

Promoting research and best practices to improve the use of English in the emerging global knowledge economy of the 21st century

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Research Spotlight: National Heritage Language Resource Center at UCLA



Editor's note: In this piece, Dr. Olga Kagan, Director of the National Heritage Language Resource Center at the University of California Los Angeles, shares information about the Center in southern California.

The National Heritage Language Resource Center (NHLRC) is one of [sixteen Title VI National Language Resource Centers](#) funded by the U.S. Department of Education with the aim of improving the nation's capacity to teach and learn foreign languages. NHLRC focuses specifically on research and curriculum development in the area of heritage languages and provides professional development opportunities for heritage language teachers.

The NHLRC at UCLA is active in a number of areas of interest to our readers. The following provides examples of the Center's activities, and also offers links for further information.

The Center offers an annual teacher workshop designed to help language teachers manage the challenge of teaching heritage language students. These workshops focus on the development of instructional materials and are designed to impart the principles of heritage language methodology. For further information, please [click here](#).

Through organizing its annual research institute, the NHLRC brings together researchers from language sciences and education. The goal of this activity is to foster new research plans and to promote the heritage language agenda in academia and society at large. Information from the 2015 institute can be found by [clicking here](#). The next institute will convene June 15-19, 2016 at the University of Washington, Seattle.

Another activity offered by this research center is the *Heritage Language Journal (HLJ)*, an online, blind, peer-reviewed journal. It was established in 2002 to provide a forum for scholars to disseminate research findings and knowledge about heritage and community languages. The journal seeks submissions focused on acquisition and pedagogy of heritage and community languages from multidisciplinary perspectives in applied and theoretical linguistics, sociolinguistics, language pedagogy, language policy, and other relevant fields. *HLJ* is published three times a year, in April, August, and December. [Click here](#) to learn more.



Persian Summer Class for High School Heritage Language Learners

The NHLRC offers an online workshop for teachers of heritage languages that includes self-paced, online tutorials designed for teachers of world and heritage languages. The workshop offers three modules covering a broad spectrum of issues of interest to teachers of heritage languages, including linguistic and affective issues. The third, recently developed module, presents language-specific lectures. The online workshop was co-sponsored by STARTALK – [click here](#) for further information.

For the past eight years, NHLRC has offered summer language classes for high school heritage language

speakers. These classes are co-sponsored by STARTALK and NHLRC and taught on the UCLA campus. For example, in summer 2015, we offered classes in Armenian, Korean, Persian, and Russian. The four-week courses introduce students to literacy in their home languages and seek to increase their language proficiency and cultural knowledge. The courses also allow them to meet other students with similar backgrounds and interests. [Click here](#) to learn more.



In February 2017, NHLRC will co-sponsor the 10th biennial conference on Language Teacher Education. This conference is the initiative of the Center for the Advanced Research on Language Acquisition, and its goal is to address the education of teachers of all languages, at all instructional and institutional levels, and in all the many national and international contexts in which this takes place. Such contexts include world language teaching; bilingual education; heritage and community language education; immersion education; indigenous and minority language education; English as a Second or Foreign Language (ESL/EFL) instruction; and the teaching of less commonly taught languages. The conference aims to bring together teacher educators from these many contexts to discuss and share research, theory, and best practices, and to initiate and sustain meaningful professional dialogue across languages, levels, and settings.



STARTALK/NHLRC Summer Heritage Teacher Institute

Additionally, the NHLRC has hosted [two international conferences](#) on heritage/community languages (2010 and 2014). The conferences focused on heritage language studies as a multidisciplinary field. Papers, posters, and panels represented studies in anthropology, demographics, sociology, applied and theoretical linguistics, and education, as well as studies of bilingualism. Our next conference will be held at UCLA in February 2018.

In 2014, the NHLRC started publishing a [quarterly newsletter](#) dedicated to the issues of heritage language (HL) teaching. Each newsletter includes a discussion of a topic that informs the teaching of dedicated HL or mixed HL/non-HL classes. In addition, each issue features a successful HL teaching program. Maria Carreira, Co-Director, NHLRC (CSULB/UCLA), and Claire Chik, Associate Director, NHLRC, are the newsletter's creators and editors.

We are now working on developing an online certification course for teachers of heritage languages. The certificate will consist of six modules. In spite of the large number of HLLs in K-16 classrooms, heritage language teaching is typically not discussed in teacher education courses, and language teachers are not trained to teach this population. The online certificate will enable us to offer teachers professional development in new methodologies, approaches to materials development, and curricula development. Two modules of the certificate will be offered in summer 2016.

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Kathleen Bailey,
Chair of TIRF

February is Discover Languages Month!

Editor's note: This piece was originally featured in a previous issue of 'TIRF Today.' It is being re-published here to further promote ACTFL's efforts to promote language education efforts around the globe. The following text has been adapted from ACTFL's website for inclusion in our newsletter.

February has been designated as [Discover Languages month](#) by the ACTFL Board of Directors. ACTFL members and the wider language teaching community are encouraged to organize events and activities around this theme during the month of February.

There are several cornerstones of the Discover Languages campaign: (1) public awareness, advocacy, and policy; (2) research and practice; and (3) resources and collaboration. First, as for public awareness, advocacy, and policy, throughout the campaign there will be a focus on advocating for language education with a strong public awareness component at all levels of instruction, Pre-K through adulthood, and at all levels of influence from the local community to the national level. As part of this

United States Congress Approves Changes to IRA Rollover Provisions

TIRF recently learned of news that may be of interest to a certain population of our donors. For supporters who are over the age of 70 ½ (and for those who will be reaching this age soon), the following information may provide a creative and thrifty method to support the Foundation with a financial gift in the years ahead. We are sharing this information in the early stages of 2016, so that supporters might consider furthering their assistance to the nonprofit organizations they help.

As of December 18, 2015, the United States' congress has made changes to its provisions concerning contributions individuals can make to charitable organizations from their individual retirement

advocacy campaign, there will be a strategic plan to shape policy in a variety of arenas.

Second, regarding research and practice, the Discover Languages campaign includes a strategic plan for research to promote best practices to enhance the quality of language teaching and to identify both cognitive and social benefits of language learning. Finally, the Discover Languages campaign also seeks to provide a unifying effort among all language professionals by working collaboratively on projects to promote language education and to identify resources that meet the needs of the constituent groups of language professionals.

ACTFL suggests ways that Discover Languages month can be celebrated at schools and universities, as well as in one's community. For a list of ideas as to how individuals can get involved, please [click here](#).

accounts (IRAs). If you are over the age of 70 ½, you might consider designating a portion of the mandatory income withdrawal from your IRA to a charity of your choice. It is possible that you could realize tax savings as a result of doing so, and, of course, we'd be most delighted if you chose to support TIRF in this way!

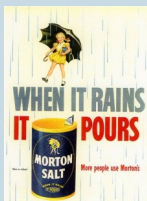
The following link will provide a more comprehensible update on the changes congress has made and what it could mean for you. For further information on this topic, please [click here](#). Additionally, you may [click here](#) to learn about the background on the discussion of charitable contributions people can make through their IRAs.

Chair's Report—A Wet and Fiery Start to the New Year

There's an old saying that "it never rains but it pours." [Dictionary.com](#) explains this expression as follows: "When something good or bad occurs, it usually occurs more than once and often within a short period of time." The saying has been used in both a negative and positive sense, though the negative view seemed to have been the original meaning.

In the early 1900's, [Morton Salt Company](#) used the phrase as [an advertising slogan](#). "When it rains, it pours" was printed on labels of Morton's salt containers, to show that this particular brand of salt would not clump or get sticky under damp conditions.

I am thinking about this slogan today because after four years of serious drought in California we are now experiencing severe flooding in various parts of the state. Last week, we had a dramatic downpour here in Monterey, complete with thunder and lightning, which are not common this close to the ocean. We are under

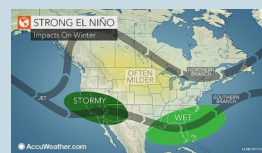


strict water restrictions, and yet the news is filled with reports of mudslides and roads washed out. There are advertisements on television about where to get sandbags.

Perhaps we should expect these kinds of contradictions in an "El Niño" year. Wait, what is El Niño and how does it affect weather patterns? [According to AccuWeather.com](#), an "El Niño occurs when ocean water temperatures rise above normal across the central and eastern Pacific, near the equator." Thus, in an El Niño year, there are noticeable impacts on global temperatures and precipitation levels.

Or perhaps this capricious weather is somehow related to 2016 being the year of the Fire Monkey in the Chinese zodiac. [The Fire Monkey](#) is described as being playful, manipulative, and tricky.

Whatever the reason may be, 2016 is likely to be a dynamic year for TIRF. In addition to run-



ning our [Doctoral Dissertation Grants program](#), we are currently adjudicating the nominations for the first annual [James E. Alatis Prize for Research on Language Policy and Planning in Educational Contexts](#). We are eagerly awaiting the publication of our second study of online language teacher education programs, as well. Finally, our presentation at the TESOL Convention in Baltimore will feature TIRF Trustee, Dr. Joe Lo Bianco, whose talk is entitled "Teacher Voices, English and Multilingualism: Building Peace through Language Planning."

Given all this activity, it seems fair to say – in the positive sense – that for TIRF, when it rains it pours. All of these initiatives are made possible by the support of our wonderful corporate and individual donors. We are very grateful to all of you for getting 2016 off to a busy – if wet and possibly fiery – start!

Kathi Bailey

