



SPA 597 –202640 (01W)

Teaching Languages with Technology

COURSE SYLLABUS: Summer 2026

INSTRUCTOR INFORMATION

Instructor: Flavia Belpoliti, PhD

Office Location: David Talbot Hall (DTH) 318

Office Hours: Thursdays 5:00 - 6:30 pm (online), or by appointment

University Email Address: flavia.belpoliti@etamu.edu

Communication Response Time: I will respond to emails within 24 hours during the work week and by the next business day on weekends and holidays.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

1. Muñoz-Basols, J., Fuertes Gutiérrez, M., & Cerezo, L. (eds.) (2024). [La enseñanza del español mediada por tecnología](#). Taylor & Francis. ISBN 9781003146391. Open Access.
2. Compilation of articles and resources, available in *MyLeoOnline*
3. To fully participate in the online meetings, a good headset with microphone and computer camera are required.

Course Description

This graduate course explores the dynamic intersection of language education and digital technologies in language teaching and learning. The course provides both theoretical foundations and practical applications for assessing and integrating digital tools into language teaching and learning in diverse contexts. The course will focus on key questions such as: *How do digital affordances impact language learning? In what ways can technology enhance the development of specific language skills? What pedagogical approaches best support language learning in technology-mediated contexts? How can we ethically and effectively*

integrate emerging technologies into our teaching practice? How does GenAI foster and hinder language learning? Participants will engage in discussions of key readings, analyze digital tools and case studies, build a teaching portfolio showcasing technology-enhanced lessons, and contribute to a collaborative research project. Emphasis is placed on hands-on practice with digital tools, enabling participants to experience digital literacy practices as both learner and instructor.

SLOs

1. Critically assess affordances and limitations of digital technologies for developing language skills, from foundational acquisition to communicative competence.
2. Explore and adapt current perspectives from second language acquisition theory and CALL research to inform your teaching context.
3. Critically analyze digital tools using frameworks for pedagogy (TPACK/SAMR), usability, accessibility (UDL/WCAG), ethics (privacy/surveillance), and language ideologies (standard language bias; treatment of variation; translanguaging).
4. Design and implement pedagogically sound activities and projects supported by meaningful integration of digital technologies, including “AI”.

Collection of Data for Measuring Institutional Effectiveness:

In order to measure the level of compliance with the university’s Institutional Effectiveness guidelines, I will collect some of the ungraded materials you will produce for the class. These materials will be part of a portfolio created on your behalf and will be measured to ensure that our program “promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation” (see “Department of Institutional Effectiveness <https://www.etamu.edu/institutional-effectiveness/>). This is solely an assessment of program effectiveness and in no way affects students’ course grades or GPAs.

COURSE REQUIREMENTS

Course Presentation

This intensive online course will be delivered through ETAMU’s MyLeoOnline (D2L) platform. You will use your ETAMU *MyLeo* account to access the platform and navigate the course content, which includes short video presentations, readings, multimedia materials, discussion threads, and video conferencing tools.

The course is organized around four learning units which focus on relevant aspects of digital technologies and language teaching and learning, with focus on Spanish language pedagogy. Readings and resources will be in Spanish and English.

Unit 1: What is CALL? How are digital technologies transforming language learning? History and evolution of CALL; theoretical frameworks: SLA theory meets technology; digital literacies and new literacy practices; affordances and limitations of digital tools for language learning.

Unit 2: How can technology enhance specific language skills? What does research tell us? Reading and writing in digital environments; listening and speaking with technology; pronunciation, vocabulary and grammar instruction through CALL.

Unit 3: What pedagogical frameworks guide effective technology integration? How do we design meaningful interaction? Frameworks for course design in CALL: SAMR, TPACK and Universal Design for Learning; task-based language teaching with technology; project-based learning in digital environments; technology and differentiation.

Unit 4: How is AI transforming language learning and teaching? What are the benefits, limitations, dangers, and ethical considerations of AI in CALL? AI fundamentals: Machine learning, natural language processing, and large language models. AI-powered language learning applications: chatbots, intelligent tutoring systems, adaptive learning; AI for content generation and curriculum design. Critical perspectives: bias, accuracy, privacy, and pedagogical concerns.

Minimal Technical Skills

Students on this course are expected to be able to:

- a. manage ETAMU Library resources for advanced academic research;
- b. competently use MSFT Office tools (Word, Excel, PPoint);
- c. access, navigate and use the diverse tools included in the course MyLeoOnline (D2L).

Student Responsibilities

Students' participation is essential and required to succeed in this course. Students are expected to: 1) read and prepare assigned materials by the due dates; 2) actively engage in class communication via forum discussions and virtual meetings; 3) complete and submit assignments by the due date; and 4) interact with each other and the instructor on a regular basis.

Interaction with Instructor Statement

a. Course communication. Good communication in an online setting is a fundamental component of success. Please consider the different types of media available for communication with your instructor and classmates, in individual and group formats. Please follow [Netiquette rules](#) to keep our conversation professional, engaging and polite.

During the semester, we will use three main means of communication:

- *Announcements:* General tool for course communication; I will post short messages or reminders related to due dates or changes in the assignments.
- *Email:* Please only use the official ETAMU Leo Email to communicate with me and your classmates. I will send general emails with information related to the course, date changes, assignments modifications, etc. or with information that relate to our content. I will send individual emails as needed. I will respond to emails in 24 hs. during the work week and by the next business day on weekends and holidays.

To setup the ETAMU email contact **HelpDesk** helpdesk@etamu.edu or call 903-468-6000; you may also access information at <https://leo.tamuc.edu>.

- *General Discussion Board*: Located in the “General Resources” folder, this board is open to all participants; anyone can post a comment, question or suggestion related or unrelated to the course. All students are encouraged to participate and post responses; I will visit this board regularly.

b. Feedback and assessment: You will be received detailed feedback on article presentations and participation 72 hours after the activity is completed (see the ‘Tentative Course Schedule’ for details). Participation in the online meetings and discussion boards will be assessed through a comprehensive rubric (see the “Recursos” folder for details).

GRADING

Activities & assessments

Participation (20% of final grade). Participation in this course will be completed by engaging in weekly forums and revising and commenting on the videorecorded presentations.

Video-recorded presentation. (20% of the final grade). Students will select a chapter or research article related to the course topics to create a 15-minutes academic presentation. The presentation will be video-recorded and shared with the instructor and peers, providing a critical revision of core concepts, thesis, research design, results, and implications.

Portfolio (60% of final grade): During the course, students will compile and curate materials to prepare a professional teaching portfolio which will include:

- a) Four original technology-enhanced lesson plans; at least one includes multimodal activities. (4 x 5% = 20%)
- b) Assessment and critical annotation of two digital resources; relating theoretical frameworks, key concepts, and strategic implementation in diverse instructional settings. The annotations will be shared in an open-resource collection. (2 x 10% = 20%)
- c) A personal philosophy statement on technology integration, including “artificial intelligence”, in language teaching and learning. (20 %)

Grade distribution

Participation	20% (online forums, 4 x 5%)
Video presentation	20%
Portfolio	60%
Total	100%

Grading Scale: A=100-90

B=89-80

C=79-70

D=69-60

F= 59>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

1. Coursework

No late work will be accepted in this course, without exceptions. Work should be submitted on the due date provided in the class schedule. Failure to submit an assignment on time will result in a zero (F) grade. In the case of an emergency or other reasonable situation which may affect your submissions or participation in assessments (quizzes, presentations, interviews, etc.), please contact your instructor immediately.

Students who require special accommodation for religious holidays should make arrangements with the instructor during the first week of class.

2. Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

3. Withdraws & Incomplete grade.

A student may drop a course by logging into his/her myLeo account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLeo section of the web page. I reserve the right to drop a student from the course administratively for excessive absences or violations of the Code of Student Conduct. Incomplete grades (grade of "X") are granted only under rare and extraordinary circumstances which are fully documented; students requesting an incomplete grade should contact the instructor as soon as possible, provide all pertinent documentation, and sign the 'X' grade contract which details the coursework they need to complete to pass the class.

4. Grievance procedures.

Students who have concerns regarding their courses should first address those concerns with their instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Director of the Spanish Program, Dr. Flavia Belpoliti (flavia.belpoliti@etamu.edu). If there are still unresolved issues, students need to schedule an appointment with the Department Head, Dr. Charles Woods, by completing a Student Grievance Form (available in the Department Main Office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the

College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

5. Statement on the use of AI

At East Texas A&M University we recognize that there are potentially legitimate uses of “Artificial Intelligence” (such as ChatGPT, Claude, Gemini, Co-Pilot, etc.), or other software that can generate human-like discourse. “AI” is a powerful tool for searching and consolidating information and, as with any other tool, it requires that faculty and students carefully evaluate *when* and *how* its ethical use supports our goals.

For achieving the core goals of our course, using AI offers little or no help. Therefore, **the use of “AI” to respond to the discussion prompts or complete any graded assignment is not allowed, unless directly indicated in the instructions.** Undisclosed use of AI constitutes a case of Academic Dishonesty.

NOTE: Please consult with your instructor before using AI for idea generation, revising and editing own writing, and/or completing translation tasks. See more details in the “Recursos” folder.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the <https://www.etamu.edu/bsw-guide/student-handbook/>. Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance | East Texas A&M University](#) webpage.

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures: [Academic Integrity Policy | East Texas A&M University, ETAMU](#)

ADA Statement - Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status.

Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

This course schedule is subject to revisions and changes as the instructor deems necessary; any changes to the course schedule will be announced on the course website in advance.

Important note: As this is an intensive class, there is no extension on due dates.

Weeks	Topics	Readings & Activities
6/11- 6/7	History and evolution of CALL; theoretical frameworks: SLA theory & technology; digital literacies and new literacy practices; affordances and limitations of digital tools for language learning.	Readings: TBA <ul style="list-style-type: none"> • Complete student survey. • Introduction in discussion board. • Review week content • Participate in Foro 1 (Sunday 6/7).
6/8-6/14	Reading and writing in digital environments; listening and speaking with technology; pronunciation, vocabulary and grammar instruction through CALL.	Readings: TBA <ul style="list-style-type: none"> • Review week content • Complete portfolio: digital resources review • Select source for video presentation (Sunday 6/14). • Participate in Foro 2 (Sunday 6/14).
6/15-6/21	Frameworks for course design in CALL: SAMR, TPACK and Universal Design for Learning; task-based language teaching with technology; project-based learning in digital environments; technology and differentiation.	Readings: TBA <ul style="list-style-type: none"> • Review week content • Complete portfolio: lesson plans • Turn-in video presentation (Sunday 6/21). • Participate in Foro 3 (Sunday 6/21).
6/22-6/28	AI fundamentals: Machine learning, natural language processing, and large language models. AI-powered language learning applications: chatbots, intelligent tutoring systems, adaptive learning	Readings: TBA <ul style="list-style-type: none"> • Review week content • Complete portfolio: lesson plans • Participate in Foro 4 (Sunday 6/28)
6/29-7/2	AI for content generation and curriculum design. Critical perspectives: bias, accuracy, privacy, and pedagogical concerns.	<ul style="list-style-type: none"> • Readings: TBA • Review week content • Complete portfolio: Philosophy statement • Portfolio is due (Th 7/2)

Supplementary Bibliography

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Computer Assisted Language Learning. A Taylor & Francis Journal. [Various issues](#).
- Edutopia (2021). 4 Design Tips for Building Better Learning Materials. George Lucas Educational Foundation.
- García Fernández, M. (2024). De la virtualidad a la inteligencia artificial en el área de la enseñanza del español como lengua extranjera. SABIR. *International Bulletin of Applied Linguistics*, 6: 117-141
- GCABA. Ministerio de Educación. Dirección General de Planeamiento Educativo (2023). *Lineamientos curriculares para la implementación del Modelo Híbrido en el Nivel Secundario*. CABA: Ministerio de Educación.
- Hernández Jaime, J.; Y. Jiménez Galán y E. Rodríguez Flores (2020). “Más allá de los procesos de enseñanza-aprendizaje tradicionales: construcción de un recurso didáctico digital”. *RIDE. Revista Iberoamericana para la Investigación y el Desarrollo Educativo*, 10(20).
- Hubbard, P. (2021). [An Invitation to CALL](#). APACALL.
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- Juan-Lázaro, O.; Alejandro Biel, L. (2020). *Competencias digitales en el aula. Estrategias y modelos de implementación en la enseñanza de idiomas*. EnClave-ELE/UDIMA.
- Lozada, D., Jaramillo, D., y Salinas, A., (2024). El impacto de las TIC en la enseñanza del lenguaje en la educación superior: nuevas perspectivas y herramientas digitales. *Reincisol*, 3(6), pp. 6846-6863. [https://doi.org/10.59282/reincisol.V3\(6\)6846-6863](https://doi.org/10.59282/reincisol.V3(6)6846-6863)
- Mayer, R. (2020). *Multimedia learning*. Tercera Edición. Reino Unido: Cambridge University Press.
- Navarro-Carrascosa, C. (Coord.). (2024). La enseñanza del Español como Lengua Extranjera y la Inteligencia Artificial: perspectivas y retos (Vol. 10). *Doblele: Revista de lengua y literatura*. <https://revistes.uab.cat/doblele/issue/view/11>
- Odetti, V. (2018). *Narrativas transmedia*. Montevideo, Uruguay: El abrojo.
- Ozturk, N. (2013). Using CALL in Language Teaching and Learning, in consideration of its Strengths and Limitations. *Journal of European Education*, 3(1): 36-41.

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- Ward, M. (2017). ICALL’s relevance to CALL. In K. Borthwick, L. Bradley & S. Thouësny (Eds), *CALL in a climate of change: adapting to turbulent global conditions – short papers from EUROCALL 2017* (pp. 328-332). <https://doi.org/10.14705/rpnet.2017.eurocall2017.735>

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>