From the Director
Professor Antonia Folarin Schleicher

It is through knowing where we are now that we will have a vivid picture of where we are going and hence lay down a sound plan of how to get there. This bulletin highlights the various activities and projects that have taken place over the past year. In addition, it gives an account of the activities and projects that are currently taking place. It also highlights on what we are yet to do.

What you read here, is the result of a lot of dedication by a group of scholars from many different parts of the USA and beyond who have contributed to the success of the National African Language Resource Center (NALRC) 2003-2004 activities. I would like to use this opportunity therefore, to express my gratitude to them. My first thanks go to Professors Thomas Hinnebusch, University of California-Los Angeles; Eyamba Bokamba, University of Illinois at Urbana Champaign; Richard Brecht, Center for Advanced Study of Language; and Alwiya Omar, Indiana University; for their invaluable support and suggestions on a regular basis. I am also very grateful to Professors Magdalena Hauner, Sally Magnan, Benjamin Rifkin, Charles James, Dustin Cowell, Mary Ann Fitzpatrick, Uli Schamiologlu, and Gilead Morahg for their invaluable support. Thanks also go to all the NALRC staff and project participants, without whose dedication and support the NALRC would not be what it is today.

In the year 2003-2004, the NALRC continued to fulfill its mission as a resource center for African languages through the organizing and hosting of various conferences and workshops, the release of 2 new journals, and the publishing of communicative oriented textbooks for Kiswahili, Lingala, and Egyptian colloquial Arabic.

Our African brochures have also grown from 19 to 23. I wish to thank Sookyung Park Cho and Memuna Sillah for the Temne, Krio, and Mende brochures. Thanks also go to Pauline Wangari Gichiru, Jane Njeri Irungu, and John Wanjogu for the Kikuyu Brochure.

Current projects at the NALRC include an audio CD ROM to accompany the Tuseme Kiswahili text book, a Jẹ Ká Kó (Let us Learn) Yoruba multimedia CD ROM, a survey to find out the trend of enrollment of different African language courses in American universities, additional vocabulary flash cards for several other languages, the K-12 project where learning materials for K-12 are being developed for various languages, and the dissemination of information through the distribution of brochures and other materials on a large scale to different parts of the United States.

The 2004 NALRC Summer Institute started and ended with a big bang. The NALRC hosted a very nice group of dedicated and collaborative African language instructors from 9 institutions, and representing 8 African languages. For the first time in the history of the NALRC Summer Institutes, two Hindi instructors were among the participants this year. I am especially grateful to Kathy Moulton and Steve Timm who were the outstanding instructors that made this year’s institute a big success.
Below are some of the comments of the participants of the 2004 NALRC Summer Institute:

• The Institute was challenging, but also very exciting. In fact, we had a lot of fun. More importantly, the institute was quite informative, enlightening, and fulfilling.
• I must mention that both the instructors were just perfect for the workshop: They acted as moderators, guiding us, intervening where necessary, pushing us a little, and working with us- they were just great! And I had a wonderful time in class.
• The last two weeks have been exciting and the workshop was wonderful and productive. I can tell and even take the pride to say that it is the product of the inspiration, wisdom, and hard work of our beloved instructors.

This fifth volume of the ULIMI bulletin thus 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 you would like to do for your languages, please feel free to contact us. In addition, we welcome any comments, additional thoughts, or concerns that you feel may be incorporated in the next issue of the ULIMI Bulletin. This is because ULIMI is your bulletin. Join us in making a difference in the learning and teaching of African languages in the US

PROJECTS: Moving From Strength to Strength

In its 5th year of funding, the NALRC has continued to improve the accessibility of African languages in the United States by getting involved with projects that strengthen the field of African languages as a profession through the development of resources for research, teaching, and learning of African Languages.

As has been said in previous editions, NALRC has continued to impact the future of African pedagogy in the USA in the following areas below. What follows is an explanation of the activities and projects that have taken place or are currently being executed in each area.

1. National African Language Program Coordination
3. Research in African Language Pedagogy
5. Professional Development for African Language Educators
6. African Language Enrollment Project

1. National African Language Program Coordination

i. African Language Program Inventory List

The inventory continues to be upgraded regularly to depict the current information about African Language Programs offered in various US colleges and universities. This list ultimately helps NALRC in the coordination of African Language programs nationally. Language developers, language pedagogists, language teachers, and language learners who are interested in the knowledge of African language programs in the United States are encouraged to use this list so they are aware of what is offered and where in the US. Since new programs are coming up, we realize that this list is not all inclusive. Suggestions to additions of new programs which you might be aware of that are not in this list are certainly most welcome. Please visit http://lang.nalrc.wisc.edu/nalrc to view the latest list.
ii. African Language Pedagogy Evaluating List
NALRC continues to make available scholars who are willing to serve as consultants for new or existing African language programs. The center encourages any African Language program developer to make use of the text *African Language program development and administration: A history and guidelines for future programs* by a leading Language pedagogist—Prof. Eyamba Georges Bokamba. This book is a ‘must read’ for existing program administrators and even new program developers for less commonly taught languages.

iii. African Language Coordinators’ Training Programs:
The NALRC offers training for African language coordinators. These workshops help African language coordinators understand their responsibilities and better mentor or work with different African language instructors whose language they do not speak or understand. Please contact the NALRC office if you or your language coordinator needs such training.

iv. African Language Resource List:
The NALRC maintains a list of African language instructors, native speakers, scholars who are interested in serving as translators, interpreters, and testers for different government and non-governmental agencies. If you feel you can provide the above services, you can call or email the NALRC office to be added to the list.

v. African Language Material and Workshop List
Living up to the mission of serving the entire community of African Language educators with teaching resources, the NALRC asked the 2003 institute fellows to come up with what they felt were specific material needs for their respective languages. Material needs for different languages including Amharic, IsiZulu, Shona, Swahili, Twi, Wolof, and Yoruba were put forward. The needs ranged from textbooks to teach the respective language in context to audio and video tapes, web based materials, and role play cards. This crucial list of material needs has been instrumental to the NALRC when planning which materials to develop and also in the sourcing of able scholars and instructors who can actually develop up-to-standard materials. As has been put forward in previous editions, the NALRC will continue to urge scholars and instructors who may be interested in developing any of the materials to please contact the office. The scholars and instructors are also urged to put forward any priority working material or workshop requirement that they feel NALRC should attend to even if they cannot develop the material themselves.

2. African Language Material Development and Dissemination
Through the tremendous efforts of diverse scholars and African language teachers, NALRC has made great strides in providing materials to enhance teaching of African languages. This year, 3 Let’s Speak Series textbooks and the National Council of Less Commonly Taught Languages (NCOLCTL) journal were published. In addition, NALRC is proud to announce publication of 4 new brochures thus increasing the number of languages represented from 19 to 23 and the development of yet another Flash Card representing 4 new languages which are Kinyarwandka, Kikuyu, Chichewa, and Lingala. For the first time, the K-12 African Language Learning Material project kicked off with Yoruba and Kiswahili Pre-K-5 books in the pipeline. Below is a breakdown of where we are now and where we are going in terms of material development by the NALRC.

Read more about the scholars and their material development projects on page 15.

A. Already published texts

**Reference Grammars**
- Pulaar Learners’ Reference Grammar (2002)
- Swahili Learners’ Reference Grammar (2001)

**Let’s Speak Series**
- Let’s Speak Egyptian Arabic: Dardasha (2004)

**Others:**
- Role play cards (2002)

**Journals**
- Journal of African Language Learning and Teaching (2001)
3. Research in African Language Pedagogy

With the expansion of the NALRC’s vision to not only include African languages but to also include other less commonly languages that are taught in the US like Hindi, it was decided to put more weight on the Journal of Less Commonly Taught Languages (JLCTL) rather than the Journal of African Language Learning and Teaching (JALLT). The JLCTL will also reach a wider group of instructors. We hope that the instructors of less commonly taught languages will continue to engage in quantitative and qualitative research on Less Commonly Taught Language pedagogy.

4. African Language Program Development and Evaluation

The NALRC continues to engage in the following activities that are designed to encourage the creation of new African Language study programs and to strengthen existing ones:

- African Language Program Evaluation Guidelines is a project to develop guidelines for evaluating African language programs which are consistent with both national guidelines for program assessment and the goals of African language program coordinators in the United States.
- Program Evaluation and Mentoring is a program of support and consultation for African language program administrators.

5. Professional Development of African Language Educators

NALRC supports 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. Because of the crucial importance of developing African Language teachers professionally, NALRC carried out the following activities under this project in the year 2003-2004:

- Annual African Language Teachers Association (ALTA) Conference Workshop
- National Council of Less Commonly Taught Languages (NCOLCTL) Conference
- Annual Summer Institute for African Language Instructors:

The next few pages are devoted to an extensive report of each of the above crucial projects.
African Language Teachers Association (ALTA) conference
April 29th - May 1st, 2004

A total of 48 participants registered for the conference 2004 which was held at the University of Wisconsin-Madison. The NALRC was a co-sponsor for the ALTA workshops and was also a part of the organizing committee for the conference.

For continued professionalization of African language teachers, new perspectives and approaches need to be introduced at the annual meeting at which African language instructors typically gather. In light of this, the conference started with a pre-conference workshop which was conducted by Dr. Andrew Cohen on "multiple approaches to language assessment". Participants were engaged in paired and group discussions during the workshop. They also took part in a brief ‘test construction’ activity in a small working group.

Right after the workshop, a reception for both the ALTA and The National Council of Less Commonly Taught Languages (NCOLCTL) followed in which the inauguration of the UW-Madison Language Institute took place. Much to the delight of the participants, the reception also featured 6 wonderful performances from various parts of the globe including Africa, China, India, Korea, and the Middle-East conveniently putting everyone in a festive mood. (See pictures below and right)

The welcome session was addressed by Professors Gilead Morahg, Magdalena Hauner, Sally Magnan, Alwiya Omar, and Antonia Schleicher.

During the conference, there were three plenary sessions and twenty nine paper presentations. A luncheon was also held in memoriam of Dr. Paul Kotey, a Ghanaian national and previous president of ALTA who passed away last year. Profs. Joe Amoako and Samuel Obeng, both clad in the traditional Ghanaian ‘Kente’, honored Paul Kotey as it would have been done in Ghana.
Among the presenters was Dr. James Dean Brown, from Hawaii. He gave his presentation on "What every Language Teacher Needs to Know about Research and Publication". Prof. Antonia Schleicher presented "Voices from the Field and Vision Statements of NALRC" where she portrayed the NALRC to be a standard of what a Language Resource Center should be. A Business Meeting was also held and the participants concluded that the 9th ALTA Conference would be held at Yale University in New Haven, Connecticut, between April 14th and 16th 2005.

Finally, a dinner was held for ALTA participants where the chief guest, Prof. Wande Abimbola gave his speech. Prof. Abimbola is currently the Special Adviser to President Olesegun Obasanjo of Nigeria on ‘Cultural Affairs and Traditional Matters.’ He spoke on the theme of the conference – "Expanding Our Vision for African Language Pedagogy: A priority for the 21st Century." He acknowledged the efforts that ALTA members were making in teaching the language and culture of Africa in the United States to Americans, African-Americans and other minorities.

After the conference, guests left for their respective destinations all over the country Sunday morning at their own pleasure.
A reception was also held for the NCOLCTL participants. It featured six dances from various parts of the world such as Africa, China, Laos, India, Korea and Middle Eastern regions.

The pre-conference workshop was conducted by Dr. Andrew Cohen on "Multiple Approaches to Language Assessment." Papers were presented in the fields of Research, Material, Curriculum, Teacher Development, Testing, and Technology. It was at this meeting that the NCOLCTL Executive Board announced the appointment of Prof. Antonia Schleicher as the new Executive Director of NCOLCTL. This appointment was approved and supported by the NCOLCTL Delegate Assembly. It was announced that the 2005 NCOLCTL conference will be held in Madison, Wisconsin. NALRC welcomes you all to Madison-Wisconsin to celebrate "The Year of Languages: Expanding the Presence of Less Commonly Taught Languages".

**The Summer Institute 2004**

NALRC continued its mission to develop competent teachers for less commonly taught languages by hosting its 5th annual summer institute. Languages represented at this year's institute included: Amharic, Chichewa, IsiZulu, Kinyarwanda, Kiswahili, Lingala, and for the first time in history, Hindi. As stressed by the chief evaluator Prof. Bokamba, the inclusion of the latter language expanded the institute's focus on African Languages to less commonly taught languages generally.

The institute consisted of a workshop from June 1st to June 14th. It was attended by 16 institute fellows from different institutions of higher learning in the United States and Africa; 1 evaluator from the University of Illinois, 1 guest from Indiana University, 2 institute leaders from UW-Madison, and the Director of NALRC, Prof. Antonia Schleicher. To date, NALRC is proud to announce that a total of 75 teaching assistants (TAs), lecturers, and faculty members have received training from the institute.

The goal of promoting less commonly taught languages in the education system of the United States was carried a step further by the commitment and zeal that both the instructors and participants showed during the two-week workshop. This year's institute was designed to promote not just the teaching and assessing of African languages but also the teaching of African Languages in a manner that was precise, fun, and creative for the maximum retention of knowledge acquired by the learners.

The institute was comprised of 3 main areas namely: teaching the skills of speaking and writing in the African Language classroom, teaching the skills of listening and reading in the African Language classroom, testing and assessing the four skills in the African Language classroom.
The Institute kicked off with opening remarks from the director of the NALRC, Prof. Antonia Schleicher. This was followed by short orientation remarks by the NALRC staff. Later, the two instructors took the students on an orientation tour to the English as a Second Language (ESL) lab which served as the resource room for the participants. The first week saw an intensive, yet fun workshop, led by Steve Tim and Kathy Moulton whose enthusiasm and expertise left the participants asking for more. They oversaw the presentations of numerous micro lessons in different languages that focused on the skills of speaking and listening while at the same time injecting an atmosphere that was fun and relaxing. During the second week, Moulton led the institute in reading and writing and in the assessment of the four skills in the classroom.

Present also during the second week to the delight of the participants was Prof. Eyamb a Bokam ba of the University of Illinois at Urbana Champaign who apart from being a participant was also the chief evaluator of the whole institute. In addition, Prof. Alwiya Omar of Indiana University also made guest appearances at the workshop despite her tight schedule because she was in town working on the K-12 project at the NALRC.

The experiences of the institute could not have been better expressed as observed by Prof Bokamba:

"Instead of structuring the program around the dominant African and alphabetic script languages, Kathy and Steve adopted a syllabus that combined lecture demonstrations with team-teaching by the participants. Each language group was given the opportunity to teach and assess each of the four skills. As a result, all the participants, including the instructors and observers like this writer, were exposed to the various languages, their scripts, and became novice multilinguals. The lessons practice-taught on each skill were freely chosen by the participants, and generally ranged from elementary level to intermediate. Each presentation was critiqued constructively, and groups were encouraged to build on those comments and the previously taught mini-lessons.

The sharing of teaching techniques, strategies, and class management styles created a climate of mutual support, creativity, and fun-filled learning that included a dance performance in isiZulu at the award ceremony. It was evident by the beginning of the second week that the participants underwent a transformation through the acquisition of new and better skills in teaching LCTLs. Even those TAs who initially saw little benefit to be gained by attending the institute felt that "it was the best professional enhancement course that they have ever attended."

Although the syllabus was tight and preparation for the following day’s lessons was almost overwhelming, the participants came up with a way to relieve stress during recess times by dancing to and eventually practicing for actual performance the South African ‘Gumboot dance’ which was led by Moses ‘Mouzzi’ Hadebe institute fellow from Indiana University. For most, it was the best thing that could have happened to us!
The participants also enjoyed some wonderful evenings at the UW-Madison’s Memorial Union’s Terrace which overlooks the beautiful Lake Mendota and which is a stone’s throw from both the venue of the workshop and the participants’ residence hall. The beauty of these social gatherings was that the instructors were always there with the students, which made it really fun.

The closing ceremony...

The closing ceremony was graced by the following scholars: **Prof. Aliko Songolo**, who chaired the ceremony for the third year running and who is the Director of the African Studies Program and professor of French and African Languages and Literature, welcomed the participants; **Prof. Sally Magnan**, who is the director of the Language Institute (LI), spoke briefly on LI’s mission, which is to foster and promote the study of multilanguages on campus and in the community by giving information to schools and the community; **Prof. Alwiya Omar**, who is the current President of ALTA, urged the participants to implement what they had learned and to continue collaborating and communicating with each other through emails or other means. Prof. Omar proposed the participants set up a website where they can communicate with each other regularly and have issues of importance posted on the Web; **Prof. Magdalena Hauner**, who is the Associate dean in the College of Letters and Sciences at UW-Madison, hailed different participants whom she noted came from not only different nationalities in Africa including India, but also from different academic disciplines which she said made a ‘fascinating collection of people to work together and learn from each other’; **Prof. Antonia Schleicher** who is the director of the NALRC thanked the many guests for the crucial roles they have played in making NALRC what it is today; and finally **Prof. Eyamba Bokamba** who was present at the institute for the 5th consecutive year was this year’s program evaluator. He spoke on ‘expanding the vision of the NALRC’ and stressed that the NALRC was determined to leave no stone unturned in the efforts to seek creative ways to make sure that its objectives as a resource center are met.

All in all, the following is the list of the institute participants who successfully graduated from the 2004 summer institute, their countries of origin, and their present location in the United States:

1. Abderrahmane Zouhir, **Morocco**
   University of Illinois at Urbana-Champaign
2. Aboubeida Mudawi, **Sudan**
   Ohio University
3. Archna Bhatia, **India**
University of Illinois at Urbana-Champaign
4. Bezza T. Ayalew, Ethiopia, University of Addis Ababa
5. Dumisile Mkhize, South Africa, University of Illinois at Urbana-Champaign
6. Ernest Mohochi, Kenya, Egerton University/St. Lawrence University
7. Esameddin Alhadi, Sudan, Ohio University
8. Joseph Mugenga, Rwanda, Ohio University
10. Malashri Gosh, India, University of Illinois at Urbana-Champaign
11. Mziwandile Hadebe, South Africa, Indiana University
12. Nyambura Mpesha, Kenya, Calvin College
13. Richard Nyirongo, Malawi, Ohio University
14. Wangari Gichiru, Kenya, University of Wisconsin-Madison
15. Wembo Lombela, Congo, University of Illinois at Urbana-Champaign
16. Zoliswa O. Mali, South Africa, University of Iowa

Prof Aliko Songolo introduced 4 institute speakers who gave the following speeches preceding the presentation of certificates to the above participants:

A. Abderrahmane Zouhir: University of Illinois at Urbana-Champaign
I feel honored to stand before you to express my feelings about the National African Language Resource Center. First of all, I would like to express my sincere appreciation and gratitude to Professor Antonia Schleicher, Professor Eyamba Bokamba and the center staff for their support, assistance and for having made this institute a valuable experience. I can testify that this center has provided all resources and training activities that have enhanced our teaching skills. It has also established and maintained networks among teachers of different languages. The last two weeks have been exciting and the workshop was wonderful and productive. I can tell and even take the pride to say that it is the product of the inspiration, wisdom and hard work of our beloved instructors Kathy and Steve. These two instructors have left an impact on me and a legacy that motivate me to effectively immerse in workshops such as this and seek the opportunity to kindle the same passion in my colleagues who have never been in this institute. Special thanks go out to them and to all participants. I can also testify to the great amount of valuable information I have learnt about listening and speaking activities as well as reading, vocabulary and writing activities. Equipped with this valuable information, I feel that I am going back to the University of Illinois at Urbana – Champaign with a new teaching pedagogy. Once again, a big thank you goes out to Professor Bokamba and Professor Schleicher for having given me the opportunity to participate and for sharing with us the professional experience they gave us through this institute. I pray that they continue to enrich this institute with their productive and valuable feedback. THANK YOU.

B. Malashri Gosh: University of Illinois-Urbana Champaign
Namaste! I would like to express my deepest gratitude to Professor Bokamba and Professor Schleicher for having us here attend the NALRC Summer Institute 2004 in the lovely city of Madison. Initially when I was selected for attending this workshop, I thought ‘This workshop is for African languages, where does Hindi (which is an Indo-Aryan Language) fit in the program?’ This was a very natural question in my mind. However, from the very first day of our workshop, I was simply amazed! I remember the first workshop was by our instructor Steve Tim. He taught us the skills of Listening and Speaking and how to integrate them into successful lessons for our students. I was surprised at Steve’s
unique ability to conduct the workshop beautifully. One week passed so quickly that I didn’t even realize! Every day was full of excitement, as we had to prepare for our presentations and put them out in front of the whole class. I should mention here that all the participants of the workshop have incredible wealth of knowledge. We saw one another present and picked up ideas from just observing each other perform. We were essentially self-learning as a class, observing and analyzing one another.

And then we learnt the skills of reading from Kathy. Kathy was just as enthusiastic in the class and we enjoyed every class of hers. I must mention that both the instructors were just perfect for the workshop: they acted as moderators, guiding us, intervening where necessary, pushing us a little, and working with us: they were just great! And I had a wonderful time in class.

I remember when Kathy used to give us (my colleague Archna and I: the Hindi TA s) a warning for taking more time than allotted during presentations ‘Your 10mins are up!’ Both Archna and I turned into eager, curious students in Steve and Kathy’s activities wanting to complete the given exercise first, always. And so, we were in certain ways simulating our students and then the thought occurred to me ‘I was a bad teacher earlier’, especially since I didn’t have any teaching experience before coming to University of Illinois at Urbana-Champaign to pursue my PhD in Linguistics. In all, this has been a lifetime of an experience and I wish I could come back here again The NALRC workshop is a definite memory for me. Everything associated with it: the instructors, the classroom, the Towers (where we put up), State Street (where I bought my beautiful lampshade!), the serene lake Mendota, different restaurants where we ate, everything is in my memory.

As I go back having been trained in the necessary skills of being a Foreign Language teacher, teaching Hindi to American students, I feel I have gained a lot from the workshop and this would definitely help me in improvising interesting teaching materials and in teaching in-class. Kathy and Steve taught us to become ‘teachers’ in true sense of the word and I cannot thank them enough. It was a great pleasure in undergoing the NALRC training. I can say now that the Institute does not only aim to extend the teaching of African languages but languages in general since language teaching skills apply universally and not only language specifically. Shukriya.

C. Wangari Gichiru: University of Wisconsin-Madison

Distinguished guests, the representatives of the National African Language Resource Center, and my fellow institute participants, I greet you all. I hope you have enjoyed the past two weeks here at the University of Wisconsin-Madison. I hope you have also had the opportunity to tour the city of Madison, the city with a lot of cheese, lakes, fun parks, and music.

When I arrived at the city of Madison from the University of Wisconsin-Eau Claire a couple of months ago, I asked myself the same question that many of the summer participants have asked me during their two weeks stay at Madison: aren’t there any tall buildings in this city? I found out from Madison residents that ‘we like them short enough not to obstruct the view of our beautiful capitol.’

Today, we are gathered here to not only reflect and take action what we learned at the institute but also to give recognition to a job well done. I had never attended a workshop such as this before. So I went there with mixed emotions of what to expect. On the first day of the institute, I took my seat near at the back row: I quickly surveyed the class and concluded that the whole atmosphere looked kind of tense. However, my observations were quickly proved wrong within the next day or two because though the classes were intense; the professors infused an atmosphere in the class that was not only fun but also very relaxing. In addition, it’s been a long time since I saw such enthusiasm and energy from a group of participants in any gathering. That probably explains why the two weeks passed in a wink because we had a lot of fun doing what I will call ‘Zulu Aerobics’ during recess times. There was also a lot of team spirit within the classroom which made learning fun.

Coming from the Education department, the key question that bothered me during the institute was: what really works when teaching foreign languages to a group of more often than not disinterested students? I
was excited to learn a lot of new and easy to use strategies that I could use to teach a foreign language or even that I could use to impart other kinds of knowledge to students in another subject. The participants came up with all sorts of ideas that we experimented with in class and found them to be very effective.

All in all, this institute was an eye opener for me. I learned that we must be willing to accept our mistakes and change our teaching styles in step with the changing times. This means that we must engage in continuous learning as time goes by. I learned that we must also not be afraid to ask questions: This is because I believe that is the question that enlightens. Different people may have the answers we seek. Our challenge is to keep asking and to keep seeking for what works in our classrooms. We can ask in different ways such as attending workshops like this one that we have just concluded, or reading literature in the field, or even literally asking questions to experts in the field from anywhere in the world (and for this I say God bless the internet).

In addition, I came to understand that it is not what you teach as much as how you teach it that really counts at the end of the day. It was therefore wonderful to learn that to read, write, or even speak in a foreign language is not as difficult as one would think. I was so excited at that revelation that I wanted to stand up and tell everyone within reach that yes: we can actually read, write, and even talk in the languages we think are most difficult when the material is presented to in an organized fashion that is learner-centered.

With the knowledge that we have acquired our job therefore, is to pass on the knowledge to students in a manner that will make it entertaining and memorable to them such that they may feel inclined to continue taking the foreign language subject in the future. We now know that it is true that a foreign language can be taught using the target language from as early as day one. If we can create and arouse interest in the students, more and more people will continue taking African languages in advanced levels in the future. I learned that keeping the lesson short, precise, and fun is the best key to learn a lot and eventually retaining more students.

We now have a bag full of ideas to take back with us to our respective schools. You realize as well as I do that teaching a foreign language is not an easy job especially to students who may want to take the subject to fulfill a requirement only. However, I do believe that even those who take the language with intentions other than the love to know the language, can have their minds changed by the way the lessons are presented to them and we may therefore be able to retain more students in the upper level classes.

Someone once said that ‘knowledge is only potential power’. I have come to understand that knowledge is and of it cannot help us until we make the ultimate decision to act on it. So I challenge my fellow institute participants to persistently implement the bagful of ideas that we have received from this institute and also new ones that we may come across in the field.

The Vision we hold that one day African languages will be taught starting all the way from K-12 and that the United States will have more and more continuing students who will be taking these languages at higher levels at the university is brighter than ever before. This vision can and will be turned into reality by us and those who will come after us. What we need to do is to persistently continue making progress from where we are now with the tools that we have and progress persistently until this vision becomes a reality.

Finally, as you proceed back to your institutions, we here at UW-Madison hope that you will have a safe trip back. We are sorry that you did not get to ride the boats on one of Madison’s many lakes. We at NALRC hope to see you all next year here at the University of Wisconsin-Madison for the summer institute 2005. Thank you.

D. Ernest Mohochi: Egerton University- Njoro, Kenya.

Having taught Kiswahili at the department of Languages and Linguistics in Egerton University, Kenya since 1994, I considered myself a good language teacher. Therefore, when I won a fellowship to teach Kiswahili at St. Lawrence University starting in fall this year, I thought that all I needed to do was pack my bags and head to Canton, New York in August. That would have been the biggest mistake in my professional life. Attendance of the workshop has made it clear to me that I was least prepared for the task. That is the case mainly because, apart from occasional classes for visiting foreign students in Kenya and a short study visit in Germany, I
have all along been teaching Kiswahili to students who have studied the language throughout their education and use it in most of their daily interactions. Given that background, in a sense, this has been a much-required pre-service course. I now appreciate the fact that teaching Kiswahili to students in America presents different challenges. I therefore wish to take this opportunity to extend my sincere gratitude to the National African Language Resource Center, for giving me the opportunity to participate in this year's institute, and St. Lawrence University for sponsoring my participation despite the fact that I have not yet reported to take up my fellowship.

Indeed the two weeks were quite challenging, but they were also very exciting. In fact, we had a lot of fun. More importantly, the institute was quite informative, enlightening and fulfilling. It was appropriately structured as it made it possible to try out theoretical viewpoints and teaching strategies in practical short teaching presentations, followed by open discussions. These interactive experiences served to enrich us all. It is my feeling, and I believe that of my colleagues, that the choice of instructors could not have been better. We are happy to have had a privilege to work with Steve Timm and Kathy Moulton. Briefly put, they were simply wonderful. Through their very able guidance, we have learned, among others, the need to be learner centered, creative in the planning and execution of our lessons; progressive in the presentation of materials, to choose meaningful and relevant tasks that our students can identify with, and to use the target language as much as possible. The list could go on and on. We are definitely better instructors now than we were two weeks ago. I can now confidently say St. Lawrence watch out for here comes Mohochi, from Kenya via Madison.

The NA LRC is doing a remarkable job in trying to enhance the teaching and learning of African languages in American colleges. The Director, Professor Antonia Schleicher, Professor Eyamba Bokamba, and the rest of your team, we are very proud of you and we wish you well in your stride to steer the center to greater heights. Our gratitude goes first to the National African Language Resource Center (NALRC)’s director, Professor Antonia Schleicher and her team for having facilitated yet another invaluable opportunity of in-service training for instructors of less commonly taught languages in the US, especially those originating from the Continent of Africa, joined for the first time by Hindi. Well, a visit to Durban, South Africa and some neighboring areas would make you see the legitimacy of Hindi, a Semitic language of Indian origin, today receiving a redefinition as an “African Language”. Research testifies to the African Dom or African heritage of Hindi as follows: The 1986 US Today stated that in South Africa, Hindi

Finally, to all those who participated in making the 2004 institute a success I say: Zikomo Kwambiri, Shukraan, Ngiyabonga, Asamasinalahw, Urakoze, Shukriya, Eboto Mingi, Asante Sana, Thank You.
has a population of 890,292 including all Indian languages. There are also 2,000,000 speakers of Western Hindi languages in all Africa (Voegelin & Voegelin, 1977), mainly in Natal. According to the Times of India, five Indian Languages-Tamil, Telugu, Urdu, Hindi, and Gujarati have been recognized as indigenous in South Africa.....so I say, Hindu is an African language.

This has been an amazing week for us all in terms of language teaching development: and, that would have never been the case, had NALRC not made the wise choice of a pair of dynamic and resourceful instructors in the person of none other than our own Steve Timm and Kathy Moulton. If I was in South Africa I would say, "Viva Steve, viva! Viva Kathy, viva!" and the people who understand the language of the struggle would join me in chorus! We salute these two gifts of the African Continent, packaged and stored in the United States of America. They are as good as a gift to us who have amassed an immeasurable treasure of strategies and methods of teaching our African languages to Americans. Through their meticulous, challenging, yet fun-filled delivery of skills, we have learned that language-teaching methods can function with success across languages. By default they are ESL instructors, but the methods they use for ESL have been proven at least by this contingent of institute fellows to be applicable to African Language teaching as well. If not, we would not be leaving this place speaking Arabic, Amharic, Chichewa, Hindi, Kinyarwanda, Lingala, and clicking proudly inisiZulu as we all do. Thank you Steve and Kathy for breaking the barriers that sometimes separate languages. Steve made learning how to teach and assess Speaking and Listening a fun-filled expedition. There was a lot of fun-filled-hard work. You don’t know what you missed from the poetry written to or for the institute fellows, each one of them, by the poet Steve Timm. You should have been there on his last day of teaching us. Absolutely awesome! Then, there came the vibrant, cheerful and resourceful Kathy with reading and writing teaching methods, as well as a bit of classroom management! Wow! Before we knew it, two weeks had come and gone, and our bags were full of newly acquired wisdom, yet we wanted the fun never to come to an end. They both had a way of making us dig into our “African minds” and come up with the wealth hidden therein- in a fashion that turned student into teacher and teacher into student in a gracious manner all the time.

Steve and Kathy we do not have enough words to express our gratitude, hence we have a number of people reiterating this same phrase, “thank you”: Zikomo! In my own language, isiXhosa, I would have said, "Enkosi".

We thank all the fellows of the institute for their effort in teaching each other their languages; applying the skills we were acquiring each day in authentic situations. All fun!

We learned also the fact that all languages are sophisticated and complex. One person would bemoan the difficulty of clicks; whilst the other would be scratching their head in response to the non-Roman alphabet languages we dealt with and conquered! Brave us!

Thank you Moses ‘MouZZi’ Hadebe, for tirelessly coaching us in Zurobics, the Zulu cultural gumboot dance that we all performed here. It kept stress in check after the tongue and intellectual gymnastics we all engaged in on a daily basis.

Finally, last but not least, we thank the honourable University of Wisconsin dignitaries, and guests who have graced this occasion with their attendance, and not only that but also the rendition of the speeches and performances. We thank Professor Bokamba and Professor Omar who arrived to observe what we were doing and ended up joining the bandwagon. I smell something good! Therefore I venture on to thank those who have helped prepare the dinner we are about to move on to now.

The South Africans whose languages are isiZulu and isiXhosa would sum this vote of thanks by this proverb, “Ukwanda kwaliwa ngumthakathi”. There is no English equivalent for that, therefore suffice it to say, thank you very much, one and all.

**Conclusion and what next…**

All in all, even those TA’s (like the writer of this article) who went to the institute with mixed emotions on what to expect, emerged from the institute with one sound conclusion: That it was an extremely beneficial professional enhancement course because we underwent a metamorphosis in terms of acquiring better skills and hence becoming better in the teaching of Less Commonly Taught Languages. I urge the participants to implement and share the new skills with their colleagues and friends. Since learning is not only lifelong but also dynamic, it is important for the participants and other instructors of less commonly taught languages to participate not just in the subsequent camps, but to also feel free to raise issues, concerns, and challenges that they face in their classrooms which they would like to see addressed at future institutes. NALRC will be happy to work with participants to look for solutions to challenges facing instructors in the classroom.

Last but not least, the instructors had this to say about their experiences as instructors as the institute:
What a Feast!

Is it possible for one to eat and eat and never feel full—to feel completely satisfied and yet feel it an absolute necessity to continue? (Answer below.)

It was our pleasure and privilege to serve as the two instructors for the NALRC Summer 2004 Institute here at the University of Wisconsin-Madison. Professor Antonia Schleicher and the entire NALRC staff treated us like royalty. Any request we had was promptly fulfilled; they worked tirelessly behind the scenes as well as behind the camera, filming every moment of the two-week institute.

And what moments they were! We very quickly learned that the institute participants were 16 of the most intelligent, capable, skilled, personable, and willing and daring individuals anyone could imagine. Certainly we had hoped for a vibrant group, but in our wildest dreams we had never encountered a group like this one. They almost instantly bonded as a group that had two goals: to become better teachers, and to support each other in the attempt. In both, they more than succeeded.

We also learned. We learned the pure pleasure of working with such an esteemed and lively group of people. We learned, through the wonderful mini-lessons that they presented every day of the institute, a little bit of the eight languages (for which there is documentary evidence). Most of all, perhaps, we were reminded that teaching and learning a language is about the people and cultures involved and that teachers can learn and students can teach.

As for the answer to our initial question, we can simply say "yes." We tasted the best the world has to offer—no: we gorged ourselves on it, until we thought we could take no more, but the day after the institute had concluded, we found ourselves incredibly hungry. And so we say to all of our new friends, "Fir mishorty."

NALRC 2004 Summer Camp for Material Development:

To narrow the gap that presently exists in the availability of teaching and learning resources of different African Languages as compared to the availability of teaching and learning resources of other commonly taught foreign languages such as Spanish, French, and German, NALRC is hosting another summer camp for material development. This year’s summer camp features one doctoral candidate and three professors each whose work at the summer camp is described below.

i) Bezza Ayalew Tesfaw
Bezza expects to finish working on the Amharic Textbook project in the. “Let Us Speak African Languages series” of the NALRC by mid August. Bezza has been an instructor in the department of Ethiopian Languages and Literature at Addis Ababa University-Ethiopia since 1990. He is also the chairman of the same department and coordinator of the Continuing Education Program of the Institute of Language Studies

ii) Prof. Alwiya Omar
Prof. Omar worked on the K-12 project where she is developing Kiswahili Learning materials for Pre K to 5th grade. She also worked on the audio materials for the Tuseme Kiswahili textbook. She is the new president of The African Language Teachers Association (ALTA) and is currently a professor at Indiana University in Bloomington, Indiana.

iii) Prof. Antonia Schleicher.
Prof. Schleicher is working on the K-12 Project where she is developing Yoruba Learning materials for Pre K to 5th grade. She is also working on Multimedia materials for Yoruba. She is the director of the NALRC and is also a professor of Linguistics and Yoruba at the University of Wisconsin-Madison
iv) Ndumisile Mkhize
Mkhize hails from South Africa and is currently a doctoral candidate at the University of Illinois at Urbana Champaign. She is continuing the ‘Masikhulume Isizulu’ project or Let’s Speak Zulu. The book has 18 chapters all of which had been drafted by the previous author Thandiwe Nxumalo.

6. African Language Enrollment Project
Following the suggestion of the NALRC National Advisory Board Members, the NALRC is conducting a survey of African Language Enrollments in approximately 80 US universities and colleges. Its purpose is to find out what kinds of African language courses are offered across the United States and how many students have enrolled in those courses since Fall 2002. This project will be very helpful to African language educators who teach African languages; to African language program coordinators who coordinate African language programs; to African language material developers who develop African language teaching materials; and to administrators who are interested in enrollment trend on different African languages in the United States.

ANNOUNCEMENTS:

i. Translations/Interpretations:
The NALRC continues to provide quality services in the area of translation and interpretation of many African Languages as the need arises around the United States. The list of translators and interpreters is still open to anyone who feels knows a less commonly taught language and may want to be an interpreter. On the other hand, if you need interpretation services please do not hesitate to contact us.

ii. Job Opportunities Advertisements:
The NALRC website is visited by many scholars, instructors, and students in the field of Less Commonly Taught Languages. Instructors are encouraged to inform the NALRC of any African language related vacancies that you may need to fill. The good news is that we will help you advertise at no cost.

iii. Upcoming Conferences, Dates and Venue:
We urge our readers to take note of the following dates for upcoming conferences so that you may plan ahead and attend these very crucial conferences in the upcoming academic year 2004-2005.

A. African Studies Association (ASA)
   Date: November 11 to 14, 2004.
   Venue: New Orleans, LA

B. American Council of Teachers of Foreign Languages (ACTFL)
   Date: November 19 to 21, 2004
   Venue: Chicago, IL

C. African Language Teachers Association (ALTA)
   Date: April 14 to April 16, 2005
   Venue: Yale University, New Haven, CT

D. 8th National Council of Less Commonly Taught Languages (NCOLCTL)
   Date: April 15 to 17, 2005.
   Venue: UW-Madison

E. Association of African Studies Program (AASP)
   Date: April 7 to 9, 2005
   Venue: Washington, DC

For any questions about dates and locations of conferences, please contact:
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