From the Director
Dr. Antonia Folarin Schleicher

The NALRC has just completed another successful and very busy year of activities. This is the end of the first year of the center’s second cycle of funding from the U.S. Department of Education. The highlights of this past year were the continued efforts that go into the development of Learners Reference Grammar, Communicative Oriented Textbooks for different African languages, African Oriented Textbooks, Vocabulary Flash Cards CD-ROM Tutorial, Message Board development and the annual NALRC summer 2003 institute for African language instructors.

I would like to start by thanking all the NALRC Board members and many African- and non-African language instructors for their valuable suggestions and support in making this past year another successful year. Special thanks go to Professor Tom Hinnebusch, UCLA; Professor Eyamba Bokamba, UIUC; and Professor Paul Kotey for their invaluable support and advice on a regular basis.

I am especially grateful to Professors Sandra Arfa, Gail Ibele, and Eyamba Bokamba who led the NALRC 2003 Summer Institute. Based on the evaluation of the institute, it is by far the best institute that the NALRC has had in its 4 years of existence. Quoting from the anonymous statements written by the participants, the need for this kind of institute continues to be made very clear.

In reaction to whether the course met their expectations and the significance of the Institute to them professionally, the fellows have to say:

a. “Oh Yes! I have never had sessions that teach me these four skills combined before and I’ve learnt how to integrate them.”

b. “This intensive summer institute has given me the opportunity to hear existing new ideas not only from the instructors but also as expressed through the diverse perspectives represented by colleagues. I cannot imagine having such an opportunity to compare methods, work collectively and share experiences outside of the context of this unique and beneficial institute. I look forward to the day when the NALRC Summer Professional Development Institute in African Languages will be recognized as the gold standard in African Language Teaching Certification.”

c. “This institute was an eye opener to me. It gave me the training I need as a teacher, future African Language Co-ordinator or Head of a department at my future institution... As the only African Languages Resource Center in the US, I think the director and her staffs have shown a commitment to the field that is unshakable and unprecedented. My participation in the workshop has helped me have an insight of improving my African language dissemination in the classroom with an eye to coordinate any future program. The institute is a necessity for anyone who has not had exposure in administering African languages program.”

d. “This intensive summer institute has greatly enlightened me about the African Languages Program. It will be highly beneficial to me in any future role as an African language coordinator, or as a teacher of an African language. The exposure to information on the evolution and current trends of African language program is quite stimulating and useful for any preparation for the various
positions in African language program. The NALRC has been a great asset to this profession and is highly commended for a well-organized and scholarly institute. The center should be recognized as a center of excellence in African language program and should be given the mandate and support to set the required standard in the field."

For the first time in history, the NALRC developed Vocabulary Flash Cards CD-ROM Tutorial for twelve different African languages. I am especially grateful to all the African language instructors nationally and internationally that participated in the development of this Flash Cards CD-ROM Tutorial.

This year, our brochures have grown from nine to seventeen. We added eight more brochures. I am also very thankful to everyone that participated in the development of these brochures. My thanks go to the following people: Mamery Traore for the development of the Bamana Brochure, Esther Akomolafe Fatuyi and Sheila Mimusi for the Setswana Brochure, Eyamba Bokombe for the Lingala Brochure, Sooyung Park Cho and Lilian Koziol for the Malagasy Brochure, Esther Akomolafe Fatuyi, Gebrel Tesfagiorgis and Kathy Koppa for the Tigrinya Brochure, Humela Sondio for the isiXhosa Brochure, Esther Akomolafe Fatuyi and Dean Makuluni for the Chichewa Brochure, and Peter Jamali for the Shona Brochure.

The list of our communicatively oriented African language textbooks continues to grow. This year, we added Amharic and Sesotho to the list. In addition, work continues on the extension of the African Language Learners Reference Grammar Series. The Reference Grammars for Bamana and Twi were published this year.

The fourth Volume of ULIMI gives a more detailed report of all this year’s activities. Please take the time to read about the exciting projects going on at the NALRC. If there are similar projects that you would like to do for your languages, please feel free to contact us. There is still a lot to do for the field of African language pedagogy.

There are many more African languages that do not have brochures or textbooks for learners to learn these languages. Join the group of African language instructors that are trying to make a difference in the teaching and learning of their respective languages.

Please read this report and send us your comments and suggestions. I am looking forward to working with you in the year 2003-2004.

**OUR PROJECTS, speak for us**

In order to advance the accessibility of African languages in the United States, strengthen the field as a profession and expand resources for the teaching, learning, and research of African languages, the National African Language Resource Center (NALRC) was established in September 1999 with a grant from the U.S. Department of Education. NALRC, set up at the University of Wisconsin Madison, offers a basically new approach to African language programming in the United States from a strictly national viewpoint.

In its fourth year of funding, the Center has continued its activities and services to impact the field of African Language Pedagogy in the United States through the following prime 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

Under National Coordination, the Center has carried out the following projects:

a. African Language Program Inventory List:
The NALRC has an organized Inventory List such that information about programs in African languages could be made available to various universities and colleges in the U.S. that are starting different Programs in African Languages. The center continues its National Coordination efforts by maintaining a list of all the African language programs in the U.S. The intention of this project is to compile a most current list of African language programs in the U.S. The list would also be valuable for language developers, language pedagogists, language teachers, and language learners who are interested in the knowledge of African language programs in the U.S. Please visit our website for an update of our Program Inventory List (http://lang.nalrc.wisc.edu/nalrc).

b. African Language Program Evaluators’ List:
The NALRC continues to encourage African language pedagogists to have an input in the center’s mission of assisting in either evaluating existing African language programs, or in starting a new one. This idea has resulted in the regularly updated compilation of names of African language scholars that are interested in offering this assistance both nationally and internationally. The Center has published a book on “African Languages in U.S. Colleges and Universities: Program Development and Administration Guidelines”. Many African Studies Programs across the nation have received Complimentary copies of the book.

c. African Language Coordinators’ Training Programs:
Similarly, the NALRC assists national African language coordinators by offering training through workshops. These workshops help to promote the effectiveness of their tasks as coordinators. The hindrances imposed by language barriers between coordinators and instructors are reduced by this workshop, and it teaches the coordinator to successfully mentor and work with different African language instructors. If you desire such training for your institution’s language coordinator, please contact the NALRC office.

d. African Language Resource List:
The NALRC has an up-to-date resource 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. Updated information is constantly being added to the list as we receive information from new resource people. The NALRC encourages any interested individual who wants to be on our list to please call or email the office. So far, this service has proved successful and the center has been meeting the needs of users of these facilities through referral.

e. African Language Material and Workshop Lists:
The mandate of the NALRC includes the development of African language Materials. This project aims to give African language teachers and scholars the prospect to come up with their comprehensive language material requests. Since the initial assessment in 1999, the center continues to review African Language Material needs annually. These needs assessments by members of the field of African language pedagogy are responsible for the NALRC material development projects. The NALRC maintains a list of material needs and workshop needs for African language instructors and learners by incorporating suggestions from these African language scholars and instructors; it is from this list that the NALRC draws its information for planning future material development projects, workshops, and institutes. The center needs your assistance in identifying any priority language material or workshop requirements that you would like the NALRC to attend to. Please send such information to the NALRC office. The NALRC is also constantly seeking African language scholars and instructors who are interested in developing any of the language materials on the material requirement list or who are interested in leading a workshop for African language instructors. Please contact the NALRC office if you are interested in developing language materials or leading a workshop.


Material development and dissemination is a major project being undertaken by the NALRC. There is a growing awareness of the need to increase textbook materials for the field of African Languages for efficient teaching and learning. African languages have been deficient in language materials before now. Listed below are the African language materials that have been developed and published by the NALRC. The list includes forthcoming publications that are being developed under the direction of the NALRC. Please contact the NALRC if you are interested in the development of materials for any African Language.

A. Textbooks and Manuscripts so far published by the NALRC

a. Swahili Learners Reference Grammar (2001)
d. Role Play Cards (2002)
h. Yoruba Learners’ Reference Grammar (In Progress)
i. Zulu Learners’ Reference Grammar (In Progress)
j. Shona Learners’ Reference Grammar (In Progress)
k. Twi First Year Textbook (In Progress)
m. African Language Classroom Management (In Progress)
n. English-Yoruba Pocket Dictionary (In Progress)
o. Sesotho Learners’ Reference Grammar (Forthcoming)

c. Let’s Speak Lingala - Prof. Eyamba Bokamba (University of Illinois-Urbana Champaign)
d. Let’s Speak Sesotho - Prof. Solomon Chapole (University of Illinois, Urbana Champaign)
e. Let’s Speak Setswana - Prof. Sheila Mmusi (University of the North, South Africa)
f. Let’s Speak Swahili - Prof. Fikeni Senkoro (University of Dar Es Salaam, Tanzania)
g. Let’s Speak Zulu - Thandiwe Nxumalo (Witwatersrand University, South Africa)

D. Brochures
The NALRC developed the brochures listed below through diverse scholars and African language teachers. The seventeen brochures were distributed to all the African language programs in the nation. These brochures are intended to create awareness for different African languages that are taught in the U.S. Please contact NALRC if the language you teach is not on the list and you would like to develop a brochure.

B. Multimedia Projects
a. First Year Yoruba Online Course
   Visit: http://lang nalrc.wisc.edu/yoruba/level1
b. Second Year Yoruba Online Course
   Visit: http://lang nalrc.wisc.edu/yoruba/level2
c. Advanced Level (3rd year) Yoruba CD-ROM
d. Vocabulary Flash Cards CD-ROM in twelve African languages
e. Je K’A Ko Yoruba CD-ROM (In Progress)
f. Bulletin Board for African Language Learners and Teachers
   Visit: http://lang nalrc.wisc.edu/board/ubbthreads/ubbthreads.php

C. Let’s Speak ———— Series
(First Year African Language Textbooks - currently under review for publication)

a. Let’s Speak Amharic - Bessa Tesfaw
   (University of Addis Ababa, Ethiopia)
b. Let’s Speak Egyptian Colloquial Arabic -
   Mustafa Mughazy (University of Illinois, Urbana Champaign)

Front cover of Lingala brochure  Front cover of Tigrinya brochure  Front cover of Malagasy brochure

1. Amharic Brochure (In Progress)
2. Arabic Brochure
3. Bamana Brochure
4. Chichewa Brochure
5. Hausa Brochure
6. Igbo Brochure
7. Isixhosa Brochure
8. Krio Brochure (In Progress)
9. Lingala Brochure
10. Malagasy Brochure
11. Mende Brochure (In Progress)
12. Pulaar Brochure
13. Sesotho Brochure (In Progress)
14. Setswana Brochure
15. Shona Brochure
16. Swahili Brochure
17. Temne Brochure (In Progress)
18. Tigrinya Brochure
19. Twi Brochure
3. Professional Development for African Language Educators

The following activities have been carried out under this project:


c. Mentor Programs for New African Language Instructors

a. Annual Summer Institute for African Language Instructors

The NALRC organizes annual intensive summer institutes for African language scholars and instructors. All the institutes are free of charge for the participants that are selected. These institutes are mostly led by experienced African language pedagogists or general language pedagogists from across the US. The center organized the institute to serve as a pre-service or in-service development program for instructors. The following topics were covered during the summer 2003 institute:

1. African Language Program Development, Coordination & Evaluation by Prof. Eyamba Bokamba (University of Illinois, Urbana-Champaign)

2. Teaching the Productive Skills (Speaking and Writing) in the African Language Classroom; by Prof. Sandra Arfa (University of Wisconsin-Madison)

3. Teaching the Receptive Skills (Listening and Reading) in the African Language Classroom; by Prof. Gail Ibele (University of Wisconsin-Madison)

Each fellow was awarded a certificate of completion. Please see the report of our summer institute in this Bulletin.

b. Annual ALTA Conference Workshop

One of the ways the NALRC carries out its professional development activities is by sponsoring and organizing an annual workshop for the African Language Teachers’ Association (ALTA) members that attend the annual ALTA conference. The rationale for organizing an annual workshop during this conference is the prospect of reaching as many African language instructors as possible. This workshop is typically 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 significantly from the training received through these workshops and would not have had such an opportunity without the support of the NALRC. The Center provided sponsorship for the following four instructors to attend ALTA 2003 Conference:

1. Zoliswa Mali (University of Iowa)
2. Akinloye Ojo (University of Georgia)
3. Alsana Paap Sow (University of California-Berkeley)
4. Larissa Leclair (Yale University)

Please see the announcement for ALTA 2004 funding support in this bulletin.

c. Mentor Programs for New African Language Instructors

NALRC encourages requests for local workshops for instructors of African languages from a program whose instructors cannot attend some of the workshops or institutes organized by the NALRC at the national level. Since the inception of the center, we have conducted workshops at:


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

4. Research in African Language Pedagogy

One of the vital mandates of NALRC has been to encourage African language instructors to do qualitative and quantitative research on African language pedagogy. The Center annually works on publishing a 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 Muga, Ohio University, Athens, OH. The current issue of this journal is available at the Center; please contact the NALRC for a copy. The second volume, guest edited by Paul Kotey, University of Florida, Gainesville, is in an advanced stage of production. Please contact the NALRC office if you are interested in guest editing future volumes of this journal.

5. African Language Program Development and Evaluation

The publication of the first volume of “African Language Program Development and Administration”, the first in the series on African Languages in U.S. colleges and universities, written by Eyamba Bokamba, University of Illinois, Urbana-Champaign, and published by the NALRC brought the Programs in African Languages (PAL) into the limelight.

Other topics in this series are going to be Curriculum Development and Evaluation, Material Development and Evaluation, Classroom Management, etc. Contact the NALRC if you have topics that could fit in this series and are interested in writing and publishing such manuscripts. Manuscripts are considered for publication after reviews are received from both internal and external reviewers.

NALRC SUMMER 2003 INSTITUTE

The fourth in the series of annual summer institutes was recently hosted by the National African Language Resource Center (NALRC). The three-week institute lasted from June 2 to June 20, 2003.

The Center hosted twenty fellows during the institute. The Fellows came from twelve different institutions across the United States, France, and Nigeria. Three language pedagogists from two Universities in the US led the institute.

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. This presents a great challenge for us to “teach the instructors” techniques of teaching both the productive and receptive skills.

The first part of the Institute was led by Professor Eyamba Bokamba from the University of Illinois, Urbana-Champaign, who discussed the topic: “African Language Program Development, Coordination and Evaluation.” This teaching provided an in-depth insight into the development of African Language Programs in the U.S., creating viable programs in African Languages, program coordination and evaluation. The fellows were also taught on preparing syllabi for African Languages and the strategic sustainability of African Language Programs. The practical microteaching demonstrations by fellows confirmed the knowledge that has been acquired in the areas of being able to evaluate existing Programs in African Languages and being able to recommend changes that could positively affect the growth of African Language Program in the nation.

The second week of the institute focused on the teaching of Productive skills (Speaking and Writing) in the African language classroom and was led by Professor Sandra Arfa from the University of Wisconsin, Madison. This teaching emphasized both explicit and implicit integration of language learning and use strategies and teaching methodology in the language classroom. The approach aimed to assist fellows in becoming more effective in their efforts to teach their students while concentrating on using the target language. Fellows received hands-on practice and demonstrated their teaching strategies to reflect what had been taught.
The third week of the institute was on teaching the Receptive skills (Listening and Reading) in the African Language Classroom and was led by Professor Gail Ibele from the University of Wisconsin, Madison. This teaching also emphasized both explicit and implicit integration of language learning and use strategies and teaching methodology on Listening and Reading in the language classroom. The approach aimed to assist fellows in becoming more effective in their efforts to teach their students these receptive skills, while concentrating on using the target language. Fellows acquired new knowledge on how to teach these skills in a language classroom and also received hands-on practice on them. The fellows had various microteaching demonstrations of all the four skills taught during the three-week period.

The overall goal of this summer 2003 institute was to help improve instruction in the African language classroom. Through a series of lectures, discussions, and hands-on activities, fellows received practical training in techniques for: (1) facilitating discussions and awareness of the development and effectiveness of African Language Program (2) creating a syllabus, content and context, creating a positive classroom environment and setting course expectations and standards, (3) introducing and reinforcing systematic strategic use of the four skills in the African language classroom, and (4) improving their students' awareness of strategies and learning style preferences as reflected in the four skills.

During the summer 2003 institute, fellows were encouraged to use their own language learning and teaching experiences to understand the concepts being presented. A Resource Handbook on the syllabi for African languages represented in the summer 2003 institute for the beginning, intermediate and advanced levels is currently being developed. The Resource Handbook is a compilation of syllabi materials submitted by the fellows. The purpose is to provide an opportunity for African language educators to share standard teaching/learning ideas and materials.

The summer institute culminated in an awards ceremony and dinner, chaired by Professor Uli Schamiloglu, Director of Central Asian Studies at the University of Wisconsin, Madison, on Friday, June 20, 2003. Short speeches were given by Professor Antonia Schleicher, Director of the NALRC; Professor Aliko Songolo, Director of African Studies program at the University of Wisconsin-Madison; Professor Judith Komblatt, associate Dean of Humanities, Graduate school, University of Wisconsin-Madison; Professor Eyamba Bokamba, Associate Head, University of Illinois, Urbana Champaign; and Professor Magdalena Hauner, Chair of the Department of African Languages and Literature, University of Wisconsin-Madison.

A cross-section of 2003 Institute fellows in a session with Prof. Sandra Arfa.

The following fellows received awards:

1. Adeniyi, Harrison (Lagos State University, Nigeria)

2. Alao, George (Institut National des Langues et Civilisations Orientales INALCO, France)

3. Backman, Stephen (Michigan State University)

4. Beyene, Zewdineh (University of California, Berkeley)

5. Bwenge, Charles (University of Wisconsin, Madison)

6. Diakite, Boubacar (Indiana University)

7. Diallo, Youssouf (Ohio University)

8. Fatuji, Esther (University of California, Berkeley)

9. Guguni, Francis (University of Wisconsin, Madison)

10. Hlongwa, Tholani (UIUC)

11. Kambon Obadele (University of Wisconsin, Madison)

12. Matondo, Masango (University of California, Los Angeles)

13. Mpondi, Douglas (Ohio University)

14. Muaka, Leonard (UIUC)

15. Mwitla, Mahiri (St. Lawrence University)

16. Okbatson, Dawit (University of Florida-Gainesville)

17. Otiato, Peter (Ohio University)

18. Owu-Ewie, Charles (Ohio University)

Reflections were given by the fellows through several representatives. Certificates were presented to the following fellows at the award ceremony:

With the tremendous success of our Summer 2003 Institute, the fourth institute organized by the NALRC, we are sure that the field of African Language pedagogy will benefit from the expertise of the institute fellows.

After the presentation of certificates, some of the institute fellows made remarks about the impact of the Institute. Some of these remarks are printed in this bulletin. Mahiri Mwita then closed the ceremony with readings from his poetry. Everyone present was happy to be a part of the Summer 2003 Institute.

The Summer 2003 Institute has come and gone but the memories left behind will still be felt for years to come. The fellows left with the fortitude for a "better tomorrow" for the field of African Language Pedagogy.

Remarks by Representatives of the Fellows of the NALRC Summer 2003 Institute, during the awards ceremony and dinner on June 20, 2003:

“Eni ti a se Iọrọ ti kọ dúpẹ, bí ọgbọ̀sà kó ní lèrù lọ ní”.

This Yoruba proverb literally says that a person to whom good has been done but who does not say ‘Thank you’, is like a robber who suddenly disappears with one’s belongings. I do not want to be ungrateful so I come to say ‘E sé e, mo dúpẹ mo tún opọ dọ’, ‘Me dasi’, ‘Asante’, ‘Na gode’, ‘Thank you’. A big thank you to the National African Languages Resource Center, to its Director,

Professor Antonia Yetunde Folariin Schleicher and her very helpful, humane and hard-working team for having admitted me for this professional life-changing Summer Institute.

I also wish to thank our institute leaders in the persons of Professors Eyamba Bokamba, Sandra Arfa and Gail Ibele, for having so efficiently and professionally handled the various topics treated. Having come in from the Old continent, Europe, where the once well-appreciated impetus and dynamism of Programs in African Languages (PALs) now appears to be under attack by a virus similar in nature to the one cynically called “Afro pessimism”, I consider my self privileged to have had the opportunity of participating in this year’s summer institute.

A cross-section of the 2003 Institute fellows demonstrating with kámrọ.

And have I learned anything during this institute? Yes, many. Given that my educational background as a ‘literature major’ did not prepare me for the specific job of teaching an African language, this intensive summer institute provided me with tools that will help me evaluate the existing African language program in my university with increased objectivity and thus propose solutions to the appropriate authorities. Also, as a faculty member who could be called upon in the near future to take up responsibilities in the area of coordinating a PAL, the first part of the summer institute sensitized me personally to the challenges that face our discipline. It was very enriching to observe that in spite of varying ‘local conditions’ (which must not be ignored), the problems confronting many Programs in African Languages are similar and often do require identical solutions.

I have come away all the more convinced that modern methods of and approaches to the teaching/learning foreign or second languages can and should be applied to African languages. The exposure to a well-structured approach to syllabus design was particularly appreciated. My participation in the designing of an Advanced level Yoruba syllabus and the contribution to debates on syllabi designed by colleagues was a very rich experience for me.

It was during the sessions devoted by Professors Arfa and Ibele to the teaching of the four skills (Reading, Writing, Speaking and Listening), that I discovered the theoretical basis for some of the popular approaches of teaching language. I was also privileged to see some of them being accompanied by very relevant and appropriate practical activities.
A cross-section of the Deans and directors of programs at the 2003 Institute award ceremony.

At the end of this year’s institute, I have come to the conclusion that few individuals and institutions know the history of the teaching African languages well, fewer appreciate the great work that others are doing in this emerging field, and rare are they who believe in its future. Preferring to, as the saying goes, let “birds of the same feather flock together” and also to “let like minds stick together”, I choose to identify with the National African Languages Resource Center to which I am immensely indebted for being able to participate in this year’s institute.

Once again, ‘E sê púpó’.

Dr. Zewdineh Beyene, University of California, Berkeley

Dear colleagues,

Jean Jacques Rousseau, the famous French philosopher once said: “there is nothing more powerful than an idea whose time has come”. I am sure founders of the National African Languages Resource Center (NALRC) agree with this thought-provoking sentence. The Center’s remarkable achievement is a product of the properly designed idea whose time has come.

In the past two decades, a relatively short span of time within this century, the world has experienced many remarkable changes in the realms of science, technology, medicine, space and hundreds of other so-called advancements in our nations. Strangely, this century has also seen more distressing things than any previous century, devastating wars, monstrous new weapons, countless natural disasters and fatal diseases.

We must agree that our generation lives in a swirling tide of events, dreams, promises, threats and changing ideas about the present and the future. Certainly our century has been the most politically interesting, the bloodiest, the most revolutionary and the most unpredictable of any century in history. This confluence of strange conditions presses this generation to ask anew, “Why am I here? What is the purpose of teaching African languages across the nation?”

I personally consider languages as effective tools that know no boundary to create and cement people-to-people relations. Although academicians tell us today that the four components of international development are democracy, peace, human rights and environmental protection, I argue that the respect to culture and languages of people remains to be an unchallenged factor for interlinking any of the said components. So, the culture of tolerance, the absence of which has led our globe to continuous disaster, can be nurtured and a peaceful global home under the umbrella of globalization be instituted only through comprehending peoples of our globe. This can’t be done but by way of mastering their language. It is in this environment that we, as stewards of the present age, must face the challenge of identifying, developing, training, releasing and reproducing a generation of students and scholars in African studies and languages.

The workshop in this regard was simply wonderful and productive enough. I can tell that it is a synergistic product of many minds. I am forever grateful to the inspiration and wisdom of the number of great men and women in this hall who, through their commitment to the passion for releasing their potential, have left legacy to motivate me and my colleagues to effectively teach African languages across higher academic institutions of the US. I singularly congratulate you all for laying this exemplary foundation under the auspices of NALRC at the University of Wisconsin, Madison.

For the success of this workshop, allow me to express on behalf of the group and that of my own my sincerest appreciation to:

The University of Wisconsin, Madison, Professor Antonia Schleicher, the Director of NALRC, Professor Bokamba, Professor Sandra, Professor Gail, the dedicated staff members of the NALRC, and most singularly to the distinguished scholars and vibrant participants of the workshop. And finally, to the Source and Supplier of all potential, the Omni-potent One, the Father and Lord of all creation, including languages, and His Son, my elder Brother, Jesus Christ, and my personal Counselor, the Holy Spirit.

Thank you and thank you!
Obadle Kambon, University of Wisconsin, Madison

"...and as it is said by Africans in this country, "Waz up kin folk."

"It has been said that power is the ability to define reality and to have others respond to that definition as if it were their own. Further, the reality of today is based on the concepts and theories of yesterday. These are concepts that are eternally linked to a specific culture, a specific language, with a specific history.

According to Ngugi Wa Thiong'o language carries culture and culture carries the entire body of values which we come to perceive ourselves and our place in the world. It is said that the one who prescribes the diameter of your knowledge, determines the circumference of your activities. In other words, 'A cow grazes where it is tied and a cattle is only as good as the field in which it grazes.' How we are able to and choose to conceive of the world is mediated by language. It is through conceptual incarceration within the prison of an alien language designed and intended to serve only its master that the alien's able to shape our destiny by shaping our very thoughts. It is said, 'Watch your thoughts for they become your actions, watch your actions for they become your habits, watch your habits for they become your character, and watch your character for it becomes your destiny.' As it is individually, so it is collectively for it is said that the actions of one generation become the history of the next generation. And the actions of many generations become the traditions of a people. Africans in general and diaspora Africans in particular have endeavored to re-conceptualize the world through language oftentimes, lacking other options through the language forced upon us.

However it is said, "The dog does not prefer bones to meet, it is just that no one ever gives it meat." We are the long awaited hunters. You are the slave of the one whose handcuffs are on your wrists. We are the long awaited liberators. We entrusted by our ancestors. We the guardians of our languages hold the key to re-conceptualizing the world for the best interests of Africans throughout the world, continental and diaspora. That we may speak our reality into the future and that we may shape the destiny of our children, of our children's children, of our children's children's children and still for the more beautiful ones still to be born."

Mantoa Rose Smouse, University of Florida Gainesville

It is a great honor for me to stand here today and present my experiences about the 2003 National African Language Resource Center Summer Institute. The past three weeks have been very hectic for all fellows but more so for our teachers. I would therefore like to take this opportunity to thank our teachers.

Professor Yetunde Schleicher, we thank you for your attentive ear, your patience and all the constructive feedback you gave for each activity. We also thank you for allowing us to be part of your extended family.

Professor Eyamba Bokamba, "dad", we thank you for putting Africa on the map of the United States by continuously supporting Programs in African Languages. We also thank you for sharing your teaching experiences in the US with us.

Professor Sandra Arfa, we thank you for listening patiently to sounds you have never heard and yet participated instead of facilitating. We are sure that you will always remember how to greet in 9 different African languages.

Professor Gail Ibele, we thank you for your brain twisting puzzles and very funny but informative pictures. We also thank you for helping us do our best. Mike, our photographer, we thank you for keeping us entertained and following each one of us with your camera, even when we were not talking anymore. We hope that you have also picked up a few Swahili words.

When we arrived on the 1st of June we were all excited about Madison; the lakes, music, lots of fun parks but at the end of the second day we realized that this was not going to be a holiday. For one week, we were put in the shoes of Language coordinators: We learned about the history and evolution of the field of programs in African languages in the United States. At first we thought we were taught what we already know. Professor Bokamba, however, believes in Stephen Krashen's Input+1, or Professor Ibele's "schema". He ensured that we were receiving comprehensible input plus one level higher. I will never forget the look on the fellows' faces when we realized that all of us could not distinguish between curriculum and syllabus. Professor Bokamba took us through all the steps from implementing to sustaining a program. It is because of this knowledge that we are
all excited and feel ready to go back to our institutions to teach African Languages.

The second week, those who were attending the gym at 6 the previous week were now going at 7. Towards the end of the week some of us stopped going altogether. We were doing enough “exercises” during our lessons. Professor Arfa shared with us how to teach and test speaking and writing skills. We have learned a great deal from the activities she shared with us and we also learned from each other's experiences. To mention a few things, we should be able to teach tones using a “kazoo”, we have learned how to use gestures and facial expressions to act as pictorial dictionaries, but most of all we came to understand that a teacher could never be too experienced. This we only discovered when it took some of us four hours to prepare a 10-minute lesson. The group presentations were most useful and they also indicated that teaching a language should be fun in order to create an environment, which is suitable to learning.

During the third week, Professor Ibele had the most difficult task of keeping us awake, especially when she was teaching the listening skills. Some of us seemed to prefer listening with our eyes closed. The quality of the presentations by the fellows, however, indicated that indeed people were listening. We have witnessed the best teaching techniques, the best ways to make learning and teaching a language fun even without a textbook.

Amongst ourselves, we have become a family in the United States. Those who will be teaching for the first time know that they have support from their fellow African Language teachers. We only hope that we will keep networking with each other, but most of all we should volunteer to develop materials through the NALRC. Professor Schleicher, Professor Bokamba, Professor Arfa, Professor Ibele and the Staff at NALRC, we can never thank you enough for according us this opportunity to drink from your spring of knowledge. The Xhosa saying goes “ningadirwa nangomso, siyanibulela” which means “may you do the same again tomorrow”.

**NALRC Material Development Summer Camp**

(July 18, 2003 - August 17, 2003)

The second Summer Camp on Material Development is being hosted by the National African Language Resource Center (NALRC). The 2003 Summer Camp duration is from July 18 - August 17 2003. This year’s Summer Camp features Professor Chaphole from Vista University in Soweto, South Africa.

Prof. Chaphole from Soweto working on Sesotho textbook during the 2003 Summer Camp.

One of the crucial goals of the NALRC is to make materials accessible for the teaching and learning of different African languages. Presently, there is considerable disparity 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 Swahili, Yoruba and Hausa, have inadequate resources in a handful of textbooks. Of the inadequate first-year African language materials existing, only some offer a comprehensive communicative approach that focuses on all four skills necessary for effective communication, namely speaking, reading, writing, and listening. This notion of communicative competence emphasizes that students need to be able to communicate in real-life situations in the target language and culture.

This perception spurred Professor Antonia Schleicher to obtain additional funds to bring scholars together for the development of Communicatively Oriented Materials. The Swahili and Lingala textbooks developed during the Summer Camp 2002 are currently in press, Egyptian Arabic final review, and Setswana and Zulu’s final reviews are in progress.

Prof. Chaphole and Prof. Schleicher during the 2003 Summer Camp.
ANNOUNCEMENTS

Translation/Interpretation Services
The NALRC has been providing quality services in areas 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.

CONFERENCES

National Council of Organizations of Less Commonly Taught Languages (Seventh National Conference)
April 30 - May 2, 2004
The Seventh National Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLOTL) has been scheduled for Madison, WI on April 30 - May 2, 2004. The Conference will be hosted by the University of Wisconsin-Madison.

Please contact:
Dr. Antonia Schleicher, President NCOLOTL
National African Language Resource Center (NALRC)
4231 Humanities Bldg.
455 N. Park Street
Madison, WI 53706
Tel: 608-265-7906. Fax: 608-265-7904

Other Conferences

African Studies Association (ASA)
October 30 - November 2, 2003, Boston, MA

American Council of Teachers of Foreign Languages (ACTFL)
November 21 - 23, 2003, Philadelphia, PA

African Language Teachers Association (ALTA)
April 29 - May 2, 2004, UW-Madison, WI

Association of African Studies Program (AASP)
April, 2004, Washington D.C. (Exact date to be announced)

Funding Competition to Attend the 8th Annual ALTA Conference
The National African Language Resource Center (NALRC) provides partial funding for qualified graduate students to attend the 8th annual ALTA conference on April 29th-May 2nd, 2004 at the University of Wisconsin, Madison, WI. Applicants should be currently enrolled in an African Language Program and be students in good standing. The Center will make funding available 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 who receive this funding from the NALRC have the obligation of attending all stipulated workshops at the conference. Also, they are required to submit reports of each session and workshop they attend in order to receive reimbursement.

An application letter for funding and a letter of recommendation from the director or coordinator of their language program should be submitted by interested students to Antonia Schleicher (ayschie@wisc.edu) care of NALRC, by December 1st, 2003. Applications may be sent via e-mail or regular mail. The notification of results will be received by successful applicants by January 6th, 2004.

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 for payment. We will let you know about the documents required to process your reimbursement if you are selected.

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