Igualdad y calidad educativa: oportunidades y desafíos de la enseñanza

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"HOW DO I KNOW WHAT I THINK UNTIL I SEE WHAT I SAY?": DICTATION TOOLS IN ACADEMIC WRITING

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1. INTRODUCTION

The United Nations (UN) 2030 Agenda for Sustainable Development, launched at a worldwide summit in 2015, triggered a new vision to address the most pressing issues for our current society. With 17 Sustainability Development Goals (SDGs) and its intertwined 169 targets, social, economic and ecological dimensions are covered, highlighting the eradication of global poverty, the reduction of gender inequalities and the promotion of inclusive institutions at all levels as some of its priorities (United Nations, 2015). Inclusion, and more specifically inclusive education has been one of the priorities within Europe over the last four decades, and thus in Spain, although policies regarding this matter did not settle until the 1990s (Martínez-Hernández & Bellés-Fortuño, 2021).

The core of this chapter has to do with SDG 4, which seeks "to ensure inclusive and quality education for all and promote lifelong learning opportunities for all" (United Nations, 2018, p.45). The targets associated with this objective call for effective measures that enable the acquisition and transfer of the skills required in the labour market (United Nations, 2015). In fact, the education for sustainable development is committed to the provision of quality programmes that enhance the learning of values and critical thinking skills (Benayas et al., 2017; Scheinert et al., 2019), all of them necessary for the empowerment of young individuals as "agents of change" (United Nations, 2018, p.87).

In that sense, universities should play a leading role championing social and educational changes (Dolan & Hall, 2001; Hansen & Mislevy, 2008; Martínez-Hernández & Bellés-Fortuño, 2021)

Training becomes crucial in a society that needs to reflect upon a variety of global issues, namely human rights, gender equality, appreciation of vulnerability, disability, and cultural diversity, among others (United Nations, 2015). Accordingly, learning opportunities where foreign languages are employed as the means of communication may serve to raise cognitive and cultural awareness, especially through English as a Foreign Language (EFL) (Dell-Jones, 2013; Kucukalic, 2015; Leather, 2017; Tennant, 2017) or Content and Language Integrated Learning (CLIL) pedagogies (Carrió-Pastor, 2009; Coyle et al., 2010; Korosidou & Grivá, 2014).

The SDGs have been approached and examined from different environmental (Montiel et al., 2019), institutional (Korhonen-Kurki et al., 2020; Nhamo, 2020) or pedagogical (Vuzo, 2018) sectors. A study conducted in the Valencian Community by Montiel et al. (2019) explored if unfavourable acoustic conditions in the educational setting dissuaded educators from introducing innovative methodologies leading to the attainment of SDGs. Research has also revolved around the adoption of SDGs strategies and policies in higher education institutions, such as the University of Bologna (Paletta et al., 2020), the University of South Africa (Nhamo, 2020) or the University of Helsinki (Korhonen-Kurki et al., 2020).

From a pedagogical perspective, the digitalisation of education has become a reality, primarily due to the COVID-19 pandemic. The advent of Information and Communication Technologies (ICTs) for educational purposes has resulted in transformative instructional practices, even in developing countries where access to these resources is setting a new scenario (Wagner, 2018). These tools may serve as a motivational asset in education provided that effective and efficient practices occur (Bellés-Calvera, 2018; Raskind & Higgins, 1999; Snider, 2002). The integration of ICTs in the curriculum, on the one hand, may result beneficial for students with functional diversity on the grounds that they support learner autonomy, thereby ensuring equal access to students

with functional diversity and their peers (Lee, 2011; Raskind & Higgins, 1999; Snider, 2002). On the other hand, ICTs provide all students with multiple and flexible means of representation, production and expression; hence, ICTs serve as a means to show the acquisition of contents (CAST Inc., 2021; Martínez-Hernández & Bellés-Fortuño, 2021).

Indeed, positive outcomes have been reported in the development of writing and vocabulary retention skills through the use of *Google My Maps*, *Wordcloud* and *Quizlet* (Bellés-Calvera & Bellés-Fortuño, in press; Bellés-Fortuño & Martínez-Hernández, 2019). Therefore, the implementation of technology-enhanced practices, which goes in line with Universal Design for Learning guidelines (Katz, 2013; King-Sears, 2009; Messinger-Willman & Marino, 2010), is meant to engage younger audiences and cater for their different needs and interests.

So far, teacher training courses may be paramount to increase the supply of qualified teachers and boost cooperation. With this in mind, this chapter presents the steps and guidelines that should be followed when designing a review-writing workshop addressed to first-year undergraduate Translation and Interpreting students at a Spanish university. To this end, speech recognition tools incorporated in Microsoft Word® or Google Docs® will be employed. Not only will educational services be accessible to all the students, but they will enhance the improvement of learners' communicative competence, more specifically written and speaking competences (Wald & Bain, 2008). In addition, by complying with SDG4 and its targets, this proposal aims at raising pronunciation awareness by drawing learners' attention to the articulation of long and short vowels in English. Therefore, through reviewing and text-editing processes, essential for the acquisition of critical and analytical skills, future translators will learn to discern misspellings resulting from L1 interference.

As Calvo Benzies (2015) puts it, English pronunciation has been the Spanish education system's "Achilles' heel". Even though it is a crucial aspect in conversation, in building social or work relations and in avoiding misinterpretations (Thomson & Derwing, 2015; Yagiz, 2018), it has been an overlooked skill in the language classroom until recently (Echelberger et al., 2018; Thomson & Derwing, 2015). This chapter outlines

a didactic proposal to boost learner autonomy in self-correction pronunciation errors while providing students with alternative forms of expression for computer-based text-writing.

2. DIGITAL TOOLS IN ACADEMIC WRITING

Tertiary education standards have increasingly demanded competitive communicators in more than one language. These have become paramount for future professionals who are required to meet the needs of our interconnected society (Bellés-Fortuño, 2016; Ferretti & Graham, 2019; Gomez-Laich et al., 2019; Graham, 2013). It is not surprising, then, that technology-enhanced practices are gaining ground in educational settings aiming at following Universal Design for Learning (UDL) (Alnahdi, 2014; Spencer, 2011).

Contributions in the area of language learning have inspected the extent to which ICTs foster students' productive performance (Chen et al., 2015; Coffin et al., 2003; Marulanda & Martínez García, 2017). Being immersed in creative processes through digital storytelling (Rahimi & Yadollahi, 2017) or apps like Twitter (Montaner, 2020) and Facebook (Fithriani et al., 2019) do not always guarantee the success of younger learners, who are also referred to as digital natives (Lee et al., 2014). Certainly, many students seem to struggle with written compositions (MacArthur, 2009; Mahmoodi & Buğra 2020), as evidenced in former error-analysis-based research which has pointed out their poor typing skills (Bellés-Calvera & Martínez-Hernández, 2021; Lastres-López & Manalastas, 2018, Mehran et al., 2017). Therefore, some literacy training may be needed in Computer-Assisted Language Learning (CALL) initiatives not only to overcome potential challenges for younger students but also for adults who may lack some technological skills (Di Petta & Woloshyn, 2001). For this reason, it is vital to consider UDL when planning accessible lessons for undergraduate students (Vavik & Keitsch, 2010).

Computer applications can bring meaningful and successful writing procedures to light, particularly to students with disabilities (MacArthur, 2009). In that sense, artificial intelligence (AI) seems to play a

significant role in achieving SDGs. A clear example has to do with speech-to-text or speech recognition tools which are within the average student's reach (Pennington et al., 2018), thus helping overcome learning differences in the classroom. By means of these assistive technologies, students are likely to adjust their phonetic and lexical strategies when misspellings were registered, as reported in Meddeb and Frenz-Belkin's research (2010). Their study also revealed that strategies dealing with users' linguistic variety were refined thanks to the use of these tools.

Language learners may also benefit from dictation tools in that written assignments can be completed in less time (Goldberg et al., 2003; Higgins & Raskind, 1995; MacArthur, 2009; Millar et al., 2005; O'Hare & McTear, 1999; Pennington, 2020; Snider, 2002). In addition, the fact that speech recognition can have a positive orthographic effect for mature readers may result in the composition of higher quality texts (Ventura et al., 2007). Hence, these resources may contribute to the development of proofreading skills, which are extremely relevant for individuals interested in taking part in the societal changes arising from SDGs, particularly for those involved in the field of Translation and Interpreting, which is the core of this chapter.

3. DICTATION TOOL FOR WRITING: A PROPOSAL

In this section, details about the target audience and context in which this didactic proposal was implemented will be provided, along with an exhaustive account of the steps to follow in order to attain the learning outcomes and objectives listed in the course syllabus.

3.1. TARGET AUDIENCE

The activity proposed in this chapter was designed to be conducted at a first-year undergraduate English module in the Translation and Interpreting degree at a Spanish university. The number of enrolled students in this course is in the vicinity of one hundred, who, in turn, are divided into three groups of approximately 30 students each. This subject is compulsory in this degree, which explains the high enrolment rate.

While there is no language requirement to enrol in this course, students in this subject had successfully obtained their certificate in upper secondary education with good grades in English, which suggests that learners' foundation in the foreign language was strong. Nevertheless, teachers in the English-language field in higher education, particularly in this course, are aware that learning English at a Spanish high school differs considerably from the methodology employed at university courses – and in this module, to be more specific – especially regarding communication skills.

3.2. CONTEXT

Pronunciation has traditionally been a neglected area of language in EFL education, albeit currently undergoing a transformation process in which phonology is gaining momentum (Echelberger et al., 2018; Thomson & Derwing, 2015). Yet, much remains to be done, especially in the secondary education sphere in Spain (Calvo Benzies, 2015) to prepare students for the labour market or tertiary education. Not only is this skill considered by many learners one of the hardest to master in English (Calvo Benzies, 2015; Carlet & Kivistö-de Souza, 2018; Roccamo, 2015), but also one of the trickiest for educators as well. Pronunciation can be challenging to teach and assess as it is time-consuming and requires a high language command of the language from the teacher (Calvo Benzies, 2015). Notwithstanding, intelligible pronunciation is an essential asset in effective communication so as to avoid misinterpretations (Roccamo, 2015).

Given the scant training in pronunciation, educators in this module thought it necessary to integrate direct pronunciation instruction in the course syllabus. In that sense, the activity proposed in this chapter was deemed appropriate to raise students' phonological awareness while aiming at SDG 4. On the one hand, by aiding them to attain phonetic accuracy and, on the other hand, by training learners to recognise their errors in phoneme articulation (Roccamo, 2015). Furthermore, the activity was designed as a way to attain Universal Design for Learning in the English classroom, as explained above, with the many benefits students could gain from it.

The dire situation sparked by COVID-19 has stretched the imagination of educators, who have had to develop alternative teaching and evaluation methodologies to comply with safety measures, both during the national lockdown and in the post-lockdown classroom. Education was moved online for a few months due to the pandemic, which hampered students' oral production in class. Thus, the didactic proposal detailed in this chapter was appropriate to overcome those barriers created by the pandemic in relation to communication skills in the classroom.

3.3. LEARNING OUTCOMES

The course syllabus of this English module outlines general and specific competences enrolled students would acquire upon successful completion of the module. In this subject, particular emphasis is placed on (1) learner autonomy and (2) motivation for quality as two valuable competences for translators- or interpreters-to-be. (1) As for the former, i.e. learner autonomy, students will acquire several skills, among which is (a) the capacity to correct their pronunciation or speech. The mispronunciation of a vowel or consonant sound can cause conflict in understanding or sound artificial.

Take, for instance, the preposition "for". This word can have different pronunciations depending on whether it is stressed or unstressed in the utterance. Most students are unaware of this leading them to sound unnatural when pronouncing its full form (/fɔːr/) rather than its weak form (/fər/) (Coe, 1987). Furthermore, its full form is homophonous with the number four, although this might not pose any conflict in spoken speech since context provides enough information to avoid misinterpretations. Nevertheless, this mispronunciation might be reflected in the speech-to-text output, breaking the meaning of the text and, in turn, alerting the student to focus on strong and weak forms.

(b) Another learning outcome this activity offers, apart from raising students' awareness about homophones and strong and weak forms, is getting students acquainted with minimal pairs and the importance of pronouncing long and short vowels correctly. (c) On the other hand, it can also teach students minute details they had not noticed; the difference between 'of' and 'off' in spoken language is a case in point.

Spanish students tend to pronounce both as homophonous, influenced by letter-sound correspondence in their mother tongue (Coe, 1987), although they are not. It should be noted that the first is pronounced /əv/ in its weak form and /ɒv/ in its strong form, whereas the second only has one form, which is /ɒf/. It is important to focus students' attention on such details to aid them master features of spoken communication and natural connected speech.

(2) As for the latter, i.e. motivation for quality, students are encouraged, through the use of ICTs, to develop a critical eye and attention to detail in text-editing skills, which are very much needed for their future employability as translators. To achieve this aim, learners would first dictate their texts with the speech recognition tools integrated into word processors such as MSWord® or GoogleDocs®. After that, they would correct their texts.

The activity described in this chapter not only resolves to attain the objectives and competences compiled in the course syllabus but also aspires to contribute to targets 4.3 and 4.5 in SDG 4 (UN, n.d.). In other words, it seeks to reduce barriers in academic writing in tertiary education by offering students alternative ways of production. The objective here is to highlight the need for UDL in the foreign language classroom. It educates students in empathy and equity while at the same time developing a disability sensitive society, as specified in SDG 10 (UN, n.d.). By offering multiple means of representation with a UDL-focused methodology (CRUE, 2017; Guasch Murillo et al., 2012), education becomes inclusive and accessible to all.

3.4. PREPARING THE GROUND: 20-MINUTE PHONETICS WORKSHOP

The module consisted of 140 hours of study, 60 of which were dedicated to language practice and instruction in class, whether onsite at the university campus or online via videoconferencing tools. The remaining 90 were assigned to self-study. The lessons in this subject lasted two hours each, providing students with enough time to practice different language skills in one session. Despite the variety of language skills learners could have in one session, the first 20-minute slot was allotted to pronunciation skills. The teacher prepared a couple of activities

based on repetition, both as a group and individually, followed by the identification of said phonemes in a word or sentence. The first sounds to be tackled in class were the twelve vowels. Following that, students learnt consonant sounds. Particular focus was placed on those phonemes inexistent in their mother tongues. Nonetheless, shared similarities between English and their L1, i.e. Catalan or/and Spanish, were also underlined. Other more complex pronunciation aspects such as intonation, assimilation or elision were also explained and practised in due course.

During online sessions, it became a common courtesy or an unwritten rule to mute the microphone when not making an oral contribution in order to avoid unwanted external noises. This, however, hindered oral participation in class, which was not optimal in the language classroom. To overcome this barrier, and despite students' shyness and reluctance initially, they were kindly invited to participate, first in choral repetition followed by individual repetition. Even though learners might have felt exposed and embarrassed at the beginning (Calvo Benzies, 2015), they were encouraged to repeat phonemes, words and sentences on an individual basis. Despite their insecurity, they soon became appreciative of the importance of such practice. Nevertheless, considering the student ratio in each group, not all students had the chance to produce all phonemes individually to receive teacher feedback on all sounds.

Choral repetition, on the other hand, was not without its problems. During online lessons, as mentioned above, microphones were muted, which meant that the teacher had to rely on the position and movement of the lips to check the correct general production of the phoneme. In onsite lessons post-lockdown, however, face masks concealed this information and muffled the sound. This meant that both learning modalities complemented each other.

Therefore, it can be said that muted microphones, coupled with the ratio, became a hindrance for pronunciation practice in online tuition. In contrast, the mask became an obstacle in the brick-and-mortar classroom. Hence, the proposal detailed in this chapter. With this activity, we aimed at student learning autonomy regarding pronunciation and equity in computer-based written production by providing multiple

forms of expression (Guasch Murillo et al., 2012), such as an alternative to typing should students be temporarily or permanently disabled.

3.4. TASK DESIGN

As stated above, students had to produce a written text employing dictation tools. For such purposes, the integrated dictation tools in MSWord® and GDocs® were used. These were available to all students on the grounds that the university offers the alumni and faculty members free access to this software, which eliminated a possible digital divide, thus deemed appropriate for this task.

It goes without saying that written and oral academic texts differ in many aspects (Cao Thanh, 2015; Cook, 2004) ranging from the degree of formality to the syntax used (Redeker, 1984), although the former has become more flexible, establishing a cordial relationship with the reader (Hyland & Jiang, 2017). Among the different text genres that a B2 student should be able to compose, namely essay, review, report, article and letters or emails, the review was deemed the most appropriate for this task given its less formal tone, which can be analogous to verbal speech. While the article at a B2 level also shares this feature, the topic for the review was considered more appropriate and relatable for the first contact with written production in the course. The topic would help break the ice and it would be useful for the teacher to assess their vocabulary and grammar to identify shortcomings in order to plan future personalised lessons.

With the aim of making the writing task meaningful to students and relevant to the times, students were required to dictate a concert review, whether from a nostalgic pre-pandemic point of view or one they attended online. As explained above, COVID-19 and its subsequent lockdown triggered a social change where the world population was urged to remain at home. This supposed the cancellation of concerts and other events in line with safety and social distancing COVID measures. Nevertheless, the confinement caused by the pandemic called for alternative means of expression and entertainment, among which were online concerts. Students were encouraged to write about a recent concert experience, which could be an online one as it might have probably

been the first concert in streaming that they attended. Nevertheless, the theme of the composition was not limited to their experience as spectators of a musical performance during the lockdown and traditional music shows could also be reviewed.

3.5. TASK COMPLETION AND APPROPRIATENESS

To complete the task successfully, students had to include an attention-grabbing introduction that engaged the reader with a brief description of the performers. The body of the review had to contain the highlights and low points of the concert, along with a recommendation to the reader. All these items had to be included within the word limit which was established at a minimum of 140 and a maximum of 190 words and completed under the suggested time limit of 40 minutes. In addition, learners had to create two versions of their composition: the dictated version and the corrected one.

For the dictated text, students had previously learned some phrases and functional language they needed to include to give the review a lively tone and engage the reader. Furthermore, vocabulary related to the music world had been studied in class to be able to refer to all the elements and people on the stage. This part was especially pertinent to provide students with the language needed for the task in order to offer a precise account and opinion of the performance they were reviewing. In addition, students were expected to include complex grammatical structures inherent to a B2 language level, namely relative clauses and reduced relative clauses. Moreover, the use of extreme adjectives to express the writer's point of view was strongly encouraged. Extreme adjectives show the student's language proficiency and accurate command of higher-level words while also providing more detail about the experience, which captivates the reader.

Prior to the writing stage – or rather the dictating and subsequent correction stages to be more accurate, students had to master these two syntactic structures. To achieve that, learners completed several in-class grammar activities via the institutional video conferencing tool in groups, in pairs and individually.

In preparation for the task, learners brainstormed ideas and outlined their plans for their compositions during class time. This was convenient to both the teacher and the learner. On the one hand, completing this step in the classroom offered learners the chance to request teacher feedback and assistance. On the other hand, the teacher could supervise and offer support as needed to ensure students stayed on task and task completion was attained. Furthermore, it provided learners with the opportunity to exchange ideas with partners or get inspiration for new ones in open-class discussion.

Students were always encouraged to plan their work throughout the course in order to offer a structured composition which does not demand an effort from the reader. The first writing of the course was the appropriate time to teach students this technique to compose future better-quality writings. While students were familiar with the two word processors used for the task, they were unacquainted with in-built speech-to-text functions. Therefore, a few minutes of the lesson were allotted to explaining and exploring it.

Learners had to bear in mind that everything had to be dictated, from the most obvious information such as the words themselves to punctuation or new paragraphs. It was important to mention these to help students fathom the workings of AI to avoid any possible frustrations. Special emphasis was placed on articulating long and short sounds or voiced and unvoiced consonants properly to obtain a more accurate dictation.

Students were then ready to produce their pieces of dictated writing, assigned as homework to be submitted within the one-week deadline. Student submissions had to contain two versions of the task: the original dictated writing and the corrected one, as mentioned above. For the corrected composition, learners had to activate the track changes option in MSWord or the suggestions in GDocs to obtain a text with the format shown below (see Figure 1). Thus, the pronunciation errors along with the students' lexical deficiencies to denominate punctuation marks captured by the AI speech-to-text tool would become evident to both the student and the teacher. This visual form of writing and self-correcting texts points out pronunciation issues on which lessons henceforth

should focus. Even though the results obtained from this didactic proposal will not be included in this chapter due to space reasons, a representative fragment has been included. This short extract from a student's writing has been selected to exemplify the sort of information that can be obtained were this activity to be implemented in other lessons. An example of the data that could be obtained is illustrated below (Figure 1).

FIGURE 1 Source: student's writing

> The disadvantages about this concert is that you are alone in your bedroom, without the crowd that is normally in a concert. dot Nnevertheless, I half have a great oh coachingcousin who joint joined me in my dancing. dot Unluckily, coma our neighbours didn't enjoy that much our happiness. dot

For instance, the example shows the need for direct pronunciation instruction in class regarding the verb 'to have' and its three possible pronunciations, i.e. strong and weak forms /hæv/ and /həv/ or /əv/ respectively. Another issue that would need to be addressed is the fossilisation of pronunciation errors. An example of this is the mispronunciation of the word 'cousin', which is learnt at an A2 level, according to the English Vocabulary Profile (Cambridge University Press, 2015). The fact that it is learnt at such an early stage indicates that L1 interference (Coe, 1987), might have been the cause of this fossilised mispronunciation error. What Figure 1 shows is that the student might have pronounced the word as /ˈkousin/ instead of /ˈkʌzən/. Hence, AI identified the closest sound possible to that sequence of phonemes and found the word 'coaching'. In addition, the fragment in Figure 1 shows that the student does not possess a fluent command of pronunciation of -ed endings. Regular verbs in their past simple or past participle forms end in -ed, which can be pronounced in three ways: /t/, /d/ or /id/. There are several hypotheses that the teacher could establish here. The student in question might (1) not be able to recognise the difference between the voiced sound /d/ or unvoiced /t/; (2) they might think there are only two possible pronunciations for -ed endings, namely /t/ or /id/; (3) they might be aware of this information, but the tool misread the sounds. To ensure that the student is able to discern between the voiced and voiceless consonants, the teacher would have to ask them and others to read that word

in isolation in open class feedback, for instance. Then, hypotheses 1 and 2 would be discarded, and hypothesis 3 might be the correct one. Even so, pointing out this error in open-class feedback might create a window of opportunity for the teacher to address connected speech and how sounds at the end of a word might be affected by the first sound of the next word. Furthermore, the fragment in Figure 1 shows the learner is unaware of the difference between the word 'dot' and 'period' or 'full stop'. This reveals that the teacher should address punctuation terminology in class.

3.6. TEACHER FEEDBACK AND ASSESSMENT

After the correction of students' dictated writings, the teacher offered both open-class general feedback on the most common errors detected as well as individual feedback to help students improve on their future writings and reviews in particular. Teacher feedback focused on several aspects.

Firstly, students received some personalised comments on their pronunciation, including advice and corrections of what was detected as mispronunciations or common errors in Spanish or Catalan speakers at this level. These comments aimed to draw students' attention to specific phonemes, whether vowels, consonants or diphthongs, where there was room for improvement. However, even though the feedback given was to improve oral skills, it was based only on the text students had produced; that is to say, the .doc file the participants submitted as the teacher did not request any audio files of students' dictation. Requesting an audio recording from the students would not have been appropriate as they would have often had to modulate their speech to the AI tool, sounding unnatural, thus affecting fluency. Besides, as pointed out earlier, spoken and written speech differ from each other considerably (Cao Thanh, 2015; Cook, 2004). Therefore, the purpose was not to assess their pronunciation per se but to highlight areas they should focus on throughout the course. Since written skills were being assessed, individual teacher feedback also included suggestions for improvement or recommendations for rephrasing. Below is an example of teacher

feedback and comments on another excerpt taken from a students' written production (Figure 2).

FIGURE 2 Source: student's writing

tThe good point of view about this concert East is that you had a better view of the singer, you can't could stare at him better done than if you were there physically. dot Furthermore, coma it seems that Michellle is singing only for you.

Please remember that the phrase "point of view" is used to express opinion. In this particular case, I believe you meant to say "the good point" as a synonym of "advantage" or "one positive aspect to mention". Here is a suggestion to improve that sentence: "A positive aspect about this concert is that we could get a close-up view of the artist at all times as there are no fans on piggyback blocking the view in an online concert."

Good job trying to include the verb "stare", which is one of the verbs we've recently seen in class. However, bear in mind that verb is usually employed to describe that a person is surprised at what they are looking at, frightened, or thinking. Regarding word-choice as well, "Furthermore" might be too formal for a review with this tone; you might want to consider changing it.

As for pronunciation, the AI tool typed "done" instead of "than". This might indicate that you need to practise the difference between /d/ and /ð/.

I have noticed that you refer to the full stop or period as "dot"; however, we use "dot" when we are giving an email address or a website. The "dot" is the mark itself, but when we refer to punctuation, we use the words "full stop" or "period".

Secondly, students received a numeric grade based on their written performance. This number comprised information related to task completion, appropriate writing style and tone, logical organisation and structure, and linguistic aspects, namely grammar and lexis. Regarding vocabulary and grammar, students also received some recommendations and advice to widen their range of language. These criteria were deemed appropriate for several reasons. In the first place, it is important to assess learners and provide them with feedback on task completion since this avoids topic deviation and encourages them to stay on task. In the second place, apropos task completion, style and tone play an

essential role. For example, suppose the task requires the student to write a review about a concert in a magazine for teenagers or young adults. In that case, the style and tone are certainly closely connected with answering the question and completing the task successfully, given that a formal style would not be appropriate and a rather neutral tone should be adopted. Therefore, this indicator considers students' ability to express their ideas addressing the reader in the most appropriate degree of formality. In the third place, learners need to show their capacity to put their thoughts on paper in an orderly fashion; hence, the third assessment criterion. The last two indicators focus on students' linguistic production, namely grammatical structures and lexical items. Table 1 below shows the assessment criteria and descriptors the teacher followed in grading students' written outputs.

TABLE 1

	1	3	5
Task completion	The text does not address the questions in the task, although it is about a concert.	The student failed to include some aspects required by the task.	All the information included is relevant to the task and answers all the questions.
Style	The tone or style is not appropriate for a review.	The learner sometimes mixes styles and tone.	The learner used the appropriate style and tone for the task successfully.
Organisation	Paragraphing is not accurate. There is little evidence of connectors and other linking devices. It demands effort from the reader.	Paragraphing is not always accurate. The student attempts to use connectors and other linking devices, although not always successfully. Ideas are well organised, although there is no flow between them.	Paragraphing is accurate. The student uses connectors and other linking devices successfully. It is easy to read as ideas flow from one to another with ease.
Grammar	The student tried to include relative clauses or reduced relative clauses, although not successfully.	The student included relative clauses or reduced relative clauses.	The student included both relative clauses and reduced relative clauses.
Vocabulary	There is no attempt to use extreme adjectives.	The student attempted to use extreme adjectives and language related to the music and performance world, although not always successfully.	The student used extreme adjectives and language related to the music and performance sphere successfully.

Source: authors

4. CONCLUSIONS

This chapter aimed to outline the resources, objectives, and instructions that should be considered when offering students alternative means of expression. The didactic proposal detailed in this chapter invites faculty to design UDL-focused lessons in order to develop learners' empathy towards functional diversity, aiming towards an equitable society and accessible education services. In other words, the chapter serves as a valuable resource to teachers both at secondary and tertiary education stages who would like to implement SDGs 4 and 10 in their teaching practices. Furthermore, the activity boosted the learners' linguistic skills and phonological awareness in accordance with the learning outcomes detailed in the course syllabus, namely learner autonomy and motivation for quality.

Further research should draw on learners' experiences and perceptions regarding the use of this innovative text-composition method. In that sense, learner motivation and engagement are two essential aspects to take into consideration on the grounds that these might affect their written productions. Additionally, studies regarding the use of AI in speech-to-text tools can also analyse the most common phonological errors captured. Other studies could contemplate how convenient this technique is for persons with functional diversity, whether it is a permanent or temporary disability, especially addressing the needs of learners with a visual or mobility impairment. Reporting findings on these lines of research would cast some light on the implementation of UDL and SDGs. On the other hand, it would also give insight into how learners develop their phonological awareness, a neglected area in EFL (Calvo Benzies, 2015). Obtaining tangible results regarding the research lines aforementioned would benefit the education community.

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