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The Teacher as a Motivational Factor in Enhancing EFL Student's Argumentative Writing Proficiency

The Case of Teachers of Third –Year at The Department of English, Mohammed Seddik Ben Yahia University, Jijel

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Submitted by: **Supervised by :**

- Ismahan BOUREDJOUL   Dr. Izzeddine FANIT
- Nora BOULMAIZ

Members of the Jury:

Mr . Bakir BENHABILES	President	University Mohammed Seddik Ben Yahia, Jijel
Dr. Fateh BOUNAR	Examiner	University Mohammed Seddik Ben Yahia, Jijel
Dr. Izzeddine FANIT	Supervisor	University Mohammed Seddik Ben Yahia, Jijel

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Dedication

'' In the Name of Allah, Most Gracious, Most Merciful,

All the Praise is due to God alone, The Sustainer of the World''

Every challenging work requires guidance and support of those who are very close to

our hearts.

I dedicate this work to:

"My Mum", a strong and gentle soul who devoted her life for my well being and who

taught me to trust in Allah and to believe in hard work;

"My Father" who taught me strictness;

My beloved brother "soufiane " with whom I share my sweetest memories;

My lovely sisters " Sameh , Hakima ,Ghania, and Chahinez" who have brought so much joy

to my life;

To my best freinds who encouraged me right from the beginning; " Selma, Noussaiba

Ismahan , Amina , Hayet , Sara , Karima , Hasna and Nada Ahmed "

To all who support me in my education as well as in my life.

Nora

Dedication

After praising God almighty the greatest, I dedicate this work to my dearest person, whose words

*of encouragement are still echoing in my head **My Mother** .*

To the person who was always next to me and supported me, the person who has helped me to

*make my dream a reality: **My Father.***

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To my family and relatives.

To everyone who loves me.

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Abstract

The thesis in-hand attempts to investigate the teacher's use of motivational strategies to ameliorate the student's argumentative writing skill. One of the major problems that confronts EFL students in their writing process is the lack of motivation to write, for that reason we put forward the assumption that the implementation of motivational strategies stimulates EFL third year students at the University of Mohammed Seddik Ben Yahia to write a comprehensive piece of argumentative writing from one hand, and increases the student's willingness toward Writing Expression module in the other hand. In order to achieve this end, two questionnaires were administered to both third year EFL students and teachers of Written Expression at the University of Mohammed Seddik Ben Yahia. The obtained results and the generated analysis of both teacher and student questionnaires, which is administered to 50 EFL third year students and 8 written expression confirmed the research hypothesis. The analysis of this tool of research has revealed that the vast majority of participants are more motivated to write an argumentative piece of writing when the motivational strategies are applied.

List of Acronyms and Symbols :

%	Percentage
CALL	Computer Assisted Language Learning
EFL	English as Foreign Language
E.g	Example
FLL	Foreign Language Learning
I.e	I mean
L2	Second Language
LLM	Language Learning Motivation
N	Number

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General introduction

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Introduction

It is known that motivation is considered as one of the key factors that affect EFL student's outcomes and determine the success/ failure in foreign language learning, particularly in argumentative writing classes. Motivation is regarded as an essential impulse to empower student's passion to write. Teacher's motivational strategies such as increasing student self esteem , providing an interesting learning environment and expressing support for students' attempts are needed in argumentative writing. This latter is regarded as one of the most difficult types of writing that help students to overcome the major constraints that encounter them in writing in general and in argumentation writing in specific.

Statement of the problem:

It is noticeably clear, that argumentative writing is one the main productive skills which seems to be a complicated process for the vast majority of EFL students. The case study takes place at the University of Mohammed Seddik Ben Yahia's department of English in the case of third year students who learn English as a foreign language. Teachers and students alike testify that the latter face difficulty when writing an argumentative piece of writing.

Motivation plays a significant role in supporting the learning process, as well as it is also responsible for determining the student's learning outcomes and thus student' s success or failure. Implementing the motivational strategies and creating a comfortable learning environment to develop student's argumentative writing proficiency is the teacher's responsibility in argumentative writing classes, this latter is claimed to be more detailed and less straightforward task comparing to the other language skills. The intervention and the scaffolding of teacher would help students to release better, successful and desired results. On the whole the role of the teacher is to overcome these obstacles and strengthen the student's argumentative writing skills.

Aim of the study:

The aim of this study is to diagnose the role of EFL teacher and the implementation of teacher's motivational strategies in enhancing the third year EFL student's argumentative writing proficiency.

Research questions:

The present research addresses the following questions:

1/ To what extent does the teacher of written expression use motivational strategies in argumentative written classes?

2/ Do EFL teachers use motivational classroom activities that enhance students' argumentative writing skill?

3/ what is the role of teacher in an argumentative writing skills class?

4/ To what extent do you think that teacher's motivational strategies affect the students' argumentative writing?

Hypothesis of the study

It is hypothesised that the teacher's use of motivational strategies in argumentative writing classes enhances the student's argumentative writing outcomes .

Research instrument

The current study is conducted using the questionnaire as a tool of research method, where the obtained results are quantitatively analyzed. Adopting such type of data collection refers to the nature of the theme of the dissertation which requires such type of research instrument. In order to fulfil the ultimate goal of this research, both teacher and student questionnaires will be designed .the representative sample for both teachers and students were selected from University of Mohammed Seddik Ben Yahia to gather data about the teacher's motivational strategies used in argumentative writing classes.

Structure of the study:

The present study is divided into two chapters. The first chapter is devoted to theoretical part which comprises two main sections. The first one deals with motivation and teacher's motivational strategies, meanwhile the second one spots light on the role of teacher in argumentative writing skills classes. However, the second chapter is devoted to the field work. In order to analyse and discuss the student and teacher questionnaires, the finding of this tool of research has been quantitatively analysed. The first part of this chapter deals with the description, administration and analysis of both student and teacher questionnaire whereas the second part revolves around a discussion of the findings, the limitations and recommendations.

Section one: Motivation and teacher's motivational strategies

Introduction:

Teacher plays a crucial role in encouraging the learning process, as well as enhancing the student's performance and productivity by creating a comfortable atmosphere for them. Recently ,the research on teacher's attitudes inside classroom has been increased because the big shift from the traditional classes where the teacher was the only source of knowledge and the holder of information into Computer Assisted Language Learning (CALL) classes, which witnessed the emergence of different technologies where the role of teacher was changed to be more closely related to the educational reform and student' s motivation , this later is considered as an important factor in motivating and improving the student's competency in written classes ,especially in argumentative writing through adopting several motivational strategies that may affect the teaching and the learning process .

1.1. Definition of motivation:

In fact ,there is no accurate definition of motivation , most researchers and specialists in the field defined it in different ways .although they provide varied definitions ,they all agree on the point that almost every people is motivated in a particular way .

Motivation is the process in which the physical or psychological need encourage someone to repeat a behaviour or to give a push to reach specific goal .i.e. it is the act of stimulating people by giving them impulses for doing something , either concrete such as rewards or abstract as appreciation.

Greenberg and Baron (2000), defined motivation as: "the set of processes that arouse direct and maintain human behaviour towards attaining some goals." According to them, they defined motivation from different parts; the first part focuses on arousal which based on stimulating feelings that encourage people to achieve their goals. People seem to be guided by their passions or desires in creating a good image in other's minds ,doing what they are interesting in perfectly and successfully. The second part deals with the choice and the direction of people's behaviours that place .the last part referring to maintaining behaviour, meaning that the long and tedious process that people acquire to meet specific need and goal. As cited in Conceptual background of motivation (p. 6).

Another definition provided by keitner (1995), Buford , Bedeian and Linder (1995),Higgins (1994) all cited in Linder (1998,p3) defined motivation as " the psychological process that gives behaviour purposes , direction and predisposition to behave in purposive manner to achieve specific unmet needs , an unsatisfied needs that will achieve respectively ". Thus, good teaching atmosphere as well as sufficient support and motivation are enough to assure student's success.

Halepota (2005) defined motivation as "a person's active participation and commitment to achieve the prescribed results." He claimed that motivation is considered as an abstract concept because there is specific single guarantee strategy that always assure a suitable

outcomes in all times , meaning that not all the strategies that are used have the same result at the end . Cited in conceptual background of motivation (p.5).

The concept motivation is derived from Latin word "move" which means "to move" it is a complex and continuous process; it can be positive or negative in nature that is stimulated by someone to get a desired reaction.

Similarly, Latham and Ernst (2006) defined motivation as "psychological process resulting from the reciprocal interaction between the individual and the environment that affects a person's choice, efforts, and persistence."(pp.181-198).

Gottfried (1990) defined motivation as "enjoyment of school learning characterised by a mastery orientation: curiosity, persistence, task-endogeny, and the learning of challenging, difficult and novel task" (p.525).

The subject specialist in the field of education psychology have recognised the crucial role of motivation in student's lives as well as for supporting the learning process. They shed light on how motivation takes place on learning activities, and which strategies the teacher has to follow in order to encourage students to be motivated inside classroom, and the favourable practices in assessing motivation.

Motivation refers to "reasons underlying behaviour" (Guey et al, 2010.p711), i.e. Motivation refers to a set of reasons that governs a certain behaviour that is characterised by volition and willingness. It helps student to get a desirable outcomes and better learning results.

On the other hand , Turner (1995) regarded motivation as a synonymous with cognitive engagement as follow " voluntary uses of high-level self regulated learning strategies , such as paying attention , connection ,planning , monitoring "(p.413) .

The concept motivation deals with desires, needs, emotions and incentives that push someone to achieve something and make people pleased and satisfied. Usually motivation is

explained in terms of field of work or the environment either employee or employer nor between the teacher and student.

Even though, the researchers provide different definitions of motivation there are some key features which are shared for most definitions that motivation determines human's behaviors.i.e. The term motivation is clearly described as an invisible force that pushes and reinforces people to conduct certain behaviour and behave in particular way.

According to an article entitled "needs based perspectives on motivation" by Moorhead and Griffin, job performance based on three features: motivation, attitudes, and environment . These elements are considered as necessities for the employee to achieve his goals, and enhancing his performance and productivity, those three factors can be adopted in the field of education and language learning in order to improve student's performance inside classroom. He/she must want to do task related to motivation ,"be able to" refers to the ability and " must to do "refers to the environment and the resources besides the availability of materials to do the task .the following equation present relationship between these elements : performance = motivation +ability+ environment (p.9)

1.2. Types of motivation:

Most contemporary researches and theories of motivation shed light on the crucial role of motivation on both the enhancement of student's language learning and their educational practices that will lead later to a good grades and a high level of proficiency as well. According to Dörnyei there are two dichotomies of motivation:

2.1 Intrinsic versus extrinsic motivation

2.1.1 Intrinsic motivation:

White (1959) defined intrinsic motivation as " the doing of an activity for its inherent satisfactions rather than for separable consequences .when intrinsically a motivated person is moved to the act for the fun or challenge entailed rather than because of external prods , pressures or rewards" (p. 529) . meaning that motivation in which human being may

motivate themselves by themselves which called ' self motivation', without any intervention of external factors such as family or society.

Deci and Ryan claimed that "intrinsic motivation is potentially a central motivator of the educational process: Intrinsic motivation is an evidence whenever student's natural curiosity and interest energise their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish" (p. 245). As cited in the modern language journal Z, Dörnyei (p.275).

Self determination theory has been distinguished between two types of motivation. According to Deci and Ryan (1985) this distinction depends on a certain reasons and goals that give a push for doing a particular action

For human , intrinsic motivation is not considered the only type of motivation or even an activity that is done intentionally but it considered as an important process that affects every sides in human's life .usually ,people are naturally active , curious and playful , they have the   desire and recreate and experiment things .This innate motivation inclination is divided into three levels : cognitive , social ,and the physical development because it   is intrinsically involved in the growth of knowledge and skills .

The tendency of taking interest in novelty, the process of assimilation and creativity are not restricted to childhood, but they are manifested during his life. (Ryan and LaGuardia in press)

What is known between people is that intrinsic motivation comes from individuals people are reinforced to do a particular task and some are not , not all people are intrinsically motivated in the same way with the same task or activity . Thus, some researchers defined the innate motivation in terms of the task, this latter should be interesting and gets the student's attention while others have defined it in terms of how much the individual is engaged and involved in classroom task, what is called satisfaction . These distinct definitions are derived

from the concept of intrinsic motivation that was suggested by two behavioural theories; operant conditioning theory of skinner and learning theory of Hull. Skinner maintained that all behaviours are stimulated by rewards, meaning that stimulus and response relationship such as food or money. The task aims to provide a reward. It must be mastering what makes people intrinsically motivated. (PP.55-57).

However, learning theory (Hull 1943) claimed that behaviours are motivated by psychological drives. The activities which are intrinsically motivated must provide a satisfaction and meet the inborn psychological needs of the individual, for that reason, researcher explored, the psychological needs for the intrinsic motivation of the behaviour, which is mainly dealt with the innate needs such as competence, autonomy and relatedness. As cited in Deci and Ryan (1985, p57).

According to Deci and Ryan (1985) : " intrinsic motivation is an evidence , whenever student's natural curiosity and interest energize their learning when the educational environment provides optimal challenges , rich sources of stimulation and a context of autonomy , this motivational wellspring is likely to flourish " (p.245) . Meaning that, intrinsic motivation based on the learner's own desire, interest and their curiosity for meeting self – serving goals rather than achieving external goals.

 Numerous studies in the field of language learning point out that the positive feedback on student's performance improve the student's intrinsic motivation while the negative feedback weaken it.

2.1.2 Extrinsic motivation:

Extrinsic motivation is defined as "a set of activities and actions that are determined by external factors or by others", such as: a rewards, gifts, wishes which are considered as a positive reinforcement for the students. According to Gardner and Macintyre (1991): "if the reason for learning the language is taken away, there are no incentives to continue

engagement in the learning process". In other words, motivation goes along with language learning outcomes.

In the frame of this perspective, Vallerand (1997) distinguished three types of extrinsic motivation which are arranged gradually from the lowest to the highest level of self-determination:

➢ **External regulation**: which refers to actions and behaviours as a concrete rewards for example: money or gifts

➢ **The interjected regulation**: refers to a certain types of pressure that people have exposed toward themselves such as : complement this type of regulation of motivation based on personal choice for instance student learn second language just to avoid feeling embarrassed in front of their classmate just because they don't speak the second language very well.

➢ **The identified regulation**: at this type of motivation people spend money, time, and energy for solving a task or doing activity for directly related reasons in order to achieve and reach and valued goal.

2 .2 instrumental versus integrative motivation

It is worth noticing that Gardner demonstrated that: there are two types of motivation integrative and instrumental motivation. these two dimensions are revolved around the positive tendency toward the second language classes and their interaction with members of society or community . This latter is associated with the noumenon pragmatic benefit of second language proficiency as getting a good job with a higher salary .As Gardner and Macintyre claimed that : "the important point is that motivation itself is dynamic the old characterization of motivation in terms of integrative versus instrumental orientation is too static and restricted"(p.4).As cited in (Z, Dörnyei, 1994, p.274).

These two dichotomies are characterized by the simplicity and spontaneousness. Integrative motivation is to learn a language to be integrated in society, act and behave like

native speakers of a particular group .however, instrumental motivation is the way by which the learner learn a language not to integrate in the society but for particular purposes. As cited in (Z, Dörnyei 1994, p.274).

2.2.1 Integrative motivation:

Actually integrative motivation refers to the student passion and desire to integrate into a target or a particular language community to be one of this social group in order to be both socially and culturally integrated.

According to Brown and Yule (1983) "… learners with integrative motivation want to learn the second language for social purposes, in order to take part in the social life of a community using the language and to become an accepted member of that community" . Similarly, Brown (2008) asserted that: "the integrative side describes learners who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group"(p. 170).

Richard Clement paper's shed light on the point that language has a complementary function .it is involved and contributed socially, culturally in human development. he claimed that language learning has a double edge sword ; from one side language might be considered as a tool that threaten the indigenous minorities and the colloquial languages and cultures but also language plays a great role in making people comes together even within the same ethnic group or between different group from the other side. However, Clément focused on how specific type of language are internalized in different ways by different people from different social and cultural groups and affect their behaviours later .therefore, Clément, R., Dörnyei,Z &Noels,K.A. (1994) claimed that second language motivation is affected positively on learner's attitudes toward the target community and adopting the same lifestyle of a particular community (pp.417-448) .

2.2.2. Instrumental motivation:

Obviously, the research in language learning and teaching sees that the instrumental motivation as a manifestation that English learners engage themselves in language learning for the purpose of accomplishing an experience, improving a state or fulfilling an objectives. According to Brown (2008) "the instrumental side of the dichotomy referred to a mean of training instrument goals: furthering a career, reading technical material, translation, and so forth". ibid. i.e. briefly, instrumental motivation is the desire of mastering and achieving proficiency in second language classes.

Dörnyei (1994) proved that "Gardener motivation construct has often been understood as the interplay of two components integrative and instrumental motivation" (p.274). The first component of motivation is a clearly defined before, it refers to the student desire to be integrated in a target language community, socially and culturally , nevertheless instrumental motivation deals with learning language for functional purposes .

The main criticism was raised against the notion of motivation and its definition. Particularly, this term has been perceived differently by different researchers and almost is in contradictory ways, meaning that there is an intersection between integrative and instrumental motivation. It seems instrumental by some researcher but deciphered as integrative by others, depends on the hearer's allocation and under which circumstances that the phenomenon takes place. In this perspective, Penny cook (1995)stated that: "… we can not reduce question of language to such social psychological notions as instrumental and integrative motivation, but must account for the extent to which language is embedded in social, economical and political struggles"(p.41). As cited in Keblawi, F (2006).

1.3. Theories of motivation

1.3.1. The cognitive theory:

The cognitive theory involves three theories, this latter are considered as a component of the cognitive revolution. Those tools have the priority in psychological researcher since

the seventies. The three important theories on motivation are: the self -determination theory, the attribution theory and the goal theory:

1.3.1.1 The self determination theory:

The self-determination theory is considered among the most influential theories in psychology. It is developed by Deci and his colleague Ryan in (1985).the theory comes up with the idea that this theory based on the assumption that there are two different types of motivation both internal and external motivation which are called intrinsic and extrinsic motivation .According to Deci and Ryan (1985, p245) intrinsic motivation is "an evidence where never student's natural curiosity and interest energize their learning." i.e. Intrinsic motivation can be reached by either the "self "or "the other ". The student may reinforce themselves , by encouraging self confidence and self esteem or by the others as receiving praises and complements from the teacher or the student themselves as well . On the other hand, extrinsic motivation refers to "concrete rewards" desire to get a reward from one side and avoid punishment from other side it based on external stimulus.

Self determination theory does not regard intrinsic and extrinsic motivation as independent entities. They are considered it as continuum, moving from extrinsic toward intrinsic motivation. The basic notion of this continuous process is the internalization which is defined according to Deci and Moller (2008) as "an active process through which people engage in their social world. Gradually transforming socially sanctioned mores or request into personally endorsed value and self -regulation".

 Self determination theory declared that there are three main psychological needs; the need for competence, relatedness and autonomy.

Competence usually refers to the desire and the need for social interaction and showing aptitudes. Relatedness relates to the need to be in contact with other either emotionally or physically. Autonomy which refers to the need for being a part in the learning activity.

Pelletier, L. And Vallerand, R. (1996) have pointed out that there is a relation between teacher perception of student self-determination and autonomy support , they have founded the positive relationship between the two variables , meaning that classes which have a high self determination obviously receive higher level of autonomy support and vice versa .in this case the role of teacher is restricted to create a comfortable atmosphere , by using an effective and adaptive strategies with his learners , which led later to the prediction of student self determination .

Ryan and Deci have founded that the socio contextual circumstances give the student's the opportunities to reinforce their psychological needs in order to enhance people's motivation   (p. 200).

Generally, self -determination has a crucial role in the field of education in terms of having great and desired educational outcomes that correlate positively on both individuals and society.

1.3.1.2 Attribution theory:

The attribution theory is based on the ability of combining people's achievements and their past experiences through making the causal attribution as a tool of mediation. The theory does not focus too much on the experiences that people's pass through, but it spots light on how people receive these experiences by themselves. this theory assumes that the reasons beyond the way how people attribute their past experiences even successes or failure are referred most of time to their motivational disposition (Dörnyei ,2001, p 36) generally student justifies their failure and success locus of causality to some factors or reasons such as: internal reasons such as luck ,mood and external focus such as difficulty of task and support of family   These factors are considered as continuum both internal and external factors depend on the way how people see themselves as the reasons of their actions . Attribution plays an important role in classroom environment for example in the case where

student get bad mark in the exam he/she refers his /her failure to different reasons such as ; difficulty of task , the luck or the rate of intelligence.

Attribution differs in three underlying ways: locus, stability and controllability.

1.3.1.3 The goal theory:

Many researchers spot light on the goal theory as a basic unit in studying motivation .it is developed by Ames (1992). According to him goals support and serve classroom tasks like a mechanism or a filter that determines the way and the interpretation of the information originally, the goal theory put much emphasis on reasons and purposes that students perceive for achieving a certain goal. In this light, the goal orientation theory based on four mechanisms by which goals impact individual's performance. The first goals have a directive function; they seek to direct individuals' attention and effort toward goals reaching and goal relevant activities at the expense of actions that individuals are not relevant.

The second, goals regulate exertion expenditure in that individuals adjust their effort to the difficulty level required by the task. the third, goals positively encourage individual's persistence until the goal is accomplished. The fourth, goals enhance the search for relevant actions or tasks undertaking strategies (p.25).

There are two types of goal theories that are interesting in the study of motivation: the goal setting theory and the goal orientation theory .the goal setting theory which is introduced by Lock and Latham in1990. It is developed within a field work context on language learning classroom.

Dörnyei(1988) claimed that people should have goals to be achieved, this latter causes human action in order to take place. Goals must be determined and persuade by choice. Goal setting theory has proposed two aspects of goals: internal aspect deals mainly with ideas and external aspect deals with certain conditions.

Many researchers comes to the conclusion that the goal setting and performance are related to each other, in the way that goals affect the performance of the student in the classroom task , and different strategies that are used besides its duration and continuity .

This theory suggests three main criteria of goal that enhance individual's motivation these characteristics are: firstly, the difficulty ; which means the difficult task must have a sense of achievement .secondly , specifity has to do with the specification of the goal i.e. the best performance is reached when the goals are difficult as well as specific .finally the commitment , it depends on the significance and accomplishment of the goal   " the goal affects performance by affecting the direction of action . The degree of effort exerted and , the persistence of action other time " (ibid) as cited in Eng -2- faris keblawi .meaning that goals determine the quality of people's performance and productivity.

Oxford and Shearin (1994) undergo the idea of setting theory in their work in the field of language learning motivation. Similarly; Dörnyei introduced the goal setting theory in his model on LLM. Pagliaro (2002) claimed that goal setting theory provides measurable parameters that affect student's autonomy. On the other hand , Vanlier (1996) claimed that the individual should not totally focused on goals rather than the focus should be only on future goal especially the long term goals, concerning language mastering this lead to the distraction of teacher's attention in which both curiosity and intrinsic enjoyment are the source of motivation. (ibid)

Unlike the goal setting theory, the goal orientation theory is to give a full explanation about children's learning and performance inside the classroom context (Dörnyei, 2001, P.38). Pintainch and Shunck (1996) considered this theory among the strongest theories in the classroom, concerning this theory, the individuals should have accepted goals. This later is determined his or her performance. The goal orientation theory distinguishes between two types of goal orientation theory 'performance versus mastery of learning orientation. As cited in (Ames and Archer 1988).

According to Willanas and Burden(1997) " put simple with performance goal , an individual aims to look smart , whereas with learning goals ,the individual aims to become smarter " in this case the teacher 's role is restricted to be negotiator in a way that helps students to increase their language learning motivation inside classroom .

The goal orientation theory and attribution theory have a shared point that makes these two theories linked to each other, so the concept of intrinsic and extrinsic motivation in self- determination theory is considered as the parallel of task goal and ability goal in the goal orientation theory .i.e. extrinsic motivation and ability goal are related to less profound learning, however Intrinsic motivation and task goal are both referred to the deeper and lasting learning (page 41).As cited in Kablawi, F.

1.2 Humanistic theory:

1.2.1 .Maslow's -hierarchy of needs theory:

According to Martin,D. J and Loomis,K.S.(2013) stated that   Maslow's –hierarchy needs theory was introduced at the first time by Abraham Maslow. it is based on the idea that people in the world are motivated in the same way moving through seven categories of basic universal needs .This later are ranked as a hierarchy, from the deficiency needs which represents the lowest four levels toward the growth needs which are the upper three levels . Basic needs must be satisfied and needed to be met before accomplishing the higher needs in order to tackle from one level to another. Maslow classified the individual needs as follow:

1.2.1.1 Physiological needs:

The physiological needs come at the first rank in Maslow's pyramid. It represents the needs for survival. It mainly includes the physiological requirement such as: food, water and shelter which are considered the basic necessities of human for the existence. Obviously, people think about their food, drink and home before anything else i.e. the absence of these

physiological need might affect on people's motivation who tend to meet the missing needs for example: the students lose their attention to the teacher explanation when they feel hungry. Figure: Maslow's hierarchy of needs book of: Maslow's hierarchy of needs. MC Codeds (2007)

1. 2.1.2 Safety and security needs:

After meeting the physiological needs people automatically unconsciously the student tries to meet his /her safety and security needs. Safety is defined as the feeling to be secure physically, mentally and emotionally. However the security refers to the emotional status when people's fear and anxiety are decreased.

1.2.1.3 Love and belonginess needs:

The third level in Maslow's hierarchy represents love and belonging. These two unspiritual needs are met by establishing relationships with a member of society, family; neighbours and foreigner people. When people feel secure they will unconsciously seek to look for love and his situation in others life.

1.2.1.4 Self -worth and self -esteem needs:

After satisfying the previous level of love and belonginess, People attempt to develop their feeling of self esteem and self worth. The result of being positive might reflect on one's productivity in classroom or even outside the classroom .thus, the teacher must look for ways and strategies that can help students to arise their positive feeling about themselves in order to meet the needs of self esteem at home, in peer groups or in society.

The first four levels of Maslow's theory hierarchy are called deficiency needs. This later should be met in order to move to the next upper levels. If the student can not satisfy these needs they obviously will not be motivated to follow the other need in the succeeding ranks.

Technically, all the students must meet the need of psychology, safety, security, love, belonginess and self esteem before meeting the upper psychological needs.

1.2.1.5 The need to know and understand:

The needed knowledge and understanding represents the fifth level of Maslow's pyramid. This needs is considered the basic unite for education that the students need to be motivated.

According to Maslow's hierarchy this type of motivation comes after the satisfaction of the deficiency needs.

1.2.1.6 Aesthetic need:

Aesthetic need deals with beauty, appearance and creativity, the aesthetic needs are the need to express the personality in artistic and desirable way that seems beautiful for others such as: decorating classes and solving tasks using brilliant ideas.

1.2.1.7 The need for self-actualization:

Self –actualization need comes at the top of the pyramid, at this stage the individual is supposed to achieve something and capable to do whatever he wants using all what he knows before, skills and talents in order to realize and reach the self –actualization level, the six previous needs should met and satisfied even though rarely met completely according to Maslow (1968) claim that less than 1 % adult totally achieve self actualization.

The upper three levels of Maslow's hierarchy are called the growth needs, which are not met completely unlike the deficiency needs; because motivation is decreased when a need is satisfied. On the other hand people seek to increase their motivation by achieving the growth need for example: the more student grasping and understanding the lesson the more ones motivation to learn is increased and vice versa.
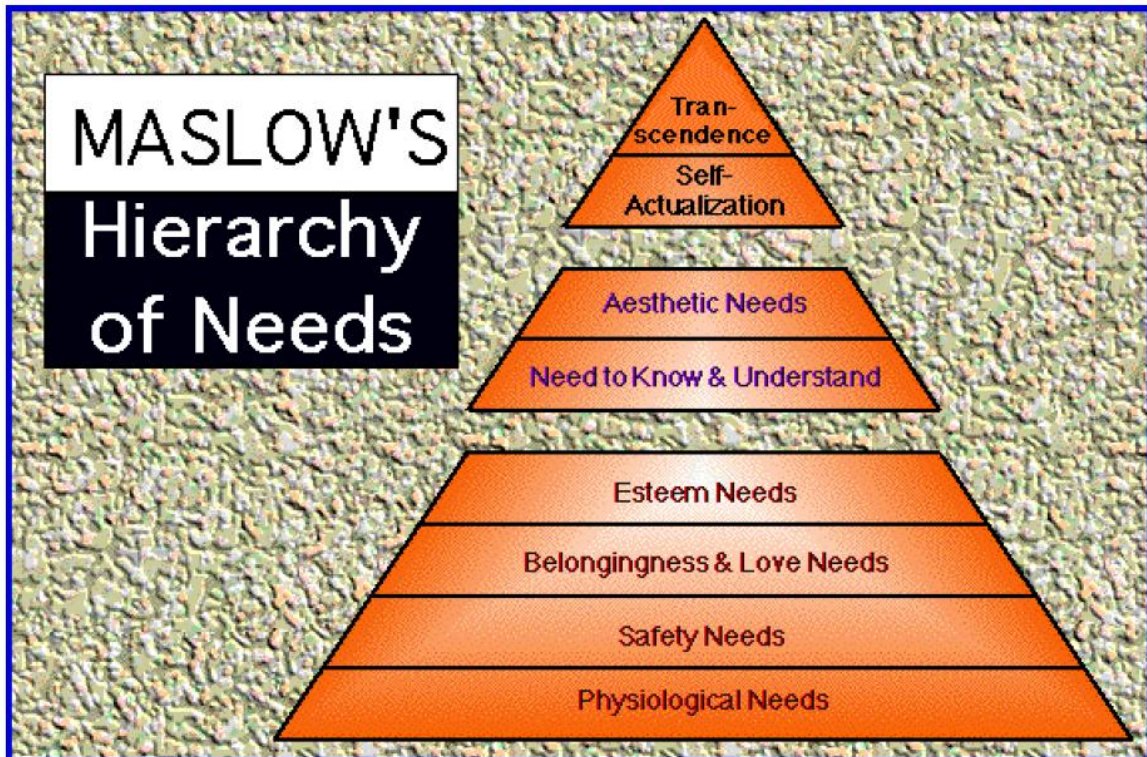
figure 01: Maslow's Hierarchy of Needs .from (Alderfer's Hierarchy of Motivational Needs)

1.4. Factors affecting motivation:

The research on motivation in educational psychology is differentiated between two factors that may affect motivation. Factors which involves the interaction of both internal and external factors that   help the students to engage into the instructional context as well as their social and cultural context in which influence on the whole motivational features of classrooms environment; which determines the student's success or failure .the main factors that may impact student's motivation are:

1. 4.1 Internal factor:

The internal factor refers to those factors that are inside human being which may create a kind of satisfaction such as: emotion, anxiety and attitudes:

1.4.1.1 Emotion:

Emotions and feelings are contributed in the learning process both implicitly and explicitly, it is where the emotional experiences play a significant role in studying and mastering the target language. These psychological factors affect positively on learner's

comprehension. In this regard, the teacher may adopt a certain teaching strategies that rectify the advancement of those emotions in one side; and reduce the negative feeling such as anxiety and fear during the learning process from another side.

Accordingly, Ford (1992) defined emotion as "inherent in motivation". I.e. emotions take place naturally and intrinsically as part in human's life. In addition, the term emotion is associated with the student's goal patterns. In short, the more negative affect is increased, the lower learning goals are achieved and vice versa.

1.4.1.2 Anxiety:

Anxiety is another psychological factor that affect student's educational outcomes. According to Zhang (2008) anxiety is a psychological phenomenon which is regarded as an important concept in L2/ FL learning (p.1). Horwitz and Cope (1986) defined anxiety as a "subjective feeling of tension, apprehension, nervousness and worry; associated with an arousal of automatic nervous system (p .125).

The term anxiety is divided into two levels : trait anxiety is a n emotional status which is permanent in the individual ,and state anxiety which is linked to some particular actions and events .it is attempted at different levels and affect students performance positively (Brown , 2007; Horrwitz , 2001; and oxford ;1999) .

Even though, anxiety has two dimensions both positive and negative, most of researcher in psycho analytic approach, see that anxiety influences negatively on the second language learning and the student's production but that does not means that anxiety does not have a positive side . To this end, anxiety gives student a push to engage in the learning process. Moreover, theorists such as Alpert and Haber (1960), Brown (2007), and Scovel (1987) were focused on the distinction between the negative and positive anxiety ; debilitative anxiety which mean " the negative anxiety as a psychological state of pressure and nervousness before or while talking in public in the front of people . However, the facilitation anxiety is the pressure to get and the job done.

Blanchard, R., Griebel ,J & Nutt ,D. (2008) are made another distinction between anxiety and fear saying that anxiety is : " the motivation associated behaviour that occur to potential signalled or ambiguous threat " on the other hand , fear is " the motivation associated a number of behaviour that normally occur or exposed to a clearly threatening stimuli .

1.4.1. 3 Attitude:

Alpert in salas ivan (2002) defines attitude as "a mental and a neutral state of readiness organised through experiences exerting a directive or dynamic influence upon the individual's response to all objects or situations with which it associated". I.e. it refers to the psychological process that determines human behaviour. The notion motivation and attitudes are used interchangeably as they are used in their coinage like "attitudinal motivational or motivational attitude".

 Even though the term attitude still continuous. Fishbein and Ajzen stated that although there are different views about the notion of attitude, there is an agreement on two points: the first point is the interference about a specific object that is distinguished mood and feeling. and the second point is the interference of both belief or opinion.

Gardener and Lambert (1972) extensive studies attempts to examinate the relationship between the attitude , language learning and the different types of attitudes as well, they define motivation as a concept which is governed a certain attitude . the most famous one is the attitude of how the native learner behave toward other cultural groups , the student should develop the positive attitudes and feeling toward learning English language, that may lead to increase their motivation and vice versa . On the other hand, Brown (2007) stated that the teacher should be aware that every student has both negative and positive side in their attitudes .

1.4.2 External Factors:

Unlike the internal factors, the external factors are mainly extrinsic which come from outside sources, whether the factors are related to the teacher or environment.

1.4.2.1 Teacher's factors:

Motivation is non instant variable that may be different from one person to another. depends on the age and the mood of the individual , each student has his/her own personality that the teacher must take it into consideration. Teacher's behaviour inside classroom plays a crucial role in enhancing student's intellectual capacities and their self esteem , it also affects the relationship between both student and teacher , this latter plays a significant role in increasing motivation that will determine the success and failure of students .Teacher's behaviour and attitudes inside classroom such as: creating a comfortable atmosphere, enjoyable interaction ,behaving thoughtfully with student by providing positive feedback, and having a supportive teaching style of teaching using different teaching strategies may help student for better understanding and memorizing what is done inside classroom.

Teacher has to take into account two main criteria: student's need and their learning ability, student 's motivation is increased when they feel that the subject matter to be taught is related to a real life context. I.e. the teacher has to select the content according to the need of his learners. "Tell me what need English for and I will tell you the English that you need". (Hutchinson and Waiter, p8).

 Dörnyei (2001) states that " teachers play a significant role in socializing and shaping the motivation of their students through their personal characteristics , verbal and nonverbal immediacy behaviour , active motivational socializing behaviour and classroom management practises " (p.31).

To sum up, providing student with positive feedback and the use of varying teaching methods in order to avoid student's boredom in the educational process are considered as an important factor in increasing student's motivation.

1.4.2.2 Classroom atmosphere:

Creating a comfortable learning atmosphere is another factor that affects student's proficiency. The first step toward accomplishing the learning objectives is through creating a positive learning environment that helps on reinforcing and facilitating the teaching and learning processes. It is regarded as an incentive or to do their best in order to fulfil a particular aims and objectives.

According to a study which is mentioned in a journal of educational psychology involving motivation in classroom. Motivation is fostered by a structured classroom context that is basically meet the learner's needs, especially by making student comfortable and secure during the learning process.

Learning as well as teaching environment in language classes is regarded as the basic features that make the language courses effective. This latter should have a set of criteria such as the significance interest in order to make student reinforced, that will reflect later on their learning level. In addition, the availability of teaching materials and procedures for assessment give student a push and a sense of security in taking a risk for their own learning.

In this regard, Harmer (2001, p.52) argued that "acting as a motivator, the teacher will create a positive atmosphere in the classroom and the students will be encouraged, there for ; the learning process become easier and successful" . Another way to raise student's motivation is to give student freedom to choose and make some choices that include the way of assignment and types of assessment or even indicates turns in project works. Student also has the right to choose the method and motivational strategies that suit them, as a result, adopting such strategies may reduce student's anxiety and stress which causes failure.

1.5 The importance of motivation:

Motivation is seen as a vital aspect in determining EFL student's success or failure. Creating the basic motivational circumstances under which the learning process takes place may allow students to achieve their personal goals ,Dörneiy (2001) proposed that the teacher

should create classroom conditions in order to use motivational teaching strategies accurately and effectively such as ; designing a comfortable classroom atmosphere and organizing a cooperative learner group and Providing additional incentives and better teaching conditions such as, educational allowance, air conditioned classrooms and the availability of equipment machines can motivate student and improve their performance .

Motivation encourages creativity, innovation and increase competitive learning environment. in addition creativity will be fostered if the committed mistakes are corrected without any punishment . In addition, providing students with a positive feedback about their works play a vital role in increasing noticing and critical thinking of students ,this will reflect later on the quality of learner's outcomes.

The goal of school can be achieved only by the best use of human resources and providing a cohesive learner's groups. The level of students does not only reflect upon this abilities and qualification of performance but through increasing learner's productivity and overall proficiency.

Brophy (2010) in his book entitled: 'motivating students to learn' argued that "learning is fun and exciting, at least when the curriculum is well matched to student's interest and abilities and the teacher emphasizes bands on activities when you teach the right things in the right way, motivation takes place itself". Meaning that providing a safe classroom climate lead to create an effective learning environment.thus, the more motivated students are, the more they have got a higher score and vice versa. Because the motivated students normally have to be more actively engaged in the classroom tasks. As a matter of fact, the motivated students have the passion and the desire to meet their need and fulfilling their objective, in contrast the non motivated are exert a little effort tare passive.

1.6 Teacher's motivational strategies in written expression classes:

Writing is one of the fourth language skills which is used by the foreign language learners as a tool of communication, in order to transfer ideas and producing messages or

expressing emotional states of people. Usually, this type of productive skills is served to reinforce speech and enrich reading. It is a prerequisite to master the last three skills: speaking, listening and reading. According to Elbow (1973) "Man has primitive needs to write, children want to write, in fact need to write, before they want to read."

An empirical study assigned to investigate the implementation of the motivational strategies in the written expression classes and the important factors that affect EFL proficiency in various contexts for instance; Taiwan, Turkey and Saudi Arabia do not purely focused on writing rather on the second foreign language learning in general.

The recent studies spot light on the teacher's motivational strategies that are used in the classroom context in order to reinforce the process of learning from pedagogical and psychological perspective. The teacher uses different style of teaching using different motivational strategies that meet the learner's needs and fit their interest.

 According to Dörnyei (1998); "motivational strategies in education affects student's motivation and how student learn and behave towards a subject matter ,it can direct behaviour towards particular goals and help to increase their effort and energy" i.e. the focus of teacher is about language tasks that are presented in the classroom that help students to maintain their motivation in relation to the educational psychological perspective. He proposed various strategies that are used by the teacher in teaching process without any assignment to the motivational strategies that are used in written classes, called 'ten commandments for motivating language learners ' which is presented distinctive modal shown in the figure below . It is where he organized different motivational teaching practises into four motivational phases namely as follow : creating the basic motivational condition , generating initial motivation , maintain and protect motivation and finally encouraging positive retrospective self-evaluation .

Figure 02: The four dimensions of Dörnyei's framework of Motivational teaching strategies

(From Dörnyei 2001, P.29).

Conclusion

We would like to conclude by highlighting areas of motivatinon which is considered as an important factor in enhancing student's writing proficiency. This section is devoted to investigate the different motivational strategies that are adopted by teachers in written classes, besides the different theories of motivation, the cognitive, and the humanistic theories. Also it has presented the different types of motivation as well as the different factors that affect an EFL learner. Moreover. It also casts on the importance of motivation and the role of teacher in motivating argumentative writing students.

Section two

Introduction:

People are engaged every day in daily life communication using different types of interaction ,they use both forms of language it can be spoken as well as written, acquiring the competence of producing messages through written texts depends on student's proficiency in mastering both the receptive and the productive skills, this latter which involves writing which is considered as an important subject in language learning and a highly complex language skill .this section is devoted to investigate the role of teacher in written classes , and more precisely in argumentative writing starting by a general definition of writing types and stages of argumentative writing. It also deals with the components of argumentative writing, then we shed light on the role of both teacher and evidence in written classes and, we will present different techniques that are used by teachers during the process of learning and teaching as well. In addition stating the main difficulties encounter EFL student's .finally, we highlight the role of teacher in argumentative classes.

2.1 Definition of writing

In fact, there is no accurate definition of writing, most researchers and subject specialists in the field of writing defined it in different ways from different perspectives.

According to Harmer (2004) Writing is generally defined as a set of symbols and sings, used as a tool of communication (p.10). Meaning that, writing is the act of putting symbols and sign together in order to create a meaningful piece of written language .In the frame of this perspective; Byrne (1991) stated that "writing is clearly much more than the production of sounds. The symbols have to be arranged according to certain conversations, to form words, and words to be arranged to form sentences" (p.1). The same idea is suggested by Hyland (2003) who defined writing as "a coherent arrangement of words, clauses, and sentences structured according to system of rule" (p.4).

It is worth noticing that Hedge (2001) demonstrated that writing is a process where student should pay attention to some aspects of language such as: the structure of sentences, capitalization, punctuation, and choice of words. This means that in order to write effectively; learners should follow the right structures of sentences, and being aware in selecting words with appropriate punctuation.

Terrible suggested that writing is a social act "to be deprived of the opportunity to learn how to write is to be excluded from a wide range of social rules, including those which the majority of people in industrialized societies with power and prestige" (p.12). This means that some people use language not for the sake of learning but just for prestige.

Similarly, Hayes and et al (1996) asserted that learning to write is not just improving a number of skills but also learning a new set of social relation and a set of communicative needs

2.2 Definition of argumentative writing

Argumentation is very important skill to be mastered by EFL learners, it refers to the process of arguing and convincing others. Argumentative writing is considered as the most difficult and problematic type of writing for English learners. According to Oshima, A., and Hogue, A.In this type of writing the writer tries to convince ,persuade his readers with his opinion about a controversial topic with a goal of convincing the readers that certain opinion is right (p.142) . The writer shows his agreement or disagreement about the topic through using supporting and providing arguments for both sides.

In argumentative writing the writer has to take position and support it by sound evidence through peaceful negotiation and turn taking ,it is generally based on ethical dilemma, issue, facts and debatable topics. This genre of writing uses a strong and valid reasoning to show reader that one point is more logic and valid than the other. It is a nonfiction type of writing because it based on factual information, logic and sound reasoning.

Argumentative writing is known by the presentation of arguments, this latter used to permit audience to think and act reasonably, logically by providing valid, reliable and strong arguments.

Argumentative writing is a type of writing where the writer searches and investigates a controversial topic, collects the data and evidence that serve the topic and establishes a position. In argumentative writing, the writer is obliged not only to give the reasons to support his position but also to give the other side's reasons then to rebut them. There are several conventional word which the writer used them in this type such as; discuss, evaluate, justify and criticise. The writer tries to persuade reader that one position is better than the other position. Unlike the other type of writing argumentative writing is frequent by the use of transitional signals such as; however, as a matter of fact, from the other side.

2.3 Stages of argumentative writing

The process of writing goes through different steps that the writer has to follow when writing an argumentative essay/ paragraph to ensure a successful and a well organized argumentative piece of writing.

2.3.1Prewriting stages

This stage is also considered as a planning phase. It is the most important and the corner stone in every writing process. the writer first chooses a topic which must be controversial and accumulates the most important information about it and he should accumulate for both side position .then the writer conduct his research on the topic through collecting data that support his topic and brainstorm ideas on the topic . The latter can be done through different ways:

➢ **Free writing**: in which the writer writes whatever comes to his mind about what they think or feel on topic.

➢ **Subject tree**: the writer organises all the related ideas in the form of tree by using tree he can collect a large amount of associated information. As it is shown in the figure below:
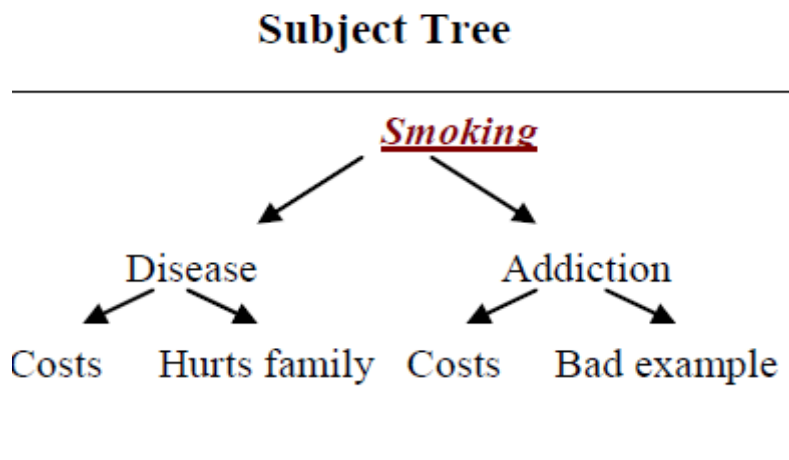
Figure03: Illustration of subject tree

> ➢ **Clustering**: it a kind of mapping through it the writer puts the main ideas in the middle and then links all the associated and related ideas to it. as it is presented in the figure below:
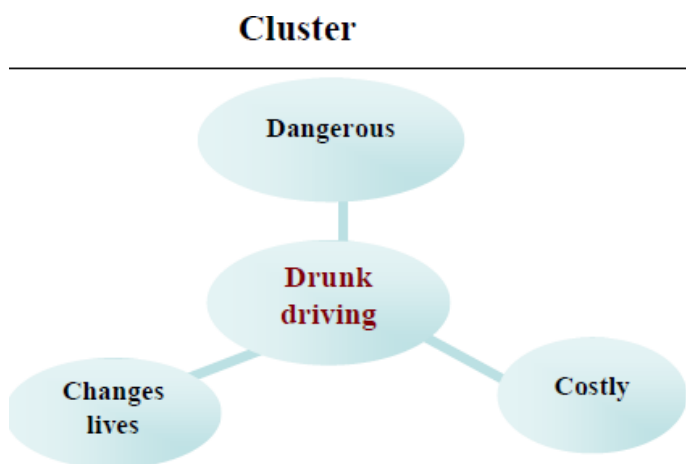
Figure04: Illustration of clustering

> ➢ **Outline**: in which the writer gives plan or a map for his essay / paragraph. This helps the writer to organize his piece of writing.

> ➢ **List**: the writer forms a list in which he writes all the related terms to his topic. the writer make a list consists of pros and cons .as it is illustrated in the figure below

List

Summer	*Winter*
Hot	Cold
Beach	Uncomfortable
Little clothes	Short days
Long days	Hypothermia
Lazy	Skiing
Sun radiation	Layers of clothes

Figure 05: Illustration of listing

The writer should ensure that he searches and collects the needed information to reinforce his position. After brainstorming and collecting factual information the writer starts organising his piece of writing.

2.3.2 Drafting stage

In this stage the writer tries to write an initial composition about his controversial topic by developing a thesis statement. The writer starts by drafting an introduction which is the general part of the essay. Thesis statement is where the writer identifies the topic to be discussed. Clarifying its importance and mentioning its position. The writer should be careful when drafting introduction which must well formed and organised. Then, he ties to draft paragraph which contains more details and sound arguments. Generally in argumentative writing there is two or three body paragraph. The writer should make sure that each body paragraph contains a topic sentence .Subsequently, in the concluding paragraph the writer restates the main arguments being discussed, rephrase the introduction and generates arguments that serve his claim and anticipates the counter argument. The writer in this stage does not pay attention to the mistakes, he should put much emphasis on drafting his initial composition, the errors of grammar, vocabulary and syntax is neglected in this stage. The

most important point is that the writer should adopt the suitable structure that fit his piece of argumentative writing.

2.3.3 Revising stage

This stage is very important and crucial; every successful piece of writing should not publish without going through this stage. It takes the same time as drafting. through this process the writer can check up and reorganize his paper by revising what has already been written .when he revises his writing he can do a systematic evaluation and revision to be accomplished .the writer has to read each paragraph separately and intensively to make sure that the content has a strong connection and stick to the topic being discussed. This stage can go through different processes such as;

➢ **Adding**: the writer can add additional information that support and strengthen his writing.

➢ **Rearranging:** the writer reorganises his writing this can be through changing and rearranging the structure of the piece of writing.

➢ **Deleting:** is where the writer eliminate the writing redundancies by omitting ideas that he feels it irrelevant, invalid and information that has no strong connection to the written topic.

In the revising stage, the writer should make sure that he used variety of solid evidence besides the use of transitional words and expressions that make a connection of ideas and in his piece of argumentative writing.

2.3.4 Editing stage

It is also called proof reading. This stage comes after the intensive reading of the piece of writing, sometimes editing and revising are considered as one part. This stage refers to the final judgement of writing in terms of language, vocabulary, grammar, structure, punctuation and spelling and all the mistakes have to be corrected. The writer has also to pay attention to

capitalization, numbering and abbreviations. In this stage the writer can assess and evaluate the writing before being published, he can use tools such as dictionaries and spell checker this help him when correcting mistakes. This stage looks for the property of the piece of writing.

2.3.5 Publishing stage

Publishing is the last stage in the writing process. It is also known as the presentation stage. It occurs after evaluating, checking up and correcting the mistakes .the final product can be released. After going through the previous processes   the writer can print and publish the final paper. As cited in a persuasive essay .

2.4 The format of argumentative writing

Selecting the appropriate structure when writing an argumentative paper is crucial in determining the success of the student's piece of writing .there are three models of structuring that the writer can rely on when organising his argumentative essay / paragraph .

2.4.1 Block pattern

This model is the most frequent structure used by the writers; the writer begins by introducing, explaining his topic then indicating his point of view. The body paragraph is devoted into two blocks. In the first block the writer states all his arguments about the topic. Also it may include illustrations and examples to convince the reader. The second block contains the counter arguments and refutation of the writer's first arguments. In the conclusion the writer states his position.

2.4.2 Point -by-point pattern

This structure is mostly used when the writer wants to convince the reader about a particular point of view, within this organization, the writer presents both arguments and counter arguments at the same paragraph, generally he used more convincing arguments to strength his claim whereas he uses a straightforward arguments. The writer starts his piece of writing by an introductory paragraph in which he introduces the issue and states the thesis

statement through which he mentions his stance, the body paragraph is generally divided into three paragraphs. In each paragraph the writer presents an argument and a counter argument and he may support his argument by providing some clarification .So that the reader will be convinced by the writer's position .Then, in the concluding paragraph the writer restates the main arguments that have been presented before.

2.4.3 One point side position pattern

This modal of structuring is rarely used by the writers. Unlike the previous structures the writer at this modal presents only one position, which is his claim without any refutation and counter arguments, he either proves or disproves a certain claim . The writer starts by writing an introductory paragraph by identifying the topic for his reader, in order to give the reader a general view about it. Then he identifies a thesis statement in which he presents topic and his assertion, what is unique for this organization is that the writer has only one body paragraph; through which he presents his arguments that serve his claim, and a concluding paragraph in which the writer presents his stance by restating the main arguments being used. As cited in the book of fundamentals of English writing.

2.5 Elements of an argumentative essay

Argumentative writing is considered as the art of influencing others' minds. The writer tends to persuade and make the audience accept his/her point of view in a logical and objective way in order to change the reader's position. The argumentative essay consists of four elements arranged as follow:

2.5.1 The introduction

The introduction is regarded as an entry to topic. The writer may provide a history or a small background about the issue being discussed, including others' opinions or reviewing some particular facts related to past events. Then, the writer should structure a well formed thesis statement which informs the reader about the writers' perspective and insight. A thesis

statement usually comes at the end of introduction, which includes the essential claim and the supporting details in only one sentence. The writer 's thesis statement is considered as the bridge that links the introduction with other body paragraphs and show the reader the direction of the essay from one side and stats the writer's stance on the other hand   .

2.5.2 Body paragraphs

At this stage, the writer introduces the main points of the debate or conversation. Each point is discussed separately in different paragraphs. Obviously, during the discussion, the writer moves gradually from the weakest arguments toward the strongest ones .in case the writer uses only the solid arguments which are equally strong, he may start discussing the most familiar and the less complex points, the writer starts by explaining and illustrating his opinion in order to convince the reader.

2.5.3 Refutation paragraph:

It is where the writer presents or admits the opposite side of the issue by using a valid and solid argument of the opposing viewpoints. It is characterized by providing narrow minded, less effective and flawed logic argument comparing to the proponent view. The refutation paragraph includes a certain components:

➢ Introduction of the opposing argument in which the writer restate the opposing view point honestly.

➢ presenting the opening point of view , the writer admits the other point of vie

➢ Presenting a counter argument or the rebuttal, the writer refutes the opponent point of view by showing the reader that his argument is valid unlike the opposing view point which is considered incorrect. As cited in 'Common writing assignment'.

2.5.4 Concluding paragraph

The conclusion is the last element of any piece of writing, it is where the writer restates what is said before in the body paragraphs. At this stage, the writer confirms his stance also the writer may make an appeal to the appropriate authority to take decision.

2.6 The characteristics of argumentative writing

An argumentative piece of writing seeks to convince the reader to accept or to refuse a particular point of view or undertake a stand on a specific subject or issue. The writer should conduct and sequence a certain format in argumentative writing in order to allow him/ her to present ideas correctly and logically. Argumentative essay based on six pillars that reflect on the quality of any piece of writing, they are presented as follow:

2.6.1 Thesis statement

The piece of writing should have a distinct, concise and a defined thesis statement which is usually comes at the end of the introduction. Students at the first paragraph tend to review the topic in general way. Then, the writer should present his chosen topic or issue to the readers in a way that get their interest and attention. Finally, it comes what is known as a thesis statement .it should be clear and appropriately narrowed in order to make the reader understand exactly what is said and unsaid.

2.6.2 Transitions

Transition is considered as an important aspect in writing essay in general, because it affects on tone of the piece of writing. It makes ideas mutually dependent to each other. This connection of ideas, text can be both at a sentence level or the paragraph level, which warrant the logical arrangement of thoughts. Coherence basically related to the rhetorical aspect of language such as synthesizing, integrating, organizing and clarifying ideas which make the paragraphs of the text reliant to each other and thus the unity of the text is achieved.

2.6.3 Convincing

According to Dornan (2007) « argumentative writing attempts to change or reinforce someone's opinion or to convince someone to do an action ». (p.142). For that reason, the writer states his point of view and tries to convince and influence the reader's mind, meaning that the writer attempts to make the audience feel convinced through the emphasis on the power of words. This type of writing is based on debate and negotiation and turn taking that makes the reader take a decision about the topic in the concluding paragraph.

Each body paragraph should be focused on only one idea in order to give the audience the clarity and a good direction while reading the essay, it must be capture the sense of paragraph. The purpose of argumentative essay is to persuade the reader or the audience about your point of view and that your stand is true. This type of essay is based on using arguments at the first place, the writer may use quotations and other's speech that serve the writer's topic and give the authority to support his stand .

Student should structure his language very well, and avoid making the reader feel bored by keep repeating the same point much time. Bear in mind that each body paragraph must have a relation with the thesis statement especially in the opening paragraph in order to give an evidential support.

2.6.4. Controversial ideas

The importance of controversial ideas as a corner stone of argumentative writing, the first step that the teacher has to do is to suggest a controversial topic that the students already know about it from the current world , and real life situation, in order to give them the opportunity to share their point of view about a particular subject.

If students have just restricted information about the suggested topic, their responses will obviously depend on something they have already heard or read about it. In addition, the teacher may let students' volunteer information in the front of their classmate in order to make

it clearer for those who are not familiar with the topic. In the writing process, the students have to present both side of the issue « with » or « against » , no matter if student 's views lie or not, the focus is on how to convince the audience about your opinion by using a solid arguments and show respect to the opposing view.

2.6.5 Arrangement of the essay

Before writing the introduction, the student moves directly to write the body paragraphs which are considered the most important part where student presents in a detailed manner his/her topic in separate fully paragraphs in a well formed essays, the learner should includes his/her position using good ideas to persuade .In this type of essay, students should also mention the counter arguments in order to make it clear for the reader why the argument being used by the opposing part is not correct ,taking into consideration the length of essay. Student in this case should use a sound reason and relevant evidence to reinforce his stance in a way that makes him accept the counter arguments. Also, to make the readers change their way of thinking about an issue and make them agree with the writer's point of view unconsciously.

The writer also should put in mind that not everybody agrees with him, he should recognize the complexity and the reality of opposing views. Finally, in the conclusion, the writer restates the arguments being used to defend his point of view, he summarizes the key elements, emphasizes the logic of his arguments, suggests solution, or asks the readers to apply his ideas mentioned above to their life.

2.6.6 The use of persuasive strategies

The writer adopts different argumentative writing strategies in order to convince the readers to change their minds. Before he starts writing, he must gather a lot of information and data about the issue being discussed, for the sake of enriching the topic and supporting the reader's stand as a reasonable person. He presents evidence to defend a claim with a

good and logical intersection between « evidence » and « claim » without being too emotionally involved , otherwise he cannot persuade logically, using an attractive style of writing that gets the readers' attention and avoid boredom.

2.7 Persuasion strategies

The main important Persuasion strategies in argumentative writing are:

2.7.1 Ethos

Ethos refers to the ability and the competency of persuading others in which their viewpoint is correct. It is related to the credibility of writer/ speaker. This later enhances Ethos which requires a set of characteristics such as: showing credibility, convincing and competence and adopting an appropriate language style, citing resources and accepting the counter arguments.

2.7.2 Logos

Logos refers to the use of logic and reasoning as the basic argument by providing facts, statistics, definitions, and quotes which support the arguments and give enough examples that serve and support the arguments being used.

2.7.3 Pathos

Pathos deals with expressing feelings and emotions, so the writer/ speaker tends to convince the reader/ hearer appeal to Pathos through using figures; in order to attract the reader's attention for example: metaphors and similes. Ethos, logos and pathos are regarded as persuasive strategies for a long time. Nearly, this persuasive strategy has been defined in relation to human psychology such as: appeals to desire cognitive and both positive and negative motivation.

2.7.4 Cognitive dissonance

Cognitive dissonance refers to discordant combination of two sounds which led to undesired feeling and sound clash. The same idea is implemented in cognitive dissonance

which is related to intellectual conflict that occurs when there is a paradox between the existing knowledge clashes and beliefs, attitudes and values.

According to James, B.Stiff Paul and A. Mongeau (2003): applying cognitive dissonance as a persuasive strategy based on three assumptions: the first assumption is that individuals have the need for compatibility in their reasoning. The second assumption, when there is a contradiction, automatically, the psychological status of people causes annoyance and distress. The third assumption refers to ability to discourage people to address the paradox to reestablish stability. Since people are hardly to convince or even changing their point of view about a particular subject, the exposure to contradicted ideas push them to think logically.

2.7.5 Positive and negative motivation

Among the persuasive strategies that are used in positive and negative motivation, the support of teacher, parents and others may affect particularly on the student's outcomes. While punishment has a negative consequences on people's motivation. The use of both types of motivation positive and negative motivation either extrinsic or intrinsic makes the audience or the reader understands that listening and accepting the others' claim to have a positive effect on the progress of student.

2.8 Techniques of argumentative writing

people tend to use convincing language in order to persuade others to accept a certain fact, share values or even change a particular way of thinking .Lakoff(1981) defined persuasion as : « by persuasion i mean, the attempt or intention of one participant to change the behaviors,feelings,intentions or view point of another by communicative means». According to Connor and Laner (1985) argued that the well written persuasive discussion or conversation should integrate the rational, credibility and the affective of any piece of writing.

There are many ways and techniques that are used to convince others; the most frequent ones are:

2.8.1 Appeals

According to Maslow's hierarchy of needs theory, which is based on the idea that individual has basic universal needs. This latter ranked as a hierarchy, it includes safety, social selfesteem and actualization.(Abraham H.Mashow 1943) because these need are essential and innate in human's life ,so meeting these needs is the primary goal of persuasive strategy, satisfying those desires may affect people's negative or positive motivation which can raised the convincing competence.

2.8.2 Evidence

Providing evidence is the main feature of argumentative text, because it makes the reader accept the writer's point of view and his/her arguments which are based on logic reason and reliability. For instance using statics, expert's speech and results of previous researches and investigations.

2.8.3 Attacks

Attacks refers to the opposite side of view or the counter arguments which are against the point of view, values and beliefs of the reader like a: unwise, dangerous or cheater. Using a sense of humor is also an other strategy to make the both point of views looks somehow persuasive.

2.8.4 Inclusive and exclusive language

In order to create a sense of responsibility and solidarity for the purpose of persuading the reader, the writer should use both types of language inclusive and exclusive language, this latter refers to the use of pronouns such as « them », while inclusive language likes using: « we », « our » and « us ».

2.8.5 Rhetorical questions

Rhetorical questions are those questions that do not have a specific answer and do not require an answer as well. The writer asks such questions without waiting for an answer but they are asked for getting the readers' attention only, or hint that the answer is so clear for those who do not argue with the writer's point of view.

2.8.6 Cause and effect

The arguments being used to support a stance or undertake a claim have a cause and effect relationship i.e. this cause lead to that affect with the interference of certain factors.

2.8.7 Analogy:

Analogy is a type of thinking which compares or makes equivalence between two sedatives or object for the sake of making a particular point.

2.8.8 Generalization

Generalization is the act of choosing a sample for a particular study or investigation and the obtained results will be generalized on the whole population. The process can be convincing if the audience or the reader think that this generalization of ideas is appropriate in all cases without any exceptions.

2.8.9 Humor

Having a sense of humor such as :jocks, words play, irony and sarcasm are considered as an effective strategy that is used by the speaker/writer to weaken the opposing views, taking into consideration the manner in which speaking and writing is expressed i.e. it depends on the person you are going to talk with using a polite tone.

2.8.10 Jargon:

Using a restricted language and terms can support and reinforced and convince the reader.

2.8.11 Connotations

Connotation refers to the literal meaning of a word or a phrase, in order for the connotation to be suitable for the purposes of both writer and speaker, the writers should select their language carefully, for instance the word « kill » and « slaughter » even they refer to the same thing but the word slaughter seems more horrific in the reader's minds.

2.8.12 Formal language

Using a formal language makes the writer/ speaker looks well educated and objective without affecting by emotions otherwise it affects the reliability of the piece of writing because the arguments being used should based on reason and logic.

2.8.13 Colloquial language:

Unlike the formal language, the colloquial language is informal, daily language talk, conversations and debates seem more attractive and get the reader's attention since it looks friendly and it make the reader / audience feel that the writer/ speaker is more familiar with the issue and more closer to the reader's mind.

2.8.14 Repetition

Repeating words and phrases are used as a strategy which is used by the writer / speaker in order to stress his arguments.

2.8.15 Hyperbole

The term hyperbole refers to the over talent and exaggeration. This technique can be used to mock the counter arguments like a shock or appeal to fear.

2.8.16 Alliteration and assonance

Alliteration refers to the repetition of consonants at the beginning of words, while assonance refers to the repetition of similar or identical vowels put emphasis to the main argument and make them marketable and worthing to be remembered.

2.8.17 Imagery and Figurative language

Using figures, metaphors, pointing at objects and pictures make the writer/ speaker seems wordly and refined ,using these techniques in argumentative writing make the arguments perceivable. As cited in the persuasive techniques.

2.9 The difficulties that encounter EFL student in writing an argumentative essay

According to Ka-Kan-dee (2014), in attempt to find out the difficulties that are faced students in argumentative writing, think aloud protocols were adopted as a tool for investigating argumentative writing difficulties that encountered Thai EFL students during the period of four years. This method seeks to obtain the most important details that face students during generating their writing, that may help teachers to figure out the students' weaknesses in which determine later the teaching activities being used by teachers in order to satisfy the student's need.(Flavor R hayes,1981; Leighon and Gierl ;2007). This study come up with the idea that the major difficulties that face students revolve around the vocabulary, grammar ,evidence of argument, organization of thought, the structure of argumentative essay and the thesis statement besides the transfer from the mother tongue and the target language, besides the obstacle of understanding questions and topics choice.

This current study takes place on Thailand tertiary student's writing obstacles. This research provides a full description on writing argumentative essay. The findings of this study affect positively on EFL teachers by providing a writing weaknesses and difficulties. These difficulties can be taken into consideration in developing and designing teaching programs .It serves and helps learners' argumentative writing progress. Also, it can be used as a standard or a reference for learners to enhance their persuasive writing. The implication of this study argue that the course designers and material writer may make an integration of the previous elements in the argumentative writing which adopt the think aloud protocol as a

tool to comprise those obstacles. It can be use the suitable method to enhance   student writing proficiency especially in Thailand EFL setting.

The following table shows the most frequent difficulties that face students in argumentative writing enunciated by EFL English major student in Thailand.

Difficulties faced by students	Number and	Percentage
Evaluating	3	5.0%
fulfilling task demand	23	38.3%
grammar structure	40	66.7%
Interpreting the question	6	10.0%
L1 transfer and translating	13	21.7%
Length	2	3.3%
organized ideas	24	40.0%
Pacing	5	8.3%
solid evidence	32	53.3%
Difficulties faced by students	**Number and**	**Percentage**
The structure of argumentative writing	33	55.0%
topic choice	2	3.3%
understanding the question	17	28.3%
Vocabulary	42	70.0%

Figure 04: frequencies of argumentative writing difficulties faced by students. (from Argumentative writing difficulties of Thai English major students).

From the analysis of figure's outcomes has shown above, 42out of 60 students encounter a difficulty with vocabulary, learners who have this language problem of lack in English items and vocabulary refers to the reason that they always depend on the dictionary rather than thinking of required vocabulary and lexis. While almost the same portion of students 40/60 students encounter problems with grammar structure in writing argumentative essay because their ignorance of grammar rules most of time. However,32 out of 60 report that stating a solid argument was one of main difficulties in argumentative writing in term of evidence and how persuade others, meanwhile the other difficulties that face major students is fulfilling task demand, organizing ideas, and understanding

questions. However, a small number of students face problems with evaluation, length, and pacing and topic choice.

Another study was carried out by Lola et al (2011) about the major obstacles that face students in argumentative writing, but the results of this case study were different from the results of the Thai EFL major students where the main problem that confronted those students were translating and generating ideas. This study argued that the reason behind these language constraints in argumentative writing refer to ineptness, lack of vocabulary and the ignorance of same grammatical rules . The results were obtained by a study carried out by Lertpree Dakorn (2003) and Promwinai (2010). These two studies come up with the same result that the EFL students were not competent enough about the English language itself (grammar and vocabulary) and the argumentative writing as well.

2.10. Evidence in argumentative written classes

2.10.1 Definition of evidence

According to Belmont and sharkey (2011), the term evidence is common concept that is frequently used by writer in argumentative writing, which refers to the fact, information, and statement used by the writer to indicate that an assertion is true or not in order to prove or disprove an issue. In addition, it is considered as the fact upon which the writer based his judgment. There are different types of evidence that the writer can depend on when writing argumentative essay / paragraph; fact, real life examples, quotes, statistics and hypothetical situation, the most familiar one is the fact but all of them used to enhance the writer 's claim. The evidence being used should be related and stick to research question and the writer must present evidence to support both position of an issue.

2.10.2 The role of evidence in argumentative writing classes

Evidence plays a crucial role in academic argumentative writing , it is used to convince the reader to accept or to refuse a certain position which based on solid

arguments. The writer's claim should be more valid, convinced, credible, logical and clearly stated in other to make the reader take a stance. Moreover, by using good evidence, the writer can base and draw his final conclusion and sound and solid judgement because it is designed to answer research question .furthermore it encourages reader to take position in the assertion or to change the reader's point of view and belief about certain issue and to persuade people about particular action or new behaviour . The significant role of evidence is to get other believe in the writer's position or rejected it by providing guidance to support an opinion. In short, using evidence has a great importance because without evidence the writer's claim will be unsupported and invalid; this is why providing evidence is needed in argumentative writing.

2.10.3 Standards of evidence

When writing argumentative piece of writing, the writer has to provide evidence which is considered the basic feature of any piece argumentative writing .It should be strong and solid enough to support the writer's claim. Moreover for an evidence to be useful, it should be logical, clearly stated, reasonable and debateable. The writer should avoid factual information which is not debateable because writing an argumentative essay require controversial topic. Also the arguments being used should be concrete, relevant, serve and stick to his topic and make strong connection to the writer's claim.

The writer should be careful when selecting his argument, it should   be appropriately cited and depending in number of sources is better than using only one source .In addition when evidence is reliable, able of being verified , representative and it should be actionable in the sense that the reader can take an action to accept or to reject an issue .In addition when evidence is sound enough , logic ,valid it attracts   the reader's attention . The writer should use appropriate amount of evidence and should be careful in selecting the appropriate evidence to be used in the writer's paper.   If the presented

evidence contains the following standards the reader will be more likely to be convinced by the writer claim.

2.11. The teacher's role in argumentative writing classes:

Even though an argumentative writing class is a student centered, the role of the teacher remains crucial. The teacher plays the role of facilitator and scaffolder in the writing process. He helps students by suggesting interesting topics to write and may clarify and simplify the difficult ones. Providing interesting learning environment is the responsibility of teacher, this latter may intervene by providing enough and hard evidence that serve and support the topic in case they fail to find it out. Moreover, the teacher is the responsible for assigning argumentative writing task and setting up collaborative activities and encouraging students to discuss controversial topics that are suitable to the learners needs and their experiences , Providing interesting learning environment is the teacher's property .Furthermore, he may use different techniques and strategies that motivate students to share ideas and discuss debatable topics that will contribute later in developing student's persuasion skill as well. Another major role of teacher in argumentative writing classes is to check up and evaluate student's evidence whether it is valid or non valid, weak or strong, relevant or irrelevant evidence also to verify the source of evidence and ensure that it is appropriately cited. He may also develop the student's reflection through encouraging them in anticipating counter arguments. In short, the teacher can also evaluate and assess student's argumentative writing outcomes and achievements and providing feedback that shows student their point of strength and weaknesses behind their success or failure .As cited in critical thinking within argumentation.

Conclusion:

The current chapter discusses the issue related to argumentative writing skill , it tackles its definition, the format and its main characteristics. In addition, this chapter sheds light on the major techniques and strategies that are used by the teacher in argumentative writing

classes for the sack of improving learners' outcomes. Moreover, the chapter in -hand exposes the role of evidence in argumentative writing and the main difficulties that encounter students while writing a piece of argumentative writing. Finally, it has examined the link of teacher's motivational strategies with argumentative writing skill in Written Expression classes

Chapter Two: Research Methodology and data collection and analysis

Introduction:

After presenting the theoretical work in the previous chapter which revolves around the teacher's motivational strategies in enhancing students' argumentative writing proficiency, this chapter is devoted to the description and analysis of the data and findings obtained from both the student and the teacher questionnaires. The case study of this research took place in written expression Classes of EFL third year students at the department of English, Mohammed Seddik Ben Yahia University, Jijel. The third year students have been selected as a population for this research because they are able to understand the main objective of this research. The chapter begins with an analysis of the student's questionnaire then moves to the teacher's questionnaire which will help to confirm or disconfirm the hypothesis which was set forward at the beginning of this research.

 3.1 Section one:

3.1.1 Research instrument:

The investigation of the teacher's motivational strategies in argumentative writing classes is the main aim of the current study which opted for the questionnaire as a research tool to gather the needed information related to teachers and students alike. Since it is considered the most widely used tool for collecting data about their experiences concerning the chosen topic and report quantitatively the findings.

3.1.2 Student questionnaire:

This questionnaire was administered to third year license students at Mohammed Seddik Ben Yahia University in the department of English in the second semester of academic year 2017/2018. It is devoted to investigate to what extent the teacher's motivational strategies inside classrooms affect the students' argumentative writing quality. The representation sample of 50 students was chosen from the large population which includes all third years students since it is impossible to deal with the whole population .the sample was selected randomly, without any pressure to participate or not. We handed copies of the questionnaire and we bring the same number because all students answered the question.

3.1.3 The Aim of the questionnaire:

The questionnaire was assigned in order to investigate the student's opinions toward the teacher's motivational strategies in improving the student's argumentative writing outcomes which in turn determine the student's success or failure.

3.1.4 Description of the questionnaire:

The questionnaire is adopted for gathering data from a large population, due to its ability to hold a big number of information, its practicality regenerating results. Because of the advantages of the questionnaire, many researches used it as an elementary instrument of data collection to carry out their researches, so this current study   answers its data through a written questionnaire.

It is worth mentioning that the student questionnaire is a mixture of closed and open-ended questions, the questionnaire comprises of 18 questions. It was divided into four sections, the first section entitled personal information. It involves five questions in which the students were asked .personal information about them, the second one deals with motivation strategies in argumentative writing classes. It consists of four questions which aim to identify the students' perceptions about the motivation in general and teacher's motivational strategies

in particular ,while the third chapter is devoted for suggestions about motivational strategies. It includes the same number of questions in the previous section. Finally, the fourth section encompasses nine questions. The last section entitled « student's attitudes and perceptions towards the argumentative writing skill» which targets the student's attitudes, the main difficulties that they may face while writing argumentative pieces of writing.

3.1.5 Results – analysis and interpretation of student's questionnaire

Part One: Personal Information

Q1: Gender

Options	Male	Female	Total
Student's number (N)	16	34	50
Percentage %	32%	68%	100%

Table 1 : Student 's Gender

Statistics in the above table show that 32% of third year students of English department are male while 68% are female.

Q2 : Age

Options	Student's number	Percentage
In between 21-23	21	42%
In between 23-25	23	46%
In between 25-27	6	12%
Total	50	100%

Table 2: Student's age .

Statistics in the table two demonstrate that 42% of third year English students are aged in between 21 and 23 years; this category of students have reached university in their normal age. While 46% are aged in between 23 and 25 years this category is considered, somehow delayed, this refers to different factors such as failure in exam, studying English as alternative diploma or other factors. However the last portion of 12% represents students between 25 and 27 years who are considered as older students comparing to first and second categories.

Q3: Was studying English at university your first choice?

Options	Yes	No	Total
Student's number (N)	35	15	50
Percentage %	70%	30%	100%

Table 3: student's choice to study English at university.

The results shown in table 3 highlighted that 70% of students are studying English as their first choice ,while 30% of participants claimed that it wasn't their first choice, this significant variation among students refers to the willingness of students to study English as a primary choice.

 Q4: Why did you choose to study English?

Options	Student's number	Percentage
	N	%
Interested in learning foreign language	24	48%
Your parent decided for you	4	8%
You have no better choice	11	22%
You want to get a job in the future	11	22%

Total	50	100%

Table 4: Reasons behind studying English.

In response to question 4, 48% of the respondents are interested in learning English while the same portion of 22% was obtained for the students who have no better choice and those who want to study English for occupational purposes. However the portion of 8% refers to those students who study English to satisfy the desire of their parents.

Q5: How do you find learning English at university?

Options	Student's number	Percentage %
Very boring	4	8%
Boring	16	32%
Very interesting	30	60%
Total	50	100%

Table 5: Student's attitude toward learning English.

This question was addressed to students in order to investigate their opinions toward learning English at university, it is noted that 8% find that studying English is very boring. This may refer to different factors one of them is that the learning environment at university does not motivate and encourage learning English, while 32% of students stated that learning English is some low boring. However the largest portion of 60% goes to students who find English very interesting.

Part two: Motivational strategies in argumentative writing classes

Q6: What do you think about the teacher attitude in argumentative writing classes?

Options	Student's number	Percentage %

Motivating	8	16%
Natural	36	72%
Boring	6	12%
Total	50	100%

Table 6: Student's opinion about teacher's attitudes.

The percentage displayed in this table demonstrates that the majority of students 72% stated that teachers in argumentative classes are natural, but 16% of student see that the teacher is motivated in argumentative classes and only 12% assume that teacher's attitude is boring.

Q7: Do you think that teacher of written expression encourage you enough to write a piece of argumentative writing?

Options	Yes	No	Total
Student's number (N)	26	24	50
Percentage %	52%	48%	100%

Table 7: Student's perception toward teacher's encouragement.

The table above illustrated that more than half participants 52% declared that the teacher of written expression encourages them in argumentative writing while others with portion of 48% show that does not give them any support and encouragement to write.

Q8: Do you agree that the teacher's motivation strategies affect students writing quality?

Options	Yes	No	Total
Student number (w)	41	9	50
Percentage %	82%	18%	100%

Table 8: Student's perception toward the teacher's motivational strategies.

The gathered results concerning the student's perception toward the teacher's motivational strategy show that 82% of participants agree that the implementation of these strategies affects student's writing, whereas 18% stated the opposite.

Q9: In your opinion, what are the strategies that the teacher should use to improve your argumentative writing skill?

Options	Number of student	Percentage (%)
A	2	4%
B	13	26%
C	4	8%
D	2	4%
E	2	4%
AC	4	8%
CE	2	4%
AD	6	12%
BE	1	2%
BC	2	4%
BD	2	4%
AB	5	10%
DE	1	2%
BDE	1	2%
ABC	3	6%
Total	50	100%

Table 9: Teacher's strategies to improve student's argumentative writing skill.

The present question is meant to investigate the strategies that are adopted by teacher to develop the student's argumentative writing skills. The results indicate that A, D, E, CE, BD, BC 4% both C and AC presented the same percentage of 8%, however BE, DE and BDE have the portion of 2%. The rate of 6% is devoted to the option ABC, while the rate of 10% is devoted to the option AB. The rest portion which is estimated 26% is devoted to the option B. To include, the strategies which are used by the teacher depend on the student's need.

Section three: Suggestions about motivational strategies

Q10: Do you think that teacher's motivational strategy affect student's argumentative writing skill?

Options	Yes	No	Total
Student's number	37	13	50
Percentage %	74%	26%	100 %

Table 10 : Student's opinion whether the teacher's motivational strategies develop the student's writing.

Statistics of the table 10 demonstrate that 74% of students agree that strategies used by teachers to improve their argumentative writing .whereas, 26% claim the opposite. However 12 students out of 37 do not give the reason why, while the rest of participants claim that the teacher's strategies improve their writing by saying that :

➢ Motivational strategies keep student on task.

➢ It develops student's critical thinking.

➢ It motivates student to avoid their previous mistakes.

➢ Motivate student and enhance their learning.

➢ It gives a push for students to do their best.

➢ Get student's attention to the written Expression module.

➢ Increases the learner's knowledge about the language.

➢ It raises the student's willingness to write a good essay.

➢ It makes students active.

➢ It improves student's self-esteem and confidence.

Q11: Do you think that teacher motivational strategy affect positively the student's argumentative skills?

Options	Yes	No	Total
Student's number (N)	45	5	50
Percentage %	90%	10%	100%

Table 11: Student's perspective toward the positive affect of teacher's motivational strategies.

This question attempts to figure out if the teacher's motivational strategies affect positively on the student's writing outcomes or not. The majority of participants with portion of 90% reacted positively to this question, while the rest of them say the opposite.

Q12: What are the other strategies that the teacher should use to motivate student in argumentative writing classes?

Options	Number of students	Percentage %
Answer	33	66%
Not answered	17	34%
Total	50	100%

Table 12: Other teacher's strategies that motivate students in argumentative writing classes

This open ended question has been designed to ask about other teacher's strategies that motivate the students when writing argumentative tasks. The table above pointed out that 66% of participants have answered the question while 34% refuse to answer. The students' answers are clearly presented as follow:

 ➢ Giving students a real life examples and personal experiences.

 ➢ Appreciating student's effort and give a positive feedback.

 ➢ Using group work concerning the debatable topic.

 ➢ Providing a sample for each lesson.

 ➢ Ask students to write free topic.

 ➢ Rewards and extra marks.

 ➢ Discussing topic before writing them on paper.

 ➢ Give extra grades for being active and productive.

 ➢ Providing interesting topics.

> ➢ Teacher encourages students by reading the best answers and essays publicly, in the front of the student's classmates.

> ➢ Increasing the student's awareness about the importance of writing skill.

Section Four: Student's attitude and perception towards argumentative writing skill

Q13: How do you find argumentative writing ?

Options	Number of students	Percentage %
Easy	12	24%
Very easy	0	00%
Difficult	32	64%
Very difficult	6	12%
Total	50	100%

Table 13: Student's attitudes toward argumentative writing .

In thirteenth question, students were asked about their opinions about the argumentative writing, no student find argumentative writing task very easy. The biggest portion (64%) find argumentative writing difficult and 24% of correspondents claimed that writing is easy. However, only 12% of participants consider argumentative writing very difficult task.

Q14: How do you evaluate your language proficiency level in argumentative writing ?

Options	Number of students	Percentage %
Medium	30	60%
Good	17	34%
Excellent	3	06%
Total	50	100%

Table 14 : The evaluation of student's argumentative writing skill.

This question is aimed to know the students' language proficiency in argumentative writing tasks from table 14 thirty students (60%) say that their level is medium while

seventeen students see that their proficiency in argumentative writing is good, and only three students declared that they are excellent in this type of writing.

Q15: which type of activities seems to be more motivating for you?

Options	Number of students	Percentage %
Option 1	14	28%
Option 2	10	20%
Option 3	17	34%
Option 4	9	18%
Total	50	100%

Table 15: Students' perceptions about their favourable motivation activities in the classroom.

The current question has a relation with the previous one. Different results are obtained concerning this question. The third option is chosen by 34% of participants, whereas the portion of 28% selected the first option (01) which think that this type of activities is more motivating compared with the others, while 20% of students selected the second option, and 18% see that the forth type of motivational activities is the best way for motivating students.

➢ Q16: Is working in group beneficial in writing argumentative essay?

Options	Number of student	Percentage %
To bring more participation	10	22.72%
To keep student on tasks	10	22.72%%
For student to help and encourage each other	24	54.54%
Total	44	100%

Table 16: Student's justification for choosing group work in argumentative writing.

Statistics in table 16 show that 44% of students agree that working in group is beneficial in argumentative writing for different reasons, and 12% claimed the opposite.

➢ 54.54% of student declared that working in group is beneficial for student to help and encourage each other. The same rate of 22.72 is devoted for both reasons to bring more participation and to keep student on task

➢ **If yes specify :**

Options	Yes	No	Total
Number of students (N)	44	6	50
Percentage %	88%	12%	100%

Table 17: Student's opinion about the benefit of group work in argumentative writing.

The statistics from the table 17 shows that almost the whole population 88% stated that group work affects positively on the student's argumentative writing. However, 12% of participants see the opposite

Q17: In case you do not have enough arguments about the topic, what do you do?

Options	Number of students	Percentage %
Search about the topic	30	60%
Discuss the topic with your classmates	9	18%
Ask your teacher	11	22%
Total	50	100%

Table 18: Student 's opinions about providing arguments .

As it is shown in table 18, the students asked what they are going to do in case of not having enough argument. 60% answered that they searched about the topic while 18% of

students declared that they discussed the topic with their classmates, whereas 22% of students stated that they asked their teacher about the arguments.

Q18: What are the major obstacles that learners face in argumentative writing?

Options	Student's number	Percentage %
Writing introductory paragraph	10	20%
Writing a thesis statement	10	20%
Writing a refutation	12	24%
Finding out arguments	14	28%
Taking a stance	4	08%
Total	50	100%

Table 19: Student's opinions about the major difficulty in argumentative writing.

It is clearly noticeable from the table above that there are various obstacles that face students in argumentative writing, 28% are facing problems in finding arguments that suit their topic whereas, the rate of 24% said that they have problems in writing refutation and the same rate of 20% is devoted for two obstacles to write an introductory paragraph and to write a thesis statement, while the rate of 08% is devoted for student having problem of taking a stance.

3.1.6. Teacher questionnaire

The teacher questionnaire seeks to investigate the motivational strategies used in teaching argumentative writing skill by third year EFL teachers. The core objective of this research instrument is to reveal the role of teachers in motivating students in their argumentative writing classes.

3.1.6.1 **Analysis of teacher questionnaire:**

Section one: Background information

This section is divided into four questions; the first question is about the teacher's year of teaching written expression at university. The second question is about the decision of teacher about teaching written expression; the third one seeks to know the reason behind teaching this subject matter and the final one is devoted to check the number of students in the classroom.

Q1: How long have you been teaching Written Expression?

Options	Number of teachers	Percentage %
a. Two years or less	0	00%
b.Three years or less	2	25%
c.Four years or less	3	37.5%
d.Five years or less	1	12.5%
e.More than five years	2	25%
Total	8	100%

Table 20: Teacher's years of experience.

The data of this table 20 clearly showed that the participant's experience is in between three years and more than five years. So we notice that there is no teacher who has less than 2 years experience in Written Expression, while the option "b" and "e" have the same rate of 25%. However, the portion of 37.5% goes to those teachers who have been teaching written expression for four years or less, only 12.5% of teachers have experience of five years or less.

Q2: Why did you choose teaching Written Expression?

Options	teacher 's number	Percentage %
Answered	4	50%
Not answered	4	50%
Total	8	100%

Table 21 : Teacher's reasons behind choosing teaching Written Expression.

This open-ended question has been asked to investigate the decision reason behind choosing teaching written expression module .50% of participant didn't answer because teaching English is an administration's decision, whereas 50 of participants agree that written expression is an interesting module saying that ":It is an interesting module to teach interested in the subject matter and discussing different topic, with learners makes them motivated and give the teacher the chance to know his learners better".

Section two: Teacher's management in argumentative writing in EFL classes.

Section two is devoted to investigate the teacher's management in argumentative writing EFL classes, this section is divided into nine questions.

Q3 : When assigning argumentative writing task do you generally use ?

Options	Number of teacher	Percentage%
Individual work	5	62.5%
Pair work	3	37.5%
Total	8	100%

Table 22 : The nature of argumentative writing task .

According to the results exposed in the above table, the majority of teachers of 62.5% stated that argumentative writing is an individual work process, the result seems logical since

the students are obliged to write on paper not to discuss. However, the rest of the portion of 37.5% claimed that the teacher can assign writing argumentative piece of writing using pair work because it helps a lot in exchanging ideas and especially for those who have problems in providing solid evidence and those who do not have enough information about the topic.

Q4 : Generally do you choose classroom strategy that :

Options	Teacher's number	percentage
A. You feel is more suitable for you and to lessons objective	2	25
B. Suitable to the learner's need and their Ex expectation	3	37.5
C. Keep the lesson spontaneous without Us using any technique and strategy	3	37.5
Total	8	100%

Table 23 : Strategy used by teacher in argumentative writing.

The fifth question, teachers were asked about the classroom strategy they used in argumentative writing classes. 25% they usually use the strategy that is appropriate for them and serves the lesson objective. It is noticed that both strategies; suitable to the learner's need and their expectation and keep the lesson spontaneous without using any strategy have the same portion of 37.5%. Meaning that the strategies being used differ from one teacher to another, every teacher use strategies that fit his lesson's objective and needs.

Q6 : How often do you assign writing argumentative writing paragraphs to your students ?

Options	Number of teacher	Percentage%
Once a week	3	37.5%
Twice a week	2	25%

One or twice a month	3	37.5%
Never	0	00%
Total	8	100%

Table 24 :The number of assigning argumentative paragraph.

The sixth question aims to investigate how often the teacher assigns for his students writing argumentative paragraph. The obtained results show that: 37.5%   teachers assign writing argumentative writing paragraphs once a week and the same result was obtained for those teachers who assign writing this type of paragraph once or twice a month. Whereas, only 25% answered that they ask students to write argumentative writing twice a week.

Q7: The time allocated to written expression is?

Options	Number of teacher	Percentage%
Sufficient	5	62.5%
Very sufficient	1	12.5%
Insufficient	2	21%
Total	8	100%

Total 25: Teacher's opinion about time allocation for argumentative writing.

As far as the eighth question is concerned, teachers were asked if the time marked for argumentative writing is sufficient or not. 62.5% of participants see that time allocated is sufficient enough to write a piece of writing, and a small portion of 12.5% stated that it very sufficient. However 25% argued that the time allocated is not sufficient.

Q8: Which structure do you prefer to be adopted by students when writing argumentative writing?

Options	Teacher's number	Percentage%
Black pattern	6	75%
Point-by-point pattern	2	25%

One – side – point pattern	0	0%
Total	8	100%

Table 26 : The preferable structure in argumentative writing.

From the table 26, almost the whole sample (3/4) using block pattern, while (1/4) of participants suggest using point by point pattern. However no teacher prefers to use one side point pattern.

Q9 : From your experience in teaching argumentative writing, what is the major difficulty that encounters your student's ?

Options	Teacher's number	Percentage%
Topic choice	0	0
Structure and organizing Ideas	2	25%
Time constraints	0	00
Lack of evidence	2	25%
Lack of critical thinking	4	50%
Total	50	100%

Table 27: Teacher's perception about student's major difficulty in argumentative writing

This question aims to stat the main difficulties that encounter students while writing argumentative writing. concerning the options "topic choice" and "time constraint's" no teacher regard the these options as obstacle that face student in writing difficulties.

Whereas half of the participants see that the lack of critical thinking is the major obstacle that may face them during argumentative writing. However the same result of 25% goes to the organization of ideas in addition to the lack of supporting evidence.

These difficulties may refer to different factors such as: student's repertoire in English language and readiness to write controversial topics.

⇒ Other(s) please specify

Options	Teacher's number N	Percentage %
Answered	2	25%
Not answered	6	75%
Total	8	100%

Table 28 : Teacher's answers related results

75% of teachers in the above presentation on the table 36 provided other difficulties such as the lack of vocabulary and lexis, and the lack of confidence. Whereas 25%of teachers do not answer.

Q10 : How does the teacher react through these difficulties ?

Options	Teacher's number	Percentage%
Answer	6	75%
Not answer	2	25%
Total	8	100%

Table 29 : Teacher's reaction toward the student's difficulties in argumentative writing.

The results concerning this open ended question reveal that more than the half of respondents (75%) answered the question, while the rest (25%) do not show any response.

The main answers that are obtained about teacher's reaction about student's difficulties in argumentative writing are :

➢ Teacher may react toward students' difficulties by providing interesting topic that fits their needs and helps them in increasing their critical thinking and noticing.

➢ Warning up students at the beginning of the course to make them aware of the potential points will pass through during the lesson, so that they think, act and react.

> ➤ The good teacher has to cope with such difficulties by increasing the critical thinking of learner's through discussing interesting topics that the learners are familiar with.

> ➤ Teacher should give the students more time and extra sessions in order to teach them the structure of different types of argumentative writing.

> ➤ Negotiate these difficulties with students and the reasons behind their failure in such type of essays.

Q11 : Are the strategies used by teachers in argumentative writing similar to the ones that are used in other types of writing ?

Options	Teacher's number	Percentage %
Yes	0	00%
No	8	100%
Total	8	100%

Table 30 : Teacher's perception about teaching strategies in argumentative writing and other types of writing.

The statistics displayed in this table show that whole sample 100% agree that the strategies used by teacher in argumentative not similar to the ones that are used in other types of writing.

Q12: What is the best motivational strategy do you usually use to improve the student argumentative writing skill ?

Options	Teacher's number	Percentage%
Answer	7	87.5%
Not answer	1	12.5%
Total	8	100%

Table 31 : Teacher's perception toward the use of motivational strategies.

The question was designed to explore which is the best motivational strategy that is used by teacher to develop the student argumentative writing proficiency. The findings show that among the whole population 87.5% have been answered this open ended question while only 12.5% of participants do not make any reaction. Those teachers who have been answered the question addressed different motivational strategies to be adopted in Written Expression classes such as : Asking learners to read a search on the topic before writing and other suggested that providing a motivating learning atmosphere also, pair work help students to negotiate topics better. While some other proposed to involve them in discussion and praise them.

Section three: Teacher's awareness about student's motivation in argumentative writing classes.

The section number entitled "teacher's awareness about student's motivation in argumentative writing classes," which includes seven questions. It is the last section in teacher's questionnaire.

Q13 : Is learning a foreign language a very hard task ?

Options	Teacher's number	Percentage %
Yes	0	0%
No	8	100%
Total	8	100%

Table 32 : Teacher's opinion about learning a foreign language.

In the thirteenth question, teachers were asked to identify their opinions about whether learning a foreign language is a very hard task or not. All respondents declared that learning a foreign language is not hard at all.

Q14 : In your opinion, what is the role of the teacher in argumentative writing classes ?

Options	Teacher's number	Percentage%
Answer	6	75%
Not answer	2	25%
Total	8	100%

Table 33 : The role of teacher in argumentative writing classes.

The table 33 reveals that 75% of the teachers answered the question which seeks to investigate the role of teacher in argumentative writing classes, meanwhile 25% of participants do not respond. The teachers answered this question differently ,the results obtained are as follow :

➢ Teacher is considered as : guider, facilitator or scaffolder, evaluator and also the responsible for choosing interesting topics to deal with.

➢ Directs students in the learning process.

➢ Helps students by providing enough and solid arguments in case they fail to find it.

➢ Helps students to learn effectively.

➢ Shows students the best way to organize and write argumentative essay.

➢ Creating a comfortable classroom atmosphere that make learners more confident and thus write better.

Q15: Does motivation play a crucial role in argumentative writing ?

Options	Teacher's number	Percentage %
Yes	7	87.5%
No	1	12.5%
Total	8	100%

Table 34 : Teacher's opinion about the importance of motivation.

It is worth mentioning that the obtained results from the table 34 that the majority of participant (87.5%) opt for the importance of motivation in argumentative writing. Mean

while the rest of participant with the portion of 12.5% deny its significance especially for this type of writing.

Q16 : Are you a:

Options	Teacher's number	Percentage %
Motivated teacher	6	75%
Demotivated teacher	2	25%
Total	8	100%

Table 35 : Teacher's attitude inside classroom.

According to the table 35 which aims to know teacher's attitudes inside classroom, ¾ of participants claimed that they are motivated teachers whereas a quarter stated that they are not motivated.

Q17 : What is the reason behind being motivated or demotivated ?

Options	Teacher's number	Percentage%
Answer	4	50%
Not answer	4	50%
Total	8	100%

Table 36 : The reason behind motivation / demotivation.

This question tried to find out the reason behind being motivated or demotivated. The same results were obtained for both the first and the second option with portion of 50% from teacher's contribution they declared that the reason for being motivated or not are:

➢ The educational reform, and the curriculum play a crucial role for being motivated or not

➢ Teaching written expression is not personal choice, as it is the decision of administration for this reason teachers find it somehow difficult for being motivating.

➢ The curriculum is above the learner's needs and level.

➢ Suggesting unfamiliar and debatable topic, and vice versa.

Q18 : How do you think motivation affects student's argumentative writing out come ?

Options	True	Partialy true	Not true	Total
The role of teacher is to help students to learn effectively.	7	1	0	8
Percentage %	87.5%	12.5%	0%	100%

Table 37 : The role of teacher in improving student's learning.

According to the result shown in the table 37, 87.5% of teachers agree that the teacher has great role in them to learn effectively. A few portion of 12.5% stated that the teacher is involved partially in enhancing student's learning. Whereas, it is found that none of the teachers say the opposite.

Options	True	Partially true	Not true	Total
2.To develop student's critical thinking and noticing	6	2	0	8
Percentage %	75%	25%	0%	100%

Table 38 : Teacher's role in developing student's critical thinking and noticing.

From the results demonstrated in the table above 75% of the participants declared that the teacher has a major role in developing student critical thinking. However, 25% of teachers declared that the teacher may help partially not absolutely in enhancing student's critical thinking whereas no result is obtained for those who say the opposite.

Options	True	Partially true	Not true	Total

3.To develop student's persuasion and convincing skill	3	4	1	8
Percentage %	37.5%	50%	12.5%	100%

Table 39: Teacher's role in developing student persuasion and convincing skill.

The statistics above exhibits at the result concerning teacher's role in developing student persuasion skill, half of the participant (50%) stated that the teacher partially contributed in developing student's persuasion skill meanwhile 37.5% see that the teacher is absolutely the responsible for developing student persuasion skill. Whereas, only 12.5% of the participants see that the teacher has no relation in developing student's persuasion skill.

3.2 Section two:

3.2.1 Student's and teacher's Data discussion and interpretation:

After analyzing and comparing the obtained results, it has been noticed that there are both similarities and differences between teacher's motivational strategies and student's responses. The results show that he majority of third year English students at Mohamed Seddik Ben Yahia University emphasize on the importance of motivational strategies in improving their argumentative writing outcomes, a large number of teachers' and students' answers were positive , thus the hypothesis of current study has been confirmed . In regard to the motivational strategies being used in argumentative writing classes, students react positively towards these strategies ,meaning that that it affects their persuasion skill by developing student's critical thinking and noticing to learn effectively.Creating a comfortable learning environment, suggesting interesting controversial topics and appreciating student's writing efforts, these are major factors that push students to write a successful argumentative piece of writing.

It is worth mentioning that one of the common key points that was shared between teachers and students is the difficulties that encounter students in argumentative writing which

are: the lack of vocabulary and grammar, structure, lack of solid evidence and the structure of argumentative writing and organising of ideas. As far as some teachers use motivational strategies occasionally, others are rarely applying motivational strategies in argumentative writing classes even if it is demanded by students.

Since argumentative writing is considered as a difficult task for the majority of students so , the intervention of teacher is required .In the light of the results obtained from teacher and student questionnaire , the present research comes to the conclusion that the teacher has a significant role in argumentative classes and the implementation of motivational strategies is the corner stone that warrant a successful argumentative piece of writing .

3.2.2 The limitations and pedagogical Recommendations:

Throughout conducting this research, many constraints have been confronted such as: the time constraint which is the major difficulty against accomplishing this study in appropriate way. Another limitation was the lack of cooperation of both teachers and students especially in the practical part, some of participants from both teacher and student questionnaire refused to answer particularly those questions that are required a justification, which stands as an obstacle against the achievement of research's aim. The Last limitation concerning this research is the lack of external reliability since the research instrument is conducted only with third year license students at the University of Mohamed Seddik Ben Yahia. Thus, the obtained results cannot be fully generalized in other contexts.

The conclusion of the current investigation has led to some recommendations, which are suggested about the implementation of motivational strategies in argumentative writing classes, in order to improve the student 's outcomes in argumentative writing .

➢ More attention should be given to learner's motivation inside classroom.

➢ Argumentative writing task / activities should deal with debateable, controversial and familiar topics which are more relevant to student's authentic, educational situations.

➢ The strategies being used by teacher should fit the learner's needs and levels.

➢ Since argumentative writing seems to be a problematic type of writing, the time allocated for assigning writing argumentative paragraph / essay should be increased.

➢ More stress should be given to productive skills which enable students to produce effective written texts.

➢ Teacher should create a comfortable atmosphere that stimulate students to write.

➢ Teacher can use both intrinsic and extrinsic motivation to motivate students and avoid punishment and negative feedback.

➢ Teachers need some special training regarding the use of motivational strategies which would help students to promote their writing outcomes.

The conclusion:

The results obtained in the practical chapter confirmed the hypothesis which revolved around the important role of teacher's motivational strategies in improving student's argumentative writing , therefore, the teacher should put stress on these strategies in argumentative writing classes since it reflects positively on students' writing outcomes.

General conclusion

Motivation is one of the psychological needs which is required for meeting self serving goals and objectives, it goes along with language learning outcomes in terms of determining the student's success or failure. In addition it is considered as a key factor that affects EFL student's argumentative writing proficiency as well. By applying the motivational strategies the students will be more motivated to write a successful piece of argumentative writing meaning that , the more students are motivated the more their argumentation skill is enhanced. The current research attempts to investigate the use of motivational strategies by the teacher in argumentative writing classes and to what extent those teacher's motivational strategies affect the EFL student's argumentative writing of EFL student.

This present research is built upon the assumption that the implementation of teacher's motivational strategies inside classroom enhances students' motivation and their willingness toward argumentative writing from one hand and affects their learning outcomes on the other hand.

In order to achieve the aim of this study , two chapters are devoted to investigate the role of teacher in enhancing student's argumentative writing .The first chapter is the theoretical part ,it is divided into two sections , the first chapter tackles the motivation and teacher's motivational strategies . However, the second section investigates the role of teacher in argumentative writing skill classes. However the second chapter is the practical part .which is concerned with analyzing and discussing the data collected by the teacher and student questionnaires. The current study releases that implementation of teacher motivational strategies improve the student's argumentative writing outcomes ,henceforth, the research hypothesis is confirmed.

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Appendix A

Student questionnaire

This questionnaire is presented for The Sack of gathering data for A Master dissertation at the department of English University of Mohamed Seddik Benyahia ,Jijel. It seeks to investigate the role of teacher as a motivational factor in improving student's argumentative writing. Thank you for agreeing to take part in our research. We appreciate your efforts and we will be grateful if you answer all the questions. please, tick (√) your answers in the right box, and it is to be made clear that there are neither right nor wrong answers .

Thank you in advance for your cooperation.

Section one: personal information

1- Gender

A – Male ☐   B – Female ☐

2 – Age: ………………..years old

3- Was studying English at university your first choice?

Yes ☐   No ☐

4- How do you find learning English at university?

Very boring ☐   boring ☐   very interesting ☐

Section two: Motivation strategies in argumentative written expression classes

5- What do you think about the teacher's attitude in argumentative writing classes?

Motivating ☐   Natural ☐   Boring ☐

6- Do you think that the teacher of written expression encourage you enough to write a piece of argumentative writing?

-Yes ☐   - No ☐

7- Do you think that teacher's motivation strategy affect student writing?

Yes ☐   No ☐

8- In your opinion, what are the strategies that the teacher should use in order to improve your attitudes toward argumentative writing skills ?

  A – Increasing student's self esteem   ☐
  B – Suggest interesting topics to write about   ☐
  C – Providing an interesting learning environment   ☐
  D – Expresses support for your attempts   ☐
  E – Give extra grades for being active and productive   ☐

Section three: suggestions about motivational strategies

9- Do you think that the teacher's motivational strategies can improve the student's argumentative writing skills ?

Yes ☐   No ☐

If yes, say why?

....

10 – Do you think that teacher's motivational strategies affect student's argumentative writing skill ?

  - Yes ☐   -No ☐

11- What are the other strategies that the teacher should use to motivate the student in written expression classes?

Section four: student's attitudes and perception towards the argumentative writing skill

12- How do you find argumentative writing?

  a- very easy ☐   c – Difficult ☐
  b- easy ☐   d – very difficult ☐

13- How do you evaluate your language proficiency in argumentative writing?

Medium ☐   Good ☐   Excellent ☐

14- Which type of activities seems to be more motivating for you ?

……………………………………………………………………………………………………

…………………………………………………………………………………………………….

15- Is working in groups is beneficial in writing an argumentative essay?

Yes ☐   No ☐

If yes give us the reason:

      a- to bring on more participation ☐

      b – To keep students on tasks ☐

      c – for student to help and encourage each other ☐

16 - In case, you do not have enough arguments about the topic. What do you do?

      A – Search about the topic ☐

      B - Discuss the topic with your classmates ☐

      C – Ask your teacher ☐

17- What is the major obstacle that learners face in argumentative writing ?

A- Writing introductory paragraph ☐

B – Writing a thesis statement ☐

C –Writing a refutation ☐

D- Finding out arguments ☐

E- Taking a stance ☐

Thank you for your collaboration

Appendix B

Teacher questionnaire

This questionnaire in-hand is a part of a Master dissertation at the department of English ,University of Mohammed Seddik Ben Yahia , Jijel .The main concern of this research is to investigate the teacher's motivational strategies in argumentative writing classes. Your cooperation in this regard will be highly appreciated.

Would you please tick (√) the choice which best corresponds to your answer and please make full statements whenever it is required .

It is to be made clear that the results will be kept anonymous and confidential for the sake of reliability.

Receive in advance our sincere thankfulness and gratitude for your assistance sincere grateful thanks for your assistance.

Section one: background information

1- How long have you been teaching Written Expression?

        A –Two years or less ☐

        B - Three years or less ☐

        C - Four years or less ☐

        D - Five years or less ☐

        E- More than five years ☐

2- The decision to teach Written Expression is :

        A – A personal choice ☐

        B- Instructed by the administration ☐

3- Why did you choose teaching written expression?

………………………………………………………………………………………………

Section two: Teaching argumentative writing in EFL classes.

4- When assigning argumentative writing tasks, do you generally use?

  A – Individual work ☐   B -Pair work ☐

5 – Generally, you choose classroom strategy that:

    A – You feel is more suitable to you and to the lesson objectives ☐

B – suitable to the learner's needs and their expectations ☐

C – You keep the lesson spontaneous without using any techniques and strategies ☐

6- How often do you assign writing argumentative paragraphs to your students?

A – Once a week ☐

B – Twice a week ☐

C–Once or twice a month ☐

D – Never ☐

7 – The time allocated to Written Expression is:

A – Very sufficient ☐   B– sufficient ☐   C – insufficient ☐

8- Which structure do you prefer to be adopted by students when writing a piece of argumentative writing?

A- Block pattern ☐

B- Point –by –point pattern ☐

C- One -side –point pattern ☐

9- From your experience in teaching argumentative writing, what is the major difficulty that encounters your students?

A -topic choice ☐

B- Structure and organising ideas ☐

C - Time constraints ☐

D- Lack of solid evidence ☐

E – Lack of critical thinking ☐

Other (s) please specify ……………………………………………………………………….

10- How does teacher react through these difficulties?

....

....

11- Are the strategies used by teacher in argumentative writing similar to the ones that are used in other types of writing?

Yes ☐   No ☐

12- What is the best motivational strategy do you usually use to improve the student's argumentative writing skill?

…………………………………………………………………………………………………

…………………………………………………………………………………………………....

Section three: Teacher's awareness about student's motivation in argumentative writing classes :

13 – Is learning a foreign language a very hard task?

Yes ⬚   No ⬚

14- In your opinion, what is the role of teacher in argumentative writing classes?

…………………………………………………………………………………………………

…………………………………………………………………………………………………...

15- Does motivation play a crucial role in argumentative writing?

A- Yes ⬚   B – No ⬚

16- Are you:

A- Motivated teacher ⬚   B- Demotivated teacher ⬚

17 -What is the reason behind being motivated or demotivated teacher?

…………………………………………………………………………………………………

………………………………………………………………………………………………….

18- How do you think that your motivational strategies affect student's argumentative writing outcomes?

	True	Partially true	Not true
The role of teacher is to help students to learn effectively			
To develop student's critical thinking and noticing			
To develop student's persuasion and convincing skill			

Thank you for your collaboration

Résumé:

Cette étude vise à identifier le rôle de l'enseignant comme facteur de motivation dans l'amélioration de la compétence d'écriture argumentative de l'étudiant.

Elle tente de mettre en évidence l'utilisation des stratégies motivationnelles par l'enseignant afin d'améliorer la motivation des étudiants en écriture argumentative , cette dernière est considéré comme l'un des principaux problèmes les plus trouvés chez les étudiants de l' EFL ,donc, on peut avancer cette hypothèse : la mise en œuvre des stratégies de motivation peut stimuler les étudiants de troisième année universitaires qui font l'anglais comme une langue étrangère à l'université de Jijel à produire des textes argumentatifs justes d'un coté et à augmenter la stimulation de l'étudiant vers le module de l' expression écrite .

Si le professeur met en œuvre les stratégies de la motivation dans de la class ,les étudiants seront plus motivés à écrire. Pour atteindre ce but ,deux questionnaires ont été administrés aux l'enseignants de l'expression écrite et aux étudiants de troisième année de l'université de Jijel .les résultats obtenus générés par l'analyse des questionnaires des les enseignants et étudiants ont confirmé l' hypothèses de recherche .l'analyse de cet outil de recherche a révélé que la majorité des participants sont plus motivés a écrire lorsque les stratégies motivationnelles de l'enseignant sont appliquées.

الملخص

تهدف هده الدراسة إلى معرفة دور الأستاذ كعامل تحفيزي في تعزيز مهارة الكتابة النص الحجاجي لدى الطالب. سنحاول من خلال هده الدراسة تسليط الضوء على مختلف الاستراتيجيات التحفيزية التي يستعملها الأستاذ قصد تحفيز الطالب على الكتابة النص الحجاجي ، و ذلك باعتبارها من أصعب أنواع الكتابة التي تواجه الطلاب الذين يدرسون اللغة الانجليزية كلغة أجنبية. على اثر هذا الموضوع، تم تقديم فرضية مفادها أن تطبيق الاستراتيجيات التحفيزية من طرف الأستاذ قد يحفز طلبة السنة الثالثة آداب و لغة انجليزية في جامعة جيجل على كتابة نص حجاجي بطريقة سليمة من جهة، و زيادة رغبة الطلاب اتجاه مقياس التعبير الكتابي من جهة أخرى .فإن قام الأستاذ بتطبيق الاستراتيجيات التحفيزية داخل القسم فسيكون الطلاب أكثر تحفيزا للكتابة بطريقة فعالة . و بغية تحقيق هده الغاية تم إجراء استبيانين لكل من طلبة السنة الثالثة وأساتذة التعبير الكتابي السنة الثالثة كأداة للبحث لكل من 50 طالب و 8 أساتدة ،من خلال النتائج المتحصل عليها من تحليل كلا الاستبيانين تم تأكيد فرضية البحث.والتي توصلت إلى أن غالبية المشاركين هم أكثر تحفيزا للكتابة عند تطبيق الاستراتيجيات التحفيزية من طرف للأستاذ.