

COURSE SYLLABUS 2024-25

BASIC INFORMATION ON THE COURSE

Course:	Computer devices for teaching and translating languages		
Course code:	70481102	Plan:	Máster en Estudios Ingleses: Aplicaciones Profes. y Comunic. Intercultural
Academic Year:	2024-2025	Undergraduate/Graduate:	Graduate
Degree Year:	1	Type:	Compulsory
Duration:	First semester		
Course Coordinator:	Alberto Andujar Vaca		

TIME DISTRIBUTION ACCORDING TO REGULATIONS

Credits:	3
Total time:	75

USE OF LEARNING PLATFORM (Teaching support, Multimodal, or Virtual):	Multimodal
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TEACHERS

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OTHER IMPORTANT INFORMATION

Content Justification

The graduates of this Master will increasingly need to make use of the growing number of computer applications for teaching and translating English

Courses Related in Study Plan

It is related to all the subjects of the Study Plan

Required Knowledge to Address the Course

Basic computer skills

Pre-Required Knowledge

It is advisable to start from the level obtained in the degree level of studies.

COMPETENCES

Basic and General Competences

Basic competences

- Applying knowledge
- Learning ability

General competences

- Knowledge of a second language
- Ability to solve problems
- Skill using ICT
- Teamwork
- Ethical commitment
- Ability to learn to work autonomously

Key competences University of Almeria

Access to information tools and knowledge banks that enable to obtain results against real problems in the English classroom.

Ability to use computer application tools in the field of translation.

Ability to translate audiovisual and scientific-technical popularization texts.

Ability to create and process lists of specific terms related to a wide range of diverse

scientific settings.
Ability to apply technology in the language classroom

Specific Competences

- Use of different applications to teach languages
- Use of specific devices to teach languages
- Use of translation tools

OBJECTIVES/LEARNING OUTCOMES

Timeline

(Modalidad A)

1ª Online session

- Introducción a Google classroom
- Google classroom
- Flipped learning and
- Blended learning - Discusión en el blog

2 Session

- Flipped Learning explanation, pros and cons
- Edpuzzle, explanation
- Screen Cast o Matic
- Padlet, explicación y posibilidades

3 session

- Prezi - Práctica con prezi
- Avatars
- Web RTC Telecollaboration
- Rubric
- Dynamic Assessment

4 Session Open AI: ChatGPT y Google Bard

6 Session: Aegisub

7 Session: Language Management Systems

8 Online session: Final evaluation- Present your own tool

PLANNING

Contents

1. Usual scenario according to the verified memory of the title and the modality of the subject (face-to-face). Master class / participatory.

Debate and sharing. Teamwork. Performing exercises. Presentation of working groups. audiovisual projections

“Contingency Plan: In the face of high health alert levels, the training activities planned in the Working Groups will be delivered via videoconference. The Teaching Groups will continue with face-to-face teaching according to the planning established. Given more restrictive measures agreed by the health authorities, the Teaching Groups would also be carried out by video conference

Learning System and Methodology / Contingency Plan

Teaching Innovation Activities

Functional Diversity / Functional Disability

Those students with disabilities or special educational needs can get in contact with the Delegation of the Rector for the Functional Diversity (<http://www.ual.es/discapacidad>) to receive the appropriate guidance and advice in order to facilitate their instructional, learning and training processes. Likewise, these students may request the implementation of the necessary and suitable adaptations of content, methodology and evaluation that guarantee equal opportunities in their academic development. The processing of any personal data or aggregated information regarding these aforementioned students, in fully compliance with the GDPR, is strictly confidential. Faculties and academic staff lecturing the course referenced by this guide/document will be in charge of applying the recommended adaptations approved by the Delegation of the Rector for the Functional Diversity. This fact will be, therefore, notified to the School or Faculty as well as to the coordinator of the academic course.

COMPETENCY ASSESSMENT

Criteria and Assessment Tools / Contingency Plan

The evaluation of the subject will be carried out according to the following instruments in order to know the student's mastery of the contents of the course:

Ordinary call According to the verified memory of the title and the modality of the subject (face-to-face): May call:

1. Carrying out all the activities proposed in class: this will mean 70% of the overall grade for the subject
2. Presentation of a pedagogical tool for teaching a foreign language: this will mean 30% of the overall grade for the subject

Extraordinary Call The same criteria will be maintained as in the ordinary call.

1. Carrying out all the activities proposed in class: this will mean 70% of the overall grade for the subject
2. Presentation of a pedagogical tool for teaching a foreign language: this will mean 30% of the overall grade for the subject

Single final evaluation according to the Student Evaluation Regulations for those students with time incompatibility at work, health reasons, reconciliation with family life, care for dependent people, elite athletes. HE

They will proceed to carry out a work that incorporates all the activities carried out in the course that will suppose 100% of the total of the subject. The contents and competences for evaluation will be the same.

Follow-Up Mechanisms

Assistance to tutorials
Attendance and participation in seminars
Participation in communication tools (discussion forums, emails)
Delivery of activities in virtual classroom

COURSE MATERIALS

Recommended Course Materials

Basic

- *ANDÚJAR VACA, ALBERTO. Recent Tools for Computer- and Mobile-Assisted Foreign Language Learning.. IGI Global, Hershey, PA. 2020.*
- *AUSTERMUHL, Frank . Electronic Tools for Translators. St. Jerome. 1. 2001.*
- *SAMUELSSON-BROWN, Geoffrey. A Practical Guide for Translators. Multilingual Matters. 4^a rev.. 2004.*

Complementary

- BAKER, Mona. In *Other Words*. Routledge. 1992.
- Repetto, M. & Trentin, G. *Using Network and Mobile Technology to Bridge Formal and Informal Learning*. Chandos Publishing. 2013

Other materials

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Couse Materials Available in UAL's library

https://www.ual.es/bibliografia_recomendada70481102

WEBSITES

- <http://www.educause.edu/ero/article/exploring-students-mobile-learning-practices-higher-education> Baiyun, C. et al. 2010. "Exploring Students' Mobile Learning Practices in Higher Education"
- <http://unesdoc.unesco.org/images/0021/002162/216284E.pdf> 2012: Working Memory Capacity and Mobile Multimedia Learning Environments
- <http://unesdoc.unesco.org/images/0021/002196/219637s.pdf> 2012: Turning on Mobile Learning in Europe: Illustrative Initiatives and Policy Implications