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The Influence of Inductive Teaching Method on EFL Learners' Autonomy

Case study: Third year LMD Students at the Department of English, 8 Mai 1945 University, Guelma.

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DEDICATION

I dedicate this dissertation to:

My lovely family.

I would like to give my entire gratitude and appreciation to:

My supervisor Lassoued Sabrina

My beloved and precious parents and

My brothers for their patience and help.

To my friends, teachers, and all those who love me.

*I would like to ask everyone who reads this acknowledgment to pray Allah to forgive and
mercy Mrs. Sabrina's mother.*

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ABSTRACT

This research describes the extent to which the inductive teaching method affects English as foreign language (EFL) learners' autonomy. It aims at describing the relation between the utilization of inductive teaching method in EFL classrooms and learners autonomy. This study adopts the descriptive method by employing two questionnaires. These tools allow the obtainment of quantitative data. The sample of the present investigation consists of one hundred forty four (144) Third Year LMD students and twenty (20) teachers at the department of English, 8 Mai 1945 University, Guelma. The emanating results confirm the main hypothesis which implies that the permanent use of inductive teaching method promotes EFL learners' autonomy. These results highlight that inductive teaching method enhances EFL learners' autonomy.

Keywords: Inductive Teaching Method, EFL, Learners' Autonomy, LMD system, Deductive Teaching Method.

LIST OF ANCRONYMS AND ABBREVIATIONS

CBL: Case-based Learning.

DL: Discovery Learning.

DTM: Deductive Teaching Method.

EFL: English as Foreign Language.

IGL: Inquiry-guided Learning.

ITM: Inductive Teaching Method.

JITT: Just-in-time Teaching.

LA: Learners' autonomy.

PBL: Problem-based Learning.

PBL: Project-based Learning.

SD: Self-determination.

SDL: Self-directed Learning.

SR: Self-regulation.

TA: Teachers' autonomy.

TL: Target Language.

LIST OF FIGURES

Figure 1.1: Stages of Deductive and Inductive Teaching Methods.....	14
Figure 3.1: Reason for Studying English	32
Figure 3.2: Appreciation of English Level.....	33
Figure 3.3: Importance of Learner’ Autonomy.....	34
Figure 3.4: Characteristics of Autonomous Learning	35
Figure 3.5: Autonomous Learners.....	36
Figure 3.6: Dependence on Teachers	37
Figure 3.7: Promoting Autonomy	38
Figure 3.8: Factors Affecting Learners Autonomy	39
Figure 3.9: Describing Learning Classroom	40
Figure 3.10: Teachers’ Usage of Inductive Teaching Method.....	41
Figure 3.11: Frequency of Inductive Teaching Method.....	42
Figure 3.12: Importance of Using Inductive Teaching Method.....	43
Figure 3.13: Actual Teachers’ Roles.....	44
Figure 3.14: Expected Learners’ Roles	45
Figure 3.15: Inductive Teaching Method and Learners’ Autonomy.....	46
Figure 3.16: Aspects Affected by Inductive Teaching Method	47
Figure 3.17: Teachers’ Period of Teaching English.....	54

Figure 3.18: Numbers of Students in the Classroom	55
Figure 3.19: Teaching Methods Preference	56
Figure 3.20: Learners' Responsibility for their own Learning.....	58
Figure 3.21: Students Lessons' Preparation	59
Figure 3.22: Students' Level in English.....	60
Figure 3.23: Importance of Learners' Autonomy	61
Figure 3.24: Aspects that Learners' Autonomy is based on.....	62
Figure 3.25: Promoting Learners' Autonomy	63
Figure 3.26: Factors Affecting Learners' Autonomy.....	64
Figure 3.27: Teachers' Ways in Fostering Learners' Autonomy	65
Figure 3.28: Inductive Teaching Method and Learners' Autonomy.....	67

CONTENTS

DEDICATION	I
ACKNOWLEDGMENTS.....	II
ABSTRACT	III
LIST OF ACRONYMS AND ABBREVIATIONS	IV
LIST OF FIGURES.....	V
CONTENTS.....	VII
GENERAL INTRODUCTION.....	1
1. Statement of the Problem.....	1
2. Aim of the Study.....	2
3. Research Questions.....	2
4. Research Hypothesis.....	2
5. Research Methodology and Design.....	3
a- Participants.....	3
b- Materials.....	3
c- Structure of the Dissertation.....	4
 CHAPTER ONE: Inductive Teaching Method	
Introduction.....	6
1.1. What is teaching method?	6
1.2. Types of teaching methods.....	7
1.2.1. Deductive teaching method.....	7
1.2.1.1. Steps of Deductive Teaching Method	9
1.2.2. Inductive teaching method.....	9
1.2.2.1. Steps of Inductive Teaching Method.....	10
1.3. Faces of Inductive Teaching Methods.....	11

1.3.1. Inquiry-guided Learning.....	11
1.3.2. Discovery Learning.....	11
1.3.3. Problem –based Learning.....	11
1.3.4. Project–based Learning.....	12
1.3.5. Case based Learning	12
1.3.6. Just-in-time Teaching	12
1.4. Comparison between Deductive and Inductive Teaching Methods.....	13
1.5. Advantages of Inductive Teaching Method.....	14
Conclusion.....	15
CHAPTER TWO: Learners’ Autonomy	
Introduction.....	17
2.1. Definition of Autonomy.....	17
2.2. Definition of Learners’ Autonomy.....	19
2.3. Characteristics of Autonomous learners.....	20
2.3.1. Self-determination.....	20
2.3.2. Self-direction.....	21
2.3.3. Self-assessment.....	21
2.3.4. Self-regulation.....	21
2.3.5. Self-monitoring.....	21
2.3.6. Responsible for Learning.....	21
2.4. Importance of Learners’ Autonomy.....	22
2.5. Levels of Autonomy.....	23
2.6. Teacher Autonomy.....	23
2.7. Teacher Roles	24
2.7.1. Teacher Role as Facilitator.....	24

2.7.2. Teacher Role as Counsellor.....	25
2.7.3. Teacher Role as Resource.....	25
2.7.4. Teacher Role as Manager and Organizer.....	25
2.8. Language Learning Strategies for Better Autonomous Learning.....	25
2.8.1. Cognitive Strategies.....	26
2.8.2. Meta-cognitive Strategies.....	26
2.9. The Impact of Inductive Teaching Method on Learners' Autonomy.....	26
Conclusion.....	28

CHAPTER THREE: Field Investigation

Introduction	30
3.1. Describing Methodology	30
3.1.1. Population of the Study	30
3.1.2. Description of Students' Questionnaire	31
3.1.3. Administration of students' questionnaire	32
3.1.4. Data analysis and interpretation.	32
3.1.4.1. Analysis of Results and Findings from Students' Questionnaire.....	32
3.1.4.2. Summary of Results and Findings from Students' Questionnaire	49
3.2. Teachers' Questionnaire.....	52
3.2.1. Population of the Study	52
3.2.2. Description of Teachers' Questionnaire.....	52
3.2.3. Administration of Teachers' Questionnaire	53
3.2.4. Data Analysis and Interpretation.....	54
3.2.4.1. Analysis of Results and Findings from Teachers' Questionnaire	54
3.2.4.2. Summary of Results and Findings from Teachers' Questionnaire.....	68
RESEARCH IMPLICATIONS	71
LIMITATIONS OF THE STUDY	72

RECOMONDATIONS FOR RUFTHER RESEARCH.....73
Conclusion.....73
GENERAL CONCLUSION.....74

REFERENCES

APPENDICES

Appendix A: Students' Questionnaire

Appendix B: Teachers' Questionnaire

Arabic Summary

French Summary

GENERAL INTRODUCTION

Teaching and learning are two related processes that cannot be separated, they are complementary processes; both of them work to develop learners' knowledge abilities and skills. However, the teaching process requires a variety of plans in addition to the effective teaching methods, which are the fundamental element in teaching EFL learners. Therefore, there are two different methods of teaching, the deductive teaching method (DTM) which is considered the traditional method and the inductive teaching method (ITM) which is one of the effective methods that allows students to engage in their learning, and helps them to become more active and motivated learners. However, learner autonomy (LA) is an essential ability that every student should have. It makes students depend on their own capacities to learn, not only in an educational context but also in any situation they face. Furthermore, by developing this ability, learners will build strong self-reliance in the classroom and improve their thinking skills as well. Hence, the current study seeks to investigate the influence of the inductive teaching method on EFL learners' autonomy.

1. Statement of the Problem

Learner autonomy has been commonly practised around the world from the end of the twentieth century and it has been successfully used in teaching second language worldwide (Jamila, 2013, p.29, cited in Begum & Chowdhury, 2016). In informal observation to third- year LMD students' classrooms at the Department of English 08 Mai 1945, Guelma, learners are less autonomous. Accordingly, students should develop certain autonomous behaviours to improve their learning. Thus, it is important to indicate some factors that might foster such ability. However, enhancing EFL learners' autonomy is somehow difficult due to the lack of learners' readiness,

teachers encouragement, in addition to the use of ineffective teaching method such as teacher-centered method.

2. Aims of the Study

This study aims at:

- Investigating the effect of an inductive teaching method on EFL learners' autonomy.
- Shedding light on the importance of the inductive teaching method in rising EFL learners' autonomy.
- To increase teachers' awareness of the significant role of the inductive teaching method in enhancing learners' autonomy.

3. Research Questions

Developing strong autonomy in classrooms requires teachers to use effective methods and strategies. This research intends to answer these questions:

1. To what extent does the inductive teaching method affect EFL learners' autonomy?
2. Are teachers aware of the importance of the inductive teaching method in enhancing their learners' autonomy?

5. Research Hypotheses

(H1): The inductive teaching method would increase EFL learners' autonomy.

Or

(H0): Learners' autonomy could not be raised through the inductive teaching method.

6. Research Methodology and Design

In this study, we are discovering the interrelation between the two variables, which are the inductive teaching method and the learners' autonomy. The method that is adopted throughout this research is the quantitative descriptive method, to describe to what extent does the ITM affect EFL learners' autonomy.

a) Participants

The sample of this research was limited to Third-Year LMD students (N = 60) at the department of English, University of Guelma. They will be chosen randomly to answer a questionnaire in order to collect their information and opinions about the inductive teaching method and learner autonomy, in addition to the interrelationship between them. They will provide beneficial information that helps in conducting the current research because they have already experienced the different teaching methods and they see their influence in their autonomous learning. Moreover, teachers of Third-Year LMD students (N = 30) at the same department will be chosen haphazardly to answer the questionnaire because they will provide accurate and helpful answers to the study and they have better experience with the teaching methods.

b) Materials

This research needs two data collection tools: two questionnaires. First, a questionnaire will be administered to Third-Year LMD students in the second semester to see their point of view about the use of the inductive teaching method in the EFL classroom and its impact on their autonomy. Second, another questionnaire will be directed to the teachers of Third-Year LMD students at the same department in order to figure out their views about the use of inductive teaching and if it enhances learners' autonomy in the classroom.

7. The structure of the Dissertation

The dissertation will be divided into three chapters. The first two chapters will be organized under the theoretical part, which is devoted to reviewing the related literature, and the third one will be devoted to the practical part of the study. However, the first one involves an overview of inductive teaching methods, its faces, strategies, and figures. The second chapter will present background information about autonomy, its approaches, characteristics, and strategies. The third chapter (the practical part) is entitled "Field Investigation." It will give a deep description of the methodology used and the results of the study. In the methodology, we give an explanation of the research tools, data analysis, and the final results of the study, in addition to the teachers' and students' questionnaires, its description, and results. In the conclusion, we provide several pedagogical implications for teachers and students, recommendations, suggestions for further studies, and a general conclusion at the end of the chapter.

CHAPTER ONE: Inductive Teaching Method

Introduction	6
1.1.What is Teaching Method?.....	6
1.2.Types of Teaching Methods	7
1.2.1. Deductive Teaching Method.....	7
1.2.1.1.Steps of Deductive Teaching Method	9
1.2.2. Inductive Teaching Method.....	9
1.2.2.1.Steps of Inductive Teaching Method.....	10
1.3.Faces of Inductive Teaching Methods.....	11
1.3.1. Inquiry-guided Learning	11
1.3.2. Discovery Learning	11
1.3.3. Problem –based Learning.....	11
1.3.4. Project–based Learning	12
1.3.5. Case based Learning.....	12
1.3.6. Just-in-time Teaching	12
1.4.Comparison between Deductive and Inductive Teaching Methods.....	13
1.5.Advantages of Inductive Teaching Method.	14
Conclusion.....	15

Introduction

In this chapter, we are going to shed light on the concept of the inductive teaching method, its characteristics, faces, and effectiveness on EFL learners' performance. Teachers were using the traditional method (DTM) in teaching EFL learners, focusing on the teacher and neglecting the role of the students. It is a teacher-centered method. However, another method was adopted. The inductive teaching method was the new method that gives the students the opportunity to discover their skills and abilities to solve problems. Also, it helps them engage more in the learning process.

This chapter will indicate how an inductive teaching method could promote students' enthusiasm, confidence, creativity, self-esteem, and collaborative learning abilities while dealing with interpersonal conflicts to figure out solutions to complex problems.

1.1.What is teaching method?

In the process of language learning/teaching both teachers and learners are using different methods to facilitate such processes. Accordingly, a method means a procedure or process for attaining an object: such as a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline or art (Merriam-Webster Dictionary, 2019). Depending on this definition a method can be procedure, technique, or process that is used only for a specific discipline. In the same context, the Britannica dictionary (2022) defines a method as a careful or organized plan that controls the way something is done.

According to Ganyaupfu (2013) to facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes (p. 29). However, teachers have to use methods that fit learners' needs, levels, and abilities to facilitate for them the acquisition process and engage them in the learning activity. Therefore, in Teach.com (2020):

The term "teaching method" refers to the general principles of pedagogy and management strategies used for classroom instruction, which means all the strategies and the techniques used by the teacher to deliver the information to the students.

In other words, in the process of delivering, transmitting, or providing a piece of information, the teacher uses set of principles and techniques that help the students in receiving this information.

According to Ayeni (2011), teaching is a continuous process that involves bringing desirable changes in learners through the use of appropriate methods, which means that through the teaching process the teacher is going to make a change in learners' performance, outcomes, and abilities by the utilization of the appropriate methods; Adunola (2011, cited in Ganyapfu, 2013, p. 30) agrees in this by indicating that in order to bring desirable changes in students, the teaching methods used by educators should be best for the subject matter.

1.2.Types of Teaching Methods

In the field of language education, there are two main methods that are used regularly, the inductive method and the deductive method. The deductive and inductive methods of teaching are very distinct and they oppose each other in many aspects (M. Obeidat & Alomari, 2020, p. 280).

1.2.1. Deductive teaching method

According to Boud & Feletti (1999, cited in Ganyapfu, 2013, p.30), the DTM "is also called teacher-centered method. Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught". Thus, it does not employ activity-based learning to encourage students to learn how to apply their knowledge to solve real-world problems, because the teacher is in charge of information

transmission and dissemination. S/he may attempt to improve the transmission of information while minimizing time and effort. As a result, students' interest and comprehension may decrease.

Moreover, the DTM is based on deduction. In deductive method, we proceed from general to particular and from abstract and concrete (Atta et al., 2015, p. 22). In this method of teaching the teacher begins by giving students the rule or the principal, explains it and latter s/he provide examples to confirm the idea, in this way the instructor is the only active participant who provide the knowledge while learners are only listeners. Accordingly, the DTM “proceeds from rules or generalizations to examples and subsequently to conclusions or to the application of the generalizations” (Good, 1959). Atta et al (2015, p. 22) points out that deductive method proceeds form:

- General (rules, laws, principals or formula) to specific (examples)
- Unknown to know
- Abstract law to concrete example
- Complex to simple

To sum up, the deductive teaching method is a traditional technique that teachers use to transmit the information to learners directly starting first by stating the new rule, concept, or principle, explaining it, giving examples about it, and later they give learners the chance to practice this new concept or rule. However, according to Ganyapfu (2013, p. 30) DTM does not apply activity based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. Additionally, Zamani (2014, p. 91) claims that the deductive method is often criticized because:

- a) It teaches grammar in an isolated way.

Little attention is paid to meaning.

b) Practice is often mechanical.

1.2.1.1.Steps of Deductive Method

(Atta et al., 2015, p. 22) Deductive method of teaching follows the following steps given below for effective teaching

- Clear recognition of the problem
- Search for a tentative hypothesis
- Formulating of a tentative hypothesis
- Verification

1.2.2. Inductive Teaching Method

Zamani (2014, p. 91) states that instead of explaining a given concept and following this explanation with examples (DTM), the teacher presents students with many examples showing how the concept is used which is the inductive teaching method. Accordingly, the word inductive is derived from induction that means to offer a general truth by showing, that if it is true for a particular case (Atta et al., 2015, p. 21). Thus, the students notice the examples, try to understand them, and then deduce how this rule or concept works.

Furthermore, in Good's Dictionary of Education (1959), inductive teaching is defined as being based on the presentation to the learner of a sufficient number of specific examples to enable him to arrive at a definite, rule, principle or fact. Accordingly, the teacher presents a number of examples to students and let them observe and think about them until they figure out the rule and reach a conclusion that can be generalized. Additionally, the ITM is defined as an example-driven, bottom-up teaching approach in which the teacher provides students with a set of data and allows them to draw their own conclusions (Khan et al., 2020)

According to Horak, it is not a necessary part of inductive teaching to state the generalization for the student or to have him stated after exposure to the examples (Horak et al., 1978, p. 5).

However, not all the rules or the concepts can be generalized in addition to the fact that the aim of

the ITM is to make learners able to reach an conclusion depending on their own thinking.

Moreover, in the ITM the rules are normally discovered and not directly explained (M. Obeidat & Alomari, 2020, p. 281), the educator attempt to implicitly state the rule and let learners deduce it. According to Atta et al (2015), inductive method proceeds from particular examples to general rules of formulae, concrete illustration to abstract rules, known to unknown and simple to complex. (p. 21).

1.2.2.1.Steps of Inductive Teaching Method

By using inductive method the following steps are used (Atta et al., 2015, p. 21):

a. Appearance/presentation of Examples

In this first step of inductive method, the teacher shows lot of examples of the same type and solutions of all those specific examples that are obtained with the help of the student.

b. Observation/Reflection

After solving so many specific examples the students detect, observe them, and try to reach some conclusion.

c. Generalization (Simplification)

After second step which mean after observing the presented examples, the educator and students resolve some common rules, laws, formulae or principle by logical mutual discussion.

d. Testing and verification (authentication)

In this fourth step students test and prove the law, rule or principle with the help of other suitable specific examples. So in this way students logically achieve the knowledge of inductive method by following above given steps.

1.3.Faces of Inductive Teaching Methods

Prince and Felder (2007) indicate that “Inductive teaching methods come in any forms, including discovery learning, inquiry-based learning, problem-based learning, project-based learning, case-based teaching, and just-in-time teaching” (pp. 14-17).

Michael Prince and Richard Felder (2007) point out six faces of inductive teaching method:

1.3.1. Inquiry-guided Learning

Prince and Felder declare that in inquiry-based learning (IGL) (also known as inquiry-guided learning or guided inquiry), students are presented with a challenge (such as a question to be answered, an observation or data set to be interpreted, or a hypothesis to be tested) and accomplish the desired learning in the process of responding to that challenge (2007, p.14). As with all inductive methods, the information needs to be provided implicitly in the lectures or readings to achieve the main aim of this method.

1.3.2. Discovery Learning

In the DL the teacher is not allowed to give feedbacks or instructions to students before or during the process of discovering the rule. Accordingly, Prince and Felder (2007) state that the lack of structure and guidance provided by the instructor and the trial and error consequently required of students are the defining features of discovery learning relative to other inductive methods. This extreme form of inductive teaching was developed for precollege education and has rarely been used in undergraduate classes, and there is little empirical evidence for its effectiveness in that setting (p15).

1.3.3. Problem –based learning

In PBL, students usually work in teams that are confronted with an ill-structured open-ended real-world problem to solve, and take the lead in defining the problem precisely, figuring out what they know and what they need to determine, and how to proceed to

determine it. They formulate and evaluate alternative solutions, select the best one and make a case for it, and evaluate lessons learned. When they identify the need for instruction on new material, the instructor either provides it or guides the students to obtain the required information themselves (Prince and Felder, 2007, p. 15).

1.3.4. Project-based Learning

Prince and Felder (2007) indicate that project-based learning (PBL) involves assignments that call for students to produce something, such as a process or product design, a computer code or simulation, or the design of an experiment and the analysis and interpretation of the data. The culmination of the project is normally a written or oral report summarizing what was done and what the outcome was. Strictly speaking, in project based learning students mainly apply previously acquired knowledge and the final product is the central focus of the assignment (p.16).

1.3.5. Case based Learning

In case-based teaching (CBT), students study historical or hypothetical cases involving scenarios likely to be encountered in professional practice. The key to case-based instruction is having cases that are clear and realistic and encompass all of the teaching points the instructor wishes to convey. Constructing such cases can be extraordinarily time consuming (Prince and Felder, 2007, pp. 16-17).

1.3.6. Just-in-time Teaching

In just-in-time teaching (JITT), students respond electronically to conceptual questions before each class, and the instructor adjusts the lesson to react to misconceptions revealed by students' responses. Since the conceptual questions involve material not yet covered in class, the method qualifies as inductive. Just-in-time teaching is somewhat demanding to implement, for several reasons. It requires preparation of conceptual questions prior to every lecture and a web-based course management system that can tabulate students' responses for

the instructor to review (Prince and Felder, 2007, pp. 17-18).

Hafsah states that these methods have many features in common, besides the fact that they all qualify as inductive. They are all learner-centered, meaning that they impose more responsibility on students for their own learning than the traditional lecture-based deductive approach does (2014, p. 140).

Prince and Felder declare that these methods can all be characterized as constructivist methods, building on the widely accepted principle that students construct their own versions of reality rather than simply absorbing versions presented by their teachers. The methods almost always involve students discussing questions and solving problems in class (active learning), with much of the work in and out of class being done by students working in groups (collaborative or cooperative learning) (2006, p. 2).

1.4. Comparison between Deductive and Inductive Teaching Methods

Deductive reasoning or logical deduction or “top-down” logic, is the process of reasoning from one or more statements to reach a logically certain conclusion. Deductive method of teaching is totally different from inductive method. A deductive method is more teacher-centred approach. This means that the teacher gives the students a new concept, explains it, and then has the students practice using the concept (Atta et al., 2015, p. 22).

Landmark College (2005) claim that deductive method of teaching is much less constructivist and is based on the idea that a highly structured presentation of content creates optimal learning for students as compared to inductive method of teaching which is more suitable in the teaching learning process(cited in Atta et al., 2015, p. 23).

Shoaib (2010) states that the deductive method is used in a large classroom setting while the inductive method is effective when used in small groups or numbers of students.

The deductive method is traditional, structured, and predictable while the inductive method is personalized and the concepts are easily remembered and understood. The deductive method is a method of verification and comes from a source while the inductive method is an approach of discovery and relies on a student's perspective or understanding of a concept (cited in Atta et al., 2015, p. 23).

Deductive teaching is a traditional method in which information about the target language and rules is given at the beginning of a class and complemented with examples (Benitez-Correa et al., 2019, p. 227). Whereas the inductive teaching method is an interactive method in which the rule is deduced by learners from a number of examples provided by the teacher.

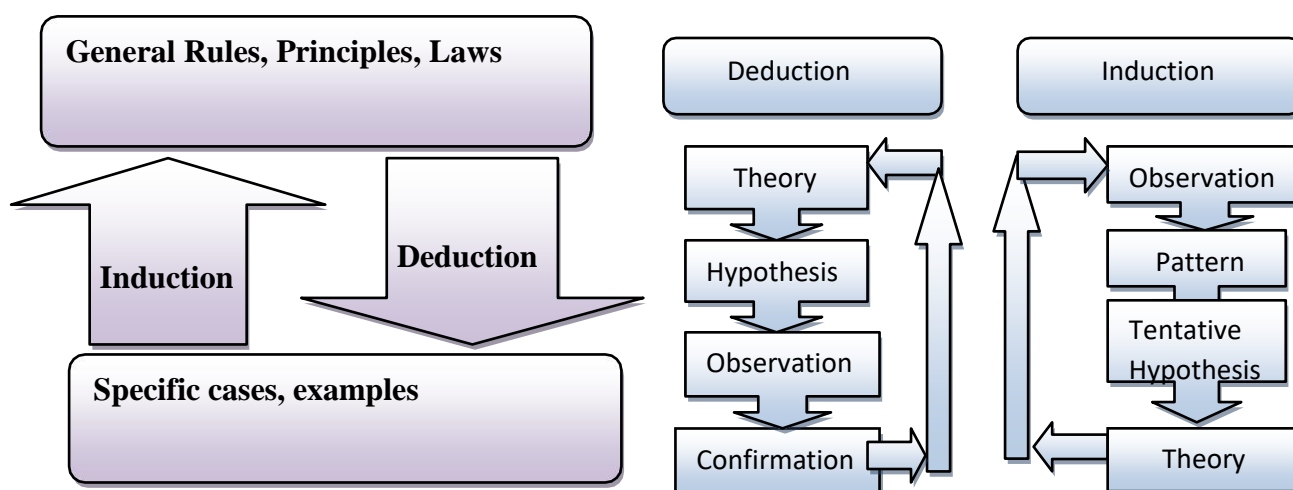


Figure 1: Stages of deductive and inductive teaching method (Atta et al., 2015, p. 24).

1.5. Advantages of Inductive Teaching Method

The inductive teaching method has many advantages on learners' performance and their learning development. M. Obeidat & Alomari (2020, p. 281) state some its advantages such as:

- (1) It keeps the student's brain active as s/he tries to figure out how grammar works.

(2) It gives the teacher the chance to notice students' questions and to correct errors when appropriate.(3) This encourages the student to participate, to rely on his or her critical thinking to figure out the language, and to gain deeper understanding of the language.

Based on the statements above, ITM makes learners more dependent on themselves, active participants, and more responsible as it develops curiosity within the individual which is need of the day (Atta et al., 2015, p. 21).

Conclusion

The aim of the present chapter was to provide a detailed overview about inductive teaching method. Thus, from the description above, it is understood that ITM is a method that has been developed through the processes of teaching and learning in EFL learners. Also it was clearly administrated that scholars who defend this model agree on a major point which is inductive teaching method is the more effective method that can engage learners in cooperating with their group members and help them improve their learning achievement and can offer them memorable ways to learn language in an effective successful way.

CHAPTER TWO: Learners' Autonomy

Introduction	17
2.1. Definition of Autonomy	17
2.2. Definition of Learners' Autonomy	19
2.3. Characteristics of Autonomous learners.	20
2.3.1. Self-determination	20
2.3.2. Self-direction	21
2.3.3. Self-assessment.	21
2.3.4. Self-regulation	21
2.3.5. Self-monitoring	21
2.3.6. Responsible for Learning	21
2.4. Importance of Learners' Autonomy	22
2.5. Levels of Autonomy	23
2.6. Teacher Autonomy	23
2.7. Teacher roles	24
2.7.1. Teacher Role as Facilitator	24
2.7.2. Teacher Role as Counsellor	25
2.7.3. Teacher Role as Resource	25
2.7.4. Teacher Role as Manager and Organizer.	25
2.8. Language Learning Strategies for Better Autonomous Learning	25
2.8.1. Cognitive Strategies.	26
2.8.2. Meta-cognitive Strategies	26
2.9. The Impact of Inductive Teaching Method on Learners' Autonomy	26
Conclusion	28

Introduction

This chapter is devoted to the concept of learner autonomy. It starts by introducing the different definitions of the concept by linguists and scholars in the field and the major aspects that characterize autonomous learners, in addition to its importance on EFL learning. It covers also the different levels of autonomy, teacher autonomy, and teachers' roles. It concludes with the strategies that may promote students' autonomy.

The concept of learner autonomy has gained a lot of attention in the last two decades, and it's been brought into the field of education in general and language teaching in particular. Therefore, Students are intended to move from absolute reliance on the teacher as the main source of knowledge to the point when they can rely on themselves to manage their own learning, and many EFL teachers encourage autonomy in their students to help them improve their language acquisition.

2.1. Definition of Autonomy

In the field of language education, autonomy has many different meanings according to the situation it is used in, which makes it a consensual concept. Scholars were very confused about whether they should describe autonomy as behaviour or a capacity. Unfortunately, it is not a simple or easily described behaviour (Little, 1991, p. 4).

As stated by Boud (1988) "The notion of autonomy in learning is a many-faceted one and it subjects to much debate" (p. 17). Many scholars attempt to define autonomy. Starting by Holec (1981) who describes autonomy as 'the ability to take charge of one's learning' (cited in Nataka, 2007, p. 101). For Holec, learners have an ability to take responsibility for their own learning process. Accordingly, Macaro (1997) indicates that:

Autonomy is an ability to take charge of one's own language learning and ability to recognize the value of taking responsibility for one's own objectives, content, progress, method and techniques of learning. It is also ability to be responsible for the pace and rhythm of learning and the evaluation of the learning process (p. 168).

Based on the aforementioned definition, Macaro links autonomy to the ability that learner has to manage, organize, make decision about his/her own learning process depending on his/her potential capacity. Benson and Voller (2014, pp. 1-2) identify five different situation or ways that autonomy can be used in language learning. They describe autonomy as:

a) situations in which learners study entirely on their own; b) a set of skills which can be learned and applied in self-directed learning; c) an inborn capacity which is suppressed by institutional education; d) the exercise of learners' responsibility for their own' learning; e) the right of learners to determine the direction of their own learning.

Dickinson (1987) proclaims that autonomy is "a mode of learning; one in which the individual is responsible for all the decisions connected with her learning, and undertakes the implementation of these decisions" (p. 27). According to Dickinson, all learners are completely free and responsible to take decisions about their own learning. Besides, Little(1991) claims that:

Autonomy is a capacity –for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts (p. 4).

Equally, Benson (1997, p. 25) summarizes three basic definitions of autonomy in language learning as follows:

1. Autonomy as the act of learning on one's own and the technical ability to do so.
2. Autonomy as the internal psychological capacity to self-direct one's own learning.
3. Autonomy as control over the content and processes of one's own learning.

2.2.Learner autonomy:

The concept of learner autonomy has been central to the Council of Europe's thinking about language teaching and learning since 1979, when Henri Holec wrote *Autonomy and foreign language learning* (cited here as Holec 1981). Holec began by defining learner autonomy as the "ability to take charge of one's own learning" noting that this ability "is not inborn but must be acquired either by 'natural' means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way", and pointing out that "To take charge of one's learning is to have [...] the responsibility for all the decisions concerning all aspects of this learning [...]" (1981, p. 3).

David Little states that learner autonomy is essentially a matter of the learner's psychological relation to the process and content of learning--a capacity for detachment, critical reflection, decision-making, and independent action (Little, (1991, p. 4). Little asserts that LA is an ability to make decision about the learning process and content far from external restrictions. Additionally, LA is a capacity and willingness to act independently and in cooperation with others as a social, responsible person (Dam et al., 1990, p.102).

The term independence is sometimes used interchange and synonymously with autonomy. Benson and Voller (1997, p. 2) agree that both autonomy and independence are "problematic concepts because they carry with them meaning from other discourses and from their application in particular instances of language education". Therefore, independence refers to more freedom and less formal teaching instructions.

2.3. Characteristics of Autonomous Learners

Rathbone indicates that the autonomous learner is a self-activated maker of meaning, an active agent in his own learning process. He is not one to whom things merely happen; he is the one who, by his own volition, causes things to happen. Learning is seen as the result of his own self-initiated interaction with the world (1971, pp. 100-104, cited in Candy, 1991, p. 271). Accordingly, a more comprehensive definition of autonomous learning is provided by Candy (1991, Holmes, 2021, p.10). Candy gives six aspects of autonomy claiming that autonomous learner:

- 2.3.1. has freedom of choice; b) can develop goals and plans independently of pressure from others; c) has a capacity for reflection; d) has the will and the capacity to “fearlessly and resolutely carry into practice, and through to completion, plans of action...without having to depend on others for encouragement and reassurance”;
- e) can exercise self-mastery; f) has a personal concept of their self as being autonomous.

Based on the previous statements, the main characteristics of autonomous learners can be summed up in six main aspects: self-determination, self-direction, self-assessment, self-regulation, self-monitoring, and responsibility for learning.

2.3.1. Self-determination

Self-determination (SD) is one of the main characteristics that should be highlighted when talking about autonomous learner. Autonomous learners are able to determine short-term or long-term objectives and make a rational plan. Moreover, they are capable of adjusting the learning in time and setting a new objective based on the evaluation of their previous learning (Yajun, 2014, p. 70).

2.3.2. Self-direction

Self-directed learning (SDL) is one of the major features of autonomous learners. Wenden (1991) declared that autonomous learners are self-confident learners believing in their ability to learn and to self-direct or manage their learning (p.53). In brief, learners' prominent role is to direct, manage, and assess their needs and set the main goals and objectives of their learning process.

2.3.3. Self-assessment

Self-assessment is another feature of autonomous learners. According to Cooker (2012, p. 53), self-assessment is a beneficial way that promotes second language learners' autonomy as it allows for the establishment of self-tailored norms by which learners can judge the quality of their performance.

2.3.4. Self-regulation

Autonomous learners are able to select and utilize appropriate learning strategies, methods and techniques which they are able to use freely in order to achieve learning efficiency (Yajun, 2014, p. 70).

2.3.5. Self-monitoring

“Autonomous learners monitor the acquisition procedure and the implementation of plan- learning that can pay attention to their own learning from time to time identifying whether they achieve the expected results according to the plan and in which aspect problems still exist”(Yajun,2014, p. 70). Accordingly, self-monitoring is one of the features of autonomy that is important for learners.

2.3.6. Responsibility for Learning

Boud (1998) suggests that the main characteristic of autonomous learning is that students take “significant responsibility for their learning over and above responding to

instruction". This indicates that responsibility is considered as one of the major aspects underlying autonomous learners.

2.4. Importance of Learners' Autonomy

At present, it seems that autonomy is gaining an increased interest in different educational fields. Learner autonomy has advantage in helping learners to achieve high degrees of independence and creativity. In language learning, many researchers argue the significance of autonomy from different points of view (Alonazi, 2017, p. 185). Accordingly, autonomous learning allows students to be agents (enabling them to be the doers rather than the recipients of learning action) which is one way of helping to sustain their motivation (Harmer, 2007) and he suggests that to recompense for the limits of classroom time and to the chances for successful language learning, learners need to be encouraged to develop their own learning strategies so that as far as possible, they become autonomous learners. According to Benson (2006, p. 34):

‘Autonomous learners have acquired the learning strategies, the knowledge about learning and the attitude that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are directly involved in their own learning process and the knowledge construction is based on their learning needs.’

In other quarters, Benson asserts that learners' autonomy has a crucial role in facilitating the development of some strategies that help learners in improving their learning process. Dam (1995, p. 82) affirms that involving learners in learning through providing them with opportunities to regulate the teaching process improves the learning outcomes. She also contends that learning would proceed smoothly if learners are conscious of the instructional content and the process by which input is delivered. On the same concept, Benson (2001, p. 2)

indicates that developing such a capacity of taking control over one's own learning is always helpful.

2.5. Levels of Autonomy

The concept of “proactive” and “reactive” autonomy was then proposed by Littlewood (1999) to distinguish the level of autonomy. Proactive autonomy means full autonomy with which learners have a capacity to take charge of their own learning, determining learning objectives, choosing learning methods and techniques, and evaluating what they acquired. While proactive autonomy creates its own direction, reactive autonomy does not. It enables learners to organize their resources autonomously to achieve their learning goal provided that a learning direction has been set for them. To develop learner autonomy either proactive or reactive, teachers are significant in the learning process. Knowles (1975) states that “there is convincing evidence that people who take the initiative in learning (proactive learners) learn more things, and learn better, than do people who sit at the feet of teachers passively waiting to be taught (reactive learners) (p. 14).

2.6. Teacher Autonomy

The term “teacher autonomy” was introduced into the field of foreign language education (Benson, 2006; Smith, 2003) when Little (1995) published a journal article—*Learning as dialogue: The dependence of learner autonomy on teacher autonomy*, which marked the beginning of “teacher autonomy” in second (foreign) language education research. For Little (1995, p. 179) teacher autonomy is the teacher's “capacity for autonomous learning”, which is shown in the teacher's “personal responsibility”, “continuous reflection”, “analysis of the degree of affective and cognitive control” and “exploiting freedom” in the teaching process. For him teacher autonomy is the ability that teacher has to take responsibility, control his/her class, and feel free to make decisions about the

learning/teaching process.

Teacher autonomy is essential for providing a learning environment that meets the different needs of students. The teacher, just like the student, requires space, freedom, flexibility, and respect. There is a need to develop an environment that encourages collaborative efforts among instructors. Teacher autonomy is motivated by a desire to grow personally and professionally, so an independent teacher would seek out opportunities to do so throughout his or her career (Sehrawat, 2014, p. 1). However, teacher autonomy is defined by “the capacity to take control of one’s own teaching”(Sehrawat, 2014, p. 2). Little (1995) supports this definition by defining teacher autonomy as the teacher’s capacity to engage in self-directed teaching. After that, scholars have been trying to define teacher autonomy from different ways such as Aoki (2000) who offers an explicit definition of teacher autonomy, suggesting that this involves the capacity, freedom, and/or responsibility to make choices concerning one’s own teaching. (cited in Sehrawat, 2014,p. 2).

According to Richard Smith (2000), teacher autonomy refers to “the ability to develop appropriate skills, knowledge, and attitudes for oneself as a teacher, in cooperation with others.”Benson (2000) argues that teacher autonomy can be seen as “a right to freedom from control (or an ability to exercise this right) as well as actual freedom from control” (cited in Sehrawat, 2014, p. 2).

2.7. Teacher roles in promoting learners’ autonomy

According to Voller (1997), the teacher’s roles in promoting autonomous language learning are: facilitator, counsellor, and resource (cited in Alonazi, 2017).

2.7.1. Teacher Role as Facilitator

Voller (1997) state that the teacher plays the role of a facilitator who provides the technical support by helping learners to plan and carry out their independent learning by

means of needs analysis, objective setting, work planning, and materials selecting. For him a facilitator provides the psycho-social support by being supportive, helping learners to overcome obstacles, being prepared to enter into a dialogue with learners and raising learners' awareness of the importance of independent learning (cited in Alozani, 2017, p. 186).

2.7.2. Teacher Role as Counsellor

Teacher as a counselor is another role that is widely used in the discussions of language learning autonomy. A counselor, in general, refers to a person who provides advice to those who need it (Alozani, 2017, p. 186).

2.7.3. Teacher Role as Resource

Compared to the teacher roles of facilitator and counselor, the role of resource is less explored in the literature (Alozani, 2017, p. 186). When the teacher performs as a resource, he/she is perceived as "a source of knowledge and expertise" (Benson & Voller, 1997). Resource makes his or her knowledge and expertise available to the learners whenever it is necessary. Additionally, the teacher as a resource enhances learning conditions to encourage learner autonomy by assisting learners to be aware of a wide range of knowledge resources and learning strategies (Alozani, 2017, pp. 186-187).

2.7.4. Teacher Role as Manager and Organizer

Alizoni (2017) asserts that in a learner-centered classroom, the teacher should be responsible for organizing different kinds of games and activities such as role play, group discussions, presentations and debates. The different activities need to be effective and suitable for the learners' needs and interests. Aiming at developing autonomous learners, teachers are advised to create opportunities for learners to learn spontaneously and creatively and to take their own initiatives to construct their knowledge (pp. 187).

2.8. Language Learning Strategies for Better Autonomous Learning

Palfreyman (2003) states that a technical ability deals with skills and strategies such as

cognitive, meta-cognitive, social and other strategies. This ability can be considered as learning methodological dimension. A psychological capacity focuses on broader attitudes and cognitive abilities enabling learners to take their own learning responsibility. Control over the learning content and learning processes relates to a political perspective which emphasizes learner empowerment (cited in Swatevacharkul & Boonma, 2021, p. 178).

2.8.1. Cognitive Strategies

Hedge (2000) defines cognitive strategies as “thought processes used directly in learning which enables learners to deal with the information presented in tasks and materials by working on it in different ways”. According to Tudor (1996), cognitive strategies include: repetition, resourcing, roping, note taking, deduction/ induction, substitution, elaboration, summarization, translation, transfer, and inference (cited in Maaz, 2019, p. 13).

2.8.2. Meta-cognitive Strategies

Self-regulated learning involves the meta-cognitive, motivational, and behavioural processes and sub-processes that are personally initiated to acquire knowledge and skills. These include, among other things, goal setting, planning, learning strategies, self-reinforcement, self-recording, and self-instruction (Zimmerman, 2015 cited in Holmes, 2021, p. 9). The learners need to activate the capacity, namely learning meta-cognition, to learn how to learn (Victori & Lockhart, 1995 cited in Aam et al., 2021, p. 249).

The criteria of learning meta-cognition are: preparing and planning for learning, selecting, and using strategies, monitoring learning, orchestrating strategies, and evaluating learning (Griffiths, 2015 cited in Aam et al., 2021, p. 250).

2.9. The Impact of Inductive Teaching Method on Learners’ Autonomy

The teacher is the first responsible for learners’ development in learning through his methods can increase or decrease learners’ motivation, awareness, autonomy, and interest

because teachers are seen as vitally important in fostering self-direction and autonomy (Breen & Mann, 1997) and as needing to provide models and goals for students (Nunan, 1997, cited in Wachob, n.d.p. 96) . In a 1998 survey by Dornyei (2001, cited in Begum & Chowdhury,2016), the single most negative influence that leads to student demotivation points to factors related to the teacher. The second most negative was reduced self-confidence related to a classroom event that was related to teachers' actions or inactions. Performance anxiety (Ehrman et al., 2003) has also been shown to be related to teachers and their effect on demotivation. Teachers' methods of teaching and roles are the major factors that can influence learners' autonomy and motivation (cited in Wachob, n.d.p.96).

Jamila (2013, p.31) affirms that learner's autonomy ensures a learner's freedom as an individual one and it goes against old, traditional and teacher centred practice of language teaching(cited in Begum & Chowdhury, 2016, p.3). This mainly explained by the fact that the traditional method (DTM) is no longer helpful for EFL learners and the inductive teaching method (ITM) is the one that enables learners to be motivated, active and independent. Landmark College, (2005) agrees that inductive method of teaching is more suitable in the teaching learning process (cited in M. Atta et al., 2015 p.23). On account to that ITM has many advantages for learners and it helps them to develop certain skills since it is an approach of discovery and relies on a student's perspective or understanding of a concept (Shoaib ,2010 cited in M. Atta et al., 2015 p.23). Setiawan (1997) also declares that the power and quality of inductive teaching technique contributes to give students opportunities in increasing their cognitive ability (cited in Morganna, 2016, p. 247). It supports learners to acquire more intellectual skills and capacities and become active participants, critical thinkers, and autonomous. This implies that there is a connection between ITM and learners' autonomy since learner autonomy also enables learners not only to take control and responsibility of their own learning but also makes students capable of self – direction and are able to develop

an independent, pro-active approach to their studies.

Conclusion

This chapter provides a brief overview of the theoretical idea of learner autonomy in the field of language education, as well as the issue of autonomy and the roles of both teachers and students in the formation of autonomous learning.

As a result, the reasons why learner autonomy should be emphasized in English education have been argued throughout this chapter, as well as how learners who accept responsibility and control over their learning are more likely to learn better.

CHAPTER THREE: Field Investigation

Introduction	30
3.1. Describing Methodology	30
3.1.1. Population of the Study	30
3.1.2. Description of Students' Questionnaire	31
3.1.3. Administration of students' questionnaire	32
3.1.4. Data analysis and interpretation.	32
3.1.4.1. Analysis of Results and Findings from Students' Questionnaire.....	32
3.1.4.2 Summary of Results and Findings from Students' Questionnaire.....	49
3.2. Teachers' Questionnaire.....	52
3.2.1. Population of the Study	52
3.2.2. Description of Teachers' Questionnaire.....	52
3.2.3. Administration of Teachers' Questionnaire	53
3.2.4. Data Analysis and Interpretation.....	54
3.2.4.1. Analysis of Results and Findings from Teachers' Questionnaire	54
3.2.4.2. Summary of Results and Findings from Teachers' Questionnaire.....	68
RESEARCH IMPLICATIONS	71
LIMITATIONS OF THE STUDY	72
RECOMONDATIONS FOR RUFTHER RESEARCH.....	73
Conclusion.....	73
GENERAL CONCLUSION	74

Introduction

Since the two previous chapters deal with detailed overview about autonomy and inductive teaching method, it is now possible to explore learners' and teachers' views and attitudes regarding the relationship between these two variables. With this in mind, the present chapter summarizes findings from students' and teachers' questionnaire. It also endeavours to analyze and interpret these findings so as to derive more contextualized insights. The latter would probably allow us to confirm or reject the main hypotheses along with answering the research questions.

3.1. Describing the Methodology

This section is concerned with the research design and methodology. It is mainly devoted to the research setting, the participants' profile, and the data collection instruments. The method that is adopted throughout this research is the quantitative descriptive method. Two questionnaire are administered, one to EFL students and the other to teachers at the university of Guelma. These tools enable us to gather authentic data that enable us to describe the affect of ITM on EFL learners' autonomy.

3.1.1. Population of the Study

The present research targets Third-year LMD students (Academic year 2021-2022) at the department of English, 8 Mai 1945 University, Guelma. The selection of this population in particular is related to the fact that they are presumed to possess a sufficient background knowledge and competence that enable them to recognize their educational level and to share their perceptions far from any reservation. Equally, they have already received at least three years of university instruction which, therefore, has influenced their learning experience. Furthermore, they would be of great help in terms of providing insights into the use of inductive learning method in FL classrooms and its impact on their learning abilities, or autonomy in particular since they have already experienced the use of both the deductive and inductive teaching methods in their classrooms. In light of the previous reasons, a random

sample consisting of 144 students out of 232 learners has been selected. The representativeness of the sample (s) has been ensured since the number of respondents corresponds to Krejcie and Morgan's (1970) sampling table (cited in Cohen, Manion & Morrison, 2000, p. 94). Accordingly, in our department there are 236 students. Thus only 144 questionnaires have to be administered to third year students. The questionnaire was distributed to 144 students in eight groups.

3.1.2. Description of Students' Questionnaire

The design of this questionnaire is based on the theoretical part of the present research. It encompasses seventeen (17) question structured under four main parts. Almost all questions are closed-ended for they include an already specified set of options which make the findings obtained mainly quantitative. Simultaneously, some of the questions provide the ability to share further insights or different ideas as they include a space for students to opt for the options which they do not find within the pre-specified list. The last question is open-ended one and it aims at giving students an opportunity to provide further comments and suggestions with regards to the use of inductive teaching method in EFL classrooms and its impact on their autonomy. It is important to note that this questionnaire serves as an introductory tool that aims at inquiring into students' perception and beliefs with respect to the impact of using Inductive Teaching Method (ITM) on their autonomy. Hence, it would contribute to the validity of this research.

The first part consists of two main questions and it is devoted to gather data concerning general information about the students such as their level in English. Part two encompasses six questions (From Q3 to Q8). It deals with learners' autonomy in general as it covers questions that address learners' autonomy, degree of dependence/independence, and the aspects that characterize an autonomous learner, in addition to the factors that affect the promotion of this ability. Part three comprises six questions (From Q9 to Q14). It tackles the utilization of an inductive teaching method, the kind of learning classroom, the degree to

which teachers use this method in the learning process, teacher roles, and learner roles. Part four deals with the impact of using inductive teaching method (ITM) on EFL learners' autonomy, and the aspects of autonomy that inductive teaching method improve. The questionnaire concludes with an open-ended question which attempts to give students the opportunity to share further suggestions and comments on the topic under investigation (Q17).

3.1.3. Administration of Students' Questionnaire

The administration of students' questionnaires took place May 12th, 2022 at the department of English, 8 Mai 1945 University, Guelma. The questionnaire has been distributed in seven groups and it has been answered immediately. Both teachers and students welcomed the administration of the questionnaire and were cooperating willingly. The process went smoothly and students did not face difficulty or ambiguity as the questionnaire has been corrected and re-corrected three times to ensure its validity and to avoid any kind of ambiguity. The process took 25-30 minutes.

3.1.4. Data Analysis and Interpretation

3.1.4.1. Analysis of Results and Findings from Students' Questionnaire

Part One: General Information

Question one: why are you studying English?

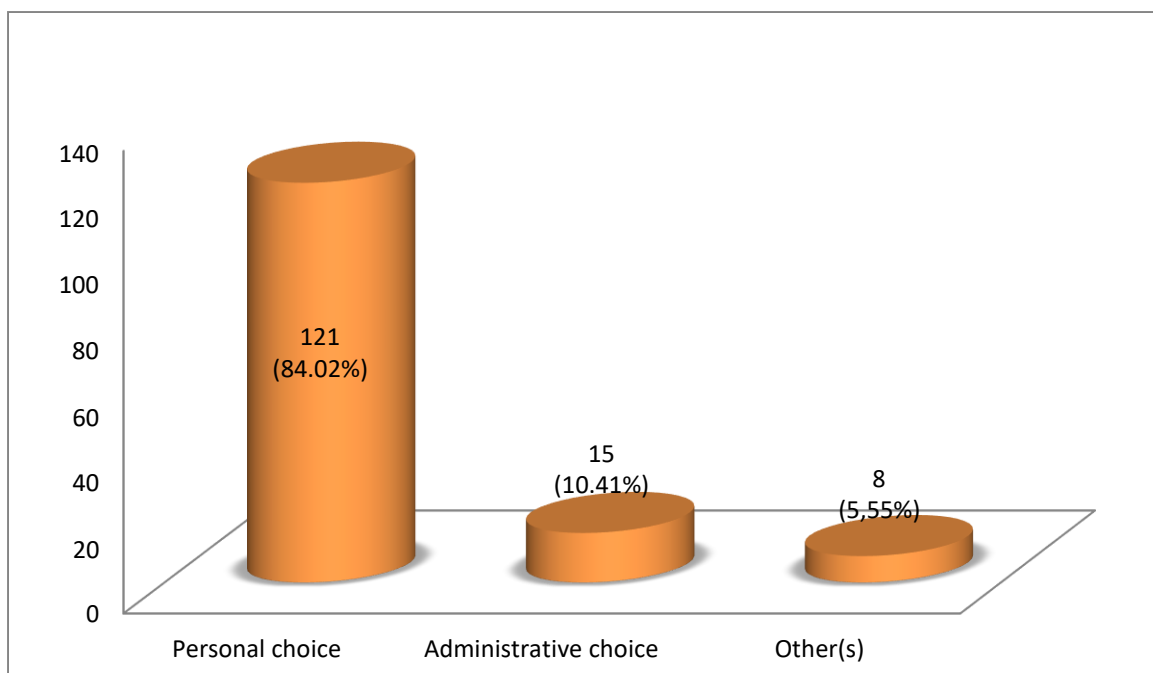


Figure 3.1: Reason for Studying English

As it is noticed in the table above, the vast majority of students (84.02%) claim that the reason for studying English is their personal choice. This indicates that they are interested in studying English since it is the international language, which probably increases their motivation and improves their future career. This might signalize their willingness to evolve a kind of self-reliance. Only a few students (10.41%) point out that they are studying English due to an administrative choice. This might indicate that they are not interested in studying English as it was imposed on them. Only eight students (5.55%) opt for other reasons and they said that they are studying English because of their low average and the inability to move elsewhere. This suggests that they were obliged to choose English due to some factors over which they had no control.

Question Two: How would you describe your level in English?

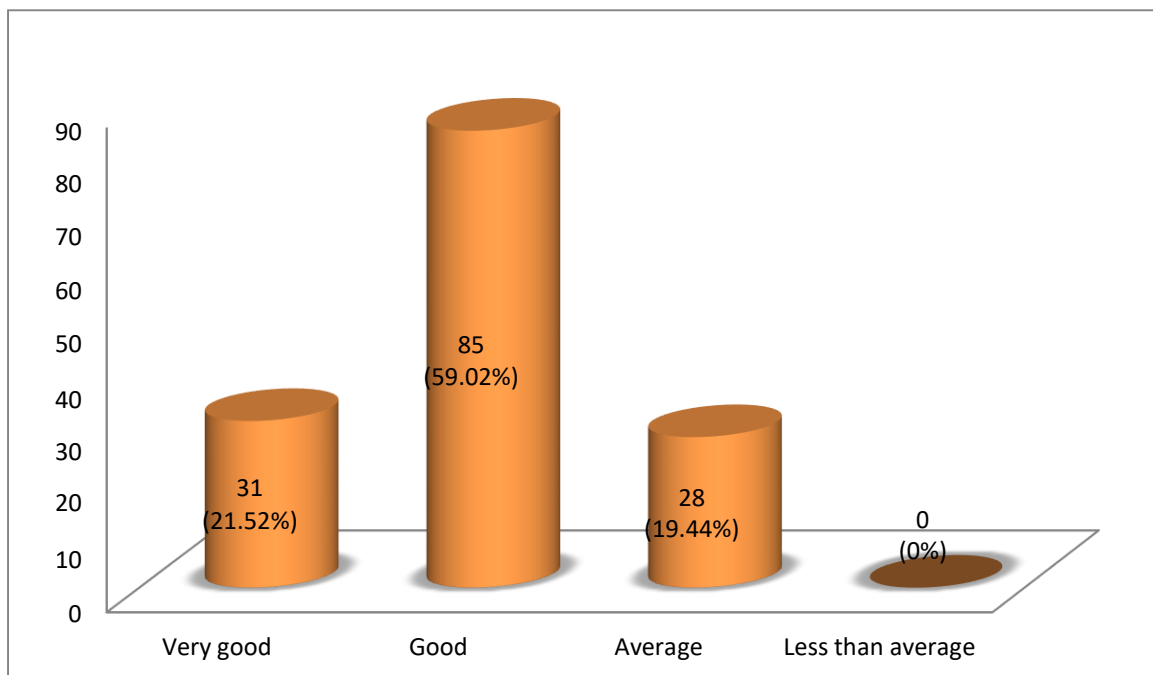


Figure 3.2: Appreciation of English Level

Concerning the appreciation of English level, the absolute majority of students (59.02%) assert that they have a good level. This intimates that they have acquired only needed basics of the language and they want to raise their level. Thirty one students (21.52%)

state that their level is very good. This means that they have mastery of the English language, which hints that they know very well this language, they have acquired more than just basic knowledge of it, and their vocabulary and syntax are already improved. A significant number of students (19.44%) assume that they have an average mastery of English. This suggests that they have internalized only the basic knowledge of English and they are still required to improve their level to meet the required one. No student (0%) indicates that his/her English language is less than average which means that all students have at least the basic knowledge of English language and no one face difficulties that may distract the learning process.

Section Two: Learners' Autonomy

Question Three: Do you consider learners' autonomy important in English learning?

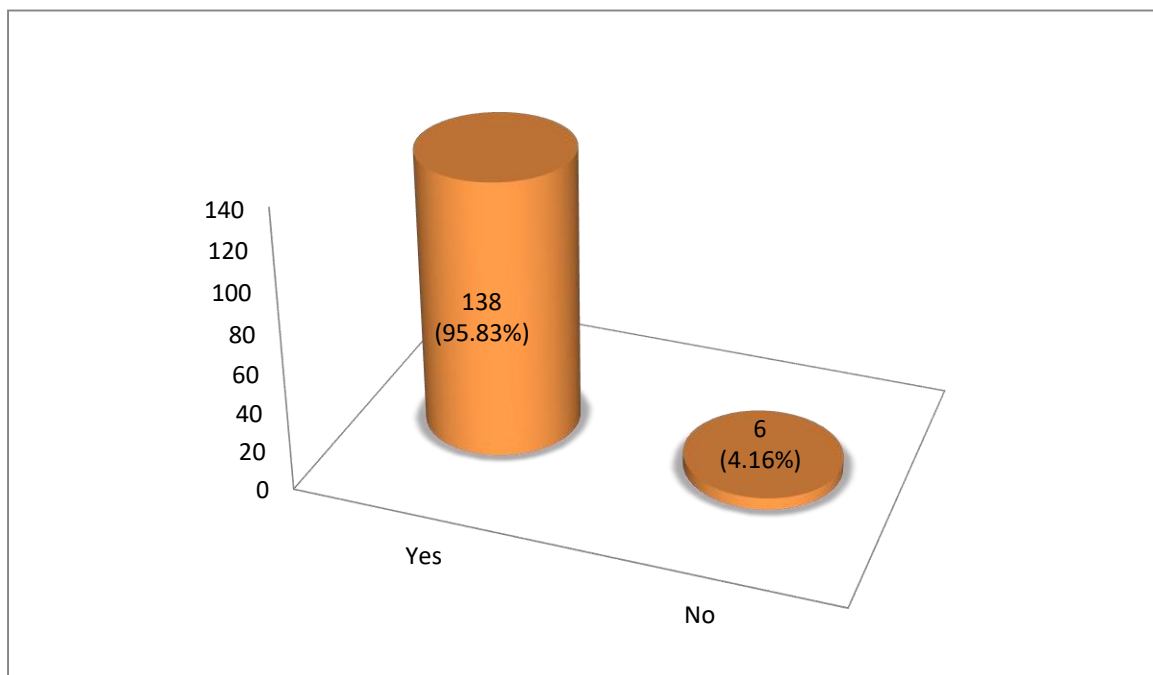


Figure 3.3: Importance of Learners' Autonomy

As it is displayed in figure 2, a significant percentage of students (95.83%) declare that learners' autonomy is important in English learning. This implies that they know the importance of independent learning and it might help them to engage more in the learning process. Six students (4.16%) state that learners' autonomy is not important in English

learning. This might suggest that they are not aware of the importance of learners' autonomy or they are not autonomous learners and depend on their teachers.

Question Four: What are the characteristics of autonomous learners?

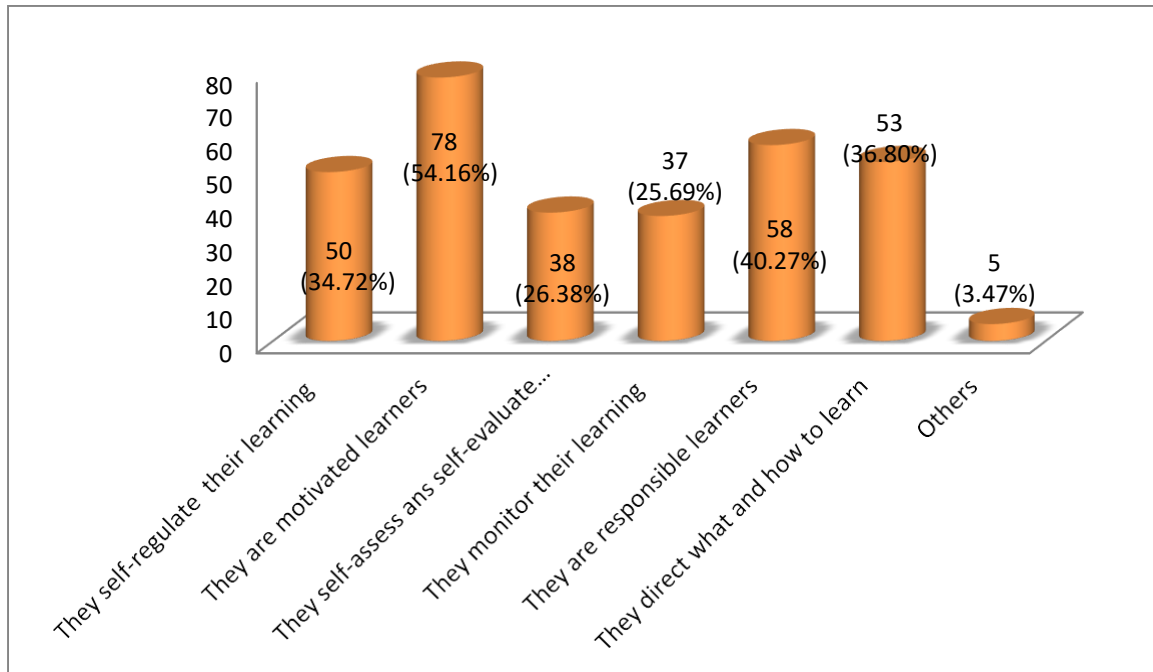


Figure 3.4: Characteristics of Autonomous Learners

As it is shown in figure 3.4, the majority of students (54.16%) agree that autonomous learners are motivated. This implies that autonomous learners are very motivated which makes them more engaged in the learning process. Less than half of the students (40.27%) assert that autonomous learners are responsible. This insinuates that learners are aware of the importance of taking charge of their learning and depending on themselves more than the teachers. Fifty three students (36.80%) admit that autonomous learners self-direct their learning. This denotes that those students agree that learners should set their goals, and select the content they need by themselves. Fifty students (34.72%) indicate that autonomous learners self-regulate their learning which means that they are aware of the importance of knowing, selecting and manipulating what to learn and how to learn and its influence on their self-reliance. Few students (26.38%) agree that autonomous learners assess and evaluate their learning. This might suggest that they realize that assessing and evaluating can be done by learners themselves not only teachers. Thirty seven students (25.69%) choose self- monitoring

which indicates that they understand the significance of keeping observing and controlling the learning activity. Five students (3.47%) opt for other characteristics and assume that the teacher is not the only source of information and learners have to search and collect information by themselves and this actually is related with self-direction and regulation. As Wenden (1991) indicates:

Autonomous learners are self-confident learners believing in their ability to learn and to self-direct or manage their learning (p.53).

Question Five: Do you consider yourself as an autonomous learner?

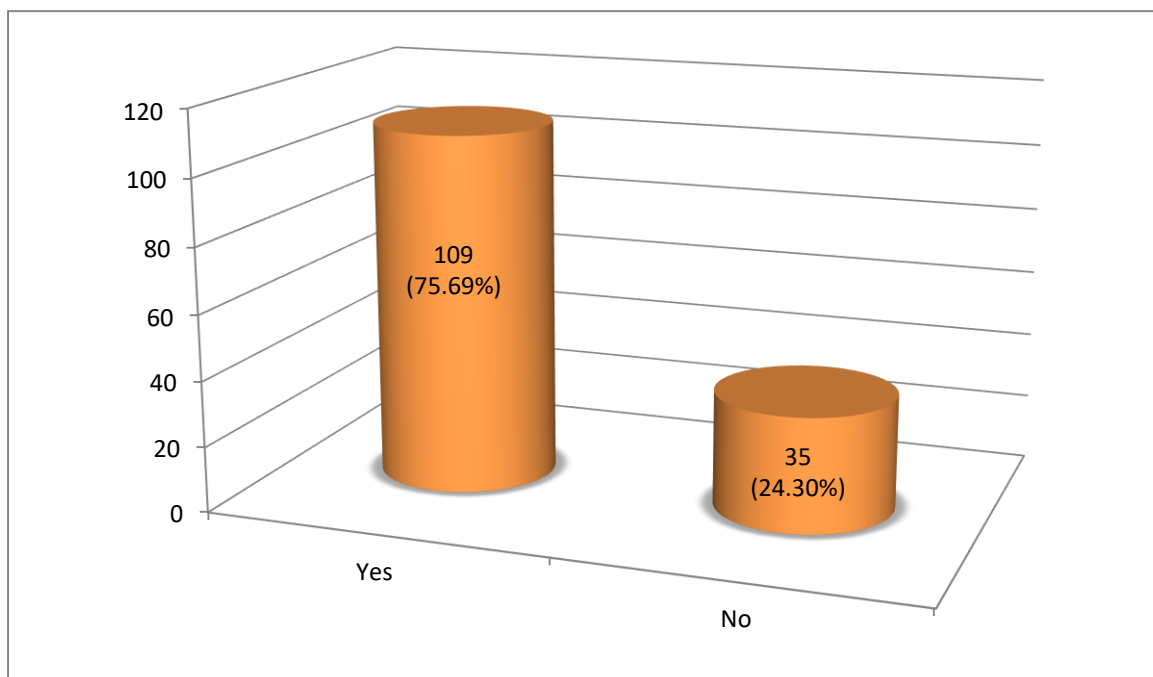


Figure 3.5: Autonomous Learner

As it is displayed in figure 3.5, a significant percentage of students (75.69%) declare that they are autonomous learners. This implies that the majority of students have certain abilities and skills that enable them to engage in the independent learning. Surprisingly, thirty five (24.30%) students state that they are not autonomous learners. This might suggest that they depend totally in the teachers and they are not aware of the importance of being an autonomous learner.

Question Six: To what extent do you depend on your teacher?

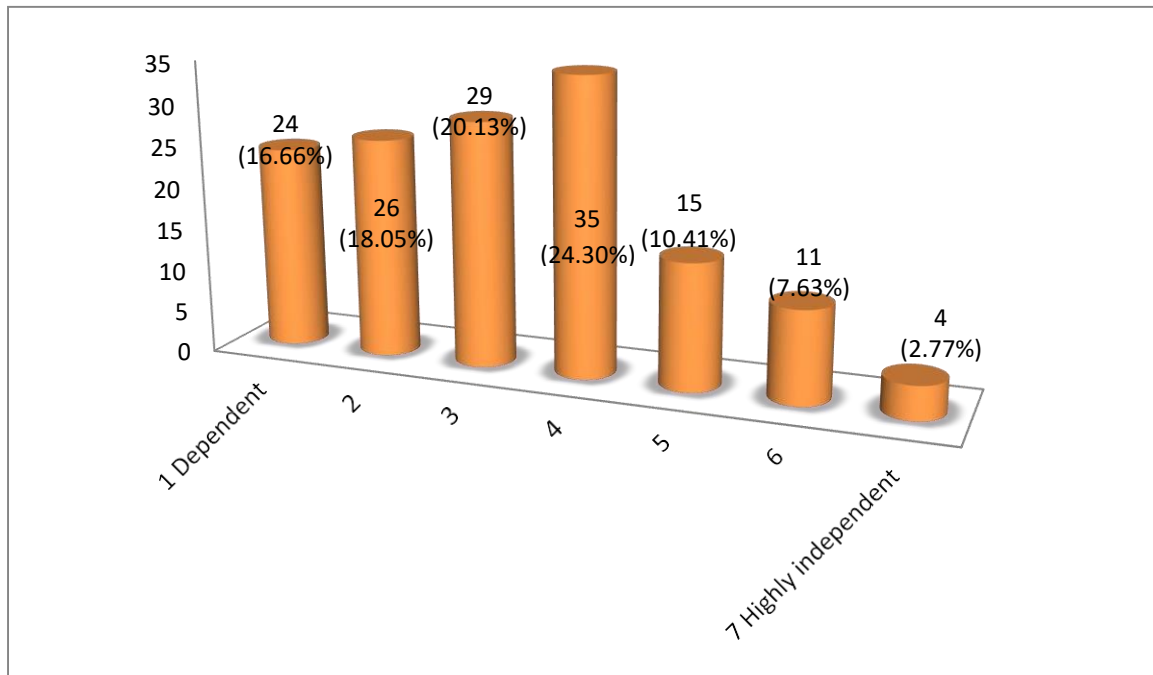


Figure 3.6: Dependence on Teachers

Concerning the degree of dependence on teachers (figure 3.6), twenty four students (16.66%) state that are totally dependent on teachers. This indicates that they are passive learners and they do not take charge of their learning and do not make any effort to learn by themselves. Twenty six of students (18.05%) admit that they dependent on teachers. This might suggest that they prefer teacher-centered classroom. A significant percentage of students (20.13%) assume that they are often dependent on their teachers. This might indicate that students do not know how to be autonomous learners and how to become independent. Thirty five students (24.30%) declare that they are in-between self-dependence and teacher-dependence. This might be because of teachers' different methods that some take full control of learning whereas others gives students opportunity to direct their learning, also it might be explained through the affect of students' internal factors (anxiety and shyness). Fifteen students (10.41%) claim that they are more independent in learning which means they are self-directed and regulated. Few students (7.63%) assert that they are usually self-dependent

while only four students (2.77%) agree that they are totally independent. This might insinuate that they know how to control their learning activity and take charge of their own learning. As a result, the majority of learners (24.30%) are teacher' dependent which implies that autonomy is not something common among all learners, it is an acquire ability that needs an improvement.

Question Seven: Do you think that autonomy is promotable?

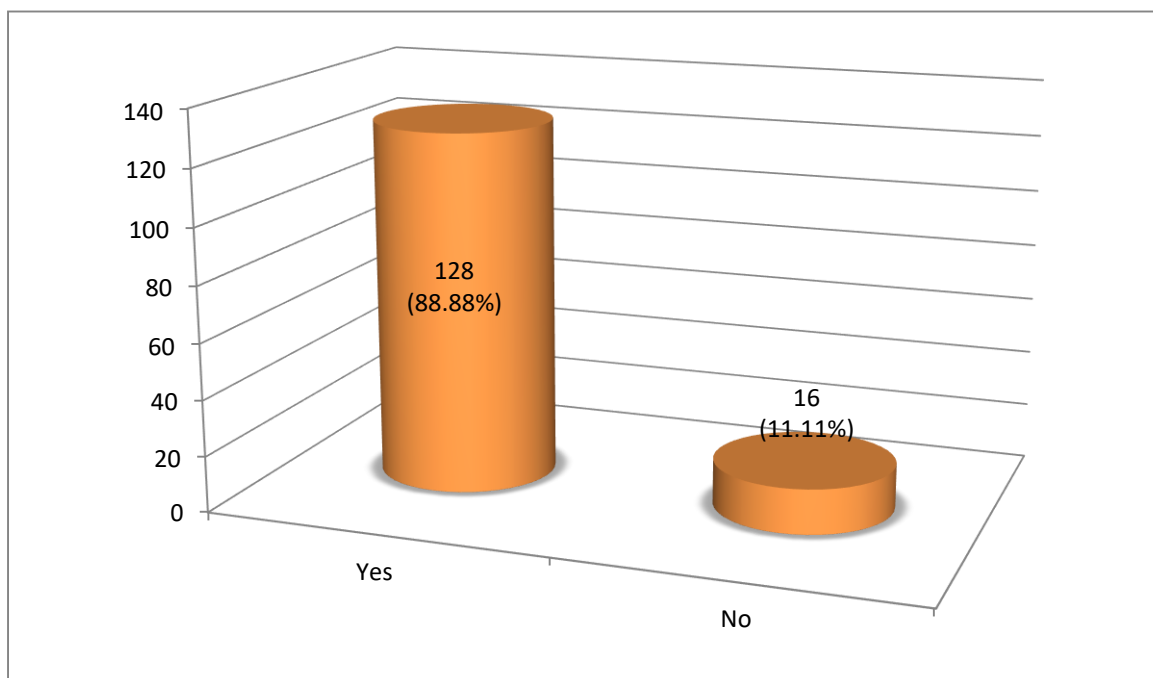


Figure 3.7: Promoting Autonomy

As it is displayed in the figure 3.7, almost all students (88.88%) agree that autonomy is promotable. This indicates that they recognize that they can improve their degree of independence and decrease their dependence on teachers. Only few students (11.11%) assume that autonomy could not be promoted. This might suggest that they do not understand the concept of autonomy or they are not autonomous learners.

Question Eight: If yes, what are the factors that promote learners' autonomy? (More than one option)

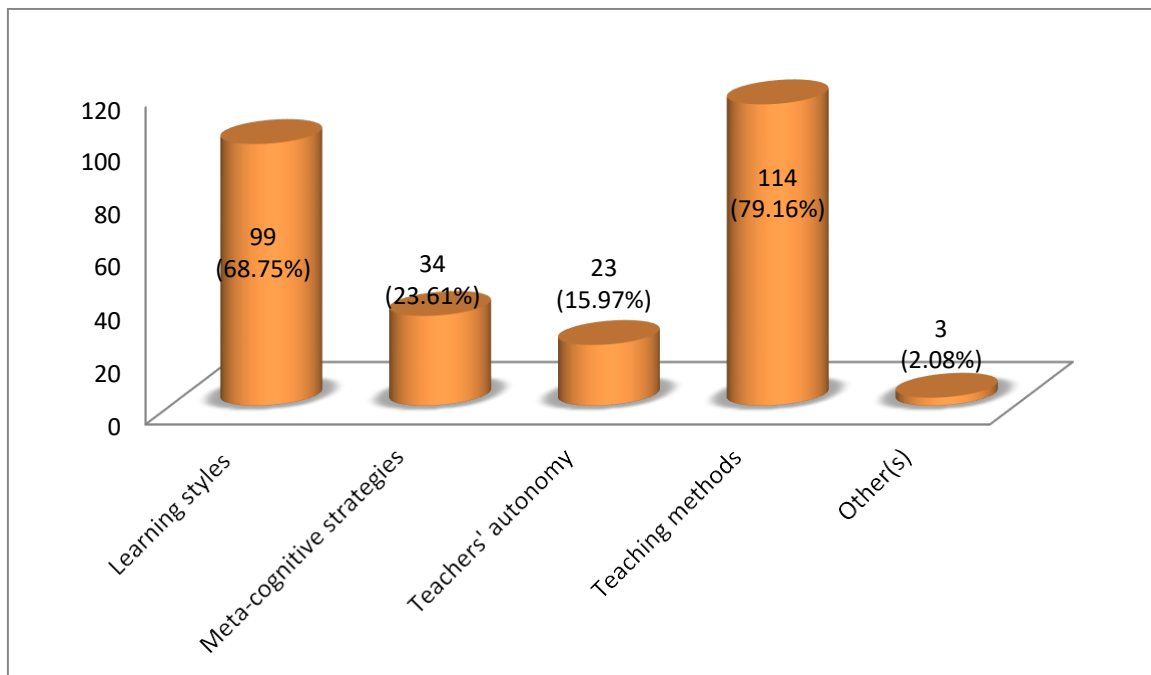


Figure 3.8: Factors Effecting Learners' Autonomy

As it is shown in the figure above, the absolute majority of students (79.16%) assert that teaching methods affect their autonomy. This might imply that learners appreciate the use of teaching methods in EFL classrooms which may enable them to reach a degree of self-dependence. A very significant percentage of students (68.75%) indicate that learning styles affect their autonomy. This might hint that they are familiar with the different learning styles and know the difference between them and their importance in improving their autonomy. Thirty four (23.61%) students admit that meta-cognitive strategies affect learners' autonomy. This suggests that students believe that these strategies have a crucial role in promoting their independence and they are aware of its impact on their learning process. Few students (15.97%) declare that teachers' autonomy affects their autonomy. This might suggest that they probably think that teachers can help them in fostering their autonomy; also they may link autonomy to the other factors neglecting the role of teachers. Three students (2.08%) opt for other(s). they suggest that the internal factors such as motivation and self-confidence

would improve their autonomy.

Part Three: Inductive Teaching Method

Question Nine: How could you describe your learning classroom?

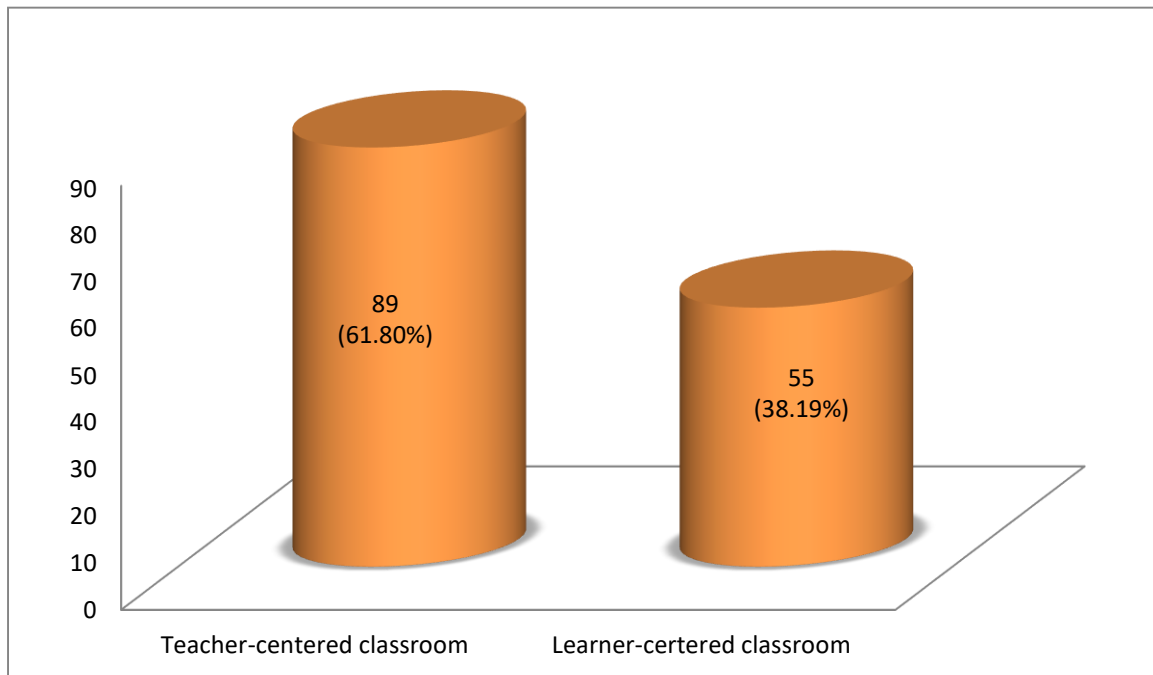


Figure 3.9: Describing Learning Classroom

As it is displayed in the figure 3.9, the absolute majority of students (61.80%) claim that their classroom is more teacher-centered. This implies that teachers are still depending on the traditional method and on teacher-centered approach and they do not know their actual role in the classroom. Fifty five (38.19%) students assert that their classroom is more learner-centered which indicates that the classroom is based more on learners interaction and the teachers are playing the role guiders only and they make students more dependent on themselves in the learning activity.

Question Ten: Does your teacher use the inductive teaching method?

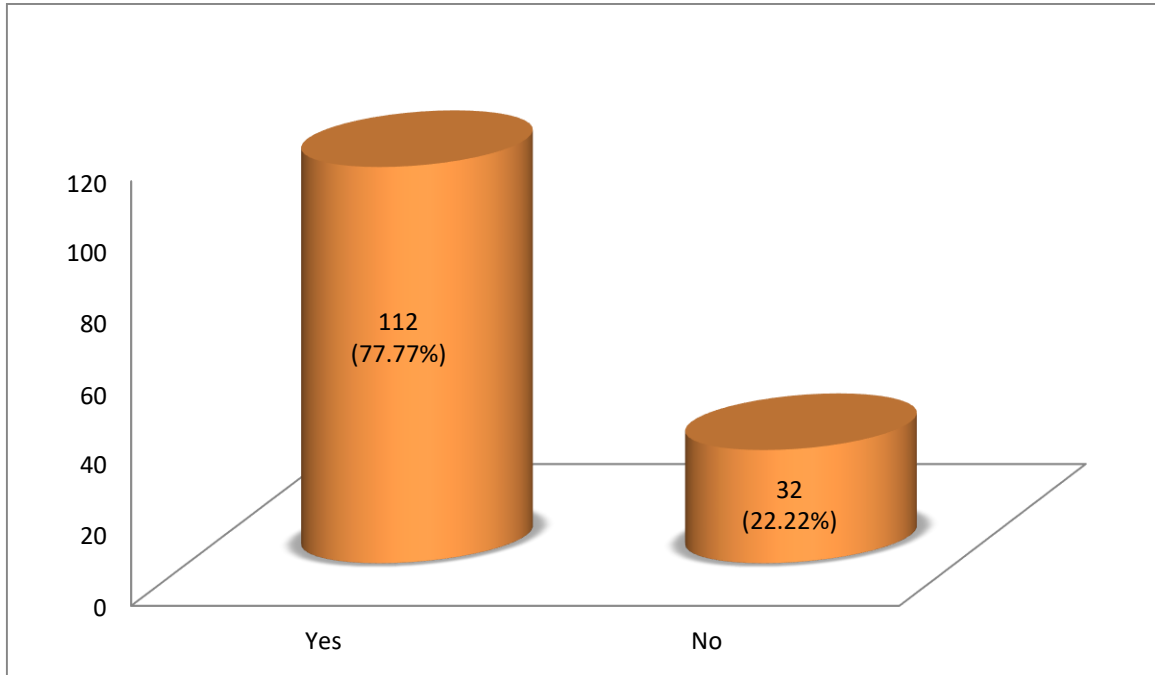


Figure 3.10: Teachers' Usage of Inductive Teaching Method

As it is shown in figure 3.10, the vast majority of students (77.77%) indicate that their teachers do use the inductive teaching method. This might imply that the majority of teachers are aware of the significance of ITM, its effectiveness, and impact on EFL learners' education. Few students (22.22%) state that their teachers do not use an inductive teaching method which might suggest that they favour the direct method and they play the role of controllers more than guides.

Question Eleven: If yes, how often does your teacher use the inductive teaching method?

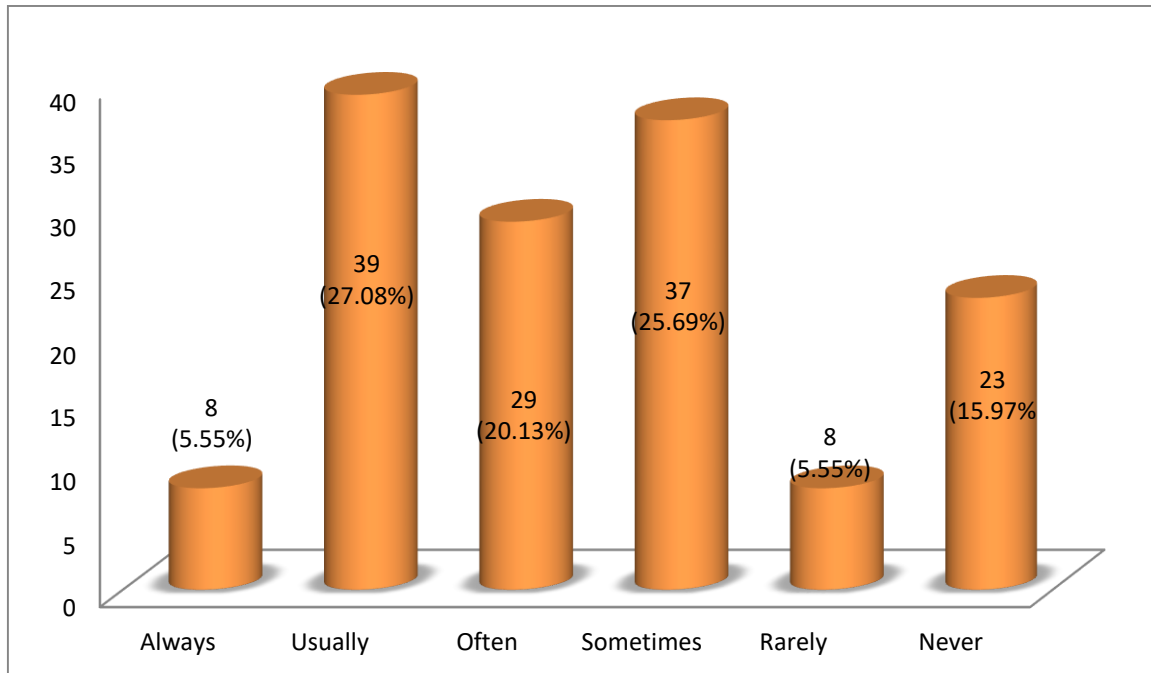


Figure 3.11: Frequency of Inductive Teaching Method Usage

The figure above displays the frequency of using ITM in learning. Thirty nine students (27.08%) say that their teachers usually depend on an inductive teaching method. This might suggest that teachers make a notable use of this method in learning. Thirty seven students (25.69%) admit that their teachers use this method sometimes while twenty nine students (20.13%) point out that teachers often utilize it. This implies that teachers may prefer a teacher-centered approach and still depend on it. A low percentage of students (5.55%) state that their teachers use this method all the time which indicates that they acknowledge the importance of ITM and they use it intensively. Eight students (5.55%) claim that their teachers rarely use this method while twenty three students assert that they never use it. This means that some teachers are not aware of the significant role of the inductive teaching method on EFL learners' performance.

Question Twelve: Do you think that an inductive teaching method is important for learning English?

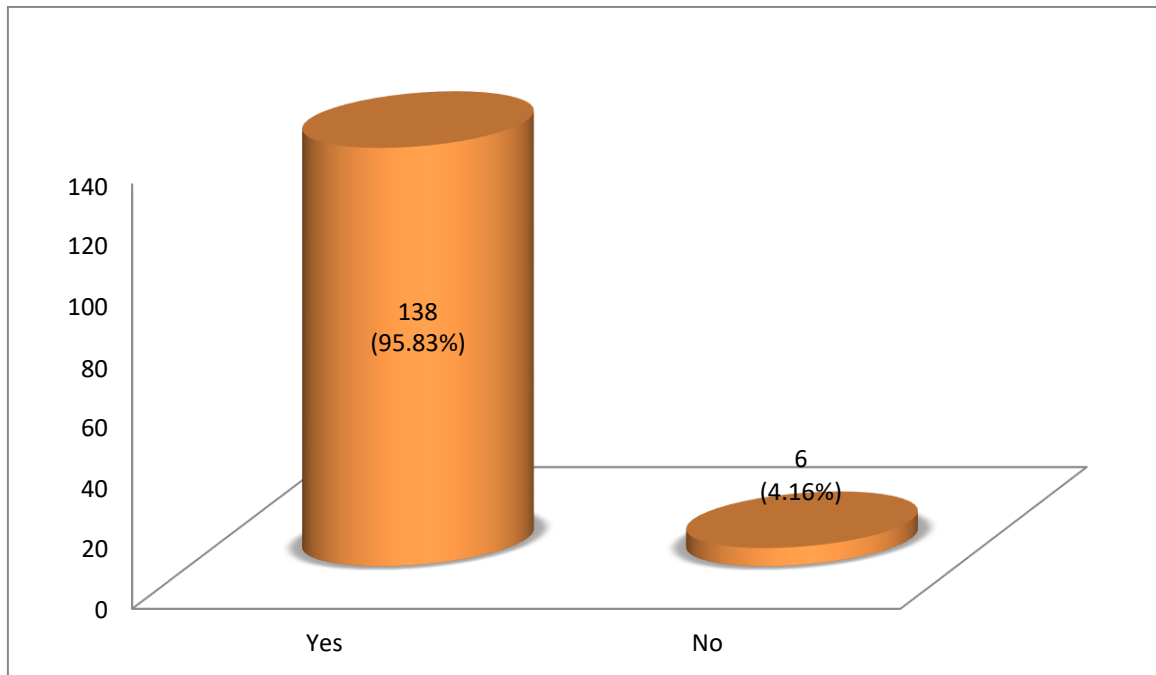


Figure 3.12: Importance of Using Inductive Teaching Method

Concerning the importance of an inductive teaching method for English learning, almost all students (95.83%) answered yes. This implies that students agree that ITM is essential for EFL classrooms and they are aware of its impact on their learning. Only six students (4.16%) opt for no which indicates that they do not yet recognize the significance of inductive teaching method on their performance.

Question Thirteen: What is/are the actual role(s) that your teachers are playing? (More than one option)

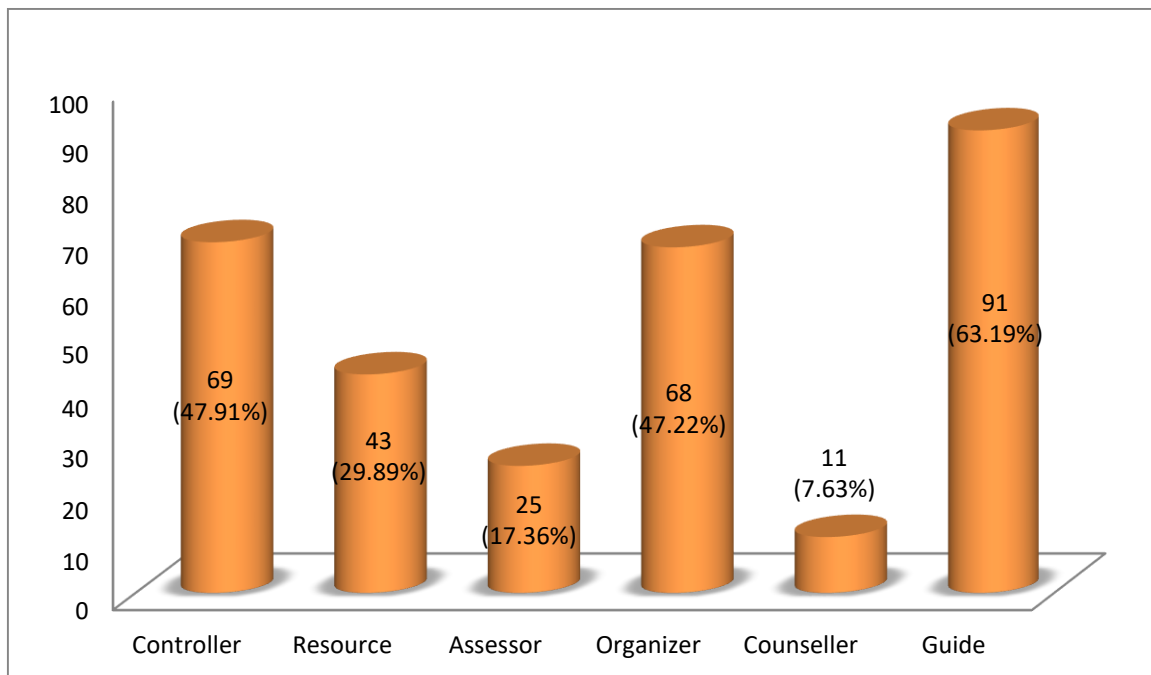


Figure 3.13: Actual Teachers' Roles

As indicates in figure 3.13, the majority of students (63.19%) agree that teachers are playing the role of guiders. This implies that teachers give learners some freedom in learning and guide them only. A significant percentage of students (47.91%) state that their teachers are playing the role of controllers. This might suggest that teachers are still depending in the traditional method. However, controlling and guiding are two opposite roles and this contradiction implies that learners do not differentiate between the roles that teachers plays inside the classroom. Sixty eight students (47.22%) claim that teachers are playing the role of organizers. This might point out that teachers manage their classes and know how to organize them. Less than half of the students (29.86%) agree that the role that teachers are playing is resource. This indicates that many learners depend on teachers as a source of information only and they do not depend on themselves to look for it. Twenty five students (17.36%) declare that the actual role of teachers is assessors. This insinuates that teachers recognize the effectiveness of assessing learners' performance and providing them with feedbacks. Only few

students (7.63%) opt for counselor which might suggest that some teachers do not advise and assist their learners or they are not aware of its importance for learners.

Question Fourteen: What is/are the role(s) that you should play? (More than one option)

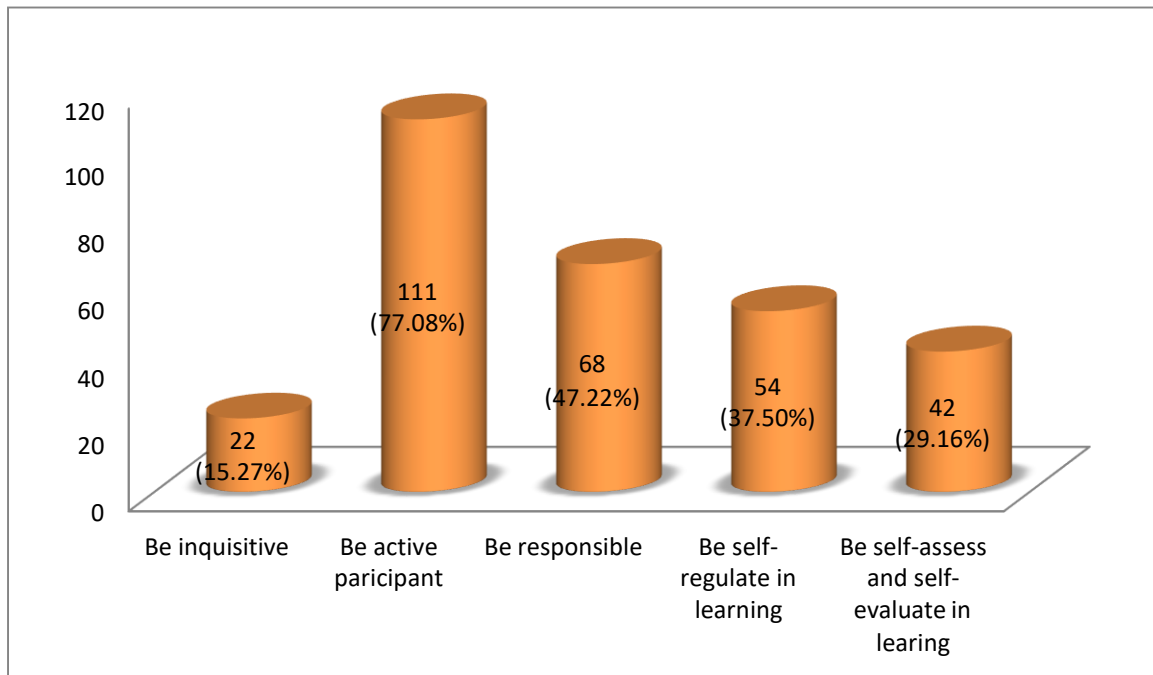


Figure 3.14: Expected Learners' Roles

As indicated in figure 3.14, the majority of students (77.08%) agree that learners should be active participant in their classrooms. This denotes that students are aware that their role in the classroom is to be active participants, contribute in classroom discussions, and engage in the learning activity. A significant percentage of students (47.22%) assert that learners have to be responsible. This insinuates that they know that they have to take charge of their learning far from depending on teachers. Many students (37.50%) opt for the role of self-regulation and 29.16% opt for self-assessment and evaluation in learning which suggests that they recognize that their role as learners is to manipulate, direct, assess, and evaluate their learning by themselves without depending on their teachers. A few students (15.27%) admit that the role of students is to be inquisitive which hints that they know the importance of

being inquisitive in learning and they know that students have to use their curiosity to discover new things and to engage in classroom discussions.

Part Four: Inductive Teaching Method and Learners' autonomy

Question Fifteen: Do you agree that using inductive teaching method improves your autonomy?

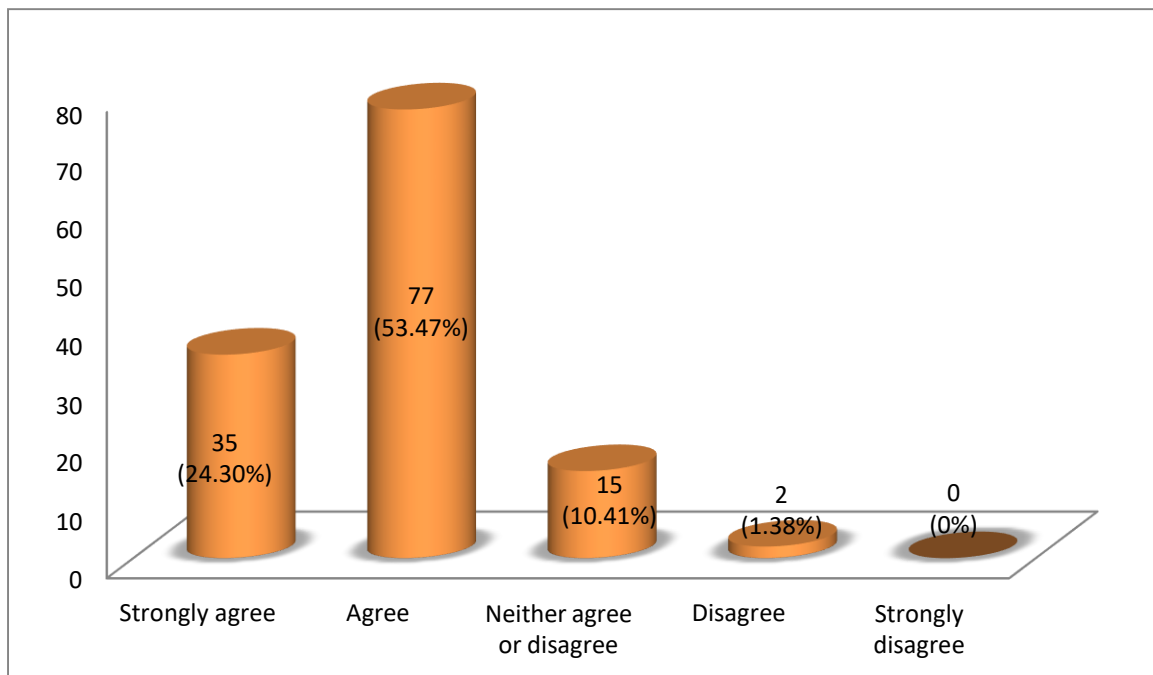


Figure 3.15: Inductive Teaching Method and Learners' Autonomy

According to the findings presented in figure 3.15, thirty five students (24.30%) strongly agree that the utilization of inductive method would improve their autonomy whereas the absolute majority of respondents (53.47%) opt for agree. This indicates that those students are aware of the importance of using the inductive teaching method in EFL learners' classrooms and its impact on their autonomy. A few students (10.41%) choose neither agree nor disagree this might be because of their lack of understanding or recognising the relation between the two variables. A very low percentage of students (1.38%) declare that they

disagree. This implies that those students do not process this combination. No student (0%) states that s/he strongly disagrees.

Question Sixteen: What aspects of autonomy does inductive teaching method improve?

(More than one option)

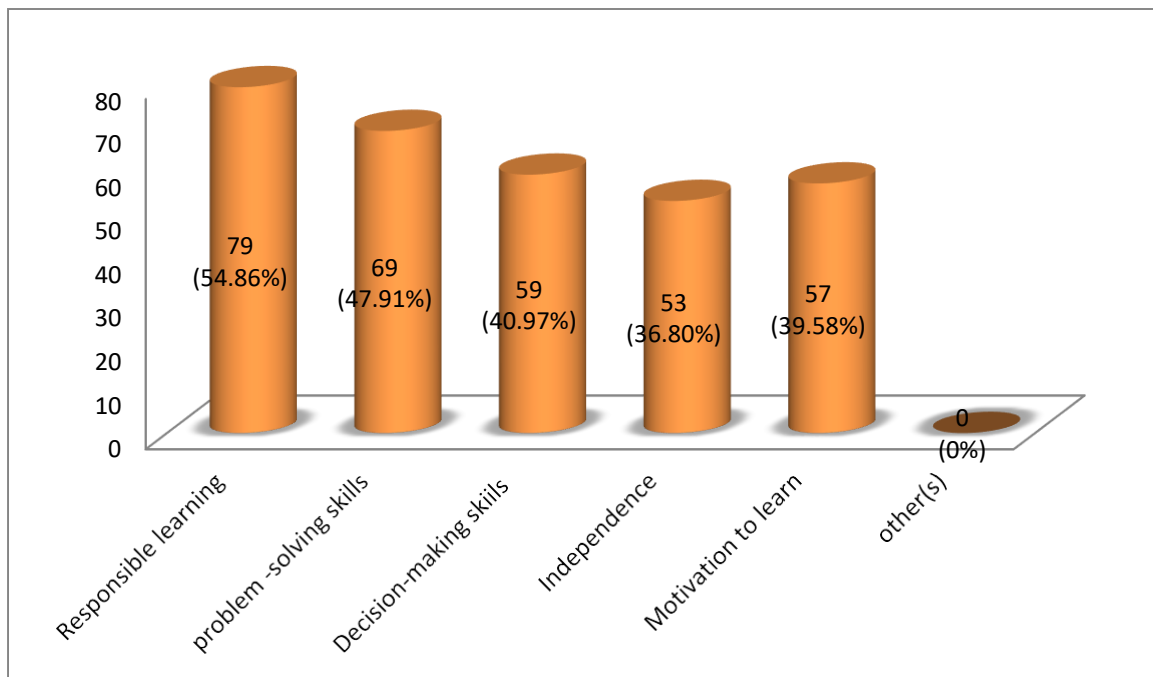


Figure 3.16: Aspects Affected by Inductive Teaching Method

As it is shown in the previous figure 3.16, many students (54.86%) indicate responsibility in learning. This latter implies that ITM gives students the opportunity to depend on themselves and direct their own learning which makes them more responsible. A significant percentage of students (47.91%) opt for problem-solving skills. This hints that this method enables students to develop certain skills to face their learning problems and solve them. About the half of the students (40.97%) chooses decision-making skills. This might suggest that ITM gives learners more freedom to decide about what they are learning and how to learn. Fifty seven students (39.58%) agree that ITM affects learners' motivation. This implies that the use of ITM motivates learners and engages them more in the learning process.

Many students (36.80%) indicate independence. This might suggest that there is a relationship between the use of ITM and learners' independence in the sense that ITM improves autonomous learning.

Question Seventeen: In case you have further suggestions, comments or recommendations, you are mostly welcome to add them below.

Few students (13 out of 144) have provided further suggestions. They can be summarized as follows:

- Students should have more autonomy to achieve their educational goals, and the teachers have to play the role of guiders only.
- Teachers have to use more than one teaching method such as deductive, inductive, deductive-inductive, and others due to students' differences (levels, abilities).
- Teachers should be aware of the effectiveness of the ITM that enables students to develop some skills.
- This good combination between teachers' method and students' independence makes the class more active.
- The learning process should be learner-centered more than teacher-centered.
- The inductive learning may be helpful for curious and inquisitive learners.
- Teachers should look for better teaching methods that suit learners' level of understanding.
- Teachers should guide students and help them to express their ideas, and do not control them.
- The inductive teaching method is an effective way that makes students rely on their problem solving skills.

- Inductive learning is very crucial since it makes students responsible, independent, and active.
- Teachers have to teach learners how to become autonomous learners first and in order to enhance learners' autonomy teachers must provide them with the necessary motivation.
- Being an autonomous learner makes you more confident, independent from teachers' control, and teachers should change their method from time to time.
- All students have to be autonomous to improve their skills by their own and this ability teaches them how to be responsible.

Depending on the previous suggestions, it appears that students are aware of the importance of using inductive teaching method in EFL learners' classrooms and its impact on their autonomy. However, they admit that learners need to be autonomous and teachers have to be only guiders and this through the use of inductive method.

3.1.4.2. Summary of Results and Findings from Students' Questionnaire

Concerning students general information (part one), all students' level varies from average to very good which implies that they are familiar with English learning which makes them a suitable sample for this research. Additionally, almost all students are studying English out of personal choice, which means that they want to improve their and engage in the learning process.

Concerning learners' autonomy (part two), the majority of students indicate that they consider learners' autonomy important in their learning process. However, they claim that they are autonomous learners (see figure 3.4), and state that autonomous learners are motivated and responsible learners which mean that they are aware of the importance of taking the responsibility and being motivated. Around half of the students declare that

independent learners regulate and direct their learning. However, only few students admit that autonomous learners assess, evaluate, and monitor their learning. This might indicate that learners are not totally independent in their classrooms and teachers are still controlling their way of learning (see figure 3.13). Students have varying levels of autonomy from dependent on teacher to highly independent as it is shown in figure 3.6. Almost all learners indicate that their autonomy is promotable. Thus, they acknowledge that their autonomy can be developed and increased. In a relation with the previous answer, students advocate the factors that might promote their autonomy. The majority of them agree that learning styles and teaching methods are the major aspects that enhance their autonomy while a significant number of students choose meta-cognitive strategies as a major factor that improves learners' independence.

Regarding the inductive teaching method and its relation with learners' autonomy (part three and four), almost all students are familiar with the inductive teaching method (figure 3.10). The majority of them agree that their teachers use the inductive teaching method in the classroom (often to always) while less than the half of them indicate that their teachers rarely use it (rarely to sometimes) and few of them assume that their teacher never use it. This indicates that teachers are still depending on teacher-centered classroom (see figure 3.9). About the importance of inductive teaching method for English learning the absolute majority of students declare that ITM is important for their learning (see figure 3.12) which means that they are aware of its significant role in developing their skills and abilities. The analysis of the actual role of teachers (figure 3.13) indicates that teachers are still engaged in teacher-centered approach which is the vice versa of autonomous learning and makes learners unmotivated and passive learners. Instead, the majority of students advocate teacher' roles are guider and organizer. And concerning learners expected roles (see figure 3.14) the majority of students admit that learner should be active participant and responsible for his/her learning

whereas around the half of them assert that learners have to be self- evaluate, assess, regulate in learning and be inquisitive learners. This might be related to the fact that students recognize that they have to depend on themselves far from their teachers' control. The vast majority of student agree that ITM improves their autonomy (agree to strongly agree) (see figure 3.15). Concerning the aspects that ITM improve, the majority of students indicate that ITM improves learners' responsibility, problem-solving skills, decision-making skills, motivation, and independence. Therefore, ITM has a direct impact on learners' autonomy as it enhances learners to depend on themselves to take charge of their learning.

3.2. Teachers' Questionnaire

3.2.1. Population of the study

This questionnaire targets EFL teachers at the department of English, 8 May 1945 University, Guelma. This sample is chosen randomly without any prior consideration or standards in regard to the selection of teachers. The department hires fifty nine teachers; only twenty of them were selected to answer the questionnaire. The reason behind selecting this number of teachers is that the nature of this study is more qualitative (Noble et al., 2020) besides the fact that MA dissertation is limited by a deadline.

3.2.2. Description of teachers' Questionnaire

This questionnaire is made up of twenty questions categorized under four main sections. Almost all questions are open-ended which makes the nature of the elicited findings mainly qualitative. Additionally, it is also grounded on the theoretical part of the present research like students' questionnaire. Hence, this questionnaire would enable us to reduce teachers' real perceptions and attitudes toward the topic under investigation and it would be possible to answer the research question credibly.

The first section is about teachers' background information; it consists of two main questions (Q1 and Q2) that attempt to reveal how many years the teachers have been teaching English and how large are their classrooms. Section two deals with inductive teaching method and it encompasses four questions (From Q3 to Q6). Q3 endeavors to explore teachers' considerations regarding the concept of inductive teaching method. Q4 and Q5 are about which method do teachers prefer (inductive or deductive), why, and how would they compare the two methods. In the sixth question (Q6) teachers are asked state the advantages and disadvantages of ITM. Section three comprises of thirteen question (From Q7 to Q19).it deals with learners' autonomy, factors promoting autonomous learning, and teachers' and learners'

roles in autonomous learning (Q16 and Q17) then it moves to the impact of ITM on learners' autonomy. The questionnaire concludes with an open-ended question which attempts to give teachers space to share further comments, suggestions or recommendation about the present topic.

3.2.3. Administration of Teachers' Questionnaire

The administration of teachers' questionnaire lasted for one week from May 22nd, 2022 to May 29th, 2022 at the department of English, 8 Mai 1945 University, Guelma. The questionnaire has been distributed to twenty teachers. Seven (7) written forms were hand to hand distributed in addition to an online version of Surveyplanet Application (<https://app.surveyplanet.com/questions.628782a40caeba431ef0c0a0>), was sent to thirteen teachers (13). Teachers have answered the questionnaire immediately. The process went smoothly and teachers did not face any difficulty in answering and it took 10-20 minutes only.

3.2.4. Data Analysis and Interpretation

3.2.4.1. Analysis of Results and Findings from Teachers' Interpretation

Question One: For how many years have you been teaching English?

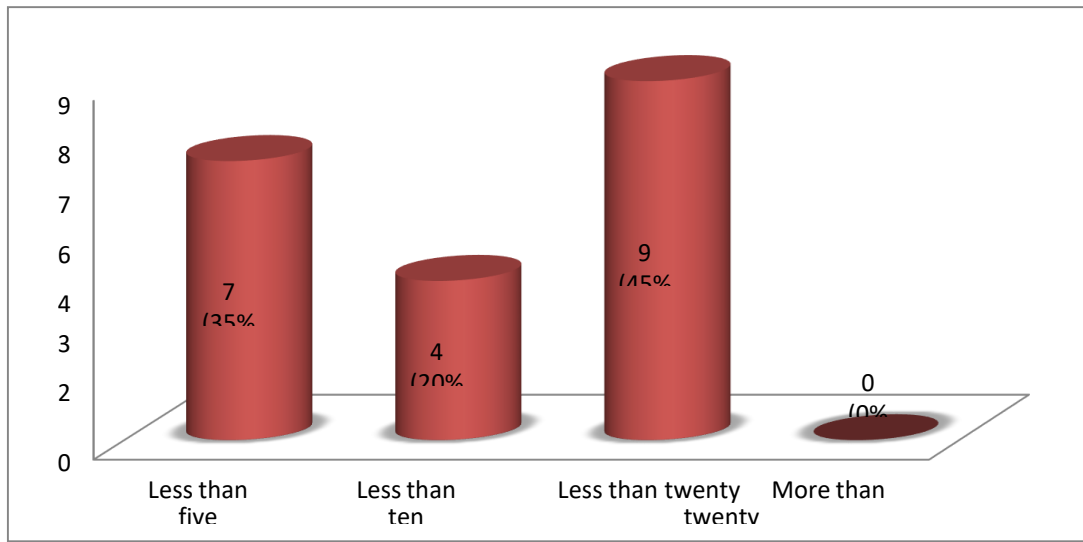


Figure 3.17: Teachers' Period of Teaching English

Concerning teachers' period of teaching English (figure 3.17), nine teachers (45%) claim that they have been teaching English for less than twenty years. This implies that they are ancient teachers who have a good amount of experience and they at least taught more than three generations. Four teachers (20%) have been teaching less than ten years which hints that they have an accepted amount of experience and they have taught learners with different levels while seven teachers (35%) state that they have been teaching English for less than five years which implies that they are new teachers who possess a limited amount of experience. No one mention that he/she has been teaching English more than twenty years. Therefore, the majority of teachers have an accepted amount of experience that makes them attached to different generations and different types of learners.

Question Two: How large are your classes?

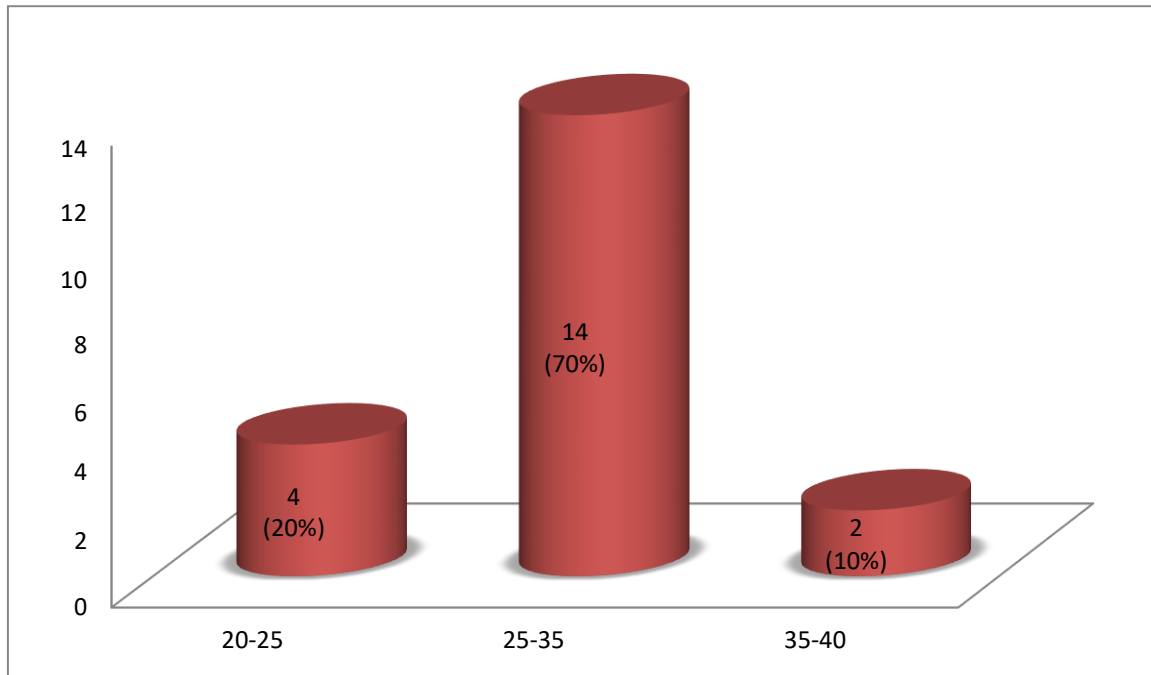


Figure 3.18: Numbers of Students in the Classroom

Concerning the largeness of the classrooms, almost all teachers (75%) indicate that their classes compose of 25 to 35 students which implies that EFL' classes are somehow crowded and this makes the teaching process difficult and teachers cannot control them.

Section Two: Inductive Teaching Method

Question Three: How do you consider the concept inductive teaching method?

All teachers concede the concept of the inductive teaching method as an effective, interesting, useful, and important method for both teachers and learners. However, twelve teachers claim that the indirect method is useful for teaching EFL learners since it makes learners induce the information by themselves instead of giving them directly the information. Other four teachers state that this method is recommended when dealing with adult learners at the university because it helps them engaging in the learning process, use high thinking level, and become more self-regulate and independent learners while three teachers indicate that

ITM is when teachers do not provide learners with the rule and let them reduce it by themselves. Besides, another teacher says that ITM is very important for learners but it is not used so much. This implies that teachers believe that ITM is important and useful and they are aware of its effectiveness on both teachers and learners.

Question Four: Which teaching method do you prefer? Justify

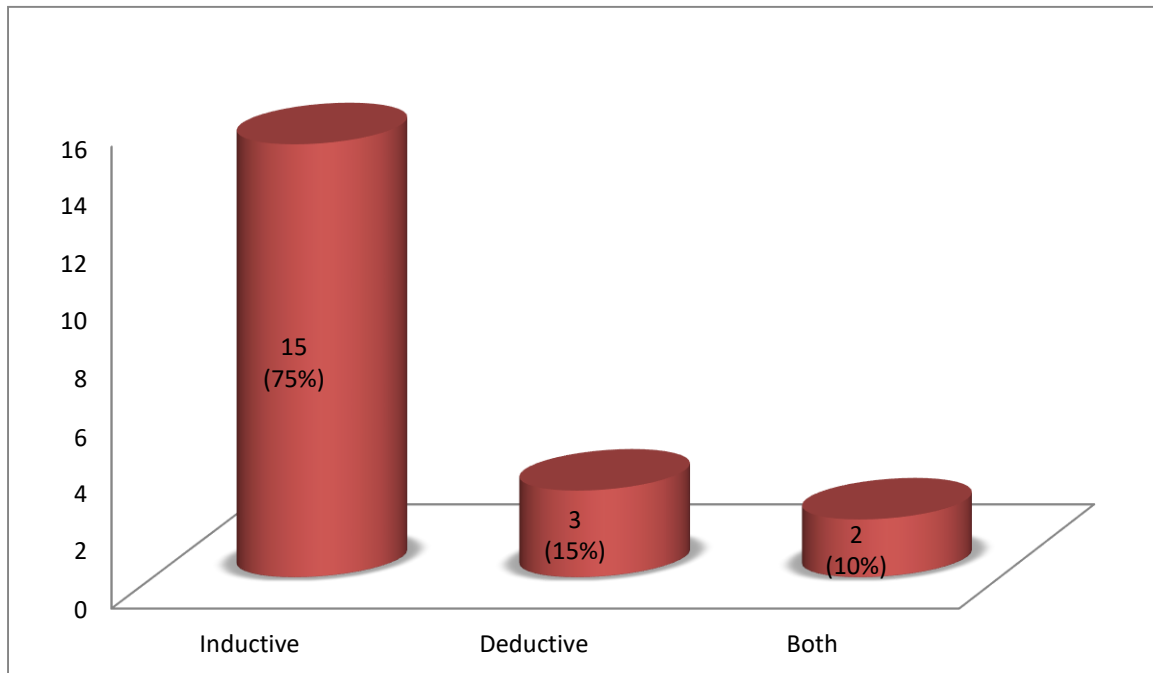


Figure 3.19: Teaching Method Perforation

Concerning the figure above, fifteen teachers (75%) indicate that they prefer inductive teaching method in teaching EFL learners. However, they justify their choice differently. Ten teachers (50%) affirm that ITM is practical, effective, and less boring for students because it lets students experience the material or instructions and practice, attracts learners' attention and improves their thinking and curiosity while the other five teachers (25%) state that ITM involves learners in the learning process by making them more active and creative. Further, three teachers prefer the use of deductive teaching method and they say that DTM is more direct and easy for learners because it directly provides them with the information. This hints

that they are still playing the role of resource and controllers, whereas two teachers (10%) claim that they prefer the use of both methods because it depends on the nature of the module. In brief, almost teachers prefer using inductive teaching method for its benefit on teachers and learners specially and all their justifications confirm the findings of the theoretical part.

Question Five: How would you compare the two teaching methods?

Concerning the comparison of the two teaching methods teachers, distinguish between the two methods from two different perspectives. More than half of teachers (70%) assume that ITM and DTM are contradictory methods because they have different learning procedures. They claim that DTM is traditional method that starts with general rule of theory presented by the teacher and followed by specific examples which is the direct method while the ITM begins with specific examples presented by the teacher and required students' observations to formulate the general rule which is the indirect method. This implies that teachers know the basic difference between the two methods and the application of them. Besides, six teachers compare between the two methods from the point of their effectiveness on learners' performance. They indicate that ITM is more effective than the DTM justifying by saying that DTM increases learners' dependence on teachers because it makes the classroom teacher-centered more than learner-centered whereas the ITM reflects learners-activeness by making the classroom learner-centered classroom.

Question six: In your opinion, what are the advantages and disadvantages of using inductive teaching method?

Concerning the advantages of using the inductive teaching method teachers set many benefits of the use of ITM. They state that it encourages students' participation, activeness, and curiosity, as it develops their critical thinking skills and communication skills, in addition to enhancing learners' autonomy, motivation, and cognitive abilities. This implies that

teachers are aware of the advantages of using ITM on EFL learners. Notwithstanding, many teachers mention some disadvantages that hinder the utilization of this method. For instant, they indicate that ITM takes more time because teachers will find themselves obliged to provide several examples with extra simplification for students to be able to reach out the rule or the conclusion, as it does not suit all students' learning styles, and it might lead learners to false conclusions as result of inaccurate observation. All this might make teachers avoid its use and depend more on deductive teaching method.

Section Three: Learners' Autonomy

Question Seven: Are your students responsible for their own learning?

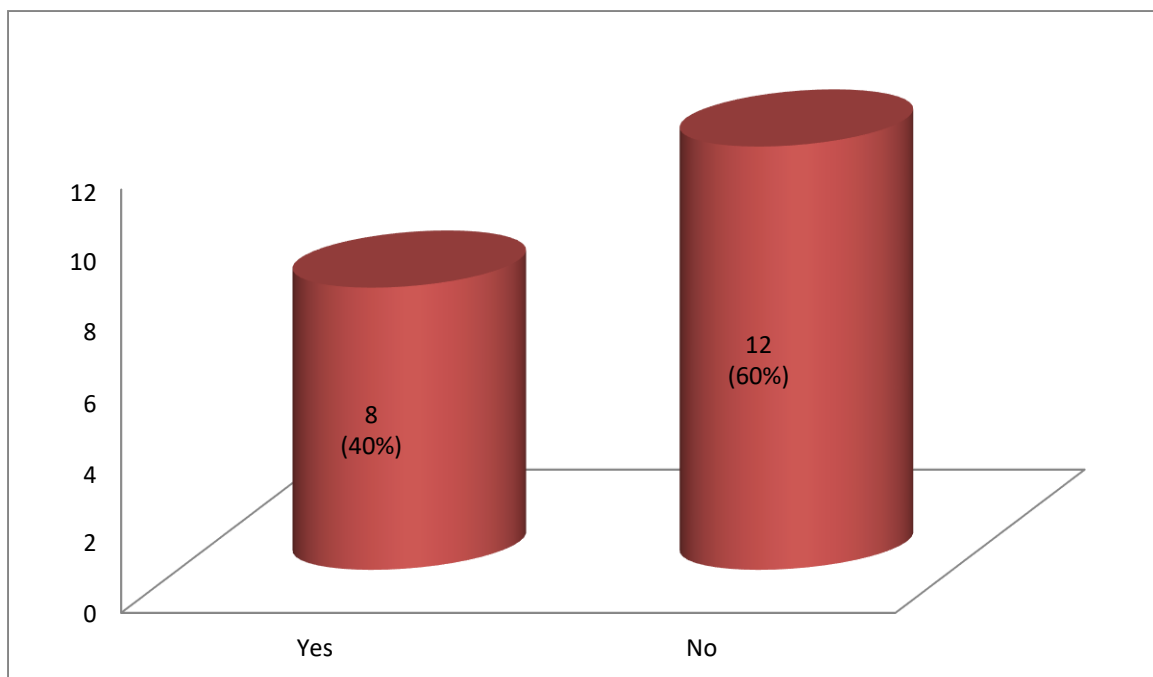


Figure 3.20: Learners' Responsibility for their own Learning

The vast majority of teachers (60%) claim that their students are not responsible for their own learning which implies that learners are dependent on their teachers and they do not take charge of their learning what means that they are not responsible, dependent, and are not self-regulated learners and this goes against the characteristics of autonomous learners that are

mentioned in chapter two. Additionally, this might suggest that teachers also are still controlling the class and depending on teacher-centered approach. Eight teachers (40%) state that their learners are responsible for their own learning. This might indicate that students are active learners and they take charge of their own learning. It hints also that teachers know how to engage their learners on the learning process and make them more independent.

Question Eight: Do your students prepare their lessons for the coming sessions?

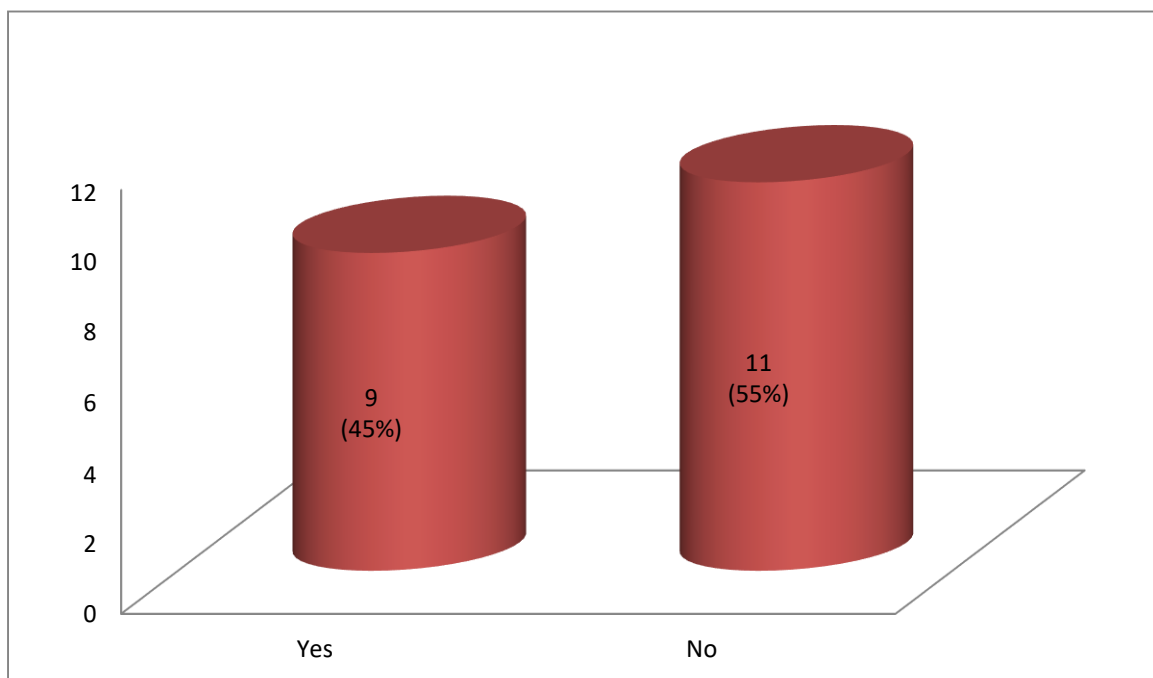


Figure 3.21: Students Lessons' preparation

As indicates, more than the half of teachers (55%) states that their learners do not prepare their lessons for the coming session. This implies that EFL learners are not active participants, irresponsible, careless, and they play the role of listeners inside the classroom and they wait for the teachers to play the role of resource, organizers, and controllers. Less than the half of teachers (45%) declares that their learners do prepare their lessons for the coming sessions which insights that those learners are aware of the significance of being active and self-dependent learners; it also implies that teachers are playing the role of guiders,

organizers, and counsellors and they acknowledge the importance of making learners active participant, responsible and independent.

Question Nine: How do you rate your students' level in English?

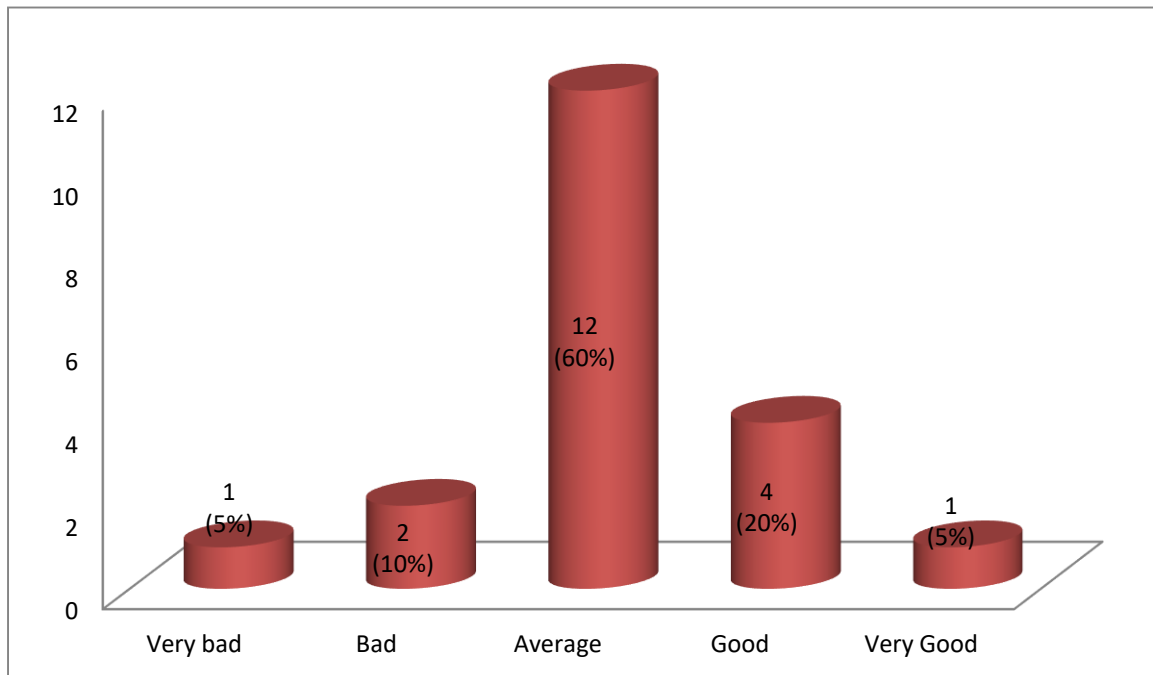


Figure 3.22: Students' Level in English

As it is noticed in the previous figure, the majority of teachers (60%) declare that their learners have an average mastery of language. This suggests that students have only the basic knowledge of English language and they are still required to improve their level to mastery this language. Four teachers (20%) assume that learners' level is good which implies that they have somehow mastery the needed level of English whereas only one teacher states that learners' level is very good. Two teachers (10%) indicate that their learners' level is bad while another one (5%) says that their level is very bad. This might suggest that they have not acquired the basics of language correctly or they have faced some difficulties that hinder the learning process.

Question Ten: Do you think that autonomy is important to EFL learners? Explain

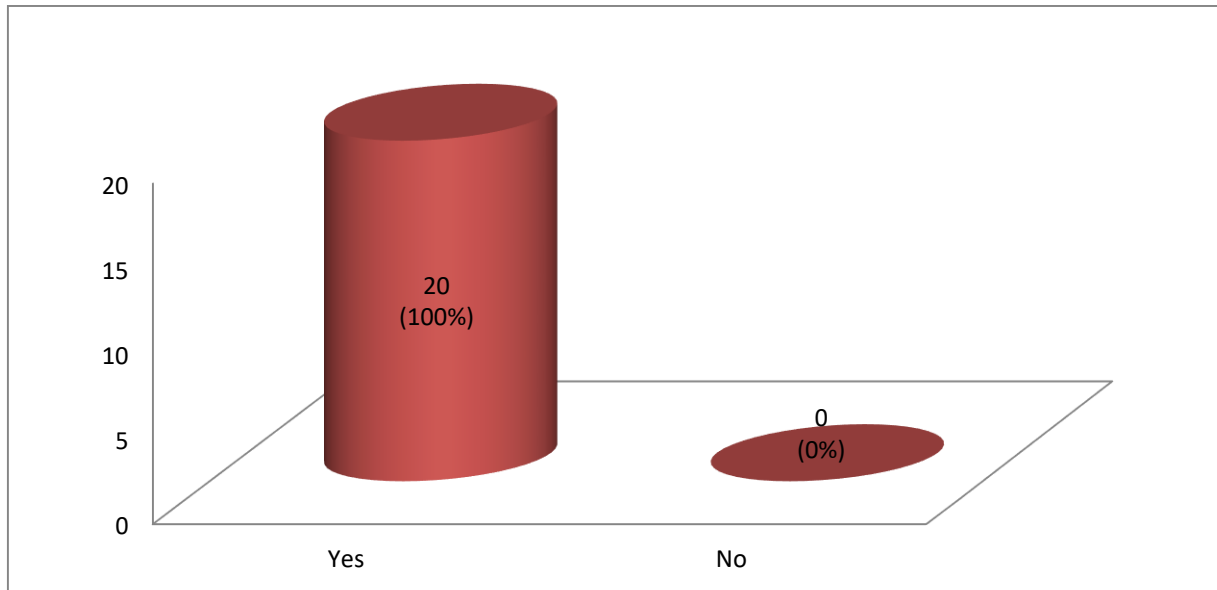


Figure 3.23: Importance of Learners' Autonomy

As it is shown in the figure above, all teachers (100%) agree that autonomy is important to EFL learners. They justify their answers by claiming that EFL students need to depend on themselves more than their teachers because some skills such as writing and reading can be developed through practice and teachers are not always available to help them. Besides, they indicate that autonomy helps students to develop their own skills, prepares them for future careers, enhances their learning proficiency, as it makes them rely on themselves and make efforts to get the information without waiting for teachers to provide them with. Some teachers also affirm that self-reliance is necessary in Algerian universities because it enables learners to take charge of their learning activity and become more responsible. This implies that teachers are aware of the importance of autonomy and its impact on learners' performance and outcomes.

Question Eleven: How do you consider the concept learners' autonomy?

All teachers concede that the concept of learners' autonomy is an important ability that all learners should have. They say that LA involves taking responsibility of their learning

process either inside the classroom where teachers play the role of guiders only, or outside the classroom where they find themselves more independent and self-regulated their learning activity. Some teachers (50%) say that LA raises learners' motivation, creativity, problem-solving skills, responsibility, and self-reliance. One teacher (5%) says that self-directed learning gives learners the opportunity to control, organize, and manage their own learning. All these statement implies that teachers are paying attention to the concept of LA and they are aware of its impact on learners' learning process.

Question Twelve: For you learners' autonomy is based on what?

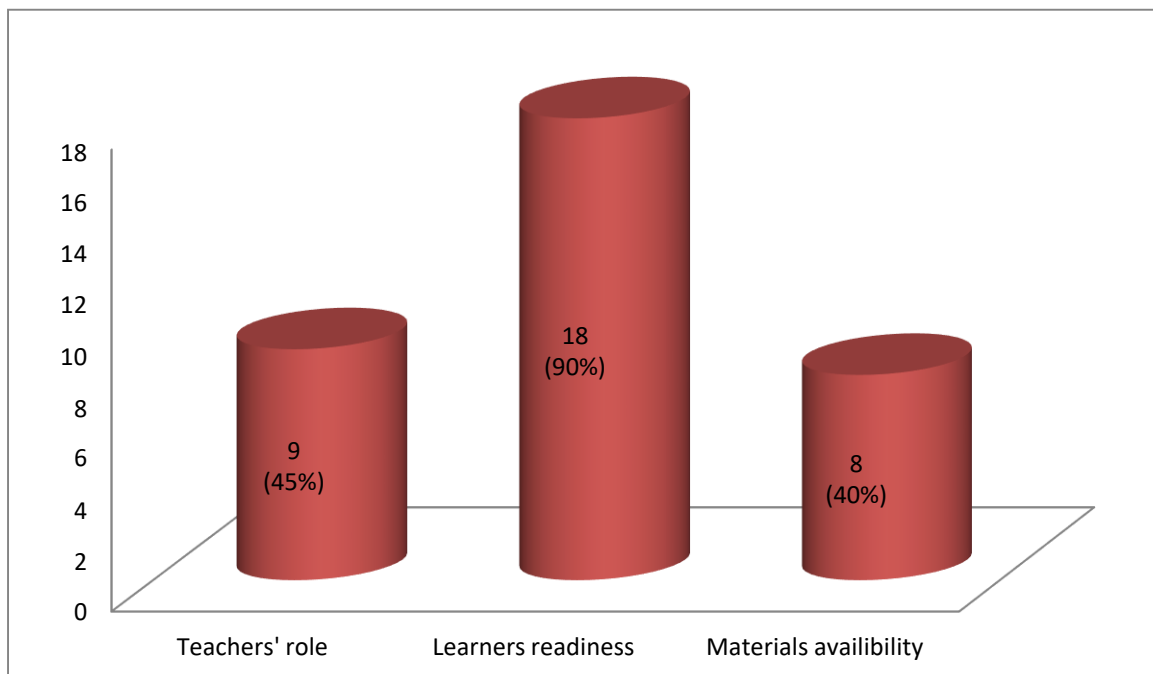


Figure 3.24: Aspects that Learners' Autonomy based on

As it is shown in the figure 3.24, the absolute majority of teachers (90%) indicate that learners' autonomy is based first on learners' readiness. This means that they are aware of the significance of students' willingness and readiness on their autonomy and self-dependence. Less than the half of teachers (45%) claims that LA is based on teachers' role which might hint that teachers believe that they have a great impact on learners' autonomy since they are

playing the role of guiders, organisers, and counsellors while only eight teachers (40%) opt for materials availability that indicates that teachers appreciate the use of the available materials and they are aware of its influence on LA.

Question Thirteen: Do you think that learners' autonomy is promotable?

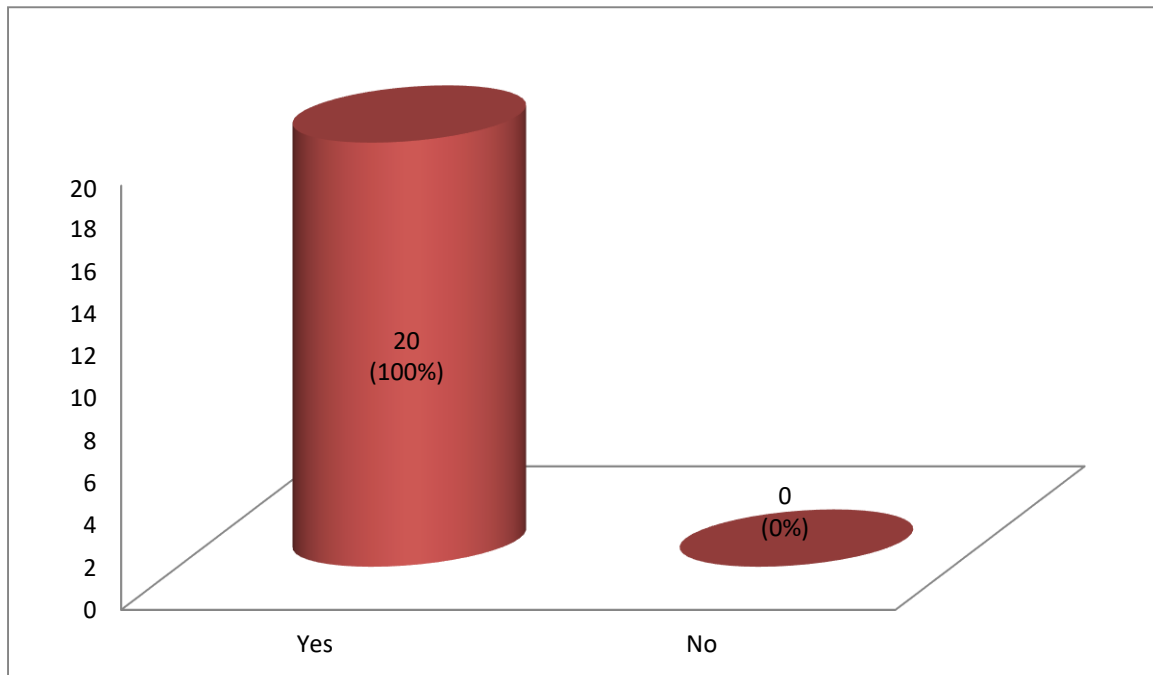


Figure 3.25: Promoting Learners' Autonomy

As the figure of promoting learners' autonomy shows, all teachers (100%) believe that learners' autonomy is fosterable. This implies that they know that this ability could be developed like any other skill. What makes learners have different levels of autonomy is that some develop their autonomy and others did no which confirm that autonomy depends on some factors that might change the degrees of autonomy as it is mentioned in chapter two.

Question Fourteen: What, among these factors, is more effective to promote learners' autonomy? (More than one option)

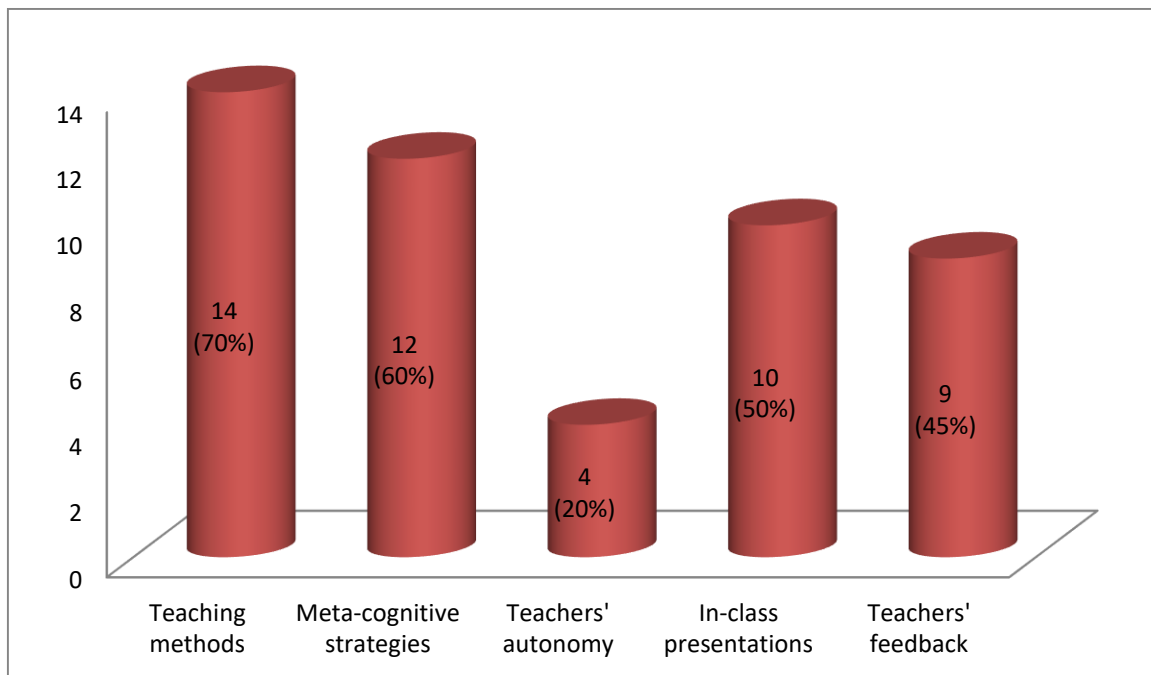


Figure 3.26: Factors Affecting Learners' Autonomy

Concerning the major factor that might improve learners' autonomy, teachers find it difficult to choose only one factor so they opt for more than one factor. Fourteen teachers (70%) admit teaching methods is the major factor underlying the promotion of LA. This implies that they acknowledge the significance of ITM on EFL learners' autonomy. Twelve teachers (60%) opt for meta-cognitive strategies, which indicate that they know the great influence of these strategies on learners' abilities. Many teachers (50%) choose in-class presentations. This might indicate that they support learners to search and depend on themselves to look for the information which means that they want learners to play the role researchers to become more active and engage in the learning process while nine teachers (45%) opt for teachers' feedback. This might imply that they see the notable influence of feedback on learners' self-assessment and self-evaluation. Only four teachers (20%) agree that teachers' autonomy is one of the factors that can promote LA, which implies that teachers think that they can influence learners and push them to be autonomous if they become

autonomous teachers.

Question Fifteen: As a teacher at the university, to foster learners' autonomy you:

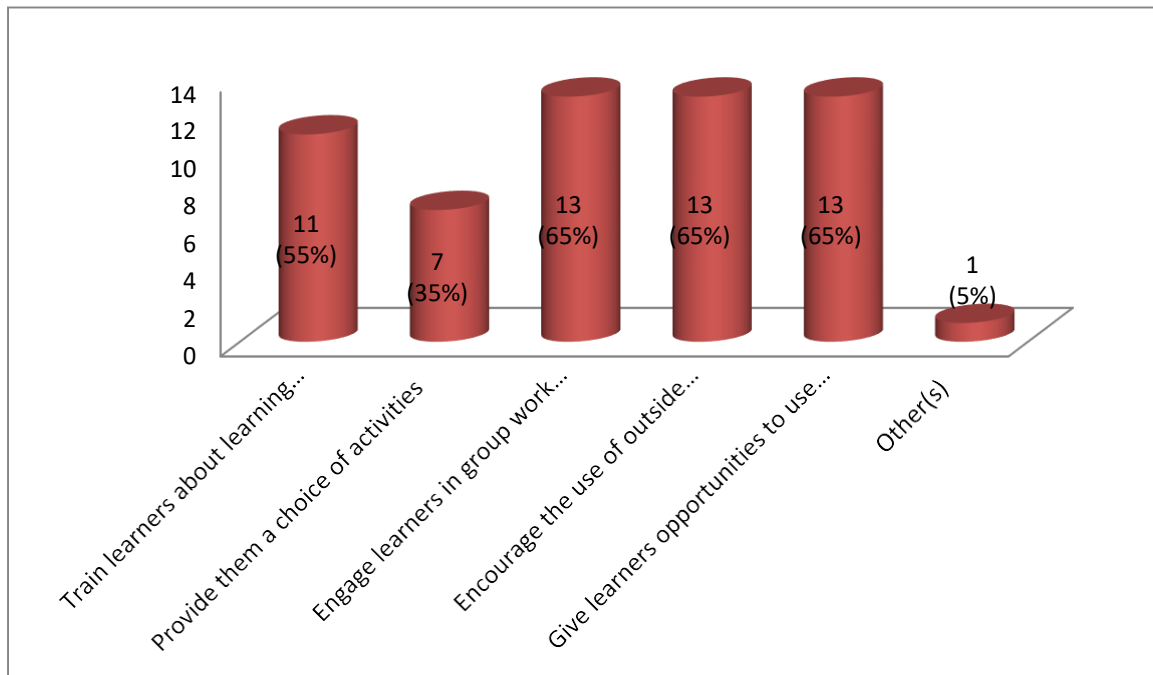


Figure 3.27: Teachers' Ways in Fostering Learners' Autonomy

All teachers assert that learners' autonomy is promotable which implies that they are interested in developing learners' independence. However, they use different methods to do it. The majority of teachers (65%) claim that to foster learners' autonomy they engage learners in a group work activities, encourage the use of outside classroom tasks, and they give learners opportunities to use their own learning materials. Whereas other teachers (55%) indicate that they develop their learners' autonomy by training them about learning strategies and providing them with a choice of activities. One teacher (5%) provides another way that is encouraging research and reading to give them chance to use new materials and participate more. Additionally, the ways and methods for fostering learners' autonomy differ from one teacher to another but the aim is one. All this hints that teachers are making some efforts to develop and promote learners' self-reliance, motivation, and self-confidence.

Question Sixteen: In your opinion what are the new roles that teachers should adopt to make learners active participants?

Concerning the roles that teachers should adapt to make learners active participants, all teachers indicate that they should avoid being the only source of information and play the roles of guiders and facilitators only to make the classroom learner-centered more than teacher-centered. Along similar line, another teacher claims that the teacher has to avoid spoon feeding teaching and encourage students to take part in their learning by guiding them, giving feedback, sharing his/her experience, and promoting their critical thinking. This implies that they aware of the significance of playing these roles on learners' abilities, skills, and performance.

Question Seventeen: What is/are learners' roles in autonomous learning?

Almost teachers agree in the point that the role of learners in the autonomous learning is to be responsible for their learning and learn on their own. Besides, two teachers state that learners have to be researchers, organizers, and class' controllers while the majority of teachers indicates that the roles of learners in autonomous learning are being active motivated participants, self-independent, self-regulated, monitors, critical thinkers, and problem-solvers. This implies that teachers are aware of the roles that learners should play in the classroom. In brief, all the roles that teachers have mentioned are among the characteristics of autonomous learners and all their statements confirm the findings of the theoretical part (chapter two).

Question Eighteen: Does inductive teaching method help EFL students to be autonomous?

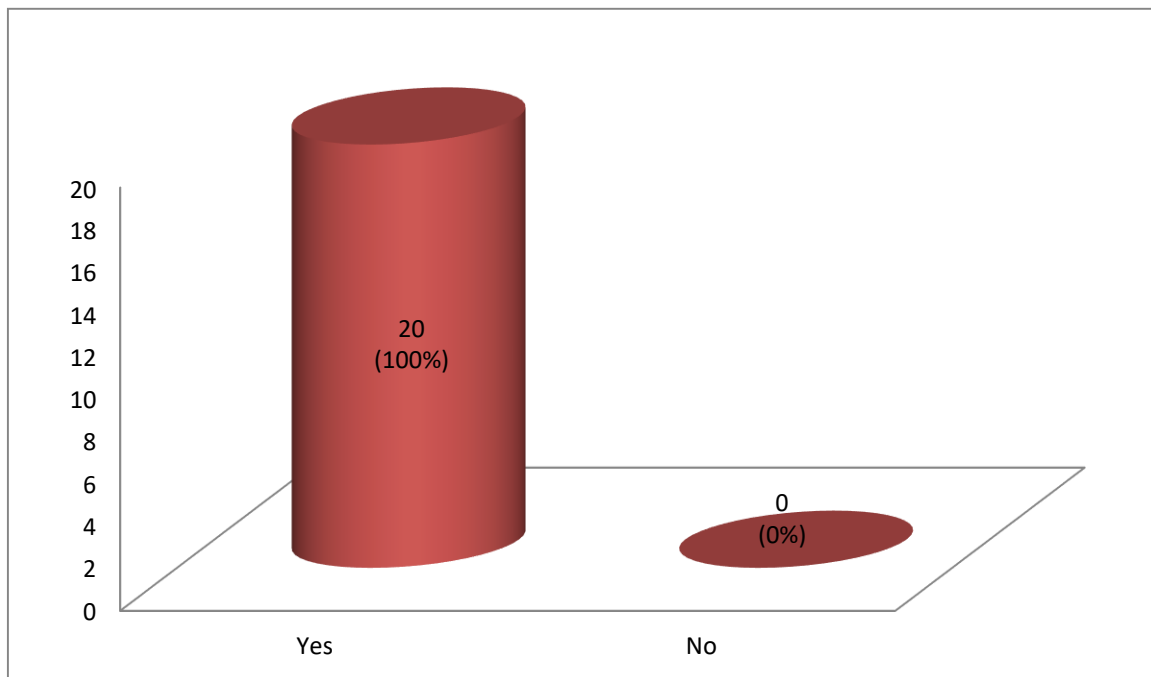


Figure 3.28: Inductive Teaching Method and Learners' Autonomy

As indicates, all teachers (100%) agree that the use of inductive teaching method in EFL classrooms helps learners to develop their autonomy. They justify this by claiming that when using the ITM gives learners the opportunity to participate, discuss, think, and suggest solution for the provided problems. Many teachers (14) say that through ITM learners will extract the main points of the lessons relying in their abilities and skills. Additionally, two other teachers said that by opting the ITM learners will find themselves automatically motivated and engaged in the learning process. Three teachers state that through the ITM learners will analyse things and this helps them to be more independent and responsible in their learning activity. This implies that inductive teaching method improves learners' independent, motivation, responsibility, decision-making skills, and problem-solving skills (see figure 3.16).

Section Four: Further Suggestions

Question Nineteen: In case you have further suggestions, comments or recommendations, you are mostly welcome to add them below.

Only two teachers have provided further suggestions and comments, they are summarized as follows:

- Students should be more aware of the importance of autonomy, and should develop their learning skills by relying on autonomous learning.
- It is difficult to reach high level of autonomy because improving autonomy always needs someone or something to rely on, and we hope this point will be taken into consideration.

These suggestions hint that teachers are open to change and they want the present situation of learners to be developed and to take charge of their own learning far from teachers' dependence.

3.2.4.2. Summary of Results and Findings from Teachers' Questionnaire

Concerning their general information (section one), all teachers have at least two years of in teaching English which implies that they have an acceptable amount of experience that enables them to evaluate learners levels and performance. Additionally, all teachers are teaching crowded classes which means that they deals with all types of learners and this requires using different methods to engage them in the learning process.

Concerning inductive teaching method (section two), all teachers concenter the concept of learners' autonomy is learners' willingness to take responsibility of their own learning and it has an effective influence on learners' performance. The analysis of teacher preferable method (figure 3.18) indicates that the majority of teachers are using

the inductive teaching method that means that teachers are supporting the use of this method and are aware of its importance on learners' performance justifying that it gives learners the opportunity to search and depend on themselves to get the information. Besides, all teachers admit that the two teaching methods ITM and DTM are contradictory methods and they claim that ITM is more effective than DTM. This indicates that teachers are looking for change and they want to raise teaching level to its high and make learners more active and motivated. In addition, they state that the use of ITM has many advantages that enable learners to be self-dependent and help them developing their critical thinking skills.

Concerning learners' autonomy (section three), the majority of teachers declare that EFL learners are not responsible for their own learning and they do not prepare their lessons for the coming session. This hints that EFL learners are passive, irresponsible, and dependent learners. Moreover, the majority of teachers state that their learners have average level in English that indicate that the students have acquired only the basic requirements of English language and they need to develop their abilities and skills to mastery the language. All teachers agree that autonomy is important to EFL learners and they justify this by stating the advantages and the impact of this ability on learners' performance, motivation, independence, and responsibility. Besides, the majority of teachers indicate that LA is based on learners' readiness in the first place then teachers' role in the second place then it comes materials availability in the third place (see figure 3.23). These results indicate that learners should have the willingness to promote their autonomy and be responsible for their own learning then it come the role of teachers who must play the role of guiders, organizers, and counsellors. Materials availability depends on the potentials of university and the need for using them. All teachers agree that

learners' autonomy is promotable which indicates that they believe that it is ability as any other ability that can be promoted and they agreed on some factors that can promote LA.

The majority of teachers claim that teaching methods is the major factor that could promote learners-independence, followed by meta-cognitive strategies, in-class presentations, and teachers' feedback. These results might suggest that ITM can play a crucial role in developing learners' autonomy, as the meta-cognitive strategies and in-class presentations are effective ways that could promote LA too. Additionally, they claim that they try to promote this capacity by using different ways. The majority of them state that they foster LA by Engaging them in group work activities, encouraging the use of outside classroom tasks, and giving them opportunities the use their own learning materials (see figure 3.26), while the others claim that they train learners about learning strategies and provide them a choice activities. This indicates that they make use of different ways because of their different educational background and teaching experience. The last questions tackle teachers' and learners' role in autonomous and the impact of inductive teaching method on learners' autonomy. Almost all teachers assume that learners should play the role of researchers, active participant, critical thinkers, and problem-solvers while teachers should play the role of guiders and facilitators only. This implies that teachers are focusing more on learners and their role inside the classroom. Moving to the relationship between inductive teaching method and learners' autonomy(Q17) all teachers agree that ITM has a great impact on learners' autonomy and it would certainly promote LA and lead them to be more self-directed learners. These results confirm the findings of students' questionnaire and therefore confirms the hypothesis of the present research.

RESEARCH IMPLICATIONS

This study confirms the main hypothesis that implies that the use of Inductive Teaching Method in EFL classrooms would enhance Learners' Autonomy. The research thereby proceeds to the last phase where it articulates a theoretical contributions. It further highlights certain recommendations for further research, along with the major limitations encountered by the researcher and which, in way or another, affect negatively the appropriate realization of the research.

The current study reinforces the findings of the practical part and enriches one's background knowledge for it exhaustively inquired into the foundational norms of the two main variables. As far as inductive teaching method is concerned, the first chapter intends to attain a complete understanding of this method. It also sets the major differences between ITM and DTM, its steps, procedures, faces, and effectiveness. On account of the fact that Algerian EFL classrooms witness the use of inductive teaching method, the researcher intends to at least shed light on this issue through discussing the importance of this method and its impact on EFL learners. In view of the underpinning of the second chapter which tackles LA, it provides a detailed description of this ability, the main characteristics of autonomous learners, strategies that promote LA, and its importance. Despite the fact that the researcher is adopting understanding of autonomy yet it still debatable taking an account Boud's definition "the notion of autonomy on learning is a many-faceted one and it subjected to much debate" (1988, p.17). However, what matters is the importance of autonomy in the educational systems. Subsequently, Algerian LMD system seems as it neglects the benefits of autonomy on learners' performance and outcomes.

LIMITATIONS OF THE STUDY

The present investigation faced a number of ethical, contextual, and methodological constraints that prevents its appropriate realization. These obstacles are listed as follows:

- One of the obstacles that Algerian students are facing is the lack of authentic materials and resources such as books, articles, etc. This lack of materials might prevent the researcher from reaching his/her research goals.
- Many teachers do not answer the online questionnaire that affects the representativeness of the sample that hint the research process.
- Many students provided incomplete answers that led to their exclusion and substitution by other respondents. In the same concept, when administering the questionnaire, the researcher was present in the whole process. He observed that some students do not answer seriously the questionnaire and they just tick some options randomly or imitate their colleges' choices.
- Time was not enough to conduct this research specially with doing teachers' training, writing the training report, and dissertation writing. Two months was not sufficient to make his work perfect.
- Researcher's lack of experience hinds the process of conducting this research.

RECOMMENDATIONS FOR FURTHER RESEARCH

Since the investigation attempts to examine the impact of inductive teaching method on EFL learners' autonomy, it is important to highlight a collection of research topics and variables that in a way or another might reinforce, disconfirm or build upon the present findings. The following research suggestions and advices do not follow a specific order.

- Since this investigation embraces a quantitative approach, a replication of the same study might probably fortify the researcher opts for an experimental approach to track learners' autonomy from first year LMD to at least third year LMD to see the development of their autonomy.
- More than that, one might possibly track the impact of inductive teaching method on learners' critical thinking.
- Ethically speaking, some teachers do not answer the online questionnaire. On account of this phenomenon, a qualitative research and an exploratory one are suggested for better results to the same research.

Conclusion

Students' questionnaire reveals a direct and strong relationship between the use of inductive teaching method and learners' autonomy. It also proves that some teachers are still depending on traditional teacher-centered classrooms, which prevents learners from developing their autonomous skills and strategies. As a result, teachers should exchange their roles with learners to make learners more independent and active. Teachers' questionnaire unveils positive insight regarding ITM and learners' autonomy. They seem to advocate learners' self-reliance and ITM, want to promote LA and make more use to ITM in their classrooms. Despite the disadvantages of this method, teachers still believe that it could promote LA.

GENERAL CONCLUSION

The present investigation endeavors to investigate the impact of inductive teaching method on EFL learners' autonomy. To this end, the research undergoes two main phases: The theoretical phase that attempts to provide a conceptual and notional background about the investigated variables. This step is very important to draw a clear realization about the topic in question. The practical phase that aims to explore both teachers' and learner' views, perceptions, and attitudes about the topic. The latter obtains findings that would dis/confirm the research hypothesis.

Theoretically speaking, chapters one and two cover inductive teaching method and autonomous learning respectively. The former comprises five big titles that tackle the definition of method and the types of teaching methods, the definition of ITM and DTM, steps of each one, faces of ITM, comparison between ITM and DTM, in addition to the advantages of ITM. The latter (i.e. learners' autonomy) is made up of nine big titles which highlights the conceptual meaning of autonomy, learner autonomy, its characteristics, importance, and levels in addition to teacher autonomy, teacher roles, strategies that promote learners' autonomy, and the impact of inductive teaching method on EFL learners' autonomy. Practically speaking, chapter three (i.e. field investigation) deals with the analysis of students' and teachers' questionnaires.

The obtained results affirm that inductive teaching method improves EFL learners' autonomy and this confirms the main hypothesis. Now it is appropriate to call for the much use of inductive teaching method in EFL learners' classrooms to enhance learners' self-independence.

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<https://app.surveyplanet.com/questions.628782a40caeba431ef0c0a0>

Appendix A

Students' Questionnaire

Dear students,

You are kindly requested to answer this questionnaire which aims to obtain information for the accomplishment of a Master dissertation. The questionnaire aims at investigating learners' attitudes toward the impact of inductive teaching method on learners' autonomy. The results will be used to help confirm or deny the research hypothesis. You are politely invited to answer the questions by putting a tick in the box that most suits your option. It will take less than 15 minutes and note that your responses will be confidentially and used only for research purposes. Thank you in advance for your precious collaboration.

Part One: Students General Information

1. Why are you studying English?

- a) Personal choice
- b) Administrative choice
- c) Other(s)

-If other (s) specify

.....
.....

2. How do you describe your level in English?

- a) Very good
- b) Good
- c) Average

d) Less than average

Part Two: Learners' Autonomy

3. Do you consider learner autonomy important in English Learning?

a) Yes

b) No

4. What are the characteristics of autonomous learners? (More than one option)

a) They self-regulate in their learning

b) They are motivated learner

c) They self-assess and self-evaluate their learning outcomes

d) They monitor their learning

e) They are responsible learners

f) They direct what and how to learn

g) Other (s)

5. Do you consider yourself as an autonomous learner?

a) Yes

b) No

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

Dependent 1 2 3 4 5 6 7 Highly independent

7. Do you think that your autonomy is promotable?

a) Yes

b) No

8. If yes, what are the factors that promote learners' autonomy?(More than one option)

a) Learning styles

b) Meta-cognitive strategies

c) Teachers' autonomy

d) Teaching methods

e) Other (s)

-If other (s) specify.

.....
.....

Part Three: Inductive Teaching Method

Inductive Teaching Method is when the teacher provides the students with specific information and they get the general information.

9. How could you describe your learning classroom?

a) Teacher-centered classroom

b) Learner-centered classroom

10. Does your teacher use the inductive teaching method?

a) Yes

b) No

11. If yes, how often does your teacher use the inductive teaching method?

a) Always

b) Usually

c) Often

d) Sometimes

e) Rarely

f) Never

12. Do you think that the inductive teaching method is important for learning English?

a) Yes

b) No

13. What is/are the actual role(s) that your teachers are playing?(More than one option)

- a) Controller
- b) Resource
- c) Assessor
- d) Organizer
- e) Counsellor
- f) Guide

14. What is/are the role(s) that you should play?(More than one option)

- a) Be inquisitive
- b) Be active participant
- c) Be responsible
- d) Be self-regulate in learning
- e) Be self-assess and self-evaluate in learning

Part Four: Inductive Teaching Method and Learners' Autonomy

15. Do you agree that using the inductive teaching method improves your autonomy?

- a) Strongly agree
- b) Agree
- c) Neither agree nor disagree
- d) Disagree
- e) Strongly disagree

16. What aspects of autonomy does inductive teaching method improve? (More than one option)

- a) Responsible learning
- b) Problem-solving skills
- c) Decision-making skills
-

d) Independence

e) Motivation to learn

f) Other(s)

-If other (s) specify

.....
.....

17. In case you have further suggestions, comments or recommendations, you are mostly welcome to add them below.

.....
.....
.....
.....

Thank you for your cooperation

Appendix B

Teachers' Questionnaire

Dear teachers,

Our research is about the influence of the inductive teaching method on EFL learners' autonomy. This questionnaire is very important to our investigation, as it will provide us with some answers about the topic in question. You are kindly requested to answer the short questionnaire that will take less than 15 minutes and note that your responses will be confidentially and used only for research purposes. Thank you in advance for your collaboration.

Section One: Teacher's Background Information

1. For how many years have you been teaching English?

.....

2. How large are your classes?

.....

Section Two: Inductive Teaching Method

3. How do you consider the concept inductive teaching method?

.....

.....

4. Which teaching methods do you prefer?

a) Inductive

b) Deductive

- Why?.....
.....
.....

5. How would you compare the two teaching methods?

.....
.....
.....

6. In your opinion, what are the advantages and disadvantages of using inductive teaching method?

.....
.....
.....
.....

Section Three: Learners' Autonomy

7. Are your students responsible for their own learning?

- a) Yes
- b) No

8. Do your students prepare their lessons for the coming sessions?

- a) Yes
- b) No

9. How do you rate your students' level in English?

- a) Very bad
- b) Bad
- c) Average

d) Good

e) Very good

10. Do you think that autonomy is important to EFL learners?

a) Yes

b) No

-Explain

.....

.....

11. How do you consider the concept Learners' Autonomy?

.....

.....

12. Learners' autonomy is mostly based on:

a) Teachers' role

b) Learner readiness

c) Materials availability

13. Do you think that learners' autonomy is promotable?

a) Yes

b) No

14. What, among these factors, are more effective to promote learners' autonomy? (More than one option)

a) Teaching methods

b) Meta-cognitive strategies

c) Teachers' autonomy

d) In-class presentations

e) Teachers' feedback

15. As a teacher at university, to foster learners' autonomy you: (More than one option)

a) Train learners about learning strategies.

b) Provide them a choice of activities.

c) Engage learners in-group work activities.

d) Encourage the use of outside classroom tasks.

e) Give learners opportunities to use their own learning materials

f) Other(s)

- If other(s) specify

.....
.....

16. In your opinion what are the new roles that the teacher should adopt to make learners active participants?

.....
.....

17. What is/are learners' role(s) in autonomous learning?

.....
.....

18. Does inductive teaching method help EFL students to be autonomous?

a) Yes

b) No

-Explain

.....
.....

Section Four: Further Suggestions

19. In case you have further suggestions, comments or recommendations, you are mostly welcome to add them bellow.

.....
.....
.....

Thank you for your cooperation

ملخص

تسعى الدراسة الحالية إلى تقصي تأثير طريقة التدريس الاستنتاجي على استقلالية متعلمي اللغة الانجليزية كلغة أجنبية . وتهدف إلى استكشاف آراء ومواقف المتعلمين والمعلمين فيما يتعلق باستخدام الطريقة الاستنتاجية في الفصول اللغوية الانجليزية كلغة أجنبية و تأثيرها على استقلالية المتعلمين. تتبنى هذه الدراسة المنهج الوصفي من خلال استخدام استبيانين. تسمح الأدوات المذكورة بالحصول على بيانات كمية. تتكون عينة البحث من مائة و اربعة و أربعين (144) طالبا في السنة الثالثة ليسانس و عشرون (20) مدرسا في قسم اللغة الانجليزية, جامعة 8 ماي 1945, قالمة. تؤكد النتائج المنبثقة الفرضية الرئيسية والتي تشير الى الاستخدام الدائم لطريقة التدريس الاستنتاجي يعزز استقلالية متعلمي اللغة الانجليزية كلغة أجنبية. يسلط هذا الأخير الضوء على تأثير استخدام طريقة التدريس الاستنتاجي على استقلالية الطلبة في اقسام اللغة الانجليزية كلغة أجنبية في الجزائر.

Cette recherche a pour but l'étude de l'influence de la méthode d'enseignement inductive sur l'autonomie des étudiants d'Anglais. Par la même occasion, on va se pencher sur l'attitude des enseignants et des apprenants à l'égard de l'utilisation de la méthode d'enseignement inductive dans les salles de classe d'Anglais et de son impact sur l'autonomie des étudiants. L'étude adopte une approche descriptive à travers des questionnaires. Cet outil permet d'obtenir des données quantitatives. L'échantillon de la présente enquête est composé d'un échantillon de cent quarante quatre (144) étudiants de Licence de Troisième Année et vingt (20) enseignants au département d'Anglais, Université du 8 Mai 1945 Guelma. Les résultats obtenus confirment l'hypothèse principale qui implique que l'utilisation permanente de la méthode d'enseignement inductive favorise l'autonomie des apprenants des étudiants d'Anglais. Ces résultats attirent l'attention sur l'impact de l'utilisation de la méthode d'enseignement inductive sur l'autonomie des étudiants de classe d'Anglais langue étrangère en Algérie.