From the Director
Dr. Antonia Folarin Schleicher

I am happy to announce that the U.S. Department of Education has refunded the NALRC for the new cycle 2002-2006. The NALRC has also recently completed its third year of original funding through the same Department of Education. During this past year, the NALRC continued its activities to reinforce its primary mission of improving the accessibility of African languages in the U.S. It also continued its professional development activities for African language instructors nationally and internationally. The development of resources for the teaching and learning of, and research in African languages was also a major activity during this past year.

I would like to thank the NALRC National and Local Advisory Board for their valuable suggestions and support in making this past year a big success. Special thanks go to Professor Eyamba Bokamba for his invaluable support and advice. Professor Eyamba was a major factor in the success of the NALRC Summer 2002 Institute. He did not only lead the institute on African Language Program Development and Evaluation, he also assisted me in coordinating the development of Communicatively Based textbooks for Arabic, Pulaar, Setswana, Swahili, and Zulu. All these were done as Professor Eyamba also worked on a Lingala textbook. It was evident to all the participants that Professor Eyamba played a major role in the success of both the Professional Development Institute and the Material Development Institute. Professor Eyamba, thanks for the three successful summer 2002 months that you spent in Madison to make sure that all these projects were completed.

If any of you would like to develop a communicatively based textbook for the African language that you teach, please contact the NALRC.

I also want to use this opportunity to thank Professor Paul Kotey, from the University of Florida, Gainesville, for accepting to guest edit the second volume of the NALRC research Journal of African Language Learning and Teaching (JALLT) and to Prof. Tom Hinnebusch for his suggestions and support.

Many thanks also go to Mustapha Mujhazy and Hala Ghoneim for assisting in the development of the Arabic Brochure, David Adu-Amankwah for Twi and Chidi Ukazim for writing the text and providing the pictures for the Igbo brochure. Please contact the NALRC if you would like to develop a similar brochure for the language that you teach in case there is none for that language yet. These brochures have been very useful in advertising and promoting the different African languages that we teach nationwide. Don’t let your language be missing on the list of the African language brochures.

The third volume of ULIMI reports some of the third year activities of the NALRC. Please read this report and send us your comments and suggestions. Looking forward to working with you all during this new cycle of funding.
OUR PROJECTS,
Our Strength

The National African Language Resource Center 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 research of African languages. The Center offers a fundamentally new approach to African language programming in the United States from a truly national perspective.

During the third year of funding, the Center continues its activities and services in the following major areas:

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

1. National African Language Program Coordination

a. African Language Program Inventory List:
Many Universities and Colleges in the U.S. are starting different Programs in African Languages. Thus, there is a great need to coordinate this inventory such that information about programs in African languages can be accessible. The purpose of this project is to compile an up-to-date list of African language programs in the U.S. This list is also useful for language planners and people interested in knowing the number of African language programs in the U.S. and also for those who want to learn a particular African language. 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 recently published a book on "African Languages in U.S. Colleges and Universities: Program Development and Administration Guidelines". Complimentary copies of this book have been given to several African Studies Programs.

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, and scholars who are interested in serving as translators, interpreters, or testers for different government and non-government agencies. The list is updated regularly as new resource people join the list. Please call or email the NALRC office if you are interested in being on this list. So far, we have recorded big success in this area, as there is such a critical need for providers of this service today.

e. African Language Material and Workshop Lists:
The purpose of this project is to give African language teachers and scholars the opportunity to come up with specific material needs for their respective languages. An initial needs assessment was done in 1999. Another assessment was done in 2000. The NALRC material development projects are in response to the needs assessments done by members of the field of African language pedagogy. 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, 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 a workshop 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.


Material development and dissemination is a major project for the NALRC. Over the years, the field of African Languages has witnessed a lack of textbook materials for effective teaching and learning of African languages. 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 or 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. Pulaar Learners' Reference Grammar (Fall 2001)
4. Bambara Learners' Reference Grammar (Fall 2002)
5. Twi Learners' Reference Grammar (Spring 2003)
8. African Language Classroom Management (Summer 2003)
9. Swahili First Year Textbook (Summer 2003)
10. Zulu First Year Textbook (Summer 2003)
11. Setswana First Year Textbook (Summer 2003)
12. Arabic First Year Textbook (Summer 2003)
13. Lingala First Year Textbook (Summer 2003)
14. Pulaar First Year Textbook (Summer 2003)
15. Twi First Year Textbook (Fall 2003)
16. Sesotho Learners' Reference Grammar (Forthcoming)
17. Zulu Learners' Reference Grammar (Forthcoming)

b. Brochures
The following brochures have been developed and disseminated to all the African language programs in the nation. Brochures are meant 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. Arabic Brochure
2. Bamana Brochure
3. Hausa Brochure
4. Igbo Brochure
5. Pulaar Brochure
6. Swahili Brochure
7. Wolof Brochure
8. Yoruba Brochure
9. Zulu Brochure
10. Shona Brochure
3. Professional Development for African Language Educators

a. Annual Summer Institute for African Language Instructors

Our Summer Institutes have come to stay. The NALRC organizes annual intensive summer institutes for African language scholars and instructors. Funds are provided on a competitive basis for participants to attend. The funds provide travel, 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.

Experienced African language pedagogists or general language pedagogists lead these institutes, which serve as a pre-service or in-service development programs for instructors. During the summer of 2002, the following institutes were organized:

1. **African Language Program Development, Administration & Evaluation** by Eyamba Bakamba (University of Illinois, Urbana-Champaign)

2. **Curriculum Development & Evaluation** by Antonia Schleicher (UW-Madison)

3. **Pedagogical Material Development & Evaluation** by Antonia Schleicher, Olusola Adesope and Anand Prithivathi (UW-Madison)

Each participant was awarded a certificate of completion. See the report of the summer 2002 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, on a competitive basis, for African language graduate teaching assistants to attend this conference. Many of these teaching assistants have benefited greatly from the training received through these workshops and would not have attended without the support of the NALRC. See the announcement for ALTA 2003 funding support 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 2001/2002 funding cycle were:

1. **African Language Program Development & Evaluation Workshop** at Rutgers University, African Studies Program, Rutgers, New Jersey.

2. **Curriculum Development Workshop for LCTL Instructors** at Rutgers University, African Studies Program, Rutgers, New Jersey.


4. **Curriculum Development & Evaluation Workshop for LCTL Instructors** at the University of California, Berkeley, African Studies Program, Berkeley, California.

Please contact the NALRC if your program needs such local workshops. A fee is charged for local workshops.

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. We are currently working on publishing a *Journal of African Language Teachers Association* (JALTA), which will include selected papers presented at the 2001 ALTA Conference.

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 Mugane, Ohio University, Athens, OH. If you have not received your copy of this journal, please contact the NALRC for a copy. The second volume is being edited by Paul Koley, University of Florida, Gainesville. If you are interested in guest editing future volumes of this journal, please contact the NALRC office.

Another research book is *African Language Pedagogy: An Emerging Field* by Antonia Schleicher and Lioba Mushi. This research book is the first in a series of publications that will report on African language field developments in the area of language and culture teaching and research on language
pedagogy. It emphasizes the fact that language teaching and learning depend on knowledge about language, culture, communication strategies, and other learning strategies. It highlights the importance of field-based expertise with a wide knowledge base that includes specific language information and ability to apply the knowledge base to language instruction. This book is already completed and published by the Ohio State Foreign Language Resource Center in collaboration with the NALRC.

5. African Language Program Development and Evaluation

The NALRC recently published the first in the series on African Languages in U.S. Colleges and Universities. This first volume entitled "African Language Program Development and Administration" was written by Eyamba Bokamba, University of Illinois, Urbana-Champaign. This book gave a historical background of the development of Programs in African Languages (PAL) 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 book on African language programming will serve as a good reference document for anyone interested in starting or maintaining a viable African language program. The impact of this book is going to be felt for a long time in the field of African language pedagogy. If you need a copy, contact the NALRC.

Other topics in this series are going to be Curriculum Development and Evaluation, Material Development and Evaluation, Classroom Management, etc. Those who have topics that can fit in this series should contact the NALRC about the possibility of writing and publishing their manuscripts. Manuscripts are subject to external and internal review.

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 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 2003 Summer Institute funding opportunities.

NALRC Summer 2002 Institute

The National African Language Resource Center (NALRC) recently held its third annual summer institute. The two-week institute was from June 3 to June 14, 2002. The NALRC hosted 16 fellows during the institute. The fellows came from nine different Institutions across the United States, South Africa and Ghana. There were four Institute leaders from two different Universities in the US.

The field of African language pedagogy has witnessed increased growth within the last few years. More people are showing interest in the field. As a result, there is a great need for training teachers to teach the language. Many of the instructors of African languages are linguists and thus are not that familiar with language pedagogy. Hence the NALRC annual Summer Institutes have become an avenue for these instructors to participate in professional development activities to enhance their teaching of African languages. This year was not an exception. We received many applications for the Summer Institute and had to select a few on a competitive basis. This year's Summer Institute yielded unprecedented results, as both the participants and leaders contributed immensely to its success.

Prof. Eyamba Bokamba from the University of Illinois, Urbana-Champaign started the institute by taking the participants through a challenging and interesting area of the field. He led the first week of the Institute on "African Language Program Development, Administration & Evaluation." Participants engaged in activities and presentations based on this topic. Some of the issues discussed were: The Development of Programs in African Languages in the U.S., Creating Viable Programs in African Languages, Program Administration and Evaluation as well as...
Strategic Sustainability. At the end of the Institute, the participants were well equipped to evaluate existing Programs in African Languages and to recommend changes that could positively affect the growth of African Language Programs in the nation.

In the second week, Professor Antonia Schleicher from the University of Wisconsin-Madison started the Institute on African Language Curriculum Development & Evaluation. She engaged the fellows on several interesting issues in Curriculum Development. Some of the issues discussed were: What African Language Do We Teach and How Many Levels? What Are The Goals of Our Language Instruction (Identifying Desired Results)? What Constitutes Acceptable Evidence That The Goals Have Been Achieved By The Students (Assessment)? What Are The Learning Activities and Experiences Students Need To Achieve The Goals? How Do You Help Students With The Learning Activities (Method)? She discussed extensively the use of Backward Curriculum Design (BCD) for effective Curriculum Development and Evaluation.

The last Institute held was on African Language Material Development and Evaluation. With the increase in African Language learners, there is a great need for the development of more textual and technology materials to meet this need. Schleicher started the session with issues dealing with the objectives of learning an African Language. Theories of Second Language Acquisition and Material Development as well as Evaluation of the Material. Olusola Adesope and Anand Prithivathil later worked with the participants on how to develop multimedia technology material to enhance the textbooks. It was a “hands on” experience as participants were taught how to convert raw video material into a digital form suitable for developing multimedia materials like CD-ROM using Macromedia Director.

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

The institute came to a close with an awards ceremony and dinner on Friday, June 14, 2002. Prof. Antonia Schleicher, Director of the NALRC, gave the Welcoming Remarks and also introduced the Chair of the Ceremony, Prof. Aliko Songolo. The Awards Ceremony this year witnessed the presence of Dr. Philip Carkin, Dean of the College of Letters and Science at the University of Wisconsin-Madison. He gave a speech admiring the great role the Center is playing in the development of African languages not only at the University of Wisconsin-Madison but throughout the nation. He challenged the participants to be good ambassadors of African Language Pedagogy. Thereafter, Prof. Songolo introduced the participants and Professors Eyemba Bokamba and Antonia Schleicher presented them with Certificates of Completion of the Institute. The participants were:

1. Akinloye Ojo
   University of Georgia, Athens
2. Amma Oduro
   University of California, Berkeley
3. Augustine Bugase
   St. John Bosco’s Training College, Ghana
4. Charles Bwenge
   University of Virginia
5. Fraisic Agbakey
   Keta Secondary School, Ghana
6. John Njue
   University of Iowa
7. Josephine Yambi
   University of Illinois, Urbana-Champaign
8. Kole Ade Oduotola
   Rutgers University
9. Lilian Farhat
   Rutgers University
10. Martin Tenkorang
    Abbie Methodist School, Ghana
11. Mouna Sari
    University of Illinois, Urbana-Champaign
12. Mustafa Mughazy
    University of Illinois, Urbana-Champaign
13. Sheila Mmuzi
    University of the North, South Africa
14. Thandiwe Kunutu
    University of Witwatersrand, South Africa
15. Unoma Azuah
    Virginia Commonwealth University, Richmond
16. Zoliswa Olga Mali
    University of Iowa
After the presentation of certificates, some of the institute participants made remarks about the impact of the Institute. Some of these remarks are printed in this bulletin. Renowned professor of African Languages and Literature, Prof. Harold Scheub, entertained the audience with stories of his experiences in Africa. The whole audience was spellbound with his talents of storytelling. Unoma Azuah then closed the program with readings from her poetry. Everyone present was happy to be a part of the Summer 2002 Institute.

The Summer 2002 Institute has come and gone but the memories left behind will still be felt for years to come. The participants left with the determination for a "better tomorrow" for the field of African Language Pedagogy.

Remarks by Representatives of the Fellows of the NALRC Summer 2002 Institute, made during the awards ceremony on June 14, 2002

Kole Ade Odutola

Rutgers University, New Jersey

Greetings (chant in Yoruba)

To make this presentation, I have had to drink deep from the fountain of history left behind by those before us. Those scholars and teachers that have been part of this center's institutes in years past. I can still hear their voices and the tones of accolades they left behind. I can feel their presence in spirit. To you all, who have added voices, vision and attention to the cream that started with a thought in the fertile mind of Professor Antonia Folarin Schleicher, I SALUTATE you all. I invoke the blessings of the most high on all your endeavors. To our humble Professor herself I sing: "A ni kun ogbon, A ni kun oye" - May the Lord continue to give increase to your work. My duty tonight is quite light, it demands no "backward curriculum design" from me, nor do I need to consider "the local conditions" before I set my "PAL" into motion. All I need to do at this point is to take the many words and seeds that came my way, and our way during the last two "Hectic, grueling, historic, weeks" far into the soil of creative engagement. As my tongue begins to speak with confidence in class, I shall remember Professor Eyamba Bokamba and the way he fanned the embers of fire into life with his humor and depth of knowledge. I shall always recall Professor's Schleicher dynamism and ever willing ears to listen to our cries of frustration in class and beyond. How can I forget Ogbeni Sola Adasope, the "mythical okurin mejia plus one". I appreciate the contribution of Anand, the computer golden fingers and Greg, who despite his personal injury still insisted in contributing his quota to the success of this year's Institute.

As we all go back to our stations, we pledge not to turn our backs on those who gave us professional enrichment, put smiles on our faces and hope in our minds. Though night might have fallen, I know it is yet morning for the development of African Languages in American Colleges and beyond. Brothers & Sisters, Teachers, Instructors and Sponsors...work is our legacy and it is our hope for survival and strength in a foreign land. It might take long before we see the gain. It might take long before we see the end of the rainbow. Our heads shall not be bowed. We shall not rest till NALRC becomes the "Arba" tree of our dreams. I greet you all.

Mouna Sari

University of Illinois, Urbana-Champaign

I would like to take this opportunity to extend my sincere thanks to the National African Resource Center in the person of Prof. Antonia Schleicher and Prof. Eyamba Bokamba for having created this opportunity for African language teachers in the U.S. and abroad to come together in one forum to learn new skills and gain training in different facets of the field of African language pedagogy.

The fallacy that some foreign language teachers make is to believe that foreign language instruction amounts to simply finding the appropriate teaching materials to use in class and ensuring that the content of that material is imparted to the students in a clear and understandable manner. While these tasks are important components of foreign language teaching, they are far from being the only ones. Instead, the demands of foreign language instruction go beyond these tasks to encompass such demands as understanding the implications of the different theoretical frameworks underlying the available teaching materials, making educated decisions about what materials to use to achieve what goals, and creating one's teaching materials to supplement or
substitute available textbooks and other instructional tools. Because continuous professional training is important, summer institutes such as the ones organized by the National African Language Resource Center are crucial in exposing African language teachers to the demands of their field and equipping them with the necessary skills to bring African language instruction to a level of quality comparable to that of instruction in the popular foreign languages like French or Spanish. Moreover, African language teachers may be called upon to develop or coordinate African language programs in American institutions. To ensure the success of these programs, they must be aware of the factors that make or break a language program and must have the skills necessary to develop course as well as program curricula. However, such skills cannot be readily acquired unless the African language teachers have received a degree in education or have the opportunity to receive training in one of the NALRC institutes.

Having attended this summer’s NALRC institute on African language curriculum, and material development and evaluation, I can testify to the great amount of valuable information I have learned about how to establish and nurture a language program, how to develop curriculum standards, how to evaluate textbooks, and even how to develop my own teaching material. Equipped with this information, I feel that I am now a different language teacher and that I have the necessary skills to be a successful language coordinator or even a foreign language program director. For the information I have received and the skills I have learned, I am deeply grateful to the National African Language Resource Center, and once again thank both Prof. Schleicher and Prof. Bokomba for having given me the opportunity to participate in this year’s summer institute and for having made this institute such a valuable learning experience.

Fraisic Agbakey
Keta Secondary School, Ghana

I consider it a great honor and privilege to stand before you to express my feelings about the 2002 National African Language Resource Center Summer Institute. In fact, I cannot find ways to express what we have gained from this conference.

When, on the second day of our business here at the University of Wisconsin, Professor Bokomba took the stand to set a tone for the institute, I had a great day of my life. It was unfolded when he delivered his thoughts on African language program development, evaluation, and how to sustain it. In fact, after his teaching and his activities on sustaining a program, we thought we had had enough and could go back to Ghana to boast that we could initiate a program and sustain it. But, we soon realized that more was ahead when Professor Schleicher mounted the stage.

I have no ways to express what we have seen, but I take pride, and we all take pride, particularly my colleagues and I from Ghana, in the fact that we are going back to Ghana fully equipped with knowledge, ideas, pedagogy, and all that is needed for a teacher to deliver his best. In fact, we are going back more capable of evaluating our own work. After we have done a piece of work, we are in a better position to see whether we have achieved our goals or not.

Now, it is also happening, to me in particular, that my participation in the institute has equipped me and placed me in a position to thoroughly evaluate, in a better way than before, a series of either books or pamphlets that various writers pour on my students in the name of helping them. In fact, I am in a position to tell them, "My friend, this book is not working for my students," and I would not have achieved this had it not been for my participation in this institute.

In this regard, I say, “more grease to the elbow” of the National African Language Resource Center, particularly to our Institute leaders. I pray that you continue to enrich the knowledge of the old dogs in the teaching profession as well as the upcoming ones. Thank you all for your participation.

Thandiwe Kunutu
University of Wittwatersrand,
South Africa

I feel honored to be given the opportunity to share with you my heartfelt gratitude to the National African Language Resource Center. The last two weeks have been exciting and empowering for all of us. Yes, there were times when we felt overwhelmed and we began to wonder if we would make it to this day. But, this institute was different from the other institutes because we did something extraordinary. We collectively created a
common vision for the future of our languages.

We spent the first week looking at issues relating to the development and evaluation of programs in African languages. This was a good lesson for me because I came to realize that the challenges facing the teaching of African languages in the United States are the same as those in Africa. In the second week, we looked at the development and evaluation of materials developed in African languages. Looking into the curricular development gave us the opportunity to look at the bigger picture and highlight some of the issues that we, as teachers, often overlook. We were able to examine our teaching styles and share our experiences in order to suggest ways that can help us improve our teaching and evaluation of African Languages.

I am very excited about the language material development program that will continue after the institute. One of the greatest tragedies facing South Africa in its attempt to structure the education system, in particular the African languages, is the lack of materials. So, my involvement with this project has surely equipped us with the necessary skills to make a contribution to the field of African language education.

This has been a memorable experience, indeed, and I hope to share it with my colleagues in South Africa. This institute could not have been a success without the two professors, Eyamba Bokamba and Antonia Schleicher. We thank you both for sharing with us the professional experience and encouragement you gave us through this institute. I would also like to express our thanks to the center staff, Olusola Adesope, Anand Prithivathi, and Craig Barragry for their support and assistance. You made our lives a lot easier. And last but not least, to my fellow participants, I thank you for your excellent participation. My speech this afternoon is greatly influenced by the demonstration of "Evidence of Understanding."

**NALRC Material Development Summer Camp**

(June 1, 2002 – August 31, 2002)

The National African Language Resource Center (NALRC) recently hosted its first Material Development Summer Camp. The Summer Camp lasted for three months (June 1 – August 31). Different language scholars came to the University of Wisconsin, Madison campus to participate in this camp. A pre-camp workshop was organized on January 12, 2002, to discuss the theory of communicative orientation with the participants.

One of the primary goals of the NALRC is to make materials available for the teaching and learning of different African languages. Currently, there is a significant difference in the availability of teaching and learning resources between African languages and commonly taught languages such as Spanish, French and German. Even the most widely taught African languages, such as Hausa, Swahili, and Yoruba, have scanty resources in a handful of textbooks. Of the limited first-year African language materials available, very few provide a comprehensive communicative approach that focuses on all four skills necessary for effective communication, namely speaking, reading, writing, and listening.
This conception of communicative competence emphasizes that students need to be able to communicate in real-life situations in the target language and culture.

With this in mind, Antonia Schleicher obtained additional funds to bring scholars together to look into how to develop Communicatively Oriented Materials. The recently concluded Summer Camp addressed the problem of the lack of Communicatively Oriented Textbook Materials for the field of African Languages. Participants of the Summer Camp were:

1. **Prof. Eyamba Bokamba** (University of Illinois, Urbana Champaign)
2. **Prof. F.E.M.K. Senkoro** (University of Dar Es Salaam, Tanzania)
3. **Prof. Sheila Mmuse** (University of the North, South Africa)
4. **Thandive Nxumalo** (Witwatersrand University, South Africa)
5. **Amadou Fofana** (University of Wisconsin-Madison)
6. **Mustafa Muqahzy** (University of Illinois, Urbana Champaign).

At the end of the Summer Camp, the first drafts of six Communicatively Oriented African language textbooks (Lingala, Swahili, Setswana, Zulu, Pulaar & Arabic) were sent to reviewers. Some of these manuscripts are being used in language classes so that students and instructors can evaluate the textbooks and make valuable suggestions. The final products will be published and disseminated by the NALRC by Spring 2003.

We hope to host another Summer Camp in 2003. Please contact the NALRC if you are interested in developing communicatively oriented textbooks for your African language.

**Workshops**

During the 2001/2002 funding cycle, the NALRC led four workshops for Professional Development of African Language Instructors. There were two workshops at Rutgers University, New Jersey, one at the University of Florida Gainesville, and one at the University of California, Berkeley. Attendance at each workshop averaged 20.

**Announcements**

**NALRC Grant Re-Award**

The U.S. Department of Education has funded the continuation of the NALRC. The new grant is awarded for the period September 1, 2002 – August 31, 2006.

**LRCs on the Move**

It is true indeed that language and national security are...
two inseparable entities. The number of the Title VI Language Resource Centers (LRCs) has increased from nine to fourteen. Five more centers have been added during this funding period. The United States Department of Education awarded grants to a number of institutions for the purpose of establishing and strengthening national foreign language resource and training centers to improve the teaching and learning of foreign languages. NALRC is one of these 14 LRCs.

Congratulations
Congratulations to Prof. Antonia Schleicher for being elected the President of the National Council of Organization of Less Commonly Taught Languages (NCOLCTL). She will preside over the Council for the next 2 years.

Translation/Interpretation Services
The NALRC has been providing quality services in the area of Translation and Interpretation of different African Languages. We have a Resource List of Translators and Interpreters. Contact us if you need these services.

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.

At the 2002 NCOLCTL Conference, a book published by the NALRC was launched. Photo shows L-R: Dick Brecht, Eyamba Bokomoe & Antonia Schleicher.

Conferences

National Council of Organizations of Less Commonly Taught Languages (Sixth National Conference) May 1 - 4, 2003

The Sixth National Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL) is scheduled for California on May 1-4, 2003. The Conference will be hosted by University of California, Los Angeles.

Call for Proposals
Theme of the Conference:
Focus on the Learner in the LCTLs: Profiles and Prospects

Proposals are solicited for individual papers, colloquia and poster sessions. The formats are described below. Proposals should fall broadly within the Conference theme of "Focus on the Learner in the LCTLs: Profiles, Motivations and Opportunities." Although proposed presentations may focus on individual languages, each should address issues that clearly relate to more than just one language. The focus of session topics might include:

Heritage language learners
Bilingual education students
Autonomous and self-instructional setting students
Distance education students

Proposals on learner needs analysis are especially welcome. Other topics such as curriculum and materials development, teacher training and professionalization, and research studies will also be considered.

If possible, proposals should be submitted in electronic format by email to Scott McGinnis: smcginnis@nfic.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 330
College Park, MD 20740
Phone: 301-495-1750 x36
Fax: 301-495-1764
Email: smcginnis@nfic.org

The final deadline for receipt of proposals is December 1, 2002. 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 15, 2003, whether their proposal has been accepted.

Pulaar Learners' Reference Grammar

Pulaar Learners' Reference Grammar Book — one of the Learners' Reference Series

Pulaar Learners' Reference Grammar

Aminata Bokomoe-Diop
Amara Fomba-Schleicher

Prepared by
Pamela McGinnis

African Language Services

National Foreign Language Center

College Park, Maryland 20740

At the 2002 NCOLCTL Conference, a book published by the NALRC was launched. Photo shows L-R: Dick Brecht, Eyamba Bokomoe & Antonia Schleicher.
Other Conferences
American Council of Teachers of Foreign Languages (ACTFL)
November 22 – 24, 2002
Salt Lake City, Utah

African Studies Association (ASA)
December 5 – 8, 2002
Washington D.C.

African Language Teachers Association (ALTA)
April 10 – 12, 2003
Louisiana State University

Association of African Studies Program (AASP)
April 24 – 26, 2003
Washington D.C.

Funding Competition to Attend the 7th Annual ALTA Conference

The National African Language Resource Center (NALRC) has partial funding for qualified graduate students to attend the 7th annual ALTA conference on April 10-12th, 2003 at the Louisiana State University, New Orleans. 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. Preference will be given, in the following order, to:

a) Graduate students who plan to present a paper at the conference;
b) Graduate students or teaching assistants who have no other funding opportunities and would not otherwise attend the conference; and
c) Graduate students or teaching assistants who are interested in teaching African languages.

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 (ayschle@facstaff.wisc.edu), care of NALRC, by December 1st, 2002. Applications may be sent via e-mail or regular mail. Applicants will be notified of the results by January 20th, 2003.

Please note that the NALRC will NOT cover ALL expenses. If you are awarded, we will let you know which of your expenses will be reimbursed. The NALRC is not under any obligation to pay anyone who is on a Visa type that the UW-Madison Dean's office cannot approve payment for. We will let you know, if you are selected, the documents needed to process your reimbursement.

NALRC
4231 Humanities Building, 455 North Park Street
Madison, WI 53706
Tel.: (608) 265-7906 Fax: (608) 265-7904
Email: nalc@wisc.edu or oadesope@facstaff.wisc.edu (Oluwajo Adesope)
Web site: http://african.lsl.wisc.edu/nalc