

Journal entry #2

[Linguistics](#), [English](#)



Journal Entry 2: Implementing Writing Workshop with ESOL

Implementing Writing Workshop with ESOL The article entitled “ Implementing Writing Workshop with ESOL Students: Visions and Realities” written by Peyton, Jones, Vincent and Greenblatt (1994) and published in the TESOL Quarterly focused on discussing the challenges and experiences encountered with by teachers who participated in The Books Project, a writing workshop program based in Washington, DC. The aim was to for participating teachers to describe varied experiences with the ultimate goal of integrating lessons learned from the workshop for the improvement of writing skills of ESOL students. As revealed, through initially establishing a vision, termed as a writing workshop, teachers are able to experience the vast challenges in motivating students to write and therefore linking the vision to practical and contemporary applications. The challenges that were noted ranged from working within a limited time frame, limited space and resources; as well as the difficulties of working with other academic affiliates within the school setting. The findings indicated that the challenges faced by ESOL teachers and students parallel those experienced by native English speaking teachers; the need to adapt learning from various instructional media could not be replicated completely but should be tailored to the teaching style and situation; and finally, “ teachers also need support and opportunities to work intensively over time with other teachers who are doing the same thing” (Peyton, Jones and Vincent 484).

The article is deemed beneficial for teachers in terms of being apprised of the challenges faced when teaching writing for ESOL students; particularly through the provision of support and guidelines that would assist in

encouraging students to develop and improve their writing skills. The lessons learned by the participants enhanced one's awareness that these challenges were likewise experienced by native English speaking teachers and should therefore not preclude one from trying to motivate students to seek alternative means to improve their skills in writing through the suggested techniques, depending on the needs and resources available.

Reference

Peyton, Joy Kreeft, et al. (1994). "Implementing Writing Workshop with ESOL Students: Visions and Realities." *TESOL Quarterly*, Vol. 28, No. 3, 469-487.