From the Director
Dr. Antonia Folarin Schleicher

These are truly wonderful times for the NALRC. The 2005-2006 academic year was the fourth and final year of a grant provided by the U.S. Department of Education, International Education and Graduate Programs Service (IEGPS), and we are grateful to the IEGPS for the past four years. The NALRC is proud to report that the IEGPS has chosen to renew its funding of our efforts for the 2006-2010 cycle and we look forward to many more productive years at the NALRC.

The list of projects the NALRC has undertaken in the last four years is long and exciting. We have published nine “Let’s Speak” textbooks and seven learners’ reference grammars, a guide for African language program development, a variety of multimedia language learners’ tools, and six professional journals. More than a dozen other such projects are in the works. We have also continued our efforts to offer professional development opportunities for instructors of African languages. This year we hosted the 9th Annual Conference of the National Council of Less Commonly Taught Languages, a workshop to develop standards for African language instruction, and our annual Summer Institute for African language instructors. We anticipate that our list of publications and professional development opportunities will continue to grow as our abilities and relevance increase.

None of these accomplishments would have been possible without the dedicated service of African language scholars and instructors around the world. I would like to take this opportunity to thank Ben Elugbe, in Nigeria, and George Marquis, in Egypt, for helping to make the NALRC’s influence a global phenomenon. I was honored to have visited the National Institute for Nigerian Languages in Abia State, Nigeria and to have led a workshop for Foreign Language Teaching Assistants in Cairo. I would also like to thank the NALRC National and Local Advisory Board for helping to make our mission vibrant here in the United States.

The many scholars who have participated in materials development for the NALRC are deserving of thanks as well. This year, four new textbooks were written by Seth Ofori (Akan-Twi), Aquilina Mawadza (Shona), Sheila Mmusi (Setswana), and Solomon Chaphole (Sesotho). Currently, Leonce Rushubirwa and Alwiya Omar are working on an advanced level Kiswahili textbook. And very soon, we will begin the final stages for Sana Camara’s Wolof-English Dictionary and Omar Ka’s Let’s Speak Wolof textbook; Ibro Chekarou’s Let’s Speak Hausa, Amadou Tidiane Fofana’s Let’s Speak Pulaar, Mazemba Nzwanga’s Let’s Speak Kikongo, Abdullahi Abdinnoor’s Let’s Speak Somali and Leonard Muaka and Angaluki Muaka’s intermediate level Let’s Speak Swahili. The diligence and dedication that these scholars have shown is remarkable.

I also want to use this forum to thank the many other people who have dedicated their time to NALRC projects such as language brochures, workshops, and institutes. The hard work of language instructors, researchers, and native speakers in writing and reviewing materials, leading workshops, and sharing their insight make the myriad NALRC projects possible. Thank you, Steve Timm and Joe Nosek, for another wonderful Summer Institute. Marjorie Tussing, thank you for an enlightening
workshop on foreign language standards. Many thanks to Ray Clifford for the African Language Teachers Association Pre-Conference Workshop and to Margaret Malone for the National Council of Less Commonly Taught Languages Pre-Conference Workshop.

Finally, I would also like to thank the NALRC staff: Assistant Director Adedoyin Adenuga, Student Assistant Andrew Gurstelle, and Project Assistants Sookyung Park Cho, Bezza Tesfaw Ayalew, Adekunle Mofolasayo, and Matthew Brown. It is their dedication and day-by-day efforts that keep the NALRC functioning at such a high level.

This, the seventh volume of ULIMI, provides detailed information about all of the major NALRC projects of this past year. Please review this information and send any comments to the NALRC. Your feedback will be a crucial part of making the NALRC succeed during the years to come.

OUR PROJECTS,
“Stronger Than Ever”

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

1. National African Language Program Coordination
3. Research in African Language Pedagogy
4. African Language Program Development and Evaluation
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 maintain the most accurate list of African language programs in the U.S., the NALRC welcomes your suggestions about program changes not indicated on 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 a list of scholars who are willing to serve as consultants for new or existing African language programs. These experienced African language pedagogists assist the Center’s mission by evaluating existing African language programs and by helping to start new programs. These evaluators, and the program developers themselves, are provided with access to African Language Program Development and Administration: A History and Guidelines for Future Programs. This NALRC-published text is a product of the life-long teaching and coordinating experience of African language pedagogist 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 may not speak or understand. These workshops teach the coordinators to work with 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-government agencies. This list is updated whenever the Center receives information about new resource people. If you are interested in providing this kind of service, please call or email the NALRC office.

v. African Language Material and Workshop List
In order to satisfy the Center’s mission to provide the entire community of African language educators with teaching resources, the NALRC assesses the need for materials across the field of African language pedagogy. The Center has reviewed African language materials needs annually since its initial needs assessment in 1999. Part of this process includes gathering information about existing materials and workshops for African language instructors. These materials range from textbooks to audio and video tapes, web-based materials, and role-play cards. The catalog of existing materials and requests for new materials is critical to the material development and publication process at the NALRC. So far, all of the NALRC publications originated from these annual needs assessments. The NALRC urges scholars and instructors, who may be interested in developing such materials, to contact the NALRC office. We also encourage them to inform us of any material and workshop needs to which the NALRC should attend.

The NALRC has placed a high priority on developing and disseminating African language materials because, in the field of African language teaching, the need for teaching materials is so great. Through the tremendous efforts of diverse scholars and African language teachers, the NALRC has contributed to the development and dissemination of language teaching materials ranging from commonly taught African languages, such as Swahili, to less-commonly taught African languages such as Amharic. This year, the NALRC published four Let’s Speak Series textbooks, two journals, and an audio CD-ROM. In addition, the NALRC has completed five new language brochures and, as a result, the number of language brochures increased from 30 to 35. 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 indicates forthcoming publications.

i. Textbooks published by the NALRC

Learners’ Reference Grammars
- Swahili Learners’ Reference Grammar
  (Katrina Daly Thompson & Antonia Schleicher, University of Wisconsin-Madison, 2001)
- Pulaar Learners’ Reference Grammar
  (Antonia Schleicher & Amadou Tidiane Fofana, University of Wisconsin-Madison, 2002)
- Bamanankan Learners’ Reference Grammar
  (Amadou Tidiane Fofana, University of Wisconsin-Madison & Mamery Traoré, University of Graz, Austria, 2003)
- Asante-Twi Learners’ Reference Grammar
  (David Adu-Amankwah, University of Florida, 2003)
- Amharic Learners’ Reference Grammar
  (Benza Tesfaw Ayalew, Addis Ababa University, Ethiopia, 2005)
- Shona Learners’ Reference Grammar
  (Peter Jamali & Aquilina Mawadza, 2005)
- Zulu Learners’ Reference Grammar
  (Audrey N. Mbeje, University of Pennsylvania, 2005)
Let's Speak Series
- Let's Speak Egyptian Arabic: Dardasha Egyptian Arabic (Mustafa Mughazy, Western Michigan University, 2004)
- Let's Speak Lingala: Tosolola Na Lingala (Eyamba Bokamba, University of Illinois, Urbana-Champaign, 2004)
- Let's Speak Amharic (Bezza Tesfaw Ayalew, Addis Ababa University, 2005)
- Let's Speak Setswana: A Re Bueng Setswana (Sheila Onkaetse Mmusi, University of the North, South Africa, 2005)
- Let's Speak Zulu: Masikhulume Isizulu (Thandiwa Nxumalo, Witwatersrand, South Africa & Dumisile Mkhize, University of Illinois, Urbana-Champaign, 2005)
- Let's Speak Akan (Twi): Ma Yenka Akan (Twi) (Seth Ofori, University of Wisconsin-Madison, 2006)
- Let's Speak Sesotho: Bua Sesotho (Rampasane Solomon Chaphole, Vista University, South Africa, 2006)
- Let's Speak Shona: Ngatitaupe Shona (Aquilina Mawadza, 2006)

Other Languages
- Role Play Cards (2002)

Journals
- Journal of African Language Learning and Teaching (2001)
- Journal of the African Language Teachers Association, Volume 6 (Spring 2005)

ii. Texts in progress
Learners’ Reference Grammars
- Yoruba Learners’ Reference Grammar (Antonia Schleicher, University of Wisconsin-Madison)
- Swahili Learners’ Reference Grammar, Second Edition (Katrina Thompson, UCLA & Antonia Schleicher, University of Wisconsin-Madison)

Let’s Speak Series
- Second-Year (Intermediate) Let’s Speak Swahili (Leonard Muaka, University of Illinois, Urbana-Champaign & Angaluki Muaka, Stanford University)
- Third-Year (Advanced) Let’s Speak Swahili (Alwiya Omar, Indiana University & Leonce Rushubirwa, University of Kansas)
- Let’s Speak Wolof (Omar Ka, University of Maryland-Baltimore County)
- Let’s Speak Hausa (Ibro Chekaraou, Michigan State University)
- Let’s Speak Somali (Abdullahi Abdinoor, Ohio University)
- Let’s Speak Kikongo (Mazemba Nzwang’a)
- Let’s Speak Pulaar (Amadou Tidiane Fofana)

iii. 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
- Let’s Speak Swahili: Tusem e Kiswahili Audio CD
- Let’s Speak Amharic: Amharic Audio CD
- Let’s Speak Egyptian Arabic: Dardasha Audio CD
vi. Multimedia projects in progress
• Je K’A Ko Yoruba CD-ROM

v. Brochures
Amharic Malagasy
Arabic Mende
Bamana Pulaar
Bemba Oromo
Chichewa Setswana
Hausa Sesotho
Igbo Shona
Isixhosa Somali
Kikongo Swahili
Kikuyu Temne
Kinyarwanda Tigrinya
Kpelle Twi
Krio Wolof
Lingala Yoruba
Luganda Zulu

Guntharp; “College Heritage Language Speakers’ Perceptions of Heritage Languages and Identity” by Jingjing Qin; and “Models of Integrating Content and Language Learning” by Jiaying Howard. This new volume was distributed to nearly 300 people at the 9th National Council of Less Commonly Taught Languages Conference. It is the NALRC’s hope that 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 in which the Center engages is the development of African language program evaluation guidelines, which meet both national guidelines for program assessment and the goals of African language program coordinators in the United States. Another activity engaged in is Program Evaluation and Mentoring. This is simply the process by which the Center offers support and consultation, on an as-needed basis, 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 variety 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 in order to provide this kind of support:

i. National Council of Less Commonly Taught Languages (NCOLCTL) Conference
ii. African Language Standards Development Workshop
iii. Annual Summer Institute for African Language Instructors
v. The evaluation of SCALI 2006

The following pages are devoted to extensive reports on each of the above activities.
National Council of Less Commonly Taught Languages (NCOLCTL)
April 27th-30th, 2006

The 9th Annual International Conference of the National Council of Less Commonly Taught Languages was held at the Concourse Hotel in Madison, WI, April 27 – 30, 2006. The theme of this year’s conference was “Expanding the LCTL Capacities in the United States.” The conference was organized by the NCOLCTL Secretariat, which is housed in the offices of the NALRC. Nearly 200 LCTL professionals from around the United States, the United Kingdom, and China participated in this year’s conference.

Sponsors of this year’s conference included the University of Wisconsin-Madison International Studies; the International Institute; the Center for East Asian Studies; the Center for South Asian Studies; the Center for South East Asian Studies; the Department of African Languages and Literature; African Studies Program; the Department of Hebrew and Semitic Studies—with the generous support of the Ettinger Family Foundation; Global Studies; Latin American, Caribbean, and Iberian Studies; the National African Language Resource Center; NCOLCTL; the UW-Madison College of Letters and Science; and the UW Lectures Committee.

On Thursday, April 27, NCOLCTL held a Pre-Conference workshop, sponsored by the UW-Lectures Committee, open to all UW-Madison Less Commonly Taught Language professionals and conference participants. Dr. Margaret Malone, of the Center for Applied Linguistics, delivered this year’s pre-conference workshop on “Assessment in Less-Commonly Taught Languages.” The workshop consisted of four modules on the vocabulary of assessment, individual classroom needs assessments, assessment resources, and the differences and challenges of assessment facing LCTL classrooms and programs.

That evening, April 27, NCOLCTL held a joint reception with the Wisconsin International Outreach Consortium (WIOC), who were hosting the Title VI and Fulbright-Hays National Outreach Conference. With many members of both conferences in attendance at the reception, the total number of participants neared 300. The attendees were treated to a multimedia performance of skits, music, and dancing by UW-Madison less-commonly taught language classes. The languages represented in the performance included Yoruba, Hindi, Urdu, Telugu, Tibetan, Tagalog, and Indonesian.
The next morning, April 28, General Welcome Remarks were delivered by Antonia Schleicher, Gilles Bousquet, Magdalena Hauner, and Michael Everson. Immediately following, Gail McGinn, the Department of Defense's Senior Language Authority, delivered the keynote address of the conference, titled, “Expanding LCTL Capabilities in the Department of Defense.” Mrs. McGinn also presented NCOLCTL Executive Director, and Immediate Past President, Antonia Schleicher with the Gold Level Presidential Volunteer Service Award in recognition of all of Dr. Schleicher’s efforts in the interests of less-commonly taught languages and cultures.

Five other plenary presentations were also delivered over the course of the conference. Speakers at these sessions included Carl Falsgraf of the Center for Applied Second Language Studies, Robert Slater of the National Security Education Program, Ralph Hines of the International Education Programs Service (Department of Education), Richard Brecht of the Center for Advanced Study of Language, Paul Sandrock of the American Council on the Teaching of Foreign Language, and Elizabeth Bernhardt of Stanford University. The topics of these sessions ranged from discussions of the role of federal higher education partnerships, to Title VI/Fulbright-Hays and LCTLs, global literacy for all students, LCTL survival in higher education, and measuring proficiency in critical languages.

Gail McGinn delivers the Keynote Address at the NCOLCTL conference.

Robert Slater and Carl Falsgraf take questions following the second plenary session.

Professor Schleicher accepts the President’s Volunteer Service Award from Gail McGinn.

Ralph Hines addresses NCOLCTL and Title VI conference attendees.

Tibetan students perform at the Reception.

Backstage at the NCOLCTL Reception.
Forty-three (43) papers were presented at this year's conference on topics such as curriculum, materials, research, technology, and professional development. Ten (10) colloquia were presented and thirteen (13) exhibitors set up booths representing developers of LCTL materials, resource centers, or various agencies. Additionally, two member organizations of NCOLCTL, the Consortium for the Teaching of Indonesian and Malay (COTIM) and the South Asian Language Teachers Association (SALTA), held their annual meetings during the conference.

On Friday, April 28, a banquet was held in honor of Ray T. Clifford and Leonard Polakiewicz, winners of this year's A. Ronald Walton Award, which recognizes distinguished service in the field of LCTLS. Both recipients delivered acceptance speeches in which they illuminated the processes by which they had served the LCTL community in the past and in what direction they see the LCTL community moving in the future.

The NCOLCTL conference remains a substantial forum for the sharing of successes and problems in the field of LCTLS. Many attendees expressed enthusiasm for being able to derive collective solutions to common problems in the teaching of such languages.

The staff of the NCOLCTL Secretariat are grateful to the many people who contributed so much of their time and energy into making this year's conference a success. We would especially like to thank the volunteers who gave their time at the registration table, as session chairs, as performers, etc. We look forward to seeing everyone again next year for the 10th annual conference.
African Language Standards Development Workshop

May 22-26, 2006

Only days after classes ended for a number of African language teachers across the U.S., the NALRC convened a workshop on the campus of the University of Wisconsin-Madison to develop standards for three major African languages: Swahili, Yoruba, and Zulu.

The goal of the workshop was for leaders in the field of language pedagogy, representing three major African languages, to contribute standards for the teaching and learning of these particular African languages to the Standards for Foreign Language Learning in the 21st Century. According to the American Council on the Teaching of Foreign Languages (ACTFL) Website, the Standards were first published in 1996 following “an unprecedented consensus among educators, business leaders, government, and the community on the definition and role of foreign language instruction in American education.” Since that time, the standards have been revised and expanded to include a number of less-commonly taught languages such as Russian, Arabic, Chinese, Japanese, Portuguese, Italian, and Classical languages, beyond the commonly taught languages: Spanish, French, and German. These standards are used in educational settings ranging from Kindergarten to post-secondary institutions across the U.S. The contributions by teachers of Swahili, Yoruba, and Zulu represent the first contributions to the Standards concerning African languages.

Prior to the workshop, the participating language teachers wrote drafts based upon the model used by other languages. During the workshop, the teachers learned more about the philosophies and methodologies used to develop those models and applied that knowledge to the standards for their respective languages. Each African language was represented by three to four experienced scholars who worked collaboratively in this process. Dr. Marjorie Tussing, professor of German at California State University, Fullerton, joined the workshop on its third day. Her experience with the development of standards and scenarios for German and many other languages was invaluable as the workshop participants wrote those for African languages.

The product of the workshop’s labor, preliminary drafts of the standards for Swahili, Yoruba, and Zulu language education in the 21st Century, have been completed and sent to other scholars for review. When finished, the standards for Swahili, Yoruba, and Zulu will comprise the first languages in Volume II of the Standards.

Participating in the Workshop were:

**Swahili**
Alwiya Omar – Indiana University
Leonce Rushubirwa – University of Kansas
Katrina Thompson – UCLA
Charles Bwenge – University of Florida-Gainesville

**Yoruba**
Akintunde Akinyemi – University of Florida-Gainesville
Akinloye Ojo – University of Georgia-Athens
Antonia Folarin Schleicher – University of Wisconsin-Madison

**Zulu**
Audrey Mbeje – University of Pennsylvania
Sandra Sanneh – Yale University
Zoliswa Mali – University of Iowa
NALRC SUMMER 2006 INSTITUTE
May 30 - June 9, 2006

For the 7th year, the NALRC has hosted a Summer Institute in Madison, WI for professional development in the teaching of African languages. Through these yearly institutes, the NALRC has trained 102 teaching assistants, lecturers, instructors, and professors of African languages in some of the most current, research-supported practices for language education. For new teachers, the Institute helps define the look and feel of a modern language-learning classroom. For experienced teachers, the Institute offers a chance to learn and apply new techniques and strategies.

This year's Institute began on Tuesday, May 30th, and ran until Friday, June 9. Eleven teachers of African languages, from such diverse locations as the University of Oregon, Indiana University, the University of Illinois, the University of Wisconsin-Madison, Cornell University, Stanford University, Yale University, the University of Pennsylvania, and the University of Florida, attended this year's institute. The languages represented were Swahili, Yoruba, Akan-Twi, Wolof, and Chichewa.

The 2006 Instructors were Steve Timm and Joe Nosek, UW-Madison ESL teachers and practitioners of diverse pedagogical theories for the language classroom. During the first week of the Institute, Mr. Timm taught and modeled best practices for instruction in speaking, listening, reading, and writing skills. Mr. Nosek led the second week, presenting a variety of strategies for realizing vocabulary retention and providing meaningful assessment. The structure of the Institute focused on introducing participants to current theory and research-supported approaches, and then allowing the participants to plan and implement lessons using such approaches. Each lesson integrated speaking, listening, reading, and writing activities and the participants gained experience in formal and informal assessment of these skills.

This year's group was highly energetic and motivated. The teaching styles of Mr. Timm and Mr. Nosek, as well as the classroom atmosphere they cultivated, engendered a spirit of camaraderie and inventiveness. Participants were free to attempt lesson plans that incorporated new or experimental teaching methods in a critical, yet receptive environment.

NALRC Assistant Director, Adedoyin Adenuga, explains ongoing NALRC projects to the Summer Institute participants.

Joe Nosek and Steve Timm lead a session during the Summer Institute.

Peter Muhati delivers a sample Swahili lesson.
On the final day of the Institute, a closing ceremony was held at Buraka Restaurant, near downtown Madison. Antonia Schleicher presented each of the participants with certificates and delivered a few remarks about the great promise shown in the new generation of African language instructors. The following teachers received certificates of completion for the NALRC Summer Institute:

**Joselyn Essegbey** (Akan-Twi) 
University of Florida, Gainesville

**Hannah Essien** (Akan-Twi) 
Indiana University

**Abdulwahid Mazrui** (Swahili) 
Indiana University

**Ammna Kothari** (Swahili) 
University of Oregon, Eugene

**Beatrice Bolger** (Swahili) 
University of Pennsylvania

**Peter Muhati** (Swahili) 
University of Illinois, Urbana

**Adeolu Ademoyo** (Yoruba) 
Cornell University, Ithaca

**Olubunmi Asaolu** (Yoruba) 
Stanford University, California

**Oluseye Adesola** (Yoruba) 
Yale University

**Bala Saho** (Wolof) 
University of Illinois, Urbana

**Lucy Mkandawire-Valhmu** (Chichewa) 
University of Wisconsin-Madison

Joselyn Essegbey and Beatrice Bolger delivered reflections on their experiences in the Institute. Speeches were also delivered by Adeolu Ademoyo, Steve Timm, and Joe Nosek.

The past two weeks have been very educative and richly rewarding. We arrived here in Madison, Wisconsin on Monday, the 29th of May, 2006, and for many of us, it was the first time we were meeting each other. Yet by the end of our first day, thanks to the hospitality of our hosts and hostesses and the camaraderie of our instructors and the other fellows, we were already feeling very much at home. Our instructors, Steve Timm and Joe Nosek, created the kind of atmosphere that made it very easy for participants to offer candid comments of each other’s lessons without hesitation, because we were confident nothing would be taken personal. As for Steve’s humor, we could not bring ourselves to stop laughing although our cheeks were sore from constant laughter!!!

The result of this is that we saw remarkable improvements in our subsequent lessons in terms of content and execution. Joe Nosek put it so aptly when he said: “A teacher has to say very little for his students to learn a lot.”

Steve and Joe have taught us a wide variety of listening, speaking, writing and reading techniques that will enable us to better address almost all the possible scenarios we may encounter in teaching the target language in the classroom. Our testing and assessing skills have also been reinforced.

We have been able to improve upon our varied teaching styles as well. This will serve as a rich repertoire to fall back on anytime, since there is no one way of teaching a class. The various teaching aids, both complimentary and the ones we bought, will also come in very handy. The knowledge that the NARLC is always ready to assist us in our teaching needs is invaluable.

At the University of Florida, I would like to thank Prof. Ann Wehemeyer, Chair of the African and Asian Languages and Literatures, Prof. Leonardo Villalon, Head of the Center for African Studies and Dr. Charles Bwenge, African Languages, for sponsoring me to participate in the program. They committed the money to send me there because of their belief that the Institute is very useful.
At the NARLC, I would like to thank Prof. Schleicher in particular for the foresight in organizing such Summer Institutes. Our meetings with her have yielded lots of ideas. Messrs. Adeyin Adenuga, Matthew Brown and Adekunle Mofolasayo, were also very helpful both inside and outside the classroom. We leave this Institute full of conviction in our ability to use the target language in our classrooms and with no doubt that we will recommend the NARLC Summer Institute anytime, anywhere.

**Betty Bolger, University of Pennsylvania**

Good evening Prof. Schleicher, our Instructors Steve Timm and Joe Nosek, staff of NARLC, fellow participants, ladies and gentlemen.

We are very grateful for being part of the NARLC 2006 Summer Institute. The professionalism and methodology of our instructors allowed us to notice the importance of the mechanics used to make the teaching of a foreign language effective. As we sit here today, we can confidently say that we are ready to teach with ease.

The instructors and participants were both involved in educating each other about the ideal way of incorporating new methods of teaching, which would help to enhance the communication and oral transmission using the target language in an African language classroom.

Participants were encouraged by the instructors to experiment with their lesson plans and emphasis was placed on inclusion of activities which would help to engage students’ attention and keep them interested in learning the language. Today as we reflect back on our in-class discussions, we as participants have to agree that the instructors have equipped us with enough skills that we should be able to make any language lesson exciting for our students.

The summer institute gave us an opportunity to be in the place of our students, which helped to clarify some of the challenges our students would face in our African language class. The teaching/learning sessions allowed us to learn about American culture and appreciate the nuances of a teacher-student relationship.

In our collective opinion, we feel the NALRC should publicize their programs widely, so that language teachers can take advantage of this opportunity and become better teachers in the process.

We all agree that the Summer Institute’s experience was illuminating and challenging, which allowed us to become better teachers, especially with the ample feedback from our peers, who constantly challenged us to think outside the box. We have now formed lasting friendships with each other, which we all hope we will continue to foster.

**Steve Timm and Joe Nosek, University of Wisconsin-Madison**

*Making the “Case” for African Languages—Times Eleven!*

What happens when you take one Gambian, two Ghanaians, two Kenyans, one Malawian, three Nigerians, and two Tanzanians, bring them from all over the U.S. to Madison, Wisconsin, in a room on the top floor of a building with a view of Lake Mendota, and set them to teaching each other their languages? This was the question posed by the NALRC for the 2006 Summer Institute for the teaching of African languages. It was our great honor and pleasure to witness the answer unfold over the nine days of the Institute, and we would like to share it with you.

It begins with the simple fact that these eleven teachers are also eleven of the most amazing people anyone would ever want to meet. Through their openness, their willingness to learn, their diligence and determination, and their generous hearts, they quickly established an atmosphere that allowed for free and frank discussion of the teaching that took place, and they consistently discussed what they saw and experienced in a constructive and caring manner. They came with a range of experience, from none to years of teaching. By the end, that did not matter at all. These eleven people made the Institute a collaboration, in the truest sense of the word, with the result that the world is now blessed with eleven fantastic African language teachers—one “cases” for the study of an African language.

We learned so much of each language in such a short time (and we heard virtually no English spoken
during any of the lessons!—hmm, perhaps these two points are related?)—we can greet, we can count, we can express our aches and pains, we can buy a plane or train ticket, we can name the objects in a classroom, we can talk about our families—we can even say if we are fat! We also learned much about (say it with me, everyone) methodology. Perhaps most of all, however, we learned about the art of teaching, and so it may be that we have mis-titled our piece, and should instead call it “The Art of Language Teaching,” for the eleven participants in this year’s Institute are truly masters in the art of teaching language.

Although there is so much more to tell, we hope we have answered the question with which we began. They were nine of the most exhilarating days we have ever experienced in our teaching. For this, we want to thank the NALRC: Professor Schleicher, for the wisdom and foresight to create and host the Institute, and for inviting us to work in it; Doyin, for his untiring efforts in helping to make the myriad arrangements necessary for the Institute’s success; and Matthew, for his touch with a camera, his schlepping of treats, his unexpected but most welcome contributions to the discussions that took place, and for his way with the blues on a guitar. Most of all, to Abdulwahid, Ade, Ammina, Adua, Bala, Betty, Bunmi, Hannah, Lucy, Peter, and Seye, we want to say “asante”; “o se”; “medasi”; “jere-jef’”; and “zikomo.” And please join us in this final evaluation of our time together: “Mwakodza! Mwakodza! Shua!”

Adeolu Ademoyo, Cornell University

My colleagues and I in the 2006 NALRC African language summer program express our appreciation and thanks for the professional gains we have made during the period of the Institute. Given the academic nature of our positions, in our different institutions, we came to the Institute with great expectations—which were basically about revitalizing ourselves in the teaching of African and other languages as second languages. My colleagues and I are therefore saying that these professional and pedagogical expectations were adequately and profoundly met as a result of the excellent, competent, and professional dissemination of lectures and instructions by our instructors and with adequate administrative support from the NALRC and the ESL department. The instructional and pedagogical materials during our training were professionally packaged and excellently delivered. The total package was adequately and humbly supported by the administrative staff of the NALRC and ESL, thereby creating a friendly, humane and productive classroom experience conducive for our learning.

Though we came from different institutions, given the welcoming environment here at University of Wisconsin-Madison, created by the NALRC, ESL, and the Institute, we as participants in no time came to perceive our engagement with the Institute as a collective one. We thus saw the NALRC and ESL in this program as a team working for the success of our training. Without affecting this collective sense, we are saying thank you on an individual note to Matthew Brown who in no time situated us into the Madison area on a genial note; we are grateful to Adedoyin Adenuga who made sure that we lacked nothing administratively which helped to ensure a productive learning experience and process; we appreciate Adekunle Mofolasayo for his administrative intervention, we immensely thank Joe Nosek for his professional presentation of our Instructional materials, we are grateful and thank from the bottom of our hearts Steve Timm, who is a fine, professional instructor to the core and who has a fine and creative approach in presenting seemingly complex issues; and what? the big masquerade often rounds off a successful outing, so goes an African philosophical claim; hence from our hearts and minds we are thanking Professor Yetunde Schleicher for her foresight and long intellectual vision in establishing an Institute such as this; for her effective coordination long before the commencement of our Institute; for her kindness and for being just a good human being.

We are appreciative of the ESL staff on the 5th and 7th floors of the Helen C White Hall—where we worked for the duration of our training—and for coping with our often positive and expressive boisterousness as we learnt from one another in the classroom.

Once again we thank you all. We will meet again and at that point our meeting will be laden by natural, human and intellectual honey. We are living with fondness and good memories—freshly revitalized and equipped with the tools and skills to be better language teachers.

Thank you and God Bless.
On June 15 and 16, Antonia Schleicher led a workshop for instructors at the Summer Cooperative African Language Institute (SCALI). The 2006 SCALI instructors convened on the campus of Indiana University, Bloomington, two working days before the beginning of SCALI, to engage in professional development and prepare for the institute. Dr. Schleicher’s workshop, entitled “Workshop on Standards and the Implications for the Classroom” sought to inform practicing instructors of various African languages about the efforts to develop standards for African languages, as well as put those standards to use in actual classroom situations.

On Thursday, June 15, Dr. Schleicher presented the key concepts of foreign language standards: what they are and are not, and discussed the ways that standards can be brought to life in the classroom. On Friday, June 16, the instructors began the day by giving demo lessons which taught to specific standards. The workshop concluded with discussion and development of classroom scenarios that could be used to address other standards.

This year’s SCALI Workshop for Instructors was advantageous for ongoing NALRC projects. Having just finished the first drafts of standards for Yoruba, Swahili, and Zulu, the African language teaching community was given the chance to put those standards to the test. Also, by spreading the word of the effort to develop standards for African languages, and by encouraging instructors to develop classroom scenarios for addressing those standards, a greater number of minds were brought into the process of standards development.

NALRC Materials Development Summer Camp May 18th - June 9th, 2006

The NALRC has been hosting a materials 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 six textbooks based on the communicative
approach: Tuseme Kiswahili, Tosolola Na Lingala, Let’s Speak Amharic, Masikhulume isiZulu, Ma Yenka Akan (Twi), and Ngatitaure Shona.

This year’s summer camp put into motion the development of a manuscript for an advanced level Kiswahili textbook. Professors Alwiya Omar and Leonce Rushubirwa are the authors, both of whom also attended the Standards Development Workshop this summer. The experience they had in that workshop was a great influence on the experience they had writing this textbook.

According to Professor Omar, “Participating in the Standards workshop has helped us a lot in the development of Tuwasiliane Kwa Kiswahili, the Kiswahili textbook for advanced learners. We took into consideration the goals of the 5 Cs (Communication, Cultures, Connections, Comparison, and Communities) while developing exercises to go with the first three main sections presented in the book: texts, dialogues, and cultural notes. Knowing the standards for each of the goals enabled us to better formulate the questions that came before, during, and after the reading phases of these sections. The standards have also helped us in developing context-based exercises to reinforce grammar and vocabulary.”

Professor Omar currently teaches Kiswahili at Indiana University. She is the past President of the African Language Teachers Association and past executive board member of the National Council of Less Commonly Taught Languages. Professor Leonce Rushubirwa teaches Kiswahili at the University of Kansas. He is the current Vice President of the African Language Teachers Association.

As the work of the NALRC becomes more widely recognized, the Center, and its Director, are being asked to participate in a greater variety of African language projects. In March, Professor Schleicher was invited to the National Institute of Nigerian Languages (NINLAN) in Aba, Abia State, Nigeria. There she presented a lecture about the “Status of African Language Pedagogy in the United States.” The hope of NINLAN’s Director, Ben Elugbe, (and that of the NALRC) is that a greater collaborative relationship can develop between his organization and the NALRC, whereby the status of African language pedagogy in the United States can have a stronger relationship with African language pedagogy in Africa.

More recently, Professor Schleicher was invited to give a workshop at the Fulbright Foreign Language Teaching Assistant (FLTA) orientation in Cairo, Egypt, July 16-20, 2006. The purpose of the FLTA orientation in Cairo is to bring together and prepare Fulbright teachers, from Africa and the Middle East, who are bound for U.S institutions where they will teach their native languages and cultures to American students. Professor Schleicher shared with these new teachers her years of experience, training, and research in teaching African languages to American students. She delivered a series of lectures on achieving desirable outcomes in teaching African languages and helped these new teachers to understand and appreciate the roles they were about to assume.

The NALRC hopes that more of these kinds of experiences await the Center in the future. Establishing a relationship between African language
pedagogy in the U.S. and in Africa will be vital to the field. Furthermore, it will be crucial to make an effort to meet teachers of African languages on their “turf” and prepare them for the important jobs they do in American institutions.

ANNOUNCEMENTS

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 2006-2007.

i. African Studies Association (ASA)
Date: November 16-19, 2006
Venue: San Francisco, California
Theme: (Re)Thinking Africa and the World: Internal Reflections, External Responses

ii. American Council on the Teaching of Foreign Languages (ACTFL)
Date: November 16-19, 2006
Venue: Nashville, Tennessee
Theme: Discover the Future . . . Discover Languages

iii. African Language Teachers Association (ALTA)
Date: March 22-25, 2007
Venue: University of Florida, Gainesville
Theme: African Language Pedagogy and Media: Striving for a Successful Learning Experience

iv. Association of African Studies Program (AASP)
Date: April 12-14, 2007
Venue: Washington D.C.

v. National Council of Less Commonly Taught Languages (NCO LCTL)
Date: April 26-29, 2007
Venue: Madison, Wisconsin
Theme: Professional Horizons in LCTLs: Reality and Promise

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