

instructor's notes

ACT ON WHAT I'VE LEARNED | PART 4 OF THE iLEAP CYCLE



01

SESSION PLAN

- » Review the iLEAP Cycle. Review the main points from last week's topic—"explore language features." Have the students debrief, share their experiences and report on last week's activities. Then, explain that "act on what I've learned" is the next step and topic for the week. This lesson covers planning to "act" using the prepare-practise-produce approach, and it will have students practise writing their personal scripts.
- » Remind students that previously, they learned how to listen to and read new material in order to learn new vocabulary, grammar, pronunciation or cultural points. Explain that these are called "receptive skills" in teacher-talk, because reading and listening are how we "receive" language. Explain that in this lesson, they will learn how to "produce" language using the "productive skills" - speaking and writing.
- » A Metaphor: The iLEAP cycle is like a bicycle because it has two pedals that work together to get you where you want to go. One pedal is "Exploring" (receptive skills) and it helps you learn new language. The other pedal is "Acting" (productive skills) and helps you use your new language. Also, these pedals are powered by you: if you push hard, you'll go faster!
- » Remind students that the "Explore" stage of the iLEAP cycle consisted of three steps: Before, During, and After. Explain that the "Act" stage also consists of three steps: Prepare, Practise, and Produce.
- » Have the students watch the video - The iLEAP Cycle: part 4 - "act on what I've learned"
- » Draw the following chart on the board, and lead the students through filling it in:

Prepare	Practise	Produce
<ul style="list-style-type: none">- Think of everything you need to know in order to fulfill your task: vocabulary, grammar, pronunciation and culture.- Visualize: imagine yourself completing the transaction. Imagine all the possibilities: a smooth transaction, another in which there is a problem to solve, another in which you open your mouth and the listener has no idea what you're saying.- Write a personal script: point form or word-for-word.	<ul style="list-style-type: none">- Practise out loud.- Some people practise in front of a mirror. If that distracts you, then practise in front of your pet, your child's stuffed toy or a picture on the wall. But don't involve anyone else yet. Get more comfortable with your script. Build your confidence.- Once you are ready, practise with someone you know, who knows you're practising. This could be a family member, friend, teacher or volunteer.	<ul style="list-style-type: none">- Plan a specific time and place to do your task. Tell someone that you're going to do it at that time. This makes you accountable and helps you go through with it.- Then go ahead and complete your task.

- » Hand out the *transcript*, along with the *see it*, *try it* & *use it* activities. Have the students work through the activities. Feel free to encourage pair work. The activities that aren't completed in the session can be assigned for homework.