Letter from the Director
Dr. Antonia Folarin Schleicher

The National African Language Resource Center (NALRC), housed at the University of Wisconsin-Madison, has received its first three-year grant from the U.S. Department of Education, International Education and Graduate Programs Service. The NALRC now serves as one of nine national foreign language resource centers.

The primary mission of the NALRC is 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 offers a fundamentally new approach to African language programming in the United States. It does so from a truly national perspective, as opposed to the perspective of the individual National Research Centers (NRCs) or the general National Language Resource Centers (NLRCs). Specifically, in contrast to both the NRCs and the general NLRCs where program goals and objectives are established by individuals at the home institution, the NALRC solicits input from the field of African languages in order to determine program offerings which address the needs of all sectors. In addition, the NALRC has as its purpose and primary agenda the development of the field of African language teaching in this country using the full expertise of the African language pedagogists throughout the nation, rather than at a single institution. Finally, because of the NALRC's national focus, it is able to more thoroughly address the specific needs of African language teachers and learners than is possible at the NLRCs, which are designed to support the field of language teaching in general.

Guided by the above mission, the NALRC's major projects and activities during this first funding cycle are divided into five major areas: (1) National African Language Program Coordination, (2) African Language Materials Development and Dissemination, (3) Professional Development for African Language Educators, (4) Research in African Language Pedagogy, and (5) African Language Program Development and Evaluation.

During the first year of this funding cycle, the NALRC has made a tremendous impact on the field of African language pedagogy. Please read the report of the first year activities in this bulletin. It is our hope to continue our activities in the five major areas above during this second year of funding. — continued
As someone interested in the teaching and learning of African languages, there are many ways you can participate in the activities of the NALRC.

1. You can participate in the NALRC Summer Institutes either as a leader or as a fellow.
2. You can develop materials in the African language of your choice and the NALRC will support you in publishing and disseminating the materials.
3. You can attend any of the ALTA workshops sponsored by the NALRC.
4. You can do research on African language pedagogy and let NALRC publish the results of your research in its annual journal (JALT).
5. Be willing to edit JALT if you are asked to do so.
6. Be willing to serve on any of the three major NALRC Boards.
7. Check the NALRC webpage on a regular basis so that you can give us feedback on our activities.

If there are other projects you are interested in doing to promote African language learning and teaching in the U.S., feel free to let us know about it. Even if your project cannot be supported now, the NALRC may be able to do so in the near future. The Center belongs to all of us in the field of African language pedagogy. Therefore, let us join hands together to make it a success. The establishment of the NALRC is a dream come true to those of us in the field of African language pedagogy. So let's make it a collaborative effort.

NALRC Projects

The National African Language Resource Center was established in September 1999 by a grant from the U.S. Department of Education. The Center aims 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. Since its inception, the Center has undertaken a wide variety of projects. These activities and services are divided into five major groups:

1. National African Language Program Coordination,
2. African Language Materials Development and Dissemination,
3. Professional Development for African Language Educators,
4. Research in African Language Pedagogy, and

1. National African Language Program Coordination

The African language program inventory consists of a list of African language programs in the U.S. and is now available on the NALRC webpage, located at http://african.lss.wisc.edu/nalrc. The inventory will be regularly updated.

An African language program national needs assessment is carried out on a continual basis. Some of the needs identified so far include language program development, coordination, and evaluation guidelines, curriculum and material development and evaluation guidelines, research opportunities for African language instructors, and workshops and institutes for professional development. The NALRC is sponsoring workshops and various institutes to meet the above needs, and needs assessment is continually conducted, through ongoing dialogues with African language teachers and learners.
A prioritized list of African language material needs is also updated on a continual basis, with African language scholars asked to work on the projects that are identified. Following are material and workshop/institute needs identified by fellows and instructors at the NALRC Summer 2000 Institute:

**Language Material Needs**

**Bambara/Fulakunda Needs**
1. First year textbook and exercise book.
3. Authentic videos about Bambara and Fulu cultures.
4. Technology-supported exercises.
5. Listening tapes of authentic conversations.
6. Pictures illustrating cultural facts.
8. A storybook.

**Chichewa Needs**
1. There is a need for textbooks at all levels, from beginning to advanced levels.
2. The texts should be communicatively focused, and not based solely on grammar.

**IsiZulu Needs**
1. Textbooks (especially on developing communicative competence).
2. Audio-visual aids.
3. Cultural artifacts.
4. Dictionaries.

**Kiswahili Needs**
1. More video products: video clips that incorporate culture, socio-linguistic context, history, politics, health, etc.
2. Appropriate reading texts for all levels.
4. Instruction of Kiswahili through literature as a language and cultural resource.
5. Interactive CD-Rom for all levels of Kiswahili covering communicative competence in various areas.
6. Texts for specific purposes e.g. study of African cultures, religions, business, etc.
7. Research oriented books to equip researchers with more tools to meet their objectives.
8. Authentic materials for 1st, 2nd, and 3rd year students:
   - listening (audio and video tapes, news broadcasts, radio programs)
   - reading (articles, stories)
   *these materials may be made available in the classroom, as well as on the web.
9. Role-playing exercises in textbooks to practice the appropriate grammar and vocabulary.
10. Computer-based language lessons that accompany the texts.

**Twi Needs**
1. Basic texts on basic functions: greetings, self-introduction, giving directions, etc.
2. Materials for oral needs, especially listening.
3. Materials for conversational Twi.

**Wolof Needs**
For first year Wolof:
1. A current textbook with cultural accuracy.
2. A Wolof-English dictionary that is current.
3. Audio-cassette tape packages for language labs.
5. Easy access to films in Wolof or by Wolof/Senegalese cinematographers.

For all levels of Wolof:
1. Textbook based upon communicative functionality from 1st year to 3rd year.
2. Dictionary that is devoid of French influence.
3. Harmonization of the writing system across Wolof textbooks.
4. Use of authentic materials (texts, audio, etc.) for instruction.
5. Textbook with appropriate cultural representations of the target language.
   *(High Culture and popular culture)*
6. Textbook with a balanced distribution of gender roles.

**Yoruba Needs**
2. Yoruba Reference Grammar for Learners.
3. Advanced Level Yoruba Textbook.
4. Workbooks for the existing first and second year Yoruba textbooks.
5. Web-based courses for learning Yoruba.
7. CD-ROM for advanced level.
9. Role-Play Cards for Yoruba Learners.
10. Workbooks for the Yoruba Reader.

**Workshop/Institute Needs**
1. Workshop devoted to the development of K-12 African language materials, along with teaching guidelines.
2. Mini-workshop (1 day) on outreach strategies.
3. Workshop on grant proposal writing.
4. Workshop on resolution of student complaints about language classes/instructors.
5. Institute or workshop on specific teaching strategies:
   *specifically, how to be successful language teachers in American institutions.*
African Language Materials Development and Dissemination

The following African language materials are currently being developed under the direction of the NALRC:

1. Hausa First Year Course by Ousselma Aïdidou (Ohio State University), Spring 2001
2. English-Akan (Twi) Dictionary by Samuel Obeng (Indiana University), Spring 2001
3. Senegalese Akan (Twi) by Samuel Obeng (Indiana University), Spring 2001
5. Kiswahili Reference Grammar by Katrina Daly Thompson (UW-Madison) and Antonia Folarin Schleicher, Fall 2000
6. African Language Material Development and Evaluation Guidelines by John Mugane (Ohio University) and Antonia Folarin Schleicher (UW-Madison), Fall 2000
7. African Language Program Development, Coordination and Evaluation Guidelines by Eyamba Bokamba (UIUC) and David Dwyer (Michigan State University), Fall 2000

Other professional development opportunities

- Funding competitions for graduate students to attend professional conferences are held annually. (See section on the 5th Annual ALTA conference on page 10.)
- For information on the African Language Curriculum Development and Evaluation Institute, see the section on the NALRC Summer 2000 Institute on page 6.
- For information on the African Language Material Development and Evaluation Institute, see the section on the NALRC Summer 2000 Institute on page 6.

4. Research in African Language Pedagogy

Professor Antonia Folarin Schleicher and Kristi Hobson co-wrote a paper titled Gender Bias in Elementary-Level African Language Textbooks that focuses on an analysis of gender bias in elementary level African language textbooks, with a specific concentration on Hausa, Swahili, Yoruba, and Zulu textbooks. The paper was presented at the ALTA 2000 conference, and will be published in JALTA, the Journal of the African Language Teachers' Association.

Professor Antonia Folarin Schleicher and Karin (Hartwig) Gleinsner, co-wrote a paper titled The Communicative Orientation of First-Year African Language Textbooks which assesses the communicative orientation of a wide array of first-year African language textbooks and serves as a guide for textbook authors who wish to incorporate communicative competency issues into African language textbooks. The paper was presented at the ALTA 2000 conference, and will be published in JALTT, the Journal of African Language Learning and Teaching, which is a NALRC publication.

3. Professional Development for African Language Educators

Professor Sally Magnan, a Professor of French at the UW-Madison, presented a workshop entitled Competency-Based Language Teaching and Testing and the Use of Technology at the ALTA 2000 Conference held in Philadelphia on April 13-15, 2000. The workshop topic was selected from the list of projects that ALTA members listed as one of the workshops needed for the field. Participants were introduced to issues of competency-based teaching stemming from the ACTFL Proficiency Guidelines in the 1980s and developing into the current ACTFL Standards. They were also given suggestions for integrating competency-based teaching in their classrooms. After seeing how Professor Magnan uses these models in her French classroom, they were given the opportunity to brainstorm as to how the techniques might be used to teach their respective African languages.

EdE, the Journal of African Language Learning and Teaching (JALTT) (Volume One) will be published in September 2000. The guest editor of this first volume is John Mugane of Ohio University-Athens.

The purpose of the journal is to encourage African
language scholars to publish scholarly articles on African language pedagogy issues in a journal refereed by educators in the field.

Professor Antonia Folani Schleicher of the University of Wisconsin-Madison and Professor Lioba Moshi of the University of Georgia co-wrote a book, *The Pedagogy of African Languages: An Emerging Field*. This book is intended to be the first in a series of publications that will report on African language field developments in language and culture teaching, and research on language pedagogy. This volume emphasizes the fact that language teaching and learning depends on knowledge about language, culture, communication strategies, and other strategies. The book will be co-published by the NALRC and the Ohio State University NEALRC in the fall of 2000.

5. African Language Program Development and Evaluation

For information on the African Language Program Development, Coordination and Evaluation Institute, see the section on the NALRC Summer 2000 Institute on page 6.

The NALRC maintains a list of African language educators who can serve as mentors to young professionals in the field. Through this African Language Mentoring Program, these scholars, after having been trained through the NALRC institutes, can serve as mentors to help develop or evaluate new or existing African Language Programs.

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4th Annual ALTA Conference at U Penn
Organized by Dr. Alwiya Omar

The National African Language Resource Center provided funding for twenty-four graduate students from ten different universities across the U.S. to attend the 4th Annual ALTA Conference. The conference, which was held April 13-15, 2000 at the University of Pennsylvania, had the theme *African Languages: Pedagogical Challenges and Prospects for the 21st Century*. The majority of the students who attended with NALRC funding could not have otherwise participated in the conference. Many of the students presented papers at the conference, and all of them were active participants in all conference activities, which included panel discussions, a teacher-training workshop sponsored by the NALRC, and the ALTA general meeting. ALTA benefited greatly from their input during discussions of various topics relating to African language pedagogy. The NALRC will continue to hold funding competitions for students to attend the annual ALTA conference. The announcement for next year's funding competition is posted on the NALRC website.

Remarks by one of the graduate students sponsored by the NALRC to attend the 4th Annual ALTA Conference

Nolutho Ndengane Diko
Indiana University

NALRC comes to the rescue of graduate students

When I realized that there was a very slim opportunity for me to afford to pay for my own expenses to attend the ALTA 2000 conference in Philadelphia, I started looking around for either full or part sponsorship. It was important for me to attend not only because I could form links with other people teaching the same language, but also because of the excitement of finally becoming part of a bigger African Studies community. Of course as a newcomer I didn’t know much about sponsors, so I sent my application to the one place I heard people talking about, the NALRC, and waited with bated breath. Not long thereafter, I received a response, and unfortunately my application was declined. I didn’t lose hope nonetheless and a long process of writing back and forth started.
Even though there were financial constraints, the NALRC, being dedicated to the advancement of African Language teaching and learning, agreed to share my expenses with my institution and sponsored my accommodation and meals. This was handled in a timely and sensitive manner and this is something they maintained even under very trying and difficult moments when we got to the conference center. I will not forget how they made us feel as if we had known the staff at the NALRC for a long time. Finally I met the other people and I could learn about the different institutions and their programs.

I will not forget the first workshop that we had, which was on the use of videos in language teaching. Prof. Lioba Moshi demonstrated how one could incorporate all the various skills whilst presenting the material within a culturally appropriate context. Participants were encouraged to think critically while at the same time having fun. This helped to set the tone and mood of the conference. From hereon every activity was contributing to the mosaic blanket that was woven with style and precision. The manner in which the workshops followed one another and how they moved the teaching of African Languages forward was magnificent, and the planning was beyond imagination.

The pinnacle of the conference was the presentation of the awards and the keynote speech by Dr. Wiley. It was clear to everybody there that Africa was refusing to bow to the pressures exerted on it in the past, but through our dedicated scholars, was now claiming its rightful place in the international arena at the dawn of the new century. I left the conference with renewed vigor and enthusiasm, because I knew that like all the other languages, mine could also be taught and learned with all the respect accorded to the other languages.

Hats off to the NALRC for allowing me and others the opportunity to participate in the 4th Annual ALTA Conference.

Institute leader David Dwyer teaches a session of the Program Development, Coordination and Evaluation portion of the institute.

As interest in African language learning and teaching increases, so does the need to prepare graduate students and teaching assistants who are planning to pursue African language teaching as a profession. The Summer 2000 Institute was designed to help meet this need. It trained fellows in a number of crucial areas central to the effective design and operation of an African Language Program. The purpose of the institute was two-fold: first, to train graduate assistants teaching African languages so that they might be better prepared to meet the challenges inherent in implementing an African Language Program; and second, to produce guidelines for each area covered in the institute. The guidelines are intended to serve as a model for those who wish to develop an African Language Program, create curriculum for such a program, or develop material for the teaching and learning of an African language. The first week of the institute focused on African Language Program development, coordination and evaluation, the second week examined African language curriculum development and evaluation, and the third week centered on African language material development and evaluation.

The first week of the institute was taught by Professor Eyambe.
Bokamba, Professor of Linguistics at the University of Illinois, Urbana-Champaign (UIUC), and Professor David Dwyer, Professor of Anthropology, Linguistics and African Studies and Coordinator of the African Language Program at Michigan State University.

During this part of the institute, the Fellows were given an overview of the history of African Language Programming in the United States. All aspects of implementing an African Language Program were explored, from administrative and organizational issues to the evaluation of African Language Programs. Each Fellow researched an existing African Language Program and reported his/her findings to the other institute participants. These findings included recommendations for improvements that could strengthen the individual programs. The reports by the Fellows are being compiled into guidelines that will serve as a blueprint for those wishing to develop an African Language Program, or improve upon an existing program.

The Curricular Development and Evaluation section of the institute was led by Professor Eyamba Bokamba, and Professor Charles James, Professor of German at the University of Wisconsin-Madison. Institute Fellows were introduced to the history of curriculum development in the United States. They also discussed what a curriculum is, how to meet the goals of a curriculum, and identified particular issues involved in articulating and implementing curricula for African languages. Fellows were required to write a course description for their individual languages. After this was completed, they each wrote a curriculum for their particular language, choosing either first or second year of that language, and presented it to the other institute participants. These sample curricula will serve as a guide for those developing their own curriculum for the teaching of an African language.

The leaders of the Material Development and Evaluation portion of the institute were Professor Antonia Folarin Schleicher, Professor of African Languages and Literature at the University of Wisconsin-Madison and Director of the NALRC, and Professor John Mugaane, Professor of Linguistics at Ohio University. The goals of this part of the institute were to prepare the Fellows to provide both a one-year syllabus for their respective languages, and an outline for a textbook they might write in the future. The preparation included discussions of various language-teaching methods, as well as an introduction to current technologies such as CD-roms and interactive web sites used in language teaching. Working in groups, the Fellows prepared and presented a sample chapter of a textbook for Swahili, Wolof, Chichewa, and Twi, as well as an outline of a syllabus for each language. As with the guidelines from the other areas of the institute, these syllabi and sample chapters can assist those who wish to develop their own materials for teaching an African language.

The guidelines from all sections of the institute will be disseminated by the NALRC.

The institute culminated in an awards ceremony and dinner on Friday, July 7, 2000. The ceremony was chaired by Professor Magdalena Hauner. Short speeches were given by Antonia Schleicher, Director of the NALRC, John Inness, President of the African Language Teachers’ Association (ALTA), Eyamba Bokamba, Professor of Linguistics at the University of Illinois, Urbana-Champaign (UIUC) and Mary Anne Fitzpatrick, Associate Dean of the College of Letters and Sciences at UW-Madison. Certificates were presented to: David Adu-Amankwah (Indiana University), Fatou Angela Brown (Yale University), Amaadou Fofana (Indiana University), Kristi Holson (UW-Madison), John Inness (Delaware State University).

Guests and institute fellows listen to speeches during the awards ceremony for the NALRC Summer 2000 Institute.
University and Johns Hopkins University), Laxford Kajuna (Ohio University), Sautu Lugano (Penn State University), Dean Makuluni (UW-Madison), Khalilah Mohammed (Indiana University), Judith Mmari (University of Oregon), Angaluki Muaka (Indiana University), Fallou Ngom (UIUC) and Leonce Rushubirwa (University of Georgia).

Remarks by Representatives of the Fellows of the NALRC Summer 2000 Institute, made at an awards ceremony and dinner on July 7, 2000

John Mtembezi Inniss,
President of ALTA

Tonight I wear two hats. My first hat is that of the President of the African Language Teachers Association. In that capacity, and wearing that hat, I want to express the collective gratitude and appreciation of our organization to the Director of the National African Languages Resource Center, Professor Antonia Yetunde Folariin-Schleicher, for having the vision, the courage, and the tenacity to see the dream of a center such as this through till its fruition. This is indeed an historic milestone in the nascent professionalization of the field of African language instruction. Moreover, the NALRC will assist the continued development and expansion of African language research, not just domestically within the United States but globally as well. In addition, because the NALRC not only caters to the academic/scholarly community, but also has an outreach component to heritage and other constituencies beyond the borders of academia, it represents the very best in the tradition of activist, democratic scholarship. This is indeed African languages for the people!

The other hat that I wear tonight is that of a participant in an historic set of institutes involving African languages pedagogy, materials creation and evaluation, curriculum development and evaluation, and the use of technology to deliver and/or enhance African language course content. It has been a hectic, sometimes grueling three weeks, but the information, insights, and experiences acquired were more than compensatory. For example, just to learn that other teachers of other African languages in other institutions are confronting similar problems as I, has been therapeutic. One no longer feels so isolated and besieged. Kifo cha wengi - misery loves company!

I shall conclude my remarks by asking my fellow participants if they truly understand just how historic these institutes have been? I know that I have uttered the word “historic” three times in these brief remarks; some may think that I am giving in to hyperbole. I am not. In fact, the impact of these institutes on the discipline of African languages pedagogy will reverberate far beyond the borders of the campus at UW-Madison. At any rate, for those of my fellow participants who may have missed the forest for the trees, these institutes are historic because they have laid the foundation for the systematization and codification of FL teaching principles as applied to African languages. This foundation, moreover, has been based on the twin pillars of empirical experience on the one hand and Second Language Acquisition Theory on the other.

The Center has shown the way; it is now the responsibility for each of us to forge ahead individually and collectively to implement what we have learned for the betterment of African languages and their instruction.

Thank you.

Angaluki Muaka,
Indiana University

This is the last Friday of the first National African Language Resource Center (NALRC) Summer Institutes. For those of us who were involved in this set of institutes, this is a momentous occasion.

The last three weeks have been packed with professional enrichment. Although most of us Fellows have been involved with the teaching of African languages at various levels in various institutions under diverse conditions, never had we looked at our work professionally. These Institutes are, as far as I know, the very first attempt at professionalizing the teaching of African languages in the U.S. They are the best things that
ever happened to the teaching of African languages in the U.S. since the launching of the Russian Sputnik. We are returning to our respective institutions with totally new perspectives on the establishment, teaching and management of African languages. What Professor Antonia Schleicher has done as the Director of NALRC, therefore, is no mean achievement. On my behalf and that of the other Institute Fellows, I wish to thank Professor Schleicher most sincerely for involving us in the Center’s very first set of summer institutes. This has been a great honor indeed.

The Institutes could not have been such a great success without the participation of our Institute Leaders. I, therefore, wish to also thank Professors Eyma Bekele, David Dwyer, Charles James, John Mugane and Antonia Schleicher for sharing their wealth of professional experience and wisdom with us and for doing such an excellent job for the Institutes. I must also express our gratitude for the support and assistance we received from the Center’s wonderful staff of Karin Gleisner (formerly Hartwig) and Aiming Wang. Their presence made things so much easier and manageable.

Those of you who have been involved with administration know that setting up an academic or administrative unit is no easy task. Securing funds to run such a unit is even harder. And getting it to run well and successfully is a totally different thing. Professor Schleicher’s success with the NALRC must be commended. This is a clear demonstration of her outstanding academic, professional and leadership skills, which we must emulate. Her kind of responsibility comes with constant challenges. This is our Center and we all must feel the need and be ready to support Professor Schleicher in her exemplary work at the Center. It is always encouraging and reassuring when one knows that their work is recognized, appreciated and, indeed, supported.

The Institutes were also enriching on the social front. We’ve made great friends among the Leaders and Fellows. We are now an important family in the profession of teaching African languages and it would be a great service to the profession to maintain and strengthen this new relationship.

With those few remarks, I again wish to thank Professor Schleicher and the Institute Leaders for very successful Summer Institutes.

Fatou Angela Brown,
Yale University

Greetings (in various languages).

Three weeks ago, when I arrived at the first African Language Teachers Summer Institute hosted at the new National African Language Resource Center at the University of WI-Madison, I didn’t know what to expect. It is at this present time that, as a fellow selected to participate in the Institute, I would like to share and comment on my experiences.

As an African, I met other African fellows from all over the Continent as we spoke about our backgrounds and lifestyles while living in our respective nations and societies. Thus, here at the University of WI, we exchanged ideas, knowledge, memories, proverbs, and jokes (thanks to the comedic input of teaching fellows such as Uncle Dave, Uncle Mmembazi and a few others). We were united as Africans with a common goal in mind.

As a woman, I was delighted to find myself with two other intelligent and beautiful African women fellows who were also just as curious and eager to take part in this institute as I was. From the first day, we sought each other out and bonded immediately with the understanding that though small in numbers, we as African women have a great and special task of supporting each other in education while we continue to tackle the challenges of strengthening the African family nucleus.

As an African that was born and raised in America, I was relieved to find one other African American taking part in the Institute. In very little time, he
became my mentor as he willfully shared his experiences on being an African American also competent enough to teach African languages that belong to us not as native languages, but as "heritage" languages. We both would probably agree that although our voice does not speak for all of Black America, on numerous occasions during our three-week stay, we have had the opportunity to sit and have incredible talks with our African-born brothers and sisters. I feel that each time we come together and have dialogue in this manner, Africans become stronger and more united worldwide regardless of current "local conditions."

As an African Language Teacher, I was overwhelmed by the amount of knowledge and experience shared by the Institute instructors and participants. We gathered as members of the African Language Teachers Association and as teachers working at our respective educational institutions, and we worked extremely hard, both in the computer room late into the night on many other occasions, to better understand our challenges as preservers of both African languages and culture. Overall, we have acquired a priceless and tantamount of information on African language programming, pedagogy, materials development and textbook design.

In all these aspects, it didn’t take long for us to feel like a family, and by now, we all know what our mission is. This is the beginning of many gaps that have to be bridged. On behalf of the Institute Fellows, the African Language Teachers Association, and each of our respective universities, I say “thank you” to the sponsors and instructors of the African Language Teachers Summer 2000 Institute.

5th Annual ALTA Conference

The 5th Annual ALTA Conference will be held in Madison, Wisconsin on April 26-28, 2001. The Conference will be co-sponsored by the National African Language Resource Center, the Department of African Languages and Literature and the African Studies Program at the University of Wisconsin-Madison.

The theme of the conference is: “Professionalizing the Field: Initiative, Collaboration and Progress.” The organizers invite papers that address the conference theme, or any other topic related to African language pedagogy. Those interested in presenting a paper at the conference should send two copies of an abstract (one e-mail copy and one hard copy) to the NALRC. Abstracts should be one page maximum, in a 12 point font. Submission by fax is not acceptable; e-mail submissions must be Microsoft Word file attachments of the length and format outlined above. Those without regular access to e-mail may instead replace the e-mail copy with a copy saved on a 3-1/2 inch floppy disk. Macintosh submissions are not acceptable. The deadline is October 30, 2000.

Send paper abstracts to the NALRC, attention: Karin Gleisner.

Check the NALRC website for updates on the 5th Annual ALTA Conference.

Funding Competition to Attend the 5th Annual ALTA Conference

The National African Language Resource Center (NALRC) is seeking to provide either full or partial funding for qualified graduate students to attend the 5th annual ALTA conference on April 26-28, 2001 in Madison, WI. Applicants should be currently enrolled in an African Language Program and be students in good standing. The Center will provide funding for students on a case-by-case basis, according to merit and need. Students funded by NALRC will be required to attend each workshop at the conference. In addition, they will have to submit reports of each session and workshop they attend in order to receive reimbursement.

Interested students should submit a letter of application for funding and a letter of recommendation from the director or coordinator of their language program to Antonia Schieicher, Director, care of NALRC, by November 1, 2000. Applications may be sent via e-mail or regular mail. Applicants will be notified of the results by December 1, 2000. For more details, please see the NALRC website at http://african.iss.wisc.edu/nalrc.
5th Annual International ALTA Conference Registration Form
April 26-28, 2001, University of Wisconsin-Madison

Name __________________________________________

Address _______________________________________

______________________________________________

Phone number _________________________________ E-mail address __________________________

______________________________________________

University affiliation __________________________

Languages spoken ______________________________

Please indicate whether you will attend the pre-conference Classroom Management workshop to be held from 1:00-5:00 p.m. on Thursday, April 26th.

____ Yes, I will attend  ______ No, I will not attend

Please indicate whether you will attend the Learners' Strategies workshop to be held from 1:30-5:30 p.m. on Friday, April 27th.

____ Yes, I will attend  ______ No, I will not attend

*The fees below represent the amounts for pre-registration.

Conference pre-registration:  Regular members: $35.00 (includes $20.00 membership fee)
                             Student members: $35.00 (includes $10.00 membership fee)

The deadline for pre-registration is March 1, 2001. On-site registration will be $35.00 for regular members and $45.00 for students.

(Please indicate which type of registration you are completing. Circle one.)

Student Member  Regular Member

Dinner with banquet speaker, Friday, April 27, 2000: $20.00

Total amount enclosed: $_______

Please send completed registration form and ALTA membership form, along with a check payable to ALTA, to:
Antonia Folarin Schleicher, ALTA 2001 Conference Chair
c/o National African Language Resource Center
4231 Humanities Building
455 N. Park Street
Madison, WI 53705
Tel: (608) 265-7905  Fax: (608) 265-7904
nairocmhub.facstaff.wisc.edu

*The Howard Johnson Plaza-Hotel, located at 525 W. Johnson in Madison, WI, is the conference site. The hotel conference rate is $75.00 per night per room, with up to four people per room. The reservation deadline is March 25, 2001. Reservations made after March 25th will not be held at the special conference rate of $75.00, and there is no guarantee that there will be rooms available after that date.

Contact Howard Johnson directly for hotel reservations. When making your reservation, indicate that you will be attending the ALTA 2001 conference. Their toll-free number is 1-800-654-2000. Their local number is (608) 251-8511. Please check their website at http://www.hjplazamadison.com for detailed information on hotel facilities.
Other Conferences
African Studies Association (ASA)
November 16-19, 2000, Nashville, TN

ALA
April 4-8, 2001, Richmond, VA
Conference website: www.richmond.edu/~lang/ala
E-mail: ala@richmond.edu

NCOCTL
April 6-8, 2001, Arlington, VA
Conference website: www.nflc.org/conferences/
E-mail: smcginnis@nflc.org

Call for Submissions
The Clearinghouse for Out-of-Print African Language Learning Materials and NALRC Publishing
The Clearinghouse for Out-of-Print African Language Learning Materials and NALRC Publishing are two services provided by the NALRC for the dissemination of African language learning and teaching materials.

The Clearinghouse provides individual copies of out-of-print and in-house African language materials at cost upon request to individuals and institutions. Available materials will be listed at http://african.lss.wisc.edu/nalrc. NALRC Publishing reviews and supports the publication of African language teaching and learning materials developed by scholars in the field. Available publications will also be listed at the NALRC website.

Two types of materials may be submitted to the NALRC for consideration:

1. Previously Developed Materials:
If you have out-of-print or in-house materials that you would like to have considered for dissemination through the NALRC, please complete the following form, and submit it with a complete set of your materials.

2. New Materials:
If you have already developed African language learning and/or teaching materials, or if you would like to develop materials under the supervision of qualified staff at NALRC Publishing, please follow the format of the form below and submit it with a detailed outline of your proposed materials development project and a sample lesson or chapter, depending upon the type of material you are planning to write.

Send the Materials Submission Form and the required materials to the NALRC, ATTN: Karin Gleisner. *The Materials Submission Form can also be found at the NALRC website.

Materials Submission Form
The Clearinghouse for Out-of-Print Materials and NALRC Publishing

Author Profile
Full Name: ________________________________
Occupation: ________________________________
Mailing Address: ________________________________
Email Address: ________________________________
Telephone: __________________________ (day) __________________________ (evening)

Materials Profile
Type of Materials (Check all that apply):
____ General ______ Language-Specific
Language: __________________________

____ Learner ______ Teacher Manual
____ In-class ______ Out-of-class
____ Reader ______ Self-Instructional
____ Written ______ Pictorial
____ Video ______ Audio ______ CD-Rom

Purpose (Explain briefly the purpose for which the materials have been prepared):

For new materials, anticipated date of completion: ________________

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