From the Director
Dr. Antonia Folarin Schleicher

This has been another exciting year at the NALRC and I am honored to offer you the ninth volume of our annual newsletter, ULIMI, outlining all of our accomplishments in the past year. Once again, we are extremely grateful to the International Education and Graduate Programs Service (IEGPS) of the Department of Education for making the NALRC and all of its activities possible.

Among the many pursuits of the NALRC, professional development is one of the most important and we are proud to say that our efforts in this area are strengthening not only the field of African language pedagogy, but many other less-commonly taught languages (LCTLs) as well. In addition to hosting the annual conference of the National Council of Less Commonly Taught Languages (NCOLCTL) and our usual professional development workshops, the NALRC hosted its first orientation program for Fulbright Foreign Language Teaching Assistants (FLTAs) in 2007. The event, detailed in our 2007 newsletter, was such a success that we are planning another two orientation sessions this year. The NALRC feels that it is truly making a direct impact on foreign language classrooms across the country by seizing the opportunity to train teaching assistants before their first day of class. We are confident that FLTAs who attend our workshops are far better prepared to teach than those who don’t have that opportunity. The same, we feel, is true of our annual Summer Institute for African Language Instructors. Any teacher of an African language that has not had this training should contact us immediately.

In addition to training new teachers, the NALRC has been actively involved in advancing the skills of experienced teachers through other projects. For example, in conjunction with the NCOLCTL conference, we hosted the African Language Teachers Association (ALTA) conference this year. The joint conference was an ideal way for ALTA members to once again interact with each other and share ideas for enriching the field, but also to learn from other teachers of LCTLs and share larger pedagogical concerns. Also in the past year, the NALRC hosted its 3rd workshop on African Language Standards. While the workshops of previous years focused on developing new Standards, this year’s workshop focused on the implementation of Standards in the African language classroom. The participating scholars, Jamie Thomas, Masangu Matondo, Kiarie Wa’Njogu, Loyd Mbabu, Alassane Fall, Adeolu Ademoyo, Harrison Adeniyi, Oluseye Adesola, Moses Mabayoje, Florence Olamijulo, Sarah T. Mkhonza, and Francis F. Lukhele worked together to devise and refine ways of teaching Standards-based curricula in their classrooms. Nearly all of the participants have also had the Summer Institute training.

The NALRC made a major stride in materials development this year with the publication of Alwiya Omar and Leonce Rushubirwa’s advanced level Tuwasiliane Kwa Kiswahili. This is the first advanced level textbook we have published, and we hope that there are many more to come. Students of Kiswahili can now utilize NALRC texts to study the language from the elementary, through the
intermediate, and on to the advanced level. Ibro Chekarou's Let's Speak Hausa is also due to be out this coming year.

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; Alwiya Omar, Leonce Rushubirwa, and Ibro Chekarou; as well as professional development workshop leaders. Many inspiring sessions were possible only through the hard work of folks like Steve Timm and Joe Nosek, leaders of the Summer Institute, and Audrey L. Heining-Boynton and Ray Clifford, leaders of the NCOLCTL-ALTA Pre-Conference Workshop.

I also extend gratitude to the team behind the scenes: the NALRC's Assistant Director Adedoyin Adenuga, Administrative Assistant Kehinde Omosebi, and Project Assistants Joseph Chikowero, Upenyu Majee, Method Rutechura, and Matthew H. Brown.

What follows in this edition of ULIMI details the major NALRC accomplishments of this past year, namely materials development, the NCOLCTL-ALTA conference, the African Languages Standards workshop, the Summer Institute, and some new NALRC initiatives. We always welcome and appreciate feedback from our readers, as it helps us to strengthen our center and our field. Asante. E seun. Jerejef. Medasi. Shukran. Zikomo. Maita. Thank you.

NALRC Projects
Multiply and Expand

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 ninth 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 the 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 scholar 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 the effectiveness of African language coordinators who supervise the instruction of a variety of African languages that 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


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. This year, the NALRC published two new texts, the advanced level Kiswahili text, Tuwasiliane Kwa Kiswahili, and the elementary Kikongo text, Be To Tuba Kikongo. The Center also published the NCOLCTL journal. In addition, the NALRC has nearly completed work on four new African language brochures, bringing the total number to 39.

NALRC:
African Language Materials

Textbooks: Let’s Speak African Language Series
- Dardarsha Egyptian Arabic by Mustapha Mughazy (2004)
- Tósololana Lingálaby Eyamb a G eorges Bokamba and Molingo Virginie Bokamba (2004)
- Let’s’ Speak Amharic by Bezza Tesfaw Ayalew (2005)
- Masikhulume Isizulu by Thandiwe Nxumalo and Dumisile N Mkhize (2005)
- A Re Bueng Setswana by Sheila Onkaetse Mmusi (2005)
- Ngatituare Shona by Aquilina Mawadza (2006)
- Ma Yenka Akan (Twi) by Seth Ofori (2006)
- Bua Sesotho by Solomon Chapholi (2006)
- AF Soomaali Aan Ku Hadalno (Hadallo) by Abdullahi Abdnnoor (2007)
- Beto Tuba Kikongo by Mazemb a A. Nzanga (2008)
- Mû Zântâ Dà Harshèn Hausa by Ibro Chekaraou (Forthcoming)

Textbooks: Let’s Read African Language Series
- Tusome Kiswahili by Leonard Muaka & Angaluki Mua ka (2006),
- Ngativerenge Shona by Aquilina Mawadza (2006)

Textbooks: Let’s Communicate in an African Language Series

Textbooks: Learners’ Reference Grammar (LRG) Series
- Swahili LRG by Katrina Daly Thompson & Antonia Folärin Schleicher (2001), (2nd ed. 2006)
- Zulu LRG by Audrey N Mbeje (2005)
- Shona LRG by Peter Jamali, Antonia Folärin 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)
- Tusem e K iswahili By F.E.M.K. Senkoro (recorded by Alwiya Omar, Pauline Gichiri, Magua Muthai, and Abdulkarim Mahamud)
- Let’s Speak Amharic by Bezza Tesfaw Ayalew (2005)
- Dardarsha 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)
- Je K’Á So Yorùbá by Antonia Folarin Schleicher (1993)
- Je K’Á Ka Yorùbá by Antonia Folarin Schleicher (1998)

Other Materials
- African language posters

Brochures: (35 African languages)
ACHOLI
Afrikaans
Amharic
Arabic
Bamana
Bemba
Chichewa
Dinka
Hausa

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

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- Je K’Á Ka Yorùbá by Antonia Folarin Schleicher (1998)

Other Materials
- African language posters

Brochures: (35 African languages)
ACHOLI
Afrikaans
Amharic
Arabic
Bamana
Bemba
Chichewa
Dinka
Hausa
In a joint event this April, the NALRC hosted the 2008 conferences of both the African Language Teachers Association (ALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL). The NALRC serves as the secretariat for both organizations and has been hosting NCOLCTL conferences in Madison since 2004. The decision to hold ALTA’s conference at the same time gave members of both organizations the opportunity to share more ideas and benefit from each other’s work.

This year’s conference marked the 11th annual meeting of NCOLCTL and the 12th annual meeting of ALTA. It was held at the Madison Concourse Hotel in Madison, Wisconsin, under the respective themes: “LCTLs and Globalization” and “African Languages and Globalization,” with the joint sub-theme “Challenges, Expectations, and Possibilities.”

Ray Clifford speaks at the 2008 NCOLCTL-ALTA Conference

NCOLCTL staff and volunteers man the registration desk
The NCO LC TL-ALTA conference brought together language teachers and professionals from as far afield as China, France, Kenya, Mexico, Nigeria, South Africa, Tanzania, and the United Kingdom, while many professionals from the U.S. also presented on various facets of African and other less-commonly taught languages.

Sponsors of this year’s conference included the University of Wisconsin-Madison’s International Institute and Division of International Studies under the leadership of Gilles Bousquet, the UW Anonymous Fund, the Center for East Asian Studies, the Center for South Asian Studies, the Department of Hebrew and Semitic Studies, and the African Studies Program.

The conference began on Thursday, April 24, with a Pre-Conference workshop titled “Lessons Learned in the World of Conducting and Publishing Research: Ten Little Questions and Their Important Answers.” It was led by Ray Clifford, President Elect of the American Council on the Teaching of Foreign Languages (ACTFL), and Audrey L. Heining-Boynton, Professor of Foreign/Second Language Education at the University of North Carolina at Chapel Hill. Some of the questions the workshop addressed included: What constitutes research? How does one determine what research questions to ask? And how does one become published?

The next morning, April 25, General Welcome Remarks were delivered by Antonia Schleicher (NALRC Director and Executive Director of both ALTA and NCO LC TL), Gilles Bousquet (UW-Madison), Gary Sandefur (UW-Madison), and Gautami Shah (NCO LC TL President). Immediately following, Donald C. Fischer of the Defense Language Institute delivered a plenary presentation entitled, “Achieving Production and Proficiency in Less Commonly Taught Languages.”

Four other plenary sessions were held during the course of the conference, led by LCTL pioneers such as Robert Slater, of the National Security Education Program, Catherine Ingold, of the National Foreign Language Center, Nelleke Van Deusen-Scholl, of the Yale Center for Language Study, and Ray Clifford, current ACTFL President.

In all, 160 papers were presented at this year’s joint conference on topics ranging from Standards-based measurement of proficiency and the use of technology in the classroom, to pedagogy in a globalized world and the integration of language and culture teaching. For the second year, the ALTA working groups for Swahili, Yoruba, and Zulu/Nguni languages met and conducted panel presentations in and about the target language.
On Saturday, April 26, ALTA members met at the ALTA Business Meeting to discuss the organization’s current and future projects. At the meeting, Audrey Mbeje of the University of Pennsylvania was elected to be the ALTA Vice-President. Kiarie (John) Wa’Njogu was elected to be Secretary/Treasurer. That night, a banquet was held in honor of Erika Gilson, winner of the NCOLCTL A. Ronald Walton Award, which recognizes distinguished service in the field of LCTLs. In her acceptance speech, Gilson traced her long and distinguished career in service of LCTLs, especially with the Turkic languages.

The 2008 ALTA-NCOLCTL conference brought together an unprecedented variety of African language and LCTL professionals from different backgrounds and countries around the world. The dialogue it initiated should provide momentum as NCOLCTL looks toward new paradigms in coming years. The staff of the NALRC is grateful to the many people who contributed so much of their time and energy into making this year’s conference a success.

African Languages STAMP Development Workshop
April 24, 2008

During the first day of the ALTA-NCOLCTL Conference, the developers of Standards-Based Measurement of Proficiency (STAMP) tests for Yoruba and Swahili met to advance this project. The NALRC has sponsored this project since its inception in 2006. The goal is to develop online tests for African languages that adhere to the pedagogical implication of the Standards movement (for more information about Standards, see next article).

The first two African languages identified for STAMP development are Yoruba and Swahili, because they have the largest enrollments of African languages in the United States. In the future, however, the NALRC hopes to sponsor the development of STAMP tests for a variety of African languages.

STAMP developers worked carefully and collaboratively with Workshop leaders Gregg Hopper-Moore and Martyn Clark to create and review test questions and answers that assess the skills that are outlined by the standards for their language. These tests will eventually be available online for teachers and testers to use to evaluate language students. The Yoruba and Swahili STAMP tests are nearing completion and a report of their status was delivered during the ALTA-NCOLCTL conference.

African Language Standards Workshop
May 1 - 23, 2008

For the third year, the NALRC hosted a workshop on the use and development of Standards for African language teaching. While past workshops have focused on the development of Standards for African languages, this year’s workshop focused on the implementation of Standards-based instruction in the classroom.

The African language 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. The 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 the 2006 NALRC Standards Workshop, to develop documents for Swahili, Yoruba, and Zulu, will soon bear fruit. These documents have been written, reviewed, revised, and sent to the Standards Collaborative Board for inclusion in the Standards document. The 2007 workshop began the process of devising standards for Wolof, Akan-Twi, Hausa, and Afrikaans.

This year’s participants read the Standards documents developed by prior workshop participants and worked to devise methods for implementing the Standards in the classroom. This included the use of sample mini-lessons, collaborative lesson planning, and copious discussion. Participants also contributed to an ongoing Internet-based teacher training initiative at the University of Wisconsin (see article on page 13). Having discussed Standards and teaching methods so extensively, and then attempting to apply those ideas to a teacher training project, participants remarked that they had honed and flexed their abilities to think critically about the field of African language pedagogy.
Participating in this year’s workshop were:

Swahili
• Jamie A.E. Thomas – Michigan State University
• Masangu Matondo – University of Florida
• Kiarie Wa’Njogu – Yale University
• Loyd Mbabu – University of Michigan

Wolof
• Alassane Fall – University of Kansas

Yoruba
• Adeolu Ademoyo – Cornell University
• Harrison Adeniyi – Lagos State University, Nigeria
• Oluseye Adesola – Yale University
• Moses Mabayoje – Rutgers University
• Florence Olamijulo – University of Wisconsin-Madison

Zulu
• Sarah T. Mkhonza – Cornell University
• Francis F. Lukhele – University of Wisconsin-Madison

Summer Institute
May 27 - June 6, 2008

For the 9th 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 140 African language instructors in the latest communicatively-oriented approaches to African language teaching. New teachers, such as university teaching assistants, benefit from hands-on, research-supported pedagogy and get a sense of the atmosphere of a foreign language classroom; while experienced teachers learn new strategies and techniques to apply in their classrooms.

The 2008 Institute began on Tuesday, May 27, and ran until Friday, June 6. Fourteen African language teachers converged on Madison from various locations such as the University of Massachusetts-Amherst, Michigan State University, the University of Pennsylvania, the University of Illinois, the University of Michigan, and the Lagos State Radio Service (Nigeria). The African languages represented at this year’s institute were Kiswahili, Yoruba, Arabic, and Wolof.

Steve Timm and Joe Nosek, two UW-Madison language teachers and practitioners of diverse pedagogical theories for the language classroom, returned to lead this year’s workshop. Mr. Timm taught and modeled best practices for instruction in speaking, listening, reading and writing skills, while Mr. Nosek presented a variety of strategies for realizing vocabulary retention and providing goal-based assessment. One of the most unique aspects of the institute is that it allows the participants to teach “mini-lessons” in target languages. As teachers participate in these lessons,
they have the opportunity to view language learning through the eyes of a student, as well as receive feedback from colleagues. With the instructors as their guides, and with the contributions from their peers, this year’s participants saw their teaching abilities dramatically improve.

A ceremony to honor and celebrate the progress and achievements of the participants was held on Tuesday, June 3rd in Bascom Hall, located in the heart of the UW-Madison campus. The ceremony began with opening remarks from NALRC Director, Professor Antonia Schleicher, and Professor Sandra Arfa, Director of the English as a Second Language (ESL) program. Schleicher and Arfa both noted the positive impact that the Summer Institute continues to have on the advancement of African language teaching, expressing their pride to have the NALRC and ESL Programs working so closely together to promote this goal. Following this, the cultural performances part of the evening got underway. Joe Nosek and Rolando Urioste began with a blues performance, demonstrating their musical abilities both individually and collaboratively. The Yoruba group then performed a lively play, “Asa Yoruba”. Continuing the cultural performance segment of the night was Youness Mountaki, reading a poem in Arabic. Martin Njoroge recited an original poem which he wrote specifically for the occasion. Olusola Adekola and Titlayo Ayoola

Shotonwa then surprised everyone with an unexpected and moving farewell song. The next portion of the evening was the reflections, where several participants got up to share their memories and experiences of the Institute. Reflections were heard from Jamie A.E. Thomas and Omoniyi Afolabi. Joe Nosek and Steve Timm followed this up by demonstrating their versatility in language with their “Performance and Speech Act,” cleverly integrating all of the languages represented at the Institute into one coherent performance. The ceremony came to its conclusion with closing remarks by Hapsatou Wane, who reiterated the profound impact of the Institute on the teaching abilities of the participants. After the awards were given out, everyone enjoyed dinner provided by Africana Restaurant and Lounge while African music played in the background. The following teachers and practitioners received certificates of completion from the NALRC:

**Olusola Adekola (Yoruba)**
Lagos State Radio Service, Nigeria

**Aderoju Adepoju (Yoruba)**
Lagos State Radio Service, Nigeria

**Omoniyi Afolabi (Yoruba)**
University of Massachusetts-Amherst

**Abayomi Animashaun (Yoruba)**
University of Wisconsin-Madison

**Amal El Haimeur (Arabic)**
University of Wisconsin-Madison

**Agnes C. Kimokoti (Kiswahili)**
Five Colleges Center for the Study of World Languages

**Loyd Mbabu (Kiswahili)**
University of Michigan

**Youness Mountaki (Arabic)**
Lock Haven University of Pennsylvania
Reflections on the 2008 Summer Institute

Reflection speeches delivered by Jamie A. E. Thomas and Niyi Afolabi are included below, as is the “Vote of Thanks” delivered by Hapsatou Wane and a few remarks from instructors Steve Timm and Joe Nosek.

Jamie A. E. Thomas, Michigan State University

One of the most useful and gratifying learning experiences of this Institute has been in working with other participants, and instructors of our same languages. Also, the opportunity to talk about and constructively critique our teaching approaches, and learning goals, was fantastic. Even more useful was the experience of being a novice language student in the other languages. What I want to take home with me from these last two weeks are the feelings of enthusiasm and euphoria for teaching, and the memories of frustration and success as a student of Wolof, Yoruba, and Arabic. I think that best we can do as teachers is to take these memories back with us and use them to inspire our classrooms and colleagues with a passion for teaching African languages.

Niyi Afolabi, University of Massachusetts-Amherst

A Yoruba proverb encapsulates the essence of my main reflections on the 2008 NALRC Institute on African Language Instruction. It goes like this: owó omodé kò tó pepe, tágbálágbá kò wo kérégbé.
That is to say, literally, that the baby’s hand is neither long enough to reach the attic, nor is the elder’s hand small enough to reach for the content of the narrow gourd. In more explicit terms, the “baby” in this context is the language learner while the “elder” is the teacher. Yet, the elder cannot effectively teach without the cooperation of the baby. And yes, we do need each other. Professor Antonia Schleicher’s opening remarks at the beginning of the Institute also provides some food for thought when she shared her own experience of being literally thrown into teaching without the benefits of the strategies that make students learn. That challenge was for me the watchword as I proceeded to learn the distinction between teaching and creative learning strategies in the course of the institute. Perhaps I speak for the rest of my classmates that we were fortunate to have in our midst very seasoned professors and colleagues alike who make it a duty to make our experience as enriching as it has been.

To have had the opportunity to learn Wolof, Kiswahili, Arabic, Italian, and even relearn Yoruba, my native language, was a special blessing. Not only did we learn to greet and teach in those languages, we were also able to pick up the sense of humor that comes with the respective languages. We were equally able to critique each other in a positive manner. I found the opportunity to learn new teaching tools especially communicative approaches and multi-tasking strategies that elicit the use of all the four areas of communication, namely, speaking, listening, reading, and writing particularly rewarding. I have not taught a language class in four years since my current position has involved me primarily in cultural and literary studies. With this new tool from the NALRC summer institute, I am ready to take on new challenges. In fact, I was trained at the University of Wisconsin-Madison in Portuguese and if someone had told me ten years ago that I would be teaching Yoruba in the future, I would have argued that they were looking into the wrong divination tray. Yet, here I am today, learning to pay attention to the difficulties of teaching my own language to non-native speakers and in so doing, learning to be sensitive to their anxieties and perplexities. This has been a rewarding experience and I hope to apply everything that I have learned as I add the teaching of Yoruba to my professional development in the fall semester.

I thank the NALRC for the opportunity to return to my alma mater, all our instructors for their commitment, and my classmates for their support and cordiality. As the Yoruba proverb invoked earlier clearly suggests, we do need each other, and I hope that we can all stay in touch beyond the summer institute. Thank you.

Hapsatou Wane, University of Illinois at Urbana-Champaign

Salaam Maalekum. I feel very special today. Actually, I felt special from day one of this Summer Institute. It is just that today I am given the opportunity to thank all the people who have contributed to this amazing experience. Also, I am wearing this beautiful outfit while addressing a colorful audience gathered in the name of their love for African languages and teaching. So right now, I feel so confident that as a Wolof instructor I will look Dr. Antonia Schleicher right in the eyes and say “E se pupo,” which is “thank you” in Yoruba.

There are no introductory words which can express our gratitude. Indeed, we are so grateful, Dr. Schleicher, that you gave us, African language instructors, the opportunity to improve our language teaching skills by organizing the Summer Institute. It is just a wonderful experience. The pedagogical tools grasped during the workshop were so needed. As a new Wolof instructor, I highly benefited from the workshop, learning so much that I hope I can go back and, on the very first day I teach, apply what I have learned. So thank you very much Dr. Schleicher.

Not only does the National African Languages Resource Center have an incredible director, but it also has a wonderful staff: Aredoyin, Joseph, Isaac, Kenny, Matt and Kyle were just amazing. They contributed to the daily micro-teaching sessions but also made our stay very pleasant… and the food was good. Thank you very much for your availability and kindness.

The NALRC has provided us a wonderful opportunity for learning how to improve our teaching skills. Just picture this: fourteen African languages instructors in the same room sharing their experiences as teachers through daily micro-teaching sessions, their teaching methodology, their tips, and giving valuable input, all of it magnificently orchestrated by Steve Timm and Joe Nosek.
The workshop sessions were fun, informative and efficient as Steve and Joe pointed out what needed to be improved by giving us enough materials to fulfill our goals as language teachers and to respond efficiently to the expectations of language students. Their afternoon sessions were rich in practical activities which addressed different aspects of language teaching such as reading, listening, writing and speaking. They brought back the crazy, excited language students that we once were, which enabled us to develop a more student-centered teaching approach. So thank you very much Steve and Joe for the knowledge-sharing and the encouragements.

Last but not least, thank you to all the fourteen attendees of workshop. It has been a pleasure to meet you, to learn from you. This interaction has been so valuable on a social and professional level. I learned so much from experienced and non-experienced instructors. I am thinking I should take Swahili or Yoruba or Arabic classes. This workshop, thanks to everybody, was fun, culturally rich, informative, and very interactive: all that a language class should actually be. E se pupo, asante sana, shukran, jerejef.

NCOLCTL and UW Language Institute Launch Online Teacher Training Course

The National Online LCTL Teacher Training Initiative, a collaborative project between the National Council of Less Commonly Taught Languages (NCOLCTL) and the University of Wisconsin-Madison Language Institute (LI), launches an online teacher training course in the fall of 2008. The course, composed of a series of online lessons, will instruct language educators about current research in language teaching methods, encourage them to reflect on their own and others’ teaching practices, build communities of practice around language teaching, and strengthen professional organizations. Courses consist of original material authored by the project team, videotaped interviews with LCTL professionals and students, videotaped exemplars of classroom practices, and readings such as articles from professional journals.

The course is delivered via both “Non-credit” and “For-credit” options. Through NCOLCTL, student educators can work through the material independently, without receiving university credit. Through UW-Madison, student educators can enroll in a one-credit, semester-long course taught by an instructor, which requires the completion of assignments according to a syllabus, the sharing of ideas with classmates, and the submission of work to the instructor for feedback and assessment. For both options:

- Individual students access courses with a unique password
- Students receive immediate feedback to Check Your Understanding assignments
- Students have means to save, revise, and submit work:
  - Reflect on Your Experiences
  - Read and Analyze (if includes an assignment)
  - Share Your Thoughts
  - Project
- Students post to course discussion boards:
  - Share Your Thoughts
- Students will have the option to complete a Profile (photo, contact info, language, etc.)
- Students will see who else is in the course at a given time
- Students will be able to invite others to chat or to initiate Skype™ conversations

The first of four courses, titled Fundamentals of Language Teaching Methods, will be offered through LI in the fall of 2008. It addresses topics such as “Beliefs about Language Teaching,” the “History of Foreign Language Teaching,” “Feedback and Error Correction,” “Issues in Assessment” and other lessons relevant to contemporary foreign language learning and teaching.

The same course will be offered by NCOLCTL in the spring of 2009. Three other courses, Understanding the American Educational Context, Mediating Cultures, and Teaching African Languages, comprise the remainder of the four online courses. Understanding the American Educational Context focuses on “Foreign Languages in the American Educational System,” “Learner Diversity and Heritage Learners,” “Instructional Technology In and Beyond the Classroom,” among other lessons. Mediating Cultures zeroes in on “Student Perspectives...
on Culture,” “Cultural Authenticity in the Classroom,” “Assessing Cultural Understanding,” and “Intercultural Communication.” Teaching African Languages brings into perspective pedagogical issues regarding rapidly expanding African language programs.

By providing increased professional development opportunities for postsecondary LCTL instructors, projects such as the Online Teacher Training Initiative will no doubt strengthen the teaching and learning of LCTLS nationally. Visit the website for more information, or to enroll today: http://languageinstitute.wisc.edu/content/projects/online_LCTL_methods/online_LCTL_methods_course1.htm

NALRC Announces New Bilingual Shona, Yoruba, and Swahili Dictionaries

The National African Language Resource Center is working on bilingual dictionaries of three major African languages, namely: Shona, Yoruba and, Swahili. The manuscripts, which were generated by native speakers, will add to the impressive body of African language materials that the Center has published since its inception in 1999.

The pocket dictionary's distinct advantages are that it is compact and portable. It is an ideal learning tool for travelers to the various parts of Africa where Shona, Yoruba, and Swahili are used. The three dictionaries cite the closest equivalent of each word and give an example of the word in use. The compilers strive to give a one-to-one translation of each word wherever possible or the closest equivalent. The examples themselves are highly readable and practical, drawn as they are from both the native cultures themselves and the contemporary world. Each example is reduced to the simplest possible form thus giving the user a direct access to the meaning of each word.

The bilingual dictionaries, part of a series, are useful and handy language tools for anybody learning elementary Swahili, Yoruba, or Shona as they add value to Tuseme Kiswahili (Let's Speak Swahili), Je Ka Gbo Yoruba (Let's Speak Yoruba) and Ngativerenge Shona (Let's Read Shona), the elementary textbooks for the three languages that the NALRC and Yale University Press have already published. To that end, these dictionaries incorporate all the glossary terms used in the elementary textbooks while adding many more. Here is a set of pocket dictionaries that you can use at school, at home, on holiday, or while waiting for the bus!

Interested parties may contact the National African Language Resource Center (NALRC) about the possibility of working with the Center to publish a similar book on their respective languages. Manuscripts are subject to external review and must follow the theoretical framework established for the series.

FLTA Orientation

Students have the ability to record their reflections on each lesson.

FlTA Orientation
NALRC Director, Professor Antonia Schleicher, recently gave the Center’s activities an international profile when she attended two high-level conferences in Macau, China and Cape Town, South Africa. After attending the two international conferences, Schleicher also attended an Interagency Language Roundtable (ILR) proficiency testing workshop in Washington, DC.

At the Fifth International Conference and Workshops on Technology in Macau, which ran between June 6-8, 2008, Schleicher presented information about the National Online Teacher Training Initiative sponsored by the National Council of Less Commonly Taught Languages (NCOLCTL) and the University of Wisconsin-Madison Language Institute (see story on page 13). The conference addressed themes such as digital instructional material development, web-based course design, research on multimedia instruction and language acquisition, and internet-based language testing, among others.

After the Macau conference, Schleicher represented the International Academic Programs, UW-Madison when she toured the study abroad programs at the University of Cape Town and Stellenbosch University in South Africa, July 13-18, 2008. The purpose of the program was to engage with international scholars as they participated in the orientation activities for 360 international students. Participants had a chance to observe and take part in all events and activities alongside the students and program officials. Schleicher also had an opportunity to share her own orientation experiences with this diverse group of students and educationists.

At the ILR’s Language Test Development Seminar, held July 25 – 27, 2008, participants collaborated on the development of online language proficiency. Emphasis was placed on speaking and listening guidelines, the “dos and don’ts” of proficiency testing - as outlined by the American Council on the Teaching of Foreign Languages, defining proficiency levels, copyright considerations, assessment topics, guidelines for writing multiple-choice items, and guidelines for reviewing multiple-choice items. Also participating in the workshop were Mazemba Nzwanga, author of the NALRC Press’ Beto Tuba Kikongo (Let’s Speak Kikongo), and Peter Vakunta, University of Wisconsin-Madison PhD student and noted poet.
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 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.

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 upcoming academic year 2008-2009.

i. African Studies Association (ASA)
Date: November 13-16, 2008
Venue: Chicago, Illinois
Theme: “Knowledge of Africa: The Next Fifty Years”

ii. American Council on the Teaching of Foreign Languages (ACTFL)
Date: November 21-23, 2008
Venue: Orlando, Florida
Theme: “Opening Minds to the World Through Languages”

iii. Association of African Studies Program (AASP)
Date: March 26 - 28, 2009
Venue: Washington D.C.

iv. African Language Teachers Association (ALTA)
Date: April 23 - 26, 2009
Venue: Madison, Wisconsin
Theme: “Towards a New Paradigm in African Languages”

v. National Council of Less Commonly Taught Languages (NCOLCTL)
Date: April 23 - 26, 2009
Venue: Madison, Wisconsin
Theme: “Towards a New Paradigm in LCTLs”

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