 technologies. As with other information communication technologies, blogs have created 'convergences between consumers and creators, between reading and writing, or between public and private spaces' (Godwin-Jones 2006, p.8). The web-log or blog is a form of online publishing, communication and self-expression, and its popularity and functionality have continued to increase since its emergence in the late 1990s (Blood 2002). It has become a global phenomenon, reaching across languages, communities and organisational contexts (Bruns & Jacobs 2006; Puschmann 2011; Russell & Echchaibi 2009; Schlobinski & Siever 2005). The term web-log, or blog, was coined by Jorn Barger in 1997 and refers to a simple webpage consisting of brief paragraphs of opinion, information, personal diary entries, or links, called posts, arranged chronologically with the most recent first, in the style of an online journal (Doctorow et al. 2002 cited in Anderson 2007). The functionality of the blog has rapidly developed since the first examples appeared, and the dynamic characteristic of the blog is that posting and commenting contributes to the so-called 'weighted conversation' between author and readers (Benkler 2006, p.217). Many blog systems allow authors to 'tag' or 'label' their posts with keywords, placing the post in a category so that when the post becomes old, it can be filed into a standard, theme-based menu system. Cross-linking strengthens the conversational character of the 'blogosphere' and its sense of immediacy, facilitating the retrieval and referencing of information in the same blog between different posts, between other blogs and various web pages. In the last decade, blogging has become the first mass instantiation of user-generated content (UGC) (Schiano et al. 2004; White & Winn 2009 in Puschmann 2011) as a result of the range of blogging services such as Blogger, Wordpress and LiveJournal that make it possible for anyone to run a blog with minimal technical knowledge. Blogs have a special status within the available web-based technologies because the multiple modes of expression they afford make it possible to present the unmediated personal voices of people who are speaking for themselves from their own experiences.

Since their emergence, there has been an aggregation of the kinds of categories that can be applied to weblogs. Categorisations based on form and function (Krishnamurthy

2002), and content, such as filters, personal journals, and notebooks (Blood 2002) were early attempts to analyse and understand what was happening in the blogosphere. This work was further augmented by Herring et al. (2005, p.147) and the following categorisation resulted: diaries, filters, K-logs (storing, tagging, and/or classifying information from other sources on a single topic), mixed and other. Argamon et al. (2007) took a language-based approach to investigate the relationship of style and content to the age and gender of bloggers, using stylometric analysis. This analysis basically consists of isolating twenty thematic lexical factors and relating them to age and gender, labelling this process 'meaning extraction' (Puschmann 2011). Both approaches are based on the style and content of blog entries, but while Herring et al. (2005) classify the content according to functionally derived categories using manual classification, Argamon et al. (2007) classify blogs inductively using automatic classification. In contrast to these categorisations based on the content of blogs, Pushmann (2011) proposes a distinction that emphasises the relationship of the blogger, assumed reader, and purpose. In his 2011 work, Pushmann discusses the topic-centric and author-centric blogging style, considering such dimensions as style, favourite topics, self-editing, conceptualised audience, functions, anonymity, analogy, mode, linguistic encoding/decoding, frequent linguistic features, and hyperlinks, quotes, comments, tags.

Another perspective was adopted by Nardi et al. (2004) to investigate blogging as a form of personal communication and expression, which revealed the different motivations that drive individuals to create and maintain blogs. Five major motivations were identified: documenting one's life; providing commentary and opinions; expressing deeply felt emotions; articulating ideas through writing – reflecting; and forming and maintaining community forums.

Burns (2007 in Wakeford & Cohen 2008) also found that the two most widely spread forms of blog are either an extension that tries to replace or add to traditional media, or personal online journals.

The distinctions established here are not really definite systems of categorisation; they are rather a differentiation between audiences and the various objectives of bloggers.

Blogs investigated as part of the present study clearly fall into the category of personal journals documenting daily life and experiences, opinions and reflections.

Computer mediated communication is inherently multimodal. Kress and Van Leeuwen (2006) use the term multimodality to explain that the way we communicate is seldom by one single mode of communication. It is most often carried out simultaneously through a number of modes by combining aspects of the visual, aural, gestural and so on. As a genre of Internet communication, blogs also enjoy a great selection of representational resources ranging from texts, images, audio and video to hypertexts, offering greater communicative flexibility and versatility. The multimodal aspect of blogs necessitates a multimodal analysis to examine all the communicative components of blogs. In this study, such an analysis will be used to gain greater insight into the role and functions that blogs serve within the Hungarian community in Australia.

The survey of literature undertaken for the current study reveals that few studies have investigated the role that blogs can play in the lives of members' of immigrant communities. Walker (2009) discusses the potential of blogs for bilingual adult migrants to appropriate new social spaces, develop multiple literacies and (re)construct bilingual identities through their personal voices. The other important study of blogs in the context of migration was undertaken by Mitra (2008). This study focused on migrants' experiences and theorised the spaces created by the interconnectedness of blogs as spaces for managing the anxieties of migration. Blogs written by Filipino women living in Britain were investigated and analysed thematically by Yao (2009) who found that blogs serve as a medium for expression and emotional connection with an audience, with communication leading to online and face-to-face interaction. There are no studies that investigate blogs from multimodal perspectives, exploring the spaces the multimodal elements form to provide an opportunity for migrants to negotiate their identities, use their home language and maintain networks. These are important aspects for a migrant in the process of finding a place in a new country, in a new social and linguistic environment. Research on recent Hungarian immigrants to Australia and their use of technology is completely absent. The aim of this study is to address these gaps in the existing literature.

The following section of the literature review is concerned with the new spaces created by the interconnectedness of human and web technologies, discussing the differences between place and space and how these new spaces can be considered discursive spaces.

2.2.2. New spaces

Before giving a more detailed explanation of how these new spaces are created and how they function, it is important to differentiate between space and place. This explanation is necessary because the meaning of place and space often overlaps and is confusing, but to understand how people's experiences of place and space have changed it is important to differentiate these two concepts.

2.2.2.1. Place and Space

Giddens (1990 cited in Rantanen 2005) conceptualises place using the idea of locale, referring to the physical settings of social activity as being situated geographically. Comparing place to space, he characterises place as something familiar and concrete ('there is no place like home') (Rantanen 2005, p.51). When someone refers to place, he/she refers to phenomena such as roots, belonging, interpersonal relationships, and face-to-face communication; villages, neighborhoods and communities where people know each other, have a certain relationship with each other and have a common history.

In contrast to place, the term space is a more abstract one. De Certeau (1984, p.117) explained the difference between place and space as follows: 'space is a practiced place thus the street geometrically defined by urban planning is transformed into a space by walkers'. Lie (2002 cited in Rantanen 2005, p.54) views these two concepts as follows: 'it means that space is a lived place; thus, through (inter)action and communication, places are transformed into spaces and become *spaces of communication*'. Thus the meanings of place and space seem to overlap and the differences are not clear-cut. Rantanen (2005) summarises and uses the term *splace* to emphasise the connection between place and space as they become closer to each other, largely because of technology and communication.

Media and communication transform place and space, not only by connecting places with each other and shortening the distance between them, but by **creating new spaces** within and outside places where former rules and norms do not necessarily hold. Space could also be seen as something liberating, with elusive boundaries and with new possibilities, but spaces can also become restrictive, closed and hierarchical. Spaces like places are not free of power and struggles are fought over who is taking control over them. (Rantanen 2005, p.55).

This notion of new spaces, spaces created by the interaction of humans with technology, was discussed by Gee (2005), who coined the term 'affinity spaces'. He proposed this concept as an alternative to 'community of practice' (Lave & Wenger 1991; Wenger 1998) and gives priority to the space in which people interact rather than to membership as it is in the case of 'community of practice'. In an affinity space, people communicate with each other because of their shared interests and experiences, not because of their common race, gender, social class or disability. Affinity spaces are a significant and important form of social affiliation in today's technology-dominated world where effective learning occurs (Gee 2005).

As the above discussion shows, places become connected as a result of the affordances of Web 2.0 technologies, through interactivity and through the functionality that is offered for publishing and commenting on original work. The next section will look at the way these spaces can function as discursive spaces.

2.2.2.2. Discursive spaces

The Internet can be considered not only as a technological innovation of the 20th century but also as a discursive formation on a global scale. Mitra (2008) views the Internet as a discursive 'space' composed of numerous discourses that are connected through the network of computers. Millions of web pages containing an almost infinite number of texts hyperlinked together create a discursive infrastructure whose physical location is nearly impossible to locate and map, but whose presence is felt once the discourse is accessed via the network. 'Discursive' is a term derived from the word 'discourse', which refers to socially situated and motivated text. The meaning of the combination of texts that make up a discourse is produced by their social location within a cultural milieu (Mitra 2008 drawing on Fiske 1987). Discourses create specific cultural space that can be considered a discursive formation in which the combination

of texts produces meaning. Mitra (2008) proposed to place the idea of blog within the context of cybernetic space because a blog, as a Web 2.0 application, contains texts and is connected to other blogs through hyperlinks or other blog specific features such as a blog roll. Migrant bloggers, experiencing the challenges of a new life, entering this cybernetic space created by the interconnectedness of blogs, can manage the anxieties of movement and placelessness produced by the migrant experience (Mitra 2008).

The study forming the basis of this thesis considers a single blog to be a discursive space where meaning can be created not only through text but through the combination of other multimodal elements of a blog. The question of the exact nature of these discourses, their audience and their impact is an important feature of this research. The focus of this research is to investigate how and why migrants use blogs. Blogs are discursive spaces, but what is the impact on the audience of what bloggers are communicating? How do these blogs relate to the various challenges that confront migrants in their new environment? To answer these questions, a better understanding of the nature of these challenges is required, and this is discussed in the following section.

2.3. Challenges of a migrant life

The journey of migration across thousands of miles to a completely new social and linguistic environment has important implications for identity, language, social and cultural capital for an individual or a family. The emergence of new forms of technology has not only made communication with family and friends overseas easier but it has also created a whole new dynamic around the negotiation of identity and the 'coming to terms' that has traditionally been the main challenge for the new migrant. The gains of migration, such as a new job, more opportunities, new friends etc., always have to be offset against the losses associated with leaving behind close family and familiar traditions. In addition to this loss of connectedness, there is the loss of social and cultural capital. Many migrants find their self-concept called into question as they find their way around the challenges of their new existence in a manner that is usually much more 'bottom up' than 'top down'. However, no research has

investigated this so far. In the following section, these challenges are discussed in relation to migration.

2.3.1. Identity

The word 'Identity', particularly when used in the context of migration, is a highly complex and polysemic term used in various fields. Definitions of identity vary, depending on the underlying theory embodied by researchers. For the purposes of this research, the concept of identity is viewed from the perspective of location and culture. How one understands his/her relation to place and space can have an impact on a number of issues central to the human condition, and prominent among these is our sense of identity.

While Hall (1994) claims that our understanding and negotiation of place is central to defining our cultural and personal identity, Fiske (2011) argues that one's identity is the product of various cultural and social forces that come together to create an identity at a moment in time. These arguments not only emphasise the clear connection between identity and culture but also highlight the sensitive relation that an individual has with his/her location and the way existence is negotiated and re-negotiated in the respective place.

With the appearance of a social constructivist paradigm, there have been important shifts in the way the concept of identity is explained. There has been a movement away from the perspective of identity as a fixed pre-given essential, to one of identity as contradictory, fragmented, dynamic, constructed and fluid in response to changing social contexts. Appadurai (1993) claims that the immigrant identity is constantly shaped by location because where one is situated is a significant factor in defining the immigrant experience, whereas Hall (1994) argues that instead of considering cultural identity as a finished product, we should think of it as a production which is never complete and is always in process. From a social-constructionist perspective, identity formation and self-construction are understood as dynamic social processes, constantly shifting and being re-negotiated in response to the ever changing context of interaction (Davies & Harré 1990; De Fina 2010; Llamas & Watt 2010; Pavlenko & Blackledge 2004). Identity is not a 'natural fact' (Joseph 2004, p.6), but is something we

construct and adjust according to the context and who we are with (Joseph 2004). It is also used to refer to how people understand their relationship to the world; how that relationship is constructed in time and space (Norton 1997). Thus identity is ever changing and dependent on location, context, interaction and time. The idea of identity has also been viewed as struggle and negotiation (Hornberger 2007; Norton 2009; Norton & Toohey 2011; Pavlenko & Blackledge 2004). The following section details this view of negotiation.

2.3.1.1. Negotiating identities in multilingual settings

As the previous section introduced, identity is a dynamic, constructed social process embedded within social practices. In globalised societies, multilingual contexts are a fact of life, and in these contexts ideologies of language and identity confront each other every day. The negotiation of identities is a logical outcome of these multilingual settings.

Pavlenko and Blackledge (2004) in their theoretical approach to identity negotiation in multilingual contexts suggest that language choice and attitudes are inseparable from political arrangements, relations of power, language ideologies, and interlocutors' views of their own and others' identities. The global explosion of media technologies and increased transnational migration created situations which brought to the fore the shifts and fluctuations in language ideologies, consequently pointing out the range of identities and choices available to individuals. The framework proposed by Pavlenko and Blackledge (2004) differentiates between three types of identity: imposed identities (which are not negotiable in a particular time and place), assumed identities (which are accepted and not negotiated), and negotiable identities (which are contested by groups and individuals). Of these three aspects of identity, the notion of negotiable identities is most relevant for the purpose of this thesis. It refers to all identity options, which can be challenged by particular individuals or groups in different situations.

To make the process of negotiation visible, Pavlenko and Blackledge (2004) differentiate between continuous construction and the performance of identities in multilingual settings (Auer 1998b cited in Pavlenko & Blackledge 2004), and the

negotiation of identities, which takes place only when certain identities are contested. Negotiable identities refer to all identity options that can be contested by particular groups and individuals in the areas of ethnicity and nationality, race, class and social status, sexuality, religious affiliation, and competence in second language. Identities are negotiated in different settings, including family and group interactions, in schools or workplace, different language and immigration situations. Negotiation can be performed in numerous ways, starting with public debates over political association or educational and economic policies to private decisions about religious affiliations, celebrations of particular holidays, and even food choices and clothing.

To further analyze how identities are shaped, produced and negotiated, the theory of positioning (Davies & Harré 1990; Harré & van Langenhove 1998) was adopted by Pavlenko and Blackledge (2004). In the following subsection more details are given about this theory.

2.3.1.2. 'Positioning theory'

To explain how individuals are positioned or may position themselves through language, the notion of 'positioning theory' as an analytical tool is presented. This theory allows the views of identities located in discourses and situated in narratives to be brought together. Narratives are usually more than simple reporting events or stories; they usually contain evaluative comments as well (Labov 2010). In the positioning process, selves are located in conversations and discourses and storylines are produced (Davies & Harré 1990). The subjects of this study, the bloggers, produce narratives (written texts) on their blogs, often with visuals, and in these texts values, beliefs, attitudes, social identities are articulated. Through these narratives, bloggers position themselves and construct a range of identities to serve specific purposes, memberships, and contexts. Interactive and reflective positioning is differentiated where interactive positioning represents jointly constructed expectations or possibilities (one individual positioning the other), while reflective positioning is the process of positioning oneself (individuals assigning their own preferred position).

The meaning of the positioning phenomenon, seen as principally a conversational one, was expanded by Pavlenko and Blackledge (2004) to all discursive practices which may

position individuals in particular ways or allow individuals to position themselves. Consequently, the authors understand the negotiation of identities as an interaction between reflective positioning (i.e. self-representation) and interaction positioning. Such negotiation may take place in oral interaction or in print. However, blogs are also considered a kind of online print where immigrants can produce discursive texts in which they position themselves and take part in the negotiation of their identities. The same theory was applied by Walker (2009) to discuss the dynamic aspect of bilingual identity (re)construction through bilingual means in personal German-English blogs created by immigrants to New Zealand.

The connection between identity and language is a fundamental element of a human being. The linguistic means of negotiations reviewed by Pavlenko and Blackledge (2004) include the discussion of code-switching, code alternation, code-mixing, language choice and language crossing (Auer 1998; Bailey 2000; Heller 1988; Rampton 1995, 1999a, 1999b; Scotton 1983). They expanded this understanding of negotiation, uncovering a wide variety of linguistic practices which individuals, in this case immigrants, may appropriate, invent, and use to (re)position themselves, by examining new linguistic varieties, second language use, and the creation of new identity narratives.

This study investigates the ways in which a group of recent Hungarian migrants living in Australia negotiate their identities through social and linguistic practices in the virtual space of blogs. These blogs provide a space in which they can position themselves through the narratives they produce and through the language they use. Negotiating identities requires the examination of language resources that migrants bring with them. The next section will look at language maintenance with regard to migration.

2.3.2. Language maintenance

Migrants to Australia often struggle with the maintenance of their home language and culture. Research indicates that within three generations the home language in most families is completely lost (Fishman 1991). As discussed in the introductory chapter, the Hungarian community is one of the immigrant communities in Australia for which

intergenerational language transmission has not been successful in previous generations (Clyne & Kipp 1997). Arguments for the benefits of the maintenance of home language have been made by many linguists around the world (Cavallaro 2005; Clyne 1982, 1991; Fishman 1977, 2007; Skutnabb-Kangas 1981). Cavallaro (2005) argues that the importance of language maintenance is often constructed around concepts such as group integrity and group membership, cultural heritage, identity, social-humanitarian and economic implications, assimilation, cognitive development and academic achievement. Language maintenance has been researched extensively and most researchers agree that communication and interaction within family is crucial (DeCapua & Wintergerst 2009; Fishman 1977; Pauwels 2005; Smolicz, Secombe & Hudson 2001; Tannenbaum 2003).

However, studies conducted among a wide range of immigrant communities in Australia (e.g. Swedish - Garner 1988; Russian - Garner 1988; Kouzmin 1988; Greek - Tamis 1991; Dutch and German - Pauwels 1986; Clyne 1991; Clyne & Pauwels 1997; Italian - Rubino 2009; Chinese - Wu 1995; Clyne & Kipp 1999; Vietnamese - Nannes 1996; Arabic and Spanish - Clyne & Kipp 1999; Macedonians, Filipino and Somali - Clyne & Kipp 2006b) challenged previous arguments (Fishman 1964) that the family might not have a central role in language maintenance. These studies consider the extended family to be more important, since the use of immigrant language is highest with older relatives.

Community and micro-planning initiatives, involving cultural activities organised by voluntary non-profit organisations, were also considered important in language maintenance (Hatoss 2006; Nesteruk 2010) along with individual and parental attitudes (Hatoss 2003; Park & Sarkar 2007) and language policies (Clyne 2005; Hatoss 2005; Pauwels 1988).

Recently, an accumulating body of research has examined multilingual literacy practices in different linguistic minority communities and focused on the use of technology as an important support for language maintenance (Cruickshank 2004; Crystal 2001; Fitzgerald & Debski 2006; Honeycutt & Cunliffe 2010; Lam & Rosario-Ramos 2009; Lee 2006; Pauwels 2005; Szécsi & Szilágyi 2012; Walker 2009;

Warschauer & De Florio-Hansen 2003). However, despite the increased interest in the role of technology in language maintenance, the focus specifically on the role of blogs and on the Hungarian community in Australia is non-existent. To fill this gap, this study explores the potential of blogs as an innovative space. As innovative spaces, blogs serve a number of purposes: they provide connection between individuals and communities, help migrants to come to terms with their new environment, and provide connection to their homeland. By connecting individuals and communities, blogs provide opportunities for communication and use of the home language, thus contributing to language maintenance.

Furthermore, research shows that the ability to retain first language writing skills is usually the most difficult aspect to maintain across generations (Vaccarino & Walker 2008; Walker 2004). The written language is the weak point of language maintenance because it is harder to maintain than the spoken language. According to the regression hypothesis (last thing gained, first thing lost) language attrition is determined by the acquisitional sequence (Lambert 1982; Schmid 2002). For bilingual migrants, productive skills like writing are more affected than receptive skills such as listening. To recall, a high level of activation is needed, whereas for recognition, a lower level is sufficient (Paradis 2004). Blogs consisting of written language provide an opportunity to practice the written language.

Research has shown that the numerical size of the immigrant group and settlement patterns are also factors that affect language maintenance and implicitly language shift (Kipp & Clyne 2003; Kipp, Clyne & Pauwels 1995). The greater the number of immigrants from a particular language group and the less dispersed they are, the higher the rates of language maintenance. As discussed in the Introduction, this principle is extremely relevant to the Hungarian immigrant group in Australia, which is characterised as a small group, numerically, with great dispersion. The high rate of exogamous marriages also displays low language maintenance among the children of these families (Clyne & Kipp 2002; Clyne & Kipp 2006; Kipp & Clyne 2003). Other socio-demographic factors, such as length of residence, education and socio-economic status need to be considered as well.

Language maintenance has also been studied in light of the theory of ethno-linguistic vitality. Based on the theoretical model developed by Giles (1977), three major groups of factors are seen as influencing the ethno-linguistic vitality of a language community: the demographic features of the respective group, the institutional support provided by the host country, and the status factors, such as the use of minority language in public domains. As argued by Giles (1977), the greater the 'vitality' of a particular ethno-linguistic group, the more likely it is to survive as a distinct linguistic group in intergroup settings. In the framework developed by Extra and Yağmur (2008) these factors are seen as determinants and their focus shifts in favour of factors that they see as operationalising the vitality of particular languages. The emphasis is on factors that affect language in use: language proficiency, language choice, language dominance and language preference. As an extension to the theory of ethno-linguistic vitality, a matrix was proposed by Ehala (2009) in which the ethno-linguistic vitality of a group is determined by the relation between the two communities, by the cultural distance between the communities, and the extent of utilitarianism in the community studied.

A few studies have dealt with other opportunities of language use, such as friendships (Bettoni & Rubino 1996; Pauwels 1988; Pütz 1991; cited in Rubino 2010), domains of transactions (Rubino 2010) (e.g. coffee shops, restaurants and shops run by immigrants, clubs and associations) (Clyne & Kipp 1999; Wu 1995), and the church (Woods 2004). This study investigates the virtual spaces created by blogs of recent Hungarian migrants to Australia as domains and opportunities for language use and language maintenance with friends and family members.

2.3.3. Social capital

As highlighted in the introductory chapter, settling into a new environment has important implications for the maintenance and development of social capital. With relocation, migrants suffer huge losses of social capital. This means leaving family members, friends and acquaintances behind and moving to a place where everything is new and there might not be a familiar human being or a group with which to affiliate.

The concept of social capital has its roots in the work of Bourdieu (1986) and Coleman (1988), with subsequent extension by Burt (1992), Putnam (1995, 2007) and Lin (2001).

Social capital can be considered as:

the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition – or in other words, to membership in a group. (Bourdieu 1986 p.248)

Social capital can be understood as a form of capital, like financial or human capital, that is embedded in the relationships between individuals, and can be measured at the individual and group level. This concept of social capital was delineated by Putnam (2007) into two fundamental forms, bonding and bridging. The former describes and includes benefits from close personal relationships, which may include emotional support, physical succour or other benefits, such as the loan of money. The latter form of social capital, bridging, consists of benefits derived from casual acquaintances and connections that can also lead to tangible outcomes such as novel information from distant connections and broader world-views.

In response to Putnam (2007), Ryan et al. (2008) examined some of the factors, skills and opportunities that might limit bridging and contain migrants within narrow bonds of co-ethnics, highlighting that the ethnic-specific networks can have both negative and positive aspects. Migrants therefore need to balance their relationships upon co-ethnics. In a recent study on Polish migrants in London, UK (Ryan et al. 2008), it became apparent that migrants access support through a combination of established and newly-formed networks involving a mixture of contacts in both the country of origin and the new environment. Ethnic community formation and social capital among six immigrant groups (Germans, Dutch, Hungarians, Poles, Italians and Greeks) in Australia have been investigated by Giorgas (2000), and it was found that ethnic community formation serves as a positive strategy for immigrants to overcome social isolation and economic difficulties by providing employment opportunities and a sense of family surroundings within their own ethnic group. In terms of this thesis, one important question relates to the role that Web 2.0 tools and social media can play in this process of community formation. In addition to Putnam's two forms of social capital, Ellison, Steinfield and Lampe (2007) introduced a new dimension of

‘maintained social capital’ (p.1146) to explore whether online network tools enable individuals to keep in touch with a social network after physically disconnecting from it, and found that social network sites help to maintain relations.

Internet and computer mediated communication are powerful resources and online participation can be important tools for increasing social capital and linking dispersed peoples with their homeland and others in the diaspora (Hiller & Franz 2004; Wellman et al. 2001). The relationship between social capital and specific communication practices on the most popular social network site among US undergraduates, Facebook, has been investigated by several researchers (Ellison, Steinfield & Lampe 2007; Ellison, Steinfield & Lampe 2011; Steinfield, Ellison & Lampe 2008; Valenzuela, Park & Kee 2009). Others have examined social networks more specifically, exploring the relationship between the motivation for using Facebook (Paparcharissi & Mendelson 2008), while Burke, Marlow and Lento (2010) investigated the association between social capital and active contribution to the site. The findings of these studies suggest that users who have the ability and disposition to engage in certain social network sites may be more likely to obtain social capital benefits. The term ‘network capital’ has been defined as the ‘capacity to engender and sustain social relations with individuals who are not necessarily proximate, which generates emotional, financial and practical benefit’ (Larsen & Urry 2008, p.93). It has also been suggested that new technologies not only facilitate and increase social capital but network formation as well, supporting peer-group or community formation (Castells et al. 2007) and broadening to include the benefits provided to individuals and society in the ongoing debate about social capital (Bourdieu 1986; Coleman 1988; Lin 2001; Portes & Landholt 1996; Putnam 2007).

Although social capital in relation to new technologies and the formation of networks has been of great research interest, the specific ways in which the multimodal aspect of blogs enables the recreation and formation of social capital has not yet been adequately investigated. This again is one of the gaps in the research that this study will seek to address through the application of analysis tools that will be fully set out in Chapter Three, Research Methodology.

2.3.4. Cultural capital

The transfer of cultural capital is a significant challenge for immigrants undertaking the migrant journey. Bourdieu (1986) defined cultural capital as a form of knowledge – the skills, education, and advantages that a person has – which gives them a certain status in society. For immigrant families, cultural capital may be defined as the meanings, knowledge, customs, achievements, and outlooks that are related to their social position. Immigrants possess cultural capital that originated in their homeland and this needs to be transferred into the new environment, and transformed as a consequence of new experiences gained in the new environment. Old forms are adapted and new forms are introduced. Cultural capital may be convertible, on certain conditions, into economic capital and may be institutionalised in the form of educational qualifications (Bourdieu 1986). Cultural capital is distinguished from economic capital (wealth) and social capital (who you know).

In Bourdieu's view, there are three subtypes of cultural capital: the embodied state, the objectified state and the institutionalised state. Of these three subtypes, the embodied state, including the linguistic capital, and the institutionalised state are relevant for a study involving migrants. Linguistic cultural capital represents a means of communication and self-presentation acquired from one's surrounding culture, while institutionalised cultural capital comprises educational qualifications. The latter concept has a more prominent role in the labour market, although migrants might not be able to totally transfer or use these forms of capital in the new environment. This can have negative impact on their employment prospects. Although, as discussed in the introductory chapter, longitudinal studies conducted by the Australian Government about settlement and employment rates of recently arrived migrants show a high rate of employment (DIC 2002), studies on recent migrants report difficulties in transferring cultural capital (ABS 2011c).

Linguistic capital, as a subset of embodied cultural capital, is sometimes difficult to transfer between the country of origin and the new environment; such is the case of Hungary and Australia. Although the Hungarian language does not offer significant benefits to immigrants to Australia, migrants are able to put their linguistic resources to very good use in the formation of local networks and in dealing with the new

environment, which is highly supportive of the adaptive process. As discussed in a previous section of this chapter (2.2.1), Web 2.0 tools, in particular blogs, offer enormous opportunities for migrants to deal with issues of social and cultural capital, and in this their linguistic capital is an advantage and plays an important role.

2.4. Summary

In this chapter, the relevant literature on migration and new technologies, as well as some challenges that occur with migration, have been reviewed through the lens of globalisation. These challenges include identity, language maintenance, social and cultural capital. From this review of the literature around these concepts, it is clear that the existing literature still fails to provide a comprehensive examination of what is created by the intersection of these concepts. New technologies, including social media, are changing the character of international migration. The literature reviewed in this chapter points to the potential of the virtual spaces created by these media. It has been acknowledged that they have a role in terms of identity negotiation, maintaining home language, overcoming distance and recreating social capital. However, it has also been shown that detailed analyses of these spaces from multimodal perspectives have been few in number. This is particularly true in terms of the context of migration and adjustment. Indeed, there is an absence of detailed studies focusing on the multicultural and bilingual aspects of Australia in relation to the use of new technologies by recent migrants. Technology use for a variety of purposes has become prevalent among Hungarian immigrants, but, studies on recent Hungarian migrants to Australia are almost non-existent. These migrants' use of technology, particularly online communication, provides ample resources and practices for identity representation, negotiation, use of home language and network. Therefore there is a pressing need for this research.

From the review of the literature in this chapter, the following questions have emerged, and these will form the focus of this study:

- How important are the issues of maintenance of Hungarian language and culture for a group of recently arrived Hungarian families in Australia?

- How are Internet communication technologies, in particular Web 2.0 tools, used by a group of recently arrived Hungarian-speaking families to encourage language, culture and identity maintenance in an English-dominant environment?
- How can a multimodal analysis of blogs enhance our understanding of the use of blogs as discursive spaces?

The following chapter begins with a discussion and rationalisation of using a qualitative approach rather than a quantitative approach. This discussion leads to the rationale for adopting case study methodology with an ethnographic approach through the presentation of the features of this approach, the selection of participants and the different data sources. Data was sourced through interviews, questionnaires and weblogs. Special attention is given to the significance of social semiotic multimodal analysis used for the analysis of blogs. The final section discusses the ethical issues inherent in the use of blogs as data sources and the action taken to avoid these issues.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

The previous chapter reviewed the literature on the issues of migration and technology, the new spaces that emerge from the interaction of these two, and the challenges that migrants might encounter in their new life. These challenges may have implications related to identity, language and culture, social and cultural capital. The focus is on recently arrived Hungarian speaking migrants in Australia and the role that new web-based technologies, especially blogs, play in helping migrants to overcome these challenges and come to terms with the new environment. This focus was motivated by the need to better understand the ways in which newly arrived migrants are using social media to come to terms with their new environment.

As indicated in the introductory chapter and the literature review (Chapter Two), this study aims to answer the following questions:

- How important are the issues of maintenance of Hungarian language and culture for a group of recently arrived Hungarian families in Australia?
- How are Internet communication technologies, in particular Web 2.0 tools, used by a group of recently arrived Hungarian-speaking families to encourage language, culture and identity maintenance in an English-dominant environment?
- How can a multimodal analysis of blogs enhance our understanding of the use of blogs as discursive spaces?

To address these questions an ethnographic approach within a case study framework was adopted using multiple sources of data and analysed from multimodal perspectives.

This chapter presents the research design implemented in this study. The chapter commences with a discussion of qualitative approaches and then provides the rationale for adopting a case study methodology with ethnographic approach. The

context, data collection procedure and research instruments are then detailed. The final section of this chapter presents the different tools used to analyse the data, questionnaires and interviews, and, because of its complexity, more details are given about the social semiotic multimodal analysis applied for blogs.

3.1. Qualitative approach

There are two major paradigms for the orientation of any research approach: positivist or scientific enquiry, often represented through quantitative methods, and interpretive enquiry, often represented through qualitative methods. This research project is predominantly interpretive because it seeks to understand the challenges that Hungarian migrants face in their first years after arrival in Australia. These challenges relate to language and culture, as well as a range of day-to-day issues such as employment and finding schools for children. This study examines the ways in which these families were able to use the affordances provided by Web 2.0 technologies as a resource to help them mediate and come to terms with these challenging new experiences. Broad ideas were set out to be investigated during the research study while, at the same time, attentiveness was maintained to issues which might – and indeed did – emerge from the data (Lincoln 1985; Rubin & Rubin 2011). The literature review served to highlight the gaps that exist in the literature regarding newly arrived Hungarian migrants and their use of technology, but this review also provided important insights into an appropriate methodology for investigating these issues in detail.

A naturalistic approach examines the natural setting and emphasises that meanings arise from social situations and are filtered through interpretive processes. This approach stresses the intimate relationship between the ‘researched’ and the researcher, which leads qualitative researchers to study phenomena in their natural settings (Denzin & Lincoln 1994; Marshall & Rossman 2006). This relationship distinguishes the qualitative approach because it draws upon the belief that reality is not objective, ‘out there’, and apart from the knower. Furthermore, the attribution of meaning is continuous because it can evolve and be revealed over time as the

researcher has more engagement with participants in the study (Denzin & Lincoln 1994).

The qualitative approach has been considered appropriate for the in-depth investigations required by the present study because, by its nature, it allows the researcher to develop an understanding of the meaning or nature of others' experiences (Strauss & Corbin 2008). It enables substantive exploration into a new field of immigration studies and sociolinguistics about which little is known, as in the case of a group of recently arrived Hungarian immigrants to Australia and their use of diverse new web-based technologies. In addition, it enables the experiences of participants to be portrayed through multiple data sources, and a detailed account of the context to be taken into consideration. Understanding the implications of the role and functions that blogs can perform in a migrant's life requires rich data that can only really be gathered through qualitative research.

As indicated in the literature review (Chapter Two), this study is spread across different fields, such as immigration studies and sociolinguistics. The literature review examined several studies employing qualitative methods that made possible the exploration of some of the complexities involved in the use of diverse Internet communication technologies (ICT) by immigrant communities (see for example Cruickshank 2004; Komito & Bates 2009, 2011; Lam & Rosario-Ramos 2009; Lee 2006; Szécsi & Szilágyi 2012; Walker 2009). These studies emphasised the importance and significance of natural settings and in-depth investigation as highlights of the qualitative investigation, revealing deep and major issues and findings about migrant groups. Although these studies investigated different immigrant communities and their use of diverse ICT using qualitative methods, none of them used the technological tool as the context and considered the multimodal aspect of some of the ICT. Nevertheless, these studies were interesting and revealed significant issues and findings about migrant groups. This study, also using qualitative methodology, focuses on and uses blogs as the context for investigating the multimodal aspect of fifteen personal blogs written by a group of recently arrived Hungarian migrants to Australia.

3.1.1. Case study with an ethnographic approach

Creswell (2012) identified five traditions where qualitative research is likely to be positioned: Biography, Phenomenology, Grounded Theory, Ethnography, and Case Study. The following two subsections explain in some detail the rationale for the research design adopted for this study.

3.1.1.1. Case study

Case studies usually focus on an in-depth investigation of an actual case, describing the activities of a particular group within a specific context (Creswell 2012). Merriam (1998, p.193) also defined case study as 'an intensive, holistic description and analysis of a single, bounded unit'. A single instance is of a confined system that can be a child, a class, a school, or a community, providing a distinctive example of real people in real situations (Cohen, Manion & Morrison 2005). In explaining the same, Yin (2009) suggests that the term may refer to an event, an entity, an individual or even a unit of analysis. It forms a qualitative research design which enables researchers to investigate a contemporary phenomenon in its natural context (Yin 2009). Keeping all this in mind, the case study approach has been considered most appropriate for the current study, to understand the bounded case of this group of recently arrived Hungarian migrants in their natural environment. In the case of this study, the boundaries are not physical or institutional but relate to shared language, culture and experience among newly arrived migrants.

Another important feature of case studies that also influenced the choice of method for this project is that it not only allows for a variety of methods of data collection, it actually encourages the researcher to adopt a number of methods (Descombe 2007; Creswell 2008). The use of questionnaires, interviews and blogs as data sources has not only captured unique features but has also strengthened the reliability of findings.

Several types of case study have been identified in this field. While Yin's (2009) classification agrees with Merriam's (1998), Creswell's (2008) differs. Merriam (1998) and Yin (2009) distinguish three separate categories: a descriptive category providing narrative accounts, an exploratory or interpretive category developing conceptual categories to examine initial assumptions, or as a pilot to other studies, and a third

category set which is explanatory or evaluative for testing theories or explaining and judging (Merriam 1998; Yin 2009). Creswell (2008) in his categorisation labels only two groups of case studies, intrinsic and instrumental cases. The intrinsic case is one of interest, and the instrumental case is when the focus is on a specific issue, using a case or cases to exemplify the issue. This study falls into the descriptive category in the categorisation by Merriam (1998) and Yin (2009) because it describes in detail the uses of new technologies, with a specific focus on blogs written by migrants to Australia providing narrative interpretation. Since it also studies specific newly arrived Hungarian speaking families to investigate the functions that blogs fulfil, this study can be classified into in Creswell's categorisation of an instrumental group.

Significance rather than frequency is a hallmark of case studies, offering the researcher an insight into the real dynamics of situations and people (Cohen, Marion & Morrison 2005). Previous studies that successfully used an ethnographic approach with a case study design managed to separate the significant few from the insignificant many instances of behaviour. The strategies employed by a mother to foster German in an English-dominant environment, and how these strategies influenced the children's perception of German, was presented in DeCapua and Wintergerst's case study (2009). In this case study in the qualitative tradition, semi-structured interviews, informal conversations and field texts were used to accumulate the data and stories, and to analyse them. Using this methodology, the researchers managed to examine some of the more salient socio-psychological factors of bilingualism. Moreover, the researcher as storyteller added a dimension to the study which otherwise would have been lost, and brought to the forefront the mother's firsthand knowledge of her children, which would not have surfaced from the interviews alone.

In the area of language maintenance, Guardado (2006) in his qualitative study explored the loss and maintenance of Spanish in Hispanic children in Vancouver from the perspective of parents. Using a case study methodology with four families as participants with semi-structured interviews and field notes, his study not only supported the notion that cultural identity is crucial to heritage language maintenance in the context of a dominant second language, but also contradicted previous findings. Guardado (2006) suggests that a narrow linguistic community and the input of one

parent are not sufficient for first language maintenance. Likewise, the data showed that the type of encouragement parents give to their children to speak the first language can have a facilitating or detrimental effect. The features of case study methodology made it possible to uncover this significant finding which would have been lost in a larger, quantitative study.

3.1.1.1.1. Strengths and weaknesses of using case study

Although the strengths of the case study approach presents it as the most appropriate approach for this investigation, as explained above, it has weaknesses as well. Case studies have been criticised by some as lacking scientific rigour and reliability, as well as not addressing issues of generalisability (Yin 2009). However, qualitative research does not intend to provide generalisability. As Stake (1995, p.4) puts it: 'case study research is not sampling research' as it does not study a certain case to understand other cases and thereby accomplish a rational generalisation; rather, it aims to understand a particular case in its entirety. This notion emphasises that 'the real business of case study is particularisation, not generalisation' (Stake 1995, p.8). However, understanding a case may offer transferability, as the current research may be applied to other similar contexts (Lincoln 1985) – e.g. other ethnic communities in Australia or Canada; other Hungarian communities in other contexts. In addition to the weakness of generalisation, another frequently mentioned critique of qualitative research in general is subjectivity. In case studies, in particular, this can be overcome in several ways. For this study, the issue of subjectivity was addressed through the richness of the data that was assured through the multiple data sources and the use of pre- and post interviews.

3.1.1.1.2. Ethnographic approach

As it was indicated at the beginning of this section (3.1.1), this study is best described as a case study with an ethnographic approach. This is because it is a bounded case and has multiple sources of potential evidence. It meets the criterion of being ethnographic since it focuses on a community, a bounded culture, over a long period of time and uses thick description to interpret and describe at microscopic level (Hornberger 1988).

Ethnography is used by cultural anthropologists as a way of studying culture. It has been developed within the discipline of cultural anthropology and seeks to describe and interpret systematically and thoroughly a particular culture, or cultural situation (Hornberger 1988). The purpose of ethnographic research is to produce detailed pictures of events or cultures. It is not a straightforward description of things witnessed first-hand in the field: it is the depth and the detail of the description, the accuracy and the insight offered to readers about the situation being studied which form the fundamental element of ethnography (Descombe 2007). This study investigates a group of Hungarian immigrant families living in Australia, specifically, recent arrivals.

Ethnographers use thick description to interpret and describe at microscopic level (Hornberger 1988). Based on the work of Ryle (1971), Geertz (1973), Denzin (1989), Holloway (1997), and Schwandt (2001), Ponterotto (2006) aggregated the essence of 'thick description'. According to him, the following points need to be considered in an ethnographic study:

- Accurate description and interpretation of social actions within an appropriate context need to be carried out.
- Thoughts, emotions, and social interaction among observed participants in their context need to be captured.
- Motivations and intentions need to be attributed to social actions.
- The context and specifics of the social action must be described so well that they convey a sense of veracity to the reader.
- Like a tree that has as its roots the 'thick description', the trunk is the 'thick interpretation' that nourishes and feeds the branches and leaves, representing 'thick meaning.'

Applying Ponterotto's (2006) metaphor to research in the multicultural Australian context enables the capture of thoughts and emotions around language, culture and interaction. The thick interpretation enables a narrative about the uses of new technologies to be constructed, and the roles that blogs have played within this group of Hungarian migrant families to be considered.

Another important aspect of an ethnographic study is the time allocated. This research was carried out over a period of eighteen months, which is reflected in the richness of the data that was gathered. More detail about the data is discussed in the *Data sources* (3.2.3) section of this chapter.

3.1.1.2.1. Researcher

In an ethnographic study, the researcher plays a crucial role because, as Ball claims (1990 cited in Denscombe 2007, p. 87) 'The researcher's identity, values and beliefs become part of the equation – a built-in component that cannot be eliminated as an influence on the end-product findings of the project'. The researcher's Hungarian culture and language background, interest in the complexities associated with culture, language, identity, migration, and computer mediated technologies, and active membership of the Sydney Hungarian community provided a good access to, and easy communication with, the participants of this study. However, Hornberger (1994) warns that over-familiarity with the culture under study may distort interpretation in favour of shared biases. To counterbalance this, Hornberger's advice (1988) of stepping in and out, of experiencing the sense of being both inside and outside the investigation, was applied in combination with continuous discussions with other more experienced researchers in the field.

3.1.1.2.2. Digital ethnography

Ethnography is a term commonly used for studies that investigate cultures and communities, as noted above. In recent years, the concept of digital ethnography has been developed to apply to culture and communities that exists online. Murthy (2008) claims that 'everyday life' for much of the world is becoming increasingly technologically mediated and that new media and digital forms of 'old media' are additional, valuable methods in a sociologist's toolkit. Engagement with new media and mediated communication can enrich not only an ethnographic practice but other forms of sociological practices as well (Robinson & Schulz 2009). New analytical frameworks and methodological adaptations have been developed since the appearance of the Internet. In this study, digital forms are present not only as research tools, as online questionnaires, but also data sources. Blogs, by their dynamic nature,

allow posting and commenting by writers and readers, and through their multimodal features, create a rich source of qualitative data (Hookway 2008). Blogging has emerged as a significant phenomenon in Australia (Social Media News 2013) and all the evidence collected for this project indicates that it is widely practised among the Hungarian community in Australia. Therefore, it is important to pay particular attention to blogs as a context for research.

Blogs provide more extensive opportunities for social scientific research than their 'offline' parallel of qualitative diary research. Apart from the fact that they are publicly available, low-cost and an instant way of collecting substantial amounts of data, blogs provide the naturalistic data in textual form that is essential for an ethnographic study, without the need for tape recorders and transcription (Liamputtong & Ezzy 2005, p.232). Another feature of blogs that is particularly relevant to this study is that they offer the possibility of accessing readers who are geographically dispersed (Hessler et al. 2003; Mann & Stewart 2000). This is particularly relevant to the Hungarian community in Australia, which is one of the ten most dispersed communities (Clyne 2005). Moreover, the fact that blogs can be archived over a long period of time makes them valuable resources for those interested in examining changing social processes over time. These qualities of practicality and capacity to uncover social processes across space and time, giving insight into everyday life, combine to make blogs a valid research field for the purpose of this study. Complementing this investigation with digital ethnography and using blogs as a data source will thicken the description of the Hungarian families living in Australia and will enhance the ethnographical nature of this study.

In recent years, researchers have turned more and more to social media as an important context for studying human behaviour and disposition. Studies that have successfully focused on blogs as sources of data have, for example, investigated the potential of blogs by bilingual German-speaking New Zealand immigrants to appropriate new social spaces and develop multiple literacies, (re)constructing bilingual identities in the process (Walker 2009). Other studies of diasporic experiences have used blogs to examine the notion of space and its relation to identity, arguing that the congruence of 'geographical space' and 'cyberspace' can provide a new place

in which identities can be negotiated (Mitra 2008). In analysing Polish blogs, Trammell et al. (2006) aimed to understand the content elements and user-initiated features of blogs, such as hyperlinks, under the theoretical framework of uses and gratifications. The study by Bortree (2005), which applied an ethnographic methodology, examined aspects of teenage girls' blogs through in-depth analysis of six weblogs and thirteen in-depth interviews. This study found that blogs are a useful creative tool for teens to use in maintaining relationships. How blogging in second language composition courses contribute to the development of a student's academic writing was investigated by Bloch (2007), who found that blogging contributed to the development of ideas in the blogosphere and that blogging is a form of literacy in itself. In another similar study, student blogs, their posts, comments and the learning artefacts they presented provided useful data for Churchill (2009) in his study demonstrating that blogs can be an effective technology, facilitating useful, blog-based activities for learning. Lee (2006) also used blogs to show that electronic literacy practices provide authentic opportunities to use the language and support the development of a social network of Korean speakers, resulting in greater sociopsychological attachment to the Korean language and culture. These studies provided important methodological insights for this project and also clearly demonstrated that blogs can be a rich aspect of an ethnographic study.

3.2. Research design

3.2.1. Context

As discussed in detail in the Introduction, this study was carried out in Australia, a country with a long migration history. As a result of immigration, Australia today is characterised by its multiculturalism where more than 260 languages are spoken (ABS 2012a). The number of migrants has varied in the last few years, showing a tendency to increase, and record intake numbers are planned for 2013 (DMI 2013). The median age of recent migrants is falling, and is between 19 – 39 (DMI 2013; ABS 2012b). Statistics also show that more than two thirds of Australian households (seven out of ten) use the Internet on an everyday basis with comparable increases among recent migrants as well (ABS 2011a).

The vast majority of these migrants are settled in one of the major Australian cities. Although all the face-to-face interviews were conducted in Sydney for practical, convenient reasons, other major Australian cities are also represented through online participation.

3.2.2. Participants

3.2.2.1. Selection criteria of participants

This research is limited to recent migrants, and within this demographic to a group of recently arrived young Hungarian families. Generally, case studies require researchers to carefully, consciously and deliberately choose from among a number of possible events, individuals, families, organisations, etc. (Denscombe 2007). Cases are not randomly selected but are chosen on the basis of their distinctive features, which requires that the selection criteria are justified as a fundamental part of the methodology.

For this research to create a bounded case, the following selection criteria were applied: the participants had to be Hungarian speaking recent migrants (max. five years at the time of the investigation). The Hungarian-speaking criterion was introduced since the Hungarian migrant community in Australia is under-researched and the researcher's background and language ability proved to be an asset for this specific investigation. The limit of five years since immigration was set because this study focuses on the availability and use of new technologies, including social media, and because recent migrants' perceptions of coming to terms with a new environment are more current and more relevant to the study. By applying these selection criteria, it was hoped that the number of variables would be reduced, making the analysis more meaningful.

3.2.2.2. Sampling of participants

Participants for this study were selected to meet the selection criteria described above. These selection criteria required participants to be Hungarian-speaking migrants to Australia of no more than five years. For the multiple data sources used in this study, separate participants were selected.

Blogs were the main data source and the bloggers were identified and selected from a specific blog designated to list blogs the blogs of Hungarians living around the world (www.kem.freeblog.hu – abbreviation of ‘Hungarians living abroad’ in translation). This blog has a separate category for blogs written by Hungarians living in Australia and it has been updated regularly with new blogs. Out of 447 registered blogs from 53 different countries, 50 blogs were written by Hungarians living in Australia (as at 5 July 2011). According to accessibility (public or private) and recent activity, twenty blogs were selected and contacted to participate in the study. These bloggers were asked to electronically complete a questionnaire providing another set of data. Of these twenty bloggers only fifteen returned the questionnaire and agreed to participate in the study; they are referred to respectively as B1 to B15.

For the pre-interviews, four families were contacted using a ‘snowball’ procedure (Cohen, Maninon & Morrison 2005). This began with one family who recommended another family and so on. The initial contact was made by telephone or email for introductory purposes and to discuss the study. Following these initial conversations, an information sheet and a consent letter were sent to participants, describing the purpose of the study, the expectations and issues of confidentiality. The interviews were conducted in public places such as coffee shops and playgrounds, and two of the interviews were tape-recorded with the participants’ permission.

3.2.2.3. Profile of participants

All the participants in this study were Hungarian-speaking individuals or families who arrived in Australia no more than five years before the study was conducted. There was a group of four Hungarian-speaking families with whom interviews were conducted for the purpose of gaining a sense of the community, an indispensable requirement of an ethnographic study. In each family interviewed there were two young children and, apart from one father, all the parents had a Hungarian background. These were young professional families, settled in Sydney, who had been using the Internet and diverse computer mediated technologies on daily basis.

Of the fifteen Hungarian bloggers who participated in this research by filling out a questionnaire, all were born in and arrived from Hungary, with one exception (a

couple who were born in Romania but lived in Hungary before they left to come to Australia), and all were settled in one of the major Australian cities. Their educational level is at least high school and they are digitally literate, using computer and the Internet on a daily basis. Although a few chose to complete the questionnaire in English, all the bloggers used the Hungarian language in their blogs without exception.

3.2.3. Data sources

The data for this study was collected in several steps using multiple data sources over a period of eighteen months. First, pre-interviews with families were conducted, then the questionnaire was sent out to bloggers; the blogs were analysed, and finally, follow-up interviews with five bloggers were conducted. The different data sets were necessary to build up a complex case concerning the participants, their thinking and the context. The questionnaires provided mainly factual information and details about the attitudes and dispositions of the bloggers. The interviews added a deeper layer to this information and the blogs, having been identified as a significant tool used by recently arrived Hungarian migrants, provided naturalistic and rich information. A more detailed explanation of the relationships between the data sets will emerge in this chapter and the chapter on findings. These multiple data sources contributed to the 'thick description' (Geertz 1973) and to the formation of the bounded case, essential elements of a case study taking an ethnographic approach. In the following subsections, the instruments, the data collection procedures and their relevance to the study are discussed.

3.2.3.1. Blogs as data source

Blogs form the main data source for this study and were analysed for the purpose of addressing the research question about the roles that blogs fulfil among the recently arrived Hungarian families selected for this study. Blogs are simple webpages consisting of brief paragraphs of opinion, information, personal diary entries, or links, called posts, which are arranged chronologically with the most recent on top, in the style of an online journal (Doctorow et al. 2002 in Anderson 2007). Although not all blogs are public documents, all blogs are intended to have an audience and the interactions with this audience are a dynamic aspects of blogs. Through their dynamic

characteristics of facilitating posting and commenting, and through their multimodal features, blogs create a rich source of qualitative data. As noted in an earlier section (3.1.1.2.2 Digital ethnography), using blogs for the purpose of digital ethnography has several advantages: they are mostly publicly available, they offer a low-cost and instant way of collecting substantial amounts of data, also providing naturalistic data in the textual and multimodal forms essential for an ethnographic study (Hookway 2008). Blogs are Internet-based technological tools and their archived nature allows researchers to work across space and time. Using blogs made it possible to reach the Hungarian community, a community characterised by a high rate of dispersion across Australia (Clyne 2005). Researching the blogs also enabled access to data created over a longer period of time. The blogs selected for the study were the same as those selected for the questionnaires, and the data collected by questionnaire complemented the data collected from the blogs.

The data from the blogs were analysed in several steps. The first step involved familiarisation with the blogs, and obtaining an overall impression. Shorter blogs with fewer posts were read from beginning to end, but blogs that had been written over a long period of time (e.g. since 2005 – a blog started before arrival in Australia: B13) or with many posts (276 posts/as at 26th September 2012: B5) were read in three parts, the beginning, the middle and entries that were ‘current’ in terms of the research project. The content of all these blog sections were coded and thematically analysed. The purpose of this kind of analysis was to provide an orientation about the themes that bloggers think and write about. Secondly, this initial analysis provided a very good overview of the ideational and interpersonal metafunctions that are realised through the blogs. As an orientation to the next stage of analysis, this step was very important. However, all the blogs were followed via RSS feed subscription (Really Simple Syndication – a content delivery vehicle) following this overview.

In order to develop a coherent system of referencing, a system of codes was developed for the quotes used from the blogs to exemplify themes (see Findings chapter). First, a number was allocated to each blog from one to fifteen and blogs were thereafter referred to as B1-B15 respectively. The year and month of the blog entry is given, followed by the part (beginning, middle, actual) of the blog at the

moment of data analysis represented by the initial letter of the section. For example B2_2012/01_M would mean that the respective blog extract is from the blog with the code B2, blog entry posted in January, 2012 which was the middle of the blog at the time of data analysis.

In the second stage of analysis, the framework of Bateman and Delin (2001) was applied to identify those specific structural elements that contribute to the communicative goals of a blog. The last step involved the application of the analytical framework derived from Kress and van Leeuwen's work (2006). This allowed a deeper analysis of the blogs related to the language of images and design. Details of the analysis are provided in the Data Analysis section (3.3) of this chapter.

3.2.3.2. Questionnaire

In addition to the structured interviews, questionnaires were used as a data collection instrument. Questionnaires enabled the gathering of relatively straightforward information such as facts and opinions in relation to the focal points of the research (Denscombe 2007). The questionnaires were filled out by selected Hungarian bloggers described in the Sampling of Participants section of this chapter.

In designing the questionnaire, several kinds of questions and response modes were chosen, including multiple choice, rating scales and open-ended questions. While the closed questions could be completed quickly and were straightforward to code, they did not enable respondents to add remarks, qualifications or explanations to the preset responses. On the other hand, open questions enabled respondents to write free responses in their own terms, explaining and qualifying the responses, and avoiding the limitations of pre-set responses (Cohen, Manion & Morrison 2005). The closed questions were mainly used to inform the profiling of the respondents, while the open-ended questions contributed to the overall authenticity, richness, depth of responses, and honesty of the research. As Cohen, Manion and Morrison (2005) argued, these are the hallmarks of good qualitative data.

The questionnaire was designed to provide information about the Hungarian bloggers' digital literacy, their use of diverse ICT tools in general and other media tools, and the

domains of Hungarian language use and the role of technology in this. A separate section of the questionnaire was dedicated to questions about their blogs – the reason for writing the blog and the connections maintained through their blog. The final section of the survey asked information about how important it was for them to maintain their language and culture and the reasons underlying these attitudes (see Appendix 1). Using this questionnaire as a research tool, analysing the results statistically and using key word analysis (discussed in more details in the Data Analysis section of this chapter 3.3.1 Analysis of questionnaires and interviews), the data directly addressed two of the research questions of this study:

- How important are the issues of maintenance of Hungarian language and culture for Hungarian families in Australia?

and

- How are Internet communication technologies, in particular Web 2.0 tools, used by a group of recently arrived Hungarian speaking families to encourage language, culture and identity maintenance in an English-dominant environment?

Addressing these research questions using questionnaires as the research method contributed to the effort to fill in the gaps that were identified in the literature review.

The participants were given the option of completing the survey in whichever language they were more comfortable with, Hungarian or English. Despite the fact that all the participants wrote their blogs in Hungarian, nine chose to complete the questionnaire in the English language. This could be because of inattention, however, as was later explained by one of the bloggers, or because the English link was provided ahead of the Hungarian one. The quotes and examples selected from the responses given by the blogger participants in this study are coded using a similar coding system to that used for the blog extracts: BX_Q_Y where B is blog, X is the number of the blog coded (1-15), Q is the data source – questionnaire, and Y is the number of the question from the questionnaire.

3.2.3.3. Interviews

Important data was also provided by the interviews conducted with recent Hungarian migrant families and some bloggers. As Cohen, Manion and Morrison (2005) suggest, interviews enable participants, interviewers and interviewees to discuss their interpretations of the world in which they live, and to express how they regard situations from a personal point of view. This thinking is founded on the belief that knowledge is generated through interaction between and among humans, most often through conversations (Cohen, Manion & Morrison 2005). The interviews with the selected Hungarian migrants were semi-structured interviews with open-ended questions, allowing the researcher and participants the liberty to expand on or even deviate from the preset questionnaire to pursue interesting issues that might arise during the interview. This encouraged a relatively free flow of information to emerge from the interaction. In this first phase of the interviews, the pre-interviews were conducted to create a wider, deeper interpretation, and therefore a better understanding of young Hungarian families living in Sydney, Australia. This is an essential element of a bounded ethnographic study. The topics of discussion with the mothers centred around the domains of language use, the challenges these women and their families face in an English-dominant environment, their opinions on the importance of keeping their language and culture alive in this environment, and the use and value of technology in maintaining their language.

Cohen, Manion and Morrison (2005) suggest that interviews can be used to follow up unexpected results, for example to validate other methods, or to go deeper into motivations of respondents and their reasons. Accordingly, five post-interviews with bloggers B1, B4, B7, B9, and B12 were used to follow up the researcher's understanding from the questionnaires and blog analysis. These interview questions were specifically designed to check and support the findings, contributing to the overall validity of the research and addressing some of the concerns that are often raised about this type of research.

3.3. Data Analysis

The data collected from blogs, interviews and questionnaires were analysed separately. While the data questionnaires and interviews were analysed using key word and thematic analysis (Strauss & Corbin 2008), the blogs were analysed using the social semiotic multimodal framework based on the work of Bateman and Delin (2001) and Kress and van Leeuwen (2006). This chapter sets out examples of multimodal analysis in more detail because of its significance to the overall project. This analysis was the main tool for understanding the meaning making that is associated with the personal blogs written by the Hungarian-speaking participants in this study. This method provided the strongest insight into the use of blogs as spaces and tools for coming to terms with a new life and a new place. More details about the analysis are offered as follows.

3.3.1. Analysis of questionnaires and interviews

The data collected through the questionnaires and interviews were analysed using both quantitative and qualitative data analysis methods. The first part of the questionnaire was designed to gain information about the participants' profile characteristics (country of birth, level of education, year of immigration to Australia) [Q1, Q2, Q3]. The second part [Q4, Q5] asked about their use of diverse Internet and media tools for general purposes and for Hungarian language purposes. This section also focused on language usage with family members and friends, and individuals' preferred technology for communication with them [Q6-13]. The next section [Q15] inquired about the domains in which they have the opportunity to use the Hungarian language followed by their media use in relation to Hungarian [Q16]. Questions from the next section [Q17-21] referred to their blogging practices, while the last part of the questionnaire [Q22, Q23] concentrated on the importance of keeping and maintaining their language and culture. Similar questions were used for the interviews. The resulting quantitative data was numerically analysed manually, which was manageable, without the need for statistical software, since the scale of this study is quite small. The relationship between the responses to different questions was also examined carefully to identify significant correlations. The qualitative data from the

questionnaires was subject to open coding, the analytic process through which concepts are identified and their properties and dimensions discovered in data (Strauss & Corbin 2008). The data was broken into distinct parts, closely examined, and compared for similarities and differences. The codes that were found to be conceptually similar in nature or related in meaning were grouped under more abstract concepts and merged with the themes that emerged from the analysis of the blogs. The final findings are reported under the section on themes in Chapter Four.

3.3.2. Analysis of blogs

Blogs are not only simple webpages with texts arranged in chronological order; they often contain images, videos, diverse design elements and so-called widgets or gadgets. The authors of these multimodal texts make complex choices about a wide range of visual, textual and graphic elements. All these elements together create and transmit meaning. To capture this complexity and the multimodal aspects of blogs, it was decided to apply social semiotic multimodal analysis to the blogs themselves to gain greater insight into the purposes and functions that blogs can fulfil as part of the 'coming to terms' process undergone by a group of newly arrived families in Australia.

As indicated above, the two frameworks that were combined, adapted and applied are those of Bateman and Delin (2001) and Kress and van Leeuwen (2006). The first was used to identify the contributions that specific structural elements make to the communicative goals of the blogs. Kress and van Leeuwen's framework (2006) was used for the deeper understanding of the language of images and design. Based on the extensive review of literature undertaken for this project, it would seem that the combination of these two theories has never before been applied to blogs such as these. As will be shown below in detail, this analysis enabled a deeper understanding of the potential of these virtual spaces. Applying this framework of analysis in a systematic way made clear the ways in which the structural elements, the organisation of the blogs and their multimodality harmonise and work together to form discursive spaces that are dynamic and interactive. These two frameworks have been applied in two separate layers and are discussed in the following two subsections.

3.3.2.1. The first layer of analysis - Structural analysis of blogs

The first part of the framework looks at the architecture of the blog and its relationship to the overall communicative goals. Bateman and Delin (2001, n.p.) argue that this architecture can be seen as consisting of five different levels that together fulfil the communicative goals of multimodal online text:

- ❖ *Rhetorical structure* – the rhetorical relationships between content elements; how the content is ‘argued’;
- ❖ *Content structure* – the structure of the information to be communicated;
- ❖ *Layout structure* – the nature, appearance and position of communicative elements on the page;
- ❖ *Navigation structure* – the ways in which the intended modes of consumption of the document are supported; and
- ❖ *Linguistic structure* – the structure of the language used to realise the layout element.

All these elements contribute to the rhetorical structure, and the relationship that exists between these elements forms the discourse and creates the sense of space to the medium of blogs.

To demonstrate how the blogs as data were analysed, a detailed analysis of one blog is presented. This makes clear the approach taken and highlights the key findings that emerged from the analysis of all the blogs. In the following section, the framework is applied to one of the blogs that was part of this study.

3.3.2.1.1. Analysis of B9

Figure 3.1 shows a screenshot of a Hungarian language blog (B9) that was maintained by a young Hungarian family with two children who arrived in Australia in August 2010. They started their blog before leaving Hungary in 2009, and by March 2013 they had written 264 blog entries (2009 – 39; 2010 – 109; 2011 – 98; 2012 – 18) and had 20,656 visits as at 6th March, 2013. What is interesting about this blog is that the authors did not use a blog platform that

offered free services and templates; rather, they created a personalised page for themselves, maybe even making a financial contribution to maintain the page. They began their story with the sale of their house in Hungary and their preparations for the big adventure, then continued with stories of settling in, finding a job, a place to live, and continuing the everyday life of work, school, trips, social events and specific aspects of Australian life. These stories are illustrated and complemented with many personal photos. This screenshot is a good example of the ways in which the structural elements identified by Bateman and Delin (2001) work together to communicate meaning.

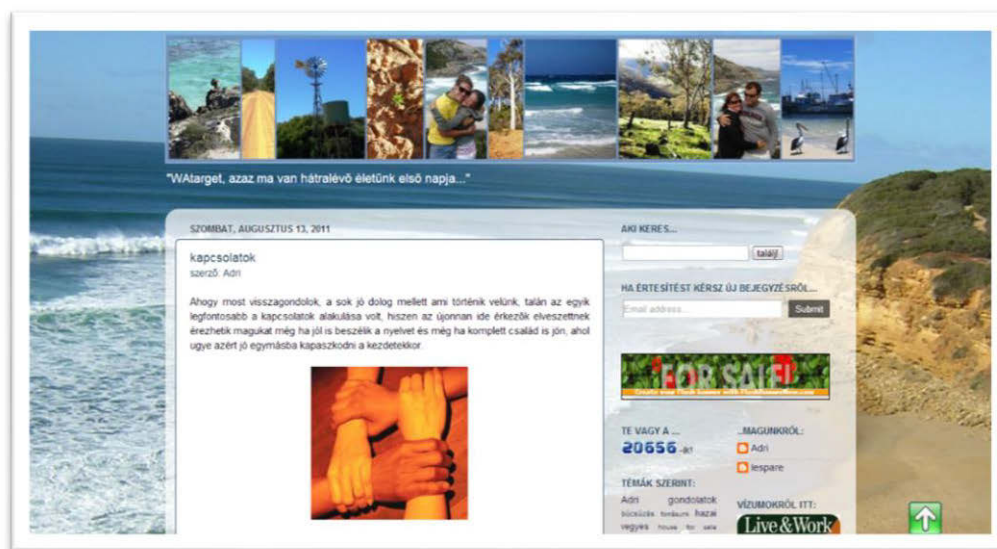


Figure 3.1 Screenshot of B9 (B9_2011/08_B)

3.3.2.1.2. Rhetorical structure

The rhetorical structure of all of the blogs in this study draws on the content structure to create an argument. Each section of these blogs is effectively linked by a purpose relationship. In the case of these blogs, there is a relationship between the text, photos and videos – the images sometimes reflect the text, are sometimes a substitute for the text, and sometimes transmit more than the text. In the above screenshot, the text title of the blog entry – ‘*Kapcsolatok*’/‘Relations or Connections’ – in which the blogger gives an account of the connections they have left behind and the new connections they have managed to create, is in relationship with the image of two pairs of crossing hands and with the banner above showing personal photos. There is

also a relationship between the comments from readers and the widgets, which consist of Google Friends, a Live Traffic feed and a blog roll that form the audience, and the network that is formed between the bloggers who are sharing information and arguably re-creating social and cultural capital. A closer examination of their Live Traffic feed widget shows that the majority of the visitors are from other Hungarian blogs in Australia, are new connections and are the same ones who send comments. These peripheral elements like the 'email sign-up' option and visitor counter and live traffic applications of the rhetorical structure, also support the central idea of creating an impression of openness and interactivity.

In identifying the content elements that a blog can have and establishing the roles and relationships that could exist between them, applying this framework helps to explain and transmit the dynamic sense of space of blogs.

3.3.2.1.3. Content structure

The organisation of this blog is actually quite complex. The blog itself has several main related sections: a title banner with a motto – '*WA*cél, azaz ma van hátralevő életünk első napja...'/WAtarget, today is the first day of the rest of our lives...'; a collage of personal photos in the header; a text and comments section; a tag cloud (themes categorised); a blog archive and a background section with a specific design that has the effect of highlighting the other sections. Although the text itself plays a major role as content, the 'About us' section, the visitor counter and tracker widgets can also be considered as part of the content because they give substantial information about the bloggers and about their audience. The overall appearance of the B9 blog demonstrates many features that are considered to be good visual design (White 2011). The design was tailored to accommodate the multimodal narrative of their family adventure. The overall design of the blog represents the target and the final destination, and is in concordance with the title and the short overview presented as part of the design. The organisation of these elements suggests a hierarchy in which priority is given to the discursive text. The content structure neatly serves the juxtaposition of the new environment and the linguistic and cultural origins of the bloggers.

3.3.2.1.4. Layout structure

The next level that is proposed by Bateman and Delin (2001, np.) in their framework is 'the nature, appearance and position of communicative elements on the page'. The layout structure is based on choices about graphical and typographical elements that create patterns of prominence. Most layout structures evidence a hierarchy that draws attention to those parts of the blog that convey important meanings. The layout of most of the blogs selected for this study is similar and is broadly made up of three main sections, with the header section and maybe a footer section creating a canvas for the page. As in the above screenshot (Fig. 3.1) of the B9 blog, the whole appearance of this blog gives an impression of a journal or letter sent by the family from Australia. The Australian landscape chosen for the background image greatly contributes to this impression. Below the header section is the central block – the blog entry – consisting of the text and occasionally photos or videos, or both. The third block is on the right-hand sidebar and consists of several smaller sections with different functions: search; visitor counter; email sign-up option; tag cloud, archive, and various widgets with weather updates, visitor's map, and Google map showing the family's home location. The overall composition of the blog serves the related functions. Firstly, it locates the blog within Australia from where the information is shared and to which the topics are related. Secondly, it draws the reader in, directing attention and inviting interactivity. In fact, there are comments on the page, indicating that readers engage with the multimodal narrative offered by the blogger.

3.3.2.1.5. Navigational structure

The navigational structure refers to those elements that act as 'signposts' (Bateman & Delin, 2001 n.p.) within the blog. In the case of this blog, and generally all blogs, the most frequently used signposts are the 'Comments' which form part of the blog template; the 'Archive'; the 'Labels/Tags' that are added to blog entries and assist with the retrieval of posts about a particular topic; a pagination tool, 'Newer blog entries/Older blog entries', to help with navigation between pages; and a 'Search' option. These signposts make the navigation between pages and blog entries more user-friendly and accessible for readers. The above screenshot (Fig. 3.1) exemplifies the arrangement of these 'signposts'.

3.3.2.1.6. Linguistic structure

As Bateman and Delin (2001) defined it, the linguistic structure of a communicative goal is 'the structure of the language used to realise the layout elements' (2001, np.); Halliday (1985) has argued that language is structured to make three main kinds of meanings simultaneously. This semantic complexity, which allows experiential, interpersonal, and textual meanings to be fused together in linguistic units, is possible because language is a semiotic system: a conventional coding system, organised as sets of choices. Like any other text, blog entries also create meanings.

Although Halliday (1985) states that spoken and written languages are two different ways of communicating with different complexities, and that written language represents phenomena as products and spoken language represents processes, he also points out that the distinction between spoken and written language is being blurred with modern technology (1985, p. 81). Findings on the use of language in computer-mediated communication (CMC) also suggest that the language of CMC has many properties of both written and spoken language (Crystal 2001; Nilsson 2003). Other studies that have looked at the use of language in weblogs (Cohn, Mehl & Pennebaker 2004; Huffaker & Calvert 2005) focused mainly on word frequency and semantic themes rather than on the analysis of the type of language used in weblogs. Moreover, the focus of these studies has been on English language weblogs, leaving the issue of Hungarian language in blogs from the diaspora (i.e. outside Hungary) as a new area for exploration.

In the section below, a blog entry from blog 'B9' is analysed to demonstrate how the linguistic structure of each blog was analysed.

“Legalább ötödször ülök neki, hogy végre leírjam az elmúlt időszak eseményeit.

Volt benne némi lustaság is, de a fő ok, hogy a munka-család-mamataxi-kell egy kis idő a barátnőkre is-ja és tornázni sem ártana néha – együttese annyira elveszi az időmet, hogy sajnós a blogírás a háttérbe szorult mostanság. Pedig nevezetes dolog volt az életünkben, hiszen megérkezésünk két éves évfordulója jött el augusztusban.

Akkor, hogy az elején kezdjem: A munka és én jó barátságba kerültünk, lassan de biztosan kialakult egy olyan időbeosztásom, ami kellemes, és időt hagy az itthoni teendők elvégzésére is, valamint Micót is tudom vinni-hozni a lovardába délutánonként. Egyre jobban fejlődik a nyelvtudásom, és bár meg vagyok győződve róla, hogy helytelenül beszélek, hiszen a vevőink nagy része európai és gyanítom ők sem az oxfordi angolt beszélik, de jól elboldogulok és már nem azon görcsölök, hogy helyesen mondjam, hanem hogy megértsenek.

M. a tőle megszokott módon jól teljesít az iskolában, már számtalan „merit award“-ot beszerzett. Beauty-val a kapcsolata ugyan nem olyan felhőtlen, mint Piper-rel volt, de reménykedünk hogy lassan összecsiszolódnak. Beauty, ahogy azt tudtuk az elejétől fogva, elég makacs lovacska és Micinek sokszor meggyűlik a baja vele. Igaz nem is olyan intenzitással foglalkozik vele, mint Piperrel, (mert még mindig sokszor őt hiányolja, siratja), de talán idővel majd ez is változik.

L. stabilan élvezi a főnökei bizalmát, ami ott teljesedik ki a legjobban, hogy mostanra már két ember munkáját végeztetik el vele(. Szerencsére jól viseli és bírja a nyomást, arra pedig vigyáz, hogy a hét végére ne hozzon haza munkát.

M. épségben hazaérkezett, igaz az idei otthonléte már nem volt olyan euforikus, mint a tavalyi de ez várható is volt. Persze nagyon jól érezte magát, de már más szemmel nézte az otthoni dolgokat, mint tavaly.

Most itthon marad egy darabig, mert az aktuális egy hónapos iskoláját járja, és ha igaz majd csak szeptember végén megy vissza Albany-ba. Jó is, hogy együtt a család, mert így legalább, ha nem is nagy csinnadrattával, de közösen ünnepeltük meg a két éves évfordulónkat.

Bizony, bizony!! Amilyen fontos volt annak idején minden hónapfordulóról való megemlékezés, most ez a kétéves évfordulónk úgy hussant el, hogy szinte észre sem vettük. Valóban igaz a mondás, hogy minden csoda három napig tart.

Minden esetre azért szerveztünk egy kis összejövetelt, és ha már úgyis egybeesett Szent István ünnepével, így frissen sült kenyérral ünnepeltük néhány barátunkkal az évfordulót. Visszatekintve az elmúlt egy évről, már nem volt olyan eseménydús, mint az előző, de azt gondolom ez a normális menete a dolgoknak. Szépen lassan felvettük a tempót, alkalmazkodunk (vagy legalábbis próbálunk) az itteni élethez és próbáljuk élvezni a sok jót, amit ez a szép ország nyújt nekünk. Elsősorban és még mindig, rácsodálkozunk nap, mint nap a “mi” gyönyörű Óceánunkra és élvezettel sétálunk a parton hétfévente. Szerencsésnek érezzük magunkat, hogy ilyen szép helyen élhetünk. Ismerjük a várost, már sokszor összefutunk ismerős arcokkal, esetleg ismerősökkel is itt ott. Kezdünk valóban “ittheniek” lenni, igaz nem járunk még mezítláb és nem eszünk vegimate-ot sem.-)

Vannak negatív tapasztalataink is persze, de ezek nagy része nevezhető kultúrsokknak is. Ami bosszantó azt pedig megpróbáljuk gyorsan elfelejteni. Változatlanul magyar baráti körben mozgunk, nem nagyon tudunk “beférközni” az ausztrálok közé, de nem adjuk fel és reméljük előbb utóbb lesznek ozzai barátaink is.

Éldegélünk, boldogulunk és jól érezzük magunkat a bőrünkben így két év elteltével is!”

"This is at least the fifth time I have finally started to write about the latest events.

There was a bit of laziness as well, but the main reason is that, between work-family-mother taxi there is a need for girlfriends as well – and it wouldn't hurt going to the gym either sometimes – this combination takes so much time that unfortunately blogging has lately been in the background. , there was an important event in our life, it was our second year anniversary since arriving in Australia in August.

So to begin at the beginning: Work and I have become good friends, slowly but surely I have developed a schedule which is nice/flexible/comfortable, and allows time for the home tasks as well, and I can pick-up Mico and take her to the riding school in the afternoons. My language skills are becoming increasingly developed, although I'm convinced that I speak incorrectly, but I suspect that a large number of our customers are from Europe and they aren't speaking Oxford English either, yet I manage it well and no longer struggle to speak correctly but to make myself understood.

M. (initial used) in her usual way, she is doing well in school, she already earned several "merit awards". Her relationship with Beauty is not the same as it was with Piper; we are hoping that they will slowly get used to each other. Beauty, as we knew from the beginning is a quite stubborn horse and Mici often has problems with her. But true, she doesn't care for her as much as for Piper (sometimes she still misses her), but maybe this will also change over time.

L. (initial used) still enjoys his boss's confidence, which is expressed by giving him two people's work to do (fortunately, he manages the pressure quite well, but he is careful not to bring work home for the weekend). M. (initial used) arrived home safe and sound, but it's true that this year's time spent at home wasn't as euphoric as it was last year, but this was to be expected. Of course, it was great, but he looked at things at home with different eyes.

He will stay home for a while, because he is doing his one month school, and if it's true he will go back to Albany only at the end of September. It is good that the family is together, this way, even if not with big fanfare, we can celebrate our second anniversary together.

Well, well! As important as each monthly anniversary was back then, this two year anniversary has now flown by, we barely noticed it. The saying is true, that every miracle lasts only three days. Anyway, we organised a small get-together that coincided with the St. Stephen's feast so we celebrated with freshly baked bread and with some friends. Looking back over the past year, it was not as eventful as the previous one, but I think this is the normal course of things. Slowly taking up the pace, adapting to (or at least trying to) life here and trying to enjoy the good things that this beautiful country offers us.

First of all, we still are wondering every day about 'our' beautiful ocean and enjoying the walks on the beach on weekends. We feel fortunate that we can live in such a beautiful place.

We are familiar with the city; I often run into familiar faces, perhaps even acquaintances, here and there. We're starting to be truly "locals" but it doesn't mean that we are walking barefoot and eating vegemite.

There are also negative experiences, of course, but most of them we can put down to culture shock. We try to quickly forget the things that are frustrating. We continue to socialise mainly with Hungarian friends, we cannot really mingle with Australians, but we do not give up hope, sooner or later we will have Ozzie friends as well.

We live, thrive and feel good in our skin even after two years!"

[B9_09/2012_A]

This blog entry is an update about things that have happened in the family's recent past. The blog entry is framed, like a page from a diary, and is dated, has a title and a short introduction. In the introductory part of the text, a short update is given about each family member: the mother who is the writer; the father; the son; and the young daughter. In this part of the text, the author flags the main event celebrated in the recent past – the second anniversary of their arrival in Australia. In the body of the text, the mother reports in more detail on how the anniversary was celebrated and reflects on their overall feeling about living in Australia – the image that accompanies the text it is analysed through Kress and van Leeuwen's social semiotics framework in the following subsection (3.3.2.2).

The language used in this blog entry clearly demonstrates how the intertwined interpersonal and ideational metafunctions of the language serve not only as a communication tool but as a tool for language maintenance as well. In this text, everyday issues are intertwined with reflections about the family's new life experiences, and deep feelings and opinions are articulated. The writer shares some private confessions, one of which is that she had not updated the blog lately because she had spent time with girlfriends. The other confession that the blogger shares with the readers is that although her English language skills have improved, she still speaks incorrectly. She also confesses that the family members find it hard to socialise with Australians. These small confessions create a sense of closeness with blog readers, which is conveyed through the interpersonal language used. The interpersonal metafunction is realised first of all through the topic choice: the blogger is writing about personal, family issues. She also refers to her other family members – her daughter, son, and husband – using their first names. Some words, like *munka-család-mamataxi* (work-family-mummytaxi), *csinnadrattával* (ballyhoo), *hussant el* (no exact translation found – flown away) are likely to be used primarily in casual conversation rather than in more formal written works.

The last part of this blog entry is more a reflection about their two years living in Australia. The writer also talks about the culture shock as a negative experience. The ideational metafunction of the language used here is clearly evident in the use of simile when the blogger explains their familiarity with the locals, and how they see

what it means to be a local – to walk barefoot and eat Vegemite. By referring to ‘our’ gorgeous ocean and the fact that they have started to feel like ‘locals’ although not being able to ‘squeeze in’ among the Australians, she makes allusion to their ‘coming to terms’ with their new life in Australia. By using quotation marks, the ongoing sense of this process emerges, also their commitment and desire to fit in which has not yet been achieved.

Although this blog, likewise all the blogs that participated in this study, is written exclusively in Hungarian language, the writer sometimes switches from the home language to English. In this blog entry, the ‘merit award’ expression is used not because there is no correspondent translation in Hungarian (in translation, it would be *érdem jutalmazás*), but because it is more appropriate to use it in an Australian school medium. In Hungary, the reward system is different and another term would be used. Other English words in this blog entry are the names of the daughter’s two horses, Beauty and Piper, and the name of the location where the son works, Albany. These English words are derived according to Hungarian grammar rules.

As discussed in the section on language in Chapter One, Hungarian uses diacritics on the letters representing long vowels. Although it is more comfortable to write without them, and they are commonly omitted by Internet users, the author of this blog uses accents in her writings. This could be interpreted as a sign of her interest in and closeness to the language.

3.3.2.2. Second layer of analysis – Analysis of images

Blogs are multimodal compositions since not only text but photos, videos and different design elements can be added. For a deeper analysis of the layout structure and for some elements of the content structure, the framework of Kress and van Leeuwen (2006) was used. This framework is a toolkit for the analysis of visual compositions such as advertisements, magazine pages and covers, photographs, schoolbooks, and web pages. It differentiates between two layers of meaning in images: denotation and connotation. Denotation is the first layer of meaning or what that image documents, being the literal meaning, while the second layer is connotation: the ideas and values we associate with the image. This is the hidden meaning. It enables visual

compositions to be broken down into their most basic components to understand how these work together and what relationships can be made between them on a page to create meaning. To demonstrate the ways in which the visual elements convey meaning, an example of this analysis is provided in the following figure.

igaz maju csak szeptember vegei megy vissza Albaniya. Jo is, hogy együtt a csalad, mert így legalább, ha nem is nagy csinnadrattával, de közösen ünnepeltük meg a két éves évfordulónkat.

Bizony, bizony!! Amilyen fontos volt annak idején minden hónapfordulóról való megemlékezés, most ez a két éves évfordulónk úgy hussant el, hogy szinte észre sem vettük. Valóban igaz a mondás, hogy minden csoda három napig tart.

Minden esetre azért szerveztünk egy kis összejövetelet, és ha már úgylis egybeesett Szent István ünnepével, így frissen sült kenyérral ünnepeltük néhány barátunkkal az évfordulót.



az "új kenyér" augusztus 20-án

Figure 3.2 Screenshot B9 (B9_2012/09_A)

The screenshot shown in Fig. 3.2 provides a good example of the difference between denotation and connotation in the contexts of the blogs in this study. In this image, a freshly baked bread tied with ribbon in national colours is shown and the written text that accompanies this image explains that it was home-baked by the mother, who writes most of the updates for their blog. The denotative force of the image is straightforward and provides an update for the reader about the two-year anniversary of their arrival in Australia. However, what this image also conveys is the desire to connect with home customs and traditions. The two-year anniversary coincided with the 'new bread' celebration, a tradition that is celebrated on 20th August and also coincides with Hungary's Statehood celebration of St. Stephen's reign – the first king of

Hungary. The symbol of this celebration is freshly baked bread tied with a ribbon in national colours. The effort that was made to properly celebrate this double or triple celebration was visually represented through the placement of the image as a central element of the blog entry. The two large breads placed on a table also represent that the bread was consumed not only by the family but also in the company of friends.

This image symbolises the ways in which blogs provide a space in which the desire to stay connected with one's root is reconciled with the excitement of successfully beginning a new life in a completely new and very challenging environment. In this sense, it exemplifies the kind of positioning (Blackledge & Pavlenko 2004) that is a part of the reflective identity (re)construction for which the discursive spaces formed by blogs are so suitable. This aspect is discussed in more detail in the findings section of the thesis (Chapter Four).

The analysis of the multimodal elements in a blog using Kress and van Leeuwen's (2006) framework greatly enriched and enhanced our understanding of this space. This example clearly demonstrates the complex, deep and layered meanings that blogs can convey through the various structural elements.

3.4. Ethical consideration

Although the procedures of this study were designed according to the UTS Human Research Ethics Code (2010) and meet the principles for carrying out ethical research involving human subjects, the broader issue of ethical Internet-based research also had to be considered, because there is controversy around conducting research using blogs as research tools (Bowker & Tuffin 2004; King 1996; Sixsmith & Murray 2001; Walther 2002; Waskul 1996). What is private and what is public in online research venues like blogs? Do blog researchers need to gain authorial permission from bloggers when recording their posts? Is blog material academic fair game or is informed consent needed (Hookway 2008)? Although there is no consensus among social scientists on this subject, three opinions have been identified by Hookway (2008). There is a group of researchers who argue that everything that is on the Internet and publicly available to anyone does not require the consent of participants (Sudweeks & Rafaeli 1996; Walther 2002). Other researchers claim that although some

online data are publicly available, they are not written for the purpose of publicity and should be treated as private (King 1996; cited in Hookway 2008 - Elgesem 2002; Scharf 1999). The third notion is somewhere in between, as Waskul and Douglas (1996, p.131) argue, that cyberspace can be 'publicly-private and privately-public' at the same time. Hookway (2008) strongly encourages blog researchers to adopt the 'fair-game-public domain' position and argues that blogs that are available online may be personal but they are not private, because blogs can be set as 'friends only' if they are meant to be private.

In researching blogs, copyright laws also need to be considered (Hookway 2008). According to the Australian Copyright Council (2012a), Internet content is automatically copyrighted, consequently the moment a blog entry is posted online it is protected by copyright. Bloggers therefore could have exclusive rights over the reproduction of their work but there are special provisions built into the copyright act that allow for 'fair dealing' of copyrighted material for the purpose of study or research (Australian Copyright Council 2012b). However, this raises the issue of what can be considered 'fair'. If the online material that is used for research or study is not used for commercial purposes, is not available commercially, has no effect on the market value of the work, and the amount of material is used is small and not substantial, usage is deemed 'fair'. According to this reading, blog researchers are relatively unrestricted by 'fair use' restrictions.

Another area of ethical consideration in relation to blog research is the 'moral right' stipulated by the Australian Copyright Act (1968) (Australian Copyright Council 2012c) which includes attribution of authorship. This conflicts with the norms of protecting participants' identity and acknowledging blog authorship.

To avoid overstepping these ethical issues, several actions were taken. Firstly, participants were informed about the purpose of the study and assured that their data would only be used for research purposes. Although all the selected blogs were publicly available for anyone to read, participants gave their consent to participate by the act of completing and returning the questionnaire, and providing the web address of their blog. Secondly, instead of the exact names and addresses of the blogs, only the

blog codes (B1 – B15) are used in the thesis. To de-identify the names appearing in the blog entries, the names were changed, and the faces were blurred, making them unrecognisable, on images used as examples in the thesis. However, in instances where a whole blog entry or extracts used in the thesis were easily detectable by searching the Internet, a second check was made with the subjects.

3.5. Summary of chapter

This chapter has set out in detail the methodology and research design for this study. Case study with an ethnographic approach was used to understand the case of a Hungarian migrant group bounded by language, culture and shared experiences. Multiple sources of data, blogs, questionnaires and interviews ensured the richness of the data and were analysed using both qualitative and quantitative methods. For the analysis of blogs, a social semiotic multimodal framework (Bateman & Delin 2001; Kress & van Leeuwen 2006) was applied and exemplified through the analysis of one blog. The limitation related to the case study methodology and the ethical issues around Internet-based research were also discussed. The next chapter elaborates the main themes emerging from the analysis of all the data sources.

CHAPTER FOUR: FINDINGS

4.1. Introduction

As indicated in the Methodology and Data Analysis chapter of this thesis, multiple data sources were used to capture the unique features of the data and achieve a 'thick description' (Geertz 1973) about the ways in which ICT and specific Web 2.0 applications have been used by a group of recently arrived Hungarian speaking families. The different data sets were used to address the research questions that relate to the ways technology is used within this group to enhance language, culture and identity maintenance in an English-dominant environment as well as to the importance placed by these new migrants on the maintenance of Hungarian language and culture. The data gathered provided a sound basis for the multimodal analysis of the blogs, leading to a much enhanced understanding of the way they function as dynamic discursive spaces.

The data collected from the blogs were analysed descriptively and by applying the social semiotic multimodal framework based on the works of Bateman and Delin (2001), and Kress and van Leeuwen (2005). The data collected through questionnaires and interviews were analysed using both quantitative and qualitative methods. The themes that emerged from these analyses are synthesised in this chapter and are organised into four main sections. The first section refers to the skillsets of the participants and their disposition towards ICT. The analysis reveals that participants in this study not only have a positive attitude towards modern technologies but are also willing to act on that attitude in relation to the Internet, more particularly to blogs. The second section of this chapter discusses this willingness and the ways in which blogs are used and function as discursive spaces for this group of recently arrived Hungarian speaking families. The discourse that takes place in this virtual space is essentially multimodal, just as the analysis itself was multimodal, incorporating two layers of analysis: the structural elements and the visual elements. The findings show that the multimodality of these spaces creates really complex meanings. The language that is used revolves around the interpersonal and ideational metafunctions of the language. These metafunctions are quite complex and high level, constitutive of a discursive

space in which people can negotiate identities, interact, network and come to terms with their new environment. Multiple modes, text, visuals, and dynamic elements are used, and the affordances of these multimodal elements create layered and complex meanings. These are discussed in more detail in the third section of this chapter. The last section deals with other themes that emerged from the multimodal analysis, such as patterns of use of blogs and the positive tone of the narratives.

4.1.1. Profile information of bloggers and blogs

The results of the questionnaires and interviews reveal that the participants of this study are highly skilled professionals and digitally literate. They have positive attitudes towards technology and a positive disposition to the use of technology in different aspects of their daily lives. This is also evidenced by the personal blogs of participants. All the bloggers arrived from Hungary in the five-year period prior to the data collection. Although no data was collected on their exact age, their blogs indicate that they are all young individuals or families who fall into the 19-39 age bracket that forms the largest group of recent new migrants to Australia (DMI 2012). The findings also show that their Internet usage is similar to the figures given in the Australian Bureau of Statistics study for 2011 which showed that seven out of ten household use the Internet on an everyday basis. Although there were no major differences between their use of the most common communication technologies in relation to Hungarian language and general use, these personal blogs are written exclusively in Hungarian.

In addition to the findings from the questionnaire, the blogs provided additional demographic information about the bloggers. Out of fifteen blogs, eight are blogs by families with children, five blogs are of couples without children, and two are blogs by individuals. Sometimes these blogs are written by more than one family member; for instance, husband and wife, or mother and father, or partners may contribute. Although the bloggers were not selected on the basis of their location, every major city in Australia is represented in this study. Of the fifteen blogs, four are written in Sydney, two in Melbourne, three in Cairns, one in Adelaide, two in Perth and three in Brisbane.

4.1.2. Technology use

In the questionnaire, participants were asked to select their frequency of usage of some of the most common Internet communication tools. These questions were asked to identify whether web technologies available in the 21st century are being taken up by these Hungarian participants and also to establish which technologies are most frequently used. The questions differentiated between general use without specific regard to language and technology use in relation to Hungarian language.

The analysis of participants' answers show that there are more similarities than differences among the participants in their patterns of use (without regard to the language). Email and phone are the two most frequently used communication tools both in general usage and in relation to Hungarian language. However, significant differences in browsing patterns emerged in the responses. While the results show that eleven of the fifteen participants browse the Internet on a daily basis, only five do so on Hungarian language sites. This could be explained by the lack of sites available in Hungarian language compared to the number of sites in English. On the other hand, most of those who reported browsing on a weekly basis favoured browsing Hungarian language sites. In general, all the participants reported accessing Hungarian language web sites to a greater or lesser degree.

Among the popular social media sites, it emerged that Twitter and MySpace are not used by any of the participants of this study, irrespective of language. Similarly, Yahoo Messenger, Google Talk and MSN are less popular among these participants. However, as will be seen in the next section, instant messengers are the preferred communication tools when it comes to communicating with parents and siblings. The only social network site that seems to be popular is Facebook, and ten out of fifteen participants indicated daily use, half of them in relation to Hungarian language. Facebook proved to be even more successful than the Hungarian social network site, iWiW which is used by most participants only on monthly basis, and which five participants have never used.

The participants' blogging patterns align with their reported patterns of Internet usage. Almost the same number of participants use blogs on a weekly basis with no

consideration of language (English or Hungarian) and in relation only to Hungarian language. However, this question did not refer only to their personal blogging practices, but also to reading or following other blogs.

4.1.2.1. Technology use with family and friends

As evidenced from the analysis of responses to the questionnaires and interviews, the most frequently used communication tools in communication with parents and siblings are email and instant messengers, followed by the telephone. The communication with overseas friends is less frequent than with parents and siblings, and in this context email remains the favourite communication tool, with less frequent use of instant messengers and Facebook. Friends in Australia are contacted via email, Facebook or telephone. In communication with parents, siblings, partners and friends, the use of Hungarian language dominates, likewise in their personal blogs where the Hungarian language is exclusively used. It can be argued that this use of Hungarian in the personal communication sphere makes a major contribution to the maintenance of the language. These results support previous findings (DeCapua 2009; Fishman 1977; Pauwels 2005; Smolicz et al. 2001; Tannenbaum 2003) that first language in foreign environments is best preserved in the home environment and through close relationships. If a language is to be passed on it, has to be first maintained. Home is the key element in language maintenance: 'if a language is not maintained in the home domain, then it cannot be maintained elsewhere' (Clyne & Kipp 1999, p.47). In this sense, the use of technology to maintain contact with family members implicitly contributes to the maintenance of Hungarian language.

Although the data from interviews is not substantial, it did shed light on a more extensive use of diverse Internet communication technologies among family members. For instance a mother reported regular instances of children communicating in Hungarian language with grandparents via Skype. These instances of communication (language events) were occasionally turned into literacy events by grandparents reading Hungarian folk tales to the grandchildren and prompting discussions. The use of Hungarian CDs and DVDs with Hungarian nursery rhymes and cartoons were also characteristic of families with children. These findings are consistent with newer

studies that looked at language maintenance and technologies which similarly reported on technologies being supportive pillars in this process (Cruickshank 2004; Cunliffe 2007; Crystal 2001; Fitzgerald & Debski 2006; Honeycutt & Cunliffe 2010; Lam & Rosario Ramos 2009; Lee 2006; Pauwels 2005; Szécsi & Szilágyi 2012; Walker 2009; Warschauer 2003).

4.1.2.2. Media use in relation to Hungarian language

The analysis of questionnaires revealed that overseas online media sources (web newspapers such as Index.hu) are the most popular media tools used among the participating families. Hungarian TV broadcasts available in Australia, such as the free-to-air SBS channel (SBSOne), the local Hungarian newspaper (*Magyar Élet/* Hungarian Life), and local Hungarian radio channels (e.g. SBS radio, Mozaik radio Sydney) are rarely used or not used at all, and only by a few participants. Not even the Hungarian satellite television, Danube television (*Duna televízió*), which broadcasts internationally and is dedicated to Hungarians living outside Hungary, is watched on a regular basis. The majority of participants responded that they never watch this TV channel. This could be explained by the limitations of these media tools. For example, the broadcast in Hungarian language on the SBS channel occurs twice a week during the day; Danube TV does not broadcast according to the Australian time zone; and news items are not perceived as entirely relevant to these participants. Although news can be accessed online almost any time, the participants did not indicate that they would take advantage of this. Other Hungarian TV channels available on the Internet (e.g. M1, M2, TV2, RTLklub, etc.) are not used either. In contrast, Hungarian online media, such as online newspapers, are followed more often and by more individuals from these Hungarian speaking families. This shows that they are selective with news and do not access 'pre-packaged' media; they prefer to scan and synthesise the news they are interested in. Hungarian books and e-books again contrasted with local Hungarian newspapers because more participants read Hungarian books or e-books than local Hungarian newspapers. One participant had an overseas subscription to a Hungarian historical magazine (Rubicon).

Interestingly, the interactivity and networking that emerged from the data analysis of blogs (discussed in more detail in the following section as a major emergent theme) suggest that the desire of participants to maintain contact, language and culture is limited mainly to the interpersonal sphere. Findings showed that the participants in this study are technologically literate; they have a very positive disposition toward using ICT to interact with people but a less positive attitude towards less interactive, one-way media tools in Hungarian language. They are more interested in personal human interaction than non-human interaction.

4.2. Blogs as discursive spaces

The blogs that form the context of this study are used as dynamic, open and personal platforms. The motivation to blog seems to be similar across the whole group but the patterns of blogging are different. Nine bloggers started their blogs before they arrived in Australia and five after arrival; relevant data was not available for one blogger. The number of blog entries and the frequency of updates also differ. While some blogs produced only two posts in one month (B13), others (B4), produced thirteen posts per month. Some blogs had only 49 posts in total (B8) in one year, while others (B9) had 276 posts in the same period. There were also differences in number of visitors received by each blog, although it has to be noted that blogs can still be visited long after the authors have stopped posting entries. Variations in the widgets used on their blogs were also identified. The most widely used widgets were 'Archives', 'Pagination', 'Search', 'Blog roll' and 'Google Friend'. In spite of differences in the length of blogs, the number of blog entries, number of visitors and widgets used, there were some similarities in patterns of use that emerged from the multimodal analysis of the blogs, and this aspect is discussed in more detail under the *Other themes* subheading.

The discursive aspect of the space that blogs offer arises from the analysis of the linguistic structure of the social semiotic multimodal framework based on Bateman and Delin (2001) and Kress and van Leeuwen (2006). Blogs offer a discursive space in which ideas can be created, thoughts organised, and reflections and opinions expressed. Applying a combination of the frameworks of Bateman and Delin (2001), and Kress and van Leeuwen (2006), and analysing the selected Hungarian blogs from a

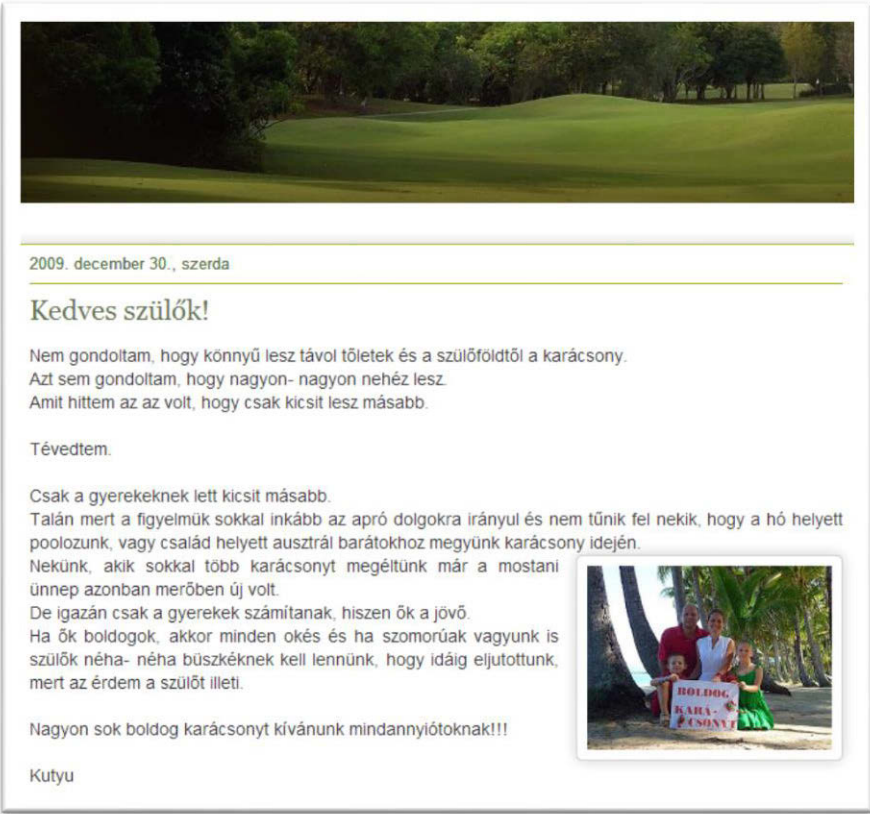
social multimodal perspective, it became apparent that blogs work as a discursive space. This occurs mainly through the interpersonal and ideational features of the language and through the multimodal elements that form the basis of a blog's functionality. As highlighted in the literature review for this thesis, the term 'discursive space' was used by Mitra (2008) in his discussion about the network of blogs creating a space where migrants can manage their anxieties related to moving from one place to another. In this sense, these spaces created by bloggers are similar to the 'affinity spaces' defined by Gee (2005) as spaces in which people relate to each other through common interests, experiences, goals and practices and not through membership, as in the case of the 'community of practice' (Lave & Wenger 1991; Wenger 1998). Affinity spaces are particularly common and important today in our technology-dominated world. This study views single blogs as discursive spaces in which migrants can interact with each other, particularly through the experiences and challenges of their new lives. The next section demonstrates how the interpersonal and ideational metafunctions of the language identified through multimodal analysis produce meaning and contribute to the discursive sense of the blog space.

4.2.1. Interpersonal metafunction of the language

The bloggers who are the subject of this study published their blogs to record and share their life experiences far from home, in an environment full of unknowns, sharing it with an audience comprised of family, friends and strangers located both overseas and in Australia. The focus of the blogs' content is not only on writing but also on addressing their audience. The style of Hungarian language used by the bloggers in their writing is mostly colloquial and interpersonal. The interpersonal metafunction of the language is concerned with interaction between speaker and addressee (Mattheissen & Halliday 1997) and refers to grammatical choices that enable speakers (writers in this case) to enact their complex and diverse interpersonal relations. This interpersonal metafunction of the language relates to a text's aspects of tenor and interactivity. Tenor can be broken down into three different continua: power, affective involvement, and contact (Eggins 1994). The general notion of 'role relationships' can be seen as a complex of these three simultaneous dimensions, and these situations have an impact on the way language is used. Thus, an informal

situation typically involves interactants who have equal power, who see each other frequently, and who are affectively involved (e.g. close friends), whereas a formal situation is one in which the power between the interactants is not equal, the contact is infrequent, and the affective involvement is low. The tenor in these Hungarian blogs is realised through choices of vocabulary and personal pronouns, which in Hungarian can be either formal or informal. The familiar tenor serves the purpose of maintaining contact and personal relationships despite the physical distance of over 15,000 kilometres.

In the following two examples, the writer addresses the blog entry to their parents ('Dear parents' and 'Dear mother') and it is signed with a nickname that is probably used within the close family. It is also signed 'Your son, ...' again with a nickname. Using this informal, familiar way of addressing readers rather than using formal terms, knowing that the primary readers are family members and friends, and inserting a family photo within the text, gives the blog entry a very personal, warm connotation.



2009. december 30., szerda

Kedves szülők!

Nem gondoltam, hogy könnyű lesz távol tőletek és a szülőföldtől a karácsony.
Azt sem gondoltam, hogy nagyon- nagyon nehéz lesz.
Amit hittem az az volt, hogy csak kicsit lesz másabb.

Tévedtem.

Csak a gyerekeknek lett kicsit másabb.
Talán mert a figyelmük sokkal inkább az apró dolgokra irányul és nem tűnik fel nekik, hogy a hó helyett poolozunk, vagy család helyett ausztrál barátokhoz megyünk karácsony idején.
Nekünk, akik sokkal több karácsonyt megéltünk már a mostani ünnep azonban merőben új volt.
De igazán csak a gyerekek számítanak, hiszen ők a jövő.
Ha ők boldogok, akkor minden okés és ha szomorúak vagyunk is szülők néha- néha büszkének kell lennünk, hogy idáig eljutottunk, mert az érdem a szülőt illeti.

Nagyon sok boldog karácsonyt kívánunk mindannyiótoknak!!!

Kutyu

Figure 4.1 Screenshot B3 (B3_2009/12_B)

“Dear parents!

I didn't think that Christmas would be easy without you and far from the homeland. I didn't think either that it would be really really hard. I thought that it would be a bit different.

I was wrong.

Just for the kids it was a bit different.

Perhaps because their attention turns more to the smaller things and they do not realise that instead of snow we play polo, or that instead of the family we go to Australian friends during Christmas time.

For us, who have lived through more Christmases, this feast was quite new. But only the children count, because they are the future. If they are happy, everything is fine, even if we, parents are sometimes sad we have to be proud as well, that we got here, thanks to parents.

We wish you all a merry Christmas!

XXXX”

(B3_2009/12_B)

Second example.

“Semmi pánik

Drága Anya,

Ne izgulj, jó helyre kerültem. Rendes emberek közé, akik nemcsak köszönni és mosolyogni tudnak mindenkire, akivel találkoznak, hanem a bevásárlókocsit is visszatolják a helyére, pedig pénzt se kell dobni bele. Nem kell vigyázni az értékeinkre, gyakorlatilag nincs lopás, sokan még a házukat sem zárják be, csak ha európai körútra mennek. Az utcák szélesek, tiszták, rendezettek és itt úgy vezethetek mint otthon, ha örökké előznék.

Nem zaklat a rendőr sem feleslegesen, nem akar megbüntetni indok nélkül, s így hát te sem kényszerülsz megvesztegetni őt hálából. A hivatalokban, habár hihetetlenül hangzik, örülnek ha meglátogatod őket, türelmesen meghallgatnak és természetesen segítenek is. Itt a vásárló bármit vissza vihet a boltba, ha valami másra számított, a varázsszó: nem vagyok veled boldog, s ezután mindent kicserélnek, csak hogy végre az legyél.

Mindenki elhiszi rólad, hogy te az te vagy, azt is, hogy igazat mondasz, sőt meg sem fordul a fejükben ennek ellenkezője. A TV adások többségét ingyen foghatod, akár analóg, akár digitális és nem ismert fogalom a horgászengedély vagy az éves horgászjegyet sem. Zselés kókuszdiót is ehetek vagy választhatunk a megannyi trópusi gyümölcs közül, melyeket hagyományos és csepfolyós formában is megvehetünk.

.....
Fiad, ...”

(B3_2010/02_B)

“No panic

Dear Mother,

Don't worry, I ended up in a good place. Between nice people, who not only greet and smile at everybody they meet but who also bring the shopping trolley back to the shop, even though they don't even have to pay for it. We don't have to take care of our belongings, there is practically no theft, and most of them don't even lock their doors, unless they go on a European tour. The streets are wide, clean, ordered and here I can drive like home, if I would always overtaking.

The police don't bother you unnecessarily; they don't want to fine you for not reason, so this way you are also not force to bribe them out of gratitude. In the government offices although it sounds incredible, they are happy that you have visited them, they listen patiently and help you of course. Here the buyer can take everything back to the store if he was expecting something else, the magic word is: I am not happy with it, then everything is changed just so that you are happy.

Everybody trusts that you are yourself, you tell the truth, and the opposite doesn't even cross their mind. The majority of TV channels can be received for free, whether analogue or digital, and the concept of a fishing license or yearly fishing card/ticket is unknown. I can eat jelly coconut or I can choose from the many tropical fruits in conventional form or as juice as well.

.....
Your son, ...”

(B3 2010/02 B)

Despite the physical distance, the familiar tenor serves the purpose of maintaining a close personal relationship and promoting interactivity. The informal, personal connotation of the text is enhanced by the personal pronouns (*‘tőletek’* – from you, which in a formal style would have been *‘önöktől’* or *‘maguktól’* – this last form would be acceptable in a more traditional family to address the parent, but it is not widely used anymore; *‘mindannyiótoknak’* – to all of you). The conjunction of the verbs also gives an informal tone to these blog entries, such as *‘ne izgulj’* – (you) do not worry, second person conjunction is given by the ending of the verb. The more formal conjugation would have used third person.

Another language feature highlighted by the structural analysis of the blogs is the use of frames. ‘At a very general level, the notion of a ‘frame’ provides an attractive metaphor for thinking about discourse as, at least partially, ‘a process of fitting what one is told into a framework established by what one already knows’ ... the basic

structure of a frame contains labelled slots which can be filled with expressions' (Brown & Yule 1983, p. 239). For instance, in the example above (B3_2010/02_B), it is likely the irony would not be understood by those who had not lived in Hungary – or at least in Eastern Europe. The writer, by enumerating to his mother the positive things that had happened to him, was at the same time alluding elliptically to opposite experiences. This shared and unspoken knowledge between writers and readers forms the basis of the irony in the text. Framing allows the author to make the assumption that his or her readers have the background knowledge to understand the concepts without them being explained. Joint meaning is created between the readers and writers by framing the text, and ellipsis adds meaning to the text. There is that unspoken part of the text – how this differs from Eastern Europe – that connects writers to readers.

These examples, discussed through the lens of linguistic structural analysis based on the work of Bateman and Delin (2001), demonstrate the way in which the familiar tenor, the informal terms of address and the framing of the text realise the interpersonal metafunction of the language of the blog entries.

4.2.2. Ideational metafunction of the language

The analysis also made very clear that the multimodal language of blogs realises an ideational metafunction. The ideational metafunction of language is concerned with 'ideation' – the grammatical resources for construing our experience of the world around us and inside us (Mattheissen & Halliday 1997). For this, a more complex semantic structure and a more sophisticated lexis is needed. The following excerpt is a perfect example of this kind of language. The blogger is writing about the question of religion and identity, reflecting on her memories, and detailing these concepts from her point of view. She talks about concepts like 'Hungarian-ness' and how to maintain it in the context of religious choices. Blog B5 is a family blog written mainly by the father and occasionally, as in this example, by the mother. The family, with two young children, arrived three years prior to the commencement of the data collection for this research and this blog entry was written soon after their arrival, probably when the anxiety of moving to a new country so far from home was still very fresh and alive. This

blog entry was a reaction to a discussion the mother had previously had on a Hungarian discussion board regarding what it means to be Hungarian. The blogger, who was born into a mixed family (Hungarian-Romanian) and is probably sensitive to and interested in these issues because of her two young children, shares her experiences and the lesson she learned from her grandfather.

“Az én nagyapám az az ember volt, aki hitte, hogy, ha minden ember egy kicsit jobb lesz holnap, akkor a világ is jobb lesz. Hitte, hogy nem Isten, hanem mi emberek tehetjük jobbá a világot. Nekünk kell érte tenni és göröngyös életútja során Ő arra a következtetésre jutott, hogy ha van is Isten, azt sajnós mi földi halandók hidegen hagyjuk. Hitte, hogy magyarságunk nyelvünkben, kultúránkban, népmeséinkben, irodalmunkban, zenénkben rejlik. Hitte, hogy magyar az, aki annak vallja magát. És Én, mi így nőttünk fel. A nagyapám nemcsak hitte mindezt, de tett is érte.

De, nem hiszem, hogy kevésbé lettem volna magyar akkor amikor ez még nem krisályosodott ennyire ki bennem. És főleg, nem hiszem hogy Nagyapám kevésbé lett volna magyar, mert nem hitt az Egy Istenben.

Ebben, az egész új haza választásban számomra magyarságunk megőrzése jelenti a legnehezebb dolgot. Tudom, mindenki azt mondja ez úgyis el fog veszni, mert odakint ez a rendje a dolgoknak, de én nem akarom ezt csak úgy elfogadni. Voltam már romániai magyar. Miért ne lehetnék ezután, ausztráliai magyarok? Hogy gyermekimnek hogy fogom a nemzeti öntudatunkat továbbadni ... még nem tudom! (többek közt, azzal a raklap könyvvel, amit kiviszünk. -András) De ígérem, hogy kitalálom és minden tőlem tehetőtet megteszek érte. Én ilyen vagyok. Ha nem sikerül, mert erre is fel vagyok készülve, akkor nem sikerül. Attól még a gyermekeim és az ők gyermekei, remélhetőleg boldog, sikerekben gazdag teljes életet fognak élni, és talán mesélni fogják gyermekieknek, hogy az ezredfordulón a családjuk valahol a Kárpát-medence ölében élt, és magyarnak tartotta magát.”

(B5_2007/12_B)

“My grandfather was a man who believed that if a man could be a bit better tomorrow, then the world would be a bit better too. He believed that not God, but we people can make the world a better place. We have to act according to that and during his difficult life he came to the conclusion that even if there is a God, unfortunately we mortals don’t impress him. He believed that our Hungarian-ness lies in our language, culture, and folk tales, in our literature or in music. He believed that a Hungarian is a person who believes he is Hungarian. And I, we grew up this way – believing this. My grandfather not only believed in this but he also acted according to this.

But I don’t believe that I would have been less Hungarian before this (note: religious affiliation) crystallised so well in me. And especially, I don’t think that my Grandfather would have been less Hungarian because he did not believe in One God.

In this whole new choice of country/home, maintaining our Hungarian-ness seems for me to be the hardest thing. I know, everybody says it will be lost anyway, because out there this is how it works, but I don’t want to accept this just like that. I’ve been Hungarian in Romania. Why shouldn’t I be Australian Hungarian? How will I transmit/pass our identity/national consciousness to my children ... I don’t know yet! (among others, through the books we took with us – András (n. husband)). But I promise, I’ll figure it out, and I will do anything I can. This is who/how I am. If I don’t succeed, I’m prepared for this as well, then it didn’t work out. Beside that my children and their children will hopefully be happy and they will live a life full of successes, and maybe they will tell their children that their family in the millennium lived somewhere in the Carpathian Basin, and they considered themselves Hungarians.”

(B5_2007/12_B)

The blogger connects her memories with her current personal experiences and makes plans for overcoming the issue of language maintenance with her children. She also expresses her view on identity and language maintenance. These ideas and opinions are constructed and conveyed through complex sentence structures.

In an example from another blog, the blogger draws upon childhood memories to express their homesickness, demonstrating the ideational metafunction of the language in these blogs. Blogger B3, who arrived two years prior to data collection with her husband and two young children, wrote the following blog entry, a year and a half after arrival.

“A tél illata

Először furcsa volt a máskor méregzöld hegyvonulat homályba burkolózása. Nem felhő, a levegőben sem érezni párát, még a napsugarak is simogatnak, bár kicsit gyengén, laposan.

Majd elkanyarodva már nem is olyan fontos megtalálni a választ.

Később a szürkületben elkel egy pulóver, csörög a kulcs a kezemben, mikor kilépek a ház kapuján. A postaládák előtt aztán elér orromig a szag. Az illat. Be kell csuknom a szemem, nem akarok mozdulni. Mélyet lélegzem, hagyom, hadd fonódjon össze a bőröm zsibbadásával. Tudom, ők ketten összeszorítják a torkom.

Látom, mindent látok újra, ott, a kopasz nyárfákkal szegélyezett út szélén. A fehér szántóföldeken túl, a határban a Tokajba siető vonat zakatolását hallani. Keményre fagyott földút mentén házak sorakoznak, pici sárga szemeikkel hívogatnak.

A nyáriba lépve Mamit a kukoricadaráló mellett találjuk, meglepődik, nem várt. "Mit is csinálnék ilyenkor kislyányom? Gondoltam, elkérem má Pistabácsító a darálóját, oszt hozzákezek. Jaaaj a derekom, dehát mindegy má nekem kislyányom. Oszt jó vagytok? Mi történt mostanába a városba? Hozzám csak Jolán gyűtt be délelőtt, ment a kocsmába biztos, dehát én má nem kérdelem. No, mit visztek, mit adjak? Lemegyek a pincébe, hozok almát meg zöldséget." Csorba bögrébe teát mer, cukrosat, citrompótlósan. Néha dob a tűzre, a vassal megpiszkálja, amitől az szikrázik.

Kilépünk a zöldre festett kiskapun, átnézünk Terikékhez. Náluk is a nyáriból szűrődik ki a fény, biztos süt, valami finomat süt. Diósat. Vagy mákosat, porcukorral meghintve. A buszmegállóig kísérnek a házak. Pici, öreg házak kéménnyel. Füst csavarodik a csípős levegőbe. A tél illata.”

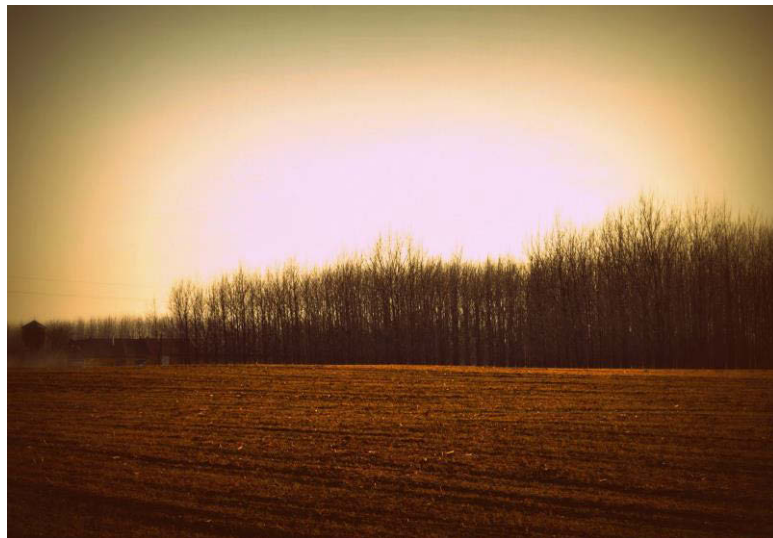


Figure 4.2 Screenshot B3 (B3_2011/07_A)

"The smell of winter

At first it was strange to see the dark green mountain covered in shadow. No clouds, no sense of mist in the air, still stroked by the sun's rays, although a bit weak, flat.

But turning away it is not that important anymore, I've found the answer. Later in the twilight a sweater is needed, the key rings in my hand as I walk out of the house gate. Walking by the mailboxes the smell reaches my nose. That smell – I have to close my eyes, I don't want to move. I take a deep breath, I allow it to intertwine with my skin's numbness. I know, those two clench my throat.

I see, I see everything again, there with the bald poplars along the road. Over the white arable fields, in the 'far away fields, hearing the fast train to Tokaj. Along the hard, frozen dirt roads, houses are lined, inviting with their tiny yellow eyes.

Stepping into the summerhouse, we found Mami next to the corn mill, surprised, she did not expect us. What should I do? I thought I would borrow the hand mill from Pista and start to use it. Ohhh my back but it does not matter to me anymore my girl. So, how are you? What happened lately in the city? Only Jolan came over before noon, she probably went to the pub, but I don't ask anymore. 'No' what do you want? What can I give you? I'll go down to the cellar, fetch apples and vegetables. She pours tea into a broken mug, sweet with lemon additive. Sometimes she throws wood on the fire, and pokes it and it sparkles.

We step out through the small green gate, we look over to Teri's. There too, light is coming from the summerhouse, probably she is baking something. With walnuts. Or with poppyseeds and sugar dust. The houses walk me to the busstop. Small old houses with chimneys. Smoke screws in the chilly air. The smell of winter."

(B3_2011/07_A)

The ideational metafunction of the language often involves language choices that include embedded clauses and nominalisation. Paragraphs in this metafunction will often display chains of reference that provide for the development and unfolding of concepts and ideas. In this example, the writer describes her memories from home; probably the home village where she grew up and where her parents, or perhaps her grandparents, are still living. The blogger uses rhetorical figures, personifications, metaphors and similes *a 'napsugarak is simogatnak'* - the sun still stroking; *'házak sorakoznak, pici sárga szemeikkel hívogatnak'* - houses are lined, inviting with their tiny yellow eye; *'a tél illata'* – the smell of winter. In this example the framing again plays an important role, because only those who have seen and experienced the chilly rural winter and seen the specific Tokaj landscape can truly understand these thoughts. With this evocative language, the blogger conjures images of her home but

at the same time stimulates and leads readers to recall their homes too, especially if they are familiar with the type of countryside.

This discursive aspect of blogs provides the foundation for the themes that emerge from the multimodal analysis of these Hungarian blogs. Themes of interactivity, networking and negotiation also contribute to the discursive sense of the blogs' space, and the following section offers a deeper explanation of how this is realised.

4.3. Main themes

As shown in the previous section, the multimodal analysis of blogs revealed that, for this group of newly arrived Hungarian migrants, blogs work as discursive spaces in which complex and layered meanings are created. The affordances of blogs, the multiple modes of blogs as the main vehicle for transmitting meanings, and the multimodal tools used for analysis, enabled the uncovering of important underlying themes. These themes are identity negotiation, interactivity, networking and coming to terms with the vastly different new life and environment. The following section presents a more detailed discussion of these themes.

4.3.1. Identity

An important aspect of this thesis is concerned with the language and culture of these recently migrated Hungarian speaking families, couples or individuals. As the literature review has highlighted, place has an important role in defining our cultural and personal identity (Hall 1994). It follows, then, that the act of migrating thousands of miles to a completely new social and linguistic context will raise questions of identity (Hall 1994). Questions about the use of the home language and the maintenance of language and culture were put to the participants to shed light on their attitudes regarding these issues. The results of the questionnaire reveal that, for the participants in this study, the Hungarian language is the primary and most comfortable language for communication, important to their core values and serving as a symbol of their identity. Choices around the representation of identities were evident in the personal blogs of the participants and these were explored in more detail in the deeper multimodal analysis. In the following sections, the participants' home language use is

first discussed, followed by attitudes towards retaining language and culture and the manifestation or representation of identity negotiation on personal blogs.

4.3.2. Home language use and maintenance

The language choices made by the participants is one of the most important aspects of the findings to emerge from the analysis. The data from the questionnaire indicates that the Hungarian language dominates in close relationships, in communication with parents, siblings, partners and overseas friends. However, in communication with friends in Australia, use of the Hungarian language is slightly outweighed by the use of English, or the use of both languages. This result is consistent with the findings relating to the domains of language use, in which case the Hungarian language was also mainly used in the home environment. More complex language maintenance practices were reported by the mothers interviewed, such as regular story readings and the singing of Hungarian folk songs during the children's evening bathtime. As discussed in the earlier section on technology use with family and friends, it is apparent that home language use is also facilitated by the use of technology,

The linguistic analysis applied to blogs also supported the notion that the use of technology contributes to language maintenance. In each of the blogs selected for this study, the home language was the primary language for postings that expressed and shared impressions about the challenges of immigration. However, results from the questionnaires referring to the use of blogs and the blogs themselves show a difference between the responses and what is actually taking place. The questionnaire revealed that bloggers do not consciously use the blogs for the purpose of language maintenance because the unanimous principal reason driving them to write their blog is to inform family and friends about their new life and new experiences. However, the linguistic analysis of the blogs, presented in the Data Analysis section, reveals a very high level of language use, with bloggers practising and maintaining the currency of their language within those spaces. As discussed in the presentation of the main findings of this study, the multimodal and dynamic aspects of the blogs create a discursive virtual space. In these spaces, not only is interpersonal, informal language used, but the ideational metafunctions also show participants coming to terms with

concepts and ideas in their new environment. Reflections, opinions and ideas are formulated which require the use of more complex language and sentence construction or vocabulary, bringing to fore the role these spaces play in language maintenance.

The findings around home language use in this research supports the earlier work of Walker (2009) who examined the dynamic aspect of bilingual identity (re)construction through bilingual means in personal German-English blogs created by immigrants to New Zealand. Seeing the blogs as discursive spaces made clear the reflective (self-representation) and interactive positioning of the processes (Pavlenko & Blackledge 2004); processes that are also informed by the discourses around migration and work that form part of the social context of the blogs. The use of the home language was found to be the most important element in this self-representation.

4.3.2.1. Importance of maintaining their identity

As discussed in the literature review, language and culture are part of defining individual identity. The majority of the participants in this study, when asked in the questionnaire and interviews, indicated that maintaining their language and culture in an English-dominant Australian environment forms an important aspect of their lives.

As one of the participants stated very concisely

“A nyelv es kultura az identitas megorzese miatt fontos. Az identitas pedig lelki onmagunk megorzese miatt fontos.” (note: accents not used in original)

“Language and culture are important to keep our identity. And identity is important to preserve ourselves and our spiritual identity.”

(B2_Q23)

The majority of respondents rationalised their attitude by explaining that language and culture are part of their heritage.

“My partner is Hungarian as well and I am proud to be Hungarian. The language and culture both relate to my family, grandparents and my childhood which I will never forget wherever I live.”

(B7_Q23)

Families with children explicitly pointed out the importance of, and their motivation for, transmitting their heritage to the next generation, to their children.

“A gyermekeim miatt legfőképpen, szeretném ha továbbvinnék a magyar nyelvet a későbbiekben saját családjukban, illetve ha a magyar történelmet és kultúrát ismernék”

“Especially for my children, I would like them to transmit the Hungarian language to their families too, and I would also like them to learn about Hungarian history and culture.”

(B9_Q23)

Maintaining language was also seen as important because it is the most comfortable tool for expression and communication.

“I think the language is unique and very expressive and this is the language I know best and can communicate in without any difficulties.”

(B13_Q)

This attachment and positive attitude towards language and culture become evident in the narratives posted on personal blogs as well. All bloggers used Hungarian language exclusively in their writings, because it was the most comfortable and familiar language for them to express their feelings, opinions and reflections about the experiences in their new home.

4.3.2.2. Identity negotiation

As discussed in the literature review, identities are negotiated every day in multilingual settings where different ideologies of language and identity meet (Pavlenko & Blackledge 2004). The theme of negotiation was manifested throughout all the blogs. In the context of this research, Hungarian migrants living in Australia, identity negotiation is multi-faceted, complex and dynamic. The literature review also highlighted that identity is a never a ‘finished product’, it is rather a process that is never complete (Appadurai 1996; Hall 1994; Joseph 2004). Hungarian bloggers who have migrated to Australia, construct their identities and shift according to the context of the interaction, and with whom it takes place. For them identity is not a ‘natural fact’ (Joseph 2004, p.6); it is something that they construct and negotiate in a dynamic, continuous process of resolving tensions and desires (Davies & Harré 1990).

It was found that the multimodality of blogs enables and affords the representation of this negotiation of identities. The desire to fit in while maintaining language and culture was manifested in the ways in which the bloggers positioned themselves through their blogs, the narratives written for these spaces and the visuals that were integrated into the blogs. As multimodal texts, they spoke of the desire to fit into a new environment, a new country, and a new society. At the same time, the texts clearly manifested the desire to maintain language and culture. This process of identity negotiation has been viewed by Pavlenko and Blackledge (2004) as an interaction between reflective positioning (i.e. self-representation) and interaction positioning. As discussed in the literature review, reflective positioning is when individuals assign their own preferred position, whereas interactive positioning occurs when one individual positions another individual (Davies & Harré 1990; Pavlenko & Blackledge 2004). The majority of the Hungarian bloggers participating in this study displayed a high level of self-revelation in regard to their identity. Most bloggers even shared contact information ranging from their full name and email address (B1) to maps with their street address (B9). According to their position, situation, and interaction, they take on the most appropriate identity for them.

4.3.2.2.1. Developing 'Multiple selves'

The following snapshots exemplify how Hungarian bloggers assign their own preferred position through 'reflective positioning' (Pavlenko & Blackledge 2004) and represent their 'multiple selves' (Döring 2002) using their personal blogs. Narratives supported by visuals on events, celebrations, clothing and even food demonstrate their negotiation with their new life. As shown in the data analysis, the rhetorical structure of blogs connects different multimodal content elements, bringing to the surface the theme of 'multiple selves'. The representation of multiple selves was manifested not only through the juxtaposition of the text and visuals within the content of one blog entry but throughout all the features of the blogs, as the analysis of the navigational structure shows. The pagination, the archives and tag cloud allows the blog to be read and followed over a period of time, focusing on a particular topic.

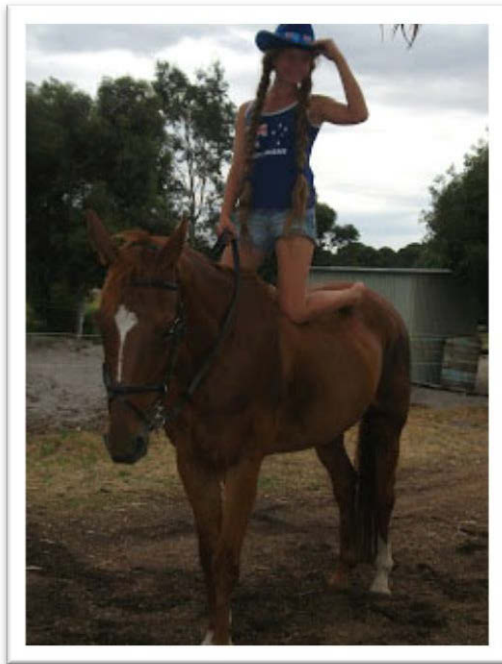


Figure 4.3 Screenshot B9
(B9_2012/01_M)

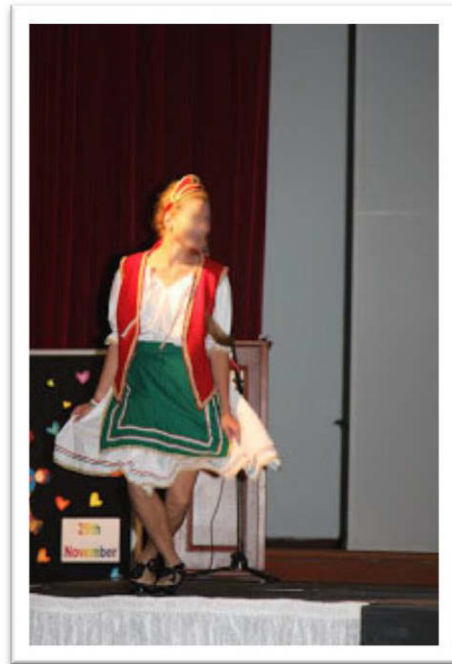


Figure 4.4 Screenshot B9
(B9_2011/12_M)

In the screenshots in Figs. 4.3 and 4.4, we can see how a young girl living in Perth on one occasion wears clothes emblazoned with the Australian flag, while on another occasion she dresses in Hungarian national costume. The blog coded as B9 is a family blog, updated mainly by the mother; however the father also appears as a contributor in the ‘about us’ section of the blog. The family arrived in Australia in 2010 in a second attempt to immigrate to Australia. The family has a teenager daughter and a son living with them. The first image is included in a blog entry where the mother gives an account of the events that happened during the previous month. New Year’s Eve and Australia day were celebrated and some work-related issues are mentioned. The multimodal analysis, in particular the linguistic analysis of this narrative, uncovered the opposites between the text and the visuals, bringing to the fore negotiation. The text talks about how the family looked for the Hungarian national hymn on the Internet and provides a poignant image of the New Year’s Celebration:

“könnyes-mosolygós éneklés után koccintottunk”

(B9_2012/01_E)

"after a tearful-smiling singing we clinked our glasses"

(B9 2012/01 E)

The entry expresses how they miss the homeland in a moment when they would have liked to celebrate at home with their fellow Hungarians. In contrast with this moment of sadness, the image included in the same blog entry about Australia Day gives a glimpse of the happiness of being in Australia and celebrating the national day. This is emphasised by the background design used in the layout of the blog. Although missing home, family and friends, they happily embrace the celebration of this day with Hungarian friends. The second image is from a different posting on the same blog where again the mother writes briefly about the multiculturalism of the school and about the celebration of multiculturalism at the school on World Day. In this image, the girl proudly wears her Hungarian traditional clothes, alongside children of other nationalities. These two examples clearly bring to the surface the negotiation that takes place in this space between the 'selves', and also shows the safe aspect of it. The navigational structure of this multimodal platform allowed the analysis over a period of time to be followed throughout the whole blog, not just from the latest blog entry, giving to the analysis an added dimension. The juxtaposition of the content (text and visual) and the language used for writing the blog also facilitates the negotiation and representation of 'multiple selves'. Writing and communicating in home language suggest that it is a symbol of their identity, representing who they are, as claimed by Clyne (2011), who held that language is a symbol of identity.

Bloggers *B4*, although officially and proudly embracing a new Australian identity by receiving their citizenship, continue to maintain their Hungarian identity by writing about this important event in their home language.

“Már hivatalos :)

Ma, ismét csak délben letettük a hivatali, akarom mondani a hivatalos esküt, máától kezdve teljes jogú állampolgárai lettünk az ausztrál társadalomnak. Jó érzés! :)”



Figure 4.5 Screenshot B4 (B4_2011/06_M)

“It's official :)

Today, once again at noon, we took the official oath; from now on we are full citizens of the Australian society. It feels good! :)”

(B4_2011/06_M)

Participating in various events and celebrations specific to Australian society is also a practical representation of the bloggers' desire to fit in as part of the process of identity negotiation that characterises recent migrants. In their new life in Australia, the B1 bloggers proved several times that they want to be part of Australian society, and that they love being here, by adopting some of Australian society's characteristics. In the multimodal analysis of this blog, the rhetorical relationship between the structural elements conveys a certain message and allows them to represent themselves. In the design of blog B1, part of the layout structure looks like a page from a diary with a canvas illustrating Sydney icons and connects the content elements, the title and the 'about us' section with the text and inserted visuals, conveying the idea that the blog is about the bloggers adventures and everyday life in Australia. It is important to them that they are in Australia. Participating in specifically Australian

events like Australia Day or the well-known City2Surf fundraiser running event, are perfect examples of how they integrate themselves into Australian society and culture.

In one of their posts (B1_2011/08_M), the B1 bloggers described their experience of participating in the City2Surf event. The event is described and some statistical details are also given, following research of the topic using Wikipedia. The entry describes the atmosphere of the event as '*hihetetlen*' that is, an 'unbelievable experience'. They advise their readers not to miss the event if they are in Sydney. In the description, special attention is given to the fundraising aspect of it and to the role of volunteers. They see this aspect as a new experience for them seeing, such involvement and support from Australians. During the race, they stopped several times to take photos and document the event, proving that it was participation that was important for them, not the race time. Although they had taken their own pictures, and posted a link to the photo gallery, they inserted photos taken by the organisers of the marathon at the finish line. Choosing to use this photo instead of one of their own shows how important it was for them to display these official finish photos evidencing their participation in this event like any other Australian. The blog analysis suggests that they are conveying the concept that now that they are part of this society, they are proud of it. Ending on a high note and planning for the next event is consistent with this message. Such large community-based fundraising events are not as popular in Hungary as in Australia and they have never before participated in such an event, in either country (as evidenced by the data from post interviews). This emphasises more strongly the significance of their participation in this event.



Figure 4.6 Screenshot B1 (B1_2011/08_M)

Although they were tired after the race and had minor injuries, they ended the post on an exultant tone and detailed future plans to challenge themselves at the next Blackmores Sydney Running Festival.

Their willingness to participate in what might be termed uniquely Australian fundraising events is also demonstrated by the involvement of one of the bloggers in the Movember action, related in the blog entry on 15 November 2010. He not only writes in the blog about the event, but he also participates in the event by growing a moustache. After a short description of the event, he asks readers to support him by making a donation, and takes them through the steps that need to be taken on the fundraising website to make a contribution.

By participating in these kinds of events, the participants are trying to immerse themselves in aspects of Australian culture and experience it as insiders. Later, the same family embraces the multicultural nature of Australia by going to the Chinese New Year's Eve Festival, celebrating Australia Day, and honouring invitations from their colleagues from other nations. The application of multimodal analysis revealing the rhetorical relationship, and connecting the different modes of expression, uncovered meanings that a keyword or thematic analysis would not have achieved.

4.3.2.2. Home and away

The juggling act and occasional struggle required to balance the opposites of home and away form a context in which the negotiation of identity described by Blackledge and Pavlenko (2004) takes place. As the following blog entry extract shows (B9), the blogger and her family live here, but their minds and hearts are often still at home. Among the everyday events the blogger reports on is an important thing she mentions they have to do on that day, 15th March, the national day of Hungary. The multimodal elements, text and visuals inserted and connected through the rhetorical structure of the blogs support and emphasise this juggling act.

“Ma reggel még egy fontos dolgunk volt. Mindenkinek kikészítettem a nemzeti színű kokárdát és fel is tűztük a ruháinkra, jelezve, hogy lélekben az otthoniakkal ünnepeljük Március 15.-ét.

Remélem szép idő lesz a felvonuláshoz és magasztos, békés rendezvények lesznek.”



Figure 4.7 Screenshot B9 (B9_2011/03_M)



Figure 4.8 Screenshot B9 (B9_2011/03_M)

“This morning we had one more important thing to do. I prepared a tricolor rosette in the national colours for everyone which we pinned on our clothes to indicate that in spirit we are together with those at home and we celebrate together 15th March. I hope they will have a nice day for the parade and there will be peaceful and sublime events.”

(B9_2011/03_M)

These two images refer to the revolution of 1848 and its symbols. In this text, it is clear to the reader how much the bloggers would have liked to be home with their compatriots on that important day. Based on the second layer of the multimodal analysis, the framework of Kress and van Leeuwen (2006) applied to the visual elements of the blogs, where the denotation is the literal meaning of the visual while the connotation is the ideas and values associated with the image, the meaning of the blog entry is enhanced with the insertion of the images. The two images used in this blog entry highlight the importance of the day; the black and white photo emphasises the historic meaning of the event, while the colours and the symbols accentuate the national aspect of it. For all Hungarians, 15th March represents the commemoration of the Hungarian revolution of 1848 and the celebration of freedom, democracy and national affiliation. In remembering this day and writing about it, the bloggers expressed their strong sense of identity and their tenacity in holding onto their roots.

4.3.2.2.3. Balancing between losses and gains

The data analysis shows that bloggers reflect and articulate gains and losses by making comparisons, as a way of trying to deal with the ‘new’ encountered in their new life. The authors often seem to be unconsciously justifying their decision to leave their homeland, because almost everything has a positive tenor in all the stories that they share, and in the images as well. The catering system in schools (B3), the availability of gluten free food (B3), the weather, people, different services, playgrounds, the endless opportunities for travel offered by the Australian landscape, and life in general were all discussed by making comparisons between here and there or now and then, Hungary and Australia. This was expressed not only in text but in several visuals, or links to photo albums. These are part of coming to terms with their new life in a new place, and it is discussed as a separate, emergent theme. Blogs are spaces in which authors

can rationalise their losses by maintaining contacts with friends and family at home and focusing on the things they like about their new life. The following example from blog B3 gives a snapshot of these comparisons by making connection to culture through a well-known Hungarian pop song. The connection and additional meaning are highlighted by the insertion of an image of the blogger – a husband and father looking far into the distance with a reflective air – accentuating the reflective connotation of this post. This blog is of a family with two young children, where most of the blog entries are written by the mother with a few exceptions, as in this example.

“Megállapítottam valamelyik nap - csak most esett le -, az élet kísértetiesen hasonlít a hetvenes évekbeli Magyarország mindennapjaira. Amikor az emberek még nem rohantak sehova, a gyerekek a játszótéren játszottak iskola után és nem mindenki a saját háza udvarán, a családok átugrottak egymáshoz hétvégenként, vagy elmentek szalonnát sütni, kirándulni. Nem gondolkodtak azon, szüljünk -e második esetleg harmadik gyereket, mert miből tartjuk el, meg egyáltalán, egy ekkora lakásba?”

“Virágzott a rét, amikor én még kisserác voltam...”

(B3_2011/10_M)

“Just the other day I realised that life is eerily similar to the daily life of Hungary in the seventies. When people did not rush, the kids played in the playground after school and not everyone in their own courtyard, families visited each other on weekends, or they went to fry bacon, on excursions. Not thinking about whether they should have the second possibly third child, how would they support them in a small apartment?”

“Flourished the meadow when I was a boy” (note: well known citation from a Hungarian song)

(B3_2011/10_M)

4.3.2.2.4. Transferability of cultural capital

As the literature review has highlighted, migrants face issues related to their social and cultural capital. Participants in this study, as the data shows, had substantial cultural and social capital in their homeland, but in Australia they face a challenge in trying to reestablish or transfer this capital. The majority of the participants hold university graduate or postgraduate degrees. The multimodal analysis and the dynamic aspect of the blogs demonstrates that participants in this study are assisted to rebuild their social network through their personal blogs (this issue is discussed in more detail in

section 4.3.4 on networking), but transferring cultural capital, specifically institutionalised cultural capital (Bourdieu 1986) that consists of institutional recognition in the form of academic qualifications seems to be problematic. These issues of transferability of cultural capital require situations of negotiation and are critical in the labour market. Several bloggers reported on difficulties finding an appropriate job for their qualifications, due to the lack of certified English language skills or relevant Australian work experience. Bloggers report on these unseen issues and about their strategies for overcoming these obstacles, often having had to put in extra effort to obtain recognition of their former qualifications, or even to gain a new qualification. Blogger B3, an expert accountant, explained in one post his decision to study at post-graduate level to obtain the same qualification he already had in Hungary, after unsuccessful efforts to find a job. Blogger B1, also with an engineering degree gained overseas, had no Australian work experience and so decided to study to for an English language certificate and then a TAFE diploma in accounting while still working in the production of natural health products. This demonstrates that Hungarian bloggers have the ability to follow up information, research the issues they face – even from each other’s blogs – and are ready to adapt and develop their professional identities in the workforce as well. The multimodal aspect of blogs and the multimodal framework based on the combination of the applied frameworks of Bateman and Delin (2001) and Kress and van Leeuwen (2006) made it possible to reveal this issue. First, the analysis of the linguistic structure of the blogs exposed the disappointment and struggle of the bloggers not made explicit in the narratives. The analysis of the navigational structure, such as pagination, navigation between posts, reaching the archives, searching within the blog for key words related to this topic (work, job, occupation, degree, experience, and accreditation) allowed us to follow and form a whole picture about this issue. The dynamic and interactive nature of the blogs contributed to this as well. Members of the readership responded with helpful advice, information or encouragement, and this often sustained interaction and discussion around the issue.

4.3.3. Interactivity

The theme of interactivity emerged from the multimodal analysis of the blogs but it is supported by the findings from the questionnaire and the pre- and post interviews. Blogs afford interactivity through the multimodal features and functionalities that are now basic even within the most useable templates. In this context, interactivity is framed by bloggers' desire to reach out, to communicate with people via their blogs. This interactivity takes place on multiple levels and serve various purposes. Informing and networking are the two main purposes and are directed towards friends and family members left behind, those who are interested in immigrating to Australia, and Hungarian bloggers who are already in Australia. Interestingly, the theme of interactivity emerged from the linguistic analysis, the layout structure and navigational structure analysis. It was also evident in other multimodal structural elements of these blogs, such as the comments, following features like Google Friends, RSS feed, email subscription or blog roll. The rhetorical relationship connected all these multimodal elements to communicate meaning. The manifestation of this theme is discussed below in more detail and is supported by examples from all domains of data.

4.3.3.1. Informing and sharing experiences

One of the ways the theme of interactivity has manifested in the context of this study is in the bloggers' desire to inform and share experiences about the new environment in which they find themselves. The architecture of these Hungarian blogs corresponds to the features of a diary, with the recording of personal experiences and thoughts in chronological order from a subjective point of view. This aligns with literature that suggests that blogs are often analogous to traditional diaries (Herring et al. 2004; Nardi, Schiano & Gumbrecht 2004; Schiano et al. 2004). However, the data from the questionnaire, supported by the multimodal analysis of the blogs, clearly show that the Hungarian-language blogs featured in this study are maintained for the purpose of informing others about the challenges of the bloggers' new immigrant life. They were not written for the same personal reasons that motivate those who keep personal diaries.

The desire to inform and share with others the experiences from a new environment is seen as a means of achieving the aspiration of maintaining connections with family and friends. In this aspect, the blogs have the function of transmitting information as a communication channel and this is consistent with the study of Stefanone and Jang (2008), who saw blogs serving as a 'relationship maintenance tool'. As indicated in the literature review, the Internet and computer mediated communication tools function to support existing relationships by providing alternative channels for communication (Stefanone & Jang 2008). Blogs written by Hungarians living in Australia are not only perfect communication channels for supporting the maintenance of existing relationships but are also platforms for forming and building new relationships, as will be discussed later in this section.

The information is provided in a very casual, descriptive style and the topics they write about vary across blogs and across time. The multimodal aspects of blogs enable the transmission of information through text and visuals, through denotative and connotative processes, making the information more thorough, more detailed and complete. The type of information that Hungarian bloggers provide in their blogs is personal information, experiences intertwined with information about the Australian emigration process, society and many other issues. The information conveyed through the content is consciously directed toward different groups and audiences and different levels of interaction are separately maintained with *friends and family*, and *future Hungarian immigrants*. The following subsections provide examples of these two types of interaction: interaction with family and friends and future Hungarian immigrants.

4.3.3.1.1. Maintaining relationships with friends and family members

The subtheme of informing and interacting with family members and friends emerged from both the multimodal analysis of blogs and from the questionnaires. Bloggers responses in the questionnaire almost unanimously indicated that the motivation for maintaining a blog arose from the desire to inform friends and family about their new lives in Australia. When considering the content structure of the blogs in the multimodal analysis, the textual, visual and other content elements such as comments

were considered as part of the content structure of the blogs, as explained in the data analysis section of Chapter Three. The rhetorical structure as part of the multimodal framework allowed the connection and establishment of relationships between content elements, such as connecting the text with the comments and with the audience. The audience was formed by the rhetorical relationship between those who made the comment, those who were present as followers through the Google Friends widget, blog roll, RSS or email feed. The content of the blogs, consisting of topics from their personal life, such as the success of finding a job, a place to live, settling in, first day at work or school, are clearly directed towards close family and friends. By informing this audience about these aspects of their new lives, they are sharing information and realising their desire to maintain connections. In this sense blogs, can be considered as spaces in which interaction and information sharing take place.

The following example from blog B1 demonstrates how a simple blog entry with the purpose of informing about a weekend triggered an interaction with a friend from home using the dynamic 'comment' section of the blog.

The blog entry (B1_2011/08_M) concerns events from the previous weekend when the bloggers had dinner with Hungarian friends, celebrated a colleague's birthday, and visited the optometrist, which created a dilemma about whether or not to have surgery. These events are described briefly and in quite a factual way, and at the beginning of the first two paragraphs about the dinner and birthday, a link to a photo album is provided to support the content visually. In this example too, multimodal elements work together to convey information and meaning to the reader. Pictures add a whole new level of meaning to the text and work with the text to convey the message to the reader.

As discussed previously, this interactivity is made possible through one of the most significant features of the blogs: the possibility of reacting and giving feedback through the comments section. In this case, this feature led to a conversation about the dilemma on having the eye surgery. A friend from home (confirmed by the bloggers in the follow-up interview) reacted and gave his opinion on the issue, and at the same time asked one of the authors of the blog to write more about his job. Although this

request was not satisfied in the same interaction, the blogger wrote about his job in a later post, making reference to this demand:

“Többen kértétek, hogy irjak én is arról, hogy milyen a munka az XXXX-nál”
(B1_2012/03_A)

“Many of you have requested that I should write about what work at XXXX is like.”
(B1_2012/03_A)

This theme is also evidenced by the findings from the questionnaire where the authors of the B1 blog clearly articulated the reason for writing their blog: *‘To keep the connection with my overseas family and friends’*. That is, these bloggers use the blogging platform to inform friends and family members, it is through this action that they are able to share experiences and remain a part of each other’s life. One of the participant bloggers (B12) even printed out the content of their blog in the form of a book for her parents and sent it via post because they did not have an Internet connection in their village. The analysis of data also showed that bloggers not only inform their correspondents about their personal life, but also provide useful general information for those interested in immigration to Australia, or those with a more general interest in Australian lifestyle and society. This aspect is discussed in more detail in the following subsection.

4.3.3.1.2. Interacting with and informing future Hungarian immigrants

The theme of interactivity with future or other Hungarian immigrants emerged from the multimodal analysis of blogs based on the framework of Bateman and Delin (2001) and from the data collected through the questionnaire, in the same way as the theme of interactivity with family and friends. The analysis framework highlights the importance of the rhetorical relationships that exist between the content elements and the contribution that is made to the communication of meanings. On the basis of content, it was clear that about one third of the content of the blogs was directed towards those who plan to undertake the migrant journey. For example, a number of blogs included information about the procedure for applying for a visa, renting an

apartment, or applying for Medicare card, as well as providing a list of official papers needed to create a bank account, all topics useful for newly arrived migrants. This aspect was also reflected in one of the responses (B5) given in the questionnaire:

*“Kivandorlasunkkor sok blogot olvastunk információforrás gyanant. Gondoltuk, hogy tartozunk a társadalomnak annyival, hogy mi is segítünk másoknak ha tudunk. Aztán bejöttünk. :-)”**

(B5_Q18)

“When we emigrated we read a lot of blogs as a source of information. We thought that we owe to the society, to help others if we can” (n. with advice)

(B5_Q18)

*accents not used in original text

This points to an important part of the motivation, but in fulfilling this desire, interactions with others are also established and, as the following blog entries and comments, demonstrate two kinds of interactions take place: asking questions and offering comments.

Blogger B5 considered health care to be an important issue and, being aware that the Australian system is different from the system in Hungary, gave a very comprehensive description of the ambulance service in Victoria. This issue was taken up by readers or other bloggers, developing a meaningful interaction.

“Mentő

Senki meg ne ijedjen meg, nincs semmi gond.

Az egyik legfontosabb tudnivaló az alap egészségügyi ellátással kapcsolatban az, hogy nem fedezi a mentő költségét, ha baj van.

Az egyik módszer arra, hogy az ember biztonságban legyen, az a magánbiztosítás intézménye. De mi van, ha az embernek még nincs annyi pénze, hogy ilyet kössön. Nos, akkor ott van a kiskapu. Ami nem is olyan kicsi :).

Ennek tudatában és a TV reklám segítségével találtam rá az országos mentőszolgálat honlapján a tagtoborzó részre. Azaz, ha teljes fedezetet akarsz az esetleges mentőszolgálati szolgáltatásokra, akkor legyél tag és fizess évi 60AUD-t (egy 17 év feletti egyén esetén), és teljeskörűen fedezi e tagdíj az esetleges kórházba szállítást, kezelést a mentőben és a többit. Kicsiny családunk részére e szolgáltatás 120AUD-ba került volna egy évre, de mindenféle tagtoborzó akcióval együtt, végül alig 108 dollárt fizettünk.

A kis füzetecskében, amit mellékeltek a kártyánkhöz (ugye ez itt a kártyák országa...), egészen ijesztő számok vannak arról, hogy mibe is kerülhetne e nélkül egy mentő.

Ha csak megvizsgál de nem visz el: 262,87 alapdíj.

Ha elszállít: AUD 871,77-5500+.

Ha helikopterrel szállít: AUD 3023,05-5500+.

És ez csak az alap.

Ugyanakkor ez a tagság, nemcsak vész helyzetben nyújt segítséget, hanem sok más opciót is nyújt, mint például az ingyenes betegszállítás.

A mentőszolgálat honlapja: www.ambulance.vic.gov.au

Szóval, mindig van olcsóbb megoldás is, ha kell :).”

(B5_2008/10_B)

“Ambulance.

Don't be alarmed, there is no problem.

One of the most important things to know about the basic health care is that it does not cover the cost of the ambulance service if there is trouble. One way to be secure is to take out private insurance. But what if one does not have enough money to sign up for one. Well, then there's a loophole. Which is not that small ☺.

With this in mind and with the help of a TV commercial I found this on the national ambulance service's website recruitment section. That is, that if you want full cover for any ambulance service, become a member and pay 60AUD per year (for a person over 17 years old) full membership fee that will cover any transport to hospital, treatment in the ambulance and the rest. For our small family this cost would have been 120AUD for one year but with all sorts of recruitment action we paid only 108 dollars. In the little booklet they gave us with the card (remember this is the country of cards ...) there are some quite alarming figures about how much an ambulance service would cost.

Consultation only without transport: 262, 87 basic fee.

When transported: AUD 871,77 – 5500 +.

When transported by helicopter: AUD 3023,05 – 5500+.

And this is just the basic.

However this membership helps not only in case of emergency but also provides many other options as well, such as free transportation of the patient.

The ambulance service's website: www.ambulance.vic.gov.au

So, there is always a cheaper option if you need it.”

(B5 2008/10 B)

The six comments for this blog entry clearly demonstrate the interactive aspect of the blog. One of the readers thanked the bloggers for their useful posts and expressed her delight that they were already in Australia and could provide this useful information:

“Annyira jó, hogy ti már ott vagytok! Nagyon hasznos dolgokat írtok le a blogotokban!! Nagy segítség mindenkinek!! Minden nap megnézem, hogy van-e új bejegyzés. Írjatok csak szorgosan ;) Pusza:E!”

(B5_2008/10_B_c1)

“It is so good that you are already there! You write some very useful information in your blog. It is a big help for everybody! Every day I check whether there is a new blog entry. Keep up with writing ☺kisses E!”

(B5_2008/10_B_c1)

Another reader from Tasmania added the following comment to this interaction:

“Csak hogy tudjátok. Tasmániában a mentő ingyenes, vagyis benne van az alapvető orvosi szolgáltatásban. Ezt az államok maguk szabják meg, hogy kell-e fizess érte. És van magán mentőszolgálat is itt, amit így bizsítva, vagy helyben fizetsz, ha nem akarsz, hogy az állami nagykórház mentője vigyen.”

(B5_2008/10_B_c3)

“Just so you know In Tasmania the ambulance is free, it is included in the basic medical services. This is set by the state themselves, whether you pay for it or not. There is also private ambulance service, you pay on site, if you don't want to be taken by the state ambulance.”

(B5_2008/10_B_c3)

Blogger 5 appreciated the comment:

“Igen! Köszönöm a pontosítást! Még egyszer mindenkinek aki olvas. Tapasztalataink e államra vonatkoznak! A különbségek már az oktatásnál is előjöttek. Szóval, ez a mi tapasztalatunk, itt ez a helyzet.”

(B5_2008/10_B_c4)

“Right! Thanks for the clarification! I repeat one more time for everybody who reads us. Our experiences refer to this state! The difference already emerged when we wrote about the education system. So, this is our experience, this is the situation here.”

(B5_2008/10_B_c4)

As can be seen in the above example, the post from this blog generated an interaction between the blogger, a follower still in Hungary but who planned to immigrate (she used the expression: it is so good that you are already there), and another contributor already in Australia who passed on useful information for consideration. Finally, blogger B5 thanked the contributor for the clarification, and for reading her blog.

The multimodal analysis also revealed that this desire to inform and share experiences with future Hungarian immigrants is a two way interaction, since bloggers not only choose their topics according to their interests but they respond to future immigrants who contact them and ask specific questions, many of which are answered privately. The following example shows an interaction between an unknown reader wanting to connect and find out how of the bloggers handle missing those left at home. The reader acknowledges the private matter of the subject and asks for an email address where the issue can be discussed in private.

*“Sziaztok,
A videó nagyon jó, az utolsó bejátszáson potyogtak a könnyeim. Mi lassan 6. éve élünk Skóciában, egy ideje gyerekestül :) Ausztrália régi álmunk. Ha nem vagyok tolakodó, kérdezhethnék privátban valahogy? Neem, nem a kijutásról, azt majd kiszaszeroljuk valahogy, inkább az otthon maradottak hiányáról...
Üdv, ...”*

(B3_2012/12_A_c8)

*“Hello,
The video is great, in the last part I was crying. We have lived in Scotland for almost 6 years, with children for a while 😊. Australia is an old dream for us. If I am not being too pushy could I ask you in private? No, not about how to get there, we will solve that somehow, but rather about missing those left at home ...
Regards,*

(B3_2012/12_A_c8)

The blogger happily offers her email address in the comment section of the blog, signalling her openness to interaction.

“Persze, szívesen válaszolok, ha tudok, mindenre. A címünket a profilunkban is megtalálod, de megadom itt is: xxxx”

(B3_2012/12_A_c9)

“Sure, I will answer to everything if I can, with pleasure. You can find our (email) address in the profile as well but I give it here too: xxxx”

(B3_2012/12_A_c9)

Another example from blog B1 exemplifies how bloggers are contacted through the ‘comment’ features of blogs to request information about the migration process and life generally in Australia.

“Sziaztok,

bocsánat hogy így ismeretlenül Rátok rontok, örömmel és érdeklődéssel olvastam át tegnap éjjel a blogotokat, éppen a neten kutakodtam Ausztráliai bevándorlással kapcsolatosan amikor rátaláltam a blogotokra. Csupán néhány jótanácsot szeretnék kérni, mi is külföldre készülünk, még nincs konkrét desztináció, csak elképzelések, AU nagyon szimpatikus, csak olyan nagyon világvégének tűnik egyelőre. Örömmel olvastam hogy ti is aktívan sportoltok, mi is, sport az életünk, férjem régóta triatlonozik, edző is, én hosszabb távokat futok. Egyébként angol tanár vagyok, és van egy ötéves lányunk is. Lenne néhány alapvető kérdésem:

Kb mekkora költőpénzzel ajánlatos megérkezni?

Itthonról van-e esély az első albérletet leszervezni?

Kell-e fizetni az általános iskoláért?

Létezik-e minimálbér?

Összetartanak-e a magyarok?

Köszönöm ha válaszoltok, elfogadnék egy email címet is ha örömmel válaszoltok még néhány felmerülő kérdésre.

Üdvözlettel,

XXX család, Győr”

(B1_2011/12_M_c1)

“Hi there,

sorry to bother you without knowing each other. I read your blog with great interest last night. I was researching the Australian immigration process when I found your blog. I would like some advice from you. We are planning to move abroad as well, just we haven't decided yet on the destination. Australia is a very likeable place, just it seems that it is at the end of the world. I'm please to read about you guys that you actively exercise, like us, sport is our life, my husband does triathlon, he is a trainer too, I run longer distances. I'm an English teacher and we have a 5 year old daughter. I would have some basic questions: How much money should we have on arrival? Is there a possibility to find an apartment for rent before arriving? Is there a tuition fee for school? Is there a minimum wage? How strong is the Hungarian community? Thanks for your answer and I would also appreciate an email address from you guys. Greetings, the XXXX family from Győr.”

(B1_2011/12_M_c1)

The answer to this inquiry was not made public through the blog, but the follow-up interview with blogger B1 confirmed that a response was sent.

Few of these approaches are made on the public pages; most followers of these blogs are silent readers, and they tend to make contact through private emails, as the post-interviews evidenced. Later, they follow each other's progress in the process, encourage each other and turn these initial contacts into an ongoing relationship, as the following section will demonstrate.

On several occasions, bloggers acknowledge in writing how useful it was for them to read others' blogs when they were in the planning period of their migration. Later, they feel that they have to pass on their experiences.

“Soha nem felejttem el, hogy Magyarországon mit jelentett éveken keresztül, minden áldott reggel bekapcsolni a gépet, és egy kávé mellett minél több információmorzsát felszívni Ausztráliáról, a már ott élők blogjaiból. Szerettem volna ebből is visszaadni kicsit, úgy éreztem, nem hagyhatom cserben a most hasonló cipőben járó álmodozókat.”

(B3_2013/03_E)

“I will never forget what it meant in Hungary for years, turning on the computer every morning with a cup of coffee, absorbing as much information as we could about Australia from the blogs of those already here. I wanted to give back a little bit of this as well, I cannot let down those dreamers who now are in the same shoes.”

(B3_2013/03_E)

4.3.4. Networking

Blogs written by Hungarians living in Australia are not only perfect communication channels for maintaining existing relationships overseas, but are also a platform for building new relationships. The multimodal analysis of blogs explained in the methodology chapter provides evidence for Hungarian bloggers rebuilding their social capital by networking with other Hungarian bloggers and turning online contacts into face-to-face friends. The ‘comment’ feature on a blog has to be enabled by the blog’s administrator, opening in this way a door, a communication channel for the reader signalling willingness and availability to engage in dialogue. Hungarian bloggers often use this communication channel between themselves as a starting point to move to the next level in a relationship. The analysis of the rhetorical structure that refers to the relationship between the content elements also exposed the role of blog roll and Google Friend features in networking.

4.3.4.1. Networking with other Hungarian bloggers

As discussed in the previous section (under the subtheme ‘*Informing future Hungarian immigrants*’) Hungarian bloggers want to share useful information with those who intend to undertake the emigration process. As one of the bloggers (B5) explained, they read many blogs as a source of information before emigrating and later, after arriving in Australia, provided useful information themselves for prospective migrants “When we emigrated we read a lot of blogs as a source of information. We thought that we owe it to society, to help others if we can. Then we got used to it.” Inquiries are sent to those bloggers who already have some information about interests they share and this is one of the ways in which they create first contacts.

The following example shows very clearly how, through comments, bloggers make reference to the extended group of readers they create – often families in Hungary become familiar with other Hungarian bloggers through the comments received and treat these bloggers as familiar people.

The authors of one blog (B12_2011/10_M) invited their close readers to write on their blog, and the first reader invited was the blogger's mother. The post was well received by other readers and other Hungarian bloggers, as the comments show. Of the four comments, one was by another blogger participating in this study (B3):

“Ki is lehetne az első, ha nem az Édesanya?

És milyen szép, ha valaki így szólítja az anyukáját, sajnós ma már ritkán hallani. Az én anyukám szintén Édesanya, akit akárhogy tanítgatunk a húgokkal, csak nagyon ritkán talál a blogunkra. Gratulálok a Cs. Édesanyjának, igazán ügyes, a bejegyzés is nagyon jó!”

(B12_2011/10_M_c2)

“Who could be the first if not the Mother? And how beautiful it is when somebody calls her mother like that. My Mom is still called Mother, who me and my younger sister try to teach, but she rarely finds our blog Congratulations to Cs.'s Mother, she is very handy, and the blog entry is a good one too!”

(B12_2011/10_M_c2)

in reply, B12 blogger wrote:

“Köszönöm G. anyum nevében is. Szerintem is jó lett a bejegyzése, buszke is vagyok rá nagyon. Titeket is szokott olvasni mindig, neha meg is kerdi, ha már egy ideje nem irtal, hogy mi van a G.-kal, jól vannak, megkaptak már a vizumot meg ilyenek:) puszi nektek.”

(B12_2011/10_M_c4)

“Thank you G. (initial used) on behalf of my mom too. In my opinion too the blog entry turned out quite good, I’m proud of her too. She follows your blog too, sometimes she asks what’s happening with G. because you did not write for a while, did you get the visa? Stuff like that 😊

Kisses to you”

(B12_2011/10_M_c4)

The functionalities of blogs, the relationship between posting and commenting, provide a perfect context for this kind of interactivity, and for network formation. In this case, bloggers living in Australia not only comment and interact on their blogs but they make reference to their wider audience as well.

Other features of the blog, such as the widgets identified through the social semiotic multimodal analysis, also contribute and facilitate network formation. One of the multimodal elements that is part of the content structure widely used by Hungarian bloggers is the blog roll. The blog roll is a list of links to other blogs that a particular blogger likes or finds useful. It is similar to a blog ‘bookmark’ or ‘favourites’ list. Hungarian bloggers list in their blog roll other Hungarian bloggers with similar interests (e.g. emigration to Australia), creating a smaller Hungarian blogosphere. By reciprocally adding each other’s blog, they express their interest, contact or relationship. The following screenshot from blog B12 visualises the contacts that have been added to the blogger’s list [the codes used have been added next to the names].

The screenshot in Fig. 4.9 makes clear how blogger B12 organised the blogger community following this blog using a popular widget, the blog roll. Seven members of this community are part of this study.



Figure 4.9 Screenshot B12 – Blog roll

Google Friend is also a multimodal element that can be incorporated in the content structure of the blog. It is a very popular social feature and one of the easiest ways for people to follow their favourite blogs. Google Friends Connect allows more interaction between bloggers and is an effective way for bloggers to build their blog community.

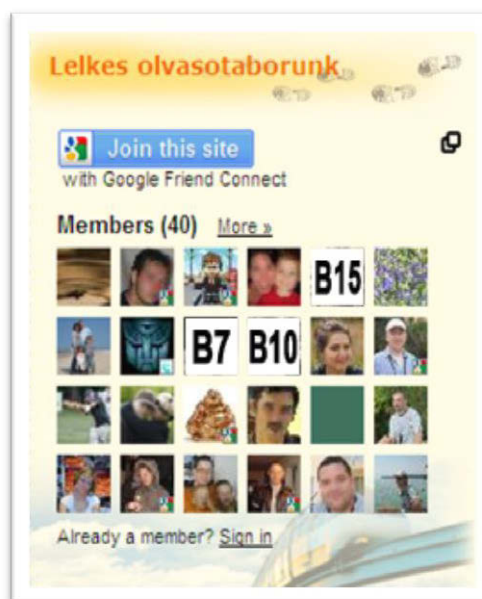


Figure 4.10 Screenshot B1 – Google Friend

The functionalities mentioned above, the commenting, blog roll and Google Friend manifest the presence of the audience – the blogosphere. Multimodal elements connect through the rhetorical structure of the blog and create and transmit the sense of the community or audience. Bloggers become aware of their audience and can update their blogs accordingly. A closer analysis of blog B1 shows that approximately a quarter of their audience who are connected through the Google Friend widget and incorporated into their blog, comments and visitor-tracking tool are Hungarians living in Australia. Another quarter of followers are Hungarians with an interest in Australia, possibly an interest in migrating to Australia. Given that the blog is written in Hungarian language, most of the connected Google Friends are Hungarians and have a Hungarian username, even if they are connected from New Zealand or the USA. This is the audience that bloggers are aware of, but as the visitor counter indicates, they have a larger audience. Since there is an option to sign up for email notification of new posts and the RSS feed, the number of connected persons is probably higher, and clearly, they want people to read and follow them by providing these options. Unfortunately the number of email and RSS followers cannot be traced.

The following figure offers a representation of the network formed between the bloggers participating in this study. This representation was realised with the TouchGraph web service. This service allows the mapping and visualisation of interlinking blog rolls, hyperlinks, comment links, and other links that have been added to the web page. At the same time, it allows the user to click on any webpage to develop the links to other web pages, or to click to close the links. Fig. 4.11 shows the mapping and visualisation of the links of Hungarian weblogs participating in this study and its links to other weblogs and online resources. Interestingly, this corresponds to Baran's (1964) concept of a distributed network of communication, where there is no central element and where each node is connected to various other nodes. This shows that each blog is connected to other blogs and other webpages, and that there is no single central blog.

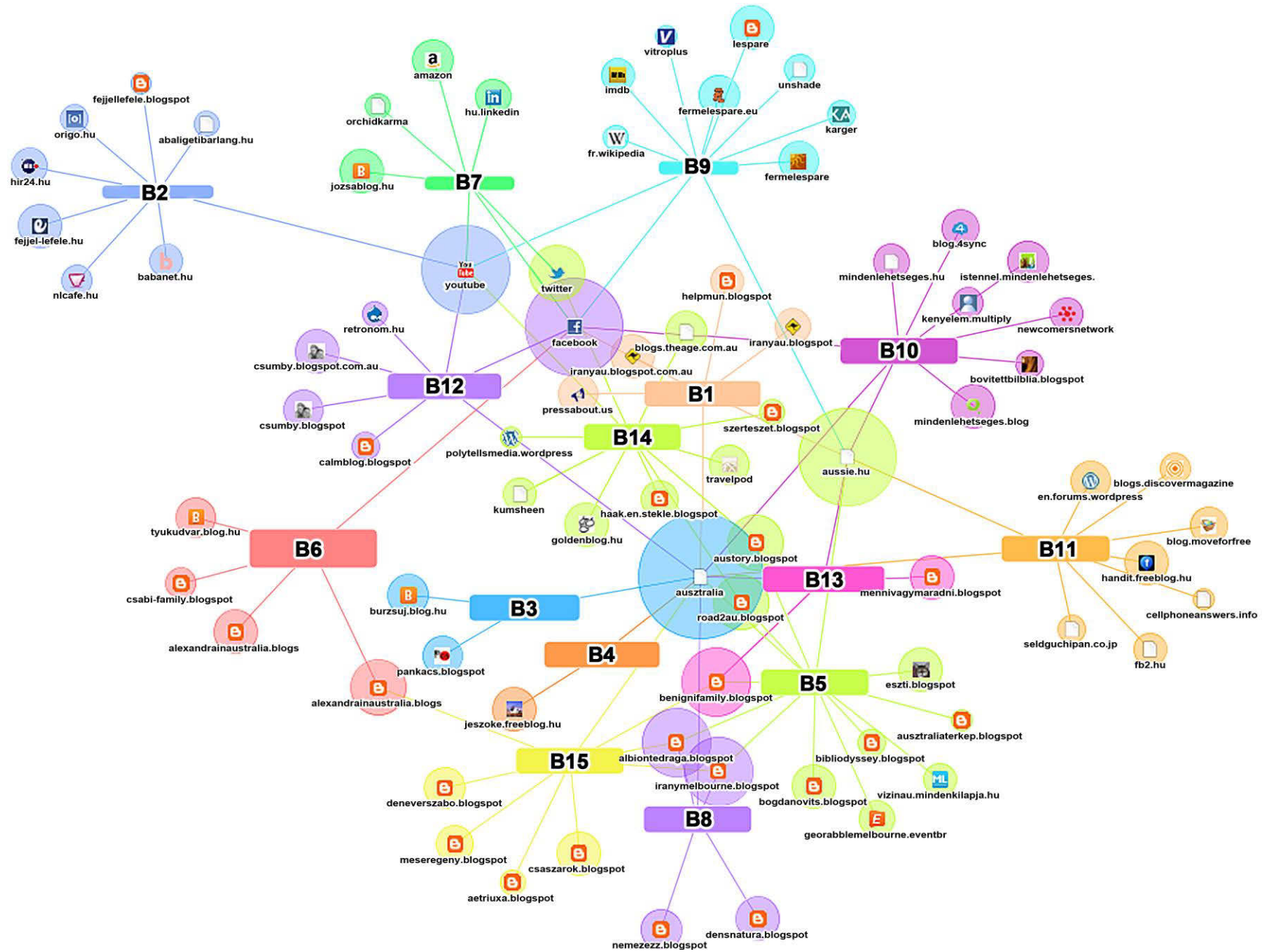


Figure 4.11 Screenshot of the network created by the blogs participating in this study

4.3.4.2. Turning virtual connections into face-to-face meetings

The virtual connections created through the dynamic aspects of blogs described in the previous section were often turned into face-to-face connections. The results from the questionnaire and the multimodal analysis of blogs both provided evidence of this. The first contact in the blogosphere usually takes the form of an inquiry, an opinion, a suggestion, or encouragement. These are made visible in the blogosphere through the act of making comments on one another's blog entries, adding another's blog to the blog roll or following one another's updates through Google Friend. Very often these connections are continued through a more private medium such as email, phone or SMS. As the relationship evolves, these online connections are turned into offline relationships by the arrangement of face-to-face meetings. Only two of the fifteen bloggers (B9, B15) stated in the questionnaire that they had not turned any of the blogger connections into face-to-face connections. In fact, as the multimodal analysis identified, blogger B9 in Perth does not have a blog roll or Google Friends on their blog, which might be the reason for not engaging in further contact.

There was one instance when blogger B4 (B4_2009/12_B), soon after their arrival in Australia, posted an entry seeking advice on how to meet new people, Hungarian families, in the new country to obtain guidance, assistance, and support, and also to socialise. They received eleven instances of feedback on this entry through the comment section of their blog, and these are visible on blog B4 (B4_2009/12_B_c1-11). Many bloggers chose to reply via the contact email left on the site. This was not made public, but the follow-up interview with these bloggers confirmed this. The authors of blog B1 were among those who reacted to the call and introduced other Hungarian bloggers, B7, with whom they had previously made contact, and one other blogger family not participating in this study. Later, group photos of these three families were posted on two of the blogs. The follow-up interview with blogger B1 reported other instances of bloggers (not necessarily participants in this study) from other cities meeting up when visiting Sydney (location of B1), and B1 and B7 met B3 face-to-face when visiting Cairns.

4.3.5. Coming to terms

It is also apparent that the home language plays a key role for Hungarian migrants in the process of coming to terms with their new existence in a new place, with the new identities that form such an important part of the migrant experience. The bloggers are, to use Heller's (2007) terms, drawing on their communicative resources in conjunction with 'symbolic and material ones' (p.548) within spaces that are socially constructed. In this process, it is clear that the home language is a secure base, from which writers launch out to discover uncharted territories. It is the lifeline to the past and it is the lifeline to the networked present. It is the medium through which the bloggers reflect on the transformative events they are undergoing until finally they successfully reconcile their past with their present. The following example perfectly shows how bloggers B9 use this medium and the language to evaluate the two years that have passed since they established themselves in Australia, and they conclude that they 'feel good in our skin even after two years'.

"Visszatekintve az elmúlt egy évünkre, már nem volt olyan eseménydús, mint az előző, de azt gondolom ez a normális menete a dolgoknak. Szépen lassan felvettük a tempót, alkalmazkodunk (vagy legalábbis próbálunk) az itteni élethez és próbáljuk élvezni a sok jót, amit ez a szép ország nyújt nekünk. Elsősorban és még mindig, rácsodálkozunk nap, mint nap a "mi" gyönyörű Óceánunkra és élvezettel sétálunk a parton hétvégente. Szerencsésnek érezzük magunkat, hogy ilyen szép helyen élhetünk.

Ismerjük a várost, már sokszor összefutunk ismerős arcokkal, esetleg ismerősökkel is itt ott. Kezdünk valóban "itteniek" lenni, igaz nem járunk még mezítláb és nem eszünk vegimate-ot sem :)

Vannak negatív tapasztalataink is persze, de ezek nagy része nevezhető kultúrsokknak is.

Ami bosszantó azt pedig megpróbáljuk gyorsan elfelejteni.

Változatlanul magyar baráti körben mozgunk, nem nagyon tudunk "beférközni" az ausztrálok közé, de nem adjuk fel és reméljük előbb utóbb lesznek ozzi barátaink is.

Éldegélünk, boldogulunk és jól érezzük magunkat a bőrünkben így két év elteltével is!"

(B9_2012/09_M)

“Looking back over the past year, it was not as eventful as the previous one, but I think this is the normal course of things. Slowly taking up the pace adapting to (or at least trying to) life here and trying to enjoy the good things that this beautiful country offers us. First of all, we still are wondering every day about ‘our’ beautiful ocean and enjoying the walks on the beach on weekends. We feel fortunate that we can live in such a beautiful place.

We are familiar with the city; I often run into familiar faces, perhaps even acquaintances, here and there. We're starting to be truly "locals" but it doesn't mean that we are walking barefoot and eating vegemite.

There are also negative experiences, of course but most of them we can put down to culture shock. We try to quickly forget the things that are frustrating. We continue to socialise mainly with Hungarian friends, we cannot really mingle with Australians, but we do not give up hope, sooner or later we will have Ozzie friends as well.

We live, thrive and feel good in our skin even after two years!”

(B9_2012/09_M)

Another example that illustrates the bloggers' process of coming to terms.

“Nagyon szívesen leírtam volna sokkal többször, mint tettem: életünk legjobb döntése volt, hogy ide jöttünk, és ezt az országot választottunk magunknak és a gyerekeinknek. Természetesen itt sem minden tökéletes, az élet nem rózsaszínű vattacukor. Mégis boldogok vagyunk, mert van jövőképünk, látjuk nem csak a holnapot, de évekre előre tervezhetünk, emberhez méltó életet élhetünk öregként, és a gyerekek majd fiatal felnőtként is. Öröm reggelente felébredni és kilépni az utcára, a biztonság és nyugalom határa nem a kertkapu. Emberként néznek rám a boltban, postán, nem vetélytársként, akit le kell győzni, hogy előrébb kerüljenek a sorban. Segítenek megtolni a bevásárlókocsit, ha elakadok egy göröngyön a parkolóban, az orvosnál, kórházban pedig én vagyok a páciens, akivel törődnek, akit megpróbálnak elégedetté tenni. A gyerekeket az iskolában partnerként kezelik, segítik az előrejutásban. Nem az a cél, hogy stresszben tartsák és a végkimerülésig hajtsák őket a hétvégén meg szünetben is. Nincs nyilvános számonkérés az osztály előtt, vagy dolgozateredmények kihirdetése, ez mindenkinek - még egy gyereknek is - a személyes ügye. A lényeg, hogy mindenki jól érezze magát és legyen elégedett a napjával.”

(B3_2013/03_A)

"I should've written this down more often than I did: it was the best decision of our life that we came here and chose this country for ourselves and for our children. Of course, not everything is perfect here; life is not pink candy-floss here either. However, we are happy because we have a vision of our future, we see not only tomorrow but we can plan years ahead, we can live a dignified life as we grow old and the children as young adults as well. It is a joy to wake up in the morning and step out on the street, not the gate is the border of our security and tranquillity. In shops and post office, people look at me as a human and not as a rival who must be defeated by others to get ahead in the queue. They help me to push my trolley if I get stuck in a bumpy parking lot, at the doctor or in the hospital I am the patient who they care about and try to please. The kids are treated as partners at school, helping them to get ahead. The aim is not to keep them in stress until they are exhausted during the weekends and in breaks as well. There is no public accountability in front of the class or study results announced, this is – even for kids – a private matter. The point is to enjoy and be happy with the day."

(B3_2013/03_A)

These bloggers are using the text to rationalise their experiences and place them into a critical perspective. The negative experiences are rationalised as culture shock and the blog entry details clearly demonstrate the process by which the strange becomes familiar, accepted and appreciated.

As previously described in the linguistic analysis of the blogs, it became apparent that blogs work as discursive spaces. They work through the language as realisations of the interpersonal and ideational metafunction of the language. However, the text is only one of the multimodal elements to serve the purposes of blogs. Kress and van Leeuwen (2006) claim that communication is seldom made by one single mode, by language; it is created simultaneously through a number of modes – multi-modally – by the combination of the visual, sound, and language. Blogs enjoy a great selection of representational resources ranging from texts, images, audio and video, to hypertexts offering greater communicative flexibility and versatility. Applying to these Hungarian blogs, the combination of the two frameworks, the structural analysis of blogs (Bateman & Delin 2001) and the analysis of images (Kress & van Leeuwen 2006) already detailed in the data analysis chapter of this thesis, made clear the ways in which structural elements, the organisation of blogs and their multimodality harmonise and work together to form a discursive space, one that is dynamic and interactive, where meaning is conveyed not only by text but through images, videos, design elements and navigational signposts.

4.3.6. Other themes

4.3.6.1. Patterns of use

One of the most striking aspects to emerge from the data for this study is the similarity between all the blogs in terms of patterns of use. As detailed in the introductory section of this chapter, there are numerical differences in the number of posts written, the lengths of the blogs and the structural elements used. However, the high then the declining enthusiasm for updating and the positive tenor of these blogs featured all participating blogs.

The enthusiasm of writing and updating a blog is very high in the early days of being a blogger, but after a period of time (which varies from blog to blog), this enthusiasm decreases. There are fewer and fewer updates with longer and longer silent periods between posts, ending with an afterthought saying 'goodbye' to the audience, sometimes explaining the decision to end the blog. Some bloggers simply do not update anymore. This was very well conceptualised by one of the bloggers (B5)

"A blogirasban eszreveheto (rajtunk is) a fellangolas, kitartas majd a bekes kimulas fazisai."

(B5_Q_24)

"In blog writing (in our case as well) the flare and persistence can be observed, then the phase of peaceful demise."

(B5_Q_24)

In the beginning, the enthusiasm is great, but it is followed by a slow demise. Counting the number of posts on each blog and calculating the average number of monthly posts, then following how the number of posts changes over time, points to a slow decrease.

This suggests that at the start of their adventure in the process of emigration to Australia, many bloggers used the blog medium as a space in which they could find information, express themselves with different purposes (to inform or share experiences) and as a place in which they could manage their anxiety about movement and change. Mitra (2008) examined several blogs maintained by people of Indian origin and argued that for people who have to move from place to place and undergo

the diasporic experience, the anxieties of movement and placelessness can be partly managed by entering the cybernetic space created by bloggers. Hungarian bloggers no longer need the medium of the blog once they have settled down and relaxed; there is not as much anxiety caused by the new and by the distance from home as there was soon after arrival.

The following blog extract perfectly summarises the theme described above – pattern.

“A minden újdonságra rácsodálkozás kikopott az életünkből, helyébe léptek a mindennapok, mindennapi, és egyre inkább magánjellegű eseményekkel. Be kell vallanom, ami a blogot illeti, régóta próbálok egyensúlyozni a talán érdeklődésre számot tartó, de mégsem túl személyes témák között, és szép lassan belefáradtam.

...

Szóval ilyen és ehhez hasonló zavaros gondolatok miatt szép lassan a személyes rész háttérbe szorult, viszont nem szeretném, ha helyét a sekélyesség és közepszerűség venné át.

Úgy érzem, most kellene abbahagyni.

Ismeretlenül is, teljes szívemből köszönöm MINDENKINEK, aki olvasott, velünk tartott az elmúlt években, hozzánk szólt, biztatott, drukolt és aggódott értünk. Számomra teljesen hihetetlen, hogy mennyi ember volt kíváncsi ránk a világ minden pontján. Hálás vagyok Nektek, Kedves Olvasóink, mert érdeklődésetek nélkül blog sem lett volna, és pár év múlva csupán halvány emlékek derengenek az Ausztráliában töltött első időkről.

Innen viszont egyedül megyünk tovább. Mi négyen...”

(B3_2013/03_A)

“The wonderment of the new has worn off our lives and has been replaced by the everyday, with everyday events. Regarding the blog I must admit, I’ve been trying to find a balance between the interesting but not too personal topics, but slowly I’m getting tired.

...

So, because of these sorts of confusing thoughts, personal blog entries somehow get pushed to the background, although I wouldn’t want shallowness and mediocrity to take over.

I feel, I should stop now.

Without knowing you, I wholeheartedly thank EVERYONE who read us, was with us, spoke to us, encouraged us and worried with us. For me it is absolutely incredible how many people were curious about us all over the world. I am grateful for You, Dear Readers, because without your interest there wouldn’t have been a blog and in a few years only we would’ve have only a few memories about the early times in Australia.

From now on we go further by ourselves. The four of us ...”

(B3_2013/03_A)

4.3.6.2. Positive tone

As an aspect of the patterns of use, positive tenor is also a feature that characterises these blogs. Although contrasting desires, experiences, and tensions were expressed, the overriding tenor of the blogs is satisfaction, and the trauma of migration is not something that is part of these blogs. This was conveyed through the types of topics written about; the majority of blog entries are about positive, pleasant experiences related to the bloggers’ new life, such as finding a nice place to stay, finding a job, and having encouraging, confident experiences related to education. Last but not least, they include extensive reports about the beautiful place, the country where they have started a new life. The images and design elements that form part of the layout also contribute to the positive tone that the blogs convey.

4.4. Summary of chapter

This research has been able to capture aspects that serve the concept of a blog as a ‘discursive space’ and the framework that has been developed has enabled a closer examination of the choices made by the bloggers in relation to text, image and the role

played by these blogs as sites for language maintenance as well as the construction of new identities.

This chapter has discussed the themes that emerged from the analysis of the multiple data sets through meaningful examples. The findings show that the recently arrived Hungarian families who were part of this study are digitally literate and have a positive disposition towards using these skills to communicate in their home language to maintain relationships, their language and culture. The multimodal analysis reveals that blogs work as discursive spaces in which these newcomers can deal with the challenges of a migrant life. This space offered by blogs can be considered to be discursive mainly because of the interpersonal and ideational metafunctions of the language, but also because of the multimodal structural elements connected through the rhetorical relationship that exists between them. The linguistic analysis as part of the multimodal framework reveals that in this space, complex ideas and meanings are created and conveyed, and through this, language maintenance is facilitated. As emerged from the analysis of the blogs, the dynamic nature of blogs and the different multimodal modes also offer a space for interactivity and networking, supporting the re-creation of social and cultural capital damaged through the process of migration. All these aspects jointly contribute to the participants' coming to terms with their new life in a new environment.

The next chapter will discuss the highlights of the findings in relation to the research questions outlined in the methodology chapter of this thesis. After restating the contribution of this study, recommendations for further study will be made.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1. Introduction

The themes that have emerged from the social semiotic multimodal analysis of blogs and from the numeric and descriptive analysis of the additional data from interviews and questionnaires highlight a number of important aspects of online practices and dispositions of this Hungarian-speaking group of Australian migrants. The previous chapter synthesised the findings of this study according to emergent themes. The main themes identified were organised around the use of technology, language and identity, interactivity, networking and other themes. It was found that maintaining language, culture and identity are important for this particular group, and web-based technologies play an important role in this. Blogs, in particular, represent a discursive space in which these migrants can express, represent and negotiate their identities. While their primary stated purpose is to use the space provided by blogs to manage their relationships, it was also found that these spaces are linguistically complex and clearly serve the maintenance of the home language.

This chapter presents a discussion of the findings in the context of the research questions and the gaps in the literature identified in Chapter Two. The contribution of this study to knowledge is also discussed, with further recommendations.

5.2. Addressing the research questions

5.2.1. Importance of language and culture

The findings of this study show that for this group of Hungarian speaking families, language and culture remain important issues even after the move to a distant country with all the pressures of assimilation. As evidenced in the data, participants consider these issues important because for them, language and culture represent their identity and form an important part of their heritage. Their main reasons for maintaining their Hungarian language and culture is that it defines who they are, and they want to transmit this language and culture to their children. Within the migrant group, Hungarian language provides them with an easy way to communicate. This supports

earlier studies that show that Hungarians in Australia are a community that appears to be language-centred; that is, they consider language to be their core value (Clyne 1991; Smolicz 1999a). Hungarian is the language used for communication within the family and with extended family; it represents the link between generations.

Although previous research on members of the Hungarian community living in Australia showed an increased level of shift to English language, with more migrants being inclined towards assimilation due to the high rate of exogamous marriages (Clyne & Kipp 1997) the study by Hatoss (2005) showed that more recently arrived migrants tend to use the Hungarian language at home with their children, significantly more so than the older generation of Hungarian migrants. In addition, it would seem that the development of a society more tolerant of ethnic and linguistic diversity has also contributed to increased levels of home language maintenance. The present study also found that this recently arrived group of Hungarians tend to use the Hungarian language almost exclusively in their homes and in communication with their close family members and friends.

As indicated in the introduction to this thesis, Hungarians form a very small group within Australian society and they are geographically dispersed (Clyne 2005). Because there are no large Hungarian communities with a visible presence in shops and institutions, as is the case with Italians, for example, creative means of language maintenance are crucial for this community if they are to avoid submersion (Skutnabb-Kangas & McCarty 2008) and assimilation. This discussion has highlighted the ways in which the Hungarian community differs from other European communities who have made their home in Australia. The two largest European communities with a long presence in Australia are the Greek and the Italian communities. According to the latest census data, there are 252,216 Greeks and 299,833 Italians in Australia (ABS 2012a) (note that in the census, only the language spoken at home was asked). These communities are concentrated not only in the major Australian state capitals, particularly in Australia's two largest cities Sydney and Melbourne, but in the city suburbs as well. In Sydney, for example, a significant proportion (25%) of municipalities are almost monolingual (Clyne & Kipp 2006). The Greeks and the Italians are numerically larger groups than Hungarians, and in Sydney (Clyne, Hajek & Kipp

2008) their communities are concentrated in suburbs such as Leichhardt and Marrickville where they have their own shops, churches, community schools, clubs and associations. Members of these ethnic groups can live and survive in their own community without having to interact in English. In contrast with these groups, the Hungarian community does not have that critical mass and therefore does not have the opportunity to interact with a large community with all the institutional support that goes with this. As discussed in the literature review, some of the indicators of ethnolinguistic vitality, such as institutional and community presence, are not available to Hungarians living in Australia.

This lack of community presence underscores the potential of the virtual discursive spaces created by blogs. This communicative potential means that individuals can interact virtually to almost the same degree as the Greeks and Italians in their big communities. These virtual spaces are similar and work in a similar way to the mentioned domains of transactions (Rubino 2010). Studies have highlighted the important role that these domains have in language maintenance, in particular for the first generation (Clyne & Kipp 1999; Wu 1995). Hungarian bloggers creating a virtual space overcome the dispersion and their small numbers that characterises them as group. In this context, blogs serve as a really important tool for interaction and language use.

As outlined in the literature review, the main arguments in favour of language maintenance put forward by linguists around the world (Cavallaro 2005; Clyne 1982, 1991; Fishman 1977; Skutnabb-Kangas 1981; Thieberger 1990) is that language maintenance is important because of the implications it has for the maintenance of group integrity, group membership, cultural heritage, identity, social-humanitarian and economic implications, assimilation, cognitive development and academic achievement. Findings from this study accord with these earlier studies and shows that language is important to Hungarian speaking families for reasons related to cultural heritage, identity, and the desire to transmit the language and culture to their children. This also explains their resistance to linguistic assimilation. This study has taken these issues further and broken new ground by investigating the participants'

use of technology, in particular blogs from a multimodal perspective, bringing to the fore the role of technology and blogging in language maintenance.

Loss of the home language can have an impact on the individual, family, community and society (Tse 2001). The practices of the participants in this study would seem to indicate that they have a good chance of avoiding home language loss and consequent impacts. The literature reviewed in Chapter Two indicates that language loss usually occurs with the third generation (Fishman 1991). The participants in this study expressed their desire to pass on the Hungarian language to their children, for reasons that included contact with their grandparents and cousins, reading and writing, and having knowledge about Hungarian history and culture.

The impact of home or heritage language loss on children is well documented. These impacts relate to not being able to interact with relatives (Nesteruk & Marks 2009), tending to avoid contact with speakers of the home language (Elias & Lemish 2008; G. Cho 2000), feelings of exclusion from the group (G. Cho 2000) and distance from the immediate family (Wong-Fillmore 1991, 2000), resulting in the inadequate transmission of cultural values and morals that symbolise intergenerational knowledge and intelligence capital (S. Cho 2008; Nesteruk 2010). In this respect, future generations will also miss out on the benefits of bilingualism related to cognitive and linguistic performance (Bialystok 2009). A strong foundation in the home language can support bilingual children's second language acquisition (Bartolome 2008; Cummins 1986).

These findings, presented under the theme of language and identity in Chapter Four, suggest that the need for culture and linguistic continuity does not necessarily decrease as migrants settle into a new sociolinguistic environment. They maintain their interest and find solutions to overcome the challenges that occur with such changes. By maintaining their language, Hungarians will retain and transmit their culture, and as a community will enrich and contribute to the cultural and linguistic diversity of Australia.

5.2.2. New media and language maintenance

Language use with the assistance of numerous technological tools provides new opportunities and pathways to keep language and relationships 'alive'. As discussed in the previous section, language, culture and identity are important issues for the participants in this research. This study has looked at how diverse technologies are used in general and specifically in relation to Hungarian language.

The literature reviewed numerous studies on factors that can support language maintenance, and recent studies included technology as a pillar for language maintenance (Cho & Krashen 2000; Cruickshank 2004; DeCapua & Wintergerst 2009; Elias & Lemish 2008; Fitzgerald & Debski 2006; Honeycutt & Cunliffe 2010; Lam & Rosario-Ramos 2009; Lee 2006; Nesteruk 2010; Şenyürekli & Detzner 2009; Szécsi & Szilágy 2012; Warshauer & De Florio-Hansen 2003) along with communication and interaction in the home language within the family (DeCapua & Wintergerst 2009; Fishman 1977; Guardado 2006; Pauwels 2005; Smolicz, Secombe & Hudson 2001; Tannenbaum 2003), community and social networks (Hatoss 2006; Nesteruk 2010), individual and parental attitudes (Hatoss 2003; Park & Sarkar 2007) and policy settings (Clyne 2005; Hatoss 2005).

The findings of this study show that technology plays an important role; it enhances and encourages language use and therefore enhances culture and identity maintenance. The data analysis shows that various Internet communication technologies are used by the participants in this study to promote and facilitate communication in Hungarian language. Similar web tools are used to communicate in Hungarian with overseas family members and friends. More specifically, emails, instant messengers and phone are the most widely used tool for communication. However, a multimodal analysis of the blogs, written by the participants, clearly shows blogs to be a significant tool for communication, interactivity, networking and language maintenance as well. The blog as a tool for language maintenance is discussed in a section 5.2.3.1 of this chapter.

Various media tools, such as online newspapers, TV broadcasts, and DVDs were also found to be used within by this group of Hungarian immigrant families; however,

usage is quite limited. The majority of participants declared that they do not use those media tools that are available in Australia such as the SBS Hungarian TV broadcast or SBS Hungarian radio; neither do they access the local Hungarian newspaper *Magyar Élet*. This is in contrast to previous studies that focused on the value and relevance of ethnic press and radio programs in languages other than English (Bettoni & Rubini 1996 cited in Rubino 2010; Clyne & Kipp 1999; Clyne & Kipp 2006). These studies pointed to a greater reliance on newspapers and radio, and this was found to be more widespread among the first waves of Australia's migrants. This is logical, given that Internet use did not become widespread until the 1990s. This suggests that participants' use of technology in relation to the Hungarian language is oriented mainly towards communication and to the maintenance of frequent contact with family and friends in the home country. With the availability of modern Internet communication technologies, this Hungarian group seems to prioritise communication with friends and family over the available local media. This communication, as the data analysis and the findings show, is very significant, because not only was interpersonal language used by bloggers but linguistically quite complex language structures were employed as well, contributing to language maintenance.

The data indicate that the Hungarian participants' general use of new technologies aligns with the everyday use of technology of the majority of Australians. Provided they have the necessary digital literacies and access to technologies, migrants are able to be part of existing virtual environments, or to create new spaces that satisfy not only their personal desires and overcoming distance, but in which they can react to and address the demands that they encounter in today's global world characterised by linguistic diversity and increased digitalisation.

5.2.3. The value of multimodal analysis

The social semiotic multimodal analysis of the blogs that forms the focus of this study reveals that blogs are more than just diaries or journals for recording the daily activities of these migrants in their new country. The multimodal nature of blogs, having text, images, videos and other widgets, and the rhetorical relationship between these structural elements collectively create an open discursive space. By their nature,

multimodal texts have different dimensions and within these spaces they invite and respond to interaction in a variety of ways. Working together, supporting and complementing each other, these different modes make meaning and offer a space in which migrants can represent and negotiate identities, use and maintain home language, and maintain and build relationships, as well as a space for unstated, internal dispositions. These kinds of virtual space are important and effective, particularly for immigrant communities whose language, identity and relationships have been challenged. This is especially true for those communities that are small and geographically dispersed with low rates of ethnolinguistic vitality. This study, through the application of a social semiotic multimodal framework, highlights the roles of this complex space and the opportunity it provides for migrants to overcome these challenges.

5.2.3.1. Blogs as space for language maintenance

As the literature review highlighted and as this research has shown, technology can be an important pillar in language maintenance. The data and findings of this study suggest that technology plays an important role in providing domains for the use of the home language. Technology not only increases the opportunities to use the language in spoken form, as is the case with Skype, but allows expression in written form as well. Although the results from the questionnaire do not indicate that bloggers write their blogs in Hungarian language with the conscious intention of using them as a tool for language maintenance, the analysis of the linguistic structure as an element of the social semiotic multimodal analysis uncovered that blogs, nevertheless, fulfil this important function. Although bloggers in their personal narratives all use informal language when posting on their blogs, reflecting and writing about concepts, ideas, opinions and feelings require complex language structures and vocabulary. The multimodal data analysis presented in Chapter Three brought to the fore the ideational meta-function realised in these blogs, highlighting the important role that blogs have in terms of language maintenance. In these virtual discursive spaces created through blogs, migrant bloggers are cognitively engaged in making complex meaning using their home language. Previous research on blogs in relation to language also indicated that blogs can develop multiple literacies (Walker 2009), and can

enhance language teaching and learning (Bloch 2007; Churchill 2009; Hourigan & Murray 2010; Murray & Hourigan 2008). However, analysing blogs from a multimodal perspective and considering also the dynamic nature of blogs reveals the meaningful and engaging communication opportunities that are provided for bloggers: that is, to interact and network with their readers. Interacting about facts, abstractions and ideas requires a real, contemporary language and this is strongly supportive of language maintenance.

The ability to write in a migrant language is usually the most difficult ability to maintain across generations, even when families desire to maintain the intergenerational transmission of their home languages (Vacarino & Walker 2008). These Hungarian blogs, along with other technological tools, not only sustain communication and contact with overseas family members and friends, but also manifest specific support for the maintenance of the bloggers' Hungarian language writing skills. In this respect, these personal written narratives of Hungarian bloggers strongly and positively contribute to the maintenance of their written form of home language. As discussed in the Data Analysis section in Chapter Three, written language represents phenomena as products (Halliday 1985). Products in the case of blogs are the abstract ideas, reflections and comparisons that are delivered through difficult language structures and complex vocabulary.

5.2.3.2. Blogs as a space for representing multiple identities

As noted in the literature review of this thesis, multilingual settings involve a certain level of identity negotiation (Pavlenko & Blackledge 2004). Results from the analysis of the data obtained from the questionnaire show that maintaining language and culture is important for the participants in this case study, mainly because these are considered to be part of their identity, heritage which they wish to transmit to their children. The social semiotic multimodal analysis of the fifteen blogs selected for this study reveal that the multimodality of blogs, the dynamic nature of blogs, the text, images, videos and sometimes the blog design with the rhetorical structural relationship that exists between these elements, offer a space in which bloggers have the opportunity to represent and negotiate their identities. This negotiation is

manifested in their 'positioning' (Davies & Harré 1990; Harré & van Langenhove 1998) according to circumstances and context, and through their efforts to try to find a balance between home and away and between their 'multiple selves' (Döring 2002). The findings chapter (section 4.3.2.2) provides examples of identities negotiated and constructed. This was primarily realised through reflective positioning, with bloggers projecting different positions of their own choice, as people with an interest mainly in the migration process, the new country, new society and ways of dealing with these challenges. Several comparisons and evaluations of their new and old life also express this negotiation. These processes of negotiation and the juggling of impressions and emotions are well documented in the blogs that form the focus of this study.

In this digital space created by Hungarian bloggers they expressed themselves in Hungarian language as a natural function of their identity. In the personal narratives of these bloggers, language connects their past with the present and with the future. Walker (2004) showed that the language of migrants can play a crucial role in the construction of a bi/multilingual sense of self and sense of continuity.

5.2.3.3. Blogs as a bridge to maintain and build relationships

Based on the findings of this study, discussed under the themes of networking (section 4.3.4) and interactivity (section 4.3.3), it is argued that blogs have the potential to support existing relationships, form new online social networks and even to migrate online relations to offline relations. Migrants' social capital suffers huge losses with relocation. The social semiotic multimodal analysis of the data presented in Chapter Three (section 3.3.2) and discussed with examples in the findings chapter (section 4.3.4) shows that blogs can have positive effects on bloggers' social capital. The multimodalality of blogs create a space for virtual networking that facilitates both bounding and bridging social capital (Putnam 2007). The dynamic structural elements, the rhetorical relationship (comments and widgets forming and representing the audience) and the informal language all suggest openness and invite interactivity.

The primary reason indicated by bloggers for maintaining a blog was to inform and share experiences with overseas friends and family members. Participant bloggers used various Internet communication technologies, including Web 2.0 technologies,

Skype, email and social networking sites, and mostly Facebook, to maintain contact with family and friends in the home country. Blogs, although not listed as a communication tool in the questionnaire responses, proved to be a valuable tool for maintaining and building relationships when complex multimodal analysis was applied. Through the new experiences and lessons learned in the new environment about Australian life, and then made public on their personal blog, bloggers directed their narratives not only to friends and families but also to future Hungarian immigrants. These blogs therefore proved to be valuable, first-hand sources of information about the challenges of migration, and were bridges to maintain and build new connections. Bloggers establish relations by reading the blogs of others, commenting on entries and participating in communities of shared interests. These activities of reading and commenting can also be engaged in by people who do not have their own blog. The shared interests are the topics of blogs that are, almost in their entirety, about the new immigrant life, discovering the new environment, and facing the challenges of life in the new country. The multimodal, dynamic nature of blogs allows these connections to be made visible through reciprocal comments, on the Google Friends widget on some of the blogs, and through the blog roll. As exemplified in the findings chapter of the thesis, these connections are taken to a face-to-face level, contributing to the rebuilding of the social capital that migrants have lost with relocation.

This study also contributes to the ongoing debate on social capital (Bourdieu 1986; Coleman 1988; Lin 2001; Portes & Landolt 1996; Putnam 2007). It has highlighted the benefits that technology can provide to individuals and society as a whole through the medium of online social networking. These benefits can be understood in terms of the concept of 'network capital' (Larsen & Urry 2008). The blogs have been shown to play a specific role in these migrants' efforts to establish themselves with similar social status to that which they enjoyed in their home country.

The findings of this study contribute to and support the array of recent studies (Bates & Komito 2012; Ellison, Steinfield & Lampe 2007; Hampton & Wellman 2002; Komito 2011; Komito & Bates 2011; Larsen & Urry 2008; Stefanone & Jang 2008) that show that Internet and computer mediated communication technologies, including Web 2.0

technologies, facilitate, enhance and function as agents of relationships rather than causing isolation, and provide new communication channels.

5.3. Contribution of the study

This study was a first attempt to illustrate the way in which Hungarian migrants make use of weblogs to create a virtual space and how use this space to represent and negotiate their identity, use home language and interact (network). By focusing on recently arrived Hungarian migrants publishing from Australia, the study has, through social semiotic multimodal analysis, brought to the fore the benefits of using this multimodal space (sharing experiences, helping themselves and others to come to terms with their new life, and maintaining language). Focusing on the social semiotic multimodal elements by combining two frameworks of analysis (Bateman and Delin 2001, Kress and van Leeuwen 2006) and not only on the written text is a radical and innovative step forward in studying the use of blogs among Hungarian migrants. Few previous analyses have focused on the multimodality of blogs or on their function as discursive spaces (see Walker, 2009). In this study, a unique framework for the multimodal analysis of blogs has been developed. This type of multimodal analysis reveals how the different multimodal elements of blogs work together to transmit complex meanings, while bloggers use their home language and create open interactions with known and unknown audiences. A traditional keyword or discourse analysis would have not revealed this aspect of blogs. This thesis illustrates the importance of weblog technology for new migrants by creating and providing a much needed space for migrants after relocation. This study sheds light on the blogging practices of recently arrived migrants but also on a new, dynamic space that is emerging as a means of communication and identity representation. No previous study has explored blogs from a multimodal perspective.

This thesis opens new windows to the world of migrants and the way they use weblog technology as a channel for expressing and sharing the challenges of living in a new environment. The study also highlights the possibility of creating diasporic virtual communities via weblogs in which migrants can network and recreate some of their lost social capital.

The contribution of this study to the field of immigration studies is also evident. In terms of modality and research context, this thesis highlights the possibility of weblogs as a source of data collection for the study of migrants. This study demonstrates that weblogs can provide a rich, natural and accessible source of writing produced by bloggers without the intervention of the researcher. This makes blogs an invaluable source of data in any type of study of migration, as writings are naturally produced for known and unknown audiences rather than the researcher.

5.4. Future directions

This study illustrates some of the difficulties migrants face when they undertake the migrant journey to a new country where a language other than their first language dominates. While this study has investigated the multimodality of blogs as a space for identity representation and language maintenance, further studies may investigate other spaces used by migrants, or the spaces they turn to after ceasing to write their blogs. Some blogs already indicate a switch to micro blogging. Although mobile micro blogging mediums such as Facebook or Twitter are more convenient, easier and faster to use, and require a higher level of interaction (Twitter requires a higher level of engagement with politics, for instance), they do not offer spaces for deeper identity representation and engagement with culture and language as blogs do. A study on these mediums might provide another perspective on migrants' technology use, however.

Building on the findings of this study that blogs are discursive spaces in which home language can be deployed and therefore maintained, a similar study could be undertaken with the younger, school-age generation of Hungarians living in Australia, who learn the language at the Saturday Language School, and their use of blogs. What are the effects on the maintenance of language and culture that blogging have on this group? A study focusing on these question might provide additional, valuable insight into the language maintenance role of blogs.

Since their emergence in the 1990s, blogs have evolved in their functionalities in new and exciting ways. For example, it is now taken for granted that videos and mashups can be integrated into blogs. This was not possible a few years ago. Presumably, blogs

will continue to develop these multimodal aspects and develop further functionalities, possibly relating to mobile networks. This study has looked at the multimodal aspects of blogs and how these modes are used within the community to serve different purposes. Future studies focusing on other new aspects of blogs, such as tracking down the audience with newly available applications and videos, may produce other valuable results that could contribute to a more comprehensive understanding of the use of blogs within this community or other migrant communities.

This research has highlighted the fact that the virtual space provided by blogs for the Hungarian community represents a space in which they can overcome geographic dispersion, the effects of their small numbers, and their comparative lack of visibility in the Australian 'linguascape'. Studies exploring other communities in Australia that exist in higher numbers with higher ethnolinguistic vitality might uncover other aspects and characteristics of new arrivals.

5.5. Limitations

Besides the weaknesses of case studies noted in the methodology chapter, that they may not be generalisable and as qualitative studies are subjective, this study also has the limitation of being a small scale study that focuses only on a small group of recently arrived Hungarian migrants in Australia and on fifteen blogs maintained by these participants. The depth of the study, however, assured by the multiple data sources and 'thick description', have resulted in significant findings about the role of digital and Web 2.0 technologies in the online experience of migrants. It also has to be noted that not all Hungarian migrant families arriving in recent years fall into this profile group, since every family and every blog has a unique immigrant background, and the type of technology use practices and individuals' sense of identity might also differ.

Although this is a small-scale study and the findings may not be generalisable, it nevertheless points to a methodology that could inform a larger scale study, since this model has the integrity and reliability that make it applicable to a larger study. A larger scale study involving different language groups could be informative in terms of understanding the range of experiences of newly arrived migrants.

5.6. A final word

Living in Australia as a Hungarian migrant was an inspiration in conducting this research. My Hungarian background and recent arrival (like the participants in this study) provided an invaluable opportunity to delve into the life of Hungarian migrants in Australia. I started this project as a member of this community without any background in sociolinguistics, immigration or weblog studies. Through years of studying, these subjects expanded my knowledge and enabled me to apply my understanding to the data, to bring to the fore the challenges and experiences that Hungarian bloggers face in this part of the world. It is my sincere hope that I have been able to draw a realistic picture of how weblogs are used, what their role is and what opportunities they provide within this community. Furthermore, it is my hope that this thesis acts as a starting point for the future investigation of other aspects of blogging in Hungarian diasporic communities around the world, to increase and develop the literature and our knowledge on Hungarian diasporic communities.

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APPENDICES

Appendix 1 – Questionnaire

Use of technology among Hungarian bloggers in Australia

1. Where were you born? *

Please select your answer.

- Hungary
- Austria
- Romania
- Slovakia
- Slovenia
- Ukraine
- Other

2. What is your highest level of education?

Please select your answer.

- High School
- College
- University
- Master
- PhD
- Other

3. When did you arrive to Australia? *

Please select your answer.

- 1 year ago
- 2 years ago
- 3 years ago
- 4 years ago
- 5 years ago
- More than 5 years ago

4. Please select how often do you use the following Internet applications IN GENERAL. *

With no regard to language (English, Hungarian or other)

	Daily	Weekly	Monthly	Yearly	Never
E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Browsing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iWiW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skype	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yahoo messenger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Google talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MSN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uploading photos (Flickr, Picassaweb)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VOIP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other technologies that you use and wasn't mentioned in the above list.

5. Please select how often do you use the following Internet applications IN HUNGARIAN LANGUAGE. *

Reading, writing, speaking in Hungarian language.

	Daily	Weekly	Monthly	Yearly	Never
E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Browsing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iWiW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skype	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yahoo messenger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Google talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MSN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uploading photos (Flickr, Picassaweb)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VOIP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other technologies that you use and wasn't mentioned above.

6. When you communicate with your parents which language do you use?

Please select your answer or leave blank if it is not applicable.

- Hungarian
- English
- Both
- Other language

7. Please select which of the following technologies do you use to communicate with your parents. *

You can select more or leave blank if it is not applicable.

- E-mail
- Blog
- Twitter
- Facebook
- Skype/Google Talk/ Yahoo messenger/ MSN
- Telephone
- VOIP
- Photo Albums (Flickr/Picassaweb)
- Other

8. When communicating with your siblings which language do you use?

Please select your answer or leave blank if it is not applicable.

- Hungarian
- English
- Both
- Other language

9. Please select how do you communicate with your siblings. *

You can select more or leave blank if it is not applicable.

- E-mail
- Blog
- Twitter
- Facebook
- Skype/Google Talk/ Yahoo messenger/ MSN
- Telephone
- VOIP
- Photo Albums (Flickr/Picassaweb)
- Other

10. Please select which of the following technologies do you use to communicate with your overseas friends and how often. *

Just overseas friends!

	Daily	Weekly	Monthly	Yearly	Never
E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skype/Google Talk/Yahoo messenger/MSN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone/VOIP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photo Albums (Flickr, Picassaweb)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Please select at what scale do you agree or disagree with the following statement: I SPEAK HUNGARIAN WITH MOST OF MY FRIENDS HERE IN AUSTRALIA. *

	1	2	3	4	5	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

12. Please select which of the following technologies do you use to communicate with your Hungarian speaking friends in AUSTRALIA. *

Just with your Hungarian friends.

- E-mail
- Blog
- Twitter
- Facebook
- Skype/Google Talk/ Yahoo messenger/ MSN
- Telephone/VOIP
- Photo Albums (Flickr/Picassaweb)
- Other

13. What language do you use with your partner? *

Please select your answer or leave blank if it is not applicable.

- Hungarian
- English
- Both
- Other language

14. Additional comments.

Please add if you use Hungarian language with your grandparents/ in-laws/ co-workers or any other person by using one of the above mentioned technologies.

15. Where do you and your family use the Hungarian language? *

Please select your answer.

	Always	Often	Sometimes	Never	Not applicable
Home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School (Before/After/In)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Church	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any other domain where you use Hungarian language.

16. Which of the following media tools are you using in relation to Hungarian language and how often? *

Please select your answer.

	Daily	Weekly	Monthly	Yearly	Never
Free2air (SBSOne)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Satellite TV (Danube TV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet TV (Broadcast from M1, RTL Klub, TV2, Duna TV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DVD (films, downloads)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Hungarian radio (e.g. SBS radio, Mozaik radio Sydney etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hungarian online radio (Kossuth radio, Petofi radio, Danubius radio etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CD/DVD music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Hungarian newspaper (Hungarian Life etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hungarian online media (Index etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hungarian books (novel, story)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hungarian e-books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any other media tools that you use in relation to Hungarian language.

17. Do you have a blog? If yes please give the blog's address. *

18. Why do you maintain your blog? * Please describe.

19. Do you read/follow other Hungarian family blogs from Australia? If yes, how many? *

Please select your answer.

- None
- 1
- 2
- 3
- 4
- 5
- More

20. Do you comment on other Hungarian family blogs in Australia? If yes, how often? *

Please select your answer.

- I don't comment
- Daily
- Every second day
- Weekly
- Monthly
- Yearly

21. Did you turn any of your virtual connection with the Hungarian bloggers in Australia in real/face-to-face connection? If yes, with how many? *

Please select your answer.

- None
- 1
- 2
- 3
- 4
- 5
- More

22. How important is for you to keep your language and culture? *

Please select from 1 to 5 how important is it for you to keep your language and culture, 1 being not important and 5 very important.

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Why? *

Please extend your previous answer.

24. Please feel free to add any of your comments regarding this subject and this survey.

Thank You!

Appendix 2



UNIVERSITY OF TECHNOLOGY, SYDNEY

I _____ agree to participate in the research project: Blogging a new life. An analysis of blogs written by recently arrived Hungarian immigrants living in Australia; UTS HREC reference number 2011-068A, being conducted by Maria Gabriella PETER, with university address, 15 Broadway, Ultimo, NSW 2007, contact number +61 2 9514 9024, postgraduate student, University of Technology, Sydney for her degree in Master of Education (Research).

I understand that the purpose of this study is to discuss the Hungarian language maintenance and language survival in Australia considering divers factors.

I understand that my participation in this research will involve meeting in a public area for about 20-30 minutes and answering the questionnaire without any risk or inconvenience.

I am aware that I can contact Maria Gabriella PETER or her supervisor Dr Liam Morgan if I have any concerns about the research. I also understand that I am free to withdraw my participation from this research project at any time I wish, without consequences, and without giving a reason.

I agree that Maria Gabriella PETER has answered all my questions fully and clearly.

I agree that the research data gathered from this project may be published in a form that does not identify me in any way.

____/____/____

Signature (participant)

____/____/____

Signature (researcher or delegate)

NOTE:

This study has been approved by the University of Technology, Sydney Human Research Ethics Committee. If you have any complaints or reservations about any aspect of your participation in this research which you cannot resolve with the researcher, you may contact the Ethics Committee through the Research Ethics Officer (ph: +61 2 9514 9772 Research.Ethics@uts.edu.au) and quote the UTS HREC reference number. Any complaint you make will be treated in confidence and investigated fully and you will be informed of the outcome.