From the Director
Dr. Antonia Folarin Schleicher

The NALRC has completed its third year of funding for the cycle 2002-2006 through the U.S. Department of Education, International Education and Graduate Programs Service (IEGPS). This year was the busiest year for the NALRC. As part of its continuous efforts to improve the accessibility of African languages in the United States, the NALRC developed two more Learners’ Reference Grammar books, three Communicatively Oriented Textbooks, seven language brochures, and one Vocabulary Flash Cards CD-ROM. In addition to these, eight projects are in progress. The NALRC also continues its professional development activities for African language instructors nationally and internationally. During the summer of 2005, the NALRC hosted the 8th National Council of Less Commonly Taught Languages Annual Conference; the ACTFL Oral Proficiency Interview Workshop for the first time; the Standards-Based Measurement of Proficiency (STAMP) workshop for African languages; and the NALRC annual summer professional development institute.

I would like to use this opportunity to thank all the language scholars and instructors who helped the NALRC to succeed this year. First, I would like to thank the NALRC National and Local Advisory Board for their invaluable suggestions and feedback, which led to some of the projects the NALRC embarked on. I am also grateful to Steve Timm and Kathy Moulton who made the NALRC Summer 2005 Institute a great success. The summer institute participants expressed that, through Steve and Kathy’s enthusiastic teaching and training, they became better language teachers.

Many thanks also go to all the African language scholars who have participated in the NALRC material development camp. Through his hard work, Bezza Tesfaw Ayalew made available Amharic Learners’ Reference Grammar and Let’s Speak Amharic. Aquilina Mawadza was a serious and dedicated worker. During her short stay in Madison, she worked on the Shona Learners’ Reference Grammar, which was originally drafted by Peter Jamali and myself, and she finished both the First- and Second-Year Let’s Speak Shona series. Currently, Leonard Muaka is working on the Second-Year Let’s Speak Swahili with the help of Angaluki Muaka. Omar Ka is working on Let’s Speak Wolof and Seth Ofori finished his first draft of Let’s Speak Twi.

In this bulletin, I would also like to express my gratitude to many native speakers, scholars, instructors, and researchers of different African languages who served as reviewers for all our manuscripts and those who assisted in the development of our new language brochures. Some of these people and the languages they assisted us with are: Pauline Wangari Gichiru - wrote the text for Somali, Kinyrwanda, Luganda, Bemba, Kikongo, Kpelle, and Oromo brochures; Prof. George Stanley, Cameron University - reviewed Somali, Oromo, and Kpelle brochures and he also provided pictures for those brochures; Prof. Debra Spitulnik, Emory University - Bemba brochure; Prof. Hazel Carter, UW-Madison - Kikongo brochure; and Martin Johnson, Nathan Seward, and Richard C. Yarl - provided Kpelle pictures. Without the help of people like these, the NALRC could not be where it is now.
Last, but not the least, I would like to thank all the NALRC staff: Assistant Director Aidedoyin Adenuga; Project Assistants Pauline Wangari Gichiru, Venkatesh Janakiraman, and Sookyung Park Cho. Their dedication and support made the NALRC complete this year successfully.

The sixth volume of ULIMI provides you with more detailed information about each activity the NALRC has done this year. Please read this report and send us your comments and suggestions. I am sure that your feedback will be a key to the success of the NALRC during next cycle of funding.

OUR PROJECTS,
Our Strength is Growing

The National African Language Resource Center was established in September 1999 with a grant from the U.S. Department of Education to improve the accessibility of African languages in the United States by strengthening the field as a profession and by developing resources for the teaching, learning, and research of African languages. The Center’s mission is 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. The Center encourages a variety of pedagogical approaches to accommodate learner diversity, and advocates the integration of language and culture learning and the acquisition of fluency in these areas. It facilitates dialogue among teachers, learners, and administrators from a wide variety of cultural and institutional perspectives, and promotes the profession of African language teaching.

During the sixth 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
5. Professional Development for African Language Educators

1. National African Language Program Coordination

i. African Language Program Inventory List
The NALRC continues to upgrade the African language program inventory on a regular basis so that information about programs in African languages can be available to various universities and colleges that are planning to start African language programs. This list also helps individual language learners who are interested in learning African languages and who look for local institutions offering those language courses. In order to obtain a most current list of African language programs in the U.S., the NALRC welcomes your suggestions about new programs which are not included in the list. Please visit our website http://lang.nalrc.wisc.edu/nalrc to view the latest list.

ii. African Language Pedagogy Evaluators’ List
The NALRC continues to make available the list of scholars who are willing to serve as consultants for new or existing African language programs. As African language pedagogists, they assist the Center’s mission by evaluating existing African language programs and by helping to start new programs. As a part of efforts to assist African language programs, the Center published African Language Program Development
and Administration: A History and Guidelines for Future Programs. This text is an outcome of the life-long teaching and coordinating experience of one of the African language pedagogists, Prof. Eyamba Bokamba.

iii. African Language Coordinators’ Training Programs
The NALRC trains African language coordinators through various types of workshops. These workshops aim to promote African language coordinators’ effectiveness in working with a wide variety of African language instructors. Usually language coordinators are requested to work with other African language instructors whose language they do not speak or understand. These workshops teach the coordinators to work with their instructors better and to mentor them more successfully. If you or your language coordinator needs such training, please contact the NALRC office.

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-governmental agencies. This list is updated whenever the Center receives information from new resource people. If you are interested in providing this kind of service, please call or email the NALRC office to be included in the list.

v. African Language Material and Workshop List
In order to satisfy the Center's mission to serve the entire community of African language educators with teaching resources, the NALRC has paid attention to material needs in the field of teaching African languages. Since the initial needs assessment in 1999, the Center has reviewed African language material needs annually. Through the feedback from various members of African language teaching communities, the NALRC maintains a list of material needs and workshop needs for African language instructors. The needs range from textbooks to audio and video tapes, web-based materials, and role-play cards. This list is critical when the NALRC decides which materials to develop and when we search for an able scholar or instructor who can possibly develop these materials. All the NALRC publications originate from these annual needs assessments. The NALRC urges scholars and instructors, who may be interested in developing any of the materials, to contact the NALRC office. We also encourage them to inform us of any material and workshop needs that they feel the NALRC should attend to.

2. African Language Material Development and Dissemination
The NALRC has placed priority over the project of developing and disseminating African language materials, since in the field of African language teaching, the needs of teaching materials are more keenly felt than in most LCTLs fields. 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 such as Amharic. This year, the NALRC published three Let’s Speak Series textbooks, three Learners’ Reference Grammar books, two journals, and two multimedia CD-ROMs. In addition, the NALRC proudly announces seven new language brochures and as a result, the number of language brochures increases from 23 to 30. The following is the list of all the African language materials that have been developed and published by the NALRC since the year 2000. The list also includes forthcoming publications that are in progress.

i. Textbooks published by the NALRC
   Reference Grammars
   • Amharic Learners’ Reference Grammar (Bezza Tesfaw Ayalew, Addis Ababa University, Ethiopia, 2005)
   • Asante-Twi Learners’ Reference Grammar (David Adu-Amankwah, University of Florida, 2003)
   • Bamanankan Learners’ Reference Grammar (Amadou Tidiane Fofana, University of Wisconsin-Madison & Mamery Traoré, University of Graz, Austria, 2003)
   • Pulaar Learners’ Reference Grammar (Antonia Schleicher & Amadou Tidiane Fofana, University of Wisconsin-Madison, 2002)
   • Shona Learners’ Reference Grammar (Peter Jamali & Aquilina Mawadza, 2005)
   • Swahili Learners’ Reference Grammar (Katrina Daly Thompson & Antonia Schleicher, University of Wisconsin-Madison, 2001)
   • Zulu Learners’ Reference Grammar (Audrey N. Mbeje, University of Pennsylvania, 2005)
Let's Speak Series

- Let's Speak Amharic (Bezza Tesfaw Ayalew, Addis Ababa University, 2005)
- Let's Speak Egyptian Arabic: Dardasha (Mustafa Mughazy, Western Michigan University, 2004)
- Let's Speak Lingala: Tosolola Na Lingala (Eyamba Bokamba, University of Illinois, Urbana-Champaign, 2004)
- Let's Speak Setswana (Sheila Musi, University of the North, South Africa. 2005)
- Let's Speak Shona (Aquilina Mawadza, 2005)
- Let's Speak Zulu: Masikhulume Isizulu (Thandiwa Nxumalo, Witwatersrand, South Africa & Dumsile Mkhize, University of Illinois, Urbana-Champaign, 2005)

Others

- Role Play Cards (2002)

Journals

- Journal of African Language Learning and Teaching (2001)

Texts in progress

Reference Grammars

- Sesotho Learners’ Reference Grammar (Solomon Chaphole, Vista University, South Africa)
- Wolof Learners’ Reference Grammar (Omar Ka, University of Maryland-Baltimore County)
- Yoruba Learners’ Reference Grammar (Antonia Schleicher, University of Wisconsin-Madison)

Let’s Speak Series

- Let’s Speak Sesotho (Solomon Chaphole, Vista University, South Africa)
- Second-Year Let’s Speak Shona (Aquilina Mawadza)
- Second-Year Let’s Speak Swahili (Leonard Muaka, University of Illinois, Urbana-Champaign & Angaluki Muaka, Stanford University)
- Let’s Speak Twi (Seth Ofori, Indiana University)
- Let’s Speak Wolof (Omar Ka, University of Maryland-Baltimore County)

Multimedia Projects

- First and Second Year Yoruba Online Course
  Visit http://lang.nalrc.wisc.edu/level1 and http://lang.nalrc.wisc.edu/level2
- Advanced level (3rd Year) Yoruba CD ROM
- Vocabulary Flash Cards CD ROM in 15 African Languages
- Online bulletin board for African language learners and teachers.
  Visit http://lang.nalrc.wisc.edu/board/ubbthreads/ubbthreads.php
- Let’s Speak Swahili: Tusem e Kiswahili CD-ROM
- Let’s Speak Amharic CD-ROM
- Let’s Speak Egyptian Arabic: Dardasha CD-ROM

Multimedia projects in progress

- Je K’A Ko Yoruba CD-ROM
- Let’s Speak Setswana: Bua Setswana CD-ROM
3. Research in African Language Pedagogy

As an effort to increase the incorporation between the African language fields and other less-commonly taught languages (LCTL) fields, the NALRC now puts more emphasis on developing the Journal of the National Council of Less Commonly Taught Languages (JNCOLCTL) than the Journal of African Language Learning and Teaching (JALLT). The NALRC recently published Volume Two of JNCOLCTL. This volume features “The privilege of the LCTLs” by Heidi Brynes; “An analysis of learner motivation of LCTLs” by Junko Ueno; “Social bilingualism and foreign language teaching” by Amalia Llombart-Huesca; and “Meeting the standards for foreign language learning through an Internet-based newspaper project” by Miyuki Fukai. This new volume was distributed to around 300 people who attended the 8th National Council of Less Commonly Taught Languages Conference and thus it reached a wider group of language instructors than last year. We hope that the instructors of LCTLs including African 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 not only helps to strengthen existing African language programs but also encourages the creation of new African language programs. One of the activities is to develop 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. Another activity is Program Evaluation and Mentoring. It is an activity of support and consultation for African language program administrators.

5. Professional Development for African Language Educators

The NALRC supports African language educators 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. The following activities have been carried out under this project:

i. National Council of Less Commonly Taught Languages (NCOLCTL) Conference
ii. American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview Workshop
iii. Standards-Based Measurement of Proficiency Workshop
iv. Annual Summer Institute for African Language Instructors
vi. The evaluation of SCALI 2005

The next pages are devoted to an extensive report of each of the above activities.

National Council of Less Commonly Taught Languages (NCOLCTL)
April 17th-19th, 2005

The 8th annual international conference of the National Council of Less Commonly Taught Languages (NCOLCTL) took place between the 14th and the 17th of April 2005 at the Doubletree Hotel, Madison, WI. The theme of this year’s conference was “The Year of Languages: Expanding the Presence of Less Commonly Taught Languages.” The conference was organized by the National African
Language Resource Center and brought together about 200 participants from various countries such as Singapore, Hong Kong, United Kingdom and different parts of the United States. This conference was sponsored by the UW-Madison International Studies and Programs, UW-Madison College of Letters and Science, African Studies Program, Anonymous Funds, Center for East Asian Studies, Center for European Studies, Center for International Business Education and Research, Center for Russian, East Europe, and Central Asia, Center for South Asia, Department of African Languages and Literature, Department of Hebrew and Semitic Studies, Global Studies, Language Institute, Latin American, Caribbean and Iberian Studies, National African Language Resource Center, and NCOLCCTL.

The conference hosted a pre-conference workshop for the UW-Madison Less Commonly Taught Language community and conference participants. The conference also featured 4 plenary sessions, 50 paper presentations, 4 colloquium sessions and 11 poster presentations in addition to 9 exhibition booths. A computer with internet access was provided to the conference attendees at the exhibition room.

The pre-conference workshop was conducted by Prof. Masakazu Watabe on “Establishing a Realistic and
Effective LCT Language Program for Higher Education. The workshop focused on how to establish a language program in the U.S. higher educational institutions with results in mind. Discussion was centered on what kind of language program we should envision and establish before we begin teaching the first year of non-Indo-European language class.

The reception held on the same day featured colorful dance performances staged by the Natyaprana Dance Company. It was inaugurated with classic Bharatanatyam dances led by Kripa Bhaskaran. They were followed by dances from Arabia, India, Hmong, the Middle East and Africa. Global unity was emphasized by the last dance which featured all these performers dancing to the tune of Vande Mataram.

The Welcome session on the 15th of April was chaired by Michael Everson. Speakers included Associate Dean Magdalena Hauner, Sally Magnan, Antonia Schleicher and Dean Gilles Bousquet. The keynote address was delivered by Congressman Rush Holt of New Jersey. The need for foreign language education in the U.S. was emphasized by the Congressman in his talk, titled “An Uncommon Moment for Less Commonly Taught Languages”.

There were also four plenary sessions in the conference with eminent speakers from the LCTL field such as Ralph Hines, Richard Brecht, Robert Slater, Audrey Heining-Boynton, Ray Clifford and David Edwards. These sessions focused on topics like Title VI/Fulbright-Hays and Less Commonly Taught Languages, The Course of Human Events and Language Education in the U.S., The National Flagship Language Initiative (NFLI), American Council for the Teaching of Foreign Languages, Gaining Esteem in the Academe, and Languages and the National Interests.

Papers were presented in the fields of Research, Material, Curriculum, Teacher Development, Testing and Technology. The delegate assembly meeting was held on the 15th of April and it was attended by delegates from the constituent organizations of NCOLCTL as well as the NCOLCTL executive board members. The delegate assembly voted to accept MGLTA (Modern Greek Language Teachers Association) as an affiliate member of the NCOLCTL. They also elected Erika Gilson as the at-large representative for the executive board during the meeting.

A dinner was held on the 16th of April to honor Dr. Dora Johnson with the 2005 Ronald A. Walton Award in recognition of a career of distinguished service to the LCTLs. This was followed by an acceptance speech by Dora Johnson in which she shared with the audience, her invaluable experience in the LCTL field stretching over four decades.

The conference was a wonderful forum for the participants to share and communicate ideas on the common cause of promoting the Less Commonly Taught Languages and identifying the various needs in this field.
ACTFL Oral Proficiency Interview Workshop for African Language Instructors
May 23rd - 26th, 2005

With support from the American Council on the Teaching of Foreign Languages (ACTFL), the NALRC organized an Oral Proficiency Interview (OPI) Workshop from May 23rd to 26th, 2005. 18 participants from different African languages such as Swahili, Zulu, Yoruba, Somali, Sudanese Arabic, and Egyptian Arabic, attended the workshop and they were taught by two instructors, Virginia Maurer and Robert Vicars. The following is the list of participants:

1. Charles Bwenge (University of Florida - Swahili)
2. John Wa’Njogu (Yale University - Swahili)
3. Alwiya Omar (Indiana University - Swahili)
4. Magdalena Hauner (UW-Madison - Swahili)
5. Tom Hinnebusch (University of California - Swahili)
6. Leonard Muaka (University of Illinois - Swahili)
7. Zoliswa Mali (University of Iowa - Zulu)
8. Sandra Sanneh (Yale University - Zulu)
9. Audrey Mbeje (University of Pennsylvania - Zulu)
10. Akinsola Ogundeji (UW-Madison - Yoruba)
11. Akintunde Akinyemi (University of Florida - Yoruba)
12. Akinloye Ojo (University of Georgia - Yoruba)
13. Antonia Schleicher (UW-Madison - Yoruba)
14. Mustafa Mughazy (Western Michigan University - Egyptian Arabic)
15. Gebril Atta (University of Iowa - Egyptian Arabic)
16. Abdinoor Abdullahi (Ohio University - Somali)
17. Alhadil Esameddin (Ohio University - Sudanese Arabic)
18. Salama Mohammad (UW-Whitewater - Arabic)

On the first day, the participants had a plenary session about what the oral proficiency interview is. Ms. Maurer introduced various levels of proficiency and assessment criteria to determine the proficiency levels of interviewees. After the introduction, all the participants watched sample interviews and discussed together to figure out the interviewees’ proficiency levels. Volunteers also had a chance to practice interviewing based on the training they had got from Ms. Maurer. After each interview, the participants discussed the proficiency level of the interviewee and they also talked out the interview strategies and questions. On the second day, Mr. Vicars led a workshop about interview structure and strategies. He explained to the participants how to interview successfully and how to elicit talk from the interview. After the plenary session, the participants were divided into language specific groups and they had more opportunities to conduct interviews themselves. On the third day, the participants learned how to interview advanced and superior-level language learners since those learners require different skills from novice and intermediate-level learners. On the last day, the participants had another plenary session about implications of the OPI for classroom instruction and assessment.

All the participants said that this workshop exceeded their expectations. They thought this workshop meet the goals of the ACTFL OPI tester Training workshop, which were to teach the principles and procedures of oral proficiency testing and to provide ample opportunity for participants to practice interviewing and rating techniques. The activity the participants thought to be most useful was to practice interviewing learners of various levels. They also stated that they learned a lot by watching others conduct an interview as well. As for future pedagogical implications, the participants answered that they received very helpful insights and ideas for teaching a language and that this workshop would definitely make a change in their teaching as well as in their curriculum development.
Standards-Based Measurement of Proficiency (STAMP) Workshop
May 27 -28th, 2005

Right after the ACTFL Oral Proficiency Interview Workshop, the National African Language Resource Center hosted a two-day workshop on Standards-Based Measurement of Proficiency for assessing Yoruba, Swahili, and Zulu. This workshop took place from May 27th to 28th, 2005, and it was attended by only the Swahili, Yoruba and Zulu group, who also attended the ACTFL OPI workshop. The goal of the workshop was to teach African language scholars how to develop standards-based assessment items for four skills—speaking, writing, reading, and listening—for their specific African language; to develop writing and speaking questions for each ACTFL level—novice, intermediate, and advanced; to teach how to draft reading and listening items per benchmark level; and finally to communicate efficiently with an assessment specialist during the item creating and review process.

Greg Hopper-Moore and Sachiko Kamioka started the workshop with the introduction of Standards-Based Measurement of Proficiency (STAMP). The STAMP was first developed by the Center for Applied Second Language Studies, University of Oregon. They also explained how standards-based test items are created, what kinds of revision process they go through, and how those test items are validated. After the general session, the participants focused on each language skill: speaking, writing, reading, and listening. They learned what factors make test items good or bad depending on each language skill.

Later, the participants, divided into language specific groups, spent time in developing sample writing, speaking and reading questions. On the second day, the two trainers explained the logistics of the item development process and data transfer. In the remaining time, the participants were busy developing listening items while paying attention to the factors involved in writing a listening item. As a wrap-up, each language group presented the test items they had developed and shared the story of the item development process they had experienced. After the workshop, the participants will continue to work on together so that they can develop a standards-based African language assessment rubric.

NALRC SUMMER 2005 INSTITUTES

As a part of providing less commonly taught language (LCTL) educators with professional training, the NALRC has continued hosting Summer Institutes for 6 years. Through the Summer institutes, the NALRC can proudly announce that we have trained 91 teaching assistants, lecturers, instructors, and faculty members. As for those who are new in the field of LCTL teaching, the NALRC has equipped them with the knowledge of how to manage their classes as well as how to teach African languages. For those who are experienced teachers of LCTLs, the NALRC summer institutes provides an opportunity for further development in the field of second language acquisition.
Summer 2005 institutes lasted from May 31st to June 13th, 2005. In total, 9 fellows attended the institutes and they came from institutions of higher learning across the United States—University of Oregon, University of Illinois at Urbana-Champaign, Pennsylvania State University, Ohio University, Indiana University at Bloomington, and UW-Madison.

Upon the request of LCTL programs and also upon the feedback of the previous institute participants, this year’s summer institutes addressed four major themes: teaching speaking, listening, reading and writing skills in the African language classroom, testing and assessing the four skills in the African language classroom, lesson planning and classroom management.

The first part of the Institutes was led by Steve Timm, who has been leading the NALRC Summer Institutes for two years with the other instructor, Kathy Moulton. Steve Timm led the first week of the workshop, focusing on the teaching aspects of speaking and listening. Although the fellows had a great deal of information to absorb, Steve’s humorous and friendly demeanor made the workshop fun, as well as challenging. During the second week of the workshop, Kathy Moulton taught reading and writing skills. Kathy demonstrated how to keep students’ interest level up, having the fellows participate in language games and contests. These contests showed the summer institute class of 2005 to be the most competitive class yet, even turning to a videotape of “instant replay” to figure out who won a certain game!

On the last day of the institute, a closing ceremony was held in the Solitaire room at the Madison Concourse Hotel. Antonia Schleicher delivered a closing speech, congratulating all the fellows on the successful completion of the institutes and stressing the importance of the future generation of African language teachers. Certificates were presented to the following 9 fellows:
Reflections were given by Esther Lisanza, Marko Mwipo po, and speeches were given by Steve Timm and Kathy Moulton, and Mamaram Seck.

It is my honor tonight to stand before you and look back at what has happened in the last two weeks during our training. First and foremost, I would like to thank the NALRC for giving us the opportunity to attend the summer institute training. I would like to thank every staff involved in making our training possible. In particular, I would like to thank Prof. Schleicher for giving us the opportunity to be here. I remember the first time I met her at Illinois. She talked about the summer institute training and how effective the training is. This was the first time I had heard about this training. Thank you Professor for making me aware of the summer institute training. I also thank my colleagues for giving me the opportunity to be both a teacher and a student! You were my great friends in the past two weeks. Thank you guys, I will miss you!

Well, I have been trained as a Swahili teacher back in Kenya but I wasn't trained to teach Swahili as a foreign language. Therefore this training was very important to me and to us all who have attended this summer's training. I have taught Swahili as a second language at the University of Illinois for the last one year and as an instructor I have sometimes felt incapacitated in class though with my prior training. This is why the training I have received here comes in the right time to help me overcome my problems. I can confidently say I will be a better teacher than I was before.

As I came for the training, like many of the Summer Institute participants I was very sure it is impossible to teach Swahili without major use of English. However, through the Summer Institute training we have realized it is quite possible to teach any language by use of the target language with minimal use of English or other language. Summer Institute training has also given us the confidence to teach in our
For the last two weeks we have had wonderful instructors: Kathy and Steve. I have admired their style of teaching as many of my colleagues have said. I like the way they have been correcting our mistakes in class during our teaching. All through Kathy and Steve have been positive even when we committed mistakes. It was a great lesson to us, to always appreciate our students’ efforts. I have admired Kath’s energy and she has always given me a reason to be active in class too. Instructor Steve is charming as one of us has said and I believe we all agree.

Thank you baba Steve and Mama Kathy. Thank you all. Asanteni sana.

Marko Mvipopo shares his reflections at the award ceremony.

Marko J. Mvipopo, University of Oregon
First of all, I would like to thank God who made my attendance at the Summer Institute possible. Secondly, I thank the director of African Studies, University of Oregon, Dr. Steven Wooten and the director of the Self Study Language Program, Yamada Language Center, University of Oregon, Jeff Magoto who made prior arrangements for me. Equally, if not more important, I would like to also thank the director of the NALRC in Madison, Professor Antonia Schleicher, Assistant Adedoyin Adenuga and Project Coordinator Sookyung Park Cho who made all arrangements for me before and during the training.

I thank the individuals mentioned for their devoted service to their institutions on one hand and to me as a human person to the other. It is not easy to mention everything, each of them contributed to make the program a success. Their devotion ranged from the time they spend to material support. I stayed in a comfortable hotel because of them, I ate because of them, I feel I am a better language tutor because of them, I now have a longer list of friends because of them, I saw the wonderful beauty of Madison because of them (lakes Monona and Mendota, the capitol, and a large university campus) and too much more to mention.

The attendance to the training has totally changed me into a skilled language teacher. This makes me proud of the instructors, too. These are Kathy and Steve. Their experience in teaching has a blend of many things ranging from methodology to interaction with the learners/African Language tutors. Everyone left Madison happy on one hand because of them and sad on the other hand because we didn’t want to leave them! I haven’t forgotten Andrew - the technician, for his wonderful job during the training.

I realized that the Institute is playing a very significant role to the expansion and successful teaching in African languages. One of the reasons is that sometimes African language tutors have a general knowledge about teaching but they lack specific skills, necessary for a particular setting and audience, in this case the American learners. I did my first bachelor’s degree in arts with education, but I was not taught how to be a better teacher in African language. Also, the other reason for importance of this institute is that some instructors have never attended any teacher training before. So, without the NALRC, they would continue teaching without even being able to reason why they do that way or they shouldn’t do the way they are doing.

I would think that it is high time for the government and any interested stakeholders to make efforts in promoting African languages in many universities and colleges in the country. For instance, I would be happy to find that University of Oregon has more African languages being taught. For now, there is only Swahili language. I hope the Institute in Madison will stretch its eye and help to establish more languages at my institution.

Finally, I would like to congratulate the Institute director once again, for finding excellent instructors - Kathy and Steve. You will regret if you don’t retain them for another year’s instruction. Long live NALRC, the staff, and thanks to the US government.

Steve Timm and Kathy Moulton, University of Wisconsin, Madison
First of all, we two would like to thank the NALRC, Prof. Schleicher, Doyin, Sookyung and Andrew, who was a wonderful DJ and postman and who was making it possible for us to join once again and be part of this wonderful institute. It is really a privilege for us to be here. Quite frankly this is the highlight of the year for us. It was the last year, which was the first year Steve and I did it. When I say it is the highlight of this year, three months ago we were talking, “Here we can. It is coming again. It is going to be so wonderful.” It was just a fantastic experience for us and wonderful opportunity for us to meet you and learn more about your languages and your countries. It has just been fantastic.
I also want to say, since you talked about expectations coming into this kind. Having done it last year, it was so exciting and so different from many things I have done. In the two weeks, I was so excited and also dumber soon because there was a lot of energy. I just want to boil up like a volcano. And I felt “Okay, I have done it once. So this year, you know, I am used to it.” But I was surprised complete. This year was even more wonderful than last year. And I can definitely say, I think, an average of teaching of nine of you is even better than that of last year. I really think so. You’re very dynamic. We were looking through our notes today and realizing how much language we learned from each every one of you and in such a good way. So much fun and so much charm.

I also want to thank Prof. Schleicher very much for giving us this wonderful opportunity. This was very special to us. Thanks for Doyin for his serve behind the scene, quiet and persistent hard work. And even though I have never got any money from Sookyung and for Andrew, what can I say? You’re fabulous. He even helped Akin demonstrate Yoruba dialogues.

After these reflections, Kathy and Steve demonstrated a multi-language dialogue to prove that both of them learned so much language from the participants. The dialogue was composed of all the languages the Summer Institute participants represent. All the participants really appreciated Steve and Kathy’s concern and efforts to teach and even entertain them.

Mamaram Seck, Indiana University, Bloomington
I will say that in the name of all my colleagues here. I would like to say a few words of honor for all my colleagues. Especially to the Director of National African Language Resource Center, Dr. Schleicher and to all her staff, Andrew and Doyin for their hard work to make this program unbelievably successful. I also would like to say a few words of honor to the tremendous teachers, Kathy and Steve for the great opportunity they have given us to benefit from their outstanding teaching experience, knowledge, and tips. We are all proud of ourselves today. I feel very well prepared and confident to teach our native languages in a very communicative approach. With the voice of different people speaking different languages, I would like to thank you very much.
skill. On the second day, Antonia Schleicher continued the workshop by teaching the participants how to teach the four language skills. The instructors were given the opportunity to demonstrate micro teaching activities to one another based on what they had learned from the workshop, and discussions followed after each demonstration. For those who had already participated in the NALRC Summer Institutes, this workshop was a good chance to refresh their memory. On the other hand, for those who had never participated in the NALRC Summer Institutes, this workshop was a very good opportunity to learn essential skills in teaching African languages.

**NALRC Material Development Summer Camp**

The NALRC has been hosting a material development summer camp every year in order to make materials available for the teaching and learning of different African languages. The camp was first started in 2002, as an effort to narrow the gap between African languages and other commonly taught languages such as Spanish, French, and German in terms of the availability of teaching and learning resources. Since then, the Summer camp has produced four textbooks based on the communicative approach: Tuseme Kiswahili, Tosolola Na Lingala, Let’s Speak Amharic, and Let’s Speak Zulu. This year’s summer camp brought several scholars together again and made possible some manuscripts in progress.

1. **Aquilina Mawadza**

Aquilina Mawadza came from Zimbabwe and worked on a first-year and a second-year Shona textbooks. As a trained linguist and Shona instructor, Aquilina had written several books about Shona language grammar and teaching. She also teaches Shona as a foreign language. Since 1994, Mawadza has been teaching Shona to students of various levels such as university students and high school students both in Zimbabwe and in the United States. We were really lucky to have her come from South Africa, where she is currently based to attend the summer material development camp, which has now led to the development of both elementary and intermediate level textbooks for Shona.

2. **Seth Ofori**

Seth Ofori came from Ghana and he is currently a doctoral candidate at Indiana University-Bloomington. He attended the summer material development camp to work on the Twi textbook, which is one of the NALRC let’s speak African language series. Since 1997, Mr. Ofori has been teaching the Akan/Twi language to various students and he has been conducting a lot of research on the Akin/Twi language.
Leonard Muaka & Angaluki Muaka
Leonard Muaka originally came from Kenya and he is a doctoral candidate at the University of Illinois at Urbana-Champaign. During the summer material development camp, he participated in the project of developing a second-year Swahili textbook with Angaluki Muaka. Angaluki Muaka is currently teaching Swahili at Stanford University. Both of them had taught Swahili in Kenya, and since they came to the United States, they have put their efforts on teaching Swahili to English-speaking students. As Swahili instructors, they have a better understanding of students’ needs in learning Swahili especially at the intermediate level.

4. Omar Ka
Omar Ka originally came from Senegal and he is currently a professor in the department of Modern languages and linguistics at the University of Maryland Baltimore County Campus. During the Summer Camp, he worked on a first-year Wolof textbook. He has conducted a wide variety of studies on language planning and education in West Africa as well as on Wolof phonology and morphology. Let’s Speak Wolof is based on his experience as a Wolof language teacher and scholar.

5. Alwiya Omar
Alwiya Omar visited Madison again to finish the K-12 project, which is to develop Swahili learning materials for Pre-K to 5th grade students. She is the new president of the African Language Teachers Association (ALTA) and is currently a professor of Swahili at Indiana University in Bloomington.

6. Antonia Schleicher
Antonia Schleicher also participated in the K-12 project. She is currently working on Yoruba learning materials for Pre-K to 5th graders. She is also developing several multimedia learning materials for Yoruba. Prof. Schleicher is the director of the NALRC and the executive director of the National Council of Less Commonly Taught Languages. She is also a professor of African Languages and Literature at the University of Wisconsin-Madison.

Position Vacancy: African Languages and Literature
The Department of African Languages and Literature of the University of Wisconsin-Madison invites applications for a tenure-track position at the assistant professor level. We seek a scholar whose work focuses on African languages, literature, or linguistics, and who has a high level of competency in an African language. Preference will be given to candidates with a strong record in teaching. Applicants must have completed the Ph.D. by beginning of appointment in August 2006 and show promise of a distinguished career as a scholar and teacher. For consideration, your letter of application and c.v., three letters of recommendation, and a writing sample (strongly preferred length: under 50 pages of text) should arrive by Tuesday, November 1, 2005. The writing sample may be a self-standing essay, or a chapter from a dissertation or book project. Chapters should be accompanied by a brief outline or statement (less than 2 pages) that sets the chapter in the context of the larger work and its argument. Send materials to the following address: Prof. Linda Hunter, Chair of the Search Committee, Department of African Languages and Literature, 1414 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706 (lhunter@wisc.edu). The UW-Madison is an AA/EOE and encourages applications from women and minorities. Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalists cannot be guaranteed confidentiality.
1. Translations/Interpretations
The NALRC has been providing quality services in the area of translation and interpretation of various African languages. If you need these services, please contact us. We have a resource list of translators and interpreters. The list is not restricted to African languages, and it is also open to anyone who speaks a less commonly taught language. If you want to be included in the list, please let us know.

2. Job Opportunities Advertisements
Many scholars, instructors, and students in the field of less commonly taught languages visit the NALRC website. Please inform us of any African language related vacancies that you want to fill in your programs. We will be willing to advertise them at no cost.

3. Upcoming Conferences
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 conferences in the upcoming academic year 2005-2006.

i. African Studies Association (ASA)
Date: November 17-20, 2005
Venue: Washington D.C.
Theme: Health, Knowledge, and the Body/Politic in Africa and the African Diaspora

ii. American Council on the Teaching of Foreign Languages (ACTFL)
Date: November 18-20, 2005
Venue: Baltimore, Maryland
Theme: 2005-2015: Realizing Our Vision of Languages for All

iii. African Language Teachers Association (ALTA)
Date: March 23-25, 2006
Venue: Rutgers University
Theme: African Languages in the Age of Globalization: Prospects and Challenges

iv. Northeast Conference on the Teaching of Foreign Languages
Date: March 30 - April 2, 2006
Venue: New York Marriott Marquis
Theme: Building on Common Ground: Within, Across, Beyond

v. Association of African Studies Program (AASP)
Date: April 6-8, 2006
Venue: Washington D.C.

vi. National Council of Less Commonly Taught Languages (NCOLCTL)
Date: April 28-30, 2006
Venue: Madison, Wisconsin
Theme: Expanding the LCTL Capacities in the United States

For any questions about dates and locations of conferences, please contact:
National African Language Resource Center (NALRC)
4231 Humanities Building
455 North Park Street
Madison, WI 53706
Tel: 608-265-7905
Fax: 608-265-7904