**Applicable Proficiency Range:** This project is suitable for intermediate-mid to advanced proficiency learners.

**Applicable Languages:** All.

**Educational Setting:** HL learners in 7-12 and higher education setting, however the project can be adapted for foreign language learners across languages.

**Project Description:** This project was created for intermediate level heritage language learners at Yale University. Students 1) explore questions of identity and motivation through an anonymous survey, 2) write a reflective text on survey responses in discussion-forum format, 3) engage in a face-to-face guided conversation with a heritage language learner of a language other than their own. 4) Reflect (either in group discussion or in written text) on the entire experience.

**Project Rationale:** Heritage Meets Heritage was created to a) encourage in-depth reflection on what it is like to be a heritage language learner, b) consider commonalities that heritage language learners share, provide insight into creating or adapting pedagogical material to meet the affective needs of heritage language learners.

**Project Goals.**

- 1. **Interpersonal Communication:** Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions on the project topic.
- 2. **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on the project topic.
HERITAGE MEETS HERITAGE

○ 3. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, and narrate on the project topic using appropriate media. (Adapted from the Standards for Learning Languages, ACTFL)

● Project Outcomes.
  ○ 1. Students can integrate pronunciation, vocabulary, expressions, and grammar with their listening, speaking, reading, and writing skills.
  ○ 2. Students can produce and understand written and oral texts.
  ○ 3. Students use multiple modes of meaning-making (oral and written) to communicate with clarity.

● Duration:
  ○ four out-of-class assignments. 1-2 in-class discussions.

● Genres:
  ○ descriptive, explanatory, reflective.

● Pedagogical Approaches:

● Supplemental Materials
  ○ Heritage Meets Heritage Survey Questions:
    ■ Q1. I am a heritage speaker of [language]
    ■ Q2. In your own words, what is a heritage language learner?
    ■ Q3. What is it like to be a heritage language learner?
    ■ Q4. How is a heritage language learner different from a foreign language learner?
    ■ Q5. What do you consider your strengths as a heritage language learner?
    ■ Q6. What are your goals in studying your heritage language at Yale?
    ■ Q7. How do you hope to use your heritage language in the future?
    ■ Q8. What strategies do you find most effective for learning your heritage language?
    ■ Q9. What do you find most difficult when studying your heritage language?

○ Guided Conversation Instructions. CHOOSE AT LEAST TWO QUESTIONS FROM EACH CATEGORY TO DISCUSS WITH YOUR PARTNER
  ○ Identity.
    ■ Do you identify with one culture more than another? Explain
    ■ Do you consider yourself bilingual? Why or why not?
    ■ Do you consider yourself bicultural? If so, how is this expressed?
    ■ When/ with whom do you use your heritage language? Why?
  ○ Affective.
    ■ How would you describe your feelings towards your heritage language?
    ■ Do you feel you connect equally to speakers of your heritage language and monolinguals?
    ■ Do you feel any connection to speakers of heritage languages other than your own?
    ■ Do you ever avoid using your heritage language? If so, when/why?
  ○ Language use.
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- What triggers a word/concept in your heritage language? (a sight, a sound, a smell, a feeling)
- Favorite words: in your heritage language and in English. Is there any relation between them?
- Are there any words you always say in your heritage language? Why?
- Are there any words or concepts whose meaning you feel changes according to the language (family, respect, meals, etc.)?