

"أثر التدريب الروتيني المستمر على تحسين طلاقة التحدث لدى طلاب اللغة الإنجليزية في المرحلة
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الكلمات المفتاحية: التدريب الروتيني المستمر - اللغة الإنجليزية - تعلم طلاقة التحدث بالإنجليزية.

المستخلص: يركز هذا البحث على كفاءة التدريب الروتيني المستمر على التحدث بطلاقة لدى طلاب اللغة الإنجليزية كلغة أجنبية في مراحلهم الجامعية المبكرة. على الرغم من أن الكثير من الاهتمام قد وُجه لممارسة التحدث في عملية تعلم لغة ثانية، إلا أن القليل من الدراسات قد بحثت في تأثير التدريب الروتيني المستمر على طلاقة التحدث لدى طلاب الجامعات في المراحل المبكرة. في هذه الدراسة، يتبنى الباحث نهجاً منهجياً كمياً لتقييم كيفية تأثير نوع التدريب على جوانب الطلاقة مثل الاحتفاظ بالمفردات، والتوقعات، ومستويات الثقة بالنفس. كان المشاركون ٧١ طالباً في السنة الأولى من الجامعة من أجل تقييم الطلاقة. تم تحليل البيانات التي تم جمعها من استجابات المشاركين لتقييم كفاءة التدريب الروتيني المستمر في تحسين الطلاقة.

تشير النتائج إلى أن التدريب الروتيني المستمر له تأثيرات إيجابية على الطلاقة في التحدث، وهذا ينعكس في تحسين الاحتفاظ بالمفردات، وتقليل التوقفات، وزيادة الثقة بالنفس بين المتعلمين. سلطت هذه الدراسة الضوء على قدرة التدريب الروتيني كطريقة فعالة لتطوير الطلاقة في التحدث في التعليم المبكر للغة الإنجليزية في الجامعات..

“The Effect of Continuous Routine Training on Improving the Speaking Fluency of Early University English Language Learners”

Abstract

The present paper focuses on the efficiency of continuous routine training on speaking of early university EFL learners. Although much attention was given to speaking practice in the process of learning a second language, few studies has examined the impact of consistent routine training on speaking fluency in early university learners. In this study, the researcher takes a quantitative methodological approach to evaluating how the type of training can affect aspects of fluency such as vocabulary retention, pauses, and reported self-confidence levels. The participants were 71 first year university students in order to evaluate fluency. Data collected from the participant's responses were analyzed to evaluate the efficiency of continuous routine training in improving fluency. Findings indicate that continuous routine training has good impacts on speaking fluency, and this is reflected in the developed vocabulary retention, reduced pauses, and increased self-confidence among the learners. This study shed light on the ability of routine training as an effective method for developing speaking fluency in early university English language education.

Key Words

Continuous Routine Training- English Language-Learning English-Fluency

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Introduction

Fluent speaking is one of the most important skills, which are crucial for mastering the language for English learners, especially for those, who study the language as a foreign language and use it in academic and professional environment requiring accurate and persuasive language. A number of definitions of fluency have been created by different scholars. According to Freed & Dewey (2004), fluency is a “complex phenomenon that encompasses a multitude of linguistic, psycholinguistic, and sociolinguistic features” (p. 279). Chambers (1997) holds that “fluency is about effectiveness of language use within the constraints of limited linguistic knowledge” (p. 536). Speaking fluency does not inevitably mean that the speaker can produce perfect smooth language in all situations; rather, it is the ability of expressing oneself without excessive hesitation in the situations that one wants to communicate in (Skehan, 1996, p. 20). Thus, speaking fluency in refers to the “speed and smoothness of oral delivery” (Lennon, 1990, 2000, p. 25).

As for acquiring speaking fluency, skill acquisition theory gives a useful account for perceiving the initial phases of learning to natural and independent speaking of a second language. In this context, this theory postulates that learners first learn the cognitive or declarative knowledge (Anderson, 1983, 2000; DeKeyser, 2015). With more practice, such knowledge becomes assimilated to a cognition type referred to as associative or procedural knowledge, whereby abilities become more intuitive and automatic, effortlessness replaces conscious striving, and application of rules becomes more natural. Lastly, the process becomes automatic with consistent and frequent use; this allows for meaningful effortless language production.

Speaking fluency includes the ability to produce spoken language with comfort, little hesitation, and suitable pacing. All of these elements contribute to a speaker's communicative ability. For early university students who are still achieving language skills, fluency can be a challenging matter. A big number of them struggle to achieve fluent speech because of the limited exposure to spoken English, few opportunities of practice, and a lack of self-confidence.

Problems of fluency are reflected in an inadequately developed vocabulary, long pauses, many filler words, and hesitations that hinder the natural flow of conversation. These problems limit or minimize learners' confidence and hinder their utilization in expressing themselves during conversations. Therefore, the current body of research suggests that structured, recurring practice or 'routine training' might provide a solution because of its provision of familiarizations with spoken forms of the English language. Furthermore, enhancing speaking fluency requires systematic practice, as evidenced by studies showing significant improvements through structured, continuous training programs that focus on communicative competence, thereby facilitating confidence in language usage (Genesee F et al.).

Continuous routine training, as used in this study, agrees with the theory's progression through providing the constant practice which is essential for procedural knowledge to develop. This helps early university learners achieve progress toward the automatized level in which the language skills are more easily at hand, and fluency is developed. In this manner, continuous routine training reinforces vocabulary retention and reduces speech pauses. In addition, it helps learners in achieving a level of automatization which is essential for starting fluent, confident conversation.

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Review of Related Studies

A body of research has been conducted on the present topic. This section shows five studies aimed at exploring methods and techniques to improve speaking fluency of EFL learners. Collectively, all the studies provide idiosyncratic information about fluency development to cognate strategies like concept mapping, speech repetition, task-based instruction, fluency training and group work.

Ghasem and Mozaheb's (2021) study titled "Developing EFL Learners' Speaking Fluency: Use of Practical Techniques." Both researchers investigate concept mapping and speech repetition in the promotion of accurate and spontaneous speaking. The conclusions strengthen the significance of these techniques in organizing the ideas and constructing the learners' confidence as the researchers clarify that both the concept mapping and speech repetition offer the learners, the strategy to speak in an organized manner. This structural approach also aids in lessening the mental confusion when speaking and thus make speaking more fluent.

In a similar vein, Tavakoli et al. (2020) offer a meticulous analysis in the study called "Aspects of Fluency Across Assessed Levels of Speaking Proficiency." Analyzing fluency components, such as pauses, speech rate, and repair strategies, the study shows that these elements offer a better meaning of the fluency construct. It also indicates that simple fluency assessments can be enhanced by using specific fluency measures to reduce the errors that come from the use of global measures, underlining the view that more detailed analysis of the interactions between fluency and proficiency could yield additional insights.

Torky's (2006) research is titled "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of

Secondary Stage Students”. The problem of the study is “the students’ poor mastery of the necessary EFL speaking skills that should be developed in the secondary stage. Therefore, it adds evidence to the discussion on how communicative tasks, which replicate authentic communication events, promote functional use of language, therefore making students use the language more naturally and freely. It discusses the issue of low speaking proficiency in high school learners.

In addition to the discussion of repetition, De Jong and Perfetti (2011), in their study “Fluency Training in the ESL Classroom: An Experimental Study of Fluency Development and Proceduralization”, examine the role of speech repetition. The study argues that practice enables learners to store patterns in the minds, and that proceduralization is the mechanism by which language becomes automatic. This research is also in agreement with the assertion that repetition enhances the flow of words in a conversation since neurons in the brain are linked and reinforced.

At last, Merla Madjid (2019) conducted a study called “Improving Speaking Skill by Using Group Work Method” which invited more attention to the integration of social interaction in language acquisition. Because of group work, Merla noted enhanced fluency in addition to grammar appropriateness, as well as motivation among the learners. While group work seems to promote a favorable climate conducive to experimentation as well as to practice, it can be inferred that social interaction is a critical factor of fluency.

Problem Statement

Although many researchers have described the importance of speaking practice in language acquisition, few have focused on testing the effects of constant

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routine training on the speaking fluency of early university learners. Previous approaches can include straightforward speaking practice or single skill development drills, with little regard to the advantages of the regular and systematic routine training that is proposed here. This gap becomes more significant for early university learners because of limited access to spoken English, a high level of speaking anxiety, and limited practice opportunities in spoken academic English.

As a result, these features reveal the need to examine if systematic routine training that aims at addressing these challenges is beneficial for fluency, vocabulary retention and increased oral confidence. This study aims to fill this research gap by offering an analysis of the impact of continuous routine training on speaking fluency of this learner group.

Methodology

Research Design

This research uses a quantitative approach in attempting to determine the effects of continuous routine training on the speaking fluency of early university English language learner. To assess the potential impact of continuous routine training on speaking fluency of early university English language learners, the current study adopts a questionnaire containing ten questions.

Participants

The participants for the present study consist of 71 first-year university students. They are recruited from a single university in order to have a uniform context of education. Their age group is between 18 and 24 years. They have different levels of exposure to English language. They form a diverse sample for studying the impact of continuous routine training on speaking fluency.

Instruments

Description of the Questionnaire:

Speaking fluency is the primary instrument of interest and the first type of data is collected with the help of a structured questionnaire. The questionnaire includes items measuring:

“Vocabulary retention”.

“Rate and duration of time prevent speaking”.

“Level of confidence around speaking English as reported by the participants”.

This survey will include both objective questions which will be multiple choices and subjective questions to be answered.

Ethical Considerations

The study follows some set of standard ethic for conducting research on individuals. Participants will be told about the purpose of the study and that they are free to withdraw from the study at any time. Their identities will also be kept confidential and all their responses will be anonymized.

Results

The questionnaire concentrated on three aspects: vocabulary retention, speech pauses, and self-reported confidence. Participants' responses were recorded and analyzed to evaluate the potential impact of continuous routine training on their speaking fluency.

Question	Response Options	Percentage %	Mean Score	SD
1. How many hours per week do you	Less than 3 hours (1)	59.5	1.36	0.77

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dedicate to practicing English speaking?				
	3–5 hours (3)	33.8		
	More than 5 hours (5)	7.0		
2. Do you feel that continuous training has improved your speaking fluency?	Yes	70.4	1.75	0.87
	To some extent	23.9		
	No	4.2		
	Sure yes	1.4		
3. What activities do you use to improve your speaking fluency?	Conversations with peers/teachers	47.1	1.82	0.75
	Speaking in front of a mirror	30.0		

	Interactive apps	20.0		
	Other options (A lot of practices)	Insignificant		
	Movies	Insignificant		
4. How comfortable do you feel speaking English in front of others after continuous training?	Very comfortable	50.0	1.65	0.79
	Somewhat comfortable	37.1		
	Not comfortable	12.9		
5. Do you think continuous training improves your ability to think quickly while speaking?	Yes	61.4	1.65	0.89
	To some	34.3		

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	extent			
	No	4.3		
6. How often do you practice English speaking in class compared to outside class?	Mostly in class	34.8	1.67	0.88
	Mostly outside class	37.7		
	Equally in both	27.5		
7. What challenges do you face when speaking English?	Pronunciation difficulties	42.9	1.83	0.78
	Hesitation in word choice	21.4		
	Fear of making mistakes	31.4		
	All above	1.4		
	No response	1.4		
	Forgotten	1.4		

	through speaking			
8. How important is speaking fluency for your academic performance?	Very important	52.9	1.74	0.85
	Somewhat important	37.1		
	Not important	10.0		
9. Do you feel continuous training reduces anxiety when speaking in front of an audience?	Yes	60.0	1.67	0.76
	To some extent	30.0		
	No	10.0		
10. What time of day do you think is most effective for speaking practice?	Morning	50.0	1.50	0.85

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	Afternoon	30.0		
	Evening	20.0		

Discussion

The results show that a significant number of participants (59.5%) practice speaking for less than 3 hours per week. This limited exposure illustrates a potential gap in the language learning process. It also indicates that speaking practice is essential for improving fluency. It is significant for educational institutions to encourage and simplify additional speaking opportunities both inside and outside the classroom.

The majority (70.4%) of participants reported feeling that continuous training improved their fluency. This finding is in line with the existing literature that emphasizes the role of regular practice in language acquisition. The continuous training can provide learners with the confidence and skills which are necessary to express their thoughts effectively, and this reinforces the importance of routine interaction with spoken English. The learners chose preference of conversations with peers and teachers (47.1) as a main activity to enhance fluency. This finding supports communicative language teaching approach which promotes the importance of using communication in teaching language. Such activities should, therefore, be integrated into the students' learning activities schedule with the aim of improving students' engagement and fluency.

The results show that there is a strong correlation between the need for follow-up training and learners' perceived comfort level in speaking English as well as diminished feelings of nervousness and anxiety associated with doing so (50% of respondents reported that they felt very comfortable in speaking English, while 60% of them believed that the training helps in reducing their level of anxiety). This means that training can foster practice, making learners comfortable to speak without necessarily worrying over errors they may be making. This is especially important in a language learning environment, where anxiety may affect learner's performance.

It should be added that 61.4% of participants highlight the improvement in cognitive processes such as the capacity to think fast during speech, regarding the advanced continuous training, which contributes to the development of such skills. This ability of giving a response without much delay is important in communication especially within the academic contexts where often one may be required to think quickly. In addition, some of the difficulties encountered by learners include the following: 42.9 % of the learners found difficulty in mastering pronunciation. Language programs should take note of this matter and incorporate focused pronunciation exercises into the language programs in order to improve patients' pronunciation as well as general fluency.

As for academic importance of fluency, the fact that speaking fluency is crucial for academic performance (52.9%) clarifies the need for institutions to emphasize speaking skills within their educational contexts. This focus could lead for more developed academic results and general learning success. Finally, the fact that 50% of participants have expressed their preference for morning sessions for speaking practices means that the scheduling factors may have an impact on the attainment of the optimal outcome in language training programs. It is proposed that educators

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should consider linking speaking practice sessions with students' choices as this might help in increasing their engagement and success.

Conclusion

It can be concluded that the results of this study illustrate the positive impact of continuous routine training on the speaking fluency of early university English language learners. The data collected from the questionnaire, which concentrated on vocabulary retention, speech pauses, and self-confidence, supports the idea that constant practice plays a crucial role in the development of speaking fluency. Through providing learners with regular opportunities to participate in interactive exercises, routine training allows them to move through the stages of acquiring of skills, from declarative knowledge to procedural knowledge and, finally, to the level of the use of autonomous language.

This study shows the significance of a repetitive approach to language learning which lets learners can gradually make their language production more automatic. The findings indicate that routine training helps in vocabulary retention and reduces speech pauses. It also increases learners' self-confidence; and this is a crucial element for fluency. When learners feel more confident in their speaking abilities, they tend to participate in more conversations, which, logically, further develops their fluency. Focusing on the areas for development, such as decreasing speech hesitations and enhancing vocabulary recall, educators can provide targeted interventions which meet the customized students' needs.

Moreover, the present paper throws light on the possibility of continuous routine training to enhance the linguistic development as well as the increased motivation among learners. As learners have consistent development, they are

more possibly to continue exerting effort into their studies, and this will lead for greater comprehensive language proficiency. Based on the questionnaire's results, it is obvious that incorporating routine practice into language learning is an extremely effective strategy.

Future studies may investigate the long-lasting learning impact of fluency on ongoing practice, concerning with learners in different stages of language learning. Furthermore, examining how these demographic variables, which include age, culture, and language experience, will impact on the effectiveness of continuous training could offer more insights. Other interesting research questions could be: How could technologies be used in day-to-day training to improve the learning outcomes? This line of research may provide significant findings for enhancing the teaching and learning of English as a second/foreign language.

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Appendix: Survey Questionnaire:

1- How many hours per week do you dedicate to practicing English speaking?

☐ Less than 3 hours

☐ 3 to 5 hours

☐ More than 5 hours

☐ Other

2- Do you feel that continuous training has improved your speaking fluency?

☐ Yes

☐ To some extent

☐ No

☐ Other

3- What activities do you use to improve your speaking fluency?

☐ Conversations with peers or teachers

☐ Speaking practice in front of a mirror

☐ Using interactive apps (e.g., Duolingo, Tandem)

☐ Other

4- How comfortable do you feel speaking English in front of others after continuous training?

☐ Very comfortable

☐ Somewhat comfortable

☐ Not comfortable

☐ Other

5- Do you think continuous training improves your ability to think quickly while speaking?

☐ Yes

☐ To some extent

☐ No

☐ Other

6- How often do you practice English speaking in class compared to outside class?

☐ Mostly in class

☐ Mostly outside class

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☐ Equally in both

☐ Other

7- What challenges do you face when speaking English?

☐ Pronunciation difficulties

☐ Hesitation in word choice

☐ Fear of making mistakes

☐ Other

8- How important is speaking fluency for your academic performance?

☐ Very important

☐ Somehow important

☐ Not important

☐ Other

9- Do you feel continuous training reduces anxiety when speaking in front of an audience?

☐ Yes

☐ To some extent

☐ No

☐ Other

10- What time of day do you think is most effective for speaking practice?

☐ Morning

☐ Afternoon

☐ Evening