

Practical examples for teachers

Related content: M3-T3-MLC2 – Speech-to-Text, Text-to-Speech, Subtitling and Reading Support

Exercise 1 – for the teacher's own learning

Objective: to transform one existing teaching material into several accessible formats and to evaluate the quality of the AI output.

Title: One lesson, several channels

Exercise: creating an audio version, a simplified version with glossary, and a captioned video for one of your own lessons.

Duration: 40 minutes

Form of work: individual work

Tools: Edge Read Aloud or Immersive Reader, ChatGPT/Claude/Gemini, YouTube Studio or another tool with automatic captions

Instructions:

1. Choose a worksheet and a short (1–2 minute) demonstration video from your subject.
2. Create an audio version of the worksheet with Read Aloud and listen to it: are the technical terms pronounced correctly?
3. Ask the AI for a simplified version (B1 level, short sentences, technical terms kept and explained) and a glossary of 8 key terms. Check both for accuracy.
4. Generate automatic captions for the video and correct every error in technical terms, numbers and safety warnings.

Lessons learnt:

- Producing several formats takes little time once the workflow is familiar.
- Automatic captions and simplifications save time but always need expert checking.
- Offering choices helps many learners, not only those with identified needs.

Exercise 2 – classroom work with students

Objective: to develop learners' awareness of accessible communication and their precision with technical terms.

Title: Caption crew

Exercise: learners record a short explanation of a workplace procedure, transcribe it automatically and correct the captions.

Duration: 45 minutes

Form of work: pair work

Tools: school tablets or phones, a transcription or captioning tool, the textbook for checking terms

Instructions:

1. Pairs choose a short procedure from their trade and plan a 60-second spoken explanation.
2. One learner explains, the other records (with consent). The recording is transcribed or captioned automatically.
3. Pairs compare the transcript with what was said and correct every error, especially technical terms.
4. Pairs present the most interesting recognition errors and discuss how to speak more clearly for captioning.

Lessons learnt:

- Speech recognition makes mistakes with technical terms – checking is part of professional communication.
- Clear, structured speech helps both people and machines.
- Captions make explanations accessible for everyone, including deaf and hard-of-hearing colleagues.

Notes for teachers:

- Recordings should be made only with the consent of those involved and deleted after the lesson if not needed.
- Use school accounts or tools approved by the school for transcription.

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