DLAP-2
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Transformations and sustainability
&
Workshops on Research Integrity in Linguistic Fieldwork:
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The sustainable (re)vitalization of local languages is indispensable
for education, development and social justice:
The MIT-Haiti Initiative as case study

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This workshop will provide a deep dive into the MIT-Haiti Initiative as a case study of how local languages, coupled with education technology (e.g., educational software for STEM and manipulatives adopted to local culture), are indispensable both for the (re)vitalization of local languages and for democratizing access to quality education.

Haiti is a particularly challenging example of a country where language has played a central role in a long history (more than 2 centuries!) of exclusion and *mis*-education: the one single language fluently spoken by the *entire* population (namely, Haitian Creole aka "Kreyòl") is virtually excluded from the written documents that create and transmit knowledge (and power) in formal spheres such as the schools, the courts, the State offices, etc. whereas French which is natively spoken by only a very small group (at most 3%) is the primary language of school instruction (and of government, courts, print media, etc.

In the workshop, we will discuss data that may help us understand how best to usher changes in attitudes toward the use of stigmatized or endangered local languages (such as Kreyòl) in formal education and how best to promote such local languages as vectors to enhance the promotion and dissemination of modern pedagogy and technology for STEM education, and vice-versa —namely, how can STEM education, in turn, serve to enhance the promotion of local languages for "transformations and sustainability" both in linguistics and in the communities where these languages are spoken.