

**Paul:** In part 1, we began our journey through the iLEAP cycle at the starting point – “i” is for “identify my goal.” Centring your language learning on a goal makes learning very personal and specific to your needs.

**Allyn:** Now, think about Veronika. Would she be able to find a class called “English for Marketing your Art”? I doubt it. Most English classes have to be general, where everyone is learning the same thing. But you may have very different needs than others in your class. You might need academic English or English for your job or English to be able to socialize. How can one class meet all these different needs? You need a program that is made just for you. You are the “i” in iEnglish. Your goal helps you focus on the English that is right for you.

**Paul:** Now that you have your goal, the first step is to “locate language samples.” A sample gives you an accurate picture of what something is like. For example, Veronika could show us samples of her art and we would get a good idea about what she can do. It’s also a way of testing something by trying just a little bit, to see if we want more. It’s a small amount. It’s manageable. Have you ever tasted samples of food at the grocery store and decided “Hmm... that was good. I think I’ll buy a box of that.” As English teachers, we’re always looking for good samples of English so our students can see real language being used properly. A little bit of language that they can examine and learn from. It could be a newspaper article, a web video or a live conversation. A language sample is something that you can mimic or copy.

**Allyn:** The good news is that in the world of English there are samples all around you. Of course, there’s the internet. You can read a webpage, view an online video, or listen to a podcast.

**Paul:** Yes, and you can also find great samples to read, view or listen to - not only on the internet but - right here in the real world. First, there is print... books, newspapers, magazines and even things like brochures, signs and billboards.

**Allyn:** Then, there’s media! Music, movies, TV, and radio.

**Paul:** And People! What about people? This may be the most exciting source of all! Face to face interaction! Talk to a neighbour, co-worker or friend.

**Allyn:** Listen to public chatter or go on a guided tour of a museum.

**Paul:** Go to live theatre or join a club.

**Allyn:** There are plenty of opportunities to locate samples of language. English is everywhere. And we think it’s a good idea to have several samples for every goal. If your goal is to make a business presentation, then you could use books & articles to help you with your content. You could watch videos of other presentations to help you with your delivery. And you could find someone to practise on & ask for advice on how you could improve. So use many samples from different sources. But the challenge is to choose samples that are useful to you. Locating the right samples takes skill. But, I know you can do it.

**Paul:** Are you going to give away more of our secrets?

**Allyn:** No, WE are going to give away more of our secrets.

**Paul:** That sounds good to me. As teachers, when we look for samples of language, there are 3 things we consider. We always make sure that: The sample fits the goal. It has the right features. (this means it contains the language that needs to be learned) And It's within reach. (it's not too hard or too easy)

**Allyn:** Sometimes I explain to my students that finding the right language sample is kind of like shopping for a car. Let's say that you are looking for a vehicle that you can drive on a daily basis to get you & your family from point A to point B. This would be your goal. So, which one of these fits your goal – A fancy sports car or a family minivan? The sports car would be great to take on a Sunday drive and be the envy of all your neighbours, but it's not very practical. Nope. The minivan is a better match. And what about the features that you need? – If you have a family, you need space – enough seats, trunk space and plenty of head room. Once again, the minivan! Finally, which car is within reach? Which one can you afford? You'd better go with the minivan.

**Paul:** Wow! That's a great picture! So, locating a language sample has the same 3 elements. Let's look at this a bit more and give you some examples. First, your sample of language should fit the goal. Remember, your goal is a communication task. If your task is to write a university research paper, then academic books would be a natural fit. A food & entertainment magazine wouldn't fit at all, but it may be useful if you were asked to attend a dinner party and bring a dessert. It might have a great recipe or an article on dinner etiquette. So, find samples that fit your goal.

Okay, next...you should consider the language "features" contained in the sample. What do I mean by "language features?" Well, let's keep it simple. Let's stick to 4 basic features: vocabulary, grammar, pronunciation and culture. So with our 2 examples - the academic textbook would help with the vocabulary and grammar needed to write that research paper. If you were going to that dinner party, the food magazine would be a great source for culture. But neither of these written texts would help with pronunciation. For that, you would need to hear English being spoken.

**Paul:** We'll talk more about these 4 basic features in the next part of the iLEAP cycle; but for now, make sure you locate a good range of samples that can be used to cover all 4 features.

**Allyn:** The final consideration for choosing a good sample is language ability. Is the sample within reach of your language level? Look at a section of your sample - if you understand everything being communicated, then perhaps the sample is too easy. However, if you don't understand most of what is being spoken or what is written, then you should choose something else. The general rule – 80-20! You should understand at least 80% of the content - the remaining 20% is the new language that is waiting there for you to explore.

**Paul:** So, let 's recap – identify samples of language that fit the goal, have the right features, and are within reach of your English ability. Let 's get back to Veronika. Do you remember her goal?

**Allyn:** Yes, she wanted to phone a local art gallery. She wanted to ask how to place her art in their shop.

**Paul:** Her next step was to identify language samples.

**Allyn:** Veronika visited her local library and found a book called “101 Ways to Market your Art.” Before signing it out, she went through the table of contents at the beginning of the book and noticed a section all about the art of using the telephone. She skimmed that section to discover that the content was relevant to her goal. It contained new vocabulary and helpful tips. And it was written at a level of English that she could understand.

**Paul:** Sounds perfect! Well, we 've presented you with a lot of information about locating samples of language. It 's probably a good idea for you to have some time to think about what you' ve heard and put it into practise.

**Allyn:** An important tool in the iEnglish program is your language Notebook. You can use it to plan your goals and list your language samples. We 'll be talking more about that later. Oh, and don 't forget to do the activities attached to this video. They will help you become skilled at identifying useful language samples.

**Paul:** Speaking of samples. I 'm still hoping to sample one of those cookies.

**Allyn:** (ignoring Paul ) Now that you have your language sample, it 's time to explore it for new language. This leads us to the next step in iLEAP. E is for Explore!