AI-Supported Academic Speaking Workbook



Education and Learning in the Digital Age

EXAMPLE

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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.*

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Workbook Contents

EXAMPLE

	Theme	Speaking Focus
1.	Access and participation in online learning	Structuring short academic responses (clear main point + support).
2.	Prioritising tasks in digital study environments	Adding supporting detail and examples.
3.	Managing interaction in online seminars	[redacted]
4.	[redacted] speaking practice	Using cautious language and hedging in spoken claims.
5.	Modular course design and student understanding	Explaining cause–effect relationships orally.
6.	Engagement [redacted] 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 [redacted] diplomatically to implications.
9.	Short [redacted] learning	Evaluating scope, limitation and balanced judgement in speaking.
10.	Incremental digital change in university teaching	Presenting [redacted] implication in academic argument.
11.	Teachers' Notes and Suggested Answers	

Audio Files

- YouTube Audi Files Video: **Available in paid version**
- OneDrive Individual Audio Files: **Available in paid version**
- Open.Video Audio Files Video (China): **Available in paid version**

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Access and Participation in Online Learning



Lesson 1

Structuring Short Academic Responses

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Lesson 1: Structuring Short Academic Responses

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
- use simple academic speaking phrases to organise your answer.
- evaluate AI feedback w

→ **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 can't attend recorded lectures and online resources allow learners to study at flexible times. However, access alone doesn't so universities still need to provide . 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, are still needed.	
C.	Universities 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 students?

Structure	Notes
Main point	
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.		b.	What I mean by that is…
3.	Giving an example	c.	
4.	Clarifying meaning	d.	However, it's important to note that…
5.		e.	Overall, I would say that…
6.	Concluding	f.	

1.		2.		3.		4.		5.		6.	

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

Now complete the sentence following starters.

1.	In my view, online learning…
2.	
3.	For example, students can…
4.	

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

Task 4: Extended speaking – applying structure

Now respond to a longer academic [redacted] 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.

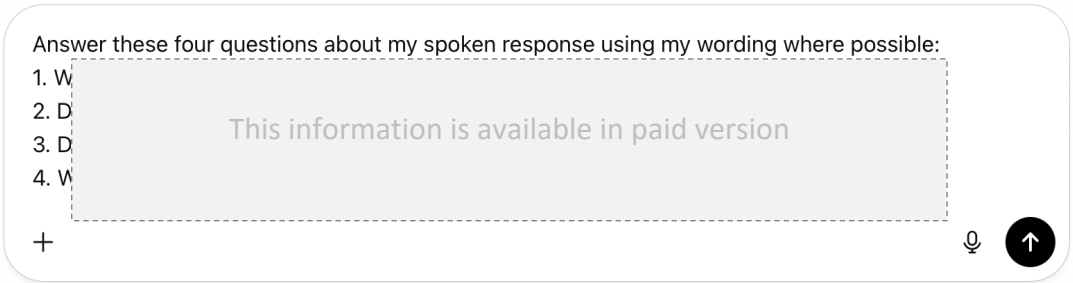
Question
To what extent [redacted] *opportunity in universities?*
Notes

⇒ *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 [redacted] and then record your verbal response from task 4.
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 [redacted] way as you?	
2.	Did the AI [redacted] example as clear?	
3.	Did the [redacted] 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, [redacted] to the lesson theme. You should practise explaining your main position and supporting your main position [redacted] turn taking and agreeing/disagreeing politely.

Question
Should universities provide [redacted] *students?*
Notes

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

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Prioritising Tasks in Digital Study Environments



Lesson 2

Adding Supporting Detail and Examples

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Lesson 2: Adding Supporting Detail and Examples

Aims of the lesson

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

- manage turn-taking appropriately in online academic seminars.
- use misunderstanding.
- respond to others using constructive academic discussion language.
- evaluate AI feedback interaction.

→ **Tip: Strong academic speaking depends on how well you support your main point.**

⇒ ***Note: The theme of this lesson is 'prioritising tasks in digital study environments'. No specialist knowledge is needed.***

Task 1: Model speaking – noticing supporting detail

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

Audio link 2

Model Response
In online courses, students often need to prioritise tasks materials , they might have to balance recorded lectures, discussion forums, and weekly quizzes, deciding which tasks need . So, this a key academic skill. Overall, digital study environments can offer flexibility, but they also require students matters most.

	Summary	Tick (✓)
A.	Online learning is easier to complete.	
B.	Students than lectures.	
C.	Digital study and manage time effectively.	

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

Task 2: Guided speaking – adding supporting detail

Read the question, plan your response using the framework, then practise speaking aloud. Try to detail, such as a consequence, a short explanation or an additional example.

Question
Why is prioritising study?

Structure	Notes
Main point	
Supporting reason	
Example	
Extra supporting detail	
Concluding comment	

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

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Task 3: Language focus – developing supporting detail

Part 1: Expanding short answers

Below are short academic answers. Expand each one by adding a reason and an example.

1.	Online study [redacted] independently.
	This is because
	For example,
2.	Digital learning [redacted] students.
	This means that
	A good example of this is

Part 2: Evaluating strength response

Which response is more effective academically? Tick (✓).

	Why is prioritising tasks [redacted] study?	
A.	Because [redacted] online.	
B.	Because online courses often involve multiple weekly demands, students must make [redacted] first.	

Why is the stronger response more academic?

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

Task 4: Extended speaking – developing an academic response

Now respond to a longer academic speaking question by planning a 1–2-minute response. Your answer [redacted] reason, a specific example, one extra supporting detail and a brief conclusion.

Question
To what extent [redacted] *manage tasks independently?*
Notes

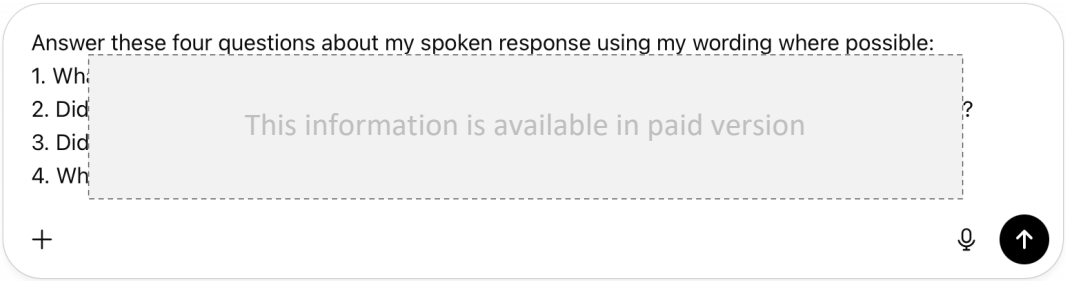
⇒ *Do **NOT** compare your answers with your classmates. Move on to the next exercise.*

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Task 5: AI-supported comparison

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

	Step
1.	Drag and drop or [redacted] then record your verbal response from task 4.
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 answer the four questions in the [redacted] supporting detail differently?	
2.	Did [redacted] examples or explanations more specific?	
3.	How does [redacted] the quality of academic spoken answers?	

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

Task 7: Optional extension activity

In pairs or small groups, discuss the question below. Focus on giving reasons, examples and extended support.

Question
How should students [redacted] *each week?*

Notes

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

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Managing Interaction in Online Seminars



Lesson 3

Turn-taking, Clarification and Academic Discussion Phrases

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Lesson 3: Turn-taking, Clarification and Academic Discussion Phrases

Aims of the lesson

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

- recognise how a short academic lecture is organised.
- identify
- Follow the progression of ideas across a spoken explanation.
- compare your analysis.

→ **Tip: Effective academic discussion is shaped not just by your ideas, but by how you guide and respond within the conversation.**

⇒ ***Note: The theme of this lesson is 'managing seminars'. No specialist knowledge is needed.***

Task 1: Model discussion – noticing interaction strategies

Listen or read the short model response and then answer the following questions.

Audio link 3

Model Discussion	
Student A	I think online interaction, mainly because people aren't always sure when it's their turn to speak.
Student B	Mm, yeah, I get that. Can I just it's always about the online format though. Sometimes it's more about how the session is run. Like, is open discussion now," people usually feel more confident jumping in.
Student A	So, if I've understood you properly, you're saying it's more about the structure than being online?
Student B	Yeah, exactly. I mean, but clear signals biggest difference. What do others think?

1.	How does Student B enter the discussion?	
2.	How	
3.	How does Student B hand over to others?	
4.	Does	

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

Task 2: Guided speaking – managing interaction

Step 1: Individual preparation

Read the question and take a few minutes to plan and make notes on how you will enter the discussion, you will check or clarify meaning and how you will hand the discussion over.

Useful Phrases			
Entering the discussion	Referring to another speaker	Clarifying meaning	Handing over
Can I just add something (here)?	*I agree*	*Could I just clarify*	*What do others think?*
	Building on that point,	*Do you mean that…*	*I'd be interested to*

Question
Do online seminars require [redacted] *seminars?*
Notes

Step 2: Pair or group discussion
Now work in pairs or small groups. Discuss the above question using your notes. During your contribution, [redacted] to another speaker's idea, use one clarification or checking phrase and hand over politely. Continue the discussion for 3–4 minutes, ensuring [redacted] once.

Step 3: Peer observation
Now one pair/group will observe another pair/group.
While watching, focus on **ONE** student only and complete the checklist below.

Did the student…	Yes/No
enter the discussion clearly?	
[redacted]	
use a clarification phrase?	
[redacted]	

Step 4: Brief feedback
After the discussion, give **ONE** positive comment about how the student managed interaction and **ONE** suggestion for improvement.

Student's Name:	
Positive comment	
Suggestion	

Task 3: Language focus – strengthening discussion control

Part 1: Improving interaction phrases
Below are common [redacted] so it sounds more interactive and academically appropriate.

	Seminar Response	Rewrite
1.	I disagree.	
2.	[redacted]	
3.	Yes, that's true.	
4.	[redacted]	
5.	That's wrong.	

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

Part 2: Evaluating interaction quality
Which response manages discussion more effectively? Tick (✓).

Question		
Do online seminars encourage equal participation?		
A.	Yes, I think they [redacted] to speak.	
B.	Can I just add something? I'm not sure it's always the [redacted] depends [redacted], in smaller breakout rooms, people often seem more comfortable speaking. What do ot [redacted]	

Why is the stronger response more effective in an academic discussion?

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

Task 4: Extended speaking – planning and applying interaction strategies

Step 1: Individual preparation

Read the [redacted] contribution. Include the following: your main position, one reason or explanation, one example, one [redacted] another speaker, [redacted] and one sentence summarising a point another speaker might make (so you can respond to it clearly).

Question
To what extent does effective [redacted] *academic seminars?*
Notes

Step 2: Group discussion

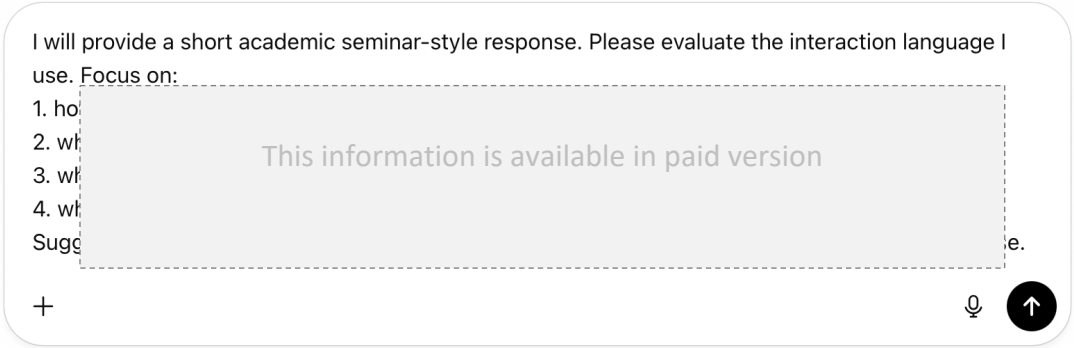
Form small groups of 3-4 students and take part in a short discussion (5–6 minutes), using your notes to help guide you.

⇒ *Do **NOT** discuss or evaluate your performance yet. Move on the next exercise.*

Task 5: AI-supported evaluation of interaction language

Now use an AI tool to help you evaluate your interaction language. Use these exact steps.

	Step
1.	Record your 1-2-minute response. Include one sentence summarising a view expressed in the discussion, [redacted] develops the discussion and a clear handover phrase.
2.	Drag and drop or paste the prompt below into the AI chat window.
3.	Read through the AI's response carefully.



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

Task 6: Reflection

Answer the following questions:

1.	Did the [redacted] summarised and responded to another speaker's idea?	
2.	Did it comment on your interaction strategies (e.g., [redacted] on your general content?	
3.	How does [redacted] clarification improve the quality of academic seminar discussions?	

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

Task 7: Optional extension activity

In pairs or small groups, discuss the question below. One student should take the role of discussion facilitator. The [redacted], manage turn-taking politely, summarise key points during the discussion and ensure disagreement remains diplomatic.

Question
How can students [redacted] *in online seminars?*
Notes

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

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AI-generated feedback in Speaking Practice



Lesson 4

Using Cautious Language and Hedging in Spoken Claims

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Lesson 4: Using Cautious Language and Hedging in Spoken Claims

Aims of the Lesson

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

- recognise overly strong spoken claims in academic discussion.
- use cautious [redacted] refine your position.
- distinguish between confident and overgeneralised statements.
  evaluate [redacted] AI support.

→ **Tip: In academic speaking, claims are often expressed cautiously rather than as absolute statements.**

⇒ ***Note: The theme of this lesson is the 'AI-generated feedback in speaking practice'. No specialist knowledge is needed.***

Task 1: Model speaking – noticing cautious language

Listen or read the short model response and then answer the following questions.

Audio link 4

Model Response
I think AI-generated feedback can be quite useful [redacted] to spotting common [redacted] said, it doesn't always reflect the specific expectations of a particular course. In some cases, it might [redacted] So, [redacted] development, but it's probably most effective when it's used alongside human feedback rather than [redacted]

1.	Does the [redacted] as entirely positive?	
2.	Which words [redacted] claims more cautious?	
3.	How does [redacted] absolute statements?	

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

Task 2: Guided speaking – planning cautious responses

Step 1: Individual preparation

Read the question and take a few minutes to plan and make notes on your response. Include your main position, one reason, one example and two cautious phrases.

Useful Language			
Expressing a cautious position	Introducing a reason	Giving an example	Adding cautious language
It seems that… [redacted]	*This may be because…* [redacted]	*A* [redacted] *this is…* *For instance,…*	*This might suggest that…* [redacted]

Question
Is AI-generated [redacted] *speaking skills?* **Notes**

Step 2: Pair discussion

Now work in pairs. Discuss the above question using your notes. During your contribution, try to avoid absolute claims, [redacted] Continue the discussion [redacted], ensuring both students have the opportunity to practice their contribution.

Step 3: Peer observation

After your discussion, evaluate your and your partner's contribution.

Did you both…	You	Your Partner	Comments
avoid absolute or [redacted]?			
use at [redacted] phrases?			
use [redacted] appropriate language?			

⇒ *Discuss your answers to step 3 with your classmates and teacher.*

Task 3: Language focus – strengthening academic caution

Part 1: Improving strong claims

Below are overly strong claims about AI. Improve each one so it sounds more cautious and academically appropriate.

	Strong Claims	Rewrite
1.	AI feedback is always accurate.	
2.	Students [redacted]	
3.	AI makes [redacted] better for everyone.	
4.	Teachers [redacted] feedback.	
5.	AI feedback [redacted] context.	

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

Part 2: Evaluating strengths of claims

Which response is more appropriate in academic discussion? Tick (✓).

Question		
Is AI-generated feedback reliable for improving speaking skills?		
A.	AI feedback can be [redacted] but it may not fully account for context or course-specific expectations.	
B.	AI feedback is [redacted] speaking for all students.	

Why is the stronger response more academically appropriate?

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

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Task 4: Extended speaking – presenting a qualified position

Step 1: Individual preparation

Read the [redacted] 1-2-minute response. Include the following: your main position, one reason or explanation, one example and at least three cautious phrases.

Question
To what extent should [redacted] *courses?*
Notes

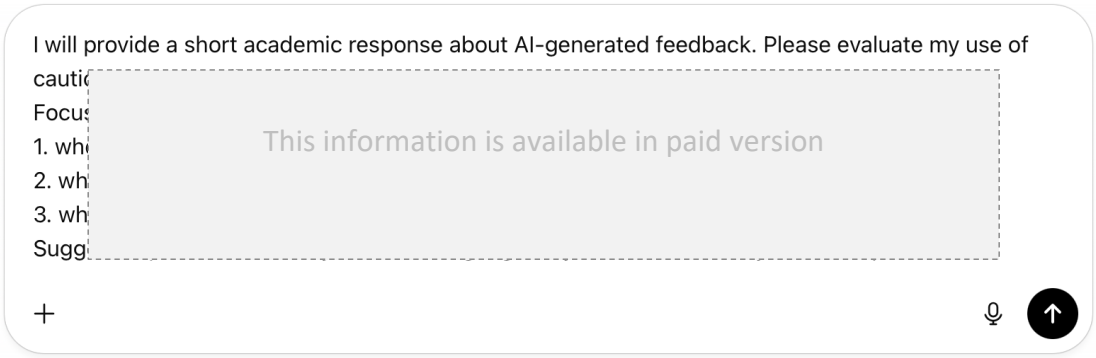
Step 2: Group discussion

Form small groups of 3-4 students and take part in a short discussion (5–6 minutes), using your notes to help guide you.

⇒ *Do **NOT** discuss or evaluate your performance yet. Move on the next exercise.*

Task 5: AI-supported evaluation of cautious language

Now use an AI tool to help you evaluate your cautious language. Use these exact steps.

	Step
1.	Record your 1-2-minute response from task 4.
2.	Drag and drop [redacted] the AI chat window. 
3.	Read through the AI's response carefully.

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

Task 6: Reflection

Answer the following questions:

1.	Did [redacted] you used cautious language?	
2.	Did it [redacted] strong claims?	
3.	How [redacted] quality of academic spoken discussion?	

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

Task 7: Optional extension activity

In small groups, discuss the question below. One student should take the role of discussion monitor.

The discussion monitor should:	All participants should:
• *listen for overly strong or absolute claims.* • [redacted] • *their statements where necessary.* • [redacted]. • *briefly summarise the group's main position at the end.*	• *avoid absolute language (e.g., always, never, completely).* • [redacted] *appropriate.* • *respond diplomatically to disagreement.* • *support* [redacted] *or examples.*

Question
How can students take [redacted] *online seminars?* **Notes**

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

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Modular Course Design and Student Understanding



Lesson 5

Explaining Cause and Effect Relationships Orally

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Lesson 5: Explaining Cause and Effect Relationships Orally

Aims of the lesson

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

- identify cause–effect relationships in spoken academic responses.
- use clear [redacted] ideas.
- distinguish between simple description and explanation.
- evaluate [redacted] with AI support.

→ **Tip: Academic speaking is often clearer when you explain why something happens and what it leads to.**

⇒ ***Note: The theme of this lesson is 'modular course design and student understanding'. No specialist knowledge is needed.***

Task 1: Model speaking – noticing cause and effect

Listen or read the short model response and then answer the following questions.

Audio link 5

Model Response
Modular course [redacted] the content into smaller, more focused units. So instead of feeling overwhelmed by a large amount of material, students can concentrate on one topic at a time. As a result, they're [redacted], since [redacted]. That said, if the modules are too separate from one another, students might struggle to see how everything [redacted].

1.	What [redacted] in the response?	
2.	What [redacted]?	
3.	Which [redacted] effect?	

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

Task 2: Guided speaking – planning cause - effect explanations

Step 1: Individual preparation

Read the [redacted] notes on your response. Include one clear cause, one or two effects and one cause – effect linking phrase.

Useful Language	
Explaining a cause	Explaining an effect
One reason for this is that… [redacted]	*As a result,…* [redacted]
This may occur when… [redacted]	*Consequently,…* [redacted]

Question
How can modular [redacted] *learning?*
Notes

Step 2: Pair discussion

Form small groups of 3–4 students and discuss the question, using your notes to guide your explanation. During your contribution, [redacted] explain the effect [redacted] –effect linking phrase. Continue the discussion for 3–4 minutes, ensuring everyone contributes.

Step 3: Peer feedback

After your discussion, briefly evaluate your groups' response.

	Yes	No	Comments
Were [redacted] identified?			
Were [redacted] connected?			
Were [redacted] effectively?			

⇒ *Discuss your answers to step 3 with your classmates and teacher.*

Task 3: Language focus – clarifying cause and effect

Part 1: Strengthening explanations

Below are simple statements. Improve each one by clearly showing the cause–effect relationship.

	Simple Statements	Rewrite
1.	Modular [redacted] students.	
2.	Students sometimes feel confused.	
3.	Weekly [redacted]	
4.	Large [redacted] problems.	
5.	Clear [redacted] engagement.	

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

Part 2: Evaluating explanation quality

Which response explains causes and effects more clearly? Tick (✓).

Discussion Question		
How does [redacted] *understanding?*		
A.	Modular courses can [redacted] content is divided into smaller parts.	
B.	Modular courses [redacted] divide content into smaller, focused sections. As a result, students can concentrate [redacted] time.	

Why is the stronger response more effective academically?

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

Task 4: Extended speaking – developing causal explanation

Step 1: Individual preparation

Read the question and take a few minutes to plan a 1-2-minute response. Include the following: a clear [redacted] linking phrases and a concluding comment.

Question
To what extent does [redacted] *student understanding?*
Notes

Step 2: Group discussion

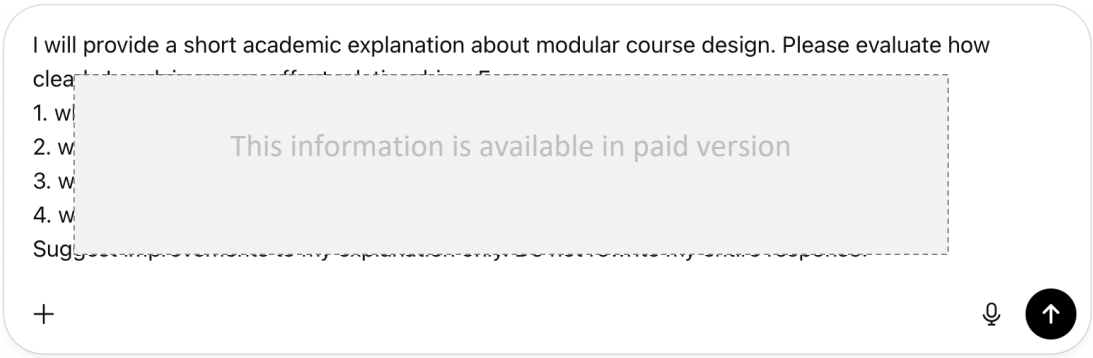
Form small groups of 3-4 [redacted] discussion (5–6 minutes), using your notes to help guide you.

⇒ *Do **NOT** discuss or evaluate your performance yet. Move on the next exercise.*

Task 5: AI-supported evaluation of cause-effect language

Now use an AI tool to help you evaluate your cause-effect language. Use these exact steps.

	Step
1.	Record your 1-2-minute response from task 4.
2.	Drag and [redacted] AI chat window.
3.	Read through the AI's response carefully.



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

Task 6: Reflection

Answer the following questions:

1.	Did the [redacted] -and-effect relationships?	
2.	Did it [redacted] linking phrases?	
3.	How does explaining cause and effect [redacted] clarity?	

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

Task 7: Optional extension activity

In small groups, discuss the question below. Focus on building multi-step cause–effect explanations.

Question
Can modular course [redacted] *or why not?*
Notes

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

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Engagement and Motivation in Online Study



Lesson 6

Using Reference and Cohesion in Extended Speaking Turns

EXAMPLE

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Lesson 6: Using Reference and Cohesion in Extended Speaking Turns

Aims of the lesson

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

- recognise how reference words create cohesion in spoken responses.
- use [redacted] avoid repetition.
- link ideas clearly across extended speaking turns.
- evaluate [redacted] .

→ **Tip: Strong academic speaking is not only about ideas but about how smoothly those ideas connect.**

⇒ ***Note: The theme of this lesson is 'engagement and motivation in online study'. No specialist knowledge is needed.***

Task 1: Model speaking – noticing reference chains

Listen or read the short model response and answer the following questions.

Audio link 6

Model Response
Online study can sometimes reduce student motivation, mainly [redacted] isolated. [redacted] make it harder to stay engaged with weekly tasks. As a result, some students begin to participate less actively in discussions, and that reduction in participation can gradually [redacted] courses include regular interaction, this kind of structured contact often increases engagement, since it [redacted] the learning community.

1.	What do the phrases "this sense of isolation," "that reduction in [redacted] contact" each refer to?	
2.	How [redacted] the speaker avoid repetition?	
3.	Why [redacted] the flow of an extended spoken response?	

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

Task 2: Guided speaking – planning cohesive responses

Step 1: Individual preparation

Read the question and take a few minutes to plan and make notes on your response. Include one main idea, one [redacted] and at least two reference words.

Useful Language			
Stating a main idea	Explaining a consequence	Adding further development	Using reference words
A key issue is that… [redacted]	*This can lead to…* [redacted]	*In addition, this can influence…* [redacted]	*This situation* [redacted]

Question
Why can [redacted] *motivation?*
Notes

Step 2: Group discussion
Form small groups of 3–4 students and discuss the question for 3-4 minutes, using your notes to guide your explanation. During [redacted], use reference words clearly and link ideas logically across sentences.

Step 3: Peer feedback
After your discussion, briefly evaluate your groups' response.

	Yes	No	Comments
Did each speaker clearly explain the main idea, [redacted]?			
Were [redacted] clearly to connect ideas?			
Did the [redacted] without unnecessary repetition?			

⇒ *Discuss your answers to step 3 with your classmates and teacher.*

Task 3: Language focus – improving cohesion

Part 1: Improving cohesion in spoken responses
Below are short spoken responses that sound repetitive or unclear. Improve each one so it sounds more natural and cohesive. You may replace repetition with reference words, clarify unclear pronouns or link ideas more smoothly.

	Statements	Rewrite
1.	Online study can reduce motivation [redacted] Isolation makes it harder for students to stay engaged.	
2.	Some [redacted] online discussions. Students do this because [redacted] to speak.	
3.	Feedback is [redacted]. Feedback helps students understand [redacted] confidence.	
4.	Flexible deadlines can improve [redacted] students to manage their time. Flexible [redacted]	
5.	Students sometimes lose focus during [redacted] because online lectures can feel passive [redacted]	

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

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Part 2: Evaluating cohesion

Which response sounds more cohesive? Tick (✓).

	Question	
	How does regular feedback influence motivation?	
A.	Regular feedback improves [redacted] supported. This sense of support can increase engagement and encourage [redacted]	
B.	Regular feedback improves motivation because it helps students understand their progress. [redacted]	

Why is the stronger response more effective academically?

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

Task 4: Extended speaking – developing a cohesive response

Step 1: Individual preparation

Read the question and take a few minutes to plan a 1-2-minute response. Include the following: a clear main point, one consequence, one further development, at least three reference words and clear linking between sentences.

Question
To what extent [redacted] *online study?*
Notes

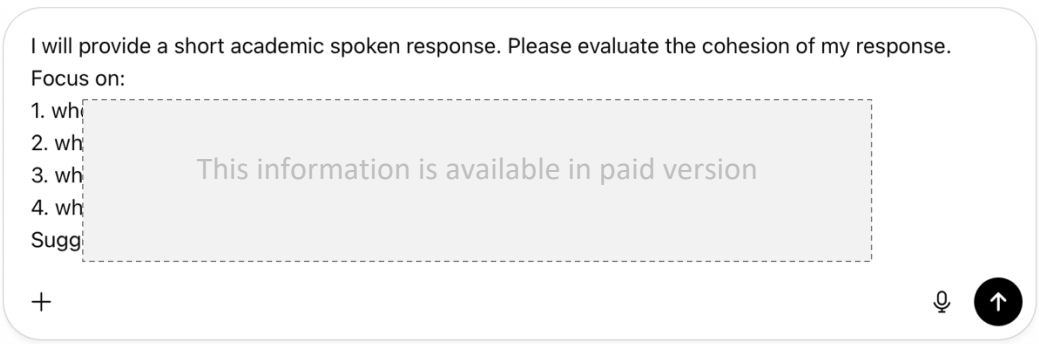
Step 2: Group discussion

Form small groups of 3-4 students and take part in a short discussion (5–6 minutes), using your notes to help guide you.

⇒ *Do **NOT** discuss or evaluate your performance yet. Move on the next exercise.*

Task 5: AI-supported evaluation of cohesion

Now use an AI tool to help you evaluate your cohesion**.** Use these exact steps.

	Step
1.	Record your 1 [redacted]
2.	Drag and drop or paste the prompt below into the AI chat window. 
3.	Read through the AI's response carefully.

⇒ *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 clearly identify the reference [redacted]?	
2.	Did it suggest any ways to improve how [redacted] sentences?	
3.	How does [redacted] follow an extended spoken explanation?	

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

Task 7: Optional extension activity

In small groups, discuss the question below. Focus on building a cohesive, extended explanation.

Question
Can too much flexibility [redacted] ? Why or why not?
Notes

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

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Understanding assessment instructions and expectations



Lesson 7

Paraphrasing, Reformulating and Checking Meaning in Discussion

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Lesson 7: Paraphrasing, Reformulating and Checking Meaning

Aims of the lesson

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

- paraphrase another speaker's idea in your own words.
- check that [redacted] correctly.
- reformulate ideas to clarify meaning in discussion.
- evaluate [redacted]

→ **Tip: In academic discussions, repeating ideas in your own words helps confirm understanding and prevent misunderstandings.**

⇒ ***Note: The theme of this lesson is 'understanding assessment instructions and expectations'. No specialist knowledge is needed.***

Task 1: Model speaking – noticing paraphrasing

Listen or read the short model response and answer the following questions.

Audio link 7

Model Discussion	
Student A	The assignment [redacted] of the strategy, not just describe it.
Student B	So, if I understand [redacted] strategy is, but we also need to judge how well it works?
Student A	Yes, exactly. We need to [redacted] limitations.
Student B	Right, so the focus is [redacted] than description.

1.	How does Student B check their [redacted]?	
2.	Which phrases show that Student B is [redacted]	
3.	Why is paraphrasing useful when discussing [redacted]	

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

Task 2: Guided speaking – checking understanding

Step 1: Individual preparation

Read the instruction and take a few minutes to plan how you will [redacted] will restate the [redacted] question you could ask and one phrase to confirm understanding.

Useful Language		
Paraphrasing the instruction	Asking a clarification question	Confirming understanding
So if I understand you correctly, the task is to…	*Does that mean we need to…?*	*So* [redacted] *…*
What [redacted]	*Could* [redacted] *we should…?*	*So,* [redacted] *seems to be…*

Instruction
Your report should analyse the [redacted] *solutions* **Notes**

Step 2: Pair work
Now practise with a partner. Student A paraphrases the instruction and checks their understanding. Student B listens and responds briefly. [redacted] natural clarification questions and confirming the meaning.

Step 3: Small group discussion
Now form small groups of 3–4 students**.** Discuss the instruction together and agree on what the assignment requires. [redacted] ask clarification questions and confirm key points.

Step 4: Peer feedback
Briefly discuss the following:

	Yes	No	Comments
Was the paraphrasing clear?			
Were [redacted]			
Did [redacted] understanding?			

⇒ *Discuss your answers to step 3 with your classmates and teacher.*

Task 3: Language focus – improving paraphrasing

Part 1: Reformulating ideas
Below are short spoken responses. Rewrite each one so it paraphrases the original meaning.

	Statements	Rewrite
1.	The [redacted] critical evaluation.	
2.	Students [redacted] causes of the issue.	
3.	The report should include realistic [redacted]	
4.	The discussion should compare different [redacted]	
5.	Students [redacted] conclusions.	

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

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Part 2: Evaluating paraphrasing

Which response paraphrases the instruction more effectively? Tick (✓).

Instruction		
Students should [redacted] *solutions.*		
A.	Students need to analyse the [redacted].	
B.	Students need to [redacted] possible ways to address it.	

Why is the stronger response more effective?

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

Task 4: Extended speaking - reformulating instructions

Step 1: Individual preparation

Read the question and take [redacted], including paraphrasing the instruction, explaining its meaning, checking understanding and confirming the main requirement.

Question
How can students [redacted] *correctly?*
Notes

Step 2: Group discussion

Form small groups of 3-4 [redacted] 5–6 minutes), using your notes to help guide you.

⇒ *Do **NOT** discuss or evaluate your performance yet. Move on the next exercise.*

Task 5: AI-supported evaluation of paraphrasing

Now use an AI tool to [redacted] Use these exact steps.

	Step
1.	Record your 1-2-minute response from task 4.
2.	Drag and drop or paste the prompt below into the AI chat window. I will provide a short spoken response to the question: "How can students ensure they understand assi[redacted] 1. p 2. e 3. .u 4. o Sug[redacted]e. This information is available in paid version
3.	Read through the AI's response carefully.

⇒ *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 correctly evaluate whether your [redacted] instruction?	
2.	Did it suggest any improvements to how you [redacted] instruction?	
3.	How [redacted] avoid misunderstanding assignment instructions?	

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

Task 7: Optional extension activity

In small groups, discuss the question below. Try to: paraphrase key ideas, ask clarification questions and confirm understanding.

Question
How can students avoid [redacted] *at university?*
Notes

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

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Student Monitoring and Data in Digital Education



Lesson 8

Inferring Intention and Responding Diplomatically

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Lesson 8: Inferring Intention and Responding Diplomatically

Aims of the lesson

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

- recognise implied intentions in academic discussion.
- distinguish between [redacted] concerns.
- respond diplomatically when discussing sensitive issues.
- evaluate your [redacted] AI support.

→ **Tip: In academic discussions, speakers often imply concerns rather than stating them directly.**

⇒ ***Note: The theme of this lesson is 'student monitoring and data in digital education'. No specialist knowledge is needed.***

Task 1: Model speaking – noticing implied meaning

Listen or read the short model response and answer the following questions.

Audio link 8

Model Discussion	
Lecturer	Some universities are [redacted] engagement with online platforms.
Student A	That could be [redacted] need support.
Student B	Yes, although I wonder [redacted] students uncomfortable.
Student A	So, you mean [redacted] too closely?
Student B	Possibly. It might depend [redacted] about how the data is used.

1.	What concern does Student B imply about learning analytics?	
2.	Which [redacted] the concern is expressed cautiously?	
3.	Why [redacted] concerns indirectly in academic discussion?	

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

Task 2: Guided speaking – interpreting intention

Step 1: Individual preparation

Read the question and think about a possible concern behind it. Think about what the statement explicitly suggests, one possible concern it might imply and how you could respond diplomatically.

Useful Language		
Interpreting the idea	Identifying a possible concern	Responding diplomatically
The statement suggests that… *The [redacted] to be that…*	*One possible concern might be…* *Another [redacted] could be…*	*It could be argued that…* *This [redacted] acceptable if…*

Question
Universities can use [redacted] *engagement*
Notes

Step 2: Small group discussion
Now form small groups of 3–4 students and discuss the statement together. During your contribution try to identify [redacted] diplomatically and acknowledge different perspectives. Try and keep the conversation going for 3-4 minutes, ensuring [redacted].

Step 3: Peer feedback
Briefly discuss the following:

	Yes	No	Comments
Were [redacted] clearly identified?			
Did [redacted] diplomatically?			
Did [redacted] balanced?			

⇒ *Discuss your answers to step 3 with your classmates and teacher.*

Task 3: Language focus – interpreting implied meaning

Part 1: Interpreting concerns
Below are short spoken responses about [redacted] concern behind each one.

	Statements	Implied Concern
1.	Universities [redacted] able to track student activity online.	
2.	Learning analytics can help identify [redacted]	
3.	Digital platforms record large amounts [redacted]	
4.	Some institutions analyse how often [redacted].	
5.	Monitoring tools can help teachers [redacted] patterns.	

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

Part 2: Evaluating diplomatic responses
Which response addresses the concern more diplomatically? Tick (✓).

Statement		
Some universities are [redacted] *learning platforms*		
A.	Monitoring [redacted] disengagement, although some students may feel [redacted] explained.	
B.	Universities should not monitor [redacted] t could invade their privacy.	

Why is the stronger response more effective?

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

Task 4: Extended speaking – responding to implied concerns

Step 1: Individual preparation

Read the question and take a few minutes to plan a 1-2-minute response that includes identifying an implied concern, explaining the concern clearly, [redacted] and acknowledging an alternative perspective.

Question
To what extent should [redacted] *student engagement?*
Notes

Step 2: Group discussion

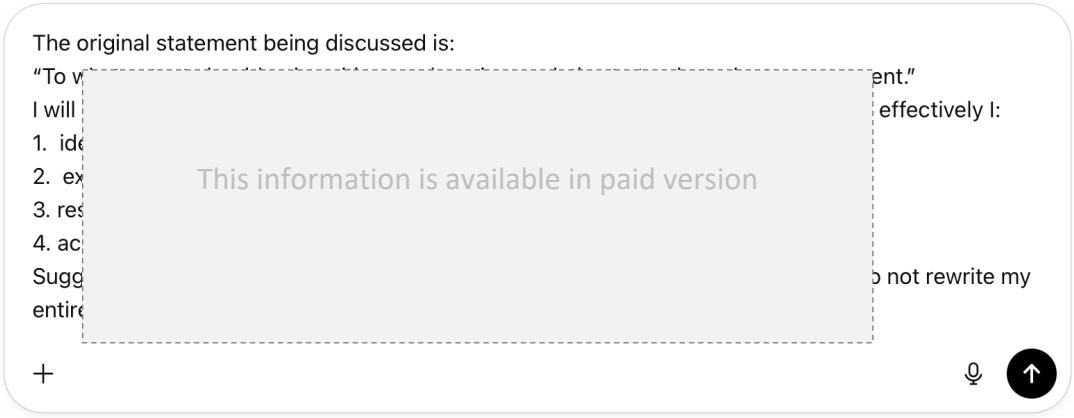
Form small groups of 3-4 students and take part in a short discussion (5–6 minutes), using your notes to help guide you.

⇒ *Do **NOT** discuss or evaluate your performance yet. Move on the next exercise.*

Task 5: AI-supported evaluation of interpretation

Now use an AI tool to help you evaluate your response**.** Use these exact steps.

	Step
1.	Record your 1-2-minute response from task 4.
2.	Drag and drop or paste the [redacted] the AI chat window.
3.	Read through the AI's response carefully.



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

Task 6: Reflection

Answer the following questions:

1.	Did the [redacted] concern you discussed?	
2.	Did it suggest [redacted] you expressed your response?	
3.	Why is it [redacted] implied concerns in academic discussion?	

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

Task 7: Optional extension activity

In small groups, discuss the question below. Try to identify possible concerns, respond diplomatically and acknowledge multiple perspectives.

Question
How can universities [redacted] *about student privacy?*
Notes

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

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Short Instructional Videos and Concept Learning



Lesson 9

Evaluating Scope, Limitation and Balanced Judgement

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Lesson 9: Evaluating Scope, Limitation and Balanced Judgement

Aims of the lesson

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

- recognise how speakers evaluate ideas using balanced judgement.
- identify [redacted] claims.
- express cautious evaluation in spoken responses.
- evaluate [redacted] AI support.

→ **Tip: Strong academic speaking often involves recognising both the strengths and the limitations of an idea.**

⇒ ***Note: The theme of this lesson is 'short instructional Videos and concept learning'. No specialist knowledge is needed.***

Task 1: Model speaking – noticing balanced judgement

Listen or read the short model response and answer the following questions.

Audio link 9

Model Response
Short instructional videos can be quite effective [redacted] because [redacted] and focused way, so this can help students grasp key ideas more quickly. However, their effectiveness [redacted] within a [redacted] without opportunities for discussion or practice, students may not develop a deeper understanding of the topic. So overall, while instructional videos can support learning, they're [redacted] with other teaching activities.

1.	What [redacted] does the speaker identify?	
2.	What [redacted] mention?	
3.	Which [redacted] speaker is making a balanced judgement?	

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

Task 2: Guided speaking – evaluating scope

Step 1: Individual preparation

Read the question [redacted] one possible limitation and one phrase that signals balanced judgement.

Useful Phrases		
Introducing an advantage	Introducing a limitation	Expressing balanced judgement
One advantage of this [redacted] *This can be useful because…*	*However, its effectiveness may depend on…* *One* [redacted]	*So overall, this approach can be useful, although…* [redacted] *learning, it works best when…*

Question
How effective [redacted] *new concepts?*
Notes

Step 2: Small group discussion

Now form small groups of 3–4 students and discuss the statement together. During your contribution, [redacted] express a balanced overall judgement. Try and keep the conversation going for 3-4 minutes, ensuring everyone contributes.

Step 3: Group feedback

Briefly discuss the following:

	Yes	No	Comments
Did all [redacted] and limitations?			
Did the [redacted]			
Was the [redacted] clearly?			

⇒ *Discuss your answers to step 3 with your classmates and teacher.*

Task 3: Language focus – evaluating limitations

Part 1: Improving evaluation

Below are overly strong claims. Improve each one so the evaluation is more balanced by including scope or limitation.

	Strong Claim	Rewrite
1.	Instructional [redacted] to learn difficult concepts.	
2.	Students [redacted] better when videos are used.	
3.	Watching [redacted] deep understanding.	
4.	Short [redacted] problems.	
5.	Teachers should replace lectures with instructional videos.	

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

Part 2: Evaluating balanced judgement

Which response expresses a more balanced academic evaluation? Tick (✓).

Question		
Are instructional [redacted] *concepts?*		
A.	Instructional videos are the best way to teach complex concepts because they present [redacted] quickly.	
B.	Instructional videos can help explain complex concepts clearly, although their effectiveness [redacted] learning activities.	

Why is the stronger response more academically appropriate?

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

Task 4: Extended speaking – developing balanced evaluation

Step 1: Individual preparation

Read the [redacted] a 1-2-minute response that includes a clear advantage, one limitation, one example and a balanced concluding judgement.

Question
To what extent should [redacted] *courses?*
Notes

Step 2: Group discussion

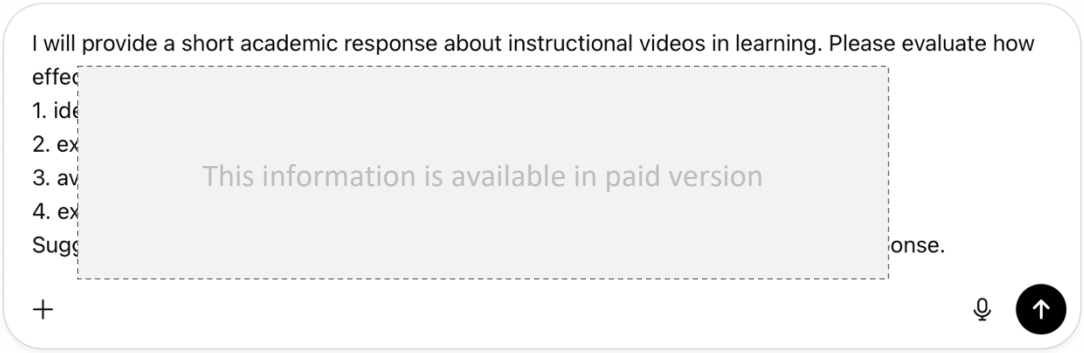
Form small groups of 3-4 students and take part in a short discussion (5–6 minutes), using your notes to help guide you.

⇒ *Do **NOT** discuss or evaluate your performance yet. Move on the next exercise.*

Task 5: AI-supported evaluation of balanced judgement

Now use an AI tool to help you evaluate your response. Use these exact steps.

	Step
1.	Record your 1-2-minute response from task 4.
2.	Drag and drop or [redacted] AI chat window.
3.	Read through the AI's response carefully.



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

Task 6: Reflection

Answer the following questions:

1.	Did [redacted] your response was balanced?	
2.	Did it [redacted] explained the advantages or limitations?	
3.	Why is [redacted] both strengths and limitations in academic discussion?	

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

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Task 7: Optional extension activity

In small groups, discuss the question below. Try to identify both benefits and limitations, explain your reasoning clearly and reach a balanced conclusion.

Question
Can short [redacted] *or why not?*
Notes

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

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Incremental Digital Change in University Teaching



Lesson 10

Presenting Position, Qualification and Implication

EXAMPLE

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Lesson 10: Presenting Position, Qualification and Implication

Aims of the lesson

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

- identify a speaker's position in an academic argument.
- recognise [redacted] claims.
- explain the implications of a qualified position.
- evaluate [redacted] support.

→ **Tip: Academic arguments often present a position, qualify the strength of that position and explain what it may imply in practice.**

⇒ ***Note: The theme of this lesson is '[redacted] teaching'. No specialist knowledge is needed.***

Task 1: Model speaking – noticing argument structure

Listen or read the short model response and answer the following questions.

Audio link 10

Model Response
Digital technology is likely to change university teaching gradually rather than completely replacing [redacted] many aspects of teaching still rely on interaction and discussion between students and lecturers. [redacted] continue [redacted] delivered and accessed. So, as a result, universities may increasingly combine traditional [redacted] flexible ways.

1.	What [redacted] about digital change in university teaching?	
2.	How does [redacted] of this position?	
3.	What [redacted] suggest for future teaching practices?	

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

Task 2: Guided speaking – structuring an argument

Step 1: Individual preparation

Read the speaking prompt and take a few minutes to plan your response. Think about the position you want [redacted] the claim and one implication of this position.

Useful Phrases		
Presenting a position	Qualifying a claim	Explaining an implication
One possible view is that… [redacted]	*Although this is true,…* [redacted] *depend on…*	*This may lead to…* [redacted]

Question
How is digital technology [redacted] *future?*
Notes

Step 2: Small group discussion

Now form small groups of 3–4 students and discuss the question together. During your contribution, try to present a clear position, [redacted]. Try and keep the conversation going for 3-4 minutes, ensuring everyone contributes.

Step 3: Group feedback

Briefly discuss the following:

	Yes	No	Comments
Were the positions clearly stated?			
Were [redacted] qualified?			
Did [redacted] implications clearly?			

⇒ *Discuss your answers to step 3 with your classmates and teacher.*

Task 3: Language focus – strengthening academic argument

Part 1: Improving argument structure

Below are simple claims. Rewrite each [redacted]. Use this structure: position → qualification → implication.

	Simple Claim	Rewrite
1.	Digital [redacted] traditional lectures.	
2.	Online [redacted] education.	
3.	Artificial intelligence will improve teaching.	
4.	Universities [redacted] tools.	
5.	Students [redacted] in the future.	

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

Part 2: Evaluating argument quality

Which response presents a stronger academic argument? Tick (✓).

Question		
How might digital technology influence university teaching?		
A.	Digital technology will completely replace traditional teaching methods because universities are [redacted] resources.	
B.	Digital technology is likely to influence how teaching is delivered, although traditional [redacted] remain important.	

Why is the stronger response more academically appropriate?

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

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Task 4: Extended speaking – developing an academic argument

Step 1: Individual preparation

Read the speaking question [redacted] minute response that includes a clear position, one qualification, one implication and a brief concluding comment.

Question
To what extent will [redacted] *in the future?*
Notes

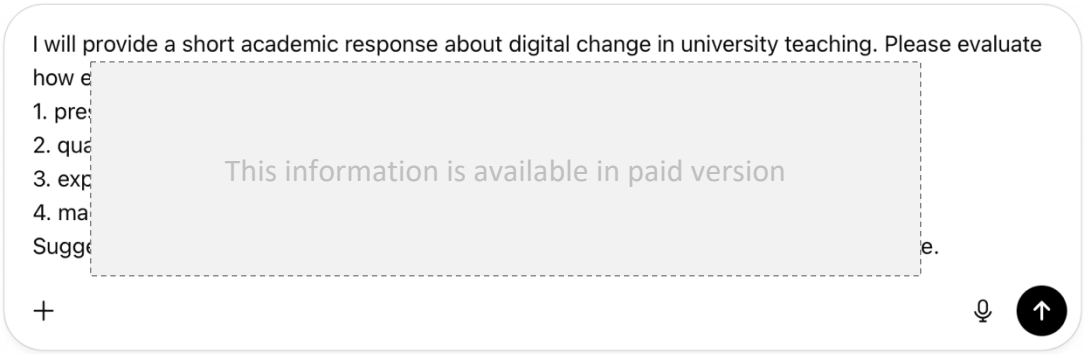
Step 2: Group discussion

Form small groups of 3-4 students and take part in a short discussion (5–6 minutes), using your notes to help guide you.

⇒ *Do **NOT** discuss or evaluate your performance yet. Move on the next exercise.*

Task 5: AI-supported evaluation of argument structure

Now use an AI [redacted]. Use these exact steps.

	Step
1.	Record your 1-2-minute response from task 4.
2.	Drag and drop or [redacted] AI chat window. 
3.	Read through the AI's response carefully.

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

Task 6: Reflection

Answer the following questions:

1.	Did the [redacted] your position was clear?	
2.	Did it suggest [redacted] or implication?	
3.	Why is it [redacted] in academic argument?	

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

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Task 7: Optional extension activity

In small groups, discuss the question below. Try to present a clear position, qualify your claim and explain possible implications.

Question
Will digital technology [redacted] *? Why?*
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.
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.

EXAMPLE

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Lesson 1: Structuring Short Academic Responses ANSWERS

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
In your view, how does online learning support university students?

Structure	*Sample Answers*
Main point	*Online learning can support university students by making learning more flexible and accessible.*
Supporting reason	*This allows students to ….*

ALL ANSWERS INCLUDED IN PAID VERSION…

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