English language Journal 2020

Written & Reviewed by English Language Teachers at Royal Commission Schools

Contents

Speech of General Education Dept.

The most Compassionate, the Most Merciful. All praise and thanks to be to Allah alone, and His peace and blessing be upon His Messenger, Our beloved prophet Mohammed, and his family and companions.

English in the Royal Commission is given high concern due to the local demand and internationalization needs. It could be considerd as a second language of the community. Public Education Department believes that teachers are the cornerstone of the educational process. Therefore, diversified methods of progressive development must be ongoing to keep them up to date with the latest educational changes. Likewise, more attention is given to the quality of teaching English in terms of methods and strategies, technology and learning environment. All these components were devoted in order to elevate the efficiency of achieving educational objectives.

Educational Department always pursuits to consolidate its developmental practices with 2030 vision through connecting philosophy, policies, and mechanisms to the teacher enhancement programs and professional development. Moreover, the premium objective is based on building a learner-centered educational system that concentrates on inculcating skills, personality development, improving confidence, and promoting the spirit of creativity.

It is our honor today to complete these efforts that resulted through the cooperative work of professional learning communities of English language teachers by introducing the first edition of the Royal Commission English Language Journal to elucidate a set of the most recent topics in education that must be delivered to all English language teachers. We hope the outcomes of the journal will achieve the expectations towards success and may Allah bless your efforts.

General Education Dept.

Preface:

In the Name of Allah, the Most Beneficent, the Most Merciful.

All the praises and thanks be to Allah, the Lord of the 'Alamin

I would like to take this opportunity to reflect the importance of educational practices in our schools where students learn and develop personality, mental skills and morals besides languages which are our primary source of communication. We are always proud of our Arabic language and we continuously emphasize on the importance of demonstrating Arabic identity and culture throughout the school environment but there is a need to communicate with other nations and countries to exchange and acquire knowledge which is one of the objectives of 2030 vision.

There are several factors that make English language essential for communication in our current time. English is the primary language of many business and cultural spheres dominated by the leading countries. Moreover, it is the dominant language in sciences. At the international universities, students take almost all their subjects in English in order to make the materials more accessible to international students. As such, it is a useful and even necessary language to speak. That's why we focus on learning English in our schools and devoting extra classes for English in early primary schools.

Finally, it is my pleasure to introduce the first English language journal in the Royal Commission at the public education level which is meant to be a developing tool for the ongoing classroom strategies. On this occasion, I would to thank the professional learning communities whose endeavors were behind issuing this journal and I ask Allah to grant them bless, peace and forgiveness.

Educational Affairs and Training Section

Introduction:

In the Name of Allah, the most Gracious, the most Merciful.

I am really proud of Royal Commission professional learning communities whose efforts converted the idea of having a journal into a real tangible great achievement. It was my pleasure and happiness to coordinate the collaborative work of my colleagues who exerted marvelous endeavors and overcame the challenges to bring out this journal which is meant to be the spark of exchanging the scientific experiences amongst the educational field.

Through Action Research Methodology, this journal is characterized by the recognition that teaching English is a complex, dynamic and renewable operation which aims at employing the pupils' role in all language acquisition processes. The domain of the journal goes in accordance with the orientations of the General Directorate of Supervision in the professional development of English language teachers and supervisors. Therefore, three essential topics were comprehensively covered in the current journal starting from motivation as a very important factor in language learning that plays a vital role in building a positive attitude within the learner. Flipped classroom is the second topic introduced in the journal which may represent the consequence of the motivation process and through which the learner will be practising a wider responsibility for his learning. Gamification came lastly to familiarize the learner with English language through introducing the lesson contents in an interesting context where the learners can enjoy learning through entertainment and become eager for acquiring the language.

I would like to thank all the English language teachers who contributed in this work for their professionalism in dealing educationally and scientifically with the journal topics. I ask Allah the Almighty to crown their efforts with success.

Dr. Abdulhaq Khalid Jeto
Educational Supervisor of English Language

Vision

Supportive & leading educational environment in learning & teaching English language

Mission

Utilizing all available resources and utilities to provide sustainable professional development that enables English language teachers to foster an ambitious student, proud of his religion & country and able to acquire knowledge, develop his skills and employ his abilities.

MISSION

VAL

Values

Goal-orientation

Heading towards 2030 vision to educate a highly oriented citizen.

Cohesion

Depending on professional learning communities' outputs to consolidate efforts, focus on learning and exchange best practices.

Commitment

Committing to developing skills, cultivating behaviors and fostering talent.

Discipline

Complying to educational standards and specifications.

Sustainability

Considering learning as a sustainable process that starts at the classroom and continues through all daily-life situations

VISION

UES

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An action research about:

Motivation
in the classroom

Introduction

In the 21st century, the technological and economic developments changed and redesigned the role of educators in regards of concepts, theories, principles and methods. According to (Olson,1997) motivation is probably the most important factor to improve the process of learning.

Motivation (Merriam – Webster ,1997) can be defined as the condition of being motivated; an incentive force that causes the student or the person to act. Moreover, a good question will rise, how as an educator can I know that my learners are motivated? (Williams and Williams, 1997) say that motivated learners pay attention, they ask questions, they begin working immediately and they voluntarily answer.

Another thing about motivation, is that there are indispensable elements which must be taken into consideration to achieve high level of student motivation. These elements revolve around both the learner and the teacher. For students, they must have access, ability, interest and value education. On the other side for teachers must be well trained, must focus and monitor the educational process, be dedicated and responsive to their students.

Finally, in this action research we will examine the objectives of implementing motivation in classroom, the importance of correctly applying such method, analyzing and listing interrelated–terminologies, recommendation and finally conclusion.

Objectives

The current action research is trying to answer the following questions

What are the practices and theories of mo-tivation which are applied and mentioned in scientific and educational resources ?

In this question, the researchers aim to explore and identify different motiva-tion methods and practices which are used all around the world by educators and experts.

How to identify and implement a set of suit-able methods in our classroom?

In this question, after exploring the theories and practices the researchers come to a point to ask and enquire about the manner of implementing and choosing the best fitting method for his/her students. Also, trying to figure out what are the implications of employing such method in the classroom.

The Importance of motivation in the classroom.

The use of motivation in the classroom plays a critical role in improving the quality of education, hence its effects are on both the student and the educator. Moreover, there are a few reasons why motivation is important.

The first reason, motivation drives the incentive desire among students to work. They would get excited and will do what the teacher asks for. There-fore, it-motivation-is a guiding compass to aid and assist students towards learning. Also, if students are paying a great amount of attention, the goals of the lesson will be highly and easily achievable.

Secondly, if the students is motivated that means .They are captivated and inter-ested in the classroom, which will eventually result in abundance of creativity coming from them. That includes thier involvement extracurricular activ-ities, daily homework and tasks…. etc.

Thirdly, the driving force behind motivation affects aswev only the classroom as an entity, but the school and the educational system. Also, if the motivational approach used and used correctly, it will be surly beneficial to the whole nation and the results will be spectacular.

Theories and practices

1.Cognitive Dissonance Theory

  Cognitive dissonance in psychology can be defined as a state of tension or mental stress or discomfort experienced by someone who carries two or more conflicting beliefs, ideas or values at the same time, or conducts behavior that conflicts with his beliefs, ideas and values, or face new information that conflicts with their beliefs, ideas and values.

Leon Festinger's theory focuses on the cognitive dissonance of how humans seek to create a state of internal consistency. The individual facing cognitive dissonance tends to be psychologically uncomfortable and creates within himself a motive to try to reduce such dissonance, as well as beeing activein avoiding avoid situations or information that may increase the state of dissonance.

Finding and solving cognitive dissonance has a strong impact on student motivation towards learning. For example, the researchers used the stress-justification model to increase students 'enthusiasm for educational activities by not offering any external rewards to students' efforts: pre-school students who solved the puzzles with a promise of reward were less interested in the puzzles. The researchers concluded that students who could do the work for external reward would stop working when the reward was absent, while those who were forced to end their work because of their own motivation found the task enjoy-able.

2.Drive Reduction Theory

This theory is based on the idea that we all have needs that we try to satisfy in order to reduce the tension or arousal they cause. The internal stimulithat prodace these needs are our main drives in life. There are Primary drives which refer to basic needs (food, sleep, procreation, etc.) and Secondary drives which refer to social identity and personal fulfillment.

As we act on our needs we are conditioned and acquire habits and subconscious responses. When the driven action does not satisfy his needs, or the en-acting of drives is frustrated, negative emotions (e.g. anxiety) arise. So, for example: when a child needs to feel good about himself, he may recite a poem, sing a song, perform a dance or other 'feats' to his parents knowing he is going to get some recognition. Whenever he needs recognition in other contexts, this child will possibly use the same tactics in order to get the same response from any other figure of authority – including teachers.

If that child is looking for a chance to show off to an authority figure his 'skills' but he is not given the opportunity to do so, he will feel frustrated, angry and/or unappreciated – a very common scenario in school, often dismissed as the child being 'naughty' or 'unruly'.

Implications for the classroom:

find out what drives your students, especially the difficult ones. Instead of approaching the problem by 'punishing' them, have a one-on-one chat with them and try to discover what is fulfilling for them to see if you can find opportunities in your lessons for them to enact their drives. For instance, if you have a student who is passionate about drama and does not seem to enjoy language learning, ask them to contribute their acting skills by miming vocabulary or sentences in lessons or setting up a mini-production in the target language.

3.Attribution Theory

When we do a mistake or even 'fail', we usually try to go through a two-step process. First, we experience an automatic response involving internal attribution (i.e. it's my fault). Then, we develop a conscious, slower reaction which seeks to find an alternative external attribution (e.g. the error is due to an external factor, it's not my fault). This is due to the fact that we have an interest in keeping a good image about ourselves in our own eyes – a sort of survival mechanism. This type of response may lead to not addressing the real reason behind our failures and this obstructs self improvement. Roesch and Amirk-ham (1997) found that more experienced and successful athletes made more self-serving attributions which lead to identifying and addressing the internal causes of their performance errors.

Implications for the classroom:

It's common that we find students who say that the reason behind their low performance and not progressing

in English learning is the idea that it's a difficult language which we can't learn. In such case, show them-where applicable that the real reason behind their low performance and not progressing is not due to the difficulty of English language itself or the tasks they do in the class or home, but has more to do with other factors under their control (e.g. the study habits, such as lack of systematic revision). This will create cognitive dissonance and may have an impact on their attitude.

Another example of famous athletes the students admire and pointing out how they learn from their mistakes by watching videos of themselves playing a match repeatedly or asking peers/experts for feedback in order to identify and address their shortcomings.

4.Endowed Progress Effect

When people feel they have made some progress towards a goal, they will feel more committed towards its achievement. Conversely, people who are making little or no progress are more likely to give up early in the process.

Implications for the classroom:

In the initial stage of any task, ensure that all students experience success. This will help them a lot in the rest of exercises and tasks. This can be done by two things:

1-Build easy tasks which gradually get more difficult and those tasks must be accompanied with step by step sequence instructions.

2-Offer lots of support and scaffolding to students in the initial stage.

5.Cognitive Evaluation Theory

Humans tend to look at tasks and assess them on the basis of how they meet their need to feel competent and in control. They become intrinsically motivated if the tasks fall in their current level of competency, and they become frustrated by those tasks which they consider doing poorly at. This issue is often more about self-perception of one's levels of competency than objective truth.

Implication for the classroom:

Teachers need to prepare their students adequately before tasks cognitively and emotionally, especially before those challenging tasks which student may consider as beyond their level of competence.

Theories and practices

For instance, before carrying out a difficult listening comprehension task, students should be exposed several times to any unfamiliar vocabulary or other language item contained in the to-be-heard recording so as to facilitate the task.

Another important implication relates to the way we design the curriculum and assessment. For enabling effective progression from a lower level to a higher one to be possible, students must be given plenty of opportunities to consolidate the material processed at the lower level before moving on. This does not often happen in courses which rely heavily on textbooks.

Extrinsic motivation

Intrinsic motivation

Extrinsic Vs Intrinsic motivation

Extrinsic motivation is when one is motivated by external factors, such as rewards, social recognition or fear of punishment. This kind of motivation focuses on rewards rather than action.

Intrinsic motivation, on the other hand, refers to the desire to do things because we enjoy doing them, hence it is a stronger motivator than Extrinsic motivation. Three needs lead to intrinsic motivation:

1. Being successful at what we do (i.e. I enjoy English because I am good at it) .

2. Being connected with others (i.e. I love my English class because I have bonded well with the rest of the class) .

3. Having autonomy.

An important factor that leads to intrinsic motivation creation is providing learners with the opportunity to develop effectance. Effectance refers to (being successful at what we do) and is given rise to when the learner accomplishes success at something that they perceive challenging.
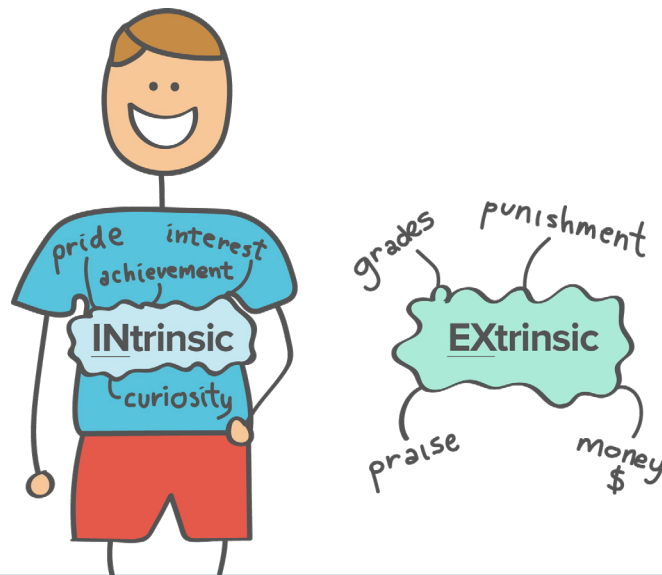
Theories and practices

Effectance does not arise when we simply give students 'easy' work; For example, a task that it is perceived as difficult enough to be challenging but within the stretch of the learner's ability. that is why the 'easy wins' strategy often fails with students with poor intrinsic motivation; students are smart enough to know that you are making the work easy to make them feel good and the ensuing praise will not affect their self-regard as learners of your sub-ject.

Implications of Intrinsic and Extrinsic motivation theory:

1. make lessons as enjoyable as possible and make them experience effectiveness regularly in your lessons, as this may help boost their intrinsic motivation.

2. Plan every single lesson to ensure that every student goes out of your lessons feeling they have progressed.

3. foster connectedness in the class by creating a team spirit.

4. Show them the benefits of learning the TL for their future job prospect, personal growth.

It is self-evident that using Extrinsic motivation will work with certain individuals rather than others; hence, as already mentioned, identifying the orientation of their Personal motivation factor is fundamental, prior to carrying out any intervention.
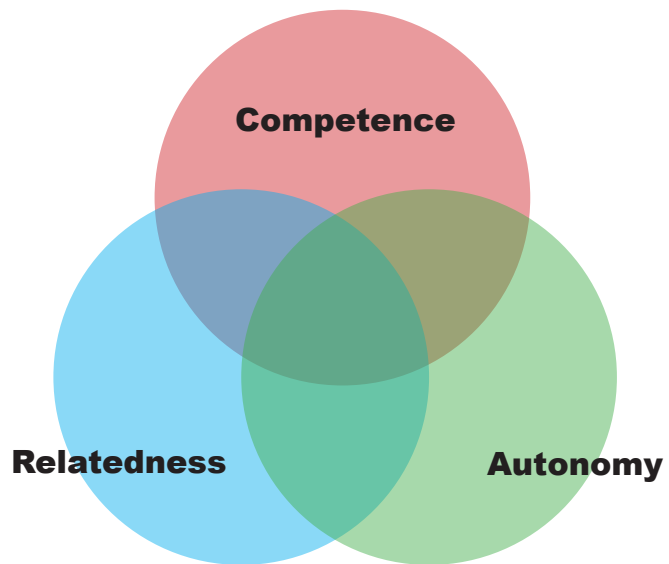
1.Self-Determination Theory

Self-determination theory assumes that there are individuals for whom a feeling of being in control of their life and responsible for their actions is very important for their personal fulfillment and, consequently, for their motivation.

Implications of self-determination theory for the classroom:

It may be useful to identify which students in your classes who are internally or externally motivated.Once identified the internal PLOC of the target individuals, it is very important to cater for their self-determination needs and grant them a degree of autonomy in and ownership over their learning.

For example, when staging a reading session in the classroom; carrying out a project; asking students to practice vocabulary online, let them choose how to go about it (whilst setting some guidelines for the sake of consistency). People with high internal motivation factor thrive in self-directed learning tasks and contexts. Teachers must endeavor to exploit to the fullest this personality trait's greater potential for autonomy in Language learning. People with a high external motivation factor will need more praise, direction from and a sense of accountability to teachers and caretakers.

Three Innate Psychological Needs Comprise The Self-Determination Theory of Student Motivation

2.Valence- Instrumentality- Expectancy (VIE) Theory

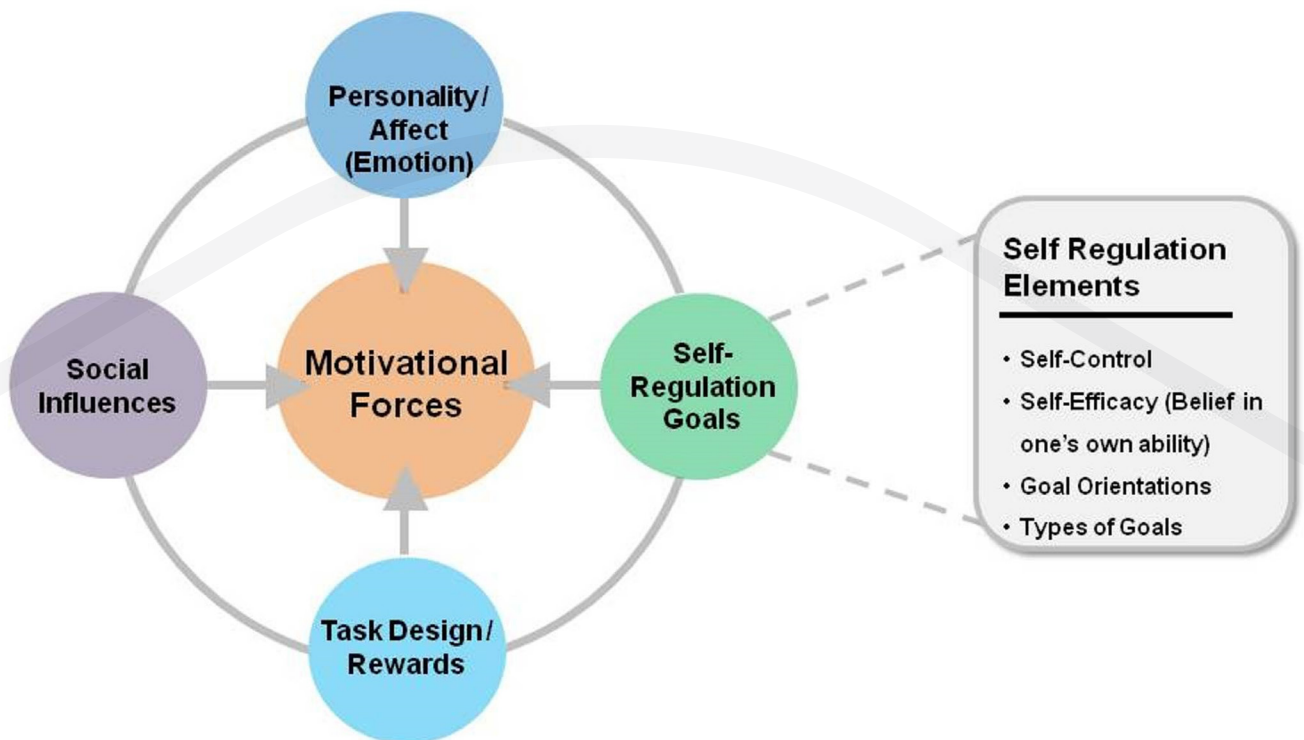In this paradigm, motivation refers to three factors

.   Valence: what we think we will get out of a given action/behavior (what's in it for me?).

.   Instrumentality: the belief that if I perform a specific course of action, I will succeed (clear path).

.   Expectancy: the belief that I will be able to succeed (self–efficacy).

Implications for the classroom:

A- clarify for to students why a specific outcome is desirable (e.g. getting and A/A* at speaking exams). Make sure you list as many benefits as possible, especially those that most relevant to their personal preferences, interests and life goals.

B.-provide them with a clear path to get there. This may involve showing them a set of strategies they can use, monitor with their help through regular feedback and meetings with them that they are working and if they are not why; etc.). A clear path gives a struggling student a sense of empowerment, especially if they feel that they are being provided with effective tips and support to overcome the obstacles in the way.

C.-support their self-belief that the outcome can be achieved (e.g. by mentioning to them examples of students from previous cohorts of similar ability who did. Also, by re-minding them of similar/comparable challenges they successfully undertook in the past.

Personality/ Affect (Emotion)

Social Influences

Motivational Forces

Self- Regulation Goals

Task Design/ Rewards

Self Regulation Elements

- Self-Control
- Self-Efficacy (Belief in one's own ability)
- Goal Orientations
- Types of Goals

Results and Recommendations

As there are many motivation theories, teachers need to explore more and more in this field and to be on track and follow the recent researches in this field and look up the newest and best practices that may fit their classrooms. Through studying teachers experiences and feedback all around the world, we tried to summarize the most repeated, tested, achievable and valuable tips that may help in elevating students' motivation in very simple words away of the theoretical language but more practical and direct and to be valid to be implemented in our schools in the Royal Commission at Yanbu.

1. Create useful and relevant learning experiences based on the age group and interests of your learners.

2. Facilitate the practice of exploration

It's important to provide them with needed materials, references, infographics, short videos, lectures, podcasts and free resources available.

3. Build community and combine social media into the coursework

 Social media websites can be very beneficial for collaboration, commenting and sharing.

4. Make the class challenging through games

5. Humor is a great motivator

Humor could make a great effect even with the least motivated students in your class.

6. Chunk information

Chunking is essential, as it helps people remember and assimilate information.

7. Make some suspense

You must give an overview of your course but leave some to the right time (this may include unrevealed rewards).

8. Accommodate individual interests and career goals

Empower students to work on their goals and customize the individual training to meet their needs.

9. Stimulate your students

Encourage them to think by providing them with brain teasers, or by asking thought-provoking questions.

10. Allow students to learn through mistakes, practice make it perfect.

11. Make lessons visually-attracting because a large part of learning occurs visually.

12. Get emotional and be inspirational

Bring in controversial statements, tap on memories and add real life success stories.

13. Give examples of real life situation.

14. Be respectful to students.

15. Ask for feedback

It is motivating for students to know that their opinions contribute to the course.

16. Present the benefits of undertaking this specific course or lesson.

17. Make class communicative: As much they communicate in the target language in the class, they will be motivated.

18. Make class fun: Use social media in class, Gamify your lessons, Use movies and magazines.....etc.

19. Establish relationships: Ask them where they are from, praise their culture, how was the last weekend? etc.

20. Give appropriate feedback

The right quantity and quality, don't overcorrect.

21. Let them take an active role in your classes learning must be student-centered, don't leave students passive.

22. Give students a chance to shine

Tasks where they see results of their efforts, so the feel included and valued.

23. Step away from the textbook

Bring authentic material that students can connect with.

24. Give very clear instruction to do tasks.

25. Set clear goals of your lesson on the board explained to students.

26. Praise students always, even with incorrect answers.

27. Create a threat-free environment where they feel safe

28. Change your scenery

Get out of the classroom, take field trips, bring in speakers, or even just head to the library for some research.

29. Offer varied experiences

For some, hands-on experiences may be the best. Others may love to read books quietly or to work in groups.

30. Use positive competition

   For example: group games.

31. Offer rewards

Bear in mind students' personalities and needs.

32. Encourage self-reflection

When students criticize themselves, this makes them feel in charge of creating their own objectives and goals.

33. Be excited and energetic

 When you're excited about teaching, they'll be much more excited about learning.

34. Make goals high but attainable.

If you're not pushing your students to do more than the bare minimum, most won't seek to push themselves on their own.

35. Offer various alternative of evaluation and assessment.

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Flipped Classroom

Introduction

Flipping the classroom establishes a framework that ensures students receive a personalized education tailored to their individual needs. Teachers are expected to find a way to reach students with their very different needs. Personalization of education has been proposed as a solution.

The movement toward personalization has much merit, but for a single teacher to personalize education for example to 150 students is difficult and does not work in the traditional educational setting. Students are educated in an assembly line to make their standardized education efficient. They are asked to sit in nice neat rows, listen to an "expert" expound on a subject, and recall the learned information on an exam. Yet somehow, in this climate, all students are expected to receive the same education. The weakness of the traditional approach is that not all students come to class prepared to learn.
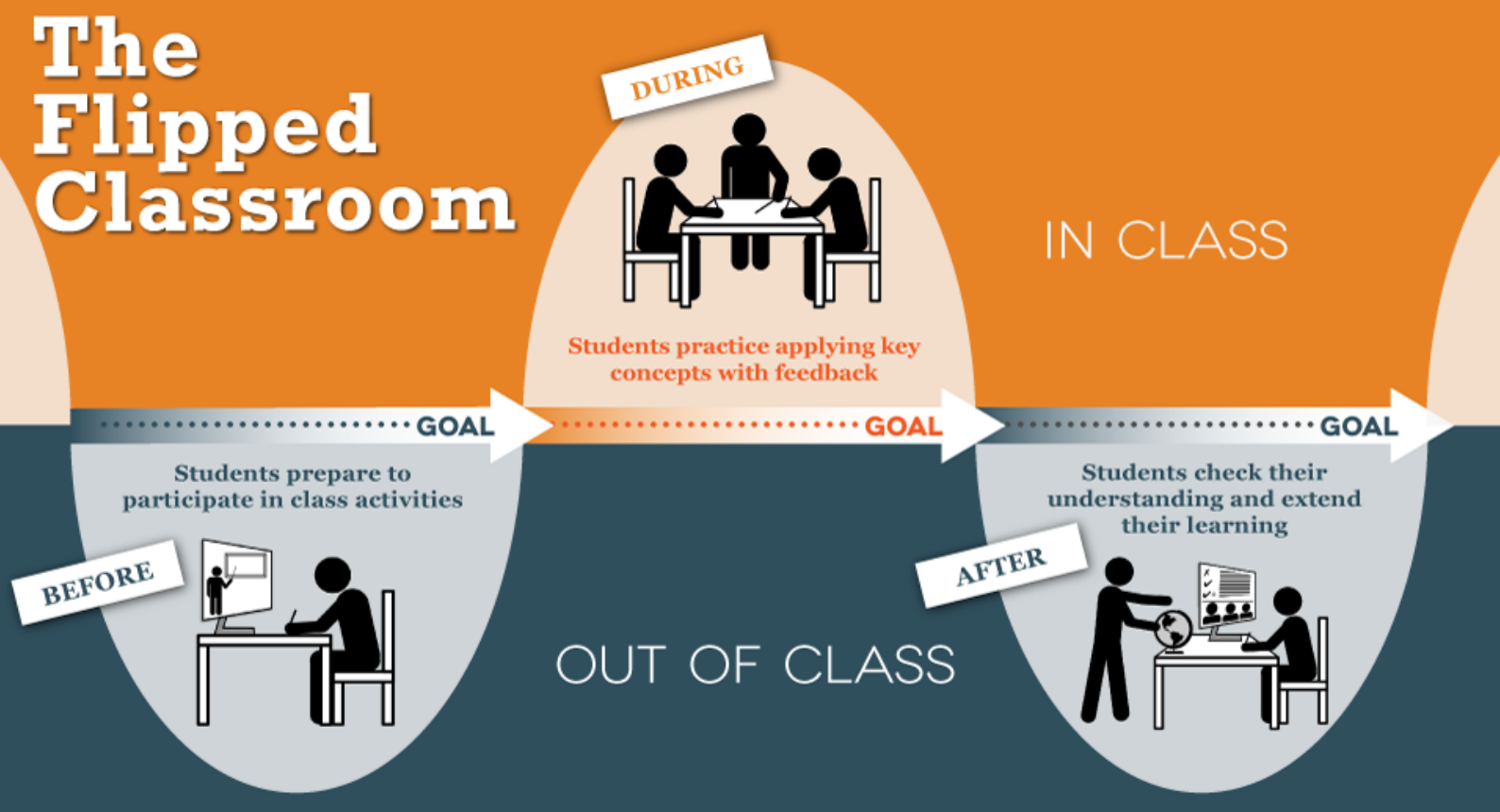
For the better part of a decade, educators have been told to provide a personalized education for each student, and most educators believe that personalization is a positive goal to reach for each student. Personalization is truly overwhelming for most educators, and they end up taking the shotgun approach to teaching: present as much content as they can in the time they have, and hope that it hits as many students as possible—and sticks.

Jonathan Bergmann and Aaron Sams, two chemistry teachers in Woodland Park, Colorado, needed to help students who had missed a class – because of sickness, or varsity sports, or for other reasons – catch up on their school work. It was massively inefficient, in fact impossible, to try to teach each student each missed lesson, one at a time. So, they decided to create a series of videos of their lectures for the absent students to watch at home. Word got out. Soon, Woodland Park students who had attended class began watching the videos for clarification as they worked on their homework assignments. Then, educators and students from other districts found and used the videos as well.

Watching all this, Sams realized that the videos could be used routinely to teach core course material the night before each class met, with class time the next day used to engage with students and ensure understanding; the conventional instructional model could be "flipped." More teaching time was gained, and more effective teaching and learning achieved. The next school year, Bergmann and Sams began recording lectures for every class and every unit, flipping their classrooms completely.

The Flipped Classroom

DURING

Students practice applying key concepts with feedback

IN CLASS

········GOAL········→

Students prepare to participate in class activities

BEFORE

OUT OF CLASS

········GOAL········→

Students check their understanding and extend their learning

AFTER

········GOAL········→

Nowadays, some teachers are making the decision to flip their classrooms, offering short video lectures at home, and using class time for application of the material learned at home. In a flipped classroom, "students gain first exposure to new material outside the class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates". The teaching/learning effort thus becomes far more student centred and "class time is meant for exploring topics in greater depth and creating richer learning opportunities".

The change to the flipped classroom takes time, effort, and commitment on the part of teachers and students.

Benefits of The Flipped Classroom

Those of us who have gone through traditional school that's most of us – are familiar with the traditional, lecture-formatted classroom. In this model, class time requires multitasking; students listen to an instructor speak, process the new information being conveyed, and write down key ideas for future reference. However, there is a research that suggests that this may not be the best mode of transmitting new material. According to Cognitive Load Theory, the working memory is limited in the amount of information it is able to process and store; when it is overwhelmed with information the process of learning is disrupted. Flipping a classroom accounts for this problem by allowing students to learn new material at their own

pace: they can pause the video to take notes and process information; they can rewind and review the video when there is something they do not understand.

With the lecture delivered, teachers can dedicate class time to the active integration of new knowledge. In the flipped classroom model, class time is often used for student collaboration, skill development, presentations, problem solving all to foster a deeper understanding of content. Teachers can engage with individual students, or groups of students, to ensure the material has been mastered. Dedicating classroom time to the practical application of content gives teachers more time to assist students who are struggling, which is particularly helpful because it allows teachers to witness mistakes students make as
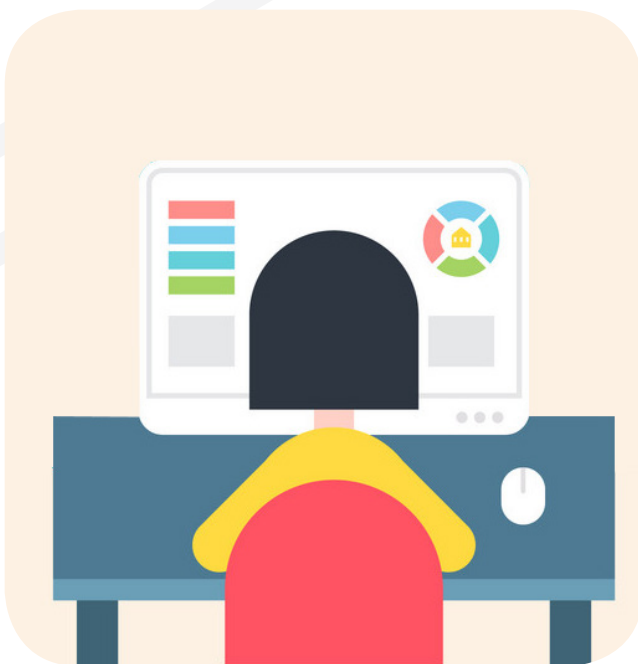
they are making them; teachers gain a better sense of students' thought processes, which, in turn, enables them to better tailor instruction to assist that student. Students who have mastered the material can move ahead with more complicated tasks and engage in work that extends their learning.

Students today are busy most of the time. Many are overprogrammed, going from one event to the next. Our students appreciate the flexibility of the flipped classroom.

One of the greatest benefits of flipping is that overall interaction increases: teacher-to-student, and student-to-student. Because the role of the teacher has changed from presenter of content to learning coach.

Finally, flipped classrooms also have the unique characteristic of being able to educate parents alongside their children. Parents can watch the video lectures, thereby connecting them more closely to their child's education.

Challenges of The Flipped

The flipped classroom model is heavily dependent on technology; students must have access to a computer (or similar device) and the internet so they can watch videos at home. Ensuring access to technology is the responsibility of educators. For students who do not have access at home, schools can increase the operating hours of computer labs at school or increase access to library computers. Where possible, some schools might consider providing all students with their own personal electronic device with internet access. Likewise, teachers must have access to, and be comfortable with, technology that will allow them to record and edit videos, and then upload them to the internet so that they are accessible to students.

Flipping a classroom requires considerable time and commitment on the part of the teacher. Planning, filming, and editing a quality video presentation is a time-consuming endeavour, especially for those who are not familiar with filming and editing technology. It takes time for teachers to become proficient with filming and editing

equipment. In addition, striking the right tone and pace for a video presentation may take some experimentation. The engagement level of the videos is also critical; a lecture that is tedious in school will also be tedious on video. Teachers who have successfully flipped their classrooms state that the most promising videos are no more than 15 minutes long, depending on the age and attention-capacity of students, and often include some interaction between teachers (one teacher teaches, another asks questions) or interaction with a presentation format, such as Prezi or PowerPoint. In addition to spending time creating videos, teachers must also re-conceptualize how they will utilize classroom time to accommodate more active learning.
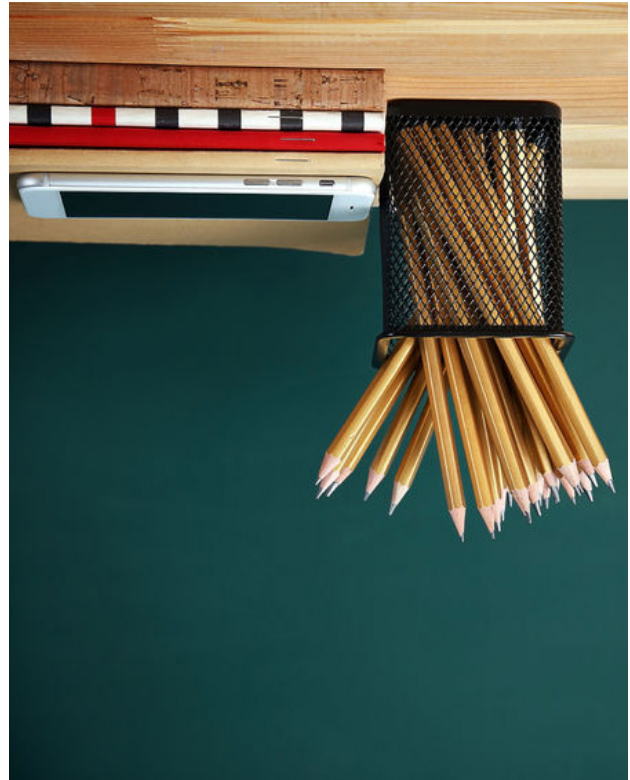
And then there are students' responsibilities. Teachers who have flipped their classrooms have found that they had to teach their students how to engage with the videos. At first, many students watched the videos quickly and without absorbing the information. Teachers found that they had to demonstrate their expectations about video viewing. Some teachers use time during the first few days of school to watch a video with their class and demonstrate appropriate engagement with the video; how to take notes taking or rewind the video for clarification. Despite this effort, in some cases videos may go unwatched; just as with traditional homework assignments, some students will not complete them. Some teachers develop strategies to mitigate this, for example by requiring students to take a quick quiz when they come in to class the next day, or having students take notes on, or respond to questions in, the videos. Regardless, teachers must be prepared to deal with students who arrive to class unprepared, as class activities revolve around key components of the previous night's video.

As is true of all pedagogical approaches, the flipped classroom may be implemented poorly. Flipping a classroom creates the potential for active, engaged, student-centred learning, peer interactions, and personalized instruction. But none of these results automatically from moving direct instruction outside the classroom. Teachers need to be committed to transforming their instruction and their use of classroom time. Students must develop self-management skills that allow them to engage with the videos and then be active learners in class. For teachers and students alike, the transition to a flipped model takes time, effort, and commitment.

Tools of The Flipped Classroom: Technology:

Flipping the classroom involves providing instructional resources for students to use outside the class so that class time is freed up for other instructional activities.

Technology is the primary tool of the flipped classroom. As mentioned previously, students need access to technology to be able to watch videos at home; equally important is educators' access to, and comfort with, the technology necessary to film, edit, and upload their videos. There are a variety of different video recording devices that teachers may use. For educators who already use PowerPoint or Smart Boards in their classroom, the use of screen casting software that records screen movement and allows for narrations to be recorded may be the most convenient way to create lecture videos. Other instructors use similar software but on a tablet device. Still others choose to set up a camera and film themselves lecturing. Some do this throughout a single school year, recording their class lectures in real time so they can be edited for flipped learning videos in the future.

The preferred mechanism for publishing and uploading completed lectures is widely dependent on a school district's technological infrastructure. There are a variety of venues available; choosing the right one for each classroom is important. Some teachers upload videos to YouTube and burn copies of lectures onto DVDs for optimum accessibility. Others make videos available through a district-based program, such as Office 365. Analysing the various features of each potential website and picking out one that best suits the needs of the classroom is essential for smooth implementation of the flipped classroom.

Creating the video itself takes much time and planning. There are three stages to this process; recording, editing, and publishing. The success of the flipped classroom is very dependent on video quality; voice

recordings must be done clearly with minimal background noise, and cameras or recording software must capture clear images. As for content, video recordings should be casual and use colloquial language that is accessible to students. The pace of the videos, their length, and the amount of information conveyed in each should match students' capacity given their age, skill-level, and attention span. The editing function allows educators to add additional notes or comments to aid in understanding and to keep videos concise and engaging.

A flipped classroom does not centre around videos, but most teachers who flip use videos as a mean of delivering direct instruction. The one unifying characteristic of all flipped classrooms is the desire to redirect the attention in a classroom away from the teacher and onto the learners and learning. In order to do this, most flipped classroom teachers ask one question: Which activities that do not require my physical presence can be shifted out of the class in order to give more class time to activities that are enhanced by my presence? Most (but not all) teachers who flip have answered this question with "lectures" or "direct instruction." Granted, you do not have to flip your class to turn the attention away from the teacher, and there are many valuable educational models and tools that help a teachers to do so. A flipped classroom is one of those tools, but it is not the only tool available to do so.
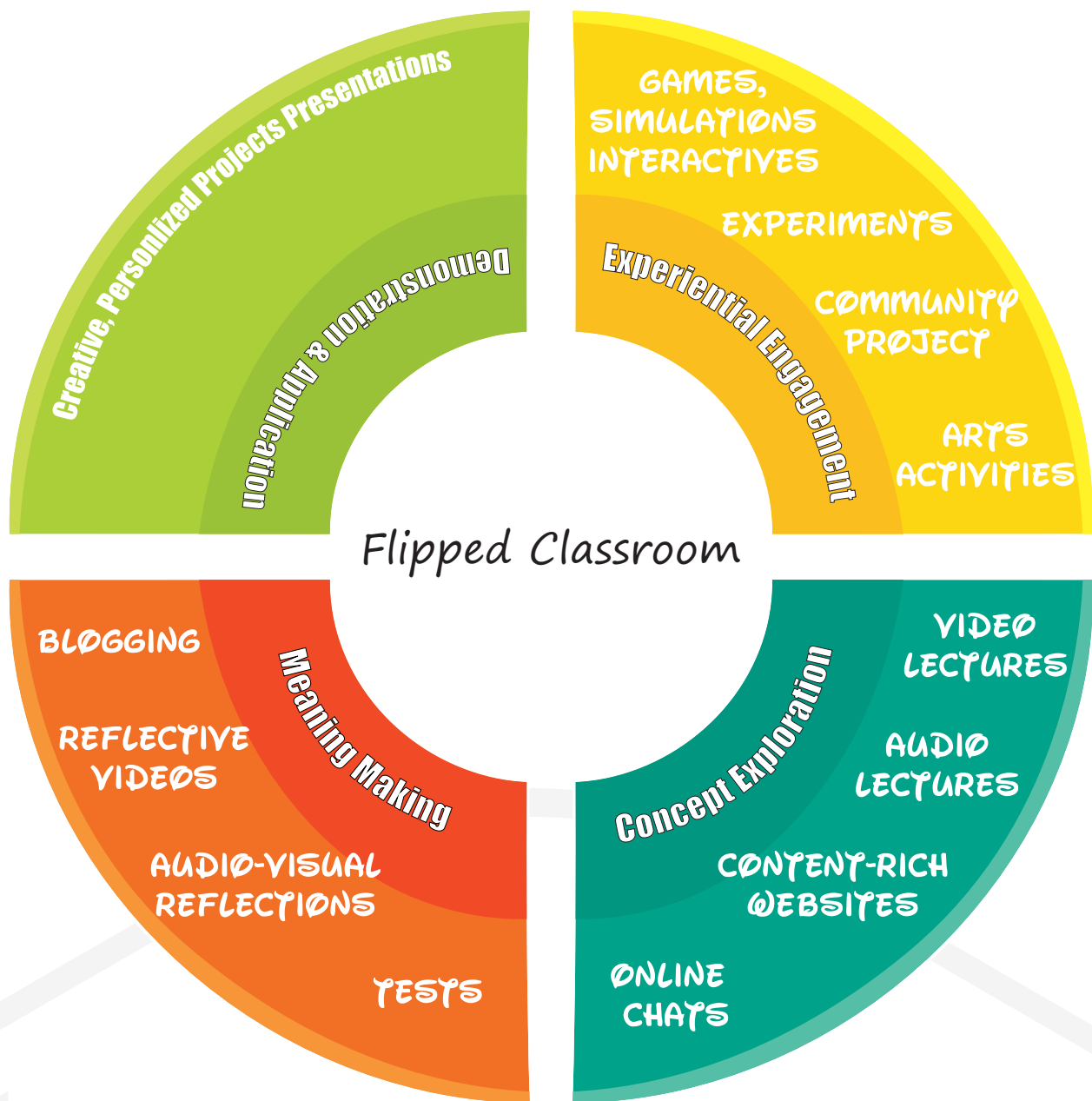
Flipped Classroom in Teaching English:

Instruction in English is a priority around the globe, but instructional methodologies have not always kept pace with the changing needs of students and English is still often taught as a conventional classroom subject. Innovative educators seek instructional methodologies that improve learning as well as motivating students to excel.

Online teaching and learning material

INVALSI PRACTICE

summative assessment

formative assessment

classroom activities

Learning activities at home

Flipped instruction is an appropriate instructional design for teaching English as a Foreign Language. It aligns with modern ideas of student-centred active learning and leads to beneficial outcomes. When using flipped learning for foreign language instruction, it is important to show students how the instructional design has formative benefits and results in beneficial outcomes, and to do this starting early in the semester when the benefits are not yet beginning to manifest themselves. Student accountability is vital and teachers must have ways of identifying and intervening with students who have failed to perform their flipped learning outside of class.

Conclusion:

Flipped Classroom

- Creative, Personlized Projects Presentations
- Demonstration & Application
- GAMES, SIMULATIONS INTERACTIVES
- Experiential Engagement
- EXPERIMENTS
- COMMUNITY PROJECT
- ARTS ACTIVITIES
- BLOGGING
- REFLECTIVE VIDEOS
- Meaning Making
- AUDIO-VISUAL REFLECTIONS
- TESTS
- Concept Exploration
- VIDEO LECTURES
- AUDIO LECTURES
- CONTENT-RICH WEBSITES
- ONLINE CHATS

The flipped classroom provides a new methodology and modality for teaching and learning, which constitutes a role change for instructors who give up their front-of-the-class position in favour of a more cooperative and collaborative contribution to the teaching process. The roles of students have a corresponding change from passive participants to positive participation. The flipped classroom puts more responsibility on the shoulders of students and gives them greater impetus in the process of learning. While it remains unclear how the flipped classroom will evolve in the years to come, early trends allow us to estimate that they might bring about a dramatic impact on the traditional colleges and universities. Combining traditional instructional methods with online learning will no doubt play a major role in providing high quality education to learners.

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Flipped classroom

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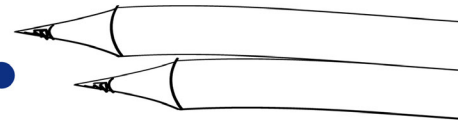**Mr. Khalid Al- Qahtani**
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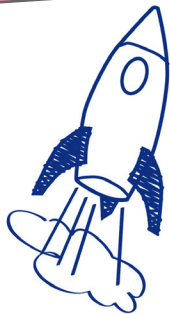**Mr. Walead Al-Garni**
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ORGANIZATIONAL PRODUCTIVITY

REWARD LEARNING GOAL

GAMIFICATION

SKILL

ACHIEVEMENT CHALLENGE USER ENGAGEMENT

Introduction

Among the precious methods, invented by many excellent educationists to reach the peak of higher standards , there is a sole joint object. How to achieve the objects of the lesson ? We are not forward to condemn any , rather we will unveil the magical affections that can one of them offer for us. Today's learners are digital natives and have new understanding about the world. They grew up with digital technologies and have different learning styles, new attitude to the learning process and higher requirements for teaching and learning. Teachers are facing new challenges and have to solve important issues related to the adaptation of the learning process towards students' needs, preferences and requirements. Teachers have to use different teaching methods and approaches that allow students to be active participants with strong motivation and engagement to their own learning. Modern pedagogical paradigms and trends in education, reinforced by the use of information and communication technology , create prerequisites for the use of new approaches and techniques in order to implement active learning. Gamification in training is one of these trends. The aim of the current work is to study and present the nature and benefits of Gamification and to provide some ideas how to implement it in education.

Definition of Gamification

Being a teacher , you ought to know the theoretical back ground of the term Gamification .

Gamification is derived from the verb (gamify) which simply means –in the field of education – to change the traditional teaching method into a game, so the receiver of the subject matter , will enjoyingly involve in the wanted situation subconsciously , which result the achievement of the objects .

Kapp wrote gamification is "using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems." (Kapp, 2012) While   Cambridge dictionary defines it as

" the practice of making activities more like games in order to make them more interesting or enjoyable"

Gamification in Education is the use of game thinking, approaches and elements in a context different from the games. Using game mechanics improves motivation and learning in formal and informal conditions (GamifyingEducation.org).

"The gamification of learning is an educational approach to motivate students to learn by using video game design and game elements in learning environments. The goal is to maximize enjoyment and engagement through capturing the interest of learners and inspiring them to continue learning. Gamification, broadly defined, is the process of defining the elements which comprise games that make those games fun and motivate players to continue playing, and using those same elements in a non-game context to influence behavior. In other words gamification is the introduction of game elements in a non-game situation.

There are two forms of gamfication, structural with no subject matter changes, and the altered content method that adds subject matter.

Games applied in learning can be considered as serious games, where the learning experience is centered around serious stories. The serious story is "impressive in quality" and "part of a thoughtful process" to achieve learning goals.

Distinguishable from game-based learning, gamification of learning does not involve students in designing and creating their own games, or in playing commercially produced video games. Within game-based learning initiatives, students might use Gamestar Mechanic or GameMaker to create their own video game, or play Minecraft, for example, where they explore and create 3D worlds. In these examples, along with games such as Surge for PlayStation and Angry Birds, the learning agenda is encompassed within the game itself.

Some authors contrast gamification of learning with game-based learning, claiming that gamification occurs only when learning happens in a non-game context, such as a school classroom, and when a series of game elements is arranged into a system or "game layer" which operates in coordination with the learning in that regular classroom. Others include games that are created to induce learning"

Thus we may say that Gamification is designed intendedly in accord to the objects wanted to be achieved by the educator in the class, and far from the other Gamified content which main purpose is to be enjoyed and entertain the user .

Differences Between Gamification and Serious Games

There are some terms and concepts that have similarities – gamification, game inspired design, serious games, simulations and games. The boundaries between them are not clearly defined. Game inspired design is the use of ideas and ways of thinking that are inherent in games. Game inspired design does not express in adding game elements, but rather in using of playful design. Gamification is the use of game metaphors, game elements and ideas in a context different from that of the games in order to increase motivation and commitment, and to influence user behavior (Marczewski, 2013). Serious games are games designed for a specific purpose related to training, not just for fun. They possess all game elements, they look like games, but their objective is to achieve something that is predetermined. Simulations are similar to serious games, but they simulate real-world things and their purpose is user training in an environment resembling real life. Games include everything mentioned above and they are designed

for entertainment. All the above-mentioned concepts have one thing in common – they use elements that are inherent in games and their purpose is to support learning and to improve users' engagement.

Games Have Some Distinctive Features Which Play a Key Role in Gamification

- users are all participants – students -(for educational institutions).

- challenges/tasks that users perform and progress towards defined objectives.

- points that are accumulated as a result of executing tasks.

- levels which users pass depending on the points.

- badges which serve as rewards for completing actions.

- ranking of users according to their achievements.

Objectives of Gamification

There are lots of objectives that can be achieved through employing gamifications in the class room , which reveal the importance of Gamification. Here we supplied some of them.

1- Gamification motivates learners to be eager to seek wanted subject matter and master it, for instance pretend that we have a group of students. those students are competing with each other in any specially prepared game ,like that way we create a motivating atmosphere. Likewise, when we gamify the subject matter to give rewards such as stars , points , or even promotions from a certain level to another one .

2 – Self learning supporter . pupils can enjoy it by themselves and get the feedback in the same time.

3 – Easy to use. Since those users are dwellers of the new technology , we may not care about their performance in the gamified content .

4 – . Always facilitates the achievement of lesson's objects.

5 – Learners would gain more in short time .

6 – Save more resources of manpower and facilities as well.

7 – No one size fits all. Therefore , it takes into account the individual differences. The designator of the content would add and drop in accord to the objected students .

8 – .More engagement in the wanted situation . Students – especially kids– are more interested in deviating from the traditional way of learning. According to Steven Krashen in one of his live broadcastings he says " what we actually need are situations to involve our students in . They need to practice not just receive content and forget it after a while".

Some of the Common Strategies that Employ Gamification:

1. Pictionary

This educational game allows students to convey the meaning of a term or concept through pictures. Having students draw their representation of a word allows for deeper understanding of the meaning of the word.

How to use

1. Create

Create a list of vocabulary terms or concepts relevant to the current topic or unit.

2. Divide

Divide your class into groups of three or four students. Give each group a marker and a white board or pieces of scratch paper to draw on. Ask them to draw a score box on their paper or whiteboard to keep track of their points as they play.

3. Send

Send one student from each group to the front of the room to get the first word or concept from you. Whisper and/or show the word(s) to the students on an index card so the rest of the class won't know the word.

4. Draw

The students then return to their groups and get ready to draw a pictorial representation of the word without speaking and without using words or letters. Set a timer for 30 seconds to one minute (depending on the difficulty of the representation) and then tell the students to begin drawing. When their group correctly identifies the word within the time limit, the group gets a point.

As you're watching students play, choose the drawing that is most representative of the concept and share with students. Lead a discussion about why this is the best representation.

5. Play Again

Have another student from each group come up to play the next round. Continue play until everyone has a chance to draw at least once.

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2 . Password

This educational strategy is used to review vocabulary and key concepts and deepen students' understanding. It helps students make connections to learning in a unit. Password is not only a challenge for students, but allows them to have fun while learning!

How to use

I. Create

Create a list of vocabulary terms, important people, significant dates, etc. that go with the current topic. These will be the "passwords" for the game. Write a list of passwords for Partner A and another set for Partner B, using the template below.

2. Pair

Pair students and have them face one another. Give Partner A and Partner B their separate lists.

3. Play Round (1)

Partner A will be the first partner to give one-word clues about the first word on his list. Partner B will get one guess after each clue. Set a timer for 30 seconds (or longer, depending on the difficulty of the words) and ask students to begin the first round. When the timer rings, Partner A records how many clues he had to give before Partner B guessed the word. If Partner B has not been able to guess, Partner A records "10."

4. Play Round (2)

Next it is Partner B's turn to give clues about the first word on his list. If Partner A is not able to guess before the timer rings, Partner B records "10."

5. Continue

Timed rounds continue until partners have finished all the words on their lists. At the end of play, partners total the number of clues given. The partner with the LOWEST score win!

Partner A

Password!

The password is . . .

[fill in passwords in this column]

Number of clues

3.White Board Wipe-Out

This technique allows students to respond to a prompt in writing and show their response immediately for the teacher to see. It allows the teacher to quickly see the level of comprehension of concepts that were just taught and keeps students engaged.

How to use

1. Create

Create a class set of white boards. These can be purchased individually, or for a cheaper alternative, purchase shower board from a hardware store and have the store cut the board down into the size you prefer. Another option is to put paper inside of clear sheet protectors. Each student or student group using the whiteboard will also need a dry erase marker and something with which to erase the board. Option: if you glue a pom-pom to the end of the marker, students will have their own eraser, too!

2. Ask

Ask students a question regarding the material just covered in the lesson. This can be an open-ended question, or possibly a multiple choice, yes/no, or true/false question. Keep in mind that they are limited to the space on the white board when writing their answer.

3. Assess

Have students hold up their white boards with their answer. Scan the room to assess the students' answers.

4-Tableau

The name of this strategy comes from the term (tableau vivant) which means "living picture." In this activity, students create a still picture, without talking, to capture and communicate the meaning of a concept. Students must truly understand the meaning of a concept or idea in order to communicate it using physical poses, gestures, and facial expressions rather than words. This collaborative strategy is appealing to kinesthetic learners and allows all students to be creative while strengthening their comprehension of a concept.

How to use

1. Prompt

After reading a story or teaching a concept or idea, prompt the students to convey the meaning by creating a tableau. Explain the parameters of the activity. For example, you may allow them to use or create props.

2. Brainstorm

Have students work in pairs or trios. Assign them their topic for the tableau. You can assign a variety of topics related to a concept, or give one just one concept to the whole class. Give students time to brainstorm ideas for their tableau and rehearse as well.

3. Present

Students present their final freeze-frame product to the entire class. After presentations, students can vote on the presentation that best captured the concept.

Brainstorm ideas for your tableau:

Tableau

Make a sketch of your tableau:

5-Table Points

This class wide motivation system requires students to work together in groups and allows them to earn rewards for their positive behaviors. It creates competition within the class, which adds motivation for the students. It is easiest to group the students according to their tables or seating arrangements, although grouping can be adjusted to best meet the needs of the classroom.

How to use

1. Determine and teach logistics

Determine the positive behaviors that will allow table groups to earn points. They can be general, but it is also good to have some specific behaviors that will earn points. For example, the first group to complete the transition from group work to independent reading will earn a point. Be sure to explain to the students how points can be earned and post the list in an appropriate area of the classroom.

2. Choose rewards and point values

It is helpful to get student input when determining the rewards. The reward should also be based on the amount of points it will take to earn. Bigger rewards should require more points. These rewards also need to be enjoyable for the entire group. See the lists to the right for examples of rewards.

3. Create visual

A poster or some other type of chart needs to be created to keep track of each table group's points. The poster or chart should be kept in a place that is visible to students, as well as accessible by the teacher so points can be easily recorded as they are earned.

4. Award points

When table groups are demonstrating the positive behaviors determined above, award points.

5. Declare winners

The first table group to earn the predetermined amount of points wins and earns the reward. In the beginning, it is helpful to use smaller increments, such as the first group to ten points, in order to have more frequent winners and gain student interest.
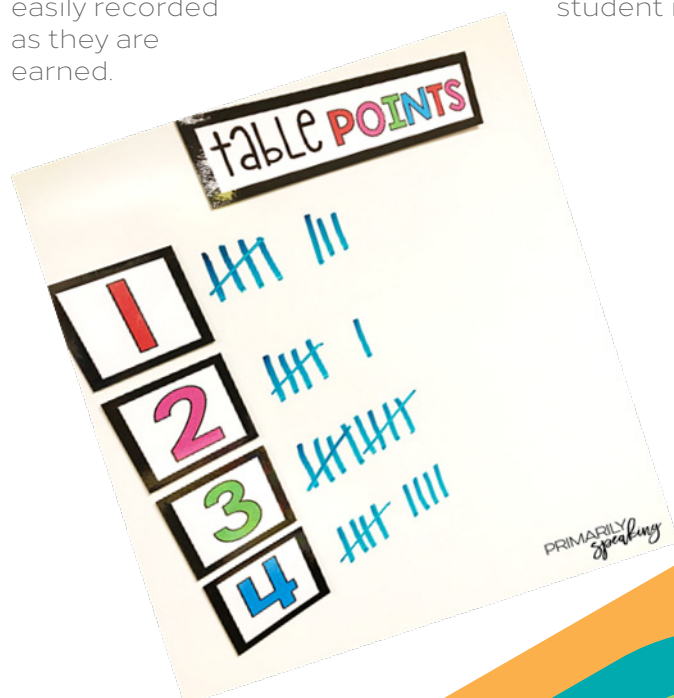
6-Card Sort

This strategy gives students the opportunity to work with vocabulary, terms, and concepts. Students sort cards with the terms and concepts into categories based on meaning. Sorting the cards gives students a structure to talk meaningfully with one another about content and helps teachers check for understanding.

How to use

1. Select

Decide which concepts or terms you want students to learn from the current unit of study and prepare cards with the name of each concept or term. Make enough sets of cards for pairs or trios to use.

2. Sort

Have the students sort the cards into meaningful groups or matches. Model the conversation students will have with one another to determine how to sort their cards or how to match them.

3. Discuss

Discuss the categories or matches. Ask groups to explain how they decided to sort their cards..
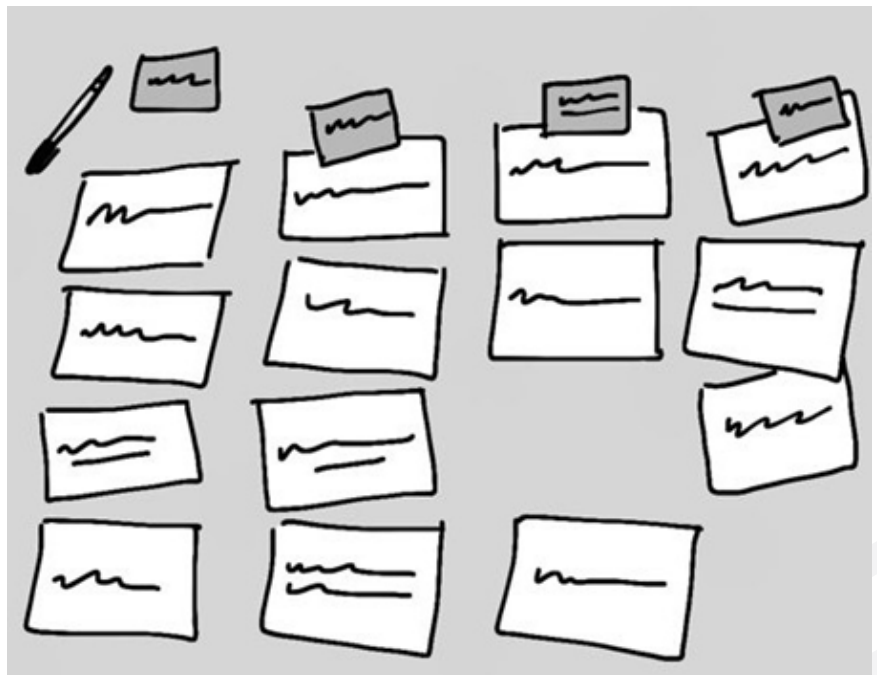
Conclusion

In conclusion, game techniques and mechanisms can be implemented in the learning process as activities which purpose is to achieve certain learning objectives, increase learners' motivation to complete them and engage students in a friendly competitive environment with other learners. Gamification is an effective approach to make positive change in students' behavior and attitude towards learning, to improve their motivation and engagement. The results of the change have bilateral norm they can affect students' results and understanding of the educational content and create conditions for an effective learning process.

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