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# **Understanding Chinese Heritage Language Teachers in Finland: experiences, challenges, and professional development needs**

Department of Teacher Education  
Master's thesis

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**Abstract:** The professional development of heritage language teachers has gained much attention in recent years. However, in Finland, a few studies have been conducted about students and parents, but the studies about HL teachers' profile and their professional development are rare. Thus, this study aims to investigate a specific group of heritage language teachers, their background, teaching experiences, their interest and need for future professional development. This study adopted both quantitative and qualitative methods, more specifically, an online survey (n=10) and semi-structured interviews (n=5) were utilized as the research tools. Finally, the result presented the general situation of CHL instruction in Finland and followed by the recommendations for the stakeholders in the CHL program.

**Key words:** heritage language, Chinese heritage language, heritage language teachers, Chinese heritage language teachers, teacher development

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## 1 Introduction

Since the 1990s, the number of immigrants in Finland has been increasing rapidly. Their languages and cultures of origin, instead of being assimilated to those dominant in Finland, are encouraged to be maintained and developed in a formal instructional setting. Immigrants' native language/mother tongue which is a minority language in the society at large, spoken at home or in other environments where children can easily access it, can also be called *heritage language* (HL) (Rothman, 2009). In recent years, the domain of HL education has started to attract attention, and along with that pre-service and in-service development of HL teachers has gained attention (e.g. Lacorte, Fairclough & Beaudrie 2016; Aravossitas & Oikonomakou, 2018; Gironzetti & Belpoliti, 2021).

Mother tongue/minority/HL education is valued in Finland, which is illustrated by the fact that it is incorporated into the national core curriculum. According to the Finnish National Core Curriculum 2014, pupils whose mother tongue is not Finnish, or Swedish could learn their home language as mother tongue, while learning Finnish and Swedish as a second language. However, Harju-Luukkainen, Kuukka, Paavola, and Tarnanen (2015) argue that this kind of education is not equally available in all regions in Finland, and teachers should have more professional trainings to ensure quality of HL teaching. This is in line with general concerns about the professional level of HL teachers' that stem from their lack of pre-service training and institutionalization (Carreira & Kagan, 2018). These concerns imply a direct threat to reaching the objectives of HL and this study aims to investigate this issue by investigating one particular group of HL teachers in Finland to see how their (background, etc.) matches the situation as sketched in Harju-Luukkainen, et.al. (2015) and Carreira & Kagan (2018) and how they themselves perceive that situation in the context of reaching the objectives of HL within the Finnish context.

Chinese as one of the most spoken languages in the world is gaining its importance in language education worldwide (Pu, 2019). In Finland, Chinese-speaking population steadily increased from 11825 to 13778 in three years (2017-2020) (Statistics Finland, 2022). Currently, there is little English literature about *Chinese Heritage Language* (CHL) in Finland, and the existent literature is more about student group or parents (see Q. Li, 2019;

Yang, 2021) and the topic about CHL teachers in Finland cannot be found. Hence, it would be valuable to explore the profile of CHL teachers, regarding their qualifications, the preparations made before their official teaching started and in-service training and their profession education, but also their teaching practices and challenges that they encounter as a HL teacher.

Although the Confucius Institute at the University of Helsinki organizes trainings for Chinese teachers in Finland, it is unknown if all CHL teachers participate and if the trainings fit HL teaching. Thus, the study also aims to investigate the challenges that CHL teachers in Finland would encounter, the pedagogical approaches applied in their classrooms and how they conduct assessment of students' learning outcome or proficiency. The purpose is recognizing the challenges that the educators confront and real teaching practices in CHL education under Finnish school system. It will display the real situation of CHL instruction, giving illuminations to policy makers to promote effective HL programs for the learners.

In summary, the study intends to investigate CHL instructors' teaching background (including the qualifications and language or/ and teaching related background), the challenges in CHL classrooms and their professional development needs in the future in Finland. It will give voice to CHL teachers and hopefully contribute to the CHL education.

*Research questions:*

- 1. CHL teachers' background: What background do CHL teachers have when they enter the profession?
- 2. CHL teachers' experience: What challenges do they encounter when teaching Chinese as a heritage language in Finland? And what methods they use to overcome the challenges? What are their teaching practices in HL classrooms?
- 3. CHL teachers' needs: Which aspects of professional development do they identify themselves to need? In which form?

## 2 Overview of the Literature

### 2.1 Heritage language

Montrul (2006) defines *Heritage Language (HL)* to be a minority language while the dominant language that is spoken by most of the population in the host country is recognized as an official majority language. Synonym terms, ethnic minority languages or community languages, immigrant language and mother tongue are also used to refer to HL in different regions of the world. Similarly, in 2007, Polinsky & Kagan put forward the narrow and broad conception of HL. The former depicts that the heritage language “was first in the order of acquisition but was not completely acquired because of the individual’s switch to another dominant language” (p.369). Meanwhile, in the broad conception of HL they propose, the connections between cultural heritage and linguistic heritage are highlighted.

Minority languages or HLs could be indigenous languages which are on the edge of vanishing (e.g., Maori) or even the world languages (eg., Spanish in the United States) that has wide usage worldwide (Montrul, 2006). As a result of the demographic and socioeconomic trends around the world, increased attention has been paid to the value of supporting and maintaining these languages, as well as the need to provide education in minority and occasionally even nonstandard languages (Huang, Jing-Schmidt, & Meisterernst (Eds.), 2019).

### 2.2 Chinese heritage language

With the increasing of Chinese immigrants around the world, the maintenance of Chinese language, significance of teaching, learning *Chinese Heritage Language (CHL)* for teaching professions, HL learners, families, communities, and countries at large cannot be understated (Xiang, 2016).

To know Chinese heritage language, it is necessary to know how the notion “Chinese language” is defined. Firstly, as Chen (1993) states it, “Chinese people” is nowadays referred to people consisted of many ethnic groups, among which *han* (汉族) is the biggest group (Chen, 1993). Thus, the language that people of *han* speak is called *hanyu* (汉语), which is

considered as a representative of Chinese language in general (Chen, 1993). However, “Chinese” or “hanyu” does not necessarily refer to one single language – it has many variations which are categorised into seven main dialect groups: Mandarin/ Northern, WU, Gan, Xiang, Min, Hakka, Yue (Huang & Liao, 2002). The dialects were regarded as barriers to modernization, so in 1950s, Putonghua 普通话 (or standard Mandarin) was promoted to standardize the national speaking language (Guo, 2004). Putonghua is a tonal language with four tones, whose basis of pronunciation and grammar are on the language of Beijing and its surrounding areas.(Chen, 1993; Gong, Lai & Gao, 2020).

In *Chinese as a Heritage Language: An Introduction*, He (2008) indicate that Mandarin as the only standardized language spoken by most of the dialect speakers is also known as *putonghua* 普通话, *guoyu* 国语, *huayu* 华语 in the regions of mainland China, Taiwan, and Singapore respectively. Although they share the similar writing system (Taiwan uses the traditional script, Mainland China uses the simplified script), variations still lie in lexis, phonetic and discourse norms. Take Cantonese for example, which is a commonly spoken dialect in Guangdong Province and Hongkong, has ideograms unfamiliar to Mandarin speakers, making the underlying meaning of the text incomprehensible (Cai & Eisenstein Ebsworth, 2018).

Starr (2009) depicts the standardization phonetic transcription of Chinese language which embodied with the romanisation of the Chinese characters: In the early 20 century, a set of phonetic symbols to transcribe Chinese characters into phonetic symbols ---*zhuyin fuhao* 注音符号 was created, which is still now used in Taiwan. Later, the phonetic symbols based on with Latin alphabets---*pinyin* 拼音 was introduced in 1958. As pinyin has gained great recognition worldwide, it is even recognized in Taiwan today.

To conclude with Starr’s words (2009), spoken language, script and romanisation of Chinese characters set the standard for Chinese. However, Chinese language dialect speakers might have diverse perceptions of Mandarin and their identity with the language also vary (Lai, 2011). Accordingly, when defining CHL, the variations of speech, lexis, writing system etc. must be considered.



### 2.3 Heritage language learners

*Heritage Language Learners (HLLs)* are “individuals raised in homes where a language other than English is spoken and who are to some degree bilingual in English and the heritage language” (Valdés, 2001, p. 38). It is important to note that, this definition is flexible to be used in many different contexts. Although the original definition is English-centric, any other dominant language can be used as a replacement for it (Benmamoun, Montrul & Polinsky, 2013). As Montrul (2006) states it, HLLs can be the immigrants who were born in the host country or came to the host country when they were children. Moreover, because of the exposure to both the HL and the majority language in the host country since an early age, the learners are thought by Montrul (2006) to be bilingual.

Montrul (2010) indicates some other common characteristics that HLLs share: although they are proficient in their home language, their language level still lags behind their parents and other peers growing up in their native countries and that the general status of HLLs is that their competence declines generation after generation. Montrul (2010) further explains that as for HLLs whose home language is a minority in their current country of residence, some HL children might lack access to the education in their HL. In the context of the United States, the second-generation, and the third-generation HL speakers, seem to demonstrate incomplete language acquisition and clear signs of loss of linguistic structures, as opposed to those in the foreign-born first generations who maintain proficient language skills in HL (Carreira & Kagan, 2011). What’s more, generally, HLLs are better at comprehension than production, more proficient at speaking than listening, and unlikely to achieve advanced or native-like literacy in their HL, though they are acknowledged (or perhaps expected) to have the pronunciation close to the native of their HL (Polinsky, 2015).

Additionally, the home language acquisition of HLLs differ from second language and the first language learning. The first reason, as proposed by Carreira (2004), HLLs have distinct linguistic and/or identity needs that differ from second language learners in view of their language heritage or cultural heritage; Secondly, because HLLs lack sufficient exposure to their language and culture, unlike normal first language learners, their basic linguistic and

identity needs cannot be met. Thus, the HL curriculum approaches this challenge in a beneficial way for HLLs.

## 2.4 Chinese heritage language learners

In addition to the shared characteristics of general HLLs, *Chinese Heritage Language Learners (CHLLs)* also experience certain unique characteristics. For example, these complexities that range from homogenous populations to a more defined geographical location, as well as a single shared standard language variety (Xu & Moloney, 2014). Although Mandarin is regarded to be the standard of Chinese languages, Chinese heritage language learners retain a great number of linguistic varieties (Wong & Xiao, 2010). In spite of the fact that the teaching of Chinese languages now has more resources and digital tools, typically the only one Chinese language (i.e. Mandarin) is offered in a formal instructional setting as immigrants' mother tongue/heritage language (Patricia & Liam, 2019; Wong & Xiao, 2010). As such, there is often an inconsistency between the heritage language taught at school and learnt at home/in other communities. Wong and Xiao (2010) point out that it is universal that some Chinese dialect speakers especially in Guangdong Province and Hongkong, who speak Cantonese and make up a large proportion of overseas Chinese populations, they do not speak Mandarin at home or in their communities. Moreover, according to them, although the oral and written forms of Chinese characters are standardized, dialect communities may still have their own characters and words or even follow their own grammatical rules. Also, for the families from Hongkong and Taiwan, they have a particular preference for traditional writing. It is common that the writing in the vernacular press in Hong Kong and Taiwan for other Chinese readers is difficult to understand. Thus, the existent situation that under CHL curriculum, the mismatch of CHL courses could pose challenges of learning Mandarin for many dialect speakers as they might need to take a Mandarin beginner course (Pu, 2019; He, 2006).

CHLLs have a great variability of proficiency in Chinese learning: some have very limited command of Chinese language, some with some basic listening and speaking skills, some have relatively developed speaking and listening skills but weak reading and writing skills, some are fluent or near fluent in a dialect of Chinese, but with little knowledge and

understanding of the standard language Mandarin in China and Taiwan, and some some have a firm grasp of all four skills: listening, speaking, reading, and writing (Hendryx, 2008). Xiao's (2006) study for instance shows that CHLLs demonstrate high level of speaking and listening skills but have low proficiency in literacy such as reading and writing. Her study suggests that because of the extremely difficult orthography, lack of exposure to the script system can make reading comprehension and vocabulary learning challenging for students with little to no prior knowledge of Chinese. This may explain Liu's (2006) finding that even though students may spend years attending a weekend Chinese school, many of them still cannot speak or write Chinese. At the same time, it has been noted by Polinsky (2015) that HLLs may be given an "inflated" impression of fluency, especially if their pronunciation and vocabulary seem to be unrecognizable from native speakers. Due to this misperception of fluency, heritage speakers in the classroom may be placed in an inappropriate language level and might be given unrealistic expectations from the instructors (Peyton, Ranard, & McGinnis, 2001).

CHLLs are motivated by different reasons, and in different levels. The difference could come from the variations in the Chinese language, and the differences in the culture, custom and history aspects of the dialect groups make CHL learning have different meanings for these groups (Wong & Xiao, 2010; He, 2008). It is thought that sociocultural factors such as heritage, identity, and family support are important in determining HL learning: while heritage is fundamental in shaping learners' identity and co-constructing their motivation, family connections embody learners' identity needs ((Xu & Moloney, 2014; Carreira, 2004; Weger-Guntharp, 2008). The findings gathered from Carreira and Kagan's survey (2011) shows that students in HL courses are motivated as a result of cultural heritage and the need to bond and communicate with their family members with their language. Furthermore, He (2006) claims that HL learners tend to learn their HL for "cultural/social identity" reasons and also be motivated by "an identification with the intrinsic cultural, affective, and aesthetic values of the language". Furthermore, researchers find that the motivation of CHL learners is particularly related to parental involvement, use of the language among friends, and academic motivation (e.g., boosting a sense of ethnic pride and cultural identity) (Lu and Li, 2008). Nowadays, with the growing of Chinese economy, many CHLLs are motivated to learn Chinese as an instrument for wider job opportunities (Pu 2019).

To conclude, considering the complexity of the Chinese language (i.e., different dialects, different scripts) and a diverse range of CHLLs (with diverse family language backgrounds, cultures, and self-identity), CHLLs might have variant learning needs. As described above, these needs include linguistic and identity needs which might be unmet because of the inadequate exposure of their language and culture (He, 2006).

## **2.5 Chinese heritage language instruction**

### **2.5.1 Lack of Institutionalization**

The teaching of HLs is challenging, as Carreira and Kagan (2018) present the state of HL instruction in language departments: while the *Second Language (L2)* courses, which are regarded to be a core component of language curriculums, has its position in language education, but language department policymakers must be convinced of the value of HL instruction. They also mention that in educational settings throughout all levels, HL instruction does not appear to be institutionalized, including the institutionalization of HL teacher training. Ekholm and Trier (1987) defined institutionalization as “a process through which an organization assimilates an innovation into its structure” (p. 13). The following key indicators of institutionalization adapted by Carreira (2018) from Ekholm and Trier (1987) and other literatures will demonstrate how institutionalized the current HL education is:

1. Acceptance by relevant participants who see the innovation as valuable and as legitimately belonging.
2. Widespread use of the innovation throughout the institution, organization, district, etc.
3. Firm expectation that use of the practice and/or product will continue.
4. The innovation is stable and routinized in the sense that:
  - a. Continuation does not depend on the actions or motivations of specific individuals but on the culture or structure of the organization or on procedures that have been put in place to support the innovation.
  - b. Time, space, personnel, funding, and other resources are routinely allocated.

The idea of institutionalization is intimately tied to the transformational change processes linked to efforts to enhance education (Miles, 1987). In the context of CHL, this means reconsidering how HL education is seen, debated, and carried out in settings such as the family/home, community schools, public or private K–12 schools, university education, as well as in public discourse (Duff, Liu & Li., 2017). In Carreira's (2018) opinion, “not much” has HL education been institutionalized above.

### 2.5.2 HL teaching in diverse educational settings

A closely related concept to institutionalization is the idea of transformational change processes that attempt educational reforms (Miles & Louis, 1987). For CHL, it refers to changing how HL education is viewed, discussed, and implemented through the settings such as community, public or private schools-based K-12 schools, and higher education (Duff, Liu & Li, 2017). In these settings, qualification of HL teachers, program structure, teaching approaches etc. might differ.

Community-based school or programs is organized privately by homes, community leaders, churches, or civic organizations, as opposed to it in a public school system (Fishman, 2001(Fishman, 2001); Kelleher, 2010). They are usually organized on weekday afternoons, weekends evenings or during summer. Yet, Moore and Nash (2020) state the fact that the increasing time that students spend on their schoolwork in school in such way that they do not have enough time for non-compulsory education in the community, the enrolment decreases as the grade increase. Furthermore, for lack of continuous steady funding, non-formalized curriculums and insufficient training of teachers are typical. In the case of CHL instruction, in community-based setting, the teachers tend to lack official support, resources, and unqualified since the communities rely on untrained volunteers or parents (Li & Wen, 2015). Correlated with qualification, the teachers often a lack of linguistics and teaching skills training. As a result, they often resort to familiar teaching methods like rote memorization and drills, especially when teaching Chinese characters and text (Xiang, 2016). Similarly, Wang (2004) finds CHL classrooms to be text-driven: language instruction is constantly transformed into coding and decoding exercises and the class activities usually consist of analysing radicals

and stroke order, constructing sentences with target characters, reading aloud, and translating. Although communities Chinese often lack of specialized support for teaching approaches and pedagogies, according to Pu, (2019), many community-based schools are provided with teacher trainings and resources from the Overseas Chinese Affairs Office of the State Council (Mainland China) or the Overseas Community Affairs Council (Taiwan).

In terms of K-12 based HL education, there might not be exact curriculums that target at HL speakers, which also applies to community-based school. Take the USA for example, HL instruction can be found in foreign language programs where both HLLs and natives are mixed together, dual language immersion that include HLLs, or the as traditional bilingual programs with monolingualism (Kelleher, 2010; Moore & Nash, 2020). In K-12 schools, the teachers tend to apply similar way of teaching to the teaching in community-based programs. According to Pu (2019), the CHL teachers in K-12 programs are often employed and sponsored by Confucius Institute Headquarters which is an affiliation of Chinese Ministry of Education, or Chinese native speakers who have or are going to have teachers' certificate. Normally, they are required to show their Chinese proficiency level by taking standardized test, for instance, the Chinese Proficiency Test (HSK). However, most programs that train language teachers today do not prepare teachers for differentiated curriculum and instruction for CHLLs (Duff, Liu and Li, 2017). CHL classroom discourse research carried out by Curdt-Christiansen (2006) shows that the CHL classroom follows a teacher-centred pattern-the teacher is the controller who decides classroom interactions and the interaction is usually in the form of question asking and answering. Meanwhile, she also points out that many Chinese teachers follow the traditional Chinese method of teaching which involves the stages of word recognition, sentence interpretation, and paragraph reading; and reciting texts and memorizing characters are used as the learning approaches. To measure CHL students' learning, the most common way is to examine their reading and writing ability through teacher's observations, homework, regular quizzes, and mid-term and final exams which may harm students' motivation of learning Chinese (Pu, 2019). The same research also reports that CHL instruction is insufficient of teaching resources (e.g. textbook and pedagogical materials), so they usually attain resources from the Internet and spend a lot of time in creating their version of teaching materials and design a curriculum for CHLLs on their own.

Lastly, there are some controversies about separating the HL track from other tracks at higher education institutions. The mix classroom with HLLs and non-HLLs has huge gap in language proficiency, which requires instructors to use differentiated teaching to lessen disparities and provide second language learners and HLLs with specialized support (Moore & Nash, 2020). Compared to teachers in K–12 and community-based programs, instructors working in higher education appear to be better informed and have more professional development opportunities (Caballero, 2014). As Caballero (2014) notes, aside from conferences, they also participate in graduate courses, summer college, and seminars on HL pedagogy. However, he further suggests that for the post-secondary education in CHL, professional preparation is no less challenging as HL teaching are not a common subject in teacher preparation programs. If the HLLs and FLLs are not placed to different tracks, the mixed classroom might be multi-levelled, and consequently pose significant challenges in a perspective of pedagogy (Xiang, 2016). On the other hand, if there are separate tracks, fundings, well-trained teachers, and curriculums with specialized content etc. will be new challenges (Moore & Nash, 2020).

### 2.5.3 Challenges for CHL instruction

*Challenge from the language and demotivated students.* Chinese language has been wildly recognized to be one of the most difficult languages to learn, given to its written orthography, which is previously mentioned. For Chinese native speakers, learning Chinese at a high level is not an easy task, learning it as a second language is even more challenging (Yue, 2017). It is a character-based language which is time-consuming on memorizing the strokes orders of the characters, their pronunciations, and meanings. Although character learning is critical in developing learners' reading and writing ability, in CHL classrooms, the inordinate focus on character drills typically lower CHLLs' interest and motivation in learning the language (Pu, 2019). It is reported that students' interest and motivation decrease with age, one explanation is that when they started learning how to write in Chinese and at the same time, academic pressure started to mount from their mainstream schools, they might perceive Chinese learning as an arduous task (Zhang & Slaughter-Defoe, 2009; Wen & Li, 2016). Hence, for Chinese teachers, teaching Chinese itself could be difficult, as students' motivation would be deducted during their tedious character learning process. To encourage their students to keep

learning Chinese, they sometimes must lower expectation on the assignments and even on tests (Pu, 2019). An important concern for CHL teachers is to find the right balance between keeping the motivation and preventing students from getting frustrated by the vocabulary or bored by memorization exercises (Yue, 2017).

*Challenge from the heterogenous populations of CHLLs.* Ansó Ros, Maijala and Valkamo (2021) who investigate the role of teachers in HL maintenance in Finland reports that HL teachers also face the challenge of teaching heterogeneous groups which consist of students of different ages and proficiency levels. As mentioned earlier, CHL classrooms might consist of students who have different language background and cultural identity, and various competence levels in Chinese language (here, particularly refers to Mandarin). For dialect speakers, they might not be able to learn their own HLs, for example, Cantonese speakers enrolled in Mandarin HL courses, when Cantonese and Mandarin are incomprehensible to each other, only sharing a common script (Caballero, 2014). Since the student's group find the speech sound (e.g. Cantonese vs Mandarin) or writing system (simplified and traditional disunity) that Mandarin uses is difficult to follow if they are dialect speakers, who are more familiar with the other phonetic or scripture system, this may cause difficulty in teaching the language.

*Lack of pedagogical support.* The possibility of including students of various age group and proficiency levels, there is no doubt that the requirement on teachers' pedagogical skills is higher. Xiang (2016) states that unprecedented complexities and challenges for the teachers arise in the increasingly heterogeneous Chinese language classrooms. In the same article, she argues that pedagogical challenge no longer just resides in teaching the language itself, but also lies in considering the needs of learners and creating curricula that integrate learners' diverse backgrounds and language levels. According to Potowski & Carreira (2004), HLLs must be taught with pedagogical strategies and approaches that meet their linguistic, academic, affective, and social needs. However, HL teachers usually lack professional training which particularly targeted at HL instruction. Take community school as an example, even if the teachers want to receive professional trainings, the traditional training programs are inappropriate for heritage language (Wang, 1996).



*Lack of teaching resources.* The challenge generated from the diverse populations is the teaching materials, which should be designed for CHLLs and required to meet their individual needs (Xiang, 2016). Additionally, textbooks for methodology instruction don't cover all the issues in HL classrooms (Caballero, 2014). According to Caballero (2014), through the review of the tables of contents of seven of the most commonly used methodology textbooks published since 2007, only one contains a section about HLLs, along with additional information regarding HLLs' special needs.

To conclude, the challenges of teaching CHL not only involve meeting diverse student needs but also teaching the language itself as well as dealing with students with different language proficiency and demotivated students. Lack of pedagogical training and difficulty in obtaining teaching resources which consider the different language backgrounds and proficiency levels of students make CHL teaching even more challenging.

## **2.6 HL teacher core competences**

The previous section illustrates the challenges that HL instructors encounter in multiple aspects, which require knowledge and skill base for HL teaching. However, the current situation is, as Duff, Liu, and Li (2017) note, most programs for teacher education to teach modern/world languages and the teacher training programs generally are not designed to prepare teachers specifically to teach heritage languages.

The existing literature which addresses the issue of HL preparation is limited, thus this thesis turns to a teacher training model that is drawn by Gironzetti & Belpoliti (2021), which is originally for *Spanish Heritage Language* (SHL). It is based on the numerous previous resources and displays the core competences that SHL teachers need to serve SHL successfully (see Table 1). It covers the areas of “*applied linguistics and sociolinguistics*”, “*SHLLs and communities*”, as well as “*pedagogical approaches for SHL instruction*”. In the table, there are a number of competencies that SHL teachers are expected to “know” and “know how to implement” in their instructions to meet the needs of SHLLs. It will contribute to the understanding of teacher competences, preparation, and development for working with HL working environment.

Table 1. SHL teachers' core competences by content area (Gironzetti &amp; Belpoliti, 2021)

<p><i>Applied linguistics and sociolinguistics (know)</i></p> <ul style="list-style-type: none"> <li>• Knowledge of second language acquisition and language processing theories as they apply to Spanish L1, L2, and HL, including critical language awareness and teaching for social justice.</li> <li>• Knowledge of sociolinguistic processes in bi/multilingual communities and languages in contact, including situation and features of heritage/minority languages.</li> <li>• Knowledge of HL varieties, and attitudes and ideologies on language variation and change.</li> </ul>
<p><i>HL speakers and their communities (know)</i></p> <ul style="list-style-type: none"> <li>• Knowledge and awareness of HL learners' diverse profiles, including socioaffective, cultural, linguistic, and educational aspects.</li> <li>• Awareness and critical knowledge of historical, sociopolitical, cultural, and linguistic realities of HL communities.</li> </ul>
<p><i>Pedagogical approaches for teaching HL (know and know-how)</i></p> <ul style="list-style-type: none"> <li>• Knowledge of pedagogical principles in language expansion and enrichment based on Language Arts approaches.</li> <li>• Knowledge of how to implement error- and needs-analysis on HL language production.</li> <li>• Knowledge of how to implement content-based, experiential learning, and similar macro-approaches to language teaching.</li> <li>• Knowledge of how to implement differentiated instruction for mixed classes and strategies for HL/L2 collaboration.</li> <li>• Knowledge of how to engage in ongoing self-reflection on background, experience, identity, ideologies, and beliefs.</li> </ul>

## 2.7 HL Education in Finnish Context

According to what has been discussed about in section 2.1, HL could also be called immigrant language, community, minority language etc. However, due to that in Finland, Sami, Roma, and sign language are the official minority languages, to distinguish these languages with other minority languages, in this part, “immigrant language” would be used to refer to other minority languages. In this section, HL instruction and learning in the Finnish context will be

illustrated. Moreover, the HL instruction in Finnish context discussed in this thesis is differentiated from the three educational settings mentioned previously, namely, community-based, K-12 schools and higher-education. In Finland, the HL curriculum, which is offered in the Finnish basic education stage (from Grade 1 to Grade 9), but it is only suggested but not compulsory for municipalities to provide it. Thus, it could probably best be described as a setting which is between the community-based and K-12 based.

### 2.7.1 HL maintenance courses in Finland

Since the 1980s, immigrants started to increase rapidly in Finland, and the number of foreign language speakers first slowly, but more quickly until in 2020, the number even surpassed the number of Swedish speakers (see Figure 1).

Year	Language							
	Population	Finnish speakers	Swedish speakers	Sami speakers	Other languages total	Finnish speakers, %	Swedish speakers, %	Other languages, %
1980	4 787 778	4 476 807	300 482	1 343	9 146	93,5	6,3	0,2
1985	4 910 664	4 596 908	299 098	1 699	12 959	93,6	6,1	0,3
1990	4 998 478	4 675 223	296 738	1 734	24 783	93,5	5,9	0,5
1995	5 116 826	4 754 787	294 664	1 726	65 649	92,9	5,8	1,3
2000	5 181 115	4 788 497	291 657	1 734	99 227	92,4	5,6	1,9
2005	5 255 580	4 819 819	289 675	1 752	144 334	91,7	5,5	2,7
2010	5 375 276	4 857 903	291 153	1 832	224 388	90,4	5,4	4,2
2015	5 487 308	4 865 628	290 161	1 957	329 562	88,7	5,3	6,0
2020	5 533 793	4 811 067	287 871	2 008	432 847	86,9	5,2	7,8
2021	5 548 241	4 800 243	287 933	2 023	458 042	86,5	5,2	8,3

Figure 1. Population according to language 1980-2021. Source: Population Structure 2021, Statistics Finland

The increase immigrants led to more language and cultural minorities in Finnish society. Instead of assimilating the minorities, Finland thinks highly of multiculturalism and protects their languages. According to the Finnish Constitution (1999, Section 17), “The Sami, as an indigenous people, as well as the Roma and other groups, have the right to maintain and develop their own language and culture”. Meanwhile, the language maintenance courses/HL courses of these languages are included in the Finnish basic education system. The Basic Education Act (628/1998), which is critical to the Finnish curriculum, also corresponds to the language right of the minorities in the country, “As a mother tongue, the pupil may also be

taught the Roma language, sign language or some other language which is the pupil's native language (Section 12, p.5).

According to the Basic Education Act (628/1998, 1998), as a bilingual country, Finland provides basic education in Finnish or Swedish, the two official languages. Besides, the current Finnish education system also offers early learning opportunities about other languages. The general situation of language learning in Finnish basic education is: in the comprehensive school, there are three languages compulsory to study, which are the mother tongue that starts in the first grade, the first foreign language that starts at the latest from the third grade (A1 syllabus, language choice usually is English), and the other national language that starts at the latest from the seventh grade (B1 syllabus) (Hildén & Kantelinen, 2012, P.162; Inha, n.d.). Other than that, there are two optional syllabus, A2 syllabus and B2 syllabus: The former is an optional language French, German or Russian (English for Swedish-speaking Finns), usually offered in grade 3 to grade 6; the latter is an optional foreign language starting from grade 7-9, for which the foreign language options vary among different schools (Inha, n.d.). The next section will describe how immigrant language/HL teaching and learning are integrated into the education system.

In line with the Basic Education Act, Finnish school system provides pupils with the opportunity to learn their home language in a formal instruction form, and HL courses in these languages are offered for free (Ansó Ros, Maijala, Valkamo, 2021). The terminologies that refer to HL/immigrant language has been/ could be called "kotikieli", "oppilaan oma kieli" and "oppilaan oma äidinkieli", which means "home language", "pupil's own language", "pupil's own mother tongue" respectively (McPake, Tinsley, Broeder, Latomaa, Mijares, & Martyniuk, 2007). According to the newest version of Finnish National Core Curriculum (2014), the guardian can select pupils' mother tongue, which does not have to be Finnish or Swedish, but the language stated by the guardian (p.178). Paulsrud, Zilliacus and Ekberg., (2020) explains the mother tongue options in Finland, which "include eleven separate syllabi, including Finnish, Swedish, and the minority languages Sami, Roma, and Finnish Sign Language. Additionally, there are syllabi for these languages as a second language for students and a general syllabus for students with mother tongues other than the national and official minority languages" (p. 311).

In the year of 2020, the instruction of 60 mother tongues is offered by 84 mother tongue education providers (See Finnish National Board of Education, 2020). What's more, the largest language groups in the (HL) maintenance course are: Russian, Estonian, Arabian, Somalian, English, Albanian and Chinese. In the basic education period, the pupils can learn their own mother tongue by voluntarily taking maintenance courses, which consisting of 2 hours (1 hr = 45 min) per week for grades 1–9 (Ansó Ros, Maijala, & Valkamo, 2021). It should be noted that the maintenance courses are mostly funded by state and municipalities decide on the minimum number (four) of students necessary for the formation of pupils' native language group (Airtto & Aksinovits, 2021). For small language groups, the group forming could be difficult and thus, learning and maintaining their own mother tongue in a formal instruction setting is less likely comparing to bigger language groups (p. 3). Also, it is not compulsory for Finnish schools to provide it (Paulsrud, Ziliacus & Ekberg, 2020). In this case, if the instruction of pupil's own language is not offered in their local municipality, they might need to travel to another municipality to learn their language or quit to learn it. It strikes a chord with the doubt initiated by Harju-Luukkainen, Nissinen, Sulkuinen & Suni (2014) whether Finland has done enough to facilitate immigrants' learning both in their home language and in the language of instruction at school.

### 2.7.2 HL instruction guidelines

Finnish National Core Curriculum (2014) shows evidence of an increasing emphasis on linguistic diversity and cultural diversity since some relevant terms are frequently mentioned (Paulsrud et al., 2020). Minority language and other mother tongues are recognized as the full use of linguistic resources, which emphasizes the importance of incorporating all linguistic repertoires into one's learning (Paulsrud, Ziliacus & Ekberg, 2020). Generally, the national curriculum not only offer guidelines for all educational providers, but also identifies the goals and principal contents of varied subjects offered by the school system, including cross-curricular themes (Holm & Londen, 2010). In the matter of minority language instruction, the objectives of instruction in Sami, Roma and immigrants' languages, content and assessment of different grade students are explicitly stated in the curriculum. Given that the context of thesis is based on immigrant languages which are minority languages in Finland, in the study,

only the instruction objectives of these languages in the national curriculum are presented as below.

The task of instructions over students in grades 1-2 is as follows:

The special task of the instruction in grades 1-2 to encourage the pupils to learn to use their mother tongue in interactive situations. Pupils learn to listen, to ask, and answer questions, and to relate information. The pupils expand their vocabulary and resources of expressions to cover different areas of life. In cooperation with guardians, instruction helps the pupils to improve their thinking and self-expression skills. The pupil acquires basic reading and writing skills and becomes familiar with age-appropriate children's literature as well as narrative and cultural traditions. The aim is to learn to use language in different learning environments and acquire information using one's mother tongue. The aim is to become aware of the significance of one's mother tongue and to develop a positive relationship with the mother tongue. (p. 798)

In the two grade groups, 3-6 and 7-9, the suggested tasks of instruction are that student's motivation to be strengthened through homes and language community collaboration, as well as learning to compare languages and utilise their language in various learning environments (or learning subjects) (hereafter, from p. 800-807). In the end of the basic education period, pupils can finally learn how to learn, and develop their language proficiency with a self-directed approach. Except for the instruction tasks above, in grade 3-6, the goal of instruction is that the pupils can learn various reading strategies while reading, and share their reading experience, familiarise themselves with the main characteristics of their language so that their grasp of the writing system could be strengthened. As for grade 7-9, the special task of the instruction is 'proficiency in their mother tongue to be deepened and expanded based on their individual language ability. It is suggested that the pupils learn to interpret, analyse and create different spoken and written texts they get familiarised with. Furthermore, their appreciation towards their mother tongue is enhanced, their ability of learning and using the language get developed.

### 3 Methodology

Both quantitative approach and qualitative approach were adopted in the study, in which online survey and interview are applied as instrumentations. By applying the mixed methods, it will enable us to understand phenomena more holistically and completely and answer complex research questions more meaningfully (Cohen, Manion, & Morrison, 2002).

#### 3.1 Participants

Participants are the teachers who are teaching Chinese as a mother tongue in Finnish basic education schools. According to the Finnish National Agency for Education, basic education in Finland lasts for 9 years, which includes all children range from 7 to 15 years. Nearly all of them are in the mother tongue and literature syllabi, but there is one who has CHL teaching experience and now has CHLLs in her class, but she is teaching Chinese as a foreign language not as a mother tongue currently. In total, 10 participants answered the survey, and six of them left their email addresses for later potential interview. In the end, only five participants responded to the interview invitation and completed the interview (see the interviewed participants' profile in Table 1). Considering that the sample of the participants is small, the teaching situation of CHL teachers cannot be accurately pictured, but the voice of CHL instructors who have different teaching background and teaching situation could be heard.

The recruitment of the participants is through following channels:

1. By contacting the basic education sector of the largest 30 municipalities. Most did not respond, but only 13 municipalities responded, among which merely eight municipalities have teachers who teach Chinese as mother tongue. They forwarded the survey to the Chinese teachers. Meanwhile, I used snowball sampling method: In the forwarded email, I asked the Chinese teachers to distribute the survey to other Chinese teachers like them if they know anyone.
2. Through Chinese WeChat communities and CHL teachers that I have already had the contact information. I distributed the survey in WeChat groups where people are Chinese in Finland. I interpreted what kind of participants I was looking for. When I

was asking the Chinese teachers to answer the survey, I also used snowball sampling method: I asked them to forward the potential participants for me.

### **3.2 Online survey**

The survey was formatted with the tool Webropol and distributed between March to May in the year of 2022. The online survey is distributed online with the help of eight municipalities in Finland, who delivered the survey to the Chinese teacher(s) in their municipalities. In the survey, a privacy notice which describes the dealing with personal data protection by using confidentiality and pseudonymity (See more in Appendix 2) is included so that participants could read and then confirm the participation of the study. Finally, 10 participants (n=10) answered the survey.

The survey is on the basis of Gironzetti and Belpoliti's survey (2021) that was described in section 2.6, which explores the demographic and educational profiles of pre-service and in-service teachers of SHL in the United States, and their expectations and needs in terms of professional development. The survey contains, multiple choices, yes–no questions, and Likert scales. Some modifications have been made in accordance with the context of the thesis and the research questions. In the context of the USA, which is mentioned earlier, HL teaching might be in foreign language programs, and dual language immersion that include HLLs, or the as traditional bilingual programs with monolingualism (Kelleher, 2010; Moore & Nash, 2020). In the HL related programs of the USA, HL classrooms are more likely to have mixed learners (native and HLLs) than Finnish context, in which there is specific program that targets at HLLs. Hence, the questions that are related to the mixed classrooms with different type of learners in the original survey are not included in the survey. Moreover, given the perceived small number of CHL teachers, the question that probe teachers' geographical information also removed. Lastly, the survey only targets at the CHL in-service teachers since there is no preparation program for HL teachers in Finland. Thus, the survey was adjusted a little bit on the content, which eventually investigates CHL in-service teachers' teaching background, teaching experiences and interests for the development of their profession.



### 3.3 Interview

Semi-structured interview was used as a tool to get more comprehensive answers from the participants. As Galletta (2013) states it, be a versatile method, which can be implemented in one or several sittings, and it provides significant reciprocity between the participant and the interviewer. It is also thought that while maintaining sufficient structure to cover specific issues related to the phenomenon of study, semi-structured interview offers participants a chance to offer new meanings to the study focus.

In the interview week (May 2- May 6), all the five interviews were conducted in Zoom, where participants could choose to turn their video on or off. All the interviews are carried out by me, and the interviews lasted for one hour on average. Before the interview, the privacy notice was sent again via email. After the verbal agreement has been given by all the participants, the interview started to be recorded. At the beginning of the interview, the teachers are asked about their basic information, for example, their age, highest degree attained, years of teaching experience. The table below illustrates the interview participants' profile. The interview part mainly focuses on teachers' instruction experience in CHL classrooms in Finland, for example, their trajectory of being a CHL teacher in Finland, the challenges they encountered, their teaching practices in class, and their expectation in enhancing their professional skills and other aspects they would suggest. The table below gives a general picture of the participants' profile.

Table 2. Interview participants' profiles

	P1	P2	P3	P4	P5
<b>Gender</b>	female	female	female	female	female
<b>Age</b>	40+	50+	40+	40+	30+
<b>Education</b>	Bachelor's degree in science	Master's degree in Chinese language and literature	Postgraduate diploma (received teacher training)	Master's degree in teaching Chinese as a foreign language and Chinese	Master's degree in applied linguistic ; PHD student

				education overseas	
<b>Length of teaching CHL</b>	5 years	3 years	1 years	11 years	3 years
<b>Place of birth</b>	China	Taiwan	China	China	China
<b>Length of staying in Finland</b>	15 years	28 years	5 years	14 years	3 years
<b>Native language</b>	Chinese	Chinese	Chinese	Chinese	Chinese
<b>Other languages spoken</b>	English, Finnish	English, Finnish, Japanese	English, Finnish	English, Finnish	English
<b>Syllabus in basic education stage</b>	Oman äidinkieli	A1	Oman äidinkieli	Oman äidinkieli; A1	Oman äidinkieli

### 3.4 Data analysis

Qualitative content analysis was conducted in the study to analyse the data gathered from the interviews. The method of content analysis can be applied inductively or deductively, the goal of the study determines which of them is used (Elo & Kyngäs, 2008). In the current study, both the inductive and deductive methods were applied. As Elo & Kyngäs (2008) noted, both of the inductive and deductive analysis process have the same main phases: “preparation”, “organizing” and “reporting” (see Figure 2).

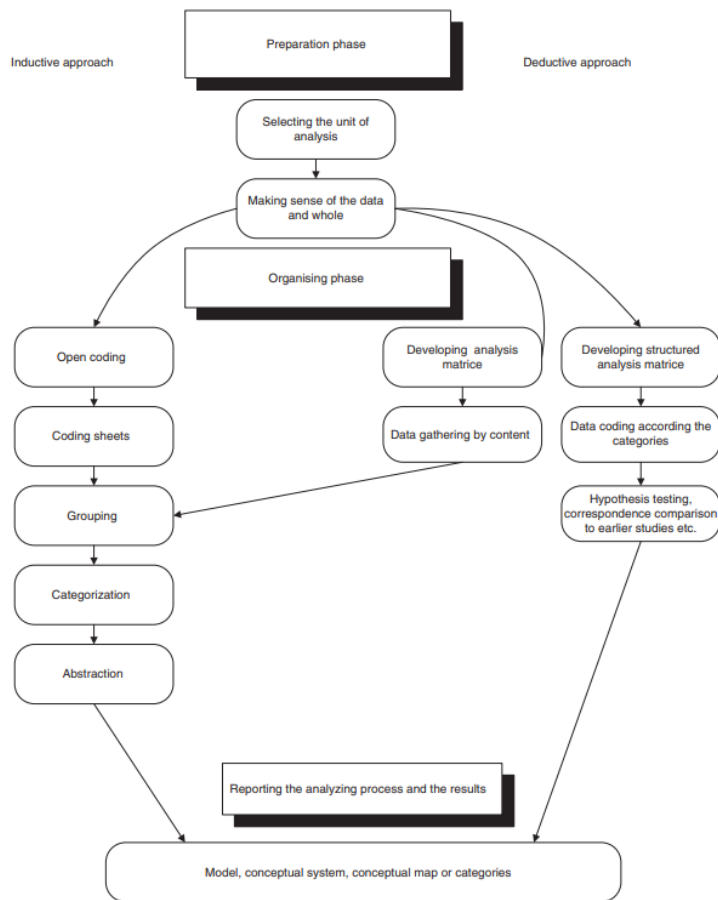


Figure 2. Preparation, organizing and resulting phases in the content analysis process.

The process of performing the data analysis is described as below: After the interviews were completed, the recordings were transcribed word by word and later proofreading was conducted to avoid mistakes. Afterwards, the original recordings were deleted, and the transcriptions were imported to NVivo 12 for coding. The coding process was conducted in the original language Chinese, with the aim of avoiding the meaning to be missed or twisted in the translation process. Thus, only the excerpts were translated to English for further discussion. The codes/categories which are utilized to expand and interpret the data were mainly derived from the literature overview from the previous section and then the emergent content from the interviews. To ensure the stability of the coding results, increasing the reliability of the data analysis, the coding of each transcription was performed again after one week.

## 4 Findings

### 4.1 Findings from the online survey

The online survey contains four sections: the first section gathers the basic information of the participants, their gender, age, mother tongue, and highest degree; the second section identifies the participants' language teaching background; the third section is about the participants' teaching experience in CHLL classroom; the last section explores the participants' interest in professional development and the modalities that want to take to develop their professional knowledge and skills.

#### 4.1.1 Demographic information

A total number of 10 people completed the survey. Figure 3 below shows the distribution of participants' gender, age, language and highest degree. It can be seen that all the participants are female; among them, 50% (n=5) is in the age group of 31-45, 40% (n=4) is around 46 to 60 and only one is under 30 years old. It is illustrated from the figure that all the participants' mother tongue is Chinese. When it comes to the participants' education level, over half of them (n=6) have received master's degree and the rest of them (n=4) hold a bachelor's degree.

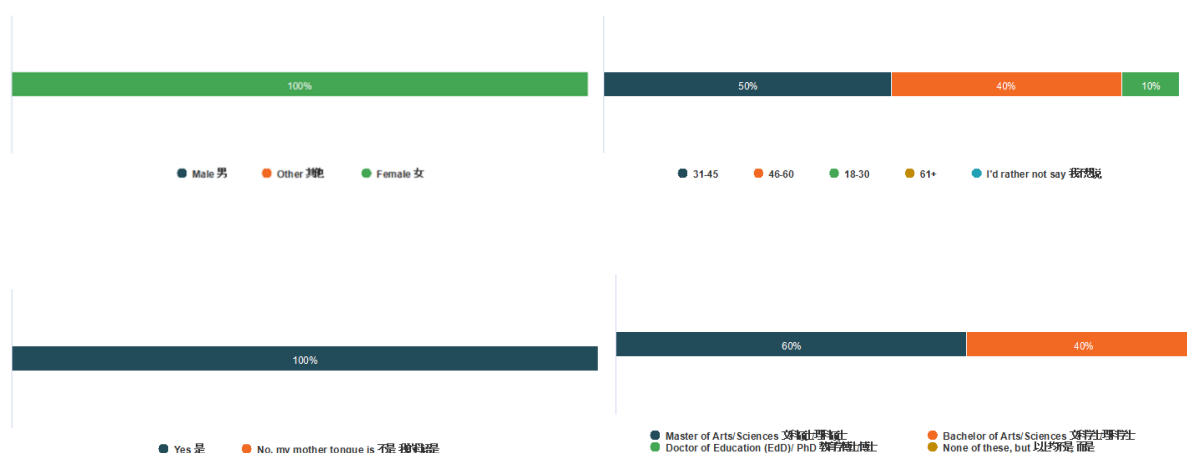


Figure 3. Gender, age, language, and highest degree of the participants in the online survey

### 4.1.2 Language Teaching background

Since HL teaching is a narrow field, teacher or teacher training programs are rare to see so far. Hence, a set of questions that pays attention to the preparation(s) the participants have made before a language teacher are asked in the survey. Figure 4 shows the forms of preparation(s) that participants completed. Most participants (n=8, 80%) have worked in bilingual or multilingual contexts, quite many have attended workshops, seminars and /or webinars (n=7), attended a specific bachelor’s degree in language (n=6), and half of them have attended conference presentations, taken undergraduate-level courses or postgraduate-level courses, and translation. On top of that, four participants have gained a master’s degree for the teaching preparation. Although the participants have different or similar educational background, all of them consider their background prepares them enough to CHL teaching (see Figure 5).

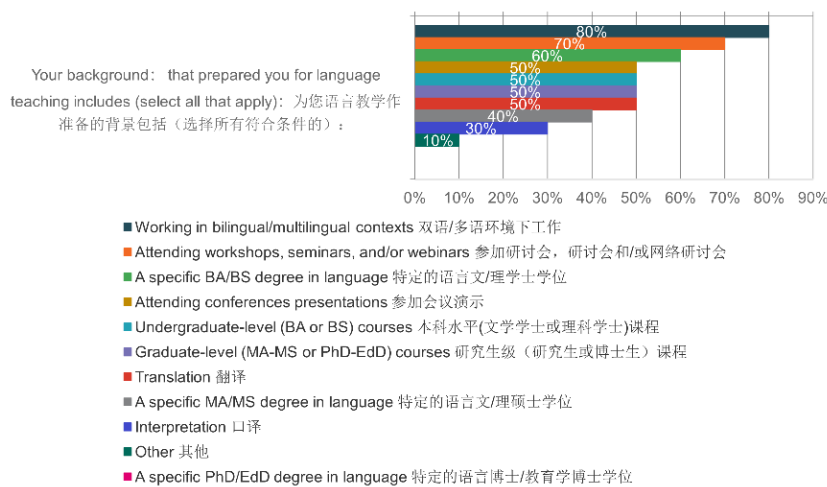


Figure 4. language teaching preparation

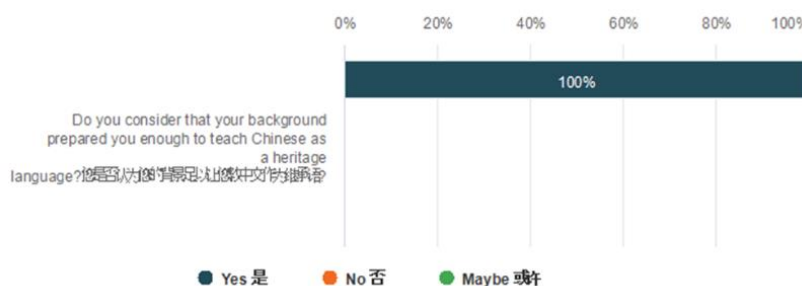


Figure 5. Participants' perception of their preparation for CHL instruction

Despite that the teachers think their background is enough to support CHL instruction, all of them participated in different modalities of learning (see Figure 6). The most common one is independent studies (90%, n=9), around half of the participants have studied remotely through seminar/ workshop, conference or webinar. Only one participant has engaged in a CHL community or participated in a graduate course.

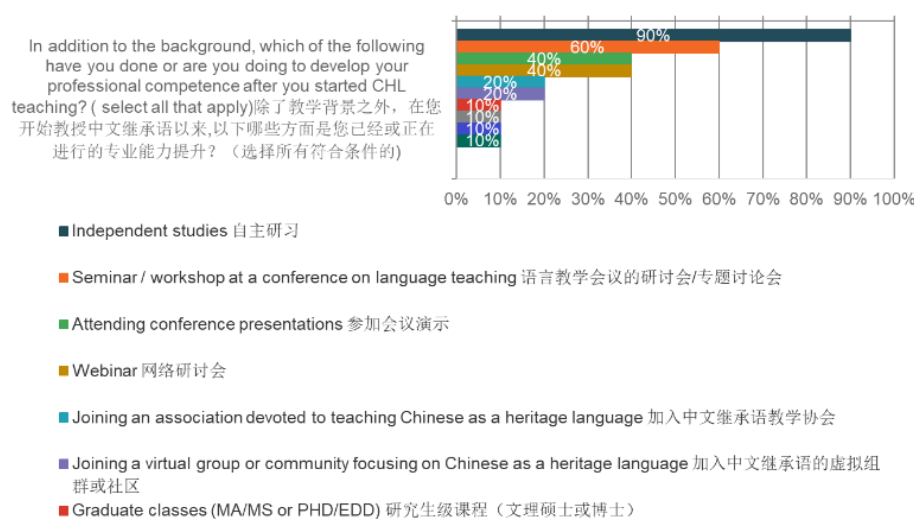


Figure 6. Efforts that have been made to increase professional competence

#### 4.1.3 Teaching Experience

This set of designed questions try to collect information regarding the teachers' length of teaching, class size, curriculum and setting of teaching objectives. From Figure 7, it shows that most of teacher have taught Chinese as a heritage language for more than three years. It is also obvious to notice that most CHL classes are relatively small, which is less than 12 students but surprisingly, one teacher has more than 30 students in the class. When asked how their teaching curriculum, 50 % (n=5) think the curriculum is specially designed for CHLLs. When setting the instructional goals, 5 participants follow the guidelines in Finnish National Core Curriculum. One participant elaborated that the instructional objectives also combine with guidance in the reference books given by Chinese embassy.

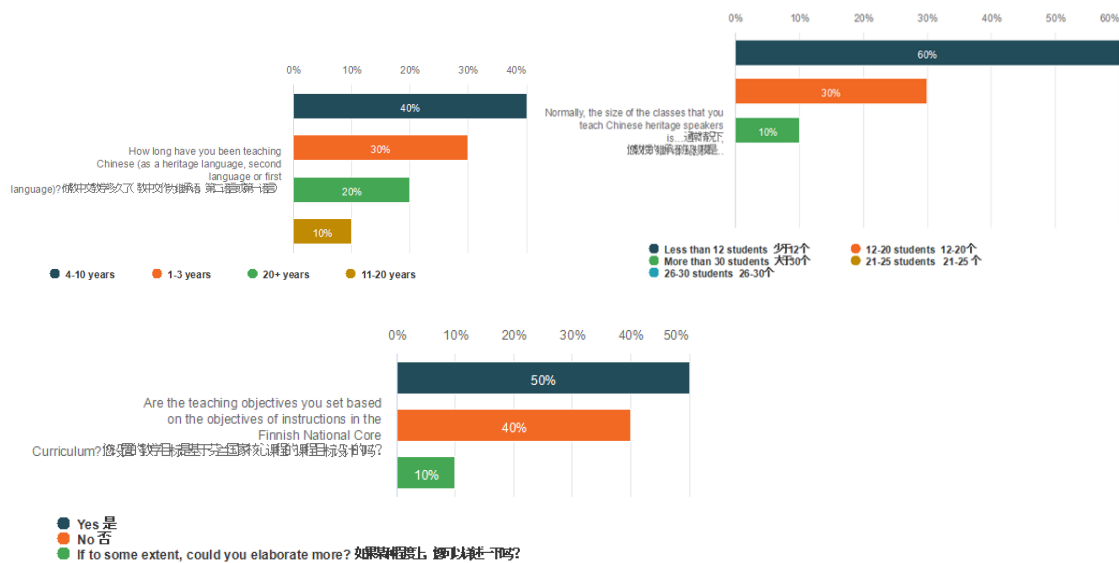


Figure 7. Length of teaching, class size, setting of teaching objectives

The Four-Likert scale ranging from 0 (not important at all) to 4 (very important), is used to probe what learning aspects the teachers focus on. The two most important learning aspects (average over 3.5) for the students that the participants perceive are “Listen to and understand Chinese dialogues in different contexts”, “Learn to express themselves orally correctly and fluently”, which are in line with the goals in the Finnish national curriculum (see Figure 8). On contrary, the academic use of Chinese and learning Chinese history are not identified as that important. When it comes to the realization of the learning goals that the teachers set for the students, the result is presented in Table 3. The table reflects a gap that the teachers think of the students’ learning goals achieved (the minimum value 5.0 and max value 9.0), which might imply that teachers might have experienced different levels of difficulties in their teaching practices.

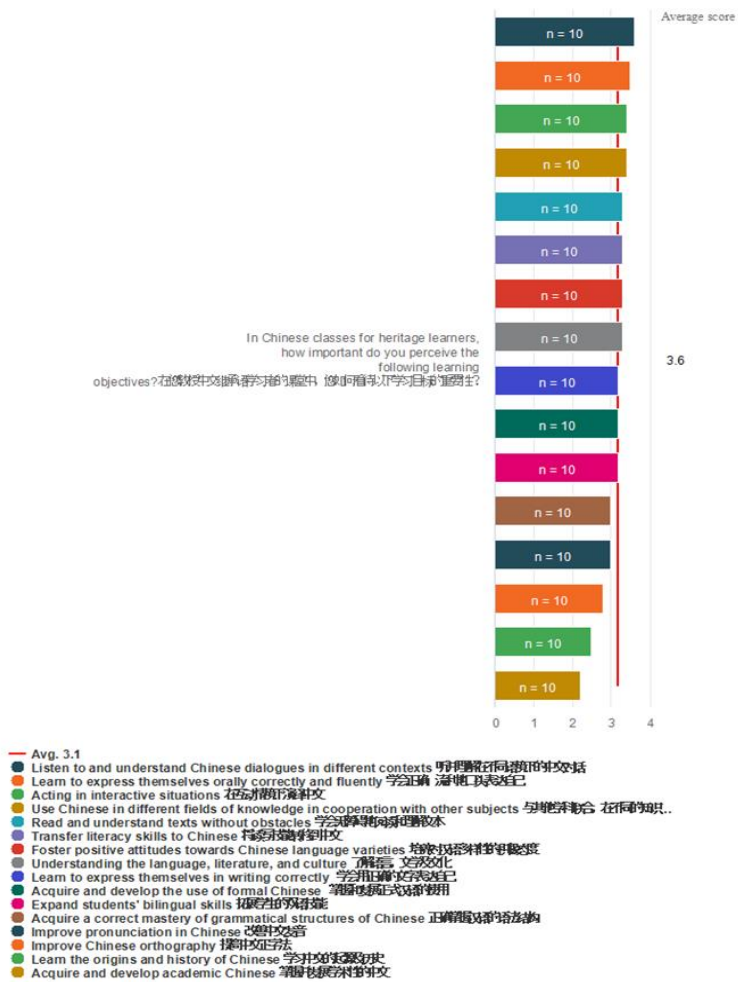


Figure 8. Learning aspects for the CHLLs that the participants perceive to be important

Table 3. The perception of the realization of learning goals for the students in real teaching (0-10)

Min value	Max value	Average	Median	Sum	Standard Deviation
5.0	9.0	6.8	7.0	68.0	1.5

#### 4.1.4 Professional development

The final section of the survey draws focuses on how important CHL instructors consider the areas in CHL education, what aspects of teaching they are interested in developing and what modalities they would like to learn. Measuring how teachers value the areas in CHL education, Four-Likert scale is used, which ranges from 0 (not valuable) to 4 (very valuable). The result is presented in Figure 9.



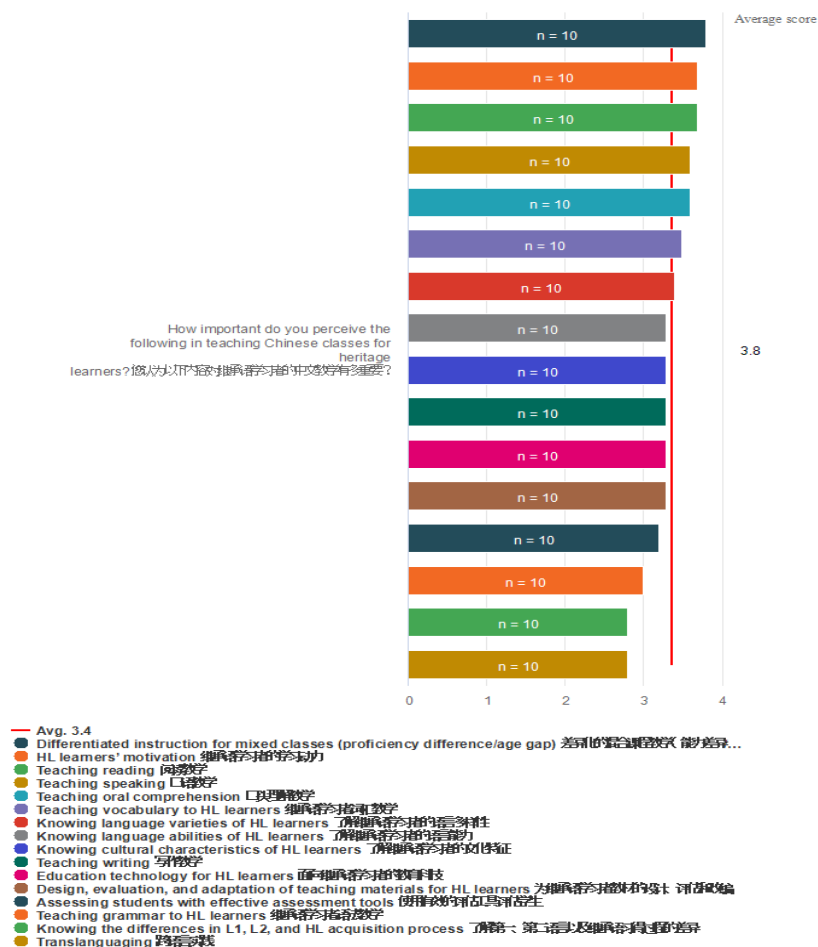


Figure 9. Teachers' perception of the elements that are important in CHL instruction

Figure 9 demonstrates differentiated teaching for mixed classes (proficiency and age gap) (3.8), HLLs' motivation (3.7), teaching reading (3.7), speaking (3.6), oral comprehension (3.6), vocabulary (3.5), and knowing HLLs' language varieties (3.4) are highly valued by the participants, as the result of these areas are the average score 3.4 or over. In contrast, grammar teaching (3.0), knowing the differences in L1, L2, and HL acquisition (2.8) and translanguaging (2.8) are viewed to be less valuable. After comparing the main teaching areas in the survey with teacher core competences mentioned in Table 1, the teaching areas can be categorised (see Table 4). Figure 1 contains the suggested knowledge/ competences that HL teachers should encompass, which includes three main areas, *applied linguistics and sociolinguistics*, *HL speakers and their communities*, *HL speakers and their communities* (Gironzetti & Belpoliti, 2021). Thus, in general, by it can be indicated that the participants

consider the core areas *HL speakers and their communities* and *Pedagogical approaches for teaching HL* are more important than *Applied linguistics and sociolinguistics*.

Table 4. The overlaps between the areas appeared in the survey and HL instructors' core competences

<p>Applied linguistics and sociolinguistics (know)</p> <ul style="list-style-type: none"> <li>• Linguistic and cultural identities of HL learners</li> <li>• Language varieties of HL learners</li> <li>• Translanguaging*</li> </ul>
<p>HL speakers and their communities (know)</p> <ul style="list-style-type: none"> <li>• Language abilities of HL learners</li> <li>• Linguistic and cultural identities of HL learners</li> <li>• HL learners/motivation</li> <li>• Translanguaging*</li> <li>• Cultural characteristics of the HL</li> <li>• Differentiated instruction for mixed class (proficiency difference and age gap)*</li> </ul>
<p>Pedagogical approaches for teaching HL (know and know-how)</p> <ul style="list-style-type: none"> <li>• Teaching vocabulary, reading, writing, speaking, grammar and oral comprehension</li> <li>• HL learners' assessment</li> <li>• Educational technology</li> <li>• Design, evaluation, and adaptation of teaching materials</li> <li>• Differentiated instruction for mixed class (proficiency difference and age gap) *</li> </ul>

Note: the teaching areas with “\*” means that they appear in more than one category of core competences

The participants gave answers to their preferred way of promoting their professional skills, whose result is displayed in Figure 10. Most participants prefer to participating seminar or workshop on a conference (80%), and nearly half of them (40%) consider independent studies or joining an CHL teaching association. Nonetheless, most of the participants do not favour some choices such as webinar, summer courses, graduate classes. What's more, some time-

demanding choices are not considered at all by all the teachers, namely completing a master's programme or a certificate concerning CHL education.

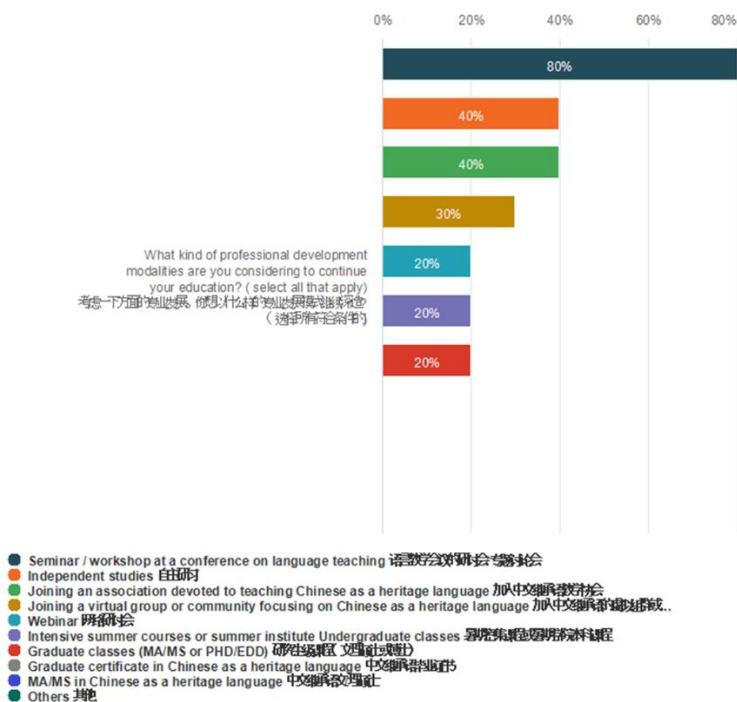


Figure 10. The preferred formats of professional development for CHL teachers

## 4.2 Findings from the interview

This section will present the results based on the interview transcripts and the coding generated from them. The emergent coding themes are: language teaching background, difference in second language teaching and HL teaching, main teaching content, assessment tools, challenges in CHL teaching, teaching approaches, professional development interests and expectations for the stakeholders.

### 4.2.1 CHL teachers' background and CHL curriculum in Finland

In the last section, the general language teaching background of the CHL teachers in Finland has been presented. Through the interview analysis, the teachers' educational background, and qualification level as long as some potential problems about HL curriculum setting in Finland are revealed as follows.

First, the general background and language teaching backgrounds of the participants have slight or significant difference. From table 2, all of them either have bilingual background or multilingual background. All the participants recognize Chinese as their native language, as four are from the mainland of China, and one is from Taiwan. It can be noticed that four out of five teachers have postgraduate degrees or diploma in language or teaching field, which means there is only one teacher whose educational background does not support her teaching Chinese as a heritage language.

In the case of participant 1, although she recognized herself not to be qualified to teach, she decided to teach Chinese as a mother tongue in Finland so that she could teach her daughter. She stated:

“因为我大学在中国上的，然后在上大学期间一直在做家教，有这种教育的背景和经历，所以说我就应聘成功了，然后就一直这么教...资质都没有，因为我不是这个专业的，我是学电子信息与技术，不是学教育专业的...首先我成立这个班级的最初的目的是想教我的孩子学习中文...我们这个城市里面也有一些中国人的孩子，其中有的父亲是中国人，有的母亲是中国人，我们这叫母语教学，母语是中文的这么一个教学，后来我看这些孩子的人数凑够了这边的要求，于是我就去这边的教育局申请。申请之后就成立了这个班，后来他们说应聘中文教师，也有几个人参与，最后我应聘成功了...”  
(P1)

*“Because I completed my studies in China, and I had been tutoring during college time, so I have the teaching background and experience, that’s why I got the job (as a CHL teacher) [...] I don’t have the qualifications at all, because it was not my major. My major was electronic information and technology, not education [...] At the beginning, my initial thought of starting this class was to teach my own children Chinese [...] There are also some Chinese children in this city, some of whose mother is Chinese and some of whose father is Chinese. It is called mother tongue teaching, which is teaching Chinese as mother tongue. Later, I saw that the number of the children met the requirements here, so I applied to the education bureau here. After applying, the class was formed, and then they wanted to hire a Chinese teacher, and there were a few people involved, at last I got the job [...]” (P1)*

Except the similar reason of teaching own children Chinese well by participating the teaching, participant 3 has a sense of social responsibility, as she expected that would benefit more Chinese children overseas:

“首先自己家小朋友能够教好，所以我才会去参加国际汉语教师资格的培训和考试，然后既然教了自己家小朋友，也有这样一个机会，当然也是朋友推荐他们领导的机会，觉得这些在海外的孩子他们愿意去学习母语，还是应该给他们提供这样的一个机会吧，所以这是我当老师的原因，因为确实对我来说，其实还是一个挺没有经济上产出

的事情，因为光是时间啊什么东西，也不能说从报酬上是完全没有任何收益吧，但从经济利益上面考虑的话，确实是非常不划算的一件事情。” (P3)

*“First of all, I want to my teach own children well, that’s why I took the training and examinations of the qualifications of international Chinese teachers. Then since I taught my own children, and there was such an opportunity. Of course, my friends recommend me to their leader(s). I think these (Chinese) children overseas, if they are willing to learn their mother tongue, they should be offered such an opportunity, so this is why I chose to a (CHL) teacher, because it is not really productive for me economically, not just the time, also from the income, there is no profit for me at all. From the angle of economy, I think it’s really not cost effective.” (P3)*

For most participants, becoming a CHL teaching is consistent with their career development. They are those who either completed a specific programme relevant for Chinese teaching or received systematic training as a teacher. The following is their trajectory of becoming a CHL teacher in Finland:

*“因为我在台湾就是中文老师，我是中文系毕业的，然后我也是教育系毕业，我本身就是中文老师...我们赫尔辛基大学有一个专门从事中文老师，我是那个学系的，然后我又去修教育系，教育学分，芬兰的....后来我在国外认识我先生，然后我们很快确定关系以后，我就搬来芬兰嘛，然后一下子，然后我就觉得，哎，那我到底要做什么工作，当然我就想说，当然是教中文了，然后我先生帮我找到了一个他以前就是...然后就跑去那个Malmi的一个大学教一些商学院学生，用英文教中文，然后我教了以后呢，我就觉得，怎么讲，你教这个大学生跟教这个小学生差别不一样，而且是外国人，刚好那时候Vantaa，我住在那个Vantaa里面呢，有一个教育，怎么说，校长，他就跟我说，你为什么不去教那个母语，就是...你说的这个中文继承语这个班，我说有这种地方吗？他说有，然后他就给我一个，我就自己写简历，就自己，自我毛遂自荐吧，就去，然后他们就反问我，就说好，你的区域里面刚好就是有四个学生满了，就可以开始开课了，我就开始教了，那时候我的学生都是刚好一年级，就是不一样年纪，但是他们大概都是一二年级的，大概有四个小孩。” (P2)*

*“Because I used to be a Chinese teacher in Taiwan, I graduated from the department of Chinese language and literature, and I was a Chinese teacher... In the University of Helsinki, there was a department for Chinese teaching where I studied in, after that I studied in the department of education and got the credits for education [...] Later, I met my husband abroad, and then after we quickly determined the relationship, I moved to Finland, and then suddenly, then I felt, hey, then what do I do? I taught Chinese, and then my husband helped me find a university in Malmi to teach some business school students Chinese in English. Then I taught it in English. Then I taught it. I was thinking, how big difference it is to teach college students from teaching pupils, and they were foreigners. At that time, Vantaa, I live in that Vantaa, there is an education, how to say, the principal, he asked me ‘Why don’t you teach that mother tongue, that is ...’, ‘Did you say CHL class? Is there a place like this?’, he said yes, then he gave me one, I wrote my own resume, so I recommended myself, and then they asked me, they said ‘Ok, in your area, there are enough four students, now you can start the class’, and then I started to teach...” (P2)*

“...新加坡的所有老师，他是有两种方式，一个就是像我这样子，我之前做的是别的事情，他们叫 *mid-career changer*，就是你在职业中间改变路线，首先就是要有学士学位，然后再去申请它的教资，然后教育部给你提供相当于国内的师范培训，也有严格的实习，最后才能够拿到这个 *postgraduate diploma*...是跟教育相关的，它是根据你在学校里面会教授的课程，他会有教学技巧的一些培训嘛，就有这种 *pedagogical* 这种培训，然后还有其他的一些比方说教育心理学啊，这些东西都是必修的课程。” (P3)

*“The teachers in Singapore, there're two types, one is like me. I used to do something else, I was called mid-career changer”, which means you changed your career in the middle. Firstly, you have to have a bachelor's degree, then you can apply for the teacher's certificate, then the education ministry would offer training, which is like teacher training in our domestic country (China), and strict internship, finally you could get the postgraduate diploma [...] it is education-relevant, which in accordance with the subject that you teach in school. It offered pedagogical trainings, and also other things like educational psychology, all these were compulsory to study.*” (P3)

“我在中国的话是教大学里的外国留学生中文的，因为那个那时候是对外汉语教学，但是我们研究生的那时候，研究方向有两个部分，一个是对外汉语教学，一个是海外华文教育，是同一个导师吧。华文教育其实指的就是这个继承语中文母语的教学，海外的母语教学...我发现了坦佩雷市政府的招聘，招聘中文母语老师，我就去申请了，也没有人推荐，当时我们已经一直有中文母语教学，是别的老师在教，但是他职位过一段时间就会公开，每年都要找符合真正他们官方资质的老师，因为如果没有符合官方资质的，他就没有办法固定职位，过一段时间必须公开来重新招聘，看有没有符合资质的人，当时我恰好看到了招聘，我就去了，去了就开始了。” (P4)

*“When I was in China, I was teaching international students Chinese, back then, that was teaching Chinese as a foreign language. But during my postgraduate's study, there were two research orientations, one was teaching Chinese as a foreign language, the other was teaching Chinese overseas, the same supervisor. Teaching Chinese overseas refers to teaching Chinese as a heritage language, the mother tongue education [...] I found the Tampere city government's recruitment info, they were hiring Chinese language teacher. I applied, without any recommendation, at that time, we already had Chinese language teaching, it's just other teachers were teaching, but the position, over a period of time would be open, looking the teacher who could meet their official qualification, because if no one meets the official qualification, there will not be fixed position. After a period of time, they have to open the position again, to see if there were qualified people, and I happened to see the recruitment, so I went, went and started (the teaching).” (P4)*

Subsequently, what could be revealed from the qualifications of the teachers described above is the discrepant job entry requirements for CHL curriculum. In some municipalities, the qualifications of the teachers are highlighted and demanded. Nonetheless, not all the municipalities set relatively high standard for the teachers who are responsible for HL instruction, while higher standard is for other subject of teaching. Thus, HL teachers' ability to teach was doubted by some guardians. Participant 3, who is as a guardian and teacher simultaneously casted the same doubt and compared the teachers' qualifications in regular school/curriculums and HL programs:

“作为华人妈妈，我们在妈妈群里面也看到，有些地方甚至中文母语课的老师都不是中国人，是芬兰人，也有看到有家长抱怨说中文老师不知道政府是怎么挑的，老师给家长写的话都不是通顺的中文，都有很多语病甚至于错字 ... 在芬兰你如果想要成为一个老师，就不谈继承语啊，你要在芬兰，在学校里面当一个老师，你至少要有硕士的文凭，你至少要经过教学方面的培训，在新加坡也是这样，你要当一个老师，你必须要有这样子的培训，有专门的专业的师资培训，但是在芬兰我感觉在继承语好像并没有这样子的要求，不仅是中文，其他的继承语也是这样子的，我接触到有些朋友，比方说这种教阿拉伯语的，他也就是会讲阿拉伯语就去教而已，并没有说真正意义上的教学经验。” (P3)

*“As a Chinese mother, we also see from in the mother group, that the teachers in some places, the Chinese teacher is not even Chinese, but Finnish. Some parents have complained that they didn't know how the government selected the Chinese teacher. The sentences that the teacher wrote to the parents doesn't make sense and there were many mistakes and wrong characters [...] If you want to be a teacher in Finland, let's not talk about HL. If you want to be a teacher in Finland, you must have a master's diploma at least. You must take at least teaching training, professional teacher training. But in Finland I feel that there is no such requirement for HL classes. In my contact with some friends, for example, some people teach Arabic, they just speak the Arabic language and then they can teach, they don't have actual teaching experience.” (P3)*

Some concerns were raised about the continuation of the CHL curriculum in the long term, the potential reasons are, for example, the HL curriculum setting which requires at least four pupils to form a group, and the will of the teacher, whether they plan to conduct continuous teaching. When P1 was asked if she was going to continue to be a CHL teacher after her children complete the course in school, her answer was:

“这就知道了，因为这儿孩子很少，因为只有凑够一定的孩子，你这个课才能开下去，如果孩子很少的话，没有凑够的话，这课就没有了哦。” (P1)

*“I don't know, because there were not so many (Chinese) children here, only when the minimal number requirement is met, this course can go on. If there were few children, not enough children, then this course will not exist anymore.” (P1)*

The potential factor that affects teachers' willing to teach is the time involved in the teaching and financial reward from it. P1 stated:

“其实在这边，因为我们这个中文教师只是一个兼职工作，我只有两个班嘛，我一个星期只有四个小时的工作，因为政府只支付我四个小时，那么对于我来说呢，比如说我还有另外一份是我的主工作，为了这两个小时，我这一天就不能接其他的工作，会少赚好多的钱，这份工作对于我来说，真的是为了我的孩子来学会汉语，因为我觉得我不做这件事情，那么我的孩子就不会说汉语了。” (P1)

*“Because this job is just a part-time job, I only have two classes, I have only four hours of work in one week, because the government only pays me for four hours, so for me, then for*

*example, I have another job as my main job. For these two hours, I cannot do any other work on this day, and I will earn less money. For me, I took the job for my children's Chinese learning, because if I don't do this, then my child cannot speak Chinese anymore.” (P1)*

Possibly, due to the factors such as limited funding or lack of teacher, HL curriculum in the local municipality can be forced to stop. Traveling to another municipality to learn the target mother tongue curriculum might be thwarting for both the children and parents. Some parents might register their children in another Chinese course which is not particularly aiming for CHLLs. As a result, the A1 teacher has to cope with the CHLLs in the foreign language class. Participant 2 who switched to teach Chinese in A1 syllabus mentioned the CHLLs in her class:

*“我告诉他们最好去上那个母语是中文的这个，你说的这种继承语的老师的课，但是有些家长他们工作还有一些问题呢，就是他们没有办法，所以这个学生就变成说他一定得来我这里上，不然他们没有办法学习中文，就是说他们的家庭自己的原因呢，就是没有办法带，因为那个不是每个小学都有的，好像一个区域吧，比如说他们现在，嗯，要到另外一个...然后那个母亲父亲在工作，他们就说我们真的没办法，然后小孩也不能一个人去，也没有人带他去，他就变成说没学中文，所以后来我就说，好吧，那你就来回来我们的班上学，所以就是这样的问题，就是我也得教这个母语是中文的小孩。” (P2)*

*“I told them it's better to go to the class which teaches Chinese as mother tongue, but this kind of HL classes, some parents have their own issues on their work, that is, they don't have an option, so the students have to come to me, otherwise they cannot learn Chinese. Their own family is a problem, they cannot take them (to the HL class), because not every school has this or in this area, for example, in their case, they have to go to the other (area) [...] If both parents are working, they would say 'we don't have an option', then the children cannot go alone, then I said to them, 'ok, come back to my class'. So because of this, I have to teach the kids who learn Chinese as their mother tongue.” (P2)*

#### 4.2.2 Challenges in CHL instruction

The study found that the challenges faced by CHL teachers in Finland were the result of multiple factors. The factors include the external factors such as the features of Chinese language, student subject (language background, language learning environment, age, and ability level difference etc.), teaching resources, working environment. As well, the internal factors which comprise teachers' own pedagogical knowledge or skills and other skills about teaching, their relationship with the parents, teaching practices, etc. The results are shown in Figure 11.



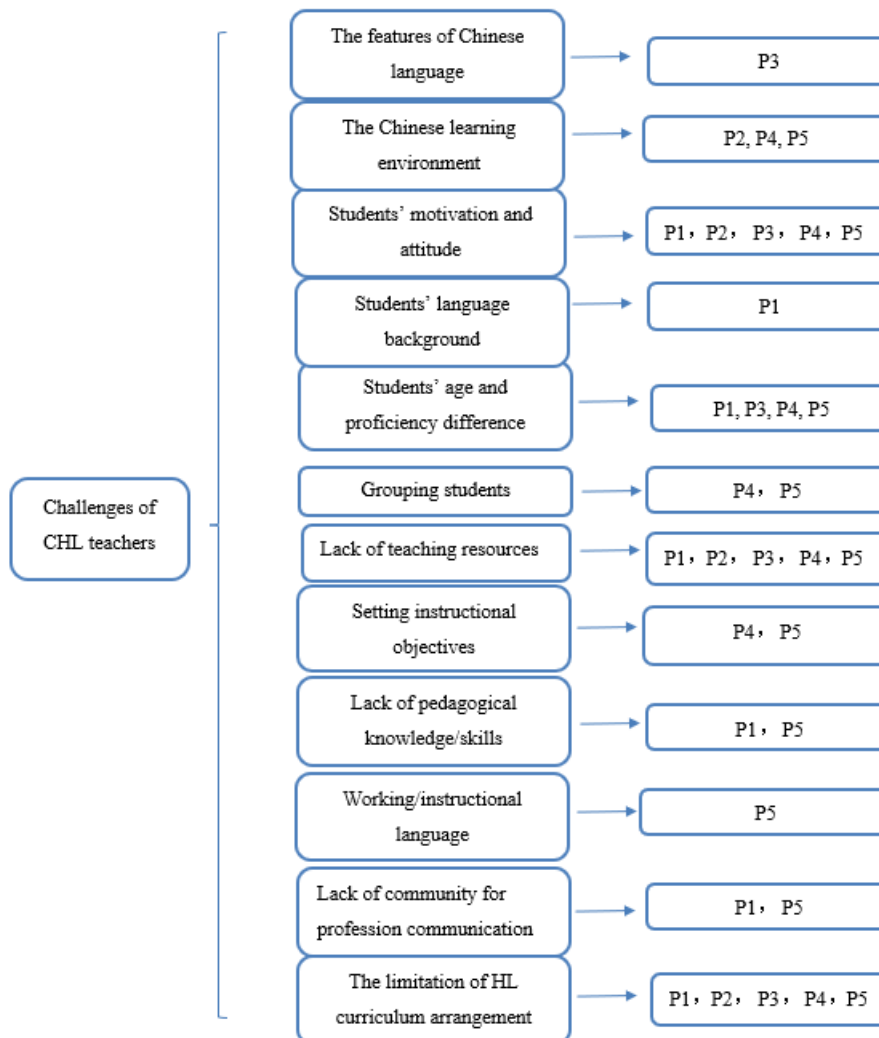


Figure 11. The challenges of CHL teachers in Finland

To start with some external challenges, one participant mentioned the challenge gathered from the language itself. Participant 3 stated:

“语言本身也是一个挑战，因为中文的书写方式发音方式跟芬兰语是完全不同的，语言本身当然是一个挑战...” (P3)

“The language itself is also a challenge, because the way Chinese is written and pronounced are completely different from that of Finnish, the language itself is of course a challenge...” (P3)

However, comparing with the challenge from teaching the language, activating participant 3 students' will to learn the language is more challenging. She stated:

“但最重要的挑战真的不是来自于语言本身，来自，因为芬兰语其实也很难啊，他们芬兰语都能学得很好，中文没有理由学不好，对吧？但最重要的挑战还是来自于学生的学习意愿，对他们来说，中文是不是必须要学会的语言，是不是他们自己主动选择要去学的一个语言，是不是一个有趣的有意思的东西，这是最大的挑战...” (P3)

*“But the most important challenge really doesn't come from the language itself. It comes from, because Finnish is actually difficult. They can learn Finnish very well, and there is no reason why they can't learn Chinese, right? But the most important challenge still comes from students' will to learn. For them, is Chinese a language that they must learn, a language they choose to learn by themselves, or an interesting and interesting thing? the biggest challenge...” (P3)*

Subsequently, students with dialect language background casted challenge on participant one's teaching. When children's home language is the dialect, not mandarin, and the children can hardly understand the instructor, the teaching procedure had to continue without these children's participation. She felt powerless about what measurements can be taken under the situation:

“有的就是比如在家里面只说粤语的，他听不懂我们讲的话，他听不懂普通话，那么他就没有办法跟上这个课程的进度，这个没有办法...” (P1)

*“Some, for example, who only speak Cantonese at home, they cannot understand what I said, they cannot understand Putonghua, then they cannot keep up with the progress of the course, nothing can be done about it...” (P1)*

Other participants also mentioned students' motivation and attitude of learning their HL as one of the biggest challenges, which can affect their continuous learning on the language. Some students were reported reluctant to take the Chinese as mother tongue course in school in the reason that it's an extracurricular course. Thus, learning Chinese is more of parents' wish than students' own will. P1 stated:

“...真正的想让他们学习的是他的家长，小孩肯定不愿意学习，为什么呢？因为他就想为什么要比我的同学多两节课呢，对吧？人家都在玩，而我在学习，他会觉得会有怨言的...” (P1)

*“... Who really wants them to learn (Chinese) is their parents, children certainly do not want to learn, why? Because they'd think, why do I have two more classes than my classmates, right? They'll grumble, 'Everyone else is playing and I'm studying...'” (P1)*

“...至少有一部分的孩子是被家里面人逼着来的。嗯，对，嗯，但是他们这，学习反应就能体现出来，就是他们可能上课不太用心或者怎么样。嗯，但也有一些呢，嗯。他们好像基本自己要求要来的很少，基本是家里面让他们来，但是这个来了之后的反应是他非常的抵触，还是说是他比较乐于去接受，那是呃。孩子，他有有另外的体现，但大部分肯定是家长，是让他们来，然后他们才来的。” (P5)

*“At least some of the children were forced by their families. Yeah, well, but they, their learning response not listening too carefully in class can show that. Well, but there's some, yeah. Very few students come based on their own will, basically it's their family want them to come, but after they come, the reaction is that they are very resistant, or that he is more willing to accept it, that is...uh... Children, they have other reactions, but most of them must be because of the parents, and their parents want them to come, so they come.” (P5)*

Some students lack motivation and interest to learn is because they find Chinese language is not practical to use in their life, while their parents can foresee the benefits of investing Chinese learning in the future. See the statements below:

“挑战我觉得就是针对你说的这个母语继承，就是我现在这两个学生，我觉得他们呢，嗯，最重要就是说他们有没有这个学习动机是一个挑战，就像我的女儿一样，我为什么要学中文，小时候很难让他们自愿去，他说我在芬兰我根本就不用，我会芬兰语英语就好了，但他不知道这个对他的影响有多大，像我那个大女儿，还有现在这个小学生，我每天常常都会提醒她，就是说你读了没有...” (P2)

*“One challenge about mother tongue maintenance is, I think...now the two (HL) students, I think the most important thing for them is the motivation to learn, just like my daughter (s), ‘why should I learn Chinese?’ When they were little, it's really difficult for them to learn willingly. They would say ‘In Finland, I don't use it at all, it's enough if I only learn Finnish and English.’ But they don't know how much this would affect them. Just like my eldest daughter, and the pupils I mentioned, I would remind them every day, did you read...” (P2)*

Very frequently mentioned challenge which is linked to students' motivation is students' learning environment (or language exposure to the language). One the one hand, Chinese in Finland is a minority language, which makes it difficult for CHLLs access the language easily. As participant 2 stated:

“...不像在中国的环境，每天耳濡目染，环境也是一个非常大的挑战。” (P2)

*“...Unlike the environment in China, where you are surrounded by the language every day, the environment (here) is also a very big challenge.” (P2)*

On the other hand, as for students with relatively complex language and culture background, their language environment is not supportive to their Chinese learning. For example, in some families, only one parent or even no parent speaks Chinese to the children at home, which is to say, their exposure to the target language is very limited if they only learn from school. See

the follow excerpt about how the language learning environment could demotivate the children and affect their language learning development:

“要考虑到他们的处境，有的人家里根本不讲中文，甚至自己的中国人父母都说芬兰语，一天一个星期，到头儿就一个半小时在中文班里，其他的都没有中文的环境，看电视什么的完全不跟中文有关，都不看中文节目，所以对他动力很难的，特别难，我就见过全看英语的，中文的那些电视节目或者中国的文化现象，他根本接触不到...”

(P4)

*"Considering their situation, some people don't speak Chinese at all at home, and even their Chinese parents speak Finnish, and they spend an hour and a half in the Chinese class every day and a week. Others have no Chinese environment. When they watch TV or anything, it is not related to Chinese at all, and they do not watch Chinese programs, so it is very difficult for them to be motivated, especially difficult. I have seen some watch TV programs completely in English, as for Chinese programs or Chinese cultural phenomena, they are out of reach..."*

(P4)

Participant four also expressed her dilemma of trying to balance between maintaining students' motivation and prevent them from the pressure of studying their HL:

“我也应该体谅学生，因为我们的时间是有限的，我们精力很有限，特别到了高年级也不能太要求他们完全是中国孩子，不现实，他们有学校的很多的压力，像正常的芬兰学校，他们的爱好课学校的的东西其实也占了很长时间，我们也不能让他们一天到晚老是看书学习，也挺耽误孩子做一些其他的更有意思的，所以我觉得不能说是放弃吧，我们是允许他们做一个选择，我们世界上好东西太多了，中文特别好，钢琴好，舞蹈课好，又锻炼，还有体能都特别好，还要去冰球队，参加各种联赛什么的，是不现实的，所以那时候我们只好跟他说我们必须有一个选择，如果你没有那么多的环境和时间去让他们学习，我们就不要给孩子特别大的压力，他们能够学很多，我们尽量的都能够支持他，那时候其实孩子的动力真的是挺难，我们既要鼓励他，又不给他太大压力，其实是很大挑战...” (P4)

*"I think I should understand the students, because the time and energy are limited, especially students of senior grades, you cannot require them to be complete Chinese children, which is not realistic. They have a lot of pressure in school. Like in a normal Finnish school, their hobby courses actually also take a lot of time. We shouldn't let them study and read books all day, which would set them back in doing many more interesting things. So I think, I'm not saying to give up, we should allow them to make a choice. There are so many wonderful things in life. It's not realistic to be good at Chinese language, play the piano well, dance well, take exercise and be good at sports, joining ice hockey team and all kinds of league matches. So we can tell them, we have to choose. If you don't have the environment and time for them to study, then we shouldn't give the children too much pressure. If they want to learn, we'll try our best to support them. By then, the children's motivation is really difficult, we have to encourage them and not give too much stress to them. This is actually a very big challenge..."* (P4)

Another one of the biggest challenges is from the HL programme itself, which can affect teachers' working condition and students' learning result. All the participants stated that two

hours' Chinese learning were insufficient and insignificant for CHLLs' Chinese language development. Participant 3 gave an example of her own child:

“我们家老大，他在这边从七年级开始也上了中文母语课，这两个课时对他来说是完全没有任何帮助的，虽然我们在新加坡觉得他的中文水平其实是比较差的哈，但比起来新加坡毕竟一个星期要保证六个小时的母语教学，所以它的中文水平跟芬兰孩子的中文水平完全不在一个层次上，所以对他来说就觉得母语课完全没有任何意义，所以他很快就停下来...” (P3)

*“My eldest child, he has also taken CHL classes here since the seventh grade. These two class hours were completely unhelpful to him, although we thought his Chinese level in Singapore was actually relatively poor, but in Singapore, after all, six hours of mother tongue teaching was guaranteed in a week, so his/her Chinese proficiency was completely different from that of Finnish children, so for him/her, he/she feels that mother tongue lessons are completely meaningless, so he stopped very soon...” (P3)*

In addition, if there are very few study groups in the region, HL teachers might only work several hours in the HL classrooms a week. Two participants stated CHL teaching was their part-time job, they felt not enough time and energy to focus on the teaching, while they have another job as the main job. Especially for participant one, she thought she paid more than what she could get economically. She disclosed:

“因为我们这个中文教师只是一个兼职工作，我只有两个班嘛，我一个星期只有四个小时的工作，因为政府只支付我四个小时，那么对于我来说呢，比如说我还有另外一份是我的主工作，为了这两个小时，我这一天就不能接其他的工作，会少赚好多的钱...对我来说，最大挑战真的就是这个工作时间是很少的，我从这方面赚的钱跟我的付出基本上就是义务，义务来做这件事情，付出了很大的精力，没有得到任何的报酬，就这个意思啊。” (P1)

*“Because teaching Chinese is a part-time job for me, I only have two classes, I only work four hours a week, because the government only pays me for four hours, so for me, for example, I have another one job as my main job. Just for these two hours, I can't take other jobs on this day, and I will earn a lot less money [...] For me, the biggest challenge is really that the working hours are very little. From the money I earn from this, my contributions are basically obligations. I am obliged to do this thing, and I put a lot of energy into it, but without any reward, that's what I mean.” (P1)*

Moreover, when it terms of parent involvement, some parents showed insufficient support in formal Chinese learning at school. Participates stated some parents lacked the awareness of supporting their children's Chinese learning, regardless their collaboration with school is important:

“家长这方面，他也没有到要支持学生继续学中文，也不知道重要性，我觉得这好像对老师也是一个挑战吧。” (P2)

*In terms of parents, they didn't think too much about supporting students to continue to learn Chinese, and they don't know the importance of doing that. I think that for teachers, is a challenge.” (P2)*

“老师的能起的作用我感觉会比较有限，因为课程真的一个星期只能有两个课时，那么在课时上我能做的东西只是引起他们对这些东西的兴趣，作业是巩固兴趣，但还是不能够取代父母日常进行的输入和输出的练习，这也是在继承语学习中间是非常非常重要的。” (P3)

*“I feel that the role the teacher can play is relatively limited, because the course is only two class hours a week, so what I can do during class time is to arouse their interest. The homework is to consolidate their interest, but it still cannot replace the daily practice of input and output done by parents, which is also very, very important in the learning of HL(s).” (P3)*

Occupied with their work, some parents were reported to have limited energy to enhance children's learning at home:

“在芬兰大部分的作业在五分钟之内就可以完成，我估计到六年级都会是这样，至少我们家小朋友现在上到三年级，每次的作业都是五分钟之内就能完成，你叫他每天去花20分钟半个小时去写中文的字，对小朋友来说中文写的好麻烦，如果家长有时间去陪伴肯定是好的，但大部分的家长其实也很难做到一直一起写东西。” (P3)

*“In Finland, most of homework can be finished within five minutes, I guess until grade six, it continues like this. At least my children, in the third grade now, and every homework is completed within five. You ask him to spend 20 and a half hours a day to write Chinese characters, for the children, writing Chinese characters is very troublesome. It is definitely good if parents have time to accompany them, it is difficult for most parents to be with them all the time.” (P3)*

Mix group of students with different language level and age gap is another challenge from the student subject. Students' gap in psychological cognitive level and multi-layered language levels caused huge difficulties for the teachers in implementing teaching plans and arranging teaching contents. See the statements from the following participants:

“学生属于就是分层大，很多东西没有办法真正意义上去执行他的教学计划。” (P3)

*“Students are multi-layered and there are many things that cannot be implemented in accordance with the teaching plan in a real sense.” (P3)*

“学生的母语水平，他如果找不到合适的班的话，但是我感觉如果是在同样的班里，这个班的水平都差不多，挑战非常小，就怕班里边有那么一个学生找不到其他的年龄，合适的时间，只好凑合到另外一个班里，水平不一样，挑战很大，老师需要用很多的精力去想怎么让他上课上的开心一点，不至于上的太难受、太无聊、太难。” (P4)

*“A student's native language level, if he can't find a suitable class, but I feel that if it is in the class where the level in this class is similar, the challenge is very small. I am afraid that there will be at least one student in the class who can't find a group with students at his age or find suitable time. Then I have to put him to another class where the student's level is different.”*

*The challenges are great. The teacher needs to use a lot of energy to think about how to make him happy in class, so as not to be too uncomfortable, too boring, too difficult.” (P4)*

“我没有教过这么低年龄段的孩子，然后他们年龄都跨度也比较大，就是从学前就是5、6岁这个学前的情况和到小学，然后一直要到初中，每个每个阶段的孩子，其实他们的认知，呃，能力，他们的心理情况都是不太一样的，所以对于老师的挑战还是挺大的，而且继承语他有一个是，混龄。就是基本你能碰到同一个年龄段的小孩子集中在一个班的情况会非常少。基本都是会混在一起... 嗯，不同年龄段的孩子，他们对这种，呃，学习软件呢或者是这些任务，就有些孩子会觉得有某些任务会特别无聊，或者是有些孩子他觉得呃，太难了。” (P5)

*“I haven't taught children of such a young age, and they all have hug age gaps, that is, from preschool, 5 or 6 years old, to primary school, and then all the way to junior high school. Children at each stage, in fact, their cognitive ability, and their psychological conditions are not the same, so the challenge for the teacher is still quite big, and in HL (classes), mixed age. It is basically that you will encounter, very few children of the same age group in one class. Basically, they will be mixed together... Well, children of different ages, they are not interested in this kind of, uh, learning software or of these tasks, some children will find some tasks to be particularly boring, or some children will find it, uh, too difficult.” (P5)*

In some regions where the student's number is much bigger than four, students could be grouped according to their age or proficiency level so that they could receive customized teaching. As a result of parents' particular requirement, students' schedule etc., grouping students is reported to be difficult. The participants stated:

“教学安排可能特别难，我们当母语老师其实一直不可避免的就是老师来安排班，虽然现在市政府说老师不用安排班了，市政府给排好了，你来教班就行了，但实际上还免不了，那些家长根本不知道报哪一个班，因为我们这些班也并没有一个社会的统一标准，他不会报，之后还是来问老师，我说好吧，你去报班，应该预测班会成班，我帮你去报上，但是其他的人也可能自己就主动去报了，所以我们老师没有办法预料哪个班会成，哪个不成，有可能指导了一个班，我觉得那个班应该是可以的，报完之后那个班却因为少一个学生成不了，或者那个班报了太多人，然后时间又变了，特别难。每年到秋天的时候，头疼差不多一个多月吧，那种混乱状况，头疼一个多月。一开始的时候，我们需要老师去分班，挨个家长打电话，可能一开始建议的班又没了，又重新建议，或又跟学生爱好课冲突了，又要改，有可能这一个学生本来定好了，结果他说那天跟钢琴课冲突，钢琴课实在调不了，只好调中文，于是这个班就没了，其他那些人全部受影响，就特别难对，我们老师真的头疼一个多月，最后好不容易稳定下来了就好了，这是安排上一个巨大的问题，甚至有时候你班有两个学生后来调走了，我们就不能按照教材来学了，因为这两个学生极大地影响全班的中文水平，根据这个水平来确定了上哪一个水平的班，但是这两个人走了，相当于平均水平就变动了，我们可能就得变教材，有时候考虑到他们两个人，我们才选了这本书，等他两个走了就不行了，所以挺难的，这个安排上，我不知道别的城市怎么样，反正坦佩雷市...我感觉这是没有办法避免的...” (P4)

*“Teaching arrangements may be particularly difficult. We as mother tongue teachers, it has always been inevitable for teachers to arrange classes. Although the municipality says that teachers do not need to arrange classes, the city government has arranged them, and you can*

*just teach. Inevitably, those parents don't know which class to sign up for, because our classes don't have a unified social standard, so don't know how to sign up, so they will ask the teacher later. I said 'okay, if you signed up for the class, I predict that the class can be formed. I will help you to register'. But other people may also have signed up on their own, so our teacher has no way to predict which class will be formed and which will not. The class I instructed, I think that class should be ok, after signing up ended, the class was not formed, because there needed one more student or the class had too many students, the time changed again, it's so difficult. Every year in autumn, the headache can be more than a month. At the beginning, we needed teachers to assign classes and call parents one by one. Maybe the class suggested at the beginning was gone, and it was suggested again, when it conflicted with the students' hobby class and had to change it again. Sometimes, the student has decided which class to go, but then he said that there was a conflict with the piano class that day, and the piano class couldn't be adjusted, so he had to change the Chinese class, so the class was gone, and all the other people were affected, which was especially difficult. Our teacher really had a headache for more than a month. In the end, it was good to stabilize after a long time. This is a huge problem in the arrangement. Sometimes two students left the class, so we can't teach with the textbook anymore, because these two students have a great influence on the Chinese proficiency of the whole class. It is based on students' level to determine which class to attend, but when these two students left, the average level has changed. We may have to change the teaching material. Sometimes we chose this book considering the two students, and it wouldn't work if they left, so it's very difficult. I don't know how other cities are doing with this arrangement. Anyway, Tampere... I feel that there is no way to avoid it..." (P4)*

*“有些时候甚至是姐姐和妹妹一定要在一个班，哥哥和弟弟一定要在一个班的。这种情况。即使他们的水平不一样。就是家长，会有他们的 preference，他们会想把这样子放在一个班里面。所以呃，挑战是挺大的...还有另外一个因素就是有些孩子其实他在家里面或者是他之前在中国是上过学的，所以他其实年龄就是年级比较呃，属于低年级，但是他的中文水平已经可以到达稍微高 level 一点的。所以这个孩子呢，如果把他在非常基础的班，他会觉得很无聊，嗯，然后，还有分班还有什么问题？我看分班问题很多的。” (P5)*

*“Sometimes the older sister wants to stay in the same class with her younger sister or older brother wants to be in the same class with his younger brother, even if their language proficiency is not at the same level. Parents would have their preference to put their kids in the same class. So, the challenge is big [...] Another factor is that some children actually learnt at home, or they went to school in China before, so his age is actually in a grade, he belongs to a lower grade, but his Chinese proficiency has reached a slightly higher level. So, about this kid, if you put it in a very basic class, he's going to get bored, um, and then, what else is about the problem with grouping? I think, a lot of issues.” (P5)*

In HL classrooms, some teachers feel challenged about setting clear teaching objectives, as participant four asked herself:

*“我们教学目标到底是什么？” (P4)*

*“What are our teaching objectives literally?” (P4)*



Participant 5 mentioned when setting teaching objectives, she considered children's individual difference and parents' expectation on their children. She thought the objectives of teaching unclear in CHL classrooms, in comparison with Chinese as a foreign language classrooms:

“因为我之前教外国人的时候，其实我们会有非常明确的目标，我们要过那个 HSK 考试。对，那个教起来是不一样的，但大家都是一起往前走就是同一个，要同一个步骤往前走，但是这个的话孩子都不都是不一样的，而且还有个是家长对孩子的期望也不一样，有些家长他就觉得我孩子我要扎扎实实的学，然后有一些他可能觉得哎呀来就是开心玩...” (P5)

*“Because when I taught foreigners before, we'd actually have very clear goals: to get them pass the HSK test. Yes, that is different in teaching, but everyone is the same when they go forward together, and they have to go forward in the same steps, but in this case, children are all different, and parents' expectations are also different. Some parents think that my child needs to study solidly, and some parents may think that he is just having fun...”*

Lacking teaching resources such as textbooks and instructional books are common situation CHL teachers face in Finland, since it was reported by all the participants. Teachers usually needed to find the resources themselves, resorting to the Internet, for instance. The following are some excerpts from the participants:

“这方面真的没有，都是我自己怎么想，然后我自己用什么，就是课本啥的，有的孩子根本都没有书啊，我们这些新来的学生，是我自己从那个网站上打印出来给他们的，没有书，我们找不到书的啊。” (P1)

*“There is really no such thing, I have to think it out myself, and then use what I have, like textbooks, some children don't have books at all, as for new students, I printed out from website for them, no books, we can't find books.” (P1)*

“教学资源而言的话，第一就是教科书的选择本身也比较少，第二个很重要的教辅材料也是非常少的，他们能够做的作业甚至于说一些简单的教材配套的相关练习都是非常有限的，哪怕我用暨南大学的这套书，网上都可以下载的，但不是所有的孩子都能够有这样的资源能用到，如果是我自己的孩子，我肯定会有其他的东西，比方说每天他们可能都会有一定的时间去看中文的一些视频啊，或者是我们每天都会讲中文的故事，这些都是大部分的孩子可能没有办法利用起来，甚至于说学习语言，泛读也是很重，日常的阅读资源其实都是非常少的，尤其是继承语本身语言输入少，那么在语言输入的资源上面那就更加少。” (P3)

*“In terms of the teaching resources, the first thing is that there are not so many options, the second thing is there is very limited resources of exercise books. It's also very limited regarding the exercises from some simple supporting textbooks they can do as homework. Although I use the textbook by Jinan University, which can be downloaded from the Internet, not all the children are able to use it. If it is my own children, I will definitely have other things, for example, they may have a certain time every day to watch some videos in Chinese, or we will tell stories in Chinese every day, these are which most children cannot make use of. As for learning a language, extensive reading is also very important. In fact, there are very*

*few daily reading resources, especially little language input in HL. There are even fewer resources for language input.” (P3)*

In the survey, it has been reported that all the participants felt their background prepared them enough to teach Chinese as a HL. However, participant one also felt unconfident about her pedagogical skills since she was not equipped with enough professional pedagogy knowledge:

*“这个技巧呢，其实我觉得我在这儿挺孤独的啊，也没人告诉我怎么教，都是自己去琢磨，我们也没有组织，所以你来采访，这挺好，哎呀妈呀，我们不用自己去摸着石头过河了啊，我也很想知道其他地方的老师是怎么教的啊，因为每个人都是有缺陷的，我自己的缺点我是不知道的，只有在别人那儿才知道原来怎么教，因为我看不到别人，也不知道别人是怎么教的，我只是根据我的想法，然后怎么带着孩子们往前走啊...” (P1)*

*“As for (teaching) technique, I actually feel that I am quite lonely here, and no one tells me how to teach it, I just figure it out myself, and we don't have an organization, so you come to interview me, it's good, oh my god, so that we don't have to feel the way ourselves. I also want to know how teachers in other places teach because everyone is flawed. I don't know my own flaws. Only when I see how others teach then I'd know how to teach. Because I don't know how others teach, I just follow my own ideas, and then take the children forward...” (P1)*

Lacking specific pedagogical knowledge intended for CHLLs induces difficulties during teaching. Participant 5 who used to teach adult foreigners Chinese as a foreign language, does not have a reserve of knowledge and experience in teaching kids, she found herself unprepared when teaching CHL children Chinese:

*“它肯定非常的特殊，因为呃他跟我之前教过的学生不太一样，因为我之前是教，在中国教外国人，说中文。然后他们基本都是成年人。然后教小朋友对我来说的一个挑战就是，呃，我很，我没有，我没有教过这么低年龄段的孩子...” (P5)*

*“It is certainly very special. It's different from teaching the students I taught before. Because I used to teach in China, teaching foreigner to speak Chinese and they were basically all adults. Then something challenging about teaching kids is...I have never taught kids in such a young age...” (P5)*

Participant 5 also experienced an extra challenge from the working language sometimes, as she doesn't know Finnish. The difficulty in communication with children resulted from students' limited comprehension ability in Chinese language or the other instructional language (English or Finnish) could be used. She stated:

“我不会芬兰语,就跟低年级的孩子可能交流起来会比较困难。但是如果说是,孩子们有基本的听说能力,他能听,他能知道我的指示是什么的话,这个问题就不是很不算特别大了...比如说针对于比较小一点的孩子,他们有些可能英文不太行,你说大一点的孩子,你给的 instruction,你可以给中文加英语都无所谓,但是小的孩子英语真的看不懂,那我就只能把 instruction 用英语写了,之后用 Google 翻译成芬兰语,然后我在 po 在这个 PowerPoint 上面...” (P5)

*“I don't know Finnish, so sometimes it's difficult to communicate with the children in lower grades. But if the kids have basic ability in listening and oral ability, if they can understand my instructions, this wouldn't be a big problem [...]for example, for younger kids, their English might not be good enough, but if you give instructions to older kids, it doesn't matter if you use English or Chinese, but small kids cannot understand, then I have to write the instruction in English and translate it to Finnish with Google translate, and then put it on the PowerPoint...” (P5)*

Intended for discussing teaching issues with other professionals and developing their knowledge in CHL field, both participants one and five expressed explicit intention of joining a CHL teaching community, but they none exist in Finland.

#### 4.2.3 Instructional practices in CHL classrooms

To overcome the challenges described in the last section, the participants adopted various teaching approaches and measures. It is noticeable from the interviews that all the participants are student-centered, and they perceived understanding students' language ability as critical. The participants also committed to differentiated teaching according to students' language proficiency and learning interest, which could be reflected in the aspects of teaching content, learning goal setting, homework etc. Lastly, endeavours have been taken by the participants to stimulate students' motivation and interest in learning Chinese.

Since the participants recognize students' language level to be important, there are two main assessment tools they utilize, one is through observation, the other is through exams/tests. Usually, exams/tests are used to diagnose what has been learnt by the students. Participant one recalled her assessing method:

“通过考试, 还有他平常的表现, 还有他的作业做得怎么样, 我给他评评价。” (P1)  
*“Through tests and their performance in class, and their homework, I'd give them comments.”*

Most participants would avoid using paper exam/test as the approach to examine students' language ability, but through class performance. The reasons of not arranging tests are that it's difficult and improper to use one exam/test paper to reflect students' different levels, and students have negative attitude toward tests or exams. Thereupon, participant 5 stated:

“我们都是混龄的班，你不可能给他们一个 group，比如说一年级到六年级做同一份卷子。我觉得这个虽然我们上课内容是一样的，但是我觉得这个对于孩子来说呢，我觉得不公平，或者是不太合理吧 ... 有一个呢，就是学生不喜欢考试。因为我不想给他们压力，我觉得学生能来这里学就你就已经很好了。就是我不想用考试这件事情去太 push 他们。因为其实这个也不是归入他们正式的这个。呃，怎么说，就不是像是日常学校的这个科目，所以我不想给他们太多的压力。” (P5)

*“We are mixed-age class, you can't give them this group, for example, the first grade to the sixth grade, do the same paper. I think this, although the learning content of our class is the same, but I think this is unfair or unreasonable for children [...] One thing is that students don't like exams. Because I don't want to put pressure on them, I think they are good enough if the students come here to study. It's just that I don't want to use the exam to push them. Because in fact this is not classified as their official, well, how to say, it's not like other subjects in regular schools, so I don't want to put too much pressure on them.”*

Participants four and five identify students' level through class performance:

“我们现在分班几乎都是靠自己感觉，我们基本上不会整专门的做一个检测，你在哪个水平的班里，我们还没有这个，基本上就感觉这个班感觉对你太难了，或者是太无聊了，给你调到另外一个水平差不多的班里，年龄差不多的班。” (P4)

*“We almost always rely on our own feelings to divide classes now. Basically, we don't arrange a test and then put them into different levels of classes, we don't have this yet. Basically, if we feel that this class is too difficult for them, or it's too boring, I'll transfer them to another class with a similar level, a class with a similar age.” (P4)*

“我基本是通过日常表现，对。这个可能就对老师的话，嗯怎么说，因为教因为教久了之后对于孩子就是会有是会有有一定的了解。” (P5)

*“I basically do it through day-to-day performance, yes. This may be for the teachers, um, how to say, because after teaching for a long time, I'd have certain level of understanding of the children.” (P5)*

Through the observation of students' performance in speaking, writing and homework, the teachers could estimate students' Chinese proficiency level. Game-based or task-based class activities are utilised as functional method by participant three:

“首先就是日常的对话，另外，我会有一些小的游戏，甚至于说很简单的，比方说拼音这两个字写出来，你能不能找到正确的拼音，就不会让他们去考试，但还是会有一些

简单的考核的方式吧，主要是游戏的形式，连线啊画画呀，现在的教学设备比较先进，你在屏幕上都可以手写，这些都是我的衡量方式。” (P3)

*“First is through daily conversations. In addition, I will have some small games, even simple ones, such as writing two words with Pinyin, which is to see if they can find the correct Pinyin. I will not use test, but there will still be some simple assessment methods, mainly in the form of games, connecting, drawing, and now the teaching equipment is relatively advanced, they can write on the screen by hand, these are all my methods of measurement.” (P3)*

Subsequently, the participants' differentiated teaching are embodied on the many aspects. First and foremost, most participants would set different learning goals for the students on the basis of individual student's learning situation. See an example from participant three's quotation:

“对于能力强的孩子，那我肯定要求他不仅能够有说和写，还有自主阅读的要求，但是对于能力相对来说比较差的孩子，或者说本身中文水平不是那么强的孩子，那么肯定是以听和说为主。那么于他们来说，他们开口说，能够听懂老师讲就是，尤其对于这种，就是完全，除了在家偶尔会讲中文，其他的时候完全不讲中文的孩子，那么最重要的首先还是能听懂，其他的就不做要求了，我觉得要求也没有任何意义，让他写就更加不用讲了，能认识字我就很开心。” (P3)

*“For a child with good ability, I'll require him not only to speak and write, but also to have independent readings, but for a child with relatively poor ability, or a child whose Chinese proficiency is not so strong, then listening and speaking as the main things. For them, if they open their mouths, if they can understand what the teacher is saying, especially for this kind of children, who completely, except occasionally speak Chinese at home, and do not speak Chinese at all at other times, then the most important thing is to be able to understand first and foremost. I don't make any other requirements. I don't think the requirements have any meaning. Forget about the writing. I'm very happy if they can recognize Chinese characters.” (P3)*

To solve the differentiation in consequence of age, participant five adjusted language use to accommodate diverse cognitive levels:

“PowerPoint 上面的表达可能会不太一样啊。针对低年龄段的孩子，我就可能会用比较容易的一点的词去说这件事情，或者去设计些他们能完成的一些文化活动，就不会特别难。然后，高年龄的孩子呢，我就会相应的会要求多一点。” (P5)

*“The expression on PowerPoint may be different. For younger children, I may use simpler words to express, or to design some cultural activities that they can complete so that it will not be particularly difficult. Then, as for the older kids, I would have more requirements for them.” (P5)*

The participants applied multiple teaching approaches/ methods to sustain students' interest and motivation in learning their HL, such as task-based teaching method, game-based teaching method and weakening grammar teaching etc. Participant three highlighted the importance of accomplishing tasks in real life in target language, which will give more

meanings of learning Chinese for the learners. She gave an example of her using task-based method:

“我强调的还是以任务为主，首先你要通过中文能够完成一个任务，比方说上星期的课，因为星期天不是母亲节嘛，所以我们的任务设置需要给妈妈做一个小卡片，通过任务让我们学习到一些，当然我不会直接跟他们说这是形容词，我会比方说到妈妈，你会用些什么词，然后我们就把这些词都写出来，觉得哪些是好的，哪些是不好的再分开，把好的写下来，然后贴在一张纸上送给妈妈就可以了，所以中间写字写了，听了，分析了，也表达了，所以这就是一个任务型教学的例子吧，我希望在 *heritage language* 教学中间，更多的使用任务型的教学方式去设置我的教学目标，能够完成我的课堂设计，如果不是这样子，我会觉得很多孩子他们可能就觉得为什么要写字呢？字又这么难写，但是有这样的一个机会，他们知道字写下来是形容妈妈的，妈妈看到会很开心。” (P3)

*“What I emphasize is mainly on tasks. First of all, you should be able to complete a task in Chinese. For example, in the last week's class, because Sunday is Mother's Day, so our task is to make a small card for their mother, and through the task we learn something, and of course I'm not going to tell them that what adjectives to be used, I'm going to say something like, 'You're your mother, what words would you use?' Then we wrote out all these words, thought which ones were good and which ones were bad, then separated them, wrote down the good ones, then stuck them on a piece of paper and gave them to their mother, so in the middle, they wrote, listened, analysed, expressed, so this is an example of task-based teaching. I want to use more task-based teaching in heritage language teaching, to set my teaching goals, to be able to complete my classroom design. If not, I think a lot of children they may think that 'why do we need to write'? Words are so difficult to write, but there is such a chance like this, they know that the words written down are to describe their mother, their mother will be very happy to see.” (P3)*

Most participants endeavoured to enhance students' motivation by developing their interest in the Chinese language learning, as lack of motivation was regarded to be one of the biggest challenges. Contrasted with the traditional teaching of Chinese language in HL classrooms, in which memorizing characters and repetitive exercises and are used as the main learning approaches (Pu, 2019), in their teaching practices, games, technologies are frequently used to make the learning journey more interesting:

“当然有时候我们可以站起来做一些互动游戏或者是给他们刻意制造一些信息差，让他们去通过这种互动把它填满，你知道的，通过一种方式来告诉我，我知道的告诉你，你就知道我手里有个什么牌，或者有个什么字，有个什么词，把这些东西搞清楚...那是因为我们已经把我们的课程已经学完了，其实我经常反思，我想跟他们玩一些说话的游戏或者编故事，我们买了一些游戏，比如一些骰子，每一面有不同的话，扔出来之后就把它排成一个故事，随机编。” (P4)

*“Of course sometimes we can stand up and play interactive games or give them a little bit of information gap and let them fill it up through interaction, you know, in a way that you tell me*

*what you know and I tell you what I know, and then you'll see what I got, a character, or a word, make sense of all these stuff... That's because we've already finished our course. In fact, I often reflect that I want to play some talking games or make up stories with them. We bought some games, such as some dice, each side has a different word, throw it out and put it into a story, make it up randomly.” (P4)*

*“根据那一课的话题，然后去设计一些练习，我会有。我挺鼓励他们那个纸笔来写的，就是低年龄段一点的基本是纸笔来写，高年龄段的话，可能他们说让拼音打，我也觉得无所谓。然后，呃。练习操练形式的话呢可能会有，呃，玩那个Bingo或者是卡Kahoot这种，然后大一点的孩子可能会有Quizlet，然后最最近。孩子们给我介绍了一个叫\*\*的东西，我刚刚开始学，然后也是跟那个Quizlet差不多的这种，呃，游戏性的学习软件吧。” (P5)*

*“According to the topic of that lesson, I'll then design some exercises. I quite encourage them to write with pen and paper, that is, the younger age group is basically writing with a pen and paper. For the older age group, maybe tell them to pinyin input, and I don't mind. In terms of the forms of exercise drills, uh, might include, playing Bingo or Kahoot, and then older children might have Quizlet, and then recently. The kids introduced me to something called \* \* (inaudible). I was just starting to learn, it was basically like Quizlet, uh, game-based learning software.” (P5)*

Additionally, participant five indicated cultivating students' interest in learning Chinese should be the first step to teach Chinese as a HL, but not recognizing and writing Chinese characters as the main goals at the beginning. She stated:

*“因为学习意愿上，所以我觉得最重要的首先你要有建立对中文学习的意愿，不能是按照我们传统的中文教学来，先认字、听写、写句子、猜笔顺等，这些是在建立了学习意愿之后才会需要去做的一些事情，那么愿意去写字的孩子的话，这些对他们来说都不难，但对于一个本身学中文都是属于应付的情况，那他们对于中文学习就不是那么有兴趣，于我来说，我会用的方法很多，比方说视频肯定是有的啦，去看一些儿歌呀，视频啊，讲绘本故事啊，然后还有在作业的情况下，因为他们很多事需要做家庭作业的，那么我也会给一些不同于这种写的作业，而比方说去跟妈妈一起听一个绘本故事啊，如果他可以做到的话，用拼音把一些字写出来这种，就是直接在电脑上输出来，而不是动笔去写，主要是提升他们对中文的学习的兴趣，让他们真正产生学中文的这样一个意愿，让他们觉得中文其实是有用的...” (P3)*

*“In terms of the will to learn, I think the most important thing, is to first establish the will to learn Chinese. It shouldn't be in accordance with our traditional Chinese teaching, first learn to read, then dictation, writing sentences, guess stroke order, etc., these are some of the things that can be done after building up their will in learning. For children who are willing to write Chinese characters, these are not difficult for them, but for children who are learning Chinese with a perfunctory attitude, well, they are not so interested in learning Chinese. For me, I will use many methods. For example, there must be videos, watch some children's songs, videos, to tell stories from picture books. And then in the case of homework, because they need to do a lot of homework, then I will also give some homework that is different from this kind of writing, and for example, to listen to a picture book story with their mother. If they can do it, using pinyin to spell some characters, that is, directly writing on the computer, rather than*

*using pen to write. This is mainly for promoting their interest in learning Chinese, making them really want to learn Chinese, and making them think that Chinese is useful...” (P3)*

In terms of grammar teaching, none of the participants emphasized grammar teaching is too important since the students are considered as the Chinese mother tongue speaker. Participant five noted the difference between teaching Chinese to CHLLs and teaching foreigners Chinese as a foreign language:

*“因为我之前我们做那个对外汉语的话，其实也有语法点的教学，但其实我不会跟孩子去讲语法，因为孩子听不懂，还真听不懂，所以更多的就呃，不太会去，就弱化这方面。其实他们有些孩子真的家里面注意了之后，他的语感其实，跟，我们正正常在中国长大的孩子不太会不会差的天差地别，就有些时候，他也是很无意的讲出这个东西，他也不意间的去用了很复杂的句子，但他其实也就像大部分中国人一样，他不会真的去分析这个语法结构是怎么样的啊。” (P5)*

*“Previously, when we were teaching Chinese as a foreign language, there was actually some grammar teaching, but in fact, I wouldn't teach children grammar because the children cannot understand it. They really cannot understand the words. So, more often, I'll not, but weaken this aspect of teaching. In fact, some children who were really paid attention at home, their language sense was, in fact, not so different from that of our normal children who grew up in China. Sometimes, they can speak without noticing, some complex sentences, but in fact, like most Chinese people, they don't really analyse the grammatical structure.” (P5)*

#### 4.2.4 CHL teachers' expectations

The CHL instructors in the study confirmed the general situation of CHL education in general, lack of teaching resources and professional trainings. Many of them have a positive attitude toward professional development, while they already have had a great deal of experience teaching Chinese as a mother tongue. When asked in which aspects they want to improve themselves, the participants explained their own professional needs and conveyed their expectations on the stakeholders of the CHL program.

In deficiency of professional trainings and without contact with other Chinese teachers, some participants showed strong desire for pedagogical knowledge or skills. Yet, due to the limitations of the nature of the work to be part-time, they could not completely concentrate on the job as a CHL teacher (P1 & P5). Thus, participant one hoped to have an opportunity to be a full-time teacher:



“现在只是兼职啊，如果我能有一个这种全职的工作，也许我会去了解，去做这件事情，怎么说呢，怎么把这个汉语教好或者什么的，我觉得我现在首先是没时间来学习啊，而且我也不知道在哪学习，我也不知道跟谁学习，我也不知道去哪儿，如果有时间的，有这个会是愿意的。” (P1)

*“Now it's only part-time. If I could have a full-time job like this, maybe I would want to go know more, do this thing, how to say it, to learn how to teach Chinese well or something. I think I have no time to study now, and I don't know where to study, I don't know who to study with, and I don't know where to go. If I have the time, I would like to learn.” (P1)*

Some teachers have their own preferences when it comes to the areas they wished to develop. For participant three who has abundant pedagogy knowledge and language teaching experience, she is more interested in theories about HL instruction since pedagogy methods are commonplace for her. However, as a novice in this field, participant five especially noted her need for pedagogical knowledge support to deal with the biggest challenge in her class, mixed students with different age groups. She stated:

“分层教学，因为这个是最大的挑战，我觉得就是孩子们的就是混年龄段的。就这个，对于教学来说其实是挑战超级大，因为每个孩子最后要做评估的时候，包括他的发展阶段，他的认知阶段，他的语言水平其实都是不一样的。所以混在一起教学，呃，比较困难。” (P5)

*“Stratified teaching, because it's the biggest challenge, I think these kids they are in mixed age class. And that, in fact, is a huge challenge for teaching, because when it comes to the final assessment, every child's developmental stage, his cognitive stage, his level of language is different. Therefore, it is more difficult to teach them when they are mixed.” (P 5)*

Subsequent is the participants' expectations for parents. Participant three expected parents' attention and involvement on their children' home language education at home. She said:

“我能做的东西只是引起他们对这些东西的兴趣，作业是巩固兴趣，但还是不能够取代父母日常进行的输入和输出的练习，这也是在继承语学习中间是非常非常重要的...而且尤其作为华人的家长，中文的东西肯定是不能放弃的，一方面需要家长自己的投入和提升。” (P3)

*“What I can do is to arouse their interest, homework is to consolidate their interest, but it cannot replace parents' daily input and output practices with them, which is very important in HL learning process [...] Especially as Chinese parents, Chinese shouldn't be abandoned. On the other hand, parents need efforts and improvement.” (P3)*

Mother tongue education providers are one of the stakeholders in HL programs. When it refers to the potential professional trainings provided by the education providers, some

participants expected to have practical and useful training contents which are conducive to enhance the teaching effects. She expounded:

“我觉得基本上来教的老师都有一些教学背景，他们其实我们对基本的教法其实都有概念，但是只不过说是我想去学习某一种具体的方法。就是就是要告我的概念怎么样怎么操作。然后，给我去操作，完了之后可以有 Feedback 这种。嗯，可能会可能会比较好，就是那种非常基础的，再跟我讲什么呃，什么 multilingualism, bilingualism 巴拉巴拉这种啊，就是这种多语言教学做这种我就不想再再听了或者是或者是什么。” (P5)  
*“I think generally, the teachers they all have some teaching background, we all actually have some basic knowledge about pedagogies. It’s just I want to learn a specific method, which tells me what it is and how to perform it. After I perform it, I could get feedback, something like this. This could be better. If it’s too basic, which tells me something about multilingualism, bilingualism blah blah, like multilingualistic teaching, I don’t want to hear about it anymore.”* (P5)

Participant one expected more social/ community events or language experiencing activities to be organized so that the CHLLs could have the awareness of the importance of learning Chinese well.

“我在想啊，比如说我们这些孩子学完汉语之后，有没有什么可以参加一个什么比赛呀，对吧？让小孩儿去参加一个什么中文的比赛呀，或者说是将来去中国哪个地方呀，去多学习...比如说我们作为这个中文继承语班级的这个学生啊，我们参加一个什么演讲比赛啊，或者是参加一个什么写作比赛啊，或者是参加一个什么旅游啊，让学生们能够知道他学习中文是多么的重要...” (P1)  
*“I’m thinking, for example, after these children learn Chinese, if there will be a competition or a chance to go to somewhere in Chinese, to learn more [...] For the students in our CHL class, if they can participate something like speech contest, writing competition or travelling, letting them know how important it is to learn Chinese well...”* (P1)

Since all the participants mentioned the very short time that the students spend on the CHL course, they all hoped more time could be allocated on the course setting so that the students could have a better command of the Chinese language. Besides that, for some participants who have double identity as parent and CHL teacher, they wish the strict selection on the teachers responsible for the HL class, and government could value HL education in Finland. Moreover, teachers are expected to teach with high-quality with the support of supervision and assessment. The teachers’ isolation and earnest wishes can be embodied directly from the following excerpts:

“但它只是一个大体的说，这个我记得啊，我只是知道大体一点啊，但是具体的在这边没人监管你啊，没人给我开，因为他们也不懂汉语啊，就是没有人会去怎么关注这件事。” (P1)

*“They have a general guideline, I remembered. But I only know it in general, as for specific (suggestions for teaching), no one supervises you, no one tells me, because they don't know Chinese language. No one would pay attention to this thing.” (P1)*

“但是对于整个继承语的教学来说，我觉得应该是对老师要有一定的考核制度吧，但确实是很难，不是说我们家长或者是老师自己能够要求的事情，是需要政府方面的投入和努力，但是我感觉至少目前来看哈，他们目前并没有特别的一个，政府的重视程度不是特别明显，要看各个政府的重视程度啦，你看 Hämelinna 他们也是争取了很久才在滑雪假之后开了中文，而且还要看学生的量，学生的数量也很重要，而且怎么样去衡量老师教的好还是不好，也没有人去做这样子的衡量。” (P3)

*“But for the teaching of HLs, I think there should be a certain appraisal system for teachers, but it is really difficult. It is not something that our parents or teachers themselves can ask for, it does require input and effort from the government, but I feel that at least for now, they don't have a special one at the moment. The degree of importance that the government attaches to it is not particularly obvious. It depends on the degree of importance that each government attaches to it, you see, Hämelinna, it was also fought for a long time to open Chinese course after the ski holiday, and it also depends on the number of students, and the number of students is also very important, and how to measure whether the teacher is teaching well or not, no one ever made such a measurement.” (P3)*

## 5 Discussion

### 5.1 CHL instruction in Finland

This section will discuss the profile of the CHL teachers in Finland, which includes their background, main challenges and inner connections. Then there will be discussion about the, their teaching practices and teachers' competences, followed by the state of CHL education in Finland.

#### 5.1.1 Profile of CHL teachers

The general features of CHL teachers in Finland are that they are female, Chinese native speakers, have a at least bachelor's degree in language or education field. The responses from the questionnaire show that the participants perceived their background to be enough to teach Chinese as a heritage language, but surprisingly later they confessed many challenges that they encountered in teaching CHL.

Students' motivation and will to learn CHL is reported to be one of the biggest challenges. On the one hand, the difficulty of learning Chinese orthography could be thwarting for CHLLs. On the other hand, without own learning goals and reasons, many CHLLs' are pushed by their gradians to take CHL course as an extra-curriculum course, which means that will take them extra time and energy when other children without HL courses can participate their favoured hobby courses. Another factor that affects students' motivation and interest is family language and cultural environment, and family support for the learning. The difficulties for HLLs' to reach the native-like literacy in their HL has been discussed in section 2.3, due to limited exposure to the language, although their pronunciation is close to the native. It was reported by the participants in the study that many parents did not engage enough in their children's learning, while family support is one of the socio-cultural factors that has a significant role in HL learning. From the perspective of the CHL teachers, some parents showed reliance on them in school to be responsible for their children's learning and insufficient attention to their children's Chinese learning in school. In some families, where only one parent speaks or no

parent speaks Chinese (Mandarin) to the children, the language exposure and family support would be conceivably inadequate. Many participants reported without the Chinese learning environment built by home or bigger society, and lack of home assistance, CHL education was challenging. Last but not the least, teachers could be important to affect students' language development although limited time CHLLs allocated every week on learning their HL. The data from the interview indicated that the teachers accepted pedagogical trainings or studies in different extents. Participant one and participant five who did not receive systematic pedagogical trainings before being a CHL teacher in Finland, specifically reported the need for pedagogical support. However, one common phenomenon is that these teachers are mostly isolated from each other, so that they have limited approaches to share resources, teaching experiences and offering emotional support for each other.

### 5.1.2 Teaching practices, and teachers' competences

Without official support for the Chinese teaching structures, for example, what and how Chinese should be taught to the CHLLs, the teachers in the research developed their own pedagogical views and teaching understandings. In contrast with Xiang's (2016) and Wang (2004) descriptions about CHL teachers' common practices in CHL class: consist of analysing radicals and stroke order, constructing sentences with target characters, reading aloud, and translating, and paying a lot of attention to character teaching, the CHL teachers in this study did not take character learning as a priority. Commonly, in their opinion, students' motivation and interest of learning are more important, just as participant four described it, CHL instruction "should not follow traditional Chinese teaching, first learn to read, then dictation, writing sentences, guess stroke order, these are some of the things that can be done after building up their will in learning." Many participants endeavoured to building students' learning interest by adopting differentiated and student-centred, game-based or task-based teaching methods. However, participant four explicitly expressed the difficulty maintaining the motivation and preventing students from too much pressure at the same time, which is in line with the concern expressed by Yue (2017). To prevent the loss of interest, many of them decreased the requirements for students' learning. One of the practices of reducing the learning requirement is weakening grammar teaching. Participant five noted the unnecessary of analysing the grammatical structure to the CHLLs since they could produce sentences

naturally like native speakers, which is contrasted with teaching second language learners, stressing grammar teaching and learning.

The practices of the participants can reflect some of their competencies as HL teachers. From Table 3, the participants in the study show the knowledge about Chinese as a HL, the features of it and the profiles of the learners. They also have their own teaching strategies for differentiated teaching and stimulating students' learning interest. However, they are all aware of their own weakness and the necessity of developing their professional knowledge and skills. They adopted a self-direct approach to improve learning outcomes in their own Chinese classroom.

### 5.1.3 The situation of CHL education in Finland

Carreira's (2018) mentioned three main factors that hinder institutionalization across educational levels and languages: few HLLs, little access to HL-specific instructional materials and curricula, and lack of instructors and administrators proficient in HL pedagogy. To some extent, it might sound as if HL education is institutionalized in Finland, since HL education is incorporated into the Finnish national core curriculum. However, institutionalization of HL education, at least CHL education in Finland implies similar hindrances. By comparing with the key indicators of institutionalization mentioned previously in section 2.5.1, which are adapted by Carreira (2018), it is noticeable that not much has CHL education been institutionalized in Finland. This research reveals at least two key indicators not achieved, which could harm CHL instruction.

*Lack firm expectation that use of the practice and/ or product will continue.* In the case of participant one, she admitted she might not continue teaching in the program once her own child graduate from it. The study also demonstrated low enrolment or unsteady enrolment of CHLLs. From the result generated from the survey, in most CHL classrooms, most of the classes have less than 12 students. Many participants in the study also reported the minimum number requirement of four students to open a CHL class. Yet, in the year when the student number is less than four, HLLs cannot access to the formal instruction of their mother tongue

locally. From what was told by participant two, when the parents have an occupied schedule, they could not even time and energy to take the children to the CHL class in another region.

*Not stabilized and routinized innovation.* The study result demonstrated that municipalities have inconsistent standards for CHL teachers, some requires exact teaching qualifications and abundant experience in the language teaching field, but some do not demand teaching qualifications and enough experience in teaching. Participant three even reported that in some HL programs, the only requirement is being a native speaker of that HL. One destabilization factor of CHL programs could be, in shortage of HL teachers especially qualified ones, which can be noted from the quotes from participant four. Another factor is lack of institutional support, for example, the specific pedagogical trainings for CHL teachers who need pedagogical support for teaching Chinese, which was mentioned by many participants. Additionally, despite teaching resources is a crucial factor to teachers' instructional practice, many teachers reported that they were lacking appropriate materials and that they needed to look for materials on the internet themselves.

## **5.2 Recommendations for teachers, parents, and other stakeholders**

The findings reported in previous sections provide details about the background and teaching challenges of CHL teachers. Furthermore, teachers from CHL shared their general teaching practices, their need for professional development, and expectations from the stakeholders. The language development of CHLLs is closely connected to good home language environment, school environment and administration and society support. This means that, all stakeholders have a role in the language development of the children and the next section will try to formulate some recommendations for the CHL instructors, parents, education administrators and other parties.

### **5.2.1 Recommendations for CHL teachers**

Chinese is regarded to be one of the most difficult languages to learn, featuring countless textual genres and traditions, thousands of characters to learn and generate, and four-character idioms (Duff, Liu, Li, 2017). Yet, through the interviews in the study, it shows that the

CHLLs in Finland usually have little opportunities to practise their literacy in the wider society. Students' interest or motivation in learning their HL, the contact and communication with the parents and other CHL teachers are as crucial. The following are some recommendations for improving the instructions to CHLLs.

*Boost students' learning interest.* Firstly, as some of the teachers indicated, it is important for the teachers to change the commonly advised instructional priorities and teaching practices. Instead of teaching Pinyin and Chinese characteristic in a strict way, cultivate students' interest first by introducing about Chinese language feature, culture, history etc. is more crucial. This is also in line with the general guidelines in the Finnish national core curriculum, familiarising the pupils with their "cultural tradition", making them "develop a positive relationship with the mother tongue" and "appreciate their mother tongue". Next, increase the students' opportunities of using the language in real life, and encourage them to use Chinese in different environments and scenarios: in different subjects of learning, websites, YouTube channels etc., which can expand their vocabulary and expressions. Make bridges between student individuals and their cultures and increase their cultural identity. Make the students realize what learning Chinese means to them and ask them to set clear goals in the short term or long term. Students' ability should not be dwarfed, especially for the students with relatively low language level, they should not always be taught repetitive and simple words or expressions. Their learning goals should be customized, and the teachers should give assistance to help them to achieve these goals, which might increase their confidence. Lastly, build good relationships with the students, making them realize that they always have the teachers as their support on the way of learning their mother tongue.

*Enhance the communication with parents.* School and home collaboration is suggested to strengthen students' motivation in the Finnish curriculum, however, some teachers in the study reported the neglect of the communications with the parents. Thus, it would be suggested to have conversations with parents, understanding the students' language environments and parents' expectation on their children. In this way, parents and teachers might avoid the inconsistency about the children' learning goal and find a "common ground" regarding enhancing the children's language development, which will be conducive to create better collaboration opportunities. What's more, for those who cast full trust or less trust on



the CHL teachers, they should be acknowledged of their children's' learning conditions so that they could collaborate with school education better. It would be ideal to inform parents of what was learned in each module and encourage them to reinforce what their children learned in school.

*Increase the contact with other teachers and improve instructional practices.* Due to the current state of inadequate institutionalization of CHL education, the CHL teachers have limited opportunities to improve their teaching knowledge and skills. Thus, the teachers need to search for the opportunities themselves to develop their own professional identity. One suggested approach is learning teaching techniques from local Finnish teachers, rather than using the traditional Chinese way of teaching, which focus on drill practices and pay little attention on improve students' skills. It is also suggested that the teachers not isolate themselves from the other teachers, but reach out for other professionals, for example, searching for the online CHL education communities which are not only restricted in Finland, so that teachers can share experience and attain resources. One more way recommended is to learn the knowledge about the newest theories and techniques of teaching HL by reading updated research articles and exploring HL related websites. For example, the website "National Heritage Language Resource Center" includes HL "Research" page which includes publications and "Heritage Language Data Repository" and offers wholesome materials for professional development, and the website "Materials for Heritage Language Teaching" provides teaching methodology materials which could be utilised on students at different school ages.

### 5.2.2 Recommendations for parents

Many parents neglect their role of passing on the home language to the next generation, while they make an important role in cultivating children's identity and create an immersive language environment to ensure sufficient language input. It would be effective if parents speak to their children in their HL, exposed them into the culture and increase home literacy environment by guiding the children to reading in the target language. Subsequently, it is also important to make children realize why it's important to learn their HL, as a part of family heritage, self-identity or for more occupational opportunities in the future. Lastly, actively

participating in school activities and responding to the teachers' feedback are also recommended as one way of collaborating with school education.

### 5.2.3 Recommendations for HL education providers and other parties

To increase the accessibility of HL courses for all the HLLs, it's advocated to provide remote courses so that it will benefit more HLLs who do not have access to their own HL when there is no HL course in their municipality. Thus, this cross municipality joining teaching and learning would probably remove the minimum number requirement for forming a study group. In the study, the participant one mentioned a student who took Cantonese as home language while Mandarin was being taught as mother tongue in school. Hopefully, in the foreseeable future, Cantonese as one of the most common Chinese language variations overseas and has its own speech and writing system, could be provided as a language option in the HL programmes for Cantonese speakers.

The city libraries and school libraries could also contribute their effort in promoting HLLs' language development. For instance, they could offer books and eBooks, which cover reading, listening and exercises etc. that can provide language input and output supports.

In response to the doubts about the qualification of the CHL teachers from the parents and many participants in the study, technically, HL/mother tongue providers should have more strict requirements for teachers' certification and teaching experience during recruitment. However, the reality is, to serve for urgent need for the HLLs, some places might hire less qualified candidate to fill the vacancy. Under this circumstance, the educational policies are suggested make to increase the position of HL education in Finnish educational system. Nationally, schools or the HL education providers shall arrange professional before service and in-service trainings or meetings to orient the teachers' instruction direction, for example, available teaching materials, main goals of instructions, dealing with the complexity of the student subject etc. Meanwhile, at least two participants in the study reported lack Finnish language proficiency, thus, pedagogical trainings/demo classes are advised to be organised in English and Finnish to support their professional development. Furthermore, according to many participants' request for the training format and training content, the training content

pedagogies are recommended to be applicable and operated in HL classroom, specialized for HL, and ideally language-and-culture-specific. In accordance with their preferred formats for the trainings, online workshops, seminars, conferences, and summer intensive trainings are suggested to be organized.

Moreover, in response to most participants' appeal for more contacts with other CHL teachers, there is a need for the educational providers, the municipalities or the schools to create HL teaching communities where they can discuss, explore teaching issues together and share experience and resources. By building connections between HL teachers of the same mother tongue all over Finland, the teachers would have a community to turn to when they encounter difficult problems and have the common goal of developing their language of HL program.

### **5.3 Limitations and future research**

This thesis has some limitations and some unsolved questions. The reason of only investigating CHL teachers in Finland other than including other HLs is that Chinese as both the interviewee and the participants' mother tongue, could potentially bring deeper information during the interview. However, the downside is that the study cannot accurately depict the HL teachers' situation in Finland nor the CHL teachers' due to the small sample of the study. Moreover, this study gives a general picture of CHL' practices, which are only based on the participants' answers, which could not be comprehensive enough or reflect the real teaching practices. Thus, classroom observation or case studies are future study orientations to explore their practices deeper, for example, how their practices respond to the learning objectives in the Finnish national core curriculum.

This research also showed that many of the CHL teachers are devoted and committed to their job. It showed in their insecurities, their own development their willingness to do this on the side etc. This is also good news and worth studying in itself especially since it is unlikely that HL teacher education programmes will commence in the near future. This means that HL teachers need to find their own developmental path and studying these more carefully in order

to find out how they can be supported will benefit both institutionalization and achieving curriculum goals.

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## Appendices

### Appendix 1 Tables and figures

Tables:

*Applied linguistics and sociolinguistics (know)*

- Knowledge of second language acquisition and language processing theories as they apply to Spanish L1, L2, and HL, including critical language awareness and teaching for social justice.
- Knowledge of sociolinguistic processes in bi/multilingual communities and languages in contact, including situation and features of heritage/minority languages.
- Knowledge of HL varieties, and attitudes and ideologies on language variation and change.

*HL speakers and their communities (know)*

- Knowledge and awareness of HL learners' diverse profiles, including socioaffective, cultural, linguistic, and educational aspects.
- Awareness and critical knowledge of historical, sociopolitical, cultural, and linguistic realities of HL communities.

*Pedagogical approaches for teaching HL (know and know-how)*

- Knowledge of pedagogical principles in language expansion and enrichment based on Language Arts approaches.
- Knowledge of how to implement error- and needs-analysis on HL language production.
- Knowledge of how to implement content-based, experiential learning, and similar macro-approaches to language teaching.
- Knowledge of how to implement differentiated instruction for mixed classes and strategies for HL/L2 collaboration.
- Knowledge of how to engage in ongoing self-reflection on background, experience, identity, ideologies, and beliefs.

	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>
<b>Gender</b>	female	female	female	female	female
<b>Age</b>	40+	50+	40+	40+	30+
<b>Education</b>	Bachelor's degree in science	Master's degree in Chinese language and literature	Postgraduate diploma (received teacher training)	Master's degree in teaching Chinese as a foreign language and Chinese education overseas	Master's degree in applied linguistic ; PHD student
<b>Length of teaching CHL</b>	5 years	3 years	1 years	11 years	3 years
<b>Place of birth</b>	China	Taiwan	China	China	China
<b>Length of staying in Finland</b>	15 years	28 years	5 years	14 years	3 years
<b>Native language</b>	Chinese	Chinese	Chinese	Chinese	Chinese
<b>Other languages spoken</b>	English, Finnish	English, Finnish, Japanese	English, Finnish	English, Finnish	English
<b>Syllabus in basic education stage</b>	Oman äidinkieli	A1	Oman äidinkieli	Oman äidinkieli; A1	Oman äidinkieli

Applied linguistics and sociolinguistics (know)

- Linguistic and cultural identities of HL learners
- Language varieties of HL learners
- Translanguaging\*

HL speakers and their communities (know)

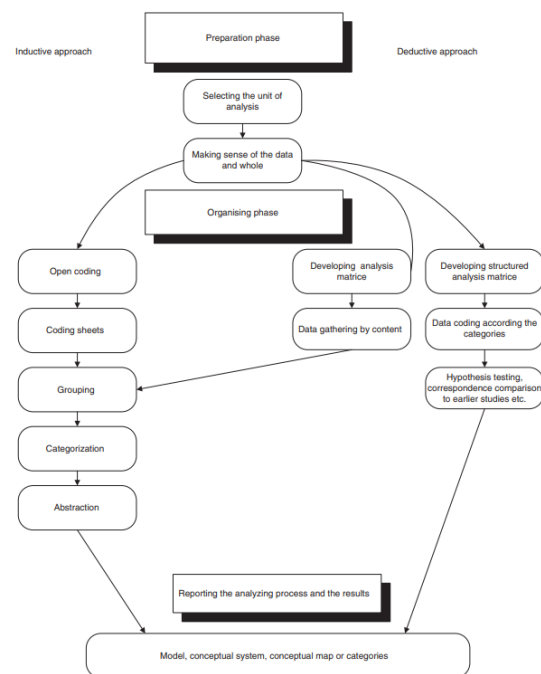
- Language abilities of HL learners
- Linguistic and cultural identities of HL learners
- HL learners/motivation
- Translanguaging\*
- Cultural characteristics of the HL
- Differentiated instruction for mixed class (proficiency difference and age gap)\*

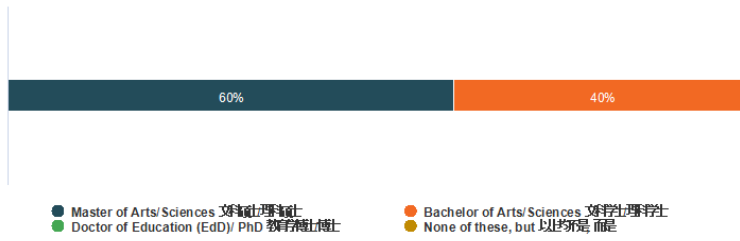
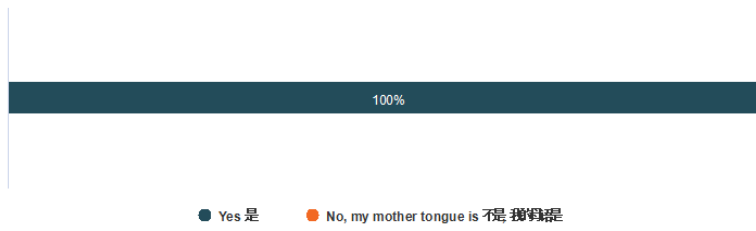
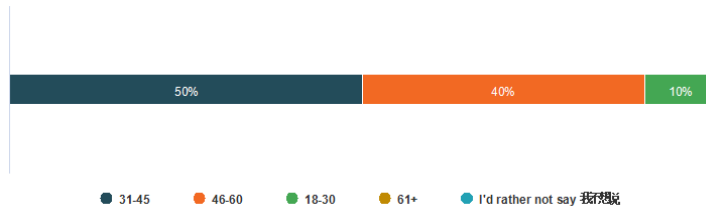
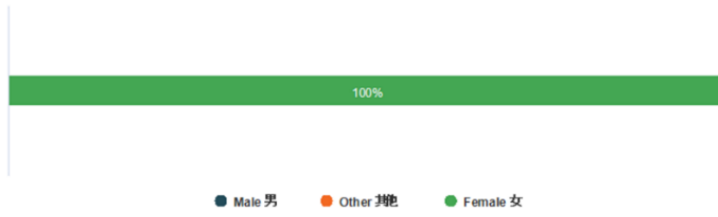
Pedagogical approaches for teaching HL (know and know-how)

- Teaching vocabulary, reading, writing, speaking, grammar and oral comprehension
- HL learners' assessment
- Educational technology
- Design, evaluation, and adaptation of teaching materials
- Differentiated instruction for mixed class (proficiency difference and age gap) \*

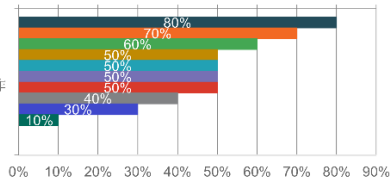
Figures:

Year	Language							
	Population	Finnish speakers	Swedish speakers	Sami speakers	Other languages total	Finnish speakers, %	Swedish speakers, %	Other languages, %
1980	4 787 778	4 476 807	300 482	1 343	9 146	93,5	6,3	0,2
1985	4 910 664	4 596 908	299 098	1 699	12 959	93,6	6,1	0,3
1990	4 998 478	4 675 223	296 738	1 734	24 783	93,5	5,9	0,5
1995	5 116 826	4 754 787	294 664	1 726	65 649	92,9	5,8	1,3
2000	5 181 115	4 788 497	291 657	1 734	99 227	92,4	5,6	1,9
2005	5 255 580	4 819 819	289 675	1 752	144 334	91,7	5,5	2,7
2010	5 375 276	4 857 903	291 153	1 832	224 388	90,4	5,4	4,2
2015	5 487 308	4 865 628	290 161	1 957	329 562	88,7	5,3	6,0
2020	5 533 793	4 811 067	287 871	2 008	432 847	86,9	5,2	7,8
2021	5 548 241	4 800 243	287 933	2 023	458 042	86,5	5,2	8,3



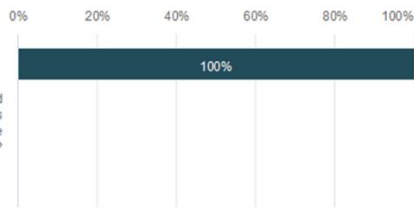


Your background: that prepared you for language teaching includes (select all that apply): 为您的语言教学工作准备的背景包括 (选择所有符合条件的):

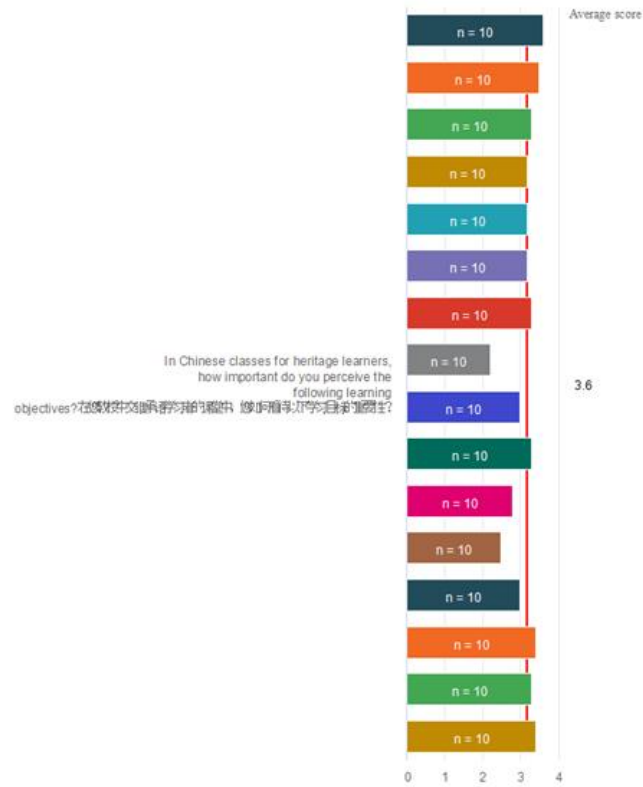


- Working in bilingual/multilingual contexts 双语/多语环境下工作
- Attending workshops, seminars, and/or webinars 参加研讨会、研讨会和/或网络研讨会
- A specific BA/BS degree in language 特定的语言文/理学士学位
- Attending conferences presentations 参加会议演示
- Undergraduate-level (BA or BS) courses 本科水平(文学学士或理科学士)课程
- Graduate-level (MA-MS or PhD-EdD) courses 研究生级(研究生或博士生)课程
- Translation 翻译
- A specific MA/MS degree in language 特定的语言文/理硕士学位
- Interpretation 口译
- Other 其他
- A specific PhD/EdD degree in language 特定的语言博士/教育学博士学位

Do you consider that your background prepared you enough to teach Chinese as a heritage language? 您是否认为您的背景足以让您中文的教学准备

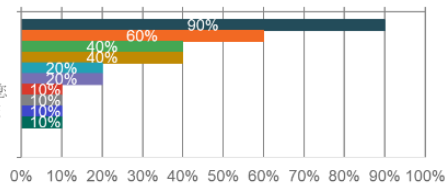


- Yes 是
- No 否
- Maybe 或许

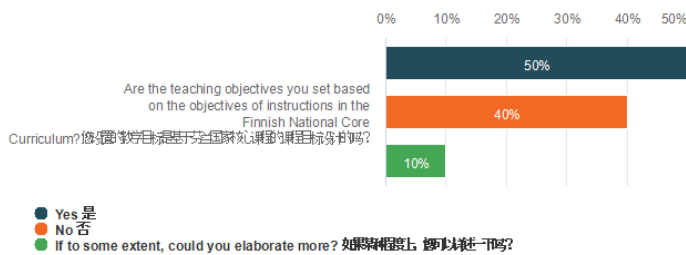
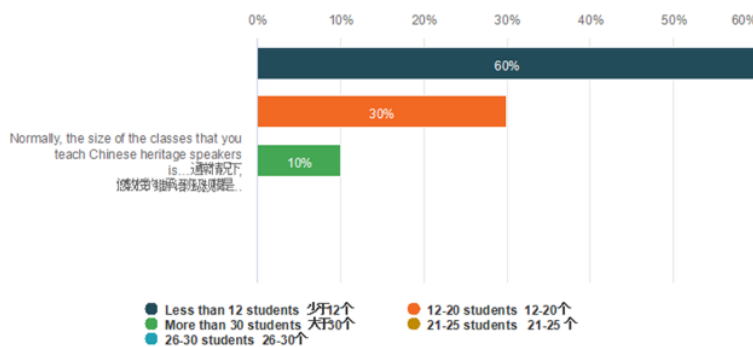
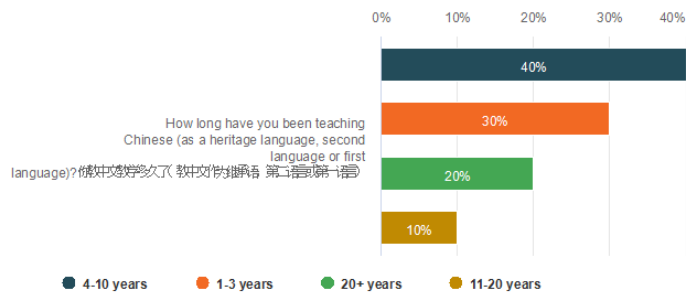


- Avg. 3.1
- Listen to and understand Chinese dialogues in different contexts 听懂不同语境下的对话
- Learn to express themselves orally correctly and fluently 学会流利且正确地口头表达
- Read and understand texts without obstacles 学会无障碍地阅读文本
- Learn to express themselves in writing correctly 学会正确地书面表达
- Acquire and develop the use of formal Chinese 掌握正式场合用语
- Expand students' bilingual skills 拓展双语技能
- Transfer literacy skills to Chinese 将读写技能迁移到中文
- Acquire and develop academic Chinese 掌握学术性中文
- Acquire a correct mastery of grammatical structures of Chinese 正确掌握语法规则
- Foster positive attitudes towards Chinese language varieties 积极看待语言变体
- Improve Chinese orthography 提高书写规范
- Learn the origins and history of Chinese 学习汉字源流史
- Improve pronunciation in Chinese 改善发音
- Acting in interactive situations 在互动情境中表现
- Understanding the language, literature, and culture 了解语言、文学及文化
- Use Chinese in different fields of knowledge in cooperation with other subjects 与其他学科结合在不同领域使用中文

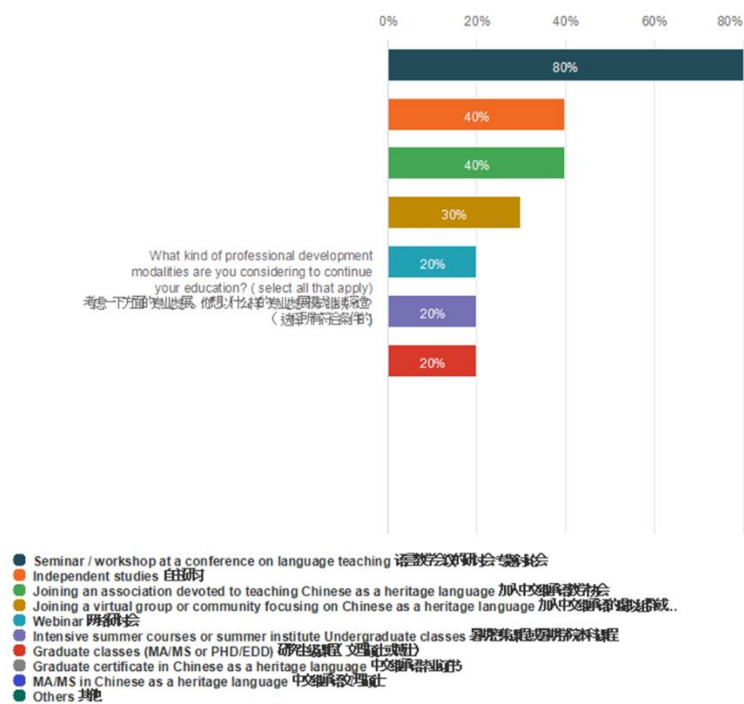
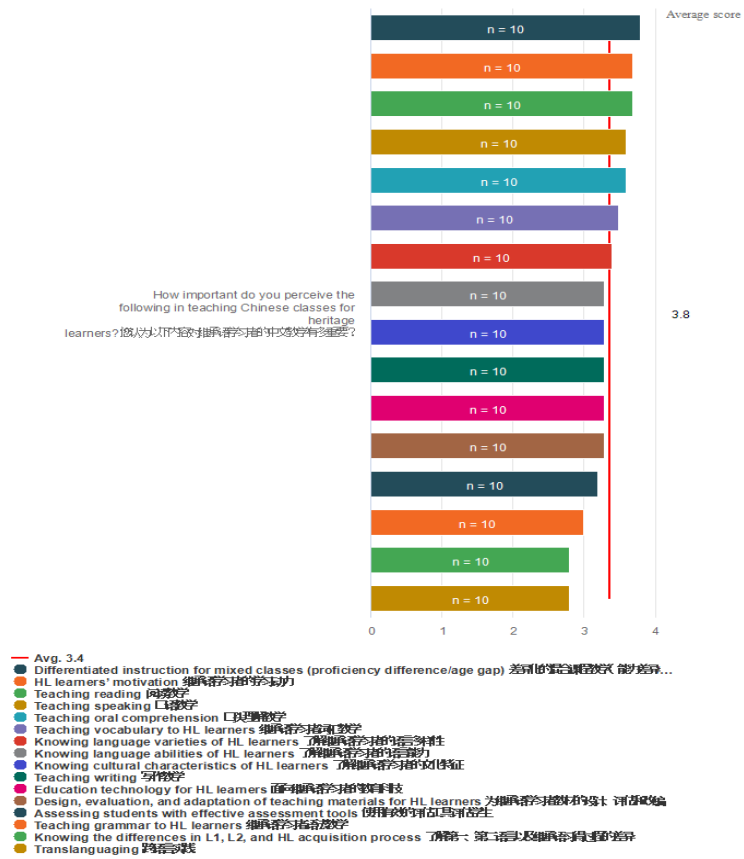
In addition to the background, which of the following have you done or are you doing to develop your professional competence after you started CHL teaching? (select all that apply) 除了教学背景之外，在您开始教授中文继承语以来，以下哪些方面是您已经或正在进行的专业能力提升？（选择所有符合条件的）

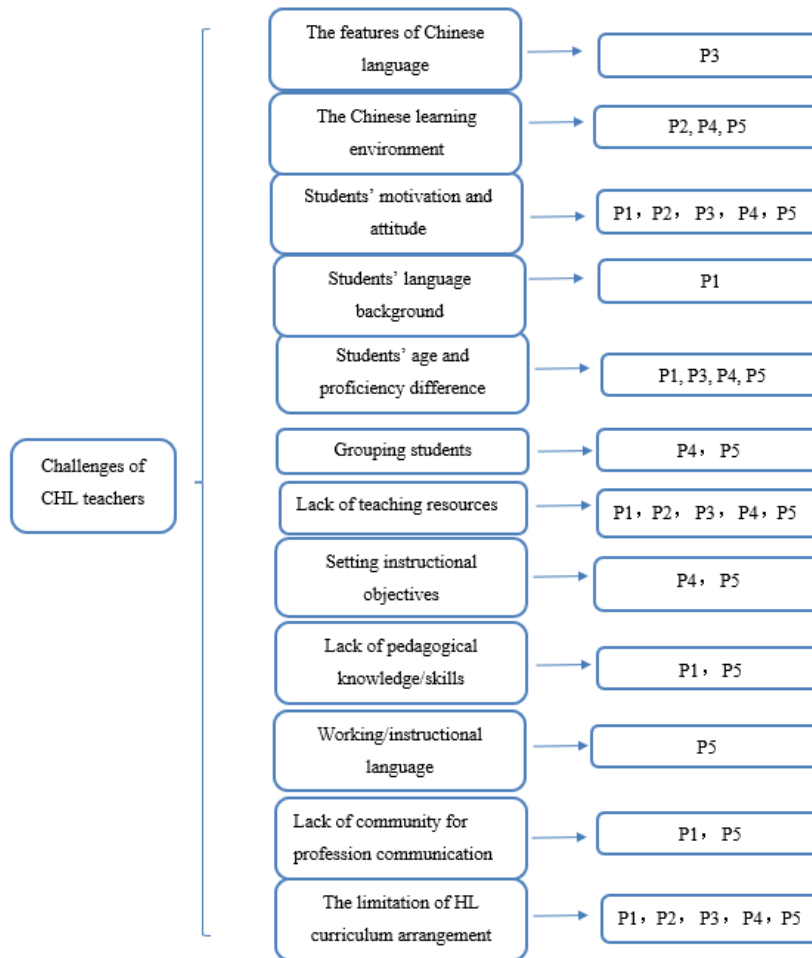


- Independent studies 自主学习
- Seminar / workshop at a conference on language teaching 语言教学会议的研讨会/专题讨论会
- Attending conference presentations 参加会议演示
- Webinar 网络研讨会
- Joining an association devoted to teaching Chinese as a heritage language 加入中文继承语教学协会
- Joining a virtual group or community focusing on Chinese as a heritage language 加入中文继承语的虚拟群组或社区
- Graduate classes (MA/MS or PHD/EDD) 研究生级课程（文理硕士或博士）









## Appendix 2 Private notice

### Privacy notice (ENGLISH)

#### 1. Name of the register:

Understanding Chinese heritage language teachers in Finland (experiences, challenges and professional development needs)

#### 2. Data Controller:

Lili Wang, 0417401811, liwang@utu.fi

#### 3. Contact information of the responsible person:

Lili Wang, 0417401811, liwang@utu.fi

#### 4. Purpose and legal basis for the processing of personal data:

The research collects Chinese heritage teachers' experience and the perception of their professional development needs. Email addresses are used when sending out invitations to interviews and for a confirmation of the interview analysis to ensure the validity of the research. The interviews involve collecting information on the teachers' background information, experiences in heritage language teaching (including pedagogical approaches adopted, challenges actions they took) and their interested aspects of professional development in the future.

The legal basis for processing personal data in the Article 6 of the EU General Data Protection Regulation is:

- Processing is necessary for scientific research (public interest, Point 1a of the Article 6)
- Data subject has given their consent to processing personal data (consent, Point 1e of the Article 6)
- Other, what \_\_\_\_\_

#### 5. Processed personal data:

The following information of the data subjects is stored in the register:

Email address (voluntary), Recording: voice, voice & image; recording and transcription: highest degree attained, gender, years of teaching, teaching experiences and practices, and expectations on future professional development. Email is used for sending interview invitations.

#### 6. Recipients and recipient groups of personal data:

The data will not be transferred or disclosed to parties outside the research.

### **7. Information on transferring data to third countries:**

Personal data will not be disclosed to parties outside the EU or the European Economic Area.

### **8. Retention period of personal data or criteria for its determination:**

Personal data will be stored on the Seafire cloud for five years, after which the data will be disposed of securely. Simultaneously, the questionnaire will be realized and the interview will be realized removing all direct personal data and as much indirect personal data as possible. The recordings of the interviews will be transcribed into text files and then will be destroyed. E-mail addresses will be deleted after the interview unless agreed otherwise during the interview.

### **9. Rights of the data subject:**

The data subject has the right to access their personal data retained by the Data Controller, the right to rectification or erasure of data, and the right to restrict or object to the processing of data. The right to erasure is not applied in this research in so far as the right to erasure is likely to render impossible or seriously impair the achievement of the objectives of that processing. In this study, because the data will be anonymized and realized, and the data analysis will be in the thesis, the data subject could rectify and erasure the data.

The realization of the right to erasure is assessed on a case-by-case basis.

The data subject has the right to lodge a complaint with the supervisory authority.

### **10. Information on the source of personal data:**

Email addresses in the questionnaire are used to send the invitations to the interview. The data in the questionnaire and the other data are collected directly from those who participate in the interviews for the study.

### **11. Information on the existence of automatic decision-making, including profiling:**

The data will not be used for automatic decision-making or profiling.

## Private notice (CHINESE)

### 1. 登记名称：

了解芬兰中文遗产语言教师（经验，挑战和专业发展需求）

### 2. 数据控制者：

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### 4. 处理个人数据的目的和法律依据：

该研究收集了中文继承语教师的经验和对职业发展需求的看法。电子邮件地址仅用于发送采访并对采访的分析作确认，以确保研究的合法性。面试涉及收集关于教师背景信息的信息，继承语教学的经验（包括采用的教学方法，在教学挑战中采取的行动）以及他们未来专业发展的兴趣。

在欧盟一般数据保护规例第 6 条中处理个人数据的法律依据是：

科学研究（公共利益，第 6 条 1a）所必需的处理

数据主体已同意处理个人数据（同意，第 6 条 1e）

其他, \_\_\_\_\_

### 5. 处理个人数据：

数据主体的以下信息存储在登记册中：

电子邮件地址(自愿填写)，录音/录像:声音、声音和图像;录音和转录:最高学历，性别，教学年限，教学经验和实践，以及对未来专业发展的期望。电子邮件用于发送采访邀请。

### 6. 数据的接收人和接受组：

数据将不会转让或披露于研究以外的各方。

### 7. 有关将数据转移到第三国的信息：

个人数据将不会向欧盟或欧洲经济区以外的各方披露。

#### **8. 个人数据的保留期或其确定标准：**

个人数据将在 Seafire Cloud 上存储 5 年，之后数据将被安全处理。同时，问卷将以匿名的方式进行，采访将以假名的方式进行，删除所有直接的个人数据和尽可能多的间接的个人数据。采访的录音将被转录成文本文件，然后销毁。除非在采访过程中另有约定，否则采访结束后邮件地址将被删除。

#### **9. 数据主体的权利：**

数据主体有权访问数据登记保留的个人数据，纠正或数据移除权，以及限制或拒绝数据处理的权利。到目前为止，移除权不适用于科学或历史的研究目的，因为移除权很可能使这种处理的目标无法实现或严重损害其实现。在本研究中，由于数据被匿名化和假名化处理，并且数据分析将被发表于论文中，因此数据主体无法对数据进行纠正和移除。

逐个案例评估移除权的实现。

数据主体有权向监督机构提出投诉。

#### **10. 有关个人数据来源的信息：**

调查问卷中的电子邮件地址用于发送采访的邀请。调查问卷和其他数据中的数据直接从参与研究的被访的人中收集。


#### **11. 有关自动决策，包括个人特性分析：**

数据不会用于自动决策或个人特性分析。

## Appendix 3 Questionnaire questions

### Understanding Chinese Heritage Language Teachers in Finland: experiences, challenges, and professional development needs

#### 了解在芬中文继承语教师:经验、挑战和专业发展需求

 Mandatory questions are marked with a star (\*)

Dear Sir/ Madam,  
尊敬的先生/女士,

Thank you for your interest in participating in this research by completing the following survey. All information will be stored in compliance with University of Turku guidelines. The data collected will remain confidential and used solely for academic purposes. To see more information in the Privacy Notice, please click on the link:[http://docs.google.com/document/d/1w4OjAGuJuCYmCU1\\_FtqQUNHreg0nSmWY/edit](http://docs.google.com/document/d/1w4OjAGuJuCYmCU1_FtqQUNHreg0nSmWY/edit)

感谢您愿意参加这项研究并填写问卷调查。所有信息将按照图尔库大学的指导方针进行存储。所收集的数据将保密，只用于学术目的。在隐私声明中查看更多详细信息，请点击链接：[https://docs.google.com/document/d/1w4OjAGuJuCYmCU1\\_FtqQUNHreg0nSmWY/edit](https://docs.google.com/document/d/1w4OjAGuJuCYmCU1_FtqQUNHreg0nSmWY/edit)

**I am a Chinese heritage language teacher (the teacher who teaches children Chinese as mother tongue), I give consent to the privacy notice above and I am going to answer the survey.**  
我是中文继承语教师（教授以中文为母语的孩子的教师），我同意以上隐私声明并填写问卷。\*

- Yes 同意
- No 不同意

To answer the survey, you should know about the concepts of heritage language and heritage language learners.

为回答本问卷，您需要对继承语和继承语学习者的概念有所了解。

1. Heritage language (HL): Immigrants' native language/mother-tongue which is a minority language in

the society at large, spoken at home or in other environments where children can easily access it (Rothman, 2009). It's also called immigrant language, home language and community language etc.

1. 继承语：是移民的本族语/母语，它是儿童在家中或者其他环境中可以轻松接触的、在整个社会中一种少数民族的语言。它也被叫做移民的语言，家庭语言或者社区语言等等。

2. HL learners: are generally described as any learners who have acquired their cultural and linguistic competence in a non-dominant language primarily through contact at home with foreign-born parents and/or other family members (Kondo-Brown & Brown, 2008 UCLA Steering Committee, 2001; Valdés, 1995).

2. 继承语学习者：通常被描述为“任何从非主流语言中获得他们的文化和语言能力的学习者，主要学习途径是通过与外国出生的父母和/或其他家庭成员联系”。

#### Section 1 Basic information 第一部分 基础信息

##### Gender 性别 \*

Male 男

Female 女

Other 其他

##### Age 年龄 \*

18-30

31-45

46-60

61+

I'd rather not say 我不想说

##### Is Chinese (Mandarin) your first language?中文(普通话)是你的母语吗 \*

Yes 是

No, my mother tongue is 不是, 我的母语是

##### Select the highest degree that you completed (from which you have already graduated) 选择以下你已经完成并毕业的最高学位 \*

Bachelor of Arts/Sciences 文科学士/理科学士

Master of Arts/Sciences 文科硕士/理科硕士

Doctor of Education (EdD)/ PhD 教育学博士/博士



None of these, but 以上均不是, 而是 \_\_\_\_\_

Section 2 Relevant background for CHL teaching 第二部分 中文继承语教学相关背景

**Your background: that prepared you for language teaching includes (select all that apply)**  
 为您语言教学作准备的背景包括 选择所有符合条件 \*

Attending workshops, seminars, and/or webinars 参加研讨会, 研讨会和/或网络研讨会

Attending conferences presentations 参加会议演示

Undergraduate-level (BA or BS) courses 本科水平(文学学士或理科学士)课程

Graduate-level (MA-MS or PhD-EdD) courses 研究生级 (研究生或博士生) 课程

A specific BA/BS degree in language 特定的语言文/理学士学位

A specific MA/MS degree in language 特定的语言文/理硕士学位

A specific PhD/EdD degree in language 特定的语言博士/教育学博士学位

Translation 翻译

Interpretation 口译

Working in bilingual/multilingual contexts 双语/多语环境下工作

Other 其他

I have no specific preparation for teaching 我没有任何教学准备

**Do you consider that your background prepared you enough to teach Chinese as a heritage language?**

您是否认为您的背景足以让您教中文作为继承语? \*

Yes 是

No 否

Maybe 或许

**If you answered "no" or "maybe" in the last question, could you shortly elaborate that answer in connection to what you answered on the relevant background question?**

如果您在上一个问题中回答了“否”或“或许”，您能否联系您在相关背景问题中给出的回答简要地阐述一下这个回答?

|

**In addition to the background, which of the following have you done or are you doing to develop your professional competence after you started CHL teaching? ( select all that apply)**

除了教学背景之外，在您开始教授中文继承语以来，以下哪些方面是您已经或正在进行的专业能力提升？  
(选择所有符合条件的)

- Seminar / workshop at a conference on language teaching 语言教学会议的研讨会/专题讨论会
- Attending conference presentations 参加会议演示
- Independent studies 自主学习
- Webinar 网络研讨会
- Joining an association devoted to teaching Chinese as a heritage language 加入中文继承语教学协会
- Joining a virtual group or community focusing on Chinese as a heritage language 加入中文继承语的虚拟群组或社区
- Intensive summer courses or summer institute Undergraduate classes 暑期密集课程或暑期学院本科课程
- Graduate classes (MA/MS or PHD/EDD) 研究生级课程 (文理硕士或博士)
- Graduate certificate in Chinese as a heritage language 中文继承语毕业证书
- MA/MS in Chinese as a heritage language 中文继承语文/理硕士
- Others 其他 \_\_\_\_\_
- No professional skill learning and development of any kind 无任何形式的专业技能学习和发展

Section 3 Teaching experience with heritage language speakers 第三部分 教授继承语学习者的经验

**How long have you been teaching Chinese (as a heritage language, second language or first language)?**

你教中文教学多久了 (教中文为继承语, 第二语言或第一语言) \*

- 1-3 years
- 4-10 years
- 11-20 years
- 20+ years

**Normally, the size of the classes that you teach Chinese heritage speakers is...**

通常情况下, 您教授的继承语班级规模是... \*

- Less than 12 students 少于12个
- 12-20 students 12-20个
- 21-25 students 21-25个

- 26-30 students 26-30个  
 More than 30 students 大于30个

**In general, would you say that the Chinese heritage language classes that you teach follow a curriculum specifically designed for heritage learners? If Yes, could you introduce it a bit?**  
 总体来说，您会说您教授的中文继承语班级遵循专门为继承语学习者设计的课程吗？如果是的话，请您简单介绍一下该课程。\*

- Yes 是  \_\_\_\_\_  
 No 否  
 I don't know/ I am not sure 我不知道/我不确定

**In Chinese classes for heritage learners, how important do you perceive the following learning objectives?**

在您教授中文继承语学习者的课堂中，您如何看待以下学习目标的重要性？\*

	Not important at all	Not that important 不是那么重要	Important 重要	Very important 非常重要
Listen to and understand Chinese dialogues in different contexts 听并理解在不同语境下的中文对话 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn to express themselves orally correctly and fluently 学会正确、流利地口头表达自己 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read and understand texts without obstacles 学会无障碍地阅读和理解文本 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn to express themselves in writing correctly 学会用正确的文字表达自己 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquire and develop the use of formal Chinese 掌握和发展正式汉语的使用 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expand students' bilingual skills 拓展学生的双语技能 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer literacy skills to Chinese 将读写技能转移到中文 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquire and develop academic Chinese 掌握并发展学术性的中文 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquire a correct mastery of grammatical structures of Chinese 正确掌握汉语的语法结构 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foster positive attitudes towards Chinese language varieties 培养对汉语多样性的积极态度 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not important at all	Not that important 不是那么重要	Important 重要	Very important 非常重要
Improve Chinese orthography 提高中文正字法 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn the origins and history of Chinese 学习中文的起源及历史 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve pronunciation in Chinese 改善中文发音 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acting in interactive situations 在互动情境下演绎中文 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the language, literature, and culture 了解语言, 文学及文化 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Chinese in different fields of knowledge in cooperation with other subjects 与其他学科联合, 在不同的知识领域使用汉语 *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Are the teaching objectives you set based on the objectives of instructions in the Finnish National Core Curriculum?**

您设置的教学目标是基于芬兰国家核心课程的课程目标设计的吗? \*

- Yes 是
- No 否
- If to some extent, could you elaborate more? 如果某种程度上, 您可以详述一下吗? \_\_\_\_\_

**Generally, to what extent do you think the learning objectives you set for the students have been achieved in real teaching?** 总得来说, 您认为您为学生设定的学习目标在实际教学中达到了什么程度? \*



**Section 4 Professional development 第四部分 专业发展**

**How important do you perceive the following in teaching Chinese classes for heritage learners?**

您认为以下内容对继承语学习者的中文教学有多重要? \*

Not valuable 不重要    A little valuable 有点重要    valuable 重要    Very valuable 非常重要

	Not valuable 不重要	A little valuable 有点重要	valuable 重要	Very valuable 非常重要
Knowing the differences in L1, L2, and HL acquisition process 了解第一、第二语言以及继承语习得过程的差异 *	<input type="radio"/>	<input type="radio"/>		
Knowing language abilities of HL learners 了解继承语学习者的语言能力 *	<input type="radio"/>		<input type="radio"/>	
Knowing cultural characteristics of HL learners 了解继承语学习者的文化特征 *	<input type="radio"/>			
HL learners' motivation 继承语学习者的学习动力 *	<input type="radio"/>			
Knowing language varieties of HL learners 了解继承语学习者的语言多样性 *	<input type="radio"/>			
Translanguaging 跨语言实践 *	<input type="radio"/>			
Teaching vocabulary to HL learners 继承语学习者词汇教学 *	<input type="radio"/>			
Teaching grammar to HL learners 继承语学习者语法教学 *	<input type="radio"/>			
Teaching writing 写作教学 *	<input type="radio"/>			
Teaching speaking 口语教学 *	<input type="radio"/>			
Teaching reading 阅读教学 *	<input type="radio"/>			
Teaching oral comprehension 口头理解教学 *	<input type="radio"/>			
Differentiated instruction for mixed classes (proficiency difference/age gap) 差异化的混合课程教学 (能力差异/年龄差距) *	<input type="radio"/>			
Education technology for HL learners 面向继承语学习者的教育科技 *	<input type="radio"/>			
Design, evaluation, and adaptation of teaching materials for HL learners 为继承语学习者教材的设计、评估和改编 *	<input type="radio"/>			
Assessing students with effective assessment tools 使用有效的评估工具评估学生 *	<input type="radio"/>			

**What kind of professional development modalities are you considering to continue your education? ( select all that apply)**考虑一下方面的专业发展。你想以什么样的专业发展模式继续深造? 选择所有符合条件的 \*

Seminar / workshop at a conference on language teaching 语言教学会议的研讨会/专题讨论会

- Independent studies 自主研习
- Webinar 网络研讨会
- Joining an association devoted to teaching Chinese as a heritage language 加入中文继承语教学协会
- Joining a virtual group or community focusing on Chinese as a heritage language 加入中文继承语的虚拟社群或社区
- Intensive summer courses or summer institute Undergraduate classes 暑期密集课程或暑期学院本科课程
- Graduate classes (MA/MS or PHD/EDD) 研究生级课程 (文理硕士或博士)
- Graduate certificate in Chinese as a heritage language 中文继承语毕业证书
- MA/MS in Chinese as a heritage language 中文继承语文/理硕士
- Others 其他 \_\_\_\_\_

**If you consider further education/professional development, which of these would you be most interested in for your own development?**

如果您考虑进一步的教育/专业发展, 哪些是您最感兴趣的自身发展方向?

- Knowing the differences in L1, L2, and HL acquisition process 了解第一、第二语言以及继承语习得过程的差异
- Knowing language abilities of HL learners 了解继承语学习者的语言能力
- Knowing cultural characteristics of HL learners 了解继承语学习者的文化特征
- Activating HL learners' motivation 激发继承语学习者的学习动力
- Knowing language varieties of HL learners 了解继承语学习者的语言多样性
- Translanguaging 跨语言实践
- Teaching vocabulary to HL learners 继承语学习者词汇教学
- Teaching grammar to HL learners 继承语学习者语法教学
- Teaching writing 写作教学
- Teaching speaking 口语教学
- Teaching reading 阅读教学
- Teaching oral comprehension 口语理解教学
- Differentiated instruction for mixed classes (proficiency difference/age gap) 差异化的混合课程教学 (能力差异/年龄差距)
- Utilizing education technology for HL learners 使用面向继承语学习者的教育科技
- Design, evaluation, and adaptation of teaching materials for HL learners 为继承语学习者教材的设计、评估和改编
- Assessing students with effective assessment tools 使用有效的评估工具评估学生

Others 其他 \_\_\_\_\_

**In addition to the survey, it will be very valuable to gain a deeper understanding about the HL teachers' challenges and professional development needs in teaching practices. Are you willing to be interviewed for further research? If yes, please write your email.**

除了问卷调查外,对继承语教师在教学实践中面临的挑战和专业发展需求有更深入的了解也是非常有价值的。请问您是否愿意接受进一步研究的采访?如果是,请填写邮件地址。

Email

## Appendix 4 Interview questions

### Interview Questions (ENGLISH)

#### Part 1 Language teaching background

1. How did you end up becoming a Chinese heritage language teacher? Could you tell me your trajectory of becoming a Chinese heritage language teacher?

#### Part 2 Teaching practices

2. Can you introduce a bit about your students?
  - Probe: Students' language and cultural background
3. Pedagogically, do you think teaching CHL students is different from teaching of HL or L1 students? How?
  - Probe: Have you adopted special pedagogical approach(es) which differentiate(s) from the traditional pedagogical approach(es)? If yes, could you please describe it/them?
  - How do you make instructional goals for CHL students? What do you use for reference?
4. What does your teaching focus on when teaching CHL students?
  - Probe: Which language aspects do your teaching focus on when you teach students who are CHL speakers?
  - Which realm of culture do your teaching focus on when you teach students who are CHL speakers?
5. Do you think it is important to identify CHL students' proficiency level of Chinese language?
  - Probe: If yes, why?
    - How do you assess them?
    - What are the assess methods? Ask for elaboration.

#### Part 3 Challenges and actions taken

6. What challenges do you encounter in your teaching practices in general?
  - Probe other possible challenges, for example:
    - the language itself
    - student subject (cultural difference, proficiency and age gap, motivation)



- pedagogical skill
- teaching resource

7. What efforts have you made to cope with the challenges above?

- Probe: So far, what have you done to improve professional competence?

#### **Part 4 Professional development need**

8. Are you interested to learn more teaching methods or pedagogical approaches that target at CHL students?

- Probe: Which aspects in specific do you want to learn? Why?
- In what way(s) do you want to learn the knowledge/skills above?

9. Do you have further questions or comments about the interview or the interview content?

### **Interview Questions (CHINESE)**

#### **第一部分 语言教学背景**

1. 您是怎样你是如何成为一名中文继承语教师的? 您能告诉我你成为一名中文继承语教师的轨迹吗?

#### **第二部分 教学实践**

2. 请您能介绍一下您的学生吗? (探究:学生的语言和文化背景)

3. 在教学上, 您认为教中文继承语的学生与教以中文作为外语或为母语的学生有不同吗? 如何不同? (探究: (1) 您是否采用了有别于传统教学方法的特殊教学方法?如果有, 你能描述一下吗? (2) 如何制定汉语教学目标?你用什么作为参考?)

4. 中文继承语的学生时, 您的教学侧重于什么? (探究:当您教授中文继承语的学生时, 您的教学侧重于哪些语言方面?侧重哪块领域的文化?)

5. 您认为确定汉语学生的汉语熟练程度是否重要? (探究:如果是, 为什么?您是如何评估他们? 评估方法具体有哪些?)

#### **第三部分 挑战及措施**

6. 您在教学实践中遇到过哪些挑战? (探索其他可能的挑战, 例如: (1) 语言本身 (2) 学生科目(文化差异、能力与年龄差距、动机) (3) 教学法技能 (4) 教学资源 等等)
7. 您做了哪些努力来应对上面的挑战? (探究: 到目前为止,您做了什么来提高专业能力?)

#### **第四部分 专业发展需求**

8. 您是否有兴趣了解更多针对中文继承语学生的教学理论或教学方法? (探究:您想具体学习哪些方面? 为什么?你想通过什么方式学习以上知识/技能?)