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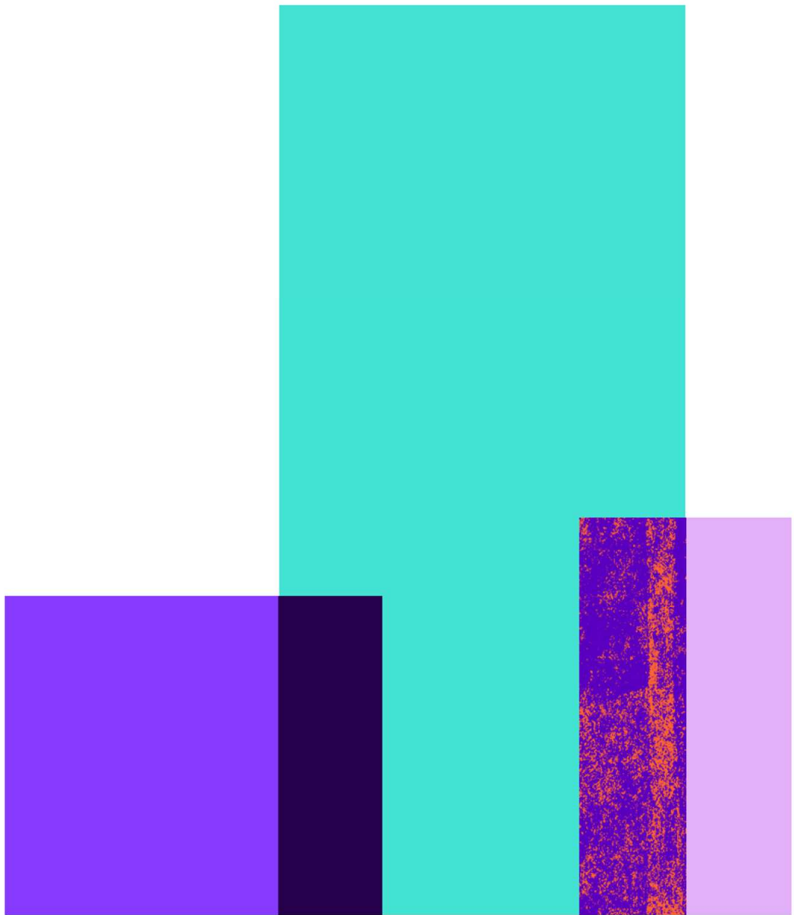
TeachingEnglish

ASEAN/China TeachingEnglish Online Conference 2026

AI Rehearsal for Real Communication

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21 October 2026



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AI Rehearsal for Real Communication

A teacher's planning and reflection checklist

Use this checklist before and after a speaking task. Tick each item when you have addressed it. AI supports rehearsal before and between human interactions. Teachers guide the process and students make their own communicative decisions.

Class or level _____

Speaking task _____

Date _____

AI tool or resource _____

1. Define the speaking task

☐ I have identified the audience, communicative purpose and expected performance.

☐ I have set clear criteria, including clarity, audience engagement and response to questions.

☐ Students understand what they should prepare themselves and how AI may assist.

Webinar example: In the presenter's Public Speaking course, groups of four students prepare and deliver a group speech before they deliver individual speeches.

2. Plan focused AI rehearsal

This is normal text style. This should be used for body copy.

☐ Each student has a specific practice goal suited to their needs and proficiency.

☐ I have provided prompts that invite practice and feedback while preserving student ownership.

☐ Students will evaluate AI suggestions and explain what they accept, adapt or reject.

☐ The tool can process the input needed for the goal. Students use recordings and human feedback to review body language.

Practice goal _____

Rehearsal time _____

3. Schedule human interaction

☐ I have scheduled peer or group rehearsal rather than waiting for perfect confidence.

☐ Students will respond to real audience questions and reactions.

☐ Group members will practise transitions and support one another during delivery.

Peer rehearsal date _____

Performance date _____

When to move from AI rehearsal to interaction with people

Use these three signals to decide the next step. They are prompts for teacher judgement, not a score or a requirement that all three must occur.

☐ The student can communicate the core message, or further AI rehearsal adds little.

☐ The next challenge requires a real audience, negotiation or spontaneous response.

☐ The student needs to exercise independent communicative judgement.

Or set a timeline for students to interact with their group members before their speech delivery.

Next human interaction _____

4. Make the learning process visible

☐ Students will keep outlines, scripts and revised versions in a speaking portfolio.

☐ Students will record individual practice, group rehearsal and the final performance.

☐ Students will document useful AI and peer feedback and explain their revisions.

☐ Students will share selected portfolio evidence with peers and the teacher for feedback.

Suggested reflection: What became clearer? What did my audience find confusing? Which suggestion did I accept, adapt or reject, and why?

5. Review judgement and independence

☐ Students can explain their topic, examples and delivery choices in relation to the audience.

☐ Students can identify what they can now do independently and what still needs practice.

☐ I consider student preparation, rehearsal and reflection alongside the final speech.

☐ My next teaching decision draws on student recordings, peer responses and my own judgement.

One change for my next lesson:

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