From the Director

Dr. Antonia Folárin Schleicher

I present to you, the eighteenth volume of our annual newsletter, Ulimi. As always, I begin my welcome note with gratitude to African language scholars and partners throughout the United States, for their dedication to the cause of the NALRC, and I would therefore like to convey my sincerest thanks to you all for your invaluable support to the cause of the NALRC. Another year of NALRC’s activities has gone by and it is my delight to share with you the highlights of our accomplishments.

The Center has stayed true to its commitment to initiate, develop and publish African language pedagogical materials. The latest of our publications is Dusome Ikinyarwanda and Reka Tuyage Mu Kirundi. The NALRC participated in the 2016 ACTFL Annual Convention and World Languages Exposition which took place from November 18-20 in Boston Massachusetts. Additionally, NALRC displayed newly created brochures for Umbundu, Tumbuka, Nama, Nubian, and Senufo languages respectively, as well as ULIMI, the bulletin of the NALRC. The Center continues to work on the following titles: Elementary Sudanese Arabic; Elementary Tigrinya; Walok Lep’Acholi; Let’s Speak Luganda; Elementary Pulaar; Intermediate Bamanankan; Standards-Based Furahiya Kiswahili Pre K-5. Work also continues on Yoruba Learners’ Reference Grammar, Let’s Speak IsiXhosa, English-Yoruba Pocket Dictionary, and Standards-based Yoruba Pre K-5.

The renowned NALRC Summer Institute welcomed to the Indiana University Campus an energetic group of African language instructors representing six languages - Akan Twi, Hausa, Igbo, Swahili, Wolof, and Yoruba. This year, I co-facilitated the two-week long workshop with Dr. Esther Lisanza (University of North Carolina, Chapel Hill). The lectures, animated discussions, and micro-teaching sessions immersed participants in the Backward Curriculum Design approach to African language instruction and learning.

I continue to work with a group of ALTA members to revise the World Readiness Standards for different African Languages. I am happy to announce that the World Readiness Standards for Learning Yoruba manuscript has been submitted to Standards Collaborative Board for publication. Our plan is to complete the Swahili and the Zulu Standards draft for publication by the end of this year. Plans are also underway to organize another workshop for other language groups which will be interested in developing standards for their respective languages. The project was jointly funded by NALRC, NCOLCTL, and ALTA. I am also developing Curricular for teaching Foreign Languages while incorporating business concepts. This project is funded by IU-CIBER. I have completed the elementary and intermediate levels curricular and have been working on the advanced level curriculum this Summer. I worked with the NFMLTA Executive Committee to secure a continuation award for research for LCTL instructors that will be sponsored by the NFMLTA. NCOLCTL was awarded $5,000 in 2017. Each awardee received $1000 this year. I have also collaborated with the NFMLTA Outreach Committee to create two new grants for the teaching and learning of foreign languages. One is a $10,000 grant for travel awards of $1,000 each while the other is $10,000 for a language scholar to host a roundtable conference in 2018. I encourage you all to apply for these grants in order to further your research.

NALRC acknowledges the crucial role its partners play in the successful running of the organization. The Center teamed up with the African Language Teachers Association (ALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL) to organize the 2017 annual Conference. African language graduate students and FLTAs continue to receive mentoring and sponsorship packages from the Center. I would like to note here, dedicated service of all the NALRC staff, Graduate Assistants and volunteers, and the National, Local and Field Advisory Boards who continue to pledge their support in a variety of ways to NALRC, in order to further the cause of the Center. To you all I say,

Akpe, Ke a leboga, Ngiyabonga, Dalu, Urakoze, Asante, Nkosi, Amessegalehu, Abora, Thank you.
NALRC Forever Developing

The National African Language Resource Center (NALRC) was established in September 1999 with a grant from the U.S. Department of Education to improve the accessibility of African languages in the United States by strengthening the field as a profession and by developing resources for the teaching, learning and researching of African languages. The Center's mission is to serve the entire community of African language educators and learners in the United States by sponsoring a wide range of educational and professional activities designed to improve the accessibility and quality of African language instruction. It encourages a variety of pedagogical approaches to accommodate learner diversity and advocates the integration of language and culture learning, and the acquisition of fluency in these areas. The NALRC facilitates dialogue among teachers, learners and administrators from a wide variety of cultural and institutional perspectives and promotes the profession of African language teaching.

During this year of funding, the NALRC has continued its activities and services in the following areas:

1. National African Language Program Coordination
3. Research in African Language Pedagogy
4. Professional Development for African Language Educators, Coordinators, and Directors

1. National African Language Program Coordination

5. African Language Program Inventory List
The NALRC updates the African Language Program Inventory on a regular basis so that information about programs in African languages can be available to the many universities and colleges that are planning to start African language programs. This list also helps individual language learners with interests in African languages to identify local institutions offering the language options that interest them. In order to maintain the most accurate list of African language programs in the U.S., NALRC welcomes your suggestions about program changes and new African language offerings.

6. African Language Pedagogy Evaluators' List
The NALRC continues to compile a list of scholars who are willing to serve as consultants for new or existing African language programs. These experienced African language pedagogists support the Center's mission by evaluating existing African language programs and also helping to start new ones. These evaluators and the program developers themselves are provided with access to a book titled *African Language Program Development and Administration: A History and Guidelines for Future Programs*. This NALRC published text is a product of the life-long teaching and coordinating experience of African language pedagogist Prof. Eyamba Bokamba.

7. African Language Coordinators' Training Programs
The NALRC trains African language coordinators through a variety of workshops. These workshops aim to improve coordinators' effectiveness in working with a wide variety of African language instructors whose language they may not speak or understand. These workshops teach the coordinators to work with instructors better and to mentor them more successfully. Many of the coordinators have had the opportunity to attend similar workshops conducted by the NALRC at the African Language Teachers Association (ALTA) conferences.

The NALRC maintains a list of African language instructors, native speakers and scholars who are interested in working as translators, interpreters and testers for government and non-government agencies. This list is updated regularly as the center receives information about new resources. These resources include former NALRC Summer Institute participants, members of ALTA and individuals who registered at various conferences at which the NALRC had booths.
V. African Language Materials and Workshop List

In order to satisfy the Center’s mission to provide the entire community of African language educators with teaching resources, the NALRC assesses the need for materials across the field of African language pedagogy annually. Part of this process includes gathering information about existing materials and workshops for African language instructors. These materials range from textbooks to audio and video tapes, web-based materials and role-play cards. The catalog of existing materials and requests for new materials is critical to the material development and publication process at the NALRC.

2. African Language Material Development and Dissemination

NALRC has placed a high priority on developing and disseminating the African language materials because, in the field of African language Teaching, the need for teaching materials is great. Through the tremendous efforts of diverse scholars and African language teachers, NALRC has contributed to the development and dissemination of language teaching materials on African languages ranging from more commonly taught African languages such as Swahili to less-commonly taught African languages like Somali. Since its inception, NALRC has published 19 Let’s Speak Series textbooks, four Let’s Read Series textbooks, two Let’s Communicate Series textbook, seven Learners’ Reference Grammar textbooks, one bilingual dictionary, 28 journals, four companion audio CD-ROMs, and six language flash card multimedia CD-ROMs covering more than 15 languages in total. The NALRC has also completed 90 language brochures.

Journal of the National Council of Less Commonly Taught Languages

- NCOLCTL Vol 14 (Fall 2013)
- NCOLCTL Vol 15 (Spring 2014)
- NCOLCTL Vol 16 (Fall 2014)
- NCOLCTL Vol 17 (Spring 2015)
- NCOLCTL Vol 18 (Fall 2015)
- NCOLCTL Vol 19 (Spring 2016)
- NCOLCTL Vol 20 (Fall 2016)
- NCOLCTL Vol 21 (Spring 2017)

Let’s Speak Series (Beginner Level)

Reka Tuyage Mu Kirundi (2017)
Donatien Nsengiyumva
ISBN: 978-1-59703-029-8

Let’s Read Series (Intermediate Level)

DUSOME IKINYARWANDA
(2016)
Donatien Nsengiyumva
ISBN: 978-1-59703-027-4

Coming Soon - Let’s Speak Sudanese Arabic

Let’s Speak Sudanese Arabic

Coming Soon - Let’s Speak Sudanese Arabic

NALRC has been working on new materials with different scholars and African language instructors. The following materials, which are in different stages of production, will soon be available:

- Yoruba Learners’ Reference Grammar
- English-Yoruba Pocket Dictionary
- Standards-based Furahiya Swahili Pre K-5
- Standards-based Yoruba Pre K-5
- African language brochures: Gogo, Efik, Kanuri, Khoi-Khoi, and Nyakyusa
NALRC Annual Summer Workshop

The National African Language Resource Center (NALRC) held its annual Summer Institute program from May 15th to May 26th, 2017 at the School of Global and International Studies (SGIS) at Indiana University in Bloomington, Indiana. The Institute is an intensive two week training session for language instructors and professionals. This year’s fellows came from seven different institutions across the United States and from abroad. Languages represented at the Institute were Akan (Twi), Hausa, Igbo, Swahili, Wolof, and Yoruba.

The institute focused on applying field-tested Second Language Acquisition (SLA) techniques and standards to African language pedagogy and emphasized the following:

- Using standards-based, thematically organized, backward curriculum design with performance assessment in the three Modes of Communication
- Integrating language, culture and content in the African language classroom
- Training participants to create a learner-centered classroom

The graduate students who attended the Institute were in good standing in any African language, linguistics, cultural studies, literature, or second language acquisition programs, along with any other related fields. African language instructors and scholars were also in attendance.

Instructors for this year’s program were the NALRC Director herself (Dr. Antonia Schleicher), who was joined by Dr. Esther Lisanza from the University of North Carolina, Chapel Hill. Though this year’s institute was the 18th annual workshop, it was the fifth time it was being hosted at Indiana University, the current home of NALRC.

In the first week, institute fellows learned how to incorporate multi-skill activities and assessments as part of their instruction routine. They also learned techniques of being able to adapt to the different language learning styles of the learners. Teaching a foreign language in the context of native speakers and at least 98% instruction all the time in the target language were highly emphasized to the fellows as well. They were also instructed on how to teach grammar in a target language’s cultural context all based on Standard-Base Curriculum. They also learned not only the efficacy of setting proficiency targets before language classes, but also how to set it and constantly evaluate their teaching methodology and how to improve their teaching delivery method through both self and other participants’ reflections. Both instructors gave a demonstrative lesson incorporating these concepts for the participants.

In the second week, each institute participant had several opportunities to conduct mini-lessons in their own respective target languages and to practice and employ the techniques that they had learned in the workshop.

By the end of the institute, participants had gained a deeper understanding of creating a student-centered learning environment in their classes, constantly reflecting on what learning style best suits their learners in each class. A unique aspect of this institute is that it enables the fellows to be able to critique each other’s teaching methods while receiving constructive feedback from their colleagues, many of whom are learning the languages used in the demos for the first time. At the end of each micro-teaching, other participants peer reviewed and critiqued the new methods and teaching skills learned, which helped everyone respectively to improve their teaching methodology and at the end of the workshop, the participants felt the fulfillment of accomplishing a great deal in their teaching skills.

The institute concluded with an awards ceremony on May 26th, 2017 which was chaired by Dr. Esther Mukewa. Some of the key personnel, Dean Russell Valentino - Associate Dean to the School of International Affairs and Dean Hilary Khan - Assistant Dean to the SGIS at Indiana University were in attendance at the ceremony to congratulate and cheer on the participants for the golden opportunity to attend the workshop. Professor Eyamba Bokamba of the University of Illinois Urbana-Champaign, who arrived two days earlier to evaluate NALRC activities, was also at the certificate award ceremony. The participants organized presentations in the forms of music and cultural dances in their various languages to entertain the audience. Some of them gave reflections on their experiences during the program and Dr. Omolola Bayo Rasheed gave the vote of thanks.

At the end of the training, the following participants received certificates of completion from the NALRC Summer Institute:

Magdalyne Oguti Akiding - Ohio University - Swahili
Yewande Aluko - Indiana University - Yoruba
Salome Aluso - Ohio University - Swahili
William Kesse Bimpong - Ohio University - Swahili
Musa Dampa - Ohio University - Wolof
Mustapha Kurfi Hashim - Boston University - Hausa
Roseline Ndimele - Abia State University, Uturu, Nigeria - Igbo
Joshua Okeye - Ohio University - Akan (Twi)
Mercy Namikoye Osuke - University of North Carolina, Chapel Hill - Swahili
Omolola Bayo Rasheed - Howard University - Yoruba
Brenda Wawire - Florida State University - Swahili

The opportunity for collaboration and discussion among peers and the opportunity to learn other African languages was vital to the participants throughout the workshop.
Reflections of Participants on NALRC Summer Workshops

Magdalyne Oguti Akiding
Ohio University

I am honored to share with you today my experience at the NALRC workshop. First, I would like to thank the people who played a very big role to ensure the success of our workshop. Thank you to Professor Schleicher and Dr. Lisanza, our instructors. The kind of training you have given us is incredible.

From the first week’s lectures to the micro-teaching demonstrations that we conducted in the second week, it has been a learning experience that will benefit us for a lifetime. I would also like to thank Mr. John Adeika, our IT professional who recorded our teaching demos and all other lessons, guided us on how to use the Google sites for the workshop, and handled all other technological matters. Let me also thank my classmates! You have been wonderful colleagues. I could not fail to notice your willingness to assist each other both in and out of the classroom, during the preparation of teaching materials, as well as actually teaching. I have seen your cooperation as students during the teaching demos. Your feedback and constructive criticisms during the workshop will surely benefit us all as we go back to our language classrooms.

I am so glad that I attended this workshop. When I started teaching Swahili in the US, I did not have adequate experience of teaching beginning language learners. I had taught Swahili for about a year in Kenya, but only to fluent Swahili speakers. Before I came to the US, I had just completed my bachelor’s degree in education and I had been teaching the English language and literature to Kenyan high school students. I received a teaching assistantship position for Swahili because of my teaching experience back home but when I came over, I realized that teaching beginning adult learners was a totally different experience, especially when coupled with the cultural difference. I believe that most of my colleagues here have had a similar experience. Coming to this NALRC professional training has been a blessing! The knowledge with which we are leaving IU is definitely going to change our experience as teachers. I believe that if my colleagues and I uphold the principles and methods of teaching that we have learned, not only will our classes be enjoyable, but enrollment in our languages will also increase.

I would like to encourage my fellow workshop attendees, instructors, friends and everybody who reads or hears this, to reach out to African language teachers, administrators and well-wishers, and encourage them to embrace the NALRC professional training workshops. African language teachers need this training very much! For it to happen, these teachers need support from their administrators. My fellow African language teachers, if we share our workshop experience with others, the impact may be stronger than we expect. We can showcase our new skills by teaching our languages as we have been taught to in this workshop. As the Swahili speakers say, “kizuri chaifuza, kibaya chajtembeza”. To give a rough translation, “a good thing sells easily while a bad thing parades itself around (trying to sell too)”. If we teach as we’ve been trained to, our languages will surely sell on their own, and we need that because we have to educate the world about our beautiful African languages and culture! Asanteni, Jerejef, Na gode, Medaase, Eseun, Ka emesia!

Yewande Aluko
Indiana University

The summer institute has been a huge success as we have heard and it is not just because we have been given information that is critical to our pedagogical skills, but the fact that we had the opportunities to put what we have learned into practice. I think that one fact that this workshop has drilled into us is that being a native speaker is surely an advantage, but an untrained native speaker will not be an effective language instructor. We have had the opportunity to make sure our content is proper for our students, not from our own perspective but from the student’s perspective as well. We are very grateful to our instructors. Thank you for the atmosphere you have created. The fact that we had feedback from our colleagues and we could find out our language and teaching skills and the fact that we did not do it just one time but twice helped me a lot. We saw what consistency can do and we saw what having the determination to teach a targeted language and being consistent about it can do and how it can improve so much for someone. Thank you to our instructors, for leading by example. I feel that this is not just an investment for our own future, which it is, but it is also an investment for Africa as a whole. So, I am saying that from all of us, from the people of Gambia, Ghana, Kenya, Nigeria, and from the people of Senegal we are saying: Jerejef, Asante, Daalu, Eseun, Na gode.

William Kesse Bimpung
Ohio University

I come from Ghana and I am a Swahili instructor. My native language is Akan. I started studying Swahili in 2009 at the University of Ghana and I am happy with how far I have come. Just starting out as a student of Swahili to becoming an instructor, it hasn’t been an easy journey, but I thank God for strength. Before coming to this workshop, I had taught in Ghana for one year and I was thinking that I was ready for a classroom in America, which actually, I’ll be teaching Swahili this fall at Ohio University. I thought I was ready for the classroom but little did I know that if I had not attended this workshop, I would have been a really good Swahili noun class teacher, which I am now, because I know the noun classes very well since that is how I was taught Swahili. But, thank God I came
to this workshop because this workshop has really saved me and it would have been a disaster for my class, not only for myself but also for my students, if I had not. Our instructors have done such a great job; thank you so much. I’ve also learned to be a self-reflective teacher, which I think is crucial to being a good teacher. The feedback I got from my colleagues whenever I taught was very, very helpful. Every time I wasn’t the one having a teaching demonstration, when I was just sitting back and listening to the feedback from others, I would just tell myself, “William, don’t just listen to that person alone. That goes to you too as well as who they are talking to now. Just take it and make the best of it.” I think it has really helped me in my demonstrations, and I just want to say thank you to you, the instructors, and thank you to the other participants, too. Thank you so much!

Musa Dampha
Ohio University

When I was selected to give a reflection on this workshop, I was overwhelmed, you all can understand that. But firstly, I want to say that this workshop could be compared to my semester long work. It is really demanding. Joseph was wishing that it would never end and I was wishing for the end. Actually, when we go back to our classrooms, we are going to be super human beings. This workshop only lasts two weeks and we are here to learn in order to teach people and benefit others and I think that mission has been achieved. Thank you so much for providing us with this opportunity and I, as an individual, appreciate it a lot. I was first communicated about this program in March when the assistant director called me. She told me that in the summer, I would be attending this workshop in Indiana and I questioned her asking what it was about and found out that it was a professional development workshop and I agreed to it. She said that I would be a Wolof instructor in the next semester which I felt fine about because I am from Gambia and I have Wolof people all around me. I believed that I could speak Wolof and that I didn’t need to develop myself in any form, instead I could just go and teach. Looking now, I obviously got everything wrong. I never knew it until I sat in the classroom on my first day when she started drilling. Before my first two presentations, I thought I could go up and just start teaching the audience what I know, but after I presented it was clear to me that I knew nothing. Now, I am thinking about others who are in my position and how they are working with their students. Teach in the right way and people will get it. Use the right mechanics and you will achieve your objectives at the end. This is what the workshop has taught me.

This workshop is not only about learning how to teach, but it is also about trying to give me the real meaning behind some of the things I knew, but I didn’t know how to work on them. It is a wonderful thing that I am here. Secondly, I will give you this promise. I have never taught before but this fall I will start teaching Wolof and slowly you will begin to see the results. We have done what we have done. They have given us their part which is to tell us what we need to know as instructors. Now, what is our part? It is not just to go back and say good things about this workshop, we can advertise the program, but the bigger goal is the results that will come out of this. In years to come, we will see a great difference in all of the African language programs across the US. My suggestion that I would like all of us to carry is to talk to our departments, preferably not only language instructors, but as much as we can, go in to other areas because other lecturers and teachers need this program to actually know what they are teaching in their classrooms. Education is not just about “I know it, I can do it” but it is about the training and doing the right thing. Thank you so much to Mwalimu and Dr. Schleicher, I am so happy and God knows how much you have defined me; I am a complete guy now. I can call myself a Mwalimu from this day on and special thanks also goes to John, who is such a terrific person and has done it all.

Mustapha Kurfi Hashim
Boston University

I want to thank our chief host, Professor Antonia Schleicher, Professor Bokamba, our guests and fellow workshop participants. This is not my first workshop, actually. The first time I attended this kind of NALRC workshop was at the University of Wisconsin-Madison in 2012. My training all my life has been in sociology. I have a BSC and MSC in sociology and then I went to Ohio University for a second master’s in International Studies with a specialization and focus in Africa. That was when I started to develop an interest about languages and then after that I went back to Nigeria and continued with my teaching job in sociology. I then went back to the US to get my PhD in sociology. Interestingly enough, I was required to teach Hausa and I had never taught Hausa in any form of a class whether it was at grammar, at secondary or at post-secondary level, etc. I did not know what to expect or what to do, but instead of panicking, I was brought to a workshop by someone who was very instrumental in getting me there, Professor Bokamba. What he did was he sent me to attend the workshop at the University of Wisconsin-Madison and from then on I thought, “Well, I am now competent enough to go and do the training.” So, after that training, I started to realize that even those who had been teaching for decades were not as competent as I was. Now, I consider myself as an accidental linguist.

Now, having said that, I know some of you would be surprised and want to know why I had to address Dr. Charles Schleicher as the host, and as she [Antonia] said, he has been very supportive to her. In 2012 when we went to their house, they not only opened their hands but they opened their hearts to welcome us to give us all the support that we needed. For him to be solely behind her all throughout these years, we need to appreciate that and say a big thank you to him and always pray that God will continue to be with him at all times. Now, for this training that we have just attended, I believe it’s a plus to me, something even considered as an added value because every training you attend will come with its own unique experiences. Even if the slim set of people who taught you years back are the same set of people that teach you now, you will still have some things that are very new. But one thing that I observed that is very special about this workshop, as Dr. Esther said, is that no other set of workshop attendees has received the special attention by Professor Antonia Schleicher that we have. She not only shares with us her wealth of experience professionally, but even shares things we can take beyond that. I have learned in sociology that for every action that human beings perform, there are two consequences; the manifest function and the latent function. The manifest function will be what you have intended to do and what the consequences are of that action. For example, we came here to learn about how to become professional language teachers but that is also an unintended consequence that might come as a result of attending that program. Now, we may not necessarily receive the results of that unintended consequence, it may be beyond. As Dr. Schleicher said, “The training might be intended for African language teachers but you can take that to the next level,
to any disciplinary, as it is cutting across all disciplinaries.” For example, when some things are happening I just try to make connections. When I go to teach sociology, for example, or when I go to teach any other thing, the original experience will still be with me. I will carry that experience and take it there and then the idea is to ensure that we bring it in to practice. We are now competent enough to be world class teachers that can transform lives. So of course this workshop is a transformative experience. That is to say something about the training. To us, the participants, it is a challenge. We have always talked about some of the good or bad things happening back in our countries, so we have to make sure that we utilize this knowledge and these skills and experiences and ensure that we are impacting positively on the lives of people, whether you live here or you live back on the continent. Always think of giving back. Do not always think of receiving. Let’s not just be passive receivers of knowledge but let us also be active because that is the way we can also be producers and not just passive receivers of knowledge. Think of how it is best to give back to the communities and what the best ways are to which we can impact people’s lives.

Dean Russel, we greatly appreciate your support and we also hope and pray that you will continue to give us this kind of continuous support to the Center because when you have schools for global studies, there are different colleges under that. For you to attach so much significance to this, we greatly appreciate it and we also hope that this support will continue for all of our funders and sponsors, from the American governments Department of Education and Title VI host universities to our Centers for African Studies, as well as everybody who has contributed in making this a success story, we have been very grateful. We wish everybody’s journey mercy going back to our destinations and we hope that we will make our own efforts to ensure that we not only practice what we have learned, but also register with different professional people as we have been advised. We need to always reflect back and say, “Okay, where was I wrong and where do I need to strengthen myself up and make a move forward?” Thank you very much.

Roseline Ndimele
Abia State University, Nigeria
Welcome, everyone. Permit me to stand on the already established protocol. I will not bore you with the details of the content of the program or workshop we’ve just had. I’m just going to talk about my experience. When I applied to attend this conference, I thought it was going to be like any other conference or any other workshop. First, maybe you would register and drop your bag off, sit-in when you have time, go shopping, go sightseeing, but when getting here, the first thing we did was have the rules and regulations explained to us. We learned rules like how we were not allowed to come in late or allowed to skip class or else we would not be given the certificate. Immediately, I was like “Wow, this is serious!” They gave us a map of where and when we could visit places in Bloomington, but I know none of us visited anywhere because there was no time to do so. Already at the end of our days, you would go back and struggle to even prepare for the next day. So for me, it was a beautiful experience. That discipline alone is a part of the different things that I am taking back home with me.

I have lectured in a university linguistics department for many years and I thought I knew it all, but I believe that if we are going to do a written portion, I will be the last, or even second to the last person here because of my performances because the backward curriculum design was new to me. I am not in education and I have not been following the methodologies and the pedagogy, but the backward curriculum design standard is just great. I can apply it to any other subject and achieve good results. I didn’t just learn the contents of the syllabus, either. They taught me how to use PowerPoint, how to upload, and everything in between. So when I go back to Nigeria, I can say that I’ve learned more than what was in the syllabus.

Thank you so much to all of the participants, you are all wonderful. I want to make a plea. A former participant recommended this program for me when we met at a conference in Germany and she said “Rosie, you need to attend.” I know she would love to attend more but because of the cost implications and the fact that we don’t have scholarships like you do, her and many other people cannot come, so I want to plead with NALRC to see a way of helping those of us in Africa. We cannot say we know it all and I’ve just realized here that because you are a native speaker of a language, you automatically think you can teach it well but no, no, no. You need to know the method to teaching it effectively. You can’t say “Well, are we going to teach this?” Most of our children learn English at home with their parents so they are coming into their primary schools as second-language learners. So if you can, maybe if we attend more and have more numbers from Africa, we can organize it in our continent so that you can help us with human resources and whatever else it would take to enable us to learn more. Thank you so much, Dr. Antonia Schleicher. You did not just teach us, you were a model. I listened to the pieces of advice you have given to us and I was like, “Oh, this is the role I play at out of state universities, the role of a mother, not just a teacher.” I like the advice you have given to the other participants. I know it may not apply to me because I’m not teaching here, but for them they should always be grateful that they have a mother, so thank you so much. So, we thank God for giving us the strength that has sustained us during these two weeks. By God’s grace, next year, if we can get sponsorship, more people can come from Nigeria and it will be wonderful. Thank you so much!

Joshua Okyere
Ohio University
Dr. Esther Lisanza, Director and Professor Antonia Schleicher, these present, production editor Mr. John Adeika, group participants, invited guests and ladies and gentleman, good evening. I am giving this reflection on this May occasion. I never dreamt that someday I would get this extra-ordinary training to prepare me to better serve in my capacity, as an Akan instructor. I am delighted beyond measure about the transformation this workshop has giving me within these two weeks. I could only imagine the person I would be if I got one month of this high quality training. I’m grateful to the almighty God for how far He has brought us. Allow me to express my sincere gratitude to the director, Dr. Antonia Schleicher and Dr. Esther Lisanza for the support and great job in passing
knowledge and skills into us. I feel so proud and honored to have been under your tutelage and I wish this workshop did not have to end today, but as scripture says, “Everything that has a beginning, has an end”. Again, my heartfelt gratitude goes to all of you for your support and full participation in this workshop. This professional development workshop focused on quality, instruction, curriculum, and assessment. It also trained us in crucial areas central to the effective operation of less commonly taught languages and African language programs. It is my first time learning about backward curriculum design (BCD) and I have come to the realization that using the BCD prevents a situation of banking education, as noted by Paulo Freire in his work, “Pedagogy of the Oppressed”. As an Akan language instructor at Ohio University, this workshop has been an eye opener and has allowed me to come to appreciate teaching from a student perspective. The experience gained has given me insight into how an instructor can use various techniques to help learn as master of content or performance objectives. One important thing is that we were able to demonstrate what we were taught. Feedback was given by Dr. Schleicher and Dr. Lisanza and from the other participants. The valuable feedback provided, after every demonstration, not only boosted my confidence but also prepared and shaped me into a better instructor, as all of you could attest. Everybody had an opportunity to speak in class, which is a real model that we as teachers should also follow in our classrooms. The personal life experience that many workshop participants and instructors used also played a major role in informing us as emerging teachers. Those that are already teachers also informed us. It would be prudent to state here that it does not matter how bad you used to teach before getting this training like me, the past is passed and a wise man once advised his compatriots as follows: The past is gone, and you cannot get yesterday back, so why worry about a future? Concentrate on today, be the best that you can be today, and you will never have to worry about a future. So, I urge every one of us to press on towards the goal to win the prize. In all we do, let us acquire a desire that we admire. Even if we misfire, do not retire, because there is a Dr. Schleicher and Dr. Mwalimu Esther who will turn you and lift you higher. Before I take my seat, I want to state unequivocally without fear or coercion, that this year’s workshop has been terrific, fascinating, outstanding, and superb. It is my hope and prayer that we will continue to form stronger bonds and bring the spirit of togetherness on all occasions. Long live Africa! Thank you.

Omolola Bayo Rasheed
Howard University

We thank Russel Valentino, Professor Bokamba, Professor Antonia Schleicher, and Mwalimu Esther. The next person I would like to thank is the man that is always hiding, someone who we are very thankful for, Professor Charles Schleicher. And all of the other invited guests please know that we really appreciate your presence here. With the permission of all of the participants of this 2017 summer institute, I would like to say that we owe the NALRC and its management a lot of gratitude for organizing this productive workshop. We also owe our home institutions appreciation for supporting us to come to Bloomington, Indiana, the venue of this educational opportunity. Before coming to this conference, many of us thought that attending this workshop that is focused on teaching skills was not necessary and that it was a complete waste of time for us because we have all been taught African languages for years and could discharge our responsibility perfectly with little to no help from any quarters. Some teaching assistants and students among us thought that they would learn but never knew that they would get as much as they have gotten in the past two weeks. Only two of us had participated in one or two previous workshops organized by the NALRC. Today, the story is different. Empowered with professional ideals such as standards, backward curriculum design, and overview, all of us feel more comfortable. The instructions from our facilitators on micro-teaching that we did in the second week critique and suggestions that followed each presentation and the improvement that each presenter experienced in the process convinced us that we are on the right track for our jobs. Without the workshop, many would not know that mastering our African languages does not necessarily translate into teaching them in a standard way, especially in American institutions. Our strategies for planning and delivering instructions after this workshop will change and our effort will yield better results. As the 2017 NALRC summer institute workshop ends today, we will remember our vibrant resources, Dr. Antonia Schleicher and Esther, as teacher trainers and advisors who are both really excellent at their work. They made the atmosphere to learn in fun with strategies and reflections. We also thank Mr. John Adeika whose expertise in technology assisted all of us from the beginning to the end. The three of them helped us to learn more. All of the benefits from this workshop will influence the packaging of our future curricular teaching and assessment in our universities or colleges. Again, we thank NALRC and the staff for giving us this opportunity this summer. Thank you all!

2016 ACTFL Convention

The American Council on the Teaching of Foreign Languages (ACTFL) Convention is an international event bringing together more than 7,000 language educators from all languages, levels and assignments. The goal is to provide a comprehensive professional development experience that will have an impact on language educators at all levels of teaching and in turn help their students to succeed in their language learning process. The National African Language Resource Center (NALRC) participated in the world’s most comprehensive language education meeting of the minds featuring more than 800 educational sessions in a variety of formats that focused on innovative programs, emerging trends that impact the language profession, and research-informed practices by exhibiting our developed African Languages textbooks as a source for writers in other African languages where learning materials are still grossly lacking. NALRC and other Language Resource Centers (LRCs) being funded by the Department of Education are part of the exhibit hall and will showcase more than 250 companies exhibiting their latest products and services. It is a learning experience within itself where one finds exhibitor sponsored workshops, the ACTFL Collab Zone, the Social Media Lounge, a Career Café, and an ACTFL Confer-station Corner. Dr. Antonia Schleicher, John O. Adeika, and Joseph Lijofi from the National Council of Less Commonly Taught Languages (NCOlCTL) were there to represent the NALRC and NCOlCTL respectively at the 2016 ACTFL Annual Convention and World Languages Expo, which was held on November 18-20, 2016 in Boston, Massachusetts with pre-convention workshops, held on November 17, 2016.
For the fifth year in a row, all LRCs shared exhibitor space due to the reduced funding all units are operating under. This year, NALRC shared a booth with other LRCs. For its share of promotional materials being displayed, the NALRC brought hard-copies of the latest edition of ULIMI (the annual news bulletin), the newly developed textbooks (Tuvuge Ikinyarwanda and Let’s Speak Bamanankan in the Let’s Speak Series, Ma Y3nkan Akan Twi in the Let’s Read Series and Jẹ Ká Bára Wa Sọro ní Yorùbá in the Let’s Communicate Series) along with different brochures (Umbundu, Tumbuka, Nama, Nubian, Senufo, etc.). Other old material resources were also showcased.

Booth Visitors and Dissemination

During the conference, the attendees and visitors, mostly foreign language teachers and scholars, visiting the LRC booths were excited as they listened to the mission and scope of the NALRC work and its achievements. Many visitors were very interested in the work that the NALRC does and picked up some of the brochures. A number of them also bought some of our language resource materials at the conference at a conference discount rate. The most spectacular thing about this year’s NALRC exhibition booth was the overwhelming expression of kudos and willingness to be part of the work if we needed the visitors when they came around to the Center’s booth. In short, we had a lot of traffic and flow to our both and people expressed their total satisfaction with the different NALRC materials that were presented.

Overall, networking with other LRCs, language scholars, and enthusiasts made this trip another successful outreach experience.

Conclusion

NALRC’s presence at the conference was felt as the Center was able to enhance the existent network, while new bonds and collaborations were formed particularly for the development of other African Language instruction materials. It was another successful ACTFL conference, and the Center is already looking forward to the 2017 ACTFL Convention to be held in Nashville, Tennessee from November 17-19, 2017.

John O Adeika and Joseph Lijofi were exhibitors for the National African Language Resource Center (NALRC) at the 59th ASA annual conference, held under the theme of “Imagining Africa at the Center: Bridging Scholarship, Policy, and Representation in African Studies” at Marriott Hotel, in Washington, DC between Nov. 17 - 20, 2016

In the evening of December 1, the NALRC exhibition booth was set up. And the eye-catching brochures, the Let’s Speak an African Language textbooks, the Learners’ Reference Grammars, the CD-ROMs, and the flash card CDs of the diverse African Languages; the NALRC bulletin, and other publications of the NALRC were on display. The display attracted all kinds of people, those familiar with the NALRC and others who are not. The exhibitors were handing out brochures and the ULIMI (the NALRC bulletin), answering questions and receiving comments from the visitors, giving brief descriptions, about the NALRC, and selling the NALRC publications.

Featured Language Textbooks and Brochures

Tuvuge Ikinyarwanda (Let’s Speak Kinyarwanda) and An Ka Bamanankan Fɔ (Let’s Speak Bamanankan) in the Let’s Speak Series, Ma Y3nkan Akan Twi (Let’s’d Read Akan Twi) in the Let’s Read Series and Jẹ Ká Bára Wa Sọro ní Yorùbá (Let’s Communicate in Yoruba) in the Let’s Communicate Series and brochures (Umbundu, Tumbuka, Nama, Nubian, Senufo, etc. are all newly published material resources and were featured during the conference. Other old materials were also show cased too.

Booth Visitors and Dissemination

During the conference, the attendees and visitors, mostly African language teachers and scholars, visiting the LRC booths were excited as they listened to the mission and scope of the NALRC work and its achievements. Most visitors picked up the language brochures of their interest; some collected bundles of them to introduce the languages to students at their universities. Many language instructors appreciated the efforts of the NALRC to promote African languages. Although, the exhibitions center was not located in a strategic and terrific traffic area, both John and Joseph went round to meet them at their respective presentation venue to distribute the NALRC brochures and ULIMI to the conference attendees. Some of them came to the booth later to see other African language resource materials and even bought some them at conference discounted rate.

The conference was a huge success in terms of disseminating information about the activities of the NALRC to a wider range of scholars from all areas of African Studies such as African literature, Afro-American literature, and Cultural studies. The conference was also helpful in that the NALRC could directly hear about the needs regarding the studying of African Languages.

Conclusion

The NALRC’s efforts in making language resources available to the language scholars in the United States were highly commended by the visitors. The 60th annual conference is scheduled for Philadelphia in 2017.
Creating Speaking Activities from A to Z

On Wednesday, November 9, 2016, CLE presented the workshop entitled "Creating Speaking Activities from A to Z". The workshop took place at Indiana University, Bloomington and it included 18 attendees. The presentation was led by Dr. Esther Ham, CLE’s Director for Online Education.

Dr. Ham began her workshop by explaining her list of ten steps used in the design of a speaking activity. She also stressed the importance of taking into consideration the world-readiness standards for learning foreign languages in the design of these activities. Participants worked in small groups during 30 minutes and designed their own speaking activity. Afterwards, they were able to present their work and shared in with the audience. Some of the aspects participants found most useful/interesting were group discussion with fellow language instructors, working through a lesson plan with a partner, and seeing the lesson plans be presented.

The audience expressed enthusiasm and receptivity about the event and many rated it as excellent and expressed their interested in attending more CLE workshops and said that they would recommend it to others. There were some suggested topics for future workshops, including rubric design, interpersonal speaking activities and online teaching and technology.

Using the Target Language 90% or More of the Time At All Levels of Foreign Language Instruction

On Wednesday, February 1, 2017, the Center for Language Excellence (CLE) presented the workshop entitled "Using the Target Language 90% or More of the Time At All Levels of Foreign Language Instruction" at Indiana University, Bloomington. The workshop included 14 attendees from different language departments across campus. The presentation was led by Dr. Antonia Schleicher, Executive Director of the CLE. Dr. Schleicher welcomed the attendants and opened her workshop by emphasizing the importance of incorporating the World-Readiness Standards for Learning Languages into the classroom: Communication, Cultures, Connections, Comparisons, and Communities. In addition, Dr. Schleicher made reference to ACTFL’s position statement on the use of the target language in the classroom which, ideally, should be at a minimum of 90%.

Participants of the workshop after their completion

Workshop participants learning from the instructor
Implications of Standards in the LCTL Classroom

On Tuesday, February 28, 2017, the CLE presented the workshop entitled "Implications of Standards in the LCTL Classroom" at Indiana University, Bloomington. The workshop included 12 attendees including staff from CLE and CeLCAR, and was led by Dr. Schleicher.

The workshop began with Dr. Schleicher encouraging the participants to think of aspects to consider when a language course curriculum is being developed. This preliminary process was explained in terms of the Backwards Curriculum Design approach which identifies the following three stages: course goals identification, determining acceptable evidence of learning (assessment), and planning teaching and learning experiences. In identifying the desired goals or course outcomes, language instructors reflect upon those skills they expect their students to obtain from the course. These may include specific areas of the language such as grammar, but also skills that students acquire and maintain for years to come – enduring understandings. The second stage, assessment, should be an ongoing process in the language classroom and is an indicator of students’ and instructors’ achievement of their respective goals. Both formative and summative assessment types are part of this process. Also, the difference between proficiency and performance was stressed. The former refers to what can be achieved by students at the end of a semester or a unit when they put together everything they have learned. Performance, on the other hand, is task-based and helps students throughout the learning process. Thirdly, planning the particular contents of the language course must show alignment between expected goals and assessment. In addition, the cultural framework of the language being taught is a pivotal aspect of any course curriculum.

The importance of designing a lesson plan was also emphasized. The key question for designing a lesson plan should be “What should my students be able to do and know before the class ends? It is crucial to inform students where you are taking them; thus, every lesson plan should begin with a performance objective.

This engaging hands-on workshop ended with participants expressing their enthusiasm about its quality and practical usage. Some of the feedback received from participants included "The topic was very good and the presenter made an excellent, well-structured delivery".

2017 NCOLCTL/ALTA Annual Conference

This year marked the 20th milestone of the Annual Conference of the National Council of Less Commonly Taught Languages (NCOLCTL). The 2017 NCOLCTL Conference, under the theme, The LCTL Mission: Advancing Inter-cultural Communication through Research and Practice for K-16, was held from April 21-23, 2017, with pre-conference workshops held on April 20, 2017 at the Holiday Inn, 3405 Algonquin Road, Rolling Meadows, IL 60008. Following a long-standing tradition, The African Language Teachers Association (ALTA), also partnered with NCOLCTL for their 21st Annual Conference, which ran concurrently with an African focus on the NCOLCTL conference theme.

The highlights of this year’s conference include the pre-conference training workshop, five plenary sessions, colloquia and presentations, an awards ceremony and language-focused exhibitions. A vibrant LCTL community participated in this year’s conference from Educational Institutions, Language Centers, Government and Private Agencies, within and outside the United States.

Dr. David Victor, a Professor of Management and International Business at Eastern Michigan University, facilitated the two pre-conference workshops on the afternoon of Thursday April 20. “What Do Employers Want? Finding the Sweet Spot for Language and Culture Providers” helped language and culture instructors to identify which skills instructors may wish to downplay (less desired) and which ones they should emphasize, namely 1. Reinforcement skills (those that employers identify as more commonly taught and more desired), and 2. Sweet spot skills (those that employers identify as less commonly taught and more desired). The workshop ended with critical information on how to market their skills in the business world. “Using Case Vignettes and Dialogues in Teaching Cross-Cultural Business Communication” instructed language and business faculty on how to use dialogues from actual business exchanges and vignette cases with executive comments as a hands-on pedagogical tool in teaching cross-cultural business communication. Dr. Victor was also a plenary speaker and presented on the theme: “The Importance of Less Commonly Taught Languages in Global Business.”

The inaugural plenary session on April 21st was led by a dynamic panel – Antonia Schleicher (Chair): NCOLCTL Executive Director; Richard D. Brecht: Professor Emeritus, University of Maryland; Dan Davidson: President of American Councils for International Education and Professor of Russian, Bryn Mawr College; Bill Rivers: Executive Director, Joint National Committee for Languages – National Council for Language and International Studies and Brian Edwards: Crown Professor in Middle East Studies and Professor of English and Comparative Literary Studies at Northwestern University. The round-table deliberated on the “Report of the National Commission on Language Education and Its Consequences for the Language Profession.” The most important point in this discussion was the implementation of this report within the LCTL learning and teaching communities.

A celebratory mood ushered in the second plenary session led by a seasoned team of panelists - Marjorie Hall Haley, Professor of Education at George Mason University, Betsy Hart, Director of Programs, National Foreign Language Center, University of Maryland, and Diane Varieur, Government Program Manager, STARTALK, National Security Agency.

Dr. Schleicher leads a workshop
One of our first time attendees and presenters, Leticia Pagkalnawan (University of Hawaii), spoke on "Oral Presentations with VoiceThread: A Collaborative Assessment Strategy for Enhancing Oral Proficiency, Listening Skills, and Oral Presentation Practices" which examines how the use of VoiceThread enhances language proficiency, listening skills, and oral presentation practices of students in beginning Filipino.

The Saturday night awards ceremony and dinner is renowned for togetherness, great cuisine, dancing shoes, and most importantly, a time to recognize excellence in scholarship and distinguished service within the LCTL community. Dr. Laura Kaplan Murray of the National Security Agency received the 2017 Ronald Walton Award. One of the heights of her achievement in the promotion of LCTLs is her sole initiative as founder of the STARTALK program. Her biography confirms: "While at the Office of the Director of National Intelligence (ODNI), she launched the STARTALK program, which provides introductory language training for K-16 students and teaches professional development in 11 critical languages. STARTALK continues to be a robust program which has provided learning opportunities for more than 62,000 students and teachers in all 50 states. Dr. Murray was awarded a National Intelligence Certificate of Distinction in 2010 for being "singularly responsible" for the creation of STARTALK." The proud recipients of the 2017 NFMLTA-NCOLCTL Graduate Research Awards are Asma Ben Romdhane (Northwestern University); Bing Mu (Ohio State University); Elena Doludenko (Indiana University); Mahbuba Hammad (Cal State University), and Xia Xue (University of Hawaii at Manoa). Congratulations!

Governmental, not-for-profit and for-profit organizations and businesses participated in and supported the NCOLCTL conference as sponsors, exhibitors and advertisers. They include the National Federation of Modern Language Teachers Associations (NFMLTA), National African Language Resource Center (NALRC), National Foreign Language Center (NFLC), American Council on the Teaching of Foreign Languages (ACTFL), National Language Service Corps (NSLC), Central Intelligence Agency (CIA), Avant Assessment, Michigan State University Press, IU Center for International Business Education and Research (CIBER), Center for Language Excellence (CLE at IUB), and our first time exhibitors, Mango Languages, which specializes in providing language-learning resources.

Business meetings are a crucial component of the conference. The governing bodies of NCOLCTL/ALTA, namely The Executive Board and the Delegate Assembly, hold meetings to brainstorm, access and reevaluate the directions of their organizations. Additionally, other LCTL linguistic sub-groups meet in other spaces to deliberate on matters relevant to the specific languages they represent. The Chama cha Ukuzaji wa Kiswahili Duniani (CHAUKIDU) group met this year to discuss ways to promote the teaching and learning of Kiswahili.

The spirit of volunteerism has always been an integral part of the success of the NCOLCTL/ALTA Conference as well. This year, the dedicated NCOLCTL/ALTA Secretariat staff, the NALRC staff and our enthusiastic team of volunteers (mostly Fulbright Foreign Language Teaching Assistant (FTLAs) and Graduate students) worked tirelessly to make NCOLCTL/ALTA 2017, one of distinction. Our profoundest gratitude goes to John O. Adeika, Indiana University; Nana Aba Bentil-Mawusi, Indiana
University; Sumant Bandhari, Indiana University; Abhinash Tummala, Indiana University; Ligia Belisario, Indiana University; Yewande Aluko, Indiana University; Ashraf Waziri, Indiana University; Nevin Durmaz, Indiana University, Nyamsuren Dorjpalam, Indiana University; Tolulope Akinwole, University of Wisconsin; Adewunmi Adegbite, Florida Memorial University; Japhet Ajani, Ohio University-Athens and Kayode Odumboni, New York University.

A special word of thanks goes to the Executive Director of NCOLCTL and ALTA, Dr. Antonia Schleicher, the President of NCOLCTL Dr. Wafa Hassan and then President of ALTA, Dr. Ademoyo Ademoyo, the entire membership of the Boards, the Delegate Assembly members, our NCOLCTL Editor, Dr. Danko Sipka, our JALTA editor, Dr. Jonathan Choti, presenters, plenary speakers and indeed all of our conference attendees. Our gratitude also goes to the Holiday Inn, Schaumburg for their professional service and excellent catering – Anju, Liz, Demetrio and team, thank you!

The 2018 NCOLCTL/ALTA Conference will be held from April 20-22, 2018 with a pre-conference workshop on April 19 at the Hyatt Regency Dulles, 2300 Dulles Corner Boulevard, Herndon, VA 20171, USA. Our theme is "LCTL Education in the US: From Pre-K to Global Professional". Submit your proposal online at conference.paper.ncolctl.org and we look forward to seeing you at the next conference!

2017 NCOLCTL/ALTA Conference in Pictures

Attendees dance at the Walton Award dinner

Attendees enjoy themselves at the Walton Award dinner

Right: Dr. Schleicher speaks at the award ceremony
Left: Attendees had a chance to congratulate the Walton Award winner in their native language
Below: Attendees pose together for picture during the Walton Award ceremony

Up and Down: Conference attendees in session
The 2017 Walton Award winner, Dr. Laura Kaplan Murray

Wafa Hassan presents the Walton Award to Dr. Murray

Delegate Assembly members celebrate with Dr. Murray

NCOLCTL President - Dr. Wafa Hassan addressed the audience. Walton Award Dinner

NCOLCTL/ALTA Conference in Panorama

NCOLCT/ALTA Conference in Panorama

Winners of the NFMLTA-NCOLCTL graduate research award

Dr. Lixing Frank Tang leads a plenary session

A first time attendee congratulating Dr. Murray

Right: Plenary Session audience
2017 NALRC Summer Institute in Pictures

Group activity in Yoruba Micro-teaching

Participants each had the opportunity to teach to the class

Role play for an activity in Yoruba

Participants engage in conversation for a class activity

Participants were role playing during the workshop

Dr. Schleicher checks on Students understanding during a micro-teaching demo

Participants help one another for an assignment

Omolola Bayo performs in Swahili

Brenda Wawire in action in Swahili micro-teaching

Students role play during an assignment

Participants and leaders pose as the Summer Institute comes to an end
Announcements

I. Translations/Interpretations
The NALRC continues to provide quality services in the area of translation and interpretation of many African languages as the need arises in and around the United States. The list of translators and interpreters is open to anyone who knows a less commonly taught language and wants to be an interpreter. Also, if you need translation/interpretation services, please contact us.

II. Job Opportunities Advertisements
As the NALRC website is frequently visited by students, instructors and scholars, you are encouraged to notify NALRC of any African language related job vacancy. We will advertise your job vacancy at no additional cost to you.

III. Upcoming Conferences - Dates & Venue
We urge our readers to mark their calendars for the following upcoming conferences in the academic year 2017-2018:

i. NCOLCTL/ALTA Annual Conference
   Date: April 20 - April 22, 2018
   Venue: Herndon, VA

ii. NALRC Summer Institute
   Date: May 14 - 25, 2018
   Venue: Indiana University

iii. ASA Conference
   Date: November 16 - 18, 2017
   Venue: Chicago, IL

iv. ACTFL Conference
   Date: November 17 - 19, 2017
   Venue: Nashville, TN

For any questions/comments, please contact:
National African Language Resource Center (NALRC)
School of Global and International Studies
College of Arts & Sciences, Indiana University,
701 Eigenmann Hall, 1900 East 10th Street
Bloomington, IN 47406 USA
Telephone: 8128564199 Fax: 8128564189
Email: nalrc@indiana.edu
Website: www.nalrc.indiana.edu