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**Fueling Your
Passion for English
Language Teaching**



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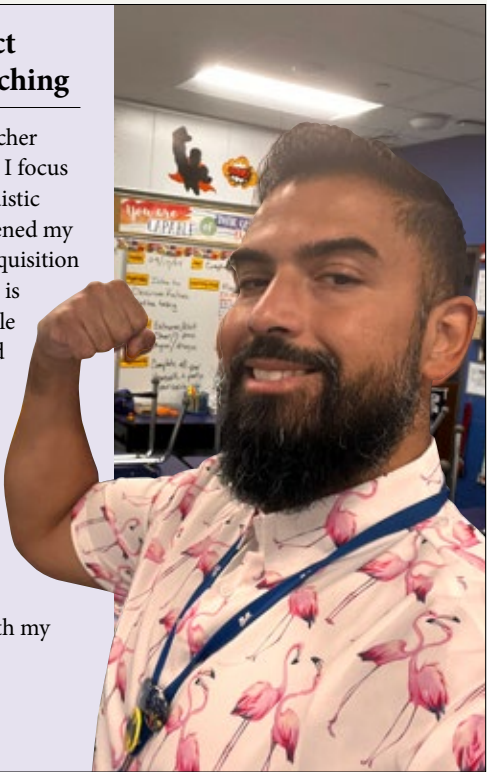
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Bridging Borders: Making an Impact Through Culturally Responsive Teaching

In my teaching context as a Puerto Rican ESL teacher living and working in Camden, New Jersey, USA, I focus on helping students who come from diverse linguistic and cultural backgrounds. My teaching has deepened my understanding of the complexities of language acquisition in urban settings. My favorite TESOL publication is *TESOL Quarterly*. This journal has been invaluable in my teaching practice, providing research-based insights into ESL methodologies and practical strategies for supporting English learners. It has helped me better understand how to scaffold lessons and meet the needs of students who face challenges not just linguistically but also socially. As someone who also wants to make an impact in Puerto Rico, I appreciate how this publication emphasizes culturally responsive teaching, something I aim to carry forward in both my current work and future aspirations.

Edwin Porrata (pictured right)

Teacher; New Jersey, USA



TESOL Quarterly

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New Releases



No-Prep Activity Cards for English Language Teaching

Looking for fun and engaging ways to boost the skills of your multilingual learners of English? Add these activity cards to your toolkit! Two new additions to this bestselling series bring creativity and collaboration into your English language classroom and inspire new directions in your teaching. These color-coded cards include a combination of traditional exercises, interactive games, and communicative tasks for flexible use in different contexts. Each activity also includes adaptations, variations, and/or extensions.



New!



William Newman

These 100 activities focus on leveraging the power of generative artificial intelligence and introducing students to a variety of AI tools in the language classroom.

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New!



Daniela Dascalita Ortiz

These 100 activities focus on formative assessment, with tasks aiming to identify how well students have mastered a concept.

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Teacher Leadership for School-Wide English Learning, Second Edition

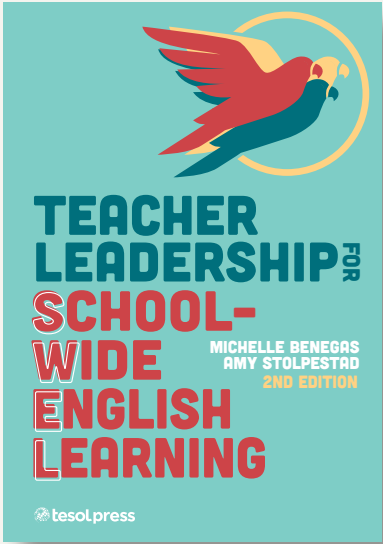
Michelle Benegas and Amy Stolpestad

This new edition of *Teacher Leadership for School-Wide English Learning* (SWEL) equips teacher leaders to implement the SWEL peer coaching model, transforming education for multilingual learners of English. Packed with ready-to-use professional development plans, practical tools, and insights from real-world experience, this book offers strategies to build systems that support language development school-wide. Access downloadable resources and new perspectives on how language fosters identity and equity.

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“The SWEL model is so important because it helps schools draw from their expertise within the school without having to depend on the expertise of others outside of the district. I think administrators will appreciate this book as well because it provides them with a clear process of starting the SWEL model from zero to launch.

—Tan Huynh, MEd, Secondary school teacher, International School of Phnom Penh



TESOL Zip Guide: AI in English Language Teaching

Christina Kitson

This Zip Guide is designed for educators seeking to integrate AI into their classrooms, lesson planning, and work with multilingual learners of English. It provides practical activities and foundational guidance on incorporating AI tools, strategies for creating engaging content and activities, and tips for fostering ethical and academically honest use of AI.

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The 6 Principles Quick Guide for Second Language Acquisition

Helene Becker (Author); Deborah Short (Series Editor)

This Quick Guide uses The 6 Principles as a lens to offer an overview of the key elements involved in the second language acquisition process, and tips on how educators can use this knowledge to assist learners in having a successful second language acquisition experience.

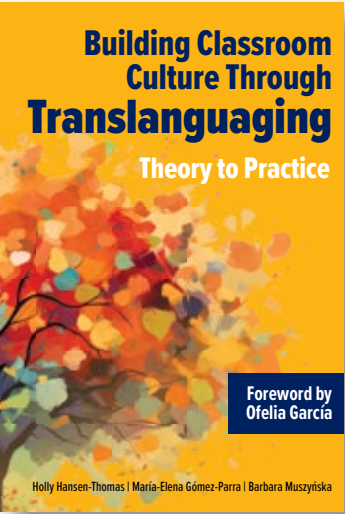
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ELT Power-Ups: Just-in-Time Professional Learning for K-12 Teachers of Multilingual Learners of English

Janet Eichenberger Hiatt and Cindra Porter

This book is a powerful resource designed for busy K-12 educators who need a practical guidebook on immediate and accessible professional learning opportunities. It offers adaptable approaches, time-saving solutions, and downloadable resources to help you engage in your own professional development—or facilitate professional development sessions for other teachers.

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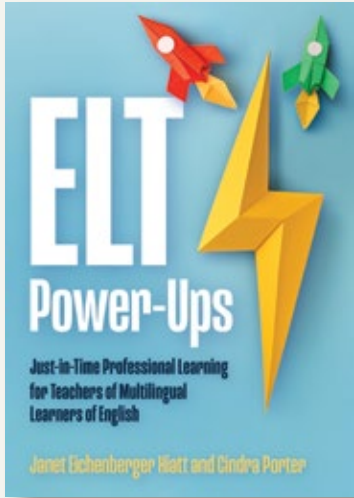


Building Classroom Culture Through Translanguaging: Theory and Practice

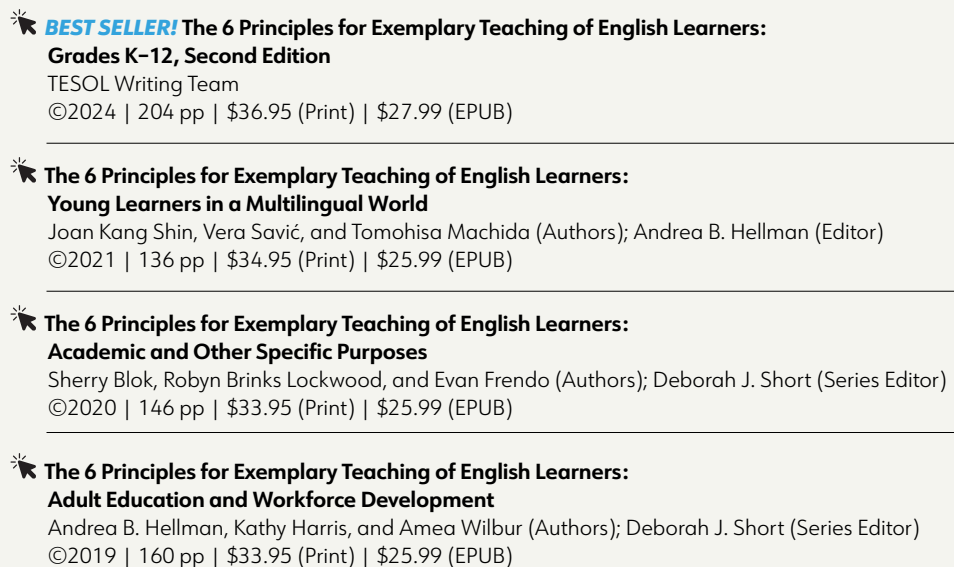
Holly Hansen-Thomas, Maria-Elena Gómez-Parra, and Barbara Muszyńska

This book is a comprehensive guide for educators who want to create inclusive and effective classrooms that celebrate the diverse linguistic and cultural backgrounds of their students. It introduces the concept of translanguaging, a pedagogy that moves beyond traditional methods by encouraging students to use their full linguistic repertoire.

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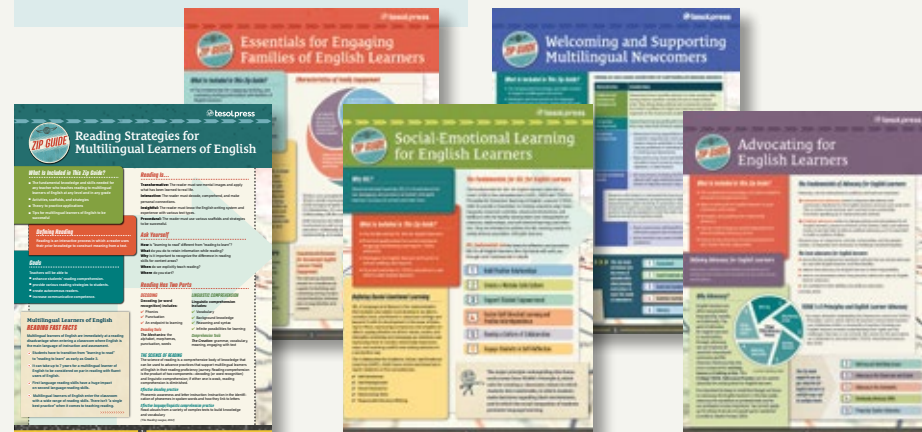
Get on the road with our visually engaging Zip Guides, designed with practical checklists, grab-and-go strategies, and adaptable activities. TESOL Zip Guides provide vital information and tips related to current topics in English language teaching in a compact, easy-to-use format.

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Classroom Practice

Assessment With Heart: Learning From Students’ Stories

Throughout my 20 years of teaching different languages, I have adapted my assessment strategies to suit my students’ needs based on the context of each class. When teaching a foreign language, assessments focused on everyday communication skills, such as ordering at a restaurant and making polite requests. In my Community ESL classes, assessments were mainly informal and designed to help students identify their strengths and areas of improvement, especially because many worked long hours and had little time for homework. In contrast, teaching in an Intensive English Program means students are expected to develop academic language skills.

I personally love using formative assessments because they pinpoint areas where students still struggle and concepts I need to teach better in a low-stakes way. These assessments can reduce the stress often associated with traditional testing, foster a positive learning experience, and help me connect with my students on a deeper level and learn from their stories. When we engage in a project, students can unleash their creativity, transforming assessment into a celebration of their growth. Writing the no-prep activity cards for assessment gave me the opportunity to try to capture the essence of some of these projects that I have worked on with my students.

Daniela Dascalita Ortiz (pictured right)
Author of *No-Prep Activity Cards for English Language Teaching: Assessment*; Michigan, USA



No-Prep Activity Cards for English Language Teaching



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Annita Stell

These 100 activities focus on the four predominant literacy skills—reading, writing, grammar, and vocabulary.

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Assessment

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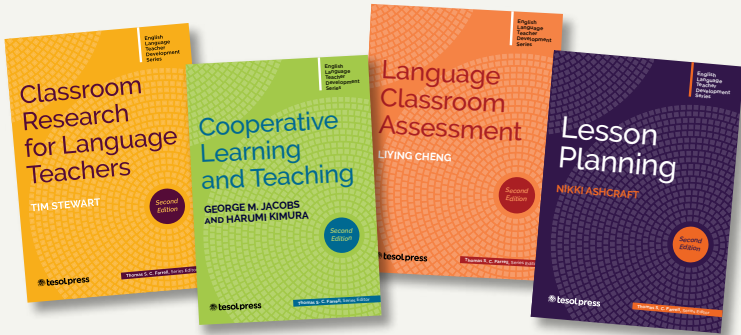
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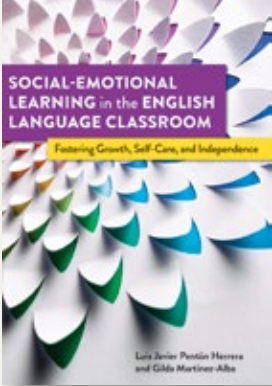
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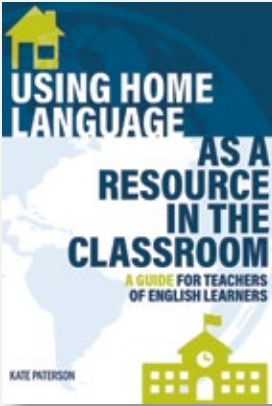


BEST SELLER! Social-Emotional Learning in the English Language Classroom: Fostering Growth, Self-Care, and Independence

Luis Javier Pentón Herrera and Gilda Martínez-Alba

This book serves as a practical, concise, and easy-to-follow reference that K–12 and adult education English language teachers and English language teacher educators can use in their classrooms. This important book equips teachers with the necessary knowledge and skills to be confident in implementing social-emotional learning in their spaces to support and benefit their students.

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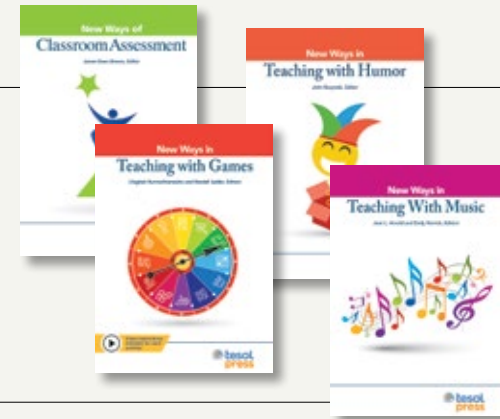


Using Home Language as a Resource in the Classroom: A Guide for Teachers of English Learners

Kate Paterson

This helpful guide provides English language educators with specific instructional practices to promote greater inclusion and educational equity for their students. Key topics include why home language is essential to student success, incorporating home language into instruction, planning plurilingual lessons, and inclusive classrooms.

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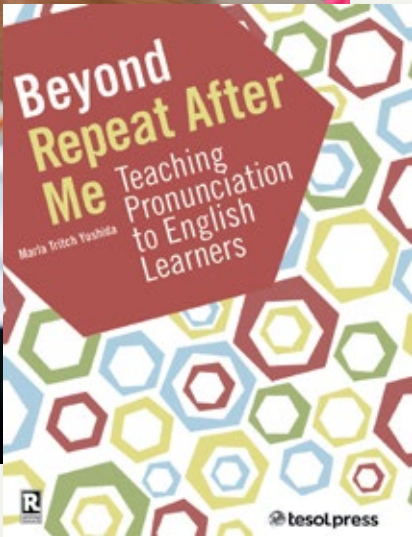
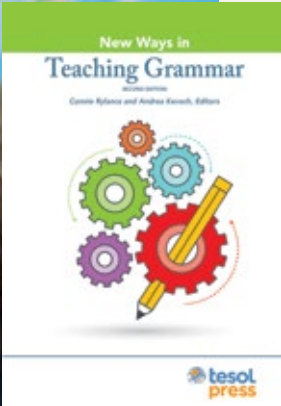
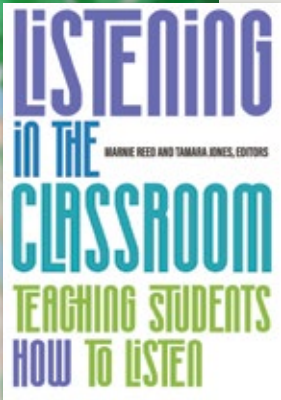
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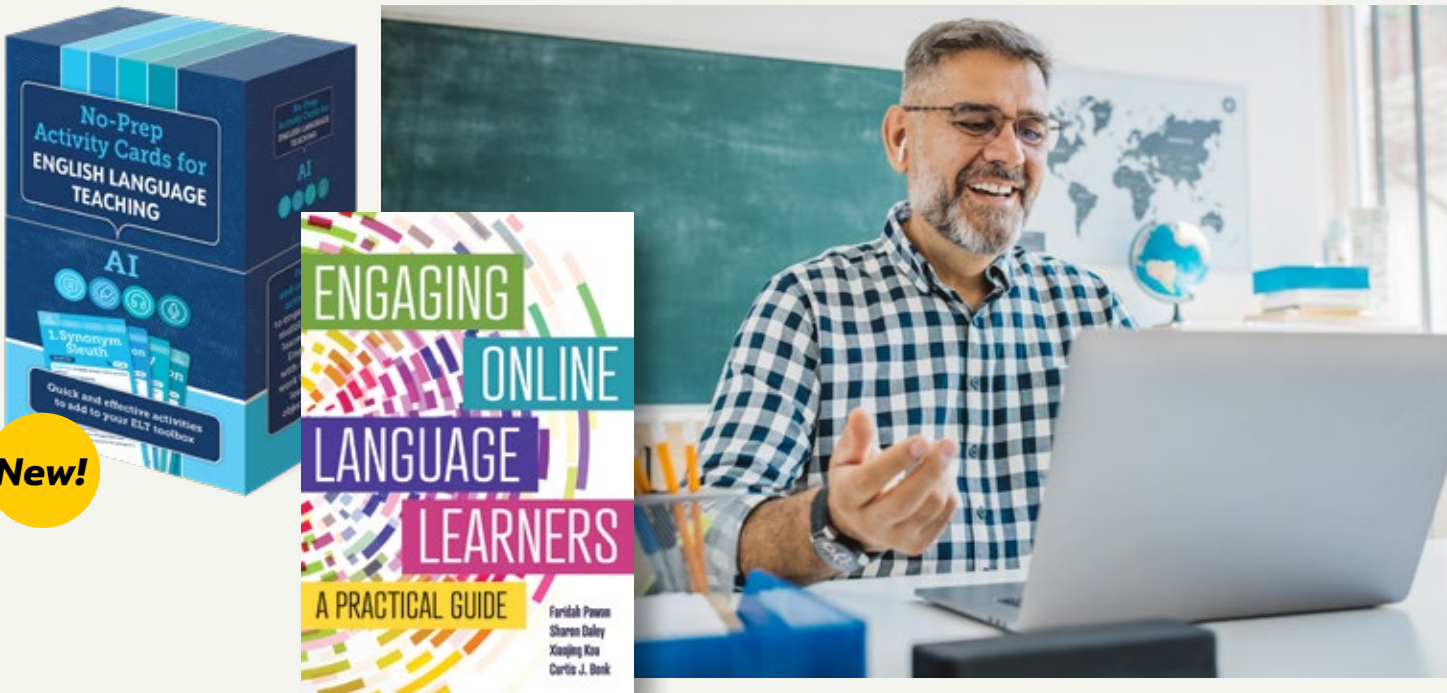
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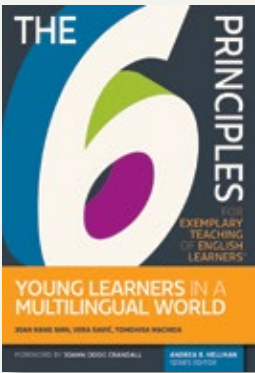
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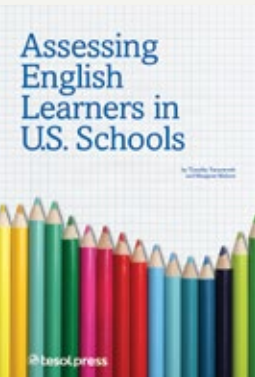


The 6 Principles for Exemplary Teaching of English Learners: Young Learners in a Multilingual World

Joan Kang Shin, Vera Savić, and Tomohisa Machida (Authors);
Andrea B. Hellman (Editor)

The 6 Principles and their recommended practices are targets of teaching excellence that provide teachers with the knowledge to improve instruction and assessment. This book shows educators how to apply these principles to teaching young English learners (2- to 12-year-olds) in a foreign language (EFL) setting.

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Assessing English Learners in U.S. Schools

Timothy L. Farnsworth and Margaret E. Malone

Why assess? And what will I do with the results? This book examines classroom assessment (not standardized assessment) through the lenses of three ESL teachers from across the United States.

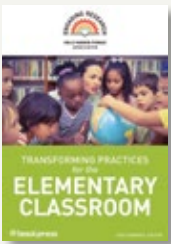
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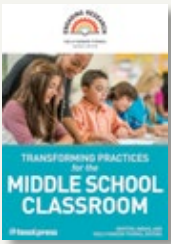
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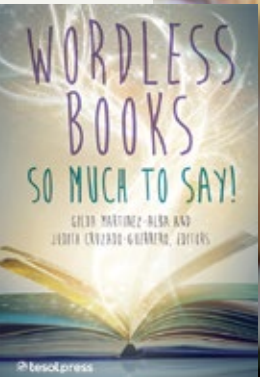
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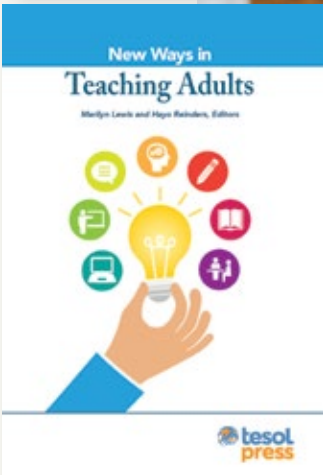
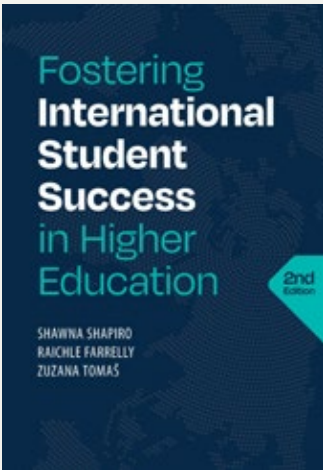
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Adult Education and Higher Education



BEST SELLER! Fostering International Student Success in Higher Education, Second Edition

Copublished with NAFSA
Shawna Shapiro, Raichle Farrelly, and Zuzana Tomaš

The increase in the number of international students attending English-dominant schools brings benefits as well as challenges for institutions. The second edition of this bestselling book is filled with anecdotes, reflection questions, strategies, resources, and activities to provide instructors, as well as academic advisors and administrators, with tools for responding to common classroom challenges.

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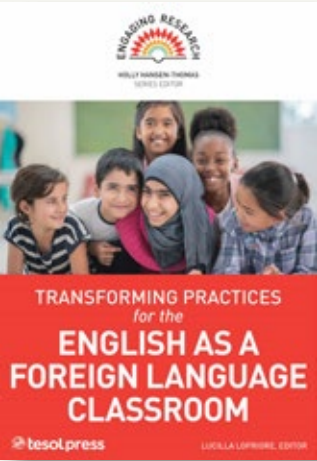
Global Focus

BEST SELLER! More Than a Native Speaker: An Introduction to Teaching English Abroad, Third Edition

Don Snow and Maxi-Ann Campbell

The novice teacher's comprehensive guide to effectively teaching English abroad. Gain valuable tips and resources for teaching in an unfamiliar educational system, working with students of varying ages and skill levels, and adapting to life in a different culture.

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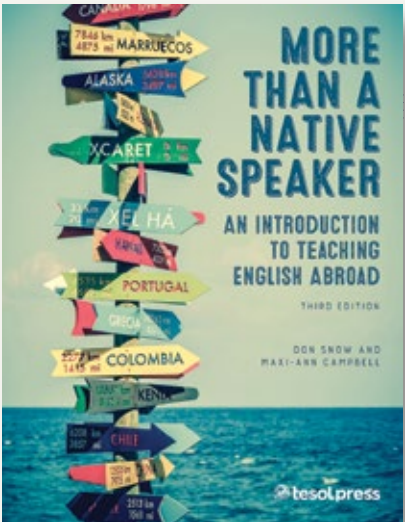


Transforming Practices for the English as a Foreign Language Classroom

Lucilla Lopriore (Editor); Holly Hansen-Thomas (Series Editor)

Discover ways in which teachers interpret and innovate research findings into actual classroom practice to create positive classroom transformations. Chapters explore diverse contexts and are divided into three main sections, with lessons taking place at the primary and middle school levels, the lower and upper secondary school levels, and the tertiary and university levels.

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Shawna Shapiro, Raichle Farrelly, Zuzana Tomaš
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Standards

PreK–12 English Language Proficiency Standards

TESOL International Association
[an augmentation of the WIDA English Language Proficiency Standards]

These standards are an invaluable resource for all English language educators and a model for states and districts. They represent a starting point for developing effective and equitable education for English language students.

©2006 | 154 pp | \$32.95 (Print)

Preparing Effective Teachers of English Language Learners: Practical Applications for the TESOL P–12 Professional Teaching Standards

Diane Staehr Fenner and Natalie Kuhlman
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TESOL Technology Standards: Description, Implementation, Integration

TESOL Technology Team
©2011 | 306 pp | \$37.99 (EPUB)



Honoring Multilingualism

Translanguaging is deeply meaningful to me because of the profound role language plays in shaping identity and culture, building relationships, and creating inclusive spaces for learning. My connection to translanguaging stems from a combination of personal experiences, observations in teaching, and a commitment to equitable education.

I grew up in San Antonio, Texas, USA, where I saw firsthand how translanguaging happened commonly and naturally. As an adult living in other places where at first I had limited connection to the language, like Hungary, Germany, and Catalonia, translanguaging allowed me to connect with those whose language and culture I was learning, living, and teaching in.

In my teaching experience, I've seen the power of translanguaging in classrooms where students speak multiple languages. When students are encouraged to use their full linguistic repertoire, they demonstrate a deeper understanding of concepts, increased confidence, and greater engagement in the classroom community. For many of my students, language is tied to their sense of self and family history. Encouraging translanguaging honors their unique perspectives and supports a more equitable learning environment. It allows them to build on their strengths, rather than focusing on perceived deficits.

Ultimately, translanguaging is important because it challenges the traditional, monolingual biases that often undergird education systems. It emphasizes that language is fluid, dynamic, and deeply connected to how people make sense of the world. For me, it's a way to ensure that all learners feel seen, valued, and empowered to succeed.

Holly Hansen-Thomas
Coauthor of *Building Classroom Culture Through Translanguaging*,
Texas, USA



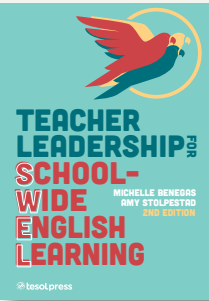
Building Classroom Culture Through Translanguaging: Theory and Practice

Holly Hansen-Thomas, Maria-Elena Gómez-Parra, and Barbara Muszyńska

New!

This book is a comprehensive guide for educators who want to create inclusive and effective classrooms that celebrate the diverse linguistic and cultural backgrounds of their students. It introduces the concept of translanguaging, a pedagogy that moves beyond traditional methods by encouraging students to use their full linguistic repertoire.

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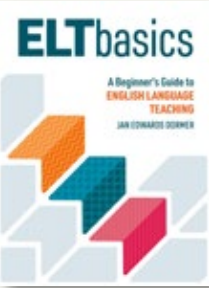
Teacher Leadership for School-Wide English Learning, Second Edition

Michelle Benegas and Amy Stolpestad

New!

This updated edition of Teacher Leadership for School-Wide English Learning (SWEL) equips teacher leaders to implement the SWEL peer coaching model, transforming education for multilingual learners. Packed with ready-to-use professional development plans, practical tools, and insights from real-world experience, this book offers strategies to build systems that support language development school-wide. Access downloadable resources and new perspectives on how language fosters identity and equity.

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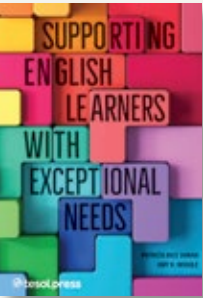
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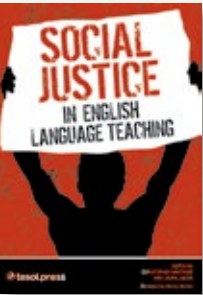
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Patricia Rice Doran and Amy K. Noggle

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This book sheds light on strengths-based and deficit-based mindsets, collaborative problem-solving, and universal supports for curriculum access when working with multilingual learners of English.

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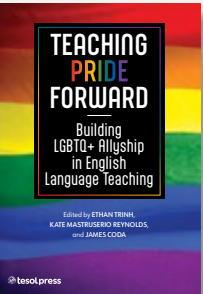
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Christopher Hastings and Laura Jacob (Editors)

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Teaching Pride Forward: Building LGBTQ+ Allyship in English Language Teaching

Ethan Trinh, Kate Mastruserio Reynolds, and James Coda (Editors)

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How can you, as an ally in the ELT field, work effectively and productively on behalf of your LGBTQ+ students and colleagues? *Teaching Pride Forward* shows you how to further diversity, equity, inclusion, and accessibility for and with LGBTQ+ community members in our field and in the world.

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Jan Edwards Dormer

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Teaching Reading for Multilingual Learners of English Workshop

www.tesol.org/reading-workshop

This 4-week course for K–12 educators or teacher trainers will help you enhance reading skills, navigate the science of reading, and build classroom routines.

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The 6 Principles Workshop is a transformative, cutting-edge professional development opportunity designed for all English language educators passionate about delivering impactful language instruction.

Social-Emotional Learning Workshop

Developing social-emotional learning (SEL) knowledge and skills is especially critical for multilingual learners of English to help them adjust to a new culture and learn a new language. In this live workshop, you'll be equipped with the tools to practice self-care and implement SEL in your learning spaces to support and benefit your learners.

AI in the English Language Classroom Workshop

Coming in 2025!

This highly interactive and participant-centered workshop equips you with a starter kit of knowledge and tools to explore AI in your learning spaces to benefit you and your learners.

Empowering Multilingual Readers

When I first started teaching multilingual middle school students, I quickly realized how challenging it was to teach reading. I noticed that most existing approaches to reading instruction were designed with monolingual students in mind, and I struggled to find methods that truly supported the diverse needs of my multilingual learners. I knew that to help them succeed, I needed to teach not only the mechanics of reading—such as decoding and fluency—but also how to engage critically with a wide range of texts. However, I also wanted to ensure that I was incorporating the assets and background knowledge that my multilingual students already brought with them. This desire to make reading instruction more inclusive and effective for learners from diverse linguistic backgrounds led to my focus on reading instruction for multilingual students.

In my years of teaching multilingual learners of English in both the United States and China, I've witnessed the powerful difference it makes when students become confident readers. That confidence not only boosts their academic performance but also empowers them to engage with the world around them. I love the Teaching Reading for Multilingual Learners of English workshop because it gives me the chance to collaborate with and learn from a dedicated community of educators on this important topic.

Hetal Ascher (pictured right/left/above)
TESOL Course Instructor; Wisconsin, USA



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New!

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www.tesolswel.org

English language teachers are often asked to support their colleagues' instruction of multilingual learners of English, but they don't always have access to the resources or training they need to accomplish this work. Equip yourself with the knowledge and tools you need to become a SWEL coach, enact the SWEL model at your school or in your district, and shine a light on your expertise.



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www.tesol.org/ldcp

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TESOL Core Certificate Program

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Take your career to the next level. Build on your knowledge base by exploring an area of expertise in depth and then contribute to the field by presenting or publishing your findings. Enroll at any time and complete this online program at your own pace.



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Take advantage of two opportunities to take your voice to the Hill! Join us for virtual Hill visits and learn about the current issues and legislation that matter most to you and your learners, and for in-person Hill visits in Washington, D.C., to raise your voice on Capitol Hill and speak directly to your congressional representatives to advocate for change.

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— **Shwetta Khanna**
Regional English Language Specialist

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