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## **Remote Teaching and Learning Practices in a Heritage Language School during COVID-19: Discourse on Parent Engagement, Collaboration, and Artefacts**

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### **Abstract**

This ethnographic study explores remote teaching from a teacher perspective in a complementary community-run Finnish heritage language school in Toronto during the COVID-19 lockdown in 2020-2021. This study investigated what kind of creative collaborative learning and teaching practices emerged during the remote pedagogy and how remote learning delivers changes in the heritage language learning community. Several virtual and ethnographic data collection methods were used. The primary data consisted of written field notes based on online observations during virtual classes, written teacher reflections and semi-structured teacher interviews. Discourse analytic approach is used in the analysis of the data and theories of new materialism are also implemented. This study shows that, during this emergency, remote teaching and learning practices enabled communication and collaboration that would not have been present otherwise. Remote pedagogy also allowed families to come together to support the teachers' practices and children's language learning in a creative manner. The analysis also shows that family pets and household artefacts became useful teaching and learning material and, consequently, artefacts became a part of the pedagogic discourse, assemblage, and collaboration. Material world and the human and nonhuman participants collaborated in a shared and authentic virtual and domestic learning environment in a new manner that would not be possible in the class-room environment. This study contributes to the study of children's heritage language learning in a virtual assemblage and parents' roles in it.

### **Keywords**

heritage school, remote language teaching, ethnography, discourse, collaboration, new materialism