Summer is always a busy, productive time for the NHLRC, and 2012 was no exception.

This summer, as with every summer, we held three events: a research institute, a workshop for teachers of heritage students, and a month-long program of language classes for high school students.

In September, once the summer rush was over, we organized a roundtable meeting with representatives from community-organized language schools.

**RESEARCH INSTITUTE**

This year the theme for our institute was *From Overhearers to High Proficiency Speakers: Advancing Heritage Learners' Skills*. In conjunction with the [NSEP National Language Flagship Program](http://nsep.ucsd.edu), our cohosts this year, we held the institute from June 18-22 at UCLA. Approximately 70 attendees and 19 presenters participated. Presentations focused on current linguistic research and its implications for heritage language instruction, especially with regard to pedagogical approaches that help advance heritage speakers’ language skills toward high levels of proficiency. Presentations, including [abstracts](#) and [PowerPoint files](#), [posters](#) and [recommended readings](#) can all be found on our website.

**2013 Research Institute**

Next year’s institute is titled *Heritage Speakers and the Advantages of Bilingualism*, and will be held at the University of Illinois at Chicago from June 17-21, 2013. Registration will open at the beginning of December and close at the beginning of April. Details will be posted on our website shortly.

**TEACHER WORKSHOP**

This year we had 35 teachers from all over the country attend our workshop. Language teachers in the U.S., for the most part, find it challenging to teach heritage language learners, and this workshop provided an opportunity to learn about strategies for developing methodologies, materials, and curricula for this population. Participants spent one week, from July 16-20, staying at UCLA and attending workshops each day. Resources from this year’s workshop, including recommended readings and other materials, can be found on the [2012 Heritage Language Teacher Workshop page](#).

**2013 Teacher Workshop**

In 2013, the workshop is going to be held from July 22-26 at UCLA. Registration will open at the beginning of February. Details will be posted on our website early in January 2013.
HIGH SCHOOL LANGUAGES

This summer we offered Arabic, Armenian, Hindi/Urdu, Persian and Russian language classes for high school students. Russian and Persian were supported by STARTALK; the remaining languages received support from our NHLRC grant. The classes are specifically designed for heritage students who speak these languages at home and want to advance their skills. We also offered a **beginning Russian class** for high school students. Classes were held three days per week for four hours each day. Students, parents, and teachers all reported a successful session, in which students advanced their language skills in a fun and engaging atmosphere. Class materials specifically designed for our Arabic, Armenian, Hindi/Urdu, Persian, and Russian classes are available on the internet for free download to anyone who wishes to use them. Additionally, teachers have developed online script tutorials for Arabic, Hindi, Persian, and Urdu, which are also available for free. Check them out!

Information on our 2013 summer high school program, including which languages will be offered, will be on our website in early January, when registration will also be available.

ROUNDTABLE WITH COMMUNITY LANGUAGE SCHOOL REPRESENTATIVES

In September we organized a meeting with representatives from weekend language schools local to the LA area – a first for us. Seven representatives from six schools, teaching Russian, Chinese (Mandarin), Japanese, and Khmer, attended.

Discussion topics included the logistics of running a volunteer organization, such as funding and classroom space, teacher training and methodologies suitable for children raised in America, determining class levels, obtaining materials for a heritage population that are also age appropriate, articulation and credit issues with high schools, and working with colleges and universities. Some participants discussed their schools' role in broader community outreach.

Concerning teacher training, Olga Kagan pointed out that in partnership with STARTALK we have developed a [freely accessible online workshop for teachers of heritage language students](#) that is readily available and easy to work through. We look forward to meeting with these and other community school representatives again and hope to play a role in providing an online forum for the exchange of teaching materials and of other ideas.