Dear Friends and Affiliates of the NALRC,

It is with great honor that I present to you this volume of ULIMI, the NALRC annual newsletter, my first as the Associate Director of the Center. Joining the Center last year, in the middle of the global pandemic, I immediately stepped into managing projects and programming at different stages of execution. The NALRC has since maintained its commitment and services to our field. Despite the challenges foisted on us by the global events and the transition of leadership in between, we successfully hosted our flagship Summer Institute workshop, expanded our publications, and strengthened our outreach and national coordination activities.

We built on existing collaborations and expanded the NALRC Professional Development Workshops for language instructors by starting the Business in World Languages Workshop last summer. Collaborating with Indiana University’s Center for International Business Education and Research (IU-CIBER) and IU Title VI National Resource Centers (NRCs), we hosted the maiden edition of what will become an annual workshop on Incorporating Business Concepts in World Languages Instruction. The workshop brought together instructors of world languages - faculty and Ph.D. students - in a week-long training on how to develop learning plans using the World Language Curriculum Framework that Incorporates Business.

The NALRC also partnered with various professional organizations in our field (e.g., ALTA, AATY), agencies, (such as the New York Seal of Biliteracy program), language departments in universities, and numerous Linguistic Services Providers to achieve a variety of goals, such as organizing and executing training, hosting workshops, leading research projects, and providing connection to a host of African language resources and expertise. This year’s annual African Language Teachers (ALTA) Conference, held virtually, recorded a very high attendance and a robust diversity of paper presentations, including language-specific sessions in Swahili, Wolof, Yoruba, and isiZulu/isiXhosa. At a special roundtable included in the conference, ALTA past presidents drew insights from their experience to recommend ideas for achieving the Collective Mission of African Languages in the Next Decade, in line with the theme of the conference. In collaboration with ALTA, the NALRC capped the conference by giving to each conference participant, a free copy of the NALRC seminal book, African Language Program Development and Administration: A History and Guidelines for Future Programs by Eyamba Bokamba. We tasked members to draw guidance from the content of this foundational book and be inspired to make their respective marks in expanding African Language Programs.

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We began working on a few planned projects: We started the series of online African Languages courses, beginning with elementary-level Swahili, Wolof, and Akan, to provide access to learners who might otherwise not have access to high-quality African language instruction, including at MSIs and community colleges. We sourced Sere language experts who will write an elementary-level textbook for the language, training them for the project. We initiated the publication of a compendium of curricular exemplars using Articulated Curriculum Design, based on materials created at the past workshop of Training of Trainers. To promote and harmonize research in the field of African language pedagogy, NALRC is revamping the Journal of African Language Teachers Association (JALTA), advancing its academic rigor and best practices using the Open Journal System (OJS) powered by the IU Press.

We will continue to implement new ways to improve programming and introduce state-of-the-art projects that will meet the contemporary need of learners, instructors, and all allied professionals involved in the field of African language pedagogy. And we will devise various means to expand access across the nation to all the NALRC resources.

To conclude this introduction, I would like to acknowledge the founding director of NALRC, Professor Antonia Yétùndé Schleicher who through this Center, created an impressive legacy for our field. In her two-decade leadership of the Center, NALRC grew into a formidable institution. I thank the NALRC Advisory Boards: The National Advisory Board (NAB), Local Advisory Board (LAB), and Field Advisory Board (FAB) for the support of the center. A special thank you to the leadership of the Hamilton Lugar School of Global and International Studies (HLS), Indiana University, Bloomington, and the HLS Support Services Unit for providing us with continued, day-to-day support. An immense gratitude to the African Language Programs (ALPs) across the nation, the ALTA leadership and ALTA members, AATY, Chaukidu, Wolof, and isiZulu/isiXhosa Groups. We are thankful to you all for participating in our workshops and for your relentless commitment to the NALRC programs.

As we move NALRC to new heights, I invite you to join us. We are excited to work with you, to collaborate in new areas of joint commitments in programming, projects, and research that will uplift the field of African language teaching.

Thank you all for taking some time to read the newsletter.

Let us work together to raise the bar of the practices, professionalism, and growth of our field. Visit our website at www.nalrc.indiana.edu to learn more about us and on how to connect with us.
NALRC is Unwaivering in Fulfilling its Mission

The National African Language Resource Center (NALRC) continues to expand access and resources to advance the teaching and learning of African languages in the United States. NALRC was established in September 1999 with a grant from the U.S. Department of Education to improve the accessibility of African languages in the United States by strengthening the field as a profession and by developing resources for the teaching, learning, and researching of African languages. The center’s mission is to serve the entire community of African language educators and learners in the United States by sponsoring a wide range of educational and professional activities designed to improve the accessibility and quality of African language instruction in the United States. It continues to encourage a variety of pedagogical approaches to accommodate learner’s diversity and advocates the integration of language and culture learning, and the acquisition of fluency in these areas. NALRC facilitates dialogue among teachers, learners, and administrators from a wide variety of cultural and institutional perspectives and African language teaching as a profession.

During this funding year, NALRC has continued its activities and services in the following core areas:

I. National African Language Program Coordination
II. African Language Materials Development
III. Research in African Language Pedagogy
IV. Professional Development for Language Educators

I. National African Language Program Coordination

NALRC continues to work to advance projects and initiatives that will expand access and collaboration, as well as improve the visibility of all African Language Programs (ALPs) across the nation.

a. African Language Experts’ List: NALRC revamps the list of African language scholars and pedagogists who are willing to serve as consultants for new or existing African language programs. Through this list, NALRC has had an immense impact nationally, with access to a huge number of experts who served as translators, interpreters, and testers for government and non-government agencies.

Owing to the increasing demands from individuals and organizations for the services of consultants and evaluators in African languages that are not yet taught in U.S. colleges and universities, the experts’ list now includes native speakers (either resident in the United States or not) of these African languages. NALRC has started reaching out to the various embassies of African countries in the United States to see how they can help to get native speakers of these non-taught African languages on the experts’ list.

The center also designed an [experts’ list form](https://www.example.com/experts-list) that can be filled by native speakers of these African languages. The form can be accessed by clicking on or scanning this QR code.

b. African Language Participation in the Seal of Biliteracy Program: NALRC entered into a collaboration with the New York Seal of Biliteracy program. The center sourced and identified native speakers of various African languages to work with middle/high school students in New York who are participating in the program and seeing to get certified in African languages.

c. Language Brochures: NALRC continue to expand the African Language Brochures projects, while also updating the existing ones for the promotion of different African languages. To create new designs, we sought new ways to make them relevant to programs that need them for outreach. We added new features such as QR codes, basic expressions, interesting facts, and new images. And we continue to disseminate the brochures nationwide (online and printed) to language programs and K-12 schools.

d. African Language Inventory: NALRC provides and maintains a systematic inventory of language offerings in the U.S. The online inventory shows different African languages and where they are taught. The updated list of African languages and offerings is very useful to students, language planners, and others. The list can be accessed via this QR code.

e. African Language Program (ALPs) List: NALRC hosts and maintains a robust and updated list of the African Language Programs across the United States. This year, the list was re-evaluated in full to account for the rapidly changing scope of African language programs and has been published on the center’s website. The list is helpful to universities and colleges that are planning to start African language programs.

f. Joint LRC Initiatives: NALRC always works collaboratively with all other National Language Resource Centers (LRC) in the Joint LRC efforts to support the nation’s capacity for language teaching and learning. One of such is the participation at the ACTFL annual conference.

II. African Language Material Development

NALRC continued to work with language experts to produce new materials for learning various African languages. Below are the materials we recently produced and projects we are working on:

a. African Languages Online Courses: We have initiated a series of elementary-level online courses to provide access to learners who might otherwise not have access to high-quality African lan-
b. Language Textbook: NALRC recently published the intermediate level of its Bamankan language textbook. The book titled *An Ka Bamanankan Kalan (Let’s Read Bamanankan)* is written by Amadou Beidy Sow, PhD. This book adds to the list of NALRC’s Let’s Read Series which extends African language learning beyond the elementary level.

c. Audio CD: The center also produced the audio CD of *Let’s Speak Tigrinya* to accompany the elementary level textbook by Issayas Tesfamariam.

d. Multimedia Digital Platform: For easy access across the nation to all our multimedia materials, such as the African language audios files and flashcards (which are currently available on CDs), NALRC has commenced work with IU Center for Language Technology (CeLT) to move all of these materials to a digital platform.

### III. Research in African Language Pedagogy

NALRC supports and collaborates with scholars and various forums to advance research on African language pedagogy. In the past one year, NALRC’s achievements include:

a. ALTA Annual Conference: NALRC collaborated in planning and hosting the annual African Language Teachers Association (ALTA) Conference. The center contributed to the success of the conference through a collaboration with ALTA executive board. NALRC staff served on the conference’s organizing committee, planned the event, and designed the conference program.

b. AATY Workshops: NALRC collaborated with the American Association of Teachers of Yoruba to plan a workshop on the use of digital technology in classroom instructions and a symposium on post-COVID classroom teaching.

c. A Book on Curricular Exemplars on Articulated Curriculum Design: This forthcoming book project on curriculum and performance assessment is based on the outcome of the NALRC Training of Trainers in African language pedagogy. The book which compiles sample curriculum exemplars by African language experts is being edited by Dr. Jennifer Eddy of Queens College, City University of New York. When completed, the book will be made available online for free to all African language instructors.

d. Booklet: Another forthcoming booklet project from NALRC is the manual for incorporating business in world language instruction. It contains exemplary learning plans created by participants at the Workshop on Incorporating Business Concepts in World Languages Instruction. When completed, the manual will be made available online for free to all K-16 instructors.

### IV. Professional Development for Language Educators

NALRC Actively promotes professionalism and the overall development of our field of African language pedagogy as one of our main objectives. We also support African language educators as well as other world language educators in the United States by sponsoring and collaborating in a wide variety of educational and professional development training designed to improve the accessibility and quality of African language instruction in the United States. The following professional training were conducted by the center between 2020 and 2021.

i. 2021 NALRC Summer Institute

ii. Business in World Languages Workshop (maiden edition)

iii. 2021 ALTA Conference

iv. AATY Workshop on Technology

v. AATY Summer 2021 Symposium
For the year 2021, the NALRC held its annual Summer Institute from May 17-28. Due to the COVID-19 situation, the workshop was held virtually. An intensive two-week program for African languages instructors, the Summer Institute exposes participants to current models of language teaching and immersed them in real teaching experience.

This year’s Summer Institute was led by a team of seasoned language scholars and pedagogists including Prof. Antonia Schleicher, Prof. Omar Alwiya, and Dr Iman Alramadan. It brought in participants from eight American universities, one African university, and one heritage learners’ institution. Together the participants represented Akan, Igbo, Mandinka, Swahili, and Yoruba languages.

As usual, the primary goal of the workshop was to provide the participants with real teaching experience that enacts the philosophy of communicative, standards-based, student-centered foreign-language teaching. In line with this goal, the instructors focused on five major topics:

- Backward Curriculum Design
- Standards-based Instruction
- Performance-based Assessment of African Languages Instruction
- Use of Target Language

In the first week of the workshop, the participants were exposed to these topics. First, the concept of Backwards Curriculum Design (BCD) taught the participants that a good curriculum must be designed in a specific and strategic order. Learning objectives must be laid out first, followed by methods of evaluation for those objectives. It is at all this that the instructor can begin to assemble a corpus of texts and materials that fits the needs laid out by the previous two items.

This led the second topic, Standards-based Instruction. Here, the World Readiness Standards for Learning Languages (WRS). WRS is an internationally recognized set of standards designed by the American Council on the Teaching of Foreign Languages (ACTFL). It lays out five goal areas of foreign language learning which include communication, cultures, connections, comparisons, and communications, and the standards that of each goal area. It also discusses proficiency levels in foreign language learning and what a language learner will be able to do when they reach a certain level of proficiency. During the second step of their BCD when the instructors decide how to assess their students it is these WRS descriptions of ability that they should look at. You will know when your students have reached a certain level of proficiency when they can do certain things, laid out in the WRS.

This transitioned into the third topic, performance-based assessment of African language instruction. Here, participants were guided to recognize that the learning objectives of a language class should not be grammar-based but should rather be based on general, context-sensitive proficiency levels; that is the perform capacity of a learner in the use of an African language in terms of speaking, listening, reading, and writing. Therefore, instead of “students will know X number of words” instructors should use “students will achieve ‘novice high’ proficiency in listening and reading and ‘novice mid’ proficiency in speaking and writing.”

Cultural performances by participants during the Certificate of Completion Ceremony
Woven throughout this discussion of the role played by the WRS is the final topic: a maximal use of the target language. The participants discussed how the target language can be used at least 90% of the time in any foreign language classroom.

Many participants initially found this requirement daunting, but the lessons’ comprehensible input was a great help. By incorporating pictures, film, roleplay, animations, props, and culturally authentic scenarios, the participants learned that it was entirely possible to use the target language 100% of the time and still be perfectly understandable to novice learners.

When it came time for the participants to begin their own microteaching sessions in week two, the sheer amount of what was taught in the previous week was apparent. At first, many struggled to apply and accurately assess the core themes in their teaching sessions. However, two days as each participant continued to lead a new microteaching session every day and had their performance assessed by their peers, the improvements were obvious in everyone. By the end of the workshop every participant was able to use BCD and WRS to design a curriculum and to accurately assess whether or not the students had grasped the concepts while using the target language.

The institute concluded with an award ceremony on May 28th. The ceremony featured several authentic cultural performances—including songs and poetry—from the participants.

The following people received certificates for their participation in the Summer Institute:

- Adeyinka Fashokun, PhD
  Stanford University – Yoruba
- Antony Gitei Gathiru
  University of Florida – Swahili
- Asimiyu Adekunle
  University of Lagos – Yoruba
- Felicity Tackey-Obbo, PhD
  University of Florida – Akan (Twi)
- Felix Umeana, PhD
  University of Michigan – Igbo
- John Adebayo
  Harvard University – Yoruba
- Ousmane Cisse
  Boston University – Mandinka
- John Adebayo
  University of Wisconsin-Madison – Swahili
- Shadrack Kipsan
  University of Wisconsin-Madison – Swahili
- Sola Oneal
  Yoruba Gbode School of Languages – Yoruba
- Susan Daniels
  Yale University – Yoruba
- Yetunde Alabede
  Bowling Green State University – Yoruba

Reflections from Participants on the 2019 NALRC Summer Workshop

Adeyinka Fashokun, PhD
Stanford University

Interpersonal, interpretive and presentational communications have become my mantra since the two weeks of intensive training that I went through in the early part of this summer. This virtual institute was organized under the auspices of Indiana University’s Hamilton Lugar, School of Global and Institutional Studies. The National African Language Resource Center, NALRC conducted the institute. The institute was short, intensive, packed full of rigorous learning and teaching activities. Looking back, it was a whirlwind of learning.

I enjoyed mostly the cohort interactions with other African Language educators from countries like Kenya, Nigeria, Gambia, Ghana and so on and so forth. For a minute we became the UN of various African languages. And just as we were settling to get to know each other more the two weeks was over. However, we continue to chat on WhatsApp occasionally.

The trainers were without a doubt, the best. The lead instructor, Prof. Yetunde Schleicher was admirable, knowledgeable, open-minded, and highly persuasive. The co-instructors were Prof. Iman Alramadan who was energetic and dramatically infectious. Also, Prof. Alwiya Omar, was a precise ‘conductor’. She kept the times for transitions from one activity to the next. She made us account for all we meant to do.

As I was learning a newer method and strategies of language teaching, I steadily was using the new skills and perspectives that I just acquired. It worked. I mean my students were slow in getting used to it, however; they started to request for authenticity in terms of presentations and were eager to use what they have learned practically and functionally. They were more involved in their learning.

I could not have asked for more.

Having been an educator for more than forty years from a teacher at all levels to school administrator at different levels, I was reminded of the goals, standards-based pedagogical methods. What I had forgotten and taken for granted over time were reiterated and reinforced, particularly for language pedagogy.

In reflection, the micro-lessons and micro-teachings by the students and instructors were enormously helpful and insightful. The discussions and activities enabled us to put into functional use both theory and practice. Being a language student in this institute was of immense value. The practical experiences of learning various African Languages has imparted the empathetic knowledge of what it is to be students of African Languages.
Jambo!

My experience at the NALRC Summer Institute has been outstanding for many reasons. First, it has come at the right time for me as a new Foreign Language educator. I recently got admitted to a Master of Sustainable Development Practice (MDP) program at the University of Florida beginning Fall 2021. To fund my program, I will be working as a Foreign Language Teaching Assistant (FLTA) teaching Swahili.

The institute introduced the backward curriculum design which helped me to understand how well to structure my lessons, in terms of setting the goal of the lesson, assessing my students and the learning tools I need to achieve the objective. Now before teaching a lesson I will be able to prepare well in advance, what I want the students to know and do and later give the students a performance assessment that is in line with the performance objective and targeting the specific mode of communication I will be evaluating.

My teaching will now be guided by the world language standards especially focusing on the 5Cs (Communication, Culture, Connection, Comparison and Community) and the 11 standards. I clearly understand why it is important to teach in context using authentic materials and in a way that incorporates culture.

Finally, it is important for me to be able to set proficiency targets for my students to motivate them to learn the language both in class and practice more out of class.

I wish to thank Professor Antonia Schleicher, Professor Iman Alramadan and Professor Alwiya Omar for your patience when we were learning, you are truly role models and as we nicknamed you all indeed you are an encyclopedia of languages. To my colleagues, thank you for helping me understand different languages; Yoruba, mandinka, akan and Arabic, the interaction in different breakout rooms was amazing and memorable. To you Kazeem, I am grateful for following up with me to ensure I was prepared to attend the NALRC Summer workshop. Despite working late at night I never felt like sleeping when it was past midnight Kenyan time and the class was still going on. For my supervisor, at the University of Florida, Professor Bwenge Charles, thank you for recommending this training, I strongly believe FLTAs in African languages should first undertake this training before taking up their teaching role.

I am now confident and ready to start my new role as a Swahili Teaching Assistant at the University of Florida, Inshallah!

O dabo!! Baraka!

Asimiyo Adekunle
University of Lagos

National African Language Resource Centre Summer Institute Development Program is a life and professional changer. Life changer because it opens doors and brings connections, while it improves one’s professional knowledge.

Before now, I had wanted to attend the NALRC Summer Institute since 2013. I just believed that this virtual one is what God has destined for me. I was elated, and my joy knew no bound when I received my acceptance letter into the program. By His grace, I shall work towards internalizing all the knowledge gained from the program.

Backward Curriculum Design (alias Understanding by Design) is an interesting part of the new order in the teaching profession globally. Its application transcends beyond language classes. It can be applied to all the fields of education from elementary to tertiary. Surprisingly, I had attended a seminar where UbD was discussed. Sincerely, it was just a mirage to me. I must confess here that the simplicity and astute nature of Mwalimu Antonia, quiet nature of Mwalimu Alwiya and energetic nature of Mwalimu Iman simplified and demystified UbD. We were exposed to the Standards-based instruction, the use of target language in the FL classes, proficiency-based approach to FL instruction, strategies for providing comprehensible input and performance-based assessment. I just want to implore my co-participants that we should try our best to teach others what we have gained here. Do not forget, the more we teach; the more we learn.

As said by one of us before which I will like to give it more colorful coloration to suit the astuteness of our instructors. Our Walimu are mothers, experienced teachers with different styles of teaching, dedicated and productive game changers. We will forever be grateful to you. You have really changed our games. We have learnt to change our games, and we shall play it well so that while others are standing; we will be able to outstanding them in UbD.

To my co-participants, you are really wonderful! I wish we can
continue learning under the tutelage of our indefatigable professors. I pray God simplify our ways as UbD has been simplified. To the administrative personnel, right from Dr. Kazeem Sanuth, we are very grateful to you for that wonderful up-to-date information you gave us before, during and after the summer institute program.

In conclusion, I thank God for the opportunity accorded me to attend the Summer Institute Development Program, and to meet wonderful professors and the esteemed co-participants. What start here, let it go viral.

Felicity Tackey-Otoo, PhD
University of Florida

I participated in the 2021 Summer Institute organized by the National African Language Resource Center (NALRC), Indiana University, Bloomington, Indiana.

I had no idea what the program entailed and how I was going to benefit from it as a language instructor. I went in with a clean slate and I am very happy I participated. The program was well structured to help teachers of various African languages maneuver the teaching of the languages and how to enable students have the best experiences learning a new language.

The program was structured so that the participants will have the best experience online. It was very interactive; we have a seamless comprehensive experience. I am privileged to have gone through this intensive professional development program focusing on Backward Curriculum Design, Standards-Based Instruction, Use of Target Language and Performance-based Assessment of African Languages Instruction.

In the first week, we listened and learnt from the professors on the four topics. Sincerely, I wished I had learnt about all these years ago, since it would have better equipped me before taught my first language class. In Prof. Schleicher demonstrative presentation, I was shocked to learn some Yoruba in the 15 minutes presentation.

My favorite part of the program was during the second week, where we had to demonstrate all we learnt from the first week. The participants had to be students and simulate teaching the language to the other participants. I also got to experience the point view of new language speakers and the problems they go through. This activity made me better understand what our students experience as a foreign language learner. Now, when I teach, I bring the perspectives of the students first. I put myself in their shoes so I can experience what they also go through as a language learner. I also loved Dr. Iman’s way of incorporating Kahoot in the teaching of the language. I hope to incorporate that in my classes too.

Even though I was there as an Akan Instructor, I also learnt a lot from other language too.

I want to thank our instructors; Prof. Anthonia Schleicher, Dr. Alwiya Omar, Dr. Iman Alramadan, Dr. Kazeem Sanuth and the entire team for being wonderful instructors to us.

After the program, I’ve picked up keen interest in learning the Yoruba Language. I went to a Ghanaian (Akan) / Nigerian (Yoruba) traditional marriage in Maryland, and I was amazed was able to understand the Yoruba spoken at the ceremony and also, watched a couple of Yoruba movies and was able to follow thought and it’ll be interesting to know that I actually learnt a lot of Yoruba during this program. I was able to speak some words in Arabic even though I cannot read the script yet.

This program has really improved my teaching skills and I hope to implement this in all the courses I’ll teach, not just language classes.

I’d also like to thank the University of Florida, Center for African Studies and Dr. Charles Bwenge for giving me the opportunity to participate in this professional program.

Felix P. Umeana, PhD
Michigan State University

Besides my academic training which recently is a PhD in Educational Administration from Michigan State University College of Education, my teaching career started back in Africa (Nigeria). My first teaching assignment was to teach French Language in a high school. Coming to America till present, I have been in the classroom contributing to student success in all capacities. I have worked as a substitute teacher with the Lansing School District and the Ingham Intermediate School District in Lansing Michigan. I have taught Yoruba, Igbo, French Languages and Philosophy courses at Michigan State University and at Jackson Community College, in Lansing and Jackson, Michigan.

My commitment to the teaching of languages stems from my desire to promote diversity and African culture in the US classrooms. And this is precisely what NALRC is doing. I give Kudos to all the staff of NARLC.
In the first week of the workshop, I learnt the following: What an effective student centered foreign language classroom is like and the backward design curriculum that aimed at the 90% use of the target language. The second week was also insightful. Knowledge gained were in the following content areas: the meaning of “proficiency" and its importance in planning instructional objectives.

Putting what we learned in practice, my first two teaching demos were not “perfect” but the third one was better after much inputs and feedback from instructors and fellow participants.

On a final note, I would like to thank all the instructors who made the workshop possible: Professors Schleicher, Omar, and Almoradan. I would also like to say “E Se Pupo!” to Kazeem.

I was glad I participated!

Ousmane Cisse
Boston University

As a first participant at the NALRC Summer Institute (2021), how I perceived myself as an African language Instructor when I joined the program is entirely different from the teacher I have become in the process (at the end of the workshop.) As I was learning some new methods such as “the backward curriculum design,” “world Language standards,” “integrating culture, content, and language,” to name just a few, I was self-reflecting on the process in which I was transforming my teaching style to be more effective for my students.” During the workshop, I was engaged and was carefully reading the materials from different perspectives. The different teaching techniques especially the ones that work for me were of great benefit regarding the improvement of my skills. I had the opportunity to implement the knowledge that I have acquired through my Microteaching sessions. For instance, reflecting upon my first presentation, I learned how to design my lesson plans, and performance objectives within an appropriate course load for the target learner. Thanks to this excellent workshop, the relentless and constructive feedback I received from Mwalimu Alwiya Omar, Mwalimu Iman Alramadan, and especially from the mentorship and coaching of Dr. Antonia Schleicher I am confident that I can deliver an ideal presentation.

Throughout this experience, I discovered that I am more aware of my teaching identity and approach. I hope that this learning experience would extend to widen my teaching horizon and impact my future endeavors in the realm of academia. As the Latin phrase goes “qui cum sapientibus vivit, sapiens erit” he who lives with scholars becomes a scholar. So, I hope to become a mentor and trainer of your caliber in the near future.

Again, I would like to formulate words of gratitude to indescribably express my appreciation to Mwalimu Alwiya Omar, Mwalimu Iman Alramadan, and every member of the organizing committee. A special thank you to Mwalimu Antonia Schleicher, I hope this would not be the last time we will be interacting. Thank you Kazeem for technical input and all your help in making this happen.

Thank you to every single participant namely Sola, Felicity, Yetunde, Susan, Dr. Fashokun, John, Antony, Shedrack, Asimiyu, and Felix.

Thank you all from the bottom of my heart.

O da bo o!

Yetunde Alabede
Bowling Green State University

I am glad to be a participant in the NALRC Summer Workshop in 2021. At the workshop, I learned about the different methods of teaching Less Commonly Taught Languages in the US. During the first week of the workshop, we were exposed to an intensive theory and practical way of teaching by using the Backward Curriculum Design (BCD). I learned the importance of targeting a specific mode of communication (either presentational, interpretive, or interpersonal modes) in the classroom. I also realized that as a teacher, I need to keep checking for understanding when the lesson is ongoing and not at the end of the lesson. The need to set proficiency standards as a teacher and the various proficiency levels struck me and I had to go back to the drawing board. The various teaching demos by the Mwalima opened my eyes to an effective teaching strategy for integrating language, content, and culture in the classroom using 90% of the target language.

In the second week, we were made to practice everything we had learned in the first week. I was disappointed in myself after my first teaching but with the feedback from fellow participants and the Mwalima, my second was better while my third was the best. I am thankful to the lead instructor, Mwalimu Antonia Schleicher for the constructive feedback, “encyclopaedic” knowledge of many things about current trends in teaching, advice to strike a balance between teaching and research, Mwalimu Omar Alwiya for setting the tone for every discussion, her constructive feedback, and exposure to Swahili language and culture, Mwalimu Iman Alramadan (our tech-guru)
for her animated teachings, constructive feedbacks and exposure to Arabic, Dr. Kehinde Sanuth the technocrat for ensuring that logistics are intact and final appreciation to fellow participants for sharing their experiences, language and culture with us. It was nice meeting everyone at the workshop and I have been adopting most of the things (especially the use of the target language in the classroom). I am seeing the result already.

Finally, this workshop is a wake-up call for me as a teacher. It made me unlearn the traditional way of teaching and learn the effective method where the focus is on the students. I look forward to learning more in the future whenever the opportunity arises especially when organized by NALRC. Thank you.
2021 Workshop on Incorporating Business Concepts in World Languages Instruction

NALRC, in collaboration with Indiana University’s Center for International Business Education and Research (IU-CIBER) and IU Title VI National Resource Centers (NRCs) in Indiana University, held the maiden edition of the “Workshop on Incorporating Business Concepts in World Languages Instruction” (aka, Business in World Languages Workshop) from May 24-28. Due to the COVID-19 situation, the workshop took place virtually.

This weeklong workshop is organized for instructors of world languages who have had previous training on Backward Curriculum Design. The workshop introduced the instructors to the “World Language Curriculum Framework that Incorporates Business Concept” at the Elementary and Intermediate Levels of language instruction and trained them on how to use the document. It also trained them to develop learning plans and scenarios for their languages using the Curriculum Framework.

The facilitators were Professor Orlando R. Kelm, Associate Professor of Hispanic Linguistics at the University of Texas-Austin, and Dr. Kazeem Sanuth, NALRC’s Associate Director.

The workshop brought in participants from ten universities. Together the participants represented Arabic, Bamana, Bosnian, Chinese, Croatian, French, Italian, Portuguese, Serbian, Spanish, Swahili, and Yoruba languages.

The following are the participants in the workshop:

Adeola Aoge, PhD
University of Wisconsin-Madison – Yoruba

Amadou Sow, PhD
Indiana University-Bloomington – Bamana

Farida Badr, PhD
University of South Carolina – Arabic

Happiness Bulugu
Cornell University – Swahili

Julie Madewell
Indiana University-Bloomington – Spanish

Leticia McDoniel, PhD
Southern Methodist University – Spanish

Marcela Lemos
Indiana University-Bloomington – Portuguese

Matthew Ajibade
Indiana University-Bloomington – Yoruba

Mor Gueye, PhD
University of Illinois – Wolof

Patricia Mougel, PhD
University of Minnesota – French

Teuta Ozcelik
Indiana University-Bloomington – Bosnian/Croatian/Serbian

Tin-Yu Tseng, PhD
University of Southern Caroliana – Chinese

2021 Business in World Languages Participants
The 24th African Language Teachers Association (ALTA) Conference titled “The Collective Mission of African Languages in the Next Decade” was held virtually from April 23-24, 2021. NALRC collaborated with the leadership of ALTA to plan, organize, and deliver the conference, which was attended by over one hundred participants.

The conference opened with a welcome address from the president of the association, Dr. Zoliswa Mali. This was followed by a keynote address delivered by Professor Greg Kessler of Ohio University. The speech, titled “Changing Nature of Language Teaching in Relation to Technological and Pedagogical Innovations” shared with participants some of the recent developments related to learning, language and technology, such as automation driven assessment, data-driven learning, automated speech interfaces, and a variety of forms of natural language processing and artificial intelligence. The speaker concluded by urging scholars in the field of African language teaching to “embrace these developments as the world moves toward a new era of language learning: One in which these intelligent assistants and resources will significantly contribute to instructional practices.”

Being a virtual conference allowed for serial presentation format. As a result, all participants were able to listen to, and engage with all presenters on the first day. There were three themed sessions with breaks in between them. One of the panels was dedicated to Tech-initiative papers. The first day ended with a special roundtable session of past ALTA presidents. In attendance were Professor Emeritus David Dwyer (Michigan State University), Professor Alwiya Omar (Indiana University, Bloomington), Professor John Mugane (Harvard University), Professor Leonard Muaka (Howard University), Professor John Kiari Wa’Njogu (Yale University) and Professor Mamaram Seck (Université Cheikh Anta Diop). In a question-and-answer-style discussion, the past presidents guided participants through the long journey of development in ALTA and highlighted the key roles the association should be playing in the ever-changing field of language pedagogy.

The second day of the conference was dedicated to language-specific panels which held parallel sessions for paper presentations in various African languages, including Swahili, Wolof, Yoruba, and isiZulu/isiXhosa. The day ended with The ALTA Business Meeting, during which new members of the ALTA Executive Board were elected.

Other highlights of the conference were a session dedicated to tribute for the late Dr. John Innis (Mtembezi) and a session in honor of Professor Sandra Sanneh on her retirement. Also, in collaboration with ALTA, NALRC gifted a copy of the foundation book by Eyamba Bokamba, African Language Program Development and Administration: A History and Guidelines for Future Programs (2002) to each of the conference participants.

The AATY Workshop on Technology was hosted virtually by the American Association of Teachers of Yoruba (AATY) in collaboration with NALRC on August 15, 2020.

The workshop was a timely and important intervention informed by the sudden switch to online teaching as a result of the COVID-19 lockdown across US colleges and universities for the most part of the year 2020. Having noticed that a significant number of African language teachers were not prepared enough for this sudden switch, AATY, together with NALRC, began to brainstorm on how to address the situation. This led to the decision to hosting the AATY Technology Workshop.

The primary goal of the workshop, therefore, was to train African
Building on the collaboration with AATY, NALRC once again supported the organization to plan, promote, and host another virtual workshop to prepare and support African language instructors’ return to campus this fall.

The workshop was well attended by members of AATY. The participants were exposed to various technological resources and guided on how best to utilize them in their online African language classrooms.

The workshop was led by three presenters who are all seasoned African language pedagogists and scholars. They are Dr. Oluseye Adesola (Yale University), Dr. Kazeem Sanuth (NALRC Associate Director), and Mrs. Funke Ogunya-Olaosebikan (Florida State University).

Discussion during the event were divided into three sub-topics: (1) Institutional Expectations and Plans for Post-covid Campus and Classrooms Engagements, presented by Professor Adeleke Adeeko (Ohio State University); (2) Pedagogical Preparedness for Post-covid Classroom, facilitated by Dr. Adé-la Agôké (University of Wisconsin); and (3) Suggestions for Yoruba Instructions and Promotion in the Post-covid Time, by Mr. Moses Mábayì (New York University).

The knowledge of foreign languages is recognized as vital to the United States in the areas of national security, international diplomacy, and economic competitiveness. However, enrollment has been on steady decline in the field of foreign language teaching. According to the data presented by the Modern Language Association (MLA), enrollment in foreign languages in the US has been on a consistent decline since 2009. The decline is particularly noticeable in the less commonly taught languages (LCTLs), including African languages.

Discussions about enrollment in foreign language classes are getting stronger. To bring the voices of African language pedagogy experts into the ongoing deliberation on language enrollment, the NALRC Associate Director initiated conversations with select instructors of African languages and African Language Program Directors across various institutions. These instructors and directors include Dr. Zoliswa O. Mali, a Senior Lecturer of isiZulu and isiXhosa, and Director of the African Language Program at Boston University (BU); Dr. Mariame Sy, a Lecturer of Wolof and Pulaar, and Coordinator of the African Language Program at Columbia University; Dr. Amadou Beidy Sow, a Senior Lecturer of Bamanankan in the African Studies Program at Indiana University-Bloomington; Dr. Sadam Issa, an Assistant Professor of Arabic Studies in the Department of Linguistics, Languages, and Cultures at Michigan State University (MSU); and Nandipa Sipengane, a Zulu Lector at Yale University.

All the instructors and Directors were either reached via zoom or through email correspondence, and they shared not only their insights but also strategies being deployed to address the situation. Their responses to questions about enrollment, approach to tackling declines and how to better support the development of African Language Programs are presented in this new section of ULIMI, “Featured Topic.”

Enrollment in African Language Classes

The status of enrollment in African language classes topped the discussion. The African language experts shared how they manage enrollment in their respective programs.

Dr. Sy, shared that an important strategy that has helped to enhance course enrollment in her language courses is the partic-
Dr. Sow, focused on Bamanankan language and explains that contexts—the in-classroom and the out-of-classroom situation—influence enrollment. He described the former as personal and having to do with how an instructor teaches the language, organizes the class, and engages the students. Whereas the latter is about mini, semi-casual activities, that instructors can engage students in outside the classroom to know more about the language. In Dr. Sow’s words, “We know many of the students are not taking the class for the language per se. They are taking it because they want to learn new things. They want to learn more than the language. That is why we need to offer the situation within the classroom setting and outside the classroom.”

While African language classes seem to be enduring wavering enrollment, the COVID-19 global pandemic brought new realities for the instructors. Nandipa Sipangene noted that the suspension of in-person teaching forced many students to take study leave and this affected enrollment in the spring of 2020. “The COVID-19 situation also led to a drop in enrollment at Boston University,” Dr. Mali said. The noticeable decrease in enrollment at Michigan State University unfortunately started over the past two years, according to Dr. Issa, “but this seemed to be a trend in all languages.” Dr. Issa identified national interests and demands, job market needs, and quality of teaching and instructions as factors influencing enrollment in the African languages taught at Michigan State University.

To support African language teaching in the United States, Dr. Sy called on the National African Language Resource Center (NALRC) saying: “One thing that an outfit like the NALRC could do is support collaborative projects; develop resources for the teaching of these languages, not just the textbooks. We need to have digital stuff.” Dr. Mali also emphasized that African language instructors should do their best to incorporate technology and culture...
more in their classes, to be learner-centered, and to be innovative and versatile. Beyond focusing on technology, Dr. Sy also mentioned participating in conferences such as NCPAL (Northeast Consortium for Programs in African Languages) Conference and added that students be invited to this conference because it is a means to put African languages on the map other than through teaching.

While technology and networking at language-focused conferences are integral to a successful African language teaching, Dr. Mali points attention to the impact of social outreach efforts as the factor enhancing enrollment in BU’s African language courses. The outreach efforts include community game nights/dinner, new student orientation, collaborating with African students Association to raise awareness about the language program, language program new semester welcome gatherings, distributing language program fliers. Student-to-student contact which allows students already taking the class to recruit their friends and online publicity are other factors enhancing the enrollment. Dr. Sow also reminded African language instructors about the long-existing yet ever-relevant fact about students being the ambassadors of the languages they teach: “We have to keep in mind that our students are the ambassadors for our languages.”

Reiterating institution-specific support, Dr. Mali also said that there should be a policy that students studying area studies connected to Africa be required to take African language courses relevant to the area they are studying. This policy, according to her, would surely percolate into enrollment growth in BU’s African Language Program and give the program more visibility. Dr. Issa opines that grants and scholarships that encourage studying African languages would boost enrollment. He pointed out that college education is very expensive and such grants and scholarships would help. More importantly, designing more national programs like the Flagship Program would encourage students to study foreign languages.

Advice to African Language Instructors

Dr. Sy channeled her advice on how to improve enrollment directly to African language instructors. She said some instructors might need to take some steps that are specific to their institutions but that generally, “Engaging student is crucial. Lack of information is a big factor in not having these students.” She also talked about organizing activities and events that will promote African languages—“Something that students who are not enrolled in your class will have an interest in attending and where you can feature the language and culture.” Like Dr. Sy, Dr. Sow also pointed out that the biggest responsibility falls on African studies scholars, African professors, and African language teachers. He said they needed to create the curiosities that will attract students to African languages. He urged them to be active in sharing African cultures, values, and knowledge with others.

Students studying area studies connected to Africa should be required to take African Language courses relevant to the area they are studying. This would surely percolate into our African Language Program’s growth in numbers.

- Zoliswa O. Mali, PhD

Beyond efforts to boost enrollment, instructors of African languages should also take steps to ensure enrollment in African language courses is steady. Nadipna urged instructors to try different teaching strategies, create a sense of community in the classroom, and be open to trying out nonconventional ways of marketing languages. Dr. Issa advised African language instructors to always work on their professional development by attending language pedagogy workshops such as the ones organized by NALRC.

- Sadam Issa, PhD
In addition, Dr. Sow said that every instructor must identify their talents and use them to recruit students and engage them in their classes. Such talents include singing, joking, storytelling, and cooking. He also advised instructors not to limit themselves to classroom situation but to also work on outside classroom situation. In his words, “Think of outside classroom. Don’t focus on only your students. Focus on your students and their friend. Create something that will bring students and their friends. Students and families. Some of those friends might end up taking your class.”

In conclusion, the ideas presented in this piece are based on casual, exploratory conversations on an ever-present issue of enrollment in language classes, which was initiated by the Associate Director of the NALRC. These scholars have indicated to us that, while the issue of fluctuating enrollment is always a topic in the field of language teaching, the African language professionals are informed and mindful of it and the different programs are taking creative, localized measures that will grow their respective programs. Our respected instructors and Program Directors have highlighted programmatic, curricular, and pedagogical areas that interconnect with enrollment, pointing out areas of strength, strategies, and suggestions that have been deployed and of ered at different times and places. Each of these scholars spoke with candor. Their opinions expressed here not only showed their creative determination to promote the languages they teach but also their commitment to the development of the field of African language teaching.

These conversations also raise a noteworthy implication for the role of professional institutions, such as the NALRC in the field. No doubt, the NALRC has played countless crucial roles in developing the field of African language teaching however, the center also has a lot more to do. I add my voice to those of these scholars presented here, and of the countless others in the field that a conversation like this needs to continue and develop into concrete programs that will yield remarkable results in the nearest future.

Dr. Dainess Maganda Gets a Promotion, Publishes Two Books

Dr. Dainess Maganda, the Department of Comparative Literature and Intercultural Studies (CLIS) at the University of Georgia presented exemplary records for African language scholars. She recently published two books. The first book, titled Why do you ask me? Kwanini waniuli-za mimi (2021), is a bilingual book (written in English and Swahili). The second, titled The Beauty of Diversity (2021) examines the theme of diversity in a globalizing world. The former contributes to African language pedagogy as it serves instructors and learners of Swahili, while the latter centers on understanding and appreciating the beauty of harmonious multicultural living.

Dr. Maganda is the director of the African Languages, Literature and Culture Program at the University of Georgia, USA. She joined the University of Georgia in 2012. In 2019, Dr. Maganda was named the Black Female Faculty of the year (BUGA) at the University of Georgia and was honored with the Outstanding Teaching Faculty Award by Franklin College in the same university. In 2020, she was promoted to the senior lecture position.
Dr. Maganda was born and raised in Tanzania, East Africa where she received her primary, secondary, and advanced level education. She received her first degree and then MA in TELF and Intercultural Studies at Columbia International University (CIU), and another MA in Language and Literacy as well as a Ph.D. in Language and Literacy at the University of South Carolina (USC).

Dr. Maganda is passionate about helping people value their sense of identity, especially those from impoverished contexts, especially Africa - her motherland. Her publications center on language ideologies and on pathways to promote the use of minority languages in schools in the US and internationally.

Dr. Beatrice Mkenda Gets a Promotion

Dr. Beatrice Mkenda is the Associate Professor of Instruction, teaching Swahili in the department of French and Italian at the University of Iowa. Since joining the Swahili program in fall 2014, Beatrice teaches courses in the Swahili language and culture.

Beatrice is a recipient of Carnegie African Diaspora Fellow awards in 2018 and 2020. Beatrice is also an alumnus of the Fulbright Foreign Language Teaching award.

Beatrice received a Bachelor of Art from the University of Dar es Salaam, Tanzania in 2006. She then received her Master’s degree and a Ph.D. in African Languages and Literature from the University of Wisconsin-Madison in 2015.

Beatrice’s research interests span both foreign language pedagogy and cultural studies. Most of her work has been on material development in less commonly taught languages, culture, literature in foreign language classrooms, intercultural connections in foreign language learning, and foreign language teaching standards. She has published book chapters, book reviews, and serves at the Swahili Journal editorial board. She is also an active member of the African Languages Teachers Association as well as the Global Association for the Promotion of Swahili, where she served as a secretary.

Dr. Amadou Beidy Sow is Expanding the Context of Use for Bamanankan

In an effort to combine his research and academic knowledge in Political Leadership in Africa with his passion for Language Teaching, Dr. Amadou Beidy Sow organized and delivered a Workshop on Leadership to students, community leaders, and professionals in his hometown in Mali last summer. While workshops like this are not uncommon in the region, they have always been conducted in French. Amadou made his intervention unique by ensuring that the workshop was delivered in Bamanankan as well as all communicative exchanges conducted in Bamanankan, the native language he shared with the workshop participants, and the most widely spoken local language in Mali.

“While I was in Mali, I thought of sharing my expertise in political leadership as well as Bamana pedagogy with the people. I discussed this with my connections and they were interested. I introduced the participants to different political terminologies using Bamanankan language instead of French - the official language of Mali - and they were really amazed. They were happy they could understand the concept of leadership in Bamana. ... so it makes sense to organize programs using this language instead of French or English or any Western language.”

This is a particularly valued move because Amadou’s effort in extending the contexts of language use challenges a normalized situation across most postcolonial Africa countries where African languages are reduced to informal and interpersonal discourses. “The workshop showed that the idea of leadership, in all its modernness, could be addressed and examined using African languages,” said Amadou.

Efforts, like this, have wide-ranging implications for not only the status of the language in the country in question but also for African language teaching and learning across the world. African language study abroad students, for example, from the USA and everywhere else could get additional contexts for language use in formal and academic settings. For this reason, the NALRC is pleased to celebrate this academic outreach effort by Dr. Amadou Beidy Sow!
African Language Programs in the US

As a part of the NALRC’s National Coordination efforts, we maintain a list of the African Language Programs (ALPs) in the U.S. and promote their language programs. The list is regularly updated. You can access detailed information about the ALPS on our website or contact us at nalrc@iu.edu with questions, comments, or collaboration ideas.

Add your program.
Announcements

Summer Language Programs

African Flagship Languages Initiative (AFLI)
Domestic Intensive Summer Program: University of Florida
afli@africa.ufl.edu | (352) 392-2183
https://africa.ufl.edu/academics-programs/african-languages/afli/

African Language Summer Institute: Howard University
(202) 806-5904
https://cfas.howard.edu/ALSI

Language Workshop: Indiana University-Bloomington
languageworkshop@indiana.edu | (812) 855-2889
https://languageworkshop.indiana.edu/

Wisconsin Intensive Summer Language Institute: University of Wisconsin-Madison
Multilanguage Seminar
wisli@lpo.wisc.edu
https://wisli.wisc.edu/intensive-summer-multilanguage-seminar/

NALRC Professional Workshops
https://nalrc.indiana.edu/prof-dev/index.html

NALRC Summer Institute
Date: May 16-27, 2022
Venue: Indiana University-Bloomington

Training of Trainers
Date: May 23-27, 2022
Venue: Indiana University-Bloomington

Business in World Languages Workshop
Date: May 30-June 3, 2022
Venue: Indiana University-Bloomington

Conferences

26th Annual ALTA Conference
Date: April 15-16, 2022
Venue: Virtual

25th Annual NCOLCTL Conference
Date: April 22-24, 2022
Venue: Virtual
https://ncolctl.org/conference-program/

ACTFL Annual Convention
Date: November 18-20, 2022
Venue: Boston Convention and Exhibition Center, Boston, MA

MLA Annual Convention
Date: January 6-9, 2022
Venue: Marriott Marquis Washington, DC and Walter E. Washington Convention Center, Washington, DC
https://www.mla.org/Convention/MLA-2022

AAAL Conference
Date: March 19-22, 2022
Venue: Omni William Penn Hotel Pittsburgh, Pennsylvania
https://www.aaal.org/events/2022-aaal-conference#

Fulbright-Hays Group Project Abroad (GPA)

Swahili GPA
Leonard Muaka Ph.D.
leonard.muaka@howard.edu | (202) 806-6758
https://cfas.howard.edu/FH-swahili-GPA

Yoruba GPA
Bay—m—la, Ph.D.
bayo.omolola@howard.edu | (202)806-5075
https://cfas.howard.edu/FH-yoruba-GPA

Zulu GPA
Audrey N Mbeje, Ph.D.
mbeje@sas.upenn.edu | (215) 898-4299
https://africana.sas.upenn.edu/program/zulupa-southafrica