

Students' Attitudes Towards Applying Cooperative Learning Strategy at Amman Arab University

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Abstract—The current research aimed at discussing the use of the Cooperative Learning strategy and its applications in AAU English courses. The researchers collected the data from several online resources and books. A questionnaire was developed as another assessment tool and was distributed to Amman Arab University students. The sample was 600 students from all faculties. In addition to conducting interviews with English Doctors at Amman Arab University to inquire about their teaching strategies and methods and the extent to which they apply them. The findings of the interviews were very positive. In consensus, they preferred face-to-face instruction as well as various cooperative strategies. Moreover, the results of the questionnaires showed that students' attitudes towards Cooperative Learning were high, as the means reached (3.810) with a standard deviation of (0.507). Furthermore, students aged twenty years and over displayed more interest and involvement concerning the Cooperative Learning strategies than others. Regarding the gender variable, it was in favor of the females. Some recommendations were suggested to be implemented in teaching English.

Index Terms—teaching strategy, cooperative learning, students, University

I. INTRODUCTION

One factor affecting second language learners' ability to learn a new language is appropriate teaching strategy. It is the role of the teacher to be able to adapt, design and employ an effective teaching strategy. By applying various strategies, learners of a second language are encouraged to learn it easily and faster. In later stages, these learners can be responsible for developing their language autonomously (Herrera & Murry, 2011).

The Cooperative Learning (henceforth CL) strategy is considered a tool that simplifies students' perspectives of learning a new language. Hence, English is an essential language in Jordan. This shows the importance of using the CL strategy effectively. Luckily, the CL strategy is applied at Amman Arab University to teach English language students. In this light, the researchers focused on providing a background for the Learning strategies and discussing the Cooperative Learning strategy (Cooperative Learning; teaching students a lesson while separating them into groups) and how to apply it in various courses.

II. BACKGROUND OF LEARNING STRATEGIES

Saadeh (2018) highlighted the works and how Donald Phillips, a professor at American Michigan State, was the first to use the Cooperative Learning strategy. He divided students into groups to find solutions for a specific case. This strategy is nowadays employed in different types of courses worldwide. One of the benefits is that students feel more confident and relaxed while talking about any problem they face and learning about a topic quickly. They don't have to practice these things in front of their teacher; instead, they do it within their groups of students.

Another point to consider is that Cooperative Learning could be more beneficial when students explain the lesson to their peers. Students obtain a complete explanation for the language they attempt to learn. The more the learners comprehend the language's grammar, the better they start using it in writing and speaking. In addition, they explicated the essential role of teachers where they should simplify their lessons to make it easier for the student to acquire the task quickly (Yunus et al., 2021).

Numerous scholars focused on the student's role in enhancing language acquisition by encouraging learners to read various exciting topics to learn new vocabulary. Moreover, there are four methods to apply the Cooperative Learning strategy; student teams Achievement, Jigsaw, group searching, and structural method. Focusing on the Jigsaw method, the teacher teaches students by dividing them into groups. Each group consists of 5 to 6 students studying one part of the material (Maswani, 2015).

According to Bousbai and Hamdini (2019), there are three types of Cooperative Learning Groups as follows:

1. Formal: a group of students meets to finish homework or a course's task.
2. Informal: a group of students sits together to discuss the course material or give their opinions.
3. Cooperative base group: a group of students who stay as a group for one semester or more, and everyone helps the rest with the material and course summaries.

There are several advantages to using CL in teaching. First, students can learn with other peers quickly. Second, they participate in the learning process through teamwork. Third, students can build their self-confidence through the interdependent learning method and realize that while working with a team, everyone should do his role perfectly to achieve the total goals. Fourth, CL helps students learn any skill easily since they can learn from interacting with their colleagues. Finally, the CL strategy decreases the stress of learning a new skill, and teachers can discuss many topics with students to raise their level of conversation (Cornelius et al., 2016).

Nonetheless, for any method, there might be some withdrawal. The tricky thing about the CL strategy is that teachers should be well planned before dividing students into groups and that some students may participate more than others if their level is more developed (Cornelius-Ukpepi et al., 2016).

Turning to the teacher's role in applying CL, excellent teachers are the ones who vary in their teaching methods, using different ways to send information depending on the student's level, dealing with students in a simple form, and not putting borders between the teachers and their students. Eventually, students are allowed to practice the information they learn in real life, provide a student with a revision at the beginning of the lecture, and increase their ability to learn by challenging them Cheng et al. (2018). In teaching and learning environments, several strategies and methods are required to be implemented, such as Cooperative Learning. It is considered working in the soul of a students' group where they help, encourage, and depend on each other (Beng ü & S ihendan, 2018).

III. REVIEW OF LITERATURE

Numerous studies were concerned with teaching languages and applying effective strategies that enhance students' learning. The following studies are ordered chronologically; the most recent to the oldest.

Abuhamda et al. (2021) conducted a study in Palestine to find the result of applying the Jigsaw Cooperative Learning technique (JCLT) to EFL secondary students. The research was applied using a questionnaire distributed to 1094 randomly Palestinian EFL teachers (2019-2020), then they analyzed the questionnaires. The results showed that students have positive effects on using JCLT.

Singh et al. (2020) conducted a study to find the effect of applying the "Think Pair Share" TPS method in improving ESL students' level of speaking skills. The sample included 24 forms of four students. The results showed that students who participated in the TPS learning method increased their speaking ability and their confidence improved.

Baena-Morales et al. (2020) completed a study on a sample of 177 university students (98 females-79 males) by giving out a questionnaire to them to find the effect of using the Jigsaw technique on higher education students in Spain related to gender difference. They found that females are affected positively in learning with this cooperative teaching method more than males. In addition to that, females prefer being within the same category group.

In the same vein, Bousbai and Hamdini (2019) conducted a study to find the difficulties related to "think pair share" in second-year LMD students. He found that students got a high level of interacting with others in speaking.

The primary purpose of Khamis and Shahadeh's (2020) study was to encourage peer learning. They tested the method of peers' correcting in teaching the English Language to high school students in Saudi Arabia. The researcher tested (30) students and let them check each other's exams to find the results. They found that this teaching method has improved their level of writing and allowed them to acquire English writing skills easily.

Ghufron and Ermawati (2018) conducted a study in Indonesia. The study focused on the strengths and weaknesses of CL in writing classes. The sample included 2 EFL teachers and 60 students. The data was collected using a questionnaire, interviews, and observation. The analyzed data found that raising students' self-confidence increases their participation, responsibilities, and writing ability. On the other hand, it needs more preparation and management.

A study by Jenny Montano-González (2017) discussed BDI (Biography Driven Instruction) in teaching students a second language. The study was performed by dividing students into groups. Some pictures are hung on the board for students to talk about and describe. Another activity for students is the specific videos given to them to report what they see as newspaper reporters. The best strategy to teach a student a second language is to focus on each student's background and information and to give them a chance to practice the topic within groups. Flashcards and similar methods can be helpful just for low-level students.

Maswani's (2015) study aimed to find the effect of teaching grammar by Cooperative Learning Strategy on high school students. The research was conducted based on three ways of data collecting; conducting interviews with the head of the institute and some students, grammar teachers, method of teaching grammar, and interviews with their

supervisor. The researcher implemented the Cooperative Learning strategy in one group and not in the other. In the next step, he gave students some post-tests. The post-tests after using the Cooperative Learning strategy. The results showed that students taught grammar in the cooperative group strategy (Jigsaw method) achieved higher grades.

Farzaneh et al. (2014) executed a study by sending the study questionnaire to (52) EFL students at Gouyash language school to find the result of teaching them a language using the Cooperative Learning strategy. The study found that the CL strategy positively affected students learning of the language since they started feeling more confident in studying within groups.

A review on the English language level of education was performed by Alhabahbeh et al. (2016) in Jordan. They discussed some recent trends and challenges concerning ESL in the Arab world, specifically Jordan. The study results highlighted a need to train teachers for new methods of teaching that are more desirable and understandable for students while staying up to date.

Ali and Mansour (2011) examined the effect of using a Cooperative Learning strategy in teaching high school students in Damascus' schools. The study was randomly applied to (596) teachers in (28) high schools. The results indicated statistically significant differences in the results depending on the experience of the teachers. In addition, the results showed that high school teachers, especially female ones, prefer this strategy of teaching.

Similarly, Al-Ghubari (2009) conducted a study in Yemen to find the result of using a Cooperative Learning strategy in high school teaching. The researcher chose (30) students as a sample and found that using CLS improved their level of writing.

Learning the language from different aspects was the concern of Nair et al.'s (2019) study about applying the Student Team Achievement Division (learning in groups) method in teaching students in an international school in Malaysia. The research sample was (20) students aged between 11 and 12 years. The researchers found the results using descriptive and qualitative data based on observations, interviews, and teachers' reflections. The findings showed that this method helped increase the students' level of writing and that they learned from each other and increased their communication skills.

Bengü and Sühendan (2018) investigated the ELT students' attitudes toward Cooperative Learning at the university prep school in their study. They used a questionnaire to obtain the required data. It was distributed to (166) university students (F=100, M=66) among (18-20) from various faculties. The descriptive analysis method was used to analyze the data. The outcomes revealed that (66.9%) of the students agree with using Cooperative Learning in ELT classes. However, around (33.1%) of them preferred working alone as they believed that their achievement could have been better and more enjoyable. Students indicated some positive and negative sides of the cooperative method. Gender played a significant role in the attitudes toward Cooperative Learning, in favor of females.

IV. STATEMENT OF THE PROBLEM

Teaching the English language is difficult since it needs various strategies and tools to simplify giving information to students some teachers. Hence, one of the prominent reasons that affect learning a language for students is encountering the new vocabulary they have no idea about. Learners face another problem in constructing complete sentences correctly. In this study, the researchers focused on the Cooperative Learning Strategy used in teaching to attract University students and implement this tool successfully in AAU Courses.

A. Objectives and Questions of the Study

Teaching languages is a challenging task for many teachers. Teachers must find different methods to teach the English Language to keep students motivated. Therefore, this study highlights the significance of the Cooperative Learning Strategy as it affects teaching English and helps students acquire language without the feeling of being under pressure when taking an English course during their study at Amman Arab University.

Hence, the study aimed to determine the attitude of undergraduate students toward the Cooperative Learning method, and the study tried to find the answer to the following questions:

B. Questions of the Study

1. To what extent do students benefit from the Cooperative Learning strategy?
2. Are there statistically differences at the significance level in students' attitudes towards Cooperative Learning strategy based on gender, age, the field of study, and level of study?

C. Limitations of the Study

This study was restricted to Amman Arab University students for the academic year (2021/2022) - The study results depend on the validity and reliability of the study tool.

D. Terminology of the Study

1. Teaching Strategy: Ortega (2009, p.208) defined learning strategies as "conscious mental and behavioral procedures that individuals engage in intending to gain control over their learning process."

2. Cooperative Learning strategy: "Dividing large numbers of students into small groups, not less than two people and not more than eight, to discuss the particular problem" (Saadeh, 2018, p.201)

V. METHODOLOGY

A. Study Methodology

The researchers used the descriptive-analytical approach and did interviews with prominent professors at the Amman Arab University to discover the relationships between the study variables and reveal their impact to reach appropriate solutions.

B. Study Population

The study sample was the undergraduate students at Amman Arab University for 2021-2022. The questionnaires were electronically distributed through the University faculty members' WhatsApp application. Out of the (546) questionnaires returned, (57) were excluded for incomplete answers. Thus, (489) questionnaires were valid for analysis, rating (81.5%) a statistically accepted rate. Table 1 presents the distribution of the study sample individuals according to the demographic variables, as follows:

TABLE 1
DISTRIBUTION OF THE STUDY SAMPLE INDIVIDUALS ACCORDING TO DEMOGRAPHIC VARIABLES

Variable	Category	Frequency	Percentage
Gender	Male	270	55.2
	Female	219	44.8
	Total	489	100%
Age Group	Less than 20 years	184	37.6
	20 years and over	305	62.4
	Total	489	100%
Field of Study	Business/Management	175	35.8
	Languages	37	7.6
	Educational Sciences	44	9.0
	Other	233	47.6
	Total	489	100%
Academic Year	First	316	64.6
	Second	61	12.5
	Third	72	14.7
	Fourth	40	8.2
	Total	489	100%

C. Instrument of the Study

The researchers developed a questionnaire consisting of (25) items distributed to the undergraduate students at Amman Arab University. The questionnaire was developed by the researchers and reviewed. It had (20) items in its final version with a five-pointer Likert scale for evaluation.

D. Data Collection Sources

Two types of sources were used to obtain the required data:

(a). First: Primary Data

The questionnaire was prepared and developed to obtain data from the study population through reviewing the related literature and previous studies. It consisted of two-part multiple-choice questions and items:

First part: demographic variables: consisted of (4) questions represented in the gender, age group, the field of study, and academic year.

Second part: Questionnaire items, consisting of (20) items, reflect students' attitudes toward Cooperative Learning and individual learning.

The cognitive measuring method, based on the 5-point Likert scale, was used in answering the questionnaire items. Weights of answers to the items specified to measure each dimension were identified as follows:

TABLE 2
5-POINT LIKERT SCALE

Approval degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Weight	5	4	3	2	1

The relative importance of Cooperative Learning and individual learning was identified according to the following formula:

$$\text{Relative importance} = \frac{\text{Upper limit of the alternative} - \text{lower limit of the alternative}}{\text{Number of levels}} = \frac{5-1}{3} = 1.33$$

The level of relative importance was identified depending on the mean value of the weights of responses to the research instrument and the variables of its model according to three levels: low, medium and high, as in Table 3:

TABLE 3
LEVEL OF RELATIVE IMPORTANCE OF THE RESEARCH INSTRUMENT ITEMS AND THE CORRESPONDING MEANS

Level of Relative Importance	Low	Medium	High
Mean	1 - less than 2.34	2.34 - less than 3.67	3.67 -5.00

(b). *Second Source of Data*

The researchers interviewed six English Language professors working at the Amman Arab University.

(c). *Verifying the Validity of the Scale*

The questionnaire consisted of (20) items measuring students' attitudes towards cooperative and individual learning. Verifying the validity of the scale ensures the questionnaire's suitability, clarity, and consistency for collecting the required data. The study tool was presented to (4) experienced and competent arbitrators from Jordanian public and private universities. The study tool was modified and corrected according to their opinions to arrive at its final form.

(d). *Validity of Structure Indicators*

The validity of the structure and correlation of the questionnaire items were verified through the Pearson correlation coefficient. The results were as follows:

TABLE 4
RESULTS OF THE INDICATORS OF THE VALIDITY OF THE STRUCTURE

Item No.	Correlation Coefficient						
1	0.643**	6	0.512**	11	0.695**	16	0.695**
2	0.654**	7	0.696**	12	0.728**	17	0.647**
3	0.695**	8	0.582**	13	0.620**	18	0.619**
4	0.414**	9	0.458**	14	0.659**	19	0.590**
5	0.701**	10	0.687**	15	0.664**	20	0.544**

** statistically significant at the level (0.01)

Table 4 indicates that all values of correlation coefficients of the items were satisfactory and statistically significant at the level (0.01), the values ranged between (0.414 – 0.728), which is greater than (0.30). Thus, the scale structure is valid.

E. *Testing Reliability of the Study Instrument*

Cronbach Alpha is used as the statistical method to investigate the consistency and reliability of its items to ensure the accuracy and objectiveness of the instrument. According to this method, judging the reliability of the research instrument is based on the value of the Cronbach Alpha Coefficient. If the coefficient value exceeds (0.70), it then indicates the reliability of the research instrument. If the value approaches (% 100), it means higher reliability degrees of the tool (Sekaran & Bougie, 2016). Table 5 shows the research tool reliability test results as follows:

TABLE 5
RESEARCH INSTRUMENT RELIABILITY TEST RESULTS

Variable	Alpha Value
students' attitudes towards Cooperative Learning	0.881

Table 5 shows that the research instrument is reliable and consistent, as the value of the Cronbach Alpha Coefficient reached (0.881), which is greater than the standard deviation value (0.70).

F. *Statistical Treatment Used*

The researchers applied the Statistical Package for Social Sciences to treat the data and find the statistical results. The following statistical methods were used:

1. Descriptive statistic measures to describe the characteristics of the study sample and analyze their responses to the search instrument items. They included the frequencies, arithmetic means, and standard deviation.
2. Internal consistency coefficient, Cronbach Alpha to verify the reliability of the research instrument.
3. Independent Sample t-test, one-way analysis of variance (ANOVA) to test differences.

VI. RESULTS AND DISCUSSION

The results of the study aim to identify the students' attitudes toward Cooperative Learning and individual learning in AAU will be presented, according to the following questions:

First question: The results related to the first question: *1. To what extent do students benefit from the Cooperative Learning strategy?*

The results of the study sample individuals' responses to the study instrument items using descriptive statistics

measures represented in the arithmetic means, standard deviation, rank and rating score. The results were as follows:

TABLE 6
DESCRIBING STUDENTS' ATTITUDES TOWARDS COOPERATIVE LEARNING

No.	Items	Arithmetic Means	Standard deviation	Rank	Rating score
1	Develops positive relationships	4.092	0.855	5	High
2	Provides respect to each other's ideas	4.153	0.757	2	High
3	Students guide each other while studying in cooperation, which increases teaching effectiveness	4.092	0.876	5	High
4	Develops individual responsibility	4.104	0.807	4	High
5	Develops individual learning	3.953	0.849	10	High
6	Motivates group members	4.004	0.889	9	High
7	Helps practicing conversation better	4.074	0.875	7	High
8	Improves vocabulary acquisition	4.131	0.802	3	High
9	Increases teaching effectiveness in lecture halls where the number of students is greater	3.853	0.947	12	High
10	Learns to write better in English when working in groups	3.787	0.947	14	High
11	Can answer questions related to listening to English when hearing texts within groups	3.832	0.890	13	High
12	Can learn better from someone else's mistakes	4.186	0.800	1	High
13	Makes the use of words in conversation easier than in individual learning	4.012	0.835	8	High
14	Learning English is faster when applied	4.088	0.875	6	High
15	it reduces tension related to practicing conversation in English when performed in groups	3.914	0.924	11	High
16	It would be preferable that English language is taught as a second language individually and not in groups	3.325	1.150	17	Medium
17	Individual studying is more enjoyable than working in groups.	2.957	1.177	18	Medium
18	Cooperative Learning does not embarrass me in front of my classmates	2.483	1.034	19	Medium
19	It is applied to learn languages in the lecture halls.	3.652	0.888	15	Medium
20	Gives better results for individual learning	3.501	1.027	16	Medium
Students' attitudes toward Cooperative Learning and individual learning		3.810	0.507		High

Table 6 indicates that students' attitudes toward Cooperative Learning were high, as the arithmetic means reached (3.810) with a standard deviation of (0.507). The item states that "Can learn better from someone else's mistakes" ranked first with a mean of (4.186) and a standard deviation of (0,800). The item states that "Cooperative Learning embarrasses me in front of my classmates" ranked last with arithmetic means of (2.483) and a standard deviation of (1.034).

The results are with the hypothesis that CL increases students' abilities to learn a second language. The students' attitude is high because students enjoy learning new skills in an interactive, cooperative way. Students sometimes may feel uncomfortable or a bit scared in class. Doing a specific task with the help of others eases things for these students. These outcomes came compatible with the Ghufron and Ermawati study (2018) and Beng ü and S ühendän (2018), where Cooperative Learning reduces stress for the students and makes them trust one another.

Question Two:

To answer the second question, which states: Are there statistically significant differences at the level of ($\alpha=0.05$) in students' attitudes towards Cooperative Learning strategy due to (gender, age, field of study, and level of study) variables from the students' perspective?

Are there statistically differences at the significance level in students' attitudes towards Cooperative Learning strategy based on gender, age, the field of study, and level of study?

To answer this question, an independent sample t-test and one-way analysis of variance (ANOVA) were used as follows:

1- Gender

TABLE 7
TEST OF DIFFERENCE IN THE STUDENTS' ATTITUDES TOWARDS COOPERATIVE LEARNING STRATEGY ACCORDING TO GENDER

Gender	Mean	Standard Deviation	Difference Value	t-value	Sig
Male	3.8065	0.5023	-0.0072	-0.156	0.876
Female	3.8137	0.5142			

* The impact is statistically significant at the level ($\alpha \leq 0.05$)

Table 7 shows that the difference between males' and females' arithmetic means responses concerning the students' attitudes towards the Cooperative Learning strategy reached (-0.0072) in favor of females, which is statistically not significant, as the value of t-calculated was ($t=-0.156$) with a significance level ($Sig=0.876$), greater than 0.05. Hence, there are no statistically significant differences at the level of significance in the students' attitudes towards the Cooperative Learning strategy due to gender. This result is similar to Baena-Morales et al.'s (2020) study and Bengü & Sühendan's (2018) study. Both studies have shown that females are affected more than males by applying Cooperative Learning strategies to them.

Generally, females are very social and love interaction; thus, studying and working in groups suit their nature. On the other hand, some females may feel abashed or nervous about speaking in front of others due to how they were raised. Another point that could be considered is that males tend to be more courageous and independent. They would prefer to work alone to show their powers or abilities.

2- Age

TABLE 8
TEST OF DIFFERENCE IN THE STUDENTS' ATTITUDES TOWARDS COOPERATIVE LEARNING STRATEGY ACCORDING TO AGE

Age	Arithmetic Mean	Standard Deviation	Difference Value	t-value	Sig
Less than 20 years	3.7522	0.4606	-0.0922	-2.024	0.044
20 years and more	3.8444	0.53100			

* The impact is statistically significant at the level ($\alpha \leq 0.05$)

The results of Table 8 demonstrate that the difference between the students' arithmetic means responses about their attitudes towards Cooperative Learning strategy according to age group reached (-0.0922), in favor of the age group (20 years and more), which is a statistically significant difference, as the value of t-calculated ($t=-2.024$) with a significance level ($Sig=0.044$), less than 0.05. Thus, there are statistically significant differences at the level of significance in the students' attitudes towards Cooperative Learning strategy according to age and in favor of the age group (20 years and more).

Bousbai and Hamdini's (2019) study and Khamis and Shahadeh's (2020) study had similar findings in that the older students were affected positively by using the cooperative teaching method. Also, Madhawa and Mogana's (2019) study focused on students between 11 and 12 years and found almost the same result. Still, the difference is how the teachers implement teaching methods in groups according to their ages.

After spending two years at the university, students tend to adapt to the environment where they are 20 years and above. They have spent some time with their classmates and having friends, which increased their communication skills. It may have a positive impact on their learning.

3- Field of Study

TABLE 9
TEST OF DIFFERENCE IN THE STUDENTS' ATTITUDES TOWARDS COOPERATIVE LEARNING STRATEGY ACCORDING TO FIELD OF STUDY

Field of Study	Source of Variation	SOS	DF	MS	F-cal value	Sig
Students' attitudes towards Cooperative Learning strategy	Between groups	0.504	3	0.168	0.652	0.582
	Within groups	125.012	485	0.258		
	Total	125.516	488			

Table 9 indicates the lack of statistically significant differences in the Students' attitudes towards the Cooperative Learning strategy attributed to the field of study variable, where the value of (F) calculated was not statistically significant at the level of ($\alpha=0.05$) at (3) degrees of freedom, reaching (0.652) with a significance level of ($Sig=0.582$), greater than (0.05), thus, it is clear that there are no statistically significant differences at the level of significance in the students' attitudes towards Cooperative Learning strategy attributed to the field of study. All the studies in this research focused on teaching languages and found that students are affected highly by this teaching method.

Learners tend to fear new languages or might feel bored with many spoken words that they can't comprehend. Thus, using several interesting strategies help these students to learn languages easily and effortlessly.

4- Academic Year

TABLE 10
TEST OF DIFFERENCE IN THE STUDENTS' ATTITUDES TOWARDS COOPERATIVE LEARNING STRATEGY ACCORDING TO ACADEMIC YEAR

Academic year	Source of Variation	SOS	DF	MS	F-cal value	Sig
Students' attitudes toward Cooperative Learning strategy	Between groups	0.064	3	0.021	0.083	0.970
	Within groups	125.452	485	0.259		
	Total	125.516	488			

Table 10 indicates the lack of statistically significant differences in the students' attitudes towards the Cooperative Learning strategy attributed to the Academic year variable, where the value of (F) calculated was not statistically significant at the level of ($\alpha=0.05$) at (3) degrees of freedom, reaching (0.083) with a significance level of (Sig=0.970), greater than (0.05). There are no statistically significant differences at the level of significance in the students' attitudes towards the Cooperative Learning strategy attributed to the academic year.

The results reflect the students' positive attitudes towards working in groups since it might simplify the required tasks. Regardless of their academic year, students still prefer this strategy.

VII. INTERVIEW QUESTIONS

The researchers used the interview as another tool to measure the faculty members' attitudes towards various teaching methods in their courses.

1. *What tools and methods do you use as an English lecturer to teach the language?*
2. *What is the best method you get better results from?*
3. *Do you think using technology is positive or negative in teaching English?*
4. *Which type of courses do you use, distance teaching, blended teaching, or face-to-face? Do you prefer applying a cooperative strategy in teaching?*

The interviews were conducted with English lecturers at AAU. The participants were asked about their teaching strategies, revealing that they prefer teaching students using the cooperative method and face-to-face teaching. It could be inferred from the professors' responses that the Cooperative Learning strategy is preferably used and applied to obtain the English Language at AAU due to its effectiveness and importance.

VIII. CONCLUSION

This study was conducted to discuss the use of the CL strategy in teaching English courses at Amman Arab University. The researchers developed a questionnaire and then distributed it to AAU students to obtain the required data. Furthermore, they conducted six interviews with English lecturers of AAU to answer questions related to the topic of the study.

The questionnaire results showed that many students learn the English language effortlessly when a lecturer uses the CL strategy in teaching them. In addition, the questionnaire results revealed that female students and students aged 20 years and over were affected more positively by this strategy. Moreover, the interviews showed that English lecturers prefer face-to-face teaching, and they concentrate on teaching students in groups since they learn better in this manner. Besides, the previous studies that the researchers mentioned found similar results as the current study.

IX. RECOMMENDATIONS

Based on the analysis of the outcomes of the current study, the researchers suggest the following recommendations:

1. Researchers should conduct more studies in other Jordanian universities to identify the effectiveness of Cooperative Learning in English courses to generalize the results.
2. Conducting a similar study while applying various teaching methodologies in teaching English in different universities.

APPENDIX. THE DOCTORS' ANSWERS OF THE INTERVIEW

Dr. Yazan Al-Mahameed, 2021

"There are two strategies, the first one is inductive strategy in which I start by the rule then providing students with examples, and the deductive strategy which is the type that I prefer and I apply it by giving examples to find the rule. I prefer the deductive strategy for senior students and the inductive strategy for the beginners. In addition, I believe that teaching technology is positive since I can upload and find resources easier but the negative side of it is the lack of real interaction with the students."

Dr. Raeda Ammari, 2021

"I prefer using various methods in teaching such as PowerPoint, electronic books, activities, group working and homework. I prefer Cooperative Learning strategy and discussion because I can see the feedback immediately. Moreover, technology is a positive thing in my opinion where I can provide students with extra curriculum activities. Regarding the type of courses. I prefer face-to-face teaching".

Dr. Imad Ababneh, 2021

"I prefer the traditional way to teach and using two books for each course starting with examples to find the rule, the deductive method. I give students homework and we answer them during the next class. I think technology has a negative impact on learning. I prefer face-to-face teaching".

Dr. Khaleel Bataineh, 2021

"I like Cooperative Learning strategy and flip classes based on Blended lectures and I think that technology has a positive side but I prefers face-to-face teaching".

Dr. Abdul Aziz AlFawaareh, 2021

"The first thing about writing courses is that I urge students to stop thinking in Arabic in order to translate perfectly. I like to use PowerPoint presentations and videos. I think that technology simplifies using language especially for the first-year student. E-Learning helps in teaching listening courses, but I prefer face to face teaching".

Dr. May Alshaikhaly, 2021

"I use textbooks and homework, presentation, assignments and classroom participation. Also, I prefer face-to-face interaction and I think that technology has a positive side".

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