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Chinese Heritage Language Education in Canada
Current Issues, Challenges, and
Proposed Teaching Approaches

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Abstract

In Canada, the number of Chinese heritage language (CHL) learners has increased rapidly due to more and more immigrant families moved to the country from Mainland China, Taiwan and Hong Kong in the past few decades. Language loss become a major issue to Chinese heritage communities in generations 1.5, 2.0 and 3.0. Thus, the development of CHL education becomes a crucial subject matter for retaining Chinese language. In order to overcome the impediments of CHL education development, Chinese teachers of teaching Chinese as foreign/second language (TCFL/TCSL) need to get deeper understanding of the current issues of CHL learning and teaching in Canada at first; and then, try to find solutions of the issues by applying appropriate teaching approaches, designing proper curricula and preparing relevant course materials. CHL learning experiences can be fun, interesting, interactive and relevant for students to be interested in and willing to keep on learning.

This dissertation aims to (1) find out Chinese parents and teachers' opinions of CHL learning and teaching in Ottawa via survey; (2) understand current issues of Canadian language policies and school system to HL education development, problems of CHL teaching materials, and obstacles to teachers and CHL learners; (3) identify challenges to CHL learners, Chinese teachers, and educators who are responsible to choose or prepare teaching materials; (4) clearly define the objectives of CHL education and appropriate teaching approaches according to CHL students' needs; finally, (5) provide CHL sample curricula and teaching plans of elementary, middle and high schools.

論文撮要

在過去的幾十年中，由於越來越多的中國、香港及台灣的家庭移民去加拿大，學習中文的年輕華裔學生的數目在不斷地上升。可是，語言遺失的情況於第一點五、第二及第三代的華裔學生當中卻十分普遍及嚴重。因此，漢語承傳語言 (Chinese Heritage Language, CHL) 教育的發展成為華人群體保留漢語的關鍵課題。為了克服漢語承傳語言教學上的困難，對外漢語 (Teaching Chinese as Foreign Language, TCFL) 或漢語作為第二語言 (Teaching Chinese as Second Language, TCSL) 的中文教師們首先要對目前加拿大漢語承傳語言的學習和教學問題有深入的瞭解，再根據這些問題嘗試以恰當的教學方法、合適的課程編排及與學生生活環境相關教材去一一解決。漢語承傳語言的學習經驗可以是愉快的、有趣的、互動的及有意義的，從而使華裔學生對學習漢語產生興趣並且願意持續地學習。

本篇論文將首先（一）藉著問卷調查，瞭解目前渥太華的華人父母及中文老師對漢語承傳語言的學習及教學的意見；（二）詳細瞭解加拿大政府對傳承語言 (Heritage Language, HL) 教育發展的語言政策及學校制度上的問題、漢語傳承語言的教材以及教師與學生們所要面對的困難；然後，（三）找出華裔學生、漢語教師及編輯教材的老師或編輯者所要面對的挑戰；（四）就華裔學生的需要訂立教學目標，並提出適合的教學法，並且（五）為小學、初中及高中課程提供課程內容編排的樣本。

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1. Introduction

Canada is a multicultural country, heritage language (HL) education is crucial to the development of a multicultural society and country. Linguistic diversity in Canada, as elsewhere, is closely connected with its political, social, and educational history, policies, and initiatives – as well as events leading to the migration of those seeking better or safer lives. Successive waves of immigration to Canada have comprised newcomers whose languages have facilitated communication within their Canadian ethnolinguistic groups and beyond, and have contributed not only to Canada's ethnic vitality and identity (Jedwab, 2014), but also to the society and education's functioning as a whole. (Duff & Becker-Zayas, 2016)

Chinese language, including Mandarin and dialects (such as Cantonese, Hakka, Taishanese, etc.), ranks third in Canada (after the official languages English and French) in terms of number of self-identified home-language speakers according to the report of "Statistics Canada 2011". In the report of "Canada Population 2016" from the World Population Review: "English and French are the official languages of Canada. In 2006, 59.7% of Canadians reported that English was their first language and 23.2% reported that French was their first language. The only other language in Canada that is the mother tongue of more than a million people in Chinese."

In early 20th century, the majority of Chinese newcomers to Canada were from Hong Kong and Taiwan, the dominant Chinese languages were Cantonese and Taiwan Mandarin (also called Guoyu [國語]). In the 21st century, People Republic of China (PRC or Mainland China) has taken over as the largest source of Chinese immigration. In the 2002 statistics report from the Citizenship and Immigration Canada, the PRC has supplied the biggest number of Canadian immigrants since year 2000, it was over 30,000 immigrants per year,

accounted for 15% of all immigrants to Canada; and, there is no sign of slowing down. In addition, the increasing visibility and economic and political influences of China; the affordances of new, high-speed and low-cost information and communication technologies that allows people to connect with Chinese communities and languages conveniently; the financial means, political will and efforts that Chinese communities can mobilize in support of CHL education. These factors cause more and more CHL learners and English/French native speakers are interested in learning Chinese language, especially the official language of PRC, Putonghua (普通話).

For the demand of large number of CHL learners from kindergarten to university (K-16) in Canada, and the necessity of CHL learning, retention and maintenance, I decided to do the research on the Chinese Heritage Language Education in Canada.

In order to understand the current learning and teaching situations of CHL, I have prepared a survey of CHL education with two questionnaires, one for Chinese parents and one for Chinese teachers, and distributed in Chinese community of Ottawa where I am going to settle down. I sadly found that many children have stopped learning Chinese in teenage year. Some of them have learned Chinese for years but still cannot reach good language proficiency, and most of them cannot read and write. Chinese language suppose is the first language of CHL learners, unfortunately they are not quite interested in learning it.

Why do so many young CHL learners in Canada not learn, use and retain Chinese language? What can it bring to our efforts if we conduct this survey and organize our knowledge in this dissertation? How do Canadian federal and provincial governments support the HL and CHL educations? Which approaches to Chinese teaching and socialization should be adopted in

schools (community and mainstream) to support CHL learners' linguistic, culture and traditions? What kinds of teaching materials should be used to represent Chinese language and literacy forms, ideologies, genres, topics, and interests that are relevant to CHL learners? Is there a Canada-specific way of dealing with the CHL education?

In the beginning of this dissertation, I will describe the results of the survey and findings. Then, the research will reveal the current issues of HL or CHL education development in Canada from different aspects. Afterwards, the challenges of CHL learning and teaching for both students and teachers will be addressed. Finally, the CHL teaching objectives, teaching approaches, and three sample curricula of elementary, middle and high schools will be provided as an example.

I do hope the research of this dissertation will be put into practice in my future teaching career in Ottawa, and also be beneficial to Chinese teachers of TCFL/TCSL.

2. Survey of Chinese Heritage Language Education in Ottawa

This survey aims for understanding young and adolescent CHL learners' Chinese learning experiences in Ottawa, parents' opinions to CHL education, and point of view from Chinese teachers and their needs. I have prepared two questionnaires (enclosed in Appendix), one for parents and one for Chinese teachers. There are 10 feedbacks from eight Chinese families and two Chinese teachers have received, involving 17 children from age 5 to 18.

2.1 Feedbacks from Parents and Findings

	Description	Results or Feedback
1.	Family Origin	Hong Kong: 4 families Mainland China: 4 families
2.	Immigrated Years	10 – 27 years
3.	Language in Home	Cantonese: 38%; Mandarin: 23% English: 31%; French: 8%
4.	Age of Children	from 5 to 18 years old
5.	Number of learning years	from 1 to 11 years
6.	Age at which learning begins	4 to 6 year old
7.	Still learning now?	Yes: 47%; No: 53% children are learning: from age 5 to 15 children are not learning: from age 11 to 18
8.	Children's speaking proficiency	Good: 47%; Fair: 35%; Poor: 18%
9.	Children's reading and writing proficiency	Good: 6%; Fair: 24%; Poor: 59% Inapplicable: 11%
10.	Parents' expectation to children's language proficiency	Can understand: 39% Can speak fluently: 33% Can read: 22% Can write: 0% No expectation: 6%
11.	The importance of retaining Chinese language and culture	Very Important: 50%; Quite Important: 50% Not Important: 0%

12.	Do children have rich contact with Chinese elements in home?	A lot: 38%; Some: 24% Few: 38%; None: 0%
13.	Is the curriculum in school suitable to children?	Yes: 63%; No: 25%; Inapplicable: 12% Why not: - Hope it will be much more fun and interesting. - Can be more difficult as students who graduate from Grade 8 in Chinese school may not be able to write a simple passage or read newspaper articles.
14.	The difficulty of the textbooks	Difficult: 25%; Suitable: 13%; Easy: 50%; Inapplicable: 12%
15.	Do the topics of textbooks relevant to Children's daily life?	Most: 0%; Some: 50%; Few: 38%; Inapplicable: 12%
16.	Reasons that cause Chinese students to quit learning.	- No or few opportunities to use the language. - Too difficult to learn. - It is not applicable to their daily life. - They don't like the language. - Hard to learn, speak Cantonese at home. It is different from Mandarin that is learned in school. - Time consuming for committing, student may not learn much. - Parents do not have time to foster children's interests in Chinese language and culture.
17.	The key factors to encourage CHL students to keep on learning.	- Can be used at work and daily life. - Peers at Chinese school, environment, and read more Chinese books. - Encouragement from parents. - Watching cartoons, something more fun and interesting.

	- Telling children that Chinese is a very important language; as Chinese, we should be proud of our culture and know the language. - Knowing another language and the continuation of Chinese culture.
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Findings:

- (1) Most of families speak Chinese (Cantonese or Mandarin or both) at home, some mix with English. Over half of the children have home environments with some or rich Chinese elements.
- (2) CHL students began learning the language at young ages (4-6 years old) and throughout adolescent period, but less than half of them can speak fluently and most of them are unable to read and write. There are two adolescents were born in Mainland China, their speaking proficiency were rated very good, one's reading and writing proficiency was rated good.
- (3) 9 out of 17 children have stopped learning Chinese, and they are all in adolescent period from 11 to 18 years old.
- (4) Parents' expectations to children's language proficiency are in listening, speaking and reading aspects, none of them expects their children to write Chinese. This is probably the reason why their children cannot write, especially those who were born in Canada. However, all parents think Chinese language is very or quite important to their children.
- (5) Most of the parents think that the curriculum at school are suitable for their children but the textbooks are either difficult or easy. All parents think that the topics of textbooks are somewhat or even few relevant to children's daily life.
- (6) Parents think that the main reasons of CHL students quit learning Chinese are:
 - a) Chinese language is difficult to learn,
 - b) children have few opportunities to use the language,

- c) children are not interested in learning the language,
 - d) the dialect (i.e., Cantonese) spoken at home is different from Mandarin that is learned in school, and
 - e) parents do not contribute enough time or effort to foster their children's interests in learning Chinese.
- (7) Parents think the factors that can encourage children to keep on learning are:
- a) the influence of peer in Chinese language school,
 - b) encouragement and support from parents,
 - c) fun and interesting learning experience,
 - d) having environment to use the language,
 - e) telling children that it may be an advantage at work in future career, and
 - f) telling children that it is a continuation of Chinese culture and should be proud of it as a Chinese.

2.2 Feedbacks from Teachers and Findings

	Description	Results
1.	Teacher's origin	Both teachers are from Hong Kong
2.	Teaching years	one for 12 years; one for 3 years
3.	Teaching language/dialect	Mandarin and/or Cantonese
4.	Writing script	Traditional Chinese Characters
5.	Grades	Kindergarten and Elementary
6.	School	Public School
7.	Number of CHL students in the class	One teaches half class of CHL students (mixed with non-CHL students) One teaches CHL students only
8.	CHL students' language proficiency in general	Some are good, some are average.
9.	Are CHL students interested in learning Chinese?	Few are interested in.

10.	Where do the teaching materials from?	- Taiwan - Prepared by teacher - Online materials
11.	The difficulty of the teaching materials	Both think the materials are difficult.
12.	Do the topics of textbooks relevant to students' daily life?	One teacher rated "Most are relevant". One teacher rated "Irrelevant".
13.	Does the curriculum suitable for CHL students?	Both teachers rated "No.". Comment: Too difficult and too much recitation.
14.	Does the teacher get enough supports from parents or school?	One teacher rated "Yes", parents assisted children to revise, and school provides support. One teacher rated "No" without comment.
15.	The most difficult aspects in teaching CHL students Chinese.	- Homework - Supports from parents - Explaining Chinese characters - Application in daily life
16.	The advantage of learning Chinese for CHL students	- It's good for their future career.
17.	The reasons why CHL students quit learning Chinese?	- It is difficult to learn. - They don't have enough opportunities to apply or use the language.
18.	The key factors to encourage students to keep on learning.	- Providing opportunities for students to use the language. - Feeling of success. - Emphasizing on speaking and communication rather than writing.

Findings:

- (1) Both teachers think that most CHL students are not interested in learning Chinese language.

- (2) They both think that the materials (from Taiwan) are difficult to the students, and the curriculum in school is not suitable because of having too much recitation. They both prepare teaching materials on their own, one also uses online materials.
- (3) The difficulties in Chinese teaching are: assigning homework, getting supports from parents, teaching Chinese characters and having opportunities to practice the language in students' daily lives. And, they both agree that the language is difficult to learn and students do not have enough opportunities to use the language.
- (4) The factors that encourage students to keep on learning are: providing opportunities for students to use the language, the feeling of success in learning, and emphasizing on communicative competence.
- (5) There are two aspects that two teachers have given quite different feedbacks:
 - a) Regarding to the relevant topics to students' daily lives, the teacher who teaches CHL class thinks that most topics in the textbook are relevant, but the teacher who teaches mixed class thinks that the topics are irrelevant.
 - b) About getting enough supports from parents and school, one thinks she has got supports from parents and the school but the other thinks she has not.

From the feedbacks of the questionnaires, we have an idea about the current situation of CHL learning and teaching in Ottawa. There are some findings regarding curricula and teaching materials, family expectations, obstacles to young and adolescent CHL learners, and challenges in CHL teaching. In the next section, the current issues of CHL education in Canada from five different aspects will be illustrated in detail, the findings of this survey will be referred again.

3. Current Issues of Chinese Heritage Language Education in Canada

Before getting into details of teaching CHL, I think it is very important to have a clear and deeper understanding of Canadian education system, language policies, backgrounds and characteristics of CHL learners. In this section, we will look at the current issues from five different aspects that impact HL/CHL education development in Canada, they are (1) education and language policies, (2) school system, (3) teaching materials, (4) family expectations, and (5) the obstacles to CHL learners.

3.1 Education and Language Policies

Canada distinguishes between its official languages (English and French) and its non-official languages, i.e., heritage languages (such as Spanish, Punjabi, and Chinese), and indigenous or Aboriginal languages (such as Cree and Inuktitut). The distinction stems primarily from each language's history or provenance, and also from federal and provincial language education funding and policy (Burnaby, 2008; Duff & Li, 2009). The official bilingualism and multiculturalism policies enacted in the 1970s privileging English and French have projected a somewhat ambiguous message to newcomers: Cultural diversity is welcomed, but proficiency in English or French is valued, supported, and expected (Duff, 2008). Since 1971, Heritage Language (HL) learning, teaching and research have been important areas of applied linguistics in Canada when a national multicultural policy was implemented (Jedwab, 2000; Pendakur, 1990).

Constitutionally, the federal government has jurisdiction over Aboriginal matters and the three territories (Northwest Territories, Nunavut, and Yukon), the ten provinces (Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, Prince Edward Island, Quebec, and Saskatchewan) over education, responsibility for

immigration is shared. However, there is considerable government funding dedicated to English or French education, particularly for second-language learners. For HL education, lack of funding causes the dearth of proper educational resources, such as well-trained teachers, well-structured curriculum, updated teaching materials, insufficient duration and intensity of lecture hours, and insufficient opportunities to use the language outside of classrooms. Finally, HL learners tend to shift to use one of the official languages in homes, schools and daily lives (Duff & Becker-Zayas, 2016). This issue is also shown in the “Survey of CHL Education in Ottawa” regarding the teaching materials and insufficient opportunities to use the Chinese language.

By federal legislation and policies, in 1969, Royal Commission on Bilingualism & Biculturalism suggested that languages other than English and French be incorporated into the public elementary school curricula. In 1971, the federal government declared a national policy of “Multiculturalism within a Bilingual Framework”, it pledged to promote respect and support for all of Canada’s languages and cultures. However, education being a provincial responsibility, the federal government could not legislate on it directly. In 1977, the federal government created the Cultural Enrichment Program. It included support for the teaching of non-official languages, primarily to children of communities where the target language was a heritage language. Extensive and vitriolic resistance from public opinions to the establishment of HL classes at public expense developed (Cummins & Danesi, 1990, ch. 3). Since 1977, some programs have been associated with the schools and at least partially publically funded, and new ones have been created in the schools, but most remain non-academically-recognized add-ons, according to Canadian Education Association (1991). In 1988, “The Multicultural Act of Canada” states that it is the policy of the Government of Canada to “facilitate the acquisition, retention and use of all languages that contribute to the

multicultural heritage of Canada.” Even so, HL programs were never associated with fiscal support for official language training programs. In this case, from the 19th century, some immigrant communities and groups organized and funded non-official language classes or private multilingual schools for their children.

HL maintenance and education have aroused suspicion and even hostility by those who question why public funding and support should be expended for minority languages rather than majority ones, with the exception of French in Anglophone Canada for Francophone minorities. (Burnaby, 2008; Duff, 2008; Ricento & Cervatiuc, 2010). The balance between “multiculturalism” (or “cultural diversity”) and “unification of the whole country” becomes a critical issue to HL education. On the social and political levels, the debate continues on advisability of maintaining multiculturalism: Should Canada encourage immigrants to maintain their own identity, language, and culture?

Recently, some Canadian scholars have begun to argue more forcefully for pedagogical and policy support of societal multilingualism through mainstream education. One critical recommendation is that more legitimate “space” be provided for languages in the curriculum. Such “institutionalization” and “mainstreaming” of HL education through activities developing student’s multilingual literacies, metalinguistic awareness, and identities are designed to benefit all students, not just HL learners (Cummins 2005, 2014; Cummins & Early, 2011; Naqvi McKeough, Thorne, & Pfitscher, 2013). Language policy in some jurisdictions and curriculum documents have in recent years stated that language course taught for credit at schools should be for non-HL students. Unfortunately, according to this policy, HL students are precluded from building on their own linguistic backgrounds and

culture in school curriculum. This is another curial issue that discourages all HL learners learning their heritage languages.

3.2 School System

According to the booklet of “Heritage Language Program in Canadian School Board”, the Canadian Education Association (CEA) has set out to sample the school boards across Canada to see what (if any) HL programs they offer, how they schedule them, who teaches, who pays for the bus, what the advantages are, what the disadvantages are, etc. A survey of provincial legislation, regulations, policy, program and funding supportive of HL instruction in the schools in Canada in 1990 begins the report.

In this survey, there are three provinces provide and fund HL programs, they are Quebec, Ontario, and Manitoba. In addition, from the report of “Heritage Language Education (A Policy Document January 1994)”, shows that Saskatchewan provincial government highly supports the HL education in in-school and out-of-school course and programs with clear vision and implementation plan.

Inherent in federal and provincial legislation and policies, HL programs are not provided by some provinces in mainstream schools, especially in areas where are little immigration (e.g. the Atlantic regions), the degree of support from provincial governments are varied and highly depends on the ratio of immigrant population.

Some provinces do provide HL courses and programs in public or mainstream schools; however, it reported that school administrators face problems in programming and staffing, and in supervising instructors who speak languages they do not understand.

In mainstream education contexts (K-16), it is often assumed that teaching methods, materials and objectives developed for “foreign language” learners of Chinese are appropriate for learners from Chinese backgrounds (Li, 2008), denying who they are, in terms of their immediate living environment, experiences, language, and cultural background. In this case, the curricula become too easy and boring to them. In contrast, private or weekend Chinese language schools, it happens that the teaching methods, materials, and objectives are often developed for native speakers of Mandarin in Chinese-speaking countries, showing little recognition of CHL learners’ lives and cultures in Canada; thus, providing of limited relevance to them and driving students away from learning Chinese.

In the “Survey of CHL Education in Ottawa”, both Chinese teachers think that the current curriculum are not suitable to CHL learners [refer to Section 2.2, Findings (2)]. And, the feedbacks from parents on the difficulty of textbooks are either difficult or easy, all of them rates the contents of textbooks are some or few relevant to children’s daily lives [refer to Section 2.1, Findings (5)]. These findings show that the problem mentioned in the previous paragraph does exist currently.

3.3 Contents of Teaching Materials

Due to the rise of Mainland China, perceptions and sensibilities regarding to the economic significance and soft power of Mandarin-speaking Greater China becomes a key factor of CHL education. The active engagement of Mainland Chinese and Taiwanese governments in promoting Chinese language education by supplying teachers and textbooks for CHL teaching and providing other instructional opportunities (Duff and Li 2013).

From the researches of Curdt-Christiansen (2008), Jiang (2010) and Chiu (2011), the Chinese textbooks used in CHL education in British Columbia and across have received scrutiny and critique because of the reified and narrowly limited Chinese subject positions they offer to students. Materials from Taiwan emphasize the ideologies of filial piety and familism in the content of textbooks, whereas materials from Mainland China emphasize on perseverance, diligence, seniority (respect for elders), modesty, education, knowledge of classic texts and proficiency in Chinese, grand nations of the Chinese motherland that are portrayed in Chinese media and curricula, full of celebrated thinkers and iconic monuments and landmarks that students are expected to embrace and from which they are expected to gain inspiration, are assimilated into Chinese language classes. Obviously, these types of contents conflict with the mainstream educational and social contexts or experience in CHL students' lives as Chinese-Canadian identity; the contents are uninteresting to the students because it is irrelevant to their daily lives and Canadian culture even though some of the topics may represent important aspects of Chinese historical and cultural knowledge.

Moreover, in Chiu's textbook study, she argued that the very dull, pedantic, authoritarian nature of CHL textbooks socialized students into "closed discourses" and identities, offering no alternatives, no critique, no discussion and no contextualization or possibility of third spaces or cultural hybridity for generation 1.5 immigrant Canadians. To make matters worse, these messages are often delivered through very traditional teaching methods by well-meaning but untrained, foreign-educated volunteer teachers or parents, driving many children and youth away from CHL education and language retention (Duff & Li, 2014).

In the "Survey of CHL Education in Ottawa", a teacher has commented that there is too much recitation required that is not suitable to the CHL students [refer to Section 2.2, Findings (2)].

Both teachers have mentioned that CHL students mostly are not interested in learning Chinese [refer to Section 2.2, Findings (1)]. The teaching approaches and contents of the teaching materials can be reasons to lower students' interests in learning.

Another issue is: the different Chinese writing script systems. The writing script of textbooks from Taiwan is in Traditional Chinese Characters (currently used in Taiwan, Hong Kong and Macau); the textbooks from Mainland Chinese are in Simplified Chinese Characters (used in Mainland China and Singapore). There are some textbooks (published in Hong Kong and Mainland China) shown both types of Chinese scripts but the learners might get confused using these books, especially the beginners. There is always a debate on learning and teaching Traditional or Simplified Chinese Characters.

3.4 Family Expectations

With respect to immigrant HLs in Canada, the commitment of parents and communities to the preservation of their familial languages and cultures has remained reasonably strong in the late 20th and early 21st centuries, although that does not necessarily result in HL retention by younger generations (Duff 2007, 2008). Despite all education and language policies and school system issues, Chinese immigrant parents play the key roles of CHL and cultural maintenance at home. Many immigrant parents are nevertheless deeply committed to facilitating their children's mastery of dominant or official languages and may believe strongly that focusing on the first language (L1), HL will impede that goal, despite research to the contrary (Duff 2007). In mainstream schools, there are cases that immigrant parents were encouraged by teachers to abandon the use of first language at home to speak only English or French, so as not to confuse the child. In contrary, modern research has shown that

children can learn many languages, that learning one language does not crowd out another, but rather leads to increased facility in others.

The decisions and choices of parents on choosing which languages to cultivate in their children are depended on their familial migration histories, trajectories, and various circulating ideologies or discourses that children and their families encounter. In the CHL language socialization research of G. Li's (2006) explored differences of three young CHL elementary-school children. The first Canadian-born child whose parents came from Hong Kong, they refused to acknowledge knowing Chinese at his public school, spoke English exclusively at home and at school. The second Chinese child whose parents came from Mainland China and wanted to keep their options open for returning China in the future. They therefore insisted their child learning Chinese in order to have a solid foundation in Chinese language and literacy, and they also valued the child's development of English proficiency. The third Chinese child was from a trilingual family (Cantonese, Mandarin and English) from Hong Kong, since his older brother had struggled of English in school, the parents' expectation regarding the young boy's Chinese language and literacy attainment was relatively low, he attended Chinese language school for few hours a week, spoke English and read English books for leisure, he made little progress in Chinese apparently. In these three cases, we can see the importance of parents and family expectation to impact CHL learners retaining their heritage language.

In the "Survey of CHL Education in Ottawa" of this paper, there is a strong evidence showing the relation of parents' expectation and their children's language proficiency. Almost all children's writing proficiency are poor whereas parents do not expect their children be able to writing Chinese even though all parents think Chinese is important [refer

to Section 2.1, Findings (4)]. And, some parents know that the importance of supports and encouragements on fostering children in language learning interests [refer to Section 2.1, Findings (7b)].

3.5 The Obstacles to Chinese Heritage Language Learners

In the “Survey of CHL Education in Ottawa”, parents and teachers has mentioned that young CHL learners are not interested in learning Chinese. More than half of children in adolescent period (from age 11 to 18) have quitted learning Chinese [refer to Section 2.1, Findings (3)].

In fact, young CHL learners often resist going to weekend CHL courses or being taught in homes, and they shift from Chinese to English or French upon entering public schools, if not before. Peer pressure in childhood and early adolescence in the Anglophone or Francophone dominant environments involves participating in recreational and discursive activities mediated by English or French and developing identities as English or French speakers with deep roots in contemporary local Anglophone or Francophone culture (He, 2006, 2008, 2010). Young Generation 1.5, 2.0 or 3.0 Chinese may feel less affiliated with their heritage language and with its traditional culture, dispositions and values; given the non-Chinese mainstream immediate environment, they may have more prestige and power and find greater resonance, acceptance, and affiliation. This is the main obstacle to young CHL learners.

Some CHL students speak different Chinese dialects at home, such as Cantonese, Hakka, Shanghainese, Fujian dialect, etc. Learning Mandarin seems like learning a new language to them, and they may not have any opportunity to practice the language after school. There is a same case in the survey of this paper as well [refer to Section 2.1, Findings (6d)]. On the other hand, learning Chinese writing script is the most difficult part to the young CHL

learners. Generally, native Chinese students learn Chinese characters through copying many times as homework and having dictations regularly in the class. They have environments to read and write Chinese characters in their daily lives. However, the traditional Chinese teaching approach to native-speakers may not be suitable to CHL learners, especially younger children. Most of them don't like having homework, copying characters repeatedly, and doing dictation regularly. This issue is also mentioned by the teachers in Ottawa in the survey [refer to Section 2.2, Finding (3)].

Insufficient opportunities to use the language is another key obstacle of young CHL learners. Even though CHL learners have home environments with certain Chinese elements, parents and teachers both think that are not enough for the children to obtain language proficiency [refer to Section 2.1, Findings (1) & (6b) and Section 2.2, Findings (3)].

4. Challenges of Chinese Heritage Language Learning and Teaching

After understanding the limitation of education and language policies to HL education in Canada, the current issues of school system and contents of CHL teaching materials, the importance of parents' roles and family expectations, and the obstacles to young CHL learners in previous section. Now, it is time to proceed and identify the challenges for CHL learners, Chinese teachers, and educators who prepare the teaching materials of CHL curricula.

4.1 Young CHL Learners' Identity, Motivation, Agency and Autonomy

As mentioned in Section 3.5, there are some obstacles to young CHL learners to learn Chinese language continuously from children throughout adulthood. According to the researches from Chiu and Curdt-Christiansen, to the young CHL learners, the CHL researches mostly focus on the children's emerging oral and literate practices, repertoires, and the texts and cultural themes (Chiu 2011; Curdt-Christiansen 2003, 2008). Their motivation, ethnicity, and identity often categorized as social-psychological or affective variables. However, young CHL learners' identity, motivation, agency and autonomy are the crucial factors of learning attitude, and become a challenge of CHL education.

CHL learners in classes often include Generation 1.5, 2 or 3 students, some may have certain exposure to Chinese language or dialect(s) in homes, but not all of whom have had previous home-language exposure to any variety of Chinese (Li & Duff, 2008). It means that they may have different Chinese proficiency levels, speak different dialects, have different political, social and cultural backgrounds with different learning purposes and goals. It is important for Chinese teachers to identify CHL learners' identification with the heritage culture and

language in order to understand ongoing emotional and intellectual investments in language learning and acculturation, as well as socialization.

Motivation is an important factor to keep students ongoing learning. According to Tasker (2012), the current treatments of motivation influenced by complexity and dynamic-system science, examine interactions between the individual learner (including motivation, cognition, and emotion) and the social learning environment, both of which are constantly changing and co-adapting together. It emphasizes the situated, organic individual, and the dynamic nature of motivation and its relationship to one's sense of self. The construct of ideal self is the kind of person the CHL desires to be in term of the heritage language and culture, and not just his/her sense of obligation to be a particular type of person.

Identity, in term of ethnicity, gender, language, and sense of self, has been at the center of motivation studies (Norton 2000). Sociologists might be interested in externally observable or reportable aspects of identity performance, such as social networks and institutions that CHL learners attend to (for example, Chinese churches, language schools, community and home traditions, etc.), whereas social psychologists have designed a survey and interviews to uncover invisible, internal psychological or emotional attachments to language and culture. Based on Duff (2012), a new understanding of desire, voice, and identity in language learning takes into account learner *agency* to a great extent.

Agency, typically to the Chinese-background adolescents and young adults, they have more agency and autonomy with respect to their language learning decisions, behaviors, and identities, unlike the young children of Chinese descent whose parents usually make the

choice for them. In the “Survey of CHL Education in Ottawa”, 9 out of 17 children has quitted learning Chinese, it shows their agency with respect to the learning decisions.

Chinese teachers of TCFL/TCSL have to realize the CHL learners’ motivation, identity, agency and autonomy is crucial in teaching. It helps on understanding students’ needs and purposes of language learning, guiding them to establish their identities, motivating them to have interests in their heritage culture and language, and designing and adjusting teaching approaches and goals according to learners’ needs.

The challenge of a high quality CHL programs and Chinese language learning is the constructs of positive self-determination, self-esteem, identity, agency, and autonomy that are strongly associated with deep and enduring satisfaction of learning experience. From the survey of CHL education in Ottawa, one teacher has mentioned about students’ “feeling of success” that has concluded this point.

4.2 Chinese Language Teachers’ Identities and Challenges

From Dr. Duff’s research of “Language Teachers’ Identities and Socialization” (2016), it has mentioned two particular sets of factors to language teachers:

- personal biography that includes attributes and alignments connected with constructs as gender, sexuality, race, language proficiency, professional experience and expertise, age, physical stature, personality, etc.;
- local socio-educational contexts that includes policies, curriculum, programs, teaching practices, qualifications, and circulating ideologies about what constitutes good or preferred language teachers.

Language teachers' subjectivities and sense of who they are in relation to their histories, educational practices, as well as the social dimensions of their lives are the most important factors. In this section, we will have a detailed explanation of Chinese language teachers' identities and challenges, especially for teaching CHL learners.

As Chinese language teachers of CHL learners, in my view, should have the characteristics of open-minded, anti-racist, empathetic, being flexible, playful, well-informed social studies specialists and citizens, well-equipped with historical and cultural knowledge of both China and Canada, and also, having world views. The teachers' identities can change in new contexts of communities, for example, different policies and ideologies, different students' profiles, new curriculum, new content, new colleagues or administration, or different expectations and expected behavior as a Chinese language teacher. In other words, teachers should be negotiated, flexible and socially produced in particular social contexts, and naturally changes over time as well. If a teacher envisions oneself gaining experience and expertise that will position him/her differently in the future, such desires of oneself as highly skilled or inspiring teacher in the future may also affect the current status and activities in various ways as s/he works toward the goals positively. Being flexible and positive is the key quality of a teacher which conflicts to the traditional Chinese teacher's identity and teaching approaches.

There is another challenge to language teachers due to multidirectional aspects (Duff, 2016), such as socialization, formation, and expression of professional and other social identities and practices. Learners, parents, colleagues, and administrators may also attempt to socialize with Chinese language teachers into specific practices and dispositions according to their own values, biases, and perceived needs; yet, teachers themselves may have their own aspirations

and visions of who they are and as members of their various communities. This may cause conflicts among different parties.

On the other hand, in classroom, how can Chinese language teachers support the development of CHL students' identities, dispositions, and academic possibilities through both explicit and implicit socialization? How can teachers create a fun and interesting classroom atmosphere with appropriate teaching materials and realia for boosting up CHL learners' learning interests? Do they realize teacher-learner discrepancies vary across students of different cultural background before hand? How can they support and hold accountable for developing resources necessary? What can be done to retain learners' motivations and encourage them to achieve their goals? How the classes can be conducted evenly with formal language learning and communication-oriented learning strategies? These are the challenges to Chinese language teachers in teaching.

4.3 Preparation of Curricula and Teaching Materials

From section 3.3 and the survey of CHL Education in Ottawa, we have seen the current issues in relation to contents of teaching materials. The materials that are used currently should be updated and revitalized especially fit to CHL learners with their Canadian living environment. These involve changes of topics, tapping into new media, pop culture, digital technologies and other engaging tools. In this section, the challenges of designing curricula and instructional materials will be taken into account.

When planning curricula for CHL learners, it is a challenge to Chinese language teachers taking into account CHL learners' needs in setting appropriate learning objectives, designing class activities, deciding writing script (Traditional or Simplified Chinese Characters),

preparing realia, developing learning strategies for students and applying appropriate teaching approaches. Meanwhile, they also need to determine when should be a good timing to inject Chinese cultural elements into the curriculum and how to encourage CHL learners to integrate the cultural elements into their daily lives in Canada.

From current ready-to-use textbooks, CHL teachers should be able to wisely choose topics which must be included in the curriculum and which can be eliminated for CHL learners based on students' needs, backgrounds, and immediate environments. However, for most of the time, I think, CHL teachers may need to prepare the instructional materials on their own due to lack of proper resources designed for CHL learners. The two Ottawa teachers have done it so. In this case, teachers have to decide what Canadian cultural elements can be added into the curriculum, in what areas that CHL learners may be interested in more, and how can the tailor-made materials and exercises assist students to acquire four skills (listening, speaking, reading and writing) comprehensively. These are the challenges to CHL teachers, especially to novice teachers.

In this section, we have learnt the challenges to CHL learners, Chinese language teachers, and teachers or educators of designing curricula and instructional materials and resources. The most important points that should bear in mind are: (1) understanding the CHL students' needs; (2) be aware of the possible disparities between Chinese language teachers and CHL students with different Chinese cultural and backgrounds; (3) carefully choosing or designing appropriate and relevant teaching materials and realia that meet students' needs and teaching goals; (4) developing targeted teaching and learning strategies to assist students to be successful in CHL learning for maintaining their motivations and confidences to overcome the obstacles and challenges in learning.

5. Proposed CHL Teaching Approaches and Curricula

In this section, we will set the objectives of CHL curricula, look at the factors that should be taken into account while teachers or educators design the curricula, and recommend appropriate teaching approaches, and provide three sample CHL teaching plans of elementary, middle and high schools as examples.

5.1 Principles and Objectives of CHL Curricula

The objectives of CHL curricula are based on the Common Curriculum Framework (CCF) which is developed by Western and Northern Canadian Protocol (WNCP) in 1999. The framework is being used at provincial and local levels in Alberta, Manitoba and Saskatchewan in redevelopment of existing programs (Ukrainian and Spanish) of study and in development new courses, Chinese and German are the next high priorities new programs according to WNCP website. According to this framework, the goal is to develop communicative competence in Chinese official language (Putonghua or Mandarin). It corresponds to six principles of effective language learning and four interrelated and interdependent components of the conceptual model as the objectives.

Six principles of effective CHL learning are:

- 1) ***Focus on Meaning***: language learning is more effective when classes are designed with meaningful tasks rather than the language itself. More classroom activities and group tasks are highly recommended.
- 2) ***Focus on Interaction***: students learn Chinese language more effectively when they have ample opportunities to work in small groups on tasks, such as group discussion, presentation, or project, etc.

- 3) ***Focus on Strategies***: Successful Chinese language learners use a number of strategies that help making their learning more effective. For example, guessing strategy while learning Chinese characters by understanding the basic meaning of radicals and character components.
- 4) ***Building on Prior Knowledge***: Students learn effectively through active engagement with tasks that are meaningful to them and within the areas of experience of them, in authentic contexts, using actual tools. Using relevant realia, everyday events and immediate environments as the core teaching targets.
- 5) ***Transfer***: Students can transfer knowledge of their first language and other language they know. To CHL learners, this seems irrelevant but it is not true, they will benefit from awareness of similarities and differences of Chinese and English or French languages.
- 6) ***Language Learning and Culture***: Intercultural competence is an essential element of any language learning endeavor. To CHL learners, knowledge of Chinese culture, history, traditions and customs, values, etc. is key element of constructing their own identity and respectfulness of their heritage language and culture. The way of integrating Chinese and Canadian cultures is definitely an asset for their future career.

The objectives of CHL curricula are based on the four interrelated and interdependent components of the conceptual model:

- 1) ***Applications***: CHL students are able to do with Putonghua, perform the functions and operate the contexts of the language. They will use Putonghua in a variety of situations and for a variety of purposes, such as impart and receive information, express emotions and personal opinions, get things done, deal with interpersonal relationships, extend knowledge of the world, and for imaginative purpose and personal enjoyment.

- 2) ***Language Competence***: CHL students are able to use the knowledge of Chinese, interpret and produce meaningful texts appropriate to the immediate environment. They will use Chinese effectively and competently, such as attend to form, interpret and produce oral and written texts, apply knowledge of the sociocultural context, and know how discourse is organized, structured and sequenced.
- 3) ***Global Citizenship***: Developing CHL students' intercultural competence with both Chinese and Canadian cultures. Students will acquire the knowledges, skills and attitudes to be effective global citizens. This includes learning historical and contemporary elements of both cultures, affirming diversity, and developing personal and career opportunities.
- 4) ***Strategies***: Assisting CHL students learn and communicate effectively and efficiently. Students will know and use strategies to maximize the effectiveness of learning and communication. It benefits to language learning, language use and general learning as well.

These 6-Principles and 4-Ojectives are the foundation of developing CHL curricula.

5.2 Key Factors of Designing CHL Curricula

While designing a CHL curriculum, CHL teachers should keep in mind that CHL learners are different, they are neither real native Chinese speakers nor foreign language learners. They may have home or community environments to access Chinese or Chinese dialects as first language, they have certain backgrounds and knowledge of Chinese culture, but they are brought up in Canadian cultural environment with the dominant language and culture of English or/and French. Their cultural backgrounds and languages are intercultural and mixed. This characteristic affects their learning attitudes, behaviors, preferences and habits.

The following seven factors that should be taken into consideration while preparing courses for CHL learners:

1) *Understanding students' needs and levels of proficiency*

It is very important for teachers to have an idea of students' proficiency levels, needs and expectations beforehand, especially starting a new course. It helps on designing class activities, forming groups, and discourses that teachers will use in the class.

For younger students (age 3 to 6), simple questions related to daily life can be asked in Chinese if possible, such as eating, drinking, colors, family members, numbers, etc.

For example:

- What do you like to eat/drink?
[你喜歡吃 / 喝什麼 ?]
- How many family members do you have? Who are they?
[你家有幾口人 ? 他們是誰 ?]
- What is this? (providing realia, e.g. an apple)
[這是什麼 ?]

For older CHL learners, this can be done through a quick interview in Chinese (or English if it is needed) with following questions:

- Did you learn Chinese before? If you do, for how long? Where did you learn it?
[你以前學過漢語嗎 ? 學了多久 ? 在哪兒學的 ?]
- Can you read Chinese characters? Simplified or traditional characters? About how many characters do you recognize?
[你會看漢字嗎 ? 簡體字還是繁體字 ? 大概認得多少字 ?]

- Why do you wish to learn Chinese?
[你為什麼想學漢語？]
- What is your expectation of this course?
[你對這個課程有什麼期望？]
- What achievement(s) do you wish to make after this course/study-term?
[這個課程 / 學期完結後，你希望達到什麼目標？]
- Please introduce yourself in Chinese briefly.
[請簡單地介紹一下自己。]

From these questions, teachers will have a brief idea of the student's proficiency level, pronunciation accuracy, listening and speaking proficiency, needs, expectations and motivations.

2) *Creating fun classroom atmosphere*

CHL learners' learning preferences and habits are highly influenced by western education style: creative, interactive and positive atmosphere is encouraged. Rote-learning method still can be done if necessary, but in a fun way and should be kept in a short amount of time. It is important for teachers to recognize the impact of classroom atmosphere to students' learning motivation and autonomy. For example, for assisting students to memorize new words or sentence patterns, teacher can provide some Chinese flash cards and separated ones with English meanings on, asking students to take few minutes to memorize, and then mix the cards up, asking students match Chinese words with proper English meanings or put the sentences back in the right order.

For conversational practice, allowing students ask questions of their interested topics and contents, express their own ideas, leaving rooms for them to speak with their own

imagination and innovation. As the teachers, we should be positive, encouraged, and open-minded to the students' opinions or the topics they are interested in. Meanwhile, encouraging students to design and create their own methods to do the learning that they think more effective to themselves, teachers provide advices or reminders if needed.

3) *Inserting cultural and historical elements at the right time*

Normally, the right time for introducing cultural elements is during festival days, such as Lunar New Year (Spring Festival), Qingming Festival, Duanwu Festival (Dragon Boat Festival), Mid-Autumn Festival, Chongyang Festival (Double-nine Festival), etc.

Teachers tell the stories about the festivals, traditions, and even teach students making crafts or special food. For younger CHL learners, these are fun and interesting; however, for older CHL learners, the topics and activities may be well-known and boring.

From teenage age of CHL learners, more cultural and historical elements in depth can be included, such as Chinese dynasties, major wars in Chinese history, China geography, different minority groups and their traditional customs, current national situations in China, topical news, etc. While inserting Chinese cultural and historical topics, comparison with Canadian's and students' immediate environment is recommended, it is encouraging them to find out similarities and differences between two cultures and guiding them to resolve conflicts if there are.

Culture element is a key factor to assist CHL students building up their own identities, sense of oneself by getting familiar with his/her family history and place of origin. It is recommended to teachers assigning this kind of projects to students for helping them to explore their roots of the family. Through the investigation and research, they are not

only getting better understanding of their heritage language, culture and customs, but also the mindsets and worldviews of their parents and grandparents.

4) *Assigning homework*

This is a difficult area in teaching that two Ottawa Chinese teachers have mentioned. In traditional Chinese education, homework is a must for native Chinese students.

However, for younger CHL students in Canada, homework is an extra load for them.

The key factor should be considered is: what kind of program that students attend. In mainstream schools of Canada, there is no or very little homework from Grade 1 to 8, there are some starting from grade 9. If it is a CHL program in mainstream schools, it would be better to complete exercises within class time, reading assignment is more appreciate. For high school students, reasonable load of homework (e.g., grammar exercises, reading comprehension, writings, and reading, etc.), group projects or presentations are recommended.

However, if it is weekend school programs, intensive courses, short-term programs, and four-year college Chinese programs, assigning homework with reasonable loads based on students' proficiency levels is appropriate, such as copying Chinese characters, grammar exercises, reading comprehension, writing, etc. The key purpose is to strengthen the topics and contents that students have learned in class because of insufficient lecture time.

5) *Assessments and examinations*

For younger CHL students, light-weighted quizzes and dictations, evaluating and observing students' communication competence in classroom are necessary after

teaching a key language feature. This is helpful for teachers to understand students' level of knowledge mastery, find out problems and do relevant adjustments in teaching.

For high-school or above CHL students, formal oral and written examinations of four skills are recommended. The syllabus can be based on the Chinese Proficiency Guidelines published by the American Council on the Teaching of Foreign Language (ACTFL). There are two open examinations recommended to college students, the Oral Proficiency Interview (OPI) that is developed by ACTFL and Hanyu Shuiping Kaoshi [漢語水平考試] (HSK) that is created at Beijing Language University in 1988. The OPI focuses on listening and speaking proficiency and the HSK emphasizes on reading skill.

6) *Encouraging family and community supports*

As mentioned in Section 3.4, family expectations, supports and encouragements play a key role of maintaining CHL students' learning intension and motivation. Home environments provide a better and greater opportunities to practice and use Chinese language. Chinese teachers should pass this message on to parents of young CHL learners, explain and clear up the misunderstanding of language interference if parents have, and work with parents to guide and assist young students to get better improvement and success of CHL learning.

To high-school or college CHL learners, encouraging them to broaden the horizons of their heritage language and culture by traveling to China and visiting relatives in Asia, reading news from China or Asia, organizing and participating Chinese community services and doing volunteer works, or helping new Chinese immigrants in schools, etc.

The main purpose is trying to create more opportunities to use the language and keep them up with the contemporary of Chinese language, culture and knowledge.

7) *Using Pop Culture and Multimedia*

Incorporation of pop culture in language education has several advantages, according to Duff and Zappa-Hollman (2016): (1) its incorporation of vernacular language and multimedia broadens course language and cultural content, and exposes students to cultural forms of current interest to segment of the target language culture. (2) It serves as catalyst for increased motivation and language practice, and provides opportunities for developing learner autonomy. (3) The hybrid, multimodal nature of some pop culture texts fosters creativity and the development of critical thinking skills and multiliteracies. These kinds of teaching materials include comic books, cartoons, films, TV soaps, hip-hop music and karaoke, online learning tools, etc.

However, CHL teachers should carefully choose the topics. It is not only for matching to students' proficiency levels, but also because not all students are equally ready to embrace the crude forms of language, street culture, and subversive messages. In addition, it is necessary to filter out issues of sexuality, violence, or social concerns that may render the material inappropriate, particularly in sensitive multicultural contexts. Teachers should be aware that pop culture materials lose the power if they are out of date, constantly updating or replacing with new ones are required.

There are some useful Chinese learning applications and dictionaries available on internet and smartphone, some applications are free and easy to use, but may not meet students' needs. I have worked with a smartphone developer since last year to develop a

prototype of Chinese flashcard learning tool, called Cika [詞卡]. It is designed for assisting my students to memorize and review new Chinese words in Putonghua and Cantonese. I have got quite a few positive feedbacks. The tool is still under development and more features will be added on in the future. My point is, Chinese teachers should not only think of finding multimedia or online resources for their teaching, but also can think of designing and creating useful learning kits, multimedia resources or even online materials that meet their students' needs and fit students' proficiency levels.

5.3 Proposed Teaching Approaches and Methods

The traditional Chinese teaching approaches are teacher-centered, rote-learning, and grammar-translation approaches, it is boring and inflexible to CHL learners. This is one of the reasons that causes CHL students gave up Chinese language learning eventually (in Section 3.5). In this section, the proposed teaching approaches and methods to CHL programs will be recommended and illustrated.

1) *Student-Centered Approach:*

Teachers and students play equally active roles in classroom. The role of teachers is to coach and facilitate students' learning and overall comprehension of materials; student learning is measured through formal and informal forms of assessment, such as group projects, student portfolios, and class participation, etc. Teachers encourage students to play an active and participatory role in their own learning process. Inquiry-based learning and cooperative learning are encouraged.

2) *Communicative Approach:*

This approach can be applied to the acquisition of four skills and is highly recommended. By applying this approach, teachers emphasize on learning to communicate through interaction in Chinese language, introduce authentic texts into the

learning process, enhance the CHL learners' own experiences, and link classroom language learning with language activities outside the classrooms.

3) ***Natural Method:***

In classroom, teachers speak in natural conversation and vocabulary is explained with labeled pictures and demonstration. Students listen to the context of conversation and associate the sound of vocabulary and sentence to the meaning. This method is especially useful for the acquisition of listening skills.

4) ***Flipped Classroom:***

This is a new approach that involves a process where the typical lecture occurs at home. Students are assigned to watch lectures on video and then return to school to engage in the exercises or/and discussions. Students watch the lectures at their own pace and take notes; then, they go back to school and work in groups to discuss what they watched and learned, and have their questions answered by the teacher or group members. In this process, students create, collaborate and learn at their own pace, and also encourage them to do lifespan language learning on their own. This approach is suitable for high school students and above.

5) ***Situational Teaching Method:***

In classrooms, teachers provide students with reading materials and exercises, and help them to identify discourse cues and to develop their reading comprehension strategies.

6) ***Rote Method:***

This method is needed for learning in the mastery foundation knowledge, such as the phonetic system (Hanyu Pinyin), Chinese characters and grammar rules. Students are required to memorize and recite all sounds of initials and finals, and practice four tones. It is also needed for students learning Chinese characters, clusters of characters, memorizing new words and form sentence structures. This approach cannot be

eliminated from Chinese language learning, but teachers can think of some fun and interesting ways and strategies to assist students mastering the new language knowledge, the strategies can be meaningful learning, associative learning and active learning.

7) ***Grammar-Translation Approach:***

Although this is widely used in the traditional teaching method, it is useful to CHL students learn and practice complex Chinese grammatical rules. It facilitates the learning of reading and writing skills. Through this method, CHL students can also compare Chinese and English/French sentence patterns and pay attention to the differences and similarities of both languages.

8) ***Project Based Learning:***

This is an approach to teaching that focuses on having students engage in explorations of real-world problems and challenges. This approach is very useful for teaching culture topics. For high-school or above CHL learners, it allows them to identify problems in their community, the differences of Chinese and Canadian cultures, or the world at large that they want to solve, to develop their content knowledge, and also to develop solutions to problems. It provides opportunities to teachers and students to be creative and interculturally competent.

5.4 Three Sample Curricula and Teaching Plans

Based on Section 5.1 to 5.3, three sample CHL curricula for elementary, middle and high school levels are provided as examples. The curricula are built on the Common Curriculum Framework (CCF) that was mentioned in Section 5.1. These curricula can be implemented in mainstream or public schools, as well as private or weekend language schools for young and adolescent CHL learners.

<i>Sample 1: Elementary School (Grade 1-6, at age 6 to 11)</i>	
Objectives	
Applications	Elementary school CHL students will be able to: ➤ provide information on different aspects of a topic, inquire about and express agreement and disagreement, approval and disapproval, and express emotions and feelings in an appropriate way in a variety of familiar contexts. ➤ initiate and participate in casual exchange with classmates, family members and native speakers. ➤ ask questions to gain knowledge and clarify understanding, gather information from different resources, analyze a problem and propose solutions, and explore how values influence behaviors. ➤ use Chinese language for fun and interpret humor, with creatively and aesthetic purpose, and personal enjoyment.
Language Competence	Elementary school CHL students will be able to: ➤ identify and reproduce some critical sound distinctions, apply common spelling rules, use a variety of words and expressions in familiar contexts, and use basic grammatical structures with reasonable accuracy. ➤ Understand and produce a variety of short written texts in guided or unguided situations. ➤ derive and express meaning from or through visual elements in a variety of media in guided and unguided situations. ➤ correctly use learned idiomatic expressions in new contexts, recognize important social conventions in everyday interactions, and use appropriate nonverbal behaviors in a variety of familiar contexts. ➤ Organize texts with common patterns, interpret simple references within texts, initiate interactions and response using a variety of social interaction patterns.
Global Citizenship	Elementary school CHL students will be able to: ➤ Explore and formulate questions about elements of culture, apply knowledge of culture elements to interpret cultural behavior that is different from their own; apply knowledge of diverse elements of the culture in interactions with people and texts; express empathy for those in different cultures. ➤ Compare oral and written aspects of Chinese and the official language, identify some influences of cultural conditioning, recognize that within any culture there are important difference in the way people speak and behave, demonstrate curiosity about other languages and cultures, explore representations of their own culture as seen from the outside.

	➤ Identify aspects of the history, literature, arts and crafts of Chinese culture that are of personal interest, as well as different cultures.
Strategies	Elementary school CHL students will be able to: ➤ Identify and use a variety of cognitive strategies, metacognitive strategies, and social and affective strategies to enhance Chinese language learning. ➤ Identify and use a variety of interactive, interpretive and productive strategies with guidance. ➤ Identify and use a variety of cognitive, metacognitive, social and affective strategies to enhance general learning.
Teaching Plans	
Pronunciation	➤ In Grade 1, all initials, finals, tones and tone sandhi are the key focus, pronunciation accuracy is emphasized. ➤ In Grade 2-3, strengthen students' Pinyin competence is important, this is essential for their future Chinese language learning. ➤ From Grade 3, students have built up a good foundation of pronunciation and sound system, then teachers can gradually switch the focus to speaking fluency by using natural and communicative approach.
Chinese Characters	➤ In Grade 1, stroke order for writing characters is essential. 100-150 basic Chinese characters should be mastered. ➤ From Grade 2, character structure will be introduced; another 200-250 basic Chinese characters will be mastered by students. ➤ For the purpose of memorizing characters, penmanship will be done in the class. ➤ In 6 years of elementary school, the most commonly used 800-1000 Chinese characters will be mastered by students.
Grammar	➤ Numerical expressions ➤ Date and time expressions ➤ Interrogative constructions ➤ Sentential particles (e.g., 吧, 嗎, 呢) ➤ Basic word order ➤ Simple topic-comment construction ➤ Noun phrases (include measure words and the possessive marker) ➤ Modal auxiliaries ➤ Compounding and reduplication ➤ Simple complements ➤ Simple comparative constructions ➤ Basic usage of aspect markers (e.g.: 了, 著, 過) ➤ Simple adverbs and conjunctions ➤ Special constructions (e.g.: 把, 被)

Contents and Topics	➤ Greetings ➤ Family and relatives ➤ Meeting new friends ➤ Places ➤ Numbers ➤ Dates and time ➤ Weather ➤ Direction ➤ Transportation ➤ School life ➤ Studying Chinese ➤ Hobbies ➤ Sports ➤ Food and drinks ➤ Shopping ➤ Professions ➤ Travels ➤ Hometown ➤ Countries and People
Culture and History	➤ Festivals (both Chinese and Canadian) ➤ Family traditions ➤ Traditional food and drink (both Chinese and Canadian) ➤ Story of idiom (in comparison with Canadian's) ➤ Legends (both Chinese and Canadian) ➤ Dynasties ➤ The four treasures of the study (文房四寶) ➤ Four inventions (四大發明) ➤ Tang poetry ➤ Calligraphy ➤ Chinese paintings (in comparison with Western's) ➤ Chinese music and music instruments ➤ Famous sceneries in China and Canada ➤ Top 5 or 10 in China and Canada (e.g. cities, bridges, population, etc.)
Recommendations	
Class time	3 hours or more per week
Classroom Activities	➤ Group games (cooperation and competitions) ➤ Making crafts ➤ Singing ➤ Reading Tang poetries ➤ Cooking ➤ Printing and calligraphy

	➤ Role-play ➤ Drama ➤ Discussion ➤ Presentation (Grade 5-6, individual and group) ➤ Watching cartoons and group exercise or discussion
Homework	➤ Grade 1-2: no written homework, exercises are required to finish in the class. Listening and reading assignments are appropriate. ➤ Grade 3-4: few written homework, copying newly-learned Chinese characters, and also listening and reading assignments. ➤ Grade 5-6: reading comprehension exercises, simple writings (e.g.: weekly diary), and small projects can be assigned. Encourage reading Chinese storybooks and writing book reports.
Assessment and Examination	➤ Regular light-weighted quizzes are needed for measuring student's learning progress and doing adjustment of teaching. ➤ Regular small dictations or character-recognition tests (can be done through games and activities) for assisting students to memorize Chinese characters. ➤ No examination. Evaluation is done by observing students' language proficiency and social behaviors using Chinese in classroom.
After School Activities or Community Services	Watching Chinese cartoons, reading Chinese short stories and speaks Chinese only at home.

<i>Sample 2: Middle School (Grade 7-8, at age 12 to 13)</i>	
Objectives	
Applications	Middle school CHL students will be able to: ➤ Share facts about events of past or future, inquire about and express probability and certainly, and express emotions and feelings in formal situations. ➤ Make and respond to suggestions or requests in formal situation; accept or decline an offer or invitation with explanation; paraphrase, elaborate on and clarify another member's contribution; give and respond to compliments, and explain actions. ➤ Explore and express the meaning of what they are doing, gather information, using a prepared format, use information collected from various sources to solve problems, distinguish fact from opinion. ➤ Use the language for fun and interpret and express humor, use the language creatively and for aesthetic purpose and personal enjoyment.
Language Competence	Middle school CHL students will be able to: ➤ Use intonation, stress and rhythm appropriately in familiar situations, use basic mechanical conventions, use specialized vocabulary of personal significance, recognize and use some complex grammatical structures. ➤ Understand short texts on unfamiliar topics in guided situations, produce a variety of short, simple texts in guided and unguided situations, manage simple and routine interactions without undue difficulty, asking for repetition or clarification when necessary. ➤ Derive meaning from multiple visual elements in a variety of media in guided and unguided situations, express meaning through the use of multiple visual elements. ➤ Use suitable simple formal language in a variety of contexts, examine the role of idiomatic expressions in culture, interpret and use important social conventions in interactions, avoid nonverbal behaviors that are considered impolite. ➤ Use a variety of conventions to structure texts, use a variety of familiar text forms and media in their own productions, combine simple social interaction patterns to perform transactions and interactions.
Global Citizenship	Middle school CHL middle school students will be able to: ➤ Make and test hypotheses about the culture, identify and use a variety of sources of information to find out about the culture; explore and identify some elements of the culture; identify different perspectives on the culture, and speculate on their

	origins, as well as different perspectives on diverse elements of the culture; examine their own perception of the language and culture, including stereotypes. ➤ Identify some regional variation in Chinese, recognize that languages may have regional differences in pronunciation, vocabulary or structure (i.e.: Cantonese vs Putonghua); recognize that different cultures may have different interpretations of texts, cultural practices or products; recognize and acknowledge the value of different perspectives, and recognize stereotypical thinking. ➤ Explore personal reasons for learning Chinese and additional languages and experiencing other cultures.
Strategy Competence	Middle school CHL middle school students will be able to: ➤ Select and use a variety of cognitive, metacognitive, social and affective strategies to enhance language learning and general learning. ➤ Select and use a variety of interactive, interpretive and productive strategies for language use.
Teaching Plans	
Pronunciation and Speaking	➤ Focus on proficiency of language use and fluency by using natural and communicative approaches.
Chinese Characters	➤ 400-500 new characters will be learned and mastered.
Grammar	➤ Strengthen the grammar points in elementary school ➤ Word order (e.g., basic vs. alternative) ➤ Topic-comment construction ➤ Complex sentence structures ➤ Modal auxiliaries ➤ Various types of complements ➤ Comparative constructions ➤ Aspect markers (e.g., 了) ➤ Discourse connectors (e.g., 才, 就, etc.) ➤ Discourse devices (e.g., contrast, emphasis, cohesion)
Content and Topics	➤ Telephone conversation ➤ Receive guests (Chinese and Western manners) ➤ Compliment and Apology ➤ My family history ➤ Writing a note and email ➤ Writing letters (e.g., to parents, relatives in China) ➤ Life in (the place of the CHL student) ➤ My dream ➤ My hero

	➤ The country I want to travel ➤ I want to be ...
Culture and History	➤ Etiquettes (difference between China and Canada) ➤ Rituals (differences between China and Canada) ➤ National minority (both China and Canada) ➤ Four famous novels in China ➤ The origin of Chinese ➤ Chinese architecture ➤ Silk Road (Ancient and Modern) ➤ Great Wall ➤ Tang poetry
Recommendations	
Class time	3-4 hours per week
Classroom Activities	➤ Group games (focus on grammar practice, e.g., restructure a sentence, re-order sentences, story-telling, etc.) ➤ Cooking ➤ Printing and calligraphy ➤ Role-play ➤ Drama ➤ Discussion ➤ Presentation (individual and group) ➤ Research project a specific topic ➤ Survey
Homework	Reasonable load of reading and writing assignments (e.g., grammar exercises, writing short essays, reading, and book reports, etc.)
Assessment and Examination	➤ Regular popup quizzes (e.g., dictation, listening, oral, grammar and reading comprehension). ➤ 1 or 2 formal tests (listing, oral and/or grammar) in a school term
After School Activities or Community Services	➤ Encourage to speak Chinese only at home. ➤ Watching Chinese TV programs, movies or cartoons. Reading Chinese books or newspaper. ➤ Encourage to cultivate a Chinese-related interest/hobby, such as Kung Fu, Chinese painting or calligraphy, Chinese dance, etc. ➤ Little Buddy Program (helping new Chinese immigrants in school). ➤ Participate fund-raising activities (if there are) for local Chinese community.

Sample 3: High School (Grade 9-12, at age 14 to 17)

Objectives

Applications	High school CHL students will be able to: 8) Discuss factual information, share ideas, thoughts, opinions, and preferences on a variety of topics in a variety of situations; share a range of emotions and feelings in a variety of situations. 9) Guide the actions of others, state their own actions, form, maintain and change personal relationship in a variety of formal and informal situations; manage the planning, functioning and assessment of group activities. 10) Use a broad range of skills to discover and explore various domains; evaluate and synthesize information about various domains from a variety of sources; solve a variety of problems, explore opinions and values related to various domains. 11) Use the Chinese language for fun and to interpret and express humor in a variety of situations. Use the language creatively and for aesthetic purposes and personal enjoyment in a variety of situations.
Language Competence	High school CHL students will be able to: ➤ Speaking with clear, natural, pronunciation and intonation in rehearsed and spontaneous situations; consistently apply basic spelling rules and use mechanical conventions with reasonable accuracy; select the most precise, appropriate or effective words or phrases, form within their repertoire, to fulfill their purpose; use a variety of grammatical structures with reasonable accuracy in familiar contexts. ➤ Understand and produce a variety of lengthy texts on familiar topics, examine a variety of visual media and explore a variety of techniques and conventions used to express meaning in visual media in guided and unguided situations. ➤ Use the appropriate level of formality with a variety of people in a variety of contexts; interpret unfamiliar idiomatic expressions, use learned idiomatic expressions appropriately, adapt to some variations in language; interpret and use a variety of social conventions and nonverbal communication techniques in a variety of situations. ➤ Write paragraphs reflecting distinct ideas, link a series of paragraphs into a coherent text; use their knowledge of text forms to aid interpretation and enhance production of texts; and, use a wide range of social interaction patterns to deal with routine and some non-routine transactions and interactions.

Global Citizenship	High school CHL students will be able to: ➤ Organize, analyze and evaluation information about the culture from a variety of sources; identify and analyze the role of the contemporary culture and its diverse elements in global society; apply knowledge of the role of contemporary culture in global society to enhance interpersonal relations in a variety of contexts and to interpret texts; and, identify and analyze the value of the culture and language for themselves and for the global society. ➤ Summaries ways in which Chinese and English/French are similar and different; identify elements of linguistic diversity; seek other perspectives on their own culture; express empathy for fictional or real-life people with different cultural background; manage intercultural communication; and, help members of different cultural and linguistic groups overcome conflicting perspectives. ➤ Explore applications of Chinese language and culture in the global workplace and marketplace.
Strategy Competence	High school CHL students will be able to: ➤ Use appropriate cognitive, metacognitive, social and affective strategies effectively to enhance language and general learning in a variety of contexts. ➤ Use appropriate interactive, interpretive, and productive strategies effectively in a variety of contexts.
Teaching Plans	
Communication	Focus on fluency, proper usage of words and sentence patterns in discourse, and speech acts.
Chinese Characters	➤ About 800-1000 new Chinese characters will be learned and mastered. ➤ Focus on practicing and sharpening reading and writing skills. ➤ Recognizing the other Chinese writing scripts (Simplified or Traditional Chinese characters that they didn't learn) will be an asset.
Grammar	➤ Discourse connectors ➤ Discourse device ➤ Formal vs. informal speeches ➤ Speech acts ➤ Pragmatic factors ➤ Idiomatic usage ➤ Literary, prosaically bound, and technical expressions.
Contents and Topics	➤ Childhood ➤ Self-introduce

	➤ Interview ➤ Promote a new product ➤ Writing formal letters ➤ Problem-solving ➤ Movies ➤ Pop Cultures ➤ Planning (e.g., activity, travel, study or career plans, etc.) ➤ My dream profession ➤ Strengths and weaknesses ➤ 5-year goals ➤ How to ... (e.g., become a teacher, do something, etc.) ➤ Topical news in China, Taiwan, and Canada
Culture and History	➤ Etiquettes (difference between China and Canada) ➤ Rituals (difference between China and Canada) ➤ National minority in depth (China and Canada) ➤ Chinese Literary ➤ Prosaically bound ➤ Chinese history in depth ➤ Wars in Chinese history (in comparison with Canadian's) ➤ China and Canada geography ➤ Taboos and superstition (Eastern and Western) ➤ Confucius ➤ Religions (e.g., Buddhism, Tao, etc.) ➤ Traditional physical exercises and sports (e.g.: Tai-chi, Chinese martial arts, etc.) ➤ Traditional operas (in comparison with Western's) ➤ China national situations (e.g., political system, economic system, legal system, people's livelihood, etc.)
Recommendations	
Class time	3-5 hours per week
Classroom Activities	➤ Group discussion ➤ Individual and group presentation ➤ Movies ➤ Role-plays ➤ Drama ➤ Survey ➤ Debate ➤ Speech
Homework	➤ Individual or group projects ➤ Writing assignments ➤ Reading reports

Assessment and Examination	➤ 1 or 2 formal tests (includes 4 skills) in a school term. ➤ Encourage to take open examinations, such as OPI or HSK.
After School Activities, Volunteer and Community Services	➤ Encourage to speak Chinese only at home. ➤ Encourage to keep a mindset to use the language the more the better. ➤ Organize fund-raising activities for charity. ➤ Organize and participate Chinese festival activities in school or Chinese community.

6. Conclusions and Further Research

In this dissertation, we have done a research about the current CHL learning and teaching situations in Ottawa (Ontario, Canada) through the “Survey of CHL Education in Ottawa”, it brought up some important facts: (1) CHL students are generally not interested in learning Chinese and most of them quitted learning in their adolescent period, (2) young and adolescent CHL students’ language proficiency are not good enough in general, especially in reading and writing skills, (3) parents’ expectations to children’s language proficiency are not high and supports may not be enough, (4) the current Chinese curricula and textbooks for CHL students are not quite suitable and relevant.

On the level of education and language policies and school system, federal and provincial governments in Canada need to contribute more. A preliminary step would be offering more federal funding to promote and support HL education. The further step would be the implementation of HL education nationwide in mainstream school system where generation 1.5, 2.0, 3.0 and beyond could explore the dynamic possibilities of language proficiencies and establish hybrid identities.

From the learning aspect, in order to foster CHL students’ interests in their heritage language and culture, parents’ supports and encouragements are crucial. Teachers and parents should work together for helping young CHL learners to build up a strong foundation of the language at their young age, teaching and encouraging them to create the learning strategies, assisting them to establish their own identities, and motivating them to solve problems with positive and critical thinking.

From teaching aspect, CHL teachers should be open-minded, positive, innovative and flexible. It is recommended to implement the student-centered approach, communicative teaching approaches, and activity teaching for maintaining fun and interesting classroom atmosphere. Four skills practices should be arranged in the curriculum evenly in the language acquisition. Chinese literacy is difficult to learn and teach indeed but should not be eliminated as it is part of Chinese language.

For preparing CHL curricula and contents of teaching materials, the teachers or educators should have a clear understanding of CHL learners' needs, interests and immediate environments first, and then design and create relevant genres, topics, classroom activities, teaching resources and exercises.

Chinese language learning experiences for young CHL learners can become more rewarding and sustainable if they have parents' supports and encouragements, appropriate teaching approaches, relevant instructional materials and fun classroom atmospheres. It will take them into a better chance of reaching higher levels of Chinese proficiency and becoming lifelong learners and users of Chinese.

In this dissertation, it mainly focused on the aspects of teaching and education of CHL. From the survey, it obviously shows that family influences cannot be neglected from CHL learning. More research or/and case studies are therefore needed for finding out the key factors in the success of CHL learning in homes.

Also, there are cases that some young CHL learners' first or home languages are Chinese dialects in the survey. Further research might offer on the subject of their learning

experiences and difficulties while participating in Mandarin classes, the positive and negative transfers between dialects and Mandarin, and the necessity and ways of dialect retention.

Finally, the adulthood CHL learning and teaching is missing from this dissertation. Research might offer regarding mature CHL learners' view of Chinese language and cultural studies, their learning experiences and needs, and pedagogy.

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8. Appendix

Survey of Chinese Heritage Language Education in Canada (Parent's Version)

Dear Parents,

亲爱的家长们：

This survey aims for understanding your children's current Chinese learning experiences and situations, family expectations to the next generation on retaining Chinese heritage language and culture, as well as to collect your opinions for improving Chinese Heritage Language education.

此问卷调查旨在了解您们子女目前学习中文的经验和情况、家庭对下一代承传中国语言 and 文化的期望以及收集您们对改善针对华裔学生汉语教育的意见。

Thank you for your valuable time and recommendations!

衷心地感谢您们宝贵的时间及建议！

Your truly,
Debby Lau

娄海燕 敬上

Part A: Family Information 家庭资料 (Please fill ✓ in the box. 请在方格中填上✓)

Family Surname: 姓氏：		Origin: 原籍：	
Immigration years: 移民年日：	_____ years _____ 年	Number of Children: 子女数目：	
Language in home: 家中主要语言：	☐ Mandarin ☐ Cantonese ☐ English ☐ Others _____ 普通话 广东话 英语 其他		

Part B: Children Chinese Learning Background 子女学习中文的背景

Children 子女	Age 年龄	Birth Place 出生地	How many years does s/he learn Chinese? 学了中文多少年？	Start at what age? 几岁开始学？	Is s/he still learning? 仍在学吗？
1st Child 第一个子女					
2nd Child 第二个子女					
3rd Child 第三个子女					
4th Child 第四个子女					

Please fill at the back of paper if needed. 如有需要，可继续填在背页。

Part C: Children's Chinese Language Learning 子女汉语学习的情况

(Please fill ✓ in the appropriate boxes.)

1.	What do you think your children's Chinese proficiency in speaking? 您觉得子女的中文口语能力如何？ 1st child: ☐ Very Good 很好 ☐ Good 好 ☐ Fair 中等 ☐ Poor 差 ☐ Inapplicable 不适用 2nd child: ☐ Very Good 很好 ☐ Good 好 ☐ Fair 中等 ☐ Poor 差 ☐ Inapplicable 不适用 3rd child: ☐ Very Good 很好 ☐ Good 好 ☐ Fair 中等 ☐ Poor 差 ☐ Inapplicable 不适用 4th child: ☐ Very Good 很好 ☐ Good 好 ☐ Fair 中等 ☐ Poor 差 ☐ Inapplicable 不适用
2.	What do you think your children's Chinese proficiency in reading and writing? 您觉得子女的汉语读写能力如何？ 1st child: ☐ Very Good 很好 ☐ Good 好 ☐ Fair 中等 ☐ Poor 差 ☐ Inapplicable 不适用 2nd child: ☐ Very Good 很好 ☐ Good 好 ☐ Fair 中等 ☐ Poor 差 ☐ Inapplicable 不适用 3rd child: ☐ Very Good 很好 ☐ Good 好 ☐ Fair 中等 ☐ Poor 差 ☐ Inapplicable 不适用 4th child: ☐ Very Good 很好 ☐ Good 好 ☐ Fair 中等 ☐ Poor 差 ☐ Inapplicable 不适用
3.	What is the expectation of your children's Chinese language proficiency? 您期望子女可以达到什么中文程度？ (Multiple Selections. 可选多项) ☐ be able to understand Chinese. 能听得懂中文 ☐ be able to speak Chinese fluently. 能说流利的中文 ☐ be able to read Chinese books or newspapers. 能看中文书籍或报章 ☐ be able to write Chinese writings. 能书写中文文章 ☐ No expectation. 没有任何期望
4.	Do you think it is important for your children to retain Chinese language and culture? 您觉得子女保留汉语及中国文化重要吗？ ☐ Very Important ☐ Quite Important ☐ Not Really ☐ Not Important 很重要 挺重要 不太重要 不重要
5.	Do your children have rich contact with Chinese elements? (e.g. live with Chinese grandparents, have close contact with relatives in Asia, watching Chinese TV channel, or reading Chinese books, etc.) 您的子女是否常有接触中国元素？（如：跟祖父母住在一起、跟亚洲的亲朋有紧密的联系、看中文电视或中文书籍等。） ☐ A lot 很多 ☐ Some 有些 ☐ Few 很少 ☐ None 没有

6.	Do you think the level of curriculum in Chinese language school is suitable to your children? 您觉得目前的汉语学校的课程是否适合您的子女？ ☐ Yes 是 ☐ No 否 Why 为什么? _____ ☐ Inapplicable 不适用
7.	What do you think about the Chinese learning materials or textbooks in school? 您觉得子女学校的汉语教材或课本如何？ ☐ Very Difficult 很难 ☐ Difficult 难 ☐ Suitable 适中 ☐ Easy 容易 ☐ Very Easy 很容易 ☐ Inapplicable 不适用
8.	Does the contents of textbooks relevant to your children's immediate (living) environment? 汉语课本的内容是否跟子女的生活环境有关系？ ☐ Most are relevant 很多有关 ☐ Some relevant 有些有关 ☐ Few relevant 很少有关 ☐ Irrelevant 没有关系 ☐ Inapplicable 不适用
9.	What is the main reason you think that might cause Chinese students to quit learning Chinese language? 您觉得华裔学生停止学习中文的主要原因是什么？
10.	What is the key factor you think that might encourage Chinese heritage language learners to keep learning Chinese? 您觉得能够鼓励华裔学生持续学习汉语的主要因素是什么？

~ The End (完) ~

Thank You! 谢谢！

Survey of Chinese Heritage Language Education in Canada (Teacher's Version)

Dear Teacher, This survey aims for understanding the situations of Chinese language learning and teaching in Ottawa for Chinese Heritage Language (CHL) learners, as well as to collect constructive advices from you for improving the CHL education. Thank you for your valuable time and recommendations! Your truly, Debby Lau	亲爱的老师： 此问卷调查旨在了解渥太华华裔学生汉语学习及中文老师教学的情况，以及收集建设性的意见以改善汉语作为承传语言教学的发展（即针对华裔学生的汉语教育）。 衷心地感谢您宝贵的时间及建议！ 娄海燕 敬上
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Part A: Teacher's Information 教师资料 (Please fill ✓ in the box. 请在方格中填上✓)

Surname: 姓氏：		Origin: 原籍：	
Immigration years: 移民年日：	_____ years (年)	How many do/did you teach? 教了多少年？	
Which dialect do you teach? 教哪个方言：	☐ Mandarin ☐ Cantonese ☐ Other dialects _____ 普通话 广东话 其他方言		
Which writing script do you teach? 教哪种汉字？	☐ Simplified ☐ Traditional ☐ Both 简体字 繁体字 两者都教		
Which level(s) do you teach? 教哪个级别？	☐ Kindergarten ☐ Elementary ☐ Middle School ☐ High School 幼儿园 小学 初中 高中		
(Multiple Selections. 可选多项)	☐ College ☐ Adult Students 专上 成人		
Where do you teach? 在哪里教学？	☐ Public School ☐ Language School ☐ Private Tutoring 公立学校 语言学校 私人补习		
(Multiple Selections. 可选多项)	☐ College ☐ Company 专上学院 公司		

Part B: Chinese Language Teaching to CHL Learners 针对华裔学生汉语教学的情况
(Please fill ✓ in the boxes. 请在方格中填上✓)

1.	How many CHL students in your class? 班里有多少华裔学生? ☐ All 全部 ☐ Most of 大多数 ☐ Half 一半 ☐ Few 很少 ☐ None 没有
2.	How are the CHL students' Chinese language proficiency in general? 一般来说, 华裔学生的中文聆听和口语能力如何? ☐ Most are good 大部分很好 ☐ Some are good 有些好 ☐ Average 平均
3.	Are CHL students interested in learning Chinese? 华裔学生是否对学习汉语感兴趣? ☐ Most of them are 大部分是 ☐ Some are 有些是 ☐ Few are 很少是 ☐ None 没有
4.	What kind of teaching materials do you use? (Multiple Selections) 您用的是哪里出版教材? (可选多项) ☐ from Mainland China (中国大陆的) ☐ from Taiwan (台湾的) ☐ from other places (其他地方的) please specify (请注明): _____ ☐ You prepare your own teaching materials (自己预备的教材) ☐ Online materials (网上教材) ☐ Others (其他): please specify (请注明): _____
5.	What do you think about the difficulty of the teaching materials or textbooks to CHL students? 您觉得汉语教材或课本对华裔学生的难度如何? ☐ Very Difficult 很难 ☐ Difficult 难 ☐ Suitable 适中 ☐ Easy 容易 ☐ Very Easy 很容易
6.	Does the contents of textbooks relevant to CHL students' immediate (living) environment? 汉语课本的内容是否跟华裔学生的生活环境有关系? ☐ Most are relevant 大多数有关 ☐ Some relevant 有些有关 ☐ Few relevant 很少有关 ☐ Irrelevant 没有关系

7.	Do you think the current Chinese curriculum is suitable for CHL students? 您觉得目前的课程编排是否适合华裔学生？ ☐ Yes 是 ☐ No 否 Why 为什么? _____
8.	Do you feel that you have got enough supports in teaching Chinese language from parents, school or community? 在中文教学方面，您觉得是否能够从家长、学校或社区中得到足够的支持？ ☐ Yes 是 What kinds of support? _____ 什么支持？ ☐ No 否 What supports do you need? _____ 您需要什么支持？
9.	What is the most difficult aspect in teaching Chinese to CHL students? 您认为教导华裔学生中文最困难的是哪一方面？
10.	What are the advantage(s) and disadvantage(s) for CHL learners learning Chinese? 华裔学生学习中文有哪些优势与劣势？ Advantage(s): _____ 优势 Disadvantage(s): _____ 劣势
11.	What is the main reason you think that might cause Chinese students to quit learning Chinese language? 您觉得华裔学生停止学习中文的主要原因是什么？
12.	What is the key factor you think that might encourage CHL learners to keep on learning Chinese? 您觉得能够鼓励华裔学生持续学习汉语的主要因素是什么？

~ The End (完) ~

Thank You! 谢谢！