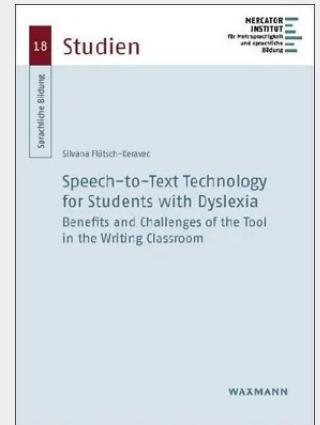


Speech-to-Text Technology for Students with Dyslexia

Benefits and Challenges of the Tool in the Writing Classroom

This volume explores the question of whether the speech-to-text technology (STT) can serve as an effective tool for students with dyslexia to enhance writing acquisition and/or to assist these students in text production. In parallel, it addresses the challenges that arise when implementing STT in classroom settings. Drawing on current research and theoretical foundations, the first part of the book provides a comprehensive overview of the state of the art. The second part presents the quasi-experimental study with mixed-methods design, involving more than 100 Grade 5 students with dyslexia. The study investigates the usage of STT in the writing classroom. The quantitative and qualitative findings are discussed in relation to both existing research and their implications for future studies, and implications for educational and remedial practice.

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