Welcome to the seventeenth volume of our annual newsletter, Ulimi. I am pleased to announce to you that it has been another year of great strides towards excellence in African languages pedagogy for the National African Language and Resource Center (NALRC). This year’s success is equally an indicator of the commitment of African language scholars and partners throughout the United States, to the cause of the NALRC and I would therefore like to convey my sincerest gratitude to you for supporting this center in achieving its goals.

NALRC remains dedicated to furnishing learner and instructor materials for the teaching of African languages within the United States and beyond. In this regard, the Center continues to publish more pedagogical materials. NALRC has completed the African language brochures for Timbuka, Senufo, Umbundu, Gbaya, Kru and Nama this year. Additionally, we have published An Ka Bamanankan F and Jẹ Kà Bára Wa Sọrọ Ní Yorubá from the Let’s Speak and Let’s Communicate series respectively. Other materials in progress include Standards-based Furahia Swahili Pre K-5, Dosume Ikinyarwanda (Intermediate Level), Tuyige Oluganda (Let’s Speak Luganda), Reka Tuyage Mu Kirundi (Let’s Speak Kirundi) Walok Leb’Acholi (Let’s Speak Acholi) and English-Yoruba Pocket Dictionary.

This year’s Summer Institute Program demonstrated cutting edge pedagogical techniques to a very enthusiastic group of African language instructors representing eight languages including Akan, Amharic, Bamanankan, Swahili, Urhobo, Yoruba, and Zulu. Participant testimonials after the 2015-2016 intensive workshop clearly states firstly, the ongoing need for such training programs and secondly, the undeniable impact it has on our trainees.

NALRC values its longstanding collaboration with its partners. Once again, we joined hands with the African Language Teachers Association (ALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL) to organize the 2016 NCOLCTL/ALTA Conference. As part of our outreach and mentoring efforts, the center sponsored a few graduate students to attend the conference. I deem it very important to acknowledge the hard work and commitment of all the NALRC staff and the National, Local and Field Advisory Boards in the service of this center, without which the center would not have come this far. I know I can count on your support in the coming years.

Avɔ, Asante, Ese, 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. 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 languages 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, there is an acute need for teaching materials. 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 African language brochures.

2015/2016 New Materials
African Language Brochures

Journal of the National Council of Less Commonly Taught Languages

- NCOLCTL Vol 17 (Spring 2015)
- NCOLCTL Vol 18 (Fall 2015)
- NCOLCTL Vol 19 (Spring 2016)

Let’s Communicate Series (Advance Level)

Jé Ká Bára Wa Sôrò ni Yorùbá (2015)
Kólá Owólabí, Àrinápé Adéjújúmo, Básíyó Adékòlá Òpě Táísíwò, Adéñosi ‘ólatéjú, & Harrison Adéníyí
ISBN: 978-1-59703-024-3

Let’s Read Series (Elementary Level)

An Ka Bamanankan Fó (2015)
Amadou Beidy Sow
ISBN: 978-1-59703-028-1

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
- Let’s Speak Pulaar
- Let’s Speak Sudanese Arabic
- Standards-based Furahiyia Swahili Pre K-5
- Standards-based Yoruba Pre K-5
- African language brochures: Serer-Sine, Efik, Gogo, Yao-Chiyao, Maay Anyi, Suppire, Hehe, Sara, Luyia, Nyoror, Ruanda/Rundi, and Songhai
NALRC Annual Summer Workshop

The National African Language Resource Center (NALRC) held its annual Summer Institute program from May 16th to May 27th 2016. The workshop sessions were held at the School of Global and International Studies at Indiana University Bloomington. This year’s Institute involved an intensive two week training session for language instructors and professionals. The 2016 fellows came from nine different institutions across the United States and Nigeria. Languages represented were Akan, Amharic, Bamanankan, Swahili, Urhobo, Yoruba, and Zulu. The training workshops focused on applying field-tested Second Language Acquisition (SLA) techniques and standards to African language pedagogy and emphasized on the following:

- Using standard-based, thematically organized, backward curriculum design with performance assessment in the three Modes of Communication
- Integrating language, culture and content in the African language classroom
- Training participants to create a learner-centered classroom

Instructors for this year’s institute included NALRC’s Director, Dr. Antonia Scheicher and partner Esther Lisanza. Lisanza is seasoned and trained as a lead instructor from the previous year of workshops at Winston Salem State University. Though this year’s institute was the 17th annual workshop, it was the fourth time it was being hosted at Indiana University, the current home of the NALRC.

In the first week, institute fellows learned how to incorporate multi-skill activities and assessment as part of their instruction routine. They also learned 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. Dr. Schleicher used Yoruba as an example in demonstrating how to carry out effective language instruction and utilizing platforms of meaningful communication in the target language; with 98% instruction in the target language. Instructors learned 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 techniques that they had learned in the workshop. The opportunity for collaboration and discussion among peers as well as the opportunity to learn other African languages 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 was best suited for their learners needs in each class. A unique aspect of this institute is that it enables the fellows to be able to critique each other’s teaching methods while receiving constructive feedback from their colleagues, many of which are learning the languages used in the demos for the first time. At the end of each microteaching, other participants peer review and critique the view of new methods and teaching skills that were learned. This helped everyone respectively to improve their teaching methodology and at the end of the workshop, the participants felt the fulfillment and accomplishment a great deal in their teaching skill.

The institute concluded with an awards ceremony on May 27th, 2016 which was chaired by Dr. Alwiya Omar in African Studies at Indiana University. At the awards ceremony, participants organized presentations in the form of music and cultural dances. Some of the participants gave reflections on their experiences during the program and Dr. Betty Dlamini gave the vote of thanks.

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

- Aderibigbe Moronnubo - Fed. College of Education, Nig. - Yoruba
- Ajiboye Emuobonu - Delta St. University, Abraka, Nig. - Urhobo
- Dube-Makoni Sibusiwe - Pennsylvania State University- Zulu
- Hagos Werede - University of Florida- Amharic
- Kavaya Susan - Indiana University- Swahili
- Kitito Khalid - St. Lawrence University- Swahili
- Lasisi Falilatu - The C.A.K.E. Village- Yoruba
- Loy Neema - University of Mississippi- Swahili
- Mustapha Mohammed - University of Florida- Akan Twi
- Obiri-Mainoo Prince M - Boston University- Akan Twi
- Sow Amadou - Indiana University- Bamanankan
- Wawire Gorrety - University of Florida- Zulu
- Zungu Zotha - Indiana University- Zulu
- Dlamini Betty - Indiana University- Zulu

Participants engrossed in work at the workshop
Reflections of Participants on NALRC Summer Workshops

Dlamini Betty
Indiana University

First of all, I want to say thank you for having the opportunity to be the one to say such kind words. ‘Thank you’ in my culture, the most important word. ‘Thank you’ is a very heavy word because that is how you reflect on the inside. It’s been a real honor and although most of my colleagues have already said a lot of what I would like to say, I feel I have to still say ‘thank you’ in my own words. When I applied to be part of this year’s institute, I didn’t think I needed this training much but because I was encouraged that this is in line with professional development I just agreed to be a part of it. I participated in the 2009 institute had also been to other workshops in which backward curriculum design was treated but I had no idea as the Malian people of Bamanakan, I would say, that when I came here I was using "sen." I came here walking. But now I am using "Pankurun". We came here walking but now we are jets. Honestly, teaching is my profession and teaching a foreign language is nothing like any other subject. You can do very well in English Literature, but teaching a foreign language has its own challenges. When I first heard about the 90% use of target language in the classroom I felt like it was not possible with culture courses.

With culture, I have felt the need to explain in English but within these past two weeks I have seen myself transform, I have seen everybody else transform. Because I can say that this workshop has helped us to do things in a very easy way. Things that I thought were impossible are so possible now. As we go home, or wherever we came from we are all taking a new language with us actually not just one language, but languages. And we achieved this in just 15 minutes of being taught in the target language. Now imagine what can happen when you have 15 minutes with your students. We would really like to say See-a-bong-a, Ese, Madase, Osresre, Asante sanna. We are really changed and in the words of another philosopher, “learning is the vocation of humanity and developing is becoming more humane.” If you are a teacher always become, you never finish. And as we are here I believe this isn’t the end of the journey. If there is another workshop where there is something to learn I say ‘you go.’ We have learned this workshop that everybody who is in leadership should be in a position to pass on the baton. We have seen it practically how Dr. Antonia is passing on the baton to Dr. Esther. Really, she was very amazing though I have never said that in her presence before. I didn’t see the difference between you two. It’s just that we know where and how you arrived at this point. It’s all the trainings you got from the same workshop under Dr. Antonia. We would just like to say to Dr. Antonia, please keep this up and train more people in the field.

Aderibigbe Moronmubo
Federal College of Education, Nigeria

I was in the classroom from 1971-2013 when I got my PhD that is 42 years. And as a teacher for the past 26 years I must confess, I have never had any training this excellent, rewarding and full of impact. It really is transforming.

This was an experience. I cannot forget this quickly. It has definitely made an indelible mark on me professionally. Backward curriculum design, (BCD), makes you learn from your students while teaching them. You are not the Almighty. You are not the only reservoir of knowledge. You will learn from your students. This is one of the things we got to learn here. You get transformed too. Isn’t that interesting? You let them know the destination even before you start the journey, it’s awesome. That is what they call "orijio" in Nigeria. That is you let them know what you are assessing them on. I thank God Almighty for giving me the golden opportunity of meeting this hard working, indefatigable, resource teacher in person of Dr. Antonia Folarin Schleicher, who beautifully and successfully combines professionalism with godliness. I am grateful. She makes me proud to be a woman, an African, a Nigerian, and a Yoruba. I pray and hope to be like her someday as a teacher. Touching lives spiritually and professionally.

Mwalimu Esther Lisanza, how can I ever forget the fact that you gave me a Baptism in Swahili? I can’t. It is my very first contact with the language. Of course my professional history would not be complete without the mention of your name. Asante Sana. (thank you).

Mr. John and Joseph, J1 and J2, thanks for helping me out with authentic materials for my last presentations. I appreciate you guys. Oh well, I am missing all of my classmates already. Gorrety "iyawo" (the bride); Susan, small but mighty; Zotha reserved but very intelligent; Buski the frank; Betsy the nice and soft spoken; Neema the sincere; Khalid the hammerer; Beidy (Mombasa) the man from every country, he is from every country; Mustafa "Akan Omoge;" Werede the quick learner; Emuobouvie my personal person, Prince the baba of us all, and most especially my Faliliatu, the cultured girl with a golden heart. That’s what I call her. You are all my brothers and sisters from other mothers. I love you all. Thank you.

Amadou Beidy Sow -Indiana University

Thank you guys for giving me this opportunity to Mali Mombasa to say a few words to you. Thank you first Dr. Schleicher, thank you Dr. Alwiya, and thank you Dr. Esther. Thank you everybody, thank you John, and thank you Joseph, you guys have been wonderful. Coming to this institution I didn’t know what to expect because I knew that I didn’t know...
Ladies and Gentlemen, my brothers and my sisters, I want to thank you for this opportunity. The first time I actually met Professor Schleicher was about 5 years ago. I was selected by my director at Harvard to attend a one-day workshop at Boston University. So I went and that was the first time I saw her. Frankly speaking I didn’t really understand what was going on, so I went back. About 6 months ago my director at the time at Boston University told me, “Prince, in May you need to prepare. You are not going to teach in summer. We want you to be in Indiana for NALRC Summer Institute so you can learn something new.” I agreed. I had an education conference in Hong Kong that was 2 weeks prior to this workshop. I was really, really tired: 13 hours non-stop to Hong Kong and 13 hours non-stop back. So I almost decided that since they have it every year, maybe next year will be okay, I decided to come, in spite of the anticipated tiredness. And my friends, it was good I came. Being a native speaker doesn’t really mean that you are qualified to teach African language, it doesn’t at all. And I am happy that even my age doesn’t qualify me to teach this language.

Look at this young lady probably the youngest amongst us, and whether you like it or not I’m probably the oldest amongst you. And we are all here. And I can’t really believe what we have learned. If I really want to go into details my heart desire is to go back and to sit my students down and then start teaching something new and they would ask me, “what has happened?” because how I used to teach will definitely never be the same. My friends, it’s exciting to me that our professor and our teacher here and those of you who have been watching, she is modelling for us everything that goes on here. These professors have done a lot for us, and me personally, and I know, almost everyone and each of you has the same story to tell. Thank you very much. To my friends over here, I am so excited. They did mentioned it to us that this class is unique. It is indeed unique because, the “Sows” among us becomes the “Mobanzas,” to the extent that I even forgot his name. These are such wonderful people that have really sacrificed their time for us by driving us around. We have received a lot and those of us will just go and redo our curriculum. I know if I tell my director “Can I have it back?” he will say “Prince, what happened?” And I would say, “you sent me to Indiana and that has changed me. So please if it’s possible let me have my curriculum back and revise it.” So my friends, it’s so exciting and the staff over there; can you believe that Joseph, all the way from Indianapolis, would always stop by and pick us up from our hotel to get us here. And I can’t really say anything less than that fact that this has been very memorable. And I am happy. Like our professor said, “I am going to, if I am given the chance, to recommend that every Tom, Dick, and Harry within that African Language faculty or department should be mandated to participate in the language institute. It’s not a question of whether you like it or not to come over here for this training.

One of the observations I have made is that I will plead with them that, next time they are sending the invitation out; to emphasize that it will give you the opportunity to add to learn another African language. I didn’t know that I was coming to learn some other languages like Urhobo, Zulu, Yoruba, Swahili, and Bamanakan etc., I never knew at all about that great opportunity. And now I know, though I thought before that learning a language is not my area and I was proved wrong. I have come to make a lot of friends within this unique group. And friends, that young man over there who is called Mustapa Muhammad, in fact when I saw the name, frankly speaking I didn’t know he was a Ghanaian and he will agree with me because Mustafa and Muhammad are foreign, I mean I would say foreign; until he entered here and started speaking Twi. And as soon as he reach here he says “Nana”. You understand what “Nana” means? And he put into practice how people would address me if I were to be in Ghana. He would say the front seat isn’t mine. He would vacate the place, he would hold my bag, and he would do this and that for me playing the role of linguist. Linguist not in the term of academics but in the terms of our tradition. And that is that young man and to the extent that we have even be able to connect to our chief back in Ghana for a development program that is coming out of this program. I am not exaggerating. After putting our heads together we said, “no, we are actually going to put these chiefs together and bring them over here and help them to develop their communities out of what we have learned here.” And my friends I am telling you this is probably a lifetime experience.

I want to conclude what I am saying. The truth of the matter is that we have to take this program seriously. I mean seriously. Why should a white man teach my language, and I sit

Obiri-Mainoo Prince M
Boston University

Ladies and Gentlemen, my brothers and my sisters, I want to thank you for this opportunity. The first time I actually met Professor Schleicher was about 5 years ago. I was selected by my director at Harvard to attend a one-day workshop at Boston University. So I went and that was the first time I saw her. Frankly speaking I didn’t really understand what was going on, so I went back. About 6 months ago my director at the time at Boston University told me, “Prince, in May you need to prepare. You are not going to teach in summer. We want you to be in Indiana for NALRC Summer Institute so you can learn something new.” I agreed. I had an education conference in Hong Kong that was 2 weeks prior to this workshop. I was really, really tired: 13 hours non-stop to Hong Kong and 13 hours non-stop back. So I almost decided that since they have it every year, maybe next year will be okay, I decided to come, in spite of the anticipated tiredness. And my friends, it was good I came. Being a native speaker doesn’t really mean that you are qualified to teach African language, it doesn’t at all. And I am happy that even my age doesn’t qualify me to teach this language.
somewhere as an observer? It is a disgrace to me. But from what we are gathering from here we will be able to do very well if we decide to be in this type of program to be trained. So my friends we are going back not only as changed persons in the classroom, but also in our community.

And I want to say, thanks be to God for giving me this opportunity to come here for this program. And lastly but not the least, that young lady over there Neema, in fact as result of what she did for me, her last presentation was actually affected, but while she was affected, I was improved and elevated and the professor said, "Prince, you've really shot yourself from the bottom to the top with excellence." So Neema, thank you for being a part and witness to the transformation that has happened to me here. And I believe you too, will never be the same. Thank you.

Falilatu Lasisis

The C.A.K.E. Village

Why teach Yoruba? Five years ago I realized that a lot of heritage children born in the United States could neither understand nor speak Yoruba language. Some of who are now adults shared their regrets with me. Eventually, I decided to start tutoring children in Yoruba. Two years later, I partnered with the owner of Culture of Africa for Kids Everywhere-

The C.A.K.E. Village, Mrs. Lande Sanusi- who is just as passionate as I am to make Yoruba language and culture accessible to anyone that may be interested. Through her, I learned about the National African Language Resource Center NALRC's Summer Institute.

Coming here, I didn't know what to expect but I had a feeling that I would not return the same. I remember the first day, Dr. Schleicher and Dr. Lisanza helped us understand every step of training. Dr. Lisanza made teaching a foreign language using 90% of the target language look so easy; now I know it is. The second week was the fun week where we got to display all the acquired skills. My fellow participants' feedback were superb and I made sure to apply them where necessary. As a language teacher, this institute has given me the tools needed to improve my teaching methods, to create a learner-centered classroom, and to be an effective teacher. I learned an unwritten technique from Dr. Schleicher, and that is telling my students to write the clearest parts of the previous lesson and the muddy parts so that I can better explain it to them. Reverse back to May 16, I had a feeling that I would not leave the same way I arrived. I can definitely say that is not a feeling to me anymore, but a reality. Our reality. Thank you for believing and investing your time in our future.

2016 NCOLCTL / ALTA Annual Conference

The 19th Annual Conference of National Council of Less Commonly Taught Language was held in Atlanta, GA on April 21-24, 2016 with the theme of: "Positioning the LCTLs with Paradigm Shifts in U.S. Education." The Conference was held as usual in conjunction with her sister's Association: African Language Teachers Association which marked her 20th annual conference. There were participants from universities, language centers, government agencies and private agencies from all around the U.S. and other parts of the world, i.e. Bangladesh, China, Drance, Nigeria, and South Africa to mention a few. The presentations were from LCTLs scholars, graduate students, government agencies, representatives, etc. Many of which had sent in their abstracts before commencements of the conference.

Also, there were exhibitors such as, NALRC, World of Reading, Avant Assessment, Center for Language Excellence, IU CIBER, Concordance Language Village, National Language Service Corps, Institute of International Education, Central Intelligence Agency. All of which were all at the conference to display their supportive materials and to distribute souvenirs. The Pre-Conference workshop took place on Thursday April 21, 2016. The first session was anchored by Dr. Ester Ham of Indiana University Bloomington. The title of the workshop was "Motivating, Engaging, and Assessing Students in an online class." While the 2nd session was anchored by Dr. Antonia Solarin Schleicher also of Indiana University Bloomington, the title of that workshop was "Using Scola Authentic Videos for Teaching Foreign Language at Any Level of Language Instruction." These sessions were successfully attended by participants who craved for more. The Colloquium sessions one and two opened the floor for Friday's activities. These were titled, "Training Novice Starters to High Linguistics Proficiencies" and "Multiple Language Acquisition (MLA) in African and SLA Theories." Several parallel sessions were followed this where different topics of great academic interest were presented. The first Plenary session featured Mohamed Abdel-Kader, the Deputy Assistant Secretary in the International and Foreign Language Education (IFLE). He spoke convincingly on the theme; "LCTLs and Global Competency in the 21st Century." His emphasis was on the importance of having the global competency and linguistic ability to understand the challenges ahead and solve the world's most pressing issues. Then Colloquium session three came up later in the afternoon with the title "Unlocking the Intricacies of a Foreign Language through Music." This was also followed by several parallel sessions with topics of similar interests that were presented by different scholars. The second plenary session was a presentation given by Christine M. Campbell, Associate Provost and Directorate of Continuing Education of the Defense Language Institute. She made a precise presentation on "Enhancing Language Learning Through Collaboration." Her emphasis was towards encouraging the government and private sector to unite in promoting research and development in the areas of pedagogy and technology that will possibly impart language learning. Saturday's activities were preceded by a three hour special session presentation with the title "Inter-cultural Language Instruction: Teacher Training for LCTLs."
It was a six-man team presentation, one for each topic that caught the attention of every participant at the conference. The presentations emphasis was on training the trainer for effective result in the field of LCTLs.

A Colloquium session titled "Planning for Growth Using Tell" was followed by a parallel session of several presentations. Plenary session three highlighted the theme: "Leadership and the Language Profession." This session was anchored by a Veteran in the teaching profession, David Brect, also a co-founder of Global Professional Search LLC. He spoke with passion and challenged all leaders in the field of languages to make mentoring the younger generation to maturity a mission that must be accomplished. Several parallel sessions of various topics of interest followed this. The Plenary session four came up in the evening with Pete Swanson, an Associate Professor of Language at Georgia State University. His theme was; "Building Your Core: Effective Practices for Language Learners and Educators." He emphasized that learners must demonstrate real application of the language.

The awards ceremony and banquet dinner took place the night of Saturday. It was an amazing moment for all of the participants to get together in a relaxed mood of wining and dining. There was a surprise award presented to one of the longest serving members of the NCOLCTL Executives, Dr. Alwiya Omar. Also there were 5 NFMLTA award winners: Myriam Abdel-Malek, Miachun Wei, Xin Zhang, Hendryanti Retno, and Shinsuke Tsuchiya, who were all rewarded respectively the same night. An ALTA Research Award Winner, Peter Mwangi, a Doctoral candidate at Ohio University was glad to have received his award. He dedicated it to God and to the effort of the system, NCOLCTL/ALTA that gave him the privilege to be trained and thereby become resourceful to be able to conduct a befitting research. Dr. McGinnis, the Academic Advisor for the Washington Office of the Defence Language Institute (DLI) was announced the 2016 Walton Award Winner amidst a lot of applause the same night. He was more than grateful to be counted worthy of such an honor.

The NCOLCTL Secretariat wishes to thank our numerous donors, sponsors, supporters, exhibitors, and all participants. You are the reason we exist, without you there is no NCOLCTL. The Secretariat will continue to do her best to be sure that the annual conference is improving through your creative and constructive ideas.

The Secretariat also will never forget the effort of each Executive of NCOLCTL/ALTA in planning this next year’s conference. She is also grateful to the volunteers, those who have sacrificed their time, energy and put in all creativity required to make the 2016 conference a successful story.

Thank you all. The years ahead promise a brighter sunshine.

2015 ACTFL Convention

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. Dr. Antonia Schleicher and John O. Adeika represented the National African Language Resource Center (NALRC) at the 2015 American Council on the Teaching of Foreign Languages’ (ACTFL) Annual Convention and World Languages Expo. The convention was held on November 20-22, 2015 in San Diego, California following pre-convention workshops on November 19.

Arrival and Set-Up

For the fourth 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 other LRC centers. For its share of promotional materials being displayed, the NALRC brought hardcopies of the latest edition of ULIMI (the annual news bulletin) and newly developed brochures (Bamileke, Berber, Bassa, Chokwe, Ebira, Sepedi, etc.) 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 listened 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 brochures that were available. A number of them also bought some of our language resource materials at a conference discounted rate. The most spectacular thing about this year’s NALRC exhibition booth was the overwhelming expression of compliments received such as, "wow, great, wonderful, keep it up, where have you been, etc.,” when people came around to our booth. In short, we had a lot of traffic flow come through our booth this year and people satisfaction with NALRC was a success.

Overall, networking with other LRCs, language scholars, and enthusiasts made this trip another successful outreach experience.
NALRCs presence at the conference was felt as that the center was able to enhance the existent network and new bonds as well as forming collaborations particularly for the development of more other African Language instr-uction materials. It was another successful ACTFL conference, and the center is already looking forward to the 2016 conference. Next year’s conference is to be held November 18-20, 201 in Boston, Massachusetts.

**Canvas is Your Friend: Using Canvas to Create Assessment Activities**

On Tuesday, September 15, 2015 the Center for Language Excellence (CLE) presented the workshop entitled "Canvas is Your Friend: Using Canvas to Create Assessment Activities” at Indiana University Bloomington. The workshop included 11 attendees, 5 being CLE/CeLT staff members. There were language instructors from 4 different departments, servicing 4 different languages. Those languages being English, Greek, Indonesian, and Spanish. The presentation was led by Maria Shardakova, Director of Language Assessment for the Center for Language Excellence.

This workshop was the 15th of a series of workshops offered by CLE. This workshop briefly outlined the principles of foreign language assessment while identifying appropriate assessment goals and targets at different levels of study- e.g., beginning, intermediate, and advanced levels. Then, participants discussed types of assessment activities for evaluating students’ productive (speaking and writing) and receptive (reading and listening) skills. Finally, participants decided on the arrangement of assessment activities, so that these activities help students move from the controlled to open-ended production and from the proximal to the target-like performance. Participants were presented with sample assessment activities designed on Canvas. The advantages and disadvantages of various Canvas assessment tools were also discussed. During the second part of the workshop, participants developed their own sample assessment activities that incorporated various media and a series of tasks ranging in difficulty. Throughout the workshop, participants shared their experiences and suggestions.

The post-workshop survey evaluation showed that overall the participants said the workshop was very helpful. Some comments included: "great workshop, demos, examples, and creating parts of Canvas was very helpful, we appreciate the instructor teaching us!"

**Online Language Course Design 101**

On Wednesday, September 2, 2015, the Center for Language Excellence (CLE) presented its first workshop of the 2015-16 Academic year entitled "Online Language Course Design 101.” The workshop took place at Indiana University Bloomington and had 12 attendees including 2 CLE/CeLT staff. There were language instructors from 7 departments, servicing 8 different languages (Bengali, Chinese, English, German, Korean, Russian, Spanish, and Uzbek). The presentation was led by Esther Ham, Director of Online Language Education for the Center for Language Excellence.

The workshop was the 14th of a series of workshops being offered by CLE. Workshop participants were introduced to building their own online language course and led to find out if the only option is to teach a language in a regular classroom setting. The discussion continued with the official codes for online courses, according to the coding in IU’s student information system (SIS), and in accordance with United States Department of Education (DE) Title IV regulations and Higher Learning Commission (HLC) definitions. Building any online course requires knowledge of this coding. Then, by using backward course design, the first steps on how to build an online language course were outlined and discussed. Participants used basic tools in Canvas (pages and modules) to design their first online language template.

The post-workshop survey evaluation showed overall the participants “strongly agreed” that they were satisfied with the workshop, and most learned new skills that will help in the classroom from their participation.

Some of the feedback received from participants were as follows: "great job, very helpful, info was great and helpful, perfect and clear, I feel more informed about online teaching, etc."

**Speaking Activities and Tools in the Online Language Class**

On Tuesday, November 3, 2015, the Center for Language Excellence (CLE) presented the workshop entitled "Speaking Activities and Tools in the Online Language Class.” The workshop had 20 attendees including 5 CLE/CeLT staff members and language instructors from 9 different departments/programs, servicing 15 different languages (Czech, Dari, English, French, Hindi, Italian, Japanese, Mongolian, Pashto, Russian, Spanish, Thai, Tibetan, Urdu, and Uyghur). The presentation was led by Dr. Esther Ham, Director of Online Language Education for the Center of Language Excellence.

This workshop was the 18th in a series of workshops offered by CLE. In the first part of the workshop, Adobe Connect was discussed for use in an online course, and how it will be a part Canvas in the near future. In general, the presentation included how to request and install an Adobe Connect account and then what one should keep in mind setting up for virtual classroom/online course for sharing homework assignments, notes, presentations, images, and desktop applications with remote participants. The discussion also included how to create breakout rooms in Adobe Connect, so online students can work together in pairs or small groups, like in a general face-to-face classroom. "Lynda.com” was provided as a place to review instructional videos on how to use Adobe Connect.
Online Language Course Design 102

On Wednesday, October 7, 2015, the Center for Language Excellence (CLE) presented the workshop entitled "Online Language Course Design 102." The workshop had 21 attendees including 1 CLE staff member. The workshop was led by Esther Ham, Director of Online Language Education for the Center for Language Excellence.

This workshop was the 16th of a series of workshops being offered by CLE at the time. In this hands-on workshop participants worked on how to set up an online language course. A short review of the first workshop was presented. Afterwards, participants were shown how to use Canvas effectively and didactically to build a template for any online language course. The focus was placed on Pages, Assignments, Rubrics, and Quizzes.

Some of the evaluative comments left from the post-workshop survey were: "The most helpful thing was creating quizzes and assignments" and "It was really good! Clear, thorough, and well-organized."

Oral quizzes were reviewed and could be used in pairs, timed, and/or recorded by both students.

Participants learned how to get started using "Kaltura," a cloud-based video management application, for several items including: uploading all kinds of formats, recording via webcam or cell phone, cloud virtual editor, splitting longer videos, adding subtitles, and in-video quizzes. Students could upload videos for others in class or only for instructor to see. Next, "Quizlet" was discussed. This free site that provides free learning/study tools for students, including flashcards, study and game models.

Finally, guest speaker, Karolina Serafin introduced video blogs and the expectations within class at IU, including video diaries, and oral midterm and final exam projects. Some comments about the workshop were: "nice video blogs, great job, excellent presentation, I would like to attend more!"

2016 NALRC Summer Institute in Pictures

Betty Micro teaching time during the Summer Institute workshop

Emuobonuvie in action during her Micro teaching time

Prince M takes his turn for Micro teaching time during the Summer Institute workshop
Backward-curriculum design teaching techniques at the NALRC Summer Institute

Participants engage in class activity for the workshop.

The participants at the workshop.

Participants sing in class.

Some of the 2016 Summer Institute participants.

Two participants engage in conversation for class activity.

Participants use cultural authentic materials in teaching culture in language class during the workshop.
2016 NCOLCTL/ALTA Conference Panorama

Dr. Wafa introducing Plenary speaker, Mohammed Abdel-Kader
Deputy Assistant Secretary (IFLE)

NCOLCTL Board Meeting Session

2016 NCOLCTL/ALTA Conference Volunteers pose for a group picture

Attendees listening to one of the breakout sessions

The conference provided networking opportunities

ALTA Executive Board pose for a picture after their meeting

2016 Walton Award Dinner

Plenary Cross Session during the 2016 NCOLCTL/ALTA Conference
Dr. John Wa’Njogu received an award for his service in ALTA.

Dr. Alwiya Omar received an award for her service in NCOLCTL.

Dr. Jacques Du Plessis presenting the 2016 Walton Award to Dr. Scott McGinnis.

Dr. & Mrs McGinnis and The Executive Director, Dr. Antonia.

Celebrating the Walton Award Winner.

2016 NCOLCTL & NFMLTA Award Recipients.

Cultural dance during the Award Nite.
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 common 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 2016-2017:

i. NCOLCTL/ALTA Annual Conference
   Date: April 21 - 23, 2017
   Venue: Holiday Inn - Schaumburg Area 3405 Algonquin Road, Rolling Meadows, IL 60008

ii. NALRC Summer Institute
    Date: May 15 - 26, 2017
    Venue: Indiana University

iii. ACTFL Conference
    Date: November 18-20, 2016
    Venue: Boston, MA

iv. ASA Conference
    Date: December 1-3, 2016
    Venue: Washington, DC

For any questions/comments, please contact:
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Email: nalrc@indiana.edu
Website: www.nalrc.indiana.edu
Jẹ Ká Bára Wa Sòrọ ní Yorùbá
A Multidimensional Approach to the Teaching and Learning of
YORÙBÁ
As a Foreign Language

Kólá Owólabí
Àrinpé Adéjùmọ
Báyò Adékọlá
Oyè Táíwò
Adéṣọlá Ọlátejú
Harrison Adéniyí

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