

Boosting Speaking Fluency through 4/3/2 Technique: Evidence from Grade 7 Learners

Desiree Joy S. Vasquez¹; Arlyn P. Dela Peña²; Quinn Rose S. Dignos³;
Jeven Mae E. Traya⁴; Mariano Montebon⁵

^{1,2,3,4,5}Cebu Normal University, Cebu City, Philippines

Publication Date: 2026/08/03

Abstract: This study investigated the effectiveness of the 4/3/2 speaking technique in improving the oral fluency of Grade 7 students. It aimed to assess fluency levels before and after the intervention in terms of speed, accuracy, and smoothness, determine significant differences in performance, explore students' perceptions, and develop an instructional resource. A mixed-methods approach was employed, combining pretest-posttest measurements with semi-structured interviews. Quantitative results showed significant improvement in all fluency indicators, confirming the technique's effectiveness. Thematic analysis revealed initial challenges such as time pressure, nervousness, and stuttering, alongside gains in confidence, idea organization, and clarity of expression. Based on these findings, *SpeakSmart: A Grade 7 Fluency Enhancement Module* was developed, offering structured, time-bound, and progressive speaking tasks grounded in Automaticity Theory. The study concludes that the 4/3/2 technique is a practical and impactful strategy for fostering oral fluency, confidence, and communicative competence. Recommendations include continued assessment, supportive classroom practices, integration into regular instruction, and further research with larger and more diverse participant groups.

Keywords: 4/3/2 Speaking Technique, Oral Fluency, Grade 7 Students, English Language Learning, Automaticity Theory, Fluency Enhancement, Instructional Module, *SpeakSmart*.

How to Cite: Desiree Joy S. Vasquez; Arlyn P. Dela Peña; Quinn Rose S. Dignos; Jeven Mae E. Traya; Mariano Montebon (2026) Boosting Speaking Fluency through 4/3/2 Technique: Evidence from Grade 7 Learners. *International Journal of Innovative Science and Research Technology*, 11(7), 2473-2484. <https://doi.org/10.38124/ijisrt/26jul1492>

I. INTRODUCTION

The ability to communicate effectively through spoken language is one of the most important competencies a second-language learner can acquire. In a global context where clear, confident, and fluent communication is increasingly necessary for academic success and participation in international communities, spoken fluency has become a central indicator of communicative proficiency. Among the six macro skills—listening, speaking, reading, writing, viewing, and presenting—speaking often functions as the most immediate measure of a learner's communicative competence because it directly reflects the capacity to process ideas, select appropriate vocabulary, and produce comprehensible output in real time.

Within the Philippine context, national assessments and classroom observations frequently highlight persistent challenges in English oral proficiency among Filipino learners. Many students struggle with hesitation, low confidence, limited vocabulary retrieval, or an overreliance on memorized expressions that hinder spontaneous communication. These issues are especially evident among junior high school learners who are still transitioning toward

more complex communicative demands. For Grade 7 students in particular, speaking in English can be a daunting task, and opportunities for meaningful, structured oral practice in classrooms often remain limited. As a result, students may become reluctant speakers, affecting not only their performance in English subjects but also their ability to engage in authentic interactions that require oral communication skills.

To address these challenges, instructional approaches must move beyond traditional question-and-answer drills or teacher-centered recitation. Research in second-language pedagogy increasingly points toward fluency-focused activities that provide meaningful, repeated opportunities for oral practice in a controlled yet communicative environment. One widely discussed approach is the 4/3/2 Speaking Technique. Initially introduced by Maurice in 1983, this technique has since been revisited and validated in multiple educational contexts around the world. The 4/3/2 technique involves asking students to convey the same message three times, each under progressively shorter time constraints—first four minutes, then three minutes, and finally two minutes. This structured repetition allows learners to refine their delivery, reduce hesitations, and

improve sentence formulation with each attempt. The decreasing time limit also creates productive time pressure that pushes learners to prioritize meaning over meticulous monitoring of linguistic forms, fostering more automatic and confident speech production (Movahed & Karkia, 2022).

Recent empirical studies further support the effectiveness of the 4/3/2 technique in enhancing fluency across diverse learner populations. In Iran, Kargar Behbahani et al. (2024) found that EFL learners who engaged in the technique exhibited significant gains in speech rate and a reduction in hesitation markers, with students possessing higher working memory capacity benefiting the most. Similarly, Saitongsuk and Ekkayokkaya (2021) implemented the technique with upper-secondary students in Thailand and observed notable improvements in fluency during public speaking tasks, even if gains in accuracy and content sophistication were less pronounced. These findings suggest that although the 4/3/2 technique does not address every dimension of speaking performance, it is highly effective in building fluency, confidence, and communicative readiness.

Evidence from the Philippine setting also supports the technique's potential. A local study by Bangalao (2025) implemented the 4/3/2 technique with Grade 11 students in a private school in Cagayan de Oro City. Using both descriptive and qualitative methods, the research revealed substantial improvement in oral fluency after several sessions of 4/3/2-based practice. Students reported greater confidence in expressing their ideas, and teachers noted smoother, more coherent speech. The study concluded that the technique can be effectively integrated into senior high school English programs to strengthen communicative competence and reduce speaking anxiety.

Despite these promising developments, a critical research gap remains. Although the technique has been explored in senior high school and tertiary contexts, its application to younger learners—particularly those in the early years of secondary education—has received limited scholarly attention. The gap is further emphasized by the lack of studies conducted in local private school settings that employ quasi-experimental designs with embedded qualitative approaches. This omission is notable because Grade 7 represents a formative stage in language development, where establishing strong foundations in fluency can have lasting academic and communicative benefits.

The present study seeks to address this gap by examining the effect of the 4/3/2 Speaking Technique on the oral fluency of Grade 7 students. Specifically, it investigates how repeated, time-pressured message delivery influences key indicators of fluency such as speech rate, hesitation frequency, and content control in a junior high school context. By adapting a proven fluency-building approach to a younger cohort, this study aims to contribute to the growing literature on age-sensitive language instruction and to enhance English-language teaching strategies in Philippine schools. Ultimately, the findings are expected to

guide teachers, curriculum developers, and policymakers in supporting the development of confident and competent English speakers at the early stages of secondary education. In line with this objective, it is hypothesized that the 4/3/2 Speaking Technique will significantly enhance students' oral fluency, particularly in terms of increased speech rate, fewer hesitations, and improved content control.

➤ *Statement of the Problem*

This study investigated the impact of the 4/3/2 Speaking Technique on the oral fluency of Grade 7 students and explored their perceptions to inform the development of an English fluency module. Specifically, it answered the following:

- What is the level of oral fluency of Grade 7 students before and after the implementation of 4/3/2 speaking technique in terms of:
 - ✓ Speed,
 - ✓ Accuracy, and
 - ✓ Smoothness?
- Is there a significant difference between the pretest and posttest oral fluency scores of the students?
- Is there a significant difference in oral fluency between the experimental and control groups after the intervention?
- How do Grade 7 students describe their experiences with the 4/3/2 technique?
- Based on the quantitative and qualitative results, what components may be included in a Grade 7 Fluency Enhancement Module?

II. REVIEW OF RELATED LITERATURE

The following review of related literature examines previous studies and concepts relevant to the focus of this research.

➤ *Speaking Fluency, Concepts, and Cognitive Foundations*

Speaking fluency is generally understood as the ability to produce speech smoothly, naturally, and with minimal hesitation, and it plays a crucial role in enabling individuals to engage in meaningful communication and build relationships in both personal and academic settings (Peltonen, 2023). In today's globalized world, fluency in English opens academic, professional, and social opportunities and gives learners confidence across diverse contexts (Köylü & Tracy-Ventura, 2022). In the classroom, speaking fluency enables students to participate actively in discussions and to express ideas more effectively; however, in many schools where English functions as a second language, students still struggle to articulate thoughts because of limited exposure and practice (Labad et al., 2024). These difficulties increase cognitive load during speaking tasks because learners must simultaneously organize ideas, retrieve vocabulary, and monitor grammar (Sweller, 1988). Recent empirical work connects those cognitive-load mechanisms to measurable fluency outcomes: for example, Takizawa (2024) found that

collocational processing speed and accuracy are linked to utterance-level fluency measures, and Olkkonen et al. (2024) showed that automaticity in lexical access predicts speech rate. Both results support the idea that reducing processing demands helps fluency. Affective and motivational factors also interact with cognitive processing: Wang, Rezaei, and Izadpanah (2024) report positive associations between emotional intelligence, creative thinking, academic enthusiasm, and speaking accuracy/fluency, and Terzioğlu and Kurt (2022) show that structured practice (including tech-mediated tasks) can raise learners' speaking fluency. Taken together, theoretical work on cognitive load plus these recent findings suggest that pedagogical strategies that reduce extraneous mental effort while providing repeated, meaningful output (for example, time-bound repetition tasks) are likely to help junior high learners develop more automatic, fluent spoken English.

➤ *4/3/2 Speaking Technique, Mechanisms, and Global Evidence*

One approach that has shown promise in addressing the challenge of oral fluency is the 4/3/2 speaking technique, which was introduced in the early 1980s. This method consists of repeated monologues delivered under decreasing time constraints—four minutes, then three, and finally two. International studies demonstrate that it directly addresses the core indicators of fluency: speed, accuracy, and smoothness. For instance, Santos and Ramírez-Ávila (2022) found that ninth-grade EFL learners who practiced 4/3/2 combined with self-assessment achieved significant improvements in fluency compared to a control group. The shortened speaking time pushed learners to prioritize essential vocabulary, thereby reducing redundancies and encouraging faster delivery.

These findings align with Automaticity Theory, which explains that consistent practice transitions language processing from deliberate to automatic (LaBerge & Samuels, 1974). As learners repeatedly produce the same message under time pressure, they develop faster retrieval of words and structures, resulting in reduced hesitation and more fluent speech. Task repetition, such as the 4/3/2 model, gradually decreases cognitive load during subsequent iterations, freeing attention to focus not only on speed but also on accuracy in grammar and pronunciation. In other words, learners move from struggling with “what to say” toward refining “how to say it.”

Conversely, empirical classroom interventions also highlight improvements in smoothness. A study in Vietnam with Grade 11 students revealed that learners reduced the number of hesitations, fillers, and pauses across the 4/3/2 cycles, which made their speech more continuous and listener-friendly (Hong & Le, 2025). This suggests that the time constraint forces learners to maintain momentum, thereby discouraging unnecessary self-repairs and promoting the use of communicative strategies to keep talking. Beyond quantitative outcomes, qualitative evidence reinforces the perceived value of 4/3/2. Students often report that the technique boosts their confidence, helps them overcome anxiety, and allows them to “notice” weaknesses

in their speaking across repetitions. Consequently, Santos (2023) found that learners viewed 4/3/2 as a safe but challenging way to practice because the repetition made them more familiar with their content, while the time pressure encouraged them to take risks in real-time communication. This learner-centered perspective is significant, as perceptions of usefulness and enjoyment strongly influence motivation and willingness to communicate—a core principle of Swain's Output Hypothesis (1985), which posits that producing language helps learners reorganize and refine their linguistic resources. In other words, when students view a task as both beneficial and engaging, they are more likely to invest cognitive and emotional effort, sustain active participation, and push their linguistic boundaries. Over time, this cycle of meaningful production, reflection, and adjustment not only enhances immediate fluency but also contributes to deeper, long-term language development.

➤ *Philippine Context and Local Adaptations*

Local research also affirms the adaptability of timed monologue techniques in Philippine classrooms. A Department of Education (DepEd) e-Saliksik study (Department of Education [DepEd], 2024) employed a 3-2-1 timed monologue—a variation of 4/3/2—among Grade 8 students and reported significant gains in impromptu speaking fluency. This suggests that even with slight modifications, time-controlled speaking tasks effectively push learners to organize their thoughts quickly and express them more smoothly. The study further emphasized that such techniques are particularly suitable for Filipino learners who often experience hesitation or anxiety when speaking English. By providing a structured, predictable format, students gradually gain confidence, allowing them to shift their focus from fear of making mistakes to actually communicating their ideas. Similarly, Bangalao (2025) investigated the use of the 4/3/2 technique with Grade 11 students in Cagayan de Oro and found significant improvements in oral fluency. This reinforces the idea that repetition under time pressure strengthens automaticity—students begin by carefully constructing their responses but, with each round, rely less on conscious planning and more on spontaneous retrieval of language. In other words, the practice helps transform hesitant, effortful speech into natural, continuous output, which is essential for real-life conversations where processing time is limited.

Furthermore, Maasin-Ceballos and Ceballos (2018) demonstrated that learner-centered, cooperative approaches significantly enhanced oral fluency among Filipino students, highlighting how interactive output activities support speaking development. This indicates that when students are given meaningful opportunities to speak, supported by peers and structured routines, they are more likely to take risks, use a wider range of vocabulary, and self-correct more effectively. The emphasis on collaboration also mirrors communicative demands outside the classroom, preparing students not only for assessments but also for authentic social and academic exchanges. These findings strengthen the rationale for implementing 4/3/2 with younger learners, as the method aligns both with international best practices

and local curricular realities. It bridges the gap between fluency-oriented pedagogy and the linguistic challenges Filipino students face, providing a practical, research-backed pathway toward confident, automatic spoken English.

Collectively, the reviewed literature underscores that the 4/3/2 technique is more than just a timed activity; it is a pedagogical approach rooted in cognitive and communicative principles. By compelling learners to repeatedly produce meaningful speech under time pressure, the strategy accelerates lexical retrieval (speed), promotes accuracy as cognitive load decreases (accuracy), and minimizes hesitations through practice in maintaining flow (smoothness). Learners themselves often perceive these improvements as meaningful and motivating, which increases their willingness to engage in oral communication tasks. For Grade 7 students who are still developing both linguistic competence and confidence in speaking English, 4/3/2 offers a structured yet flexible technique that directly addresses common challenges in oral fluency while fostering positive attitudes toward language learning.

III. METHODOLOGY

This section presents the methodological framework employed in the study. It describes the research design, identifies the respondents, details the instruments used for data gathering, and explains the procedures for data collection and analysis. The purpose is to provide a clear and systematic account of how the study was conducted to ensure the validity and reliability of the findings.

➤ Research Design

This study adopted an embedded mixed-methods quasi-experimental design, integrating quantitative and qualitative approaches to generate a comprehensive understanding of the intervention's impact. The quantitative component served as the dominant strand, employing a quasi-experimental design to measure changes in students' oral fluency resulting from the 4/3/2 speaking technique—an approach appropriate for classroom-based interventions where random assignment is not always feasible (Cohen, 1988). The qualitative component, embedded within the larger quantitative framework, explored students' perceptions and experiences through interviews to provide supportive insights into learner attitudes, challenges, and perceived benefits. This inclusion of qualitative data allowed for a deeper contextual understanding of how learners engaged with the technique and why certain quantitative outcomes emerged. By embedding a small but meaningful qualitative strand within a predominantly quantitative quasi-experimental design, the study ensured both objective measurement of fluency gains and enhanced interpretability of findings, aligning with the principles of mixed-methods rigor described by Creswell and Creswell (2018).

➤ Research Environment and Respondents

The study was conducted in a private secondary school in Cebu City, Philippines, following the K–12 curriculum.

Four Grade 7 sections comprised the study population, from which two intact sections were purposively selected based on availability. These classes remained intact throughout the study. One section was randomly assigned as the experimental group (receiving the 4/3/2 technique), while the other served as the control group (receiving conventional instruction). To determine which students' scores would be analyzed, 15 students from each section were randomly drawn through a lottery, resulting in a total of 30 respondents. The lottery procedure was used only for identifying who would be included in the analysis, not for determining participation in classroom activities. All students—whether selected as respondents or not—fully participated in the lessons and were not deprived of instruction at any point. Inclusion criteria required official enrollment in the section, attendance in both the pretest and posttest, written parental consent, and personal assent. Students who did not meet these criteria were excluded from the analysis. This sampling method ensured equal selection probability, minimized researcher bias, and strengthened internal validity, while also maintaining ethical standards by ensuring that no student was removed from class or denied learning opportunities.

➤ Research Instrument

Effectiveness was measured through structured speaking tasks and a standardized oral fluency rubric validated by three experts in the field. Pretest and posttest used identical prompts from Kapable's Public Speaking Topics, chosen for age-appropriateness. The experimental group applied the 4/3/2 format; the control group performed without it. All speeches were audio-recorded and evaluated with an adapted NAEP Oral Reading Fluency Scale (NCES, 2021) assessing speed, accuracy, and smoothness. The researchers assigned each indicator a grade from 5 (Excellent) as the highest and 1 (Very Poor) as the lowest. Those who spoke at a natural and consistent pace exceeding 120 WPM were rated as Excellent, while those below 60 WPM were rated as Very Poor. For Accuracy, the researchers looked at the correctness of grammar and pronunciation. Performances with negligible errors were given higher ratings, whereas those with frequent or severe errors that distorted meaning were scored lower. Lastly, Smoothness was rated based on the flow and coherence of speech. Participants who spoke smoothly and naturally with expressive delivery obtained higher scores, while those with noticeable hesitations, long pauses, or fragmented speech received lower ratings. Each participant's performance was independently rated by the researchers, and the scores from the three indicators were averaged to determine the overall speaking performance for each stage of the 4/3/2 activity. This process ensured a consistent and objective assessment of the participants' fluency, accuracy, and smoothness across the speaking sessions. Furthermore, an interview guide gathered students' perceptions of the 4/3/2 technique's effectiveness, confidence-building, ease, and engagement, complementing performance-based data.

➤ Data Gathering Procedure

The data gathering procedure was conducted in three phases: *pre-implementation*, *implementation*, and *post-*

implementation. During the *pre-implementation phase*, the researcher secured school approval and obtained parental consent and student assent. Participants were oriented on the purpose of the study, procedures, confidentiality, and voluntary participation. A pretest was then administered to both the experimental and control groups to determine their baseline oral fluency levels, with all responses audio-recorded to ensure scoring consistency. In the *implementation phase*, the experimental group participated in three structured sessions of the 4/3/2 speaking technique. Each session consisted of three timed rounds in which students spoke individually for four minutes, then three minutes, and finally two minutes on the assigned topic. The teacher provided the topics, set the timer, and observed the students without providing feedback or interruption to ensure authentic fluency practice. Students were instructed to speak spontaneously without reading or memorizing their responses. During the same period, the control group continued with their regular oral activities, such as teacher-led discussions, question-and-answer exercises, and guided speaking tasks, without any timed repetitions. In the *post-implementation phase*, both groups completed a posttest using the same scoring rubric as the pretest, and all performances were audio-recorded. Selected students from the experimental group were also interviewed using a semi-structured format to obtain qualitative insights into their experiences with the 4/3/2 technique. All quantitative and qualitative data were then compiled for thorough analysis.

➤ Data Analysis

This study utilized a convergent mixed-methods design in which quantitative and qualitative data were collected and analyzed separately, then merged for interpretation. Descriptive statistics (mean) summarized students' fluency scores before and after the intervention. Paired-samples t-tests compared pretest and posttest means within groups, while independent-samples t-tests compared posttest means between groups (Creswell & Creswell, 2018). The significance level was set at $p < .05$. Statistical analysis for the quantitative data was conducted using JASP

and Jamovi software. Meanwhile, qualitative interview data were transcribed and subjected to thematic analysis following Braun and Clarke's (2006) framework to extract recurring themes related to students' confidence, ease of use, and engagement with the speaking strategy. Finally, both data sets were compared and integrated to provide a more comprehensive understanding of the intervention's effectiveness and acceptability.

➤ Ethical Considerations

This study adhered to the ethical guidelines of the Cebu Normal University Ethics Review Committee to protect the rights and well-being of participants. Participation was entirely *voluntary*, and students were informed of their right to withdraw at any time without any consequences. *Informed consent and assent* were secured from parents or guardians and the students themselves, with clear explanations of the study's purpose, procedures, and potential benefits and risks. To ensure *anonymity and confidentiality*, all data, including pretests, posttests, and interview responses, were securely stored and only accessed by the researchers. Participants' identities were not included in any reports or publications. The study *minimized risks* by creating a supportive environment during the 4/3/2 speaking activities, while the *potential benefits* included improved oral fluency, confidence, and communication skills. Finally, the researcher s declared no *conflict of interest*, ensuring that participation was free from any coercion or undue influence.

IV. RESULTS AND DISCUSSION

This section presents the findings of the study, including the pretest and post-test results of both the Experimental and Control groups. The results are organized to show the participants' performance before and after the implementation of the 4/3/2 speaking technique. Tables are used to summarize the data for clarity, while a discussion follows to interpret the findings in relation to the objectives of the study.

Table 1 Level of Oral Fluency Before the Implementation

Group	Speed	Accuracy	Smoothness	Total	Description
Experimental	2.07	2.67	2.33	7.07	Slightly higher
Control	1.53	2.8	2.4	6.73	Slightly lower

Table 1 shows the mean scores of the experimental and control groups on three indicators of oral fluency before the implementation of the 4/3/2 speaking technique. The results show that the experimental group obtained a 7.07 mean score, slightly higher than the control group's mean score of 6.73. When looking at the individual indicators, there is only a minimal difference between the two groups. This suggests that both groups started at a nearly comparable level of oral fluency prior to the implementation, implying that the two groups were relatively homogenous in oral fluency performance. This establishes a fair baseline condition necessary for a quasi-experimental design, ensuring that any significant improvement observed later can be attributed to the

intervention rather than pre-existing differences. Furthermore, since both groups show moderate levels of fluency across indicators, it indicates room for improvement, particularly in speed and smoothness, which often develop through structured speaking practice and time-bound speaking activities—key features of the 4/3/2 technique. Thus, this baseline data provides a solid foundation for evaluating how effective the 4/3/2 speaking technique will be in enhancing learners' oral fluency after implementation.

Table 2 Level of Oral Fluency After the Implementation

Group	Speed	Accuracy	Smoothness	Total	Description
Experimental	4.00	4.07	4.27	12.33	Higher Improvement
Control	3.47	3.67	3.20	10.33	Lower improvement

Table 2 presents the mean score of both groups after the implementation. The data reveal a notable increase in the overall fluency scores of both groups compared to their pre-implementation results. However, the experimental group showed a greater improvement, obtaining a mean score of 12.33, than the control group, which also showed a notable increase but scored lower than the experimental group with a 10.33 mean score. These results suggest that the 4/3/2 speaking technique had a positive impact on the learners' oral fluency, particularly in promoting faster, more accurate, and smoother speech delivery. The structured time reduction characteristic of the 4/3/2 activity may have encouraged students to become more efficient speakers—organizing their thoughts more quickly and speaking more naturally under time constraints. As Santos (2023) has claimed that the time pressure encourages students to take risks in real-time communication, and they also feel safe and challenged with the technique. This learner-centered perspective is essential as perceptions of usefulness and enjoyment strongly influence motivation and willingness, a core

principle of Swain's Output Hypothesis (1985). When students feel secure and challenged at the same time, they are more likely to invest more cognitive and emotional effort and push their linguistic boundaries.

The findings indicate that the 4/3/2 speaking technique is effective in enhancing oral fluency among students. The significant gains in the experimental group imply that repeated timed speaking practice fosters automaticity, reduces hesitation, and builds confidence in expressing ideas orally. Meanwhile, although the control group also showed improvement, likely due to regular speaking exposure in class, their progress was less substantial, reinforcing the advantage of systematic fluency-focused training. In summary, the results support the use of the 4/3/2 technique as an instructional strategy for developing students' oral fluency, demonstrating its ability to improve key components of fluency—speed, accuracy, and smoothness—through structured, task-based speaking practice.

Table 3 Paired Sample T-test Results of Experimental and Control Groups Before and After the Implementation

Group	Mean Difference	t	Sig. (P)	Interpretation
Experimental	5.26	8.28	<.001	Significant
Control	3.6	6.87	<.001	Significant

Note: $t = t$ values; Sig (P): p values

Table 3 presents the comparison between the pretest and posttest results of both the experimental and control groups. The results of the paired sample t-test reveal that both groups exhibited statistically significant improvements in their oral fluency scores from pretest to posttest, rejecting the null hypothesis. The findings reveal that while both groups improved after the intervention, the experimental group exhibited a more pronounced development in their oral fluency. This improvement suggests that the 4/3/2 speaking technique played a crucial role in enhancing learners' ability to communicate more fluently and confidently. The greater improvement in the experimental group can be explained by the structured repetition and time reduction embedded in the 4/3/2 technique. Through repeated speaking tasks with progressively shorter time limits, learners were encouraged to express ideas more efficiently and naturally. This process aligns with the principles of the Automaticity Theory, which posits that language fluency develops when learners engage in repeated, meaningful practice until speech production becomes effortless and automatic. In this sense, the

technique helps students move beyond conscious language processing and towards spontaneous communication.

These findings are supported by Maasin-Ceballos and Ceballos (2018), who reported that the 4/3/2 technique significantly improved learners' fluency, coherence, and overall speaking confidence. Similarly, Olkonnen (2024) emphasized that activities promoting repetition and time-constrained speaking foster automaticity, enabling students to retrieve language more quickly and respond more naturally in communicative contexts. The current findings reinforce these earlier studies, highlighting that fluency develops most effectively when learners are consistently pushed to speak under time pressure and with reduced focus on linguistic accuracy. Although the control group also showed improvement, their progress was not as extensive as that of the experimental group. This suggests that while regular speaking activities contribute to language growth, they may not provide the same level of fluency development that structured, fluency-centered tasks can achieve.

Table 4 Independent Sample t-test Result on the Posttest Oral Fluency Scores of Control and Experimental Groups

Group	Mean Gain Difference	t	Sig. (P)	Interpretation
Experimental & Control	2	2.39	.024	Significant

Note: $t = t$ -value; Sig (P): p value

The results of the independent sample t-test reveal a significant difference in the posttest oral fluency scores of the control and experimental groups ($t = -2.39$, $p = .024$). Since the p-value (.024) is less than 0.05, the null hypothesis is rejected, indicating a statistically significant improvement in the oral fluency of students exposed to the 4/3/2 Speaking Technique compared to those engaged in conventional speaking activities. This outcome suggests that the 4/3/2 Speaking Technique had a positive effect on learners' oral fluency by providing structured, time-bound, and repetitive speaking practice, which allowed students to enhance fluency through increased automaticity and confidence during speech production, consistent with Automaticity Theory (LaBerge & Samuels, 1974). Specifically, the speed of speech improved as students became more fluent and able to produce speech with fewer pauses. Accuracy also benefited, as repeated practice reduced errors and reinforced correct language forms. Finally, smoothness or the overall flow of speech was enhanced, reflecting the development of automaticity in retrieving and producing language during speaking tasks.

This study aligns with prior research demonstrating the effectiveness of the 4/3/2 Speaking Technique. Sanchez (2019) applied the same method to 20 participants in an English Language school, resulting in improved speaking fluency by the end of the implementation. Similarly, Molina and Briesmaster (2017) reported small but measurable improvements in words per minute (WPM) and reduced pauses after ten weeks of implementing the technique with Chilean students. Yufrizal (2018) also found that the technique enhanced both accuracy and fluency in 20 Indonesian students across three speaking turns. However, not all implementations yield positive outcomes. Asri and Muhtar (2013) observed no significant improvement in students' fluency due to boredom with repetitive practice and limited opportunities for interaction. This suggests that while the 4/3/2 technique is effective in developing fluency, its success depends on thoughtful implementation, particularly in providing varied and meaningful speaking tasks to sustain student engagement. Overall, the findings reinforce the principle of Automaticity Theory, highlighting that repeated, structured practice can lead to more fluent, accurate, and smooth oral performance when executed with sufficient variation and learner involvement.

Table 5 Paired-Sample t-Test for Speed, Accuracy, and Smoothness in the Experimental Group (Post vs Pre)

Indicators	Mean Difference	t	Sig. (P)	Interpretation
Speed	1.93	5.611	<.001	Significant
Accuracy	1.40	7.359	<.001	Significant
Smoothness	1.94	7.790	<.001	Significant

Note: t- t-value; Sig (P): p value

Table 5 demonstrates that students in the Experimental group exhibited significant improvements in all three measured performance indicators—Speed, Accuracy, and Smoothness—following the intervention. Among these, Smoothness showed the greatest improvement, indicating that students were able to perform tasks more fluidly and with greater ease after the intervention. The positive changes in mean scores across all indicators suggest that the applied strategies had a meaningful and constructive impact on student performance. Overall, the results reflect not only measurable gains but also practical enhancements in how students execute tasks, highlighting the effectiveness of the intervention in promoting skill development. These findings suggest that continued use of such strategies could further support students' growth in speed, accuracy, and particularly in the smoothness of their performance.

The 4/3/2 speaking technique is particularly effective for students with low English proficiency, as it is grounded in cognitive and communicative theories that emphasize the importance of repeated, meaningful practice. This approach facilitates the transition of language processing from effortful and deliberate to automatic and fluent. According to Automaticity Theory (LaBerge & Samuels, 1974), consistent repetition under stable conditions enables learners to process language more efficiently by reducing cognitive load and enhancing lexical retrieval. In this study, Grade 7 learners who engaged in the 4/3/2 speaking cycles demonstrated notable improvements in oral fluency. This

substantial gain indicates that the technique effectively supported learners in progressing from hesitant, monitored speech to more confident and automatic verbal expression. These findings extend previous research by demonstrating that young learners, specifically Grade 7 students with limited English proficiency, can benefit significantly from the cognitive scaffolding and communicative support embedded in the 4/3/2 technique. While the method is empirically validated and demonstrably effective in enhancing oral fluency, its success relies on thoughtful, learner-centered implementation. To maximize its pedagogical impact, the activity should be integrated into meaningful communicative contexts, supported by varied and age-appropriate speaking prompts, and aligned with students' linguistic readiness and emotional needs. When implemented with attention to student engagement, instructional scaffolding, and reflective feedback, the 4/3/2 technique not only improves fluency but also fosters confidence, motivation, and a willingness to communicate—essential attributes for sustained language development and communicative competence.

Table 6 Summary of Themes and Codes

Themes	Codes	Sources of Codes
1. Time Pressure and Summarization Challenges	Difficulty summarizing within 4, 3, or 2 minutes; Felt rushed or struggled to organize ideas quickly; Mental blocks or forgetting ideas due to time constraints	E1, E3, E5, E7, E13, E15 E4, E6, E14 E8, E11
2. Stuttering and Fluency Struggles	Stuttering due to pressure or hard questions; Repetition helped reduce stuttering and improve fluency	E2, E3, E4, E13 E2, E3, E10
3. Nervousness and Anxiety	Nervousness when speaking English; Social anxiety or fear of speaking in front of others	E4, E5, E10, E11, E14 E4, E11
4. Improved Confidence and Comfort in Speaking	Gained confidence through repetition and practice; Felt more comfortable and less shy over time	E5, E6, E10, E11, E15 E10, E11, E15
5. Enhanced Fluency and Idea Organization	Learned to focus on main ideas and speak clearly; Improved ability to summarize and prioritize key points	E1, E5, E6, E14 E4, E7, E8, E13
6. Grammar and Language Development	Improved grammar and sentence construction; Felt more fluent and accurate in English	E7, E8, E14 E10, E12

➤ *Theme 1: Time Pressure and Summarization Challenges*

One of the most prominent difficulties expressed by participants was the pressure brought by the decreasing time limits of the activity. Many learners admitted that condensing their ideas into a shorter speech without losing meaning was an ongoing struggle. As one participant shared, *“Sometimes, it was hard to say everything I wanted to in just four minutes, and even harder when I only had three or two minutes”* (E1). The need to speak efficiently within limited time made it difficult for some to organize their thoughts clearly. Another respondent (E8) shared that they occasionally experienced *“mental blocks”* and forgot parts of their ideas when the timer was running out. This theme highlights how time constraints not only test linguistic ability but also demand mental agility and focus. Despite these challenges, several learners later recognized that the pressure helped them become more concise and selective with their words.

➤ *Theme 2: Stuttering and Fluency Struggles*

Participants commonly mentioned stuttering as one of their initial barriers in the 4/3/2 speaking activity. The fast-paced setup and unfamiliarity with spontaneous speech made it difficult for some to express their ideas smoothly. As E3 noted, *“I stuttered a lot because of the pressure and the hard questions.”* This stuttering was not necessarily a reflection of language deficiency but rather a response to performance anxiety and cognitive load. However, through repeated attempts, learners noticed a gradual improvement in fluency. E2 explained, *“The 4/3/2 technique helped lessen my stuttering by improving fluency through repetition.”* Each round of speaking gave them a chance to refine their delivery, leading to fewer hesitations and more natural speech patterns. This finding supports the notion that repetition plays a crucial role in developing oral fluency by reinforcing speech habits and reducing anxiety.

➤ *Theme 3: Nervousness and Anxiety*

Emotional factors such as nervousness, shyness, and social anxiety were recurrent issues among participants. For many, speaking English—especially in front of others—provoked feelings of tension and self-consciousness. One participant expressed this vividly: *“I myself have social anxiety so I am nervous all the time...”* (E4). Another (E10)

admitted feeling anxious whenever it was their turn, worrying about making grammatical mistakes or being judged. These emotional barriers often disrupted their fluency and concentration. Yet, over time, repeated exposure to the speaking activity gradually helped reduce the intensity of these feelings. The structured nature of the 4/3/2 technique provided a controlled yet challenging environment that allowed participants to confront and manage their anxiety constructively.

➤ *Theme 4: Improved Confidence and Comfort in Speaking*

While many participants initially struggled with anxiety and hesitation, their reflections revealed a notable transformation over time. As they became familiar with the process, their confidence grew substantially. E15 observed, *“I really noticed a change in how I speak... I started to feel more comfortable and confident.”* Similarly, E10 described how constant practice *“made me less shy and more comfortable when speaking English.”* This growth in confidence can be attributed to the repetitive, scaffolded structure of the 4/3/2 technique. Each speaking round built upon the previous one, allowing learners to refine their message and delivery. The theme underscores how structured oral practice not only develops linguistic skills but also nurtures a positive self-perception in language learners.

➤ *Theme 5: Enhanced Fluency and Idea Organization*

Another significant outcome of the 4/3/2 technique was the improvement in both fluency and idea organization. As participants adapted to the time constraints, they learned to prioritize main points and present their ideas more coherently. One participant shared, *“I learned to focus on the main ideas and express myself more clearly each time I practiced”* (E5). Others emphasized how repetition helped them become more organized in structuring their responses. E7 mentioned that they *“learned to identify the key parts of [their] message and skip unnecessary words.”* The activity’s design encouraged not only linguistic fluency but also cognitive organization—both essential skills for effective communication.

➤ **Theme 6: Grammar and Language Development**

Although the 4/3/2 technique primarily focuses on fluency, several learners observed that their grammar and vocabulary also improved as a byproduct of repeated speaking. E14 noted, “*Still, it helped me improve my grammar, fluency, and confidence.*” Others (E7, E8) shared that constant speaking practice made them more aware of their grammatical structures and sentence construction. This improvement was often described as natural rather than forced. The repetitive speaking process allowed participants to internalize correct grammatical forms and enhance their language accuracy without explicit instruction. This indicates that fluency-oriented activities can still contribute meaningfully to overall language development.

The findings collectively illustrate the transformative nature of the 4/3/2 speaking technique. At the beginning of the activity, participants grappled with time pressure, nervousness, and frequent stuttering. These initial struggles revealed the emotional and cognitive challenges of spontaneous speaking. However, as they continued with the task, a noticeable shift occurred, learners became more fluent, confident, and organized in expressing their thoughts.

The interplay of pressure and repetition proved to be a key factor in their growth. The structured yet demanding format encouraged quick thinking, concise speech, and increased self-awareness of language use. Moreover, participants’ reflections showed that beyond technical improvement, the technique cultivated resilience,

confidence, and a more positive attitude toward English speaking.

Overall, the thematic analysis suggests that the 4/3/2 speaking technique is not merely a classroom activity but a developmental process that enhances both linguistic competence and self-efficacy. It demonstrates how carefully designed oral tasks can balance cognitive challenge with emotional growth, leading to holistic language learning outcomes.

V. OUTPUT OF THE STUDY

The researchers developed an instructional material titled “Speak Smart: A Grade 7 Fluency Enhancement Module” based on the findings of the study. The module aims to enhance students’ oral fluency through structured and time-bound speaking activities anchored on the 4/3/2 speaking technique and the Automaticity Theory. It is designed to help learners speak with greater confidence, speed, and smoothness through repeated and meaningful speaking practice.

Presented on the next page is the one-week summary plan of the module, which highlights the key lessons, objectives, and learning activities. This summary serves as the core framework of the proposed output and can be further developed for classroom implementation to strengthen Grade 7 students’ oral fluency skills.

Table 7 Speak Smart: A Grade 7 Fluency Enhancement Module (Summary Plan)

Day	Topic	Objectives	Learning Activities (Using 4/3/2 Technique)	Assessment / Output	Remarks
Day 1	Express Yourself Clearly! (Introduction to Fluency)	- Define oral fluency and its importance- Participate in guided speaking activities- Identify personal speaking barriers	- Motivation talk on fluency- Introduction to 4/3/2 technique- Short 4/3/2 activity: “My Favorite Hobby”	Observation checklist; oral participation	Linked to Automaticity Theory — fluency through repetition and practice
Day 2	Telling Personal Experiences	- Speak spontaneously about personal events- Organize ideas logically under time pressure	- 4/3/2 activity: “A Time I Overcame a Challenge”- Peer feedback and reflection	Fluency rubric; self-reflection log	Encourages automatic speech and confidence-building
Day 3	Describing People and Places	- Use descriptive language effectively- Maintain smooth flow in description	- Vocabulary warm-up- 4/3/2 task: “A Person/Place I Admire”- Mini sharing circle	Peer evaluation using rubric	Builds speed and smoothness in expression
Day 4	Expressing Opinions	- Express opinions clearly and respectfully- Support statements with reasons	- 4/3/2 speaking rounds: “Social Media: Helpful or Harmful?”- Pair and group sharing	Oral fluency rating; reflection prompt	Applies Automaticity Theory to critical thinking and opinion sharing
Day 5	Fluency Challenge and Reflection (Integration)	- Demonstrate improved fluency through final performance- Reflect on personal growth in speaking	- Review of lessons- Final 4/3/2 speaking task: “My Dream for the Future”- Class reflection and sharing	Final fluency rubric; reflective journal entry	Synthesis of repetition, speed, and automaticity — focus on confidence and real-world communication

The *SpeakSmart: A Grade 7 Fluency Enhancement Module* serves as a carefully designed instructional tool intended to strengthen learners' oral fluency through a series of progressive, structured, and engaging activities. Grounded in the principles of Automaticity Theory, the module provides repeated, meaningful, and time-bound speaking tasks that support learners in gradually developing fluency, accuracy, and confidence in using English. Each activity is intentionally crafted to challenge students at an appropriate level while promoting mastery of essential speaking skills, such as organizing ideas coherently, maintaining smooth and uninterrupted speech, and applying correct grammatical structures. By integrating fluency-based strategies like the 4/3/2 speaking technique, the module aims to enhance students' communicative competence in an authentic and purposeful manner.

This section presents only the summary of the developed module. The complete and fully detailed version of the *SpeakSmart Module* is included in the Appendix for comprehensive viewing and future instructional use. With further validation and practical classroom implementation, the module holds strong potential as a valuable resource for English teachers seeking to cultivate more effective and confident communicators among junior high school learners.

VI. SUMMARY OF FINDINGS

The findings of the study revealed that both the experimental and control groups began with nearly similar levels of oral fluency before the implementation of the 4/3/2 speaking technique. Their comparable pretest mean scores confirmed that the two groups were relatively homogeneous, establishing a fair and valid baseline for the quasi-experimental design. This ensured that any observable improvement in the posttest could be attributed to the intervention rather than to pre-existing differences. The baseline results also indicated that students had room for growth, particularly in speech speed and smoothness—areas that the 4/3/2 technique specifically targets through structured, time-bound speaking practice.

After the implementation, both groups showed improvement in their oral fluency; however, the experimental group demonstrated a greater and more substantial gain compared to the control group. This suggests that the 4/3/2 speaking technique effectively enhanced students' ability to speak with greater fluency, accuracy, and confidence. The time-reduction feature of the technique encouraged learners to organize their thoughts quickly and express them more naturally, fostering faster and smoother speech delivery. These findings support the claims of Santos (2023) and Swain's (1985) Output Hypothesis, which emphasize that learners' motivation and willingness to communicate increase when they are both challenged and supported in meaningful speaking tasks. The results are further reinforced by the studies of Sanchez (2019), Molina and Briesmaster (2017), and Yufrizal (2018), all of which reported positive outcomes from the use of the 4/3/2 technique in improving speaking fluency. However, as noted by Asri and Muhtar (2013), the

technique's success depends greatly on the variation and relevance of speaking topics to maintain learners' engagement and prevent monotony.

Furthermore, the comparative analysis of the pretest and posttest results confirmed that the experimental group outperformed the control group after the intervention. This finding underscores the role of the 4/3/2 speaking technique in promoting fluency through repetition and gradual time constraints, which align with the principles of Automaticity Theory. The theory posits that language fluency develops when learners engage in repeated, meaningful practice until speech production becomes more effortless and automatic. The results echo the findings of Maasin-Ceballos and Ceballos (2018), who found that the 4/3/2 technique significantly improved learners' coherence and fluency, and Olkonnen (2024), who emphasized that time-constrained repetition enhances automatic language retrieval and spontaneous communication. Altogether, the study demonstrates that the 4/3/2 speaking technique is an effective pedagogical approach that systematically builds learners' oral fluency by providing structured opportunities for repeated, purposeful, and time-controlled speaking practice.

In support of the quantitative findings, the thematic analysis of the participants' interview responses provided deeper insight into how the 4/3/2 speaking technique facilitated oral fluency development. The six identified themes—Time Pressure and Summarization Challenges, Stuttering and Fluency Struggles, Nervousness and Anxiety, Improved Confidence and Comfort in Speaking, Enhanced Fluency and Idea Organization, and Grammar and Language Development—revealed a clear progression from initial discomfort to growing mastery. At first, learners expressed difficulty managing time and anxiety; however, as they repeatedly engaged in the activity, they reported noticeable improvements in fluency, confidence, and linguistic organization. These experiences highlight that the 4/3/2 technique not only strengthened participants' speaking proficiency but also fostered positive emotional growth and self-assurance in using English. The qualitative results thus complement the statistical evidence, affirming that the 4/3/2 speaking technique effectively nurtures both cognitive and affective dimensions of language learning.

Building upon these findings, the researchers developed an instructional material titled "*SpeakSmart: A Grade 7 Enhancement Fluency Module*." This output was designed as a practical application of the study's results, integrating the key principles and effective strategies observed in the 4/3/2 speaking technique. The module aims to enhance Grade 7 learners' oral fluency through structured, time-bound speaking tasks that promote repetition, confidence-building, and idea organization. Each activity in the module encourages students to engage in meaningful, communicative practice while gradually reducing time limits to foster automaticity and natural language flow. The inclusion of reflective and self-assessment components also allows learners to monitor their progress and develop self-awareness in their speaking

performance. Overall, *SpeakSmart* serves as an innovative pedagogical resource that translates research findings into classroom practice, supporting teachers in cultivating fluency and communicative competence among junior high school students.

VII. CONCLUSION

The results of the study show clear gains in students' speaking speed, grammatical accuracy, and smoothness after the use of the 4/3/2 speaking technique. Interview responses support these findings, as students reported becoming more confident, pausing less, and expressing their thoughts more clearly once they became familiar with the timed speaking cycles. Taken together, the quantitative outcomes and students' own experiences point to the instructional value of providing structured opportunities for repeated oral practice. In line with these results, the *SpeakSmart* Fluency Module is well justified, as it offers a systematic and practical framework that helps Grade 7 learners develop stronger oral fluency while gradually building their confidence in spoken communication.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are presented to guide teachers, administrators, and future researchers in enhancing students' oral fluency through the 4/3/2 speaking technique. These recommendations aim to translate the study's results into practical and sustainable classroom practices that foster communicative competence among Grade 7 learners:

➤ Initial Fluency Assessment:

Teachers should conduct a baseline assessment of students' speaking speed, accuracy, and smoothness to identify strengths and weaknesses and plan targeted interventions.

➤ Continuous Evaluation:

After implementing the 4/3/2 technique, teachers should monitor progress through recordings, peer feedback, and self-assessment, providing timely feedback to boost confidence and motivation.

➤ Integration into Instruction:

English teachers are encouraged to incorporate the 4/3/2 technique into regular speaking drills, and school administrators may provide training to support time-controlled speaking activities for sustained fluency development.

➤ Supportive Classroom Environment:

Teachers should maintain a positive, engaging, and low-anxiety environment, celebrating progress to increase students' confidence and willingness to participate.

➤ Use of *SpeakSmart* Module: The *SpeakSmart*:

A *Grade 7 Enhancement Fluency Module* should be adopted as a structured instructional tool, offering time-

bound activities and reflection opportunities to reinforce fluency development.

➤ Recommendations for School Heads:

Administrators may promote the use of structured fluency activities by providing resources, encouraging collaboration among English teachers, and reinforcing monitoring systems to ensure effective delivery.

➤ Recommendations for Curriculum Developers:

Curriculum planners may integrate scaffolded fluency-building tasks into the English curriculum and align these with grade-level standards to ensure consistent attention to oral communication development.

➤ Module Enhancement:

The module may be refined by including teacher guides, leveled task variations, and built-in self-assessment tools to strengthen student engagement and fluency awareness.

➤ Recommendations for Future Research:

Future studies may employ larger and more diverse samples, longer intervention periods, and additional qualitative data sources such as observations or learner journals. These may be complemented with stronger quantitative measures to enhance the rigor of mixed-method research and capture long-term effects on fluency, confidence, and communicative competence.

REFERENCES

- [1]. Asri, A., & Muhtar, A. (2013). The effect of 4/3/2 technique on the students' oral fluency at SMAN 2 Malang. *SKRIPSI Jurusan Sastra Inggris-Fakultas Sastra UM*, 1(1), 1-12.
- [2]. Bangalao, A. P. (2025). Developing students' fluency in speaking through the use of the 4/3/2 technique. *International Journal of Innovative Science and Research Technology*, 10(2), 41–43. <https://doi.org/10.5281/zenodo.14874203>
- [3]. Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates. <https://doi.org/10.4324/9780203771587>
- [4]. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- [5]. Department of Education. (2024). *Grade 8 learners' fluency in delivering impromptu speech using the 3-2-1 technique*. DepEd e-Saliksik. <https://e-saliksik.deped.gov.ph/grade-8-learners-fluency-in-delivering-impromptu-speech-using-3-2-1-technique/?download=7957>
- [6]. Hong, M. N. T., & Le, K. D. (2025). Improving high school students' English speaking fluency using the 4/3/2 technique. *European Journal of Foreign Language Teaching*, 9(2).
- [7]. Kapable. (2025). *200 public speaking topics: Unique speech ideas for students in English*. Kapable. Retrieved August 27, 2025, from

- <https://kapable.club/blog/public-speaking/public-speaking-topics>
- [8]. Kargar Behbahani, H., Namaziandost, E., & YarAhmadi, M. (2024). The effect of the 4/3/2 technique on Iranian EFL learners' speaking fluency: The moderating role of working memory. *International Journal of Applied Linguistics*, 16(33), 1–24
- [9]. Köylü, Z., & Tracy-Ventura, N. (2022). Learning English in today's global world: A comparative study of at home, anglophone, and lingua franca study abroad. *Studies in Second Language Acquisition*, 44(5), 1330–1355. <https://doi.org/10.1017/S0272263121000917>
- [10]. Labad, C. M. B., Rabena, R. P., Garduce, S. J. S., & Neri, E. (2024). Speaking difficulties and academic performance in English among junior high school students. *International Journal of Research and Innovation in Social Science (IJRISS)*, 8(3S), 2645–2656. <https://doi.org/10.47772/IJRISS.2024.803192S>
- [11]. LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology*, 6(2), 293–323. [https://doi.org/10.1016/0010-0285\(74\)90015-2](https://doi.org/10.1016/0010-0285(74)90015-2)
- [12]. Maasin-Ceballos, M. J., & Ceballos, R. F. (2018). Learner-centered approaches: Their effect on the oral fluency of students. *Journal of Language and Education*, 4(1), 6–17. <https://doi.org/10.17323/2411-7390-2018-4-1-6-17>
- [13]. Molina, M., & Briesmaster, M. (2017). The Use of the 3/2/1 Technique to Foster Students' Speaking Fluency. *I.E.: Inquiry in Education*. 9(2), .1-13. <https://digitalcommons.nl.edu/ie/vol9/iss2/8>
- [14]. Movahed, R., & Karkia, P. (2022). Reading/listening & the 4/3/2 on EFL students' speaking skills. *International Journal of Linguistics*, 6(1), 53–66
- [15]. National Center for Education Statistics. (2021). *NAEP oral reading fluency scale*. U.S. Department of Education, Institute of Education Sciences. https://nces.ed.gov/nationsreportcard/subject/studies/orf/2021025_orf_study.pdf
- [16]. Olkkonen, S., Snellings, P., Veivo, O., & Lintunen, P. (2024). Cognitive fluency in L2: The effect of automatic and controlled lexical processing on speech rate. *Journal of Psycholinguistic Research*, 53, Article 66. <https://doi.org/10.1007/s10936-024-10099-0>
- [17]. Peltonen, P. (2023). Fluency revisited. *ELT Journal*. Advance online publication. <https://doi.org/10.1093/elt/ccad047>
- [18]. Saitongsuk, P., & Ekkayokkaya, M. (2021). Enhancing English speaking ability through task repetition using the 4/3/2 technique in public speaking activities. *An Online Journal of Education*, 16(1), Article OJED1601010. <https://doi.org/10.14456/ojed.2021.10>
- [19]. Santos, J. C. (2023). Students' perspectives on the 4/3/2 technique and self-assessment to improve English-speaking fluency. *Studies in English Language and Education*, 10(1), 41–59. <https://doi.org/10.24815/siele.v10i1.25700>
- [20]. Santos, J. C., & Ramírez-Ávila, M. R. (2022). Improving speaking fluency through 4/3/2 technique and self-assessment. *TESL-EJ*, 26(2), 1–14. <https://doi.org/10.55593/ej.26102a1>
- [21]. Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235–253). Newbury House.
- [22]. Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4
- [23]. Takizawa, K. (2024). What contributes to fluent L2 speech? Examining cognitive and utterance fluency link with underlying L2 collocational processing speed and accuracy. *Applied Psycholinguistics*, 45(3), 516–541. <https://doi.org/10.1017/S014271642400016X>
- [24]. Terzioğlu, Y., & Kurt, M. (2022). Elevating English language learners' speaking fluency and listening skill through a learning management system. *SAGE Open*, 12(2), Article 21582440221099937. <https://doi.org/10.1177/21582440221099937>
- [25]. Wang, W., Mohammad Rezaei, Y., & Izadpanah, S. (2024). Speaking accuracy and fluency among EFL learners: The role of creative thinking, emotional intelligence, and academic enthusiasm. *Heliyon*, 10, e37620. <https://doi.org/10.1016/j.heliyon.2024.e37620>
- [26]. Yufrizal, H. (2018). The Application Of 4/3/2 Technique to Enhance Speaking Fluency of EFL Students in Indonesia. *Advances in Social Sciences Research Journal*, 5(10), 99-107. <https://doi.org/10.14738/assrj.510.5265>