From the New Director, Professor Alwiya Omar

2022 NALRC Summer Institute

2022 Workshop on Incorporating Business Concepts in World Languages Instruction

2022 ALTA Annual Conference

AATY Summer 2022 Workshop

NALRC Virtual Hangout with African Language Fulbright FLTAs

African Language Scholars in the Spotlights

African Language Programs in the US

African Language Program Highlights: University of Kansas

Announcements

From the Associate Director
Dr. Kazeem Kẹ́hìndé Sanuth

Dear Friends and Affiliates of the NALRC,

It has been a busy and productive year for us at the NALRC. So, this year’s ULIMI newsletter not only presents a summary of our activities the past year but also provides you with information about the Center and some relevant updates relating to the field of African language teaching in the US.

Three noteworthy developments happened at the NALRC this year: First, we received four years of grant funding (2022–2026)! Applying for the U.S. Department of Education’s Title VI Language Resource Center grant was a significant part of our work this year. We are delighted that our proposal was successful. With this grant, we will continue our endeavors and add innovative projects and programs to improve the nation’s capacity to teach and learn African languages and meet critical U.S. needs (A summary of the grant is on page 14). Second: NALRC welcomed a new Director, Professor Alwiya S. Omar. She assumed the leadership of the center following the retirement of our founding director, Professor Antonia Yétündé Schleich-er. Third: We launched the NALRC Online Store. This new improved merchandise platform is designed to improve the shopping experience and access to NALRC print materials.

We successfully implemented the NALRC regular programs this year. We hosted the second virtual edition of our Language Institute flagship summer workshops. The institute provided participants with high-quality training focusing on key topics on curriculum development, assessment, and instruction. We strengthened our outreach and national coordination activities, providing ad hoc assistance to individual faculty, or programs across the country. We continued our efforts of professionalizing the field of African language teaching, including working with the African Language Teachers Association (ALTA) to organize the annual conference of the organization. Through the conference, which was held virtually for the second time, we powered a forum for African language educators to share research and practice. We just completed the Fall 2022 Journal of African Language Teachers Association (JALTA) and we are currently receiving papers for the Yoruba language-specific pedagogy journal, Imo-Ede: The Journal of Yoruba Language Pedagogy (JYLP).

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It is a great honor and privilege to be the new Director of the National African Language Resource Center (NALRC) which receives federal funds from the United States Department of Education. I have learned a lot from the Founder and former NALRC Director, Professor Antonia Schleicher, and I will try my best to follow her steps. The center was initially housed at the University of Wisconsin, Madison in 1999, and in 2014, it moved to Indiana University, Bloomington. Professor Schleicher continued to be the Director until her retirement in 2022. I have worked closely with Professor Schleicher in different capacities during the years she was the Center’s Director as an instructor at the annual Summer Institute, material development, and many other projects.

For the 2022-2026 renewal grant cycle, I was asked and agreed to be the Principal Investigator and Director of the Center. I worked closely with the Associate Director of NALRC, Dr. Kazeem Sanuth in the proposal writing process. We received support from the IU Hamilton Lugar School of Global and International Studies, African Studies Program, and other relevant centers, as well as support letters from different language organizations and individuals in the field of language teaching and learning locally and nationally. We are very grateful that the proposal was accepted, and we can continue with the Center’s activities and projects. We will work closely with NALRC advisory boards – Local, National, and Field. We appreciate the support that we have been getting and will continue to receive from the advisory board members, and from African language instructors, and other interested individuals.

As Dr. Sanuth has stated in his welcoming notes, NALRC will ambitiously continue with previous projects, add new projects, and integrate more online resources for better access to institutions across the nation and worldwide. Looking forward to working with you all.
The Core Programs of NALRC

As a federally funded Title VI LRC, the NALRC remains dedicated to improving programming on instructions of African languages from Akan to Zulu. The Center’s mission, to strengthen, expand, and improve the accessibility and quality of African language instruction in the United States, is continued through the implementation of a wide range of educational and professional activities. NALRC’s programs are regularly organized around four core areas, each of which we recorded some success and ongoing activities this year:

i. National African Language Program Coordination
ii. African Language Materials Development and Dissemination
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 visibilities of all African Language Programs (ALPs) across the nation.

a. African Language Experts’ List: NALRC regularly maintains 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. An experts’ list form can be filled by native speakers of these African languages. The form can be accessed by clicking on or scanning this QR code.

b. Language Brochures: NALRC continues 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.

c. 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.

d. African Language Program (ALPs) List: NALRC hosts and maintains a robust and updated list of 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. See pages 21-22 for a brief list.
 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 such is participation at the ACTFL annual conference. NALRC Associate Director will attend the ACTFL Convention in Boston on November 17-20, 2022.

II. African Language Material Development and Dissemination

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: Work is ongoing on a series of elementary-level online courses to provide access to learners who might otherwise not have access to high-quality African language instruction, including at MSIs and community colleges. We are currently producing Swahili, Wolof, Akan-Twi, Igbo, and Bamanankan.

b. Seereer Textbook: The elementary level Seereer textbook is at advanced stage of production. The new textbook will join the list of “Let’s Speak Series”. It follows the communicative language learning principles and provides expanded exercises for learners in line with World Readiness Standard.

c. Advanced Wolof Reading Textbook: Also at the production stage is the advanced-level Wolof textbook. This new textbook, designed in line with the World Readiness Standard, is targeted at learners from the intermediate level. It provides reading tasks with guided exercises.

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 with ALTA executive board to plan and host the annual African Language Teachers Association (ALTA) Conference. NALRC staff served on the conference’s organizing committee, planned the event, and designed the conference program. NALRC also supported pedagogy workshop at the conference. (More on page 15)

b. AATY Summer Workshop: NALRC collaborated with the American Association of Teachers of Yoruba (AATY) to plan and host its annual summer workshop. For the year 2022, the theme of the workshop is “Effective Language Teaching Sample Resources and Strategies.” (More on Page 15)

c. Booklet: After successfully organizing the first edition of the “Workshop on Incorporating Business Concepts in World Languages Instructions,” NALRC has gone ahead to publish the exemplary learning plans created by participants at the workshop. The manual containing this learning plans has been made available on NALRC website for free to all K-16 instructors. The world languages covered in the current manual include Bosnian, Croatian, and Serbian; Chinese; French; Portuguese; Spanish; and Swahili. Volume II of the manual is currently being compiled.

d. JALTA: This fall, we completed the publication of the volume 10 of Journal of the African Language Teachers Association (JALTA). The contributions to the volume are relevant and recent topics in African language pedagogy. The journal is available online on NALRC website.

Recently Published (Online):

Incorporating Business in World Languages Instructions:
Sample Learning Plans (2022)
IV. Professional Development for Language Educators

NALRC actively promotes professionalism and the overall development of the 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 2021 and 2022.

i. 2022 NALRC Summer Institute
ii. Business in World Languages Workshop (second edition)
iii. 2022 ALTA Conference
iv. AATY Summer 2022 Workshop

Introducing the NALRC Store!!!

NALRC invites you to access our print textbooks and other instructional resources through our customized Big Commerce platform, NALRC Store.

» Powered by Big Commerce.

» Provides easy access to all authentic NALRC products.

» Access print textbooks and download audio files.

» Place orders both within and outside the United States.

» Choose from the various options of real-time shipping available or pick up your order in our office.

NALRC Store is effective and easy to use! Click or scan this QR code to place your order or go to our website - www.narlc.indiana.edu.
The 2022 edition of the NALRC Summer Institute was held online from May 16-27. 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.

The Summer Institute was led by a team of seasoned language scholars and pedagogists including Prof. Omar Alwiya and Dr. Iman Alramadan, both of Indiana University-Bloomington, and Dr. Esther Lisanza of Howard University. It brought in participants from five American universities, one African university, and two heritage learners’ institutions. Together the participants represented Swahili, Wolof, Yoruba, and Zulu languages.

The NALRC Summer Institute provides 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 four major topics during the 2022 edition of the workshop:

- 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 after 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 the 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.”

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 27th. 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, and fulfillment of all requirements:

Abiodun Awokoya
Ann Njeri
Bolanle Rashidat Lateef
Esther Oreoluwa Martins
Kaosarat Aina
Mouhsinatou Toure
Nandipa Sipengane
Opeoluwa Taiwo
Twalha Abbass

University of Ibadan – Yoruba
Ubuntu Talks – Swahili
CAKE Village – Yoruba
CAKE Village – Yoruba
University of Georgia – Yoruba
UNC-Chapel Hill – Wolof
Yale University – Zulu
Fayetteville State University – Yoruba
Indiana University-Bloomington – Swahili

Dr. Mariame Sy (ALTA President), Dr. Leonard Muaka (CHAUKI DU President & Former ALTA President), and Dr. Adeola Agoke (AATY President) addressing participants and introducing them to the organizations.
Reflections from Participants on the 2022 NALRC Summer Workshop

Esther Oreoluwa Martin
CAKE Village

I am so glad to have been a part of this wonderful workshop. Every part of it was fun, educative, and enlightening. My goal of attending this workshop was to learn how to make a child-centered curriculum and it was achieved, all thanks to the instructors, Prof. Alwiya Omar, Dr. Esther Lisanza, and Dr. Iman Alramadan.

I had to do so much unlearning in order to do the learning. I learned about the Backward Curriculum Design (BCD), which made me understand the fact that you have to be intentional about every part of your teaching. Teaching is not just something you do, you need to put your goals in mind while preparing the lesson, think of the proficiency level of your learners, think about activities to assess them, think about activities to engage them.

The use of 90% of the target language seems impossible to me at first. However, with the teachings and guides from the instructors and then the opportunity given to us to teach, I realize that it is 100% possible. The 5Cs (Communication, Cultures, Comparisons, Connections, and Communities) are what I would like to subsequently adopt in my teaching. The microteaching session where I got to learn new languages was a whole new experience for me. I love it. The instructors did not just teach, they exhibited what they taught—it was not just do as I say—and then carried us all along. I learnt not just from the instructors but from my fellow participants too.

I would like to say a very big thank you to the instructors for their impart, the co-participants for their support and NALRC for creating such a wonderful avenue to learn. I would love to do this again. I am also very grateful to my boss and founder of Yoruba Basics School, Mrs. Lande Sanusi, for nominating me to participate in this workshop.

Opeoluwa Taiwo
Fayetteville State University

I am so delighted to have participated in the 2022 NALRC Summer. The ten-day intensive virtual workshop has enabled me to learn and relearn some important skills in teaching-learning process. This will surely help my career as a language facilitator and teacher.

The training has exposed me to the use and preparation of Backward Curriculum Design, active learning, and use of different apps to evaluate learners. The preparation and presentation of lesson plan and microteaching, use of targeted language are other important parts of the training that I value so much. I am sure that all these skills are now part of me and would certainly enable me to perform better in the classroom.

Another takeaway from the workshop for me is that language cannot be a barrier. I realized that learners can easily be proficient in a language if the instructor is able to use the target language and resources correctly. I was able to learn Swahili, Arabic, and some other African languages during the microteaching presentation.

I appreciate all the instructors—Prof. Alwiya Omar, Dr. Esther Lisanza, Dr. Iman Alramadan, who trained us the participants during the workshop. They are all wonderful teachers and good listeners. The constructive comments during the presentation were helpful and informative. I thank the workshop organizers led by Dr. Kazeem Sanuth, the Associate Director of NALRC, for giving me the opportunity to learn and connect to new friends in the academic field.

E se! Asante sana! Ngiyabonga! Enkosi! Shukraan! Jërëjëf! Thank you!
Nandipa Sipengane
Yale University

The 2022 NALRC Summer Institute Workshop was a valuable professional experience. The content diffused through the surface of various important L2 teaching topics. The Backward Curriculum Design (BCD) resonated with me the most. It made me reflect on the importance of thinking about the end goal and performance objective, which speaks to what we want students to be able to do with the language at the end of a lesson, a unit, a module, or a semester.

This workshop also made me reflect on being purposeful in my planning as a language instructor, to think critically about how I integrate content, language, and cultural elements in the L2 classroom. As instructors we need to ensure that our students are active in the process of learning, and it is vital for us to think about a variety of comprehensible input strategies that we can employ throughout the process of teaching and learning.

The workshop was very intense but well sequenced and comprehensible. I found it to be a safe learning space. There was room for making errors and improving oneself through constructive reviews and self-reflections. The microteaching sessions were another highlight for me. I enjoyed learning the various languages presented. I absorbed the teaching techniques used and thought about ways to adapt and redesign each one to fit well with the language I teach.

May we continue to grow, to be resourceful to each other and to maximize our connections.

With that I say; Ngiyabonga, Enkosi, Asante, Shukraan, E se, Jërëjëf and Thank you!

Bolanle Rashidat Lateef
CAKE Village

I am so happy to have been part of this outstanding professional workshop, the National African Language Resource Center (NALRC) Summer Institute. Now I can teach using 90% of the target language. I thought this was impossible but with the help of our Mwalimu (the instructors), it is easy and interesting to me. I appreciate the constructive feedback from our instructors and colleagues. I learned about the different teaching strategies and skills using authentic materials.

The instructors made the program a success. They worked in a creative team environment and gave all the participants the opportunity to use innovative teaching strategies to support authentic, rigorous student outcomes. The instructors helped me to understand class management and put it into practice, and to know more about how to design language pedagogy curriculum for foreign and second language learners. I am very grateful to them for this.

During the workshop, I learned more about technology and educational games that make teaching and learning interactive. I learned about the 5Cs—Communication, Cultures, Connections, Comparisons and Communities. I also found the three modes of communication (interpersonal, presentational, and interactive) instructive. Similarly, the WE DO, I DO, YOU DO teaching strategy is so great and helpful in helping teachers to achieve the instructional objectives and goals of the lessons. I also learned about language proficiency levels, and about what learners should know at each level. I will start making use of all this in my teaching to achieve greater learning outcomes.

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Having the opportunity to teach and learn other African languages through the microteaching session was also a major highlight of the workshop. I appreciate other participants who taught us their language. Now I know basic words in Swahili and Wolof.

My reflection is incomplete without expressing my gratitude.
Ulimi to the Associate Director of NALRC and coordinator of the workshop, Dr Kazeem Sanuth. He was always there for the participants by giving information to guide us through as we progressed in the training, and by paying rapt attention to our activities. Again, I appreciate the immense efforts of the instructors, Prof. Alwiya Omar, Dr Esther Lisanza, and Dr Iman Alramadan, to give us nothing but the best. They are great teachers! I wish to remain in touch with them and the participants again after long after the workshop. It seems we have all already formed a familial bond that I cannot let go.

Finally, I am grateful to my boss, Mrs. Lande Sanusi; the founder of Yoruba Basics School for nominating me to participate in this year’s NALRC Summer Institute to learn about curriculum design and more about how to teach students foreign language. This is the golden opportunity that I needed to become a better language teacher, and it feels great that my boss gave it to me.

Twalha Abbass
Indiana University-Bloomington

As a language instructor, learning is part and parcel of the continuum of my academic career. The NALRC Summer Institute was an excellent opportunity for me to add more skills in language instruction. The presentations about Backward Curriculum Design (BCD) helped me strengthen my understanding of classroom design and management. I learned how to create a clear and measurable assessment tool for my class and the implication of comprehensive inputs when teaching.

I believe this workshop will guide me in creating a student-centered class in the future. I have been teaching Swahili for two years now, and this workshop helped me discover and avoid instructional merry-go-rounds.

The workshop instructors were approachable and engaging, which was a big lesson for me. I believe this workshop will guide me in creating a student-centered class in the future.

I have been teaching the Swahili language for two years now, and this workshop helped me discover and avoid instructional merry-go-rounds. Furthermore, I met excellent instructors from different parts of the world and made new connections.

Abiodun Awokoya
University of Ibadan

It is a great and profound opportunity to be part of the NALRC Summer Institute for the year 2022 as it is also timely in my career. Each day as I teach, the sweet memories of my experience during this programme flash here and there in my mind. Here then, I will start with my favourite newly learnt greeting –

Hujambo! Mimi ninapenda NARLC Summer Institute. Na wewe?

The NARLC Summer Institute is a home for learning and unlearning. Some of my biggest take away from this course is my learning on Backward Curriculum Design (BCD), which include the use of 90% of target language in teaching. Overall, the BCD would aid my effectiveness in teaching Yoruba both to first language learners (L1) and to second language learners (L2). Secondly, the World Readiness Language Standard was explicitly explained with hands-on practices (thanks to Prof. Alwiya and our other instructors for their contributions). Prior to this workshop, I had always thought about how it could be possible to use the forms of communication (interpersonal, interpretative, and presentational) to check the knowledge of beginners in language learning. However, now I would say all thanks to all our instructors; my needs are met.

Thirdly, the teaching on the comprehensible input strategies has also equipped me with the knowledge of how to use culturally motivated material to aid active learning. I also learned different technology that can be used as learning strategies to help learners learn with fun. Such as Kahoot, Jamboard, wheel decides, quizlet, etc.

I would say that I have the best co-participants here. They are expressive in sharing their thought and knowledge. The micro-teachings and lesson plans writing as well as the reflections and comments that follow them are immensely insightful. Thankfully, I really learned from every one of you. To our wonderful instructors, Professor Alwiya Omar, Dr Iman Alramadan and Dr Esther Lisanza, thank you for dishing out the teachings for us gracefully. Thank you for your understanding and patience.
Mouhsinatou Toure  
UNC-Chapel Hill

Fall 2022

The 2022 NALRC Summer Institute was an eye-opening and intensive program. The organizers promised and delivered. We covered all the different but interrelated aspects of Backward Curriculum Design (BCD). How we achieved this in just two weeks is still marvelous in my sight! I have always had strong personal doubts about the possibility of using 90% target language in a second language class. As a matter of fact, I was looking forward to saying “I knew it! It’s all a mirage”. However, by the end of the just the third day of the workshop, I unlearned this stereotype and saw that it was not only possible but also easy. This is one of my biggest takeaways from this workshop. We were shown how to achieve this and we had the opportunity to present micro teachings where we also practiced it. It was amazing! The reflections after the micro teaching were other milestones, you get to evaluate yourself and get helpful feedback from the instructors and participants. I also have a better understanding of how to design classroom activities. BCD simply makes life easier for an L2 teacher. Interpersonal, interpretive, presentational modes of communication were things I never knew about. I did not do enough for the students whom I taught before this workshop, and I congratulate those that will have the opportunity to come under my tutelage after now because the NALRC Summer Institute has given me all the armors I need.

Lastly, I want to say a special shout-out to the amiable instructors who were patient, intentional, and gentle with us. Also to my fellow participants; thank you for an amazing experience, thank you for teaching me one or two things about your languages: Jerejef! Ese o! Sawa! Shukran!

Dr Kazeem Sanuth, the Associate Director of NALRC did a great job. I appreciate your doggedness, calmness, and patience in ensuring that we have a successful participation in the programme. Thank you. Dr Demola Lewis and Dr Clement Odoje, two lecturers of mine at the University of Ibadan, inadvertently gave me an insight to my learning in this programme, which I discovered during the programme. Thank you for your teaching methods.

Thanks to God, this NARLC summer programme has sparked the light, and we will keep it burning.

Kaosarat Aina  
University of Georgia, Athens

I was at the end of my 4th semester as a Wolof instructor when I came across a LinkedIn post by National African Language Resource Center (NALRC) announcing the application for the 2022 Summer Institute. The post said, “Imagine using the target language 90%+ on day 1 of your language class! Yes, it’s possible.” I was like “Oh really! Sounds interesting. I need to check this out…” When I followed the link, I read about a series of other terms such as Backward Curriculum Design, Proficiency Targets, and comprehensive input technics that triggered my curiosity about the Summer Institute and convinced me to apply. I was eager to learn more about backward curriculum design but also to meet and learn from other language teachers.

By the end of the first week, my first thought was I wish I had done this training before I started teaching Wolof. It was an amazing experience for me. From the professionalism and dynamism of the instructors to the profusion of resources, all means were there for effective learning. As we were told at the beginning of the workshop, the objective was to learn new things, consolidate what we already knew, and unlearn the misconceptions. I have learned and unlearned from setting performance objectives to assessing learning effectiveness and planning appropriate teaching and learning activities. With the “I do”, “You do”, “We do” technic, the instructors ensured that we put on students’ shoes first in order to fully understand the necessity of the practice and drill phase before the performance.

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Most things I thought impossible or hard to accomplish with my students have become straightforward after the instructors' microteaching lessons. Among these, I can name +90% use of the target language, a 100% student-centered classroom, integrating language, culture, and content by using different comprehensive input and also drawing from the learners’ background knowledge and repertoire.

I admire the instructors’ patience a lot. Mwalimu Alwiya, Mwalimu Esther, and Mwalimu Iman are all knowledgeable, and inclusive – no one was left behind. In my case, it took me a while before I fully seized the real difference between the 3 modes of communication – Presentational, interpersonal, and interpretive, but they made sure I could implement it effectively in my teaching by the end of the workshop. I am so grateful that Mwalimu Esther made me teach a third lesson to make sure I do not leave the workshop with any gaps.

To sum up, I can state that the outcomes of the workshop were beyond my expectations. First of all, I sense the weight of the training on my professional development. Secondly, it helped me clear up all the ambiguity surrounding some pedagogical aspects like proficiency levels, performance goals, backward curriculum design, among others. Moreover, I now belong to an amazing network of African Language instructors from whom I can keep learning. And, I can greet in Swahili, Yoruba, and Zulu.
NALRC, in collaboration with Indiana University’s Center for International Business Education and Research (IU CIBER) and Title VI National Resource Centers (NRCs) in Indiana University, held the second edition of the “Workshop on Incorporating Business Concepts in World Languages Instruction” (aka, Business in World Languages Workshop) from May 30th to June 3rd. 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 and paid them to develop learning plans and scenarios for their languages using the Curriculum Framework. These learning plans will be published by NALRC and made available for free on the center’s website.

The workshop facilitators were Dr. Jennifer Eddy, an Associate Professor and program director of World Language Education at Queens College, City University of New York, and Dr. Kazeem Sanuth, the Associate Director of NALRC. Throughout the five days of the workshop, the facilitators provided the participants with contents and models through lectures, demonstrations, and group activities.

On the first day of the workshop, Dr. Orlando Kelm, Associate Professor of Hispanic Linguistics at the University of Texas at Austin, was also present as a guest presenter. He introduced participants to what it means to teach a language with a focus on business and discussed the benefits of incorporating business concepts in language courses at all levels in line with the goal of LSP. He also talked about factors that need to be considered when incorporating business concepts in language teaching, and shared values from this rich experience.

The workshop brought in participants from four universities, one community college, and one pedagogy public office. Together these participants represented five world languages including German, Kinyarwanda, Spanish, Swahili, and Yoruba. The following were the participants in the workshop:

Lindsay Giacomino, Iowa State University of Science and Technology – Spanish

Novia Pagone, PhD
Governors State University – Spanish

Victor Alabi, PhD
Indiana University-Bloomington – Yoruba

Veronica Trapani, Ed.D
Office of Superintendent of Public Instruction – German

Simon Munyaneza
Indiana University-Bloomington – Kinyarwanda

Yetunde Alabede
Michigan State University – Yoruba

Shannon Hahn
Durham Technical Community College – Spanish

Margaret Mwingira
Indiana University-Bloomington – Swahili

The Indiana University Title VI NRCs supporting the “Workshop on Incorporating Business Concepts in World Languages Instruction” are:

» African Studies Program (ASP)

» Center for the Study of Global Change (CGC)

» Center for the Study of the Middle East (CSME)

» Inner Asian and Uralic National Resource Center (IAUNRC)

» Institute for European Studies (EURO)
NALRC renewed Title VI fund for 2022-2026 will support the continuation of our successful endeavors and innovative activities to further expand the teaching and learning of African languages. Below are the major projects included in the grant. Full detail on [https://www2.ed.gov/programs/iegpslrc/index.html](https://www2.ed.gov/programs/iegpslrc/index.html).

- Continue with the Summer Institute and add a follow-up component during the academic year, as well as an online component beginning Year 3;
- Continue with online language course development;
- A new summer workshop focusing on pedagogical research to help African language instructors conduct research, present at conferences, and publish their work at NALRC Press or other relevant journals;
- Revise previous textbooks, beginning with the high-demand textbooks using feedback from language instructors, and publish revised second editions that will be available as hard copies as well as digitally shared in Open Source;
- Provide multiple online Professional Development courses with certification during the academic year;
- Create mobile apps to support language learning outside the classroom;
- Conduct surveys and evaluate existing African language programs to provide language pedagogy support in collaboration with AFL coordinators nation-wide and Field Advisory Board members;
NALRC collaborated with the leadership of the African Language Teachers Association (ALTA) to plan, organize, and deliver the 25th annual conference of the association. The conference titled “African Languages and Changing Social Realities” was hosted virtually by Michigan State University from April 15-16, 2022. It was attended by close to one hundred participants.

The conference opened with a welcome address from the president of the association, Dr. Mariame Sy and opening remarks from Dr. Jamie Monson, the director of African Studies Center at Michigan State University. These were followed by a keynote address delivered by Professor Alwiya Omar of Indiana University-Bloomington.

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 four panel sessions with tea/coffee breaks in between them. The first day ended with closing remarks by Conference Planning Chair, Dr. Jonathan Choti.

The second day of the conference began with a keynote address by Professor Fallou Ngom of Boston University. This was followed by a workshop on “Strategies for African and LCT Language Teachers to Keep Students Motivated and Purposeful in their Learning” led by Professor Paula Winke of Michigan State University and Dr. Magdalyne Akiding of Howard University. After this, there were language-specific panels which held parallel sessions for paper presentations in various African languages, including isiZulu/isiXhosa, Swahili, and Yoruba. The day ended with The ALTA Business Meeting.

The second day of the conference was themed “Effective Language Teaching Sample Resources and Strategies” was hosted virtually by the American Association of Teachers of Yoruba (AATY) on August 20, 2022. NALRC supported the association to plan, promote, and host the workshop.

Three presenters shared sample resources and strategies with the participants. Dr. Taiwo Ehineni (Harvard University) presented on the use of scenario-based approach in language teaching. Dr. Gabriel Ayoola (University of Michigan, Ann Arbor) shared experience and resources for teaching Yoruba tone marks. Matthew Ajibade (Indiana University, Bloomington) presented on how to use games and other entertaining activities to teach languages.

Dr. Adeola Agoke, the President of AATY and Director of African Languages Program at the University of Wisconsin, Madison chaired the workshop. Both the chair and the three presenters are seasoned African language pedagogists and scholars who had participated in NALRC pedagogy workshops and training.

The workshop was attended by members of AATY as well as current Yoruba language Fulbright FLTAs in various American colleges and universities. Participants were exposed to various technological and non-technological resources that have proven to be effective for foreign and second language teachings. They were also introduced to different strategies that could enhance effecting language pedagogy.
NALRC Virtual Hangout with African Language Fulbright FLTAs

As part of its outreach effort and in fulfillment of its goal to enhance the teaching and learning for African languages, the NALRC organized a virtual hangout with the 2021/2022 cohort of African language Fulbright Foreign Language Teaching Assistants (FLTAs). The Fulbright FLTA Program is funded by the US Department of State Bureau of Educational and Cultural Affairs (ECA). It supports language educators from different parts of the world to teach their native languages and cultures in US colleges and universities for a period of nine to ten months, while also studying as graduate non-degree students.

The hangout was held on November 27, 2021 and facilitated by NALRC Associate Director, Dr. Kazeem Kehinde Sanuth. The NALRC invited twenty African language FLTAs who represented five African languages including Arabic, Hausa, Swahili, Wolof, and Yoruba. The FLTAs who attended the hangout are listed below with the languages they taught, and the institutions they were affiliated with.

Abubakar Sulaimon  Hausa  University of Wisconsin-Madison
Sarah Lotto   Swahili  Jarvis Christian College
Paul Ntinda   Swahili  Indiana University Bloomington
Upendo Anderson  Swahili  University of Mississippi
Mouhsinatou Toure  Wolof  University of North Carolina, Chapel Hill
Olawale Akingbade  Yoruba  Michigan State University
Opeoluwa Taiwo  Yoruba  Fayetteville State University
Feyi Soetan  Yoruba  Brown University
Tolulope Adelabu  Yoruba  University of Wisconsin-Madison
Olalekan Samson Babatunde  Yoruba  Southern Illinois University Edwardsville
Damilola Adebonojo  Yoruba  University of Georgia
Omowumi E. Banjo  Yoruba  University of Michigan

During the hangout, the African language FLTAs had the opportunity to introduce themselves, presented their academic interests and professional goals, their skills, and an interesting fact each about them. They were also given comprehensive introduction about the NALRC, its mission, and its goals. They learned about the resources available at the NALRC, and how the center could be of academic and professional supports to them. Similarly, the African language FLTAs were informed of the NALRC Summer Institute and invited to apply for the 2022 edition of the professional workshop which was held virtually between from May 16-27, 2022. Two of these African FLTAs—Opeoluwa Taiwo and Mouhsinatou Toure—attended the Summer Institute, completed all tasks that were required of them, and got certified.

Finally, the Associate Director touched on how the FLTAs could utilize the Fulbright program as an opportunity and a tool for network building. The FLTAs were encouraged to attend the Annual Conference of the African Language Teachers Association (ALTA) held virtually on April 15-16, 2022 and the Annual Conference of the National Council of Less Commonly Taught Languages held virtually on April 22-24, 2022. They were also encourage to become registered members of the associations and to join language-specific associations like the American Association of Teachers of Yoruba (AATY), and Chama cha Ukuzaji wa Kiswahili Duniani (CHAUKIDU).
Dedicated works are ongoing on the instructional material projects that we started last year. This includes a series of elementary-level online courses for Akan, Bamana, Igbo, Swahili, Wolof, and Zulu. When completed, these courses would be hosted online and offered for free to learners who might otherwise not have access to high-quality African language instruction, including at MSIs and community colleges. Let’s Speak Seereer textbook is nearing completion.

Our collaboration continued with Indiana University’s Center for International Business Education and Research (IU-CIBER) and IU Title VI National Resource Centers (NRCs), by hosting online the second edition of the workshop on Incorporating Business Concepts in World Languages Instruction. We brought together instructors of the African language and other world languages for a week-long training that promote the teaching of business concept in foreign language classes. The training empowers participants to develop learning plans which will be published online and available for free to all K-16 instructors.

We also remained committed to our nation-wide service to programs, organizations, and institutions needing African language resources and experts. We assisted hundreds of agencies and Linguistic Services Providers to achieve a variety of goals, such as locating speakers of various languages, finding local and international resources, aiding assessment of speakers, and establishing varieties of professional networking.

Our appreciation to the U.S. Department of Education’s Office for International and Foreign Language Education and our supportive program officer, Carolyn Collins. We are grateful to everyone, team, organizations, committees, and campus units that have contributed to our success: the NALRC Advisory Boards; the leadership of the Hamilton Lugar School of Global and International Studies (HLS), Indiana University, Bloomington; the HLS Support Services Unit; ASP IU; the African Language Programs (ALPs) across the nation; the African language professional groups: ALTA, AATY, CHAUKIDU, Wolof, and isiZulu/isiXhosa Groups. We are especially grateful to everyone who participated in our workshops, and thankful to the NALRC Staff, and GA (Ibrahim Odugbemi) for all the support.

In all of our success, we recognized the importance for further learning about the emerging needs of learners, instructors, and all allied professionals involved in the field of African language pedagogy. We will continue to consult widely, learn, and devise various means to meet the needs as well as ensure easy access to all the NALRC resources.

Thank you for taking some time to read the newsletter. We hope you will reach out to us with feedback, questions, recommendation, or comments. Peace!
Dr. Jonathan Choti Received 2022 Carnegie Fellowship

Dr. Jonathan Choti receives Carnegie Fellowship for 2022. Known fully as Carnegie African Diaspora Fellowship Program (CADFP), the fellowship is awarded to African-born academics working in higher educational institutions in the United States or Canada. Recipients of the fellowship are hosted by universities in Ghana, Kenya, Nigeria, South Africa, Tanzania, and Uganda where they will teach and mentor graduate students, help with curriculum development, and collaborate in research projects.

By receiving this fellowship, Dr. Choti has joined the league of 527 scholars who have received it since it began in 2013. The fellowship would enable work with the Swahili Program at the University of Kabianga (UoK) in Kenya in co-developing and strengthening its curriculum, growing its research capacity, and mentoring graduate students.

The prestigious Carnegie Fellowship is a well-deserved and greatly desired addition to Dr. Choti’s list of awards and fellowships including the 2020 Summer Hub Faculty Fellowship Program, 2020-2021 Lilly Fellowship, 2020 Excellence Award in Interdisciplinary Scholarship, and 2019 Mid-Michigan Spartans Quality in Teaching Award.

Congrats to Dr. Choti!!!

Dr. David Kyeu Organized a Language Pedagogy Event to Celebrate World Swahili Language Day

Swahili is no longer just one of the widely spoken African languages. It has also become one of the official languages of the United Nations (UN). On July 7th 2022, the Permanent Mission of the United Republic of Tanzania to the UN and the United Nations Education, Scientific and Cultural Organization (UNESCO) celebrated, for the first time, this great achievement at the headquarters of the UN in New York City. Professionals, speakers, and enthusiasts of the Swahili language around the world also marked the day by organizing and taking parts in various programs and events. One of such professionals and speakers is Dr. David Kyeu of the University of California, Berkeley.

Dr. Kyeu organized a Swahili learning event that was sponsored by UC-Berkeley’s Center for African Studies and the Department of African American Studies. A major highlight of the event was that it was learner-centered. Dr. Kyeu designed the event to make sure it was yet another opportunity for American learners and enthusiasts of Swahili at various levels and categories to embrace learning.
Dr. Olusegun Soetan Made a Successful Case for Yoruba Language Classes at Penn State University

African language teaching at Pennsylvania State University used to be limited to the Swahili language. The need to introduce more African languages to students and expand the opportunities they can explore, therefore became a mission for Dr. Olusegun Soetan since he joined Penn State University’s African Studies Program as an Assistant Teaching Professor. Dr. Soetan started making concerted efforts to introduce the teaching of Yoruba language to Penn State University students. This past spring semester, he participated in the “Conscious Calligraphy” event organized by the Pattee and Paterno Library and the Office of the Penn State Global Program. He used this avenue to advertise Yoruba language and culture to the university community.

Drawing references from national appurtenances to the diasporic reiterations of Yoruba language, religion, and praxes, Dr. Soetan contextualized the significance of learning Yoruba as a foreign language. During the 2-day event, he taught Penn State students Yoruba language using the Communicative Language Teaching Approach (CLT). He then worked with the African Studies Program, the Language Institute, and the Department of Comparative Literature at the Pennsylvania State University to finalize arrangements for teaching Yoruba language as a regular course. Dr. Soetan’s effort came to fruition this 2022 fall when Yoruba language classes officially started in the university. Following this success, Dr. Soetan plans to promote the teaching of other African languages.
Dr. Zoliswa Mali is Highlighted in the #beglobalready Series of the Department of Education

NALRC is proud of Dr. Zoliswa Mali. She is a member of the NALRC Field Advisory Board. She passed through NALRC’s training a while back but has since been one of NALRC’s greatest ambassadors. Dr. Mali teaches Zulu at Boston University where she is also the Director of African Language of Program. She is also the immediate past president of the African Language Teachers Association (ALTA).

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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.
African Language Program Highlights: University of Kansas

This section of ULIMI is dedicated to an African Language Program to highlight its features and thus promote the program. In this edition of the newsletter, NALRC is pleased to talk about the African Language Program at the University of Kansas, Lawrence, KS.

The University of Kansas (KU) is home to a rapidly growing African Language Program. Known as the African & African Diasporic Language Program, the program is based in KU’s Department of African and African-American Studies and supported by Kansas African Studies Center. Through this program, the Department of African and African-American Studies regularly offers African and African Diaspora languages including Arabic, Kiswahili, Wolof, and Haitian Creole through which students can be awarded Minor in African and African Diasporic Languages or Undergraduate Certificate in African and African Diasporic Languages. In addition to these languages, the department will begin to offer instruction in Yoruba in 2024.

Apart from the program’s featured languages of Africa and the Diaspora, a major highlight of KU African & African Diasporic Language Program is its Summer African Language Institute (SALI) sponsored by the Kansas African Studies Center and the Department of African and African-American Studies. SALI is an eight-week intensive online and synchronous African language pedagogy institute that is equivalent of one year university-level language instruction. For 2023 application, students in high schools, community colleges, and minority-serving institutions in Kansas and the Great Plains can now sign up for free, credit-bearing classes in Arabic, Kiswahili, and Wolof.

KU African & African Diasporic Language Program is run by seasoned and committed language scholars. The coordinator of the program, Dr. Amal El Haimeur has extensive academic and professional experience in linguistics and foreign and second language acquisition. She can be contacted at amal.elhaimeur@ku.edu or 785-864-1893 for more information about the program. The program’s Swahili lecturer, Dr. Hilda Pembe, has years of experience teaching Swahili in Tanzania and the United States. She participated in the 2019 NALRC Summer Institute and the 2019 STARTALK Professional Development Workshop for LCTL (Less Commonly Taught Languages)Instructors which was also hosted by NALRC. The program’s Wolof and Haitian Creole lecturers, Marie Fernandes and Jowel Laguerre are also well experienced in foreign and second language instruction. The program also continues to strengthen its pedagogical capacity by hosting a Fulbright Foreign Language Teaching Assistant (FLTA) every year.

The Summer African Language Institute (SALI) is hosted by KU African and African Diasporic Language Program. It is an intensive online and synchronous institute that is equivalent of one year university-level instruction.

For 2023 application, students in high schools, community colleges, and minority-serving institutions in Kansas and the Great Plains can now sign up for free, credit-bearing classes in Arabic, Kiswahili, and Wolof by scanning or clicking this QR code.

For more information about SALI and about KU African and African Diasporic Language Program itself, contact the program coordinator, Dr. Amal El Haimeur.
**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/

**Intensive Summer Multilanguage Seminar: University of Wisconsin-Madison**  
multilanguage@lpo.wisc.edu | (608) 263-3724  
https://multilanguage.wisc.edu/

**Summer African Language Institute: University of Kansas**  
kasc@ku.edu | (785) 864-3745  
https://kasc.ku.edu/summer-african-language-institute

**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**  
Oluwafunke Ogunya, Ph.D.  
oluwafunke.ogunya@howard.edu  
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/zulugpa-southafrica

**NALRC Professional Workshops**

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

**NALRC Summer Institute**  
Date: May 15-26, 2023  
Venue: Indiana University-Bloomington

**Workshop on Pedagogical Research**  
Date: May 30-June 3, 2023  
Venue: Indiana University-Bloomington

**Business in World Languages Workshop**  
Date: May 30-June 3, 2023  
Venue: Indiana University-Bloomington

**Conferences**

**26th Annual ALTA Conference**  
Date: April 14-15, 2023  
Venue: Howard University

**26th Annual NCOLCTL Conference**  
Date: April 21-23, 2023  
Venue: Crowne Plaza Hotel, Chicago-Northbrook, IL  
https://ncolctl.org/ncolctl-conference-2023/

**ACTFL Annual Convention**  
Date: November 17-19, 2023  
Venue: McCormick Place Convention Center, Chicago, IL  
https://www.actfl.org/convention-and-expo/future-actfl-conventions

**MLA Annual Convention**  
Date: January 5-8, 2023  
Venue: San Francisco, CA and Virtual  
https://www.mla.org/Convention/MLA-2023

**AAAL Conference**  
Date: March 18-21, 2023  
Venue: Portland Marriott Downtown Waterfront, Portland, OR  
https://www.aaal.org/events/aaal-2023-conference---portland-oregon