

Part 1: Become Your Own English Teacher

Module 4

Beginning Your JBK Personal Learning Program

Minimum Pathway (short version of the cycle): Choose one idea or goal → Complete one short activity → Reflect briefly → Decide on one next step

Learning Outcomes

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

1. Explain how the JBK Personal Learning Program uses ideas from the ELP.
 2. Identify an English learning goal that is important to you.
 3. Make a simple plan for reaching your goal.
 4. Recognize the types of resources, tools, and strategies that can support your learning goals.
 5. Explain the purpose of the Learning Notebook in your JBK Personal Learning Program.
 6. Explain how you will use the JBK Personal Learning Program with the seven areas of English and AI in Part 2.
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From the ELP to Your Personal Learning Program

The European Language Portfolio (ELP) provides a framework for taking greater responsibility for your own language learning.

It helps you:

- understand your current level,
- identify your goals,
- choose learning objectives,
- plan your learning,
- choose appropriate learning activities and resources,
- record your learning,
- evaluate your progress,
- reflect on your learning, and
- decide what to do next.

In this course, we use ideas from the European Language Portfolio as the foundation of your JBK Personal Learning Program.

Your JBK Personal Learning Program is your own plan for learning English.

It can change as you learn more about yourself, your English, and the ways you learn best.

You do not need to create your complete JBK Personal Learning Program today.

You will build it step by step as you continue through Part 2.

Your Learning Notebook

Your Learning Notebook is the working record of your JBK Personal Learning Program.

You can use it to record:

- your learning goals,
- CEFR "I Can" objectives,
- your plans,
- the resources you use,
- the strategies you try,
- your practice,
- your progress,
- your reflections, and
- your next steps.

You can use a paper notebook, or print the Learning Notebook from the Resource Library.

You will use it throughout Part 2 as you work with the seven areas of English.

The JBK Independent Learning Cycle

The JBK Independent Learning Cycle is a process for managing your own learning. It is inspired by ideas from the ELP.

It can be summarized as a simple learning cycle:

Assess → Plan → Choose → Practice → Evaluate → Reflect → Improve

1. Assess — Where am I now?

Think about your current English level, your strengths, and areas where you need more practice.

Use the CEFR, self-assessment, and other information from Module 2 to understand where you are now.

2. Plan — What do I want to learn?

Choose an English goal that is:

- important to you,
- realistic,
- appropriate for your current level.

Use CEFR "I Can" objectives to help you describe your goal.

3. Choose — How will I learn it?

Choose learning strategies, tools, and activities that can help you reach your goal.

You do not need to use everything.

Choose what works for you.

The Resource Library will provide examples and links that you can use.

4. Practice — What will I do?

Use English.

Practice your goal with appropriate activities and resources.

5. Evaluate — Did I reach my goal?

Check your progress.

Ask yourself:

Can I do what I wanted to learn?

If yes, check off your "I Can" statement.

If not, that's OK. You may need more practice or a different strategy.

6. Reflect — What worked? What was difficult?

Think about your experience.

Ask:

- What worked well?
- What was difficult?
- What did I learn about English?
- What did I learn about how I learn?

7. Improve — What will I do next?

Use what you learned to choose your next step.

You might:

- continue practicing,
- try a different strategy,
- choose a different resource,
- choose a new goal.

You do not finish learning English when you finish one goal.

You choose your next goal and begin again.

Start With One Goal

A good learning program begins with a clear goal.

Use your CEFR "I Can" statements to choose a goal that is important to you.

For example:

I can understand the main idea of a short, clear conversation about everyday topics.

My CEFR "I Can" Objective:

Why is this goal important to me?

My target date:

Try to work on one important goal at a time.

A clear goal makes it easier to choose useful practice.

Choose Your Practice

After you choose a goal, think about how you can practice.

You might:

- listen to a recording,
- read a short article,
- practice speaking with someone,
- write about your topic,
- learn useful vocabulary,
- study grammar,
- practice pronunciation, or
- use a combination of activities.

Choose activities that match your goal.

For example:

Goal:

I can understand a short conversation about shopping.

Practice:

Listen to a short shopping conversation and answer questions about it.

The closer your practice is to your goal, the more useful it is likely to be.

Choose Your Resources, Tools, and Strategies

You will discover many different resources, tools, and learning strategies during this course.

You do not need to use all of them.

The Resource Library will provide examples and links that you can use when you need them.

You will learn how to choose resources, tools, and strategies that match:

- your English level,
- your learning goal,
- the skill you are practicing, and
- the type of practice you need.

Think of the Resource Library as a group of windows.

You do not need to open every window.

Open the one that can help you with your current goal. If you pay for data, start with the Low-Data Edition of the Resource Library.

If you need something different, you can learn how to find out more.

Your Personal Learning Program Grows Through Practice

As you practice, your JBK Personal Learning Program will grow. You will add new goals, and you will find resources, strategies, and tools that work well for you.

Looking Ahead to Part 2

AI can become another tool in your independent learning toolkit. In Part 2, you will learn how AI can support activities such as explaining English, creating practice, giving feedback, practicing conversation, and helping you reflect on your learning.

AI does not replace your JBK Personal Learning Program. It is one tool that you can choose when it is useful. AI is optional. In Part 2, every activity can also be done with paper and people, or with a basic phone.

First, learn how to learn. Then, use AI and other resources to help you learn English.

Part 2 extends your JBK Personal Learning Program.

You will use the JBK Independent Learning Cycle with the seven areas of English:

- listening,
- reading,
- speaking,
- writing,
- vocabulary,
- grammar, and
- pronunciation.

For each area, you will learn how to:

- choose appropriate CEFR objectives,
- practice the skill,
- use helpful resources,
- apply learning strategies,

- use AI when it is helpful,
- evaluate your progress, and
- decide what to do next.

Your goals may require different combinations of skills, resources, strategies, and activities. You will learn to choose what is useful for each goal.

You may also create your own practice activities and homework.

The Resource Library will provide examples and instructions for finding additional resources and using AI to support your learning.

You have now:

- learned about the JBK Personal Learning Program,
 - learned about the Learning Notebook,
 - learned about the JBK Independent Learning Cycle, and
 - begun choosing a first goal and a way to practice.
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Reflection Before Part 2

Before moving to Part 2, complete your first simple personal learning plan: choose one area, one CEFR "I Can" objective, one short-term goal, one practice activity, one resource, and one next step.

Then think about these questions:

What is one English goal that is important to me?

How much time can I realistically spend learning English?

Which learning activity would I like to try first?

Which strategy would I like to experiment with?

What would I like to learn about using AI in Part 2?

You do not need to have all the answers yet.

Part 2 will help you discover them.
