Instructed second language acquisition


L2 fluency refers to the extent to which a speaker can produce talk without many pauses, fillers, false starts, etc. There are more specific types of fluency.

For example, Segiritskog (2010) defines three types of fluency:

- Cognitive fluency
- Lexical fluency
- Perceived fluency

The development of L2 fluency

The complex dynamic systems theory perspective

From a CST perspective, L2 development is viewed as a network map with adaptable, open systems dynamics that is constantly evolving. A change in one subsystem (e.g., pronunciation) will have an impact on another (e.g., fluency).

Studies conducted from this perspective focus on the development of individual L2 learners, each exhibiting their own unique trajectories. Thomson (2015) argues that this approach highlights the complexity of language learning among L2 speakers.

From this framework, the following empirical evidence can be drawn:

1. The power of interaction between interlocutors and the complexity of the multi-clausal construction in L2 (Derwing et al., 2014).

Pedagogical implications

- Enhance democracy by incorporating activities that promote learners’ awareness of L2 features, such as word choice and structure, and how they work together.
- Enhance learners’ awareness of linguistic structures, such as word order, and how they function in different contexts.
- Enhance learners’ understanding of the role of intonation in L2 speech production and perception.
- Enhance learners’ understanding of the role of pauses, fillers, and false starts in L2 speech production.

From arguments for speech

Building upon Levelt’s (1989) model of the speaking process for unilingual speakers, which enables monitoring and correcting speech errors, this framework offers insights into the interrelationships among many L2 speaking learners, each exhibiting their own unique trajectories.

The development of L2 fluency

Pedagogical implications

- Enhance democracy by incorporating activities that promote learners’ awareness of L2 features, such as word choice and structure, and how they work together.
- Enhance learners’ awareness of linguistic structures, such as word order, and how they function in different contexts.
- Enhance learners’ understanding of the role of intonation in L2 speech production and perception.
- Enhance learners’ understanding of the role of pauses, fillers, and false starts in L2 speech production.

From arguments for speech

Building upon Levelt’s (1989) model of the speaking process for unilingual speakers, which enables monitoring and correcting speech errors, this framework offers insights into the interrelationships among many L2 speaking learners, each exhibiting their own unique trajectories.

The development of L2 fluency

Pedagogical implications

- Enhance democracy by incorporating activities that promote learners’ awareness of L2 features, such as word choice and structure, and how they work together.
- Enhance learners’ awareness of linguistic structures, such as word order, and how they function in different contexts.
- Enhance learners’ understanding of the role of intonation in L2 speech production and perception.
- Enhance learners’ understanding of the role of pauses, fillers, and false starts in L2 speech production.

From arguments for speech

Building upon Levelt’s (1989) model of the speaking process for unilingual speakers, which enables monitoring and correcting speech errors, this framework offers insights into the interrelationships among many L2 speaking learners, each exhibiting their own unique trajectories.

The development of L2 fluency

Pedagogical implications

- Enhance democracy by incorporating activities that promote learners’ awareness of L2 features, such as word choice and structure, and how they work together.
- Enhance learners’ awareness of linguistic structures, such as word order, and how they function in different contexts.
- Enhance learners’ understanding of the role of intonation in L2 speech production and perception.
- Enhance learners’ understanding of the role of pauses, fillers, and false starts in L2 speech production.

From arguments for speech

Building upon Levelt’s (1989) model of the speaking process for unilingual speakers, which enables monitoring and correcting speech errors, this framework offers insights into the interrelationships among many L2 speaking learners, each exhibiting their own unique trajectories.

The development of L2 fluency

Pedagogical implications

- Enhance democracy by incorporating activities that promote learners’ awareness of L2 features, such as word choice and structure, and how they work together.
- Enhance learners’ awareness of linguistic structures, such as word order, and how they function in different contexts.
- Enhance learners’ understanding of the role of intonation in L2 speech production and perception.
- Enhance learners’ understanding of the role of pauses, fillers, and false starts in L2 speech production.

From arguments for speech

Building upon Levelt’s (1989) model of the speaking process for unilingual speakers, which enables monitoring and correcting speech errors, this framework offers insights into the interrelationships among many L2 speaking learners, each exhibiting their own unique trajectories.

The development of L2 fluency

Pedagogical implications

- Enhance democracy by incorporating activities that promote learners’ awareness of L2 features, such as word choice and structure, and how they work together.
- Enhance learners’ awareness of linguistic structures, such as word order, and how they function in different contexts.
- Enhance learners’ understanding of the role of intonation in L2 speech production and perception.
- Enhance learners’ understanding of the role of pauses, fillers, and false starts in L2 speech production.

From arguments for speech

Building upon Levelt’s (1989) model of the speaking process for unilingual speakers, which enables monitoring and correcting speech errors, this framework offers insights into the interrelationships among many L2 speaking learners, each exhibiting their own unique trajectories.

The development of L2 fluency

Pedagogical implications

- Enhance democracy by incorporating activities that promote learners’ awareness of L2 features, such as word choice and structure, and how they work together.
- Enhance learners’ awareness of linguistic structures, such as word order, and how they function in different contexts.
- Enhance learners’ understanding of the role of intonation in L2 speech production and perception.
- Enhance learners’ understanding of the role of pauses, fillers, and false starts in L2 speech production.

From arguments for speech

Building upon Levelt’s (1989) model of the speaking process for unilingual speakers, which enables monitoring and correcting speech errors, this framework offers insights into the interrelationships among many L2 speaking learners, each exhibiting their own unique trajectories.

The development of L2 fluency

Pedagogical implications

- Enhance democracy by incorporating activities that promote learners’ awareness of L2 features, such as word choice and structure, and how they work together.
- Enhance learners’ awareness of linguistic structures, such as word order, and how they function in different contexts.
- Enhance learners’ understanding of the role of intonation in L2 speech production and perception.
- Enhance learners’ understanding of the role of pauses, fillers, and false starts in L2 speech production.

From arguments for speech

Building upon Levelt’s (1989) model of the speaking process for unilingual speakers, which enables monitoring and correcting speech errors, this framework offers insights into the interrelationships among many L2 speaking learners, each exhibiting their own unique trajectories.

The development of L2 fluency

Pedagogical implications

- Enhance democracy by incorporating activities that promote learners’ awareness of L2 features, such as word choice and structure, and how they work together.
- Enhance learners’ awareness of linguistic structures, such as word order, and how they function in different contexts.
- Enhance learners’ understanding of the role of intonation in L2 speech production and perception.
- Enhance learners’ understanding of the role of pauses, fillers, and false starts in L2 speech production.

From arguments for speech

Building upon Levelt’s (1989) model of the speaking process for unilingual speakers, which enables monitoring and correcting speech errors, this framework offers insights into the interrelationships among many L2 speaking learners, each exhibiting their own unique trajectories.

The development of L2 fluency

Pedagogical implications

- Enhance democracy by incorporating activities that promote learners’ awareness of L2 features, such as word choice and structure, and how they work together.
- Enhance learners’ awareness of linguistic structures, such as word order, and how they function in different contexts.
- Enhance learners’ understanding of the role of intonation in L2 speech production and perception.
- Enhance learners’ understanding of the role of pauses, fillers, and false starts in L2 speech production.