



## **Fluency as a multilingual practice: Concepts and challenges**

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### **Symposium format:**

- **Symposium Multimodal**

### **Symposium mode:**

- **Hybrid**

### **Sub-themes:**

- **LANGUAGE IN THE MIND/BRAIN:** psycholinguistics, bilingualism, multilingualism, processing, cognitive advantage, individual factors or differences, cross-linguistic factors, disorders
- **LANGUAGE IN USE:** communication, interaction, conversation analysis, discourse, corpus, media
- **LANGUAGE SKILLS:** writing, fluency, chunks / formulaic language, speaking, feedback, testing
- **LANGUAGE TEACHING AND LEARNING:** teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods
- **LANGUAGES IN SOCIETY:** bilingualism, multilingualism, plurilingualism, multilingual classroom, translanguaging, literacy & literacies, heritage language, home language, migrants, deaf, sign/gesture
- **RESEARCH:** methods, approaches and (collaborative) practices
- **OTHER:** language assessment

### **Short abstract in English:**

The symposium focuses on current trends in L2 (second language) fluency research. L2 fluency is a current topic in SLA and relevant to applied linguistics more broadly, including language assessment and L2 teaching, with many scholars calling for more interdisciplinary research. By encouraging interdisciplinary connections and highlighting a multilingual approach to fluency, the symposium extends current L2 fluency research to new areas and provides directions for future studies. The symposium highlights theoretically or methodologically novel perspectives on fluency and provides a platform for researchers studying L2 fluency from different perspectives. The topics include (but are not limited to):

- connections between L1 and L2 fluency
- continuum between fluency and disfluency
- fluency across different language skills
- fluency and affective factors
- fluency and multilingualism
- fluency development



- fluency in interaction
- multimodal approaches to fluency, and
- task-based effects on fluency.

### **Argument:**

The symposium focuses on current trends in L2 (second language) fluency research. L2 fluency is a complex phenomenon that has been widely studied, notably as an indicator of oral proficiency (e.g., De Jong, 2018). Recently, fluency research has broadened from analyses of L2 monologue speech fluency to interactional fluency (e.g., Peltonen, 2020; Wright, 2021) and from L1–L2 comparisons to multilingual repertoires (Peltonen & Lintunen, forthcoming). Increasingly, fluency and disfluency are viewed as a continuum (“interfluency”, Tavakoli & Wright, 2020) rather than as opposites (see also Lintunen et al., 2020). Being studied as a dimension of L2 proficiency in the CAF framework (e.g., Housen et al., 2012; Révész et al., 2016), L2 fluency is a current topic in SLA and relevant to applied linguistics more broadly, including language assessment and L2 teaching, with many scholars calling for more interdisciplinary research. In line with “the multilingual turn” in SLA (Ortega, 2013), it is timely to re-examine some of the practices in L2 fluency research, assessment, and teaching, especially regarding the operationalizations and methods for capturing fluency from a multilingual perspective in different communicative situations.

By encouraging interdisciplinary connections and highlighting a multilingual approach to fluency, the symposium extends current L2 fluency research to new areas and provides directions for future studies. The symposium is a continuation of the “Interdisciplinary approaches to L2 fluency” symposium organized at AILA 2021. The symposium highlights theoretically or methodologically novel perspectives on fluency and provides a platform for researchers studying L2 fluency from different perspectives. The topics include (but are not limited to):

- connections between L1 and L2 fluency
- continuum between fluency and disfluency
- fluency across different language skills
- fluency and affective factors
- fluency and multilingualism
- fluency development
- fluency in interaction
- multimodal approaches to fluency, and
- task-based effects on fluency.

### *References*

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Housen, A., Kuiken, F., & Vedder, I. (Eds.) (2012). *Dimensions of L2 performance and proficiency: Complexity, accuracy and fluency in SLA*. Amsterdam: John Benjamins.



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