

Post-Interview Questions: Reflecting on the creation of linguistic habitats

The post-interview aims to explore how participants experienced creating their "linguistic living space", what they learned about their multilingualism and language connections, and whether their motivation to foster existing or new languages changed after the activity. The questions are designed for elementary school children, middle and high school students, and teachers, and reflect the personal and emotional aspects of the activity.

For Primary School Children:

Introduction:

"Your drawing is fantastic! Let's talk a little about what you learned and how it made you feel about the languages in your life."

Questions:

1. Can you tell me about your drawing? What do the colors and shapes mean?
2. Was there a language in your picture that you think is really important to you? Why?
3. Do you feel like you want to use any of these languages more after this activity? Maybe a language you speak with your family?
4. Is there a language in your living space that you'd like to learn more about or start speaking again?
5. How did making this drawing help you think about the languages in your life?

For Middle and High School Students:

Introduction:

"Your linguistic living space is very insightful. Let's reflect on what this activity taught you about your relationship with languages and how it might influence your motivation to learn or use them differently."

Questions:

1. Looking at your drawing, do you feel more connected to any particular language in your life? Why?
2. Did this activity make you think differently about a language you use less often or one you've stopped using?
3. Do you feel more motivated to learn or practice any of these languages more now? Which one and why?
4. Is there a family language or a language from your past that you want to reconnect with after this activity?
5. How do you think this activity has changed how you see the role of languages in your life or your future?

For Teachers:

Introduction:

"Your linguistic living space provides a fascinating perspective on your multilingualism. Let's explore how this activity influenced your thoughts about languages in your personal life and your role as an educator."

Questions:

1. Did creating your linguistic living space highlight any languages in your life that you feel more motivated to nurture or reconnect with, such as a family language?
2. Did reflecting on your multilingualism change how you think about fostering language use among your students or family members?
3. Are there any personal or professional languages that you feel inspired to develop further after this activity?
4. Do you think this activity might help students become more motivated to learn or maintain family or heritage languages? Why or why not?
5. How might you use the insights gained from this experience to encourage language learning and maintenance in your classroom or community?

Wrap-Up Question for All Groups:

"After creating your linguistic living space, do you feel differently about learning, using, or preserving any of the languages in your life? If so, what changed and why?"

These questions encourage participants to reflect on their language learning motivations and any shifts in perspective caused by the activity, particularly regarding the maintenance or revival of family and heritage languages.