

## Approaches to Teaching English and Other Modern Languages

Instructor	Meeting Times and Days
<p>Dr. María Cioè-Peña <a href="mailto:cioepena@upenn.edu">cioepena@upenn.edu</a> <i>office hours (virtual or in person) by appointment via e-mail</i></p> <p>TA: Diana Lalata <a href="mailto:dlalata@upenn.edu">dlalata@upenn.edu</a> <i>office hours on Tuesdays, 1-2pm (virtual)</i></p>	<p>Wednesdays, 2pm-3:59pm in EDUC 124</p> <p>All communication concerning this course will be via Canvas, which links to your e-mail. Please be sure to check e-mail regularly.</p>

### Course Description

This course introduces students to theories and practices in language teaching. Readings will cover major issues. Class time will serve as a springboard for creating a stimulating and mutually supportive and collaborative learning environment for one another, instructor and students alike. By examining different contexts, purposes, and approaches to teaching languages, budding teachers will begin to be able to make considered and informed decisions about language teaching methods, techniques, syllabi, and materials in the educational contexts in which they teach.

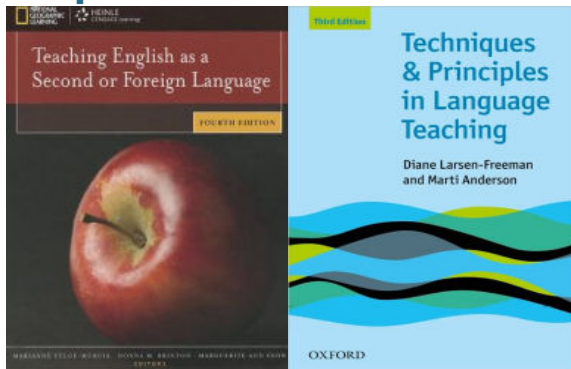
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### Course Objectives

By the end of this course, participants will be able to:

- articulate considered language teaching principles.
  - reflect on one's personal history as a language learner.
  - define characteristics of historically influential language teaching methods.
  - analyze components of communicative language teaching, in both theory and practice.
  - examine pertinent issues related to teaching language skills.
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## Required Texts



Other materials will be posted on Canvas under *Files* and linked in the appropriate module.

Teaching English as a Second or Foreign Language (4<sup>th</sup> Edition)

ISBN: 978-1-11-135169-4

Techniques & Principles in Language Teaching by Diane Larsen-Freeman and Marti Anderson

ISBN: 978-0-19-442360-1

## Course Policies & Resources

### Grades

Letter grades will be based on the following scale:

**A** 94 to 100%

**A-** 90 to <94%

**B+** 87 to <90%

**B** 84 to <87%

**B-** 80 to <84%

below 80: C+ and lower

Student evaluations have become an important metric in our society. Within this course, assignments are understood as opportunities to engage with content and grades as feedback. As such, grades are not to be understood as a measure of intellect or capacity. Please aim for growth rather than perfection. "At Penn, the expectation is that grade distributions in courses fall predominantly in the A to B range and the notional means of most courses [...] is a B+."

### Assignment Completion

Late assignment completion is subject to a one percentage point deduction for each day of lateness up to seven days. After seven days, the grade will be a zero. No extensions will be granted unless in cases of emergencies, in which written documentation from an official university or institutional office is provided. Any lateness due to technology issues or undocumented emergencies will be subject to the grade deduction policy listed as stated above.

### Attendance & Punctuality

You are expected to attend each class, and you are expected to arrive on time. Attendance will be taken at the beginning of every class meeting, and lack of punctuality and absences will be noted. More than one absence, or more than two late arrivals to class will affect your overall grade when calculations are performed at the end of the semester. Attendance is expected to be in person. Virtual attendance may be permitted in extenuating circumstances with prior approval.

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## **IMPORTANT NOTE ON ACADEMIC HONESTY AND INTEGRITY**

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*Academic honesty and integrity is expected throughout the completion of this course and its assignments. Please note that violations include (but might not be limited to): plagiarism from any published or unpublished source, improperly citing sources, completing assignments for this course by turning in papers or portions of papers written for other courses, and generating work through artificial intelligence. If you ever have any questions concerning appropriately completing assignments for this class with respect to academic honesty, do not hesitate to reach out to the instructor. Please note that the instructor has access to plagiarism detecting software, which may be utilized when reviewing class assignments. Suspected violations may be referred to the Office of Student Conduct.*

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### **Use of AI (Artificial Intelligence)**

I strongly discourage you from using AI bots/programs to complete assignments. There is evidence that use of AI facilitates labor exploitation of Global South laborers and risks severe environmental repercussions. Many AI platforms rely on stolen intellectual labor of artists and some platforms are used to engage in sexual harassment and exploitation. Further, in many cases, these AI bots provide incorrect and unreliable information and citations. All of this exploitation for, what Dr. Tressie McMillan Cottom calls, "a mid technology". Often, the social and intellectual harms outweigh the positives. It is for these reasons, the use of AI is highly discouraged in this class.

We recognize some of you may use AI tools (such as translators and summarizers) to support your learning but you must do so in a responsible manner. AI should not replace your critical engagement with course content. AI tools should not be used to generate any discussion board responses, assignments, or projects. Concurrently, I am not interested in participating in a surveillance structure that claims to "detect" AI-produced material, creating a hostile dynamic between you and your instructors. In the case that you do use AI, please cite and explain the AI tools used and provide the following information: date of access, URL of interface, and specific prompt or query used to generate the output. If AI is used in an unethical or irresponsible manner, such as copying responses from a chatbot and posing it as your own work, this is considered a form of academic dishonesty and will result in a zero grade for the assignment and disciplinary action with the Office of Student Conduct. We will discuss this further in class and also suggest you review this guideline on AI Literacy for College Students: <https://nsubtirelu.com/ai-literacy-for-college-students/>

Graduate school is a time for you to decide who you want to be, how you want to engage the work, and take some degree of control.

\*\*\*adapted from Dr. Shantel Buggs

### **List of Student Support Resources (Selected)**

**Office of Student Disabilities Services:** [www.vpul.upenn.edu/lrc/sds](http://www.vpul.upenn.edu/lrc/sds)

Please reach out to SDS if you need accommodations during class or for assignment completion. ELX is committed to honoring accommodations as directed by SDS.

**Learning Instructors:** [www.vpul.upenn.edu/lrs/lr/index.php](http://www.vpul.upenn.edu/lrs/lr/index.php)

**Counseling and Psychological Services:** <https://caps.wellness.upenn.edu/>

Please reach out to the instructor and/or Hannah Brenneman, [hbrenne@upenn.edu](mailto:hbrenne@upenn.edu), for more information on academic or personal support resources. The Student Handbook (available on Canvas) also contains more detailed information on academic and personal support resources.

## Assignments

For a detailed description of assignments and associated grading criteria, please see the 'Assignment' folder in Canvas.

### Language Learner History

**10% of Grade**

**Sunday, 9/21, by 11:59 p.m.**

To explore how language is learned we will first look at our own language journeys. As such, you will write a brief essay of approximately 800 words reflecting on your experiences as a language learner.

**Multimodal option:** Students who wish to, may instead create visual (i.e. collage, slide deck) representation of their language learner history accompanied by a 400-500 word narrative.

*Graded on pass/fail*

### Discussion Preparations

**40% of Grade (5% each)**

**Sundays by 11:59 p.m.**

You will participate in discussion board assignments throughout the semester. These are designed to help prepare you for in class discussions. When completing these take notes of contributions you can make to the in person component of class discussions. Responses will at times be completed in groups.

*Graded on pass/fail*

### Observation Report

**20% of Grade**

**Sunday, 11/16, by 11:59 p.m.**

You will observe language classes three times. At least one of these will be completed in person. Then, you will compile an approximately 1,000-word report analyzing selected features of these classes and connecting them to course readings and/or concepts discussed in class.

This is the space where you will explore teaching practices in the real-world context granting you an opportunity to start identifying your own teaching style and professional identity.

*Graded on a point scale.*

### Statement of Teaching Principles

**30% of Grade**

**In Class Component: Wed. 12/3  
Final: Wed. 12/10, by 11:59 p.m.**

This final project consists of two parts. For Part 1, you will write an approximately 1,500-word essay outlining and critically explicating 2-3 language principles that inform your teaching. Part 2 will be in-class, in which you will watch a video clip of an ESL class and answer essay prompts.

This is the culminating assignment where you will bridge your classroom readings and theoretical development with your practice-based observations and experiences.

*Graded on a point scale.*

## Course Schedule

	Content	Readings & Lectures	Assignments due by next session
wk 1 8/27	Course Introduction	<a href="#">AI Literacy Video Series</a> <a href="#">Plagiarism Course</a>	AI Literacy Video Series Plagiarism Quiz
wk 2 9/3	Historical Overview of Language Pedagogy	Larsen-Freeman & Anderson, ch.1 Celce-Murcia et al., ch. 1 Lecture: History of Language Pedagogy	Discussion Prep #1 due SUNDAY, 9/7, @11:59 p.m. EDT
wk 3 9/10	Approaches to Teaching	Larsen-Freeman & Anderson, ch. 2-8	Discussion Prep #2 due SUNDAY, 9/14, @11:59 p.m. EDT
wk 4 9/17	Communicative Language Teaching I	Larsen-Freeman & Anderson,, ch. 9 & 11  Lecture: Communicative Language Teaching	Language Learning History due SUNDAY, 9/21, @11:59 p.m. EDT
wk 5 9/24	Communicative Language Teaching II	Lecture: TBLT & CBI  Dos Santos (2020). The Discussion of Communicative Language Teaching Approach in Language Classrooms.	Discussion Prep #3 due SUNDAY, 9/28, @11:59 p.m. EDT  Observation Report #1 due at 11:59 p.m. EDT on 10/1
wk 6 10/1	Lesson Planning	Lecture: Lesson Planning Nation (2007). The Four Strands.  Cioè-Peña (2021) TrUDL ...  <a href="#">MIT Teaching + Learning Lab: Backward Design</a>	Discussion Prep #4 due SUNDAY, 10/5, @11:59 p.m. EDT
wk 7 10/8	Classroom Contexts	Brown & Lee chs. 6 & 7  Lecture: Age Differences & Proficiency Differences	Discussion Prep #5 due SUNDAY, 10/12, @11:59 p.m. EDT
wk 8 10/15	Teaching Interaction	Celce-Murcia et al., ch. 6, 8, 10  Lecture: Teaching Listening & Speaking  Zhang, X. & Head, K. (2009). Dealing with learner reticence in the speaking class.	Discussion Prep #6 due SUNDAY, 10/19, @11:59 p.m. EDT

<p>wk 9 10/22</p>	<p>Teaching Vocabulary</p>	<p>Celce-Murcia et al., ch. 19</p> <p>Lecture Teaching Vocabulary</p>	<p>Discussion Prep #7 due SUNDAY, 10/26, @11:59 p.m. EDT</p> <p>Observation Report #2 due at 11:59 p.m. EDT on 10/29</p>
<p>wk 10 10/29</p>	<p>Teaching Grammar</p>	<p>Celce-Murcia et al., ch. 17</p> <p>Al-kresheh, M.H., &amp; Orak, S.D. (2021). The place of grammar instruction in the 21<sup>st</sup> century: Exploring global perspectives of English teachers towards the role of teaching grammar in ESL/EFL classrooms.</p> <p>Lecture: Teaching Grammar</p>	<p>Discussion Prep #8 due SUNDAY, 11/2, @11:59 p.m. EST</p>
<p>wk 11 11/5</p>	<p>Teaching Literacy</p>	<p>Celce-Murcia et al., ch. 12 &amp; 15</p> <p>Lecture: Teaching Reading &amp; Writing</p>	<p>Annotated List of Teaching Principles due 11/9 @ 11:59pm EST</p>
<p>wk 12 11/12</p>	<p>Assessment</p>	<p>Celce-Murcia et al., ch. 20, 21</p>	<p>Full Observation Report (#1-3) due 11/16 @ 11:59 p.m. EST</p>
<p>wk 13 11/19</p>	<p>Technology</p>	<p>Huang, J. (2023). Engineering ChatGPT prompts for EFL writing classes. <i>International Journal of TESOL Studies</i>. <a href="https://doi.org/10.58304/ijts.20230405">https://doi.org/10.58304/ijts.20230405</a></p> <p>Chow, A. R. (2025, June 23). ChatGPT may be eroding critical thinking skills, according to a new MIT study. TIME. <a href="https://time.com/7295195/ai-chatgpt-google-learning-school/">https://time.com/7295195/ai-chatgpt-google-learning-school/</a></p> <p><a href="#">MIT Media Lab Video on ChatGPT &amp; Brain</a></p>	
<p>11/25</p>	<p><u>Mental Break – No class!</u></p>		

wk 14 12/3	In-class component of final project: Analysis and Synthesis of Teaching Principles.		Statement of Teaching Principles due WEDNESDAY, 12/10, @11:59 p.m. EST
Winter Break!!			

## References

### Textbooks

Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). *Teaching English as a second or foreign language* (4th ed.). National Geographic Learning/Heinle Cengage Learning.

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.

### Articles

Al-khresheh, M. H., & Demirkol Orak, S. (2021). The place of grammar instruction in the 21st century: Exploring global perspectives of English teachers towards the role of teaching grammar in EFL/ESL classrooms. *World Journal of English Language*, 11(1), 9–23.

Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson Education.

Chow, A. R. (2025, June 23). *ChatGPT may be eroding critical thinking skills, according to a new MIT study*. TIME. <https://time.com/7295195/ai-chatgpt-google-learning-school/>

Chow, A. (2025, June 27). *Is using ChatGPT to write your essay bad for your brain? New MIT study explained*. TIME / MIT Media Lab. <https://www.media.mit.edu/articles/is-using-chatgpt-to-write-your-essay-bad-for-your-brain-new-mit-study-explained/>

Cioè-Peña, M. (2022). TrUDL, a path to full inclusion: The intersectional possibilities of translanguaging and Universal Design for Learning. *TESOL Quarterly*, 56(2), 799–810.

Dos Santos, L. M. (2020). The discussion of communicative language teaching approach in language classrooms. *Journal of Education and e-Learning Research*, 7(2), 104–109.

Huang, J. (2023). Engineering ChatGPT prompts for EFL writing classes. *International Journal of TESOL Studies*, 5(4), 73–79.

Nation, P. (2007). The four strands. *Innovation in Language Learning and Teaching*, 1(1), 1–12.

Zhang, X., & Head, K. (2010). Dealing with learner reticence in the speaking class. *ELT Journal*, 64(1), 1–9.