



AI-Supported Academic Speaking Workbook



Education and Learning in the Digital Age

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AI-Supported Speaking Workbook

1. Who is it for?

This booklet is designed for international students preparing to study, or already studying, at university or college where English is the medium of instruction. It focuses on developing academic speaking skills through the theme of education and learning in the digital age, helping students organise ideas clearly, participate in discussion and present academic arguments confidently in spoken English.

No specialist knowledge of education or technology is required. Depending on their level of English, some students may need additional preparation time to plan and practise responses. Each lesson combines guided speaking tasks, structured discussion and reflection activities, enabling learners to practise key academic speaking skills in realistic university contexts.

2. How long will it take to complete the booklet?

The time required will vary depending on students' level of English and speaking experience. On average, each lesson is designed to take 45–60 minutes, including guided speaking tasks, discussion practice, AI-supported evaluation and reflection.

The workbook contains ten core lessons, designed to be studied sequentially, moving from structuring short responses to presenting position, qualification and implication in spoken academic argument. Lessons may also be used individually to practise specific speaking skills.

3. What context is used to practise academic listening?

The thematic focus of this workbook is education and learning in the digital age. Across the lessons, students practise academic speaking through topics such as online learning, digital study environments, AI-supported education, student engagement and the future of university teaching.

This familiar context allows students to focus on speaking processes such as structuring responses, giving reasons and examples, managing interaction, expressing cautious evaluation and presenting balanced arguments, rather than specialist knowledge.

4. How should this booklet be used?

Each lesson follows a clear and consistent structure:

- *clearly set out aims.*
- *a short model response or discussion.*
- *guided speaking and discussion tasks.*
- *an AI-supported evaluation activity.*
- *reflection on speaking strategies and AI use.*
an optional extension discussion task.

Throughout the workbook, students are guided in responsible use of AI tools to support evaluation, noticing and reflection, rather than answer generation.

5. What outcomes should students expect?

By the end of this workbook, students will be able to:

- *structure short academic spoken responses clearly.*
- *give reasons and examples in discussion.*
- *manage interaction through clarification and paraphrasing.*
- *express cautious evaluation and balanced judgement.*
- *explain cause–effect relationships and develop cohesive explanations.*
- *recognise implied meaning and respond diplomatically.*
- *present position, qualification and implication in academic argument.*
- *reflect on how AI tools can support academic speaking without replacing judgement.*

Workbook Contents

	Theme	Speaking Focus
1.	Access and participation in online learning FREE LESSON	Structuring short academic responses (clear main point + support). FREE LESSON
2.	Prioritising tasks in digital study environments	Adding supporting detail and examples.
3.	Managing interaction in online seminars	Turn-taking, clarification and academic discussion phrases.
4.	AI-generated feedback in speaking practice	Using cautious language and hedging in spoken claims.
5.	Modular course design and student understanding	Explaining cause–effect relationships orally.
6.	Engagement and motivation in online study	Using reference and cohesion in extended speaking turns.
7.	Understanding assessment instructions and expectations	Paraphrasing, reformulating and checking meaning in discussion.
8.	Student monitoring and data in digital education	Inferring intention and responding diplomatically to implications.
9.	Short instructional videos and concept learning	Evaluating scope, limitation and balanced judgement in speaking.
10.	Incremental digital change in university teaching	Presenting position, qualification and implication in academic argument.
11.	Teachers' Notes and Suggested Answers	

Audio Files

- Individual Audio File: <https://academic-englishuk.com/wp-content/uploads/2026/10/Lesson-1-Audio.mp3>
- YouTube Audio Files Video: **Only available in Paid version**
- Open.Video Audio Files Video (China): **Only available in Paid version**



Access and Participation in Online Learning



Lesson 1 Structuring Short Academic Responses FREE LESSON

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Lesson 1: Structuring Short Academic Responses

FREE LESSON

Aims of the lesson

By the end of this lesson, you will be able to:

- give a clear, structured academic spoken response to a university-style question.
- support your main idea with a reason and example.
- use simple academic speaking phrases to organise your answer.
- evaluate AI feedback without relying on AI to generate responses.

→ **Tip: Focus on speaking clearly in short stages, not speaking perfectly.**

⇒ **Note: The theme of this lesson is 'access and participation in online learning'. No specialist knowledge is needed.**

Task 1: Model speaking – noticing the main focus

Listen or read the short model response and choose the best summary.

 [Audio link 1](#)

Model Response		
So, I think online learning can increase access to university education, particularly for students who can't attend campus regularly. For example, recorded lectures and online resources allow learners to study at flexible times. However, access alone doesn't necessarily guarantee engagement, so universities still need to provide guidance and interaction. Overall, digital tools can definitely support learning, but they tend to work best alongside active teaching.		
	Summary	Tick (✓)
A.	Online learning is always more effective than face-to-face teaching.	
B.	Online learning may improve access, but support and engagement are still needed.	
C.	Universities should replace campus teaching with digital platforms.	

⇒ *Compare your answer with your classmates and teacher.*

Task 2: Guided speaking – structured response practice

Read the question below, plan your response using the following framework, then practise speaking your response aloud. **Do NOT aim for a memorised answer.**

Question	
In your view, how does online learning support university students?	
Structure	Notes
Main point	
Supporting reason	
Example	
Short concluding comment	

⇒ *Practise speaking your response to a partner or small group.*

Task 3: Language focus – organising short spoken responses

Match the following functions with the phrases.

1.	Introducing your point	a.	For example...
2.	Adding a contrast	b.	What I mean by that is...
3.	Giving an example	c.	In my view...
4.	Clarifying meaning	d.	However, it's important to note that...
5.	Qualifying a claim	e.	Overall, I would say that...
6.	Concluding	f.	This may depend on the context.

1.		2.		3.		4.		5.		6.	
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⇒ *Compare your answers with your classmates and teacher.*

Now complete the sentence following starters.

1.	In my view, online learning...
2.	What I mean by that is ...
3.	For example, students can...
4.	Overall, I would say that...

⇒ *Practise speaking your sentences to a partner or small group.*

Task 4: Extended speaking – applying structure

Now respond to a longer academic question by planning a 1-minute response using a clear main position, one supporting reason, one example and a brief conclusion. Plan your response in the box provided and then practise saying it aloud.

Question	
<i>To what extent does digital access improve educational opportunity in universities?</i>	
Notes	

⇒ *Do **NOT** compare your response with your classmates. Move on to the next exercise.*

Task 5: AI-supported comparison

Now use an AI tool to support your learning. Use these exact steps.

Step	
1.	Drag and drop or paste the prompt below into the AI chat window and then record your verbal response from task 4. Answer these four questions about my spoken response using my wording where possible: 1. What is my main position or point? 2. Did I support my point with a clear reason and example? 3. Did I use organising phrases (e.g., for example, overall) appropriately? 4. What improvement would make my response clearer or more academic? + 🎤 
2.	Read through the AI's feedback.

⇒ *Do **NOT** compare your answers with your classmates. Move on to the next exercise.*

Task 6: Reflection

Answer the following questions:

1.	Did the AI identify your main position in the same way as you?	
2.	Did the AI judge your supporting reason and example as clear?	
3.	Did the AI comment on your organising phrases appropriately, and what improvement did it suggest?	

⇒ *Discuss your answers with your classmates and your teacher.*

Task 7: Optional extension activity

In pairs or small groups, discuss a more challenging question related to the lesson theme. You should practise explaining your main position and supporting your main position with reasons and examples. Additionally, make sure you practise turn taking and agreeing/disagreeing politely.

Question
<u>Should universities provide more online learning options for international students?</u>
Notes

⇒ *Apply the strategies you learned in this lesson to receive some feedback.*

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Teacher's Notes and **Answer Key**



1.	Structuring short academic responses. FREE LESSON
2.	Adding supporting detail and examples.
3.	Turn-taking, clarification and academic discussion phrases.
4.	Using cautious language and hedging in spoken claims.
5.	Explaining cause and effect relationships orally.
6.	Using reference and cohesion in extended speaking turns.
7.	Paraphrasing, reformulating and checking meaning in discussion.
8.	Inferring intention and responding diplomatically to implications.
9.	Evaluating scope, limitation and balanced judgement in speaking.
10.	Presenting position, qualification and implication in academic argument.

Lesson 1: Structuring Short Academic Responses

Overall purpose

This lesson introduces students to structured academic speaking by focusing on producing a clear main point, supporting reason, example, and brief conclusion. Students practise organising short spoken responses using simple academic phrases and reflect on how AI can support noticing and evaluation without generating answers.

Task 1: Model speaking – noticing the main focus

This task focuses on helping students recognise what makes a short academic response effective at university level. Students listen or read a model answer and identify its overall message rather than focusing on individual words.

⇒ *Brief peer or whole-class checking is appropriate.*

Model Response		
So, I think online learning can increase access to university education, particularly for students who can't attend campus regularly. For example, recorded lectures and online resources allow learners to study at flexible times. However, access alone doesn't necessarily guarantee engagement, so universities still need to provide guidance and interaction. Overall, digital tools can definitely support learning, but they tend to work best alongside active teaching.		
	Summary	Tick (✓)
A.	Online learning is always more effective than face-to-face teaching.	
B.	Online learning may improve access, but support and engagement are still needed.	✓
C.	Universities should replace campus teaching with digital platforms.	

Task 2: Guided speaking – structured response practice

This task focuses on planning and delivering a short, spoken response using a clear framework (main point, reason, example, conclusion). Encourage students to use notes only and avoid memorising full sentences. The aim is fluency and organisation rather than perfect language. Students should practise speaking aloud to build confidence.

⇒ *Pair or small group speaking practice is appropriate.*

Question	
<i>In your view, how does online learning support university students?</i>	
Structure	Sample Answers
Main point	<i>Online learning can support university students by making learning more flexible and accessible.</i>
Supporting reason	<i>This allows students to access lectures and materials at times that suit their schedule.</i>
Example	<i>For example, students can watch recorded lectures later if they miss a class or need to study at a different time.</i>
Short concluding comment	<i>Overall, online learning can support understanding, particularly when students use digital resources actively.</i>

Task 3: Language focus – organising short spoken responses

This task focuses on developing awareness of common academic speaking phrases used to introduce points, clarify meaning, add contrast, qualify claims and conclude. Students first match functions with

phrases, then practise producing short spoken sentences. When reviewing answers, check that students understand the purpose of each phrase and can apply them naturally rather than mechanically.

⇒ *Brief peer or whole-class checking is appropriate.*

1.	Introducing your point	a.	For example...
2.	Adding a contrast	b.	What I mean by that is...
3.	Giving an example	c.	In my view...
4.	Clarifying meaning	d.	However, it's important to note that...
5.	Qualifying a claim	e.	Overall, I would say that...
6.	Concluding	f.	This may depend on the context.

1.	<i>c</i>	2.	<i>d</i>	3.	<i>a</i>	4.	<i>b</i>	5.	<i>f</i>	6.	<i>e</i>
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Task 4: Extended speaking – applying structure

This task focuses on applying the lesson framework to a longer university-style speaking question. Students plan a short response and practise delivering it clearly with a position, support, example and conclusion. Remind students that the aim is structured speaking rather than detailed content or perfect accuracy.

⇒ *Do NOT provide feedback until all students have completed tasks 4, 5 & 6.*

Task 5: AI-supported comparison

This task helps students compare their own spoken response from task 4 with an AI-generated answer to the same four evaluation questions. The AI output is not a model response, but a tool for checking whether the main position is clear, whether supporting reasons and examples are effective, and whether organising phrases are used appropriately. Encourage students to use the prompt exactly as written and to treat the AI comments as a point of comparison rather than something to copy or follow automatically.

⇒ *Do NOT provide feedback until all students have completed tasks 4, 5 & 6.*

Typical observation

AI may identify the main position correctly but may suggest changes that make the response sound more direct or certain than the student intended.

Task 6: Reflection

This task focuses on developing awareness of how structured speaking supports clarity and how AI feedback should be evaluated critically. Students reflect on whether AI interpreted their response accurately, whether their supporting reason and example were clear, and what improvement was suggested. Responses should focus on speaking choices and organisation rather than correctness.

Task 7: Optional extension activity

This optional extension provides further practice through a more challenging discussion question. Students apply the same structured-response approach in a more interactive setting, practising turn-taking, agreeing/disagreeing politely, and supporting opinions with reasons and examples. The aim is fluency and academic interaction rather than producing a single correct answer.

Question
<i>Should universities provide more online learning options for international students?</i>

⇒ *Students may record part of their response and apply the evaluation strategies from task 5 to receive feedback on how effectively they used the lesson's speaking strategies.*