

ENVISIONING AS A LINGUISTIC AND PEDAGOGICAL STRATEGY

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INTRODUCTION

The language we use with students every day influences how they see themselves. Our words can shape students' views of themselves after our direct influence.

Envisioning Language is at the heart of reflection. It helps students see themselves achieving positive outcomes. Envisioning can be done through various tasks like :

- Using precise language that focuses on words most used by students.
- Connecting schools work to things that pay the attention of students
- Using envisioning language before students own work, before transitions and during whole group discussions
- Avoid using comparison between positive and negative identities.

Envisioning is an effective tool to build self assessment . It helps students to think critically, measure their progress, taking charge of their own learning, develop effective pedagogical strategies and become cooperative learners.

Envisioning is designed to improve the chances of solution success. It embraces an approach to designing and realizing pedagogical capabilities. It bridges the gap between teachers and learners through the integration of concepts and techniques from both best of strategy methods and development methods.

The current research aims at dealing with envisioning as a linguistic and pedagogical strategy.

DEFINITION OF ENVISIONING

LINGUISTIC DEFINITION OF ENVISIONING

The verb "envision" means to imagine or picture. Kids often envision themselves doing exciting things when they grow up, like being movie stars, professional athletes, or astronauts.

The word "envision" comes from the Latin, en-, which means "cause to be", and "visionem", meaning "a thing seen". Career paths aren't the only things that can be envisioned. If you envision a cleaner world, you may volunteer to pick up trash on the beach. If you envision a more peaceful world, you might make your brother and sister play in separate rooms to stop them from screaming at each other.

1. Envision is a verb that is defined as imagine; conceive of ; see in one's mind .

The synonyms of it are : fancy, figure, image, picture, project, see, visualise , visualize.

Visualise and visualize form a mental picture of something that is invisible or abstract.

2. picture to oneself; imagine possibly: "I cannot envision him as President". (Vocabulary Dictionary, 2021)

Cambridge Dictionary (2021) defines (envision) as :

To imagine or expect that something is a likely or desirable possibility in the future :

*He envisioned a partnership between business and government.

* The company envisions adding at least five stores next year.

(envision) is a transitive verb means to picture mentally, esp. some future event or events : to envision a bright future , She tried to envision herself with infants and pushchairs, schoolbags and blazers (Collins Dictionary,2019 : 1920-25)

Longman Dictionary of Contemporary English (2015:250) defines envision as :

- Developing confidence, people handling and positive personality, seeking opportunities and envisioning.

1.He envisions a day when every household will have access to the internet.

2.Puype said he could envision going straight from the Florida Derby to the Kentucky Derby.

3. You can envision graphic sound charging around like square pixels on a vintage Atari video game.

4. What they envision is nothing short of a new corporate structure, in which accounting and other functions are outsourced

5. Moreover, funding organizations may be less inclined to support projects that envision long periods of field research.

6. Kids, who are circumstantial outsiders, tend to identify with such creatures and envision them as their vengeful protectors.

7.When I first tried to envision this tiny woman trying to hold off a mob of angry right-wingers, I almost laughed.

Envisioning as a noun is a visual imagery . It is the ability to form mental images of things or events; “ he could still hear her in his imagination “.

Ex: I’ve found that finding out about what I’m going to like in the future, my very best way is to talk to people who have actually done it much better than myself envisioning it.

His main inspiration for Chris voice came from envisioning how Buffalo Bill would sound if he was speaking through a PA system at a McDonald’s.

Educational Definition of Envisioning :

Envisioning in education means investigating inquiry, innovation, and learning design practices to affect local and system-wide change. To do this work, the Envisioning Innovation in Education initiative aims to connect schools to innovations in education, inspire new approaches to practice, and ignite local and system-wide change.

Envisioning in education is an attempt to organize a series of emerging technologies that are likely to influence education in the upcoming decades. Despite its inherently speculative nature, the driving trends behind the technologies can already be observed, meaning it is a matter of time before these scenarios start planning out in learning environments around the world.

Envisioning has content to use in classroom from case studies on leadership, teambuilding, civics engagement and STEM lessons .

ENVISIONING AS A LINGUISTIC STRATEGY

Envisioning Language:

Envisioning language gives children a vision of what is possible. Many of us can remember someone from our past who created a vision of possibilities for us. By using envisioning statements and / or questions, they helped us create a mental image of ourselves beyond what we perceived to know or do.

Teacher language is what we say to a student and how we say it. According to the Center on Great Teachers and Leaders, it is one of the defining instructional practices that supports social and emotional learning.

Five principles for the use of a teacher language:

Ideas and Words that Engage Children

- Name positive identities (good thinkers, careful listeners)
- Concrete images and words

- Metaphors
- Fill in the details

What are effective visioning statements for at least 2 units you regularly teach during the school year

*Be direct and Authentic

* Say what we mean, tone of voice, be careful of sarcasm, follow through, avoid over-generalizations, beware of body signals.

* Convey Faith in Children's Abilities and Intentions

Keys to Linguistic Envisioning

Children build on their strengths, not their weaknesses. This is one of the most important things to keep in mind when teaching. Keys to effective linguistic envisioning are :

- Naming concrete and specific behaviors. Rather saying a most common expression (Good Job) and build upon.

Ex: The importance of changing the(y) to (I) when adding(- ed)

- Emphasizing what the student did

Ex: Adding key details to the main points

- Prompting self remembering

Ex : Thinking about the ability to concentrate

- Stating a redirection as a statement

Ex : (Refocus on your work) is used instead of (Could you refocus on your work?)

Language molds our sense of who we are, helps us understand how we think, work, and play; and influences the nature of our relationships. The goals of teacher language are :

- Developing self control
- Building a sense of community
- Gaining Academic skills and knowledge

Envisioning Language : Naming Positive Identities

Strong envisioning statements are ones that engage students by speaking to issues they care about, with ideas and words that matter to them Naming positive identities for students helps them see their potential as learners and motivates them to fulfill that potential.

We have some tips that help teachers name positive identities in a way that recognizes where students are and where, with their effort and teachers' support, they can go.

- Believe your own words : Naming students as good thinkers, or offering them any positive identity, works only if your words are backed by deep conviction- if , in the preceding example, you truly believe that all children are good thinkers in different ways and begin school eager to succeed as learners. For another example, suppose your sixth grade students have formed their project teams and are raring to go on their DNA extraction projects. “ Teams that collaborate well” you remind them, will be able to make the most of our work time.”

- Avoid naming negative identities : Sometimes, without thinking, we name a negative identity along with a positive one, like this : “ I'm hoping for hard workers instead of lazy workers.” That statement could imply that we currently see students as lazy. And once students hear a negative identity, they may have a hard time imagining themselves with the positive one. Or they may become resentful and unwilling to work toward the positive vision. (Responsive Classroom , 2021).

- What we say- and how you say it- can help students develop confidence, competence, and self-control. The power of our words offers real life anecdotes, and concrete examples on how to use your words to build a positive classroom community and increase student engagement.

ENVISIONING AS A PEDAGOGICAL STRATEGY

Pedagogical strategies refer to a general abstract teaching method. They can influence instructional design models. Instructional design models refer to

more precise instructional designs (based on some more explicit teaching and learning goals).

According to Merriam-Webster, pedagogy is the “ art, science, or profession of teaching; especially: education.” This definition covers many aspects of teaching, but pedagogy really comes down to studying teaching methods. There are many moving parts to pedagogy that include teaching styles, feedback, and assessment.

Envisioning is a strategy that is based on bringing the teacher’s experience to the classroom . It has a content to use from case studies on leadership, teambuilding exercises , reinforcing and redirecting.

Envisioning in Teaching

Since 2002, Envisioning has been trans forming the lives of students through its nationally recognized Portfolio Defense Model, which helps students gain the most important things they need to succeed in college and career: academic content, leadership skills, and deeper learning competencies such as reflection and growth.

Envisioning Curriculum :

The curriculum of envisioning class falls into four board categories : organizing the curriculum through themes or inter-disciplinary links rather than discrete subjects; using curriculum time flexibly; providing alternative curriculum pathways; and developing learning skills.

The curriculum should be arranged as the following :

a. Overview : A Certain Subject

b. Envision Platform Alignment :

Envision Education Platform / Dimension 1 : Core Skills- Standard IB, Collaboration; IC, Creativity & Innovation

c. Expected Outcomes & Desired Results :

1. Students will create ideas for other uses for everyday objects.

2. Students will invent a new product and market their invention.

3.Students will discuss recycling.

4. Students will collaborate with their peers to

d. Materials and Advanced Preparation:

Easel Paper

Markers

At least 3 materials to be reused for inspiration(Paper plate, pot, a sock, etc.)

Reused material objects if available such as a quilt.

Allotted Time

Description 20 minutes

Transform an object

40 minutes

Invent new product

e. Facilitating the Activity :

1. Transform an Object

2. Introduce the activity by asking students

3. If you have objects that have been made from used materials, this would be a good time to show these to the students and introduce the ideas that reusing is not a new trend, but has been happening for a long time.

f. Introduce an object to the class

g. Form groups of three by “ counting off “ students with the words “ Reuse” “Reduce”

h. Conclude the activity by thanking students for their contributions and responses.

Envisioning in Classroom :

Envisioning classroom is designed with the following principles :

- Teachers exhibit “ genuine” interest in what is being taught, thinking of themselves as “ designers” or architects of curricula, not merely distributors of someone else’s curricula.

Example : What if teachers were given more license to build their curriculum around the things that interested them ? What if we were given autonomy

on grade-level teams, our department or our school to design around our interests? If teachers were allowed to construct curriculum based on their interests, while paying attention to critical, agreed upon standards, then they would likely be more committed and passionate about what they design. It would be there's.

- Teachers exhibit a commitment to their own learning as a guiding principle.

Example : Teachers are committed to their own learning as much as they are to their students' learning. What if we were exemplary role models for lifelong learning ?

- Students are encouraged to analyze their own thinking processes and classroom practices

Example : Throughout every lesson, what if students were given the opportunity and time to reflect on their learning, answering the question : Why do I think the way I do? If I'm struggling with this math problem, What is it asking of me that I don't understand ? Why is the teacher asking me to complete this activity in class ? Most of a student's time in school is comprised of isolated, unrelated events over which they have little control. What if students were given time to connect the dots from themselves ?

- Students are asked to explain why they are doing what they are doing.

Example : When we ask students to explain, verbalize or illustrate why they are learning a certain concept, they must reconcile the knowledge they possess to understand versus the knowledge they lack to achieve clarity. The act of making their thinking visible results in deeper understanding of what they are expected to learn. (Advancing the Teaching Profession, 2016 : 77-81)

- Students are asked to change their positions as a result of what they are learning.

Example : In studying a particular discipline, students come to understand that they hold certain beliefs or values. Where do their beliefs or values come from? Once students have interacted with others as a result of learning a concept, they should be challenged to synthesize, analyze, and evaluate

what they have learned, potentially changing their point-of-view. Learning should be the impetus for change. Through engaging in a debate, students would have to defend a point-of-view, sometimes not their own.

- Students are expected to engage in the full range of thinking modeled in Bloom's Taxonomy

Example : We want to be sure that the activities and tasks we expect students to do have both convergent and divergent thinking requirements built in. With regard to Bloom's Taxonomy , we should design activities and tasks that call up the full range of thinking skills, from recalling to creating new knowledge. (Advancing the Teaching Profession, 2016 : 77-81)

Bloom's Taxonomy :

Bloom's Taxonomy is a classification of the different objectives and skills that educators set for their students (Learning Objectives). The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The terminology has been recently updated to include the following six levels of learning. These six levels can be used to structure the learning objectives, lessons, and assessments of your course :

1. Remembering : Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
2. Understanding : Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. Applying : Carrying out or using a procedure for executing, or implementing.
4. Analyzing : Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating , organizing, and attributing.
5. Evaluating: Making judgements based on criteria and standards through checking and critiquing.

6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. (Shabatura, 2013 : 27)

ENVISIONING AND ANALYTICAL THINKING

Analytical thinking is the term used to describe the thinking process of abstract separation of a whole entity into its constituent parts in order to study the parts and their relations. Analytical skills are soft skills that help you identify and solve complex problems. Some popular analytical skills include critical thinking, data analysis , research and communication. We use analytical thinking across a whole load of subjects at school or college. For example, think about the steps involved in writing an essay in English class :

- Review relevant primary and secondary sources.
- Work out the significance and reliability of each source and compare different accounts.
- Use this information to reach an interpretation of what happened and formulate your argument.
- Extract the most useful quotations to use as evidence to back your claims.
- Structure an essay which presents a balanced account of envisioning and reflects different perspectives.
- Draw an overall conclusion based on the balance of both evidence and envision. (Griffin, 2006 : 30)

ENVISIONING : RESPONSIVE CLASSROOM AS A MODEL

Principles and Strategies

Responsive Classroom is a student- centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research and evidence- based practices designed to create safe,

joyful, and engaging classroom and school communities for both students and teachers.

The goal of the Responsive Classroom approach is to enable optimal student learning. Developed by classroom teachers and continually refined to meet schools' needs, the Responsive Classroom approach is based on the premise that children learn best when they have both academic and social emotional skills. In order to be successful in and out of school, students need to learn a set of social and emotional competencies- cooperation, assertiveness, responsibility, empathy, and self- control- and a set of academic competencies- academic mindset, perseverance, learning strategies, and academic behaviors.

The Responsive Classroom is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Six principles guide this approach :

1. Teaching social and emotional skill is as important as teaching academic content.
2. How to teach is as important as what to teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
5. What we know and believe about our students- individually, culturally, developmentally- informs our expectations, reactions, and attitudes about those students.
6. Partnering with families- Knowing them and valuing their contributions- is as important as knowing the children we teach.

Responsive Classroom is an approach to teaching based on the belief that integrating academic and social- emotional skills creates an environment where students can do their best learning. The Responsive Classroom consists of a set of practices and strategies that build academic and social

emotional competencies. This approach works well with many other programs and can be introduced gradually into teacher's practice.

These core classroom practices are the heart of the Responsive Classroom Approach : (Responsive Classroom , 2021)

- Interactive Modeling – An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback)
- Teacher Language – The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.
- Logical Consequences – A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.
- Interactive Learning Structures- Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.
- The basic responsive teaching strategies are :
- Differentiated Instruction : Learning Stations. Differentiated instruction strategies allow teachers to engage each student by accommodating to their specific learning style.
- Cooperative Learning : The Jigsaw Method (A Method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the jigsaw puzzle).
- Utilizing Technology in the classroom
- Inquiry- Based Instruction
- Graphic Organizers

Responsive Classroom Ideas

1. Calm Down Yoga For Kids : I am strong, I am kind, I am brave, I am friendly, I am wise
2. Don't Agree ? How to Disagree Nicely :

* “That’s a good idea, Another idea could be -----.”

* “ I’m not sure I agree . May be -----.”

* “ Has anyone thought about -----.”

* “ Let’s look at it from this point of view -----. “

3. A Great Classmate : Is / kind / helpful / friendly/ responsible/ respectful/ nice to everyone

SAYS / “Please “, “ Thank you “, “ I’m sorry “, “ How are you ? “, “ Let me help you “.

Does / helps others/ shares/ works hard/ tries his or her best, invites you to play at recess.

IS NOT / rude, mean, impatient, a gossip, a bully

4. RESONSIBLE : What does it mean ? make good choices, caring about yourself and others.

Examples : Keep your desk clean, pick up papers, finish work, put materials away, stay on task- focus, ignore people

Non- Examples : messy desk, unfinished work, tell people answers, copying other people

5. Tell us : RED (something about yesterday), ORANGE (something you do well), YELLOW (something about your childhood), BLUE (something you learned last week), BROWN (something you can’t live without), GREEN (something you watch / listen to).

6. Most beautiful twelve questions ever asked :

1. What would you do if you knew you could not fail ?
2. Who thinks you’re beautiful when you wake up in the morning ?
3. how are you, really ?
4. How would you behave if you were the best in the World at what you do ?
5. Are you finding your dream job or are you creating it ?

6. If there was a solution to your anxiety, how would it look like ?

7. When was the last time you did something for the first time ?

8. What would Hamilton do ?

9. What if there was a ----- that could -----?

10. Why are you worth knowing ?

11. What or who lights you up ?

12. How do you treat people who can do nothing for you ?

Culturally Responsive Strategies

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.

Culturally Responsive Teaching is a pedagogy that reorganizes the importance of including students' cultural references in all aspects of learning . (Ladson-Billings, 1994)

Responsive teaching is the process of stepping in and out of a learning activity to support the student's individual needs and growing independence. Responsive teaching involves observing students carefully and , as Goodman (1996) put it, “ figuring out where they are going and then help[ing] them get there. “. Culturally Responsive Teaching components are :

- Positive perspectives on parents and families
- Communication of high expectations
- Learning within the context of culture
- Student-centered instruction
- Culturally mediated instruction
- Reshaping the curriculum
- Teacher as facilitator

Culturally responsive teaching is a research- based approach to teaching. It connects students' cultures,

languages, and life experiences with what they learn in school. These connections help students access rigorous curriculum and develop higher-level academic skills.

Our brains are wired to make connections. It's easier for our brains to learn and store information when we have a hook to hang it on. That hook is background knowledge. Students bring this knowledge to the classroom every day.

Envisioning Skills

Envisioning Opportunities- A “Keystone” Skill

The skill set of a good teacher must be both wide and deep. Some skills are innate, and others are learned and developed. Envisioning opportunities is one such skill, and could even be called the “keystone” skill. A good teacher has the ability and propensity for envisioning opportunities within his /her organization. This means that they have a clear vision and focused ideas and goals to make the vision a reality. To envision opportunities, a teacher must also generate ideas for change, recognize and use the good ideas generated by others, and stimulate others to think in innovative ways.

Envisioning opportunities does not have to be an innate capacity. It is a skill required of the best teachers that can be both developed and strengthened. The following tips participate in developing skills around envisioning opportunities :

- Review teaching process from the ground up. Educating on each level and noting areas that may have lacking.
- Stay up to date with teaching's trends.
- Continuously look for connections between teaching methods, no matter how unrelated they may seem.
- Find a mentor.
- Promote ideas sharing by brainstorming with students and colleagues.

Putting these strategies into practice will help increase abilities to envision the opportunities in teaching and learning process.

Envisioning Core Competencies

Competency is defined as the quality of being competent; adequacy; profession of required skill, knowledge, qualification, or capacity.

Envisioning Core Competencies are the resources and capabilities that comprise the strategic advantages of teaching and learning. These competencies enable both the teacher and the student to define, cultivate, and exploit their potentials in order to succeed against possible difficulties. They are classified as follow :

- Teacher's Supervising
- Problem Solving
- Emotional Intelligence
- Communicative Skills
- Organized Performance
- Participation's Skills
- Group Work
- Ability to understand tasks
- Interaction between teacher and learner and between learner and textbook
- Sharing experiences and tacit knowledge
- Motivating
- Productivity and Cultural Background

Learning principally follows the idea of a knowledge divide which needs to be compensated for. Teaching is expert-oriented. Teachers organize knowledge transfer.

Learning follows the idea of students and teachers forming a learning community. The learning experience is central, feeding on one's own interests and self-developed issues. Examinations take place on a large scale on overarching topics and competencies. The focus is on overarching competences from larger contexts.

Reading- Envisioning Ideas

Good readers construct mental images as they read a text. By using prior knowledge and background experiences, readers connect the author's writing with a personal picture. Through guided envisioning,

students learn how to create mental pictures as they read.

- When we envision, we make a movie in our mind : I am picturing -----, I can see -----, I can imagine ----- (The picture in your mind will change like a movie playing in your head)
- Create " movies " as you read ----- and use words or sketches to develop them !
- Adding details : Good writers use their senses to add lots of details so the reader can envision what's happening in the story .

Describe how it looked : Size? Color? Shape.

Describe how it felt : Texture ? Temperature ?

Describe how it tasted : Sweet ? Salty? Sour ? Like--- (simile) ?

Describe how it sounded : People talking ? Singing ? Background noises?

Describe how it smelled ? Fruity ? Buttery ? Flowery ? Like ----- (simile)?

- Self Monitoring :

What's happening in the story ?

What's happening with the character ?

Is the character changing ?

What do I think will happen next ?

What is the problem ?

Was the problem solved ? If so, how ?

What does this word probably mean in this sentence ? paragraph ?

Readers self monitor to keep meaning already read. It also helps us make connections to the text.

- Making Connections :

Text to Text : It reminds me of a book

Text to Self : It reminds me of a time

Text to World : It reminds me of something in the world

- Making Predictions :

Before Reading : Use the title and illustrations to help you make a prediction

During Reading : Stop ! Predict what you think will happen next

After Reading : Confirm or Adjust your prediction

Were you right ? Confirm : Yes / Adjust : No, but that is what happened

- When a teacher ask students to RETELL

She wants to know : - Who is in the story (characters)

- Where does the story take place (setting)

- Order of events : Using key words such as : First, Next, Then, Last, After, that, Finally.

- Making Inferences : Putting the pieces together.

1. Background Knowledge, Clues in the text

2. Clues in the text, Background Knowledge

Putting all the pieces together (Inferencing)

- Good readers can stop and think then jot about

What they picture in their minds (students)

What they wonder (?)

What they think. (Teacher)

What they feel

What they find interesting

What they connect to (Class) Stop ! Think ! Jot !

Envisioning- Writing

Many children learn more easily and naturally by observation and image, rather than by sound and cipher. It is not at all unusual for children with high visual aptitudes to record and express their experiences and feelings in highly detailed drawings;

when asked to express those same feelings in words, however, they draw blank . Those children are “ visual learners “.

In Envisioning Writing, classroom strategies are articulated to help teachers understand these children (students) better and thereby facilitate a higher level of learning for the visual learner. Detailing the strong similarities between the visual arts and the language arts, writing skills of students can be dramatically improved through a method called “ visual narrative approach “ to writing. (Olson, 2015)

Visual narrative approach is a term that subsumes a group of approaches that in turn rely on the written or spoken words or visual representation of individuals. These approaches typically focus on the lives of individuals as told through their own stories.

Visual narrative is a way to tell a story using visual media such as photos, videos, and even graphics. It can be also called “ visual storytelling “.

Principles of Visual Storytelling Approach

Visual storytelling is about more than just using pictures to illustrate a story. It is a narrative that contains a basic premise or idea, a plot, a structure, engaging characters, an interesting setting, and a style that is appropriate for the story. It is told primarily using visual media such as illustrations, photographs or video. Words may be minimal or absent altogether.

In the possible absence of sound or language, effective visual storytelling requires four key elements in order to create a complete and compelling narrative that will appeal to the students. The basic principles of this approach are :

- Authenticity : Effective stories are authentic. We often think of authentic as something that has to be real , true, or accurate. However, in visual storytelling this does not mean that something has to be literally factual. Authentic means connecting with the audience. This can be done by showing students as imperfect or living in conditions that evoke empathy. A great story may fall short with viewers if they can not connect to it in some way with their own

lives. The images need to connect with the values and mindset of viewers. It does not have to be a direct or real life connection but something that speaks to their own views, values, hopes, dreams, or fears.

- The Sensory Experience : Visual storytelling relies primarily on our sense of sight. Depending on the medium, such as video, words and sound can also be part of the equation but if the visual component does not engage the audience, nothing else will matter.
- Creating a Compelling Message : While the strength of a visual campaign comes from its visual appeal, every story still needs a compelling narrative to help drive the content . Creating a strong message is all about connecting with your target audience.
- Portraying Dynamic Movement : The human brain is always turned into movement. Movement denotes change, and the brain always evaluates whether change is good or bad. While video is a terrific way to add movement, dynamic photography can do the same.

Envisioning- Listening and Speaking

Listening is one of the most important skills we can have. How well we listen has a major impact on our performance effectiveness, and on the quality of our achievement.

The way to improve listening skills is to practice “ active listening “. This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, the complete message being communicated.

Having productive conversations require students to listen deeply, reflect on what is said, express ideas clearly, sustain attention, ask insightful questions, debate respectfully, and develop comprehension of information taken in. These essential listening and speaking skills need to be taught and practiced and will help students have successful conversations both inside and outside of school. Taking the time to teach and practice academic conversation skills helps prevent or minimize problems that can be arise during collaborative work and enables students to be

more deeply invested in their interactions and learning.

“ By giving our students practice talking with others, we give them frames for thinking on their own.”- lev Vygotsky

Listening requires the fundamental skill of focusing attention on the speaker to be able to hear and understand what the speaker is saying. Speaking Skills require students to take turns, speak confidently, stay on topic, and speak with clarity. Students are more likely to master speaking and listening skills when they can actively engage in learning them. **Interactive Modeling** gives students a clear picture of these skills and an immediate opportunity to both practice them and receive them. (McCullough, 2020: 33)

Interactive Modeling (also known as convergence model) deals with exchange of ideas and messages taking place both ways from sender to receiver and vice-versa. Interactive listening competence is the ability to converse with speakers of the target language. It provides a unique and practical framework to address teaching/ learning process. It stresses contextual and personal filters, as well as self assessment and goal-setting, to promote ongoing listening development. (Thompson, et al, 2004 :225)

Interactive Modeling is a straightforward, quickly paced, seven-step process that is effective for teaching children any academic or social skill, routine, or procedure that you want them to do in a specific way . One of the essential practices of the Responsive Classroom approach to teaching elementary school children, Interactive Modeling can be used by any adult anywhere in school at any time of year.

Interactive Modeling can be used in :

- Listening and responding to questions.
- Working with a partner or small group
- Using technology and other resources
- Taking part in a whole-group discussion
- Test-prep procedures

Interactive teaching is all about instructing the students in a way they are actively involved with their learning process.

Listening Comprehension Process

1. Decoding auditory sounds
2. Determining the function of the speech event
3. Activating schemata
4. Assigning literal meaning
5. Assigning intended meaning
6. Determining the demand for short-and long- term memory
7. Retaining essential information and meanings

Types of Classroom Listening Performance

1. Reactive
2. Intensive
3. Responsive
4. Selective
5. Extensive
6. Interactive

Ways of Effective envisioning –listening are :

- Listen and draw a story
- Adjectives draw
- Blindfold walk
- Listening with flashcards
- Secret Message
- Guess what it is ?
- Put in order
- Listening dialogs
- Number/ word bingo
- Spelling Messenger

Types of Spoken Language

1. Monoogue : Planned and Unplanned

2. Dialogue : Interpersonal and Transactional
Interpersonal can be Familiar and Unfamiliar,
Transactional can be Familiar and Unfamiliar.

The four speaking skills are : Fluency, vocabulary, Grammar and Pronunciation.

- Fluency is about how comfortable and confident the speaker is in speaking English.
- Vocabulary : If you don't have the words to say what you want to say, then you cannot say it.
- Grammar : The dreaded G word ! Grammar does matter and the fewer mistakes you make, the better your speaking skill will be.
- Pronunciation : Pronunciation is a complex area, with a lot of sub skills that can be practiced.

Speaking - Envisioning Activities In Classroom

Speaking activities are essential for English language speaking classes, However designing the right speaking activity for a topic is not always an easy task. Teachers need to be aware of the students' abilities and personalities as well as the language and grammar they will be presenting. Below are some essential activities that helped make seemingly difficult teaching challenges a lot of enjoyment adopted by ESLFOW Institute :

1. Questionnaires : This vis an elementary speaking activity for practicing language useful for talking about shopping. Shopping is a great topic for English language students as it is universally accessible. Using pictures with the questions gives context. The vocabulary at the bottom of the page can be matched to the pictures as an icebreaker. Students can discuss and answer the questions in groups or in pairs.

2. Role plays : celebrity interview role play example : Role plays can be really good speaking activities. However, students really need to be able to identify with and be interested in the characters they are playing. The easiest and most successful role play I have encountered is the celebrity role play. This is a fun communicative exercise that allows students to be creative and to improvise.

3. Dialogues : Dialogues area great way to get students talking. Students just need to be presented

with an essay example or model that they can practice. Once they have mastered the model they can alter it with their own ideas.

4. Surveys : fashion choices survey example : This is an English speaking and written lesson for talking about clothes, accessories and fashion choices. Fashion is a great classroom topic as it easily engages students. In this exercise, students have to write their own questions, survey their classmates and write a short report about their findings. This is a fun communicative exercise that allows students to mix freely.

5. Expressing Opinions : This is an exercise for practicing conversational English. Brainstorm collocations for the verbs and then create short conversations using the model on the hand out as an example.

6. Socializing Speaking Activities : In socializing activities, students write one or more questions on a piece of paper and then walk around the classroom speaking to as many people as possible. This is an excellent all-purpose communicative activity for big classes. It is effective because it just about ensures a high level of student participation. It also lowers inhibition level, encourages student centered correction and frees the teacher to observe and field questions from students. The possible variations are endless. It can be used as icebreaker, for drills, or as an initiator of free conversation.

7. Interviews : One –on-one interviews also work well in classes. Several good options are the job interview, the personality interview and the “ getting to know you “ interview.

8. Discussions : Discussion activities on topics which students encounter in their everyday lives are also generally successful. Getting students to provide both sides of an argument helps them to develop their critical thinking and speaking skills.

If the speaking activity comes before a text (reading or listening) or just involves speaking for speaking’s sake, then the activity will have a speaking fluency aim. With speaking fluency activities, it often doesn’t

matter what vocabulary and grammar students use and whether it’s accurate or not.

Envisioning- Speaking Examples

1. Password : Password is a speaking game that is challenging, interesting and fun . It makes an excellent way to review some vocabulary that the teacher has taught at the end of the class. The teacher can use warm- up at the beginning of the next one.

2. Disappointing Text : It helps students remember vocabulary and sentence structure. We write up a full sentence on the board, and gradually erase it, word by word. The challenge is that students have to remember what disappeared and say it back to the teacher. It’s also an excellent way to catch any sort of pronunciation mistakes that students might be making.

3. Board Games : The teacher can make board games for just about any sort of grammatical concept and they only take a few minutes to make once the teacher get the hang of it.

4. Chain Spelling : It helps review key vocabulary. It has the added advantage of requiring absolutely nothing in the way of preparation for materials. (Smith, 2015 : 72-73)

The unique ways to practice Speaking English depending on envisioning are :

1. Talk to yourself.
2. Listen to yourself.
3. Watch yourself talk.
4. Join a language Exchange Program.
5. Read along with subtitles.
6. Imitate what you hear on TV.
7. Use video messaging to practice speaking.
8. Speak in English to a virtual assistant.
9. Order food in English
10. Narrate your day

11. Make commentaries in English
12. Sing in English
13. Try Tongue twisters
14. Take English classes in an English speaking country

CONCLUSION

Envisioning is a strategy that is used to investigate inquiry, innovate, and learn design practices to affect learning and teaching change. It initiatives aims to connect schools to innovations in education, inspires new approaches to practice, encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem.

Envisioning is not fantasizing. It is directed day-dreaming with meaning. It is used to reveal insight about both the teacher and the student abilities. It gives something to focus on. It creates a mental snapshot and gives a visual image the learner can image when he/ she deals with skills.

Responsive Classroom is an effective example of envisioning. It is an approach to teaching based on the belief that integrating academic and social – emotional skills creates an environment where students can do their best learning.

Envisioning paves the way to interactive modeling. The interactive modeling gives power for effective teaching through modeling skills or procedures, engaging students in active learning, and assessing their understanding. Teaching in this way enables students achieve greater, faster and long-lasting success in mastering skills.

Teachers can make their envisioning language more powerful to their students by implementing metaphors that relate to their own lives or the lives of their students, they can use hopeful and strong expressions to help student to solidify their expectations for their potential.

Positive and productive learning techniques can be used to help students perform academically, emotionally and socially . Positive envisioning such as problem solving , decision-making and thinking skills are tools that can develop language skills .

Envisioning is a strategy that organizes a series of emerging technologies that are beneficial for teachers and learners . It has an access to a comprehensive system of learning support, personalized to meet their needs.

Through envisioning , we give students opportunities to choose the activities that are suitable to their abilities. They can test their ideas, their relationships and materials. Play and exploration promotes brain development. Children and adults can make and learn from their mistakes. They can make links between ideas and find out new ones through ideas presented by teachers.

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