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THE MULTI PROJECT: RESOURCES FOR ENHANCING MULTIFACETED CREOLE LANGUAGE EXPERTISE IN THE LINGUISTICS CLASSROOM

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How can linguists actively rectify the ways Creoles¹ are introduced, discussed, and represented in the linguistics classroom? Historically, linguistics teaching and research have separated Creoles from other language varieties. This can be found in the theoretical perspectives that are assumed and promoted, namely CREOLE EXCEPTIONALISM (DeGraff 2003, 2005), and in the curricular separation of Creoles from other languages. For instance, Creoles are often limited to singular units in linguistics courses and textbooks, such as sections on language contact (e.g., Fromkin, Rodman, and Hyams 2013) or language acquisition under supposedly “unusual” circumstances (e.g., Jackendoff 1994). However, linguists increasingly see the need to reimagine their pedagogical approach to Creoles and other minoritized languages:

“Despite our general consensus about the validity of all language varieties, linguists are still a part of society, and we are shaped by many of these same biases, which we consequently perpetuate. Thus, as we work to change society’s views on language, we need to remember to clean up [our] own house, too” (Sanders, Umbal, and Konnelly 2020, 1). The treatment of Creoles and other mis- and underrepresented languages in linguistics pedagogy shapes the attitudes of nonspecialists and linguists-in-training. The exceptionalization of these languages can be faced and actively countered by diversifying language data presented to students to avoid privileging major standardized European languages, creating new resources and tools, and inviting users of underrepresented languages into our classrooms (Sanders, Umbal, and Konnelly 2020).

To support a more equitable linguistics pedagogy, we developed the Mis/Underrepresented Languages: Teaching and Inclusion (MULTI) Project (<https://web.sas.upenn.edu/cclelinguistics/>), a website featuring pedagogical resources that support effective inclusion and integration of Creole language data and expertise, with the possibility for expansion in the future to include more underrepresented language varieties. The materials on the MULTI website are informed by our previous community-based work dedicated to revitalizing attitudes toward Creole languages and promoting their equitable inclusion in linguistics pedagogy; this is particularly crucial in the Global North (see Braithwaite and Ali 2024).

As described in Bancu et al. (2024), our research team conducted one-on-one interviews with 15 Creole experts (Creole users with metalinguistic knowledge of how their Creole languages are used in-community) and carried out an online survey completed by 58 linguists (scholars trained in the language sciences) with experience teaching introductory linguistics classes. Our aim was to examine and compare their “representations, characterizations, and ideologies about Creole languages” (295). Note that while we grouped participants as either Creole experts or linguists for the purpose of structuring the study, these categories were somewhat blurred. Though most of the 15 Creole experts had no training in linguistics, one had in fact earned a Master’s degree in the field. Conversely, most of the linguists did not have lived expertise as users of a Creole language; however, 12 of the 58 linguists did report that they use a Creole language themselves, either in their personal lives or as a learner, typically for the purposes of fieldwork and other research tasks.

Representatives from both groups then came together in a workshop to discuss how to effectively integrate Creoles into linguistics courses. Emerging themes highlighted a critical need for several shifts in practice, such as:

1. incorporating Creole languages and Creole language data throughout course curricula,
2. forefronting that Creoles are natural, full-fledged languages that arise in multiple sociohistorical contexts, and
3. facilitating encounters between students and Creole experts.

In this article, we first describe how outcomes from the workshop informed the development of MULTI. We then provide an overview of the MULTI website and its resources. Finally, we discuss guidelines and considerations for using website materials and for facilitating encounters between students and language experts by inviting them into the classroom as guests.

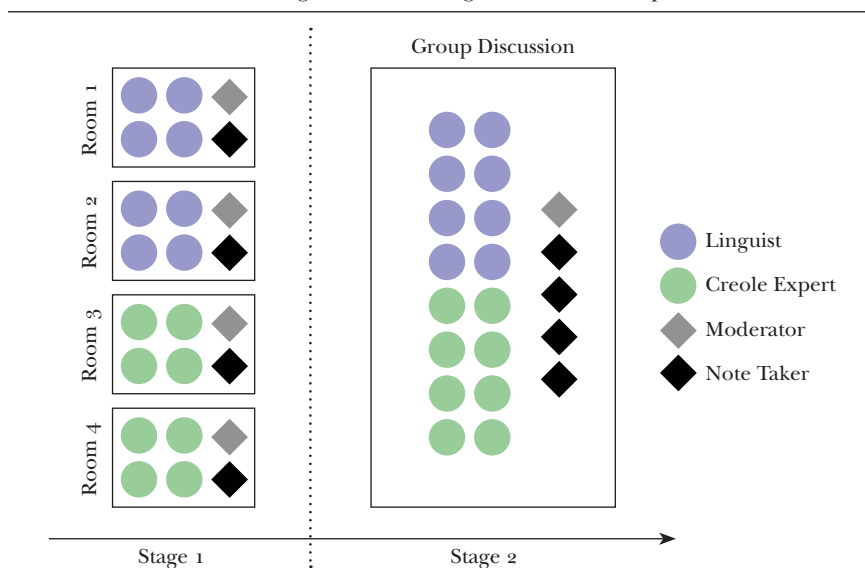
LAYING THE FOUNDATION FOR MULTI: WORKSHOP OUTCOMES. During our Creole Languages and Linguistics Teaching workshop,² which inspired us to create MULTI and guided our approach to developing the site, Creole experts and linguists gathered virtually on Zoom to share their perspectives and experiences and to learn from each other through open dialogue. The goals of the workshop were:

1. to create a space where the perspectives and expertise of Creole users were centered, highlighting their role as experts on their own languages whose insights guided and informed our discussions, and
2. to generate recommendations for equitably integrating Creole languages into linguistics teaching.

To ensure participation from across several time zones (participants and research team members were located across the United States, the Caribbean, Europe, and Africa), we limited the workshop to one hour. However, given the richness of the discussion and positive feedback we received from participants, we hope to repeat this event in a longer format in the future. Perhaps the person who put it best was a linguist who said, “An hour is a really short time to go over so many different issues that are related to Creoles. And in the future when you host this meeting, please ... impose more time on us.”

The virtual workshop consisted of two stages (see figure 1). In stage 1, Creole experts and linguists were sent to separate break-out rooms to respond to discussion questions and share their thoughts and opinions among themselves. There were two Creole expert-only groups and two linguist-only groups, each of which contained four participants (experts or linguists) and two research team members (1 moderator and 1 notetaker). In stage 2, all groups came together to share what they had learned, to comment on preliminary insights from the earlier interview/survey portion of the project, and to discuss paths toward teaching about Creoles in a nonexceptionalist manner that incorporates input from their users.

FIGURE 1
Group Discussion Structure of the Creole Languages
and Linguistics Teaching Virtual Workshop



The experts were users of Trinidadian English Creole, Kwéyòl Donmnik (Dominica Creole), and Kriolu (Cabo Verdean Creole). They were asked to discuss what they would like those inside and outside their communities to know about their languages. In response to this prompt, a common message among the experts was that Creoles are full-fledged languages. Kriolu experts started the workshop by asserting that Creoles “are not a form of broken language, they are a language,” “we are not a broken language, we are a real language, [...] we are our own language.” Similarly, Kwéyòl Donmnik experts wanted Creole users, and the broader public, to know that Creole languages are diverse, vibrant, and have full expressive power: “Kwéyòl is not a dialect. It is not a broken language. It is a full language. It is very much an integral part of our identity.” Linguists agreed, as reflected by their responses in their breakout rooms. One, who taught a linguistics course in a Creole community, noted that, “By teaching (in and about) these languages, we can make a real difference in the prosperity and self-regard for the people that speak them.” As another linguist put it, “I want to put some kind of message out that Creole is not something we should be ashamed of. There should be more publicity about the value of the language, not only for the sake of the [Creole-speaking] communities, but the world.”

The Creole experts also expressed that we need to contextualize the historical setting in which the Creole emerged. In the case of all three Creoles

under consideration, enslavement and indentured labor were part of the historical factors that led to the emergence of these languages.

The experts saw the education of linguists and others within and outside Creole-using communities as a crucial facet of pushing against negative beliefs about Creoles. Specifically, they emphasized the importance of countering anti-Creole stigma by teaching language scientists, Creole-users, and others that these languages are not less valuable forms of their more prestigious European relatives, a negative assumption that is internalized by some community members: “Growing up, I was led to feel like I was subservient to ‘higher level’ languages.” The Creole experts brought a concrete, real-world dimension to the discussion, identifying negative consequences of linguistic biases with respect to accessibility. For example, translation into a Creole’s lexifier may be inaccurately assumed to be an adequate substitute for translation into the Creole itself, limiting Creole users’ access to interpreting services, particularly in medical and government contexts. As one expert put it, “Without the language, you cannot provide a community’s basic needs/rights of life”; denying linguistic access results in marginalization and perpetuates inequity.

The responses of linguists intersected with those of Creole experts in that both groups wanted to “teach against the notion of broken languages” and to promote the voices and lived experiences of language experts. The conversations among the linguists centered on current pedagogical practices toward Creoles in linguistics, how to improve them, and potential benefits to the field of linguistics and beyond. Many of the linguists were already incorporating topics surrounding Creoles in their teaching but were encountering barriers, such as textbooks that limit information about Creoles to a single chapter, often placed at the end of the material and separated from other course topics. To remedy this, they recommended incorporating Creole data across commonly addressed subfields like phonetics, phonology, morphology, and syntax. To this end, the MULTI website features Creole data sets that span these subfields and allow teachers to meaningfully integrate Creoles throughout their linguistics teaching. MULTI also includes details about how the problem sets were created from fieldwork and research data to aid teachers in creating materials of their own that fit their unique needs.

Both the Creole experts and linguists agreed that reeducation of the public should include Creole users’ voices and inviting language experts into classrooms to tell their stories. As pointed out by the linguists, incorporating community perspectives in this way could demonstrate to students that Creole languages exist beyond textbooks and problem sets. Thus, the aim of the MULTI Project is to make progress toward the vision expressed by the workshop participants by amplifying the voices of users of Creole languages and empowering educators with the necessary tools to effectively

incorporate Creole languages into their classrooms. The MULTI website supports these practices by including video clips of interviews with Creole users, contextualized problem sets, and links to other useful resources, as well as a facilitation guide for incorporating these items into curricula, either alone or in combination with invited guests.

In the next section, we describe the resources featured on the MULTI website and their development in more detail.

OVERVIEW OF THE MULTI PROJECT WEBSITE. Like the Creole Languages and Linguistics Teaching Workshop participants, numerous scholars have raised calls to action in support of more diverse and socially just linguistics research, pedagogy, and disciplinary practices (e.g., Sanders, Umbal, and Konnelly 2020; Charity Hudley, Mallinson, and Bucholtz 2020; Bjorndahl et al. 2024 [this issue]). To respond to pedagogical desires expressed during the workshop and by members of the linguistics community more broadly, the MULTI website and its resources were created to facilitate increased representation of Creole languages and increase consciousness around the common and entrenched myths and misconceptions that surround them. The MULTI Project adds to a growing number of resources responding to these calls with the intention of increasing the linguistic diversity in pedagogical materials while also emphasizing the importance of educating students and the public about the social, economic, and historical contexts that impact minoritized languages and the lived experiences of their users (e.g., Di Paolo and Spears 2014; Taniguchi 2022–23).

Creating digital resources with the goal of combatting marginalization and its negative impacts is a strategy that has also been implemented outside linguistics, and we have also taken inspiration from such projects. For instance, Rudd et al. (2013) discuss the Creating Cultural Empathy and Challenging Attitudes through Indigenous Narratives project, which collected narratives from Australian Indigenous individuals about their experiences in healthcare. The goal was to demonstrate and bridge cultural differences, foster empathy, and challenge biases that may lead to negative health outcomes. Their project website features example interviews with Indigenous contributors, a facilitation guide for interviews and workshops, and practice scenarios for healthcare interactions. Our goal is for MULTI to be similarly multifaceted, offering instructors and students in the language sciences various resources, including filmed interviews, Creole-centered problem sets, and a facilitation guide.

Problem Sets. At the outset of this project, all research team members were affiliated with the University of Michigan's Department of Linguistics. Several students and faculty, including members of this research team, worked on

developing curricular materials to counter textbook and other pedagogical practices that relegate Creoles to a late chapter in a book or a single lecture in a course, implicitly or explicitly treating Creole languages as exceptional. Some of these materials are now hosted on the MULTI site as problem set resources. In this section, we describe how these sets were developed and discuss how courses can be revamped and reoriented toward inclusion by exposing students to data from minoritized languages throughout the term.

One of the first steps was integrating data from minoritized languages into an introductory syntax course at the University of Michigan offered in fall of 2018.³ The professor assigned readings throughout the semester that taught the students the basics of generative syntax while effectively exposing them to the syntactic structures of non-English languages (e.g., Hindi) and minoritized varieties such as African American English (AAE). One of the problem set assignments addressed the Noun Phrase structure of Kwéyòl Donmnik, based on fieldwork data that the teaching assistant had collected for her dissertation (an updated and expanded version of this problem set can now be found on the MULTI website).

Later, in the summer of 2021, the department proactively compiled datasets representative of a wide variety of minoritized languages.⁴ Notably, these data sets were not problem sets, and they were meant to be used only internally by departmental instructors, as they were drawn from copyrighted publications. As a result, they are not available or formatted for public use. However, even relatively private repositories like this are a helpful strategy to enable change at the departmental level by assisting instructors in finding diverse datasets while reducing the burden on instructors who want to share materials. Though we have focused largely on the development of “problem set” exercises for the website that can give students practice applying principles of phonological, morphological, and pragmatic analysis, exposing students to Creole language data can, of course, take place independently of structured problem sets.

Finally, in the winter of 2022, in the context of LING 780 Language Genesis across Modalities (a graduate-level course that focused on the emergence of Creoles, pidgins, and sign languages),⁵ the two professors invited a group of students⁶ in the class to develop problem datasets representative of sign and Creole languages, based on past studies describing such languages. Several of the Creole-centered problem sets are featured on the MULTI webpage, and the department’s full collection of problem sets involving sign and Creole languages is being refined to be shared in the future.

It is important to introduce the languages displayed in the problem sets within their broader sociohistorical context, thereby showing students that Creoles are diverse and have different histories involving a variety of popula-

tions, as do all natural languages. Because of this, the problem sets provided on the MULTI website, including those drawn from the University of Michigan's Linguistics collection, contain contextual overviews for each featured language. We encourage instructors to attend to these overviews explicitly with their students, which often showcase the rich multilingual heritage of Creole languages and the dialectal diversity within a given named language.

Often, instructors may introduce linguistic data, including those presented in problem sets, without providing much context or information about the language under consideration. A student in one of the authors' Language and Discrimination course, in response to Leonard's (2018) "Reflections on (De)colonialism in Language Documentation," remarked on the lack of context they had in problem sets previously in their linguistics training: "I've seen these glosses in multiple of my ling classes so far and I've always thought it was a bit strange that we were given no language context besides the region to do the exercises." Our hope is that other individuals, research teams, and departments will follow similar processes, developing materials that expose students to linguistic data and sociolinguistic context for a wide range of minoritized languages, effectively increasing their visibility and potentially attracting students to their study.

Video Clips from Interviews with Language Experts. Inviting guest speakers who use mis-/underrepresented languages can yield valuable learning experiences (we will discuss two examples from our own courses later in this article). However, workshop participants noted that finding visitors and coordinating schedules is a significant challenge, if not impossible. In hopes of making this genre of content more accessible, we recorded interviews with Creole experts and developed a bank of short video clips extracted from these interviews (captioned in English). Contributors retain full editorial control over their recordings and website biographies. Talking points include topics like Creole language use in daily life, histories of Creole languages, and favorite linguistic features, showcasing the diversity of Creole users' experiences and language practices.

We were inspired by methodologies used by researchers like Grogan, Hollinsworth, and Carter (2021), who created Voices, a video bank of excerpts from semi-structured conversations with Australian Indigenous contributors that were then introduced throughout Indigenous studies undergraduate courses. The Voices materials produced positive student course feedback and learning outcomes, were easy for instructors to integrate into the curriculum, and "maximised the utility and impact of Indigenous voices while minimizing the burden on storytellers who retained total editorial control" (Grogan, Hollinsworth, and Carter 2021, 44). This study inspired the approach

taken here to develop the repository of Creole expert interview extracts that is featured on the MULTI website.

Facilitation Guide. Also available on the website is a facilitation guide that gives instructors an overview of how the resources were developed as well as recommendations for how they might use those resources within the context of their own classrooms. This document is not intended to be a definitive how-to manual but rather serves as a convenient overview of the MULTI Project's goals and materials and offers starting points for sparking classroom discussions and activities centering Creole languages.

INVITING LANGUAGE EXPERTS AS GUESTS. An important method that was recognized among attendees of the Creole Language and Linguistics Teaching workshop was facilitating encounters between students and language experts by inviting Creole users as guests to share their experiences, research, or linguistic activism. While the video resources we developed for the website can help instructors and students access more experiences and narratives from language experts, inviting them into the classroom is incredibly valuable when possible as it enables exchange of more specific knowledge, questions, and clarification. In this section, we further address some important benefits and considerations for inviting language experts to the classroom.

Benefits. Several researchers have highlighted that inviting guests into linguistics classrooms is a strategy that benefits students' learning, particularly when those guests' contributions center on marginalized populations of language users; one such example is work by Kantarovich and Truong (2024 [this issue]), who include inviting guest speakers among their recommendations for increasing the visibility and inclusion of heritage speaker perspectives in linguistics pedagogy. In particular, inviting Creole experts into the classroom can achieve several positive outcomes: First, the presence of experts in the classroom anchors a lecture or entire course in the daily lived experiences, views, and attitudes of communities that use Creole languages. Second, it provides a scholarly stage for experts to present their languages the way they view them, highlighting their agency and demonstrating that they have sole ownership of their individual, personal representations of their own languages. This in turn allows students to engage with the ways experts vary with respect to how they name, define, describe, use, represent, and relate to their languages. Third, this practice builds bridges between students who may be interested in these languages and experts who use them in their own unique ways, thereby undermining misconceptions and misrepresentations about what Creole languages are supposed to look like or sound like. Furthermore, it pushes back against the extractive framing of nonlinguist

language experts purely as sources of data as opposed to individuals with histories, opinions, and knowledge about their languages (Tsikewa 2021). These outcomes support decolonization by emphasizing “the sovereignty, peoplehood, intellectual traditions, and cultural values of groups that experience colonialism” (Leonard 2018, 56).

The presence of language experts can also make students who are users of minoritized varieties more engaged in learning and more comfortable discussing their experiences with their classmates by reducing the real or perceived burden for them to instruct their peers and by mitigating the effects of sole status and stereotype threat in learning environments where there are few users of these varieties. More specifically, inviting these experts shows that educators value diversity, which is argued to counteract stereotype threat (Casad and Bryant 2016) and could also increase these students’ future participation in linguistics, as suggested by Calhoun et al. (2021).

Student Reception of Language Expert Guests. To examine students’ reception of language experts as guests in the classroom, a research team member invited experts to make virtual visits to two of her spring 2022 courses: a user and teacher of Kwéyòl Donmnik visited her graduate seminar on Creole and pidgin languages and a linguist and heritage user of AAE visited her undergraduate AAE class. Both guests received compensation for their time and knowledge. The undergraduate course, which was cross-listed between English, linguistics, African American studies, and anthropology, attracted 18 students from across a wide variety of degree programs, few of whom had prior training in linguistics. The graduate course was taken by three linguists-in-training pursuing advanced degrees in the field.

Both visits were conducted over Zoom during the latter half of the term, by which time the students had received ample foundational information about minoritized language varieties generally and AAE and Creole languages in particular. During their talks, the experts were asked to share their linguistic autobiography (a narrative of their life through the lens of language) and to talk about their language-centered work in-community and/or in academia. The Q&A period that followed each lecture was unstructured, allowing the students to freely ask their questions and react to the experts’ talk. Later, the instructor gave students in both classes the option to complete an anonymous online feedback form that included a question eliciting their reflections on the experience. All three graduate students responded, as did eight of the undergraduates.

The most prominent throughline was that students reported a deeper awareness of how course material had real-world implications for their fellow human beings (e.g., “I think she really provided a human face to the theories and research that we are doing,” “It made class feel even more ‘relevant,’”

“It gave me amazing insight into how Creole languages are currently being incorporated into formal education”). These engaged reactions seemed to be facilitated by particular features of the lectures, such as the fact that the experts shared their personal knowledge (“It was interesting to see a professional within the field talk about their life experience and background”) or offered digestible examples of the varieties they use and research/teach (“I enjoyed how she tied her experiences with some of the videos she provided”).

Although the opportunity to ask experts questions is a benefit that video clips cannot duplicate, the Voices project research by Grogan, Hollinsworth, and Carter (2021, 40) suggests that utilizing resources with “shorter, ‘punchy’ lengths allows much greater dispersal of visual material across teaching sessions and [...] increases active engagement.” Our hope is that MULTI will make it possible for students to engage with the lived experiences of a variety of language experts, starting with the Creole experts whose interview video clips are featured on the site. As is also stated in the facilitation guide found on the website, these clips may even be introduced alongside direct interaction with a guest expert, diversifying students’ experiences beyond the confines of a single encounter with one individual. Future work will examine how students react to the MULTI clips, both alone and in conjunction with a guest expert.

Considerations. While the previous section discusses outcomes from smaller classes focused on Creole languages and AAE, language experts could be guests in large or small classes, as well as introductory or upper-level courses whose content includes Creoles or other minoritized languages. In cases where large courses feature smaller sections, we recommend inviting experts to only the main lecture so that all students have access; this is less labor-intensive than overburdening guests with an appearance in each section. We also suggest that, irrespective of class size or course level, instructors provide both the expert and the students with contextual information and some helpful scaffolding beforehand. The expert will benefit from an overview of the topics students have covered thus far, a guiding suggestion or prompt for their talk’s content (e.g., sharing their linguistic autobiography), and logistic information. In the same vein, students will benefit from basic information about who the guest is and the kind of presentation the guest will give, as well as suggestions for the kinds of questions the students might ask. These previsit discussions are also a time for the expert and the students to identify needs or ask questions (e.g., Should questions be held until the end? How would the expert prefer to be addressed?). Though the actual encounter may deviate somewhat from this scaffolding, it gives everyone involved a supporting structure for creating a safe and impactful educational experience.

We must acknowledge that, even when language experts who are willing to share their knowledge with students are available and there is room in an instructor's curriculum for a guest visit, inviting them into the classroom may not always be feasible. For example, funding to compensate guests may be unavailable, and even when modern technology is used to facilitate a virtual visit, other logistic constraints (e.g., differing time zones) may prove difficult to navigate. Also, repeatedly utilizing this practice may not be sustainable, such as when instructors repeatedly rely on the labor of a limited pool of experts (Grogan, Hollinsworth, and Carter 2021, 40). However, when done mindfully, inviting experts into our classes can make for fruitful learning experiences. By interacting with users of minoritized languages directly, students connect with their shared humanity as well as with their expertise and can ask questions about the individual's lived experiences.

Representativeness of MULTI. Drawing on insights from users of underrepresented individual Creoles, as we do in this project, helps to diversify and expand the intellectual foundation of Creole linguistics pedagogy. Including Kwéyòl Donmnik, Trinidadian English Creole, and Cabo Verdean Creole speakers in our initial Creole Languages and Linguistics Teaching workshop, as well as featuring Kwéyòl Donmnik and Cabo Verdean Creole users in the video clips currently posted on the MULTI website, was driven by the authors having direct connections to communities that use these languages. However, these Creoles all fall within the larger category of Atlantic Creoles, which have collectively received disproportionate attention in linguistics to the extent that their over-representation can lead to structural stereotyping of Creole languages (Blasi, Michaelis, and Haspelmath 2017; Meakins 2022).

Thus, we recommend that teachers address the broad diversity of Creole language structure by actively discussing what is missed by focusing only on certain contact variety subgroups and by using other types of resources linked on the MULTI website. For example, we have also included among our problem set resources focusing on non-Atlantic languages such as Lánnanguè (also known as Philippine Hokkien) and Jejueo (spoken on Jeju Island in South Korea). Instructors can also refer to the external resources linked on the website to address Creole diversity, including *The Atlas of Pidgin and Creole Language Structures* (APiCS) (Michaelis et al. 2013), which examines key structural properties across 76 Creoles, pidgins, and mixed languages, and work by Meakins (2022) that discusses how Australian and Melanesian Creoles contribute to Creole linguistics. We also provide a link to a form on the MULTI website's Resources page where users can suggest further resources to be added to the website.

Within and outside this Atlantic grouping, we also recognize that there is much variation among Creole languages with respect to the linguistic eco-

gies in which they emerge, resulting in variation in the linguistic properties they display and differences in the language ideologies shaping their usage in communities. Creole users have experienced remarkable geographical dispersion, often as a consequence of forced enslavement or displacement. This has resulted in far-flung diasporic communities and usage of these languages around the world as well as variation across and within communities with respect to language attitudes.

Thus, alongside teaching about structural diversity, notice that ideological and sociohistorical diversity is also a foundational element of the MULTI Project, which engages with these topics by including Creole users from both homeland and diaspora contexts in video content and by providing the sociolinguistic context surrounding the language data that are included in problem sets. These resources highlight that geographical movement and existence as a minoritized language user are shared experiences for many who use Creole languages. Also, situating problem set data within their broader context helps to more effectively communicate to students that Creoles are both sociohistorically and linguistically diverse, as are all natural languages. We hope that these features of MULTI will support instructors in emphasizing the importance of avoiding blanket statements and generalizations with respect to both Creole languages and their users.

CONCLUSION AND FUTURE WORK. This work is part of a broader commitment among our research team, as well as a notable shift across the linguistics community more broadly, toward addressing misconceptions about misrepresented and underrepresented languages and language varieties within academia and beyond by enabling more language diversity in linguistics education and by facilitating connections between people from different language communities.

This project was made possible by taking a community-based approach. Continuing to build and create relationships across and within the communities of which we are a part, as well as the communities our research and teaching impact, is vital to continuing these efforts. The resources that we have developed so far have been geared toward Creole languages and toward linguistics pedagogy, particularly in the Global North. However, we and our workshop attendees also recognize the continued need for resources geared more deliberately toward the general public, the Global South, and users of Creole languages. For example, several workshop participants noted a need for more research, documentation, and teaching materials about Creole languages to be conducted or translated into the language itself to make it accessible to those communities and to boost the profile of the language. While it was not within the scope of the current project to develop such translations, we hope to promote and refer to existing resources that exist

in various Creole languages on the website. We also recognize the need for pedagogical resources that feature other marginalized languages. Thus, we have broadly titled this project Mis/Underrepresented Languages: Teaching and Inclusion to leave room for future expansion, as we look forward to providing resources for other languages and language varieties that are underrepresented, endangered, or stigmatized.

NOTES

1. We follow DeGraff (2003, 2020) and Baptista (2020) in capitalizing the word *Creole* on the grounds that Creoles represent a language grouping and community marked by similar sociopolitical histories.
2. This workshop took place on November 20, 2021.
3. This course was offered by Natasha Abner. Her teaching assistant Joy Peltier's dissertation focused on Kwéyòl, a Creole language spoken on the Lesser Antillean Caribbean island of Dominica (not to be confused with the Dominican Republic).
4. This initiative was spearheaded by Ezra Keshet and Lisa Levinson, and the students who compiled the datasets were Wyatt Barnes, Felicia Bisnath, Dominique Bouavichith, Jeonghwa Cho, Sovoya Davis, Demet Kayabaşı, L. R. 'Nik' Nikolai, and Moira Saltzman.
5. LING 780 is a seminar cotaught by two departmental faculty who explore the same topic from different angles or using different methodologies. The topic of the course changes based on the instructors' areas of research. This instantiation of the course was cotaught by Natasha Abner and Marlyse Baptista and focused on a critical evaluation of the supposed parallels between signing communities and communities of Creole and pidgin language users and assessed whether such comparisons that connect these languages actually promote or impede our linguistic understanding of them.
6. The four students who volunteered for this project were Felicia Bisnath, Sophia Eakins, Demet Kayabaşı and Cecilia Solís Barroso.

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INCREASING JUSTICE, EQUITY, DIVERSITY, AND INCLUSION IN LINGUISTICS THROUGH SMALL TEACHING

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There is an old quip in mathematics about how to get to infinity—just keep adding one. Silly as it is, that quip articulates two of the central themes of the present paper: (1) big pedagogical changes can be enacted through small strategies, and (2) as with infinity, we will never actually ACHIEVE the end goal. These two simple ideas lead us to draw connections between a fairly straightforward pedagogical framework—James Lang’s *Small Teaching*