ESI Preprints **Not Peer-reviewed**

Teachers‘ Attitudes towards Using Cooperative Learning through Technology for Developing Writing Skills in a Military Context

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Doi: 10.19044/esipreprint.9.2025.p474

Approved: 22 September 2025
Posted: 24 September 2025

Cite As:
Chkotua, M. & Kharchilava, M. (2025). *Teachers‘ Attitudes towards Using Cooperative Learning through Technology for Developing Writing Skills in a Military Context*. ESI Preprints. https://doi.org/10.19044/esipreprint.9.2025.p474

Abstract

Teachers of English for Specific Purposes (ESP) consider writing as one of the most difficult productive skills to teach military students. Writing is an essential skill for their future career development, as they must take the high-stakes STANAG 6001 (Standardisation Agreement 6001) test to be promoted. Teachers‘ role is pivotal in teaching ESP as they should take into account students‘ current needs and create goal-oriented assignments to develop their writing skills and improve their writing performance. Thus, the purpose of the study was to investigate ESP teachers’ attitudes towards using cooperative learning through technology for the development of writing skills, to examine their readiness for implementing the above-mentioned instructional strategy. The study used a quantitative method. The data was gathered from the teachers’ questionnaire and was analysed descriptively. Study participants were 58 teachers from different schools and several military educational institutions of North Atlantic Treaty Organisation (NATO) member, partner and candidate countries such as Ukraine, Latvia and the UK. SPSS 27 was used to analyse the data. The study results showed that the majority of ESP teachers had positive attitudes towards using cooperative learning through technology to develop writing skills.

Keywords: Writing performance, information and communication technology (ICT), military writing, military English (ME), English for specific purposes (ESP)

Introduction

In the current development of information and communication technology (ICT) that is dominated by tablets, smartphones, and touch screen devices for a variety of interests, integration of technology becomes important for teachers to meet the current needs of students at Military academies and schools (Sulisworo, Agustin, & Sudarmiyati, 2016). ICT impacts teaching and learning methodologies in professional military education, with a focus on innovation in classrooms and student-teacher interactions (Santos, Loureiro, Lima, Silveira, & Grilo, 2019). ESP teachers need to be trained and provided with the appropriate technology to apply in the classroom; however, it will not have an impact on student learning until teachers develop a positive attitude toward the use and integration of ICT in their teaching (Liton, 2014). Therefore, it is interesting to examine how English for military purposes (EMP) can benefit from ICT to develop writing skills and what challenges ESP teachers face while integrating cooperative learning strategies via technology in language teaching.

Statement of the Problem

Teachers of English for Specific Purposes (ESP) consider language acquisition as one of their main objectives. When it is well integrated into the students' academic curriculum, it is more likely to be accomplished. Knowing what needs to be taught motivates ESP teachers to think about how to teach it, and they have to base their decisions on the circumstances of the specific learning environment, the knowledge, abilities, and strategies of the students, and, of course, their drive to learn (Dudley-Evans & ST John, 1998). It can be said that future needs, wants, and expectations should be considered by teachers when designing an ESP course.

The military profession necessitates a wide range of comprehensive competencies and skills for the military to execute its duties and obligations (Santos, Loureiro, Lima, Silveira, & Grilo, 2019). Writing is one of the essential skills that military students need for their education and career. Teachers consider that writing is a very difficult productive skill since the majority of military students struggle with it. Besides grammar, style, organisation, and word choice, military students must understand the Army Standard of Writing, which has its own set of guidelines and limitations (Department of the Army, 2003).

People who work in the Georgian Armed Forces place a high value on writing in English because it is the official language of NATO. For every military personnel assigned to work in a global army environment, written communication is essential. Besides, Military and civilian personnel from NATO member, partner, and candidate countries are eligible to take the STANAG 6001 test (Bureau for International Language Co-ordination, 2025) which is based on NATO STANAG 6001 5th Edition specifications in all four skills: listening, speaking, reading, and writing. Its purpose is to assess the level of English language proficiency of military and civilian personnel who are appointed to various positions in NATO headquarters/military missions, or promoted in the system of the Ministry of Defence (Ministry of Defence of Georgia, 2023). Therefore, it is crucial to train officers who have to work with multinational military personnel.

In general, officers from non-native English-speaking nations are thought to find it challenging to write in military English. Military students always employ their writing skills as a means of communication with their foreign peers. Without learning and mastering this skill, these professionals cannot function and perform their duties effectively. The goal of teaching writing to ESP students is to help them become proficient in particular genres. In this instance, teachers teach not only writing but also particular forms of writing that are anticipated in a variety of academic and professional settings (Likaj, 2015).

As a result, the idea of the student's requirements continues to be crucial to ESP practice, which emphasises the communication process over discrete linguistic elements. Therefore, the ESP student should not be viewed as a passive recipient; rather, a person playing an active part by using writing to convey unambiguous messages.

It is important to note that by decision of the Ministry of Defence of Georgia, the format of the STANAG exam will change from 2025, and military personnel will have to take a computer-based STANAG exam (Ministry of Defence of Georgia, 2018). As a certain part of military servicemen in Georgia have poorly developed computer skills or are computer illiterate, they might have problems with the writing skill test of the STANAG exam. Accordingly, the use of cooperative learning strategies through technology will help them improve their writing skills and successfully pass the exam, which is crucial for their career advancement. Moreover, online learning environments and internet-based pedagogy can assist both teachers and students in overcoming obstacles in the teaching and learning of writing skills, including a lack of motivation and time limit, to support writing (Cahyono & Mutiaraningrum, 2016). Johnson and Johnson (1999) describe cooperative learning as the use of small groups in instruction to help students collaborate to maximise both their own and each other's

learning. Thus, cooperative learning is the best instructional approach for military students because military students enjoy working in groups and following instructions, and being given a specific task to complete encourages cooperation and sharing.

Considering all the above-mentioned factors, one of the top priorities for teachers at the Language Training School of the Ministry of Defence of Georgia is to improve military performance in all four skills, especially the writing skill. Teachers should devote a great deal of attention to creating goal-oriented assignments that take into account the particular interests of the target groups to maximise the benefits of cooperative learning to improve military students‘ writing performance. Determining teachers’ attitudes towards online cooperative learning before implementing and taking timely measures for related problems will undoubtedly contribute to the successful implementation. For this reason, the purpose of the study is to explore ESP teachers’ attitudes towards writing and utilising cooperative learning through technology to improve writing skills.

Characteristics of Writing for Military Purposes

Writing is considered to be an extremely complex cognitive activity. In addition to managing content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation at the sentence level, the writer should be able to arrange and incorporate information into paragraphs and texts that are cohesive and coherent (Suryana & Iskandar, 2015).

Writing in ESP is defined as purpose-oriented because students should be taught various forms of writing in a way that places purpose above content when considering composition. Hyland (2013) states that ESP writing specifically focuses on developing new forms of literacy, such as giving students the communication skills they need to engage in specific academic and professional cultures, rather than enhancing generic writing abilities that students have not been able to master in school. Teachers are encouraged to teach writing skills because they believe that students gain more knowledge about a variety of subjects, practise real-life scenarios, improve their organisational abilities, develop their communication skills, learn more grammar structures, practise their vocabulary, and develop the ability to see things from different perspectives. Moreover, written communication in ESP occurs in a multicultural setting. ESP courses require educators to teach their students a variety of skills, such as negotiating meaning or transferring certain cultural values from one language to another, in addition to the intended professional terms. Since military students and personnel frequently need to explain different cultural phenomena when contacting professionals from other nations, writing skills appear to be even

more crucial in military English than speaking or other language components (Swiatek & Braszczynska, 2020).

Military English (ME) should be viewed as a specialised language that deals with the extremely restrictive taxonomy of the military lexicon. As such, it contains many lexical terms and abbreviations that are specific to the military sector of the national identity (Fabijanic & Malenica, 2014). Standards of military writing require students to do it precisely, succinctly, and as clearly as possible to prevent errors and any misunderstandings. This is why it tends to become the most challenging skill. Writing for the military is not like writing for other purposes. Students need to be familiar with the rules and restrictions drawn from the Army Standard of writing. Effective military writing is usually brief, well-structured, straightforward, and free of grammatical and mechanical faults. It also conveys a clear message in a single, brief reading (The Command and General Staff College, 2023). The "bottom line up front" (BLUF) idea is a key message delivery strategy used in military writing. It emphasises that all military writing should begin with the primary idea for quick message delivery and reading (Gieseman, 2015). This guideline appears to be consistent across all military publications (McNitt, 2021).

When teaching writing to military personnel, teachers should consider the following qualities that characterize effective military writing: Clarity - students should ensure that their explanations, examples, and concepts are easy for the reader to understand; Accuracy - students should use correct grammar, punctuation, spelling, and terminology; Simplicity - students should focus on using simple language; Conciseness - students should ensure that only important details are presented; Coherence - students should arrange concepts in a logical sequence and combine phrases to give context and meaning to the overall discourse; Emphasis - students should arrange concepts according to their meaning; Relevance - students should answer relevant questions and help resolve them; Completeness- students should ensure that all petinent information is included (Obilisteanu & Niculescu, 2017, p. 345).

When writing a military paper, students should keep in mind that its goals, content, and target audience differ from those of a general document. In an operational paper, abbreviations are used as often as possible, except for the mandatory titles of written operational and administrative orders, which cannot be abbreviated. If necessary, the speaker's exact words should be quoted for emphasis, even if the content may be presented in the form of a note (Command and Staff Academy, 2014). Typical military writings consist of reports, Formal and Informal Letters are also required for the English language exam, in accordance with STANAG 6001 (Bureau for International Language Co-ordination, 2025), Emails, Orders, Memoranda,

PowerPoint Presentation, Briefings (Obilisteanu & Niculescu, 2017, 344-345).

The teacher's role in cooperative learning

Cooperative Learning (CL) is based on the theories of behavioural learning, cognitive development, and social interdependence. Cooperative learning, as opposed to competitive or individualistic learning, has been strongly linked to higher psychological wellness and greater effort to build more positive interpersonal interactions, according to certain studies (Seyoum & Molla, 2022) . For military students, cooperative learning groups that foster strong relationships may present opportunities to develop professional and generic skills.

According to Slavin (1995), cooperative learning is a method of instruction where students collaborate in small groups to help one another in understanding the course material. Instead of competing with or working independently from their peers, students who participate in cooperative learning work together to achieve a common academic objective (Zakaria, Solfitri, Daud, & Abidin, 2013). Unlike traditional group work techniques, cooperative learning involves challenging assignments and a set of rules that the teacher should follow (Khan, Mustafa, & Awan, 2020). Because cooperative learning involves teachers observing, encouraging, and mentoring student interactions to help students solve problems, teacher skills are therefore essential to its successful implementation (Chakyarkandiyil & Prakasha, 2023).

Johnson and Johnson (2014) claim that technology can revolutionise cooperative learning by enhancing student cooperation, communication, and group work. Even if face-to–face interactions are still beneficial, technology can enhance cooperative learning through better reading, writing, discussions, and multimedia projects. ESP teachers can maximise the benefits of cooperative learning by incorporating technology into CL to improve military students' performance by appealing to their academic and professional interests, because of the aforementioned considerations. However, creating goal-oriented assignments that take into account the target groups' particular interests requires a lot of work (Chakyarkandiyil & Prakasha, 2023).

According to Johnson and Johnson (1999), to properly design and execute cooperative learning, teachers need to take into account five essential components. The first of these crucial elements entails establishing positive interdependence within the learning environment. All group members have to comprehend that they are interconnected and that one cannot succeed unless they all do. By giving each group member a different portion of the assignment to finish, teachers make sure that this happens

(Johnson & Johnson, 2002). The second essential element is promotive interaction, or the readiness of group members to support and help one another's attempts to finish their jobs so that the group can reach its goal. The third crucial component is individual accountability, which ensures that each person completes their portion of the assignment while also ensuring that others do the same (Johnson & Johnson, 2008). The fourth component of cooperative learning is social and interpersonal skills. Teachers can improve group dynamics by providing students with feedback on how they are using these skills to boost students' performance because this does not always cooperate when they work in groups (Johnson & Johnson, 2009). The fifth crucial component is group processing. As part of group processing, students consider their growth and cooperative relationships (Gillies, 2016).

According to the five key components of cooperative learning listed above, a teacher's participation is crucial to the effective application of this complex approach (Liebech-Lien, 2020). Consequently, when it comes to putting cooperative learning into practice in the classroom, teachers have particular responsibilities that fall into three stages:

Pre-implementation stage. Johnson and Johnson (2008) state that the instructor should utilise this phase to organise the classroom, divide the class into groups, determine the size of each group, prepare instructional materials, and describe the goals of cooperative learning.

Implementation stage. During this phase, teachers' duties include keeping an eye on behaviour, visiting each group, seeing conflicts or off-task behaviour, assisting groups with their requirements, and choosing which group to intervene in and when to do so. When students complete work well, it is critical to give them praise (Johnson & Johnson, 2007).

Post-implementation stage. During this phase, teachers' responsibilities include summarising the main points of the lesson, evaluating students' comprehension, considering the incident, and rewarding groups that perform well (Seyoum & Molla, 2022).

Individualism and a lack of teacher preparation have made it difficult to apply CL in the classroom, even though educational psychologists have studied it extensively, demonstrating its many educational benefits (Duran, Flores, & Miquel, 2019), because the instructional methodologies and professional abilities of teachers do not match this scientific proof of cooperative learning's success. Teachers find it difficult to establish CL groups, CL goals, and CL strategies for a certain subject (Chakyarkandiyil & Prakasha, 2023). Similarly, Liebech-Lien (2020) claims that most teachers' unfamiliarity with CL is a significant barrier to its successful implementation. They observe that although the method has a solid theoretical basis, it is not sufficiently implemented or promoted by schools and universities. Furthermore, Moges (2019) argues that inadequate

reflection on professional experience makes it harder for novice and untrained teachers to apply CL methods successfully.

Duran et al. (2019) identify the main and most common mistakes educators make while introducing cooperative learning into their classrooms. Among these are excessively large and homogeniouse teams, unclear instructions, a lack of time for interaction, and a great deal of physical distance between team members; poorly planned activities; the fact that teams are switched before problems are fixed; a lack of training in social skills; a poor assessment of the team's performance; and, finally, evaluation of complex cooperative work too soon. These result in negative opinions of CL held by both teachers and students. Teachers who have received CL training are more likely to incorporate it into their lessons, which provides students with a more engaging and beneficial learning environment (Opedecam & Everaert, 2018). Thus, teachers who successfully apply CL are more likely to think it has advantages.

Although Johnson and Johnson (2014) note that integrating technology into collaborative learning increases student collaboration, communication, and group work, teachers face additional challenges when implementing online collaborative learning. For example, many teachers lack the confidence and experience to work with digital tools, which makes classroom management difficult.

For these reasons, Mohammad and Mohammad (2018) emphasise that to become accustomed to and develop a good attitude towards collaborative learning, both teachers and students may need to practice using the cooperative learning strategy before its implementation.

Related studies

Nowadays, the changing demands of younger generations (Generation Z and Millennials), the introduction of technology in the classroom, and the diversity of learning styles pose challenges for military schools. Real-time communication, content visualisation, and collaborative learning are all made possible by technology. Although there are some obstacles, such as individual circumstances and policies and procedures of military educational institutions, most students and teachers have a positive attitude towards the use of information and communication technologies (ICT) in the classroom (Santos, Loureiro, Lima, Silveira, & Grilo, 2019). According to Johnson and Johnson (2014), technology can help students learn to write better and collaborate to create a single document written by the group. The document can be viewed and edited in real time by a group of students, who can also comment on individual parts or the entire paper.

A substantial amount of research has been done in the last few decades on the effects of cooperative learning on students' academic

achievements and writing performance (Kesseler et al.,2012; Ghufron & Ermawati, 2018; Mohammad & Mohammad,2018; Nair,2018; Aghajani & Aldo,2018; Shammout, 2020; Tuan & Nga,2022; Quyan, 2023; Liverano, 2024; Nou et al.,2025). However, very little research has been conducted on teachers' attitudes towards using cooperative learning via technology to develop students' writing skills, especially in the military context.

The article written by Jalil and Mohamad (2024) explores the challenges and strategies of Malaysian ESL (English as a Second Language) teachers in implementing Technology-Enhanced Collaborative Writing (TECW). The study findings show that Malaysian ESL teachers face challenges when incorporating technology into collaborative writing classrooms. Limited technological skills create difficulties in using TECW. Many teachers lack confidence and experience with digital tools since transitioning from traditional teaching methods to TECW was challenging, and managing students' engagement and ensuring effective collaboration was difficult. Furthermore, classroom control becomes more complex with digital tools, and a poor internet connection disrupts lessons and limits teachers' ability to integrate technology effectively. According to the study, TECW can enhance ESL instruction, but teachers need support and better resources. It is also important to note that teacher training is crucial for a successful TECW implementation.

In the dissertation, Adams (2023) explores the relationship between teachers' attitudes and perceptions toward cooperative learning strategies and their self-efficacy in an online setting. The study used a mixed-methods approach, combining quantitative surveys with qualitative responses from 123 college educators. According to the research, teachers with higher self-efficacy tend to have more positive attitudes toward cooperative learning strategies in online education. More experienced teachers showed stronger support for cooperative learning strategies in online settings. The results of the qualitative data showed that teachers highlighted factors that influenced their perceptions, including limitations, strategies, and the impact on students. Overall, the study underscores the importance of teacher self-efficacy and experience in successfully implementing cooperative learning in digital classrooms.

Murad (2021) examined English teachers' attitudes toward collaborative teaching methods and their effects on students' writing and speaking skills. The purpose of the research was to assess how collaborative learning impacts students' English language abilities and teachers' familiarity with these techniques. According to the findings, teachers generally supported collaborative learning and recognised its value in improving students' writing skills. The importance of using technology in combination with the collaborative methods was also emphasised. Some

teachers noted the importance of teacher training in collaborative instruction. Overall, the paper advocates integrating collaborative learning into teacher training programs to maximise its benefits for language education.

In the same year, Boubeka and Maouche (2021) explored Algerian EFL teachers' attitudes towards collaborative writing. It examines the challenges limiting its effective implementation and proposes recommendations. A study surveying 41 EFL teachers from Algerian universities found that most support collaborative writing but use it sparingly due to the challenges. Study findings reveal that teachers should reconsider integrating collaborative writing into their curriculum by encouraging student participation, motivation, providing training for effective collaborative writing strategies and developing fair assessment methods for group-written texts.

Based on the literature review, there is limited research on teachers' attitudes towards integrating cooperative learning through technology for developing writing skill and there is no existing research of the same topic in the military context. In consideration of these factors, this study addresses the following research questions:

1. What are the ESP teachers' attitudes towards integrating technology in teaching writing?
2. What are the ESP teachers' attitudes towards the integration of cooperative strategy via technology in a writing course?

Methods

According to Creswell (2014) quantitative research allows researchers to measure and understand reality through empirical observation. By using standardized and structured instruments, such as surveys and experiments, researchers attempt to minimize subjective biases and ensure the reliability and validity of their findings. This study used a descriptive quantitative research design. Quantitative data were collected and analyzed from teachers' online surveys. The data from the teacher surveys were analyzed descriptively and the results were interpreted.

Participants

Purposive sampling method was used to gather information about teachers' attitudes towards using cooperative learning through technology for developing writing skill. Majority of participants were from three different military educational institutions in Georgia and military educational institutions of several NATO member and candidate countries such as Ukraine, Latvia, and the UK. The age of the research participants ranged from 25 to 62, with 55 female and 3 male teachers with teaching experience ranging from 5 to 20.

Instruments

A comprehensive online questionnaire was designed to investigate teachers' attitudes towards using cooperative learning through technology for developing writing skills. The questionnaire was adopted from previous studies (Aysu, 2020; Wesley & Plummer, 2021; Chuong, 2022), which was sent to two faculty members for checking its validity. The teacher's questionnaire consisted of 18 items with multiple choice, open-ended, and 5 5-point Likert scale questions. The questionnaire included items on demographic information, writing instruction practices, use of cooperative learning in writing instruction, effectiveness and challenges of integration of cooperative learning via technology and additional insights. A Google form was used to design and administer the questionnaire. It was sent through formal email, in Messenger and WhatsApp groups. SPSS 27 was used to analyse the obtained descriptive data.

Results

Teachers' Survey analysis

The majority of the respondents, 94.8% (N55), are female, and 6% (N3) are male. As for the respondents' teaching experience, 88% (N46) of teachers have more than ten years of teaching experience. Teaching experience of 12% (N11) of teachers is between 5 and 10 years. The figures below show the results.

Table 1. presents frequency and descriptive analysis of teachers' attitudes towards using cooperative learning through technology for developing writing skills. The SPSS statistics program was applied to calculate the mean, median, mode, standard deviation, skewness and kurtosis for each item of the questionnaire.

Frequency and descriptive tables		Frequency					Descriptive Statistics					
Item	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
1	Writing is more difficult to teach than other language skills(listening, speaking, and reading).	15% 9	50% 29	22% 13	12% 7	0% 0	2.31	2	2	0.88	0.44	-0.37
2	Students enjoy sharing their writing.	3% 2	20% 12	46% 27	29% 17	0% 0	3.01	3	3	0.8	-0.44	-0.3
3	Technology can help develop writing skills.	12% 7	58% 34	27% 16	2% 1	0% 0	2.18	2	2	0.66	0.15	0.07
4	I believe that implementing cooperative learning via technology helps students develop writing skills.	10% 6	65% 38	24% 14	0% 0	0% 0	2.13	2	2	0.57	0.003	-0.007
5	I understand cooperative learning well enough to implement it successfully.	13% 8	60% 35	20% 12	5% 3	0% 0	2.17	2	2	0.72	0.56	0.58
6	Cooperative learning helps meet my school'/institution's goals.	8% 5	70% 41	20% 12	0% 0	0% 0	2.12	2	2	0.53	0.12	0.49
7	Students lack the skills necessary for effective cooperative group work.	5% 3	60% 33	31% 18	7% 4	0% 0	2.39	2	2	0.69	0.54	0.18
8	Cooperative learning involves too much responsibility for students.	9% 5	43% 25	32% 19	15% 9	0% 0	2.55	2	2	0.86	0.17	-0.63
9	Technology can help promote cooperative learning among English language learners.	10% 6	74% 43	13% 8	2% 1	0% 0	2.06	2	2	0.55	0.66	2.43
10	I feel confident in my ability to integrate technology into my English language teaching.	27% 16	55% 32	12% 7	5% 3	0% 0	1.94	2	2	0.78	0.77	0.73
11	I feel that technology can help me better assess and track student progress.	12% 7	5% 3	17% 10	53% 31	12% 7	3.48	4	4	1.15	-1.04	0.3

The results of teacher questionnaire shows that the mean, the mode and the median are close to each other for all items which indicate trustworthiness of the results. Standard deviation values vary between 0.53 and 1.15. The results indicate that the participants' viewpoints on all statements (except statement 11) do not differ too much, which means that the group is homogeneous in their attitudes on the issues. Skewness and kurtosis for the majority of items fall between -1.04 and 0.77 (except statements 9 and 11) which indicates normal distribution. As for kurtosis for item 9 and 11 the results are between 2.43 and 3 which suggest the distribution is mesokurtic, which means that more values concentrated around the mean than normal distribution.

The mean for all items (except items 2 and 11) is between 1.94 and 2.55 which shows that majority of participants responded positively to the statements. The mean for items 2 and 11 is higher (between 3.01 and 3.48) in comparison to other items, which denotes students' negative responses to the statements.

The results for item 1 show that 15% of teachers (N9) strongly agree and 50% (N29) agree that writing is more difficult to teach than other language skills, while 22% of respondents (N7) express neutral attitudes about the statement, and 12% (N7) disagree. Although 22% of respondents neither agree nor disagree with the statement, the majority of teachers 65% assert that writing is more difficult to teach than other language skills.

When teachers were asked if students enjoy sharing their writing with each other 46% (N27) expressed neutral attitudes towards the statement, and 29% (N17) showed disagreement with the statement. 20% (12) agreed, and only 3% (N2) strongly agreed with the statement. Overall, the results revealed that the majority of teachers assert that students do not enjoy sharing their writing with each other.

12% of teachers (N7) strongly agree and 58% (N34) agree that technology can help develop writing skills. However, 27% (N16) of teachers neither agree nor disagree with the statement, and only 2% (N1) of respondents disagree with the statement. According to the results, the majority of teachers, 70% (N41), gave positive responses to the statement.

When teachers were asked whether implementing cooperative learning via technology helps students develop writing skills, 10% of teachers (N6) agreed, and 65 % (N38) agreed with the statement. 24% (N14) remained neutral. Overall, the majority of teachers admitted that implementing cooperative learning via technology helps students develop writing skills.

13% (N8) of teachers strongly agreed and 60% (N35) agreed with the statement that they understood cooperative learning well enough to implement it successfully. 20% (N12) of respondents remained neutral, and

only 5% (N3) of them disagreed with the statement. The results for this item revealed that the majority of them understand cooperative learning well enough to implement it successfully.

8% (N5) strongly agreed and 70 % (N41) agreed with the statement that cooperative learning helps meet their institutions' goals. 20% (N12) remained neutral about the statement. Thus, the majority of teachers, 78% (N 46), admitted that cooperative learning can help meet their institutions' goals.

5% (N3) of teachers strongly agreed and 60% (N33) agreed that students lack the skills necessary for effective cooperative group work. 31% (N18) of respondents remained neutral, and 7% of them (N4) disagreed with the statement. Overall, the majority of respondents 65% (N36), think that students lack the skills necessary for effective cooperative group work.

9% (N5) strongly agreed and 43% (N35) of respondents agreed that cooperative learning involves too much responsibility for students. 32% (N19) remained neutral, and 15% (N9) of teachers disagreed with the statement. Thus, more than half of the respondents 52% (N40), consider that cooperative learning involves too much responsibility from students.

10% (N6) of respondents strongly agree and 74% (N43) agree that technology can help promote cooperative learning among English language learners. 13% (N8) expressed a neutral attitude towards the statement, and 2% (N1) disagreed. The majority of teachers, 84% (N48) believe that technology can help promote cooperative learning among English language learners.

When teachers were asked whether they felt confident in their ability to integrate technology into their English language teaching, 27% (N16) strongly agreed and 55% (N32) agreed with the statement. 12% (N7) remained neutral, and 5% (N3) disagreed with the statement. The results for this statement revealed that the majority of teachers, 82% (N48) consider that they feel confident in their ability to integrate technology into their English language teaching.

The result for this statement was quite different in comparison to other statements. 12% of respondents strongly agreed and 5% agreed that they felt technology could help them better assess and track students' progress, while 17% (N10) remained neutral, 53% (N31) disagreed and 12% (N7) strongly disagreed with the statement. The results for this statement revealed that the majority of teachers, 65 % (N38), do not think that technology can help them better assess and track student progress.

Next, teachers were asked whether cooperative teaching writing strategy via technology can be used for planning, the writing process or peer-assessment of writing. 69% (N40) of teachers believed it could be used for the writing process, 67.2 % (N39) thought it was useful for planning, and

58% (N34) considered that teaching cooperative writing via technology could be useful for peer assessment of writing. Figure 1 below shows the results.

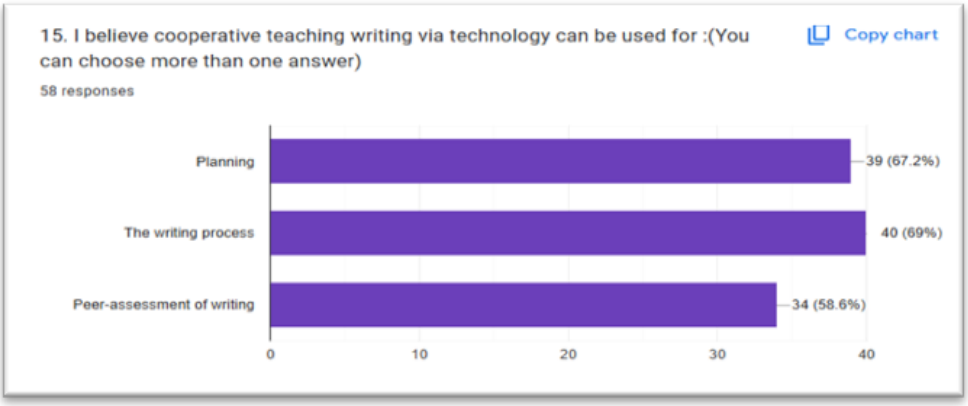

Figure 1. Teachers' views on the cooperative teaching strategy via technology

The respondents were also asked about the amount of workshop or training in cooperative learning that they received. The majority of teachers, 31% (N18) stated that they did not receive any training in cooperative learning at all. 13% (N8) of teachers received less than a full day of training, 25% (N15) received between 1 and 2 days of training, 8.13% (N13) received between 3 and 6 days, and only 15.5% (N9) received more than 6 days of training in cooperative learning.

Additionally, teachers were asked to choose writing activities they usually use in their writing classes. 96.6% (N56) of the teachers stated that they used formal letters in their writing classes, 91.4% (N53) of teachers used informal letters, 86% (N50) used emails, 50% (N29) paragraphs, 15.5% (N9) orders, 13.8% (N8) briefings, 86% (N50) used essays, 60.3% (N35) used reports, 53.4% (N31) used CVs and cover letters, and only 1.7% (N1) used other types of writing. The results are displayed in Figure 2 below.

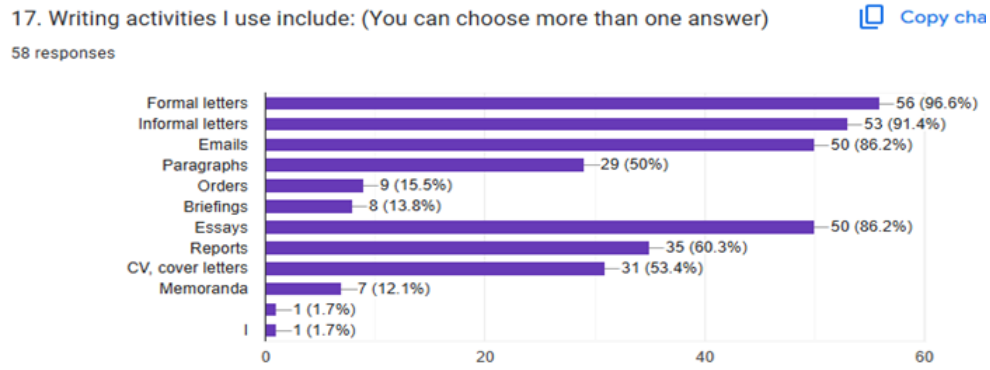

Figure 2. Types of writing teachers employ in the classroom

Finally, teachers were asked to write some final comments and suggestions about the implementation of cooperative learning via technology. Majority of teachers expressed positive attitudes towards the issue and underscored the importance of integrating cooperative learning via technology in writing classes. The teachers also pointed out that cooperative learning enables them to work with mixed ability groups to maximize the process of every member of the group. Although the teachers considered that integration of technology could support teachers in the teaching process, humans must remain decision makers and retain control over technology. Moreover, some of the teachers highlighted the importance of providing teachers with workshops and trainings in order to ensure that they have enough information about integration of cooperative learning via technology for successful implementation.

Discussion

After the researcher collected the data from the teachers' questionnaire the statistical data was analyzed descriptively based on the input provided by the respondents on the items of the questionnaire. The purpose of the study was to identify teachers' attitudes towards using cooperative learning through technology.

The findings of the study indicate that teachers have positive attitudes towards applying cooperative learning via technology to improve students' writing skill as 75% of teachers believe that implementation of cooperative learning strategy via technology in order to improve writing performance boosts motivation, increases students engagement and confidence. This aligns with Johnson and Johnson (2014) who believe that integration of technology in cooperative learning increases students' collaboration, communication, and engagement in the group. Additionally, 80% of teachers consider that cooperative learning via technology is an appropriate strategy that helps meet the goals of their military educational institutions. Moreover, 82% of teachers claim that they feel quite confident in their ability to integrate technology into English language teaching. However, they admit that teachers need to be provided with more workshops and trainings about this instructional approach to ensure successful implementation of cooperative learning in a digital classroom. This is in consistence with Murad (2021) who states that teacher training is crucial as it enables teachers to maximize benefits of cooperative learning via technology for teaching a language. 52% of teachers believe that cooperative learning involves too much responsibility from students. Furthermore, 65 % of teachers claim that students lack the skills necessary for effective cooperative group work. This is in consistence with Jalil and Mohamad (2024) and Mohammad and Mohammad (2018) who claim that the above mentioned factors may lead to

difficulties in managing students' engagement and ensuring effective collaboration in a group as the classroom control becomes more difficult with digital tools. Additionally, they claim that before beginning to apply this complex instructional method, teachers and students should practice cooperative learning several times to implement it successfully. Although most teachers expressed positive attitudes towards the use of cooperative learning through technology for developing writing skills, they had concerns about implementing cooperative learning via technology into writing class because of the challenges that students and teachers may face in the process of implementation this instructional approach.

Conclusions and limitations

The findings of the study revealed ESP teachers' positive attitudes towards the value of using cooperative teaching methods to assist military students develop their writing skills, which is a crucial skill for their future career development. Although cooperative learning entails excessive amount of responsibility for students, the characteristics of the cooperative learning strategy can help ESP teachers meet the needs of military students in order to improve their writing performance. Additionally, teachers believe that technology can promote cooperative learning among military students and encourage their engagement in the learning process. The findings also highlighted the challenges that teachers may encounter when implementing this complex technology-based strategy. Although teachers expressed confidence in using the method and, supported the application of the method to develop writing skill, they also highlighted the need for workshops and trainings to properly implement this strategy, which is consistent with the precious studies. The study provided valuable information on the use of collaborative learning strategies using technology to develop writing in a military context; however, it is limited to a specific population and geographical context since the majority of teachers were from Military educational institutions of Georgia. Future research could examine similar tendencies in military educational institutions in other NATO member, candidate, and aspirant countries to examine whether the findings of this study can be generalized. Although quantitative data revealed teachers' positive attitudes as well as their concerns about the application of the method in the particular context, conducting quantitative research on the same issue would provide more detailed and subjective insights.

Conflict of Interest: The authors reported no conflict of interest.
Data Availability: All data are included in the content of the paper.
Funding Statement: The authors did not obtain any funding for this research.

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