

Practical examples for teachers

Related content: M1-T2-MLC3 – The ChatGPT Voice Module

Exercise 1 – for the teacher's own learning

Objective: to try voice conversation as a planning and reflection tool and to experience its strengths and limitations first-hand.

Title: Talking through a lesson

Exercise: a spoken brainstorming session about an upcoming lesson, followed by a check of the transcript.

Duration: 20 minutes

Form of work: individual work

Tools: ChatGPT mobile or desktop app with Voice, headset recommended

Instructions:

1. Set the speech-recognition language in the settings. Find a quiet place.
2. Start a voice conversation and talk for about 5 minutes about a lesson you will teach soon: aims, learners, difficulties. Ask the AI to act as a critical friend who asks questions.
3. Deliberately use 3–4 specialised terms from your trade and, if possible, repeat one question with background noise.
4. End the conversation and read the transcript. Mark misrecognised words and check whether the AI's suggestions were technically correct.
5. Ask in text: "Summarise the ideas from our conversation as a lesson outline." Edit the result.

Lessons learnt:

- Speaking is a fast way to generate and structure ideas; the written summary makes them usable.
- Specialised terms and noise cause errors – the transcript must be checked.
- A "critical friend" instruction produces more useful reflection than simple agreement.

Exercise 2 – classroom work with students

Objective: to practise work-related spoken communication with an AI conversation partner and to reflect critically on the AI's feedback.

Title: Customer conversation role-play

Exercise: learners conduct a short workplace dialogue with the AI playing the customer, in the learners' first language or a foreign language.

Duration: 35 minutes

Form of work: pair work at a teacher-controlled device, then whole-class reflection

Tools: teacher's device with ChatGPT Voice, headset or quiet corner, observation sheet

Instructions:

1. The teacher prepares the scenario in text: "You are a customer at a garage. Your car makes a noise when braking. Speak simply, ask 3 questions, and at the end give short feedback on the apprentice's communication."
2. In pairs, one learner speaks with the AI (3–4 minutes), the other observes using the sheet (politeness, clarity, technical vocabulary).
3. Pairs swap roles; the scenario may be changed (e.g. a complaint).
4. Whole-class reflection: Was the AI's feedback useful? Where did it misunderstand the learner? What would a real customer have done differently?

Lessons learnt:

- A voice partner offers safe, repeatable practice for workplace communication.
- Recognition errors and generic feedback show that AI is a practice partner, not a judge.
- Peer observation and teacher feedback remain essential.

Notes for teachers:

- Use the teacher's account and device; learners must not share personal information during the role-play.
- Respect age requirements and school rules; do not store recordings of learners – delete the conversations afterwards.

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