

## **Applying Adaptations in Pedagogical Materials for Heritage Language Teaching to Language Reclamation**

While vastly different at a macro level, at an individual level, heritage language learners of Mandarin Chinese in diaspora communities often face similar difficulties to most endangered language communities, such as the lack of monetary resources and incentives, strong political hurdles, and difficulties in engaging with and encouraging cultural identity. Even though Mandarin is the largest language counting by number of L1 speakers, second and third generation Chinese immigrants in the United States have shown signs of onset language attrition and loss of domains of vocabulary outside of home topics. Many K-12 and university programs have acknowledged the uniqueness of Chinese heritage learners and created special tracks for heritage Mandarin learners. Despite the acknowledgement of differences in the needs of "foreign language" and "heritage" students, heritage curricula remains greatly influenced by foreign language education and educators who emphasize language learning from a foreign language perspective, and heritage language teachers often find themselves adapting and modifying foreign language curricula in order to cater to heritage language learners.

In language planning, minority linguistic communities interested in language reclamation may find themselves adapting models of foreign language teaching in the creation of courses or pedagogical materials. In this presentation, We discuss methods of adaptation used by heritage Mandarin teachers within and around Boston, Massachusetts, particularly relating to material development, topic choice and order, and class design; we further suggest ways in which these methods of adaptation may apply to the adaptation of pedagogical materials in the pursuit of language reclamation. Finally, we suggest ways in which methodologies used by many language reclamation efforts such as the "Where Are Your Keys?" method may be applied to heritage language pedagogy as a way to distance the reliance of heritage language teaching on foreign-focused language teaching materials.