

# Book review: *New Ways in Teaching with Creative Writing*

by Joseph Hester

Randolph, P.T., & Ruppert, J. (Eds.). (2020). *New ways in teaching with creative writing*. TESOL Press.

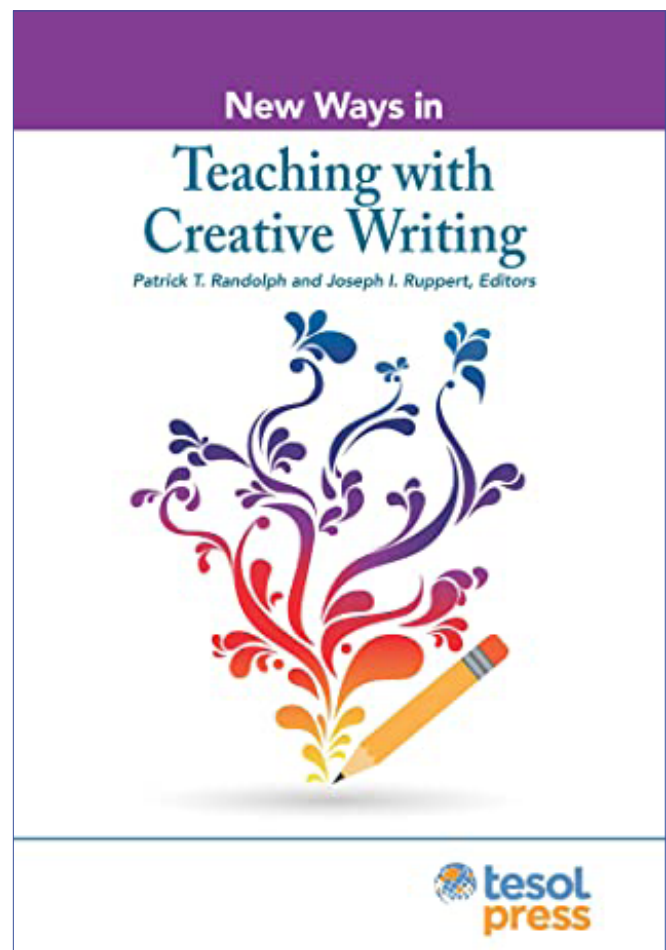
Is there any value in teaching creative writing to ESL students? Is it relevant to their lives? Shouldn't educators focus on academic writing, which will help ESL students advance in their studies and careers? The book *New Ways in Teaching with Creative Writing* makes the argument that teaching creative writing is not only relevant but indispensable for ESL student writing success; moreover, it gives the tools, 97 detailed activities, to incorporate creative writing into your teaching repertoire.

### Summary

The book, published by TESOL Press, has a very attractive cover. Upon opening it, you will discover the table of contents with creative writing activities organized by type: Poetry, Prose, Dialogue Activities, and Creative Writing Projects. Each activity includes the title, contributor, and page number for reference. Next, you will find the introduction with a passionate case for including creative writing in the curriculum for ESL students. It opens with "A Parable of the Creative Child" and gives four arguments for incorporating creative writing into curriculum: "Creative Writing Uses the Students' Personhood as the Source for Writing Material," "Creative Writing Promotes Flexibility in Skill and Thought," "Creative Writing Works with Emotions and the Tangible World," and "Creative Writing is Fun!" After that, there is a section on how to use the book. In select lessons, there are worksheets and other resources downloadable from the TESOL website. Then, on to the activities!

The Activities in *New Ways in Teaching with Creative Writing* give you everything you need to teach your students how to tap into their creativity to improve their writing. Each activity provides a detailed lesson plan including the recommended student level and lesson goals, as well as the class time, preparation time, and

resources needed. There are activities for all levels from Low-beginner to Advanced. In addition, each lesson plan contains a detailed description of the activity, a step-by-step procedure for carrying it out, options for adapting it, and a detailed reference list with materials for further reading. Each short unit ends with one or more sample works from the contributor or their students, which the instructor will find extremely valuable when choosing an activity.



## My Impression

As a long time TESOL educator, I have struggled with the issue of including creative writing in my courses. However, after reading Randolph's introduction, I was struck by how personal creative writing can be to the writer, tapping into emotions, while promoting cognitive flexibility in a way that academic writing does not. I was similarly impressed by the clear and easy to read layout of the activities, and the sheer variety of intriguing titles, from "The Joys of Writing Tanka" (poetry), "Fairy Tales with a Twist" (prose), "Writing Dialogue for Steven Spielberg"

(dialogue) to "Organizing a Public Poetry Event" (creative writing project). One of the most unique and helpful aspects of the book are the sample works at the end of each activity, which bring each lesson to life by helping me visualize the end result. This is extremely useful when choosing which lessons I want to use in my classes. The sample works can also be shared with students as a model to follow. I am excited about incorporating many of these activities into my ESL writing classes, and I highly recommend that you check out *New Ways in Teaching with Creative Writing* for yourself.



Joseph Hester has a Masters in TESOL from the University of Illinois at Chicago. He has been serving adult ESL students since 2001 in a variety of roles including Instructor, Faculty Manager, and Learning Center Coordinator, where he specialized in ESL teaching resources. He is the Co-Awards Chair for the ITBE (Illinois TESOL - Bilingual Education) affiliate. Currently, he is a full-time tenure-track ESL Instructor in the Adult Education Department of the College of Lake County in Grayslake, IL and is passionate about helping his students achieve their definition of success. He resides in Chicago, IL with his wife and three children. You can contact him at [jhester@clcollinois.edu](mailto:jhester@clcollinois.edu).

## Article Review: "Inclusive Education in the (New) Era of Anti-Immigration Policy: Enacting Equity for Disabled English Language Learners"

by Jackie Otting

**Migliarini, V., & Stinson, C. (2020). Inclusive education in the (new) era of anti-immigration policy: enacting equity for disabled English language learners. *International Journal of Qualitative Studies in Education*, 1-17.**

Migliarini and Stinson's (2020) research article, "Inclusive education in the (new) era of anti-immigration policy: enacting equity for disabled English language learners," examines the seven tenets of Critical Disability Studies (DisCrit) and how these tenets directly relate to inclusive education for dual language learners/English language learners (DLLs/ELLs) with disabilities. DisCrit builds on scholarly research and philosophy from both Disability Studies and Critical Race Theory. Thus, DisCrit's framework is paramount to educators who work with multiply marginalized children whose identities intersect as culturally and linguistically diverse children with disabilities.

This paper further examines how one school district in upstate New York has interpreted and implemented the laws for exceptional DLLs/ELLs. Findings from their qualitative research reveal that teachers and district administrators are often confused regarding appropriate services for DLLs/ELLs with disabilities. While these exceptional learners are protected by law as special education and language minority learners, educators often believe that these learners are only entitled to either special education services *or* English language services. Rarely do disabled DLLs/ELLs receive both services for the legally mandated minimum special education and English language instruction minutes in the school day.