**ESP Session IV ESP Specials**

**Self-Organised learning environment (SOLE)**

Sugata Mitra, promoter of the self-organized learning environment (SOLE) concept, challenges teachers to become the ultimate facilitators of learning and to reimagine our classrooms as spaces for discovery where students are given the tools to succeed as we stand back and “watch the learning happen.”

1. **USE SOLE TO INTRODUCE NEW CONCEPTS**

SOLE is not meant to be the only method of teaching in a classroom. Consider it a tool for introducing and generating interest in a new topic, as well as broadening your students’ understanding of a familiar topic.

To prepare your SOLE session, formulate a “big question” related to your topic that will lead your students to an intended outcome. Crafting the big question is the most challenging piece of the SOLE puzzle; it’s important that it is a question that cannot be answered through an internet search. For example:

* Weak Big Question: What is the design process?
* Strong Big Question: How can I use the design process to create \_\_\_\_?

Post your big question on the board and spend no more than two minutes explaining it. Tell students they have the majority of the period to work in small groups to come up with an answer, and that they will share out their answers at the end of class. It’s helpful to make a timer available so students can manage their time appropriately.

1. **ALLOW GROUP FLEXIBILITY**

In SOLE, students can choose their research groups. And groups are fluid, which means students can switch groups throughout the period, moving to a group that is more aligned with their interests.

1. **MAKE SURE RESOURCES ARE AVAILABLE TO STUDENTS**

Provide links to several websites and tutorials that relate to the big questions. This not only saves time but provides students with a starting point for their research.

(https://www.edutopia.org/blog/getting-started-self-organized-learning-environments-jacquelyn-omalley)

**SKETCH ENGINE BASICS**

**Task 1 What words can we use with the noun “research”? How do we know if the combinations of these words sound natural?**

**Task 2 Decipher meaning of these expressions**

1. If your writing is **arid**, your writing is

a) witty b) unimaginative

2. If a singer adds **lustre** to her performance, her performance is

a) more attractive b) confusing

3. When a change has been brought about by a **confluence** of factors, it means the factors

 a) were in conflict b) came together

4. If our discussion **gravitates** towards school, it means

 a) school is at the centre of our discussion b) we avoid talking about school

5. If too much time was spent discussing **tangential** issues, it means the issues were

a) to the point b) not directly connected to the discussion

**Task 3A) Explain the metaphorical meaning of the words in italics and their link to the technical term.**

1. The party is using attitudes about gun control as a *litmus test* for political candidates.
2. I think that winning is *in her DNA*.
3. The lockdown of Wuhan, the *epicentre* for the coronavirus outbreak, is officially over.
4. Many teachers were reluctant to use ICT in their lessons simply out of *inertia*.
5. No artist works in a *vacuum*.

**Task 3B) What other technical terms from your discipline can be used metaphorically? Use Sketch Engine to find out.**

(To learn how to use Sketch Engine watch <https://www.youtube.com/watch?v=f4eszLB47Qk>)

**CONTENT TRANSFORMATION**

**Task 1 ESP superhero. What would their superpower be? What costume would they wear in action? What is their day job? Who is their arch-enemy?**

**Task 2 Think of captions for the meme below in the context of ESP.**



**Think of a statement related to ESP you would like to discuss with a partner.**



**Task 3 If I understand you correctly…**

**A)** Two characteristics are common to virtually all forms of teaching adults. The first is that the participants are voluntary learners. Those who come as student participants to the programmes being offered come out of choice, and the teachers who come face to face with them are confronted by people who in most cases have selected their teachers rather than the other way about. There are, it is true, a number of forms of adult learning in which the freedom of the participant is somewhat restricted. Programmes of industrial training or staff development provided by firms, for example, are at times less than fully voluntary. Pressures may be exerted on some people to attend learning programmes when they would rather be somewhere else. So it is necessary to keep some qualification in mind when we speak of the voluntary nature of the adult student. Nevertheless, the adult nature of the participants means that they are attending programmes of education because they have decided for one reason or another to be there and not to be elsewhere.

Second, in most cases they have come with an agenda, an intention, to achieve a learning goal. Again, we need to bear in mind some qualification to this general statement. Some will have come more for social reasons than for the immediate learning, while others may not always know clearly what they want or may want one thing and in fact find achievement in something different. Those who are there because they have been told to come may have less clear intentions than the others. Nevertheless, they each come for a purpose – and if they don´t get it, sooner or later they will stop coming. There are, it is true, cases of adults staying in learning programmes from which they are getting little for long periods out of politeness or a sense of loyalty, but in the end they will usually drop out.

(adapted from Rogers, A. Teaching Adults. Open University Press, 2002.)

**B)** One affective factor which has received a lot of attention within second language acquisition is anxiety. Anxiety is a negative emotion associated with worry and nervousness. While some people may tend towards being generally anxious individuals, there is a specific form of anxiety known as foreign language anxiety, which is related to using or learning a foreign language. Even though a person might not otherwise be especially prone to anxiety, it is possible that in the context of learning or using a foreign language, that individual suddenly becomes highly anxious.

So why does learning a language induce so much anxiety in some people? Using a foreign language is closely connected with self-expression and if we feel limited in our ability to communicate personally meaningful messages, then we may feel that we are not projecting what we consider to be an accurate reflection of ourselves. This limited and restricted form of self-expression and the ensuing frustration can be extremely face-threatening and can undermine our sense of self, confidence, and feelings of security. Imagine someone using a foreign language in a business environment. Despite being a confident, respected, and authoritative figure in their first language (L1), this individual may struggle to articulate ideas adequately in the L2 and therefore feel frustrated, uncertain and anxious. At a more basic level, even the most apparently trivial aspects of language learning can cause anxiety, such as a learner feeling embarrassed about using an unfamiliar word or sound in front of classmates.

(adapted from Williams, M., Mercer, S., Ryan, S. *Exploring Psychology in Language Learning and Teaching.* OUP, 2015.)