Welcome to the twelfth offering of our annual newsletter, ULIMI. By any measure, this has been a very eventful year for us Language Resource Centers (LRCs). We have seen our budget revised downwards by 50% due to the current prevailing fiscal challenges our nation is currently undergoing. However, our center has continued to achieve some notable goals despite these challenges. As in previous years, we will in this issue be summarizing all of our accomplishments in the past year.

Our center’s interest in professional development continues to be outstanding and our contribution is consistently transforming African language programs with many other less commonly taught languages (LCTLs) in the US. We again this year were able to co-sponsor the annual conference of the National Council of Less Commonly Taught Languages (NCOLCTL) and that of the African Language Teachers Association (ALTA). We were also able to conduct our usual professional development workshops in Madison as well as publish five new African language textbooks under our material development initiative.

The NALRC Summer Institute was bigger this year as compared to last year and was held in Madison, from May 23rd to June 3rd 2011. Steve Timm and Joe Nosek from the University of Wisconsin-Madison led the Institute, and there were 19 participants. The goal of the Institute was to enhance the teaching skills of the participants so that they become more competent with current second language acquisition (SLA) techniques. The institute featured both theoretical and practical instruction. This volume contains a full report on the 2011 Summer Institute.

The NALRC also hosted a Technology Training Workshop from May 31st to June 3rd, 2011. Dr. Jacques du Plessis from the University of Wisconsin-Milwaukee led the workshop, and there were 9 participants who took part in the workshop. This workshop equipped participants with multimedia skills, especially in the context of web based instruction. A full report on this is contained elsewhere in this newsletter.

The NCOLCTL Swahili STARTALK was held July 11-29, 2011, and the NALRC co-sponsored this teacher development workshop. This three-week workshop was held in Madison, WI, with the first week being an online course taken from the participants’ home base. Special thanks to Dr. Alwiya S. Omar and Dr. John Kiari wa Njogu, who were co-instructors for this workshop along with me.

Our publications grew this year through the publication of five new books in the “Let’s Speak Series.” These books are now available for use and they are: Ndebele, Chichewa, Bemba, SiSwati and Igbo. I extend my profound gratitude to the many African language scholars worldwide who contributed to the success of these publications. Students of these five languages can now utilize these NALRC texts to study the languages and speak them fluently.
New administrative and technological improvements have been underway since the beginning of the year and we have implemented new changes to our website to keep it current with prevailing trends. Also in this regard, the NALRC has made improvements to the ordering system of our materials and for the first time in our history, orders can now be made online. These new improvements have been necessitated by the increasing demand for our products from students, scholars, government personnel, and the general public.

I would like to extend my profound gratitude to the many African language scholars around the world who have contributed to the success of the NALRC this year. These include authors of the latest books from the NALRC press: Shadreck Kondala, Kelvin Mambwe, David Sani Mwanza, Alick Kadango Bwanali, Stephen Madu Anurudu, Betty Sibongile Dlamini, and Anita Mpofu. I am especially grateful to Aquilina Mawadza, who coordinated the development of all five textbooks that we published this year. Sincere gratitude is also extended to the workshop leaders: Steve Timm, Joe Nosek, Jacques du Plessis, Alwiya S. Omar, and John Kiarie wa Njogu. I would also like to extend a very special thank you to the U.S. Department of Education for making the NALRC and all its activities possible. Without the grant from the U.S. Department of Education, all the NALRC publications and activities would not exist.

Finally, I would like to extend my appreciation to the team behind the scenes: the NALRC Assistant Director, Akinsola Ogundeji, NCOLCTL Assistant Director, Nyasha Gwaza, Technology Coordinator, John Adeika, and our NALRC Staff, Mel Capperino, Holly Rubish and Ithipol Yang.

What follows in this edition of ULIMI details the major NALRC accomplishments of this past year, namely material development, the NCOLCTL/ALTA conference, the various workshops and other NALRC initiatives. We always welcome and appreciate feedback from our readers, as it helps us to strengthen our center and our field. Asante, E seun, Jerejef, Medasi, Shukran, Zikomo, Siyabonga, Maita, Thank you!
NALRC PROJECTS

The National African Language Resource Center was established in September 1999 with a grant from the U.S. Department of Education. The NALRC’s mission is to improve the accessibility of African languages in the United States by promoting and strengthening the African language teaching profession, and by developing resources that support the teaching, learning, and research of African languages.

The Center strives to serve the entire community of African language educators and learners in the United States by sponsoring a wide range of educational and professional activities designed to improve the accessibility and quality of African language instruction in the United States. It facilitates dialogue among teachers, learners, and administrators from a wide variety of cultural and institutional perspectives. Further, the Center encourages a variety of pedagogical approaches to accommodate the diversity of learners and integrate the teaching of language and culture.

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

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

National African Language Resource Center (NALRC) Activities:

1. National African Language Program Coordination

i. African Language Program List
The NALRC updates the list on a regular basis so that information about programs in African languages can be available to universities and colleges planning to start their own African language programs. This list also helps individual language learners find local institutions offering courses in their language of interest. This list has been kept up-to-date with the help of student workers at the NALRC and individual institutions who contacted us to be added to the list. The latest list can be viewed on the NALRC website: http://nalrc.wisc.edu.

ii. African Language Pedagogy Evaluators’ List
The NALRC continues to compile a list of scholars who are willing to serve as consultants for new or existing African language programs. These experienced African language pedagogists assist the Center’s mission by evaluating existing African language programs and by helping to start new ones. These evaluators, and the program developers themselves, are provided with access to African Language Program Development and Administration: A History and Guidelines for Future Programs (2002).

iii. African Language Coordinators’ Training Programs
The NALRC trains African language coordinators through various types of workshops. These workshops aim to improve coordinators’ effectiveness in working with a wide variety of African language instructors. Language coordinators often work with African language instructors whose language they may not speak or understand. These workshops teach the coordinators to work with instructors better and to mentor them more successfully. Many of the coordinators have had the opportunity to attend such workshops conducted by the NALRC at the African Language Teachers Association (ALTA) conferences.
The NALRC maintains a list of African language instructors, native speakers, and scholars who are interested in working as translators, interpreters, and testers for government and non-government agencies. This list is updated as the Center receives information about new resource people. These resource people include former NALRC Summer Institute participants, members of ALTA, and individuals who registered at various conferences at which the NALRC had booths.

v. African Language Materials and Workshop List
In order to satisfy the Center’s mission to provide the entire community of African language educators with teaching resources, the NALRC assesses annually the need for materials across the field of African language pedagogy. Part of this process includes gathering information about existing materials and workshops for African language instructors. These materials range from textbooks to audio and video tapes, web-based materials, and role-play cards. The catalog of existing materials and requests for new materials is critical to the material development and publication process at the NALRC.

2. African Language Material Development and Dissemination
This is one of the highest priorities for the NALRC because the need for teaching materials is great. Through the tremendous efforts of diverse scholars and African language teachers, the NALRC has contributed to the development and dissemination of language teaching materials ranging from commonly taught African languages, such as Swahili, to less-commonly taught African languages like Somali. The NALRC has published 17 Let’s Speak Series textbooks, two Let’s Read Series textbooks, one Let’s Communicate Series textbook, seven Learners’ Reference Grammar textbooks, one bilingual dictionary, 24 journals, four companion audio CD-ROMs, and six language flash card multimedia CD-ROMs spanning 15 languages. In addition, the NALRC has completed 52 language brochures. The following is the list of all the African language materials that have been developed and published by the NALRC during this grant cycle.

NALRC: African Language Materials

Textbooks published by the NALRC

Let’s Speak Series (Beginner Level)

- Tiyankhule ChiChewa (2011) by David Sani Mwanza and Alick Kadango Bwanali
- Natulande iciBemba (2011) by Shadreck Kondala and Kelvin Mambwe
- Ka Anyi Suo Igbo (2011) by Stephen Madu Anurudu and Antonia Yetunde Folarin Schleicher
- Asikhulume SiSwati (2010) by Betty Sibongile Dlamini
- Asikhulume isiNdebele (2010) by Anita Mpofu
- Nanu Degg Wolof (2009) by Omar Ka
- Beto Tuba Kikongo (2008) by MazembA. NzWanga
- Mu Zanta Da Harshen Hausa (2008) by Ibro Chekaraou
- Af Soomaali Aan Ku Hadalno (Hadallo) (2007) by Abdullahi AbdiNoor
- Bua Sesotho (2006) by Rampasane Chaphole
- Ma Yenka Akan (Twi) (2006) by Seth A. Ofori
- Ngatifurenge Shona (2006) by Aquilina Mawadza
- A Re Bueng Setswana (2005) by Sheila Onkaetse Mmusi
- Masikhulume isiZulu (2005) by Thandwe Nxumalo and Dumisile N Mkhize
- Let’s Speak Amharic (2005) by Bezza T. Ayalew
- Toslola na Lingala (2004) by Eyamba Georges Bokamba and Mopinto Virginie Bokamba
- Dardasha Egyptian Arabic (2004) by Mustapha Mughazy

Let’s Read Series (Intermediate Level)

- Ngatifurenge Shona (2006) by Aquilina Mawadza

Let’s Communicate Series (Advanced Level)

- Tuwasiliane Kwa Kiswahili (2006) by Alwiya S. Omar and Leonce F. Rushubirwa

Learners’ Reference Grammar Series

by Katrina Daly Thompson and Antonia Folárin Schleicher
• Amharic Learners’ Reference Grammar (2005) by Bezza T. Ayalew
• Shona Learners’ Reference Grammar (2005) by Peter Jamali, Antonia Folárin Schleicher and Aquilina Mawadza
• Zulu Learner’s Reference Grammar (2005) by Audrey N. Mbeje
• Asante-Twi Learners’ Reference Grammar (2003) by David Adu-Amankwah
• Bamanankan Learners’ Reference Grammar (2003) by Amadou Tidiane Fofana and Mamery Traoré
• Pulaar Learners’ Reference Grammar (2002) by Amadou Tidiane Fofana and Antonia Folárin Schleicher

Bilingual Dictionary
• Wolof Lexicon and Grammar (2006) by Sana Camara

Others
• African Language Program Development and Administration: A History and Guidelines for Future Programs (2002) by Eyamba Bokamba
• African Language Role Play Cards (2002)
• The Pedagogy of African Languages (2000) by Antonia Folárin Schleicher & Lioba Moshi

Journals
Ede: Journal of African Language Learning and Teaching (JALLT)
• JALLT Vol 1 (Spring 2001)

Journal of the African Language Teachers Association (JALTA)
• JALTA Vol. 1.2 (Spring 2000)
• JALTA Vol. 3 (Spring 2003)
• JALTA Vol. 6 (Spring 2005)
• JALTA Vol. 7 (Fall 2005)
• JALTA Vol. 8 (Spring 2006)
• JALTA Vol. 9 (Spring 2007)
• JALTA (Lang. Specific (Kiswahili) Vol. 1 (Spring 2011)

Journal of the National Council of Less Commonly Taught Languages (JNCOLCTL)
• JNCOLCTL Vol 1 (Spring 2004)
• JNCOLCTL Vol 2 (Spring 2005)
• JNCOLCTL Vol 3 (Spring 2006)
• JNCOLCTL Vol 4 (Spring 2007)
• JNCOLCTL Vol 5 (Spring 2008)
• JNCOLCTL Vol 6 (Spring 2009)
• JNCOLCTL Vol 7 (Fall 2009)
• JNCOLCTL Vol 8 (Spring 2010)
• JNCOLCTL Vol 9 (Fall 2010)
• JNCOLCTL Vol 10 (Spring 2011)

NALRC Annual Bulletin
• ULIMI 2000 Vol 1
• ULIMI 2001 Vol 2
• ULIMI 2002 Vol 3
• ULIMI 2003 Vol 4
• ULIMI 2004 Vol 5
• ULIMI 2005 Vol 6
• ULIMI 2006 Vol 7
• ULIMI 2007 Vol 8
• ULIMI 2008 Vol 9
• ULIMI 2009 Vol 10
• ULIMI 2010 Vol 11
• ULIMI 2011 Vol 12

Multimedia Projects
Vocabulary Flash Card CD-ROMs in 15 African Languages

Companion Audio CD-ROMs
• Let’s Speak Igbo: Ka Anyi Suo Igbo Audio CD-ROM *NEW*
• Let’s Speak SiSwati: Asikhulume SiSwati Audio CD-ROM *NEW*
• Let’s Speak Wolof: Nanu Degg Wolof Audio CD-ROM *NEW*
• Let’s Speak Swahili: Tuseme Kiswahili Audio CD-ROM
• Let’s Speak Amharic: Amharic Audio CD-ROM
• Let’s Speak Egyptian Arabic: Dardasha Audio CD-ROM
• Let’s Communicate Swahili: Tuwasilane Kwa Kiswahili Audio CD-ROM

Brochures
Acholi: IsXhosa
Afrikaans: Siswati
Amharic: Kikuyu
Arabic: Kimbundu
Bamana: Kinyarwanda
Bamileke: Kirundi
Bemba: Kpelle
Beti & Fombe: Krio
Chichewa: Lingala
Dinka: LuShona
Ewe: Lundu
Fang: Mandinka
Fulfulde: Malagasy
Moore: Maasai
Mende: Ndebele
Ndebele: Nuer
Oromo: Orommo
Twi: Oshimbo

Online Materials
• Ulimi Online Vol 1 Issue 1
• Ulimi Online Vol 1 Issue 2
• Ulimi Online Vol 1 Issue 3
• Ulimi Online Vol 2 Issue 1
• Ulimi Online Vol 2 Issue 2
• Ulimi Online Vol 2 Issue 3
• Ulimi Online Vol 2 Issue 4
• Ulimi Online Vol 3 Issue 1
• Ulimi Online Vol 3 Issue 1

African Language Role Play Cards
• Let’s Speak Igbo: Ka Anyi Suo Igbo Audio CD-ROM *NEW*
• Let’s Speak SiSwati: Asikhulume SiSwati Audio CD-ROM *NEW*
• Let’s Speak Wolof: Nanu Degg Wolof Audio CD-ROM *NEW*
• Let’s Speak Swahili: Tuseme Kiswahili Audio CD-ROM
• Let’s Speak Amharic: Amharic Audio CD-ROM
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Brochures
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Afrikaans: Siswati
Amharic: Kikuyu
Arabic: Kimbundu
Bamana: Kinyarwanda
Bamileke: Kirundi
Bemba: Kpelle
Beti & Fombe: Krio
Chichewa: Lingala
Dinka: LuShona
Ewe: Lundu
Fang: Mandinka
Fulfulde: Malagasy
Moore: Maasai
Mende: Ndebele
Ndebele: Nuer
Oromo: Orommo
Twi: Oshimbo

Online Materials
• Ulimi Online Vol 1 Issue 1
• Ulimi Online Vol 1 Issue 2
• Ulimi Online Vol 1 Issue 3
• Ulimi Online Vol 2 Issue 1
• Ulimi Online Vol 2 Issue 2
• Ulimi Online Vol 2 Issue 3
• Ulimi Online Vol 2 Issue 4
• Ulimi Online Vol 3 Issue 1

African Language Role Play Cards
Outreach Activities by NALRC’s Director:
• Organization of Summer African Language Camps for K-12 in Kansas City, MO; Kansas City, KS; St. Louis, MO; Columbus, OH; Chicago, IL; Washington, D.C.; Boise, ID; New York, NY; (in conjunction with Dr. Olatande Soweminmo, 2000)
• Oral Proficiency Interview Training (2005)
• Summer Cooperative African Language Institute Instructors Workshop (2005)
• Standard Based Measurement of Proficiency Workshop (2005-2006)
• SCALI Instructors Workshop (2006-2007)
• Foreign Language Teaching Assistance (FLTA) Orientation and Workshop (2007-2009)
• Ohio University LCTL Professional Development Training (2008)
• Training for Teachers of LCTls in South Africa (2008)
• JNCL – NCLIS Executive Committee Meeting (2009)
• UMD – NFLC STARTALK Advisory Board (2009)
• Teaching African Languages Online Course (2009)
• Overseas Flagship Trip to Nigeria and Tanzania (2009-2010)
• ACTFL Training Workshop (2010)
• Training of Trainers’ Workshop (2010)
• Summer Institute for African Language Instructors (2000-2011)
• Technology Workshop for African Language Instructors (2009-2011)
• NFLC Symposium (2011)
• JNCL - ACTFL Board Meeting (2011)

NRC and Program in African Language (PAL) Reviews
• Review of the UW-Madison Study Abroad Program in Cape Town, South Africa, and Stellenbock, South Africa

Consultancies of the Establishment and Evaluation of PALs
• Consultant to Evanston High School in Evanston, IL- Starting an African Language Program for High School Students (October 2000)
• Consultant to Rutgers University in New Brunswick, NJ - Developing a Viable Title VI African Studies Program (2001)
• Consultant to Fort Valley University in Fort Valley, GA- Evaluating Their African Language and African Studies Programs (September 11 and 12, 2003)
• Consultant to the University of Illinois at Urbana-Champaign- Evaluating Their Less Commonly Taught Language Program (December 12, 2003)
• External Evaluator for the South East Asian Studies Summer Institute (SEASSI) (August 2004)
• External Evaluator for the University of Illinois at Urbana-Champaign- Evaluating Their African Language Program (September 2004)
• External Evaluator for the University of Kansas in Lawrence, KS- Evaluating Their African Language Program (September 2005)
• External Evaluator for the Summer Cooperative African Language Institute (SCALI) at Indiana University (July 2005, August 2006)
• External Evaluator for Cornell University in Ithaca, NY- Evaluating Their Africana Studies Center and African Languages Program (November 2008)
• External Evaluator for the University of California-Berkeley- Evaluating Their African Studies Program (2008)
• External Evaluator for the University of California-Los Angeles- Evaluating Their African Studies Program (May 2009)
• Consultant to the National Foreign Language Center (NFLC)- Developing an Online Database for Yoruba Language Learning and Teaching Materials

Interviews and Other Evaluations
• Interviewed by WORT on NALRC (September 1999)
• Interviewed by Wisconsin Week on NALRC (September 1999)
• Interviewed by the Milwaukee Journal Sentinel on NALRC (October 1999)
• Interviewed by the Daily Cardinal on Yoruba Tones and Drums (October 1999)
• Consultant to Lionbridge Corporation in San Francisco, CA- Translating Data and Checking the Linguistic Accuracy of Data (2000)
• Language Tester for the Federal Bureau of Investigation – Administering a Language Proficiency Test in Yoruba to Prospective FBI Job Applicants (2001)
• Executive Director for the National Council of Less Commonly Taught Languages (NCOVVCL) (2004)
• Grant Proposals Reviewer for the International Institute on Education- Reviewing National Security Education Program Proposals on Language Flagship (April 2008)
3. Research in African Language Pedagogy

The NALRC enjoys collaborating in research of African language pedagogy and other less-commonly taught languages (LCTLS). This includes supporting graduate students attending the ALTA conferences and sponsoring pre-conference workshops for them. The NALRC also organized international conferences for the National Council of Less Commonly Taught Languages (NCOLCTL) during the spring of the years 2004 – 2007. Currently the NALRC serves as the secretariat to these organizations. Additionally, the NALRC has published journals for ALTA and NCOLCTL from the research conducted by various instructors of the less commonly taught languages, including African languages.

A survey of African language enrollment is conducted by the NALRC which shows the increase in enrollment and the introduction of these languages in many universities that did not offer these languages five years ago. The dissemination of the materials published by the NALRC is a major factor in making this possible.

4. African Language Program Development and Evaluation

The NALRC not only helps to strengthen existing African language programs, but also encourages the creation of new African language programs. One of the activities in which the Center engages is the development of African language program evaluation guidelines, which meet both national guidelines for program assessment and the goals of African language program coordinators in the United States. Equally important is the actual program evaluation and mentoring. The Center offers support and consultation to all African language program administrators who request it. The book Program Development and Administration Guidelines: A History and Guidelines for Future Programs (2002), published by the NALRC, has been a useful tool in this area.

5. Professional Development for African Language Educators

The NALRC supports African language educators in the United States by sponsoring a wide variety of educational and professional activities designed to improve the accessibility and quality of African language instruction in the United States. The following activities were conducted by the Center during the past several years:

- Oral Proficiency Interview Workshop (2005)
- Summer Institute for African Language Instructors (2003-2011)
- Technology Workshop for African Language Instructors (2009-2011)

NCOLCTL/ALTA Conference April 7 - April 10, 2011

The 14th Annual Conference of the National Council of Less Commonly Taught Languages was held at the Madison Concourse Hotel in Madison, Wisconsin, April 7-10, 2011 under the theme “Building Language Capacity: Collaboration, Innovation, Globalization.” The conference was organized by the NCOLCTL Secretariat from its offices at the University of Wisconsin-Madison.

Held in conjunction with the 15th annual meeting of the African Language Teachers Association, this year’s conference brought together language teachers and professionals from as far afield as Turkey, Kenya, Japan, Nigeria, South Africa, Tanzania, and Singapore, while many LCTL professionals from the U.S. also presented on various facets of less-commonly taught languages. Abstracts from LCTL practitioners at various universities and government departments were accepted, while exhibits from publishing and professional concerns were also showcased.

Sponsors of this year’s conference included the University of Wisconsin-Madison’s Gilles Bousquet of the International Institute, UW’s Division of International Studies; the National Language Service Corps, the National African Language Resource Center, ChinaSprout, the Center for South Asia, the Center for International Business Education and Research, at UW-Madison (CIBER), and the Center for Global Studies at the University of Wisconsin-Madison.

There were four Pre-Conference Workshops held on Thursday, April 7, 2011. Dr. Jacques du Plessis from the University of Wisconsin-Milwaukee, led a workshop entitled “New Technologies and Language
Learning,” which was chaired by NCOLCTL Executive Board Member Dr. Eva Prionas. In this workshop, Dr. du Plessis showed and talked about diverse technologies that can support language learning and teaching. Dr. Francois Victor Tochon from the University of Wisconsin-Madison led a second workshop entitled “Towards a Project-Based, Deep Approach to Language Learning,” which was chaired by NCOLCTL Vice-President Dr. Alwiya S. Omar. In this workshop, Dr. Tochon explored and presented on how using a deep approach to language learning is trans-disciplinary and transformative, in contrast to transmissive education.

Michelle Guilfoil from the U.S. Department of Education presented a third workshop entitled “Developing Strong Proposals for the Fiscal Year 2012 Fulbright-Hays Group Projects Abroad (GPA) Program.” This workshop was chaired by NCOLCTL Immediate Past President Dr. Hong Gang Jin, and was geared towards potential applicants interested in applying to the Fiscal Year 2012 Fulbright-Hays Group Projects Abroad Program grant competition. Dr. Kirk Belnap from the National Middle East Language Resource Center, along with Dr. Mahmoud Al-Batal from the University of Texas, Austin, and Dr. Munther Youness from Cornell University presented the fourth workshop entitled “Integrating Colloquial in the Arabic Curriculum: An Examination of Programmatic Input and Learners’ Output.” This workshop was chaired by NCOLCTL Executive Board Member Dr. Muhammad Eissa. In their workshop, the presenters focused on implementing an “integrated approach” to teaching Arabic and illustrated both the early stages and results for advanced-level students who began their study of Arabic using such an approach. That same evening, NCOLCTL Vice-President Alwiya S. Omar greeted conference attendees at the Conference Welcome Reception.

The next morning, April 8, 2011, general Welcome Remarks were delivered by University of Wisconsin Madison’s Dean Gilles Bousquet and NCOLCTL President Dr. Catherine Ingold. Immediately following, Dr. Richard Brecht, Director of the Center for Advanced Study of Language, delivered the keynote address entitled, “There is a Tide in the Affairs of Man...The Current Vision Toward the Future Build of Capacity in Critical Languages.”

Three other plenary sessions were held during the course of the conference. Two were led by LCTL heavyweights, in the form of NCOLCTL President Dr. Catherine Ingold, of the National Foreign Language Center, and Dr. Steven Ross from the University of Maryland. The third was an African Language Teachers Association (ALTA) plenary by Dr. Kolawole Owolabi from the University of Ibadan in Nigeria. In all, 160 papers were presented at this year’s conference on topics ranging from methodology in LCTLs, assessment in LCTLs, L2 Research, technology in the LCTL classroom, LCTLs teacher training, and many others. Poster sessions were also presented on Saturday, April 9, 2011. NCOLCTL member organizations such as the African Language Teachers Association (ALTA), the South Asia Language Teachers Association (SALTA), and the Council of Teachers of Southeast Asian Languages (COTSEAL) held their annual meetings during the conference. This year saw the Modern Greek Language Teachers Association (MGLTA) hold its meeting at the NCOLCTL Conference for the first time.

On Saturday, April 9, a banquet was held in honor of Dr. J. David Edwards, winner of the 2011 A. Ronald Walton Award, which recognizes distinguished service in the field of LCTLs. In his acceptance speech, Dr. Edwards traced his long and distinguished career in service of LCTLs, especially his work in Washington D.C. He also reminisced about his experiences with LCTL trailblazers, such as Ron Walton and Dick Brecht, among others.

The NCOLCTL conference remains a substantial forum for the sharing of successes and challenges in the field of LCTLs. Many attendees expressed gratitude for the chance to share information about professional issues in LCTLs, especially matters of standards and assessment, the STARTALK program, and others. The staff of the NCOLCTL Secretariat is grateful to the many people who contributed so much of their time and energy into making this year’s conference a success. We would especially like to thank Bongani Mbatha, Said Hannouchi, Kazeem Kehinde Sanuth, Silas Upenyu Majee, Samuel Darkwa, Adeola Agoke, Judith Namayengo, Filipo Lubua, Emmanuella Datu and Forster Asare who donated their time and effort to ensure the conference’s success. Special thanks also to the staff at the NALRC for their exceptional and committed support. We look forward to seeing everyone again next year for the 15th annual NCOLCTL conference in 2012.
National Foreign Language Center Symposium
May 12, 2011

The National Foreign Language Center (NFLC) at the University of Maryland hosted a symposium, “Beyond Preaching to the Choir: Realizing the Vision of a Multilingual Nation,” on May 12 to celebrate their 25th anniversary, and the NALRC was represented through the center’s Director, Professor Antonia Schleicher. Held at the Hay-Adams Hotel in Washington, D.C., the symposium brought together 80 language professionals from a variety of organizations, universities, school districts, and government branches to discuss how to address linguistic needs in the U.S. and overcome the challenges of building a multilingual nation.

Professor Schleicher attended two breakout sessions, titled “Cultural Components of Language Proficiency: What is ‘competence in intercultural communication’ and how do we develop it?” and “Technology and Blended Learning: How do we realize their potential?” The first focused on the importance of understanding the cultures of the language being studied, and how language study is a natural platform for studying culture. The technology session discussed how to effectively use technology to engage young language learners.

Lectures attended included “Visioning a Multilingual Nation: Strategies from the States,” presented by Debbie Robinson, World Languages Consultant for the Ohio Department of Education, “Making Foreign Language Learning a National Priority,” presented by Charles Kolb, President of the Committee for Economic Development, and “The Potential Federal Role in Meeting the Nation’s Language Needs,” presented by David Chu, President of the Institute for Defense Analyses. There was also a panel discussion of NFLC directors titled “Striving for a Multilingual Nation.”

Summer Institute
May 23 - June 3, 2011

The NALRC hosted the 12th Annual Summer Institute this year from May 23rd to June 3rd at the University of Wisconsin-Madison. The goal of the two-week program was to build the teaching skills of the participants in each of their specific African languages. The program centered on both theoretical instruction as well as practical instruction in which the participants actively taught the entire class mini-lessons in their languages. Both aspects of the workshop were geared towards making the participants better teachers by training them in second language acquisition teaching practices.

The topics covered in the two-week program were:
- Teaching the skills of speaking and listening in the African language classroom
- Teaching the skills of writing and reading in the African language classroom
- Testing and assessing the four skills in the African language classroom
- Lesson planning and classroom management

There were a total of 19 participants drawn from across the United States and Africa in this year’s summer institute. The languages that were represented included Akan-Twi, Swahili, Sesotho, Wolof, Yoruba, Somali, Urhobo, and Zulu. The participants were privileged to have Steve Timm and Joe Nosek from the University of Wisconsin-Madison’s English as a Second Language Department as their instructors. Both instructors have been involved in the institute for several years and were thrilled to be able to participate in the institute again this year.

Filippo Lubua and Adeola Agoke lead a demonstration.
Throughout the institute, the participants were introduced to different ways of teaching and imparting speaking and listening skills to their students. Steve Timm demonstrated how to teach the communicative approach in language learning by presenting an Italian lesson to the participants. His lesson was adopted as the model for each of the participants to follow as they presented mini-lessons of their languages to all the other participants. Joe Nosek introduced to the participants how to teach reading and writing skills, as well as grammar, in a fun and non-threatening way. The institute also taught the participants how to create syllabi for their classes, and how to prepare tests for the students.

An awards ceremony was held in Bascom Hall on the night of June 3rd, 2011, which was attended by the participants and several invited guests. After opening remarks from Professor Schleicher, the Director of the NALRC and Professor of African Languages and Literature at the University of Wisconsin-Madison, and Professor Dustin Cowell, Chair of the Department of African Languages and Literature at the University of Wisconsin-Madison, the ceremony began with some cultural performances from the participants. The performances were from the languages of Zulu, Akan-Twi, Swahili, Yoruba, Urhobo, Sesotho, and Wolof. The instructors, Joe and Steve, also gave performances. Joe performed a highly skilled routine on the harmonica, and Steve gave a tribute to his students with a poem he composed for the occasion. The participants of the institute itself came up and gave reflections on their experiences over the two weeks of the program. All speakers emphasized how grateful they were to be there, and how much they had learned from the institute. Then Steve and Joe took the stage yet again to give a comical demonstration of what they learned from the participants.

Finally Professor Jacques du Plessis, from the University of Wisconsin-Milwaukee, and Professor Dustin Cowell presented the participants with their certificates. Closing remarks and thanks were given by Thulani John Mbuli, a member of the Summer Institute. He thanked the Professor and all the staff of the NALRC for the wonderful opportunity given to him.

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

- Emoubonuvie M. Ajiboye - Delta State University - Urhobo
- Peter Mwangi - St. Lawrence University - Swahili
- Thelma Tshesane - University of Witwatersrand - Sesotho
- Ablaye Diakite - Boston University - Wolof
- Galen Sibanda - Stanford University - Zulu
- Barbara Tetteh - University of Ghana - Ga/Akan-Twi
- Bongani Mbatha - University of Wisconsin-Madison - Zulu
- Samuel Kofi Darkwa - University of Wisconsin-Madison – Akan-Twi
- Adeola Agoke - University of Wisconsin-Madison - Yoruba
- Mor Gueye - University of Illinois at Urbana-Champaign - Wolof
- Mbhekiseni Madela - University of Illinois at Urbana-Champaign - Zulu
- Filipo Lubua - University of Wisconsin-Madison - Swahili
- Jennifer Rosenbush - Boston University - Zulu
- Thulani John Mbuli - University of Zululand - Zulu
- Ntandoni Gloria Biyela - University of Zululand - Zulu
- Oumar Ba - University of Florida - Wolof
- Lincoln Zamokwakhe Khumalo - University of Zululand - Zulu
- Omar Hashi - University of Florida – Somali
Reflection on the Summer Institute by Samuel Darkwa:


To say we have experienced language immersion, these salutations are just the tip of the iceberg, looking at the volume of what we have received these few days. Prior to this year’s Summer Institute, teaching a second language was a very daunting task for some of us. We often found it difficult to know what matters most in teaching the languages we speak so fluently to others. From this institute we have learned that second/foreign language teaching is indeed an art.

We learned how to teach the four skills – speaking, listening, writing, and reading – in the second/foreign language classroom. We also have learned how to test these four skills, and in addition to these, how to plan our lessons, and, also, classroom management. We have come to realize that the secret to a successful second language instruction lies in how best one uses the teaching aids and the appropriate gestures, and, also, how the teacher is able to build on previous knowledge of students. We also have come to realize that teaching is an art that requires humor and naturalness. I recall a moment when Sister Biyela was teaching about the weather in Zulu after our lunch time. Though done in the target language, the teaching aids, appropriate gestures, and humor around the lesson kept the class enraptured. We were able to grasp everything from the beginning to the end.

This year’s summer institute witnessed the teaching of ten different African languages. This shows that the NALRC is indeed living her mission of promoting African language instruction and learning globally. Each participant brought in a very unique array of experiences. The micro teaching sessions, which were followed with constructive feedback from both the instructors and colleague participants, were very useful.

What is interesting is the fact that this institute has given us a very unique opportunity to forge life-long connections. I must say that the bonds forged and the fellow-filling at this institute have been fantastic. This relationship means so much to all of us that we see ourselves as if it were a year-long group from a particular institution ready to impact our field in unity. We have just been together for barely two weeks and it seems like we have been together forever; we are already a family.

At this time I would like to profoundly thank Professor Antonia Yetunde Folarin Schleicher for her invaluable support and her immense contributions to the teaching and learning of African languages globally. Professor E karo’o. The opportunity offered us by the NALRC could be described as one of the most fortunate things that have impacted our career development. We appreciate the staff of the NALRC for making it possible for this year’s Summer Institute to happen. Your selflessness and professionalism are incomparable.

What do we say about the dual instructors, Steve Timm and Joe Nosek? You guys are really wonderful; you combine skill with humor, such that learning becomes fun. In sum, one could say that teaching is an art. Our knowledgeable and experienced instructors - Steve and Joe - know what it takes to carry the class along. We salute you. We shall always respect you and take everything we have learned from you to great heights.

Finally, I would like to profoundly thank my colleagues for their hard work during the sessions. Your zeal, your discipline, and can-do spirit were unprecedented. The experience was great; I can only say that we came empty, but we are leaving full. We came as novices, but we have made giant strides and are ready to impact your generation. To NALRC and our able instructors, I say: Y.daase, Asante sana, thank you.
Reflection on the Summer Institute by Adeola Agoke:

I am delighted to be one of the participants of the Summer Institute organized by the NALRC. As a matter of fact, I am privileged to be an FLTA at UW-Madison and more importantly, to have the Director of the NALRC, Professor Antonia Schleicher, as my supervisor.

The two weeks spent was an intensive training time that really made me, and I believe my other colleagues, seasoned foreign language instructors. I see the coming together of various foreign language instructors as a pool of ideas that exposes us to different ways of foreign language teaching. It was indeed an opportunity to learn from one another. For instance, all of us in one way or the other spoke about eight different languages, though at the novice level. Joe said when he walked with his dog in the evening he found himself saying different things in different languages. This shows that learning was not restricted to the participants only, but also to the instructors.

Big thanks to our instructors Steve and Joe, you did not only teach us how to go about it – you modeled foreign language teaching. We literally saw how to make foreign language teaching real fun. Besides, you were able to introduce us to different kinds of approaches and methodologies that make the class more creative, more productive, and very learner-centered. I am so grateful; thank you John and Steve.

I really appreciate all the NALRC staff members for their dedication and commitment; they are always very available to help at all times. Ithipol, Melinda, John Adeika, Akin Ogundeji, and my dear Professor Antonia Schleicher- thank you so much. I will at this juncture commend the effort of the organizer for providing us with lunch. It was quite helpful to the success of the program; at least we know some food will be served by midday. We want more of this. Thank you so much.

Reflection on the Summer Institute by Oumar Ba:

Attending the 2011 NALRC Summer Institute was not just for me a learning experience: it was also a voyage of discovery. I don’t have a linguistics or language pedagogy background. In fact, I have never enrolled in a single linguistics course in my curriculum; I’m a student of political science. So coming here, I was in a new territory in which I have learned so much in the course of two weeks. For that, I give credit to our two excellent instructors, Steve and Joe. You two are incredibly efficient and talented in conveying the message of the Summer Institute. Thank you for your hard work.

The second point I would like to address is the very diverse and dynamic group that I have had the honor and chance to interact with during these two weeks. I have learned a lot from the elders among us. In the academic world in which we navigate, we tend to focus so much on the scholarly articles and books that we read, to the point that we often fail to acknowledge the wisdom of our elders, from whom we also can learn so much.

Let me briefly tell you a story that I heard one day from one of my professors, who is Nigerian. A young man in an African village thought that he was so smart that he was even smarter than the eldest person in his village. And he would prove that to everyone. So he went into the bush and caught a little bird that he brought back to the village, tightly held in the palms of his hands. Then he called everybody in the village to show that he was smartest person in the community. When the whole village gathered, he asked the eldest: “Is this bird that is in my palms dead or alive?”

In fact, the boy’s intention was to crush the bird until it died before opening his hands if the eldest said that the bird was alive. If he said that the bird was dead, then the boy would just open his palms and let the bird fly, to prove the old man wrong. Little did he know that the old man was wise enough to answer...
his question in these terms: “Young man, the answer to your question is in your hands!”

So to you, our elders, who were willing to share with us so much wisdom and knowledge for the past two weeks, we say thank you and God bless you. Thank you all.

Technology Workshop May 31 - June 3, 2011

The NALRC hosted the 2011 Technology Workshop from May 31st to June 3rd (concurrent with the second week of the Summer Institute 2011) at the University of Wisconsin-Madison. The goal of the one-week, hands-on technology workshop, led by Professor Jacques du Plessis from the University of Wisconsin-Milwaukee, was to demonstrate how technology can be used as an effective tool for African language teachers, and to teach the participants how to use technology to their advantage. The workshop was comprised of nine participants from across the United States. These participants represented the Arabic, Isixhosa, Swahili, Wolof, and Yoruba languages.

On the first day of the workshop, the participants were taught how to use PREZI, a free cloud-based presentation platform. The participants learned how to create effective and visually pleasing PREZI presentations and how to incorporate YouTube videos and images into their presentations. They were also taught how to use “Jing,” a screen capture tool to gather images and videos to insert into PREZI. “Jing” has many applications and the participants were shown how to use some of these to benefit their students. For example, “Jing” enables language teachers to send links of class material to their students. The participants were tasked with creating vocabulary/pronunciation presentations for their native languages using both PREZI and “Jing.”

On the second day of the workshop, the participants were shown how to use colors in PREZI, and editing tools such as IrfanView and CorelDRAW were introduced as tools that could be utilized to enhance PREZI presentations. By the end of the day, the participants were able to incorporate images (JPEG, BMP, GIF, etc.) and PDF documents into PREZI and use Google Sites as a tool to edit HTML links and to share links from “Jing” with others. The participants also spent time working on their vocabulary/pronunciation presentations.

Audacity, a program to record and edit sound, was another tool introduced to the participants on the third day. The participants learned how to record their sounds, remove white noise and amplify selected sounds in the recording, fix mistakes, and save the recording as an MP3 file. Best practices for recording were discussed, such as speaking slowly and keeping the volume constant. The participants each translated a fairy tale into their own language and recorded it, and learned how to incorporate sound into PREZI presentations.
An awards ceremony was held in Bascom Hall on June 3rd, 2011 to celebrate the completion of both the 2011 Technology Workshop and the 2011 Summer Institute. Opening remarks were given by Professor Antonia Schleicher, NALRC Director and Professor of African Languages and Literature at the University of Wisconsin-Madison, and Professor Dustin Cowell, Chair of the Department of African Languages and Literature at the University of Wisconsin-Madison. Participants of the Technology Workshop and Summer Institute gave cultural performances and reflections on their programs. There were Zulu, Urohobo, Akan-Twi, Swahili, Yoruba, Sesotho, and Wolof performances to captivate the invited guests at the ceremony. Certificates were awarded to the participants by Professor Jacques du Plessis and Professor Dustin Cowell. Closing remarks and thanks were given by Thulani John Mbuli, a participant of the Summer Institute, and Said Hannouchi, a participant of the Summer Technology Workshop.

The following participants received certificates from the NALRC for completing the 2011 Technology Workshop:

**Buyiswa Mini** - University of Florida - Isixhosa  
**Teles Machibaya** - University of Arizona - Swahili  
**Kazeem Sanuth** - University of Wisconsin-Madison - Yoruba  
**Paap Alasane Sow** - University of California-Berkeley - Wolof  
**Said Hannouchi** - University of Wisconsin-Madison - Arabic  
**Adeolu Ademoyo** - Cornell University - Yoruba  
**Hicham El Majdi** - University of Wisconsin-Madison - Arabic  
**Sami Alkyam** - University of Wisconsin-Madison - Arabic  
**Sadam Issa** - University of Wisconsin-Madison - Arabic

Reflection on the Technology Workshop by Buyiswa Mini:

I am very thankful that I got the opportunity to attend the Technology Workshop. The first thing that struck me was the friendliness of the first attendee that I sat next to when I arrived on the first day. Unbelievable as it is, I am by nature a very shy person, though most of it is hidden, or maybe kept under control, by maturity and long experiences and involvement in many things in life as well as interacting with various kinds of people. But the shyness manifests itself in my fearing to be a bother to people, especially when it comes to fields and things in which I am not well versed. This was the feeling I had when I first came to the workshop: I needed to be able to learn successfully on my own and not be a burden to others. However, that was not easy for someone of my age range who is just beginning to acquire literacy in many aspects of the field of computers.

It was as if the young man I sat next to was reading my inner fears. He was spontaneous in giving me help, most of the time halting his own progress in a lesson to assist me. He had empathy for my unfamiliarity with my recently acquired new laptop. He literally kept an eye on my progress and kept offering appreciative and encouraging remarks. He was so warm and friendly; he is unforgettable. This remarkable young man’s name is Said, from Morocco. I also got a lot of help, with a positive attitude, from Teles (a Kiswahili teacher). He shared his notes with me, which helped me catch up a little, as the pace of the lessons was too fast for me. Others also, like Sadam and the young Nigerian man at UW were easy to approach when I had questions and the instructor was still busy with another student. In fact, there was oneness among all nine of us. John, from the NALRC staff, was also very helpful with the computer learning.
The instructor was very good and knowledgeable in his field. But for me, at the beginning he was moving too fast with those who, because of their high level of computer literacy in general, were quick to grasp the various aspects and details of each lesson. I remembered the case of a friend of mine who bought herself a computer but spent years, literally, without acquiring knowledge of how to use the machine. She had attempted to learn, but had the depressing experience of being taught by computer experts with their typical speed and, shall I say, insensitivity toward those not yet familiar with computers, forgetting that there is a starting point for everyone in getting to master computer, or any other, skills. She had consequently vowed never to go back to those computer learning centers manned by the young computer experts.

On the second day I was beginning to get my friend’s experience. But I thought to myself that I came here to learn how to apply computers in my practice of African second/foreign language teaching. And that’s what I am going to do. I thank the Lord because He gave me the determination such that if I start something, I must see it through. So, on the second day, I plucked up courage and talked to the instructor. I requested that he keep in mind not to lose me when he taught, not to teach everything only orally but to provide written handouts of his lesson objectives, as well as of all the details of each aspect of each lesson. In this way I would be able to know where I was, where I should be, and to endeavor to catch up on my own if I got lost in each lesson. Also, for a novice in computers it is not easy to keep every detail by heart. He listened very sympathetically and even thanked me for telling him that. He was able to accede to my needs as one of his students for the week. He therefore proved himself to be a very good teacher, who will do all in his power and ability to accommodate all types of students with unreserved patience. That is appreciated.

So, where I had started the workshop as a technologically challenged person, I finished it successfully as a very non-technologically challenged person. I am certainly looking forward to more Technology Workshops. If we learned such a lot with such enjoyment in only four days, I am certain that much more can be achieved in the technology endeavor and function of the NALRC over a longer period, say two weeks.

Bringing together the Technology Workshop and Summer Institute attendees was another highlight of the NALRC arrangement of the two events of summer 2011. It was reviving to those of us who have past experience with the institute, and purpose-inspiring to the teachers in the institute program, in favor of attending future Technology Workshops.

I thank Professor Schleicher, the Director of NALRC, for accepting my application for the Technology Workshop. I am also grateful to the Center for African Studies, University of Florida, for financially enabling me to attend the workshop and gain so much knowledge.

Reflection on the Technology Workshop by Sami Alkyam:

With the growing attention to the use of technology as a tool for teaching languages, educators have become more aware of its capability to generate both self-governing and mutual learning settings in which language learners can acquire and practice a new language. It becomes a necessity for teachers to use the Internet, word processors, multimedia, PREZI, YouTube, and Google documents so their students can engage in individualized instruction designed to meet their specific needs.

In the case of the most commonly taught languages, these technology needs have long been integrated in the teaching materials. Unfortunately, with their lesser resources and funds, the less commonly taught languages have been missing this privilege of both training their teachers and integrating technology into their classes. As a language teacher of Arabic, I have always felt that there is a missing piece that might help me to be in line with the teachers of other languages like Spanish, French, German, Russian, and so on.

Therefore, through my participation in the Technology Workshop in teaching African languages, I came to understand why the NALRC is Mecca for the teachers of African languages. Through such workshops, the NALRC continues to upgrade the teachers of African
languages. It trains them in a way that makes them equipped to effectively teach their languages and also design their materials. After the workshop, I felt that the NALRC not only helps in strengthening the established and existing programs, but it also creates a confidence in the teachers of African languages that helps to compete with the teachers of other languages, and I mean the most commonly taught ones.

Let me tell you a bit about my participation in this workshop so we do fairness to the great job of both the organizers and the instructor of the workshop. Although it was only a week, I felt that I learned many things that are helpful in my teaching of Arabic. First, we learned how to create a PREZI presentation, which is, for me at least, something I have never heard of before. PREZI, in summary, is a tool that integrates together the concepts of maps, posters, and presentations, all into one unit. This unit, unlike the PowerPoint, is a non-linear presentation which gives us as teachers the ability to zoom in and out on any visual map containing words, links, images, and videos. Second, along with this we learned how to capture the PREZI presentation with “Jing,” SCREENR or CAMTASIA. We also learned how to create audio activities with sounds effects. In addition, we learned how to create a Drop Box in which we, as teachers, can share things with others in the learning community.

As I write my reflections on this workshop, I am reminded here of what the Yoruba teacher Dr. Adeolu Ademoyo once wished for, when he said that he wishes that technology could be used in a way that enhances our teaching style rather than distracting students from learning. To him and to the many wishful and ambitious teachers of African languages, I say the NALRC has made your wish and ours come true. In this workshop we learned how to make technology serves us rather than us serving it. To him also I say, as a participant of this workshop this year, I could not agree with you more when you said “the successful delivery of a new baby is determined by the professionalism of the midwives.” This metaphor, which stems from a rich and powerful African culture, summarizes the collective efforts that the NALRC staff has made from beyond the stage to ensure the success of this workshop and many others. To them all, and most particularly to the chair, Professor Antonia Schleicher, and her assistant Akinsola Ogundeji, we heartedly express our gratitude for your vision in the NALRC. To my colleagues who participated in this workshop, I say I am honored to have been given the chance to speak on your behalf. Thank you very much.

Reflection on the Technology Workshop by Adeolu Ademoyo:

As a participant in the Summer 2011 Technology Workshop, I am basing my reflections of our experience at the workshop on the origin of human beings. This allows me to draw the inseparable connection between we humans and technology. To you the audience I ask: what is the origin of humans? And what next after the Summer Institute and the Technology Workshop? I know that we are capable of giving different answers. But it seems to me that the creation of the human being was the first “technological miracle.” Based on this, the logical question is: which came first? Technology or humans? If we look closely at human activities from creation to post-creation we will see that the symbiosis between technology and human can be likened to the proverbial egg and chicken. It is in this context that I reflect on my experiences at the NALRC Summer 2011 Technology Workshop, and answer the human question which we all always ask privately: what next after this?

Go back to the earliest human. Going back to the tree-throwing, stone-throwing early human, we will observe that in the process of fending for themselves, stones, sticks, tree branches, parts of the body like hands and the mouth, all are simple and basic “technological tools” with which the earliest humans on earth fend for themselves, and we will answer the question: what next? Refinement of technology tools follows after creation. It follows therefore that technology is indispensable to our lives. It is the tool with which we realize and extend ourselves. It is the indispensability of technology to our contemporary world and by extension, to the teaching of African languages, and the need for humans to dominate, simplify, and domesticate technology that was part of the template upon which Professor du Plessis, the instructor of the Summer 2011 Technology Workshop, rested the workshop. From day one, he
simplified and demystified the presumed complexities and myths that are often wrongly associated with technology and its use in the teaching of languages. His instructional methodology shows that the simpler the technology, the more we are able to turn technology into our servant, and the better and the more beautiful it is.

In this process we jointly explored technology tools that best serve the interests of languages. Some of the presentation tools we learned were PREZI, “Jing,” Audacity, how to create Google Sites, and how to use Drop Box. On my part, I find the use of PREZI, “Jing,” and Audacity useful for the teaching of my language. I teach the Yoruba language, and these tools simplify for me the teaching of tones and vocabulary in the Yoruba language. With the hands-on instructional modality in the workshop, we were able to create and work on projects in our languages. This way, we are taking our experiences with us in an immediate sense and for use in our classrooms.

Given the changing dynamics of the contemporary world, especially a world which is increasingly technology-driven, African languages as part of the less commonly taught languages must step up in their pedagogy. We are also in a contemporary world where languages are being taught in a virtual world created by technology. It is in this regard that the NALRC Summer Technology Workshop has become a veritable and indispensable tool for African language instructors. Our students are heavily technology literate. We must follow them into this technology space and environment; otherwise, the job will not be done effectively. If we as instructors are not empowered technologically, we will not be able to follow and teach our students, who can be highly demanding in terms of technological needs. This is the connection between the NALRC Technology Workshop and the other Summer Institutes. I will therefore suggest that our newly “minted” Summer Institute graduates should come back to the NALRC Summer Technology Workshop and deepen themselves with the technological aspect of African language pedagogy, so as to expand the horizon of African languages here in the U.S.

All these successes were made possible by the collective strength of the NALRC staff and the instructors. Thus, on behalf of my colleagues in the Technology Workshop, I am thanking the NALRC and the staff for facilitating the efficient realization of our workshop. Without them, this would not have been possible. I want to thank our instructor Professor du Plessis for his instructional mode, making it easy to learn, and making practical the technology aspect of African language pedagogy. Thank you so much Professor du Plessis. We are grateful to the NALRC for consistently being an invaluable and indispensable tool for African languages in the U.S. and in the world. The answer to the question, “What next?” is: take your cue from the pedagogical mandate of the NALRC, domesticate technology, and follow your students to the technology environments and spaces they are in by taking technology to the African language classrooms. Imbibe the new way of thinking! Think creatively. Think tech! Thank you all.

Vote of Thanks by Said Hannouchi:

Dr. Schleicher, Dr. Cowell, Dr. du Plessis, Joe, Steve, my fellow colleagues, good evening. It is wonderful to be together again at the NALRC this evening to celebrate and reflect on how much has been accomplished over the four days of the Technology Workshop. I have always been eager to learn how to incorporate technology in my classroom. I knew how to use the usual technologies such as PowerPoint, video, cassettes…. but I did not know how to create animation videos.

Language pedagogy is dynamic and we, as teachers, need to be the first to realize it. Through technology we can be ahead of the game. The reason for me to participate in this workshop has been driven by two important points. First, we, as language teachers, need to speak the students’ language. Our students have been raised using computers, cell phones, and iPods that are used to make information colorful and alive. They are comfortable with this sort of media. This is what I mean by the students’ language. Second, it is said that a picture is worth a thousand words, then what is a video worth? Electronic media allows the teacher to move beyond words and images. In the Technology Workshop, we learned how to use the PREZI program, “Jing,” and Audacity. A combination of these programs helped us to create an animated video, which makes language come alive for our students.
My friends, great thanks to our instructor Professor du Plessis for his flexibility, sense of humor, and dedication. In conclusion, I would like to thank everybody who contributes from near or far to make this Technology Workshop successful. In particular, I would like to thank Dr. Schleicher and her team for their hard work and dedication.

STARTALK: Summer Swahili Professional Development Program July 11 - 29

The Swahili instructors, volunteer students, and staff.

The 2011 NCOLCTL Swahili STARTALK was held July 11th-29th, 2011. The NALRC co-sponsored this year’s NCOLCTL Swahili STARTALK by meeting the expenses of two participants from Kenya. Twelve Swahili instructors participated in the three-week program. The first week was an online Teacher Training Course, which covered numerous theoretical concepts. The participants took this portion of the course from their various bases. The remaining two weeks of the training were held at the Madison Concourse Hotel in Madison, WI.

Three Master Teachers, Dr. Alwiya S. Omar, Dr. John Kiarie Wa Njogu, and Dr. Antonia Schleicher, conducted the intensive resident sessions. In the first week of the residential program, various Second Language Acquisition theories and standards were emphasized. The participants also learned the importance of teaching language lessons in context, and how to create effective lesson plans for the different proficiency levels of Swahili classes.

Volunteer non-Swahili speaking students, recruited mostly from the University of Wisconsin-Madison, were brought in during the final week of the training to enable the participants to practically utilize the theoretical skills they had acquired. Each participant designed and prepared several teaching demos that they taught to the volunteer students. After each of their demos, the participants gained valuable feedback from their peers, instructors, and the volunteer students.
Susana Nkurlu listens to the students practice Swahili.

Samuel Mukoma tests the students’ knowledge of vocabulary.

An awards ceremony and dinner was held at the Madison Concourse Hotel to wind up the intense three-week program, at which the participants gave reflections about the program. In addition, each participant received a certificate of completion from NCOLCTL.

The following individuals received certificates for completing Swahili STARTALK:

Aaron Rosenberg - El Colegio de Mexico
Belinda Mlingo - International Center for Language Studies
Clara Momanyi - Catholic University of East Africa
Esther Lisanza - University of North Carolina
Geofred Osoro - Kansas State University
Jay Boss Rubin - Union College
Josaphat Waruhiu - Portland State University
Joyce Mmari - Columbus University
Judith Mmari - Boston University
Maina Mutonya - El Colegio de Mexico
Samuel Mukoma - University of San Francisco
Susana Nkurlu - University of Georgia, Athens

The visitors from STARTALK watch a lesson.

The participants perform a song at the awards ceremony.

Everyone gets ready to dance to “Jambo Bwana.”

The awards ceremony

The participants pose with their teachers Dr. Antonia Schleicher, Dr. Alwiya Omar, and Dr. John Kiarie Wa Njogu.
Reflection on STARTALK
by Jay Rubin:

We are all better language teachers for having participated in Swahili STARTALK. Or to put it more in the language of the program, we are better enablers of language learning. I can honestly say that the way I will conduct my Swahili classes has been forever changed—revolutionized. It won’t be easy to give up sentence diagramming on the blackboard, and speaking incessantly of subject markers, tense markers, object markers and verb roots—after all, that’s what most of us have been doing for years and years! Old habits, such as teaching linguistics instead of communication skills, die hard. But STARTALK is the silver bullet! For those of us, myself included, who did not really believe it was possible to teach Swahili without using English, our time together in Madison marks an important change for the better in our teaching careers. Before the program began, watching the videos of Professors Omar and Schleicher, I did not truly believe that I would be able to teach like that. That is, using the target language 90 - 100% of the time, teaching grammar implicitly instead of explicitly, and always putting language acquisition in a context similar to the context in which the language will actually be used. But the real beauty of the communicative approach to language teaching is that it’s not complicated—it’s actually quite simple and intuitive: you learn to speak a language by speaking it, not by studying how it is written and spoken.

It is somewhat ironic that I will no longer be teaching grammar, per se, in the Swahili classroom, because grammar is one of the things that pulled me into Swahili. Learning about the noun classes, and how to modify a simple verb to its passive, causative and stative forms was a fascinating experience. It is important to take into account, though, that students have different interests and different ways of learning; the same grammar lessons that I found fascinating may have been boring, or impossible to understand, for other students. One of the great features of the communicative approach is that it takes into consideration the various ways in which students acquire second languages. Grammar is still taught, but always in context, and never beyond the degree that students are able to understand in the target language.

As I begin my new position as an introductory Swahili instructor, I will implement the many things I have learned at Swahili STARTALK. Granted, since I will be using a teaching method that is new to me, I will be learning along with the students—while they are beginning to learn to communicate in Swahili, I will continue to learn how to best enable their learning. For it is learning, not teaching, that is at the heart of the communicative approach. As Professor Wa’Njogu said, “Mwalimu mzuri ni yule ambaye anaendelea kujifunz.” (A good teacher is one who continues to learn). Asanteni sana (thank you very much) to all people who made Swahili STARTALK possible, including the various organizations, the presenters, staff members, my fellow participants and the undergraduate students. All who were involved helped enable one another to become betters enablers of language learning. Wawaaa!

Reflection on STARTALK
by Geofred Osoro:

I have enjoyed this program because it has been enlightening. Through this course I have learned to appreciate the use of communicative methods of teaching. Though I had heard and tried to use the theory in the past, I was still not very proficient in using it yet. In my experience as an instructor of Swahili I have always wanted to know how I could effectively facilitate student learning. Through this training I have learned how to design a student-centered and goal oriented syllabus, focusing on the communicative approach. I now know how to put the communicative theory into practice. I thus feel that I have expanded my knowledge of foreign language teaching.
I have also learned how to prepare a highly organized lesson with communicative goals in mind, as well as make effective use of technology and other teaching materials such as the white board, visuals, and handouts. In addition I learned how to get students actively involved. From taking this training I now understand how to apply the theory of the communicative approach to language teaching and from now on I will be using communicative methods in my classes.

The online course was great. I learned a lot, especially from the video presentations, interviews and other course materials. The student and professor reflections helped me to understand not only the experiences of other professors but also the expectations as well as the variety of the needs of students. Teaching a foreign language to second language learners is not the same as teaching it to native speakers. The theory of backward design and oral proficiency interview (OPI) were eye-opening as well.

The training has also helped me understand myself better. It taught me skills I will take with me to my future teaching. The sense of community established right from the first day of the residential program has been a wonderful and rewarding experience.

I would recommend that all African language teachers in the USA be required to go through this kind of training. Thank you to all who were involved in making the program a success.

Reflection on STARTALK
by Belinda Mlingo:

At my home in Washington DC, as I enrolled for the Startalk Swahili program, I really had no clue or expectations of a revolution! My search was for teaching resources and some training to make me a better teacher. But today, upon completion of the program…. I believe I am a Star facilitator for Swahili learning and culture.

The online teaching course that we were required to undertake before the onsite training, did somehow shed some light to the standards of instruction we would receive even though relevance of topics like “The U.S. Educational System for Language Instructors” did not quite make an impression on me at first. Until later, when we had the volunteer learners…the wisdom of having familiarized myself with this system made sense to the whole communicative approach and backward design curriculum.

The first day I saw the program instructors and my fellow trainees for this program… my curiosity was piqued further… thinking to myself… what could I possibly learn or offer these professionals - mostly because upon introductions I learned that they were from a totally different teaching setting - all were from the universities/colleges. Whereas my setting is professional government employees - mainly U.S. military and foreign service officials. I was very apprehensive to say the least and I was not so sure that my “special” needs would be met.

Goodness, the program began and I felt more like a lost sailor in foreign waters. The ‘Revolution’ came with Mama (Professor) Antonia Schleicher… and she had me talking in Yoruba in 3 minutes flat!!!- expressing myself in Yoruba… telling everyone how I was doing and about my family…!

The proverbial light bulb went on! literally… all possibilities of achievement were laid out in front of me. all applications for the “mystic/abstract theories” became coherent and viable systems… easily understood and applicable to any learning setting. including my very special category of learners.

The sweet and polite Mama (Professor) Alwiya Omar… nurtured and gave us better understanding of Swahili standards and the application of proficiency guidelines in our facilitation of the Swahili language learning skill-sets I am personally required to master in lieu of my teaching settings.

Precision and focus were instilled to me by the “Judge” (Professor) John Kiarie. His knowledge of the Swahili language is awe-inspiring. Judge Kiarie’s instructions/guidance enabled us to translate and apply the abstract second language theories into classroom settings. We are now, I believe, wizards in developing commutative-oriented syllabi, lesson plans, assessments and tests.

Like the star I have become, I will definitely shine in the Swahili pedagogy…. asante sana.
Reflection on STARTALK
by Cali Owings:

With almost no experience with Swahili language or African culture, I decided to volunteer for STARTALK because I literally had nothing to do all day long. Mel is a friend of mine from high school, and when she pointed out this opportunity, I thought it can’t be that bad and FREE LUNCH- awesome!

While getting used to the mini-lessons and day-long learning were an adjustment, I’ve had fun every day learning Swahili. The classes were very interactive and I enjoyed seeing the different teaching styles from our instructors.

Even though I like learning, the hour-long lunch breaks have been my favorite part of the day. Getting to know the instructors has been the most valuable part of this learning experience. During our first lunch hour I was very shy and nervous, but I have opened up throughout the week. We had so much fun sharing stories and experiences over lunch, and I think that’s the greatest part of this program. It really brings people together and provided an opportunity for me to meet people I could never have met otherwise, since we’re all from different places.

I wish all the instructors good luck in whatever they pursue next, they have been great teachers this week and I know they will do well in the future, as well as do a shout out to all the students I’ve met, and thank your office for putting on this program.

Reflection on STARTALK
by Kelly Moses:

This past week has been a rewarding experience. Going into it, I was not sure how much could be accomplished within what boiled down to four days. How much meaningful material can be covered and understood within such a short time? As it turns out, it is quite a lot. It is amazing that within one week, the teachers were able to impart so much. Even though none of the students had any background knowledge of Swahili, the teachers were able to convey most of the meaning in their lessons without the use of English.

Their lessons started with simple concepts, and as the week went on, the teachers gradually progressed to more complex ideas. This was accomplished by incorporating each new lesson with pieces of previous lessons, using what the students had already learned as building blocks for new material. This method was extremely effective at demonstrating patterns in sentence structure and grammar. The juxtaposition between the old material, from past lessons, and new material, provided clear explanations of grammar rules. All of this was done without having to consciously focus on or explain the rules themselves. Simply seeing and hearing these patterns, through role plays, songs, etc., was enough for things to ‘click.’

For the students, this was a unique opportunity to learn something new. But it was something to witness the presenters refine their teaching techniques as the week went on. It was clear from day one that every one of them has a passion for teaching Swahili. By the end, you could see the teachers using that passion in the most effective way.
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Upcoming Conferences/Workshops
We urge our readers to take note of the following dates for upcoming conferences so that you can plan ahead and attend these very important events in the upcoming academic year 2011-2012:

i. African Studies Association (ASA)
54th Annual Meeting
November 17-19, 2011 in Washington, D.C.

ii. American Council on the Teaching of Foreign Languages (ACTFL)
Annual Convention and World Languages Expo
November 18-20, 2011 in Denver, Colorado
“50 Years of African Liberation”
“Empowering Language Educators Through Collaboration”

iii. African Language Teachers Association (ALTA)
Annual Conference
April 26-29, 2012 in Madison, Wisconsin
“Promoting Advanced Language Proficiency and Intercultural Competency in African Languages”

iv. National Council of Less Commonly Taught Languages (NCOLCTL) Annual Conference
April 26-29, 2012 in Madison, Wisconsin
“Promoting Advanced Language Proficiency and Intercultural Competency in LCTLs”

v. National African Language Resource Center (NALRC)
Summer Institute 2012
May 21-June 1, 2012 in Madison, WI

For more information on anything in this newsletter, including conference dates, or to learn more about the NALRC, please contact us. Visit our website at http://nalrc.wisc.edu, and look for us on Facebook!