

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**2014 Language Resource Centers (LRC) Program Application for New Awards CFDA 84.229A**

**CFDA # 84.229A**

**PR/Award # P229A140022**

**Grants.gov Tracking#: GRANT11699926**

OMB No. 1840-0808, Expiration Date: 05/31/2017

Closing Date: Jul 09, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

**\* 1. Type of Submission:**

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

**\* 2. Type of Application:**

- ☒ New  
☐ Continuation  
☐ Revision

**\* If Revision, select appropriate letter(s):**

**\* Other (Specify):**

**\* 3. Date Received:**

07/09/2014

**4. Applicant Identifier:**

**5a. Federal Entity Identifier:**

**5b. Federal Award Identifier:**

**State Use Only:**

**6. Date Received by State:**

**7. State Application Identifier:**

**8. APPLICANT INFORMATION:**

**\* a. Legal Name:**

Trustees of Indiana University

**\* b. Employer/Taxpayer Identification Number (EIN/TIN):**

**\* c. Organizational DUNS:**

**d. Address:**

**\* Street1:**

509 E. Third Street

**Street2:**

**\* City:**

Bloomington

**County/Parish:**

**\* State:**

IN: Indiana

**Province:**

**\* Country:**

USA: UNITED STATES

**\* Zip / Postal Code:**

47401-3654

**e. Organizational Unit:**

**Department Name:**

Department of Linguistics

**Division Name:**

COAS

**f. Name and contact information of person to be contacted on matters involving this application:**

**Prefix:**

Mr.

**\* First Name:**

Steven

**Middle Name:**

A.

**\* Last Name:**

Martin

**Suffix:**

**Title:**

Associate VP for Research Administration

**Organizational Affiliation:**

Indiana University

**\* Telephone Number:**

**Fax Number:**

**\* Email:**

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

U.S. Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

### \* 12. Funding Opportunity Number:

ED-GRANTS-060614-001

\* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

### 13. Competition Identification Number:

ED-229A2014-1

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Title VI: The National African Language Resource Center

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="199,989.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="199,989.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> 	<b>TITLE</b> Associate VP for Research Administration
<b>APPLICANT ORGANIZATION</b> Trustees of Indiana University	<b>DATE SUBMITTED</b> 07/09/2014

Standard Form 424B (Rev. 7-97) Back

## DISCLOSURE OF LOBBYING ACTIVITIES

**Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352**

Approved by OMB

0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
☒ Prime    ☐ SubAwardee  
  
 \* Name   
 \* Street 1       Street 2   
 \* City       State       Zip   
 Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input style="width: 400px;" type="text" value="N/A"/>	<b>7. * Federal Program Name/Description:</b> <input style="width: 400px;" type="text" value="Language Resource Centers"/>  CFDA Number, if applicable: <input style="width: 100px;" type="text" value="84.229"/>
<b>8. Federal Action Number, if known:</b> <input style="width: 400px;" type="text"/>	<b>9. Award Amount, if known:</b> \$ <input style="width: 150px;" type="text"/>

**10. a. Name and Address of Lobbying Registrant:**  
  
 Prefix     \* First Name     Middle Name   
 \* Last Name     Suffix   
 \* Street 1       Street 2   
 \* City       State       Zip

**b. Individual Performing Services** (including address if different from No. 10a)  
  
 Prefix     \* First Name     Middle Name   
 \* Last Name     Suffix   
 \* Street 1       Street 2   
 \* City       State       Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\*Name:      Prefix       \* First Name       Middle Name   
              \* Last Name       Suffix

Title:       Telephone No.:       Date:

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Standard Form - LLL (Rev. 7-97)



## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

## Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

Add Attachment

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Trustees of Indiana University

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. \* First Name: Middle Name: Suffix: \* Last Name: \* Title: Associate VP for Research Administration

\* SIGNATURE: \* DATE: 07/09/2014

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **ABSTRACT: NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)**

**Background:** This proposal seeks funding for strengthening and operating the NALRC which was designed to significantly strengthen, expand, and improve the nation's capacity for teaching and learning African languages and to strengthen the field as a profession. The funds will be used to continue the development of resources, both human and material, to provide access to African languages and for teaching, learning, and researching these languages in the United States. The NALRC supports the dissemination of research, not only in African languages but also in other LCTLs through its publication of the Journal of the National Council of LCTLs (JNCOLCTL) and Journal of African Language Teachers Association (JALTA).

**Resources:** The quality and strength of Indiana University (IU) language programs and initiatives, faculty, technology resources and the institutional support and commitment for language and culture studies put IU in a strong position to fulfill the mission and objectives of NALRC. The fact that IU offers a Minor degree in six African languages speaks to its commitment to African language research, teaching and learning.

**Goal:** The goals of the Center are to (a.) provide a national pre- and in-service training facility for teachers of African languages (AL); (b.) facilitate and support basic research on the teaching and learning of AL; (c.) develop learning and instructional materials; and (d.) collect and disseminate information to the field and the general public about African languages.

**Purpose:** The NALRC has, as its purpose and primary agenda, the strengthening and the improvement of the teaching and learning of African languages in the United States using the full expertise of the African language scholars, researchers, and instructors throughout this nation and not at a single academic institution. The national structure of the different advisory boards speaks to the Center's national focus. All activities and projects of the NALRC will truly reflect national needs and priorities.

**Evaluation:** The evaluation plan for the NALRC will focus on the two levels of Center's work during this funding cycle. The first level is to evaluate its role as a National Language Resource Center. Thus the design is to evaluate the impact of the Center, the efficiency and effectiveness of its general plan of operation, and its productivity and relevance to potential clients. The second level is the evaluation of individual Center projects. A specific evaluation plan will be part of the design of each individual Center project, following general Center guidelines for the inclusion of both short term and long term evaluation procedures, but adjusted to fit the size, length, and particular goals of each project. Results of the Center's activities will be carefully and widely publicized not only among African language specialists but also among those who specialize in other less commonly taught languages.

**Intended Audience:** NALRC offers a fundamental and new approach to African language programming in the United States. The approach addresses concerns across the board including traditional and non-traditional learners, scholars, researchers, instructors, government and non-government agencies, Americans of African descent (who are interested in African languages and cultures), heritage learners and high school and grade school teachers who are interested in introducing African languages and cultures into their curricula.

## Project Narrative File(s)

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**\* Mandatory Project Narrative File Filename:** Narrative NALRC 2014-2018 Grant Application.pdf

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

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# THE NATIONAL AFRICAN LANGUAGE RESOURCE CENTER

## 0. Introduction

The establishment, in 1999, of the National African Language Resource Center (NALRC) for the first time provided the field of African language pedagogy with a Center whose singular mission is that of improving the accessibility and quality of African language teaching and learning in the United States (US) through the strengthening of the field as a profession and through the development of resources for the teaching and learning of, and research on African languages. This Center has offered a fundamentally new approach to African language programming in the U.S. in the sense that it addresses concerns of all sectors interested in the learning and teaching of African languages. It does so from a truly national perspective, as opposed to the perspective of individual National Resource Centers (NRCs) or the general National Language Resource Centers (NLRCs). Because of its regional focus, the NALRC has as its purpose and primary agenda the improvement of the Nation's capacity for teaching and learning African languages through **teacher training, research, materials development, and dissemination projects**. The NALRC accomplishes this by using the full expertise of African language scholars, pedagogists, and researchers throughout this nation and not at a single academic institution. Since its inception, the NALRC has greatly impacted the field of African language pedagogy through activities that directly enhance and strengthen the teaching and learning of African languages in the US.

This proposal seeks funding to continue the development of resources, material and human, for improving the nation's capacity for teaching and learning African languages and to continue to strengthen the field as a profession. The national support of the NALRC from the African Language Teachers Association (ALTA), the Field Advisory Board, and the National

Advisory Board; the local support from Indiana University-Bloomington's Center for Language Excellence (CLE), the support from the Executive Dean of IU College of Arts and Science, the Dean of School of Global and International Studies (SGIS), and the various associate deans; and the collaboration with the National African Studies Title VI Centers and all the technology resources available at IU place the NALRC in a unique and powerful position to continue to achieve great and lasting results that will substantially improve and strengthen the Nation's capacity to teach and learn African languages effectively.

## **1. Plan of Operation**

Indiana University-Bloomington (IUB) will continue to be the administrative home of the NALRC not only because IU offers the highest number of foreign languages in the nation, but also because it is the home of the African Language Teachers Association (ALTA); the home of the National Council of Less Commonly Taught Languages (NCOLCTL); the home of three National Language Flagship Centers for Swahili, Chinese, and Turkish; the home of the Center for Languages of Central Asian Region (CeLCAR); the home of the very successful Summer Language Workshop that organizes a national summer language program for 10 less commonly taught languages including Swahili; the home of one of the best African Studies Centers in the nation; and also the home of the newly established Center for Language Excellence. All the many resources that IUB has for language learning make it a natural choice to house the NALRC. A physical location for the NALRC is needed in order to establish a place where issues, concerns, and questions about African language teaching and learning can be addressed, and where records can be kept. However, we consider that the NALRC will continue to be “virtual” in the sense that the center will draw from the national, and indeed international,

expertise in African languages while maintaining an administrative directorate and secretariat at IUB. The organizational structure of the NALRC will continue to be as follows:

### **1.1 Organizational Structure**

The structure of the NALRC reflects the Center's organization over the past 14 years. This structure has proven to be cost effective and also emphasized the national focus of the Center.

The administration will consist of a secretariat and three advisory groups (a Field Advisory Board, a Local Advisory Board, and a National Advisory Board).

- **Director:** Antonia Folarin Schleicher, the principal investigator, will continue to serve as the Center's chief administrator and will have responsibility for all of the Center's activities, projects, and operations. The director also serves as the chair of the Center's Field Advisory Board, and an ex-officio member of the National Advisory Board and the Local Advisory Board. The director will pay special attention to the national coordination of all the Center's activities and assessment of national needs and resources for African languages. The director will serve as liaison with related groups such as the African Language Teachers Association, Title VI Africa NRC Directors, the Association of African Studies Programs, the National Council of Less Commonly Taught Languages, Joint National Committee for Languages (JNCL), American Council on the Teaching of Foreign Languages (ACTFL), National Standards Collaborative Board, and the African language programs at universities and colleges throughout the country.
- **Technology and Office Manager:** John Adeika has been the Technology Manager for NALRC for the past six years and for the past two years has also assumed the role of the Office Manager. He assumes both roles effortlessly because of his inside knowledge of the day-to-day activities of the NALRC. He will continue to be responsible for the integration of technology into those aspects of the Center's activities that require such integration. Adeika has skills in

database management, information systems, media development, programming, production editing, and a thorough understanding of multimedia and its use in foreign language instructional settings. He has participated in all the professional development activities that the NALRC has organized in the past six years and is very familiar with the objectives of all these teacher training activities. Since joining the NALRC, he has assisted the Director in every aspect of Center activities. He oversees all our publication activities both text and technology materials. He serves as liaison between the material developers, the reviewers, the copy editor and the printers. He also plays the role of the production editor, works with the Library of Congress to obtain all necessary information for our publications and oversees all of our publication processes to the final stage. Adeika will devote 100% of his time to these activities.

- **Graduate Student Assistant (GSA):** Through the support of the IU College of Arts and Sciences, the NALRC has always had a GSA that assists in the coordination of all the activities from within the Center. The GSA will be assisting in the development of all the African Language Brochures projects, updating the Online African Language Map Project, and updating the African Language Inventory Project. The GSA will also be assisting in the editing of ULIMI- the annual bulletin of the NALRC, and e-ULIMI- the quarterly online news and updates of the NALRC. The GSA will assist with the organization of all of the professional development workshops and conferences that the Center will embark on. The GSA will devote 50% of her time to these activities.

**Accounting Representative** - With support from the Executive Dean of the IU College of Arts and Sciences, the NALRC has an accounting representative, **Froozan Safi**, who is in charge of all the purchases, payments, and payroll activities of the Center. Safi is in charge of monitoring all the expenses of the Center to make sure that the university policies are adhered to with

respect to grant funds allocation. Safi is also in charge of the distribution and dissemination of all of the Center materials to different universities, programs and individuals that request for these materials. The NALRC also receives a lot of support from the **College's Fiscal Officer, Carla North**, who is in charge of making sure that the grant funds are spent in accordance to the Department of Education's regulations and IUB's policies on financial accountability. Safi will devote 50% of her time to accounting management and the dissemination of Center materials. The College pays the salaries of these two staff members.

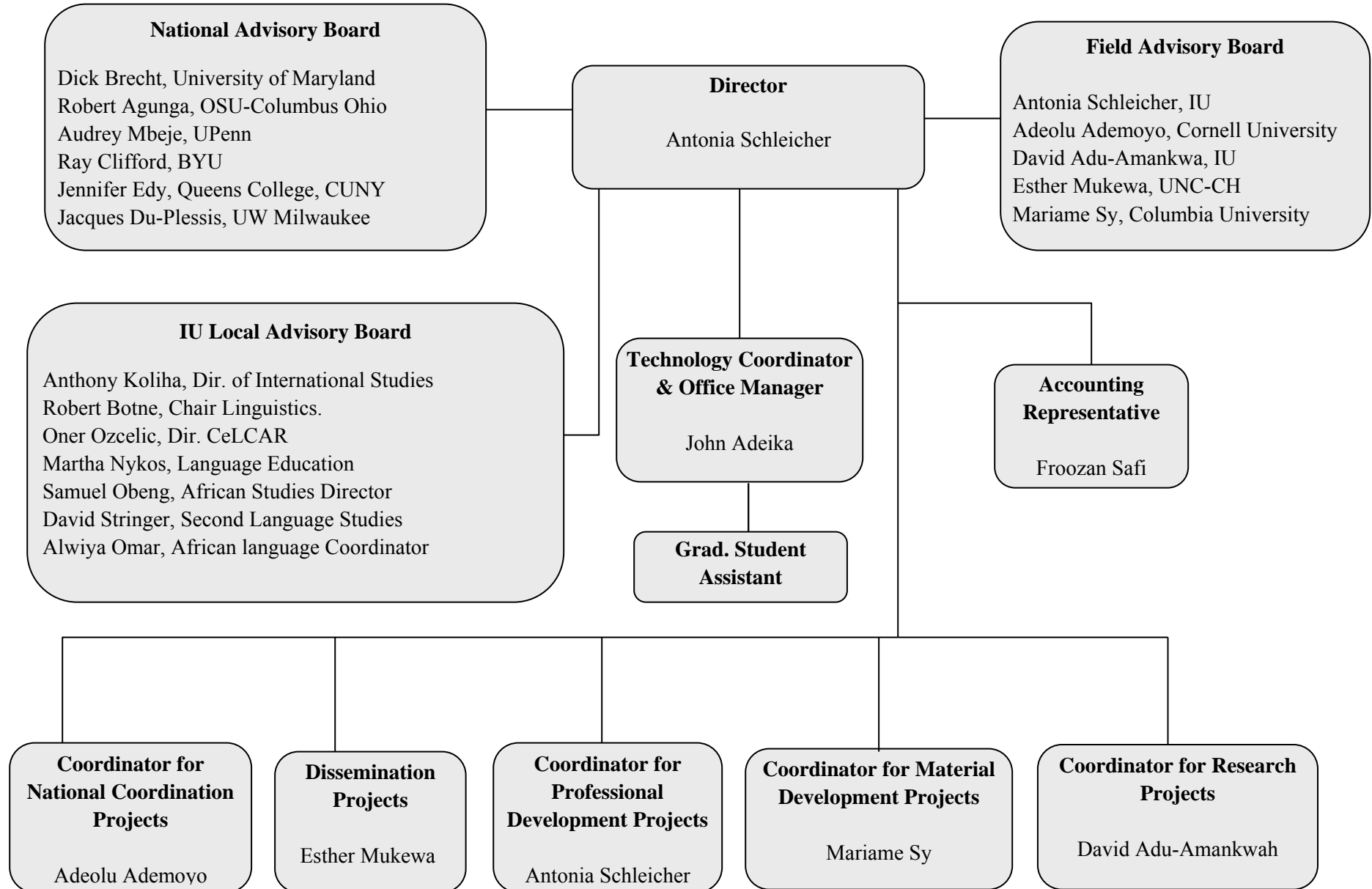
- **The Field Advisory Board:** The Director will serve as the Chair of the Field Advisory Board (FAB), which will be the National Coordinators of Projects. Each coordinator is selected on a national basis: (1) **National Coordination Projects** – *Adeolu Ademoyo* (Cornell University); (2) **Professional Development Projects** – *Antonia Schleicher* (Indiana University); (3) **Research Projects** - *David Adu-Amankwa* (Indiana University); (4) **Materials Development Projects** – *Mariame Sy* (Columbia University); (5) Dissemination Projects – *Esther Mukewa* (University of North Carolina- Chapel Hill). This group of African language scholars is critical to ensure the national mission of the NALRC. It is also important for the national focus of projects and participants. Each coordinator plays a major role in the selection of scholars and instructors that participate in all Center activities. The FAB's role is also to evaluate the impact of the NALRC activities on the field of African language pedagogy.
- **The Indiana University Local Advisory Board (LAB):** The Director also serves as the Chair of the Indiana University LAB which is made up of distinguished and nationally recognized scholars of foreign languages: (1) **Robert Botne**, Chair Dept. of Linguistics Indiana University; (2) **Samuel Obeng**, Chair African Studies Program; (3) **Anthony Koliha**, Director of International Programs Indiana University, (4) **David Stringer**, Second Language Studies;

(5) **Alwiya Omar**, African Languages Co-coordinator; (6) **Martha Nyikos**, Language Education; (7) **Oner Ozcelic** Director, CeLCAR and Assistant Professor of Central Asian Languages and Cultures. The members of the LAB meet once every semester to advise the Director on issues such as the coordination of information and dissemination.

- **Equal Opportunity:** The LAB will ensure that the Center and its staff meet IU commitment as an equal opportunity/affirmative action employer and that provisions will be made to provide equal access to the Center's programs and employment opportunities by members of underrepresented groups including members of racial and ethnic minorities, women, persons with disabilities, and the elderly. We will advertise our programs and projects widely, with special attention to targeting minorities so that the Center makes every attempt to reach all qualified candidates, especially those in the underrepresented groups. All the NALRC activities will be conducted in handicapped accessible buildings.
- **The National Advisory Board (NAB):** The members of the NAB are selected nationally and are scholars who can advise the Center on all aspects of its activities, and can evaluate its effectiveness and impact at the national level. The Board will meet bi-annually with the NALRC Staff. The members of the NAB are **Ray Clifford**, (Director of Center for Language Study, Brigham Young University, Utah), **Audrey Mbeje** (Past President of ALTA, University of Pennsylvania), **Richard Brecht** (University of Maryland), **Robert Agunga**, (Director, Ohio State University- Center for African Studies), and **Jennifer Edy** (Professor of World Language Education, Queens College, CUNY) and **Jacques Du Plessis**, (President of NCOLCTL and Professor of Instructional Technology and Afrikaans, UW-Milwaukee).

# National African Language Resource Center (NALRC)

## Organization Chart





## 1.2. DESCRIPTION OF PROJECTS

### Primary Objective of the Center

The main objective of NALRC is to serve as a resource center to strengthen and improve the Nation's capacity to teach and learn African languages effectively. To meet this objective, the Center will continue to focus on projects that will encourage; (1) making critical African languages accessible to all learners through **material and program development and professional development**; (2) collaboration with foreign language educators and professional associations for effective dissemination efforts; (3) development and coordination of networking activities. The Center will continue to be a truly *national* resource center not only in its organization and structure but also in the way the Center's activities and projects will reflect national needs and interests. The results of its projects will also be disseminated nationally through innovative ways of using technology, journals, publications, workshops, institutes, conferences, and consultancy programs that the Center had established in the past 14 years.

### Project Areas

The projects proposed in the following four categories address problems facing the field of African language learning and teaching nationwide, and seek to find long-term solutions. Each area has a designated coordinator for its projects or activities.

#### 1.2.1. National Coordination Projects – (*Coordinator of this Project is Adeolu*

*Ademoyo, Cornell University*). The Graduate Student Assistant will work with the coordinator of these projects to achieve the goals. Projects under this category are designed to investigate and assess the national needs for African language offerings since it is not possible to teach all the over 1500 African languages available. Included here are projects to collect information about enrolment trend in African languages; identify material needs for African languages and a

prioritized list; projects to investigate an inventory of African Language Programs in the United States; and projects to maintain a resource list of African language specialists in the nation.

Below are examples of projects and activities that will be conducted under the auspices of the NALRC. Final decisions in the selection of specific projects will be made in consultation with the Field Advisory Board and the National Advisory Board. Project titles are:

**a. African Languages Enrollment Survey:** The NALRC staff will collaborate with the Modern Language Association (MLA) Enrollment Survey staff to make sure that African languages are fully represented in the annual survey that the MLA collects on foreign language enrollment.

The collaboration is necessary because the NALRC has easier access to all the African language programs in the nation, while the MLA has experienced staff in collecting enrollment data.

NALRC will work with the MLA staff in collecting enrollment data for African languages.

**b. African Language Materials Needs, a Prioritized List:** For the past 14 years, the NALRC has been collecting information from African language teachers and specialists with regards to specific material needs for each of the highest priority African languages. This list forms the basis of many material development projects that the NALRC embarks on. The NALRC plans to continue to collect this information during the new cycle.

**c. An Inventory of African Language Programs in the United States:** There is a need for a common format for describing language offerings in the United States. The NALRC currently has an on-line list of all African language programs in the U.S. This list shows where different African languages are taught in the US. There is a need to update this list on a regular basis because many new African language programs are developed and language offerings change from time to time. This list of programs has been found to be very useful to students, language

planners and others. A Center staff will assist the director in gathering this information and updating the list on a regular basis.

**d. African Language Human Resource List:** The NALRC maintains a list of African language scholars, native speakers, instructors, that are available to serve as translators, interpreters at courts and hospitals, for government and non-government agencies, and oral proficiency testers for government agencies and heritage learners nationwide. This is one of the most important areas where the NALRC has made a great impact since its inception 14 years ago. If funded, the NALRC will continue this important service for the nation as needed.

**e. On-Line African Language Map:** This is an on-line map of Africa, showing the distribution of major African languages. A click on a country brings a short introduction about the country with a list of the major languages. One can click on a language to read the short description about it or listen to an audio sample recording of the language. This project helps to educate people about the major languages of Africa. We hope to continue this project to include more African languages. A Center staff will assist the Director to complete this project.

**1.2.2. Professional Development Projects:** *(The Coordinator for this project is Antonia Schleicher, Indiana University).* This project is a very critical one to ensure quality and effective teaching of African languages in the U.S. This area includes; a) specialized training and development of new faculty members (language coordinators); b) continued training and professional development of existing faculty members; and c) the ongoing training and development of graduate teaching assistants. The goal of this project is to give African language instructors the needed training to ensure quality African language learning and teaching. Schleicher will coordinate all the projects in the professional development project area because of her vast experience in professional development workshops for LCTL instructors. If funded,

the following are the list of projects and activities that the Center will undertake for professional development:

**a. A Two-Week Training for African Language Program Coordinators and Directors:**

Lack of training for African language coordinators used to be the biggest problem in the field of African language pedagogy. This lack of training invariably affected the quality of African language instruction. In order to solve this problem, for the past 14 years, the NALRC has been organizing annual workshops and institutes to train African language instructors in the area of program coordination and curriculum development. The NALRC has trained about 700 instructors (See Appendix C Pg. 37) in the past 14 years. Many of these instructors are now occupying the positions of program coordinators nationwide and are using experiences acquired from these workshops and institutes. Participants are awarded a certificate of completion. This is an intensive, two-week program of 54 hours of instruction. As new African language coordinators assume their positions, there is a continual need to train these new coordinators so as to ensure quality African language programs in the nation. In order to make this project cost effective, the NALRC is collaborating with various Africa National Resource Centers to fund this project and in the selection of participants. The NALRC is only requesting funds to cover the costs of the institute and the cost for institute leaders.

**b. A Two-Week Long Training Program for African Language TAs:** Most of the teaching assistants employed in African language programs are native speakers of their respective African languages, who might or might not have taught their language to first language speakers. Most of these graduate students come into the program with no experience teaching their languages to Americans or non-native speakers. The only experience some of these graduate students have is speaking the language. These assistants need exposure to field tested **Principles of Effective**

**Teaching and Learning and Characteristics of Effective Foreign Language Lessons.** They need to know **How to Implement Standards-Based and Thematically Organized Curriculum for African languages** that they teach in the United States. The NALRC has been organizing this kind of training for the past 14 years and have trained many teaching assistants. If funded, the NALRC plans to continue to make this two-week training an annual event for teaching assistants because teaching assistants come and go and there is a big need to train the new TAs as they assume their teaching responsibilities. Funds are requested for honoraria and travel expenses for trainers. The NALRC is collaborating with the Africa NRCs in the selection of TAs that will attend this pre/in-service training.

**c. Standards Development Workshops:** National Standards for World Language Learning states what language learners should know and be able to do with their language learning at different stages of their language education. The National Standards Collaborative Board is in the process of revising the Standards for all the languages that have developed Standards for their respective languages. If funded, the NALRC will conduct a series of workshops to bring together instructors of different African languages such as Akan, Swahili, Yoruba, and Zulu to develop Standards for their respective languages. These Standards will be published through the National Standards Collaborative Board and disseminated to all African language programs that teach these languages.

**d. A Day Long Training Session at the Annual ALTA and NCOLCTL Conferences:** For continued professionalization of African language and other LCTL teachers, new perspectives and approaches need to be introduced at the annual meeting at which about 100 African language instructors and about 200 other LCTL instructors typically gather. The training session will include topics such as using target language only in a foreign language classroom, culture,

teaching advanced level courses, task-based instruction, program design and evaluation, use of new technology, assessment of learning, backward curriculum design, learner centered instruction, etc. The NALRC has made this professional development activity an annual activity in conjunction with ALTA and NCOLCTL conferences. The goal is to be able to reach as many African language instructors as possible. Funds are requested for honorarium, travel, and room and board for the pre-conference workshop leader. Funds are also requested to offer accommodation support for needy graduate students and instructors that would otherwise not attend the conference.

**e. Workshop on Using Authentic Materials in Teaching African Languages:** The NALRC will collaborate with SCOLA to train African language instructors and other LCTLs on how to use SCOLA authentic videos in teaching African languages at any level of language instruction. This project is a collaboration among NALRC, NCOLCTL, ALTA, and SCOLA. The goal is to produce a training video to show how LCTL instructors can use authentic materials in their language classrooms. The video will be presented at a NCOLCTL/ALTA conference and be distributed widely to all LCTL instructors.

**f. Workshop on Using New Technologies in Teaching African Languages:** The NALRC will be collaborating with the IU Center for Language Excellence (CLE) to conduct workshops on using new technologies for teachers of African languages and other LCTL instructors. IU CLE will pay for the workshop leader but funds will be needed to provide accommodation for participants that are outside of Bloomington, IN area. CLE has a trained Online Language Education Director that will lead this workshop.

**g. Workshops on Assessing Language Learning Outcomes:** The NALRC will also be collaborating with the IU Center for Language Excellence to conduct workshops on Effective

Ways to Assess Language Learning Outcomes. CLE has a Director of Language Assessment that will lead these workshops for African language and other LCTL instructors.

**h. ACTFL/ILR OPI Tester Training Workshop:** In collaboration with IU Center for Language Excellence and ACTFL, NALRC will organize a workshop to train many African language instructors to become ACTFL/ILR OPI testers. If African language instructors know what learners should know and be able to do (Standards), and if they know how the knowledge is assessed to ascertain each level of proficiency, this will have a positive impact on African language instruction in the classrooms and elsewhere. In the past, the NALRC has organized such workshops in collaboration with ACTFL for Egyptian Arabic, Moroccan Arabic, Amharic, Yoruba, Swahili, Zulu, etc. Some instructors have become certified OPI testers through this workshop. The NALRC plans to have more of such workshops that will lead to the certification of many more African language instructors. Funds are needed for travel, room and board for the proficiency trainers and the costs of the workshop for each participant.

**i. Designing Curricular Pathways that Lead to Proficiency Targets:** The NALRC will organize a workshop for African language instructors that will train them on how to develop curricular pathways that will lead to proficiency targets. This workshop will be made available to instructors who have attended the workshop in (h) above. The goal of this workshop is to train instructors to set a proficiency target for every level of language instruction and then strategically plan their curricular activities to help their learners to reach this goal/target.

**1.2.3. RESEARCH PROJECTS—*David Adu-Amankwah (Indiana University) - Coordinator.***

Aside from the major goal of the NALRC to make quality African language teaching and learning accessible to learners anywhere anytime, another major goal is for the Center to help in professionalizing the field of African language pedagogy. Most of the instructors who

currently teach African languages for the most part teach the language on the side but do their research in fields other than language pedagogy. The establishment of the NALRC has made it possible to encourage instructors in African language pedagogy to take the teaching and learning of African language as a serious profession. The encouragement to do this comes with providing funds for teaching assistants to attend professional pedagogy meetings such as ALTA and NCOLCTL conferences, which are organized by the NALRC annually. These teaching assistants would otherwise not participate in such meetings. They are also encouraged to do classroom research in African language acquisition by providing Research Awards for them and also creating an avenue for them to publish their research findings. The NALRC now publishes the Journal of African Language Teachers Association (JALTA) and the Journal of National Council of Less Commonly Taught Languages (JNCOLCTL), which are edited by scholars in the field and are peer reviewed. So far, the NALRC has published 8 volumes of JALTA and 15 volumes of JNCOLCTL. Funds are needed to continue the publication of these important journals and to fund teaching assistants to attend annual ALTA/NCOLCTL professional pedagogy conferences.

#### **1.2.4. MATERIALS DEVELOPMENT AND DISSEMINATION PROJECTS –**

*Coordinators are Esther Mukewa- University of North Carolina- Chapel Hill and Mariame Sy, Columbia University).*

If there is any area where the NALRC has made its biggest impact since its inception in 1999, it is in the area of African language material development and dissemination. Before the establishment of the NALRC, material development was one of the biggest problems facing African language teaching and learning in the U.S. The majority of African languages taught in the U.S. did not have instructional materials that incorporate current research in foreign language



pedagogy. One of the goals of the NALRC has been to sponsor projects that will result in up-to-date teaching and learning materials for priority African languages. The NALRC has successfully sponsored the development of thirty-three instructional materials that incorporate current research on the teaching and learning of foreign languages (See Appendix C Pg. 64 for the list of materials published by the NALRC). A complimentary copy of each published material is sent to all African language programs in the nation and to all instructors of the language of the textbook. These materials are widely disseminated and are now commonly used across the nation to learn different African languages (See Appendix C Pg. 59 that shows where NALRC materials are distributed nationwide). If funded, the Center will continue to sponsor similar projects for African languages that still lack up-to-date materials. The Center will make sure that these materials are field tested and are based on current research in language learning and teaching.

Below is a list of materials to be developed based on African language instructors' wish list:

**a. A Series of Standards-Based African Language Textbooks:** In the past 14 years, the NALRC has developed communicatively oriented textbooks for elementary level learners for Akan, Amharic, Bemba, Chichewa, Egyptian Colloquial Arabic, Hausa, Igbo, Kikongo, Lingala, Ndebele, Sesotho, Setswana, Shona, Siswati, Somali, Swahili, Wolof, Zulu. Intermediate level textbooks for Shona, Swahili, and Wolof have been developed by the NALRC. In 2008, Akinsola Ogundeji did his MA research on evaluating existing African language materials based on Standards. The result of the research is that only a couple of African language materials incorporated all the 5 Goals in Standards. Based on this finding, if funded, the NALRC plans to produce a series of Standards-Based materials for priority African languages such as Akan, Bamana, Egyptian Colloquial Arabic, Hausa, Igbo, Pulaar, Shona, Somali, Swahili, Yoruba,

Wolof, and Zulu. Funds are requested to pay scholars that will develop these materials and for the publication and dissemination of these textbooks.

**b. A Series of African Language Learners' Reference Grammar:** The African Language Learners' Reference Grammar Series is written for speakers of English who are learning African languages. Since many language learners are not familiar with grammatical terminology used in their textbooks, the books in this series seek to explain the basic terminology and concepts of English grammar that are necessary for understanding the grammar of an African language. The primary objective of the **African Language Learners' Reference Grammar Series** is to provide language learners with grammar books that will supplement their textbooks. These books are not intended to replace a textbook. The books in the series assume no formal knowledge of English grammar and are written in easy to understand language. The NALRC has developed a model of this grammar for Swahili, Pulaar/Fula, Twi, Shona, Bamana, Amharic, and Zulu. Funds are requested to use this model to develop similar grammar books for other African languages taught in the U.S. that do not have such a learners' reference grammar.

**c. Audio CD-ROM for Standards-Based Textbook Series:** If funded, the NALRC will publish the audio CD-ROMs to accompany new textbooks in the Standards-based series.

**d. African Language Brochures:** The NALRC since 1999 started developing brochures for advertising different African languages across the nation. This project has resulted in the development of 40,000 copies of brochures for Swahili and Yoruba; 10,000 copies of brochures for 72 other African languages. These brochures are distributed free of charge to different African language programs in the nation to advertise their respective African languages. Some programs have reported increase in enrolment as a result of these brochures. The brochures talk about who the speakers of each language are, what their culture is about, where the language is

spoken, how many people speak these languages in Africa, what is unique about each of these languages, and a list of where these languages are taught in the United States. These brochures usually attract many language teachers to the NALRC booth at different national conferences or professional meetings. (See Appendix C Pg. 66 for a list of languages that the NALRC has developed brochures for). All these languages are listed as priority A and B languages by scholars in the field of African languages for American security, educational, and business reasons. If funded, the NALRC plans to continue to produce these brochures for all the priority languages for advertisement and awareness of these languages.

**e. NCOLCTL 7000 Languages Project:** In collaboration with Transparent Language, Inc., if funded, the NALRC will develop some online technology materials for learning African languages that will be free and accessible to all. Language Transparent is supporting this project by making their Before You Know It (BYKI) software that has been used to develop materials for many critical languages, available to different less commonly taught language instructors that are interested in developing online materials to make their languages available to anyone that wants to learn it. The NALRC, in collaboration with NCOLCTL and ALTA, will sponsor the development of these online materials for languages such as Swahili, Yoruba, Zulu, Wolof, Akan, Shona, Ndebele, Bamana, Igbo, Hausa, etc.

The list above is an example of the kinds of materials that the Center will be supporting on a competitive and national needs basis. A timeline showing major projects and activities of the Center with starting and ending dates can be found in **Appendix B**

### **1.3. NON-DISCRIMINATORY SELECTION OF PARTICIPANTS**

IU is actively committed to non-discriminatory employment and to encouraging applications from traditionally underrepresented groups. University programs, activities, and

facilities are available to all without regard to race, sex, religion, creed, national origin, political persuasion, sexual preference, marital status, handicap, or age. The university is an affirmative action, equal opportunity employer.

## **2. QUALITY OF KEY PERSONNEL**

**Center Director: Antonia Folarin Schleicher**, a Professor of African Languages and Linguistics at Indiana University, the Executive Director of the newly established IU Center for Language Excellence, a 2010 winner of the UW-Madison Chancellor's Distinguished Teaching Award, the winner of the 2010 Ron Walton Award for distinguished service for the teaching and learning of the LCTLs, and the founding Director of the NALRC will continue to serve as the director of the Center. She has been overseeing all of NALRC activities and administration since 1999. Before taking up an appointment at IU, Schleicher taught African linguistics, Yoruba language and culture at all levels, and Yoruba life and civilization for 23 years at the University of Wisconsin-Madison. Even though she is a trained theoretical linguist, her interests in foreign language learning and teaching led her into doing research in Second Language Acquisition (SLA). As a result, she developed a course for graduate students entitled "African Lang. Teaching Methods: Research and Practice." Schleicher (2009) also developed an Online Course for Teaching African Langs. This course is now used by teachers of many LCTLs.

Her main area of research in SLA is in the role of culture in foreign language learning. Using examples from different aspects of Yoruba culture, she seeks to show how cultural contexts are crucial in foreign language acquisition. Using a language out of its appropriate cultural contexts can lead to miscommunication. Schleicher's research in the area of language and culture also led her into looking at different ways of bringing foreign culture to students in their learning environment through multimedia technology. As a result, she developed three

interactive, multimedia CD-ROMs for learning Yoruba language and culture. Two of these CD-ROMs, which accompany her *books*: *Je K'Á So Yorùbá* (Yale University Press, 1993) and *Je K'Á Ka Yorùbá* (Yale University Press, 1998) now serve as models for other LCTLs. The advanced level multimedia CD-ROM for Yoruba that she developed in 2003, *Jé K'Á Gbó Yorùbá*, now serves as a major teaching tool for the advanced level nationally and internationally.

Schleicher was a former president of the African Language Teachers Association (ALTA) and former president of the National Council of Less Commonly Taught Languages (NCOLCTL). She is currently the Executive Director of NCOLCTL and ALTA and this position gives her the opportunity to work with many LCTL professionals nationally and internationally. She is on the executive board of Joint National Committee for Languages (JNCL) and a former member of Board of Directors of ACTFL (2010-2013). She is on the Board of Trustees of Center for Applied Linguistics and currently the President-elect for the National Federation of Modern Language Teachers Association (NMFLTA). She is also an inducted member of Nigerian Academy of Letters and a member of the National Standards Collaborative Board.

Schleicher is constantly in communication with African language professional leaders, scholars, instructors, and learners in her role as the Executive Director of African Language Teachers Association. As a result of this role, she is very familiar with the problems associated with African language pedagogy in the U.S. and is highly qualified to head a Center that would serve to strengthen and improve African language learning and teaching in the U.S.

**John O. Adeika** began his career as an electrical engineer but he became interested in foreign language instructional technology and information security and assurance while working at the NALRC as the technology manager. During his six years working at the NALRC, Adeika has

participated in practically all the teacher development programs that the NALRC organizes every summer. He currently assists the director in organizing these workshops. During the course of his tenure at the NALRC he has received training in production editing. This experience gave him the skills that he now uses to do production editing of all of our publications. He has acquired the necessary skills to work with writers, academic reviewers, copy editors, and Library of Congress staff to obtain the necessary ISBN numbers for our publications. Because of his vast experience in technology, he manages the website, and the servers, manages and updates ALTA, and NCOLCTL websites, supporting technical needs for conferences, and assisting in the design and publication of NALRC textbooks and CD's. Since he started working at the Center, he has been assisting the director in managing the Center's on-line courses, developing the CD-ROM model for African languages, and overseeing the publication of all Center's materials whether text or technology materials. He also supports the director in any technology related activities of the Center. This is a full time position because of all the time-consuming technology material development projects that he is involved in. He also manages the day to day activities of the Center with support from student assistants. He also has training in the use of target language in foreign language teaching, Backward Curriculum Design and all the other workshop topics that we have organized. Adeika is definitely an asset to the NALRC. He will be devoting 100% of his time to the NALRC activities during this cycle if we are funded.

**Froozan Safi** has an Associate of Science degree in Business Administration. She is currently the Accounting Representative for both NALRC and CeLCAR. She devotes 50% of her time to the NALRC activities such as processing financial documents including managing payroll and departmental and federal grant accounts. She coordinates and arranges meetings, travel, conferences and workshops reimbursement processes. She is in charge of all purchases that have

to do with the grant projects. Froozan has been working at IU in different offices as an accounting associate for the past 10 years but has worked for the NALRC since 2012.

**The graduate assistant and other student assistants** will assist the Technology and Office Manager and the Accounting Representative in carrying out the day to day activities of the Center.

**Field Project Coordinators:** The Field Project Coordinators are African language scholars who were selected to work with the Director and the NALRC staff closely to ensure the national mission of the NALRC. Each of them will work with the Director and the staff on their respective project area. They advise the Director on which projects to embark on and who to invite to participate on the project at the national level. They also participate in the projects that they coordinate be it material development or professional development workshops. They support the Director in organizing some of the national needs workshops. They use the resources from the IU campus either through the Office Manager or by coming to Bloomington to participate in the necessary projects. The project coordinators are giving visiting scholar statuses when they come to do their projects at IU. All these people are members of ALTA, who are well acquainted with the national needs for African languages. They also participate in the NALRC different summer projects. None of them is paid to serve in this capacity. They are only paid if they develop any instructional material or lead a workshop for the NALRC (See Appendix A2 for the Project Coordinators CV/profile).

## **2.1. Non-Discriminatory Selection of Key Personnel**

NALRC celebrates diversity in the hiring of key personnel. The majority, if not all, of the NALRC key personnel are persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, handicapped

persons and the elderly. In addition, IU is actively committed to non-discriminatory employment and to encouraging applications from traditionally underrepresented groups. The IU President is allocating funds to increase minority representation on the faculty and staff. University programs, activities, and facilities are available to all without regard to race, sex, religion, creed, national origin, political persuasion, sexual preference, marital status, handicap, or age. The university is an affirmative action, equal opportunity employer.

### **3.0. ADEQUACY OF RESOURCES**

#### **3.1. Indiana University-Bloomington - College of Arts and Sciences**

The quality and strength of IU language programs and initiatives, faculty, technology resources and the institutional support and commitment for language and culture studies put IU in a strong position to fulfill the mission and objectives of NALRC. IU is a world-renowned institution for research on and study of languages and literatures across the globe. Language study takes place in an optimal environment, supported by a prestigious and engaged faculty, advanced language-learning technologies, and a wide variety of enrichment opportunities. The College of Arts and Sciences offers instruction in more than 70 languages, including many taught at no other US university. That's the highest number of languages offered at any university in the US.

Ranked among the top 10 most innovative colleges for foreign language study in the United States, IU also houses 11 federally funded Title VI international and area studies centers—the most at any U.S. university, Foreign Language and Area Studies (FLAS) fellowships (123 FLAS awards in 2012-2013) and over 250 study abroad opportunities.

#### **3.2. Departments of Second Language Studies and Linguistics**

The IU College of Arts and Sciences also houses a Second Language Studies Department that is nationally known for its research on Pragmatics, and a Department of Linguistics ranked



5<sup>th</sup> in the nation for research excellence. These two departments contribute significantly to the academic vigor and excellence of our overall research and teaching mission in language study, as well as regular conferences, which bring to campus top-notch researchers from across the country and from other well regarded programs overseas.

### **3.3. School of Global and International Studies (SGIS)**

IU's commitment to the highest standards of language and area studies instruction is reaching new levels within the newly launched SGIS. With over 350 core and affiliated faculty, SGIS is uniquely positioned to offer students superior global engagement through foreign language instruction, study abroad and professional internship opportunities, quantitative and qualitative skills-building, and international and area studies training in vital regions of the world, including Africa, Asia, Eastern and Western Europe, Latin America, Russia, and the Middle East. The College has also started a new initiative on South East Asian Studies.

SGIS is also home to **three national Flagship language centers in Chinese, Swahili and Turkish**; two National Language Resource Centers --Center for the Languages of the Central Asian Region (CeLCAR) and the National African Language Resource Center (NALRC)—and the Summer Language Workshop (SWSEEL) for African, Slavic, European, Middle Eastern and Central Asian languages. All are outstanding programs that foster excellence and innovation in language teaching, learning, and research. IU is also one of the first national Project GO programs for supporting ROTC students' language and culture study through funding from the Department of Defense.

### **3.4. Center for Language Excellence (CLE)**

The Center for Language Excellence promotes, supports, and enhances the learning and teaching of world languages at Indiana University through the following activities:

**a. Proficiency-Based and Standards-Based Instruction:** CLE promotes the attainment of proficiency-based and Standards-Based instruction in all languages taught at the university; support proficiency targeted outcomes at all language instruction levels; support the development of language learning materials based on sound pedagogical practices and approaches; and identify and develop "best practices" in language teaching across university language programs and department through observation, empirical research, and assessed outcomes.

**b. Professional Development and Research:** CLE provides professional development workshops, institutes, seminars for all language instructors to incorporate effective language teaching and learning principles and strategies in their classroom activities; prepare and train language teaching staff through Center professional seminars, and coordination with home department courses; promote professionalization of language teaching staff through funded research, training, and curriculum and course development; provide support and training in best practices for evaluating language teaching faculty and staff; and support language teaching, applied linguistics, and pedagogy through lecture series, workshops, demonstrations, and model classrooms.

**c. Assessment of Language Learning Outcomes:** CLE identifies and supports the development and use of best assessment tools to assess language learning outcomes; provide training for language faculty and staff to use best assessment tools.

**d. Online Language Education:** CLE will support the development and coordination of online language education courses; support online language learning, including the development of online and hybrid language courses, online language learning materials, training for language instructors to teach online and to use online assessment tools.

### **3.5. The Center for Language Technology (CeLT)**

CeLT oversees the language and computer labs and also provides leadership and technological expertise to support excellence in language teaching, learning, and research at Indiana University. CeLT has partnered with the NALRC to deliver cutting-edge language educational environment in fostering faculty collaboration, improving research, and instructional capabilities with innovative technology tools and pedagogy. The Center also provides routine Language Pedagogy, Assessment & Technology Workshops for LCTL instructors who are spread across the university. CeLT's other services include securing language labs with audiovisual equipment, video production and editing, and videotape duplication.

### **3.6. Disability Services for Students**

Indiana University Disability Services for Students is an office whose mandate is to promote students' independence and assess their abilities, not disabilities. The NALRC staff will work in consultation with this office to find ways in which the NALRC materials and services can be made accessible to language learners with disabilities.

All the above IU resources and much more will be at the disposal of the NALRC to accomplish its goals if funded. The NCOLCTL headquarters is now housed under the NALRC at IU. The mission of the NCOLCTL is to increase the number of Americans who choose to learn one or more of the LCTLs as a means of enhancing cross-cultural communication among citizens of the United States. The mission of the NCOLCTL is in line with IU's emphasis on LCTLs including African languages.

## **4.0. THE NEED AND POTENTIAL IMPACT**

Ever since the enactment of the National Defense Education Act (Title VI) in 1958, the United States Government has recognized the importance of supporting the LCTLs, including

those spoken in Africa. The need for the U.S. government to support the LCTLs even becomes more critical in the U.S. efforts toward globalization. However, despite government efforts, Africa, a linguistically diverse continent, still remains unknown to many U.S. citizens. This is a major reason why African languages and cultures need to be learned and taught in the U.S.

According to the MLA report of November 2007, the most popular languages on college campuses in Fall 2006 were Spanish, French, German, American Sign Language, Italian, Japanese, Chinese, Latin, Russian Arabic, Ancient Greek, Biblical Hebrew, Portuguese, Modern Hebrew, and Korean. Even though not a single African language showed up in the above list, the same report, however, stated that "The MLA survey of 2006 found a 31.2% increase in the number of languages outside the top 15 (known as less commonly taught languages, or LCTLs) being offered for study. These LCTLs include languages such as Swahili, Persian, Hindi, and Catalan. A total of 204 LCTLs were offered for study on American campuses in 2006, up from 162 offered in 2002. The largest increases in LCTLs were found in Middle Eastern and African languages, where enrollments grew by 55.9% between 2002 and 2006." (MLA 2007)

One would, however, expect more African languages to show up in this survey as of 2006 for the following reasons.

1. Black Africans are among the fastest-growing groups of US immigrants according to a report from the Immigration Policy Center, the research and policy arm of the American Immigration Council. It indicates that immigrants from Africa constitute a highly diverse and rapidly growing group in the United States.
2. Statistics from the U.S Census Bureau validate that African foreign-born population doubled in size between 2000 and 2010. The number of African immigrants in the United States grew

from 881,300 in 2000 to 1.6 million in 2010. The top countries of origin are Nigeria, Ethiopia, Egypt, Ghana, and Kenya.

3. Many Americans serve in the U.S Peace Corps with various non-governmental organizations in African Countries and have acquired some knowledge of the language and culture of the area in which they worked.

The migration trends could partially be the reason for the increased enrollment in African languages like Swahili, Yoruba, Hausa and Zulu which have seen an upward spiral in class enrollment in the past 10 years. The study of these four languages is done mainly at the university level, though a few classes may be found at the K-12 levels and in some heritage centers. Other African languages that are offered include Akan, Amharic, Bamana, Fula, Hausa, Igbo, Lingala, Setswana, Wolof, and Xhosa. In spite of this positive immigration trend, only scattered opportunities are still available in the higher education system for Americans to study or teach the languages and cultures of Africa.

**4.1. Need for African language learning opportunities:** As migration trends are predicted to further increase, there is more need to provide quality African language and culture education for all Americans, both heritage and non-heritage learners that are interested in learning African languages to fulfill their foreign language requirement in K-16 educational system.

**4.2. Need for developing and disseminating new teaching materials for African languages:** In addition to heritage learners, an increasing number of Americans have developed interests in learning an African language while participating in Africa-based U.S government programs. The U.S African Command (AFRICOM) established in Oct.1, 2008 intensified the need for Americans to learn the local languages of Africa, especially for those who want to serve in the Army based in Africa. However, once they return to the United States there are few

opportunities for them to pursue the study of the African languages that they are interested in learning and they also have few or outdated materials and resources to facilitate their studies of these languages. As a result, they abandon their pursuit of these languages altogether thereby reducing enrollment.

Therefore, there is a major need to develop and disseminate materials that would serve as a resource for African language teachers, not only at the elementary and secondary school levels but also at the university levels. To solve the problem of many outdated materials in African languages, there is a dire need to develop and disseminate new teaching African language materials reflecting the use of current research in effective teaching strategies.

**4.3. Problem with lack of trained instructors:** Majority of instructors of African languages in the U.S. are graduate students who come to this country to study different disciplines. Some of these disciplines might not have anything to do with language teaching. But when there is a need to begin an African language program, the easiest thing that is done is to look for a native speaker of the language on campus who is a graduate student. It is easier to hire an untrained graduate student than to hire someone who might be more qualified but is not within the university system. The graduate native speaker agrees to teach the language, on the basis that he or she is a native speaker of the language to be taught, plus, having the teaching assistantship is an easy way for him or her to fund their graduate education. The common result of this kind of scenario is that we usually end up having instructors of African languages, whose only qualification is that they are native speakers of the language, and nothing else. The teaching assistant could be in Public Health or Political Science and has no academic interest in teaching a foreign language as a profession. Faced with outdated materials, and no training in teaching his or her language as a foreign language, the graduate student becomes frustrated when the students

do not seem to be learning anything and the students also become frustrated and either continue to take the course because they will get an easy A or have enough integrity to drop the class because they are not learning anything from the outdated material or the instructor. I have just described what many African language programs used to be or what some still are.

The establishment of the NALRC had clearly changed the face of African language teaching in this country through the regular training of graduate native speakers who are employed to teach these languages. The NALRC has also improved the situation with outdated materials through the development of the Center's communicative oriented textbooks that have been developed for many African languages. But the fact remains that when majority of African language instructors are graduate students, when they graduate, they usually move on to get a job in their field or return to their country. This means there is a need to constantly train African language instructors because they all come and go based on their academic calendar. Another reason for the need for more training is the evolution of new teaching strategies in the field that requires in-service training for those who have participated in pre-service training.

The potential for the study of African languages among African Americans, heritage learners, traditional and non-traditional students and other minority students is greatly increasing. Thus the need to develop and disseminate new teaching materials that reflect new research in effective teaching strategies is also great. There is definitely also a clear need to continue to provide professional development, and to improve language instruction through pre-service and in-service language training for African languages. These are the clear goals of the NALRC.

#### **4.4. Potential Impact: Developing a National Perspective for African Languages**

In order to address some of the need mentioned above, the Title VI Area Studies Centers (NRCs) began to facilitate a national perspective on language in the United States, but this

perspective was still from the perspective of individual NRC institutions and hence not truly a national perspective. Furthermore, because these centers are largely area-studies oriented, their commitment to language issues is secondary.

However, the establishment, in 1999, of the NALRC, now housed at the IU-Bloomington, for the first time provided the field of African language pedagogy with a Center whose singular mission is that of improving the accessibility and quality of African language instruction in the United States through the strengthening of the field as a profession and through the development of resources for the teaching and learning of, and research on African languages. This Center has offered a fundamentally new approach to African language programming in the United States in the sense that it addresses concerns of all sectors e.g.; traditional students and non-traditional students such as government workers, Americans particularly Americans of African descent who are interested in African languages and cultures, heritage learners and high school and grade school teachers who are interested in introducing African languages and cultures into their curricula. It does so from a truly national perspective, as opposed to the perspective of individual NRCs or the general NLRCs. Because of its regional focus, the NALRC has as its purpose and primary agenda the development of the teaching and learning of African languages in this country using the full expertise of the African language pedagogists throughout this nation and not at a single academic institution. Since its inception, the NALRC has greatly impacted the field of African language pedagogy through the following activities: (See Appendix C Pg. 37 for impact of the NALRC trainings and workshops)

- Providing national professional development activities for African language instructors and program coordinators through pre/in-service training workshops and institutes;



- Providing support for graduate students who teach African languages to develop their careers in the direction of African language programming;
- Collecting and disseminating information specifically concerning African languages;
- Providing support for specific development projects which will facilitate the learning of African languages;
- Providing funds for basic research on the teaching and learning of African languages so that better learning materials can be constructed;
- Developing and disseminating African language materials for the learning of African languages that are based on new research and current pedagogical practices and in consultation with potential users of the materials;
- Providing infra-structural support for the field of African languages through the support of the work of ALTA and NCOLCTL;
- Supporting K-12 and Heritage Learners' African language programs in the nation.

All the above activities have been possible only through the NALRC's previous cycles of funding from the Department of Education. During 2014-2018 cycle, the NALRC will continue to strengthen African language learning and teaching in the following critical areas of professional development for both faculty and graduate assistants; curriculum development and evaluation to ensure that learners are receiving quality education in their African language acquisition; quality material development so that learners can have access to the learning of African languages both inside and outside classroom environments; provision of needed human and material resources for traditional and non-traditional learners, governmental and non-governmental agencies who are interested in African languages; making African language learning opportunities accessible to K-12 learners, heritage learners and African Americans who

want to learn African languages; research in African language pedagogy that can transfer into quality material development and quality instruction in African languages.

**The Likelihood of the Center Materials Being Used throughout the U.S.:** The NALRC, since its inception, as a truly national Center, is structured in such a way that the national African Language Teachers Association members play a major role in the various activities of the Center. African language scholars from different universities oversee the different major projects in an advisory role. This makes members of this field to take ownership of what is going on in the Center and thereby making it a truly national center. The Center organizes the annual conference of the African Language Teachers Association thereby providing an infrastructure for the field of African language learning and teaching. It creates an annual forum where all stakeholders of African language learning and teaching meet and discuss issues that will lead to strengthening the field as a scholarly profession. ALTA conference that the NALRC organizes annually is both a national and international conference. (See support letters from the Past President of ALTA, Professor of Zulu, Dr. Audrey Mbeje from the University of Pennsylvania). The Center also houses the Secretariat of this organization. NALRC is unique in the sense that it is the only LRC that works closely with the professional organization that represents the languages and cultures of the region that the NALRC coordinates projects on. All the Field Advisory Members are ALTA members. As a result, participants for the pre-service and in-service training attend from different African language programs in the nation. Since the learning materials are developed and reviewed by members of the field, different programs across the nation tend to use these materials because many of them participate in the development process and can vet the quality of the materials. Almost all the current African language coordinators in the nation have participated in one activity or the other at the NALRC,

hence when they become coordinators of their language programs, they are always eager to send their new instructors to the NALRC professional development workshops because they have experienced them first hand and could vouch for the impact it had on their professional development.

The summer 2014 NALRC annual institute and workshop brought participants from University of Wisconsin-Madison, Michigan State University, Univ. of California- Berkeley, Boston University, Delta State Univ.-Nigeria, Florida State Univ., Indiana University, Witwatersrand University-South Africa, Lagos State University-Nigeria, Univ. of Texas-Austin, Tanzania Community Academy- Maryland, Bartlett Academy-Ghana, Univ. of Maryland, Culture of Africa for Kids Everywhere - Chicago, etc. The list demonstrates the national representation in the activities of the NALRC.

The support letters all across the nation also speak to how NALRC activities are contributing significantly to strengthening, expanding or improving programs of African language instruction in the U.S. (See Appendix C Pg.1 for support letters from the field).

The impact that the NALRC has made in the past 14 years in strengthening the learning and teaching of African languages in the U.S. is an indication that if funded, the NALRC will continue to make further impact. (See Appendix C Pg. 59 that shows the distribution of NALRC published materials across the nation). Finally, we anticipate that the results of research that has focused on the learning of African languages will raise new theoretical issues about second language acquisition that can only make the field more vital.

## **5. LIKELIHOOD OF ACHIEVING RESULTS**

One way to demonstrate the likelihood of achieving results is to look at some of the past achievements of the NALRC since it was funded 14 years ago. Through the previous

cycles of funding, the NALRC had impacted the field of African languages in the following areas. Below are direct quotes from what those who have benefited from previous NALRC activities are saying: (See Appendix C Pg. 34 - Voices from the Field).

*“Over the last eight years, we’ve sent four graduate students to NALRC’s workshops for new and experienced African language teachers. The kind of support you provide has been pivotal in the success of an African language program at our university. In that time, we’ve been able to move from self-instructional program in Swahili and Wolof to having a regularized, BA-satisfying, 3-year Swahili language program with 40+ students. Our first and second year Swahili language program use NALRC materials as their core texts; our Swahili instructor has a professional network, thanks to the annual ALTA conference organized by the NALRC. In short, we wouldn’t have an African language program without the support and guidance NALRC has provided our instructors, indeed our future instructors, would not have the pedagogical background or intellectual sustenance to build and sustain new programs. I shudder to think of what would happen if federal funding no longer permitted you to provide the leadership and services you’ve given to the field.”* **Jeff Mgoto, Director, World Languages Academy, University of Oregon – Eugene, OR (2010)**

*“I had started the workshop as a technologically challenged person; I finished it successfully as a very non-technologically challenged person. I am certainly looking forward to more Technology Workshops. If we learned such a lot with such enjoyment in only four days, I am certain that much more can be achieved in the technology endeavour and function of the NALRC over a longer period, say two weeks,”* **Buyiswa Mini, University of Florida, 2011 Technology Workshop**

*“In my view, this Center stands as the model for the Language Resource Centers in general and for the field-centered LRCs in particular. The programs of the NALRC; among which are the National African Language Program Coordination, African Language Materials Development and Dissemination, and Professional Development for African Language Educators, represent exactly what national language resource centers should aspire to be: a service to the entire field, a national resource for all teachers and languages in the area of languages, literatures, and cultures. The series of databases and materials they are developing are superb in their scope and in their focus on addressing the needs of the entire field. It is absolutely clear that anyone interested in African languages in the US must start at this resource.”*

**Dr. Richard Brecht, University of Maryland – 2013 (the co-founder of NCOLCTL)**

Below are some examples of what the NALRC had achieved in the past few years:

**5.1. National African Language Program Coordination:** Since 1999, the NALRC created and has been maintaining the following lists and will continue to do so in the new cycle:

- (i) African Language Program Inventory List; (ii) African Language Evaluators’ list;
- (iii) African Language Material and Resource Lists; (iv) African Language Enrollment Trends.

**5.2. African Language Materials Development and Dissemination:** The NALRC has placed priority over the projects of developing and disseminating African language materials, since in the field of African language teaching, the need of teaching materials are more keenly felt than in most LCTLs fields. Through the tremendous efforts of diverse scholars and African language teachers, the NALRC has contributed to the development and dissemination of language teaching materials ranging from commonly taught African languages such as Swahili to less-commonly taught African languages such as Amharic, Somali, Bamana, Akan, etc. The following is a list of some African language materials that have been developed and published by

the NALRC since its inception. These materials are not only written by scholars who teach these languages in the field, they are also reviewed and vetted by at least three other scholars that work in the language that the textbook is written on. At least two out of three reviewers have to approve the publication of each book before it can be published by the NALRC. NALRC follows the same process of any academic publishing in its publications. See Appendix C Pg. 64 for the list of the materials NALRC published

### **Publications: Learners Reference Grammars and Let's Speak Textbooks**

Since its establishment in 1999, the NALRC has published 8 Learners Reference Grammars and 18 elementary textbooks on 19 African languages: Akan, Amharic, Bamana, Bemba, Chichewa, Colloquial Egyptian Arabic, Hausa, Igbo, Kikongo, Lingala, Ndebele, Sesotho, Setswana, Shona, Siswati, Somali, Swahili, Wolof, and Zulu. The NALRC is currently working on textbooks on Luganda, Dinka, Nuer, Kinyarwanda, and Tigrinya. All these textbooks are being used nationwide and internationally because the NALRC African language textbooks are the most field tested, communicatively oriented textbooks available. (See Appendix C Pg. 59 NALRC material distribution network).

### **JOURNALS**

The NALRC since its inception has organized or co-organized both the annual conferences of ALTA and NCOLCTL. It was the NALRC that initiated the publications of the Journal of African Language Teachers Association (JALTA) and the Journal of National Council of Less Commonly Taught Languages (JNCOLCTL). This was an initiative to improve, support, and strengthen research in not only African languages but in the LCTLs in general. The General Editor of JNCOLCTL is Danko Sipka, a Professor of Slavic languages at Arizona State University, while the General Editor of JALTA is Dr. David Adu-Amankwah from Indiana

University. These two journals have grown to become major journals in the field of LCTLs.

NALRC has published 9 Volumes of JALTA and 16 Volumes of JNCOLCTL.

### **Multimedia Projects**

The NALRC has published Vocabulary Flash Cards Multimedia CD-ROMs in 15 African languages and audio CDs for Swahili, Amharic, Colloquial Egyptian Arabic, Zulu and Yoruba.

The Center also developed two online courses on Yoruba.

### **Brochures development for disseminating information about African Languages**

The following brochures have being developed and disseminated to all the African language programs in the nation. The purpose of the brochures is to promote awareness of the amazing linguistic and cultural diversity of Africa. To date, the NALRC has developed 74 African language brochures for the following languages. **All the Department of Education priority**

**African languages are included in this list.**

Acholi, Afar, Afrikaans, Amharic, Arabic, Bamana, Baoule, Beti & Ewondo, Bemba, Chichewa, Dinka, Edo, Ewe, Fang, Fon, Fulfuda, Moore & Dioula, Hausa, Ibibio, Idoma, Igbo, Ijaw, IsiXhosa, Kamba, Kikongo, Kikuyu, Kimbundu, Kinyarwanda, Kirundi, Kpelle, Krio, Lango, Lingala, Luganda, Luba, Luo, Maasai, Makhuwa, Makonde, Malagasy, Mandinka, Masaaba, Mende, Meru, Ndebele, Nubian, Nuer, Oromo, Oshvambo, Pulaar, Runyankore, Sango, Sesotho, Setswana, Shona, Sidamo, SiSwati, Somali, Soninke, Susu, Swahili, Tamazight, Temne, Teso, Tiv, Tonga, Tigrinya, Tsonga, Twi, Venda, Wolof, Yoruba, Zarma, Zende, Zulu.

### **5.3. Professional Development for African Language Educators**

The NALRC supports African language educators in the United States by sponsoring a wide range of educational and professional activities designed to improve the accessibility and quality of African language instruction in the United States. The following activities have been carried

out under this project: (a) NCOLCTL conference, (b) ACTFL OPI Workshop, (c) Standards-Based Measurement of Proficiency Workshop, (d) Annual Summer Professional Development Institute, (e) Pre-Summer workshops for different African language summer programs, Standards and its implication in the classroom, Standards and curriculum development, Effective Language Teaching Strategies, Developing Curricular Pathways that Target Proficiency Levels, etc.

In order to provide LCTL educators with professional training, the NALRC has continued to host summer institutes for 14 years. Through the summer institutes, the NALRC has trained about 700 teaching assistants, lecturers, instructors, and faculty members. (Appendix C Pg. 37 for the list of many LCTL instructors that the NALRC has trained)

#### **5.4. Funding Opportunities for African Language Instructors**

The NALRC has funded many TAs to attend ALTA annual conferences. It has also funded participants to attend the summer professional development institutes. It has offered mini grants to African language instructors to develop materials for their respective languages.

If the NALRC can achieve the above within the past few years of funding, the likelihood of achieving greater results during the next cycle is extremely high. NALRC is now seen as the place to call or contact when people nationally have inquiries about African language materials, interpreters, translators, instructors, evaluators for their programs, consultants for beginning a new African language program, presenters for workshops for African language instructors, etc. The NALRC staff receives calls or emails in regard to African language issues on a daily basis. Materials developed and disseminated by the NALRC now provide access to the learning and teaching of various African languages. African language instructors now have a place to go for pre/in-service professional development. Before the establishment of the NALRC, all these opportunities to advance the teaching and learning of African languages were



only a dream, but now, funds from the DOE for the NALRC have made these dreams become a reality.

Antonia Schleicher, who will continue to serve as the director, brings into these projects her experience as the former Vice-President (1991-1994) and President of ALTA (1994-1998) , the Vice-President (2001-2002), and President of NCOLCTL (2003-2004), Executive Director of NCOLCTL (2004- present) and ALTA (2008-Present). She is familiar with organizing and coordinating projects for ALTA and with ALTA members and for NCOLCTL. She knows the national needs and priorities of the field well and is also experienced in teacher training, material development, instructional technology, and administration.

Other reasons why successful results are expected are: (1) There is an unusually strong organizational commitment from members of ALTA to continue to make the NALRC a success. Some of the proposed projects are already being undertaken by ALTA members and funds are needed to complete them. The list of proposed projects came from ALTA members who are familiar with the needs in their respective African languages, and are committed to working on those projects. All of the projects and the goals are therefore based on faculty interests, expertise, and learners and national interests and needs. The administrative base of the NALRC is also well conceived, with a local advisory board whose members are all committed to language instruction and with a Field Advisory Board to emphasize the national impact that the NALRC will have in the field of African language research, teaching and learning. (2) IU's strong commitment to language instruction and especially African language instruction is evidenced in the fact that IU offers 6 African languages on a regular basis - Akan, Bamana, Swahili, Wolof, Yoruba, and Zulu. (3) IU has many years of experience with similar grants and is well regarded for their successful administration. The NALRC will continue to benefit tremendously from that experience. **The**

achievements of the NALRC so far, in collaborating with ALTA and different African language programs, and supporting projects that enhance the teaching and learning of African languages; and in meeting national needs, serve as the best assurance of obtaining the expected results from the NALRC.

## **6. DESCRIPTION OF FINAL FORM OF RESULTS**

***Publication of Journals (JALTA and JNCOLCTL):*** The NALRC will publish *the Journal of African Language Teachers Association* (JALTA) and the Journal of NCOLCTL on an annual basis in collaboration with ALTA and NCOLCTL. These journals have featured a wide variety of up-to-date research in African language pedagogy and less commonly taught language pedagogy in general. They will be published to track the progress of NALRC in regard to research, materials and networked program development, teacher training and program evaluation. Funded research is expected to be published in these journals too.

***Pre/In-Service Workshops for Teachers and Trainers:*** Instructors of African languages from different parts of the US will be invited to participate in the annual intensive two-week institutes. One for beginning teachers and one for coordinators or emerging teachers or experienced teachers. Each participant is required to do teaching demos three or four times to ensure that they can incorporate effective teaching strategies that they are learning during the workshops. So, through observations during the teaching demos, we can see a short term impact of whether the goals of the workshops have been achieved or not. We will also do a follow up survey to find out how many of the instructors are using the new approaches to teaching in their classes after the workshops.

***Annual International Conferences of ALTA and NCOLCTL:*** On an annual basis, the NALRC organizes two conferences for both ALTA and NCOLCTL members. NALRC will

have a session at these two conferences where research on African language pedagogy, funded by the NALRC, will be presented. The goal of this project is to facilitate communication within the field and among LCTL instructors. The mere fact that scholars of NCOLCTL continue to come every year to present their research and network with others in the field indicates the success of this initiative. NALRC is planning to organize the 25th anniversary of NCOLCTL in DC area in 2015. This event will mark how far the LCTLs have come since the past 25 years. NALRC is taking the lead in this event.

**Publication of Materials Developed:** The NALRC has been taking the lead and will continue to do so in publishing exceptional materials for teaching and learning African languages, not only to make them available to others, but also to encourage instructors to develop such materials. The materials will be vetted and reviewed by scholars in the respective languages before they can be published. NALRC follows exactly the same publication processes of all academic presses, e.g., Yale University Press.

**ULIMI:** The NALRC will continue to publish its annual bulletin, ULIMI, and distribute it nationally to university foreign language coordinators, all African studies programs, and organizations that are interested in African languages. This Bulletin provides a summary of the research projects, and the materials that are developed through the Center. **Website:** Aside from the Bulletin, the Center has a website where research papers, project descriptions, and notices of activities and conferences will be available. This website also publicizes the African language map, and the program inventory.

**Directory of Professional Consultants:** The NALRC has created a directory of Professional African Language Consultants. These consultants are selected nationally based on their expertise and this service is publicized nationwide.

**Forum and List Serve:** The Center manages a forum where people in the field can post issues related to African language research, teaching, and learning. The list serve can also be used to announce conferences, projects and activities, and job postings for African language teachers.

## **7. Evaluation Plan**

The external evaluation of the NALRC is designed by the Center for Evaluation & Education Policy (CEEP), an internationally and nationally recognized and fully self-funded independent, non-profit external evaluator with over \$12 million annually in research expenditures. CEEP's content-diverse portfolio of projects includes extensive experience conducting external evaluations of programs funded by the U.S. Department of Education (ED), the U.S. Department of State, National Science Foundation and NATO; and providing evaluation technical assistance for the Office of Management and Budget, and the Office of Innovation and Improvement (ED). More specifically, CEEP has extensive prior experience developing and implementing external evaluations of Title VI funded centers. CEEP has served as an external evaluator and/or provided technical assistance for twenty Title VI funded centers across four universities (Indiana University, Georgetown, Harvard and Columbia).

**Evaluation Components.** The evaluation specifically focuses on measuring the extent to which NALRC successfully meets its four established goals (corresponding to the Title VI priorities): (1) Increase the number of language instructors and language coordinators, including those at MSIs and Heritage learner programs, with the content knowledge and pedagogical skills needed to effectively coordinate programs, develop curricula, and teach LCT African Languages; (2) Increase the development and dissemination of new effective, research-based teaching materials for teaching and learning LCTL African languages, including targeted dissemination to MSIs and Heritage learner programs; (3) Increase participation in opportunities for research

collaboration and knowledge production related to African languages; and (4) Increase African language information and resources available to Government and Non-Government agencies, K-12 teachers and students, researchers, learners and instructors. As evidenced in the table below, CEEP worked with NALRC to develop meaningful and specific objectives (referred to as *performance measures* for the purposes of this proposal) linked to each of these four goals; and to develop project-specific, and quantifiable, outcome measures (referred to as *indicators* for the purposes of this proposal) to assess progress towards goals. Similar information plus corresponding activities are included in Appendix E on the required Performance Measure Form (PMF). However, the table below also indicates the types and sources of data, and the frequency of data collection.

Key to Priorities			
<b>LRC Competitive Preference Priority 1:</b> Priority languages selected from the U.S. Department of Education's list of LCTLs	<b>CPP 1</b>	<b>Invitational Priority 1:</b> New Applications (DOES NOT APPLY)	<b>IP 1</b>
<b>LRC Competitive Preference Priority 2:</b> Applications that propose significant and sustained collaborative activities with one or more minority-serving institutions (MSIs) or community colleges	<b>CPP 2</b>	<b>Invitational Priority 2:</b> Heritage language programs and projects	<b>IP 2</b>
<b>Project Goal #1:</b> Increase the # of language instructors and language coordinators, including those at MSIs and Heritage learner programs, with the content knowledge and pedagogical skills needed to effectively coordinate programs, develop curricula, and teach LCT African Languages (CPP1, CPP2 and IP2).			
Performance Measures	Indicators	Timeline	Method
A) Increase the # of lang. instructors and lang. coordinators participating in LCT African Lang trainings and workshops by 200 by the end of 4 years	<ul style="list-style-type: none"> <li>Number of language instructors and language coordinators who participate in trainings and workshops</li> </ul>	Annually	Center records

B) Increase the # of lang. instructors and lang coordinators from MSIs that participate in LCT African lang. trainings and workshops by 50 by the end of 4 years	<ul style="list-style-type: none"> <li>Number of language instructors and language coordinators from MSIs who participate in trainings and workshops</li> </ul>	Annually	Center records
C) Increase the number of language instructors and language coordinators from Heritage learner programs that participate in LCT African Language trainings and workshops by 50 by the end of 4 years	<ul style="list-style-type: none"> <li>Number of language instructors and language coordinators from Heritage learner programs who participate in trainings and workshops</li> </ul>	Annually	Center records
D) Each year a minimum of 90% of participating language instructors will demo the ability to use the target African lang. for 90-100% of class instructional time	<ul style="list-style-type: none"> <li>Percentage of participant language instructors who are observed using the target African language for a minimum of 90% during the micro teaching lesson</li> </ul>	Annually	Program staff observation of micro teaching at the end of the workshop
E) Each year a minimum of 90% of participating language instructors will demonstrate the ability to effectively use Backward Curriculum Design(BCD) in lesson plans and curriculum development	<ul style="list-style-type: none"> <li>Percentage of participant language instructors who develop a curriculum/lesson plan that effectively uses Backward Curriculum Design (BCD) as measured by program staff lesson plan analyses</li> </ul>	Annually	Program staff lesson plan analyses using rubrics
F) Each year a minimum of 80-90%	<ul style="list-style-type: none"> <li>Percentage of language instructors who report using the content</li> </ul>	Annually	Post program (follow-up) survey

of participating language instructors will report using the content knowledge and pedagogical skills learned at the workshops in their subsequent classroom teaching	<p>knowledge and pedagogical skills learned at the workshops in their subsequent classroom teaching</p> <ul style="list-style-type: none"> <li>• Percentage of language instructors who report using the target language 90% or more of the time in their classroom teaching of LCT African languages</li> <li>• Percentage of language instructors who report using Backward Curriculum Design in their classroom teaching of LCT African languages</li> </ul>	<p>Annually</p> <p>Annually</p>	<p>of participants</p> <p>Post program (follow-up) survey of participants</p> <p>Post program (follow-up) survey of participants</p>
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**Project Goal #2:** Increase the development and dissemination of new effective, research-based teaching materials for teaching and learning LCTL African languages, including targeted dissemination to MSIs and Heritage learner programs (CPP1, CPP2 and IP2).

Performance Measures	Indicators	Timeline	Method
A) Increase the development of new effective, research-based teaching materials for teaching LCT African langs by 20 by the end of 4 yrs.	<ul style="list-style-type: none"> <li>• Number of new books developed that meet peer review standards (academic review by scholars in the field)</li> <li>• Number of other materials, including training videos, Audio CD-ROMs and Reference Grammar Guides developed by the Center</li> </ul>	<p>Annually</p> <p>Annually</p>	<p>Center records</p> <p>Center Records</p>
B) Increase the numbers of language instructors and other key stakeholders in possession of new effective, research-based teaching materials for teaching LCT African languages by 200 the end of 4 years	<ul style="list-style-type: none"> <li>• Numbers of new books sold or complimentary copies distributed</li> <li>• Number of training videos disseminated to African language instructors; Number of times training video is viewed online</li> <li>• Number of persons attending conference presentation(s) related to the training video on using authentic materials in language classrooms</li> </ul>	<p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Sales receipts/Distribution records</p> <p>Center records/web analytics</p> <p>Center records</p>

C) Increase the numbers of language instructors from MSIs in possession of new effective, research-based teaching materials for teaching LCT African languages by 20 by the end of 4 years	<ul style="list-style-type: none"> <li>Numbers of new books sold or complimentary copies distributed to MSIs</li> <li>Number of training videos disseminated to MSIs</li> </ul>	<p>Annually</p> <p>Annually</p>	<p>Sales receipts/Distribution records</p> <p>Center records</p>
D) Increase the numbers of language instructors from heritage learner programs in possession of new effective, research-based teaching materials for teaching LCT African languages by 100 by the end of 4 years	<ul style="list-style-type: none"> <li>Numbers of new books sold or complimentary copies distributed to Heritage learner programs</li> <li>Number of training videos disseminated to Heritage learner programs</li> </ul>	<p>Annually</p> <p>Annually</p>	<p>Sales receipts/Distribution records</p> <p>Center records</p>

**Project Goal #3:** Increase participation in opportunities for research collaboration and knowledge production related to African languages. (CPP1)

Performance Measures	Indicators	Timeline	Method
A) Increase the participation of Teaching Assistants (TAs) in African lang. conferences focused on research collaboration and knowledge production by 200 by the end of 4 years	<ul style="list-style-type: none"> <li>Numbers of TAs attending ALTA or NCOLCTL conferences</li> </ul>	<p>Annually</p>	Center Records
B) Increase the collaborative relationships between and among researchers in fields related to African languages and	<ul style="list-style-type: none"> <li>Numbers of persons participating in NCOLCTL and African Language Teachers Association annual conferences</li> <li>Number of persons participating in collaborative research groups</li> </ul>	<p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Center records</p> <p>Center records</p> <p>End of Conference</p>



pedagogy by 10% each year	<ul style="list-style-type: none"> <li>Percentage of collaborative research group members and conference participants who “agree” or “strongly agree” that the research group/conference has strengthened their collaborative relationships with others in the field</li> </ul>		Survey/Research Group Survey
C) Increase opportunities to publish research related to African languages and pedagogy through the publication of a minimum of 2 volumes of African language/LCTL journals each year; and increase interest in publishing research related to African languages and pedagogy by 10% each year	<ul style="list-style-type: none"> <li>Number of volumes of JALTA and JNCOLCTL published; Number of different individuals contributing to articles in the two journals</li> <li>Percentage of conference participants, research group members and TAs who “agree” or “strongly agree” that their interest in publishing research related to African languages and pedagogy has increased as a result of participation</li> <li>Percentage of conference participants, research group members and TAs who “agree” or “strongly agree” that they intend to submit academic papers related to African languages within one year of participation</li> </ul>	<p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Center records; analysis of journal content</p> <p>End of Conference Survey/Research Group Survey/TA Survey</p> <p>End of Conference Survey/Research Group Survey/TA Survey</p>

**Project Goal #4:** Increase African language information and resources available to Government and Non-Government agencies, K-12 teachers and students, researchers, learners and instructors. (CPP1)

Performance Measures	Indicators	Timeline	Method
A) Increase by 10% annually K-12 teacher, researcher, learner and instructor access to basic information on African languages and cultures through the development and dissemination of African language	<ul style="list-style-type: none"> <li>Number of African language brochures developed</li> <li>Number of brochures disseminated and/or accessed electronically</li> <li>Number of web hits for African language map and African Language Program inventory</li> <li>Number of web hits for on-line technology materials for learning African languages</li> </ul>	<p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Center Records</p> <p>Center Records and web analytics</p> <p>Web analytics</p> <p>Web analytics</p>

brochures, on-line resources and on-line technology materials			
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**Formative Evaluation:** The first half of the project will focus on evaluating the extent to which new or redesigned programs/activities are being implemented as intended and accomplishing their stated need. The resulting feedback will allow for continuous improvement to help ensure that program goals are met. In year three, the evaluation focus will shift to impact; however, outcome data will also be collected in years 1-2.

**Summative Evaluation:** Evaluation in years 3-4 will primarily analyze the outcomes of NALRC activities/programs. In order to measure long-term outcomes, the program will maintain and regularly update a database housing participation records and contact information.

**Evaluation Timeline** Baseline data on each of the evaluation questions will be collected at the beginning of the grant period. Data collection will continue annually for the summative evaluation and as needed for the formative evaluation. In addition, GPRA data will be gathered throughout all four years.

## 8. BUDGET AND COST EFFECTIVENESS

The Director and the Technology Coordinator will be playing a major role in achieving all the goals of the NALRC that were stated in the proposal. As a result, 50% of each of their salaries is requested. Funds for a graduate assistant are also requested to assist with various projects under national coordination. These three people are primarily the people that will be working with all the national coordinators and other stakeholders to achieve the Center's goals and objectives. Other funds requested are for paying workshop leaders for all the different workshops that will be organized. Funds are also requested for materials development and dissemination, which will make African languages more accessible to different sectors. Funds

have been budgeted for professional training and an annual Summer Teacher Training Institute, which will significantly increase the numbers of students, trained teachers, and expert coordinators in African languages. Funds have been requested to support the Center's dissemination activities at the national level, e.g., funds to publish and to disseminate NALRC publications on the web and in paper, and for travel to conferences and regional seminars to present the findings of the Center's research.

The NALRC will take advantage of the existing strengths and vast resources provided by a large research university such as IU. The technology material development projects will be based on the BYKI software system that Transparent Language will provide for the project in collaboration with the NALRC. NALRC will be collaborating with various African Studies Centers to fund graduate students to attend the pre-/in-service training workshops. NALRC will be collaborating with SCOLA on workshops that deal with the use of authentic materials in the classrooms. Hence, funds are not requested from the grant for this activity. Collaboration with IU Center for Language Excellence also helps to make the budget cost effective because this Center will be co-sponsoring some of the workshops that African language instructors will participate in.

The Center will proceed from the projects and activities successfully completed by ALTA members and different language interest groups. In addition, some projects are already underway and funds are needed to complete, publish, and disseminate them. By planning all the meetings of the Field Advisory Board to coincide with the ALTA annual conference, which is normally attended by these members, the funds needed for travel have been reduced.

## Other Attachment File(s)

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**CURRICULUM VITAE OF THE NATIONAL AFRICAN LANGUAGES RESOURCE  
CENTER (NALRC) STAFF AND ADVISORY BOARDS**

**1. Curriculum Vitae of the Staff**

- a. Professor Antonia Folarin Schleicher
- b. John Adeika
- c. Froozan Safi

**2. Curriculum Vitae of the Field Advisory Board Members (Project Coordinators)**

- a. Dr. Adeolu Ademoyo
- b. Dr. Esther Mukewa Lisanza
- c. Dr. Mariame Sy
- d. Dr. David Adu-Amankwah

**3. Curriculum Vitae of the National Advisory Board**

- a. Dr. Dick Brecht
- b. Dr. Robert Agunga
- c. Dr. Audrey Mbeje
- d. Dr. Ray Clifford
- e. Dr. Jennifer Eddy
- f. Dr. Jacques Du-Plessis

**4. Curriculum Vitae of the Indiana University's Local Advisory Board**

- a. Dr. Anthony Koliha
- b. Dr. Robert Botne
- c. Dr. Oner Ozcelic
- d. Dr. Martha Nyikos
- e. Dr. Samuel Obeng
- f. Dr. David Stringer
- g. Dr. Alwiya Omar

**Antonia Folarin Schleicher**  
**Indiana University-Bloomington**

### EDUCATION

ACTFL/ILR OPI Certified Tester for Yoruba, February 2010  
 Certificate in Oral Proficiency Testing, ACTFL Tester for English, February, 1989.  
 Ph.D. General Linguistics, Univ, of Kansas. May, 1987. M.Phil. General Linguistics, KU. Oct. 1985.  
 M.A. General Linguistics, Univ. of Ibadan, Nigeria. 1982. Certificate for National Youth Service Corps, Nigeria. 1981  
 B.A. General Linguistics, University of Ibadan, Nigeria. 1980.

### EMPLOYMENT HISTORY

2014	Executive Director, Indiana University Center for Language Excellence
2012-2014	Executive Director, Indiana University Language Resource Centers and Visiting Professor of Linguistics and African Languages
2012-Present	Director of National African Language Resource Center (NALRC), Indiana University, Bloomington
2000-2012	Professor, Department of African Languages and Literature, University of Wisconsin-Madison
1999-2012	Director, National African Language Resource Center (NALRC), UW- Madison.
2008-2010	Director, African Languages Flagship Center, UW-Madison
2006- 2008	Chair, Department of African Languages and Literature, UW-Madison. 1997-2000. Assoc. Professor, Department of African Languages and Literature, U W-Madison.
1998.	Director, Summer Cooperative African Lang Institute (SCALI), UW-Madison African Studies Program.
1991-1997.	Assistant Professor, Department of African Languages and Literature, UW-Madison.
1993-1995.	Director, Summer Group Project Abroad (Advanced Yoruba and Hausa in Nigeria)
1989-1991.	Visiting Assistant Professor, Department of African Languages and Literature, UW-Madison.
1988.	Co-Director, African Languages Program, Yale University.
1987-1989.	Lecturer, African and African-American Studies, Yale University. 1985-1987.
1984-1985.	Instructor, Department of Linguistics, University of Kansas.
1984.	Research Assistant, Center for Public Affairs, University of Kansas. 1983-1984.
1980-1981.	Instructor, Teachers' Training College, Ayangba, Benue State, Nigeria.

### HONORS, AWARDS AND SCHOLARSHIPS

**Total of 25 honors and awards since 1980. Selected ones listed below:**

2014	OSU Center for African Studies Oyekan Owomoyela Endowment Fund for Yoruba Studies 2nd Annual Award.
2013	Yoruba Studies Association of Nigeria Award
2012	Induction into the Nigerian Academy of Letters (highest academic award in the Arts and Humanities in Nigeria)
2010	Ron Walton Award, A Lifetime Award for Distinguished Service for LCTLs teaching

- and learning.
- 2010 UW-Madison Chancellor's Distinguished Teaching Award
  - 2008 Exceptional Service Award given by the UW-Madison Freshmen Interest Group (FIG) Program.
  - 2008 Honored Instructor Award by the UW-Madison Chadbourn Residential Hall students, for an effective teacher.
  - 2006 U.S. President's Gold Award for Volunteer Service on over 500 hours a year devoted to promoting LCTLs
  - 2005 Egbe Omo Oduduwa International Chapter, GA. Distinguished Service on Yoruba Studies worldwide.
  - 2004 Egbe Omo Oduduwa Long Island Chapter, NY. Distinguished Service on Yoruba Studies in the U.S.
  - 2000 African Language Teachers Association Distinguished Service Award.
  - 1998 African Language Teachers Association Outstanding Dedication and Service Award.

## FUNDED GRANTS AND FELLOWSHIPS

**Since 1988, 43 grants of total \$8,375,273 Selected ones listed below:**

- 2014 National Security Agency Grant (\$86,801.88) to organize NCOLCTL Swahili Startalk Professional Development Workshop
- 2013 National Security Agency Grant (\$85,000.00) to organize NCOLCTL Swahili Startalk Professional Development Workshop
- 2012 Department of Education Language Resource Grant (\$425, 000)
- 2012 National Security Agency Grant (\$89,500.00) to organize NCOLCTL Swahili Startalk Professional Development Workshop
- 2011 National Security Agency Grant (\$88,000.00) to organize NCOLCTL Swahili Startalk Professional Development Workshop
- 2010-2014 Department of Education Language Resource Center Grant (\$1,360,000.00).
- 2010-2013 National Security Education Program Grant (\$800,000.00) African language Flagship Center
- 2009-2010 National Security Education Program (NSEP) Grant (\$257,000.00) African Lang Flagship Center
- 2009 NSEP Grant (\$150,000.00) develop assessment instruments for measuring the proficiency levels of Yoruba and Swahili Flagship students in collaboration with the American Councils on International Education.
- 2008-2009 NSEP Grant (\$585,000.00) To develop the first National African Languages Flagship Center
- 2006-2010 Department of Education Language Resource Center Grant (\$1,337,000.00).
- 2002-2006 Department of Education Language Resource Center Grant (\$1,440,000.00).
- 2002-2005 NSEP Grant (\$295,500.00) communicative materials for Amharic, Fula, Lingala, Setswana, Swahili, Twi, Zulu.
- 1999-2002 Department of Education Language Resource Center Grant (\$979,444.00) First NALRC grant.
- 1998-2001 Funds for the Improvement of Post-Secondary Education Grant (\$165,000.00).
- 1998-2000 Department of Education International and Research Studies Grant (\$133,000.00).
- 1993-1995 Department of Education Fulbright Hays Group Project Abroad in Nigeria (\$165,000.00).

**OTHER PROFESSIONAL ACTIVITIES Involved in 36 professional activities. Selected ones listed below**

Mentor and Supervisor of Fulbright Foreign Language Teaching Assistants, Hausa and Yoruba (2009-Present)

External Evaluator, University of California-Los Angeles, African Studies Program. May 2009

Reviewer of UW-Madison Study Abroad Program at Cape Town, South Africa, and at Stellenboch, SA 2009)

Grant Proposals Reviewer, National Security Education Program proposals on Language Flagship (April 2008)

External Evaluator, Cornell University, Africana Studies Center, African Languages Program. November, 2008

External Evaluator, University of California-Berkeley, African Studies Program. 2008

Grant Proposals Reviewer, Department of Education International Programs and Services, 2007

External Evaluator, Summer Cooperative African Language Institute (SCALI) at Indiana University, 2005, 2006.

External Evaluator, University of Kansas, Lawrence, KS African Language Program, Sept. 2005.

Executive Director, African Language Teachers Association, ALTA 2006-

Executive Director, National Council of Less Commonly Taught Languages (NCOLCTL) 2004-

External Evaluator, University of Illinois, Urbana-Champaign African Language Program, September 2004.

External Evaluator, South East Asian Studies Summer Institute, August, 2004

Consultant, University of Illinois, Urbana-Champaign LCTL Program Evaluation. December 12, 2003.

Consultant to the Evanston High School on how to start an African Language Program for high school students, 2000.

Language Tester for the FBI to do a language proficiency test on Yoruba, 2001-

Voice of Germany Radio interview on Nigerian Women and Nigerian Languages. March, 1992.

Interviewer (Yoruba/English) for Voice of America 1990-1991. English Proficiency Evaluator, ACTFL.

Voice of America interview on Group Project Abroad in Nigeria for American Students. October, 1995

**PUBLISHED BIBLIOGRAPHY**

**BOOKS PUBLISHED Authored or co-authored 13 books. Selected ones listed below:**

Forthcoming Yoruba Learners' Reference Grammar. NALRC Press, IU-Bloomington. Co-authored with Afolabi Olabode.

Forthcoming Yoruba Pocket Dictionary. NALRC Press, Indiana University- Bloomington.

Forthcoming Yoruba Language for Pre- K to Grade 5 Levels, NALRC Press, IU-Bloomington 2011

Ka Anyi Suo Igbo, NALRC Press, UW-Madison. Co- authored with Stephen Madu Anurudu.

2008 Colloquial Yoruba. Routledge, London, England.

2006 Swahili Learners' Reference Grammar. 2nd Ed. NALRC Press, UW-Madison. Co-authored with Katrina Thompson

2006 Shona Learners' Reference Grammar. Global Publications, Binghamton University, Binghamton, NY.

2002 Pulaar Learners' Reference Grammar. Global Publications, Binghamton University, Binghamton, NY.



- 2000 African Language Pedagogy: An Emerging Field. OSU Foreign LRC, Ohio. (Co-authored with Lioba Moshi)
- 1998 Yoruba Newspaper Reader for Intermediate and Advanced Levels Dunwoody Press, Kensington, Maryland, U.S.A.
- 1998 Je K'A Ka Yoruba: An Intermediate Course. Yale University Press, New Haven, CT.,
- 1993 Je K'A So Yorùbá: An Elementary Course. Yale University Press, New Haven, CT.,

**BOOK SERIES EDITOR Edited 22 books since 2002. Selected ones listed below**

- 2013 Let's Read Wolof, an Intermediate Level Textbook, Published by the NALRC
- 2011 Let's Speak Ndebele. Published by the NALRC
- 2011 Let's Speak Siswati. Published by the NALRC
- 2011 Let's Speak Igbo, Published by the NALRC 2011
- Let's Speak Chichewa. Published by the NALRC
- 2011 Let's Speak Bemba, Published by the NALRC
- 2009 Let's Speak Wolof. By Omar Ka. Published by the NALRC 2008
- Let's Speak Hausa by Ibro Chekaraou. Published by the NALRC
- 2008 Advanced Level Kiswahili by Alwiya Omar and Leonce Rushibirwa, NALRC Press
- 2006 Tusome Kiswahili (Let's Read Swahili): Int. Level by Leonard Muaka and Angaluki Muaka. NALRC
- 2006 Let's Speak Shona by Aquilina Mawadza. Published by the NALRC.
- 2006 Let's Speak Setswana by Sheila Mmusi. Published by the NALRC.
- 2006 Let's Speak Akan-Twi by Seth Ofori. Published by the NALRC.

**JOURNALS EDITED Selected edited journals listed below:**

- 2005 Journal of African Language Teachers Association Vol. 6, 2005. NALRC, UW-Madison,
- 2004 Journal of National Council of Less Commonly Taught Languages, Vol. 1, 2004. NALRC, UW-Madison,
- 2003 Journal of African Lang Teachers Assoc. Vol. 3, by Global Publications, Binghamton University, N.Y.
- 1999 Journal of African Lang Teachers Assoc. Vol. 1, by Global Publications, Binghamton University, N.Y.

**ARTICLES Published over 20 articles. Selected ones listed below**

2006. "Advancing Less Commonly Taught Language Instruction in America: The Time Is Now" in Realizing Our Vision of Languages for All. Ed. by Audrey Heining Boynton. ACTFL Foreign Lang. Education Series. Co-Author, Michael Everson. Published by Pearson Prentice Hall, NJ.
- 2005 "The Yoruba Language" In Encyclopedia on World Languages. By Routledge, Britain.
- 2004 "Gender Representation in African Language Textbooks". In Journal of National Council of Less Commonly Taught Languages, Volume 1. Co-authored with Kristi Hobson.
- 2004 "The Yoruba" In Encyclopedia on Minority Studies. By Routledge, Britain.
2003. "Issues in Developing African Lang Learners Ref. Grammar". In JALLT, Vol. 2. Ed. by Antonia Schleicher.
2002. "Yoruba Studies Dev. in the 20th Century" In Encyclopedia on The History of Africa in the 20 Century. By Routledge, Britain.
2001. "Communicative Orientation of First-Year African Lang Textbooks". In JALLT, Vol 1. Ed by John Mugane. Published by Global Publications, Binghamton Univ, Binghamton, NY. Co-authored with Karin Gleisner.

1999. "A Goal-Based Approach to African Language Instruction." In JALTA, Vol. 1, pp. 25-61. Co-edited by Folarin Schleicher, Antonia, and John Hutchison.
1999. "The Role of Culture in the Language Classroom." In JALTA, Vol. 1, pp. 85-114. Co-edited by Schleicher, Antonia, and John Hutchison. (Co-authored by Lioba Moshi and David Dwyer.)
1997. "Using Greetings to Teach Cultural Understanding." MLJ Vol. 81, 3, pp 334-343, (1997).
1995. "Content-Based Instruction for African Langs." In African Lang. Studies in Transition. U. of Maryland, Eastern Shore
1993. "Collaboration in the Classroom: Some ideas to Promote Oral Competency." In Teaching Ideas and Resources for African Languages. Indiana University, Bloomington, Indiana.
1992. "Nasal Stability and Feature Hierarchy: The Case of Edo, Emai, and Yoruba." Afrika Und Ubersee, 75:59-73.

**INSTRUCTIONAL TECHNOLOGY MATERIALS Developed 16 tech materials since 1993. Selected ones listed below:**

- 2014 7000 Langs Technology Project - Yoruba Language and Culture by Transparent Language, Inc
- 2010 Standards Based Assessment of Proficiency for Yoruba, Nov. to Int High Level, U. of Oregon,
- 2010 Computer Based Listening Tests for Int. to Superior Level (Yoruba), ACIE, Washington, DC
- 2009 Online Teaching Methods Course for LCTL Instructors. Co-authored with Dianna Murphy et al.
- 2003 Multimedia CD-ROM Flash Cards for Learning Vocabulary in Luyia, Shona, Tigrinya, Amharic, Shona, Xhosa, Pulaar, Bamana, French. NALRC.
- 2003 Multimedia Vocabulary Flash Cards for Swahili, Yoruba, and Zulu (co-authored with Fikeni Senkoro, Alwiya Omar, Zoliswa Mali, Hlumela Zondlo, and Olusola Adesope. NALRC.
- 2003 Intermediate Level Multimedia Yoruba On-Line Course
- 2002 Je K'A Gbo Yoruba CD-ROM Interactive Software for Advanced Level. NALRC.
- 2002 Elementary Level Multimedia Yoruba On-Line Course.
- 2000 Yoruba Language Learning On-Line Resources. Published by AppNet in <http://www.langnet.org>
- 1999 Je K'A Ka Yoruba Companion CD-ROM Interactive Software for Int. Level. Global Publications, SUNY Binghamton
- 1998 Je K'A Ka Yoruba (Audio Tapes) by Yale University Press, New Haven, CT.
- 1997 Je K'A So Yoruba Companion CD-ROM Interactive Software for Elem. Level. Yale Univ. Press
- 1993 Je K'A So Yoruba (Audio Tapes) by Yale University Press

**SCHOLARLY LECTURES AND PRESENTATIONS**

**Given 208 scholarly lectures since 1988. Selected ones listed below:**

2014. "Yoruba Lang and Culture in the 21st Century" at OSU, Center for African Studies, Columbus, OH
2013. "Designing Curricular Pathways that Lead to Proficiency Targets", Joint LRC Workshop Presentation, IU-Bloomington,
2013. "Teaching Vocabulary in Context", IU Share Fair, Fall November 8.
2013. "Pathways to Professional Development in FL Teaching", IU Bloomington, July 26
2013. "Using Authentic Materials to Teach Foreign Languages at the Elementary Level", IU Bloomington, July 25
- 2013 "Developing Thematic Units and Lesson Plans ", IU Bloomington, July 18
2013. "Using the Target Language to Teach FL 90% or More of the Time", IU-Bloomington, IN July 17

2013. "Developing Foreign Language Skills Using Each of the Three Modes of Communication", IU-Bloomington, July 16
2013. "Principles of Effective Foreign Language Teaching and Learning", IU-Bloomington, July 15
2013. "Using Understanding By Design Approach to Construct Lesson Plans in A Foreign Lang Program", U. of Ibadan, Nigeria. June 11.
2013. "Using TELL Self-Assessment Instrument to Plan a Professional Dev Program, Univ of Ibadan, Nigeria. June 10
- 2013 "Implication of National Standards for FL Teaching in the Classroom", IU-Bloomington,
2013. "Using SCOLA Authentic Materials to Teach Foreign Languages and Cultures", SCOLA Annual Conference at Omaha, NE May 15
- 2012 "National Foreign Language Standards for FL Learning and Teaching", IU-Bloomington
2012. "Strategies for Making Input Comprehensible", UW-Madison, July 19
2012. "Using the Target Language to Teach FL 90% or More of the Time", UW-Madison, July
2012. "Strategies for Teaching African Languages as FLs", UW-Madison July 16
2012. "Implications of National Standards for Foreign Language Instruction to Material Development", IU-Bloomington
2011. "Focusing On Assessment in African Language Instruction", IU-Bloomington, October 16
2011. "Strategies for Teaching African Languages as FLs", UW-Madison July 16
2010. "Yoruba Belief System", University of Wisconsin-Madison African Studies Program.
2010. "Language as Core in Cross-Cultural Understanding", at Africom, Stuttgart, Germany, June .
2010. "Incorporation of Culture in Language Teaching", Univ of North Carolina, Charlotte. Apr. 5-6.
2009. "The Role of African Languages in Title VI African Area Studies" at the conference on "The Role of Area Studies in US National Security", Indiana University, Bloomington, IN. February 26-28.
2008. "Yoruba Online Listening Tests, Intermediate to Superior Level" at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL). Orlando, Florida. November 19-23.
2008. "The National African Language Resource Center Activities" at the annual conference of the National Association of Self-Instructional Language Program (NASILP), at Arlington, VA October 31-Nov. 1.
2008. "African Languages and Importance for National Security" at the Intelligence Community Summit, University of Maryland, July 21-23.
2008. "On-Line Teaching Methods for LCTLs Instructors" at the annual conference on Technology and the Teaching of Chinese at the University of Macau, China. June 4- 10
2008. "The Role of Teacher Training in Language Education" at the annual meeting of the Joint National Committee for Languages (JNCL), at Washington, DC Apr 30-May 3
2008. "Status of African Languages in the US" at the Inter Language Roundtable, Dept of Education, Washington, D.C.,
2007. "Developing Performance Based Assessment Rubric for African Languages: Collaboration and Cooperation" at a Language Workshop organized by the Department of Education, Washington, DC. September 21-24.
2007. "Foreign Language Standards". Organized by the Institute on International Education for Fulbright Foreign Language Teaching Assistants, at Madison, WI. Aug. 12-16.
2007. "Problems of Recruiting from the Heritage Communities" at the Intelligence Community Summit, Virginia, June 10..
2007. "The Role of African Languages in the US" at African Language Summit organized by the Director of Office of Intelligence, Baltimore, MD. May 4.
2007. "Learning Foreign Languages especially the LCTLs" at a World Language Evening Program organized by the Language Institute and the Cross College Advising Services. UW-Madison, February 27.
2007. "Conflict Resolutions among Supervisors and Foreign Language Teaching Assistants" at a conference organized by the Institute for International Education, State Department. San Diego, January 31- February 3.

- 2006. "The Role of Technology in the Teaching of the LCTLs" at the Directors Conference organized by the Department of Education, at Washington, DC. September 24-26.
- 2006. "The Role of Culture in Foreign Language Education" at the Annual Conference of Michigan World Language Association, at Lansing, MI. October 27-28.
- 2006. "Classroom Management for the LCTLs" at the Pre-departure language workshop for the State Department Fulbright Foreign Language Teaching Assistants in Cairo, Egypt. July 16-21.
- 2006. "Writing and Developing Grammars for African Languages" at the Annual Conference on African Linguistics, University of Oregon, Eugene, OR. April 9.
- 2006. "The Status of African Language Pedagogy in the US" at the National Institute For Nigerian Langs, Aba, Nigeria.
- 2006. African Lang Curriculum Development at the University of South Africa, Pretoria, South Africa. August 17-28.
- 2004. "Goal-Based Approach to the Teaching of Less Commonly Taught Languages" at the annual conference of Partners in Acquisition of Languages, at the Arizona State University, Tuscon, AR, September.
- 2004. "Curriculum Development and Evaluation for LCTLs". At UW-Madison South Asian Summer Language Institute
- 2003. Less Commonly Taught Language Status in the Nation" at the U. of Illinois, Urbana-Champaign. December 12.
- 2003. "Technology Material Development for Less Commonly Taught Languages" at the annual conference of the National Association of Self Instructional Language Program, Washington, DC. October 21.
- 2003. "Technology Material Development for Less Commonly Taught Languages" at Fort Valley State University, Fort Valley, GA. September 11.
- 2003. "Technology Material Development for Less Commonly Taught Languages" at the Critical Languages Conference, Stanford University, CA. June 8.
- 2002. "Leaving a Legacy: Establishing a Center, Program, or an Institute" at the 5<sup>th</sup> Conference on Teaching and Technology, organized by UW-Madison DoIT and The Teaching Academy, May 23.
- 2001. "Developing a Viable Title VI African Studies Center" at Rutgers University, New Jersey, October 19.
- 1996. "New Ways of Learning and Teaching: The Role of Technology in Foreign Language Acquisition." At First Annual Workshop on Central Asian Studies. University of Wisconsin-Madison. October 4-6
- 1996. "Conversion of a Teacher-Delivered Course into a Multimedia Interactive Tutorial." University of Hawaii, Honolulu.
- 1996. "A Goal-Based Approach to African Language Instruction." University of Gainesville, Florida. March 25.
- 1995. "Content-Based Instruction for African Languages." University of Maryland, Eastern-Shore, Maryland.
- 1995. "The Goals of Group Project Abroad." Meeting of the Rotary Club International, Zaria, Nigeria. August 7.

## WORKSHOPS/INSTITUTES AND CONFERENCES ORGANIZED

Since 1994, organized total of 165 workshops and conferences for instructors of LCTLs, Selected ones are listed below:

- 2014 Technology Workshop for LCTL Instructors, NCOLCTL annual conference, Chicago, IL
- 2014. Workshop on "Interpersonal and Presentational Modes of Communication", at IU-Bloomington, May

- 2014 Institute on “Assessing the Three Modes of Communication for African Language Learners” at IU-Bloomington, May,
- 2014. Leadership Institute for African Language Instructors, IU-Bloomington, June May 19-30
- 2014. Workshop on “Teaching Interpretive Modes of Communication” at IU-B, May 19-23
- 2014. 17th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), Itasca, IL., April 25-27
- 2014 18th Annual Conference of the African Language Teachers Assoc. (ALTA), Itasca, IL., April
- 2014 The NCOLCTL Executive Board Annual Meeting at Itasca, IL April 24
- 2014. The NCOLCTL Council Delegate Assembly Annual Meeting at Itasca, IL., April 25.
- 2014 Workshop for African language instructors at Ohio State University, Columbus OH February.
- 2013. 7000 Languages Project Workshop, IU-Bloomington November
- 2013. 7000 Languages Project Partnership between NCOLCTL and Transparent Language Workshop, September 6 at IU-Bloomington (organized for instructors of LCTLs)
- 2013. Swahili Startalk Professional Dev. Workshop, at IU-Bloomington, July 8-26.  
Organized for instructors of Swahili.
- 2013. Workshop for instructors of Yoruba Group Project in Nigeria, at the University of Ibadan, Nigeria June 9-14
- 2013. 16th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), Itasca, IL., April 24-27
- 2013 17th Annual Conference of the African Language Teachers Assoc. (ALTA), Itasca, IL., April
- 2013. Classroom Implication of National Standards for Foreign Languages Learning at IU-Bloomington, February (organized for instructors of LCTLs)
- 2012. National Standards for Foreign Language Learning Workshop at IU-Bloomington, Nov. 1
- 2012. Swahili Startalk Professional Development Workshop, at UW-Madison, July 12-30.  
Organized for teachers of Swahili.
- 2012. Incorporating Technology into African Language Instruction, UW-Madison, June
- 2011. Swahili Startalk Professional Development Workshop, at UW-Madison, July 11-29.  
Organized for teachers of Swahili.
- 2010. Annual Pre-Summer Cooperative African Languages Institute Workshop, at MSU. June, 9-12.
- 2010 Workshop on African Language Program Development, Administration and Evaluation, UW-Madison, June 1-2
- 2010. ACTFL/ ILR African Languages Tester Training Workshop, White Plains, NY. January 6-13.
- 2009. Training for African Languages Flagship Instructors in Tanzania (Zanzibar), September 18-22.
- 2009. Training for African Languages Flagship Instructors in Nigeria. June 18-July 2<sup>nd</sup>.
- 2009. Swahili Startalk Professional Development Workshop, UW-Madison, July 13-24.
- 2009. 12th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), UW-Madison, April
- 2008. 11th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), UW-Madison, April 15-17
- 2007. 10th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), UW-Madison, April 15-17
- 2006 Workshop on Curriculum Development for African Languages at the National Institute For Nigerian Languages, Aba, Nigeria. March 8-9.
- 2005. Workshop on Desirable Outcomes in African Language Pedagogy at Indiana University for language instructors
- 2005 Workshop on Oral Proficiency Interview for African Languages, UW-Madison. May 23-26
- 2005. Workshop on Standards Based Assessment Measurement of Proficiency, UW- Madison. May
- 2005. Workshop on “Developing a Viable Curriculum for the LCTLs at the Higher Institutions” at the UW-Madison, April
- 2004. Workshop on “Multiple Assessment Approaches for Language Learning” at the UW-Madison, April 29.

- 2003. Global Languages, Literature, and Cultures Forum Spring Symposium, UW-Madison, March 28.
- 2003. Annual African Language Teachers' Association Pre-Conference Workshop, Bloomington, IN. April 10.
- 2003. 6<sup>th</sup> Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), UCLA, May 2-4
- 2002. Workshop on "Peer Review of Teaching" for tenured and non-tenured faculty at the UW-Madison, March 12.
- 2002. Workshop on "Developing Communicatively Oriented Language Textbooks" for African language instructors at UW-Madison, January 10-11
- 2001. Workshop on "African Language Classroom Management" for teachers of African languages at UW-Madison, July 2
- 2001. Workshop on "Learners' Strategies" for teachers of foreign languages at UW-Madison, April
- 2001. Workshop on "African Language Classroom Management" for teachers of LCTLs at UW-Madison, April 26.
- 2001. 5<sup>th</sup> Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), D.C., April 5-8
- 2000. Workshop on "Peer Review of Teaching" for tenured and non-tenured faculty at the UW-Madison, October.
- 1999. Workshop for all UW-Madison Foreign Language Teaching Assistants, August 23-25.
- 1997. First Annual International Conference of African Language Teachers Association. Madison, Wisconsin. April 10-13, 1997
- 1995. Workshop for African Languages Teachers Association. Theme: "Multimedia Instructional Technology for African Languages". University of California, Los Angeles, CA, March

## TEACHING

### Since 1989, I have taught 25 different courses listed below:

First Semester Yoruba, Second Semester Yoruba, Third Semester Yoruba, Fourth Semester Yoruba, Fifth Semester Yoruba, Sixth Semester Yoruba, African Linguistics Structure: Phonology and Tonology, Life and Customs of Traditional Versus Modern Yoruba Women, Structure and Analysis of African Languages, New Home Economics and Its Analysis of the Change in Labor Force Participation of Yoruba Women, Advanced Yoruba Linguistics, Yoruba Oral Traditions, Introduction to Yoruba Life and Civilization, Phonology, Advanced Yoruba Life and Culture, Advanced Hausa and Yoruba in Nigeria, Seminar: Methods of Teaching African Languages: Theory and Practice, Issues in African Language Pedagogy, Evaluation of Culture in Swahili Textbooks (Elementary to Advanced Levels), Descriptive Analysis of Pulaar, Seminar on "Vision for African Language Learning and Teaching in the U.S. (2012-2020), Issues in Yoruba Studies, Post Advanced Level Yoruba Language, Yoruba Language for Heritage Learners.

**MASTER'S AND Ph.D. DISSERTATIONS DIRECTED OR COMMITTEES SAT ON**

**I have directed 11 MA Thesis, served as a reader on 5 Ph.D Dissertation Committees, served as a reader on 8 MA thesis committees, and co-directed one Ph.D dissertation,**

**SERVICE**

Over the course of 25 years, I have served on 62 departmental, campus, and university committees. Selected ones are listed below:

1. Department of Linguistics Curriculum Assessment Committee (2013- present) IU-Bloomington
2. Graduate Fellowship Committee (2012- present), IU-Bloomington
3. African Language Committee (2013-present), IU-Bloomington
4. Center for Languages of Central Asian Languages (CeLCAR) Advisory Committee (2012- present), IU-Bloomington
5. Access Committee, 2008, UW-Madison
6. Minority Liaison, 2008, UW-Madison
7. Chair of the Department of African Languages and Literature, UW-Madison, 2006- 2008
8. Department Senator 1999-2002, 2003-2005, UW-Madison
9. Undergraduate Advisor, 2004- 2006, UW-Madison
10. Curriculum and Timetable Committee, 2004-2008, UW-Madison,
11. Lectures Committee , (Chair) 2000-2002. UW-Madison
12. Committee on Faculty Rights and Responsibilities, 2006-2009
13. Arts and Humanities Divisional Committee (Tenure Committee), Spring 2008
14. Arts and Humanities Divisional Committee, Associate Chair, 2001-2004.
15. Teaching Academy Program Committee Member, 2001-2002.
16. The Teaching Academy Program Chair, 1998-2001.
17. Teaching Academy Executive Board Member, 1996-2000.

**PROFESSIONAL SERVICE AND ACTIVITIES**

**Since 1990, I have played a major role in several national and international organizations. Selected ones are listed below:**

1. ACTFL Member 1988- Present, Board of Directors, 2010-2013
2. Joint National Committee on Languages, Executive Board Member 2006- present
3. National Council of Less Commonly Taught Languages - Delegate Assembly Member - 1990, Vice President, President, Immediate Past President, Executive Director since 2004- present.
4. African Language Teachers Association, Vice President, President, Immediate Past President, Executive Director since 2006- present
5. National Federation of Modern Language Teachers Association, Vice President 2014-2015, President, 2016-2017.
6. Council of Board of Directors of LRCs - Secretary 2009-present
7. Member of Collaborative Board of National Standards for World Language Readiness
8. Member of the Nigerian Academy of Letters 2012- present.

# John O. ADEIKA

**Contact Address:**

Bloomington, IN 47403

Tel:

**E- Mail:**
**CAREER OBJECTIVE:**

To make a positive and distinguishable impact in a progressive and motivating work environment that offers personal growth and reward excellence. To provide top quality services in pro-active organization where growth, versatility, optimal job performance and good career development is a watchword.

**PROFESSIONAL PROFILE**

A very good team player, self driven, service and result oriented graduate with excellent interpersonal skills, a pleasant personality, eager to learn and able to adapt to any working environment.

**SKILLS**

1. Human/Resources Management
2. Project Management/Coordination
3. Information security and assurance (Vulnerability assessment, Penetration test, Computer Forensics Investigation, Hacking Assessment, and prevention etc)
4. African Language Professional Training/Workshop lead
5. Knowledge of True Type Fonts especially with those for African languages
6. Knowledge of book publishing terms and best practices
7. Management and Maintenance of Microsoft Windows Server2003 Environment/Linux Server admin
8. Computer /Information Technology (Networking, Networking Administration, LAN, WAN, Switches, Routers, Hardware, installations, website design and maintenance, and VSAT Installations Pointing and Commissioning.)
9. Ubuntu Linux Server installation and maintenance and administration
10. Mobile Web apps development
11. Content Management System (CMS) web site development (Drupal and Joomla)
12. Programmable Logic Controller (PLC) Installations, Programming, Commissioning and Control,
13. Electrical Installations/ Electrical Monitoring and Control System with SCADA
14. Building Management System (Access Control, CCTV, Colt Ventilations Systems with SCADA (Scanning, Collection and Data Acquisition).
15. Professional Video Coverage /African Language Audio Digitalization
16. Graphic design and publishing
17. Hardware/Software Troubleshooting/Software Technical Support
18. Training, Data Analysis, Presentation and Marketing

**WORKING EXPERIENCE**

A. National African Language Resource Centre (NALRC) IU- Bloomington. Oct. 2012 till Date

**Responsibilities**

- Work closely with the Director and coordinate administrative workflow of the Center
- Appropriate Hardware /Software selection, evaluation, recommendation, acquisition, and support for NALRC.
- Less Commonly Taught Languages International Conference planning, organization, execution, and Tech. support
- Provide technical support for the Center's workshop and training
- Provide technical training/support for the Center's workshop participants
- Support the technical needs for various conferences, Institutes and workshops organized by NALRC.
- Development of multimedia CD-ROM tutorials for African Languages in the US.
- NALRC Project Management and Coordination
- Material development and Dissemination
  - Coordinate African Language Development and publication
  - Source and profile writers for the development of African Language Materials
  - Coordinate and manages the development, design, production, and dissemination of all NALRC informational and educational materials, including language brochures, textbooks, reference



- grammars, and dictionaries.
  - Coordinate the acquisition, marketing, dissemination, shipping, and handling of NALRC developed Materials
  - Monitor and maintain the material Inventory control system
- Coordinate and Support the 7000 Language Technology Project
  - Assist all scholars in preparing, formatting, and authorizing their work to the project server
  - Give instructor basic training/support on the use of the project software and how to handle their task
  - Update and keep abreast every participants of the project the progress update
  - Liaise between every participant of the Language Technology and the Center
- Publication Management
  - Liaise with Library of Congress for CIP, ISBN number and Cataloging
  - Liaise with the printer to ensure every publishing standard is maintained and adhered to
  - Production editing / formatting of African Language manuscript
- Web and Multimedia tools
  - Design, update, and upgrade the Center Web sites and the online shop
  - Multimedia CD-ROM African language tutorial development.
  - African Language font development
- Professional video coverage, editing, and preparation.
- Oral (Audio) editing and digitization of African Languages scripts and tones.

**B. National African Language Resource Centre (NALRC) UW- Madison. Oct 2009 - Oct. 2012**

**Position: Information Process Consultant (Technology Coordinator)**

- Hardware and Software support for NALRC.
- Computer Network/Linux Server maintenance/administration.
- Selection of Appropriate Hardware and Software for the NALRC Projects
- Redesigning, modification and maintenance of the centre and associate center website
- Support the technical needs for various conferences, Institutes and workshops organized by NALRC.
- Assist the Director in developing multimedia CD-ROM tutorials for Yoruba and other African Languages multimedia tutorial.
- Provide basic training for the Center's participants (African Language Instructors)
- Manage the publication of various African Language textbooks and materials etc.

**C. Crawford University Faith City, Kilometer 8, Atan-Agbara Road, IGBESA, Jan 2006 – Oct 2009**

**Position: Senior System Analyst**

**Responsibilities:**

- Manage and Coordinate every matter relating to ICT infrastructures and Project Management
- Development and Implementation of IT Trainings Structure and curricular for Staff
- Computer System Analysis/Network Admin/Management
- Planning and Implementation of Computer Networks/Topology
- Network Monitoring, Analysis, Troubleshooting, Support and Maintenance.
- Building Management System Control and Maintenance
- Assist in the production of the technical documentation needed for the procurement of hardware, software and communication services
- Coordinate all matters relating to the Information Technology unit
- Mail Server Setup and Configuration and administration
- Educational Portal administration and maintenance
- Closely Liaise with Service Providers for effective Support. Etc

**D. BATCO Ibadan Ultra modern state-of-the-Art Factory Mar. 2003 – Dec. 2005.**

**Position: Building Management System (BMS) & Electrical Monitoring and Control System (EMCS) Supervisor**

**Responsibilities:**

- BMS & EMCS Operation, Monitoring, Control and Maintenance.
  - The System Covered includes the Following:
  - Fire Detection / Protection System and Control, Access Control and Intruder Alarm System, Close Circuit Television, Power Plant - Diesel Generator Sets (DGS) and External Lighting, High Voltage Switch Board (HV SWB) and Low Voltage Switch Board (LV SWB), Heating Ventilation and Air Conditioning (HVAC) System - Air Handling Unit, Hot water Storage Calorifier, Fresh Air and Extract Fans (FAF &

EXF), Packet Unit, Chiller and Pump, Steam Plant Boiler and Waste Heater Boiler, Vacuum and Compressed Air System., Liquefied Petroleum Gas (LPG), Fuel and Oil Supply, Domestic and Industrial Water Supply and Treatment, Petrol Interceptor.

- Automation Programming and Control. (Programmable Logic Controller [PLC], Quantum and Momentum)
- Closely Monitor On-line System Operation.
- Ensure that Supervisory and Safety features of the BMS/EMCS are maintained in sound operational Condition
- Provide Engineering Support for continuous production in order to ensure plant reliability, availability and efficiency.
- Evaluate Downtimes issues, Manage root cause, determination and implementation of a corrective measures where necessary.
- Maintain plant operational data, analyse and automatically update the Output Data.
- Ensures Engineering Control (SCADA System/PLC) is healthy to the delivery of agreed target
- Closely Liaise with Service Providers for effective Support.
- Control Computer System Network Support and Maintenance
- Control System maintenance Schedule and Supervision
- Monitor Colt Ventilation, Fire alarm and Smoke Detection System.

#### Scanning, Collection and Data Acquisition (SCADA) Software:

1. Desigo Insight for BMS from SIEMENS (Staefa and Landis) System
2. ES1000NT for EMCS from Schneider Electric System
3. WIN-PAK for Access Control from Northern Computers Inc. with N-1000-III/IV Control Panel.
4. Interactive Video Management New Technology (IVM NT) and SISTORE NT for CCTV from SIEMENS (CEVIS)

#### E. FirstCom Communications Limited (FirstCom Cyber Emporium)

#21 Adeola Adeku Victoria Island Lagos. Tel. 01-2620949 August 2001- Feb. 2003

**Position Held: Computer System Analyst**

##### Covered Responsibilities:

- Computer System Analysis
- Computer Network Admin/Management (Mega Cyber café)
- Planning and Implementation of Computer Networks Topology
- Network Monitoring, Analysis, Troubleshooting, Support and Maintenance.
- Maintenance and Repairs of Computer Systems.
- Maintenance and Repairs of Printers
- Mail Server Setup and Configuration
- Customer Technical Support Services

#### E. National Youth Service Corps: NEPA Abakaliki District 2000/2001 Session

**Position Held: Corps Member**

##### Responsibilities Covered:

- Troubleshooting and Diagnosis of Computer Systems
- Maintenance and Repairs of Computer Systems
- Computer Networking and Administration
- Load Shedding and Distribution of Electric Power Supply
- Transformer Installations and Configurations Exposure.
- Switchboard Control and Coordination.
- Circuit Breaker Operation and Monitoring
- Oil and Air Blast Circuit Breaker Maintenance.
- Transformer Earthing Test

#### EDUCATIONAL QUALIFICATIONS

1. WESTERN GOVERNORS UNIVERSITY. INDIANAPOLIS, INDIANA 46204 USA  
**M.Sc. Information Security & Assurance** 2012
2. AHMADU BELLO UNIVERSITY, ZARIA, KADUNA STATE, NIGERIA  
**B Eng. Electrical Engineering** (Second Class [Lower Division])  
(CGPA 3.01/5.00) 1999

2. SKYHOPE COMPUTER SCHOOL KRS 18 SOKOTO ROAD  
P.O. BOX 1427 SABON-GARI, ZARIA KADUNA STATE, NIGERIA  
**Advance Diploma in Computer Maintenance** 1996
3. LOCAL GOVERNMENT SECONDARY SCHOOL.  
OHIANA, P.M.B. 1116 OKENE, OKENE LGA, KOGI STATE, NIGERIA  
**Senior Secondary School Certificate (SSSC)** 1991

**PROFESSIONAL QUALIFICATIONS**

Managing and Maintaining of Microsoft Windows Server2003 Environment (MCP)  
CompTia Network + Certification  
Ethical Hacking and Countermeasures v7 (CEH)  
Certification Computer Hacking Forensic Investigator  
(CHFI) Certification Cisco Certified Network  
Associates (CCNA)  
Global Information Assurance Certification (GIAC)

**PROFESSIONAL TRAININGS AND WORKSHOPS**

Leadership and Professionalism  
Human/Material Resources Management  
Cisco Certified Network Associates, Information Security, Ethical Hacking and Forensics  
investigation Building Management System (BMS) & Electrical Monitoring and Control System  
(EMCS)  
Programmable Logic Controller (PLC) Installations, Programming, Control and Commissioning  
Access Control, CCTV and Colt Ventilations  
Cisco Certified Network Associates  
Management and Maintenance of Microsoft Windows Server2003 Environment  
VSAT Installations, Pointing and Commissioning  
Website Design, Update/Upgrade and Maintenance  
E-Nigeria 2007  
iLab - MIT OAU Collaboration  
Installation and Maintenance of Solar Power Systems.  
VPN Implementation, Firewalling and Internet Security  
Wireless Networking

**SECOND LANGUAGE ACQUISITION TRAININGS, WORKSHOPS AND CONFERENCES**

NALRC Second Language Acquisition Training  
Leadership Performance Training and workshop  
Classroom Management and Backward Curricular Development  
Trainer of the trainee workshop (2010)  
The use of authentic materials in second language acquisition & instruction  
ACTFL Conference (2010, 2011, & 2013)  
African Studies Association Conference (2010 - 2014)  
National Council of Less Commonly Taught Language Conference (2010 -2014)  
African Language Teachers Association Conference (2012)  
IFLE Joint Technical Assistance Workshop for CIBE, NRC, FLAS & LRC (2013)

# Froozan Amir Safi



## EDUCATION

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**Associate of Science in Business Administration**

Summer 2002

*Ivy Tech State College, Bloomington, IN*

## WORK EXPERIENCE

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**Accounting Representative**

November 2007 – Present

*Center for Languages of the Central Asian Region (CeLCAR) and (NALRC) National African Lang Resource Center, Indiana University, Bloomington IN*

- Process financial documents (using HRMS, FIS, and EPIC), including managing payroll and departmental and federal grant accounts
- Coordinate and arrange meetings, travel, conferences, and workshops
- Assist the director in organizing language seminars for the Department of Defense
- Communicate with customers, guests, and vendors to ensure satisfaction, resolve problems, and find opportunities for improvement
- Provide executive assistance to the director

**Office Service Assistant**

February 2007 – October 2007

*FASE Mentoring Program, Academic Support & Diversity, Indiana University, Bloomington IN*

- Supervised six student employees
- Used IU software programs for processing financial documents (FIS, EPIC, IUIE)
- Arranged office travel
- Performed administrative duties (answering phones, processing payroll, responding to emails, and filing)

**(FMS) Assistant Account Associate**

November 2006 – February 2006

*Office of Financial Management Services, Poplars, Indiana University, Bloomington IN*

- Used IU software programs for processing financial documents (FIS, EPIC, E-docs)
- Arranged office travel
- Performed administrative duties (answering phones, processing payroll, responding to emails, and filing)

**Administrative Assistant**

2004 –2005

*Indiana University Asian Cultural Center, Indiana University*

- Coordinated and planned travel arrangements for students and guest speakers
- Organized, structured, and prioritized vital information pertinent to students
- Demonstrated ability to make critical decisions with a high degree of competency
- Processed student payroll and facilitated the hiring process

## ADDITIONAL INFORMATION

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**Computer Skills:** Microsoft Office (including Word, Outlook, Excel, and PowerPoint)

**ADEOLU ADERINOLA ADEMOYO**

Home Address: [REDACTED]

Home Phone: [REDACTED]

**CURRENT JOB/POSITION: FULL TIME SENIOR LECTURER, YORUBA LANGUAGE AND CULTURE. (CORNELL UNIVERSITY)**

**1. RESEARCH INTERESTS**

African Languages and African Philosophy. African Language Pedagogy. Yoruba Meta Language.

**2. CURRENT RESEARCHES/PROJECTS:**

- (i) Language and Ontology in Yoruba Thought
- (ii) Yoruba Language Pedagogy. (iii) Open Access Online Yoruba (iv) Yoruba Online Dictionary.

**3. EDUCATION**

- (a) State University of New York, Binghamton, NY.  
Department of Philosophy Interpretation and Culture  
Doctoral Candidate in Philosophy Interpretation And Culture.  
(ABD To Defend PHD Thesis in 2014)
- (b) Obafemi Awolowo University, Ile Ife, Nigeria.  
Department of Philosophy.  
M.A. (Philosophy)
- (c) Obafemi Awolowo University, Ile Ife Nigeria.  
Department of Dramatic Arts  
B.A. (Dramatic Arts)

**4. EMPLOYMENT/HISTORY AND JOB EXPERIENCE**

**Africana Department, Cornell University, Ithaca NY.**

**a. 2005 till date: Full Time Senior Lecturer, Yoruba Language and Culture.**

**b. From Fall 2012 Senior Lecturer Yoruba Language Distance Learning-  
Cornell University, Ithaca, NY To Columbia University, New York, NY**

**Translation Research and Instruction Program, State University of New York,  
Binghamton, NY.**

**a.2006-9 Yoruba Language Examiner**

**5. PUBLIC SECTOR PROFESSIONAL EXPERIENCE**

**Co-founder: *Yoruba Ronu*, A Weekly Nigerian Newsmagazine written, produced and published in Yoruba Language, Lagos, Nigeria**

**Member Editorial Board / Editor: *Yoruba Ronu*, Yoruba Language News paper in Nigeria. 1999-2003.**

**Contributing Editor: *Tempo* Magazine and *The News*, English Language magazines in**

Nigeria. 1997-2003.

## 6. ACADEMIC REVIEW/TESTING RESPONSIBILITIES

**Reviewer:(Current)Yoruba Language:** Intergovernmental Language Roundtable: (DOD) Defense Language Institute, Monterey, California.

**Yoruba Language Tester (Current)** ACTFL/ILR

**Examiner: (Current)African Language Program (Yoruba Language) 2008-** Loyola University, Chicago, Illinois.

**Reviewer and Academic Board Member “African Language Flagship”,** National African Language Resource Center, University of Wisconsin, Madison.

**Reviewer (Current) Africa Knowledge Project** (<http://africaknowledgeproject.org>)

**Reviewer (2008) “Yoruba Language Curriculum”,** For The American Council For The Teaching of Foreign Languages (National African Language Resource Center, University of Madison, Wisconsin).

**Reviewer (2008) Yoruba Language Small Dictionary** (National African Language Resource Center, University of Madison, Wisconsin).

## 7. PUBLICATIONS (Print and Electronic)

### a. Book Chapter

“The Ontological Imperative For The New African Diaspora” in Isidore Okpewho and Nkiru Nzegwu (eds) *New African Diaspora* Bloomington, Indiana University Press, 2009.

### b. Journal Article

“Modernity And Locality: Visual Spaces In An African Culture” NKA Journal (Accepted For Publication).

c.”The Misinterpretation of African Thought and an Illegitimate Appeal to “African Culture” in Jenda Journal.

<http://jendajournal.com/issue7/toc7.htm>

d. “Purpose, Human, Power in Nature in Akiwowo’s Sociology of Knowledge- A Realist Interpretation” (accepted for publication) in West Africa Review

### d.Yoruba Language Open Access /Online/Electronic Texts

i. Web Audio Lab: Introduction To Yoruba (Audio Electronic Text For The Teaching Of Yoruba Language)

<http://wal.lrc.cornell.edu>

ii. Web Audio Lab: Intermediate Yoruba (Audio Electronic Text For The Teaching Of Yoruba Language)

<http://wal.lrc.cornell.edu>

iii. Yoruba Workbooks (Audio-Visual Electronic Text For The Teaching of Yoruba Language)

<http://lrc.cornell.edu/students/workbooks/yoruba>

iv. Unit Plan For Yoruba For Heritage College Learners

<http://nhlrc.ucla.edu/starttalkworkshop>

**8. CURRENT LANGUAGE PROJECTS 2009/2010**

- a. Authentic Street Yoruba Language Video Series
- b. Enhanced Computer Assisted Yoruba Language Teaching.
- c. Yoruba Online Dictionary.

**9. WORKSHOPS/CONFERENCES**

- a. African Languages Teachers Summer Institute, National African Language Resource Center, University of Wisconsin-Madison, May 31-June 9, 2006
- b. African languages Curriculum/Standards Development And Evaluation Guidelines Workshop, University of Wisconsin, Madison May 18- May 24, 2008
- c. American Association of Teachers of Yoruba Conference, February 2010
- d. North Eastern Regional Consortium of Programs in African Languages Meeting/Conference, Columbia University, New York, April 2010.
- e. Consortium Workshop In Distance Learning Pedagogy Workshop, Center For Language Study, Yale University, New Haven, CT, May 2010
- f. Training Of Trainers Professional Development Workshop For African Languages Coordinators and Directors, University of Wisconsin, Madison, June 2010.
- g. Heritage Language Teachers Workshop, National Heritage Language Resource Center, University of California, Los Angeles, July, 2010.
- h. DLPT5 External Review Training, Defense Language Institute, Monterrey, California, September 2010

**10. LANGUAGE SKILLS**

Professional use, reading, writing, and spoken Knowledge of English language  
 Reading, writing, spoken and professional use of Yoruba language  
 Reading Knowledge of German Language.

**11. FELLOWSHIPS AND AWARDS**

**Fellow/Research Scholar:** Council For The Development of Social Science in Africa (CODESRIA), *Governance Institute On Citizenship And Obligation*, 1997 Dakar, Senegal

**Research Scholar:** African Humanities Institute, (AHI) *On Musical Forms in Africa And The Diaspora*, 1999 University of Legon, Ghana

**Laureate:** Program of African Studies, 2000 Northwestern University, and Evanston Illinois

**Fellow:** New School University, New York Democracy and Diversity Institute Cape Town, South Africa, 2001.

**12. PROFESSIONAL ASSOCIATION**

**Member:** American Council For The Teaching Of Foreign Languages

**Member:** African Languages Teachers Association.

**Vice President:** African Languages Teachers Association (Current).

**Member and Inaugural Chair:** American Association of Teachers of Yoruba

**Member:** American Computer Assisted Language Consortium.

**Secretary:** Interdisciplinary Group On Africa, State University of New York, and Binghamton. 2005/6

**Secretary:** New Diaspora Africa Workshop, State University of New York, and Binghamton. 2005/6

### **13. CONFERENCE PAPERS**

“Language, Memory, Loss And The New Diaspora Africa: New Diaspora Africa The Workshop, State University Of New York, Binghamton. 2005.

“Call Me By My Name, Language, Memory, Consciousness And The New Diaspora Africa” Paper Presented at The Binghamton University New Diaspora Africa Conference, April 2006.

“On The Question Of Victims, Basic Harms and Responsibility in Kant’s Radical Evil” – 15<sup>th</sup> Annual PIC Conference, State University of New York, Binghamton, April 2005

“Memory And Displacement: Fanon’s Anti-Colonial Violence And The Ethical Choice”- New York African Studies Association Conference, State University of New York, Binghamton, April 2005.

“Towards A Non-Atomizing Social Imperative In Akiwowo’s Asuwada Principle: A Philosophical Engagement” First Congress of African Sociological Association, Rhodes University, Grahamstown-iRhini, South Africa-July 2007

“Erosion Of The Earth: African Metaphysical Ethics And Catholicism.” Conference On “Africans And The Catholic Church” of The Global African Studies Program Seattle University, Washington, January 31<sup>st</sup> - February 3<sup>rd</sup>, 2008

“Cabral, Du Bois: Culture And Consciousness An Ontological Narrative”. New York African Studies Association Conference, Cornell University, Ithaca, New York, March 28<sup>th</sup> –March 29<sup>th</sup>, 2008

### **14. COMMUNITY/UNIVERSITY ACADEMIC SERVICE**

**Academic Counselor 2006/7,** *Thurgood Marshall Pre- Law Students Society*, Binghamton University NY.

**Member:** Broome County (Binghamton, NY) *Martin Luther Commission*, 2006

**Co-founder/General Secretary:** *Women Against Rape, Sexual Harassment, & Sexual Exploitation*, (WARSHE) Suite 1,2,3,Conference Center Obafemi Awolowo University, Ile Ife, Nigeria.



**DR. ESTHER MUKEWA LISANZA**

Dept.: African, African American, &amp; Diaspora Studies

University of North Carolina-Chapel Hill, NC, 27599 USA

Cellphone: [REDACTED]

JUNE 2014

***EDUCATION***

2011	PhD (Education): Language and Literacy at the University of Illinois, Urbana-Champaign, USA.
2006	MA in African Studies at the University of Illinois, Urbana-Champaign, USA.
1999	MA in Swahili Linguistics and Literature, University of Nairobi, Kenya. Post
1998	Graduate Diploma in Education, Kenyatta University, Kenya.
1995	BA (Hons.) in Swahili and Sociology, University of Nairobi, Kenya.

***PROFESSIONAL/ TEACHING EXPERIENCE***

Fall 2011-Current	Lecturer of African Studies and Swahili, Department of African, African American and Diaspora Studies, University of North Carolina-Chapel Hill.
Fall 2004-2010	Swahili Teaching Assistant, Department of Linguistics and Center for African Studies, University of Illinois, Urbana-Champaign.
Fall 2007-2010	Bilingual Teacher, Martin Luther Elementary School, Urbana, Illinois.
2002-2003	Assistant Lecturer of Swahili Language and Literature, Department of Linguistics and African Languages, University of Nairobi, Kenya.
1995-1997	English Teacher, Sengani High School, Kenya.

**RESEARCH**

<i>Currently</i>	Conducting research in language and literacy development among English and Swahili learners in the US and Kenya and women empowerment through women groups.
<i>Summer 2010</i>	Conducted dissertation research in Kenya. My focus was on language and literacy development among primary school children.
<i>Spring 2008</i>	Completed a case study that investigated Swahili Language Program at the University of Illinois, Urbana-Champaign. Also, carried out an Action Research in my own Swahili classroom at the University of Illinois, Urbana-Champaign.
<i>Fall 2008</i>	Carried out a qualitative study in an advanced Swahili classroom at the University of Illinois, Urbana-Champaign. The study investigated how oral and written Swahili is learned in a foreign setting.
<i>Spring 2007</i>	Completed qualitative early research which investigated learning of Swahili at the University of Illinois, Urbana-Champaign.
<i>Winter 2006/Spring 2007</i>	Carried out a preliminary qualitative study at a Kenyan primary school classroom which investigated how children learn oral and written language.

**CONFERENCE PRESENTATIONS**

1. Action Research in a Second Language Classroom. This paper was presented at the African Language Teachers Association Conference, April 2014, Chicago.
2. Early Childhood Experiences in Kenya. This paper was presented at a Spencer-funded Project which is a Working Conference on Global Perspectives on Childhood and Composing, March 2014, Urbana- Champaign, IL.
3. 50 years of Language Debates in East Africa's Education Systems. This paper was presented at the symposium: Dialogues on East Africa and African Unity at 50, November 2013, University of North Carolina- Chapel Hill.
4. Doing Action Research in Foreign Language Teaching. This paper was presented at SEALLF Conference, October 2013, University of Florida.
5. Giving Voice to your Students: A Case of one Swahili LAC Classroom. Paper presented at the Cultures & Languages Across the Curriculum (CLAC) Conference, Fall 2013, University of Richmond.
6. The Influence of Classroom Context on Writing Practices: A Case Study of One Kenyan Classroom. Paper presented at the International

Congress of Qualitative Inquiry, Spring 2013, Urbana-Champaign, Illinois.

7. The Voice of Liberation in Swahili Literature: *Kinjeketile* and *Mashetani*. Paper presented at the African Literature Association Conference, Spring 2013, College of Charleston, Charleston.

8. From Novice to Expert: The Role of Mediation in Swahili Learning and Teaching. Paper presented at the African Language Teachers Association Conference, Spring 2013, Chicago.

9. Monologic and Dialogic Interactions in a Second Language Classroom: The Case of Swahili. Paper presented at the African Language Teachers Association Conference, Spring 2012, University of Wisconsin-Madison.

10. Official Writing Basics and Unofficial Play and Drawing in a Kenyan First Grade. Paper presented at National Council of Teachers of English, Fall 2011, Chicago.

11. Kenyan Children's Encounter with Literacy: Sociocultural and Dialogic perspectives. Paper presented at the College of Education Graduate Students' Conference, Spring 2010, University of Illinois, Urbana-Champaign.

12. Language Learning and Literacy in a Rural Kenyan Classroom. Paper presented at the African Students' Organization Forum, Spring 2010, University of Illinois, Urbana-Champaign.

13. What Does It Mean to Learn Swahili? Paper presented at the African Students' Organization Forum, Spring 2009, University of Illinois, Urbana-Champaign.

## **PUBLICATIONS:**

### **UNPUBLISHED THESIS & DISSERTATION**

1. What Does it Mean to Learn Oral and Written English Language: A Case Study of a Rural Kenyan Classroom, Unpublished PhD Dissertation, University of Illinois, 2011.
2. Relative Clause: A Comparative Study in Kiswahili and Kikamba, Unpublished MA Thesis, University of Nairobi, 1999.

### **ARTICLES IN PEER-REVIEWED JOURNALS**

Esther M. Lisanza (2014): Dialogic Instruction and Learning: The Case of one Kiswahili Classroom. *Language, Culture, & Curriculum Journal*.

**BOOK REVIEWS**

Esther M. Lisanza (2014): *My Name is Blessing*. Africa Access.

**PROFESSIONAL TRAINING & CERTIFICATION**

- |      |  |
|------|--|
| 2011 | 1. Certificate of Advanced Study in Second Language Acquisition and Teacher Education (SLATE), University of Illinois at Urbana-Champaign.                         |
| 2011 | 2. Swahili Startalk Certificate, National Council of Less Commonly Taught Languages (NCOLTL), University of Wisconsin-Madison.                                     |
| 2006 | 3. American Council on the Teaching of Foreign Languages (ACTFL) workshop on testing Oral Proficiency Interview in Language Learners (OPI) University of Illinois. |
| 2005 | 3. Certificate in Coordination and Teaching of African languages, National African Language Resource Center (NALRC), University of Wisconsin-Madison.              |

**AWARDS**

- |           |   |
|-----------|---|
| 2010-2011 | College of Education Dissertation Fellowship, University of Illinois.     |
| 2004-2010 | Department of Linguistics Teaching Assistantship, University of Illinois. |
| 1997-1999 | Department of Linguistics Scholarship, University of Nairobi.             |

**SERVICE**

- |               |  |
|---------------|--|
| 2013- present | The patron of Harambee on the Hill Student Organization, UNC-Chapel Hill |
| 2012-present  | The patron of Uhuru Child Student Organization, UNC-Chapel Hill          |
| 2013          | A member of Department's Academic Affairs Committee                      |
| 2012          | A member of Department's Outreach Committee                              |
| 2011          | A member of Department's Intellectual Dialogues Committee                |

***PROFESSIONAL MEMBERSHIP***

2004-- Current ASA (African Studies Association)

2012-- Current ICQI (International Conference of Qualitative Inquiry)

2004-- Current ACTFL (American Council of Teachers of Foreign Languages)

2011-- Current NCTE (National Council of Teachers of English)

2004-- Current ALTA (African Languages Teachers Association)

2012-- Current ALA (African Literature Association)

2012-- Current CHAUKIDU (Chama cha Uenezaji wa Kiswahili Duniani--The Global Association of Swahili)

2011-- Current SEALLF (South East Languages and Literature Forum)

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**M A R I A M E                      I Y A N E    S Y**

COLUMBIA UNIVERSITY  
DEPARTMENT OF MIDDLE EASTERN, SOUTH ASIAN,  
AND AFRICAN STUDIES

[REDACTED] [REDACTED]  
NEW YORK, NY 10027

TEL: [REDACTED] EMAIL: [REDACTED]

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### EDUCATION

University of California Los Angeles- Los Angeles, California  
PhD candidate- Linguistics  
University of California Los Angeles- Los Angeles, California  
MA Linguistics  
East Stroudsburg University - East Stroudsburg, Pennsylvania  
MA program-Political Science  
Université de Dakar - Dakar, Senegal  
Teaching Certificate- English  
BA – English / American Literature and Civilization

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### RESEARCH INTEREST

West Atlantic languages in general, Wolof in particular.

- Morpho-phonology: Vowel harmony, loanword phonology, morphologically conditioned phonological alternations, verbal affixes.
  - Syntax: DP syntax, applicatives, argument structure.
  - Acquisition: Syntactic acquisition (tense, aspect, agreement), bilingual acquisition (code switching), second language acquisition.
  - Interface: Phonology-syntax interface
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### PUBLICATIONS

*Wolof Video Course* 2009

[www.humnet.ucla.edu/humnet/aflang/Wolof\\_video\\_course/wolof\\_vid\\_course.html](http://www.humnet.ucla.edu/humnet/aflang/Wolof_video_course/wolof_vid_course.html)

“Vowel Harmony in Wolof Loanwords”. *West African Linguistics: Papers in Honor of Russell G. Schuh (Studies in African Linguistics, Supplement 11)* 2006.

“Affix Ordering in Wolof Applicatives and Causatives” (with Leston Buell). Selected Proceedings of the 35<sup>th</sup> Annual Conference on African Linguistics: *African Languages and Linguistics in Broad Perspectives*, Cascadia Press 2006, pages 214-224,

“Ultra Long-Distance ATR Agreement in Wolof”. *Languages of West Africa*, volume of Berkeley Linguistics Society proceedings, 2005.

“A Fixed Hierarchy for Wolof Applicatives and Causatives (with Leston Buell). *Languages of West Africa*, volume of Berkeley Linguistics Society proceedings, 2005, pages 25-36

“Participial Constructions in Child Grammar: Correlations with Verb Movement Properties”(with Manola Salustri and Julia Berger-Morales). In *Proceedings of the Generative Approaches to Language Acquisition (GALA) Conference*, Jacqueline van Kampen and Sergio Baauw,(eds.) LOT, Utrecht, The Netherlands, 2004.

“Noun Formation and Noun Classification in Wolof”. *UCLA Working Papers in African Linguistics* 3,9, February 2003.

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### PAPERS/PRESENTATIONS

"On the Grammatical System of Wolof First Language Learners"

African Language Teacher's Association 2014 Wolof Language Panel

“Naming Practices in Fula Communities: Balancing Social Identities”

(Book article in preparation), presented at the African Studies Association Annual Meeting- November 21, 2013

“Oral Stories as an Effective Tool for Teaching Vocabulary”

MESAAS Language Lecturers' Retreat, December 2010

“Integrating Traditional Oral stories in the Teaching of Wolof as a Second Language”

African Studies Association, annual Meeting- November 18, 2010

“The Creation of Pedagogical Materials from Scratch” Columbia University Language Resource Center, February 19, 2010

“Rethinking the Elementary-Intermediate-Advanced Model” Northeast Regional Consortium for Programs in African Languages (NERCPAL), Yale University, February 7, 2009

“The Syntax of Affix Orders and Mirror Violations in Wolof” (Poster session) International Morphology Meeting, Vienna 2008 (with Leston Buell and Harold Torrence)

“Ultra Long-Distance ATR Agreement in Wolof”. UCLA Phonology Seminar , February 10, 2004.

“Pedagogical Tools for Teaching Noun Class agreement, and Subject and Non-subject Focus in Wolof”, Summer Cooperative African Language Institute Teachers Workshop, Ohio University, Summer 2003.

“Participial Constructions in French and Spanish Child Language: Testing the correlation between V-I movement and Participle Inflection”. Language Acquisition Seminar, March 2003.

“Patterns of Adult and Teenage Wolof/French/English Code Switching”. UCLA Psychobabble Seminar , May 19 2003.

“Noun Classification in Wolof: A constraint-based Approach”. Paper presented at the 35<sup>th</sup> Annual Conference on African Linguistics (ACAL), Harvard University April 2-4, 2004.

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### TEACHING EXPERIENCE

Columbia University, New York- 2005 to present. Lecturer in African Languages

Wolof Language: Elementary, Intermediate, Advanced, Supervised Readings

Pulaar Language: Elementary, Intermediate, Advanced, Supervised Readings

Linguistics: Language Encounters

This course is an introduction to the study of languages in society. It familiarizes students with the theory and methodology of the study of language in its social and cultural settings, as well as its relation to other aspects of human knowledge. Special attention is paid to the intersections between Niger-Congo and Semitic languages in Africa and the Arab world, and what these encounters can tell us about the role of language in human society. Of particular interest are issues dealing with language spread (lingua franca, the role of media), language variation (space, social status, gender, age, ethnicity, race, dialectal differences, and diglossia), and language contact (codeswitching, and loanwords).

University of California Los Angeles, California – 1999 - 2005.

Language Instructor: In charge of students instruction in the Wolof language program at all levels (elementary, intermediate, and advanced), and development of new class material for these courses.

University of California Los Angeles, California, Summer 2005.

Introduction to Linguistics.

Summer Cooperative African Language Institute- Ohio University, Athens OH. Summer 2003. Language Instructor: Designed and taught a seven-week Wolof course for Elementary and Intermediate-levels. This course was designed to fit the fast-paced nature of this intensive program, and to allow simultaneous instruction of elementary and intermediate levels through a combination of upper level students involvement in lower level student instruction, and self-instructional audio visual material.

Colorado College, Colorado Springs, Colorado- The Senegal Project- Summer 2000, 2002.

Assistant Professor: A language and culture course with an elementary level Wolof language component taught in total immersion format.

Summer Cooperative African Language Institute- University of Wisconsin, Madison- Summer 2001.

Language Instructor: Intermediate Wolof

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## RESEARCH AND PEDAGOGICAL PROJECTS

Elementary Pulaar textbook Project (National African Language Resource Center)

“Developing Discipline Specific Language Learning Materials in Major African Languages”

A workshop funded by Columbia University Language Resource Center- to be held on May 9, 2014 as the initial step into collaborative efforts between Yale and Columbia African Language Programs, the end result of which is the production of teaching and learning materials in major African languages for specific fields of study such as Public Health, Law, Environmental Studies, and Sustainable Development.

The African Language Curriculum Redesign: A project to create a curriculum that cuts across all the African languages taught at CU based on performance assessments, and what learners should understand, know, and be able to do.

Intermediate /Advanced Wolof Multimedia Materials Project

A project in progress composed of a set of videos and audio recordings involving conversations between native speakers of Wolof interacting in a variety of situations. The instructional materials are built around the audio and video recordings based on their content and the structural and lexical features that they illustrate. The purpose of the materials developed from the videos is to supplement the written materials that have been created in order to build a complete Intermediate level course.

The Acquisition of Wolof-An Pilot Study

With Harold Torrence. This project aims to investigate the acquisition of Wolof for the purpose of gaining a basic understanding of the chronology of acquisition. The data collection is designed to give an initial broad overview of the acquisition process.

Multimedia Material for Pulaar Project (ongoing)

A project in progress supported by a small grant from the Consortium for Language Teaching and Learning to develop a Pulaar course based primarily on videotaped discussions (similar to the wolof video course), and recorded text. These materials will be rich in cultural content and will present all the central features of Pulaar linguistic structure in a carefully sequenced way, with a variety of exercises.

Wolof database (ongoing)

A collection of Wolof words created using Filemaker-Pro. The database is searchable and contains word definitions in French and English as well as a variety of useful information on Wolof phonology and morphology for the linguistically oriented researcher. The ultimate goal of this project is to use the data to write a grammar of Wolof and a Wolof/French/English dictionary.



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**CERTIFICATES, WORKSHOPS, AWARDS, AND OTHER ACADEMIC SERVICES**

2013 Certificate - National African Language Resource Center Advanced leadership performance institute: “Planning for Performance: A leadership Program for Developing High Quality Programs in African Languages” May 20, 2013 to May 31, 2013 in Bloomington, Indiana University.

2013 NALRC (National African Language Resource Center)- Reviewer for Intermediate level textbook

2013 ALTA Conference Committee- Abstract reviewer

2013 NCOLTCL (National Council of Less Commonly Taught Languages)  
Pre-Conference Workshop: A Critical Review of Learning Objectives

2013 NCOLTCL (National Council of Less Commonly Taught Languages)  
Pre-Conference Workshop: Standards-based Curricular Design and Lesson Planning for LCTLs

2013 SLIC (Sole Language Instructors Club)  
Initiated the organization of an annual language fair for less commonly taught languages

Certificate - ACTFL Oral Proficiency Testing

2012 ALTA (African Language Teachers Association) delegate for the Wolof language

2011 WOLTA (Wolof Language Teachers Association) founding member

2009 Consortium for Language Teaching and Learning Grant: Pulaar multimedia course material development.

2007 Organizer: Developing First Year Teaching Materials for African Languages  
A workshop sponsored by the Consortium for Language Teaching and Learning Columbia University May 3-4

2007 Senior thesis advisor: CC student Demetri Blanas “Le contexte social et historique d’une littérature wolof: L’intersection de l’oralité et du texte dans Doomi Golo”-(includes a translation of the first chapter from wolof into French).

2002 National African Language Resource Center: minigrant for Wolof multimedia course material development. (With Dr. Russell Schuh)

2002 Department of Linguistics Fellowship grant, UCLA Linguistics Department.

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**LANGUAGES (scale of 1 to 5 )**

Wolof: 5

Pulaar: 5

French: 5

Seereer: 1

Spanish: 3

Malagasy: two quarters of fieldwork.

**DAVID ADU-AMANKWAH, Ph.D.**

Indiana University  
African Studies Program  
[REDACTED]  
Bloomington, IN 47405 USA

Tel.: [REDACTED] (Work); [REDACTED] (Mobile)  
Fax: [REDACTED]  
E-Mail: [REDACTED]

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**EDUCATION & CERTIFICATION**

ACTFL/ILR OPI Certified Tester for Akan, September 2013

PhD (Folklore, with minor in African languages and linguistics), Indiana University,  
Bloomington, 2003

*Title of Dissertation:* "AN ETHNOPRAGMATIC STUDY OF JOKES AND JOKING IN  
AN AKAN COMMUNITY"

*Dissertation Committee Chair:* Prof. John Holmes McDowell

MA (Folklore), Indiana University, Bloomington, 1999

*Title of Thesis:* "BEYOND THE GRIP OF RITUAL: THE EMERGENCE OF  
CONFLICT IN LANGUAGE AND ACTION IN AN AKAN  
FUNERAL"

*Dissertation Committee Chair:* Prof. Beverly Stoeltje

M Phil (Linguistics), University of Ghana, Legon, 1994

*Title of Dissertation:* "A STUDY OF LANGUAGE USE IN AN AKAN VERBAL ART  
FORM COMPILED BY J.H.K. NKETIA"

*Dissertation Committee Chair:* Prof. Kwesi Yankah

BA (Linguistics), University of Ghana, Legon, 1988

*Title of Long Essay:* "PROVERB VARIANTS IN AKAN"

*Dissertation Committee Chair:* Prof. Kwesi Yankah

## PROFESSIONAL EXPERIENCE

### University Teaching

<i>Date</i>	<i>Position Held</i>
Indiana Univ., Bloomington, 2008-date	Lecturer of Akan lang. & folklore

- ❖ Teach the following courses: LING—

K101 & K102: Elementary Akan; LING—  
 K201 & K202: Intermediate Akan;  
 LING—K301 & K302: Advanced Akan;  
 LING—L210: African Communication and Culture;  
 AFR—L400: TOPICS IN AFRICAN STUDIES (variable)  
     –Ananse as an African (Akan) Folk Hero  
     –Occultism in Africa

AFRI—L102: Akan Social Life and Cultural Heritage AFRI—  
 L202: Occultism in Africa AFRI—  
 L210: Popular Akan Oral Forms AFRI—  
 L250: African Expressive Routines

Univ. of Florida, Gainesville 2003-2004	Visiting Asst. Professor of Akan
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- ❖ Taught the following courses:

AKA 1120-1121: Beginning Akan 1&2;  
 SST 4110: African Folklore;  
 SSA 4905: Individual Work.

- ❖ Developed and taught SSA 4930: Akan Ways of Speaking.
- ❖ Served on committee appointed to design a BA Program in African Languages and Literatures.

Indiana Univ., Bloomington 1994-2000	Associate Instructor of Akan, African Languages Program
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- ❖ Taught three levels of Akan (Twi)—a language widely spoken in Ghana, West Africa—to American and international students and introduced learners to Akan culture, helping them to practice it in class.
- ❖ Encouraged students to travel to Ghana within the Indiana University Study- Abroad Program.
- ❖ Introduced projects and activities that helped raise student enrollment in the Akan (Twi) section of the IUB African Languages Program by approximately 24%.

❖

**University Teaching** (continued)

	<b><i>Date</i></b>	<b><i>Position Held</i></b>
University of Ghana	1990-1994	Teaching/Research Assistant

- ❖ Organized tutorial sessions and lectured undergraduates.
- ❖ Gave lectures to American Exchange students on basic social and cultural practices in Ghana and led them on excursions in and around the capital city of Accra.

**Non-University Teaching**

<b><i>Date</i></b>	<b><i>Position</i></b>
Alliance Française d'Accra 1992-1994	Teacher of English (Part-time)
Konongo-Odumasi Sec. Sch. 1981-1984	Teacher of French

**TEACHING INTERESTS**

Akan language and culture  
Occultism in Africa  
Akan oral art forms and folk performing arts

**RESEARCH INTERESTS**

Akan language, folklore, and culture  
African communication in culture  
Occult power and 'spiritist' churches in Ghana  
Humor as communication

**PEDAGOGICAL/RESEARCH PUBLICATIONS****BOOKS, MONOGRAPHS, & MATERIALS**

Adu-Amankwah, D. (2013). *Wo nso ka bi: Basic Akan grammar and practice*. Germany: Lincom GmbH.

Adu-Amankwah, D. (To be submitted to Oxfordshire, UK: Ayebia Clarke Publishing Limited). *Asante-Twi word list*.

Adu-Amankwah, D. (2010c). "Oral Practice—Basic Greetings" (B09):  
[http://www.iu.edu/~celtie/akan\\_twi\\_archive.html](http://www.iu.edu/~celtie/akan_twi_archive.html)

Adu-Amankwah, D. (2010b). "Oral Practice—Using the Past and Perfect" (B09):  
[http://www.iu.edu/~celtie/akan\\_twi\\_archive.html](http://www.iu.edu/~celtie/akan_twi_archive.html)

Adu-Amankwah, D. (2010a). "Oral Practice—Using the Imperative" (B09):  
[http://www.iu.edu/~celtie/akan\\_twi\\_archive.html](http://www.iu.edu/~celtie/akan_twi_archive.html)

Adu-Amankwah, D. (2009b). "Oral Practice—Intermediate or Advanced Twi" (A07):  
[http://www.iu.edu/~celtie/akan\\_twi\\_archive.html](http://www.iu.edu/~celtie/akan_twi_archive.html)

Adu-Amankwah, D. (2009a). "Akan Folktale Project: Reinforcing Language, Folklore, and Culture"—a web project for Akan students at Indiana University, Bloomington. Indiana University OnCourse Resources-AFLI  
[https://www.indiana.edu/~afrifolk/twi\\_folk/index.html](https://www.indiana.edu/~afrifolk/twi_folk/index.html)

Adu-Amankwah, D. (2003a). Asante-Twi learners' reference grammar. Madison, Wisconsin: National African Languages Resource Center (NALRC) Press.

Adu-Amankwah, D. & Botne, R. (1996). *A study guide to functional Twi*. Department of Linguistics, Indiana University, Bloomington.

### **REFEREED JOURNAL AND ENCYCLOPEDIC ARTICLES**

Adu-Amankwah, D. (2014). Akan humor. In S. Attardo (Ed.), *Encyclopedia of humor studies* (pp.20-22). Sage Publications, Inc.

Adu-Amankwah, D. (2004). Jokes and humor. In P. Peek & K. Yankah (Eds.), *African folklore: An encyclopedia* (pp.195-197). New York: Routledge.

Adu-Amankwah, D. (2003). Learning the target culture by using it: An example from the Twi classroom. *Journal of African Language Teachers Association*, 3, 87-102.

Adu-Amankwah, D. (2000). Teaching Akan culture through Twi proverbs: Experiences in the classroom at Indiana University. *Journal of African Language Teachers Association*, 1(2), 75-92.

### **BOOK REVIEW**

Mieder, Wolfgang and Alan Dundes (Eds.). *The wisdom of many: Essays on the proverb*. The University of Wisconsin Press, 1994.

[Reviewed and published in *Folklore Forum* 27(2), 1996, pp. 108-109].

### **WORK IN PROGRESS**

*Intermediate Akan: A quick guide to grammar and construction*

(A continuation of my *Wo nso ka bi: Akan basic grammar and practice* (above), introducing more advanced topics, clearly explained to ease comprehension).

*Me sewaa Yaa Mansa: Understanding Akan culture by reviewing grammar through comprehension*

(A supplementary reader, teaching aspects of Akan culture through reading comprehension and grammar).

*Nserehehe: Akenkan mu fawohodie*

(An Akan reader for the advanced class, helping to sharpen learners' reading and comprehension skills through selected popular Akan jokes).

## PEDAGOGICAL/RESEARCH PRESENTATIONS AND PANEL MODERATION

### CONFERENCE

#### **"Voices of our Leaders: A Conversation with Pioneers of the Field"**

(A panel planned, introduced, and successfully moderated at the African Language Teachers Association (ALTA) Conference at the University of Wisconsin, Madison, on Sunday, April 29, 2012)

#### **"Teaching Language and Culture through Folktales: The Case of Akan (Asante-Twi)"**

(Presented at the 14<sup>th</sup> ALTA Conference, University of Wisconsin, Madison, WI, in April, 2011)

#### **"Enhancing Language Learners' Understanding of the Target Culture through Video: An Anecdotal Report from the Beginning Akan Classroom"**

(Presented at the 13<sup>th</sup> ALTA Conference, University of Wisconsin, Madison, WI, in April, 2010)

#### **"Wikis, Podcasts, YouTube, and Facebook: Examples from Akan, Bamana, Kiswahili, and Zulu Teaching and Learning"**

(Presented jointly with Alwiya S. Omar, Betty S. Dlamini, and Abdou S. Yaro at the 13<sup>th</sup> ALTA Conference, University of Wisconsin, Madison, WI, in April, 2010)

#### **"Learning the Target Culture by Using It: An Example from the Twi Classroom"**

(Presented at the 5<sup>th</sup> ALTA Conference, Univ. of Wisconsin, Madison, WI, in April, 2001)

#### **"Involving Learners in the Determination of their Course Grades: The Role of the 'Personal Record Folder' (PRF)"**

(Presented at the 4<sup>th</sup> ALTA Conference, Univ. of Pennsylvania, Philadelphia, in April, 2000)

#### **"Teaching Akan Culture through Twi Proverbs: Experiences in the Classroom at Indiana University"**

(Presented at the 3<sup>rd</sup> ALTA Conference, Howard University, Washington D.C., in April, 1999)

#### **"Proverb Variants in Akan"**

(Presented at the First Oral Literature Conference held at the University of Ghana, in 1988)

### NOON TALK & SEMINAR

#### **"Revisiting Indigenous Genres and Foreign Labels: The Example of Akan 'Ebe' (Proverb) and 'Abebuo' (Proverb performance)"**

(Presented at a Noon-Talk session of the African Studies Program, Indiana University, Bloomington, Indiana, USA, on Monday, October 22, 2012)

#### **"'Aseresem' or 'Nsenkwaa' or None of the Above: An Ethnographic Contribution to the 'Terminology Debate' Regarding an Akan Speech Genre"**

(Presented at a Noon-Talk session of the African Studies Program, Indiana University, Bloomington, Indiana, USA, on Tuesday, November 4, 2008)

**"Saying it Without Saying it: An Investigative Study of a Way of Speaking by Taxi Drivers in Ghana"**

(Presented at a departmental seminar, Institute of African Studies, University of Ghana, on Thursday, February 28, 2002)

**"'Even the Tongue may Quarrel with the Teeth...': Understanding Dispute in Akan Worldview through Proverbs"**

(Presented at a Noon-Talk session of the African Studies Program, Indiana University, Bloomington, Indiana, USA, on Tuesday, September 14, 1999)

**"Nominal Compounds in Praise: The Case of Akan Apaee "**

(Presented at a Departmental Seminar, Linguistics Dept., University of Ghana, in February, 1994)

**"Parallelism in Akan Amoma (Royal Praise)"**

(Presented at a Departmental Seminar, Linguistics Dept., University of Ghana, in July, 1993)

**INVITED**

**"Language and Language Use in Ghana: Examples from Akan"**

(Presented to the LING-L481/A502: Language in Africa class, Indiana University, Bloomington, on Wednesday, January 16, 2013)

**"Languages in Ghana, Akan Proverbs, and Riddles"**

(Presented to the LING-L481/A502: Language in Africa class, Indiana University, Bloomington, on February 16, 2011)

**"Akan Traditional Symbols through Textile and Sculpture: *Kente*, *Adinkra*, *Akyeampoma*, and *Aseɛdwa*"**

(Presented at the World Language Festival, Indiana University, Bloomington, [BH 146] on Saturday, March 7, 2009)

**"Ghana: Socio-cultural and Educational Perspectives"**


(Presented to a seventh-grade social studies class at Creekside Middle School, Carmel, IN, on Friday, April 28, 2006)

**"Indirect Talk in Africa: The Case of the Baatombu (Benin) and Akan (Ghana)"**

(Presented to the Anthropology of Modern Africa class, University of Florida, [Anderson Hall 21] on Thursday, February 5, 2004)

**"Christianity and Culture in Ghana: Yesterday, Today, and Tomorrow"**

(Presented at the Christian Theological Seminary [CTS], Indianapolis, IN, on Thursday, March 16, 2000)

**Dr. Richard Brecht**University of Maryland  
**Employment Experience:**

- Director of Language Policy Initiatives at the University of Maryland.
- Executive Director of the Center for Advanced Study of Language (CASL) at the University of Maryland since its founding in 2003.
- Professor of Russian, University of Maryland
- Executive Director, National Foreign Language Center, University of Maryland.

**Education**

- M.A. Slavic Languages and Literatures, Harvard University
- Ph.D Slavic Languages and Literatures, Harvard University

**Past accomplishments**

- Founded the Center for Advanced Study of Language, University of Maryland.
- Contributed to the founding and development of American Councils for International Education/ ACTR-ACCELS.
- Founding members of National Council for Less Commonly Taught Languages.
- Founded the Language Flagship Group; LangNet, a major on-line learning objects system.
- Member of the original Group of Advisors to the National Security Education Program.
- Advised on the original proposal for the National Language Service Corps.
- Took a leading role in the National Language Conference of 2004

**Other Jobs**

- Chair of the Board of Trustees for National Foreign Language Center
- Boards of Visitors of the Defense Language Institute.
- Board of Directors of the American Council of Teachers of Russian
- Board member of The Language Flagship Group
- Board Member of The National Boards of Advisors of USED's National Language Resource Centers for African, Heritage, and National Middle East Languages
- He also served as a member of the Board of Visitors of the CIA University from its founding until 2012



## Agunga, Robert

**Department and tenure status:** Associate Professor, Agricultural Communication, Education, and Leadership, Ohio State University with joint appointments in: School of Journalism and Communication, and African American and African Studies; Director, Center for African Studies, since August 2012.

**Education:** PhD, University of Iowa, 1989; MA, University of Iowa; 1983, BS, University of Iowa, 1981; Associate Degree (Diploma) in Extension Education and Farm Management, University of Science and Technology, Ghana; Certificate in Agriculture, Kwadaso Agricultural College, Ghana

**Academic experience:** The Ohio State University: Assistant and Associate Professor; Fulbright Scholar, Lilongwe University of Agriculture and natural resources, Bunda, Malawi, 2008/9.

**Overseas experience:** Zimbabwe, Swaziland, Botswana, Zambia, Ethiopia, Sudan, Ghana, Namibia, Malawi, Mozambique, South Africa, The Netherlands, Italy, Norway, Hong Kong and Indonesia.

**Language(s):** English, Kusaal

**Percent of time dedicated to African Studies courses:** 100%

**Courses taught with significant (at least 25%) African Content:** Agr Comm 9757: Study Abroad to Ethiopia; AGR COMM 5150: Communication for development and social change in developing countries; AS 137.18: Freshman Seminar on Globalization and Development; served as resident director for three years of study abroad program to Southern Africa, 1999-2002, program based in University of Swaziland, Swaziland.

**Research and teaching specialization:** Communication for development, mass and social media in development

**Recent publications:**

1. Agunga, R. Ndiaye A. and Igodan, C.O. (2014). A Study of the Training Needs of Agricultural Extension Workers in Senegal. *Journal of Extension Systems* (forthcoming, June).
2. Agunga, R., Gul, A. & Budak, D. B. "Communication for Development as a Strategy to Enhance Agricultural Extension Performance in Turkey." *Journal of Extension*. Vol. Vol. 17 (2), (Dec 2013): 190 - 199.
3. C.O. Igodan, A. A. Ladele, R. Agunga and O. S. Fadairo. "Agricultural Extension in Nigeria's Transformation Agenda: Key Recommendations Based on A Field Study." *Proceedings of the Annual Conference of the Agricultural Society of Nigeria, "Revamping Agriculture through Transformation Agenda: The Way Forward*. Vol. Proceedings of a Conference, (Nov 2013): 1 - 15.
4. Agunga, Robert. "Communication for development: A personal experience with implications for development policy." *The Journal of Agricultural Education & Extension*. Volume 18, Number 5, (Oct 2012): 509 - 524.

5. Agunga, R., Rice, C. E., Batchelder, C. L., Banda, C. C., Masambuka, F., & Kachapila, M. T. "An analysis of HIV Risky Behaviors of University College in Malawi: A Case study of Bunda and the Polytechnic." *Journal of Development & Communication Studies*. Vol. Vol. 2:1, (Dec 2012): 1 - 17.
6. Agunga, R. (2010). "Making integrated rural development programs work: A communication strategy for ending poverty in Africa." *Ghana Journal of Agricultural Science*, Vol. 43, Vol. 43.
7. Kelsey Hall, Emily Rhoades & Robert Agunga (2009). "Student publications' place in the agricultural communication curricula." *Journal of Applied Communications*, Volume 93, Nos. 1 & 2, pp. 35 - 44.

### **Distinctions:**

Visiting scholar award (2014), Universitas Madjah Maja, Yokyakata, Indonesia; 2008 Outstanding Departmental Research Award, Ohio Agricultural Research and Development Council, The Ohio State University; 2008/9, Fulbright Fellow, Council for International Exchange of Scholars; 2003, Outstanding research paper award, Agricultural Communicators Excellence Conference, Savannah, Georgia; Member, International Poverty Solutions Collaborative (2010); Member, Food Innovation Center, Active Contributor (since 2010); Advisor to the Vice President, Ohio State University Office of Outreach & Engagement (2011); 1990 Peace Corps Educator of the Year, Mid-West region, U. S.; 1990 The Ohio State University Black Greek Council Outstanding Faculty of the Year; 1992, Research Associate, Center for Advanced Study in Telecommunications, The Ohio State University 1996, Outstanding Research Paper Award, Association for International Agricultural and Extension Education Conference, 1997, The Ohio State University Faculty Fellow, Ameritech, The Ohio State University; 1999, Department faculty Research Award, Ohio Agricultural Research and Development Council (OAR

**Audrey Nonhlanhla Mbeje, Ph.D. Director,***African Language Program African Studies Center**University of Pennsylvania**Philadelphia, PA 19104-6305**E-Mail:***ACADEMIC BACKGROUND**

Tel. (W) (H)

Fax. (W)

2002 December: Ph.D. in Applied Linguistics, Ball State University, Muncie, Indiana. Concentration in Linguistic Theory (phonology, phonetics, syntax, semantics/pragmatics, socio- linguistics, historical linguistics, and dialectology), Second Language Acquisition (methods, materials development, and research in second/foreign language pedagogy), Literature, and Rhetoric/Composition Theory and Pedagogy.

1996 May: M.A. in TESOL & Linguistics, Ball State

University, Muncie, Indiana 1991 June: Bachelor of Education,

University of Zululand, South Africa

**RESEARCH INTERESTS**

Language education; language program management; first and second language acquisition; language testing; linguistic analysis of tense/aspect, definiteness, and word order in Bantu languages; language policies in Africa; and language and society.

**PROFESSIONAL EXPERIENCE: INSTRUCTION, MANAGEMENT/ADMINISTRATION**  
**Experience in the United States:**

2002- University of Pennsylvania

Director, African Language Program

Academic Advisor (2005-): Academic Advisor, School of Arts

and Sciences College House Faculty Fellow (2006-): Du Bois

College House

2001-2002: Ball State University

Instructor (Contract Faculty): Freshman

Composition

1998-2001: Zulu instructors, Summer Cooperative African Language Institute (SCALI).

Yale University 1999 Summer: Instructor of Zulu Elementary at SCALI at Yale

1998-1999: University of California at Berkeley

Language Coordinator & instructor of Zulu as a visiting scholar.

**Experience in South Africa**

Ongoye High School instructor of English and History

**GRANTS RECEIVED**

2010-2013: International Research and Studies (IRS)-Instructional Materials Grant.

PI/Director; Award: \$552,738.

2008-2011: Fulbright-Hays Group Project Abroad (GPA) for Advanced Zulu in South Africa.

PI/Director; Award: \$360,000.00

2005-2007: Fulbright-Hays Group Project Abroad (GPA) for Advanced Zulu in South Africa.  
PI/Director; Award: \$235,000.00

2002: Consortium for Language Teaching and Learning to develop online materials.

Materials available online at:

[http://www.africa.upenn.edu/afl/materials/multilingual\\_vocab\\_pron.html](http://www.africa.upenn.edu/afl/materials/multilingual_vocab_pron.html)

2006-2007: W.E.B. Du Bois Award for Teaching Excellence. Africa Center, Penn

2005-2006: W.E.B. Du Bois Award for Teaching Excellence. African Studies Center, Penn

### **WORKSHOPS CONDUCTED**

2012, June 1-5. Designing a Standards-based African Language Curriculum: Five-day workshop for Directors of African Languages. STARTALK Excellence in Leadership Summer Institute.

2011, August. Standards-based instruction in African Languages. African Language instructors' Teacher-Training workshop for Fulbright FLTA conducted at Penn.

2010, September 3<sup>rd</sup>. Enhancing African Languages: Assessment Tools. African Studies Teacher-Training Workshop for African language instructors conducted at Penn.

2007, January 27. Effective Teaching Strategies: Integrating Technology in an African language classroom. Annual African Studies Teacher-Training Workshop for language instructors.

2006, October 07. Online Materials Development. In collaboration with PLC and the Department of South Asia Studies (SASst). For instructors of LCTLs at Penn.

2005, October 08. Assessment, Standards and Tools. In collaboration with PLC and SASst For LCTL instructors at Penn.

2005, June 24<sup>th</sup>-25<sup>th</sup>. Integrating African languages into the African Studies curriculum through effective language materials. In Collaboration with University of Maryland Eastern Shore African Language Research Project. Conducted in Philadelphia.

2005, February 12<sup>th</sup>. Task-based Language Instruction. African Language instructors' Teacher-Training workshop conducted at Penn.

2004, September 11<sup>th</sup>. Task-based curriculum. In collaboration with PLC and SASst for LCTL instructors at Penn.

2004, February 28<sup>th</sup>. "Integrating technological and non-technological tools in African language teaching." Demonstrations of teaching strategies using technology. Teacher-Training workshop for African language instructors at Penn.

2003, September 13<sup>th</sup>: "Innovative Approaches to African Language Pedagogy". Addressed communicative teaching strategies and testing techniques. Teacher-Training Workshop for African Language instructors. Conducted at Penn.

2003, May 16<sup>th</sup>: "Language, Culture, and African Identity." Conducted at the Lotus Academy on Philadelphia School

District teachers, as part of the Outreach Program for the African Studies Center at Penn.

- 2003, March 08<sup>th</sup>: "Designing a Communicative Syllabus: Selection and Sequencing of Materials." Conducted at the University of Pennsylvania.
- 2002, October 04<sup>th</sup>: "Communicative African Language Teaching: Materials and Methods of Teaching." Teacher Training Workshop conducted at Penn.

### CONFERENCE PRESENTATIONS

- 2006, March 23-25: Maximizing Foreign Language Curriculum Outcomes through Technology: A Case of African Languages. 10<sup>th</sup> Annual African Language Teachers' Association (ALTA). Rutgers University, New Jersey.
- 2005, March 31-April 3: Pragmatic Factors in the Realization of the Present and Past Perfective Tenses in Zulu: Implications for Natural Language Processing (NLP). 36<sup>th</sup> Annual Conference in African Linguistics (ACAL). University of Georgia Southern, Savannah.
- 2005, March 17-20: Technological Tools for Task-based Instruction. 9<sup>th</sup> ALTA, Yale.
- 2004, November 4-7: A Pragmatic Analysis of the Present and Past Perfective Tenses in Zulu: Implications for Natural Language Processing. 4<sup>th</sup> International Conference on African Languages. University of Maryland Eastern Shore.
- 2004, April 29-May 02: "Discourse Analysis in Foreign Language Pedagogy: Teaching the Perfective in Zulu." Presented at 8<sup>th</sup> ALTA at UW-Madison.
- 2004, April 1-4: The Past Perfective in Zulu: A Discourse Analysis. (Revisited) presented at ACAL at Harvard.
- 2003, June 17-22: "The Function of Demonstratives in Zulu: A Discourse Analysis." The 4<sup>th</sup> World Congress of African Linguistics at Rutgers University.
- 2003, April 12: "Discourse Analysis and Foreign Language Pedagogy: A Case of Zulu Demonstratives." 7<sup>th</sup> ALTA at Indiana University.
- 2003, April 11: "IsiZulu Sanamuhla: Online Materials for Zulu Proficiency", in collaboration with Sandra Sanneh, Yale. 7<sup>th</sup> ALTA at Indiana University.
- 1999, July 7: "Integrating Language and Culture inside an African Language Classroom." Colloquium on "Language and Culture in a Foreign Language Classroom" at Yale.
- 1999, July 4: "The Past Perfective in Zulu: A Discourse Analysis with Pedagogical Implications." 30<sup>th</sup> ACAL, University of Illinois at Urbana-Champaign.
- 1998, March 26: "Pragmatic Function of Demonstrative Expressions in Zulu: A Discourse Analysis." 29<sup>th</sup> Annual Conference on African Linguistics (ACAL) at Yale.
- 1998, April: "Language and Thinking: A Case of Teaching Writing—On Language Curriculum Development for Teacher Preparation." African Studies Conference, Indiana

State University, Terre Haute.

1996, January: "Iconicity in Discourse: A Linguistic Interpretation of Imagist Poems by Pound and Williams." Mid-West Practical Criticism Conference, Ball State University

## **PUBLICATIONS**

### **Completed:**

- 2005 Zulu Learners' Reference Grammar. 2005. Madison: NALRC Press.
- 2005 Discourse Analysis and foreign Language Pedagogy: A Case of Zulu Demonstratives. Journal of the African Language Teachers Association Vol. 7, 47-80.
- 2002 The Function of Demonstratives in Zulu and English: A Contrastive Study with Pedagogical Implications. Dissertation. Michigan: UMI Publishing Company.

### **In Progress**

- 2014 Colloquial Zulu (A Communicative Textbook for Beginners of Zulu). Proposal Accepted by Routledge Publishing Company for the Routledge Colloquial Series of textbooks for second/foreign language learners.
- 2015 Multi-media Zulu Reader. The Multi-media Zulu Reader is for a year course in intermediate/advanced Zulu.

## **MEMBERSHIP AND LEADERSHIP IN PROFESSIONAL ORGANIZATIONS**

- 2014-: Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS).
- 2014-: National Standards Committee, Partners for Languages in the U.S. (PLUS) 2010-12: President, African Language Teachers Association (ALTA)
- 2011-: Member Representative, National Council of Less Commonly-Taught-Languages (NCOLCTL) 2003-: Chair of the Southern African Language Task Group of ALTA, responsible for issues pertaining to curriculum development in Southern African languages offered in the United States.
- 2002-: Member of the Language Advisory Committee (LAC) at Penn
- 2002: Member and co-founder of the North East Regional Consortium of Programs in African Languages (NERCPAL)
- 1999-2001: National Advisory Board member for the National African Languages Resource Center (NALRC) at the University of Wisconsin-Madison, U.S.A.

## **Ray Clifford**

### **Assignments at Brigham Young University**

Associate Dean, College of Humanities

2005 to Present

Director, Center for Language Studies

2004 to Present

### **Major Responsibilities within the College of Humanities**

As Associate Dean, coordinates the College's activities in areas such as accreditation, assessment, language acquisition, and the Master of Arts program in Language Acquisition and Teaching.

As Director of the Center for Language Studies, promotes the acquisition of world languages for multiple professional purposes and sponsors upper division and intensive language courses in a wide variety of less-commonly-taught languages.

### **Education**

- PhD, Second Language Education, University of Minnesota, 1977.
- MA, German Teaching, Brigham Young University, 1970.
- BA, German, Brigham Young University, 1968.
- Licensed German teacher for grades K-12, State of Minnesota, 1978 – 1983.

### **Honors received**

- Elected President of the Joint National Committee for Languages (JNCL), 2012-2014.
- Inducted into the Hall of Fame of the Defense Language Institute Foreign Language Center, 2011.
- Recipient of the Association of Departments of Foreign Languages (ADFL) Award for Distinguished Service to the Profession, 2009.
- Named James L. Barker Lecturer by the BYU College of Humanities, 2009.
- Elected President of the American Council on the Teaching of Foreign Languages (ACTFL) to serve on the Board of Directors as President Elect, 2007; President, 2008; and Immediate Past President, 2009.
- Elected to the Executive Committee of the Joint National Committee for Languages (JNCL), 2009 – 2012.
- Elected to the Board of Directors of the Joint National Committee for Languages (JNCL), 2006 – 2012.
- Served as Chair of the Translation Summit Advisory Committee (TSAC), 2006

- 2009.
- Awarded the Ron Walton Award for support to the Less Commonly Taught Languages by the National Council of Less Commonly Taught Languages (NCOLCTL), 2006.
- Elected as President of the National Federation of Modern Language Teachers Associations to serve as Vice President, 2006 and 2007; and President, 2008 and 2009.
- One of only 25 persons ever named an “Honorary Member of the American Association of Teachers of German (AATG)”, 2005.
- Recipient of the Nelson H. Brooks Award for Distinguished Service and Leadership in the Foreign Language Teaching Profession, awarded by the Northeast Conference on the Teaching of Foreign Languages (NECTFL), 2005.
- Awarded the Seal Medallion for Meritorious Service – the highest award ever granted to a citizen not working in the intelligence community – by the National Foreign Intelligence Community, 2004.
- Awarded Doctor of Letters, *honoris causa* from Middlebury College, 2003.
- Awarded the Vice President of the United States National Performance Review “Hammer Award” for Reinventing Government, 1996.
- Elected to the Board of Directors of the Joint National Committee for Languages (JNCL), 1993 – 1996.
- Elected President of the American Council on the Teaching of Foreign Languages (ACTFL) to serve on the Board of Directors as President Elect, 1992; President, 1993; and Immediate Past President, 1994.
- Received College of Humanities Distinguished Alumni Service Award, Brigham Young University, 1986.

## Presentations and Publications

Dr. Clifford has published numerous articles on teacher development, language proficiency assessment, curriculum design, computer assisted instruction, and educational program administration. The total number of speeches and workshops he has given on language-related topics exceeds three hundred. Most of these presentations have been to national, regional, and state teacher organizations, while others have been to groups as diverse as the Senate Subcommittee on Education, Arts, and Humanities; the National Commission on

Excellence in Education; and the U.S. Department of Education, National Advisory Board for International Programs.

## Some Recent Publications (2013-2014)

- “L<sub>1</sub>, L<sub>2</sub>, and Cognitive Development: Exploring Relationships” with Dan Dewey and Troy Cox, in *To Advanced Proficiency and Beyond: Theory and Methods for Developing Superior Second-Language Ability*. Under final review. Georgetown University Press, Georgetown, VA, 2014.
- “Empirical Validation of Reading Proficiency Guidelines”, with Troy Cox,



*Foreign Language Annals*. Vol. 46, No. 1, Spring 2013, pp.45-61.

### **Some Recent Presentations (2013-2014)**

- “Constructing Elicited Oral Response Items for an English Speaking Proficiency Screening Test” with Troy Cox, American Association for Applied Linguistics, Portland, OR. 22 March 2014.
- “Criterion-Referenced, Multistage, Computer-Adaptive, Reading and Listening Proficiency Tests with Floor and Ceiling Ratings”, *ILR Testing Committee*, Foreign Service Institute, Falls Church, VA. 24 January 2014.
- “Using Performance Grids for Curriculum Design Decisions”, *ILR Testing Committee*, Foreign Service Institute, Falls Church, VA. 13 December 2013.
- “Defining and Testing Listening Proficiency” with Troy Cox, *ACTFL Convention*, Orlando, FL. 22 November 2013.
- “Constructing elicited oral response items for an English speaking proficiency screening test”, with Troy Cox, ECOLT, Georgetown University, Georgetown, VA. 25 October 2013.
- “Defining and Testing Chinese Reading Proficiency”, *Chinese Language Educators Forum*, San Francisco, CA. 19 October 2013.
- “Conclusion or Commencement”, *2013 ACTFL-CEFR Symposium*, Alexandria, VA. 14 June 2013.

Ray Clifford



## Dr. Jennifer B. Eddy

Email: [REDACTED]

**Dr. Jennifer Eddy** (Ph.D. Columbia University, 1998) is Assistant Professor of World Language Education and program director in the department of Secondary Education and Youth Services (SEYS) at Queens College of the City University of New York. Dr. Eddy teaches undergraduate and graduate courses for initial and professional certification as well as writes curriculum, designs assessment tasks, and directs workshops and seminars for in-service teachers.

Dr. Eddy designed a protocol aligning Understanding by Design/Backward Design with the National Standards for performance assessment (5Cs) in 2002. The teacher training program at Queens College has adopted this model for unit, assessment, and lesson design. Dr. Eddy wrote and recorded five television broadcasts on performance assessment and wrote accompanying publications for the educational television network of the Department of Education of South Carolina specifically for their world language curriculum reform initiative. She worked with Delaware Department of Education on their 502 alignment to grade level expectations, reviewing thematic units and performance assessment models for all districts. Dr. Eddy created the online assessment design guide *From Text to Transfer*, for NYU language programs to develop performance tasks in all languages. She developed the Online Curriculum Guide as well as the multimedia workshop *Planning for Performance with Backward Design* for **STARTALK**, an NSLI funded project providing student and teacher programs across the country in critical languages.

Dr. Eddy is author of ***Sonidos, Sabores, Y Palabras*** (ThomsonHeinle), a book using songs and lyrics as authentic material for performance assessment within a backward design framework, articles on the arts and language learning, standards-based curriculum and performance assessment, and a book chapter for the People's University Press of Beijing. She co-authored the Pearson Education publication, ***Starting with the End in Mind***, on designing language programs with Backward Design and performance assessments.

Dr. Eddy is frequent presenter at local, regional, and national language conferences on performance assessment and Backward Design and is on the taskforce of **STARTALK** at the National Foreign Language Center and is on the Board of Directors of the Northeast Conference on the Teaching of Foreign Languages (NECTFL).

### Education

1998	Ph.D. Columbia University Spanish and Education 1990-93 M.Ed Columbia University, Teachers College Spanish and Education University of South Florida, Tampa - M.A. Program Applied Linguistics/Foreign Language Education
1983-1985	B.A. State University of New York at Purchase Language and Culture / Spanish, German, Latin.

### **Selected Publications**

Eddy, J., & Terrill, L. (2009). *STARTALK Online Curriculum Guide* (1st ed., Vol. 1). . (Original work published 2009) Retrieved from <http://www.startalk.umb.edu/curriculum-guide>. June 1, 2009.

Eddy, J. Discover Languages through Song: Designing Performance Assessment. *Hispania*, Spring 2007.

Eddy, J. Uncovering Content, Designing for Performance. *Academic Exchange Quarterly*, Spring 2007.

Eddy, J. Children and Art: Uncovering cultural practices and perspectives through works of art in world language performance assessment. *NNELL Journal*. 2007.

Eddy, J. (2007). *Unpacking the Standards: Informing instruction through performance assessment*. The NCLRC Language Resource. Vol.11., No. 5. May 2007. Washington, DC: National Capital Language Resource Center. [http://nclrc.org/newsletter/older\\_issues/0705.pdf](http://nclrc.org/newsletter/older_issues/0705.pdf).

Eddy, J. Coverage without pity: World Language Assessment exposed in the light of backward design. *NYSAFLT Annual series*. 2006

Eddy, J. (2006). *Sonidos, Sabores, y Palabras*. Boston: Thomson Heinle Publishers.

Eddy, J. (2006). *Bridging the Language Assessment Gap*. Columbia: State of South Carolina Department of Education.

Eddy, J. Through a cultural lens darkly: Teacher candidate revelations on cross cultural adaptability. *Forum on Public Policy, Journal of the Oxford Round Table*. 2007

Eddy, J. (2006) *Sonidos, Sabores, y Palabras*. ThomsonHeinle: MA

Eddy, J. (2006) *Bridging the Language Assessment Gap*: State of South Carolina Department of Education.

Eddy, J. (2007) Language Curriculum and Assessment Design: From method to Performance. Jianguo Ji, (Ed.), Book Chapter in *Issues on Applied Linguistics*. Beijing University Press.

### **Professional Affiliations**

American Council on the Teaching of Foreign Languages (ACTFL) American Association of the Teachers of Spanish and Portuguese (AATSP) Northeast Conference on the Teaching of Foreign Languages (NECTFL) Association of Supervision and Curriculum Development (ASCD)  
New York State Association of Foreign Language Teachers (NYSAFLT)

**Professional Experience**

2003-present	Queens College, City University of New York
2002-2003	City College, City University of New York
2001-2003	Teachers College, Columbia University, New York, NY 2002
	College of New Rochelle, Graduate School of Education
1994-1999	Drew University, Madison NJ

Dr. Eddy has also taught Spanish for K-12 schools in New York and Florida, University of South Florida, California State University, and State University of New York, as well as consulted for various colleges, universities, school districts, state education departments, teacher centers, and businesses on language curriculum, instruction, assessment and Backward Design.

**References**

- New York City Department of Education
- South Carolina State Department of Education
- New York State Department of Education
- Massachusetts Foreign Language Association (MAFLA)
- CAIS Chinese Education Conference
- NCLRC
- NFLC
- Greenville County school district, SC
- Irvington School District, NY
- Hauppauge School District, NY
- New York State Association of Foreign Language Teachers (NYSAFLT)
- New Jersey City University
- Long Island Language Teachers (LILT)
- Jericho Public Schools, NY
- SUNY Cortland, Oswego, Purchase, Stony Brook, Buffalo

## Jacques du Plessis

### Formal Education

- PhD Instructional Technology. Utah State University. (June 2002). Dissertation “An Introduction to the FIT-C Model: A Triadic Model as a Taxonomical Framework of Context in Education.”
- MA Linguistics. Brigham Young University. (1992). Thesis “Computer-assisted Vocabulary Learning: A Comparison of Paired-associate Computer Drills and Idiosyncratic Learning.”
- BA Linguistics. Brigham Young University. (1989). Major: Computers and Languages; Minor: French.

### Continuing Education

- 2013 Trained and active as a Facilitator by the Zeidler Center for Public Discussion.
- 2012 Training in PCI Compliance and Information Security
- 2011 ACTFL/ILR OPI Tester Recertification as an oral proficiency tester for Afrikaans. The American Council on the Teaching of Foreign Languages conducted the U.S Government’s Inter-Agency Language Round table (ILR) oral proficiency interview training.
- 2009 Scholarship of Teaching Three-day workshop by UW-System sponsored Faculty College in Richland Center, WI.
- 2009 Wood Badge Training – The most advanced training available for Boy Scout Leaders.
- 2008 Academic Impressions Online Education Seminar Park City, UT.
- 2007 American Council for the Teaching of Foreign Languages/ Interagency Language Roundtable Oral Proficiency Interview Tester - Qualified as an oral proficiency tester for Afrikaans.
- 2006 Three-day seminar at UWM. Theme: Difficult Dialogues. Sponsored by the Ford Foundation. This seminar focused on how to conduct difficult dialogues in the classroom, among faculty and within the community.
- 2005 Scholarship of Teaching Three-day workshop by UW-System sponsored Faculty College in Richland Center, WI.

### Academic and professional positions held (chronologically)

- (2014 - 2016) President, National Council of Less Commonly Taught Languages
- (2012 - 2014) Associate Vice-Chancellor for Information Technology and Chief Information Officer (Interim) at the University of Wisconsin, Milwaukee.
- (2012 - ) Member of the Advisory Board of the Undergraduate Program of the University of South Carolina.
- (2012 - ) Honorary Senior Lecturer at the University of Kwa-Zulu Natal.
- (2012 - ) Elected Member of the South African Academy of Sciences and Humanities. (2010 - 2012) Director of the Undergraduate Program of the School of Information Studies.

- UWM.
- (2010 - ) Executive Board Member of the National Council for the Teaching of Less Commonly Taught Languages.
  - (2009 - ) Board Member of the Wisconsin Institute of Peace and Conflict Studies
  - (2009 - ) Associate Professor in the School of Information Studies, University of Wisconsin, Milwaukee. Responsibilities include teaching, research, service, student advising, with oversight responsibility for the computing services at SOIS, and other duties and responsibilities normally expected of the faculty.
  - (2008 - 2012) Education Advisory Board member of TechSmith, a leading producer of Multimedia software for Education and the Industry.
  - (2008 - ) Advisory Board Member of the National African Languages Resource Center, Indiana University
  - (2004 - 2010) Supervisor of Information Technology Services for the School of Information Studies
  - (2002 - 2009) Assistant Professor in the School of Information Studies, University of Wisconsin  
– Milwaukee. Responsibilities include teaching, research, student advising, service, and other duties and responsibilities normally expected of the faculty.
  - (2001-2002) Research Assistant, Department of Instructional Technology, Utah State University.
  - (2001) Research Assistant, Center for Online Education, USU, Logan, UT.
  - (2000) Marketing Specialist & Instructional Designer, USU Research Foundation,
  - (1985-2001) Instructor in the Department of Germanic and Slavic Languages Brigham Young University, Provo, Utah.
  - (1998-2000) LinguaServe, Provo Utah. Manager of translations.
  - (1997-1998) Localization Engineer Corel Corporation, Orem Utah. Localized the WordPerfect Office Suite to Dutch and German. I closely worked with the translation team for each of these languages.
  - (1986) Software Quality Assurance Manager COMPANION Corporation, Salt Lake City, UT. Alexandria Library Systems.
  - (1995) Linguist INSO Corporation, Boston, MA. Worked on writing tools for Afrikaans. (1990-1994) Linguist WordPerfect, Orem, UT; Antwerp, Belgium, and Albuquerque, NM.

### **Linguist - Worked on writing tools for European Languages and Afrikaans.**

- (1986-1997) Translator Berlitz International, Los Angeles, CA. and MultiLing, Provo, UT.

### **Professional Translator.**

- (1985-2010) Software Developer Flexitutor. Developed a flashcard system for learning foreign languages (French, German, Italian, Spanish, and Afrikaans)

## Research, Scholarship, and Professional Activities

*Articles and papers published or accepted for publication in academic and professional print and electronic journals (\*) refereed or (\*\*) invited.*

- \* Xiangming, M., Jordan, J., Jeong, W. & Du Plessis, J. (2009) Towards a Combined Approach to Metadata in Corporate Knowledge Management: A Case Study of GE Healthcare. *Journal of Information & Knowledge Management*, 8(3), 189-200.
- \* Du Plessis J.C. (2009) From Instructional objectives: the journey versus the destiny perspective. *Perspectives in Education*, Volume 27(3), 258-66.
- \* Du Plessis J.C. (2008) "From Food Silos to Community Kitchens" - Retooling African Libraries. *The International Information and Library Review*, 40(1), 43-51.
- \*\* Du Plessis, J.C. (2007) The Spirit of Open Access to Information as a Key Pillar to the African Renaissance. African Information Ethics Conference Report. *International Review of Information Ethics*, 7(01).
- \* Du Plessis, J.C. & Koohang, A. (2007) Securing Learning in Learning Objects. *International Journal of Innovation and Learning*, 4(2), 197-208.
- \* Du Plessis, J.C., Britz J.J., & Davel R. (2006) Slave or sibling: a moral reframing the corporate knowledge sharing community. Johannesburg, South Africa: *South African Journal of Information Management*, 8(2). Retrieved December 3, 2006 from <http://general.rau.ac.za/infosci/raujournal/default.asp?to=peervol8nr2>.
- \* Du Plessis, J.C. (2005) Learning Objects: Using Language Structures to Understand the Transition from Affordance Systems to Intelligent Systems. *Interdisciplinary Journal of Knowledge and Learning Objects*, 1, 55-66. Retrieved February 26, 2005, from <http://ijklo.org/Volume1/v1p055-066duPlessis.pdf>.
- \* Koohang, A., Du Plessis, J., & Britz, J. (2006) Learning objects in learning organizations: A knowledge management perspective. *International Journal of Management and Decision Making*. 7(1).
- \* Koohang, A., & Du Plessis, J. (2004). Architecting Usability Properties in the E-Learning Instructional Design Process. *International Journal on E-Learning*, 3(3), 38-44. Retrieved February 26, 2005, from <http://dl.aace.org/16297>.
- \* Eastmond, J. N.; Nickel, T.; du Plessis, J. C.; & Smith, L. (2000). An Incremental Approach to Implementing a Web Course: The High Points and Pitfalls in North America and South Africa. Mankato, MN: *TechTrends*, 44(3), 40-45.
- \* Anderson, E.; Du Plessis, J. & Nickel, T. (2001). Distance Ed—The Experience between Border Technikon (Eastern Cape, South Africa) and USU (Utah, USA). Bloomington, IN: *Educational Technology Research and Development*, 49(3), 118-123.
- \*\* Du Plessis, J. (1987) Sanctions: An Afrikaner perspective. *The Journal of International Studies*, Vol 1, Spring 1987. Provo, UT: BYU.

## Books, monographs, and other publications published

- Du Plessis, J.C. (1996). A Basic German Vocabulary. Provo, UT.
- Jarvis, S. & Du Plessis, J.C. (1989). The Plug-in System--Finnish (1989). Provo, UT.
- Du Plessis, J.C. & Schultheis, L. (1989). The Plug-in System--German. Provo, UT.
- Du Plessis, J.C. (1988). The Plug-in System--Afrikaans. Provo, UT.
- Du Plessis, J.C. (1986). The English Speaker's ABC to Afrikaans. Provo, UT.

### Chapters in books

- Du Plessis, J. C. (2007) The spirit of open access to information as a key pillar in the African Renaissance. In Capurro, R., Britz, J.J., Bothma T.J.D., & Bester, B.C. *African Reader on Information Ethics*, pp.173-178. Department of Information Science, University of Pretoria, South Africa.
- Du Plessis, J. C. (2007) The Future of Learning Objects. In Koohang, A. & Harman, K. *Learning Objects: Theory, Praxis, Issues, and Trends*, pp. 585-608. Santa Rosa, California: Informing Science Press.

### Training manuals

- Du Plessis, J.C. (2008) Southern Africa – A Cultural Orientation. MultiLingual Solutions, Washington, DC. Training materials prepared for US Navy Africom personnel in preparation of deployment to southern Africa.

### Computer software

- Du Plessis, J.C. (2013-14) Web-based Audio – An audio based interface drill and practice program. This program is in the advanced stage of development and will serve the visually impaired learner population, as well as sighted auditory learners in the online environment. [http://www.flexitutor.com/fileadmin/proj\\_banana/html/](http://www.flexitutor.com/fileadmin/proj_banana/html/)
- Du Plessis J.C. and the development team at the Technical University of Upper Austria at Hagenberg (2012) Grammar Generator – An online grammar generator tool for foreign-language learning (<https://pantherfile.uwm.edu/jacques/www/afrikaans/GrammarGenerator/bin-debug/Main.swf>).
- Du Plessis J.C. and the development team at the Technical University of Upper Austria at Hagenberg (2011) Digital Dashboard – An interactive flash-based tracking system for student grading and performance in online courses on the Web (integrated into <http://www.openlanguages.net/Afrikaans>).
- Du Plessis J.C. and Rummerstorfer, S. (2011) Flowtion III – An expansion to the second generation design of the initial interactive flash card system for the Web.
- Du Plessis J.C. and the development team at the Technical University of Upper Austria at Hagenberg (2010) Flotion II – A second generation design of the initial interactive flash card system for the Web.
- Du Plessis J.C. and the development team at the Technical University of Upper Austria at Hagenberg (2009) Flotion I – An innovative interactive flash card system for the Web.
- Du Plessis, J.C. & Pichler, A. (2009) Math Flash Game Version 3 of Math Flash Game to learn incrementation by numbers 1 – 10 is the first version is an audio-only educational game. It serves both the general population, as well as blind students.
- Du Plessis J.C. and the development team at the Technical University of Upper Austria at Hagenberg (2009) Math Flash Game Version 2 of Flash educational game to learn



incrementation by numbers 1 – 10. The software is a Web-based game and

developed by a semester-based team of students at the Technical University of Upper Austria. The software will be deployed as a basis tool for mastery of incrementation of all numbers 1 – 10 in early Mathematics education. This tool represents the designed activity for the treatment group to develop the intended skill. At <https://pantherfile.uwm.edu/jacques/www/papers/mathfuture.html>, the research proposal is found that serves as the theoretical basis for the game. The game can be viewed at

[http://www.sois.uwm.edu/DE\\_Info/jacques/MathFlashGame/MathFlashGame.html](http://www.sois.uwm.edu/DE_Info/jacques/MathFlashGame/MathFlashGame.html)

Du Plessis, J.C. (2008) Flash game to learn incrementation by numbers 1 – 10. The software is a Web-based game and developed by a semester-based team of students at the Technical University of Upper Austria. The software will be deployed as a basis tool for mastery of incrementation of all numbers 1 – 10 in early Mathematics education. This tool represents the designed activity for the treatment group to develop the intended skill. The research proposal, found at <https://pantherfile.uwm.edu/jacques/www/papers/mathfuture.html>, will conclude with quantitative data gathering and will be published upon completion.

Du Plessis, J.C. (2008) Flexitutor for the Web. This software is based on the PC standalone product. It is developed by a semester-based team of graduate students at the Technical University of Upper Austria. The software is to be deployed on the openlanguages.net environment.

Du Plessis, J.C. (1999) Flexitutor for Windows. This software is used at the university level to teach Afrikaans, French, German, Italian, and Spanish.

Du Plessis, J.C. (1995) Flexitutor for Mac OS.

Du Plessis, J.C. (1988) Flexitutor for DOS.

### **Instructional Aids**

Co-developed and coordinated the development of instructional materials as part of a service learning initiative in the Milwaukee area. The nonprofits include: St. Anne Center, SER-Jobs for Progress, The Dominican Center, YMCA, Indo-Chinese Center, Journey House, Adoption Resources of Wisconsin, and Enrichment Opportunities.

### **Psychometric and evaluative instruments**

A team approach with Simon Mu and Wooseob Jeong, consulting with GE Medical to develop a knowledge management infrastructure and protocols for several of their product lines. 2006 - 2008.

### **Research projects conducted and grants received**

Center for International Education/Office for undergraduate Research Grant for research in South Africa (2011) \$4,000.00

Learning Technology Center Mobile Apps Development Grant (2011) \$2000

CIE Materials Development Grant (2009) \$3,000

Co PIs Jeong, W., Mu, S. & Du Plessis, J. (2008) GE knowledge Management Project.

\$85,000.00

2005-2006 Center for International Education Course Development Grant, UWM.

\$2,000.00

### **Book reviews, editorials, interviews, and other minor publications.**

Invited Published Seminar contribution to the LitNet forum on Digitization of Literature in South Africa (2011) “Die bemiddeling van 21ste-eeuse navorsing in die Afrikaanse letterkunde: Nabetraging van ‘Die digitalisering van NALN se knipselversameling’”

WUWM Public Radio Interview (2008) Interview about the open language network I am building for Afrikaans and other African languages.

Milwaukee Public Television Interview. (2006) “The International Forum” Interview about South Africa under President P.W. Botha.

Book review (2003) “Avenues toward Christianity: Mormonism in Comparative Church History,” by Christian Gellinek. Published by Global Publications at SUNY Binghamton Publications.

### **Papers and other presentations at academic and professional meetings**

Du Plessis, J.C. (2013) Information Ethics – Mainstreaming the Marginalized Among Us. Paper given at the 14<sup>th</sup> Annual DIS Conference, University of Zululand, South Africa. (Accepted Paper.)

Du Plessis, J.C. (2013) Reimagining the Future of Higher Education, Minneapolis, MN. (Invited Plenary Speaker)

Du Plessis, J.C. (2013) Sustainable Innovation in the Knowledge Sector in the 21<sup>st</sup> Century, African Library Summit 2013, Pretoria, South Africa (Invited Plenary Speaker)

Du Plessis, J.C., Barczyk, E. (2013) Disruptive Technologies and the Libraries of the Future: Can Libraries be the Drivers in Shaping the Future of Ebooks? Crimea2013, Sudak, Crimea, Ukraine. (Invited Keynote Address)

Du Plessis, J.C. (2012) Information Policy: Mobiles and Teenagers, a Legal and Social Predicament. 3<sup>rd</sup> ANIE International Conference on Information Ethics and Social Media. Pretoria, South Africa.

Du Plessis, J.C. (2012) Open Courseware and LCTLs – Its Time has Come. 28<sup>th</sup> Annual Conference on Distance Teaching and Learning. Madison, WI. (Round Table, Notes)

Du Plessis, J.C. (2012) Openlanguages.net – A Global Vision for Less Commonly Taught Languages. International Conference on Open and Distance e-Learning (Peer Reviewed)

Du Plessis, J.C. (2011) Technology and the Library of the Future. Wisconsin Library Association Conference 2011, Milwaukee, WI. (Invited, Practitioners, notes)

Du Plessis, J.C. (2011) Designing for Open Education. Paper give at the OpenEd2011 conference in Park City, UT (Invited, Educators, notes)

Britz, J.J., King, P., Maas, B., Du Plessis, J.C. (2011). Planning for a Digital Future. Paper given at the annual conference of the Higher Learning Commission, Chicago, Ill. (Peer Reviewed, Education Administrators, Notes)

- Du Plessis, J.C. (2011) Foreign Language Teaching – It is time to move. Paper given at the 14<sup>th</sup> annual conference of the National Council of Less Commonly-taught languages (NCOLCTL), Madison, WI. (Refereed, Educators, paper)
- Du Plessis, J.C. (2010) Perspectives on Digitization of Literature. The Workshop on Digitization of Afrikaans and African Literatures. Pretoria, South Africa. (Invited, Practitioners, Notes)
- Du Plessis, J.C. (2010) The Cultural and Political Complexities of Southern Africa. Paper given at the Air Force Academy, Colorado Springs, CO.
- Du Plessis, J.C. (2010) Active Librarianship, International Conference on Digital Scholarship and Emerging Technologies, Gaborone, Botswana (peer reviewed, educators and practitioners, Notes)
- Du Plessis, J.C. (2010) Asynchronous Language Learning: Meaningful Interactivity. Paper given at the 13<sup>th</sup> annual conference of the National Council of Less Commonly-taught languages (NCOLCTL), Madison, WI. (Refereed, Educators, paper)
- Du Plessis, J.C. (2009) Best Practices and Innovation with Screen Capturing for Language Learning. Presentation at Educause, Denver, CO. (Invited, Educators, Notes)
- Du Plessis, J.C. (2009) Addressing Peace in the K-12 Curriculum. Paper given at the 7<sup>th</sup> Annual Conference of the Peace and Justice Studies Association, Marquette University, Milwaukee, WI. (not refereed, Educators, paper)
- Du Plessis, J.C. (2009) Language learning with Web 2.0 – linking faculty and students. Paper given at the 12<sup>th</sup> annual conference of the National Council of Less Commonly-taught languages (NCOLCTL), Madison, WI. (Refereed, Educators, paper)
- Du Plessis J.C. (2008) African Languages – Asynchronous Digital Instruction. Presentation given at the yearly National Association of Self-Instructional Language Programs (NASILP) Conference, Washington DC. (Invited, Educators, Notes)
- Du Plessis J.C. (2008) Building a Tool Kit for Systemic Peacebuilding and Effective Coordination. Presentation to the Peacebuilding Experts Meeting, UWM. (Invited, Special Interest Group, Notes)
- Du Plessis J.C. (2008) The Future of Education. Presentation to the Milwaukee chapter of the World Future Society at UWM. (Invited, Special Interest Group, Notes)
- Du Plessis J.C. (2007) Teaching Foreign Language Pronunciation Online Asynchronously. Paper accepted for the OpenEd 2007 Conference, Utah State University, Logan, UT. (Refereed, Educators, paper)
- Du Plessis J.C. (2007) Instructional Technology for foreign language teachers. Presentation at the Fulbright Foreign Language Teaching Assistant (FLTA) workshops at the University of Wisconsin, Madison. (Invited, Fulbright scholars, Notes)
- Du Plessis J.C. (2007) Best Practices from Camtasia Studio Classrooms. 2007 TechEd Conference, Ontario, CA. (Invited, Educators, Notes)
- Du Plessis J.C. (2007) Putting the Genie back in the Bottle: Selecting and E-Mail/Calendar Solution. Educause, Midwest. Chicago, Illinois. (Invited, Educators, Paper)
- Du Plessis J.C. (2007) The Spirit of Open Access to Information as a Key Pillar to the

- African Renaissance. International Information Policy Colloquium by the Center for Information Policy Research, UWM, Wisconsin. (Invited, Educators, Paper)
- Du Plessis J.C. (2007) Learning Online? Ok, what about foreign language pronunciation? ... Why do we have to make a mental shift in the expectations of learning outcome? The E-Learning Update 2007 – A one-day symposium at the University of Pretoria, South Africa. (Invited, Educators, Notes)
- Du Plessis J.C. (2007) The Spirit of Open Access to Information as a Key Pillar to the African Renaissance. 1<sup>st</sup> Conference on Information Ethics in Africa. Pretoria, South Africa. (Refereed, Educators, Paper)
- Du Plessis, J.C. and Stein, T. (2006) Podcasts and Screencast with Camtasia Studio. Presentation given at the Conference on Information Technology, Charlotte, NC. (Invited, Educators, Notes)
- Du Plessis, J.C. (2006) Teaching foreign languages online: Facilitating creative solutions. Presentation given at the Conference on Information Technology, Charlotte, NC. (Refereed, Educators, Notes)
- Du Plessis, J.C. (2006) Open Learning Environments: Building an International Team to Distribute Development & Provide Instructional Support. Paper given at the OpenEd Conference, Utah State University, Logan, UT. (Refereed, Educators, Paper)
- Du Plessis J.C., Britz J.J., & Lor P.J. (Summer, 2006) “From Food Silos to Community Kitchens” – Retooling African Libraries. Paper given at the Standing Conference for Eastern, Central, and Southern African Libraries, in Dar es Salaam, Tanzania. (Refereed, Educators, Paper)
- Du Plessis, J.C. (2006) Developing a Model for Open Learning of Less Commonly Taught Languages. Paper given at the 2006 Conference of the Society for Information Technology & Teacher Education, in Orlando, FL. (Refereed, Educators, Paper)
- Koohang, A., Harman, K. Du Plessis, J. & Britz, J. (2006) Knowledge management within the framework of informing science. Proceedings of Knowledge Acquisition and Management Conference, 14. (Refereed, Educators, Paper)
- Du Plessis, J.C. (2005) World Languages: A Viable Offering of a Less-commonly Taught Language. Paper given at the Meeting Global Challenges 2005 Conference, at Lake Geneva WI. (Refereed, Educators, Notes)
- Britz, J.J., Du Plessis, J.C., and Johnson, C. (2005). Study Abroad Programs: A Reflection on the Educational Experience. Paper given at the Meeting Global Challenges 2005 Conference, at Lake Geneva, WI. (Refereed, Educators, Notes)
- Davel, R., Britz J.J. & Du Plessis J.C. (2005). Slave or Sibling: Reframing the Corporate Knowledge Sharing Community. Paper given at the Ethics of Electronic Information in the 21<sup>st</sup> Century Conference, at the University of Memphis, TN. (Refereed, Educators, Paper)
- Du Plessis, J.C. (2005) Open Learning: A Web-based Model for Self-directed Foreign-language Instruction. Paper given at the OpenEd Conference, Utah State University, Logan, UT. (Refereed, Educators, Notes)
- Du Plessis, J. & Koohang, A. (2005) Learning Object: From Conceptualization to Utilization. Proceedings of Knowledge Acquisition and Management Conference, 13, 38-46. (Refereed, Educators, Paper)
- Du Plessis, J.C. & Koohang, A. (2005) Underlying Open Learning Development—

- Reflections on Elements of Success in Open Sourcing. Paper given at the OpenEd Conference, Utah State University, Logan, UT. (Refereed, Educators, Paper)
- Du Plessis, J.C. (2005) Learning Afrikaans Online – What is Possible? Lecture given at Brigham Young University, Provo, UT. (Invited, Educators, Paper)
- Du Plessis, J.C. (2005) How Communication Theory informs Instructional Design. Lecture given at Brigham Young University, Provo, UT. (Invited, Educators, Notes)
- Koohang, A., Du Plessis, J.C. and Britz, J.J. (2005) Informing Science & Information Technology Education Conference. “Panel Discussion: Learning Object Definitions, Metadata, Instructional Design, and Repositories.” Flagstaff, Arizona, 2005. (Refereed, Educators, Notes)
- Du Plessis, J.C. Koohang A. (2005) Building Learning Objects: From Conceptualization to Completion. 13<sup>th</sup> International Conference of Knowledge Acquisition & Management Conference. Wroclaw, Poland. (Refereed, Educators, Paper)
- Du Plessis, J.C. (2004) Social Contrasts in South Africa. Lecture as part of the Culture Café Lecture Series, University of Wisconsin, Milwaukee. (Invited, Educators, Notes)
- Du Plessis, J.C. (2004) South Africa Today: Looking at Language. Lecture given at Brigham Young University, Provo, UT. (Invited, Educators, Notes)
- Du Plessis, J.C. (2004) The Function of Granularity within Architecture and language as Analogous Environments to Learning Objects. Paper presented at the Instructional Technology Summer Institute, Utah State University, Logan, UT. (Refereed, Educators, Paper)
- Du Plessis, J.C. (2004) A Descriptive Theoretical Framework of Education – Implications for Instructional Design. Lecture given to the Instructional Technology Graduate Students at the University of Pretoria, South Africa. (Invited, Educators, Notes)
- Du Plessis, J.C. and Moitse-Nzeku, M. (2004) Cultural Mediation of Aids-prevention Information. Second African Conference on Social Aspects of HIV/AIDS Research. Cape Town, South Africa. (Refereed, Educators, Notes)
- Du Plessis, J.C. and Moitse-Nzeku, M. (2004) The Aids-V Symbol – A New Strategy for the Prevention of HIV infection. Second African Conference on Social Aspects of HIV/AIDS Research. Cape Town, South Africa. (Refereed, Health Care Professionals, Poster Presentation)
- Du Plessis, J.C. (2004) The Message Is Heard, But Not Felt: Perspectives on the Persistence of the HIV/AIDS Epidemic In Southern Africa. Global Studies Colloquium, University of Wisconsin, Milwaukee. (Invited, Educators, Notes)
- Du Plessis, J.C. (2004) The Core Components of Instruction. University of Pretoria, South Africa. (Invited, Educators, Paper)
- Du Plessis, J.C. (2001) Online Education at USU—What Works and Why? A Survey of Successes in Online Education at Utah State. South African Online Users Group (SAOUG) Conference. Johannesburg, South Africa. (Refereed, Educators, Paper)
- Eastmond, N., Nickel, T., Du Plessis, J.C. and Smith, L. (2000) An Incremental Approach to Implementing a Web Course: The High Points and Pitfalls in North America and South Africa. Association for Educational Communications and Technology. Long Beach, California. (Refereed, Educators, Paper)
- Recker, M., Olsen, D., Rogers, J., and Du Plessis, J.C. (2000) Communities of Practice:

- A Thinking Practices Framework for Instructional Technology. AERA Conference. Louisiana. (Refereed, Educators, Paper)
- Jarvis, S. & du Plessis, J.C. (1990) Language methodology and text design: What Finnish has taught us. Selected Papers from the Proceedings of the Annual Symposium of the Deseret Language and Linguistics Society, 16, 173-182. (Refereed, Educators, Paper)
- Du Plessis, J.C. (1989) Innovative Approaches to Textbook Design. Joint conference of the Association for Literary and Linguistic Computing (ALLC) and the International Conference on Computers and the Humanities (ICCH). Toronto, Canada. (Refereed, Educators, Paper)

### **Editorials, reviews, and interviews of one's research by others.**

- African Languages Teachers Association Newsletter (2008) about [www.openlanguages.net](http://www.openlanguages.net)
- Radio Interview (2008). "UWM Today" Interview about teaching Afrikaans and other African languages online.
- Du Plessis, J.C. & Ricigliano, R. (2007). Now free, South Africa still faces many challenges. Milwaukee Journal Sentinel Editorial. Available online at <http://www.jsonline.com/story/index.aspx?id=575434>.
- Die Burger (2006). South African Press on [www.afrikaans.us](http://www.afrikaans.us)
- Downes, S. (2004). Blog review of paper on Learning Objects. Online [www.downes.ca/post/27](http://www.downes.ca/post/27) Accessed Aug29, 2008. (also referenced in [www.downes.ca/post/7804](http://www.downes.ca/post/7804))
- My research about open learning was published in a CIE publication, and it was the campus highlight on the UWM website on Wednesday, 8 March, 2006.
- Radio Interview. (2005). "At Ten" Interview about Service Learning in Milwaukee.

### **Video and audio productions**

- A list of video tutorials accessible at <https://pantherfile.uwm.edu/jacques/www/tutorials/index.html>  
(Self published online as an open resource to students and the public)

### **Projects or other professional work**

- Du Plessis, J.C. (2004-2011). Open learning development for foreign language learning at [www.openlanguages.net](http://www.openlanguages.net) – The site is dedicated to learning a less commonly-taught language via the Web as an open non-credit asynchronous course. The site has between five and six thousand visits per month, and has been recognized by several major South African newspapers. Many top South African performers have donated their songs to augment the offering. (Exhibited on the Web, publicly available, open access). Languages currently under development: Afrikaans, Korean.
- Learn-Afrikaans – A Yahoo Group to support open learning of Afrikaans with over 1500 members. See online at <http://groups.yahoo.com/group/learn-afrikaans/>. (Exhibited on the Web, publicly available, permission required to join)

**List research or professional awards, ranking in competitions, etc.**

Stoddard Graduate Scholarship, 2000.

National Graduate Student Honor Roll, 2000, 2001.

**Other significant research, scholarship, and professional activities, completed or in progress**

Du Plessis, J.C. (due 2013). Afrikaans Learners' Reference Grammar. To be published by the National African Languages Resource Center Press, Madison, WI.

Du Plessis J.C. (due 2013). Afrikaans vir die Internasionale Student. The textbook will integrate with the Openlanguages.net environment as either an ebook and paper book.

Du Plessis, J.C. and Doppelbauer, C. (Dec 2013) The Course Digital Dashboard – Phase II. An interactive environment for students to track progress.

Du Plessis, J.C. and a Senior Class Team at the Technical University of Upper Austria (2011). Phase one of the interactive graph of student accomplishment (Digital Dashboard). (due November, 2011) This is an interactive tool to help keep online students on task, especially in online courses.

Du Plessis, J.C. and a Senior Class Team at the Technical University of Upper Austria (2010). Flowtion II. A refined rework of the original Flowtion I design. Currently final post development designs are being implemented, due Nov 2011.

Du Plessis, J.C. and a Senior Class Team at the Technical University of Upper Austria (2009). Flowtion I. A design to provide online interactivity to factual memorization tasks.

Du Plessis, J.C. and a Senior Class Team at the Technical University of Upper Austria (2008). Open Navigation. A Web-based design to gain information and navigate a physical space via an audio-interface. The future iterations of this will enable those who are blind to explore new physical spaces via the Web.

Du Plessis, J.C. and a Senior Class Team at the Technical University of Upper Austria (2008). Math by Incrementation. A design to teach automation of incrementation beyond counting to expand Math capabilities in young learners. Three versions of this game-based design have been developed, based on the design as outlined here: <https://pantherfile.uwm.edu/jacques/www/papers/mathfuture.html>.

<http://mfg2dot0.lima-city.de/MathFlashGame.html>. The game was then redesigned with the next version to improve on some of the intrinsic weaknesses to this initial prototype.

<https://pantherfile.uwm.edu/jacques/www/mathflash/index.html>. Then the idea was expanded to include blind pupils, and in fact, it was found that the follow-up prototype, has significant benefits in enhancing concentration even for sighted students.

## Unfunded Grant Proposals

- Du Plessis, J.C. (2012) UWM Foundation Grant. “Flight Plan: A Comprehensive Courses and Major Advisement Tool.”
- Stevens, P., Banda, A., Mkandawire-Valmu, L. Du Plessis, J.C., Galvao, L. RGI Grant (2010). Piloting a Participatory, Peer-Based Longitudinal Intervention In Support of Rural HIV-Infected Women in Two East African Countries.
- Stevens, P., Banda, A., Mkandawire-Valmu, L. Du Plessis, J.C. (2010). Gates Foundation Grant. “Low-Cost Cell Phone-mediated Community-based Group Case Management for HIV-Infected Women: Maximizing Social Networking to foster Selfcare-management, Improve Health Outcomes, and Revolutionize Front-line HIV Care in Rural Kenya.”
- Ricigliano, R., Du Plessis, J.C. (2008). RGI Grant. “Peacebuilding Virtual Collaboration Environment – Co-author of and RGI grant proposal to develop and implement a virtual collaboration environment for vertical and horizontal collaboration in peacebuilding efforts in the international and regional arenas.”
- Du Plessis J. and Adams S. (2007). Fromkin Grant Proposal. “The Residual Effect of Service Learning on Continued Civic Engagement.”
- Du Plessis J. (2006). Title VI Grant Proposal with the Department of Education – Open Learning on the Web: Afrikaans. This is an ongoing research and development project to develop an open web-based learning environment for the learning of a foreign language. (<http://www.openlanguages.net/afrikaans>)
- Du Plessis J. and Adams S. (2006). Fromkin Grant Proposal – Research on the longevity of change toward volunteerism in students that have participated in Service Learning courses.
- Milwaukee e-Health Index – Co-author of an RGI grant proposal to develop an e-health index.
- Du Plessis J. (2004) ACADILI – Academic Public Domain Image Library. Internal SOIS round for a Microsoft grant.

## Teaching

### Course Instruction

- 430 Multimedia Application Development (2002-2012)
- 632 Digital Competencies for Information Professionals (2002-2012)
- 670 Instructional Technologies (2003-2014)
- 691 Study Abroad: The Information Campaign to prevent HIV Infections (South Africa) (2005-2011)
- 891 Multimedia Technologies (2003-2012)
- Afrikaans 101 (Online) (1985 - 2012)
- Afrikaans 102 (Online) (1986 - 2013)
- Afrikaans 201 (1986 - 2012)
- Afrikaans 202 (1986)
- Afrikaans 211/311 (Conversation) 1986 - 1996



**Student Supervision**

Supervised internships, independent study, fieldwork, Doctoral Thesis Committee and independent research (2003 – 2011)

**Program Development, Implementation, and Management**

Study Abroad: South Africa. In collaboration with the Study Abroad Office Dr. J.J. Britz and I co-hosted the first ever SOIS Study Abroad group to South Africa for the Winterim05. The program was repeated in the Winterim07, Winterim08, Winterim10, Winterim11.

**Organizing colloquia, institutes, workshops, or other programs.**

BA in Global Studies: Communications – Collaborating with the Center for International Education to integrate SOIS courses into this track.  
Digital Archiving Explorations – I visited with the digital archiving programs at the University of Utah, Brigham Young University, Ancestry.com and IArchives to understand the current methods used in the field to archive and digitize content.  
SOIS-College of Health Sciences Collaboration. On the SOIS team to work out collaboration between Health Sciences and Information Studies. 2006  
SOIS Delegation to SLIS-Madison. Participated in the collaboration talks with the SLIS program at UW-Madison.

**Teaching Activities of Note**

Introduced the first Service Learning course in SOIS (2002). This has meant some extra work and time spent with nonprofits in the community to ensure the success of this program. The results have been very satisfying. Numerous multimedia products (including websites, movies, presentations, and instructional software) have been developed for the following institutions: St. Anne Center, SER-Jobs for Progress, The Dominican Center, YMCA, the Indo-Chinese Center, Journey House, and Enrichment Opportunities.

Implemented the first podcasting components as part of teaching at the School of Information Studies, UWM (2003).

Developed the first-ever Study Abroad program at the School of Information Studies, UWM (2005).

Provided culture training for the US Navy – Africa Command (2008).

Trainer of two cohorts of Fullbright Scholars to the US (2009 - 2010)

## Service

### **Membership or leadership in department, school, college, division, university, or system committees and/or task forces.**

SOIS Committee – Chair: Computer Policy Committee 2002-2003  
 SOIS Committee (ad hoc) – Member & Chair: Search Committee for Staff Positions  
 SOIS Committee (ad hoc) – Member: Search Committee for Assistant Dean Position  
 SOIS Committee (ad hoc) – Member: Search Committee for IR faculty positions  
 SOIS Committee – Member: Graduate Admissions Committee 2005-07  
 SOIS Committee – Chair: Undergraduate Program Committee 2009-2010  
 UWM Committee – Member: PantherFile (Xythos) Implementation Team 2004-05  
 UWM Committee – Member: Campus-wide Content Management Evaluation Team 2004-05  
 UWM Committee – Member: Campus Technology Advisory Committee 2004-05  
 UWM Committee (ad hoc) – Member: Racio-Ethnic Committee 2003-05  
 UWM Committee (ad hoc) – Member: Black and Gold Committee 2003-04  
 UWM Committee (ad hoc) – Member and Chair: Black and Gold Action Team: PantherProf 2003-05  
 UWM Committee – Unit Technology Representative – A campus-wide committee to determine and structure IT decisions for UWM, 2003.  
 UWM Committee – Chair: Workshop for ICT for Africa – Fall 2005  
 UWM Committee (ad hoc) – Member of the Pantherfile implementation team – 2004  
 UWM Committee – Member of the Educational Advisory Committee – 2004  
 UWM Committee – Member of the advisory committee for the Center for Cultural Diversity and Global Health – Since 2005.  
 UWM Committee – Global Studies Advisory Committee – 2006 - present.  
 UWM Committee – Chair of the Email/Calendar Procurement Team. – 2006 - Did a successful RFP to replace the current campus email/calendaring solution.  
 UWM Committee – Member of the Information Policy Technology Committee (2006-2009)  
 UWM Committee – Member of the UWM Online Program Council (2006 - )  
 UWM Search Committee (ad hoc) for a new Vice-Chancellor for Development (2008)  
 UWM Internationalization Committee (Ad Hoc)  
 UWM Athletics Committee (2010)  
 UWM Audit team member, E-mail Degradation Investigation (2009)  
 UWM Budget Model Working Group (2012-2013)  
 UWM Enterprise Risk Management Working group (2012 - 2013)  
 UWM Digital Future Initiative (Co-chair for teaching and learning committee) (2010 - )  
  
 UWM Emerging Technologies Committee (2012 - )  
 UWM Digital Future Initiative (Directing the initiative 2013-2014)  
 UWM Lead the 2013 IT Summit  
 Committee member of a PhD Doctoral Dissertation Committee (Computer Science)

**Major responsibility for coordination of programs, departments, or centers.**

SOIS coordinator for the MLIS - MAFL degree program.

SOIS Director of Undergraduate Program (BS of Information Science and Technology)  
2011-2012

UWM Curriculum Review Committee (2012)

**Involvement in student activities.**

Attended SOIS Student Orientation, Fall 2004

Participated in the Study-Abroad Fair, Fall 2004

Attended SOIS Student Orientation, Fall, 2005

Attended SOIS Student Orientation, Fall 2006

Attended SOIS Student Orientation, Fall 2007

Invited Speaker at the General Student Orientation, Summer 2008

Invited Speaker at the General Student Orientation, Summer 2010

Invited Speaker at the General Student Orientation, Summer 2011

**Service and or membership and office, or other position of leadership, held in a professional organization**

Conducted a workshop, Library Council, May 26, 2005, Hales Corners, WI.

Reviewer for the Interdisciplinary Journal of Knowledge and Learning Objects.

External Examiner for the University of Pretoria, South Africa.

External Reviewer for the University of Pretoria, South Africa.

Guest Editor, 2002, International Review of Distance Learning.

Member of NCOLCTL, The National Council of Less Commonly Taught Languages (2007)

Member of ALTA, The African Languages Teacher's Association (2007)

Board Member of the Wisconsin Institute for Peace and Conflict Studies (2009 - )

Delegate Assembly Member, The National Council of Less Commonly Taught Languages (2009-11)

Member of the Executive Board, The National Council of Less Commonly Taught Languages (2011-12)

Vice-President, The National Council of Less Commonly Taught Languages (2012 - 2014)

President, The National Council of Less Commonly Taught Languages (2014 - 2016)

**Special assignments for professional organizations, and/or participation at professional meetings**

Chair of a session at the 2008 conference of the National Council on the Teaching of Less Commonly Taught Languages, Madison, WI.

Guest Editor. International Review Section of Educational Technology Research and Development, 2001 49(3), 106-125.

BadgerNet Meeting, 2005 Green Lake, WI.

Chaired a panel discussion of the InSITE 2005 Conference in Flagstaff, AZ.

Faculty College at UWC-Richland Center WI, 2005.

Lecture at teacher training workshop of the Sheboygan School District, 2005.

UWM representative at a faculty development conference in Houston, TX. 2006.

Trainer (2007) at two workshops for the Fulbright Foreign Language Teaching Assistants.

Trainer (2008) at the workshop for the Fulbright Foreign Language Teaching Assistants.

Trainer (2009) NALRC Workshop for Technology in Foreign Language Teaching

Trainer (2010) NALRC Workshop for Technology in Foreign Language Teaching

Co-Chair of the Teaching and Learning Group of the Digital Future Initiative at UWM (2010 - )

Global Studies Advisory Committee (2010 - )

Trainer (2011) NCOLCTL Workshop for Technology in Foreign Language Teaching

Trainer (2011) NALRC Workshop for Technology in Foreign Language Teaching

Conference co-organizer (2013) The yearly Peacebuilding Conference, this year hosted at UWM.

**ANTHONY KOLIHA**

• Bloomington, IN 47405 • Tel: [REDACTED]

**EMPLOYMENT EXPERIENCE****Director, International Programs****2012-Present****Indiana University, College of Arts & Sciences, Office of the Executive Dean**

- Provide senior leadership across numerous international, area, and foreign language centers in College of Arts & Sciences;
- Facilitate the launch of a new School of Global and International Studies (SGIS) with 350+ affiliated faculty, 70+ languages, 11 federally funded area studies centers, and various undergraduate and graduate degrees;
- Chair Taskforce on Overseas Study and International Internships, liaise with Career Development Center on international career training, work to incorporate global competencies in development of new and existing degree and certificate offerings;
- Develop new on-line offerings as primary representative of the College in campus-wide on-line initiative;
- Expand existing and develop new programming through strategic planning, grant writing, international partnerships, etc.
- Represent international programs as a member of bodies such as the School of Global and International Studies Faculty Advisory Board, the campus-wide International Coordinating Committee, etc., and collaborate with entities such as Office of Overseas Study, Office of the Vice President for International Affairs, and Office of International Services to ensure a strong foundation for international programming on campus.

**Director****2008-2012****Fulbright Program, Russia**

- Managed \$1.2 million in annual operating costs of Fulbright Program in Russia, including grant renewal and reporting, programming, financial oversight, and staff management and development of 6 dedicated program staff;
- Oversaw all Fulbright fellowship activities for 250 U.S. and Russian fellows annually – responsibilities included national recruitment, selection, and orientation for Russians and in-country placement, programming, and support for Americans;
- Built Fulbright brand recognition across Russia through public speaking engagements, conference participation, annual recruitment campaign, program publicity, and targeted alumni and representational events;
- Implemented new program initiatives, including an annual U.S. Community College Administrator Seminar, a program for U.S. scholars in science and innovation, and a Russian summer school in science and technology;
- Represented the Fulbright Program at weekly meetings/conference calls with U.S. Embassy in Moscow and the State Department in D.C., as well as at external meetings with other U.S. and Russian government representatives.

**International Director, Russia & Eurasia****2008-2012****Institute of International Education (IIE), Moscow Representative Office**

- Oversaw annual budget of up to \$3.5 million, financial and legal compliance associated with office and registration in Moscow, and staffing of 17 persons, including hiring, firing, labor contracts, salaries/benefits and trainings;
- Managed a diverse grant portfolio, including new and renewal grant-writing and development, with governmental, academic, corporate and foundation sponsors such as the U.S. State Department, New York University Abu Dhabi, the Ford Foundation, the Alcoa Foundation, PepsiCo, Rolex, ExxonMobil, and others;
- Developed and implemented tailor-made programs in Russia and Eurasia that included fellowships, conferences, and trainings in diverse fields such as technology, agriculture, energy, and higher education;

**Assistant Director, Eurasia Program****2002-2008****Social Science Research Council (SSRC), New York, NY**

- Administered a variety of programs including annual U.S. State Department Title VIII Fellowship and Grant Program, a series of international training seminars, and an online curriculum project with combined annual budgets of \$1 million;
- Developed, fundraised for, and implemented new programs – successfully obtained twelve new and continuing grants of nearly \$5 million for projects on religion, governance, migration, public health, higher education, and international studies.
- Planned and implemented domestic and international conferences, academic panels, workshops, and training seminars for social scientists, humanists, various experts;
- Managed daily activities of multiple projects from fellowship recruitment and selection to budget management and grant reporting (for governmental and foundational grants);

**Senior Program Officer for Academic Programs****1999-2002****American Councils for International Education: ACTR/ACCELS, Moscow, Russia**

- Managed all Russia-based activities for multiple U.S. government funded educational programs, including Regional Scholar Exchange Program, Junior Faculty Development Program, State Department Title VIII Programs and NEH Grants;
- Coordinated Eurasia-wide activities for Russian and Eurasian scholars and provided in-country placement and support for U.S. students and scholars.

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**ACADEMIC BACKGROUND**

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**Indiana University—Bloomington, Indiana****1998**

M.A. in Russian History (completed PhD course work in 1999)

**Kenyon College—Gambier, Ohio****1995**B.A. in History, *cum laude*, minor: Russian Language**Nizhni Novgorod State, Moscow State, and St. Petersburg State Universities****1993-1996**

Study abroad during/after college

**Awards and Fellowships**

Ford Foundation Pre-Doctoral Fellowship, 1996-1999; Social Science Research Council Grant for Foreign Language Study, 1997; State Dept. Title VIII Grant for Study of Russian Area Studies, 1996; Kenyon College Four Year Honors Scholarship, 1991-1995; Phi Delta Kappa International Educators' Scholarship, 1991; Reno Rotary Scholarship, 1991.

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**CONFERENCES AND PRESENTATIONS**

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2013 Annual Best Practices Conference, Institute of International Education (IIE), Participant, New York City, March 21-22, 2013. "A Multi-Center Standardized Evaluation of Title VI Centers: A University Wide Approach," Panel Presenter, 2013 National

Resource Center Evaluation Conference, Ohio State University, Feb 27-28, 2013.

"Engaging Russia in International Programming," Chair, Panel Presentation, Association for International Education Administrators (AIEA) Annual Conference, New Orleans, LO, Feb 18-20, 2013.

International Workshop on Science, Innovation, Industry and the Academy: The Complex System of Knowledge Diffusion, Participant, Indiana University, Bloomington, July 19-20, 2012.

Results 2012: Results of the First Decade of the Language Flagship, Participant, New York City, October 26, 2012.

The Language Flagship Annual Meeting, Participant, Academic Leadership Roundtable, Portland, OR, May 12-16, 2012. "Launching a School for Area and International Studies," Presentation to Dean's Advisory Board, College of Arts & Sciences,

Indiana University, 13 April 2012.

"Russian Higher Education Reforms and Opportunities," Poster Session, NAFSA 2011 Annual Conference & Expo, Vancouver, 2 June 2011.

"Internationalizing Russian University Campuses One Person at a Time," Poster Session, NAFSA 2011 Annual

- Conference & Expo, Vancouver, 1 June 2011.
- “Americans in Pursuit of their National Identities,” Opening Remarks, Russian State University for the Humanities, 11-12 May 2011. “U.S.-Russia Partnerships in Professional Education,” Chair, Roundtable, Ural Federal University, Yekaterinburg, Russia, April 2011. “Development of Cooperation between U.S. and Russian Universities,” Speaker, Conference on U.S.-Russia University Collaboration:
- New Opportunities for Development, IIE U.S. University President’s Delegation to Russia, 1 March 2010.
- “Area Studies in the United States: Russian Studies in the U.S. versus American Studies in Russia,” Plenary Speaker and Opening Remarks, “Russian/Soviet Studies in the United States, American Studies in Russia: Mutual Representations,” Russian State University for the Humanities, 16-17 February 2011.
- “Development of Russian National Universities Research Network,” Participant, Ministry of Education and Science, Russian Federation, Moscow, 1 December 2010.
- “Russian-American Links: Leaps Forward and Backward in Academic Cooperation,” Opening Remarks, Russian Academy of Sciences, St. Petersburg, Russia, 14-15 October 2010.
- “Experience of Institute of International Education in Public Private-Partnerships,” Speaker, Roundtable on Public-Private Partnerships in Russia’s Agribusiness Education System, Russian State Agrarian University/Timiryazev Agricultural Academy, Moscow, Russia, 20 October, 2010.
- “The Russian North in the History of Russian-American Relations,” Opening Remarks, Vologda State Pedagogical University, 6-7 October 2010.
- “What Role Does Fulbright Play in Trans-Atlantic Exchanges Today?,” Chair, “Fulbright Today – the Changing Landscape of Higher Educational Exchanges,” 28<sup>th</sup> Conference of Fulbright Executive Directors from Europe, Berlin, 8-12 May 2010.
- “American Cultural Scene,” Opening Remarks, Russian State University for the Humanities, 25-26 February 2010. “National Security: Social Aspects,” Opening Remarks, Conference, Russian State Duma, 24 September 2009.
- Fifteenth Annual Conference of the Russian National Association of Teachers of English (NATE), Speaker, Kazan State Power Engineering University, Russia, 25-28 June 2009.
- “Public Diplomacy Opposes the Threat of a New Cold War,” Chair, Roundtable, and Opening Remarks, XVIII Annual Russian- American Seminar, St. Petersburg State University, 19 May 2009.
- “Innovation and Education: Global Concerns, National Conceptions,” Opening Remarks, “35 Years of the Fulbright Program in Russia,” Moscow State University, Moscow, Russia, 23-24 March 2009.
- “Higher Education in Russia: Current Trends and Prospects for Partnerships,” Speaker, IIE Special Focus Roundtable, 5<sup>th</sup> Annual IIE Best Practices Conference, New York, New York, 18-19 March 2009.
- “Opening Remarks from the Fulbright Program,” Opening Remarks, Abraham Lincoln Bi-Centennial Conference, “Abraham Lincoln: Lessons of History and the Contemporary World,” Russian State University for Humanities, Moscow, Russia, 18-19 Feb 2009.
- “Teaching in and about Eurasia: Methods and Resources for a New Generation of Teachers,” Chair and Roundtable Presenter at Central Eurasian Studies Society, Eighth Annual Conference, University of Washington, Seattle, 18-21 October 2007. “Internationalization, Inter-Disciplinarity and Boundary-Crossing: An Evaluation of Title VI National Resource Centers for the Middle East, Eurasia and South Asia,” Panel Presentation, Producing Knowledge on World Regions, CUNY Graduate Center, New York City, 14-15 June 2007.
- “A Diverse Landscape: Islam and Higher Education in Eurasia,” Panel Presentation at Central Eurasian Studies Society, Seventh Annual Conference, University of Michigan, Ann Arbor, 28 September – 1 October 2006.
- “Islamskoe obrazovanie v Kyrgyzstane: voprosy struktury i podkhodov religii (Islamic Education in Kyrgyzstan: Questions of Structures and Approaches to Religion)” at the conference on “Islam in Central Asia,” Osh State University, May 2004.

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## PUBLICATIONS

- “Responding to Sputnik: The Emergence of Area Studies in the United States,” Plenary Paper, “Russian/Soviet Studies in the United States, American Studies in Russia: Mutual Representations,” Russian State University for the Humanities, Moscow, Russia, February 16-17, 2011, (conference publication forthcoming).
- “Vestnik,” Newsletter of the Fulbright Program in Russia, Issues 8-10, Editor, 2008-2012.
- “The Public Sphere--Bound or Unbound? Democratic Transitions and Public Islam,” in *Items and Issues*, vol. 5, no. 4. 2006. “Emergent Regions: Producing Knowledge of Central Asia and the Caucasus. Introduction,” in *Items and*

*Issues*, vol. 5 nos. 1-2,  
Spring/Summer 2004.

“Islamskoe obrazovanie v Kyrgyzstane: voprosy struktury i podkhodov religii (Islamic Education in Kyrgyzstan: Questions of Structures and Approaches to Religion),” in *Islam in Central Asia: Materials from the International Scientific Conference in Honor of the 10 Year Anniversary of the Theology Department*, Osh State University, Kyrgyzstan, 20-21 May 2004.

*Journal of Eurasian Research*, Deputy Editor, volumes 1, numbers 1-3, 2002.

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#### PRINCIPAL ORGANIZER OF CONFERENCES, SUMMER INSTITUTES, OTHER EVENTS

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Khorana Scholar Program, U.S./India, Summer Biotechnology program, Principle Contact, Indiana University, 2012 and 2013.

Scholar Rescue Fund, Institute of International Education, launched Indiana University’s participation as an SRF host institution for international scholars at risk, hosted first two fellows, February 2013 (continuing).

Fulbright Russian International Education Administrator Program, Principle Investigator, Academic Component, Indiana University, January 17-February 18, 2013.

Brazil Science Without Borders/Scientific Mobility Program, Principle Contact, Academic Year 2012-2013.

Annual Brazil Fulbright Chair in Music and Musicology at Indiana University, Bloomington, initiated and implemented bilateral agreement between Brazil Fulbright Commission and Indiana University, signed March 2012 (continuing).

Community College Administrators’ Seminar to Russia, two-week series of meetings and events, April 2010 and 2011.

“Expanding International Exchanges in the Changing Environment of Russian Higher Education,” five-year evaluation conference of Fulbright Russian International Education Administrator Program, Moscow, Russia, 16-18 April 2011.

IIE U.S. University Presidents’ Delegation to Russia, headed by Deputy Assistant Secretary of State Alina Romanowski and IIE President Allan E. Goodman, including conference on “U.S.-Russia University Collaboration,” 27 February – 5 March, 2011.

Fulbright Summer School in the Humanities, Moscow State University, (annual support and opening remarks): “Generation of Communities through Word and Image,” 1-8 June 2011; “History of Reading and the Future of the Reader,” 21-26 June 2010; “Media Imagination,” 15-21 June 2009.

Fulbright International Summer School on Nanomaterials and Nanotechnologies (support and opening remarks), Kazan State Technological University, Kazan, Russia, 14-25 June 2011.

“Higher Education for Tomorrow’s Professionals,” Conference, National Hotel, Moscow, Russia, April 2010.

Title VIII Dissertation Development Workshops, 2003-2008 (organizer and moderator): “Times of Trouble: Violence in Eurasia from Past to Present,” New York, 4-6 April 2008; “Violence in Eurasia: Historical and Contemporary Approaches,” Yale University 23-25 March 2007; “Russia/Eurasia in World Context: A Dialog with East Asian Studies,” Princeton, 6-8 October 2006; “Governance and Mobility in Eurasia,” University of Wisconsin, Madison, 31 March – 2 April 2006; “Governing Eurasia, Social Transformations and Governance through Time,” Harvard University, 4-6 March 2005; “Russia/Eurasia in World Context: A Dialogue with Middle East Studies,” Princeton University, 2-4 April 2004; “Governance in Eurasia: Historical and Contemporary Approaches,” UT, Austin, 5-7 March 2004; “Central Asia and the Caucasus,” University of Michigan, 6-7 April 2003.

Title VIII Training Seminar for Policy Research (organizer and moderator): “Public Health, Social Welfare Systems, and HIV/AIDS in Eurasia,” SSRC and Kennan Institute, Woodrow Wilson International Center for Scholars in Washington, D.C., 6-9 June 2006.

After Liberalism, SSRC and Institute of Eastern Europe, Moscow, Russia, 29-30 May 2007.

SSRC Summer Institutes on Teaching Islam in Eurasia (organizer and moderator), Funded by the Open Society Institute, Kazan State University, Russia 2005, Bishkek Islamic University, Kyrgyzstan 2006, Tayrida National University, Crimea, Ukraine 2007. “Reconceptualizing Public Spheres in the Middle East and Africa,” Conference Funded by the Ford Foundation, Beirut, Lebanon, 22-

24 October 2004.

SSRC Workshop on Hegemony, Justice and Social Mobilization in Eastern Europe/Eurasia, Funded by the John D. and Catherine T. MacArthur Foundation, Rutgers University, 2006 and University of Warsaw, 2007.

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#### OTHER PROFESSIONAL ACTIVITIES

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Senior Leader, Director of International Programs, School of Global and International Studies (SGIS), Indiana University: Member, *ex officio*, Faculty Advisory Board (2012-present); Chair, Taskforce on Overseas Study and International



Internships (2012-present); Member, Feedback Committee to International Studies Taskforce recommending the launch of SGIS, (2012).

Key Member of numerous Indiana University, Bloomington, campus-wide groups: International Coordinating Committee, Study Abroad Working Group, International Projects Working Group.

Principle Representative of College in Campus-wide On-line Initiative,” Indiana University Bloomington, Leadership: On-line Learning Committee “(18 hour senior level seminar and product development) with follow-on consultations with Deloitte Consulting Group and market analysis case study with Spring 2013 IU MBA course.

Delegate, Sub-Working Group on Education, U.S.-Russia Bilateral Presidential Commission on Education, Culture, Mass Media and Sport (December 2009, Moscow; April 2010, Washington, D.C.; September 2010 and March 2010 Moscow).

Honorable Award for Contribution to Public-Private Partnerships in Agrarian Higher Education, from Rector and Academic Council, Russian State Agrarian University named after Timiryazev, 31 January 2011.

Press conferences and interviews with television, radio and print media – Ex: “New Approaches to Understanding a Former Enemy,” by Sophia Kishkovsky, International Herald Tribune, 28 March 2011; “Fulbright Taps Community-College Expertise to Build Ties in Russia,” by Beth McMurtrie, The Chronicle of Higher Education, 18 October 2009.

Principal Researcher (one of two), Evaluation of Title VI National Resource Centers for the Middle East, Eurasia and South Asia, 2006-2008.

**Robert Botne CV**

---

Department of Linguistics

Indiana University

Phone:

e-mail:

ACADEMIC POSITIONS

Indiana University: July 2007 - present Professor,

Department of Linguistics

Adjunct Professor, Department of Anthropology

Indiana University: July 1996 - June 2007 Associate

Professor, Department of Linguistics

Adjunct Associate Professor, Department of Anthropology (2003-2007)

Indiana University: September 1991 - June 1996 Assistant Professor,

Department of Linguistics

Indiana University: September 1985 - August 1991 Visiting Assistant

Professor, Department of Linguistics

University of Malawi: May - June 1988

Visiting Professor, Department of Chichewa and Linguistics

Northwestern University: April 1984 - August 1985 Lecturer,

Department of Linguistics

Northeastern Illinois University: Summer 1984 Lecturer,

Department of Linguistics

Université Nationale du Rwanda: September 1981 - July 1983

Fulbright-Hays Lecturer in English and Linguistics, Department of English

Northwestern University: 1979 - 1980 Instructor,

Department of Linguistics

Université Nationale du Rwanda: April 1977 - July 1978

Instructor/TEFL, Department of English

ADMINISTRATIVE POSITIONS

Chair: 2011-Present

Department of Linguistics, Indiana University

Graduate Studies Advisor: 2004-2011 Department of

Linguistics, Indiana University

Undergraduate Advisor: 1987-1996 Department of

Linguistics, Indiana University

**Robert Botne CV**

Director, Program in African Languages and Linguistics: 1996-1999 Department of Linguistics, Indiana University

Coordinator, African Languages Program: 1986 - 1996 African Studies Program, Indiana University

Chair, Department of English: 1977 Université Nationale du Rwanda

Coordinator, Intensive English Training Program: 1977 - 1978 Université Nationale du Rwanda

Coordinator, Peace Corps TEFL Training Program: 1976 Libreville, Gabon

**EDITORIAL POSITIONS**

Editor, Studies in African Linguistics, May 1991 – August 2003

Editor, Teaching ideas and resources for African languages (newsletter) 1989 - 1996 Editorial

Board, Anthropological Linguistics 1998 - Present

Malilime (Malawian Journal of Linguistics) 1997 - Present

**EDUCATIONAL BACKGROUND**

Ph.D. (1981) Linguistics, Northwestern University

M.A. (1980)

M.Ed. (1974) Rural Education: Social Studies/Counseling Antioch Graduate School of Education

A.B. (1972) Cultural Anthropology, Dartmouth College

**PUBLICATIONS****Books**

*A Grammatical Sketch of Chindali* (Malawian variety). American Philosophical Society. 2008

*A Chindali and English Dictionary with an Index to Proto-Bantu Roots*. Compiled with Loveness Schafer. American Philosophical Society. 2008

*Narratives of Ndali Life and Culture*. American Philosophical Society. 2008

*A Grammatical Sketch of the Lusaamia Verb*. Rüdiger Köppe Verlag. 2006.

*A Learner's Chichewa and English Dictionary*. Compiled with Andrew Kulemeku. Köln: Rüdiger Köppe Verlag, 1995.

*A Lega and English Dictionary with an index to Proto-Bantu roots*. Compiled with Kisanga Salama-Gray. Köln: Rüdiger Köppe Verlag, 1994.

## Robert Botne CV

### Book Chapters

- Remoteness distinctions. In *The Oxford Handbook of Tense and Aspect*, Robert Binnick (ed.). Pp. 536-562. 2012.
- A Sketch of Lega (D.25). In *The Bantu Languages*, Derek Nurse and Gérard Philippson (eds.), Routledge. Pp. 422-449, 2003.
- Future and distal -ka-'s: Proto-Bantu or nascent form(s)? In *Bantu Historical Linguistics: Theoretical and Empirical Perspectives*, Jean-Marie Hombert and Larry M. Hyman(eds), CSLI, pp. 473-516. 1999.
- The function of auxiliary -ba in Kinyarwanda. In *modèles en tonologie* (Kirundi et Kinyarwanda), F. Jouannet (ed.). Paris:CNRS, 1989: 247-256.
- Quelques remarques sur les rôles du morphème -ra- : une réponse à Y. Cadiou. In *modèles en tonologie* (Kirundi et Kinyarwanda), F. Jouannet (ed.). Paris:CNRS, 1989: 239-246.
- On the notion "inchoative verb" in Kinyarwanda. In *Le kinyarwanda: Etudes linguistiques*, F. Jouannet (ed.). Paris:SELAF, 1983, pp. 149-180.
- La sémantique du temps en kinyarwanda. In *Le kinyarwanda: Etudes linguistiques*, F. Jouannet (ed.). Paris:SELAF, 1983, pp. 123-148.

### Papers

- The curious case of auxiliary -*many*a in Lwitaxo. *Studies in African Linguistics* 38, 2:93-112. 2009 [published 2011].
- Perfectives and Perfects and Pasts, oh my! On the semantics of -*ile* in Bantu, *Africana Linguistica* XVI: 31-64. 2010.
- Three properties of temporal organization in Bantu T/A systems. *IULC Working Papers in Linguistics*, vol. 8 (African Linguistics Across the Discipline): 45-68, 2010.
- Tense and cognitive space: On the organization of tense/aspect systems in Bantu languages. [with Tiffany L. Kershner] *Cognitive Linguistics* 19,2: 145-218, 2008.
- Motion, time, and tense: Grammaticization of COME and GO futures in Bantu *Studies in African Linguistics* 35,2: 127-188, 2006.
- Cognitive schemas and motion verbs: coming and going in Chindali. *Cognitive Linguistics* 16,1:43-80, 2005.
- Specificity in Lusaamia infinitives. *Studies in Language* 28,1: 137-164, 2004.
- Dissociativity in tense, realis, and location in Chindali verbs. *Anthropological Linguistics* 45,4: 390-412, 2003.
- To die across languages: Toward a typology of achievement verbs. *Linguistic Typology* 7,2: 233-278, 2003.
- Towards a typology of DIE verbs in African languages. *IULC Working Papers*, vol. 3 (Explorations in African Linguistics: From Lamnso' to Sesotho): 1-12, 2001.

### Robert Botne CV

Between agreement and case marking in Lamnso. [Laura McGarrity and Robert Botne] *IULC Working Papers*, vol. 3 (Explorations in African Linguistics: From Lamnso' to Sesotho): 53-70, 2001.

Time, tense, and the perfect in Zulu. [Co-authored with Tiffany L. Kershner]. *Afrika und Übersee* 83, 2: 161-180, 2000.

Language games, segment imposition, and the syllable. [Co-authored with Stuart Davis]. *Studies in Language* 24,2: 319-344, 2000.

Asymmetric coordination in Lega. (Co-authored with Jin-young Tak). *Afrikanistische Arbeitspapiere* 54: 47-68, 1998.

The evolution of future tenses from serial 'SAY' constructions in central eastern Bantu. *Diachronica* 15,2: 207-230, 1998.

Prosodically-conditioned vowel shortening in Chindali. *Studies in African Linguistics* 27,1:97-121, 1998.

Evidentiality and epistemic modality in Lega. *Studies in Language* 21, 3: 509-32, 1997. The pronominal origin of an evidential, *Diachronica* 12,2: 201-221, 1995.

Noun incorporation into verbs: The curious case of "ground" in Bantu. *Journal of African Languages and Linguistics* 14,2: 187-199, 1993.

Differentiating the auxiliaries -ti and -ŋa in Tumbuka (N21). *Linguistique Africaine* 10: 7-28, 1993.

Phonemic Split in Nen (A44) — A case of tonal conditioning of glottalic Proto-Bantu consonants. *Afrika und Übersee* 75,2: 30-42, 1992.

Double reflexes in eastern and southern Bantu. *Afrikanistische Arbeitspapiere* 29: 131-148, 1992.

Variation and word formation in Proto-Bantu: The Case of \*-YIKAD-. *Afrika und Übersee* 74:247-268, 1991.

Verbal prosody in Ciruri. *Journal of African Languages and Linguistics* 12,2:107-142, 1990/1991.

The origins of the remote future formatives in Kinyarwanda, Kirundi and Giha (J61). *Studies in African Linguistics* 21,2: 189-210, 1990.

The historical relation of Chigogo (G11) to zone J Languages. *Sprache und Geschichte in Afrika* 10/11: 187-222, 1989/1990.

Reconstruction of a grammaticalized auxiliary in Bantu. *Studies in the Linguistic Sciences* 19,2: 161-181, 1989.

Semantics and pragmatics of tense in Kinyarwanda and Kikerebe. *Journal of African Languages and Linguistics* 9,1:29-44, 1987.

## Robert Botne

The temporal role of Eastern Bantu -ba and -li. *Studies in African Linguistics* 17,3: 303-317, 1986.

The semantics of tense in Kinyarwanda. *Studies in African Linguistics* 14,3: 235-263, 1983. (Revised version of 'La sémantique du temps en kinyarwanda').

### Reviews:

A Grammatical Sketch of Chindamba—a Bantu language (G52) of Tanzania (East African Languages and Dialects, 21) by Peter Edelsten and Chiku Lijongwa, Köln: Rüdiger Köppe Verlag, 2012. *Afrika und Übersee*

The Kagulu Language of Tanzania (East African Languages and Dialects, volume 19) by Malin Petzell, Köln: Rüdiger Köppe Verlag. 2008. *Anthropological Linguistics* 52: 395- 397 (2010).

A Modern Runyoro-Rutooro Grammar (East African Languages and Dialects, volume 9) by L. T. Rubongoya, Köln: Rüdiger Köppe Verlag, 1999. *Anthropological Linguistics* 44, 1: 106-107 (2002).

A Study of Tense and Aspect in Shambala (Language and Dialect Studies in East Africa 10) by Ruth Mfumbwa Besha, Berlin: Dietrich Reimer Verlag, 1989. *Journal of African Languages and Linguistics* 11, 2: 197-200 (1991).

### Edited volumes:

*Explorations in African Linguistics: From Lamnso' to Sesotho*. (IULC Working Papers in Linguistics 3. With Rose Vondrasek. IULC Publications, 2001.

*Current Approaches to African Linguistics*, vol. 5. With Paul Newman. Foris Publications, 1989.

### Work in progress:

Remoteness distinctions in TAM systems [Book] A

Saafi-Saafi and English Dictionary

Futurity and the construal of time: The case of Dagbani Tense and aspect in Lwitaxo and Luhya languages

### PAPERS PRESENTED

Resultatives, remoteness, and innovation in Eastern and Southern Bantu T/A systems 5<sup>th</sup> International Colloquium on Bantu Linguistics, Institut National des Langues et Civilisations Orientales, Paris, June 2013

Tense, aspect, and temporal remoteness in southern Bantu Bantu Linguistics Workshop, University of Missouri, June 2012

Remoteness distinctions in T/A systems

Invited presentations: Université de Neuchâtel, Switzerland; Stockholms Universitet, Sweden; and Helsingen Yliopisto, Finland. March 2012

Differentiating degrees of remoteness: Time regions, time scaling, timed depth, and

dissociative domains in T/A systems

Chronos 10: 10<sup>th</sup> International conference on tense, aspect, modality, and evidentiality Aston University, Birmingham, England April 2011

Degrees of remoteness in Bantu T/A systems

B4ntu: 4<sup>th</sup> International conference on Bantu linguistics  
Humboldt-Universität zu Berlin, April 2011

Perfectives and Perfects and Past, Oh my!: On the semantics of *-ILE* Bantu  
3—Third International Conference on Bantu Linguistics Tervuren, Belgium,  
March 2009

Tense and the construal of time: Futurity in Dagbani

Invited presentation, Leiden University, Leiden, The Netherlands, March 2009

Futurity and the construal of time in Dagbani

Chronos 8: 8<sup>th</sup> International Conference on Tense, Aspect, Mood, and Modality The University of Texas at Austin, October 2008

On the cognitive organization of tense/aspect systems in Bantu International  
Conference on Bantu Grammar: Description and Theory SOAS, University of  
London, April 2006

SAY vs THINK: Grammaticalization of serial *-ti* constructions in Chindali 4th  
World Conference on African Linguistics and 34th Annual Conference on African  
Linguistics, Rutgers University, New Brunswick, June 2003

Tense and cognitive space: Evidence for a multi-dimensional dissociation model (with  
Tiffany L. Kershner)

4th World Conference on African Linguistics and 34th Annual Conference on African  
Linguistics, Rutgers University, New Brunswick, June 2003

Specific vs non-specific infinitives in Lusaamia

33rd Annual Conference on African Linguistics, Ohio University, Athens March  
2002

Time, tense, and realis in Ndali

32nd Annual Conference on African Linguistics, UC Berkeley, March 2001

Towards a typology of DIE verbs in African languages

32nd Annual Conference on African Linguistics, UC Berkeley, March 2001

Mapping time and tense in English and Ndali

American Anthropological Association, 98th Annual Meeting, Chicago, November 1999

Grammaticized futures from COME and GO: The contrasting cases of Zulu (Bantu) and  
Lamnso' (Grassfields Bantu)

30th Annual Conference on African Linguistics, University of Illinois, Urbana-  
Champaign, July 1999

Temporal domains, aspect, and the so-called “perfect” in Zulu (with Tiffany Kershner) 30th  
Annual Conference on African Linguistics, University of Illinois, Urbana- Champaign, July  
1999

### ***Robert Botne CV***

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- The role of deixis in the grammaticalization of motion verbs: come and go in Lamnso and English  
Mid-America Linguistics Conference, Southern Illinois University, Edwardsville, October 1998
- Cognitive schemas and motion verbs: ‘come’ and ‘go’ in Eastern Bantu  
29th Conference on African Linguistics, Yale University, March 26-29, 1998
- Future, motional, and subsecutive -ka-’s: Proto-Bantu or emergent form(s)? Round Table  
on Bantu Historical Linguistics, Lyon, France, May 30-June 1, 1996
- Paths of grammaticalization: future tenses in Central Eastern Bantu  
27th Conference on African Linguistics, University of Florida, March 29-31, 1996
- Markers of reported speech in Bantu: An historical analysis  
26th Conference on African Linguistics, UCLA, March 23-26, 1995
- Projecting a deictic locus in discourse  
The First International Colloquium on Deixis, University of Kentucky, Dec. 3, 1994
- Evidentiality and modality in Lega  
Linguistics Colloquium, University of Iowa, November 18, 1994
- To assert or to doubt: evidentiary justification in Kelèga  
24th Conference on African Linguistics, Ohio State University, July 23-26, 1993.
- Developing teaching materials for the present and the future  
Parasession on Non-Western Language Teaching in the American Context: Pragmatic Issues,  
University of Illinois, April 1993.
- Differentiating the auxiliaries -ti and -√a in Tumbuka (N21)  
23rd Conference on African Linguistics, Michigan State University, 1992.
- Rethinking Guthrie’s \*-YIKAD-  
21st Conference on African Linguistics, University of Georgia, 1990.
- One Role of Auxiliary Verbs: The Case of Kinyarwanda -ba “be” and English “will” Invited  
speaker. Cornell University, 1990.
- Reconstruction of a grammaticalized auxiliary in Bantu  
20th Conference on African Linguistics, University of Illinois, 1989.
- The historical relation of Chigogo to languages of zone J  
19th Conference on African Linguistics, Boston University, 1988.
- Conceptual boundaries and tense in Kinyarwanda and Kikerebe 17th  
Conference on African Linguistics, Indiana University, 1986.
- Establishing a temporal framework: the complementary roles of will and have Invited speaker,  
Indiana University Linguistics Club, Colloquium Series, 1985.
- The temporal role of eastern Bantu -ba and -li  
16th Conference on African Linguistics, Yale University, 1985.



**Robert Botne CV**LANGUAGE TEACHING MATERIALS DEVELOPED

Swahili language video clips. Set of twelve video tapes for Swahili instruction. With Lillian Okwany. 1995

Hausa Reading Kit: graded texts for elementary and intermediate university students (with Mustapha Ahmed). Program in African Languages and Linguistics, Indiana University, 1992.

Bambara - English Pictorial Lexicon. African Studies Program, IU, 1988.

GRANTS RECEIVED

American Philosophical Society, An Ndali and English Dictionary, \$6,000. (1998)

Department of Education. Twi Functional Study Guide. \$3,000. (1995) Department of Education. Hausa Reading Kit. \$2,500. (1991)

TEACHING AWARDS

2006 Trustees Teaching Award (College of Arts and Sciences)

2000 Teaching Excellence Recognition Award (undergraduate teaching) (Dean of the Faculties)

1997 Teaching Excellence Recognition Award (undergraduate teaching) (Dean of the Faculties)

COURSES TAUGHT

## Undergraduate

Introduction to the Study of Language  
Linguistic Analysis  
and Style  
Morphological Analysis  
Semantics  
Dialects and Language Variation

Languages of the World Introduction to  
Language Change and Variation Language  
Field Methods  
Introduction to African Linguistics  
Linguistic structure: Bantu Indiana

## Graduate

Field Methods  
Historical Linguistics  
Typology  
Tense, Aspect, and Mood (Sem.)

Morphological Analysis Introduction to  
Introduction to African Linguistics Language  
Bantu Linguistics  
Mood, Modality, and Negation (Sem.)

## Öner Özçelik

**Director, Center for Languages of the Central Asian Region (CeLCAR) (50%)**  
**Assistant Professor (tenure-track), Central Eurasian Studies (CEUS), Indiana University (50%)**

**Adjunct Assistant Professor, Second Language Studies (SLS), Indiana University**

### **Main Research Interests:**

second language acquisition and teaching, phonology and phonetics, Central Asian languages

### **Education:**

- 2006-2012    -PhD in Linguistics, McGill University, Montreal, Quebec, Canada.  
                   -PhD program option in Language Acquisition, McGill University, Montreal, Quebec, Canada. (Interdisciplinary program available to students in Psychology, Communication Sciences and Disorders, Linguistics and Second Language Education).
- 2004 - 2006    -MA in Linguistics, with specialization in Applied Linguistics, University of Pittsburgh, Pittsburgh, PA, USA.  
                   -Graduate Certificate in TESOL, Department of Linguistics, Pittsburgh, PA, USA.
- 2000 - 2004    BA, Department of Foreign Language Education, Boğaziçi University, Istanbul, Turkey

### **Work Experience:**

#### **Teaching experience:**

- 2011 – present Assistant Professor of Central Eurasian Studies, Indiana University Bloomington
- 2012 – present Adjunct Assistant Professor of Second Language Studies, Indiana University Bloomington
- 2010 – 2011    Lecturer of Linguistics, McGill University, Canada
- 2006 – 2010    Teaching Assistant, McGill University, Canada
- 2004 – 2006    Teaching Assistant, University of Pittsburgh, PA

#### **Other academic work experience:**

- 2011 - 2013    Chief Applied Linguist, Turkish Flagship Program, National Security Education Program (NSEP) of the U.S. Department of Defense, Indiana University.
- 2012 – Spring    Interim Director, Turkish Flagship Program, National Security Education Program (NSEP) of the U.S. Department of Defense,, Indiana University.
- 2011 - 2012    Language Coordinator, Department of Central Eurasian Studies, Indiana University (for all departmental languages including: Dari, Estonian, Finnish, Hungarian, Kazakh, Mongolian, Pashto, Persian, Tibetan, Turkish, Uyghur, Uzbek).
- 2008 - 2011    Consultant and lead grader for the National Center for State Courts (NCSC) for the Turkish language, grading the Turkish court interpreting exam and making suggestions regarding candidates' certification, USA.
- 2006 - 2011    Research Assistant to Heather Goad and Lydia White, Department of Linguistics, McGill University, Montreal, Quebec, Canada.
- 2005 - 2011    Examiner/Grader/Consultant, grading the Turkish court interpreting exam and making suggestions regarding candidates' certification, New Jersey Judiciary, NJ, USA.
- 2005            Materials Preparation, prepared the Turkish court interpreting exam for the state of

- New Jersey which was later made available to the Consortium/NCSC (which currently has 40 member states), Trenton, NJ, USA.
- 2005 – 2006 Researcher, University of Pittsburgh and Carnegie Mellon University, involved in establishing the ‘language learning’ part of the Pittsburgh Science of Learning Center (PSLC), funded by the National Science Foundation, USA.
- 2004 – 2006 Administrative Assistant, Less Commonly Taught Languages Center (LCTL) Office, University of Pittsburgh.

### **Publications & Presentations:**

#### **Selected Publications:**

- Özçelik, Öner. *Accepted*. L2 acquisition of word stress: towards a prosodic acquisition path. In *Selected Proceedings of Generative Approaches to Language Acquisition 2013 (GALA 2013)*.
- Özçelik, Öner. 2014 (to appear). Prosodic faithfulness to foot edges: the case of Turkish ‘stress’. *Phonology*.
- Nagai, Miho & Öner Özçelik. 2014. Nominal positions in Turkish. *Papers from the 47<sup>th</sup> Annual Meeting of the Chicago Linguistic Society (CLS 47)*. Chicago: Chicago Linguistic Society.
- Özçelik, Öner. 2013. Selectivity in L3 transfer: effects of typological and linguistic similarity in the L3 Turkish of Uzbek-Russian bilinguals. *Generative Linguistics in the Old World 36 Spring Newsletter (GLOW 36 Spring Newsletter)*.
- Özçelik, Öner. 2013. Exceptions in stress assignment: Feet in input. In Seda Kan, Claire Moore-Cantwell & Robert Staubs (eds.), *Papers from the 40th Annual Meeting of the North East Linguistic Society (NELS 40)*. Amherst, MA: GLSA.
- Özçelik, Öner. 2012. Redefining the prosodic hierarchy. *Phonology in the 21<sup>st</sup> century: In honor of Glyne Piggott*.
- Nagai, Miho & Öner Özçelik. 2012. Syntactic positions of Turkish bare NPs: The view from aspect and prosody. *Proceedings of the 29th West Coast Conference for Formal Linguistics (WCCFL 29)*. Tucson, AZ: Coyote Papers: University of Arizona Working Papers in Linguistics.
- White, Lydia, Alyona Belikova, Paul Hagstrom, Tanja Kupisch, Öner Özçelik. 2012. Restrictions on definiteness in second language acquisition: Affirmative and negative existentials in the L2 English of Turkish and Russian speakers. *Linguistic Approaches to Bilingualism 2:1*. Amsterdam: John Benjamins. p. 54-89.
- Özçelik, Öner. 2011. L2 acquisition of sentential stress: Implications for UG. In Katarzyna Dziubalska-Kołaczyk, Magdalena Wrembel & Małgorzata Kul (eds.), *Achievements and perspectives in SLA of speech* (pp. 217-229). Frankfurt: Peter Lang.
- Özçelik, Öner. 2011. English/Turkish interlanguage prosody: Implications for UG, Prosodic Transfer Hypothesis and Full Transfer/Full Access. In Y. Otsu (ed.), *Proceedings of the 10th Tokyo Conference on Psycholinguistics (TCP 2010)* (pp. 221-237). Tokyo, Japan: Hituzi Publishing.
- Özçelik, Öner & Miho Nagai. 2011. Multiple subject positions: A case of perfect match between syntax and prosody. In M. Byram & B. Tomaszewicz (eds.), *Proceedings of the 28th West Coast Conference for Formal Linguistics (WCCFL 28)* (pp. 303-312). Somerville, MA: Cascadilla Press.
- Özçelik, Öner. 2010. L2 acquisition of a semantic parameter at the semantics-syntax-pragmatics interface. In J. Costa et al. (eds.), *Language Acquisition and Development: Proceedings of GALA 2009* (pp. 353-365). Cambridge, UK: Cambridge Scholars Publishing.
- Özçelik, Öner. 2009. L2 acquisition of scope: Testing the Full Transfer Full Access Hypothesis. In M. Bowles et al. (eds.), *Proceedings of the 10th Generative Approaches to Second Language Acquisition Conference (GASLA 2009)* (pp. 168-179). Somerville, MA: Cascadilla Press.

Belikova, Alyona, Tanja Kupisch, Öner Özçelik & Emily Sadlier-Brown. 2009. Fillers as functional categories: Evidence from German-English bilingual acquisition. In J. Crawford, et al. (eds.), *Proceedings of the 3rd Conference on Generative Approaches to Language Acquisition North America (GALANA 2008)* (pp. 1-12). Somerville, MA: Cascadilla Press.

White, Lydia, Alyona Belikova, Paul Hagstrom, Tanja Kupisch & Öner Özçelik. 2009. Restrictions on definiteness in L2 English. In Jane Chandlee, Michelle Franchini, Sandy Lord & Gudrun-Marion Rheiner (eds.), *Proceedings of the 33rd Annual Boston University Conference on Language Development (BUCLD 33)* (pp. 622-633). Somerville, MA: Cascadilla Press.

#### **Selected Recent Presentations (refereed/peer-reviewed):**

Özçelik, Öner. Accepted. Word stress in Turkic languages: the case of Kazakh, Uyghur and Uzbek. Paper presented at the 17th International Conference on Turkish Linguistics (ICTL 17). MIT, Rouen, France, September 2014.

Özçelik, Öner. 2014. 'Stress' or 'Intonational prominence'? Word accent in Kazakh, Turkish, Uyghur and Uzbek. Paper presented at the 10th Workshop on Altaic Formal Linguistics (WAFL 10). MIT, Cambridge, MA, May 2014.

Özçelik, Öner. 2013. L1 effects on the acquisition of prosody in Kazakh, Turkish and Uzbek: evidence for UG. Second Language Research Forum 32 (SLRF 32), Brigham Young University, Provo, UT. October.

Özçelik, Öner. 2013. L2 acquisition of word stress: towards a prosodic acquisition path. Generative Approaches to Language Acquisition 2013 (GALA 2013), University of Oldenburg, Oldenburg, Germany, September 2013.

Belikova, Alyona, Tanja Kupisch, Deniz Akpinar, Öner Özçelik, Ilse Stangen & Lydia White. 2013. Definiteness effect in adult German-Turkish bilinguals. Interdisciplinary Approaches to Multilingualism 2013 (IAM 2013), University of Calgary, Alberta, August 2013.

Özçelik, Öner. 2013. L2 acquisition of stress/prominence in footless languages. New Sounds. Concordia University, Montreal, May 2013.

Özçelik, Öner. 2013. L2 acquisition of stress: the case of Turkish. Paper to be presented at the 12th Biennial Conference on Generative Approaches to Second Language Acquisition (GASLA 12). University of Florida, Gainesville, FL, April 2013.

Özçelik, Öner. 2013. Selectivity in L3 transfer: effects of typological and linguistic similarity in the L3 Turkish of Uzbek-Russian bilinguals. Generative Linguistics in the Old World 36 (GLOW 36). Lund University, Lund, Sweden, April 2013.

Kupisch, Tanja, Deniz Akpinar, Alyona Belikova, Paul Hagstrom, Öner Özçelik, Ilse Stangen, Lydia White. 2011. Language differentiation and knowledge of the DE in adult German-Turkish bilinguals. International Symposium on Bilingualism 8 (ISB 8). Oslo, Norway, June.

Özçelik, Öner. 2011. Redefining the prosodic hierarchy. Phonology in the 21<sup>st</sup> Century: In Honor of Glyne Piggott. Montreal, Canada, May.

Nagai, Miho & Öner Özçelik. 2011. Syntactic positions of Turkish bare NPs: The view from Aspect and Prosody. The 29th West Coast Conference for Formal Linguistics (WCCFL 29). Tucson, AZ, April.

Nagai, Miho & Öner Özçelik. 2011. Nominal positions in Turkish. The 47th Annual Meeting of the Chicago Linguistic Society (CLS 47). Chicago, IL, April.

**Selected Awards & Honors:**

**Selected Grants:**

- 2013 - 2014: Indiana University College of Arts and Humanities Institute (CAHI) grant for conference organization: for a conference on the “acquisition of Central Asian languages”
- 2012 - 2013: Director/PI, Mellon Innovating International Research, Teaching and Collaboration Innovative Workshop grant (Andrew W Mellon Foundation), for the organization of an “Intensive Workshop on Distance Teaching and Learning for Less Commonly Taught and Critical Languages” at IU

**Teaching Awards:**

- 2013            Trustees Teaching Award, Indiana University
- 2008            Faculty of Arts Graduate Student Teaching Award, McGill University

## Martha Nyikos

Associate Professor, Literacy, Language, and Culture Education  
Indiana University School of Education

### DEGREES

Ph.D. Foreign & Second Language Education, 1987, Purdue University, West Lafayette, IN  
M.A. German Language, Literature & Linguistics, 1979, University of Pittsburgh  
TESOL Certification, 1975, Applied Linguistics, University of Pittsburgh  
Pennsylvania Secondary Teaching License, 1974.  
B.A. German Studies; Linguistics Minor (*Magna Cum Laude*), 1973, Washington and Jefferson College, Washington, PA

### COURSES TAUGHT:

Learning Strategies and Styles in Foreign Language Learning; Methods of World Language Teaching; Methods for Teacher Educators: Curriculum and Materials Development; Teaching Culture Through Literature and Media; Advanced Study of Foreign Language Teaching; Honors course Teaching Pre-K-6 Children; Bilingualism, Multilingualism and Identity.

### RESEARCH SPECIALIZATION:

Heritage language maintenance and loss; Cognitive and socialization factors in language learning strategies of foreign language students; collaboration, constructivist approaches and resistance factors in teacher development; foreign language vocabulary learning.

### Selected PUBLICATIONS

- Nyikos, M., (2009-2010). Editor for manuscripts and working papers from the 2009 conference, *Toward a Research Based Approach to International Teacher Education*. Authors include Ken Zeichner, Claire Kramsch, and Walter Parker among others.
- Nyikos, M. (2008). Gender in language learning. In Carol Griffiths (Ed.), *Lessons from good language learners: Insights for teachers and learners* (pp.73-82). UK: Cambridge University Press.
- Nyikos, M., & Fan, M. Y. (2007). A review of research on vocabulary learning strategies: Focus on learners voice and language proficiency. In A. Cohen and E. Macaro (Eds.), *Language learner strategies: 30 years of research and practice* (pp.251-273). Oxford, UK: Oxford University Press.
- Newman, K. L. & Nyikos, M. (2000). Review of Making content comprehensible for English language learners: The SIOP Model. Boston MA: Allyn & Bacon, *Bilingual Research Journal*, 23(4), 379-382.
- Nyikos, M. (1999). The effect of key background variables on high school learning strategies. In R. Oxford (Ed.), *Language Learning Strategies in the Context of Autonomy: Strategy Research Compendium* (pp. 51-53). New York: Teachers College, Columbia University.
- Nyikos, M. & Hashimoto, R. (1997). Constructivist theory applied to collaboration: In search of ZPD. *Modern Language Journal*, 81, 506-517.
- Nyikos, M., & Oxford, R. L. (1993). A factor analytic study of language learning strategy use: Interpretations from information-processing theory and social psychology. *Modern Language Journal*, 7, 11-22.

**Selected PRESENTATIONS**

- 2012: Enhancing Language Learning Through Learner Autonomy in a Global Society.  
Plenary Speaker. Oman International ELT Conference, Sultan Qaboos University.  
Approaches <http://www.squ.edu.om/lanconference/tabid/10862/language/en-US/Default.aspx>
- 2011: New Role For Less Commonly Taught Languages: Community Advocacy.  
Indiana Foreign Language Teachers Association
- 2011: Early Learning of Critical Languages, Less Commonly Taught Languages: Issues and Vision for Curricular Change. Indiana Foreign Language Teachers Association
- 2010: Organized the NNELL (National Network for Early Language Learning) 24<sup>th</sup> annual conference to Indiana University School of Education with 3 keynote speakers and a children's Language Camp Around the World. Partnered with the Center for the Study of Global Change to sponsor this conference.
- 2009: Internationalizing Teacher Education Programs: Setting the Research Agenda
- 2005: with Ariogul, S., & Newman K.. Promoting collaborative discourse in language teacher professional development. LTE Conference. Center for Advance Research on Language Acquisition.

**GRANT FUNDING & DISTINCTIONS**

- o Innovative Pedagogies Initiative: Creative Paradigms for Teaching
- o 2011-2013 STARTALK: Bridges to Children and Community \$99,980.
- o Fulbright-Hayes Group Project Abroad Project to Cameroon, West Africa; Co-director African Studies Program. For high school and middle school Social Studies and French language teachers. (\$113, 947), US Department of Education.
- o Editorial Board, Modern Language Journal, 12 years;
- o International Programs Committee Chair three 2year terms;
- o 2014 Senator Paul Simon Group Award for Leadership in the promotion of language learning and international understanding

**DISSERTATIONS SUPERVISED 2009-2014 (N=21)**

- Yi-Ting Hsu (PhD) Input and Uptake in High School EFL Students' Writing Process: A Case Study of a Taiwanese High School EFL Writing Class Using Multiple-draft Writing (July 1, 2014)
- Brandt, Adriana Melnyk (PhD) Between and Beyond the Lines: A Nested Case Study of Learners' Perceptions of Identity and Pedagogical Choices in an Intensive High School Swahili Program. June 16, 2014
- Yang, Jae-Seok (PhD) Tertiary ESL Learners' Use of Vocabulary Learning Strategies in Reading and Writing Tasks: A Mixed Methods Approach. May 27, 2014
- Chen, Yi-Ting (PhD) Improving English Learning Motivation and Performance of Rural Elementary School Students In Taiwan. May 20, 2014
- Lee, Jihye (PhD) Speech and Gesture in L2 Direction-Giving Interactions. May 15, 2014
- Eun Young Park (PhD) An exploration of teachers' perceptions regarding the professional needs of English immersion teachers in Korea. October 1, 2013
- Corbitt, William Keith (PhD) Learning styles, strategy use and metacognitive awareness in foreign language reading by modified foreign language program post-secondary students of Spanish. May 17, 2013

- Koshino, Kako (PhD) Power literacy and second generation Vietnamese American male experience: Implications for school and home literacy experience, reflecting on race, masculinity, and whiteness. January 25, 2013
- Buckingham, Thomas G. (PhD) Every teachers an English teachers? Literacy strategy teaching and research in the content area of science education. May 4, 2012
- Mike Dixon (PhD) Examining the use of computers in writing by learners of Japanese as a foreign language. April 30, 2012
- Ozaki, Naoko (PhD) Parental involvement of Arabic-speaking Muslim Iraqi refugees: Empowerment of parents and schools as collaborative advocates in public. Dec 12, 2011
- Nam Hee Kim (PhD) Metacognitive online reading strategy clusters and chains used by Korean EFL university students. December 17, 2011
- SoYoung Yang. (PhD) Critical literacy practices in a Korean EFL context: A case study of Korean undergraduates learning English reading and writing. September 26, 2011
- Hey-jin Cho (PhD) Negotiation of meaning in computer-mediated communication in relation to task types. July 5, 2011
- Mei Ae Jung (PhD) Korean EFL university students' willingness to communicate in English. July 26, 2011
- Young-Mee Suh (PhD) Exploring reading strategy use in English academic reading practices in an EFL context: case studies of four Korean college students. February 7, 2011
- Yoo-Jean Jinnie Lee (PhD) Copying and summarizing: Possible tools to develop English reading and writing for university students of different proficiency levels in Korea. November 11, 2010
- C. Brian Barnett (PhD) French immersion teachers' attitudes toward Louisiana varieties of French and the integration of such varieties in their classroom: A qualitative and quantitative analysis. January 14, 2010
- Mei-yun Barbara Ko (PhD) Critical literacy development in a college-level English reading class in Taiwan January 28, 2010
- Servet Celik (PhD) In their own words: Government sponsored Turkish EFL teachers. Are we really investing, or wasting resources? Dec 21, 2009
- Anna Jacobson (PhD) Negotiating an identity, learning a school culture: The influence of a school community's expectations on the development of a native-speaker Spanish teacher in a US public middle school. May 18 2009
- SneaThinsan (PhD) The transformative experiences of Afghan educators through Paolo Freire's and William Perry's lenses: Four cases in a research-oriented U.S. graduate school of Education.

**LANGUAGES:** Hungarian 4; German 4; French 2

**OVERSEAS EXPERIENCE:** Senegal; Mali; Cameroon; Oman



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## SAMUEL GYASI OBENG

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**1. EDUCATION**

1993: Post-Doctoral Scholar. *Linguistics & African Studies*, Department of Linguistics & The James S. Coleman African Studies Center, University of California, Los Angeles

1987/88: DPhil (PhD) *Language and Linguistic Science (Phonetics-Phonology and Pragmatics)*. The University of York, England (United Kingdom)

Dissertation Title: *Conversational Strategies: Towards a Phonological Description of Projection in Akyem-Twi*

Dissertation Advisors: Professor John Kelly & Professor John Local 1981:

BA. (Honors). *Linguistics* with Minors in *Swahili & Classical History and Civilization* University of Ghana, Legon

Thesis: *Nouns and Nominalization in Akan*

Thesis Supervisor: Professor Florence Dolphyne

## **II. PROFESSIONAL PEDAGOGICAL TRAINING**

- 2007: Standards Based Measurement of Proficiency (STAMP) Training for Language Scholars and Pedagogues. NALRC, University of Wisconsin, Madison, USA
- 2007: Modified Oral Proficiency Interview Training for Certification in Language Testing [American Council on the Teaching of Foreign Languages (MOPI–ACTFL)]. Indiana University
- 2007: Oral Proficiency Interview (OPI) Training for Certification in Language Testing [American Council on the Teaching of Foreign Languages (OPI–ACTFL)]. Indiana University
- 1989-94: Training & Orientation for Chief Examiners. West African Examinations Council (WAEC), Ghana
- 1983: Training and Orientation for Assistant Examiners of English Language. Royal Society of Arts (RSA, London-WAEC, Ghana Division)
- 1982 — 83: Training for Assistant Examiners of English Language, Ghana

## **III (a) EMPLOYMENT—TEACHING POSITIONS**

- 2006 — Present: Full Professor of Linguistics, Indiana University College of Arts and Sciences**
- 2012 — Present: Full Professor of Global and International Studies, Indiana University College of Arts and Sciences**
- 2006 — Present: Adjunct Professor of African American & African Diaspora Studies, Indiana University College of Arts and Sciences
- 2006—2012: Adjunct Professor of International Studies, International Studies Indiana University College of Arts and Sciences
- 2009 — Present: Adjunct Professor of Islamic Studies, Indiana University College of Arts and Sciences
- 2009 — 2013: Adjunct Professor of Linguistics, Center for the Advanced Study of Language (CASL), University of Maryland College Park
- 2003 — 2005: Adjunct Associate Professor of African American & African Diaspora Studies Indiana University College of Arts and Sciences
- 2000—2005: Adjunct Associate Professor of International Studies, International Studies Program, Indiana University College of Arts and Sciences

- 2000 — 2005:** Associate Professor of Linguistics, Indiana University College of Arts and Sciences
- 1994 — 1999: Adjunct Assistant Professor of International Studies, Indiana University College of Arts and Sciences
- 1994 — 2000:** Assistant Professor of Linguistics, Linguistics Department, Indiana University College of Arts and Sciences

### **III(b) EMPLOYMENT—ADMINISTRATIVE POSITIONS**

- 2007 — Present: Director, Title VI Federally Funded African Studies Program, Indiana University College of Arts and Sciences
- 2003 — 2007: Director, Undergraduate Studies in Linguistics, Linguistics Department, Indiana University College of Arts and Sciences
- 1999 — 2002: Coordinator, African Languages Program, Linguistics Department, Indiana University College of Arts and Sciences
- 2000 — 2002: Director, Program in African Languages and Linguistics, Indiana University College of Arts and Sciences

#### ***Teaching Abroad***

- 1993 — 1994: Senior Lecturer in Linguistics, Linguistics Department, University of Ghana, Legon, Ghana
- 1988 — 1994: Radio Teacher (Part-Time), *Everyday English*, Ghana Broadcasting Corporation, Ghana.
- 1987 — 1993: Lecturer in Linguistics, Linguistics Department, University of Ghana, Legon, Ghana
- 1990 — 1994: Radio Teacher (Part-Time), *English Language for Junior Secondary Schools*, Ghana Broadcasting Corporation, Ghana.
- 1992 — 1994: Radio Teacher (Part-Time), “So W’adwene Hwe” *Akan Radio Quiz*, Ghana Broadcasting Corporation, Ghana.
- 1989 — 1991: English Language Lecturer (Part-time), Alliance Française, Accra, Ghana
- 1985 — 1986: Teaching Assistant, Phonetics, Department of Language and Linguistics Science, University of York, United Kingdom
- 1983 — 1984: Assistant Lecturer (Part-time) Advanced Teacher Training College, Ghana.

#### **IV. OTHER ACADEMIC/PROFESSIONAL ACTIVITIES**

- 2012 — Present: Local Advisory Board Member, National African Language Resource Center, Indiana University
- 2011 Feb. 10-12: Reviewer, Summer Cooperative African Languages Institute (SCALI) Review Committee, Africa National Resource Centers. University of Pennsylvania, Philadelphia
- 2010 August 1-7: External Evaluator, SCALI, Michigan State University, East Lansing.
- 2009 — Present: National Advisory Board Member, National African Language Resource Center, University of Wisconsin, Madison
- 2008: Grant Consultant. Center for the Advanced Study of Language, University of Maryland, College Park, USA
- 2000 — 2006: Academic Consultant, African Language Research Project, University of Maryland Eastern Shore, Princess Anne, USA
- 1989 — 1994: Chief Examiner, Ghanaian Language (Akan), West African Examinations Council, Accra, Ghana.
- 1985 — 1986: Graduate Assistant, Phonetics, Department of Language and Linguistics Science, University of York, United Kingdom
- 1983 — 1984: Assistant Examiner, English Language, Royal Society of Arts London (Ghana Division), West African Examinations Council, Accra, Ghana.
- 1982 — 84 & 88-89 Assistant Examiner, English Language, West African Examinations Council, Accra, Ghana

#### **V. GRANTS & AWARDS**

##### ***Grants***

- 2013-2015: US Bureau of Educational and Cultural Affairs: Sports-United International Sports Programming Initiative FON: ECA/PE/C/SU-13-15 Youth Enrichment through Sports. Sarah Young (PI), (co-investigators: **Samuel Obeng**, Craig Ross, Cecilia Obeng, Bryn McCormick & Michael Reece. **\$216,605**
- 2012: Indiana University-Bloomington Collaborative Research and Creative Activity Funding Award. **Samuel Obeng** (PI) with Douglas Horner, IUSO) **\$10,000.00**

- 2010-2014: US Department of Education Title VI National Resource Center (NRC) & Foreign Language and Area Studies (FLAS) **\$2,501,356.00** Samuel Obeng (PI). Recent sequestration led to budget reduction by the Federal Government, which in turn led to a reduction in the actual amount.
- 2009-2010: National Science Foundation Grant **\$12,000.00** Co-PIs **Samuel Obeng, Christopher Green & Stuart Davis:**
- 2007-13: Outreach Grant, Office of Vice President for Diversity, Equity and Multicultural Affairs (Funded) **\$29,000** (\$5000 x 4 years & \$4,000)
- 2007-2010: US Department of Education Title VI NRC & FLAS. **\$1,744,516.00.** (Project Director, for Grant Renewal).
- 2007: Summer Faculty Fellowship **\$8,000.00**
- 2006: Overseas Conference Travel Grant (Office of International Programs, Indiana University) **\$500.00** Awarded but Declined.
- 2006: Faculty Research Enrichment Fund, Indiana University. **\$800.00**
- 2002: Trustees Teaching Award, Indiana University, USA. **\$2,500.00**
- 2001: Faculty Enhancement Grant, Linguistics Department, Indiana University, USA **\$900.00**
- 1999: Teaching Excellence Recognition Award, Indiana University, USA. **\$2,500.00**
- 1994: Faculty Summer Research Fellowship, Indiana University, USA. **\$4,000.00**
- 1993: James S. Coleman African Studies Center Fellow, University of California at Los Angeles, USA. **\$5,600.00**
- 1993-94: Ghana Broadcasting Corporation *Everyday English* Book Grant. **\$6,000.00**
- 1988: University of Ghana Conference Travel Fund (to Niger). **\$300.00**
- 1984-87: Association of Commonwealth Universities, York, United Kingdom. **£30,000 (\$45,000)**
- 1987-88: Dissertation Grant (Association of Commonwealth Universities) York. **£300**
- 1983-84: University of Ghana Graduate Fellowship, Legon, Ghana. **\$1,000.00**

***Awards & Recognitions***

- 2013: Keynote Speaker, University of Cape Coast symposium on *Academic Publishing* for faculty. July 4, 2013.
- 2013: Keynote Speaker, University of Cape Coast symposium on *Academic Publishing* for graduate students and senior staff. July 2, 2013.
- 2012: Keynote Speaker, *Year of Ghana Series*: Kennesaw State University. October 4, 2012.
- 2011: Keynote Speaker. *Network Africa Conference*. Indianapolis. September 2011.
- 2011: Plenary Speaker @ *42nd ACAL*. College Park: University of Maryland at College Park. June 10-12, 2011.
- 2010: Certificate of Appreciation as an External Evaluator, Summer Cooperative African Languages Institute (SCALI), Michigan State University, East-Lansing
- 2010: Keynote Speaker, SIRAS, Kentucky State University. Frankfort, Kentucky. March 25, 2010.
- 2009 April 7-10: External Evaluator, University of Pittsburgh's African Studies Program & UISFL Grant, Pittsburgh

***Distinguished Contribution to the Study of Africa. IU ASA.***

- 2005: Distinguished Service Award, African Language Research Consultant, University of Maryland Eastern Shore.
- 2004: Certificate of Appreciation for Outstanding Performance and Lasting Contribution as a Consultant. African Language Research Consultant, University of Maryland Eastern Shore

**VI. RESEARCH SPECIALIZATION**

- ***Discourse Pragmatics & Forensic Linguistics:*** Political, juridical, religious, therapeutic, and informal discourse. The speakable and the unspeakable
- ***Language Contact:*** Multilingualism, language attitudes, language & ethnicity, minority languages in developing nations, the politics of languages in Africa, Africanisms in Atlantic-Based English Creoles, West African Pidgin English.
- ***Phonetics & Firthian Prosodic Phonology:*** Impressionistic Phonetics and Firthian prosodic Phonology. Phonetic resources used in managing interactional categories—turns, repair, overlapping talk and backchannel communications.

- ***African Linguistics:*** Structure (prosodic-morphology) and ethno-pragmatics of African onomasiology, language documentation, language pedagogy (lexicography).
- ***Creative Activities:*** English Poetry; Akan Poetry; Political Satire

## **VII. PUBLICATIONS**

### **Books & Monographs**

1. **Obeng, Samuel Gyasi.** *Discursive Constructions in Akan (Ghanaian) Jurisprudence.* Being submitted to Oxford University Press.
2. **Obeng, Samuel Gyasi.** *Ghanaian Political Communication: A Critical Discourse Analysis.* Being submitted to LINCOM EUROPA.
3. **Obeng, Samuel Gyasi (2008).** *Akan Newspaper Reader.* Kensington, Maryland: Dunwoody Press.
4. **Obeng, Samuel Gyasi (2008).** *Efutu Structure.* Munich, Germany: LINCOM EUROPA.
5. **Obeng, Samuel Gyasi (2008).** *Voices from the Graves. Words of Wisdom and Caution from the Departed.* Bloomington.
6. **Obeng, Samuel Gyasi (2003).** *Language in African Social Interaction: Indirectness in Akan Communication.* New York: Nova Science Publishers Inc.
7. **Obeng, Samuel Gyasi (2001).** *African Anthroponymy: An Ethnopragmatic and Morphophonological Study of Personal Names in Akan and Some African Societies.* Munich, Germany: LINCOM EUROPA.
8. **Obeng, Samuel Gyasi (1999).** *Conversational Strategies in Akan: Prosodic Features and Discourse Categories.* Köln, Germany: Rüdiger Köppe Verlag.
9. **Obeng, Samuel Gyasi (1994).** *Everyday English Volume 2.* Accra: Ghana Broadcasting Corporation.
10. **Obeng, Samuel Gyasi (1993).** *Yese Yese. [Language & Thought]* Accra: Bureau of Ghana Languages.
11. **Obeng, Samuel Gyasi (1987).** *Conversational Strategies: Towards a Phonological Description of Projection in Akyem-Twi.* DPhil Dissertation. York: University of York
12. **Obeng, Samuel Gyasi (1981).** *Nouns and Nominalization in Akan.* Honors Thesis. Legon: University of Ghana.

**Edited Books**

13. **Obeng, Samuel Gyasi**, Ahmed YoussefAgha & Wasantha Jayawardene (in press). *Contemporary Issues in Public Health in Africa and the Middle East*. New York: Nova Bio-Medical.
14. **Obeng, Samuel Gyasi (2012)** *Selected Topics in Intercultural Communication*. New York: Nova Science Publishers
15. **Obeng, Samuel Gyasi (2011)** *Issues in Political Discourse Analysis*. New York: Nova Publishers.
16. **Obeng, Samuel Gyasi (2010)** *Intercultural Communication Handbook*. New York: Nova Science Publishers
17. Anderson, Jonathan, Green, Christopher & **Obeng, Samuel G.** (Eds.) (2009) *IULC Working Papers in Linguistics, Volume 8: African Linguistics across the Discipline*. Bloomington: IULC Publications.
18. **Obeng, Samuel Gyasi (2009)** *Topics in Descriptive and African Linguistics. Essays in Honor of Distinguished Professor Newman*. Munich, Germany: LINCOM EUROPA.
19. **Obeng, Samuel Gyasi & Beverly Hartford (2008).** *Topics in Political Discourse Analysis*. New York: Nova Science Publishers.
20. **Obeng, Samuel Gyasi & Obeng, Cecilia Sem (2006).** *From Linguistics to Cultural Anthropology: Aspects of Language, Culture and Family Issues in Ghana (West Africa)*. LINCOM Studies in African Linguistics 67. Munich: LINCOM EUROPA.
21. Echu, George & **Obeng, Samuel Gyasi (2004).** *Africa Meets Europe: Language Contact in West Africa*. New York: Nova Publishers Inc.
22. **Obeng, Samuel Gyasi & Beverly Hartford (2002).** *Surviving Through Obliqueness: Language of Politics in Emerging Democracies*. New York: Nova Publishers Inc.
23. **Obeng, Samuel Gyasi & Beverly Hartford (2002).** *Political Independence with Linguistic Servitude: The Politics about Languages in the Developing World*. New York: Nova Publishers Inc.
24. **Obeng, Samuel Gyasi;** Owusu-Sarpong, Christine & Tuffuor, Lawrence (Eds.) (1994) *Papers in Ghanaian Linguistics*. 9 (Special Issue). Legon: Linguistics Association of Ghana
25. **Obeng, Samuel Gyasi;** Owusu-Sarpong, Christine & Tuffuor, Lawrence (Eds.) (1994) *Papers in Ghanaian Linguistics* 10 (Special Issue). Legon: Linguistics Association of Ghana
26. **Obeng, Samuel Gyasi;** Owusu-Sarpong, Christine & Tuffuor, Lawrence (Eds.) (1994) *Working Papers in Ghanaian Linguistics* 8. Legon: Linguistics Association of Ghana.



**David Stringer**

<http://www.indiana.edu/~dsls/faculty/stringer.shtml>

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**Current Position**

Associate Professor, Second Language Studies, Indiana University

(Associate Adjunct Professor, Dept. of Linguistics; Associate Member, Cognitive Science Program; Associate Member, East Asian Studies Center; Member, Local Advisory Board, National African Language Resource Center)

**Research Interests**

First and second language acquisition; bilingualism; language universals; lexical semantics, syntax, and morphology; language attrition; World Englishes; language pedagogy

**Education****2005 Ph.D. in Linguistics**

University of Durham (UK), Dept. of Linguistics and English Language

Dissertation: *Paths in first language acquisition: Motion through space in English, French and Japanese*. Supervisors: J.E. Emonds, A. Holmberg, B.D. Schwartz; External examiners: R. Bley-Vroman, K. Ud Deen.

**1998 M.A. in Language Acquisition**

University of Durham (UK), Dept. of Linguistics and English Language

Dissertation: *Semantic conflation in the acquisition of locative verbs: Theoretical investigations and empirical evidence*. Supervisor: B.D. Schwartz

**1991 B.A. Honours in Hispanic Studies**

University of Manchester (UK), Dept. of Spanish and Portuguese Studies

Specialization: Modern Latin American Literature. Included an academic year in South America (1989-1990): one semester at the *Universidad del Quindío* (Colombia), and one semester at the *Pontificia Universidade Católica do Rio de Janeiro* (Brazil). Supervisor: G. Pontiero

**Publications**

[accepted] Stringer, D. L2 English in India: The syntax of embedded interrogatives. *Studies in Second Language Acquisition*.

[2013] Stringer, D. Modifying the teaching of modifiers: A lesson from Universal

- Grammar. In Whong, M., Gil, K-H., & Marsden, H. (eds.), *Universal Grammar and the Second Language Classroom*, pp. 77-100. Dordrecht: Springer.
- [2013] Bardovi-Harlig, K. & Stringer, D. The lexicon in second language attrition: What happens when the cat's got your tongue? In J. Altarriba & L. Isurin (Eds.), *Memory, language, and bilingualism: Theoretical and applied approaches*, pp. 291-308. Cambridge: Cambridge University Press.
- [2012] Stringer, D. Encyclopedia entries: (i) Acquisition of motion expressions; (ii) Attrition; (iii) World Englishes. In P. Robinson (Ed.), *The Routledge encyclopedia of second language acquisition*. New York, NY: Taylor & Francis/Routledge.
- [2012] Stringer, D. Spatial feature assembly in first and second language acquisition. *Spatial Cognition and Computation*, 12(4): 252-274.
- [2012] Stringer, D. The lexical interface in L1 acquisition: What children have to say about radical concept nativism. *First Language*. 32(1-2): 116-136.
- [2011] Stringer, D. Phonomimesis and directional predication in the acquisition of L1 Japanese and L2 English. *Japanese and Korean Linguistics*, 18, 16-27.
- [2011] Stringer, D., Burghardt, B., Seo, H.K., & Wang, Y-T. Straight on through to Universal Grammar: Spatial modifiers in second language acquisition. *Second Language Research*, 27, 289-311.
- [2010] Bardovi-Harlig, K. & Stringer, D. Variables in second language attrition: Advancing the state of the art. *Studies in Second Language Acquisition*, 32, 1-45.
- [2010] Stringer, D. The gloss trap. In Z-H Han & T. Cadierno (Eds.) *Linguistic relativity in SLA: Thinking for speaking* (pp. 102-124). Clevedon: Multilingual Matters.
- [2009] Stringer, D., Burghardt, B., Seo, H-K. & Wang, Y-T. L2 acquisition of P-modifiers: Fine-tuning the linguistic expression of trajectories. In J. Chandlee, M. Franchini, S. Lord, & M. Rheiner (Eds.), *BUCLD 33: Proceedings supplement of the 33rd annual Boston University Conference on Language Development*, 1-13.
- [2009] Ludwig, J. Fu, D., Bardovi-Harlig, K, & Stringer, D. Serious Games for Second Language Retention. *Proceedings of the Industry/Interservice, Training, Simulation & Education Conference (I/ITSEC 2009)*, 1-11.
- [2008] Stringer, D. What else transfers? In R. Slabakova, J. Rothman, P. Kempchinsky & E. Gavrusseva (Eds.), *GASLA 9: Proceedings of the 9<sup>th</sup> Generative Approaches to Second Language Acquisition Conference* (pp. 233-241). Somerville, MA: Cascadilla.
- [2007] Stringer, D. Extending the PP hierarchy: The role of bare nominals in spatial predication. In T. Scheffler, J. Tauberer, A. Eilam, & L. Mayol (Eds.), *Penn Working Papers in Linguistics (PWPL) Vol.13.1: Proceedings of the 30th Annual Penn Linguistics Colloquium*: 379-392.

- [2007] Stringer, D. Motion events in L2 acquisition: A lexicalist account. In H. Caunt-Nulton, S. Kulatilake, & I-H. Woo (Eds.), *BUCLD 31: Proceedings of the 31st annual Boston University Conference on Language Development, Vol. II*, 585-596.
- [2006] Stringer, D. Coming and Going, Toing and Froing: VP/PP Parallels in L1 Acquisition. In Y. Ostu (Ed.), *Proceedings of the Seventh Tokyo Conference on Psycholinguistics* (pp. 247-271). Tokyo: Hitsuji Shobo.
- [2006] Stringer, D. Lexical mismatches as a source of errors in comparative linguistic analysis. *Philologia* 37, 137-160.
- [2006] Stringer, D. The development of PATHS: Spatial complexity and the multiple predicate strategy. In S. Unsworth, T. Parodi, A. Sorace, & M. Young-Scholten (Eds.), *Paths of development in L1 and L2 acquisition* (pp. 135-160). Amsterdam: John Benjamins.
- [2006] Stringer, D. Typological tendencies and universal grammar in the acquisition of adpositions. In P. Saint-Dizier (Ed.), *Syntax and semantics of Prepositions* (pp. 57-68). Dordrecht: Springer.
- [2006] Hattori, N., Ayano, S., Herrick, D., Stringer, D., & Sugisaki, K. Topics in Child Japanese. In Y. Ostu (Ed.), *Proceedings of the Seventh Tokyo Conference on Psycholinguistics* (pp. 103-119). Tokyo: Hitsuji Shobo.
- [2005] Stringer, D. Children's structuring of motion events: Syntactic universals and lexical variation. In Y. Ostu (Ed.), *Proceedings of the Sixth Tokyo Conference on Psycholinguistics* (pp. 319-343). Tokyo: Hitsuji Shobo.
- [2003] Stringer, D. Acquisitional evidence for a universal syntax of PP. In P. Saint-Dizier (Ed.), *Proceedings of the ACL-SIGSEM Workshop on The Linguistic Dimensions of Prepositions and their Use in Computational Linguistics Formalisms and Applications* (pp. 44-55). Toulouse: IRIT.
- [2003] Stringer, D. Splitting the conceptual atom: Acquisitional evidence for semantic decomposition. *Durham Working Papers in Linguistics*, 9, 81-94.
- [2002] Stringer, D. Predication of path in French and Japanese. *Durham Working Papers in Linguistics*, 8, 153-166.
- [2002] Stringer, D. The syntax of paths and boundaries. In M. Andronis, C. Ball, H. Elston & S. Neuvel (Eds.), *CLS 37: The Panels. Papers from the 37th Meeting of the Chicago Linguistics Society, Vol. 2*, 139-154.
- [2001] Stringer, D. Syntactic and conceptual mechanisms in argument selection. *Durham Working Papers in Linguistics*, 7, 111-125.
- [2000] Stringer, D. 'Ground rules': Locative verbs in first language acquisition. *Newcastle and Durham Working Papers in Linguistics*, 6, 145- 157.

**Confidential report**

- [2008] Bardovi-Harlig, K. & Stringer, D. Identifying variables in language loss and language retention: Toward a model for the assessment of second language attrition. Report submitted to the Office of Naval Research, U.S. government.

**Presentations****Refereed conference presentations**

- 2013 Generative Approaches to Second Language Acquisition (GASLA 12), University of Florida, Gainesville FL, April 27. *The Universal Hierarchy of Adjectives in English as a Second Language.*
- 2013 Generative Approaches to Second Language Acquisition (GASLA 12), Colloquium: Applying Generative SLA to the Language Classroom, University of Florida, Gainesville FL, April 28. *Individuals and universals in the second language classroom.*
- 2012 American Association for Applied Linguistics (AAAL), Boston, MA, March 27. *L2 English in India: The syntax of embedded interrogatives.*
- 2011 Second Language Research Forum (SLRF), Iowa State University, Ames, October 13-16. *Adjective ordering restrictions in second language acquisition.*
- 2011 American Association for Applied Linguistics (AAAL), Chicago, IL, March 29. *Modifying the teaching of modifiers: A lesson from Universal Grammar.*
- 2010 Annual Conference of the Coalition of Distinguished Language Centers (CDLC): Teaching and Learning to Near-Native Levels of Language Proficiency VIII, Linthicum, MA, December 3. *Moving right along to native-like syntax.*
- 2010 Second Language Research Forum (SLRF), University of Maryland, College Park, October 16. *Expanding L2 horizons: Embedded questions in Indian English.*
- 2009 Industry/Interservice, Training, Simulation & Education Conference (I/ITSEC 2009), Orlando, Florida, December 1. *Serious Games for Second Language Retention.* (Ludwig, J. Fu, D., Bardovi-Harlig, K., & Stringer, D).
- 2009 34th annual Boston University Conference on Language Development (BUCLD), November 7. *Second language acquisition of spatial modifiers.* (Stringer, D., Burghardt, B., Seo, H.K. & Wang, Y-T.)
- 2009 Second Language Research Forum (SLRF), Michigan State University, East Lansing, November 1. *Making a Splash in Second Language Acquisition.*
- 2009 Second Language Research Forum (SLRF), Michigan State University, East Lansing, October, 31. *Identifying variables in language loss and language retention: Toward a model for the assessment of second language attrition.* (Bardovi-Harlig, K. & Stringer, D.)
- 2008 18th Japanese/Korean Linguistics Conference (JK18), CUNY Graduate Center, New York, November 13. *Phonomimesis and directional predication in child language.*
- 2008 33rd annual Boston University Conference on Language Development (BUCLD),

- October 31. *L2 acquisition of P modifiers: Fine-tuning the linguistic expression of trajectories*. (Stringer, D., Burghardt, B., Seo, H.K. & Wang, Y-T.)
- 2008 Berkeley Workshop on Affix Ordering, University of California, Berkeley, October 4. *Spatial Affixes in Syntax*.
- 2008 American Association for Applied Linguistics (AAAL), Washington D.C., March 31. *Children's integration of onomatopoeia into the syntax of motion events: To boing or not to boing in Japanese and English*.
- 2008 Linguistic Society of America (LSA), Chicago, IL, January 5. *The syntax of P modifiers*.
- 2007 17th European Second Language Association Conference (EuroSLA 17), Newcastle-upon-Tyne, UK, September 14. *The Lexical Interface in L2 Acquisition*.
- 2007 Workshop on Second Language Acquisition and Spatial Language, Newcastle-upon Tyne, UK, September 10. *Investigating PPs in interlanguage: A lexicalist turn*.
- 2007 Generative Approaches to Second Language Acquisition Conference (GASLA 9), University of Iowa, Iowa City IA, May 18. *What else transfers?*
- 2007 American Association for Applied Linguistics (AAAL), Costa Mesa CA, April 22. *The Gloss Trap: Lexical Relativity and its Implications for Second Language Research*.
- 2006 31st Annual Boston University Conference on Language Development (BUCLD), Boston University, 4 November. *Motion events in L2 acquisition: A lexicalist account*.
- 2006 7th Tokyo Conference on Psycholinguistics (TCP). Keio University, Tokyo, Japan, March 18. *Coming and going, toing and froing: VP/PP parallels in first language acquisition*.
- 2006 7th Tokyo Conference on Psycholinguistics (TCP). Keio University, Tokyo, Japan, March 17. *Topics in Child Japanese*. [joint paper with N. Hattori, S. Ayano, K. Sugisaki, and D. Herrick]
- 2006 30th Annual Penn Linguistics Colloquium (PLC30), University of Pennsylvania, Philadelphia, February 25. *Extending the PP hierarchy: The role of bare nominals in spatial predication*.
- 2005 Linguistics Association of Great Britain (LAGB). University of Cambridge, UK, September 1. *Locative N in Layered PP*.
- 2005 6th Tokyo Conference on Psycholinguistics (TCP). Keio University, Tokyo, Japan, March 19. *Children's Structuring of Motion Events in Japanese, French and English: Syntactic Universals and Lexical Variation*.
- 2003 ACL-SIGSEM Workshop on The Linguistic Dimensions of Prepositions and their Use in Computational Linguistics Formalisms and Applications. Institut de

- Recherche en Informatique de Toulouse (IRIT), Toulouse, France, September 4. *Acquisitional evidence for a universal syntax of directional PP.*
- 2002 5th Durham Postgraduate Conference in Theoretical and Applied Linguistics. University of Durham, UK, 7 June. *Acquisitional evidence against conceptual atomism.*
- 2001 4th Durham Postgraduate Conference in Theoretical and Applied Linguistics. University of Durham, UK, June 9. *The syntax of boundaries and the boundaries of syntax.*
- 2001 37th Chicago Linguistics Society Conference (CLS 37): Parasession on Formalism and Functionalism in Linguistic Theory. University of Chicago, USA, April 19. *The syntax of paths and boundaries.*
- 2001 Emonds Fest (Poster conference in honour of Joseph E. Emonds). University of Durham, UK, March 20. *Boundedness in syntax.*
- 2000 Linguistics Association of Great Britain (LAGB). University of Durham, UK, September 9. *Locative verbs at the lexical interface.*
- 2000 3rd Durham Postgraduate Conference in Theoretical and Applied Linguistics. University of Durham, UK, June 10. *Verbs at the heart of events: Lexical selection of Figure and Ground.*
- 1999 2nd Durham Postgraduate Conference in Theoretical and Applied Linguistics. University of Durham, UK, June 19. *Semantic conflation in the acquisition of locative verbs.*

#### Invited research presentations and colloquia

- 2013 Leiden University (Netherlands), Department of Linguistics / Language and Cognition Group, December 12. *Universal Grammar and the syntax of L2 modifier systems.*
- 2013 University of Nantes (France), Laboratoire de linguistique de Nantes (LLING), October 18. *Spatial Feature Assembly: Acquiring the syntax of motion events.*
- 2013 University of York (UK), Department of Language and Linguistic Science, October 3. *Modifier hierarchies in L2 English: What is universal and what must be learned?*
- 2013 Newcastle University (UK), School of English Literature, Language & Linguistics, October 2. *Embedded wh-questions in L2 English in India: Inversion as a main clause phenomenon.*
- 2013 University of Reading (UK), School of Psychology and Clinical Language Sciences, October 1. *The acquisition of modifiers across categorial domains.*
- 2012 Linguistics Colloquium, Indiana University, November 9. *The syntax of modifiers in second language acquisition.*
- 2011 Norwegian University of Science and Technology (NTNU), Trondheim, Norway, September 19-22. Series of 4 invited lectures: *The lexical interface: Mapping*

*meaning to grammar in first and second language acquisition.*

- 2010 SLS Colloquium, Indiana University, Oct 29. *Indian English and the Penthouse Principle: A corpus study of embedded wh-questions.*
- 2010 East Asian Studies Center Colloquium, Indiana University, February 12. *Botchaan! Sound and motion in Japanese child language and second language acquisition.*
- 2010 Speech and Hearing Sciences Colloquium, Indiana University, January 25. *Spatial language in SLA: Getting right on down to it.*
- 2009 IEP colloquium, Indiana University, February 11. *Breaking on through to the L2: Possible universals in the syntax of space.*
- 2008 SLS Colloquium, Indiana University, Oct 24. *Spatial modifiers in SLA: Straight on through to Universal Grammar.* (Stringer, D., Burghardt, B., Seo, H.K. & Wang, Y-T).
- 2008 Cognitive Science Program, Cognitive Lunch Series, Indiana University, September 24. *Lexical Concepts in Language Development: Empirical Evidence Against Atomism.*
- 2007 SLS Colloquium, Indiana University, April 6. *The translation fallacy in SLA.*
- 2006 SLS Colloquium, Indiana University, October 27. *Lexical transfer and L2 argument structure: Principles without parameters.*
- 2006 Kobe Shoin Women's University, Shoin Institute for Linguistic Sciences, Kobe, Japan, May 26. *English and Japanese Motion Verbs in L1 and L2 Acquisition.*
- 2006 Linguistics Colloquium, Indiana University, February 16. *Directional predicates in first language acquisition: A lexicalist account and its implications for second language research.*
- 2005 Mie University, Japan. Mie University COE Public Lecture Series, November 22. 英語における第一言語習得の初期状態について (Eigo ni okeru daiichi gengo shuutoku no shokijoutai ni tsuite): *The early stages of the acquisition of English [given in Japanese].*
- 2005 University of Hawaii, USA. Tuesday Seminar Series, February 15. *Beyond a binary typology of motion events: Lexical and syntactic universals in the L1 acquisition of Japanese, French and English.*
- 2004 Mie University, Japan. American Studies Open Lecture, November 18. *Afro-American English: Nature, origins and role in education.*
- 2003 University of Verona, Italy. Department of Linguistics, Literature and Communication Sciences, September 8. *Adpositions in acquisition.*
- 2002 Mie University, Japan. Philologia Colloquium Series, December 4. *Splitting the conceptual atom.*
- 2001 University of Durham, UK. Linguistics Colloquium Series, May 7. *The path parameter: Through functionalism to formalism.*

**Research Grants and Awards**

- 2008-2009 Office of Naval Research; Small Business Innovation Research (SBIR) Topic OSD08-CR2 Second Language Training. Project title: Second Language Retention Intelligent Training System. 4 project members: \*Sowmya Ramachandran (PI), \*Jeremy Ludwig, †Katheleen Bardovi-Harlig, †David Stringer (\*Stottler Henke Assoc., Inc; †Indiana University). (\$12,000 seed money to IU for Phase II proposal)
- 2007 Summer Faculty Fellowship (June 1 – July 31), Indiana University. (\$8000)
- 2006 - 2007 科学研究費基盤研究/若手研究 (B) (Grant-in-Aid for Scientific Research / Individual award (B). The Japan Society for the Promotion of Science. Project title: 外国語教育の場における語彙転移の問題 (*The Problem of Lexical Transfer in the Foreign Language Classroom*). Individual award (1,495,000 yen / \$12,421) (\*declined due to change in employment)
- 2006-2007 三重大大学 人文学部 文化学科 申請研究費 (個人研究) (Mie University Individual Award for Research in the Humanities). Project title: 後置詞における場所名詞の構造上の位置について (On the position of spatial nouns in PP-structure). Individual award (70, 000 yen / \$582)
- 2005–2007 科学研究費基盤研究(B): 17320062 (Grant-in-Aid for Scientific Research (B), #17320062). The Japan Society for the Promotion of Science. Project title: 生得的言語知識の領域固有性に関する認知脳科学的研究 (Cognitive and brain-imaging studies of the domain specificity of the innate language faculty). 20 project members. PI: S. Ayano. (11,200,000 yen / \$93,108)
- 2004–2006 三重大大学研究 COE (Mie University Centre of Excellence (COE) Award). Project title: 人の生得的な言語知識に関する研究ー音声・音韻部門と統語部門とのインターフェースに関する言語習得の観点からの考察 (A language acquisition study of the innate human language faculty: The PF-syntax interface). 5 project members. PI: N. Hattori. (4,000,000 yen / \$33,253)
- 2004–2005 三重大大学 人文学部 文化学科 申請研究費 (共同研究) (Mie University Joint Award for Research in the Humanities). Project title: 言語科学カリキュラムの構築に向けて (Towards constructing a curriculum for linguistic science). 8 project members. Director: N. Hattori. (560,000 yen / \$4,655)
- 2004–2005 三重大大学 人文学部 文化学科 申請研究費 (個人研究) (Mie University Individual Award for Research in the Humanities). Project title: 空間を表す前・後置詞の習得における空間情報マッピング・エラー (Geometric mapping errors in the acquisition of spatial adpositions). Individual award (70, 000 yen / \$582)
- 1999-2002 Doctoral research scholarship. Arts and Humanities Research Board (AHRB). Individual award (£19, 500 / \$38,200)



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**Alwiya S. Omar**

Department of Linguistics [REDACTED]  
Bloomington, IN 4740  
[REDACTED]

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**EDUCATION**

Ph D, 1992. Linguistics, Indiana University, Bloomington. (Dissertation title: Opening and Closing Conversations in Kiswahili: The Performance of Native Speakers and Learners.)

MA, 1985. Linguistics. University of Dar Es Salaam, Tanzania. (Thesis title: The Phonological Analysis of Shingazija.)

**TEACHING INTERESTS**

African Language Pedagogy  
African Language Pedagogical Material Development  
Computer Assisted Language Learning  
Study Abroad Language Programs

**RESEARCH INTERESTS**

Second Language Acquisition  
Kiswahili Pragmatics  
Cross-Cultural Pragmatics

**TEACHING AND ADMINISTRATION - POSITIONS HELD**

Clinical Professor, 2011 - present

Clinical Associate Professor, Indiana University African Studies Program/Linguistics Department, 2002-2011. (Promoted to Clinical Professor in 2011)

President, National Council of Organizations of Less Commonly Taught Languages (NCOLCTL). 2012 – 2014

Vice President, National Council of Organizations of Less Commonly Taught Languages (NCOLCTL). 2010 – 2012

President, African Language Teachers Association (ALTA), 2004 – 2006.

Language Director, Summer Cooperative African Language Institute (SCALI) June 19<sup>th</sup> to August 12<sup>th</sup> 2005; June 19<sup>th</sup> to August 4<sup>th</sup>, 2006.

Vice President, African Language Teachers Association (ALTA), 2001 – 2004.

Senior Lecturer & African Language Coordinator, African Studies Center & Department of Linguistics, Assistant Director of Tutorials, Penn Language Center, University of Pennsylvania, 1995 – 2002.

Visiting Lecturer in Kiswahili, Department of Comparative Literature, University of Georgia, Athens, Georgia. 1994-1995.

Lecturer, Department of Foreign Languages and Linguistics, University of Dar-Es-salaam, Tanzania, 1993 – 1994.

Lecturer, Department of Linguistics, Indiana University, Bloomington, 1992 - 1993

Associate Instructor, Department of Linguistics. Indiana University, Bloomington, Indiana. 1987 – 1992.

### **CURRENT DUTIES**

African Language Coordinator, African Studies Program & Department of Linguistics, Indiana University, 2002 to the present: supervising African language instructors, holding bi-annual language workshops, monthly meetings, and observing language classes.

Teaching advanced Kiswahili classes (3<sup>rd</sup> and 4<sup>th</sup> year) and lower levels when needed.  
Teaching Language in Africa Linguistics course (Undergraduate and Graduate Levels).

Director, Swahili Flagship Center

### **OTHER IMPORTANT ADMINISTRATIVE ACTIVITIES**

Program Director, summer STARTALK Swahili for Indiana High schools, 2010, 2011, 2012, and 2013.

One of the Lead Instructors for summer STARTALK Swahili teacher development program, University of Wisconsin, Madison, 2009, 2010, 2011, and 2012.

Co-organized the Pragmatic Festival conference, April 19 to 21, 2012. With Kathleen Bardovi-Harlig and Cesar Felix-Brasdefer.

Team Leader and Site visitor for federally funded STARTALK language programs in 2009, 2010, 2011, 2012, and 2013.

Examiner/Tester for African Languages (Certified ACTFL and ILR Oral Proficiency interview tester for Kiswahili), 2008 –

Participated at the NALRC Standards workshop, May 2007, University of Wisconsin, Madison.

Co organized the 16<sup>th</sup> Pragmatics and Language Learning Conference, April 14<sup>th</sup> to 16<sup>th</sup>, 2005. Indiana University, Bloomington (with Bardovi-Harlig, K and Felix-Brasdefer, C.)

Organized and chaired the 7<sup>th</sup> African Language Teachers' Association (ALTA) Conference with the theme 'Integrating Culture in the African Language Classroom.' April 10<sup>th</sup> to 12<sup>th</sup>, 2003. Indiana University, Bloomington.

Member, Language Advisory Committee, African Studies Program, Indiana University, Bloomington, 2002 –

Organized and chaired the 4<sup>th</sup> African Language Teachers' Association (ALTA) Conference with the theme 'African Languages: Pedagogical Challenges and Prospects for the 21<sup>st</sup> Century.' April 13<sup>th</sup> to 16<sup>th</sup>, 2000. University of Pennsylvania, Philadelphia

Member, Language Advisory Committee, University of Pennsylvania, Philadelphia. 1995 – 2002.

Member of the Language Research and Resource Center (LaRRC) University of Pennsylvania. 1997 – 2002.

## **GRANTS**

The Language Flagship National Security Education Program Institute of International Education grant to establish an Undergraduate African Language (Swahili) Flagship Center beginning Spring 2011(\$200,0000 annually for 3 years).

STARTALK Central, University of Maryland grant to teach Swahili language and culture to Indiana High Schools, grant, summer 2010 (\$69,020.00), summer 2011, 2012, and 2013 (\$79,000.00 per program), .

Podcast Faculty Initiative for African languages. 2008 (Grant: digital recorders)

SBC Ameritech Grant to expand on web based culture materials for African languages (Twi, Swahili, Hausa, Bambara, and Zulu). 2003. (\$14,900.00)

Teaching and Learning Technologies Center (TLTC) grant to develop web based culture materials for the teaching of African languages (Twi, Swahili, and Hausa). 2002. (\$400.00)

In collaboration with the University of Georgia, United States Department of Education grant to develop web based Kiswahili courses for Elementary, Intermediate, and Advanced Learners. 2000 – 2003.

Grant from the Consortium for Language Teaching and Learning to develop an on-line pedagogical dictionary for African languages. 2000 – 2001. (\$5000.00)

Grant from the Consortium for Language Teaching and Learning to develop web based materials for Reinforcing Listening Skills. 1999 – 2000. (\$2,500.00)

US Department of Education Fulbright Hays Grant to direct the Intensive Advanced Kiswahili course in Tanzania (Group Project Abroad). 1999 – 2001. (\$180,000.00)

Grant from the University of Pennsylvania's Instructional Computing Development Fund to develop web based reading materials for Kiswahili learners. 1998 – 1999. (\$1000.00)

Grant to participate in Materials/Technology Development workshop for Developing Computer Assisted Language Learning for the Less Commonly Taught Languages. Center for Language Education and Research (CLEAR). Michigan State University. 1997 and 1998.

**AWARDS**

African Language Teachers Association (ALTA) award for serving for 9 years in the ALTA executive board, April 2010

Trustee Teaching Award by the College of Arts and Sciences, Indiana University, April 2006.

**PEDAGOGICAL PUBLICATIONS**

**Books** Omar, A. S. and Rushubirwa, L. (2008) *Tuwasiliane Kiswahili. Let's communicate in Kiswahili. A text book for Advanced learners of Kiswahili.* NALRC Press: University of Wisconsin, Madison

Kiswahili Phrase book, (1994) (with Ann Scarborough), *Language/30.* Educational Services Co. Washington, DC.

Linking Openings to Closings in Kiswahili Conversations, (1993), Indiana University Publications  
(Reviewed by Steve Nicolle for the LINGUIST List of June 4<sup>th</sup>, 1997  
(<http://linguistlist.org/issues/8/8.831.html>)

**Edited Volumes**

Editor, *Language Specific Journal of African Language Teachers' Association – Kiswahili* (2011)  
Volume 1. NALRC Press

David Dwyer, Alwiya Omar, Deogratias Ngonyani, and Christopher Githiora (eds) (2002). *Journal of African Language Teachers' Association (JALTA).* Volume 4.

Editor, *Journal of the African Language Teachers' Association (JALTA)*, 2005 Volume 7. NALRC Press.

**Articles in journals or edited volumes**

Omar, A. S. (2009) 'Kanga Captions: Social and Political Communication with Application to Kiswahili Language Teaching and Learning'. In Moshi, L. & Ojo, A. (Eds.) *Language Pedagogy and Language Use in Africa*, London: Adonis & Abbey Publishers Ltd, Chapter 8, 161 – 175.

Omar, A. S. (2006) Kiswahili requests: Performance of native speakers and learners. In K. Bardovi-Harlig, C. Felix-Brasdefer, A. Omar (Eds.). *Pragmatics and Language Learning.* University of Hawaii Press, 2006, 227-252.

Lioba Moshi, Alwiya Omar & Vasu Renganathan (2004). *Kiswahili kwa Komputa: On-line Resources for Kiswahili Language Teaching and Learning.* *Journal of the African Language Teachers' Association (JALTA)*, Volume 5, 81 – 93.

Sandra Sanneh and Alwiya Omar (2002). *Future Directions in African Languages: Diversity and Depth.* Larry Bowman and Kenneth Dautrich, (Eds), *African Issues: Identifying New Directions in African Studies.* African Studies Association Press.

Reviewed Sharifa Zawawi (1999). Fast Track Swahili. Audio-Forum. Cuildford, Connecticut. The Modern Language Journal. Volume 85, Number 2, Summer 2001. 341-342.

Closing Kiswahili Conversations: The Performance of Native and Non-Native Speakers.' (1993) Bouton, L. & Kachru, Y. (Eds), Prgamatics and Language Learning. Monograph 4. Champaign-Urbana: University of Illinois. 104-125.

Conversational Openings in Kiswahili : A Description of the Performance of Native and Non-Native Speakers.', 1992, Bouton, L. & Kachru, Y. (Eds), Prgamatics and Language Learning. Monograph 3. Champaign-Urbana: University of Illinois. 20-32.

How Learners Greet in Kiswahili, (1991), Bouton, L. & Kachru, Y. (Eds), Prgamatics and Language Learning. Monograph 2. Champaign-Urbana: University of Illinois. 59-73.

### **OTHER PUBLICATIONS**

Out of Zanzibar with Alwiya Omar, (2010), Video produced by Muslimvoices.org  
(<http://muslimvoices.mirocommunity.org/>)

My Mother, My Role Model, (2010), poem published in Women with Wings, an Anthology of Women Writing For (a) Change edited by Amy Cornell and Lauren Bryant. Bloomington, IN, Pen and Publish, Inc. 4 – 5.

A Zanzibari Woman's Realization of Her Mother's Dream, (1994) Bysdzienski, J. & Resnik, E. (Eds). Women and Cross Cultural Transitions. Bloomington: Alpha Delta Phi Publications. 45 -51.

### **WEB BASED PEDAGOGICAL PUBLICATIONS**

Kiswahili Folktales, web based multi-media exercises  
([https://www.indiana.edu/~afrifolk/swa\\_folk/index.html](https://www.indiana.edu/~afrifolk/swa_folk/index.html)).

African Language Folktales and Songs, web based multi-media resources for Akan, Bamana, Kiswahili, Wolof, and Zulu, Project Director (<https://www.indiana.edu/~afrifolk/>)

African Languages and Cultures at IUB project director: Multi media Materials to reinforce Reading Using Culture Texts for Bambara, Hausa, Kiswahili, Twi, and Zulu in collaboration with Indiana University African Language Associate instructors. <http://www.indiana.edu/~afritalk/>. (username and password: afritalk), 2003

Listening Exercises at IUB project director: Listening exercises for Bambara, Kiswahili, Akan/Twi, and IsiZulu. Materials developed by Indiana University African Language Instructors.  
<http://www.indiana.edu/~afrilang/resources.html> (username and password: afritalk), 2004

KIKO: Kiswahili Kwa Komputa - On-line Resources for Kiswahili Language Teaching and Learning. In Collaboration with Lioba Moshi of the University of Georgia, director of the grant from the Department of Education, and Vasu Renganathan, University of Pennsylvania, computer consultant for the project.  
(<http://www.africa.uga.edu/Kiswahili/doe>), 1994

**PROFESSIONAL PEDAGOGICAL CONSULTANCY**

American Councils for International Education

National Foreign Language Resource Center (NFLC), University of Maryland

Center for Applied Linguistics (CAL), Washington D.C.

American Council on the Teaching of Foreign Languages (ACTFL)

National African Language Resource Center, (NALRC) University of Wisconsin, Madison

**PROFESSIONAL PRESENTATIONS (since 2002)**

Moving Teachers from “Impossible” to “Empowered” Teaching in the Target Language. Session presented at the STARTALK conference in Austin, Texas, April 30<sup>th</sup> to May 3<sup>rd</sup>, 2014. With Antonia Schleicher, Indiana University.

Language Instruction using authentic materials. Paper presented at the STARTALK conference in October 2013. With Pam Delfosse, Madison Metropolitan School District, Brandon Locke and Lara Ravitch, Global Language Villages, Seattle Washington.

Moving Teachers from “Impossible” to “Empowered” Teaching in the Target Language. Session presented at the STARTALK conference in Portland, Oregon, October 2013. With Antonia Schleicher, Indiana University, and Pam Delfosse, Madison Metropolitan School District.

STARTALK Teacher Programs: Trainee Challenges. Session presenter at the STARTALK conference in Orlando, Florida, May 1<sup>st</sup> to 4, 2013. With Betsy Sandstrom.

Having Fun with Language Learning through cartoons, songs, and stories. Paper presented at the annual African Language Teachers’ Association conference. Chicago, Illinois. April 25 to 28, 2013.

Affect and Effect: The Turkish and Swahili Flagships. Paper presented at the CIBER conference, Indiana University, Bloomington. With Dr. Kemal Silay.

Conveying Political and Social Messages: A Study of Cartoons in Kiswahili Media: Newspapers and the Internet. Paper presented at the International Conference on 50 years of Kiswahili, University of Dar es salaam, October 4 to 6, 2012.

E-Portfolio Language Assessment: Keeping Track of Learner Performance. Paper presented at the annual ALTA conference, University of Wisconsin, Madison, April 26 to 29, 2012.

Apologizing in Kiswahili: Performance of Native Speakers and Learners. Paper presented at the Pragmatic Festival, Indiana University, April 19 to 21, 2012.

Empowering IU’s Future Global Professionals through Language Study. Workshop co-presented with Dr. Vivian Ling, Indiana University Bloomington, April 9, 2012.

## **Appendix A4**

## *Personnel Curriculum Vitae – LAB Members*

Collaborative Storytelling Using WIKI. Paper presented at the Annual Conference on the Teaching of Foreign Languages (ACTFL), Denver, Colorado, November 17<sup>th</sup> to 20<sup>th</sup>, 2011.

Co-presented at the STARTALK Summer Swahili Teacher Development Program workshop at the University Wisconsin, Madison, July 11<sup>th</sup> to 29<sup>th</sup>, 2011.

Learners as collaborators: Use of Songs in language teaching and learning, paper presented at the 15<sup>th</sup> annual conference of the African Languages Teachers' Association (ALTA), Madison, WI, April 8<sup>th</sup> to 10<sup>th</sup>, 2011

Teaching Grammar Using Songs: Examples from a Kiswahili Class, paper presented at the annual conference of American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA, November 17<sup>th</sup> to 21<sup>st</sup>, 2010.

Co-presented at the STARTALK Summer Swahili Teacher Development Program workshop at the University Wisconsin, Madison, July 2010.

Aiming for Superior Level of Language Proficiency, paper presented at the 14<sup>th</sup> annual conference of the African Language Teachers Association (ALTA), at the University of Wisconsin, Madison, April 22<sup>nd</sup> to 25<sup>th</sup>, 2010.

Four Critical LCTL fields: Infrastructure-Building and Development, paper co-presented at a LCTL Outreach/Advocacy panel at the 13<sup>th</sup> National Council of Organizations of Less Commonly Taught languages (NCOLCTL), University of Wisconsin, Madison, April 22<sup>nd</sup> to 25<sup>th</sup>, 2010

Best Practices in Language Teaching and Learning, workshop presented at the University of North Carolina, Charlotte, Department of African Studies and the National Language Resource Center, March 18, 2010.

Participated in a panel on 'Fields and Fluctuations in the LCTLs: Lessons for the Future' at the Annual ACTFL conference in San Diego, California, November 20 to 22, 2009.

'Preparing Teachers to Teach', STARTALK Network for Program Excellence workshop in Chicago, in October 16 to 18, 2009, organized by the National Foreign Language Resource Center, University of Maryland.

Co-presented at a Swahili teacher development workshop at Zanzibar State University, Zanzibar, Tanzania as part of the American Councils FLAGSHIP program, September 2009.

Co-presented at the STARTALK Summer Swahili Teacher Development Program workshop at the University Wisconsin, Madison, July 13 to 24, 2009.

Swahili language and culture, paper presented at the STARTALK 2009 Team Leader and Site Visitor meeting, May 7 – 9, 2009, Arlington, Virginia.

Wikis, Podcasts, Youtubes, and Facebooks: Examples from Akan, Bamana, Kiswahili, and Zulu. Paper presented with D. Adu-Amankwah, B. S. Dlamini, and A. S. Yaro at the 13<sup>th</sup> African Language Teachers Association Annual conference, University of Wisconsin, Madison. April 23 to 26, 2009

Agree or not to agree in Kiswahili: A cross sectional survey of learners' performance. Paper presented at the 13<sup>th</sup> African Language Teachers Association Annual conference, University of Wisconsin, Madison. April 23 to 26, 2009

Uses of Kanga: the traditional cloth of East Africa, paper presented at a panel for Traditional African Clothing and Sculpture, at the Indiana University World Language Festival, March 7, 2009

Teacher Grammar in Context, paper presented at the Foreign Language Teaching Assistant (FLATA) workshop, August 21 – 23, 2008, University of Wisconsin, Madison.

Africa and the Indian Ocean Trade, paper presented at the African Studies Program 2008 Summer Institute on Teaching about Africa, June 25, 2008.

Achieving the Goals of Language Instruction by Integrating the 5Cs and the use of IT. Workshop conducted at the pre SCALI workshop at the University of Illinois, Urbana Champaign, June 4 to 6, 2008

Using wikis and podcasts: Going global with language teaching and learning. Paper presented at 12 ALTA conference, Madison, Wisconsin, April 24 -27, 2008 (also presented as a poster session)

Kiswahili noun class agreement system: A cross-sectional survey of learners' performance. Paper presented at ACAL conference, University of Georgia. March 2008.

The 'wiki' software and collaborative language learning in a Kiswahili class. Paper presented at the ACTFL conference, November 2007, San Antonio Texas.

Women in Islam. Invited talk given at a course on 'Black women in the African Diaspora' taught by Professor Audrey McCluskey, Indiana University, Bloomington, Fall 2007 & Fall 2008

Applying National Standards: Examples from and advanced Kiswahili class. Paper presented at the NCOLCTL conference, April 2007, University of Wisconsin, Madison.

Collaborative learning using 'wiki' software. Paper presented at the 11<sup>th</sup> ALTA conference, March 2007, University of Florida.

Doing Politics through props and costumes: The case of Kanga in East Africa. Talk given at a course on 'Language in contemporary African Politics and Jurisprudence' taught by Professor Samuel Obeng, Indiana University, Bloomington, Spring 2007

Resources for reinforcing listening and speaking skills for more advanced language learners: Examples from Kiswahili. Paper presented at the National Council on the Teaching of Less Commonly Taught Languages (NCOLCTL), April 27 to 28, 2006, University of Wisconsin, Madison.

Kiswahili apologies: Performance of native speakers and learners. Paper presented at the 10<sup>th</sup> African Language Teachers' Association Conference. March 23<sup>rd</sup> to 25<sup>th</sup>, 2006, Rutgers University, New Jersey

Table exhibit of the web based African Language Culture project for the SBC Fellow Forum. May 11, 2005. IUPUI



Kiswahili Requests: Performance of Native Speakers and Learners. Paper presented at the 16<sup>th</sup> Pragmatics and Language Learning Conference. Indiana University, Bloomington, Indiana. April 16<sup>th</sup> to 18<sup>th</sup>, 2005.

Web based culture clusters for the teaching of pragmatics. Workshop presented at the 16<sup>th</sup> Pragmatics and Language Learning Conference. Indiana University, Bloomington, Indiana. April 16<sup>th</sup> to 18<sup>th</sup>, 2005.

## THE NATIONAL AFRICAN LANGUAGE RESOURCE CENTER OVERVIEW OF ACTIVITIES

### Project Timeline YEAR ONE (2014– 2015)

<b>National Coordination</b>	<b>Materials Development &amp; Dissemination</b>	<b>Professional Development</b>	<b>Research</b>
Continuation of African Language Enrollment Trends Project (MLA)	Standards-based text book Furahiya Swahili K 4-5	Annual ALTA and NCOLCTL Spring Workshop and Conference	Publication of JALTA Vol.10
Annual Current Program, National and Material Needs Assessment	Standards-based text book Yoruba K 4-5	Annual Summer Institute on Second Language Acquisition Workshop on the Use of Target Language	Publication of JNCOLCTL Vol 16
Program Inventory List Update (This is done on a regular basis)	Standards-based Textbook for Yoruba (Elementary)	Planning for Performance Leadership Workshop	Publication of JNCOLCTL Vol 17
African Language Human Resource and Mentor List	ULIMI – Annual NALRC Bulletin Volume 15	Standards Workshop on Backward Curriculum Design	
Continuation of the On-Line African Language Map	Bamileke, Basa, Berber, Ebira, Chokwe, Gurage, Nupe, & Efik brochures	Workshop on Incorporating Technology into African Language Instruction	

## THE NATIONAL AFRICAN LANGUAGE RESOURCE CENTER OVERVIEW OF ACTIVITIES

### Project Timeline YEAR TWO (2015– 2016)

<b>National Coordination</b>	<b>Materials Development &amp; Dissemination</b>	<b>Professional Development</b>	<b>Research</b>
African Language Enrollment Trends Project	Standards-based approach text book Furahiya Swahili K 6- 7	Annual ALTA and NCOLCTL Spring Workshop and Conference	Swahili Language Specific JALTA Vol.2
Annual Current Program, National and Material Needs Assessment	Standards-based approach text book Yoruba K 6-7	Annual Summer Institute on Second Language Acquisition - workshop on the Use of Target Language	Publication of JNCOLCTL Vol. 18
Program Inventory List Update	Standards-based Textbook for Swahili (Elementary)	Planning for Performance Leadership Workshop	Publication of JNCOLCTL Vol. 19
African Language Human Resource and Mentor List	Standards-based Textbook for Bamanakan (Elementary)	Standards Workshop on Backward Curriculum Design	
	ULIMI – Annual NALRC Bulletin, Vol. 16	Workshop on Incorporating Technology into African Language Instruction	
On-line African Language Map	Sepedi, Senufo, Gbaya, Soga, Kanuri, Umbundu, Serer-sine, & Tumbuka brochures		

## THE NATIONAL AFRICAN LANGUAGE RESOURCE CENTER OVERVIEW OF ACTIVITIES

### Project Timeline YEAR THREE (2016– 2017)

<b>National Coordination</b>	<b>Materials Development &amp; Dissemination</b>	<b>Professional Development</b>	<b>Research</b>
African Language Enrollment Trends Project	Standards-based approach text book Yoruba K 8- 9	Annual ALTA and NCOLCTL Spring Workshop and Conference	Publication of JALTA Vol. 11
Annual Current Program, National and Material Needs Assessment	Standards-based approach text book Yoruba K 8- 9	Annual Summer Institute on Second Language Acquisition -Workshop on the Use of Target Language	Publication of JNCOLCTL Vol 20
Program Inventory List Update	Standards-based approach text book Akan(Elementary)	Planning for Performance Leadership Workshop	Publication of JNCOLCTL Vol 21
African Language Human Resource and Mentor List	ULIMI – Annual NALRC Bulletin, Vol. 17	Standards Workshop on Backward Curriculum Design	
On-line African Language Map	Kru, Nama, Lozi, Sara, Nykusa, Anyi, & Songhai brochures	Workshop on Incorporating Technology into African Language Instruction	
	Standards-based approach text book Zulu (Elementary)		

## THE NATIONAL AFRICAN LANGUAGE RESOURCE CENTER OVERVIEW OF ACTIVITIES

### Project Timeline YEAR FOUR (2017– 2018)

<b>National Coordination</b>	<b>Materials Development &amp; Dissemination</b>	<b>Professional Development</b>	<b>Research</b>
African Language Enrollment Trends Project	Standards-based approach text book Swahili K 10- 12	Annual ALTA and NCOLCTL Spring Workshop and Conference	Language Specific JALTA Vol. 3
Annual Current Program, National and Material Needs Assessment	Standards-based approach text book Yoruba K 10- 12	Annual Summer Institute on Second Language Acquisition - workshop on the Use of Target Language	Publication of JNCOLCTL Vol. 22
Program Inventory List Update	Standards based Textbook for Somali (Intermediate)	Planning for Performance Leadership Workshop	Publication of JNCOLCTL Vol. 23
African Language Human Resource and Mentor List	ULIMI – Annual NALRC Bulletin, Vol. 18.	Standards Workshop on Backward Curriculum Design	
	Standards-based Textbook for Pulaar (Elementary)	Workshop on Incorporating Technology into African Language Instruction	
On-line African Language Map	Sukuma/Nyamwezi, Gogo, Kelanji, Luyia, Nyoro, Suppire & Moore/Mossi brochures		

## **LIST OF LETTERS OF SUPPORT, VOICES FROM THE FIELD AND NAMES OF THE BENEFICIARIES OF NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC) PROGRAMS & MATERIALS DISTRIBUTION**

### **C1. Lists of Support Letters**

#### **Faculty**

1. Dr. Larry Singell – Dean College of Arts and Science IU
2. Dr. Audrey Mbeje – University of Pennsylvania
3. Dr. Esther Lisanza – University of North Carolina Chapel Hill
4. Dr. Eyamba G. Bokamba – University of Illinois at Urbana Champaign
5. Dr. Richard Brecht – University of Maryland
6. Dr. Jennifer Eddy – Queens College CUNY
7. Dr. Samuel Obeng – Indiana University
8. Dr. Fallou Ngom – Boston University
9. Dr. Mariame Sy – Columbia University
10. Dr. Adeolu Ademoyo - Cornell University
11. Dr. Robert Agunga – Ohio State University

#### **Government Agency, Heritage Learners/ K-12**

12. Armine Saryan - American Council for International Education
13. Lande Sanusi – Culture for African Kids Everywhere (CAKE) Village Chicago
14. Asha Nyanganyi – DC, Maryland, & Virginia (DMV) Community School

#### **Graduate Students**

15. Edwin Okong'O - University of California Berkeley
16. Beatrice Okelo - Indiana University
17. Gabriel Ayoola – University of Georgia, Atlanta
18. Kevin Barry – Graduated from University of Wisconsin Madison

### **C2. Voices from the Field / What past NALRC Program Participants said**

### **C3. List of Participants that have benefitted from National African Language Resource Center (NALRC) activities.**

### **C4. Institutions/Center where NALRC Materials are used Nationwide (Distribution)**

### **C5. Publications and Multimedia Learning Resources**



## COLLEGE OF ARTS AND SCIENCES

INDIANA UNIVERSITY  
Office of the Executive Dean  
Bloomington

U.S. Department of Education, OPE  
International Education Programs Service  
Language Resource Centers Program  
1990 K Street NW, Room 6077  
Washington, DC 20006-8521

30 June 2014

Dear members of the peer review committee:

I am pleased to write this letter of endorsement for the National African Language Resource Center (NALRC) in support of their application for funding under the Title VI Language Resource Centers (LRC) program FY2014 competition.

Under the leadership of Dr. Antonia Schleicher, NALRC has already contributed greatly to the teaching of African languages both here at Indiana University (IU) and nationally, through the great work they do on language pedagogy, teacher training, research, and materials creation. As described in the proposal, NALRC will build upon its considerable past successes by working to develop language textbooks and grammar supplements for languages lacking sufficient materials; creating national databases of African language instruction, African language speakers, and various other professional resources; helping to build standards for African language learning; conducting seminal research and disseminating the results; and continuing professional training opportunities for language instructors.

The College of Arts and Sciences at Indiana University, Bloomington has provided a home for NALRC since the Center relocated from the University of Wisconsin, Madison in 2012. Indiana University is an ideal home for NALRC, given the University's long-standing commitment to foreign language education, including instruction in numerous African languages such as Akan, Wolof, Yoruba, Zulu, and Swahili (a language for which IU also boasts a federally-funded Language Flagship Program). Language instruction is coupled with significant interest in Africa among faculty members, many of whom are affiliated with IU's African Studies Program. Moreover, with the recent launch of the School of Global and International Studies (SGIS) within the College at IU, we expect to continue to improve the quality of our offerings in foreign language and area studies, while broadening our national reach as a leader in foreign language and area studies education and training.

As of July 1, 2014, Dr. Schleicher will assume the role of executive director of the Center for Language Excellence (CLE). Dr. Schleicher will jointly hold the CLE directorship and the directorship of NALRC. CLE will not only offer additional support for African language teaching, but the new center will also provide a platform for IU to support best practices across the more than 70 foreign languages taught on the Bloomington campus, focusing on language pedagogy, standards for less-commonly-taught-languages, use of technology for language learning, as well as testing and assessment, thereby sharing Dr. Schleicher's vast experience with a much wider audience of language instructors and language learners.

A key strength of NALRC is the national scope of and approach to its work. NALRC takes full advantage of existing national networks and conferences to collaborate with colleagues and to disseminate the results of their work. Leading experts actively participate in the Center's National Advisory Board and Field Advisory Board. Therefore, NALRC is able to combine its ideal locality at Indiana University, Bloomington, with the national reach of its professional networks, thereby positioning itself for continued and growing success over the next four year.

On behalf of the College of Arts and Sciences, Indiana University, Bloomington, I fully endorse the enclosed NALRC proposal.

Sincerely yours,



Larry D. Singell  
Executive Dean of the IU College of Arts and Sciences  
Indiana University  
Bloomington, IN 47406



Africa Center  
[REDACTED]

Philadelphia, PA 19104-6305

Tel [REDACTED] Fax [REDACTED]

<http://www.africa.upenn.edu>

April 10, 2014

Dear LRC Review Committee Members

**Re: Support for the National African Language Resource Center (NALRC)**

The National African Language Resource Center (NALRC) under the directorship of Professor Antonia Schleicher is the backbone of the field of African language teaching and learning in the United States. As NALRC Director, Professor Schleicher has changed the face of African language pedagogy in the nation. Also, as Executive Director for National Council of Less Commonly Taught Languages (NCOLCTL) and African Language Teachers Association (ALTA), she has facilitated collaborations between scholars of African languages and other less commonly taught languages. She works collaboratively with Title VI Africa Area Studies Center, government and non-government agencies, African language programs, scholars, students, researchers, and anyone interested in African language teaching and learning in the United States.

Since its establishment in 1999, the NALRC offers annual professional development institutes and workshops for foreign language pedagogy including technology in African language pedagogy. The annual summer Second Language Acquisition institute which addresses African language pedagogy provides intensive training on teaching four language skills of reading, writing, listening, and speaking; lesson planning; course management; and proficiency assessment. Participants receive a Second Language Acquisition Certificate upon successful completion of the institute. The Standards workshops focus on Assessment as well as standards for teaching African languages, based on the National Standards for Teaching Foreign Languages. The NALRC also conducts workshops for Fulbright Foreign Language Teaching Assistants who come from Africa and other parts of the world to teach their native languages at U.S. institutions. In its 10<sup>th</sup> anniversary in 2009, the NALRC introduced a workshop on integrating technology into African language pedagogy. Also in summer 2009 the NARLC started its STARTALK Teacher Development Program for Swahili instructors across U.S. institutions. These workshops have helped raise the bar for expected qualifications African language teachers. African language instructors are no longer selected for being native speakers but because they are suitably qualified based not only on their training but also participation in professional development workshops most of which are offered and facilitated by the NALRC. All of these NALRC efforts have enhanced African language programming, pedagogy and learning outcomes for our students.

UNIVERSITY of PENNSYLVANIA

PR/Award # P229A140022

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The NALRC has also produced and disseminated African language instructional materials including several grammars and communicative textbooks. The NALRC materials have been useful not only for our programs in the U.S. but also for immersive language programs in Africa where there is lack of pedagogically-sound materials designed for non-native speakers learning African languages. Immersive language programs including the Fulbright-Hays Group Project Abroad (GPA) for Swahili, Yoruba, and Zulu in Tanzania, Nigeria, and South Africa benefit tremendously from the NALRC materials. I have led the summer immersion program for Zulu in South Africa since 2005 and I use materials published by the NALRC. The NALRC also publishes language brochures, the Journal of African Language Teachers Association (JALTA) and the Journal of National Council on the Teaching of Less Commonly Taught Languages (JNCOLCTL), newsletters highlighting its initiatives and other language-related initiatives nationally. Its website serves as a hub for resources related to African languages in the nation.

The NALRC also offers summer leadership institutes which benefit language program directors nationally. In 2005 I attended the NALRC *"train the trainer"* institute for language program directors which focused on the American Council for the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI) and as a result of that I was recommended for training for Interagency Language Roundtable (ILR) tester for Zulu in 2009.

As the secretariat for NCOLCTL and ALTA, the NALRC has emerged as a resource not just for African languages but for Less Commonly Taught Languages (LCTLs) in general. The Center has hosted conferences for both organizations, making it possible for scholars of LCTLs from these two organizations to dialogue, share ideas and research for the enhancement of the field of LCTLs. Professor Schleicher, the Executive Director of NCOLCTL and ALTA is well-versed in the challenges we face in the field of LCTLs and she continues to demonstrate a leadership role by working in close collaboration with the African languages program directors to plan and execute initiatives targeted at strengthening the field of African languages.

The NALRC is very critical for promoting, sustaining and enhancing the study of African languages and cultures in the U.S. Plus, anchoring the Center in a reputed institution such as Indiana University-Bloomington, which has a long history of African Studies and African Languages Program, formulates a viable location for the goal to raise the quality of African language instruction nationally. Also, those of us who are affiliated with Title VI funded National Resource Centers (NRCs) for Africa are charged with an influential task of assuming a leadership role in disseminating Africa-related knowledge including providing access to language study. Our collaboration with the NALRC on such initiatives as Summer Cooperative African Languages Institutes, language program evaluation, and teacher-training on innovative teaching practices has enabled us to carry out this role effectively. I am fully convinced that the NALRC will continue to constitute a resource of inestimable worth in the field of African languages.

We need this vital support of our programs by the NALRC to continue to sustain and enhance our African language programs that form a crucial component of Africa Area Studies programs nationally.

I strongly support Professor Schleicher's application for the National African Language Resource Center. If you have any questions, please do not hesitate to contact me at [REDACTED] or at [REDACTED]

Sincerely,

[REDACTED]

Audrey N Mbeje, Ph.D.

Director, Program in African Languages



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

DEPARTMENT OF AFRICAN, AFRICAN AMERICAN,  
AND DIASPORA STUDIES

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CHAPEL HILL, NC 27599-3395

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aaad.unc.edu

June 22, 2014

To Whom It May Concern:

I am very pleased to write this letter in support of the National African Language Resource Center (NALRC) Title VI application proposal. The positive impact of NALRC on the teaching and learning of African languages in the USA is significant. This impact is illustrated by NALRC's activities and services which include publication of materials for use by African language instructors and students; organization of intensive summer training institutes for African language scholars and instructors; research in African language pedagogy; engagement in activities designed to encourage creation of new African language study programs and strengthening the existing ones; and development and evaluation of curriculum, among others.

As mentioned above, NALRC offers qualitative training for African language professionals. As a beneficiary of this service I can attest to this. I came to the US as a trained language instructor in Africa, but as soon as I stepped in the US language classroom to teach Swahili, I realized that the US language classroom was very different from the African classrooms I was familiar with. I was very frustrated because I realized I was not effective in my teaching. I felt the need to get acquainted with the US system. However, I did not know how. I shared my frustrations with my language program director at the University of Illinois at Urbana-Champaign who strongly recommended that I attend NALRC's two-week summer institute training for African language scholars and instructors which was then held at the University of Wisconsin-Madison. As a Graduate Teaching Assistant, NALRC trained me and covered all the expenses. Since my training in 2005, my Swahili teaching has never been the same. This is because the training equipped me with the right skills for being an effective African language teacher. Among other things, the training taught me how to apply learner-centered teaching approaches, how to assess my students' proficiency levels, and how to use communicative approach in my language teaching.

Additionally, in 2011 I attended Swahili STARTALK training which refurnished my Swahili teaching skills. The timing for this training could not have been better because it coincided with my appointment as a Swahili lecturer at the University of North Carolina at Chapel Hill. I was ready to tackle my new responsibility of teaching Swahili language courses not as a Teaching Assistant, but as a faculty. As a Teaching Assistant I did not know how numbers were important at the university. This was something I was made aware of during my first departmental meeting. I was made aware that my position at the university depended on students' enrollments.

However, I was not intimidated by this information because I knew I had what it takes to maintain high numbers in my Swahili classes - effective teaching strategies which were made possible by NALRC's effort. As a matter of fact, with my joining the Department of African, African American, and Diaspora Studies at the University of North Carolina at Chapel Hill in 2011 our Swahili enrollments have gone up. I associate these high enrollments with my effective teaching strategies which could not have been possible without the support of NALRC under the able leadership of Professor Schleicher.

Moreover, I have attended different workshops organized by NALRC which have helped me to be up to date with the 21<sup>st</sup> teaching approaches in second language. The centrality of these workshops cannot be ignored because they keep language teachers informed of current research in the field and technology.

Furthermore, NALRC encourages sharing of ideas amongst African language teachers in the US. This helps build collaborative research and other activities that help in the development and effectiveness of African languages pedagogy. As a matter of fact, NALRC is the only organization in the US that brings African language teachers together through its activities.

As already mentioned, NALRC also offers materials for language instruction (e.g. textbooks and audio CD- ROMs). The development of these materials ensures that there is standardization of African language teaching in the US. Again being a beneficiary of these materials, I can attest to the quality and the importance of these materials in the teaching of African languages in the United States. These materials have made my teaching not only easy, but also effective. Also, instructors in Africa who teach foreign language students during study abroad programs seek after these materials.

In fact, I cannot imagine how my teaching and research would have been possible without NALRC's training, research, and instructional materials. Thus, there is no doubt that NALRC has greatly enhanced the quality and scope of learning and teaching of African languages in the USA. I believe that NALRC will continue to excel in promoting and enhancing teaching and learning of African languages in the USA as it has done in the past.

I therefore, strongly support NALRC's Title VI application proposal.

Sincerely,

Esther Mukewa Lisanza, Ph.D.  
Swahili and African Studies Lecturer

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Department of Linguistics  
School of Literatures, Cultures and Linguistics

Urbana, IL 61801-3625 USA



April 03, 2014

TO WHOM IT MAY CONCERN  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Colleagues:

It is again with considerable pleasure that I write in support of NALRC's application for renewal of funding to continue the superb work that Prof. Antonia Y. Fòlárín-Schleicher has been doing since the establishment of the Center back in 1999. I am writing as someone who has been intimately involved with the Center in different capacities since its inception: Trainer of TAs, Lecturers in and Language Coordinators of African languages, a participant of NALRC-organized workshops, senior advisor, author and consumer of NALRC's products, and evaluator of the Center or some of its programs. This knowledge has permitted me to gain a deeper appreciation of its contribution to not only African LCTLs, but also other LCTLs that are members of NCOLCTL.

In what respects, you might inquire, has NALRC impacted positively the field of African languages nationally and internationally? Below are some answers from two selected citations from my 2010 letter of support:

*Based on ... documents [provided to me and Prof. Sam A. Mchombo] and our own long and intimate knowledge of the Center's activities since its inception, we have reached five major and inevitable conclusions that are not stated explicitly as such but are evident from the narrative [report on NALRC's operation]: (1) that the Center has played a catalytic role in the development and professionalization of the field of African Languages Teaching and Learning; (2) that it has become the proverbial backbone of this field; (3) that as a result of achievements (1) and (2) it has been called upon to extend its expertise to other LCTLs through NCOLCTL and the U.S. State Department's IIE program; (4) that its overall performance in terms of productivity and utilization of the LCTL field's experts, especially Africanists, is superb and unmatched by its LRC counterparts; and (5) that all the above achievements are undoubtedly attributable to the vision and leadership provided by the Center's Director, Prof. Fòlárín Schleicher. What follows implicitly from conclusions (1) and (2) is that without NALRC, the field of African languages in the U.S. would not have attained its current robust standing among the LCTL fields, and the various PALs at Title VI institutions and elsewhere would not have improved their curricula so as to become competitive with other LCTLs as they have in the past nine years. And as such, the Center stands out as the best investment that the home institution, other tertiary education institutions within AASP, and the U.S. Department of Education can make and must maintain.*

I went on to add emphatically that:



... As of today, I have no reason to modify in any fashion whatsoever the above evaluation. On the contrary, I wish to amplify it by pointing out at least four important and exceptional strengths, in my considered opinion, that NALRC, under the leadership of Prof. Schleicher, exhibits. First, [the] high level of productivity in all of its areas of mandate and interest (see its "Activities" list [on the web]), with the highest quality possible at all levels (including, e.g., editing of commissioned books, illustrative pictures, designs on brochures, web page, announcements); second, unrelenting effort to consult with and seek the active involvement of the field's experts in the Center's major activities (e.g., book writing, training, conferences, review of Program in African Languages, journal publication); third, the director's abilities for self-effacement, to listen to others and follow through on recommendations, to take on multiple tasks at the request of funding agencies and successfully accomplish them in a timely fashion and a degree of perfection (e.g., FLTA training/orientation, Swahili STARTALK, ALTA and NCOLCTL secretariats and [annual] conferences); and fourth, the director's passion for her work and commitment beyond the call of duty (e.g., she constantly works late at night and on weekends, clocking anywhere between 10-14 hours per day, to get her work done; and she travels constantly at the request of interested funding agencies).

I still maintain the evaluation expressed in the citations above. The evidence is simply overwhelming. NALRC, under the leadership of Prof. Fòlárín-Schleicher has not only delivered on the last four year funding objectives, but has also exceeded them by anticipating, in her usual visionary manner, the 2014-2018 cycle priorities by continuing engagement with community-based K-12 programs (viz., work on Kiswahili materials by Prof. Alwiya S. Omar, Indiana University); and in the development of heritage language speakers' pedagogical materials on Yoruba and on Yorúbá (by Prof. Fòlárín-Schleicher & colleagues) and Somali.

Over and above these, ALTA and NCOLCTL, for which NALRC serves as the headquarters, have benefited enormously in terms of stability, direction, and funding thanks to the leadership provided at NALRC. The now joint ALTA/NCOLCTL annual conference, that we could only dream of back at the inception of these organizations in the late 1980s, has become a remarkable success. Perhaps the most eloquent testimonies for NALRC's success under its founding director, Prof. Fòlárín-Schleicher, are the facts that Indiana University hired her from the University of Wisconsin-Madison as she was about to retire as a faculty member; and this spring semester Indiana University has elevated her further by appointing her as Director of what will be established as the "Center for Language Excellence" to coordinate **all** of this university's languages program. This appointment is based on the excellence demonstrated by NALRC whose model, it appears, is being extended throughout Indiana University at Bloomington.

A great deal more can be written concerning NALRC and the extent to which it merits continued Title VI funding, but I believe what I have stated and is reflected on the ground testify to the Center's exceptional strengths and successes. The latter include the nationwide use of textbooks on African languages it has produced thus far, and the implicit language teaching approach (i.e., communicative) that is incorporated in these books and used by African language instructors who purchase these books. The Center deserves, therefore, the federal government's continued and even increased support. To my knowledge, the Center's achievements are unequalled by any of its counterparts. I hope that the reviewers will agree with this assessment.

Sincerely yours



Eyamba G. Bokamba, Ph.D.  
Professor of Linguistics, African Languages  
and French

Dr. Antonia Folarin A. Schleicher  
NALRC

[REDACTED]  
[REDACTED], Wisconsin  
53706

April 1, 2014

Dear Reviewer(s),

The intent of this letter is to support, in a strong a manner as possible, the renewal of USED funding for the National African Language Resource Center (NALRC). I state this strong recommendation in my capacity as co-director of the American Councils Research Center and Director of Language Policy Initiatives at the University of Maryland and as a member of the NALRC's national advisory board, as well as past Director of the National Council of Organizations of Less Commonly Taught Languages and of the National Foreign Language Center and the Center for Advanced Study of Language. I write to attest to the vital role that the National African Language Resource Center (NALRC) plays in the U.S. and, in particular, in the African languages field and to the importance of its accomplishments. In my view, this Center stands as the model for the Language Resource Centers in general and for the field-centered LRCs in particular. The programs of Dr. Schleicher's Center; among which are the National African Language Program Coordination, African Language Materials Development and Dissemination, and Professional Development for African Language Educators, represent exactly what national language resource centers should aspire to be: a service to the entire field, a national resource for all teachers and languages in the area of African languages literatures, and cultures. The series of databases and materials they are developing are superb in their scope and in their focus on addressing the needs of the entire field. It is absolutely clear that anyone interested in African languages in the United States must start at this source.

The role of the center is even more enhanced, now that it has moved to Indiana University at Bloomington, arguably the nation's leader in LCTL instruction, and that the director of the NALRC has been appointed Executive Director of the new Center for Language Excellence that IU is starting in July, 2014. I understand that IU wants to take language instruction to higher levels of achievement and excellence, which places the NALRC in an even more advantageous situation.

The record of the Center in its first decade of existence is truly remarkable, as its director continues to play a growing national role in African languages and, as Executive Director of the National Organization of Less Commonly Taught Languages, in the full range of critical languages for which the nation has great need. One can only look forward to continued production and leadership of the NALRC in the next three years. My congratulations to the leadership and staff of this fine center!

It is, though, critical that funding continue for this center, as it is difficult to imagine any other university in this country with the type of leadership that Antonia Schleicher exhibits and the renewed commitment that the Indiana University at Bloomington, long a champion to language learning, has made to this center and to this leader.



If I can be of any further assistance in this matter, please do not hesitate to call upon me.  
Richard D. Brecht Executive Director.

Sincerely,

Richard D. Brecht

Co-Director, American Councils Research Center  
Director of Language Policy Initiatives, University of Maryland



Dear Title VI associate,

I am writing to offer my highest commendation for the work of *DR. ANTONIA YETUNDE FOLARIN SCHLEICHER* and the contributions of the **National African Language Resource Center** to the entire World Language profession. This center has my highest support for the Title VI proposal. The impact of NALRC on the teaching African Languages is a model for all languages less commonly taught. These efforts are unmatched by any other LRC. The success of the NALRC is due to the expert vision, focus, and intellectual drive of Dr. Antonia Schleicher. Dr. Schleicher's leadership is without peer in African Languages and Literatures. As Executive Director of the National Council of Less Commonly Taught Languages (NCOLCTL) and the National African Language Resource Center (NALRC), Dr. Schleicher has shown tireless commitment and dedication to language initiatives and world language professionals at all levels of instruction. This dedication is evident in even just a few of the projects of the NALRC:

- African languages Instruction materials and training in student centered and communicative approaches
- Leadership institutes on African languages curriculum design, program implementation and evaluation
- Professional development of African language instructors and teaching Assistants
- Curriculum and Assessment in the African Language Classroom
- Joint annual conferences of African Languages Teacher's Association (ALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL)
- African language teaching and learning journals such as Journal of African Language Learning and Teaching (JALLT) and Journal of the African Language Teachers Association (JALTA)

The NALRC is the foremost authority and hub for all matters on African Languages and Cultures. African Language programs are better organized, informed and thriving because of the efforts by the NALRC. African language professors applaud the work of the NALRC and Dr. Schleicher. She collaborates with colleagues and gives 200% to any task. It is clear that not only is she superb at all she does, but she is loved for who she is. Dr. Schleicher is the most qualified in our profession to direct this project.

It is without any reservation and total acclamation that I **strongly support the NALRC Title VI Application Proposal**. Please feel free to contact me if you have any questions about my endorsement for Dr. Schleicher and the NALRC at [REDACTED] or at [REDACTED]

Sincerely,

[REDACTED]

Dr. Jennifer Eddy

Assistant Professor of World Language Education (tenured)

Queens College, City University of New York

June 24, 2014

Dear Colleagues,

NATIONAL AFRICAN LANGUAGES RESOURCE CENTER

I am writing to very strongly and most enthusiastically support the National African Languages Resource Center's application for Federal funding. The NALRC under the able leadership of Professor Antonia Schleicher has done exemplary and enviable job of coordinating African Language Programs nationally by making available to all African Studies Programs/Centers and the general public, African Language Program Inventory List. The list provided by the NALRC has been the only guide in the United States for Centers, Colleges, and Institutions planning to start African language programs. For learners interested in learning African languages and those who look for local institutions offering those language courses, the NALRC is the only credible available source of information.

Another important professional and pedagogical service the NALRC renders to the African Studies Program community is the provision of evaluation and assessment personnel and tools. Under Professor Schleicher's leadership, the Center has provided a list of professionally certified language pedagogues and scholars willing and able to serve as consultants for new or existing African language programs. Professor Schleicher's Center provides evaluators and African Languages Program developers with access to *African Language Program Development and Administration: A History and Guidelines for Future Programs*.

For Colleges and Universities hoping to start an African Languages Program or looking for administrative support in Languages Coordination, the NALRC always provides assistance in training African Language Coordinators who subsequently manage the languages programs. Our language faculty have benefited from this training and it is a joy to see the improvement we have made as a Program because of support from the NALRC in general and from Professor Antonia Schleicher in particular. I am also aware of the fact that many African Language Coordinators have had the opportunity to attend workshops conducted by the NALRC at the African Language Teachers Association (ALTA) conferences.

One of the most important contributions of Professor Schleicher and the NALRC has been the production and publication of African Language Resources – books, audios, videos, podcasts, vodcasts among others. Without the NALRC, the teaching of African Languages at Indiana University and all the remaining African Studies Programs/Centers in the United States and in most parts of the world would be practically impossible. Dr. Schleicher is a doer, a scholar, and a manager in this and other regards. It is the workshops the NALRC organizes including technology workshops, teacher training workshops, material development workshops, STAMP Development and Evaluation workshops, and the many others that have sustained the African Languages Programs in the United States. With Professor Schleicher's support, African Languages Teaching has moved from a mediocre level, to an enviably high, prosperous, and outstanding level. Simply put, the NALRC has helped to improve and internationalize the teaching of African Languages and brought the languages at par

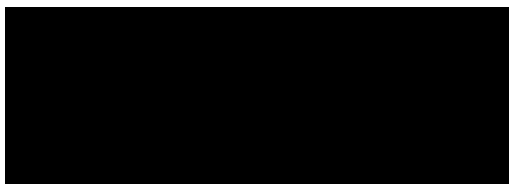
with some of the so-called leading or world languages.

In 1996 when talk for the formation of the African Language Teachers Association (ALTA) began, most linguists did not give it a chance at survival. Today, not only has the association blossomed under the able-leadership of Professor Schleicher. NALRC's support for JALTA, the association's journal and professional mouthpiece, has made the journal one of the leading language teaching/learning journals in the world. I have had the privilege of publishing in the journal and reviewed some of the journal submissions and I am willing to state the high quality of the papers published in the journal. Without the NALRC and Professor Schleicher, none of these would have been possible. It is gratifying to see the NALRC supporting, also, the Journal of the National Council of Less Commonly Taught Languages.

With the moving of the Center to Indiana University, the administrative and institutional support needed to ensure strength, growth, and prosperity of the Center, have been offered and are now guaranteed. Indiana University as a whole, the School of Global and International Studies, and the African Studies Program, pledge our strongest support for the Center and will work with Dr. Schleicher to ensure that the next four years become even better for the Center's work. We believe in Professor Schleicher's professional and administrative abilities, her managerial skills at ensuring that the Center executes its responsibilities fully and appropriately, and her ability to succeed in achieving the Center's aims. The College of Arts and Sciences and the new School of Global and International Studies, the center of Language Excellence, and all the area studies centers at Indiana University will fully and completely support Professor Schleicher in order to ensure success of the NALRC.

In conclusion: if one is looking for a Center whose activities support the teaching of less commonly taught languages, if one is looking for leadership in African Language teaching, if one is looking for a Center that will provide United States national need regarding African languages professional training, and if one is looking for a Center that can manage federal funds for African languages resources for the benefit of the American people, then the NALRC under the able-leadership of Professor Antonia Schleicher is the place to go. I most strongly and enthusiastically support the NALRC's application for Federal funding.

Sincerely,



Samuel Obeng, PhD  
(Professor and Director)

April 3, 2014

Dear LRC Proposal Reviewers:

I am very pleased to write this letter in support of the *National African Language Resource Center (NALRC)*'s proposal.

There is no Language Resource Center that does what NALRC does. Since its inception, it has been the leader in the professionalization of the field of African language instruction in the country. Before its creation, African language teaching and the training of teachers were peripheral activities. The NALRC set new high standards and goals for both the instruction of African languages and the training of teachers. Its groundbreaking and continuous training of African language teachers have benefited most, if not all, professional African language teachers in the country. The NALRC has effectively moved African language teaching from its traditional peripheral sphere to the center to address the national needs of the United States.

Since its founding, the NALRC has been committed to providing the highest quality of training using scientifically grounded and sound pedagogical techniques. Under the effective leadership of Professor Antonia Schleicher, the NALRC has been at the forefront of the most significant pedagogical developments in African language instruction. Its activities and summer institutes have produced the best African language instructors in the country. The proficiency levels of students studying African languages who are taught by teachers trained by the NALRC contrast sharply with those not trained by the organization.

Our programs have greatly benefitted from the activities and the training that the NALRC offers. As the Director of one of the nation's leading African language programs, I have made it a priority that all our language instructors be trained by the NALRC. Over the last five years, the NALRC has trained our key five language teachers. Next summer our Igbo instructor will also be trained by the NALRC.

For these reasons among many others, I strongly support the NALRC's application and look forward to working with it to further its tradition of excellence in African language pedagogy, teacher-training, and material development. Should you have any questions, please let me know.

Sincerely, [REDACTED]

Fallou Ngom,

Associate Professor of Anthropology & Director of the African Language Program  
Boston University

# COLUMBIA UNIVERSITY

IN THE CITY OF NEW YORK

DEPARTMENT OF MIDDLE EASTERN, SOUTH ASIAN,  
AND AFRICAN STUDIES

June 16, 2014

To whom it may concern:

It is with great pleasure that I write this letter in support of the National African Language Resource Center (NARLC) 's proposal for funding.

At the inception of the center, African programs at institutions of higher learning across the U.S were mostly housed in linguistics and African literature departments. Courses in these programs were mainly taught by graduate students under the supervision of faculty members in the field of linguistics or literature. Thus, there was hardly a professional field to speak of, as nationally, the existing connection between different programs and their supervisors was quite loose in essence. Once NARLC was established through the efforts of Dr. Antonia Schleicher, a transformation began that would define the field of African Language Teaching and Learning as a superstructure robustly standing in its own right among the LCTL fields. Under the leadership and vision of its director Dr. Antonia Schleicher, NARLC took on the daunting task of addressing the challenges that both teachers and students face in the field, and against all adversity, has relentlessly worked for the advancement of African language teaching and learning.

Daunting as the task may have seemed at time, NARLC has nevertheless been extremely successful in implementing its agenda, consistently providing scientifically grounded pedagogical training, language program coordination, materials development and dissemination, and professional development for African language instructors.

As a graduate student, I benefited from NARLC's teacher training program in its early years. This training, and all subsequent professional workshops have not only professionally enriched me, but they have served to encourage me to pursue a career in a field that I nearly turned away from, disheartened by the lack of institutional support and materials.

Presently, as the Director of one of the strongest African Language Programs in the nation, I continue to rely on NARLC for the development of our program, and our instructors. The strength and quality of the Columbia University African Language Program (which offers 5 major languages: Pulaar, kiSwahili, Wolof, Yoruba, and isiZulu) could not have been built without the resources provided by NARLC. Our instructors are extensively trained through NARLC in Communicative Teaching Approach, ACTFL Proficiency Guidelines, and National Assessment Methods and Standards, as well as through other workshops and activities at the annual conference of the African Language Teachers Association (ALTA) organized under the auspices of NARLC.

The sponsorship of ALTA is yet another testimony to the essential role NARLC plays in the professionalization of the field. In taking charge of the conference, NALRC has provided ALTA with the stability it needs by guaranteeing a venue each year, subsidizing the conference, and offering other logistical support, including the publication of the proceedings.

In addition, NALRC summer workshops for teachers and language coordinators where the participants explore the best teaching and learning practices, the development of common standards for the teaching of African languages, and the preparation of research-based pedagogical materials are of immeasurable value to our professional development. The kiSwahili

instructors at Columbia University have both attended the teacher development program "STARTALK", and last summer, I attended the Leadership Institute ("Planning for Performance: A leadership Program for Developing High Quality Programs in African Languages"). The tremendously valuable tools I acquired during this training have immensely contributed to the design of a more effective curriculum that cuts across all the languages offered in our program. My colleagues and I are now fully engaged in a materials development project based on this new curriculum.

For those of us in this field, it quite obvious that NALRC's performance in terms of productivity and utilization of the expertise within ALTA membership is unparalleled by its NLRC counterparts. We derive immense pride from the fact that NALRC has become a pillar in the Less Commonly Taught Languages (LCTL) field, and is called upon to extend its expertise to other organizations through the National Council of Less Commonly Taught Languages (NCOLCTL).

Finally, while it is quite evident that NALRC has established itself as one of the leading NLRC in nation, a fact that is not immediately apparent is that much remains to be done for some emerging languages in the field. NALRC must be allowed to continue to provide the much the needed professional training for African language instructors, and support for materials developers. I look forward to bringing to completion the Wolof and Pulaar materials projects, and will be honored to work with Dr. Antonia Schleicher to contribute to the NALRC's commitment to excellence in the teaching and learning of African languages.



Mariame Iyane Sy  
Lecturer in Discipline  
African Languages Program Director





Phone: [REDACTED]  
Fax: [REDACTED]

Email: [REDACTED]  
Telephone: [REDACTED]  
06/25/14

# Letter of Support For National African Language Resource Center.

I write to strongly support the National African Language Resource Center (NALRC). My reasons are based on NALRC's strategic location in the development, practice and deepening of the teaching and research of African languages in the US and beyond.

From inception, National African Language Resource Center has been a historically insightful and pertinent institution. Today, its creation continues to be historically valid due to its professional and academic role as the primary contributor to the creation of the enabling institutional environment for the fruition of the strengthening of the material capacity for the teaching of African Languages in North America.

As an institution, the NALRC's main reference as the intellectual and professional institutional capital for African languages in North America is an original addition to the creation of a vital enabling environment for the mutual development of Less Commonly Taught Languages in North America. This institutional role of the NALRC has contributed strongly to the professionalization of the teaching of African languages and less commonly taught languages in North America.

I teach Yoruba language at Cornell University, Ithaca NY, hence I have related to the NALRC from an institutional standpoint for about a decade. I started and stabilized the teaching of Yoruba at Cornell University, Ithaca. But that process of strengthening and stabilizing the teaching of Yoruba language and culture in Cornell University was also partly due to professional development role of the NALRC in building the teaching capacity of African language teachers. As a graduate of three of NALRC's professional development workshops, I have been able to develop, strengthen and stabilize the African languages taught in Cornell University, Ithaca.

NALRC's advancement of the development of the pedagogy, intellectual, material and professional human capital in the field of African Language Pedagogy is rich and inestimable. And more importantly NALRC advances the field of African Language Pedagogy from the communicative approach. This is significant not just because it redefines standards in the field of African Language Pedagogy, it has inspired, motivated, and empowered African language teachers to focus on practical proficiency of students and what African language students can practically do with the languages at a set period of time.

Finally, in a historical sense the human race stands at the nodal point of the difficult challenges and benefits of an increased internationalization and globalization of our human world. This internationalization has been driven by relative access to

PR/Award # P229A140022



communication. The challenges we face are also due partly to an impediment in communication. Global access to languages is at the core of these benefits and challenges. Here in North America, the NALRC has played a significant role in the African languages component of that intersection of languages in internationalization.

Thus, based on these factors I strongly write in support of the National African Language Resource Center in order to continue to strengthen the teaching and acquisition of proficiency in African languages, sustain these benefits, expand their scope and continue to add value to human civilization in North America and globally.

Sincerely,

Signed.

Adeolu Ademoyo.

**Office of International Affairs**

Center for African Studies

Columbus, OH 43210-1219 USA

Phone [REDACTED]

Fax [REDACTED]

[www.cas.osu.edu](http://www.cas.osu.edu)[www.oia.osu.edu](http://www.oia.osu.edu)

May 28, 2014

**SUPPORT FOR THE NATIONAL AFRICAN RESOURCE CENTER**

As Director of the Center for African Studies at The Ohio State University I am writing to express my strong support for the African Languages Resource Center's application for Federal funding. The NALRC under the distinguished and able leadership of Professor Antonia Schleicher provides exemplary leadership and masterfully coordinates African Language Programs across the United States by making available to virtually all African Studies Programs and the general public its storehouse of African Language Program materials. In particular, its Inventory List is, perhaps, the only guide in the nation for centers, colleges, and institutions interested in establishing African language programs. Indeed, for students of African languages and those searching for local institutions offering African language courses, the NALRC is, by far, the main source of information.

Our Center for African Studies (CAS) and the Department of African and African American Studies (AAAS) here at Ohio State benefited enormously from the NALRC when Dr. Schleicher accepted our invitation and conducted a two-day African Language Teachers' Training workshop for our African language instructors on our campus. She crowned this excellent workshop by delivering our second annual Oyekan Owomoyela Yoruba Studies lecture on "Yoruba Language and Culture in the 21<sup>st</sup> Century." In her speech she demonstrated why she received in 2010, the University of Wisconsin-Madison Chancellor's Distinguished Teaching Award and the NCOLCTL Walton Award for a Lifetime Distinguished Career in support of less commonly taught languages as she masterfully and in great detail described the rise and spread of Yoruba, a distinguished language of the Yoruba people in Nigeria, and into south America.

What is unique about the NALRC and Dr. Schleicher is that her educational resources are readily shared with other language centers. Her language resources can be listened to, read, printed or toggled back and forth from English or other mother tongue. In summary, we are convinced that awarding Indiana University's African Languages Resource Center with Federal funding is enabling this distinguished program to fulfill its mission of supporting other centers throughout the United States. It is the Mother of All Centers, so to speak. The Center for African Studies at The Ohio State University, therefore strongly supports Dr. Antonia Schleicher and her NALRC's proposal for Federal funding.

Sincerely,

[REDACTED]

R

Associate Professor & Director  
Center for African Studies



## Letter of Support

June 26, 2014

Dear Committee Members,

I am writing in strong support of The National African Language Resource Center (NALRC) directed by Professor Antonia Schleicher whose contribution in establishing the Yoruba and Swahili Flagship and AFLI (African Languages Initiative) programs was tremendous.

Professor Schleicher's wide network of officials and faculty contacts at the University of Ibadan in Nigeria played a crucial role in establishing a successful Yoruba Overseas Flagship program. She conducted a two-week long teacher training workshop for the faculty at the University of Ibadan, Nigeria, providing them with knowledge on general principles, pedagogy and teaching management and strategies. Professor Schleicher conducted a similar workshop for the Swahili Overseas Flagship faculty at the State University of Zanzibar, and later again at the University of Ibadan for the graduate students who were going to teach the Yoruba AFLI program participants. These training programs equipped our overseas staff and faculty both in Ibadan and in Zanzibar with the knowledge and tools, as well as confidence to operate successful programs with impressive outcomes.

In addition to these training programs, NALRC also provided an opportunity to two of our Yoruba Flagship teachers from the University of Ibadan to attend their professional development summer training program, as well as the assessment workshop. As well, under the leadership and supervision of Professor Schleicher, these two teachers were trained to develop Yoruba test items for the pre- and post-program assessment of the overseas Yoruba Flagship program. This achievement is especially noteworthy since there were no Yoruba tests available before that.

American Councils' overseas faculty both in Ibadan, Nigeria, and Zanzibar, Tanzania have also benefitted tremendously from the resources published by NALRC. The grammar books, the text books, as well as the newsletters were widely used by our overseas faculty and continue to serve as useful resources for them.

NALRC's impact on promoting African language learning and teaching in general, and the success of the African Languages Initiative overseas programs at American Councils in particular, has been significant and therefore, I strongly recommend that they be given the Faculty

necessary financial support in order for their dedicated staff to continue their productive work.

Should you have any questions, please feel free to contact me at [REDACTED] or at [REDACTED].

Sincerely,

[REDACTED]

Armine Saryan

Program Manager for Arabic Language Overseas Program, and  
African Languages Initiative Programs

[REDACTED]

Washington, D.C. 20036



# THE C.A.K.E. VILLAGE

FOR AFRICAN CULTURAL, VISUAL AND PERFORMING ARTS

The C.A.K.E. Village

[REDACTED]

East Dundee, IL 60118

May 26, 2014

Prof. Antonia Folarin Schleicher

National African language Resource Center

[REDACTED]

– Indiana University

[REDACTED]

, Madison, WI 53706

Esteemed Committee Members:

I enthusiastically write this letter in support of the National African Language Resource Center (NALRC) Title VI Application Proposal. Under the effective and experienced leadership of Dr. Antonia Folarin Schleicher, the NALRC has done a great job of promoting the expansion and quality of African Language instruction in the USA and indeed, the world. Our cultural center, the C.A.K.E (Culture of Africa for Kids Everywhere) Village, provides African Languages instruction especially to heritage language learners of less commonly learned and taught African languages. We have been fortunate to work with Professor Schleicher and the NALRC in receiving tremendous support for our growing African language program. In particular, NALRC has supported the CAKE Village's language programming by:

- Providing literature about African Language
- Providing a reservoir of African Instructors and connections
- African languages program coordinator's summer institutes
- Networking connections between African languages teachers, professional language teacher associations and foreign language centers
- African languages teaching and learning information and material dissemination
- African languages evaluation and language instructional programs enhancement
- Teaching the skills of Speaking, Writing and Listening in the African Language Classroom
- African languages curriculum design, implementation and evaluation

As Executive Director of an African Cultural center in the outskirts of Chicago, we receive requests from parents who want their children to learn their Heritage languages such as Yoruba, Igbo, and Amharic. We didn't have any staff with formal training in language instructions. In addition, we were getting requests from parents who have adopted children from various parts of Africa like Ethiopia, Ghana and Malawi. We reached out, unsuccessfully, to various institutions in Africa and was met with frustrating outcomes. Eventually, we made the acquaintance of Dr. Schleicher and the NALRC lab and the result has been amazing. I have since undergone and graduated from NALRC Summer Institute program.

During the intensive two-week institute program, I networked and liaised with professionals in the field such as Language professors and educators. I received proven, field-tested, hands-on Second Language Acquisition techniques from the higher education instructors. In addition, I was able to acquire resource materials for the C.A.K.E. Village. In addition, I have met other instructors who have served as resources for me, given the input for our posters in Yoruba, Igbo, Swahili, Wolof, Hausa, and Arabic.

I cannot over-emphasize the need to keep this invaluable support center and program going. It is the solid foundation upon which we have rebuilt our language programs. Since graduating from the summer institute, I have been able to employ and integrate the new techniques that I learned at our culture camp and trained other teachers at our organization to do the same for their respective languages. In particular, our expertise in pre-work development, curriculum design, and material development has increased remarkably. We have been able to measure the effectiveness of these instructional techniques during our 2014 cultural camps. Both parents and students have given us positive feedback on the techniques and as a result, our language program is growing!

I am in full support of the NALRC and Dr. Antonia Schleicher's application for the Title VI funding so that they may continue to carry out this important task of preserving and promoting the instruction of African Languages. Should you have any questions, please contact me at [REDACTED] or [REDACTED].

Sincerely,

Lande Sanusi  
Executive Director, Culture of Africa for Kids Everywhere Inc.

OMV Swahili School,  
[REDACTED],  
College Park, MD  
T ([REDACTED])

July 2, 2014

To whom it may concern

It's with great enthusiasm I'm writing this letter in support of the National Language Resource Center (NALRC) Title VI grant application. It has been our main support since we decided to open a Swahili language classes offered to Tanzanian Community living in Washington DC, Maryland and Virginia (DMV). These classes are offered for free for all Tanzanian children residing in DMV.

We (the DMV instructors) are the first African language instructors from the community and not from educational learning institution to benefit from the summer institute professional workshops (Second Language Acquisition) and activities organized by NALRC annually. It wouldn't have been possible for us to attend the training if not for the support we got from NALRC.

The training we acquired in areas of 95% target language instruction, Backward Curriculum Design (BCD), the use of authentic teaching materials, lesson plan, student assessments, setting proficiency goals, and classroom management from the workshop and the training under the leadership of Professor Antonia Schleicher have made us to grow professionally as foreign language instructors. The high quality of training, resources and support have made our school the first recognized community language school and our kids have shown what they acquired from classes by performing at various community events in DMV.

I, as the team leader of the of the DVM and my colleagues, strongly support NALRC'S proposal so that they can continue to support not only that deal with the heritage learner, but other foreign language professionals out there who have less or no knowledge on how and where to get materials, support and training as foreign language instructors in order to be professionally proficient.

Sincerely,

[REDACTED]

Asha Nyanganyi – Swahili Instructor  
DMV School  
[REDACTED]



EDWIN O. OKONG'O  
DEPT. OF AFRICAN AMERICAN STUDIES  
[REDACTED]

June 2, 2014

BERKELEY, CALIFORNIA 94720-2572

TEL: [REDACTED]  
FAX: [REDACTED]

To Whom It May Concern:

**RE: WHAT NALRC MEANS TO TEACHERS OF AFRICAN LANGUAGES**

If it weren't for the support of Dr. Antonia Schleicher, and the National African Language Resource Center, I would have quit teaching Swahili after my first year.

On August 20, 2011, the Saturday before the fall semester began, the Assistant Coordinator of African Languages at the University of California, Berkeley, emailed me to ask if I'd be interested in teaching Swahili. Although I'm fluent in the language, I had no teaching experience. Five days later, I was in the classroom teaching. It became one of the most difficult tasks I have ever undertaken. There was no orientation; only a syllabus handed to me by a professor who taught another section of the same course. I struggled to get through every lesson. By mid-term, I had decided that I wasn't going to return for the second semester. What changed was that some of my students began to tell the department that they loved being in my classroom. That motivated me to stay with them for their second semester, and to work harder to improve my teaching skills in order to meet my students' expectations.

I began to attend regular foreign language teachers' workshops at Berkeley Language Center. Although I was learning a lot from those lectures, it was clear that they weren't created with the needs of instructors of Less Commonly Taught Languages in mind. I began to look elsewhere. I discovered Swahili STARTALK, an intensive professional development program of the NALRC. I applied, and I got accepted.

STARTALK instructors – who have taught Swahili and other African languages for decades – taught us lesson planning and syllabus design skills that made my second year of teaching so much easier and enjoyable. Still, I needed more training to be able to help my students accomplish their language learning goals more effectively.

In summer 2014, NALRC gave me another opportunity to enhance my teaching skills by accepting me to the Summer Institute for African Language Teachers, held at Indiana University, Bloomington. From the Institute I learned how to teach listening, speaking, reading, and writing skills. The rigorous program also taught me how to test and assess students effectively, and meaningfully.

One of the most challenging things about teaching an African language in the United States is the scarcity of opportunities for training and professional development. Yet, when it comes to considering us for reappointment, we are expected to show our universities what we've done to enhance our skills. Having spoken to many of my classmates in the NALRC's programs I have attended, I can confidently state that without this organization's support, many of us would have been replaced.

NALRC provides us with more than just professional skills. It gives African language teachers – especially those who work in areas that lack linguistic diversity – access to a community of other teachers they can reach out to for advice. Many of us become very close friends. For example, at the end of the 2014 program, some of us stayed at the hotel lobby until 4 a.m., sharing mostly jokes and stories about our lives, but also ideas about teaching. Because of NALRC, I can now unequivocally say that I see myself spending the rest of my working life in a career I have grown to love: teaching my language and culture. I know at least a half a dozen other program participants who share my view.

Without any reservations, I kindly request you to offer Dr. Schleicher, and NALRC the support necessary so that teachers of my generation and beyond can continue to benefit from this remarkable organization.

Sincerely,

Edwin O. Okong'o



### **My Experience with the NALRC Trainings, Workshop and Professional Development Programs**

My name is Beatrice Ng'uono Okelo, a graduate student pursuing PhD in Linguistics at Indiana University. Alongside my studies, I also teach Swahili. Since I came in the US in 2007, I have participated in a number of trainings, workshop, and other professional development programs organized and/or sponsored by National African Language Resource Center (NALRC).

Just to mention a few, I have attended whole-day workshops based on specific topic areas in foreign language instruction, for example: material development, National Standards, Backward Curriculum Design (BCD), assessment, and so on. I have also participated in 2-week training programs and other professional development programs. For instance, in June 2009 I was one of the participants of the NALRC Summer Institute, which is a 2-week training workshop, organized for instructors and prospective instructors of various African languages, especially those taught here in the US. Even though by the time I was attending this training workshop I already had a Bachelor's in Education in Swahili, the Summer Institute completely changed my life. Through this program, I was equipped with practical methods and approaches for teaching Swahili, and African languages in general, as a second language and as a foreign language. When I say "practical methods and approaches" I am trying to emphasize that not all methods and approaches used for teaching languages, especially foreign languages work, or yield good fruits.

Secondly, teaching foreign languages is not just about knowing theories; you don't go to class to teach the students theories. In addition, a language classroom is not a linguistic classroom. Also, a good language classroom is student-centered, with the teacher as the facilitator. These very important points I just mentioned above are part of what I learned while attending the institute. I learned a lot from the very knowledgeable instructors and from the participants who teach Swahili or other African languages. The micro-lessons that we, the participants, did in the 2<sup>nd</sup> week of the program were so meaningful since I got the opportunity to prepare micro-lessons using BCD, teach them and receive constructive evaluation from my fellow participants and the instructors. All these, and many more are some of the great things I left with after the 2 weeks.

I also participated in the 2009 NALRC Summer Swahili Professional Development Program. I must say, without thinking twice about it, that this program, just like the

Summer Institute has given me a story to tell; and if I ever had a story, it has changed my story in a big way. To begin with, NALRC summer Swahili Professional Development program introduced me to the main theoretical and pedagogical concepts of teaching Swahili as a foreign language such as Standard-based Instruction, Backward Curriculum Design, the application of Communicative Approach in a foreign language classroom among others. This program was not just theoretical, but it focused even much more on how to put the theories in practice. Having highly qualified instructors, i.e. Dr. Schleicher, Dr. Omar and Dr. Kiarie was very reassuring and instrumental.

Also, I really liked and will always appreciate the variety of activities that we (the participants) were involved in during the 10-day program. Preparing and conducting micro-lessons; actively participating in meaningful discussions; writing daily reflections; preparing modules; preparing syllabi for teaching a Swahili class; doing self-evaluations; preparing E-portfolios among other activities, were all very helpful. I really liked the regular and knowledgeable contributions and feedback that we received from our instructors, fellow colleagues, and from the volunteer students. About the choice of students, I must say that it was done so well, since the volunteer students had never had experience with Swahili and so it was very easy to get the true picture of the success or failure of the demos/micro-lessons. Before I participated in this program, I had already attended workshops about L2 and Foreign language teaching but none of the workshops were very specific to the teaching of Swahili, and as a foreign language. On this realization, I had the dire need to be part of this intensive program.

I feel so privileged and honored to have participated in all the enriching workshops, trainings, and professional development programs organized or sponsored by NALRC. These programs are life changing and very instrumental to the professional development of language instructors. I would encourage as many instructors and prospective instructors as possible to be part of these trainings too so they can also have a story to tell. I would also like to urge institutions which have African language programs to encourage their language coordinators, Teaching Assistants/Associate Instructors, Lecturers and all those involved in teaching African languages to participate in these professional development programs organized by NALRC, if they care for the future and well being of their language programs. These training programs have tremendously changed my teaching and have helped me handle and understand my students better. I'm so grateful to NALRC for sponsoring and organizing such amazing programs and would kindly request them to organize more of these. I believe 100% that these programs are indeed a great move towards producing well trained and equipped teachers of various African languages, as foreign

languages. I would also like to express my utmost felt gratitude to the NALRC for sponsoring me, and many other graduate students all over the US to attend such programs and to attend and present scholarly papers at the NCOLCTL/ALTA conferences every year. By doing this, NARLC is playing a big role in the future careers of these graduate students and also equipping them as language instructors all over the globe.

Beatrice Ng'uno Okele

**MY EXPERIENCE WITH NALRC YORUBA PROFESSIONAL DEVELOPMENT PROGRAM**

Excellence in teaching, classroom management and assessment that I have enjoyed and still enjoying must be traced to the National African Language Resource Center (NALRC). Sometimes, one thinks he got the talent, but until one is trained one does not know how deficient his or her teaching is.

My name is Gabriel Ayoola, a graduate student at the University of Georgia. I had taught Yoruba language as a Teaching Assistant at the University of Wisconsin, Madison. I must state that, the NALRC summer Professional Development program introduced me to the key theoretical, practical and pedagogical concepts of teaching Yoruba as a foreign language such as Standard-based Instruction, Backward Curriculum Design, and the application of Communicative Approach in a foreign language classroom among others. This program was not just theoretical, but it focused even much more on how to put the theories into practice. I came into contact with the opportunity to be trained as an instructor in the foreign language classroom learning in 2010, the approach to be used as well as the materials that could make a successful teaching were made available to me through the NALRC.

Talking about how impactful the NALRC Summer Institute, Technology training and Leadership development has been, I cannot, but state that it has made a great turn-around to my teaching career in so many ways. In my present school at the University of Georgia, in my role as an instructor of Yoruba, I have heard other instructors in other languages who have not had opportunity to be trained by the NALRC wondering and asking where I got my teaching techniques from. I have also heard some of my students who had taken other languages before coming to my Yoruba class saying they wish they were taught other languages the way Yoruba is being taught to them in my class. This kind of commendation is made possible through the training and professional development made available by the NALRC.

I will strongly recommend that NALRC be given the opportunity to receive the grants so that instructors in the various language programs could have the opportunity to be trained by the NALRC to acquire the 21<sup>st</sup> century foreign languages teaching and learning techniques, tools, and samples that will make their job easier and professionally enriched. Also, that the language program coordinators could also have the opportunity to be trained in order to develop an enduring

language program in their various institutions. By this, the Less Commonly Taught Languages in the United States would be enriched with a great future.

Should you have any question, feel free to contact me at [REDACTED] or [REDACTED].

*Gabriel Ayoola*

May 5<sup>th</sup>, 2014

National African Language Resource Center  
College of Arts & Sciences, Indiana University



Bloomington, IN 47406

Dear Reviewers,

I am writing to express my support for the National African Language Resource Center. NALRC made several significant and positive contributions to my experience as an undergraduate student at the University of Wisconsin-Madison. I believe the support NALRC provided to the instruction of Yoruba language was a powerful force that enabled me to achieve a superior level of acquisition in just three years.

During my undergraduate experience, I frequently interacted with NALRC in various contexts while learning Yoruba. The center provided program space for accelerated summer and evening language programs. It was also a one stop shop for a variety of unique and useful language learning materials. These materials included textbooks, novels in African languages, newspaper excerpts from African countries, multimedia software programs, flash cards, and audio content. Convenient access to this plethora of learning material was a major asset in my language learning pursuits.

Furthermore, the NALRC training programs that my language instructors participated in clearly made them exemplary teachers. They went above and beyond in individualizing several highly interactive exercises that made it easy to learn Yoruba quickly and effectively. My experiences learning Yoruba were definitely some of the most positive in my college career, due to the wonderful relationship the Yoruba instructors were able to develop. Their style of teaching enabled students to excel.

In conclusion, I would like to reiterate my support for the National African Language Resource Center. It provides a critical backbone of support for many African language programs across the United States. I was personally able to benefit from several of the center's key programs and this contributed significantly to my educational and subsequent career paths. If you would like to discuss my support further, please do not hesitate to contact me via email at [kevdbarry@gmail.com](mailto:kevdbarry@gmail.com).

Sincerely,

Kevin Barry

“The two Institutes have demonstrated that the development, sustainability and viability of the teaching of African languages as second languages rests on professionalism in the field. The issue of professionalism is a core issue in the development of African Languages. Professor Bokamba rigorously engaged the need for development and professionalism in the field from the standpoints of methodology and pedagogy. We want to thank Prof. Antonia Schleicher for the vision in creating the NALRC. It has become a major professional instrument in the field of African languages. I thank you for the grace with which you constantly refer to your colleagues who have been there with you in the NALRC from the beginning. I thank you for the NALRC vision. May this endure,” **Adeolu Ademoyo, Cornell University (Yoruba) Training of Trainers 2010 workshop**

“I am delighted to be one of the participants of the Summer Institute organized by the NALRC. As a matter of fact, I am privileged to be a Foreign Language Teaching Assistant (FLTA) at UW-Madison and more importantly, to have the Prof. Antonia Schleicher as my supervisor. The two weeks spent was an intensive training time that really made me, and I believe my other colleagues, seasoned foreign language instructors. I see the coming together of various foreign language instructors as a pool of ideas that exposes us to different ways of foreign language teaching. It was indeed an opportunity to learn from one another. For instance, all of us in one way or the other spoke about eight different languages though at the novice level. We literally saw how to make foreign language teaching real fun. Besides, you were able to introduce us to different kinds of approaches and methodologies that make the class more creative, more productive, and very learner-centred. I am so grateful,”

**Adeola Agoke, University of Wisconsin-Madison, 2011 Summer Institute Program**

Attending the institute was not just a learning experience: it was also a voyage of discovery. I don't have a linguistics or language pedagogy background. I have never enrolled in a single linguistics course in my curriculum; I'm a student of political science. So coming here, I was in a new territory in which I have learned so much in the course of two weeks. For that, I give credit to our two excellent instructors, Steve and Joe. You two are incredibly efficient and talented in conveying the message of the Summer Institute. Thank you for your hard work. **Oumar Ba, 2011 NALRC Summer Institute Program**

“I had started the workshop as a technologically challenged person; I finished it successfully as a very non-technologically challenged person. I am certainly looking forward to more Technology Workshops. If we learned such a lot with such enjoyment in only four days, I am certain that much more can be achieved in the technology endeavour and function of the NALRC over a longer period, say two weeks,” **Buyiswa Mini, University of Florida, 2011 Technology Workshop**

“As I enrolled for the Star talk Swahili program at my home in Washington DC, I really had no clue or expectations of a revolution! My search was for teaching resources and some training to make me a better teacher. But today, upon completion of the program, I believe I am a Star facilitator for Swahili learning and culture. The online teaching course that we were required to undertake before the onsite training did somehow shed some light to the standards of instruction we would receive even though relevance of topics like “The U.S. Educational System

for Language Instructors” did not quite make an impression on me at first. Until later, when we had the volunteer learners...the wisdom of having familiarized me with this system made sense to the whole communicative approach and backward design curriculum,”

**Belinda Mlingo, Naval Special Warfare Special Language Program, 2011 Startalk: Summer Swahili Professional Development Program**

“We are proud to say that we have passed through the Summer Institute and the Institute has passed through us. It is a case of mission well accomplished. We thank the Director of the NALRC, Prof. Antonia Folarin Schleicher, and her husband. We thank our experienced instructors, Steve Timm and Joe Nosek, for their passion, hard work, promptness, patience, sense of humor, and good attitude. We thank the NALRC management for giving us accommodations, breakfast, tea and coffee, lunch, T-shirts, the NALRC bulletin, flash cards, books, and journals. We plead that the project should be sustained because it is a way of reaching out to the whole world,” **Taiwo Olunlade, Lagos State University 2012 Summer Institute Program**

“In this year’s Technology Workshop, we have been exposed to an integrated use of various tools and applications whose usefulness is beyond measure. In addition to fine-tuning pictures and videos through applications such as JING, CAMTASIA, AUDACITY, IRFANVIEW, compiling a final video that combines written, audio, and visual elements of a given language is more than making a successful YouTube material linked to a PREZI file. Our progress has also been improved through a mutual connection among participants and with the care of the staff working with us since Tuesday. With due respect to your attention, we conclude by recommending participants of the Summer Institute to plan on attending the Technology Workshop in the future. It is worth considering,” **Mor Gueye, University of Illinois at Urbana-Champaign, 2012 Technology Workshop.**

“Startalk - in my mind, there is no doubt that it is a “star”! Our group came in as rookies who struck out a few times and came out of it with some home runs and grand slams! That is what Startalk is all about, to train us well and to ensure that we leave here with the right skills in our satchel to go around the country and teach our students to become proficient in Swahili. That is our goal now,” **Farida Doherty, Boston Public Schools, 2012 Startalk: Summer Swahili Professional Development Program**

“Salaam! Hello! MerHaba! Ekaso! Ciao! Hamjambo! Privet! As-salam alaykum! Sanibona. These are all the languages I learned in this class. I’m grateful for being the participant of NALRC Summer Institute today! This workshop has been more than I expected because of the Instructors and the classmates who provided me with insightful learning and teaching methods’ have integrated all of the teaching skills in a very entertaining way. Now, I know how to provide a cultural vibe to my classroom (environment). I also know how to teach a very difficult language in a fun, engaging and lively way, and it’s all thanks to you. As of now, I aspire to learn more languages and I’m also inspired to pursue a Master’s degree,”

**Mehret Tadesse, Ethiopian Community, Washington D.C, 2013 Summer Institute Program**



“The Startalk program gave us vital skills necessary for effective foreign language teaching, and more so Swahili language. Since most of the participants were used to a traditional approach of teaching, our instructor’s lessons prepared us for our micro-teaching because we were able to use the proficiency- based approach. Most of the participants had not used the Backward Curriculum Design in their teaching previously. Furthermore, some had very little experience teaching Swahili as a foreign language; but feedback on their teaching activities made our micro-teaching experience enjoyable,” **Dr. Elizabeth Kalu 2013 Startalk: Summer Swahili Professional Development Program**

“The three weeks that I participated in the Swahili Startalk have been tremendously invaluable and one of those days that have contributed greatly in my professional and academic growth. Having taken 2 weeks in the Summer Institute for teaching African language in June 2011, offered by the National African Language Resource Center (NALRC), and having attended two NCOLCTL and ALTA annual conferences in 2011 and 2013, I thought that I would not find anything very new in the Startalk workshop. My assumption and perspective, however, started to change in the second day of the program in Bloomington. This workshop was a more non-linear program than I expected. It gave me the insight to make my Swahili classrooms a successful and more productive. I realized that, I was more like going through baptism and I felt like I was being re-born in the field. What I boastfully knew in language teaching, if at all I knew anything, was just like a spec, a fraction,” **Filipo Lubua 2013 Startalk: Summer Swahili Professional Development Program**

“I would love to particularly thank Dr. Schleicher who made me feel welcome as a person who is not in the academia. I felt like I was in the wrong place and felt that this was not meant for me. I want to appreciate the fact that she made me come here. Even when I did not think that I could come because of my own circumstances of running a new business, she told me that I had to be here. I came here with the intention of not only learning to teach my language better to kids but also to try to recruit her to be a mentor for me,” **Lande Sanusi, C.A.K.E Village Chicago, 2014 Summer Institute Program**

“We admired the way the five C’s of Standards were repackaged into three D’s in the context of Backward Design. The reformulation of the five goals in three D’s helped us develop an understanding that culture is what drives the big ideas and themes since enduring understandings and essential questions are developed through cultural perspectives. In this new perspective, communication determines the assessment mode while connections, communities, and comparisons demonstrate what learners know and are able to do with language within a cultural context” **Jonathan Choti, Michigan State University 2014 Leadership Performance Institute.**

List of National African Language Resource Center (NALRC) Past Programs Beneficiaries					
S/N	Name of Participant	Institute/ Academic Institution	Language	Year	NALRC Program
1	Aaron Rosenberg	El Colegio de Mexico	Swahili	2011	Startalk
2	Abayomi Animashaun	University of Wisconsin-Madison	Yoruba	2008	Summer Institute
3	Abderrahmane Zouhir	University of Illinois at Urbana-Champaign	Arabic	2004	Summer Institute
4	Abdou S. Omar	University of Indiana Bloomington	Swahili	2009	Multimedia Trng.
5	Abdul Nanji	Cornell University	Kiswahili	2010	Summer Institute
6	Abdul Nanji	Cornell University	Swahili	2009	STARTALK
7	Abdulaziz Alzuabi	Chapman University	Arabic	2009	FLTA
8	Abdulwahid Mazrui	Indiana University	Swahili	2006	Summer Institute
9	Abdussalam Ahmed Shehu	University of Ilorin, Nigeria	Arabic	2013	Summer Institute
10	Abiyot Debebe Seifu	University of Florida	Amharic	2010	Summer Institute
11	Ablaye Diakite	Boston University	Wolof	2011	Summer Institute
12	Aboubeida Mudawi	Ohio University Athens	Arabic	2004	Summer Institute
13	Abubakar Idris	Michigan State University	Hausa	2014	Summer Institute
14	Adedoyin Ogunfeyimi	University of Wisconsin-Madison	Yoruba	2007	FLTA
15	Adegbola, Moses	University of California, Berkeley	Yoruba	2009	Summer Institute
16	Adel Al-Adlani	University of Texas at Austin	Arabic	2009	FLTA
17	Adeniyi Akangbe	University of Ibadan, Nigeria	Yoruba	2014	Summer Institute
18	Adeniyi, Harrison	Lagos State University, Nigeria	Yoruba	2003	Summer Institute
19	Adeola Agoke	University of Wisconsin Madison	Yoruba	2011	Summer Institute
20	Adeola Agoke	University of Wisconsin Madison	Yoruba	2014	Leadership Performance Institute
21	Adeolu Ademoyo	Cornell University	Yoruba	2011	Technology Workshop Institute
22	Adeolu Ademoyo	Cornell University	Yoruba	2006	Summer Institute
23	Aderoju Adepoju	Lagos State Radio Service	Yoruba	2008	Summer Institute
24	Aderoju Adepoju	Lagos State Radio Service	Yoruba	2007	Summer Institute
25	Adeyemi Adeyinka	University of Ibadan, Nigeria	Yoruba	2014	Summer Institute
26	Adeyemisi A. Haastrup	Yoruba Wunmi, UK	Yoruba	2007	Summer Institute
27	Afaf Merzougi	The Morgan School/Mitchell College	French	2008	FLTA
28	Agnes C. Kimokoti	Five College Center for the study of World Languages	Swahili	2008	Summer Institute
29	Ahmad Muezzin	University of Wisconsin Madison	Arabic	2014	Leadership Performance Institute
30	Ahmed Al Awaid	Pfieffer University	PR/Award # P229446022	2009	FLTA

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## Past Program Beneficiaries

31	Ahmed Al Jabri	University of Pennsylvania	Arabic	2008	FLTA
32	Ahmed Alshorman	Hamilton College	Arabic	2009	FLTA
33	Ahmed Muezzin	University of Wisconsin-Madison	Arabic	2013	Summer Institute
34	Ahmed Salama	Marlboro College	Arabic	2008	FLTA
35	Ahoo Najafian	University of California, Santa Barbara	Persian	2007	FLTA
36	Aimen Almaloul	Hobart and William Smith	Arabic	2009	FLTA
37	Aissatou Diop-Hashim	Howard University	Wolof	2007	STAMP
38	Akinloye Ojo	University of Georgia-Athens	Yoruba	2002	Summer Institute
39	Akinloye Ojo	University of Georgia-Athens	Yoruba	2001	Summer Institute
40	Akinsola Ogundeji	University of Wisconsin-Madison	Yoruba	2005	Summer Institute
41	Akinsola Ogundeji	University of Wisconsin-Madison	Yoruba	2009	Multimedia Trng.
42	Akinsola Ogundeji	University of Wisconsin-Madison	Yoruba	2008	STAMP
43	Akinsola Ogundeji	Language Independent Consultant	Yoruba	2013	Leadership Performance Institute
44	Akrem Rebhi	Bellevue Community College	Arabic	2008	FLTA
45	Alaa Zalzaleh	Wake Forest University	Arabic	2008	FLTA
46	Alamu, Olagoke	Research Institute of World Languages, Japan	Yoruba	2009	Summer Institute
47	Alao, George	INALCO, France	Yoruba	2003	Summer Institute
48	Alex M. Zito	Boston University	Wolof	2010	Summer Institute
49	Alexandra Just	Lycoming College	German	2007	FLTA
50	Alhadi, Esameddin	University of Florida	Arabic	2009	Multimedia
51	Ali Fatema	Santa Clara University	Arabic	2008	FLTA
52	Ali Lassoued	University of California, Santa Barbara	Arabic	2008	FLTA
53	Alice Becker	Alma College	German	2007	FLTA
54	Alla Sadovaya	Hobart and William Smith	Russian	2008	FLTA
55	Alwiya S Omar	University of Indiana Bloomington	Swahili	2009	Multimedia Trng.
56	Alwiya S Omar	University of Indiana Bloomington	Swahili	2008	STAMP
57	Alya Barghathi	Mercyhurst College	Arabic	2008	FLTA
58	Amadou Fofana	Indiana University	Bamana	2000	Summer Institute
59	Amal El Haimeur	University of Wisconsin-Madison	Arabic	2008	Summer Institute
60	Aman Khan	University of Pennsylvania	Pashto	2008	FLTA
61	Amelie Sing	Pacific Univeristy	German	2009	FLTA
62	Amisi, Ndalegwa	St. Lawrence University, Canton NY	Swahili	2013	Summer Institute
63	Amma Odoro	University of California	Arabic	2002	Summer Institute

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## Past Program Beneficiaries

64	Ammina Kothari	University of Oregon Eugene	Swahili	2006	Summer Institute
65	Ana Florencia Jose	University of Evansville	Spanish	2007	FLTA
66	Ana Maria Roca Ugorri	Lycoming College	Spanish	2009	FLTA
67	Ana Novik	Wheaton College	Spanish	2007	FLTA
68	Anais Coute	Lycoming College	French	2009	FLTA
69	Anastasia Durkina	University of Alaska, Anchorage	Russian	2009	FLTA
70	Andrea Juhasz	ESL - Indiana University	Dari	2012	Standards & Curriculum Development - I
71	Andreas Raab	Saint John's University, Minnesota	German	2009	FLTA
72	Andreas Rainer	Bard College	German	2007	FLTA
73	Angaluki Muaka	Indiana University	Swahili	2000	Summer Institute
74	Angela Fernandez	William College	Spanish	2007	FLTA
75	Anindita Chatterjee	University of Texas at Austin	Bengali	2008	FLTA
76	Anna Chikoti	University of Wisconsin Madison	Kiswahili	2010	Summer Institute
77	Anna Chikoti	University of Wisconsin-Madison	Swahili	2010	Summer Institute
78	Anna Ronkko	University of Washington	Finnish	2008	FLTA
79	Anna Serendinsteva	Michigan State University	Russian	2009	FLTA
80	Anna Shishkina	Rhodes College	Russian	2009	FLTA
81	Anna-Lena Wollersheim	New College of Florida	German	2007	FLTA
82	Anna-Margareta Brauer	New College of Florida	German	2008	FLTA
83	Anne Corbett	University of Notre Dame	Irish	2008	FLTA
84	Anne Waliaula	University of Wisconsin - Madison	Swahili	2012	Startalk
85	Ann-Fleur Larue	Hiram College	French	2009	FLTA
86	Antonia Schleicher	University of Wisconsin-Madison	Yoruba	2008	STAMP
87	Aqsa Iqbal	University of Texas at Austin	Urdu	2009	FLTA
88	Archana Bhatia	University of Illinois at Urbana-Champaign	Hindi	2004	Summer Institute
89	Asha Nyanganyi	Association of Tanzania Community	Swahili	2013	Startalk
90	Ashford M. Njogu	University of Kansas-Kansas	KiSwahili	2007	Summer Institute
91	Asma Khan	Rutgers University	Bengali	2007	FLTA
92	Asteria Hyera	Association of Tanzania Community	Swahili	2013	Startalk
93	Asteria Hyera	Asso. of Tanzanian Community	Swahili	2014	Leadership Performance Institute
94	Augustine Bugase	St. John Bosco's Training College, Ghana	Twi/Akan	2002	Summer Institute
95	Auwal Mohammed	Ney York University	Hausa	2007	FLTA
96	Awa Sarr	University of Illinois at Urbana-Champaign	PR/Akan/Hausa	2005	Summer Institute

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## Past Program Beneficiaries

97	Ayoola Shotonwa	Lagos State Radio Service	Yoruba	2007	STAMP
98	Azadeh Ghahghaie	Boston University	Persian	2007	FLTA
99	Azza Salman	University of Wisconsin-Stevens Point	Arabic	2009	FLTA
100	Bab Saho	University of Illinois, Urbana	Wolof	2006	Summer Institute
101	Babusa Hamisi	St. Lawrence University	Swahili	2009	STARTALK
102	Backman, Stephen	Michigan State University	Swahili	2003	Summer Institute
103	Barbara Tetteh	Barbette Language Center	Akan/Twi	2014	Leadership Performance Institute
104	Barbara Tetteh	University of Ghana	Akan Twi	2011	Summer Institute
105	Barkha Dwivedi	Five Colleges	Hindi	2008	FLTA
106	Bastsana Maposa	Ohio University Athens	Setswana	2005	Summer Institute
107	Batuhan Bozdogan	CEUS - Indiana University	Dutch	2012	Standards & Curriculum Development - I
108	Batuhan Bozdogan	CEUS - Indiana University	Turkish	2013	Standards & Curriculum Development - II
109	Bavwidinsi Bawawana	University of Illinois at Urbana-Champaign	Lingala	2005	Summer Institute
110	Beatrice Bolger	University of Pennsylvania, PA	KiSwahili	2006	Summer Institute
111	Beatrice Mkenda	University of Wisconsin-Madison	KiSwahili	2007	Summer Institute
112	Beatrice Nguono Okelo	University of Wisconsin-Madison	Swahili	2009	STARTALK
113	Beatrice O. Bolger	University of Pennsylvania	Swahili	2009	STARTALK
114	Beatrice Okelo	University of Wisconsin-Madison	KiSwahili	2007	FLTA
115	Belinda Mlingo	International Center for Language Studies	Swahili	2011	Startalk
116	Benjamin Becker	Emory University	German	2007	FLTA
117	Benjamin Mander	Bard College	German	2009	FLTA
118	Berna Balci	Smith College	Turkish	2007	FLTA
119	Bernadeta Kaiza	Association of Tanzania Community	Swahili	2013	Startalk
120	Bernhard Renze	Lycoming College	German	2009	FLTA
121	Betty Sibongile Dlamini	University of Indiana Bloomington	isiZulu	2009	Multimedia Trng.
122	Beyene, Zewdineh	University of California, Berkeley	Amharic	2003	Summer Institute
123	Bezza T. Ayalew	University of Addis Ababa	Amharic	2004	Summer Institute
124	Bin Li	Pacific Lutheran University	Chinese	2007	FLTA
125	Bongani Mbatha	University of Wisconsin Madison	Zulu	2011	Summer Institute
126	Boutheina Elkaou	Oberlin College	Arabic	2009	FLTA
127	Brenda Wawire	University of Mississippi	Swahili	2012	Summer Institute
128	Brenda Wawire	University of Mississippi	Swahili	2012	Startalk
129	Brook Abdu	Boston University	PR/Award # P229AY40022	2010	Summer Institute

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## Past Program Beneficiaries

130	Btisam Aazri	WIS/American University	French	2009	FLTA
131	Buket Dogan	California State University, San Bernadino	Turkish	2008	FLTA
132	Bulugu, Happiness	University of Oregon	Swahili	2009	Summer Institute
133	Buyiswa Mini	University of Florida	Isixhosa	2011	Technology Workshop Institute
134	Bwenge, Charles	University of Princeton	Swahili	2003	Summer Institute
135	Carmen Braun	Hartwick College	German	2008	FLTA
136	Carolina Mirallas	Lewis and Clark College	Spanish	2009	FLTA
137	Carolyn Aru	Bridgewater State University	Swahili	2012	Startalk
138	Catherine CUTCHER	Ohio University	Swahili	2010	Startalk
139	Catherine Dardenne	Simpson College	French	2009	FLTA
140	Cecile Delbois	Dillard University	French	2009	FLTA
141	Cemil Kurt Ankara	University, Tomer	Turkey	2013	Summer Institute
142	Ceyla Eralp	University of Florida	Turkish	2009	FLTA
143	Charles Bwenge	University of Virginia	Swahili	2002	Summer Institute
144	Charles Bwenge	University of Florida	Swahili	2008	STAMP
145	Charles Owu-Ewie	Ohio University-Athens	Twi/Akan	2007	STAMP
146	Cheikh Thiam	University of Florida	Wolof	2010	Summer Institute
147	Chifundo Colleta Zimba Muyombe	University of N. Carolina - Chapel Hill	Chichewa	2012	Summer Institute
148	Christela Cindy	University of Hawaii	Indonesian	2009	FLTA
149	Christina Henaku	Accra Training College, Ghana	Twi/Akan	2003	Summer Institute
150	Christine Nyanda CHACHA	University of California, Berkeley	Swahili	2010	Startalk
151	Clara Momanyi	Catholic University of East Africa	Swahili	2011	Startalk
152	Clement Oyeleke Odoje	Unveristy of Wisconsin-Madison	Yoruba	2010	Summer Institute
153	Clement Oyeleke Odoje	University of Wisconsin Madison	Yoruba	2010	Summer Institute
154	Colleen Ryan	Italian Language Program	English	2012	Standards & Curriculum Development - I
155	Colleen Ryan	Italian Language Program	Italian	2013	Standards & Curriculum Development - II
156	Daria Angeli	Wheaton College	Italian	2009	FLTA
157	Darima Budaeva	Concordia College	Russian	2008	FLTA
158	David Adu-Amankwah	Indiana University	Twi/Akan	2000	Summer Institute
159	David Adu-Amankwah	Indiana University, Bloomington, IN	Akan	2013	Leadership Performance Institute
160	David Mfitundinda	Indiana University	Swahili	2013	Startalk
161	David Sylvester	Brown University	Kiswahili	2007	FLTA
162	David Wambua KYEU	University of Wisconsin-Madison	Swahili	2010	Startalk

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163	David Wambua Kyeu	University of Wisconsin-Madison	KiSwahili	2007	Summer Institute
164	Dean Makuluni	University of Wisconsin-Madison	English	2000	Summer Institute
165	Deogratias Tungaraza	Indiana University	Swahili	2014	Summer Institute
166	Diakite, Boubacar	Indiana University	Bamana	2003	Summer Institute
167	Diallo Youssouf	Ohio University Athens	Pulaar	2003	Summer Institute
168	Diane Mahu	Maine School Admin, District No. 50	French	2007	FLTA
169	Diouf, Fabienne	University of Indiana Bloomington	Wolof	2009	Summer Institute
170	Dlamini, Betty Sibongile	University of Indiana Bloomington	isiZulu	2009	Summer Institute
171	Dlamini, Betty Sibongile	University of Indiana Bloomington	isiZulu	2009	Multimedia
172	Doctor Katamzi	Southbay Mental Health Center	Zulu	2010	Summer Institute
173	Doctor M. Katamzi	Boston University	Zulu	2010	Summer Institute
174	Dumisile Mkhize	University of Illinois at Urbana-Champaign	isiZulu	2004	Summer Institute
175	Ebraheem Eltouhamey	University of Pennsylvania	Arabic	2009	FLTA
176	Ebrahim Al-Shaalan	Fairfield University	Arabic	2008	FLTA
177	Edward Kelleher	University of St. Thomas	Irish	2007	FLTA
178	Edwin Okong'O	University of California - Berkeley	Swahili	2012	Startalk
179	Edwin Okong'O	University of California, Berkeley	Swahili	2014	Summer Institute
180	Ekaterina Gorokhova	Portland State University	Russian	2008	FLTA
181	El, Majdi, Hitcham	University of Wisconsin-Madison	Arabic	2009	Summer Institute
182	Elaine Mshomba	University of Pennsylvania, PA	KiSwahili	2007	Summer Institute
183	Elias Magembe	Foreign Service Institute	Swahili	2012	Startalk
184	Elizabeth Kalu	Indiana University of Pennsylvania	Swahili	2013	Startalk
185	Elizaveta Pyavanzina	Utah Valley University	Russian	2008	FLTA
186	Emilie Rolland	Bryant University	French	2008	FLTA
187	Emmanuel Akolgo	Atebubu Training College, Ghana	Akan	2001	Summer Institute
188	Emmanuel Amo Ofori	University of Florida – Gainesville	Akan/Twi	2012	Summer Institute
189	Emmi Pollari	Columbia University	Finnish	2009	FLTA
190	Emoubonuvie M. Ajiboye	Delta State University	Urhobo	2011	Summer Institute
191	Emuobonuvie Ajiboye	Delta State University- Nigeria	Urhobo	2014	Leadership Performance Institute
192	Ernest Mohochi	Egerton University / St. Lawrence University	Swahili	2004	Summer Institute
193	Erustus Festus Ouko	University of California, Los Angeles	KiSwahili	2008	FLTA
194	Esameddin Alhadi	Ohio University Athens	Arabic	2004	Summer Institute
195	Esameddin Alhadi	University of Florida	PR/Award # P229A40022	2009	Multimedia Trng.

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## Past Program Beneficiaries

196	Eser Kocaman Gurata	University of Pennsylvania	Turkish	2007	FLTA
197	Eslam Elomrani	Arkansas State University	Arabic	2009	FLTA
198	Esra Ersoy	The William Paterson University of New Jersey	Turkish	2007	FLTA
199	Esra Ozdemir Akyol	Boston University	Turkish	2008	FLTA
200	Essia Belaid	Lees-McRae College	Arabic	2009	FLTA
201	Esther Ham	Germanic Studies	English	2012	Standards & Curriculum Development - I
202	Esther Ham	Germanic Studies	Dutch	2013	Standards & Curriculum Development - II
203	Esther Lisanza	University of North Carolina	Swahili	2011	Startalk
204	Esther Lisanza	University of Illinois at Urbana-Champaign	Swahili	2005	Summer Institute
205	Eva Gfoller	University of Cincinnati	German	2008	FLTA
206	Exsuperantia Irene	University of Michigan	Indonesian	2007	FLTA
207	Ezgi Umur	New York University	Turkish	2007	FLTA
208	Fabienne N. Diouf	African Studies	Estonian	2012	Standards & Curriculum Development - I
209	Fabienne N. Diouf	African Studies	Wolof	2013	Standards & Curriculum Development - II
210	Fabiola Benedetti	Wheaton College	Spanish	2008	FLTA
211	Fahima Shuja	Five Colleges	Hindi	2007	FLTA
212	Fallou Ngom	UIUC	Wolof	2000	Summer Institute
213	Fanta Diamanka	Ohio University-Athens	Wolof	2007	STAMP
214	Fardous Bahbouh	Duke University	Arabic	2008	FLTA
215	Farida Doherty	Boston Public Schools	Swahili	2012	Startalk
216	Fatou Angela Brown	Yale University	Wolof	2000	Summer Institute
217	Fatuyi, Esther	University of Wisconsin-Madison	Yoruba	2003	Summer Institute
218	Federica de Prosperis	Wheaton College	Italian	2008	FLTA
219	Federico Parra Cabellero	Mercyhurst College	Spanish	2007	FLTA
220	Fehintola Masadomi	University of Texas- Austin	Yoruba	2010	Summer Institute
221	Fehintola Mosadomi	University of Texas Austin	Yoruba	2014	Leadership Performance Institute
222	Felix Umeana	Michigan State University	Yoruba	2014	Leadership Performance Institute
223	Ferda Ilerten	Brown University	Turkish	2009	FLTA
224	Filipo Lubua	University of Wisconsin Madison	Swahili	2011	Summer Institute
225	Filipo Lubua	Ohio University-Athens	Swahili	2013	Startalk
226	Firat Acikgoz	Mercyhurst College	Turkish	2007	FLTA
227	Florence Ebila	University of Wisconsin-Madison	Lango	2007	Summer Institute
228	Florence Olamijulo	University of Wisconsin-Madison	Yoruba	2007	Summer Institute



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## Past Program Beneficiaries

229	Folasade Adesokan	Michigan State University	Yoruba	2009	FLTA
230	Fraisic Agbakey	Keta Secondary School, Ghana	Twi/Akan	2002	Summer Institute
231	Francis F. Lukhele	University of Wisconsin-Madison	Xhosa	2009	Multimedia
232	Francis F. Lukhele	University of Wisconsin-Madison	Xhosa	2007	Summer Institute
233	Francis F. Lukhele	University of Wisconsin-Madison	Xhosa	2009	Multimedia Trng.
234	Francis Mwanzia	Indiana University	Swahili	2014	Summer Institute
235	Francis Wangendo	Ohio University-Athens	Swahili	2009	STARTALK
236	Gabriel Ayoola	University of Wisconsin-Madison	Yoruba	2010	Summer Institute
237	Gabriel Ayoola	University of Wisconsin-Madison	Yoruba	2013	Leadership Performance Institute
238	Gabriel O. Ayoola	University of Wisconsin Madison	Yoruba	2010	Summer Institute
239	Gabriela Rosetti	Wayne State University	Portuguese	2009	FLTA
240	Galen Sibanda	Stanford University	Zulu	2011	Summer Institute
241	Galen Sibanda	Michigan State University	Shona/Zulu	2013	Leadership Performance Institute
242	Gebrehiwot, Telahun	Boston University	Amharic	2009	Multimedia
243	Gedun Rabsal	CEUS - Indiana University	Farsi	2012	Standards & Curriculum Development - I
244	Gedun Rabsal	CEUS - Indiana University	Tibetan	2013	Standards & Curriculum Development - II
245	Geetanjali Joshi	Portland State University	Hindi	2008	FLTA
246	Geofred Osoro	Kansas State University	Swahili	2011	Startalk
247	Geofred Osoro	Wellesley College, Boston	Swahili	2013	Startalk
248	Geofred Osoro	Wellesley College, Wellesley	Swahili	2013	Leadership Performance Institute
249	George Lugambi	Pennsylvania State University	Luganda	2005	Summer Institute
250	Gergana May	Norwegian Language and Scandanavian Culture	Finnish	2012	Standards & Curriculum Development - I
251	Gergana May	Norwegian Language and Scandanavian Culture	Norwegian	2013	Standards & Curriculum Development - II
252	Ghada Al-Attar	Chapman University	Arabic	2009	FLTA
253	Ghemina Hammad	Benedictine University	Arabic	2008	FLTA
254	Gift Tyea	SIT Graduate Institute	Kiswahili	2009	FLTA
255	Gordon, Mary	University of Kwazulu-Natal	isiZulu	2009	Summer Institute
256	Greg Hopper-Moore	University of Oregon	Swahili	2008	STAMP
257	Guguni, Francis	University of California, Berkeley	Swahili	2003	Summer Institute
258	Guiseppe Sorrentine	Ramapo College of New Jersey	Italian	2009	FLTA
259	Gulnaz Khamidulina	Bucknell University	Russian	2009	FLTA
260	Gulnisa Nazarova	CEUS / CeLCAR- Indiana University	Hungarian	2012	Standards & Curriculum Development - I
261	Gulnisa Nazarova	CEUS/CeLCAR - Indiana University	PR/Award # P229A140022	2013	Standards & Curriculum Development - II

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## Past Program Beneficiaries

262	Haidy Nessim	Boston University	Arabic	2008	FLTA
263	Haitte Merchi	Washington International School	French	2007	FLTA
264	Hamisi, Babusa	St. Lawrence University	Swahili	2009	Summer Institute
265	Hannah Essien	Indiana University	Akan/Twi	2006	Summer Institute
266	Happiness Bulugu	University of Oregon	Swahili	2009	STARTALK
267	Happiness Bulugu	University of Oregon	Kiswahili	2008	FLTA
268	Happy Kikwa	Five Colleges	Kiswahili	2007	FLTA
269	Hapsatu Wane	University of Illinois at Urbana-Champaign	Wolof	2008	Summer Institute
270	Harrison Adeniyi	Lagos State University, Nigeria	Yoruba	2013	Leadership Performance Institute
271	Hasna Bouibil	Adrian College	Arabic	2009	FLTA
272	Heidi Toivonen	Columbia University	Finnish	2007	FLTA
273	Hicham Assaoui	University of Arizona	Arabic	2012	Summer Institute
274	Hicham El Majdi	University of Wisconsin	Arabic	2011	Technology Workshop Institute
275	Hilda Ysui	The Morgan School/Mitchell College	French	2007	FLTA
276	Hinnerk Krone	St. Mary's College of Maryland	German	2009	FLTA
277	Hlongwa, Nobuhle	University of Kwazulu-Natal	isiZulu	2009	Summer Institute
278	Hlongwa, Tholani	UIUC	Zulu	2003	Summer Institute
279	Hong Ouyang	Utah Valley State College	Chinese	2007	FLTA
280	Huan Feng	Benedictine University	Chinese	2008	FLTA
281	Hui Liu	New College of Florida	Chinese	2008	FLTA
282	Huihua Lin	Rowan University	Chinese	2009	FLTA
283	Humeidan, Bilal Ali	University of Wisconsin-Madison	Arabic	2009	Summer Institute
284	Hyunju Nam	Wayne State University	Korean	2009	FLTA
285	Ibro Chekaraou	Michigan State University	Hausa	2007	STAMP
286	Idris Abubakar	Michigan State University	Hausa	2013	Leadership Performance Institute
287	Ines Vano Garcia	Agnes Scott College	Spanish	2007	FLTA
288	Islamiyyah Sanusi	C.A.K.E Village	Yoruba	2014	Summer Institute
289	Ivana Garita	Russel Sage College	Italian	2009	FLTA
290	Iztli Martinez	Bard College	Spanish	2009	FLTA
291	Jacques du Plessis	University of Wisconsin-Milwaukee	Afrikaans	2007	STAMP
292	James Essegbey	University of Florida-Gainesville	Twi/Akan	2007	STAMP
293	James G. Njoroge	University of California, Berkeley	Kiswahili	2010	Summer Institute
294	James G. NJOROGE	University of California, Berkeley	Kiswahili	2010	Startalk

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## Past Program Beneficiaries

295	James G. Njoroge	University of California, Berkeley	Swahili	2010	Summer Institute
296	Jamie A. E. Thomas	Michigan State University	Swahili	2008	Summer Institute
297	Jane Clayton	Columbia University	Swahili	2012	Startalk
298	Jarinthorn Phaisarnsithikarn	University of Hawaii	Thai	2009	FLTA
299	Jasreen Grewal	University of California, Santa Barbara	Punjabi	2008	FLTA
300	Javad Asgharirad	Michigan Technological University	Persian	2007	FLTA
301	Jay Boss Rubin	Union College	Swahili	2011	Startalk
302	Jecha Haji Jecha	Indiana University	Kiswahili	2010	Summer Institute
303	Jecha Haji Jecha	University of Indiana Bloomington	Swahili	2010	Summer Institute
304	Jennifer Rosenbush	Boston University	Zulu	2011	Summer Institute
305	Jie Bai	Colgate University	Chinese	2007	FLTA
306	Jie Zhang	Pacific Lutheran University	Chinese	2008	FLTA
307	Jiwon Kim	Claremont McKenna College	Korean	2009	FLTA
308	Joachim Sekyi-Achenie	Swedru Secondary School, Ghana	Tw/Akan	2003	Summer Institute
309	Joe Amoako	Delaware State University/ Johns Hopkins Uni	Tw/Akan	2007	STAMP
310	John Inniss	Delaware State University/ Johns Hopkins Uni	Hindi	2000	Summer Institute
311	John Keatings	New York University, Glucksman Ireland Hou	Irish	2008	FLTA
312	John Muchira	University of Mississippi	Arabic	2012	Summer Institute
313	John Muchira	Florida State University	Swahili	2014	Leadership Performance Institute
314	John Muchira	University of Mississippi	Swahili	2012	Startalk
315	John Njue	University of Iowa	Swahili	2002	Summer Institute
316	John Njue	University of Iowa	Swahili	2001	Summer Institute
317	Jonathan Choti	Michigan State University	Swahili	2014	Leadership Performance Institute
318	Jonathan Choti	Michigan State University	Swahili	2012	Startalk
319	Joscelyn Essegbey	University of Florida	Aka/Twi	2006	Summer Institute
320	Joseph Chikowero	University of Wisconsin-Madison	ChiShona	2007	Summer Institute
321	Joseph Mugenga	Ohio University Athens	Kinyarwanda	2004	Summer Institute
322	Joseph OMWAMBA	University of California, Berkeley	Swahili	2010	Startalk
323	Josephat Waruhiu	Portland State University	Swahili	2004	Summer Institute
324	Josephine Yambi	University of Illinois Urbana- Champaign	Swahili	2002	Summer Institute
325	Josphat Waruhiu	Portland State University	Swahili	2011	Startalk
326	Joyce Mmari	Columbus University	Swahili	2011	Startalk
327	Juan Li	Jackson State University	PR/Award # P229K140922	2009	FLTA

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## Past Program Beneficiaries

328	Juan Wang	Wake Forest University	Chinese	2009	FLTA
329	Judith Mmari	Boston University	Swahili	2011	Startalk
330	Judith Mmari	University of Oregon	Swahili	2000	Summer Institute
331	Judith Namayengo	University of Wisconsin – Madison	Swahili	2012	Summer Institute
332	Ka Hye Chung	University of Oregon	Korean	2007	FLTA
333	Kakhramon Gafurov	Smith College	Uzbek	2007	FLTA
334	Kambon, Obadele	University of Wisconsin-Madison	Yoruba	2003	Summer Institute
335	Kara Abdolmaleki	New York University	Persian	2007	FLTA
336	Kartharine Babczyk	Emory University	German	2009	FLTA
337	Kasem Alshafiee	University of St. Thomas	Arabic	2009	FLTA
338	Katarina Vogel	Wabash College	German	2008	FLTA
339	Katherin Spiller	Dartmouth College	German	2008	FLTA
340	Katri Kivilaakso	University of Minnesota	Finnish	2007	FLTA
341	Kazeem K Sanuth	University of Wisconsin-Madison	Yoruba	2013	Leadership Performance Institute
342	Kazeem Kehinde Sanuth	University of Wisconsin-Madison	Yoruba	2009	Multimedia Trng.
343	Kazeem Sanuth	University of Wisconsin	Yoruba	2011	Technology Workshop Institute
344	Kewei Yang	Southern New Hampshire University	Chinese	2007	FLTA
345	Khady Diene	University of Maryland	Wolof	2014	Summer Institute
346	Khalfan Mohammed	Indiana University	Swahili	2000	Summer Institute
347	Killian O'Connor	New York University	Irish	2009	FLTA
348	Kobora Gulam	Michigan State University	Kiswahili	2009	FLTA
349	Kole Ade Odutola	Rutgers University	Yoruba	2002	Summer Institute
350	Kristi Hobson	University of Wisconsin-Madison	Swahili	2000	Summer Institute
351	Kseniya Troshina	Oberlin College	Russian	2008	FLTA
352	Kyoung-hwa Seo	Claremont McKenna College	Korean	2008	FLTA
353	Laetitia Walbert	Albright College	French	2009	FLTA
354	LaKeisha Caples	University of Wisconsin Madison	Kiswahili	2010	Summer Institute
355	Lakeisha Caples	University of Wisconsin-Madison	Swahili	2010	Summer Institute
356	Lama Bandak	Hollins University	Arabic	2008	FLTA
357	Larissa Rodrigues	Birmingham-Southern College	Portuguese	2009	FLTA
358	Laura Nicolas	Ramapo College of New Jersey	French	2009	FLTA
359	Laxford Kajuna	Ohio University	Swahili	2000	Summer Institute
360	Leonce Rushubirwa	University of Georgia	Swahili	2000	Summer Institute

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## Past Program Beneficiaries

361	Leonora Anyango KIVUVA	University of Pittsburgh	Swahili	2010	Startalk
362	Lesetla Mpolokeng	Indiana University, Bloomington, IN	Swahili	2013	Summer Institute
363	Leslie Gabriele	ESL - Indiana University	Italian	2012	Standards & Curriculum Development - I
364	Leslie Gabriele	ESL	English	2013	Standards & Curriculum Development - II
365	Li Liu	Roanoke College	Chinese	2008	FLTA
366	Li Ma	Wofford College	Chinese	2007	FLTA
367	Li Xue	University of Pennsylvania	Chinese	2009	FLTA
368	Li Yao	Miami Dade College	Chinese	2009	FLTA
369	Liang Hongfei	John Hopkins University	Chinese	2008	FLTA
370	Lilia Delledonne	Wheaton College	Italian	2007	FLTA
371	Liliana Martinez	St. Bonaventure College	Spanish	2007	FLTA
372	Liliya Karpenko	Union College	Russian	2008	FLTA
373	Lilliana Villalba	Simpson College	Spanish	2009	FLTA
374	Lina Arrouk	Loyola University Chicago	Arabic	2008	FLTA
375	Lina Ben Mhenni	Tufts University	Arabic	2008	FLTA
376	Lina Schlegel	Bryant University	Spanish	2008	FLTA
377	Lincoln Zamokwakhe Khumalo	University of Zululand	Zulu	2011	Summer Institute
378	Linne Steyvers	Bryant University	French	2007	FLTA
379	Liu Yang	College of Wooster	Chinese	2007	FLTA
380	Liza Ningtyas	University of Hawaii at Manoa	Indonesian	2008	FLTA
381	Lorena D'Andrea	Hollins University	Spanish	2007	FLTA
382	Loua Harrathi	Wesleyan University	Arabic	2008	FLTA
383	Lucia Zuppa	Bellevue Community College	Spanish	2007	FLTA
384	Lucy Mkandawire	University of Wisconsin-Madison	Swahili	2006	Summer Institute
385	Lydia Kananu Kiramba	University of Illinois	Kiswahili	2010	Summer Institute
386	Lydia Kananu KIRAMBA	University of Illinois	Swahili	2010	Startalk
387	Lydia Kananu Kiramba	University of Illinois	Swahili	2010	Summer Institute
388	Lyod Mbabu	University of Michigan	Swahili	2008	Summer Institute
389	Maan Aubed	Ramapo College of New Jersey	Arabic	2009	FLTA
390	Madina Bano	University of Texas	Urdu	2007	FLTA
391	Madsen, Kimberly	Indiana University, Bloomington, IN	Russia	2013	Summer Institute
392	Magdy Ziyadah	Ittihad University - UAE	Swahili	2013	Startalk
393	Maguette Dianne	University of Oregon	PR/Award # P229AY40622	2007	FLTA

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## Past Program Beneficiaries

394	Magwaza, Sibongile	University of Wisconsin-Madison	isiZulu	2009	Summer Institute
395	Magwaza, Sibongile	University of Wisconsin-Madison	Zulu	2009	Multimedia
396	Mahmoud Abd Ellah	Marlboro College	Arabic	2009	FLTA
397	Maija Ohvo	Indiana University	Finnish	2008	FLTA
398	Maina Mutonya	El Colegio de Mexico	Swahili	2011	Startalk
399	Makame, Kijakazi	The State Uni. of Zanzibar, Tanzania	Swahili	2013	Summer Institute
400	Makda Weatherspoon	Cornell University	Arabic	2012	Summer Institute
401	Malashri Gosh	University of Illinois at Urbana-Champaign	Hindi	2004	Summer Institute
402	Mali, O. Zoliswa	Boston University	isiXhosa	2009	Multimedia
403	Malik Hodjaev	CEUS - Indiana University	Mongolian	2012	Standards & Curriculum Development - I
404	Mamarama Seck	Indiana University Bloomington	Wolof	2005	Summer Institute
405	Mamery Traore	University of Graz, Austria	Bamana	2001	Summer Institute
406	Mansour Fallah Afrapoli	John Hopkins University	Persian	2007	FLTA
407	Manzoor Khatak	University of Pennsylvania, Penn Lang Center	Pashto	2007	FLTA
408	Marah Al Abweb	Texas A&M International University	Arabic	2009	FLTA
409	Marcela Nesello	University of Texas Pan American	Portuguese	2009	FLTA
410	Margaret P Mwingira	Indiana University	Swahili	2014	Leadership Performance Institute
411	Maria Beatriz Sedo del Campo	Hamilton College	Spanish	2007	FLTA
412	Maria Francisco Montoso	Ursinus College	Spanish	2007	FLTA
413	Maria Gimenez	Castleton State College	Spanish	2009	FLTA
414	Maria Pontel	University of Pittsburgh at Johnstown	Spanish	2007	FLTA
415	Maria Rigo	Simpson College	Spanish	2007	FLTA
416	Maria Simil	Wabash College	Spanish	2007	FLTA
417	Mariame Iyane Sy	Columbia University, New York	Pulaar/Wolof	2013	Leadership Performance Institute
418	Marine Gagnieres	MSAD/University College of Rockland	French	2008	FLTA
419	Marko Mwipopo	University of Oregon, Eugene	Swahili	2005	Summer Institute
420	Marko Mwipopo	University of Oregon	Swahili	2009	STARTALK
421	Martha Moraa MICHIEKA	East Tennessee State University	Swahili	2010	Startalk
422	Martin Chege Njoroge	University of Pennsylvania	Swahili	2008	Summer Institute
423	Martin Karithi	New York University	Kiswahili	2007	FLTA
424	Martin Marusich	University of Arkansas at Monticello	Spanish	2009	FLTA
425	Martin Tenkorang	Atibie Methodist School, Ghana	Twi/Akan	2002	Summer Institute
426	Mary Kagure GATHOGO	Ohio University	PR/Award # P229440022	2010	Startalk

427	Mary Youssef	University of Wisconsin-Madison	Arabic	2007	Summer Institute
428	Maryam Shariati	Brown University	Persian	2007	FLTA
429	Maryam Tabatabael	Five Colleges	Persian	2007	FLTA
430	Matondo, Masango	University of California, Los Angeles	Swahili	2003	Summer Institute
431	Maxim Chernigovskiy	Colgate University	Russian	2009	FLTA
432	Mbhekiseni Madela	University of Illinois, Urbana Champ.	Zulu	2011	Summer Institute
433	Mchombo, Sa	University of California, Berkeley	Swahili	2009	Multimedia
434	Md. Saifur Rahman	Davis and Elkins College	Bengali	2009	FLTA
435	Mehret Tadesse	Ethiopian Community Center, DC	Swahili	2013	Startalk
436	Melisa Tjong	University of Wisconsin-Madison	Indonesian	2008	FLTA
437	Meltem Muslu	University of California, Santa Barbara	Turkish	2008	FLTA
438	Memuna Sillah	Virginia Commonwealth University	Wolof	2001	Summer Institute
439	Merchades M. Rutechura	University of Wisconsin-Madison	KiSwahili	2007	Summer Institute
440	Merchades Rutechura	University of Wisconsin-Madison	Swahili	2009	STARTALK
441	Mian Qin	Lafayette College	Chinese	2009	FLTA
442	Michael Mwangi KARIUKI	University of Kansas	Swahili	2010	Startalk
443	Michael Zwinger	Saint John's University, Minnesota	German	2008	FLTA
444	Mikko Taurama	CEUS - Indiana University	Norwegian	2012	Standards & Curriculum Development - I
445	Mikko Taurama	CEUS - Indiana University	Finnish	2013	Standards & Curriculum Development - II
446	Mikko Taurama	UC Berkeley	Finnish	2009	FLTA
447	Millicent Karuri	Brown University	KiSwahili	2009	FLTA
448	Mingying Xu	Roanoke College	Chinese	2007	FLTA
449	Mini, Buyiswa	University of Florida	isiXhosa	2009	Summer Institute
450	Miranda Ticoalu	University of Michigan	Indonesian	2009	FLTA
451	Miyuki Shinkawa	Carleton College	Japanese	2008	FLTA
452	Mkhonza, Sarah	Cornell University	Zulu	2009	Summer Institute
453	Mkhonza, Sarah	Cornell University	Zulu	2009	Multimedia
454	Mmarame Seck	University of Florida-Gainesville	Wolof	2007	STAMP
455	Modjtaba Derayati	University of Pennsylvania	Persian	2008	FLTA
456	Mohamed Anouer El Mahjoubi	William Patterson University	Arabic	2008	FLTA
457	Mohamed Yunus Rafiq	Indiana University-Bloomington	KiSwahili	2007	Summer Institute
458	Mohammad Hadi	School for international Training	Persian	2007	FLTA
459	Mohammed Abubakar	University of Pennsylvania	PR/Award # P2294146022	2007	FLTA

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## Past Program Beneficiaries

460	Mohammed Rahman	University of Texas	Bengali	2007	FLTA
461	Mohsen Jallali	Five Colleges	Persian	2008	FLTA
462	Monica Pastrana	University of St. Thomas	Spanish	2009	FLTA
463	Mor Gueye	University of Illinois, Urbana Champ.	Wolof	2011	Summer Institute
464	Mor Gueye	Michigan State University	Wolof	2009	FLTA
465	Mor Gueye	University of Illinois Urbana Champ.	Wolof	2013	Leadership Performance Institute
466	Moradeke Aderibigbe Abimbola	University of Georgia – Athens	Yoruba	2012	Summer Institute
467	Moses Olateju	University of Wisconsin-Madison	Yoruba	2009	Multimedia Trng.
468	Mouna Sari	University of Illinois Urbana- Champaign	Arabic	2002	Summer Institute
469	Mpondi, Douglas	Ohio University Athens	Shona	2003	Summer Institute
470	Muaka, Leonard	UIUC	Swahili	2003	Summer Institute
471	Mulike Yucel	Portland State University	Turkish	2008	FLTA
472	Musharrat Hossain	Rutgers University	Bengali	2008	FLTA
473	Mustafa Mughazy	University of Illinois Urbana- Champaign	Arabic	2002	Summer Institute
474	Mustapha Hashim Kurfi	Boston University	Hausa	2012	Summer Institute
475	Muziwandile Hadebe	Indiana University	isiZulu	2004	Summer Institute
476	Mwingira, Margaret	Indiana University, Bloomington, IN	Swahili	2013	Summer Institute
477	Mwita, Mahiri	St. Lawrence University	Swahili	2003	Summer Institute
478	Najwan Mahmoud Obeidat	Hobart and William Smith	Arabic	2008	FLTA
479	Nargiza Akramova	University of Washington	Uzbek	2008	FLTA
480	Nasra Ahmed	Indiana University-Bloomington	KiSwahili	2007	Summer Institute
481	Nausad Khan	Five Colleges	Pashto	2008	FLTA
482	Nausica Marcos Migu	Bard College	Spanish	2007	FLTA
483	Nawal Zias	Birmingham-Southern College	Arabic	2009	FLTA
484	Nneka Agba	Boston University	Igbo	2014	Summer Institute
485	Noelia Patricia Tintilay Cordeyro	Alfred University	Spanish	2007	FLTA
486	Ntandoni Gloria Biyela	University of Zululand	Zulu	2011	Summer Institute
487	Nuru Magoma	Dept of State of Foreign Service Inst.	Kiswahili	2010	Summer Institute
488	Nuru Magoma	US Department of State Foreign Service Institute	KiSwahili	2010	Summer Institute
489	Nyambura Mpesha	Calvin College	Swahili	2004	Summer Institute
490	Odilbeck Kattaev	Arizona State University	Uzbek	2008	FLTA
491	Ofoe, Levi	University of Florida	Akan	2009	Summer Institute
492	Ogundeji, Akinsola	University of Wisconsin-PR Award # P229M4002		2009	Multimedia



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## Past Program Beneficiaries

493	Ogunfeyimi Adedoyin	University of Wisconsin-Madison	Yoruba	2008	Summer Institute
494	Okbatsion, Dawit	University of Florida-Gainesville	Tigrinya	2003	Summer Institute
495	Okelo, Beatrice	University of Wisconsin-Madison	Luo	2009	Summer Institute
496	Oladipupo Oyeleye	University of Wisconsin – Madison	Yoruba	2012	Summer Institute
497	Olajumoke S. Mofolasayo	Tai Solarin University of Education, Nigeria	Yoruba	2007	Summer Institute
498	Olateju, Moses	University of Wisconsin-Madison	Yoruba	2009	Summer Institute
499	Olateju, Moses	University of Wisconsin-Madison	Yoruba	2009	Multimedia
500	Olayinka Olagbegi	University of Wisconsin-Madison	Yoruba	2008	Summer Institute
501	Olayinka Olagbegi	University of Wisconsin-Madison	Yoruba	2007	FLTA
502	Olubunmi Ashaolu	Stanford University, California	Yoruba	2006	Summer Institute
503	Olusegun Soetan	University of Wisconsin-Madison	Yoruba	2010	Summer Institute
504	Olusegun Soetan	University of Wisconsin-Madison	Yoruba	2013	Leadership Performance Institute
505	Oluseye Adesola	Yale University	Yoruba	2006	Summer Institute
506	Olusola Adekola	Lagos State Radio Service	Yoruba	2008	Summer Institute
507	Oluwabunmi Opeyemi Oyebo	Obafemi Awolowo University	Yoruba	2012	Summer Institute
508	Om kanya Yaoharee	University of Michigan	Thai	2007	FLTA
509	Omar Hashi	University of Florida	Somali	2011	Summer Institute
510	Omar Ka	University of Maryland	Wolof	2007	STAMP
511	Omar, S. Abdou	University of Indiana Bloomington	Swahili	2009	Multimedia
512	Omar, S. Alwiya	University of Indiana Bloomington	Swahili	2009	Multimedia
513	Omoniyi O. Afolabi	University of Massachusetts-Amherst	Yoruba	2008	Summer Institute
514	Onibon Nosiru O.	Lagos State University	Swahili	2012	Summer Institute
515	Osamah Habash	Tufts University	Arabic	2008	FLTA
516	Otiato, Peter	Ohio University Athens	Swahili	2003	Summer Institute
517	Oumar Ba	University of Florida	Wolof	2011	Summer Institute
518	Owu-Ewi, Charles	Ohio University Athens	Akan	2003	Summer Institute
519	Paap Alasane Sow	University of California-Berkeley	Wolof	2011	Technology Workshop Institute
520	Parichart Phoottirat	University of Wisconsin-Milwaukee	Thai	2007	FLTA
521	Peter Muhati	University of Illinois, Urbana	Swahili	2006	Summer Institute
522	Peter Mwangi	St. Lawrence University	Swahili	2011	Summer Institute
523	Peter Nderitu MWANG	Ohio University,	Swahili	2010	Startalk
524	Philothe Kabasele Mwamba	University of Illinois Urbana Champ	Swahili/Lingala	2012	Summer Institute
525	Pibii-Kai Kivik	CEUS - Indiana University	PR/Award # P229A-140022	2012	Standards & Curriculum Development - I

526	Pibii-Kai Kivik	CEUS (Language Coordinator)	Estonian	2013	Standards & Curriculum Development - II
527	Pieter Can Bocxlaer	Gettysburg College	French	2009	FLTA
528	Pong-Ampai Kongcharoen	University of Michigan	Thai	2009	FLTA
529	Qays Qusay Majeed	Hiram College	Arabic	2009	FLTA
530	Qin Luo	Western Michigan University	Chinese	2007	FLTA
531	Qin Zhang	Chapman University	Chinese	2009	FLTA
532	Rafat Mohamed Mashaly	Hawaii Pacific University	Arabic	2008	FLTA
533	Rahman Arman	CEUS / CeLCAR- Indiana University	Russian/ESL	2012	Standards & Curriculum Development - I
534	Rahman Arman	CEUS/CeLCAR - Indiana University	Dari	2013	Standards & Curriculum Development - II
535	Rahmon Inomkhojaye	CEUS / CeLCAR- Indiana University	Tibetan	2012	Standards & Curriculum Development - I
536	Rahmon Inomkhojaye	CEUS/CeLCAR - Indiana University	Pashto	2013	Standards & Curriculum Development - II
537	Rahul Shukla	University of Pennsylvania	Hindi	2008	FLTA
538	Ramadhan A. Kututwa	University of Howard	Swahili	2010	Summer Institute
539	Reem Alfayez	Lock Haven University of Pennsylvania	Arabic	2008	FLTA
540	Reem M. Hilal	University of Wisconsin-Madison	Arabic	2007	Summer Institute
541	Reni Octaviani	John Hopkins University	Indonesian	2007	FLTA
542	Richard Nyirongo	Ohio University Athens	Chichewa	2004	Summer Institute
543	Richard Wafula	Indiana University	Kiswahili	2001	Summer Institute
544	Rie Tada	Hollins University	Japanese	2008	FLTA
545	Rima Sadek	Hamilton College	Arabic	2008	FLTA
546	Roberta Oliveira	Michigan State University	Portuguese	2009	FLTA
547	Roberto Polo	Bard College	Italian	2009	FLTA
548	Rocio Astorga	Dillard University	Spanish	2009	FLTA
549	Rocio de la Rosa Roch	Carroll College	Spanish	2007	FLTA
550	Rohan Banerjee	University of Texas at Austin	Bengali	2009	FLTA
551	Rzoan Elkrash	University of New England	Arabic	2008	FLTA
552	Saba Pourreza Jourshari	Austin College	Persian	2007	FLTA
553	Sabela Perez Gonzale	Bryant University	Spanish	2007	FLTA
554	Sadaf Rauf	University of California, Davis	Urdu	2007	FLTA
555	Sadam Issa	University of Wisconsin	Arabic	2011	Technology Workshop Institute
556	Saddam Issa	Beloit College - WI	Arabic	2007	Summer Institute
557	Safia Azizi	Coconut Grove/Miami Dade	French	2009	FLTA
558	Sahar Al-Shoubaki	Dickinson College	PR/Award # P229A40022	2009	FLTA

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## Past Program Beneficiaries

559	Sahar Mohamed	University of California, Davis	Arabic	2008	FLTA
560	Saheed Raheem	University of California, Los Angeles	Yoruba	2008	FLTA
561	Said Hannouchi	University of Wisconsin	Arabic	2011	Technology Workshop Institute
562	Said Hannouchi	University of Connecticut-Storrs	Arabic	2007	Summer Institute
563	Salem Almalki Salman	University of Oregon	Arabic	2008	FLTA
564	Salma Jellid	Merrimack College	Arabic	2008	FLTA
565	Sam Mchombo	University of California	Swahili	2009	Multimedia Trng.
566	Sam Mchombo	University of California, Berkeley	Swahili	2007	STAMP
567	Sameera Bayaqub	Jackson State University	Arabic	2009	FLTA
568	Sami Alkyam	University of Wisconsin	Arabic	2011	Technology Workshop Institute
569	Sami Alkyam	University of Wisconsin-Madison	Arabic	2007	Summer Institute
570	Samuel Kofi Darkwa	University of Wisconsin Madison	Akan Twi	2011	Summer Institute
571	Samuel Mukoma	University of San Francisco	Swahili	2011	Startalk
572	Samuel Obeng	Indiana University	Twi/Akan	2007	STAMP
573	Sanuth, Kehinde Kazeem	University of Wisconsin-Madison	Yoruba	2009	Summer Institute
574	Sanuth, Kehinde Kazeem	University of Wisconsin-Madison	Yoruba	2009	Multimedia
575	Sarah Abdel Gawad	Benedictine University	Arabic	2009	FLTA
576	Sarah Mkhonza	Cornell University	Zulu	2009	Multimedia Trng.
577	Sarah Youssuf	Saginaw Valley State University	Arabic	2009	FLTA
578	Sargylana Fedorova	Indiana University of Pennsylvania	Russian	2009	FLTA
579	Sau Lugano	Penn State University	Swahili	2000	Summer Institute
580	Saunya Mharma	Davis and Elkins College	Hindi	2009	FLTA
581	Scott M. Edmondson	University of Michigan	Twi	2010	Summer Institute
582	Seda Aytug	Jackson State University	Turkish	2009	FLTA
583	Seifu Abiyot Debebe	University of Florida	Amharic	2010	Summer Institute
584	Sekinat Arimiya	Lagos State University	Arabic	2014	Summer Institute
585	Seniz Bilgi-Ari	Mercyhurst College	Turkish	2008	FLTA
586	Serah Shani	Columbia University	Swahili	2013	Startalk
587	Serkan Celik	Boston University	Turkish	2007	FLTA
588	Seth A. Ofori	University of Wisconsin-Madison	Akan	2007	Summer Institute
589	Seth Ofori	University of Wisconsin-Madison	Twi/Akan	2007	STAMP
590	Sha Xu	School for international Training	Chinese	2007	FLTA
591	Shadi Al Abdul Razag	Duke University	PR/Award # P229AY40022	2009	FLTA

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## Past Program Beneficiaries

592	Shagufta Jabeen	John Hopkins University	Urdu	2007	FLTA
593	Shahyar Daneshgar	CEUS - Indiana University	Turkish	2012	Standards & Curriculum Development - I
594	Shahyar Daneshgar	CEUS - Indiana University	Farsi	2013	Standards & Curriculum Development - II
595	Sheila Mmusi	University of the Noth, South Africa	isiZulu	2002	Summer Institute
596	Sheyla Gallegos Hernandez	Hollins University	Spanish	2009	FLTA
597	Shiferaw T. Feleke	University of Florida-Gainesville	Amharic	2003	Summer Institute
598	Shilpa Pamami	University of Texas	Hindi	2007	FLTA
599	Shilpi Agarwal	University of Texas at Austin	Hindi	2009	FLTA
600	Shokhsomam Djalilova	University of Mississippi	Uzbek	2009	FLTA
601	Sibel Crum	CEUS - Indiana University	Turkish	2012	Standards & Curriculum Development - I
602	Sibongile Magwaza	University of Wisconsin-Madison	Zulu	2009	Multimedia Trng.
603	Sigrid Schitter	Hartwick College	German	2007	FLTA
604	Silvia Fazekas	Agnes Scott College	German	2007	FLTA
605	Simone Gaab	Simpson College	German	2009	FLTA
606	Sindisiwe Lorraine Lekoba	Indiana University	Zulu	2010	Summer Institute
607	Smouse, Rose	University of Florida-Gainesville	Xhosa	2003	Summer Institute
608	Sofia Samatar	University of Wisconsin-Madison	Arabic	2010	Summer Institute
609	Sofiya Asher	Slavic Languages and Literatures and Intensive	Turkish	2012	Standards & Curriculum Development - I
610	Sofiya Asher	Slavic Languages and Literatures and Intensive English Program -IU	Russian/ESL	2013	Standards & Curriculum Development - II
611	Sokhna Fatou Dia Gueye	Tulane University	Wolof	2007	FLTA
612	Sondes Labidi	Five Colleges	Arabic	2008	FLTA
613	Sonia Hourcade	St. Mary's College of Maryland	Spanish	2009	FLTA
614	Soonho Kang	Drexel University	Korean	2008	FLTA
615	Soumaya Ayari	Wesleyan University	Arabic	2009	FLTA
616	Sow, Paap A.	University of California, Berkeley	Wolof	2003	Summer Institute
617	Su Liu	Wake Forest University	Chinese	2007	FLTA
618	Sulaman Almohawes	Davis and Elkins College	Arabic	2009	FLTA
619	Sultan Al Sawafi	Boston University	Arabic	2008	FLTA
620	Susana Nkurlu	University of Georgia, Athens	Swahili	2011	Startalk
621	Susana Sierra Bustos	Montclair State University	Spanish	2008	FLTA
622	Svetlana Nikolaeva	New York University	Russian	2008	FLTA
623	Svetlana Pokrovets	St. Olaf College	Russian	2008	FLTA

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## Past Program Beneficiaries

624	Syeda Farooq	University of Texas at Austin	Urdu	2008	FLTA
625	Sylvia Nyegenye	Ohio University-Athens	Swahili	2013	Startalk
626	Tadesse, Mehret	Second Language Testing Inc. Rockville	Amharic	2013	Summer Institute
627	Taiwo Aderemi Olunlade	Lagos State University	Yoruba	2012	Summer Institute
628	Taiwo Ehineni	Indiana University	Yoruba	2014	Summer Institute
629	Tamer Akan	New York University	Turkish	2009	FLTA
630	Tamim Ata Allah	Case Western Reserve University	Arabic	2008	FLTA
631	Tarek Ziadna	Unveristy of Wisconsin-Madison	Arabic	2010	Summer Institute
632	Tatiana Kaneeva	Wheaton College	Russian	2008	FLTA
633	Telahun Gebrehiwot	Havard University & Boston University	Amharic	2010	Summer Institute
634	Telahun Gebrehiwot	Boston University	Amharic	2009	Multimedia Trng.
635	Teles Machibaya	University of Arizona	Swahili	2011	Technology Workshop Institute
636	Thandiwe Kunutu	University of Witwatersrand, South Africa	isiZulu	2002	Summer Institute
637	Thelma M.J. Tshesane	Wits School of Education, S. Africa	Sesotho	2014	Leadership Performance Institute
638	Thelma Tshesane	University of Witwatersrand	Sesotho	2011	Summer Institute
639	Thulani John Mbuli	University of Zululand	Zulu	2011	Summer Institute
640	Tingting Xue	New College of Florida	Chinese	2009	FLTA
641	Titilayo Ayoola Shotonwa	Lagos State Radio Service	Yoruba	2008	Summer Institute
642	Titilayo Ayoola Shotonwa	Lagos State Radio Service	Yoruba	2007	Summer Institute
643	Tobias Kemme	Gettysburg College	German	2009	FLTA
644	Tom Jeffers	University of St. Thomas	Irish	2008	FLTA
645	Tota Gautam	Penn State University	Hindi	2009	FLTA
646	Tserenchunt Legden	CEUS - Indiana University	Turkish/Uzbek	2012	Standards & Curriculum Development - I
647	Tserenchunt Legden	CEUS - Indiana University	Mongolian	2013	Standards & Curriculum Development - II
648	Ugur Butun	New York University	Turkish	2008	FLTA
649	Umeana, Felix Peter	Michigan State University	Yoruba	2013	Summer Institute
650	Umida Khikmatillaeva	CEUS - Indiana University	Uyghur	2012	Standards & Curriculum Development - I
651	Umida Khikmatillaeva	CEUS - Indiana University	Turkish/Uzbek	2013	Standards & Curriculum Development - II
652	Una Faherty	Lehman College, CUNY	Irish	2009	FLTA
653	Unoma Azuah	Virginia Commonwealth University, Richmond	Igbo	2002	Summer Institute
654	Valeria Varga	CEUS - Indiana University	Uzbek	2012	Standards & Curriculum Development - I
655	Valeria Varga	CEUS - Indiana University	Hungarian	2013	Standards & Curriculum Development - II
656	Victor Choque-Zabala	St. Bonaventure College	PR/Award # P229-S40622	2009	FLTA

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## Past Program Beneficiaries

657	Violetta Kravtsova	Oberlin College	Russian	2009	FLTA
658	Virginia Ayala Rodrigue	Merrimack College	Spanish	2007	FLTA
659	Wangari Gichiru	University of Wisconsin-Madison	Swahili	2004	Summer Institute
660	Wasan Tawfeeq	Florida State University	Arabic	2014	Summer Institute
661	Wei Chen	Lewis and Clark College	Chinese	2007	FLTA
662	Wema Munisi	Five Colleges	Kiswahili	2008	FLTA
663	Wembo Lombela	University of Illinois at Urbana-Champaign	Lingala	2004	Summer Institute
664	Xi Chen	UMASS, Amherst	Chinese	2007	FLTA
665	Xiaohua Ge	Benedictine University	Chinese	2009	FLTA
666	Xiao'ou Chen	Colgate University	Chinese	2009	FLTA
667	Xidong Niu	Denison University	Chinese	2008	FLTA
668	Xili Wu	Saint Anselm College	Chinese	2007	FLTA
669	Yanxu Chen	Roanoke College	Chinese	2009	FLTA
670	Yapeng Sun	Union College	Chinese	2008	FLTA
671	Yasin Ozturk	University of Illinois at Urbana-Champaign	Turkish	2005	Summer Institute
672	Yasmine Al Bourhamy	SUNY Cobleskill	Arabic	2009	FLTA
673	Ying Lu	Boston University	Chinese	2008	FLTA
674	Youness Mountaki	Lock Haven University of Pennsylvania	Arabic	2008	Summer Institute
675	Young Kim	Clairemont McKenna College	Korean	2007	FLTA
676	Yuan Zhu	Rowan University	Chinese	2007	FLTA
677	Yuanyuan Huang	Western Michigan University	Chinese	2008	FLTA
678	Yue Wang	Boston University	Chinese	2007	FLTA
679	Yulia Kamangina	Lewis and Clark College	Russian	2009	FLTA
680	Yumei Tao	Utah Valley University	Chinese	2008	FLTA
681	Zablon E. Mgonja	University of Wisconsin-Madison	Swahili	2009	STARTALK
682	Zablon Mgonja	Fisk University-Nashville, TN	KiSwahili	2007	Summer Institute
683	Zafer Al Lababidi	Radford University	Arabic	2008	FLTA
684	Zeynep Elbasan	CEUS - Indiana University	Wolof	2012	Standards & Curriculum Development - II
685	Zeynep Elbasan	CEUS	Turkish	2013	Standards & Curriculum Development - II
686	Zhaoxia Bu	Wake Forest University	Chinese	2008	FLTA
687	Zhijun Zhang	Hampden-Sydney College	Chinese	2009	FLTA
688	Zoliswa O. Mali	University of Iowa	isiZulu	2004	Summer Institute
689	Zoliswa Olga Mali	University of Iowa	PR/Award # P229K140022	2002	Summer Institute

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## Past Program Beneficiaries

690	Zoliswa Olga Mali	University of Iowa	Zulu	2001	Summer Institute
691	Zoliswa Olga Mali	Boston University	Xhosa	2009	Multimedia Trng.
692	Zyad Hegazi	Highland Park Senior High school	French	2007	FLTA

Universities/ Institutions/Centers that Use NALRC Materials Nationwide (Distribution)				
1	African Languages Linguistic and Languages	Michigan State University	Abdul Salau	5173530746
2	152-Winston-Salem St. University Bookstore	Thompson Student Service Center, NC	John Connerton	336-750-2880
3	Ackerman Union f New Jersey	New Text Department, LOS ANGELES CA		3102060778
4	Acquisition Dept. Wellesley College	Wellesley, Massachusetts,	Kimberly Shaw	
5	ACTFL	ALEXANDRIA, VI	Altavese Dilworth	
6	African & Middle Eastern Lang & Lit	Stanford University, STANFORD CA		650-723-9544
7	African Studies Center	Boston University	Fallou Ngom	
8	African Studies Center	Indiana University	Alwiya Omar	
9	African Studies Center	University of Pennsylvania	Audrey Mbjeje	
10	African Studies Center	University of Florida	Ardinece Caudle	
11	African Studies Center	University of Pennsylvania	Joyce Mathangwane	
12	Africana Studies & Research Center	Cornell University	Adeolu Ademoyo	
13	AISO LIBRARY,DLIFLC	MONTEREY, CA		
14	American Councils	Washington DC	Armine Poghikeyan	
15	American Litho	Milwaukee, Wisconsin		
16	American University Campus Store	WASHINGTON, DC	Matthew Arnold	202-885-6301
17	Amherst College	AMHERST, MA	Darienne M. Madlala	
18	Bain & Co	NEW YORK NY	Annenieke Homan	
19	Barnes & Noble 396, University Bookstore	BATON ROUGE LA		(225) 578-5137
20	Barnes & Noble Bookstore	COLUMBUS OH		6142472000
21	Barnes and Noble College Bookstore	BLOOMINGTON IN	Liz Debidin	812-855-9629
22	Barnes and Noble Store #8083	Whitworth University Bookstore	Tracy L. Steinert	509-777-4787
23	Bay Foreign Language Books	SBS Worldwide, INC.- Chicago		
24	Berlitz Learning Center	San Diego, CA	Jose Guerrero	6192966700
25	Binghamton University Bookstore	BINGHAMTON NY		607 777 2745
26	Binghamton University Bookstore	BINGHAMTON, NY	Peter Checkett	6077772745
27	Blackwell Book Services	BLACKWOOD NJ	Kim Biddison	856-228-8900
28	BOYD PRINTING COMPANY, INC.	ALBANY NY	Carl Johnson	5184369686
29	Brookhaven College DCCC 606	FARMERS BRANCH TX		972-484-7652

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30	BRYAN MAWR College Bookstore	Bryn Mawr PA		
31	Cape Cod Comm. College-Art/Com Dept	WEST BARNSTABLE MA	Prof. Valenzuela	
32	CCMI	LANSDOWNE PA	Robert Lacy	610-400-5228
33	CDman Optical Discs Ltd	CITY OF COMMERCE CA		:604-261-8314
34	Church World Service	POMONA CA		
35	Columbia University Bookstore	NEW YORK NY		
36	Connor Sport Court International	SALT LAKE CITY UT	Debra Jones	
37	Control Receiving	Fayette State University	Yali Li	
38	Cornell Store Warehouse	ITHACA NY		
39	COURIER PRINTING CORPORATION	DEPOSIT NY		607-467-2191
40	Coutts Information Services	LA VERGNE TN		
41	Defense Language Institute	ALEXANDRIA, Virginia	Scott McGinnis e	705-325-0985
42	Department of Defense	FORT GEORGE G MEADE MD	Brendan Langdon	410-854-7051
43	Department of Linguistics	Monclair State University, MONTCLAIR NJ	Anna Feldman	
44	Department of Middle Eastern Studies	University of Texas at Austin	Nader Morkus	512-471-3187
45	Department of Spanish and Italian	MONTCLAIR NJ	Diana Guemarez-Cruz	
46	Department of Treasury	Internal Revenue Service, OGDEN UT		
47	Dept African American & Afric. Studies	Ohio State University	Dr. Kelechi Kalu	614 292 3700
48	Dept. Modern Lang. and Linguistics	UMBC Campus, BALTIMORE MD	Omar Ka	410-455-2998
49	Dept. of AMESALL	Rutgers, the State University of NJ	Moses Mabayoje	
50	Dept. of Asian & Near Eastern Lang.	Brigham Young University, Provo UT	Julie Damion	
51	Dept. of Culture and Communication	Drexel University, PHILADELPHIA PA	Rachel Reynolds	
52	DICTYON Language Services	GREENBELT, Meryland	Raffaella Luciani	301-614-0527
53	Diplomatic Language Services	ARLINGTON VA	Jill Carlson	
54	Diplomatic Language Services	Arlington, Virginia	Steve Fleming	(703) 243-4855
55	Distribooks	Skokie, IL		
56	Duke University Textbook Store	Duke University, DURHAM NC	Linda Smit	919-684-4283
57	Ep Ipswich.	Editorial Dept, IPSWICH MA		
58	Five College Center for the Study	University of Massachusetts	Gretchen Fiordalice	413 545-3453
59	Follett Store #446, University of Kentucky Bookstore	University Of Kentucky, Lexington KY		
60	Follett Store #554, Cal Student Bookstore	BERKELEY CA		5106429000 x683
61	Follett Store #582, Washington Univ. Campus Store	SAINT LOUIS MO PR/Award # P229A140022		

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## NALRC Materials Distribution

62	Follett Store #873	Leavey Center Bookstore. Washington DC		
63	George Mason Univ. Bookstore	FAIRFAX VA		220304422
64	Georgetown University	WASHINGTON DC		-5654
65	Georgia Institute of Technology	Atlanta, GA	Paulette Richardson	
66	Global Academic Publishing	BINGHAMTON NY		
67	Graduate School of Education	University of Pennsylvania	Kathryn Howard	
68	Harvard College Library	CAMBRIDGE MA		
69	High Desert State Prison	SUSANVILLE CA		
70	Howard University	Howard Plaza Towers	Ms. Shari Gardner	323-547-7226
71	ILC FOUR	FORT WORTH TX		8179842533
72	Illini Union Bookstore	CHAMPAIGN IL		
73	Infotrieve, Inc.	WILTON, Connecticut		Matthew Perrie
74	INTEGRATED BOOK TECHNOLOGY	TROY NY	Jennifer Barry	518-271-5117
75	Iowa Book LLC	IOWA CITY IA		319-337-4188
76	IU Memorial Union Bookstore	Indiana University, IN		
77	Kalamazoo College Bookstore	KALAMAZOO MI		269-337-7318
78	Kansas African Studies Center	LAWRENCE KS	Craig Pearman	
79	Katahdin Woods Leasing Office	LEXINGTON, Massachusetts	Michael Romanowski	512-466-5851
80	Labyrinth Books	PRINCETON NJ	Annie Farrell	6094971600
81	Language Center	Emory University, Atlanta, GA	Jose Rodríguez	404-727-9351
82	Lewis and Clark College	PORTLAND OR	Tim Mechliniski	503-768-7748
83	MEP	SKOKIE IL		
84	Michigan Book & Supply	ANN ARBOR MI		
85	National Security Agency	FORT GEORGE G MEADE MD	Diane Varieeur	
86	National Security Education Program	Inst. of International Education WASHINGTON DC	Language Flagship	202-898-0600
87	New Museum	New York, NY	Heather Corcoran	212-219-1288
88	NIU Bookstore	Northern Illinois University, DeKalb IL		815-753-9878
89	Orange and Blue	GAINESVILLE FL	Kenny	3523778358
90	Portland State University Bookstore	PORTLAND OR		502-226-2631
91	Program / Grants Manager (NES)	Princeton, NJ	Chrisine Riley	609-258-4272
92	Riyadh Al Ahmady SSI	Imperial Beach, CA	Ramzy Haddad	(301) 540-8864
93	Rutgers University Stores	NEW BRUNSWICK, NJ		732-867-0113
94	School of Int. Letters and Culture	ARIZONA STATE UNIVERSITY	Danko Sipka	852870001

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## NALRC Materials Distribution

95	Serials Dept. Green Library	Stanford University, Stanford CA		
96	Sheraton Madison Hotel	MADISON W	Kristh Cabrera	608-234-1021
97	SLU Bookstore	CANTON NY		
98	Smithsonian Natl Musuem of Afr.Art	WASHINGTON, DC	Nicole Shivers	2026334636
99	Student Book Exchange	COLUMBUS OH		614-291-9528
100	Student Book Exchange - OSU	COLUMBUS, OH	Julian Heatwol	6142919528
101	Student Bookstore	EAST LANSING MI		5173514210
102	Student Center, Morgan State Univ	Morgan State Univ. Bookstore, BALTIMORE MD		
103	Suny Stony Brook	Stony Brook, NY	Judy Stahl	631 632-6543
104	T.I.S. Bookstore	BLOOMINGTON IN		812-332-3306
105	T.I.S. College Bookstore	University of Illinois		517-849-2117
106	The Book House	JONESVILLE MI		
107	The CAKE Village	EAST DUNDEE, IL	Lande Sanusi	
108	The Cornell Store Warehouse	ITHACA NY		
109	The Duck Store	University of Oregon, EUGENE OR	Bruce Lundy	
110	The Harvard Coop Bookstore	CAMBRIDGE, Massachusetts	Brian	617-499-2223
111	The State University o UCLA Bookstore	Aquisition Dept.Library	Janet	732-445-5888
112	Turner Construction	SHELTON, Connecticut	Kristine Ba	
113	Ulrich Bookstore	ANN ARBOR MI		
114	UNC Student Stores	University of NC at Chapel Hill	Nestor Leon	919-962-9721
115	University Book Store	SEATTLE WA		206-634-3400
116	University Bookstore Inc.	KALAMAZOO MI		269-375-7998
117	University of Alabama	Dept of CL, TUSCALOOSA AL	Marry Ann Smith	205-799-3095
118	University of Arizona Bookstores	TUCSON AZ		520-621-2426
119	University of Arkansas	FAYETTEVILLE AR		
120	University of Arkansas	FAYETTEVILLE, Arkansas	Ricky Carney	4795757760
121	University of Colorado - AATJ	BOULDER, Colorado	Susan Schmidt	303-492-5487
122	UNIVERSITY OF FLORIDA	Center for African	Charles Bwenge	(352)-392-6232
123	University of Florida Bookstore	Gainesville FL	Tom Larson	352-392-0194
124	University of Georgia	University of Georgia Bookstore	Robert Newsome	706-542-3171
125	University of Illinois	Textbook Department, CHAMPAIGN IL	Shirley Barnhart	
126	University of Iowa Libraries	Serials Acquisitions, University of Iowa		
127	University of Minnesota Bookstore	MINNEAPOLIS MN		612-625-5362

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## NALRC Materials Distribution

128	University of Minnesota Bookstore	MINNEAPOLIS, MN	Karen Weeks	6126255362
129	University of Oregon Bookstore	EUGENE OR	Lee Ann Erickson	541-434-3229
130	University of Ottawa	Ottawa ON K1N6N5, Canada	Richard Barwell	613-562-5800 x6797
131	University of Pennsylvania Penn Bookstore	PHILADELPHIA PA		215-898-4500
132	University of Pittsburgh	Pittsburgh PA	Macrina Lelei	
133	University of Virginia	Department of Anthropology	Michael Wairungu	(434)924-7044
134	University of Wisconsin	African Studies		
135	US Dept. of State NFATC: FSI/SLS	ARLINGTON VA	Mark Bruce	703-746-2360
136	USAID	Dulles, Virginia	Edward J. Hopkins	404-375-6744
137	Village Commons Bookstore	DEKALB IL	Linda Christensen	815-758-0613
138	Vroman's Bookstore	PASADENA CA		(626)449-5320
139	Washington University	ST. LOUIS, MO	Roshonda Butler	314-935-8556
140	Whitworth University Bookstore	Whitworth University, POKANE WA		
141	Winston Salem State Univ Bookstore	Winston Salem, NC		
142	Woodland/IBS	BAYONNE NJ		
143	Yale University	NEW HAVEN, Connecticut	Naili Muna Yusak	
144	Yamada Language Center	University of Oregon	Jeff Magoto	541-346-5299
145	YBP Library Services	CONTOOCOOK NH		

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Textbooks published by the NALRC

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- Ka Anyị Sụọ Igbo (2011) by Stephen Madu Anurudu & Antonia Folarin Schleicher
- Asikhulume SiSwati (2010) by Betty Sibongile Dlamini
- Asikhulume IsiNdebele (2010) by Anita Mpofu
- Nanu Degg Wolof (2009) by Omar Ka, University of Maryland, Baltimore
- Beto Tuba Kikongo (2008) by Mazemba A. Nzwanga, Ohio State University
- Mu Zanta Da Harshen Hausa (2008) by Ibro Chekaraou, MSU
- Af Soomaali Aan Ku Hadalno (Hadallo) (2007) by Abdullahi Abdinoor, Ohio Univ.
- Bua Sesotho (2006) by Rampasane Chaphole, South Africa
- Ma Yenka Akan (Twi) (2006) by Seth A. Ofori, Indiana University
- Ngatitaure Shona (2006) by Aquilina Mawadza, Zimbabwe
- A Re Bueng Setswana (2005) by Sheila Onkaetse Mmusi, South Africa
- Masikhulume isiZulu (2005) by Thandiwe Nxumalo and Dumisile N Mkhize, UIUC
- Let's Speak Amharic (2005) by Bezza T. Ayalew, Addis Abbaba
- Tósolola na Lingála (2004) by Eyamba Georges Bokamba and Molingo Virginie Bokamba, UIUC
- Dardasha Egyptian Arabic (2004) by Mustapha Mughazy, UIUC
- Tuseme Kiswahili (2003) by F. E. M. K. Senkoro, University of Dar Es Salam
- Je K'A So Yoruba (1993) by Antonia Folarin Schleicher, UW-Madison

### **Let's Read Series (Intermediate Level)**

- Tusome Kiswahili (2006) by Leonard Muaka & Angaluki Muaka
- Ngativerenge Shona (2006) by Aquilina Mawadza
- Je K'A Ka Yoruba(1993) by Antonia Folarin Schleicher

### **Let's Communicate Series (Advanced Level)**

- Tuwasiliane Kwa Kiswahili (2006) by Alwiya S. Omar & Leonce F. Rushubirwa

### **Learners' Reference Grammar Series**

- Swahili Learners Reference Grammar 2nd Edition (2006) by Katrina Daly Thompson and Antonia Folárin Schleicher
- Amharic Learners' Reference Grammar (2005) by Bezza T. Ayalew
- Shona Learners' Reference Grammar (2005) by Peter Jamali, Antonia Folarin Schleicher & Aquilina Mawadza
- Zulu Learners' Reference Grammar (2005) by Audrey N. Mbeje, U-Penn
- Asante-Twi Learners' Reference Grammar (2003) by David Adu-Amankwah
- Bamanakan Learners' Reference Grammar (2003) by Amadou Tidiane Fofana & Mamery Traoré
- Pulaar Learners' Reference Grammar (2002) by Amadou Tidiane Fofana & Antonia Folárin Schleicher
- Wolof Lexicon and Grammar (2006) by Sana Camara

**Others**

- African Languages in U.S. Colleges and Universities: Program Development and Administration Guidelines (2002) by Eyamba Bokamba
- Role Play Cards (2002)
- The Pedagogy of African Languages (2000) by Antonia Folarin Schleicher & Lioba Moshi.

**Ede: Journal of African Language Learning and Teaching (JALLT)**

- JALLT Vol. 1(Spring 2001)

**Journal of the African Language Teachers Association (JALTA)**

- JALTA Vol. 1 (spring 1999)
- JALTA Vol. 2 (Spring 2000)
- JALTA Vol. 3 (2003)
- JALTA Vol. 6 (Spring 2005)
- JALTA Vol. 7 (Fall 2005)
- JALTA Vol. 8 (Fall 2006)
- JALTA Vol 9 (Fall 2007)
- JALTA Vol. 8 (Spring 2006)
- JALTA Vol. 9 (spring 2007)
- JALTA Lang Specific Kiswahili Vol.1 (Spring 2011)

**Journal of the National Council of Less Commonly Taught Languages**

- JNCOLCTL Vol. 1 (Spring 2004)
- JNCOLCTL Vol. 2 (Spring 2005)
- JNCOLCTL Vol. 3 (Spring 2006)
- JNCOLCTL Vol. 4 (Spring 2007)
- JNCOLCTL Vol. 5 (Spring 2008)
- JNCOLCTL Vol. 6 (Spring 2009)
- JNCOLCTL Vol. 7 (Fall 2009)
- JNCOLCTL Vol. 8 (Spring 2010)
- JNCOLCTL Vol. 9 (Fall 2010)
- JNCOLCTL Vol 10 (Fall 2011)
- JNCOLCTL Vol. 11 (Spring 2012)
- JNCOLCTL Vol. 12 (Fall 2012)
- JNCOLCTL Vol. 13 (Spring 2013)
- JNCOLCTL Vol. 14 (Fall 2013)
- JNCOLCTL Vol. 15 (Spring 2014)

**Flash Cards & Audio/Multimedia CDs**

- Vocabulary Flash Cards Multimedia CD ROM in 15 African Languages
- Let's Speak Swahili: Tuseme Kiswahili Audio CD-ROM
- Let's Communicate Swahili: Tuwisiliane Kwa Kiswahili Audio CD-ROM

- Let's speak Wolof Audio CD-ROM
- Let's Speak Ndebele Audio CD-ROM
- Let's Speak Siswati Audio CD-ROM
- Let's Speak Chichewa Audio CD-ROM
- Let's speak Bemba Audio CD-ROM
- Let's Speak Igbo Audio CD-ROM
- Let's Speak Amharic: Amharic Audio CD-ROM
- Let's Speak Egyptian Arabic: Dardasha Audio CD-ROM
- Je K'A So Yoruba CD-ROM (Elementary)
- Je K'A Ka Yoruba CD-ROM (Intermediate)

### **NALRC Annual Bulletin**

- ULIMI 2000 Vol. 1
- ULIMI 2001 Vol. 2
- ULIMI 2002 Vol. 3
- ULIMI 2003 Vol. 4
- ULIMI 2004 Vol. 5
- ULIMI 2005 Vol. 6
- ULIMI 2006 Vol. 7
- ULIMI 2007 Vol. 8
- ULIMI 2008 Vol. 9
- ULIMI 2009 Vol. 10
- ULIMI 2010 Vol. 11
- ULIMI 2011 Vol. 12
- ULIMI 2012 Vol. 13
- ULIMI 2013 Vol. 14.

### **African Language Brochures (74 brochures)**

Acholi, Afar, Afrikaans, Amharic, Arabic, Bamana, Baoule, Beti & Ewondo, Bemba, Chichewa, Dinka, Edo, Ewe, Fang, Fon, Fulfuda, Moore & Dioula, Hausa, Ibibio, Idoma, Igbo, Ijaw, IsiXhosa, Kamba, Kikongo, Kikuyu, Kimbundu, Kinyarwanda, Kirundi, Kpelle, Krio, Lango, Lingala, Luganda, Luba, Luo, Maasai, Makuwa, Makonde, Malagasy, Mandinka, Masaaba, Mende, Meru, Ndebele, Nubian, Nuer, Oromo, Oshvambo, Pulaar, Runyankore, Sango, Sesotho, Setswana, Shona, Sidamo, SiSwati, Somali, Soninke, Susu, Swahili, Tamazight, Temne, Teso, Tiv, Tonga, Tigrinya, Tsonga, Twi, Venda, Wolof, Yoruba, Zarma, Zande, Zulu

**THE NATIONAL AFRICAN LANGUAGE RESOURCE CENTER  
OVERVIEW OF ACTIVITIES**

**2014-2015**

**Project Objectives**

**Goal 1: Increase the # of language instructors and language coordinators, including those at MSIs and Heritage learner programs, with the content knowledge and pedagogical skills needed to effectively coordinate programs, develop curricula, and teach LCTL**

	<b>PROJECT</b>	<b>OBJECTIVES</b>
	A) Increase the # of language instructors and lang. coordinators participating in LCT African Language trainings and workshops by 200 by the end of 4 years.	A.1. Develop and implement a two week training (54 hours of instruction) for African Language Program Coordinators and Directors A.2. Develop and implement a two-week training for African language Teaching Assistants (TAs) A.3. Develop and implement a training session at the ALTA and NCOLCTL Conferences A.4. Develop and implement a workshop on Using Authentic Materials in Teaching African Languages A.5. Develop and implement a workshop on Using New Technologies in Teaching African Languages A.6. Develop and implement workshops on Assessing Language Learning Outcomes A.7. Develop and implement a ACTFL/ILR OPI Tester Training Workshop A.8. Develop and implement a workshop on Designing Curricular Pathways that Lead to Proficiency Targets
	B) Increase the # of lang. instructors and language coordinators from MSIs that participate in LCT African language trainings and workshops by 50 by the end of 4 years.	B.1. Develop and implement a workshop on effective language teaching and invite at least 5 MSI language instructors B.2. Targeted recruitment of MSI language instructors and coordinators for all workshops and trainings
	C) Increase the number of language instructors and language coordinators from Heritage learner programs that participate in LCT African Language	C.1. Develop and implement a workshop on effective language teaching and invite at least 5 Heritage learning program language instructors C.2. Targeted recruitment of Heritage learning program language instructors



	trainings and workshops by 50 by the end of 4 years.	and coordinators for all workshops and trainings
	D) Each year a minimum of 90% of participating language instructors will demonstrate the ability to use the target African language for 90-100% of class instructional time	D.1. Organize a workshop on the Use of Target Language 90-100% of the time D.2. Have participants watch a demo on how to use target language effectively and have them do practice teaching 3 or 4 times
	E) Each year a minimum of 90% of participating language instructors will demonstrate the ability to effectively use Backward Curriculum Design(BCD) in lesson plans and curriculum development	E.1. Organize a workshop to train LCT African language instructors the theory of BCD E.2. Present how BCD works in curriculum development and in writing lesson plans. E.3. Have participants develop a curriculum for a theme that would last about a month. E.4. Have participants write lesson plans based on BCD
	F) Each year a minimum of 80-90% of participating language instructors will report using the content knowledge and pedagogical skills learned at the workshops in their subsequent classroom teaching	F.1. Develop and implement a two week training (54 hours of instruction) for African Language Program Coordinators and Directors F.2. Develop and implement a two-week training for African language Teaching Assistants (TAs) F.3. Develop and implement a training session at the ALTA and NCOLCTL Conferences F.4. Develop and implement a workshop on Using Authentic Materials in Teaching African Languages F.5. Develop and implement a workshop on Using New Technologies in Teaching African Languages F.6. Develop and implement workshops on Assessing Language Learning Outcomes F.7. Develop and implement a ACTFL/ILR OPI Tester Training Workshop F.8. Develop and implement a workshop on Designing Curricular Pathways that Lead to Proficiency Targets

## THE NATIONAL AFRICAN LANGUAGE RESOURCE CENTER OVERVIEW OF ACTIVITIES

2015-2016

### Project Objectives

**Goal 2: Increase the development and dissemination of new effective, research-based teaching materials for teaching and learning LCTL African languages, including targeted dissemination to MSIs and Heritage learner programs**

	PROJECT	OBJECTIVES
	A) Increase the development of new effective, research-based teaching materials for teaching LCT African languages by 20 by the end of 4 years.	A.1. Create African Language Materials Needs prioritized list based on data gathered from African language instructors and specialists A.2. Develop a series of Standards-Based African Language Textbooks for priority African languages A.3. Develop a series of African Language Learners reference grammar guides to supplement textbooks A.4. Develop Audio CD-ROM for Standards-Based Textbook Series A.5. Pilot text books and send them to scholars in the field for academic review A.6. Produce and disseminate a training video to show how LCTL instructors can use authentic materials in language classrooms
	B) Increase the numbers of language instructors and other key stakeholders in possession of new effective, research-based teaching materials for teaching LCT African languages by 200 the end of 4 years.	B.1. Disseminate the books to all African language programs in the nation B.2. Disseminate training video on using authentic materials in language classrooms to all LCTL instructors B.3. Present the training video on using authentic materials in language classrooms at a NCOLCTL/ALTA conference
	C) Increase the numbers of language instructors from MSIs in possession of new effective, research-based teaching materials for teaching LCT African languages by 20 by the end of 4 years.	C.1. Disseminate the books to MSIs C.2. Disseminate training video on using authentic materials in language classrooms to MSI language instructors
	D) Increase the numbers of language instructors from heritage learner programs in	D.1. Disseminate the books to Heritage learners programs

	possession of new effective, research-based teaching materials for teaching LCT African languages by 100 by the end of 4 years.	D.2. Disseminate training video on using authentic materials in language classrooms to Heritage learner programs
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**THE NATIONAL AFRICAN LANGUAGE RESOURCE CENTER  
OVERVIEW OF ACTIVITIES**

**2016-2017**

**Project Objectives**

**Goal 3: Increase participation in opportunities for research collaboration and knowledge production related to African languages.**

	<b>PROJECT</b>	<b>OBJECTIVES</b>
	A) Increase the participation of Teaching Assistants (TAs) in African lang. conferences focused on research collaboration and knowledge production by 200 by the end of 4 years.	A.1. Fund Teaching Assistants (TAs) to attend professional pedagogy meetings such as ALTA or NCOLCTL
	B) Increase the collaborative relationships between and among researchers in fields related to African languages and pedagogy by 10% each year	<p>B.1. Organize the NCOLCTL and African Language Teachers Association annual conference</p> <p>B.2. Form collaborative research groups on Foreign Language Teacher Prep Models, Profiles of High Performing K-16 teachers, Language Use in the Community, Mentoring K-16 Foreign Language Teachers and Classroom Discourse, and High Leverage Teaching Practices</p>
	C) Increase opportunities to publish research related to African languages and pedagogy through the publication of a minimum of 2 volumes of African language/LCTL journals each year; and increase interest in publishing research related to African languages and pedagogy by 10% each year.	<p>C.1. Create an avenue for publishing research findings by publishing two journals: Journal of African Languages Teachers Association (JALTA) and Journal of National Council of Less Commonly Taught Languages (JNCOLCTL)</p> <p>C.2. Publish the research papers on LCTLs presented at the conferences and outside of the conferences in a JNCOLCTL or JALTA.</p> <p>C.3. Research awards for TAs doing classroom research on African language acquisition.</p>

## THE NATIONAL AFRICAN LANGUAGE RESOURCE CENTER OVERVIEW OF ACTIVITIES

2017-2018

### Project Objectives

**Goal 4: Increase African language information and resources available to Government and Non-Government agencies, K-12 teachers and students, researchers, learners and instructors.**

	PROJECT	OBJECTIVES
	A) Increase by 10% annually K-12 teacher, researcher, learner and instructor access to basic information on African languages and cultures through the development and dissemination of African language brochures, on-line resources and on-line technology materials	<p>A.1. Develop and disseminate African language brochures that educate Americans about the linguistic and cultural diversity in Africa; These brochures can be used in social studies classes at the K-12 levels.</p> <p>A.2. Update and maintain the On-line African language map that shows where some critical African languages are spoken and what they sound like</p> <p>A.3. Conduct (and regularly update) an inventory of African Language Programs in the U.S.</p> <p>A.4. Develop on-line technology materials for learning African languages that are free and accessible to all</p>
	B) Provide information on locating African language translators and other resources to government and non-government agencies a minimum of 12 times per year	<p>B.1. Maintain an up-to-date list of African language scholars, native speakers and instructors that are available to serve as translators, interpreters at hospitals and courts, for government and non-government agencies and oral proficiency testers for government agencies and heritage learners nationwide</p> <p>B.2. Make referrals for translators and oral proficiency testers</p>

**PERFORMANCE MEASURE FORM (PMF)**

1. Project Goal Statement #1: Increase the # of language instructors and language coordinators, including those at MSIs and Heritage learner programs, with the content knowledge and pedagogical skills needed to effectively coordinate programs, develop curricula, and teach LCT African Languages	
2. Performance Measures	3. Activities
A) Increase the # of language instructors and lang. coordinators participating in LCT African Language trainings and workshops by 200 by the end of 4 years.	<p>A.1. Develop and implement a two week training (54 hours of instruction) for African Language Program Coordinators and Directors</p> <p>A.2. Develop and implement a two-week training for African language Teaching Assistants (TAs)</p> <p>A.3. Develop and implement a training session at the ALTA and NCOLCTL Conferences</p> <p>A.4. Develop and implement a workshop on Using Authentic Materials in Teaching African Languages</p> <p>A.5. Develop and implement a workshop on Using New Technologies in Teaching African Languages</p> <p>A.6. Develop and implement workshops on Assessing Language Learning Outcomes</p> <p>A.7. Develop and implement a ACTFL/ILR OPI Tester Training Workshop</p> <p>A.8. Develop and implement a workshop on Designing Curricular Pathways that Lead to Proficiency Targets</p>
B) Increase the # of lang. instructors and language coordinators from MSIs that participate in LCT African language trainings and workshops by 50 by the end of 4 years.	<p>B.1. Develop and implement a workshop on effective language teaching and invite at least 5 MSI language instructors</p> <p>B.2. Targeted recruitment of MSI language instructors and coordinators for all workshops and trainings</p>

<p>C) Increase the number of language instructors and language coordinators from Heritage learner programs that participate in LCT African Language trainings and workshops by 50 by the end of 4 years.</p>	<p>C.1. Develop and implement a workshop on effective language teaching and invite at least 5 Heritage learning program language instructors</p> <p>C.2. Targeted recruitment of Heritage learning program language instructors and coordinators for all workshops and trainings</p>
<p>D) Each year a minimum of 90% of participating language instructors will demonstrate the ability to use the target African language for 90-100% of class instructional time</p>	<p>D.1. Organize a workshop on the Use of Target Language 90-100% of the time</p> <p>D.2. Have participants watch a demo on how to use target language effectively and have them do practice teaching 3 or 4 times</p>
<p>E) Each year a minimum of 90% of participating language instructors will demonstrate the ability to effectively use Backward Curriculum Design(BCD) in lesson plans and curriculum development</p>	<p>E.1. Organize a workshop to train LCT African language instructors the theory of BCD</p> <p>E.2. Present how BCD works in curriculum development and in writing lesson plans.</p> <p>E.3. Have participants develop a curriculum for a theme that would last about a month.</p> <p>E.4. Have participants write lesson plans based on BCD</p>
<p>F) Each year a minimum of 80-90% of participating language instructors will report using the content knowledge and pedagogical skills learned at the workshops in their subsequent classroom teaching</p>	<p>F.1. Develop and implement a two week training (54 hours of instruction) for African Language Program Coordinators and Directors</p> <p>F.2. Develop and implement a two-week training for African language Teaching Assistants (TAs)</p> <p>F.3. Develop and implement a training session at the ALTA and NCOLCTL Conferences</p> <p>F.4. Develop and implement a workshop on Using Authentic Materials in Teaching African Languages</p>

	<p>F.5. Develop and implement a workshop on Using New Technologies in Teaching African Languages</p> <p>F.6. Develop and implement workshops on Assessing Language Learning Outcomes</p> <p>F.7. Develop and implement a ACTFL/ILR OPI Tester Training Workshop</p> <p>F.8. Develop and implement a workshop on Designing Curricular Pathways that Lead to Proficiency Targets</p>
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**PERFORMANCE MEASURE FORM (PMF)**

1. Project Goal Statement #2: Increase the development and dissemination of new effective, research-based teaching materials for teaching and learning LCTL African languages, including targeted dissemination to MSIs and Heritage learner programs	
2. Performance Measures	3. Activities
A) Increase the development of new effective, research-based teaching materials for teaching LCT African languages by 20 by the end of 4 years.	<p>A.1. Create African Language Materials Needs prioritized list based on data gathered from African language instructors and specialists</p> <p>A.2. Develop a series of Standards-Based African Language Textbooks for priority African languages</p> <p>A.3. Develop a series of African Language Learners reference grammar guides to supplement textbooks</p> <p>A.4. Develop Audio CD-ROM for Standards-Based Textbook Series</p> <p>A.5. Pilot text books and send them to scholars in the field for academic review</p> <p>A.6. Produce and disseminate a training video to show how LCTL instructors can use authentic materials in language classrooms</p>
B) Increase the numbers of language instructors and other key stakeholders in possession of new effective, research-based teaching materials for teaching LCT African languages by 200 the end of 4 years.	<p>B.1. Disseminate the books to all African language programs in the nation</p> <p>B.2. Disseminate training video on using authentic materials in language classrooms to all LCTL instructors</p> <p>B.3. Present the training video on using authentic materials in language classrooms at a NCOLCTL/ALTA conference.</p>
C) Increase the numbers of language instructors from MSIs in possession of new effective, research-based teaching materials for teaching LCT African languages by 20 by the end of 4 years.	<p>C.1. Disseminate the books to MSIs</p> <p>C.2. Disseminate training video on using authentic materials in language classrooms to MSI language instructors</p>

D) Increase the numbers of language instructors from heritage learner programs in possession of new effective, research-based teaching materials for teaching LCT African languages by 100 by the end of 4 years.	<p>D.1. Disseminate the books to Heritage learners programs</p> <p>D.2. Disseminate training video on using authentic materials in language classrooms to Heritage learner programs</p>

**PERFORMANCE MEASURE FORM (PMF)**

1. Project Goal Statement #3: Increase participation in opportunities for research collaboration and knowledge production related to African languages.	
2. Performance Measures	3. Activities
A) Increase the participation of Teaching Assistants (TAs) in African lang. conferences focused on research collaboration and knowledge production by 200 by the end of 4 years.	A.1. Fund Teaching Assistants (TAs) to attend professional pedagogy meetings such as ATLA or NCOLCTL
B) Increase the collaborative relationships between and among researchers in fields related to African languages and pedagogy by 10% each year	<p>B.1. Organize the NCOLCTL and African Language Teachers Association annual conference</p> <p>B.2. Form collaborative research groups on Foreign Language Teacher Prep Models, Profiles of High Performing K-16 teachers, Language Use in the Community, Mentoring K-16 Foreign Language Teachers and Classroom Discourse, and High Leverage Teaching Practices</p>
C) Increase opportunities to publish research related to African languages and pedagogy through the publication of a minimum of 2 volumes of African language/LCTL journals each year; and increase interest in publishing research related to African languages and pedagogy by 10% each year.	<p>C.1. Create an avenue for publishing research findings by publishing two journals: Journal of African Languages Teachers Association (JALTA) and Journal of National Council of Less Commonly Taught Languages (JNCOLCTL)</p> <p>C.2. Publish the research papers on LCTLs presented at the conferences and outside of the conferences in a JNCOLCTL or JALTA.</p> <p>C.3. Research awards for TAs doing classroom research on African language acquisition</p>

**PERFORMANCE MEASURE FORM (PMF)**

1. Project Goal Statement #4: Increase African language information and resources available to Government and Non-Government agencies, K-12 teachers and students, researchers, learners and instructors.	
2. Performance Measures	3. Activities
A) Increase by 10% annually K-12 teacher, researcher, learner and instructor access to basic information on African languages and cultures through the development and dissemination of African language brochures, on-line resources and on-line technology materials	<p>A.1. Develop and disseminate African language brochures that educate Americans about the linguistic and cultural diversity in Africa; These brochures can be used in social studies classes at the K-12 levels.</p> <p>A.2. Update and maintain the On-line African language map that shows where some critical African languages are spoken and what they sound like</p> <p>A.3. Conduct (and regularly update) an inventory of African Language Programs in the U.S.</p> <p>A.4. Develop on-line technology materials for learning African languages that are free and accessible to all</p>
B) Provide information on locating African language translators and other resources to government and non-government agencies a minimum of 12 times per year	<p>B.1. Maintain an up-to-date list of African language scholars, native speakers and instructors that are available to serve as translators, interpreters at hospitals and courts, for government and non-government agencies and oral proficiency testers for government agencies and heritage learners nationwide</p> <p>B.2. Make referrals for translators and oral proficiency testers</p>

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

## Budget Narrative

### A. Personnel

- **Director:** Antonia Folarin Schleicher, the principal investigator, will continue to serve as the Center's chief administrator and will have responsibility for all of the Center's activities, projects, and operations. The director also serves as the chair of the Center's Field Advisory Board, and an ex-officio member of the National Advisory Board and the Local Advisory Board. The director will pay special attention to the national coordination of all the Center's activities and assessment of national needs and resources for African languages. The director will serve as liaison with related groups such as the African Language Teachers Association, Title VI Africa NRC Directors, the Association of African Studies Programs, the National Council of Less Commonly Taught Languages, Joint National Committee for Languages (JNCL), American Council on the Teaching of Foreign Languages (ACTFL), National Standards Collaborative Board, and the African language programs at universities and colleges throughout the country. Schleicher will also play a major role in the professional development projects and in all the Center projects to make sure that we get the desired outcomes. Hence the request for 50% of her salary during the academic year for the 4-year cycle.
- **Technology and Office Manager:** John Adeika has been the Technology Manager for NALRC for the past six years and for the past two years has also assumed the role of the Office Manager. He assumes both roles effortlessly because of his inside knowledge of the day-to-day activities of the NALRC. He will continue to be responsible for the integration of technology into those aspects of the Center's activities that require such integration. Adeika has skills in database management, information systems, media development, programming, production editing, and a thorough understanding of multimedia and its use in foreign language instructional settings. He has participated in all the professional development activities that the NALRC has organized in the past six years and is very familiar with the objectives of all these teacher training activities. Adeika will be assisting the Director in every aspect of Center activities. He will oversee all our publication activities both text and technology materials. He will also serve as liaison between the material developers, the reviewers, the copy editor and the printers. He will play the role of the production editor, work with the Library of Congress to obtain all necessary information for our publications and oversee all of our publication processes to the final stage. Adeika will devote 50% of his time to these activities.
- **Graduate Student Assistant (GSA):** Through the support of the IU College of Arts and Sciences, the NALRC has always had a GSA that assists in the coordination of all the activities from within the Center. The GSA will be assisting in the development of all the African Language Brochures projects, updating the Online African Language Map

Project, and updating the African Language Inventory Project. The GSA will also be assisting in the editing of ULIMI- the annual bulletin of the NALRC, and e-ULIMI- the quarterly online news and updates of the NALRC. The GSA will assist with the organization of all of the professional development workshops and conferences that the Center will embark on. The GSA will devote 50% of her time to these activities.

#### **B. Fringe Benefits**

1. Fringe Benefits rates are set by the university and approved by the Board of Trustees. The method of calculation has been approved by the DHHS cognizant agency as part of our indirect cost negotiation study. The current rate for the administrative positions is 39.76%. The GSA will receive health insurance annually with the first year's rate at \$2,721. Each year this amount is increased by 15%.

#### **C. Travel**

1. Domestic Travel for summer professional Development Institute and Technology workshop. – We are requesting funds for two trainers for transportation \$500 each, and lodging and per diem for 14 nights at approximately \$105 per day. The Summer Institute is a two week intensive program.
2. Annual National Advisory Board (NA B) Meeting – Transportation, lodging and per diem is requested for four members of the National Advisory Board member to attend the annual meeting. Transportation is budgeted at \$500 each and lodging and per diem for two nights at approximately \$105 per day.
3. NALRC staff travel to ACTFL, ALTA, and ASA annual meetings – Travel for 2 NALRC staff to attend annual meetings of ACTFL, ALTA, and ASA. Transportation is budgeted at \$500 for two staff members to attend the three meetings. Lodging and per diem is requested for two members at \$105 per day for 5 days. These meetings are where we disseminate many of the products of the NALRC and meet with professionals interested in African languages especially at African Language Teachers Association and African Studies Association annual conferences.

#### **D. Supplies**

For each funding year, we need money to buy office supplies for all the workshops and conferences and institutes that we organize. Funds are requested for paper, advertisements, publicity and other materials needed for the summer institute and material development.

#### **E. Contractual**

1. For the 14-day annual intensive summer institute and the technology workshops listed above, we need to pay honoraria to workshop leaders hence the budget request under E1.

2. In E2, we request funds for material developers annually. The 2014-2015 honoraria will be for Yoruba, Swahili Standards Based textbooks and Igbo Learners Reference Grammar. We pay each of the writers an average of \$4000/\$5000 for writing each book and the NALRC pays for the expenses of the publication of the materials after they are completed.
3. The 2015-2016 year funds will be paid to Pulaar (elementary textbook writer) and Zulu (intermediate textbook writer) and Wolof Learners Reference Grammar writer.
4. The 2016-2017 year funds will be paid to Wolof (Adv), Igbo (Int.) Somali intermediate level textbook writers.
5. 2017-2018 year funds will be paid to Yoruba K-12 and Swahili K-12 textbook writers. All these funds are needed for those who will devote their time to write these textbooks.
6. The final biannual \$2000 under contractual is requested for a professional external evaluator who will evaluate all the different activities of the Center on a biannual basis.

F. **Construction** - none

G. **Other** – All the funds under this section are needed for the publication of all the textbooks, brochures, newsletters, audio CDs (to accompany the textbooks) that will be developed during each year of funding. Publication costs include funds for the copy editor, production editor and the printing of the textbooks, etc. There is a request for publication each year because as shown above, different textbooks will be developed each year, hence the request for funds for publications during each funding year.

H. **Total Direct Costs:** This amount to all the costs that go into performing all the activities that we listed in our projects timeline.

I. **Indirect Costs:** 8% of total direct costs as allowed in the RFP.

J. **Grand Total of Costs:** The total amount requested for direct and indirect costs.





**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Trustees of Indiana University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	106,655.00	109,855.00	113,151.00	116,545.00		446,206.00
2. Fringe Benefits	38,865.00	40,357.00	41,944.00	43,634.00		164,800.00
3. Travel	11,355.00	8,515.00	11,355.00	8,515.00		39,740.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	1,000.00	1,000.00	725.00	1,000.00		3,725.00
6. Contractual	18,000.00	18,000.00	18,000.00	15,000.00		69,000.00
7. Construction						
8. Other	9,300.00	7,450.00	0.00	450.00		17,200.00
9. Total Direct Costs (lines 1-8)	185,175.00	185,177.00	185,175.00	185,144.00		740,671.00
10. Indirect Costs*	14,814.00	14,814.00	14,814.00	14,812.00		59,254.00
11. Training Stipends						
12. Total Costs (lines 9-11)	199,989.00	199,991.00	199,989.00	199,956.00		799,925.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Trustees of Indiana University		

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Antonia	F.	Schleicher	<input type="text"/>

Address:

Street1:	1900 East 10th Street
Street2:	Eigenmann Hall 701
City:	Bloomington
County:	<input type="text"/>
State:	IN: Indiana
Zip Code:	47406
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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