

B2 Speaking — General English + Workplace English

JBK Independent Learning Program

Layer 1 — The Learning Goal

1.1 What Will I Learn?

CEFR Learning Objective

B2 — Speak fluently and spontaneously, and explain and defend my opinions.

I can interact with a degree of fluency and spontaneity. I can explain and defend my opinions clearly, and I can communicate about a range of familiar and less familiar topics.

Workplace Application (how to use this at work): Practice with realistic work situations such as a meeting, a presentation with questions, an interview, a negotiation, or a team problem-solving discussion. Try to communicate clearly and respond naturally, not to say sentences you memorized.

In this chapter, you will learn how to:

- speak more fluently (easily, without many stops) and spontaneously (without preparing first);
- explain and defend your opinions;
- give reasons, examples, and explanations;
- respond to different points of view;
- ask and answer follow-up questions;
- organize your ideas clearly;
- use strategies (ways to help you learn) when you need time to think;
- say something in a different way when you need to;
- practice both interactive speaking (with other people) and prepared speaking;
- use AI for more challenging speaking practice; and
- evaluate your own speaking and choose what to improve next.

At B2, becoming an independent learner means more than choosing a speaking activity. You are beginning to decide **what** you need to practice and **why**.

1.2 Why Should I Care About Speaking?

Workplace Application: At B2, speaking English helps you take part more independently in meetings, discussions, presentations, interviews, problem-solving, and negotiations. You may need to explain complex ideas, respond to different viewpoints, and defend a position.

Speaking is an important part of communication in everyday life, education, and work. You may need to:

- discuss ideas or explain a problem;
- give and defend your opinion;

- respond to another person's ideas;
- take part in a meeting or give a presentation; or
- solve a problem or negotiate with another person.

At B2, the goal is not only to speak correctly.

The goal is to communicate more complex ideas clearly and well.

1.3 Your Speaking Goal

Workplace Application: A useful B2 workplace goal might be "I can explain and defend my recommendation in a meeting," "I can respond politely to a colleague's opposing viewpoint," or "I can present a proposal clearly and answer questions."

There is no one speaking goal that is right for every B2 learner. Use the "I Can" statements of the CEFR (the European scale of language levels, from A1 to C2) to help you find a goal that is important to you. For example:

I can interact with a degree of fluency and spontaneity and explain and defend my opinions clearly.

You can turn this into a personal goal:

I need to become better at explaining and defending my opinions in discussions.

You might choose a goal related to discussions, debates, problem-solving, interviews, meetings, negotiations, presentations, academic speaking, or another situation that is important to you.

If you need help, ask AI to explain your CEFR goal in clear English and give you examples.

1.4 How AI Can Help You Learn Speaking

Workplace Application: AI can act as a colleague, a manager, a customer, or an interviewer. It can disagree with your proposal or ask difficult follow-up questions so that you practice the pressure of a real meeting.

You can ask AI to:

- practice a difficult discussion with you;
- take a different position from yours;
- ask challenging follow-up questions;
- act as a colleague, teacher, interviewer, or discussion partner;
- help you prepare a presentation;
- give feedback (comments that help you improve) after a speaking activity; and
- suggest what you could practice next.

AI can be your **Speaking Coach, Conversation Partner, and Learning Assistant.**

At B2, AI can give you more challenging practice. For example:

“Take the opposite position from me. Ask challenging questions and make me defend my opinion. Don’t correct me during the discussion. Give me feedback afterward.”

But remember:

AI does not replace real communication. When you can, speak with real people too.

Layer 2 — The Learning Method

2.1 How Can I Improve My Speaking?

There are many ways to improve your speaking. In this chapter, we introduce a small group of strategies that are especially useful for B2 learners.

You do not need to use every strategy. Choose the strategies that match your own speaking needs. Later, you can visit the **Resource Library** (a list of free websites and tools in Part 3) to explore more.

2.2 The B2 Speaking Process

Workplace Application: Use the same process for a work situation. Listen to how good speakers run a meeting or present a proposal, understand your task and your audience, prepare your main points, take part in the meeting or give the presentation, and then review how it went.

A useful speaking process is:

Listen → Understand → Practice → Communicate → Review

Reflecting on your learning is part of the JBK Independent Learning Cycle (seven steps to plan and check your own learning) in Section 3.4.

Step 1 — Listen

Workplace Application: In work discussions, listen for the speaker’s main position, reasons, examples, attitude, and response to other viewpoints. Notice what the speaker suggests as well as what is said directly.

Before you speak, listen to English related to your topic — a discussion, an interview, a presentation, a debate, or a workplace conversation.

Notice how speakers organize their ideas, give reasons and examples, express opinions, respond to other people, and connect their ideas.

Ask yourself:

What can I learn from this speaker?

Step 2 — Understand

Before you begin, understand the task and your purpose. Ask yourself:

- What do I need to communicate, and to whom?
- What is my purpose?
- What ideas, arguments, or examples might I need?
- What language might help me?

If an activity is too easy or does not match your goal, you can adapt it. For example:

Easy: Is working from home a good idea?

More challenging: Compare the advantages and disadvantages of remote work. Take a position and defend it. Respond to an opposing argument.

You don't need to make every activity difficult. But choose activities that give you a useful challenge.

Choosing or adapting the activity is part of independent learning.

Step 3 — Practice

Prepare for the speaking activity. You can:

- organize your main ideas;
- prepare useful vocabulary and expressions;
- think about questions people might ask;
- practice giving reasons and examples;
- record yourself or practice with AI; and
- repeat the activity.

Don't try to memorize everything. Prepare enough to help you speak naturally.

Step 4 — Communicate

At B2, you can practice two types of speaking. Choose the type that matches your real goal.

Interactive speaking: discussions, debates, problem-solving, interviews, meetings, and negotiations. For example, in a discussion you might:

- state your opinion;
- give reasons and examples;
- respond to another viewpoint;
- defend your position; and
- change your position a little if the discussion gives you a good reason.

Prepared speaking: presentations (general, academic, or workplace), demonstrations, and spoken reports.

The goal is not perfect English. The goal is to communicate more complex ideas well.

Step 5 — Review

Workplace Application: Review your speaking: clarity, organization, fluency, interaction, vocabulary, and how well you responded to other viewpoints. Choose one feature to improve. Don't try to correct everything at once.

After speaking, review your performance. Listen to your recording if you have one. Then look at these areas:

Content: Did I explain my ideas clearly?

Interaction: Did I respond well to the other person?

Organization: Did my ideas follow a logical order?

Language: Did I have enough vocabulary and grammar to say what I meant?

Fluency: Could I keep speaking without too many pauses?

Strategy: Did the strategy I chose actually help?

You don't need a complicated score. Don't try to correct everything. Choose one or two areas that will help you improve most.

2.3 A Few Speaking Strategies

We cannot teach every speaking strategy in one chapter. Here are a few that are especially useful for B2 speaking. You can explore more in the Resource Library.

Rebecca Oxford Learning Strategies

Compensation Strategy — Find Another Way

If you don't know a word or expression, find another way to say what you mean. You can:

- paraphrase or describe the idea;
- use a simpler expression;
- give an example; or
- ask for help.

Good speakers don't stop every time they have a language problem.

Social Strategy — Keep the Conversation Going

Speaking is communication with other people. You can ask follow-up questions, ask for clarification, check that you understand, respond to another person's ideas, and invite the other person to continue. For example:

“What do you mean by that?”

“Could you give me an example?”

“Do you mean that...?”

For more Oxford strategies, visit the Resource Library.

Metacognitive Strategies

Metacognitive strategies help you plan and check your learning.

Planning

Before speaking, decide: What is my goal? What do I need to practice? What strategy might help me? How will I practice? For example:

I need to practice responding when someone disagrees with my opinion.

Monitoring

While speaking, notice what is happening. Ask yourself:

- Am I communicating my main idea?
- Am I responding to the other person?
- Am I giving enough reasons or examples?
- Where am I having difficulty?

For example:

I know my opinion, but I need more time to organize my answer.

Evaluating

After speaking, ask: Did I reach my goal? What did I do well? What was difficult? Did my strategy help? What should I practice next?

Cognitive Strategies

Cognitive strategies help you work with the English and ideas you are learning.

Organize Your Ideas

Before speaking, organize your main ideas. For example:

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Topic: Remote work

Advantages: saves travel time; can give workers more flexibility

Disadvantages: less face-to-face communication; possible problems with teamwork

Use Discourse Markers

Use words and expressions that show how your ideas are connected: **First of all... However... For example... On the other hand... As a result... In my opinion... To sum up...** These help listeners follow your ideas.

Pause and Say It Another Way

You don't always need to answer right away. A short pause gives you time to organize your thoughts. If you make a mistake or your meaning is not clear, say it another way:

“What I mean is...”

“Let me put that another way.”

2.4 Personal Learning Strengths

Workplace Application: Use your strongest learning methods to prepare for work situations. You might organize ideas visually, rehearse aloud, record a presentation, practice with a colleague, or use AI to practice a difficult meeting.

There is no one best way to learn English. Howard Gardner, a researcher, wrote about different kinds of intelligence. His work can give you some useful ideas:

- **Linguistic** — discussion, speaking, vocabulary, and presentations;
- **Interpersonal** — conversations, debates, meetings, and group activities;
- **Intrapersonal** — recording yourself, learning notes, and reflection; and
- **Musical** — the beat, the strong sounds, and the music of English (rhythm, stress, and intonation).

Use your strengths, but don't limit yourself to your favorite activities. A strategy that is not your favorite can still be useful when you need it.

2.5 Weekly Study Plan

Workplace Application: Use a real work situation in your plan — for example, prepare your points for a meeting on Monday, practice defending them with AI on Wednesday, and record a short practice version on Thursday.

Here is an example plan. Change it to match your own goal and schedule.

Day	Activity	Time
Monday	Prepare a topic and organize your ideas	20 min
Tuesday	Practice giving opinions and reasons	20 min
Wednesday	Practice a discussion with AI	20 min
Thursday	Record a two-minute speaking activity	20 min
Friday	Practice responding to another viewpoint	20 min
Saturday	Repeat an activity and improve one area	20 min
Sunday	Review and reflect	20 min

2.6 Learning Notebook

Workplace Application: Write down useful discoveries about your workplace speaking — for example, expressions that help you disagree politely in meetings.

Your notebook is not a diary. It is a place for personal discoveries that help you become a better speaker. For example:

I speak more clearly when I organize my ideas in two or three points first.

I need more practice responding quickly when someone disagrees with me.

Your notebook becomes a record of what you discover about yourself as a speaker.

2.7 My Strategy Record

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

My speaking goal:

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

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

For example:

Strategy: Say that I understand the other view first. **Did it help?** Yes. **Why?** It helped me respond more naturally.

Strategy: Pause before answering. **Did it help?** Yes. **Why?** It gave me time to organize my ideas.

Over time, your Strategy Record (a table of the strategies you try) can show you which strategies help you communicate well.

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. The goal is the same in every tier.

- **Tier 1 — Paper and People:** a notebook, this chapter, and a partner if you have one.
- **Tier 2 — Phone, No Internet:** any phone with a voice recorder and an audio player, and your notebook.
- **Tier 3 — Limited Data:** short voice notes and AI in text.
- **Tier 4 — Good Internet:** live conversation with AI, video calls, and online resources.

Each tier adds to the tiers before it, so the lower tiers are useful for everyone.

3.1 Partner and AI Roles

Workplace Application: A partner or AI can play the other person in a work situation: a colleague who disagrees, a manager who asks hard questions, or an interviewer. Ask them not to correct you until the end, so the practice feels like real communication.

Tier 1 — Paper and People

Challenge Partner: Your partner takes the opposite position and makes you defend your opinion.

Observer: Your partner listens and gives you feedback at the end.

If you have no partner, give a two-minute talk alone. Then review it with Step 5 of Section 2.2.

Tier 2 — Phone, No Internet

Recorder: You record yourself and listen back. You hear what your listener hears.

Speaking Model: A saved audio file lets you hear good speakers again and again.

Notebook: Your paper notebook keeps your topics, scripts, and useful expressions.

Text Messages (SMS): A partner sends you a discussion question by text message. Record a one-minute answer, then send a short written reply. SMS needs no internet, but your plan may charge for each message, so use it only sometimes.

Tier 3 — Limited Data

Voice-Note Partner: You and a partner exchange short voice notes. You do not need to be online at the same time.

AI in Text: AI writes topics and opposing arguments, and gives feedback on what you type. Text uses very little data.

Tier 4 — Good Internet

For B2 speaking, AI can be your:

Speaking Coach: It helps you prepare a presentation, gives feedback afterward, and finds patterns in your recorded speaking.

Conversation Partner: It challenges your opinion, practices a debate with you, or acts as a colleague, interviewer, or professor.

Learning Assistant: It creates challenging speaking practice and helps you find what to improve next.

With good internet, you can also speak with AI by voice, or meet a partner in a video call.

Choose the role that matches your current goal. You can find more ideas in the Resource Library.

3.2 Scripts and AI Prompts

Workplace Application: Adapt the workplace script or prompt (the message you write to AI) in your tier to your own job. Change the meeting, the proposal, and the role your partner or AI plays — for example, a customer who is unhappy, or a manager who needs to approve a budget.

Every tier has the same three tasks: a challenging discussion, workplace practice, and self-analysis. Only the tool is different.

Tier 1 — Scripts for a Partner

Copy a script onto paper and give it to your partner.

Challenging Discussion: “Take the opposite position from me on [topic]. Ask hard questions and make me defend my opinion. Do not correct me while we talk. Tell me what you noticed at the end.”

Workplace Practice: “You are my colleague in a meeting. I will present a proposal about [topic]. Disagree with it and ask me to respond. At the end, tell me if I was clear and organized.”

Self-Analysis: After you speak, write two things you did well and two things to improve. Use the six areas in Step 5 of Section 2.2.

Tier 2 — Recording Tasks

Copy these tasks into your notebook.

Challenging Discussion: Record your opinion on [topic] with two reasons. Then record the strongest argument against you. Then record your answer.

Workplace Practice: Record a one-minute proposal about [topic]. Write three hard questions a manager might ask. Record your answers.

Self-Analysis: Listen to your recording twice. First, check the order of your ideas. Second, write the connecting words you used, such as “however” and “for example.” Which ones are missing?

Tier 3 — Voice Notes and Text Prompts

Challenging Discussion: Send AI this text: “I am a B2 English learner. My opinion is: [one sentence]. Write the three strongest arguments against it, in short sentences.” Answer each argument aloud.

Workplace Practice: Send a partner a voice note of 30 to 60 seconds with your proposal. Ask for one disagreement in reply. Answer it in a new voice note.

Self-Analysis: Type what you said. Then send AI: “This is what I said in a discussion: [your words]. Give me two strengths and two areas to improve, in fewer than 80 words.”

Tier 4 — AI Prompts for Live Practice

Prompt 1 — Challenging Discussion

“I am a B2 English learner. Take the opposite position from me on this topic: [topic]. Ask challenging questions and make me defend my opinion. Do not correct me during the discussion. Give me feedback afterward.”

Prompt 2 — Workplace Practice

“Act as my colleague in a business meeting. I will present a proposal about [topic]. Disagree with my proposal and ask me to respond. Do not correct me during the meeting. Give me feedback afterward on my communication, organization, and fluency.”

Prompt 3 — Self-Analysis

“I am a B2 English learner. I will give you a transcript of my speaking. Help me find patterns in my speaking. Look at my organization, vocabulary, fluency, and ability to explain my ideas. Give me two strengths and two areas to improve.”

You can change these prompts to match your own goals.

3.3 Choose Your Speaking Practice

Workplace Application: Choose a B2 workplace situation such as a meeting discussion, a presentation, an interview, a negotiation, a problem-solving task, or a discussion in which you must respond to different viewpoints.

You do not need to do every activity. Choose one that matches your current goal. You can choose General English or Workplace English.

You can also choose the English variety that is most useful to you: American English, British English, or International English.

Topics for Any Tier

General English: Is working from home good for workers? Should public transport be free? Is social media good for friendships?

Workplace English: Your team wants to change its working hours. A customer asks for a refund that you cannot give. You need more people for a project.

Tier 1 — Paper and People

- Role-play a discussion or a meeting with a partner. Use a script from Section 3.2.
- Give a two-minute talk alone, aloud.
- Review your speaking with the six areas in Step 5 of Section 2.2.

Tier 2 — Phone, No Internet

- Record, listen, and record again. Improve one area each time.
- Play a saved discussion or interview. Stop after each opinion. Say aloud whether you agree, and give a reason.
- Get audio files when you have internet, or from a friend by Bluetooth or memory card.

Tier 3 — Limited Data

- Have a slow discussion by voice note. Send one opinion, and answer your partner’s reply the next day.
- The three prompts under Tier 4 are text prompts. They use little data, so you can use them too.

Tier 4 — Good Internet

Option 1 — Discussion

Choose a discussion activity about a topic that interests you. Ask AI:

“Please recommend a B2 General English discussion activity that requires me to explain and defend an opinion. I would like [American / British / International] English.”

Option 2 — Workplace Speaking

Choose a workplace situation. Ask AI:

“Please recommend a B2 Workplace English speaking activity that requires me to explain an idea, respond to another viewpoint, and give reasons. I would like [American / British / International] English.”

Option 3 — Personal Goal

Choose an activity that supports your own CEFR goal. Ask AI:

“Please recommend a practical B2 speaking activity that will help me communicate in this situation: [describe your situation]. I am studying [General English / Workplace English]. I would like [American / British / International] English.”

Choose one activity for now. You can explore more later.

3.4 The JBK Independent Learning Cycle

Workplace Application: Use the JBK Independent Learning Cycle with speaking at work. Check what you can do now in meetings or presentations, and plan a goal for a real listener and situation. Choose an activity and practice it. Then check whether you explained and defended your ideas clearly, 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?

Who is my listener, and what is the situation?

Is this interactive or prepared speaking?

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 speaking activity.

Use one or two strategies.

Use AI if it helps you.

5. Evaluate

Did I explain and defend my ideas clearly?

Did I respond well when someone disagreed or asked a question?

Could I keep going when I didn't know a word?

6. Reflect

What did I learn?

What worked well?

What was difficult?

Did AI help me?

At B2, your reflection can be more exact. For example:

I knew what I wanted to say, but I had difficulty responding quickly when someone disagreed with me.

A note like this can become your next learning goal.

7. Improve

What will I practice next?

You might:

- repeat the same activity and improve one area;
- practice responding to disagreement;
- practice a presentation with questions;
- make an activity more challenging; or
- ask AI for a new role-play.

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

3.5 How the Speaking Process Fits the Cycle

You now have two processes:

The B2 speaking process: Listen → Understand → Practice → Communicate → Review

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

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

Assess: What can I do now? Record yourself speaking about a topic.

↓

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

↓

Choose: Choose or adapt an activity.

↓

Practice: Listen → Understand → Practice → Communicate → Review

↓

Evaluate: Did I explain and defend my ideas clearly? Did I respond well?

↓

Reflect: What helped? What was difficult?

↓

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

3.6 This Week's Practice

Workplace Application: Choose one realistic workplace speaking task, such as a meeting contribution or a short presentation with questions. Choose one area to focus on — organization, fluency, interaction, or responding to other viewpoints.

Plan one speaking practice for this week.

My speaking goal: What do I want to practice?

Speaking activity: What will I do?

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

My speaking strategy: Which strategy will I try?

When will I practice?

After you practice, complete your Learning Record (your notes before and after each practice) in Section 3.7 and your Strategy Record in Section 2.7.

3.7 My Learning Record

Workplace Application: In your Learning Record, also write the workplace situation, the viewpoints you responded to, and the feedback you received.

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 speaking session. A few short notes are enough.

Before I Speak

My speaking goal:

Activity or resource:

The strategy I will try:

Useful words or expressions:

After I Speak

What did I communicate well?

What was difficult?

Did my strategy help? Why or why not?

What did I notice about my speaking?

What will I practice next?

Workplace English

What workplace situation did I practice?

What viewpoints did I respond to?

What feedback did I receive?

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

3.8 Visit the Resource Library

Workplace Application: In the Resource Library, look for B2 workplace speaking resources such as meeting role-plays, interview practice, and presentation models. Choose resources that match the speaking you really do at work.

You have learned a few ways to improve your B2 speaking. These are a starting point. In the Resource Library, you can find discussion and debate activities, workplace speaking, presentation practice, role-plays, pronunciation activities, and AI speaking activities.

Look for resources that match:

- your B2 level;
- your speaking goal;
- General English or Workplace English;
- your preferred English variety; and
- your interests.

You do not need to try everything. If a resource is too easy, think about how you can adapt it. If it is too difficult, change it or choose another resource.

The goal is to become better at choosing what helps you learn.

Layer 4 — Reflection and Growth

4.1 Self-Assessment — “I Can...”

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

My English Skills

I can...	Yes	Sometimes	Not yet
communicate with a degree of fluency and spontaneity.	☐	☐	☐
explain and defend my opinions.	☐	☐	☐
give reasons and examples to support my ideas.	☐	☐	☐
respond to another person’s point of view.	☐	☐	☐
ask and answer follow-up questions.	☐	☐	☐
organize my ideas clearly.	☐	☐	☐

I can...	Yes	Sometimes	Not yet
use strategies such as pausing, paraphrasing, and saying things another way.	☐	☐	☐
take part in discussions about familiar and less familiar topics.	☐	☐	☐
give a short prepared presentation.	☐	☐	☐

My Learning Skills

I can...	Yes	Sometimes	Not yet
choose a speaking goal that is important to me.	☐	☐	☐
choose or adapt a speaking activity to match my goal.	☐	☐	☐
use AI for challenging speaking practice.	☐	☐	☐
review my speaking in several areas.	☐	☐	☐
use the JBK Independent Learning Cycle to organize my practice.	☐	☐	☐
use my Strategy Record to see what works for me.	☐	☐	☐
choose what I need to practice next.	☐	☐	☐

Workplace Self-Assessment

I can...	Yes	Sometimes	Not yet
take part in work discussions with reasonable fluency.	☐	☐	☐
explain and defend an opinion or recommendation.	☐	☐	☐
respond to different viewpoints at work.	☐	☐	☐
give an organized explanation or presentation.	☐	☐	☐
take part in problem-solving or negotiation.	☐	☐	☐
use strategies to manage difficult communication.	☐	☐	☐
review my performance and choose a specific next step.	☐	☐	☐

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

Your goal is to keep improving.

4.2 Reflection

Workplace Reflection: Think about a work situation in which you need to explain, defend, negotiate, present, or respond to another viewpoint. Which part would be most difficult for you? What practice would prepare you best?

Think about your experience in this chapter. Ask yourself:

- What worked best for me?
- What was difficult?
- Which strategy helped me most?
- Could I explain and defend my ideas?
- Could I respond when someone disagreed with me?
- Did AI help me? How?
- What did I learn about myself as a speaker?
- What do I need to practice next?

Record your answers in your Learning Notebook.

4.3 Your Next Step

Workplace Application: Choose one realistic work situation, such as a meeting where you must defend a recommendation. Ask a partner or AI to challenge your position and ask follow-up questions, so that you practice responding as well as speaking.

Choose one speaking task that gives you a useful challenge — for example, a discussion where you must defend your opinion, or a short presentation followed by questions.

Then use the JBK Independent Learning Cycle from Section 3.4:

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

As you continue through the course, and after it ends, you will find more strategies, more ways to use AI, and more resources. You don't need to open every door.

Choose the door that helps you reach your current goal.

4.4 Remember

Your speaking process is:

Listen → Understand → Practice → Communicate → Review

And your independent-learning cycle is:

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

You are not finished when you complete one speaking activity. Choose a useful challenge. Practice with real people and with AI. Review what happened. Then choose your next goal.

That is how you become your own English teacher.