

## 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.

Although this research was conducted prior to Covid-19 and does not explore the pandemic's effects on distance education, this paper is an important read for language educators. For educators who may be at odds with school administrators regarding the legally required educational services for DLLs/ELLs with disabilities, this paper opens the door to conversation about complying with special education *and* English language education laws.

Educational equity for DLLs/ELLs with disabilities is my academic and research focus. I strive to promote equitable practices in public schools for DLLs/ELLs with disabilities. Due to the misunderstanding and misinterpretation of laws regarding this group of culturally and linguistically exceptional learners, their needs are often left unmet resulting in inequities in their education.

Understanding how Disability scholars, Critical Race Theorists, and academic equity researchers have come together to make a framework for DLLs/ELLs with

disabilities helps me in my practice to recognize how my students are multiply marginalized and what this means for their educational journey. How are students perceived in the school system as both racial, linguistic, and disabled minorities? Are any of their identities being overlooked? Are we giving students adequate space to recognize their own intersectionalities? Are we as English educators providing space to talk about disability and what it means to be multiply marginalized?

Reading this article helped me reflect on my own classroom practices and how I “label” my students. Understanding the struggles other educators and administrators have faced while trying to obtain equitable education for exceptional DLLs/ELLs and reflecting on my own experience has helped me recognize that I am not alone in this work. Using the DisCrit framework to come together as educators to demand equitable education and treatment for our disabled DLLs/ELLs is social justice in action.



Jackie Otting is a K-6 ELL teacher and formerly a Chinese teacher for the Iowa Department of Education. She is a curriculum and research consultant for an English language learning app for elementary students. Her research focuses on teachers' feelings of efficacy and preparedness for teaching DLLs/ELLs with disabilities. She is currently pursuing a Master of Education in Learning Sciences and Human Development with a graduate certificate in Disability Studies at the University of Washington in Seattle, WA. You can contact her at [jacqueline.otting@gmail.com](mailto:jacqueline.otting@gmail.com).

## **Book Introduction: *Student Motivation in English-Medium Instruction: Empirical Studies in a Japanese University***

introduced by Naoko Kojima

**Kojima, N. (2021). *Student motivation in English-medium instruction: Empirical studies in a Japanese university*, Routledge.**

*Student Motivation in English-Medium Instruction: Empirical Studies in a Japanese University* aims to (a) understand the current situation and problems of English-medium instruction (hereinafter, EMI) classrooms and (b) design and implement a series of pedagogical interventions to overcome these problems. I believe this book will be extremely beneficial to disciplinary instructors and administrators of EMI

programs, as well as to educators and researchers who are involved with EMI and language education. I decided to write this book when I witnessed EMI disciplinary instructors “teaching” their classes in a one-way lecture style but blaming Japanese students’ lack of motivation and low English proficiency for the failure of EMI in Japanese universities. I tried to show that language learners must not be underestimated and that they can