Investigating Teachers’ and Students’ Attitudes towards the Role of Research Paper in Enhancing EFL Learners’ Autonomy

The Case of Master Two Students at Larbi Ben M’hidi University,

Oum El Bouaghi

A Dissertation Submitted in Partial Fulfilment of the Requirements for

the Degree of Master in Didactics of Foreign Languages

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DEDICATION

This research work is dedicated to the person who taught me how to depend on myself

My Father and the precious person to my heart My Mother.

Thanks for your love, support and encouragement my beloved Brothers and Sisters Ibtissem, Samir, Asia, Abdullah and Hadil

To my sister in law Meriem

My Nephews and Nieces Besmala, Acil, Abd EL Samad and Dorob EL Djana

My precious family, Aunts, Uncles and dearest Cousins

Lamia, Julia, Hassiba, Aisha, Nouha and Salma

Loving thanks to my best friend Amira

To all my friends and classmates: Wassila, Ahlem, Imen, khaoula, Rokaia, Mouchira, Karima, Khadidja and Amina.

To all of you I gladly dedicate this work and these words.
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In the Name of Allah, the most Merciful, the most compassionate

All praise is to Allah, the lord of the world; and prayers and peace be upon Mohammed his
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ABSTRACT

The current study sheds light on the role of the research paper as an effective tool to enhance EFL students’ autonomy at Larbi Ben M’Hidi university of Oum El Bouaghi during the academic year 2017/2018. A descriptive method has been used to confirm the hypothesis, which states that making research papers would enhance learners’ autonomy. As a research tool, we used two questionnaires for gathering data from both teachers and students in the department of English at the University of Larbi Ben M’Hidi. One questionnaire was designed for Master two students and another one for teachers at the department. The findings of students’ and teachers’ questionnaires revealed that the use of research paper helps students to enhance their autonomous learning. Both respondents showed positive attitudes towards the questions asked and the topic of the research. Students’ questionnaire results stressed the vital role that a research paper writing plays in giving the learners more space to practice their autonomy. Additionally, teachers’ questionnaire results emphasized that master two students benefit when conducting research papers. They stressed the significant role that conducting research plays in giving students a chance to gain more knowledge and enhance their writing skills and self-autonomy. Based on the results obtained, it can be stated that a research paper is effective for enhancing EFL learners’ autonomy.

Keywords: Autonomy, EFL students, Research Paper.
List of Abbreviations and Symbols

%: Percent

**EFL**: English as a Foreign Language

**LMD**: License, master, doctorate.

**RP**: Research Paper

**Vs**: Versus
List of Tables

Table 1: Students’ Gender………………………………………………………………………………46
Table 2: Students’ Situation……………………………………………………………………………47
Table 3: Students’ Age………………………………………………………………………………..47
Table 4: Students’ Level in English…………………………………………………………………48
Table 5: The Students’ Preference to Learn Independently………………………………………48
Table 6: The Meaning of Autonomy According to Students……………………………………49
Table 7: Teachers Role in Promoting Learners Autonomy……………………………………….50
Table 8: The Effectiveness of Autonomy in Making Students Active…………………………50
Table 9: Students’ Dependence on their Teacher………………………………………………51
Table 10: Student’s Perception about the Responsibility of Learning…………………………52
Table 11: Teachers Centered the Classrooms VS Autonomous Classrooms…………………..52
Table 12: Students Acquaintance to Research Paper Writing…………………………………53
Table 12.1: Sources of Students Acquaintance with Research Paper Writing ………………53
Table 13: Students’ Purpose of Doing Research Paper…………………………………………54
Table 14: Students’ Attitudes towards Research Process…………………………………………55
Table 15: The Students’ Attitudes towards the Teachers’ Role when Supervising Research Paper…………………………………………………………………………………56
Table 16: Students Choice of the Topic…………………………………………………………………………………………………………………………57

Table 17: Students Use of the Resources…………………………………………………………………………………………………………………...58

Table 18: Supervisors’ Assistance Step……………………………………………………………………………………………………………………58

Table 19: The Feedback Provided by the Supervisor…………………………………………………………………………………………………60

Table 20: The Role of Research Paper in Fostering Learners’ Autonomy…………………….................................................................61

Table 21: The Effects of Research Paper on Students Self-Evaluation…………………………………………………………………………61

Table 22: Teachers’ Qualification……………………………………………………………………………………………………………………………65

Table 23: Teaching Experience…………………………………………………………………………………………………………………………………65

Table 24: Teachers’ Experience as a Supervisor…………………………………………………………………………………………………………66

Table 25: Importance of Learner Autonomy in Learning English………………………………………………………………………………67

Table 26: Teachers’ Opinion about their Students’ Autonomy……………………………………………………………………………………67

Table 27: Teachers promoting of Learners’ Autonomy………………………………………………………………………………………………...68

Table 28: Promoting Learners’ Autonomy………………………………………………………………………………………………………………...68

Table 29: Learner Autonomy and the Help of the Teacher…………………………………………………………………………………………69

Table 30: The Effectiveness of Autonomy in Making Students Active…………………………………………………………………………70

Table 31: The Importance of Teachers’ Way of Teaching in Enhancing Learners’ Autonomy………………………………………………71

Table 32: Teachers Centered the Classrooms VS Autonomous Classrooms……………………………………………………………………71

Table 33: Teachers’ Attitudes towards Doing Research………………………………………………………………………………………………72

Table 34: Teachers’ Attitudes towards Research………………………………………………………………………………………………………73
Table 35: Problems Encountered by Teachers when Conducting Research…………………73

Table 36: Factors Lead to Students’ Failure when Conducting Research…………………….74

Table 37: The Role of the Teacher during Supervision of Research Paper…………………….75

Table 38: Types of Feedback Provided by Teachers………………………………………….76

Table 38.1: Students’ Consideration to Teachers’ Feedback…………………………………77

Table 39: The Role of Research Paper in Fostering Learners’ Autonomy…………………..78

Table 40: The Effects of Research Paper on Students Self-Evaluation……………………..78
List of Figures and Symbols

Figure 01: A Summary of Research Process……………………………………………………………23

Figure 02: Types of Research………………………………………………………………………26

Figure 03: The Hourglass and the King Models of the Main Parts in a Typical
Paper………………………………………………………………………………………………………32
# Table of Contents

Dedication ......................................................................................................................... I

Acknowledgements........................................................................................................... II

Abstract ............................................................................................................................... III

List of Abbreviations and Symbols...................................................................................... IV

List of Tables ........................................................................................................................ V

List of Figures ....................................................................................................................... VI

Table of contents................................................................................................................... VIII

**GENERAL INTRODUCTION** ......................................................................................... 1

Statement of the Problem..................................................................................................... 1

Aim of the Study.................................................................................................................... 1

Research Questions and hypothesis.................................................................................... 2

Research Methodology......................................................................................................... 2

Structure of the Study............................................................................................................ 2

**Chapter One: Enhancing Learner Autonomy through Research Paper**

**Section One: Learners’ Autonomy**

**Introduction** ................................................................................................................... 5

1.1.1. Definition of Autonomy ............................................................................................ 5
1.1.2. Autonomous Learning.................................................................7
1.1.3. Leaners autonomy .......................................................................8
1.1.4. Characteristics of Autonomous Learner........................................10
1.1.5. Learner Autonomy and the Most Dominant Philosophies of Learning ..........12
  1.1.5.1. Positivism..............................................................................12
  1.1.5.2. Constructivism .......................................................................12
  1.1.5.3. Critical Theory .......................................................................13
1.1.6. Moving the Spotlight from Teaching to Learning..................................14
  1.1.6.1. Leaners’ Role .......................................................................14
  1.1.6.2. Teachers’ Role .......................................................................15
1.1.7. Measuring Autonomy ....................................................................16
1.1.8. Ways for Encouraging Learner Autonomy..........................................17
  1.1.8.1. Reflective Lessons ....................................................................17
  1.1.8.2. Self- Reports ...........................................................................17
1.1.9. The Importance of Autonomous Learning in EFL Classes......................18

Conclusion ...............................................................................................19

Section Two: Research Paper

Introduction ...............................................................................................22

Part One: Research as a Concept
1.2.1.1. Definition of Research .............................................................................. 22
1.2.1.2. Purpose of Research ............................................................................... 24
1.2.1.3. Benefits of Research ............................................................................... 25
1.2.1.4. Types of Research ................................................................................ 26
  1.2.1.4.1. From the Application Perspective ...................................................... 26
    • Pure Research .................................................................................................. 26
    • Applied Research ............................................................................................ 26
  1.2.1.4.2. From the Objective Perspective .......................................................... 27
    • Descriptive Research ....................................................................................... 27
    • Exploratory Research ...................................................................................... 27
    • Correlational Research .................................................................................. 28
    • Exploratory Research ...................................................................................... 28
  1.2.1.4.3. From the Mode of Inquiry Perspective ............................................... 28
    • Quantitative Research .................................................................................... 29
    Qualitative Research .......................................................................................... 29
1.2.1.5. Characteristics of a Good Researcher ..................................................... 29

Part Two: The Research Paper

1.2.2.1. Definition of Research Paper ................................................................. 31
1.2.2.2. The Elements of Research Paper ........................................................... 32
  • Title ...................................................................................................................... 33
  • Abstract .............................................................................................................. 33
Chapter Two: Field Work

Introduction ...........................................................................................................44

1 Methodological Design .........................................................................................44

1.1 Choice of the Method ........................................................................................44

1.2 Means of the Research ......................................................................................44

2. Students’ Questionnaire ......................................................................................45

2.1. Sample of the Study .......................................................................................45

2.2. Administration of the Students’ Questionnaire ..................................................45

2.3. Description of the Students’ Questionnaire ......................................................45

2.4. Analysis of the Results .....................................................................................46

2.5. Discussion of the Results ................................................................................62

3. Teachers’ Questionnaire .....................................................................................64
3.1. Sample of the Study ................................................................. 64
3.2. Administration of the Teachers’ Questionnaire ............................... 64
3.3. Description of the Teachers’ Questionnaire ..................................... 64
3.4. Analysis of the Results ................................................................. 64
3.5. Discussion of the Results ................................................................. 79

Conclusion ................................................................................................. 80

General Conclusion ...................................................................................... 81

Recommendations ....................................................................................... 82

References .................................................................................................. 83

Appendices

Appendix I: Students’ Questionnaire

Appendix II: Teachers’ Questionnaire

Résumé

ملخص
General Introduction

In the process of learning, both students and teachers encounter many difficulties and challenges. The major obstacle students may face is taking charge of their own learning because they get acquainted with the so called “Spoon Fed strategy” that teachers applied at all educational levels. Moreover, teachers show discontent concerning their students’ achievement in the classroom or in conducting research papers. The latter became one of the adoptive methods in many schools and universities which may play a role in guiding students to reach their independence. Therefore, in the current study, we tried to focus on both concepts Autonomous Learner and Research Paper. Besides, we attempted to investigate the relationship between the two terms and clarify their role in enhancing the learners’ autonomy and acquiring the needed knowledge.

Statement of the problem

Nowadays, many teachers share the opinion that their students are passive, dependent and lacking initiative, unable to prepare lessons, to do activities and most importantly, to make a research since they rely heavily on their teachers’ knowledge and information. In addition, learners ignore their ability of creating their style of learning and taking charge of their studies, i.e., to be autonomous. Thus, through this study, we try to investigate the impact of conducting research papers on promoting learner autonomy.

Aim of the Study

This research aims at investigating the different perspectives of teachers and students towards the role of research papers in enhancing learner autonomy. So, it attempts to determine the importance of learner autonomy through research papers. In addition, it aims at providing suggestion and further implications about enhancing learner autonomy through research papers.
Research Questions

This study addresses the following questions:

- Can students be more autonomous when preparing research papers?
- What is the role of teachers in enhancing his/her learners’ autonomous learning?
- Are university students acquainted to research work?

Hypothesis

- We hypothesize that making research papers would enhance learner autonomy.

Research Methodology

In order to test the hypothesis and obtain information to reach the intended objectives, this study is done in a descriptive way since it describes the relationship between the research paper and its effect on learner autonomy. Thus, a questionnaire is used for both teachers and students to investigate their opinions and attitudes about the importance of research papers and their impact on enhancing learner autonomy.

Structure of the Study

The current research is divided into two main chapters. The first chapter is theoretical, it is also divided into two sections. The first section includes an identification of some key terms and concepts such as: autonomy and autonomous learning. Furthermore, we mention some characteristics related to autonomous learning. Moreover, it presents different philosophies concerning autonomy. Further, we tackle the point of moving the spotlight from teaching to learning. In addition, we determine the ways for encouraging learner autonomy. Finally, the importance of autonomous learning in EFL classes is emphasized. The topics discussed in second section are about the research as a concept in general and research paper in specific in order to make a clear plan about both terms. The first part of the section sheds light on the
definition of research, purpose and benefits of a research. In addition, it tackles the types of a research as well as the characteristics of a good researcher. The second part focuses on the research paper more specifically by mentioning its definition, elements, and steps of an effective research paper as well as its characteristics. Last, the types of research paper are stated.

The second chapter is practical. It is the field work that presents the methods used to foster learner autonomy through the research paper. Thus, it is concerned with the analysis of teachers’ and students’ questionnaires.
Section One: Learners’ Autonomy

Introduction

1.1. Definition of Autonomy

1.2. Autonomous Learning

1.3. Learners autonomy

1.4. Characteristics of Autonomous learner

1.5. Learner autonomy and the most dominant philosophies of learning

1.5.1. Positivism

1.5.2. Constructivism

1.5.3. Critical Theory

1.6. Moving the Spotlight from Teaching to Learning

1.6.1. Learners role

1.6.2. Teachers role

1.7. Measuring Autonomy

1.8. Ways for Encouraging Learner Autonomy

1.8.1. Reflective lessons

1.8.2. Self- Reports

1.9. The Importance of Autonomous Learning in EFL Classes

Conclusion
Introduction

Over the past several decades, a considerable interest has grown towards the concept of autonomy. Autonomy has become a buzz word in language learning (Little, 1991, p. 2). Learners become in the center of learning instead of the teacher without ignoring the importance of a teacher as a guide but focusing more on learners. Countless researchers have been affected by the topic which becomes a universal subject matter (Benson, 2001). The important aim the researchers want to achieve is to find out the basics of learner autonomy in language teaching and learning by defining and highlighting the major principles related to autonomous learning and how to promote autonomy in the classroom.

This section includes the different definitions of autonomy, its key concepts such as learners’ autonomy and autonomous learning, characteristics related to autonomous learning, different philosophies, ways for encouraging learner autonomy and its importance in EFL classrooms.

1.1.1. Definition of Autonomy

Many scholars are interested in searching autonomy since it is a key concept in teaching/learning foreign languages. Although the definitions of autonomy differ, their main characteristics include the necessity of learner’s taking responsibility for their learning. In order to understand the concept of autonomy, researchers have tried to define it in different ways.

Foremost, the Cambridge Advanced Learner’s Dictionary and Thesaurus (2017) see autonomous learners as those who possess the power to decide by themselves without being manipulated by others. Second, a learner dictionary defines autonomy simply as “the ability to make your own decisions about what to do rather than being influenced by someone else or told what to do” (Cobuild, 1995, p. 38).
According to Beckert (2005), the term autonomy is derived from the Latin words “autos” which means “by oneself” and “nomous” which means “manage or direct”. By this we mean that autonomy needs one to take responsibility and to direct himself.

Moreover, Holec (1981, p 3) defines autonomy as “the ability to take charge of one’s learning”. This means that autonomy desires the learner to develop control over his/her own learning and to increase his or her role in the learning process. According to Dickinson (1987), “autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his or her learning and the implementation of those decisions”. (p. 11). Furthermore, Benson (2001), proposed three principles describing the process of autonomy as a major field of learning. Those principles can be summarized in the following points. First, an effective learning requires an independent learner. Second, autonomy is a capacity that any learner may acquire. Third, being an autonomous learner requires a suitable environment (p. 22).

Further definitions by Benson and Voller (1997, as cited in Thanasolas, (2000) indicate that the term autonomy is used in at least five different ways in the area of language learning they include:

- The situations in which learners study entirely on their own.

- A set of skills which can be learned and applied in self-directed learning.

- An inborn capacity, which is suppressed by institutional education.

- Exercise of learners’ responsibility for their own learning.

- The right of learners to determine their way of learning. (p.8)

To conclude, Littlewood (1999, as cited in Kharaghani, 2013, p. 791) points that all the definitions of autonomy include these main principles:
• Students should take responsibility for their own learning. This is because all Learning in any case can only have to be carried out by students themselves, also because they need to develop the ability to continue learning after the end of formal education.

• “Taking responsibility” involves learners in taking ownership (partial or total) of many processes which have traditionally belonged to teachers such as deciding on learning objectives, selecting learning methods and measuring progress. Retrieved From (Worldconferences.net, 2013)

1.1.2. Autonomous Learning

The concept of autonomous learning has grown noticeably in the past few decades. It is related to self-directed learning and studies of the learning process which helps learners to be initiative, state their goals without the help of teachers or others.

As a matter of fact, autonomous learning is considered as a school of education which sees learners as individuals who can and should be autonomous, i.e. be in charge of their own learning environment. Namely, learners take the responsibility of their own learning, learn at their own pace and use their own strategies and methods. Different terms are used to refer to the concept of autonomous learning. Almost, all these synonymous terms such as learner independence, self-access learning, self-paced learning and distant learning highlight a move of attention from the traditional way to learner-centered approach to language learning.

In brief, the Australian Oxford dictionary (Moore, 1999, p. 87 as cited in Mistan, 2015) describes autonomous learning as “The right of self-government, personal freedom, freedom of wills self-governing community“. Therefore, autonomous learning can be reached only if learners got the freedom to choose their path of learning.
Dickinson (1995) considers autonomous learning as “both an attitude toward learning and a capacity for independent learning”. In other words, it is about the ability of learners to acquire the knowledge and use it independently.

Besides, Aloumpis (2005) believed that a good autonomous learner possesses a good planning skill to plan for reading and research. In addition, it allows the learner to direct his research towards subjects that he/she feels need improvement.

All in all, autonomous learning is about the student’s direction of their own learning by taking different strategies, also it is about the right and the freedom of choosing the best mode of learning.

1.1.3. Learners’ Autonomy

The concept of learner autonomy has been fundamental to the Council of Europe’s thinking about language teaching and learning since 1979, when Holec wrote Autonomy and foreign language learning (Holec, 1981). He began by defining learner autonomy as the “ability to take charge of one’s own learning”. He added that this ability “is not inborn but must be acquired either by ‘natural’ means or by formal learning, that is, systematically in a deliberate way. He pointed out that “To take charge of one’s learning is to have […] the responsibility for all the decisions concerning all aspects of learning […]” (Holec 1981, p. 3).

Additionally, Holec’s report was a contribution to the Council of Europe’s work in adult education, which required to encourage the learner’s freedom “by developing those abilities which will enable him to act more responsibly in running the affairs of the society in which he lives” (P. 1). Since learner autonomy is considered one of its crucial goals, adult education becomes a major instrument for increasing sense of consciousness and liberation of man, and, in some instances, an instrument for modifying the environment itself. From the idea of man
“product of his society”, one moves to the idea of man “producer of his society”. (Janne 1977, p. 3 as cited in Holec 1981, p. 1)

Learner autonomy, in other words, belongs to the idea that one of the functions of (adult) education is to equip learners to play an active role in participatory democracy. That is why it remains central to the Council of Europe’s educational concerns.

What is significant is that, Holec’s definition involves that autonomous learners can easily use their knowledge and accomplishments outside the immediate context of learning, i.e., outside the schools.

Besides, “The concept of learner autonomy… emphasizes the role of the learner rather than the role of the teacher. It focuses on the process rather than the product and encourages learners to develop their own purposes of learning and to see learning as a lifelong process” (Jacobs & Farrell, 2001 pp. 267-299). Autonomous learners own their exceptional characteristics that make them liberated and able to take their own responsibility without depending on others. Further, Dickinson (1993, p. 30 as cited in Hobrom, 2004) identifies five characteristics of independent learners:

1. They realize what is being taught, i.e., they have sufficient understanding of language learning to understand the purpose of pedagogical choices;

2. They are able to formulate their own learning objectives;

3. They are able to select and make use of appropriate learning strategies;

4. They are able to monitor their use of these strategies;

5. They are able to self-assess, or monitor their own learning.

To sum up, being autonomous learners helps in building their own identity. Also, they will be able to evaluate and monitor themselves to achieve their targets.
1.1.4. Characteristics of Autonomous Learner

An autonomous learner is the one who is successful in determining the best strategy to learn and to be independent. Hence, in order to know more about autonomous learners, educators try to sort what makes responsible and autonomous learners.

Firstly, Hedge (2000) characterized autonomous learners as those who:

• Recognize their needs and work productively with the teacher towards the accomplishment of their aims.

• Learn both inside and outside the classroom.

• Can take classroom based material and can build on it.

• Recognize how to use resources independently.

• Develop critical thinking with active learning strategies.

• Adjust their learning strategies when necessary to better learning.

• Manage and divide the time in learning properly.

• Do not think the teacher is a god who can give them ability to master the language. (p. 15).

Further, Wenden (1991) also characterized autonomous learners as those who:

• Are willing and have the capability to hold in or supervise learning.

• Are motivated to learn and work hard

• Are good guessers.

• Choose material, methods and tasks.

• Exercise choice and purpose in organizing and carrying out the chosen task.
• Choose the criteria for evaluation.

• Take an active approach to the task.

• Make the decision to accept or reject the null hypothesis.

• Pay attention to both form and content.

• Are willing to take risks. (p. 25).

Additionally, according to Dickinson (1993) autonomous learners can be characterized in four points. Firstly, autonomous learners can make out what is going on, in other word, what is being taught in their classroom. For example, they might think around the relationship between the novel construction of linguistic process and other information. Secondly, autonomous learners are the ones who are capable of formulating their own learning objectives, in addition to their teachers. Most autonomous learners make great efforts to develop their language skills outside the classroom. For instance, they need a newspaper or watch TV programs in the target language as a part of their own learning objectives. The third characteristic is that, an autonomous learner is able to choose and implement appropriate learning strategies. The fourth characteristic is, as Dickinson declares, autonomous learner can monitor the effectiveness of their utilization of strategies and make necessary changes for them. Take the example of an independent learner who has not done well in English exam or test. First, he should stress the point that he or she has not understood, find effective ways of study. By using the four features, this independent learner will engage actively in the learning process and will be capable to control his own learning.

To close, as it has been explained before, autonomous learners have some features which lead them towards achieving independence in their learning. They set their own learning objectives in addition to their learning styles and strategies.
1.1.5. Learner Autonomy and the most Dominant Philosophies of Learning

There are three dominant approaches to knowledge and learning which will be briefly discussed, with a view to testing how each of them connects up with learner autonomy. Thanasoulas (2000) highlights these approaches as follows:

1.1.5.1. Positivism

According to Benson and Voller (1997, p. 20), positivism was the most dominated theory in the twentieth century. It was based on the assumption that knowledge reflects objective reality. So, if teachers could take this "objective reality", learning can only 'consist (...) in the transmittal of knowledge from one person to another'. Congruent with this view, is an enhancement of the "traditional classroom", where teachers are the purveyors of knowledge and wielders of power, and learners are regarded as 'container [s] to be satiated with the knowledge held by teachers'. On the other hand, positivism supports the widespread opinion that knowledge is gained by dint of the 'hypothesis-testing' model, and that it is more effectively acquired when 'it is learned rather than taught'. It takes a little understanding to realize that positivism is incongruent with, and even runs counter to, the development of learner autonomy, as the latter refers to a gradual but radical divorce from conventions and restrictions and is inextricably related to self-direction and self-evaluation.

1.1.5.2. Constructivism

It is a vague concept, within applied linguistics. It is strongly associated with Halliday ((Benson & Voller, 1997, p. 21). As Candy (1991, p. 254) observes, “One of the central views of constructivism is that individuals try to give meaning to, or interpret, the perplexing maelstrom of events and ideas in which they find themselves caught up”. In contrast to positivism, constructivism postulates the view that, rather than internalizing or discovering objective knowledge (whatever that might signify), individuals reorganize and restructure their experience.
In Candy's terms (Candy, 1991, p. 270), constructivism “leads directly to the proposition that knowledge cannot be taught, but only learned (that is, constructed)”, because knowledge is something built up by the learner. By the same token, language learning does not involve internalizing sets of rules, structures and forms; each learner brings her own experience and world knowledge to bear on the target language or task at hand. Apparently, “constructivism supports, and stretches out to cover, psychological versions of autonomy that appertain to learners' behavior, attitudes, motivation, and self-concept” (Benson & Voller, 1997, p. 23). As a result, constructivist approaches encourage and promote self-directed learning as a necessary condition for learner autonomy.

1.1.5.3. Critical theory

It is an approach within the humanities and language studies which shares with constructivism the view that knowledge is constructed rather than discovered or learned. Moreover, it contends that knowledge does not reflect reality, but rather comprises “competing ideological versions of that reality expressing the interests of different social groups” (Benson & Voller, 1997, p. 22). Within this approach, learning concerns issues of force and ideology and is viewed as a process of interaction with social context, which can bring about societal change. What is more, linguistic forms are bound up with the social meanings they convey, in so far as language is power, and vice versa.

Certainly, learner autonomy assumes a more social and political character within critical theory. As learners become aware of the social context in which their learning is embedded and the constraints the latter implies, they gradually become independent, disabuse themselves of preconceived ideas, and can be thought of as “authors of their own worlds” (p. 53).

Thanasoulas (2000) views the relationships which exist between learner autonomy at hand, and the three major philosophies of learning on the other hand. It is apparent that, these theories put more emphasis on student activity, than on teachers teaching. That is, they argue that
the student's own experience and study are where learning goes. In other word, when the learners’ initial role is to act actively and take responsibility of making knowledge, teachers’ role is to guide learners, and defend their choices through the process of learning.

1.1.6. Moving the Spotlight from Teaching to Learning

“The concept of learner autonomy… emphasizes the role of the learner rather than the role of the teacher. It focuses on the process rather than the product and encourages learners to develop their own purposes of learning and to see learning as a lifelong process” (Jacobs & Farrell, 2001, p.24).

One of the key principles of learner autonomy is moving the focus from teaching to learning; take the teacher out of his spotlight and point it at the learners. This may seem daunting to new teachers or indeed experienced teachers who have been the center of attention and in control of their classroom. Moving the focus from teaching to learning clearly doesn’t mean that the teacher becomes old-fashioned or redundant. It means a change of pace from where lessons are organized around textbook material and the ground a teacher needs to cover. Lessons are now organized in collaboration with learners in regards to both material and methods.

To fully understand the concept of autonomy and its focus on learning rather than teaching, we must take a closer look at what is entailed in both the learner’s and teacher’s roles.

1.1.6.1. Learners’ Role

“The students have responsibility for their learning, but through scaffolding; the teacher takes more responsibility than in a traditional class” (Lacey, 2007, p. 8).

The learner’s role in an autonomous environment is not that of a passive receiver of information. Learners are the makers of their own fortune and valued members of a learning community that is their class. Autonomous learners have the ability and willingness to learn on their own. Learners become successful if they take responsibility for their own learning. It is up
to learners if they want to learn (Lowes & Target, 1999). Autonomous learners are those who understand why they are learning specific topics, accept responsibility for their learning, take the initiative in planning and executing learning activities and are willing to assess their own learning (Little, 2002).

All in all, autonomous learners are those who are aware of their personal and educational needs and can determine the objectives and the goals for their own learning.

1.1.6.2. Teachers’ role

Dam (2000) states that:

Let me first of all mention the fact that learners do not necessarily learn what we believe ourselves to be taught… What we can do is give our learners an awareness of how they think and how they learn – an awareness which hopefully will help them come to an understanding of themselves and thus increase their self-esteem. (p. 18).

The traditional view is that teachers should be in control of the classroom and direct learning. The teachers’ role in an autonomous language classroom is to help learners learn by exposing them to the language and providing opportunities for them to practice the new language in class as well as at home (Lowes & Target, 1999). A teacher aiming to foster learner autonomy in his classroom also has to be aware of the importance of differentiation. Differentiating instruction is the idea of accommodating different ways learners learn; to design the lessons according to learners’ needs and differences in the classroom. In a differentiated classroom, it should be taken into consideration that learners have different abilities, skills and backgrounds. All of this affects the way they learn (Tomlinson, 2003).

To implement autonomy in the classroom is to teach diverse learning strategies, and assist the learners in finding the methods that best suit them. The learners have to be given the tools they need to become more self-sufficient and independent. It is necessary to build up an
atmosphere in the classroom that invites such experiments and lets learners feel comfortable sharing their findings with their teacher and their classmates. Interaction in the classroom directly influences the learners’ learning processes.

To sum up, in order to make learners autonomous, there was a shift of focus from the traditional method of learning, in other word, teacher centered classroom to the modern one, in which, the learner is the central focus of learning.

1.1.7. Measuring Autonomy

Measuring autonomy depends on the opportunities provided to the learner as well as the circumstances surrounding him /her. Nunan (as cited in Benson, 1997) proposes: ‘‘autonomy is not all-or- nothing concept, but a matter of degree” (p.5). Thus, it is an ability that we can get through time and by making more efforts.

We can say that, the measurement of autonomy is problematic for different purposes:

First of all, the most significant feature influencing the possibility of measuring degrees of autonomy is that autonomy is clearly a multidimensional construct. We can view it in a range of forms. As Little (1991 p. 4) claims “It is true, of course that we recognize autonomous learners by their behaviors; but that can take numerous different forms… Autonomy, in other words, can manifest itself in different ways” (cited in Benson 2001 p. 51). We may well be able to observe whether learners display a greater degree of control in particular aspects of their learning.

A second problem in the measurement of autonomy is about the nature of constructing itself. According to Holec (p.3), autonomy is the capacity and the possession which does not necessarily imply that it will be exercised. Autonomous learners know how to direct their own learning, but this does not necessarily mean that they will put this knowledge into practice.

The third aspect affecting our capacity to measure grades of autonomy concerns the nature of the acquisition of autonomy as a developmental process. Currently, we know very
little about the stages that learners go through in developing their autonomy in different contexts of learning other than that the process is highly variable and uneven. As Little (1991 p. 5) argues “The fact that autonomy is likely to be hard-won and its permanence cannot be guaranteed; and the learner who displays a high degree of autonomy in one area may be non-autonomous in another” (cited in Benson 2001 p. 53).

1.1.8. Way for Encouraging Learner Autonomy

For encouraging learner autonomy Nunan (2000) suggests two main ways which are reflective lessons and self-report.

1.1.8.1. Reflective Lessons

The activities offered by Nunan (2000) for encouraging reflection in language learning are learner diaries and learning contracts. Learner diaries are tools for reflection that allow the learner to make a “first-hand account” of his other language learning experiences, and his or her reflections on and reactions to the process. Learning contracts present the contract between teacher and learner. Also, they are very important tool for successful student experiences; they are done for a higher degree of student motivation and responsibility. In addition, these activities help learners to think critically when they evaluate their learning.

1.1.8.2. Self- Reports

A self-report is considered as one of the activities used for promoting autonomy in language learning (Thanasoulas 2000). There are two types of self-report, which are introspective self-report and retrospective self-report.

According to Wenden (1998: pp. 79-95), a good way of collecting information on how students go about a learning task and helping them become aware of their own strategies is to assign a task and have them report what they are thinking while they are performing it. This self-
report is called introspective, as learners are asked to introspect on their learning. “Introspective self-report is a verbalization of one’s streams of consciousness”.

Another type of self-report is retrospective self-report, in which learners are asked to think back or retrospect on their learning. Retrospective self-reports are quite open ended, in that there is no limit put on what students say in response to a question or statement that points to a topic in a general way. There are two kinds of retrospective self-reports: semi-structured interviews and structured questionnaires. A semi-structured interview may focus on a specific skill with a view to extracting information about learners’ feelings towards particular skills (reading, listening, etc.), problems encountered, techniques resorted to in order to tackle these problems, and learners’ views on optimal strategies or ways of acquiring specific skills or dealing with learning tasks. A structured questionnaire seeks the same information, but in a different way: by dint of explicit questions and statements, and then asking learners to agree or disagree, write true or false, and so forth...

1.1.9. The Importance of Autonomous Learning in EFL Classes

Fostering and supporting autonomy is considered very necessary in EFL classes because learning languages should be more practical in order to get appropriate results. This can be accomplished through autonomy, which is considered as a practical method to learn. According to Ayfer (2003), there are three main reasons behind promoting learners’ autonomy. First, the psychological purpose is that people learn better when they take responsibility for their own learning. The second reason is practicality since learners will also learn better to attain their needs by following their own pace. Third, it is concerned with the philosophical reason in the sense that learners, who are autonomous in their learning, will not be victims of their societies’ restrictions.

In this light, autonomous learning has many advantages. First, it stimulates the learners’ intrinsic motivation because EFL learners are said to be more engaged in the learning process
when they select different interesting topics and tasks by themselves. Second, they may become more active and independent by implementing learning strategies of their own. Moreover, autonomous learners would feel more responsible as they determine the material to be used, and plan different lessons. In other words, responsibility can be fostered in autonomous classes as learners are free to plan learning activities, to set objectives and to make choices about the pace of learning and the evaluation of their progress.

In short, autonomy should be encouraged in EFL classes because it increases self-independence, motivation, promotes effective learning and teaches learners to become more responsible as well.

Conclusion

In this section, we discussed the notion of autonomy with its different definitions by different scholars. In addition, it includes identification of the key terms and concepts that would be recurrent throughout the research in order to provide a broad view of their meaning and use in the present research such as: autonomy, autonomous learning; learner autonomy. Moreover, we mentioned the effective characteristics of autonomous learning. Further, we identified views of dominant philosophies concerning learner autonomy. Additionally, we clarified the ways for encouraging learners’ autonomy and the teachers’ role in autonomous learning classes. Finally, we tackled the importance of autonomous learning in EFL classes.
Section two: Research Paper

Introduction ..................................................................................................................22

Part One: Research as a Concept

1.2.1.1. Definition of Research..................................................................................22

1.2.1.2. Purpose of Research......................................................................................24

1.2.1.3. Benefits of Research.....................................................................................25

1.2.1.4. Types of Research.......................................................................................26

1.2.1.4.1. From the Application Perspective.........................................................26

- Pure Research........................................................................................................26
- Applied Research....................................................................................................27

1.2.1.4.2. From the Objective Perspective...............................................................27

- Descriptive Research..............................................................................................27
- Exploratory Research..............................................................................................27
- Correlational Research...........................................................................................28
- Exploratory Research..............................................................................................28

1.2.1.4.3. From the Mode of Inquiry Perspective.....................................................28

- Quantitative Research............................................................................................29
- Qualitative Research...............................................................................................29

1.2.1.5. Characteristics of a Good Researcher.........................................................29
Part Two: The Research Paper

1.2.2.1. Definition of Research Paper ..............................................................................31

1.2.2.2. The Elements of Research Paper ........................................................................32

- Title ..................................................................................................................................33
- Abstract .................................................................................................................................33
- Introduction ..........................................................................................................................33
  Body ......................................................................................................................................34
- Discussion .............................................................................................................................34
- References ............................................................................................................................35

1.2.2.3. Steps for Writing an Effective Research Paper ......................................................36

1.2.2.4. Characteristics of a Good Research Paper .............................................................37

1.2.2.5. Types of Research Paper .........................................................................................39

Conclusion ............................................................................................................................41
Section Two: Research Paper

Introduction

The emergence of the research process was considered as the initial step to any discovery, development or new knowledge. In the field of education, the research process appears when teachers provide their students with a research project in order to apply what they have studied and learned in the classroom and collect information for further research about a specific topic. This form of research that teachers provide their learners with is called a research paper. It is believed to be really useful for learners who are seeking success by gathering suitable data and applying different techniques and methods. The advantage of a research paper is to get rid of teacher’s dependency and to create an environment where the learners are completely autonomous.

The topics discussed in this chapter are about the research as a concept in general and research paper in specific in order to make a clear plan about both terms. The first part of the section sheds light on the definition of research, purpose and benefits of a research. In addition, it tackles the types of a research as well as the characteristics of a good researcher. The second part focuses on the research paper more specifically by mentioning its definition, elements, and steps of an effective research paper as well as its characteristics. Last, the types of research paper are stated.

Part one: Research as a Concept

1.2.1. Definition of Research

Research as a concept is any formal gathering of information, evidence and facts about the development of knowledge. The research process gained remarkable interest among the educational institutions taking into consideration the problems students face in the learning process. The following definitions will provide a clear view about what research means. Foremost, the word ‘research’, comes from the Middle French word ‘recherché’ that means ‘to
seek out’ (Wincler and Metherell, 2010, p. 3). It contains two words: Re which means again and again, while search means to find out something (Singh, 2006, p. 2).

The following Figure provides a clear idea about what research is:

![Figure 1: A Summary of Research Process Proposed by Singh (2006, p. 2).](image)

**Figure 1. A Summary of Research Process Proposed by Singh (2006, p. 2).**

Figure 1 shows that research is when a person observes a phenomenon several times and collects data and on the basis of the data he draws conclusions (Singh, 2006).

Another definition of research is given by Creswell (2008) who states that “Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue” (p.22). That is to say, a research process should go through stages in order to create a good research.

Moreover, According to the Oxford Learner’s Dictionary (2008, p. 375), research is”’ a detailed study of the subject to discover new facts about it.” So, research is about finding new and definite information in a comprehensive way.

Additionally, Redman and Mory (as cited in Kothari, 2004, p. 01) define a research as’ ‘systematized effort to gain new knowledge.’” Furthermore, a research is when someone works hard to look for new data about a specific concern and classify them in an ordered, formal way as an evidence for specific beliefs. Therefore, research is said to be systematic since it follows a technique it is structured, applying a specific research method and data collection follows an organized flow. Retrieved from (Answers.com)
To sum up, a research simply means trying to get solutions; also it is based on asking questions about a specific phenomenon that we are familiar with by assembling data and including facts and evidence to convince readers.

1.2.1.2. Purpose of Research

Before any attempt to conduct any type of research, researchers should have a clear purpose to be achieved at the end. All kinds of researches are directed for a definite reason and intentions to cope with the general assumption that specify the final results and the needed consequences that act as a response to those studies. The educational research as an example, aims to answer some questions in relation to the teaching-learning process. Kothari (2004) claims that the purpose of the research is to discover answers to questions through the application of scientific procedures. In addition, the main aim of research is to find out the fact which is hidden and which has not been discovered yet.

Though each research field has its own specific purpose, we may conceive of research objectives as falling into four broad groupings.

First, the researcher may seek to gain familiarity with a phenomenon or to achieve new insights into it. Studies with this object in view are termed as exploratory or formulative research studies.

Another aim of research is to portray accurately the characteristics of a particular individual, situation or a group. Studies with this object in view are known as descriptive research studies.

A research can be conducted to determine the frequency with which something occurs or with which it is associated with something else. Studies with this object in view are known as diagnostic research studies.
A further objective of research is to test a hypothesis of a causal relationship between variables. Such studies are known as hypothesis-testing research studies.

To sum up, before doing any step in conducting research, researchers should have at least an apparent intention to adopt in order to create a good research and to receive honest outcomes.

1.2.1.3. Benefits of Research

While developing a research project, researchers or undergraduate students will benefit from the starting point of gathering data, prepare the plan of research, and choose the method that best accommodates the research until they draw the final conclusion.

In that respect, there are numerous benefits that any undergraduate researcher could attain from making out any educational research. They can be personal, educational and professional. Research is considered as a treasure for students to progress their knowledge, to advance their skills and to discover and examine the different phenomena that happen around them.

Medan and Teitge (2013) stated that,

Research experience allows undergraduate students to better recognize published works, learn to balance between collective and private workplace, set an area of interest, and jump start their careers as researchers. Through exposure to research as undergraduates, students discover their desire for research work and continue on to graduate studies and staff offices. (P. 9)

Additionally, through research, students can train their critical thinking skills, apply what they have taken before in real life situations, communicate with others who share similar interests and build self-confidence which may help them work independently. More importantly, it enables students to become experts in areas which do not immediately connected to their daily life, i.e., equally they do research in their chosen specialization; Students will become specialists in that field (Laraswati, 2014).
1.2.1.4. Types of Research

Research is said to be of various types depending on the purpose of the research, the process of the research, the logic of the research, the outcome of the research. Gupta, and Gupta, (2011, p.8) classified the research according to three perspectives: From the application perspective, from the objective perspective and from the mode of inquiry.

Figure 2. Types of Research (Cited in Gupta and Gupta, 2011, p. 8)

1.2.1.4.1. From the Application Perspective

Based on utility, research is divided into two categories, i.e. pure and applied research.

- Pure Research

Pure research is called as basic or fundamental research. It is explanatory in nature and is conducted without any previous purpose in mind. It is driven by the instinct interest, curiosity or intuition, and simply aims to advance knowledge and to identify /explain the relationship between variables.
• **Applied Research**

Applied research can be defined as research that encompasses real life application of the natural science. It is directed towards providing a solution to the specific practical problems and develops innovative technology. In finer term, it is the research that can be applied to real-life situations. It studies a particular set of circumstances, so as to relate the results to their corresponding circumstances.

1.2.1.4.2. **From an Objective Perspective**

According to this perspective, there are four main types which are: descriptive, exploratory, correlational and explanatory researches.

• **Descriptive Research**

“Descriptive research as the name suggests, describes any situation or phenomenon. It contains surveys and facts finding inquiries of different kinds. The major purpose of this type is to describe or to state the affair as it exists in nature, and its main characteristic is that the researcher has no control over the variables. He can only report what happened and what is happening’’ (Kothari, 2004, pp. 2-3).

It aims to shed the light on specific problems through a specific data collection process to enable researchers to describe the situation more completely.

• **Exploratory Research**

As its name proposes, exploratory research is designed for the aim of exploring problems, offer insight to get the accurate investigation and provide a better clarification of problems that are not well defined. Also, it does not plan to give a final solution of the existing issue, but it attempts to give a clear notion about the problem. Moreover, exploratory research is designed to
suit different studies which are known to be flexible and comprehensible to provide a chance to deal with all features of the issue. (Gupta, and Gupta, 2011)

- **Correlational Research**

  Correlational research is conducted to determine the correlation between two or more variables. In other word, correlational study shows whether the increase or the decrease of one variable relates to the increase or decrease of the other variable (Kalla, 2017, para. 5), he distinguished between three types of correlation:

  - **Positive correlation:** The increase in one variable leads to an increase in the other variable and the decrease in one variable leads to a decrease in the other variable.

  - **Negative correlation:** The increase in one variable leads to a decrease in the other and vice versa.

  - **No Correlation:** The two variables are correlated; and the change in one variable does not lead to a change in the other variable.

- **Explanatory Research**

  Explanatory research is also called causal experimental research. It focuses on the effect that one variable has on another variable. That is to say, it looks at the relationship which exists between the variables. “Explanatory research is about determining the casual relationship between independent and dependent variable” (Grinnell, 2001, p. 255). According to Glicken (2003, p. 267), explanatory research is “the type of research that attempts to provide meaningful and accurate conclusions from the considerable amount of information already available”. Thus, this kind of research tries to offer reasonable results through collecting data in an ordered way.

**1.2.1.4.3. From Mode Inquiry Perspective**

This perspective underlines two main types:
• **Quantitative Research**

Kothari (2004) argues that “quantitative research is centered on the measurement of quantity or amount; it is applicable to phenomena that can be expressed in terms of quantity” (p. 3). This type of research is about studying the specific phenomenon, collecting numerical data and statistics to analyze the finding and get the results (Schutt, 2010).

Quantitative research consists of designs, techniques, and measures that produce discrete numerical or quantifiable data (Laraswati, 2014).

• **Qualitative Research**

According to Kothari (2004), “qualitative research aims to discover the underlying motives and desires, using in depth interviews for the purpose ”. (P.3). In other words, this type of research is concerned with the collection and description of the notions using techniques like interviews and observation and so on. Qualitative research deals with the less tangible aspects of a research issue, values, attitudes, perceptions and the like of these aspects. In addition, it is more subjective in its nature which means it is concerned with a topic that contains a quality or kind.

1.2.1.5. **Characteristics of a Good Researcher**

In order to be a good researcher, one should be able to create his/ her own way of writing and conducting as well as the passion and desire to tackle interesting points that make the research unique. The following points are some of the characteristics according to different scholars:

According to Dornyei (2007, p. 17) good researchers are those who have a genuine and strong curiosity about their topics, common sense and good ideas. They are also disciplined and responsible.
A good researcher has a genuine and strong curiosity about the topic: a good researcher is the one that feels passionate and curious about the topic. These two main points will allow him to tackle the study from different viewpoints and shed light on interesting subjects.

A good researcher is common sense: Being common sense is one of the main good researcher characteristics. When the researcher chooses a topic and decides to work on it within a real life situation, he integrates with normal people as one of them; they will enable him to deal with the core of the problem.

A good researcher has good ideas: a successful researcher centers his project with good and beneficial ideas and insights and presents them in unsophisticated style. Having good thoughts seems to be more valid than other materialistic ideas.

A good researcher is responsible: A good researcher is said to be a responsible person. He should respect the rules and present his findings in a right academic way using evidences and supported data. He should be responsible about what he is going to present to his audience, and he should know how to communicate his findings to different social categories.

In addition, Mazlan (2013) lays out seven central characteristics of a good researcher.

- He must be open-minded and must also adopt a critical way of thinking.
- He should be hard worker, diligent, focused and devoted to the specific field of interest.
- Updating the knowledge is of utmost importance and can be achieved in various ways, such as watching the current literature, attending conferences or exchanging thoughts with colleagues working in a relevant subject area.
- He must be resourceful and imaginative in order to translate the scientific questions and theories into a realizable protocol.
- He has to acquire an excellent knowledge of the measurement tools and techniques of the relevant area.
• When reading and presenting results, the researcher must be accurate and reliable. Interpretation or even the misrepresentation of data will not solely lead to deviation of future research but invalidate the work of future researchers.

• Although there is no need to be a statistician, the researcher has to be aware of basic mathematical and statistical principles in order to be able to appreciate and interpret results up to a certain level and to study critically the findings of other works.

To sum up, we have listed the principal features that allow the researcher to be named a good researcher. These points should be taken into consideration by all researchers since many scholars have concentrated more on them.

**Part Two: Research Paper**

In the field of education, there are some forms of research works either for the sake of graduating such as master dissertation or PhD or applying what we have learned in the classroom in terms of research papers. The latter is defined as a substantial piece of work and it is considered vital in student educational career in order to raise their lever and to get a degree.

**1.2.2.1. Definition of Research Paper**

To have a clear idea about the term research paper, researchers attempted to define it from different views.

A research paper is a piece of academic writing based on its author’s original research on a particular topic, and the analysis and interpretation of the research findings. It can be a term paper, a master’s dissertation or doctoral thesis.

According to Hubbuch (1996, p. 3)“A research paper is a report an individual presents to others about the conclusions he or she has reached after investigating a subject and carefully assessing the information he or she gathered.” Hence, a research paper is the final research that a researcher provides after the process of gathering data and investigation.
Moreover, Winkler and Metherell (2010, p. 3-4) proposes his viewpoint about the process of writing a research paper. “Writing a research paper requires you to seek out information about a subject, take a stand on it, and back it up with the opinions, ideas, and views of others”. We can say that a research paper is about collecting information and opinions about a specific subject.

1.2.2.2. Elements of Research Paper

Beginner researchers are unaware of the main elements and the organizational format of the research paper, because they think it is difficult to be conducted. So, we are trying here to shed the light on the basic elements of a research paper and how it should be organized.

Dental (2014) presents both the Houglass and the King model that explains the essential parts of a research paper.

![Diagram of the Hourglass and the King Models of the Main Parts in a Typical Paper’s Structure](image)

**Figure 03:** The Hourglass and the King Models of the Main Parts in a Typical Paper’s Structure (Based on Swayles, 1993).
• **Title**

The title is considered as the central part that readers realize when reading any piece of writing. Day (1983) defines a good title “as the fewest possible words that adequately describe the contents of the paper” (p. 9). That is to say, titles allow readers to have an idea and to guess what is to be done in the other parts. Peat (2002, p. 14) define an effective title as:

- Identifying the main issue of the paper
- Start out with the subject of the paper
- Are accurate, unambiguous, specific and complete
- Do not contain abbreviation unless they are recognized by the target audience
- Attract readers

• **Abstract**

An abstract contains one small paragraph which summarizes the whole paper, it helps the reader to have a clear idea and to know about the subject matter (Koopman, 1997).

According to Day (1983), there are two main types of an abstract. The first type is called the informative abstract, which concentrates on the relevant elements of the paper as research objectives, the used method, results, and conclusion. The second type which is the descriptive abstract, describes the content of the whole and it should work instead as an outline that contains the main points of the paper. Descriptive abstract cannot be serving as a replacement summary of the full paper.

• **Introduction**

The introduction leads the readers to move from a general subject area to a specific field of research. Swales (1993) identified three phases of the introduction.
The first phase is establishing a territory which means bringing the importance of the subject and/or making general subject and presents an overview of current research on the subject.

The second phase is establishing a niche which means to oppose the existing assumption, to reveal a research gap, to formulate a research question or to continue a tradition.

The third phase is to occupy a niche which means to sketch the intent of the own work and/or outline important characteristics of the own work, outline important results, and give a brief outlook of the structure of the paper.

- **Body**

  The body is said to be the essential element of the research paper writing in which we can find all the information that has been mentioned in the introduction, i.e., it answers the questions of the introduction. In addition; it should be presented as if unfolding discussion, where the author will discuss each idea separately (Dees, 1997). Frequently, the body contains numerous sections and subsections, while structure, organization and content depend deeply on the type of paper, publication outlet, publisher and the creativity of the authors.

  Commonly, the body of a paper answers two questions, namely how was the research question addressed (materials, methods) and what was found (results; Davis, 1997; Day, 1983; Peat et al., 2002).

- **Discussion**

  In terms of Hourglass model, the discussion part is sometimes presented as only discussion, or discussion and conclusion, or merely conclusion. It changes from specific to more general.

  According to Day, (1983) and Swales, (1993), the discussion part includes the following:

  - The aims and the background information about the research study
• A brief summary of the result, not recapitulating but discussing them
• Comparison of these results to a previous study
• The conclusion and hypotheses drawn from the results, containing a brief summary for each conclusion
• Proposed follow-up research questions and outlook on further work.
• References

References are said to be an important part of any research writing. They are about providing one’s own work with relevant sources, in-text citation, or list of references at the end of the work. We can realize different forms of listing references either APA or MLA; it depends on the author style. According to (Day, 1983) there are some methods to references-listing process which include:

• Name and Year system: Authors feel relaxed with this technique of listing references since they just place the name of the author and the year of the publication. Also, they can add more than one author in one parenthesis. Besides, to have many references in one parenthesis, it becomes hard to read and this is one of its negatives.
• Alphabet-number system: This system lists references through alphabetical order and cites them with their ordered number which falls between brackets or parentheses (e.g. reported in (5)…). When researchers work with this system, they should pay attention to it because these numbers may change while the process of updating the reference list. On the other hand, it is easier to read more than one citation in one sentence.
• Citation order system: This method is similar to the Alphabetical-numbers system, but it depends more on organizing references with their ordered numbers rather than alphabets. It depends on the scientific discipline and the publisher because some publishers impose the authors to use a certain system.
1.2.2.3. Steps for Writing an Effective Research Paper

In order to write an academic research paper for the first time, researchers tried to facilitate the process of writing it and to encourage learners to cope with its different types and forms. So, for writing an effective research paper, they attempted to mention some steps needed to accomplish that process.

The first step beginner researcher should do is to select a topic that interests him and that could catch the reader’s attention, and also to have an overview about what he is going to write in his paper, taking into account the availability of time and sources. Besides; researchers should avoid controversial or sensational subjects. The second step is narrowing the topic which seems difficult to do especially if you do not have a clear idea about the topic. So, first a beginner research should collect general information about the subject by reading articles and journals and other references, in order to help them narrow the topic. The answers for following questions will help the researcher to narrow his subject: Why is this is an important subject? What are the major issues? What are your opinion regarding the topic?

After narrowing the topic, the beginner researcher should state the objective or the thesis. That is to say, he should write the thesis statement that expresses his opinion about the topic in a clear and simple language. Another step for writing an effective paper is called the preliminary bibliography which is a list of sources that a researcher should rely on in his work by collecting articles, journals, books by famous authors and gathering them as references at the end of the work.

Furthermore, preparing a working outline for the research paper is helpful because it arranges the work and provides a starting point to the research. Starting by listing the topics the researcher wants to discuss in his paper, then dividing the elements on the list into titles and subtitles. After preparing the outline, the researcher should start taking notes by collecting the
information needed about each title mentioned in the outline using his own words and avoiding plagiarism by citing the sources of the information he stated in the paper.

Moreover, after taking notes, the researcher should first outline the paper which is somehow similar to the working outline but it is more detailed and complex. Thus, each topic is divided into other subtopics or subtitles and in turn, into a number of other subtopics, and this outline is the basis of the paper. All this leads to simplify the process of writing a rough paper. After completing the final paper, you should start writing your rough paper without focusing on grammar, but concentrating more on the content of the topic. Besides, the paper should be divided into three parts which are the introduction which is the main point that catches the attention and should include the thesis statement. The body should include all the information of each section or chapter and the conclusion should restate all the work.

Additionally, when the researcher finishes his rough paper he should start editing his paper i.e., revising it again taking into account the organization and the order of the information, to see if each idea is related to another idea, if the contents are interrelated and if each notion is provided with examples. The last step is about writing the final draft. In this stage, the researcher should concentrate on the format of the whole paper. That is to say, the citation, references, bibliography, the front page, graphs and tables...etc… (Retrieved from American.edu, 2009)

To conclude, in order to be a good researcher, one should follow the main steps for writing an effective research paper.

1.2.2.4. Characteristics of Good Research Paper

Having just an information and data is not enough for a good research paper, it must be followed by certain characteristics that are necessary for any research paper. Thus, a research paper should be controlled, accurate, clear, valid original, sequential and generalizable.
• **Controlled:** an important characteristic of a research paper is that it should be controlled. The researcher needs to gather data, prepare the research plan, and define the audience. i.e., everything should be preplanned. Also, he should take into account the results of each step he planned.

• **Accurate:** Accuracy is an important element of a good paper because it keeps the paper valid and more generalizable.

• **Clear:** The good research paper has to be free of ambiguity and should keep simplicity, simple language, and correct grammar.

• **Valid:** A valid paper is a paper which makes readers benefit from it in different ways and with different subjects and to show that through their related works.

• **Sequential:** The good paper should be written in a logical flow to make it clearer and meaningful. This requires the researcher to be capable with the main writing aspects and to organize his ideas in a flexible way.

• **Original:** The research paper content should be based on original resources to make it more valid and to give the opportunity to others to discover more original works and to benefit from them.

• **Coherent:** A coherent paper means that all its parts should have a complementary relationship and appear as one unit. Thus, the reader gets the general idea of this paper and be able to guess what is going to be next.

• **Generalization:** The research paper findings should be generalizable and applicable to the society. This paper cannot be useful to all the society members, but to future researchers (Retrieved from Readndercrazy.com, 2017)

Bowen (2010) ensures that the principal points that characterize a well-received paper are:

• Follow the APA style

• Are not muddied with bad grammar, spelling errors, typos sentences, ugly sentences
• Respond completely and systematically to the tasks assigned
• Show evidence of being well-thought out
• Do not appear to be rush jobs
• Can be read without extensive painful efforts to guess surmise what your point are
• Have an easy argument to be followed
• Are a joy to read

To sum up, a researcher should take all the mentioned characteristics into account in order to write a good research paper and be a good researcher. So, by following those features a researcher’s work will be valid and acceptable.

1.2.2.5. Types of Research Paper

There are many types of a research paper that can help students to differentiate between each type and to have a clear idea about each type. According to Salad ((1997, p. 26-28) the most common papers among the educational field are:

• **Research Paper**: this kind of paper is designed for specific courses. It comprised shared knowledge, personal explanation of the text done by other writers.

• **Report**: The word ‘report’ is a description of experiences, empirical studies or reading in primary sources. The report information should be objective to interest more readers.

• **Term Paper**: The term paper is a project that summarizes or demonstrates a mastery of the work of the term or semester.

• **Review Article**: This term designates a presentation of secondary sources which are organized, evaluated, and which make the reader know the current state of research or topic.
• **Thesis:** The term thesis in general refers to a substantial research project that defends a specific idea through arguments. It should draw an original conclusion based on a real research, and might refer to a doctoral degree, but in the USA it refers to a master’s paper.

• **Dissertation:** A dissertation refers to the doctoral degree. It requires more research and development of an idea than a master thesis. Both terms can be used interchangeably depending on the field or institution.

Other types of a research paper exist. They are presented as follows:

• **Argumentative Paper:** It is a paper that consists of two debatable claims at the same time, where the researcher is going to present both of them, but choosing one of these issues as a central point of his paper (Retrieved from PersonalWriter.com, 2005). The main aim of the researcher is to convince the readers with his point of view and to attract their attention using arguments and evidence.

• **Analytical Paper:** It depends on the analysis of different factual points of views. The researcher may rely on other researchers’ works, methodology, or conclusion to draw his own ideas, conclusion and evaluations (Retrieved from PersonalWriter.com, 2005).

• **Compare and Contrast Paper:** This kind of papers is often papers that compare two things; for example, two points of view, two stories, two authors or two phenomena (Retrieved from Professays.com, 2017). It provides the reader with the idea that these two things are unlike in different sides and have similarities in other sides. Providing such differences and similarities will facilitate understanding of the readers and will give them a clear idea about each topic. (Retrieved from Personal-Writer.com, 2005)
• **Cause and Effect Paper:** This type focuses on a specific issue by determining the reason behind it and its consequences on the social community (Retrieved from professays.com, 2017).

**Conclusion**

We attempted in this chapter to present useful information about both concepts, research in general and research paper in specific. We divided this section into two parts. In the first part, we presented different elements that are related to research by defining the concept from different perspectives and by stating the purpose, the benefits in addition to the types of a research. Finally, we shed the light on different characteristics of a good researcher. The second part stated the research paper definitions in addition to the main elements of a research paper. Then, it presents the characteristics of an effective research paper. Also, we mentioned the effective steps that beginners should follow to conduct a good research paper. To end with, we presented its types to help beginners know each type and to differentiate between them.
Chapter Two: Field Work

Introduction ........................................................................................................44

1 Methodological Design .....................................................................................44

1.1 Choice of the Method ..................................................................................44

1.2 Means of the Research .................................................................................44

2. Students’ Questionnaire ..................................................................................45

2.1. Sample of the Study ..................................................................................45

2.2. Administration of the Students’ Questionnaire ........................................45

2.3. Description of the Students’ Questionnaire ..............................................45

2.4. Analysis of the Results ..............................................................................46

2.5. Discussion of the Results ..........................................................................62

3. Teachers’ Questionnaire .................................................................................64

3.1. Sample of the Study ..................................................................................64

3.2. Administration of the Teachers’ Questionnaire ........................................64

3.3. Description of the Teachers’ Questionnaire ..............................................64

3.4. Analysis of the Results ..............................................................................64

3.5. Discussion of the Results ..........................................................................79

Conclusion ..........................................................................................................80

General Conclusion ............................................................................................81
Recommendations ........................................................................................................82

References .................................................................................................................83

Appendices

Appendix I: Students’ Questionnaire

Appendix II: Teachers’ Questionnaire
Introduction

This study is an attempt to investigate the role of the research paper in enhancing EFL student’s autonomy. We involved Master 2 students and teachers of different modules to collect their views and their attitudes towards the subject. Therefore, this chapter is devoted to the presentation and the analysis of the data obtained from both students’ and teachers’ questionnaires. At first step, we start by introducing the population of the study. Second, we describe, analyze and interpret the questionnaire results which help us to confirm or disconfirm our hypothesis about the research paper as a factor to enhance learner autonomy. We provide two sections, the first one deals with the students’ questionnaire analysis, and the second one deals with the teachers’ questionnaire analysis.

At the end, we will indicate some pedagogical implications because they are directly related to the result of our investigation. They reflect the outcome of the research and recommendations to enhance autonomy through writing research papers.

1. Methodological Design

1.1. Choice of the Method

The method that has been used in this study is the descriptive method. It is the most suitable method to test our hypothesis which is about the role of research paper in enhancing EFL learners’ autonomy. In addition, it is considered the most appropriate method used to investigate the attitudes of respondents towards the topic of research/study.

1.2. Means of the Research

The vital objective of this research is to investigate students’ and teachers’ attitudes towards the role of research paper in enhancing EFL learners’ autonomy. It aims at testing whether or not the research paper helps EFL learners enhancing their autonomy. Hence, we designed two main questionnaires one for the teachers of English and the other for second-year
master students at the department of English, Larbi Ben M’Hidi university, Oum El Bouaghi of the academic year 2017-2018.

2. Students’ Questionnaire

2.1. Sample of the Study

We dealt with Master Two students with a sample of fifty four students, in which the sample is the whole population. The participants, in this study were enlisted from one section of two groups. The reason behind choosing to work with master two students is that they are expected to be more autonomous than the others and that they are conducting their research so they can answer the suggested questions. It is required for them to be aware of the rules of writing an effective research paper as well as to be autonomous, to reach better independence in the process of writing a research paper based on their own abilities, in addition to teacher's support and guidance.

2.2. Administration of the Students’ Questionnaire

The students’ questionnaire was administered to 54 students but only 49 questionnaires were handed. Students were given identical instructions, before they complete the questionnaire, on how to do so and for what reason it was designed. The questionnaire took the students, nearly 20 minutes of their time to answer.

2.3. Description of the Questionnaire

The students’ questionnaire was composed of (21) questions categorized into five sections. The first section deals with background information about the students, the second section involves questions about the students’ level in English and their attitudes towards the term autonomy as well as the role teachers play to promote autonomy in the process of learning. The third section, deals with the learners’ awareness about conducting research. Moreover, it includes learners’ views concerning the research process. The fourth section, deals with the
relationship between the research paper and autonomy. Finally, a part deals with the further suggestions they may provide concerning efficacy and use of research to foster EFL learner autonomy.

2.4. Analysis of Students’ Questionnaire

Section One: Personal Information

Q.1. Please specifies your gender?
A- Male
B- Female

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>18,4</td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td>81,6</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Female students outnumber males. In actual fact, this is even the case with regard to the sample under study. We have recorded (09) male participants (18, 4%), whereas the rest is female gender, that is 40 (81, 6%). This consolidates the common belief that, females have the tendency towards studying foreign languages and English in particular. For most of them, it is a means to search a profession as language teacher or interpreter which is commonly considered as feminine jobs in this country. Males in general, tend to prefer scientific and technical branches (computing, technology, mechanics…).

Q.2. What is the students’ situation?
A- Student
B- Student worker

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>43</td>
<td>87,8</td>
</tr>
<tr>
<td>Student worker</td>
<td>6</td>
<td>12,2</td>
</tr>
</tbody>
</table>
The table above shows that most of Master 2 students are still studying (87, 8%). Student worker represents only (12, 2%). The attained result shows that the majority of Master 2 students in the English department at Larbi Ben M’Hidi University are not busy with jobs that may take a great amount of their time designated for research.

Q.3. What is your age?
A- 20-23
B- 23-25
C- above 25

<table>
<thead>
<tr>
<th>Table 3: Students’ Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Options</td>
</tr>
<tr>
<td>20-23</td>
</tr>
<tr>
<td>23-25</td>
</tr>
<tr>
<td>Above 25</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

There are three (03) age groups in our selected sample. All our participants are adult students whose ages vary between 20 and above 25 years old. Students between 23-25 represented the numerical majority (71, 4%). Out of the total number of the sample (49), only two students (04, 1%) are above 25 years old who either repeated years or did not start early their primary education. Also, twelve participants (24, 5%) are amid 20-23, they may start early their early education.

Section Two: learner Autonomy

Q.4. How do you rate your level in English?
A- Very good
B- Good
C- Average
D- Poor
Table 4: Students’ Level in English

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>6</td>
<td>12.2</td>
</tr>
<tr>
<td>Good</td>
<td>23</td>
<td>46.9</td>
</tr>
<tr>
<td>Average</td>
<td>18</td>
<td>36.7</td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
<td>4.1</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A quick glimpse of this table indicates that (46.9%) of the total population consider their level as ‘good’ in English, (36.1%) claim to have an ‘average’ level in English, and (12.2%) consider their level as ‘very good’. Further, only two students (04.1%) said that they have a ‘poor’ level in English. From the analysis of the fourth question, we notice that Master two students have good level in English.

Q.5. I do better when I depend on my own way.

A- Strongly agree
B- Agree
C- Neutral
D- Disagree
E- Strongly disagree

Table 5: The Students’ Preference to learn independently

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>32.7</td>
</tr>
<tr>
<td>Agree</td>
<td>24</td>
<td>49.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>7</td>
<td>14.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.1</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of the students (49%) agree about independent learning; they prefer to learn on their own way while (32.7%) of them strongly agree to learn independently. Further, (14, 3%) of the students prefer to be neutral and only 02 students disagree of being autonomous (04, 1%). The outcomes show that a great number of the students prefer to learn on their own way.
Q.6. According to you, what does autonomy means?

A- The right of learners to determine their way of learning

B- An inborn capacity, which is suppressed by institutional education

C- The situation in which learners study entirely on their own

D- The ability to direct your own way of learning

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The right of learners to determine their way of learning</td>
<td>5</td>
<td>10,2</td>
</tr>
<tr>
<td>An inborn capacity, which is suppressed by institutional education</td>
<td>4</td>
<td>8,2</td>
</tr>
<tr>
<td>The situations in which learners study entirely on their own</td>
<td>12</td>
<td>24,5</td>
</tr>
<tr>
<td>The ability to direct your own way of learning</td>
<td>28</td>
<td>57,1</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The aim behind asking such question was to know if Master 2 students are familiar with the concept autonomy. The table exemplifies that (57, 1%) of the students consider the term autonomy as the ability to direct own way of learning. (24, 5%) of respondents claimed that autonomy means the situation in which the learners study entirely on their own. However, (10, 2%) of the participants stated that the concept, autonomy according to them is the right of learners to determine their way of learning while only (08, 2%) of the students argued that it is an inborn capacity, which is suppressed by intentional education. The results reveal that Master two students are aware of the meaning of autonomy.

Q.7. Do you agree that the teacher plays a role in promoting learner autonomy?

A- Strongly agree

B- Agree

C- Neutral
According to the obtained data, we notice that the students' views are quite different. We can realize that (53, 1%) agree that the teacher plays a role in promoting learner autonomy. Further, (28, 6%) of the respondents strongly agree with the claim which enforces the role of the teacher to promote autonomy. Additionally, (10, 2%) of the students prefer to stay neutral and only (6, 1%) of the participants disagree that teachers play a role in promoting learner autonomy, and only one student (02%) strongly disagrees. We can say that students are highly aware about the role teachers’ play in promoting the independency of the learner.

Q.8. As a student, do you think that autonomy gives you a boost to become more active?

A- Yes
B- No

From the attained results, we can say that the greater majority of students (91, 8%) argue that autonomy gives them a boost to be more active on one hand. On the other hand, four students (8, 2%) believe that autonomy has not given them a boost to be more active. All in all, we can say
that Master two students have positive attitudes towards the effectiveness of autonomy in making students active.

**Justify your answer, please**

The students who opt for the choice ‘Yes’ argue that autonomy gives them a boost to be more active since it creates a healthy environment in which they can act actively and express their capacities and skills that would not be expressed while working or depending on the others (teachers, classmates…etc…). Moreover, it develops their motivation through pushing them to be active in and outside the classroom, that is to say, directing their own learning and not waiting for teachers to do that. Further, autonomy pushes learner to work hard and to make more efforts because the student is the only one responsible for the success or the failure of his work. The students who opt for the choice ‘No’ states that autonomy has not given a boost to them to be more active since they are still relying on their teachers and prefer the traditional way of teaching i.e., teacher centered learning process.

**Q.9. To what extent do you depend on your teacher?**

A- Totally  
B- Partially

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally</td>
<td>5</td>
<td>10,2</td>
</tr>
<tr>
<td>Partially</td>
<td>44</td>
<td>89,8</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100,0</td>
</tr>
</tbody>
</table>

When asking students to what extent they rely on their teachers, (89, 8%) of them have selected the option “Partially” whereas (10, 2%) have said that they depend on their teachers totally. The aim behind asking this question is to have an overall idea about students’ perception about the teacher as the major source of information

**Q.10. Do you think that the learning process is?**

A- Teacher’s responsibility
B- Learner’s responsibility

C- Shared responsibility

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s responsibility</td>
<td>2</td>
<td>4,1</td>
</tr>
<tr>
<td>Learner’s responsibility</td>
<td>7</td>
<td>14,3</td>
</tr>
<tr>
<td>Shared responsibility</td>
<td>40</td>
<td>81,6</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100,0</td>
</tr>
</tbody>
</table>

It is evident that most Master 2 students (81, 6%) think the learning process is a shared responsibility between students and teachers, and if both cooperate with each other in the learning process, they will achieve a positive result. In addition, (14,3%) of the participants state that the learning process is learners' responsibility which means the learner can control his own learning without depending much on the teacher. Only (4, 1%) think that the learning process depends on the teacher. The positive thing in this finding is that the students are able to take the responsibility of their own learning.

Q.11. Do you think that unlike teachers centered classroom, autonomous classrooms are more effective in increasing academic achievement?

A- Yes

B- No

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>39</td>
<td>79,6</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>20,4</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100,0</td>
</tr>
</tbody>
</table>

This question seeks to compare the effectiveness of teacher centered classroom and autonomous classroom from the students’ point of view, and whether autonomous classrooms, increase their academic achievements compared to the teachers centered the classroom or not. The results support the effectiveness of autonomous classrooms where (79, 6%) of the
respondents supported the autonomous classrooms because it helps in achieving their learning objectives and to create a good environment for increasing the academic achievement. However, (20, 4%) of the participants support the traditional way of learning. i.e., teachers centered the classroom and they consider that the teacher is the center of learning.

**Section Three: Research paper**

12. As a student, are you acquainted with writing a research paper?

A- Yes

B- No

**Table 12: Students Acquaintance with Research Paper Writing**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43</td>
<td>87.8</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>12.2</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The question was meant to investigate whether the students are acquainted to write a research paper. The majority of students (87, 8%) assumed that they are acquainted with research paper writing, only (12, 2%) of the respondents denied.

**If yes, how?**

A- From lectures in research methodology

B- From presentations

C- From your own reading

D- Others, justify

**Table: 12.1. Sources of Students Acquaintance with Research Paper Writing**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>From lectures in research method</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>From presentations</td>
<td>15</td>
<td>35.7</td>
</tr>
<tr>
<td>From your own reading</td>
<td>9</td>
<td>21.4</td>
</tr>
<tr>
<td>a+b</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>a+d</td>
<td>4</td>
<td>9.5</td>
</tr>
</tbody>
</table>
This question seeks information concerning students’ acquaintance with writing a research paper. As shown in the table 12, (35, 7%) of the participants claimed that their acquaintance with writing a research paper is from the presentations in the classroom. (19%) of the respondents stated that they are accustomed to writing research papers through lectures in research methodology which means that their teacher explained the steps of writing a research paper. (21, 4%) of the students said that their own reading is the reason behind the acquaintance with writing research papers. Further, none of the learners have chosen the answer D and this means they have nothing to add. (11, 5%) of the participants assumed that presentations and reading are the cause of making them acquainted with writing a research paper (option b + c). Besides, four students (9, 5%) choose both lectures of research methodology and reading as the reason for the acquaintance of writing research paper. Only one student (2, 4%) argues that being accustomed to research paper writing is from both lectures on research methodology and presentations.

Q.13. Conducting a research paper is:

A- A necessity to complete a degree

B- An attempt to find a solution to certain problems

C- A tool to improve your knowledge

D- Others, justify

Table 13: Students' Purpose of Doing Research Paper

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A necessity to complete a degree</td>
<td>17</td>
<td>34,7</td>
</tr>
<tr>
<td>An attempt to find solution to certain problem</td>
<td>11</td>
<td>22,4</td>
</tr>
<tr>
<td>A tool to improve your knowledge</td>
<td>9</td>
<td>18,4</td>
</tr>
<tr>
<td>A+B+C</td>
<td>3</td>
<td>6,1</td>
</tr>
<tr>
<td>A+B</td>
<td>3</td>
<td>6,1</td>
</tr>
<tr>
<td>A+C</td>
<td>6</td>
<td>12,2</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100</td>
</tr>
</tbody>
</table>
The findings of this question were diverse. We can notice from the results shown above that (34, 7%) of the respondents consider a research paper as a necessity to complete a degree. Moreover, 11 students (22, 4%) claimed that conducting a research paper is an attempt to find a solution to certain problems and nine participants (18, 4) affirmed that it is a tool to improve your knowledge.

In addition, respondents who choose two answers are as follows:

Six respondents (12, 2%) consider a research paper as being a necessity to complete a degree and an attempt to find a solution to certain problems (option a + b). Likewise, three respondents (6, 1%) think that a research paper is an attempt to find a solution to certain problems and a tool to improve their knowledge (option a + c). Also, only three respondents (6.1%) answered that all the three first options are considered helpful in conducting a research paper (option a + b + c).

14. As a postgraduate researcher, how do you find the research process?
A- An easy task
B- A hard task

| Table 14: Students' Attitudes towards the Research process |
|----------------------------------|--------|-----|
| Options                           | Frequency | %   |
| Easy task                        | 12     | 24,5|
| Hard task                        | 37     | 75,5|
| Total                            | 49     | 100 |

It is clear that only twelve participants (24, 5%) found the research process an easy task. They see it an easy task because they are familiarized to surf on to get knowledge that is technology makes it an easy task. Yet, the majority of the respondents (75, 5%) found it a hard task because it needs time, guidance and available resources.

Q.15. The role the teacher plays when supervising research paper is
A- An observer
B- An evaluator
C- A resource provider
D- Guide
E- Others, justify

Table 15: Students’ Attitudes towards the Teachers’ Role when Supervising Research Paper

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>An observer</td>
<td>11</td>
<td>22.4</td>
</tr>
<tr>
<td>An evaluator</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>A resource provider</td>
<td>7</td>
<td>14.3</td>
</tr>
<tr>
<td>A Guide</td>
<td>17</td>
<td>34.7</td>
</tr>
<tr>
<td>A+B+C+D</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B+C</td>
<td>4</td>
<td>8.2</td>
</tr>
<tr>
<td>C+D</td>
<td>5</td>
<td>10.2</td>
</tr>
<tr>
<td>A+D</td>
<td>3</td>
<td>6.1</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100</td>
</tr>
</tbody>
</table>

Students’ answers to the current question vary between one, two, and three choices answers. Those who choose only one answer are:

Twenty four participants (34, 7%) claimed that the teacher’s role is a guide. Likewise, eleven respondents (22, 4%) believe that the teacher’s role is to be an observer. Similarly, other three students (6%) still believe that the teacher is the evaluator in the supervision process; seven participants (14, 3%) think that the teacher’s role is a resource provider. The smallest percentage is for one participant (5%) who considers that the teacher’s role is a corrector.

Moreover, respondents who choose two answers are as follows:

Three participants (6, 1%) consider that the teacher’s role is to be both an observer and a guide (option a + d). Also, four respondents (8, 2%) indicate that the teacher’s role is an evaluator and a resource provider (option b + d). Besides, three students (6%) think that the teacher’s role is a resource provider and a guide. In addition, five students (10, 2 %) claim that the teacher’s role is
to be an evaluator and a guide (option b + c). Nevertheless, students who choose three roles of the teacher are three students (6%) they believe that the teacher’s role is to be an evaluator, resource provider and a guide (option b + c + d). Additionally, there is only one participant (2%) who considers that the four options are considered important in the teacher’s supervision process.

**Q.16.** When you started conducting your research, was the choice of the topic:

a- Yours

b- Your supervisor

c- Other teachers

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yours</td>
<td>34</td>
<td>69.4</td>
</tr>
<tr>
<td>Your supervisor</td>
<td>12</td>
<td>24.5</td>
</tr>
<tr>
<td>Other teachers</td>
<td>2</td>
<td>4.1</td>
</tr>
<tr>
<td>A+B+C</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown above, we can see that a high number of respondents (69.4%) assume that the choice of the topic was theirs, which means they chose the topic by themselves without the help of their teachers or classmates. However, twelve students (24.5%) said that their supervisor have chosen the topic for them. Only two (4.1%) students stated that the choice of the topic was by other teachers. We can tell from the results above that the majority of the students choose the topic of their dissertations alone. Yet, one participant (2%) argues that the choice of the topic was by the help of his supervisor and other teachers and in addition to his opinion.

**Q.17** The resources you used in your research work are:

a- Yours

b- Your supervisor

d- Other teachers

e- Your classmates
Table 17: Students Use of Resources

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yours</td>
<td>31</td>
<td>63.3</td>
</tr>
<tr>
<td>Your supervisor</td>
<td>5</td>
<td>10.2</td>
</tr>
<tr>
<td>Other teachers</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Your classmates</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>A+B+C</td>
<td>4</td>
<td>8.2</td>
</tr>
<tr>
<td>A+B</td>
<td>4</td>
<td>8.2</td>
</tr>
<tr>
<td>B+C</td>
<td>3</td>
<td>6.1</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100</td>
</tr>
</tbody>
</table>

Such question was asked in order to check what resources students use in their research work. Table (17) shows that most students (63, 3%) use their own resources, and (10, 2%) claim that the supervisor provide him with the resources needed in the research paper. Only one participant claimed that the resources he used in his research were given by other teachers. Similarly, one student (2 %) opts for the option D (your classmates). In addition, (8, 2 %) of the respondents chose both themselves and their supervisor as providers of the resources. Further, three students (6, 1%) opt for two options at the same time i.e., their own resources and resources provided by their teachers. However, other two students (4%) use their own resources and their supervisor when conducting a research work. Four students (8, 2 %) argue that they used their resources and by the help of their supervisor and other teachers.

Q.18. In which step did your supervisor help you more?

A- Selecting a subject
B- Narrowing the topic
C- Outline the paper
E- Providing resources
Table 18: Supervisors’ Assistance in the Steps of the Research Paper

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting a subject</td>
<td>6</td>
<td>12,2</td>
</tr>
<tr>
<td>Narrowing the topic</td>
<td>10</td>
<td>19,7</td>
</tr>
<tr>
<td>Outline the paper</td>
<td>17</td>
<td>34,5</td>
</tr>
<tr>
<td>Providing resources</td>
<td>6</td>
<td>12,2</td>
</tr>
<tr>
<td>A+B</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B+D</td>
<td>1</td>
<td>42,9</td>
</tr>
<tr>
<td>A+D</td>
<td>2</td>
<td>4,1</td>
</tr>
<tr>
<td>C+D</td>
<td>3</td>
<td>6,1</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100</td>
</tr>
</tbody>
</table>

This question aims at knowing in which step the supervisor helps his students more. The table above shows that (34,5%) of the respondents declared that their supervisors help them more in outlining the paper. (19,5%) of them claimed the stage in which the supervisor helped them more is narrowing the topic. Also, (12%) of the students stated that their supervisor mostly help them in selecting the subject, and only three participants (6%) affirmed that their supervisor helped them by providing them with resources. Another three students (6%) add other steps in which they received help from their supervisor which are giving them feedback and correction guiding in addition to correcting spelling mistakes and some requirement for paraphrasing sentences. Further, few participants choose more than one answer. For example, two students (4%) think that the steps in which their supervisor help them more are selecting the subject and providing resources. Three respondents chose two options which are outlining the paper and providing resources which they think their supervisor helped them mostly. Besides, only one student (2%) considers narrowing the topic and providing resources are the typical steps given by the supervisor. As we can see from the results above the supervisors help their learners more in outlining the paper.

Q.19 What sort of feedback does your supervisor often give you when evaluating your drafts?

A- Correct your mistakes

B- Underline your mistakes
C- Give an overall feedback/comment at the end of the work

E- Others, please specify

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct your mistakes</td>
<td>16</td>
<td>32,7</td>
</tr>
<tr>
<td>Underline your mistake</td>
<td>10</td>
<td>20,4</td>
</tr>
<tr>
<td>Give an overall feedback/comment at the end of the work</td>
<td>10</td>
<td>20,4</td>
</tr>
<tr>
<td>A+B+C</td>
<td>1</td>
<td>2,0</td>
</tr>
<tr>
<td>A+D</td>
<td>2</td>
<td>4,1</td>
</tr>
<tr>
<td>A+B</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B+C</td>
<td>9</td>
<td>18,4</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100</td>
</tr>
</tbody>
</table>

The aim behind this question is to know what sort of feedback the supervisor gives to his students when evaluating his drafts. As table (19) shows, 32,7% of the participants claimed that correcting mistakes is the feedback the supervisor provided when evaluating their drafts. 20,4% of the respondents stated that underlying mistakes are a sort of feedback provided by the teacher in the evaluation process. Similarly, 20,4% picked the option C which is giving an overall feedback/commenting at the end of the work. 4,1% of the students said that both correcting mistakes and commenting at the end of the work are the most effective feedback provided by the supervisor when evaluating their drafts. Only one student 2% said that both correcting mistakes and underling them are considered as the actual feedback provided by the supervisor, and only 2% chose both correcting mistakes and sometimes teachers asks students to paraphrase, and underlying mistakes and commenting at the end of the. Further, only one student indicated that correcting mistakes, underling them and comments at the end of the work are considered as a sort of feedback that the supervisor gives in the evaluation process.
Section four

20. One of the ways to foster autonomy in EFL classrooms is through the research paper
A- Strongly agree
B- Agree
C- Neutral
D- Disagree
E- Strongly disagree

Figure 20: The Role of Research Paper in Fostering Learners’ Autonomy.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>22,4</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>53,1</td>
</tr>
<tr>
<td>Neutral</td>
<td>10</td>
<td>20,4</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100</td>
</tr>
</tbody>
</table>

This question was addressed to confirm/ disconfirm students’ awareness of the research paper as a way for encouraging autonomy. We notice that (53, 1%) of the sample agreed that one of the ways to foster autonomy is through the research paper. The other participants (22, 4%) strongly agreed and (20, 4%) of the participants neither agreed nor disagreed. The results also show that only one student (2%) disagreed and the same result (2%) strongly disagreed that autonomy can be fostered through the research paper. From the analysis of the above statement we can say that students are aware about the role of research paper in fostering autonomy in EFL classrooms

21. Do you agree that through research paper you will learn how to evaluate your own work?
A- Yes
B- No

Table 21: The Effect of Research Paper on Students Self-Evaluation

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>83,7</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>16,3</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100</td>
</tr>
</tbody>
</table>
This question was designed to know if students can evaluate their work by themselves through the research paper. The majority of respondents (83.7%) seemed to be autonomous and self-evaluated learners. They argued that through the use of research paper, they learn to evaluate their projects as well as their learning process and discover their mistakes and weaknesses. So, they are self-monitored, and self-evaluated in their learning process. In addition, a very limited number represented by only 8 students (16.3%) claim that they cannot evaluate and monitor their work which confirms their inability to learn autonomously.

Section Five: Other suggestions

Please, add any suggestions or comments if you do have.

The above question receives no answers from the participants in this questionnaire.

2.5. Discussion of Results

The analysis of the students’ questionnaire provides us with information about their attitudes towards the role of research paper in enhancing EFL learners’ autonomy. First of all, when analyzing the first section of students’ questionnaire we found that gender does not affect autonomous learning in a negative way. Although the sample was dominated by females (81.6%), this did not affect or make a problem in the final results and both males and females are responsible for their learning and are able to make investigations and conduct research paper relying on their own way to improve their learning.

Concerning the second section, we notice that Master two students are mature and have a good level in English. In addition, a good part of the students who took part in our research work asserted that they achieve better when they depend on themselves. That is, when learners take charge of their learning they achieve good results. Also, based on the results attained, we can say that learners are aware of the actual meaning of the concept autonomy. Moreover, the majority of students’ emphasized the effectiveness of autonomy in making learners active and more involved
in the learning process. Likewise, we can say that students are highly aware of the teachers’ role in promoting learners’ autonomy. As Lawes and Target (1990) pointed out that the teachers role in autonomous classrooms is foster the learners’ autonomy inside the classroom to increase their self-esteem and their presence in the classes to be effective learners. Also, learners’ should show that they are active learners by depending on themselves. Furthermore, the majority of students (81, 6%) claimed that promoting learners’ autonomy is shared responsibility between the students and their teachers and they think that if they cooperate they will get better results. Additionally, most master two students support the effectiveness of autonomous classrooms in increasing academic achievement and creating a good atmosphere in the classroom to achieve high degree of independence and creativity.

Similarly, the analysis of the third sections shows that students are aware and acquainted with writing a research paper, either from their presentation or from lectures in research methodology or from their own reading. All the three choices help learners to be familiar with writing and conducting research paper. Besides, a good percentage of students said that they chose the topic of the thesis and this proves that master two students are really doing their best to be autonomous and depend on themselves in choosing topics and resources. Further, most of the students argued that the steps their teachers help them more is outlining the paper and correcting their mistakes.

Finally, the analysis of the fourth section has shown that the majority of students agreed that one of the ways to foster autonomy in EFL classrooms is research paper. When, conducting research paper learners will be independent in collecting the data needed and bringing resources. So, it is the role of the learner now to show his abilities as an autonomous learner. Also most learners believe that through research papers they will learn to evaluate their own work because they are responsible for choosing their research work and this helps them to build critical thinking.
Based on the results, it can be concluded that EFL students believe that the research paper plays a significant role in enhancing students’ autonomy in learning.

2.3. The Teachers’ Questionnaire

2.3.1. Sample of the Study

Teachers of different modules at the University of Oum El Bouaghi of English make up the whole population. We dealt with the sample of (20) teachers selected randomly, from the entire population of about forty (40) teachers in which all the participants in this study are doctors and set-teachers. The reason behind such a choice was to examine the extent to which teachers’ are aware of the important role of Research Paper on enhancing learner autonomy.

2.3.2. Administration of teachers’ Questionnaire

Since teachers are familiar with this type of studies, all that we can say is that the teachers ‘questionnaire was administered to twenty (20) of tutors selected randomly, all of them accepted to fill in the questionnaire. It took us nearly one week to collect the filled questionnaires.

2.3.3. Description of teachers’ Questionnaire

The teachers’ questionnaire was composed of (20) questions classified into five parts. The first part is about background information of teachers. The second part deals with the teachers’ attitudes towards autonomous learning. The third part involves questions about the research paper process, including questions about the supervision method, problems encountered during conducting a paper and resources...etc... Questions in the fourth part deal with teachers’ perspectives concerning the relationship between both variables research paper and learner autonomy. The last section is about further suggestions that teachers could provide.

2.3.4. Analysis of Teachers’ Questionnaire

Section One: General Information

64
Q.1. Your Qualification
A- BA (license)
B- MA (master)
C- Magister
D- PhD

Table 22: Teachers’ Qualification

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (license)</td>
<td>1</td>
<td>5,0</td>
</tr>
<tr>
<td>MA (master)</td>
<td>2</td>
<td>10,0</td>
</tr>
<tr>
<td>Magister</td>
<td>15</td>
<td>75,0</td>
</tr>
<tr>
<td>PhD</td>
<td>2</td>
<td>10,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table 22 shows that 15 (75%) of teachers have a Magister degree, and two teachers (10%) have a PhD which proves the fact that they are qualified and they spent many years in teaching. Moreover, two other teachers held a Master degree and only one teacher (5%) has a license degree. That is, through our investigation we found that most of the teachers of our sample population are preparing their PhD.

Q.2. Teaching experience: number of years?
A- 1-5 years.
B- 5.10 years.
C- More than 10 years.

Table 23: Teaching Experience

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five years</td>
<td>5</td>
<td>25,0</td>
</tr>
<tr>
<td>Ten years</td>
<td>6</td>
<td>30,0</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>9</td>
<td>45,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

From table (23) above, it is clear that the largest percentage (45%) represents the percentage of experienced teachers with (More than 10 years). We can see that (25%) represents the experience
of novice teachers that have been teaching at the university for (1-5 years). However, (30%) represents the percentage of teachers who have been teaching English for (5-10 years). All these rates confirm the idea that most of them are experienced teachers with no less than five years of experience.

**Q.3.** How long have you been supervising postgraduate students?

A- 1-5 years  
B-5-10 years  
C-More than 10 years

**Table 24: Teachers’ Experience as Supervisors**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>3</td>
<td>15,0</td>
</tr>
<tr>
<td>5-10 years</td>
<td>11</td>
<td>55,0</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>6</td>
<td>30,0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100,0</strong></td>
</tr>
</tbody>
</table>

What is noticeable from the results which are shown above in table (24) is that the majority of teachers (55%) have experience in the supervision process (5 to 10 years) while six teachers (30%) have been supervising postgraduate students for (more 10 years). However, only three teachers (15 %) have been supervising for (1 to 5 years), i.e., they are considered novice in the supervision process. From the results above we can say that English teachers have good experience in supervising postgraduate students.

**Section Two: Learner’s autonomy**

**Q.4.** In the process of learning English, do you think that learner autonomy is important?

A-Yes  
B- No

**Table 25: Importance of Learner Autonomy in Learning English.**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td>70,0</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>30,0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100,0</strong></td>
</tr>
</tbody>
</table>
Teachers are asked whether learner autonomy is important in English learning. (70%) of the teachers have given a positive answer; they think that learners’ autonomy is very important whereas, just six teachers gave negative answer; they think that learner autonomy is not important. We can tell from the results that teachers have a positive attitude towards learner autonomy.

Q.5. Do you describe your university students as autonomous learners?
A-Yes
B-No

Table 26: Teachers’ Opinion about their Students’ Autonomy.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

The above results reveal that only two teachers (10%) said that they consider their students as autonomous learners while the majority of them (90%) think that they are not. The results indicate that university students are not independent learners yet.

Q.6. What do you do to promote learners’ autonomy?
A- Encouraging them to be more responsible about what they do in class.
B- Encouraging them to promote their learning of English.
C- Encouraging them to visit the library and practice different tasks.

Table 27: Teachers Promoting of Learners’ Autonomy

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging them to be more responsible about what they do in class</td>
<td>5</td>
<td>25,0</td>
</tr>
<tr>
<td>Encouraging them to promote their learning of English</td>
<td>6</td>
<td>30,0</td>
</tr>
<tr>
<td>Encouraging them to visit the library and practice different tasks</td>
<td>9</td>
<td>45,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>
This table indicates that nearly half of the participants (45%) of the teachers said that they promote learner autonomy by encouraging them to visit the library and practice different tasks while (30%) of the teachers asserted that they promote learner autonomy by encouraging them to promote their learning of English. However, five teachers affirmed that in order to promote learner autonomy, they encourage students to be more responsible about what they do in class. We can say that teachers are aware of how to promote their learners by advising their students to read more, learn English and to be more responsible.

Q.7. According to you, promoting learner autonomy is based on
A- Teachers’ role in the classroom
B- Students readiness for autonomous learning
C- The availability of materials and study aids

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ role in the classroom</td>
<td>5</td>
<td>25,0</td>
</tr>
<tr>
<td>Students readiness for autonomous learning</td>
<td>4</td>
<td>20,0</td>
</tr>
<tr>
<td>The availability of materials and study aids</td>
<td>11</td>
<td>55,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

One of the objectives of this dissertation is looking for ways to promote learner autonomy. The analysis of the results shows that more than half of the participants (55%) think that promoting learner autonomy is based on the availability of materials and study aids. Five teachers (25%), however, believed that teachers’ role in the classroom is basic in making students rely on themselves in English, and four teachers (20%) said it is based on the student’s readiness for autonomous learning. Therefore, we can say that teachers can promote learner autonomy by varying the ways of teaching by providing materials and study aids in addition to students’ readiness, that is, students should show that they have the capacities to work independently. Furthermore, teachers’ role helps making students gradually independent.
Q.8. Learner autonomy cannot be promoted without the help of the teacher.
A- Strongly agree
B- Agree
C- Neutral
D- Disagree
E- Strongly disagree

Table 29: Learner Autonomy and the help of the Teacher

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>25,0</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>15,0</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>20,0</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>35,0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>5,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

When reading teachers’ answers to this question, we notice that (15%) of them agreed with the idea which stated that learner autonomy cannot be promoted without the help of the teacher, and five teachers (25%) strongly agreed. On the other hand, seven (35%) of the participants disagreed that without the help of teacher, learner autonomy cannot be promoted, and only one teacher (5%) strongly disagreed. The rest (20%) neither agreed nor disagreed and they preferred to be neutral. We can say that there is a variation in teachers’ responses. This is because, students are still relying on their teachers in a way or another and without the help of their tutors they cannot be autonomous learners. Further, the teachers are responsible for engaging students in tasks and make them aware about their learning procedures.

Q.9. Do you think that autonomy gives a boost to students to become more active?
A- Strongly agree
B- Agree
C- Neutral
D- Disagree
E- Strongly disagree
Table 30: Effectiveness of Autonomy in Making Students Active

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>50,0</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>20,0</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>10,0</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>15,0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>5,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

According to table (30), half of the teachers (50%) strongly agreed that autonomy gives a boost to students to become more active, and four (20 %) of them agreed. The results also show that (15%) of the participants disagreed and only one teacher (5%) strongly disagreed that autonomy encourages learners to be more active. Also, (10%) of the respondents had no opinion. Therefore, we can say that teachers have a positive attitude towards the effectiveness of autonomy in making students active and more involved in the learning process by depending on themselves when studying or doing some researches.

Q.10. Learner autonomy can depend on the teachers’ way of teaching?

A- Yes

B- No

Table 31: The Importance of Teachers’ Way of Teaching in Enhancing Learners’ Autonomy

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>25,0</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>75,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The answer to this question shows that the majority of teachers (75%) denied that learner autonomy can depend on teachers’ way of teaching. The rest (25%) confirmed the importance of the teacher way of teaching in enhancing learner autonomy.

If “yes” please say why?
The results of this question show that only five out of twenty teachers said that learner autonomy can depend on the teachers’ way of teaching. Few teachers believed that learner autonomy can depend on teachers’ way of teaching only if they adapt a learners centered approach which means allowing learners to take the responsibility inside the classroom, exposing them to different tasks and provide them with clear and precise instruction, they will gradually develop autonomy. Also, they said that teachers should not dominate the whole classroom time. They should give their students the opportunity to take part actively in the teaching learning process.

**Q.11.** Do you think that unlike teachers centered classroom, autonomous classroom is more effective in increasing academic achievement?

A- Yes

B- No

**Table 32: Teachers centered Classrooms VS Autonomous Classrooms**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>90,0</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>10,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

This question was addressed to investigate teachers’ perception about autonomous classrooms in comparison to the traditional ones (teachers centered classroom). It aims at determining the effectiveness of autonomous classrooms according to teachers’ experience. Almost all of them (90%) agreed that autonomous classrooms are very beneficial for stimulating learners’ curiosity and motivation to make investigations. And only one teacher (10%) disagreed with this idea. So, teachers support autonomous classroom and encourage it to be used at the level of university and especially in EFL classrooms.

If “yes” please justify your answer

Eighteen out of twenty teachers believed that autonomous classrooms are more effective in increasing academic achievement. In other word, when they study in autonomous classrooms,
they will be able to use their creative skills and materials in the classroom. Also, autonomy gives learners a space to practice the theoretical knowledge. Furthermore, when learners are autonomous, they can enhance their chances in increasing their achievement via depending on themselves and taking responsibility.

**Section Three: Research paper**

**Q.12.** According to you, a research paper is considered as:

A- A necessity to complete a degree

B- An attempt to find a solution to certain problems

C- A Tool to improve knowledge

<table>
<thead>
<tr>
<th>Table 33: Teachers’ Attitudes towards Conducting Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Options</td>
</tr>
<tr>
<td>A necessity to complete a degree</td>
</tr>
<tr>
<td>An attempt to find a solution to certain problems</td>
</tr>
<tr>
<td>A tool to improve knowledge</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

This table indicates that most of the participants (55%) conduct a research paper to improve their knowledge, (25%) carries out research to solve problems and (20%) of the teachers think that they conduct a research paper for the purpose of completing their degree. That ascertains the reason behind teachers delay in completing their thesis. Most of the teachers have been preparing their thesis for a doctorate and they have not finished it yet. This may be because teaching takes a great amount of time or because of some personal or professional responsibilities.

**Q.13.** As a researcher, when you were conducting your research, how did you find the research process?

A- An easy task

B- A hard task
Table 34: Teachers’ Attitudes towards Research

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy task</td>
<td>7</td>
<td>35,0</td>
</tr>
<tr>
<td>Hard task</td>
<td>13</td>
<td>65,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

From the table above, it is clear that only seven students (35%) found research an easy task. However, the majority of the respondents (65%) found it difficult to conduct because it needs time, skills and valuable references and guidance.

Q.14. When conducting your own research, the problems you have encountered are related to:

A- Time management
B- Research skills
C- Insufficient knowledge
D- Supervision process

Table 35: Problems Encountered by Teachers When Conducting Research

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
<td>3</td>
<td>15,0</td>
</tr>
<tr>
<td>Research skills</td>
<td>4</td>
<td>20,0</td>
</tr>
<tr>
<td>Insufficient Knowledge</td>
<td>6</td>
<td>30,0</td>
</tr>
<tr>
<td>Supervision process</td>
<td>7</td>
<td>35,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

It is clear from the table above that the main problems the participants encountered are related to the supervision process (35%), insufficient knowledge (30%), research skills (20%) and time management (15%). We can say that all those problems are the major problems researchers faced each year.

Q.15. Why do students fail when conducting research?

A- Dependency on the teacher
B- Lacking resources
C- Lacking motivation
D- Anxiety and fear
E- Their poor level

**Table 36: Factors Leading to Students’ Failure when Conducting Research**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependency on the teacher</td>
<td>5</td>
<td>25,0</td>
</tr>
<tr>
<td>Lacking resources</td>
<td>4</td>
<td>20,0</td>
</tr>
<tr>
<td>Lacking motivation</td>
<td>5</td>
<td>25,0</td>
</tr>
<tr>
<td>Anxiety and fear</td>
<td>3</td>
<td>15,0</td>
</tr>
<tr>
<td>Their poor level</td>
<td>3</td>
<td>15,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table (36) shows that five participants (25%) stated that the dependency on the teacher is first factor which leads students to fail when conducting research, the same result (25%) of the respondents related the failure of the students to the lack of motivation. In addition, (20%) of our sample opted for the choice B which is the lack of resources. A small percentage (15%) of our sample claimed that anxiety and fear would lead to students’ failure. Only three participants (15%) asserted that the students’ poor level caused their failure when conducting research. From the analysis of the table (15) we can say that, teachers’ assumed that the failure of the students is caused by three main factors which are lacking motivation, students’ reliance on the teacher and the lack of resources.

**Q.16.** The role that teachers play when supervising a research paper is:

A- Observing
B- Evaluating
C- Resource providing
D- Guiding

**Table 37: The Role of the Teacher during Supervision of Research Paper**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing</td>
<td>4</td>
<td>20,0</td>
</tr>
<tr>
<td>Evaluating</td>
<td>7</td>
<td>35,0</td>
</tr>
<tr>
<td>Resource providing</td>
<td>6</td>
<td>30,0</td>
</tr>
<tr>
<td>Guiding</td>
<td>3</td>
<td>15,0</td>
</tr>
</tbody>
</table>
The results above show that (35%) of the participants believed that the teachers’ role when supervising a research paper is an evaluator and (30%) of them stated that the teachers’ role is a resource provider. In addition, we can read from table above that (20%) of the respondents indicated that the teachers’ role is to be an observer and just three participants believed that the role of the teacher is to be a guide when supervising research paper. What we can notice is that teachers have different points of view about the role teachers’ play when supervising research paper. However, a good part of them choose teachers to play the role of evaluator, resource Provider and observer.

Q.17. What sort of feedback do you often provide your students with?

A- Correct mistakes

B- Underline mistakes

C- Give an overall feedback

D- Comment at the end of the work

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct mistakes</td>
<td>6</td>
<td>30,0</td>
</tr>
<tr>
<td>Underline mistakes</td>
<td>2</td>
<td>10,0</td>
</tr>
<tr>
<td>Give an overall feedback</td>
<td>9</td>
<td>45,0</td>
</tr>
<tr>
<td>Comment at the end of the work</td>
<td>3</td>
<td>15,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

As table 17 shows, (45%) of the respondents claimed that give an overall feedback is the most common feedback provided to students. (30%) of the participants stated that correct mistakes is the most efficient sort of feedback provided by teachers. In addition, three participants (15%) said that the feedback provided by teachers is in sorts of comments at the end of the work, and only two teachers agreed on underlying mistakes as a common sort of feedback they provided
their learners with. We can say that giving an overall feedback and correcting mistakes are the most actual kind of feedback provided by teachers to their students.

**Q.17.1.** Do they take it into consideration:
A- Always 
B- Often 
C- Sometimes 
D- Rarely

| Table 38.1: Students’ Consideration of Teachers’ Feedback |
|-----------------|-----------------|-----------------|
| Options         | Frequency       | %               |
| Always          | 7               | 35,0            |
| Often           | 5               | 25,0            |
| Sometimes       | 6               | 30,0            |
| Rarely          | 2               | 10,0            |
| Total           | 20              | 100,0           |

The analysis of the results shows that (35%) of our teachers mentioned that their students always take into consideration the feedback they provided by them with. (30%) of the teachers claimed that they sometimes take it into consideration and five teachers (25%) claimed that their students often follow the advice and the feedback provided. However, just two teachers said that their students rarely take into consideration the feedback provided. From the results we can say that teachers affirmed that their students are aware about the feedback they provide them with and they take it into consideration.

**Section Four: Learner Autonomy and Research Paper**

**Q.18.** One of the ways to foster autonomy in EFL classrooms is through the research paper
A- Strongly agree 
B- Agree 
c- Neutral 
d- Disagree 
E- Strongly disagree
Table 39: Role of Research Paper in Fostering Learners’ Autonomy.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

This question was addressed to confirm/disconfirm teachers’ awareness of the research paper as a way for encouraging autonomy. We notice that (40%), the highest percentage of the sample agreed that one of the ways to foster autonomy is through the research paper. The other participants (10%) strongly agreed and (25%) of the participants neither agreed nor disagreed. The results also show that three teachers (15%) disagreed and only two (10%) strongly disagreed that fostering autonomy is through the research paper. From the analysis of the above statement we can say that teachers are aware about the role of research paper in fostering autonomy in EFL classrooms.

Q.19. Do you agree that through research paper students will learn how to evaluate their work?
A- Yes
B- No

Table 40: Effects of Research Paper on Students Self-Evaluation

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Teachers were asked this question to indicate their attitudes towards the effect of research paper on students’ self-evaluation. The majority of the teachers (75%) accepted the idea which states that through research paper students will learn how to evaluate their work. By contrast, only five teachers rejected the idea. This can prove the students’ ability to evaluate themselves along the process of investigation and conducting research paper.
Q.20. How do you encourage your students to be autonomous when conducting research?

- Some teachers encouraged students to be autonomous when conducting research by providing them with a plan of work and steps to follow to achieve their aim also by advising them to read the appropriate resources about the topic, using their own style while writing the paper not copying.

- In addition, the role of the teachers is to show learners the way of making research, guide them and let them to do the work with supervision each time they have to check if they are writing seriously or not.

- Besides, teachers motivate them as a step of gaining self-confidence, encouraging them to visit libraries, read books and make summaries on their own.

- Finally, teachers engaging students in tasks that require the involvement of their critical thinking skills to help them develop awareness about learning procedures.

Section Five: Further Suggestions and Comments.

Many teachers stressed the vital role that a research paper plays in fostering learner autonomy and in EFL classrooms, especially at the level of the university. In this respect, students can learn autonomously via making investigations and projects. In addition, tutors play the role of guidance and advice also they should convince students that a research paper is the fruit of years of studying and it is mirror that reflects the students’ level and intellect.

3.5. Discussion of the Results

The analysis of teachers’ questionnaire shows the needed information about teachers’ attitudes towards the role of research paper in enhancing EFL learner autonomy. First of all, when analyzing the first section of the teachers’ questionnaire, we found that the majority of them hold good educational qualifications and they have a good experience in teaching English as a foreign language as well as supervising postgraduate students. All this this can reflect their ability and motivation to achieve higher degrees.
Concerning the second section, results show that the majority of the teachers emphasized the importance of learners’ autonomy in language learning and they show positive attitudes towards it. The information gathered from section two indicate that teachers have negative attitudes towards learner autonomy and they think that they are not autonomous yet; this may be due the traditional way of teaching in which the teacher is the focus in the classroom. That is why learners are still dependent in the opinion of the teachers. According to teachers, due to the students’ reliance on them in the previous stages of learning, they are frustrated to change their attitudes to be more autonomous when conducting a research paper. Hence, they do their best to be independent and relying in themselves. Additionally, teachers think that learners should visit libraries in order to collect data about their research paper and they are complaining about their students’ lack of reading. That is why they think that promoting learner autonomy is based on the extensive reading and taking responsibility for their own learning. Besides, teachers strongly agree that autonomy plays a significant role in making the learners more active.

Concerning the third section, teachers share the view that the factors which lead to failure when conducting research papers are the dependency on the teachers, lacking motivation, their poor level and anxiety. Also, teachers said that they prefer to give an overall feedback to learners when correcting their drafts to allow them to be autonomous.

Furthermore, in the fourth section a good part of the teachers agree that research paper is one of the effective ways to foster autonomy and it allows them to evaluate their work.

Summing up, teachers’ show a positive attitudes towards the role of research paper in enhancing learners’ autonomy and they view their master two students as independent learners but they are a little bit in need for guidance and instruction from their teachers . In addition, what teachers is complaining about is the students’ level and they think it is the major hindrance which prevents learners from achieving independence in their studies and especially in the
process of writing a research paper. Thus, we can say that teachers confirm the hypothesis which said that research paper would enhance learners’ autonomy.

**Conclusion**

To sum up, both of the submitted questionnaires were useful in terms of gathering data about the teachers’ and students’ attitudes towards the presented study, which aims at representing the role and the effectiveness of the research paper in enhancing EFL students’ autonomy. Master two students’ answers reveal that they try to be autonomous as much as possible in their learning and especially in the process of conducting research. Moreover, they do believe that teachers play an important role in promoting their own way of learners as well as the effectiveness of autonomy in making them more active and more involved in the learning process. According to master two students, when their teachers provide them with an extra work, especially research papers, this will enhance and affect them positively and strengthen their self-reliance and independence.

Similarly, teachers stress the importance of learner autonomy in the learning process because learners’ at this period of their study are in need to be autonomous in order to conduct research. Moreover, teachers asserted that they do their best to make their learners aware about the benefits of being autonomous learners and the best thing to promote their own learning is through conducting research.
General Conclusion

The present study aims at investigating the role of research paper in enhancing EFL learner autonomy at Oum El Bouaghi University as well as raising their awareness towards the necessity to be an active learner rather than passive one and to get rid of teachers’ dependency through the use of the research paper as an effective technique to foster learner autonomy.

For answering the questions of the study, the work has been divided into two chapters. Chapter one is about the literature review of the two variables (research paper and learner autonomy), whereas the second chapter is devoted to the field work.

For a deeper understanding of the subject, two questionnaires have been submitted to EFL master two students as well as teachers of different modules. As a result, the analysis of both questionnaires in addition to what has been mentioned in the literature review provided worthy answers for the research questions. The findings of both questionnaires confirm the hypothesis that research paper would enhance EFL learner autonomy. The outcomes show that master two students are aware of the role research paper plays in enhancing EFL learner autonomy and they showed positive attitudes towards the independent way of learning. Also, they affirmed that conducting research paper is very beneficial for them to be self-reliant and confident. Additionally, teachers asserted that they do their best to make their learners aware of the importance of being autonomous learners; besides, they stressed the significant role a research paper could have on the learner independence.

The crucial goals of this research are to enhance both teachers and students’ awareness about the effective role of research paper in increasing learner autonomy and to investigate the different perspectives of both towards the subject. Research questions are answered in our study; the analysis showed that both teachers and students are aware of the significant role of research papers and learner autonomy.
Recommendations

These recommendations are drawn from our observations to the outcomes of the students’ and teachers’ questionnaires.

- Teachers should play the role of guidance and advice, also they should convince students that this research paper is the fruit of years of studying and it is a mirror that reflects the students’ level and intellect.
- The first thing that teachers should raise the students’ awareness about is to inform the students to be fair and not to plagiarize and to copy from other books and sources while conducting a research paper.
- The real problem teachers really face in supervising is the students’ poor level and poor writing skills, and it is not about autonomy. In fact, students make efforts to be autonomous, yet their level is always a barrier.

So, for making a betterment progress, the EFL department must work on evaluating the students’ level by giving them a chance for further studies only for the competent ones.

- The essential difficulty that students encounter when conducting their research works is the non-sufficient amount of resources. Actually, the university libraries do not provide students with reliable books that serve the learners’ needs. Moreover, much attention should be paid to the students as well as teachers’ needs of resources by providing them with the materials to continue their research works in a good circumstance.
- Research methodology as a module is not given much attention. Consequently, it affects negatively postgraduate students, so they find it hard to supply the information when they start conducting their paper.
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Appendices

Appendix 1: STUDENTS’ QUESTIONNAIRE

Dear students,

We are currently conducting an investigation on the role of research paper in enhancing EFL students ‘autonomy . We would be very grateful if you take part in this questionnaire. Please, answer each statement by ticking (√) in the corresponding box (es).

Thank you in advance for your collaboration.

Miss: Akab Loubna
Department of English
Faculty of Letters and Foreign Languages
Larbi Ben M’Hidi University, Oum-El-Bouaghi

Section One: Personal Information

1. Specify your Gender       A- Male       B- Female

2. Are you:      A- Student       B- Student worker

3. Age:              A- 20-23       B- 23-25       C- Above 25 02

Section Two: learner Autonomy

4. How do you rate your level in English?

   A- Very good       B- Good       C- Average

   D –Poor

5. I do better when I depend on my own way.

   A-Strongly agree       B- Agree       C-Neutral       D-Disagree

   E- Strongly disagree

6. According to you, what does autonomy means?

   A- The right of learners to determine their way of learning.

   B- An inborn capacity, which is suppressed by institutional education.
7. Do you agree that the teacher plays a role in promoting learner autonomy?

A- Strongly agree
B- Agree
C- Neutral
D- Disagree
E- Strongly disagree

8. As a student, do you think that autonomy gives you a boost to become more active?

A- Yes
B- No

9. To what extent do you depend on your teacher?

A- Totally
B- Partially

10. Do you think that the learning process is?

A- Teachers responsibility
B- Learner’s responsibility
C- Shared responsibility

11. Do you think that unlike teachers centered classroom, autonomous classrooms are more effective in increasing academic achievement?

A- Yes
B- No

If yes, please justify

12. As a student, are you acquainted with writing a research paper?

A- Yes
B- No

If yes, how?

A - From lectures in research methodology
B- From presentations
C- From your own reading
D- Others, justify
13. Conducting a research paper is:
   A- A necessity to complete a degree ☐
   B- An attempt to find solution to certain problem ☐
   C- A tool to improve your knowledge ☐
   Others, justify …………………………………………………………………………..

14. As a postgraduate researcher, how do you find the research process?
   A- Easy task ☐ B- Hard task ☐

15. The role the teacher plays when supervising research paper is
   A- An observer ☐
   B- An evaluator ☐
   C- A resource provider ☐
   D- A Guide ☐
   E- Others, justify ……………………………………………………………………

16. When you started conducting your research was the choice of the topic:
   A- Yours ☐
   B- Your supervisor ☐
   C- Other teacher ☐

17. The resources you used in your research work are:
   A- Yours ☐
   B- Your supervisor ☐
   C- Other teachers ☐
   D- Your classmates ☐

18. In which step did your supervisor help you more?
   A- Selecting a subject ☐
   B- Narrowing the topic ☐
19. What sort of feedback does your supervisor often give you when evaluating your drafts?

A- Correct your mistakes
B- Underline your mistake
C- Give an overall feedback /comment at the end of the work

Section four

20. One of the ways to foster autonomy in EFL classrooms is through the research paper

A- Strongly agree
B- Agree
C- Neutral
D- Disagree
E- Strongly disagree

21. Do you agree that through research paper you will learn how to evaluate your own work?

A- Yes
B- No

Section Five: Further Suggestions

We would really appreciate any suggestions or comments from your part. Please feel free to add anything.

Thank you.
Appendix II: Teachers’ Questionnaire

Dear Teachers,

You are kindly invited to fill in a questionnaire that aims at investigating the attitudes towards the role of research paper in enhancing EFL learner’s autonomy. We would be so grateful if you could sincerely answer the following questions by putting a tick (✓) in the appropriate box(es) and making your comments when necessary.

Thank you very much for your collaboration.

Miss: Akab Loubna
Department of English
Faculty of Letters and Foreign Languages
Larbi Ben M’Hidi University, Oum-El-Bouaghi

Section One: General Information

1. Your qualification
   A- BA (license)   B- MA (master)   C- Magister   D- PhD

2. Teaching experience: number of years?

3. How long have you been supervising postgraduate student?
   A- 1-5 years   B- 5-10 years   C- More than 10 years

Section Two: Learners autonomy

4. In the process of learning English, do you think that learning autonomy is important?
   A- Yes   B- No

5. Do you describe your university students as autonomous learners?
   A- Yes   B- No

6. What do you do to promote learners ‘autonomy’?
   A- Encouraging them to be more responsible about what they do in class
   B- Encouraging them to promote their learning of English in situation outside the classroom without the help of any teacher
C- Encouraging them to visit library and practice different tasks such as extensive reading
D- Others please specify

7. According to you, promoting learner autonomy is based on
   A- Teachers role in the classroom
   B- Students readiness for autonomous learning
   C- The availability of materials and study aids
   E- Others, please specify

8. Learner’s autonomy cannot be promoted without the help of the teacher.
   A- Strongly agree
   B- Agree
   C- Neutral
   D- Disagree
   E- Strongly disagree

9. Do you think that autonomy gives a boost to students to become more active?
   A- Strongly agree
   B- Agree
   C- Neutral
   D- Disagree
   E- Strongly disagree

10. Learner’s autonomy can depend on the teacher’s way of teaching.
    A- Yes
    B- No
    If yes, why?

11. Do you think that unlike teachers centered classroom, autonomous classrooms are more effective in increasing academic achievement?
    A- Yes
    B- No
    If yes, please justify

Section Three: Research paper

12. According to you, a research paper is considered as:
    A- A necessity to complete a degree
B- An attempt to find solution to certain problem ☐
C-a tool to improve your knowledge ☐
E- Others, justify

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

13. As a researcher, how did you find the research process?
   A- Easy task ☐  B- Hard task ☐

14. When conducting your own research, the problems you have encountered are related to:
   A- Time management ☐
   B- Research skills ☐
   C- Insufficient knowledge ☐
   D- Supervision process ☐
   E- Others please specify

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15. Why do students fail when conducting research? Classify them from the most important (1) to the least important (5).
   A- Dependency on the teacher ☐
   B- Lacking resources ☐
   C- lacking motivation ☐
   D- anxiety and fear ☐
   E- Their poor level ☐

16. The role that teachers play when supervising a research paper is
   A- Observing ☐  B- Evaluating ☐  C- Resource providing ☐
   D- Guiding ☐

17. What sort of feedback do you often provide your students?
   A- Correct mistakes ☐
   B- Underline mistakes ☐
   C- Give an overall feedback ☐
D- Comment at the end of the work

Do they take it into consideration?

A- Always  B- often  C- Sometimes  D- rarely

Section Four: Learner Autonomy and Research paper

18. One of the ways to foster autonomy in EFL classrooms is through the research paper

A- Strongly agree  B- Agree  C- Neutral  D- Disagree

E- Strongly disagree

19. Do you agree that through research paper students will learn how to evaluate their work?

A- Yes  B- No

20- How do you encourage your students to be autonomous when conducting research?

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Section Five: Further Suggestions

We would really appreciate any suggestions or comments from your part. Please feel free.

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Thank you
Résumé de la recherche

Cette étude clarifie le rôle de recherche comme un moyen effectif dans le renforcement de l’auto-apprentissage pour les étudiants de l’ALE à l’université de Larbi Ben M’Hidi durant l’année universitaire 2017-2018. Nous avons opté pour l’approche descriptive dans le but de confirmer l’hypothèse qui propose que faire des recherches développe l’auto-apprentissage de l’ALE. En tant qu’outil, nous avons employé deux questionnaires pour recueillir des informations. Le premier questionnaire a été délivré pour les étudiants de deuxième année Master et le deuxième était pour les enseignants du département d’anglais à la même université. Les résultats de deux questionnaires distribués aux étudiants et aux enseignants à la fois montrent que la recherche permettant aux étudiants et aux développer leur compétences et leur auto-apprentissage. Les étudiants dévoilent le rôle vital de la recherche en leur donnant assez d’espace pour pratiquer leur auto-apprentissage qui est affirmé par les enseignants. Ces derniers confirme me rôle important de la recherche qui accorde aux étudiants la chance l’apprendre et développer leur capacités d’écrire des recherches. En se basant sur les résultats obtenus, nous pouvons dire que la recherche est tellement efficace dans le développement de l’auto-apprentissage de l’ALE.

Mots clés : Auto-apprentissage- Recherche – Etudiants de l’A
منشور

إن هذا البحث عبارة عن دراسة تهدف إلى تسليط الضوء على إنجاز البحوث ودورها الفعال في تقوية التعلم الذاتي لطلبة السنة الثانية تخصص اللغة الإنجليزية من جامعة عربي بن مهدي ام البوادي خلال العام الدراسي 2017-2018. لقد اتبعنا من خلال هذه الدراسة المنهج الوصفي الذي يعتمد على أظهار العلاقة بين المثيرين للبحوث العلمية والتعلم الذاتي، وكذا أظهر التأثير الكبير بينهما، وكأداة استخدامنا استبيانين لجمع المعلومات الاستفادة الأول كان مخصص لطلبة السنة الثانية ماستر، أما الاستبيان الثاني فقد كان لأساتذة اللغة الإنجليزية لمختلف المواد وذلك لجمع البيانات لتأكيد الفرضية المفترضة لهذا البحث والمتمثلة في أن عملية إنجاز البحوث تلعب دور فعال في تقوية التعلم الذاتي، وقد أظهرت نتائج الاستبيانين ان عملية إنجاز البحوث تساعده في تعزيز التعلم الذاتي ودوره الهام في تطوير واكتساب المهارات، فيما يتعلق بالاستبيان المخصص للطلبة فقد أكدوا على دور عملية إنجاز البحوث حيث منحتهم السياحة الكلافية لممارسة تعلمهم الذاتي تعزيز تقدمهم بأنفسهم. أما بخصوص استبيان الأساتذة فقد أظهروا موقفهم الإيجابي من دور البحوث في تقوية الاعتماد على النفس بالنسبة لطلبة السنة ثانية ماستر في إطار إنجاز البحوث العلمية. كخلاصة لهذا البحث نستطيع القول أن الأساتذة يجب أن يولوا أهمية كبيرة للبحوث العلمية من بداية المشوار الدراسي الجامعي لأن البحوث الببت دورها الفعال في تقوية المهارة الفردية وكذا التعلم الذاتي، وتعزيز اللغة بنفسه لتحقيق الإنجازات في المستقبل.

ملخص