

This learning guide is designed for use by Professional Learning Communities, learning coaches and teacher leaders or as a self-paced study to enhance and support teacher practice in learning more about how learning technologies can support student success.

## Learning Technologies: Information for Teachers

This guide is intended to facilitate conversation after viewing the video, *Text-to-speech in the classroom*.



### General synopsis

Students and educators demonstrate how text-to-speech converts digital text into speech, helping students overcome barriers related to reading print and understanding text.

### Key understandings

- Students who have difficulty decoding text must overcome barriers related to reading and understanding printed materials in order to be able to access content and information.
- Text-to-speech can facilitate students' decoding, reading fluency, and comprehension.
- Text-to-speech can enable students to work more independently with grade-level materials as well as increase independent access to interesting and age-appropriate content and engage with text.
- Text-to-speech can also provide support during the writing process by creating opportunities for students to have their text read out loud as often as they like so they can use that oral feedback to revise their writing.
- Making text-to-speech available to all students removes the stigma for individual students who might otherwise deny themselves the support they need.
- When all students are encouraged to explore available learning technologies, individual students who may not be identified with a specific learning need may discover that the technology provides them with useful support.
- To maximize student success, text-to-speech must be combined and aligned with effective reading instruction.

### Questions for discussion

- How is content most often represented to students? What are some of the potential barriers students may experience as a result of this?
- How does this video challenge or affirm what you believe/understand about reading?
- Discuss the role of text-to-speech in the reading process. What does it actually do?
- What do we do for those older students who continue to struggle to read? Do we continue to teach decoding or do we try something new?
- Do you agree with the statement from the video that "students will be more engaged if they have access to a variety of tools and are given a choice in how they engage with content"?
- What would be different if text-to-speech were available to all students in your classroom? What are the benefits of doing so for students? For the teacher?



### Acknowledgement:

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### For more information

- *Making a Difference: Meeting diverse learning needs with differentiated instruction*  
Chapter 6  
<http://education.alberta.ca/teachers/resources/cross/making-a-difference.aspx>
- Anderson-Inman, Lynne, & Horney, Mark A.  
*Supported eText: Assistive technology through text transformations*  
[http://ncset.uoregon.edu/files/pdf/Supported\\_eText.pdf](http://ncset.uoregon.edu/files/pdf/Supported_eText.pdf)
- Lee, Dr. Christopher  
*A Chance to Read – Access Granted* (video)  
<http://link.brightcove.com/services/player/bcpid60717629001?bctid=5205385001>
- Parr, Dr. Michelann  
Schulich School of Education, Nipissing University  
*The Voice of Text-to-Speech Technology*  
[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW\\_TTST.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_TTST.pdf)
- Rose, David H., & Meyer, Anne  
ASCD  
*Teaching Every Student in the Digital Age: Universal Design for Learning* (2002)  
<http://www.cast.org/teachingeverystudent/ideas/tes>
- Wahl, Lisa, & Duffield, Julie  
WestEd  
*Using Flexible Technology to Meet the Needs of Diverse Learners*  
[http://www.wested.org/online\\_pubs/kn-05-01.pdf](http://www.wested.org/online_pubs/kn-05-01.pdf)

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