This newsletter highlights two resources available on our website: the Research and Proficiency Assessment Tools site and the NHLRC/STARTALK Online Teacher Workshop. A Heritage Language Journal update, details of upcoming summer language classes for high school students, and a report on our Second International Conference are also included.

RESEARCH AND PROFICIENCY ASSESSMENT TOOLS
JULIO TORRES (UNIVERSITY OF CALIFORNIA, IRVINE)
NHLRC has allocated space on its website for digital storage of data collection instruments and resources for researchers, educators, and administrators working with heritage bilinguals. The goal of the space is to create a community that exchanges useful research tools for conducting studies that advance our understanding of heritage languages. Users can find sample background questionnaires, proficiency exams, and links to websites featuring data collection instruments and linguistic corpora, among other resources. The site is still a work in progress as we continue to expand its content with the addition of more research instruments and new features.

We invite our readers to visit the site and become familiar with the guidelines for its use and the content that is available. Please feel free to contribute to the site and make use of the tools for projects involving heritage speakers. Finally, we would like users to help us spread the word about this site to colleagues and students.

Many thanks to Maria Polinsky and Nicoleta Bateman for all their hard work in helping to put this site together! Available at http://nhlrc.ucla.edu/nhlrc/data

SECOND INTERNATIONAL CONFERENCE ON HERITAGE/COMMUNITY LANGUAGES
Our Second International Conference on Heritage/Community Languages was held at UCLA on March 7-8, 2014. The conference was attended by 325 people from 13 countries representing over 70 heritage languages. The conference’s 40 panels offered presentations on research findings, the teaching of heritage languages, practices and perspectives on heritage language teaching and community language schools, and the role of home and community in the transmission of these languages. Thanks go to our three plenary speakers: Marcelo Suárez-Orozco (Dean of the UCLA Graduate School of Education and Information Sciences); Elana Shomany (Tel Aviv University), and NHLRC co-director Maria Polinsky (Harvard University).
NEWS FROM THE HERITAGE LANGUAGE JOURNAL

Susan Bauckus (Managing Editor, HLJ)


HLJ is an online, peer reviewed journal focusing on heritage and community languages. HLJ papers are accessible through a free subscription (for more information, see “subscribe” at the journal’s website). HLJ publishes three times a year, in April, August, and December. Available at www.heritagelanguages.org

HIGH SCHOOL LANGUAGE CAMP JULY 7 - 25, 2014 UCLA

Arturo Diaz (UCLA)

Our high school language program is back! This summer, we are offering Persian, Russian, and Turkish language camps for heritage learners who live in a home in which a language other than English is spoken, and who speak or understand this language to some extent. We will also offer beginning classes in Russian and Persian for students who wish to learn a new language. Morning language classes will be complemented by fun afternoon cultural activities where students will have the opportunity to immerse themselves in the language and its associated customs.

The camp runs July 7 – 24, 2014; classes meet Monday to Thursday from 9 am – 5 pm. The cost is $200. More information and registration is available at hslanguages.ucla.edu

NHLRC/STARTALK ONLINE WORKSHOP: TEACHING HERITAGE LANGUAGES

Claire Chik (UCLA)

This free workshop consists of self-paced online tutorials designed for teachers of world and heritage languages. Module 1 focuses on definitions of and differences between heritage language learners and foreign language learners, and Module 2 discusses differentiated instruction. We would like to announce the addition of Module 3, a new section of the workshop that focuses on language specific issues. Three tutorials are included in Module 3: Chinese (Lesson 9), Japanese (Lesson 10), and Korean (Lesson 11). In these tutorials, Professors Agnes He (State University of New York, Stony Brook), Masako Douglas (California State University, Long Beach) and Hae-Young Kim (Duke University) share their experiences of teaching Chinese, Japanese, and Korean to heritage language learners. Challenges and approaches specific to the teaching of these languages are the focus, but many points made by these speakers are applicable to the teaching of any heritage language.

Available at: startalk.nhlrc.ucla.edu