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

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Abstract

Teachers of English for Specific Purposes (ESP) consider writing one of the most challenging productive skills for military students to master. Writing is a vital skill for their future careers, as they must pass the high-stakes STANAG 6001 (Standardisation Agreement 6001) test for promotion. Teachers play a crucial role in teaching ESP by addressing students' current needs and designing goal-oriented assignments to develop their writing skills and improve performance. Therefore, the purpose of the study was to explore ESP teachers' attitudes toward using cooperative learning through technology to enhance writing skills and to assess their readiness to implement this instructional strategy, since successful implementation largely depends on teachers' attitudes. The study used a quantitative approach. Data were collected through a questionnaire and analyzed with descriptive statistics. Participants included 58 teachers from various military educational institutions in NATO member, partner, and candidate countries such as Georgia, Ukraine, Latvia, and the UK. SPSS 27 was used for data analysis. The results show that most ESP teachers have positive attitudes toward using cooperative learning via technology to develop writing skills, as it can foster cooperation among English language learners. Although teachers note that

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students lack the necessary skills for effective cooperative group work and that the method places too much responsibility on students, these findings suggest that this complex approach has the potential to help military students improve their writing performance.

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), which is dominated by tablets, smartphones, and touch screen devices for various interests, the integration of technology becomes essential for teachers to meet the current needs of students at military academies and schools (Sulisworo et al., 2016). ICT influences teaching and learning methods in professional military education, emphasizing innovation in classrooms and student-teacher interactions (Santos et al., 2019). ESP teachers need to be trained and equipped with appropriate technology for classroom use; however, it will not impact student learning until teachers develop a positive attitude toward using and integrating ICT into their teaching (Liton, 2014). Therefore, it is important to explore how English for military purposes (EMP) can benefit from ICT to improve writing skills and what challenges ESP teachers face when integrating cooperative learning strategies through technology in language instruction.

Statement of the Problem

Teachers of English for Specific Purposes (ESP) see language acquisition as one of their main goals. When it is well integrated into students' academic curriculum, it is more likely to be achieved. Knowing what needs to be taught motivates ESP teachers to consider how to teach it, and they must base their decisions on the specific learning environment, the knowledge, skills, and strategies of the students, and, of course, their motivation to learn (Dudley-Evans & St John, 1998). It can be said that teachers should consider future needs, wants, and expectations 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 et al., 2019). Writing is one of the essential skills that military students need for their education and career. 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. Additionally, military and civilian personnel from NATO member, partner, and candidate countries

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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 evaluate 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, 2025). Therefore, it is crucial to train officers who have to work with multinational military personnel.

Military students consistently use their writing skills to communicate with their foreign peers. Without learning and mastering this ability, these professionals cannot function effectively or perform their duties. The aim of teaching writing to ESP students is to help them become proficient in specific genres. In this context, teachers focus not only on writing itself but also on particular forms of writing that are expected in various academic and professional environments (Likaj, 2015). As a result, the idea of the student's needs remains crucial to ESP practice, which prioritizes the communication process over isolated 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 deliver clear messages.

It is important to note that, according to the 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, 2025). Therefore, using cooperative learning strategies through technology can 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, such as a lack of motivation and time constraints, to support writing (Cahyono & Mutiaraningrum, 2016). Johnson and Johnson (2014) 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 most effective 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 factors discussed above, one of the top priorities for teachers at the Language Training School of the Ministry of Defense of Georgia is to improve military students' performance in all four skills, especially the writing skill. Teachers should focus on creating goal-oriented assignments that align with the specific interests of the target groups to maximise the benefits of cooperative learning to enhance students' writing performance. Evaluating teachers' attitudes towards online cooperative

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learning before implementation 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 a highly complex cognitive activity. Besides 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 purpose-oriented because students should learn various forms of writing that emphasize purpose over content when focusing on composition. Hyland (2013) states that ESP writing specifically aims to develop new literacy skills, such as providing students with the communication skills they need to participate in specific academic and professional communities, rather than just improving generic writing skills 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 skills, develop their communication abilities, learn more grammar structures, expand their vocabulary, and learn 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 often need to explain cultural phenomena when communicating with professionals from other nations, writing skills are often more crucial in military English than speaking or other language skills (Swiatek & Braszczynska, 2020).

Military English (ME) is a specialized language that uses a very limited set of military terms. It includes many specific words and abbreviations related to the military sector (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 (Lythgoe, 2023). The "bottom line up front" (BLUF) concept is

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a key strategy for delivering messages in military writing. It emphasizes that all military writing should start with the main idea for fast message delivery and easy understanding. 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 employ straightforward language; Conciseness - students should include only essential details; Coherence - students should organize concepts logically and connect phrases to provide context and meaning; Emphasis - students should arrange ideas based on their importance; Relevance - students should answer relevant questions and help resolve them; Completeness- students should include all relevant information (Obilisteanu & Niculescu, 2017, p. 345). When writing a military document, students should remember 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 is presented in the form of a note. Typical military writings include Reports, Formal and Informal Letters - also required for the English language exam, in accordance with STANAG 6001 (Bureau for International Language Co-ordination, 2025) - Emails, Orders, Memoranda, PowerPoint Presentations, and Briefings (Obilisteanu & Niculescu, 2017, pp. 344-345).

The teacher's role in cooperative learning

Cooperative Learning (CL) is rooted in the theories of behavioural learning, cognitive development, and social interdependence. Unlike competitive or individualistic learning, cooperative learning has been closely linked to improved psychological well-being and greater efforts to build positive interpersonal relationships, according to certain studies (Seyoum & Molla, 2022). For military students, cooperative learning groups that encourage strong relationships can offer opportunities to develop both professional and general skills.

Instead of competing with or working independently from their peers, students participating in cooperative learning collaborate to achieve a shared academic goal (Zakaria et al., 2013). Unlike traditional group work techniques, cooperative learning involves challenging assignments and a set of rules that teachers should follow (Khan et al., 2020). Because cooperative learning requires teachers to observe, encourage, and mentor student

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interactions to help students solve problems, teacher skills are therefore essential to its successful implementation (Chakyarkandiyil & Prakasha, 2023).

Johnson and Johnson (2014) claim that 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 (2009), effective design and implementation of cooperative learning require teachers to focus on five key components. The first is establishing positive interdependence within the learning environment. The second is promotive interaction, which refers to group members' willingness to support and help each other's efforts to complete tasks, aiding the group in reaching its goals. The third is individual accountability, making sure each person completes their part of the work. The fourth component is social and interpersonal skills. Teachers can improve group dynamics by providing students with feedback on how they are using these skills, which can enhance cooperation when working in groups. The fifth essential component is group processing, where students reflect on 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 specific responsibilities that fall into three stages:

Pre-implementation stage. Johnson and Johnson (2009) 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' responsibilities include monitoring behaviour, addressing conflicts or off-task behaviour, assisting groups with their needs, and deciding when and which group to intervene with. When students complete work well, it is important to praise them.

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

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Individualism and insufficient teacher preparation hinder the implementation of CL in the classroom, despite extensive research by educational psychologists demonstrating its many benefits (Duran et al., 2019). This occurs because teachers' instructional methods and professional skills do not align with the scientific evidence supporting the success of cooperative learning. Teachers find it difficult to form CL groups, set CL goals, and develop CL strategies for specific subjects (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 effectively implemented or promoted by schools and universities. Furthermore, Moges (2019) argues that a lack of reflection on professional experience makes it harder for novice and untrained teachers to effectively apply CL techniques.

Duran et al. (2019) identify the main and most common mistakes educators make while introducing cooperative learning into their classrooms. These include excessively large and homogeneous teams, unclear instructions, insufficient time for interaction, and a great deal of physical distance between team members; poorly planned activities; switching teams before problems are resolved; lack of training in social skills; inadequate assessment of the team's performance; and, finally, evaluation of complex cooperative work too early. These issues lead to 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 & Everaet, 2018). Therefore, 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 encounter extra challenges when applying online collaborative learning. For example, many teachers lack the confidence and experience to work with digital tools, which makes classroom management difficult.

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. Technology enables real-time communication, content visualization, and collaborative learning. Although there are some obstacles, such as individual circumstances and policies 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 et al., 2019).

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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. 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) examines 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 difficulties when integrating 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 hinders teachers' ability to integrate technology effectively. According to the study, TECW can enhance ESL instruction, but teachers need support and access to better resources. It is also important to note that teacher training is crucial for a successful TECW implementation.

In the dissertation, Adams (Adams, 2023) explores the relationship between teachers' attitudes and perceptions of 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 qualitative data showed that teachers highlighted factors that influenced their perceptions, including limitations, strategies, and effects on students. Overall, the study underscores the importance of teacher self-efficacy and experience in effectively implementing cooperative learning in digital classrooms.

Murad (2021) studied English teachers' attitudes toward collaborative teaching methods and their effects on students' writing and speaking skills. The purpose of the research was to evaluate 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 highlighted. Some teachers noted the need for teacher training in collaborative instruction. Overall, the paper promotes

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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, teacher training is a recurring challenge; without it, even the most effective cooperative strategies fail. The findings suggest that training programs for teachers should include cooperative learning strategies (Jalil & Mohamad, 2024; Adams, 2023; Murad, 2021; Boubeka & Maouche, 2021). The majority of teachers find it challenging to switch from traditional to Technology-Enhanced Collaborative Writing (TECW) approaches because they feel unprepared, which limits their ability to effectively manage student participation and engagement. Additionally, teachers' lack of technological proficiency and poor internet connectivity make it difficult for them to use TECW effectively in classes (Jalil & Mohamad, 2024). This illustrates how the use of TECW techniques can be facilitated or impeded by infrastructure.

It is also important to highlight that there is limited research on teachers' attitudes toward integrating cooperative learning through technology to improve writing skills, and no existing research on this topic in the military setting. Considering these factors, this study explores the following research questions:

- What are the ESP teachers' attitudes towards integrating technology in teaching writing?
- 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.

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Participants

Purposive sampling method was used to gather information about teachers' attitudes towards using cooperative learning through technology for developing writing skills. The majority of participants were from three different military educational institutions in Georgia and military educational institutions of several NATO member and candidate countries. 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 years.

Instruments

A comprehensive online questionnaire was designed to investigate teachers' attitudes towards using cooperative learning through technology for developing writing skills, in particular, a digital whiteboard platform such as Padlet. By enabling real-time collaboration, commenting, and voting on posts, this digital platform promotes teamwork and active participation, making it suitable for both online and traditional classrooms. The questionnaire was adapted 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 five multiple-choice, two open-ended, and eleven 5-point Likert scale questions. The questionnaire included items on demographic information, writing instruction practices, use of cooperative learning in writing instruction, effectiveness, challenges of integration of cooperative learning via technology, and additional insights. A Google Form was used for designing and administering the questionnaire, which was sent through formal email, Messenger, and WhatsApp groups. SPSS 27 was used to analyse the obtained descriptive data. Participation in this research was anonymous and voluntary. Participants provided informed consent before taking part, and the study adhered to the ethical guidelines of the Language Training School of the Ministry of Defence of Georgia.

Results

Teachers' Survey analysis

Most respondents, 94.8% (N=55), are female, while 6% (N=3) are male. Regarding teaching experience, 88% (N=46) of teachers have more than ten years of experience. Twelve percent (N=11) of teachers have between five and ten years of experience.

Table 1 shows the frequency and descriptive analysis of teachers' attitudes toward using technology-based cooperative learning to improve writing skills. The SPSS software was used to calculate the mean, median, mode, standard deviation, skewness, and kurtosis for each questionnaire item.

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Table 1: Frequency and descriptive analysis of teachers' attitudes towards using cooperative learning through technology for developing writing skills

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 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
5	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
6	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
7	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
8	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
9	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
10	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
11	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

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The results of the teacher questionnaire show that the mean, mode, and median are close to each other for all items, which indicates the trustworthiness of the results. Standard deviation values range from 0.53 to 1.15. The findings suggest that participants' viewpoints on all statements (except statement 11) do not vary greatly, implying that the group is homogeneous in their attitudes toward these issues. Skewness and kurtosis for most items fall between -1.04 and 0.77 (except statements 9 and 11), indicating a normal distribution. Regarding kurtosis for items 9 and 11, the values range from 2.43 to 3, suggesting the distribution is mesokurtic, meaning more values are concentrated around the mean compared to a normal distribution.

The mean for all items (except items 2 and 11) ranges from 1.94 to 2.55, indicating that most participants responded positively to the statements. The means for items 2 and 11 are higher (between 3.01 and 3.48) compared to other items, which suggests that teachers had negative responses to those statements.

The results for item 1 show that 15% of teachers (N=9) strongly agree and 50% (N=29) agree that writing is more difficult to teach than other language skills, while 22% of respondents (N=7) hold neutral views on the statement, and 12% (N=7) disagree. Although 22% (N=7) neither agree nor disagree, the majority of teachers, 65% (N=38), assert that writing is more difficult to teach than other language skills.

When asked whether students enjoy sharing their writing 46% (N=27) of teachers expressed neutral attitudes toward the statement, and 29% (N=17) disagreed. Meanwhile, 20% (N=12) agreed, and only 3% (N=2) strongly agreed. Overall, the results indicate that most teachers believe students do not enjoy sharing their writing.

The results for item 3 show that 12% of teachers (N=7) strongly agree and 58% (N=34) agree that technology can help develop writing skills. However, 27% (N=16) of teachers neither agree nor disagree with the statement, and only 2% (N=1) of respondents disagree. According to the results, the majority of teachers, 70% (N=41), gave positive responses to the statement.

When teachers were asked if they felt confident in their ability to incorporate technology into their English language teaching, 27% (N=16) strongly agreed and 55% (N=32) agreed with the statement. 12% (N=7) remained neutral, and 5% (N=3) disagreed. The results showed that the majority of teachers, 82% (N=48), believe they are confident in their ability to integrate technology into their English language instruction.

The results for this statement were quite different from those of other statements. 12% (N=7) of respondents strongly agreed, and 5% (N=3) agreed that they felt technology could help them better assess and track students' progress, while 17% (N=10) remained neutral. Meanwhile, 53% (N=31)

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disagreed, and 12% (N=7) strongly disagreed with the statement. These results indicate that the majority of teachers, 65% (N=38), do not believe that technology can help them better assess and track student progress.

When teachers were asked whether implementing cooperative learning through technology helps students develop writing skills, 10% of teachers (N=6) agreed, and 65% (N=38) agreed with the statement. 24% (N=14) remained neutral. Overall, most teachers acknowledged that using technology to implement cooperative learning helps students improve their writing skills.

According to the results for item 7, 13% (N=8) of teachers strongly agreed, and 60% (N=35) agreed with the statement that they understood cooperative learning well enough to implement it successfully. 20% (N=12) of respondents remained neutral, and only 5% (N=3) disagreed with the statement. The results for this item indicate that the majority of teachers understand cooperative learning well enough to implement it successfully.

The results for item 8 showed that 8% (N=5) strongly agreed and 70% (N=41) agreed that cooperative learning helps meet their institutions' goals. 20% (N=12) remained neutral regarding the statement. Therefore, the majority of teachers, 78% (N=46), acknowledged that cooperative learning can help achieve their institutions' goals.

The results for item 9 showed that 5% (N=3) of teachers strongly agreed and 60% (N=33) agreed that students lack the skills necessary for effective cooperative group work. 31% (N=18) of respondents remained neutral, and 7% (N=4) disagreed with the statement. Overall, 65% (N=36) of respondents believe that students lack the skills necessary for effective cooperative group work.

Based on the results for item 10, 9% (N=5) strongly agreed and 43% (N=35) of respondents agreed that cooperative learning involves too much responsibility for students. 32% (N=19) remained neutral, and 15% (N=9) of teachers disagreed with the statement. Therefore, more than half of the respondents, 52% (N=40), believe that cooperative learning involves too much responsibility for students.

The results for item 11 showed that 10% (N=6) of respondents strongly agree, and 74% (N=43) agree that technology can help promote cooperative learning among English language learners. 13% (N=8) held a neutral attitude towards the statement, while 2% (N=1) disagreed. The majority of teachers, 84% (N=48), believe that technology can help promote cooperative learning among English language learners.

Next, teachers were asked whether the cooperative teaching writing strategy via technology can be used for planning, the writing process, or peer assessment of writing. 69% (N=40) of teachers believed it could be used for the writing process, 67.2% (N=39) thought it was useful for planning, and 58% (N=34) considered that teaching cooperative writing via technology

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could be useful for peer assessment of writing. The results are displayed in Figure 1.

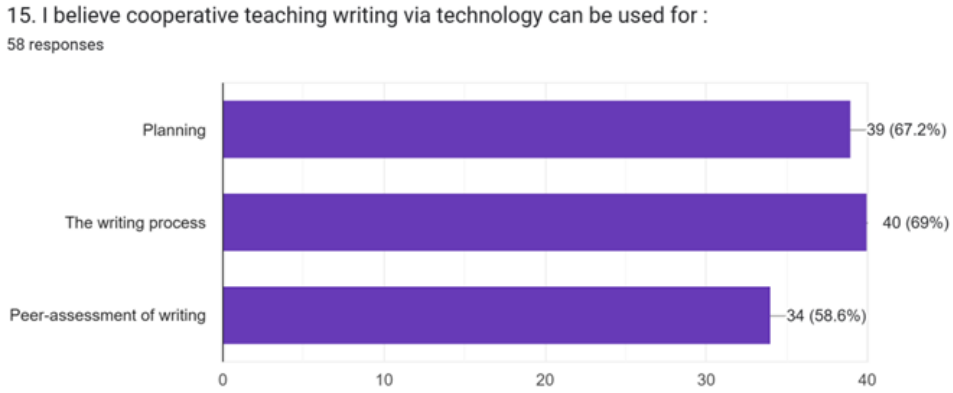

Figure 1: Teachers` beliefs on the uses of cooperative teaching via technology in writing

The respondents were also asked about the amount of workshop training in cooperative learning they received. The majority of teachers, 31% (N=18), stated that they did not receive any training in cooperative learning at all. 13.8% (N=8) of teachers received less than a full day of training, 25.9% (N=15) received between one and two days of training, 8.13% (N=13) received between three and six days, and only 15.5% (N=9) received more than six days of training in cooperative learning. The results are shown in Figure 2.

Figure 2: The amount of workshop training that teachers received

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Additionally, teachers were asked to select the writing activities they typically use in their classes. 96.6% (N=56) of the teachers reported using formal letters, 91.4% (N=53) used informal letters, 86% (N=50) used emails, 50% (N=29) used paragraphs, 15.5% (N=9) used orders, 13.8% (N=8) used briefings, 86% (N=50) used essays, 60.3% (N=35) used reports, 53.4% (N=31) used CVs and cover letters, and only 1.7% (N=1) used other types of writing.

Finally, teachers were asked to provide final comments and suggestions about implementing cooperative learning through technology. Most teachers expressed positive attitudes toward this issue and emphasized the importance of incorporating cooperative learning via technology in writing classes. They also noted that cooperative learning allows them to work with mixed-ability groups to maximize each member's participation. Although teachers viewed technology integration as supportive in their teaching, humans must remain decision-makers and maintain control over technology. Additionally, some teachers highlighted the need for workshops and training to ensure they have sufficient information about integrating cooperative learning through technology for successful implementation.

Discussion

The purpose of the study was to identify teachers' attitudes toward using cooperative learning through technology in a military setting and to assess their level of readiness before implementing the method. After collecting data from the teachers' questionnaires, the researcher analyzed the statistical data descriptively based on their responses. The quantitative data provided valuable insights into teachers' attitudes toward applying this complex method via technology in the military context. Findings showed that teachers generally hold positive attitudes toward the approach, as most teachers believe it can help military students improve their writing performance. However, teachers also expressed concerns about students lacking necessary skills and the level of accountability this complex method requires from them.

The study results indicate that teachers view writing as more challenging for military students than other language skills because officers from non-native English-speaking countries find it difficult to write in military (Likaj, 2015). Most of these students struggle with organization, grammar, and style. They also must adhere to the Army Standard of Writing, which has its own rules and restrictions (Lythgoe, 2023).

One of the most significant findings of the study is the generally positive attitude among teachers toward using cooperative learning strategies through technology. The majority of teachers acknowledge that technology can promote cooperative learning among English language learners. This

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corresponds to Johnson and Johnson (2014), who state that technology enables learners to maximize the benefits of cooperative learning by enhancing student cooperation, communication, peer work, and group work. Teachers believe this strategy can be applied to the writing process, including planning and peer assessment. This also aligns with Johnson and Johnson (2014), who suggest that integrating technology into cooperative learning can help improve students' writing skills by enabling them to work together to produce a single document, which can be viewed and edited in real time by a group of students or peers, with comments added to specific parts or the entire work. Based on these considerations, teachers strongly believe this is an effective strategy that helps them meet the demands of their military educational institutions.

Another key finding of the study is that most teachers feel quite confident in successfully implementing cooperative learning through technology in English language teaching. This aligns with Adams (2023), who admits that teachers with higher self-efficacy tend to have more positive attitudes toward cooperative learning strategies in online education, which significantly contributes to their successful implementation.

Although using technology for cooperative learning is considered a suitable strategy by teachers to improve military students' writing performance, the study's findings revealed teachers' concerns about students lacking the skills needed for effective cooperative group work, which is a key element of cooperative learning. This is consistent with Keramati and Gillies (2022), who admit that students might have insufficient understanding of how to build teamwork, which is one reason students may lose the desire to participate in group work. Moreover, teachers expressed neutral attitudes toward students' willingness to share their writing. This aligns with Herwiana (2021), who admits that smarter students prefer to write alone rather than collaboratively, which could create obstacles for engaging students in cooperative group work.

Additionally, although Johnson and Johnson (2014) claim that integrating technology into cooperative learning may help teachers better assess and track the work of each student, the findings of the study proved the opposite, as most teachers do not support this viewpoint. This may be because 31 % of teachers did not receive any workshop training in cooperative learning at all. This aligns with Murad (2021), who believes that teacher training is crucial as it enables teachers to maximize the benefits of cooperative learning via technology for teaching a language and to create goal-oriented activities to meet students' needs.

According to the findings of the study, teachers consider that cooperative learning assigns too much responsibility to students. This corresponds to Silva et al. (2021), who state that the development of cooperative relationships allows students to take on more responsibility in the

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process of learning, and the complexity of the method requires time for effective implementation. Similarly, Mohammad and Mohammad (2018) claim that before applying this complex instructional method, teachers and students should practice cooperative learning several times to ensure successful implementation.

To sum up, teachers' positive attitudes toward the method largely influence its successful implementation. First, self-confidence during the process helps teachers plan writing activities with technology effectively and maximize the benefits of cooperative learning. Second, it is also important to note that teachers with the right knowledge and skills can effectively apply this complex method to design goal-oriented activities based on the characteristics of military writing, while considering their students' interests to meet the needs of their military educational institutions. Nevertheless, students' lack of necessary skills for cooperative group work and the excessive amount of accountability each student bears when participating in cooperative activities through technology may pose challenges for teachers in the implementation process.

Conclusions and limitations

The findings of the study revealed ESP teachers' positive attitudes toward the value of using cooperative teaching methods to help military students improve their writing skills, which are crucial for their future career development. Although cooperative learning places a heavy responsibility on students, the characteristics of the cooperative learning strategy can assist ESP teachers in meeting the needs of military students to improve their writing performance. Additionally, teachers believe that technology can promote cooperative learning among military students. While teachers feel confident in using this method and support its implementation in their writing classes, they remain neutral about whether students have the necessary skills for cooperative group work.

It is also important to note that several obstacles can prevent teachers from effectively integrating technology at military educational institutions. First, teachers may find it challenging to maintain student engagement to ensure successful cooperation, as military students tend to lose interest if the material is not engaging and instructions are unclear. Second, since many military students still face computer illiteracy, using digital tools in the classroom might complicate classroom management. Additionally, lessons could be disrupted by poor internet connectivity.

The study provided valuable insights into using cooperative learning strategies via technology to improve writing skills in a military setting; however, its scope is limited to a specific group and location since most teachers were from military educational institutions in Georgia. Future

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research could examine similar patterns in military educational institutions in other NATO member, candidate, and aspirant countries to determine if the findings are applicable more widely. Although quantitative data indicated teachers' positive attitudes, conducting qualitative research on the same topic would offer more detailed and subjective insights.

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