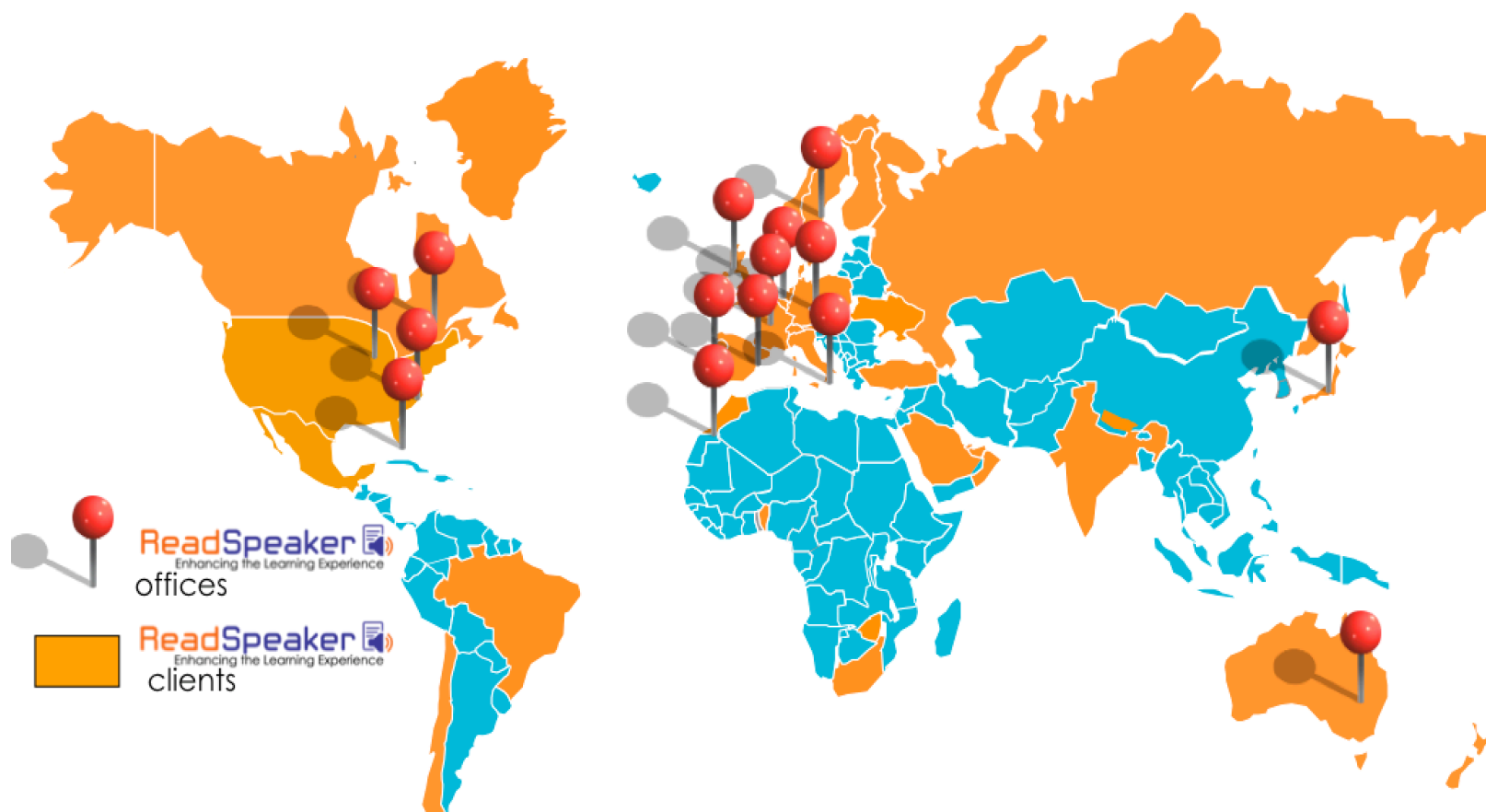




# ReadSpeaker Text To Speech Technology *enhancing the learning experience*



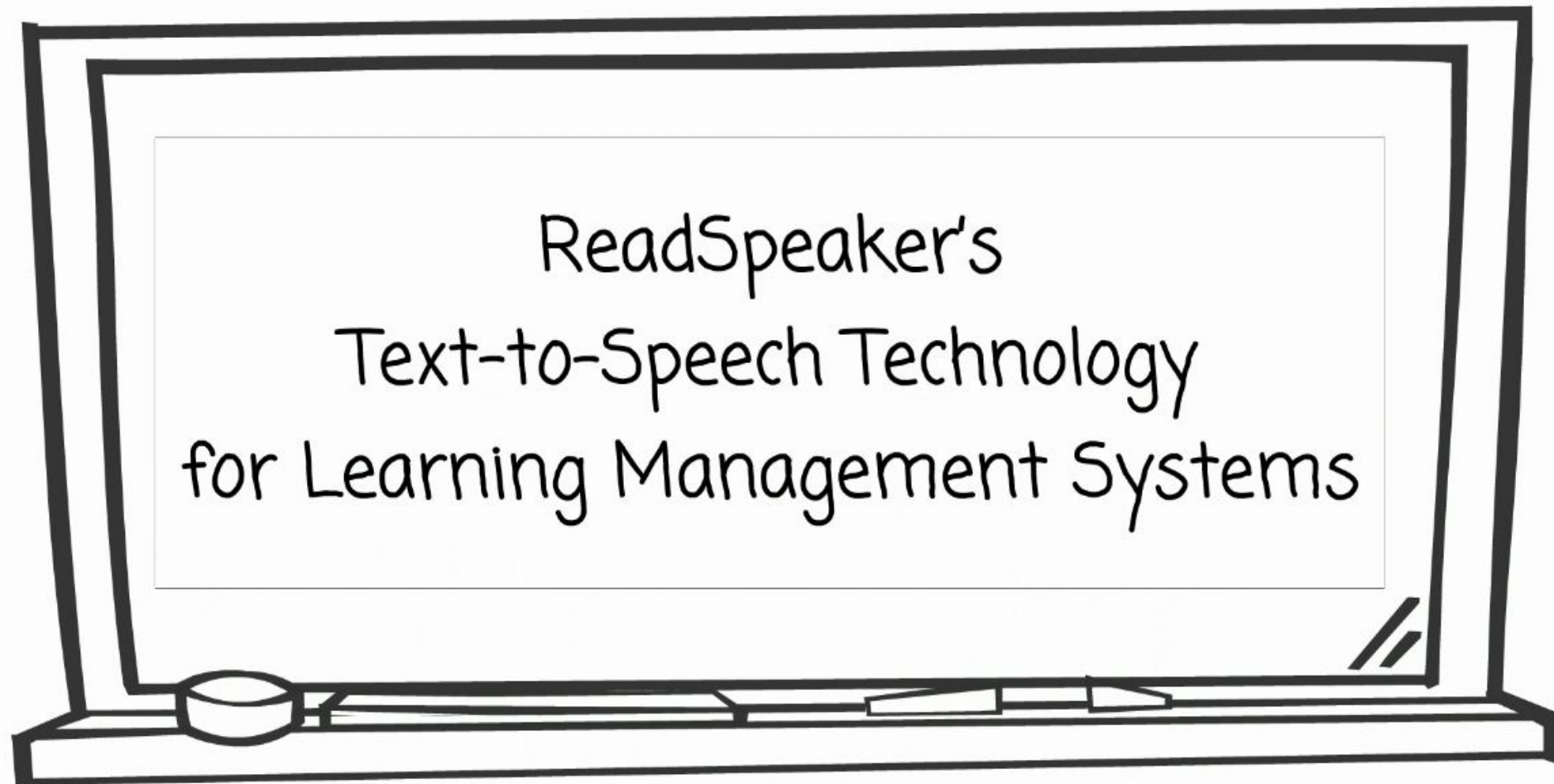


ReadSpeaker in 63 countries



numbers





## ReadSpeaker for Learning Management Systems





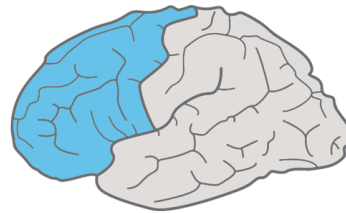
students do not all learn in the same way



RECOGNITION NETWORKS:  
THE **WHAT** OF LEARNING



STRATEGIC NETWORKS:  
THE **HOW** OF LEARNING

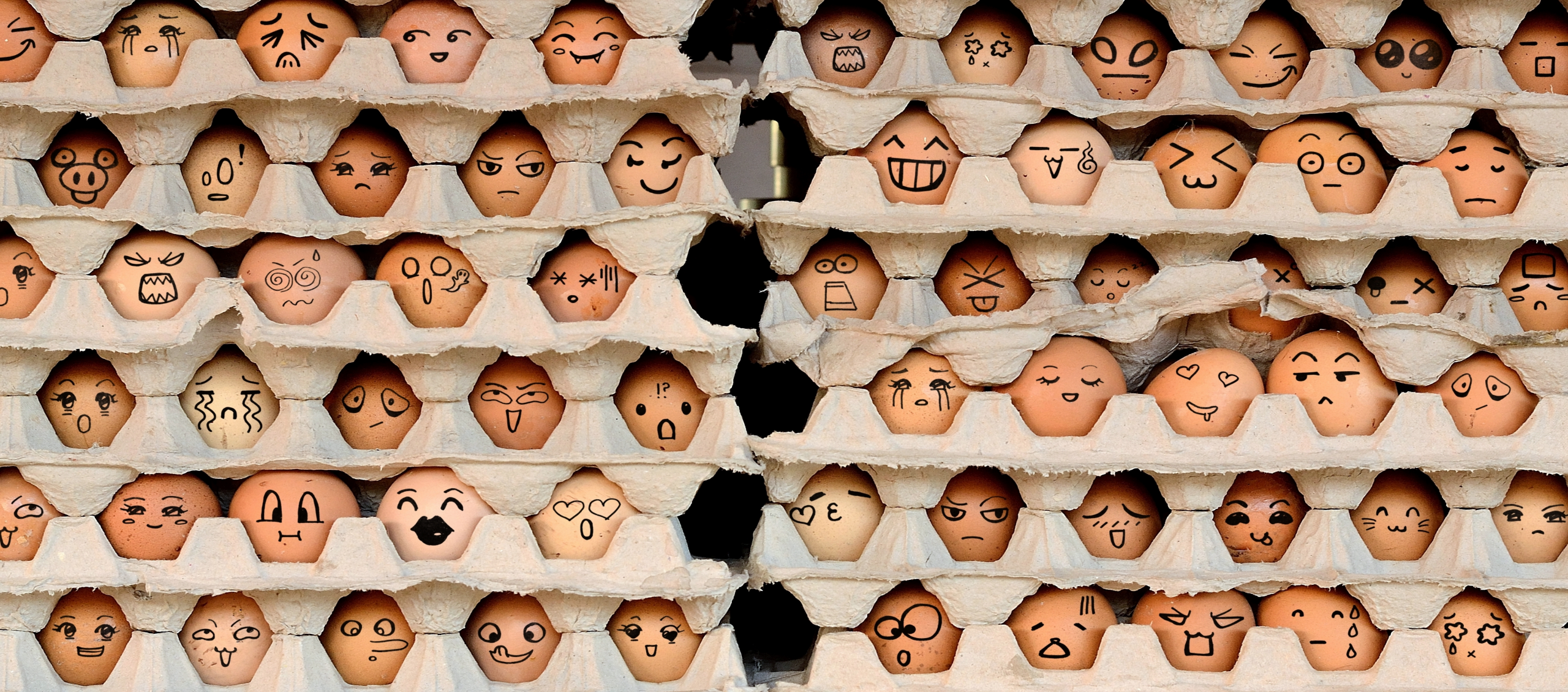


AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING

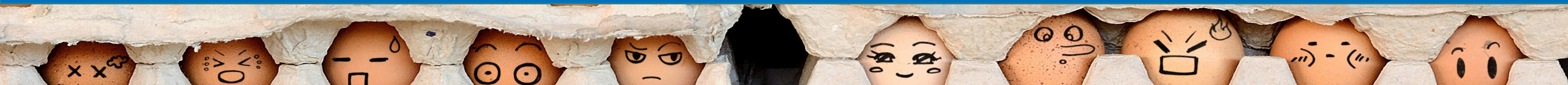


Universal Design for Learning – framework to improve learning for all people

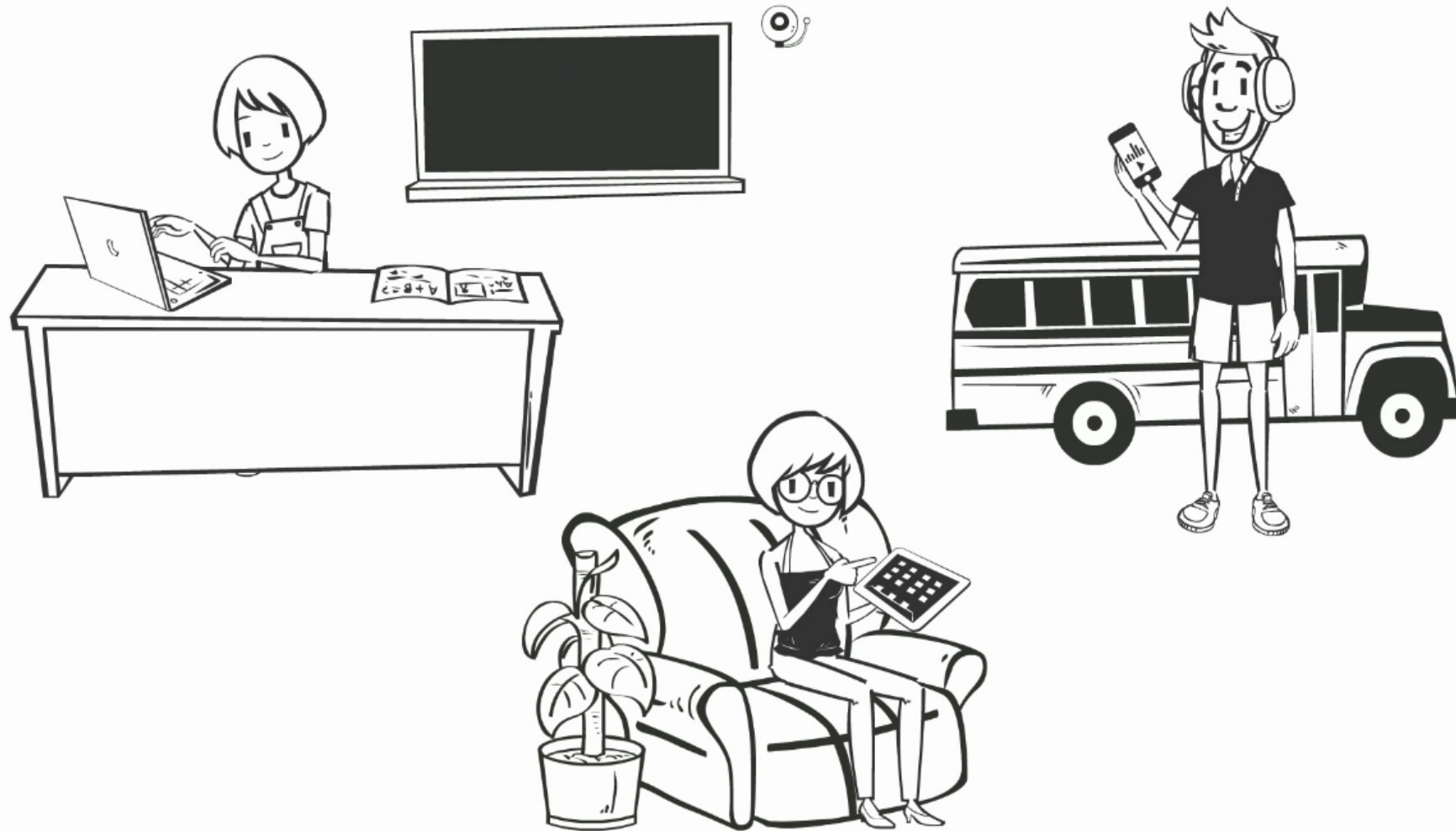




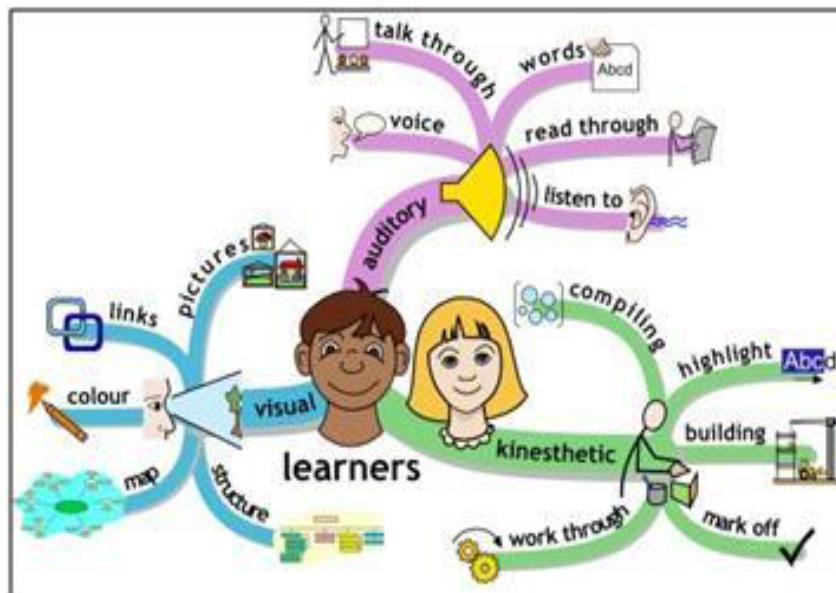
UDL to create education for different learning styles







UDL - options for all students to choose which tools fit them best



## ReadSpeaker fits in Universal Design for Learning



Audio-visual technology to IMPROVE the performance of your trainings



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Dalla mela di Newton al bosone di Higgs Capitolo 4 1 2 3 4 5 6 7 8 9

# 1

## LE FORZE CAMBIANO LA VELOCITÀ

L'idea di forza è legata allo sforzo muscolare. Infatti quando spingiamo, tiriamo o solleviamo un oggetto, esercitiamo una forza. Tuttavia, ci sono anche forze che non dipendono dai muscoli.

La forza magnetica della calamita attrae oggetti di ferro; la forza di gravità della Terra attrae una tuffatrice. Le forze esercitate dal vento e dall'acqua permettono di ottenere energie rinnovabili, come quelle prodotte dalle pale eoliche e dalle centrali idroelettriche.



energia ambiente sostenibilita

Forze ed energie rinnovabili

Ascolta >

“bimodal presentation” students **listen** as they read the highlighted text



Searching: Academic Search Complete, Show all | Choose Databases

Supporting Struggling Readers in Secondary School x

Search ?

Basic Search Advanced Search Search History

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Detailed Record



HTML Full Text



PDF Full Text

Find Similar Results  
using SmartText Searching.

Result List Refine Search 1 of 1

Choose Language

Translate

Title: Supporting Struggling Readers in Secondary School Science Classes By: Roberts, Kelly D., Takahashi, Kiriko, Park, Hye-Jin, Stodden, Robert A., TEACHING Exceptional Children, 00400599, 20120701, Vol. 44, Issue 6

Database: ERIC

## Supporting Struggling Readers in Secondary School Science Classes

### Contents

Reading and Science  
in Secondary School

Reading  
Comprehension and  
Compensatory  
Reading Strategies

SQ3R Reading  
Comprehension  
Strategy

TTS Software as a  
Compensatory  
Reading Strategy

Listen



American Accent



### Science

Many secondary school students struggle to read complex expository text, such as science textbooks. How can teachers foster expository reading skills for struggling readers in secondary school science classes? Combining text-to-speech (TTS) software (as a reading compensatory strategy) with a reading comprehension strategy can provide students with both access to grade-level material and an approach to reading complex material. This teaching strategy can improve students' attitudes toward reading, increase engagement in reading, improve vocabulary, and increase comprehension, as well as improve their performance in science classes.

The recent emphasis on integrating reading and literacy instruction within science courses (Fang et al., 2008) is particularly useful in secondary education, where many of the skills needed for inquiry-based science are similar to those needed for reading (Fang et al., 2008). Skills common to science and reading and literacy include predicting, inferring,

### Tools

Add to folder

Print

E-mail

Save

Cite

Export

Create Note

Permalink

Bookmark

bimodal presentation (example)



## Plant Life Cycle

Plants begin as seeds, and seeds can grow in many places. In this concept, you'll learn that the entire process of growing, producing seeds, and germination is the plant life cycle.

[Engage](#)
[Explore](#)
[Explain](#)
[Elaborate](#)
[Evaluate](#)
[Model Lesson](#)
[Share](#)
[Add to My Content](#)
[Print This Lesson](#)
[Standards](#)
[Lesson Overview](#)
[Teacher Preparation](#)
[Materials to Prepare](#)
[Sessions 1 and 2](#)
[Session 3](#)
[Session 4](#)

### Sessions 1 and 2

#### ENGAGE (90 minutes)

##### Activate Prior Knowledge

Begin by showing students some seeds. Provide students with time to touch and explore the different seeds. Discuss how the seeds are alike and different. Ask students, "What will happen if I put these seeds in some dirt and water them?" Students should realize that a plant will grow. In order to gauge prior knowledge and misconceptions, ask "How does a seed produce a plant?" and "How does a plant produce a seed?" As students answer, distribute blank paper and colored pencils or markers. Tell students to draw a picture of what they think the inside of a seed looks like. As students draw, circulate and observe their drawings. If necessary, ask students to describe or explain what they are drawing. If any student draws an accurate picture (or something that comes close), ask them to show their drawing to the class and explain

[Share Sessions 1 and 2](#)
[Five Minute Preps](#)

bimodal presentation (example)



**word recognition skills** and vocabulary  
reading **comprehension** - up to **70%** - fluency, accuracy, and concentration

**phonological decoding** skills  
**information recall** and learning/memory enhancement

**motivation** and more positive attitude to read  
reading **self-confidence** and performance

benefits of bimodal content presentation

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 UNIVERSITÀ DEGLI STUDI DI GENOVA

**aul@web** didattica online

Demo ▶ Courses ▶ Office ▶ Word ▶ Enrolment options You are currently using guest access (Log in)

**ReadSpeaker** Embedded Highlighting Listen

**Navigation**

- Demo
- ▶ Demo
- ▼ Current course
  - **Word**
- ▶ Courses

**Enrolment options**

 Gli irrinunciabili di Word

Guests can not access this course, please try to log in.  
[Continue](#)

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# Moodle platform implementation (aul@web demo Italian language)

English  
Dictionary



ReadSpeaker  
Embedded  
Highlighting



Speech-enabled by ReadSpeaker

Navigation

education

- My home
- education
- My profile
- Current course
  - ME

**MEDICAL ENGLISH**

Prof. Carlo Pesce

Running time: 5 hour 43 minutes

1. Cultural Dividers - Part 1 (00:18:53)
2. Cultural Dividers - Part 2 (00:16:08)
3. The Hospital (00:12:58)
4. Standard precautions (00:04:06)
5. The Operating Room, The Emergency Room and Intensive Care (00:16:04)
6. Medical records (00:05:33)
7. The medical interview (00:22:42)
8. Physical Examination (00:18:08)
9. Health, Disease, Pain and Death (00:26:11)
10. Anatomy (00:16:03)
11. Orthopedic Surgery and Physiotherapy (00:16:20)
12. Neurology and Psychiatry (00:25:19)
13. Ophthalmology, ENT and the Oral Cavity (00:29:37)

Moodle platform implementation (aul@web English language)



- ▶ My profile
- ▼ Current course
  - ▼ Scientific Writing
    - ▶ Participants
    - ▶ Badges
    - ▶ General
- ▶ Courses

## Administration


- ▼ Course administration
  - ✎ Turn editing on
  - ⚙ Edit settings
  - ⚙ Course completion
    - ▶ Users
  - ▼ Filters
  - ▶ Reports
  - 📊 Grades
  - ▶ Badges
  - 📁 Backup
  - 📁 Restore
  - 📁 Import
  - 🕒 Publish
  - 🔄 Reset
    - ▶ Question bank
- ▶ Switch role to...
- ▶ My profile settings
- ▶ Site administration


di lettore della rivista che riceve il manoscritto, un inglese impreciso, di difficile lettura, con difetti grammaticali e stilistici che rendono oscuro il pensiero dell'autore non rende gradito l'articolo. Esso, infatti, richiederebbe un pesante e costoso lavoro di revisione linguistica prima di essere pubblicato e, cosa ancora più grave, il suo stile lascia adito a sospetti sulla validità scientifica dei risultati e sulla congruità della discussione e delle conclusioni. Un testo chiaro, senza ripetizioni, contraddizioni e frasi fatte, che espone in sequenza logica le argomentazioni dell'autore, è invece un ottimo biglietto da visita del lavoro svolto in laboratorio o in clinica.

Questo breve corso, che presuppone una discreta conoscenza dell'inglese di base, intende avviare alla scrittura scientifica, con particolare attenzione al campo medico-biologico. Le video-lezioni partono da richiami grammaticali sugli errori di morfologia e sintassi che si riscontrano più spesso durante la revisione di manoscritti di autori italiani, ad esempio uso dei pronomi, punteggiatura e *dangling participles*, per trattare argomenti specifici della scrittura tecnica, come le abbreviazioni, le unità di misura e la corretta terminologia scientifica. Sono inoltre presentati i diversi tipi di pubblicazioni ed è definita la logica sequenza dell'esposizione nelle varie sezioni dell'articolo. Infine, le video-lezioni di stile trattano come organizzare il testo in paragrafi ed evitare ridondanze, cliché stilistici quale la *elegant variation* e oscurità di significato, con esempi pratici di revisione linguistica.

Running time: 2 hours 12 minutes

### Lecture 1 - Coordination, Subordination, Punctuation, and Pronoun Reference

 Lecture 1 (video)

 Lecture 1 (slide) 403.2KB

### Lecture 2 - Hyphens, Tenses, and Capitalization

 Lecture 2 (video)

 Lecture 2 (slide) 406.7KB

### Lecture 3 - Units, Numbers, and Acronyms

 Lecture 3 (video)

docReader – to speech enable PDF files (aul@web English language)

In questo modulo affronteremo alcune delle peculiarità che possono sempre tornare utili anche se usate di rado. Inoltre è bene ricordare che certe funzionalità più 'nascoste' permettono comunque di migliorare l'aspetto dei documenti. Talvolta si vorrebbero fare determinate cose ma non si ha la conoscenza rispetto a come affrontarle. Da questo punto di vista il primo aiuto è proprio il programma stesso che, al suo interno, ha una voluminosa guida che è certamente un valido aiuto.

### Guida di Word

La Guida di Word, richiamabile con il tasto funzione **F1**, ha una struttura ipertestuale, ovvero il risultato della ricerca viene rappresentato con una serie di collegamenti alle diverse pagine della guida stessa o a pagine web se fanno riferimento a collegamenti Internet.

La Guida di Word è inoltre sempre richiamabile con un click sull'icona pulsante a forma di punto

docReader – to speech enable PDF files (aul@web Italian language)

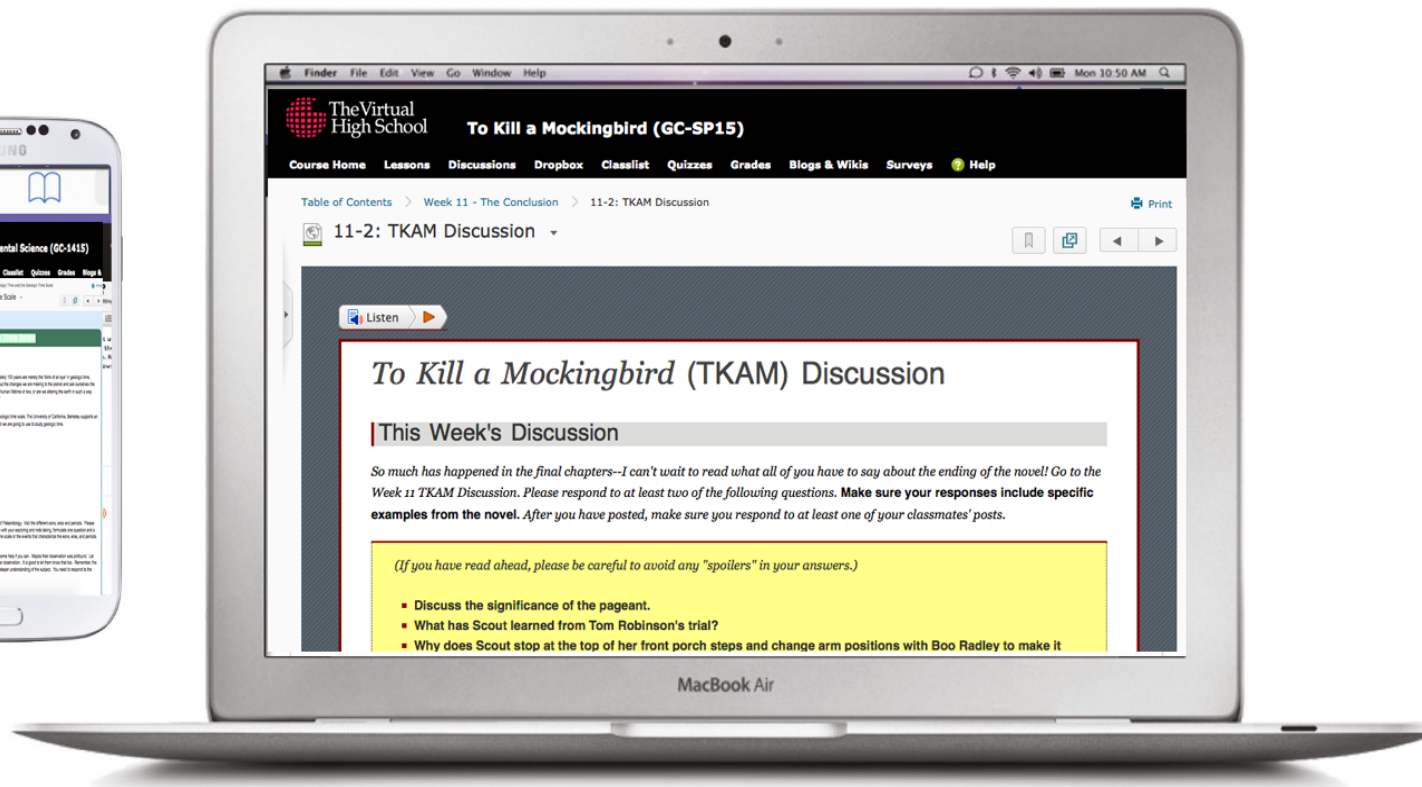
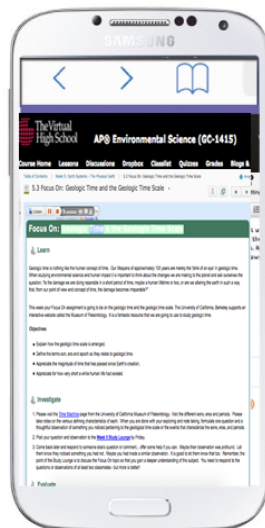
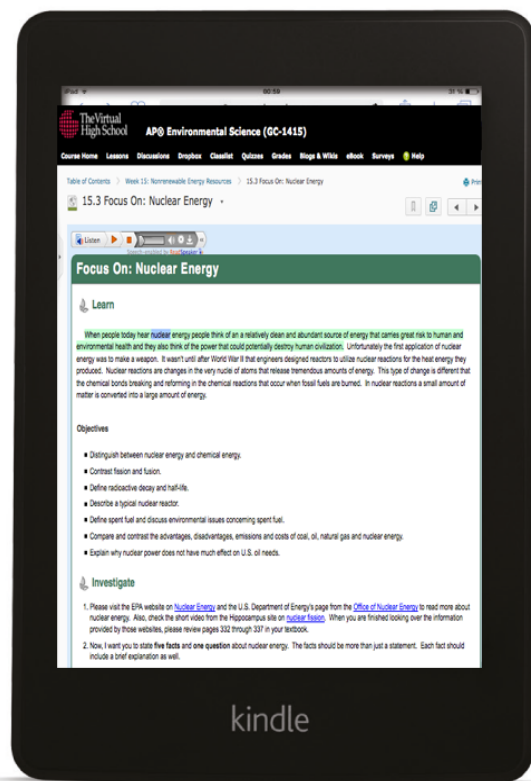


improving learning outcomes, motivation and self-esteem for ALL students





few Italian users (Education)



easy to implement, easy to use - anywhere, anytime, on any device



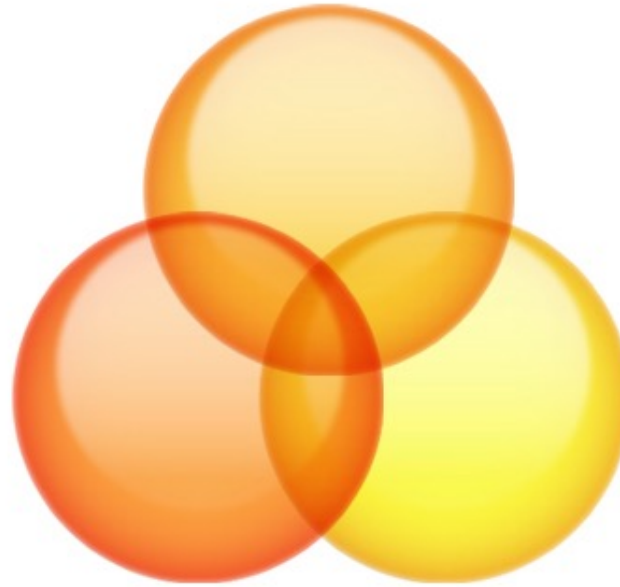
thousands of lessons, no support overhead

### **Accessibility**

- Limited literacy skills
- Visual impairments
- Dyslexia
- Foreign-born

### **Learning and Assistance**

- Foreign languages
- Online learners
- Accessibility checking
- Vocal assistance for forms
- Teaching aid
- Learning aid



### **Comfort and Convenience**

- Seniors
- Mobile devices
- On the go
- Not convenient to read
- Multitasking
- Personal preference

benefits for a wide variety of users





**Thank you!**

[riccardo.vanzetti@readspeaker.com](mailto:riccardo.vanzetti@readspeaker.com)

thousands of students worldwide make use of ReadSpeaker on a daily basis