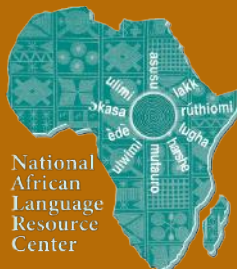




ULIMI

The Newsletter of the National African
Language Resource Center (NALRC)
Vol. 24



ULIMI is published annually to disseminate information from the NALRC. We welcome responses and comments regarding this newsletter. Please contact the editorial team at nalrc@iu.edu.

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The National African Language Resource Center (NALRC)

The National African Language Resource Center (NALRC), located at the Hamilton Lugar School of Global and International Studies at Indiana University Bloomington, is a federally funded national foreign language center dedicated to the advancement of African language teaching and learning in the United States.

Established in 1999, the NALRC's mission is to serve the entire community of African language educators, learners, and professionals. The mission has four primary areas of focus: (1) develop pedagogical materials (2) host professional development and training for African language professionals, (3) promote African language pedagogy research, and (4) coordinate national efforts to support the African language teaching field. Through these services and programs, the NALRC plays a crucial role in supporting the growth and professionalization of African language education in the United States.

This edition of ULIMI showcases the Center's activities in 2023-2024 and invites you to be part of our programming aimed at developing our field.

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From the Director Professor Alwiya Omar

Welcome to the NALRC Fall 2024, ULIMI newsletter highlighting great activities that NALRC conducted during the second year of the grant cycle – 2023/2024. Some of these activities include three workshops: 1) the 2nd online Pedagogy Research Workshop; 2) the annual Summer Institute on Best Practices in Language Teaching and Learning; and 3) the Business in World Languages Workshop. These workshops were held in summer 2023 and were led by highly experienced language pedagogy instructors. NALRC also hosted the 27th annual African Language Teachers Association (ALTA) in Spring 2024.

As in 2023, the one-week online pedagogy research workshop introduced participants to practitioner research, data collection and analysis, as well as ethics involved in practitioner research. Participants successfully completed the workshop with research projects that they will continue working on during the academic year. NALRC will encourage them to present their work at the 28th ALTA conference that will be held at the University of Pittsburgh, Pennsylvania in Spring 2025. Some 2023 participants presented their work at a panel during the 27th ALTA conference in Spring 2024 at Indiana University (IU), Bloomington.

The two-week annual summer institute was held in hybrid format as in 2023. Participants from institutions nationally and internationally were introduced to Best Practices in Language Teaching and Learning. The first week was online followed by an onsite practicum at the IU. International participants were given opportunity to do their teaching demos online.

NALRC collaborated with the IU Center for International Business Education and Research (CIBER) and IU Title VI Resource Centers in hosting Business World Languages Workshop in summer 2023. Ten World languages were included in the workshop including four African languages – Amharic, Hausa, Yoruba and Zulu.

Thanks to the amazing workshop instructors for the wonderful work they have done in these workshops: Dr. Debra Friedman and Dr. Martha Nyikos (Research and Pedagogy), Dr. Esther Lianza and Dr. Iman Alramadan (Summer Institute), as well as Dr. Jennifer Eddy and Dr. Kazeem Sanuth (Business in World Languages). The success of the workshops is contributed to the coordination done by Dr. Kazeem Sanuth, NALRC Associate Director with



support from NALRC staff – Dr. Rahman Arman, the Language Instructional Specialist, and Ibrahim Odugbemi, the Graduate Program Assistant. Thanks also to all who are involved in NALRC activities like reviewing of textbooks, developing online resources, and participating in NALRC advisory boards (National, Field, and Local).

We are grateful to the US Department of Education for providing NALRC with this prestigious grant to serve language educators. We are also grateful for the support from African Studies Programs, African Languages Programs, and language organizations nationwide. Many thanks to the IU Hamilton Lugar School of Global and International Studies, and IU African Studies Program for their great support.

We hope this newsletter will provide you with detailed information about the NALRC activities, and useful resources that can be used in the field of language teaching and learning. Please do not hesitate to contact us for questions or comments.

From NALRC, we wish you Happy Holidays and a great 2025.

Sincerely,

Alwiya Omar

Director, NALRC

Appreciation

The National African Language Resource Center (NALRC) wishes to appreciate the following organizations and individuals for their immense supports, invaluable contributions, and partnership in the 2022-23 activity year.



U.S. Department of Education

~ NALRC is funded through the Title VI grant from the U.S. Department of Education.



Hamilton Lugar School of Global and International Studies (HLS)



African Language Teachers Association (ALTA)



American Association of Teachers of Yoruba (AATY)

Chamacha Ukuzaji wa Kiswahili Duniani (CHAUKIDU)

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2024 NALRC Summer Institute

The 2024 NALRC Summer Institute was an immersive, intensive two-week program that took place from May 20 to May 31. It was designed to enhance the skills of African language instructors, exposing them to advanced methodologies in language teaching, curriculum development, and student assessment. Dr. Esther Lisanza from Howard University and Dr. Iman Alaramadan from Indiana University facilitated the event.

The institute adopted a hybrid model, combining synchronous online instruction for the first week and in-person microteaching sessions for participants in the U.S.

This year, the institute was again a hybrid model, combining synchronous online instruction for the first week and in-person microteaching sessions for participants in the U.S. during the second week. For participants outside the United States, the workshop facilitators trained them to create three videos each for their microteaching sessions. These videos were subsequently evaluated, and the participants were directed to make corrections where necessary before they were given a final approval.

The first week (May 20-24) focused on the core principles of language instruction, including backward curriculum design (BCD), standards-based instruction, performance-based assessments, and maximizing the use of the target language in the classroom. Participants learned to create a curriculum by first defining learning objectives, aligning assessments to those objectives, and then selecting materials to support the learning process. They were also introduced to the World Readiness Standards for Learning Languages (WRS), which helped frame language learning goals within the context of communication, culture, connections, and proficiency levels.

The Summer Institute exposed participants to the core principles on language learning including backward curriculum design (BCD), standards-based instruction performance-based assessment, and use of target language.

During the second week (May 28-31), in-person sessions were held at Indiana University's Hamilton Lugar School for participants based in the U.S., while international participants submitted video recordings of their teaching sessions. The microteaching sessions were an opportunity for participants to practice and refine their teaching, focusing on real-world language use rather than traditional grammar-based instruction.

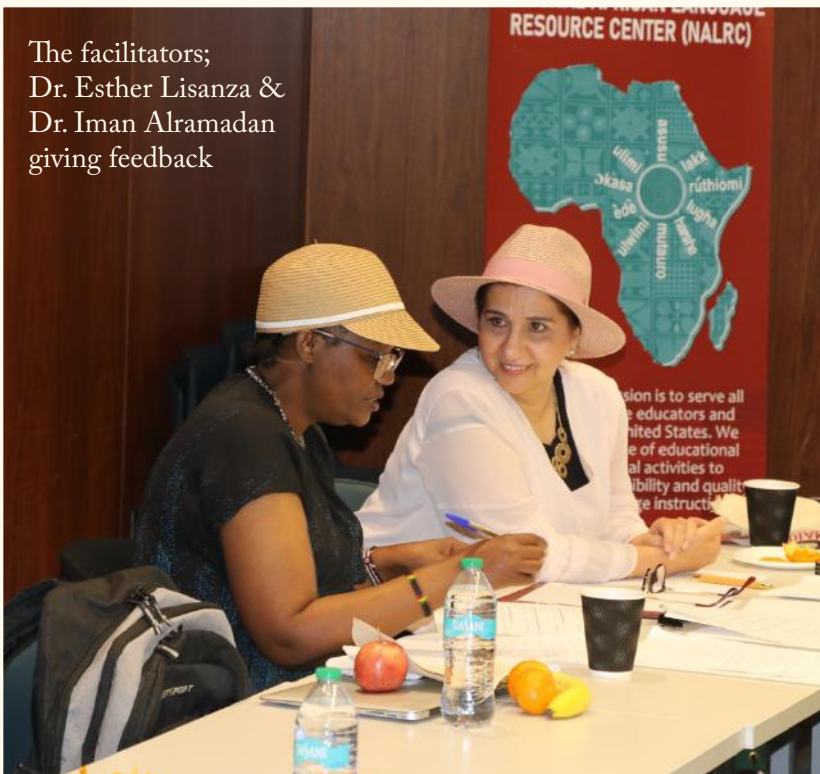
The workshop featured participants from various global institutions, representing 11 African languages; namely Akan-Twi, Amharic, Arabic, Dholuo, Ekpeye, Hausa, Igbo, Somali, Swahili, Yoruba, and Zulu. The focus on communicative, standards-based, and student-centered language teaching methods was reinforced through these hands-on sessions. By the end of the institute, participants had become proficient in using the target language for instruction 90% of the time, supported by culturally relevant teaching materials.

Eleven African languages; nineteen participants from four American universities, two African universities, two European universities, one African academic and research institute in the Middle East, and two African language institutes outside the United States.

The institute concluded with a ceremony on May 31, celebrating the participants' achievements with cultural performances, including songs and poetry, reflecting the diverse languages and cultures represented.

The following people received certificates for their participation in the Summer Institute, and fulfillment of all requirements.

PARTICIPANT	LANGUAGE	INSTITUTION	LOCATION
Abimbola Oduniyi	Yoruba	Alamoja Yoruba	Nigeria
Abosede Sokan	Yoruba	Alamoja Yoruba	Nigeria
Adeoti Adedeji	Yoruba	University of Ibadan	Nigeria
Aliyu Lawal	Hausa	The African Institute Sharjah	Sharjah, UAE
Bilal Alomar	Arabic	The African Institute Sharjah	Sharjah, UAE
Emmanuel Adegbuyi	Yoruba	University of Ibadan	Nigeria
Ewa Wolk-Sore	Amharic	University of Warsaw	Poland
Getie Gelaye	Amharic	Hamburg University	Germany
Ololade Ajayi	Yoruba	Alamoja Yoruba	Nigeria
Oluwfemi Kehinde	Yoruba	University of Ibadan	Nigeria
Onyinye Favour Chibueze	Igbo	University of Lagos	Nigeria
Sylvester Oloo	Swahili & Dholuo	Nairobi Swahili Enterprises	Nigeria
Uwuma Ugwu	Ekpeye	Ignatius Ajuru University of Education	Nigeria
Maryan Ali	Somali	Howard University	USA
Meshesha Jobo	Amharic	University of Pittsburgh	USA
Nafisar Omar	Swahili	St. Lawrence University	USA
Nicholas Obeng Agyekum	Akan Twi	Indiana University Bloomington	USA
Sipho Sithole	Zulu	Howard University	USA



Reflections from Participants on the 2024 NALRC Summer Institute

Onyinye Favour Chibueze

University of Lagos



Throughout the workshop, I was captivated by the hands-on experiences and the innovative teaching methods introduced. As the sessions progressed, many of the questions I had about effectively teaching Igbo language found their answers.

One of the most rewarding milestones for me this year was participating in the 2024 NALRC Summer Institute. I approached this professional development training with an open mind, eager to learn, relearn, and unlearn. As an online Igbo instructor and Igbo linguist, I have always been curious about how best to promote Igbo, an African language and my mother tongue, in an increasingly global and digital world.

Throughout the workshop, I was captivated by the hands-on experiences and the innovative teaching methods introduced. As the sessions progressed, many of the questions I had about effectively teaching Igbo language found their answers. Additionally, I gained valuable insights into integrating cultural elements into language instruction, making the learning process more engaging for students. This experience has deepened my passion for teaching Igbo and reinforced my commitment to preserving the language.

One of the highlights for me was the breakout sessions, where I witnessed firsthand how immersive and dynamic the use of a target language could be in

a classroom setting. Mawlimu Esther Lisanza, the Swahili tutor, and Mawlimu Iman Alramadan, the Arabic tutor left a lasting impression on me. They were not just exceptional teachers, but they showcased the depth of using visual aids, role play, and interactive presentations to foster language learning. Their body language, the authenticity of the materials they used, and their ability to engage everyone deeply inspired me. It was a moment of reflection for me, realizing how powerful these methods could be in my own lessons. Since the workshop, I have adapted my teaching style, incorporating everything I learned. The results have been profound, with my students showing remarkable improvement in their language proficiency.

[The facilitators'] body language, the authenticity of the materials they used, and their ability to engage everyone deeply inspired me.

I am deeply grateful for the opportunity to learn alongside dedicated African language instructors. A special thanks to Dr. Kazeem Sanuth for his unwavering support and guidance throughout the institute. This professional training has not only refined my teaching skills but has reignited my passion for promoting Igbo language and culture.

The NALRC Summer Institute is an invaluable experience for any African language educator. As an Igbo tutor, I feel empowered and equipped to make a difference, and I highly recommend this program to fellow educators.

The NALRC Summer Institute is an invaluable experience for any African language educator.

Nicholas Obeng Agyekum

Indiana University, Bloomington



I have taught Akan (Twi) to both native speakers and non-native speakers in Ghana and the USA in the past ten years but the new knowledge and skills that I gained at the NALRC workshop was the opportunity to learn and unlearn many things. Each topic was enlightening and provided valuable insights into effective language instruction.

Having the opportunity to be part of the 2023 NALRC Summer Institute Workshop was mind-blowing and transformative. The two-week experience and drills have updated my teaching experiences and skills. The three critical aspects of language teaching: Using Standards-Based and Thematically Organized Backward Curriculum Design with Performance Assessment in the three Modes of Communication, Integrating Language, Culture, and Content in African Language classrooms, and Creating a Learner-Centered Classroom are what every language teacher needs.

I have taught Akan (Twi) to both native speakers and non-native speakers in Ghana and the USA in the past ten years but the new knowledge and skills that I gained at the NALRC workshop was the opportunity to learn and unlearn many things. Each topic was enlightening and provided valuable insights into effective language instruction. We learned how the Backward Curriculum Design works and how to align language learning objectives with standards. This has equipped me, and I can confidently design comprehensive language curricula. The backward design approach, which emphasizes on desired outcomes and working backward to create learning experiences, ensures that instruction is purposeful, focused, and aligned with proficiency goals.

The central part of the workshop focused on how to teach with a 90% target language which I thought was an impossibility in a second language learning classroom. After the workshop and the skills that I gained, I can confidently say that 99% use of the target language is even achievable.

One advantage is that the workshop is not only theoretical. The practical sessions allow all participants to have hands-on activities. The workshop provided practical strategies for assessing language proficiency, allowing me to effectively measure students' communicative competence and tailor instruction to their individual needs. The method of integrating Language, Culture, and Content in language classrooms emphasized the vital link between language and culture which to me is very effective. Recognizing that language is deeply intertwined with the cultural contexts in which it is used, I gained a deeper appreciation for the importance of integrating culture into language instruction.

This holistic approach enriches students' linguistic skills and nurtures intercultural competence and understanding. Additionally, the exploration of creating a Learner-Centered Classroom highlighted the importance of student engagement and empowerment. Shifting the focus from teacher-centered to learner-centered instruction fosters active participation, self-directed learning, and meaningful interaction. The workshop provided me with strategies for fostering a supportive and inclusive learning environment that encourages participants to take ownership of their language learning journey. Reflecting on these two weeks of empowering language teaching and learning, I am grateful for the knowledge and inspiration.

I highly recommend this workshop to any language teacher in the US and around the world for the benefit of their career and their language students.

... the workshop is not only theoretical. The practical sessions allow all participants to have hands-on activities.

Ali Maryan
Howard University



When I first enrolled in the Summer Institute, I expected it to be a typical professional development experience—mostly lectures with little hands-on activity and minimal practical application. However, in the first week, we were introduced to a completely different approach: 90% of classroom instruction would be in the foreign languages we teach. This concept was unfamiliar to

most, if not all, of us instructors. As we exchanged questions about how achievable this 90% target could be, none of us had a clear answer—it seemed quite foreign.

Having spent my entire career in education... I've encountered numerous methodologies... Yet, I had never encountered such an effective approach as that of the NALRC Summer Institute.

By the second week, we began planning and presenting simple lessons, which were drastically different from what we typically delivered to our students. Having spent my entire career in education—across public, private, and higher education—I've encountered numerous methodologies aimed at improving and differentiating instruction, from flipped classrooms to other best practices.

Yet, I had never encountered such an effective approach as that of the NALRC Summer Institute. Two key elements contributed to the success of the training: first, the trainers were deeply knowledgeable and highly supportive. Second, the opportunity to plan really mini-lessons and present them in front of our trainers and peers was transformative in turning our teaching practices around.

By the end of the training, teaching 90%, or even 100%, of lessons in Somali felt not only possible but practical. My colleagues and I all agreed that we now had the confidence and skills to conduct at least 90% of our instruction in the

languages we teach.

Overall, I am incredibly grateful to our trainers, Dr. Lisanza and Dr. Alramadan, for their exceptional teaching and dedication, and to Dr. Kazeem for his invaluable technical support. The commitment of the entire department made this a truly successful training for African language instructors.

I highly recommend that all African language professors take this training early in their teaching careers—it will significantly help their students achieve their language goals.

Nafisa Omar
St. Lawrence University



The NALRC Summer Institute has truly been a life-changing experience for me. As Mwalimu Esther mentioned at the beginning, by the end of the two intensive weeks, we might feel the need to apologize to our students. I certainly felt that way after the workshop, realizing how much knowledge I had gained.

One of the key takeaways for me was the use of 90% of the target language in a foreign language classroom... I realized it is not only achievable but also highly effective.

One of the key takeaways for me was the use of 90% of the target language in a foreign language classroom. Before the workshop, I thought this was nearly impossible. However, after completing my three micro-teaching sessions, I realized it is not only achievable but also highly effective.

The feedback from instructors and peers was incredibly insightful and has greatly helped me in organizing my classes.

What made this workshop exceptional was the practical approach; we were not just taught what to do, but also given opportunities to implement what we learned. The feedback from instructors and peers was incredibly insightful and has greatly helped me in organizing my classes. Since then, I've been able to implement everything I learned, and it has made managing my classes much easier. I now enjoy my lessons more, as my students are fully engaged.

I want to extend my heartfelt gratitude to the entire NARLC community for organizing this workshop. Special thanks to Prof. Alwiya Omar and Dr. Kazeem Sanuth for their dedication in making it a success. Without their efforts, this wouldn't have been possible. My heartfelt appreciation also goes to Mwalimu Esther Lisanza and Mwalimu Iman Alramadan for their teaching, guidance, and insightful feedback. I am also thankful to my peers for making the workshop an unforgettable experience.

Adunola Abosede Sokan

Alamoja Yoruba



I am so glad and grateful to be a participant in the 2024 Summer Institute Workshop. It was such a great workshop to unlearn and relearn. This Workshop enriched my knowledge and skills in teaching the Yoruba language and culture. I learned new ways of making Language learning easy and enjoyable for my students.

Achieving 90% target language in class used to be challenging but, I have been able to do it well after the workshop with the use of Backward Curriculum Design (BCD), and through various comprehensible inputs, such as traditional/

Achieving 90% target language in class used to be challenging but, I have been able to do it well after the workshop...

indigenous pictorial representations, songs, body gestures, repetitions and so on.

I also gained a lot from our instructors, Mwalimu Esther & Mwalimu Iman from the ways they facilitated the workshop. Learning new languages (Arabic & Swahili) from them was so delightful and interesting. The classes were captivating, engaging, and fun, and I wish to continue learning Swahili language.

Another important thing I will always remember from this workshop is that 'all classes should be properly planned for' and the performance objectives for each class should be clear and achievable with interesting class activities before the end of the class (the I do, we do, and you do) method. Also, the use of various technological tools, and effective strategies to make class easy, engaging, fun and interesting for learners.

Networking with other African language scholars and professionals from various universities all over the world broadened my mind. I consider this a great privilege. I was able to learn from their experiences in different language classes and research. We compared ideas, shared valuable information about moving African language learning forward and fostering language development.

Networking with other African language scholars and professionals from various universities all over the world broadened my mind.

I have been making good use of the knowledge gained from this great workshop and I consider this professional workshop a must for all Language Instructors out there.

Thank you, National African Language Resource Center (NALRC); thank you, our amazing instructors, Mwalimu Esther and Mwalimu Iman; thank you, Indiana University, and thank you Mwalimu Kazeem for your support and guidance throughout the workshop.

E ʃeun! Asante! Shukran!



Microteaching sessions

Bilal Alomar, PhD

The Africa Institute, Global Studies University



Participating in the NALRC Summer Institute has been an inspiring and transformative experience. The emphasis on backward curriculum design truly reshaped my approach to lesson planning. Learning to create language curricula that align with clear objectives while focusing on outcomes has provided a more structured and goal-driven teaching

method. It gave me a practical framework to organize content in a way that makes learning not only efficient but also engaging for students.

Moreover, the integration of language, culture, and content within the classroom was quite an eye-opener. I understand better how language is bonded to cultural context, and I try bringing in that holistic approach when teaching. This will not only enhance linguistic skills but also foster richer intercultural understandings among learners. No longer is teaching purely about vocabulary and grammar; it is about bringing students closer to the culture behind the language.

The emphasis on backward curriculum design truly reshaped my approach to lesson planning.

One of the most challenging but rewarding aspects was the adoption of the target language method, whereby teaching is mainly conducted in the language being learned. Personally, at the beginning of the workshop, I found this intimidating; by the end, I felt confident to apply such a technique. Instructors demonstrated that students, if given the right level of support with proper methods, are perfectly capable of thriving in such a rich language environment.

Last but not least, networking with other instructors coming from different institutions added even more value to the experience.

Sharing ideas, challenges, and solutions with colleagues facing similar teaching contexts has broadened my perspective. I left the institute with renewed energy, new strategies, and an even stronger commitment to enhancing my students' language-learning journeys.

I am truly grateful to the NALRC and all the instructors for their dedication and support throughout this journey. The skills I've acquired will certainly shape my teaching for years to come.

I left the institute with renewed energy, new strategies, and an even stronger commitment to enhancing my students' language-learning journeys.



Uwuma Doris Ugwu, PhD
Ignatius Ajuru University of Education



Our resource persons ... painstakingly demonstrated the use of the Communicative Language Teaching Approach making the concepts thrilling and easy to grasp.

Participating in the 2024 NALRC Summer Institute marked a turning point in my teaching career. It has given me a major shift from thinking of language teaching as the imparting of the elements of language system to a “Communicative Language Teaching Approach” that consists of three modes: interpersonal, interpretive and presentational which place primary emphasis on interactive learning experiences. Our resource persons, Mwalimu Imam and Mwalimu Esther painstakingly demonstrated the use of this approach making the concepts thrilling and easy to grasp. I have begun to incorporate the communicative and pragmatic codes into my lessons which have helped me to teach students how to conduct conversations in culturally appropriate ways. I had thought that the use of over 90% target language in teaching non-native speakers of African language was not possible until I was exposed to

the NALRC 2024 Workshop.

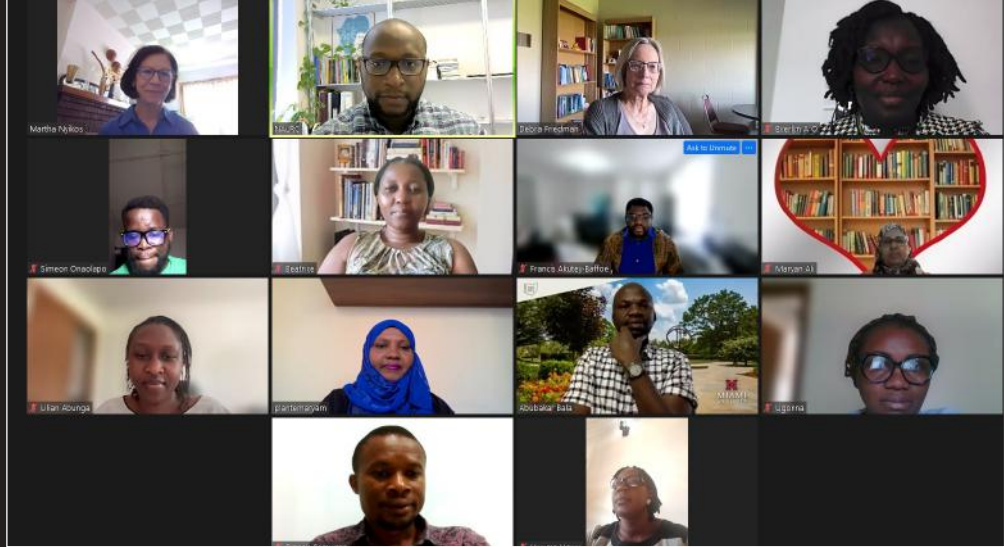
NARLC Institute 2024 also afforded me the opportunity to learn about Backward Curriculum Design which is an eye-opener for me with regard to achieving desirable learning outcomes. It is fascinating to know that planning learning activities entails setting goals and objectives that outline what the students will know, understand and will be able to do.

Another high point of the NALRC Institute was the opportunity to do hands-on as all the learners participated in microteaching. I gained a lot from other African language teachers and the insights provided by our erudite Mwalimu Imam and Mwalimu Esther.

I am grateful to NALRC for giving me the opportunity to be part of their 2024 Workshop. I also appreciate the efforts put in by Mwalimu Imam and Mwalimu Esther in not just teaching but showing us every step of the classroom activities that guarantee a better understanding of concepts by students.

I have indeed been equipped with the knowledge that has helped me in creating meaningful interactive activities in the classroom and I strongly recommend NALRC Summer Institute to all African language teachers.

2024 Pedagogy Research Workshop



The NALRC held its second Pedagogy Research Workshop from June 3-7, 2024, in a fully virtual format. Facilitated by Dr. Debra Friedman from the Department of Second Language Studies and Dr. Martha Nyikos from the Department of Curriculum and Instruction at Indiana University, Bloomington, the workshop was aimed at African language instructors interested in advancing their research in African language pedagogy.

This free, inclusive workshop was open to current and future African language instructors, including faculty, instructors at Historically Black Colleges and Universities (HBCUs), Minority Serving Institutions (MSIs), community colleges (CCs), graduate students, and professionals outside of academic institutions. Its goals were to:

- Strengthen the body of research on African language pedagogy.
- Generate empirical knowledge to meet evolving student needs and learning styles.
- Amplify the underrepresented voices of African language researchers.
- Motivate African language instructors to engage in research and contribute to global knowledge.
- Professionalize the teaching of African languages and elevate its recognition in the academic world.

Participants from eight American universities and three African universities attended the workshop, representing eight African languages: Akan-Twi, Ekpeye, Dholuo, Hausa, Igbo, Somali, Swahili, and Yoruba. Throughout the week, they were trained and certified in key areas of pedagogical research, including:

- Practitioner/Action Research
- Data Collection Methods
- Approaches to Analysis
- Preparation for Publication
- Available Publication Avenues
- Conferences and Research Opportunities

This workshop aimed to empower African language educators to contribute meaningfully to pedagogy research and to foster a community of professionals dedicated to enhancing language instruction globally. The following were the participants in the workshop:

Abubakar Bala
Miami University Oxford, Ohio ~ Hausa

Beatrice Mkenda
University of Iowa ~ Kiswahili

Everlyn Oluoch-Suleh
United States International University - Africa ~ Dholuo

Francis Semwaza
University of Florida ~ Swahili

Francis Akutey-Baffoe
Harvard University ~ Akan (Twi)

Lilian Abunga
UW-Madison ~ Swahili

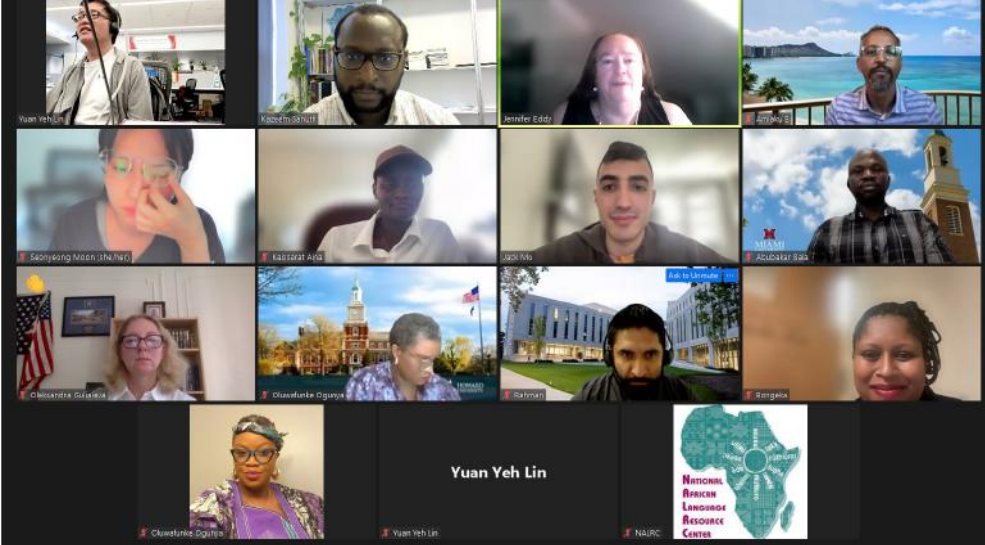
Maryam Ismail
The State University of Zanzibar ~ Swahili

Maryan Ali
Howard University ~ Somali

Simeon Onaolapo
Michigan State University ~ Yoruba

Ugonna Ahumibe
Indiana University Bloomington ~ Igbo

Uwuma Ugwu
Ignatius Ajuru University of Education, Port Harcourt ~ Ekpeye



2024 Business in World Languages Workshop

The NALRC, in collaboration with Indiana University’s Center for International Business Education and Research (IU CIBER) and the Title VI National Resource Centers (NRCs) at Indiana University, held the 2024 “Workshop on Incorporating Business Concepts in World Languages Instruction” (also known as the Business in World Languages Workshop) from May 20-24. This virtual workshop was designed for world language instructors who had prior training in Backward Curriculum Design.

The main objective of the workshop was to introduce instructors to the “World Language Curriculum Framework that Incorporates Business Concepts” for elementary and intermediate language instruction. Participants were trained on how to effectively use this framework and were paid to develop learning plans and scenarios for their respective languages, which would later be published by NALRC and made freely available on their website.

Dr. Jennifer Eddy, Associate Professor and Program Director of World Language Education at Queens College, City University of New York, and Dr. Kazeem Sanuth, Associate Director of NALRC, facilitated the workshop. Over the course of five days, the facilitators led participants through lectures, demonstrations, and group activities to model the application of business concepts in language instruction.

The workshop participants included representatives from five universities and two high schools, covering ten world languages: Amharic, Dari, Hausa, Japanese, Korean, Mandarin Chinese, Pashto, Russian, Yoruba, and Zulu. Through the integration of business concepts into language education, this initiative aims to enhance language learning with practical, real-world applications that prepare students for global business environments.

The following were the participants in the workshop:

Abubakar Bala
Miami University ~ Hausa

Amlaku Eshetic
University of California ~ Amharic

Bongeka Buhle Selepe
Indiana University, Bloomington ~ Zulu

John Monness
Queens College ~ Mandarin Chinese, Japanese

Kaosarat Aina
Indiana University, Bloomington ~ Yoruba

Oleksandra Guliaieva
NYC Public Schools ~ Russian

Oluwafunke Ogunya
Howard University ~ Yoruba

Rahman Armah
Indiana University, Bloomington ~ Dari, Pashto

Seonyeong Moon
Queens College ~ Korean

Shiyo Kuo-Flynn
Bayside High School ~ Japanese

Yuanyeh Lin
Indiana University, Bloomington ~ Mandarin Chinese

JALTA

Journal of African Language
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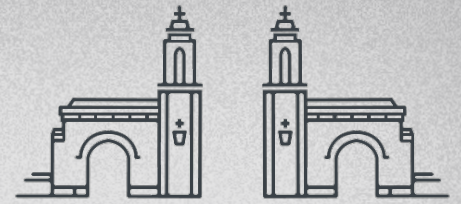
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INDIANA UNIVERSITY

SUMMER 2025 LANGUAGE WORKSHOP

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PERSIAN	POLISH	SWAHILI	TURKISH
ROMANIAN	UKRAINIAN	UZBEK	VIETNAMESE

LEARN OVERSEAS

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HUNGARIAN (BUDAPEST)	KYRGYZ (BISHKEK)	POLISH (KRAKOW)

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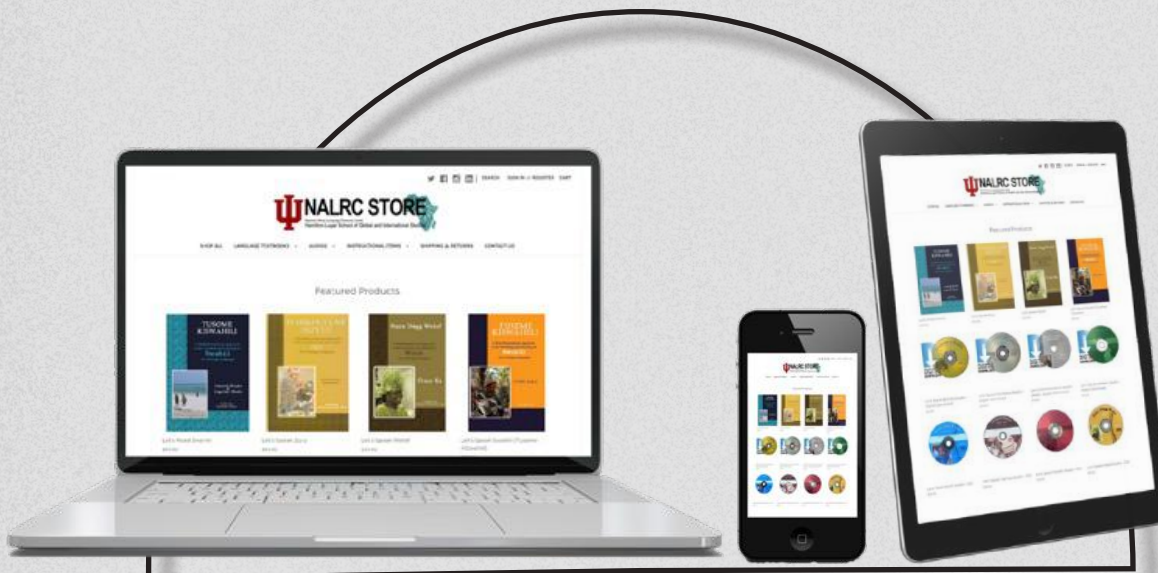
- YOU GET 1 YEAR OF LANGUAGE IN 2 MONTHS
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LET US AMPLIFY YOUR VOICE
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PEDAGOGY BEST PRACTICES SERIES



The **Pedagogy Best Practices Series** is an NALRC initiative through which African language instructors can share exemplary teaching strategies with one another in a short video.

You can participate in this series through virtual video recording (Zoom) or by being physically recorded by a NALRC staff. Scan or click on this QR codes for sample videos.

Send us an email today to be a part of this initiative: nalrc@iu.edu.





2024 ALTA Conference

The African language Teachers Association (ALTA) held the 27th edition of its annual conference on April 11-13, 2024. The conference titled “African Language Within and Beyond the Classroom: Interdisciplinary Perspective and Multidisciplinary Collaboration” and attended by over one hundred participants from institutions across the United States, Canada, and Africa was hosted by the NALRC and held at the Hamilton Lugar School of Global and International Studies, Indiana University, Bloomington. Provisions were also made for online attendance and presentations. As described by the leadership of ALTA, the aim of the conference was to “to inspire innovative and creative ways to enhance African language instruction, research, and best practices.”

*Hosted by
NALRC, held
at the Hamilton
Lugar School,
over 100
participants*

*Pre-conference
workshop,
plenary
speech*

The conference featured a pre-conference workshop on artificial intelligence and language pedagogy held in the evening of April 11 and titled “Generative AI for Teachers of African Languages: AI Literacy and Limitations.” This workshop was facilitated by Nicholas Swinehart, the Managing Director of Instructional Technology at the University of Chicago Language Center. Professor Katrina Daly Thompson of the Department of African Cultural Studies, University of Wisconsin-Madison gave the conference’s plenary speech in the morning of April 12. Her presentation was titled “Becoming a Lifelong Learner of African Languages: Lessons from Within and Beyond the Classroom.”



ALTA President, Dr. Jonathan Choti delivering his welcome address

Cross-sections of participants

Numerous parallel sessions, highlighted paper presentations

Paper presentations at the conference were held between April 12 and 13. There was a total of five parallel sessions for the presentations with each having four breakout sessions which were all well attended. In addition to these regular parallel sessions, the conference also included language specific sessions that cut across Swahili, Wolof, Pulaar, Xhosa, Yoruba, and Zulu. Some of the paper presentations were highlighted for their insights, relevance, and exceptional quality. They included “An Interactive Children’s Dictionary for Igbo Language and Culture” by Ugonna Ahumibe, a graduate student in Indiana University’s Computation Linguistics program, “Teaching Yoruba as a Majority Minority Program” by Adebimpe Adegbite, a PhD student in Linguistics Anthropology at Tulane University, and “Transforming Language Instruction Project: Swahili Test Design and Curriculum Development” by Peter Mwangi, an Assistant Professor of Instruction in Northwestern University’s Program of African Studies (PAS).

The conference also included two roundtable sessions. The first roundtable titled “Leadership Roundtable: The Future of our Field” brought together African language program coordinators and leaders from diverse institutions to address issues of enrollment, program expansion, innovative curriculum and teaching methodologies, technology integration, professional development opportunities, and equitable access to resources for African language educators. The session was moderated by Zoliswa Mali (Boston University) and the discussants were Akinyemi Akintunde

Roundtable on leadership and future of African language pedagogy



Pre-conference Pedagogy Workshop facilitated by Nicholas Swinehart



Plenary speech delivered by Professor Katrina Daly Thompson

(University of Florida), Leonard Muaka (Howard University), Mariame Sy (Columbia University), Galen Sibanda (Michigan State University), Akinloye Ojo (University of Georgia, Athens), and Kiarie J. Wa'Njogu (Yale University).

Roundtable on research and publishing in African language pedagogy

The second roundtable titled “Pedagogy Research and Publishing” was divided into two segments. The first segment highlighted participants from the NALRC inaugural Pedagogy Research Workshop (PRW) who shared insights on their research activities, progress, and outcomes since the workshop in summer 2023. The second segment centered on the opportunities, avenues, and resources for publishing, and was facilitated by the editors of *Africa Today* journal. This session was moderated by Alwiya Omar (NALRC Director) and its panelists included Beth Samuelson (Direction of IU’s African Studies Program and Editor-in-Chief of *Africa Today*), co-facilitator of the 2023 PRW, Marth Nyikos (IU’s Department of Curriculum and Instruction), and some of the participants at the workshop including Adeola Agoke (UW-Madison), Nandipa Sipengane (Yale University), Bongeka Buhle Hlengwa-Selepe (IU Bloomington), Oluwafunke Ogunya (Howard University), and Yetunde Alabede (MSU).

The conference ended with a banquet during which some pioneer and long-serving members of ALTA were honored with the Distinguished ALTA Members award in recognition of their longstanding contribution and commitment to the association. These members were Alwiya Omar (IU-Bloomington), Deogratias Ngonyani (MSU), Akinloye Ojo (UGA), Leonard Muaka (Howard University), Galen Sibanda (UGA), Zoliswa Mali (Boston University), Abdul Nanji (Columbia University), Moses Mabayoje (New York University), Akintunde Akinyemi (UFL), Mariame Sy (Columbia University), Mahiri Mwita (Princeton University), and Oluseye Adesola (Yale University). A video based on interviews granted by the awardees before the conference was screened during the banquet. This video titled “Words of Wisdom and Experience from Distinguished ALTA Members [2024]” narrates the how ALTA was founded, how it has evolved over the decades, and thoughts about its future through the lens of these distinguished members.

Banquet, Distinguished ALTA Members award, video screening



Exhibitions

Conference sponsors, organizing committees and teams

The success of this year’s ALTA conference was made possible by various university departments and units, organizations, companies, and individuals. The conference was financially supported by various offices in Indiana University including the African Studies Program (ASP), Center for the Study of the Middle East (CSME), Department of Middle Eastern Languages and Cultures (MELC), IU Language Workshop, Department of Linguistics, Department of Second Language Studies, Department of African American and African Diaspora Studies (AAADS), Center for Languages of the Central Asian Regions (CeLCAR), Center for the Study of Global Change. In addition to NALRC, it was also supported by various exhibitors including Indiana University Press, Avant Assessment, and IU ASP. The various committees set up to oversee the organization and hosting of the conference including the ALTA Conference Planning Committee and the Local Organizing Committee also played important roles. Several individuals also worked tirelessly for months to ensure the success of the conference. They included NALRC’s Associated Director, Kazeem Sanuth, who was also the conference program organizer in addition to overseeing several committees and the day-to-day activities during the conference and NALRC’s Graduate Program Assistant, Ibrahim Odugbemi, who designed the conference program, conducted interviews with Distinguished ALTA Members awardees and handled the video editing.

The next conference will be hosted by the Center for African Studies, University of Pittsburgh from April 10-12, 2025.

Next ALTA conference

Parallel Sessions





Roundtable Session 1:
“Leadership Roundtable: The Future of
our Field”



Roundtable Session 2:
“Pedagogy Research and Publishing”



Networking and Mentorship for African Language Fulbright FLTAs



The African Language Fulbright Foreign Language Teaching Assistants (FLTAs) significantly contribute to African language pedagogy in the United States. The FLTA Program, funded by the U.S. Department of State Bureau of Educational and Cultural Affairs (ECA), allows language educators from around the world to teach their native languages at U.S. universities for 9 to 10 months while also studying as non-degree graduate students.

To support these FLTAs, the NALRC launched virtual hangout sessions in 2021. The goal is to provide pedagogical resources and integrate the FLTAs into professional networks in the U.S. African language teaching community. These sessions also serve as an opportunity for FLTAs to build professional networks through the Fulbright program.

The goal of the hangout is to provide pedagogical resources and integrate the FLTAs into professional networks in the U.S. African language teaching community.

For the 2023–2024 cohort, two key virtual sessions were held on December 14, 2023, and January 25, 2024. The sessions, facilitated by NALRC’s Associate Director, Dr. Kazeem Kehinde Sanuth, introduced FLTAs to the African language pedagogy resources available through the NALRC, and how the center could be of academic and professional supports to them. They learned about NALRC’s summer professional workshops including the NALRC Summer Institute, Pedagogy Research Workshop, and Business in World Languages.

The hangouts, during the second session, also connected them with leaders in African language pedagogy like Prof. Alwiya Omar (NALRC Director) and Dr. Filipo Lubua (Swahili instructor and program coordinator at the University of Pittsburgh) and Nandipa Sipengane (Zulu instructor at Yale University). These professionals encouraged FLTAs to participate in prominent language teaching

conferences including the annual conferences of the African Language Teachers Association (ALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL) to further their careers. The FLTAs were also encouraged to become registered members of these associations and language-specific associations like the American Association of Teachers of Yoruba (AATY), and Chama cha Ukuzaji wa Kiswahili Duniani (CHAUKIDU). It is noteworthy that a good number of these FLTAs attended, presented, and volunteered at the 27th annual conference of the African Language Teachers Association (ALTA) held at Indiana University, Bloomington.

A good number of these FLTAs attended, presented, and volunteered at the 27th annual ALTA conference.

The FLTAs in attendance at the virtual sessions represented four African languages, including Hausa, Swahili, Yoruba and Zulu, and were affiliated with various American:

Abdullahi Abubakar
University of Wisconsin, Madison ~ Hausa

Benedict Kahietano
University of Pittsburgh ~ Swahili

Buhle Hlatshwayo
University of Georgia, Athens ~ Zulu



Top (L-R): Benedict Kahietano, Phiwokuhle Qwabe, Comfort Durojaiye, Lucy John, Yau Usman
 Down (L-R): Prisca Kileo, Gbenga Oyelakin, Marion Awino, Kehinde Enilolobo

Comfort Durojaiye
 Indiana University, Bloomington ~ Yoruba

Gbenga Oyelakin
 University of Georgia, Athens ~ Yoruba

Jeremiah Nyangu
 Indiana University, Bloomington ~ Swahili

Kehinde Enilolobo
 University of Michigan ~ Yoruba

Lucy John
 Yale University – Swahili

Marion Awino
 University of Michigan ~ Swahili

Phiwokuhle Qwabe
 Yale University ~ Zulu

Prisca Kileo
 University of Georgia, Athens ~ Swahili

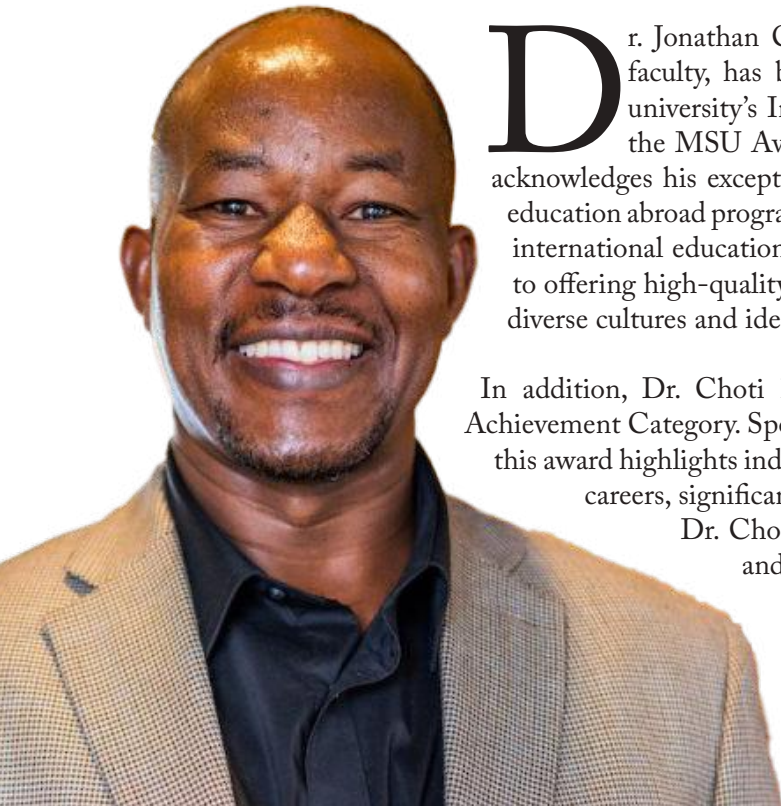
Yau Usman
 University of Georgia, Athens ~ Hausa

This initiative not only promotes African language education but also fosters collaboration and professional growth within the field.

African Language Scholars in the Spotlights

The NALRC is delighted to share the academic and professional accomplishments of African language instructors in various African Language Programs across the nation. This section of ULIMI is dedicated to recognizing their efforts and commitment to the development of our field.

Dr. Jonathan Choti Receives Two MSU's 2024 International Studies & Programs Awards



Dr. Jonathan Choti, a distinguished member of Michigan State University's faculty, has been honored with two prestigious awards in 2024 from the university's International Studies & Programs (ISP). The first recognition is the MSU Award for Outstanding Service to Education Abroad. This award acknowledges his exceptional contributions to the development and implementation of education abroad programs, reflecting his dedication to providing students with enriching international education experiences. His work aligns closely with MSU's commitment to offering high-quality global learning opportunities, allowing students to engage with diverse cultures and ideas in transformative ways.

In addition, Dr. Choti has also received the Inspiration Award in the Professional Achievement Category. Sponsored by the Center for Gender in Global Context (GenCen), this award highlights individuals who demonstrate a unique passion and drive within their careers, significantly influencing the culture and academic environment at MSU.

Dr. Choti's recognition is a testament to his outstanding achievements and his lasting impact on the university community.

Dr. Choti's contributions extend beyond teaching; he is celebrated for his excellence in research, service, and student mentoring. His work focuses on African languages and cultures, with a particular interest in Bantu morphophonology, gender and sexuality in Africa, inclusive pedagogy, and the pedagogy of minoritized languages. As the current president of the African Language Teachers Association (ALTA), his

leadership has been instrumental in advancing the field of African language education. Furthermore, Dr. Choti serves as the faculty director for a six-week summer program, "Sustainable Community Development in Tanzania," where he continues to foster cross-cultural understanding and sustainable practices.

These honors not only reflect Dr. Choti's professional achievements but also underscore his deep commitment to international education, student engagement, and the broader MSU mission. His work has had a profound influence on both the academic and cultural fabric of the university, making him a deserving recipient of these awards.

Congratulations, Dr. Choti!

Dr. Adeola Agoke Creates a Yoruba Pedagogy Dictionary



The Proficiency-Based Dictionary for foreign and second language learners of Yorùbá is a project Dr. Agoke developed to fill an important gap in foreign/second language acquisition and learning.

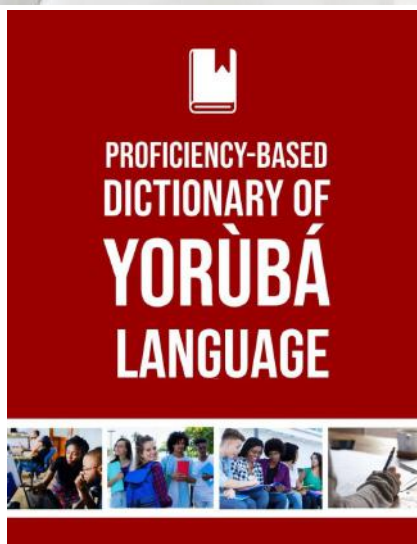
Language learning involves the use of dictionaries, but the use of conventional dictionaries often introduces barriers to learning or heightened challenges for use by foreign language learners. Existing works of Yoruba language dictionaries have been instrumental in supporting the linguistic needs of Yoruba language users who are either proficient in the language or have the tools to navigate the language. However, there has not been much attention to the pedagogical needs of foreign and second language learners of Yorùbá. In this project, Dr. Agoke addresses this problem with the development of the proficiency-based dictionary, which is the first of its kind for Yorùbá and most African languages instruction, designed exclusively for the use of foreign language learners. Through grant funding received from the University of Wisconsin, Dr. Agoke began a year-long scholarly publication endeavor in creating the open-source Proficiency-Based Dictionary for Foreign and Second Language Learners, with her first volume being the elementary Yoruba Pedagogy Dictionary, and the intermediate to follow.

The dictionary is structured to provide contextualized vocabulary contents along with sequenced audio and visual contents drawing on the ACTFL can-do statements. Using combined technology, users of this dictionary can listen to the audio-recorded words and watch audio-visually recorded monologues and dialogues in Yorùbá. The dictionary also includes grammar notes to provide ongoing context to colloquial Yoruba language use, which will continue to reflect the

ordinary everyday linguistic creativity of speakers of Yorùbá. Yoruba learners in any US institution can access the vocabulary words as well as the audiovisuals simultaneously. They can also sort vocabulary based on their categorization (such as by nouns or verbs). This approach employs American Council for the Teaching of Foreign Languages (ACTFL) proficiency guidelines to ensure that language learners can most effectively utilize the dictionary as they learn and provides Yoruba learners across the United States with a tool for effective dictionary usage. This dictionary is an open education resource and targets beginner learners. Intermediate and early advanced learners can benefit from its content and would benefit even more in the upcoming series.

Please click this link to access it: <https://wisc.pb.unizin.org/yorubadictionary/>

Congratulations, Dr. Agoke!



African Studies Association Honors Professor Alwiya Omar with ASA Outstanding Service Award



The African Studies Association (ASA) has announced that Professor Alwiya Omar will receive the prestigious ASA Outstanding Service Award. This annual award is given to a member of the ASA in recognition of their dedication to advancing the mission of the association, which includes the production and dissemination of knowledge about Africa and its diasporas, as well as fostering collaborations between institutions in the global north and Africa. The award will be presented during the ASA's 67th Annual Meeting, to be held in Chicago, IL, from December 12-14, 2024.

Professor Omar is a Clinical Professor of Linguistics and the Director of the National African Languages Resource Center (NALRC) at Indiana University, Bloomington. She also serves as the African Languages Coordinator for the university's African Studies Program. In addition to teaching Kiswahili, she oversees the coordination of other African languages taught within the program. Her research focuses on second language acquisition, cross-cultural pragmatics, web-based language instruction, and study-abroad language programs.

Over the years, Professor Omar has made significant contributions to language education. She directed the Kiswahili Flagship Program (2010-2015) and the STARTALK Kiswahili Summer Program for middle and high school students (2010-2016, 2019). She also collaborated with the State University of Zanzibar to develop a graduate curriculum in Kiswahili and has mentored numerous MA and Ph.D. students in Kiswahili Pragmatics, Sociolinguistics, and Language Teaching Methodology.

Professor Omar earned her Ph.D. in Second Language Acquisition from Indiana University. She has held leadership roles in several organizations, including serving as President of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL) from 2012-2014, and President of the African Language Teachers Association (ALTA) from 2004-2006. In 2018, she was honored with the A. Ronald Walton Lifetime Achievement Award by NCOLCTL for her contributions to less commonly taught language initiatives. Earlier this year, in April 2024, she received the ALTA Distinguished Member Award.

The 2024 ASA Outstanding Service Award celebrates Professor Omar's exceptional commitment to advancing African language pedagogy and research, particularly in the United States. Her dedication and professional contributions to the field of Less Commonly Taught Languages (LCTL) are widely acknowledged and respected.

Congratulations to Professor Omar on this well-deserved recognition!

Dr. Esther Lisanza and Dr. Leonard Muaka Co-Edit New Palgrave Macmillan Publication



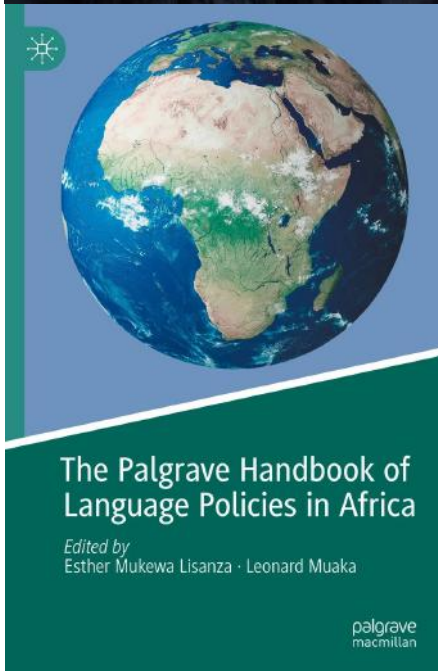
Congratulations to Dr. Esther Mukewa Lisanza and Dr. Leonard Muaka, both esteemed scholars from Howard University, for their editorial work on *The Palgrave Handbook of Language Policies in Africa* (2024), published by Palgrave Macmillan. This comprehensive volume features 34 chapters that examine language policies across diverse regions of Africa, including East, West, Central, Southern Africa, and the Horn of Africa, employing a wide range of critical methodologies.

Dr. Lisanza, an Assistant Professor in the Department of African Studies, specializes in African languages, education, and language policy. She is a recognized leader in African language pedagogy and is a regular facilitator of the NALRC Summer Institute. Her notable publications include *The Multivoices of Kenyan Primary School Children Learning to Read and*

Write (Palgrave Macmillan, 2020) and *Gender and Education in Kenya* (Lexington Books, 2021). She also has an upcoming co-edited volume with Catherine Ndungo, titled *Indigenous Languages and Indigenous Knowledge in East Africa* (Lexington Books).

Dr. Muaka is an Associate Professor and Chair of the Department of World Languages and Cultures. His research focuses on African linguistics, language maintenance, political discourse, and the sociolinguistic dynamics of language use in Africa. Dr. Muaka has previously served as president of the African Language Teachers Association (ALTA) and CHAUKIDU (Chama Cha Ukuzaji Wa Kiswahili Duniani). He is also the Editor-in-Chief of the *Journal of the African Language Teachers Association* (JALTA).

Together, Dr. Lisanza and Dr. Muaka have co-edited several other influential works, including *African Languages and Literatures in the 21st Century* (Palgrave Macmillan, 2020) and *Language in Contemporary African Cultures and Societies* (Lexington Books, 2019).



The Role of AI in African Language Instruction: Enhancing Cultural Relevance through Image Generation

The role of artificial intelligence (AI) in language education has recently sparked widespread interest among students, researchers, instructors, and administrators.

As this powerful technology evolves, discussions surrounding its potential impact on language instruction are gaining momentum. While some focus on the challenges and potential drawbacks of AI in language teaching, many recognize its invaluable contributions. Rather than debating AI's benefits and limitations, this article highlights one practical application for African language instructors- using AI-powered image-generation tools to enrich their teaching.

One major challenge for African language instructors is the lack of accessible, culturally relevant teaching materials. Unlike instructors of widely taught languages, who have access to a plethora of resources, those teaching African languages often struggle to find suitable materials. Here, AI-powered image generation can play a transformative role by enabling instructors to create tailored visuals that authentically represent cultural contexts.

Imagine, for instance, a Yoruba instructor preparing a lesson on local markets. Describing such environments can be challenging, especially for students unfamiliar with them. In the past, an instructor may have to spend hours searching for images that accurately reflect the lesson's content on Google or other search engines. However, with AI image generators, an instructor can quickly create culturally authentic visuals- such as an image of a woman selling oranges in a bustling Yoruba market in (1a)- giving students clear and engaging visual references. Similarly, a Swahili instructor teaching the cultural practice of welcoming visitors can generate specific images to enrich their lesson, as

in (1b). Paired with vocabulary and conversational exercises, these images significantly enhance students' comprehension and retention.

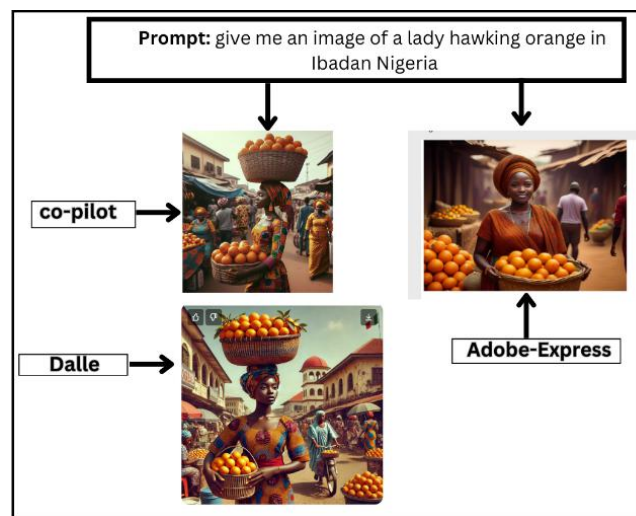


Image 1a: AI-generated images of an orange seller in the Yoruba culture

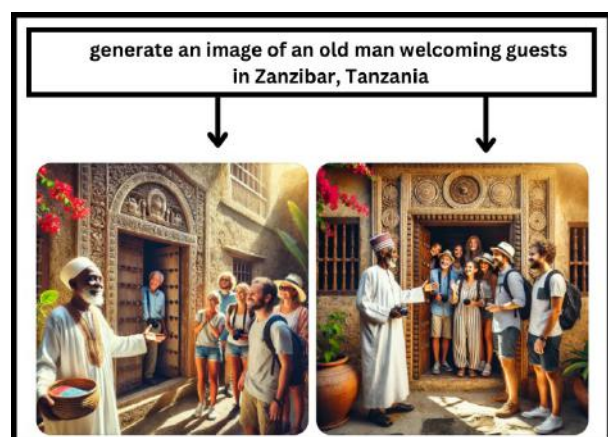


Image 1b: AI-generated images of a local man welcoming strangers in the Swahili culture

Beyond individual images, AI-generated visuals also offer unique opportunities to integrate storytelling into the language classroom. Instructors can create characters and settings that reflect the linguistic and cultural nuances of the target language. By embedding these images into dialogues, role-play exercises, or storytelling activities, students become immersed in culturally relevant scenarios that deepen their understanding of both language and culture.

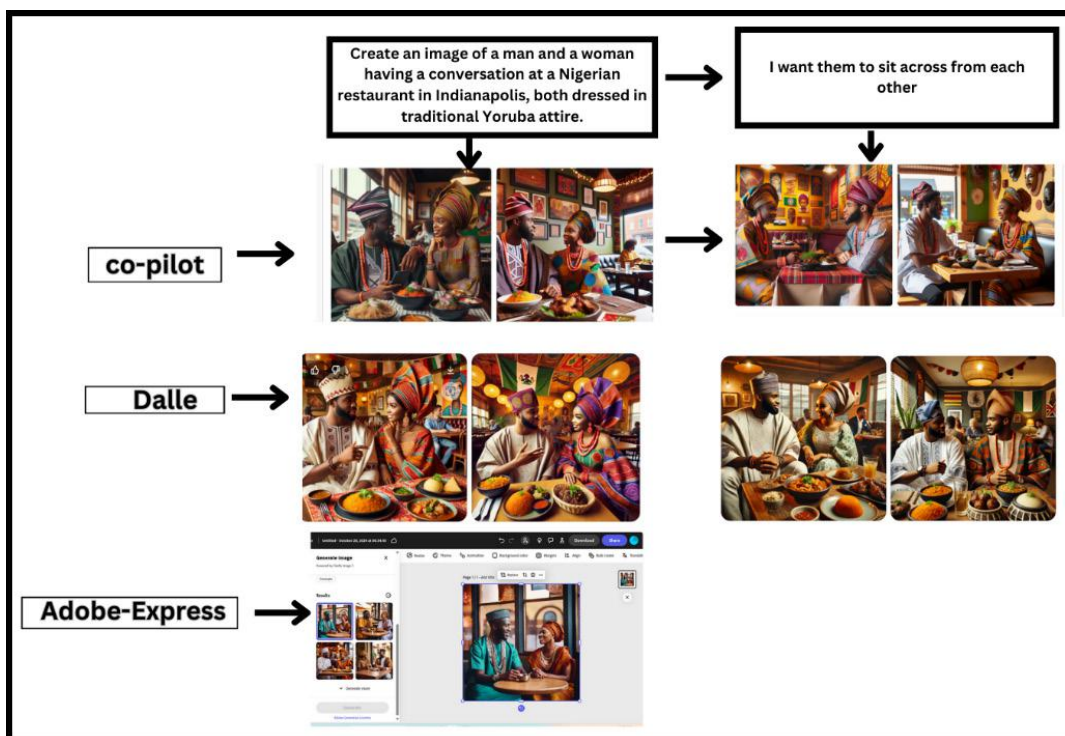
Of course, integrating AI into language teaching requires a certain level of digital literacy. Training in effective and ethical use of AI tools is essential. However, for instructors willing to embrace this technology, the possibilities are boundless.

Available Resources

In this piece, I have identified three main resources for image generation: ChatGPT’s integrated DALL-E, Microsoft Co-pilot, and Adobe Express. Each of these

tools has its advantages and limitations. For instance, using the image generation feature in ChatGPT requires a paid subscription, as does Adobe Express. However, many universities have subscribed to Adobe Express, so individuals affiliated with such institutions may be able to use it for free. Microsoft Co-pilot, on the other hand, is free to use.

A notable advantage of these AI image generators is the ability to request further edits to an already-generated image. Take the following example: I initially asked each tool to generate an image of a man and a woman chatting at a Nigerian restaurant in Indianapolis, both wearing Yoruba attire. This prompt produced the images on the left. Unsatisfied, I then modified the prompt, adding, ‘I want them to sit across from each other,’ which resulted in images on the right. You might notice that one of the images from DALL-E is not entirely accurate. This highlights one of the shortcomings of AI, although it is still an improvement over having no image at all.



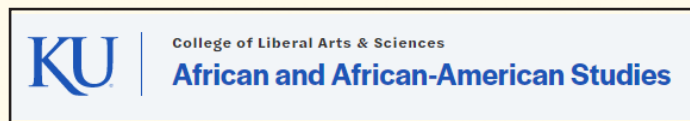
Conclusion

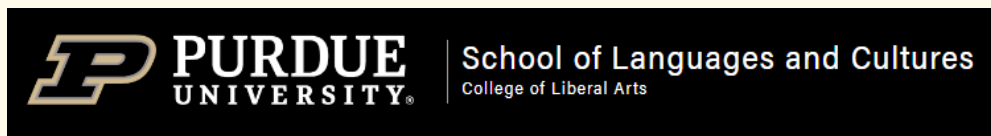
While the use of AI in language education is still a topic of active discussion, its benefits are increasingly evident. For African language instructors, AI tools- particularly image generators- can address a critical need for culturally relevant teaching materials, offering students a richer and more engaging learning experience. As AI technology continues to advance, the language classroom holds great potential to become more dynamic, interactive, and culturally resonant, fostering a deeper connection between language and culture for learners around the world.

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.



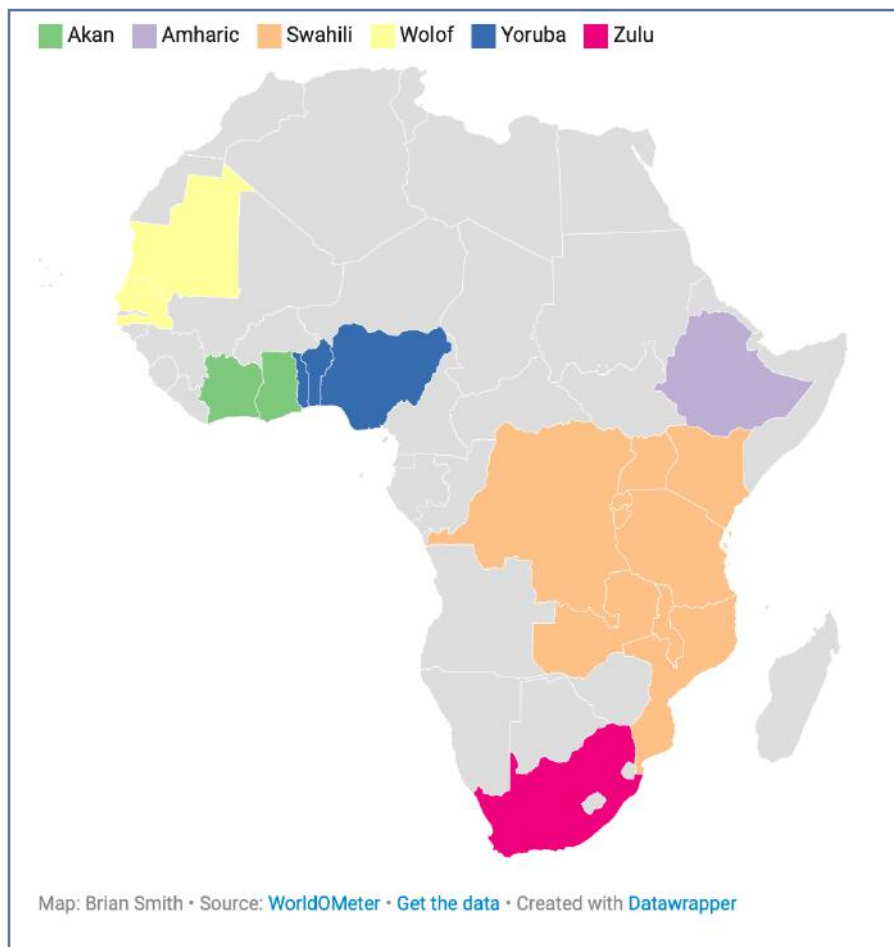


Add your program.



African Language Program Highlights: University of Florida

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 Florida, Gainesville.



A mapping of the African languages offered by the University of Florida's Program in African Languages.

Source:

Center for African Studies

<https://africa.ufl.edu/academics-programs/african-languages/>

The University of Florida's Program in African Languages (PAL) is a well-developed initiative that is managed in partnership between the Center for African Studies (CAS) and the Department of Languages, Literatures, and Cultures (LLC). It offers a range of African language courses for both undergraduate and graduate students, including Akan-Twi, Amharic, Swahili, Wolof, Yoruba, and Zulu.

PAL also supports broader educational efforts through the UF College of Liberal Arts and Sciences (UF-CLAS) Shared Language Program, extending African language instruction to students across Florida's State University System (SUS) and Florida College System (FCS). Additionally, since 2011, the African Flagship Languages Initiative (AFLI) is hosted every summer by CAS and LLC, in collaboration with the Institute of International Education (IIE), to offer an intensive African language study under the Boren Award for International Study. This AFLI program involves both a domestic 8-week summer intensive program and a subsequent overseas immersion during the fall.

Key faculty involved in PAL include:

- **Akintunde Akinyemi**, director of the AFLI program and a professor of Yoruba language and literature.
- **James Essegbey**, professor of African languages and linguistics, with expertise in Akan-Twi, Gbe languages (Ewe, Gen, Aja and Fon), and Ghana-Togo Mountain languages (Nyangbo and Animere).
- **Rose Sau Lugano**, instructional professor of Swahili and currently working on a dictionary of Kitaita, her native language.
- **Fiona McLaughlin**, professor of African languages and linguistics specializing in Wolof, Pulaar, and Seereer languages.
- **Kole Ade Odutola**, associate instructional professor of Yoruba, who focuses on media, language, and culture.
- **John Muchira**, a Visiting Assistant Professor and Coordinator of African Languages at the Center for African Studies.

Through PAL, these faculty have contributed to the University of Florida's growing prominence in African language education and research.



For more information about PAL, contact the Coordinator:
352.392.6232
jmuchira@ufl.edu

For more information about AFLI, contact:
aflia@africa.ufl.edu

Announcements

Summer Language Programs

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

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>

NALRC Professional Workshops

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

NALRC Summer Institute

Date: May 19-30, 2025
Venue: Indiana University-Bloomington

Workshop on Pedagogical Research

Date: June 2-6, 2025
Venue: Indiana University-Bloomington

Business in World Languages Workshop

Date: May 19-23, 2025
Venue: Indiana University-Bloomington

Conferences

28th Annual ALTA Conference

Date: April 10-12, 2025
Venue: University of Pittsburgh
<https://altaglobalweb.org/alta2025/>

28th Annual NCOLCTL Conference

Date: April 24-27, 2025
Venue: Holiday Inn Chicago-Elk Grove, IL
<https://ncolctl.org/ncolctl-conference-2025/>

ACTFL Annual Convention

Date: November 21-23, 2025
Venue: New Orleans, LA
<https://www.actfl.org/attend/future-conventions>

MLA Annual Convention

Date: January 9-12, 2025
Venue: New Orleans, LA
<https://www.mla.org/Events/2025-MLA-Convention>

AAAL Conference

Date: March 22-25, 2025
Venue: Sheraton Denver Downtown Hotel, Denver, CO
<https://www.aal.org/events/aal-2025-conference---denver-colorado>

Fulbright-Hays Group Project Abroad (GPA)

Swahili GPA

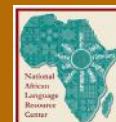
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Yoruba GPA

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Zulu GPA

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