

The Effect of Voice Recognition Dictation Software on Writing Quality in Third Grade Students: An Action Research Study

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Abstract : This study investigated whether using a voice dictation software program (i.e., Google Voice Typing) has an impact on student writing quality. The research took place in a third-grade general education classroom in a suburban school setting. Because the study involved minors, all data was encrypted and deidentified before analysis. The students completed a series of writings prior to the beginning of the intervention to determine their thoughts and skill level with writing. During the intervention phase, the students were introduced to the voice dictation software, given an opportunity to practice using it, and then assigned writing prompts to be completed using the software. The prompts written by nineteen student participants and surveys of student opinions on writing established a baseline for the study. The data showed that using the dictation software resulted in a 34% increase in the response quality (compared to the Pennsylvania State Standardized Assessment [PSSA] writing guidelines). Of particular interest was the increase in students' proficiency in demonstrating mastery of the English language and conventions and elaborating on the content. Although this type of research is relatively new, it has the potential to reshape the strategies educators have at their disposal when instructing students on written language.

Keywords : educational technology, accommodations, students with disabilities, writing instruction, 21st century education

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