



## The Role of Using Cooperative Strategy in Developing Students' English Language Skills from Teachers' Perspective

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### Abstract

This study aimed to investigate the role of using the cooperative strategy in developing students' English language skills (listening, speaking, reading, and writing) and areas of (vocabulary, grammar and pronunciation) from teachers' perspective. To achieve this goal, the teachers were chosen purposefully as participants who teach the English language for basic stage in the public Northeast Badia Directorate of Education, schools. A descriptive approach was used. The population of the study consisted of all the English language teachers at the basic stage in the Northeast Badia Directorate of Education schools who were 300 teachers. The sample of the study consisted of 100 male/female teachers from the population who teach English language for the basic stage in the Northeast Badia Directorate of Education. The data was collected through an electronic and a paper questionnaire. The instrument consisted of seven sections, including the four language skills (listening, speaking, reading, and writing) and the three areas of (vocabulary, grammar and pronunciation). The results showed that there were no statistically significant differences at  $p = 0.05$  between the means of teachers' attitudes toward using cooperative strategy in teaching English language skills (listening, speaking, reading, and writing). The results of the study also showed that the reading skill obtained the highest mean of all skills (listening, speaking, and writing) with a high degree of agreement. There were no statistically significant differences at  $p = 0.05$  between the means of teachers' attitudes toward using cooperative strategy in teaching English language areas (vocabulary, grammar and pronunciation). Finally, the results of the study revealed that vocabulary obtained the highest mean of all areas (grammar and pronunciation) with a high degree of agreement. A set of related recommendations were included in the study.

**Keywords:** Cooperative strategy, English language skills, English language areas, Teachers' perspective

### INTRODUCTION

The language of an entire country or group relates to a superior means of communication. The primary purpose of language is to facilitate communication, such as oral communication which requires both listening and speaking skills or written communication which requires both reading and writing skills to transfer information

from one person to another. "A language is a system of conventional vocal signs by means of which human beings communicate" (Algeo & Butcher, 2013, p.2). Language serves a wide range of goals, including expression of identity, play, psychological relief, and originality. Grammar and vocabulary make up the structured system of communication known as language. Language is the natural capacity of speakers to comprehend and construct sentences that are grammatically correct. A language is a collection of finite or infinite sentences, each of which is composed of a small number of constituent parts (Chomsky, 2006).

Over a period of more than 1,400 years, English language has had a rich and interesting past. It has developed from its basic roots as a regional language in Anglo-Saxon England into a natural language that is spoken by more than 1.5 billion people globally. About 1,400 years ago, the English language was invented. It was brought to Britain by the Anglo Saxons during a migration in the middle of the 5<sup>th</sup> century and has its roots in a West Germanic language. The English language had significant modifications throughout the years as it progressed from West Germanic dialects to Old English created by the Anglo Saxons to the Modern English that is still used today. One of the biggest and most powerful empires in world history, the British Empire contributed to the global spread of the English language through its colonies and possessions. This resulted in English being the common language that is widely used. Over fifty countries currently list English as one of their formal languages (The History of the English Language—Centre of Excellence, 2023).

Teaching strategies are crucial components of education that teachers employ to assist their students in developing their language learning. Without syllabus, teachers would be randomly projecting information that does not relate to or engage students. Teaching strategies are ways and approaches that a teacher will employ to assist their students as they learn; a teacher will select the teaching strategy that is most appropriate for the subject being covered, the learner's degree of knowledge, and the stage in their learning journey (Anilkumar, 2023). The different methods teachers employ in their instruction includes an extensive range of tactics, and these methods have been referred to as teaching strategies. Planning ahead, laying out expectations for learning and achievement, and giving feedback frequently are all examples of effective teaching techniques (Evaluation, 2023). Any strategy has a set of supplementary procedures and a set of steps to complete an action to which a particular component of the model is applied (Orlich et al., 2009).

The process of learning the language should be by using many strategies. Many methods have been developed to support language learning. An example of one of these strategies is the cooperative strategy. The Cooperative Strategy (CS) is based on small groups of students who can cooperate on a single task using the cooperative learning instructional strategy. Using the Cooperative Learning (CL) strategy may help teachers in presenting English language efficiently to students in small groups where the teacher serves as a facilitator. Students learn by helping one another in a classroom setting through cooperative learning, which is an essential teaching approach (Khan & Akhtar, 2017). The cooperative strategy is a type of group-based teaching attitude and technique system

(Wang, 2019). The term of the cooperative strategy refers to a group of procedures that enable students to work together toward a common educational objective or result, typically one that is subject-specific (Al Odwan, 2012). Any classroom learning situation in which students of various ability levels collaborate in organized groups to achieve a common objective is considered cooperative learning (Alrayah, 2018). Cooperation is a crucial ability for group investigations; students work together to achieve their objectives. Group members should feel valued, needed, and respected for their knowledge and skills. Students who use this strategy should learn how to express their opinions honestly and to listen to those of their teammates (Mitchell et al., 2008). This study focuses on investigating the role of using the cooperative strategy in developing students' English language skills and areas from teachers' perspective.

English language has four basic skills (listening, speaking, reading, and writing). Each of them has a specific meaning and certain action. The method through which two or more skills or sub-skills are taught at once in an English as a Foreign Language (EFL) classroom is by using an exercise that links various skills with a common topic. Any language skill can be combined with any other language skill or sub-skill to accomplish this, such as combining reading with writing, reading with grammar, listening with speaking, or listening with pronunciation (Jweihan, 2007). English language is one of the most crucial languages that all people should learn, especially in schools for students and as part of the EFL learning process. In addition, the teachers should employ many ways and apply suitable strategies to encourage the learning of English language, which means facing the obstacles and problems that learners encounter. Jordanian students are an important part of the EFL learning process in Jordan. Although they are studying English language from a basic stage, they have weaknesses in language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar and pronunciation) that stem from not being taught the English language correctly and not using modern strategies in the learning processes of English language as an EFL learner. English language and other languages require modern and contemporary strategies to facilitate the acquisition of EFL. One of these strategies is the cooperative strategy.

Cooperative strategy has several benefits. Teamwork and collaboration have a significant impact on creating a supportive learning environment. Teachers should help students become actively enthusiastic, develop their communication skills, and become stronger at cooperating with each other to enhance their language learning. Certain teachers have a favorable expectation on the cooperative strategy because they are assured that it encourages active participation, advances critical thinking abilities, and facilitates effective communication amongst students. They value how cooperative learning sparks meaningful discussion, promotes teamwork, and supports students in their pursuit to acquire knowledge through communication with their peers.

The results of this study may motivate English language teachers to use the cooperative strategy to teach English language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar and pronunciation) in the classroom. In addition, it may motivate the schoolteachers to use different ways to teach the English language to students in Jordan. Moreover, they represent a unique systematic support for previous

research on the development of language skills and areas by using the cooperative strategy. Also, this study may motivate the supervisors of the English language curricula to adopt the cooperative strategy for teaching in public schools to support the educational process.

The current study may encourage curricula designers to focus on the cooperative strategy in English language textbooks. Curricula designers should take note of the cooperative strategy because it may promote active learning, improve social interaction, stimulate capacity for higher-order thinking, encourage equality and inclusion, enhance motivation and engagement, and get students ready for difficulties they may face in the real world. Through the integration of cooperative strategy into the curriculum, teachers can expertise meaningful and impactful learning opportunities for their students and provide curricula designers with guidance on how to integrate cooperative strategies into educational frameworks for improved learning outcomes. This work is important for researchers because it may add important knowledge to hypothesis, have practical effects for teaching, advance methodology and be universal. This study is also important because it may provide researchers with new perspectives on collaborative learning and show the possible advantages for students using this strategy.

### **The Cooperative Strategy**

It is a strategy that teachers use in their teaching process in the classroom where small groups of students work together to achieve the results of the activities that the teachers assign to them. The students work in teams and share their ideas with each other. The teacher is a guide who helps students to reach the goal of the assigned activities. It motivates students to share their ideas in a comfortable environment without fear or hesitation in the classroom.

A successful teaching method is cooperative learning, in which small groups of students, each with different skill levels, use a range of learning activities that expand their comprehension of a particular subject. To create a culture of achievement, each team member is accountable not just for understanding the material being taught, but also for assisting classmates in achieving the same understanding (Stephen, 1992).

The establishment of an effective and efficient environment for foreign language learning where students can learn effectively as a result of changes in the direction of globalization in engineering education is one of the fundamental goals of higher engineering education in Turkey, as it is in all other European countries. The mainstay of conventional teaching strategies has traditionally been lecture-based instruction, in which the students are seen as passive consumers of information. However, there has been a discernible shift toward more student-centered events in recent years (Gömleksiz, 2007) .

Students gain confidence and comfort when discussing any issues they have and learn about a subject quickly, which is one of the advantages in using a cooperative strategy. They can practice these skills in their class groups without having to do so in front of their teacher (Saadeh et al., 2008). Cooperative strategy is a recognized effective teaching method that considers students' emotions, cognitive abilities, and social backgrounds.

The emphasis of cooperative learning is on students' self-evaluation, which ensures group participation and enhances learning (Brown & Parker, 2009) .

Students are prompted to think in terms of "positive interdependence," which means that they should think in terms of the group and collaboratively rather than individually and competitively. Students are typically divided into groups representing a variety of cultures and levels. Students can benefit from sharing knowledge and experience in interacting with others who are different from themselves. Teachers teach collaboration skills in addition to language skills. Obviously cooperative learning teaches language for both academic and social objectives since social skills require language use effectively (Freeman & Anderson, 2011).

The key components of cooperative strategy must be present for cooperative learning structures to be successfully used in English language lessons. Positive interdependence, individual responsibility, face-to-face promotional engagement, social skills, and group processing must be successfully and creatively included in teaching structure and resources. The deployment of cooperative strategy structures obviously requires enough time for instruction and fermentation of cooperative learning components. This is especially important in settings where students come from different linguistic and cultural backgrounds (Yu Chen & Goswami, 2011).

Cooperative learning refers to the usage of small teaching groups where students collaborate to maximize both their own and one another's learning. This strategy has effectively shown. In a study conducted by Pateşan et al. (2016), cooperative learning was the foundation for how English classes were organized and delivered, resulting in genuine accomplishments and constructive connections between students. These classes emphasize small groups working together to tackle various problems and are cooperative and collaborative in nature. Additionally, kids also develop their communication skills at the same time.

Recently, there has been a lot of interest in cooperative learning and differentiated instruction because educators and teachers believe these strategies are important in encouraging interactive learning and motivation of students. It shows that English language teachers think that using the cooperative strategy in a structured way is an effective teaching strategy that can help students become more engaged in learning, socially aware, culturally responsive, and meet their basic learning needs (Ismail & Al Allaq, 2019).

Cooperative learning has existed in past decades, but it never becomes something that is similar to blended learning. To discover new notions and assist one another, collaboration learning has been made as the process by which students are divided into small groups (Obeidat, 2020). The cooperative learning approach has been recognized as a tool that clarifies for students the process of learning a new language (Khalifeh et al., 2022).

### **English Language Skills**

The language of an entire country or group relates to a superior means of communication. The primary purpose of language is to facilitate communication, such as oral

communication, which requires both listening and speaking skills, or written communication, which requires both reading and writing skills, i.e., to transfer information from one person to another. As a universal language, English can be used to converse with people from many different nations and cultures. At its heart, a language foreign or native can be seen as a set of rules in which non-verbal cues and even physical indicators are connected to context (Gougui & Besra, 2020). "Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release" (Crystal & Robins, 2023).

Language skills are the four most crucial skills (listening, speaking, reading, and writing). Each of them has a specific meaning and certain action. The method through which two or more skills or sub-skills are taught at once in an English as a Foreign Language (EFL) classroom is by using an exercise that links various skills with a common topic. Any language skill can be combined with any other language skill or sub-skill to accomplish this, such as combining reading with writing, reading with grammar, listening with speaking, or listening with pronunciation (Jweiha, 2007).

The listening skill is one of the main skills of any language. It is extremely important because it is the speech receiver of the language without which people are unable to communicate. The ability to listen is the first advanced language skill and is one that is regularly employed in both the classroom and daily life. The key to learning a language is improving one's listening abilities (Al-husaban, 2020). One of the hardest skills to learn is listening comprehension, particularly in an EFL setting where students are usually hesitant to attend listening lessons because they have not been exposed to native speakers in a natural setting (Khodabakhsh, 2013).

The speaking skill is one of the crucial skills of a language that helps people to communicate with each other and receive messages orally. Alzaboun et al. (2017) pointed out that "Speaking is one of the language skills which seems very significant and needs special interest in instruction as it is considered the natural way of communication. Speaking is the active use of language to express meaning; the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt". "Speaking is considered the most effective and significant skill" (Huwari, 2019).

The reading skill is both the ability of reading, and comprehension of written language. Reading skill enables people to learn about cultures from around the world and discover new ones. Reading is a process of comprehending a text by effectively internalizing the necessary information for two purposes: information and enjoyment (Bani Khalaf, 2017).

The writing skill is one of main skills of a language used to express ideas and thoughts within people through letters or symbols. The goal of teaching writing as one of the four language skills is to support students' academic success, professional development, and everyday communication. Writing expresses on inner needed because it gives students evidence that they are progressing. Writing is a productive skill (Al- Shourafa, 2012).

## English Language Areas

There are three major English language areas: vocabulary, grammar and pronunciation. The first major one is vocabulary and it is defined as words that are used in a specific language. The learning of vocabulary is a key component of good communication and is a fundamental component of language ability (Rabadi, 2016). For language learners, expanding their vocabulary is a crucial and ongoing challenge. Learning vocabulary is a structural part of learning any language (Baniabdelrahman, 2013). Among the three fundamental components of learning a foreign language, vocabulary is the most crucial (phonetics, vocabulary and grammar) (Pan & Xu, 2011). "Vocabulary is the key to writing well" (Shu, 2011, p.1666).

The second major language area is grammar which is defined as "the ways that words can be put together to make sentences" by Collins Dictionary (n.d.). Grammar is the study of words and how they function together. It is a hidden hand that directs them when they combine words to form sentences (Debata, 2013). Grammar is a language's most important component since how words are formed depends on sentence structure (Rao, 2019). Grammar helps us understand sentence structure. It made it possible [for them] to comprehend the structure of sentences and how to apply them in everyday situations to communicate clearly and effectively (Khansir, 2016).

The third major language area is pronunciation. This is defined as the spoken form of a language, a word, or another sound. Pronunciation is one of the fundamental prerequisites for fluency and one of the key components of language training. Learning how to pronounce sounds correctly requires repeating them and making corrections when necessary. When students begin studying pronunciation, they break through the challenges posed by their first language and form new habits (Gilakjani, 2016). Pronunciation is the imitation of spoken language sounds to facilitate understanding of its intended significance (Kobilova, 2022). The way words are spoken is known as pronunciation (Prashant, 2018). Pronunciation is crucial for EFL students to improve their effectiveness in communication. It is one of the fundamental skills needed for students to become proficient in the English language (Shahzada et al., 2012).

## Teachers' Attitude

The term teachers' attitude refers to their mental and emotional state at the time they behave in a particular way toward an item or object. It is a learned quality, often developed through experiences. It describes how people behave and what they believe. Teachers' perceptions and thoughts can influence the actions they conduct in relation to their classroom teaching strategies. Teachers' attitude are beliefs, values, purposes, and attitudes (Richards & Rodgers, 2001). An attitude is a concept or idea that represents feelings, either positive or negative, and that shapes behavior toward specific objects (Leatherman & Niemeyer, 2005). "a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan, 2005, p.676). The decisions about what will be taught to language learners utilizing this teaching methodology are also made by the teachers. Beliefs determine attitudes, and attitudes are a result of beliefs (Chang, 2011).

Teachers' attitude determines what each person sees, hears, believes, and acts upon. Understanding attitude is crucial to comprehending human behavior. It is described as an intricate mental state made up of feelings and beliefs (Smadi & Al-ghazo, 2013). The success of inclusion in the classroom is thought to be greatly dependent on the attitudes of the teachers (Uche et al., 2014). The attitudes of the teachers provide significant perspectives and methods of thinking about the function, significance, personality, and effects (Pawar, 2017). A key element in ensuring a successful completion of any curriculum reform is the mentality of the teachers (Shukor & Sulaiman, 2022).

### Previous Studies

Hijazi and Al-Natour (2012) investigated how Jordanian teachers felt about adopting cooperative learning to teach English. The researchers used two group pre/post t-test same designs. A pre- and post-test was created to gauge students' proficiency in the English language to meet the study's objectives. There were thirty questions on the English language portion of the test. The study's sample included 113 students in the seventh grade from Zubaida Secondary School for Girls and Al Khansaa School for Girls in Amman. They were divided into four sections that were carefully chosen, and 20 teachers were also included to gauge their attitudes toward using cooperative learning to teach English. Two experimental groups and two control groups were formed from the study's participants. While the students in the control group received traditional instruction in the English language, the students in the experimental groups used cooperative learning to acquire the language. There were 53 students in the control group and 60 students in the experimental group as the subjects. For the pre- and post-tests of the students' English language exams for the experimental and control groups, descriptive statistical analysis (means and standard deviations) were done. For measuring the impact of experience and educational level factors on instructors' attitudes, means, standard deviations, and T-tests were utilized. The study's findings showed that the experimental group outperformed the control group statistically in the post-test, and that there were statistically significant differences in teachers' attitudes because of the experience variable and educational level variable.

Bendris (2014) examined teachers' use of cooperative strategy to improve students' oral production. To encourage language learners to utilize the language, the study also tried to highlight the significance of creating a relaxed and friendly atmosphere. This study's basic hypothesis states that using cooperative learning in language classes will improve students' speaking proficiency. This study used a descriptive methodology. More importantly, its goal was to explain two variables: the independent variable and the dependent variable. The cooperative learning method impacted learners' oral proficiency. Self-completion questionnaires were used to collect data from teachers at Larbi Ben M'Hidi University's English department as well as third-year LMD (licensure, master's, and doctorate) students. The findings demonstrated that cooperative learning is a suitable method for improving students' oral involvement in class and general language use, both of which have an impact on their speaking abilities.

Ying (2015) explored the attitudes and opinions of English language teachers toward the utilization of cooperative learning in classrooms in Hong Kong. Thorough interviews

were performed with in-service teachers in Hong Kong for this qualitative study. Six participants made up the sample size for this qualitative study. Interviews were conducted with teachers with varying years of experience in the same school to get their opinions on the usage of cooperative learning and the elements that affect it. The findings showed that, while there were some challenges in applying it, teacher attitudes and opinions toward the use of cooperative learning were generally positive.

Leghdiri (2016) examined how English language teachers feel about using the cooperative strategy method to raise speaking proficiency. The study began with the hypothesis that teachers would be in favor of using cooperative strategy as a method to improve speaking skills. A questionnaire was distributed to a sample of English lecturers at Larbi Ben M'hidi University to conduct a descriptive study aimed at validating the hypothesis. The results of the data analysis showed that English language teachers were in favor of using the cooperative strategy in the English language lessons as a means of increasing students' language use through participation. Finally, it had a positive impact on speaking skills.

Meguettaa (2016) examined how teachers feel about increasing vocabulary through group projects. Additionally, it made an effort to emphasize the value and advantages of group projects in English language lessons in the context of the learner-centered approach. The main hypothesis suggested is that a majority of English language teachers ordered collaborative learning as a part of their teaching style and to enhance students' vocabulary. The research project used a descriptive methodology. In other words, it explained two variables: the independent variable and the dependent variable. It explained how collaborative learning contributes to students' vocabulary growth. Interviews with middle school teachers and questionnaires given to fourth-year students at various middle schools in the Hanchir Toumghani, Oum El Bouaghi region were used to collect the data. The findings demonstrated how frequently teachers use collaborative learning because of its proven benefits for EFL instruction generally and vocabulary improvement specifically.

Mohammed (2016) investigated how English language teachers view cooperative learning in the classroom. Forty English language teachers from eight preparatory schools took part in this study. A descriptive research design was used to achieve this goal and both quantitative and qualitative methods were used to carry out the study. Questionnaires, interviews, and focus group discussions were used to collect the required data. Based on the analysis performed, it was determined that most teachers had a favorable attitude toward cooperative learning since it increases the interdependence and accountability of their students.

Bourgheba (2017) examined how cooperative learning might improve first-year students' skills in writing at Oum El-Bouaghi University's English department. The study investigated how much cooperative learning is used by teachers who teach this skill. A descriptive study was done, and two questionnaires were given out. One to teachers (10 teachers of written expression), and the other to students (approximately 40 first-year English department students), in order to test the validity of this hypothesis. The questionnaires were examined and matched. According to the questionnaire's results,

teachers of written expression were more concerned with the affective side of their students and worked to create a positive learning environment. Although they used group work, which is the first step towards cooperative learning, they were aware of how effectively this kind of teaching may be used.

Alaziby (2018) investigated how English teachers in secondary public schools in Tripoli felt about using cooperative learning as a method of teaching English to foreigners. Furthermore, the study aimed to identify the barriers that these educators have when attempting to integrate cooperative learning into their classroom instruction. Two research topics were included in the study which were attempts to address issues in response to the challenges raised by the teachers. The study used an interview and a questionnaire as part of a triangulation of quantitative and qualitative design to address the research topics. The results of the study demonstrated that English teachers had a favorable attitude toward cooperative learning. Aside from that, a few causes for the decline in cooperative learning were identified.

Bettiche (2018) examined how teachers and students feel about the role that cooperative learning plays in lowering students' anxiety. The descriptive approach was chosen. Two questionnaires were created in this area of the study. At the English Department of Larbi Ben M'hidi University in Oum El Bouaghi, the first test was given to twenty teachers, and the second to sixty third-year students. The findings from the two questionnaires indicated that both teachers and students had favorable opinions on how well cooperative learning reduces anxiety in the classroom.

Menasri and Mazouz (2019) investigated how teachers felt about using the cooperative jigsaw puzzle method to improve English language students' vocabulary memory and knowledge. Researchers also hypothesize that teachers' attitudes about using the Jigsaw puzzle cooperative method were positive and improved the vocabulary learning of EFL learners. To confirm the accuracy of the theories, the researchers employed a descriptive approach in the study. To gather information, a questionnaire was given to the English language teachers. Merely fifteen teachers responded to the survey. The findings supported the hypothesis that teachers viewed the Jigsaw puzzle cooperative technique favorably as a means of enhancing EFL students' vocabulary retention and knowledge.

Bouferroum et al. (2020) investigated how teachers feel about using strategies for collaborative learning in classes where English is not their native tongue. It is probable that most English teachers were in favor of using this kind of strategy for oral expression lessons. The primary method of obtaining data for this study was through teacher interviews. Four teachers who teach oral skills were interviewed by the researchers. The results of the study indicated that teachers of oral skills have favorable opinions about implementing the cooperative strategy in their lectures in English language teaching. They were set up for success and had an optimistic perspective on applying the cooperative strategy.

Hung and Mai (2020) explored how teachers implemented cooperative strategy in English speaking lessons and how they felt about it. A questionnaire was distributed to 105 high school English teachers in Dong Thap province, which was one of the more

isolated provinces in the Mekong Delta in southern Vietnam. The data were also gathered through video recordings of four teachers who answered the questionnaire and gave permission for the researchers to film their lessons at four different high schools in the province where they were employed full-time. The data gathered demonstrated that most teachers placed a high value on group projects in speaking lessons.

Nguyen et al. (2021) examined how English language teachers in cooperative learning (CL) perceived and used the method. Forty-six teachers, thirty-four females and twelve males, from ten schools, seven senior and three junior secondary, participated in the study, which took place in a Vietnamese city in the Mekong Delta. Prior to taking part in the study, each participant had been using CL in the classroom for at least two years. The study employed interviews and questionnaires to learn how teachers feel about CL in English language classes. The fifty-item questionnaire was created using a Likert scale with the intention of gathering information about their beliefs and methods for advancing CL in the classroom. Six participants were interviewed to gain a deeper understanding of cooperative learning, their methods for promoting it, and the challenges they faced while implementing it in the classroom. The findings indicated that most of the teachers under investigation thought that cooperative learning was a good idea.

Mostafa (2021) investigated how high school teachers feel about using technology in cooperative learning exercises during English language lessons. To do this, investigations examining the attitudes of the participants were created using the Technology Acceptance Model (TAM). The researcher used a quantitative approach for the study, which took place in an American school in the United Arab Emirates and involved a two-week technological intervention in a cooperative learning environment. To learn more about their attitudes, teachers were given a survey. The results indicated that most teachers were in favor of incorporating technology into cooperative learning activities for English language lessons.

Murad et al. (2021) explained how English language teachers feel about adopting the collaborative teaching approach to help students become more fluent in both speaking and writing English. Fifteen English language teachers from high schools participated in the study. The practical component made use of a questionnaire. Data were gathered, and the findings revealed that English language teachers were aware of and supportive of learning strategies; they concurred that these approaches were crucial to the teaching process, particularly when it came to enhancing students' language skills. Students appreciated using them in class. Additionally, it underlined how important it is to combine a collaborative strategy with a variety of learning tools.

Muazzam et al. (2021) investigated the views of English language teachers in secondary schools on the English language curriculum papers' official instructional policy. Through an examination of the attitudes that teachers hold, the study aimed to observe the attitudes that teachers hold. With a minimum of three years of experience, fifteen secondary English language teachers from various Lahore public schools were selected using a purposive sample technique. The study employed a qualitative semi-structured interview research design. Data collection was done using a semi-structured interview guide. A disparity in teachers' attitudes, behaviors, and beliefs was found through data

analysis. All the suggested strategies in the opinion of the teachers, were worthwhile to use and would help with secondary English instruction.

Akalu and Senthilkumar (2021) investigated the perceptions of teachers on cooperative language learning (CLL). Six English teachers from Hawariyat General Secondary and Preparatory School were included in the sample of the study. Teachers' questionnaires and interviews were used to gather the data. According to the results provided by the teachers, most of the respondents 4/6 appeared to comprehend the ideas behind cooperative learning in English classrooms. As a result, the study's overall conclusions showed that most of the teachers had high levels of positive attitude toward using the cooperative strategy.

### **Concluding Remarks**

The previous studies focused on the importance of using cooperative strategies in teaching English language skills and areas. The results of the previous studies were positive about using cooperative strategies in developing English language skills and areas for students at each level, from first grade to secondary level. The current study was different to other studies in terms of the methodology and the sample on which it was conducted. This study used a descriptive method based on a questionnaire as an instrument. The instrument was comprehensible for all English language skills and areas. The sample that participated in this study were teachers from the Northeast Badia Directorate of Education. The teachers were teaching in public schools, and they were teaching the basic stage students from first grade to tenth grade. The study sought to measure the teachers' perspective on the role of cooperative strategies in developing students' English language skills and areas.

### **THE PRESENT STUDY**

From the researchers' experience, being a teacher of English and as an EFL learner, he has noticed that although English is a global language, there are many problems in learning and teaching the English language as a foreign language. Some of them are related to what students face while learning the English language individually, and they study just to get high scores on a test. In addition, the teacher faces problems in teaching English language skills and areas to each student individually and in teaching by using conventional methods. Therefore, it is important to find solutions to these problems. Sociocultural issues have always had an impact on the teaching of EFL. Many of the Arab students who enroll in EFL lessons are from backgrounds where English is not spoken at all. In their basic and secondary institutions, students are taught English, but this basic level of instruction is just a formality. EFL is treated casually by students as well as teachers. They do not even need to genuinely learn English; they just need to get sufficient marks to pass the test, often passing the EFL exam by memorizing the answers. As a result, students waste crucial years of learning opportunity in which they should have been acquiring the English language (Elttayef & Hussein, 2017).

There are two purposes in this current study. The first goal is to investigate the role of using the cooperative strategy in developing students' English language skills (listening, speaking, reading, and writing) from teachers' perspective for basic stage students in the

Northeast Badia Directorate of Education. The second goal is to investigate the role of using the cooperative strategy in developing students' English language areas (vocabulary, grammar and pronunciation) from teachers' perspective for basic stage students in the Northeast Badia Directorate of Education. This study sought to answer the following two research questions:

1. What are teachers' attitudes toward using the cooperative strategy in teaching English language skills (listening, speaking, reading, and writing) for the basic stage students in the Northeast Badia Directorate of Education?
2. What are teachers' attitudes toward using the cooperative strategy in teaching English language areas (vocabulary, grammar and pronunciation) for the basic stage students in the Northeast Badia Directorate of Education?

## **METHOD**

### **Population and Sample of the Study**

The population of the study consisted of all English language male and female teachers who teach in the Northeast Badia Directorate of Education/Mafraq in Jordan. They were 300 teachers during the first semester of the academic year 2023/2024. The sample of the study consisted of 100 English language (male and female) teachers who teach in the Northeast Badia Directorate of Education. The English language teachers teach at public schools, and they were chosen purposefully, (39 female and 61 male) teachers.

### **Method of the Study**

The quantitative method was used in the investigation. It is based on investigating English language male/female teachers' attitudes toward using the cooperative strategy in teaching English language skills and areas. The questionnaire items were answered by the teachers. The sample of teachers was chosen purposefully from the Northeast Badia Directorate of Education. All of the participating teachers should have had at least one year of experience using the cooperative strategy in teaching English. The researchers prepared paper-based copies and distributed them to English language teachers for them to be familiar with the questionnaire. Later, they answered the electronic copy of the questionnaire.

### **Instrument of the Study**

The instrument of this study was the questionnaire. It was used by the researchers to measure the role of using the cooperative strategy in developing students' English language skills and areas from teachers' perspective in Northeast Badia. It was developed by the researchers based on previous studies to be suitable for English language skills (listening, speaking, reading, and writing) and English language areas (vocabulary, grammar and pronunciation). The items of the questionnaire were 49 for all the four skills (listening, speaking, reading, and writing) and these areas (vocabulary, grammar and pronunciation), including 7 items for teaching listening, 7 items for teaching speaking, 7 items for teaching reading, 7 items for teaching writing, 7 items for teaching vocabulary, 7 items for teaching grammar, and 7 items for teaching pronunciation.

The survey questions were about how teachers used the cooperative strategy to help students improve their English language proficiency and other domains of study. The items of questionnaire were based on the five-point Likert scale, including strongly agree (5), agree (4), not sure (3), disagree (2), and strongly disagree (1). The degree of agreement for each item was calculated by dividing the higher limit (5) by the lower limit (1), so the links of each of the three periods was 1.33. There were three degrees as follows: Low = 1 – 2.33, Moderate = 2.34 – 3.66, and High = 3.67 – 5.

### Validity of the Instrument

A group of university academics who are specialists in English language and English language teaching, teachers, and a supervisor validated the instrument of the study. They examined the study instrument to confirm its usefulness, clarity, and suitability for the goals of the study. They suggested correcting the language mistakes, adding more items, deleting some items, and adding language areas. In response to the jury's comments, the changes that were needed were made (Appendix A).

### Reliability of the Instrument

To find the reliability of the questionnaire, the alpha value should scale between 0.70 and 0.95. To determine if the questionnaire items are reliable, connected and stable, the reliability of questionnaire was rated by using "Alpha Reliability Coefficient". The correlations between the total mean and items were 0.88 for skills and .89 for areas, which indicated the instrument was reliable as illustrated in the tables below.

**Table 1: Reliability of the Instrument - Language Skills and Areas**

Skill	Cronbach Alpha
Listening	0.90
Speaking	0.88
Reading	0.86
Writing	0.89
Vocabulary	0.89
Grammar	0.92
Pronunciation	0.87

### Instructional Strategy (Cooperative Strategy)

All sample teachers who participated in this study should have taught English language for the basic stage students for at least for one year using the cooperative strategy which was based on dividing students into small cooperative groups to learn English language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar and pronunciation). They divided the participants into small cooperative groups of 4 to 5 students. The groups were heterogeneous; each group necessarily included some students with high language proficiency and others with low language proficiency. Students worked in cooperative groups to complete tasks and activities related to English language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar and pronunciation). This is known as the cooperative strategy. This strategy might promote cooperation among students while learning English language skills

(listening, speaking, reading, and writing) and areas (vocabulary, grammar and pronunciation).

### Procedures of the Study

This study was conducted during the first semester of the academic year 2023/2024. The researchers followed a series of steps after receiving approval from the Northeast Badia Directorate of Education and Al al-Bayt University to conduct this study. They include the following:

1. Male and female teachers were chosen at random as the sample of the study by the researcher.
2. The researchers went to many schools to provide the English language teachers an overview of the research.
3. The researchers gave teachers a paper copy of the questionnaire, and they went over the items in order to familiarize themselves with them. Later, the researchers sent the link of the electronic questionnaire to English language teachers through social media such as Facebook, WhatsApp and Telegram.
4. The results of the questionnaire were given to a statistician for analysis.

### Statistical Analysis

The SPSS statistical tool for social science (SPSS) was sent by the researchers to process the study data. The study instrument was accurately measured using a five-point Likert scale. Means and standard deviations across whole items for language skills and areas. Moreover, one-way ANOVA for language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar and pronunciation) was conducted to find if there were statistically significant differences among the skills and among the areas.

## FINDINGS OF THE STUDY

### Findings Related to the First Question

The first question was, "What are teachers' attitudes toward using the cooperative strategy in teaching English language skills (listening, speaking, reading, and writing) for the basic stage students in the Northeast Badia Directorate of Education?" To answer this question, means and standard deviations were calculated to investigate the teachers' attitudes toward using the cooperative learning strategy in teaching English language skills (listening, speaking, reading, and writing) in the Northeast Badia Directorate of Education (see Table 2).

**Table 2: Means and Standard Deviations of the English Language Teachers' Attitudes toward Using the Cooperative Strategy in Teaching English Language Skills (Listening, Speaking, Reading, and Writing)**

Rank	No.	Skill	Mean*	Std. Deviation	Degree of Agreement
1	3	Reading	4.17	.563	High
2	2	Speaking	4.07	.601	High

3	4	Writing	4.05	.629	High
4	1	Listening	3.95	.690	High
Language Skills			4.06	.625	High

**\*Mean out of 5**

Table 2 showed that "Reading" obtained the highest mean (4.17), while "Listening" ranked last with a mean of 3.95. The table also revealed that the total mean for the four language skills was 4.06. The table showed a slight variance in students' means of English language skills. Therefore, one-way ANOVA was used to determine if there were statistically significant differences in these means, and the findings were displayed in Table 3.

**Table 3: Results of One-way ANOVA of English Language Teachers' Attitudes toward Using the Cooperative Strategy in Teaching English Language Skills (Listening, Speaking, Reading, and Writing)**

	Sum of Squares	df	Mean Square	F	Sig.*
<b>Between Groups</b>	2.427	3	.809	2.088	.101
<b>Within Groups</b>	153.433	396	.387		
<b>Total</b>	<b>155.859</b>	<b>399</b>			

**\* $P = 0.05$**

Table 3 demonstrated that there were no statistically significant differences in the means of English language skills at  $P = 0.05$ .

Means and standard deviations of each item of each skill were calculated as shown in the subheadings below.

### **1. Teaching Listening**

To investigate the English language teachers' attitudes toward using the cooperative strategy in teaching the listening skill, means and standard deviations of the English language teachers' responses to the questionnaire items were calculated as illustrated in the table below.

**Table 4: Means and Standard Deviations of the English Language Teachers' Attitudes toward Using the Cooperative Strategy in Teaching the Listening Skill**

Rank	No.	The teacher used the cooperative strategy to do the following in the listening lesson:	Mean*	Std. Deviation	Degree
1	1	Helping the student to remember sentences and words while listening	4.11	.815	High
2	2	Helping the student to save information while listening	4.09	.842	High
3	7	Achieving the learning objectives of the listening lesson	3.95	.925	High
4	5	Giving students the freedom to order their thoughts and events as they are listening	3.91	.842	High
5	4	Encouraging the student to comprehend the vocabulary while listening	3.90	.870	High
5	3	Enhancing the student's listening abilities and comprehension	3.90	.798	High

7	6	Helping the student to succeed in the listening test	3.78	.960	High
Total Mean			3.95	.690	High

**\*Mean out of 5**

Table 4 showed that Item 1 “Helping the student to remember sentences and words while listening” received the highest mean (4.11), while Item 6 “Helping the student to succeed in the listening test” ranked last with a mean of 3.78. The table also revealed that the total mean for the listening skill as a whole was 3.95.

## 2. Teaching Speaking

To investigate the English language teachers’ attitudes toward using the cooperative strategy in teaching the speaking skill, means and standard deviations of the English language teachers’ responses to the questionnaire items were calculated as illustrated in the table below.

**Table 5: Means and Standard Deviations of the English Language Teachers’ Attitudes toward Using the Cooperative Strategy in Teaching the Speaking Skill**

Rank	No	The teacher used the cooperative strategy to do the following in the speaking lesson:	Mean*	Std. Deviation	Degree
1	1	Improving the student’s capacity to communicate clearly in the speaking lesson	4.24	.726	High
2	3	Establishing a relaxed atmosphere during the speaking lesson	4.21	.782	High
3	2	Enhancing the student’s fluency in speaking	4.19	.748	High
4	4	Assisting the student to produce comprehensible sentences in the speaking lesson	4.05	.716	High
5	5	Improving the student’s satisfaction in the speaking lesson	3.94	.789	High
6	6	Assisting students in improving their speaking performance in the test	3.92	.884	High
7	7	Achieving the learning objectives of the speaking lesson	3.91	.830	High
Total Mean			4.07	.601	High

**\*Mean out of 5**

Table 5 showed that Item 1 “Improving the student’s capacity to communicate clearly in the speaking lesson” received the highest mean (4.24), while Item 7 “Achieving the learning objectives of the speaking lesson” ranked last with a mean of 3.91. The table also revealed that the total mean for the speaking skill as a whole was 4.07.

## 3. Teaching Reading

To investigate the English language teachers’ attitudes toward using the cooperative strategy in teaching the reading skill, means and standard deviations of the English language teachers’ responses to the questionnaire items were calculated as illustrated in the subheadings below.

**Table 6: Means and Standard Deviations of the English Language Teachers' Attitudes toward Using the Cooperative Strategy in Teaching the Reading Skill**

Rank	No	The teacher used the cooperative strategy to do the following in the reading lesson:	Mean*	Std. Deviation	Degree
1	2	Helping the student to comprehend the text	4.34	.685	High
2	1	Improving the student's satisfaction with the reading activities	4.30	.732	High
3	3	Improving the efficiency of the student's reading imagination	4.23	.763	High
4	4	Enhancing the student's communication during the reading lesson	4.12	.756	High
5	7	Achieving the learning objectives of the reading lesson	4.07	.832	High
6	5	Allowing groups of students to work and read together	4.06	.827	High
6	6	Assisting students in improving their reading comprehension in the test	4.06	.750	High
Total Mean			4.17	.563	High

**\*Mean out of 5**

Table 6 showed that Item 2 "Helping the student to comprehend the text" received the highest mean (4.34), while Item 5 "Allowing groups of students to work and read together" and Item 6 "Assisting students in improving their reading comprehension in the test" ranked last with a mean of 4.06. The table also revealed that the total mean for the reading skill as a whole was 4.17.

#### **4. Teaching Writing**

To investigate the English language teachers' attitudes toward using the cooperative strategy in teaching the writing skill, means and standard deviations of the English language teachers' responses to the questionnaire items were calculated as illustrated in the table below.

**Table 7: Means and Standard Deviations of the English Language Teachers' Attitudes toward Using the Cooperative Strategy in Teaching the Writing Skill**

Rank	No.	The teacher used the cooperative strategy to do the following in the writing lesson:	Mean*	Std. Deviation	Degree
1	3	Improving the student's imagination while writing	4.12	.782	High
2	5	Allowing groups of students to work and write together	4.08	.800	High
3	7	Achieving the learning objectives of the writing lesson	4.06	.886	High
4	2	Helping the student to improve writing texts	4.05	.796	High

5	6	Assisting students in improving their performance in the writing test	4.04	.764	High
5	4	Enhancing the student's capacity to write correct sentences	4.04	.790	High
7	1	Assisting the student to write text in a relaxed atmosphere	3.99	.823	High
Total Mean			4.05	.629	High

**\*Mean out of 5**

Table 7 showed that Item 3 “Improving the student’s imagination while writing” received the highest mean (4.12), while Item 1 “Assisting the student to write text in a relaxed atmosphere” ranked last with a mean of 3.99. The table also revealed that the total mean for the writing skill as a whole was 4.05.

### Findings Related to the Second Question

The second question was, “What are teachers’ attitudes toward using the cooperative strategy in teaching English language areas (vocabulary, grammar and pronunciation) for the basic stage students in the Northeast Badia Directorate of Education?”. To answer the question, means and standard deviations of the teachers’ perspective in the effect of cooperative strategy in teaching English language areas (vocabulary, grammar and pronunciation) in the Northeast Badia Directorate of Education were computed (see Table 8).

**Table 8: Means and Standard Deviations of the English Language Teachers’ Attitudes toward Using the Cooperative Strategy in Teaching English Language Areas (Vocabulary, Grammar and Pronunciation)**

Rank	No.	Area	Mean*	Std. Deviation	Degree of Agreement
1	1	Vocabulary	4.17	.572	High
2	3	Pronunciation	4.03	.542	High
3	2	Grammar	3.99	.655	High
Language Areas			4.06	.594	High

**\*Mean out of 5**

Table 8 displayed that “Vocabulary” obtained the highest mean (4.17), while “Grammar” ranked last with a mean of 3.99. The table revealed that the total mean for the three language areas was 4.06. The results showed a slight variance in students’ means of English language areas. Therefore, One-way ANOVA was used to determine if there were statistically significant differences in these means, and the findings were displayed in Table 9.

**Table 9: Results of One-way ANOVA of English Language Teachers’ Attitudes toward Using the Cooperative Strategy in Teaching English Language Areas (Vocabulary, Grammar and Pronunciation)**

Sum of Squares	df	Mean Square	F	Sig.*
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Between Groups	1.700	2	.850	2.430	.090
Within Groups	103.888	297	.350		
Total	105.588	299			

**\* $P = 0.05$**

Table 9 displayed that there were no statistically significant differences in the means of English language areas at  $P = 0.05$ .

Means and standard deviations of each item of each area were calculated as shown in the subheadings below.

### 1. Teaching Vocabulary

To investigate the English language teachers' attitudes toward using the cooperative strategy in teaching vocabulary, means and standard deviations of the English language teachers' responses to the questionnaire items were calculated as illustrated in the table below.

**Table 10: Means and Standard Deviations of the English Language Teachers' Attitudes toward Using the Cooperative Strategy in Teaching Vocabulary**

Rank	No.	The teacher used the cooperative strategy to do the following in the vocabulary lesson:	Mean*	Std. Deviation	Degree
1	1	Assisting the student in guessing unfamiliar words	4.44	.625	High
2	2	Helping the student to define words that they have not before come across	4.36	.704	High
3	3	Assisting the student in recognizing words based on context or voice tone	4.21	.729	High
4	4	Helping the student to understand the intended meaning of vocabulary	4.17	.726	High
5	5	Helping the student to use unfamiliar words effectively in the vocabulary lesson	4.12	.742	High
6	7	Achieving the learning objectives of the vocabulary lesson	3.95	.833	High
7	6	Assisting students in improving their performance in the vocabulary test	3.91	.767	High
Total Mean			4.17	.572	High

**\*Mean out of 5**

Table 10 displayed that Item 1 "Assisting the student in guessing unfamiliar words" received the highest mean (4.44), while Item 6 "Assisting students in improving their performance in the vocabulary test" ranked last with a mean of 3.91. The table also revealed that the total mean for vocabulary as a whole was 4.17.

## 2. Teaching Grammar

To investigate the English language teachers' attitudes toward using the cooperative strategy in teaching grammar, means and standard deviations of the English language teachers' responses to the questionnaire items were calculated as illustrated in the subheadings below.

**Table 11: Means and Standard Deviations of the English Language Teachers' Attitudes toward Using the Cooperative Strategy in Teaching Grammar**

Rank	No.	The teacher used the cooperative strategy to do the following in the grammar lesson:	Mean*	Std. Deviation	Degree
1	1	Enhancing the students' capacity to use parts of speech, such as nouns, verbs, adjectives, and adverbs	4.05	.744	High
2	7	Achieving the learning objectives of the grammar lesson	4.03	.771	High
3	2	Assisting the student in differentiating between tenses	4.00	.725	High
4	6	Assisting students in improving their performance in the grammar test	3.99	.785	High
5	5	Enabling the student to use the right prepositions and conjunctions in grammar lesson	3.98	.853	High
6	3	Allowing students to use comparative and superlative adjective degrees in their sentences	3.98	.778	High
7	4	Allowing the student to correct structures in sentences and phrases	3.89	.886	High
Total Mean			3.99	.655	High

**\*Mean out of 5**

Table 11 displayed that Item 1 "Enhancing the students' capacity to use parts of speech, such as nouns, verbs, adjectives, and adverbs" received the highest mean (4.05), while Item 4 "Allowing the student to correct structures in sentences and phrases" ranked last with a mean of 3.89. The table also revealed that the total mean for grammar as a whole was 3.99.

## 3. Teaching Pronunciation

To investigate the English language teachers' attitudes toward using the CL strategy in teaching pronunciation, means and standard deviations of the English language teachers' responses to the questionnaire items were calculated as illustrated in the table below.

**Table 12: Means and Standard Deviations of the English Language Teachers' Attitudes toward Using the Cooperative Strategy in Teaching Pronunciation**

Rank	No.	The teacher used the cooperative strategy to do the following in the pronunciation lesson:	Mean*	Std. Deviation	Degree
1	2	Enhancing the student's pronunciation of sentence accurately	4.31	.647	High

2	3	Increasing the student's ability to pronounce the vocabularies in front of people without fear	4.28	.726	High
3	1	Helping the student to pronounce phrases and words correctly	4.19	.677	High
4	4	Helping the student to distinguish between short and long vowels	4.05	.744	High
5	7	Achieving the learning objectives of the pronunciation lesson	3.97	.717	High
6	6	Assisting students in improving their performance in the pronunciation test	3.86	.779	High
7	5	Helping the student to distinguish among the pronunciation of words	3.57	.742	High
Total Mean			4.03	.542	High

**\*Mean out of 5**

Table 12 showed that Item 2 "Enhancing the student's pronunciation of sentence accurately" received the highest mean (4.31), while Item 5 "Helping the student to distinguish among the pronunciation of words" ranked last with a mean of 3.57. The table also revealed that the total mean for pronunciation as a whole was 4.03.

## DISCUSSION

The first question of the current study aimed to investigate teachers' attitudes toward the cooperative strategy in teaching English language skills (listening, speaking, reading, and writing) for the basic stage in the Northeast Badia Directorate of Education. To answer this question, the means and standard deviations of the cooperative strategy for teaching English language skills (listening, speaking, reading, and writing) in the Northeast Badia Directorate of Education were computed. The findings of the first question revealed that the teachers who taught the four language skills (listening, speaking, reading, and writing) in the cooperative learning strategy had a high rank in total of 4.06, as the mean squares ranged between 3.95-4.17. The findings revealed that there were no statistically significant differences at  $P = 0.05$  between the means of teachers' attitudes toward using the cooperative learning strategy to teach English language skills. Obviously, that may be explained by the fact that teachers are actively using the cooperative learning strategy to teach English language skills. In addition to attracting their attention, this cooperative learning strategy for teaching appears to go beyond what is necessary to increase the students' cooperation and participation in class. They are fully aware of their obligation to their education and the main goal of it. Additionally, the study investigated the teachers' attitudes toward using the cooperative learning strategy with each English language competence separately.

Regarding the listening skill, the cooperative strategy helped the students remember sentences and words while listening. Also, it helped the students to save information while listening. In addition, it achieved the learning objectives of the listening lesson. Furthermore, it gave students the freedom to order their thoughts and events as they were listening. Moreover, it encouraged the students to comprehend the vocabulary while listening. Further, it enhanced the students' listening abilities and comprehension and helped the students to succeed in the listening test.

In the speaking skill, the cooperative strategy improved the students' capacity to communicate clearly in the speaking lessons. Also, it established a relaxed atmosphere during the speaking lessons. Therefore, it enhanced the students' fluency in speaking. Also, it assisted the students in producing comprehensible sentences in the speaking lessons. Moreover, it improved students' satisfaction in the speaking lessons, as well, it assisted students in improving their speaking performance in the test and achieved the learning objectives of the speaking lessons.

In the reading skill, the cooperative strategy helped the students to comprehend the text. Then, it improved the students' satisfaction with the reading activities. Also, it improved the efficiency of the students' reading imagination. It enhanced the students' communication during the reading lessons. Therefore, it achieved the learning objectives of the reading lessons. Furthermore, it allowed groups of students to work and read together and assisted them in improving their reading comprehension in the test.

In the writing skill, the cooperative strategy improved the students' imaginations while writing. Therefore, it allowed groups of students to work and write together. As well, it achieved the learning objectives of the writing lessons. Also, it helped students to improve writing texts. It assisted students in improving their performance in the writing tests. Furthermore, it enhanced the students' capacity to write correct sentences and assisted them in writing texts in a relaxed atmosphere.

The current findings of the study agreed with Murad et al. (2021) who demonstrated that English language teachers were aware of and supportive of learning strategies; they concurred that these strategies were crucial to the teaching process, particularly when it comes to enhancing students' language skills. The findings of this study were also in line with Bettiche (2018) that teachers had favorable opinions on how well cooperative learning reduces anxiety in the classroom. Additionally, the findings of this study were in matching with Mohammed (2016) that most teachers had a favorable attitude toward cooperative learning since it increased the interdependence and responsibility of their students.

The current findings of the study agreed with Ying (2015) that teachers' attitudes and opinions toward the use of cooperative learning were generally positive. The findings of this study were in line with Bourgheba (2017) study which revealed that teachers of written expression were more concerned with the affective side of their students and worked to create a positive learning environment. The findings of this study matched with Alaziby (2018) who found that English language teachers had a favorable attitude toward cooperative strategy in their classes. Aside from that, a few causes for the decline in cooperative learning were identified.

In this study, the second question aimed to investigate teachers' attitudes toward the cooperative strategy in teaching English language areas (vocabulary, grammar and pronunciation) for the basic stage in the Northeast Badia Directorate of Education. To answer this question, the means and standard deviations of the cooperative strategy in teaching English language areas (vocabulary, grammar and pronunciation) in the Northeast Badia Directorate of Education were computed. The findings to the second

question revealed that the teachers who taught the three language areas—vocabulary, grammar and pronunciation—in the cooperative strategy had a high rank in total of 4.06, as the mean squares ranged between 4.17- 3.99. The findings showed that there was no statistically significant difference at  $P = 0.05$  between the means of English language teachers' attitudes toward using the cooperative strategy in teaching English language areas.

With regard to vocabulary, the cooperative strategy assisted the student in guessing unfamiliar words. Then it helped students to define words that they had not come across before. Also, it assisted the student in recognizing words based on context or voice tone. Furthermore, it helped students to understand the intended meaning of vocabulary. As well, it helped students to use unfamiliar words effectively in the vocabulary lessons. In addition, it achieved the learning objectives of the vocabulary lessons and assisted students in improving their performance in the vocabulary acquisition tests.

In grammar, the cooperative strategy enhanced the students' capacity to use parts of speech, such as nouns, verbs, adjectives, and adverbs. In addition, it achieved the learning objectives of the grammar lessons. Also, it assisted the student in differentiating between tenses. Additionally, it aided students in improving their performance in the grammar tests. Moreover, it enabled the students to use the right prepositions and conjunctions in the grammar lessons. Also, allowed students to use comparative and superlative adjective degrees in their sentences and allowed the student to correct structures in sentences and phrases.

In pronunciation, the cooperative strategy enhanced the students' pronunciation of sentence accurately. Also, it increased the students' ability to pronounce the vocabularies in front of people without fear. Therefore, it helped the students to pronounce phrases and words correctly. In addition, it helped the students to distinguish between short and long vowels. Also, it achieved the learning objectives of the pronunciation lessons. Additionally, it assisted students in improving their performance in the pronunciation test and helped the students to distinguish between the pronunciation of words.

The current findings of the study agreed with Menasri and Mazouz (2019) that teachers' attitude toward the jigsaw puzzle cooperation technique is favorable as a means of enhancing the vocabulary understanding and retention of EFL students. The findings of this study were also in line Meguettaa (2016) that teachers made a great deal of collaborative learning because it has a confirmed benefit for EFL students overall and vocabulary improvement in particular.

## CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

Due to the analysis that was illustrated in the discussion, the findings of this study showed that there were no statistically significant differences at  $P = 0.05$  between the means of English language teachers' attitudes toward using the cooperative strategy in teaching English language skills. There were no statistically significant differences at  $P = 0.05$  between the means of English teachers' attitudes toward using the cooperative strategy in teaching English language areas, which showed a highly positive role in using the cooperative strategy in developing students' English language skills (listening, speaking,

reading, and writing) and areas (vocabulary, grammar and pronunciation) from teachers' perspective. Therefore, applying the cooperative strategy had a positive impact on students' English language skills because they had enough time to reflect on the activities, come up with their own solutions without worrying about making mistakes, and with receiving feedback. Later, they confidently started a conversation.

According to the study's findings, putting the cooperative strategy into practice helped teachers create dynamic educational settings and serve as teachers in the classroom, which encouraged students to practice being active participants in the language learning process. This enabled students to become more than consumers of the teacher's questions and responses. The results of the present study suggested that the following conclusions could be made regarding the role of using the cooperative strategy in developing students' English language skills (listening, speaking, reading, and writing) and areas of study (vocabulary, grammar and pronunciation) from teachers' perspective:

The teacher allows students to share their ideas with each other, allows students to openly express their opinions and their needs, which keeps the classroom dynamic and active. The teaching of English language skills and areas of study is improved by using the cooperative strategy, which allows the teacher to participate in classroom dialogue and discussions as a guide. Students' spoken and written abilities and skills were enhanced as a result. It helped students overcome the obstacles of fear, hesitancy, and shame by instilling a high level of self-confidence.

The English teaching cooperative strategy is an easy and enjoyable strategy to teach students English language skills and areas of study, thus the Ministry of Education should encourage schools to train English language teachers to apply it in the classroom. Educational supervisors should motivate teachers to use the cooperative strategy in their classes. Teachers should adopt the cooperative strategy in their English language classes and focus on using it continuously because it helps English learners successfully participate in the educational process and solve problems that they face. Researchers should use similar methods to conduct other studies using other teaching strategies to investigate teachers' attitudes toward using them in teaching English language skills and areas of study at the basic and secondary stages.

The current study was conducted with certain limitations. Only one hundred male/female teachers of English language participated in this study in public schools in the Northeast Badia Directorate of Education in Jordan during the first semester during the academic year 2023/2024. The strategy of teaching used by the basic stage English language teachers was limited to using the cooperative strategy. The current study is limited to English language skills (listening, speaking, reading, and writing), and English language areas (vocabulary, grammar and pronunciation). The findings of this study cannot be generalized beyond these variables and similar samples. The descriptive approach based on a questionnaire was used in this study, so future research may include using the same design using different strategies with different samples and language skills and areas.

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