

## **STRATEGIES FOR IMPROVING THE WRITTEN SPEECH COMPETENCE OF FUTURE EFL TEACHERS**

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### **ABSTRACT**

*This paper investigates the effectiveness of various strategies for improving the written speech competence of future English as a Foreign Language (EFL) teachers. The study employed a mixed-methods design, incorporating both quantitative and qualitative data, to examine the impact of targeted interventions on the written speech competence of pre-service EFL teachers. The findings suggest that a combination of collaborative learning, explicit instruction, and reflection tasks can significantly enhance the quality of written speech competence in this population. The paper concludes with recommendations for further research and implications for teacher education programs.*

**Keywords:** *Written speech competence, EFL teachers, teacher education, collaborative learning, explicit instruction, reflection*

### **АННОТАЦИЯ**

*В этой статье исследуется эффективность различных стратегий улучшения письменной речи будущих учителей английского языка как иностранного (EFL). В исследовании использовались смешанные методы, включающие как количественные, так и качественные данные, для изучения влияния целевых вмешательств на письменную речевую компетентность учителей английского языка до начала работы. Полученные данные свидетельствуют о том, что сочетание совместного обучения, явного обучения и задач на размышления может значительно повысить качество письменной речи у этой группы населения. Документ завершается рекомендациями по дальнейшим исследованиям и последствиям для программ педагогического образования.*

**Ключевые слова:** *письменная речь, учителя EFL, педагогическое образование, совместное обучение, эксплицитное обучение, рефлексия.*

### **INTRODUCTION**

Written speech competence is an essential skill for effective communication in various contexts, including teaching English as a Foreign Language (EFL). The ability to articulate thoughts and ideas clearly and accurately in writing is crucial for EFL teachers, as it impacts lesson planning, assessment, and communication with students, colleagues, and administrators. Despite its importance, research has

indicated that many pre-service EFL teachers struggle with written speech competence (Wette, 2020). This paper aims to investigate strategies for improving the written speech competence of future EFL teachers, with a focus on collaborative learning, explicit instruction, and reflection tasks.

## **LITERATURE REVIEW**

Research on written speech competence in EFL teachers has highlighted several key factors that contribute to the development of this skill. Developing writing competence of students is very important in the EFL classroom (Toshmatov, 2022). Collaborative learning has been identified as a valuable strategy for enhancing written speech competence, as it facilitates peer editing, feedback, and scaffolding (Storch, 2011). Explicit instruction, which includes teaching writing strategies, grammar, and genre conventions, has also been found to improve written speech competence (Ferris, 2011). Finally, reflection tasks, such as self-assessment and journaling, have been shown to promote metacognition and self-regulation, leading to improvements in written speech competence (Teng, 2019).

## **METHODOLOGY**

This study employed a mixed-methods design, utilizing both quantitative and qualitative data to investigate the impact of targeted interventions on the written speech competence of pre-service EFL teachers. The participants included 60 pre-service EFL teachers enrolled in a teacher education program at our university. They were randomly assigned to one of three intervention groups: collaborative learning, explicit instruction, or reflection tasks. Each intervention group participated in a 12-week program designed to improve written speech competence.

Data were collected through pre- and post-intervention writing samples, questionnaires, and semi-structured interviews. The writing samples were analyzed using a rubric that assessed grammar, vocabulary, organization, and overall quality. The questionnaires and interviews provided insights into the participants' perceptions of the interventions and their impact on written speech competence.

## **RESEARCH AND DISCUSSIONS**

The findings of the study suggest that all three interventions had a positive impact on the written speech competence of pre-service EFL teachers. The collaborative learning group showed significant improvements in grammar and vocabulary, while the explicit instruction group demonstrated gains in organization and overall quality. The reflection tasks group exhibited the most substantial

improvements across all four categories, suggesting that metacognition and self-regulation play a crucial role in the development of written speech competence.

Qualitative data from the questionnaires and interviews revealed that participants appreciated the targeted feedback and support provided by the interventions. Additionally, participants in the collaborative learning and reflection tasks groups reported increased confidence in their written speech competence.

## **CONCLUSION**

This study provides evidence that a combination of collaborative learning, explicit instruction, and reflection tasks can significantly enhance the written speech competence of pre-service EFL teachers. The findings have important implications for teacher education programs, as they underscore the need for targeted interventions to support the development of this essential skill. Future research should explore the long-term effects of these interventions on written speech competence and their impact on EFL teaching practices. Additionally, the investigation of other potential strategies, such as technology-enhanced learning and individualized instruction, may further contribute to the improvement of written speech competence in future EFL teachers.

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