

**Paul:** We live at an amazing moment in human history. I just got one of these. Just this morning, I was on the bus, on my way to work - searching the Internet and making notes on what I was learning. And it all happened right here – at my fingertips. I thought to myself “We have the opportunity to learn anything, even learning a language like English!” And this is very exciting for us because we are English teachers.

What do you have there?

**Allyn:** Oh, nothing, nothing. Please go on. Continue.

**Paul:** As I was saying, we can learn to do anything these days. I like to watch online videos. Whatever I want to learn, I ’m sure there ’s a video out there that will teach me how to do it.

Well, maybe not for performing brain surgery. But almost everything.

A little while back, my wife and I decided that we needed to replace the flooring in our front hall. We didn ’t know how to install vinyl flooring, and we couldn ’t afford to pay someone to do it. So what did we do? Yep, we searched the internet! Found a great little video that showed us how to do it. So, we put in the new floor. Well, actually, my wife installed the floor. But I stood close by and took pictures. I uploaded them and showed all my friends our new floor.

The point is – we learn things on our own all the time and we have strategies that we use to do it!

Okay, what are you doing?

**Allyn:** Research.

**Paul:** Research?

**Allyn:** Yes, I ’m researching for today ’s episode. I ’m demonstrating the exact thing that you just talked about. You see, my friend baked this batch of cookies and gave them to me. They are so delicious. I ’m trying to identify the ingredients so that I can figure out how to make them myself!

**Paul:** I see. So far, we ’ve talked about learning how to lay down flooring and baking. But what about learning a language? Can people learn English on their own?

**Allyn:** As English teachers, we say YES! In fact, we know that our students will improve their English much more quickly and effectively if they practise, practise, practise outside the classroom.

**Paul:** Absolutely! But as teachers, we can ’t be with you in the classroom of life. But that doesn ’t mean you can ’t learn. We should tell them our secrets.

**Allyn:** Our secrets?

**Paul:** Yeah. You know, the things that they taught us when we trained to become English teachers. We learned how to plan lessons, design activities...

**Allyn:** pull together resources and monitor progress

**Paul:** right, and techniques that work for learning language.

**Paul:** What if we took all that we know and shared it with you? So that you become your own teacher, when there isn't a teacher around. Welcome to iEnglish! - a program that gives you strategies and tools to learn English, anytime, anywhere.

**Allyn:** The first thing we'd like to do is take you through how it all works. We've designed a simple pattern that you can follow to learn English on your own. It's a cycle that you repeat over and over and we call it "iLEAP"

**Paul:** iLEAP is a perfect description because following and repeating this cycle will help you jump forward in improving your English. So, what does iLEAP stand for?

**Paul:** **i** – identify my goal: What do I want to do in English?

**Allyn:** **L**– Locate language samples: Are there resources that I could read, view or listen to in English?

**Paul:** **E**– Explore language features: Now, the learning begins. What new language does the sample contain? How is that language used?

**Allyn:** **A**– Act on what I've learned: Practise! What will I do using the new language that I've learned.

**Paul:** **P**– Process my learning: How well did I do? What should I do next?

**Paul:** Now..the iLEAP cycle is based on the research and proven methods that we learned about when we trained to become English teachers. We've just created a simple pattern so you can do it yourself.

**Allyn:** So stay tuned, because now we're going to take you through each of these steps, one by one.

**Paul:** Um..you know..I was wondering. Do you think that you might be willing to share one of those delicious cookies with me?

**Allyn:** Yes, I will. But how about a little later. We should explain the iLEAP cycle.

**Paul:** Yes, Yes. Of course. The iLEAP cycle.

**Allyn:** Learning & improving your English is like sailing the ocean. It's so big. There's so much to learn. But you're ready, aren't you? You're ready to jump in that boat and set sail. You're ready to explore this bold new world. Well, maybe you're not as ready as you think. This is where 'knowing the iLEAP cycle' can help. iLEAP will get you going. It will also help you navigate this world of English, to learn for yourself the language that you need to get where you want to go. But that's the first question, isn't it? – "Where do you want to go?"

**Paul:** This is the starting point of the iLEAP cycle: **i** – identify my goal.

**Allyn:** What do you need to do in English? Without a goal – without a destination – you will drift. You will get discouraged and you will quit.

**Paul:** Studies show that adult learners do better when they can see that what they are learning is leading to something. They are learning something that they can use.

**Allyn:** And this is so important for learning a language. We will remember the language much better if we have a goal to use that language. And you are the best person to make that goal.

**Paul:** But identifying a goal may not be as easy as it sounds, especially if you 've always had a teacher do it for you.

**Allyn:** As teachers, we often ask our students about their language learning goals, and we always hear the same answer: “I want to improve my English!” Of course, we want that to happen, but this is not a very helpful goal.

**Paul:** She 's right...a good goal has to be 3 things: #1 – It has to be specific. #2 – It has to be relevant. And #3 - it must be realistic.

**Allyn:** Let 's start with “specific” – you see, “I want to improve my English” is not very specific. It 's too vague, which means it gives you no direction. Where do you start? It 's like saying “I want to go on a trip.” But a trip to where? There are thousands of possibilities. Making a goal like “I want to improve my English” or “I want to be fluent” isn' t very useful. No, instead be specific! What about this: “I will meet my new neighbour and invite her over for coffee or tea.” Now that is a goal that you can plan and do right away! Try to make your goal a task that you can do. Of course, make sure the task involves using English in some way.

**Paul:** Okay, so a good goal is specific, but it also needs to be relevant! This means that your goal is a task that you would really have to do in real life. It could be something like writing an important email or reading a book to your child or talking about your skills in a job interview. But something like “memorizing an entire work of Shakespeare” wouldn 't be very practical or useful to you. Well, unless you had the starring role in a play.

**Allyn:** That brings up another good point. Your task should be relevant but so should your language. Many of my students focus on learning very formal English. But is that the English you should be using all the time? Most everyday tasks don 't require formal language. I mean, how often do you have tea with the Queen of England? Your English should be the real English that you need for that real task. So relevant goals are great because they help you decide what language you should be learning – the English that fits the task.

**Paul:** Okay, so a good goal is specific and relevant, but it is also “realistic.” It 's a task that challenges you, but it is still doable. Make your goal something that you can manage in a time frame that is appropriate.

**Paul:** Now that you are excited about learning that real, everyday-type of English, don't go off and try to learn all English idioms in one week. Go little by little, step by step. Look at your time. Look at the task. Make a goal that you can do!

**Allyn:** Let us tell you about Veronica.

**Paul:** Yes, Veronika. She is an iEnglish student that we know.

**Allyn:** She's a newcomer to Canada. By day, she works as a graphic designer for a local magazine. By night, she is an artist. She loves to spend most of her free time doing her art. Her dream is to start her own business and sell her art. Veronika is comfortable speaking English at work, but marketing her art terrifies her. So, Veronika took the iEnglish training and used the iLEAP cycle to help her. Her first goal was to "call a local art gallery to ask for information." She wanted to know how to place her art in the gallery.

**Paul:** What a great goal! It is specific, relevant and realistic!

**Allyn:** I know. And there are many others in the iEnglish community who have made excellent goals. We've asked a few of them to share their goals with you:

**Poline:** I wanted to improve my vocabulary to communicate in daily life, and the words I studied came from listening to the news, reading, and listening to people conversing.

**Ernesto:** I'm working on sounding more natural in everyday conversation, using language that is socially and culturally appropriate.

**Sumei:** My goal was to make a phone call and speak to an employment manager with more confidence. I was looking for a job.

**Rizza:** As an immigrant, my goal is to work in my profession once again. For this to happen, I need to upgrade my studies, go through formal interviews and gain work experience – and this all has to happen in English!

**Paul:** Great! I think you can see how important it is to begin your language learning with a goal. Now, if you go to our website, you can get access to learning activities that go with this video, to help you get better at making goals. My goal is to get my fellow teacher here, to share one of her cookies with me.

**Allyn:** I will. I will. Let's wait until we're done here. Let's move on to the next phase in the iLEAP cycle.