From the Director
Dr. Antonia Folarin Schleicher

The NALRC continues in its quest for excellence in African language pedagogy. We are grateful to the International Education and Graduate Programs Service (IEGPS) of the Department of Education for its continual support of the NALRC activities.

The NALRC has been actively involved in many exciting projects over the past year. In June, many scholars participated in the African Language Standards and STAMP (Standards Based Measurement of Proficiency) workshop at the University of Wisconsin, Madison. This year’s workshop brought together instructors of Wolof, Akan-Twi, Hausa, and Afrikaans to begin developing Standards documents for their respective languages. These scholars are Fanta Diamanka, Aissatou Diop-Hashim, Omar Ka, Mamamaye Seck (Wolof), Joe Amoako, James Essegbe, Samuel Obeng, Seth Ofori, Charles Owu-Ewie (Akan-Twi), Ibro Chekaraou (Hausa) and Jacques du Plessis (Afrikaans). Other participants were Sam Mchombo who reviewed the Swahili Standards and Ayoola Shotonwa who observed the process of Standards development. Some Standards drafts were revised and reviewed with the assistance of Alwiya Omar and Antonia Schleicher, who participated in developing the Swahili and the Yoruba Standards respectively. By the end of the workshop, the Wolof and Akan-Twi groups completed full drafts of the Standards for their languages.

The NALRC published a record six new books this year: Aquilina Mawadza’s Ngativerenge Shona, Leonard Muaka and Angaluki Muaka’s Tusome Kiswahili, Sana Camara’s Wolof Lexicon and Grammar, Abdullahi Abdinoor’s Af Soomaali Aan Ku Hadalno (Hadallo), Mazemba Anatole Nzwanaga’s Let’s Speak Kikongo, and the second edition of Katrina Thompson’s Swahili Learners’ Reference Grammar. Ibro Chekarou’s Let’s Speak Hausa is also in the pipeline. In addition to the new textbooks and dictionary, we have increased our African language brochures, adding SiSwati, Ndebele, Acholi, Kimbundu, Afrikaans, Dinka, Tsonga and Nuer to the existing list.

I extend profound gratitude to the many African language scholars around the world who contributed to the accomplishment of the NALRC’s goals. These include authors of the latest and forthcoming books from the NALRC press: Aquilina Mawadza, Leonard Muaka, Angaluki Muaka, Sana Camara, Abdullahi Abdinoor, Mazemba Anatole Nzwanaga, Alwiya Omar and Leonce Rushubirwa. Omar and Rushubirwa’s sterling efforts have given birth to the third level Kiswahili textbook, Let’s Communicate in Kiswahili. The commitment and dedication that these and other scholars have demonstrated is nothing short of remarkable.

I also want to take this opportunity to thank many other people who participated in the NALRC projects such as the Summer institute and the development of language brochures and pamphlets. These challenging tasks were accomplished through the commitment of many. Thank you once again Steve Timm and Joe Nosek for yet another successful Summer Institute. Thanks too to Patricia Kuntz for your invaluable contribution to the Standards and STAMP workshop and Christine Brown for
I also extend my gratitude to the team behind the scenes: the NALRC’s Assistant Director Adedoyin Adenuga; Outreach and Dissemination Coordinator, Kehinde Omosebi; Project Assistants, Joseph Chikowero and Matt Brown. Thank you for all your dedication and hard work.

In this, the eighth volume of ULIMI, we provide detailed information about the major NALRC projects this past year, namely the NCOLCTL Conference, the African Languages Standards workshop, the Summer 2007 Institute, the FLTA workshops, the Summer Cooperative African Language Institute Workshop and new NALRC publications. We truly appreciate your invaluable feedback that continues to guide us as we strive to meet your needs and expectations. Shukran. Jerejef. Asante. E seun. Zikomo. Thank you.

NALRC Projects Continue to Grow

The National African Languages Resource Center was established in September 1999 with a grant from the US 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 eighth 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. The list also helps individual 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 US, the NALRC welcomes your suggestions. Please visit out website http://lang.nalrc.wisc.edu/nalrc/home.html 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 coordination 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 variety of African language instructors, whose language they may not understand. These workshops teach the coordinators to work with instructors better and to mentor them more successfully. If you and your language coordinator need 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 e-mail the NALRC office.

v. African Language Materials and Workshop List

In order to satisfy the Center’s mission to provide the entire community of African language educators with teaching resources, the NALRC assesses 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 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 contact us for any material and workshop needs to which the NALRC should attend.

2. African Language Materials

Development and Dissemination

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 Kiswahili, to less-commonly taught ones such as Amharic. Towards the end of last year, the NALRC published two texts, the Wolof Lexicon and Grammar and for the Let’s Read Series, Ngativerenge Shona. The Center also published a journal. In addition, the NALRC has completed work on eight African language brochures, taking the number to thirty-eight.

NALRC: African Language Materials

Textbooks: Let’s Speak African Language Series

- Dardarsha Egyptian Arabic by Mustapha Mughazy (2004)
- Tósololana Lingála by Eyamba Georges Bokamba and Molingo Virginie Bokamba (2004)
- Lets’ Speak Amharic by Bezza Tesfaw Ayalew (2005)
- Masikhulume Isizulu by Thandiwe Nxumalo and Dumsile N Mkhize (2005)
- A Re Bueng Setswana by Sheila Onkaetsse Mmusi (2005)
- Ngatitaure Shona by Aquilina Mawadza (2006)
Textbooks: Let’s Read African Language Series

- Bua Sesotho by Solomon Chapholi (2006)
- Af Soomaali Aan Ku Hadalno(Haddallo) by Abdullahi Abdinoor (2007)
- Tusome Kiswahili by Leonard Muaka & Angaluki Muaka (2006),
- Ngativerenge Shona by Aquilina Mawadza (2006)

Textbooks: Learners’ Reference Grammar (LRG) Series

- Swahili LRG by Katrina Daly Thompson & Antonia Folárin Schleicher (2001)
- Zulu LRG by Audrey N Mbeje (2005)
- Shona LRG by Peter Jamali, Antonia Folárin Schleicher, and Aquilina Mawadza
- Amharic LRG by Bezza Tesfaw Ayalew (2005)

Textbooks: Dictionary

- Wolof Lexicon and Grammar by Sana Camara (2006)

Instructional Technology Materials:

Companion Audio CDs

- Je K’Á So Yorùbá by Antonia Folarin Schleicher (2004)
- Je K’Á Ka Yorùbá by Antonia Folarin Schleicher (2004)
- Tusome Kiswahili By F.E.M.K. Senkoro (recorded by Alwiya Omar, Pauline Gichiru,
- Maguia Muthai, and Abdulkarim Mahamud)
- Let’s Speak Amharic by Bezza Tesfaw Ayalew (2005)
- Dardasha Egyptian Arabic by Mustapha Mughazy (2005)

Multimedia CDs

- Je K’Á So Yorùbá (Elementary) by Antonia Folarin Schleicher (2003)
- Je KÁ Gbo Yorùbá (Advanced) by Antonia Folarin Schleicher (2002)

Vocabulary Flash Cards – 15 languages

- Amharic, Bamana, Chichewa, Kikuyu, Lingala, Luyia, Pulaar, Shona, Swahili, Tigrinya, Twi, Wolof, Xhosa, Yoruba, Zulu

Online Yoruba courses

- (Beginner and Intermediate)
  - Jê K’Á Sæ Yorùbá by Antonia Folarin Schleicher (1993)
  - Jê K’Á Ka Yorùbá by Antonia Folarin Schleicher (1998)

Others Materials

- African language posters

Brochures: (37 African languages)

- Arabic
- Amharic
- Bamana
- Bemba
- Chichewa
- Hausa
- Igbo
- IsiXhosa
- Kikongo
- Kikuyu
- Kinyarwanda
- Kpelle
- Krio
- Lingala
- Luganda
- Mende
- Malagasy
- Oromo
- Pulaar
- Setswana
- Sesotho
- Shona
- Somali
- Somali
- Swahili
Textbooks in progress:
- Let’s Speak African Language Series:
  - Let’s Speak Pulaar
  - Let’s Speak Wolof
  - Let’s Speak Sudanese Arabic
  - Let’s Speak Kikongo
  - Let’s Speak Hausa
  - Let’s Communicate in Swahili (Advanced level)

Brochure in Progress
- Luo
- Nuer
- Masai
- Sukuma

Learners’ Reference Grammar Series:
Yoruba Learners’ Reference Grammar

K-12 African Language Series:
K-12 Yoruba
K-12 Swahili

Any African language material need?
Contact the NALRC:
Tel: (608) 265-7905
nalrc@mailplus.wisc.edu
http://lang.nalrc.wisc.edu/nalrc

NCOLCTL 2007 Conference
26th - 29th April

The 10th Annual Conference of the National Council of Less Commonly Taught Languages was held at the Madison Concourse Hotel in Madison, Wisconsin, April 26-29 2007. Held under the theme, “Professional Horizons in LCTLs: Reality and Promise”, the conference was organized courtesy of the NCOLCTL Secretariat from its offices at the University of Wisconsin, Madison.

This year’s participants were drawn from as far afield as Italy, Portugal and Britain while many LCTL enthusiasts from Asia, Africa and the Middle East presented on various facets of less commonly taught languages. Abstracts from professionals and practitioners at various universities and government departments were accepted while exhibits from publishing concerns were also showcased.
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 Southeast Asian Studies, the Department of African Languages and Literature, the African Studies Program, the National African Language Resource Center, NCOLCTL, the UW-Madison College of Letters and Science, among others.

Led by Christine L. Brown of the Glastonbury (CT) Public School System, the traditional Pre-conference workshop was held on Thursday 26 April under the banner “The Role of Standards in the LCTLs”. NCOLCTL’s Vice-President, Hong Gang Jin chaired this workshop which addressed issues involving the impact of standards across disciplines, the content of the language standards K-16, material development needs, assessment development and the implications of standards-based teaching, among others.

That same evening, NCOLCTL President, Gautami Shah made the Conference Welcome Reception. Immediately after her address, the Natyarpana Dance Company presented their well-received “Sacred Geometry” performance as part of the Welcome Reception. This was followed by the University of Wisconsin Second Semester Arabic class with their polished performance of “Bush in Cairo”, an imaginary cultural encounter between President George Bush and the Egyptian television programming.

The next morning, April 27, General Welcome Remarks were delivered by Antonia Schleicher, Gilles Bousquet, Magdalena Hauner, and Gautami Shah. Immediately following, Ambassador Robert Finn, of the Woodrow Wilson School and Lecturer in Turkish Literature in the Department of Near Eastern Studies, Princeton University, delivered the keynote address of the conference, titled, “Multilingual, Multidimensional, Multitasked”. Four other plenary sessions were held during the course of the conference. One of the prominent speakers who graced this year’s conference was His Excellency Prince Firas bin Raad, the Private Secretary for Health Affairs to King Abdullah of Jordan. The Prince’s paper was entitled “LCTLs and Peace-building in the Middle East.” Other plenary speakers included JNCL-NCLIS’ Executive Director J. David Edwards and CASL’s Executive Director, Richard Brecht whose presentation was on “US Language Policies in the 21st Century”.

An exhibitor discusses a point with a patron at the NCOLCTL conference

Antonia Schleicher, Gerald Lampe and Gautami Shah with Prince Firas bin Raad at the NCOLCTL conference

His Excellency Prince Firas bin Raad of Jordan at the Second Plenary Session during the NCOLCTL conference

Dianna Murphy presents a paper at the NCOLCTL conference
Almost seventy (70) papers were presented at this year’s conference on topics ranging from standards and assessment in LCTLs, developing online LCTL materials, curriculum design for 21st century challenges, online LCTLs teacher training and many others.

NCOLCTL member organizations such as the American Council of Teachers of Russian (ACTR) - a professional membership association committed to advancing the teaching of Russian language and literature, the South Asian Language Teachers Association (SALTA), the Consortium for the Teaching of Indonesian and Malay (COTIM) held their annual meetings during the conference. In addition, the Hindi Standards Working Committee and the South Asia Language Resource Center also held their meeting at the conference.

On Saturday, April 28, a banquet was held in honor of Thomas J. Hinnebusch, winner of this year’s A. Ronald Walton Award, which recognizes distinguished service in the field of LCTLs. In his acceptance speech, Hinnebusch traced his long and distinguished career in service of LCTLs from his days at University of Dar Es Salaam in Tanzania in the 1960s to his current Language Materials Project at UCLA that focuses on over 100 LCTLs. He also challenged established professionals and up and coming scholars in the field to harness technological innovations to further LCTL goals.

The NCOLCTL conference remains a substantial forum for the sharing of successes and problems in the field of LCTLs. Many attendees expressed gratitude for information sharing about professional issues in LCTLs, especially matters of standards and assessment, the STARTALK program and others.

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 11th NCOLCTL annual conference.
African Language Standards and STAMP Workshop

May 21-26, 2007

In 2006, the NALRC began the process of developing Standards for African languages. These Standards are based on the model developed by the American Council on the Teaching of Foreign Languages (ACTFL), which first published the Standards for Foreign Language Learning in the 21st Century in 1996. This document is a collection of criteria that normalizes content across levels for the teaching of various languages. While the Standards do not dictate how a language should be taught, they identify the skills that students should have mastered after completing various levels of instruction. Also included with these identified skill sets are “Sample Learning Scenarios,” which offer examples as to how particular skills may be taught in a communicative classroom. The goal of the Standards movement, and the kind of instruction that it implies, is the production of students who are well versed in the “Five Cs;” Communication, Cultures, Connections, Comparisons, and Communities; with respect to the language of study.

The Standards document has been revised three times, to include an increasingly diverse representation of languages. Many less-commonly taught languages such as Russian, Chinese, Japanese, Portuguese, Italian, and Arabic are now represented. Besides Arabic, however, no African languages are yet included in the published document; though the work done in last year’s NALRC Standards Workshop, to develop documents for Swahili, Yoruba, and Zulu, will soon bear fruit. These documents have been written and revised and are in the process of official review for ACTFL publication. When complete, they will constitute a major leap forward and an increase in visibility for African language pedagogy in the United States.

This year’s workshop brought together instructors of Wolof, Akan-Twi, Hausa, and Afrikaans to begin developing Standards documents for their respective languages. Some of the participants brought drafts with them, which they immediately began reviewing and revising, while other participants began from scratch.
Professor Antonia Schleicher led the workshop, helping all instructors understand the evolution of the Standards movement, how the Standards have been conceived, and how to create them for African languages. Professor Alwiya Omar, one of the key developers of the Swahili Standards, assisted participants with formulating and writing drafts. At the end of the week, the Wolof and Akan-Twi groups completed full drafts of the Standards for their languages.

On Wednesday, May 23, Sachiko Kamioka and Greg Hopper-Moore, from the Center for Applied Second Language Studies at the University of Oregon, joined the workshop to discuss another ACTFL initiative: Standards-Based Measurement of Proficiency (STAMP). The STAMP project seeks to develop computer-based assessments to evaluate student ability in a particular language, with regard to the guidelines established by the Standards for that language. For the African languages, tests are being developed for Yoruba and Swahili, which were showcased. Workshop participants were also encouraged to begin developing tests for their languages.

The workshop lasted for six days, with participants working Monday through Saturday. While all were exhausted at the end of the week—especially considering that the Spring semester had only concluded days before the workshop began—the outcome was impressive and inspiring. The NALRC hopes to continue this program and bring together more African language instructors to make significant achievements for the field.

Participating in this year’s workshop were:

**Wolof**
- Fanta Diamanka – Ohio University
- Aissatou Diop-Hashim – Howard University
- Omar Ka - University of Maryland
- Mamaram Seck – University of Florida-Gainesville

**Akan-Twi**
- Joe Amoako – Delaware State University
- James Essegbey – University of Florida-Gainesville
- Samuel Obeng – Indiana University
- Seth Ofori – University of Wisconsin-Madison
- Charles Owu-Ewie - Ohio University

**Hausa**
- Ibro Chekaraou – Michigan State University

**Afrikaans**
- Jacques du Plessis – University of Wisconsin-Milwaukee

Other participants included:
- Sam Mchombo – University of California, Berkeley (Reviewing the Swahili Standards)
- Ayoola Shotonwa – Lagos State Radio; Lagos, Nigeria (Observing the process of Standards development)
- Patricia Kuntz
For the 8th year running, the National African Languages Resource Center hosted a Summer Institute in Madison, WI for professional development in the teaching of African languages. Through these annual institutes, the NALRC has equipped a total of 126 African language instructors, practitioners and enthusiasts in the latest communicatively-oriented approaches in teaching African languages to both native speakers and foreign learners and students.

New teachers such as university Teaching Assistants benefit from hands-on, research supported African language pedagogy. They also get a sense of the atmosphere of a new foreign language classroom while experienced teachers learn new strategies and techniques to apply to their classrooms. New instructors also benefit from the cultural knowledge that the American instructors, Steve Timm and Joe Nosek bring to the Institute.

The 2007 Institute began on Tuesday, May 29, and ran until Friday, June 8. Twenty-four African language teachers and enthusiasts converged at Madison from various locations such as Fisk University, Howard University, University of Lagos (Nigeria), Indiana University and Yoruba Wunmi (UK). African languages represented at this year’s institute were Kiswahili, Yoruba, Akan-Twi, ChiShona, Lango, Xhosa, Arabic and Wolof.
Instructors for this year’s institute were Steve Timm and Joe Nosek, UW-Madison 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 goal-based assessment.

The group impressed with its determination and advice flowed freely and yet critically across various language groups.

On Thursday, June 7, a ceremony to present certificates to participants was held in Bascom Hall. Opening remarks were delivered by NALRC Director, Professor Antonia Schleicher and Professor Sandra Arfa, Director of the Program in English a Second Language at UW-Madison. Prof. Schleicher stressed the importance of skills gained from the Institute in equipping African language teachers in their classroom teaching.

Participants, professors and invited guests were treated to an evening of blues and harmonica music by the multi-talented Joe Nosek. Moses Mabayoje and his Yoruba ensemble chipped in with their Oriki Olodumare (praise poetry) and Joe Nosek partnered with and Steve Timm for their humorous “Performance and Speech Act” to conclude this section of the ceremony. Thereafter, Professor Tejumola Olaniyin of the Departments of English and African Languages and Literature gave a brief speech, noting the great work of the NALRC continues to do in training African language teachers before presenting certificates to participants.

The closing remarks and Vote of Thanks were delivered by Aissatou Diop-Hashim, a French professor and aspiring Wolof instructor at Howard University.

After the awards were given out, everyone enjoyed dinner provided by Buraka Restaurant while African music throbbed in the background. The following teachers and practitioners received certificates of completion from the NALRC:

- Seth A. Ofori (Akan)
  University of Wisconsin-Madison

- Saddam Issa (Arabic)
  Beloit College – WI

- Reem M. Hilal (Arabic)
  University of Wisconsin-Madison

- Mary Youssef (Arabic)
  University of Wisconsin-Madison

- Said Hannouchi (Arabic)
  University of Connecticut-Storrs

- Sami Alkyam (Arabic)
  University of Wisconsin-Madison
Good evening. It’s my privilege to represent the Swahili teachers group and to share with you some reflections on these past two weeks. It’s been such a pleasure to be here and I’m so grateful, for so many reasons.

First, we’re meeting in Wisconsin. Who would have ever guessed that such an amazing center for African language resources would be located in Wisconsin?! Of all places—and it’s nowhere near Africa! Yet it’s fortunate for us that the NALRC is here and that we got to join them for this institute. Midwesterners are generally very friendly people, as are Africans, so it does seem fitting to be here. And we got to enjoy the stunning views of the glistening waters of Lake Mendota. What a wonderful place for a professional retreat!

I’m sure I speak for all the participants when I say how grateful we are for the leadership of the National African Language Resource Center—for our visionary and energetic Dr. Schleicher and her superb staff—Doyin and Matt, who were so generous with their time and resources. We are truly thankful to you and to all who pitched in to make this institute run so smoothly.

The program itself was designed beautifully. We’re certainly the beneficiaries of an established program, one that has undoubtedly evolved and been improved each year, to be as impressive as it was these past two weeks. We were given lots of opportunities to play the roles of both teacher and student. As East Africans like to say, “Elimu haina mwisho”—education has no end. As a teacher with many years of experience, it was refreshing to observe other teachers delivering their
mini-lessons and to feel the joys and frustrations that our students feel. While I know many new teachers were introduced here to the concept of communicative language teaching, even those of us with experience were able to gain new insights and lots of practical ideas. Steve, with his humor, and Joe, with his gentle and thoughtful manner, each did a masterful job of facilitating the sessions, and their afternoon demonstrations and presentations were excellent. You folks really went out of your way to help us, and we are grateful.

Finally, I want to thank my fellow participants. The respect for each person and sweet spirit I have found here, and I have to add—especially the camaraderie of my Swahili teachers group—have truly nurtured my spirit. I leave here with a renewed enthusiasm for this profession and a genuine love for each of you. It’s been a privilege to take part in this institute with you these past two weeks and I wish for all of you an abundance of God’s blessings. Thank you.

“When is a contagion an epidemic?”
Reflections on the 2007 Summer Institute by Joe Nosek and Steve Timm

Something is happening out there—a phenomenon the likes of which we have not seen before, a contagion of sorts, spreading like wildfire—perhaps even an epidemic. And it is something wonderful and exciting, exhilarating and electrifying (and about as much fun as a person can stand): the virtual explosion we witnessed at this year’s Institute. Twenty-five teachers of African languages came together to teach and learn from each other the art of teaching an African language!

Never had we seen so many participants at one Institute; never had we needed to secure an extra room for the language lessons; and never had we had to “fit” so much language into our heads in nine days. Would the “epidemic”—in years past, we had seen 15, nine, 11 participants—overwhelm and consume us? And this year, they came from not only several campuses in the U.S., as in the past, but from overseas—London, and Lagos. How would they “mix”? How would the varied purposes for their participation affect the Institute? How would the needs of so many talented people be met in just nine days?

We soon discovered that this “epidemic” was not one of disease but one of intellectual excitement, of the twin thrills of understanding and of enabling understanding, and of the twin joys of helping each other through the stumbles and sharing in the triumphs as everyone (the two of us included) found our various ways ahead in improving our abilities as teachers, from the first Xhosa click to the last do-re-mi in Yoruba; from the first “wawili wawili” of Swahili to the final “ma ismohu” in Arabic; from the first Wolof “jamm rekk” to the last “ing” in Lango; and from the first “akwaaba” in Akan to the last Chi Shona (everyone say it with us) “zvakanaka.”

Of those thrills and joys there are enough to fill several issues of ULIMI. We limit ourselves here to saying that each and every one of the twenty-five entered into the teaching and learning with the unfettered enthusiasm that only open minds and hearts can create. They offered encouragement to each other; they offered constructive criticism to each other; and they offered their time and energy to each other as students of language. Often—such was the appetite of our epidemic—the discussions of individual lessons and alternative methods carried over into the breaks.

Now, we can say that this epidemic wrought only an increase in the well-being of the teaching of African languages both here and abroad, one that we expect to go on and on, for it is surely impossible that those who began the epidemic could do anything but carry it forward—their avidity and abilities will ensure this.

For our especial honor and privilege to be a part of the epidemic, we thank profoundly the NALRC: its tireless, irrepressible director, Professor Antonia Schleicher, its “man-behind-the-keyboard,” the orchestrator Adedoyin “Doyin” Adenuga, and its man-behind-the camera (and behind the handles of the two-wheeled cart) Matthew “Matt” Brown.

We also want to express our best wishes of success and our deepest gratitude, for the joy they brought to us, to the participants: Aissatou, Mamá Florence, Ebila Florence, Elaine, Nasra, Beatrice, Stella, Ayo, Mary, Reem, Yemii, (it is two ‘i’s, right?), Adé, Moses, Seth, Zablon, “ Supervisor,” David, Mohamed, Francis, Said, Sami, Saddam, and finally but in no way the least, Joze and Kenny, both of whom not only participated but also continued to carry out their duties as members of the NALRC staff. To each of you, we repeat the last
On June 14 and 15, Antonia Schleicher led a workshop for instructors at the Summer Cooperative African Language Institute (SCALI). This year’s host, the University of Illinois, Urbana-Champaign was the venue of the workshop which whose theme was “Teaching Speaking, Listening, Reading and Writing in an Integrative Approach”.

The two-day training workshop focused on the Teaching speaking, listening, reading and writing skills in an integrative approach. The training incorporated Assessment as a daily routine, addressing grammar at beginning level, language as a learning tool and teaching culture as content.

FLTA Workshop and Orientation
August 12-16 and 20-24, 2007

As the work of the National African Language Resource Center (NALRC) gets more and more recognition, the NALRC is called upon to train more and more language teachers. This summer, the NALRC organized and hosted two orientation programs for about 90 Foreign Language Teaching Assistants (FLTAs) selected by Fulbright-Hays to assist in the teaching of various world languages in the United States during the academic year 2007-2008. The first session was held at the Sheraton Hotel in Madison, WI from Sunday, August 12 to Thursday August 16, 2007. The second session was held at the Madison Concourse Hotel from Monday, August 20 to Friday August 24, 2007.

The orientation program itself introduced the FLTAs to issues of curriculum development, dealing with students in an American academic environment, standards for learning foreign languages, incorporating word of our final lesson (in ChiShona, so if you do not remember, please e-mail Joze! [who will of course forgive us if we have conjugated it incorrectly])—and we sincerely hope it comes true—Tichaonana.
culture into the foreign language classroom, individual differences in learning foreign languages, classroom management, preparing syllabi and lesson plans, issues of error correction in a foreign language classroom, and American students’ expectations for language classrooms. The perspective and experiences of US students in foreign language learning at the University of Wisconsin-Madison were given by Dr. Charles Schleicher, Angela Gutierrez, Samantha Joan Diver, Will Lipske and Aaron McKean.

Professor Sandra Arfa, who is also Director of the English as a Second Language program at the University of Wisconsin-Madison, presented on the communicative approach to teaching foreign languages. FLTAs were also given the opportunity to demonstrate how to teach their respective languages using the communicative approach. In addition, they were introduced to issues such as teaching culture in a foreign language classroom, US academic culture and integrity, using the library for research, and the use of technology in foreign language teaching and learning.

In addition to Antonia Schleicher and Sandra Arfa, other presenters included top level pedagogists and scholars from the University of Wisconsin System, such as Charles James, Steve Timm, Robin Worth, Dianna Murphy and Jacques du Plessis. Kathy Moulton from the University of Florida; UW-Madison Bibliographer for Social Sciences, Francophone Studies and African Diaspora Studies, Emilie Ngo-Nguidjol-Songolo; the Institute of International Education’s Program Administrators, Shahreen Rahman and Marsha Firth; and UW-Madison’s Assistant Vice Provost in the Office for Equity and Diversity, Luis Pinero, completed the cast of presenters.

Since the program took place in Madison, close to the University of Wisconsin-Madison campus, the FLTAs had the opportunity to meet citizens and American students on and around campus. Students who participated in the orientation program spoke highly of the experience and looked forward to applying the knowledge and skills they learnt in their respective language classrooms across the country.

I would like to use this opportunity to thank the Institute of International Education (IIE) for giving the NALRC the opportunity to host this workshop. Special thanks also go to the NALRC staff: Adedoyin Adenuga, Joseph Chikowero, Florence Olamijulo, and Kehinde Omosebi, who worked tirelessly to make sure that the workshop was very successful. A big “Thank You” also goes to all the instructors and students that presented at the workshop.
ANNOUNCEMENTS

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 interpreters and translators. This list is not restricted to African languages, and 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.

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.

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 2007-8 academic year.

i. African Studies Association (ASA)
Date: October 18-21, 2007
Venue: Sheraton New York Hotel and Towers
Website: http://www.africanstudies.org

ii. American Council on the Teaching of Foreign Languages (ACTFL)
Date: November 16-18, 2007
Venue: San Antonio, Texas
Theme: Bridging Cultures Through Languages
Website: http://www.actfl.org

iii. African Language Teachers Association (ALTA)
Date: April 24-27, 2008
Venue: Madison Concourse Hotel, Madison, WI
Theme: African Languages and Globalization: Challenges, Expectations, and Possibilities
Website: http://lang.nalrc.wisc.edu/alta

iv. National Council of Less Commonly Taught Languages (NCOLCTL)
Date: April 24-27, 2008
Venue: Madison, Wisconsin
Theme: LCTLs & Globalization: Challenges, Expectations and Possibilities
Website: www.councilnet.org

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