Exploring the Potential Role of Speed Writing Activities in Academic Writing Courses

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Abstract

正確性が重視されがちな英語ライティング指導にて、学習者の流暢性を向上させる活動として注目されるのがスピードライティングである。本論文では、英語力の異なる2クラスに在籍する大学1年生を対象とし、1学期間アカデミック・ライティング授業内で実施した10分間のスピードライティングが、参加者の流暢性やライティングに対する意識にどのような変化を及ぼすかを検証した。両クラスの総語数平均値は増加傾向にあったが、英語力の低いグループの変化がより顕著であった。学期末に行った質問紙調査では、大半の参加者がスピードライティングに肯定的な反応を寄せており、英語ライティングに対する不安感や苦手意識がスピードライティングによって払拭されたとする報告も目立った。汎用性の高いスピードライティングはコースの目的や学習者のニーズに合う形で柔軟に導入されるべきだと考えられる。

Introduction

Many English programs at the tertiary level in Japan offer academic writing courses, in which students learn how to express complex ideas in an organized manner and develop logical thinking, reasoning, and research skills. Although both accuracy and fluency should be addressed as crucial components in second language (L2) writing development (Casanova, 2004), these academic writing courses tend to put more emphasis on accuracy at the expense of fluency. However, as Nation (2001) has suggested, language curricula should be well-balanced, providing roughly an equal amount of time for four strands: meaning-focused input, meaning-focused output, focus on form, and fluency development. Drawing on Nation's four strands as a theoretical ground, some researchers have claimed the role of speed writing in academic writing classrooms (e.g., Hoggard, 2018; Hosoda, 2018). This paper reports the results of a classroom-based study that investigated the impact of speed writing on Japanese university students' writing fluency and perceptions about L2 writing and discusses the potential of integrating speed writing activities into academic writing courses.

Literature Review

Writing Fluency and Accuracy

Although fluency is one of the ultimate goals for L2 learning, it is a difficult concept to define and operationalize in language research (Sponseller & Wilkins, 2015). Compared to reading and speaking fluency, writing fluency is more complex, resulting in varied definitions and measures (Abdel Latif, 2013). Writing fluency has sometimes been seen as an opposite end to accuracy. One early debate regarding whether to prioritize fluency or accuracy in L2 writing was found in the literature by Brière (1966), in which the researcher argued that quantity, defined as "the total number of words or sentences written about a subject within a given period of time" should come before quality, defined as "grammatically correct, coherent and interesting development of a theme or idea" (p. 142). This dichotomy has been criticized for being overly simple (Hwang, 2010) and not capturing the whole concept. Other researchers stress the ability to write the language effortlessly when explaining fluency. Casanova (2004) regards fluency as "writers' ability to produce a lot of language (or read) without excessive hesitations, blocks, and interruptions" (p. 67) and accuracy as "writers' ability to produce language that is free of language errors at the word and sentence level" (p. 68). Her definitions have been used by other researchers (Hosoda, 2018; Hwang, 2010) and are also adopted in the present study.

In Japan, English writing programs are inclined to focus on formal accuracy, with little attention to fluency development. In high schools, due to the pressure to prepare for high-stake university entrance exams, teachers likely place a premium on accuracy over fluency (Herder & King, 2012). Nakanishi (2006) reported that students were given few opportunities to write freely, and grammar-translation and vocabulary learning remained the main activities in the courses titled "English Writing." Such imbalance in language programs has also been addressed in university contexts. Academic writing courses at the tertiary level are grounded on genre-based language instruction derived from a product approach (Hoggard, 2018). In this approach, teachers encourage learners to analyze the textual characteristics, including structures, lexis, and grammar suitable for specific genres (Casanova, 2004). Put differently, the primary concern of this approach is accuracy, not fluency. Hoggard (2018) argues that academic writing, in which students learn how to write in compliance with formats and styles required in universities and scholarly publications, can be a big challenge for EFL learners with limited writing experience, negatively affecting their motivation.

Too much emphasis on accuracy over fluency in writing programs adversely impacts L2 learners. Overdependence on dictionaries prevented their flow of ideas and slowed their writing speed (Patterson, 2013). The pressure to produce error-free text causes them to be afraid of mistakes, making their writing experience unpleasant. Moreover, the fear of being criticized leads to writing apprehension (Park, 2020; Scullin & Baron, 2013). Students

are deprived of meaningful opportunities "to gain confidence and increase motivation that comes with developing fluency in any skill" (Herder & King, 2012, p. 128). To readdress the imbalance between fluency and accuracy, teachers and researchers have paid increasing attention to fluency-oriented activities such as freewriting and journal writing.

Speed Writing

One pedagogical strategy aiming at developing writing fluency is freewriting. Researchers and classroom practitioners have supported the idea of introducing freewriting into the classroom for several decades. In his early influential book *Writing without teachers*, Peter Elbow (1973) regarded freewriting as essential to developing writing, defining it as an activity in which students write whatever comes to their mind without stopping for a limited time. During the activity, students are often instructed not to worry about errors, not to use dictionaries, and not to erase words they write. By separating the producing process from the revising process, freewriting can help students get down to an actual writing act without being held back by concerns about producing a perfect product (Elbow, 2000). Other common free writing activities include take-home journal writing and blogs, where students are allowed to spend as much time as they want in writing. Although freewriting and speed writing are often used interchangeably, to distinguish between timed and untimed activities, the term *speed writing* is used to refer to any timed activities in this paper.

Advantages of Speed Writing

There are a number of advantages of speed writing addressed in the literature. First, it is a learner-centered activity, meeting four functions of output suggested by Swain (2005): production, noticing, hypothesis testing, and a metalinguistic or reflective function. Speed writing offers students opportunities to produce output, allowing them to focus on quantity rather than quality. It helps them to notice the gap in morphosyntactic knowledge and to practice the language they learned recently (Hosoda, 2018). After the writing session, participants are often guided to take notes of words or expressions they wanted to use but could not recall during the activity, which serves as a reflective practice. Moreover, this pedagogy encourages students to think in the L2 because it does not give them enough time to think in their mother tongue and translate (Lane & Perrin, 1984, cited in Jacobs, 1986). It also helps them learn how to brainstorm ideas, improvise on topics (Cohen, 2013), and become familiar with the writing process (Jacobs, 1986). Allowing students to write without fear of having their writing criticized, speed writing is also effective in building confidence (Park, 2020), reducing writing anxiety (Park, 2020; Scullin & Baron, 2013), and changing negative attitudes toward L2 writing (Park, 2020). When the mental burden of producing error-free text is lessened, students can view writing as a more enjoyable and empowering tool (Li, 2007). Finally, speed writing is easy for even busy practitioners to start up and incorporate into the classroom (Cohen, 2013; Hoggard, 2018).

Topic Selection in Speed Writing

One question that teachers might ask when implementing speed writing is whether to assign a topic or not. One early study by Bonzo (2008) conducted with German learners at an American university reported that using self-selected topics improved their writing fluency more significantly than teacher-selected topics. Similarly, the results of some studies that replicated Bonzo's research in Japanese contexts (Cohen, 2013; Dickinson, 2014; Sponseller & Wilkins, 2015) have shown that students tend to produce more text when they are free to choose their topic. One reason is that they can write about themselves or what is meaningful to them, and another is that the vocabulary required to write about self-selected topics is more readily accessible, while teacher-selected topics may push students to use morphosyntax with which students are not comfortable. However, possible drawbacks of using self-selected topics were also addressed in their research. One crucial finding of Sponseller and Wilkins (2015) is that more than 40% of the participants preferred being given topics rather than being given freedom, meaning that a certain number of students appear to benefit from teachers' initiative in topic selection.

It is argued that the language involved in fluency activities should be familiar to students (Nation, 2001). Therefore, topics covered in speed writing tend to be general ones that do not require specific background knowledge (e.g., *the person or thing that inspires you most*, in Park, 2020) or ones closely related to learners' daily lives (e.g., *my life as a university student*, in Hosoda, 2018) in English as a Foreign Language (EFL) contexts. With advanced students, it may be beneficial to use themes covered in academic writing courses. For instance, in Li's (2007) study, a group of Australian and non-English speaking freshmen enrolled at an Australian university was given writing prompts designed to enhance their understanding of academic writing (e.g., *Good academic writing is not/does not* …) for the speed writing activity. Li found that such focused speed writing raised students' awareness of the nature and process of academic writing and improved their confidence.

Another interesting factor to consider is the effects of topic repetition in speed writing. Inspired by the pedagogy of task repetition in oral performance, Hosoda (2018) investigated the effects of task repetition on writing fluency. The participants in a task repetition group were told to write about the same topics for two consecutive weeks, while those in a speed writing group engaged in different topics each week. The results of quantitative and qualitative analyses revealed overall positive outcomes for the task repetition group. However, some participants showed negative views about repetition, reporting it was not meaningful, whereas others refused to recycle the same content, trying to add new ideas in the second writing. She indicated that task repetition in speed writing appeared to be more beneficial for students with lower proficiency.

Other Issues in Implementing Speed Writing

One of the features of speed writing is that students write under time pressure. The amount of time can be freely set depending on "how long the teacher and students feel productive" (Jacobs, 1986, p. 285). However, ten minutes, as suggested by Elbow (1973), appears to be the norm adopted in most speed writing studies (e.g., Cohen, 2013; Farmer, 2020; Park, 2020; Sponseller & Wilkins, 2015). The second point to note here is planning time. At some times, students are provided with no prewriting activities (Cohen, 2013), while at other times, they think about a topic individually (Hosoda, 2018) or discuss it as a whole class or in small groups for brainstorming (Jacobs, 1986). Based on Kellogg's (1996) writing model, Ellis and Yuan (2004) investigated the effects of planning. They found that pre-task planning facilitates the formulation process, in which the writer sets goals for the writing, generates and organizes ideas, and translates them with selected lexical items and syntactic structures, which results in greater fluency in written products. Different planning modes, whether interactive or individual, do not appear to influence the quality and quantity of language writers produce (Doe & Figueroa, 2015). Thirdly, speed writing can be either "private" when writers write for themselves or "public" when writers write for the intended audience (Elbow, 1994). Speed writing is often executed as public writing, where students share their written products with classmates (Farmer, 2020; Li, 2007; Park, 2020), which fosters collaborative learning among students (Li, 2007).

Research Design

Need for Speed Writing: Program Context

This classroom-based study was conducted in the department of International Liberal Arts at a Japanese university in the Kanto area. In this department, students major in two foreign languages, one of which is English. The English program offers various compulsory and elective courses, including integrated English, speaking, and writing. The primary goal of first-year writing courses in our program is to develop students' ability to write well-structured paragraphs in the academic register with appropriate vocabulary and grammatical accuracy. In the spring semester, students learn fundamental academic writing skills, centering on the organization of a paragraph through drafting and revising three paragraphs: self-introduction, comparison and contrast paragraph, and analysis paragraph. As for grammatical accuracy, instructors are advised to focus on the target skill in each lesson, not on local errors that do not impede text comprehension. Though writing fluency is not explicitly addressed in the course goal, the author saw the need for fluency-building activities in her experience of teaching the course. Students, overall, tended to spend as much time as they wanted - several hours at most - producing one 150-word-length paragraph as one assignment. These students often reported that they would like to write more quickly without

being overly dependent on dictionaries. In addition, most students are keen on improving their scores on English proficiency tests such as IELTS and TOEFL to apply to overseas programs. Such proficiency tests ask the examinees to complete writing tasks within a limited amount of time, and building writing fluency is considered key to success in such test-taking opportunities. Among several fluency activities such as journal writing, speed writing was introduced due to practicability, positive impacts on writing speed, increased confidence, and motivation, as reviewed earlier in this paper.

Participants

The participants of this study were 40 first-year Japanese university students. They were drawn from two compulsory writing courses taught by the author in the spring of 2022. In our English program, first-year students were streamed into three levels on a TOEIC test conducted online before the semester. Class 1 (n = 21) was intermediate-high, with an average score of 553.1 out of 990 (range 505–610), and the other class (Class 2, n = 19) was intermediate-mid, with an average of 411.6 (range 310–480). Regardless of their English proficiency level, they were highly motivated to improve their English skills, including academic writing. In the last lesson, students were informed of the purpose of the research, and all of them present in the week agreed to participate in the study and signed consent forms written in Japanese. Two students who missed more than four writing sessions were excluded from the data.

Procedures

This study examined the effects of speed writing over 14 weeks in one semester. In the first week, students were introduced to the general idea of this pedagogy and informed of its purpose. Following Elbow's (1973) guideline, the researcher instructed the participants to keep writing about a topic as much as possible for 10 minutes without concern for spelling, vocabulary, and grammar mistakes. They were also told not to use dictionaries during the activity. Since the participants in the study were first-year students without extensive experience of typing on a keyboard and their typing speed was considered to influence their writing speed, they all handwrote their manuscripts.

Acknowledging the pros and cons of assigning topics, the researcher gave the students one or two topic choices and allowed them to write their own topic if they preferred to provide them with autonomy over topic selection. Table 1 shows the topics suggested in 14 writing sessions. Considering the participants' limited English proficiency and experience, most of the topics were easy and closely related to their lives and experiences. However, as exceptions, less personal topics (e.g., social issues in Japan) were included to explore how they would cope with tasks that require more than just writing about themselves or their preferences. The topic covered in Week 6 (i.e., two items/people to compare and contrast) differed from others in that it was linked to the lesson's content, where students learned how

to write a comparison and contrast paragraph.

Table 1　Topic Selection

Week	Suggested Topics
1	My high school / My first day at university
2	My favorite artist/place
3	My hobbies
4	My Golden Week holidays
5	A place foreigners should visit in Japan
6	Two items/people to compare and contrast
7	A county I would like to visit
8	Rainy season in Japan
9	Part-time job
10	The best way to relieve stress
11	Our university
12	The best memory in my life
13	Social issues in Japan
14	Summer vacation / Health

The topic being given, the students had a chance to discuss it in pairs for two minutes and then continued brainstorming ideas individually for one minute. They were allowed to take notes in this planning stage. As a part of the course, the researcher introduced different ways to brainstorm ideas, for example, listing and mind-mapping, and some students used the techniques. After writing, the students were instructed to keep their record on a speed writing record sheet, noting the date, the topic, the total number of words produced, and comments on the experience. They were encouraged to look up the words they wanted to use but could not recall while producing the text. Finally, they shared their writing orally and gave brief verbal feedback in pairs because such nonjudgmental feedback was considered effective in developing their thinking and gaining new insights (Hammond, 1991, as cited in Darling, 2018). Throughout the speed writing sessions, no teacher feedback was provided on the vocabulary and grammar of written products. Classes typically began with this speed writing activity as it served as an effective warm-up activity.

Data Collection

The data for the study mainly consists of two types: speed writing record sheets that the students filled in after every writing session and the questionnaire conducted at the end of the semester. The manuscripts they wrote in Week 14 were also collected as supplementary data.

The lack of a single, unanimously agreed-upon definition of L2 writing fluency in the literature (Fellner & Apple, 2006) has resulted in varied ways to operationalize fluency in L2 writing research (Abdel Latif, 2013). It can be measured by the total number of words in the text (Doe & Figueroa, 2015; Hosoda, 2018), the number of words per minute, referred to as WPM (Hwang, 2010), the number of syllables per minute (Ellis & Yuan, 2004), the number

of disfluencies（Ellis & Yuan, 2004）, and fluency indexes that incorporate the idea of lexical complexity（Cohen, 2013; Sponseller & Wilkins, 2015）. Despite the criticism for using writing speed as a measurement of writing fluency（see Abdel Latif, 2013）, the total word count that each student self-reported in the record sheet was used for the following reasons. First, this is a preliminary, classroom-based study investigating the potential of introducing speed writing into academic writing classes, not an experimental study with a rigorous design. Second, to make this study replicable in other classrooms, the decision was made to use this simple but feasible instrument. As Muller（2014）claimed, the field of language research has indeed observed a general tendency for complex measurements and detailed analyses to capture the complicated nature of language learning and teaching; such instruments are not always readily accessible to most language teachers. WPM is another instrument widely available to many practitioners. However, it was not used in this study because all the speed writing sessions were ten minutes, which enabled the participants and the researcher to notice any changes by simply comparing the total word count over the semester.

After the last speed writing session in Week 14, students were asked to fill in a questionnaire in which they reflected on their experience by making a line graph to see if there were any changes in the total number of words they produced. Designed to investigate students' attitudes toward speed writing, the questionnaire consisted of four Likert scale items and one open-ended question. The four items were developed based on previous research（Sponseller & Wilkin, 2015）. It also asked the students about their previous writing experience before entering the university. The questionnaire was written in English and Japanese, but all the participants responded in Japanese. Their responses were translated into English by the author.

Results

Effect on Writing Fluency

The bar graph（Figure 1）illustrates the changes in the average total word count of two groups: intermediate-high（Class 1）and intermediate-mid（Class 2）. Both groups showed a similar tendency of enhanced fluency over the semester, but Class 2 made more significant progress from 90.6 words in Week 1 to 127.5 words in Week 14. From the first to the third session, both groups improved fluency by 25–30 words, but they marked a sizable drop in Week 6, when the students were given a prompt closely related to the lecture topic. This class taught them how to write a comparison and contrast paragraph. As a brainstorming activity, they were instructed to think of two items or people and write about their similarities and differences（e.g., *two members of my family*）. In other words, the topic for the sixth session was different from others in nature, which appeared to impact fluency negatively. Their total number of words remained relatively flat between Weeks 9 and 12.
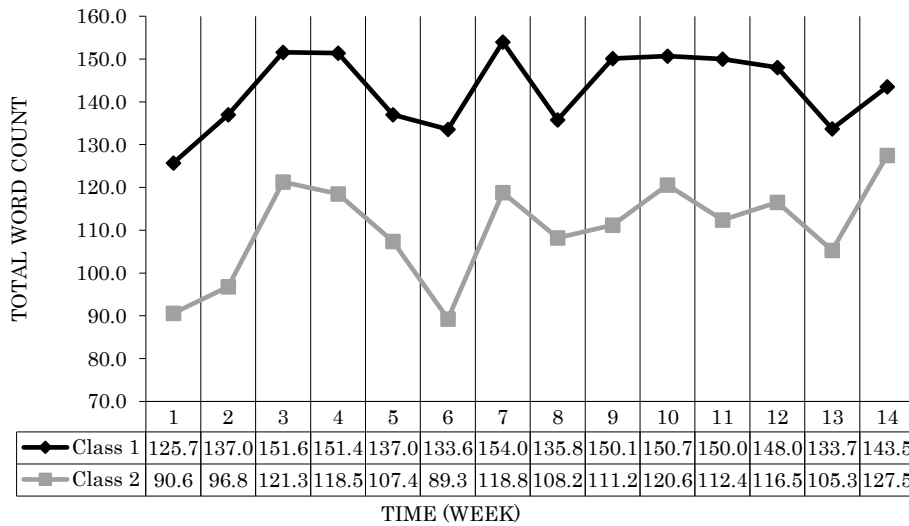
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Class 1	125.7	137.0	151.6	151.4	137.0	133.6	154.0	135.8	150.1	150.7	150.0	148.0	133.7	143.5
Class 2	90.6	96.8	121.3	118.5	107.4	89.3	118.8	108.2	111.2	120.6	112.4	116.5	105.3	127.5

TIME (WEEK)

Figure 1　Development of speed writing fluency over 14 weeks

In the thirteenth session, another drop was observed for both groups. This tendency was because the teacher deliberately assigned participants a less personal topic, *social issues in Japan*, to see how they would cope with a more challenging theme. Under this theme, the students wrote about topics such as gender equality, global warming, and decreasing population. Although most students commented on the difficulty of this topic in the record sheets, it helped them realize their lack of knowledge and raised their awareness of social problems in this country, as revealed in one comment, "It is difficult for me to write about this topic. I think I should watch more news."

In summary, the fourteen speed writing sessions improved the students' writing fluency measured by the total word count produced in 10 minutes. Although the results were noticeably influenced by topic selection, the effect of speed writing was remarkable, especially for a less proficient group.

Students' Reaction to Speed Writing

The post-study questionnaire revealed that the participants' previous writing experiences differed considerably. Seven students, six of whom were in Class 2, reported they hardly experienced writing activities in high school. In contrast, others were engaged in tasks ranging from sentence-level translation (4 comments) to paragraph or essay writing about a given theme (14 comments). The most common activity was writing for test preparation; they practiced writing sessions for Eiken, an English proficiency test widely prevalent in Japan, and university entrance exams (15 comments). Another popular activity was summary writing, in which students wrote a summary of the text they had studied in the textbook (7 comments). As for speed writing, six participants had previous experience, but none of them

did it regularly.

Designed to investigate the participants' reactions toward speed writing, the questionnaire comprised four items to rate on a Likert four-point scale (4 = *strongly agree*, 3 = *agree*, 2 = *disagree*, 1 = *strongly disagree*). As seen in Figure 2, the responses to the four items revealed that both groups viewed this classroom activity positively. Most participants reported that it became easier to keep writing for ten minutes (Item 1) and helped them improve their writing skills (Item 2). They also enjoyed the activity (Item 3) and wanted to continue practicing next semester (Item 4). Only one in Class 1 reported his negative view of speed writing. This student was skeptical about the value of this activity, saying "I don't know whether my writing skills improved or not because I didn't have my grammar mistakes checked."
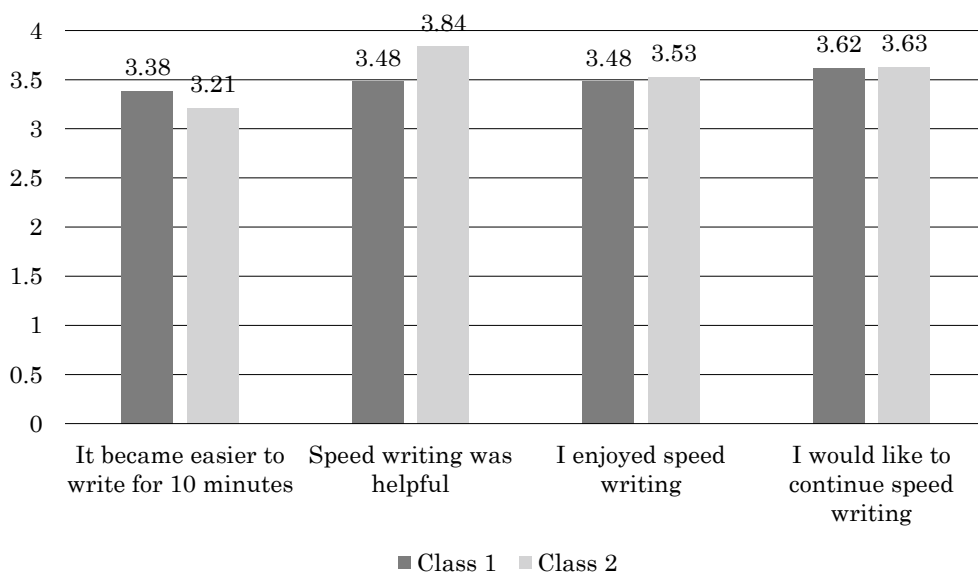

Figure 2　Students' perceptions toward speed writing

Regarding Item 2, "*Speed writing helped me improve my writing skills,*" all the forty participants except one strongly agreed or agreed. To examine reasons for their perceptions of improved fluency, their responses to an open-ended question, "*How did or did not speed writing help you improve your writing?*" were analyzed and coded by the author based on themes that emerged from the data.

Some participants realized that speed writing helped them develop effective strategies in the planning stage. For instance, they became quicker in deciding on a topic, generating ideas, and organizing them (4 comments). They tried to think about the topic deeply and elaborate ideas so that they could keep writing during the activity (5 comments). The students also felt that they became capable of translating what came to mind in Japanese into English more

smoothly (8 comments) by paraphrasing unknown words and expressions (9 comments).

Students also reported that speed writing lessened their writing anxiety. Six students, who acknowledged their fear of making mistakes and unwillingness to express their ideas freely before the speed writing activity, wrote that speed writing changed their attitudes toward L2 writing more positively. For example, one in Class 1 said:

I was not good at writing in English, so I could not keep writing for 10 minutes in the beginning. I think I was afraid of making mistakes. However, as the semester went on, I came to think that I should just try and write without any worries.

Other benefits include enhanced concentration, patience, and content knowledge. Speed writing kept the students focused on the task and encouraged them to continue writing even when they got stuck with ideas, which improved their concentration and patience. Four participants appreciated the post-writing activity, where they shared their writing with classmates because it helped them gain new ideas and insights they had not previously realized.

Discussion

The present study examined the effects of speed writing implemented in one-semester academic writing courses at a Japanese university. In accordance with the findings of previous studies (Farmer, 2020; Hosoda, 2018; Hwang, 2010; Park, 2020), this study found the overall tendency of improved fluency, which was measured by the total number of words the participants produced in ten minutes. Intermediate-level Japanese EFL students from two intact classes with differing proficiency benefited from the fluency-first classroom pedagogy. The difference in English proficiency measured by TOEIC listening and reading scores between the two groups was reflected in the total word count they produced. The intermediate-high group initially produced 35 words more than the intermediate-mid group; however, the disparity between the two groups narrowed in the last session with a difference of 16 words. Although there should be more studies to explore the differential effects of speed writing on learners with varying proficiency, the result implies that speed writing is beneficial, especially for lower-level students who lack experience in producing large quantities of text. It should be noted that not only speed writing but also instructions regarding how to write academic paragraphs in the writing course or instructions they received in other English classes might have contributed to the students' fluency development. Nevertheless, it is probably safe to conclude that the more writing experience they have, the more fluently they can write. In Nation's (2007, p. 1) words, "how can [students] learn to write without writing?"

To explore how speed writing improves students' writing fluency, let us look at Kellogg's (1996, 2001) text production model, designed initially to explain the L1 writing process but applied to L2 writing research (Ellis & Yuan, 2004). The model is relatively simple, with three

basic processes: *formulation*, *execution*, and *monitoring*. Speed writing appears to promote formulation, which consists of *planning* and *translating*. In the Kellogg model, planning involves establishing writing goals and generating and organizing ideas. In speed writing, students have a clear goal (i.e., to produce as much writing as possible). They decide on a topic and, if necessary, narrow it down so that it can help them achieve the goal. Under time pressure, they can also learn how to generate and organize content more efficiently. Translating requires writers to encode activated ideas into sentences (Kellogg, 2001). More opportunities to write facilitate the process of grammatical, phonological, and orthographic processing.

The emphasis on accuracy, which is closely related to the tendency for writing to be evaluated, may prevent L2 learners from viewing writing as a means of self-expression and communication, resulting in writing apprehension. The present study shows that speed writing can be one possible solution to alleviate learners' writing anxiety. In this study, 15 out of 40 participants recalled that primary writing practices they had experienced in high school were for test-taking purposes. It is inferred that the accuracy aspect of writing was stressed in such contexts. Six students reported negative impressions about writing they had held prior to the speed writing experience, as revealed in their comments on "a feeling of reluctance to write" and "anxiety toward writing." They said speed writing removed such negative feelings and that they enjoyed the act of writing and gained confidence as they perceived their progress over the semester. This finding is in line with previous studies that demonstrated the positive effects of speed writing on students' motivation and self-confidence (Hwang, 2020; Park, 2020). With these emotional benefits and improved fluency considered, there is room for this pressure-free writing pedagogy in academic writing courses.

Despite the majority of students' satisfaction with speed writing, one negative comment in the questionnaire concerned the absence of feedback. In the first week, the students were informed that the goal of this activity was to produce as much text as possible, not to produce error-free sentences. However, this student still appreciated feedback on his writing. Students' desire to have their errors corrected in speed writing was reported in other studies, too (Farmer, 2020; Park, 2020). To respond to such students' requests, Park (2020) suggested providing general feedback on typical linguistic errors identified in students' manuscripts to the extent that it does not defeat the fluency-first purpose of speed writing. Another approach is encouraging learners to proofread and fix minor problems after the writing session. Though too much monitoring during the writing session infringes the core principle of speed writing, self-correction is a crucial ability for writers (Jacob, 1986), and it is less threatening than teacher correction.

Conclusion and Pedagogical Implications

Describing how speed writing can be incorporated into the classroom and discussing potential benefits and concerns, this paper argues that it should be used in academic writing courses as a learning opportunity in which students can express their ideas and thoughts

freely in a stress-free environment. Although the primary purpose of academic writing courses is to help students learn how to write using formal language, styles, and formats expected in academia, some class time should be devoted to speed writing. This pedagogy enables struggling learners to form a habit of writing, improve writing fluency, reduce writing apprehension, and enjoy the process of writing. Here are some tips regarding how to implement speed writing effectively.

1. Incorporate speed writing into the classroom flexibly so that it suits the course's purpose, the lesson's style, and the students' demands. Speed writing can be conducted as a warm-up activity (Cohen, 2013; Hosoda, 2018; Park, 2020), a reviewing activity of previously learned content (Patterson, 2013), an activity integrated into academic writing instruction (Li, 2007), or an end-of-class activity to summarize a lesson (Park, 2020). It can be conducted simply with paper and a pencil or on a personal computer. Same as handwritten speed writing, Hirano (2022) found that speed writing using keyboard input also improved learners' writing fluency.

2. Give at least a few topics, allowing learners to write about their topics to give them autonomy in topic selection. Providing freedom in topic selection while scaffolding students in generating topics has been considered key to a successful implementation of speed writing (Farmer, 2020; Sponseller & Wilkins, 2015). To make speed writing connected with other English classes, students can write about topics covered in a reading course or topics of oral presentation in speech classes. Try not to give too challenging topics since the language used in fluency development should be familiar to learners (Nation, 2007). Patterson (2013) listed a few helpful websites where teachers can find engaging writing prompts, including Daily Teaching Tools. Advanced students may benefit from writing about the main themes of academic writing, as Li (2007) suggested.

3. Consider incorporating the sharing aspect of speed writing. Students can share their writing by exchanging papers, but if they feel uncomfortable about having their handwritten compositions read by others, they can read them aloud to each other. It was observed that students in this study were enthusiastic about sharing and discussing their writing, echoing the findings of previous studies (Farmer, 2020; Li, 2007). The crucial point is to encourage students to make "nonjudgmental" comments (Li, 2007; Patterson, 2013), which means they comment on the content without judging or criticizing the quantity or quality of the partner's writing.

4. Provide feedback, if necessary, while following the fluency-first principle of speed writing. As for grammatical issues, for example, a list of common errors found in students' writing can be distributed so that they can use it as a reference. Regarding vocabulary, students are strongly recommended to keep a record of words or expressions they wanted to use but could not during the writing. Giving what the

teacher wrote about the same topic as a model can also be effective. From the model, students can understand how to develop ideas and also learn specific lexical items or expressions necessary to write about the topic. Jacobs（1986）argued the value of modeling as preparation for speed writing, but it can also be used as a post-writing activity.

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