Letter from the Director
Dr. Antonia Folarin Schleicher

The NALRC recently completed its second year of funding through the U.S. Department of Education, International Education and Graduate Programs Service (IEGPS). During this past year, the NALRC embarked on activities which continued to reinforce its primary mission of improving the accessibility of African languages in the United States by strengthening the field of African language pedagogy as a profession. It also continued with the development of resources for the teaching, learning of, and research in African languages.

I would like to use this opportunity to thank all the language scholars and instructors who made this past year a big success: Lioba Moshi and Charles James for leading the one-week summer 2001 institute on Classroom Management; Susan Weaver from the University of Minnesota, for leading another one-week summer 2001 institute on Learners' Strategies; John Mugane, for editing the first NALRC Research Journal of African Language Learning & Teaching (JALLT); and all the NALRC Local and Field Advisory Boards for their support and suggestions.

My thanks also go to all the scholars who contributed or are contributing to the development of the first African Language Learners Reference Grammar series. I am very grateful to the language instructors who participated in developing all the African language brochures that are now being distributed nationally for promoting different African languages such as Bambara (Amadou Fofana and Mamery Traore); Hausa (Ousseme Alidou and Linda Hunter); Swahili (Aliya Omar, John Inness, Lioba Moshi and Magdalena Hauner); Yoruba (Afolabi Oladoba); Pujaar (Amadou Fofana); Wolof (Cherif Correa, Idris Makward); Zulu (Lungi Sozibo).

If any of your languages is not yet featured among the brochures, please send us the text and about four or five photographs for the brochure and we will develop a brochure for your language. Similarly, if you have any African Language project that you would like the support of the NALRC for, please let us know.

This second volume of ULIMI reports some of the second year activities of the NALRC. Please read this report and send your comments and suggestions to the NALRC. Looking forward to working with you all during this third year of funding.
NALRC Projects

"So far so good"

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 research, teaching, and learning of African languages. During the second year of funding, the Center continues its activities and services in the following areas:

1. National African Language Program Coordination
2. African Language Material Development and Dissemination
3. Professional Development for African Language Educators
4. Research in African Language Pedagogy
5. African Language Program Development and Evaluation
6. Mini-grant awards for African Language Materials

1. National African Language Program Coordination

a. African Language Program Inventory List: As part of its National Coordination efforts, the NALRC maintains a list of all the African language programs in the U.S. This list is updated on a regular basis and can be found on the NALRC webpage at http://african.lss.wisc.edu/nalrc.

b. African Language Program Evaluators' List: The NALRC maintains a list of African language scholars who are willing to assist any African language program in evaluating an existing program or serve as a consultant to offer suggestions on how to start a new African language program. The Center is currently developing a manuscript on "African Languages in U.S. Colleges and Universities: Program Development and Administration Guidelines". This manuscript will be made available free of charge to all African language program administrators.

c. African Language Coordinators' Training Programs: The NALRC offers training for African language coordinators. This workshop helps African language coordinators better understand their responsibilities and how they can better mentor or work with different African language instructors whose language they do not speak or understand. Please contact the NALRC office if your language coordinator needs such training.

d. African Language Resource List: The NALRC maintains a list of African language instructors, native speakers, scholars who are interested in serving as translators, interpreters, testers for different government and non-government agencies. We continue to update this list as new resource people join the list. Please call or email the NALRC office if you are interested in being on this list.

e. African Language Material and Workshop Lists: With suggestions from African language scholars and instructors, the NALRC maintains a list of material needs and workshop needs for African language instructors and learners. This list helps the NALRC in planning future material development projects and workshops and institutes. If you know of any priority material or workshop need that you would like the NALRC to attend to, please send the information to the NALRC office. The NALRC is also constantly seeking for African language scholars and instructors who are interested in developing any of the materials on the material need list or who are interested in leading one workshop or the other for African language instructors. If you are interested in developing materials or leading a workshop for the NALRC, please feel free to call or email the NALRC office.
2. African Language Materials
Development and Dissemination

The following are the African language materials that have been developed and published by the NALRC. Included in the list are some of the materials that are forthcoming and are being developed under the direction of the NALRC. If you would like to develop similar materials for your respective African languages, please contact the NALRC.

a. Textbooks and Manuscripts:

1. Swahili Learners Reference Grammar
   (Spring 2001)
2. Fula Learners' Reference Grammar
   (Fall 2001)
3. Bambara Learners' Reference Grammar
   (Fall 2001)
4. Yoruba Learners' Reference Grammar
   (Fall 2001)
5. Sesotho Learners' Reference Grammar
   (Forthcoming)
6. Chichewa Learners' Reference Grammar
   (Forthcoming)
7. Twi Learners' Reference Grammar
   (Forthcoming)
8. Zulu Learners' Reference Grammar
   (Forthcoming)
9. African Languages in U.S. Colleges and
    Universities: Program Development and
    Administration Guidelines (Fall 2001)
10. African Language Material Development
    Guidelines (Fall 2001)
11. African Language Classroom Management
    (Forthcoming)
12. Hausa First Year Course (Forthcoming)
13. English-Yoruba Pocket Dictionary
    (Forthcoming)

b. Brochures

The following brochures have been developed and disseminated to all the African language programs in the nation. The purpose of the brochures is to promote awareness of all the African languages that are taught in the U.S. If the brochure for the language you teach is not listed, and you are interested in developing one for your language, please contact the NALRC. The brochures listed were developed by some of the scholars who teach these languages:

1. Fula Brochure
2. Hausa Brochure
3. Swahili Brochure
4. Yoruba Brochure
5. Wolof Brochure
6. Zulu Brochure
7. Bambara
   (Forthcoming)
8. Arabic
   (Forthcoming)

3. Professional Development for
   African Language Educators

a. Annual Summer Institute for African Language
   Instructors

The NALRC organizes an annual intensive summer institutes for African language scholars and instructors. Funds are provided for participants to attend on a competitive basis. The funds provide travel and room and board. All the institutes are free of charge for the participants that are selected. Those who are not selected in the competition can still attend with support from their language programs. These institutes are led by experienced African language pedagogists or language pedagogists in general and they serve as a pre-service or in-service development programs for instructors. During the summer of 2001, the following institutes were organized:

1. Learners Strategies by Susan Weaver
   (University of Minnesota)
2. African Language Classroom Management by
   Lioba Moshi (UGA) and Charles James
   (UW-Madison)

Each institute lasted for a week and each participant was awarded a certificate of completion. (See the report of the summer 2001 institute in this Bulletin.)

b. Annual ALTA Conference Workshop

As part of its professional development activities, the NALRC sponsors and organizes an annual workshop for all African Language Teachers' Association (ALTA) members that attend the annual ALTA conference. The purpose of organizing an annual workshop during this conference is the opportunity to reach as many African language instructors as possible. This workshop is usually the most well attended NALRC workshop. The NALRC also annually provides funds for African language graduate teaching assistants to attend this conference on a competitive basis. Many of these teaching assistants have benefited greatly from the training received through these workshops and would not have attended with the support of the NALRC. (See the report of the ALTA 2001 conference in this Bulletin.)

c. Workshops for Different African Language
   Programs

If many African language instructors from a particular program cannot attend some of the workshops or institutes organized by the NALRC at the national level, each program can request a separate local workshop for its instructors. Similar workshops led by the NALRC during the 2000/2001 funding cycle are:

1. Material Development Workshop for LCTL
   Instructors at the University of Kansas,
   African Studies Program, Lawrence, KS.
4. Research in African Language Pedagogy

Since its inception, the NALRC has been encouraging African language instructors to do both qualitative and quantitative research on African language pedagogy. This effort led the NALRC to host the 6th Annual International ALTA Conference in Madison in April 26 to 28, 2001. During this conference, different African language scholars and instructors presented their ongoing research on African language pedagogy. Selected papers presented at this conference will be published in JALTA, Volume 3, 2002.

Other research effort of the NALRC is the editing and publication of the Journal of African Language Learning and Teaching (JALLT). The first volume of this journal was published in spring, 2001 and was guest edited by John Mugehe, Ohio University, Athens, OH. If you have not received your copy of this journal, please contact the NALRC for a copy. The second volume will be edited by Paul Kotey, University of Florida, Gainesville. If you are interested in guest editing future volumes of this journal, please contact the NALRC office.

5. African Language Program Development and Evaluation

The NALRC will be publishing the first in the series of guidelines for African language program development and evaluation manuscripts. This first volume entitled "African Languages in U.S. Colleges and Universities: Program Development and Administration" was written by Eyamba Bokamba, University of Illinois, Urbana-Champaign. This manuscript gave a historical background of the development of Programs in African Languages (PALs) in the U.S. It also talks about the different models of PALs, the roles of PAL administrators and how to sustain a viable PAL. This manuscript will serve as a good reference document for anyone interested in starting or maintaining a viable African language program. A copy of this manuscript will be sent to all the African Studies Programs that are interested in African language programs.

6. Funding Opportunities for African Language Instructors

The NALRC has the following funding opportunities for African language instructors:

a. Funds to Attend Annual ALTA Conference: The NALRC from its inception makes it possible for many African language instructors, especially graduate teaching assistants, to attend ALTA Annual conference. Funds are given to those who otherwise would not attend this meeting for financial reasons. Those interested are encouraged to apply for this assistance. Please see the advertisement for this grant in this bulletin.

b. Funds to Attend the Annual NALRC Summer Institutes: Funds are available on a competitive basis for African language instructors and scholars to attend the annual NALRC summer institutes. Please check the NALRC website for announcements for the 2002 Summer Institute funding opportunities.

c. Mini Grants for African Language Material Development: During the 2000/2001 funding cycle, the NALRC awarded its first mini grants for the development of African language materials. The first sets of these mini grants were awarded for the following African language material development projects:

i. ASILI Software and Teaching African Language Texts, T. J. Hinnebusch and Carolyn Viera-Martinez

ii. Multimedia Materials for Wolof, Russell G. Schuh and Marieme Sy

Front cover of a 423-paged Swahili Learners' Reference Grammar Book—one of the projects recently completed.
5th Annual International ALTA Conference at UW-Madison

Chaired by Antonia Folárin Schleicher

The three keynote speakers at the conference were Professor Ayo Bamgboshe, Professor Herman Batibo and Professor Eyamba Bokamba. Professor Bamgboshe, who is professor emeritus at the University of Ibadan in Nigeria, opened the conference with a keynote address that focused on possible collaboration and initiatives in African language teaching. Professor Batibo, who is the Chair of the Department of African Linguistics at the University of Botswana, closed the conference with a speech that dealt with experiences and challenges of teaching African languages in Africa. Professor Bokamba's talk was the focus of a panel discussion that centered on the evolution of the field of African languages in the United States.

The ALTA general meeting was held on Saturday, April 28th. The meeting was led by the outgoing ALTA president, Professor John Mtembezi Immiss. The topics discussed included ALTA involvement in the development of programs, materials and consultation for K-12 African language learners and the Language Standards Committee. Elections were also held, and Professor Aliya Omar was voted in as the next vice president, and Professor David Dwyer was elected secretary-treasurer. It was announced that next year's ALTA conference, which Professor John Mtembezi Immiss, the incoming ALTA president, will chair, will be held at Ohio University. The conference will be held in conjunction with ACAL, the Annual Conference on African Linguistics.

The ALTA 2001 Conference concluded on Saturday, April 28th with an awards ceremony, where two African language scholars, Prof. Ayo Bamgboshe and Prof. Carter Hazel were honored for distinguished service. The conference was a wonderful forum for professional development and for the members of the field of African language pedagogy to communicate and share ideas.
The NALRC provided funding for 54 graduate students and instructors of African languages from across the country to attend the conference. Without the Center's support, most of them would not have attended the conference. Many of the NALRC fellows presented papers at the conference, and 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 competition for next year's conference will be sent out via e-mail, and also posted on the NALRC website.

Remarks by one of the graduate students sponsored by the NALRC to attend the 5th Annual ALTA Conference

Mantoa Rose Smouse
University of Florida, Gainesville

I will like to thank the organizers of ALTA and particularly NALRC for sponsoring graduate students to attend ALTA conferences. The conference, this year, was the largest. The workshops on Classroom Management and Learner Strategies were very informative. Professors Bamgbose and Batibo's keynote speeches were enlightening. The plenary sessions on the second day of the conference were very fruitful. The presentation on the Evolution of the field of African Languages in the United States by Professor Bokamba indicated that African Languages have a potential to grow and that the NALRC's approach to language programming is a building block towards the development of African languages.

The discussion of challenges and legalities in developing African Languages textbooks during the sessions on the last day of the conference was very relevant. Other sessions ranging from “Total Immersion in the African Language Classroom”, “Issues Affecting Second Language Acquisition” to “Culture and Learning” all stressed the importance of taking learners into consideration when preparing teaching materials.

One of the rewarding experiences at the Fifth ALTA Conference was the opportunity to meet other graduate students, share our experiences and exchange contact information to ensure future communication and support. The conference was a great success both in planning and execution. Personally, I gained a lot from the conference. Thanks, once again, to NALRC for providing the funding to attend such an international conference like ALTA.
"It’s all about strategy"—Susan Weaver explains to the participants.

The National African Language Resource Center (NALRC) recently held its second annual summer institute. The two-week institute lasted from June 25 to July 6, 2001. The NALRC hosted ten fellows during the institute. The Fellows came from nine different Institutions across the United States, Austria (Europa) and Ghana (Africa). There were three Institute leaders from three different Universities in the US.

The field of African language pedagogy is rapidly growing. We have started witnessing increased interest both in the teaching and learning of African language—this is indeed a great breakthrough. However, it poses a great challenge for us to invigorate our "Teach the Teachers" program. One good way of doing this is by training graduate students and teaching assistants who are planning to pursue African language teaching as a profession. This is the goal of the Summer 2001 Institute.
It trained fellows in a number of crucial areas central to the effective design and operation of an African Language Program.

The first week of the institute focused on Improving Language Learning through Strategies-Based Instruction. This part of the Institute was led by Susan J. Weaver from the University of Minnesota. Strategies-Based Instruction (SBI) is a learner-focused approach to teaching that emphasizes both explicit and implicit integration of language learning and use strategies in the language classroom. The approach aims to assist learners in becoming more effective in their efforts to learn and use the target language.

The overall goal of this course was to help provide strategies-based instruction in the foreign/second language classroom. Through a series of lectures, discussions, and hands-on activities, participants received practical training in techniques for: (1) raising their students’ awareness of strategies and learning style preferences, (2) introducing and reinforcing systematic strategy use in the language classroom, (3) integrating strategies-based activities into daily lesson plans, and (4) facilitating discussions of strategy effectiveness. During the course, fellows were asked to use their own language learning and teaching experiences to understand the concepts being presented. A Resource Handbook is currently being developed. The Resource Handbook is a compilation of materials to be submitted by the course participants. The purpose is to allow for personal reflection on strategy issues and provide an opportunity for people to share teaching/learning ideas and materials. It will consist of journal entries, sample activities, and abstracts (summaries) of the course papers. Also, during the course, all the participants were encouraged to keep personal journals throughout the course to track their reactions to the course and their progress toward understanding how to apply strategies-based instruction in their own teaching contexts. Journal entries address reactions to the material presented in the course, teaching/learning insights or experiences, reflections on philosophical/methodological issues, and/or how the fellows intend to apply SBI in the language classroom. During the course, participants practiced creating strategies-based activities with their own teaching materials. They received suggestions and feedback from other course participants as they learn how to apply SBI into their everyday class activities. In all, participants learned how students’ styles, strategies and motivations contribute to language learning. They also explored the possible interconnections among tasks, styles and strategies and learned how to plan and conduct Strategies Based Instruction (SBI). In the second week, Professor Lioba Moshi from the University of Georgia, Athens and Professor Charles James from the University of Wisconsin-Madison led the Institute on African Language Classroom Management. They took the fellows on several interesting aspects of effective classroom management. This involves: teaching methodology, deciding what you want to accomplish by establishing goals and identifying both content and non-content goals, structuring the course, setting course policies, handling administrative tasks, creating a syllabus, content and context, creating a positive classroom environment, and setting course expectations and standards. The participants had a microteaching demonstration towards the end of the course. A very interesting part of this institute was the discussion on "The Teacher—The Mission—The Task". The focus was on several factors mitigating against effective teaching of African language and how they can be resolved.

The guidelines for all sections of the institute will be published and disseminated by the NALRC.

The Institute ended with an awards ceremony and dinner on Friday, July 6, 2001. Short speeches were given by Antonia Schleicher, Director of the NALRC, Professor Magdalena Häuner, the Chair of the Department of African Languages and Literature, University of Wisconsin-Madison, Professor Gil
Morahg, former President of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL) and Professor Lioba Moshi, Director of African Studies Program at the University of Georgia, Athens. Certificates were presented to: Akinloye Ojo (University of Georgia Athens), Zoliswa Olga Mali (University of Iowa), John Njue (University of Iowa), Mammana Pillah (Virginia Commonwealth University), Manery Traore (University of Graz, Austria), Richard Wafula (Indiana University), Emmanuel Akolgo (Atebubu Training College, Ghana), Joachim Sekyi-Achamie (Sedru Secondary School, Ghana), Christina Henaku (Accra Training College, Ghana) and Shiferaw T. Felake (University of Florida- Gainesville).

With the tremendous success of our Summer 2001 Institutes, we are sure that the field of African language pedagogy will benefit from the expertise of the institute participants.

Remarks given by Representatives of the Fellows of the NALRC Summer 2001 Institute, during the awards ceremony and dinner on July 6, 2001

Akinloye Ojo
University of Georgia

Today, I stand before you better equipped and better informed about foreign language instruction in general but more particularly about teaching my language, Yoruba, to American students. In the last two weeks, we have been exposed to issues relating to learning and teaching strategies in the field of foreign language instruction. More than anything else, we have been able to learn new methodologies.

review our own teaching strategies and approaches and simultaneously, share valuable experiences with other seasoned and incoming foreign language instructors. I am very grateful for the opportunity that this institute has given me to relate to, not only other African language instructors, but to seasoned researchers and instructors in the field of foreign language instruction.

Kudos to our distinguished workshop leaders: Susan Weaver, Prof. Lioba Moshi and Prof. Charles James. I am, and I know that other institute fellows, are grateful for their expertise and willingness to share their knowledge and experience with us. Also, it is with a great sense of appreciation that I recognize the noble efforts of the director and staff of the center. Therefore, on behalf of the other institute fellows, my gratitude goes to the director, Prof. Antonia Schleicher and the NALRC staff members, particularly Ms. Amining Wang and Mr. Sola Adeoso, for putting together such a wonderful and successful institute. "E se pupo pupo" To our guest present today, thank you all for coming and God bless the teaching of African languages in the United States.

Zoliswa Olga Mali
University of Iowa

Prelude: Praise-singer Nolutho Diko. [She shocked everyone present by a powerful outburst of poetry in Xhosa]

The speech: For the benefit of those who do not understand the language used by the praise singer, I'll give a brief interpretation before getting on with the business I've been called upon to do. The lady was doing what is known among the culture of amaXhosa in South Africa as praise-singing "Ukubonga". It is commonly done to introduce the speaker or to clear the way for a dignitary, be it a king or chief, or any honorable individual the bard feels inspired to praise. It is not just any person who can do this; it comes by inspiration on some individuals endowed with this particular art. Nolutho has made mention of the imbalance of genders evident in the audience. She points out that amongst the dignitaries gracing this ceremony, there are more women than men, yet among the fellows there are only two women. She pointed the speaker to the fact that she should be encouraged to note that women are capable of soaring to the stars. She made an analogy to the time of the day, saying although the sun is setting outside the hall, inside it is actually rising; it is a time of new beginnings. The final day of the institute must thus be seen as a beginning of the implementation of the strategies learnt over the two weeks.
Moving on to what I’m here for, I’ll start by greeting all the honorable dignitaries, guests and colleagues graceing this very important occasion made possible by the Director of the NALRC, Professor Antonia Folarin Schleicher, those working with her and the University of Wisconsin, Madison, using some of the 11 official languages of South Africa where I come from: Molweni! Sanibonai Durelelang! Goeie naand! Good evening!

Zoliswa giving a speech

One of my instructors in the Institute said, "language learning is about story-telling" and I will relate a little story: The day my language coordinator and supervisor forwarded me an invitation to apply for funding for fellowship to this second set of the NALRC Summer Institutes, I knew beyond any doubt that this was what I desperately needed as a new arrival in the US, plunged into the scenario of teaching Zulu in a foreign setting - for the first time. Having qualified as a teacher some two decades ago, I felt my methods or approach surely needed some revamping. Although I had been a linguistics teacher for quite some time at the University of Fort Hare, South Africa, I needed more training in the area of 1.2 teaching in the American situation. I have come to know that this applies to many of us as Institute fellows, from different premises. So, the NALRC was just a God-sent at the appropriate time. Through these institutes the NALRC afforded us the training we needed so badly.

Firstly the center so skillfully selected a ‘bunch’ of very enthusiastic, motivated and lovable fellows. We learned a lot from each other and it was all great fun. This crop of fellows was picked from various background: Europe & Africa; some had never taught before, some were experienced teachers, "T.A.s by default" [as they fondly acknowledged], some science teachers and some life skills instructors - a good menu for diversity and intellectual development. We saw how language really permeates everything, just across the board. It has been a reciprocal learning experience for both fellows and instructors; all exciting! We became friends, discussing in and outside the classroom situation and in the process learning to agree to disagree. It would have even been more interesting if we had more women than the three we had in the first week and only two in the second week. This imbalance was reversed on the side of the instructors, with two women and one gentleman.

Because of our diversity we became 'polyglots in the making', coming out with a bit of Amharic, Banama, French, German, Grunv, Swahili, Twi, Yoruba and Zulu. We also learnt how our cultures bear resemblances despite the diversity of our geographical positions in Africa; we are one. This was empowering to us as fellows, and in turn we will go back to our classrooms and empower our students with the strategies we have learnt here. Moving from instructor-centeredness to learner-centeredness in approach. We have learnt the importance of involving them in our planning and the teaching experience itself, taking into cognizance their diverse preferences, learning styles and strategies which may differ but not necessarily be wrong.

Another aspect we got directly and indirectly encouraged in is that of writing and publishing, thus developing our own language teaching and learning materials. This was another area some of us had long needed some kind of intellectual liberation in. As we depart, some fellows have already committed themselves to getting Learners' Reference Grammar Series published in their respective languages.

This was a memorable learning experience and we hope to be able to share it with our colleagues in our various departments and thus be ambassadors of the NALRC and its successful work, doing it hands-on and not just theoretically. THIS HAS BEEN A GREAT EYE OPENER! Thank you.

Richard Wafula
Indiana University

I greet all the graduates and guests who have left their various important engagements and come to be with us this evening. I would like to share with you a few thoughts and impressions as a participant of the just concluded training that I, together with other fellows have gone through for two grueling but exciting weeks. Because we are many speakers, I will confine my remarks on the professional organization of the Institutes, which has left a lasting impression on us participants.
First and foremost, I would like to thank the great minds that came up with the idea of the Institutes and have now proceeded to implement it for two years in a row. Without these foundational minds and efforts, we would not be here today. During these two weeks, we the participants have witnessed Professor Antonia Schleicher's excellent organizational skills. Professor Schleicher's concern for our welfare and her participation in all our activities of learning how to learn and learning how to teach made us marvel at how easily she combines so much achievement with so much humility.

As testimony to what I have just articulated, I would like to draw your attention to the fact that within a very short period, reference and resource materials for teaching African languages are becoming quickly available and more are being prepared. The process of professionalizing the teaching of African Languages reminds me that all disciplines that are worth of respect have undergone the same road and it is not always easy for pioneers to achieve their goals given the fact that their ideas are original and the path they tread on is mined in many obstacles. The achievements of the National African Language Resource Center within such a short time testify to the unstoppable foresight of Institutes' Director and the people who work with her.

As we progressively and inexorably went through the learning styles and strategies during the first week and then began translating these willed methods into plans for classroom situations, we came to the realization, that we had become different.

Emmanuel Akolgo
Atebubu Training College, Ghana

It is a great honor for me to stand before you to give this short remark about the just concluded Institutes. When the Institute was about to start, I initially felt uneasy but at the end of the first day, I realized that the Institute is really for me. Several topics of interest were discussed: raising students awareness of strategies and learning style preferences, integrating strategies-based activities into daily lesson plan, teaching methodology etc. We were highly impressed by the experiences and knowledge shared by the instructors and the participants. On the whole, we have acquired a lot of experience which will be useful to us in Ghana. This Institute will indeed make us better teachers. I wish to conclude by thanking the National African Language Resource Center for all the efforts and logistics put into the planning and execution of this Institute. It has been a great success.

Richard collects his certificate from Madalena Hauner

That we had been enlarged mentally and enriched spiritually. This was our feeling after going through interactive experiences with Susan Weaver, Liova Moshi and Charles James. As my fellow fellows would say, we came here as mendicants (a word we learned during the Institutes), we are going away enriched, prepared to share our acquisitions. Thanks.

L-R: Emmanuel Akolgo, Christina Henaku and Joachim Sekyi-Achenie, all from Ghana, were participants at the Institute.

Fellows and guests at the Award Ceremony
Announcements

Congratulations
We congratulate Prof. Lioba Moshiri for being inducted into the Teaching Academy of the University of Georgia. The Teaching Academy is committed to the improvement of teaching and learning, both on campus and in the larger academic community. NALRC wishes her more fruitful years of academic success.

Job Opportunities Advertisement
Many instructors and students of African language look at our website from time to time. Why not inform us of African language related vacancies that you need to fill? We will help you advertise at no cost – that is why we are here!

Mini Grants for the Field of African Language Pedagogy
The National African Language Resource Center (NALRC) is proud to announce a competition for mini grants. Both individual and collaborative proposals are eligible. The mini grants, renewable and not to exceed $2,000, must be used for projects that will be completed within one year of their start date. Purposes for which the grants may be used include the following:

- Development of an African language textbook
- Development of other instructional materials for African languages, such as CD-ROMs, websites, and video and audiotapes
- Research that contributes to the development of the field of African language pedagogy

Grants may NOT be used for travel or equipment purchase.
Application criteria: Individuals who apply must be actively involved in African language education (either as a graduate student, instructor, or language coordinator). Proposals should include:

a. The name(s), contact information, and qualifications of project member(s) submitting the proposal;

b. A 2-page, double-spaced project description with a statement of project needs and a detailed explanation of how the project funds will be used; and

c. A one-year timeline for completion. Applications will be strengthened by the inclusion of letters of support from professors, departments, and/or institutions. Email applications are acceptable. Preference will be given to projects involving the least commonly taught African languages and those that demonstrate a likelihood of success within the stated time period.

Successful applicants will be required to submit a brief final report describing how the grant was spent, the results of the project, and a copy of any product stemming from the project. After review, this product may be subsequently published and disseminated by the NALRC.

Composition of the Screening Committee:
The mini grant screening committee will consist of three members of the NALRC Local Advisory Board. All three committee members are scholars in African language pedagogy and/or second language acquisition.

Applications and questions about the mini grant competition should be sent to:
Antonia Schiefer
Director, NALRC
4231 Humanities Building
455 N. Park Street
Madison, WI 53706
Tel: (608) 265-7006 Fax: (608) 265-7904
Email: ayschiefer@facstaff.wisc.edu

For regular information on the mini grant competition, visit our website on http://african.lss.wisc.edu/nalrc

Front cover of the Zulu brochure.
Conferences

6th Annual ALTA Conference
March 21 - 23, 2002

Call for Papers

Theme of the Conference:
African Language Teaching, Learning and Acquisition in the 21st Century

The organizers of the 6th Annual ALTA Conference would like to invite papers that address the conference theme, or any other topic addressing African language teaching, learning, and acquisition.

Date: March 21 - 23, 2002
Venue: Ohio University Athens, Ohio

Details regarding the conference venue, possible hotel accommodations, and registration information will be made available in the coming weeks.

Co-Sponsors: Ohio University's Department of Linguistics, National African Language Resource Center, African Studies Center, VP Research, College of Arts and Sciences, and Provost's office.

Abstracts:
Please send two copies of your abstract via e-mail (attachments please) to Pat Davidson at the following address.

davidson@ohio.edu

E-mail submissions must be Microsoft Word file attachments of the length and formatting outlined below. If you do not have regular access to e-mail, you may instead submit one copy of your abstract on a 3.5" floppy disk.

If you do not receive email confirmation of receipt of abstract, check with Pat Davidson. Please indicate the technology you would require to present the paper (a computer with internet access, etc.) by January 15, 2002. If no technology needs are stated for the presentation, please include a note to that effect with your submission.

The abstract should be one page maximum, in a 12-point font.

Submission by fax is not acceptable.

Correspondence Address:
Attention: John Mugane, Conference Chair

Gordy Hall 349
Ohio University
Athens, OH 45701
Tel: (740) 593-2602
Fax: (740) 593-2677
Email: mugane@ohio.edu

Significant Dates:
Abstracts acceptance: Nov 1, 2001 - January 15, 2002
Notification of acceptance: January 31, 2002

33rd Annual Conference on African Linguistics (ACAL 33)
March 22 - 23, 2002

Call for Papers
Theme of the Conference:
Linguistic Description: Typology and Representation of African Languages.

The organizers of the 33rd ACAL Conference would like to invite papers that address the conference theme, or any other topic addressing African languages and linguistics. During the conference a special theme will be held on:

Bantu Nominalization Structures

Other themes will be added by end of September 2001

Date: March 21 - 23, 2002
Venue: Ohio University Athens, Ohio

Details regarding the conference venue, possible hotel accommodations, and registration information will be made available in the coming weeks.

Co-Sponsors: Ohio University's Department of Linguistics, African Studies Center, VP Research, College of Arts and Sciences, and Provost's office.

Abstracts:
Please send two copies of your abstract via e-mail (attachments please) to Pat Davidson at the following address.

davidson@ohio.edu

E-mail submissions must be Microsoft Word file attachments of the length and formatting outlined below. If you do not have regular access to e-mail, you may instead submit one copy of your abstract on a 3.5" floppy disk.
If you do not receive email confirmation of receipt of abstract, check with Pat Davidson. Please indicate the technology you would require to present the paper (a computer with internet access, etc.) by January 15, 2002. If no technology needs are stated for the presentation, please include a note to that effect with your submission.

The abstract should be one page maximum, in a 12-point font.

**Submission by fax is not acceptable.**

**Correspondence Address:**
Attention: John Mugane, Conference Chair
Gordy Hall 349
Ohio University
Athens, OH 45701
Tel: (740) 597-2566
Fax: (740) 593-2907
Email: mugane@ohio.edu

**Significant Dates:**
Abstracts acceptance: Nov 1, 2001 - January 15, 2002
Notification of acceptance: January 31, 2002

**National Council of Organizations of Less Commonly Taught Languages (Fifth National Conference)**
April 12-14, 2002

**CALL FOR PROPOSALS**

**Theme of the Conference:**

Expanding Our Capabilities: Focus on Professional Development and Teacher Preparation for the Less Commonly Taught Languages

The Fifth National Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOOLTL) is scheduled for metropolitan Washington, D.C. on April 12-14, 2002. The first day of the conference (April 12) will be held at the Foreign Service Institute and the final two days (April 13 & 14) at the Holiday Inn Arlington at Ballston, both located in Arlington, Virginia.

Proposals are solicited for individual papers, colloquia and poster sessions. The formats are described below. Proposals should fall broadly within the Conference theme of “Expanding Our Capabilities: Focus on Professional Development and Teacher Preparation for the Less Commonly Taught Languages.” Although proposed presentations may focus on individual languages, each should address issues that clearly relate to more than just that one language. Sessions might include:

- Discussion of classroom-based research in the LCTLs;
- Description of effective pre-service and inservice professional development programs or activities;
- Identification and analysis of needs in the area of professional development in the LCTLs;
- Addressing professional development needs in the LCTLs, such as increasing learner-content fit, adaptation of older textbooks, etc.
- Reports by individual LCTL teachers on their own individual efforts to continue to develop professionally;
- Uses of technology in teacher preparation and professional development;
- The role(s) of immersion experiences and summer institutes in professional development;
- Effective training and supervision of new or inexperienced LCTL teachers;
- Sharing of innovative instructional materials, teaching activities, or classroom arrangements for an LCTL; and
- Other topics related to the theme.

Proposals on such other topics as curriculum development and learner needs analysis will also be considered.

Individual papers are 20 minutes long. A paper should focus clearly on one or more issues related to the theme. Papers may be based on research or practical experience.

Colloquia are 90 minutes. A colloquium proposal should specify three or more presenters who will address one of the conference themes. Preference will be given to panels that cut across different languages or language groups.

Poster and presentation sessions may focus on completed work or work in progress related to the teaching and/or learning of less commonly taught languages. They may be of either the traditional poster format, such as presentation of materials or results of research in progress, or demonstrations of instructional or information technology. However, any proposal requiring technical support must specify in detail the type of hardware and software needed.

Proposals should indicate the title and kind of presentation (paper, colloquium or poster session) in the upper left-hand corner, and the name of the presenter, the presenter’s institution and the presenter’s primary language(s) in the upper right-hand corner. The proposed title should not exceed ten words. Next should appear a 50-75 word abstract suitable for inclusion in the conference program. The proposal text should be 150-200 words long and may not exceed one page in length.
If possible, proposals should be submitted in electronic format by email to Scott McGinnis: smcginnis@nflc.org. If email is not available, proposals may be sent to the following address by hard copy:

Scott McGinnis  
National Foreign Language Center  
7100 Baltimore Avenue, Suite 300  
College Park, MD 20740  
Phone: 301-496-1750 x18  
Fax: 301-496-1754  
Email: smcginnis@nflc.org

The final deadline for receipt of proposals is December 1, 2001. Applicants will be notified by email within one week of the receipt of their submissions. They will be notified by the Program Committee by January 7, 2002, whether their proposal has been accepted.

Conference on Distance Learning of the Less Commonly Taught Languages:
A national conference that seeks to develop and disseminate state-of-the-art practices in distance learning of the LCTLs
February 1-3, 2002  
DoubleTree Hotel, Crystal City  
Arlington, VA  
http://www.langinnovate.msu.edu

Contact:
Language Innovation  
Department of Linguistics and Germanic, Slavic, Asian and African Languages  
Michigan State University  
A614 Wells Hall  
East Lansing, MI 48824

Other Conferences

American Council of Teachers of Foreign Languages (ACTFL)  
November 16–18, 2001, Washington, DC

African Studies Association (ASA)  
November 15-18, 2001

Funding Competition to attend the 6th 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 6th Annual ALTA Conference in Ohio next year (2002). Applicants should be currently enrolled in an African Language Program and be in good standing. The Center will provide funding for students on a case-by-case basis, according to merit and need. Students funded by the 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 Schleicher, Director, NALRC, by December 15, 2001. Applications may be sent via e-mail or regular mail. Applicants will be notified of the results by January 15, 2002. For more details, visit our website at http://african.lss.wisc.edu/nalrc.

Participants at the 5th ALTA Conference.
Pictures of Recent Projects

Front Cover of the Yoruba Brochure