It has been a refreshing year and as always, it is with great pleasure and fulfillment of heart that I present to you the sixteenth volume of our annual newsletter, Ulimi! Thank you for the support that you have shown the National African Language Resource Center (NALRC) as we look to move African language pedagogy in the United States to greater heights. I would like to express my gratitude to all those who have helped this center realize its goals. Our work and accomplishments can be attributed to our partnerships with African language scholars from different parts of the United States. They have contributed a lot to the success of the center. We are thankful for the continued support of Indiana University’s College of Arts and Sciences and School of Global and International Studies.

This newsletter covers our first year activities for the 2014-2018 grant cycle from the U.S. Department of Education as a Title VI Language Resource Center. NALRC continues to strive to use this grant and all resources available to bring excellence to language pedagogy in line with the goals of the World Readiness Standards. So far in the 2014/2015 grant year, NALRC has published three additional textbooks and 16 new language brochures while several other materials are in the production process. I am pleased to announce to you the completion of the Let’s Speak Kinyarwanda, Let’s Read Akan, and Let’s Communicate in Yoruba. The following projects are currently in progress and will reach the production stage no time: Let’s Speak Bamanankan, Let’s Speak Sudanese Arabic, Let’s Speak Luganda, Let’s Read Kinyarwanda, Let’s Speak Tigrinya, Let’s Speak Acholi, Let’s Speak Kirundi and Let’s Read Igbo. We want to thank the scholars who have worked with us to have these textbooks published. We are also very grateful to our anonymous reviewers without whose support, these textbooks cannot be published.

Professional development continues to be one of the major objectives of the NALRC. In 2014-2015, the center continued to better the professional lives of African language instructors. The annual Summer Institute along with the Leadership Performance workshops that we organized this year transformed the professional lives of the African language instructors who attended. Through annual feedback, we are happy to hear how these workshops greatly impact the field of African Language Pedagogy in the United States.

NALRC partnered with the African Language Teachers Association (ALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL) to organize the 2015 NCOLCTL/ALTA Conference. The center was able to support some graduate students to attend this important conference. I want to take this opportunity to thank all the NALRC staff and the National, Local and Field Advisory Boards for the time they have invested in making this center a successful one. Your continued support is greatly appreciated and we are looking forward to working with all of you during the 2015 - 2016 grant period.

Avo, Asante, E se, Jerejef, Maita, Medaase, Nagode, Shukran, Webale, Zikomo, Thank you.
NALRC Forever Developing

The National African Language Resource Center (NALRC) 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 researching 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. It 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. The NALRC 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 this year of funding, the NALRC has continued its activities and services in the following areas:
1. National African Language Program Coordination
3. Research in African Language Pedagogy
4. Professional Development for African Language Educators, Coordinators, and Directors

1. National African Language Program Coordination

I. African Language Program Inventory List
The NALRC updates the African Language Program Inventory on a regular basis so that information about programs in African languages can be available to the many universities and colleges that are planning to start African language programs. This list also helps individual language learners with interests in African languages to identify local institutions offering the language options that interest them. In order to maintain the most accurate list of African language programs in the U.S., NALRC welcomes your suggestions about program changes and new African language offerings.

II. African Language Pedagogy Evaluators’ List
The NALRC continues to compile a list of scholars who are willing to serve as consultants for new or existing African language programs. These experienced African language pedagogists support the center’s mission by evaluating existing African language programs and also helping to start new ones. These evaluators and the program developers themselves are provided with access to a book titled *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 a variety of workshops. These workshops aim to improve coordinators’ effectiveness in working with a wide variety of 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. Many of the coordinators have had the opportunity to attend similar workshops conducted by the NALRC at the African Language Teachers Association (ALTA) conferences.

IV. African Language Resource List
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 regularly as the center receives information about new resources. These resources include former NALRC Summer Institute participants, members of ALTA and individuals who registered at various conferences at which the NALRC had booths.
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 annually. 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.

2. African Language Material Development and Dissemination

NALRC has placed a high priority on developing and disseminating the African language materials because, in the field of African language Teaching, the need for teaching materials is great. Through the tremendous efforts of diverse scholars and African language teachers, NALRC has contributed to the development and dissemination of language teaching materials on African languages ranging from more commonly taught African languages such as Swahili to less-commonly taught African languages like Somali. Since its inception, NALRC has published 19 Let’s Speak Series textbooks, four Let’s Read Series textbooks, two Let’s Communicate Series textbook, seven Learners’ Reference Grammar textbooks, one bilingual dictionary, 28 journals, four companion audio CD-ROMs, and six language flash card multimedia CD-ROMs covering more than 15 languages in total. The NALRC has also completed 90 language brochures.

2014/2015 New Materials

African Language Brochures

Let’s Speak Series

Let’s Speak Series (Beginner Level)

Tuvuge Ikinyarwanda

Donatien Nsengiyumva

ISBN: 978-1-59703-025-0

Let’s Read Series

Let’s Read Series (Intermediate Level)

Ma Yenkan Akan (Twi)

Seth Antwi Ofori

ISBN: 978-1-59703-026-7

Materials in Progress

The NALRC has been working on new materials with different scholars and African language instructors. The following materials, which are in different stages of production, will soon be available:

• Yoruba Learners’ Reference Grammar
• Let’s Speak IsiXhosa
• English-Yoruba Pocket Dictionary
• Superior Level Yoruba
• Let’s Speak Pulaar
• Let’s Speak Sudanese Arabic
• Let’s Speak Bamanakan
• Standards-based Furahiya Swahili Pre K-5
• Standards-based Yoruba Pre K-5
• African language brochures: Gbaya, Kru, Nama, Senufo, Sepedi, Serer-Sine, Soga, Tumbuka & Umbundu
3. Research in African Language Pedagogy

The NALRC enjoys collaborating with scholars who do research on African language pedagogy and other less-commonly taught languages. This includes supporting graduate students attending the NCOLCTL/ALTA conferences and sponsoring pre-conference workshops for them. Additionally, the NALRC has published journals for ALTA and NCOLCTL from the research conducted by various instructors of less commonly taught languages including African languages.

4. Professional Development for African Language Educators, Co-ordinators and Directors

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 were conducted by the center during the 2013-2014 cycle:

i. Joint Language Resource Center Standards Workshop
ii. 2015 NCOLCTL StarTalk Workshop
iii. 2015 National Council of Less Commonly Taught Languages (NCOLCTL) Conference
iv. Preconference Technology Workshop at the NCOLCTL/ALTA Conference
v. 2015 African Language Teachers Association (ALTA) Conference
vi. 2015 Leadership Performance Institute
vii. 2015 Summer Institute
vii. 2015 NCOLCTL StarTalk Professional Development Program.

2015 NALRC Summer Workshop

The NALRC held its annual Summer Institute program from May 18th to May 29th 2014 at the at the Indiana University School of Education in Bloomington, Indiana. The institute involved an intensive two week training session for language instructors and professionals. Fellows came from nine different institutions across the United States and from Nigeria. Languages represented at the Institute were Hausa, Ibibio, Igbo, Swahili, Wolof and Yoruba.

The Institute focused on applying field-tested Second Language Acquisition (SLA) techniques and standards to African language pedagogy. Instructor Steve Timm who has led past Summer Institutes since 2004 was joined by Esther Lisanza, who is a seasoned and trained lead instructor from the previous year workshops from Winston Salem State University.

Participants engrossed in work at the workshop

Lande Sanusi’s micro-teaching session in Yoruba
Though this year's institute was the 16th annual workshop, it was the third time it was being hosted at Indiana University, the current home of NALRC. The participants were welcomed by Dr. Samuel Obeng, Director, African Studies Program, Indiana University, Bloomington.

In the first week, institute fellows learnt how to incorporate multi-skills activities and assessment as part of their instruction routine. They also learnt techniques of being able to adapt to the different language learning styles of the learners. Teaching a foreign language in the context of native speakers was highly emphasized to the fellows.

Steve Timm used Italian as an example in demonstrating how to carry out effective language instruction and utilizing platforms of meaningful communication in the target language. Instructors learnt the efficacy of setting proficiency targets before language classes and doing evaluations for improvement of teaching delivery. Each institute participant subsequently had several opportunities to conduct mini-lessons in their own respective target languages and to practice and employ the techniques that they had learnt in the workshop. The opportunity for collaboration and discussion among peers was vital to the participants throughout the workshop.

By the end of the institute participants had gained a deeper understanding of creating a student-centered learning environment in their classes constantly reflecting on what learning style best suits their learners in each class. A unique aspect of this institute is that it enables the fellows to be able to critiques each other's teaching methods while receiving constructive feedback from their colleagues, many of whom are learning the languages used in the demos for the first time. All of the participants expressed their delight at having been part of the institute and looked forward to practicing the knowledge they had learned in the institute.

The institute concluded with an awards ceremony on May 30th, 2015 at Marriott Courtyard Hotel which was chaired by Dr Adeolu Ademoyo from Cornell University. At the awards ceremony, participants organized six presentations in the form of music, cultural dances, participants' reflections on their experiences during the program, and a special presentation by the instructors to honor and commend the

At the end of the training, the following participants received certificates of completion from the NALRC Summer Institute:

- **Affang Dabo** - Michigan State University - Wolof
- **William Fatokun** - Federal College of Education - Yoruba
- **Itoro Michael** - University of Uyo - Ibibio
- **Lamine Diallo** - Boston University - Wolof
- **Mohamed Mwanzandi** - UNC Chapel Hill - Swahili
- **Mudasiru Abayomi** - Federal College of Education - Yoruba
- **Usman Ahmad** - Indiana University - Hausa
- **Victor Alabi** - Indiana University - Yoruba
- **Zeid Omar** - Suzu University, Tanzania - Swahili

The National African Language Resource Center (NALRC) held a workshop titled, “Planning for Performance: A leadership Program for Developing High Quality Programs in African Languages from 18th May to 29th May 2015, at the Indiana University School of Education in Bloomington, Indiana. The institute was an intensive two-week training workshop for nine language instructors from different institutions across the U.S and three lead instructors in training. The workshop focused on quality instruction, leadership, curriculum, performance assessments for African languages and online course design.
Dr. Samuel Obeng, Director, African Studies Program, Indiana University, welcomed the participants to Bloomington and explained to them the advantages of being part of such a program.

This institute guided leaders through African Language Program (PAL) development, designing curricula, performance assessment, and instruction focusing on key performances aligned to recurring themes in their major program. Dr. Jennifer Eddy, Assistant Professor of World Language Education at Queens College, New York City; Dr. Esther Ham, a Senior Lecturer of Dutch and Dr. Antonia Schleicher, a Professor in Linguistic and the Executive Director of the Center; both from Indiana University are the main lead instructors.

Dr. Eddy taught the participants how to develop tools to design their program for communicative performance with real world tasks using the Backward Curriculum Design. The participants also learnt how to design their language curricula to adapt to meaningful cultural contexts of the native speakers.

Dr. Ham taught the participant on how to design an online class to meet the goal of the student seamlessly. Activities include but not limited to how to identify course goals of you online language class, advantages and disadvantages of online class, specify learning targets for the students, and what and how to finally assess the class at the end. They were introduced to the Online tools such as Adobe connect, Jing, google Docs, and Skype that can help them in achieving their goal.

The institute concluded with an awards ceremony on May 30th, 2015 at Holiday Inn Hotel which was chaired by Dr. Adeolu Ademoyo. At the awards ceremony, participants organized six presentations in the form of music, cultural dances, participants’ reflections on their experiences during the program, and a special presentation by the instructors to honor and commend the participants for all of their hard work during the two weeks.

Dr. Adeolu Ademoyo called out the names of each participant while Dr. Antonia Schleicher, Director of the National African Language Resource Center handed over the certificates to all the participants. Dr. Schleicher also thanked the participants, instructors and Indiana University for making this a successful event.

The following fellows received certificates of completion from the NALRC Leadership Institute:

Adeniyi Akangbe - University of Ibadan - Yoruba
Adeyinka Adegbe - University of Ibadan - Yoruba
Agba Nneka - Boston University - Igbo
Hapiness Bulugu - Cornell University - Swahili
Lande Sanusi - CAKE Village - Yoruba
Oniben Nosiru - Lagos State University - Arabic
Taiwo Ehineni - Indiana University - Yoruba
Taiwo Olunlade - Lagos State University - Yoruba
Wassan Tawfeeq - Florida State University - Arabic

Master Teachers in Training:

Adeolu Ademoyo - Cornell University
Leonard Muaka - Winston Salem State University
Zoliswa Mali - Boston University

Reflections of Participants on NALRC Summer Workshops

Arfang Dabo
Michigan State University

A long time ago I came across a quotation from my readings but I have forgotten the author. Basically it says a teacher affects eternity so he or she can never tell where his or her influence stops. Since then, it has completely changed the way I look at teaching and reflecting on the fact that it is true that teachers need a kind of permanent self-examination of their practice. They need a permanent reflection on practice. I believe that every teacher wants to be a good teacher but a lot of good teachers are not given the opportunity to learn. When they are not given the opportunity to learn, they become bad teachers. And that is why we have to be thankful to NALRC, that is why we have to be thankful to Mama Antonia Schleicher. *Mama ni wura. E se ma.*

And also I have to thank Esther, Asante. Because they patiently coached us with professionalism leading us to what Cochran-Smith (1999) call the three types of knowledge: knowledge for practice, knowledge of practice and the knowledge in practice. So we have to be thankful for enabling us to be a learning community because that's what happened during our session. And I hope that this learning community is going to grow and it is going to grow because that's what happened during our session. And I hope that this learning community is going to grow and it is going to grow.

I'm going to finish with this proverb. It English it means, when you see a turtle on the top of a fence post, you know that it had some help. That is the help you are providing. That's why I say *Mama ni wura iyebiye. E se.*

Wasan Tawfeeq
Florida State University

It is my pleasure to be here. I will like to thank all of you: The director, the instructors, also John and Joyce; All my friends here, brothers and sisters. I have met people from different places, universities, countries and of course I have learnt from all of them. I admit before I had curriculum problem for native language not English but right now I have learnt how to design and develop curriculum for learners who want to learn Arabic language. It is very important to keep our language and as instructors we need to know that.

Finally, I will like to thank my daughter she is always with me to encourage and motivate me in all stages of my life. Thank you.
First of all, I want to appreciate God for the opportunity to gather together this evening. Remember that the Director said the same thing when she was opening this program. For those that were here last year, especially the management or the coordinators of NALRC, you remember that I joined this program mid-stream due to some circumstances that were beyond my control. But then, I also wish to say that I am happy to be here this year starting with the team and ending with the team because in the course of the program last year, it afforded me the opportunity to meet with people from several countries in Africa; to learn the languages in a simple way, simple greetings and every other thing and to communicate with one another after the program. It has been God and I appreciate Him for this on behalf of every one of us.

Secondly, I want to thank God on behalf of the management of this institution, Indiana University. I want to appreciate the coordinators and those in charge of NALRC starting with the director, Professor Schleicher. I did not know that I would do this thing until when we were about closing the morning session this morning; but sincerely speaking, yesterday while I was still busy on the assignment of the presentation that we have, I was just ruminating on what would have become of African languages if we did not have the person of Professor Schleicher coordinating a program of this nature; and I just came to the conclusion that if it were not for someone with the passion that African languages must progress beyond the shores of the continent of Africa; that we must do everything within us to ensure that these languages do not die; Because it is within her and any other person to say, “Well, I have done my own. Whatever will be will be. I don’t care what happens.” But thank God because she is a person that has a passion for African languages and she is doing everything humanly possible to ensure that African languages grow. I want to appreciate you and your team ma. I want to appreciate the efforts of Brother John, Joyce and the host of others in this team. We really express our appreciation unto you. I also want to appreciate all the instructors. Sincerely speaking, since I got to know Steve Tim last year, he will bear me out, I have communicated with him several times from Lagos and I thank God he has also been replying and I learnt one thing from him: that he is a good instructor, he is a person that learns other languages with his and he recognizes people. That is one thing with him.

I also thank all others like Jennifer Eddy, Esther Ham, Esther Lisanza and all the master teachers in training. We appreciate every one of you.

I thank God that has just ordained it that we will meet at a time like this. For those of us in Yoruba language, we know the type of experience we have gained since we came in last week having Dr. Adeolu Ademoyo with us. I want to believe that others have done the same. I pray that the Lord will help you all. I want to appreciate all my colleagues sincerely speaking, I have seen this workshop as an avenue to interact while we are here and beyond this place and that has given me the opportunity to know more people from Africa. But majorly, the essence of our coming together which is this workshop is not because we have not been teaching before but I need to say that this workshop has opened my eyes to some other things that I need to know as a teacher if I want to remain relevant in this profession. And it’s not that we have not been attending workshops before but this NALRC workshop has also opened our eyes unto other things in this profession and I want to appreciate the efforts of the director and our instructors in these past two weeks on teaching us online program development and this curriculum backward design of a thing. It has really helped us and I want to believe that after this workshop, we will go back to our various institutions and begin to implement, begin to practice and it will also help us to become more relevant in our profession, in the discharge of our duty. We have benefited immensely there is no doubt about that.

I want to say thank you to the organizers of this workshop. When I first came, I did not understand what they really mean by second language learner. I was looking at it from the point of view of linguistics rather than pure second language approach. I am happy that even in the process, when we started micro-teaching, the first day, I used second language approach, the second day, I did that. Then I said, let me test myself and see what’s happening and I moved out and there was confusion. I moved out from second language approach and went to grammar straight to see difference between L1 teaching in L2 approach. I did it deliberately. When they asked me questions, I told them, that shows the extent of unpreparedness on the side of the teacher. I wanted to get something. I wanted a reaction and I said thank you. By the time I came, I was a Novice low learner and I know I have improved, I have learnt something and I am going back with something. I always ask my people, when you dream, which language do you dream with, please? Do you ever think? Do you dream with a second language, a foreign language or a mother tongue? We speak English, we leave our language we don’t speak our language and now we have lost it. We don’t speak RP, we don’t speak our mother tongue. What’s literacy? – Ability to read and write. Read and write in which language? Is it a foreign language? Is it your mother tongue? That’s a difficult question to answer. We have been able to speak, read but is it possible for us to write in our language? If you give me any homework in my language, I can do it but if you ask me to write a grammar discourse text in my language, it will take me ten years to do that because I did not even look at all the points raised until I came for this workshop and I know what I am going to do when I get back home. I will like to say thank you to my teachers Esther, Steve. Thank you very much. I will also like to say thank you to John. You’ve been a wonderful technician. We harass you sometimes but then you tolerate us. Prof, I will like to conclude with the words of Kofi Awoonor. There was a poem that he wrote and he said, “allow me
and my children to depend on you so that we may, all of us, have something to eat.” So I will also say, allow me and the dying languages to depend on you so that we may, all of us, have something to build on tomorrow. We don't want to commit cultural suicide. Thank you very much.

Vote of Thanks

Leonard Muaka
Winston-Salem State University

It's been about twelve years since I came to this institute. I was a student but fast forward, I am a different person. So as I came back here it was as you say, going back to where I began. At that time, your teacher was still in Kenya...our youngest daughter had not yet been born. So I can see that a lot has happened but as I came here and joined you, it's been a pleasure. I am just so happy so see all of you but you see this institute as we have said, couldn't be anywhere without you and without everybody who has played a part. We now have young scholars like Usman we don't know what she will be in twelve years from now. That's so important for us...those are things that I really think we should treasure. There are a few things as I bring this to a conclusion but as you say, it is a transitioning point in what we came to do this evening...What I want to say is all of these appreciations without Professor Schleicher. She came many years before us but we are here today because of her. Whatever happens, my friends, the Swahili people say we must not forget where we came from. There is nothing that lasts forever, whatever began must come to an end. We thank you so much for that. It's been wonderful just coming back to see what you have done. You influenced me I hope to impact other people's lives.

As we look at John, his language has just disappeared but he knows his language very well. We are so grateful. When you sit in that room, you listen through your ears and you comment using whatever it is that you can. That has been wonderful. Whatever you are recording, these are memories. We want to keep them so that's wonderful.

Joyce, I am still looking at you. Thank you so much for running up and down helping us get those pens out. Our friend, you played the drum for us...Victor, we are so grateful. And all of you my friends that I have come to know today and we will always know, I want you to go home knowing that this connection has to be there, always. You have learnt how to use Adobe Connect...that means do not go and shove it, let us connect. Because we want to connect with Africa in a big way that's what is going on. The technology you learnt today...Professor Esther, we are thankful and we hope make use of this. Beyond this room, beyond Bloomington, let us connect.

I want to thank all of you again. It has been wonderful and as we get ready to go to the next place, exchange e-mails. Go beyond this, don't go and disappear. We hope that you have learnt something and we encourage you. Thank you.

The Leadership Performance participants

2015 StarTalk Professional Development Program

The 2015 NCOLCTL Startalk program was held on July 13th through 31st. This two week program featured Less Commonly Taught Language Instructors from various institutions and organizations in the United States.

During the first week of the 2015 NCOLCTL Startalk program, patrons participated in the online Teacher Training Course, which introduced them to the various theoretical concepts frequently used in the field of LCTL. This initial week of online training was a required component that introduced participants to several theories of LCTL. Afterwards, the online participants (not all of them) travelled to Bloomington, Indiana on the 19th to commence the two week onsite training.

The onsite training was directed by three master instructors: Dr. Antonia Schleicher (Program Director), Dr. Jennifer Eddy (Lead...
Instructor), and Dr. Esther Mukewa Lisanza (Instructor). In addition, Ph.D. student and Swahili instructor Beatrice Okelo was the trainee master instructor onsite.

Throughout the first week of the onsite training, Dr. Antonia Schleicher opened the program by introducing participants to Backward Curriculum Design. Moving on she introduced the principles and characteristics of Effective Language Lessons. She finally emphasized the importance of using target language, contextual teaching language lessons, as well as instructions on how to create effective lesson plans for individuals and groups.

Instructors Drs. Jennifer Eddy, Esther Lisanza and Schleicher in turns performed demonstrations using varied languages, such as Spanish, Swahili and Yoruba. They place these languages in context for the participants so that they adapt these concepts to their micro teaching. Participants participated in a lot of exercises to help improve their lesson planning and teaching skills.

Alongside the teaching demonstrations both Drs. Eddy and Lisanza led presentations on Backward Curriculum Design, Thematic Units of Lesson plans, development of Interpersonal, Interpretive and Presentational modes tasks and the importance of performance objective for instructors.

The major part of the second week was based on micro teaching. Each participant prepared and taught a target language after which feedback was given by the program instructors and co-participants. Participants were able to receive valuable feedback from their instructors and peers. The feedback was expected to help improve participants teaching skills and future lesson plans.

At the end of the program, an awards ceremony followed be a dinner was held to conclude this intensive three-week program. During the ceremony, participants and volunteer students performed songs and dance to entertain the audience. Four participants had the opportunity to share highlights of their training experiences from the 2105 NCOLCTL StarTalk program, and another participant commended the student volunteers for their helpful feedback.

To conclude, each participant was given a certificate of completion from the NCOLCTL. It was awarded by D. Antonia Schleicher, Executive Director of NCOLCTL, and Director of the Center for Learning Excellence at Indiana University, Bloomington. In addition, the student volunteers received certificates. The evening was crowned with a dinner prepared by Samira – a Bloomington based restaurant. All the instructors invited guests, participants and staff of the secretariat shared foods and drinks representing a culture that is in common amongst occasions such as this.

The following individuals received certificates for completing the 2015 NCOLCTL StarTalk program:

Ashley Bisutti - Indiana University
Barkha Dwivedi - Five Colleges, In.
Johnes Kitololo - Pomona College
Omayma Alkatib - Zenith Academy
Peter Mkumbo - Clemson University
Salah Farah - Defense Language Institute
Yunus Ates - New Springs Schools
Zahrawi Samar - Sam Houston State University
Beatrice Okelo - Indiana University

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Yunus Ates - New Springs Schools
Zahrawi Samar - Sam Houston State University
Beatrice Okelo - Indiana University
Thank you very much for giving me the opportunity to give my reflection about the training. At the stage when I started this program, this training, I had never had this kind of training before. I have always been involved in conversation teaching in Swahili back in Tanzania for those volunteers who were being hosted back in Tanzania but I have never had any other training in teaching language and teaching second language. So attending this training to me, it has given me; it has opened a door to me I never realized that language could be learnt such easily. When you are teaching students or when you are involved in a conversation, you find that you meet students who have been taught in different ways. They ask you questions about grammar and I have always had a hard time in teaching grammar to these students who are learning Swahili as a second language or as a foreign language. Teaching grammar in context makes it easy – very easy. I have realized that it makes it easy for students or learners to understand the language easily which is currently the most effective way of teaching language to foreigners; and also, the way of planning lessons taking to mind those three-mode tasks – the interpretive mode, interpersonal and also the presentational tasks. I have learnt how to prepare a lesson, how also to evaluate a student in the summative and also the formative ways of assessing the lesson and the student learning performances. It has really exposed me in a way that now if I am teaching students I know what needs to be planned and what kinds of activities I should think of putting things into context. You make the language ready to be used by these students or learners. If they see the need of using the language in their daily activities, they’re going to apply those techniques. And that’s an easy way of teaching the language.

Thank you very much for organizing this training and this workshop. I really learnt a lot of things. I understand as you say it Dr Schleicher, we can’t learn everything in these two weeks there’s so much to learn but slowly through being involved in more workshops and also practicing, I am sure we will some time get there and be leaders as you wish us to be leaders in this foreign language. Thank you very much also Dr Esther … . Thank you very much and also Dr Schleicher for exposing us to the national organizations and also associations which also link us and broaden our network in this field of teaching foreign language for us to grow more and more and meet other people probably who are close to our geographic location where we are who are probably going to be our mentors; people we can ask questions and also meeting all these people from all these diverse groups from Arab, from Turkish, from Sudan from everywhere. To me, I have already broadened my network of professionals which is a good thing when you are working in a formal environment and profession. Thank you very much.

First, I want to thank Dr Schleicher, Dr Esther and Beatrice who helped us a lot. Mike! I am going to start like Samar. I came here to the States to learn English but destiny changed – now I am teaching Turkish. I am learning, teaching so I know how hard to learn a new language is. Actually I thought I knew until I came here. In the first Swahili class, in the first Swahili lesson, as I told you guys before I was trying escape I didn't feel like that hard and then after twenty minutes, I realized that I am able to say my name, where I am from, where I am living in, what I do, where I work, a lot of things about me and I thought in a semester I cannot teach this much to my kids. And I was thinking there is something wrong with the kids or with my class. On that day, I found the missing part. It was me and my lesson plans. So I changed my mind now. I know what I am going to do. I am going to try to make my lesson plans better organized, including more activity tasks with modes and skills. This is what I got from here first.

I was looking for a lot of resources and I hadn't hoped to find more resources here but I found more than that. I wasn't going to come here because I was going to leave my kid and wife in Turkey for fifteen days or more than that and it wasn’t a good decision to me. It wasn’t that easy but as far as I see what I did here or what I got, it is worth it; it is worth leaving them over there; it is worth being separated. It is a big thing to me. So target language, I went to ACTFL’s program in Orlando in October last year in the beginning of 2014. They were talking about how you have to speak in target language. Okay, it is a good dream; I have a dream. But how? How am I going to speak Turkish or Arabic to the people who don't know what Turkish is, Arabic is; where they are, why I am learning this language.

I learnt that we can but it is a big challenge to teacher more than to the students. You’ve got to be prepared, plan. You’ve got to spend hours to speak the language. If you don't have that much time, you cannot speak your target language. I change
I came to US two years ago and found myself in a tenure track position teaching Arabic, after 21 years of experience teaching English drama and criticism in Syrian and Saudi universities. I had the impression then that teaching Arabic was a given skill. I was surprised to find out that, despite my enthusiasm and long academic experience, teaching Arabic was not a piece of cake after all. So I was lucky to learn about and participate in StarTalk program 2014 at Penn State. I followed it and got a lot out of it. Thus, I felt the urge to improve my pedagogy further by exposing myself again to the same StarTalk principles and methods. What I got this year by far exceeded my expectation.

Reflecting on what made this workshop a very fruitful experience, I realized that it was the frequency and pace we did our microteaching and most importantly the feedback that was given immediately after every micro class. It was vital that each one of us did 4 microteaching on the same theme. It felt like building a micro curriculum with unified theme and method. The fourth time was vital as we only grasped what makes a good presentational task when we were doing our fourth microteaching. The feedback was the highlight of the two weeks intensive course. We were all allowed enough peace of mind and time to process our information, to reflect on my teaching, the teaching of others, to analyze each micro lesson and point to the areas of excellence and areas that were less efficient. All of that was done in an academic impersonal atmosphere that was not conducive to intimidation or embarrassment. Thank you Dr. Schleicher; thank you Dr. Mukewa; and Beatrice for conducting the feedback smoothly and professionally.

Dr. Schleicher’s concluding session about professional building was great. This session was meant to make us expand beyond our immediate institution and to reach out to national organizations. It encouraged me to function past my isolation in my department, to see myself as part of a larger community of professors in the US and to take the initiative to improve myself and my institutions. Again, hats off Dr. Schleicher for caring for the trainees in this special way.

I also learnt a great deal from Dr. Jennifer Eddy. In her sessions about StarTalk principles and Integrative Performance assessment, she did not merely lecture. She modelled good teaching methods. She used the interpretive mode task, and elicited answers from us in a brain storming method. Then, she made us discuss the STARTALK principles in a group of two, thus modelling the interpersonal mode task. Finally she had us present our findings in presentational mode task. It was then, that the IPA came home. I finally internalized them in a way that the words on paper could not function. Thank you Dr. Eddy, in absentia, for all of your instruction, for your help in the clinical hours in the evenings in the dining area and for all the ideas that you generously gave. You facilitated the scaffolding of learning and the turning around of the lesson and showed me how to think outside the box in planning tasks.

It was great to be hosted in the Holiday Inn for two quick weeks. In the beginning I craved to be based at Indiana University but then soon I realized that it was not a bad idea after all. In this place, we worked rigorously till 2:00 am sometimes in the lobby and dining area and always had someone around to give me the sense of sharing and community. It was a great group of fellow teachers and I am grateful that I met all of them. I appreciate the hard work of Nana and John who were in the back seats making sure that everything worked extremely well. This was a very successful workshop. Congratulations to all of us.
The Annual Conference of the National Council of Less Commonly Taught Languages and African Language Teachers Association was held at Hilton Washington Dulles Airport, April 24-26, 2015, under the theme, “The Languages of America in the 21st century.” The conference was organized by the NCOLCTL Secretariat from its offices at Indiana University.

This year’s conference brought together language teachers and professionals from as far afield as China, United Arab Emirates, Kazakhstan, Uzbekistan, Turkey, Egypt, Ghana, Kenya, Nigeria, South Africa, and Tanzania, while many LCTL professionals from the U.S. also presented on various aspects of less-commonly taught languages. Abstracts from LCTL practitioners at various universities and government departments were accepted while exhibits from publishing and professional concerns were also showcased.

The exhibitors of this year’s conference included The Language Flagship, Center for Language Excellence (CLE), ICA Language Services, IU CIBER (Center for International Business Education and Research), NALRC (National African Languages Resource Center), Institution of International Education, and SCOLA.

The traditional Pre-Conference Workshop, led by Kirk Belnap (Brigham Young University) and Nicole Mills of Harvard University was held on Thursday, April 23. The subject was, “Self-Efficacy for LCTL Teachers.” Pre-Conference Workshop two was held by Esther Ham of Indiana University, Bloomington and the subject was “Building an Online Language Program 101.” The next morning, April 24, welcome remarks were delivered by Dr. Jacques du Plessis, NCOLCTL President and Dr. Adeolu Ademoyo, ALTA President. Then Dr. Richard Brecht of the University of Maryland delivered the keynote presentation entitled “Common Ground Across the ‘Bending the Arc of America’s Languages: The Emergence of LCTLs in America’”. The keynote speaker’s presentation was followed by three Colloquium Parallel Sessions on “Multilingualism and its Legal Implications: A New Shibboleth for Asylum Seekers?” ; “Textbook writing for LCTLs in the 21st Century: A case study for a Turkish textbook,” and lastly “Why the Time is NOW for African Language Storybooks for Reading.” delivered and chaired by prominent linguistics scholars in academia.

The last plenary session featured Dr. William P. Rivers of the Joint Committee for Languages and the National Council for Languages and International Studies spoke on “Language Advocacy at the National Level”.

In all, there were 133 presentations and colloquiums at this year’s conference on topics ranging from curriculum standards and assessment in LCTLs, corrective feedback, language acquisition and instructional strategies, student perceptions, the use of technology and authentic materials, online LCTLs teacher training, and many others.

Both NCOLCTL and ALTA held the annual meetings of their Boards and Delegate Assemblies during the conference. On Friday, April 25, a banquet dinner was organized in honor of Dr. Catherine Ingold, from University of Maryland, winner of this year’s A. Ronald Walton Award, which recognizes distinguished service in the field of LCTLs. In his acceptance speech, Dr. Ingold, the Executive Director of the National Foreign Language Center (NFLC) reminisced about her experiences with her passion to support the United States to meet its needs for languages other than English.
Two research awards were given at the banquet by NFMLTA and NCOLCTL to deserving graduate students.

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

The staff of the NCOLCTL Secretariat is 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 John Adeika, Nana Amoah, Taiwo Ehineni Joyce Nyakato, Xiaojing Kou, Victor Alabi, Ahmad Usman, Emmanuella Datu, Betty Dlamani and Daisy Lamptey who volunteered their time and effort to ensure the success of the conference. We look forward to seeing everyone again next year NCOLCTL/ALTA annual conference in Atlanta GA.
2014 ACTFL Convention

The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo features an amazing array of professional learning and collaborative networking opportunities. Join your colleagues from around the world for this incredible learning experience. You will have the option to choose from more than 600 educational sessions in a variety of formats covering a wide spectrum of the language profession. Visit with more than 250 exhibiting companies showcasing the latest products and services for you and your students.

The ACTFL Convention is an international event bringing together more than 6,000 language educators from all languages, levels and assignments. Be a part of our global community. The team for this year is, Reaching Global Competence. Dr. Antonia Schleicher and John O. Adeika represented the National African Language Resource Center (NALRC) at the 2014 American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, which was held November 21-23, 2014. San Antonio, Texas (Pre-convention workshops, November 20).

Arrival and Set-Up

For the third year in a row, all Language Resource Centers shared exhibitor space due to the reduced funding all units are operating under. This year, NALRC shared a booth with NMELC, CeLCAR, NEALRC, and CERCLL. John Adeika arrived on Thursday, November 21 to set up the NALRC booth, including helping the other LRCs with their booth set-up. For its share of promotional materials being displayed, the NALRC brought hardcopies of the latest edition of ULIMI (the annual news bulletin), the newly developed textbook (Nanu Jáng Wolof) and brochures (Ibibio, Idoma, Ijaw, Tonga, Lango, TIV, etc about sixteen of them. Other old material resources were also showcased.

Booth Visitors and Dissemination

During the conference, the attendees and visitors, mostly foreign language teachers and scholars, visiting the LRC booths were excited as they listen to the mission and scope of the NALRC work and its achievements. Many visitors were very interested in the work that NALRC does and picked up some of the exhibited materials as souvenirs, teaching aids, and or for references.

Overall, the networking with LRCs and other language scholars, as well as the opportunity to disseminate information about the center to language teachers and enthusiasts made this trip another successful outreach experience.

Conclusion

NALRC’s presence at the conference was felt as the center was able to enhance the existent network and new bonds and collaboration were formed particularly for the development of more other African Language instruction materials. It was another successful ACTFL conference, and the center is already looking forward to the 2015 ACTFL Convention to be held at San Diego Convention Center from November 20-22, 2015.

2014 ASA Conference

The 57th Annual African Studies Association (ASA) was held from November 20-23, 2014 at the JW Marriott Hotel in Indianapolis, Indiana. The theme of the conference was “Rethinking Violence, Reconstruction, and Reconciliation”. The National African Language Resource Center (NALRC) was represented by Joyce Nyakato and Victor Alabi.

At the conference, NALRC displayed its publications and materials including various African language textbooks, multimedia materials, different African language brochures, annual newsletters and NCOLCTL and ALTA 2014 conference posters. The NALRC’s efforts in making language resources available to the language scholars in the United States were highly commended by the visitors. Some of the highlights of NALRC’s report at the conference was its annual professional development programs and also materials produced by the center. The 58th annual conference is slated for November 19-22, 2015.
Workshop on Using SCOLA Authentic Videos for Teaching Foreign Languages

Professor NALRC Executive Director Antonia Schleicher on February 6, 2015 at Ballantine Hall, Indiana University carried out a professional development workshop. The workshop was titled "Using SCOLA Authentic Videos for Teaching Foreign Languages at Any Level of Language Instruction". The workshop had 27 attendees including language instructors from eight different departments representing 12 languages.

Dr. Schleicher trained participants on the three types of learning instruction videos - "created", "semi-authentic" and "authentic", and the purpose of authentic videos in a classroom. The participants were led into a discussion of what would be the appropriate video for their respective level of instruction. Participants were introduced to the concept of "modifying the task, but not the text" which allows the same text to be used for different level of instructions. Dr. Schleicher then led a classroom demonstration to explain how to plan activities based on the authentic videos. Finally, the participants discussed and shared ideas on planning.

2015 OPI Assessment Workshop

From Tuesday, May 26 to Friday, May 29, 2015, the NALRC partnered with the Center for Language Excellence (CLE) at Indiana University to host the ACTFL OPI Assessment Workshop. There were two sessions that ran at the same time. Trainings were led by Cynthia Martin and Martina Lindseth. Both of whom are ACTFL trainers. There were a total of 18 trainees made up of language instructors from 12 different language programs representing 13 languages in total. To practice the trainings, volunteers were recruited from IU language departments and the Bloomington community to be "interviewed" for their proficiency level in English. Title VI Centers were offered the opportunity to invite two instructors.

The four-day workshop introduced the language instructors being trained to the ACTFL rating scale, the structure of the Oral Proficiency Interview (OPI) and techniques for administering and rating the OPI. Participants observed and conducted live practice interviews across all proficiency levels from Novice to Superior. They critiqued and discussed interview elicitation, structure, and ratings. Participation in a Full OPI Assessment Workshop is the first step toward becoming an ACTFL Certified OPI Tester with full certification. NALRC is glad to help provide this opportunity for the many language instructors that were a part of the workshop.
Prof. Schleicher Delivered the 54th Annual Longest Lecture at University of Mississippi

Professor Antonia Schleicher delivered the 54th annual Longest lecture at the University of Mississippi on Oct. 27, 2015. She discussed "The Growing Impact of African Languages in the United States". The Longest lecture is named after former chairman of the Department of Modern Languages at University of Mississippi, Christopher Longest. The lecture attracts outstanding speakers. Her presentation marks the first time since inception that any scholar will speak on African languages. This is in tune with the university’s recognition of the important role of African language pedagogy and its initiation of a Swahili program in Fall 2014.

Exhibition at the IU World Language Festival

The National African Language Resource Center (NALRC) was at the exhibition hall at the Center for Language Technology (CeLT) organised World Language Festival on Oct. 24, 2015 from 9:30 a.m. to 4:30 p.m. The event was designed to expose high school students and their parents to the diverse language learning opportunities available to them. While language instructors provided crash courses and hands-on language and culture learning in the many rooms in Ballantine Hall, NALRC representatives, John Adeika and Temi Wright, were in the exhibition hall to engage students and parents on the African language options and the resources available to them through the NALRC.

Peer Observation of Foreign Language Classrooms

Executive Director of the National African Language Resource Center Professor Antonia Schleicher on Wednesday, October 8, 2014 led a workshop on "Peer Observation of Foreign Language Classrooms". The workshop had 24 attendees including five CLE staff and language instructors from 10 different departments, servicing 14 different languages (Bengali, Chinese, Dutch, English as a Second language, Estonian, French, Greek, Hindi, Kazakh, Mongolian, Norwegian, Persian, Russian, and Swahili). Workshop participants were introduced to only one part of a comprehensive evaluation of teaching called peer observation. The goal of the workshop was to learn sound principles of peer observation of foreign language teaching and to design an instrument to guide peer observation of language teaching for their programs. Attendees reviewed a PowerPoint presentation that defined peer observation and its goal. They discussed the difference between assessment and evaluation, and shared about the guidelines for an instructor conducting observation and for an instructor being observed. A “StarTalk” video was presented as an example of observing a classroom so that participants could practice using a Peer Observation Instrument/Form. Afterwards, the participants (as observers) had a group discussion of each question on the form to check to see how well the instructor in the video was doing. Suggestions that were made by the participants to improve on the peer observation instrument/form were incorporated. This conversation led to a discussion on Backward Curriculum design.
Micro-teaching at the NALRC Summer Institute

A cross-section of the 2015 Leadership Performance participants

Summer Institute participants engage in class group assignment

Participants giving a Yoruba cultural presentation at the certificate award night

Richard in action at a micro-teaching lesson during the 2015 Summer Institute workshop

Dr. Samuel Obeng welcoming the participants to the NALRC 2015 workshop

The participants at the workshop

Dr. Schleicher handing out the workshop completion certificate
Dr. Bokamba and Dr. Adeolu having a word

NCOLCTL Board Members

The conference provided networking opportunities

Dr. Esther Ham leading a pre-conference workshop

Attendees listening to one of the parallel sessions

A group photograph of NCOLCTL past presidents with the Executive Director

More networking

Conference participants at the Walton dinner and award night

The 2015 Walton award ceremony
Announcements

I. Translations/Interpretations

The NALRC continues to provide quality services in the area of translation and interpretation of many African languages as the need arises in and around the United States. The list of translators and interpreters is open to anyone who knows a less commonly taught language and wants to be an interpreter. Also, if you need translation/interpretation services, please contact us.

II. Job Opportunities Advertisements

As the NALRC website is frequently visited by students, instructors and scholars, you are encouraged to notify NALRC of any African language related job vacancy. We will advertise your job vacancy at no additional cost to you.

III. Upcoming Conferences - Dates & Venue

We urge our readers to mark their calendars for the following upcoming conferences in the academic year 2014-2015:

i. NCOLCTL/ALTA Annual Conference  
   Date: April 21 - April 24, 2016  
   Venue: Atlanta, GA

ii. NALRC Summer Institute  
   Date: May 16 - 27, 2016  
   Venue: Indiana University

iii. Oral Proficiency Interview Workshop  
   Date: May 16-27, 2016  
   Venue: Indiana University

For any questions/comments, please contact:  
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