The Effectiveness of a Program Based on the Combination of Relevance and Confidence Motivational Strategies in Developing EFL Argumentative Writing Skills and Overcoming Writing Apprehension Among Students Teachers at Faculty of Education

By

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Abstract

The aim of this research is to investigate the effectiveness of a program based on the combination of relevance and confidence motivational strategies in developing EFL argumentative writing skills and overcoming writing apprehension among students teachers at Faculty of Education. The design of the research is a mixed research methodology. It combines both quantitative and qualitative modes of inquiry. The researcher used two groups: an experimental group and a control group. Both groups were tested before and after the intervention. Subjects of the present research consisted of fifty students who were chosen randomly from fourth year students enrolled in English section at Faculty of Education, Benha University, Egypt. They were divided into two groups: an experimental group (N=25) students who taught through a program based on the combination of relevance and confidence motivational strategies and a control group (N=25) students who taught in the regular way. The instruments of the research included an EFL argumentative writing skills test, the Daly-Miller Writing Apprehension Test (WAT) and a semi-structured interview. Results of the research revealed a statistically significant difference between the mean score of the experimental group and that of the control group in the post test of EFL argumentative writing skills in favor of the experimental group. Also, students' writing apprehension was decreased. These results were ascribed to using a program based on the combination of relevance and confidence motivational strategies.

Keywords: - EFL Argumentative Writing Skills- Writing Apprehension- The Combination of Relevance and Confidence Motivational Strategies.

Introduction

Writing is one of the most authentic and interactive ways of transferring thoughts and ideas to others. It is a negotiative and explanatory act, requiring great judgement. Learning to write efficiently a text is a long process that requires much practice and sometimes explicit and formal instruction. The act of writing creates an environment for the development of cognitive and organizational strategies whereby students link new concepts with familiar ones, synthesize knowledge, explore relations and implications, outline information, and strengthen conceptual frameworks. Thus, it involves self-monitoring, planning, concept-building, and the review of information processes, which promote the building of knowledge domain.

Writers must show some form of cohesion and coherence in their presentation of ideas. At the discourse level, analysis of cohesion provides a useful measure of the effectiveness and quality of written text. In addition to having knowledge about the internal features of written texts, familiarity with different genres can affect writing quality of the learners to a large extent. The notion of genre is defined as abstract, socially recognized ways of using language, which are purposeful communicative activities employed by members of a particular discourse community .Argumentative writing is a fundamental writing style which is required in higher education to compose various writing tasks. The goal of argumentative writing is to convince an audience, and it is done in a situation where there exists a conflict between the beliefs and attitudes of the writer/speaker and the reader/audience .The writing of formal argument places heavy cognitive demands on the writer. It involves logical and coherent reasoning, which are acquired in cognitive development (Dastjerdi and Samian ,2011).

Argumentative writing is the genre of writing in which an author states his opinion on a controversial issue and supports his opinion with arguments for the purpose of getting the audience to change their mind on the controversial issue to reflect his point of view. It demands that the writer make the audience aware of why his or her understanding of the issue is credible. Ultimately, the writer is successful when the audience accepts his or her beliefs on the grounds of his or her discourse (Moore,2009).

Argumentative writing is a crucial skill during the school years and beyond. Academically, written argumentation helps students acquire knowledge. Furthermore, written argumentation can lead to an increase in intrinsic motivation and problem-solving performance in the academic setting. It requires students to embrace a particular point of view and try to convince the reader to adopt the same perspective or perform a certain action. Thus, the skill of argumentation has long been recognized as essential in academic studies at various levels (Chase,2011, Moore,2009, Qin, 2009).

Argumentative essay presents a point of view about something and explains the reasons in order to win readers' agreement. It is built around a specific statement (or main premise) that is debatable within the field in which students are studying. In other words, at the center of an argumentative essay is a statement with which readers may disagree. The argumentative essay will need to support that statement in a manner that convinces the readers of its truth. It mainly strives to convince the reader of the writer's point of view, using reasonable and ethical methods .The process of argument composition varies from writer to writer, most writers follow these three stages: forming an argument, which can consist of discovering a motive for writing and identifying an audience to address, discovering and sharpening a position, and developing an appropriate style; supporting the argument; and reviewing the argument, which can include considering the image projected by argument, making substantial additions or deletions to a first draft, and adding an introduction and conclusion (Cheng and Chen 2009, Day,1997, Liu,2005 ,Mayberry,2009).

Thus, Connor (1990) identifies four features of argumentative texts that are unique to this genre. The first feature is superstructure which refers to the organizational plan of any text and the linear progression of the text. The second feature is the quality of logical reasoning which is assessed by analyzing the interrelationships of writers' assertions and the associated support or data provided to substantiate those claims. The third feature is identified as persuasive appeal, including affective appeal and establishment of writer credibility. Finally, she notes that audience awareness is an important characteristic of successful argumentative writing. The writer must

observe an awareness of the reader's perspective by dealing implicitly or explicitly with possible counterarguments

In addition, the writer must also aware of the various elements that are specific to the genre of argumentation. According to Toulmin (1958), argumentation is composed of the following elements: a) claim, which is an assertion presented in response to a problems, b) data, which includes the evidence or grounds on which claims are made, c) warrant, which supports the link between the claim and data, d) backing, known as support of the warrant, e) qualifier, which is a term indicating the probable nature of the claim, and f) a reservation, which refers to the conditions under which the warrant will not hold and cannot support the claim .These elements represent the basis of argumentative discourse and an organizational framework for argumentative essay writing (Chase, 2011).

Chase (2011)clarified that the components of argumentative writing are categorized as functional and nonfunctional elements. The functional elements are: standpoint (i.e., claim or premise) for or against the topic, reasons (i.e., data) to support the premise or contrasting premise or to refute counterarguments, elaborations (i.e., warrant and backing) for the reason and standpoint, alternative standpoint for or against the topic; reason for the alternative standpoint, counterargument, rebuttal, introductions, conclusions, and rhetorically functional repetitions. In contrast, nonfunctional elements comprise of: repetitions that do not serve some rhetorical purpose and information included in the essay that is not relevant to the topic.

Therefore, at the university level, for instance, there is a great demand for reading and writing arguments. Regarding reading arguments, students need to learn how to critically judge, evaluate, and respond to propositions presented in texts; in terms of writing arguments, students are often required to express their own points of view in academically appropriate forms and strategies (Qin and Karabacak ,2010).

Writing apprehension is the individual's tendency to avoid a situation that is perceived to potentially require doing writing assignments that may be accompanied by some form of evaluation. Highly apprehensive writers view writing as an unrewarding experience. They fear the

evaluation of their writing as they expect to be negatively rated. Consequently, they avoid writing as much as they can in order to maintain their self-esteem. It affects students' expectations of success in writing and their willingness to study future writing courses (Salem ,2007).

Thus, Chuo (2004) defined writing apprehension as language-skill-specific anxiety, unique to written communication. It is a phenomenon certain individuals experience when confronted by a task that requires writing. Different individuals have different levels of writing apprehension. People with high writing apprehension avoid writing when possible and, when forced to write, do so with great anxiety. Reio (2010) indicated that students with high writing apprehension avoid writing, especially when it is to be evaluated in some way. They expect negative evaluations of their written work and thus avoid classes and tasks that involve writing. Daly and Miller described apprehensive writers as people who fear being evaluated for their written work because they expect the evaluations to be negative. As a result, they actively avoid writing, both in the courses they take and the occupations they pursue, and become anxious and unhappy if they find themselves in situations where writing is required.

Writing apprehension is an antecedent psychological condition that is associated with resistance, a failure or refusal to write. Students view writing as useful and productive in a particular social setting, exhibit lower degrees of both writing apprehension and resistance. Writing apprehension is negatively correlated with self-efficacy, again making apprehension a powerful indicator of future writing success and one which links both self-efficacy and resistance theories (Pappalardo,2010).

Levels of writing anxiety vary, ranging from very high to very low. In the lower ranges, apprehension can be a positive influence, leading students to put more effort into their writing. Apprehension may be a problem only when it becomes all-encompassing and enervating. Both lower levels of anxiety and the higher levels may originate from outside concerns such as fear of making errors and fear of evaluation. Writing apprehension influenced students at all levels. It is a complex term because of the complexity of writing. Writing tasks tend to increase

students' anxiety levels because anxiety can lead students to be demotivated in writing, which in turn may cause them to have negative attitudes towards writing (Ayodele and Akinlana,2012, Hanna,2009).

Therefore, it is important that composition instructors realize the importance of motivational and strive to create a positive learning environment in which the students can be successful risk takers in writing and gain confidence from their successes. Thus, providing specific motivational strategies, relevance and confidence, from Keller's (1983) ARCS model would help students to reduce writing apprehension, increase motivational level and improve their writing performance. The motivational strategies, relevance and confidence, were based on John Keller's (1983) ARCS model that was designed to be a systematic approach to enhance learning through motivation. The ARCS model includes four components: Attention, Relevance, Confidence, and Satisfaction (Spain,2009).

Thus, if learning tasks were designed from easy to more difficult ones, the students could produce more writing without fear of poor evaluation. Each time the students gain a level of competency by successfully completing the tasks, their confidence in their ability to learn more complicated material should increase. Therefore, it is important that composition instructors realize the importance of motivational and strive to create a positive learning environment in which the students can be successful risk takers in writing and gain confidence from their successes. This is especially true for inexperienced writers who need both the knowledge and the motivational to select, apply, and monitor their use of strategies. Therefore, effective writing instruction begins with providing a positive learning environment, getting the students' attention, showing students the importance and relevance of what they will be learning, and designing easy to difficult tasks to create confidence and build self-efficacy.

The motivational strategies are included for any composition instructor who wants to revive a positive learning environment in which students might achieve the goal of becoming better academic writers. Students need both confidence in their ability to learn new skills and understanding of the relevance of the material that can add value to their learning certain tasks. Motivational strategies are techniques that promote the individual's

goal-related behavior. They refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect (Falout, 2010).

Confidence can be defined as students' positive expectations of success with reasonable effort and risk. It contributes to sustaining motivation, where motivation is accomplished through identifying the learning requirements, providing opportunities for success, and offering the student personal control with the instructional materials. Confidence strategies can be defined as the strategies that allow students to develop confidence by being successful. Students received a strategy that allowed for meaningful success under both learning and performance conditions. The instructor demonstrated how the students' expended effort directly influenced the consequences. The strategy was designed to generate positive expectations. The instructor provided feedback and supported internal attributions for success. He/she assisted students to estimate the probability of success by presenting performance requirements and evaluation criteria (Spain, 2009).

Jokelova (2012) defined confidence strategies as teaching strategies that enhance students' feeling of personal control and expectancy for success. These strategies included clarity of requirements, appropriate difficulty of tasks, instructor's assurance that the students can be successful with certain amount of effort, and attributing students' success to their own effort. Huett (2006) states that Keller's ARCS model (1979) lists confidence (expectancy for success), along with attention, relevance, and satisfaction, as one of four general subsections that must be considered to influence student motivation to learn. Within the larger framework of confidence, Keller provides three components that can be manipulated to reduce a sense of helplessness and increase learner confidence: learning requirements, success opportunities, and personal control. Confidence can be increased by examining learning requirements to give students knowledge of what is expected of them. It can also be increased by providing for success opportunities that are meaningful, are challenging and avoid boredom. Lastly, to improve confidence, Keller advocates a sense of personal control where the learner is allowed as much control of the learning experience as possible.

Moller (1993) described confidence as the learner's subjective belief in the probability that expending effort will lead to goal attainment .It has an influential role in motivation and the resulting action because confidence influences the choice of tasks and effort levels. An appropriate amount of confidence contributes to sustaining motivation. The importance of confidence can be further shown when learners are lacking confidence. A lack of confidence is also likely to lead to anxiety. Anxiety is basically an unpleasant feeling similar to fear or apprehension. In a learning situation, when learners are anxious or fearful of how well they will do, anxiety could have a negative effect on learning by misdirecting effort from learning to task-irrelevant concerns. Thus, confidence is the combined result of the learners knowing the learning requirements, having opportunities for success, and being provided with a sense of personal control that their efforts and abilities will be the determining factor in obtaining their goal.

Students with a poor perception of their abilities may become anxious and perform less than their counterparts with higher confidence in their abilities. Moller (1993) describes learners with high anxiety as often misdirecting effort from learning to task-irrelevant concerns. Learners high in anxiety are often low in self-esteem and, as such, avoid evaluative situations. In contrast, learners with normal anxiety levels feel more confident and motivated in situations where they must be evaluated.

Spain (2009) defined relevance as the connection of the instructional content to things that are meaningful to the students; the perception that instruction fulfills a personal need. Relevance strategies are defined as using concrete language and examples with which students are familiar. Provide examples and concepts that are related to students' previous experiences and values. Present goal orienting statements and objectives. Explain the utility of instruction for both present and future uses. Relevance is defined as meeting the personal needs/goals of the student to effect motivation. It is anything that teachers ask students to learn that helps them to achieve their goals that support their identity. Brophy (2004) wrote that motivation increases among students when the learning activities related to the students' experiences. Relevance-enhancing strategies have been shown more effective in enhancing motivational and learning performance than other embedded strategies.

Jokelova (2012) defined relevance strategies as teaching strategies that enhance students' sense of meaningful connection between the instruction and their goals. These strategies included building on students' previous experience; showing the present worth and future usefulness of the instruction; accommodating students' needs for achievement, power, and affiliation; presenting current students with exemplary former students and their achievements; and presenting students with choices.

According to Brophy (2004), the first step to enhance learning performance is to create conditions in the classroom to foster a learning community. That meant the instructor should select learning tasks that are worth learning and develop this content in ways that help students to appreciate their significance and application potential to analyze the students and identify learning styles, such as active or reflective students. These learning styles can be categorized with the relevance portion of Keller's ARCS model because they assist in matching a student's motives.

The first subcategory in relevance strategies is goal orientation. Relevance strategies highlight how the students' previous experiences and skills can be used to help them understand, learn new concepts, and link to students' needs, interests, and motives. This strategy can help teach the concept of writing academic summaries, which are essential to incorporating sources in argument essays. Instructional strategies should include presenting clear objectives to the students, allowing students some way to capitalize on their learning styles, and encouraging students to build on their own experience and understanding.

The second subcategory is motive matching. This strategy clearly states how the instruction has current value for the student. Motive matching uses instructional strategies that match the motive profiles of the students. Those who learn to write well improve their ability to think, and those who write well generally score higher on essay tests than those who do not. The third subcategory for relevance strategy is familiarity through goal orientation. This strategy ties current instructional goals to future goals. It helps the student to relate the instruction as important to success not only in other .Therefore, if students do not believe they can successfully learn the instructional objectives, they lose motivational and are reluctant to participate .In other words, if the students do not feel that their efforts will be rewarded, then they resign themselves to failure.

As a result, Huett (2006) and Spain (2009) clarified different strategies of confidence as follows:-

Learning requirements are clear, well-structured instructional objectives for the students. Short-term and long-term goals need to be stipulated before the instruction begins. The syllabus should be very precise about requirements, due dates, grading, policies, and appointment time. The students need examples of unacceptable and acceptable work and explain grading rubrics. An important point is to make the students aware of prerequisites that are required in order to meet the instructional objectives. Success opportunities build confidence in successive small steps. As less significant objectives are learned successfully, the student's confidence usually grows. The students' motivation increases when they accomplish simple tasks and advance to more difficult and complex learning tasks. The concept is to build each new objective on previous objectives that the student has already successfully acquired. Writing for an audience has certain demands that must be met for clear understanding. Group activity allows students to anticipate and create questions that audiences might have about particular topics.

Personal control, or realistic expectations, helps students plan their work more realistically to avoid waiting until the last minute to begin a project. However, if the students are aware that they have control of their successful completion of a writing assignment, then their motivational may increase. The instructor can provide the students with a time planning device, such as a monitoring chart, that shows how much time that each objective may take . According to relevance motivational strategy , if individuals could see value of a task or assignment in their present and future life, then they would be more motivated to persist at that task (Spain,2009).

According to Spain (2009) , the present study focused on relevance and confidence motivational strategies because of two reasons. First, college students are more willing to complete assignments when they understand the practical value for them. Second, students who were confident in their ability were more willing to accept learning new challenges. Thus, the study focused on the combination of relevance and confidence motivational strategies to determine whether college students might respond more positively about improving their argumentative

writing skills and overcome writing apprehension. He confirmed that relevance and confidence strategies were incorporated with standard process-oriented writing instruction. Then , the students wrote an argumentative essay. Students needed to be motivated . In addition, when students understand they may gain personal benefits from assignments, they frequently apply themselves more seriously to the tasks. When they have confidence in their ability to learn the material, their willingness to attempt the task is higher and writing apprehension decreased.

Context of the problem

Moreover, most EFL students hate to write as they have no experience, no confidence, maybe no ideas, a slender vocabulary, skewed grammar and probably vague notion of punctuation. So, students should practice, practice and still more practice to learn writing. They are always hesitant to write because they cannot generate ideas and they are afraid of making mistakes (Abdel-Hack, 2009b:255).

Therefore, it is important to help students to be familiar with writing and how it works as a tool of learning and self-expression. Thus, teachers should provide opportunities for students to share their own experiences to develop their confidence and autonomy in writing. Students should be encouraged to write cohesively and coherently. Teachers' feedback plays a crucial role in improving and enhancing the quality of students' written essays (Helwa,2013).

Students who were less motivated often reacted indifferently or were reluctant to persevere when the tasks become difficult. To document the problem, the researcher conducted a pilot study on fourth year students enrolled in English section at faculty of Education, Benha University, Egypt. The pilot study consisted of an EFL argumentative writing test, the Daly-Miller Writing Apprehension Test (WAT) and unstructured interview. The results of the test revealed that some students have problems in choosing topics to write about (i.e., planning and prewriting), with the actual act of writing words and ideas on paper (i.e., translating and drafting), with identifying unsupported or unclear ideas that need to be modified (i.e., revising), with grammatical, punctuation, and spelling errors (i.e., editing), and/or with critically thinking about the feedback given by others (i.e., evaluating). In addition, students must tend to the

specific demands for each form of writing. The results of the Daly-Miller Writing Apprehension Test (WAT) revealed that students fear from making errors and fear of evaluation when they write. They have higher level of writing apprehension. The interviews elicited information about participants' backgrounds and oral reports concerning participants' difficulties, processes, and strategies when performing the argumentative writing task.

Statement of the problem

In spite the importance of EFL argumentative writing skills, fourth students enrolled in English section at Benha faculty of Education have difficulties in writing argumentative essays. They also have high level of writing apprehension. The present research aims at examining the effectiveness of a program based on the combination of relevance and confidence motivational strategies in developing EFL argumentative writing skills and overcoming writing apprehension among students teachers at Faculty of Education.

Questions of the study

1. What are the features of using a program based on the combination of relevance and confidence motivational strategies in developing EFL argumentative writing skills and overcoming writing apprehension among students teachers at Faculty of Education?
2. How far is a program based on the combination of relevance and confidence motivational strategies effective in developing EFL argumentative writing skills among students teachers at Faculty of Education?
3. How far is a program based on the combination of relevance and confidence motivational strategies effective in overcoming writing apprehension among students teachers at Faculty of Education?

Review of Related Studies

Understanding the important elements in argument essays can enable students to construct arguments that are more logical and ultimately write more persuasively. Learning to write effective arguments can also help them think more clearly about complex issues that at some point demand a reasoned opinion based on logical, empirical, or mixed evidence. Argumentative writing is one of the writing modes which promote reasoning and critical thinking skills. In argumentative writing, students

consider diverse points of view and accurately reconstruct them. It requires that writers develop logical relationships between ideas and build a deep understanding of the topic. Students process information deeply. Thus, college students should be prepared to challenge ideas, critique them , argue with them , express their own points of view and convincingly support their view (Ali, 2011).

Therefore, argumentative writing allows students the freedom to get their thoughts on paper without penalty. In addition, it allows them to take risks and be reflective. The instructors can reduce apprehension in writing by asking students to write about any topic they want. If learning tasks were designed from easy to more difficult ones, the students could produce more writing without fear of poor evaluation. Each time the students gain a level of competency by successfully completing the tasks, their confidence in their ability to learn more complicated material should increase. There are different causes for writing apprehension such as fear of evaluation, lack of confidence in writing ability and potential, lack of understanding of the process or subject matter and anticipation that writing is hard work. In order to reduce those anxieties; provide writing assignments that are not graded, non-threatening feedback, freedom to revise graded essays, and one on one conference. Using relevance and confidence motivational strategies as instructional methods could lessen the apprehension and increase writing performance (Spain,2009).

A number of studies have investigated the variables of this study as follows:-

Cahyono (2000) investigated the use of rhetorical strategies in English persuasive essays written by Indonesian university students of English as a foreign language. He examined to what extent overall proficiency in English composition was predictive of the rhetorical strategies used in English persuasive essays. Two groups of undergraduate students were involved: the first- and fourth-year students in the English department of the State University of Malang, Indonesia. The results showed that there was a statistically significant difference between the rhetorical strategies used in English persuasive essays written by the first and fourth-year students. In general, the fourth-year students were more successful than the first-year students in using the superstructure of argument, the

Toulmin model of informal reasoning, and the persuasive appeals. Therefore , there was a positive significant correlation between the students' overall proficiency in English composition and the rhetorical strategies used in English persuasive essays.

Zhu (2001) examined the difficulties a group of Mexican graduate students encountered when engaged in an argumentative writing task as well as their writing processes and strategies. Participants in this study were 14 Mexican graduate students who had been admitted into an MA program in teaching English as a second language offered at a US . Data were collected from individual interviews with the participants and from participants' written essays. Data analysis indicated that most participants perceived the rhetorical aspects of English argumentative writing as difficult. It also indicated that participants mainly used cognitive, social, and search strategies, whereas metacognitive strategies were used infrequently. The results provide some insights into the difficulties, processes, and strategies of second-language writers learning to do English argumentative writing.

Chuo (2004) investigated the effect of the Webquest based instruction (WWI) on students' writing performance and writing apprehension. The sample of the study consisted of students in two junior college second-year classes at a college of foreign languages in southern Taiwan. One class (N = 52), as the control group, received traditional classroom writing instruction. The other class (N = 51), the experimental group, received the WWI. Both groups used the process writing approach. In the control group, teacher-directed oral discussion in the traditional classroom provided the primary writing input. In the experiment group, the Webquest lessons directed students to surf web resources for writing input. Data collected included a writing performance test and a writing apprehension test administered to both groups. The results indicated that the WWI improved students' writing performance significantly more than the traditional writing instruction. The WWI class also experienced significant reduction in writing apprehension.

Salem (2007) conducted a study to investigate the effect of journal writing as a communicative technique on written performance, writing apprehension, perceived sense of writing abilities, and attitudes of Egyptian EFL English majors. The participants in this study were 50 third-year English Department male students in the College of Education, Al-Azhar University in Cairo, Egypt. They were divided into the experimental group included 25 whereas the control group included 25 students. Both groups studied an Essay and Composition course for a semester. The experimental group did an extra assignment in which each student wrote a minimum 200-word journal entry. The instruments of the study included writing test and the Writing Apprehension Test prepared by Daly and Miller (1975). The findings revealed significant differences between the experimental group and the control group in written performance in favor of the experimental group. Moreover, journal writing had positive effects on decreasing writing apprehension and developing students' perceived sense of their writing abilities.

Cheng and Chen (2009) conducted a study to describe Taiwanese students' ability to compose English argumentative writing and gain a comprehensive understanding of cultural effects on rhetorical features. A cross-language and cross-nationality comparison design has been adopted through comparing Taiwanese students' English writing not only with their own Chinese writing but also with the argumentative texts of their American counterparts. Participants included 40 Taiwanese and 39 US college students. The Taiwanese participants were freshman English majors in Taiwan, who have received one-semester of instruction on English expository writing at a college level, but have yet to receive any instruction on English argumentation. An equal number of US freshmen enrolled in a required composition class in a large comprehensive university participated in the study. The results indicated that Taiwanese student arguments are less extended and complex, and display a limited range and quantity of argumentative structure in comparison to American arguments.

Moore (2009) conducted a study to examine the effects of two peer group activities, observing readers and being readers, on fifth grade students' argumentative writing quality, revision quality and type, and ability to include argumentative elements in writing. Students were randomly assigned at the student level within each classroom to one of three groups: readers, observers, or the control group. The reader group participants read, discussed and evaluated other students' argumentative writing prior to revising their own writing. The observer group participants listened to the reader group read, discuss and evaluate other students' argumentative writing prior to revising their own writing. The control group practiced writing to another argumentative writing task prior to revising their own writing. All participants wrote an initial draft to an argumentative writing topic prior to participating in the experimental or control activities. After participation in the experimental and control activities, all participants had the opportunity to revise their initial drafts using what they learned during the experimental or control activity. The results indicated that the reader and observer groups would produce more persuasive texts, would make higher quality revisions, and would include more text elements characteristic of argumentative texts than the control group both immediately after instruction. The results also revealed that the reader group made significantly greater gains than the control group in overall persuasive quality immediately after participation in the experimental.

Qin (2009) aimed at analyzing structures of English and Chinese argumentative papers written by Chinese English as a foreign language (EFL) university students and also examining how these students used source texts in English argumentative writing. Specifically, based on the adapted Toulmin model of argument structure , it analyzed the use of Toulmin elements in English and Chinese argumentative papers and examined how the uses of Toulmin elements were related to the quality of argumentative papers. Furthermore, student use of source texts was analyzed based on the two broad categories of verbatim and paraphrase. The sample of the study consisted of one hundred and thirty-three Chinese sophomores majoring in English and 99 Chinese English-major graduate students studying at Chinese universities participated in the study. The results of the study indicated , the majority of English

argumentative papers displayed the two fundamental Toulmin elements, data and claim, although the uses of the secondary Toulmin elements, namely, counterargument claim, counterargument data, rebuttal claim, and rebuttal data were much less frequent.

Spain (2009) investigated writing apprehension, motivational levels, and writing performance of 68 undergraduates enrolled in four freshman composition courses during one semester. He also determined whether a correlation exists between relevance and confidence strategies as motivational factors on writing apprehension, motivational level, and writing performance. Participants in the treatment groups received relevance, confidence, or a combination of relevance and confidence motivational strategies based on Keller's ARCS model. The instruments of the study consisted of Daly-Miller's (1975) Writing Apprehension Test (WAT), writing performance test and motivational strategies scale. Results of the study revealed that there is an improvement among Relevance/Confidence group (extrinsic goal orientation, self-efficacy, and test anxiety) and the confidence group (task value) in writing performance and decreasing writing apprehension.

Qin and Karabacak (2010) conducted a descriptive study to analyze structures of argumentative papers written by second language (L2) university students, based on the adapted Toulmin model of argument structure constituting six elements (i.e., claim, data , counter argument claim , counterargument data , rebuttal claim, and rebuttal data). They also investigated how the uses of these Toulmin elements are related to the overall quality of argumentative papers. One hundred and thirty-three second-year university English-majors in a Chinese university wrote an argumentative paper in English after reading two preselected English opinion pieces with opposing views on the same controversial topic. The Toulmin elements in the students' papers were analyzed and the quality of papers was assessed. It was found that an average paper had at least one claim supported by four pieces of data . However, there were far fewer uses of counterargument claim, counterargument data , rebuttal claim , and rebuttal data in the papers, although their uses were significant predictors of the overall quality of argumentative papers.

Ali (2011) conducted a study to investigate the effect of a suggested multiple intelligences based training program on developing some argumentative writing skills. The participants of the study consisted of thirty fourth year primary education prospective teachers of English. The tools of the study included an EFL argumentative writing test. The results of the study revealed that MI-based instruction gave students more chance to argue debatable issues that are closely related to their real life situations that helped them to develop argumentative writing skills.

Chase (2011) conducted a study to determine to what extent the argumentative essays written by community college remedial students are inclusive of functional argumentative elements, coherent, cohesive, and of high quality; and to what extent the written components (i.e., coherence, cohesion, inclusion of functional elements, length) and demographic characteristics of the writer (i.e., reading ability, science interest, science knowledge, gender, native language) contribute to the overall quality of argumentative essays . The sample of the study consisted of analyzing about 112 students' writing samples. It was found that on average, the argumentation in the essays was only partially developed and coherent; the essays contained a relatively moderate amount of functional elements and included a minimal amount of cohesive ties. The results also indicated that the written components of the argumentative essays and the demographic characteristics of the writer, when combined, significantly contribute to the overall quality of the argumentative essays. Therefore there is a need for instruction focusing largely on essay coherence, as well as argumentation development, in order to improve argumentative writing quality.

Dastjerdi and Samian (2011) investigated cohesive devices used in argumentative essays composed by Iranian graduate non-English majors, and the relationship between the use of cohesive devices and quality of their essays. An analysis of forty argumentative essays written by forty Iranian graduate non-English majors showed that the students were familiar with various cohesive devices and used them in their writings. Among the cohesive devices used lexical devices had the largest percentage of the total number of cohesive devices, followed by reference devices and conjunction devices. Furthermore, it was found that there was no significant relationship between the number of cohesive devices used

and quality of writing. The findings of the study have some important implications for EFL writing teachers and learners.

Jokelova (2012) conducted a study to examine whether the components of Relevance and Confidence from the ARCS motivational model affect academic performance and course satisfaction differently. He also examined the educational impact of the motivational categories of Relevance and Confidence on academic performance and course satisfaction of online students of the public speaking course. The participants were students of an online public speaking course at a southern U.S. public university. They were divided into three groups, Relevance, Confidence, and Control. The participants completed an initial questionnaire. The experimental groups were then exposed to the treatment consisting of Relevance or Confidence-enhancing strategies. At the end of the semester, the participants completed a final questionnaire and their grades and scores were recorded and analyzed. The responses from questionnaires were analyzed between groups and within groups. The results revealed that the components of Relevance and Confidence affect academic performance and course satisfaction differently.

Hypotheses of the Study

Based on the related studies and research questions the following hypotheses were formulated:

1. There is a statistically significant difference between the mean score of the experimental group and that of the control group in the post test of EFL overall argumentative writing skills in favor of the experimental group.
2. There is a statistically significant difference between the mean score of the experimental group and that of the control group in the post test of EFL overall argumentative writing sub-skills in favor of the experimental group.
3. There is a statistically significant difference between the mean score of the experimental group and that of the control group in the post test of writing apprehension test in favor of the control group.

Methodology

A. Participants

Subjects of the present research consisted of fifty pupils (N=50). They were chosen randomly from fourth year students enrolled in English section at Faculty of Education, Benha University, Egypt. They were divided into two groups: an experimental group (N=25) students who taught through a program based on the combination of relevance and confidence motivational strategies and a control group (N=25) students who taught in the regular way. To make sure that both groups were equivalent in the EFL argumentative writing skills, the EFL argumentative writing skills test was administered to the control group and the experimental group before implementing the program. Mean, standard deviation and "t" value of the two groups were computed.

Table (1):"t" test between the control group and the experimental group in the pre-test of the overall EFL argumentative writing skills

Test	Group	N	Mean	S.D	T-Value	D.F	Sig.
EFL argumentative writing skills	Cont.	25	27.200	2.754	0.114	48	N.S.
	Exp.	25	27.120	2.186			

Table (1) indicates that there is no significant difference between the mean scores of the two groups on the overall EFL argumentative writing skills pre-test, where "t" value is (0.114), which is not significant at (0.01) level of significance. This means that the two groups are equivalent in their EFL argumentative writing skills.

B. Design

The present research is a partially mixed research methodology. It combines both quantitative and qualitative modes of inquiry to help bridge the gap between quantitative and qualitative research. According to El-Sweedy (2012), the present research is a partially mixed research because both the qualitative phase and quantitative one are included in the overall research to provide unified understanding of the combination of relevance and confidence motivational strategies and argumentative

writing skills. Therefore, to conduct the quantitative analysis the pre- post control group design was used. The researcher used two groups: an experimental group and a control group. Both groups were tested before and after conducting the experiment. This design is used when the researchers want to study cause and effect relationships between two or more variables through the active manipulation of the independent variable and through assigning randomly subjects into two equivalent groups: the control group and the experimental group.

C. Instruments

In order to fulfill the purposes of the study, the following instruments were designed.

A .EFL Argumentative Writing Skills Test

The EFL argumentative writing skills test was prepared by the researcher to measure argumentative writing skills among fourth year students at Faculty of Education, Benha University,Egypt. It was used as a pre-post test. The test consisted of two questions (writing two essays) suitable for students' level and background knowledge (see appendix B). The students are required to write two argumentative essays. The time of the EFL argumentative writing skills test lasted one hour .   It was counted through getting the mean between the fastest student and the lowest one in answering the test questions. The test was corrected by the researcher through using a rubric prepared by her. The rubric consists of four parts; each part has three items ranging from "3" marks to "1" mark. The students were given "3" marks when their performance is high and "1" mark when their performance is low (see appendix C).

B. Writing Apprehension Test (WAT)

The researcher adopted Daly and Miller writing apprehension test (WAT) to assess the level of apprehension in students about writing (see Appendix D). The WAT contains 26 statements using a five-point Likert scale with responses from strongly agrees to strongly disagree. The high reliability estimate measured with Cronbach's alpha coefficient ranged from .89 to .94 .Daly and Miller's WAT has been used extensively and is considered an accurate tool for measuring students' writing apprehension. As scores get higher, the level of apprehension decreases. The converse is

true as scores get lower, the score for writing apprehension increases. The range is from 46 to 96. Students who have high levels of apprehension often lack confidence that they can perform well even if they have the necessary skills. Using the WAT as a pre and post strategy measurement determined changes in the students' writing apprehension.

C .Semi-Structured Interview

The interview was constructed to examine the importance of the combination of relevance and confidence motivational strategies fourth year students enrolled in English section at Faculty of Education , Benha University, Egypt and its effectiveness in developing EFL argumentative writing skills and overcoming writing apprehension. The interview took the format of face to face semi-structured interview. The researcher interviewed students once at the beginning of the study, once in the middle, and once at the end of the study, to gain greater insight on their argumentative writing development and decreasing writing apprehension, throughout the eight weeks. The researcher generally asked the pupils about their participation in the program. She used open ended questions to avoid responding with yes-no *(See Appendix E).* Five pupils participated in the interview and their responses were video recorded. The interview lasted for one hour. At the beginning of the interview, the researcher greeted the pupils and asked them to give brief self-introduction as a way to set the goal for the interview. Then, she told them the purpose of the interview and their own roles. If pupils did not understand any question, she could simplify it or change it .At the end of the interview, the researcher thanked the pupils for their participation.

Determining the Validity of the Research Instruments

The EFL argumentative writing skills test , Dally and Miller writing apprehension test (WAT), and semi-structured interview were submitted to a jury member **(see appendix F)** , they were asked to determine the validity of the instruments in terms of clear instructions , items and its suitability for the students' level.   They indicated that the tests instructions were clear and suitable for students' levels and background knowledge. Therefore, the tests and the semi-structured interview were a valid measure of argumentative writing skills and writing apprehension (Face Validity).To ensure the content validity of the tests, they were

developed in the light of a systematic and accurate of literature and previous studies. This accurate and systematic review determined the general form of the tests, their form of questions and how they should be corrected. Therefore, the content of the tests was representative of the skills that were intended to be measured. Thus, the tests were valid and having a content validity.

Determining the Reliability of the Research Instruments

The reliability of the instruments was measured by using the test-retest method. The instruments were administered to a group of fourth year students enrolled in English section at Faculty of Education, Benha University, Egypt. Then, they were administered to the same group again after two weeks. The Pearson correlation between the two administrations was (0.88) at the 0.01 level. Therefore, the instruments were reliable.

The Program based on the Combination of Relevance and Confidence Motivational Strategies

For achieving the purpose of the research, the researcher designed a program based on the combination of relevance and confidence motivational strategies. After assessing fourth year students' enrolled in English section at Faculty of Education, Benha University, Egypt argumentative writing skills and writing apprehension , the experimental group students were required to attend the combination of relevance and confidence motivational strategies based program **(See Appendix G).**

Objectives of the Program based on the Combination of Relevance and Confidence Motivational Strategies

The program aimed at developing EFL argumentative writing skills and overcoming writing apprehension among fourth year students enrolled in English section at Faculty of Education, Benha University, Egypt.

Content of the Program based on the Combination of Relevance and Confidence Motivational Strategies

The topics chosen for the program were selected from books and studies enriched with topics that motivate students. They contained variety of topics , pictures and stories designed for   developing

argumentative writing skills and decreasing writing apprehension .They are suitable for the fourth year students' enrolled in English section at Faculty of Education, Benha University, Egypt   levels such as Zhu (2001), Salem (2007),Mayberry (2009), Moore (2009) and Spain (2009).

The Combination of Relevance and Confidence Motivational Strategies Based Program Framework

The treatment began on 20th March 2014 and continued through 15th May 2014. The researcher met the students for two hours twice a week for eight weeks. Week 1 was used for pre-testing and week 8 was used for post testing. Each session was devoted to the following: introduction , objectives, procedures, the role of the researcher and student and finally the performance. During the instructional procedures, different sessions had different learning goals and different methods were applied.

The program was taught to the experimental by the researcher herself. It lasted for eight weeks with twenty four instructional sessions and each session lasted for two hours. At the beginning of the program, the researcher introduced to the students what they are going to do. First, she told them about the objectives of the program and what they are supposed to gain as a result of their participation in the program (Goal Setting). After that she told them about the importance of writing skills in general then EFL argumentative writing skills and writing apprehension. Then she began to introduce the concept of relevance and confidence motivational strategies and its importance for language learning and EFL argumentative writing skills and writing apprehension.

Following the introduction of the program, the rest of the program were instructional sessions through which the EFL argumentative writing skills and writing apprehension were introduced .At the beginning of each session the researcher told students the objectives of the session, the researcher's role, the student's role, the instructional materials that will be used, the activities they will perform and ways of evaluating their progress .At the end of the each session, the researcher gave students some activities related to what they had learned in order to be sure that they mastered the skills in each session (formative evaluation).   At the end of the program, the researcher assessed the students' achievement

after implementing the program using the EFL argumentative writing skills test and writing apprehension test (summative evaluation).

Findings of the Study

A .Findings of the Quantitative Analysis

The findings of the present research are presented in the light of the hypotheses of the research using the Statistical Package for Social Sciences (SPSS). The findings are stated as follows:

Findings of Hypothesis (1)

The first hypothesis states "there is a statistically significant difference between the mean scores of the experimental group and that of the control group in the post test of EFL overall argumentative writing skills in favor of the experimental group". Table (2) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the control group and the experimental group in EFL argumentative writing skills.

Table (2):"t" test between the control group and the experimental group in the post-test of the EFL overall argumentative writing skills

Skill	Group	N	Mean	S.D	T-Value	D.F	Sig.
EFL argumentative writing	Cont.	25	30.040	1.767	35.906	48	0.01
	Exp.	25	51.920	2.482			

Table (2) shows that the experimental group outperformed the control group in the overall argumentative writing skills, where "t-value" is (35.906) which is significant at the (0.01) level .Thus, the first hypothesis was supported.

Findings of Hypothesis (2)

The second hypothesis states "there is a statistically significant difference between the mean scores of the experimental group and that of the control group in the post test of EFL argumentative writing sub-skills in favor of the experimental group". Table (3) presents the students' mean scores, standard deviations, t -value and level of significance of the pre

and post assessment of the control group and the experimental group in EFL argumentative writing sub-skills.

The second hypothesis has the following sub-hypotheses

▪ There is a statistically significant difference between the mean scores of the experimental group and that of the control group in the post test of EFL grammar skills in favor of the experimental group.

▪ There is a statistically significant difference between the mean scores of the experimental group and that of the control group in the post test of EFL mechanics skills in favor of the experimental group.

▪ There is a statistically significant difference between the mean scores of the experimental group and that of the control group in the post test of EFL vocabulary choice skills in favor of the experimental group.

▪ There is a statistically significant difference between the mean scores of the experimental group and that of the control group in the post test of EFL organization skills in favor of the experimental group.

Table (3):"t" test between the control group and the experimental group in the post-test of the EFL argumentative writing sub-skills

Skills	Group	N	Mean	S.D	T-Value	D.F	Sig.
Grammar Skills	Cont.	25	6.280	1.100	15.289	48	0.01
	Exp.	25	10.480	0.823			
Mechanics Skills	Cont.	25	9.200	0.913	17.134	48	0.01
	Exp.	25	15.240	1.508			
Vocabulary Choice Skills	Cont.	25	5.240	0.723	22.816	48	0.01
	Exp.	25	10.670	0.969			
Organization Skills	Cont.	25	9.320	0.748	19.646	48	0.01
	Exp.	25	15.680	1.435			

Thus, table (3) indicated that the experimental group was much better than their counterparts in EFL argumentative writing sub-skills where "t" value is (15.289) for EFL grammar skills, (17.134) for EFL mechanics skills, (22.816) for EFL vocabulary choice skills and (19.646) for organization skills, which is significant at the level of significance. Therefore, the second hypothesis was confirmed.

Therefore, English argumentative writing has the goal of convincing an audience in a situation where there exists a conflict between the beliefs and attitudes of the writer/speaker and the reader/audience .As a result , student should use the grammatical rules correctly (e.g. verb tenses, subject \ verb agreement, pronouns, articles, conjunctions, prepositions and plural form and apply correct sentence structures when they write any argumentative essay. They should also apply correct punctuation marks and capitalization rules. They apply paragraph indentation, leaving spaces between words, syllable division and use correct word spelling. In addition, they should convey the meaning correctly and clearly, use precise, correct word forms and use correct and appropriate idioms and expressions. They also write suitable introduction and conclusion to the argumentative essays; develop a body that contains one central idea and enough supporting details and examples of argumentative essays ;use transition words and phrases, lexical connectors and adequate coherence marks; set the beginning, middle and end of the argumentative essay definitely; use logical transitions for ensuring smooth of ideas and logical sequence of sentences or ideas and combine paragraphs of the to create an effective argumentative essay. These results are consistent with Chen and Chengs' study (2009) , Dastjerdi and Samians' study (2011).

Findings of Hypothesis (3)

The third hypothesis states "there is a statistically significant difference between the mean scores of the experimental group and that of the control group in the post test of writing apprehension in favor of the control group". Table (4) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the control group and the experimental group in writing apprehension.

Table (4):"t" test between the control group and the experimental group in the post-test of the writing Apprehension

Skill	Group	N	Mean	S.D	T-Value	D.F	Sig.
Writing apprehension	Cont.	25	75.800	4.143			
	Exp.	25	74.880	46.137	0.099	48	0.01

Table (4) indicated that the mean scores of the control group are higher than that of the experimental group where "t" value is (0.099) which is significant at the level of significance. Before implementing the program most of the students are anxious and avoid writing. They did not have enough vocabulary, grammar and organization. After the implementation, they became motivated and enjoyed writing. Therefore, the third hypothesis was confirmed.

B .Findings of the Qualitative Analysis

At the beginning of the program, the students fear from writing and their writing full of mistakes, no meaning and boring. Moreover, most EFL students hate to write as they have no experience, no confidence, maybe no ideas, a slender vocabulary, skewed grammar and probably vague notion of punctuation. So, students should practice, practice and still more practice to learn writing. They are always hesitant to write because they cannot generate ideas and they are afraid of making mistakes. (Abdel-Hack, 2009b:255).

After participating in the relevance and confidence motivational strategies program, students' writing apprehension began to decrease. In the interview data, five students had similar positive reaction towards relevance and confidence motivational strategies program. They felt that their writing in English developed because they became more confident and were able to organize their writing, use suitable expression and vocabulary. The researcher interviewed five students in the experimental group with questions based on the procedures of the relevance and confidence motivational strategies program. They were asked about the various aspects of the relevance and confidence motivational strategies and their perceptions of the progress made in argumentative writing and writing apprehension after the instruction.

Participants perceived performing the argumentative writing task as a learning experience through which they learned about their own writing abilities as well as about different aspects of English argumentative writing (e.g., to organize ideas, to be direct, to support their position, to acknowledge arguments from the opposition). For example, five participants said that they learned about the important parts of the argumentative essay and about how to sequence ideas. Three of the five, however, indicated that although they learned to produce better structured argumentative essays in English as judged by external criteria, they did not like their essays because they felt detached from their own writing.

To understand how students perceived the importance of relevance and confidence motivational strategies in developing argumentative writing and decreasing writing apprehension, some interview questions were asked. An excerpt from the researcher's transcripts provided insight into the students' perception about the activities in relevance and confidence motivational strategies program.

Students (1) : ***when we were going over the writing and participating in the program I realized that I didn't have some of those things related to argumentative writing and that I should go back and revise and make sure I added them or made sure that I had them. I enjoyed writing argumentative essay.***

Students (2): ***writing argumentative essay was hard but it was fun and everything .I like hearing other people's opinions.***

Student (3): ***The program was good practice to help with argumentative writing.***

Before, implementing the program, students with a poor perception of their abilities may become anxious and perform less well than their counterparts with higher confidence in their abilities. Some students were afraid of writing as they did not have enough vocabulary and idioms. They also lack the mechanics of writing any type of essay. Therefore, they avoid writing. After participating in the program, they became confident enough and have feeling of personal control and expectancy for success. It helps students to achieve their goals that support their identity. One of Relevance strategies is goal orientation. It highlights how the

students' previous experiences and skills can be used to help them understand, learn new concepts, and link to students' needs, interests, and motives. This strategy can help teach the concept of writing academic summaries, which are essential to incorporating sources in argument essays.

Student (4): *"Goal orientation". This strategy is useful. I enjoyed it and became more confident in writing. Really , my writing became well.*

Student (5): *Not "Goal orientation" alone. All the strategies we studied help us more. Our writing improved and we did not afraid from anything while writing any essay.*

Therefore, relevance and confidence strategies were incorporated with standard process-oriented writing instruction. Then , the students wrote an argumentative essay. In addition, when students understand they may gain personal benefits from assignments, they frequently apply themselves more seriously to the tasks. When they have confidence in their ability to learn the material, their willingness to attempt the task is higher and writing apprehension decreased.

Discussion of the Results

The primary purpose of this study is to develop EFL argumentative writing skills and overcome writing apprehension among fourth year students enrolled in English section at Faculty of Education, Benha University, Egypt through using program based on the combination of relevance and confidence motivational strategies. The program included variety of tasks and activities for helping students to enhance their EFL argumentative writing skills and reducing their writing apprehension .The results of the study investigated that, the program proved to be statistically and educationally significant in developing student teachers' EFL argumentative writing skills and reducing writing apprehension.

As a result, students are encouraged for being responsible for their own work, by giving some control over what, how and when they learn. Therefore, they will be able to set realistic goals, plan programs of work, develop strategies for coping with new situations, evaluate and assess their own work. They are able to learn how to learn from their own successes and failures in ways, which will help them to be efficient learners in the future.

Through participating in the program, students were given the rights to tell their opinions freely, choose the topics or activities in writing classes, if they feel under pressure about the deadlines or accuracy of the assignments, if they are provided with enough informative feedback, if they have the opportunity to have an effective and sufficient interaction with the researcher through using different strategies such as motive matching goal orientation and familiarity. Therefore, students having the right to choose the objectives, activities, materials, methods and topics; the opportunity to ask questions and express their thoughts freely; the flexibility about the deadlines of the writing assignments; and, the chance to plan, be responsible for and evaluate their own learning during the writing instruction process. Thus, their writing apprehension decreased and become more confident.

Therefore, it is important to help students to be familiar with writing and how it works as a tool of learning and self-expression. Thus, teachers should provide opportunities for students to share their own experiences to develop their confidence in writing. Students should be encouraged to write cohesively and coherently. Learners have to feel motivated and confident that they have something worth communicating. They need to understand that writing is a learning process learnt only by writing and by exploring how language, purpose and meaning are related. It requires some conscious mental efforts, because writers are writing for a reader who is not present, and in some cases may not even be known to them.

Conclusions

The results of the study revealed that the participants' EFL argumentative writing skills developed after the implementation of the combination of relevance and confidence motivational strategies based program. In addition, their writing apprehension was decreased, they became much more motivated and encourage to express their own opinions and points of view in writing without fearing from anything. The effectiveness of the combination of relevance and confidence motivational strategies may be due to the various activities, tasks and strategies the researcher presented to the students. Learning requirements for example are clear, well-structured instructional objectives for the students. Thus, students aware of prerequisites that is required in order to meet the instructional objectives. Success opportunities build confidence in successive small steps. The students' motivation increases when they accomplish simple tasks and advance to more difficult and complex learning tasks. Group activity allows students to anticipate and create questions that audiences might have about particular topics. Personal control, or realistic expectations, helps students plan their work more realistically to avoid waiting until the last minute to begin a project.

Students needed to be motivated to learn. In addition, when students understand they may gain personal benefits from assignments, they frequently apply themselves more seriously to the tasks. When they have confidence in their ability to learn the material, their willingness to attempt the task is higher and writing apprehension decreased. Goal orientation helps students to use their previous experience while writing .

Therefore, the significance differences found in favor of the post assessment of the EFL argumentative writing skills and the pre assessment of the writing apprehension can be ascribed to the implementation of the combination of relevance and confidence motivational strategies based program. Thus, the program proved to be effective in developing EFL argumentative writing skills and overcoming writing apprehension among the participants of the study .

Recommendations of the Study

In the light of previous results, the following recommendations could be presented:

- Training teachers of English language on using relevance and confidence motivational strategies while teaching English to their students in different educational stages.
- English language teacher should emphasize the development of the students' argumentative writing skills in the early educational stages to develop them in the following stages.
- Curriculum designers should make use of relevance and confidence motivational strategies when designing English language courses and overcoming writing apprehension.

Suggestions for Further Research

Based on the findings of the present research, the following implications for further research were suggested:-

- Investigating the effectiveness of relevance and confidence motivational strategies in English language learning among secondary school students.
- Clarifying the influence of relevance and confidence motivational strategies on other language skills such as speaking.
- Investigating the effectiveness of relevance and confidence motivational strategies in decreasing students' speaking anxiety.
- Clarifying the effect of using other strategies on developing students' EFL argumentative writing skills and overcoming writing apprehension.

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