



Challenge Way of Teaching

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ABSTRACT

Since decades and noticeably, developing teaching-learning ways has been highly taken into consideration by a great deal of teachers, researchers, writers, students and others. There is no doubt that lecturing teaching method has become very old and extremely boring, particularly for learners. Thus, teachers and specialists in this field are working hard to reach information to their students in interesting, good and appropriate ways, far from obstacles or barriers that deter students from learning and enriching their knowledge in different fields. This research I called “*Challenge Way of Teaching*” which is included or closely related to motivating teaching methods. I think it is a new perspective (or at least, not applied very commonly) in teaching and learning students, and I think it will enrich the field mentioned with new ideas that can contribute to develop teachers’ method in teaching and also, developing students’ ideology in gaining knowledge in the same time. I think that all I have done successfully, in this study, was after trusting in The Almighty Allah. In the past, motivation was thought to be related to short-term, limited contexts and specific situations, but today this belief has evolved far more than that. More specifically, this principle conceded that although there are a number of relatively stable motivational tendencies and beliefs that can differentiate one person from another (like the degree of readiness and preparing for an exam in the midst of great psychological pressure), motivation can vary greatly depending on the type of expected reactions that might trigger before, during and after one is going to do something. So, there should be long-range strategies as far as using motivation is concerned, one of them includes instilling a kind of fighting spirit in the student’s mind (challenge) and enhancing his/her great self-confidence in his/her performance by challenging the difficulties and adapting themselves to overcome them whatever these difficulties or obstacles are. I don’t say that I have covered all what teachers and students need in teaching and learning, but I can confidently say that I have handled a theoretical perspective, relatively, not highly taken into account by both very many teachers and students. Undeniably, when one executes a great success in this life, he/she will feel of pride, and has self-confidence with a sort of self- complacency. Moreover, when one remembers his/her past successes in life, this will also facilitate the missions to reach all future needs and ambitions that everyone hopes to obtain. Ultimately, I hope this study will be well received and accepted by the specialists in this regard.

Keywords: teaching-learning, challenge way of teaching.



1.1 Introduction

1.1.1 Statement of the problem

Although teaching ways have been developed a lot, particularly, since the second half of the last century or the last few decades, I think there are many large gaps or serious problems within the teaching-learning process, all these and those negative sides in this regard (i.e. applied linguistics) stems from difficult conditions or unusual circumstances which appear unexpectedly, here and there, in our daily life [like the appearance of COVID-19 (coronavirus) and thus, the emergence of what is called distance learning for instance]. During my teaching career, I noticed that there are many students had many problems in learning that play as barriers or obstacles in achieving what they want to reach. First of all, I did my best to remove the spread of defeatism or making every student like a soldier, not surrenders easily, in other words, I made students do their best in facing exam times (all over the school year), whatever the questions were difficult. In fact, I wanted every student to do all what can be done, definitely in the course of answering questions, because I believe in what is said (thing is better than nothing). Also, because I noticed that many students hand over a blank exam paper! Furthermore, there is no doubt that anxiety, the spirit of defeatism, and exams phobia play a negative role or lead to decline in performance in a learning process in general. The phenomenon of anxiety isn't a new concept ⁽¹⁾. Accordingly, teachers should have special treatments and necessary adaptations to their teaching ways and choosing what is suitable for their learners or students as soon as possible.

1.1.2 Aims of the study

The basic aims of this study are:

- a. To build up a complete picture about the challenge way of teaching-learning process by depending on a religiously common belief called (Al-Tawakkul) and its roles in removing all obstacles or problems students or learners of English might face during school year and more definitely, before and during the final exams, like the fear of failure in exams, the fear of not doing well in the exams too, the spread of defeatism, and the general loss of self-confidence which impede (completely or partially) what learners or students want to reach.
- b. To serve to contribute to the applied relationship between Al-Tawakkul and the teaching-learning process to teachers and a good number of students who neglect this side of psychological support intentionally or unintentionally.

⁽¹⁾ For more details, see: Johnson, (2007).



c. To prove that encouraging students intrinsically through Al-Tawakkul and extrinsically by reward system, in addition to activating the spirit of challenge in the same time, enriches the domain of applied linguistics, definitely in the teaching-learning ways, with a considerable knowledge, relatively not highly taken into consideration nowadays.

d. To show how to make students have considerable self-confidence (control) during their learning of English material and thus, to get full marks.

1.1.3 Hypotheses

1) Using intrinsic and extrinsic motivations within the fields of teaching-learning processes may improve learners' or students' performance; thus, it is presupposed that students who have depended completely on The Almighty Allah to get what they wish (with bearing in mind taking the right reasons) can have good and positive results (marks).

2) Many difficulties or problems students or learners may face in the course of gaining knowledge; all those may impede what one want to reach or execute like:

- a. Lack of self-confidence is thought that it may effect on students' high performance.
- b. Anxiety is also thought to be one of the reasons of students' lackluster performance.
- c. The spirit of defeatism is commonly presupposed to be a barrier or big obstacle between students and acquiring knowledge.
- d. Exam phobia somehow can be considered one of the negative sides that may make students confused or stop to go ahead successfully.
- e. Fear of failure is thought to be responsible for bad performance in some sides of the academic learning as well.

3) The total dependence on The Almighty Allah (Al-Tawakkul), with the reminder of taking reasons into consideration, is expected to make the difference in promoting and improving students' academic performance and thus, obtaining positive results.

1.1.4 Scope of the study

This study is obviously limited in scope according to both its investigation and data. It handles some sides within Applied Linguistics. More definitely, it tackles some points in teaching-learning ways that are relatively not highly taken into account by both teachers and students. This study is limited in scope with respect to the way of pointing out what is called (intrinsic and extrinsic motivation); to explain more, this study tackles one side of intrinsic motivation (Al-Tawakkul), which is a heart action, and one side of extrinsic motivation i.e. reward system. Furthermore, this study doesn't treat the religiously overall dimensions of Al-Tawakkul, concerning with various worships and in the Hereafter). In



addition, the study under investigation avoids the psychologically extended and minute details for many concepts which are closely related to our points that are under discussion, like: anxiety, fear of failure, the lack of self-confidence, and others to be mentioned; in other words, this study is just focusing on how to overcome these barriers or big obstacles which hold up gaining knowledge, and thus, all this is for getting an excellent performance. This study is also limited in scope as far as choosing the students' age is concerned (specifically between 17-19 years old) and the chosen students are advanced ones in a secondary school, definitely in grade 12th.

1.1.5 The value of the study

Motivating teaching way has a very broad sense which is also an old and new concept in the same time. About 1400 years ago, The Almighty Allah said in The Holy Quran: ((So for this let the competitors compete)) *Al Mutaffifin*(26). The meaning of this text is (And to that, let those who have hastened in work, its counterpart: For the like of this, let those who do work to get what they want to get) (Al-Qurtubi, 1964). So, competition is a sort of motivating to get what someone dreams of or what he/she wants to be in reality. In other words, each one has his/her own hopes and dreams and he/she wants them to be present. If one wants to see what we mentioned above, he/she should take reasons to achieve his/her goals. The significance and value of this study stems from the fact that it is, perhaps, a serious attempt to show how motivation (challenge difficulties in learning by taking reasons correctly) makes a difference as for promoting students' performance. Motivation refers to the psychological mechanisms that occur during the whole treatment to follow the individual's achievement of his/her goals. Initially, this treatment involves identifying and selecting a strong ideology to achieve the desired goals of both the teacher and his/her students. The focus of researches in the past was limited to this aspect of motivation, but this focus has become broad in recent decades, to provide a more comprehensive analysis of how to develop appropriate strategies for students planning, implementing and evaluating selected learning plans, and thus, supporting the educational and psychological process completely, as well as overcoming the obstacles the learners may face, to achieve the goals with great success. Finally, no one can deny the feeling of pride when one achieves a task that was thought to be impossible or at least is imagined to be very hard to be done.

1.1.6 Procedure

The treatments have started since the first days of the school year (2018-2019), at Al-Nahda International Schools in Istanbul/Turkey and I have devised this teaching-learning way (I called: **challenge way**) from the beginning of the year to the final exams. The sample of this study is 28 advanced students (13 males and 15 females) who were in



grade 12th at the school mentioned. Those students are motivated by me (the writer of this study / a senior teacher of English in Al-Nahda Schools – definitely in the Arabic department at that time). The students under discussion are Arab Muslims and most of their nationalities belong to Arab countries (like: Yemen (the most), Syria, Jordan, Palestine, and Iraq). The curriculum is English Course Pupil's and Work Book 6 (accredited and taught in the Republic of Yemen). The procedure followed was during the school year (2018-2019). The most adopted- teaching ways all over the school year (other than the motivating one which is essential in this study) were as follows:

- a. Audio-lingual method
- b. Discussion method teaching
- c. Design-thinking teaching strategies
- d. Giving examples
- e. Asking questions techniques
- f. Solving problems teaching way
- g. Description method
- h. Brainstorming strategy
- i. (And little) other interactive ways of teaching

1.2 Definition of (motivation)

What's motivation? According to the dictionary meaning, it's derived from the verb (motivate) which means: (to make someone want to achieve something and make them willing to work hard in order to do this), the noun is (motivation) means: (the eagerness and willingness to do something without needing to be told or forced to do it (Longman dictionary 2020). In other words, motivation is something that arouses action or activity (See: Merriam Webster's Dictionary). Motivation is the feeling of wanting to do something, especially something that involves hard work and effort (See: Oxford Advanced learners' Dictionary). Thus, there are very many definitions of the word (motivation), all of them seem to be alike in meaning, but they differ in their grammatical structure in different references. Whereas in applied linguistics, the meaning is little broader, "The term motivation is derived from this verb and represents the internal forces that move us in a certain direction. It is not possible to 'see' motivation; we can only assume it based on certain indicators in our behavior, cognition, and emotional experiences'. Therefore, motivation is a hypothetical construct (Nathan et al., 2013). Motivation refers to the processes underlying the initiation, control, maintenance, and evaluation of goal-oriented behaviors (Ibid). Generally, the following definition of motivation is very appropriate as far as this study is concerned: "The process of instigating and sustaining goal-directed activities" (Schunk, D. H., 2012, p.495).



According to Britannica Encyclopedia, there are two types of motivation or motives, primary and secondary; the primary one is about hunger, thirst, avoiding pain, etc., (and this is out of our study); whereas secondary motives are typically studied in humans include achievement, power motivation, and numerous other specialized motives (See: Britannica Encyclopedia: 2022). There are two types of motivation intrinsic and extrinsic. Intrinsic motivation refers to a desire to engage in an activity for no obvious reward except task engagement itself (Deci, 1975). The importance of intrinsic motivation for learning is underscored by research showing that interest in learning relates positively to cognitive processing and achievement (Alexander & Murphy, 1998; Schiefele, 1996, 2009). “The difference between motivation to learn and extrinsic motivation is closely related to the difference between learning and performance. *Learning*: refers to the information processing, sense making, and advances in comprehension or mastery that occur when one is acquiring knowledge or skill; *performance*: refers to the demonstration of that knowledge or skill after it has been acquired. Strategies for stimulating students’ motivation to learn apply not only to performance (work on assignments or tests), but also to the information processing that is involved in learning content or skills in the first place (attending to lessons, reading for understanding, comprehending instructions, putting things into one’s own words)” [Brophy, (2004) P. 15]. In fact, the concept of motivation is very various and complex and this is mentioned by many specialists in teaching ways as in... (Motivation was, therefore, a complex construct with multiple facets. The complex nature was further heightened by the possibility of students holding multiple goals or primary and secondary motivations (Kember, 2016, p.18). What I am concerned with in this study is how to motivate students to study hard and how the teacher can remove the barriers or problems students may face before and during exam times.

1.2.1 Motivating teaching ways

In general, teachers recognize that motivating strategies have been devised for students to do well in learning (to have very excellent academic performance). So, this field of teaching ways is very important as it was said “Lack of motivation drags people down in their language learning and high motivation pulls them up” (Lewis, 1999, p.76). The vital task of teaching and learning process is undoubtedly shared between the teacher and students in the same time, for getting a high academic performance, this can be done by using the suitable motivating criteria by teachers and by selecting suitable curriculum; as it was said: “The nature of teaching, curriculum design, and teacher-student and student-student relationships play a part in the degree and nature of motivation” (Kember, 2016. p. 21). So, there is an urgent need for all teachers to develop themselves in this domain and thus, to improve students’ performance in learning in different fields. Motivating teaching ways under discussion are differently classified by writers in the aspects of applied linguistics and in different perspectives; the most important one of these, I think, the classification according to intrinsic and extrinsic motives (See also: Kember, p.22).



Biggs (1987, p. 15) believes that extrinsic motivation is displayed when a student thinks strongly that the task as a demand to be met, a necessary imposition if some other goal is to be reached (obtaining a qualification for instance), whereas intrinsic motivation occurs when the student is interested in the academic task and derives enjoyment from carrying it out. Pintrich and Garcia (1991) argued that the students who are intrinsically motivated used the strategies planned to develop their understanding of the material under study, but the students who are extrinsically motivated didn't, as it would have been expected, use more rehearsal strategies. Many academics and specialists in studying teaching ways discussed how to achieve motivation as one of the main elements which influences the outcomes in higher or advanced education (Entwistle and Ramsden, 1983).

1.2.3 Encouraging students' motivation

It is preferable to guide students to help and develop themselves by encouraging them to have an ideology or strategy which can maintain the motivation active. Wolters (1998) discussed the types of strategies that students commonly regulate their motivation, and he found that those strategies were comparatively differing from a student to another and as to the function of the task in question. There are three pivots as far as motivational processes are concerned: goals, expectations and needs; and one must bear in mind which one is going to be neglected (Pintrich, Marx, and Boyle (1993). Norton and Crowley (1995) argued that training program they devised hadn't much effect on how students studied. In addition, Purdie and Hattie (1995) came up with that their training program resulted in a temporary improvement in approaches as for studying, but that these rapidly reverted after the training was nearing to completion or end. In other words, the clever teacher should teach his/her students how to learn; teachers and lecturers should identify the lack of students' motivation and investigate what they can do to improve this. Teachers can also add extrinsic rewards as one of the active strategies (if students do well in the exam for instance), changing the environment or place where students read and study (for example: taking breaks or moving to other rooms or studying in school sports yards). There is no doubt that it is unknown which strategy is the most suitable and effective one as to all students, the matter differs from one to another. Schunk (2012) pointed out that motivation is conceptualized as a continuum: intrinsic and extrinsic motivations stabilize the goals (ends according to his words) and in the middle are behaviours that primarily were extrinsically stimulating but have got internalization and at present are self-determined. For instance, students may want to avoid some academic activities but they work on them to obtain rewards and avoid teacher punishment. As skills develop and students believe they are becoming more competent, they perceive a sense of control and self-determination over learning. The activities become more intrinsically motivating, and positive social reinforce (e.g., praise, feedback) assist the process. However, guiding students to choose what they see effective can reinforce or enhance the self-confidence, autonomy, and the self-regulatory



strategies. Accordingly, disappointment and failure could be avoided as much as possible, in addition to keeping in view motivation achievements. Schunk (2012) also mentioned that extrinsic motivation involves engaging in an activity for reasons beyond the task. This activity is a means to an end: to get something, to be ranked, to get feedback, or to have praise, or to be able to work on another activity. Students are extrinsically motivated if they try to do well in school, in order to please their parents, get high grades, or earn the teacher's approval; the essential reasons for working on an internal task are to be rewarded for working on it; where the task is the means and the end in the same time. The rewards for self-motivation can bring performance satisfaction and control, a clear conscience, task success, or a sense of pride in getting a qualification. We engage in many activities for internal and external reasons (See page: 389). Thus, many students like to feel competent in school and feel proud of a job well done, but they also want to praise the teacher and get good grades. And rewards, by their nature, are not extrinsically motivating. Csikszentmihalyi (1975) studied people who engaged in self-motivating activities and found that their experiences reflected full participation or flow with the activities. Flow is a personal process and reflects emergent motivation stemming from the discovery of new goals and rewards as a consequence of interacting with the environment (Csikszentmihalyi & Rathunde, 1993; Meyer & Turner, 2002). Csikszentmihalyi (1975) studied people who engaged in self-motivating activities and found that their experiences reflected full participation or flow with the activities. As opposed to extrinsic motivation which involves turning on a performance for purposes out or external to the duty.

Intrinsic Motivation / A photo taken from a book called (Learning Theories)

Intrinsic Motivation

Intrinsic motivation involves perceptions of control and competence. Individuals develop perceived competence by mastering difficult situations. If elementary teachers are helping slower learners complete assigned tasks in an allotted time, they may begin by offering a reward (extrinsic motivator) and work toward building student pride in their accomplishments (intrinsic motivator). Initially teachers might reward students for increased output with time on the computer, verbal praise, or special notes home to parents. Gradually teachers could reward intermittently and then decrease it to allow students to focus more on their accomplishments. The ability to complete tasks in the appropriate time span provides students with information about their capabilities and their ability to control situations. When pride from successfully completing tasks becomes a reward, students are intrinsically motivated to continue to display the new behavior.

[For more details See also: Fry et al. (2003). Pages: 55-66]



1.2.4 Challenge in teaching-learning process

Lepper and Hodell (1989) suggested that there are four sources of intrinsic motivation: challenge, curiosity, control, and fantasy. The term (challenge) is being taken into consideration as far as this study is concerned. This term is very rare in teaching-ways books; perhaps, it might be mentioned by other forms like: moving confidently, to be far from hesitation, without fears or anxiety, or some matters like that, so as to one does his/her jobs successfully.

1.2.5 Reward system

Reward system is an effective way through which teachers can celebrate their students' achievements and also, can show positive students behavior. The purpose of rewards in the classrooms is a form of extrinsic motivation for pupils, encouraging them to engage deeply in academic and social learning tests for example. However, it is significant to admit that these rewards systems must be regular and fair, supporting, in the same time, pupils for the best motivation and encouragement. Thus, teachers should attempt and give a continual reward system, depending on activating the classroom rules, prerogatives as well as obligations or duties.

1.2.5.1 The advantages of rewarding system

As I have mentioned, this study took into consideration what is so called extrinsic and intrinsic motivation. No one can deny the importance of extrinsic rewards on people in general and more specifically on students or learners. I mentioned in a few before in this study, that the motivation concerning with the motives of hunger, thirst, sex, ... etc., which are inevitable for survival, is out of this study. These facts were mentioned by a great deal of writers [See for example: Sansone et al., (2000) pages: 1-2]. In my point of view, one can say that intrinsic motivation is under the science of psychology and thus, the psychologists affirm that the human inner change begins in the psyche; whereas extrinsic motivation can include giving students gifts- something tangible Or something moral (such as praise and applause)- for instance. Many writers and specialists in this regard see that intrinsic and extrinsic motivation can be viewed as opposites. The human perspective of motivation acknowledges that the intrinsic and extrinsic motivation can be compatible, in other words, these two concepts can coexist (See: Deci & Ryan, 1991; Rigby, Deci, Patrick, & Ryan, 1992; Ryan & Deci, 2000, for more details). Lepper & Greene, 1978; Lepper et al., 1999 supposed that the perception of reward effects on students' intrinsic motivation. Stimulating students to learn and to take part actively in the class can't seem easy. Lots of teachers have good control concerning with class management, but they don't have convincing results of teaching.



For motivating the learning processes and to have good behavior, lots of teachers reward students; obviously, this trend has advantages and disadvantages within the learning process as it was mentioned by Renard, (2017); the advantages are as follows:

a. Appropriate behavior

Students conform to appropriate behaviors when rewarded either intrinsically or extrinsically.

b. Increased motivation

Students will show interest and raise their participation in the everyday classroom tasks, responsibilities and learning.

c. Joyful students

Incentives for students motivate them to be more productive because they create a feeling of pride and achievement. Being successful makes you happy.

d. Boosted self-esteem

Every success story helps students become more self-confident. They are proud and also encouraged to achieve another successful result.

e. Completed homework

The National Association of School Psychologists suggests that reward systems help motivate students to complete their homework. It's rather shocking that without rewards, students don't complete it.

f. Improved results

Rewarding students encourages and endorses school effort. They lead to improved outcomes for students.” (Renard, L., 2017)

However, there are also disadvantages of reward system like:

a. Addiction, b. Devaluation, c. Race against the clock, d. Control and manipulate, e. Increased pressure, f. Bribes (Ibid).

One must bear in mind that research shows that engaging in an intrinsically interesting activity to obtain an extrinsic reward can undermine intrinsic motivation (See: Deci, Koestner, & Ryan, 1999, 2001; Lepper, Corpus, & Iyengar, 2005; Lepper & Greene, 1978; Lepper, Henderlong, & Gingras, 1999; Leon, 1979). However, I only mentioned the disadvantages of the reward system in a hurry (without extensive details), as the drawbacks can appear here and there, but I will focus on the positive side (not the negative one) of internal and external psychological support of what is called reward system within the process of teaching and learning. In other words, what we are



concerned with here is how students can successfully find solutions to overpass obstacles or barriers in learning.

1.2.6 Al-Tawakkul (Dependence totally on The Almighty Allah)

There are a lot of definitions that handled this concept, Al-Tawakkul. In brief, means the total or complete dependence on The Almighty Allah (in this life and Hereafter), to bring benefits and repel harm, to have victory, healing the sick, relieving distress, ... etc. The Almighty Allah says: "... And whoever relies upon Allah - then He is sufficient for him. Indeed, Allah will accomplish His purpose ..." (*Al-Talaaq* 3) (See: Al-Saadi, p.870; Safwat Al-Tafaaseer, p.377; and others to be mentioned). This concept (Al-Tawakkul) is closely related to this study and I myself have told all my students that the results they hope to get are exclusively taken from Allah, The Almighty, provided that they take reasons into consideration.

1.5.6.1 Misunderstanding of Al-Tawakkul

This concept never means that one abandons work or abandons taking reasons (for example, it never means that one is only asking or summoning The Almighty Allah). If one does that, i.e. without action or work, he/she will be shocked by the disappointing results sooner or later; because he/she calmed himself/herself temporarily or he/she has depended only on dreams or hopes! Worries and anxiety, I think, should be present in low percentage and this can lead to taking responsibility as well as taking interest and preparing into account. In other words, the readiness for exams should be practical, not just wishes. Most Muslims know what Al-Tawakkul means and this fact, for example, was stated frankly by Ibn Al-Jawzi (2001, p.250) I said these words are related to people who did not understand the meaning of the dependence on The Almighty Allah (we mentioned that it is a heart action) and they thought that it was abandoning earning and doing nothing (as if they were disabled!) to work. [For more details, see Ibn Al-Qayyim (1996), pp, 1/103, and 1/114-140 and others to be mentioned].

As far as this study is concerned, I told all my students that the matter is simply like one plants seeds; and then, he/she has nothing to do with the process of growth. This is out of one's control (I mean: the growth), but he/she is presupposed to plough the soil and to take care of plants with constant watering in order to have good and ripe fruits for instance. The same thing is true with getting good results; one must take reasons into consideration and positive results are exclusively being got by Allah, The Almighty. The Almighty Allah says: "Have you seen what you cultivate? Is it you who sow it, or are We the Sowers?" (*Al-Waqi'a* 63-64). The meaning of this holy text is: "Did you get it out of the ground? Or are you the one who grew it? Or are you the one who brought out its stems and its fruit until it became a fertile grain and a ripe fruit? Or Allah, Who did that Alone, and bestowed upon you? And you are the ultimate in what you do is to plow the



land and rip it and plant seeds in it, then after that you have no knowledge of what will happen after that, and you have no ability to do more than that. Nevertheless, warn them that plowing is exposed to dangers except for Allah's protection ...” [See Al-Saadi (2000), p. 835]. In other words or expression, Most of us had flu (or other diseases) for example, during his/her life; once, he/she had taken medicine. Surprisingly, however, a person mostly may feel of his/her health improvement or a relapse in his/her health! or may feel none of them! From what has been said one can conclude that even the reasons are activated by The Almighty Allah and the concept of Al-Tawakkul is something inner everyone should have intrinsically. Finally, I'd like to end what I pointed out about this basic concept in one's life by the following holy text: ((...Indeed, Allah will not change the condition of a people until they change what is in themselves...)) (Alra'd 11).

Table 1: Sample of the students under motivation
The school year 2018-2019 At Al-Nahda International Schools

Male names in English		Male names in Arabic
1-	Asim Hasan Al-Kaaf	1. عاصم حسن الكاف
2-	Abdulaziz Abu Samhadana	2. عبد العزيز محمود أبو سمهدانه
3-	Anas Nadir Ismael	3. أنس نادر إسماعيل
4-	Ali Nabeel Alhasheil	4. علي نبيل الهشيل
5-	Ibrahim Abdulla Alqubaysy	5. إبراهيم عبد الله القبيسي
6-	Abdulbasit Abaisalam Baslaama	6. عبد الباسط أباسلام باسلامة
7-	Abdulla Mohammed Alwisaby	7. عبد الله محمد الوصابي
8-	Abdulla Omar Ali Alarshany	8. عبد الله عمر علي العرشاني
9-	Bilal Ali Ayshan	9. بلال علي عيشان
10-	Husaam Basheer Alharithy	10. حسام بشير الحارثي
11-	Sultan Marwaan Suheil	11. سلطان مروان سهيل
12-	Mu'az Mansoor Alduweir	12. معاذ منصور الدوير
13-	Mohammed Nabeel Alhasheil	13. محمد نبيل الهشيل
Female names in English		Female names in Arabic
14-	Areej AbdulRahman Alqurashy	14. أريج عبد الرحمن القرشي
15-	Ikhlas Abdulmalik Alqasoos	15. إخلاص عبد الملك القصوص
16-	Amaal Omar Alhatary	16. أمال عمر الهتاري
17-	Amatulra'oof Mohammed Muftaah	17. أمة الرؤوف محمد مفتاح
18-	Aysha Tawfeeq Abdah	18. عائشه توفيق عبده
19-	Imaan Salih Mahdi	19. إيمان صالح مهدي
20-	Banaan Khalid Alinsi	20. بنان خالد الإنسي
21-	Batool Nidhaal Alseelawy	21. بتول نضال السيلوي
22-	Hanan Nabeel Kahla	22. حنان نبيل كحلا
23-	Khulood Mohammed Alashwal	23. خلود محمد الأشول
24-	Shaymaa Yahya Almooshaki	24. شيماه يحي الموشكي



25-	Sara Khalid Alnajjar	25. ساره خالد النجار
26-	Maram Isam Aljaradi	26. مرام عصام الجراي
27-	Wujdan Ahmad Alkhayl	27. وجدان أحمد الخيل
28-	Walaa Sa'eed Alahmar	28. ولاء سعيد الأحمر

1.3 Some procedures and findings

• The current point of discussion was at that time to motivate the individual (student) intrinsically and extrinsically to follow the path correctly, particularly in all conditions, by depending on the traits and available means he/she has, in addition to what the state of the context which is needed as for learning English. In other words and in theory, these persistent motivational tendencies and beliefs which are closely connected with the student's mind in learning, are understood as interpersonal challenges affecting the individual's current state through interaction with what he/she wants to do well and successfully. More specifically, I taught students how to learn.

•Cognitive processes were inevitable to motivation as far as this study is concerned. In this regard, goals included such things as forethought about beautiful endings for hardworking, evaluations of the student's options for fruitful work, as well as expectations about the desired goal were achieved smoothly through direct action by enhancing the student's knowledge of his/her intellectual ability. This aspect could have no limit in the fields of success and creativity or innovation.

•What is important too, social treatment (through live and continuous following-up of the students under motivation) that contributed to the development of motivational tendencies and beliefs. A notable example was social comparison, particularly when comparing one's achievement to that of others (for competitive reasons). Another example included having the impression someone left positively, especially when he/she had achieved his/her goals successfully. There is no doubt that this motivates others with one's peers. I have been always trying to persuade students (by many ways) that the impossible can be possible with determination and will; I have described that as *Challenge Way of teaching (and Learning)* and I think it is effective to some extent.

Within intrinsic and extrinsic motivation, I focused on many pivots during the teaching-learning process, definitely:

➔ **Interest:** (in content students had studied, and this interest increased when he's/she's getting a high mark for example).

➔ **Individual Goal Setting:** (by determining the intended target for students and here the orientation was essentially competitive and it had to have the spirit of challenge).

➔ **Al-Tawakkul**(the complete dependence or absolute trust in Allah, The Almighty); in this crucial point, students believe that they should do their best and the positive results are being got and formed by Allah, The Almighty. The matter is exactly like farmers who



plant seeds and water them, but the growth of plants is out of their control (as I mentioned in pages: 11-12).



➔ **Performance Goals:** (with respect to the guarantees of doing the best all over the school year; here the spirit of competition and challenge should be present as well).













➔ **Sense of Belonging:** (by creating strong fraternal relationships among students in and out the class).

➔ **Compliance:** (teachers and parents pressed on the students to do homework for instance); verbal reprimand (for the lazy ones or those who were neglectful in their studies) was present in some conditions and in a friendly and appropriate way that makes the student not dislike the learning or the teacher, in addition to making him/her feel responsible for what was explained or given at the same time.

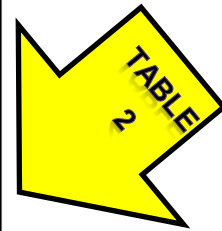
The following two tables show the results or marks of two exams in English which had been shortly before the final exam. In fact, I promised the students to calculate the highest mark of the two exams in order to motivate them to study more and more and in order to make students get absolute control over the contents of the final exam with regard to English subject.



Table 2 and 3: show the results of two comprehensive exams- [mark from 60%]-
This was just before the final exam.  = rising in performance/  = falling in performance

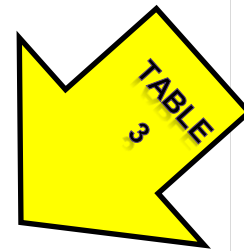
Name	First Exam	Second Exam
1. Abdulbasit Abaisalam Baslaama	53.5	5+56 
2. Anas Nadir Ismael	40	5+49 
3. Asim Hasan Al-Kaaf	5 +51.5	49.5 
4. Abdulla Mohammed Alwisaby	49.5	5 +51.5 
5. Abdulla Omar Ali Alarshany	31.5	5+38 
6. Sultan Marwaan Suheil	28.5	5 +38 
7. Mohammed Nabeel Alhasheil	36.5	5 +46.5 
8. Ali Nabeel Alhasheil	27	5 +35 
9. Ibrahim Abdulla Alqubaysy	30	5 +51.5 
10. Mu'az Mansoor Alduweir	Zero	5 +30 
11. Abdulaziz Abu Samhadana	27.5	5+37 
12. Husaam Basheer Alharithy	5 +55	He didn't test
13. Bilaal Ali Ayshan	He didn't test	5 +55.25 

Grade 12
Boys





Name	First Exam	Second Exam
1- Wujdan Ahmad Alkhayl	5+39	34.5 ↓
2- Maram Isam Aljaradi	41	5+43 ↑
3- Banaan Khalid Alinsi	37	5+38.5 ↑
4- Imaan Salih Mahdi	38	5+41 ↑
5- Walaa Sa'eed Alahmar	35	5+45 ↑
6- Khulood Mohammed Alashwal	38.5	5 +39.5 ↑
7- Amaal Omar Alhatary	5 +44	35 ↓
8- Shaymaa Yahya Almooshaki	5 +45	31 ↓
9- Hanan Nabeel Kahla	41.5	5 +44 ↑
10- Sara Khalid Alnajjar	5 +30	24.5 ↓
11- Areej AbdulRahman Alqurashy	15	18.5 ↑
12- Amatulra'oof Mohammed Muftaah	5 +24	22.5 ↓
13- Aysha Tawfeeq Abdah	5 +34.5	19 ↓
14- Batool Nidhaal Alseelawy	She didn't test	5+ 24.5 ↓

Grade 12
Girls

All what I talked about theoretically and experimentally so far in this study, particularly as for applying intrinsic motivation (like Al-Tawakkul) and extrinsic motivation (like reward system- as in increasing marks and giving gifts) was practiced all over the school year as well as punishing some lazy students in various ways that are suitable for the contexts. In these two exams, questions were developed that simulate the questions of the final exam in terms of the form and content, with an atmosphere similar to the atmosphere of the final exams according to time and difficulty of the questions. The aim of these procedures was to familiarize students with the pattern of these questions so that they aren't surprised or shocked and in order to make them get used to answering questions whatever they are. In general, error analysis was continuously taken into consideration or account in order not to repeat, committing the same mistakes in the future by students and in order to raise the level of students' performance during the answer all over the school year.



Table 4 shows the final exam results (marks) of Grade 12 concerning with English subject. What's worth mentioning here is that the correction wasn't at Al-Nahda International Schools in Istanbul-Turkey; the exam papers were sent to Yemen and corrected there.

N.	Male names	Mark from 100%
1.	Asim Hasan Al-Kaaf	93%
2.	Abdulaziz Abu Samhadana	92%
3.	Anas Nadir Ismael	99%
4.	Ali Nabeel Alhasheil	95%
5.	Ibrahim Abdulla Alqubaysy	90%
6.	Abdulbasit Abaisalam Baslaama	98%
7.	Abdulla Mohammed Alwisaby	96%
8.	Abdulla Omar Ali Alarshany	94%
9.	Bilal Ali Ayshan	91%
10.	Husaam Basheer Alharithy	95%
11.	Sultan Marwaan Suheil	84%
12.	Mu'az Mansoor Alduweir	93%
13.	Mohammed Nabeel Alhasheil	94%
N.	Female names	Mark from 100%
14.	Areej AbdulRahman Alqurashy	87%
15.	Ikhlas Abdulmalik Alqasoos	97%
16.	Amaal Omar Alhatary	96%
17.	Amatulra'oof Mohammed Muftaah	88%
18.	Aysha Tawfeeq Abdah	81%
19.	Imaan Salih Mahdi	90%
20.	Banaan Khalid Alinsi	88%
21.	Batool Nidhaal Alseelawy	90%
22.	Hanan Nabeel Kahla	96%
23.	Khulood Mohammed Alashwal	83%
24.	Shaymaa Yahya Almooshaki	91%
25.	Sara Khalid Alnajjar	73%
26.	Maram Isam Aljaradi	95%
27.	Wujdan Ahmad Alkhayl	94%
28.	Walaa Sa'eed Alahmar	91%



The results or marks show us a notable and great success in the final exam of English (the success rate was 100%). Undoubtedly, this outstanding achievement hasn't taken place overnight and it hasn't happened without motivating students through total dependence on Allah, The Almighty, and by taking the right reasons. As far as the female student, definitely number (15.) in table 4 above (Ikhlaas), she got sick in the second half of the school year and therefore, she didn't attend lessons. Nevertheless, she attended the final exams and she got the highest mark between her colleagues (the females) 97% in English! This big success happened by using intrinsic and extrinsic motivation to the student mentioned, from both her parents and teachers. From what has been seen or noticed, one can simply conclude that how motivation increases students' performance so that the overwhelming majority of the students themselves haven't believed what they achieved in spite of the difficulties they faced all over the school year.

1.4 General findings

- 1) This study showed positive results for the use of both intrinsic and extrinsic motivation which went hand in hand during the teaching-learning process. Each of the students who continued following his/her teacher's instructions properly, after a lengthy treatment to his/her level as for identifying the shortcomings, had well-done before and during the final exams.
- 2) The total dependence on Allah, The Almighty, (Al-Tawakkul) continued to show improvement in decreasing some negative points with regard to the students under study, like removing anxiety, fear of failure, the spirit of defeatism, and inadequate preparation for the exams; in addition to increasing the self-confidence which fixed the weakness in performance.
- 3) When the challenge keeps the goals in mind, this is facilitating and supporting students to have the competitive spirit of doing hard jobs successfully, the students have been told all over the school year to believe that the impossible can be possible, since the dreams of yesterday are today's realities.⁽²⁾
- 4) Although motivational mechanisms and means (i.e. intrinsic and extrinsic ones) were approximately equal to both male and female students, the results show that male students did relatively better than the females. This's been perhaps, because male students were little more pressed by their parents and teachers as for having an excellent qualification in the future; in addition to have the spirit of competition was obviously stronger than the female ones from one hand, and the male are innately (but not always) more adventurous than the female as for answering exam questions. In other words, male students are more able to create or innovate, answers to questions than females.
- 5) The vast majority of the students have raised their academic performance in learning as it is shown in the marks of table 4 (in comparison with table 2 and 3). The lowest mark

⁽²⁾ The origin of this speech is by the American physicist Robert H. Goddard.



of English subject as far as the females are concerned, belongs to the student no.25 (Sara) who got 73%, whereas the lowest mark as far the males are concerned, belongs to the student no.11 (Sultan) who got 84%. In the world of teaching and learning, no one can deny that there are individual differences between students. However, (Sara) and (Sultan), I think, did their best in the final exam and I also think that their marks are positive comparing to their abilities in learning and comparing to their academic performance at the beginning of the school year (there was a remarkable improvement).

6) As far as the mark of student's no.23 (Khulood) is concerned, I think, it wasn't positive as I believe that the student mentioned had more than that to do in the final exam. There is no doubt that she might be much worried, confused, not prepared psychologically for the exam, or something like that.

7) The highest mark in English exam was 99% which belongs to the student no.3 (Anas) who developed himself a lot in learning and he was really very industrious.

8) Although there were very many teaching ways used all over the school year mentioned and although there were encouragingly many intrinsic and extrinsic motivations which lead to improving in the academic performance in general, there were very few students, perhaps, not fully convinced of their performance and their teacher. So, in teaching-learning fields, one can conclude that what is suitable to very many students might not be necessarily suitable to the others and vice versa. In other words, one plus one doesn't necessarily equal two in teaching-learning ways.

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