From the Director
Dr. Antonia Folarin Schleicher

It is a great pleasure to offer you the tenth volume of our annual newsletter, ULIMI. In this issue, we will be summarizing all of our accomplishments in the past year as we normally do. We would like to continue our appreciation of the International Education and Graduate Programs Service (IEGPS) of the Department of Education for making the NALRC and all of its activities possible.

NALRC’s interest in professional development is outstanding and we are proud to say that our contribution in this area is transforming African language programs as well as many other less-commonly taught languages (LCTL) programs. As our custom for the past years, we hosted the annual conference of the National Council of Less Commonly Taught Languages (NCOLCTL) and our usual professional development workshops. This year, we started the African Languages Flagship Program in collaboration with Howard University. We also initiated a Multimedia Materials Development Training for African language instructors. This workshop equipped participants with multimedia skills, especially in the context of Web-based instruction. They learned to make animated gifs, edit digital photos and use a drawing program to create items to support their instructional objectives. They also learned to record themselves in order to make exceptional audio streams. Lastly, they learned how to produce computer-based videos with captions, pauses to practice, and to enhance interactivity to really get their students’ attention. The instructor was Jacques du Plessis from the University of Wisconsin – Milwaukee and the participating scholars were: Zoliswa Mali, Kazeem Sanuth, Sibongile Magwaza, Esameddin Alhadi, Akinsola Ogundeji, Moses Olateju, Alwiya Omar, Telahun Gebrehiwot, Betty Sibongile Dlamini, Sarah Mkhonza, Sam Mchombo, and Francis Lukhele.

The Summer NALRC Institute was held for two weeks beginning from May 26, 2009 to June 5, 2009 and was led by Steve Timm and Joe Nosek. The institute was attended by Hicham El Majdi, Betty Dlamini, Sarah Mkhonza, Fabienne Diouf, Happiness Bulugu, Moses Adegbola, Moses Olateju, Olagoke Alamu, Nobuhle Hlongwa, Kazeem Sanuth, Buyiswa Mini, Beatrice Okelo, Mary Gordon, Babusa Hamisi, Bilal Ali Humeidan, Sibongile Magwaza, and Levi Ofoe.

A new addition to these workshops was the STARTALK Summer Swahili Professional Development Program. The instructors at STARTALK were Antonia Folarin Schleicher, Alwiya Saleh Omar, and John Kiarie Wa’Njogu. The participants at this workshop were: Beatrice Okelo, Happiness Bulugu, Beatrice Bolger, Merchades Rutechura, Babusa Hamisi, Marko Mwipopo, Abdul Nanji, Francis Wangendo, and Zablon Mgonja.

NALRC began hosting the orientation program for Fulbright Foreign Language Teaching Assistants (FLTAs) in 2007. The event has since been a huge success and we organized two orientation sessions this year. The NALRC is making a direct impact on foreign language programs across the country by seizing the opportunity to train teaching assistants before their first day of classes. We are confident
that FLTAs who attend our workshops are better prepared to teach than those who don’t have that opportunity. Any teacher of an African language that has not had this training should contact us immediately in order to benefit from our annual Summer Institute for African Language Instructors.

NALRC specializes in professional development opportunities for new as well as experienced teachers. We have been actively involved in advancing the skills of these experienced teachers by hosting the NCOLCTL conference in collaboration with the African Language Teachers Association (ALTA) conference. The joint conference was an ideal way for ALTA members to interact with each other and share ideas for enriching the field, furthermore, to learn from other teachers of LCTLS and share larger pedagogical concerns.

The NALRC made a major stride in materials development this year with the publication of Ibro Chekarou’s Mu Zanta Da Harshen Hausa. This is the first Let’s Speak Hausa textbook we have published, and we hope that there are many more to come. Students of Hausa can now utilize NALRC texts to study the language and speak it fluently. Wolof students all over the country can also benefit from the publication of Omar Ka’s Let’s Speak Wolof. Let’s Speak Bemba, Let’s Speak Chichewa, Let’s Speak Ndebele. Let’s Speak Siswati and Let’s Speak Igbo are in progress and are due to come out this coming year.

I extend my profound gratitude to the many African language scholars around the world who contributed to the accomplishments of the NALRC. These include authors of the latest books from the NALRC press; Ibro Chekarou and Omar Ka as well as professional development workshop leaders. Many inspiring sessions were possible only through the hard work of instructors like Steve Timm and Joe Nosek, leaders of the Summer Institute. Jacques du Plessis, leader of the Summer Multimedia workshop. Alwiya Saleh Omar and John Kiarie Wa Njogu, leaders of Startalk as well as leaders of the NCOLCTL-ALTA Workshop.

I also extend my gratitude to the team behind the scenes: the NALRC’s Administrative Manager Isaac Akere, Project Coordinator Modupe Olubiyi, Zack Zenk - Technology Assistant, Laura Vitelli – Student Assistant, and volunteers in the persons of Carla Schleigher, Victoria Olubiyi, and Matthew H. Brown.

What follows in this edition of ULIMI details the major NALRC accomplishments of this past year, namely materials development, the NCOLCTL-ALTA conference, the African Languages Multimedia workshop, the Summer Institute, Swahili Startalk and some new NALRC initiatives. We always welcome and appreciate feedback from our readers, as it helps us to strengthen our center and our field. Asante, E seun, Jerejef, Medasi, Shukran, Zikomo, Maita, Thank you.
NALRC Projects Multiply and Expand

The National African Languages Resource Center was established in September 1999 with a grant from the US 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 research 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 in the United States. The Center 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. It 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 the tenth year of funding, the Center continues its activities and services in the following areas:

1. National African Language Program Coordination
3. Research in African Language Pedagogy
4. African Language Program Development and Evaluation
5. Professional Development for African Language Educators

1. National African Language Program Coordination

African Language Coordinators’ Training Programs

The NALRC trains African language coordinators, professors as well as students through various types of workshops. These workshops aim to promote the effectiveness of African language coordinators who supervise the instruction of a variety of African languages that they may not understand. These workshops teach the coordinators to work with instructors better and to mentor them more successfully. If you and your language coordinator need such training, please contact the NALRC office at http://lang.nalrc.wisc.edu/nalrc.

NALRC’s mission is to provide the entire community of African language educators and learners with teaching resources in the United States. We hereby encourage you to contact our office for materials across the field of African language pedagogy. These materials range from textbooks to audio and video tapes, web-based materials, and role-play cards. We also would like scholars and instructors, who may be interested in developing such materials to contact the NALRC office.

As a final point on this, we welcome any invitation to attend any material and workshop needs that the NALRC could benefit from.


The NALRC has placed a high priority on developing and disseminating African language materials because, in the field of African language teaching, the need for teaching materials is so great. Through the tremendous efforts of diverse scholars and African language teachers, the NALRC has contributed to the development and dissemination of language teaching materials ranging from commonly taught African languages, such as Kiswahili, to less-commonly taught ones, such as Amharic. This year, the NALRC published two new texts, Let’s Speak Hausa by Ibro Chekarou and Let’s Speak Wolof by Omar Ka. The Center also published the NCOLCTL journal. In addition, the NALRC has 41 African language brochures and we are in the process of adding to this number.

NALRC: African Language Materials

Textbooks: Let’s Speak African Language Series

- Dardarsha Egyptian Arabic by Mustapha Mughazy (2004)
- Tósolola na Lingála by Eyamba Georges Bokamba
and Molingo Virginie Bokamba (2004)
• Let’s Speak Amharic by Bezza Tesfaw Ayalew (2005)
• Masikhulume Isizulu by Thandiwe Nxumalo and Dumisile N Mkhize (2005)
• A Re Bueng Setswana by Sheila Onkaetse Mmusi (2005)
• Ngatitaure Shona by Aquilina Mawadza (2006)
• Ma Yenka Akan (Twi) by Seth Ofori (2006)
• Bua Sesotho by Solomon Chapholi (2006)
• Af Soomaali Aan Ku Hadalno (Hadallo) by Abdullahi Abdimnoor (2007)
• Beto Tuba Kikongo by Mazemba A. Nzanga (2008)
• Mù ZântàDà Harshèn Hausa by Ibro Chekaraou (2008)
• Nanu Degg Wolof by Omar Ka (2009)

Textbooks: Let’s Read African Language Series
• Tusome Kiswahili by Leonard Muaka & Angaluki Muaka (2006)
• Ngativerenge Shona by Aquilina Mawadza (2006)

Textbooks: Let’s Communicate in an African Language Series
• Tuwasiliane Kwa Kiswahili by Alwiya S. Omar & Leonce K. Rushubirwa (2008)

Textbooks: Learners’ Reference Grammar (LRG) Series
• Swahili LRG by Katrina Daly Thompson & Antonia Folárin Schleicher (2001), (2nd ed. 2006)
• Pulaar LRG by Amadou Tidiane Fofana & Antonia Folárin Schleicher (2002)
• Asante-Twi LRG by David Adu-Amankwah (2003)
• Bamanakan LRG by Amadou Tidiane Fofana & Mamery Traoré (2003)
• Zulu LRG by Audrey N Mbeje (2005)
• Shona LRG by Peter Jamali, Antonia Folárin Schleicher, and Aquilina Mawadza (2005)
• Amharic LRG by Bezza Tesfaw Ayalew (2005)

Textbooks: Dictionary
• Wolof Lexicon and Grammar by Sana Camara (2006)

Instructional Technology Materials: Companion Audio CDs
• Je K’Á So Yorùbá by Antonia Folarin Schleicher (2004)
• Tuseme Kiswahili By F.E.M.K. Senkoro (recorded by Alwiya Omar, Pauline Gichiru, Magua Muthai, and Abdulkarim Mahamud)
• Tuwasiliane Kwa Kiswahili by Alwiya S. Omar & Leonce K. Rushubirwa (2008)
• Let’s Speak Amharic by Bezza Tesfaw Ayalew (2005)
• Dardasha Egyptian Arabic by Mustapha Mughazy (2005)

Multimedia CDs
• Je K’Á So Yorùbá (Elementary) by Antonia Folarin Schleicher (2003)
• Je K’Á Ka Yorùbá (Intermediate) by Antonia Folarin Schleicher (2003)
• Je K’Á Gbo Yorùbá (Advanced) by Antonia Folarin Schleicher (2002)

Vocabulary Flash Cards – 15 languages
• Amharic, Bamana, Chichewa, Kikuyu, Lingala, Luyia, Pulaar, Shona, Swahili, Tigrinya, Twi, Wolof, Xhosa, Yoruba, Zulu

Online Yoruba courses (Beginner and Intermediate):
• Je K’Á So Yorùbá by Antonia Folarin Schleicher (1993)
• Je K’Á Ka Yorùbá by Antonia Folarin Schleicher (1998)

Others Materials:
• African Language Role Play Cards by Antonia Folarin Schleicher (2003)
• African Language Program Development and Administration by Eyamba Bokamba (2003)
• The Pedagogy of African Languages by Schleicher and Moshi (2000)
• African language posters

Textbooks in progress:
• Let’s Speak Tigrinya
• Let’s Speak Bemba
• Let’s Speak Chewa
• Let’s Speak Ndebele
• Let’s Speak Igbo
Brochures: (41 African languages)

Acholi  Afrikaans  Amharic  Arabic  Bamana  Bemba  Chichewa  Dinka  Hausa  Igbo  IsiXhosa  Kikongo  Kikuyu  Kimbundu  Kinyarwanda  Kpelle  Krio  Lingala  Luganda  Luo  Malagasy  Maasai  Mende  Ndebele  Nuer  Oromo  Pulaar  Sesotho  Setswana  Shona  Somali  Swahili  SiSwati  Temne  Tigrinya

Brochures in Progress:
- Fon
- Fulfude
- Moore
- Dioula
- Kirundi
- Beti
- Ewondo
- Sango
- Fang
- Mandinka
- Baoule
- Herero
- Oshивambo
- Zarma
- Ewe

Learners’ Reference Grammar Series in progress:
- Yoruba Learners’ Reference Grammar

Pocket Dictionary in progress:
- Shona, Yoruba, Swahili

K-12 African Language Series:
- K-12 Yoruba
- K-12 Swahili

Any African language material needed?

Contact the NALRC:
Tel: (608) 265-7905
nalrc@mailplus.wisc.edu
http://lang.nalrc.wisc.edu/nalrc

2009 NCOLCTL / ALTA Conference
April 23-26, 2009

In a joint event this April, the NALRC hosted the 2009 conferences of both the African Language Teachers Association (ALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL). The NALRC serves as the secretariat for both organizations and has been hosting NCOLCTL conferences in Madison since 2004. The decision to hold ALTA’s conference at the same time gave members of both organizations the opportunity to share more ideas and benefit from each other’s work and experiences.

This year’s conference also marked the 12th annual meeting of NCOLCTL and the 13th annual meeting of ALTA. It was held at the Sheraton Madison Hotel, Madison, Wisconsin under the respective themes: “LCTLs and Globalization” and “African Languages and Globalization,” with the joint sub-theme “Challenges, Expectations, and Possibilities.” “Towards a New Paradigm in Teaching and Learning African Languages.”

The NCOLCTL-ALTA conference brought together language teachers and professionals from China, France, Kenya, Mexico, Nigeria, South Africa, Tanzania, and the United Kingdom, while many professionals from the U.S. also presented on various facets of African and other less-commonly taught languages.

Sponsors of this year’s conference included the University of Wisconsin-Madison’s International Institute and Division of International Studies under the leadership of Gilles Bousquet, the Center for East Asian Studies, the Center for South Asian Studies, the Department of Hebrew and Semitic Studies,
and CIBER (Center for International Business and Educational Research.)

The conference began on Thursday, April 23, with a pre-conference workshop titled “Task-Based Language Teaching and Performance Assessment” It was led by Prof. Hong Gang Jin, President of the National Council of Less Commonly Taught Languages (NCOLCTL), Many educational and intellectual questions were addressed and one needed to be there in order to fully appreciate that such conferences are worth attending.

The next morning, April 24, General Welcome Remarks were delivered by Antonia Schleicher (NALRC Director and Executive Director of both ALTA and NCOLCTL), Gilles Bousquet (UW-Madison), Hong Gang Jin (NCOLCTL President), Leonce Rushubirwa President of ALTA, and, Bac Tran President of COTSEAL. Immediately following the welcome remarks was the plenary session of Dean Gilles Bousquet of the Division of International Studies and Elizabeth ‘Libby’ Burmaster of Wisconsin’s State Superintendent of Public Instruction, on “Creating a Unified Voice for the Roles of Critical Languages and Global Competitiveness.”

Four other plenary sessions were held during the course of the conference, led by LCTL pioneers such as Richard Brecht, Executive Director; Center for Advanced Study of Language, Shuhan Wang, Asia Society and Chinese Language Initiatives and Carl Falsgraf, Director, Center for Applied Second Language Studies. The final plenary was given by Janine Erickson the 2009 ACFL president. All these plenary sessions were delivered under the chairmanship of Hong Gang Jin, NCOLCTL president, Catherine Ingold NCOLCTL Vice President, Maria Kosinki, NCOLCTL Board member and Susan Schmidt, NCOLCTL Board member.

In total, 132 papers were presented at this year’s joint conference on topics like “Exploring Teacher Growth: Evidence from the Indiana Chinese STARTALK Program” “A symposium on the life cycle of a Teacher from STARTALK perspective” “Directed Independent Language Study: An Innovative Alternative to Classroom-Based Language Study” “Language Learning with Web 2.0 – Linking faculty and students” “A New Lexico Graphic Paradigm for LCTLs” “A New Paradigm For Teaching African Languages in Professional Programs” and several other presentations on teaching standards. For the third year, the ALTA working groups for Swahili, Yoruba, and Zulu/Nguni languages met and conducted panel presentations in and about the target language.

On Saturday, April 25, ALTA members met at the ALTA Business Meeting to discuss the organization’s current and future projects. The meeting was presided over by ALTA president, Leonce Rushubirwa, Audrey Mbeje of the University of Pennsylvania, ALTA Vice-President and Kiarie (John) Wa’Njogu ALTA Secretary/Treasurer. That night, a banquet was held in honor of Michael Everson, winner of the 2009 NCOLCTL A. Ronald Walton Award, which recognizes distinguished service in the field of LCTLs. In his acceptance speech, Michael Everson traced his
Multimedia Training for African Languages Materials Development
May 19-22, 2009

The NALRC has hosted workshops on the use and development of Standards for African language teaching, the development of Standards for African languages, and the implementation of Standards-based instruction in the classroom.

This year, National African Language Resource Center (NALRC) aimed at an Advanced Workshop for African Language instructors. This new workshop equipped them with multimedia skills, especially in the context of the emphasis on Web-based instructions because in today’s instructional settings Language Instructors need to be comfortable with multimedia as it is an essential skill to their career.

In this Workshop, they learned to make animated gifs, edit digital photos and use a drawing program to...
create items to support their instructional objectives; they learned to record themselves like a pro to make exceptional audio streams; and finally, they learned how to produce computer-based videos with captions, pauses to practice and to enhance interactivity to really get their students’ attention.

The NALRC covered the program fees like registration fees, administration costs and, instruction costs for all selected applicants while other expenses, such as transportation, food, and lodging were the responsibility of the selected participant’s African Studies Program. Hence, the selected participants were encouraged to ask for support from their respective African Language or African Studies programs to cover expenses that the NALRC will not cover. It was a period when knowledge increased technologically.

Participating in this year’s Multimedia Material Development Workshop were:

**Amharic**  
Telahun Gebrehiwot – Boston University

**Arabic**  
Esameddin Alhadi – University of Florida

**Swahili**  
Alwiya S. Omar – University of Indiana Bloomington  
Abdou S. Omar – University of Indiana Bloomington  
Sam Mchombo – University of California

**Xhosa**  
Francis F. Lukhele – University of Wisconsin-Madison  
Zoliswa O. Mali – Boston University

**Yoruba**  
Akinsola Ogundeji – University of Wisconsin-Madison  
Moses Olateju – University of Wisconsin-Madison  
Kazeem Kahinde Sanuth – University of Wisconsin-Madison

**Zulu**  
Sarah T. Mkhonza – Cornell University  
Sibongile Magwaza – University of Wisconsin-Madison  
Betty Sibongile Dlamini – University of Indiana Bloomington
Summer Institute
May 26 - June 5, 2009

The National African Languages Resource Center (NALRC) hosted the 10th Summer Institute in Madison, Wisconsin for professional development in the teaching of African languages. Both the new and well experienced teachers benefited from this hands-on, research-supported pedagogy as well as learned new strategies and techniques to apply in their classrooms.

The 2009 Institute was conducted from Tuesday, May 26, to Friday, June 5. Seventeen African language teachers came to Madison from various locations such as the University of California, Research Institute for World Languages in Japan, University of Oregon, University of Indiana Bloomington, St, Lawrence University, University of Florida, Cornell University and University of KwaZulu-Natal all the way from Africa. African languages represented at this year’s institute were Akan, Arabic, isiXhosa, isiZulu, Kiswahili, Luo, Wolof, and Yoruba.

This year’s Summer Institute was led by Steve Timm and Joe Nosek, both UW-Madison language teachers and practitioners of diverse pedagogical theories for the language classroom. Mr. Timm taught and modeled best practices for instruction in speaking, listening, reading and writing skills, while Mr. Nosek presented a variety of strategies for comprehending vocabulary and providing goal-based assessment. Each participant taught their fellows in their native language. They participated and gave feedbacks as students and also received feedbacks as teachers from colleagues with the instructors as their guides. It was an amazing time for professional development.

On Friday, June 5, in Room 260, in Bascom Hall, a ceremony was held to celebrate the achievements of the participants. The ceremony began with opening remarks from Professor Antonia Schleicher, accompanied by the Summer Institute evaluators: Professors Eyamba Bokamba and Sam Mchombo. They all rejoiced and commended the efforts of NALRC and ESL teachers in promoting the advancement of African language teaching. Following this was the remarkable cultural performances by Joe Nosek and Steve Timm on Homages, a song by Betty and another lovely song by Sibongile Magwaza, Mary Gordon and Nobuhle Hlongwa. This was immediately followed by a joyful SiSwati Dance by Betty and Sarah. Joe Nosek seemed to steal the show when he performed, demonstrating his musical abilities both on the guitar and harmonica.

Babusa Hamisi and Fabienne Diouf then shared their memories and experiences of the Institute. Steve Timm followed this up by a performance and a speech act, it was fantastic. He used different languages to display his talent. The ceremony ended with a closing remark and a vote of thanks by Bilal Ali Humeidan, who recapped the intense impact of the Institute on the teaching abilities of the participants. After the certificates were given out, everyone enjoyed the dinner provided by Africana Restaurant and Lounge while African music played in the background. The following teachers and practitioners received certificates of completion from the NALRC:

Adegbola, Moses (Yoruba)
University of California, Los Angeles

Alamu, Olagoke (Yoruba)
Research Institute for World Languages, Japan

Bulugu, Happiness (Swahili)
University of Oregon

Diouf, Fabienne (Wolof)
University of Indiana Bloomington

Dlamini, Betty Sibongile (isiZulu)
University of Indiana Bloomington

El Majdi, Hitcham (Arabic)
University of Wisconsin-Madison

Babusa Hamisi and Beatrice Okelo reflect on the summer institute.
Reflections on the 2009 Summer Institute

Reflection speeches were delivered by Babusa Hamisi and Fabienne Diouf and they are listed below, as is the “Vote of Thanks” delivered by Bilal Ali Humeidan and a few remarks from instructors Steve Timm and Joe Nosek.

Babusa Hamisi, St Lawrence University

“Hello Everyone, Molo, E karo’o, Sawubona, Asalaamu aleykum, E teseng, Habari,

First of all I wish to thank my colleagues for nominating me to be their spokesman on this occasion of the closing ceremony of the Summer Institute 2009. The first benefit of this training can already be seen in that I can greet you in so many sweet African languages! I can greet in Yoruba, Wolof, Zulu, Arabic, Xhosa, Akan and Swahili. The training has also improved us as African Languages Instructors. We are leaving Madison as better instructors than when we came!

Firstly our sincere gratitude goes to Professor Schleicher and her staff in the NARLC office for working around the clock to make sure that this institute was successful. Modupe, Isaac, Zach, Carla and Victoria worked and sweated very hard and their administration was wonderful. I cannot forget to mention the instructors; Steve and Joe. These two instructors have taught us that a good performer makes a better teacher because the two applies in both professions. I even thought that when Professor Schleicher was interviewing for instructors who will teach in the African Languages Summer Institute, she asked the interviewees if they can perform poetry, or sing and dance. All the instructors who came to that interview
ran out and only Joe and Steve remained because Joe is a musician and Steve a poet, the best instructors we can get in the Summer Institute!

I wish to make a request to Professor Schleicher that if possible, the period of the Summer Institute should be increased from two weeks to three weeks, because the things we learned are sweet like honey and we were tasting the honey so sweet but the time to taste was so short that our tongues and minds are craving for more!

I end my speech by saying thank you very much, Asante sana Professor Schleicher.”

Fabienne Diouf, University of Indiana Bloomington

“I came with an old bike and I am going back with a brand new SUV”. This statement summarizes how I feel about the institute. I also thank our two amazing instructors Steve and Joe who were wonderful; I thank my colleagues for their willingness to share their teaching methods and experiences with me. I benefit a lot from them.

Finally, I say a big thank you to Professor Antonia Schleicher for giving us the opportunity to be part of this awesome experience which improved my teaching skills.

Thank you, thank you Ese pupo Oluwa a bukun yin.”

Bilal Ali Humeidan, University of Wisconsin-Madison

He started and ended his speech by greetings in Arabic and Yoruba

” As-salaamu Aleikum,
Ba wo ni

“It is a great pleasure to stand in front of you all to say the words of thanks. Thanks to my colleagues who allowed me to give this speech on their behalf; thank you my friends I really enjoyed participating in the program with you all, I learned a lot from your experience. We had a great time together and I will never forget these moments. Special thanks to our dear professor Antonia Schleicher who worked hard to improve the accessibility and efficiency of teaching African Languages. We thank her for her valuable efforts to progress this workshop and prepare us for the practical act of teaching. Special thanks to the great teachers Steve and Joe who made the workshop stimulating and enjoyable. They modeled teaching in a very successful communicative way. We learned a lot from them. Special thanks to the professors who honored us tonight with their presence. It is a great pleasure to have you with us. We would also like to thank all members of NALRC for their hard work. Thanks to Modupe who coordinated with us very well, she was able to direct us since the beginning of the workshop. Thanks to Isaac who helped in getting the workshop pass successfully. Thanks to Zach for his unforgettable help in setting the tools needed for the workshop. Thanks to Laura who helped our colleagues issue IDs and bus passes. We would also like to thank the volunteers Carla and Victoria for their attempts to help. Thanks for the visitors who shared with us this great event.

Thank you one thank you all,
shukran
E se pupo

NCOLCTL and UW Language Institute Online Teacher Training Course

The NALRC played a major role in developing the final module of this online course, because the final module is on “Teaching African Languages.” The module was introduced by Antonia Schleicher as quoted below:

“The purpose of this course is to expose you to different issues that you will need to address and be familiar with as an African language instructor in the United States. You will be exposed to topics such as the history of African language pedagogy in the US, how to relate to American students especially when you as an instructor have been raised and educated in Africa. There are topics specifically addressing issues on how to teach listening, speaking, writing and reading skills. You will
also learn why the Content Based Instruction does not work for African language classrooms in the US and in Africa and how the alternative approach – The Goal Based Approach is more applicable to the African language situation. This course ends with a lesson on teaching culture in an African language classroom.

To be a successful language teacher, you have to be open minded and be flexible in handling the different kinds of students in your class and their different learning styles. Remember that it is all about learning and our goal is to constantly ask the question, how can I help my students to learn the language that I am teaching them.

By the end of this course, I expect you to be able to do the following to be able to present information to your audience in a clear and precise manner and be able to teach oral, listening, writing and reading skills in a language course. You will also be able to understand the variables that contribute to Second Language Acquisition (SLA), such as your role as the teacher, the role of input, the impact of formal instruction, type of interaction, learners’ strategies, tasks, evaluation, error correction, etc. You will also understand current research that inform us of what learners do with the foreign language they are exposed to and not what you think or expect them to do. In other words, the cognitive processes involved in SLA.”

The National Online LCTL Teacher Training Initiative, was a collaborative project between the National Council of Less Commonly Taught Languages (NCOLCTL) and the University of Wisconsin-Madison Language Institute (LI). This online teacher training course was launched in the fall of 2008 and came to completion in the summer of 2009. The course is delivered as “Non-credit” for members of NCOLCTL. NCOLCTL student educators can work through the material independently, without receiving university credit.

The fourth module that that the NALRC through NCOLCTL worked on this year was on teaching African Languages. Lesson one, as you will find it online is on teaching African Language Pedagogy in the United States. Lesson two shows and asks questions on African Classroom videos, while lesson three centers on teaching and assessing interpersonal and presentational oral and writing skills. Lesson four is on teaching and assessing interpretive reading and listening skills while lesson five’s focal point is on teaching African Languages through other disciplines as well as teaching other disciplines through African Languages. The last but not the least is lesson six that focuses on teaching cultural understanding as well as learning African Cultures through African Languages.

This online course will support the professional development opportunities, as well as promote the teaching and learning of less commonly taught language instructors nationally. Visit the website for more information, or to enroll today:

www.languageinstitute.wisc.edu/teaching_african_languages/index.html

Or on NCOLCTL (National Council of less Commonly Taught Languages) Website:

Councilnet.org

African Languages Flagship Program

NALRC Director, Antonia Schleicher, continues to give the Center an international profile when she travelled to Nigeria and Tanzania in the company of other officials to train Swahili and Yoruba instructors who will in turn train eligible Swahili and Yoruba students who will study abroad in order to engage in real-life situations with local Swahili or Yoruba-speaking families and communities. This overseas study will be managed for Flagship by the American Councils for International Education.

We committed ourselves to the Flagship Program as part of our activities at the NALRC. The first African Languages Flagship Program which is a collaborative program between Howard University and the University of Wisconsin at Madison. We told our students that during this initial year 2009, Flagship would offer intensive instruction in Swahili at Howard and in Yoruba at Madison. Our full-time undergraduate students from any academic major applied. The student selection process was very competitive. We finally chose eight undergraduate students and one graduate student as a guest.

Our Flagship students are now participating in a unique language and culture learning experience during the academic year and summer sessions. The innovative Flagship curriculum is designed to lead our students to Superior Level proficiency as measured by the ILR (International Language Roundtable) scale over a four-year period by:

- Providing many experiential learning opportunities by designing hands-on and language use activities/tasks
• Emphasizing elaborated and rich input in all classes
• Training students for chunk learning and for focusing on both language forms and functions
• Providing opportunities for cooperative and collaborative learning through group tasks
• Emphasizing corrective feedback whenever possible
• Making individualized instruction an integral part of the curriculum

Student proficiency levels are constantly monitored for quality by class instructors and by professional evaluators at each level of instruction.

You can visit our website on: www.africanlanguagesflagship.org or our headquarters on www.thelanguageflagship.org for more information.

STARTALK Summer Swahili Professional Development Program

July 13-24, 2009

Another major activity at the NALRC office was the first STARTALK program on Swahili. This Swahili Professional Development Program, sponsored by STARTALK and organized by the National Council of Less Commonly Taught Languages, was a hands-on training of prospective and new teachers of Swahili at the post-secondary level. Nine new or prospective Swahili instructors were selected to participate in a two-week intensive summer program – July 13-24, 2009. Participants had hands-on training in the implementation of standards-based curriculum and instruction, backward curriculum design model and communicative approach.

During the first week of the program, participants were introduced to the main theoretical and pedagogical concepts of teaching Swahili as a foreign language through a combination of lectures, seminars, hands-on workshops, and micro-lesson presentations to get a clear understanding of the basic concepts of teaching Swahili as a foreign language. The second week involved practicum. During this period, participants worked closely with coaching Master Teachers that they observed. They also reflected on the practices of the Master Teachers and discussed issues that arise from the activities of the master teachers. Participants were also given time to teach and receive feedback on their teaching activities. NCOLCTL issued a certificate of completion to all the participants that complete the program at an Award Ceremony organized for them at the university of Wisconsin-Madison.

The participants that received certificates were:
Beatrice Nguono Okelo, - University of Wisconsin-Madison
Happiness Bulugu, - University of Oregon
Beatrice O. Bolger, - University of Penn
Merichades Method Rutechura, - University of Wisconsin-Madison
Babusa Hamisi, - St Lawrence University
Marko Mwipopo, - University of Oregon
Abdul Nanji, - Cornell University
Francis Wangendo – Ohio University, Athens
Zablon E. Mgonja.- University of Wisconsin-Madison

The Instructors were:
Antonia Folarin Schleicher, -- University of Wisconsin-Madison
Alwiya Saleh Omar, -- University of Indiana-Bloomington
John Kiarie, Wa Njogu.—Yale University

The Award Ceremony was serenely aired with Swahili music shortly before the opening remarks by Professors Eyamba Bokamba and Alwiya Saleh Omar. They praised the participants for their added talents and acknowledged the presence of everybody else in the room. The cultural performances were well organized by
Beatrice Okelo and Babusa Hamisi.

We had reflections from the teaching demo volunteers followed by reflections by the fellows Beatrice Abdul Nanji and Francis Wagendo. The certificates were handed out by Professors Eyamba Bokamba and Kiarie John Wa’Njogu. The closing remarks and vote of thanks were offered by Happiness Bulugu the last item on the list was the fact that we were treated to a delicious African dish by the Africa Restaurant and Lounge.

FLTA program: Sponsored by the Institute of International Education Representative

The NALRC hosted two Fulbright-Hays Foreign Language Teaching Assistant (FLTA) Orientation and Training Workshops in Madison, Wisconsin during the summer of 2009 from August 12 - 23. These Teachings Assistants were selected from various world languages from Arab, Europe, South America, Asia and Africa. We had a total of about 110 selected by Fulbright-Hays to assist in teaching the languages from the aforementioned areas during the 2009-2010 academic years. The second and third weeks of the month of August were very busy weeks for these workshops. The first week had about 50 FLTAs while the second week had about 60 FLTAs learning the dynamics of teaching their native languages to American students. Each workshop was like a mini United Nations meeting. You needed to be there to admire the beauty. Variety truly is the spice of life.

STARTALK participants gather with their students for a group photo.

FLTAs and Joe enjoying a teaching session

FLTAs in a team work activity
More FLTAs enjoying a teaching session

The Italian FLTAs put together a lesson plan.

FLTAs at Lake Mendota.

Steve Timm, Andrea Poulos, Eleanor Wendell with FLTAs

FLTA Tota Ram Gautam
ANNOUNCEMENTS

Translations/Interpretations
The NALRC has been providing quality services in the area of translation and interpretation of various African languages. If you need these services, please contact us. We have a resource list of translators and interpreters. The list is not restricted to African languages, and it is also open to anyone who speaks a less commonly taught language. If you want to be included in the list, please let us know.

Job Opportunities Advertisements
Many scholars, instructors, and students in the field of less commonly taught languages visit the NALRC website. Please inform us of any African language related vacancies that you want to fill in your programs. We will be willing to advertise them at no cost.

Upcoming Conferences
We urge our readers to take note of the following dates for upcoming conferences so that you can plan ahead and attend these very important conferences in the upcoming academic year 2009-2010.

i. African Studies Association (ASA)
Date: November 19-22, 2009
Venue: New Orleans, LA
Theme: “Africa at a Crossroads”

ii. American Council on the Teaching of Foreign Languages (ACTFL)
Date: November 20-22, 2009
Venue: San Diego, California
Theme: “Speaking up for Languages ... The Power of Many Voices.”

iii. Association of African Studies Program (AASP)
Date: November 19-22, 2009
Venue: New Orleans, LA
Theme: “Africa at a Crossroads”

iv. African Language Teachers Association (ALTA)
Date: April 22 - 25, 2010
Venue: Madison, Wisconsin
Theme: “Enhancing African Languages Proficiency to a Higher Professional Level”

v. National Council of Less Commonly Taught Languages (NCOLCTL)
Date: April 22 - 25, 2010
Venue: Madison, Wisconsin
Theme: “Moving LCTLs to a New Professional Level”

For any questions about dates and locations of conferences, please contact:
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