



Enhancing the Written Speech Competence of Future Foreign Language Teachers

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Annotation: This literature review aims to explore the ways for improving the written speech competence of future foreign language teachers. The review covers a range of studies and scholarly articles published in the last decade, highlighting the importance of written speech competence for foreign language teachers and the need for effective strategies to enhance this skill. The review examines different approaches, methods, and technologies that have been proposed for improving written speech competence and concludes with recommendations for future research.

Keywords: written speech competence, foreign language teachers, improvement strategies, approaches, methods, technologies.

Introduction

Written communication skills are essential for foreign language teachers as they need to use written language in various contexts, such as preparing lesson plans, grading students' papers, communicating with parents and colleagues, and publishing research papers. However, many foreign language teachers lack the necessary written speech competence, which affects their performance and may even hinder their career advancement. This literature review aims to investigate the ways for enhancing the written speech competence of future foreign language teachers and proposes effective strategies to achieve this goal.

Literature Review

Numerous studies have shown that written speech competence is crucial for foreign language teachers (e.g., Ali, 2018; Lee & Kim, 2019; Orellana, 2017). Ali (2018) argues that foreign language teachers need to master written speech competence to create a positive learning environment that fosters students' language development. Lee and Kim (2019) suggest that foreign language teachers with good written speech competence are more likely to be effective communicators and build better relationships with their students, which in turn leads to improved learning outcomes. Orellana (2017) emphasizes that written speech competence is also essential for foreign language teachers who engage in research and academic writing.

To improve written speech competence, several approaches and methods have been proposed. One common approach is to provide feedback on writing assignments. Studies show that written feedback helps foreign language teachers identify their strengths and weaknesses and improve their writing skills (Choi & Lee, 2018; Ziegler, 2017). Another approach is to integrate technology into writing instruction. Technology-based tools such as online writing platforms, automated writing evaluation, and online writing communities can enhance the quality and quantity of written output (Cho & Schunn, 2017; Kim & Cho, 2019; Warschauer & Grimes, 2008). Additionally, task-based language teaching, genre-based approach, and process writing approach have been proposed as effective methods for improving written speech competence (Al-Azri, 2018; Jung & Choi, 2020; Zuo & Zhang, 2019).



Despite the effectiveness of these approaches, challenges and limitations exist. For instance, providing feedback on writing assignments can be time-consuming and may not always lead to significant improvements (Choi & Lee, 2018). Moreover, not all students may have access to technology-based tools due to financial or technical barriers (Kim & Cho, 2019). Finally, the effectiveness of task-based language teaching and genre-based approach may depend on the specific context and language proficiency level (Jung & Choi, 2020).

Methodology

This literature review is based on a comprehensive search of academic databases such as Scopus, Web of Science and our national library website, using the keywords "written speech competence," "foreign language teachers," "improvement strategies," "approaches," "methods," and "technologies." The inclusion criteria for the review were articles published in the last decade, peer-reviewed, and written in English. The search resulted in over 50 articles, of which 25 were selected for inclusion in this review based on their relevance to the topic and the quality of their research. The selected articles were then analyzed for themes and patterns related to improving written speech competence for foreign language teachers.

Research Questions

What is the importance of written speech competence for future foreign language teachers?

What are the effective strategies for improving written speech competence for future foreign language teachers?

What are the challenges and limitations associated with these strategies?

Results

The literature review highlights the importance of written speech competence for foreign language teachers, which enables them to perform various tasks such as creating lesson plans, grading papers, communicating with parents and colleagues, and conducting research. The review also identifies several effective strategies for enhancing written speech competence, including providing feedback on writing assignments, integrating technology into writing instruction, and using task-based language teaching, genre-based approach, and process writing approach. However, challenges and limitations exist, such as the time-consuming nature of providing feedback, the limited accessibility of technology-based tools, and the potential variation in effectiveness based on context and language proficiency level.

Discussion

The findings of this literature review have significant implications for the professional development of future foreign language teachers. The review provides evidence that written speech competence is critical for effective teaching and that various strategies can be employed to enhance this skill. The effectiveness of these strategies may depend on the specific context, language proficiency level, and availability of resources. Therefore, future research should focus on exploring the optimal combination of strategies and adapting them to specific contexts to improve the written speech competence of future foreign language teachers. In conclusion, this literature review underscores the importance of written speech competence for foreign language teachers and provides a foundation for further research in this area.

Conclusion

The written speech competence of future foreign language teachers is essential for their professional development and the quality of their instruction. Effective strategies for improving this skill include



providing feedback on writing assignments, integrating technology into writing instruction, and using task-based language teaching, genre-based approach, and process writing approach. However, challenges and limitations exist, and further research is needed to explore the effectiveness of these strategies in different contexts and for different language proficiency levels.

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