A VICIOUS CIRCLE OF STRUGGLE AND SURVIVAL:
The Italian International Languages Program
Stakeholders’ Accounts and Practices
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Abstract

This qualitative case study was initiated to identify the existing process present in
the Italian International Languages Program in the Hamilton-Wentworth area of the
Province of Ontario. The premise was to investigate the various school practices that
surround the International Languages Program as well as the interests of the various
stakeholders in order to interpret and explain the current policies and practices that
characterizes the Program. The purpose of this study was to demonstrate a
distinctive problematic area within the Italian International Languages Program
through an exploratory qualitative case study. The conceptual framework for this
study looks at Bourdieu’s (1977) theory that language is an individual capital as well
as a social capital for its linguistic market. The value of a language cannot be settled
in linguistic terms: languages are linguistically equal; however, many argue that they
are not socially equal (Bourdieu, 1977). This case study revealed precisely that
language is not socially equal. Through this research, the process that exists within
the Italian International Languages Program was revealed, along with the
stakeholders’ individual interests in the program. The International Languages
Program is only worth what the people who speak it feel it is worth.
The study population was selected purposefully including various categories of stakeholders in the program; school administrators, teachers, students, parents and the community at large. Selection of each individual participant was random. The information was analyzed through interpersonal qualitative methods that included the representations and accounts from the various stakeholders about the Italian International Languages Program. The stakeholders’ views and comments were the analysis of the representative discourse.

The most striking results from the study were the stakeholders’ representations of a program whose very existence is bordering on survival and quickly heading for demise. Through the stakeholders’ accounts and representations, it is clear that the Italian International Languages Program may no longer be viable. The study is a last attempt for the stakeholders to convey their reality of the program and to educate those that have the power to make a change.
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Chapter One: 
Introduction

Throughout the 1970s and 1980s, educational systems in Canada responded to diversity in their populations by expanding heritage language programming in public schools. The support for heritage languages was directly related to federal and provincial multiculturalism policies. Heritage language was seen as an essential part of the Canadian cultural mosaic. It also reflected a response to pressures from various cultural groups. The shift in terminology from heritage language to international languages in 1991 reflects the impact of globalization on education systems in Canada, as well as significant shifts in multicultural policies and perspectives. How is the International language program viewed today?

International Languages appear to be placed on the back burner and have not really moved forward from when the policies were initially set forth by the government. It seems to have become the forgotten program. Society as a whole requires an awareness of the relationship between societal factors and all language learning, an awareness that would urge us to create language policies that see heritage language learning as complementary to the Canadian context. Education in Canada falls under provincial jurisdiction. Each province or territory has its own Ministry of Education and is autonomous although funds in some cases are channelled to the provinces from the federal government. More often than not, the newspaper reports show that there is a political divergence not only regarding French but also regarding the cultural mosaic of which Canada is justifiably proud. Ethnic communities must not simply be passive observers of events but also take an active interest in issues, which affect them.

The campaign to encourage and promote the learning of international languages is one filled with much uncertainty. There are many dark clouds hovering over the image of this program. Therefore providing information about the advantages of learning a second language or third language can enlighten politicians and the general public on the values of international languages.
Many people might see the introduction and the expansion of an international language as part of the maintenance of an ethnic group's identity. Some taxpayers already overburdened might not feel they should help support the preservation of the language for the various ethnic groups. Providing all the facts will help the community and all stakeholders determine whether their choice to support or not support the learning of a second language is the correct one. At the same time this information will assist the program to run in a successful and efficient manner, in order to change perceptions such as, it's just an after school program and it is not as important. We must first begin by understanding the needs of the program and help make adequate changes in order to make learning an international language worthwhile.

Many ask how can learning an international language be worthwhile. Knowledge is a key that when used correctly can open many minds. Previous research has shown that the international languages program has areas that need to be addressed in order for the program to run successfully. Research conducted by Feuerverger (1997), Mercurio (1997), Danesi (1994) and many others look at aspects of curriculum in the International Language Program as well as teachers' views of their place in the program. Research needs to provide an understanding of the various interests of the stakeholders. Providing answers can help develop a curriculum that can be implemented to meet the needs of the teachers, students, administrators, parents, the broader community and the broader Canadian society; in turn creating a successful program for learning a second language.

What also needs to be clearly recognized are the interests, goals, aims and both financial and political limitations of the various stakeholders. Once these issues have been established (through interviews and other techniques), then a curriculum plan can be developed and implemented for the International Language Program. In the Hamilton-Wentworth area the Italian International Language Program is one of the many languages offered under the international language program. It is the perfect example of a program whose needs, goals, aims and limitations have not been documented for others to understand. The following study is limited specifically
to this region in which I am embedded on a daily basis. I am familiar with the concerns of the various individuals involved in this program; therefore conducting my research in this region was most appropriate. Limiting my research to this region also allows me to take a more qualitative approach in studying this program.

Previous studies conducted by Mercurio (1997) and Feuerverger (1997) reveal that there is a need to better understand the function of this program. Some of the problems raised by Mercurio (1997) reveal that students feel the curriculum material needs changes. Furthermore, Feuerverger's (1997) research states that teachers feel marginalized, and explain some of the problems they face at the administrative level. This existing literature can provide assistance in further research as well as be a useful tool for developing a curriculum guideline to be implemented within the Italian International Language Program.

The Research Question: Problem and Purpose

The problem then is one of portraying the broad picture of the various school practices that surround our educational system in this millennium but more importantly their effects on student learning. The intent of this study was to investigate the interests of various stakeholders in the Italian International Language Program through an exploratory qualitative case study. The purpose being, to present a distinctive problematic area of the International Language Program within our large educational enterprise in order to demonstrate the challenges this program faces. My goal was to analyse the interests of the various stakeholders in order to interpret and explain, the existing policies and practices that surround the Italian International Language Program. Through investigation and research I have learned about the existing curriculum policy. My purpose was to discover who the various stakeholders within the program are and what they believe needs to be included in the existing curriculum policy in order to determine how and where changes should occur in this learning environment.

It was essential to investigate the social practices of each stakeholder, for example looking at teachers', students' and parents' lives outside the regular school
say, their reactions to curriculum materials. More importantly how these reactions reflect the success of the program? My purpose was to investigate the pedagogical practices of the various stakeholders, for example, looking at life in the school, teaching and learning, the lack of curriculum materials, money and resources which are essential for creating a suitable learning environment. It was imperative to discover what resources are available, both human and material, as well as how these resources are distributed within the program. The study has provided valuable information about policies and procedures, resources and most clearly presented views and perceptions various stakeholders have about the Italian International Language Program. It has provided a window of thoughts and perceptions, which are revealed throughout the interviews with the various stakeholders, who participated in the study.

In order to understand completely language learning, in all aspects curriculum policies, practices and so on we need to consider multicultural education and what is known about language learning in a multicultural setting.

**Multicultural Education**

*Introduction*

So, multicultural education is dead.

In classrooms all over the country there are now teachers who have never heard of the subject, and teachers who were once committed to its ideals but now feel compelled to deprioritise the issue because of the weight of change affecting their practice. Even where effective classroom practice is taking place it is in spite of legislation rather than because of it. Funding for significant projects has long since vanished, and the notion of equal opportunities has slowly begun to slip way to the precipice of the current educational agenda. Multicultural education’s turbulent life was short, but rarely sweet. (Jones, 1998, p. 21)

Is this what has happened to multi-cultural education? Multicultural education has become a concern because with Canada’s growing population of new immigrants multicultural education becomes a means for survival and adjustment.
The fastest way to produce efficient working Canadians is to provide assistance and education. Multicultural education can do that. It helps facilitate communication until a level of understanding is reached. Multicultural education can build bridges between various nations but most importantly, multicultural education can help students understand their roots and help preserve their culture. Multicultural education involves understanding second language and second language acquisition, in order to acquire a full picture of second language learning.

**Summary of Research on Second Language Education**

Most teachers and learners of second languages are well aware that acquiring a new language takes considerable time, effort and focus, usually involving significant immersion in the target linguistic and cultural milieu combined with formal language/culture study at home and abroad. Indeed, some students may learn a language quickly, however, among most findings; one reads that one-size fits all does not work as language teaching methodology. Among outstanding adult language learners, for example, it was found that development of learning techniques and strategies appropriate to their individual needs was common to all (Mollica, 1989). Learning techniques should also allow the students to take responsibility in the planning of their learning. “Learners themselves should exercise their own responsibility in the choice of learning objectives, content and method” (Brindley, 1984). One question that remains is, do students in the International Languages Program have any role in the planning process for their learning?

*International languages.*

Learning a second language is important and beginning with young children is the place to start. The existence of a program like the International Language Program will emphasize the value of learning a second language. The following is an annotated version of the various available literature on the International Language Program and second language learning and teaching. The most logical question to begin with would be "Should International Languages be Part of the school Curriculum?" Goosen (1994), a Toronto Trustee, speaks on the value of languages at the elementary level and how important it is for children to learn more than one
language in our constantly growing multicultural society. Creating this acceptance by the school system is the first step in recognizing the importance of International Languages.

The second step would be what Ralph (1995) calls, "Motivating Parents to Support Second Language Programs." Ralph believes that today’s educators are becoming increasingly pro-active in their deliberate solicitation of family involvement in education. Based on an assumption that second-language teachers provide the key motivating force facilitating this parental support, Ralph presents several successful strategies-grounded both in second-language teachers' actual experiences and in related action-research which have been shown to enhance parental support for school second-language programs. Parents could have a step by step role describing the impact the curriculum has on their children. They can advise on controversial topics that may arise from the curriculum within the educational setting.

Another issue that needs to be discussed in this literature review is the issue of "learning languages in the Context of Canada's many cultures." Runte (1995) believes that the knowledge of languages contributes to economic and cultural development as well as plays an important role in the intellectual growth of the individual and in the construction of a world where communication and peace are possible. She believes, history and logic are engaged in the response to critics of Canada’s cultural and linguistic polices. This review looks at the idea of language in the larger society however it does speak to the importance of language for the individual and for society as a whole.

Teaching in a country of many cultures is very difficult. Danesi (1994), in his article "Teen Talk: what are the Implications for second language teaching", suggests that second language teachers should be familiar with the language spoken by teenagers in order to make their teaching more relevant. Since second-language teachers are faced with the task of imparting communicative language skills to learners who think and speak in terms of a language of their own making, it
is important that they become familiar with that very language if they are to make their teaching relevant.

Another aspect that is interesting for teaching second languages is what Titone calls, "Developing Young Children's Multilingualism and Pluriculturalism." Titone (1994) is convinced that the main pedagogical trend today is to relate the study of the foreign language with its background culture. Research shows that preschool and elementary school children are capable of understanding and appreciating cultural differences connected with foreign language speakers especially if these are peers. What is also important is learning an International Language at a young age. Clyne, Jenkins, Chen, Tsokalidou, and Wallner (1995) believe that children who have experienced the acquisition of another language at an early stage develop a metalinguistic awareness, an ability to think and reflect about the nature and function of a language.

Culture is important as Titone states above however, what is also very important is the need for a curriculum. Lazaruk (1993) in his article, "A Multidimensional Curriculum Model for Heritage or International Language Instruction", poses the question about what students should be expected to learn in a Heritage language program? This is a question that each community must come to a consensus about what knowledge, skills and attitudes should be in the program, and in what order they should be learned. Using Stern's (1980) model of the National Core French Study, Lazaruk describes how Alberta Education has adapted it. Perhaps this is a model that can be used in assisting the International Language Program. Saylor, Alexander & Lewis (1981) say that the learners should be actively involved in planning their own curriculum. The learners are seen as the leading actors of curriculum planning and supporting the leading actors are all the teachers, resource specialists, community educators, and others who share in guiding them as learners.

Determining what should be taught as part of the curriculum is important however, increasing an awareness of language learning involves, "Interactive
Homework: Creating Connections between Home and School." How can the awareness of foreign language programs in elementary schools be increased among parents? Antonek, Tucker and Donato (1995) are convinced that interactive homework- the involvement of parents and child - may be one solution. Interactive homework communicates to parents, facilitates classroom learning, and mediates the home/school relationship. This is important because increasing parental involvement will reinforce the importance of language learning.

In order to make language learning successful the "Challenge of Multilevel Classes" needs to be addressed. Bell (1994) states, that every language class is a multilevel class! How could it be otherwise when language learning is affected by so many personal variables? Bell discussed how language teaching can find ways to accommodate and capitalize on this classroom diversity. This too, is an important issue teachers struggle with. Finding ways to accommodate this diversity could be a first step in developing curriculum material for the various levels. A conceptual framework behind the dynamics of a successful curriculum plan for a second language can also be focussed around classroom communication as being shaped by the moment-to-moment actions and interactions that occur during face-to-face communication between teachers and students (Richards, 1995).

Considering this problem with multilevel classes, "Planning for Instruction" is also very important in order to make teaching and learning successful. In this article Chastain (1994) speaks about planning for instruction and poses the question, what should teachers plan before teaching a language lesson? Adapting textbooks and preparing lesson plans require innumerable decisions. Planning for instruction is not easy. Plans that are appropriate to the students and that are well organized require considerable forethought, time, and energy. How do teachers select the explanations, the exercises and the activities and put them in the order that will be the most effective? Upon what bases do teachers make these choices? Chastain (1994) offers some answers to these often-asked questions.
**Language maintenance.**

Language maintenance is a central issue for many international language learners. Language maintenance refers to “relative language stability in its number and distribution of speakers, its proficient usage in children and adults and to retaining the use of the language in specific domains” (Baker, 1997, p. 43). In addition, Romaine (1995) argues that language maintenance, shift, and death are caused by the “numerical strength of the group in relation to other minorities and majorities, social class, religious and educational background, settlement patterns, ties with the homeland, degree of similarity between the minority and majority language, extent of exogamous marriage, attitudes of majority and minority, government policy toward language and education of minorities, and patterns of language use” (p. 40). Although the relationship between these factors is complex, the process of language shift includes three main stages (May, 2000). The first stage consists of increasing pressure on minority-language speakers to speak the majority language, particularly in formal language domains as with a new immigrant and the need to survive. The second stage consists of both languages continuing to be spoken: a period of bilingualism. The third stage is the replacement of the minority language with the majority language. Language socialization theory (Ochs, 1999; Ochs & Schieffelin, 1984; Schieffelin, 1990) argues that parental and community support is essential if language is to be maintained. The theory argues for the effectiveness of acquiring language through the process of sociocultural knowledge. In other words, it is posited that children learn linguistic and cultural knowledge through daily interactions with other members of their social group, in both an explicit and implicit manner (Schieffelin, 1990). For example, utilizing an ethnographic approach, Ochs and Schieffelin (1984) investigated the relationship between child–caregiver communication and culture in three different communities. Findings indicate that children’s interaction with caregivers, most of whom are the children’s mothers, provide values and beliefs that socially and culturally affect the children (Ochs & Schieffelin, 1984). Similarly, Cargo, Genesee, and Allen (1998) revealed that language loss comes not only from the language policies of schools and government, but also from parents’ decisions concerning which language to use with
their children. In other words, these studies confirmed the family members’ influence on children’s language acquisition. Regarding schools’ influence on language maintenance, Caldas and Caron-Caldas’s case study (2000) clearly shows such an influence.

**Implications for Educational Research**

The critical review of the relevant literature provides a focus on what is and is not known about the International Language Program. Specific focus centres on multicultural education, second language education, and curriculum development and multi-level classes, as they are key issues found throughout the study. What has been revealed from this research is that there needs to be further investigation done on the International Languages Program. There is very little literature available on previous research within this program. The importance of qualitative and ethnographic research is revealed in this study. This approach to research provides an in depth look at views and perceptions of various stakeholders that could not have been revealed using another approach.

The qualitative case study has helped to better understand the structure of the International Language Program, both the positive and the negative aspects, but more importantly it gave teachers and various stakeholders the opportunity to express what they feel needs to be addressed and what they would like to see in the curriculum. This study will provide others with the knowledge of what ingredients are needed to successfully run an educational program as well as provide future research for determining how effective any changes to the program will be and how useful the compiled curriculum material will be.
In Canada, the authority for decision-making regarding education resides with provinces and territorial governments is left to each jurisdiction which has the authority to administer its system of education. As a result, systems of education across the country exhibit different and distinct characteristics. Despite the legislated decentralization of education, a federal role in education exists indirectly through federal legislation that has educational implications at the provincial level. For example, federal legislation governs official languages, guarantees the minority education rights of official language minorities and commits Canada to multiculturalism.

In this section, I will provide a brief overview of the history of the program, when it began, the history behind how this program originated. The Heritage Language Program is a vital component of the educational system and its roots are what make it so distinctive. Providing information about the programs beginnings is the first step towards creating an awareness of how important the program is and ensuring its survival within the educational system. The history behind this program and the example it sets for second language learning and teaching clearly illustrates what the program has to offer. Its beginnings are the root of a multi-cultural society’s fight to maintain and preserve it’s language and culture. It is with this in mind that we will look at the history of the Heritage Language Program and multicultural education.

In 1969, the report of the Royal Commission on Bilingualism and Biculturalism acknowledged the importance of encouraging the maintenance of cultural identity within Canada and recognized the value of providing instruction in languages other than English and French. The federal government’s policy of multiculturalism, announced in 1971, followed from this, as did the formation of the non-official languages study commission under the auspices of the multiculturalism directorate.
of the Secretary of State. In 1976, this commission’s report confirmed that there was widespread approval for government-supported instruction in non-official languages.

In June 1977, the Ontario government introduced the Heritage Languages Program, which enabled school boards to offer non-official languages as part of their Continuing Education programs. In the program’s early beginning, its rules and regulations were quite simple. The Heritage Language Program was developed in 1977 when the Ontario Ministry of Education released 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 of instruction per week, or more than 2 1/2 hours per day in the case of summer school classes.

The instructors hired by the board 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 Heritage Language Program was and still is recognized by the Ministry of Education, the program is very limited in its ability to educate students. Not much has changed since the program first began.

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 Pastoral committee of Toronto, chaired by father Oreste Cerbara, established a so-called "comitato scolastico italiano" (a scholastic committee of the
Italian Program) which developed guidelines for the administrative, curricular and pedagogical practices for these unstructured Saturday classes (Danesi and DiGiovanni, 1989, p.89). It is evident here that community and other stakeholders have always played an important role in the running of the program. 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 in 1971 was given by the Canadian Parliament for a policy on multiculturalism allowing the Heritage Languages to have classes. On the national level, Alberta became the first province to pass legislation allowing 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 2 1/2 hours of instruction in their home language (Danesi and DiGiovanni, 1989). However, it opted mainly for a non-integrated model of delivery. The Ministry, originally decided upon the non-integrated model, 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, however, reinforces acceptance of the program as well as conveys the message that Heritage Languages are important enough to be taught during regular school hours (Feuerverger, 1989) and that it can be a subject like all others.

In 1982, Policy/Program Memorandum Number 7 entitled "Heritage Language Program. Transitional Use of Languages other than English and French", which was sent by the Ontario Ministry of Education 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 almost a decade before were still in effect (Mollica, 1993). The fact that a rapidly increasing number of students were interested in enrolling in the program did not affect this new memorandum. It was then and continues to be impossible to provide the quality education that both parents and students expect without making any changes. In that same year the Canadian Charter of Rights and Freedoms, Section 23,
guaranteed rights of official language minorities to receive primary and secondary school instruction in the minority language.

The Toronto Catholic Board took a new approach since the late 1970’s. Due to the growing number of students, many changes were 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, this same board of education 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. By 1989, the program included close to 95,000 students. The discussion paper, *A Proposal for Action: Ontario’s Heritage Languages Program* was developed in 1987 and, after extensive consultation; legislation governing the offering of International Languages programs in elementary school was enacted in July 1989. In 1988, The Multiculturalism Act of Canada states that it is the policy of the government of Canada to “Facilitate the acquisition, retention, and use of all languages that contribute to the multicultural heritage of Canada”. In 1989, draft legislation supports the creation of a Canadian Heritage Language Institute. The institute, located in Edmonton, focuses on language teacher training, program development and research.

In the fall of 1990, the Toronto Catholic 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 remained minimal. Heritage Languages were and in many schools continue to be offered through the educational system but parents must pay extra for other costs, such as transportation to school, trips, notebooks. 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 tensions that exist between regular schoolteachers and Heritage Language teachers (Feuerverger, 1997). This was also present in this study. Teachers felt that other teachers marginalized them. Perhaps if changes were made to the policy, then the program would be viewed in a more favourable light not only by society but also by the teachers themselves. According to Feuerverger (1997), the program would no longer have a second-class label attached to it.

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.

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 how important it is to maintain and develop the program. There are many boards in Ontario that run the Heritage Language Program. In 1996, before the restructuring of school boards, Italian language classes 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, 1996).

The name "Heritage Languages" was changed in 1994, 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, p. 19). The name change helped to promote a more inclusive nature to the program, encouraging participation of all children regardless of linguistic and cultural background. 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.

According to the Ministry of Education, the goals of the International Languages (Elementary) program are to:

1. encourage students to maintain, recover, or acquire a degree of fluency in their chosen languages of study:

2. use students’ growing facility in their languages of study to build their overall language proficiency, including proficiency in English and French;

3. provide language-learning experiences that will encourage students to continue their study of languages for credit or enrichment at the secondary level or post secondary levels;

4. provide opportunities for all students to develop new languages competencies and cultural understandings that will allow them to function effectively both in Canada’s multicultural society and in the international community;

5. enhance students’ communication and rapport with their families and other members of their community and strengthen their awareness of their own ethnocultural heritage;

6. enable students to develop a positive self-image and a feeling of self-worth by maintaining and enhancing their sense of cultural integrity and identity;

7. provide opportunities within the context of school life for students to express and share their personal and cultural-related experiences, thoughts, and feelings. (Teachers International Languages Handbook, 2004)
At the time of this study, the program is in steady decline. The enrolment in the City of Hamilton has dropped from 700 students as of June 2000, to 500 students as of January 2006 for the Italian International Language Program (Continuing Education Records, 2006). There is no financial assistance and many of the school boards are only willing to run the program if there is outside assistance from the native country. For example the Toronto school board has only agreed to allow the program to take place if the Italian government is willing to reimburse them for all costs.

*The International Languages Program Guidelines (Elementary Program)*

**Legislation and Policy: The Provincial Role**

The legislation governing school language instruction in Canadian provinces was developed on the basis of statements included in the School Act or Education Act for each province. Most provinces have legislative provisions supporting international languages as subjects of study. The exceptions are Newfoundland and Prince Edward Island. It is Interesting that, 6 of the 10 provinces also have provisions in legislation (or subordinate regulations) that support international language immersion or partial immersion programs. The exceptions are the eastern provinces and Ontario. The absence of international languages programs in eastern provinces is likely related to a lack of demand (Canadian Education Association, Heritage Language Programs in Canadian School Boards). Although the legislation in New Brunswick allows for international language education, no such language courses are offered, ostensibly because of low demand.
In partnership with the community and parents' groups in Hamilton Ontario, the school board offers one of Ontario's most comprehensive programs of instruction in International Languages. The Ministry of Education defines an International Language as any language other than English or French, the official languages of Canada. The program is offered in addition to the regular school curriculum and enrolment is voluntary.

Any child that is 4 years old as of December 31st or enrolled in an elementary school in Ontario is eligible to participate in this program. The duration of the program is very structured. The program runs for 34 weeks (2 1/2 hours per week) two sessions, September until December and January to May, for a total of 85 hours. Registration dates are up to the community, but are usually held the first day of the program; however, students are also accepted throughout the year. Summer
programs are also offered, depending on the community. Classes are held Monday to Friday (2 ½ hours per day) for the month of July.

The focus of this program is to offer children an opportunity to develop and/or maintain the ability to listen, speak, read, write and understand a new language or the language of the home or heritage (Hamilton International Languages Handbook, 2000). In doing so, children will benefit by:

1. enhancing their concept of themselves and their heritage
2. improving communication with parents /guardians, grandparents, etc.
3. strengthening cognitive development through the knowledge of an additional language
4. learning and experiencing a new language and culture
5. building a bridge between the Canadian and heritage cultures
6. providing a valuable basis for course in International Languages (Credit) at the high school level.

There is no charge by the school board for children attending classes. Various communities may choose to ask parents for a donation in order to cover costs of special events, i.e. class trips. Parents are responsible for providing transportation to and from classes. There are 27 different locations established as International Languages schools. These schools allow children from different backgrounds to come together in one school to study the language of choice. The Board has assigned a supervisor to each site to oversee the program and provide a liaison with parents and community groups. Most instructors/teachers are members of their respective ethnocultural communities. The language community recommends most instructors, but they must have qualifications acceptable to the School Board. The Continuing Education Department has assigned a Vice-principal and four supervisors to oversee the International Languages Program.
The Board is responsible for all the International Language personnel. Hiring of new instructors must meet with the approval of the community with input from the board. In cases where there is a vacant position, hiring occurs following an interview process by the community group. In the event of reduced enrolment, staff selection will be based on qualifications, experience, seniority, background, commitment to professional growth, and instructional skills. The decision will involve the contact person, Head teacher and International Language Supervisor. Class size is approximately 25 students. This is a minimum requirement to begin a program. The Contact Person along with the head teacher divides classes accordingly, with the lowest class size being 7, as outlined in the community and board approved Policy and Regulations.

Throughout the Hamilton-Wentworth area the International Languages Program has and continues to exert its presence on school children. There are 15 schools that offer the Italian International Language Program in the city of Hamilton. The largest community being Italian with 500 students enrolled in 2004 (Continuing Education Records). There is also Swahili, Iraqi, Chinese, Ukrainian, Arabic, and many others. The demand for this program is quite strong in this area, what is not clear is, the organization of the program and the resources available to the program. All of these languages provide classes after regular school days or on Saturdays. The problem that also seems to be developing is the lack of skilled teachers to teach these languages (School Board Records). Information from the various language communities revealed that there is a great shortage of teachers for this program. The stakeholders in this program for example those that run the Italian Classes are having a difficult time hiring teachers. The number of instructors being hired and quitting is quite high as noted from the available records. It appears that there are new hires for teaching position very frequently. Exact numbers could not be given due to record keeping system.

The concerns and ideas of the parents within the community are all an important element for this study because parents are important stakeholders in their children’s education. The interests or pressures within the Italian community to keep
the program functioning have all been documented as well as the interests of the broader society as a whole.

**Italian as an International Language in the City of Hamilton**

The thesis research conducted took place in a city where the population is quite diverse. The term multiculturalism is well rooted in this city, which has now adopted the term super city. This city known as Hamilton with its surrounding nearby towns, Stoney Creek, Ancaster, Burlington, and Dundas have incorporated into the New City of Hamilton (Super City). The 2001 census revealed that there are an estimated 503,000 people living in the city of Hamilton. Hamilton has the 9th largest population of all Canadian cities and is the fourth largest city preceded by Toronto, Ottawa and Mississauga in Ontario. The city of Hamilton continues to expand in the millennium. The 2001 Census of Canada shows that Hamilton has had a steady growth increase over the last 25 years.

One quarter of Hamilton’s population is immigrants born in various countries. One in four people 15 years of age or older is an immigrant in the city of Hamilton (refer to the figure 2). This is an important demographic because these immigrants are many of the stakeholders who want to see the International Languages Program succeed.
Immigration in Hamilton is continuously increasing. The interesting thing to note from figure 3 is that there have not been any Italian immigrants documented since 1991 (Census Canada, 2001). The majority of immigrants in recent years have come from Yugoslavia and not to far behind from Poland. The Change in demographics reflects the change in the language demand for the International Languages Program. Perhaps this change in demographics affects the enrolment and demand for the Italian International Languages and the change.
Another aspect that is very interesting to note is the diversity of immigrants in Hamilton. Language ability is an important component of a city’s economic success. Figure 4 reveals that there are a large number of immigrants in Hamilton that are skilled workers and perhaps many of those are parents of children who participate in the International Language Program. Many of these immigrants are afraid that their children will lose their ability to speak their first language and therefore enroll their children in the International Language Program. There are a large number of immigrants that come to Hamilton because they have existing family there and perhaps this stresses the importance of family, culture and identity and the maintenance of their original language.
Figure 4. Population of immigrants by category. Source: Census Canada 2001.

Italian is spoken by 27,785 Hamilton residents, the most of any non-official language (Polish, German, and Portuguese) in the Hamilton Wentworth area. Of that number, 20,545 have Italian as their mother tongue, which means that 7,240 Italian is their second or their third language. Italian has the largest group of speakers after English and French. Perhaps this would indicate why Italian has the largest group of students enrolled in the International Language Program. Interestingly, many of the students that are enrolled in the Italian International Languages Program from the Hamilton Wentworth area are mainly second and third generation Italians. The large number of people who speak Italian is enough to encourage the survival of the program. Even if the demographics change, any of the other languages could benefit from the program.
### Table 1

**Top Ten Non-Official Languages Spoken by Hamilton Residents, 2001**

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage of speakers</th>
<th>Population of speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italian</td>
<td>5.7</td>
<td>27,785</td>
</tr>
<tr>
<td>Polish</td>
<td>2.3</td>
<td>11,180</td>
</tr>
<tr>
<td>German</td>
<td>1.9</td>
<td>9,485</td>
</tr>
<tr>
<td>Portuguese</td>
<td>1.9</td>
<td>9,145</td>
</tr>
<tr>
<td>Spanish</td>
<td>1.6</td>
<td>7,955</td>
</tr>
<tr>
<td>Croatian</td>
<td>1.5</td>
<td>7,310</td>
</tr>
<tr>
<td>Chinese*</td>
<td>1.5</td>
<td>7,235</td>
</tr>
<tr>
<td>Serbian</td>
<td>1.2</td>
<td>6,035</td>
</tr>
<tr>
<td>Arabic</td>
<td>1.2</td>
<td>5,825</td>
</tr>
<tr>
<td>Dutch</td>
<td>0.9</td>
<td>4,580</td>
</tr>
</tbody>
</table>


### Table 2

**Mother Tongue of Hamilton and Ontario Residents, 2001**

<table>
<thead>
<tr>
<th></th>
<th>Hamilton</th>
<th>Ontario</th>
<th>Hamilton</th>
<th>Ontario</th>
</tr>
</thead>
<tbody>
<tr>
<td>English only</td>
<td>358,435</td>
<td>7,965,225</td>
<td>74.0</td>
<td>70.6</td>
</tr>
<tr>
<td>French only</td>
<td>6,060</td>
<td>485,630</td>
<td>1.4</td>
<td>4.3</td>
</tr>
<tr>
<td>Italian</td>
<td>20,545</td>
<td>295,200</td>
<td>4.2</td>
<td>2.6</td>
</tr>
<tr>
<td>Polish</td>
<td>9,445</td>
<td>138,940</td>
<td>1.9</td>
<td>1.2</td>
</tr>
<tr>
<td>Other</td>
<td>89,355</td>
<td>2,400,555</td>
<td>18.4</td>
<td>21.3</td>
</tr>
<tr>
<td>Total</td>
<td>484,385</td>
<td>11,285,550</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>


In the Hamilton area, Italian is the top non-official language spoken. Even though Italian has the largest population of speakers, the demographics are
changing as other groups from other countries are immigrating (Census, 2001). This again would support the maintenance of the International Languages Program.

**International Languages Profile in Hamilton**

The program has been operating since 1976 when the provincial government mandated school boards to offer International Languages as part of their curriculum. The area Superintendent oversaw the program until Continuing Education took it over in 1985. The program went from one International Languages Supervisor to two, in October of 1990, and then four in 2000 due to the continued growth of the program. They oversee the smooth running of the program. The program grew from 15 communities in 1985 to 26 in 2001. This program services approximately 4,157 elementary school-ages children in 26 different languages and holds 276 classes, the largest group being Italian. The program has led to the successful development of the Secondary International Languages program for high school students.

There is an International Languages Conference held every fall, in conjunction with the Halton and Niagara catholic school boards and the Hamilton Dante Centre. It has become an annual event since 1991. It began with over 200 instructors in attendance and has grown to over 300 instructors/teachers. It includes many workshops ranging from first aid to surfing the Internet. Two in-service Methodology courses are held twice per year, also professional development with approximately 20 to 30 instructors in attendance. These workshops provide valuable hands-on experience for all instructors. A multicultural Potluck dinner is held in May where 2-3 communities host the event. All the communities bring many native dishes. Several instructors/teachers, trustees and board employees attend the festivities. Special entertainment usually follows dinner. Extra-curricular activities also include the festival of Multi-cultural Seasonal Carols held at Christmas.

There are two communities that are part of the program. They are the International Languages Advisory Committee, which consists of all the communities’ contact people, and the policy and regulations Sub-Committee who put forth policy changes and the allocation of funds for materials and salaries for the program. As of
September 1999, the secondary School Reform guidelines provide an opportunity for International Languages students to receive 4 credits at the secondary level. This emphasis is put on the importance of languages in a world where communication on the international plane is of crucial importance, and knowledge of languages. It is expected that the changes in the secondary level will provide renewed interest and growth at the elementary level in this century.

**Conclusion**

Throughout the years it has become evident that the International language program has taken a different shape with the influence of demographic change in areas around Hamilton and other parts of the country as well. Society as a whole requires an awareness of the relationship between language learning and social change. The growing number of students enrolling in the International Languages Program is slowly helping communities recognize the presence of multiculturalism. Canada is a multi-cultural nation and perhaps language maintenance is of primary concern for many families in Canada. Chapter one has given just a glimpse of the campaign to encourage and promote the learning of International languages in a world of constant change and uncertainty. In order to fully understand change in a program like the International Languages we must look at the conceptual framework holding the very principles of the program. The following chapter will look at using a conceptual framework, which will allow stakeholders to understand the function of the program in order to provide a better learning environment for its students.
Chapter Two:
Conceptual Framework

Introduction

In order to fully understand our educational system and what it entails we must look beyond any existing problems and look at the broader conceptual analysis. Gone are the days when educators could avoid demands from parents or could deflect societal pressure by arguing that they were professionals trained in educating students and parents and stakeholders were not. The fundamental purpose of schooling was that schools were initially established to be service agencies accountable to the families and citizens who pay for such educational services should have the right to be involved in examining the results of the enterprise, and in requiring improvements if necessary. Today’s educators on the other hand, are becoming increasingly pro-active in their deliberate solicitation of family involvement in education and are, as well, welcoming wider community participation by business, industry, and other agencies.

The above scenario does not appear to be the case for the International Language Program. Are today’s educators pro-active in welcoming community participation? It appears that the school boards play a minor role in second language programs and the existence of these programs is largely due to the pressures parents put on the various school districts. The rationale behind this is that minority language groups interested in International Languages have pressured school districts in many regions to make policy changes in favour of providing a variety of language-learning programs (for example, Ralph, 1979). The parents therefore become the stakeholders in keeping the program functioning to provide a learning environment for their children. In this particular study the question remains: is the educational institution itself pro-active in its efforts to provide a successful learning environment?

How important is understanding a second language? Understanding a second language is critical for the survival of an educational environment like the
International Languages Program. A second language can flourish and develop only if it is supported, otherwise its very existence will be jeopardized. A conceptual analysis of language and its effects on society needs to be carried out in order to fully understand the importance of learning a second language or in this case an International language. If for a moment we consider how important language is for communication we realize that language is both individual capital and social capital for society (Bourdieu, 1977). This capital is only as valuable as a market (people) wants it to be. The value of a language can be diminished, for example, if there is a political revolution or global changes or the evolution of new generations, the value of language is weakened. Latin can be seen as a threatened capital, which leads to a nation trying to save the competence of that language that cannot be saved unless the market is saved as well. It is difficult to save a capital like Latin when evolutions of new generations have stopped using the language. Society is forced with a struggle because it cannot save the competence of a language (which refers to the worth of the language which is equal to the worth of those who speak it), without saving the market (the entire social conditions of the production of the language). Therefore, a language is seen as capital only when the market accepts it as one. The International Languages Program is a linguistic capital only if its market (the nation, the community) sees it as one. For the purpose of this study, this conceptual framework will be a vital tool in understanding language and its effects on societal needs. Bourdieu's (1977) framework will assist in looking at the linguistic capital of the International Languages Program and the value of that capital for its market. Language is a symbolic asset, which can receive different values depending on the market on which it is used. Being able to understand another language allows us to interact with our language communities (Gumperz, 1982). The exact nature of the relationship between language and culture has fascinated, and continues to fascinate, people from a wide variety of backgrounds. That there should be some kind of relationship between the sounds, words, and syntax of a language and the ways in which speakers of that language experience the world and behave in it seems so obvious as to be a cliché.
The conceptual framework for this investigation involves using two frameworks, the first being Bourdieu’s (1977) theory on the economics of linguistic exchange, which prove to be relevant for this study as it provides a theoretical foundation for understanding language from a sociolinguistic point of view. This is crucial for my study, as it becomes the cornerstone in understanding language in society especially for an International language. Bourdieu (1977) presents a critique of linguistic exchanges and provides a theory that language habitus is present in a system of symbolic exchange. Fairclough’s (1992) theories on discourse strategies and analysis are used as a guide for understanding discourse analysis and the ways in which changes in language use are linked to wider social and cultural processes.

The second focus for my framework comes from Mackey’s (1970) Interaction Model of Language Learning, Teaching and Policy along with Stern’s (1980) concepts on second language teaching specifically A “Module Making” a study for the development and evaluation of learning materials for second language education are also relevant in understanding the curriculum at hand. This model is a useful tool for the final stages of my research, where I can analyse the current curriculum in the Italian International Language Program. Theories presented by Johnson (1989) on second language curriculum development which along with Stern’s module have been used in the final stage of my thesis research.

The first part of the theoretical framework is to discuss the linguistic market: the stakeholders, the discourse that comes from the stakeholders as discussed by Bourdieu (1977) and Fairclough (1992) and the second language learning and teaching interaction model as discussed by Mackey (1970). These three areas are major components in my study. The second part includes Mackey’s (1970), socio-political and pedagogical theories of language learning and teaching; Johnson’s (1989) political approach to second language curriculum and Stern’s pedagogical approach to second language teaching all these are the stepping stone to the theoretical framework for this case study.

**Conceptual Framework for the Study of the International Languages Program as a Linguistic Market**

The linguistic market is an important element in language learning. The reason being that some people put value on a language, based on the idea that a language is worth what those who speak it are worth (i.e. the power and authority in the economic and cultural power relations of holders of the corresponding competence, Bourdieu, 1977). Language is made for communicating as well as understanding, deciphering our social world is a system of symbolic exchange. Bourdieu looks at linguistic exchange in a threefold displacement. When we speak of grammaticalness in language Bourdieu sees it as the notion of acceptability or to put it another way, instead of “the language” he uses the notion of legitimate language. Secondly, in the place of symbolic interaction as linguistics would call it Bourdieu puts relations to symbolic power thereby replacing the meaning of speech with the question of value and power of speech. The third displacement, which linguists refer to as specifically linguistic competence Bourdieu puts symbolic capital. If we shift from linguistic competence to linguistic capital we must understand that by competence, linguistics means a competence in the sense of the capacity for infinite generation of grammatically regular discourse. In reality this competence cannot be autonomized neither genetically nor structurally, neither in the social conditions of its constitution nor in the social conditions of it operation (Bourdieu, 1977). How can one put value on a language? Bourdieu (1977) clearly explains language as a capital to profit from and when that capital is threatened, be it language or any other component of culture, there are those who seek to defend it but find themselves in a
total struggle because they cannot save the competence without saving the market (i.e. all the social conditions of the production and reproduction of producers and consumers).

The linguistic market is vital to the existence of a language because both researchers and educators must understand that arguments about the value of a language cannot be settled in linguistic terms: languages are all linguistically equal, however many argue that they are not socially equal (Bourdieu, 1977). In this study, it is clear that many of the participants do not feel that languages are all equal. We must first identify the linguistic market; in other words identifying the people we are speaking about. In this case figure 5 portrays the linguistic market which involves various language varieties. The language varieties within the Italian International Language Program involve speakers of English and Standard Italian, which further break down to two other varieties of language; vernacular English (mix of English) and Dialects of Italian. These varieties can exist in any linguistic market but must be identified in order to fully understand the linguistic market as a whole. There is a great value in same language varieties within the same context because it creates a bridge for speakers within their communities. Once we have established the language varieties involved, we then look to see who uses these varieties. In the case of the Italian International Language Program this includes all the stakeholders; people who have a stake in the program for example, students, teachers, parents, administrators and the community as a whole.

Once we have established who these stakeholders are we are left with the task of trying to understand the social and linguistic values and norms of each stakeholder and the impact these values and norms have on social and linguistic practices. Lastly once the social and linguistic practices have been identified the task that lies ahead involves one of understanding whether the above practices involve any policies, interests and practices within the linguistic market. Policies refer to rules and regulations that have been put in place to create a structured educational learning environment. Interests, refers to looking at the issues that surround the program particularly what drives the stakeholders to participant in the program. Why
are they there? What is their interest in the program? The last section of the conceptual framework looks at practices, focusing mainly on what goes on in the program. What is being taught? By whom? What is being learned? This conceptual framework for the linguistic market of the Italian International Language Program has been helpful in understanding the stakeholders’ representations and practices within the program.
Figure 5. Conceptual framework for the study of the international languages program as a linguistic market.
**Bourdieu’s Theories on Linguistic Exchanges**

Bourdieu (1977) presents the social world as a system of symbolic exchanges. He believes that to give an adequate account of speech we must constitute in each case, the language habitus, which he explains as the capacity to use the responsibilities offered by language, secondly, the language market defined by a degree of tension, a certain level of acceptability and lastly expressive interest. Bourdieu’s theory represents a critique of linguistic exchange, where he states that linguistic exchange can only be successful when society as a whole completely understands the relevance and significance of language use (Bourdieu, 1977). As mentioned earlier Bourdieu (1977) describes a threefold displacement for the concept of linguistics from a sociological standpoint. In the figure below Bourdieu (1977) states that the economics of linguistic exchange are key components to successfully understanding the language. For the position of ‘grammaticalness’ his sociological approach uses the notion of acceptability (of language) or in the place of the language the notion of the legitimate language. Second, in the place of ‘symbolic interaction’ he refers to symbolic power and thirdly, in the place of ‘specifically linguistic competence’, the notion of symbolic capital is explained.

![The Economics of Linguistic Exchange Diagram](image)

**Figure 6. Bourdieu’s theoretical framework.**

Bourdieu’s three approaches provide a theory that can be applied to practice. Figure 6 can be applied to the International Languages Program (figure 7) for example, if we consider the first notion; Bourdieu (1977) describes it as acceptability as opposed to grammaticalness. Bourdieu (1977) explains that there are certain
characteristics which legitimate discourse must fulfil, the tacit presuppositions of its
efficacy; it is uttered by a legitimate speaker (i.e., perhaps, a parent, teacher student
or stakeholder that is concerned about the Italian International Language Program?);
it is uttered in a legitimate situation (the appropriate market, in this case the
administrators or schools) and addressed to legitimate receivers (i.e. those that can
do something to resolve the problem). Thus we can now give full meaning to the
notion of “acceptability”, “the science of language aims to analyse the conditions for
the production of a discourse that is not only grammatically normal, not only adapted
to the situation, but also, and especially, acceptable, credible, efficacious, or quite
simply listened to, in a given state of relations of production and circulation”
(Bourdieu, 1977, p. 24).

Language is not only a tool of communication but also an instrument of
power. Symbolic power, the second approach involves looking at the value and
power of speech to give an account of discourse. Bourdieu (1977) states that the
science of discourse must take into account the symbolic power relations within the
group, which can signify that some persons are not in a position to speak. This
notion is important for conducting this research has assisted me in learning who, in
the Italian International Language Program, is in a position of power. Who is able to
speak within this hierarchy, who commands but more importantly it has been a
useful tool in learning about the laws of production within the program. Bourdieu
(1977) explains that these hidden conditions are absolute for understanding what
can and cannot be said in a group. Understanding these theories is a vital tool in
understanding the program.

The last notion involves symbolic capital, which is inseparable of the
speakers’ position in a social structure. Linguistic competence (like any other cultural
competence) functions as linguistic capital in relationship with a certain market. “This
is demonstrated by generalized linguistic devaluations which may occur as a result
of political revolution or as a result of slow transformation of material and symbolic
power relations” (Bourdieu, 1977; 25). This is appropriate for the Italian International
Language Program because of the devaluations that have occurred within the
program. Bourdieu (1977) says that those who seek to defend a threatened capital are forced to struggle because they cannot save the competence of that language without saving the market. “The educational system is a crucial object of struggle because it has a monopoly over the production of the mass of producers and consumers, and hence over the reproduction of the market on which the value of linguistic competence depends, in other words its capacity to function as linguistic capital” (Bourdieu, 1977, 26). It is quite clear that a language is worth exactly what those who speak it are worth. Hence the symbolic capital of a particular group like the Italian International Language Program is inseparable from its social position. Figure 7 shows the application of Bourdieu’s theory and how it relates to the International Languages Program.
Figure 7. Bourdieu’s economics of linguistic exchange applied to the Italian international languages program.
**Fairclough’s Discourse and Social Change**

Fairclough (1992) says that individuals are beginning to recognize the ways in which changes in language use are linked to wider social and cultural processes, and hence are coming to appreciate the importance of using discourse analysis as a method for studying social change. This is ideal when dealing with the International Language Program because language use is linked to social and cultural processes. Discourse analysis can be approached in various ways. Fairclough (1992) presents his view of discourse and a framework for discourse analysis to bring together linguistically-oriented discourse analysis and social and political thought, relevant to discourse and language, in the form of a framework which will be suitable for use in social scientific research, and specifically in the study of social change. Discourse is defined as “a term to regard language use as a form of social practice, rather than a purely individual activity or a reflex of situational variables” (Fairclough, 1992, 63). Firstly he implies that discourse is a mode of action, a way for people to act and a mode of representation. And secondly, he implies that there is a dialectical relationship between discourse and societal structure. These are all significant in understanding discourse.

Fairclough (1992) describes three functions of language and dimensions of meaning which coexist and interact in all discourse: identity, relational and ideational functions of language. The identity function relates to the ways in which social identities are set up in discourse, the relational function to how social relationships between discourse participants are enacted and negotiated, the ideational function to ways in which texts signify the world and its processes, entities and relations. It is important that the relationship between discourse and social structure should be seen dialectically if we are to avoid the pitfalls of overemphasizing on the one hand the social determination of discourse, and on the other hand the construction of social realities in discourse. Fairclough (1992) presents a three-dimensional conception of discourse, which involves text, discursive practice and social practice.

These three are the tradition of close textual and linguistic analysis within linguistics, the macrosociological tradition of analysing social practice in relation to social structures, and the interpretivist or
microsociological tradition of seeing social practice as something which people actively produce and make sense of on the basis of shared commonsense procedures. (p. 72)

In producing their world, members are shaping their practices in ways that they may be unaware of social structures, relations of power and the nature of the social practice they are engaged in whose stakes always go beyond producing meanings. Thus their procedures and practices may be politically and ideologically invested. This is essential in studying discourse in a program that does not fall into the structure of the educational system.

Fairclough’s (1992) first dimension, discourse as text, describes a meaningful potential in a text and its interpretation. Texts are usually highly ambivalent and are open to multiple interpretations. Are we hearing what the speaker wants us to hear or what they are really saying? “Interpreters usually reduce this potential ambivalence by opting for a particular meaning, or a small set of alternative meanings” (Fairclough, 1992, 75). Discursive practice, involves processes of text production, distribution, and consumption, and the nature of these processes varies between different types of discourse according to social factors. Lastly, Discourse as a Social Practice, is discussed in relation to “ideology and to power, and place discourse within a view of power as hegemony, and a view of the evolution of power relations as hegemonic struggle” (Fairclough, 1992, 86). The concept of hegemony provides a way of theorizing change in relation to the evolution of power relations. Hegemony is “leadership as much as domination across the economic, political, cultural and ideological domains of a society” (Fairclough, 1992, 92). The question remains if hegemony is a focus of constant struggle around points of greatest instability in the Italian International Language Program? Does perhaps this instability between classes to either construct or sustain alliances and relations in economic, political or ideological forms exist?
Figure 8. Fairclough’s three-dimensional conception of discourse.

Figure 8, Fairclough’s (1992) theory shows that text and discursive practice are encompassed or are a product within social practice. The text is a product of discursive practice, which is embedded, in social practice. This concept of discourse will be a useful tool in understanding various discourse strategies within the Italian International Language Program. It will be useful for analyzing discourse produced by stakeholders. This tool is useful because if one considers the first box, *text*, the text is the language, which is open to multiple interpretations as a result of the discursive practices that exist with the social practices of the language community. The text and the way the text is distributed and consumed is all embedded in the social practices. For various stakeholders language has highly ambivalent interpretations. Students speak using Italian words whoever that same text can be interpreted in many different ways. The discursive Practices and Social Practices vary considerably in the Italian International Language Program. Due to the various
dialectal varieties, and mixed varieties, which have an enormous impact on discursive practices and social practices, it becomes even more difficult to teach the language. The discursive practices are largely attributed to the distribution and consumption according to the social factors surrounding the stakeholders. The Social Practice is what Fairclough (1992) refers to as the ideology of discourse and the power that comes with it. His three principles can be adapted very simply to Italian as an International Language because as Fairclough says there are many factors that affect the conception of discourse and how that discourse is interpreted. For the purpose of this study, an interpretation of discourse is vital for the stakeholders’ accounts and practices. The ideology and power of the International Languages Program is clearly affected by the text and discursive practices of its stakeholders. This discourse needs to be looked at in a three-fold manner to try to understand discourse and how it can be interpreted for analysis.

It is now clear that the linguistic market, discourse and language learning play a vital part in trying to better understand the process of acquiring or maintaining a language. Looking at all three together can help get a better overall view of the International Language Program. Language learning must be looked at in a social context not just as in an educational setting. The following looks at Mackey’s model of language Learning and the role language learning has in a socio-political context. Mackey suggests that there are other factors that need to be taken into consideration when looking at language learning.

**Mackey’s Interaction Model**

Language learning also needs to be placed into a socio-political context because these factors play a role in any educational setting. Stern (1983) discusses Mackey’s (1970) “interaction model” which places language learning into its socio-political context (Figure 9). This model is significant for any educational enterprise especially if used as a tool to better understand how the educational enterprise works. Mackey (1970) identifies five major variables: M (methods and materials), T (what the teacher does), I (instruction: what the learner gets), S (sociolinguistic and sociocultural influences of the environment), and L (what the learner does). Sterns
says that Mackey’s conceptual framework indicates how the teaching variables (the MTI triangle in the diagram) as well as the learning variables (the ISI triangle) are dependent upon political, social, and educational factors which dominate the upper part of the model (Stern, 1983).

Mackey (1970) does not symbolize the role of the underlying disciplines in relation to the factors identified in the diagram. Mackey (1970) describes the following diagram as an interdisciplinary framework involving ‘such’ sciences as psychology, sociology, anthropology, law, education, government, linguistics and other disciplines and technologies (Stern, 1983). Stern says that the different components of the framework or aspects of them deserve to be treated separately and in depth yet at the same time advocates that the detailed study of specific aspects can be related to an overall design. This structure shows a multiplicity of factors, which are relevant to language teaching and can prove to be useful guides in understanding issues surrounding the teaching and learning that takes place in the Italian International Language Program.

Figure 9 reveals Mackey’s Interaction model of language learning, teaching and policy which is pivotal as a underlying discipline in understanding all the factors which are important for the learning of a second language in order to make that learning successful. All the separate factors connect with one another at some point and create a continuous chain that links back to the factor before or after it. This model for language learning is helpful in understanding the process of the various factors and the socio-political context that surrounds this model, but more importantly it may be the topic of discourse of many of the stakeholders involved in the International Language Program. The Model connects curriculum, language policy, education policy and society, which seem to be the concerns of many of the stakeholders in this study.
Figure 9. Mackey’s interaction model of language learning, teaching, and policy.
Mackey’s Language Learning in a sociopolitical context is viewed as an important factor in language learning. However, language learning cannot take place without a structured process to curriculum development. Having determined that all of Mackey’s factors are significant in the language learning process and that they are all different components and should be viewed separately, it is evident that there other factors to the language learning process. Johnson’s theoretical framework for curriculum development is a useful tool in looking at the curriculum development process that is present in the International Languages Program.

**Johnson's Theories for Second Language Curriculum Development**

The following theoretical framework is used as a guide for developing a curriculum that can be used by International Language Teachers. Johnson's theories have been selected due to his ongoing research on second language curriculum and the impact their views could have on running a successful program. Johnson's theories on second language curriculum are the roots in beginning to develop a curriculum for the International Language Program. As Brindley (1990) clearly proposes, second language curriculum consists of far more than merely deciding what to teach and how to teach it. He also states that curriculum planning involves complex elements; it’s a curriculum jigsaw involving such elements as policy, planning, implementation, assessment and evaluation among many others.

It is generally agreed that what is needed are rational principles for curriculum planning and implementation that will inform policy-makers program administrators and practitioners and at the same time, hopefully enable them to have a better appreciation for each others roles and responsibilities (see for example Johnson 1989b).

Johnson's goal in this research is to present two major aims: first to provide a framework for discussing the language curriculum; second to define the notion of a "coherent" language curriculum. I will begin with Johnson's theories on second language curriculum (Johnson, 1989).
Firstly, he describes language curriculum development, in the broadest sense, as a decision making process. The framework for this decision making process is significant in the curriculum planning stages. Johnson proposes three sets of constraints on curriculum decision making: the policy, the aims of the curriculum or what it seems desirable to achieve; pragmatics such as time and resources, human and material, the constraints on what it is possible to achieve; and finally the participants in the decision-making process, whose task it is to reconcile policy and pragmatics. Johnson also identifies four stages in decision making which include:

1. Curriculum planning
2. Ends/means specification
3. Programme implementation
4. Implementation in the classroom

**Curriculum Planning.**

Johnson considers that these stages are ordered, but that the curriculum process overall must be interactive, so that decision making is fully informed; the coherence of the curriculum is more important than the 'perfection' of any or all of its separate parts (Johnson, 1989). A coherent curriculum is one in which decision outcomes from various stages of development are mutually consistent and complementary, and learning outcomes reflect curricular aims. Decision-making is therefore a continuing and cyclical process of development, revision, maintenance and renewal, which needs to continue throughout the life of the curriculum (Johnson, 1989). This description of curriculum planning is important for the purpose of this study because it will become a prevalent tool for analysis of stakeholders' discourse with respect to curriculum within the International Languages Program.

**Ends/means specification.**

This stage deals with the decision making process in which policy is made educationally explicit; the stage most often discussed under the headings of needs analysis and syllabus construction. On the theoretical level, discussion can be concentrated upon questions like, "whose needs?" and "how can these needs best
be assessed?" Johnson believes that for practitioners the main problem often lies in moving beyond the findings of a needs analysis to the development of a teaching and learning programme. This stage will be used in the analysis of the existing decision making process for curriculum development in the International Languages Program.

**Programme implementation.**

This is the stage that Johnson refers to as the realization of the ends and means for a teaching and learning programme, ready for use in the classroom. Johnson explains that this stage has two related aspects, the training of teachers and the preparation of teaching and learning resources. This will become a dominant tool for analysis of the existing stakeholders’ discourse about program implementation within the International Languages Program.

**Implementation in the classroom.**

The fourth set of decisions to be made in the curriculum development process relates to classroom implementation. These decisions determine the nature of the teaching and learning acts that will be performed, with the latter being unarguably the most crucial for the success of the whole of the curricular enterprise (Johnson, 1989). This will also assist in the analysis of stakeholders recount of the classroom implementation that occurs within the program.

**Evaluation**

There is one other point, which is not seen as a stage but an important and integral part of each and all the stages but not the focus for this research, that is, evaluation. In each of the preceding sections, it has been emphasized implicitly if not explicitly that curriculum development and renewal can only proceed effectively if supported by evaluation. This step in the Curriculum development process is key the International Languages Program because it will assist me in the evaluation of discourse about the existing curriculum in the International Languages Program.
Table 3 reveals that various stages in Johnson’s theory and decision-making at the classroom implementation stage has as its products the acts of the teacher and the learner.

**Table 3**

*Stages, Decision-Making Roles and Products in Curriculum Development*

<table>
<thead>
<tr>
<th>Development stages</th>
<th>Decision-making stages</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum planning</td>
<td>Policy makers</td>
<td>Policy document</td>
</tr>
<tr>
<td>Specification: ends/means</td>
<td>Need analyst</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Methodologists</td>
<td></td>
</tr>
<tr>
<td>Programme implementation</td>
<td>Materials writers</td>
<td>Teaching materials</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>Teacher training programme</td>
</tr>
<tr>
<td></td>
<td>Trainers</td>
<td></td>
</tr>
<tr>
<td>Classroom implementation</td>
<td>Teacher</td>
<td>Teaching acts</td>
</tr>
<tr>
<td></td>
<td>Learner</td>
<td>Learning acts</td>
</tr>
</tbody>
</table>

The above conceptual framework is useful for my own study. Once the linguistic market has been identified and the discourse analysed, the final step will be to focus on the analysis of the discourse relating to the curriculum development and implementation that exists within the program. Does the program have a hierarchy of structure and organization for curriculum development? This model is ideal because it can be used to justify the various roles the stakeholders within the International Language Program play in the curriculum development process but also the model is uniquely focusing on the internal dimensions of the education system. For the purpose of this study it will be extended to the external community as well. This model will be modified to include stakeholders within the community for example, churches, parents, clubs, etc. that have a stake in the curriculum development role for a program like this one. The question remains does the Italian
International Language Program use the above stages in curriculum development and implementation.

Considering the above chart, the Italian International Language Program policy makers could use this in decision-making and in the curriculum development and implementation process. The chart above places the procedures for the Italian International Language Program in accordance to Johnson’s stages of development.

To summarize, the theoretical framework for this study will assist in understanding language and culture. The theoretical framework for this investigation involves Bourdieu’s (1977) theory on economic and linguistic exchange, which provides the foundation required for understanding language from a sociolinguistic point of view. It also involves Fairclough’s (1992), theories on discourse strategies and analysis along with Mackey’s (1970), Language learning model. Lastly, Johnson’s (1989), theories for second language curriculum development will serve as analytical framework for looking at the existing curriculum in the International Languages Program.
Chapter Three: Research Methodology

The intent of the study was to investigate the interests of the various stakeholders in the Italian International Language Program through an exploratory qualitative case study. The purpose was to present a distinctive problematic area of the International Language Program and analyse the interests of the various stakeholders. On a personal note another objective of this study was to also document the change and progress of this program through the past few decades. As a researcher I have had the opportunity to document the evolution of this program throughout the years. My interest in this research comes from my experience with the program both as a student and a teacher. Throughout the years I have been able to watch this program through the eyes of a student and through the eyes of a teacher. Many years later I was able to participate as a parent in the program as I took my children to classes.

Both as a researcher and a stakeholder I have been able to watch the struggle and survival of this program for decades. As this research is complete it has become evident that many of the problems that existed in 1972 when the program began are problems that still exist today. This study has allowed me to document many of the struggles and successes stakeholders face today as they did many years ago.

The theoretical framework involved focusing on the theories on linguistic exchange and discourse analysis as well as curriculum theory in order to be used as a tool in the final analysis of the stakeholders’ accounts and representations. Using this theoretical framework provided insight on stakeholders views about the program in order to explore where this program was heading as time passed and education changed with the evolution of technology and new generations of children. Together with the theoretical framework the research methodology that was selected for this study was significant because the data collection needed to provide a qualitative
look at the stakeholders’ accounts and representations, so the most appropriate research methodology was a qualitative inquiry.

**Introduction:**

*Qualitative Inquiry as a Research Method*

With the appropriate research method one can go beyond existing knowledge and thereby contribute to curriculum development in second language education in hopes of providing further understanding and research. The reason for selecting qualitative inquiry as the method of research was that it seemed the most suitable method for uncovering in a qualitative way the challenges that surround the Italian International Language Program. Defining qualitative research is not a simple task as it is an inquiry in its own right. “Qualitative researchers seek to make sense of personal stories and ways in which they intersect” (Glesne & Peshkin, 1992, p. 1). I feel that this is the best approach for research inquiry when dealing with the International Language Program because I can study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them.

“Qualitative” research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter” (Denzin & Lincoln, 1994, p. 2). This multi-methods approach provides me with the opportunity to use various techniques in conducting my research. The use of “multiple-data collection contributes to the trustworthiness of the data” (Glesne & Peshkin, 1992, p. 24). The practice where researchers use multiple methods is referred to as “triangulation”. Good research practices recommend the researcher to triangulate. It is necessary to use multiple methods and sources of data in the execution of a study in order to broaden the findings in the research process and to withstand critique (Mathison, 1988).

Here are three data gathering techniques that dominate in qualitative inquiry: participation observation, interviewing, and documentation collection (Glesne & Peshkin, 1992, p. 24). Within each technique a wide variety of practices can be carried out, some more common than others. For example, in participant
observation, some researchers use videotaping to replay, slow down or freeze observed interactions among participants. The point here is that the qualitative researcher draws on some combination of techniques to collect research data.

Due to the complexities of the educational setting of the International Language Program it was appropriate to use qualitative research as a method of inquiry in order to better understand how the program works and to learn about the stakeholders’ representations and practices. The qualitative research method has been an asset in analysing interpreting and explaining the issues surrounding the program. No one can deliver promising outcomes with certainty. No one has the grounds for saying “this is it” about their research designs, procedures and anticipated outcomes (Peshkin, 1993). However, selecting the research most appropriate for a particular study facilitates a better outcome.

As part of the qualitative inquiry the discourse analysis of stakeholders was a very important focus of the study because it was through this analysis of discourse that I was able to present the stakeholders accounts and the representations of the International Language Program.

Organizational Context in Which the Research Was Conducted

My research method involved reviewing literature on the International Language Program, the general guidelines and information that exists provided by the Ministry of Education. I learned more about the area and community in which these students live. I prepared a schedule that was used in semi-directed interviews with individual teachers, students, and stakeholders within the program. A schedule was also prepared as a background questionnaire for all the participants. Observation during meetings, classroom setting, and interaction with teachers, directors, coordinators, administrators and students also took place. I looked at the interest of the teachers, their training, their working conditions, and their experience. Focus has been placed on the students, their interests and social practices, their linguistic practices and their own personal experience within the program. Documentation on the type of curriculum material that is being used and how it has
been developed has been collected. Samples of existing material have been compiled and what teachers want from curriculum material. Students' thoughts on curriculum materials have also been documented as well as the administrative aspects of the program, what the programs limitations are with resource material and teacher training as well as developing resource material. Observation schedule and notes were used in order to better understand teaching methods and curriculum materials currently. The parents and the community were also considered in the study. Their accounts were analyzed, as they are also stakeholders in the success of this program.

**Participants**

Table 4 lists all the participants involved in the case study. The first group of participants were teachers presently employed or whom the Italian International Language Program in the Hamilton Wentworth area had employed in the past. There were 7 teachers participating in the study. There was a program coordinator, 2 supervisors and an office manager, as well as 15 students and 9 parents, 7 community members and representatives. Interviews were conducted with each of these participants on at least two occasions. Observations were made and documentation was analysed. Most of the parents who participated in the study were from middle class families. 7 of the 9 were white-collar workers. Most had been living in the same neighbourhood between 10-12 years. One participant was an immigrant of only a few years. She was an engineer in Italy and now a housewife. Of all the parents who participated only one of them who spoke the standard Italian none of the others spoke any other language than Italian dialect and English. The teachers who participated were all Canadian born; only two teachers were immigrants from Italy. The other 5 teachers were all university students or currently in teachers college. All teachers spoke English.
Table 4

Participant Overview

<table>
<thead>
<tr>
<th>Participants</th>
<th>Number</th>
<th>Status</th>
<th>Employment</th>
<th>Other language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>7</td>
<td>5 Canadian born</td>
<td>White-collar</td>
<td>5 French</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 immigrants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisors</td>
<td>2</td>
<td>All Canadian born</td>
<td>White-collar</td>
<td>1 French</td>
</tr>
<tr>
<td>Students</td>
<td>15</td>
<td>13 Canadian born</td>
<td></td>
<td>French</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Italian born</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>9</td>
<td>27 Canadian born</td>
<td>7 white-collar</td>
<td>No other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 immigrants</td>
<td>2 blue collar</td>
<td>language</td>
</tr>
<tr>
<td>Community members</td>
<td>7</td>
<td>Immigrants</td>
<td>All blue collar</td>
<td>English/ Italian</td>
</tr>
</tbody>
</table>

Table 5 gives some insight into the teachers who participated in this study and their background, education and reasons for teaching in the program. This helps demonstrate the programs ongoing problem of constantly hiring new teachers. Achieving a better understanding of the teachers and their profiles gives some insight into how the program runs and the implications of having part-time instructors teaching in the program.
### Table 5

**Teacher Participants in the Case Study**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher #1</td>
<td>This teacher is a university student who is teaching for the program as a part-time Job. Her goal is to be a teacher in the elementary school level.</td>
</tr>
<tr>
<td>Teacher #2</td>
<td>This teacher is a native born Italian who immigrated to Canada, she has two children who she takes to class with her. She teaches 4 nights a week in the international languages program. Is a full-time day-care supervisor in the day.</td>
</tr>
<tr>
<td>Teacher #3</td>
<td>This teacher is a university student who is teaching for the program as a part-time job while in school. She speaks French and is a second generation Italian.</td>
</tr>
<tr>
<td>Teacher #4</td>
<td>This teacher is a university student who teaches in the program part-time and also speaks French.</td>
</tr>
<tr>
<td>Teacher #5</td>
<td>This teacher is a full-time mom and teaches for the program in the evenings. She is an immigrant to Canada. Italian is her first language.</td>
</tr>
<tr>
<td>Teacher #6</td>
<td>This student is a university student who teaches 3 nights a week for the program. She speaks French and wants to teach in the High school system.</td>
</tr>
<tr>
<td>Teacher #7</td>
<td>This teacher is also a university student and teaches in order to make some money while she is in school. Her goal is to be an elementary school teachers.</td>
</tr>
</tbody>
</table>
Recruitment of Participants

The recruitment procedure involved sending out and posting flyers in the community asking for volunteers interested in participating in the study. Interestingly enough recruitment was not difficult in certain areas. In the educational setting it was a facilitated process because students were very willing to participate. The difficulties encountered came from the community at large. Not many people responded to the flyers posted throughout the community. A general survey was used to survey other teachers who were not interviewed in depth or at all.

Interviews

Interview format was very open. Throughout the interviews questions were very directed yet open enough to allow the participants to elaborate in a specific or general manner. I observed and used note taking throughout the interviews and documented on posture, mood and attitude of the participants. Note taking was used to document the head teachers' meetings and other meetings, which were observed. During these sessions note taking was the primary method of documentation. Interviews lasted anywhere from one hour to two hours in each session. Interviews took place with teachers, supervisors and coordinators, administrators, and office managers, principals and vice principals. Interviews were tape recorded and transcribed. The interview setting was conducted in a comfortable conversation like setting, using semi-directed interview questions. Questions were general only to provide a topic for the conversation.

Documentation

Samples of curriculum material, newsletters, booklets, policies, administrative documents and other available resources were collected and were used as supporting evidence for the research.

As part of the documentation background information was collected during the interview process. A general background questionnaire was developed in order
to fully understand the ethnic origin and linguistic market in the community (see Appendix B, C, D). This information involved any personal information about participants, home life, and previous experience in the program, teacher and student life experiences in dealing with the program.

Documentation was collected about the community and information about the program in this particular Hamilton-Wentworth area, information about the community as a whole and the clubs and associations within this community.

Observation Schedule

I used an observation schedule (see Appendix J), which guided in conducting my research throughout the study. All observation was recorded through note taking and tape recordings where applicable. The observation was used as a tool to better analyze the interaction between the various stakeholders and the process underway in the international language program.

Data Analysis

The analysis of data collection from transcribed interviews and note taking was done according to a schedule of eminent themes that continuously appeared throughout the interviews. Categories were developed according to the stakeholders themselves. It appeared to be the most effective way to gather and analyse the discourse according to the stakeholders themselves. This schedule was a useful tool in grouping themes in order to understand what the interests, values, norms and social and linguistic practices of the various stakeholders are and any interests that conflict. Investigation also involved considering what kind of curriculum should be developed to suit the needs of the International Language Program in Hamilton. Analysis also came from questions that were addressed during interviews as well as emerging themes based on ideological discourse (hegemonic discourse) and marginalised discourse (stigmatized discourse).
Conclusion

For the research methodology a qualitative approach was used because, it would provide more detailed and in-depth accounts of stakeholders’ views.\(^1\) It seemed the most suitable due to the detailed discourse the qualitative approach allows for. Having detailed insight into the thoughts of the various stakeholders provides a better understanding of where the program stands and where it is heading. Having used this approach also assists in learning about the role of leadership and the hierarchy that exists within the program. The following chapter looks at the role of leadership, authority and power and how that impacts on a program like the International Languages Program.

\(^1\) Research Methodology Overview: An overview of the research methodology and procedures is found in appendix K (p.184) to clearly explain the types of methodologies to be used.
Chapter Four: 
Authority, Leadership and Power

Introduction

Leadership accompanies an administrator’s role. Power and leadership are merely roles that are enabled when authority is given. Authority is the tool by which to operate situations within the educational institution. It is my position that authority does not equal leadership. Leadership is a product of authority. Anyone can have authority but do they use authority to be good leaders?

In an educational institution, authority, leadership and power are distributed at various levels. Throughout this hierarchy there needs to be a chain that connects all these levels of power in order to reach the same end result. The school system incorporates many branches of education. The International Language Program is one very miniscule part of a branch called the Continuing Education Program. When policies are put into place to regulate a program, it is done in order to create structure. Is this structure parallel to the rest of the branches in the system? The International Language Program has been structured as a system parallel to the regular daytime school system; however, among the stakeholders, the administrators are the only ones who fully understand the system. Other stakeholders such as teachers or parents seem to be ignorant of the policies and procedures and the overall functioning of the program within the educational system as a whole. The administrators have the authority. However the teachers’ ignorance places them in a compromising position. Parents contest their legitimacy and competence. This creates a frustrating teaching and learning environment. So is authority equaled to leadership? In this case absolutely not.

Rather than a privilege that is ascribed to the individual, power itself is a network of relations constantly in tension and ever-present in activity; rather than possessed and localized in individual hands, power is exercised through the production, accumulation and functioning of various discourse; rather than mere verbalization of conflicts of domination, power is the very object of human conflict; and rather than concerned with conscious intention or decision, the study of power is
best located at the point where any intentions of the powerful are invested in real and effective practices. In short, the development of particular forms of language meets the needs of the powerful and depends on particular exercise of power through discourse practices. (Corson, 1995, p. 6)

Power that is possessed by educational leaders, given to them by structured procedures is, as Corson (1995) describes, merely formal authority that is assigned to an individual. This power is powerless if it is not channeled correctly. In the educational setting the power is dependent upon those who determine what is acceptable. If others do not acknowledge the power then the leader is powerless and therefore the system is powerless in turn creating a cycle, which leads to the implementation of policies and procedures not supported by the rest of the institution.

Leaders are expected and required to exercise their authority and implement expectations and outcomes, policies and procedures, and most importantly strategies for student achievement. However, this is not the case in the International Language Program school community. Policies and procedures are a critical part of any organization; the lack of or misuse of these policies and procedures can cause the status of an organization to disintegrate. One of the challenges or obstacles facing the leaders of a program like the International Languages Program is being able to take the program needs beyond the local confines of the community and to a higher symbolic order.

Post-modernism as presently theorized tends to overlook the fact that whereas more diverse voices are being raised and heard, power forces beyond the local continue to ignore messages that those voices are conveying. This is nowhere more the case than in education, in which often the tendency toward devolution in decision-making has been accompanied by a trend toward inequity in provisions and injustice on a grand scale. (Corson, 1995, p. 8)

Many of the messages within the international language program are not being heard and throughout the study this concern was continuously expressed that no one was listening.
A leader may encounter great adversity in a multicultural setting therefore making the leadership role all the more difficult. It becomes an adverse problem when policy design and organizational procedures are not being represented appropriately. I will discuss in the section to follow the issues around a program that does not enjoy a recognized status within our educational system. The International Language Program is located somewhere parallel to the regular school system, however, it does not enjoy the recognition or acceptance of the educational institution. What are the consequences of this and for whom? How does this affect the structure of the program, the conceptions of various policies and most important is there a clear idea of who is responsible for what? All these questions become significant when we look at the structure of the Italian International Language Program.

In this section, I will discuss the significance of hierarchy and structure within the International Language program. Secondly, I will present the argument that policies and procedures need to be implemented and enforced in order to create validity within the program. Thirdly, I will look at the policies in place and discuss the roles these policies play within the system. If we consider the word ‘hierarchy’, it is defined as “a system in which people or things are put at various levels or ranks according to their importance.” (Cambridge, 2000). This system in which people are put into various levels is clearly explained in the International Languages handbook. Page one of the manual is titled, “International Languages Program Administrative Overview”, which clearly presents in chart form a hierarchy of “who is who” within the program. My question becomes, “why most of the participants interviewed were not aware of who is who in the program?”

Policies that are implemented are not being enforced, information is not being processed and distributed properly, and it is being disregarded. The policies within the handbook reveal that there is structure, which seems to be a bureaucratic structure. There is no description of what should be included in the curriculum, no mention of what should be taught other than (a) “the teaching techniques, strategies, and methodologies conform to those being used in regular day school programs,
and (b) that the content provided for the development of the language/ culture in the context of each child’s experience” (International Language Handbook, 2001). This explanation is not helpful for instructors who are not familiar with the rules and regulations used in day school programs. One administrative staff said, “Firstly, head teachers from other languages, do not even speak English. They are able to teach only in their language”. Policies and regulations are essential to the success of any program provided that the policies are enforced, and understood by those who are to follow them. There is an explanation of what a daily lesson plan should involve, however no explanation on what grammatical points should be introduced, or the content of grammar. The other concern becomes assessment, and report cards. Presently, report cards are optional as is stated in the handbook. If a teacher wishes to provide one he/she can do so, however, my question becomes are these instructors trained to assess? Are they accurate evaluations of language skills? How valid is their assessment?

There are problems that need to be addressed before a policy is put into place. One teacher describes her problem with a parent who was upset at the grade her daughter received, “The mother came in to see me and said that I was not qualified to assess her daughter, she wanted to know how I assessed her, the training I had, and that I was not a certified teacher to make a judgment like that.” Clearly, this situation creates a hostile teaching and learning environment. There are no guiding principles in place that provide teachers with the correct tools for assessment or training as well as there is no course of action in place to reassure parents that the teachers are fully qualified and trained to assess their children. This becomes a significant predicament for teachers and clearly reveals the weak link present in this educational chain. Who are the links in this chain? Where do teachers go or whom do they turn to when they are forced to face parents contesting their competence and ability?
**Chain of Command within the International Language Program**

In every institution there is a mission that describes the goal of that institution so that others are aware of what is expected by everyone in order to achieve a whole purpose or outcome. Someone or some group sets out the goals for this mission. The natural hierarchy that we have come to know in nature also exists within the institution we call school. This hierarchy helps create structure and delegates responsibility to various individuals within these institutions. The question is this, how do most people know who is in charge of whom? Who does what?

Throughout the course of my study, it was becoming abundantly clear that most of the participants had no knowledge of “who is who” within the hierarchy of the Italian International Language Program. Many of the various stakeholders within the program really had no idea of who was in charge. Perhaps this leads us to conclude that there is a break in the level of hierarchy?

Levels of hierarchy are like links; if they stay connected they form a strong chain of command. The question becomes do others need to be aware of who these individual links are and together how they form this chain of command? Logic might state yes because having this knowledge will empower stakeholders and perhaps lead to change. Throughout the study there were many gaps that were found, this would lead one to believe that it could be due to this lack of knowledge. If one knows who the individual links are when a problem arises, a problem can be addressed much faster, therefore knowing who is who is important in maintaining a strong chain of command.

When parents and community members at large where asked “what do you know about the International Language Program?” many of the participants hesitated. As the interviews continued it was clear that the only knowledge any of these participants had about the program was that the program was offered once per week for 2.5 hours and that it was free. Interestingly enough one parent said, “What do I need to know, the time and the place that’s enough for me.” Should there be a concern when parents feel that there is nothing that they need to know
regarding their children’s education? Comments like the one above indicate that there is a lack of appreciation and respect for an institution that has not set a place for itself in the educational eye of the community. Do too many parents have a lack of concern for who does what? Is there a principal or a vice-principal? Are there safety procedures in place? No one mentioned this. When asked what information would you like to know? Many community members and parents paused, and interestingly enough the response was,

nothing really, just maybe better advertising of when classes begin, because um, sometimes I don’t find out what classes are offered until the classes have already started and usually by another parent.

(Parent #4)

Even the community as a whole does not appear to be concerned. The program is recognized as something that is offered free by the school board and the community as a whole decides when they want to enroll their children. There is no mandate that says students have to enroll or they have to attend so many hours once they have enrolled. There is no structured policy. Administrative staff expressed that they feel there is a need for a structured policy because it helps to create credibility and makes the community as a whole realize that if people abuse the program then the program will no longer be offered. As for the roles of stakeholders and the level of hierarchy there is no concern about who runs the program. When interviewing teachers it was a very different response. When teachers were asked who was in charge of the Italian International Language program, the common response by all teachers was unanimously the person who ran the office, the office co-coordinator. The only problem with this response is that this person’s duties do not extend enough to running the program. This person is the contact person. This person cannot solve problems beyond that. The School board under the continuing education department, which includes supervisors and administrative staff and a principal who contributes, runs the program financially.
One teacher said, “Mr. Smith runs the program, he started it um, 30 years ago.” This comment is a clear indicator that there is no awareness of how the program began or that the survival of the program depends on school board funding. This type of comment was continuous repeated by many teachers. It is clear that the history of the program has not been clearly documented in order to reveal the true passion of maintaining a culture and the roots of a language, which came to life in a church basement every Saturday morning. One teacher said,

We don’t have funding, that’s why we don’t have any resources we are only allowed $100 per school for every term, which is collected from the donations that the parents made. (Teacher #3)

Again, another falsehood regarding the spread of knowledge within the program is that the hundred dollars is money that comes from government funding not donations. Donations collected from parents are extra for other expenses. Who is in part to blame for this misinformation? Why is there no knowledge about the policies and procedures and funding that is available? It seems that teachers are not even aware of the roles the various stakeholders play within the program. All teachers are aware that there are supervisors that occasionally make an appearance to see if there are any problems but do not truly know the extent of their roles as supervisors.

One teacher expressed her concern that having supervisors was a waste of time.

Before we had two supervisors for the International Language program, one was responsible for the west side of the city and the other for the east side. Now we have 4 supervisors instead of 2 and it’s a waste of money, why pay them when we could use that money for resources, if we have a problem we can go to our contact person. There’s no need to create jobs that are useless. They pop their heads in for a few minutes and then you don’t see them for months. (Teacher #5)
It appears that there are concerns by those who are aware of the structure that exists within the program. Such frustration creates teachers who are very unhappy and feel that they cannot successfully do the job required of them. Perhaps this might explain why there are always new teachers being hired? Most teachers feel that they do not have enough knowledge or “the big picture” of how the program runs. However, teachers felt comfortable that if problems arise they could go to the contact person to help them deal with their concerns and there was no need for the supervisors. What is interesting is that in one interview it was pointed out that many of the supervisors quickly move up the hierarchical tree. Many of the people who applied for supervisory positions quickly resigned once promoted to another level. “Being a supervisor of a program where there are 1000 students looks pretty good on your resume if for example you were applying to be assistant vice-principal”, comments one instructor. Is the program just a stepping-stone in reaching a desired result? Are the needs and best interests of the students being considered? What stakes do these members have in the International Language Program?

**Summary of Administrative Overview**

Throughout the study it was clarified who the key stakeholders are. Interviews with administrative staff revealed that it is clear that authority, leadership and power are present within the International Language Program, however creating a hierarchy like the chart below does not necessarily contribute to a productive teaching and learning environment. If we consider Table 6 below too many of the stakeholders who participated in the study had names beside the various positions and were names that had been vaguely heard of and rarely met. Many stakeholders questioned what the responsibilities of the various key players were. It is an inevitable process that in any institution whether it be educational or not there are various hierarchies, however, what creates a successful environment is when everyone involved understands the various links and their role in the overall chain, which connected creates the whole institution whether it be educational or not. In this chain of command the top positions are seldom known. Teachers, parents, and students together do not fully understand who is in charge of this program. Some are
not even aware of the names of the controlling stakeholders. My position is that leaders of an institution need to immerse themselves, in order to fully understand the needs of the others within the institution.

Stakeholders need to understand and be understood by other stakeholders within the program. The teachers feel that if “principals or vice-principals took a few minutes to sit in a class and see how important it is for children to learn an international language, um, maybe they would see how difficult it is to teach when you have to contend with day-time teachers who won’t let you use the black-board or chalk” (Teacher #4). So how important is it for administrators to make their presence known? Does it reveal to children that the program is important if the principal comes to class? Will the principal realize the problems teachers face if they hear them firsthand? In order to attain a successful teaching environment we need a hierarchy that is present and known to all the stakeholders but more importantly an active component of the chain. Having achieved this then we can begin to understand the reasons for the various policies and procedures that are put into practice. Table 6 below provides a clear picture of the various stakeholders in the program their duties and responsibilities.

**Table 6**

**International Languages Program Administrative Overview**

<table>
<thead>
<tr>
<th>Key Players</th>
<th>Duties and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Education Principal</td>
<td>The principal is responsible for all programs under the Continuing education, including International Languages. He/She reports directly to senior Administration and the Ministry of Education and training regarding matters related to I.L. program.</td>
</tr>
<tr>
<td>Vice- Principal, Continuing Education</td>
<td>Instructors should view him/her as the Administrator with overall responsibility for the International Language Program.</td>
</tr>
</tbody>
</table>
### Key Players and Duties and Responsibilities

<table>
<thead>
<tr>
<th>Key Players</th>
<th>Duties and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Languages Supervisor</td>
<td>The Supervisor is responsible for the day-to-day operation of the program at the various sites. He/She has the authority to act as the Vice-Principal’s designate. On educational and organizational matters, the instructors will be responsible to the International Language Supervisor.</td>
</tr>
<tr>
<td>Community Contact Person</td>
<td>These community volunteers will work in an advisory capacity with the I.L. Supervisor and Vice-Principal to ensure an effective program with close links to the respective communities.</td>
</tr>
<tr>
<td>International Language Head Teacher</td>
<td>Head teacher are responsible for the supervision of their teachers, the general discipline of the school and teaching the I.L. curriculum to their students.</td>
</tr>
<tr>
<td>International Language Teacher/Instructor</td>
<td>Teachers/Instructors are responsible for teaching the International Languages curriculum to their students.</td>
</tr>
</tbody>
</table>

### Policies

Who are all the above people and what are their responsibilities? The study revealed that policies and procedures are in place within the International Languages Program. These policies however, are not known by most if not all the stakeholders within the program. A significant development with respect to policies was revealed throughout the study. Most of the teachers are not aware of any policies that they must follow other than any classroom policies created by the individual teacher or head teacher. One teacher in the interview stated that head teachers now have more responsibilities than they did before.

A few years ago, we had to do nothing other than hand in our pay sheets for ourselves and our teachers and do our registrar at the end of each term. Now I think they are trying to get more organized they
handed us, binders, which have safety procedures for fire, injury, etc. Sheets stating our responsibilities as teachers, procedures for cancellations of class. (Teacher #2)

There appears to be a change in the direction of policies and procedures within the International Languages Program. Is it possible that there is an effort to implement structure and procedures? This information is for head-teachers and it is their responsibilities to share it with the teachers within their schools. Is this being done? Many teachers were asked about this manual and many were not aware of the existence of this binder, nor of any policies or procedures to be followed.

When dealing with the administrative staff that participated in the study it was clear that this binder was to be the “Bible” that teachers are to follow. Surprisingly enough many teachers did not even know what color the binder was. After having had a look at it, there was nothing that appeared to be essential to the structure of the program. Most of the head teachers felt that it stated on print what was always known, it was the “spoken word put on paper,” as one teacher put it. Some thought it was ridiculous. One teacher stated,

I think we all know the definition of a volunteer and what their duties are, I can’t see a teacher in their right mind allowing a volunteer to teach a class, especially a multi-level class. (Teacher #3)

This is the policy and procedures manual that is given to the head teachers within the program. To some instructors the manual was something to laugh at yet as one supervisor stated, these books have to be simplified because some of the instructors are not fluent in English, they come from countries where instruction methods are very different from North American traditions. Some may not know what volunteers are to do. One could pose the argument that an instructor should have a certain level of English understanding before being able to teach an international language. How was the manual created? What concerns does it address? Who was consulted when creating this manual? A supervisor explains, “We have adapted this book from another province that already uses it. There is a $10 fee if the manual is not returned.” This supervisor expressed that there was a great need for structure for
instructors so that everyone followed the same protocol. Policies and practices are issues that the administrative staff believes are necessary for a successful program.

When students were interviewed and asked about policies or rules that they had to follow, most students said, “no talking in class, put your hand up to talk.” Do the teachers enforce these rules or are they rules that students automatically know they are required to follow from their regular day school? When students were asked if the teachers had rules they had to follow, one student said, “I think so they had us practice for a fire drill, and um they send letters home about rules for pick up of children, um, and stuff like that. If students have doubts about teachers following procedures one begins to question why? One student comment that, “there are no procedures that teachers have to follow, sometimes they let us have a longer recess, they can do what they want there is no bell.” Is it possible that students believe teachers have no rules to follow because perhaps they don’t follow them as dutifully as they should?

Essentially, the results of the interviews reveal that school organization and management and acceptance of the program are key issues in the successful existence of a program like International Languages. If policies are implemented and enforced properly then perhaps the perceptions by the different stakeholders within this program would change? “If someone would just enforce the policy maybe daytime teachers and school principals would be more accepting of the program. They won’t have such a hard time being allowed to use the school or the black boards” (Supervisor #2). Would this recommendation decrease the continued perception that this program is not a structured and important part of the educational institution? Would teaching become less of a struggle for teachers and more of a rewarding profession? Can policies and procedures achieve this and dispel the image that the International Languages program carries?
Conclusion

The distribution of authority, leadership and power has been clearly assigned in this program. However, what is evidently clear is that authority and power have their presence within the program but leadership is not a strong force. The leadership role has not been utilized to its fullest potential. Leadership is defined as, “the position or function of leader: the ability to lead”. Leadership must be a quality that is possessed within an individual or a group of individuals in order to achieve a goal. When leadership is not properly utilized then the role of the stakeholder has not been fulfilled. To be an effective leader one must be a force known to all. One presence must be recognized to all the key players at which point the chain can hold together with great strength. There is a great ignorance on the part of the various stakeholders about policies and procedures that exist. It is not enough to develop policies if they are not accessible to the stakeholders that need those policies.
Chapter Five:
Stakeholders: The Role of Teachers in Education

Introduction

What is the role of educators, instructors, and teachers? Do all these terms mean the same thing? Is there a difference between educator and teacher or instructor and teacher? The definition of instructor is “one who educates.” The definition of teacher is “a personified abstraction that teaches.” Are the roles really different or do the roles lead to the same end result?

Teachers, educators, instructors are the key players in the international Languages Program. They are the ‘front lines’ of the operation. They are the stakeholders who have the task of educating the next generation of adults and as they educate they must deal with the notion that there is inequality in education. Inequality, many may question what kind of inequality? The notion that education in general is not all equally important and that there are certain types of education that are more important than others is unacceptable. Education is knowledge and knowledge is never futile. The International Languages Program falls under this notion. It is viewed as less important than any other type of education (Feuerverger, 1997). It is this preconceived notion that teachers have to contend with on a regular basis. Therefore, can they be effective teachers in an environment that is viewed as ‘second class’ to the rest of the educational system? This study revealed that teachers’ roles stretch beyond the regular duty of a daytime schoolteacher. Furthermore, they do not have access to any of the regular resources, support and utilities (chalk, paper, the gymnasium) of regular teachers.

Roles of a Head Teacher

In the International Languages, the key players are the teachers. It is the teachers’ presence, attitude, motivation and overall teaching that exemplify the importance of learning to the students therefore creating a productive teaching and learning environment. The board clearly states instructors’ responsibilities. In
addition to teaching duties, the head teacher shall be responsible for many other duties within the educational system. How can one better understand the duties of an International Language teacher? Consider the duties and responsibilities that are presented in the International Languages Program Handbook. Looking at the role of head teacher within the International Languages Program, the participants felt that this role was really the role of principal. In addition to teaching duties, the head teacher shall be responsible for the administration of the school. Throughout the case study the problem that became apparent was how can a teacher be responsible for the administration of the school and teach at the same time? What is the description of an administrator? An administrator is defined as “to manage or direct the affairs of a government or an institution.”

**Administrator vs. Head Teacher**

Having understood the role of an administrator it is evidently clear that a teacher cannot be expected to fulfill his/her duty as a teacher efficiently when they are expected to supervise the other classes, deal with problem students, etc., one head teacher explained her frustration “in order to teach my lesson without interruption it takes me 45 minutes to 1 hour after school starts to begin my class. Within the first 45 minutes there are always teachers coming in asking questions, students are late, parents that need things. By the time I begin it’s recess time.” In this program, the role of teacher denotes higher responsibility. The question still remains are teachers in regular daytime school responsible for school administration?

The head teacher is also expected to maintain the general discipline of the school. In regular daytime classes when situations become too disruptive teachers do not take time away from their classes they call the principal. Who do international language teachers call? The answer is no one they deal with the problem themselves. This takes time away from the head teacher’s class instruction time. One teacher said that she tries to assign higher-level students to her class so that if she has to leave her room she can do so because the students are older. Leaving
young children unsupervised becomes a problem. The question becomes what type of discipline does the head teacher give? Throughout the study it was clear that teachers felt the only power they had over students was to keep them in for recess. There was no detention after school so therefore that was not an option. Classes are usually held at night, therefore caretakers lock the school as soon as class is over, everyone wants to go home. Secondly, parents would not be pleased with having to wait half an hour in the car at 8:30 p.m. for their child. Assigning extra work is not an option because most teachers do not assign homework at all. Therefore, how does a head teacher discipline when she is supposed to be the teacher?

Another responsibility of a head teacher is the supervision of instructors in the proper completion of the pay sheets and registers. One head teacher comments that, “when, in my sleep? Teachers come in five minutes before class starts; I can’t make them come in earlier they only get paid for 2.5 hours per week. They don’t want to come in longer than they have to. Secondly, they plan at home. I have the responsibility of doing secretarial duties as well” (Teacher #5). This head teacher feels that head teachers have now also become secretaries and bookkeepers. Teachers find it hard to do all these different jobs within such a short period of time. Head teachers are required to report the number of students attending everyday because this is how the school board determines funds for the program. Teachers have revealed that many times they forget to take attendance and at the end of the term they are desperately trying to remember who was present most of the time and who rarely attended. Clearly the morale of teachers is diminishing because they have so many other duties and responsibilities, which take away from their primary role that is to teach these students. After having successfully completed pay sheets and registers, head teachers are required to either mail or personally deliver them to the appropriate personnel. Many teachers have stated that there are so many ‘out of school’ responsibilities that sometimes, “Working 2.5 hours per week is not worth it. I spend more time doing administrative things, um, why do I do it then? Well I like the kids and its extra money” (Teacher #5). How is one to interpret the above statement? Is it the money that is the driving force or is it the desire to teach these children that makes all these extra duties and responsibilities worthwhile? There
appears to be constant reference to overworked and unappreciated teachers in the program.

Arranging for staff meetings to facilitate curriculum, is another responsibility of a head teacher. Participants shared mixed feelings about this because some head teachers do this and some do not. Some teachers meet with their co-workers to discuss themes and topics for various months, others do not, but are expected to do their own. Since there is no specific procedure set out, head teachers do as they choose. Head teachers have done this, not all. Some schools are more organized and there are meetings. One head teacher said that he arranges meetings at least 3 times during the year. Some head teachers have never had a meeting. One teacher stated, “I can’t expect teachers to come in for meetings, when would we have them? Because it is not mandatory, I cannot enforce it.” (Teacher #2)

Arranging for a suitable supply when an instructor is absent is another key responsibility of a head teacher. This is a secretarial duty that teachers feel should be an administrative responsibility. Arranging for a suitable supply when an instructor is absent becomes difficult because if the teacher does not have enough notice then she cannot find a replacement. Sometimes finding a supply is difficult, one head teacher said that,

I know a few teachers that work on other nights and I tried to call them to find a supply. Sometimes I have a hard time and I can’t find anyone. That’s when I have to combine classes. This basically becomes a wasted class. Its hard enough teaching a multi-level class, then you’re forced to combine another multi-level class and it becomes harder. (Teacher #2)

This is a difficult situation because now a class that takes place once a week has lost valuable class time. Combining a class with two levels to another class with also two levels does not result in a productive teaching and learning session. One teacher wished that “We had a list of teachers we could call. Our contact person just recently gave us a list of all the teachers and all the days they teach, that way we
know who is working on which day.” This appears to be a good solution for this problem. It becomes difficult to have a supply teacher list for a class that is only 2.5 hours per week. Creating a supply list does not seem reasonable because teachers cannot be expected to be put on a list with such a minimal amount of work.

**Secretary vs. Head Teacher**

The role of a head teacher has many components. Another responsibility of a head teacher is requisitioning instructional materials and supplies for the classes. One head teacher states, “I carry my classroom in my trunk. I have to bring photocopy paper and pencils for other teachers. The paper is heavy, there are um, not enough hours to do all the things and I get paid 8 dollars more than a teacher at the end of the day. It’s not worth it” (Teacher #3). The role of a head teacher has many components. He/she is expected to act like a principal, vice-principal, secretary and teacher all in one. How effective can a teacher be when they are expected to fulfill these various roles and sometimes at the same time? Perhaps this is one of the reasons why students do not regard the program in a serious way like the regular daytime program. If this program were important, there would be a principal or a secretary? Is this the vision children perceive about the International Languages Program? When are head teachers expected to do requisition for materials and supplies? One-teacher states, “when I really have to, I try to use the material that I have because it’s hard to go to our contact center, it’s not always open and I work somewhere else. As for supplies, I buy them “(Teacher #6). Perhaps this “using the materials that I have”, is the result of material being recycled and repetitive. In 1997, Mercurio clearly reveals that students felt the curriculum in the International Language Program was repetitive and continuously being recycled. This situation still persists today.

**Teacher Responsibilities**

Communicating with parents is a large responsibility for a head teacher in the International Languages Program. The question remains, “what communication
exists between the head teacher and parents?’ There is no specific direction in the handbook that describes the communication between parents and head teachers. A task that head teachers feel is one of the job requirements that should be done more often but teachers are afraid of giving negative feedback to parents for fear that the children will not want to come to school any more. This is an issue that teachers find difficult to deal with. Is the role of the teacher to stay quiet and be oblivious to issues that arise? Does the teacher provide feedback on student behaviour, attitude, and educational achievement? Why not? A regular daytime teacher does all this as well as a coach to an athlete or an employer to an employee. Then why does there seem to be such a fear on the part of these teachers to give feedback especially negative feedback about a student’s performance? One teacher says that:

{I was} attacked when I gave feedback on a student. The parent was so upset that I had no right to evaluate her son for a class that was an after school class, meaning not as important and not part of the regular school. Well after that a petition went out and the schools were no longer to send reports unless requested by the parent. Only a participation certificate can be awarded. (Teacher #6)

It is clear that the program cannot function in the same light, as the regular school because the stakeholders involved are not allowing it to function like a regular school program. It will always viewed in the light as “an after school program”.

The next responsibility for a head teacher also involves parent involvement. Participants in the study said that none of them had ever had a parent teacher interview or heard of other teachers having had them. Arranging for at least one parent-teacher interview is one responsibility teachers are required to fulfill according to the International Languages Program manual. This is a unique responsibility because teachers have stated that they have never had a parent-teacher interview. This requirement was also a surprise for head teachers because they did not even know it was part of their job description. Only if there is a serious problem with a child’s behavior would a parent be involved. Is this similar to regular day school procedures? Clearly not, school board guidelines explicitly state that
student’s code of behavior must be followed and teachers’ roles and responsibilities clearly show parent teacher interviews as a key component of the student performance. Many teachers were not even aware that parent-teacher interviews were an option.

Meeting with other head teachers of the same language group to discuss the general curricular and progress of all the classes, is another expectation of a head teacher. This only happens twice a year when the committee contact person organizes it, to discuss trips and Christmas Pageants. Most teachers are not even aware of this policy and many of them do not know who the head teachers are at other schools. Student progress is never discussed at these meetings, which are usually for planning school trips or special events.

Head teachers are responsible for maintaining close co-operation with the principal of each school where the classes are being held. Maintaining close co-operation with the principal is a very sensitive issue. The general feeling seems to be that the program is not well accepted, therefore is not a concern or priority. Most head teachers have problems here because they find resistance from principals, some are happy to report that they have no problems but no contact either. Teachers feel that the communication between principals and head teachers is minimal if any at all. Most teachers feel that principals sometimes forget that the program is taking place in their school. One teacher commented that when there are functions after hours, the school administration forgets to contact her.

Teachers are required to keep the contact person informed at all times regarding pertinent matters. This is not difficult because the contact person is the only person that a head teacher can go to for assistance. There is no one else in the hierarchy of this program; therefore, the head teacher has to refer to the contact person. The contact person is only notified when there is a problem; any success stories are never shared. Most teachers revealed that contact between themselves and the contact person never occurs unless a teacher cannot handle a situation his or herself.
Head teachers must keep an up-to-date class list of all students enrolled in his/her school. Most teachers felt this was a very important responsibility because funding for this program is based on the number of enrolled students in the program therefore numbers are really important. The minimum number of students required to open a school for the International Languages Program is 25. The interesting thing to note is that throughout the study no one was concerned about the learning process. There was no connection to how many days a student missed and how it would affect their learning. The only concern was strictly for financial purposes. Many teachers revealed that they do their class list whenever they can, sometimes every few weeks.

Head teachers should inform all teachers that they are not to be involved in the collection of fees from the language community. All instructors know this because the program functions on the sole purpose that it is run as a non-profit organization. Teachers do collect money however; quickly give it to the head teacher. There is no mandatory fee for the program. Most teachers understand why it is their responsibility since they register all the students.

All points that have been discussed are all the responsibilities of a head teacher. Finally the descriptors show there are 14 clearly defined roles and responsibilities expected of a head teacher only two of those 14 listed above are teacher responsibilities the remainder are all administrative. Therefore, what is the role of the head teacher? Should the word teacher even exist as part of the title? Perhaps, the title head administrative teacher would better suit the responsibilities expected of the individual rather then expecting a person to fill the administrator role and teacher role at the same time.

**Duties of a Teacher**

The board has stipulated responsibilities for teachers as well. An International Language instructor is responsible for planning and executing individual lessons. Planning lessons for class is very important for a successful teaching and learning environment. Planning and executing lessons is one of the primary responsibilities of
a teacher. Throughout the case study it was clearly revealed that planning and executing lessons was not a primary concern. Many teachers felt that a 5 to 10 minute session before the class was sufficient planning for a 2.5-hour class filled with multi-level students. Teachers revealed that they do not always prepare for their classes. One teacher said that there was no point because students are always absent or that there was not enough time because they worked all day.

Providing evidence of long and short term planning is something that teachers have stated they have never been asked to do. For example, weekly lesson plans or monthly lesson plans have never been required. The interesting thing to note is that if this is one of the responsibilities of teachers then why is no one asking to provide evidence that these lessons are being completed? One program co-coordinator said, “Why bother, teachers quit and find full-time jobs, new teachers come in, so no one bothers to check lesson plans, I guess the main priority is having a teacher last the whole term.” The main priority is to keep teachers long enough therefore there is no worry about what is being taught. All the participants said that they have never been asked to show long or short term lesson planning even though that is considered a vital component to a successful teaching and learning environment. Developing lesson plans would be a viable component of teaching in a program like International Languages because when teachers leave in the middle of a term the new teacher would be able to see what has been covered to this point. Mercurio (1997) revealed that material was repetitive; having a lesson available would assist the new teacher in developing a new program for instruction without repeating what has already been taught.

In case of illness, the teacher is expected to contact the head teacher to arrange for a supply teacher to teach the class and provide a suitable lesson plan for that substitute teacher. All the teachers agree that this is important and all said that they do not provide a lesson plan perhaps because they do not have one. All the teachers in the study said they had never left a lesson plan for a substitute teacher. For example, a teacher said she had a family wedding on Saturday morning when
she was scheduled to teach and gave the head teacher two weeks notice to find a substitute but left no lesson plan.

If we consider Johnson’s (1989) theories for second language curriculum development, teachers all expressed that they felt there was no structure for curriculum planning or development. If we apply the stages that Johnson (1989) suggests, it is interesting to see how the program succeeds according to those strategies for development. Johnson’s approach was used in table 7 in order to compare the policies and practices in the International Languages program and how those practices fit into the stages of curriculum development.

**Table 7**

*Stages in Curriculum Development*

<table>
<thead>
<tr>
<th>Development stages</th>
<th>Decision-making stages</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. specification: end/means</td>
<td>No methodologies in place in order to assist teachers in their curriculum development.</td>
<td>Syllabus is optional. Now head teachers encourage teachers to prepare one for every class.</td>
</tr>
<tr>
<td></td>
<td>teachers develop a calendar of what they will teach throughout the term</td>
<td></td>
</tr>
<tr>
<td>3. programme implementation</td>
<td>There are no material writers; recycled material from teacher to teacher is used.</td>
<td>Teaching materials are provided, some are old and out of date.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There are computer programs provided for students. For teachers there is the International Language conference every year. Teacher workshops are available at this conference.</td>
</tr>
</tbody>
</table>
Clearly teachers feel that the curriculum development process does not exist; it is individual for every teacher. There appears to be no structure in the curriculum causing a devastating consequence when promoting students from level to level. There is no structure neither in the learning process or a structure to avoid repetition and recycling of old and out of date curriculum material.

Throughout the interviews a few teachers tried to use an approach similar to Stern’s Model (1980) which looks at ways to a twofold system of categories, which can be applied, differently to the learning needs and conditions of students. The following is what they used in order to assist them in the development of curriculum for the Italian International Language Program in order to create some structure in the curriculum planning process. Table 8 is the result of this discussion with stakeholders:

**Table 8**

*Stern’s Model Applied to the Italian International Language Program*

<table>
<thead>
<tr>
<th>Aspects of language curriculum</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Beginners</td>
<td>Primary-reading stories about fall-focus on weather</td>
<td>Primary-expressions</td>
<td>Primary-vocabulary building, Christmas</td>
</tr>
<tr>
<td>Phonology</td>
<td>Sounds, vowels/Months</td>
<td>and the fall season</td>
<td>Listening and speaking exercises</td>
<td>Intermediate-vocabulary, past and imperfect</td>
</tr>
<tr>
<td>Grammar, Lexis, Semantic notions</td>
<td>/days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspects of language curriculum</td>
<td>September</td>
<td>October</td>
<td>November</td>
<td>December</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Sociolinguistic Categories</td>
<td>Advanced-verbs present tense</td>
<td>Intermediate-Verbs in the present tense</td>
<td>Intermediate-Verbs in the past tense</td>
<td>Christmas in Europe vs. Canada</td>
</tr>
<tr>
<td>Culture</td>
<td>School in Italy-literture, art music –school in Europe vs. School in Italy</td>
<td>Halloween, fall, Remembrance day, all saints day</td>
<td>Christmas Pageant</td>
<td>What is Christmas like in Italy?</td>
</tr>
<tr>
<td>Activities</td>
<td>Using the computer games to build vocabulary</td>
<td>Vocabulary building on Halloween in Italy-Halloween project</td>
<td>Use sports and games to build on winter activities people participate in Italy</td>
<td></td>
</tr>
</tbody>
</table>

Table 8 shows what teachers use in order to create some type of structured curriculum within the International Languages Program. Stern’s model of for curriculum development is used as a tool, which incorporates what is being done in the program. For example, Stern believes curriculum guidelines are needed for the above three areas: language curriculum, culture and lastly providing activities. The language curriculum attempts to provide, concurrently, opportunities for teaching language, as well as culture and reinforcing those with related activities. The International Languages Program has incorporated these same three areas to include topics each month. So for the month of September a students will be introduced to all three areas and will continue those same areas every month using different topics.
**Discipline**

Maintaining proper discipline is important in a teaching and learning environment. Teachers stated that disciplining students is always a big issue within the program and they have become accustomed to this role. Because there is no formal reprieve for behavioral problems teachers are continually forced to discipline their student, which is disruptive and consumes class time. The underlying question remains why are there no discipline principles in place? There are discipline rules for regular daytime schools. One teacher, said, “Why bother making rules, by the time you enforce them class is over. Teachers don’t want to waste time enforcing rules when there is no time.” It seems as though teachers have given up. Perhaps the problem begins because students do not feel the need to learn and progress.

Teachers are responsible for informing the head teacher of any outstanding discipline problems. This is done regularly. The only problem is that the head teacher is forced to take time out of her class in order to deal with these problems. This is a common occurrence because time is limited in class and discipline problems consume even more time. The teachers often times punish children by taking away recess time. One teacher said,

I seldom report discipline problems, usually I deal with them myself why take time away from the head teacher or I just call the parents to pick their child up. The only problem with this is that most of the time children don’t want to come back and some parents comply with their desire. (Teacher #3)

Perhaps then teachers do not always report discipline problems because of this fear that students will not return to the program. How then is the program going to succeed if teachers are not taking control of the situation?

Teachers are required to maintain adequate progress records for all students. There are no records of progress for any students other than the current work they complete. The progress could only be seen by what was completed on a daily basis.
One teacher said, “I really tried, I made folders for the kids with their names on them and kept all their work in there. I would send them home every few months and ask parents to look at them, sign them and send them back to school. I think out of 22 kids only 4 brought theirs back.” Where does the problem begin? How can rules be followed if there is no one there to enforce them? Should the teacher have sent a note home asking for the folders? If this situation had happened in regular school, would parents have sent the folders home? Is it the system that does not enforce the rules? Is it the teachers, parents, who?

**Teacher vs. Teacher**

Once stakeholders’ roles are understood within the International Language Program, we face one other problem. The problem becomes one of dealing with the teaching and learning environment. The classroom is one of the most frustrating problems teachers are faced with in the International Languages Program. It seems that until issues like this one are addressed curriculum and pedagogy are irrelevant. Having a physical space to teach in is the first obstacle that teachers feel needs to be overcome. The first component of teaching in a second language classroom is a reasonable class size, referring to the number of students enrolled. If there are a large number of students the class functions well because there is less of a need to create multilevel classes. Multilevel classes are created when there are not enough students and the students understanding of a language vary at different levels. It is difficult to teach when a class size is increased in a multilevel setting; it becomes even more difficult and stressful. One teacher (Teacher #1) comments, “It’s so hard to plan six different lessons for a 2.5 hour class. It takes me longer to plan than to teach.”

The issues within the classroom are very difficult to deal with for many teachers and it is for this reason that teachers have not put a great deal of focus on curriculum and pedagogy. Teachers are so frustrated with simple struggles in the classroom, therefore curriculum is the least of their concern.
Administrative support for the program both in the school, and at the district and province levels is not present. This is another struggle that many schools are dealing with. Without support, even good teachers can only struggle for so long before becoming exhausted and gradually losing focus and their desire to teach. Many teachers have expressed their frustration of having to deal with daytime teachers who are not willing to share the classroom. One teacher tells her story of a teacher who did not even acknowledge that she was physically in the classroom. There is a stigma that has put on the program; teachers feel that they are not looked upon as teachers because they work after school. One teacher said,

The teacher that teaches during the day is here when I come in at night and she does not even say hello. One night I was standing at the back of the room waiting for her to finish what she was doing so I could get ready for my class and she spoke to one of the student, asking him to please keep an eye on her classroom and make sure that nothing was moved out of place. I was standing right there and she did not have the decency to tell me the adult and teacher of the class.

(Teacher #1)

This unfortunately is the reality that many teachers face even in the year 2005 when education evolved creating a society of educated individuals. Does this type of thinking affect the way people see the program. Education is defined as a learning process then why is learning after school not as equally important as learning during the school day?

Maintaining the classroom in such a way that the day school teacher will not be inconvenienced is a “nail biting” issue with teachers in the program. This is a big problem for teachers because they feel they cannot move within the classroom without causing a disturbance to the daytime teacher. A teacher in the International Languages Program must worry about inconveniencing the daytime teacher but does the daytime teacher worry about the International Language teacher? Is the International Language teacher taking on the role of caretaker or cleaning staff? Teachers have stated the difficulty they have with daytime teachers.
The teacher who uses the classroom in the day will do anything to make my job harder. She does not leave me an inch of black board to write on. I thought that the schools are for everyone. How am I inconveniencing the teacher by using the classroom? I go in to do my job, to teach, but I have to walk on pins and needles then why am I there? (Teacher #1)

This added pressure adds to a job that is already difficult due to other times constraints, absences, etc. Teachers have even said that they have bought their own chalk. This teacher clearly reveals her anger because the school belongs to the children and it is the same children from the daytime who come to these classes at night. So how can one teach in an environment where one is only allowed to stand in the room?

The interesting thing to note is that teachers have stated that they are also caretakers because they try so hard to avoid problems with daytime teachers that they stay after class to clean. The responsibilities for these teachers continue to grow. Teachers wash the boards and even turn the desks so that children are not tempted to touch inside the desks. The troubling aspect of this is that this responsibility of maintaining the classroom in such a way as to not inconvenience the daytime teacher creates an image that it is a problem otherwise why would it be written in the teachers’ handbook. This makes a bold statement about how International Languages teachers are required to make accommodations for regular daytime teachers. Most people would argue that the regular schoolteachers should make accommodations for a program that runs once a week for 2.5 hours. What is the underlying message? Where is the inconvenience if another teacher is there to do the same job that a daytime teacher does? The rules themselves are stating that the program is “second-class to the regular daytime classes.”

**Classroom Procedures**

Arriving at the school at least fifteen minutes before the session is to begin is one of the stated rules in the teachers’ handbook. Most teachers arrive early enough
because they know children get there early. Some teachers arrive right at the time class is supposed to start because they work all day. This is something that all teachers feel is important because they need to be at the school in order to greet the students. One teacher expressed her frustration when she was teaching the summer program:

I had a parent who asked me, if I could come in for 8:30 a.m. because she needed to leave her daughter before she went to work. Classes begin at 9:00 a.m. I come in at 8:45 a.m. She asked me to come in at 8:30. Do they ask the regular teachers to do that? I felt like I was a baby-sitting service. Teachers face this big problem because most of them expressed their concern that there is no credibility to the program. They think that if the program was taken seriously then parents would not dare ask for these special accommodations. (Teacher #5)

Beginning class promptly regardless of the number of students in class is a responsibility of any teacher in any educational setting. This is very important especially for a class that is only 2.5 hours a week. Teachers throughout the study have said that time is limited however; classes rarely ever begin on time. Classes on average begin 20-25 minutes after the regular scheduled time. Students constantly arrive late. One teacher said that, “parents bring their children in late all the time, how can classes begin on time. Some finished dinner late, some got home from work late." When these expectations are written in a handbook, it is clear that someone fully aware that this is an underlying problem in the program has written them. Pretending that this problem does not exist reinforces that the program is secondary to the regular school system. In day school, students are marked late, not in the International Languages program. Would marking a student late make a difference? A teacher said, “it is hard to begin class when students are constantly coming in and parents are asking questions. I can’t begin because I keep getting interrupted.” The issue is simple is the objective of the lesson being taught attained
with constant interruption? Does this create a good teaching and learning environment?

Teachers are required to keep registers accurate, neat and up-to-date. All the teachers revealed that they do their registers at the end of the term. Teachers also said that at times they forget to take attendance and therefore guess at the amount of days that students have been attending. This is important however; teachers did not seem worried perhaps because the numbers constantly fluctuate since students do not attend regularly. One teacher said, “Students come more in September, by Christmas time they stop coming because they get busy with holidays. In the spring it’s even worse because all their sports begin.”

**Teacher or Secretary**

Teachers are responsible for telephoning the home of each student that misses any classes. This is done for two reasons: to ensure the safety of the students and to discourage dropouts. Teachers now have the role of secretary. They are required to call each student that is absent. One teacher said,

I tried to call the students that were not present one night, because I knew they walked to school and it was dark. When I called I had to leave my class for a moment. It turns out that the student was sick but when I returned to my class, it was like a circus. I can’t afford to leave a class unsupervised nor loose more class time. (Teacher #6)

Teachers never phone the home of a student, they do not have access to the office telephone and classes already begin twenty minutes late that they cannot find the time to call. Teachers cannot call students because they have classes of their own plus teacher revealed that it is not worth the effort because the office is usually locked and by the time they locate the caretaker more time has passed, therefore when do they call? One teacher said she called after classes were over, to show parents that she cared that the student missed class and to discourage dropouts. Teachers said it is very easy to miss a class or two; there are so many other things
to compete with like sports, homework, music lessons or just the weather. “When a student misses 3 classes in a row you know you’ve lost that student. It’s easy to put the program aside.” Making a phone call can be a simple reminder that the student was expected somewhere.

It is clear that teachers have a difficult role in the teaching and learning process within this program. Many obstacles prevent these teachers from fulfilling their duties as educators. Perhaps the reasons why teachers choose to take part in the program are one of the main reasons why the program faces so much difficulty? Perhaps it is the stigma attached to the program as a whole. Whatever the reasons may be, most of the teachers who participated in the study have been teaching for a few years and it appears that teachers who are in the program are here in order to acquire experience. Most feel that it will be good on their resume. Some teachers apply for a teaching position because it was convenient. They could work in the evening as well as during the day. “I enjoy the program; it’s a good way for me to get experience. It is a good part-time job until I finish school. Let’s face it; no one could live on 2.5 hours per week” (part-time student teacher). Because of the programs’ limited hours of instruction it makes it very difficult for instructors to work in the program permanently. The hours are not enough. There is a high turn over rate because people become employed with full-time positions so they quit teaching for the program. One administrator says, “We are constantly hiring new teachers because they get hired to be supply or find full-time employment with the school board so they quit.” Only two of the teachers who participated were working in this program for the last 15 years. These two enjoyed teaching children. One was a stay at home mom and the other worked all day and taught Italian 3 nights per week. When asked how she became employed in the program she said, “This was the only work I could find where I could bring my children with me. I have no family here to watch my kids. I enrolled them and that way I knew where they were. The money was good and I was teaching four nights a week”. There does not seem to be an expression by any teachers that this is a career for them. It is a stepping-stone to reaching the final destination. It is viewed as a way to acquire a good income while getting experience managing a multilevel classroom.
**Teachers Roles in the International Languages Program**

All the teachers who participated in the study shared their own concerns about the Italian International Language Program. The main concern shared by the teachers was the lack of respect that the program receives. Teachers had many stories to share. One teacher tells of an experience, which to her truly amplifies how the program is viewed.

I had one experience that for some reason stays with me all the time. One parent came to register his child and after having registered asked what the hours were. So I said classes go from 5:30 to 8:00 p.m. and he asked me if the child could come in at 5:00 and stay till 8:15 because he had hockey practice. I was shocked! I wanted to say we were not a babysitting service but I didn’t want to lose the student. Can you believe it, do you ask day time teachers to come in early and stay late? (Teacher #4)

This example clearly reveals the problems teachers face in the program. How can teachers feel like they have a role in a program that is viewed in such an unbecoming way. Would this parent ask a daytime teacher this question? Why than is this program viewed in such a negative way?

The perception of the International Language Program has changed over the years. When classes first began in church basements, parents wanted to keep their culture and heritage alive by teaching their children the language. This baby boomer stage has passed and many second and third generation Italo-Canadian parents do not express the same concern. A teacher expressed her concern,

How can anyone enjoy what they do when the program isn’t recognized as a significant educational institution? It’s a convenience a place to leave your kids for a few hours. One mother leaves her kids and goes shopping. The kids see this perception and create their own. How can you teach a child who thinks the program is a babysitting service? I think the only parents that really care about learning the
language are first generation Italo-Canadian parents who came to this
country and are trying to preserve their culture for their children.
(Teacher #4)

The negativity present in the above excerpts clearly shows that teachers feel
frustrated with their situation and do not know how to deal with the problem. The
negativity present in the teachers’ attitudes truly affects their roles as effective
educators. Students start to see this attitude not only present in parents but also in
teachers. This vision that exists as to the purpose of the program is detrimental to
the success of the program.

Another instructor believes that parents will send their students anywhere as
long as the program is free. “Parents come to register their children and then we ask
for a twenty dollar donation to cover the cost of the end of the year trip and they
don't want to donate. If they have to register their child for soccer and pay 300
dollars in registration that's o.k.!” It seems that teachers are very disgruntled at the
view some people have about the program. This again influences the attitudes of the
teachers. Is it possible that the role of the teachers is contributing to the already
negative or unimportant cloud that rains over the program? Another teacher
commented that people use the program for convenience, “My neighbour registers
her daughter for classes because she has no one to watch her and she openly
admits it. There is no mention of wanting her daughter to learn Italian.” Summer
school teachers feel that they are caught in the middle of a system that cannot
improve itself. Do teachers themselves not care? Do they feel like babysitters? It’s
not their livelihood, rather a temporary stepping-stone to get further ahead in life.
With this attitude and actions from the various stakeholders, where can the program
go? Can it slowly cease to exist? The result of the various stakeholders’ outlook can
only lead to influencing children’s perceptions of the program. What is a child to think
when the parent is asking the teacher to take and keep the child longer than
required? These perceptions told by teachers are reality and just as teachers are
keen and alert so are children. This problem stems even further to also custodial
staff members. A teacher re-tells her story of a caretaker and his concerns over the Italian International Language Program,

It was 8:30 in the morning and the caretaker would not open the doors for us on Saturday morning. We kept banging on the door until he finally opened it. I saw him through the glass he was ignoring my knocking. When he did open the door he started yelling that if we wanted to teach another language we should do it at home that we had no business using his school on Saturday. He even swore in front of the children. Anyway, I complained to my contact person and the school board made him apologize but if it had happened during the day that caretaker would have lost his job. We’re not important we’re just an after school program, no one cares! (Teacher #6)

Many teachers in the International Language Program express these problems. I had the opportunity to observe a staff meeting and many teachers were frustrated that they were experiencing similar issues. There was utter anger not directly at the individuals involved but at the administration for not addressing the problem. “If the problem had been with a caretaker who was not part of the school board, he who have been fired or even if the caretaker had treated a daytime teacher that way then he would have been out of a job, but because it’s International Languages, no one will know.” (Teacher #6) Teachers felt like second-class citizens. A teacher had a serious concern when she arrived at school for her evening class,

I got to school about 20 minutes before classes were to start and the school was filled with teachers. I was told that we couldn’t have classes because it was parents’ night. Well I was fuming. I had to call 40 students and tell them there was no class when they had probably already left to come. I was so upset that I was not notified. I went to the principal very upset and he apologized like it was no big deal. My biggest concern was that it would happen again. You know it’s very hard to get students to come to school once a week, when we have to compete with soccer and hockey and other after school activities that
when things like this happen it’s just one other hurdle to have to overcome. (Teacher #1)

There is no sense of community in the above quote. The teacher speaks and it feels as though there is no support from other members within the program. Perhaps this head teacher would have felt differently if there were a supervisor present or a principal this teacher is talking as though she were fighting a battle alone.

This looks very unprofessional for the program and the teachers become frustrated. Teachers felt that to call students parents five minutes before class is scheduled to start is inappropriate and inconsiderate. It is evident that problems as the above cause disorganization within the program but more importantly, students miss out on instruction time. They are present only once per week for 2.5 hours and when class is cancelled they are not in class for two weeks. Another area of concern is the importance teachers put on making the most of their time. Some administrators feel that teachers are not using their time wisely,

Let’s face it and we have all done it, the students are playing so we give them an extra 10 minute recess. Who’s going to know? We’ve worked all day and rushed here straight from our other job. We’re tired. So a 15-minute break becomes, um, 25 minutes on an already short 2.5-hour class. (Teacher #1)

This becomes a serious point of concern. Throughout my research, I had the opportunity to observe classes and this concern is valid. I watched students coming in anywhere between 5:30 p.m. and 5:50 p.m. The teacher began class at 5:55 p.m. Warm up took ten minutes. Recess time. The actual lesson lasted 45 minutes and then they were given time to have a snack. By the time recess was over and student returned to class it was 7:25 and the teacher had them cleaning up at 7:40 p.m. A final prayer was said and students were ready with their coats in line by 7:55 p.m. The question becomes how much instruction time is there?

What is clearly evident it is that teachers feel that they are fighting a losing battle and they are fighting alone. In retrospect the coin is two sided because it is
clear that teachers have issues that they themselves must rectify. Administration feels that many teachers bend the rules themselves because they do not have a keen interest in the job they are doing. “It’s clear that many teachers just waste time to make the 2.5 hours go by faster. I went in one evening and a teacher was doing his assignment for teachers college while the students were doing sit work” (Supervisor#1). The feeling seems to be one of compensation. It is o.k. not to follow rules, no one else does. Teachers blame administration, administration blames teachers; parents do not really have a concern either way. The result only affects students’ education.

**Conclusion**

Teachers’ roles extend over a broad range of responsibilities that perhaps deem necessary more time and more support from administration. Teachers’ roles are varied and include responsibilities from many ends of the spectrum. Though there is an effort in creating a standardized view of a teacher’s role there are many stigmatized perceptions attached to this role. Many feel that they are not looked at as equals to other teachers because they do not teach full-time. Aside from the stigma attached to teachers’ roles there is the issue that teachers are expected to not only deal with multilevel classes but also take on administrative duties as well. This explanation is still a work in progress since many teachers throughout the study expressed their frustration at doing a job that they felt required multiple roles and very little appreciation.
Chapter Six:
Students as Stakeholders in the
Italian International Languages Program

Introduction

Students are key stakeholders in the International Languages Program. The fact remains that without students there would be no program. Therefore the question is quite simple; what needs to be done in order to keep students enrolled in the program. Statistics throughout the study have shown that student enrollment has dropped enormously over the past how many years and is in a steady decline. Students throughout the study were asked to express their ideas and suggestions about the program. Most students commented on the following: the curriculum, their lack of motivation for the program yet the need to learn a second language and most importantly the key component, i.e. the influence of the parents. The idea that was evident throughout this study was that the curriculum was repetitive and boring for students. Students were not being challenged nor motivated enough to want to remain in the program. Most students clearly stated that if it were not for their parents forcing them to attend they definitely would not go. The puzzling question is why force children to learn a second language? Is it important and if so why? Students felt that their parents thought it was very important, however not as important as hockey practice or swimming because on those days parents excused their children from attending classes. In this chapter, we will look at students’ perceptions of the program and how they feel their parents perceive the program.

Curriculum

Curriculum is a key component to any successful educational program. Students throughout the study expressed their concerns about the curriculum and the lack of relevant resource material. Even students at a young age were able to comment that material was repetitive and that they were always learning the same thing year after year. Students compared the Italian International Languages
Program to their regular school saying that in their regular day school they were learning different things each school year but not in Italian school. This comment is a source for a great deal of interpretation. Perhaps the most vital interpretation is one, which includes that students feel the program is a waste of time if they are always learning the same thing. Perhaps if the curriculum is repetitive it shows a lack of concern on behalf of the teachers and the stakeholders running the program? If there is no structured curriculum year after year, then students may interpret this as a program with no direction and specific objectives or outcomes.

If we apply Johnson’s (1989) theories on curriculum development, there should be a structured approach. There are four development stages: which relate to decision making and products in all areas students expressed that the program did not appear to have developed curriculum since everything was always repeated. Students need material appropriate to their learning needs. What type of material is being used in the International Languages Program? Is there a standardized curriculum for all schools? Many teachers interviewed commented on the lack of appropriate materials. “Most materials are old and out dated, the children can’t relate to them” (Teacher #3). Just as teachers realize this, it appears that students have also come to the same realization. The resources that are available for teachers’ are very inappropriate therefore many teachers develop their own. Teachers have also said that they borrow from one another. Most of the material is recycled and students have shared their concern about doing the same work over and over again. Most of these teachers believe in the program and want to see it succeed. However there is a lack of resources and of a structured curriculum. Many teachers are stigmatized as teaching in this program because they can’t get a real job teaching or they don’t have a teaching certificate, or they are university students, or they don’t speak English therefore they really can’t find work as teachers. Is this the cause of the lack of curriculum material? “There is a high turn over rate among our teachers, many get full time jobs and do this as experience, and people need more then 2.5 hours per week” comments by one administrator. These constant changes make it difficult to teach material that is unique and not repetitive. There is no communication between teachers who taught the class and leave and new teachers
who come in. There is constant overlap in subject material. Everyone does his or her own teaching without any consultation. In a program like this, it almost seems like team teaching should be going on.

The question remains what type of curriculum exists that gives teachers an indication of specific objectives or outcomes in order to meet students needs? In the previous chapters, the description of the roles of head teachers and teachers is clearly explained, however, there is no explanation of curriculum guidelines, outcomes or expectations of this program. Head teachers and teachers are provided with an explanation that they are required to have lesson plans. However, no explanation is provided about what those lesson plans should entail. Students throughout the study comment on the need for material that is fun and exciting and not repetitive. One student said, “I wish I could come to class one night and know that I’d learn something I didn’t already know” (Student #4). This comment is very heartbreaking because an educational environment should always be an opportunity for students to open a new door in their quest for knowledge. Life itself is a lifelong learning process and when a child can say that they are not learning then the educational system has committed an injustice to its students.

There are no specific or overall expectations listed for this program. The program is available. The curriculum does not appear to be a focus, or a part of the overall success of the program. This explains perhaps the lack of enthusiasm students have about the program. No one would want to go to class when the expectations for learning are always the same. How can anyone measure the success of a program if there are no set parameters at the beginning? Does the program measure success based on the number of students enrolling. What are these students learning? Success can be measured when expectations and outcomes exist. For this program there are no expectations or outcomes that are stated.

Teachers felt that students need to understand second language learning in an international perspective. “Students need to understand why it would be good for
them internationally to know other languages otherwise they don’t see it as necessary” (Teacher #4), says one teacher. “Our curricula needs to be internationalized and restructured to include subjects that integrate an appreciation for the current international trends, the international economy, and foreign cultures” says an administrator. “Graduates will need to have a more global understanding—an awareness of diverse peoples and cultures, a world view of the various political and economic systems, and more historical breadth” (Teacher #4). This concern that the curriculum is not meeting the needs of the students was continuously referred to throughout the study. When I asked the teachers who participated in the study what it is they would like to see in the curriculum, they stated, “Books that are not from the 1970’s, things that kids can relate to in the year 2005.” Curriculum must be adapted to meet the needs of the students is the primary concern that stakeholders had with regards to the International Language Program. “You may have someone who is a near native listener but is on an intermediate level for speaking and a beginner in reading and writing” (Teacher #6), says one teacher. The student needs are all different. One teacher recalls reading this quote: “I read this somewhere a long time ago, every learner is a piece of Swiss cheese, and everyone has different holes in different places.” Instructors trying to develop International Language courses cannot assume that teaching methods will be identical for, say, a child who acquired and subsequently forgot a heritage language, as opposed to a child who semi-acquired, or has continuing contact of some form with that language. “It’s not clear that teaching those children in the same way will serve them”, says this teacher. So the first hurdle is trying to design a curriculum that will serve the broadest range of students. After that, “You need trained teachers and you need materials”, she continues. A few International languages, such as Italian and Chinese, do have a wealth of materials available, as heritage programs for those programs are better established or receive more donations. Other, less commonly taught languages may present difficulties for instructors who are trying to develop a program and are looking for relevant instructional materials. “A lack of quality classroom materials—not to mention a shortage of trained, certified teachers—puts some would-be International Language Programs at risk before they even begin” states one
administrator. Community schools, or “Saturday” schools, fill in some of these gaps, but they simply cannot take up all the slack. What was also noted throughout the study was that there were students whose needs were not being addressed by the program. One teacher dually noted that the students who were only a few that were native speakers found the material much too easy: “They were not challenged and were bored. I saw the need to create a course specially designed to meet their linguistic needs.” However, this would never happen, because there is no funding in the program to allow for this specific curriculum development.

As a strong advocate for this program who continues to play a major role in helping to keep the Italian International Language Program alive feels that people don't realize the importance of a good curriculum because, “it challenges students to maintain their heritage language and their culture, and to be proud of their bilingual, or even tri-lingual abilities. Schools who offer this program do not understand the importance of additive bilingualism. They offer the program because they are told they have to. We hope that this program will positively impact students’ achievement and encourage students to stay in school, but with a unstructured curriculum it is a far dream from reality”. This coordinator feels that the role of the program is to recognize the cultural and linguistic wealth and strengths that students bring to school and then develop those strengths even further but without the appropriate curriculum this is not being achieved. The content of a curriculum is crucial to the success of language learning. One teacher feels, “The acquisition of content is essential to students’ cultural literacy, something that is essential for language knowledge on an educational level. Tasks should be elementary level assignments that children are expected to do in their personal lives: talk about their life; translate; write a story; or participate in a conversation or a discussion. We are trying to come as close as possible to a level of instruction that our students’ native speaker counterparts would have in the home country.” This teacher felt strongly that if curriculum is not taken seriously then the program is there just to pass time.

After collecting their input on what it is they would like to see in the curriculum Table 9 adapted from John H. Underwood’s (1993) article, “The lab of the Future”
outlines what the ideal curriculum would include. After speaking to many of the teachers and some students their input lead to a curriculum that would allow the use of technology as part of the language learning process. Many teachers felt that with the changing technology they needed to be able to offer students more than “just recycled, photocopied activities that are completely out of date.” (Teacher #2)

Table 9

**Curriculum Guide for the International Languages Program**

<table>
<thead>
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<th>Category</th>
<th>Description</th>
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| Computer Technology             | • Programs require manipulation of words or sentences where the answer is controlled.  
                                  | • The pedagogical value of these programs depends on the quality of error analysis.  
                                  | • Exercises tend to focus on grammatical form rather than vocabulary or sentence meaning.                                                                                                                      |
| Drill and Practice Programs     | • Programs take passages and scramble or delete words.  
                                  | • Students reconstruct the passages.  
                                  | • Students use context, structure, vocabulary and memory to recover the words.                                                                                                                                |
| Text Reconstruction             |                                                                                                                                                                                                                                                                 |
| Simulations and Games           | • Adventure-type games allow students to participate in a make-believe word in which they must use the target language to get by.  
                                  | • This communication is usually limited to written (not oral) comprehension/production.                                                                                                                        |
| Programs that offer tools       | • Word processing, database, spreadsheet, desktop publishing, etc.  
                                  | • On-line sources of information about grammatical forms or lexical relationships.  
                                  | • Electronic mail permits students to communicate with each other or students in other parts of the world in the target language.                                                                            |
| Intelligent Systems             | • Programs help teachers learn important details about the student during the session.  
                                  | • Programs determine what students know, what they don’t know and what they need to do next.                                                                                                                   |
| Video Programs And Multimedia   | • Video immerses students in authentic                                                                                                                                                                                                                                  |
language samples presented in culturally rich context.

- Criticisms of this method of language acquisition have included questions about the availability of supplementary resources.
- Video packages from educational publishers usually consist of pedestrian travelogues or cultural samples of historical spots.

**Satellite TV/Satellite Broadcast**

- Language departments are able to employ live or recorded TV broadcasts in the target language. (RAI station)
- Have live satellite talks with students in Italy as was done in the past.
- The issue of copyright has been a question.
- Such authentic material is useful to students at higher levels, or if used at lower levels with preview materials.

**Videodisc and Interactive Video**

- Videodiscs offer advantages over videocassettes: the desired video clips can be accessed more quickly and easily than on the videocassette recorder.
- There is still limited availability of foreign language videodiscs.
- In interactive video, videodiscs are combined with a computer to enable the accessing of key frames, scenes or lines.
- The computer program can be set up to ask a series of comprehension questions to aid students' understanding.
- The computer program can also provide an on-line glossary of key words, an index of key characters in the story, translations, grammar/culture notes or background readings.

**Hypertext and Multimedia**

- Hypertext is a method for interacting with text on a computer screen. This type of system allows the user to click on a word or phrase on the screen and zoom in for more information—a definition, a translation, bibliographical data, etc.
- Hypertext can be combined with other media such as audio, video, graphics or animation to result in a multisensory delivery system known as “hypermedia” or “multimedia”.
- Multimedia (which is still new and not widely available) can open windows and take the “reader” out into the world. The student has
personal control over the learning environment; he or she can explore a body of information without being constrained by the author’s view of how it fits together. A student could, for example: - click on any point on the map of the computer screen and see a video image of that part of the world - “explore” other parts of the world (or another body of subject matter). Throughout, ideas/images are described with a voice that uses the target language.

Teachers feel that having a curriculum with the above really brings the program into this millennium and will make children want to learn. “When you offer materials that are so out of date it tells students that no one really cares about what is being taught and children don’t take it seriously” (Teacher #2). Unfortunately the above chart involves a lot of money, so the closest to technology that the International Language Program has reached is to old out of date laptops that were given one to each school.

International Language until the early 1990s, most discussion about international language learning in Hamilton focused on Italian. Only Italian language instructors had worked with large numbers of students who understood and spoke the language they were teaching. Over the last decade and a half, that focus has shifted and activities to promote heritage learning in other languages have proliferated. Today International Language Programs focusing on a number of different languages can be found, both in formal education and community initiatives, across Canada. Increased government interest in so-called “critical” languages has the potential to focus even more attention on international languages—particularly some less commonly taught languages. But challenges still exist when it comes to defining international language learners and developing programs.

“The current state of [heritage language learning] is very uneven”, says one administrator. Enrolment varies from language to language.
*Where We Stand Today*

Despite the hurdles still to be surmounted, successful heritage language programs are in place across the country. Is the language program steeped in community support? This is an ongoing debate. If there was more support would there be a better curriculum or more resources available? This does not appear to be a question with a clear answer. Some stakeholders feel that, “There would be a better program and more support if communities as a whole rebelled and expressed the importance of learning an international language, just like they did in the 1970’s in church basements” (Teacher #6), says one teacher. “The issue of identity is inextricably tied to international languages. Many successful International Language Programs are often in areas where an immigrant community is populous, well organized, and vested in making sure that future generations maintain their culture and language. College-level students who enroll in courses to learn the language of their ancestors often do so out of a desire to explore their ethnic identity and to embrace that part of themselves. Difficulties arise with these equally relevant definitions, however, when it comes to developing heritage language learning programs.

**Developing Programs: Where to Begin?**

Broadly defined International language learners—those who have no existing skills in the heritage language they wish to learn, simply the desire to reconnect with the language of their culture—are usually served by the traditional foreign language programs available in schools today. But developing curriculum for learners who fit into this proficiency-based definition is still a challenge, as the range of experience between students can vary widely. “Many heritage learners have verbal and aural skills, but lack literacy skills. Some may understand the target language but be unable to speak it. A traditional second language acquisition class will not necessarily challenge these students, but it is not always possible to lump them all together into one heritage language program either” (Teacher #5), states one teacher. There is also the issue around dialect versus standard language. Students enter the program with various levels and backgrounds; some speak some dialect or
various forms of dialects. One teacher says, “It’s interesting because all the students are different, ah, there are some that know only a few words taught from their grandparents, others, um, know both the father and mothers dialect” (Teacher #6). Therefore, not only are teachers facing multilevel classes but the dialect versus standard knowledge of the language, which makes it even more difficult to develop a curriculum. Which programs are succeeding, which languages are expanding—and how we are defining the concept of “heritage language student” are all things that need to be further investigated.

*Parental and Societal Values of Language Learning and its Effects on Students*

Parental and societal valuing of language learning is vital to the success of any educational environment. How many people know about the International Language Program? How many people care about the program? How does society feel about multilingualism? If society is not aware of a particular educational program nor does it have a positive attitude towards the program, then successful second language learning cannot take place. Throughout most of the study, attitudes about the International Languages Program have been portrayed as negative. The attitude that parents exhibit to their children is vital because children not only learn from their parents’ words but from their actions as well. If parents are taking their children to class and there is no reinforcement of their participation in the class at home that tells children that their parents are not really concerned about their child’s involvement in the program.

Society has a large influence on children; therefore, when a program is not treated as other programs are, then children learn to perceive it as different. Teachers feel that the program “is a babysitting service for parents when they have to do something or need a break, if it was that important then why don’t they encourage their children to attend regularly or even do work that we send home.” It is clear that even teachers are starting to see the values that parents and society
have about language learning. The perceptions of children can quickly be altered by either positive or negative reinforcement. In this study, we have heard negative reinforcement just simply by the actions of many stakeholders. The lack of interest by parents and society is a large indicator to students that the program is not important like regular school. It does not merit regular attendance or homework or being punctual. It is clear that our actions speak much louder than our words!

Motivating Students

Once the curriculum requirements are in place and the parental and societal views are overcome, then we can begin to consider the most essential pieces to the puzzle, i.e. the students and their motivation. In general, students are rarely motivated to study and do homework. Therefore, for a program that is offered once a week student motivation becomes even more difficult. One problem that was continually discussed throughout the study was not only the curriculum and the parental and societal views of language learning but most importantly how do we motivate students? Many people believe that we learn by example. So logic would say if the teacher is motivated then so is the student. As a teacher, I am led to believe that students will not care if teachers do not care about what they are being taught. Teachers are like salespersons; they have to sell their product or their lesson/subject and they can only do so if they are motivated teachers who are motivating their students. Some students seem naturally enthusiastic about learning, but many need or expect their instructors to inspire, challenge, and stimulate them: "Effective learning in the classroom depends on the teacher’s ability…to maintain the interest that brought students to the course in the first place" (Ericksen, 1978, p.3). Whatever level of motivation students bring to the classroom will be transformed, for better or worse, by what happens in that classroom. Therefore, it is up to the teacher to make enough of an impact in the learning process. It is easy in second language learning to claim that a learner will be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning that have shown that motivation is a key to learning. Are students in the
Italian International Language Program being motivated? What does it mean to say that someone is motivated? How do you create, foster and maintain motivation?

Motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action. Or in more technical terms, motivation refers to “the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort this will exert in the respect” (Keller 1983, p.389). Some psychologists define motivation in terms of certain needs or drives. There are other possible factors that could be listed in accounting for motivation. Maslow (1970) listed hierarchical human needs, from fundamental physical necessities (air, water, food) to higher needs of security, identity and self-esteem, the fulfillment of which leads to self-actualization. Consider children who are motivated to learn to read. They are motivated because certain needs are important to them, particularly exploration, stimulation, knowledge, self-esteem and autonomy. Children who are not motivated to read fail to see how reading meets the needs they have. The adult learns better no doubt because he or she is motivated by a need for exploration and stimulation and activity and maybe even ego enhancement. Therefore if motivation is as important as research says then the question remains why is it lacking in the program?

Many teachers commented on how difficult it is to motivate their students. Unfortunately there is no magical formula for motivating students. Many factors affect a given student’s motivation to work and to learn (Bligh, 1971; Sass, 1989): interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. And of course, not all students are motivated by the same values, needs, desires, or wants. Some students will be motivated by the approval of others, some by overcoming challenges. Teachers in the International Language Program feel frustrated because students are not motivated, many do not feel that the subject matter is useful. “It is frustrating to try and teach students a language when they don’t want to be there. They tell you that learning Italian is not important and that they will not need it in the future. They say they are only coming because their parents are making them.”
Motivating students in this situation becomes very difficult. Many teachers try different strategies. For example, one teacher said: “students learn the best when incentives for learning in the classroom satisfy their own motives. I try to have my students pick something important to them and try to tie that in with teaching my lesson. So for example special holidays or traditions.” Satisfying such needs is rewarding in itself, and such rewards sustain learning more effectively. Design assignments, in-class activities and discussion questions to address these kinds of needs (Forsyth, D. R., McMillian, J. H. (1991).

The school clearly outlines the responsibilities of teachers and head teachers however, there are no specific strategies to help teachers not only motivate their students but perhaps motivate themselves to teach their students. Below are the students’ responsibilities as members of a language class.

**Attending Classes Regularly and Being Punctual**

Students are expected to attend classes regularly. However; there is no specific reference to procedures to be used for those students who do not attend regularly. There is no reference to what teachers can do if the student does not attend, do they call home? Drop the student from their class list? After how many absences? Students know that there is no formal reprimand for missing classes. Therefore, it stresses that it is not as important as regular school because there are no punishments or consequences. One student said that “it’s not like regular school we don’t get attendance sent home or the school doesn’t call.” What image do the students perceive? The program is not important because no one cares if they attend or not?

**Participating Actively in the Class Program**

Students are expected to participate actively in the program. However; students rarely attend so how can this problem be addressed. Participating is vital to a good learner centered approach to teaching. Having students become involved in the classroom teaching and learning keeps the student motivated and wanting to learn. This is a problem that needs to be addressed. Students have said “No one
really participates in class because it ha, kinda boring. Kids participate more when we do projects and stuff like that.” Perhaps students do not feel that the learning environment is learner-centered? Students appear tired of the traditional methods of teaching. One student commented, “I don’t want to sit there and watch the teacher I get bored I like to do different activities. In my day school we do reading time for a little bit then we do crafts, then we do math and gym and the computer center. We always do different things.” Students want a different teaching strategy, which will increase their motivation to learn. However, the question remains how does one change the teacher-centered approach to a learner-centered approach?

**Accepting and Following the Behaviour Code**

It is interesting to note that many students have never really been told what the behaviour code is. Most students throughout the study said that they just use the rules that they know from daytime school with one added comment at the end, “no one really enforces the rules so we can do pretty much what we want as long as no one gets hurt.” This student interpretation tells a great deal about the perception of the Italian International Language Program. What is being interpreted is simply that rules are there but they are not enforced or important. Students must follow the behaviour code however; there are always problems because students do not take the program seriously. There is no code that stipulates what the codes of behaviour are. Students themselves feel that there is no discipline procedure in place. One student said, “We never get in real trouble. We just can’t have recess, so what, it’s still better than being home doing homework. This doesn’t matter because it’s not like real school.” These perceptions are constantly present in students’ views of the International Languages Program. Why do they feel this way and where did these perceptions come from? Can they be changed or should they be changed?

**Demonstrating Respect for the Equipment, Materials, and Resources**

This type of responsibility students take more seriously because if the student belongs to that school and he or she damages anything within the school he or she will be dealt with accordingly the following day in regular school. Students know that
they must respect their environment. However; it is interesting to note that perhaps they follow this rule because they know the property belongs to their day time school and they could get in trouble when they return to school. One night a teacher said, “A student broke a chair and the first thing that he said was, are you going to tell the principal?”. The fear is always related to the daytime school. There seems to be no connecting to the International Languages Program. Is the idea that perhaps the International Languages Program can only exist within the school but not really be a part of school? Is it the fear of punishment because of stipulated rules and discipline practices in the regular school program that are not present in this program?

**Completing Homework and School Assignments as Required**

A student is responsible for completing homework and school assignments however; in the International Languages Program this is never done. Throughout the study students were asked if they received homework or did homework and all of them said no. Homework is not a component of the program, yet it is a rule in the Teachers handbook. Somewhere along the process some of these rules were not enforced and now they appear to be lost. Teachers do not enforce this rule; therefore students do not deem it necessary to follow it. Teachers have stated that they never send assignments home since they never really know if the student will return the following week. A teacher said: “I had a student who said; see you next week Miss and then I didn’t see him for three months” (Teacher #3). The teachers feel that there is no point in enforcing homework because they have a difficult enough time encouraging the students to do the work in class.

**Being Willing to Work With and Assist Other Students**

Students do not have a problem working in groups or helping other students; they rather enjoy it because they think it is fun. “I love group work I can talk to my friends and do stuff.” There is strangely enough a sense of belonging that is present within this group of students. Even though the program seems to be an outcast from the regular educational system students still work and play as a community. Some students may be from different schools yet they befriend one another throughout the
time they are in the class. Perhaps this positive sense of community is embedded within all the negativity and students still see that the program can be a place where students of the same culture and perhaps the same goals of learning about their heritage can come together. Both students and teachers felt that assisting one another was a positive aspect in the program. One student commented: “I like helping out the younger kids because our class has grade 1 to grade 4 so I’m the oldest and I get to help others its fun.” Students begin to build their own self-esteem when they feel that they have something they can teach others. This is a positive environment and perhaps one of the benefits to being in a multilevel classroom setting.

**Sharing Their Classroom Language Experience with Their Parents and Others**

Students are expected to share their experiences from the classroom with their parents and others unfortunately almost all the student participants stated that they leave the classroom and go home to do their homework, watch television, or go to bed. Students who participated in the study said that they never talk about the program at home. “When I go home I watch TV and do homework but um, I never really talk about what I did in class. No one really asks.” This perception is somewhat troubling because there is no connection from the classroom back to the home environment. The language learning never leaves the classroom. The program is not really a part of the regular school therefore students commented that they do not discuss their class at home because it is not important it is more like an extra curricular activity. Where does the program fit in, in the students’ life? Perhaps this is the missing link that stops it from connecting to the rest of society? If the program is so important and parents enroll their children, then why not reinforce the importance of the program in the home?

**Conclusion**

It is clear that students play a pivotal role in the Italian International Languages Program. What is however unclear is how can the students’ perceptions of the program have developed into this belief that the program is not really
important? Students do not see the importance or perhaps the benefit of maintaining and learning another language or culture. Is the stem to this vision of the program coming from the home, the community, the educational system itself? The answer may not be just one, however the concern is simply how does one begin to change this perception? It is evident that student motivation is a clear concern however; this motivation cannot be altered by students’ themselves it has to come from the other stakeholders around them. The perception of the program must be viewed in a positive light in order for students to truly accept and appreciate what the program has to offer.
Chapter Seven:  
Parents and the Community, and Second Language Education

Introduction

Motivating students is essential in a learning environment especially in an educational setting. Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to figure that success in a task is due simply to the fact that someone is “motivated”. However there are other factors that determine the success or failure of a task. Our surroundings play an important role in how we are motivated. Our environment can be defined as the physical place around us or the physical people around us. Anyone who has a stake in the motivation of a child has a responsibility to be motivated themselves.

Just as children need to be motivated to learn to read they also need motivation in order to understand how beneficial learning or maintaining another language can be. The key is to involve parents in motivating their children. The importance of involving parents in multicultural education can be justified on several counts. First, parents have been rightly recognized as their children’s first teachers and role models. Experts suggest that parents’ attitudes and practices toward diversity influence and shape children’s attitudes towards people who are different from themselves (e.g. Derman-Sparks, Gutierrez & Phillips, 1989). Therefore, it is important to explore, change, and extend parents’ attitudes and knowledge about multicultural education. If students see that their parents are motivated about learning a language then perhaps children will see that it is important and may become motivated themselves. Second, theory and research suggest that parents’ involvement in education contributes to children’s academic knowledge and skill development (Fan & Chen, 1999) as well as to their behavioral and emotional development (Cai, Moyer, & Wang, 1997). Because multicultural education encompasses emotional, knowledge, and skill components, it is appropriate to infer that parents’ involvement in schools’ multicultural education policies and practices
will facilitate their children's acceptance and understanding of diversity. Third, the continuity of learning between home and school is critical to children's learning (Springate & Stegelin, 1999). This is true for all areas of learning, including learning about human diversity. Therefore, children need consistent, positive messages (explicit and implicit) about diversity at school and home.

The school system recognizes the importance of the role of parents in the educational process. They encourage the development of a partnership between staff and parents. They recognize the major duty of parents in providing their children with initial and ongoing experiences in self-restraint, responsibility and respect for other people. Every individual's freedom within the school is counter-balanced by an equally important set of responsibilities. A student who practices the "three C's/-Co-operation, Courtesy and Common Sense, should have no problem adjusting to school life (Springate & Stegelin, 1999). If parents provide a home environment that supports and complements the aims and objectives of the language program then they have reinforced the learner and the importance of that learning. Teachers and various stakeholders felt that parents play an important role in the learning process for their children. The following was compiled from discourse analysis with teachers and other stakeholders. Parents should be responsible for:

1. Ensuring their children's regular and punctual attendance; throughout the study this has become abundantly clear that this is not a matter of importance to most of the stakeholders involved. If it were then perhaps the rules and regulations would be enforced.

2. Ensuring that they promptly pick up their child(ren) at the end of class; this unfortunately has been stated that parents pick up their children late or sometimes in the middle of class because they have homework they need to complete for regular school the following day. Would a parent pick up a child from regular daytime classes probably not because they would miss material and fall behind and ultimately not pass the grade. Does this imply
that in order for a program to be recognized as a learning environment it
needs to have a pass or fail system?

3. Communicating with the instructor when their children are absent or ill or
in other specific circumstances; this is of great concern because there is
no communication about students' absenteeism and teachers are
constantly wondering if the student is just absent for one class or if they
will never see them again. These issues are not ones that occur in regular
daytime classes because parents know the school boards will not tolerate
this kind of behavior. Then why does the International Languages
Program tolerate it?

4. Promote and support the program to the wider community; there is no
promotion to the wider community except as one teacher said, “parents
promote the program in the summer when they have no place to bring
their children then everyone wants to attend the program, but throughout
the year it's too much of a hassle from them to bring their children.” Is this
the perception the wider community has of the program? Do they see it as
a babysitting service?

5. Taking advantage of opportunities to consult regularly with the language
instructor about their children's progress; most teachers have stated that
this never occurs unless it involves a child’s behaviour. Most parents
quickly come in and quickly go out. This would not occur in the regular
school because the stakes are much higher it involves the child’s success
or failure in their educational career.

6. Communicating with the instructor when they have concerns specific to
their child; encouraging their children to share classroom language
experiences with them, their family and community members, and to
provide their children with opportunities to practice their language skills.
Children learn many songs and rhymes at school but unfortunately
teachers say that by the following week they have to begin again because
the students have completely forgotten what they had learned the week prior. There are no opportunities for students to practice their languages skills on a regular basis.

7. Promoting a positive attitude towards language learning and reinforcing the concept of language learning in the home; there is no attitude to promote in the home or at least that this perception students have and teachers have.

8. Facilitating the completion of home assignments related to the program.

9. Showing willingness to act as resource people for the language program when and where, possible.

10. Encouraging their children to adopt appropriate classroom attitudes and behaviour.

Experts and organizations working in the field of parent involvement in education advocate for establishing a support network for parents (e.g. National PTA, 2000). The first step is identifying parents’ multicultural attitudes, knowledge, needs, interests and expertise. Do parents worry that their children will be stigmatized by breaking neighbourhood ties? Will their children’s scholastic achievement suffer, in their first language? In other subjects? How will parents know if they have made the right decision? These are all valid concerns but there is one other ingredient to create successful motivation for a program like international languages. The insights gathered from this assessment will help schools to individualize multicultural resources and assistance from parents. Schools can establish a support group that includes teachers, and parent volunteers. Educators must capitalize on the potential desire and schools should initiate specific efforts to “turn parents into partners”. The key to gaining and maintaining this support is effective teacher communication that expresses to parents a genuine interest in having every student succeed. There should be organized parental involvement. One teacher said, “Parents just come and go and never ask questions, they are not involved in their children’s
performance in this program, sometimes I feel like a baby sitting service.” The program should promote trips, camps, media, materials/ interactive experiences and all other aspects in order to motivate parents and children about what the program has to offer. There should be better governmental second language service for minorities in Canada as well as greater family involvement in children’s learning because children need parental support and encouragement through their educational journey.

**Parental and Community Participation**

There are many effective ways to involve parents and motivate them. I will suggest three sources from which to derive some specific practices that have proven successful in encouraging families and community to support second language education. The first is responses to both from practicing and from retired educators (many in second language education) (Ralph, 1994). The second is findings reported in the educational literature (Danesi 1994; Mollica, 1993) and the third my own experience in education (as a second language teacher, second language curriculum developer, language assessor and college professor).

In many countries, government legislation and policy at both federal and provincial levels together with local school district and individual school-site policies, regulations and procedures- have all been combined to establish overall guidelines for second language education. However, in recent years the traditional top-down, hierarchical governance and administration of education has been displaced by: trends toward increased collaboration among stakeholders; more empowerment of school-based personnel to participate in decision-making and policy- formation that affects them; and transformational leadership, whereby administrative and supervisory tasks are shared among all professionals.

In the light of these reforms, and based on the assumptions under girding quality parental cooperation, what specific practices have been shown to promote the involvement of the family and the community in second language programs? Several practices are present below. It should be noted, again, that even though
some of these initiatives may be externally legislated, or bureaucratically mandated by various educational officials, it is the second-language teachers, themselves, who are key determinants in the degree of lasting success of these efforts.

**Orienting Practices for Parents and the Community**

Several effective projects and programs that effectively link parents and the community to second language programs have been reported. Besides supporting parents in facilitating their children’s multicultural literacy at home, educators need to involve parents in the school’s multicultural curriculum. One initiative that invariably motivated parents and the school community—particularly in the case of regular school is “open house” usually held at the beginning of the year. Why not take this opportunity for school representatives to describe the second language program, answer parents’ questions and allay their concerns about the program. Presentations on such topics as “why learn a second language” is an excellent way to reassure parents that they have made a sound decision in enrolling their children in this particular program. Send home letters to parents in August to present the second language program for the fall start up. An attempt was made by the Italian International Language to advertise the program. Pamphlets were developed and circulated throughout the community. As one administrator said, “This takes money and time and people willing to help but most people do this as a second job you can’t blame them, who could live on 2.5 hours per week.” “So no one puts the effort” (Administrator in the International Languages Programs).

Another approach to orient parents is send home a short form asking parents to describe “What the teacher should know about the student” this will strengthen the communication between the parents and the teachers within the program. Having parents volunteer in the classroom especially where young children are attending is another way to strengthen ties with parents. Does this happen? No. There is still that mantel that learning a second language is not part of the regular school program, it’s separate. It is a program that runs after school hours therefore it has nothing to do with activities that take place within the school environment. ‘This program is not my
responsibility, I just am asked to provide my school as a location to have classes." (Care taker, Community Member). The question becomes one which is very simple, whose school is it? Isn’t education about learning? This separation that exists about what is considered important learning and selective learning becomes a loose link in the chain of learning which should exist in and educational institution. One administrator has stated the international language program is “the only one that is mandated by the government, we have to fight to keep all other programs within our board alive” (Supervisor #1)). The interesting thing is that the only program that has to be offered to students by government mandate is slowly dying and yet the school board is pouring thousands of dollars to keep other programs running that generate money.

Perhaps if everyone understood the importance of language learning and the effects it has on communication then many more would embrace International Languages. Why learn a second language? Several current writers have synthesized the rationale supporting the study of a second language learning (Danesi, 1994; Mollica, 1993; Ralph, 1994). In general, people who know more than one language have a certain mental enrichment or cognitive stimulation about their personalities, not observable in comparable groups of monolinguals. So if parents and the community as a whole were educated on the benefits of learning a second language then perhaps more students would want to learn and administration would not look at the program as a mandated program but as a growing educational enterprise that would be fruitful in future business exchanges.

Bilingual/multilingual individuals’ score on psychological tests (both verbal and non-verbal) are as a rule higher for divergent thinking skills and diversified reasoning processes, than are similar scores for monolinguals; (Mollica, 1993). People who know more than one language typically get to know their mother tongue better than do comparable groups of monolinguals. Bi-or multi-linguals, compared to their unilingual peers, tend to have a more socially relaxed and at ease reaction to meeting others from different cultures; they are generally less stereotypical, prejudice and biased in their learning a second language. Wouldn’t parents want
children who were more successful and had knowledge of more than one language? Perhaps orienting parents on these benefits would change their views about language learning?

Conclusion

It is evident that both parents and the community as a whole play a significant part in the success of the International Languages Program. From this study it is clear that participation by both community and parents should be expected if the program is to succeed. If both parents and the community members encourage and reinforce the importance of learning a second language then the view of the program may change. Secondly, orienting practices for parents and the community would be beneficial for all stakeholders as a whole. Having knowledge of the program and its process would create a general acceptance and realized importance for the program. If parents and the community overall see the importance so will students who are expected to participate in the program.
Chapter Eight:
Language Learning, Belonging, and Power

Introduction

Throughout the case study there were many other concerns that were addressed. In the following chapter, we will examine three major concerns, namely second language learning, fitting in (belonging), and English the language of power. It is appropriate that when we discuss second language education we include the International Language Program. The participants in this study were children of second-generation immigrants. They came from families who feel they are slowly losing their roots and their mother tongue. Second language learning as a whole is not a priority to many of the participants; therefore, perhaps the concern of losing their roots is not as important as we are led to believe.

Second Language Learning

Many of the participants felt that learning a second language was not a vital component of the learning process itself. The adult participants felt that as it was an added bonus to the learning process. It was one that was secondary and must not interfere with regular school learning. “Learning Italian is a wonderful thing especially for traveling to Europe and understanding our roots but I do believe it should not interfere with a Child’s learning because school is hard enough as it is, there is a lot of homework and so many extra curricular activities that it’s just too much” (Parent #2). The question remains, when is it appropriate for a child to learn a second language? Is it permissible when the child has completed his/her education? Is it permissible when the child has finished the school year? Surprisingly parents are happy to enroll their children in the International language summer program. Many parents think it is a wonderful way for a student to be in a school environment and also be learning a second language. “Well to be honest I think it’s great that the program runs it in the summer because it doesn’t interfere with school and students are still learning. And to be honest it’s free and keeps the children busy. It is
unfortunate that it only runs for two and a half hours. It’s a pain to find someone to take care of them the rest of the day” (Parent #5). Ironically, parents feel it is good because it does not interfere with school. Does this mean it’s good as long as it is secondary to everything else? The fact that it is not an expense for parents appears to be a selling feature and it is a great way to occupy some time. Perhaps, it is unfortunate that it only occupies two and a half hours. It causes an inconvenience that the program hours do not coincide with the regular workday hours because it is difficult to find day care for half a day. It is fascinating to see a program that has so many positives and negatives that need to meet the needs of the parents more than the education of the children. Should a program consider these issues in order to meet the needs of its students?

**Learning More Than One Language**

Many of the teachers who participated in the study felt that, “Bilingualism has positive effects on children’s linguistic and educational development. When children continue to develop their abilities in two or more languages throughout their primary school years, they gain a deeper understanding of language and how to use it effectively (Cummins, 2000).” They have more practice in processing language, especially when they develop literacy in both, and they are able to compare and contrast the ways in which their two languages organize reality (Cummins, 2000). Throughout the study numerous comments were made regarding the importance of learning another language. Parents stated, “It’s good for their future” (Parent #1, #4, #5). “The more they know the better”, “They can talk people in other parts of the world” and “It will help them find a job” (Parent #9). Teachers stated, “Students learn better at a young age so they should learn a second language when they are little.” and “I know English and French and it was French that helped me get a full time job with the school board” (Teacher #7). So if the research supports second language learning and stakeholders as a whole support second language learning why are there so few programs offered and not available during the regular school day? From the studies that have been done which include, more than 150 research studies conducted during the past 35 years they all support what Goethe, the German
philosopher, once said: “The person who knows only one language does not truly know that language.” The research suggests that bilingual children may also develop more flexibility in their thinking as a result of processing information through two different languages (Cummins, 2000).

The administrator who participated in the study felt that, “The level of development of children’s mother tongue is a strong predictor of their second language development. Children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language” (Supervisor #1). A teacher found that when she asked the children to do work that involved asking the parents and other caregivers (e.g. grandparents) for help doing their work they were better developed in vocabulary, “When parents and grand parents were able to spend time with their children and tell them stories or discuss issues with them in their mother tongue that developed their mother tongue vocabulary and children came to school well-prepared to learn “(Teacher #4). It seems that teachers feel that children’s knowledge and skills transfer across languages from the mother tongue they have learned in the home to the school language. This was evident throughout the study as children spoke they knew words in their mother tongue that they did not know in English and vice versa. For example, one student was constantly joking at school with friends saying words that the friends didn’t understand “Spaca la faccia” “Spaca la faccia” he kept repeating. Another student said, “Vai a dormire”. The first sentence in a joking way meant break your face while the second sentence meant go to sleep. They were saying these things, with hand gestures and funny facial expressions and even changing their voices to sound like their parents or grandparents. From the point of view of children’s development of concepts and thinking skills, the two languages are interdependent. Transfer across languages can be two-way: when the mother tongue is promoted in school (e.g. in a bilingual education program), the concepts, language, and literacy skills that children are learning in the majority language can transfer to the home language. In short, both languages nurture each other when the educational environment permits children access to both languages (Cummins, 2000).
One administrator who participated in the study stated, “I am a strong advocate for second language learning. Spending instructional time on a minority language in the school does not hurt children’s academic development in the majority school language. I have encountered some educators and parents who are suspicious of bilingual education or mother tongue teaching programs because they worry that these programs take time away from the majority school language” (Supervisor #2). This fear seems prominent in many parents’ mind because they have a fear that students will fall behind in their regular studies. One parents stated, “I know a lot of parents who are afraid that Italian school will get in the way of regular school and that their kids can’t keep up, that’s bull because all the sports they play doesn’t seem to get in the way does it? It’s all about choice” (Parent #9). Clearly the stigma is there whether there is any truth to it remains for researchers to explore. Researchers have stated that in a bilingual program where 50% of the time is spent teaching through children’s home language and 50% through the majority school language, surely children’s learning of the majority school language must suffer (Baker, 2000). One of the most strongly established findings of educational research, conducted in many countries around the world, is that well-implemented bilingual programs can promote literacy and subject matter knowledge in a minority language without any negative effects on children’s development in the majority language (Baker, 2000).

We can understand how this happens from the research findings summarized above. Explaining this to parents is a little more difficult. A teacher stated that, “I had a parent who took her daughter out of Italian school because she said it was interfering with her studies. I tried to explain that this would actually help her French learning at school but the parent refused to listen. The child’s grades had dropped and it was because of Italian school” (Teacher #1). When children are learning through a minority language (e.g. their home language), they are not only learning this language in a narrow sense. They are learning concepts and intellectual skills that are equally relevant to their ability to function in the majority language. In a lot of ways it is like a transferable skill that you take with you in any aspect of your life. So teachers felt that this needs to be expressed in such a way that parents understand
the benefits of second language learning and they “hoped that this study will help people realize how much another language can offer their children and not inhibit them from learning” (Teacher #3). Pupils who know how to tell the time in their mother tongue understand the concept of telling time. In order to tell time in the second language (e.g. the majority language), they do not need to re-learn the concept of addition or subtraction or telling time; they simply need to acquire new labels or “surface structures” for an intellectual skill they have already learned. Similarly, at more advanced stages, there is transfer across languages in academic and literacy skills such as knowing how to distinguish the main idea from the supporting details of a written passage or story, identifying cause and effect distinguishing fact from opinion, and mapping out the sequence of events in a story or historical account (Cummins, 2000).

Teachers felt that for those parents who have their children learn a second language in order to maintain their culture and heritage the parents should establish a strong home language rule and give children the opportunities for them to expand their use of the mother tongue. This will help reduce their fear of language loss. One teacher stated, “Learning more than one language we all know is a good thing for children not only to maintain their language and culture but also for their future. The problem is that some of the parents I see don’t do anything to encourage that language in the home. They think it will magically be learned not forgotten” (Teacher #6). These comments are well supported by a great deal of research. To reduce the extent of language loss, parents should establish a strong home language policy and provide ample opportunities for children to expand the functions for which they use the mother tongue (e.g. reading and writing) and the context in which they can use it (e.g. community mother tongue day care or play groups, visit to the country of origin, etc.) (Cummins, 2000).

“Learning more than one language can provide so much intellectual and social development for a child” said supervisor #1. “Many European countries successfully develop the linguistic competency of a significant portion of their population” (Supervisor #1). He argued that many Europeans can effectively
communicate in two, three or even four languages. “This success is not, as some might suggest, the accidental by-product of geographical proximity to other languages and cultures” (Supervisor #1). He believed that this is the result of a highly developed and well-articulated system of language education by the school system. Stakeholders felt that perhaps if there was better planning on the part of the educational system, then learning a second language would be embraced more positively, one parent stated, “maybe if we all understood each others languages there would be more peace in the world and more acceptance of other languages” (Parent #4).

Looking at the European educational system from the perspective of these participants, it seems that Europeans widely accept the need to know one or more foreign languages. The question remains then, why is there not such an acceptance for North Americans? If Europeans are committed to second language programming in schools and other language-related initiatives then why is North America not seeing the benefit? “No one really cares enough to make a difference for these programs”, says supervisor #1. “It’s the same boloney; it’s always about funding and what is the most important, and what we need most” (Supervisor #1). The goal of multilingualism is supported by most policy-makers in almost all European countries, the question remains is this the goal of policy makers in Canada? Are we encouraging immigrants to maintain their language and culture or are we asking them to conform to the English language if they want to be successful?

Teachers in the study could not understand why we have the language policies that we currently have, “We are a bilingual country and yet most of the people in Canada do not speak the second official language which is French, so how can we hope to encourage and promote other languages” (Teachers, #2, #5, and #6)? The study of at least one foreign language in the primary or secondary school system is obligatory in virtually all European countries. Policies differ regarding the age at which foreign languages are introduced, but the norm is between 8 and 10 years of age. The Canadian government requires that French be the only mandatory language leaving the International Language Program under-funded and under-used
and undervalued based on the number of students enrolled. One parent in the study commented, “Why should students learn another language French is a waste already since no one uses it anyway” (Parent #1). Clearly learning a second language is not viewed upon as an asset but rather deemed as a subject that is useless and unnecessary.

Several countries require knowledge of two foreign languages for entry to the upper secondary school; in the Netherlands, the requirement is for three foreign languages. Currently, there is a debate going on about whether the study of a second language should be made obligatory. This is not happening in Canada. One parent stated, “maybe if the government forced our children to learn another language instead of making it optional we would have children fluent in a lot of languages. The school boards change the curriculum all the time to make our children smarter and equal to other countries, then why not encourage another language? Children have to learn to read in Kindergarten now many years ago you didn't learn until grade 2 or 3, this was a good change and learning another language can create a better economy for the future of this country. Our children will speak many languages” (Parent #2).

The participants in the study revealed that learning a second language does offer many potential possibilities for the students. However, what still remains very puzzling is that though many of the participants see the benefits of learning a second language many did so as long as there was no interference with regular school. Parents, students and teachers and the stakeholders involved stated the following:

Learning a second language offers learners the potential to:

1. Communicate in the target language- therefore in Canada learning Italian for example, can create connections with their homeland, “It’s great to talk to nonno and nonna and understand their jokes and stories” (Student #12).

2. Enhance their intellectual and social development when communicating with others and family as well. Many of the stakeholders stated that this
was a beneficial part of language learning. One teacher stated, “Children who can communicate in another language seem to be more confident in themselves and the knowledge they have. It is almost as if they have a power of their friends to be able to communicate in other language and their friends can’t understand them. For example, they will tell jokes in Italian of make fun of their friends using another language—all in good fun” (Teacher #4). This is crucial in understanding the views of how people use second language learning and the effects it can have on their self-confidence as well as their ability to have another avenue for communication. It is a common occurrence that many times people do not want to be heard or understood in public, and then perhaps the second language becomes a useful tool. One parent stated, “I use Italian to yell at my children in public when they are not listening or to discipline them or sometimes threaten to take away something they really like” (Parent #4).

3. Enhance their understanding of their first language and culture: Parents and as well as students and teachers all agreed that second language learning was helping them in their first language because they were able to compare and contrast vocabulary, idioms, expressions and sayings from both languages. One parent stated that, “Learning Italian has helped me learn more English because sometimes my son does not know the meaning in Italian so we look for the English translation together. We tried to figure out and Italian idiom and found that there was an English version. You know, when you say ‘in bocca al lupo’ just like in English we say break a leg, we mean good luck” (Parent #9). It is clearly that language learning is taking place in the second language for the child (Italian) and in the second language for the parent (English).

4. Expands their knowledge, and students approach tasks with insights gained from another language and culture. Learning different ways of doing and saying things provides more insight and understanding into the different cultures, way of life, philosophy, political landscape and so on.
One student said, “I understand more about my family in Italy and their school and their government, um how it works. I like that businesses stop for lunch and open again late in the evening, it’s like the family is important. Here its different everyone works all kinds of hours” (Student #5).

5. Participate in the life of another culture, and gain an understanding of both the specificities of other languages and cultures and of the commonality of human existence. This is significant because all the stakeholders that participating in the life of another culture, and its language. One student said, “It’s cool to see the culture in Italy, the buildings, they are so old, the way people live in the city and the way they live in the country. It makes you feel like you are in a country that is really old. You don’t feel like here” (Student #6).

6. Enhance their self-esteem; is a factor that is evident when the learning process takes place. Learners become more confident in their own abilities to communicate. One student said, “I felt great when I said a sentence in Italian to my cousin in Italy, I was really nervous but she understood me and I felt good because there was no one to translate for me, my mom was outside so I was really nervous but after I did it, I kept trying” (Student #2). Is this not what learning is all about? Do we want to produce confident children who become confident adults? The result can only create confidence and self-esteem while bridging the gap between languages.

7. Develop their sense of social justice. This is critical in their development as human beings and accepting others for who they are. Tolerance of other cultures and linguistic landscapes is critical to developing a good sense of social justice. One teacher revealed, “It is difficult for students because they do not proudly express their culture and language for fear of ridicule. They do not have that sense of social justice and acceptance for
their own culture and language nor for the language and culture of others” (Teacher #1).

8. Enhance their vocational prospects. Most people do not see the benefits of second language learning when working towards a career or in finding employment. Many people need to realize that these prospects can increase if the ability to communicate in more than one language is present. Students are not looking at the future with this in mind and perhaps nor are parents. One teacher clearly stated, “Knowing another language can open up so many doors, but I can’t seem to get my students to understand that. One student wants to be a journalist can you imagine how beneficial knowing a second language would be” (Teacher #8)? Is the message getting across to both students and the other stakeholders in the program? It appears to be falling on deaf ears.

**Second Language Learning and the Workplace**

Many stakeholders made continuous reference to the benefit of second language learning for the workplace. “A second language never hurt anyone, especially when it comes to finding a job” (Teacher #5), says one teacher. “Knowing a second language can only help you when you go to work” (Parent #7), says a parent. The literature on international languages and economic development suggests several ways of developing the education system to meet the needs of industry:

1. developing language communication skills for use in the day-to-day work environment;

2. including more international themes and cultural components as well as international language study in the curriculum;

3. introducing international language study at an earlier age and continuing it for a longer period of time.
Therefore if we take these points into account, then perhaps the curriculum can focus around material that will prepare them for the appropriate language use.

**Fitting In or Belonging**

Throughout this study the issue of fitting in or belonging is one that is at times troubling to many of the stakeholders involved. Although in the previous section we discussed the importance of second language learning, it appears to be a double-edged sword. While students want the benefit of another language there is the fear of not fitting in with the rest of the community. There is a need to conform and perhaps this comes from the idea that the program is seen as secondary to the rest of the educational system. It does not offer the same hours or instruction, locations, materials, curriculum. However, it does provide the benefits mentioned above about learning a second language. Language education can give students language skills and unique capabilities that they need to compete internationally in their future endeavors. This form of fitting in is ironically a necessary tool later on in life, which is being completely disregarded now. Students want to fit in and belong to the regular day school system. However; there is no desire to belong in a program that is viewed upon as not being the norm. “I don’t want to go to Italian school um, because none of my friends go. Ah, it’s embarrassing” (Student #11). Students do not fully seem to comprehend the importance of the internationalization of our economy or how they can play a role in internationalizing their country, (Garcia & Otheguy, 1994). “Other countries with better foreign or international language programs may develop a competitive advantage in communicating with non English-speaking countries and accessing the business markets” (Teacher #5) says, one teacher. The teacher commented on why children cannot be groomed to learn the importance of fitting in later on in life and being different and not like the majority now because that will open many more doors later.

“I don’t like to speak in Italian around other kids, I feel weird. The other kids don’t speak a different language, so when my mom talks to me in Italian I whisper to her to stop because it’s embarrassing” (Student #6), says one student. Fitting is a
major issue for students learning a second language because they feel they are different from other students. They have a need to belong and be one of the ‘gang’. While students may not physically be punished for speaking a second language or their mother tongue in school, a strong message is communicated to them that if they want to be accepted, they have to renounce and speak like everyone else.

**English the Language of Power**

*Introduction*

It is clearly evident that in this millennium the focus for second language learning has changed. In the 1970’s the focus was much different. People fought to create a place for the International languages program and remove it from the bottom of a church basement. Now problems appear to be different, the struggle to maintain a language and a culture has slowly faded. The shift has led to add support for English as a second language. The shift from “let’s maintain our culture and language” has changed to how we can educate the new immigrants entering the country. English as a second language has become one of the biggest areas of development in language learning. In the Hamilton Wentworth Area alone the focus on English as a second language appears in every newspaper, grocery store, church bulletin, social clubs, and community service centers. Where are the International language flyers? There are numerous funding programs provided by the government in order to assist new immigrants in their language learning in order to assimilate into our culture. Why not encourage International language maintenance for their children? Why not encourage parents to enroll their children in international languages in order to maintain their language?

*Maintaining Our Roots*

When speaking to some of these new immigrants in the community, they expressed their concern about language maintenance. Maintaining who they are, where they came from and the language they speak. One lady said, “English is an important language, but I do not want my daughter to forget our language, our roots our culture” (Community Member #2). This lady felt that it seemed to be a universal
feeling among many of the ethnic communities. However, when asked if their children were enrolled in the International Languages Program many said no. “What is the International Languages Program?” (Community Member #2), one lady asked. When she understood what the program was she was very enthusiastic about the prospect of her child participating. “That’s wonderful that my child can continue to use our mother tongue, I don’t want her to loose that” (Community Member #2). Those that were aware of the program only knew about it because of family or friends who lived here and told them about the International Languages that were available for their children. “I think it’s good for kids to keep my language because they gonna forget if they go to school everyday” (Community Member #7). This fear of keeping a piece of the past is very important to new immigrants yet contrarily they struggle to learn English in order to survive.

One parent stated that she was feeling she has done a terrible job raising her children because, “We have been here 4 years and we speak English at home. I met some people from our hometown and they invited us to dinner. They spoke our native language as well. I felt like a bad parent so I told my children they had to speak to me in our language, I refused to answer them. I tried this for a few weeks, but some words were not coming so easily for my kids. They were getting so frustrated. I was frustrating them. I started to question if this was worth it. So I stopped pushing them. But I’m afraid the language they were raised with will be forgotten. A friend gave me an idea to speak our language one day per week so that they don’t forget it” (Parent #6).

This particular situation is very interesting because there is a definite difference between this story and the story of other stakeholders in the International languages program. The main difference is quite simple, this parent is a first generation Canadian whereas most of the stakeholders in the International languages program are second and third generation Canadians. The passion to learn or maintain a language or culture is not as prevalent for this group of people. English is the language of power, the language of survival, the language to fit in.
Why such a strong focus to learn English as a second language instead of other languages? That perhaps has a very simple answer “Survival.” New immigrants need to survive and assimilate into the English language and culture, therefore maintaining their language and culture is not the priority to the Government, even though immigrants themselves may think differently. One supervisor said, “If you look around there are advertisements for English as a Second language learning everywhere and the funding is also there. Where is there advertising for International languages? There is such a push to teach immigrants English especially skilled immigrants because we need them but we are not willing to teach kids a second language which can give them a better opportunity later in life” (Supervisor #2). It is clear that stakeholders feel that the government has no interest in supporting international languages yet those people that come with these languages are desperately trying to hold on to their culture. Are we multicultural because we offer international languages to children or is that just a step to keep everyone happy all the while we are pushing to learn English?

**Does Language hold Power?**

Political and economic shifts in power and rapidly changing technology have made the understanding of other languages and cultures an essential factor in any activity be it political or economical. One parent said, “I bought my daughter an electronic translator, I have learned more about French then she does. I didn’t mind spending the money because her French mark was low and she was struggling” (Parent #1). Is it peculiar that a parent is willing to spend money on a translator to improve a child’s ability to learn the language but not for a language that is not part of the regular school system? Should not the linguistic diversity of the population be a valuable national resource, which should be nurtured, promoted, and used for social and economic purposes? Is French better than Italian, Spanish, Portuguese, Arabic? The term globalization is never far from the front pages of newspapers these days. One aspect of globalization that has important implications for educators is the increasing movement of people from one country to another. A consequence of population’s mobility is linguistic, cultural, “racial”, and religious diversity in schools.
Many of the children in schools come from families where Standard English is not the usual language of communication. All the stakeholders in this study have commented on this shift in globalization. The question remains have they accepted it. If this appears to be the case, then why is English dominant in this globalization? “Maintaining the language and culture in school is also highly productive for society itself (Teacher #4),” says one teacher. “In an era of globalization, a society that has access to multilingual and multicultural resources is advantaged in its ability to play an important social and economic role on the world stage” (Supervisor #1) says a supervisor in the program. Then why is English so dominant in this struggle to keep the international language program alive?

Another stakeholder states, “Being from an economics background, I think languages are employed throughout the world for social, political and economic interaction. Economic development and wealth depend on the producing, buying and selling of goods and services, and languages are central to performing these functions” (Community Member #3). Then why is English the language of power? If there are so many positive benefits, then why are students not being encouraged to learn?

How can educators stress the significance of second language learning? How can educators and policy-makers shape the evolution of national identity in such a way that the rights of all citizens (especially children) are respected, and the cultural, linguistic and economic resources of the nation are maximized? As Cummins, (2000) clearly states, “to squander the linguistic resources of the nation by discouraging children from developing their mother tongues is quite simply unintelligent from the point of view of national self-interest and also represents a violation of the rights of the child.” Rather than worrying that English will suffer since it is already the language of power, why not encourage second language learning and show the benefits it can provide. One administrator shared his concern that if we look at other International Languages Programs around the country we clearly see different things, more importantly positive things. One example he says, “Alberta’s International Language Programs provide young people with opportunities to
develop the communication skills they need to succeed in today’s global economy. They offer a structured curriculum for all grades and offer the program in many areas of the province during the regular school day” (Supervisor #2).

Why is English still viewed as one of the most powerful languages in the world by children? “I don’t need Italian, I live in Canada and when I go to work I need to speak English” (Student #14), says one child. How can this perception be changed to include other languages? Languages are employed throughout the world for social, political and economic interaction. Economic development and wealth creation depend on the producing, buying and selling of goods and services, and languages are central to performing these functions. How is this relevant to second language learning? It simply stresses the importance of understanding another language. “Children at a young age do not realize how important learning an international language can be for their future,” (Teacher #7), says one teacher who advocates immensely for second language learning. Today, the use of English in many countries of the world suggests an increasing acceptance of English as the lingua franca – the language of business and commerce. “Language learning is so important that the vast majority of Canadians do not even speak French which is the second official language” (Teacher #7), says a teacher. Does this mean that people who do not speak more than one language are not able to communicate and pursue opportunities with other non English-speaking countries in trade and commerce? Still, a majority of people in the world do not speak English, and when we cannot communicate with them, we forego opportunities to increase our business activities.

There is a strong support for second language learning and multiculturalism. Yet there are so many actions to the contrary that reveal English is still more powerful. There are many reasons why throughout the study, stakeholders believed that multiculturalism was important and that second language learning was the key to a better future. However, as one stakeholder pointed out, “we say one thing and do another. Everyone believes that multiculturalism is important then why are we doing everything to the opposite. I read an article about managers in all different types of industries says that multiculturalism is important yet they had lists of
suggestions on how to integrate immigrants to our language and our culture” (Community Member #1). The stakeholder referred to items in the article he read from the newspaper like,

1. The ability to communicate in your guests’ language gives the hotel industry a competitive edge. “Language is need in the hotel industry” (Community Member #1).

2. Greater importance should be given to intercultural and language training in those universities offering hospitality and tourism programs to help people integrate to the English culture. “Maybe if universities offered more courses in language then that would encourage students to study languages” (Community Member #1).

3. Awareness of multiculturalism will become a prerequisite for hiring guest-contact employees but English is a must “Any job that is service should have multi-language speakers” (Community Member #1).

4. Management will need to provide employees with English cultural training. “All companies should train their employees about other cultures and languages, we are a multicultural country” (Community Member #1).

5. Interaction with international guests is an incentive for personnel to join the hotel business.

6. Management will need to provide employees with language training in order to fit into English culture. “Anyone that comes to Canada to work will need to understand our culture so who better then our own children who can speak many languages” (Community Member #1).

If all the above points represent reasons why second language learning is good, then why is it not taking place? Does this stakeholder have a valid point? Are we the multicultural country we claim to be? If we are then are international languages important? This seemed to be the overall frustration stakeholders expressed
throughout the study. “I just don’t get it, second language learning is good but, but there is always a but” (Teacher #2) says one teacher, “learning an international language is good but, only if there is funding and you only get funding if the program makes money” (Teacher #2). Perhaps these thoughts answer all the unanswered questions.

English may be understood and used in the Mercedes-Benz boardrooms in Germany and on the top floor of the Pentax in Mexico City. But believe me, once you get out and start to talk to individuals in small and medium-sized enterprises… you’d better have some knowledge of their language. (Chambers, 1999)

A teacher shared Chambers thoughts which she used in her grade 8 class and she says, “This is key in understanding the importance of second language learning because children need to understand why they should learn another language not just force them to learn it“ (Teacher #2). If English creates immigrants who work hard and contribute to Canada well so do other languages at least many teachers believe so.

Carol Fixman (1990, p.29) notes that the geographic location of your business involvement will determine the language skills you need: as a firm increases its business in developing countries, it will find that knowledge of English is less widespread in the local populations. Thus it will become more important for company employees to know the local languages. So even though society attempts to integrate others into the English language it is clear that researchers believe there is a need for second language learning especially in the business world. This can be used to stress the importance of educating young children for the future of Canada’s business sector. Throughout the study it became clear that there were two aspects present in the International language program. The first being the opportunities that second language learning can offer to young children later in life and secondly, the threats that parents feel from second language learning.
### Table 10

**The Potential of International Languages and the Risks**

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>to create a skilled, well educated populace with the language capabilities for taking advantage of global opportunities.</td>
<td>Students will suffer in their regular studies.</td>
</tr>
<tr>
<td>to assist individuals to access opportunities in markets where little English is spoken, thereby stimulating trade and improving economic development.</td>
<td>Students will not have an appreciation or acceptance for other languages.</td>
</tr>
<tr>
<td>Language education assists in both students first language and their international language.</td>
<td>Other countries with better International language programs may develop a competitive advantage in communicating with non-English-speaking countries and accessing these export markets.</td>
</tr>
<tr>
<td>Developing multi language society Language-centered jobs. Jobs in which people use their foreign language ability as the primary skill (for example, teacher, translator, interpreter, editor).</td>
<td>This competition is especially acute in the service and tourist industries, and in small business.</td>
</tr>
<tr>
<td>As international trade continues to be important in our economy, opportunities may increase in both language-centered and language-related jobs.</td>
<td>Enrolling in a program where a language is not widely spoken by families makes it difficult to offer.</td>
</tr>
</tbody>
</table>

Table 10 are clearly points that the stakeholders believe are issues that surround the International Languages Program and many times inhibit the view that people have about the program or understand that it is a positive. However not enough people see those positives. What is interesting to note is that what are considered threats are actually points that can be placed on the opportunity side of
the chart. The threats column represents scenarios that can happen if the program is no longer offered.

**The Importance of International Education**

Today more than ever it is critical for the peoples of the world to learn to understand and respect one another’s cultures, languages and beliefs. To succeed in today’s global environment, students increasingly need to complement their academic and career learning with the international skills that allow them to understand and work with people from other countries. Administrators say that they need more information about International education because it encompasses foreign language and cultural learning, exposure to global issues and challenges, study and internships abroad, and international exchanges of students, professionals, and ideas in the classroom, in the workplace, and in the virtual world. One administrator said, “International education includes learning about effective education policies and practices abroad that we might adapt to improve education at home”(Supervisor #1). International activities help to ensure that policy makers and educators have access to information on educational programs and practices around the world, and to share expertise with colleagues abroad. When administrators were asked why they thought it was beneficial to have information about what was being done in other countries they said the following:

*We need to develop internationally competent Graduates.*

Employers need graduates with international skills, languages and know-how. By adding an international dimension to academic, professional, career, vocational and technical training programs, students in BC are able to gain the knowledge and skills they need to be effective leaders in the global economy”(Supervisor #1), said one administrator who has done his research on education and graduate success.
• **Creating economic and employment opportunities**

International education generates significant revenue for Canada. In Canada, international education generates more than $2.5 billion per year - the equivalent of 27,500 jobs. The BC portion of the market is in excess of $200 million boosting it beyond commercial fishing in terms of economic importance to BC. One administrator said, “We need to create more employment opportunities in Canada because there are so many people unemployed. If they knew another language that would help them find work.” (Supervisor #1)

• **Strengthening global partnerships**

Through institutional, commercial and community linkages, and by participating in international projects, Canada can broaden their global networks, sharing expertise, facilitating professional development of their faculty and staff and enabling students to develop international competencies.

• **Broadening the educational experience**

The presence and participation of international students in classrooms helps to broaden and enhance the education experience of all students. The natural friendships that develop between Canadians and international students help to develop global understanding and build long-term relationships that foster goodwill between Canada and the future leaders of countries around the world. The stakeholders in this study feel strongly that there is a great deal to benefit from on an international level from learning another language and preparing our young children for a better future.

**Importance of Multicultural Education: Interviews with Professors and Professionals**

Throughout the study on numerous occasions’ stakeholders expressed how important multicultural education is. One parent stated, “that they work for the newspaper and Journalism educators and working journalists agree that students
who hope to work in today’s media organizations need to have an understanding of globalization, international affairs and cultural differences and getting this experience firsthand is optimal.” (Parent #4)

Their opinions about how students get this experience may vary, but their beliefs about the overall importance of a global education do not. What needs to be noted is that even though many express the importance of this need, many are not taking the proper steps to prepare the next generation of adults says another parent. Stakeholders agree that more research is needed in order to effectively develop programs and measure their success. But a significant factor that hampers comprehensive research lies in the difficulty of painting a definitive picture of who, exactly, an international language learner is.

The Challenge of Definition

Stakeholders were asked at the beginning of the study what an international language student was. Generally speaking, there are two points of view when it comes to defining heritage learners. Italian community members defined an International Language learner as “a student who is raised in a home where a non-English language is spoken by one who speaks or merely understands the heritage language, and who is to some degree bilingual in English and the heritage language” (Supervisor #2) described one administrator. The second definition came from the perspective of language revitalization efforts, in which identity and affiliation are as important as proficiency. It is important to consider identity separately, as people with hereditary ties and a desire to reconnect with an ancestral language may lack that proficiency. These are not necessarily contradictory points of view. Perhaps one should propose that we don’t limit our definition.

National Identity

Clearly the international language learner population in this country is a great potential resource for the kind of language proficiency the society could benefit from. With the continuous intake of immigrants those varieties of languages provide endless possibilities. There are many languages that create this national identity.
“There is a change every few years in the schools we use for Italian depending on the new immigrants and where they settle. When large groups of Pakistani arrive then the International language that is offered in the school nearby will be Pakistani and the Italian will be relocated to another area”(Supervisor #2), says the supervisor. Although the area is for the most part integrated and you will not necessarily find an “Italian” part of town, a strong Italian cultural presence is felt in the community. There are a number of high schools in the area that offer the Italian language. “Because Italians have been around a long time they spread to middle to upper class neighbourhoods”(Supervisor #2), states the International language supervisor.

The Italian community’s influence is so strong in the area that the Italian International Languages Program was started as the result of a community initiative. The Italian Education Foundation of Perugia (L’Università di Perugia per Stranieri) assisted to promote Italian education in the community. They provided laptops and resources for the Italian International Language Program in order to ensure that the language remains vital and alive in Ontario. Today the Italian International language program enrolls about 90% of the students who are second and third generation Italian. The national Identity of Canada continues to change as there is not a big wave of Italian immigrants coming in”(Supervisor #1), says the supervisor. The Italian International Language Program does not have the support of the community as other international languages have. “What sets the program apart is not necessarily just the classes. Rather, it is the strong community involvement behind its inception and the fact that most of these stakeholders are first generation so they have a remarkable desire to maintain their identity”(Supervisor #1), says the International Languages supervisor. The same desire is not present when parents are second and third generation because their identity and culture is Canadian first. “It’s not enough to offer the classes” (Supervisor #1), he says. “You have to promote them in immigrant communities.” (Supervisor #1)

From all the above sentiments from the various stakeholders it seems that in opposition to the government’s official support for foreign language learning is what
could be seen as this country’s strong anti-bilingual sentiments. In one argument we are saying that we are a multicultural country while in the same argument there is a constant lingering feeling of “one country, one language” have hampered the widespread, organized development of Heritage Language Programs. There is so much advertising for ESL students and programs funded by the government that strongly support immigrants becoming fluent ‘English’ speakers and helping them find employment in skilled jobs. Where is the strong support for their children to maintain their identity and culture? Each school in the International language program develops its own classes and curriculum, but all programs conform to the flagship mandate—to develop the highest levels of functional language proficiency for professionals-wrong- the only mandate is to teach within that 2.5 hour timeslot that must not interfere with regular school time. Is this what multiculturalism means? Is this what national unity and identity means?

“If we could embrace the International Languages Program as an important language program in Canada, we’d have a major shift”(Supervisor #2), says the International Languages Supervisor. “If that took place, it would be easier to embrace other languages, too. It is not the same as traditional bilingual education initiatives and that heritage programs are never intended to replace English language instruction. Of course every child must learn English in this country” (Supervisor #2), she says. “When we talk about heritage languages, we are talking about bi-literacy for our children”, she says. “We’re not talking about learning a heritage language at the expense of English”(Supervisor #2). She believes that in the past, the focus on English as the sole language of this country was important for forging a national identity. Now that we have established that identity, she says, and with increased globalization, the time has come for us to think about other languages as well.

**Heritage Language Learning**

Throughout the study, one purpose that became very clear was to get a better understanding of the process of running an after-school program for International Language learners. As the program began in the 1970’s on the request of parents,
now parents were asked what they think about the classes, their reasons for sending their children to the program, and whether they expect their children to learn just the Italian language or if they wish their children to learn about Italian culture as well. Interviews with two Italian mothers whose children attend an Italian after-school program revealed factors found are essential when opening Italian heritage schools: (a) leadership, (b) parental and community support, (c) teaching methodology and materials, and (d) motivation. In addition, this study revealed two more factors essential for opening after-school classrooms: social networks and policies.

**The New Heritage Language Learners**

According to a report of heritage language research priorities stemming from a conference held at the University of California, Los Angeles (UCLA Steering Committee, 2001), most minority immigrants coming to North America are likely to lose their heritage language within two or three generations. The educational system, which emphasizes rapid language shift of language minorities from their native language(s) to English, has been held culpable for the aforementioned language loss (Draper & Hicks, 2000). This is evident in the increased push for ESL. Since schools provide most instruction in English, parents of language minorities must transmit their home language to their children outside the school, through community, parental, and teacher support (Draper & Hicks, 2000) which takes us to week-end and after school programs. For new immigrants that have arrived, Heritage Languages is something different. The school is not only a place to learn language, but also a place where parents gathered to pursue a common goal: the passing of their native language and culture to their children. Additionally, for children, it has become a place to share their ethnic values, identity, and friendship. The new face of the heritage languages that is being described is the face, which has disappeared over the last 30 years. Throughout the study, four main factors essential for these classes became apparent from the accounts: (a) the initiative to teach language and leadership to carry out the plan; (b) parental and community support, including financial support, a suitable place for school, and qualified
teachers; (c) appropriate teaching methodology and materials; and (d) motivation to help children become bilingual in their language and English.

The situation described above indicates it is important to gain a better understanding of the current situation of these new groups attending the program by looking closely at the practices in this particular program. Taking into account the essential factors mentioned above, perhaps the International Languages Program would thrive if those factors were taken into consideration. Programs flourish only when they change with the changing times.

Discussion

From the above analyses, it is clear that International language programs have changed since when they first began in the 1970’s. The program described above gives us just a glimpse back into the 70’s and the drive and motivation needed to run an International Language Program. It seems that to begin and successfully offer an International Language Program the following essential factors are necessary: leadership, parental and community support, teaching methodology and materials, and motivation toward being bilingual. All the above factors do not appear to be apparent in the Italian International Language Program. Teachers have described the role that parents play in the International Language as similar to the role parents have when “they drop their children off at a babysitting service.”

Teaching methodology and materials are important; however, they are very different aspects of learning. The community members sought professional advice from a university regarding teaching methodology and materials. The Italian International Language Program has no professional connection to a university, and the teachers make their own decisions regarding teaching methodology and materials, and books for the small-library system. However, since many teachers of the heritage language classes are students becoming teachers, their knowledge base has been influenced by courses they have taken and the informal advice received from the professors. On the other hand, because the pedagogy they have learned is actually “Italian as a second or foreign language”, it is questionable
whether the teachers’ knowledge is a perfect fit with the practices of the heritage language classes, since heritage language learners have special needs that are different from those of students learning Italian as a second or foreign language. The Italian International Language Program needs to be closely entwined with organizations in the community that will assist in attracting students to the program.

**Conclusion**

Regarding future studies, there is an overabundance of issues that require investigation: What is the best pedagogy for heritage language learners? How should teaching for heritage language learners differ from instruction for second language learners? How does the perceived ethnolinguistic vitality of a minority language influence individuals’ motivation to take the steps needed to maintain minority languages? These are all issues that clearly need further investigation because this study has revealed that the Italian International Languages Program is weak in many areas which is making the language program so unsuccessful. The program is faced by individuals and communities seeking to establish and/or maintain their children’s heritage language use in an educational setting that has no structure. This study will allow other parents who wish similar education for their children to understand some problems they may face, as well as provide ideas for ways they can start a similar program. It is important for language-minority people to recognize their common desire to have their children maintain their heritage language, and until there is a change to the bilingual educational system, the community may be the best and only defense against heritage language loss. From all the accounts presented in this chapter there is a vivid picture painted by various stakeholders within the program.
Chapter Nine:
Conclusion

Throughout this study it has become very clear that language maintenance is a vital component to the survival of the International languages Program. The vicious circle of struggle and survival is apparent throughout the study in all the stakeholders’ accounts of the International Languages Program. In the 1970’s and 1980’s, educational systems in Canada responded to diversity in their populations by expanding heritage language programming in public schools. This same process should be taking place right now. The support for heritage languages was directly related to federal and provincial multiculturalism policies, as it continues to be in 2009. Heritage language was seen as an essential part of the Canadian cultural mosaic. It does not seem to have the same impact now as it did in the 1970’s. The study revealed that most people are not even aware that the program is offered and is free for students. In the past it also reflected a response to pressures from various cultural groups. The shift in terminology from heritage language to international languages in 1991 reflects the impact of globalism on education systems in Canada, as well as significant shifts in multicultural policies and perspectives. How is the International language program viewed today?

The International Languages Program appears to be placed on the ‘back burner’ and has not really moved forward from when the policies were initially set forth by the government. The study revealed that nothing has changed other than the language groups that are using the program. There is a continuous change in languages being offered based on the immigration intake at that particular time. The International languages program seems to have become the ‘forgotten’ program. It is caught in a vicious circle of struggle and survival. Its own stakeholders who are struggling to keep the program alive are also contributing to its demise. Those that want the program to flourish are also those that are using it as a babysitting service or a drop off zone when there is nothing else to do. These are the very stakeholders
who do not want to donate twenty dollars for registration. Society as a whole requires an awareness of the relationship between societal factors and all language learning, an awareness that would urge us to create language policies that see International language learning as complementary to the Canadian context and the Canadian educational system. The study has shown that the true purpose for the program has changed; many use the program to suit their own needs or enrol the children when it is convenient for them. Some have even not been willing to make a twenty dollar donation but have been willing to spend hundreds of dollars on hockey registration, and other sports related functions. What does that say about the program?

Education in Canada falls under provincial jurisdiction. Each province or territory has its own Ministry of Education and is autonomous although funds in some cases are channelled to the provinces from the federal government. Provinces all differ in the amount of extra funding they are willing to give. Alberta seems to be the province in Canada, which truly supports the program. More often than not, the newspaper reports show that there is a political divergence not only regarding French but also regarding the cultural mosaic of which Canada is justifiably proud. Ethnic communities must not simply be passive observers of events but also take an active interest in issues, which affect them.

The campaign to encourage and promote the learning of international languages is one filled with much uncertainty. Throughout the study the feeling of frustration and lack of acceptance has been clearly expressed by many of the stakeholders. There are many dark clouds hovering over the image of this program. Therefore, providing information about the advantages of learning a second language or third language can enlighten politicians and the general public on the values of international languages.

Many people might see the introduction and the expansion of an international language as part of the maintenance of an ethnic group's identity. Many people would believe that educating our young children would help build a more multilingual
society. Some taxpayers however, already overburdened might not feel they should help support the preservation of the language for the various ethnic groups. This seems to be very apparent throughout the study because most people do not take the program seriously. The program is present when it is convenient for parents. Providing all the facts have helped the community and all stakeholders determine whether their choice to support or not support the learning of a second language is the correct one. At the same time this information will hopefully assist the program to run in a successful and efficient manner, in order to change perceptions like, it’s just an after school program and it is not as important. Now that we understand the needs of the program perhaps help can be given to begin to make adequate changes in order to make learning an International Language worthwhile.

Many were asked how could learning an international language be worthwhile? Everyone had the perfect answer, “It is important to know as many languages as possible, it’s good for finding a job, knowledge is never wasted” (Teacher #1). Knowledge is a key that when used correctly can open many minds. All the correct answers are there yet there is no support for the program. Previous research has shown that the international languages program has areas that need to be addressed in order for the program to run successfully. Research conducted by Feuerverger (1997), Mercurio (1997), Danesi (1994) and many others look at aspects of curriculum in the International Language Program as well as teachers' views of their place in the program. Research needs to provide an understanding of the various interests of the stakeholders. Throughout the study many concerns were made apparent. Some areas of focus include teachers feeling like they don’t belong, students thinking that the program is not as important as regular school and administrators fighting for space and classrooms.

What also needs to be clearly noted are the interests, goals, aims and both financial and political limitation of the various stakeholders, which have been documented throughout this study. In the Hamilton-Wentworth area the Italian International Language Program is one of the many languages offered under the International Language Program. It is the perfect example of a program whose
needs, goals, aims and limitations have not been documented for others to understand until this study and it is evident that there are many issues from funding, classroom availability, acceptance by staff and support staff from daytime class, or parents and their commitment to the program. The list of concerns is endless and one that perhaps may need further research and recommendations in order to deal with many of these issues. Previous studies conducted by Mercurio (1997) and Feuerverger (1997) reveal that there is a need to better understand the function of this program, which this study has tried to address. Some of the problems raised by Mercurio (1997) reveal that students feel the curriculum material needs changes. As well Feuerverger’s (1997) research states that teachers feel marginalized, and explain some of the problems they face at the administrative level. In this study, the same problems have been presented as in other studies that have been done only with this study all level of stakeholders had the opportunity to express their concerns. In this concluding chapter, the concerns of the stakeholders will be addressed, specifically looking at the teachers, students and parents and how their concerns and accounts have shaped this study.

First we must consider that the various stakeholders in this study voluntarily agreed to share their thoughts and opinions about the International Language Program. If we first consider the students in this program, it is clear from the study that children are certainly not viewing the International language program as something that is valued equally to any other program in the educational system. Students have said, on numerous occasions that studying an international language is not as important as their regular studies and sometimes not as important as sports. Though students have documented that they do see positive benefits in studying an International Language, it is still secondary in their educational process.

Students also feel that they are not learning efficiently as they do in their regular school program. The material they are given is out of date and at times inappropriate. Many have expressed that the material is very repetitive and students feel that they are not being challenged enough. How do we begin to rectify this situation? Students had suggestions of their own. First, they wanted to have material
that date from this millennium and not things dating back to the 1970’s. They wanted to have material they could relate to. Students who were taught the colours and numbers in grade one were still doing it in grade five. Clearly even students themselves were able to self-identify their needs and realized that their needs were not being met. Students’ concerns did not revolve around the curriculum as a whole but their concern was also directed both to acceptance of the program and the perceived importance of the program. Students believed that if the program was really as important as teachers say it is, then why do others not accept it. Students knew that there were things in the school they were not allowed to use them in the evening when they attended the International Languages Program; however, they had full accessibility to those same things during the day. Students’ accounts also revealed that if the program were truly accepted and as important as regular school they would have better materials and books, their own desks, their own physical space. This need to physically belong was expressed frequently during the study.

Teachers were also key contributors to this study. It has now been documented that teachers feel second-class to the rest of the educational system. No matter how much effort is put forth teachers felt that they would always be second class citizens to other teachers. These international language teachers felt that others did not deem them worthy of the title teacher because the fact that they were working after hours meant they did not have a real teaching career. These perceptions unfortunately made these teachers feel as though their job was insignificant and unimportant just as the students themselves perceived the program. Another issue with the teachers was the frustration towards the parents’ lack of support. Teachers felt that parents were not playing a supportive role for their children. Teachers were angry when parents did not commit to the program, allowing their children to miss classes for weeks at a time or arrive late, or leave early. Teachers were certain this behaviour would not have occurred in the regular day school program. Commitment was an enormous concern to the teachers. The misuse of the program was another aspect that teachers felt strongly about. Parents were using the program as a baby-sitting service. They would bring their children to class when it was convenient and not in the way. If students had homework or a test
from day school they did not attend. If parents had something to do they did not bring their children. These actions act as a signal to students that the program is not as important as regular school.

The parents’ accounts proved to be very conflicting. Parents all believed that knowing more than one language was very important and beneficial to the future of their young children. However, their actions did not support these statements because if parents believed language learning is important then they would send their children to classes. They themselves stated that if their children had a lot of work they would keep their children home. If there was a hockey game or practice their children would not attend the program. What message is being sent? Therefore, is the program important only when time allows it to be? Is the program important only when it is convenient and there is nothing else to do? These conflicting ideas are difficult for students to understand and sent very mixed signals to students. Parents play a dominant role in this program and indirectly contribute to the perception that the program is secondary to regular school. By allowing their children the freedom to attend only when able it shows the lack of commitment from the parents toward this program. It also tells students that the program is not one that needs to be taken seriously. Parents force their children to attend all practices and games for their hockey because they are part of a team and they need to honour that commitment. Then why not honour their commitment to the International Language Program?

Community members played a key role throughout the study. They were what one might call the outsiders. They knew very little about the program if anything at all. What is interesting to note is that community members had much to share about the importance of knowing more than one language even though many did not know what the International Languages Program was. Community members had heard of the program from word of mouth however, no one knew which school was offering the program or even which language was being offered. Only one community member felt that it was not important to know an international language or heritage language as he called it. He felt that traditions die from generation to generation and
that eventually so will the language. He spoke to his children in his native language. However, his children did not pass that language on to their children. He felt that having or not having the presence of the International Languages Program really makes no difference on cultural heritage or identity because eventually it will end with the evolution of generations.

The supervisors/administrators that participated in this study had a great deal of perspective with respect to the function of the International Languages Program. What is even more represented is the administrative perspective of maintaining a program that is mandated by the government and has not really progressed over the years. It would make sense to assume that as time passes education changes. It changes to meet the needs of the students. It may change along with technology, as well as demographics of student population entering the educational system. This is not the case with the International Languages Program. Supervisors have said throughout the study, that the program is as it was when it was first mandated by the government. The only change now is that it is no longer offered on Saturday mornings in a church basement. Is this progress? Materials are still out of date. Parents still do not want to donate $20 for registration to offset costs. There is still the issue of finding reliable teachers rather than having a constant turnover rate of instructors. Supervisors also present their discourse on how the program is not accepted at a higher level so that it is properly advertised and teachers are made to feel welcome in the schools they use at night or Saturday mornings. Supervisors feel that the problems and issues are still the same today as they were in 1972. Clearly the program has many struggles to overcome. The accounts and practices of all the stakeholders have given insight to the program and the need for further investigation. As part of this study stakeholders’ accounts revealed that the existing curriculum was not functioning to meet the needs of its students. Throughout the study as part of an attempt to help the program a two volume collection of curriculum materials was compiled and created for the Italian International Languages Program for new teachers and teachers needing resources material.
Discussion

Throughout this research the accounts of various stakeholders presented the struggle of a language program in demise. So many offered their sincere and heartfelt concern about a program on the verge of no longer existing while at the same time their actions and lack of actions were contributing to its difficulties. Where do we begin after such a long journey of revelation? Does a program that began in the 1970’s continue to fight to survive as with every passing year it is in demise and now in the year 2009 it is diminished to a quarter of what it began. Has the learning changed? Have the expectations changed? It is not a simple black and white picture that is being portrayed. There is a great deal of politics in education and none is more prevalent than in this program.

In order to fully understand the importance of second language learning we need to consider multilingualism and the economic and social benefits of language education. Language is obviously a vital tool. Not only is it a means of communicating thoughts and ideas, but also it forges friendships, cultural ties, and economic relationships. Throughout history, many have reflected on the importance of language. For instance, the scholar Benjamin Whorf has noted that language shapes thoughts and emotions, determining one’s perception of reality (Whorf 1956). John Stuart Mill said "Language is the light of the mind" (Mill, 1874). Language is the development and trademark of international communication in the business world. So why not teach young children to appreciate language learning?

For the linguist Edward Sapir (1921), language is not only a vehicle for the expression of thoughts, perceptions, sentiments, and values characteristic of a community; it also represents a fundamental expression of social identity. Sapir (1921 p.21) wrote: "the mere fact of a common speech serves as a peculiar potent symbol of the social solidarity of those who speak the language." In short, language retention helps maintain feelings of cultural kinship. Maintaining this feeling of cultural kinship helps attain world peace and acceptance which can be instilled in
children at a very young age. Through the International Language Program this can be the root or foundation of instilling this kinship.

Here in Canada, we are set apart from other countries with two official languages flourishing in a multicultural and "forgiving society" as our Governor General put it (Jean, 2008). Not only do we all have the opportunity to learn about other cultures; we instill the values of tolerance and respect in our children. Many linguists speak about the unique "plural identity capacity" of Canadians compared to most peoples who cannot be other than the culture they were born in yet as a society we fail to fully embraces the true contribution of knowing more than one language and the benefit it can have for a country’s success.

Since the adoption of official bilingualism, we have been better able to provide to the younger generations the tools and knowledge for them to excel not only here at home, but beyond our national borders. This has allowed them to reach for dreams and succeed in areas they may not have otherwise. Language, of course, is knowledge, and in our world today knowledge is one of the key factors in being competitive. Intellect and knowledge are what create the prosperity and growth we tend to take for granted. In an advanced industrial society, in an increasingly interdependent world, the knowledge of other languages becomes indispensable. Just think of how the advent of the Internet has changed our lives. For the last few years, millions of people across the world, who share common interests, are able to communicate with each other and exchange ideas. Not only are they able to do this due to the various technological advances, but also because they use language.

There is, of course, no denying that the knowledge of the English language is one of the most important tools available to our children. It is one of the international languages, a tool of communication between countries, cultural groups, various companies and organizations, communities and friends. There are rapidly growing trade links in the Americas, and learning Spanish or Portuguese is an important tool for business people and officials seeking to build on those ties. As we move toward
hemispheric economic integration, the knowledge of other languages of the hemisphere is becoming a highly marketable skill.

We Canadians have given our children tools to succeed in a growing world economy. With French, English and Chinese and these international languages, being taught in schools across the country, we are giving the next generation skills needed to compete in the international market. But should we stop at those languages? The knowledge of languages is an advantage that many first-generation Canadians hold. One can argue that it permits them to have a broader outlook on their surroundings, as they are able to look at issues with a broader perspective. Maintaining this outlook is key in the future of the next generation of young children and through the International Languages Program this can be achieved.

The potential for Canadians to learn more about other cultures and languages is, of course, enhanced by the fact we are a multicultural nation. Canada’s identity has often been characterized as a multicultural mosaic. Immigrants to this country bring a vast wealth of knowledge – not the least of which is their knowledge of other international languages. It is very important that this pool of linguistic knowledge not be lost by the second- and third-generation of former newcomers. Subsequent generations will only want to learn the language of their parents if parents take pride in their cultures and understand that language is an international passport.

Wilfrid Laurier’s metaphor of Canada at the turn of the century was that of marble, oak and granite:

It is the image of the nation I would like to see Canada become. For here I want the marble to remain the marble; the granite to remain the granite; the oak to remain the oak, and out of these elements I would build a nation great among the nations of the world. (Parliament speech, 1910)

These inspiring words are still ones to live by. We must all inspire to continue to make this country strong and competitive, by nurturing and providing to the younger generations, the tools to succeed, helping to make Canada the continuing envy of
the world. This can all be achieved through setting the foundation beginning with an area as small and insignificant as the International Language Program.

Has globalization taken such a toll on society that we have lost our individuality? Is Canada a mosaic or are we a melting pot? Are we trying to assimilate into mainstream? Are we a multicultural country or not? The English language has become the multi-power, the universal language. Canada is full of multicultural faces that are desperately trying to become a monolingual language. Are we trying to reproduce the status quo? Are we just a front for a culture that used to exist? English has become the Language of Power. Globalization has made us one. There appears no need to learn other languages when other parts of the world are coming to us to learn our language.

Are we really trying to keep our multiculturalism? If we are then why are we trying so hard to educate and assimilate our new immigrants into the Canadian language and the Canadian way of life? Is it economic and political shifts in power that have made the understanding of other languages and cultures an essential factor in everyday living in some parts of the country? Language has become an important issue in everyday living in many parts of the world yet it is still not viewed as important in the educational system in Canada. The International language program is a program that should be thriving with the constant intake of students. However, this is not the case. Money is continuously being poured into English as a Second Language Programs so that Canada can make the language transition for new comers as easily as possible instead of encouraging these new comers to maintain their language by speaking their language to their children.

Twenty years ago, the terms "globalism," "globalization," and "transnationality" were hardly used; today they are ubiquitous. Hardly a day passes now when they are not used in newspapers, magazines, and book titles and on headlines of news broadcasts. Despite their currency, their meaning is contested. To some, they mean "global westernization," the expanding influence and power of the large developed nations of Europe and North America, the replacement of local and
regional markets by a consolidated world market, and the homogenization of culture. This is one way to look at the world. To others, they suggest multi-centered institutions that have the capacity to challenge and counteract the influence of western power centers. All this aside what does Globalism mean in terms of language? For many perhaps the two terms are not even connected. Language however, is key in globalism because it aids in the interaction process between countries. Globalism for many perhaps is difficult to define but when it is considered in terms of language it generally is viewed as a tool to promote globalism.

In important ways, the struggle to define the architecture of the emerging global order is more than a struggle among the powerful or between the powerful and the powerless. This is not only evident in all business aspects of the world but within the smallest areas of society. It is also a struggle to define the language, terms, and concepts describing supra-national institutions and relationships. The global westernizers have tended to see globalization as a process in which nation states and international institutions created and controlled by them as major actors. The proponents of multi-centered globalization look to institutions that transcend and interpenetrate states, linking people directly together through a variety of new, usually non-governmental, movements and organizations rather then using language to bridge the gaps between these nations.

Linguists agree that language creates global communities around the world. Communities are acts of imagination defining who we are, to which larger collectivities we belong, to whom we are accountable, and what our obligations are to one another. Mere locational proximity does not make people neighbors, nor does geographical distance preclude membership, citizenship, or mutual obligations, shared goals, and values. At the same time, communities are institutions: routinized patterns of relations, interactions, and exchanges among individuals. These, in turn, depend on the technologies that make relationships and transactions possible. What type of technologies perhaps the key proponent being language? Imagined communities become institutions to the extent that technology and resources facilitate patterns of association and exchange. The connections between visions of
global unity the realization of global community are tenuous and contingent. The
dream of global unity is a persistent one. The world strives continuously towards
global unity and the key link is language.

When we consider global communities we think of the image of the world and
how we view boundaries yet language is rarely factored into the equation. Some
claim that the dissemination of images from the 1968 Apollo VIII space flight denoted
a fundamental change in peoples' fundamental understanding of the world: for the
first time, we had a "God's eye" view of the planet Earth. Since the beginning of
modern cartography, people had envisioned the world as demarcated by national
boundaries, like a classroom globe. Suddenly, rather than depending on the
representations of mapmakers, who inevitably depicted a world sectioned by lines of
latitude and longitude and divided by national boundaries, Earth could be seen as it
actually is: blue-green globe orbiting through the vast reaches of space. The
symbolic power of this image of Earth derived in large part from the extraordinary
universality of its dissemination. On the one hand, it evoked the transcendent unity
of humankind. On the other, their dependence on American technology, and the use
of the English language.

Technology and the transformation of ethnicity have taken place for many
global villagers who have come to this country. Things have been somewhat
different in the United States and Canada, which whose ethnic and religious
pluralism have compelled them, albeit reluctantly, not only to adapt to the growth of
non-native communities, but also to acknowledge, in the face of historical myths that
portrayed them as primarily Anglo-American, the true extent of their diversity. Less
than a century ago, it was not uncommon for upwardly mobile immigrants to
abandon their languages, customs, and birth names in order to aspire to a
homogenized "American" or "Canadian" identity. Today, not only do hyphenated
North Americans proudly embrace their origins, their ethnicity often forms the basis
for making claims on social and governmental institutions. Technology is a key factor
in the transformation of ethnic communities. While many nineteenth century migrants
came to North America in the expectation of returning home, the financial and
technological obstacles to maintaining ties to communities of origin were formidable. Today, with the low cost of communication via telephone and the internet and the ease of remitting funds back to their native lands, it is possible -- and increasingly common -- not only for migrants to maintain continuous contact with their communities of origin, but also to maintain dual citizenship. No longer living in isolated ghettos far from their native lands, the migrants are able to create and sustain their ethnicity and sense of community far more effectively than in the past. The question remains that if they are able to maintain their ethnicity then why are these global villagers not maintaining their language?

The development of civil society in Canada provides a valuable paradigm for understanding the contemporary emergence of transnational civil society. Like the world itself, Canada covers a huge geographical area and, unlike most nations, contains a multitude of peoples, each with their own traditions and languages. Even among the Canadians who speak English, there are differences in religion, modes of production, and lifestyle. Educating global elites is a key component in maintaining language for the purpose of the countries success. Language however, has evolved beyond what we as a society believe it to be. With the evolution of technology there is a continuous shift in language use and understanding. Society has evolved through technological changes like text messaging and face book. Technological change could have both a positive and negative effect on language use. Positively speaking, it can encourage students in the International Language for example to learn the standard Italian to communicate with relatives overseas. It can become a motivational tool to encourage students to learn other languages and speak with others around the world. It can be seen as having a negative effect on language use because language forms are altered into abbreviated forms and many times words are borrowed and often times misconstrued or borrowed for the wrong meaning and from other languages and adopted in their own language.

In higher education there appears to be a centrally important element, training both the leaders who gravitate to the global centers of commerce and culture and to international organizations and those who work in and with indigenous organizations
and global coalitions and network organizations. One thing is clear: defining globalism is beyond the power of any nation. What is globalism? Is there a definition that encompasses its true meaning? In today’s society globalism has also come to include not only language but economy, recession and financial devastation. The despot's dream of world conquest has been definitively displaced by the belief, held by men and women throughout the world, that other forms of solidarity by other means are possible. More to the point, the ways in which we are educating our global leaders may well -- far more than the pronouncements of government officials -- the ultimate form and meaning of globalism. It is far from clear what the ultimate architecture of the global order will be. Language is a key component in this global order.

As the events of 9/11 remind us, global westernization has helped to stimulate both national and transnational resistance to the growing influence of western institutions and values much as the globalizing demography of higher education seems to be producing large amounts of experts and professionals who, in elevating ethnicity over nationality, are as likely to put themselves in the service of mobilized nationalisms and fundamentalisms as to work in transnational communities and movements. Is this higher education a result of technology and the reason for this mobilized nationalism? Is this paradigm shift that society has evolved through what we call a technological change that has affected institutions and values and ultimately language? If technology has brought about this change how does it have an effect on language and the meaning and understanding of language? Can technology change language use or can it help motivate people to use a standard language in order to create a global language for all to communicate? Whether we look at nationality or ethnicity or western globalization whatever term we choose they all underscore the weakness of nations and call attention to the emergence of new forms of community, collective action, identity, and solidarity. So we are better to begin planting the roots of this collective action, of identity and solidarity than with the International Languages Program, the foundation of our ethnic roots, culture and language.
References


Hamilton-Wentworth Catholic School Board. Teachers International Languages Handbook 2004


Mercurio, M. 1997. Teaching people about people: heritage language curriculum material as seen by five Italo-Canadian students: a case study.


# Appendix A

## Table of Participants in the Study

<table>
<thead>
<tr>
<th>Participants</th>
<th>Description</th>
<th>Ethnic Background</th>
<th>Languages spoken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher #1</td>
<td>Young teacher, In university, an International Language student herself, will continue through teachers college until can find a full-time job.</td>
<td>Italian, Born in Canada, Roman Catholic</td>
<td>English, Italian, French</td>
</tr>
<tr>
<td>Teacher #2</td>
<td>This teacher is a native born Italian who immigrated to Canada, she has two children who she takes to class with her. She teaches 4 nights a week in the international languages program. Is a full-time day-care supervisor in the</td>
<td>Born in Italy, Roman Catholic</td>
<td>Italian, English</td>
</tr>
<tr>
<td>Teacher #3</td>
<td>Experienced teacher from Italy. This teacher is a full-time mom and teaches for the program in the evenings. She is an immigrant to Canada. Italian is her first language.</td>
<td>Roman Catholic</td>
<td>Italian, English</td>
</tr>
<tr>
<td>Teacher #4</td>
<td>Young university student teaches part-time. She is second generation Italian.</td>
<td>Roman Catholic</td>
<td>Italian, English, French</td>
</tr>
<tr>
<td>Teacher #5</td>
<td>This teacher is a university student who teaches in the program part-time and also speaks French.</td>
<td>Roman Catholic</td>
<td>Italian, English, French</td>
</tr>
<tr>
<td>Teacher #6</td>
<td>This student is a university student who teaches 3 nights a week for the program. She speaks French and wants to teach in the High school system.</td>
<td>Roman Catholic</td>
<td>Italian, English, French</td>
</tr>
<tr>
<td>Teacher #7</td>
<td>Older gentleman, works at two other jobs, teaches for extra income has 2 children. Works at the liquor store as well.</td>
<td>Roman Catholic</td>
<td>Italian, English</td>
</tr>
<tr>
<td>Supervisor #1</td>
<td>Began the program in Hamilton. She is the program coordinator. Her husband started the program and now she runs the entire Italian International Languages Program</td>
<td>Italian Born</td>
<td>English, Italian</td>
</tr>
<tr>
<td>Supervisor #2</td>
<td>Retired teacher. He has been part of the program for 35 years.</td>
<td>Italian Born</td>
<td>English, Italian</td>
</tr>
<tr>
<td>Participants</td>
<td>Description</td>
<td>Ethnic Background</td>
<td>Languages spoken</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Student #1</td>
<td>Grade 4, Takes classes because parents enroll her. Would rather be at dance classes.</td>
<td>Italian/Italian</td>
<td>English/ Dialect</td>
</tr>
<tr>
<td>Student #2</td>
<td>Grade 4, Takes classes because friend attends. Likes coming because can be with best friend.</td>
<td>Italian/Italian</td>
<td>English/ Sicilian Dialect</td>
</tr>
<tr>
<td>Student #3</td>
<td>Grade 6, Takes classes because friends attend and she can be together with her friend.</td>
<td>Italian/Irish</td>
<td>English/ Calabrese Dialect</td>
</tr>
<tr>
<td>Student #4</td>
<td>Grade 7, Takes classes because parents make him.</td>
<td>Italian/Greek</td>
<td>English/ Greek</td>
</tr>
<tr>
<td>Student #5</td>
<td>Grade 3, Takes classes because parents make her. Would rather be home.</td>
<td>Italian/Italian</td>
<td>English/ Napolitan Dialect</td>
</tr>
<tr>
<td>Student #6</td>
<td>Grade 8, Takes classes because friends go. Friends get to hang out and they are the oldest in the school. They get to be in charge.</td>
<td>Italian/ Chinese</td>
<td>English/ Sicilian Dialect</td>
</tr>
<tr>
<td>Student #7</td>
<td>Grade 3 Takes classes because parents make her. Would rather play basket-ball.</td>
<td>Italian/ Portuguese</td>
<td>English only</td>
</tr>
<tr>
<td>Student #8</td>
<td>Grade 6 Takes classes because friend goes and gives them something to do.</td>
<td>Italian/Italian</td>
<td>Italian/ French/ Calabrese</td>
</tr>
<tr>
<td>Student #9</td>
<td>Grade 6 Takes classes because friends go. Doesn’t pave a preference to go or not.</td>
<td>Italian/Italian</td>
<td>Italian, Abruzese, French</td>
</tr>
<tr>
<td>Student #10</td>
<td>Grade 4 Takes classes because friends go. Likes coming it’s fun to be with friends.</td>
<td>Italian/ Italian</td>
<td>English /Italian</td>
</tr>
<tr>
<td>Student #11</td>
<td>Grade 4 Takes classes because parents make her. Has to go because there is no one to watch her at night and she learns.</td>
<td>Italian / Italian</td>
<td>English/ Italian</td>
</tr>
<tr>
<td>Student #12</td>
<td>Grade 5 Takes classes because friends go. Likes to hang out with friends.</td>
<td>Italian/ Italian</td>
<td>English /Italian</td>
</tr>
<tr>
<td>Student #13</td>
<td>Grade 5 Takes classes because parents make her and she has no where to go that night.</td>
<td>Italian / Chinese</td>
<td>English / Italian</td>
</tr>
<tr>
<td>Student #14</td>
<td>Grade 7 Takes classes because friends go. It's fun, it's like a party.</td>
<td>Italian / Greek</td>
<td>English / Greek</td>
</tr>
<tr>
<td>Student #15</td>
<td>Grade 8 Takes classes because friends go. Has nothing to do at night like to hang out.</td>
<td>Italian / Greek</td>
<td>English/ Greek</td>
</tr>
<tr>
<td>Participants</td>
<td>Description</td>
<td>Ethnic Background</td>
<td>Languages spoken</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Community Member #1</td>
<td>Retired Grandfather. Italian Born and belongs to the Donnici Club (Italian Club for seniors).</td>
<td>Italian</td>
<td>Italian, very little English (Broken English)</td>
</tr>
<tr>
<td>Community Member #2</td>
<td>She is a member of the community from the Arabic language group. Has friends in the Italian Community.</td>
<td>Arabic</td>
<td>English/ Arabic</td>
</tr>
<tr>
<td>Community Member #3</td>
<td>Care taker. Works for the School Board. Has been employed for 25 years with the Board.</td>
<td>Irish, Roman Catholic</td>
<td>English</td>
</tr>
<tr>
<td>Community Member #4</td>
<td>Retired grandfather, Worked for Stelco (Steel Company) for 30 years.</td>
<td>Italian, Roman Catholic</td>
<td>Italian, English</td>
</tr>
<tr>
<td>Community Member #5</td>
<td>Grandfather, still employed and drives his grandchildren to Italian school.</td>
<td>Italian, Roman Catholic</td>
<td>Italian, English, German</td>
</tr>
<tr>
<td>Community Member #6</td>
<td>High school student who was an International Language Student themselves. Still studying Italian and French, would like to try other languages.</td>
<td>Roman Catholic</td>
<td>Italian, French, English</td>
</tr>
<tr>
<td>Community Member #7</td>
<td>Chinese person who has many Italian friends and works for the school board.</td>
<td>Roman Catholic</td>
<td>Chinese, English</td>
</tr>
<tr>
<td>Parent #1</td>
<td>Blue collar worker. Works for a factory and has 2 children, who are in the International Languages Program.</td>
<td>Italian, Roman Catholic</td>
<td>English, Italian</td>
</tr>
<tr>
<td>Parent #2</td>
<td>White collar worker (Teaching Assistant).</td>
<td>Roman Catholic</td>
<td>English, Italian</td>
</tr>
<tr>
<td>Parent #3</td>
<td>White Collar worker. Is a teacher for the Catholic School Board. Has 2 children.</td>
<td>Italian, Roman Catholic</td>
<td>English, French</td>
</tr>
<tr>
<td>Parent #4</td>
<td>White Collar worker. Journalist. Has 3 children.</td>
<td>Italian/Italian Roman Catholic</td>
<td>English/English</td>
</tr>
<tr>
<td>Parent #5</td>
<td>Teaching Assistant who works for the school board. Has 2 children in the International languages Program.</td>
<td>Roman Catholic</td>
<td>English, Italian</td>
</tr>
<tr>
<td>Parent #6</td>
<td>Immigrant/daycare supervisor. She also teaches in the program at night. Her two children attend classes where she teaches. This is a big help for babysitting purposes.</td>
<td>Roman Catholic, born in Italy</td>
<td>Italian, English</td>
</tr>
<tr>
<td>Participants</td>
<td>Description</td>
<td>Ethnic Background</td>
<td>Languages spoken</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Parent #7</td>
<td>White Collar worker. An Accountant with 2 children. Was also an international language student.</td>
<td>Roman Catholic</td>
<td>English, Italian</td>
</tr>
<tr>
<td>Parent #8</td>
<td>A white Collar worker. She is a nurse. Has 2 children in the program.</td>
<td>Roman Catholic</td>
<td>English, Italian</td>
</tr>
<tr>
<td>Parent #9</td>
<td>White Collar worker, Computer Operator. Has 3 children 2 are in the program.</td>
<td>Roman Catholic</td>
<td>English</td>
</tr>
</tbody>
</table>
Appendix B
Background Questionnaire

To be used with STUDENTS.

1. Where do you live?
2. How long have you been there?
3. Could you tell me something about your self and your family?
4. Could you tell me something about your job as a student?
5. How would you describe your school environment?
6. How do your fellow students feel about school?
7. What do you think about International Languages?
8. How do you feel about our educational system and where is it going?
9. Can you talk to me about the International Languages Program?
10. How does the community around you react to the International Language program?
11. How does the presence of the program affect you?
12. Do you speak other languages? Which ones?
Appendix C

Background Questionnaire

To be used with TEACHERS & PARENTS & ADMINISTRATIVE STAFF

1. Where do you live?
2. How long have you been there?
3. Could you tell me something about your self and your family?
4. Could you tell me something about your job?
5. How would you describe your work environment?
6. How do your fellow co-workers feel about their jobs?
7. What do you think about International Languages?
8. How do you feel about our educational system and where is it going?
9. Can you talk to me about the International Languages Program?
10. How does the community around you react to the International Language program?
11. How does the presence of the program affect you?
12. Do you speak other languages? Which ones?
Appendix D

Background Questionnaire

To be used with other STAKEHOLDERS, COMMUNITY MEMBERS

1. Where do you live?
2. How long have you been there?
3. Could you tell me something about yourself and your family?
4. Could you tell me something about your job?
5. How would you describe your work environment?
6. How do your fellow co-workers feel about their jobs?
7. What do you think about International Languages?
8. How do you feel about our educational system and where is it going?
9. Can you talk to me about the International Languages Program?
10. How does the community around you react to the International Language program?
11. How does the presence of the program affect you?
12. Do you speak other languages? Which ones?
13. Do you know of any Italian clubs and associations in the area?
14. Do you know of any Italian Churches in the area?
15. Do any of these clubs, associations post flyers or advertise the Italian International Language Program?
Appendix E
For Administrators/Directors/Coordinators/Vice Principals

INTERESTS OF STAKEHOLDERS

1. What are your interests in this program?
2. How did you come upon this position?
3. What do you think of your job / goals / role?
4. What interest do you have in the maintenance of this program?

POLICIES

1. What are your responsibilities in running this program, with respect to policies?
2. What procedures do you follow? Administratively speaking?
3. What do you think of these procedures?
4. Who sets these procedures?
5. Do you have guidelines that you are required to follow? What are they?
6. Do you have limitations or restrictions? Budget restrictions?
7. Where does funding come from?

SOCIAL PRACTICES

1. Who do you interact with within this program? (students, parents, teachers)
2. Do you have the opportunity to see interaction between parents and teachers, teachers and students, teachers and teachers?
3. How do the teachers view the program?

PEDAGOGICAL PRACTICES

1. How do you see life in the International Language Program? For teachers and students?
2. Are there advantages and disadvantages in introducing the program in primary school?

3. How do you deal with multi-level classes?

4. How do you see teaching practices?

5. How do you see curriculum material?

6. What resources are available to assist you in pedagogical practices?

7. How do you develop guidelines for pedagogical practices?

8. What and who do you consider in making these decisions?

**RESOURCES**

1. Do you develop any resource material (pamphlets, newsletters etc.) for the program?

2. Do you provide information to the community?

3. Any physical or human resources available?
Appendix F
Teachers Interview Questions

INTERESTS OF STAKEHOLDERS

1. How did you get started in teaching?

2. What are your goals as a teacher?

4. What is most interesting about being an International Language Teacher?

5. Do you teach any other language?

6. What are your interests in the International Language Program?

POLICIES

1. What policies are provided for you as an International Language Teacher? (By whom?)

2. Would you make changes to these policies?

3. Do you make up your own rules and guidelines as an International Language Teacher?

4. What policies are needed that are lacking for teachers and students?

SOCIAL PRACTICES

1. What social practices do you find need changes in the program?

2. How do you see interaction and communication between teachers and students?

3. How do you see interaction between teachers and parents?

4. How do you see interaction between parents and students?

5. Is there communication between the community and the program?

6. How can useful interaction be maximised in the classroom to ensure that the pupils are able to produce grammatical and appropriate discourse in the second language (L2).
PEDAGOGICAL PRACTICES

1. What are your teaching procedures for your students.

2. Do you create lesson plans?

3. Are you provided with curriculum material?

4. How do you view the curriculum material?

5. How do other teachers view the curriculum material?

6. How do you think the students view the curriculum material?

7. How do you think the students view your pedagogical practices?

8. Is it better to teach a language as such or to do so by teaching non-language subjects through the medium of that language?

9. In the latter case, how do the students combine to provide a range of input if it is not possible to introduce an immerse program?

RESOURCES

1. What resources are available to you to aid you in your teaching practices?

2. What resources do you provide for your students to help them in their learning the language?

3. Are there resources available for parents in order to help their children?
Appendix G

Student Interview Questions

INTERESTS OF STUDENTS

1. How long have you been a student in the program?
2. How do you feel about coming to these classes?
3. What is the most interesting thing about the program?
4. Do you study other languages?
5. Do your friends come to the program?

POLICIES

1. Do you know of any policies or rules that you must follow as a student in this program?
2. Does your teacher have rules for you that you must follow in the classroom?
3. Are there rules that you like or dislike?
4. Are there rules that you would like to change / or add?

SOCIAL PRACTICES

1. How do you feel about your teacher?
2. How do your classmates feel about your teacher?
3. How do other children see the International language Program?
4. How do your parents see the program?
5. Do your friends take these classes?
PEDAGOGICAL PRACTICES

1. Do you like the way the teacher teaches?

2. Do you like the material you are learning?

3. Do you find it difficult or easy?

4. What changes would you make to the material being taught?

5. How was the curriculum material in other classes?

RESOURCES

1. Do you have resources available to you to help you understand Italian better?

2. Who helps you?

3. Are there books provided for you?

4. What kind of activities do you work on?
Appendix H
Questions on Curriculum Material to Be Used With All Participants (Where applicable)

1. What type of curriculum material are you currently using?
2. Where do you get your material from? / Do you develop your own?
3. The material you are currently using what subject area does it involve?
4. How recent is your material?
5. Do you make changes to this material?
6. Do you use material from other languages and change it to Italian?
7. What type of material would you like that you do not currently have access to?
8. Is your material multilevel or do you use different material for the various students in your class?
9. Do you share material with other teachers?
10. Do you have any resources that others do not have access to?
11. What are you looking for in curriculum material?
12. If you were asked what you would like as part of your material, what would you say?
13. Developing a curriculum guideline for the program what would you include?
14. What structure would the curriculum guideline take?
16. What subject area would be the most important to you? Why?
17. What subject area would you exclude? Why?
18. Would you use puzzles, or more grammar oriented materials for blackboard writing?
Appendix I
For Parents and Members of the Community

1. Have you heard of the International Language Program?
2. What have you heard?
3. Do your children attend the Program?
4. Have you ever attended the program as a child?
5. How do you feel about the program?
6. Do you feel the program is an important part of the community or the educational learning experience?
7. What information would you like to know more about?
Appendix J
Observation Schedule²

This observation schedule is just a guide to assist me in being consistent in conducting my study. The goal is to use the same basic checklist in my observations the course of the research. I will observe the interaction and communication between the various stakeholders in order to fully immerse myself in the environment and learn about the above areas, which are vital in conducting a successful learning environment.

The use of space and time
1. Where?
2. Organization of space
3. When?
4. Organization of time

Social Groupings
1. Who spends time with whom? Where? When?
2. Who participates in what activities?
3. Do people use any verbal or non-verbal resources to distinguish themselves or each other?

Organization of Interaction
1. Who controls/ distributes turns at talk? How?
2. Is this control accepted or contested?
3. With what consequences?

Activities
1. What is the nature of the activity being observed?
2. Are there material resources directly or indirectly involved?

Language practices
1. What is the role of language in the organization of space, time, social groupings, the unfolding of activities?
2. Does linguistic variation, include language choice, play a role?
3. What themes are explicitly addressed?

² This observation schedule is adapted from Heller, Monica et Normand Labrie (dir.) (2003), Discours et identités : la francité canadienne entre modernité et mondialisation, Cortil-Wodon, Éditions modulaires européennes.
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<th>PROCEDURES FOR DATA PROCESSING</th>
<th>ANALYSIS</th>
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<td>parents</td>
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<td>Note-taking from observation</td>
<td>analysis will be done according to themes like those set out in the appendices (interest, values, norms, etc.). An analysis schedule will be created, once more investigation has occurred, from themes based on ideological discourse and marginalised discourse.</td>
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Appendix L
Interviews–Supplementary Questions used with all stakeholders

1. How was the heritage language program established?
   a. Why did you seek to establish classes?
   b. Where does the funding for the classes come from?
   c. How did you find the teachers? Are there any criteria for teachers?
   d. How did you find learners? Are there any community nets?
      or associations that the parents belong to?
   e. How did you find the place to have the classrooms?
   f. How did you find and decide on the teaching materials?
   g. Do you have any other activities besides learning Italian
      in the classrooms? If so, what are they?
   h. What aspects of the class have you changed over time?
      Are there changes you are planning to make in the near future?
   i. Are you any rules and/or expectations for the parents? If so, what are they?

2. What are the expectations that the parents have for their children’s
   heritage language education?
   a. Why do you have your children come to the classrooms
      for the heritage language learners?
   b. What do you expect from the teachers? What do you want
      teachers to teach to your children?
   c. What do you expect of your children? What do you want
      your children to learn from the class?
   d. What do you expect from the school? Do you approve of
      the curriculum the school is currently providing?
   e. What do you think about your children’s identity? How
      important is it to you that your children see themselves as
      heritage language learners? Do you expect your children to
      form a sense of community by taking the class?