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TEACHING PEOPLE ABOUT PEOPLE:
HERITAGE LANGUAGE CURRICULUM MATERIAL AS SEEN BY FIVE
ITALO-CANADIAN STUDENTS - A CASE STUDY

by

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A thesis submitted in conformity with the requirements
for the degree of Master of Arts
Department of Curriculum, Teaching and Learning
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University of Toronto

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ABSTRACT

This thesis is a case study of five Italo-Canadian students' perceptions of the Heritage/International curriculum material. The purpose of the study was to discover to what extent the curriculum material meets the needs of the Heritage Language Students.

Until now, studies have been carried out with university students and teachers by Feuerverger (1989, 1991, 1994) but there is little information available on elementary students and their views of curriculum material. One notable exception is Feuerverger's work (1989), which demonstrates the need for a qualitative study and explores student perceptions of multicultural literature. However, it does not research the various materials used in the Heritage Language Program.

The case study involved interviewing five students who were asked to comment on three types of material. The first was on actual material used in the Heritage Language Program. The second set of material was material that I selected and aimed to include a variety of subject areas. The third type of material discussed was what the students themselves would create and include in the curriculum.
The study focused on the following research questions:

- Does the curriculum material meet the needs of the students?
- How often is the material taught to the students?
- Do the students find the material appropriate for their grade or age?
- Does the curriculum cover all subject areas?

The findings suggest that the students found the material for the Heritage Language Program too repetitive. Students felt that some topics were given too much emphasis, especially the days of the week, numbers, and expressions. The students also expressed their concern that split classes cause learning difficulties. Some students felt that they were being held back because the work was aimed at the younger students in the class.

Students felt that the material did not cover all areas of the Italian language and some expressed their wish to learn about more practical aspects of the culture as opposed to ancient history. They expressed the idea that some subject areas are not introduced in the curriculum. For example, math and drama are of key importance to some students and they felt that they would benefit greatly if these subjects were taught in Italian.

The tendency to overlap with material that is taught
in English school, such as world geography, results in boredom for the students, who feel that a great deal of time is being wasted.
# TABLE OF CONTENTS

ACKNOWLEDGEMENTS.................................................................i

ABSTRACT..................................................................................ii

I  INTRODUCTION AND OVERVIEW
   a) Purpose of Study.................................................................2
   b) The Setting........................................................................2
   c) Statement of Problem.........................................................2
   d) Definitions.........................................................................4

II LITERATURE REVIEW
   a) Heritage Language Program.............................................6
   b) Multicultural Education.....................................................12
      Feuerverger's Case Studies:
      Multicultural Literacy
      Motivation/Vitality
      University Student's Perceptions
      Teacher's Perception's
   c) Phenix Concepts of Education.........................................33

III METHODOLOGY
   a) Research Methodology.....................................................38
   b) Data Collection..................................................................45
   c) Data Analysis....................................................................46
IV RESULTS

a) Current Heritage Language Material.........................48
b) Reactions to my Material........................................53
c) Materials Created by Participants.............................73
d) General Comments..................................................77

V CONCLUSION

a) Synthesis of Results.............................................81
b) Discussion..........................................................83
c) Further Research....................................................84

VI REFERENCES

APPENDIX

A) Sample of analysis criteria
   i. Appendix A.......................................................89
   ii. Appendix A1....................................................91
   iii. Appendix B....................................................92
   iv. Appendix B1....................................................94
   v. Appendix C.......................................................95
   vi. Appendix D......................................................96

B) Samples

   Appendix E (Samples of Materials)............................98-112
   Appendix F (Samples of Transcriptions)......................113-117
   Appendix G (Samples of Material Created by
      Participants)..................................................118-119
CHAPTER ONE

INTRODUCTION

When we look around us, we see people of all colours, religions and ethnic backgrounds. There is one thing that all these people have in common, the need to communicate. Language is the key that binds all people together. It is for this reason that multicultural education is a vital key in a country with such an ethnically diverse population. Teaching young children to value, respect and appreciate language is the beginning of accepting a multicultural society. The Heritage Language Program can provide this beginning. Through this program children can learn to appreciate their culture and language while learning to integrate and accept other cultures and languages.

In Ontario, the Heritage Language Program has never been fully integrated into the mainstream educational system. This paper will present existing information on the program and the results of research carried out to add to the existing knowledge base. It will provide suggestions for future research based on the perceptions of Heritage Language students. The literature review provides a framework for the case study. The literature review will provide information on multicultural education, the Heritage Language Program, the teacher's perceptions, the students' perspectives and Phil Phenix's views on education.
STATEMENT OF PURPOSE

This study was designed in order to learn more about the students' views on the curriculum material by doing a survey of the perceptions and opinions of five Italo-Canadian students. The objectives of the study were the following: to discover what the students actually need from the Heritage Language Program in Italian; to find out if existing curricula are both appropriate for Grades 6, 7 and 8 and based on the needs of the students in the Heritage Language Program; to establish which changes, if any, need to be made to the existing program in order to better suit the requirements of the students.

THE SETTING

The case study was carried out among five Italo-Canadian students from four different schools in the cities of Hamilton and Stoney Creek. Interviews were conducted in the participants' homes in a very relaxed atmosphere. They took place in a quiet room with only the interviewer and the participant present, thereby avoiding any distractions.

STATEMENT OF PROBLEM

One problem that frequently arises in the Heritage/International Language Program is that the same materials are used time and again in the classrooms. One reason for this is that there is a serious shortage of curriculum material available to teachers, which means that teachers produce their own material. This may lead to difficulties because the teachers are hired to teach and are not trained to develop materials. During my time as a
teacher, I was given books from which I could photocopy activities or, in many instances, I simply exchanged materials with other teachers. The materials were not graded and there was little professionalism in the way in which the materials were developed. The most accurate way of describing this process would be to say that the materials were constantly recycled.

The emphasis is generally put on vocabulary-building, as opposed to more important subject areas, such as grammar, history or math. In her article, "Ethnolinguistic Vitality of Italo-Canadian Students in Integrated and Non-Integrated Heritage Language Programs in Toronto", Grace Feuerverger (1989:68) examines the Heritage Language Program and finds that, "the students also pointed to the need for the development of more varied curriculum materials for the HLP." This lack of variety may cause the students to be strong in some areas at the expense of other equally important subjects. An over-emphasis on vocabulary, for example, could lead to less time being allotted to history or geography.

In two other studies, Feuerverger (1991 and 1997) stresses that both the students and teachers believe that a curriculum framework needs to be developed. They also see a need for language education material to be developed which would reduce the present frustration arising from a lack of relevant resources for the Heritage Language classes. In this thesis, this problem will be addressed initially through an analysis of student needs. One question that I hope to answer is whether the curriculum material for the
Heritage/International Language classes is appropriate for both the age and intellectual level of the students.

The following questions were used as a basis for the case study:

- Is there any material that is redundant and uninteresting for the students learning Italian?
- Is there any material that is too simple or difficult?
- What is needed to create a better curriculum for Heritage Language students learning Italian?
- Would the Heritage Language Program be more successful if these changes were implemented?
- Which student needs are not being met?

DEFINITIONS

- Heritage Language: "is a language other than English and French that is studied by elementary school pupils in Ontario" (Berryman, 1986, :6)
- Case study: a framework of qualitative research (Nieto, 1992).
- Four characteristics of a case study:
  1. particularistic: focus on one person or social unit.
  2. descriptive: the end product is a rich, thick description.
  3. heuristic: illuminates the reader's understanding and brings about the discovery of a new meaning.
  4. inductive: generalization and hypotheses emerge from the examination of the data (Nieto, 1992).
- Perceptions: thoughts or ideas of a participant.
- Integrated/non-integrated program: the integrated program occurs during the regular school day. The non-integrated program occurs after school or on Saturday mornings (Mollica, 1993).
- Multi-level classes: these are classes made up of students from various different grades and taught by one teacher.

**CONCLUSION**

This issue of lack of curriculum material seems to be a considerable problem in the Heritage Language Program. This case study aims to present the perceptions of the students and how they feel about this problem. The focus now turns to the existing information on the Heritage Language Program and multicultural education. It will become evident that this program has played a significant part in the educational system and for many of the students in the program. It is hoped that this case study will help to provide a better understanding of what is needed to make this program more viable for its students.
CHAPTER TWO

LITERATURE REVIEW

The Heritage Language program is a vital component of the educational system and its roots are what make it so unique. Learning about its beginnings is the first step towards ensuring its survival within the educational system. The history behind this program and the example it sets for second language learning and teaching clearly illustrate what it has to offer. It is with this in mind that we will look at the history of the Heritage Language Program and multicultural education. Understanding this issue can promote an understanding of education from the point of view of Phil Phenix, whose concept of education and what it should be has implications for the Heritage Language Program.

HERITAGE/INTERNATIONAL LANGUAGE PROGRAM

The Heritage Language Program was developed in 1977 when the Ontario Ministry of Education released a memorandum #46 which read in part:

The Ministry of Education will implement a Heritage Languages Program to be effective as of July 1, 1977. For the purpose of this program, a heritage language is any language other than the two official languages of Canada. (...)

Under this program, any group of parents will be able to approach its local school board with the request that Heritage classes for elementary school children be given under the Continuing Education Program. Such classes may be offered after school, or on non-school days, or where numbers justify an extension of the required 5 hour school day. Under this program, no student may receive more than 2 1/2 hours instruction per week, or more than 2 1/2 hours per day in the case of summer school classes. (...)

The instructors hired by the boards for these classes need not have Ontario certification but should have qualifications acceptable
to the boards, principals, and the parents' groups. (...)(Canadian Education Association, 1991)

Though the program is recognized by the Ministry of Education, which only funded 25% of the cost, the program is very limited in its ability to educate students. The only other source of funding is donations that come from within the community. The cost of materials is usually covered by donations from parents. The lack of funding has not helped the situation and has only served to create a continuous stream of recycled material year after year.

The 1977 decision came long after the Italian community had already developed its own program. The original classes for the Italian Heritage Language Program replaced the "church-basement" courses that were offered by the local Catholic parishes, usually held on Saturday mornings. In 1971, the Dante Society, together with the Italian pastoral Committee of Toronto, chaired by Father Oreste Cerbara, established a so-called "Comitato Scolastico Italiano" which developed guidelines for the administrative, curricular and pedagogical practices (Danesi, 1989, p.89). Within the first year of the formation of this committee, there were already 6000 students enrolled in the program. This prompted the Ministry of Education, which was facing increasing pressure from ethnic groups, to make its decision. Approval was given by the Canadian Parliament for a policy on multiculturalism. Alberta became the first province to pass legislation allowing other languages other than English and French to be used and taught in the elementary school system. In 1977, the province of Ontario passed legislation allowing students up to two and a half hours of
instruction in their home language (Danesi, 1989). However, it opted mainly for a non-integrated model of delivery.

The non-integrated model, which was the original decision made by the Ministry, indicates to students that the Heritage Language Program is not as important as regular school. It is regarded as being less significant since it only takes place once a week after school. The integrated model, on the opposite, reinforces acceptance of the program as well as conveying the message that Heritage Languages are important enough to be taught during regular school hours (Feuerverger, 1989).

In 1982, Policy/Program Memorandum Number 7, entitled "Heritage Language Program. Transitional Use of Languages other than English and French", which was sent to all Directors of Education and school principals, superseded Memorandum 46 but contained essentially the same policies as the original policy that came out in 1977. Basically, the policies outlined over a decade before were still in effect (Mollica, 1993). The fact that a rapidly increasing number of students was interested in enrolling in the program did not affect the decision that was made. It is impossible to provide the quality education that both parents and students expect without making any changes.

The Toronto Board has taken a new approach since the late 1970's. Due to the growing number of students, many changes have been implemented since the program began. Although the Heritage Language Program was to be offered after school or on an alternative
day, the Toronto board proposed that time in the regular school day should be allotted to learning Heritage Languages. In 1986, the board decided that having Heritage Languages after school served to segregate elementary school children and that the integrated system enhanced the long-term prospects for educated children from immigrant families.

In the fall of 1990, the Toronto Board began to offer classes in 21 integrated/extended day schools as part of the regular school day. The Ministry of Education allowed the boards to hire Continuing Education Instructors, as opposed to certified teachers, in order to reduce costs. The duties of the Ministry of Education and the various boards remain minimal. Heritage Languages are offered through the educational system but parents must pay extra for other costs, such as transportation to school. The Heritage Language model in Ontario includes 75 languages that are taught in out-of-school programs by teachers who may or may not be certified. In a study on the experience of Heritage Language teachers, Feuerverger (1997) provided us with insights on the struggles these teachers face whether certified or not. They were given the opportunity to share their stories and also describe some of the tension that exist between regular school teachers and Heritage Language teachers. If changes were made to the policy, perhaps the program would be viewed in a more favourable light not only by society by also by the teachers themselves. The program would no longer have a second class label attached to it.
Through my experience as a teacher I have seen a variety of language teaching methodologies used in the Heritage Language Programs, which are whole language immersion activity-based throughout the province. The focus is on communicative strategies in group activities. The materials that are used include textbooks, workbooks, overheads, films, games, music, art, personal experience and field trips.

The Heritage Language Program was developed without anticipating the overwhelming response it would provoke. Berryman (1986) found that the policy was not appropriate given the response to the program. He found that politics was given priority over pedagogical principles in Ontario's Heritage Languages Program (Berryman, 1986).

It is quite evident that the Heritage Language Program has evolved more than was ever anticipated. The growing number of participating students throughout the various provinces is an indication of the importance of the program. There are many boards in Ontario that run the Heritage Language Program. In 1991, Italian had by far the largest number of students enrolled. There were 34 boards that offered Italian as a Heritage Language with 38,567 students. There were 22 boards that offered Portuguese with 9,351 students, 23 boards that offered Greek with 4,961 students and 17 boards which offered Cantonese with 3,547 students (CEA Information Service, 1991). There are no recent statistics available on the number of students taking part in the Heritage
Language Program. The last survey was carried out by CEA Information Services in 1991.

The term "Heritage Languages" was recently changed in a decision made by the Ministry of Education and Training of Ontario to "international languages to dispel the negative connotation associated with the term and to emphasize the importance of language in today's world" (Goosen, 1994: 19). The term is much more modern and has greater prestige; it stresses that the program is also open to students who are simply interested in the language without necessarily having the Heritage Language background.

In the Hamilton-Wentworth region, where this study was carried out, the sociolinguistic landscape is quite diverse. From the available information, the Hamilton-Wentworth region consists of 36,605 people whose ethnic origin is Italian of a total population of 317,000 (census, 1991). In the 1991 census, there were 11,120 people who still speak Italian in the home. This ethnic group is the largest group in the Hamilton area who still speak their ethnic language at home.

A large proportion of the Italo-Canadian people living in Hamilton are from Sicily, the approximate figure being 9,000 (City of Hamilton Records, 1996). This diverse population is unique in that many of these people originated from the town of Raccamuto and ended up as neighbours in the city of Hamilton. Indeed there is an annual celebration that takes place for this group of people who have had a street named after the town they came from.
As for the Heritage Language Program in the Hamilton-Wentworth area, there were, as of February 1997, 2,902 students enrolled in the program (Continuing Education). There are 205 classes that take place in 20 different schools in the Hamilton-Wentworth area. The largest language group is Italian, which has a total of 700 students presently enrolled. The Croatian group has 304 students enrolled with the Chinese and Portuguese groups following close behind.

The majority of the students that are enrolled in the Heritage Language Program were born in Canada and are learning Italian as a second language for a variety of reasons. There are very few new immigrants in the program. Unlike its counterpart in Toronto, the Heritage Language Program in Hamilton is not an integral part of the regular school day. Most of the classes take place either on Monday evening or Saturday morning. Many students are learning the language because their parents have made them enrol in the program, because their friends have enrolled, to speak to their grandparents, or to maintain a certain level of communication within the family. In a pilot survey, Danesi (1990) found that most students enrol because their parents have encouraged them to do so.

MULTICULTURAL EDUCATION

In Canadian society, multicultural education is the prime vehicle used to begin teaching people about people and to enable them to function within the society. Through such programs as the Heritage Language Programs, the students can learn to appreciate,
respect and value not only their own language and culture but also that of others as well. A definition of multicultural education is provided by Sonia Nieto (1992), in her book entitled "Affirming Diversity: The Sociopolitical Context of Multicultural Education." She describes multicultural education in a sociopolitical context which can be defined as follows: "multicultural education is a process of comprehensive school reform and basic education for all students" (Nieto, 1992: 208). Through multicultural education, one can challenge and reject racism and other forms of discrimination that take place in schools and society. Multicultural education affirms the pluralism that students, their parents and teachers represent (Nieto 1992). It permeates the curriculum used in schools, the interactions among teachers, students and parents and the way that schools envision what teaching and learning should be.

Multicultural education uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action as the basis for social change. Multicultural education furthers the democratic principles of social justice (Nieto, 1992).

Nieto (1992) provides the following seven basic characteristics of multicultural education:

- multicultural education is antiracist education;
- multicultural education is basic education;
- multicultural education is important for all students;
- multicultural education is pervasive;
- multicultural education is education for social justice;
multicultural education is a process;
multicultural education is critical pedagogy.

This issue of multiculturalism is a complex concern because it has many political implications which affect the students in our educational system. With constant immigration to Canada, there is a need to increase multilingual skills due to the cultural and linguistic diversity enhancing this country. Cummins and Danesi (1990: 103) believe that within a context like this, “heritage language provision cannot be viewed as peripheral to mainstream schooling. The learning of languages, deepening of cultural understanding, and development of language awareness are central to the overall goals of education in the 21st century”.

In "Language and Political Purpose: The Canadian Case", Ray (1990) discusses the idea that the Canadians find political, economic or cultural reasons for learning another language. I believe this is the motivating force for many students learning another language. If this force were not present, perhaps there would be no need to learn another language. One question which Ray poses and which I find interesting is "whose Heritage language should be preserved through active promotion in publicly funded education or subsidized cultural programs?" This issue can create a great many political problems and considerable tension for a community.

Ray (1990) believes that in Canada we have four justifications for teaching languages. The first is Aboriginal status, which is
accessible to a small number of people. Less than 1,000,000 Canadians are entitled to claim Aboriginal status. Teaching languages is justified because it allows this group of people to exercise their right to educate their children in their Aboriginal language. According to Ray, the schooling of aboriginal people, is not likely to diminish and in fact methods employed for teaching young children and the early language of the curriculum strengthen Aboriginal traditions (Ray, 1990).

The second justification "for a linguistic right", to use Ray's terms, concerns official language status. For federal purposes, this classification includes only English and French. However, depending on the province, one or both of these languages may be recognized. English-speaking people in Quebec have a constitutional right to educate their children in English in the same way that the Francophones of New Brunswick or Ontario, for example, have the right to be educated in their official minority language. Ray believes that this justifies the choice of French or English as the main second language taught in Canadian schools. If we look at the French immersion programs in Canada, we see the privileges that children have as a result of being literate in another language. According to Swain and Lapkin (1991), the maintenance and development of a Heritage Language with specific reference to literacy learning is shown to enhance the learning of French. Ray believes that the greatest change has come about as a result of the willingness on the part of some Anglophones to ensure that their children learn French to a greater level of proficiency. In fact, the greatest change has come about as a result of the mobilization.
of Francophones aiming at improving the status of French. Incidentally, the Anglophones from higher social classes have used immersion as a way to ensure their children a privileged position in Canadian bilingual society.

Ray's third justification for teaching languages concerns Heritage Languages. There is a demand for these languages, which justifies teaching them. There are thousands of Heritage Language classes, ranging from Chinese to Italian to Urdu and Swahili (Ray, 1990). The problem has arisen as to whose Heritage should be preserved through active promotion and whose should be funded by public education. For more than a century, ethnic, religious, cultural and linguistic groups have kept the flame of their traditions alive. These Heritage Languages are now being offered as part of an official attempt to preserve the languages of these minority groups.

The fourth justification for teaching languages concerns utility and the notion that jobs can be secured and a better life can be enjoyed if one has the ability to speak more than one language (Ray, 1990). The fact that Canadians study other Languages like Heritage Languages or Aboriginal Languages does not diminish their ability to succeed in their first language.

The future depends on the friendship and co-existence between people of all nations and for this reason the need to learn international languages will increase. The benefits and utilities of multiculturalism should be enforced so that people will be able
to appreciate the impact that language learning can have (Ray, 1990). Whether learning an Aboriginal Language, a Heritage Language or learning a language for integrative or instrumental purposes, language learning can strengthen ties with family members and friends as well as providing some security in the work environment. Through multicultural education, people can learn to overcome traditional fears and perceptions about other cultures. Multiculturalism can improve relationships between people by promoting an understanding of diverse cultures and a greater sensitivity to the needs of other cultures and traditions in this society (Feuerverger, 1994). Learning to listen to other people's stories and traditions is the first step towards creating peace and harmony but above all respect for one another.

This is all very well and is a perfect picture of what the educational system should be like. However, Berryman paints a different picture. Jack Berryman (1986) dedicated a lot of time to researching the Heritage Language Program for his work "Implementation of Ontario's Heritage Languages Program: A Case Study of The Extended School Day Model." In his doctoral thesis, he used the theoretical framework of Fullan (1982), focusing on how well the policy for the Heritage Language Program works. His study demonstrates the need to change the existing policy and to conduct further research on the Heritage Language Program. He believes that there is a pressing need to learn more about the curriculum and problems around the program before it is possible to "assist policy-makers in evaluating existing programs and in plotting future directions." (Berryman, 1986: ii). Berryman drew many conclusions
from his own study. Below are several which have a significant impact on the way the program functions.

The first conclusion was that the political priority given to Ontario's Heritage Language Program exceeded the pedagogical priority. The second was that policy makers had neglected to address what was needed to assist implementers to translate the Heritage Language policy into practice. Another conclusion that emerged was that regular day school teachers were not very supportive because they felt it affected their working conditions. Feuerverger (1997) also found this problem to be very influential in determining the success of the program. She says that

"most of them focused on the need for physical space for heritage language education in the school - that is, a central classroom - in order to avoid negative and sometimes petty arguments from regular classroom teachers. (Feuerverger 1997: 47)."

Many more conclusions were drawn from Berryman's research. Moreover, Berryman found that there were many problems with the policy for the Heritage Language Program and that if the changes began with the policy itself, then perhaps better conditions could be created for the students, teachers and all the other people involved in making the program a successful one.

In order to understand diverse cultures or to be sensitive to other people's needs, providing a program for children to take part in does not go far enough. Acceptance must be reinforced through literature, curricula and enthusiasm for the language and culture. To begin to show how the program affects education and the people involved in it, the focus must be on the existing information so
that it is clear where things stand and what else needs to be done. One starting point is the existing information on the Heritage Language Program.

One could begin by examining a few of the many studies conducted by Feuerverger with respect to Heritage Languages. The information below is divided into four areas:

- Multicultural Literacy Intervention for Minority Language Students
- Motivation/Vitality of Italo-Canadian Students
- University students’ perceptions of the Heritage Language Program
- Teachers’ perceptions of the Heritage Language Program

However, none of these various studies provide a close look at elementary level students in the program itself and what they think. The only study that has investigated this area was carried out by Danesi (1990). He concentrated on what students think about the Heritage Language Program but did not focus on actual curriculum material. Consequently, the aim of this case study is to shed some light on the students’ perceptions of the curriculum material.

What seems to be of primary importance is the attitude that others have towards the program. If people care about the program and intervene to help to improve it, the first step has been taken towards building a successful educational system. Feuerverger (1994) demonstrates in her study how important curriculum development is for multicultural education. The focus of this study
was to establish whether a multicultural literacy intervention would be a successful tool for children in the learning process. In conducting the research she discovered that using multicultural children's literature in the mainstream educational system provided opportunities for partnerships to be formed between schools, minority language parents and teachers.

The study makes it clear that multicultural literacy creates a more active involvement in both first and second language learning within the mainstream curriculum. This plays an important role in creating unity among the various cultures that exist and a program like the Heritage/International Language Program may allow children to learn to appreciate diversity.

Feuerverger describes the development of a multicultural literacy project as it takes shape in a Toronto elementary school. She used participant observation and believed that certain elements promoted the students' first language literacy. The elements suggested are:

- the nurturing of minority students' pride, self-empowerment and confidence;
- the use of multicultural literacy in the form of first language bilingual books as part of the curricula;
- the ability of the program to increase understanding, share narratives, build relationships in the presence of diversity;
- the use of first language/bilingual books to promote positive intercultural relations;
• the conducting and documenting of this research to establish caring, empathy and identification among the participants;
• the relevance of this project to all students in order to prepare them for a multicultural society.

Feuerverger's objectives were to give children the opportunity to read both at school and at home by providing books in the library in various ethnic languages. The second objective was to unite the school and the parents in order to give the parents the chance to be directly involved in their children's education. Feuerverger believed that language and culture needed to be recognized and promoted in the schools through the curriculum literature. The multicultural literacy project revealed that it would be beneficial to encourage partnership and to help teachers empower minority language students. The ideal situation would be to promote this type of intervention throughout the educational mainstream system.

Feuerverger's study demonstrates that giving children first language books in the school can be a successful learning resource. At the same time it introduces a new world of books to children, which can bring success not only in the mainstream program for ESL students but also for Heritage Language Students who need the same type of curricula to learn the language more effectively. The bilingual books are not meant to be the only tool used but they provide a wider perspective on what it means to be Canadian.

First language books are a means of sharing stories from different cultures. Feuerverger's research opens up a new avenue.
for the Heritage Language Program. The use of the multicultural books by immigrant students who use the books as a way of maintaining their language can be used by Heritage Language students as part of a curriculum for learning a language or finding out about a culture. The study reveals that the experience of sharing stories gives power and confidence to the students. It gives others as well as Heritage Language students a chance to learn and accept other cultures and languages. Though multiculturalism can be a very controversial issue, the fact still remains that children are being educated in a system where various ethnic and cultural backgrounds exist side by side. Education and acceptance through the system can create harmony and build language skills.

Motivation/Vitality

In another article, Feuerverger (1989) studied ethnolinguistic vitality and the interactions and attitudes that multicultural education can create. The aim of the investigation was to address four hypotheses:

- that more ethnic language use at home is associated with more positive perceptions of ethnolinguistic vitality;
- that there is a positive relationship between Italo-Canadian students in French immersion programs and positive attitudes towards Italo-Canadian, English-Canadian and French-Canadian cultural groups as well as towards learning in general;
- the greater concentration of Italo-Canadians in a community alters the subjective assessment of their group's vitality in a positive way;
the attendance in the integrated Heritage Language Program is related to more positive perceptions of ethnolinguistic vitality (Feuerverger, 1989).

The study involved collecting data from eight classes in two schools in the Toronto Metropolitan Separate School Board, one which offered an integrated program during the school day and the other a non-integrated program on Saturday mornings. The results proved to be a valuable instrument in providing information about language use patterns in the home and about attitudes towards the learning of French and Italian. The findings showed that in all classes less Italian is spoken with siblings than with parents or grandparents. There was substantial exposure to the L1 at home. There is a relationship between greater access to the ethnic language and more positive perceptions of ethnolinguistic vitality (Feuerverger, 1989).

The study suggests that language maintenance may be associated with high in-group vitality, which in turn increases the "situational salience of ethnic identification for group members" (Feuerverger, 1989 p.64). Secondly, the students in the immersion class appeared to show stronger identification with both the minority and majority as opposed to non-immersion friends. Thirdly, greater concentration on Italo-Canadians in a community appears to alter the subjective assessment of their group's vitality in a positive way. Finally, it appeared that most students involved in the non-integrated Heritage Language Program felt that a weekend program was not fair and lacked prestige (Feuerverger, 1989).
It is very interesting to note that many students in the first school proposed the implementation of a bilingual Italian-English program as an alternative to the Heritage Language Program in its current form. Thirty minutes of Italian per day was not enough to learn how to read and write in Italian. One interesting fact that keeps reappearing in all the studies discussed is that both teachers and students feel that there is a need for more varied curriculum materials in the Heritage Language Program (Feuerverger, 1989).

University Students' Perceptions

Having given a brief overview of the various aspects of Heritage Language learning and some of the difficulties that surround the program, the focus will now shift to identity. This problem is faced by many minority groups, as is evident from many of the studies that have been conducted. Feuerverger (1991) examines the difficulties that students are confronted with when dealing with multicultural education. The purpose of her study was to look at the perceptions of ethnic group members themselves with regard to Heritage Language learning and ethnicity maintenance in Canada. The participants were 148 students studying their language of origin at the University of Toronto. There were 8 different language groups: 40 Italian language students, 16 Korean, 16 Hebrew, 12 Japanese, 26 Portuguese, 21 Ukrainian, 12 Chinese and 5 Yiddish language students.

The study drew attention to three main issues:
The need for Heritage Language literacy at home and school

the relationship between language and ethnic community participation

the relationship between language and identification with the ethnic homeland.

The aim of the study was to discover the perceptions of highly involved individuals with respect to issues of language and identity in the Canadian context. Two students were randomly selected from each of the seven language groups. Each interview lasted 3 1/2 to 4 hours.

The participants of the Hebrew language group had greater confidence in their Heritage Language skills and they seemed to be more satisfied with their Heritage Language Programs than other groups did. Many students identified the low literacy rate of their parents as a source of generational conflict within the family. The lowest mean score for the positive perception of ethnic identity was indicated by the Japanese group. The second lowest was obtained by the Portuguese students. One Portuguese student felt that the Portuguese group may still be wrestling with how to integrate into the mainstream society (Feuerverger, 1991).

The Italian group had the highest mean score with the Portuguese and Hebrew language groups ranking second and third. According to one Italian student, Italians have a more physical tie with their homeland than people from other groups. Feuerverger found that the lower mean scores of the remaining groups reflected
dissatisfaction with their Heritage Language Program and most members of the group perceived a lack of legitimacy, coherence and direction in the curriculum. The Japanese and Ukrainian groups had the lowest score reflecting little sense of ethnic identity and little interest and a problematic identification.

The students that enjoyed their program said that there was a need for greater organization and development of appropriate materials. Addressing such problems can only help to improve the Heritage Language Program for its students. They also commented on the need for high quality Heritage Language teacher training courses. This comment reveals that it is not only the issue of identity that has a significant effect on students, but also the way the program works. Feuerverger found that there were also relatively meagre offerings from the program, which gave ethnic groups a false sense of security about language maintenance (Feuerverger, 1991).

The university students perceived that the Heritage Language Programs can provide an incentive for students to develop skills in their Heritage Language. Students emphasised the need for equality to be integrated into the mainstream educational system. The students expressed their desire for the school to promote students' linguistic abilities in their ethnic language as well as in the two official languages (Feuerverger, 1991). Feuerverger posits that there is also a need for whole family involvement in the educational process and for positive identification with the homeland in order to ensure Heritage Language continuity.
Teachers' Perceptions

It is very important to understand the pedagogical issues surrounding the Heritage Language Program. Due to the various studies that have been conducted, more information on various different issues is now available. The issue of identity has been discussed in various studies and is a problem that is faced not only by students but also by teachers, as seen in another study by Feuerverger (1997). Her article, "On The Edges of The Map; A Study Of The Heritage Language Teachers In Toronto" tells the stories of Heritage Language Teachers. The intention was to create a space in which the teachers' voices could be heard within the mainstream context.

The article attempts to take a step towards acknowledging the social neglect suffered by the program. Through an interview-study with a number of Heritage Language teachers in Toronto, Feuerverger provides us with an image or a blurred vision of the struggle that these voiceless teachers have suffered. Twenty teachers were selected at a Heritage Language Teachers' seminar in East York. The study revealed that teachers felt stigmatized, alienated and silenced. The researcher's purpose was to locate the Heritage Language enterprise and place it within the landscape of the educational system. The article presents marginalized stories full of reflection, dialogue and conversation.

The study revealed that the teachers' primary cause for concern was how to establish a sense of professional identity, how to find a
voice in the educational system. The Heritage Language teachers are caught in the "cultural trenches" (Feuerverger, 1997). There is a sense of non-legitimacy in the Heritage Language Program. Feuerverger describes these teachers as stepchildren to the educational system, which appears to be an appropriate term for dedicated individuals who fight to maintain a language and culture in a society which is ambivalent towards first language maintenance. The children are not to blame for this ambivalence but, as Berryman (1986) shows, the ambivalence is found in policy-makers at all levels of the system. The teachers feel that they are regarded as second-class citizens, inferior to the rest of the teachers in the mainstream (Feuerverger, 1997).

What all of the teachers had in common was a sense of marginality in their respective schools and within the educational program. Many teachers adhered rigidly to a content-driven curriculum that in most cases was not suited to life in the home country. Participants discussed issues that were related to the lack of formal accreditation of the program, including the paucity of appropriate materials, and multi-level classes, both with respect to age and proficiency (Feuerverger, 1997).

Three common problems were identified among the teachers:

- the complexities of living on the margin of the school system with little professional identity;
- the knowledge that these participants have about the communication gap between immigrant parents and their children;
the vulnerability felt by the teachers due to their lack of professional status, certification and integration into the mainstream school.

The teachers in the study placed a great deal of emphasis on the importance of creating partnerships between both sets of teachers (Feuerverger, 1997). The teachers also believe that the Heritage Language Program gains prestige and status when included in a regular school curriculum and takes place during the day. There is a need for physical space because the teachers do not have their own classroom. Most of the teachers spoke of a culturally relevant curriculum that would respond to the needs of the students (Feuerverger, 1997).

Coherence and cohesion in the curriculum emerged as being crucial to the survival of the Heritage Language Program. Many teachers expressed frustration at the lack of relevant resource material for their courses. As Feuerverger shows in her study, many teachers felt baffled because there were no resources available to them. I encountered the same problem when teaching. My colleagues and I felt that nowhere could we find materials that had not been used before or activity sheets that had not already been handed out. Feuerverger interviews a Heritage Language teacher who expresses her thoughts about the curriculum material:

"The teachers need more suitable and interesting curriculum materials because after all children may not know the language well, so they are second language learners. (A Croatian HL Teacher) (Feuerverger, 1997: 50)."
One issue that was emphasized repeatedly was the building of motivation and respect for cultural and linguistic diversity in the Heritage Language classrooms. Feuerverger found that there was:

- the desire to be acknowledged like the other classes;
- the ability to learn academic and critical skills to help them realize their goals;
- the need to learn to trust and care for one another.

The stories highlight a need to bring together methodologies that will help to integrate the students and teachers into society (Feuerverger, 1997). The study clearly portrays the struggle of the teachers to find a professional identity, a voice, and a physical and psychological space in the schools.

**Let's Ask The Heritage Language Children What They Think**

The next study that I would like to examine was carried out by Danesi (1990). He conducted a pilot survey in which he asked the Heritage Language students what they thought of the various issues surrounding the Heritage Language Program. His study involved 100 participants from various ethnic groups including Italian, Ukrainian, Polish, Greek, Cantonese, Portuguese, Punjabi and Japanese. Participants ranged from Grade 1 to Grade 3 and were selected from five Toronto schools.

Danesi developed a questionnaire that would help him elicit some of the responses to questions of motivation from a typical sample of Heritage Language learners (Danesi, 1990). The survey
method consisted simply of asking the students four questions and recording their responses on cassette tapes. The questions Danesi used were:

1. Why are you studying your Heritage Language?
2. Do you enjoy it?
3. What do you like about the class?
4. Compared with the other subjects you are studying at school, what do you like more or less about this class?

In order to provide a proper interpretation of the responses, Danesi decided to ask the eight teachers in whose classes the students were enrolled the following four questions:

1. What experiences and activities do you find the most rewarding?
2. What techniques have you found to be useful with these and other students?
3. How do you react to the presence of a "home dialect"?
4. Has this affected the way you treat your students?

The last thing that Danesi asked the students to do was to rate the teacher as good, fair or bad. This allowed him to map both sets of responses against an evaluation grid and correlate all the responses (Danesi, 1990). The results reveal that most of the Heritage Language students had enrolled in the program because of their parents. 7% of the students were participating in the program because of their friends. Only 4% had enrolled so that they could communicate with others during visits to the country and 3% had enrolled in order to be able to speak to their relatives.
What is very interesting to note is that the student-teacher relationship is important in providing motivation for studying Heritage Languages. Danesi revealed that 94% of the students enjoyed the Heritage Language Program and 86% of those did so because of the teacher. It is clear that the student-teacher relationship is essential in "providing a positive motivational stimulus in the study of Heritage Language among younger children (Danesi, 1990, 13)."

This literature review affords us a glimpse into the web that exists in the Heritage Language Programs. The studies have revealed the many thoughts and opinions of the teachers, the university students and the elementary students as well as examining the issues of motivation and vitality. The view of the Ministry of Education is reflected in the policies that have been developed. What we have not seen is what students feel about the curriculum, what it is they want to learn and what changes they would make to the curriculum material. Perhaps the Heritage Language teachers in Feuerverger's study (1997) would benefit from finding out how the students feel about the curriculum material. Perhaps they have the same frustrations, the same feelings. First of all, however, it is necessary to reach a clearer understanding of what education actually is. In order to do so, it will be useful to take a closer look at Phenix's concept of education.
In his book "Realms of Meaning" (1964), Phenix discusses six realms of meaning which he believes the educational curriculum should provide: Symbolics, Empirics, Esthetics, Synoptics, Synnoetics and Ethics. For the purposes of this paper, I will focus on the first realm, "Symbolics", in which Phenix includes language and three forms of language that exist: the first is ordinary language (spoken), the second is mathematics and the third is non-discursive symbolic forms (actions, expressions).

The first question that needs to be addressed in curriculum development is "What does a person need to know?" This is an apparently trivial question that I believe has not been addressed systematically in the curriculum development of the Heritage Language Program. If this question had been explored in the Heritage/International Language Program, there would be less emphasis on vocabulary in the curriculum and more of a focus on grammar, reading and writing.

The next issue Phenix raises is what should be taught in order to achieve the maximum level of meaning. This is an important question to consider because the Heritage Language Program does not meet the maximum level of meaning when learning the language. Phenix provides five principles as answers to the question posed above which can be used as guidelines when determining the scope of a curriculum. The first principle is mastery of a language, the second is feeling part of a community and the third is that
fulfilment consists of "many-sidedness" (Phenix, 1964, p.269). A student should be well-rounded with a variety of interests and the curriculum should be correspondingly broad and diverse in order to meet these interests.

The fourth principle that Phenix presents is that the fulfilment of meaning should be found in the integrity of the person (Phenix, 1964). The main objective is to secure an equilibrium of whatever meanings are acquired into a coherent whole. Phenix suggests that fulfilment consists in gaining a certain quality of understanding. All five principles that Phenix advocates are not exclusive because we do not have to choose one over the other. It is possible to achieve fulfilment in more than one way. For example, a Heritage Language student can achieve mastery in his/her first language and still have a good grasp of his/her second language. Research by Cummins (1979) shows, in fact, that there may be levels of linguistic/communicative proficiency that bilingual children must attain in order to avoid cognitive deficits (Cummins, 1979). Cummins refers to this as the "threshold hypothesis". These are possible suggestions that can help the Heritage Language students and the program to succeed.

The curriculum fails with respect to the realm of Empirics because there is no part of the curriculum that teaches physics, chemistry or biology in that language. Esthetics plays an important role in the program with the emphasis being on the arts. Drawing appears to take up the largest portion of the curriculum because it
is used for learning music and teaching songs but, most importantly, for learning vocabulary.

The existence of language is a very important part of human nature because without it communication is not possible. Phenix's discussion on humanness is significant for the Heritage Language Program because, as he says,

"Since education is a means of helping human beings to become what they can and should become, the educator needs to understand human nature. He needs to understand people in their actualities, in their possibilities, and in their idealities." (Phenix, 1964, p.17)

My belief that Phenix's concept of education can be applied to the Heritage/International Language Program is based on this statement. It also helped to formulate my survey questionnaire and analysis. Language is a human resource and it is for this reason that I would like to briefly outline the positive aspects of this program:

- There is a deeper admiration of human intelligence and the human capacity to learn and use speech;
- Other language skills are developed;
- There is a greater understanding and appreciation of one's cultural roots;
- There is a heightened awareness of one's first language;
- Pride in one's heritage is enhanced;
- Communication with the family is improved.
Phenix's work has helped me a great deal to better understand what language teaching really should consist of but, most importantly, he has provided me with a foundation upon which I can build an understanding of what changes need to be made in the field of language teaching and learning. His ideas contributed to the formulation of my survey questionnaire and analysis. Perhaps, on the basis of his work, both administrators and teachers can begin to make the changes where they are needed.

CONCLUSION

This literature review has provided an insight into the various aspects of the Heritage Language Program and education in general. I have been able to give a brief overview of what the Heritage Language Program encompasses. Different perspectives presented by teachers, students, the boards of education as well as the higher levels of administration, such as the Ministry of Education, have been taken into consideration. This brief look has given the background to the problems that people face in the Heritage Language Program, problems which include low motivation, lack of curriculum material and lack of physical space.

It has also helped identify the gaps which still need to be filled by research, for example, what the parents think about the program and whether they are aware of the existing findings. Do they know that there is a lack of curriculum material? The research literature has helped to structure the interview sessions for the following case study and to gain a deeper sense of the perceptions.
of my participants. The existing literature has been used as a beacon to shed light on what it is that I am searching for.
CHAPTER THREE

METHODOLOGY AND PROCEDURES

The methodology and procedures used in this study served as tools in the process of eliciting the required information on student perceptions of the Heritage Language curriculum. The methods and procedures listed below were used as a guide throughout the investigation for this case study.

RESEARCH METHOD

The case study method was used to discover the views held by five Italo-Canadian students regarding the Heritage Language curriculum material. The case study approach is within the framework of qualitative research (Nieto, 1992). The purpose of using this methodology is to gain a deeper understanding of specific issues and problems. Case studies help us look at particular situations so that solutions for more general situations can be hypothesized and developed. (Nieto, 1992).

Students' self-perceptions were used to get to know the participants and to evaluate how they see themselves as students. Perceptions in this case study are those given by the students. In the interview sessions they were asked to give their thoughts and opinions on the curriculum material.

The data obtained for this case study was based on three types of material: Heritage Language material, my material, and the material the participants would create. I selected the material on
the basis of my own experience of teaching the Heritage Language Program for a number of years and also on my experience of being a student in the program. This material was photocopied from books provided by the Heritage Language Program. Some of the material was developed by teachers, myself included, and has been passed along from teacher to teacher. A table was developed based on the activity sample and the conclusions made by the researcher.

PARTICIPANTS

The participants in this study were all from Catholic schools in middle class areas of Hamilton. The students were from one separate schools in which I had taught before and three other schools. Students from every classroom of these four schools were invited to volunteer for the study. The names of all the volunteers in each classroom were put into a hat and one participant in each class was selected by drawing a name out of the hat. The reason for making such a random selection was to elicit a wider range of opinions about the curriculum material.

There was a total of five participants. I had originally wanted to collect a sample from Grades 5, 6, 7, 8, and 9. However, nobody from Grade 5 volunteered and, after having spoken to the Grade 9 participant, who was concerned about what Grade 10 Italian would be like since it is not offered in Grade 9, I realized that interviewing a Grade 10 student would be important for my case study. The participants were: one Grade 6 student, two Grade 7 students, one Grade 9 student and one Grade 10 student. All the participants are second generation Italians.
The first participant was Valia, a Grade 7 student who was born in Canada. Italian is her favourite language. She attends a Catholic school and has been studying Italian for six years. She sees herself as an average student in English school. She says she is a good student who does homework regularly. However, she feels that she is a better student in her Italian studies.

"Well, I find that like, I'm better in Italian cause like I sort of know it, like, I don't know, if I, like I, haven't gone more but like it's just like that like, I'm better there, you don't have like to like, the spelling is a lot easier and."

The second participant was Dino, a Grade 6 student who also attends a Catholic school. His favourite subject is math. He has been studying Italian for seven years. Dino sees himself as a little bit above average in both English and Italian school.

"Umm, probably a little, a little bit above average."

The third participant was John, a Grade 7 student who enjoys playing sports and has been studying Italian for seven years. His preferred language is Italian. John sees himself as an average student in both English and Italian but he enjoys the latter more.

"Well, I, I participate more in Italian school than I do in English school...It's because, I guess I enjoy Italian more."

The fourth participant was Alassandra who is a Grade 9 student and has studied Italian for 8 years. Her favourite subject is French. She will be studying Italian next year as it is not offered in Grade nine. Alassandra sees herself as a hard-working student. However, she cannot judge whether she is the same type of student in both English and Italian.
"Well I'm not sure cause I have... well I think I'm better in English but I'll see next year, maybe next year, I'm not sure yet cause Italian we did basic things, like I'm not really sure how I am."

The fifth participant was Maria, a Grade 10 student in a Catholic high school. She is currently studying Italian and is at the top of her class. She has been studying Italian for six years. She finds French easier than Italian. Maria sees herself as above average in Italian and has one of the highest marks in the class. She says she is a better student in Italian than she is in English. She compares English school to Italian school and says concerning English:

"Oh no, that stuff's more harder."

All the participants seemed to have a good attitude towards studying Italian. They described themselves as honestly as they could. Most of them said that they were better in Italian than in English, Dino being the only one who thought he was the same level in both. Generally speaking, the participants seemed to have a good sense of their abilities in school and could identify their strengths and weaknesses.

**INTERVIEWS**

Two interviews were conducted with each participant on an individual basis. The objective of the first meeting was to explain to the student how the interview session would proceed and to provide the student with the opportunity to get to know me and to understand the purpose of the study. The participants were given a background and self-assessment questionnaire at the first interview.
The second interview was for the collection of data on Heritage Language curriculum material (see appendices B, B1 and C). Both interviews were tape recorded. The first interview lasted approximately half an hour and the second interview lasted approximately one hour. The actual empirical study occurred within a thirty day period.

The interviews all took place in English since the participants had expressed their concern at having to be interviewed in Italian. I decided to put them at ease and interview them in English. Communication between the parents and the interviewer was in Italian except for with one parent, who was more comfortable in English. The child of this parent showed the least enthusiasm for Italian school.

**ORAL QUESTIONNAIRE**

Questions were asked during the interview sessions and they were tape recorded and transcribed for analysis. The interview was in the form of a semi-directed interview with general questions, the purpose of which was to guide the interview only. The questions were very general so as not to influence any of the responses that were given by the participants. The first questionnaire was a background questionnaire, the second a self-assessment questionnaire, and a questionnaire was developed for the Grade 9 and 10 students. There was also a questionnaire for the samples that I had developed for them. There was no questionnaire for curriculum materials that the participants were to create. They were basically just asked to talk about what they had created.
The materials, which I selected on the basis of my experience as a Heritage Language teacher, were what I believed to be most familiar to the students. They included activities which I had used in the past and had been passed on from other teachers and activities that I had developed myself. The materials that were used fall into three categories:

1. materials the students are using which they like and dislike;
2. the material I presented to them;
3. materials that the students would like to create.

Students were asked to comment on present material they were working with. They were asked during the first interview to select from among the activities they were currently working on in their Heritage Language Program activities that they liked and disliked and to bring them to the second interview. During the second interview they explained the activity they had selected and commented on their feelings about that particular activity. I also used the questions in appendix B as a guide.

The second type of material consisted of samples that I handed out during the second interview session. There were samples of content material which students were asked to comment on. Materials included vocabulary (days of the week, months, numbers, colours, expressions), history (famous people, painters, artists), geography (map of Italy, map of the world, regions, capitals), math, music,
and reading (dialogues). I had assessed the level of difficulty of the samples and had also considered what the students might find interesting or uninteresting (Chart 46).

The third category consisted of materials that the students would like to see put into the curriculum, perhaps exercises that they would create to be used as a teaching tool for themselves or others. They were asked during the first interview to think of activities they would like to create if they had a choice and to report on this during the second interview.

In the case of the second category of materials, which I had prepared, I commented on each activity from the point of view of the experienced teacher. I considered the materials in terms of their level of difficulty and potential interest for students and whether they would be repetitive for some. My main objective was to present to the students a wide range of activities. However, my comments have also enabled me to compare and contrast the students' perceptions with my own evaluation.
The chart below gives a breakdown of the materials that I evaluated which were later compared with the students' comments.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUBJECT/SKILL</th>
<th>MY COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Giorni Della Settimana</td>
<td>Language Arts- Days of the week</td>
<td>Enjoyable &amp; fun yet simple, repetitive</td>
</tr>
<tr>
<td>Il Tacchino</td>
<td>Math &amp; Vocabulary</td>
<td>Enjoyable but not very difficult</td>
</tr>
<tr>
<td>Regione con Capoluogo</td>
<td>Geography</td>
<td>Very difficult and not enjoyable</td>
</tr>
<tr>
<td>I Mesi</td>
<td>Language Skills- months, vocabulary</td>
<td>Boring but too simple, repetitive</td>
</tr>
<tr>
<td>Il Mondo</td>
<td>Geography</td>
<td>easy, not enjoyable</td>
</tr>
<tr>
<td>Lettura Sull'Italia</td>
<td>Geography &amp; Reading Skills</td>
<td>Uninteresting, not easy to do</td>
</tr>
<tr>
<td>La Famiglia</td>
<td>Vocabulary - Language Arts</td>
<td>Enjoyable, but difficult to do</td>
</tr>
<tr>
<td>Galileo Galilei</td>
<td>History</td>
<td>Difficult and uninteresting</td>
</tr>
<tr>
<td>Personaggi Illustri</td>
<td>History</td>
<td>Very difficult and uninteresting</td>
</tr>
<tr>
<td>Rudolph</td>
<td>Music</td>
<td>Boring and repetitive</td>
</tr>
<tr>
<td>Gli Sport</td>
<td>Vocabulary</td>
<td>Boring and easy</td>
</tr>
<tr>
<td>Conversiamo</td>
<td>Dialogue- Oral &amp; reading skills</td>
<td>Not enjoyable and very easy</td>
</tr>
<tr>
<td>Parts of the Mall</td>
<td>Grammar</td>
<td>A simple activity, Boring</td>
</tr>
<tr>
<td>I Colori</td>
<td>Poetry, vocabulary</td>
<td>Simple but fun</td>
</tr>
<tr>
<td>La Famiglia Umana</td>
<td>Poetry</td>
<td>Difficult and Boring</td>
</tr>
</tbody>
</table>

**DATA COLLECTION**

The data collected includes approximately eight hours of tape-recorded interviews (both the first and second interviews). Each interview was then transcribed in full (see the excerpt on Appendix F). The first type of data collected was the data that the students were using in their class, which was not collected but described and recorded on tape. The second type of data collected was the data developed by the researcher (found in Appendix E). The third type
of data collected was the materials created by the students that they would like to see in the curriculum. There are two samples of materials that two students created (found in Appendix G). One piece involves a math activity and the other an activity (using newspapers, magazines, tapes) that would involve current media on the lifestyle of Italians living in Italy. The other students described orally what they would create.

DATA ANALYSIS

The data was analysed on the basis of the questions in appendix D. The questions were used to group the responses. For example, the theme of repetitiveness came up constantly with particular sample activities, such as "Rudolph". The data was based on common responses given by the participants for each activity. Appendix D was developed to help me establish what the interests of the participants were, what was difficult, what was important and so on. Comments frequently made about a particular sample were selected from the data and were used for a large portion of the analysis. The common responses, opinions and ideas were then grouped together in order to formulate my results.

CONCLUSION

The methodology and procedures above which were used to conduct the case study led to some very interesting and informative results. Both the first and second interviews provided me with a sense of the participants and their families. The above procedures enabled me
not only to draw conclusions about the participants but also to give the participants the chance to become acquainted with me, which ensured a comfortable atmosphere during the interviews. The next chapter presents the results that were collected from the case study with specific quotes made by the participants.
CHAPTER FOUR

RESULTS

The participants expressed their desire to participate in the study in the hope that someone would hear what they believe needs to be taught in the Heritage Language Program and take note of their comments on the material and the program. The first interview was very informative because it provided the background information on what the students felt about the Italian language and the Heritage Language Program. The participants were open and willing to express their thoughts and opinions and made very honest suggestions and comments on the Heritage Language Curriculum and Program.

Throughout this case study some important ideas and suggestions were expressed by the participants. The results have revealed that changes need to be made to the curriculum material. Below are comments, recommendations, and genuine perceptions on the Heritage Language Curriculum. The first section consists of comments on materials the participants are currently working on. This is followed by reactions to my material and finally comments on materials created by the participants.

CURRENT HERITAGE LANGUAGE MATERIAL

The first set of results that were collected involves materials that the participants were currently working on. The activities that are discussed were selected by each participant and discussed in the interview session. What was interesting to note in the first interview was that all the participants except for John selected an
activity that they liked and one that they disliked. Activities were unpopular because they had been taught too often, as we will see below.

Valia began the interview session with an activity that she disliked. It was entitled "La Storia Del Carnevale", which introduces the students to the theme of Carnevale and the idea of different kinds of masks that are used in the story of "il carnevale". Valia disliked this activity because she found it to be too repetitive; she had been taught it for six or seven years. She believed that it had lost its interest since it had been taught so many times before.

"Like we do it every year and you just have to like read these."

Valia also mentioned the fact that split classes hindered learning; her class consisted of students from Grades 5, 6, 7, and 8. The Grade 5 students had a difficult time understanding this activity.

"O.K., well like I don't like these ones, these umm. Like we do them every year and you just have to like read these people."

The second activity that was of interest to her was an activity on geography. It was a map of Italy and she was required to fill in the regions. She enjoyed this activity but also found it repetitive since she had been learning it since Grade 2. She would like to expand the activity into not just labelling each region but at the
same time learning something about it, for example, what it is famous for, what it produces. Valia's interests are more geography and history oriented. She is more concerned about learning what each province produces and the lifestyle today as opposed to the grammar.

"Umm, I'd rather learn more about, like the, like some other history and stuff. I'd rather learn, like more modern stuff."

Dino on the other hand, had different interests. The activities he presented were much more grammar-oriented. The first activity that he described was one that he really enjoyed. It consisted of putting the correct article in front of the noun. The example he gave was "il tavolo". Dino believed that grammar is interesting but should be taught less, because it has already been taught too much.

"I've, I've known it for a very long time. Maybe kinda like every year or two like they'll, they'll teach it over again."

The second activity that Dino described was one which he disliked. It was a story pertaining to history and in his view he thought it was very difficult. After the story was read the teacher asked questions to test their comprehension. He found the story very boring.

"This one I really don't like because you have to read the story and answer a whole bunch of questions on it. I, I've done it lots of times."
The interview with John was very interesting. He was very nervous during the interview because he wanted to make sure that he explained himself correctly. The first activity that he chose was an activity sheet on adjectives which throughout his explanation he continuously called verbs. He was required to put the plural beside each masculine or feminine word. It was not until much later that he realized they were not verbs. He said that he used to find this activity difficult. As he was describing it, he seemed to find it very boring.

"Well, not really. Um, I used to have a hard time with them but now I'm starting to understand them more."

The second activity was on verb conjugation, which seemed to concern John a great deal. He found this to be very easy but the problem was with split classes again. Everyone does the same work and the older students find the work much too easy while the younger students have a hard time with an activity such as this. John felt that the most difficult subject area was verbs.

"Yes I think it's appropriate but I'mmm not to sure if it's appropriate cause we have like split classes..."

Alassandra, the Grade 9 student, had a great deal to say. She was more interested in learning about different aspects of Italy. All that she felt she had learned in her elementary years was something about Italian painters, year after year. The activity that she would like to see more of would involve presenting a
different side of Italy, perhaps in the field of drama or music. Her memory of her Heritage Language experience was history lessons.

"Just, just the painters, year after year we learned about the painters, like uhm, Leonardo, uhm. Umm, about the vocabulary we were learning that too much, but uhm, I think we could have learned more about, we could have done extra things like, drama and music well we did a lot of music! But extra things not just work, work."

Maria, the Grade 10 student, felt that the most important aspect of learning the Italian language was grammar, particularly the tenses, because this is stressed a great deal at high school level.

"Cause in high school it's basically on grammar. More grammar then even reading. Yeah, more grammar definitely!"

She felt that the activities that were not appropriate and that she disliked were activities that involved the numbers, the days of the week, the months. Maria felt that these had been taught too often and it was something that needed to be changed.

"Too much vocabulary, cause then the vocab was repeated all the time. Colours, numbers, like days of the week, months, years, past participle, every year like the colours and that stuff."
The chart below is a synthesis of the current material that the participants are presently working on in their classes and what the Grade 9 and 10 students recall having worked on.

<table>
<thead>
<tr>
<th>PARTICIPANTS</th>
<th>CURRENT MATERIAL</th>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>VALIA</td>
<td>Map of Italy</td>
<td>History</td>
</tr>
<tr>
<td>Likes</td>
<td>La Storia Del Carnevale</td>
<td>Geography</td>
</tr>
<tr>
<td>Dislikes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DINO</td>
<td>L'articolo</td>
<td>Grammar</td>
</tr>
<tr>
<td>Likes</td>
<td>Reading Comprehension</td>
<td>History</td>
</tr>
<tr>
<td>Dislikes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOHN</td>
<td>Adjectives</td>
<td>Grammar</td>
</tr>
<tr>
<td>Likes</td>
<td>Verbs</td>
<td></td>
</tr>
<tr>
<td>Dislikes</td>
<td></td>
<td>Grammar</td>
</tr>
<tr>
<td>ALASSANDRA</td>
<td>Drama, music</td>
<td>Art</td>
</tr>
<tr>
<td>Likes</td>
<td>Famous painters</td>
<td>History</td>
</tr>
<tr>
<td>Dislikes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARIA</td>
<td>Tenses</td>
<td>Grammar</td>
</tr>
<tr>
<td>Likes</td>
<td>Numbers, days of the week</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Dislikes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**REACTIONS TO MY MATERIAL**

The materials that students were asked to comment on provoked a wide variety of responses for some activities. What was very interesting was that for some samples the responses were identical. The activities are found in the appendix.

The first activity was "the days of the week". This activity was chosen to help build language skills and vocabulary skills. It is a wonderful method for doing work as a class, encouraging students to build self-confidence in front of a public audience. I had evaluated this activity as being very simple for the students.
since it is a subject that the students are introduced to from the first day they walk into the Heritage Language Program. For this reason I believed the activity to be very repetitive. After having gathered my results there were two common responses which came from all the participants. The participants all agreed that the activity was much too easy for their individual grade level, but perhaps more appropriate for the younger grades.

John: "I think it's easy because everybody knows their days of the week. Well, not, not, not in my class maybe in the Grade 2 class."

The second comment was that the days of the week were taught too often. The students expressed their repeated frustration at always being taught this.

Valia: "TAUGHT TOO MUCH!"

John: "I think it's boring cause everyone knows it. I think we do it mostly every year.

There was no discrepancy between my prior evaluation of the material and how the participants reacted to it. They all felt that this activity was much too simple and that it had been taught repeatedly. They would not want to repeat this activity in the future and it would only be beneficial for the purpose of doing a review.

The second activity that was presented to the participants was a math activity where they had to answer math questions and choose a particular colour depending on the answer. This activity was chosen
because it is a fun and easy activity for the students. This activity could be used when there is extra time or when a student finishes his or her work early. It could also be used to reinforce a lesson on colours or numbers. My evaluation proved to be partially correct. I had anticipated that the activity would be enjoyable but not very difficult. The participants’ responses were that the activity was much too easy and that it was boring.

Alassandra: "I think it's REALLY BORING because we already know this like especially for the older ones. All you need to know is like how to say the numbers and how to say equal and take away and plus."

"It's easy we don't need to know how, like what is ten take away nine cause we already know that."

The only student who found this activity interesting was Dino because math and science are his favourite subjects.

Dino: "I guess, it be kinds fun. Yeah, because like you, you should learn about the numbers and it'll help you learn the numbers and like math and."

What I also discovered from the students was that math is not really taught in Italian school. The only form of mathematics is learning numbers and how to say plus and minus. Therefore this activity should be used in the future because if it is adapted to the appropriate level, it can be a very productive activity. Students learn not only simple math like addition and subtraction but also fractions, multiplication, division and so on.
The third activity was in the subject area of geography. It concerned the regions of Italy and their capitals. This activity was developed to help the students improve their memory skills and learn to situate the regions of Italy. This activity was evaluated as being very difficult for the students. In my experience I have found the activity to be uninteresting for students.

The results revealed that students found this activity very simple and boring. My judgement was incorrect because the students felt this activity was not in the least bit difficult but it was definitely very boring, as I had suspected.

Dino: "Easy"

John: "Well, it's kinda boring but you, you have, you should know this stuff."

When Alassandra was asked if she found the activity easy or difficult and at what grade it should be taught, she answered,

Alassandra: "Easy!" "Grade 6, stop!"

The only discrepancy here was again Dino. He did not find it boring:

"It's interesting."

Again the reason could be that he is younger and has not been introduced to it as much. The conclusions I have drawn from the students' comments are that the regions are taught repeatedly and
the activity becomes very boring for the students. For future use this activity would be beneficial if it were taught in a different way. Students are bored when they are expected to learn the same material over and over. Using a different teaching method would encourage students to learn because, as John says,

"Well, most people in my class don't know this, this is, I think they should teach this again, cause, umm, not a lot of people know them."

The next activity was a word search that was given to the participants to comment on. The word search reinforced the months of the year. The activity only provided the month in English. The students must know the Italian word and find it in the word search. This activity can be used to reinforce vocabulary that should already be familiar to the students. This activity was judged to be repetitive and very easy and boring. In my experience I have seen many teachers use this activity. I have used it myself and students did not respond with any great enthusiasm.

My evaluation was correct, students did feel the activity was simple and very repetitive and boring.

Valia: "Easy, you just find the ones, they wrote it on English and find it in Italian."

John: "Well, we have a word searches, once in a while but we have the months LOTS of times."

Alassandra: "Oh my God Grade three! I don't find it interesting!"
There were no discrepancies between the participants' opinions of this activity and my own evaluation.

This activity type is worth considering for future use, however, perhaps with a different subject area. It could be used to revise other vocabulary such as animals or other objects since the months of the year, colours and days of the week have been overworked.

The fifth activity was again in the field of geography and used a map of the world. This activity was chosen because it teaches students about geographical locations. It was evaluated as being simple and not very enjoyable. I have determined that the reason for this is that labelling countries is not of any interest to my students. On the contrary, they seem to be very bored and put a minimum of effort into their work.

The reactions to this activity were very interesting. The participants all agreed that it was boring, much too easy and that it was taught in English school. This comment brought about the idea that there was no need to waste time on it since it was taught in English.

Valia: "Umm, I think it would be boring. I would assume they knew it from English school."

Dino: "Easy. I find it boring because, I, I, already know all this like from English school."
They all agreed that there was no need to teach it because it is taught in English school. The results show that this activity would not be suitable teaching material because students work on this in their English schools and do not want to work on the same thing in their Italian school.

The next activity was entitled "letteratura" and was an article on the geography of Italy. This activity is used in developing reading and vocabulary skills. The students are required to read the sheet and are then asked questions to test their comprehension. This activity was judged to be uninteresting and difficult to understand, the reason being that the activity was quite lengthy and not very attractive or appealing to the eye.

My evaluation was correct; the general impression the participants had was that it was difficult.

Valia: "Umm, well in between, it's not that easy but it doesn't look that difficult."

Maria: "Readings aren't always easy. It's probably a little difficult."

The only discrepancy came from Alassandra and Valia, who thought it was boring.

Alassandra: "I guess not like interesting, it's like I said it's something you have to know."

Valia: "Umm, it looks, umm, boring."
The results suggest that the way an activity looks affects the way a student will respond to it. Most of the students were silent when the activity was put in front of them. It was a long paragraph without any pictures, which can look very boring to a student.

The next activity was on the family and the task involved learning each person in the family and extended family. This activity helps to build language skills and introduces students to the family hierarchy. The activity was cleverly formulated to test the skills of the students in determining who is who in the family tree. The activity was evaluated as being enjoyable and difficult to do.

The responses here were all the same. The first was that it was much too easy, the second was that it was not much fun, but just boring and the third was that this has been taught too much, therefore it was repetitive.

John: "Well, this one, this one's easy, this is just like, like you have to, like you it's just about, like your fratel, your like brothers..." "I think it's boring for the older kids."

Alassandra: "Umm, this is about the family, and we learned this a lot but I have never seen this sheet before."

This activity could be used in the future, however. It could be altered so that it is more interesting for the students. For example, instead of giving the students the chart with the names in Italian, the English words could be given and the students asked to
put them into Italian and complete the chart. This would create curricula that are more appealing to the students and would avoid repetitiveness.

The eighth activity introduced the participants to Galileo. This sample was selected to introduce the students to a different side of learning the Italian language. Famous people are part of every country's history and for this reason students should be introduced to important figures in history and find out who they were and what they did that made them famous. I had evaluated this activity as being difficult and uninteresting due to the fact that in my experience many students are not familiar with a great deal of history.

My evaluation was partially correct: the participants believed that it looked much too difficult. However, they did believe that it was interesting, or it would be if they were given more time to read through the text.

John: "Well, for, for me and for other kids I think it's interesting."

Dino: "Difficult, umm, I think it would be kind of interesting."

None of the students realized that it was a dialogue that was taking place about Galileo between the teacher and a student. John and Dino both thought it was about the professor, not about Galileo. What was also revealed was that both of them said it had not been taught.
John: "No not this, taught."

Dino: "I've never really seen this kind of thing before."

What is even more interesting to note is that they all thought it looked interesting despite the level of difficulty.

This activity is a wonderful way to present students with a new side to learning a language. It introduces them to stories, traditions and folk tales that can be passed on through history. Using this activity to begin a lesson is a superb method because it can lead to plays and skits that can be acted out in groups. It presents a different side to language learning and removes the emphasis on grammar.

The participants were then given an activity on artists and painters. They received a worksheet that listed the names of famous people and what their profession was. The students had to match the names with the professions. This exercise was chosen because it has in my experience been very tedious for the students and also very difficult. I have found that many students did not understand the readings and could not complete this activity.

My evaluation was partially correct; the response to this activity was that it was difficult but interesting. Some felt that this particular area had been taught a lot. For example, Alassandra said that she had learned this every year.
"My teacher gave this to me. I think it's taught too much, well for me, I learned this like every year I was in Italian school."

"Um, I remember doing this once. Once, once or twice. OH! Wait A Minute, we had this for a test."

This activity is a good worksheet for students. It can be simplified for them and can be made more interesting if the students do not appear motivated by the sample. Pictures can be used, for example, in the place of a word. If a picture of the object that the person invented is used instead of a word, students are required to match the object to the person who invented it.

Music was the next topic that was covered as part of the activities. "Rudolph", the Christmas song, was the sample that the students were asked to comment on. The reason for choosing this activity was that I suspected that this song would not be well received by the students. It had been taught every Christmas and for this reason I evaluated it as being boring and repetitive.

The reactions to this activity were very interesting. All five participants stressed that the song had been used too much in class, that it was much too repetitive, much too easy, very boring, unimportant and they would not teach it if they were the teacher. Alassandra, for example, felt that there were other songs that could be taught in its place. John stressed that he would be more interested in learning about musical notes.
Alassandra: "Well, for every Christmas concert we sang this song. Actually for every Christmas concert we sang the same song, it wasn't any different. Like every year, there wasn't different songs. We learned it, was always the same thing."

John: "Umm, I see a song, Rudolph the Red Nose Reindeer. Ah, we have every Christmas like a concert and we do this song EVERY YEAR!"

This activity is one to be avoided by teachers because it has been made perfectly clear that it is taught every year. Perhaps the Grade 1 students would enjoy it but it is not suitable for the older students. Students seem to be looking for more modern songs by current Italian singers.

Valia: "And like if they listen like what kind of radios, music they like, do with, what TV shows they have, like."

The topic of the next activity was sport and the main focus was on vocabulary. I chose this sample because I thought it would be a welcome change from the more grammar-oriented activities. This sample teaches students about things that they enjoy and can relate to. The activity promotes communication among friends as they speak about the sports they play. My evaluation of this sample was that it was fun and easy to do.

My evaluation was only partially correct. There were two general comments made by the participants. The first was that the activity was much too simple and the second was that it was too boring.
John: "Aaah! TOO EASY! and BORING"

Dino: "Not really, interesting."

The only exception here was Valia, who was the only participant to find this activity interesting:

"Umm, interesting, yeah, and because like, like it's, it's fun."

The only conclusion that can be drawn from this is that teachers do not always know what is best for their students. This kind of activity could be used in the future but it should be made a little more difficult to suit the level of the students.

Activity number 12 was a dialogue. This activity tests reading skills in Italian, comprehension skills and allows students to listen to the sounds and rhythms of the Italian language. This sample was chosen because most students do not enjoy reading. Presenting this once in a while is a good way to get students to listen to a conversation in Italian. My evaluation of this sample was that students would not enjoy it and that it would be very easy to read.

What was interesting about the participants' reactions to this activity was that many of the students had seen exactly the same exercise before. John said that he had worked with it many times before. Alassandra said the same thing. The general consensus was
that the activity had been used a lot. The other comment that all
five agreed on was that it was very easy.

John: "Oh!, this we've done this, I don't
know maybe two, three times. You just, ah
you get umm, well, my teacher would pick
somebody to read his phrase and then someone
else...It's pretty easy..."

Alassandra: "I remember we did this for school,
and we did it as a dialogue, a conversation. I
found it easy."

My evaluation was correct but I had not anticipated that the
students would have seen it so often before. Although this
activity is a very good way to teach students to read, there is an
urgent need to develop more materials of this sort to avoid such
duplication.

The next activity introduced the different sections that are
found in a shopping mall. The students are given a picture of a
mall and have to say where each of the objects are in that mall. It
not only teaches about different levels in the mall but also about
furniture and other objects. This activity was chosen because it is
concerned with everyday life. The students are introduced to
vocabulary related to the mall, clothing, appliances, food, etc. It
is a wonderful resource to teach any unit because a mall offers so
much. I evaluated this as being simple and, because it is so
simple, boring. It is just meant to be used as a guide to introduce
more difficult aspects of the language.
My evaluation was correct: the participants felt that this was easy and very boring. It was not appropriate to their level. They suggested that perhaps the Grade 2 students would enjoy it more.

Dino: "EASY! Yeah, Oh, yeah, I know this!"

Valia: "Umm, it's about house, houses."

John: "Well, this, ah, looking at it, I, like, you can't tell what you're looking at, it's just, but it's something about, like what, what's in the house, what floor it's on." "It's boring!"

The only exception here was Valia, who was the only participant that found this activity interesting.

"I think it's ah, interesting."

What is particularly interesting is that not one of the participants understood that the exercise was describing parts of a mall. All the participants were describing parts of the house. This shows the distinction between "private" and "public" language, and, in this case, the lack of public language. It seems that students are not exposed to the language as it exists outside in the public world but are only familiar with language associated with their private world.

This activity highlights the need for more materials that focus on the public so that students will learn to recognize that the language exists outside their home or classroom. The use of this
activity is strongly encouraged and it could be adapted for the older students.

Sample number 14 presented colours. It was a poem about colours, which students were asked to read. It increases memorization skills while reinforcing the colours in the form of a poem. I chose this activity because it is an excellent way for students to learn about poetry and to learn through rhymes instead of just reading. This activity was evaluated as being simple for the students but fun.

My evaluation was partially correct: the students found this easy, as I had anticipated, but they also found it very boring. This subject is not something that aroused their interest.

Valia: "Well for my grade it's boring."
"It's not hard."

John: "Ah, well, it's kinda boring."

There were no discrepancies here; all the participants disliked this sample. The future use of this kind of activity would not be recommended but perhaps colours could be replaced by something more challenging, such as flowers or something of that nature. The activity could work well if it were adapted to suit the level of the students.

The last activity was entitled "La Famiglia Um ana". This is a song about all the regions of Italy and what dialects are spoken in
the regions. I chose this activity because it is a personal favourite which I enjoy singing and which I use with my students. It teaches the students that people are all different but they all belong to the "human family" or the "human race". I had evaluated this as being difficult but boring. The reason why I evaluated it as boring is because I see that my students don't enjoy singing it. It is not their kind of music.

The students found the song too familiar and boring. My evaluation was correct although they did not think that this activity was difficult. It had apparently been taught too often and they wanted a change.

John: "Boring, because it's just, a song about like, I don't know, it's about cities, it's not that really fun. It's, it's not difficult."

"Oh!, I've done this, maybe three, four times."

Valia: "Easy!"

They all agreed that the song was boring since it had been taught so often before. This type of activity is a good learning resource since it can be taught either as a song or as a poem. It would be more interesting if different versions were created or if each student dressed up to play the part of a person in a certain region. The activity could lead to a lot of role-playing and lessons on history or geography.
Below is a summary of the comments and results listed above. This chart represents the opinions of the participants with respect to the curriculum material for the Heritage Language Program. It gives the results of the activity samples and compares them to the evaluations that I had made before the case study began.
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>MY A PRIORI EVALUATION</th>
<th>STUDENT COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Giorni Della Settimana</td>
<td>Enjoyable &amp; fun yet simple, repeated</td>
<td>Too simple and repetitive</td>
</tr>
<tr>
<td>Il Tacchino</td>
<td>Enjoyable but not very difficult</td>
<td>Too easy, boring and not really taught</td>
</tr>
<tr>
<td>Regione con capoluogo</td>
<td>Very difficult and not enjoyable</td>
<td>Easy, boring and important to know</td>
</tr>
<tr>
<td>I Mesi</td>
<td>Boring but too simple, repetitive</td>
<td>Too easy, boring, repetitive</td>
</tr>
<tr>
<td>Il Mondo</td>
<td>Easy and not enjoyable</td>
<td>Boring, too easy, taught in English</td>
</tr>
<tr>
<td>Lettura Sull'Italia</td>
<td>Uninteresting, not easy to do</td>
<td>Difficult, long, looks boring</td>
</tr>
<tr>
<td>La Famiglia</td>
<td>Enjoyable but difficult to do</td>
<td>Too easy, not fun, boring, repetitive</td>
</tr>
<tr>
<td>Galileo Galilei</td>
<td>Difficult and uninteresting</td>
<td>interesting and difficult</td>
</tr>
<tr>
<td>Personaggi Illustri</td>
<td>Very difficult and uninteresting</td>
<td>Difficult, repeated, interesting,</td>
</tr>
<tr>
<td>Rudolph</td>
<td>Boring and repetitive</td>
<td>Taught too much, too easy, boring</td>
</tr>
<tr>
<td>Gli Sport</td>
<td>Boring and Easy</td>
<td>Too simple and boring</td>
</tr>
<tr>
<td>Conversiamo</td>
<td>Not enjoyable and very easy</td>
<td>Repetitive, easy</td>
</tr>
<tr>
<td>Parts of the Mall</td>
<td>A simple activity. Boring</td>
<td>Easy and boring</td>
</tr>
<tr>
<td>I Colori</td>
<td>Simple but fun</td>
<td>Very boring, easy</td>
</tr>
<tr>
<td>La Famiglia Umana</td>
<td>Difficult and boring</td>
<td>Boring, repetitive</td>
</tr>
</tbody>
</table>

Discrepancies

It is useful at this stage to briefly examine a few discrepancies that were mentioned above as they seem to reveal what students actually want from curriculum material. It appears from the results that, with respect to the area of history and famous people, the students all found the tasks difficult, which matched my prediction. However, they did find the tasks interesting whereas I would have thought that because they were difficult, they would be
boring. Perhaps it is a challenge that these students are looking for.

The other discrepancy that is interesting to note arose from "I Colori", the colours. The participants found the exercise very easy but definitely not fun. It appears from most of the results that the participants did not enjoy an activity if it was repetitive or if the topic had been taught too often before.

The discrepancies show that teachers are not always good evaluators of material for their students. My own experience as a Heritage Language teacher was not enough to enable me to accurately assess the material that I used for my students because what I found interesting the students did not. One possible solution to this problem could be to design materials that are more appropriate for the students. A curriculum needs to be created that involves the interests of the students and the subjects they want to learn about. There is a desperate need for more variety in the curriculum material because most of the material is repeated and recycled. There is a need for more teacher training so that teachers will be in a position to create better curriculum material for their students.
MATERIALS CREATED BY PARTICIPANTS

Most of the material that the students would create seems to involve the subject areas of drama or art. The students expressed great interest in acting out plays or skits in Italian, which in turn develops oral fluency. When John was asked to comment on what he would create if he were the teacher, he described an activity that would involve learning about ancient Rome and acting out a play.

"More drama and acting and telling about ancient stories in Italy. I would give a story like, like, Romania, like Rome. Ah, I would have like a, a lit, a little skit."

When he was asked if he had studied any drama in class, he said that he had not. John believes that incorporating drama into the curriculum would be beneficial and something that the students would enjoy.

"I think, most of the kids would like to act it out."

John's suggestions should be given serious consideration because students can learn a great deal about history and geography by performing plays or skits either about Italy's history or its culture and traditions.

The next participant was Alassandra, who had similar views to John. She was interested in learning more about history and doing more drama-related activities. She suggested this because she believes that children need to have fun. Her experience with the
Heritage Language Program was not a fun one, which explains her insistence that materials have to be fun.

"Umm, maybe I would put more like, more fun things to do not always like learning about history and stuff, like doing more things like drama and umm, an art and different kinda things because kids also have to have fun, they can't always, like I think that's what makes kids want. You can't always be in a chair learning the same thing. You just, you have to have more fun things to do like drama and different things."

It seems that children feel they would learn more if the material were more enjoyable. Alassandra wants students to become more motivated and thinks that more art or drama would be the key.

Maria really enjoyed the interview and had a great deal to say. When she was asked to comment on an activity that she would create, she said that she would want to learn more about traditions, which is again related to Alassandra's and John's comments about history.

"I think, umm, the cultures like and traditions of Italy. Cause it's Italian school so, you should learn about more about the background of Italy. Not only Italy but even like stuff in Canada."

Maria thinks that traditions are carried over into Canada and students need to know why and how the tradition became established.

"We live in Canada, like umm, the festival of ah, like Canada Day and even how like in Canada there's St. Anthony's festival known for the saint and like Fest Italian, you know we didn't learn that at all. So it would be good."
Maria also said that she attends the St. Anthony's festival every June but has no idea when, how or why it originated. These are elements that she believes should be incorporated into the curricula because they are of interest to many students.

Valia had very unique ideas about what she would incorporate into the curricula. She expressed her desire to learn more about Italy today in 1997. She wants to be introduced to what life is like in Italy now, not what it was like twenty years ago.

"Umm, like the modern stuff of Italy, like the kind of music they listen to, and like, yeah, like the stuff that we do, like just the stuff that we do here."

What is really interesting to note is that she had thought of the way she would go about introducing the students to the "modern Italy".

"Umm, newspapers, yeah, like, teach it like the, the money's worth, like I don't even know the money in Italy like."

Valia prepared a written piece (see appendix) of the materials that she would use in order to teach her lesson. She would use tapes, magazines, and newspapers to try to see what is going on in the country today. She would teach the students using their music and fashions as resources. She was very proud of her creation and thought that it would be much more enjoyable for the students.
Dino was a very interesting student and his interests were different from the other four participants. His area of interest focused more around math and science. When he was asked to comment on what it was that he would create to put into the curriculum material he said:

"Well I think that Italian school, like should have more math, like teaching fractions, multiplication, addition and subtraction. So that we can learn more about numbers.

He prepared an activity (see appendix) which he would use to teach students about fractions and numbers.

"O.K., let's say in fractions, I'd do maybe two and two thirds, take away one and one third. And then they would have to write it, write it in Italian. Like and the numbers, like write it in Italian for me. And words, in Italian."

He was really excited about being about to work with math in Italian because math is his favourite subject. He wanted students to do more than just work out the fractions. They should also write out the answer in words. He also expressed his desire to learn math but it is not really taught in Italian school.

From the materials that the students have presented, it is clear that history and drama based on history and traditions are important to the students' educational development. What is important to understand is that if all these elements were present,
student motivation would increase, thereby promoting the success of
the Heritage Language Program.

CONCLUSION

The above comments have provided a great deal of insight into
what it is that students want from the Heritage Language Program.
It gives us the opportunity to view curricula through the eyes of
the students. The participants have described what is of interest
to them and what is not. We have seen that most of the materials
are re-introduced to the students a number of times throughout their
elementary years. We have also seen that most of the emphasis seems
to be on vocabulary. Students have expressed their desire to learn
more grammar and more about Italy beyond the regions and capitals.
They want to hear about what it produces, its imports and exports,
its music and culture today. Perhaps the fact that the students' voices have now been heard can help bring about changes to the existing curriculum material if we as teachers take note of their suggestions.

GENERAL COMMENTS

Throughout the case study many comments and suggestions were
made with respect to the material and the program itself. Below are
some general comments on the materials that the students would
create as part of the curriculum material for the Heritage Language Program. The participants mentioned the need to make material fun and interesting for students. The way an activity looks can affect the way a student will respond to it.

Another comment that was made by all the participants concerns the problem of having split classes. Some of the students felt that they were being held back because the work was kept simple so that the younger students would be able to do it.

John: "Cause, we have like split classes, like Grade 5 an sixs and sevens and eights. I think that we have like, like should have like a Grade 7 and 8 class because the grade, because non of the grade fives understand the stuff that we are doing."

One remark that was repeated throughout the interview sessions was that the work was too repetitive. Students felt that they were being taught the same thing over and over again. Alassandra, for example, mentioned that her friends quit school after Grade 6 because they were always learning the same thing.

Alassandra: "Well first I think that teachers should stop like, repeating the same things like teaching the same things. And umm, I think that once you’re older you should be learning like more difficult things not too difficult but like easier like harder than like colours, and umm, different things."

John also expressed the same concern with the material:

"Umm, I won't teach things year after year, and have like, a little more geography and less vocabulary and expressions. They're not that interesting, they, they teach 'em week after week."
Alassandra also mentioned that her friends stopped going to Italian school because they felt they were not learning anything new.

"No some of my friends hated it because they, they quit after in Grade 6, cause they just felt they were learning the same thing and they weren't learning anything."

Other suggestions that were made were that perhaps there should be more grammar, music, art and drama included in the curriculum material. These participants do not feel that there is enough of substance in the curriculum material, especially with respect to math. There does not seem to be much mention of grammar and that is what is important according to Maria, the Grade 10 student. She feels that this is important if a student continues studying in the high school environment:

Maria: "No we learned lots about the past and then we didn't learn lots about the present and that's what we're learning now."

"Cause in high school it's basically on grammar" "More grammar than even reading."

The comments given by the participants draw attention to a broad range of issues that need to be dealt with if the Heritage Language Program is to succeed. Whether the problem is split classes, repetitive material or subject areas that are not included in the syllabus, such as math, they are issues that concern the students and should concern us.
CHAPTER FIVE

CONCLUSION

The critical review of the relevant literature served to focus on what is and is not known about the Heritage Language Program and curriculum for Italian. The empirical study revealed the perceptions of the students, which could help to promote a better understanding of the positive and negative aspects of the curriculum. My objective was to analyse the curriculum material from the point of view of the student. Through the case study, the students were able to voice their opinions of the program and the material as well as to give input on what it is they want as learners in terms of curriculum material.

This case study corroborates other research that has revealed both the lack of a legitimate "program" approved by the Ministry of Education and training and the shortage of published material adapted to the Program in Ontario. If teachers had more preparation in their curriculum development and if there were more materials available in schools, a more successful curriculum for this program could be designed. Mollica (1993) also writes about what teachers need to know with respect to teaching a Heritage Language and he states that

"the teaching of a Heritage Language requires not only a knowledge about content and methodology but also much knowledge about the community... the fact that a "structure" already exists in the various faculties of education should facilitate the introduction of
teacher education courses geared to the teaching of Heritage Languages (Mollica 1993: 7)."

Once all this comes together, more suitable curriculum material can be introduced.

SYNTHESIS OF RESULTS

The comments made by students on the materials they are currently working with revealed that the materials cover aspects which are important but not very enjoyable. Three participants said that the material they are working with is not interesting for them. The material they described concerns reading and comprehension skills. They are required to read a story and answer questions. The participants expressed their concern that a great deal of the stories are always the same and felt that if they were given new stories, the work would be more enjoyable.

As for the material that I provided, the general feeling was that the material was very repetitive and much too simple for their age and grade. The participants were all very familiar with the samples I presented to them and some participants had even seen the very same activity on previous occasions.

John: "OH! I'VE DONE THIS, maybe three, four times. My brothers class has done it maybe five times, it's just like ah, like another poem, or song about like, like a family from, like, like cities
and places from Italy."

With respect to the material that they would include in the curriculum, they tended towards material that involved more enjoyable and interesting subject areas. Some suggested having material that concentrates more on drama and music. History was also of great interest although more current information was preferred as opposed to the more distant past.

Regarding the reactions to the curriculum itself, students felt that the program needs to be changed. Most students identified the split classes as being a serious problem. Many students feel that they are not learning to their full capacity. The tasks are so simple and general that the students feel that they are being held back. A Grade 8 student ends up working at the same level for four years since students from Grades 5 to 8 are grouped together. Work becomes too simple for the Grade 8 student or much too difficult for the Grade 5 student. Valia expressed her concern that there is no real solution to this problem. If there are only a few students in each grade you cannot have a teacher for such a small group since this would require too many teachers.

Valia:"I. Except that would be a lot more teachers and because like there's only like five or six Grade fives, it would be too small really of a class."

John:"...Cause we have like split classes, like Grade fives an sixes and sevens and eights. I think that we have like, like should have like a Grade 7 and 8 class because the grade, because none of the Grade fives understand this stuff
that we are doing."

John, on the other hand, was positive about split classes. He thought that creating more group work would solve the problem. He suggested grouping Grade 7 and 8 students together to do one type of work and grouping Grades 5 and 6 together to do another type of work.

"Ah, ah, I think they should put us in like group work, the Grade seven and eights together an' like the Grade fives and sixes together so that it's easier."

"Ya, some, sometimes it's harder because the Grade fives don't know what they are doing, they keep on asking questions, questions, and we already know what we are doing."

The results above indicate that most of the material is repetitive and has been introduced to the participants on more than one occasion, which is why it is too easy for them. These comments reinforce the idea that there is a lack of published material for the Heritage Language Students and that this may be a starting point for the necessary adjustments.

DISCUSSION

Now that the participants have had the opportunity to share their thoughts, it is clear that there are changes that need to be made in the Heritage Language curriculum. However, there are no
easy solutions for a number of reasons: the main ones being a lack of adequate funding, a lack of relevant material and a lack of teacher training in the field of materials writing. The question remains as to whether there is a remedy to the problem. There are many possible solutions but the fact still remains that without appropriate funding none of these solutions can be implemented. A temporary measure would be to organize teacher-training seminars on a voluntary basis in order to help teachers create their own material. Another avenue to explore would be to look outside the educational system for funding and perhaps have fund raisers or community donations which would be used to develop appropriate materials.

There are possible remedies and the only obstacle is the funding. Unfortunately without that many of the possible solutions cannot be implemented in the foreseeable future. What can teachers do in the meantime? Perhaps they could make use of newspapers, such as "Il Corriere Canadese", or of music tapes and magazines in order to give students material that is both culturally relevant and new to them.

**FURTHER RESEARCH**

I hope that the case study has offered an insight into what kinds of curriculum materials are important for Heritage Language students. The findings have clearly shown what students are searching for in the learning process. If more information were
available on the teachers' perspectives and how they view the curriculum material, changes might begin to occur. If more research was conducted on the curriculum material itself, i.e. what is being taught, how and how often, it would provide a starting point for those setting out to revise the curriculum.

One area of research that would be beneficial to the Heritage Language Program would be to examine what the parents expect from the program. They need to be informed of what the current program actually consists of and what its strengths and weaknesses are.

Another possibility would be to provide the teachers and policy-makers with the information on how students view the material and get their input in response to the students' suggestions. These suggestions could be used as incentives for further research on this program, thereby promoting its growth and development within our educational system.
REFERENCES


APPENDIX A
BACKGROUND QUESTIONNAIRE

a) Where were you born?

b) Where were your parents born?

c) Do your parents speak Italian?

d) What do your parents do?

e) How many languages do you speak?

f) How long have you been studying Italian?

g) Do you speak Italian with your parents, brothers, sisters?

h) Do you have grandparents?

i) Where do they live?

j) Do you speak Italian with your grandparents, friends?

k) Do you speak a dialect?

l) What dialect do you speak?

m) Do you speak it with your family?

n) Do your friends go to Italian school too?

o) Do you speak Italian at school, with friends, in the classroom?

p) Do you like Italian classes? Why/why not?

q) Why are you studying Italian?
r) When do you go to Italian school? During the week/weekend?

s) Do you enjoy going to Italian School?

t) What’s one word you would use to describe Italian school?

u) Have you ever been to Italy?
1. Do you like Italian School?

2. Do you attend regularly?

3. How would you evaluate yourself? Are you an average/above average or below average student in English school?

4. Are you the same kind of student in Italian school? Why or why not?

5. Do you participate in class?

6. Do you answer questions?

7. Do you get homework regularly?

8. Do you do your homework?
APPENDIX B

QUESTIONNAIRE FOR MATERIAL SAMPLES STUDENTS ARE CURRENTLY WORKING WITH

a) Do you (students) feel the material being taught is appropriate to your grade level?

b) What is taught too often?

c) What is taught too seldom?

d) What is taught enough?

e) What material/subject is most important to you?

f) What is the least important?

g) What subjects are the most difficult?

h) What is the easiest?

i) What material is most interesting to learn? How often is it taught?

j) What material is most boring? How often is it taught?

k) What would you change in the curriculum material if you were the teacher?

l) Why do you think the material is being taught?

m) Should it be taught? Why/Why not?

n) Would the material be easier or more interesting if it was taught in a different way?

o) How would you teach it?

p) Have you taken Italian courses before?
q) How does it compare to how it is now?

r) How long have you taken Italian?

s) Has the material become more difficult along the way?

t) Do you speak a dialect?

u) If so, how often do you speak it?

v) How does it help your learning in Italian?
APPENDIX B1

QUESTIONNAIRE ON THE MATERIAL PROVIDED BY THE RESEARCHER

1. Are you familiar with this activity?

2. If so, where have you seen it?

3. Is this too difficult/easy?

4. Is this too boring/interesting?

5. Who would enjoy it most? Boys/girls?

6. How long does it take to complete?

7. What subject area is it?

8. Is it taught a lot/seldom/enough?

9. Is it important to know?

10. If you were the teacher, would you give it to your students?

11. Any other comments you would like to make on this sample?
APPENDIX C

QUESTIONNAIRE ADAPTED FOR GRADE 9 & 10 STUDENTS

1. How long did you study Italian in Elementary School?

2. Did you continue studying it after elementary school?

3. Are you studying it now?

4. What kind of student were you?

5. What kind of a student are you now?

6. How did you view the curriculum?

7. What was taught too often/seldom/enough?

8. What material was most/least important to you?

9. Knowing what you know now, is it still important?

10. Is the material that was used helpful for you now? Why/why not?

11. What changes would you make?

12. What would you teach?

13. Do you know a dialect?

14. Did knowing a dialect help?
APPENDIX D

SCHEDULE FOR THE ANALYSIS

a) What responses, if any, seem common that were given from several students?

b) Are the responses similar to those you might expect from young children of this particular age or grade level?

c) Are any responses particularly unusual for this age or grade level?

d) How do these children generally regard curriculum material?

e) What kind of material do they like?

f) What kind do they dislike?

g) What do they find easy?

h) What do they find difficult?

i) Is the student influenced by a dialect that he may be familiar with?

j) What kind of material would they suggest?

k) What topics or items seem to be most frequently mentioned?

l) What topics seem to be least mentioned?

m) What things seem to be most important?

n) What things seem to be least important?

o) Does the curriculum help students to understand the wholeness and humanness of the experiences of the culture by presenting various positive and negative aspects of the culture?
p) Any other concerns expressed by the students?

q) Were these concerns common among all the participants?
I GIORNI DELLA SETTIMANA

(Sette persone si mettono in linea davanti alla classe. I gesti e le azioni devono essere molto esagerati. Prima di parlare ogni persona fa un passo avanti sulla scena.)

Presentatore: Permettetemi, signori e signore, di presentarvi i sette giorni della settimana. Vedrete una scena molto movimentata... ma... ahimè... aspettatevi di assistere a una fine tragica.

Tutti insieme: Noi siamo i giorni della settimana. (grande inchino)

1: (venendo avanti) Signori e signore, sono lunedì.
2: Ed io, martedì.
3: Guardatemi: sono mercoledì.
4: Giovedì sono io.
5: Io mi chiamo venerdì.
6: Ed io, sabato.
7: Io sono domenica.
1: Lunedì, io faccio il bucato.
2: Martedì, stiro i panni.
3: Mercoledì, faccio il pane.
4: Giovedì, rammendo e cucio.
5: Venerdì, faccio la spesa.
6: Sabato, pulisco la casa.
7: Domenica, sono molto stanca, ma vado in chiesa.
1: Lunedì, vado al cinema.
2: Martedì, vado al teatro.
3: Mercoledì, ballo tutta la sera.
4: Giovedì, mangio sei grandi torte al cioccolato.
5: Venerdì, bevo dodici tazze di espresso.
6: Sabato, dormo dieci ore.
7: Domenica, mangio dei funghi selvatici.
1: Lunedì, ho mal di testa.
2: Martedì, ho mal di stomaco.
3: Mercoledì, viene il dottore. Sto molto male.
4: Giovedì, Oh che dolore! Soffro terribilmente.
5: Oh Dio mio! Venerdì, sto morendo!
6: Sabato: Ahimè! Ahimè! Mi sotterrano.
7: Ah! Ah! Domenica, tutti piangono. (lui piange)

Tutti insieme: E quella, signori e signore, e la triste fine della settimana!

(piangendo tutti lasciano la scena.)
Io sono un tacchino.

uno, colori rosso
due, colori verde
tre, colori giallo
quattro, colori arancione
cinque, colori marrone
otto, colori blu
dieci, colori viola
**PROVA #4**

**ACCOPPIARE LA REGIONE CON IL CAPOLUOGO**

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_Firma_
Scrivere in italiano...

January ____________
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August ______________
September __________
October _____________
November ____________
December ___________
LETTURA SULL'ITALIA

Se noi apriamo una carta geografica notiamo che l'Italia è una lunga penisola con la forma di uno stivale situata in Europa. In Italia ci sono due catene di monti, le Alpi e gli Appennini. Le Alpi separano l'Italia dal resto dell'Europa. Tra la Francia e La Valle d'Aosta c'è il Monte Bianco che è alto 4.810 metri ed è il più alto monte d'Europa. Cortina d'Ampezzo è un centro bellissimo per sciatori si estendono lungo tutta la penisola dalla Liguria fino alla Calabria. L'Italia è circondata dalle Alpi al nord e dal Mare Mediterraneo al sud, dal Mare Adriatico ad est a dal Mare Tirreno ad ovest. Il territorio d'Italia è diviso in tre parti: l'Italia settentrionale, l'Italia centrale e l'Italia meridionale. Nell'Italia settentrionale c'è il fiume Adige ed il fiume Po il qual'attraversa la grande pianura chiamata "Valle Padana". Nell'Italia centrale ci sono altri due fiumi famosi: l'Arno che passa per Firenze e per Pisa, ed il Tevere che attraversa Roma.

Franca chiama con questi nomi i suoi famigliari,

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<tr>
<th>Sono</th>
<th>mia sorella</th>
<th>mia nonna</th>
<th>mio fratello</th>
<th>i miei zii</th>
<th>mio nonno</th>
<th>i miei cugini</th>
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Chi sono per te:

i genitori  la sorella
i cugini     il fratello
il nonno     gli zii
le zie       la nonna
Le norme che regolano il metodo scientifico sperimentale sono tre:
- Primo: tradurre in numeri il fenomeno osservato;
- Secondo: formulare l'ipotesi di una relazione costante tra questi numeri;
- Terzo: Ripetere sperimentalmente il fenomeno.

Queste regole, che risalgono al 1500, rivoluzionando il mondo della scienza, hanno inciso profondamente sul progresso umano.

Chi è il primo scienziato a formulare queste norme?

È Galileo Galilei, chiamato, appunto per questo, il fondatore della scienza moderna. Nato a Pisa nel 1564, inizia, a diciassette anni, gli studi universitari di medicina. Scopre di avere una passione per la matematica e la fisica, e ad esse ben presto si dedica totalmente. Già negli anni giovanili scopre la legge dell'isocronismo del pendolo e la bilancia idrostatica. In un primo tempo è professore dell’Università di Pisa, in seguito dal 1592 al 1610, sarà professore all’Università di Padova. In questo periodo formula le norme della scienza sperimentale e inventa il termoscopio (che si svilupperà nell’odierno termometro), il compasso di proporzione, il telescopio. Si dedica all'astronomia, e scopre i quattro satelliti di Giove. I suoi studi lo portano ad abbracciare le teorie di Copernico, secondo le quali la terra si muove intorno al sole. Combatte le teorie aristoteliche sostenute dalla Chiesa e, nel 1623, pubblica, prima, il Saggiatore, quindi il Dialogo sopra i due massimi sistemi del mondo e i Dialoghi delle nuove scienze. Viene processato pereresia e costretto ad abjurare le sue teorie.

Ma com'è possibile che la Chiesa condanni uno scienziato per le sue scoperte?

In quegli anni la Chiesa aveva abbracciato le teorie tolemaiche che, nella tradizione aristotelica, sostenevano essere la terra il centro dell'universo. Ciò era in armonia con la narrazione biblica della creazione, narrazione che voleva l'uomo al centro del creato. Si narra che Galileo, dopo aver rinunciato pubblicamente alle idee da lui formulate, sempre convinto che la terra si muove intorno al sole, scuotendo la testa, abbia sussurrato: «Eppur si muove!» Comunque, i suoi ultimi anni sono trascorsi, costretto com'è a vivere in esilio. Solo nel 1633 gli viene permesso di vivere nella sua villa vicino a Firenze, dove muore nel 1642. La Chiesa, recentemente, ammette di aver commesso un errore nel condannare come eretiche le teorie eliocentriche dello scienziato pisano.

Son contento che questo scienziato abbia suscitato in voi un certo interesse e sarò contento di parlarvi di Galileo Galilei nelle prossime lezioni.
Accoppia il personaggio illustre con la sua professione.

---
1. Michelangelo Buonarroti  
2. Leonardo Da Vinci  
3. Gian Lorenzo Bernini  
4. Giovanni Boccaccio  
5. Raffaello Sanzio  
6. Sandro Botticelli  
7. Giuseppe Garibaldi  
8. Vincenzo Bellini  
9. Pietro Mascagni  
10. Dante Alighieri

---
1. Pittore  
2. Pittore  
3. Pittore  
4. Soldato  
5. Musicista e direttore d'orchestra  
6. Poeta  
7. Scultore  
8. Architetto  
9. Novelliere (prosa/poesia)  
10. Musicista e compositore di opere teatrali

Accoppia il personaggio illustre con il suo capolavoro(i).

---
1. Michelangelo Buonarroti  
2. Leonardo Da Vinci  
3. Gian Lorenzo Bernini  
4. Giovanni Boccaccio  
5. Raffaello Sanzio  
6. Sandro Botticelli  
7. Giuseppe Garibaldi  
8. Vincenzo Bellini  
9. Pietro Mascagni  
10. Dante Alighieri

---
1. L'Ultima Cena  
2. Il Decamerone  
3. La Divina Commedia  
4. La Cappella Sistina  
5. Il Davide  
6. La Primavera  
7. La Sonnambula  
8. Le Tre Virtù  
9. Cavalleria Rusticana  
10. La Madonnina del Belvedere  
11. La Pieta' Rondanini  
12. La Gioconda (detta anche Monna Lisa)  
13. La Chiesa di Sant'Andrea  
15. Aiuta la nascita di un'Italia indipendente  
16. La Trasfigurazione  
17. Il Palazzo Barberini

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1. Michelangelo Buonarroti  
2. Gian Lorenzo Bernini  
3. Raffaello Sanzio  
4. Giuseppe Garibaldi  
5. Pietro Mascagni  
6. Leonardo Da Vinci  
7. Giovanni Boccaccio  
8. Sandro Botticelli  
9. Vincenzo Bellini  
10. Dante Alighieri
Rudolph era un cerbiatto con un naso rosso assai: stava lì grande e rosso e non si spegneva mai.
Era così diverso che tutti ridean di lui e con le altre renne non poteva mai giocar.
Un Natal nebbioso assai —
Santa lo va a chiamar: —
Col tuo naso luminoso
la via devi illuminar! —
Tutte le renne in coro cominciarono a gridar: —
Rudolph, con il tuo naso, un eroe diventerai! —
GLI SPORT

PRIMA SEZIONE:

<table>
<thead>
<tr>
<th>Italian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>L' allenatore</td>
<td>game</td>
</tr>
<tr>
<td>L'arbitro</td>
<td>competition</td>
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<tr>
<td>Il campionato</td>
<td>championship</td>
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<td>Il campione</td>
<td>coach</td>
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<tr>
<td>La competizione</td>
<td>referee</td>
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<tr>
<td>La partita</td>
<td>champion</td>
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<tr>
<td>Il punteggio</td>
<td>puck</td>
</tr>
<tr>
<td>Lo sconfitto</td>
<td>ball</td>
</tr>
<tr>
<td>Il vincitore</td>
<td>fan/sportsfan</td>
</tr>
<tr>
<td>La squadra</td>
<td>team</td>
</tr>
<tr>
<td>Il tifoso</td>
<td>gymnasiun</td>
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<tr>
<td>La palestra</td>
<td>winner</td>
</tr>
<tr>
<td>La palla</td>
<td>loss/looser</td>
</tr>
<tr>
<td>Il disco</td>
<td>score</td>
</tr>
</tbody>
</table>

SECONDA SEZIONE:

<table>
<thead>
<tr>
<th>Italian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>La corsa a piedi</td>
<td>golf</td>
</tr>
<tr>
<td>La pesca</td>
<td>parachuting</td>
</tr>
<tr>
<td>Il nuoto</td>
<td>horseback</td>
</tr>
<tr>
<td>Lo sci</td>
<td>soccer</td>
</tr>
<tr>
<td>Lo sci acquatico</td>
<td>skiing</td>
</tr>
<tr>
<td>Il pallone</td>
<td>car racing</td>
</tr>
<tr>
<td>La pallacanestra</td>
<td>volleyball</td>
</tr>
<tr>
<td>La palla a volo</td>
<td>water ski</td>
</tr>
<tr>
<td>Il calcio</td>
<td>basketball</td>
</tr>
<tr>
<td>L'automobilismo</td>
<td>swimming</td>
</tr>
<tr>
<td>Il paracadutismo</td>
<td>fishing</td>
</tr>
<tr>
<td>L'equitazione</td>
<td>jogging</td>
</tr>
<tr>
<td>Il golf</td>
<td>american football</td>
</tr>
<tr>
<td>L'hockey</td>
<td>canoeing</td>
</tr>
<tr>
<td>Il baseball</td>
<td>cycling</td>
</tr>
<tr>
<td>Il pattinaggio</td>
<td>mountain climbing</td>
</tr>
<tr>
<td>I pattini a rotelle</td>
<td>sord fighting</td>
</tr>
<tr>
<td>La lotta libera</td>
<td>hunting</td>
</tr>
<tr>
<td>Il pugilato</td>
<td>skating</td>
</tr>
<tr>
<td>La caccia</td>
<td>hockey</td>
</tr>
<tr>
<td>La scherma</td>
<td>roller skating</td>
</tr>
<tr>
<td>L'alpinismo</td>
<td>boxing</td>
</tr>
<tr>
<td>Il ciclismo</td>
<td>wrestling</td>
</tr>
<tr>
<td>Il canottaggio</td>
<td>baseball</td>
</tr>
</tbody>
</table>
Practice saying the following expressions. Use them in informal conversations in and out of the classroom. Repeat each expression several times. Think in Italian. Do not translate.

**Primo studente (studentessa)**

Buon giorno.

Sai quante province ci sono in Canada?

In Italia ci sono 92 province.

St, però la provincia italiana non si deve confrontare con la provincia canadese. In Italia, provincia significa "una grande città e tutti i paesi intorno ad essa". Il concetto canadese di provincia viene trascritto in italiano con regione.

Ce ne sono 20. Sono divise in: regioni settentrionali, regioni centrali, regioni meridionali e regioni insulari.

St, proprio così. Bravo (-a)! Ci vediamo!

**Secondo studente (studentessa)**

Buon giorno.

St, ce ne sono dieci. E tu sai quante province ci sono in Italia?

92 province!

Molto interessante. Allora quante regioni ci sono in Italia?

In inglese vi dice "northern regions, central regions, southern regions and insular regions", non è vero?

Grazie. Ciao.

**Terzo studente (studentessa)**

Sai quali sono le province del Canada?

St, le regioni settentrionali sono: la Valle d'Aosta, il Piemonte, la Liguria, la Lombardia, il Trentino Alto Adige, il Veneto, il Friuli-Venezia Giulia, l'Emilia, la Romagna.

St, molto bene. E le regioni meridionali sono: la Campania, la Puglia, la Basilicata e la Calabria.

Sono la Sicilia e la Sardegna.

In Italia ci sono due grandi isole, però ci sono anche alcune isolette, come l'isola d'Elba, l'isola di Pantelleria, l'isola d'Ischia...

**Quarto studente (studentessa)**

St, le province del Canada sono:

Newfoundland, Nova Scotia, New Brunswick, Prince Edward Island, Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia. E tu sai quali sono le regioni italiane?

Allora la Toscana, le Marche, l'Umbria, il Lazio, gli Abruzzi e il Molise sono le regioni centrali?

E le regioni insulari quali sono?

Allora in Italia ci sono due isole?

Molto interessante! Grazie! A più tardi.
Completa le frasi:

La cassa n. 1 è al ........................................ piano
La cassa n. 2 è al ........................................ piano
Il reparto abbigliamento è ................................ del reparto cartoleria
Il reparto cartoleria è ................................ del reparto abbigliamento
Il reparto arredamento è ................................ della cassa n. 2
Il reparto casalinghi è ................................ del reparto arredamento
Il reparto giocattoli è ................................ del bar
Il reparto giocattoli è ................................ della cassa n. 3
Il reparto giocattoli è ................................ al reparto arredamento
Il reparto arredamento è ................................ al reparto giocattoli
Il reparto cartoleria è ................................ al reparto arredamento.
I COLORI

Noi siamo il rosso e il giallo,
facciamo insieme un ballo,
e per combinazione
viene fuori l'arancione.

Noi siamo l'azzurro e il rosso.
giriamo a più non posso,
uniti con affetto
formiamo il viola.

Noi siamo il giallo e il blu,
ci rincorriamo su e giù;
ciascun dei due si perde,
e salta fuori il verde.
LA FAMIGLIA UMANA

Io sono nato a Bari e mi chiamo barese.
Tu sei nato a Milano e ti chiami milanese.
Tu sei nato in Calabria e ti chiami calabrese.

Alla famiglia italiana noi apparteniamo.
Lui è nato a Parigi e si chiama francese.
L'altro è nato a Londra e lo chiamano inglese.
Per un bambino piccolo questa è una confusione.
Facciam le cose semplici, diamoci un solo nome.
Chiamiamoci fratelli: infatti non lo siamo?
Alla Famiglia Umana noi tutti apparteniamo.
Colours, numbers, like days of the week, months, years, past participle. [answered so quickly without hesitation and sounded certain of her response].

Past participle, Yeah? So was this taught like in grade one, two, three, four all, every year or, or did it eventually stop at a certain grade?

Uhmhm. Yeah, every year like the colours and that stuff and then the past we learned ah, grade six till [interruption]...

Till eight?

...till eight.

Till eight?

And.

And then, I was just curious how were your class? Did you have grade one separate, two, three or, or I'm finding that a lot of students have umm, split classes they'll grade four [interruption]...

Yeah.

...to eight or five to eight and then [interruption]...

No! More like grade t, ones to threes and then fours, fives and six seven and eight.

Eight. So did you find that the grades have more problems had more problems with the work, that you were doing, or did the teacher create easier work for the grade sixs and harder work for the grade [interruption]...

No.
Valia: ...yeah, like the stuff that we do, like just the stuff that we do here [interruption]...

MM: UhmHmm.

Valia: ...like in Italy, like.

MM: So what kind of a lesson could you create around that, like what kind of activity could you make up, like just I know.

Valia: I'd like to see, like since like, with the mall, the malls, like what kind of stores they have, like if they have the same stuff as we do. And like if they listen like what kind of radios they live, do with, what t.v. shows they have, like, [interruption]...

MM: UhmHmm. So how would you find all this out, if you wanted to bring it into the classroom and, and teach it to the students?

Valia: Umm.

MM: Do you know how you would go about t, you know introducing this to them?

Valia: Umm, I guess like if I'd been there since, like umm.

MM: UhmHmm.

Valia: Umm, newspapers.

MM: UhmHmm, that's a good way to do it. You could just show them you know the news there what's going on, how much things cost.

Valia: Yeah, that stuff.

MM: So you can make an activity that way?
Dino: Well sometimes we repeated the same work, so, it was like if, it was the same thing from the year before.

MM: O.K., so what do you think is the m, the thing that you've learned over and over?

Dino: Probably the, the painters of Italy I've learned that.

MM: Yeah.

Dino: About four years.

MM: O.K., and ah is there anything else that, that you think or is there anything that you haven't learned that enough, that you've only been taught a few times that you would like?

Dino: Ah.

MM: Like I mean anything, like a grammar that you learned or, or something that was taught to you once in a while that maybe you would have thought hay, what if somebody would teach this again cause I don't understand it very well.

Dino: No.

MM: No?

Dino: No.

MM: O.K., and umm, do you think that doing the, the, the story that you just showed me, do you think it helps you to learn Italian better?

Dino: Yeah I guess because it'll help you read better because when you read the story...[interruption]

MM: Uhmhm.

Dino: ....and then it will help you understand the
John: I would change learning about the colours, and how to greet people, an numbers and doing verbs almost every week.

MM: And why don't you like learning about ah, numbers and how to greet people?

John: Because we learn that like when I was in I think grade two and it's getting old, like everybody knows how to greet people now. An their, everbody knows their colours and their numbers.

MM: So, an, an it's still being taught?

John: Ya, it's still being taught, at, at the beginning of the year.

MM: O.k., umm, what do you think the material. Why do you think this material is being taught?

John: Umm, I think to like, refresh peoples memories of the numbers but most of us remember it all.

MM: O.K., umm, do you think that they should still teach it anyway at the beginning of the year?

John: Nnn, no, not not to the grade sevens and eights because we know it, we know it all, maybe to the other people, like maybe grade, I don't know? threes, fours.

MM: And how, how do you do that if your class is, you said is mixed with grade fives and grade six and seven and eight. How would you teach half and not the others?

John: Ah, ah, I think they should put us in like group work, the grade seven and eights together an like [chair noise] the grade fives and sixs together so that it's easier.

MM: So do you think it's hard to learn because you have such di.., ah, so many grades in your class?
Alassandra: So I don't think it's too important know.

MM: O.K., do you think that it should be taught more often then?

Alassandra: Poems?

MM: Umhmm.

Alassandra: Um, not too much, maybe to read some and go over see if you understand it, like see if you know how to read, ya! But not to spend to much on it. I think it's kinda stupid.

MM: Would you be interested in learning about Italian poets, or Italian poetry at all, if it was ever introduced in, in, in the curriculum material?

Alassandra: Maybe but I, I'm more interested in like, learning, like grammar stuff like that. So that I can learn how to speak Italian better. Umm, Poems like, it's good like to read, it's cause then you learn how to read better but to write po, poems I'm not too interested in that.

MM: O.K., umm, that was the last one, the only other thing that I'd like to ask you is if you have any other comments that you'd like to make about the curriculum material for the heritage languages. Umm, if there's anything that you'd like to mention that you think is important?

Alassandra: Well first I think that teachers should stop like, repeating the same things like teaching the same things.

MM: O.K.

Alassandra: And umm, I als, I think that once your older you should be learning like more difficult things not too difficult but like easier, like harder then like colours and umm, different things like, in elementary school I, I was learning to much about the same kinda history, like we went over that every year [baby talking, mamma] we didn't need to do
I would teach a lesson about practical stuff about Italy. I would use tapes, newspapers, videos, stuff about music, TV, actors. Activity—I would make them draw a map and right one thing about each province.
I think that Italian school should have more math like teaching fractions, multiplication, addition, and subtraction so that we can learn more about numbers.

2 1/3  
+ 3 2/3  
- answer

1 1/6  
+ 3 2/6