

Good Morning, and Welcome back! Nice to meet you again!

Before we start, let's take a breath together:

- Close your eyes for a moment,

Breathing Together

1. Inhale – Take a deep breath in. (*Smell the flowers*)

2. Exhale – Breathe out slowly.
(*Blow out the candles*)



How are you feeling today?

 I'm feeling refreshed.

 I'm feeling positive.

 I'm feeling peaceful.

 I'm feeling a little stressed.

This week's Positive Affirmation:

I feel peaceful, confident, thankful, and I am ready to learn.

Seated Sun Breath ☀️



1

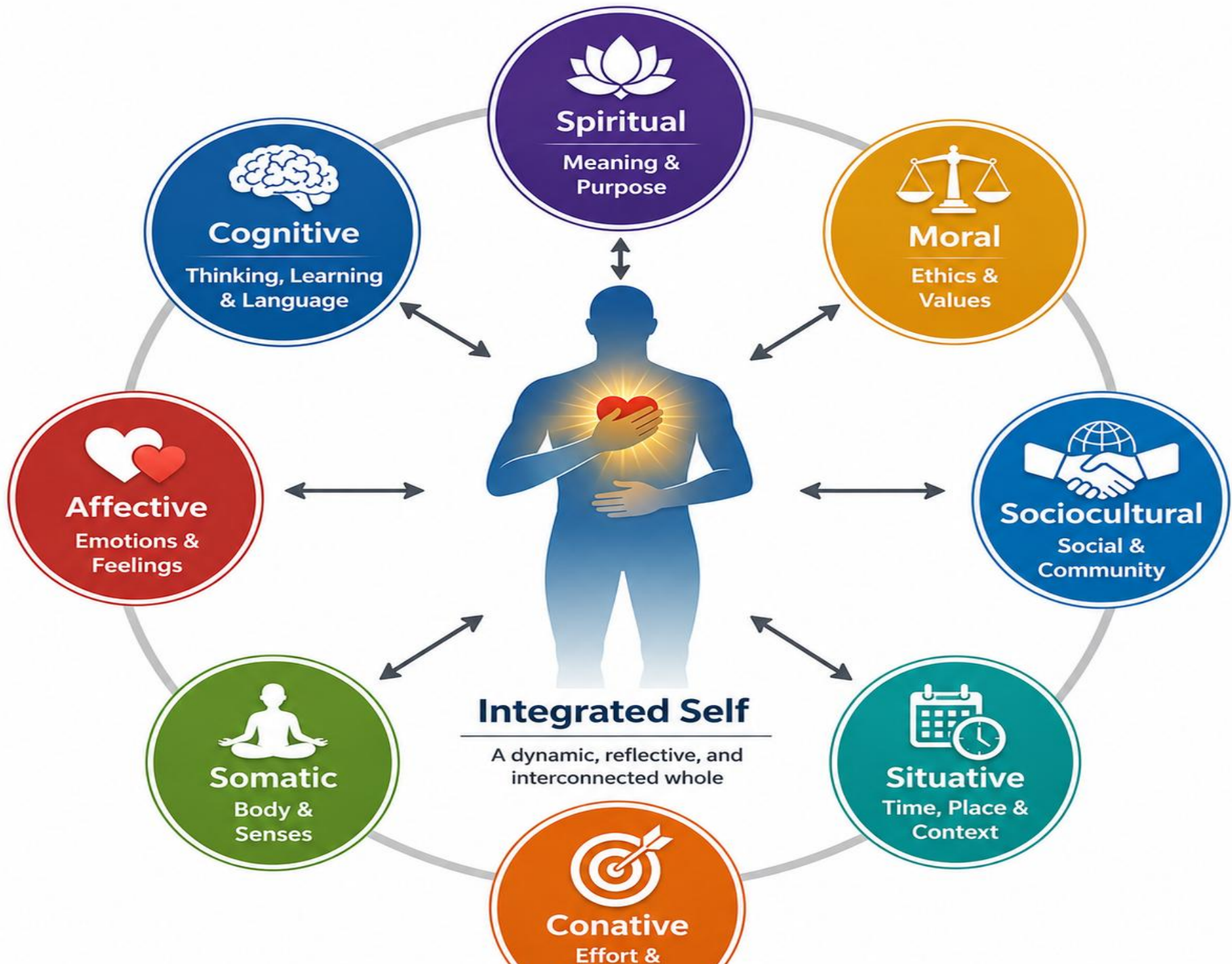


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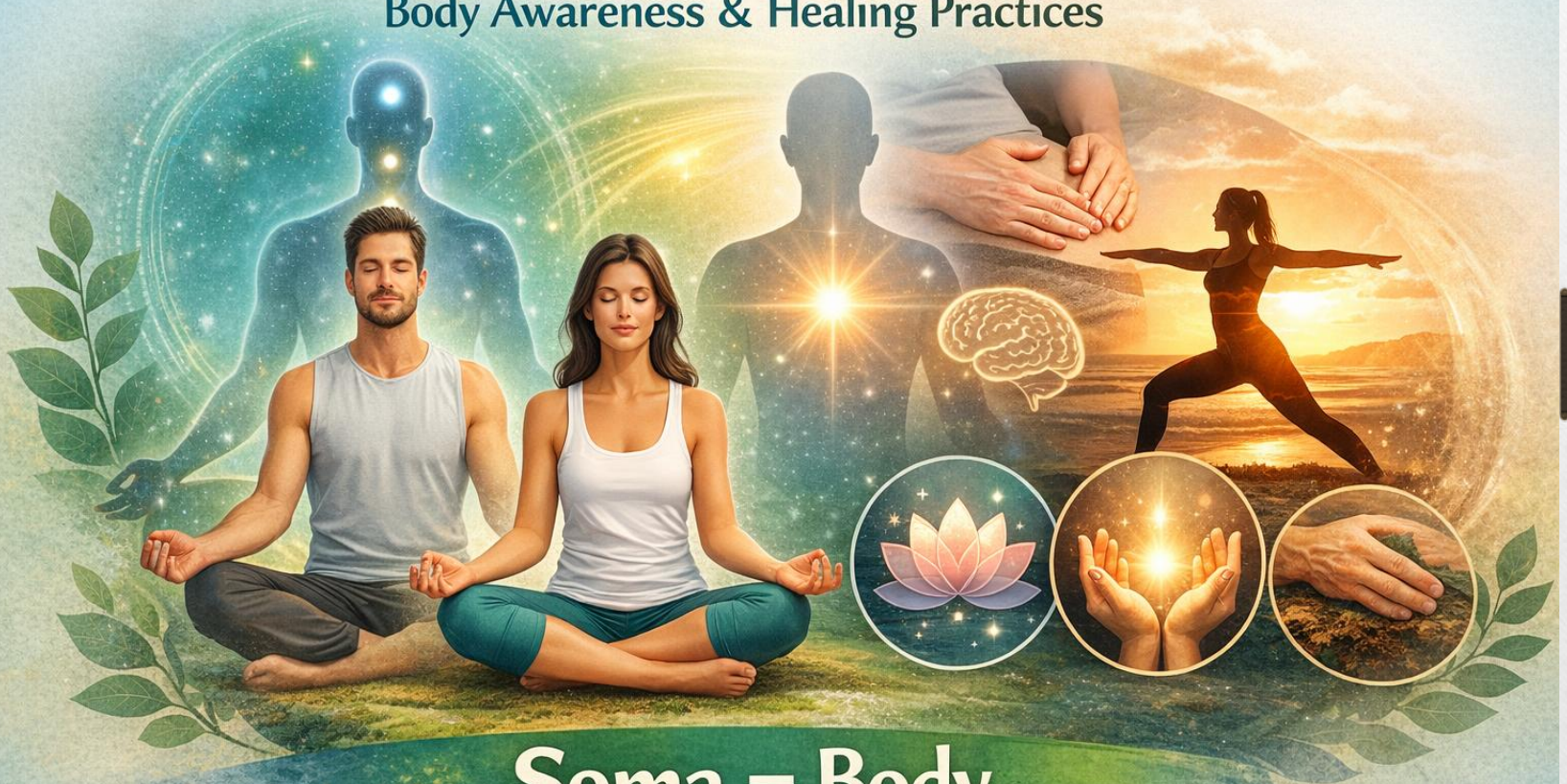
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1. Inhale, raise your arms up toward the sky
2. Exhale, bring them down in front of your chest.
3. Repeat and coordinate your breath with your arm movements.



Somatic Domain

Body Awareness & Healing Practices



Soma = Body

Somatic Strategies

- Somatic strategies focus on the **body and physical awareness**.
- The word *somatic* comes from the word **soma**, which means **body**.
- These strategies **help regulate the body so the brain can learn more effectively**.
- They include Breathing, Body posture, Movement, Relaxation, Physical awareness.
- When the **body is calm, learning becomes easier**.

Examples of Somatic Strategies

Somatic strategies **help reduce stress and physical tension.**

Examples:

- Sleep
- Deep breathing
- Stretching the body
- Yoga or mindful movement
- Relaxing shoulders and neck before speaking
- Sitting in a comfortable posture
- Taking short movement breaks
- Drinking water
- Getting enough sleep

These activities help the body feel calm and balanced.

Somatic improvement through Yoga

- A simple guide for ESL students
- Breathing • **Intention** • Self-Understanding

What is Yoga?

Yoga is one of the world's oldest traditions.

It helps people seek wisdom and truth.

Yoga includes breathing, movement, and focus.

It helps the body and the mind.

How Yoga Helps Students



Breathing helps you relax.



You feel calmer and more focused.



It reduces anxiety and fear.



It helps you enjoy learning.



It creates **a positive classroom environment.**

Looking Deeper Inside Yourself



Yoga helps you look inside yourself.



When you look deeper, you have more **options**.



You understand your **thoughts** better.



You understand your **emotions** better.

Set an Intention

Yoga is not only
exercise.

Before you begin,
set an **intention**.

Ask yourself: What
do **I want** to feel?

Ask yourself: What
do **I want** to
improve?

Somatic Strategies in ESL Learning

Learning a new language can create **physical stress and anxiety**.

Students may experience:

- nervousness when speaking
- tension in the body
- fear of making mistakes

Somatic strategies help ESL students prepare their bodies for learning.

Examples in ESL class:

- deep breathing before speaking
- stretching during breaks
- relaxing the body before listening activities

Why Somatic Strategies Help Language Learning

When the body is calm:

- students feel more confident speaking
- concentration improves
- listening becomes easier
- memory works better

Somatic strategies help students feel **relaxed, focused, and ready to communicate.**

Affective Domain



Affective Strategies

Affective strategies help you **manage your emotions** during learning.

They focus on:

- feelings (nervous, calm, confident)
- anxiety and stress
- emotional awareness

Key idea: *How you feel affects how you learn.*

What Are Affective Strategies?

- **Effective Affective** strategies help you manage your feelings while learning English.
- Learning a language is not only about vocab and grammar. It is also about **emotions**.

Common emotions in ESL:

- Anxiety
- Fear of making mistakes
- Shyness
- **Frustration, I feel frustrated**
- Excitement, I feel / I am excited

Emotions come and go

- Passing clouds (feeding nature)/temporary visitors
- This too shall pass
- Negative emotions serve a purpose (wake-up call)
- Your internal dialogue empowers or disempowers them
- Me: humans are sentient beings and emotions are transient

Affective
strategies
help you:



Stay calm



Stay
motivated



Build
confidence

Examples of Affective Strategies?

- You can use these strategies in class:
- Take deep breaths before speaking
- Use **positive affirmations**
- **Smile and relax your body**
- Accept **mistakes** as part of learning
- **Encourage** yourself
- Listen **to calming music before studying**
- These strategies help you **feel better** while learning.

Examples of Affective Strategies

- Positive self-talk → “I can do this.”
- Encouraging yourself → “It’s okay, I will try again.”
- Accepting mistakes → Mistakes are part of learning
- Noticing your feelings → “I feel nervous when I speak.”

Affective Strategies in ESL

ESL students may feel:

- nervous when speaking
- afraid of mistakes
- shy in class

You can use these strategies in class:

- Use positive affirmations
- Encourage yourself
- Accept mistakes as part of learning
- Listen to calming music before studying

Useful phrases:

- “I feel nervous, but I will try.”
- “It’s okay to make mistakes.”

Positive Affirmations for English Learners

- **What is a Positive Affirmation?**
- A positive affirmation is a short, powerful sentence you say to yourself.
- It helps you:
 - Build confidence
 - Reduce anxiety
 - Change negative thinking
 - Strengthen motivation

ESL Positive Affirmations Practice

- I am improving every day.
- Mistakes help me grow.
- I am brave when I speak English.
- My voice is important.
- I can communicate clearly.
- I am becoming more confident.

-
- You are not your emotions.
 - Emotions come and go.
 - You are the sun: emotions are clouds
 - Single line
 - Love Vs fear
 - I am a warrior not a worrier
 - I am a student life
 - To each is reach

Who are you?

- You are : Your choices + your habits
- Change your choices and your habit: Your life will change

Why Affective Strategies Help Learning

- These strategies help you **feel better while learning.**
- When students feel better:
 - anxiety decreases
 - confidence increases
 - students speak more

Result:

Better participation
Better communication
Better learning

Cognitive Domain



Bloom

Includes Bloom's Taxonomy
(Levels of Thinking)

What Are Cognitive Strategies?

- **Cognitive strategies** help you think, understand, and remember English.
- They are mental skills.

They help you:

- Understand new vocabulary
- Remember grammar
- Organize ideas
- Solve language problems
- Cognitive strategies help your brain process information.

Examples of Cognitive Strategies

- Repeating new words
- Taking notes
- Highlighting important ideas
- Summarizing a text
- Making vocabulary lists
- Using flashcards
- Practicing sentence patterns
- Translating carefully
- These strategies help you understand and remember English.

Cognitive Strategies for Speaking

When speaking English, you can:

1. Plan what you want to say
2. Use sentence starters
3. Paraphrase when you forget a word
4. Give examples
5. Ask for clarification/clear
6. Use simple grammar clearly

Example:

“I don’t know the word, but I can explain it like this...”

- That is a cognitive strategy.

1. Plan What You Want to Say

- Before speaking, think for a few seconds.
- Example:
 - “I will talk about three reasons.”
 - “First, I want to explain the main idea.”
- This helps you organize your thoughts.

2. Use Sentence Starters

- Sentence starters help you begin confidently.
- Examples:
 - “In my opinion...”
 - “One reason is...”
 - “I agree because...”/ I disagree
 - “From my experience...”
- This gives structure to your speech.

3. Paraphrase When You Forget a Word

If you forget a word, explain it differently.

- Examples:
 - “I don’t remember the word, but it means...”
 - “It is something like...”
 - “It’s similar to...”
 - “It’s a kind of...”
- Example sentence:
 - “I don’t know the word, but I can explain it like this...”

That is a cognitive strategy because you are solving a language problem.

4. Give Examples

- Examples make your ideas clearer.
- Examples:
 - “For example...”
 - “For instance...”
 - “One example is...”
 - “Like when...”
- Example:
 - “For example, when I moved here, I felt nervous.”

5. Ask for Clarification

If you don't understand, ask.

- Examples:
 - “Could you repeat that?”
 - “Do you mean...?”
 - “Can you explain that again?”
 - “What does “explain/that word” mean?”
- This helps you understand better.

Do not try to use difficult grammar.

- Use short, clear sentences.
- Example:
- Instead of:
“If I had more opportunities, I would improve significantly.”
- Say:
“I need more practice.”
“I want to improve.”
“I try every day.”
- Short sentences are good.
- Clear sentences are strong.
- **You do not need difficult grammar to communicate.**

Cognitive Strategies for Reading

When reading, you can:

- **Guess meaning from context**
- Look at titles and headings first
- Identify main ideas
- Underline key words
- **Ask yourself questions** (what, when, where, how, why, who, what if)
- These strategies improve comprehension.

Guess meaning from context

- Text: “She felt **exhausted** after running.”

You don’t know “exhausted.”

You see “after running.”

Maybe it means very tired.

Reading Strategy: Ask WH Questions

- Good readers ask questions when they read.
- WH questions help us understand the text.
- Who
- What
- When
- Where
- Why
- How
- These questions help us find the **main ideas**.

Malala Yousafzai: A Brave Student

- Malala Yousafzai is a young woman from Pakistan.

When she was a child, she believed that every girl should go to school. At that time, many girls in her area could not study. Malala spoke about the importance of education. Because of her courage, people around the world learned about this problem. In 2014, Malala **received the Nobel Peace Prize**. Today, she continues to support education for girls around the world.

Ask WH Questions

While reading, ask these questions:

- **Who** is the story about?
What did Malala believe?
Where is she from?
When did she receive the Nobel Peace Prize?
Why is Malala famous?

Find the Answers

- Look at the text and answer.

Example:

- Who is the story about?
Malala Yousafzai.
- What did she believe?
She believed every girl should go to school.
- When did she receive the Nobel Peace Prize?
In 2014.

Speaking Practice

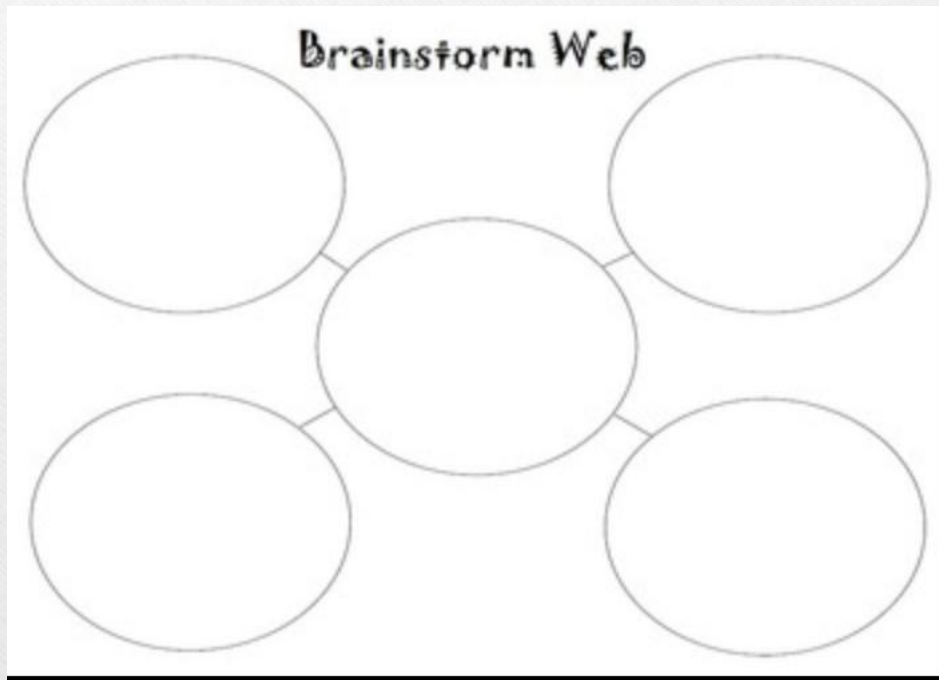
- Work with a partner.
- Ask and answer the WH questions.
- Useful phrases:
- The text says ____
- According to the story ____
- She became famous because ____
- Example:
- According to the story, Malala believes education is important for girls.

Cognitive Strategies for Writing

Before Writing

- Brain storm ideas
- Make an outline
- Use a graphic organizer
- Write key vocabulary first

Brainstorm ideas



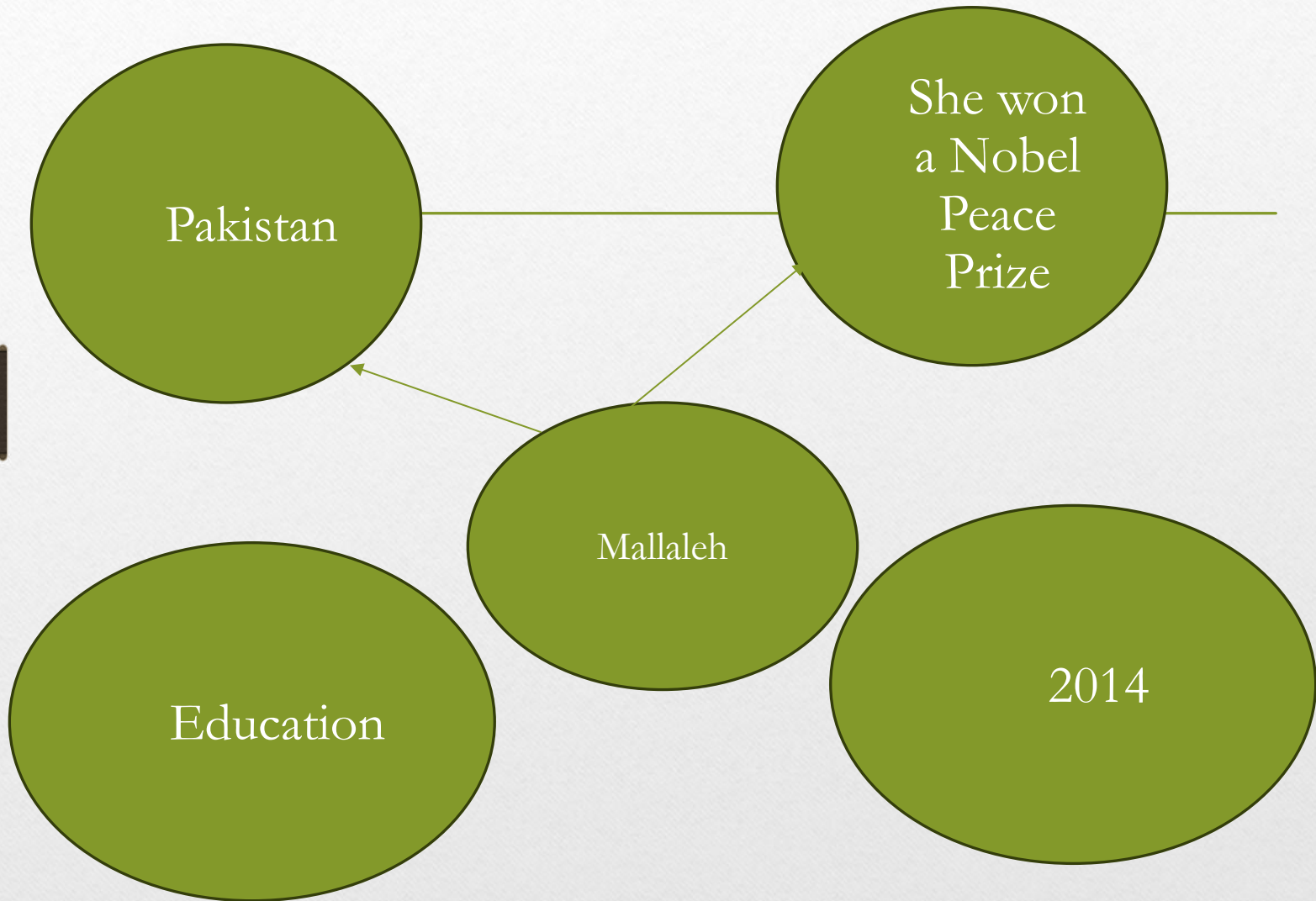
Pakistan

She won
a Nobel
Peace
Prize

Mallaleh

Education

2014



- **Step 1: Write the topic in the center**

- Example:

My Favorite Place

- **Step 2: Add ideas around the topic**

- Students write simple words.

- Example:

- Center: **My Favorite Place**

- Around it: park, friends, relax, trees, weekend

- **Step 3: Use the ideas to speak or write**

- Example sentences:

- My favorite place is the park.

- I go there on the weekend.

- I relax and talk with friends.

- This helps students **think first, then speak or write more easily.**

During Writing

- Use sentence starters: **First**, I want to talk about my favorite place, **One reason** I like this place is the quiet environment.
- Check verb tense: I go to park yesterday
- Use **transition words**: **First, second, third, then, finally**
- **Give examples**: I like outdoor activities.
For example, I enjoy hiking and riding a bicycle.
- Write short, clear sentences

After Writing

- Reread your paragraph
- Check grammar and spelling
- Replace simple words with stronger words
- Ask: “Is my idea clear?”
- These strategies help you think clearly while writing.

Cognitive Strategies for Listening

Before Listening

- Look at the topic
- Predict what you will hear
- Think about related vocabulary

During Listening

- Listen for main ideas
- Listen for key words
- Take short notes
- Don't try to understand every word
- Notice tone and emphasis

After Listening

- Summarize what you heard
- Check answers
- Ask questions
- Compare notes with a partner
- These strategies help your brain process spoken language.

Why Cognitive Strategies Are Important

Cognitive strategies:

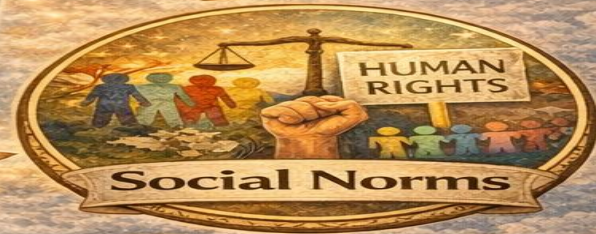
- Improve understanding
- Strengthen memory
- Increase independence
- Make learning more effective
- The more strategies you use, the stronger your learning becomes.

Reflection Activity

Discuss with a partner:

- What cognitive strategies do you already use to improve your English skills?
- Which strategy helps you most?
- What new strategy will you try this week?
- Each student speaks for 1 minute.

Socio-Cultural Domain



What Are Socio-Cultural Strategies?

- Socio-cultural strategies help you learn English with other people.
- We **learn by talking to others.**
- You do not learn English alone.
You learn English **together.**

How Can You Use Socio-Cultural Strategies?

How Can You Use Socio-Cultural Strategies?

You can:

- Talk to classmates
- Ask questions
- Practice with friends
- Join group work
- Listen carefully to others
- Learn from mistakes
- Learning happens when you communicate.
- Talk to AI!

In Speaking Class

You can:

- Take turns
- Say “I agree”
- Say “I don’t understand”
- Ask “Can you explain?”
- Smile and make eye contact
- This helps conversation.

In Real Life

You can:

- Talk to neighbors
- Order food in English
- Ask for help in stores
- Join community events
- Watch how people speak
- You learn culture and language together.

Why Is This Important?

It helps you:

- Feel confident
- Make friends
- Understand culture
- Improve faster
- English is not only grammar.
English is **connection**.

How do you cultivate/improve your
sociocultural domain (1 minute)

Conative Domain



What Are Conative Strategies?

- Conative strategies help you take action.

They are about:

- Effort
- Motivation
- Persistence
- Trying again
- Conative means:
You do something.
You do not give up.

Examples of Conative Strategies

You can:

- Practice every day
- Try again after mistakes
- Finish your homework
- Speak even when nervous
- Ask for help
- Study even when tired
- This shows effort.
- AI journal

In English Class

Conative strategies mean:

- Raise your hand
- Volunteer to speak
- Participate in discussion
- Do extra practice
- Review vocabulary at home
- You **choose** to act.

Why Conative Strategies Are Important

They help you:

- Improve faster
- Build confidence
- Stay motivated
- Reach your goals
- Even when learning is difficult, you continue.
- That is conative strength.

Reflection Questions

- How do you cultivate/improve your conative domain?
- What strategies help you?
- When do you want to give up?
- What helps you continue?
- How can you try harder this week?

Situative Domain



Situative strategies

Situative strategies mean:

- You **think about the situation** before you speak or act.

You ask yourself:

- Where am I?
- Who am I talking to?
- Is this formal or informal?
- What is the right way to respond here?
- Then you choose the best way to communicate.

Example in ESL Context

- Situation 1:
Talking to a professor.
- You say:
“**Could** you please explain that again?”
- Situation 2:
Talking to a friend.
- You say:
“What do you mean?”
- Same language.
Different situation.
Different strategy.
- That is situative thinking.

How do you cultivate/improve your
situative domain?

Moral Domain



Moral Strategies

Moral strategies involve:

- Ethical reasoning
- Value-based decision making
- Responsibility toward others
- Acting with integrity
- Fairness and justice
- In learning, moral strategies guide how we use knowledge.

They answer questions like:

- Is this **honest**?
- Is this **respectful**?
- Is this **fair**?
- Does this **harm** or **help others**?
- **Moral thinking** regulates behavior according to principles.

In ESL Context

- Moral strategies include:
- Not cheating
- Using AI responsibly
- Respecting classmates' opinions
- Listening without interrupting
- Speaking kindly
- Giving credit to sources

Example:

- “I disagree, but I respect your opinion.”
- That is moral regulation.

Moral strategies help you choose what is right

They help you:

- Be honest
- Be respectful
- Be responsible
- Be fair
- English learning is not only grammar.
It is also **behavior**.

How do you cultivate your moral
domain?

Spiritual Domain



Spiritual Strategies

Conceptual Definition: **Spiritual** strategies involve:

- Meaning
- Purpose
- Inner values
- **Reflection** on life direction
- Connection to something larger than oneself
- Spiritual does NOT necessarily mean religious.

It means:

- Why does this matter?
Who am I becoming?
What is my **purpose**?
- Spiritual awareness gives direction to learning.

In ESL Context

Spiritual strategies include:

- Reflecting on why you are learning English
- Connecting learning to life goals
- Finding meaning in struggle
- Seeing growth as transformation
- Developing gratitude

Example:

- “I am learning English to build a better future.”
“My struggles are helping me grow.”
- That is spiritual meaning-making.

Spiritual strategies help you find meaning.

They help you:

- Know your purpose
- Remember your goals
- Stay hopeful
- Grow as a person
- English is not only language.
It is **part of your life journey.**

Distinction

- Moral = **How** I act toward **others**
Spiritual = **Why** I am doing this
- Moral regulates behavior.
Spiritual gives direction and meaning.

How do you improve your spiritual
domain?

A full human learning architecture.

1. Somatic → regulates body
2. Affective → regulates emotion
3. Cognitive → processes information
4. Conative → drives effort
5. Sociocultural → connects socially
6. Situative → adapts to context
7. Moral → guides ethical action
8. Spiritual → provides meaning and purpose

Meta-Self

- The Meta-Self as a **Cybernetic System: Balanced Within**
- Meta-self is **a higher-order regulatory process** that governs how **we reflect on and coordinate different aspects of our being.**
- It challenges traditional educational paradigms by placing **self-reflection and self-regulation at the center** of personal growth.
- Meta-self can support the processes of learning, becoming, and non-becoming.

Our meta-self/relational being

- It is the engine of, a system that allows us to think critically and compassionately across domains. By activating meta-self through education, learners develop a reflective “meta-self” that supports balance and harmony within themselves and their environments. This activation can be transformative, helping individuals lead more meaningful lives.
- When we engage with multiple domains reflectively, when the “metas” are in balance, we support healthy meta-self. Think of it like this:

Meta-Somatic + Meta-Affection + Meta-Cognition + Meta-Socio-Cultural + Meta-Conative + Meta-Moral + Meta-AI + Meta-Situative = **Meta-Self**

Meta-Self Learning: Meta-Developmental Domains and the Process of Becoming and Non-Becoming

Meta-Domain	Meta-Focus (Awareness of...)	Becoming	Non-Becoming
1. Meta-Somatic	Body states, breath, tension, presence	Conscious regulation of breath, posture, voice	Disconnection from bodily signals
2. Meta-Affective	Emotions and emotional shifts	Naming, understanding, and regulating emotions	Emotional suppression, confusion, overwhelm
3. Meta-Cognitive	Thinking and reasoning processes	Reflective thinking and meaning-making	Automatic or unexamined thinking
4. Meta-Sociocultural	Social roles, norms, power relations	Context-appropriate, culturally aware communication	Misalignment with social expectations
5. Meta-Conative	Motivation, effort, intention	Persistence, agency, purposeful engagement	Avoidance, disengagement, learned helplessness
6. Meta-Ethical/moral	Values, responsibility, consequences	Ethical judgment, accountability, care	Passive compliance or uncritical action
8. Meta-Situative	Context and transfer of learning	Application of learning in real-world contexts	Learning isolated from lived experience

**Meta-Self requires minute by
minute attention and becoming
of all domains to balance out self**

Meta-Somatic

- Meta-somatic: Acts like a physical God, who constantly reminds the self or learner to pay attention to breathe, posture, and voice
- As long as you think about your body, you are in the process of becoming of this domain
- But all of us know that constant monitoring is unachievable as we are also impacted and distracted by other domains
- So, the key here is to switch between becoming and non-becoming (disconnection from bodily signals); This is equal to “jumping outside the system” in GEB book!

awareness and regulation of the body during learning.

- Meta-somatic refers to It includes noticing:
 - breathing
 - posture
 - physical tension
 - voice
- Learners intentionally bring attention to the body to support focus and communication.
- However, constant awareness is not possible. Attention naturally shifts between:
 - awareness (connection to the body)
 - non-awareness (disconnection or distraction)
- Learning involves **moving between these states**.
- This process is similar to “stepping outside the system” (Hofstadter, *Gödel, Escher, Bach*), where the learner becomes aware of their own state

Meta-cognition: Understanding Your Thoughts

- Meta-cognition means thinking about your thinking.
- You notice your thoughts.
- You control your thoughts.
- You **choose** positive thinking.



Meta-affection: Understanding Your Emotions



Meta-affection means understanding your emotions.



You notice how you feel.



You control your reactions.



You respond calmly.

What Are Meta-Affective Strategies?

- Meta means “thinking about.”
- Meta-affective strategies mean:
- Thinking about your emotions, Understanding your emotions
Controlling your emotional reactions

It is emotional awareness.

- Ask yourself:
- Why do I feel nervous?
- What makes me confident?
- How can I calm myself?

Examples of Meta-Affective Strategies

- Notice when you feel anxious
- Identify the reason
- Decide how to respond
- Choose a helpful strategy
- Reflect after class
- Critical Emotioning Model

Example

- “I felt nervous when speaking.
I took a deep breath.
Next time, I will prepare one sentence first.”
- This is emotional control and reflection.

Affective vs. Meta-Affective

- Affective = Managing feelings
Meta-affective = Understanding and controlling feelings
- Affective: “I breathe deeply.”
Meta-affective: “I know I am anxious, so I choose to breathe.”
- Meta-affective strategies make you:
- More independent
- More confident
- More aware
- A stronger learner

Meta-Sociocultural

- Meta-sociocultural means:
- Being aware of **social roles, norms, and culture**
Adjusting how you communicate with others
- You think about:
- Who you are talking to
- Social expectations
- Cultural differences
- Power relationships (teacher, student, boss)

Meta-conative

- Meta-conative means:
- Being aware of your **motivation, effort, and intention**
- You think about:
- Why am I doing this?
- Am I trying my best?
- How can I continue?

Meta-Moral (Ethical) Awareness

- Being aware of your **values and responsibility**
- You think about:
- Is this right or wrong?
- Is this fair?
- Am I being honest?

Meta-Situative Awareness

- Being aware of the **context and real-life application**
- You think about:
- Where am I using this?
- Why is this important here?
- How can I apply this in real life?

Understanding Others (Inter-personal Skills)

- When you understand yourself,
- You understand others better.
- You communicate more clearly.
- You build stronger relationships.

Speaking Reflection Activity

Yoga

Turn to a partner and discuss:

- **When** do you feel most **anxious** in English?
- What strategy helps you?
- How can you improve your emotional control?
- Each student speaks for 1 minute.

Knowing Yourself (Intra-personal Skills)



You understand your thoughts.



You understand your emotions.



You become more confident.



You learn better.

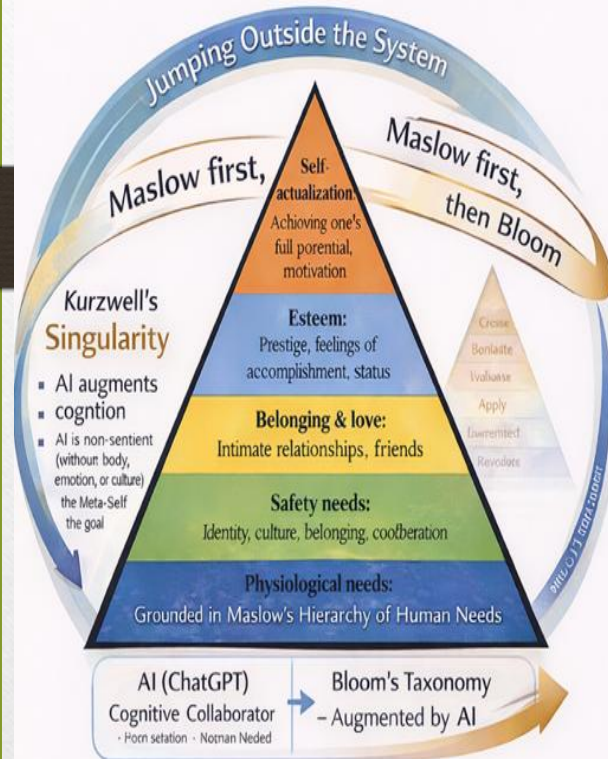
Reflection & Speaking Practice

- How does breathing help you?
- When do you feel anxious in class?
- What intention can you set today?

Importance of imagination,
intersubjectivity and cooperation
web of meaning

The Post-Turing Classroom: Maslow First, Then Bloom

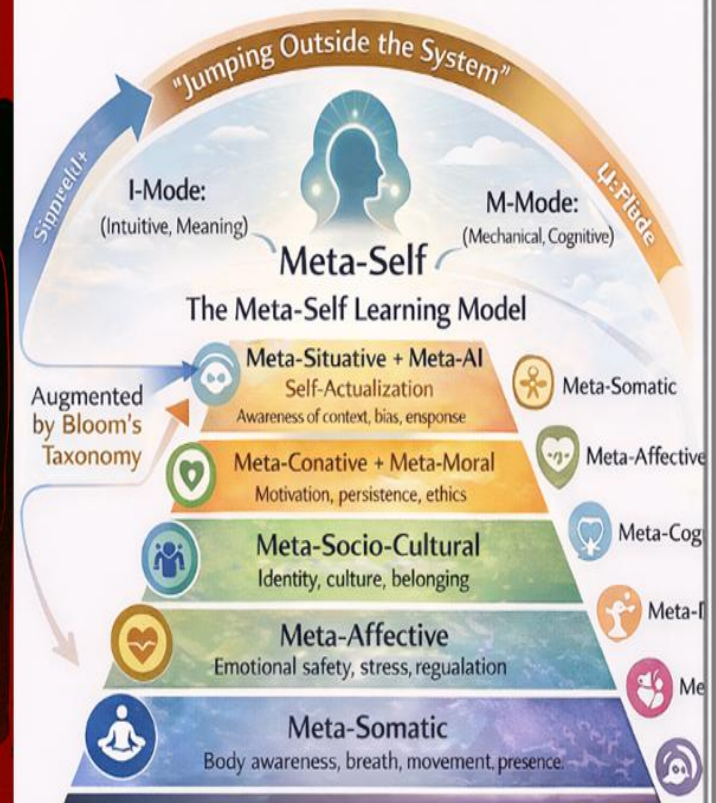
The Singularity can only happen in a human-centered way if cognitive augmentation is grounded in embodied, emotional, cultural, and ethical foundations.



The "dance" is a balance when educators and students lead & choreograph the dance, AI becomes a tool, not a threat

The Post-Turing Classroom: The Meta-Self Learning Model

Augmented Maslow & Stepping Outside the System



Maslow first. Bloom second.
Meta-awareness makes learning Post-Turing.



Meta-Self in Practice: ESL Student Actions

Meta-Somatic (Body Awareness)

- *Pay attention to your body*
- **Steps for students:**
- Before speaking → take 2 deep breaths
- Notice your posture → sit up, relax shoulders
- Slow down your voice when nervous
- Take a short pause if stressed
- **ESL Example:**
Before speaking → breathe → speak slowly

2. Meta-Affective (Emotion Awareness)

- *Understand your feelings*
- **Steps:**
- Ask: “How do I feel right now?”
- Name it → nervous, shy, confident
- Say: “It’s okay, I will try”
- Use positive self-talk
- **ESL Example:**
“I feel nervous → I will try one sentence”

Meta-Cognitive (Thinking Awareness)

- *Think about your thinking*
- **Steps:**
- Before reading → ask: What is this about?
- While listening → focus on main idea
- After writing → check your ideas
- Ask: “Do I understand?”
- **ESL Example:**
After reading → “What is the main idea?”

4. Meta-Sociocultural (Social Awareness)

- *Adjust your communication*
- **Steps:**
- Ask: Who am I talking to?
- Use polite language when needed
- Listen and take turns
- Notice how others speak
- **ESL Example:**
Teacher → “Could you please explain?”
Friend → “What do you mean?”

5. Meta-Conative (Effort Awareness)

- *Manage your effort and motivation*
- **Steps:**
- Set a small goal → “I will speak today”
- Try again after mistakes
- Do not give up
- Ask for help
- **ESL Example:**
“I made a mistake → I try again”

6. Meta-Moral (Ethical Awareness)

- *Do what is right*
- **Steps:**
- Be honest in your work
- Do not copy
- Respect classmates
- Listen when others speak
- **ESL Example:**
Use your own words in writing

8. Meta-Situative (Context Awareness, Jumping outside of system)

- *Use learning in real life*
- **Steps:**
- Ask: Where can I use this?
- Practice outside class
- Use English in daily life
- Connect learning to real situations
- **ESL Example:**
Use English at a store or with a friend

Good learners

- Notice their body
- Understand their feelings
- Think about their thinking
- Adjust to people
- Keep trying
- Act ethically
- Use tools wisely
- Apply learning in real life
- *They move between awareness and action.*