

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Division of English



Fostering Learner's Autonomy through Research Paper
A Case Study of Literature and Civilization Master One Students at
Mohammed Kheider University

**A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfillment of the Requirements for the Master's Degree in Sciences of the Language**

Submitted by:

Miss GHOUIL Bariza

Supervised by:

Mrs. BENCHAREF Sakina

Board of Examiners

Mr. LAALA Youcef

Chairman

University of Biskra

Mrs. MESSAIBI Samira

Examiner

University of Biskra

Mrs. BENCHAREF Sakina

Supervisor

University of Biskra

2016/2017

DEDICATION

This work is dedicated to :

The memory of my grandfather Lakhder, and my grandmother Rabiaa

To my grandparents Ahmed and Dharifa

To the ones that offered me everything, to the ones that supported me all the time with their prayers, to the ones that pushed me to do my best and to reach the higher grades

My dear parents

Saleh and Barkahoum

To my beloved fiance

Chaher

To my beloved Sisters and Brothers

Malika, Habiba, Khaled, Zahia, Zidane, Fahima, Achwak, Donia

To my dear nephews and nieces

Mohamed Anis, Siham, Mohammed Ihsan, Youcef, Nadjm Eldine, Dorsaf,

Ritadje, Abd Eldjalil, Abd Elrahman, Chaima, Oussama

To my best friends that I passed great time with

Soumia, Noura, Salima, Yamina, Naima, Hadjer, Imen, Nour Elhoda, Halima,

Lobna, Halima, Rahma, Djihad, Souhila, Naima, Souad, Amira, Marwa,

Sabrina, Dallel

To my Aunts and Uncles

To all my cousins

To all who know me

Thank you

Acknowledgements

First of all, we would like to thank ALLAH for His guidance and enlightenment. We would like to thank Him for His help to finish this work.

We would like to express our sincere appreciation to our supervisor Mrs. BENCHAREF Sakina for her sustained efforts, understanding, patience, support and for her precious pieces of advice.

We would like to thank Mr. DOUIDA Brahim for his time, help and suggestions for the betterment of this work.

We would like to thank the members of the jury Mr. LAALA Youcef and Mrs. MESSAIBI Samira for reading this research work.

We would like to thank all the teachers that helped us with their knowledge, time and support.

Special thanks go to master one Literature and Civilization students for their collaboration to this work.

Thank you



ABSTRACT

The present study investigates the impact of integrating the research field among the higher education's teaching-learning process. It aims to shed the light on the use of the research paper as an effective tool to foster EFL students' autonomy at Mohamed Kheider University of Biskra during the academic year 2016/2017. This investigation was based on the descriptive method which focused on revealing the relationship between the two variables: the research paper and learner autonomy, and on showing the extent to which each one affects the other. Moreover, this study entailed the use of two interviews for both students and teachers in the division of English at Mohammed Kheider University as an instrument to collect data to certify the research hypothesis that making research papers would foster learners' autonomy. One interview was designed for the Literature and Civilization Master One students, and another interview was conducted with teachers of different modules. The research findings revealed that the use of the research paper helps students to gain new ideas for further researches, and the most important it enhances their autonomous learning. Both participants provided a positive attitude towards this correlation. Teachers' interview results asserted that they used research papers as a tool of learning, and to help learners gain more knowledge by themselves as well as to develop their learning skills. Moreover, students' interview results showed that learners benefit a lot from conducting research paper since it offered them more space to practice autonomy and reinforces their self-confidence. Also, it motivated them to be engaged more within the research process. Therefore, more attention should be given to the research field, since the research process proves its effectiveness regarding the quality and the quantity of the students' final educational outcomes. It works on strengthening their multiple skills, and works as a motivational factor that reinforces their self-esteem, self-confidence, and self-reliance, which are the needed factors to deal with further studies and achievements.

List of Tables and Figures

Table 01. Nunan’s Levels of Autonomous Learning (1997).....	12
Table 02. Teachers’ Role in Fostering Learner Autonomy.....	25
Table 03. Teachers’ Roles in Developing Learner Autonomy from Students’ Perspectives.....	27
Figure 01. A Summary of Research Process.....	37
Figure 02. Types of Research.....	45
Figure 03. The Houglass and The King Models of The Main Parts in a Typical Papers Structure.....	54

Table of Content

Dedication.....	I
Acknowledgment.....	II
Abstract.....	III
List of Tables and Figures.....	IV
General Introduction.....	01
1. Statement of the Problem.....	01
2. Significance of the Study.....	02
3. Aims of the Study.....	02
4. Research Questions.....	02
5. Hypothesis.....	03
6. Research Methodology.....	03
6.1. Research Method.....	03
6.2. Sample of the Study.....	03
6.3. The Data Gathering Tools.....	03
7. Limitation of the study.....	03
Chapter One: Autonomous Learning	
Introduction.....	07
1. Concepts Related to Autonomy.....	07
1.1. Definition of Autonomy.....	07
1.2. Autonomous Learning.....	09
1.3. Learner Autonomy.....	10
2. Levels of Autonomy.....	11
3. Characteristics of Good Autonomous Learner.....	14
4. Learning Styles and Strategies in the Context of Learner Autonomy.....	15

4.1. Learning Styles.....	15
4.2. Learning Strategies.....	16
5. Approaches of Autonomous Learning.....	18
5.1. Resource-based Approach.....	18
5.2. Technology-based Approach.....	18
5.3. Learner-based Approach.....	19
5.4. Classroom-based Approach.....	20
5.5. Curriculum-based Approach.....	20
5.6. Teacher-based Approach.....	21
5.7. The Wonder Approach.....	22
5.8. Happy Learning Approach.....	22
6. Learner Autonomy and Dominant Philosophies of Learning.....	23
6.1. Positivism.....	23
6.2. Constructivism.....	24
6.3. Critical Thinking.....	24
7. Teacher’s Role in Promoting Learners’ Autonomy.....	25
7.1. Theoretical Studies.....	25
7.2. Empirical Studies.....	27
8. Strategies to Promote Learner Autonomy.....	28
8.1. Computer Assisted Language Learning (CALL).....	28
8.2. Internet.....	30
8.3. Portfolios.....	31
8.4. Research Paper.....	32
Conclusion.....	32

Chapter Two: Research Paper

Introduction.....	36
Part One: Research as a Concept.....	36
1. Definition of Research.....	36
2. Characteristics of a Good Research.....	38
3. Significance of Research.....	42
4. Purpose of Research.....	43
5. Benefits of Research.....	44
6. Types of Research.....	45
6.1. From the Application Perspective.....	45
6.1.1. Pure Research.....	45
6.1.2. Applied Research.....	46
6.2. From the Objective Perspective.....	46
6.2.1. Descriptive Research.....	46
6.2.2. Exploratory Research.....	46
6.2.3. Correlational Research.....	47
6.2.4. Exploratory Research.....	47
6.3. From the Mode of Inquiry Perspective.....	48
6.3.1. Quantitative Research.....	48
6.3.2. Qualitative Research.....	48
7. Characteristics of a Good Researcher.....	49
Part Two: The Research Paper.....	52
1. Definition of Research Paper.....	53
2. The Elements of Research Paper.....	54
2.1. The Title.....	54

2.2. The Abstract.....	55
2.3. The Introduction.....	56
2.4. The Body.....	56
2.5. Discussion.....	57
2.6. References.....	57
3. Steps for Writing an Effective Research Paper.....	58
3.1. Select a Subject.....	58
3.2. Narrow the Topic.....	59
3.3. State your Objective or Thesis.....	59
3.4. Form Preliminary Bibliography.....	60
3.5. Prepare a Working Outline.....	60
3.6. Start Taking Notes.....	60
3.7. Outline the Paper.....	60
3.8. Writing the Rough Draft.....	61
3.9. Edit your Paper.....	61
3.10. Write the Final Draft.....	61
4. Characteristics of a Good Research Paper.....	62
5. Types of Research Paper.....	64
Conclusion.....	67
 Chapter Three: Field Work	
Introduction.....	69
1. Review of Research Methodology.....	69
1.1. Choice of the Method.....	69
1.2. Sample of the Study.....	69
1.3. Data Gathering Tools.....	70

2. Students' Interview	70
2.1. Aim of Students' Interview.....	70
2.2. Administration of Students' Interview.....	70
2.3. Description of the Students' Interview.....	71
2.4. Analysis and Interpretation of the Results.....	71
3. Teachers' Interview.....	89
3.1. Aim of Teachers' Interview.....	89
3.2. Administration of the Teachers' Interview.....	89
3.3. Description of the Teachers' Interview.....	90
3.4. Analysis and Interpretation of the Results.....	90
4. Discussion of Results.....	102
Conclusion	103
General Conclusion.....	104
Recommendations.....	106
List of References.....	108
Appendix A: Students' Interview	
Appendix B: Teachers' Interview	
الملخص	

Fostering Learner's Autonomy through Research Paper

General Introduction

Among the teaching-learning process, both teachers and students encounter different difficulties and challenges. Taking charge of their own learning seems to be the major obstacle students may face because they get accustomed with the so-called “spoon fed” strategy that some teachers applied in many educational institutions.

Moreover, teachers are complaining about the students' passivity and inability to gather knowledge by themselves more precisely in terms of preparing lessons, doing activities or conducting any kind of a research. This latter became one of the adoptive methods applied in many schools and which may have a role in enlightening students' path to reach their independency.

Therefore, in this study, we tried to shed light on both terms “Autonomous learning”, and “Research paper”. Furthermore, we tried to clarify the relationship between the two concepts and to investigate their impact in getting knowledge and using it appropriately.

1.Statement of the Problem

The idea behind getting through this study is that nowadays teachers are complaining all the time about their students' way of learning since they depend on their teachers' knowledge one hundred percent and wait to receive any small information from them. Moreover, students ignore their abilities of creating their own zone of learning that includes their own styles, strategies and techniques in order to be capable to take charge of their own learning (i.e., to be more autonomous). That is why, among this study, we tried to show the importance of the research field and conducting research papers on promoting learners' autonomy.

Fostering Learner's Autonomy through Research Paper

2. Significance of the Study

This study is significant as it focuses on how to enhance learners' autonomy through research papers. Indeed, this work deals with the characteristics of good autonomous learners and seeks to identify the strategies used by learners to become more autonomous in learning the target language and researching about it. Besides, it sheds the light on the role that research work plays in raising students' beliefs on being independent learners and to adopt this way of learning to improve their level.

3. Aims of the Study

Through this study, we aimed to:

- Raise EFL students' attention on the importance of autonomy in language learning.
- Determine the role of research papers on promoting autonomy.
- Shed the light on the strategies followed by students in reaching this level of independency.
- Enumerate the characteristics of autonomous learners.
- Detect some teachers' methods in enhancing learners' autonomy.

4. Research Questions

This study relied on the following questions:

- What is meant by autonomy?
- How can students reach a good level of autonomy?
- What is the role of the teacher in enhancing his/her learners' autonomous learning?
- Are university students acquainted to research work?
- How can students be more autonomous when making research papers?

Fostering Learner's Autonomy through Research Paper

5. Hypothesis

According to the previous questions, we hypothesized that making research papers would foster learners' autonomy

6. Research Methodology

6.1. Research Method

This study took part within the descriptive method since it described the relationship between the research paper project and its effects on the ability of achieving a good level of autonomy.

6.2. Sample of the Study

It has been decided to choose the Literature and Civilization Master One students at Mohamed Kheider University of Biskra because they are already conducting research work in many subjects. Therefore, from a total population of 59 students, 10 students had been chosen randomly to represent the study sample.

Moreover, a number of 6 teachers (of different modules) had been chosen randomly to share out their precious opinions about the topic under study.

6.3. The Data Gathering Tools

The interview had been chosen as an instrument for this study to gather valuable data. In fact, two interviews conducted with both students and the teachers to collect their opinions and attitudes about the importance of research papers and their impact on fostering autonomy.

7. Limitation of the Study

It had been some difficulties with gathering data from all students and teachers; therefore, this study was limited to a representative sample of both participants. More precisely, our research concerned Master One students of Literature and Civilization stream at Mohamed Kheider University of Biskra.

Fostering Learner's Autonomy through Research Paper

Moreover, this work was limited with time, references and equipments. The limitation concerned also a specific field: Promoting autonomy and not skills.

Fostering Learner's Autonomy through Research Paper

Chapter One: Autonomous Learning

Introduction.....	07
1. Concepts Related to Autonomy.....	07
1.1. Definition of Autonomy.....	07
1.2. Autonomous Learning.....	09
1.3. Learner Autonomy.....	10
2. Levels of Autonomy.....	11
3. Characteristics of Good Autonomous Learner.....	14
4. Learning Styles and Strategies in the Context of Learner Autonomy.....	15
4.1. Learning Styles.....	15
4.2. Learning Strategies.....	16
5. Approaches of Autonomous Learning.....	18
5.1. Resource-based Approach.....	18
5.2. Technology-based Approach.....	18
5.3. Learner-based Approach.....	19
5.4. Classroom-based Approach.....	20
5.5. Curriculum-based Approach.....	20
5.6. Teacher-based Approach.....	21
5.7. The Wonder Approach.....	22
5.8. Happy Learning Approach.....	22
6. Learner Autonomy and Dominant Philosophies of Learning.....	23
6.1. Positivism.....	23
6.2. Constructivism.....	24
6.3. Critical Thinking.....	24
7. Teacher's Role in Promoting Learners' Autonomy.....	25

Fostering Learner's Autonomy through Research Paper

7.1. Theoretical Studies.....	25
7.2. Empirical Studies.....	27
8. Strategies to Promote Learner Autonomy.....	28
8.1. Computer Assisted Language Learning (CALL).....	28
8.2. Internet.....	30
8.3. Portfolios.....	31
8.4. Research Paper.....	32
Conclusion.....	32

Fostering Learner's Autonomy through Research Paper

Introduction

The concept of autonomy first entered the field of language teaching through the Council of Europe's Modern Language Project established in 1971. Holec's (1981) project report to this council was a key early document on autonomy in language learning. After his report, numerous researchers have been influenced by this topic which becomes a universal subject matter (Benson, 2001). The general goal researchers sought to achieve was to find out the main essence of learner autonomy in language teaching and learning by identifying its general principles and highlighting the role of teachers in discovering such a way of learning and promoting it, whether inside or outside classrooms.

Throughout this chapter, some clarification is made to some key concepts such as autonomy and autonomous learning. Furthermore, we identify the levels, characteristics, and approaches in relation with learner autonomy as well as presenting the different views of dominant philosophies concerning autonomy. Next to that, we demonstrate the effectiveness of learning strategies and learning styles. In addition, we determine the role of teachers on promoting learners' own way of learning. Finally, we suggest some strategies to develop learner autonomy.

1. Concepts Related to Autonomy

1.1. Definition of Autonomy

Autonomy as a concept has been a controversial topic among the multiple fields of studies since it deals with one's own capacities nothing else. Thus, to grasp with its main sense this part will provide different meanings of the word autonomy from various views as coming follow:

Fostering Learner's Autonomy through Research Paper

The Cambridge Advanced Learner's Dictionary and Thesaurus (2017) sees autonomous members as those who have the ability to decide by themselves without being controlled by others.

Holec (1981, p. 3) describes it as “The ability to take charge of one's own learning [...] this ability is not inborn but must be acquired either by ‘natural’ means or (as most often happens) by formal learning, in a systematic way” (as cited in Finch, 2015). This means that autonomy is not genetic, but individuals develop it within a specific context and manner.

Moreover, Young (1986, p. 19) states, “The fundamental idea in autonomy is that of authoring one's own world without being subject to the will of others” (as cited in Finch, 2015). The main idea of being autonomous learners is that they create their own zone of learning without depending on others.

Dickinson (1987, p. 11) proposes that autonomy is the “complete responsibility for one's learning, carried out without the involvement of a teacher or pedagogic materials” (as cited in Finch, 2015). Learners can reach their independency level outside schools, without teachers.

Furthermore, Boud (1988, p. 23) identifies that “The main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instruction” (as cited in Finch, 2015). So, teachers play a major role in helping students to achieve and to develop their own way of learning.

Benson (1996, p. 34) expresses his view concerning autonomy and says, “Autonomization is necessarily a transformation of the learner as a social individual. [...] Autonomy not only transforms individuals, it also transforms the social situation and structures in which they are participants” (as cited in Finch, 2015). Furthermore,

Fostering Learner's Autonomy through Research Paper

independency in learning gives the learners a social value and brings them into social performance. Retrieved from (researchgates.net, 2015)

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 both because all learning in any case can only have to be carried out by students themselves, and 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 evaluating progress. Retrieved from (Worldconferences.net, 2013)

1.2. Autonomous Learning

Autonomous learning is also known as self-directed learning. Knowles (1975, p. 18 as cited in Mistar, 2015) states his opinion saying that it is “A process in which individuals take the initiative, with or without the help of others, in diagnosing learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.” Thus, learners should state their needs, goals and necessary materials whether individually or with help of experts.

Australian Oxford Dictionary (Moore, 1999, p. 87 as cited in Mistar, 2015) defines autonomous learning as “The right of self-government, personal freedom, freedom of will, a self-governing community.” So, autonomous learning can be achieved when learners got

Fostering Learner's Autonomy through Research Paper

a personal liberty to decide the way they intend to learn. Retrieved from (www.journal.teflin.org)

In addition, Benson (2001, p. 110) sets a claim concerning autonomous learning, and he declares the following:

Autonomous learning is learning in which the learner's capacity for autonomy is exercised and displayed. It is exhibited in various modes of learning, characterized teachers, which are more or less self-directed. Participation in self-directed modes of learning does not necessarily imply that the learner is autonomous, however. It is assumed that autonomy develops through participation in self-directed modes of learning, but not as a necessary consequence of it.

Self-directed learning is when learners show their abilities of practicing learning independently, using different materials and setting further goals to achieve. Without forgetting the teacher provided guidance, that plays an important role in enhancing learners' independence.

All in all, in order to cope with self-directed learning, learners need to depend not only on themselves, but they need also an assistance to guide and help them while the identification of both goals and materials are needed for language learning.

1.3. Learner Autonomy

As a matter of fact, the concept of learner autonomy is in general the way learners organize themselves and their learning process independently.

Holec's (1981, p. 3 as cited in El Busaidi, 2012, P. 4) defined learner autonomy as "The ability to take charge of one's own learning [...] to have and to hold, the responsibility for all decisions concerning all aspects of this learning." Moreover, these decisions concern determining the contents and progressions, selecting methods and

Fostering Learner's Autonomy through Research Paper

techniques to be used, monitoring the procedure of acquisition, and evaluating what has been acquired.

Wenden (1991, p. 15 as cited in Benson, 2001, p. 146) gives his personal view about learner autonomy, saying that it is “In effect, ‘successful’ or ‘expert’ or ‘intelligent’ learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous.” Thus, learners reach the independency level through achievement of learning strategies, sufficient amount of knowledge, and how to use them individually.

Oxford (2003, p. 76-80 as cited in Berger, 2017, p. 127) presents a model to understand the different versions of learner autonomy and suggested the following:

- Technical perspective: focus on the physical situation.
- Psychological perspective: focus on characteristics of learners.
- Socio-cultural perspective: focus on mediated learning.
- Political-Critical perspective: focus on ideologies, access, and power structures.

According to Oxford (2003, p. 84) study, learners autonomy definition is related more to the psychological perspectives since there is an identification of learning strategies such as “self-evaluation, organization, goal-setting, planning, information-seeking, record-keeping, self-monitoring.” Retrieved from (www.researchgate.com)

To conclude, being autonomous help learners a lot to cope with their own learning, in order to reach this level they need to understand what and how to learn using different learning techniques.

2. Levels of Autonomy

In the late 1990's, most authors have set a unified decision that autonomy in language learning is a matter of degrees. (Benson, 2006)

Fostering Learner's Autonomy through Research Paper

First, from Nunan (1997, p. 195 as cited in Benson, 2006, p. 23) points of view, the levels of autonomy can be divided into five (5) main levels: awareness, involvement, intervention, creation, and transcendence. He links each level with specific activities, and all of them have got a process and content dimensions.

The following table provides more clarification about Nunan's work.

Level	Learner action	Content	Process
1.	<i>Awareness</i>	Learners are made aware of the pedagogical and content of the materials that they are using.	Learners identify strategy implications of pedagogical tasks and identify their preferred learning styles /strategies
2.	<i>Involvement</i>	Learners are involved in selecting their own goals from a range of alternatives on offer	Learners make choices among a range of options
3.	<i>Intervention</i>	Learners are involved in modifying and adapting the goals and content of the learning program	Learners modify/adapt tasks
4.	<i>Creation</i>	Learners create their own goals and objectives	Learners create their own tasks

Table1: Nunan's Levels of Autonomous Learning (1997)

Nunan (1997) seeks to show that the learner will become aware about his goals, needs, and the appropriate materials, strategies to cope with the learning process and to

Fostering Learner's Autonomy through Research Paper

apply what have been reached in classrooms within the real life situations. Retrieved from (journals.cambridge.org)

Second, Macaro (1997) advances three (3) main stages of learner autonomy:

- Autonomy of language competence: the learner is capable to communicate freely, using correct grammar rules.
- Autonomy of language learning competence: the learner at this stage will be able to use the acquired learning strategies (Cognitive & Meta-cognitive) and skills to cope with other learning areas.
- Autonomy of choice and actions: learners are supposed to test his independency in real life activities. Retrieved from (www.hull.oc.uk)

Third, Benson (2001) sees that the capacity to take control of one's learning subdivides into three (3) levels of control:

- Learning management which deals with controlling the learning behavior.
- Cognitive learning that deals with controlling the psychology of learning.
- Learning content which deals with controlling the learning situation.

He assumes that the three levels of control are interdependent; thus, learning management relies on the control of cognitive process in learning, and this latter affects the self-management of learning. Therefore, autonomy implies that the self-management and cognitive process should include some decisions about the learning content.(Benson 2001, p. 50)

To sum up, to say that learners are really autonomous in learning they need to be able to cope with certain activities by themselves. Autonomy as it mentioned, is a matter of degrees which learners display them while practicing these activities.

Fostering Learner's Autonomy through Research Paper

3. Characteristics of a Good Autonomous Learner

As it known, the autonomous learners are differing from the non autonomous ones because the first ones do have some qualifications which enable them to deal with their tasks alone. Thus, different views have mentioned a number of features that dissimilar them from the other learners.

Candy (1991) states the particularity of independent learners as

Methodical and disciplined; logical and analytical; reflective and self-aware; curious, open and highly motivated; flexible, interdependent and interpersonally competent; persistent and responsible; venturesome and creative; and self-sufficient, information seekers, knowledgeable and skillful about learning process and critical thinkers.

Retrieved from (elderqi.inonu.edu.tr)

Candy's view proves that the independent learner has a number of personal skills that enable him to deal with the learning process by himself, and has the desire to gather knowledge in a very systematic way.

Catterall (1995, p. 200 as cited in Cakic, 2015, p. 35), however, highlights that "Autonomous learners are likely to be individuals who have overcome the obstacles which educational background, cultural norms and prior experience may have put in their way." So, the independent learners are ready to face the various difficulties, that may prevent them from obtaining their learning goals, whether inside classrooms or among their environment.

Also, Louis (2006, adapted from Dam, 1990; Wenden, 1998) set some characteristics for autonomous learners. These are summarized in the following points:

- Welling and having the capacity to control or supervising learning
- Knowing their own learning styles and strategies
- Motivated to learn

Fostering Learner's Autonomy through Research Paper

- Good guessers
- Choosing materials, methods and tasks
- Exercising choice and purpose in organizing and carrying out the chosen task
- Selecting the criteria for evaluation
- Taking an active approach to the task
- Making and rejecting hypotheses
- Paying attention to both form and content
- Welling to take risks (Retrieved from cejsh.icm.edu.pl)

Finally, as it has been explained before, the autonomous learners do have some characteristics that enable them to lead their independent learning. The popular ones are that they set their own learning objectives and materials, they have own learning styles and learning strategies.

4. Learning Styles and Strategies in the Context of Learner Autonomy

The learner's main goal when reaching schools or universities is to acquire knowledge and to develop their learning. Thus, to cope with this process, each learner uses specific learning strategies and adopts personal learning styles. Both of them help the learners to reach their independence level and to become more self-reliant.

4.1. Learning Styles

Oxford (2003, p. 2) states, "learning styles are general approaches that students use in acquiring a new language or in learning any other subjects." Learning styles are used by learners to cope with their learning and to acquire new knowledge.

Cornett (1983, p. 9 as cited in Oxford, 2003, p. 2) presents that learning styles are "the overall patterns that gave general direction to learning behavior." Thus, they are the elements which guide the learner's actions during the learning process.

Fostering Learner's Autonomy through Research Paper

Dunn and Griggs (1988, p. 3 as cited in Oxford, 2003, p. 2) declare, "Learning style is the biological and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others." Learning styles differ from one student to another since it may make some learners cope easily with the teaching method whereas it makes it hard for some learners to understand what is presented by the teachers.

Moreover, Cohen and Dornyei (2002, pp. 176-177) set that a learning style refers to learners' differences. It is something fixed among learners, and teachers cannot change it because it has to do with individuals' personality, culture, and social environment. They propose the following list of learning styles which seem useful in the language learning process.

- Being visual, auditory or hands-on.
- Being more extroverted versus introverted.
- Being more abstract and intuitive versus more concrete and thinking in step by step sequences.
- Preferring to keep all options open versus being closure-oriented.
- Being more global versus more particular.
- Being more synthesizing versus being more analytic. (Retrieved from dergiler.ankara.edu.tr)

Learners are different in terms of adopting specific learning styles; each one has his/her own specific way of learning.

4.2. Learning Strategies

The learning strategies are the multiple ways or techniques which the learners follow to develop themselves and their way of learning. Unlike the learning styles, learners can use the same learning strategies while acquiring knowledge.

Fostering Learner's Autonomy through Research Paper

Scarcella and Oxford (1992, p. 63 as cited in Oxford, 1999, p. 119) define learning strategies as “Specific actions, behaviors, steps, or techniques such as, seeking out conversation patterns, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning.” They are a specific ways learners apply to help them understand the teaching-learning process content.

Learning strategies play a major role in autonomy. Vegotsky's work on self-regulation includes learning strategies, in which he defines self-regulation as “The process of planning, guiding, and monitoring one's own attention and behavior.” (Berk & Winsler, 1995, p. 171 as cited in Oxford, 1999, p. 111). Planning, guiding, and monitoring are considered as Meta-cognitive Learning Strategies. These latter can be acquired among interaction with more competent people as well as with the help of the right assistance. Learners can also acquire cognitive learning strategies such as analyzing, synthesizing, and evaluating that are called by Vegotsky “higher-order cognitive function.” Furthermore, the social interaction enables learners to cope with the social learning strategies like asking questions, requesting assistance, and collaborating with others using language or social speech. (Oxford 1990, 1996)

Furthermore, Oxford (1990, 1996) suggests three (3) additional strategies that might be part of language learner self-regulation. They are:

- Affective strategies which help learners to manage their emotions and motivation. (e.g. giving rewards)
- Compensatory strategies that compensate for or make up for missing knowledge. (e.g. using gestures to guess a word)
- Memory strategies are cognitive strategies that serve the embedding of new information into long-term-memory. (E.g. remembering through mental imagery or acronyms). (Retrieved from Estudios Engleses, 1999)

Fostering Learner's Autonomy through Research Paper

To sum up, studies on the notion of learner autonomy include the significant role of both learner's styles and strategies on the promotion of learner self-directed learning. The type and the use of the two differ from one learner to another.

5. Approaches of Autonomous Learning

Benson (2001 cited in Smith, 2015, p. 84) proposes that the approaches of autonomy can be divided into six main parts: (1) Resource-based approach, (2) Technology-based approach, (3) Learner-based approach, (4) Classroom-based approach, (5) Curriculum-based approach, (6) Teacher-based approach. These approaches are discussed in the following points.

5.1. Resource-based Approach

This approach emphasizes independent interaction with learning materials. Sheerin (1991) sees that the perfect type of materials includes guided self-discovery tasks based on authentic data. These materials are differing from the pedagogical model of transmission and testing of language content commonly underlying commercial materials. In fact, the most effective materials may be those that help learners exploit opportunities for learning that are external to the materials themselves.

Another option enhancing learner autonomy is self-access centers which encourage learners to rely less on teachers (Borg & Al-Busaidi, 2011). In order to make these centers work effectively, learners should understand how they functions and the way they managed as well as to provide them with appropriate materials, the suitable learning environment, and indicate their learning needs. (Retrieved from www.ijeionline.com)

5.2. Technology-based Approach

It emphasizes independent interaction with educational technologies. The most effective of these technologies seems to be test manipulation and computer mediated communication (email, online discussion boards, and web authoring software).Such kind of technologies

Fostering Learner's Autonomy through Research Paper

offers the development of control over learning, opportunities for collaboration and interaction (among learners, learners and target language users, learners and teachers).

Dang and Roberton (2010) explored the impact of computer technology on learner autonomy. They found that it allows interaction among learners and their environment, and that teachers should exploit their students' use of technologies to cope with learning. Furthermore, Ankan and Bakla (2011) studied the use of blogs as a way to promote learner autonomy by making use of four points: decision-making, independent action, critical reflection, and detachment. Although this study offered students opportunity to make decision about content, they faced difficulties concerning treating with unknown technologies. This also ensures that teachers should guide and facilitate the new technologies to their learners.

The Computer Assisted Language Learning materials limit the degree of control offered to learners due to their structure and content, which is something that needs to be addressed as technologies play an important role in language education. (Retrieved from www.ijeionline.com)

5.3. Learner-based Approach

It emphasizes the direct production of behavioral and psychological changes in learners and which enable them to take greater control over their learning and become better language learners. In this case, learners need to be aware of the different learning strategies, techniques, and learning materials that may help them with their self-directed learning. (Cotterall, 1995; retrieved from www.ijeionline.com)

The main aim of this approach is to make learners depend more on themselves while collecting knowledge. Also, to make them aware about their different learning strategies and learning styles, and to practice them through different tasks and activities, since it plays an important role in enhancing their autonomous learning. The role of the teacher in

Fostering Learner's Autonomy through Research Paper

this case, is to provide them with guidance only, in terms of proposing some different useful tasks which work on fostering both of their learning strategies and learning styles.

(Retrieved from dergiler.ankara.edu.tr)

5.4. Classroom-based Approach

This approach emphasizes learner's control over the planning and evaluation of classroom learning, and that autonomy can be fostered through cooperative learning within classroom contexts. To achieve these ends, teachers need to negotiate control and responsibility with learners especially in the case of setting goals, the learning process, and determining evaluation and assessments.

Miller and Ng (1996) studied peer assessment to develop learner autonomy in which they tried to make the passive recipients into active participants, taking into consideration that learners need assistance with properly assessment techniques. Besides, they need to deal with critical feedback from their peers.

Benson (2001) also sets another classroom based responsibility which is the use of portfolios. Their benefits include self-directed learning, critical self-awareness, improvements of self-confidence, the development of self-assessment skills, a stress-free class, and friendly relationships between teacher and students. When learners are involved in learning process, they become able to realize goals and be independent while learning.

The role of teacher, in this case, is to understand the notion of autonomy and the way to develop it as well as to deal with strategies, self-assessment, and peer-assessment in daily classroom activities, which should be practical in terms of time and resources.

(Ushioda, 2011)

5.5. Curriculum-based Approach

This approach extends the idea of learner control to the curriculum as a whole. A curriculum is defined as the processes and products of planning, teaching, implementing

Fostering Learner's Autonomy through Research Paper

and evaluating a course of study or related courses. Moreover, it is a system of three interrelated processes: planning (needs analysis, aims or goals, materials and activities), enacting (teaching and learning in the classroom), and evaluating (assessing learning outcomes). (Snow & Kamhil, 2006)

Synder (1992) defines curriculum enactment as the educational experience that includes both teachers and students, which is the essential aim of education. The three processes complement each others, and they occupy a big part of social and educational contexts that determine their purpose and scope. (Graves, 2008)

One way to foster control within an enacted curriculum is to include learners' needs when preparing such learning syllabi. Teachers can then negotiate them with learners, determines these latter needs, wants, and preferences in learning till they reach one common decision that is accepted by both learners and the educational system. Retrieved from (www.ijeionline.com)

5.6. Teacher-based Approach

It emphasizes the role of the teacher and teacher education in the practice of fostering autonomy among learners. The teacher can help his/her students' independent learning by helping them set their needs, goals, objectives, the way they plan their work, choose materials, and evaluate themselves. This assistance is traced back to teachers' beliefs of learner autonomy. (Raya & Sircu, 2013)

These benefits can be about age, effective of independent study, the ability to deal with tasks, opportunities to learn in both inside and outside classrooms, the ability to choose the needed materials and strategies, the willingness of working collaboratively or independence, and the main concern if they are able to determine their personal needs or not. These are some issues that teachers should take into consideration when trying to determine the possibility of learner autonomy. Retrieved from (www.ijeionline.com)

Fostering Learner's Autonomy through Research Paper

Furthermore, Yagcioglu (2015, p. 431) proposes other new approaches on learner autonomy in language learning.

5.7. The Wonder Approach

Children have an innate capacity that enables them to learn by their own without the need of an assistant. It is the power of curiousness which makes them wonder about the reality of the smallest thing they see. This process allows them to understand what is going around. For this sake, L'Ecuyer (2014) States:

We suggest wonder as the center of all motivation and action in the child. Wonder is what makes life genuinely personal. Beauty is what tigers wonder. Wonder attunes to beauty through sensitivity and is unfolded by secure attachment. When wonder, beauty, sensitivity and secure attachment are present, learning is meaningful. On the contrary, when there is no volitional dimension involved (no wonder) no end or meaning (no beauty) and no trusting predisposition (secure attachment), the rigid and limiting mechanical process of so-called learning through mere repetition become a deadening and alienating routine. This could be described as training, not learning, because it does not contemplate the human being as a whole.

Learners can enjoy learning and start being curious to develop new things and to get knowledge about it; they start asking questions not for the sake of asking but for knowing the reality of such things. The wonder approach is the way to make them feel the importance and to know the meaning of the real learning. This will make them engage in different tasks and activities by their own just to feed their curiosity, and this will reveal a positive impact on their learning outcomes.

5.8. Happy Learning Approach

This approach is based on the role of happiness in getting more positive attitudes towards learning. It focuses on the psychological perspective of the learners which need to get more attention from both sides: parents and the educational system.

Fostering Learner's Autonomy through Research Paper

Veenhoven (2014) states, “the word happiness is used in various ways. In the widest sense is an umbrella term for all what is good. In this meaning it often used interchangeably with terms like wellbeing or quality of life.” Happiness is about getting positive feeling about a specific thing.

When learners realize the pleasure among their lives, they can start learning and doing tasks alone within more satisfaction. Teachers can help them do so by preparing such activities that include pleasure, like team work or role plays, when each one prepares his part alone then present it within the classroom. (Retrieved from www.sciencedirect.com)

All in all, all the mentioned approaches show the effectiveness of a variety of practices in promoting learner autonomy and better language learning.

6. Learner Autonomy and Dominant Philosophies of Learning

Benson & Voller (1997, pp. 19-24) include three main approaches of knowledge and learning which they relate them to learner autonomy. They define them as follow:

6.1. Positivism

It was the dominant approach on the twentieth century. It is based on the assumption that knowledge is more or less accurate reflection of objective reality, whether the known one or the one that will be discovered. The process of learning according to this approach is based on the transmission of knowledge from one to another (i.e., from teacher to student), or discovering the predetermined knowledge through ‘hypothesis-testing’ process. The positivism theory supports that the conception of language is based on patterns, words and structures which need practice to be learned, and use it in daily communications. The autonomous learning at this theory refers to the technical autonomy, that is based on that learners depend on themselves while learning using what have the teacher given then inside the classroom (Benson, 1995), or it can appear when students try

Fostering Learner's Autonomy through Research Paper

to be engaged within the teaching-learning process and try to make decisions concerning their learning inside the classrooms (Dickinson, 1992, p. 1).

6.2. Constructivism

It is related to adult learning. Unlike Positivism, constructivism is based on that knowledge which does not reflect reality must be constructed by learners themselves, in which they need to use much personal efforts to grasp it. This theory sees that learning is represented as the construction of meaning. Furthermore, it supports the concepts of language as raw materials of meaning, it cannot be described with structures only, unless if it relates to meaning. This approach deals with the psychological autonomy, which focus on the learners' attitude, personality and behavior. Learners have an innate capacity to deal with their own learning rather than being taught by others (Candy, 1989, p. 101), also they can make their own decisions concerning their autonomous learning.

6.3. Critical Thinking

The critical theory chaired with constructivism the idea that knowledge is constructed not acquired. It emphasizes on the social context and construction where the learning process take place. Learning according to this theory emphasizes power and control, which are based on criticism; it also seems as a process of engagement with social contexts that enables the possibility of political action and social change. This approach assumes that language is ideology, when the language structure cannot be separated from the social meaning. This theory supports the learner autonomy within the social and political situations, learners will be able to handle their self-directed learning based more on their critical skills (Hammond and Collins, 1991; Brookfield, 1993).

Benson & Voller (1997) state the relation between the three dominant approaches of knowledge and the autonomous learning. These three theories set different meanings to learning and learner autonomy since each one of them is based on specific assumptions.

Fostering Learner's Autonomy through Research Paper

7. Teachers' Roles in Promoting Learners' Autonomy

Researches on the field of independent learning reveal that teachers play an essential role on promoting learners own way of learning. Therefore, two types of studies (theoretical and empirical) state different roles for the teacher.

7.1. Theoretical Studies

These studies defined the teacher's role on developing learners' autonomy in the field of language teaching .The following table presents these roles from different points of views.

Authors	Teachers' Role in Fostering Learner Autonomy
Knowles (1975)	Teachers act as facilitators, helpers, or consultants
Higgs (1998)	During the learning process, in order to help the students learn how to learn independently and effectively, the teacher play the role of a manager who creates a supportive and stimulating learning environment, who is available as a resource person, who challenges learners to achieve their potential and who helps learners to become aware of institutional requirements and expectations associated with the discipline in which they are studying.
Ho (1995, p. 236)	It is generally agreed that for learners to become autonomous, teachers must redefine their views about teacher – learner roles. The burden of the responsibility for such a redefinition should not be assigned solely to teachers. The teacher also has a role to play in helping learners realize that they too, must take on responsibility for their learning.
Voller (1997)	The language teacher may act as a facilitator initiate and supports

Fostering Learner's Autonomy through Research Paper

	decision – making processes, a councilor who responds to the ongoing needs of individuals, and a resource who makes his or her knowledge and expertise available to the learners when it is needed.
Yang (1998, p. 129-130)	Teachers have a role in developing students' learning strategy, which can facilitate the development of LA. That is to say teachers should be responsible for strategy instruction.
Xu and Xu (2004)	Help students build the belief and confidence in autonomous learning ; Guide students to make practical plans ; Help students to think about the learning strategies and put them into practice ; Make effective use of self-directed center to facilitate LA ; Encourage more communication between teachers and students via various channels to monitor the learning process ; Provide more opportunities for students to develop their autonomous ability

Table 2: Teachers' Role in Fostering Learner Autonomy

The table above includes different roles that teachers may apply within the classroom context in helping their students acquire their own way of learning. However, the major role seems to know the way of applying these roles within the teaching – learning process (Crabble 1993, p. 208, cited in Benson, 2004). (Retrieved from www.ijelt.sciedupress.com)

Fostering Learner's Autonomy through Research Paper

7.2. Empirical Studies

These studies identify the students' beliefs about the teachers' roles among the teaching – learning context (Xu & Xu , 2004). The following table present the different roles teachers play from the students' perspectives.

General Teachers' Roles	Explanations
Guide (Counselor, Constructor)	Teaching English learning strategies and methods ; teaching affective ways of learning English autonomously ; developing students' skills in listening and speaking as well as communicative competence.
Facilitator (Helper)	Offering necessary enlightenment and assistance; helping students to make English learning plans and objectives.
Organizer and Designer	Organizing some communicative activities to get students to have more chances to practice English.
Cooperator (Peer partner, Friend, Participant)	Making friends with students; able to offer correct suggestions; willing to communicate with students about their English learning; working with students to solve their learning problems.
Inspirator and supporter	Stimulating students' interest and enthusiasm in English learning; encouraging students to use English; motivating students to participate in communicative activities; encouraging students to do more speaking in English.
Monitor and Evaluator	Providing students with feedback of their performance in the process of English learning as well as some guidance.

Fostering Learner's Autonomy through Research Paper

Resource Supplier	Imparting knowledge; providing some references and materials for English learning; introducing some Internet resources.
Atmosphere creator	Creating harmonious and active class atmosphere to facilitate students' English studies.

Table 3: Teachers' Roles in Developing Learner Autonomy from Students' Perspectives

This table presents teachers' roles that are based on their students' needs inside the classroom to cope with learning and the ability to become self-directed learners. These roles are guide, facilitator, assessor, and psychological coordinator, and peer cooperator, source of information, learner and researcher.

As a result, the previous explanations provide the main roles that teachers play within the classroom to cope with the teaching and learning process, also to help their students gaining more knowledge and facilitate learning to them. These roles, have been mentioned from both scholars and students perspectives.

8. Strategies to Promote Learner Autonomy

Autonomy in language learning becomes an important element. It deals with making students rely on their own abilities when tackling different tasks. Hence, this learning skill should be fostered and developed to enable learners get more knowledge on their own, and to put their personal touch in multiple activities. Thus, some ideas to foster learner autonomy can be shown in the following points.

8.1. Computer Assisted Language Learning (CALL)

The computer technology has been an effective device in the teaching-learning process. It facilitates this process and enables students to cope with their learning without the help of their teachers. This device proves that it plays a major role on promoting

Fostering Learner's Autonomy through Research Paper

learners' own way of learning. This appears through scholars' different views concerning its effectiveness in building students' independence.

Benson & Voller (1997, p. 10) states that "computer software for language learning is an example of technology which claims to promote autonomy simply by offering the possibility of self-study." So, computer device is an important tool to promote autonomy in language learning, particularly when students rely on themselves to handle different tasks.

Levy (1997) declares that computer device can be as a tutor and as a tool in the program of promoting learner autonomy.

When working as a tutor,

- The program should provide context-sensitive help
- The computer guides the learner
- The computer should be responsive to needs of the learner
- The computer provides appropriate error for free feed back

"If the computer tutor satisfies such criteria then it can provide real autonomy learning opportunities for the students." (Levy, 1997, p. 199)

When working as a tool,

- The computer role is neutral
- The computer has responsibility for managing interaction
- The learner decides how to use the tool
- The learner determines whether the use of the tool is appropriate

Schemenk (2005, p. 107 as cited in Hayta, 2013, p. 58) declares " The popularity of learner autonomy may be at least partially related to the rise of computer technology and growing importance of computers in language learning environment worldwide." Thus, the computer plays a role in promoting students' self-reliance; it needs to be engaged among the daily learning process. (Retrieved from, www.wjeis.org)

Fostering Learner's Autonomy through Research Paper

Zhao (2015) sets a number of benefits concerning the impact of the Computer Assisted Language Learning on Students.

- The CALL enables students to choose independently their learning time to complete their learning tasks.
- It can make students choose learning materials and learning soft ware according to their own language, language ability and interest.
- Learners become more active and they develop themselves by means of individualized learning.
- Computer Assisted Instructor allows and emphasizes students-centered teaching.
- It offers students more opportunities to conduct their autonomous learning
(Retrieved from, wjel.sciedupress.com)

8.2. Internet

The same as Computer Assisted Language Learning, Internet plays a major role on enhancing students' autonomous learning for a number of reasons.

Mutlu (2013, p. 110) states the following points:

- Computer and Internet technologies seem to encourage learner autonomy by allowing students to choose time, place and circumstances that are conducive to their learning.
- Computer and Internet can raise learners' levels of motivation in language education by offering topics that are of interest to the learners, and by introducing a diversity of study methods inside and outside the classroom.
- Internet contributes to the development of learners' language learning strategies by exposing learners to a digital social environment with many native speakers to whom the students do not have access in their local community. (Retrieved from, files.eric.ed.gov)

Fostering Learner's Autonomy through Research Paper

Nurul Islam (2011) states that the independent learning of English language on the Internet seems to be one of the most important learning approaches which mostly reflects the main and individual-orientation of students' study. Internet learning enables learners to choose their own materials, methods of learning, and the depth of study; in other words, arrange study in one's own schedule.

Internet is a good way of autonomous learning which offers the initiative on study, rich variety of choices, typical individual character of study, notional flexibility for arrangements and pleased dynamic interaction. The autonomous English learning on Internet depends extremely on the students' internal factors. (Retrieved from, www.academypublication.com)

8.3. Portfolios

Bravo & Perez (2016) declare that portfolio is an accurate tool to enhance learner autonomy because it gives the chance to plan, organize, monitor and evaluate their foreign language learning process. It is the best way that allows students to make decisions, to set goals, define their learning strategies and styles while tackling with their own learning. (Retrieved from Repository. Unlibre.edu.co)

Moreover, Paulson, P., Paulson, R., and Mayer (2003, p. 6 as cited in Velasco Castro, 2013) state, "A portfolio is a purposeful collection of student work that exhibit the students' efforts progress, and achievement in one or more areas." Portfolio is a tool with which the students can collect and organize their own work in different tasks.

Little (2001, p. 19 as cited in Velasco Castro, 2013) declares, "The portfolio encourages learners to be independent, to think about themselves and to assess themselves. It is something totally different from everything they have met so far." Therefore, it is a good trainer that allows o deal with their own business and to take care of their own learning process.

Fostering Learner's Autonomy through Research Paper

Velasco Castro (2013) mentions teachers' experiences working with the English Language Portfolio; he reported the following points:

- Learners reflect more on what they do.
- Learners can develop their own language abilities.
- Learners are more motivated and creative.
- Learners become more self-confident (Retrieved from, despace.casagrande.edu.ec)

8.4. Research Paper

Research paper is an expanded essay that presents students' own interpretation or evaluation, or arguments. When learners try to conduct a research work, they look for materials, sources and knowledge needed alone. (Retrieved from, esc.edu, 2017)

The process of gathering data, looking for materials, and the way a student organizes them to end up with an acceptable piece of writing, demands an amount of independence since he/she needs to show his/her personal touch in that work. Therefore, conducting a research paper is a good way to develop learners' independent learning because they prepare all what needs for this paper on their own.

To conclude, all the means that have been mentioned play a major role on enhancing students' autonomy in learning. They focus more on the individual efforts used by students when handling any kind of activity of task in the learning process.

Conclusion

In this chapter, we discussed the notion of autonomy and self-directed learning as an effective element in English as a Foreign Language Education. In order to deal with the main principles of this study, we included some key concepts clarifications such as the definition of autonomy, autonomous learning, and learner autonomy. We also identified the different levels of autonomy, and we mentioned the main characteristics of independent

Fostering Learner's Autonomy through Research Paper

learners. On the other hand, we determined the different views of dominant philosophies concerning learner autonomy and its central approaches. In addition, we presented the role of the teacher in promoting such a way of learning. Finally, we suggested some strategies that have a role on promoting learners' autonomy.

As a conclusion, autonomy is a concept that entered many fields of study and proved its impact on them. The field of researching is one of them since studies have shown that researching in language learning and autonomous learning are interrelated. Indeed, while the research process, students need a portion of independency when looking for materials or gathering data.

Fostering Learner's Autonomy through Research Paper

Chapter Two: Research Paper

Introduction.....	36
Part One: Research as a Concept.....	36
1. Definition of Research.....	36
2. Characteristics of a Good Research.....	38
3. Significance of Research.....	42
4. Purpose of Research.....	43
5. Benefits of Research.....	44
6. Types of Research.....	45
6.1. From the Application Perspective.....	45
6.1.1. Pure Research.....	45
6.1.2. Applied Research.....	46
6.2. From the Objective Perspective.....	46
6.2.1. Descriptive Research.....	46
6.2.2. Exploratory Research.....	46
6.2.3. Correlational Research.....	47
6.2.4. Exploratory Research.....	47
6.3. From the Mode of Inquiry Perspective.....	48
6.3.1. Quantitative Research.....	48
6.3.2. Qualitative Research.....	48
7. Characteristics of a Good Researcher.....	49
Part Two: The Research Paper.....	52
1. Definition of Research Paper.....	53
2. The Elements of Research Paper.....	54
2.1. The Title.....	54

Fostering Learner's Autonomy through Research Paper

2.2. The Abstract.....	55
2.3. The Introduction.....	56
2.4. The Body.....	56
2.5. Discussion.....	57
2.6. References.....	57
3. Steps for Writing an Effective Research Paper.....	58
3.1. Select a Subject.....	58
3.2. Narrow the Topic.....	59
3.3. State your Objective or Thesis.....	59
3.4. Form Preliminary Bibliography.....	60
3.5. Prepare a Working Outline.....	60
3.6. Start taking notes.....	60
3.7. Outline the Paper.....	60
3.8. Writing the Rough Draft.....	61
3.9. Edit your Paper.....	61
3.10. Write the Final Draft.....	61
4. Characteristics of a Good Research Paper.....	62
5. Types of Research Paper.....	64
Conclusion.....	67

Fostering Learner's Autonomy through Research Paper

Introduction

The research process had emerged from the first human birth and was considered as the starting point to any discovery, improvement or new studies. It has been adopted from different fields of study. Among the educational field, applying the researching process appears when teachers provide students with a research work as an application to what have been learned inside the classroom and to look for further knowledge about a specific topic. This kind of research work referred to a research paper. It is a beneficial work since it enables learner to rely on themselves and work hard to look for suitable data and to use specific methods and techniques. The most important thing is to get initiatives and to get rid of the teacher dependency or in other words to be an autonomous learner.

New studies have shown that research paper and autonomous learning are interrelated and feed each other since the research paper allows the student to be autonomous; and in the other side, being autonomous will affect the quality and the validity of such research papers. Therefore, this chapter emphasizes both concepts. The research in general and research paper more specifically to give a clear idea about both terms. The first part discusses the following points: meaning of research, definition, significance, purpose, and benefits of a research, characteristics of a good research, also types of research, and the characteristics of a good researcher. The second focuses on the research paper: Its definition, elements, the characteristics of an effective research paper, types; and finally, some steps for writing a good paper are presented.

Part One: Research as a Concept

1. Definition of Research

Research as a general concept is a way of gathering knowledge and information needed to affirm a specific persuasion. The process of researching gained a notable

Fostering Learner's Autonomy through Research Paper

position among the higher educational institutions in order to give students the opportunity to look in depth for some learning issues they faced in their learning process. As a starting point, one should have a clear idea about the sense of a research work before adopting it. The following will provide a clear idea about what this concept means.

The word 'research', comes from the Middle French word 'rechercher' that means 'to seek out' (Wincler and Metherell, 2010, p. 3). It consists of two words: Re which means again and again whereas search means to find out something (Singh, 2006, p. 2). One can understand better when having a look to the following figure:

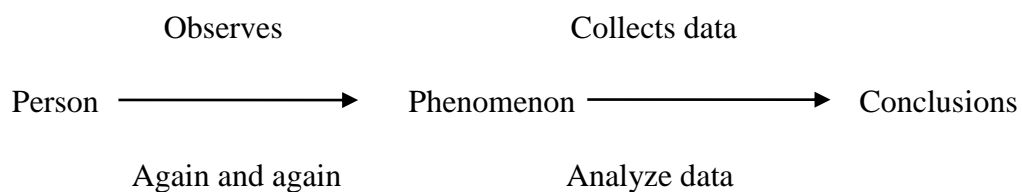


Figure 01. A Summary of Research process (Singh 2006, p. 2)

The proposed figure ensures that the process of a research is when someone observes a phenomenon many times and starts collecting the appropriate data then analyze them to sum up with general conclusions and consequences (Singh, 2006, p. 2).

According to the Oxford Learner's Dictionary (2008, p. 375), research is "a detailed study of subject to discover new facts about it." So, the process of getting a specific topic or phenomenon, getting a new amount of knowledge and facts about it in a detailed way, is called a research.

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 a new data about a specific concern and classify them in an ordered, formal way as an evidence for specific beliefs. Therefore, research is systematic because:

- It follows a procedure
- It is organized

Fostering Learner's Autonomy through Research Paper

- Identifying a research problem
- Applying a specific research method
- Data collection follow an organized flow Retrieved from (Answers.com)

Cornel (as cited in Singh, 2006, p. 2) ensures that “the best research is that which is reliable and exhaustive, so that it provides information in which we have confidence.” That is a good research is when the researcher brings some information about specific subject and convince the readers about it including many facts and evidences which keep it valid for a further time and gives an idea for further researches.

Dornyei (2007, p. 15) has a personal view about the definition of a research, he says that “a research simply means trying to find answers to questions, an activity every one of us does all the time to learn more about the world around us.” Thus, a research project is based on asking questions about a phenomenon that made us feel curious about it and try to have a deep look through it by gathering data, predicting some answers to those previous questions till reaching the right one. Researching has to do with human innateness since the first thing human being do is to discover things around him by asking.

2. Characteristics of a Good Research

To carry on with the main significance behind conducting a research work and to make it more valid to the members that may choose it as a guide to their future studies, research has to be good and reliable. Acquiring that reliability needs some specific characteristics and qualifications that make a good research project different from others.

Kothari (2004, p. 20) sets a sort of criteria that make a good research project. He stated them as follow:

- The purpose of a research should be clearly defined and common concepts be used ;

Fostering Learner's Autonomy through Research Paper

- The research procedure used should be described in sufficient detail to permit another research to repeat the research for further advancement, keeping the continuity of what has already been attained ;
- The procedural design of the research should be carefully planned to yield results that are as objective as possible ;
- The researcher should report with complete frankness, flaws in procedural design and estimate their effects upon the findings ;
- The analysis of data should be sufficiently adequate to reveal its significance and the method of analysis used should be appropriate. The validity and reliability of the data should be checked carefully ;
- Conclusions should be confined to those justified by the data of the research and limited to those for which the data provide an adequate basis ;
- Greater confidence in research is warranted if the researcher is experienced, has a good reputation in research and is a person of integrity ;

Laraswati (2014), however, proposes that the characteristics of a good research are:

- **Reliability:** It means the repeatability of any research, research instrument, tool or procedure. If any research yields similar results each time, it is undertaken with similar population and with similar procedures, it is called to be a reliable research.
- **Validity:** It determines the applicability of a research. It is the strength point behind which we can call a research conclusions, assumptions, or propositions true or false.
- **Accuracy:** It is the degree to which a research process, instrument and tool are related to each other. It also measures whether research tools have been selected in the best possible manner and whether research procedures suit the research problem or not.

Fostering Learner's Autonomy through Research Paper

- **Credibility:** It comes with the use of the best sources of information and the best procedure of a research. When a researcher gives references in research and presents them in an understandable manner, then the credibility of a research will increase.
- **Generalizability:** It is the extent to which research findings can be applied to many samples of study from the whole population. The results of the research are said to be generalizable.
- **Empirical:** The empirical nature of a research means that it has been conducted following rigorous scientific methods and procedures. Each step in the research has been tested for accuracy and is based on real life experiences.
- **Systematic:** In the process of conducting a research, each step must follow the other steps in a logical and ordered manner. A well planned research is yielded to be systematic.
- **Controlled:** When preparing for his work, the researcher will be confronted to some factors that may affect the research results. Hence, he should always keep an eye and control them to achieve his final correct conclusions. (Retrieved from iranadalaraswati89.blogspot.com)

Lemire (2009) suggests a list of attributes that could describe a good research projects as well.

- **Good research projects fail:** Researchers should take into consideration that a good work has a big chance to fail for many times and not all researches will obtain the expected conclusion from the first trial because through time failed work becomes the best one.
- **Good research's directions change frequently:** A good research changes its directions for several times to enable the researcher to get a look to the

Fostering Learner's Autonomy through Research Paper

phenomenon from different sides. But to keep it successful, the researcher should be able to control such changes since he keeps doing so, he will never get anything done.

- **Good research takes little money:** Researchers can end up with a successful research just with little budget, simple materials and plan because studies have shown that the biggest research works and the famous ones that change the whole world start with an idea and a belief without having any materialistic qualifications. (E.g. Einstein hanged the physics for ever without a research grant).
- **Good research is threatening:** Successful research disturbs the others and makes them feel threatened, not just for the sake of being bold but because it adopts an excellent idea, a good information, and studying a phenomenon from new perspective. It will make the others doubting about the final results all the time.
- **Good research is a solitary task:** A good research requires the researcher to be in isolation; i.e., to be autonomous. This will allow him to prove his ideas and beliefs as he plans for and to present his findings in a personal way since working with others will disturb the main aim behind conducting this work. As a matter of fact, the mighty researchers were autonomous and worked alone. (Retrieved from Lemire.me, 2009)

To sum up, ending with a good research project is the aim of all the kinds of researchers because this will offer them an important position among the research field and among the other colleagues. To make it true, one should take into consideration the work should at least has some qualifications that enable it to be a good work. For this sake, we presented a number of characteristics of a good research from different points of views.

Fostering Learner's Autonomy through Research Paper

3. The Significance of Research

The research field got an important prominent position among the other fields since it works as a base for most of them. It is significant because it works as a starting point to any improvement in terms of giving an answer to many doubts and questions that can arise as a result to many factors.

Kothari (2004, pp. 5-6) gives specific suggestions that underlie the significance of a research as follow:

- The role of research in several fields of applied economics, whether related to business or to the economy as a whole, has greatly increased in modern times
- Research provides the basis for nearly all government policies, in our economic system
- Research has its special significance in solving various operational and planning problems of business and industry
- Research is equally important for social scientists in studying social relationships and in seeking answers to various social problems

In addition to the previous points, Kothari (2004, p. 7) states that the significance of research appears also through the following points:

- To those students who are supposed to write a master or PH.D. thesis, research may mean a careerism or a way to attain a high position in social structure
- To professionals in research methodology, research may mean source of livelihood
- To philosophers and thinkers, research may mean the outlet for new ideas and insights
- To literary men and women, research may mean the development of new styles and creative work

Fostering Learner's Autonomy through Research Paper

- To analysts and intellectuals, research may mean the generalizations of new theories.

Indeed, the researching field got a great position among the other scientific subject areas since it works as a solution maker to many educational, economic, and philosophical problems. These are the main points that Kothari (2004) has mentioned and payed more attention to. Thus, to keep in mind that research is the base of anything.

4. The Purpose of Research

When someone decides about something, this should be based on a prior persuasion and well prepared aims. Getting through the research process, researchers definitely have meaningful reasons and purposes behind. They must have a belief that they want to prove and a result that to achieve.

All types of researches are conducted for specific reason and aims to cope with the general conclusion that specify the final result and the needed consequences that work as an answer to those questions. The educational research, aims to answer some doubts in relation to the teaching-learning process. In the case of English as a Foreign Language Education, research is conducted for the sake of defining the different aspects that may hinder the learning of a foreign language planning, learning theories and other factors that affect negatively the progress of students' learning process (Douda, 2015). Furthermore, the researcher will use specific materials, methods, and data gathering tools in order reach his goal and to attain the final results.

All in all, from the previous explanations, it has been mentioned that the researcher should have a purpose to achieve before he starts to conduct any type of research since this will help to determine the suitable method, and data gathering tools. Therefore, the main purpose behind conducting the educational research is to set the main factors that may hinder the students from coping with their learning and.

Fostering Learner's Autonomy through Research Paper

5. Benefits of a Research

The researcher while preparing for his research knows why his work is important and what he wants to achieve at the end. However, he may not realize what he is going to benefit from till he finishes it. The research will be beneficial from the starting point of gathering data, preparing the research plan, choosing the method and the case study as well as all the other preliminary steps until he gets the final conclusion.

Laraswati (2014) points out some of the benefits that the researcher will obtain from conducting such work. She summarized them in the following points.

- Finding and understanding raw data and information
- Formulating informed opinions through study of research findings
- Entering the discourse, or conversation, of other writers and scholars in your field
- Learning how others in your field use primary and secondary resources
- Research expands and arguments your experiences and knowledge
- Enables you to become an expert in areas not directly related to your everyday life
- When you engage in research, you build valuable critical skills that serve you in other areas of life
- You learn to ask, probing and thoughtful questions, gather and interpret data, read critically, form intelligent opinions, manage and understand conflicting information
- As you do research in your chosen specialization, you become an expert in that area
- When you write about your discoveries, others come to respect your knowledge and value your opinion. (Retrieved from, iranadalaraswati89.blogspot.com)

To conclude, while preparing a research work in different areas of studies, the researcher will benefit a multiple qualifications from different sides whether in educational, personal, or social perspectives. The most important thing is to be able to grasp with the title of a researcher that many are seeking for.

Fostering Learner's Autonomy through Research Paper

6. Types of Research

Research in general has different kinds. This depends on what the researcher is going to prove and which kind of tools and methods he will use while presenting his work. Scholars differentiate between different research types. Gupta, M. and Gupta, D. (2011, p. 8) offered a useful figure of range of research types.

- From the application perspective
- From the objective perspective
- From the mode of inquiry mode

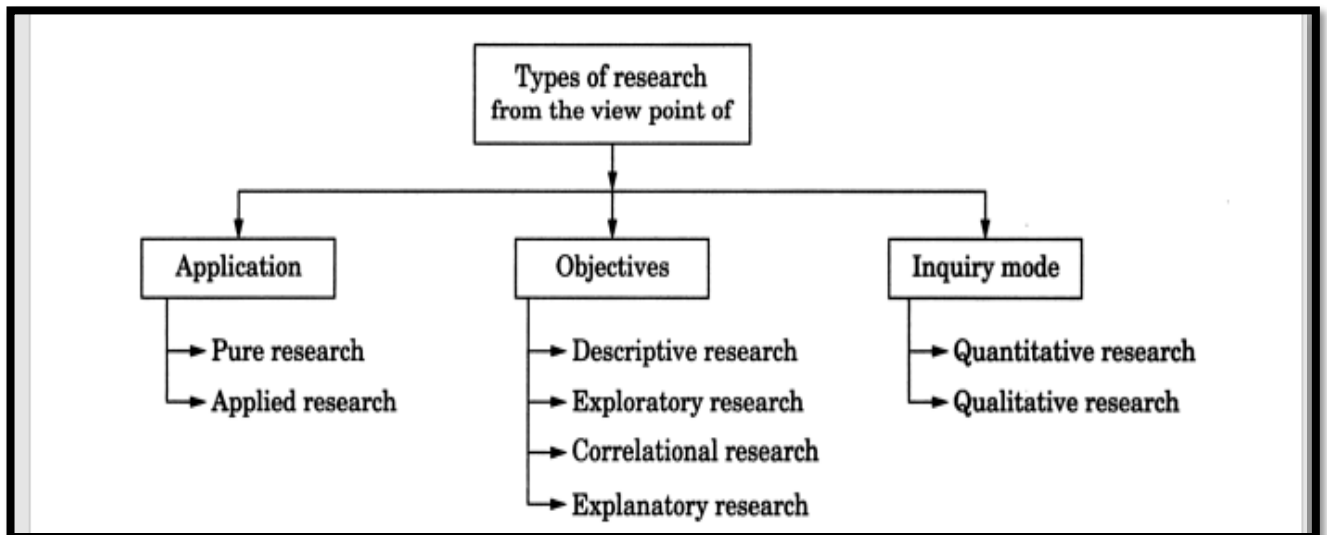


Figure 02. Types of Research (Gupta, M. and Gupta, D., 2011, p. 8)

6.1. From the Application Perspective

It underlies two main types, Pure and Applied Research

6.1.1. Pure Research

The pure research is also known as fundamental or basic research. One conducts a pure research without setting any previous goals in mind. It is just for the sake of getting knowledge and gathering information. This type is resulted from being passionate and

Fostering Learner's Autonomy through Research Paper

curious about knowing the relationship between two or more variables. This kind is more explanatory in nature. (Retrieved from Reference.com, 2017)

6.1.2. Applied Research

The applied research is totally different from the pure research since the researcher-when preparing such kind of researches- gets a goal in his mind which is trying to solve a certain problem and to find answers to these questions. The applied research relies on a wide number of fields such as medicine, education, agriculture and technology.

6.2. From the Objective perspective

There are four main types under this perspective: descriptive, exploratory, correlational and explanatory researches.

6.2.1. Descriptive Research

Descriptive research includes surveys and facts, finding enquiries 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. (Retrieved from Research-Methodology, 2016).

6.2.2. Exploratory Research

This type of research project intends to present the research questions and does not intend to give a final solution to an existing problem, but it tries to give a clear idea about this problem which has not been done yet. The first data collection instrument used with this research is the unstructured interview (Research-Methodology, 2016). In addition to that, this type of research gives an important amount of information and clarification about

Fostering Learner's Autonomy through Research Paper

certain concepts in order to shed the light on further studies. (Gupta, M. and Gupta, D., 2011)

6.2.3. Correlational Research

The correlational research work determines the relationship between variables, using specific techniques such as cross-tabulation means to present data about categorical variable in a tabular form, and correlations. This kind of studies does not imply causation between variables. It means that the researcher when looking for such relation among these variables tries to define if they are interrelated and to determine the degree of this relation (Simon, 2011). In brief, a correlational study determines whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable (Kalla, 2011), he also sets three main types of correlation : 1) positive correlation which means that an increase or decrease in one variable leads to an increase or decrease in the other, 2) Negative correlation that refers an increase in one variable leads to an increase in the other and vice versa, 3) No correlation which means that the two variables are interrelated ; the change in one variable does not lead to a change in the other.

6.2.4. Explanatory Research

Unlike correlational research, explanatory research seeks to determine causation between the variables in which it tries to find if one variable is caused because of the other and to locate the effects on behavior of the social phenomena and to what extent it will change. Explanatory researches are usually experimental in nature. The researcher can test his proposed hypothesis using a specific comparison groups (Royse, 2004, p. 25). However, Glicken (2003, p. 267) explains this type of research as “the type of research that attempts to provide meaningful and accurate conclusions from the considerable amount of information already available.” Therefore, the researcher provides an understandable result about a certain subject area, and this can be carried out through the

Fostering Learner's Autonomy through Research Paper

useful data that have been collected and arranged in an ordered way. In short, the explanatory research is when trying to determine the causal relationship between the independent and dependent variables (Grinnell, 2001, p. 255).

6.3. From the Mode of Inquiry Perspective

It presents two main types: quantitative and qualitative researches.

6.3.1. Quantitative Research

Quantitative research is based on the measurement of quantity or amount; it is applicable to phenomenon that can be expressed in terms of quantity (Kothari, 2004, p. 3). According to Aliaga and Gunderson (2000), this type is about “explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).” Thus, this kind of research is about studying a specific phenomenon that is based on numerical data and using statistics to analyze the findings (Schutt, 2010). The qualitative project includes designs, techniques and measures that produce discrete numerical or quantifiable data, and analyze them through statistics (Laraswati, 2014).

6.3.2. Qualitative Research

A qualitative research project deals with qualitative phenomena. It aims to discover the underlying motives and desires, using in depth interviews for the purpose (Kothari, 2004, p. 3). This type is concerned with the systematic collection, order, description, or documentation using such techniques like interviews, observation, and document analysis (Kitto, Chesters and Grbich, 2008). The qualitative study is “a form of empirical inquiry into meaning” (Shank, 2002). By systematic, it is meant that it is well planned and ordered, by empirical means that it is grounded in world of experience, and inquiry into meaning means that researcher tries to understand the way others make sense of their experience (Wanger, 2004). In addition to what have been mentioned, qualitative research includes an interpretive and naturalistic approach which means that researchers study a

Fostering Learner's Autonomy through Research Paper

phenomenon within a chosen nature depending on the amount of the information people bring to them (Lincoln, 2000). In analyzing data, they use the coding of the data and production of verbal synthesis (Laraswati, 2014).

Finally, Gupta, M., and Gupta, D. (2011) have differentiated between a number of research project types. They mentioned the famous ones from different perspectives such as the application, the objective, and the mode of inquiry. Also they gave a brief explanation to them. Among this part we tried to provide a further explanation based on other scholars' points of view to make it clearer.

7. Characteristics of a Good Researcher

The researcher have that passion of proving himself among the research process and showing that he is able to tackle a specific problem and the most important to get the title of a good researcher; he should keep in mind that things do not happen randomly. The researcher needs to get some qualifications and characteristics that help him make all desires come true. The following points are some of the characteristics according to different scholars.

Dornyei (2007, p. 17) claims that a good researcher is:

- **A good researcher has a genuine and strong curiosity about the topic:** Indeed, a good fieldworker is the one that feels passionate and curious about his chosen topic. These two main points will enable him to tackle the study from different perspectives and feeds it with interesting knowledge.
- **A good researcher is common sense:** When the researcher chooses a topic and decides to work on it within a real life situation, if he integrates with normal people as one of them he will enable him to deal with the core of the problem. Being common sense is one of the main good researcher characteristics.

Fostering Learner's Autonomy through Research Paper

- **A good researcher has good ideas:** In fact, a successful fieldworker bases his project on good and beneficial ideas and insights and presents it in unsophisticated style. Having good thoughts seem to be more valid than other materialistic.
- **A good researcher is disciplined and responsible:** A good researcher is a well arranged person. He should respect his study discipline, rules and present his findings in a right academic way using evidences and supported data. However, 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.

Calmorin, L.P., & Calmorin, M.A., (2007) also denoted some personal characteristics of a good researcher. They described a good researcher as having:

- **Intellectual curiosity:** To be able to get a look into different works, using different materials, looking for newness, asking more questions about the chosen subject, researching for suitable answers, suggesting and testing hypotheses are the main characteristics of a curious researcher.
- **Prudence:** The researcher should know what and how to do things. He must know his needs, goals, and determine the right time to start any step. In other words, to check his process includes the seventh Ms (Manpower, Money, Materials, Method, Machinery, Moment and time, and Marketing). In brief, it is wise throughout the whole research process.
- **Healthy criticism:** Having a healthy criticism is when the researcher is always doubting about what he presents ; for example, he doubts about the validity of his findings, and whether using questionnaires really fits his study area or not. The good researcher looks for the integrity of his project.

Fostering Learner's Autonomy through Research Paper

- **Intellectual honesty:** Being an honest researcher means to be honest when collecting data and the way he uses them. This will affect his work and makes it more credible and reliable. Honesty is a key factor of any successful fieldworker.
- **Intellectual creativity:** Being creative researcher is to look for new, unique and valid research project, not just repeating others' works. Being the first one that discovers new facts that have not been observed yet. An intelligent researcher knows how to make others' fleetingly ideas a reality.

Additional personal qualities about good researcher can be shown in the following points.

- **Autonomy:** An autonomous researcher is the one that works independently and relies on himself (Spencer, 2011). He does not need the help of others.
- **Good observation and listening skill:** The good researcher is the one that has good observational and listening skills. These both skills are playing a role in getting with the successful research study (Farooq, 2013).
- **Flexibility and Open-mindedness:** These two skills have a great role when the researcher tries to analyze his findings that have already been collected and arranged (Spencer, 2011).

In addition, Mazlan (2013) sets out seven main characteristics of a good researcher as.

- He must be an open-minded and must also adopt 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 accomplished in several ways, such as following the current literature, attending conferences or exchanging ideas with colleagues working in a relevant field

Fostering Learner's Autonomy through Research Paper

- Must be resourceful and inventive in order to transform the scientific queries and hypotheses into a realizable protocol
- Has to acquire an excellent knowledge of the measurement tools and techniques of the relevant field
- When interpreting and presenting results, the researcher must be precise and honest. Interpretation or even falsification of data will not only lead to deviation of future research and 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 mentioned the main features that enable the researcher to be called a good researcher. These points should be taken into consideration by all researchers since many scholars have concentrated more on them.

Part Two: The Research Paper

Previously, we have mentioned the different types of a research that are done to tackle with the specific problems in different subject areas whether in social, economic, philosophical, or educational fields. Among the educational field, one can observe that we do practice researching whether conducting some forms of research projects for the sake of graduation like preparing Master's dissertations and PH.D thesis or for the sake of applying what have been learned and to expand learning through using different kinds of research papers. This latter has been one of the most important elements for the betterment of students' learning. It is necessary to clarify what is really meant by such a piece of work.

Fostering Learner's Autonomy through Research Paper

1. Definition of research paper

To give a clear idea about what research paper really means as a concept and what makes it appear as a form of research but not as a main type, we tried to provide many definitions from different perspectives to deal with this main concern. The concept of 'research paper' has been defined from many points of views.

A research paper is a substantial piece of academic writing, usually done as a requirement for a class, in which the author does independent research into a topic and writes a description of the findings of that research. Retrieved from (your dictionary.com, 2017)

Moreover, Hubbuch (1996, p. 3) proposes that "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." It means that research paper is the final result about a subject that one obtains after the process of investigation, and then chair it with others.

Winkler and Metherell (2010, p. 3-4) set a point of view about the process of writing a research paper. They say "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". Indeed, a research paper is the process of gathering data, views about a specific topic.

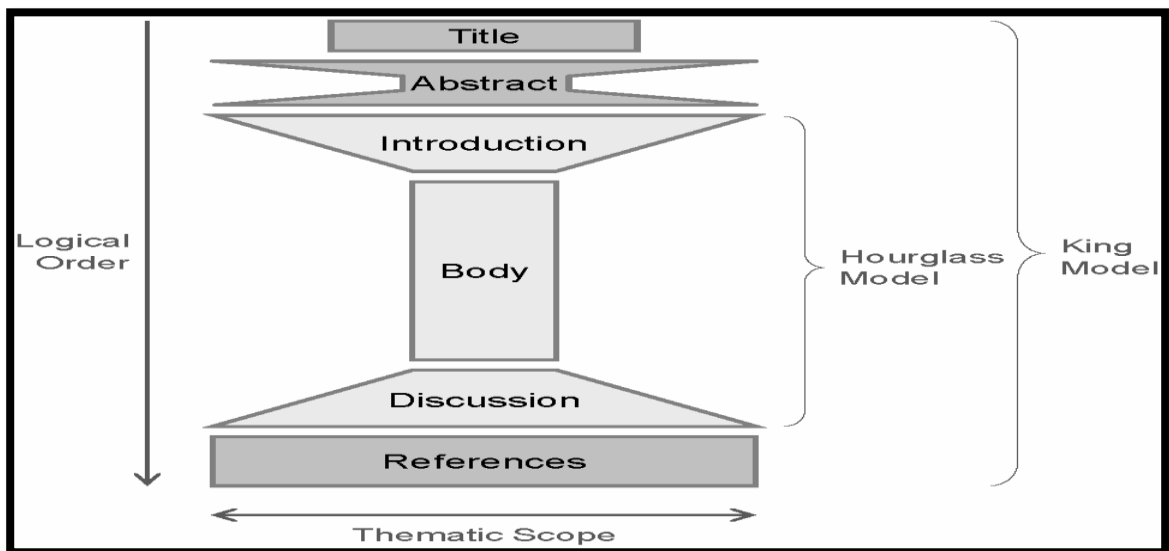
To conclude, we can remark that all of these definitions share a main concern in which a research paper is about looking for sufficient information about a certain subject area, and then the researcher works on recapitulating these data using his own expressions and present it to a specific audience.

Fostering Learner's Autonomy through Research Paper

2. The Elements of a Research Paper

When attempting to be engaged within the researching process beginner researchers know that they are going to report any findings in a suitable paper. Writing a research paper may become a difficult task to some since they are unaware with the main parts and the organization format of such a kind of report. Here, we attempt to shed the light on the basic part of a research paper and how it should be presented.

Derntl (2014) presents in his article “Basics of research paper writing” and publishing both of the Houglass and the King Models that indicate the components of



paper.

Figure 03. The Houglass and the King Models of the Main Parts in a Typical Paper's Structure (Based on Swayles, 1993)

2.1. The Title

The title is the first element that readers see 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”. Consequently, the good title enables the reader to guess the idea of

Fostering Learner's Autonomy through Research Paper

the paper's content and the over view of the whole. Peat et al. (2002) describes an effective title as:

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

Jamli and Nikzar (2011) have differentiated between four types of titles as follow:

- Descriptive titles which describe what the paper is going to be about.
- Declarative titles which are short statements about the different consequences that will be presented in that paper.
- Interrogative titles that are form of questions.
- Compound titles. They are titles which combine two or more of the previous types in one statement, separated by colons or question marks.

2.2. The Abstract

An abstract is a small paragraph that works as a summary to the whole paper so that when reading it, the reader will cope with the main discussed points among the research paper. It helps the reader to know the subject matter of such a paper when trying to look for other sources (Koopman, 1997).

Day (1983) identifies two main types of abstract. First, the informative abstract. Which generates works as a useful replacement to the full paper since it concentrates on the relevant elements of that paper such as research objectives, the used method, results, and conclusion. The second type is the descriptive abstract. It cannot work as a replacement summary to the whole paper because it just describes the content. So it would be better to work as an outline that presents the main points of the paper.

Fostering Learner's Autonomy through Research Paper

Koopman (1997) suggested the main parts of a useful abstract: motivation, problem, solution, results, and implication. In the other hand, some things are not good to be mentioned in an abstract like new information, and a conclusion that does not exist within the paper, references to another literature, the word by word title of the paper and illustrative elements such as tables (Day, 1983).

2.3. The Introduction

The introduction in general moves from the broad subject area to the specific subject matter of the paper. Swales (1993) identifies three main stages in writing an introduction. First, to establish a territory. It means bringing out the importance of the subject and/or making a general statement about the subject and/or an overview on the current research on the subject. Second, to establish a niche, this means to oppose an existing assumption, to reveal a research gap, to formulate a research question or to continue a tradition. Finally, to occupy the niche. That 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 on the structure of the paper.

2.4. The Body

The body is the core of the paper where all the information will be presented. It should be presented as if it is an open discussion where the author will talk about each idea individually then moves to the others (Dees, 1997). The type of the paper affects the structure, organization, and content of the body. Each paragraph in the body should contain a topic sentence that guides the reader to know the discussed points in each paragraph. It serves also to support each idea of each paragraph the author should use a suitable evidences to strength his views, then each paragraph needs to appear a certain point that leads to the next. Retrieved from (Jetwriters.com, 2015)

Fostering Learner's Autonomy through Research Paper

2.5. Discussion

According to the Houglass Model, the discussion part may be a discussion only, a discussion and conclusion, or only a conclusion. It moves from the too specific (result) to the more general (conclusion).

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

- The aims and the background of information of the research study
- A brief summary of the result, not recapitulating but discussing them
- Comparison of these results to a previous studies
- 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

2.6. References

Another important part of the paper is to provide one's own work with relevant sources, in-text citation or the list of references at the end. There are different forms of listing the references and this depends on the authors' style (APA, MLA). The following are some of the methods to references-listing process.

- Name and Year system. Authors feel comfortable with this way of listing references since they just put the name of the author and the year of the publication. They can also add more than one author in one parenthesis. Furthermore, to have more than one author name within parentheses, it seems to be difficult to read and this is one of its negatives.
- Alphabet-number system. This method lists references through alphabetical order and cites them with their ordered number which falls between brackets or parentheses (e.g. reported in (5)...). When working with this system, authors

Fostering Learner's Autonomy through Research Paper

should pay attention to it because these numbers may change while the process of updating the reference list. In the other hand, it is easy to read more than one citation in one sentence.

- Citation order system. This method is the same as 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.

Finally, as a first step that research paper beginner writers should know is the different parts of that paper, since this process will enable them to report their findings within different parts and in a suitable and ordered manner. To sum up, the main parts of a research paper as presented in the Houglass and the King Model are the title, the abstract, the introduction, the body, discussion and references.

3. Steps for writing an Effective Research Paper

The process of writing an academic research paper seems to be a difficult task for some beginners relating to the way and to what is present in such a paper. Thus, to facilitate the process of writing a research paper for the first time, we attempt to mention clear, easy steps to follow and to encourage learners to keep close to such practice that enables them to cope with writing different kind of papers.

3.1. Select a Subject

The first step before starting conducting any paper is to choose a subject. The researcher needs to choose the subject that interests him at the first place and have an overview about especially when trying to narrow it. Also he should keep in mind if the time is available and if there are enough sources, the length of the paper and the intended audience. (Retrieved from American.edu, 2009)

Fostering Learner's Autonomy through Research Paper

3.2. Narrow the Topic

Narrowing a topic seems to be difficult especially when having no idea about a specific subject (the topic is what going to be said about the subject), so the first step is to read more references about the chosen subject not in depth but reading just to get the general idea. The answers of the following questions will be helpful while narrowing a topic:

- Why is this an important subject?
- What are the major issues?
- How has the problem developed? When? Where?
- Who are the important people involved?
- What are your opinion regarding the topic? (Retrieved from American.edu, 2009)

3.3. State your Objective or Thesis

After narrowing the subject to a specific topic, the student will be able to state his objective or thesis statement. He should be careful when conducting it because it controls all his paper. Moreover, the thesis statement should not be an opinion or an idea that cannot be discussed; it should be clear, using simple language.

The following points will show some common errors that happen when trying to formulate the thesis statement which affect negatively on the whole paper:

- A thesis statement cannot be fragment ; it must be expressed in a sentence
- It cannot contain elements that are not clearly related
- It cannot contain phrases in vague language
- It must not expressed in muddled or incoherent language
- It should not be written in figurative language

Fostering Learner's Autonomy through Research Paper

3.4. Form a Preliminary Bibliography

It is to set a list of the sources that will be relied on when preparing the paper content. During this process, the student should choose the sources that promote his topic by choosing books, articles with famous authors' names. After arranging the suitable sources, he may work on preparing personal cards and make notes about each source such as author, date, title, volume, edition number, publisher, and the web site using MLA or APA styles. This will facilitate the process of arranging the final sources list.

3.5. Prepare a Working Outline

It is a preliminary plan of the different topics and subtopics that will be discussed among the paper. This process will encourage the student and would give him a push to think about the materials and data that will support his discussed points. (Retrieved from American.edu, 2009)

3.6. Start Taking Notes

After preparing the appropriate outline for his paper, the student can start taking notes through gathering information about each of the discussed points. While taking notes, the student should use his own words and avoid plagiarism by setting the sources and the page number of each information.

3.7. Outline the Paper

It is the final outline of the whole paper. It is similar to the working outline but somehow too long in terms of the number of subtitles. So, under each topic there will be a number of subtopics, and under each subtopic will be a number of other subtopics. This final outline is the core of the paper. This process will facilitate arranging ideas and notes that have already been taken to write the rough draft.

Fostering Learner's Autonomy through Research Paper

3.8. Writing the Rough Draft

After preparing the final outline, the student can start writing his rough draft with no need to pay attention more to grammar errors or spelling mistakes because it is going to be revised. On the other side, the student should concentrate more to the content of this draft following the final outline organization. This rough draft consists of three parts: 1) The thesis statement, which controls the whole paper, 2) The body. At this part, the student will follow the outline classification and present each part in a specific paragraph, based on the notes that have been taken, 3) The conclusion, which is a brief summary to the body content and a restate of the introduction.

3.9. Edit your Paper

Editing the paper is to revise the rough paper more than once taking into consideration the content and the organization of the final outline and whether each topic takes part within a particular paragraph or not and whether it has a topic sentence. Also, if each idea has been supported with an example, if there is a flexible transition between the elements, if there is a clear idea about the starting and the ending point of each paragraph, and if there are signals that give an overview about what come next.

3.10. Write the Final Draft

The last step is to write the final draft. At this level, the student will concentrate more on the format of his paper; for example, the margins, citations, bibliography, as well as the front page of the paper which must contain his name, the topic, title and some personal information. The front of the research paper may take part within the APA or MLA style. Reading more than once the final draft will help the student to find out any other technical errors. (Retrieved from American.edu, 2009)

To sum up, to be a good researcher and to prepare a good research paper beginners need to work hard to cope with the main steps of writing a good and successful paper. That

Fostering Learner's Autonomy through Research Paper

is why, among this part of our research, we tried to shed the light on the different steps students should know and follow to grasp with the general way of conducting any type of academic paper.

4. Characteristics of a Good Research Paper

It seems that writing a research paper is an easy task that only requires gathering an amount of knowledge and putting it in an ordered, well organized paper. The researcher should keep in mind some specific points to give that quality to his work. A good research paper has certain characteristics to be considered.

Bowen (2010) sees that the main points that characterize a well-received paper are:

- Follow the APA style
- Are not muddled 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 points are
- Have arguments that are easy to follow
- Are a joy to read

Furthermore, there are some other beneficial qualities of a good research paper. These are presented in the following points.

- **Controlled:** To control his paper, a researcher needs to prepare everything earlier like gathering data, preparing the research plan, defining the audience. He should also take into consideration the causes and effects behind conducting a paper.
- **Accurate:** Accuracy is an important element of a good paper because it keeps the paper valid and more generalizable.

Fostering Learner's Autonomy through Research Paper

- **Clear:** The good research paper has to be free of ambiguity and should keep simplicity, simple language, and correct grammar.
- **Concise and Precise:** The good paper includes just the relevant information and goes straight to the point. No need to include things that have no sense.
- **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.
- **Verifiable:** The amount of information in that paper should be based on verifiable and provable sources in order to support the main ideas of this work and to show that sense of credibility.
- **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 to 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.
- **Academic style of writing:** A good paper should be written in a formal way using simple language, more formal words, avoiding the free style.
- **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 Readindcrazy.com, 2017)

Jenson (2007) indicates ten characteristics of an incredibly boring paper as follow:

- Avoid focus

Fostering Learner's Autonomy through Research Paper

- Avoid the article and personality
- Make the article really long
- Do not indicate any potential implications
- Leave out illustrations
- Omit necessary steps of reasoning
- Use abbreviations and techniques terms that only specialists in the field can understand
- Make it sound too serious with no significant discussion
- Focus only on statistics
- Support every statement with a reference

To conclude, all what have been mentioned define the most important elements that a researcher should take into consideration while writing a research paper because these will promote his work and make it valid, and beneficial for a long period of time and well used for different other research works.

5. Types of Research Paper

Among the educational field or the other fields one finds, one find himself supposed to conduct a research paper. This latter can get different types depending on the field or specialty that will be conducted for. In this part of our study, we will try to shed the light on the different kinds of papers that learners can encounter in their daily carriers.

Salad (1997, p. 26-28) indicates most popular papers among the educational field as:

- **Research paper:** It is the paper that is conducted for specific courses. It distinguishes papers that are based on work in library. It includes common knowledge, personal interpretation of a text or the writer's experience.

Fostering Learner's Autonomy through Research Paper

- **Report:** The word 'report' is a description of an experiences, empirical studies or reading in primary sources. The report information should be objective to attract 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 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 follow:

- **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 to his paper (Retrieved from Personal-Writer.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 evidences. The researcher may follow these steps while writing an argumentative paper :
 - Using logical persuasion to build his argument to convince his readers
 - States his argument or stance in the thesis statement

Fostering Learner's Autonomy through Research Paper

- Using credible sources to back up his position and include information about the opposing view
- Using critical evaluation to create a logical arguments (Retrieved from, Write.com, 2017)
- **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 Personal-Writer.com, 2005). Its main element is the research question which takes part within the thesis statement in order to provide a clear idea about the presented issue. The following tips are important while conducting such a paper :
 - Answer the research questions objectively
 - Have no conceived notions or opinions about the topic
 - Evaluate the topic and draw conclusion from factual information from reliable sources
 - Put findings together to present the purpose of the paper
 - Use serious contemplation and a critical evaluation to answer the research question (Retrieved from, Write.com, 2017)
- **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 for the readers and will give them a clear idea about each topic. (Retrieved from Personal-Writer.com, 2005)

Fostering Learner's Autonomy through Research Paper

- **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). This paper answers questions like :
 - Why did such thing happen?
 - What happened as a result of that ting?
 - What might happen as a result of that thing?

The researcher needs to find out some logical reasons and looking for the expected effects concerning such phenomenon. While writing, he can mix out both causes and effects in one side, or each one in one aside. (Retrieved from Butte College.com, 2016)

Conclusion

In this chapter, we tried to present useful data about the terms, research and research paper in particular. In the first part, we presented different elements about conducting research by trying to define the research concept from different perspectives and by mentioning the significance, purpose and benefits of a research. Then we shed the light on the different characteristics of a good research its types. Finally, we dealt with the different characteristics of a good researcher.

In the second part we determined a number of research paper definitions as well as the main elements of a research paper. We moved then to the characteristics of an effective research paper, and its different types. Finally, we offered general steps for writing a good research paper to help beginners with their first research paper writing experience.

Fostering Learner's Autonomy through Research Paper

Chapter Three: Field Work

Introduction.....	69
1.Review of Research Methodology.....	69
1.1. Choice of the Method.....	69
1.2. Sample of the Study.....	69
1.3. Data Gathering Tools.....	70
2. Students' Interview	70
2.1. Aim of Students' Interview.....	70
2.2. Administration of Students' Interview.....	70
2.3. Description of the Students' Interview.....	71
2.4. Analysis and Interpretation of the Results.....	71
3. Teachers' Interview.....	89
3.1. Aim of Teachers' Interview.....	89
3.2. Administration of the Teachers' Interview.....	89
3.3. Description of the Teachers' Interview.....	90
3.4. Analysis and Interpretation of the Results.....	90
4. Discussion of Results.....	102
Conclusion.....	103

Fostering Learner's Autonomy through Research Paper

Introduction

This chapter attempts to present and to analyze the different findings concerning the conducted study, which discusses the impact of conducting multiple types of research works on enhancing and promoting the learners' self-directed learning. The findings of this study were collected by means of two interviews for both students and teachers. It included some clarifications about the used methodology, the sample of the study as well as the data gathering tool. Also, it was devoted to the analysis of the interviews of both participants, including aim, administration, description, and the analysis of the results.

1. Review of Research Methodology

1.1. Choice of the Method

This study has adopted the descriptive method because it can determine the relationship between the two variables: research paper and learner autonomy. It can reveal the impacts of the research process on the development of learners' independence in learning as well as knowing the extent to which both of them serve each other. Also, to state different strategies and techniques applied by both teachers and students to develop this way of learning. This investigation described qualitatively the data collected by means of students' and teachers' interviews since "each participant in an interview will define the situation in a particular way" (Kitwood, 1977 as cited in Cohen, Manion and Morrison, 2007, p. 350).

1.2. Sample of the Study

As a representative sample for this study, we have chosen master one Literature and Civilization students for two main reasons:

- As master students, they are aware enough of the necessity of doing extra efforts outside classrooms to cope with their own learning.

Fostering Learner's Autonomy through Research Paper

- They get accustomed with conducting a multiple kinds of research papers in different modules.

We have chosen Random Sampling method for this study to eliminate subjectivity and bias. From a population of (59) students, (10) students were selected randomly to be our sample. It represent (17%) of the whole population.

1.3. Data Gathering Tools

There were two main aims behind selecting the data gathering tool of the present study. First, it aims to detect the students' self-reliance in learning and to determine their awareness about the benefits they achieve when tackling with this way of learning. Second, it aims at showing the effectiveness of conducting research paper on developing the students' personal learning skills, learning styles and strategies. Thus, we chose one main gathering tool which is structured interview. This latter, has chosen in order to keep much close to both participants: students and teachers and to collect extra information.

2. Students' Interview

2.1. Aim of Students' Interview

The interview was designed to detect the learners' background information relating to the notion of autonomy and whether they consider it in their learning process. Next to that, it tries to show their attitudes about the use of research papers as a means of gathering knowledge and to know their opinion about its impact on their own independence (autonomy) in learning EFL.

2.2. Administration of the Students' Interview

The interview was conducted to the Literature and Civilization master one students in the division of English at Biskra University during the academic year 2016/2017. It was done with ten (10) students from a total population of fifty nine (59) students. This structured interview took place within the faculty's library in a recorded form in an

Fostering Learner's Autonomy through Research Paper

enjoyable and relaxed atmosphere. Students were totally collaborative, and they shared their information and experiences. Furthermore, the recordings' time differed from one student to another since some answers were too specific and other contained more details.

2.3. Description of the Students' Interview

This interview mainly contains ten (10) questions about both terms autonomous learning and the research paper. The questions were direct and clear. Few questions demanded full answers while others required yes/no answers and needed to be justified. They were about the meaning of learner autonomy, also the teachers' roles in promoting students autonomy as well as the difficulties students faced when conducting a research work, furthermore, the extent to which research paper foster learners' autonomous learning.

2.4. Analysis and Interpretation of the Results

Question 01: As a learner, do you understand what means to be an autonomous learner?

Student 01: I think that to be an autonomous learner means that I have to learn by myself. In other words, a learner who learns on his own without the help of the teacher or nobody else using his own materials.

Student 02: Usually, an autonomous learner is the learner who depends on himself in everything, whether he has no one to depend on or he has not the desire to do so.

Student 03: Actually, I discovered this term just this year when our teacher mentioned the term 'autonomous text' that explained it as the text which stands alone. According to the previous explanation, the autonomous learner is the learner who handles his work on his own.

Student 04: It means that I have to work on my own, to develop my own level using my own efforts to build my knowledge.

Fostering Learner's Autonomy through Research Paper

Student 05: It is the position where the student takes the responsibility for himself and his learning, especially when selecting the learning materials.

Student 06: It is to be independent in learning and not relying on others, whether teacher or classmates.

Student 07: Means to depend on your own efforts while getting knowledge of specific concern.

Student 08: Autonomous learner means that I am independent and responsible for my own process of acquiring knowledge. I teach myself with myself not depending on others.

Student 09: Yes, I do have an idea about the autonomous learning; he is the learner that does a certain work on his own without the help of the teacher.

Student 10: It is to be self-reliant and to provide myself with further readings, to look for a specific something or information independently.

The first question was asked to see learners' attitudes concerning the meaning of being autonomous learners, and if they have previous assumptions about it. Indeed, the majority of the sample has an overview about this term. Indeed, they asserted that being autonomous learners is being able to depend only on themselves in learning.

As a matter of fact, the previous definition regarding the concept of autonomy seems as close as Holec's (1981) definition, when he defines it as 'the ability to take charge of one's own learning'. This for sure confirms that students do realize what is mean to be an independent/autonomous learner.

Question 02: How can you manage yourself to be an autonomous learner and to create your own zone of learning?

Student 01: As it is known that I cannot get everything from the teacher that is why I have to make my efforts alone, the teacher gives me just twenty percent (20%) of the knowledge

Fostering Learner's Autonomy through Research Paper

and I am obliged to dig deeper in order to look for the rest. I try to organize myself and to work hard to reach my independency.

Student 02: Usually, I need the calm atmosphere; also I need someone to urge me to do the task even if I have plenty of time. Others may consider it as laziness, but I need the element of pressure, which allows me to be autonomous since I do all my works alone at once.

Student 03: It is hard to manage myself, since as a literature and civilization's student, I do not have that much time, but I try to organize it, so I have some free time for readings, looking for new information that can strengthen my knowledge and promote my independence. I prefer the calm zones where I can concentrate more.

Student 04: I always try to keep a specific time for reading in order to realize some new things. Even in summer holidays, I keep looking for the new dimensions concerning different areas of study.

Student 05: First, I select the materials which would be beneficial to me and significant for my supposed work (books, audiovisuals), next I try to apply such learning strategies that I feel comfortable with. Furthermore, sometimes I face an ambiguous subject which makes me feel curious about it, in this case I discover it alone. During this process, I prefer to be in a calm place especially home.

Student 06: I try to specify a time for some readings (books, novels); I also like watching movies which use the native language in order to improve my own speaking skill.

Student 07: I try to have time when can I increase my information about a specific topic; also to read books, especially literary ones, I like this process to take part in my own room where can I have free space.

Student 08: I manage myself through choosing and selecting books or topics which interest me to be read (i.e. not waiting for what my teachers tell or impose on me to do). I

Fostering Learner's Autonomy through Research Paper

create my own zone through making everything around me in English (i.e., setting my phone, my Facebook or Twitter accounts in English). In addition to that, I prefer to have conversations with my colleagues or even with the native speakers as a practice also to improve my speaking skill.

Student 09: As a learner who wants to depend totally on himself, I try to have advice from some friends that were at a higher level than mine, but it did not work that much, so I decided to start looking by my own on the Internet for the sake of conducting such small research concerning some books. Moreover, I always ask our teachers for some advices about the way of handling such an activity alone, and then I start applying what they gave me as techniques as much as possible.

Student 10: Usually, I have that notebook with me during the lessons where I can record what the teachers ask us to do or when they provide us with new information. After collecting these notes I do some further researches about it alone.

The second question was designed to collect some ideas concerning the different students' arrangements in order to reach their autonomous level. All of them do apply different strategies and techniques which facilitate their process of getting the suitable atmosphere while they learn individually. These techniques varied in terms of time management, preparation of the needed materials (books, articles, Facebook and twitter accounts...etc..) before starting any work and it would be better to be all in English to foster their language acquired, also to have a small notebook where they can write down any necessary information to deal with later on. Moreover, all the students prefer to prepare their research works in a calm atmosphere, when they can concentrate more.

Fostering Learner's Autonomy through Research Paper

Question 03: Do you agree that the teacher plays a role in promoting learners' autonomy? How?

Student 01: Yes, the teacher enhances his students' autonomy through guiding and pushing them to be independent in learning since he cannot provide them with everything even if he wants to. So, his role appears through giving advice and encouragements.

Student 02: Yes, the teacher's role could be from both negative and positive sides. The negative side is when the teacher does nothing in the classroom, so-as learners-we are forced to become autonomous and to learn by ourselves whereas the positive side is when he provides us with guidance (i.e., the teacher encourages his learners, gives them individual works, also he has to focus on the individual efforts even if it was in pairs or group work). As a learner, I need the teacher to focus on my work alone and not evaluate it as a group. This probably what makes me an autonomous learner because I hate it when people benefit from my own work.

Student 03: Of course the teacher plays a role in enhancing our independence. He pushes us to be researchers rather than waiting for what he gives us, this process appears through giving different research works, advices and guidance. But sometimes teachers refused it when we bring something new which they do not know before, they just feel that we are challenging their knowledge and start frustrating us. As a student, I believe that when teachers underestimating us this will inactivate our learning independence.

Student 04: Yes, of course. In my case the teacher was the first one who encourages me to start working on my own, I used to depend only on what he gave us, but as I get older and passes to new levels I have been pushed to rely on my own capacities. The teacher also helps us when providing us with different books or websites to check.

Student 05: I strongly agree that the teacher plays a great role because of two main reasons, the teacher's guidance and the teacher's motivation. The teacher's guide is when

Fostering Learner's Autonomy through Research Paper

he provides his students with pieces of advices concerning the useful materials, and the motivational role is when he keeps inciting them to do well and to keep the good work.

Student 06: Yes of course he has a role, through giving us advices, home works, suggestions to carry on with our own learning, also keeping insisting about the benefits of reading.

Student 07: Yes, I do believe that the teacher has a role in promoting learner autonomy. This can be revealed through giving us advices to not waste time and in some cases gives us hints about good books to get a look at them.

Student 08: Of course I agree that the teacher plays an important role in promoting learner autonomy, through guiding and inspiring them to be as much as independent as him. The teacher role is not about teaching or pudding the learners' heads with a big amount of information, but he has to provide them with an outline of each lecture and the rest is up to the learner himself to work hard. As a personal experience, during the last years I had encountered some frustrating teachers who want just to demoralize the students; in this case I tried to avoid such situations and motivated myself.

Student 09: Yes, he plays a great role in doing that. The way the teacher presents the lesson pushes the learner, whether to be autonomous or not. (i.e., some teachers use the handouts only as a guide, so the learner is obliged to go and to look for further information. Moreover, there are teachers who depend only on using the handouts and limit their student to what was presented to them and refusing any extra information saying 'stick to what I gave you only'). This for sure will minimize the amount of knowledge which the student gets by himself.

Student 10: Yes, he absolutely does. When he provides us with extra home works or research works to do this will help a lot and gives us the push to know more by ourselves.

Fostering Learner's Autonomy through Research Paper

The third question sought to know students opinions about if the teacher helps them to reach their autonomy level. The majority of the respondents determined that the teacher plays an important role in promoting his learners' own way of learning. This appears when providing them with extra work to do, giving them advice, guidance and motivation. Also, when he gives them some hints about useful materials to work with. Furthermore, two students declared that in some cases the teacher affects negatively this process of autonomy because he keeps frustrating them especially when they provide him with new data which he does not know before since he feels challenged.

From what have been presented, it seems that the major role the teacher plays is a guide Xu and Xu (2004) include it among the different roles the teacher plays to promote his learners' independence.

Question 04: According to you, who holds the full responsibility behind the non sense of becoming an autonomous learner?

Student 01: Of course, it is the learner who handles it. It is up to him to have the will and motivation to be independent in learning. He has to build his knowledge alone because the teacher cannot impose this.

Student 02: The learner himself holds the responsibility because it relates to him only; the teacher can just influence his track and show him the way.

Student 03: I think that the teacher who holds it. As learners, we need to hear such concept and to know the way to acquire this individuality from them first then we continue the rest by ourselves.

Student 04: I think both of teacher and student take this responsibility. The teacher has to encourage, advice and teach us the techniques on which we train ourselves to be autonomous. As well as the student needs to have the capacity and the will to do so.

Fostering Learner's Autonomy through Research Paper

Furthermore, sometimes the topic itself inactivates the students' passion of doing extra researches since it is too boring.

Student 05: I think that both student and teacher share the responsibility. The teacher has to provide us with techniques, guidelines to follow which enable us to adopt this way of learning. The student should have the desire and the capacity to apply those techniques.

Student 06: The teacher has to inform us about the notion of autonomy, but I think that as university's learners, we are big enough to depend on ourselves without being asked to do.

Student 07: I think both teacher and student are responsible. Indeed, the students hold bigger part, since autonomous learning has to do with them since the teacher at least will provide us with guidelines only.

Student 08: I cannot blame the teacher. The student himself must be aware of this process because as he reaches the university level, he cannot rely on the teacher all the time, he has to be autonomous to succeed in his study.

Student 09: As I experienced the whole educational system is responsible for there is no enough time for both teachers and students. The teachers are obliged to finish their huge teaching programs in a short period of time, so they cannot even give us advices. Also the students have many courses per day, sometimes they start from eight in the morning and finish at four in the evening they absolutely will get exhausted to do extra researches.

Student 10: I think it is a mixture between teachers, students, and even the educational system. This latter, is about the students' self-directed learning and they have no idea about what means to be an autonomous learner and they do not apply it, the teachers' problem is they used to treat us as a high or middle school students during the license years and suddenly when we reach the master level they change the way they used to teach with and start blaming us.

Fostering Learner's Autonomy through Research Paper

The fourth question aimed to collect information from the students' attitude about the member to be blamed in the teaching-learning process regarding the students' unconsciousness of being autonomous in learning. According to the varied answers, there are four main factors. First, some students chose to hold the whole responsibility since they are convinced that the autonomous learning has to do with them only, and they are quite aware of its significance. Second, others asserted that the teacher is the only responsible because it is his duty to teach students the way they get independent. Third, they believe that students and teachers have to share both this responsibility, and they have to support each other. Fourth, few of them blamed the whole educational system since it puts a lot of pressure on both students and teachers.

To sum up, as it has been assumed that there are a lot of factors such as social, economic, educational that may affect negatively or positively on the degree of acquire relating to the students' independence level.

Question 05: How many research works have you conducted during the first semester?

Student 01: Officially about two research papers in both written and oral presentation forms. In addition to the big number of TD assignments, it is about one assignment in each lesson per week during the whole semester.

Student 02: Officially, I did research about four papers and a lot of assignments. Also, I did many of them without the teacher asks me to do since as a literature and civilization student sometimes I face some areas of studies which seem too difficult and the teacher does not provide us with an application to what have we dealt with, so I try to create my own example to follow through doing a lot of research works.

Student 03: It is about four to five research papers.

Student 04: It is about five research papers and a lot of assignments.

Fostering Learner's Autonomy through Research Paper

Student 05: During the first semester, I have conducted three research papers in both written and oral forms.

Student 06: I have done four research papers in addition to many assignments.

Student 07: I did just two research papers.

Student 08: I have conducted three research papers and a good number of assignments.

Student 09: I have conducted two which presented orally, in addition to a number of essays and reports.

Student 10: It is about three research papers and ten assignments.

The fifth question was asked to get an idea about the number of different kinds of research works that students prepared over along the first semester. The given numbers differed from one student to another since three of them have conducted only two papers whereas the other three have done three papers. Moreover, three of them have conducted four works, and the last one prepared about five papers. The presented research papers were both in written and oral forms depending on the teachers' requests. One student stated that she even prepared other research works without the teacher asks for because she considers it as a good way to overcome her doubts.

As much there is practice, the better learners become autonomous. Focus on oral and written forms of research paper develops both students' speaking proficiency and writing skill.

Question 06: When preparing a research work do you prefer to work alone, in pairs or within groups?

Student 01: Generally, I do not mind to work with another student.

Student 02: I like to work alone. I always ask the teacher to work on my own.

Student 03: I prefer to work alone, but if I am obliged to work with another one, he has to be as the same level as mine.

Fostering Learner's Autonomy through Research Paper

Student 04: I prefer to work alone.

Student 05: Since am the eldest daughter, I used to do anything alone. Therefore, I prefer to work alone because the group work confuses me a lot.

Student 06: I prefer to work with a competent student to share ideas.

Student 07: I do not mind with them all.

Student 08: Usually, I prefer to work alone. I do hate working in groups because it distracts me a lot, even if I worked in groups I prefer to do all the work by my own and they have just to put their names on. I may change my mind if I faced a hard worker like me.

Student 09: I prefer to work with another student, especially when the work presented orally, in case if it is written work I would be better to work alone.

Student 10: I prefer to work alone because most of the students do not know how to do the group work.

The sixth question sought for information about the students' attitudes in relation to the way they prefer to work when preparing their papers whether individually, in pairs or in groups. The majority of students prefer the individual work since they were accustomed to do all their affairs alone. However few stated that they can deal with all of the ways, and the others declared that it would be better to work in pairs but the student should be as same level as them.

As it has been demonstrated that the majority of the learners prefer to work individually, since most of them do not know how group work should be organized and well managed. In most cases, the whole work would be done by one main student and the rest just write their names on.

Fostering Learner's Autonomy through Research Paper

Question 07: While conducting the research paper do you prefer to choose free topics or to go with the teachers suggestions?

Student 01: I can deal with both suggestions.

Student 02: I like free topics because I feel free and do my best.

Student 03: I prefer to choose my own topic.

Student 04: I can deal with both, but free topics are much better. This latter got one main negative side is that I may choose the non valuable and interesting topic.

Student 05: I prefer free topics, but in some cases I can deal with the teacher's suggestions if the topic was good.

Student 06: I prefer the topics which are given by the teacher.

Student 07: Am fine with both.

Student 08: I prefer to choose free topics.

Student 09: I prefer to choose free topics.

Student 10: I can deal with both, but I prefer free topics better.

The seventh question was designed in order to have an overview about the students' preferred way of choosing their papers' topics. Most of them like to choose free topics because this process allows them to get a sort of freedom and to feel independent, moreover, few state that they can deal with both types whether free or imposed topics. One seems to stick to what the teacher gives him since he is more knowledgeable than them and for sure he will offer interesting topics.

Indeed, as it supposed, students do prefer to have their own topics because they like when presenting some new subjects of different areas of studies that the teacher may not determine before. This awards them a sort of self-confidence.

Fostering Learner's Autonomy through Research Paper

Question 08: What tools/sources do you rely on when preparing the research paper?

Student 01: Mainly I use the Internet because the researching process becomes much easier than before. As a matter of fact, libraries do not have that much sources if so it does not provide the copies that we need in our studies.

Student 02: I depend on the Internet; it is faster and enables us to look for specific things. Also, it does a part of the job for us. In my case, I go directly to YouTube videos not books, because they contain a lot of debates that consists of valuable information concerning my study. Next to that YouTube provides me with different opinions which maybe as an enhancement to future researches. Furthermore, I rely on TV programs, as well as interviews, they are the best source to get information from.

Student 03: I use the Internet where I can find books, journals, articles, etc.

Student 04: I prefer to rely on printed books. Also, I use the Internet.

Student 05: I rely on books (hard copies), articles, audio sources, audio-visual sources, newspapers and magazines.

Student 06: I prefer to use YouTube because it goes straight to the point; also it is more enjoyable mean of learning.

Student 07: I rely on printed books and the Internet, but I prefer to read the printed books.

Student 08: I rely on books specially the hard copies, also I use articles from trusted sources, and I use other secondary sources like T.V, newspapers and some websites...etc.

Student 09: mainly I depend on the Internet since libraries have not that much reliable sources.

Student 10: Mostly I depend on Internet.

The eighth question attempted to point out the major equipments used by students while conducting their research papers. Almost all of them use the Internet since it is faster, easy to use and goes straight to the point. Also, it provides them with such sources

Fostering Learner's Autonomy through Research Paper

like books, articles, journals and so on. In addition to the Internet, some students prefer to rely on the hard copies of books, as well as the audiovisuals, audios, and YouTube. This latter includes different detailed videos that contain a lot of views and information.

Thus, for sure, students' diversity in using numerous kinds of materials refers to their own different learning styles. This latter is described as an important way that allows learners to get sufficient and valuable information (Eliss, 1985).

Question 09: What kind of difficulties you encounter when preparing your research paper?

Student 01: Mostly it is the time problem. Sometimes, I got a topic which requires a big amount of information that I have to paraphrase and summarize within a very limited period of time, for instance, when facing a very complicated subject which I cannot deal with it.

Student 02: Usually, I have a problem with getting resources because sometimes books are for sell online.

Student 03: I face difficulties with choosing the suitable topic. Furthermore, when there is a lack of data, often when I did not get the idea of a specific subject.

Student 04: I do have a lack of vocabularies; as well as some difficulties to understand scientific terminologies, for instance. Sometimes, I cannot grasp the main idea of a certain topic which affects negatively on the information that I include within the work (i.e., I received remarks about using irrelevant details).

Student 05: I face difficulties within managing my time; I cannot decide the relevant data that should be included. In addition, I find it difficult to choose the valid sources.

Student 06: Mostly finding resources and the way I have to organize my work are the two major problems I face when preparing a research paper.

Student 07: The major problem is time as well as the lack of using the correct language.

Fostering Learner's Autonomy through Research Paper

Student 08: From my previous researches, I have realized that the main difficulties I have faced are the limited time, the lack of resources, and sometimes methodological problems. Teachers were not focusing that much on using the correct methodology, but when we reached the master's level they concentrated more on it which reveals as an obstacle for us.

Student 09: For me is when having a bad Internet connection, lack of resources, and as a personal problem am always doubting about the information itself if it is not the needed one.

Student 10: The main difficulty is the methodology; it needs practice, preparation, guidelines. Most of the students do not focus on methodology because they really do not understand it; it is the big issue that teachers should focus on all the time.

The ninth question was asked to find out the most dominant difficulties that disturb the process of conducting a research work. Clearly, the major obstacle which students encounter is the limited time. Another problem concerns the limited sources (whether in libraries or in websites). Next to that, students do face a certain difficulty when choosing the valuable information that should be included within the paper. Other students stated that they have a lack of vocabulary and a weak mastery of the English language. Furthermore, few of them mentioned an important factor which is the lack of practicing the methodology and the way to organize their final work.

The main drawbacks that affect negatively on the quality of the final paper's outcomes are running among the educational zone, neither social nor other factors.

Question 10: What can you benefit when conducting research papers?

Student 01: I benefit a lot. I introduce new areas of knowledge, and as a future teacher it seems to be more important since it will enrich my background information. In addition to that, it will reduce our fear when facing the public and prepare us for theses.

Fostering Learner's Autonomy through Research Paper

Student 02: Personally, it is all about knowledge. I do not like to be ignored in a specific discussion. I do like to have a lot of arguments to use when speaking, reading, or even listening. It enriches me intellectually. When conducting a research work, all the gathered data will stick in your mind forever because it is all about to say I had learned something.

Student 03: I acquire knowledge, vocabularies, better language structure, generate new ideas and opinions and become a hard worker.

Student 04: I benefit a lot. I learn how to be an autonomous learner; I gather a huge amount of knowledge that will keep in my mind for a long period of time.

Student 05: The process of conducting a research paper benefits me a lot in terms of increasing my personal knowledge, creating new invests, changing the wrong thoughts about something, get a better understanding, also it develops my own critical skill, and the main element is that it trains me to make distinct between our cultural background and the topic which we deal with (i.e., especially when dealing with sensitive topics like when relating to religion).

Student 06: It enriches my knowledge, makes me acquire new vocabularies, and improves my own style, especially the way I present my work. In general, it develops all my skills.

Student 07: I get new information, also I learn the way to manage my time, and the most important I become able to practice well the methodology.

Student 08: The main benefits are that it enhances my methodological skills, enlarges the scope of my knowledge, and manages my time.

Student 09: Whenever I conduct a research I feel that the founded information sticks in my mind, it enhances me to dig deeper in some other neglected point and try to do further researches about it.

Student 10: I got experience; it is that small work which leads us to other big ones like a dissertation. Moreover, it enlarges our knowledge and trains us to be cultured people.

Fostering Learner's Autonomy through Research Paper

The tenth question was asked to show the main positive effects that a research work offers to the learners. The answers of this question were numerous as each student presented a different positive side. Generally, all of them agreed that conducting a research paper is a good way to gather knowledge alone that will stick in their minds for a long period of time. Also, it improves their own learning styles and strategies, and allows them to strengthen their individual skills, especially the critical one. For instance, few asserted that it gives them the chance to change their minds about the wrong thought they believed in as well as it enables them to learn new vocabularies, new methods and techniques which will help them doing further researches.

Question 11: Do you think that the research works enhance your self-directed learning? How?

Student 01: Yes of course it does. When we conduct research works alone through time we will get the way we organize ourselves, and see what are the points we need to focus on more. Also, we will get accustomed with our own independence.

Student 02: Yes, it is. Researches are the application to what I have learned independently; they guide me to reach my goals which to become a huge library moving around. Researches will keep me moving on alone without any help from others.

Student 03: Both of the research works and autonomy are interrelated, they feed each other. The research paper strengthens our individuality and being autonomous will affect positively on our works in terms of styles...etc.

Student 04: Yes, it does. Since we are seeking for knowledge forever, research works enhances our independence in learning and this thing will help us to teach the next generations since we become knowing the way to get and transmit knowledge to others alone.

Fostering Learner's Autonomy through Research Paper

Student 05: Yes, of course. With time we will develop our own methods and techniques which will we use when preparing further researches; also we will be able to discover our drawbacks and try to treat it alone. Becoming autonomous will affect the quality of our own works in terms of proving our learning styles and strategies.

Student 06: yes. Through time and through conducting a lot of research papers, we will practice such strategies like paraphrasing, summarizing and looking for information alone this will enhances our individuality.

Student 07: Yes, it trains me to read more and more by myself without the teacher request to do so. It is the best trainer which allows us to be independent people.

Student 08: Yes, it enhances through reading more sources of knowledge, through using a lot of materials alone. For instance, when discovering new fields and zones of learning in our own, but without neglecting the teacher's role in this case.

Student 09: Yes, it helps me to become autonomous. I used to rely only on the teacher's notes, but this year I found myself obliged to do research on my own and I find it useful since I do not rely on what the teacher gave me anymore.

Student 10: Yes, it does because the research works are organized and help us to work step by step till we reach our independence level. I think that we are all autonomous but we do not know and such research works help us just to realize this.

The last question was intended to grasp the main concern of this presented investigation which is to know if students believe in the significance of research papers in promoting their own independence in learning. All of the students' answers addressed one main thought as they experienced that the conducting the research works is a good way to cope with their autonomous learning. This process provides them with the main aspects that allow their individuality and autonomy. It trains them to look for their own needs without getting any help from others. They also see it as an individual application to what

Fostering Learner's Autonomy through Research Paper

they learned. Moreover, it gives them that passion to dig deeper within new zones of discovery.

Indeed, according to students' replies, the research paper plays an effective role in enhancing the learners' independence in learning, and it allows them to be detached totally from the teachers and to be no more (or at least less) dependent on him/her.

3. Teachers' Interview

3.1. Aim of Teachers' Interview

The aim of the teachers' interview is to gather extra valuable information from the teachers' side concerning this investigation. It seeks to know their opinions relating to their learners' independence in learning, and to what extent they apply this way of learning. Furthermore, it aims to know their aims when providing them with different research papers and to realize the effectiveness of this pedagogical tool in enhancing autonomous learning.

3.2. Administrations of Teachers' Interview

The teachers' interview was conducted with six teachers at Mohammed Kheider University of Biskra in English Division during the academic year 2016/2017. It took both forms recorded with three teachers and written with the others since they had no free time to make it as a recorded one. Two of them received the question sheet hand to hand and the third one through E-mail. Furthermore, the recorded interview took place within the teachers' lounge with two teachers, whereas the third one preferred to take it within his office room. Also, the recorded time differed from one teacher to another because they did not provide the same amount of knowledge. Finally, answers were analyzed carefully during one month.

Fostering Learner's Autonomy through Research Paper

3.3. The Description of the Teachers' Interview

This interview contained nine questions, six were about the autonomous learning notion and three concerned the research paper. Questions were direct and clear, and generally, they were needed to be justified. The autonomous learning notion took the largest part of the interview on purpose since the teachers have enough amount of knowledge regarding this term.

3.4. Analysis and Interpretation of the Results

Question 01: What does 'Learner Autonomy' mean to you as a Foreign Language Teacher?

Teacher 01: Autonomy is a key word for the university students because they are not beginners any more. An autonomous learner is the one who builds his own knowledge using what the teacher gave him as a basis, through reading and having different experiences.

Teacher 02: Learner autonomy means that teachers should exercise less control over their students in the sense that the role of the teacher is limited only to guiding and assisting her/his students.

Teacher 03: Learner autonomy is one of the basic skills a learner should get because he will be able to learn, search, look for materials, and gather knowledge alone. Also, he will be able to develop his own skills without depending on someone else. Learner autonomy is one of the important points teacher should reach with his students.

Teacher 04: To be an autonomous learner is to be able to take charge of your own learning (Holec, 1981). The learner has to rely on himself to learn and to practice what he has learned without excluding the role of the teacher's role.

Teacher 05: Learner autonomy is learning by relying on the learners' abilities and being less assisted by teachers or adults.

Fostering Learner's Autonomy through Research Paper

Teacher 06: Learner autonomy refers heavily on the students' self independence in terms of seeking, searching and even creating their own study guide. It is a new concept that exported by both teachers and students, but not that much practiced by students since the teachers do not help them rely on themselves.

The first question aimed to get an overview regarding the essential meaning of the concept of learner autonomy according to teachers' different points of view. According to their answers, all of them shared one main thought which is that learner autonomy is a learner-centered method where he has the capacity to lead and to manage his own learning with less reliance on the teacher. The teacher only guides and motivates his students to cope with the different skills and to be autonomous learners.

The teachers' outcomes about the definition of learners autonomy can be recapitulated in few significant words as Boud (1988) states "The main characteristics of autonomy as an approach to learning, is that students take some significant responsibility for their own learning over and above responding to the instructions."

Question 02: According to you, does learner autonomy contribute to L2 learning?

How?

Teacher 01: Yes, it contributes a lot to L2 learning because the foreign language students or any other field students will benefit a lot from being autonomous learners since they will read more, ask many questions and they will put themselves in a position where they are the center of their learning.

Teacher 02: Yes, it does. Learners become more self-reliant and less passive.

Teacher 03: Yes, when the learner gets autonomous, he will be able to gather knowledge without any help from the teacher. This latter, just can help him to get autonomy graded (i.e., first year students cannot reach autonomy without the help of a team of teachers, and

Fostering Learner's Autonomy through Research Paper

the most learner progress the least he need the teacher). Thus, the teacher should detach himself step by step and let his learners fly with their own wings.

Teacher 04: Yes, greatly. Good language learners are autonomous learners, they know how to monitor, evaluate and transfer their acquired knowledge into new learning situations.

Teacher 05: It might contribute following learners' level. Some learners have the predisposition to develop tasks and activities, make research to gather data, treat information...etc.

Teacher 06: Yes, for sure. Learner autonomy contributes heavily on the development of any second language learner because the much he exposed to the language, the much he relies on himself also he will be convinced about any sort of information since he looks for it in multiple sources, this in specific will strengthen his information retention because the more he search, the more he got ideas in his mind which enables him to retain such knowledge when needed. In addition to that the learner will be able to develop unconsciously his own skills (memory, writing, speaking skills...)

The second question was designed to know the extent to which teachers believe in the validity of the autonomous learning within Foreign Language Learning. Most of them replied that it affects positively them in different perspectives, and it trains them to be active and reckon on themselves more than teachers. Also, it enhances their multiple personal skills enables them to collect the needed data easily to exploit them in different daily life situations. One teacher, however was hesitating about its validity and mentioned that it might contribute to foreign language learning, since great number of students were willing to develop different tasks by their own from the beginning.

Fostering Learner's Autonomy through Research Paper

Question 03: How can you know that your learners are autonomous in learning or not?

Teacher 01: Certainly, I had never asked this question before. I try to encourage them to be autonomous in learning and to make them aware, but I cannot decide if they are really autonomous. It is too hard to say because I see them just for one hour and a half per week and this is not enough time to detect such a thing.

Teacher 02: This can be detected when learners show more psychological awareness of the process and content of learning.

Teacher 03: Usually, I get that they are autonomous when they start going beyond what they learned and start asking questions or expand their knowledge beyond the content of the lecture, also when take initiative from their own, do things I have not told them to do, and when they no more relying on my instructions (i.e., when the teacher comes to the classroom and start giving them the lecture before do this he asks them to take notes and repeat it in each lecture, so when they next time and start taking notes by themselves without telling them this is a step to getting autonomy).

Teacher 04: This appears through homework, assignments, individual work in the classroom. They generally do well whenever they are asked to present a task.

Teacher 05: It is according to their comments and answers, if they provide information I did not give them before, or they count their own experiences in reaching information and reading extra books.

Teacher 06: Usually, it is perceived when the teacher asks some questions to the learners to test their prior background. Whenever making tests or exams, the way they answer is one of the prominent signals which gives the teacher some hints about who is autonomous and relies more on making extra efforts outside the classroom (i.e., sometimes we find an active learners who take the initiative to present a work that have not asked to do).

Fostering Learner's Autonomy through Research Paper

The third question's purpose was to gather information about the techniques teachers use in order to discover the independent members among the whole class. The answers differed from one teacher to another. Indeed, one of them declared that it is too hard to know such a thing since she meets them for a limited time. Another teacher stated that this can be detected if the students themselves show some awareness about both the process of being autonomous and the content of the lecture. The rest of respondents showed that this can appear when students come up with new ideas, new knowledge concerning new topics without asking them to do so.

Question 04: As a teacher, do you feel that is possible to promote learner autonomy?

How?

Teacher 01: Yes, by giving them home works, assignments, research papers without ignoring the encouragement of adopting this way of learning since most students think that they are just receivers and everything should be done by the teacher.

Teacher 02: Yes, I do. The promotion of learner autonomy could be achieved through granting learners a say in the choice of activities, techniques, and learners' background knowledge.

Teacher 03: Of course, it is the job of the teacher. Learning is a long life process not limited to the university, teachers should make learners less independent on others may be through teaching him different learning skills (cognitive, behavioral skills, how to analyze, how to synthesize, how to do research, how to read or write...).

Teacher 04: In fact, it is possible to promote learners autonomy. Teachers can train learners to be autonomous by involving them in the teaching and learning process, he may even train them to use learning strategies that foster autonomy.

Teacher 05: It is possible, and there are many ways, but the best one is to design home works, and research papers.

Fostering Learner's Autonomy through Research Paper

Teacher 06: I think that the teacher can only encourage them, make them aware about the importance of this feature, or in other words he can play the role of a guide only since the main job should done by them and if they are not motivated in the first place to do their work independently the teacher cannot provide them with concrete help.

The fourth question aimed to have an idea about if it is possible to promote learners' autonomy in learning EFL. All of the teachers' answers exhibited a positive attitude concerning this aspect. The answers went around providing them with extra home works to do besides giving them the chance to be engaged in the teaching-learning process through choosing their own learning methods, techniques, and topics. Moreover, autonomous learning can be promoted when teachers train learners to apply different learning strategies, and use skills. Moreover, one teacher declared that autonomous learning should be promoted by students themselves since it deals with them only.

Question 05: Do you feel that you are promoting learners' self-directed learning?

Teacher 01: Personally, I try to promote the autonomous learning through making students aware in the first place and to write in the second place (research papers). What the teacher gave them during the lecture is just one percent of knowledge, and they should grasp with the other ninety nine (99%) percent because the teacher neither has time nor responsible for the rest.

Teacher 02: It depends on the module that am teaching and learners' background knowledge.

Teacher 03: Am trying to do so (i.e. when I gave them the lecture I try to provide them with assignments, do research, borrow materials from the library, and gives them remarks). This process will help them to acquire both knowledge and skills; furthermore, the teacher's role is to put them in the right track.

Fostering Learner's Autonomy through Research Paper

Teacher 04: Well, I try to enhance my learners' autonomy so as not to be too reliant on the teacher. I generally ask them to have a portfolio to gather their individual realizations/achievements. The content of the portfolio is assessed by the teacher and it is a good method to measure learners' autonomy.

Teacher 05: Yes, I ask the learners to read the complete works in literature also I ask them to search on the web for extra information.

Teacher 06: To a certain extent, yes, especially for the master students even the first year students. As teachers we always try to make our students aware about the necessity of extending their knowledge outside the classrooms using different means, and try to explain that explanation, lectures, inform them that handouts are not enough and you have to read, to ask to search by your own. Personally, I try to make first year students adopt what we called reviewing sessions and work as a team where they can fulfill different gaps in certain lecture together, whereas, the master students they need to go further by themselves because they are supposed to be a real autonomous learners.

The fifth question was designed to check the teachers' personal aptitude regarding the process of promoting their learners' independence. All of them claimed that they do their best to do so in terms of assigning them with useful home works, research papers, and a lot of assignments to do. One teacher states that she always asserts with the necessity of having portfolios within the students in order to store the works they have prepared and she will correct them later on. In addition, one teacher declared that she gives advice to specific levels; for example, according to the first level, they need to have extra reviewing sessions and to share their multiple knowledge whereas the higher levels have to go beyond the lecture by themselves and to try to achieve extra information.

Fostering Learner's Autonomy through Research Paper

Question 06: What are the challenges that prevent you from helping learners become more autonomous?

Teacher 01: There is one main challenge which is the lack of awareness of the students. They come to university thinking that it is like the high school or middle school, so they get shocked and become angry all the time with the teacher since they think that he does not want to help them and provide them with enough knowledge. They should realize that they become responsible and they are supposed to take care of themselves and their learning alone; the teacher is just a guide, facilitator, and supervisor.

Teacher 02: The main challenge is when learners enroll in a module with a very poor background knowledge, which makes it very risky for teachers to allow their learners' self-autonomy.

Teacher 03: Within the educational environment, there is the lack of materials and the huge number of students in each group since you cannot maintain and follow their works in small classes, and you cannot know the students' too. Also, when dealing with students of a poor level (i.e., when a master's student got the level of the first year level). In this case, the teacher feels confused whether to go forward or to recapitulate what have been learned in the past years. Furthermore, there would be external factors which prevent the students from reaching the autonomous level and hinder the teacher from doing his job (social, economic, educational problems).

Teacher 04: I do believe in learners' autonomy and its possibility to exist among our learners, but only few learners are interested in becoming autonomous. Most of them prefer getting things ready without effort. As the saying says 'you can bring the horse to the river, but you cannot make him drink'. Therefore, learners have to be interested in promoting their autonomy and make the necessary effort and be responsible.

Teacher 05: There are no challenges at all, they are lazy.

Fostering Learner's Autonomy through Research Paper

Teacher 06: The challenges could be the students themselves since they got different characters, there are those who are motivated and have the desire to study and search for knowledge, and those who do not. In this case as a teacher I cannot help them. Moreover, time is considered as a main challenge to both teachers and students.

The sixth question was asked to find out the most frequent difficulties teachers encounter and which hinder the process of promoting learners autonomy. Each teacher has specified personal difficulties. Few teachers pointed to the students' non awareness, non desire and laziness. The other teacher see that students come to the lecture with both poor level and poor knowledge is frustrating. Furthermore, others include time management and learning materials as big two obstacles teachers face. Also there external factors such as social problems will affect negatively both students' and teachers' outcomes.

Question 07: What do you think about conducting a research paper to promote autonomy?

Teacher 01: It is an effective way to promote autonomy because when you assign students to write research papers they will be obliged to read, to use the knowledge they acquired in lectures, and to look for new data. The process of gathering data will promote the learners' sense of being autonomous researchers.

Teacher 02: It seems an interesting idea when I assign learners a task of preparing a research paper since a research paper would provide learners more room to exercise their self-autonomy.

Teacher 03: It is a very good way. The student who is going to undertake a research paper should have a quite acceptable level. The process of doing a research work consolidates the skills students already acquired and can be applied under the teacher's supervision. Moreover, it consists of many tasks that enable them to acquire autonomy in different skills (i.e., reading for a research deals with paying attention how to get the right

Fostering Learner's Autonomy through Research Paper

information and materials, skimming, scanning also within the writing process which contains summarizing and paraphrasing, managing things, within the layout and paragraphs. The behavioral skill consists of being on time, being able to go to other universities for getting a specific book in the research field, to have the energy and stamina).

Teacher 04: Conducting a research paper is not an easy task; it needs planning, preparation and a great deal of interest. To feel autonomous when preparing a research paper, the learner has to be guided and scaffolded by the teacher; we can say that he is autonomous if the research paper content is successful since his autonomy is measured by the quality of this paper.

Teacher 05: I agree.

Teacher 06: It is a useful way to promote learner autonomy specifically when both the oral presentation and the printed copy were presented. The first one will give the other students the opportunity to record the relevant notes, ask questions, whereas, the second one will help them to have more clarifications.

The seventh question was submitted in order to shed the light on the teachers' personal views regarding the use of the research paper as a mean to enhance the learners' self-directed learning. All of them find it an interesting tool to promote autonomy because the student will be obliged to work, plan and do everything alone. In addition to giving them more space to practice their independence, also it enables them to apply their different skills, strategies and methods. Otherwise, it helps the students to have a sort of ideas to for further researches.

Fostering Learner's Autonomy through Research Paper

Question 08: What are your main aims when assigning the learners with research works?

Teacher 01: The aim to learn something new first and to prepare them for further research either a master's degree or PH.D because we have to prepare them for more formal forms of research since the research paper is less formal but it is an important first step.

Teacher 02: As far as the literature module is concerned, research works are likely to give students an opportunity to dig deeply in different sources of knowledge as well as deal critically with the information that s/he accumulated.

Teacher 03: To provide them with knowledge, make them able to produce a piece of writing to argue or define a thesis, to help them acquire those skills plus autonomy which will enable them to perform tasks on their own.

Teacher 04: Before assigning any research work, we have to teach learners how doing this work. If the learner is able to follow all the steps effectively without any plagiarism, we can say that learners are becoming independent and this is the first aim behind conducting a research work.

Teacher 05: It is to widen their knowledge, to develop their self-reliance, to promote their linguistic level.

Teacher 06: It differs from one subject to another, but usually the research paper seeks one major objective which is to strengthen our students' comprehension also it raises their awareness about the different relevant headings within the main lectures we as teachers could not cover during the course.

The eighth question aimed to reach the teachers' intents when providing their students with research works. As usual, all of them provided different replies. They aim to make students learn new things and to prepare them for future works. Next to that, they believe that doing researches will give them the opportunity to dig deeper for knowledge in

Fostering Learner's Autonomy through Research Paper

different ways. Furthermore, they aim to teach them how to work in the first place in order to end up with well made piece of writing free of plagiarism, moreover, the process of researching develops their multiplication skills.

Question 09: To what extent does research work affect learner autonomy? How?

Teacher 01: Autonomy is effectively promoted by assignments in general not just a research paper, this latter in specific is harder to do and more challenging. When the students face a challenge he is going to use more and more of his own capacities and own skills to accomplish writing that task (research paper).

Teacher 02: It depends on the criteria that are imposed by the teacher. Some teachers impose very strict criteria, especially when it comes to the scope of the topic, the number of pages, etc. Teachers should minimize those formalities and focus on the outcomes of the research itself.

Teacher 03: Both of autonomy and a research work feed each other since when you are really autonomous, this helps you to do a research, and when you do a research this will help you become more autonomous. A research paper will prepare students to do further works like theses and dissertations, by reaching the master's level students will become fully autonomous.

Teacher 04: A successful research work can affect learner autonomy. The final product demonstrates the learner's ability to present a successful individual work; however, if the final product is plagiarized or insufficient, learners autonomy has to be fostered.

Teacher 05: It is extremely positive, and motivating. Ever when using the web the student learns with pleasure, we have to exploit their technology passion and urge them to use it in research to develop autonomy.

Teacher 06: For me it is a major tool for those who are willing to expand their knowledge outside the classroom on their own, but it is not for those who are really accustomed with a

Fostering Learner's Autonomy through Research Paper

guider who tells them what to do each time (i.e. when trying to conduct a research paper they at least need an outline to follow or they will get lost). So a research paper did promote autonomy if the learner himself wants that and have the desire to be more autonomous.

The last question was to find out relevant answers from the teachers' side concerning the main concern of this investigation, which is to know if the research papers really enhance the learners' own way of learning. All the teachers agreed within this aspect; they replied that the research paper affects positively learners' independence if they use different techniques and methods, but specifically if they are aware of its importance and have the capability to be engaged within the process of researching. Also, it is about whether the teacher focuses more on the whole work of students rather than paying attention just to formalities.

Indeed, both research papers and autonomous learning are totally interrelated since they affects on one another whether in a positive or a negative way. Indeed, if the student is fully autonomous, he/she will end up with a successful research paper. Otherwise, if he depends only on what his teacher gives him, his final outcomes will be limited and free of creativity.

4. Discussion of the Results

- ❖ Both of teachers and students realize what is meant to be a self-directed learner. That includes the students' full consciousness about the necessity of handling their own work with less reliance on the teacher.
- ❖ The essential obstacle that faces the teachers among the teaching-learning process is the lack of awareness of the students' side concerning the must of working on expanding their own knowledge outside the classrooms.

Fostering Learner's Autonomy through Research Paper

- ❖ Teachers are doing extremely doing their best to promote learner autonomy, through guidance, encouragement, and giving pieces of advices.
- ❖ The main difficulties that disturb the students' researching process are the lack of worthy sources, and encountering methodology's problems.
- ❖ The process of conducting a research paper benefits the student a lot because it gives them the chance to dig deeper for the sake of enlarging their amount of knowledge, and it gives them further ideas for further researches.
- ❖ Both of the teachers and students have extremely agreed with the effectiveness of the research papers on fostering the learners' self-directed learning.

Conclusion

To sum up, both of the submitted interviews were useful in terms of gathering data regarding the students' and teachers' attitudes towards the presented study, which aims to denote the effectiveness of using a research paper as a factor to consolidate the learners' self-directed learning.

The students' answers revealed that they do try to get autonomous in learning as much as they can since this process has to do with them only and benefits them in the first place. Furthermore, they do believe in the roles that teachers play on enhancing their own way of learning. According to them, when teachers provide them with extra works to do especially research papers, this absolutely reflects positively on strengthening their self-reliance. Teachers also claimed that they do their best to make their learners more aware about the benefits of being autonomous learners and to promote this aspect using different techniques. For them, the best way to do so is when assigning them with research papers since they work on it on their own.

Fostering Learner's Autonomy through Research Paper

General Conclusion

The aim of this investigation is to raise Biskra University EFL students' awareness regarding the necessity of turning out from passive to active participants and to get rid of the teachers' dependency through the application of significant techniques which work on enhancing their autonomous learning. Therefore, as an alternative to this issue, we suggest that the use of research papers may be an efficient tool to handle with learner autonomy especially in higher education.

This descriptive study, entitled fostering learner autonomy through research paper has been conducted for the sake of certifying the previous assumption. It consisted of three main chapters. The first chapter dealt with the first variable which is the autonomous learning. It included the main aspects concerning the notion of autonomy whereas the second chapter dealt with the second variable which is the research paper. It discussed the different sides of the researching process. On the other hand, the third chapter embodied the field work. The two interviews were conducted as a data gathering tool with both participants: literature and civilization master one students and teachers that use research paper in the teaching-learning process.

The analysis of the interviews' findings has ensured our hypothesis that the research paper does foster the EFL students' autonomous learning. Moreover, such outcomes ensured the positive impact of the research field within the educational field. Teachers asserted that they try to do their best to make their learners aware about the importance of being autonomous learners. This appeared when they provided them with different pieces of advice and guidance about the fact that conducting a research paper trains them to be more responsible of their learning. Moreover, students showed a positive response towards the independent way of learning since they are convinced that teachers cannot give them everything; his job is restricted with giving an over view about the subjects and the rest is

Fostering Learner's Autonomy through Research Paper

their responsibility. Furthermore, they mentioned that doing research papers is a worthy mean, which makes them more self-reliant as well as self-confident. Research paper pushed them to think about the different areas of studies which strengthen their intellectuality.

Fostering Learner's Autonomy through Research Paper

Recommendations

- ❖ Since the LMD educational system is based on the students' full independence in learning, formation sessions concerning the autonomous learning concept should be prepared in advance for the EFL first year students in particular to raise their awareness about the necessity to adopt this way of learning and to teach them some techniques that work on helping them coping with this process.
- ❖ Students must show their commitment, seriousness and responsibility towards their independent learning since they are no more middle or high schools' students.
- ❖ Some psychological factors affect both positive and negative manners on the students' self-directed learning outcomes. Thus, teachers need to focus more on that side through motivating learners and creating the suitable atmosphere among the teaching-learning process.
- ❖ Teachers find it uneasy to work on promoting the students' own way of learning within such crowded classes. Therefore, students must be divided into small groups for the teacher to be able to control, guide, and value each student aside.
- ❖ Teachers also face some difficulties to cope with the teaching-learning process especially when they encounter poor level students. For the betterment of this process, the EFL department must work hard on evaluating the students' levels rigorously by giving the chance of further studies only for the most competent ones.
- ❖ As a significant method to promote learners autonomy, teachers may assign students to conduct many research papers and should not ignore students' knowledge. Hence, teachers need to teach them the way to research as a first step, and to give them some hints about the time management since most of them do not know how to deal with it.

Fostering Learner's Autonomy through Research Paper

- ❖ The main difficulty that faces the students when trying to prepare their research works is the non sufficient amount of sources. Indeed, the University's libraries do not provide much of reliable books which go with the educational curriculum content and serve the students' concerns. Therefore, a special budget should be specified to supply the needed materials and sources for both teachers and students to conduct research works.
- ❖ Teachers sometimes ignore the students' new provided knowledge when dealing with a research work, since they feel challenged and refuse the new information they have not reached before. This bad response will frustrate the students and hinder their autonomous learning. For instance, teachers as well as students need to expand their background knowledge and they should stop relying only on what have been acquired.
- ❖ The main factor that affects negatively the quality of any kind of a research work is the research methodology. Some teachers do not focus on it as much as it should when dealing with small researches. They have to pay more attention when students start preparing their postgraduate researches. In this case, the students will find it too hard to apply and feel confused about it. Thus, this calls for engaging the students within some applications and practice to train them more about the different aspects of methodology.

List of References

- Benson, P. (2001). *Teaching and researching autonomy in language learning*. UK: Pearson education limited
- Benson, P. (2006). Autonomy in language teaching and learning. 40, 21-40. DOI: 10.1017/S0261444806003958
- Benson, P., & Voller, P. (1997). *Autonomy and independence in language learning*. London : Wesley Longman Limited.
- Berger, M. (2006). Introducing Learner Autonomy in a University English Courses. *Psygllossia*. 19.
- Borg, S., & Al-Busaidi, S. (2012). *Learner autonomy : English language teachers' beliefs and practices*. London. UK: British Council
- Bowen, N. (2010). How to write great papers. Retrieved from <https://ssw.unc.edu/files/web/Pdf/How-to-write-great-papers-handout-pdf>
- Bravo, N.C.P., & Perez, C.M.P., (2016). Promoting autonomous foreign language learning: An experience with European Language Portfolios (ELP). Retrieved from <http://repository.unlibire.edu.co/bitstream/handle/10901/8273/>
- Cakici, D. (2015). Autonomy in language teaching and learning process. *Inonu universitesi Egitim Fakultesi Dergisi*, 16(1), 31-42. DOI : 10.17679/iuefd.16168538
- Cambridge Free English Dictionary and Thesaurus. (n.d.). Retrieved from <http://dictionary.cambridge.org/dictionary/>
- Cohen, L., Manion, L., & Morrison, K. (6th Ed). (2007). *Research method in education*. NewYork : Tailor and francis E-Library
- Calmorin, L.P. & Calmorin, M.A. (2007). *Research methods and thesis writing*. Retrieved From <http://books.google.fr/books>

- De Florio-Hansen, I. (n.d.). How to become a successful learner learner autonomy, styles and Strategies revisted. Retrieved from <http://dergiler.ankara.edu.tr/dergiler/27/758/9641.pdf>
- Derntl, M. (2014). Basics of research paper writing and publishing. *Int. J. Technology Enhanced Learning*, 6(2), 105-123. Retrieved from <http://dbis.rwth-aachen.de/derntl/papers/papers/misc/paperwriting.pdf>
- Descriptive research-research methodology. Retrieved from <http://research-methodology.net/research/descriptive-research/>
- Dornyei, Z. (2007). *Research methods in applied linguistics : Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford Press
- Douida, B. (2015). Investigating some factors that affect the quality of research. (Master dissertation, Biskra University, 2015)
- Finch, A. (2015). Autonomy : Where are we ? Where are we going ?. Retrieved from <http://www.researchgate.net/publication/268331031-Autonomy-WHERE-ARE-WE-WHERE-ARE-WE-GOING>.
- Gupta, M., & Gupta, D. (2011). *Research methodology*. Retrieved from <https://books.google.fr/books>
- Han, L. (2014). Teacher's role in developing learner autonomy : A literature review. *International Journal of English Language Teaching*,1(2). DOI : 10.5430/ijelt.v1n2p21
- Hayta, Z. (2013). Learner autonomy and computer technology as a facilitator of autonomous Language learning. Retrieved from <http://www.wjeis.org/fileupload/ds217232/file/09.a-fatma-hayta-zeynep-yobraka.pdf>
- Hubbuck, S.M, (4th Ed). (1996). *Writing research paper across the curriculum*.

Orlando : Holt, Rinehart and Winston, Inc

Jenson, S. (2007). Ten characteristics of an incredibly dull paper. Retrieved from <http://mrc.iisc.ernet.in/Resources/India-Publication-ethics.ppt>

Kalla, S. (2011 November 16). A correlational study tries to find : Relationship between variables. Retrieved from <https://explorable.com/correlational-study>

Kothari, C.R. (2004). *Research methodology : Methods and techniques*. New Delhi: New Age International (P) limited

Kharagani, N. (2013). Learner autonomy and language curriculum development in post method ERA. Kuala Lumpur. Proceeding of the Global Summit on education. Retrieved from <https://worldconferences.net/proceding/gse2013/papers.gse2013/215%20Naeemeh%20kharaghani-2.pdf>

Kitto, S.C., Chesters, J., & Gribich, C. (2008). Quality in qualitative research : Criteria for Authors and assessors in the submission and assessment of qualitative research Articles. *Medical journal of Australia*, 188(4), 243-246. Retrieved from <http://www.mja.com.au/journal/2008/4/quality-qualitative-research>.

Laraswati, I. (n.d.). Get More With English : *RESEARCH*. Retrieved from <http://Iranadalaraswati89.blogspot.com/2014/08/research.html>

Lemire, D. (2009). Attributes of good research. Retrieved from <http://lemire.me/blog/2009/08/31/attributes-of-the-good-research/amp/>

Levy, M. (2013). *Computer-assisted language learning : Context and Conceptualization*. Oxford: Oxford University Press

Louis, R.S. (2003). Helping students become autonomous learner; Can technology help?. Retrieved from <http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight:>

1022480f-4378-41a0-a5ff-f0750692359f/c13-Helpingj-Students-BecomeAutonomous-Learners-2006-3.pdf

Mazlan, A. (2013). Characteristics of good researcher-am I a researcher?. Retrieved from <https://fr.slideshare.net/mazlan1/characteristics-of-a-good-researcher-am-i-researcher>

Mistar, J. (2015). Maximing learning strategies to promote learner autonomy. Retrieved from www.journal.teflin.org/index.php/journal/article/download/232/222

Mutlu, A. (2013). The role of computer-assisted language learning. *European Journal of Educational Research*, (51), 107-122. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1059921.pdf>

Nurl Islam, M. (2011). Independent English Learning through the Internet. *Journal of Language Teaching and Research*, 2(5), 1080-1085. DOI : 10.4304/jltr.2.5.1080-1085

Ospina, S. (2014). Qualitative research. Retrieved from <http://ualr.edu/interdisciplinary/files/010/03/Qualitative-Research.pdf>

Oxford Learner's Pocket Dictionary. (4th Ed). (2008). UK : Oxford University Press

Oxford, R.L. (1999). Relationship between second language learning strategies and language Profrciency in the context of learner autonomy and self-regulation. *Revista Canaria Estodios Engleses*, (38), 109-126

Oxford, R.L. (2003). Language learning styles and strategies : An overview. (Ph.D Thesis). Retrieved from http://web.ntpu.edu.tw/language/workshop_read2.pdf

Research-paper dictionary definition. Retrieved from <http://www.yourdictionary.com/Research-paper>

- Schutt, S.K. (2010). Quantitative research. Retrieved from <http://www.labor.ucla.edu/what-We-do/labor-studies/research-tools/quantitative-research>
- Seven most Popular types of research papers. (2005). Retrieved from <http://www.personal.Writer.com/blog/7-most-popular-types-of-research-papers>
- Simon, M.K., & Goes, J. (2011). Correlational research. Retrieved from <http://dissertationrecipes.com/wp-content/uploads/2011/04/Correlational-ResearchX.pdf>
- Singh, V.K. (2006). *Fundamental of research methodology and statistics*. New Delhi: New Age International (P) Limited
- Slade, C. (10thEd). (1997). *Form and style : Research papers, reports and theses*. Asia: Houghton Mifflin Company.
- Smith, S. (2015). Learner autonomy: Origins, approaches, and practical implementation. *International Journal of Educational Investigations*, 2(4), 82-91. INSS : 2410-3446
- Spencer, P. (2011, November 2). What makes a good researcher ?/The Digital Doctorate. Retrieved from <http://the.digitaldoctorate.com/2011/11/02/what-makes-a-good-researcher/>
- Strydom, H. (2013). An evaluation of the purposes of research in social work. *Socialwork Journal*. DOI : 10.15270/49-2-58
- Ten steps for writing research paper. Retrieved from <http://www.american.edu/ocl/osac/Ten-Steps-For-Writing-Research-Papers.pdf>
- Velasco Castro, V.J. (2013). The use of portfolios to introduce autonomy in a primary school setting. (License thesis, 2013). Retrieved from <http://dspace.casadrade.edu.ec:8080/handle/ucasagrade/2040>

- Wang, F., Spencer, K.A., & Wang, D. (2012). A double-channel model for developing learner Autonomy in EFL context. *International Journal of Computer-Assisted Language Learning and Teaching*, 2(3), 1-16. DOI : 10.4018/ijcallt.201230101
- Wincler, A.C., & Metherell, J.R. (08th ED). (2010). *Writing the research paper : A hand book*. Wodsworth: Cengage Learning
- Writing cause and effect papers-tip-sheet-Butte College. (2016). Retrieved from <http://www.butte.edu/departments/cas/tipsheets/style-purpose-strategy/cause-effort.html>
- What are the qualities of a good research paper. (n.d.). Retrieved from <http://readingcrave.com/index.php/what-are-the-qualities-of-a-good-research-paper>
- What is a research paper ?. Retrieved from <http://www.esc.edu/online-writing-center/resources/research/research-paper>
- What is the difference between pure and applied research ?. Retrieved from [http://www.reference.com/Science/Environmental Science/difference-between-pure-applied-research-948e72eddc4b4d3a?qo=cdpArticles](http://www.reference.com/Science/Environmental%20Science/difference-between-pure-applied-research-948e72eddc4b4d3a?qo=cdpArticles)
- Why research is systematic. Retrieved from <http://www.answers.com/amp/Q/why-research-is-systematic>
- Yogcioglu, O. (2015). New approaches on learner autonomy in language learning social and behavioral sciences. 199, 428-435. Retrieved from <http://sciencedirect.com/science/Article/pii/S1877042815045401>
- Zhao, L. (2015). How to foster learner autonomy in computer-assisted instruction environment. *World journal of English Language*, 5(4). DOI:10.5430/wjel.v5n4p57
Retrieved from <http://www.science.ca/journal/index.php/wjel/article/download/8529/5147>

Analytical vs Argumentative research paper. Retrieved from

<http://www.write.com/writing-guides/research-writing/organization/analytical-vs-argumentative-research-papers/>

Appendix A

Students' Interview

Questions:

1. As a learner, do you understand what means to be an autonomous Learner?
2. How do you manage yourself to be an autonomous learner and to create your own zone of learning?
3. Do you agree that the teacher plays a role in promoting learner's autonomy? How?
4. According to you, who holds the full responsibility behind the non sense of becoming an autonomous learner?
5. How many research papers you have conducted during the first semester?
6. When preparing a research paper do you prefer to work alone, in pairs or within groups?
7. While conducting the research paper do you prefer to choose free topics or to go with the teachers' suggestions?
8. What tools/ sources do you rely on when preparing research paper?
9. What kind of difficulties you may encounter when preparing a research work?
10. What can you benefit from conducting such research papers?
11. Do you think that research works enhance your self-directed learning? How?

Thank you

Appendix B

Teachers' Interview

Questions:

1. What does « Learner Autonomy » mean to you as an English Language Teacher?
2. According to you, does learner autonomy contribute to L2 learning? How?
3. How can you know that your learners are autonomous in learning or not?
4. As a teacher, do you feel that it is possible to promote learner autonomy? How?
5. Do you feel that you are promoting learners' self-directed learning?
6. What are the challenges that prevent you from helping learners become more autonomous?
7. What do you think about conducting a research paper to promote autonomy?
8. What are your main aims when assigning the learners with research works?
9. To what extent does research work affect learner autonomy? How?

Thank you

المخلص

تسعى هذه الدراسة الى معرفة اثر دمج مجال البحث في عملية التدريس و التعليم العالين. تهدف الى تسليط الضوء على انجاز البحوث ودورها كعنصر فعال في تقوية التعلم الذاتي لطلبة شعبة اللغة الانجليزية بجامعة محمد خيضر بسكرة خلال العام الدراسي 2016-2017. يعتمد هذا البحث في دراسته على المنهج الوصفي الذي يركز على اظهار العلاقة بين المتغيرين: البحوث و التعلم الذاتي و اظهار مدى التأثير المتبادل بينهما. علاوة على ذلك، هذه الدراسة استلزمت اجراء مقابلتين مع اساتذة و طلبة شعبة الانجليزية بجامعة محمد خيضر، بسكرة كوسيلة لجمع البيانات لتأكيد الفرضية المقترحة لهذا البحث و التي تتمثل في ان عملية اجراء البحوث قد تعمل على تقوية التعلم الذاتي. اجريت المقابلة الاولى مع عينة من طلبة سنة اولى ماستر تخصص ادب وحضارة. أما المقابلة الثانية فقد اجريت مع عدد من الاساتذة لمواد مختلفة. اظهرت نتائج الدراسة ان عملية انجاز البحوث تساعد الطلبة في التعرف على افكار جديدة لمشاريع ابحاث مستقبلية، والاهم من ذلك انها تعمل على تعزيز تعلمهم الذاتي. اظهرت نتائج كلا المقابلتين موقف ايجابي اتجاه هذه العلاقة. اكدت نتائج مقابلة الاساتذة انهم يعتمدون على البحوث كوسيلة تعليمية لتساعد الطلبة على اكتساب المزيد من المعارف معتمدين بذلك على انفسهم، ايضا تعمل على تطوير مهاراتهم التعليمية. علاوة على ذلك، اظهرت نتائج مقابلة الطلبة انهم استفادوا كثيرا من انجاز البحوث حيث انها منحتهم مساحة اضافية لممارسة تعلمهم الذاتي كما انها قوت ثقتهم بانفسهم. ايضا لقد حثتهم ان يكونوا على علاقة دائمة بعملية البحث. لهذا، المزيد من الاهتمام يجب ان يولى لعملية البحث لانها اثبتت فعاليتها فيما يخص كمية و جودة الحصييلة التعليمية النهائية للطلبة. انها تعمل على تقوية مهاراتهم المتعددة، ايضا تعمل كعنصر تحفيزي والذي بدوره يقوي احترامهم، ثقتهم، واعتمادهم على انفسهم. تعتبر هذه الاخيرة من العناصر الاساسية والضرورية من اجل تحصيل انجازات و دراسات مستقبلية.