From a Traditional Learning to a Cooperative Learning Method through a Metacognitive Approach to an EFL Group-Based Project: The Case of Second Year LMD Students at the University Center Ahmed Salhi, Naama.

Thesis Submitted to the Department of English in Candidacy for the Requirement of the Degree of ‘Doctorate’ in English

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June, 2018
ABSTRACT

This study combines together the concepts of cooperation and metacognition in an EFL classroom. The researcher attempted to investigate the effects of working with metacognitive strategies in cooperative groups on the EFL learners’ understanding and use of English tenses, as well as the development of their positive attitudes towards the cooperative approach. Accordingly, this study represents a quasi-experimental research in which the investigator opted for a pre-test post-test group research design. In addition to this research instrument, the researcher selected also a reflective questionnaire and an interview. The sample population dealt with in this study is composed of two EFL 2nd year classes at the department of English, at the University Center Ahmed Salhi, Naama. The research process, then, started first with the students sitting for a pre-test for the sake of identifying their needs; to consider in the next step. Later, during the training phase, students had lectures about English tenses, and were asked to accomplish tasks. The only difference was that students of the experimental group worked on the assigned tasks with metacognitive strategies in cooperative groups and students of the control group worked with metacognitive strategies individually. At the end, students were asked to answer the reflective questionnaire and the interview. Thus, the researcher opted for both qualitative and quantitative types of data analysis. The statistical procedures used for the analysis of the students’ scores in both the pre- and post-tests demonstrated that both methods applied to both groups were beneficial; however, students of the experimental group achieved better results. The researcher, though, could not really confirm this hypothesis since the generalization issue could not be achieved after the use of the independent samples t-test. The remaining two hypotheses, on the other hand, were confirmed as far as the analysis of the reflective questionnaire and the interview demonstrated better understanding and use of metacognitive strategies by students of the experimental group and positive attitudes towards their cooperative experience. At the end of this research work, and based on the conclusions drawn, the researcher was able to propose some important concepts and activities to be considered by teachers in their EFL classrooms.
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List of Abbreviations and Acronyms

**EFL**: English as a Foreign Language

**2nd**: Second

**CLT**: Communicative Language Teaching

**CBA**: Competency-based Approach

**ZPD**: Zone of Proximal Development

**LT**: Learning Together

**AC**: Academic Controversy

**STAD**: Student Teams-Achievement Divisions

**TGT**: Teams-Games-Tournaments

**GI**: Group Investigation

**TAI**: Teams-Assisted-Individualization

**CIRC**: Cooperative Integrated Reading and Composition

**TEFL**: Teaching English as a Foreign Language

**BA**: Bachelor of Arts

**LMD**: License-Master-Doctorate

**M**: Mean

**SD**: Standard Deviation

**N**: Number of Respondents

**P**: Probability Coefficient

**Df**: Degrees of Freedom

**SLA**: Second Language Acquisition
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