

## L2 oral fluency: From the construct definition to automated scoring

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### Abstract

In the context of learning, teaching and assessment of second language (L2) skills, oral fluency has been regarded as one of the important constructs (see Tavakoli & Hunter, 2018; Tavakoli & Wright, 2020). Scholars have reached the consensus that L2 oral fluency can be defined and operationalized in terms of listener-based judgements (i.e., perceived fluency; PF), observable temporal features (utterance fluency; UF) and efficiency in manipulating linguistic knowledge (cognitive fluency; CF; see Segalowitz, 2010, 2016). Although prior work has extensively examined what temporal features contribute to listener-based judgements of fluency, the results indicated that the relative strengths of temporal features differ across studies (e.g., speed vs. breakdown fluency; see Suzuki et al., 2021). Meanwhile, it has been relatively underresearched how linguistic knowledge can be reflected in actual speech production (cf. De Jong et al., 2013; Kahng, 2020), which can give insights into the construct validity of utterance fluency measures. Finally, scholars have also attempted to apply these research findings into the development of automated-scoring systems of fluency (e.g., Chen et al., 2020; De Jong et al., 2020; Suzuki & Kormos, in press). In this talk, we will present two studies that aim to understand the construct of fluency, in terms of how subjective judgements of fluency are associated with temporal features and what linguistic knowledge underlies fluent speech production. We will also introduce another study developing an automated scoring system of CEFR fluency scores with the assistance of automated speech recognition and natural language processing techniques.

### Author Bio

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