

Interactional and multimodal approaches to L2 speech fluency

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Second language (L2) speech fluency has been widely studied as one of the key elements of L2 oral proficiency and performance. For analyzing L2 speech fluency, the three-fold framework based on the dimensions of speed, pausing, and repair (Skehan 2009) has become well-established in the field. Thus, while previous studies have characterized fluency comprehensively from an individual's perspective based on monologic speech (individual fluency), less is known about the conceptualization and measurement of L2 fluency in interaction, i.e., in settings where the participants collaborate in maintaining the flow of speech and interaction (interactional fluency; Peltonen 2020a).

In this presentation, I will provide an overview of how L2 fluency can be conceptualized and measured from an interactional perspective. I will propose that two main dimensions, temporal fluency and cohesive devices, capture the co-constructed nature of L2 interactional fluency and can be used as the basis for measuring it (Peltonen 2020a). I will also point out the benefits of incorporating a multimodal perspective into L2 interactional fluency analysis (Peltonen 2020b; Peltonen et al. 2024). Finally, I will present some selected recent findings on L2 speech fluency from the project "Fluency and Disfluency Features in L2 Speech", conducted at the University of Turku (2020–2024, funded by the Research Council of Finland).

References

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