

B2 Pronunciation — General English + Workplace English

JBK Independent Learning Program

Layer 1 — The Learning Goal

1.1 What Will I Learn?

CEFR Learning Objective

B2 — Speak clearly and naturally, using stress, rhythm, and intonation to show what I mean.

I can speak clearly and naturally. I can use stress and intonation to show what is important and what I mean. My accent shows my first language, but it does not stop people from understanding me.

At B1, you worked on speaking clearly so that people could understand your message.

At B2, you are no longer working mainly on single sounds. You are learning to control your voice so that it helps you communicate.

In this chapter, you will learn how to use your pronunciation to show:

- what information is important;
- a contrast or a correction;
- your attitude, such as interest, surprise, or doubt;
- your intention, or what you want the listener to understand;
- the right level of politeness or formality (how formal or informal your English is); and
- that you can change the way you speak for different listeners.

At B2, you often take part in longer conversations, discussions, meetings, and presentations. Your pronunciation needs to support these activities.

At A2 and B1, you worked from:

Sound → Word → Phrase → Sentence → Communication

At B2, you take another step:

Sound → Stress → Rhythm → Intonation → Meaning → Intention → Communication

Sounds are still important. But at B2, pronunciation is more about **how all these features work together**.

1.2 Your B2 Pronunciation Goal

Workplace Application (how to use this at work): At B2, you may use English in meetings, interviews, presentations, telephone calls, and discussions with customers or colleagues. Choose a goal connected to a real work situation — for example, making the key points of a short presentation clear, or disagreeing politely in a meeting.

There is no one pronunciation goal that is right for every B2 learner.

Your goal depends on your pronunciation now, your first language, the English you hear, the people you talk to, and the situations where you use English.

You might want to:

- be easier to understand;
- speak more naturally;
- use stress (the strong part of a word or sentence) to make important information clear;
- show small differences in meaning;
- sound more confident in meetings or presentations;
- understand accents that are new to you; or
- change one pronunciation habit that sometimes causes misunderstandings.

Ask yourself:

What pronunciation do I need for the English I really use?

Choose one goal. You can work on another goal later.

1.3 Clear Communication, Not Imitation

You do not need to sound like a native speaker.

English is spoken by people all over the world, with many different accents. There is no one accent that every learner must have.

Your accent may be part of your history and your identity. You can improve your pronunciation and still sound like **yourself**.

Your goal is not perfect imitation.

Your goal is clear, effective, and flexible communication.

Flexible means that you can change the way you speak when the situation or the listener needs it.

At B2, you can also become more aware of how your pronunciation sounds to different listeners. Ask:

Can people understand me easily?

Can I make important information clear?

Can I change the way I speak when I need to?

If the answer is yes, your pronunciation is doing its job.

1.4 Pronunciation Shows Meaning, Attitude, and Intention

At B2, pronunciation does more than make words clear. It helps the listener understand what you mean.

Stress Shows Meaning

Look at this sentence:

I didn't say she stole the money.

The words stay the same. But when you stress a different word, the meaning changes:

I **DIDN'T** say she stole the money. (Someone says I did, but I didn't.)

I didn't say **SHE** stole the money. (I said someone else did.)

I didn't say she **STOLE** the money. (Maybe she borrowed it.)

At B1, you learned that sentence stress shows important information. At B2, you can use stress **on purpose**. You can use it to:

- **emphasize:** **THIS** is the problem.
- **contrast:** I wanted the **BLUE** one, not the green one.
- **correct:** No, I said **THURSDAY**.
- **clarify:** I need it **BY** Friday. (Not later than Friday.)

Ask yourself:

What do I want my listener to notice?

Intonation Shows Attitude

Your voice can show your attitude. Changes in stress, intonation (the music of your voice, going up and down), speed, pauses, and volume can all change the message.

Look at this sentence:

That's interesting.

Depending on how you say it, it could show:

- real interest;
- surprise;
- doubt; or
- being polite, without real interest.

The words alone do not always tell the whole story.

At B2, listen for what the speaker's **voice adds to the words**. Ask:

Why did the speaker use this intonation?

Pronunciation Shows Intention

Workplace Application: At work, the same words can show different intentions. Your stress, intonation, rhythm (the beat of spoken English), and pauses can make you sound sure, unsure, friendly, or firm. Before an important meeting or phone call, practice how you want your message to sound.

Before you speak, sometimes ask yourself:

What do I want the listener to understand?

Then think about how your pronunciation can help. For example, you might want to:

- make a key fact stand out;
- correct a misunderstanding;
- disagree politely;
- show enthusiasm;
- show that you are not sure; or
- show that something is important.

1.5 Rhythm, Chunks, and Connected Speech

Rhythm and Chunks

At B2, rhythm helps you speak fluently. You do not need to speak fast.

Natural rhythm comes from stressed and unstressed words, pauses, changes in speed, and groups of words that belong together.

Practice speaking in **chunks** — groups of words that belong together — instead of thinking about every single word.

For example:

As far as I know / the meeting has been postponed.

If you'd like / I can send you the information.

Chunks help your speech sound smoother and more natural. They also give your listener time to follow you.

Connected Speech

At B1, you noticed that words can join together in natural speech. At B2, listen more carefully for:

- linking, when one word runs into the next;
- weak forms, such as **to** and **for** said quickly and quietly;
- sounds that change or disappear; and
- the difference between careful speech and natural speech.

You do not need to copy every feature.

First, use connected speech (how words join together when we speak) to **understand natural English better**. Then choose one or two features that make your own speech clearer or more natural.

1.6 Different Accents and Different Listeners

Workplace Application: At work, you may speak with customers, colleagues, and managers from many countries. You may need to speak more slowly on the telephone, pause more in a presentation, or repeat key numbers for a customer. Changing the way you speak for your listener is a professional skill.

Understanding Different Accents

At B2, you will hear speakers whose pronunciation is very different from what you usually hear.

Don't think:

"This person has bad pronunciation."

Instead, ask:

"What is different from the English I usually hear?"

You can learn to understand many accents and still keep your own.

Changing the Way You Speak

You may speak differently when you:

- talk with a friend;
- speak with a customer;
- take part in a meeting;
- give a presentation;
- speak on the telephone; or
- speak with someone whose accent is new to you.

You may need to change your speed, your pauses, your stress, your intonation, or your volume.

How formal you are can also change the way you speak. Say the same request in three ways:

Informal: Can you send that to me?

Neutral: Could you send that to me?

More formal: Would you mind sending that to me?

Notice that the grammar changes, and the rhythm, speed, and intonation change too.

Changing the way you speak does not change who you are.

It is choosing the best way to communicate in the situation.

1.7 When Someone Doesn't Understand You

Workplace Application: If a customer or colleague does not understand you, stay calm and use the repair steps. On the telephone, stress and repeat key information such as names, numbers, dates, and times.

At B1, you learned a way to repair communication. At B2, you add one more step:

Slow down → Repeat → Stress → Rephrase → Give an example → Check

Don't simply say the same sentence again more loudly.

For example:

I need the report by Thursday.

If your listener is not sure, you can stress the important word:

I mean THURSDAY — not Friday.

Or you can rephrase:

I need it before Friday.

At B2, you can also:

- choose a simpler word;
- explain the idea in a different way;
- pause between two ideas; or
- ask exactly which part was not clear.

Sometimes a small change in pronunciation solves the problem.

The goal is successful communication.

1.8 Becoming Your Own Pronunciation Teacher

At B2, you can find your own pronunciation needs. You don't need to wait for someone to tell you what to practice.

Ask yourself:

What pronunciation feature is causing problems in my communication?

How do I know? What evidence do I have?

What should I practice?

What model or resource will I use?

How will I check my progress?

Can I use the improvement in real communication?

Your teacher, AI, recordings, pronunciation resources, and the Resource Library (a list of free websites and tools in Part 3) can all help you.

But you decide what to work on, and you do the practice.

Layer 2 — The Learning Method

2.1 How Can I Improve My Pronunciation at B2?

At B2, pronunciation learning has a clear purpose.

You do not need to improve everything at once. The challenge is not to find more and more exercises. The challenge is to **choose the right practice for your needs**.

In this layer, you will learn a B2 pronunciation process and eight strategies (ways to help you learn). Later, you can visit the **Resource Library** to find more.

2.2 The B2 Pronunciation Learning Process

Workplace Application: Use the same process with a workplace goal. Notice how a good speaker gives an update or presents an idea, identify one useful feature, find out how it works, practice it, record yourself giving the same kind of message, and then use it at work.

A useful B2 pronunciation process is:

Notice → Identify → Understand → Practice → Record → Apply

Choosing your goal and evaluating your progress are part of the JBK Independent Learning Cycle (seven steps to plan and check your own learning) in Section 3.6, so they are not repeated here.

Step 1 — Notice

Listen carefully to real English: conversations, interviews, presentations, podcasts, videos, or workplace communication.

Don't try to notice everything. Choose one feature. For example:

How does the speaker make important information stand out?

Where does the speaker pause?

How are the words connected?

How does the speaker's voice show that he or she is not sure?

Step 2 — Identify

Now identify the feature you want to work on. It might be a sound, word stress, sentence stress, rhythm, intonation, connected speech, pausing, or speed.

Be specific. Instead of:

"My pronunciation isn't very good."

try:

"People sometimes don't understand me when I say numbers."

"I need to make the important words in my sentences clearer."

"I speak too quickly when I am nervous."

A specific problem is easier to practice.

Step 3 — Understand

Find out how the feature works. You can use your teacher, a pronunciation reference, a reliable website, a recording, the Resource Library, or AI.

Ask:

What is happening?

Why does the speaker use this feature?

How does it change the meaning or make the message clearer?

At B2, understanding **why** a speaker uses a feature is more useful than learning technical words.

Step 4 — Practice

Move step by step from controlled practice toward real communication:

Feature → Word → Phrase → Sentence → Longer Speech → Communication

Start with the feature by itself. Then use it in words, short phrases, and full sentences. Next, use it in a short answer, story, or explanation. Finally, use it while you think mainly about your message.

Step 5 — Record

Workplace Application: Record a short workplace update, meeting contribution, explanation, or answer to a question. Listen and ask whether the important information is clear.

Recording yourself is one of the most useful tools you have. You may hear things that you did not notice while you were speaking. For example:

“I thought I was stressing the important word, but I wasn’t.”

“My sounds are clear, but I am speaking too fast.”

Try three recordings:

First recording: Speak naturally.

Second recording: Concentrate on your target feature.

Third recording: Speak naturally again.

Then compare them. Ask:

Did the improvement stay when I stopped thinking about it?

This is an important test of progress.

When you listen, also try to hear yourself **as your listener**:

If I were the listener, what would be easy to understand? What might be confusing?

Step 6 — Apply

Finally, use the feature in real communication.

If you practiced sentence stress, use it when you tell a story, explain a problem, give an opinion, or take part in a meeting.

If you practiced intonation, use it to show uncertainty, show enthusiasm, disagree politely, or check information.

If you practiced connected speech, listen for it and use it naturally in conversation.

Practice → Communication

2.3 Choose What to Practice

You may notice ten pronunciation features. You do not need to practice all ten.

When you are not sure what to practice, ask these questions:

- What causes the most difficulty in my communication?
- What feature can I really improve now?
- What practice will help me?
- How will I know that I improved?
- Can I use the improvement in real communication?

These questions help you avoid random practice.

Practice One Feature at a Time

Suppose your goal is sentence stress. Don't try to improve stress, rhythm, intonation, connected speech, difficult sounds, and speed in the same exercise.

Choose one. For example:

Today I am practicing sentence stress.

This makes it easier to notice your progress.

2.4 Eight Strategies for B2 Pronunciation

Different pronunciation problems need different strategies. You do not need to use all of them at the same time.

Strategy 1 — Focused Listening

Listen for one pronunciation feature only. For example:

Today I am listening for sentence stress.

Listen several times if you need to. Ask:

- Which words are stressed?
- Where does the speaker pause?
- What information stands out?

Strategy 2 — Shadowing

In shadowing, you speak along with a recording, almost at the same time as the speaker.

Choose a short recording from a speaker you can understand. Then listen in stages:

First time: Listen for the general message.

Second time: Listen for stress.

Third time: Listen for rhythm and pauses.

Fourth time: Notice connected speech.

Fifth time: Speak along with the speaker.

Then record yourself and compare your version with the model.

The purpose of shadowing is not to lose your accent. It helps you notice and feel how spoken English works: where speakers stress, how they group words, how they pause, and how they use intonation.

Then decide which features are useful for **your own communication**.

Strategy 3 — Record and Compare

Record yourself saying the same material as a model. Then compare. Ask:

What is similar? What is different? Which difference matters most?

Don't try to copy everything. Choose one useful feature. Then record yourself again.

Strategy 4 — Contrast Practice

Say the same sentence with the stress in different places:

I wanted the BLUE folder.

I **WANTED** the blue folder.

I wanted the blue **FOLDER**.

Ask:

How does the meaning change? What does the listener notice?

You can do the same with intonation. Say **That's interesting** to show real interest, then surprise, then doubt. Record yourself. Can you hear the difference? Can another person hear it?

Then make your own examples.

Strategy 5 — Chunking

Practice groups of words that belong together, not single words:

As far as I know / the meeting has been postponed.

Chunking can help you develop smoother rhythm, natural pauses, and more confidence.

Strategy 6 — Learn from Communication Problems

When someone doesn't understand you, use the repair steps from Section 1.7. Afterward, ask:

What caused the difficulty?

Was it a sound, unclear stress, speaking too fast, connected speech, an unfamiliar word, or an unclear explanation?

Use the answer to decide what to practice next.

Strategy 7 — Listener Awareness

Try to hear your speech from the listener's point of view. Ask:

Who am I speaking to? What does this person already know?

How familiar is the listener with my accent?

What information is most important, and how can I make it easy to understand?

Good pronunciation is not only about what **you** hear when you speak. It is also about what **your listener** hears.

Strategy 8 — Experiment

At B2, you can become your own pronunciation researcher. Choose one feature and try changing it. For example:

- speak more slowly;
- stress a different word;
- add a pause;
- change your intonation; or
- make one sound clearer.

Record the result. Then ask:

What difference did the change make?

2.5 Learn from Your Difficulties

Workplace Application: If people at work often ask you to repeat a certain word, number, or phrase, write it down. Make it one of your next practice goals.

Pronunciation does not always improve in a straight line.

Some days your pronunciation may feel easy. Other days it may feel difficult. A feature that is easy in an exercise may become difficult in a real conversation.

That is normal.

When someone doesn't understand you, don't think:

"My English is bad."

Instead, ask:

"What made this difficult to understand?"

A difficulty is information.

Don't chase perfection. Focus on steady progress:

Clearer → More controlled → More natural → More flexible

2.6 My Strategy Record

Each time you practice pronunciation, write down the strategy you tried, whether it helped you, and why.

My pronunciation goal:

Date	Strategy I tried	Did it help me? (Yes / A little / Not yet)	Why?	What will I try next time?

You do not need to use every strategy. Choose a strategy, try it, reflect on it, and decide whether it works for you.

2.7 Remember

At B2, pronunciation learning is about **choice and control**.

A useful B2 pronunciation process is:

Notice → Identify → Understand → Practice → Record → Apply

You choose what to notice, what to practice, how to practice, and how to use what you learn.

The goal is not to lose your accent.

The goal is to become a clear, confident, flexible, and effective communicator.

Layer 3 — The Learning Tools

Choose Your Tier

This layer has four tiers. A tier is a way to practice with the tools you have. Each tier adds to the tiers before it.

- **Tier 1 — Paper and People:** a notebook, a mirror, and a partner.
- **Tier 2 — Phone, No Internet:** a voice recorder and saved audio.
- **Tier 3 — Limited Data:** short voice notes, word audio from a dictionary, and AI in text.
- **Tier 4 — Good Internet:** AI that can listen to your voice, and online audio and video.

3.1 Partner and AI Roles

Workplace Application: For workplace pronunciation, AI can create short meetings, phone calls, customer conversations, and presentations for you to practice. It can also act as a colleague or customer who sometimes doesn't understand you. Use AI for practice, but do the speaking yourself.

Tier 1 — Paper and People

Listener: Your partner tells you which word or idea was hard to understand, and why.

Communication Partner: Your partner sometimes says, “Sorry, I didn’t understand.” You practice slowing down, repeating, stressing an important word, or saying it another way.

If you have no partner, use a mirror. Say one sentence with the stress on different words, and notice how the meaning changes.

Tier 2 — Phone, No Internet

Recorder: Record a one-minute talk. Listen as if you were the listener. Where was the meaning hard to follow?

Audio Player: Play saved audio of real speakers. Pause after a sentence and copy its stress and intonation.

Tier 3 — Limited Data

Voice-Note Partner: Send a partner a short voice note. Ask one question: “What was my main point?”

Word Audio and AI in Text: Cambridge Dictionary and Forvo give you one word at a time with very little data. AI in text can mark stress and help you plan your practice.

Tier 4 — Good Internet

At B2, AI can play several useful roles. Choose the role that matches your goal.

Pronunciation Coach

AI can explain difficult sounds, stress, rhythm, intonation, and connected speech.

Listening Coach

AI can help you know what to listen for. For example:

“I am practicing sentence stress at B2. Give me a short dialogue and tell me what to listen for. Don’t explain everything before I listen.”

Practice Partner

AI can create conversations where you need to use a certain feature. For example:

“Create a short workplace conversation in which I need to emphasize important information and correct a misunderstanding.”

Recording Coach

If your AI tool can listen to your voice, you might ask:

“Listen to my answer and tell me one pronunciation feature that would make me easiest to understand. Don’t correct everything at once.”

Too much correction at once can make practice hard to manage.

Communication Coach

AI can help you practice repairing communication. For example:

“Be my conversation partner. Sometimes tell me that you did not understand me. Give me a chance to slow down, repeat, stress an important word, rephrase, or give an example.”

Study Coach

AI can help you make a practice plan. For example:

“I want to improve my sentence stress. I can practice for 15 minutes a day, four days a week. Create a two-week plan using listening, recording, and real communication.”

You still decide whether the plan is right for you.

Reflection Coach

After practicing, you might ask:

“I practiced sentence stress today. Ask me five questions to help me think about my progress. Don’t evaluate me until I have answered.”

3.2 Scripts and AI Prompts

Workplace Application: You can adapt a prompt (the message you write to AI) to your job. For example: “I am a B2 English learner. Create a short workplace situation in which I need to emphasize important information and respond to a misunderstanding. Help me practice one pronunciation feature and then ask me to reflect on how it worked.”

Every tier has the same three tasks: find my priority, build a practice activity, and help me reflect. Only the tool is different.

Tier 1 — With a Partner

Find My Priority: Speak for one minute. Ask your partner: “Which part was hardest to understand?” That is your first goal.

Build a Practice Activity: Your partner says a sentence with your target feature. You repeat it slowly, then at normal speed, and then use it in your own answer.

Help Me Reflect: Ask your partner the questions in Prompt 3, and answer them together.

Tier 2 — With Your Phone

Find My Priority: Record one minute of speech. Listen twice and write down the one feature that causes the most trouble.

Build a Practice Activity: In 15 minutes, listen to saved audio, repeat it, record yourself, and then use the feature in a short talk of your own.

Help Me Reflect: Compare today’s recording with last week’s. Write down one thing that improved.

Tier 3 — Voice Notes and Text Prompts

The three prompts under Tier 4 are text prompts. They use little data, so you can use them too. When you need a listener, send a partner a short voice note.

Tier 4 — AI Prompts

Prompt 1 — Find My Priority

“I am a B2 English learner. Help me decide which pronunciation feature I should work on first. Ask me questions about my communication needs and difficulties before you recommend a goal.”

Prompt 2 — Build a Practice Activity

“I am a B2 English learner. My pronunciation goal is [goal]. Create a 15-minute practice activity that moves from listening, to controlled practice, to recording, and then to natural communication. Focus on one feature only.”

Prompt 3 — Help Me Reflect

“I practiced [pronunciation feature] today. Ask me questions that help me check whether I was easy to understand, whether my stress and intonation showed what I meant, and whether I could use the feature in real communication. Then help me choose my next step.”

3.3 AI Is Not Your Pronunciation Judge

Be careful about asking AI whether your pronunciation is simply **right** or **wrong**.

Pronunciation is more complex than that. Different speakers pronounce English in different ways and are still very easy to understand.

A better question is:

Is my pronunciation clear and effective for this situation?

AI feedback (comments that help you improve) can be useful, but it is only one source of information. Also use:

- your own recordings;
- human listeners;
- your teacher;
- good models from real speakers; and
- your own communication experience.

Use AI as a helper, not as the final judge.

3.4 Choose Your Resources

Workplace Application: For workplace pronunciation, choose B2-level professional models. Choose meetings for interaction, presentations for stress and pausing, and professional conversations for attitude and intention.

At B2, more resources do not always mean better learning. Choose resources that match your goal:

Listening models: Choose real speakers.

Sound practice: Choose a resource that focuses clearly on your target sound.

Stress and rhythm: Choose connected speech, not single words.

Intonation: Choose real conversations.

Workplace pronunciation: Choose workplace situations.

Accent awareness: Listen to speakers from different English-speaking communities.

Ask:

What do I need this resource to help me do?

Build a Small Resource Set

You do not need dozens of websites. Choose a few good resources that you will actually use. Your set might include:

- one pronunciation reference;
- one or two good pronunciation models;
- a few real listening sources;
- a recording tool;
- an AI practice partner; and
- a few resources from the Resource Library.

A small collection that you use is more valuable than a large collection that you rarely open.

Resources in Each Tier

Tier 1 — Paper and People

- A printed dictionary, your textbook, and a partner who will listen.
- A pronunciation page in your notebook: difficult words, with the strong part in capital letters.

Tier 2 — Phone, No Internet

- Your phone's voice recorder.
- Saved audio from your textbook, or from a friend by Bluetooth or memory card.

Tier 3 — Limited Data

- Cambridge Dictionary and Forvo, in the Low-Data Edition of the Resource Library (its short list of websites that use little data), for single words.
- Pronuncian, also in the Low-Data Edition, for sound lessons with short audio.
- AI in text, for word lists and stress marking.

Tier 4 — Good Internet

- Real speakers in online audio and video, from the Resource Library in Part 3.
- An AI tool that can listen to your voice.

3.5 Pronunciation and the Other Skills

Pronunciation is connected to the other skills.

© 2026 John B. Kirk, AOK Basic Skills Project · CC BY-NC 4.0 · Contact: aokbasicskills.gratis/contact/

Free to copy and share for non-commercial use, with credit to the author. License: creativecommons.org/licenses/by-nc/4.0/ · Page 19

Listening: Listen for pronunciation features in real speech.

Speaking: Use those features to communicate your own meaning.

Vocabulary: Learn how a new word is pronounced when you learn its meaning.

Grammar: Notice how grammar words and structures affect rhythm and stress.

Reading: Sometimes read aloud to practice chunks and stress.

Writing: Write your ideas first, then practice saying them.

Pronunciation is part of the whole language-learning process.

3.6 The JBK Independent Learning Cycle

Workplace Application: Use the JBK Independent Learning Cycle with workplace pronunciation: check how clearly you communicate at work now, plan a goal for a real situation and listener, choose a model or activity, practice it, check whether your message was clear, think about what helped, and decide what to practice next.

Now use the learning system you learned in Part 1.

Note: The JBK Independent Learning Cycle is the author's own model. It is inspired by the European Language Portfolio (ELP), a record of your language goals and progress.

1. Assess

What can I do now?

2. Plan

What is my goal?

Which pronunciation feature do I need?

Who is my listener, and what is the situation?

When and how will I practice?

3. Choose

Which activity or resource will I use?

Use the Resource Library or ask AI for help.

4. Practice

Complete the pronunciation activity.

Use one or two strategies.

Use AI if it helps you.

5. Evaluate

Could my listener understand me easily?

Did my stress and intonation show what I meant?

Could I change how I spoke when I needed to?

6. Reflect

What did I learn?

What worked well?

What was difficult?

Did AI help me?

7. Improve

What will I practice next?

You might:

- practice the same feature again;
- record yourself and compare;
- use the feature in a meeting or conversation;
- try the same message with a different listener;
- choose a new feature; or
- ask AI for new practice.

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

3.7 How the Pronunciation Process Fits the Cycle

You now have two processes:

The B2 pronunciation process: Notice → Identify → Understand → Practice → Record → Apply

The JBK Independent Learning Cycle: Assess → Plan → Choose → Practice → Evaluate → Reflect → Improve

They work together. The pronunciation process happens inside the cycle:

Assess: What can I do now? Record yourself speaking naturally.

↓

Plan: Set one goal for a real listener and situation.

↓

Choose: Choose a good model or activity.

↓

Practice: Notice → Identify → Understand → Practice → Record → Apply

↓

Evaluate: Could my listener understand me? Did my voice show what I meant?

↓

Reflect: What helped? What was difficult?

↓

Improve: Choose your next step. Then begin the cycle again.

3.8 This Week's Practice

Workplace Application: Choose a pronunciation task connected to a real work situation. Practice one feature in context, record yourself, check whether your message is clear and shows what you mean, and then use the feature in real workplace communication.

Plan one pronunciation practice for this week.

My pronunciation goal: What pronunciation feature do I need to practice?

Why this matters: Where and with whom will it help me communicate?

Pronunciation activity: What will I do to practice it?

Resource, model, person, or AI: What will I use to help me?

My pronunciation strategy: How will I listen, practice, record, and apply it?

When will I practice?

After you practice, complete your Learning Record (your notes before and after each practice) in Section 3.9 and your Strategy Record (a table of the strategies you try) in Section 2.6.

3.9 My Learning Record

Workplace Application: In your Learning Record, also write the workplace situation you practiced, the effect you wanted on your listener, and what you heard in your recording.

Your Learning Record helps you remember what you have practiced, what you have learned, and what you want to do next. Keep it in your Learning Notebook (your own notebook for this course).

Use this record before and after each pronunciation practice session. A few short notes are enough.

Before I Practice

My pronunciation goal:

Why this matters to me:

Resource or model I chose:

The strategy I will try:

After I Practice

What did I notice in the model?

What did I discover about my own pronunciation?

What did I hear in my recording?

What improved?

What is still difficult?

What will I practice next?

Workplace English

What workplace situation did I practice?

What effect did I want on my listener?

Your recordings and records can help you see your progress over time.

3.10 Visit the Resource Library

Workplace Application: If you choose a workplace pronunciation resource, make sure it is at B2 level. Look for models of meetings, presentations, telephone calls, and professional conversations.

You have learned several ways to manage your pronunciation practice. These are a starting point.

Let's visit the Resource Library now.

Look for resources that match:

- your B2 level;
- your pronunciation goal;
- General English or Workplace English;
- the English varieties you want to hear; and
- your interests.

Choose a few resources that look useful. Try one. Record yourself. Then decide whether the resource is helping you.

If it is useful, keep it. If it is not, choose another resource.

The Resource Library gives you choices. You decide what you need.

Layer 4 — Reflection and Growth

4.1 Put Pronunciation to Work

Choose a real or realistic situation. For example:

- give a short presentation;
- take part in a meeting;
- explain a problem;
- give an opinion or disagree politely;
- make a recommendation;
- leave a telephone message; or
- have a conversation with another English speaker.

Before you begin, choose **one pronunciation goal**. For example:

Today I will make important information clearer with sentence stress.

Today I will use pauses to separate my ideas.

Then communicate. Don't try to check every part of your pronunciation while you speak.

Communicate first. Reflect afterward.

Listen to Your Recording

When possible, record part of your speaking. Listen later and ask:

Clarity: Can I understand myself easily?

Stress: Do the important words stand out?

Rhythm: Does my speech flow naturally?

Intonation: Does my voice show what I mean?

Pausing: Do my pauses help organize my message?

Speed: Can my listener follow my speed?

Overall: Would a listener understand my message easily?

Choose only one or two areas to improve.

Try It Again

Workplace Reflection: After workplace pronunciation practice, ask: Was my message clear? Did my stress show what I intended? Did my pronunciation fit the situation and the listener? What evidence do I have? What will I practice next?

One of the most powerful activities is simply to do the same task again.

First try: Speak naturally. Then choose one thing to improve.

Second try: Do the task again. Concentrate on that one feature. Ask: Was the change useful?

Third try: Do the task again, but think mainly about your message. Ask: Can I use the improvement without thinking about it all the time?

This helps your pronunciation become more automatic.

4.2 Pronunciation at Work

For Workplace English, choose situations that match your real needs. You might practice:

Meetings: Stress important points and use pauses to organize your ideas.

Presentations: Use stress, rhythm, and intonation to guide your audience.

Telephone calls: Speak especially clearly, because the listener cannot see you.

Customer communication: Use clear pronunciation and friendly intonation.

Interviews: Practice a confident but natural speaking style.

Discussions: Use stress and intonation to show agreement, disagreement, doubt, or emphasis.

4.3 Your Pronunciation Portfolio

Your pronunciation portfolio can show how your pronunciation develops over time. You might keep:

- an early recording and a later recording;
- a shadowing activity;
- a presentation or a conversation;
- examples of communication repair;
- your reflections; and
- your pronunciation goals.

Your portfolio should show progress, not perfection.

4.4 Self-Assessment — “I Can...”

Now that you have finished this chapter, think about what you can do.

Pronunciation

I can...	Yes	Sometimes	Not yet
usually make myself understood when I speak for a longer time.	☐	☐	☐
use sentence stress to make important information clear.	☐	☐	☐
use stress to show a contrast or a correction.	☐	☐	☐
group words into chunks and use pauses to organize my ideas.	☐	☐	☐
use intonation to show my meaning and attitude.	☐	☐	☐
hear how a speaker's intonation shows attitude.	☐	☐	☐
understand natural speech when words are connected.	☐	☐	☐
use some features of connected speech naturally.	☐	☐	☐
change my speed, stress, or pauses when a listener has difficulty.	☐	☐	☐
understand speakers with a range of English accents.	☐	☐	☐
change the way I speak for different situations.	☐	☐	☐

Independent Learning

I can...	Yes	Sometimes	Not yet
identify my own pronunciation needs.	☐	☐	☐
choose resources and models that match my goal.	☐	☐	☐

I can...	Yes	Sometimes	Not yet
use recordings to check my speech.	☐	☐	☐
use shadowing in a useful way.	☐	☐	☐
use AI as a pronunciation learning partner.	☐	☐	☐
use the JBK Independent Learning Cycle to organize my practice.	☐	☐	☐
decide what to practice next.	☐	☐	☐

Workplace Self-Assessment

I can...	Yes	Sometimes	Not yet
make key information clear in a meeting or presentation.	☐	☐	☐
speak clearly on the telephone.	☐	☐	☐
disagree or correct someone politely, using stress and intonation.	☐	☐	☐
repair communication when a colleague or customer doesn't understand me.	☐	☐	☐
choose a B2 workplace pronunciation activity that matches my goal.	☐	☐	☐
record and evaluate my own workplace speaking.	☐	☐	☐

You do not need to check “Yes” for everything today.

Your goal is to become a clear, confident, and flexible communicator.

4.5 Reflection

Think about your experience in this chapter. Complete these statements:

- The pronunciation feature I improved most:
- The feature I still need to practice:
- Something I noticed when I recorded myself:
- Something I learned through shadowing:
- A communication problem I learned to repair:
- A strategy that helped me:
- Something AI helped me discover or practice:
- My next pronunciation goal:

Record your answers in your Learning Notebook.

4.6 From Practice to Natural Use

You don't need to think about every sound while you speak. Your practice moves step by step:

Awareness → Controlled Practice → Guided Practice → Real Communication → Natural Use

You may still make mistakes. That is normal. You may always have an accent. That does not mean your English is unsuccessful.

Ask:

Can people understand me? Can I show what I mean? Can I change the way I speak when I need to? Can I keep improving?

If the answer is yes, you are making progress.

4.7 Your Next Step

Workplace Application: Choose one B2 workplace situation, such as a meeting update or a telephone call. Then use the JBK Independent Learning Cycle to practice the pronunciation you need for it.

You have learned several ways to manage your own pronunciation learning.

Now choose one pronunciation goal and use the JBK Independent Learning Cycle from Section 3.6:

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

Find a good model, practice, record yourself, and use the feature in real communication.

Then begin the cycle again.

4.8 Remember

At B2, you are learning to use pronunciation on purpose. You can use:

Sounds to make words easy to recognize.

Stress to show what is important and to show contrast.

Rhythm and chunks to organize your speech.

Intonation to show attitude and intention.

Pauses to separate your ideas.

Connected speech to sound more natural.

Adaptation to help different listeners understand you.

Your pronunciation process is:

Notice → Identify → Understand → Practice → Record → Apply

Your independent-learning cycle is:

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

And your communication-repair steps are:

Slow down → Repeat → Stress → Rephrase → Give an example → Check

Don't chase perfection. Your goal is not to lose your accent.

Your goal is clear communication — not perfect imitation.

Listen. Notice what matters. Practice one thing at a time. Record yourself. Use it in real communication. Keep improving.

That is how you become your own English teacher.