COLECCIÓN CONOCIMIENTO CONTEMPORÁNEO

Igualdad y calidad educativa: oportunidades y desafíos de la enseñanza

Coordinadoras
Luisa Vega Caro
Alba Vico Bosch

Dykinson, S.L.

IGUALDAD Y CALIDAD EDUCATIVA:
OPORTUNIDADES Y DESAFÍOS DE LA ENSEÑANZA

IGUALDAD Y CALIDAD EDUCATIVA: OPORTUNIDADES Y DESAFÍOS DE LA ENSEÑANZA

Coordinadoras

LUISA VEGA-CARO
ALBA VICO BOSCH

Dykinson, S.L.

2021

IGUALDAD Y CALIDAD EDUCATIVA: OPORTUNIDADES
Y DESAFÍOS DE LA ENSEÑANZA

Diseño de cubierta y maquetación: Francisco Anaya Benítez
© de los textos: los autores
© de la presente edición: Dykinson S.L.
Madrid - 2021

N.º 34 de la colección Conocimiento Contemporáneo
1ª edición, 2021

ISBN 978-84-1377-639-2

NOTA EDITORIAL: Las opiniones y contenidos publicados en esta obra son de responsabilidad exclusiva de sus autores y no reflejan necesariamente la opinión de Dykinson S.L ni de los editores o coordinadores de la publicación; asimismo, los autores se responsabilizarán de obtener el permiso correspondiente para incluir material publicado en otro lugar.

ÍNDICE

INTRODUCCIÓN 19

SECCIÓN A.
LA IGUALDAD DE GÉNERO DESDE UNA PERSPECTIVA MULTIDISCIPLINAR

CAPÍTULO 1. ANÁLISIS DE LA FORMACIÓN EN GÉNERO EN EL PROFESORADO PARA UNA EDUCACIÓN INCLUSIVA 22
Lucía Moreno Solís
Esther Mena Rodríguez
Victoria Del Rocío Gómez Carrillo
Susana Leah De Las Nieves Stoner

CAPÍTULO 2. ¿DÓNDE ESTÁN LAS MUJERES? FORMACIÓN DE TRADUCTORAS CON PERSPECTIVA DE GÉNERO DESDE UN PROYECTO SOBRE COVID-19 Y WIKIPEDIA 44
Carmen Velasco-Montiel
Elisa Alonso

CAPÍTULO 3. ANÁLISIS DE LA MOTIVACIÓN HACIA EL APRENDIZAJE EN EL ALUMNADO DEL GRADO DE EDUCACIÓN PRIMARIA A TRAVÉS DE UNA HERRAMIENTA DE ENCUESTA 67
Lourdes Aranda
Eugenia Fernández-Martín

CAPÍTULO 4. EDUCACIÓN NO SEXISTA EN CHILE: UN RECORRIDO HISTÓRICO DE LIBERACION FEMENINA 85
Andrea Minte Münzenmayer

CAPÍTULO 5. PARTICIPACIÓN POLÍTICA E IGUALDAD DE GÉNERO: CASO PRÁCTICO DE EVALUACIÓN CONTINUA DURANTE LA PANDEMIA COVID-19 108
Jesús Jimeno-Borrero

CAPÍTULO 6. DIVERSIDAD SEXUAL EN EL CONTEXTO ESCOLAR: REFLEXIONES DE INVESTIGACIÓN Y MATERIALES EDUCATIVOS EN LA UNIVERSIDAD DE COLIMA 129
Jonás Larios Deniz
José Manuel De La Mora Cuevas
Alejandra Chávez Ramírez
Ma. De Lourdes Covarrubias Venegas

CAPÍTULO 7. LA SEXUALIZACIÓN DE LOS PERSONAJES FEMENINOS EN LOS VIDEOJUEGOS: EL CASO DE LADY DIMITRESCU 148
JAVIER DE LA VARA
TAMARA CANUTO
MARGARITA RODRÍGUEZ

CAPÍTULO 8. LA EDUCACIÓN DE LA IGUALDAD DE GÉNERO DESDE EL ÁMBITO FAMILIAR Y ESCOLAR: UNA INTERSECCIÓN **N**ECESARIA. ESTUDIO DESDE LA ÓPTICA JURÍDICA 175
EDUARDO OLIVA GÓMEZ

CAPÍTULO 9. EL MITO CHAMÁNICO COREANO *BARIDEGUI* Y LA NOVELA *BARI, LA PRINCESA ABANDONADA* (2007) 195
MIGANG CHUNG

CAPÍTULO 10. PROYECTO DE BUENAS PRÁCTICAS *COEDUCATIVAS* PARA SU IMPLANTACIÓN EN LA ACTIVIDAD DOCENTE DE LAS ACADEMIAS DE APOYO ESCOLAR 209
IVÁN LUIS MERCADILLO

CAPÍTULO 11. UNIDAS/OS EN LA LUCHA CONTRA EL MALTRATO 229
ALBA MORAÑA BOULLOSA

CAPÍTULO 12. ANÁLISIS DE LA EDUCACIÓN AFECTIVO-SEXUAL EN LA EDUCACIÓN SUPERIOR 247
SUSANA LEAH DE LAS NIEVES STONER
ESTHER MENA RODRÍGUEZ
LUCÍA MORENO SOLÍS
VICTORIA DEL ROCÍO GÓMEZ CARRILLO

CAPÍTULO 13. LA PROBLEMÁTICA DE LA VIOLENCIA DE GÉNERO MEDIANTE LAS TIC: UNA PERSPECTIVA DE INTERVENCIÓN PEDAGÓGICA 268
ISABEL MARTÍNEZ-CARRERA
ALEXANDRE ALONSO-CARNICERO
SARA MARTÍNEZ-CARRERA
CRISTINA SÁNCHEZ-MARTÍNEZ

CAPÍTULO 14. "EXPLORANDO LA COEDUCACIÓN. ESTUDIO EN EDUCACIÓN INFANTIL Y EDUCACIÓN PRIMARIA" 286
RAQUEL MARTÍ SIGNES
LORENA PÉREZ SÁNCHEZ
ANTONI CASASEMPERE-SATORRES

CAPÍTULO 15. LA GENERACIÓN Z Y LA EDUCACIÓN SEXUAL: SU CONOCIMIENTOS Y FUENTES DE (IN)FORMACIÓN 311
ROSANA MARTÍNEZ ROMÁN
ALBA ADÁ LAMEIRAS
YOLANDA RODRÍGUEZ CASTRO

CAPÍTULO 16. EL SEXISMO EN LOS LIBROS DE TEXTO DE MATEMÁTICAS: UN PROYECTO DE INNOVACIÓN EDUCATIVA PARA LA ASIGNATURA DE MATEMÁTICAS EN EDUCACIÓN PRIMARIA 328
María Isabel López Fernández

CAPÍTULO 17. VÍNCULO ENTRE VIOLENCIA POLÍTICA Y EDUCACIÓN DEMOCRÁTICA 360
Alejandra Chávez Ramírez
José Manuel De La Mora Cuevas
Jonás Larios Deniz
Liliana Márquez Orozco

CAPÍTULO 18. OBSTÁCULOS PARA LA RECUPERACIÓN DE LA VIOLENCIA DE GÉNERO EN EL NOVIAZGO ADOLESCENTE 384
Patricia De Los Santos Martínez
Ángeles Rebollo Catalán

CAPÍTULO 19. ANÁLISIS DE LA PREVALENCIA DE LA VIOLENCIA ENTRE PAREJAS ADOLESCENTES SUFRIDA POR ESTUDIANTES UNIVERSITARIOS 405
Nieves Gutiérrez Ángel

CAPÍTULO 20. REPERTORIO DE ELEMENTOS SIMBÓLICOS Y CONCEPTUALES IGUALITARIOS DESDE LA DIDÁCTICA DE LA LENGUA ESPAÑOLA 420
Blanca Hernández Quintana

CAPÍTULO 21. EL ACCESO A LA COORDINACIÓN TIC DE LAS MAESTRAS EN LA CAPITAL ONUBENSE: UN ESTUDIO DE GÉNERO EXPLORATORIO 438
María Dolores Rodríguez Pérez
Emilia Moreno Sánchez
Francisco de Paula Rodríguez Miranda
Esther Salvador Clavijo

CAPÍTULO 22. FAKE NEWS Y DESINFORMACIÓN COMO HERRAMIENTAS DESACREDITADORAS: ESTRUCTURA Y DIFUSIÓN DE LOS BULOS SOBRE FEMINISMO 461
Álvaro López-Martín
Alba Córdoba-Cabús

CAPÍTULO 23. CONFIANZA QUE LOS ESTUDIANTES UNIVERSITARIOS PRESENTAN EN SU PROPIA HABILIDAD MATEMÁTICA. ANÁLISIS POR GÉNERO 482
Cristina Pedrosa-Jesús
Astrid Cuida
Marina Arnal-Ferrándiz

CAPÍTULO 24. LA PERSPECTIVA DE GÉNERO EN LA COBERTURA DEPORTIVA: UNA NECESIDAD URGENTE..... 502
ALBA ADÁ LAMEIRAS
ROSANA MARTÍNEZ ROMÁN
YOLANDA RODRÍGUEZ CASTRO

CAPÍTULO 25. ANÁLISIS DE LA LIBERTAD RELIGIOSA EN LA UNIÓN EUROPEA DESDE LA PERSPECTIVA DE GÉNERO. 520
SANDRA LÓPEZ CHOCERO
AMELIA SANCHIS VIDAL

CAPÍTULO 26. ESCUCHAR, VER Y RECREAR LA MITOLOGÍA EN LA POESÍA FEMENINA HISPANA 545
JOSEFA FERNÁNDEZ ZAMBUDIO
MARÍA DOLORES HERNÁNDEZ MAYOR
MARÍA DOLORES ADSUAR FERNÁNDEZ

CAPÍTULO 27. LA IMPORTANCIA DE LA FILOSOFÍA POLÍTICA FEMINISTA PARA COMPRENDER EL PROCESO DE DESLEGITIMACIÓN DE LA VIOLENCIA CONTRA LAS MUJERES 565
EVA PALOMO CERMEÑO
MARÍA ÁVILA BRAVO-VILLASANTE

CAPÍTULO 28. EPISTEMOLOGÍA Y METODOLOGÍA DE LA INVESTIGACIÓN CUANTITATIVA FEMINISTA Y QUEER 586
ROCÍO JIMÉNEZ CORTÉS

CAPÍTULO 29. LA INFLUENCIA DEL TRAP LATINO EN LA CONSTRUCCIÓN DEL GÉNERO..... 605
Mª AUXILIADORA REINA LINARES

CAPÍTULO 30. APORTES DE LAS ENTREVISTAS ONLINE Y LAS REPRESENTACIONES VISUALES DIGITALES A LA INVESTIGACIÓN EDUCATIVA FENOMENOLÓGICA FEMINISTA 625
ALICIA E. HERMOSO SOTO

CAPÍTULO 31. ANÁLISIS DE LA FORMACIÓN Y SENSIBILIDAD DE ESTUDIANTES DE EDUCACIÓN A LA IGUALDAD DE GÉNERO ... 651
LOURDES BUENO SÁNCHEZ
ROCÍO JIMÉNEZ-CORTÉS

CAPÍTULO 32. UNA VISIÓN CUALITATIVA DEL ACOSO SEXUAL EN LA UNIVERSIDAD: EXPERIENCIAS E INSTRUMENTOS 669
PAULA SEPÚLVEDA NAVARRETE
EVA BERMÚDEZ FIGUEROA

CAPÍTULO 33. ESTUDIO COMPETENCIAL DE MUJERES MAYORES DE 45 AÑOS PERTENECIENTES A LA FAMILIA PROFESIONAL DE SERVICIOS SOCIOCULTURALES Y A LA COMUNIDAD 691
M.ª AUXILIADORA ORDÓÑEZ-JIMÉNEZ

CAPÍTULO 34. GÉNERO, DESEMPLEO Y CONCILIACIÓN FAMILIAR: UNA PROPUESTA PARA EL DESARROLLO DE COMPETENCIAS EMOCIONALES Y PROFESIONALES PARA LA REINSERCIÓN LABORAL 719
M.ª AUXILIADORA ORDÓÑEZ-JIMÉNEZ

CAPÍTULO 35. ANTROPOLOGÍA FUNDAMENTAL PARA UNA FORMACIÓN INTEGRAL EN CIENCIAS EXPERIMENTALES 741
DAVID GARCÍA DÍAZ
ÁNGEL SÁNCHEZ-PALENCIA MARTÍ

SECCIÓN B.
NUEVAS PEDAGOGÍAS EDUCATIVAS PARA ALCANZAR UN APRENDIZAJE SIGNIFICATIVO EN LOS NUEVOS ESCENARIOS EDUCATIVOS

CAPÍTULO 36. ADQUISICIÓN DE HÁBITOS DE COMPROMISO SOCIAL CON LOS OBJETIVOS DE DESARROLLO SOSTENIBLE MEDIANTE GAMIFICACIÓN 758
TERESA DE DIOS ALIJA
CARMEN DE LA CALLE MALDONADO
DAVID GARCÍA DÍAZ

CAPÍTULO 37. ESTUDIO DE LAS TUTORÍAS ACADÉMICAS PARA UN APRENDIZAJE SIGNIFICATIVO EN LA FORMACIÓN INTEGRAL DEL ALUMNADO UNIVERSITARIO 778
EUGENIA FRNÁNDEZ-MARTÍN
LOURDES ARANDA

CAPÍTULO 38. DOCENCIA UNIVERSITARIA DESDE EL MODELO DE EDUCACIÓN DEPORTIVA (MED) 799
EULISIS SMITH PALACIO
MICHELLE MATOS DUARTE

CAPÍTULO 39. DEPORTE Y MUJER. UN PROGRAMA PILOTO DE SENSIBILIZACIÓN 813
EULISIS SMITH PALACIO
MICHELLE MATOS DUARTE

CAPÍTULO 40. DANZA INTROSPECTIVA COMO PROPUESTA FORMATIVA 829
MICHELLE MATOS DUARTE
EULISIS SMITH PALACIO
MARÍA MERINO FERNÁNDEZ
DAVID GARCÍA DÍAZ

CAPÍTULO 41. APROXIMACIÓN A LA IDEA DE TRANSFORMACIÓN EN UN MBA 842
Luis Expósito
Sonia González
Cesar Moreno

CAPÍTULO 42. ADQUISICIÓN DE COMPETENCIAS TRANSVERSALES DE LOS ALUMNOS DEL GRADO EN CIENCIAS DE LA ACTIVIDAD FÍSICA Y DEL DEPORTE A TRAVÉS DEL PROYECTO DE INNOVACIÓN EDUCATIVA *#EMPLEASPORT_ LAB: SOFT- SKILLS AND INNOVATIVE TOOLS FOR EMPLOYABILITY* 860
Elena Conde Pascual
María José Maciá Andreu
Luis Manuel Martínez Aranda
Ana María Gallardo Guerrero

CAPÍTULO 43. CALIDAD E INNOVACIÓN EN EDUCACIÓN SECUNDARIA OBLIGATORIA A TRAVÉS DE LA MEJORA DE LA ORIENTACIÓN EDUCATIVA EN ESPAÑA 881
Victor Renobellsantaren
Silvia Fuentes De Frutos

CAPÍTULO 44. LA ADQUISICIÓN DE LAS COMPETENCIAS NUCLEARES: APRENDIENDO A SER ENFERMERA EN EL MUNDO ... 899
María José Morales-Gázquez
Epifanía Natalia Medina-Artiles
Remedios López-Liria
Patricia Rocamora-Pérez

CAPÍTULO 45. LA CREATIVIDAD COMO ELEMENTO MOTIVADOR EN EL PROCESO DE APRENDIZAJE: "MENTORÍAS: LABORATORIO DE PENSAMIENTO DIVERGENTE Y APOYO EMOCIONAL" 922
Violeta Agudín Garzón
Elena López Cobeñas

CAPÍTULO 46. LEARNING INDICATORS AS A TOOL FOR UNDERSTANDING OF STUDENTS'LEVEL OF EXPERTISE IN SCHOOL BASKETBALL 962
Pablo Camacho Lazarraga
Laura Guerrero Puerta
Miguel Ángel Guerrero Puerta
Antonio Alias García

CAPÍTULO 47. EL ALUMNADO UNIVERSITARIO ANTE LA PANDEMIA APRENDIZAJE-SERVICIO Y COMPROMISO SOCIAL 981
PAOLO SCOTTON
MAIDER PÉREZ DE VILLARREAL ZUFIAURRE
UNAX FLORES URIBE
PAMELA GÉNEZ CANTERO

CAPÍTULO 48. APRENDIZAJE-SERVICIO COMO METODOLOGÍA ACTIVA EN EDUCACIÓN FÍSICA DESTINADO A ADOLESCENTES EN CONFLICTO CON LA LEY Y PERSONAS CON DIVERSIDAD FUNCIONAL 998
JOSE LUIS JORNET ESTEVE
MARCELO VIERA ABELLERIA
GABRIEL MARTÍNEZ RICO
JOAQUÍN GARCIA SÁNCHEZ

CAPÍTULO 49. POSITIVE EXTERNATILITIES OF INTELLECTUAL DISABILITY TRAINING 1019
MARÍA DOLORES HARO GIL
PIEDAD ORTIZ FERNÁNDEZ
JORGE TARIFA FERNÁNDEZ

CAPÍTULO 50. EL EMPRENDIMIENTO SOCIAL EN EL AULA UNIVERSITARIA: DESARROLLAR UN LIDERAZGO DE SERVICIO DESDE UN ENFOQUE COMPETENCIAL 1039
MARÍA JOSÉ IBÁÑEZ AYUSO
DANIEL DE LA ROSA RUIZ
PATRICIA CASTAÑO MUÑOZ
CRISTINA RUIZ-ALBERDI FERNÁNDEZ

CAPÍTULO 51. LA CRISIS DEL SARS-COV-2 COMO FUENTE DE SENTIDO. UNA APROXIMACIÓN A LA FORMACIÓN INTEGRAL EN ESTUDIANTES UNIVERSITARIOS 1060
MARÍA CRISTINA PAPADAKIS ROMERO
MARÍA TERESA IGLESIAS LÓPEZ

CAPÍTULO 52. EL CONFINAMIENTO DOMICILIARIO EN ESTUDIANTES UNIVERSITARIOS: ANÁLISIS DE LA REPERCUSIÓN DE LA PANDEMIA DEL COVID-19 EN LA VIDA DE LOS ALUMNOS 1073
LUCAS MONTOJO SÁNCHEZ
MARÍA TERESA IGLESIAS LÓPEZ

CAPÍTULO 53. NUEVO APRENDIZAJE DEL PROFESORADO DE CONSERVATORIO 1084
ARCADIO RUBÉN SODUPE VILLARO

CAPÍTULO 54. EVALUACIÓN DE RESULTADOS DE APRENDIZAJE A TRAVÉS DEL MÉTODO DEL CASO 1115
YURIXHI GALLARDO
MÓNICA CAMARGO MARTÍNEZ
ANDRÉS SAÚL DE LA SERNA TUYA
MARIANA DE LA MORA FIGUEROA

CAPÍTULO 55. LA EDUCACIÓN EN VALORES EN LOS ESTUDIOS DE PERIODISMO A TRAVÉS DEL GÉNERO DOCUMENTAL..... 1138
MARÍA PURIFICACIÓN SUBIRES MANCERA

CAPÍTULO 56. APRENDER A CUIDAR EL SENTIDO DE LO EDUCATIVO OFRECIENDO UN LUGAR AL CUERPO EN LA ESCUELA..... 1155
ANA MARÍA RAMOS NOBLE

CAPÍTULO 57. EL CUERPO COMO ESPACIO PEDAGÓGICO-DISCURSIVO Y SU EFECTO EN LA DIDÁCTICA DE LA INTERCOMPRENSIÓN ROMÁNICA..... 1176
GONZALO LLAMEDO PANDIELLA

CAPÍTULO 58. LA PERCEPCIÓN DE LOS ESTUDIANTES EGRESADOS CON DISCAPACIDAD SOBRE SU PASO POR LA UNIVERSIDAD: UN ESTUDIO SOBRE LA ADQUISICIÓN DE COMPETENCIAS 1198
RICARDO MORENO RODRÍGUEZ
JOSÉ LUIS LÓPEZ BASTÍAS
MIRIAM DÍAZ VEGA

CAPÍTULO 59. EL EFECTO DEL YOGA EN EL RENDIMIENTO ESCOLAR: UNA REVISIÓN SISTEMÁTICA 1221
JACOB DAVID MOLINA FERNÁNDEZ
MARÍA CARRASCO POYATOS
ANTONIO GRANERO GALLEGOS
GEORGINA SCARLET CORREA BARWICK

CAPÍTULO 60. LA FÍSICA Y EL FÍSICO: EL CUERPO PARA ENTENDER A STEPHEN HAWKING..... 1242
ALFREDO MIRALLES BENITO

SECCIÓN C.
LOS ODS PARA UNA EDUCACIÓN DE CALIDAD:
OPORTUNIDADES Y DESAFÍOS

CAPÍTULO 61. EDUCACIÓN PARA LA CIUDADANÍA GLOBAL EN EDUCACIÓN INFANTIL. UN ESTUDIO EN ESPAÑA 1257
ANA CASTRO ZUBIZARRETA
ISABEL PÉREZ ORTEGA
ADELINA CALVO SALVADOR

CAPÍTULO 62. EL EMPLEO CON APOYO. UN MODELO INCLUSIVO, EDUCATIVO Y TECNOLÓGICO PARA GARANTIZAR OPORTUNIDADES DE APRENDIZAJE EN LAS PERSONAS CON DISCAPACIDAD 1280
LAURA SÁNCHEZ BLANCO
ANA MARÍA FERMOSO GARCÍA
MONTSERRAT MATEOS SÁNCHEZ
AMPARO CASADO MELO

CAPÍTULO 63. CALDAS EDUCA-DA*:* EDUCAR CON CALIDAD PARA LA EQUIDAD, EL CRECIMIENTO Y EL DESARROLLO HUMANO 1303
ANGÉLICA MARÍA RODRÍGUEZ ORTIZ

CAPÍTULO 64. MUJER, LITERATURA FRANCÓFONA Y ODS EN EL AULA DE FLE 1325
ANA BELÉN SOTO

CAPÍTULO 65. OPERATIVIZAR LOS OBJETIVOS DE DESARROLLO SOSTENIBLE EN EDUCACIÓN SUPERIOR A TRAVÉS DEL APRENDIZAJE SERVICIO 1343
GUIOMAR NOCITO-MUÑOZ
MARIA-JOSÉ JAVALOYES

CAPÍTULO 66. COMUNICACIÓN VISUAL PARA FAVORECER LA INCLUSIÓN DE LAS PERSONAS CON PARÁLISIS CEREBRAL CON SERVICIOS DE VISIÓN ARTIFICIAL 1365
MONTSERRAT MATEOS SÁNCHEZ
AMPARO CASADO MELO

CAPÍTULO 67. LA INNOVACIÓN SOCIAL A TRAVÉS DEL DEPORTE. PROYECTO EUROPEO SPIN-VET. 1389
MARÍA JOSÉ MACIÁ
ALEJANDRO LEIVA-ARCAS
CARMEN DANIELA QUERO-CALERO
ANTONIO SÁNCHEZ-PATO

CAPÍTULO 68. NUEVAS HERRAMIENTAS METODOLOGICAS PARA EL APRENDIZAJE Y COMPRENSIÓN DE LAS RELACIONES INTERNACIONALES 1412
KATTYA CASCANTE HERNÁNDEZ
XIRA RUIZ CAMPILLO

CAPÍTULO 69. CUESTIONARIO SOBRE EDUCACIÓN AMBIENTAL VALORADA A TRAVÉS DEL ANÁLISIS DEL PAISAJE (CEAVAP): DISEÑO Y VALIDACIÓN CON MAESTROS EN FORMACIÓN DE ESPAÑA Y COLOMBIA 1434
CARLOS MARTÍNEZ-HERNÁNDEZ
FRANCISCO JAVIER ROBLES-MORAL

CAPÍTULO 70. TFGS VINCULADOS A PROYECTOS DE INVESTIGACIÓN EN SOSTENIBILIDAD: REDES DE COLABORACIÓN ENTRE ALUMNOS, INVESTIGADORES, INSTITUCIONES Y BENEFICIARIOS PARA LA CIRCULARIZACIÓN DEL MERCADO DE VALLEHERMOSO DE MADRID 1455
JOSÉ LUIS PARADA RODRÍGUEZ

CAPÍTULO 71. ¿CÓMO INCLUIR LOS OBJETIVOS DE DESARROLLO SOSTENIBLE EN LA ASIGNATURA DE DIRECCIÓN DE OPERACIONES? 1474
JUSTO ALBERTO RAMÍREZ FRANCO
RAQUEL ANTOLÍN LÓPEZ

CAPÍTULO 72. HABILIDADES DE DIRECCIÓN Y GESTIÓN Y SOSTENIBILIDAD: UNA PROPUESTA DOCENTE 1492
RAQUEL ANTOLÍN LÓPEZ
JUSTO ALBERTO RAMÍREZ FRANCO

CAPÍTULO 73. LOS DESAFÍOS DE LA EDUCACIÓN PARA EL DESARROLLO SOSTENIBLE: LA AUTOESTIMA Y EL PENSAMIENTO CRÍTICO 1510
DIEGO GAVILÁN-MARTÍN
GLADYS MERMA-MOLINA
SALVADOR BAENA MORALES

CAPÍTULO 74. ESTRATEGIAS INNOVADORAS EN EDUCACIÓN FÍSICA: OBJETIVOS DE DESARROLLO SOSTENIBLE 2030. UNA REVISIÓN SISTEMÁTICA 1527
MIGUEL ÁNGEL GUERRERO PUERTA
PABLO CAMACHO LAZARRAGA
ANTONIO ALÍAS GARCÍA
LAURA GUERRERO PUERTA

CAPÍTULO 75. HOW HAVE THE SUSTAINABLE DEVELOPMENT GOALS INFLUENCED THE DESIGN OF LOMLOE? A COMMITMENT TO COEDUCATION, ENVIRONMENTAL SUSTAINABILITY AND DUAL VOCATIONAL TRAINING SEEMS TO BE THE ANSWER.1546
LAURA GUERRERO-PUERTA
PABLO CAMACHO LAZARRAGA
ANTONIO ALIAS GARCÍA
MIGUEL GUERRERO PUERTA

CAPÍTULO 76. LA INTEGRACIÓN DE LOS ODS EN LA UNIVERSIDAD DE GRANADA A TRAVÉS DE LAS ACTIVIDADES CON RECONOCIMIENTO DE CRÉDITOS PARA LOS ESTUDIOS DE GRADO.....1560
VICTORIANO J. PÉREZ MANCILLA
JUAN MANUEL MARTÍN GARCÍA

CAPÍTULO 77. EL USO INCLUSIVO DE LA TECNOLOGÍA EDUCATIVA EN LOS CENTROS EDUCATIVOS EXTREMEÑOS DESDE LA PERCEPCIÓN DEL PROFESORADO EN FORMACIÓN INICIAL DURANTE EL PERIODO DE PRÁCTICAS.....1574
DESIRÉE AYUSO DEL PUERTO
VÍCTOR VALDÉS SÁNCHEZ
PRUDENCIA GUTIÉRREZ ESTEBAN

CAPÍTULO 78. NECESIDADES FORMACION INTEGRAL EN LA COMPETENCIA DIGITAL: CIBERCONVIVENCIA Y HABILIDADES SOCIALES.....1592
ANA CEBOLLERO SALINAS

CAPÍTULO 79. LOS ESCOLARES NÓMADAS SAHARAUIS ANTE LA GUERRA: ESTUDIO DE CASO.....1615
ÁNGELES ARIZA NÚÑEZ

CAPÍTULO 80. PRIMERA FASE DE LA HOJA DE RUTA PARA "SOSTENIBILIZAR" EL GRADO DE GEOGRAFÍA Y ORDENACIÓN DEL TERRITORIO DE LA UNIVERSIDAD COMPLUTENSE DE MADRID.....1646
ROSA MECHA LÓPEZ

CAPÍTULO 81. "HOW DO I KNOW WHAT I THINK UNTIL I SEE WHAT I SAY?": DICTATION TOOLS IN ACADEMIC WRITING 1672
ANA-ISABEL MARTÍNEZ-HERNÁNDEZ
LUCÍA BELLÉS-CALVERA

CAPÍTULO 82. EDUCAR PARA EL DESARROLLO SOSTENIBLE EMPLEANDO STORY MAPS CREADOS EN UN MOOC 1696
María Luisa De Lázaro Torres
Francisco José Morales Yago

CAPÍTULO 83. HACIA UNA EDUCACIÓN EQUITATIVA Y DE CALIDAD INCLUSIVA PARA EL DESARROLLO SOSTENIBLE: UNA ALTERNATIVA DESDE LA CIENCIA, LA TECNOLOGÍA Y LA INNOVACIÓN..... 1719
Ernesto Fajardo Pascagaza
Luis Carlos Cervantes Estrada

CAPÍTULO 84. LOS AMBIENTES DE APRENDIZAJE EN EDUCACIÓN INFANTIL: LA IMPORTANCIA DEL PATIO 1738
Andrea Otero-Mayer
Paz Díez-Arcón

CAPÍTULO 85. ENSEÑANZA DE ECONOMÍA EN LA EDUCACIÓN SECUNDARIA. LOS ODS COMO MECANISMO DE MOTIVACIÓN DEL ALUMNADO 1755
Virgilio Pérez Giménez

CAPÍTULO 86. AGENDA 2030, ODS Y LA EDUCACIÓN PARA EL DESARROLLO SOSTENIBLE: UNA EXPERIENCIA DIDÁCTICA CON LOS FUTUROS DOCENTES DE EDUCACIÓN PRIMARIA..... 1774
Juan José Del Álamo Venegas
Beatriz Ricci Caballo
Cristina Manchado Nieto
Rocío Yuste Tosina

CAPÍTULO 87. EL ODS 4 Y LOS DESEOS DEL FUTURO PROFESORADO: UNA EXPERIENCIA DE INNOVACIÓN EN EL AULA..... 1796
María J. Hernández-Amorós
Mayra Urrea Solano
Diego Gavilán-Martín

CAPÍTULO 88. UNDERGRADUATE AND GRADUATE STUDENTS´ PERCEPTIONS OF HIGHER EDUCATION 1822
Victor Alfonso Rivera Flores
Gladys Wilma Rivera Flores
José Luis Aguilar Gonzales

CAPÍTULO 89. ESTUDIO COMPARATIVO DE HÁBITOS EN JÓVENES PREUNIVERSITARIOS Y UNIVERSITARIOS MADRILEÑOS..... 1843
María Teresa Iglesias López*
Mª Cristina Papadakis
Lucas Montojo

CAPÍTULO 90. APRENDIZAJE-SERVICIO, EMPRENDIMIENTO SOCIAL Y OBJETIVOS DE DESARROLLO SOSTENIBLE: ANÁLISIS DE UN ESTUDIO DE CASO EN EDUCACIÓN FÍSICA 1854
CARLOS CAPELLA-PERIS
MARÍA MARAVÉ-VIVAS
CELINA SALVADOR-GARCÍA

CAPÍTULO 91. INVESTIGACIÓN AUTOETNOGRÁFICA EN LA FORMACIÓN INICIAL DOCENTE PARA ANALIZAR EL VALOR DEL APRENDIZAJE-SERVICIO APLICADO EN EL ÁMBITO DE LA EDUCACIÓN FÍSICA 1882
BELÉN MARTÍNEZ SERRANO
CELINA SALVADOR GARCÍA
MARÍA MARAVÉ VIVAS

CAPÍTULO 92. LOS MODELOS PEDAGÓGICOS ACTIVOS EN LA FORMACIÓN INICIAL DOCENTE: UN ENFOQUE NO-LINEAL, TRANSFORMADOR Y SOSTENIBLE 1903
TERESA VALVERDE ESTEVE
CELINA SALVADOR-GARCÍA
ÓSCAR CHIVA-BARTOLL
JESÚS GIL-GÓMEZ

CAPÍTULO 93. PEDAGOGÍA SENSIBLE, PEDAGOGÍA DE LA DIFERENCIA Y APRENDIZAJE-SERVICIO: REVISIÓN Y ENLACE TEÓRICO PARA LA MEJORA DE LA FORMACIÓN INICIAL DOCENTE EN EL ÁMBITO DEL JUEGO Y LA EXPRESIÓN CORPORAL 1928
SHEILA PARRA GÓMEZ
MARÍA MARAVÉ VIVAS
ÒSCAR CHIVA BARTOLL
MARC PALLARÈS PIQUER

CAPÍTULO 94. EL ENFOQUE INVESTIGADOR DEL APRENDIZAJE-SERVICIO EN ACTIVIDAD FÍSICA Y DEPORTE 1947
XAVIER FRANCISCO-GARCÉS
CRISTINA GIMENO-PITARCH
NURIA CUENCA-SOTO
ÓSCAR CHIVA BARTOLL

CAPÍTULO 95. APRENDIZAJE-SERVICIO EN LA ESCUELA RURAL : UNA EXPERIENCIA EDUCATIVA HACIA EL DESARROLLO SOSTENIBLE 1967
CRISTINA GIMENO PITARCH
NURIA CUENCA SOTO
XAVIER FRANCISCO GARCÉS

CAPÍTULO 96. APRENDIZAJE-SERVICIO UNIVERSITARIO EN ACTIVIDAD FÍSICO-DEPORTIVA DESDE UNA PERSPECTIVA DE GÉNERO..... 1989
NURIA CUENCA-SOTO
XAVIER FRANCISCO-GARCÉS
CRISTINA GIMENO-PITARCH
MARÍA LUISA SANTOS-PASTOR

CAPÍTULO 97. ESCUCHANDO LAS VOCES DE LAS ENTIDADES RECEPTORAS DEL SERVICIO EN PROYECTOS DE APRENDIZAJE-SERVICIO 2015
RAQUEL AGUADO-GÓMEZ
Mª TERESA CALLE-MOLINA
ÁNGELES LÓPEZ-RODRÍGUEZ
ISMAEL ARRIBAS-SANZ

CAPÍTULO 98. APRENDIZAJE-SERVICIO Y ACTIVIDADES EN EL MEDIO NATURAL 2033
JOEL MANUEL PRIETO ANDREU

CAPÍTULO 99. OFERTAS EN EL ÁMBITO DE LA SOSTENIBILIDAD PARA ALUMNADO UNIVERSITARIO: PROPUESTA DE INVESTIGACIÓN SOBRE LOS EFECTOS DEL SENTIDO DE PERTENENCIA Y LA PREDISPOSICIÓN A PAGAR DEL ALUMNADO 2052
JAIME J. GONZÁLEZ MASIP

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

ANA-ISABEL MARTÍNEZ-HERNÁNDEZ
Universitat Jaume I / IULMA

LUCÍA BELLÉS-CALVERA
Universitat Jaume I / IULMA

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 disadvantage~~s~~ about this concert is that you are alone in your bedroom, without the crowd that is normally in a concert.~~ dot~~ ~~N~~nevertheless, I ~~half~~ have a great ~~oh coaching~~cousin 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 /'kousin/ instead of /'kʌzən/. 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.

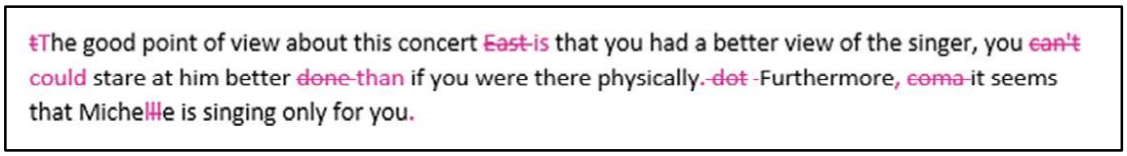
3.6. Teacher feedback and assessment

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*



> 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.

5. REFERENCES

Alnahdi, G. (2014). Assistive Technology in Special Education and the Universal Design for Learning. Turkish Online Journal of Educational Technology, 13(2), 18–23.

Bellés-Calvera, L. (2018). Teaching Music in English: A Content-Based Instruction Model in Secondary Education. Latin American Journal of Content & Language Integrated Learning, 11(1), 109–140. https://doi.org/10.5294/laclil.2018.11.1.6

Bellés-Calvera, L., & Bellés-Fortuño, B. (in press). CLIL and e-learning environments: The role of Google My Maps and students' written performance in Classical History. Verbeia 5.

Bellés-Calvera, L., & Martínez-Hernández, A.I. (2021). Written discourse competence and asynchronous online learning: An analysis of lexical errors in higher education. In Buzón-García, Romero-García & Verdú-Vázquez (Eds.), Innovaciones metodológicas con TIC en educación (pp. 4009-4031). Dykinson.

Bellés-Fortuño, B., & Martínez-Hernández, A. I. (2020). The use of Wordclouds for vocabulary retention in the English for Psychology classroom. The Eurocall Review, 28(2), 64–77.

Bellés-Fortuño, B. (2016). Academic discourse markers: A contrastive analysis of the discourse marker then in English and Spanish lectures. Verbeia, 1, 57–68.

Benayas, J., Marcén, C., Alba, D., & Gutiérrez, J. (2017). Educación Para la Sostenibilidad en España. Reflexiones y Propuestas. Documento de Trabajo Opex No. 86/2017. Fundación Alternativas.

Calvo Benzies, Y. J. (2015). The Teaching and Learning of English Pronunciation in Spain . An Analysis and Appraisal of Students ' and Teachers ' Views and Teaching Materials The Teaching and Learning of English Pronunciation in Spain . An Analysis and Appraisal of Students ' and Tea: Vol. I.

Cambridge University Press. (2015). English Profile. The CEFR for English. https://www.englishprofile.org/wordlists/evp

Cao Thanh, N. (2015). The Differences between Spoken and Written Grammar in English, in Comparison with Vietnamese. *GiST Education and Learning Research Journal*, *11*(11), 138–153. https://doi.org/10.26817/16925777.291

Carlet, A., & Kivistö-de Souza, H. (2018). Improving L2 pronunciation inside and outside the classroom. Ilha Do Desterro A Journal of English Language, Literatures in English and Cultural Studies, 71(3), 99–124. https://doi.org/10.5007/2175-8026.2018v71n3p99

Carrió-Pastor, M.L. (2009). Content and language integrated learning: Cultural diversity. Peter Lang.

CAST Inc. (2021). The UDL Guidelines. https://udlguidelines.cast.org/

Chen, M. H., Huang, S. T., Chang, J. S., & Liou, H. C. (2015). Developing a corpus-based paraphrase tool to improve EFL learners' writing skills. Computer Assisted Language Learning, 28(1), 22–40. https://doi.org/10.1080/09588221.2013.783873

Coe, N. (1987). Speakers of Spanish and Catalan. In M. Swan & B. Smith. (Eds.), Learner English: A teacher's guide to interference and other problems (pp. 90-112).Cambridge University Press.

Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T. M., & Swann, J. (2003). Teaching Academic Writing: A toolkit for higher education. Routledge.

Cook, V. J. (2004). The English writing system. Taylor & Francis Group.

Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and language integrated learning. Cambridge University Press.

Dell-Jones, J. (2013). American teachers in anti-American environments: How to incorporate "culture" in the EFL classroom. In M. S. Plakhotnik & S. M. Nielsen (Eds.), Proceedings of the Seventh Annual College of Education Research Conference: Urban and International Education Section (pp. 25-30). Florida International University.

Di Petta, T., & Woloshyn, V.E. (2001). Voice Recognition for On-line Literacy: Continuous Voice Recognition Technology in Adult Literacy Training. Education and Information Technologies 6(4), 225–240.

Dolan, R. P., & Hall, T. E. (2001). Universal Design for Learning: Implications for Large-Scale Assessment. IDA Perspectives, 27(4), 22–25. http://www.cast.org/udl/

Echelberger, A., Mccurdy, S. G., & Parrish, B. (2018). Using a Study Circle Model to Improve Teacher Confidence and Proficiency in Delivering Pronunciation Instruction in the Classroom. The CATESOL Journal, 30, 213. http://atlasabe.org/professional/adult-esl.

Fithriani, R., Dewi, U., Daulay, S. H., Salmiah, M., & Fransiska, W. (2019). Using Facebook in EFL writing class: Its effectiveness from students' perspective. KnE Social Sciences, 634-645.

Ferretti, R. P., & Graham, S. (2019). Argumentative writing: theory, assessment, and instruction. Reading and Writing, 32(6), 1345–1357. https://doi.org/10.1007/s11145-019-09950-x

Goldberg, A., Russell, M., & Cook, A. (2003). The effect of computers on student writing: A meta-analysis of studies from 1992 to 2002. Journal of Technology, Learning, and Assessment, 2(1), 1–52.

Gomez-Laich, M. P., Miller, R. T., & Pessoa, S. (2019). Scaffolding analytical argumentative writing in a design class: A corpus analysis of student writing. Linguistics and Education, 51, 20–30. https://doi.org/10.1016/j.linged.2019.03.003

Graham, S. (2013). It all starts here: Fixing our national writing crisis from the foundation. Saperstein Associates.

Guasch Murillo, D., Hernández Galán, J., CintaCastells, S., Bestraten, E., Bordas, M., Hormias, E., Guasch Murillo, Y., & Àlvarez Suau, M. H. (2012). Manual para alcanzar la inclusión en el aula universitaria. Pautas de accesibilidad arquitectónica, tecnológica y pedagógica para garantizar la igualdad de oportunidades en la docencia universitaria. (O. U. y Discapacidad, Ed.). Observatorio Universidad y Discapacidad.

Hansen, E. G., & Mislevy, R. J. (2008). Design Patterns for Test Takers With Disabilities.

Hyland, K., & Jiang, F. (Kevin). (2017). Is academic writing becoming more informal? English for Specific Purposes, 45, 40–51. https://doi.org/10.1016/j.esp.2016.09.001

Higgins, E. L., & Raskind, M. H. (1995). Compensatory effectiveness of speech recognition on the written composition performance of postsecondary students with learning disabilities. Learning Disability Quarterly, 18(2), 159–174. https://doi.org/10.2307/1511202

Katz, J. (2013). The Three Block Model Of Universal Design For Learning (UDL): Engaging Students In Inclusive Education. Canadian Journal of Education, 36(1), 153–194.

King-Sears, M. (2009). Universal Design For Learning: Technology And Pedagogy. Learning Disability Quarterly, 32(4), 199–201.

Korhonen-Kurki, K., Koivuranta, R., Kuitto, V., Pietikäinen, J., Schönach, P., & Soini, K. (2020) Towards Realising SDGs in the University of Helsinki. In G. Nhamo & V. Mjimba (Eds.), Sustainable Development Goals and Institutions of Higher Education (pp. 15-29) Springer. https://doi.org/10.1007/978-3-030-26157-3_2

Korosidou, E., & Griva, E. (2014). CLIL approach in primary education: Learning about Byzantine art and culture through a foreign language. Studies in English Language Teaching, 2(2), 216–232. https://doi.org/10.22158/selt.v2n2p240

Kucukalic, L. (2015). Extending beyond the classroom: Semiotics and culture in EFL courses. Journal of Foreign Language Teaching and Applied Linguistics, 5, 1–11.

Lastres-López, C. & Manalastas, G. (2017). Errors in L1 and L2 University students' writing in English. RAEL: Revista electrónica de lingüística aplicada, 16(1), 118–134.

Leather, S. (2017). Using extensive reading creatively to raise awareness of issues of equality and justice. In A. Maley & N. Peachy (Eds.), Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals (pp. 181-186). British Council.

Lee, I.-X. C. (2011). The Application of Speech Recognition Technology for Remediating the Writing Difficulties of Students with Learning Disabilities. University of Whasington.

Lee, K.W., Thang, S.M., Tan, C.S., Ng, S.I., Yoon, S.J., Chua, Y.W., & Nadin, S.S. (2014). Investigating the ICT Needs of 'Digital Natives' in the Learning of English in a Public University in East Malaysia. Procedia - Social and Behavioral Sciences, 118, 242–250,

MacArthur, C. A. (2009). Reflections on Research on Writing and Technology for Struggling Writers. Learning Disabilities Research & Practice, 24(2), 93–103. https://doi.org/10.1111/j.1540-5826.2009.00283.x

Mahmoudi, F. & Buğra, C. (2020). The effects of using rubrics and face to face feedback in teaching writing skill in higher education. International Online Journal of Education and Teaching (IOJET), 7(1), 150–158.

Martínez-Hernández, A. I., & Bellés-Fortuño, B. (2021). Accommodating The Syllabus To Visually Impaired Students In The English Language Classroom: Challenges And Concerns. International Journal of English Studies, 21(1), 75–92. https://doi.org/10.6018/ijes.438891

Marulanda, N. L., & Martínez García, J. (2017). Improving English language learners ' academic writing : A multi-strategy approach to a multi-dimensional challenge. Gist Education and Learning Research Journal, 14, 49–67.

Meddeb, E.J., & Frenz-Belkin, P. (2010). What? I Didn't Say THAT!: Linguistic strategies when speaking to write. Journal of Pragmatics, 42, 2415–2429.

Mehran, P., Alizadeh, M., Koguchi, I, & Takemura, H. (2017). Are Japanese digital natives ready for learning English online? A preliminary case study at Osaka University. International Journal of Educational Technology in Higher Education 14, 8. https://doi.org/10.1186/s41239-017-0047-0

Messinger-Willman, J., & Marino, M. T. (2010). Universal Design for Learning and Assistive Technology: Leadership Considerations for Promoting Inclusive Education in Today's Secondary Schools. NASSP Bulletin, 94(1), 5–16. https://doi.org/10.1177/0192636510371977

Millar, D. C., McNaughton, D. B., & Light, J. C. (2005). A comparison of accuracy and rate of transcription by adults with learning disabilities using a continuous speech recognition system and a traditional computer keyboard. Journal of Postsecondary Education and Disability, 18(1), 12–22.

Montaner, S. (2020). EFL written competence through twitter in mobile version in compulsory secondary education. Global Journal of Foreign Language Teaching, 10(2), 101-110.

Montiel, I., Mayoral, A.M., Navarro Pedreño, J., & Maiques, S. (2019). Acoustic Comfort in Learning Spaces: Moving Towards Sustainable Development Goals. Sustainability, 11, 3573–3591. https://doi.org/10.3390/su11133573

Nhamo G. (2020) Higher Education and the Energy Sustainable Development Goal: Policies and Projects from University of South Africa. In G. Nhamo & V. Mjimba (Eds.), Sustainable Development Goals and Institutions of Higher Education (pp. 31-48). Springer. https://doi.org/10.1007/978-3-030-26157-3_3

O'Hare, E. A., & McTear, M. F. (1999). Speech recognition in the secondary school classroom: An exploratory study. Computers and Education, 33(1), 27–45. https://doi.org/10.1016/S0360-1315(99)00014-7

Paletta A., Fochi P., Gallina Toschi T., & Ubertini F. (2020) Adoption of the SDGs as a Reporting Framework at the Alma Mater Studiorum (University of Bologna) in Italy. In G. Nhamo & V. Mjimba (Eds.), Sustainable Development Goals and Institutions of Higher Education (pp. 185-197). Springer. https://doi.org/10.1007/978-3-030-26157-3_15

Pennington, J. (2020). Beyond the Keyboard: Connecting Universal Design for Learning with Speech Recognition Technology for Writing (Doctoral dissertation, University of Hawai'i at Mānoa).

Pennington, J., Wook, M., & Rao, K. (2018). A Review of Speech Recognition Technology for Supporting Writing in Schools. International Journal for Educational Media and Technology, 12(2), 47–55.

Rahimi, M., & Yadollahi, S. (2017). Effects of offline vs. online digital storytelling on the development of EFL learners' literacy skills. Cogent Education, 4(1), 1285531.

Raskind, M. H., & Higgins, E. L. (1999). Speaking to read: The effects of speech recognition technology on the reading and spelling performance of children with learning disabilities. Annals of Dyslexia, 49, 251–281. https://doi.org/10.1007/s11881-999-0026-9

Redeker, G. (1984). On Differences Between Spoken and Written Language. *Discourse Processes*, *7*(1), 43–55. https://doi.org/10.1080/01638538409544580

Roccamo, A. (2015). Teaching Pronunciation in Just Ten Minutes a Day: A Method for Pronunciation Instruction in First-Semester German Language Classrooms. Die Unterrichtspraxis/Teaching German, 48(1), 59–83. https://doi.org/10.1111/tger.10181

Scheinert, L., Guffler, K., Polak, J.T., & Bruder, M. (2019). International development volunteering: An instrument for promoting education in line with the Sustainable Development Goals? International Journal of Development Education and Global Learning, 11(1), 4–28. https://doi.org/10.18546/IJDEGL.11.1.02

Snider, R. C. (2002). The effectiveness of oral expression through the use of continuous speech recognition technology in supporting the written composition of postsecondary students with learning disabilities. In ProQuest Dissertations and Theses (pp. 156-156).

Spencer, S. (2011). Universal Design for Learning: Assistance for Teachers in Today's Inclusive Classrooms. Interdisciplinary Journal of Teaching and Learning, 1(1), 10–22.

Tennant, A. (2017). Content and the Sustainable Development Goals: going beyond language learning. In A. Maley & N. Peachy (Eds.), Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals (pp. 173-180). British Council.

Thomson, R. I., & Derwing, T. M. (2015). The Effectiveness of L2 Pronunciation Instruction: A Narrative Review. Applied Linguistics, 36(3), 326–344. https://doi.org/10.1093/applin/amu076

UN. (n.d.). Goal 10: Reduce inequality within and among countries. Retrieved June 21, 2021, from https://sdgs.un.org/goals/goal10

United Nations (2018). World Youth Report: Youth and the 2030 Agenda for Sustainable Development. United Nations Department of Economic and Social Affairs.

United Nations (2015). Transforming our world: the 2030 Agenda for Sustainable Development (A/70/L.1). Resolution adopted by the General Assembly on 25 September 2015. United Nations. Retrieved from: https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf

Vavik, T., & Keitsch, M.M. (2010). Exploring relationships between universal design and social sustainable development: some methodological aspects to the debate on the sciences of sustainability. Sustainable Development, 18, 295–305.

Ventura, P., Morais, J., & Kolinskyb, R. (2007). The development of the orthographic consistency effect in speech recognition: From sublexical to lexical involvement. Cognition, 105(3), 547–576.

Vuzo, M. (2018).Towards achieving the Sustainable Development Goals: Revisiting language of instruction in Tanzanian secondary schools. International Review of Education, 64, 803–822. https://doi.org/10.1007/s11159-018-9740-z

Wagner D.A. (2018) Technology for Education in Low-Income Countries: Supporting the UN Sustainable Development Goals. In I. Lubin (Eds.), ICT-Supported Innovations in Small Countries and Developing Regions Educational Communications and Technology: Issues and Innovations. (pp.51-74). Springer. https://doi.org/10.1007/978-3-319-67657-9_3

Wald, M., & Bain, K. (2008). Universal access to communication and learning: The role of automatic speech recognition. Universal Access in the Information Society, 6(4), 435–447. https://doi.org/10.1007/s10209-007-0093-9

Yagiz, O. (2018). EFL language teachers' cognitions and observed classroom practices about L2 pronunciation: The context of Turkey. NovitasROYAL (Research on Youth and Language)., 12(2), 187–204.