

Group 1- The Word Starts Here

Group Authored Rational

December 7, 2021

At the beginning of our group project, we originally had three group members, as the semester progressed, we ended up with just two. Lauren was overall responsible for the editing of the audio file where she added music and did a wonderful job putting all our interviews together. Ashley ended up doing the transcript, group authored rational and promotional material. We decided to divide up the responsibilities this way because in the end editing is a lot of work and requires a lot more effort being put in then just creating a poster. We felt that overall, we both divided the work based on our strengths and helped each other out on our sections when needed.

Our contact zone that our group focused on was learning barriers between English Language Learners. Our group decided to investigate how these ELLs were affected within the education system and what needed to be done to help them succeed in their education. We ended up interviewing two professionals who have experience teaching. These two interviewees both gave unique perspectives on how they deal or don't deal with ELLs within their classrooms. They both had different experiences when it came to training, diversity and opinions on the subject which gave our audience a fresh perspective of both sides within the issue presented. We researched a variety of different websites to help us get a clear understanding of ELLs, which helped us come up with our questions during the interview.

One of those websites was the book, "Defying paradise: Hawai'i. In English with an Accent" which talks about how Pidgin, which many Hawaiians and residents use and how people

feel it should be remembered, has been in a sense disregarded in comparison to English. The book shows the importance of English while also addressing the importance and need to practice Pidgin as well. We also looked at the article, “Beyond Contrastive Analysis and Codeswitching: Student Documentary Filmmaking as a Challenge to Linguicism in Hawai’i.” This article talks about how even though Pidgin is the most common language within Hawaii it is still treated with disdain. Especially when it comes to the youth in school. The article discusses the differences when it comes to the understanding and incorporation of the two languages within contact zones in and outside of the classroom.

We made sure that before our interview we created an in-depth outline that highlighted each person’s position and what they were responsible for. We also created questions before the interview to go over with each other. That way each member was able to see each person’s questions they were going to ask and make any changes that they felt necessary. We felt an interview stance would be best for it would help us address our questions with our audience in an organized, in-depth, and structured way while also leaving room to talk story. We really wanted to get each of our interviewees personal and professional opinion on the subject within the podcast.

Overall, we felt that we did a successful job when it came to showing our audience the issue of ELLs face within the education system. We were able to demonstrate multiple issues that professionals face when not having the necessary tools to perform within these contact zones, especially when they are not trained for this field. We were able to show a professional who works in a diverse environment compared to one who works in a school system that isn’t as diverse. Further showcasing within our podcast, the positive and negative effects of both situations.

Sources:

Higgins, C., Nettell, R., Furukawa, G., & Sakoda, K. (2012). Beyond Contrastive Analysis and Codeswitching: Student Documentary Filmmaking as a Challenge to Linguicism in Hawai'i. *Linguistics and Education*, 23(1), 49–61. <https://doi.org/10.1016/j.linged.2011.10.002>

Lippi-Green, R. (2012). Defying paradise: Hawai'i. In *English with an Accent* (pp. 235-247). Routledge. <https://doi.org/10.4324/9780203348802-20>