From the Director

Dr. Antonia Folárin Schleicher

It is with great pleasure and enthusiasm that we offer you the fifteenth volume of our annual newsletter. Thanks for the support that you have shown the National African Language Resource Center (NALRC) as we look to move African language pedagogy in the United States to greater heights. I would like to use this opportunity to express my gratitude to all the people that have helped this center to realize its dreams and visions. Our work and accomplishments can be attributed to our partnerships with African language scholars from different parts of the United States, who have contributed to the success of this center. We are now fully settled in our new home in Indiana University, Bloomington, and we continue to enjoy the support from the University’s College of Arts and Sciences.

We are in our final year of our grant by the US Department of Education as a Title VI Language Resource Center and in June we applied for a new grant for the 2014-2018 grant cycle. We are happy to announce that NALRC received funding for the next grant cycle. The 2014-2015 grant year promises to be a very busy year as we are in the process of finalizing our projects for the previous grant as we transition to the new grant. We are currently working on a number of textbooks which include, *Let’s Speak Bamanankan, Let’s Speak Pulaar, Let’s Speak Kinyarwanda,* and *Let’s Speak IsiXhosa.* I am proud to announce the completion of *Let’s Read Wolof* which is almost available to the public. We want to thank the scholars who have worked with us to have these textbooks available. We have also added 18 new African language brochures to our stock, bringing the number of brochures in our inventory to 74.

Professional development continues to be one of the major objectives of the NALRC. In 2013/2014, the center continued to better the professional lives of African language instructors. The annual Summer Institute along with the Leadership Performance workshops that we organized this year continued to transform the African language instructors who attended. Through annual feedback, we are happy to hear how these workshops greatly impact the field of African Language Pedagogy in the United States.

NALRC partnered with the African Language Teachers Association (ALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL) to organize the 2014 NCOLCTL/ALTA Conference. Through its annual accommodation award at these conferences, the center was able to support graduate students in African languages to present their research. I want to take this opportunity to thank all the NALRC staff, as well as the National, Local, and Field Advisory Boards for the time they have invested in making this center a recognizable one. I urge you to continue your support for the NALRC as we take this center to further heights.

Ese, Medaasi, Avo, Webale, Asante, Jerejef, Shukran, Zikomo, Maita, Nagode, 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 in the United States. It encourages a variety of pedagogical approaches to accommodate the learner diversity and advocates the integration of language and cultural learning, as well as 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

I. African Language Program Inventory List

The NALRC continues to update the African language program inventory on a regular basis so that information about programs in African languages can be available to various universities and colleges that are planning to start African language programs. This list also helps individual language learners who are interested in learning African languages and look for local institutions offering these language courses. In order to maintain the most accurate list of African language programs in the U.S., the NALRC welcomes your suggestions about program changes and new African language offerings.

II. African Language Pedagogy Evaluators’ List

The NALRC continues to make available a list of scholars who are willing to serve as consultants for new or existing African language programs. These experienced African language pedagogists assist the center’s mission by evaluating existing African language programs and by helping to start new ones. These evaluators, and the program developers themselves, are provided with access to a book entitled "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.

III. 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 such workshops conducted by the NALRC at the African Language Teachers Association (ALTA) conferences.

IV. African Language Resource List

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.

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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 videotapes, web-based materials, and role play cards. The catalog of existing materials and requests for new materials is critical to the materials development and publication process at the NALRC.

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 ranging from commonly taught African languages, such as Swahili, to less-commonly taught African languages, like Somali. Since its inception, NALRC has published 17 *Let’s Speak Series* textbooks, three *Let’s Read Series* textbooks, one *Let’s Communicate Series* textbook, seven *Learners’ Reference Grammar* textbooks, one bilingual dictionary, 26 journals, four companion audio CD-ROMs, and six language flashcard multi-media CD-ROMs covering 15 languages. In addition, the NALRC has completed 74 language brochures.

2013/2014 New Materials

African Language Brochures

NALRC Online Shop
The NALRC is happy to announce that its online shop has finally been set up through an Indiana University secure server. The launch of the e-shop will make shipping faster because our clients are now able to pay online using their Debit/Credit Card. You can now purchase any of our materials directly from our website by clicking the “add to cart” button next to price on each product. The system will automatically generate an invoice after a purchase has been made and NALRC will begin the shipping process as soon as possible. We offer standard or express shipping, depending on your preference. Information about prices of all our materials is online.
You can now place an order at the NALRC online shop (https://nalrc.indiana.edu/e-shop) securely.

3. Research in African Language Pedagogy

The NALRC enjoys collaborating with scholars who do research on African language pedagogy and other less-commonly taught languages. This includes supporting graduate students attending the NCOLCTL/ALTA conferences and sponsoring pre-conference workshops for them. Additionally, the NALRC has published journals for ALTA and NCOLCTL from the research conducted by various instructors of less commonly taught languages, including African languages.

4. Professional Development for African Language Educators, Coordinators, and Directors

The NALRC supports African language educators in the United States by sponsoring a wide variety of educational and professional activities designed to improve the accessibility and quality of African language instruction in the United States. The following activities were conducted by the center during the 2013-2014 cycle:

i. Joint Language Resource Center Standards Workshop
ii. Ohio State University Standards Workshop
iii. 2014 National Council of Less Commonly Taught Languages (NCOLCTL) Conference
iv. Pre-conference Technology Workshop at the NCOLCTL/ALTA Conference
v. 2014 African Language Teachers Association (ALTA) Conference
vi. 2014 Leadership Performance Institute
vii. 2014 Summer Institute
viii. 2014 NCOLCTL StarTalk Professional Development Program

2014 NALRC Summer Workshop

The NALRC held its annual Summer Institute program on May 19-30, 2014 at the Courtyard Marriott Hotel in Bloomington, Indiana. The institute involved an intensive two-week training session for language instructors and professionals. The participants came from nine different institutions across the United States and from Nigeria. The languages represented at the Institute were Arabic, Hausa, Igbo, Swahili, Wolof, and Yoruba.

The Institute focused on applying field-tested Second Language Acquisition (SLA) techniques and standards to African language pedagogy. Instructor Steve Timm who has led past Summer Institutes since 2004, was joined by Andrea Poulos from the University of Wisconsin-Madison, who brought her invaluable experience as an Instructor of English as a Second Language.

Instructor Andrea Poulos leading the workshop

Participants had an opportunity to practice the skills they were taught.
The National African Language Resource Center (NALRC) held an institute entitled, “Planning for Performance: A Leadership Program for Developing High Quality Programs in African Languages” from May 19-30, 2014, at the Courtyard Marriott Hotel in Bloomington, Indiana. The institute was an intensive two-week training workshop for 11 language instructors from nine different institutions across the U.S., Nigeria, Ghana, and South Africa. The workshop focused on quality instruction, leadership, curriculum and performance assessments for African languages.

The following fellows received certificates of completion from the 2014 NALRC Summer Workshop:

- Abubakar Idris - Michigan State University - Hausa
- Adeniyi Akangbe - University of Ibadan, Nigeria - Yoruba
- Adeyemi Adeyinka - University of Ibadan, Nigeria - Yoruba
- Deogratias Tungaraza - Indiana University, Bloomington - Swahili
- Edwin Okong’O - University of California, Berkeley - Swahili
- Francis Mwanzia - Indiana University, Bloomington - Swahili
- Islamiyah Sanusi - C.A.K.E Village, Chicago - Yoruba
- Khady Diene - University of Maryland - Wolof
- Nneka Agba - Boston University - Igbo
- Sekinat Arimiyau - Lagos State University, Nigeria - Arabic
- Taiwo Ehineni - Indiana University, Bloomington - Yoruba
- Wasan Tawfeeq - Florida State University - Arabic

In the first week, the participants learned how to incorporate multi-skill activities and assessment as part of their instruction routine. They also acquired techniques to adapt to the different language learning styles of the learners. Teaching a foreign language in the context of native speakers was highly emphasized to the participants. Steve Timm used Italian as an example in demonstrating how to carry out effective language instruction utilizing platforms of meaningful communication in the target language. Instructors learned the efficacy of setting proficiency targets before language classes and doing evaluations for improvement of teaching delivery. Each institute participant subsequently had several opportunities to conduct mini-lessons in their respective target languages and to practice and employ the techniques they had learned in the workshop.

A unique aspect of this institute is it enables the participants 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. All of the participants expressed their delight at having been part of the institute and looked forward to practicing the knowledge they had learned from the institute. On May 31, 2014, at the Marriott Courtyard Hotel, the institute concluded with an awards ceremony, chaired by Prof. Eyamba Bokamba, Professor of African Linguistics, University of Illinois, Urbana-Champaign.

2014 NALRC Leadership Performance Institute
This institute guided leaders through African Language Program (PAL) development, designing curricula, performance assessment, and instruction focusing on key performances aligned to recurring themes in their major program. Dr. Jennifer Eddy, Assistant Professor of World Language Education at Queens College, New York City, taught the participants how to design their program for communicative performance with real world tasks using the Backward Curriculum Design. Drawing from past experiences, Eyamba Bokamba, Professor of African Languages and Linguistics, University of Illinois at Urbana-Champaign, discussed with the participants key issues like recruitment of language learners, starting a PAL from scratch, recruitment of instructors, and possible places where to apply for funding.

The following participants received certificates of completion from the 2014 NALRC Leadership Performance Institute:

Adeola Agoke - University of Wisconsin, Madison - Yoruba
Ahmad Muezzin - University of Wisconsin, Madison - Arabic
Asteria Hyera - Ass’n of Tanzanian Community - Swahili
Barbara Tetteh - Barbette Language Center - Ghana - Twi
Emuobonuivie Ajiboye - Delta State Univ. - Nigeria - Urhobo
Fehintola Mosadomi - University of Texas Austin - Yoruba
Felix Umeana - Michigan State University - Yoruba
John Muchira - Florida State University - Swahili
Jonathan Choti - Michigan State University - Swahili
Margaret Mwingira - Indiana University - Swahili
Thelma M.J. Tshesane - Wits School of Education, S. Africa - Sesotho

Reflections of Participants on NALRC Summer Workshops

Lande Sanusi
C.A.K.E Village, Chicago

On behalf of my fellow participants, I would love to express our most sincere gratitude to NALRC. The opportunity presented by participating in the NALRC 2014 Summer Institute is indeed an unparalleled opportunity. The experience has been life-changing and impactful, especially for me. During the first weeks, we learned a lot. With the trusted and amazing support of instructors, Steve Timm and Andrea Poulos, we learned techniques to develop our receptive skills of reading and listening, as well as the productive skills of writing and speaking.

We learned about the importance of developing pre-work and post-work activities. While we learned and applied many techniques for learning language, the most important of all the applications we learned is the communicative approach. Learning a language that is applicable in the context of the target language is truly a skill for life.

We thank Dr. Schleicher and Dr. Bokamba for their support. I would love to particularly thank Dr. Schleicher who made me feel welcome as a person who is not in the academia. I felt like I was in the wrong place and that this was not meant for me, but I appreciate the fact that she made me come here. Even when I did not think that I could come because of my own circumstances of running a new business, she told me that I had to be here. I am glad I listened to her and attended. I came here with the intention of not only learning to teach my language better to children, but also to try to recruit her to be a mentor for me.

Jonathan Choti
Michigan State University

There is no doubt that the NALRC Leadership Institute 2014 has made a great impact in our professional development as African language instructors and leaders. The Institute answered successfully four core questions that recur in African language programs (PALs): How do you develop a high quality Program in African Languages? What do performance assessments look like? What do you want learners to understand, know, and be able to do by the end of your program? How best can we strengthen and expand our PALs?

The segment of curriculum development introduced us to the approach of Backward Design in curriculum development and how best to incorporate the 5-C's of National Standards in the curriculum. We learned the strengths of designing a curriculum by first identifying desired results, determining acceptable evidence, and then planning learning experiences and instruction. The desired results of any PAL need to include enduring understandings and essential questions. Enduring understandings and essential questions go beyond discrete facts, grammar and vocabulary skills to focus on larger concepts, themes, or perspectives. They also encompass “can-do” statements, and language and culture content.

We now know that acceptable evidence of learning is normally evident in the communication standard, summative performance assessment, and tasks in the interpretive, interpersonal and presentational modes. We learned that the goal of all learning is flexible transfer, i.e. the ability to use knowledge and skills in a different context, setting, or situation from how it was originally learned. Thus, acceptable evidence must relate to the goal of flexible transfer, since instruction is also linked to it through the use of authentic materials. In planning learning experiences and instruction, the standards of comparisons, connections, and communities are incorporated in the curriculum.

We admired the way the five C’s of standards were repackaged into three D’s in the context of Backward Design. The reformulation of the five goals in three D’s helped us develop an
understanding that culture is what drives the big ideas and themes since enduring understandings and essential questions are developed through cultural perspectives.

In this new perspective, communication determines the assessment mode while connections, communities, and comparisons demonstrate what learners know and are able to do with language within a cultural context.

The segment on administration of PALs emphasized the need to explore and understand our local conditions and place our PAL’s on the proverbial “map”. In this respect, PR is important and requires us to determine our potential constituencies, such as students, faculty, academic units (i.e. programs, departments, and international centers). We need to network in both our local units and external programs, and involve our students in study abroad programs. In marketing our PALs we need to do strategic advertising, and offering summer courses.

To ensure quality teaching and program efficiency, we as PAL implementers must offer best approaches to quality staff recruitment and experience-based guidelines on staff mentoring. We ought to discuss and understand what constitutes PAL evaluations and provide illustrative samples. We also learned the need to identify and select the criteria of the evaluation process. In mentoring and supervision, we learned the importance of fairness in appointments, assisting our TAs in finding additional sources of financial support. Proper management and administration of PAL entails efficient staff management and cultivation: teamwork is the core of our PALs.

The best way of showing teamwork is to share our program visions to those involved. In order to build safe-guards, there is need to plan for the unexpected. Evaluating our PALs include defining parameters for evaluation; internal evaluation must consider the when, how, and what of the process, while external evaluation needs to factor in frequency. Evaluations have a utilization value, as they enhance the viability of our programs by providing us with the opportunity to propose new courses and/or expand existing programs.

Moreover, strategic expansion enhances competitiveness. Since PALs are LCTLs, they must be seen to be viable especially in non-degree programs. The steps to be pursued in expanding a program need to consider the what, when, how, and why. Staff and budgetary implications need to be addressed. There is a need to determine an expansion strategy and defend it. We also learned the historical antecedents of the PALs in the US and the strategies of growing an existing PAL or establishing a new one.

Vote of Thanks

Ajibonye Emuobonuvie
Delta State University, Nigeria

I appreciate Dr. Schleicher and our instructors, Steve, Jennifer, Andrea, as well as all the participants. I came in a little late and in fact, was very disorganized but thankfully God Mother (Dr. Schleicher) was on site to pull me together. They taught us about Backward Curriculum Design, I had never heard of that one before.

When they started, I struggled through but after a while I was able to “join the train”. There was something very outstanding and remarkable about the instruction - there was a photograph that one of the instructors brought of a family that summarized everything about the course content. From that photograph she taught us that we could use real life materials (authentic materials) to determine what type of instruction we can put together and what kind of task we can give the children in order to help them understand the target language we are teaching (not only use in the class room but even beyond). And in fact, I am a witness: with that photograph that she brought to us, I just want to learn Spanish. It was wonderful.

Now I can say “hijos”. By the time she wrote what “hijos” was, it was wonderful that we could speak Spanish without first learning the ABC’s or the tones. It was really amazing. And then “baba” came to the scene teaching us the historical perspective as to why they started teaching African languages and other less commonly taught Languages in America.

At that point, I was wondering what was he really up to, but then he made us see the need to know where we are coming from, whether in America or our countries, so that we will be able to key in our content to suit what is happening in the now. It was amazing and I am going back a changed person. When I had an encounter with papa Steve earlier in the Summer Institute, I thought that was the end of the world, but by the time I came for the Leadership Institute, it felt like a new start. I want to encourage my juniors (those in the summer institute) to enroll for the next Leadership Performance workshop next year. It is worth it. The only thing that I ask is that the workshops are longer so that some of us who may not be able to catch on very fast will have enough time to work through and really go back with something born in our hearts to change the system of language pedagogy in our various institutions. Once again, I want to say thank you.
2014 Swahili StarTalk Professional Development Program

The 2014 NCOLCTL Swahili StarTalk program was held July 7-25. This three-week program primarily featured Swahili instructors from various institutions and organizations in the United States.

During the first week of the 2014 NCOLCTL Swahili StarTalk program, patrons participated in an online teacher training course which introduced them to the various theoretical concepts frequently used in the field of LCTL. This initial week of online training was a required component that introduced participants to several theories of LCTL. Afterwards, the online participants traveled to Indiana University–Bloomington on the 14th of July for two weeks of rigorous onsite training. The onsite training was directed by three master instructors: Dr. Antonia Schleicher (program director), Dr. Alwiya S. Omar (lead instructor), and Dr. John Kiarie Wa’Njogu (instructor). In addition, Dr. Esther Mukewa Lisanza, one of the former Swahili StarTalk trainees, was prepared as a master instructor.

On the first day of the onsite training, Dr. Antonia Schleicher opened the program by introducing participants to *Backward Curriculum Design*. Next, she introduced participants to numerous second language acquisition theories and standards. Each lesson stressed the importance of using target language, contextual teaching language lessons, as well as instructions on how to create effective lesson plans for individuals and groups.

Instructors, Dr. Schleicher, Dr. Omar, Dr. WaNjogu, and Dr. Mukewa Lisanza performed demonstrations using several African languages, such as Yoruba, Kikamba, and Kikuyu, by placing these languages in context for the participants so that they may adapt these concepts to their micro-teaching. Participants were also given several exercises and activities to help them improve their lesson planning and teaching skills.

During the second week of the onsite training, volunteer students (mostly from Indiana University–Bloomington) who were selected through interviews, aided the learning experience by allowing participants to practice their recently learned theoretical knowledge on actual students. Each participant developed several teaching demonstrations and taught them to the volunteer students. Once they finished their lessons, participants were able to receive valuable feedback from colleagues, instructors, and volunteer students.

Participants were expected to use this feedback to help them improve their teaching skills and future lesson plans. They also received feedback from colleagues and instructors and used it to elevate their lesson planning and teaching skills. At the end of the program, an awards ceremony followed by a dinner was held to conclude this intensive three-week program.

During the ceremony, participants and volunteer students performed songs and poems in Kiswahili. Three participants also had the opportunity to share highlights of their training and experiences from the 2014 NCOLCTL Swahili StarTalk program, and another participant provided the vote of thanks. Among others, the participants commended the student volunteers for their helpful feedback.
On July 25th, the participants and the student volunteers received certificates of completion from NCOLCTL. They were awarded by Dr. Antonia Schleicher, Executive Director of NCOLCTL, and Director of the Center for Language Excellence at Indiana University-Bloomington.

The volunteer students gave the instructors constructive feedback.

The following individuals received certificates for completing the 2014 Swahili StarTalk Program:

- Bernard Theuri - Indiana University, Bloomington
- David Irungu - University of Mississippi
- Kennedy Onyancha - Umoja Heritage Learners, Michigan
- Kevin Wamalwa - University of Wisconsin, Madison
- Mokaya Bosire - University of Oregon
- Raphael Birya - Indiana University of Pennsylvania
- Veronica Waweru - Southern Connecticut University

Reflections of Participants

Veronica Waweru
Southern Connecticut University

I want to talk about language and I am in a unique position because I have been teaching for almost 15 years. I trained to be an archeologist, but somehow I found myself teaching cultural anthropology. I wasn’t happy about it, but I knew I was making a contribution. When I came here and went through this program, I learned a lot. All of the students are my first Swahili teaching experience. I came here comfortable in what I do, very good in what I do, but for the first time I was an uncomfortable position. I am sure many of my colleagues were not in their comfort zones but they tried to be comfortable and I commend them for it. As a veteran in teaching, I can summarize what I learned in the two weeks I was here in a few comfortable and I commend them for it. As a veteran in teaching, I want to talk about language and I am in a unique position because I have been teaching for almost 15 years. I trained to be an archeologist, but somehow I found myself teaching cultural anthropology. I wasn’t happy about it, but I knew I was making a contribution. When I came here and went through this program, I learned a lot. All of the students are my first Swahili teaching experience. I came here comfortable in what I do, very good in what I do, but for the first time I was an uncomfortable position. I am sure many of my colleagues were not in their comfort zones but they tried to be comfortable and I commend them for it. As a veteran in teaching, I can summarize what I learned in the two weeks I was here in a few points. I learned that language is a very powerful tool in communication: we use language to tell our story. I learned so much about my students in the little time that we spent together. Usually, names are all I ever get to know about students, but this time it was different. I spent a lot of time with my students and I already know a little bit more about them now, than I knew about any of my former students. By learning Swahili, I have really got to know my students. They have learned a lot of new words which can help them get by and be able to communicate. That is the power of language. It allows us to engage with other people and tell our story. I want to thank the students who have been amazing, and particularly when it comes to their feedback. This has been my first Swahili teaching experience and it was really nice that the students will criticize you, but in a very humane way. I was worried that they were feeling sorry for me as I was reading the evaluations. When you are doing something right, they will let you know. That’s the power of being able to connect with somebody. They were not just props or lab rats. They are people, and people that we have grown to like very much. When I leave this place I am going to remember that.

Kennedy Onyancha
Umoja Heritage Learners

I will start by thanking Dr. Schleicher, Dr. Omar, and Dr. Wa’ Njogu. Thanks for being wonderful teachers. I thank the students for the opportunity they have afforded us to teach them. Your contribution has been great. I want to thank my colleagues. You made this place livable. I came here not knowing my way around. Along with my colleagues, we went north and south, and we finally found a way to move around. Thank you so much. I want to thank John, Mimoza, and Joyce. Without you, this program surely would not have been a success. I learned many things from this program but I will mention only a few. When it came to understanding the concept of proficiency and Backward Design, I started questioning myself: Why don’t we teach this way? And this has been the main question throughout the program for me. That is the key point. I learned the importance of feedback. You stop and wonder why you didn’t have such feedback in your program. The students we had here were unlike any other students that I have ever handled. They were eager to learn and to present what they have learned. They were eager to be in the classroom. What more would a teacher ask for? I also learned how to teach a foreign language.

When I came here for the first time, things were turned upside down. I started wondering why as a teacher, I did not use comprehensive input. Why didn’t I use 95% of the target language? As a teacher, why hadn’t I been using some of those techniques that were used at the workshop? What was the fear about? If we have used it here in a few days and we have students who can speak the language, then why not?

I was so proud when we stepped out of the class and our students were practicing for the closing ceremony. They would ask questions. They were speaking Swahili just after five days of instruction. Also, this program put me back into the classroom. When I sat in the student’s position trying to learn another language in the teaching demos, I was able to understand the students’ struggles as they learn new languages.
I struggled to learn Yoruba. I struggled to understand something, so I related to the students’ fears. I also learned the important lesson of having to prepare well before a class. I did know how to teach, but I taught differently. I can tell the difference between day one and day five. I also learned that language learning provides the human spark that connects us. We are able to learn of our own fears and shortcomings.

Imagine our students went to Kenya; they would now know that you don’t say ‘Marahaba’ to an elderly person. They have learned how to greet people. Having known all these things, they can access people wherever they are. So, that to me is very important. I look forward to seeing what has happened here in my own classrooms and beyond. Language is not only learned in classrooms, but it cuts across all environments. I also look forward to encourage foreign language teachers to give StarTalk a chance. I am hoping that more people join this program so that they can learn what we have learned here. I have no doubt that this program will be very important. We are lucky that we have Swahili. I am sure other languages will follow. So, for me, it was an experience that I won’t forget. If you have to go home and forget everything about me, just remember that language tied us together. Thank you for the opportunity to believe and be transformed. I am a new teacher now, I must confess.

Vote of Thanks

Mokaya Bosire

University of Oregon

This is a great time for us. We are graduating and we feel privileged. As a group, we are very thankful for the hotel management that has been kind to us. We liked the fact they brought coffee to us all day, especially when our brains were fried. There were some nice people at the breakfast table. The second group of people that I would like to thank so much, are the staff. You know how gadgets can be misbehaving. I was very sure that John would one day just yank it out of the window and then just walk off. He didn’t. So let us thank him. We also acknowledge the calm presence of Connor who made things work smoothly. I never saw him get ruffled by anything. Let us also thank him. Joyce is the kid sister everyone likes to have. We have officially adopted her. She was really nice. I didn’t see her frown anytime. She was trying to make things work. She was all over the place running errands. I would like to thank Dr. Mimoza too. She was very calm. She has such a gentle spirit. I wanted to see her every morning and be calmed.

Now, I want to talk about the students. They were guinea pigs that were intelligent. They gave us a run for our money. Every time they walked in, I was sweating on one side of my armpit. I thank the parents and friends who supported them. The students gave great feedback and showed up every day and on time. There is a day that it was pouring down rain out of the blue; they still showed up. They were ready to work with each other. I told myself that if I had such students for my regular classes, I would really be in a good place. They volunteered and had intense lessons from all the seven instructors, and they were fried over and over. I did not know that they were going to come the next day. I want to thank them for the fact that they did come. Someone once said that great things start from ridiculous beginnings. I rephrase that by saying great things are packed in small people.

I want to thank our instructors Dr. John Wa’Njogu and Dr. Alwiya Omar for the knowledge that they imparted upon us. Dr. Schleicher is great for putting together the program. I had heard about it from other people. We have come here, we have experienced it: not as teachers in training, but also as volunteer students. I am sure the volunteer students also gained some experience. I don’t want to talk for them, but they did speak through the feedback they gave us. This is a good program.

I called my wife and she told me that I had survived two weeks in boarding school. I told her that I did not realize that even the two weeks had gone by. I told her that for the first time I was in something that was meaningful to me. Plus, I was in something that was meaningful to the people around me. All of us here were kind of seeing the same thing. I want to thank Dr. Schleicher personally on behalf of the group, this crop of students, and the trainees, for this wonderful program. We can only ask that it continues to go on that it can train others, and we can expand this to other languages that we teach. So thank you very much.
**NCOLCTL 7,000 Languages Project**

During the 2014 spring semester, NALRC continued to work with NCOLCTL and ALTA to expand the 7,000 Languages Project after it was launched in 2013. During the semester, more units of Daju, Echijita, Swahili, and Yoruba were added to the project.

The 7,000 Language project is a brain child of Transparent Language, a leading provider of language-learning technology and is an expanded initiative to provide innovative technology to the proponents and practitioners of under-resourced languages, free of charge. In 2013, Transparent Language, NCOLCTL/ALTA, and NALRC kick-started a partnership with a technology workshop and then input of languages began. This year, the project was presented before both the NCOLCTL and ALTA Boards, and the Delegate Assembly members who pledged to contribute languages to the project. There are also plans to include Native American languages, among other less commonly taught languages.
The 17th Annual Conference of the National Council of Less Commonly Taught Languages was held at Westin Hotel in Chicago, Illinois on April 25-27, 2014. The theme was “Collaboration and Internationalization: Enhancing and Sustaining Quality.” The conference was organized by the NCOLCTL Secretariat from its offices at Indiana University.

Held in conjunction with the 18th Annual Conference of African Language Teachers Association (ALTA), this year’s conference brought together language teachers and professionals from as far as China, United Arab Emirates, Kazakhstan, Uzbekistan, Turkey, Egypt, Ghana, Kenya, Nigeria, South Africa, and Tanzania, while many LCTL professionals from the U.S. also presented on various aspects of less-commonly taught languages. Abstracts from LCTL practitioners at various universities and government departments were accepted while exhibits from publishing and professional concerns were also showcased.

The exhibitors of this year’s conference included the American Councils for International Education, Arabic Language and Culture, CIBER (Center for International Business Education and Research), Dunwoody Press, Georgetown University Press, Mutual Omaha Financial Advisors, National Association of Self-Instruction Language Programs (NASILP), the National African Language Resource Center, National Language Service Center, and SCOLA.

The traditional Pre-Conference Workshop, led by Mr. Mohammed Tamimi of the University of Arizona, was held on Thursday, April 24. The subject was, “Hands-on Training on Using Web 2.0 to Teach Language as Culture”.

The next morning, April 25, welcome remarks were delivered by Dr. Alwiya Omar, NCOLCTL President, and Dr. John Wa’Njogu, ALTA President. Dr. Richard Brecht of the University of Maryland delivered the keynote presentation entitled “Common Ground Across the ‘Language Enterprise’: Vision, Value and Ventures”.

The keynote speaker’s presentation was followed by the plenary session on “Careers in Translation and Interpretation” delivered by Dr. Jiri Stejskal of CETRA Language Solutions.

Three other plenary sessions were held during the course of the conference. Dr. Margaret E. Malone of the Center of Applied Linguistics concentrated her plenary on the assessment of outcomes in LCTLS. In the ALTA’s plenary, the 2013 NCOLCTL StarTalk graduates talked about their transformative journey from native speakers to productive language instructors. Focusing on the quality of curriculum, Dr. Mary Lynn Redmond’s plenary emphasized the need to set proficiency targets across departmental foreign language levels in order to prepare students with the necessary language skills to enter the workforce.

In all, there were 133 presentations and colloquiums at this year’s conference on topics ranging from curriculum standards and assessment in LCTLS, and corrective feedback, to language acquisition and instructional strategies, student perceptions, the use of technology and authentic materials, online LCTLS teacher training, and many others.

Both NCOLCTL and ALTA held their annual meetings of their Boards and Delegate Assemblies during the conference. On Friday, April 25, a banquet dinner was organized in honor of Professor Eyamba Bokamba from the University of Illinois at Urbana-Champaign, winner of this year’s A. Ronald Walton Award, which recognizes distinguished service in the field of LCTLS. In his acceptance speech, Professor Bokamba, who is one of the founding fathers of NCOLCTL, reminisced about his experiences with the organization in collaboration with the trailblazers - Professors Richard Brecht, Erika Gilson, Teresita Ramos, and the late Ronald Walton. In addition, two research awards were given at the banquet by NFMLTA and NCOLCTL. The award recipients were Snezhana Zheltoukhova of the University of Wisconsin – Madison and Tingting Chen from the University of Iowa.
The NCOLCTL conference remains a substantial forum for the sharing of successes and challenges in the field of LCTLs. Many attendees expressed gratitude for the chance to share information and experiences about professional issues in LCTLs, especially in matters of standards and assessment, the STARTALK program, and others.

The staff of the NCOLCTL Secretariat is grateful to the many people who contributed so much of their time and energy into making this year’s conference a success. The Secretariat would especially like to thank John Adeika, Muhammed Umar, Taiwo Ehineni, Francis Mwanzia, Nana Amoah, Joyce Nyakato, Sreeja Ketineni, and Daisy Lamptey who donated their time and effort to ensure the success of the conference. We look forward to seeing everyone again next year for the 18th NCOLCTL annual conference in Washington, D.C., where the organization will celebrate its 25th anniversary.

2013 ACTFL Convention

Dr. Antonia Schleicher and John O. Adeika, represented the National African Language Resource Center (NALRC) at the 2013 American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, which was held at the Orange Convention Center in Orlando, FL from November 22-24, 2013.

The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, where learning comes alive, features over 600 educational sessions covering a wide spectrum of the language profession. Last year’s theme was “New Spaces, New Realities: Learning Any Time, Any Place”. More than 250 exhibiting companies showcased the latest products and services.

Arrival and Set-Up

For the second year in a row, all Language Resource Centers shared exhibitor space due to the reduced funding all units are operating under. Last year, NALRC shared a booth with NMELC, CeLCAR, NEALRC, and CERCLL.

John Adeika arrived early on Thursday, November 21 to set up the NALRC booth, and helped other LRCs with their booth set-up. For its share of promotional materials being displayed, the NALRC brought hardcopies of the latest edition of ULIMI (the annual news bulletin), examples of our most popular texts, grammar references, and electronic flashcards, as well as examples of the colorful African languages brochures.

Booth Visitors and Dissemination

During the conference, Adeika received conference attendees and visitors, mostly foreign language teachers and scholars, visiting the LRC booths and explained to them the mission and scope of the NALRC and its achievements. Many visitors were very interested in the work that the NALRC does and picked up some of the exhibited materials as souvenirs or teaching aids for references.

Overall, the networking with LRCs and other language scholars, as well as the opportunity to disseminate information about the center to language teachers and enthusiasts made this trip another successful outreach experience.
2013 ASA Conference

The 56th Annual African Studies Association (ASA) was held from November 21-24, 2013 in Baltimore, Maryland. The theme of the conference was “Mobility, Migration and Flows.” The National African Language Resource Center (NALRC) was represented by Kwesi Brown.

At the conference, NALRC displayed its publications and materials including various African language textbooks, multimedia materials, different African language brochures, annual newsletters and NCOLCTL and ALTA 2013 conference posters. The NALRC’s efforts in making language resources available to the language scholars in the United States were highly commended by the visitors. Some of the participants declared their intention to help in publishing more brochures and textbooks that are not yet available.

Introduction to National Standards for Less Commonly Taught Languages Workshop

On Thursday, December 11, 2014, the Indiana University Language Resource Centers (NALRC and CeLCAR, the Center for Language of the Central Asian Region) jointly hosted a four-hour professional development workshop on the “Introduction to National Standards for Foreign Language Learning Part III: Implications for Curriculum Development”. The workshop was attended by 21 language instructors from 8 different departments, servicing 17 different languages (Dari, Dutch, ESL, Estonian, Farsi, Finnish, Hungarian, Italian, Mongolian, Norwegian, Pashto, Russian, Tibetan, Turkish, Uyghur, Uzbek, and Wolof), and was led by Dr. Antonia Schleicher, Executive Director of the IU LRCs.

This workshop was the third in a series of workshops on Standards being offered jointly by these two centers. Workshop participants first learned about proficiency targets and the importance of establishing these, before designing curriculum.

Dr. Schleicher then provided examples of ways to develop curricular pathways for achieving the established proficiency targets, including designing mode-specific instructional activities. The workshop ended with the instructors breaking into small groups and practicing application of the principles learned to their curricula. Each group presented in front of their peers and each presentation included peer feedback and discussion.

The post-workshop evaluation survey showed that overall the participants learned more about the importance of setting proficiency targets, developing curricular pathways for achieving established targets, and designing mode-specific instructional activities that target proficiency levels.

Ohio State University Standards Workshop

The NALRC Executive Director, Antonia Schleicher, carried out a two-day professional development workshop from Friday February 28th to Saturday March 1st, 2014 at Ohio State University main campus. The workshop was attended by nine instructors from Ohio State University, Central State University and Ohio Wesleyan University. Languages represented at the workshop included Somali, Swahili and Yoruba. The instructors learned the importance of setting proficiency targets for their classes before designing a language curriculum and how to make sure their students meet these targets.
In her presentation titled “Designing Curricular Pathways that Lead to Proficiency Targets,” Dr. Schleicher provided examples of ways to develop curricular pathways for achieving the established proficiency targets, including designing instructional activities for the interpersonal, interpretive, and presentational modes. Participants also acquired skills of how to handle classes with students at different proficiency levels. Simultaneously, the participants also learned how to utilize a heritage learner whose proficiency is relatively higher than their colleagues in a language class. Use of target language, putting grammar in context the way native speakers do, learner-centered teaching, and incorporating culture are some of the standards that instructors learned to apply in their teaching.

Dr. Antonia Schleicher delivered a presentation titled “The Global Impact of Yoruba Language and Culture in the 21st Century” on February 28, 2014. Her presentation marked the second annual Oyekan Owomoyela Yoruba Studies Lecture at Ohio State University African languages department. The presentation was attended by both the African and the American communities at Ohio with an interest in African languages. The presentation highlighted how Yoruba has shaped a lot of music, dance, religion, and language in the new world. Students and instructors were able to realize the massive benefits of learning Yoruba language in the United States. Dr. Kelechi A. Kalu, Associate Provost for Global Strategies and International Affairs at Ohio State University, awarded Dr. Schleicher a plaque of appreciation for her contribution towards African language pedagogy in the United States. The presentation also gave the participants a zeal to push for the improvement of African languages at Ohio State University.

Each program participant had an opportunity to conduct a mini-lesson in their respective target languages while employing the techniques and principles they had learned the previous day. They also had the opportunity to receive feedback and constructive criticism from fellow participants who were learning the languages used in the demos for the first time. All of the participants reported improvement and a great achievement in their teaching throughout the workshop. They could not wait to export the same principles they had learned to their language classes. The opportunity for collaboration and open floor discussion was invaluable to the participants during the two days.
2014 NALRC Summer Institute in Panorama

Networking at the closing ceremony

Adorned in beautiful African attire at the closing ceremony

Participants engage in class discussion

Dr. Bokamba giving his remarks at the closing ceremony

Participants listening to a speech at the closing ceremony

The participants during one of the lessons

Participants giving a Yoruba presentation

Role play in a micro-teaching lesson
Leadership Performance Workshop in Panorama

Intensive class work during the workshop

The Instructor (Dr. Jeniffer Eddy) explains more on program design concept

John Muchira giving a presentation on his program design strategy during the Leadership Performance Workshop

Leadership Performance Program participant with their instructors outside the classroom

After the Award Ceremony, all the workshop participants pose for a picture with their instructors

Participants performs cultural skit during the award ceremony

Sharing an idea for class assignment
Dr. Schleicher and Dr. Bokamba having a word.

NCOLCTL Board Members.

Dr. Bokamba won the 2014 Walton Award.

Attendees listening to the keynote address.

Dr. Bokamba poses with ALTA members.

The conference provided networking opportunities.

Attendees at a poster session.

The award winner with conference attendees.

The 2014 Walton Award dinner.
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 interpretor. On the other hand, 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 alike, instructors are encouraged to notify NALRC of any African language related vacancy. The good news is that we will help you advertise at no cost.

III. Upcoming Conferences - Dates & Venue
We urge our readers to mark their calendars for the following upcoming conferences in the academic year 2014-2015:

i. NCOLCTL/ALTA Annual Conference
   Date: April 24-26, 2015
   Venue: Washington D.C.

ii. NALRC Summer Institute
   Date: May 18-29, 2015
   Venue: Indiana University, Bloomington, IN

iii. NALRC Leadership Performance Institute
   Date: May 18-29, 2015
   Venue: National African Language Resource Center (NALRC), Indiana University, Bloomington, IN

iv. Swahili StarTalk Program
   Date: July 6-24, 2015
   Venue: Indiana University, Bloomington, IN

For any questions/comments, please contact:
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Welcome to NALRC Online Shop

Let’s Speak Series
The Let’s Speak An African Language series is the first series of Communicatively Oriented African language textbooks developed in the United States. The series is based on the model of Jè K’A So Yorùbá (Let’s Speak Yorùbá) written by Antonia Folarin Schleicher in 1993. The need for the series arose to fill the gap of providing African language learners with not only up to date materials, but also materials that will prepare them to truly communicate in their respective African languages.

Let’s Read Series
The series is based on the Communicative Approach to language learning in the sense that learners are provided with activities that will help them to perform functions that native speakers of these languages perform in their appropriate cultural contexts. The grammars and the vocabulary in the textbooks are those that will help the learners to perform appropriate functions. The monologues and the dialogues are authentic in the sense that they present real life situations. The activities in the texts are also tailored to assist learners in acquiring the necessary skills such as listening, speaking, reading, and writing.

Let’s Communicate Series
A series such as this depends on the vision, goodwill and labor of many. Special appreciation is extended to the U.S. Department of Education’s IIEGSH (International and Education and Graduate Programs Service), the NALRC staff, the three anonymous reviewers, the NALRC Advisory Board members, as well as various individuals who support the efforts of the NALRC in promoting African language pedagogy nationally and internationally. Without the support, advice and assistance of all, the Let’s Speak African Language Series would not have become a reality.

Reference Grammar
These are series of African Language Learners’ Reference Grammar NALRC presents. This book exposes learners of this language to the basic grammatical terms in the target Language as well as clauses and sentences. By providing review of English grammar with explanations of comparable target Language structures. This book enables English speakers to access target language easily.

Bilingual Dictionary
The dictionary contains over 8,000 entries. This number would have increased twenty times if the nominal and verbal suffixes had been added to each entry. The research and the work that led to this dictionary started several years ago. It involved a comprehensive and intensive study of the Target Language texts and songs. The dictionary also contains scientific words. It can therefore be stated that this dictionary is today one of the most accessible and the most comprehensive on the market.

Multimedia Materials
This is a set of African Language Vocabulary Flash Cards targets Foreign speakers who are learning African language(s). This CD-ROM provides a unique way of learning common nouns from six different categories: household items, classroom items, kitchen items, animals and birds, clothing, and professions. In total, it deals with around 150-175 words. Each word is pronounced by a native speaker so that the learner can learn the vocabulary and its pronunciation at the same time.

Place your African languages textbook order online at https://nalrc.indiana.edu/e-shop securely.