

Cognitive Bases of Second Language Fluency, Norman Segalowitz (Ed.), Routledge, 2010, 258 pages, ISBN:978-0-8058-5662-0

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DOI: [fluency 10.30827/portalin.vi38.23934](https://doi.org/10.30827/portalin.vi38.23934)



Language fluency, a characteristic of speech behavior, attracted researchers' attention several decades ago. Fillmore (1979) attached the label of "fluent in native language" to refer to speakers who were quick, coherent, and aesthetically pleasing. When applied to situations involving second language acquisition, the multidimensional construct encountered numerous difficulties in defining itself. Lennon's (1990) and Brumfit's (1984) studies make significant contributions to our understanding of Second Language Fluency (L2F). After several decades of research, no consensus on the definition or measurement has been reached. This volume, entitled *Cognitive Foundations of Second Language Fluency*, adds to the existing body of knowledge by investigating the construct of L2F from a cognitive perspective. The author makes a compelling case for better understanding the complexity of fluency in second language learning by examining the intersections between all its determining factors from a cognitive perspective.

This volume is divided into seven chapters, the first of which provides an overview of L2F and five anchor questions that will be addressed in subsequent sections of the work. Most importantly, chapter one aims to establish a framework for studying L2F systematically through the lens of cognitive sciences. The framework serves as the foundation for

examining L2F in greater detail via oral performances, cognitive abilities, social factors, and other cognitive aspects of communication.

Chapters two through six investigate and quantify the various determinants discussed in the opening chapter, with chapter three and chapter four respectively focusing on fluency in general scenarios and language cognitive processing. The second chapter looked for reliable indicators of oral fluency and made a clear distinction between cognitive fluency, utterance fluency, and perceived fluency. Chapters three and four assess the cognitive fluency of L2 users, concluding that the three fundamental components of L2F are processing speed, processing stability, and processing flexibility. Chapter five examines L2F from a sociolinguistic perspective, emphasizing the importance of sociolinguistic communicative competence as well as psychological sense of self and identity as a motivator for users in L2 contact. Chapter six emphasizes the possibility of broadening the scope of study by incorporating cutting-edge research from various branches of cognitive science, including neuroimaging studies, formal modeling of fluency phenomena, and philosophical approaches.

I The concluding chapter indicates that from a cognitive standpoint, the cognitive aspects, social, and cultural factors in verbal communication can be fused in harmony. The author is optimistic in the complementary and compatible co-existence of neurocognitive science and social science in the present era.

This volume displays a multidisciplinary horizon of L2F-related topics and aspects, including Transfer Appropriate Processing, Processing Flexibility, Automaticity, Processing Efficiency, Communicative Competence, and Motivational L2 Self. Additionally, a wide range of perspectives, such as neurocognitive science, sociolinguistics, computation, and philosophy, are adopted in the discussion and analysis. Written in a consistent and fluid style with adequate summaries and references, the entire volume is a joy to read from beginning to end. With its comprehensive coverage based on theoretical and empirical findings from a variety of sources, the volume is an invaluable repository of knowledge for L2 learners, L2 teachers, researchers, and language performance evaluators.

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