

Reconstructing EFL Students' Speaking Flow Disruptions through Idea-Chunking Rehearsals and Partner Listening Journals

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ABSTRACT

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Speaking fluency remains a persistent challenge for English as a Foreign Language (EFL) learners, particularly at the secondary school level, where students often experience disruptions in speech flow due to difficulties in transforming conceptual intentions into coherent spoken output. These disruptions not only affect linguistic accuracy but also hinder real-time communication and discourse coherence. This study aimed to investigate how targeted pedagogical interventions, specifically idea chunking rehearsals and partner listening journals, could reconstruct speaking flow disruptions and enhance fluency and coherence among Indonesian high school EFL students. Adopting a process-oriented qualitative research approach grounded in theories of cognitive fluency and discourse organization, the study analyzed students' spoken performance before and after the interventions. Data were collected through audio-recorded spontaneous and integrated speaking tasks administered during classroom activities. Qualitative discourse analysis was employed to identify recurring types of speaking disruptions, including hesitation clustering, disconnected nominal references, and collapsed verb chains. The findings indicated that students were able to internalize the targeted strategies, leading to improved real-time message planning, monitoring, and delivery. Pedagogically, the findings suggest that integrating process-based fluency interventions into speaking instruction can help learners manage cognitive load during speech production. These results offer practical implications for EFL teachers and curriculum designers seeking to address fluency development through cognitively informed and classroom-applicable strategies.

Keywords: *Idea-chunking rehearsals; discourse analysis; EFL learners; fluency development strategies; partner listening journals.*

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INTRODUCTION

In many EFL learning environments, speaking fluency is still narrowly interpreted as the absence of hesitation, rapid articulation, or clear pronunciation (Vu et al., 2024). While these indicators capture observable aspects of spoken performance, they reflect only the surface of a more complex construct. A more accurate view positions oral fluency as a multidimensional process that integrates real-time conceptualization and message planning, coherent discourse sequencing at both micro- and macro-levels, listener-oriented adjustments during interaction, and continuous grammatical encoding and monitoring. Recent empirical evidence from Indonesian EFL contexts substantiates this expanded view. A mixed-method study on Digital Storytelling demonstrated significant improvements in students' fluency scores (pre-test $M = 3.53$, post-test $M = 4.00$, $p < .05$), while qualitative findings highlighted gains in idea formulation, discourse development, and speaking confidence, indicating strengthened planning and sequencing processes (Tymoshchuk, 2025). Similarly, a mixed-method intervention using an AI-based speaking application reported statistically significant improvements in pronunciation and overall speaking proficiency, accompanied by qualitative evidence of enhanced grammatical encoding, self-monitoring, and listener awareness during interaction (Qin et al., 2025). Collectively, these studies show that fluency development encompasses interrelated

cognitive, linguistic, and interactional dimensions rather than merely increased speed or reduced hesitation. Classroom-based observations and prior empirical reports consistently show that EFL learners struggle with what this study terms *speaking flow disruptions*: a series of recurring breakdowns in the organization and delivery of speech that hinder communicative intent. These disruptions include hesitation clusters, sentence boundary drift, collapsed verb chains, disconnected references, lexical looping, topic inertia, and misused discourse markers. While such patterns are frequently observed, they are rarely approached as a systemic discourse phenomenon. As a result, instructional responses often prioritize pronunciation drills or corrective feedback without addressing the deeper cognitive and structural dimensions of fluent speech production.

Recent fluency research demonstrates that speaking proficiency arises from multiple interacting processes rather than simple mechanical practice. To explain these processes, scholars clarify three-part description of fluency, but they emphasize each component separately to avoid oversimplification. For example, Sunarya and Atmazaki (2024) highlight cognitive fluency, referring to the speaker's efficiency in conceptualizing ideas and preparing messages before articulation. In a different line of analysis, Sofansyah and Aini (2025) focus on utterance fluency, which involves observable performance features such as

speech rate, pausing patterns, and repair behaviors. Complementing these perspectives, their study also examines perceived fluency, which reflects how listeners judge the smoothness, coherence, and rhetorical ease of speech. Collectively, these perspectives suggest that disruptions in students' speaking are not random mistakes but indicators of misalignment between cognitive planning and linguistic formulation. This interpretation is consistent with Levelt's speech production model, which explains that breakdowns such as hesitation clusters or syntactic distortions often occur when the conceptualization or formulation stages become overloaded (Anwar et al., 2025). Guided by this theoretical foundation, the present study adopts structured rehearsal techniques designed to support idea chunking, helping learners group related semantic and syntactic elements before speaking so that message planning and formulation can unfold more smoothly.

Building on the theoretical perspectives outlined earlier, the present study examines two complementary pedagogical interventions. The first is *idea-chunking rehearsal*: a cognitive-linguistic technique in which learners are trained to organize their intended messages into manageable discourse units before speaking (Fahad & Musa, 2024). This procedure is designed to strengthen message planning, promote syntactic stability, and reduce processing load during real-time production. The second intervention involves *partner listening*

journals: a peer-mediated reflection task in which students listen to one another's recorded speech, identify disruption points, and provide structured commentary. This tool is informed by Swain's output hypothesis, which holds that producing language and receiving feedback heighten learners' attention to linguistic form, and by dialogic perspectives that view meaning-making as a socially co-constructed process (Shodieva & Odinayeva, 2025). Together, these interventions target both internal planning processes and socially mediated discourse awareness.

Although foreign speaking literature has broadened its treatment of fluency, many studies still analyze performance through narrowly defined linguistic variables. Wu and Roever (2025), for example, examine turn-taking timing and pause behavior, while Al-Abri et al. (2025) focus on articulation rate and phonological shaping. Stevani et al. (2025) investigate lexical retrieval speed in task-based fluency practice. These studies, while informative, do not fully capture fluency as a discourse-level construct. Only a limited body of work such as Banda et al. (2025) explicitly examines fluency disruptions across semantic, syntax, pragmatics, and prosody often occur in interdependent ways. Additionally, empirical work frequently conceptualizes speech as a monologic product rather than an interactionally shaped performance, as seen in Kalhor et al. (2025), who analyze spoken texts without considering peer perception or

collaborative feedback. These limitations indicate a need for pedagogical models that integrate cognitive rehearsal strategies with peer-driven metacognitive tools, a gap addressed by the present study.

The novelty of this study lies in its twofold contribution. First, it categorizes speaking disruptions into nine discourse-pragmatic patterns including hesitation clustering, verb chain collapse, referential drift, topic inertia, and transition flattening based on qualitative coding of student speech. Second, it designs a dual-strategy intervention that integrates idea-chunking rehearsals with partner listening journals, enabling learners to organize semantic-syntactic units more effectively while cultivating audience-oriented reflection through peer annotation and commentary. Unlike earlier models that primarily emphasize linguistic input or form-focused instruction such as phonological shaping approaches (Al-Abri et al., 2025), prosodic accuracy frameworks (Wu & Roever, 2025), or lexical-retrieval fluency tasks (Stevani et al., 2025), the present study conceptualizes fluency as a negotiated and rehearsed discourse act shaped by both internal planning processes and external feedback mechanisms. Existing work on chunking-based rehearsals has shown promising effects on sentence-level fluency and hesitation reduction (Chengchi & Bin, 2025; Gracia et al., 2025); however, these interventions seldom incorporate peer-feedback structures or examine the combined impact of structural rehearsal and reflective listening. Consequently, this

study addresses a clear theoretical and pedagogical gap by aligning cognitive rehearsal models with dialogic learning theory to develop a synergistic intervention suitable for communicative EFL speaking curricula.

The study is driven by the following core questions: (1) What types of speaking flow disruptions are most prevalent in EFL students' speech? (2) How do idea-chunking rehearsals and partner listening journals support the reconstruction of these disruptions at the discourse level? The significance of this study lies in its contribution to theory, methodology, and practice. Theoretically, it redefines fluency not as a product of rapid speech, but as the orchestration of idea sequencing, clause structuring, listener awareness, and feedback integration. Methodologically, it models a replicable classroom-based intervention with qualitative data. Pedagogically, it offers instructors practical tools for helping students transition from hesitant and fragmented speakers to confident and coherent communicators. In essence, this study reconstructs fluency as a skill that can be rehearsed, reflected upon, and refined through chunking, dialogue, and shared attention to meaning.

METHOD

This study used a classroom-based qualitative design with embedded intervention and discourse analysis to examine how speaking flow disruptions could be identified and reconstructed through two pedagogical strategies: idea-

chunking rehearsals (Badio, 2024) and partner listening journals (Itzchakov, 2024). The design prioritized ecological validity by situating data collection within regular instructional activities and by tracing changes across baseline, intervention, and post-intervention stage.

The participants were 28 pre-intermediate EFL students, aged 15-17, enrolled in a Grade 10 class at a private senior high school in North Sumatra, Indonesia. Students had at least two years of formal English instruction and prior experience with both monologic and interactive speaking tasks. The class was purposively selected on the basis of teacher recommendation regarding observable speaking difficulties and the students' readiness to engage in metacognitive and peer-reflection activities.

The study was conducted over a six-week period and was organized into three sequential phases: (1) baseline diagnostic tasks, (2) targeted intervention using idea-chunking rehearsals and partner listening journals, and (3) post-intervention speaking assessments (Milliner & Dimoski, 2024). In Phase 1, students completed two spontaneous speaking tasks: a picture-based narrative and a personal opinion talk. These performances were audio-recorded and transcribed for initial analysis. A discourse-coding framework was designed specifically for this study, was applied to identify nine types of speaking flow disruptions.

In Phase 2, the intervention phase, students participated in idea-chunking

rehearsals that were conducted in small groups and facilitated by the teacher-researcher. During these sessions, students used graphic organizers to segment their thoughts into syntactically and semantically coherent chunks, anticipate clause transitions, and rehearse thematic progression. Each rehearsal lasted 30 minutes and was immediately followed by an individual speaking performance and recorded for further analysis. After completing their speaking tasks, students received a peer's audio file and completed a partner listening journal: a reflective tool designed to raise awareness of listener experience. Using guided prompts such as "Where did the meaning become unclear?" and "What helped you follow the idea better?", students provided 3-4 written comments on moments of breakdown, cohesion, or fluency strength in their peer's speech.

In Phase 3, the original two speaking tasks from Phase 1 were repeated to enable comparative analysis between pre- and post-intervention performances. This final phase was crucial in assessing whether and how the dual-intervention model contributed to reducing speaking disruptions. The entire structure of this methodology was designed to simultaneously strengthen internal speech planning (through rehearsals) and external listener awareness (through reflective journals), thereby addressing fluency development as a discourse-based, socially interactive process.



Picture 1. The Research Phases

The primary data consisted of audio recordings, verbatim transcriptions, and 43 partner listening journal entries collected across the three phases. Transcriptions were coded using a discourse-pragmatic framework developed for this study (Carolus et al., 2024), which identified nine disruption types: hesitation clustering, nominal disconnection, verb chain collapse, lexical looping, transition overuse, sentence boundary drift, topic inertia, clause disalignment, and misanchoring in visual description. To ensure coding reliability, two independent coders with backgrounds in English linguistics and English education and currently serving as university lecturers were involved in the analysis process. After coding, selected excerpts representing each disruption type were analyzed in detail to trace pre-to-post intervention changes in linguistic structure, fluency, and discourse management.

All participants and their guardians signed informed consent forms. Students were informed that their speech recordings would be used strictly for research and pedagogical improvement. Anonymity was

maintained through pseudonyms, and data access was restricted to the research team. Classroom teachers supported the study's integration into normal instructional hours and no grading was attached to participation in the study. To ensure the credibility of findings, the study adopted methodological triangulation by using both oral data (speech transcriptions) and written reflections (journals). Member checks involved participants reviewing and validating samples of their transcribed data and also the corresponding interpretation (Okunwaye, 2024). Thick description was used in reporting results to provide contextualized linguistic excerpts and detailed explanations of each disruption type and its transformation.

RESULTS AND DISCUSSION

Results

The following sections present a detailed account of nine recurrent disruption types identified in students' oral production. Each type is described with its defining features, typical triggers, and observed patterns across tasks to establish a clear foundation for the subsequent analysis.

Disruption Type 1: Hesitation Clustering in Clause Initiation

A common disruption in student speech was excessive hesitation at clause beginnings, marked by repeated fillers such as "uh," "you know," and "like." These occurred most frequently during spontaneous descriptive tasks, particularly when students lacked clear cognitive

organization of their message. This clustering of hesitation at clause initiation indicated a breakdown between conceptual formulation and clause planning. To address this issue, idea-chunking rehearsals were introduced, enabling students to group their intended meanings into manageable idea units and rehearse transitions across clusters. This activity supported clearer conceptual sequencing and more efficient anticipation of upcoming syntactic structures. In parallel, partner listening journals were used to promote reflective noticing. Listeners documented specific moments where hesitation occurred, highlighted the preceding discourse conditions that triggered the disruption, and proposed functional rephrasings or more coherent transition options. Together, the rehearsals and journals provided complementary support: one strengthened internal planning processes, while the other enhanced external feedback and awareness. The findings suggest that hesitation reduction stemmed not merely from increased confidence but from targeted development of concept-to-clause alignment. Table 1 presents typical hesitation patterns identified before the rehearsals and the improved forms produced afterward.

Table 1. Hesitation Clustering Patterns and Reduction

Pre- Intervention	Post- Rehearsal	Linguistic Feature	Change Noted
<i>Uh the the photo is like... a... uh boy</i>	The photo shows a boy holding a ball	Clause Head Stabilization	Reduced initiation hesitation

<i>You know it's like about, um... a garden</i>	It describes a garden with many flowers	Clause Structuring	Idea chunking aided fluency
<i>I think it's, uh, a kind of um sports thing</i>	It is a sports event in a school	Modal Removal	Clearer thematic entry
<i>So so so the man is like uh running fast</i>	The man is running fast to catch a bus	Redundancy Removal	Elimination of filler loops
<i>There is uh a a a boy who um draws</i>	A boy is drawing at the table	Filler Elision	Smooth subject-verb connection
<i>It is, you know, maybe uh raining outside</i>	It seems to be raining outside	Lexical Precision	Increase in lexical certainty

Disruption Type 2: Disconnected Nominal References

The analysis also found recurring problems in referential clarity. Students often used pronouns or noun phrases without identifiable antecedents, resulting in fragmented discourse and listener confusion. This disruption was particularly evident during story-retelling tasks, where speakers shifted between characters or objects without maintaining lexical continuity. This disruption also reflected a breakdown in anaphoric tracking and violated thematic progression principles from Halliday's theme-rheme framework (Suharsono et al., 2024). To address this, idea-chunking rehearsals assisted students in mapping referents within each idea unit, while partner listening journals captured listener confusion by marking vague, ambiguous, or missing references. The combined data indicate that clearer referent tracking improved coherence in extended turns. Table 2 provides representative examples of nominal disconnection and the

reconstructed versions demonstrating improved referential clarity.

Table 2. Nominal Disconnection and Reference Repair

Fragmented Excerpt	Reconstructed Excerpt	Reference Issue	Solution Applied
<i>Then he <u>go and do that</u></i>	Then the teacher walks and explains the rule	Ambiguous 'he'	Referential anchoring
<i>She <u>gives it and then he takes</u></i>	The mother gives the book and the boy takes it	Gender Ambiguity	Clarified actor roles
<i>After that one it drops</i>	After the glass falls it drops to the floor	Non-specific deictic	Lexical specification
<i>They <u>are running and catch</u></i>	Two boys are running and one catches the dog	Overgeneralized plural	Explicit noun phrases
<i>The <u>woman smiles and she says it</u></i>	The woman smiles and says the answer confidently	Redundant pronoun	Subject unification
<i>He goes there and it <u>is like that</u></i>	The driver enters the station and parks the bus	Vagueness in spatial deixis	Clarified spatial referents

Disruption Type 3: Collapsing Verb Chains in Extended Responses

In longer narrative responses, students commonly produced collapsed verb chains by omitting auxiliaries, aspect markers, or tense elements. These disruptions reflected difficulty maintaining temporal and grammatical alignment across clauses. To address this, idea-chunking rehearsals focused on isolating then practicing full verb sequences within each conceptual unit to enable students to develop grammatical form and aspectual cohesion. Partner listening journals allowed peers to flag misaligned verb

constructions while suggesting repairs to create a dialogic feedback loop for grammar awareness. Theoretically, this aligns with tense–aspect theory on sequential temporal encoding (He, 2024) and cognitive load theory, which explains how real-time processing overload can hinder grammatical retrieval (Gkintoni et al., 2025). Table 3 summarizes typical examples of verb chain collapse and the more complete forms produced after guided practice.

Table 3. Verb Chain Collapse and Restoration

Initial Excerpt	After Rehearsal	Verb Problem	Instructional Adjustment
<i>He <u>go school and eat lunch</u></i>	He goes to school and eats lunch	Tense Agreement	Tense stabilization drills
<i><u>They talking and finish the homework</u></i>	They are talking and finishing the homework	Progressive Collapse	Aspectual rehearsal units
<i>She <u>been wait for the bus</u></i>	She has been waiting for the bus	Perfect Aspect Loss	Verb chain training
<i>I <u>do the paper and submit</u></i>	I am doing the paper and submitting it	Aspect Sequence Error	Continuous sequence drills
<i>We <u>was play yesterday</u></i>	We were playing yesterday	Auxiliary Misuse	Temporal consistency tasks
<i>He <u>have done go</u></i>	He had gone	Verb Overloading	Chain simplification guidance

Disruption Type 4: Lexical Looping in Low-Proficiency Narratives

Lexical looping was another frequent disruption, characterized by repetitive use of the same lexical item within a short speech segment. This was most common among lower proficiency students who lacked access to alternative vocabulary. Idea-chunking rehearsals incorporated

semantic expansion tasks that encouraged generating multiple lexical options related to a single idea. Partner listening journals complemented this by marking instances of lexical repetition from the perspective of the audience and suggest vocabulary enhancements. Theoretically, this issue aligns with the concept of lexical density (Zheng, 2025), linking fluency to semantic variation, and the principle of semantic field diversification, which supports expressive range. Table 4 displays examples of lexical looping and the diversified vocabulary used in the improved versions.

Table 4. Lexical Looping and Semantic Diversification

Pre-Rehearsal	Post-Rehearsal	Loop Item	Diversification Strategy
He <u>run and run and run</u>	He runs fast and quickly reaches the door	Run	Synonym integration
It's <u>good good good</u>	It's delicious and very tasty	Good	Descriptive variation
The boy <u>take take take</u>	The boy grabs and holds the box	Take	Action verb branching
She <u>make make make</u>	She creates a drawing and colors it	Make	Task-specific elaboration
The dog <u>bark bark bark</u>	The dog barks loudly then growls	Bark	Sound expansion layering
It is <u>big big big</u>	It is huge and taller than the house	Big	Comparative escalation

Disruption Type 5: Overgeneralized Linking Devices in Transitions

A fifth disruption involved overusing generic linking devices like “and then,” “so,” and “because,” resulting in flat transitions and weak rhetorical progression. This reflected limited discourse logic awareness and an

underdeveloped grasp of functional conjunctions. Idea-chunking rehearsals guided students to identify the logical relations between idea units (e.g., cause, contrast, sequence) then apply precise transition markers during guided practice. Partner listening journals served as meta-discursive tools that allowed listeners to annotate overused connectors while suggesting more context-appropriate alternatives to raise rhetorical awareness. This issue was grounded in discourse cohesion framework (Cui, 2024), emphasizing intersentential clarity through proper conjunctive ties, and supported by relational logic in spoken discourse. Table 5 provides examples of overgeneralized transitions and the revised constructions using more context-appropriate linking devices.

Table 5. Transition Flattening and Repair

Initial Transition	Revised Transition	Overused Linker	New Device Applied
And then she talks	Afterward she begins speaking	And then	Sequential connector
So he wins	Consequently he wins the race	So	Causal discourse marker
Because it rains	Due to the rain the game stops	Because	Prepositional cause
And then he smiles	Later he smiles in surprise	And then	Temporal elaboration
So they go	Therefore they leave the place	So	Logical consequence
Because he tired	As he was exhausted he sat down	Because	Subordinate clause use

Disruption Type 6: Sentence Boundary Drift in Oral Summaries

Sentence boundary drift occurred when students failed to mark syntactic sentence

units, resulting in run-on utterances, ambiguous clause sequences, and unclear proposition closures. This was frequent in oral summary tasks, where students condensed content without proper prosodic or syntactic closure. The issue reflected limited control over intonational phrasing and underdeveloped awareness of clause-final signaling. To address this, idea-chunking rehearsals focused on minimal-unit construction and strategic prosodic pausing to reinforce boundaries. Partner listening journals included sentence mapping, where peers marked unclear boundaries and gave revision cues. The phenomenon is explained through prosodic structure analysis (Yenkimaleki, 2024) and intonation-syntax interface models, showing sentence cohesion relies on both grammar and acoustic phrasing. Table 6 illustrates examples of drifted boundaries and their more segmented, comprehensible revisions.

Table 6. Sentence Boundary Drift and Realignment

Drifted Excerpt	Revised Excerpt	Drift Type	Repair Technique
<i>She <u>wake</u> <u>up go school</u> <u>take bus</u></i>	She wakes up. She goes to school. She takes the bus.	Clause chaining	Intonational pausing
<i>It's raining the people run it <u>wet</u></i>	It's raining. People run because it's wet.	Fragment sequencing	Sentence segmentation
<i>I <u>like read</u> I write too and I talk</i>	I like reading. I also write and talk.	Run-on coordination	Coordinative pruning
<i>We <u>go play</u> <u>eat sleep</u></i>	We go. Then we play, eat, and sleep.	Serial list drift	Temporal punctuation
<i>He <u>mad say</u> <u>nothing</u> <u>leave</u></i>	He was angry. He said	Emotion-action blend	Logical demarcation

	nothing and left.				
<i>The class</i>	The class	Event	Event		
<i><u>stop teacher</u></i>	stopped. The	sequencing	boundary		
<i><u>come ask</u></i>	teacher came	loss	cueing		
	and asked.				

Disruption Type 7: Topic Inertia in Sequential Storytelling

Topic inertia refers to a speaker's repeated focus on one theme, object, or detail despite cues for narrative progression. In this study, it appeared in storytelling tasks where students fixated on a single event or object, limiting narrative development. This indicates a disruption in thematic progression, often due to weak narrative planning as well as limited control over temporal or spatial shift markers. Idea-chunking rehearsals addressed this by segmenting stories into phases (beginning-middle-end) to distribute ideas across the narrative. Partner listening journals included story arc mapping as well as topic shift annotations to help students visualize stagnation points and ways to introduce new elements. Theoretically, this draws on thematic progression model (Eustace & Muganda, 2024) and narrative flow theory (Stevani, 2024), which stress movement between narrative units for communicative coherence. Table 7 shows instances of topic fixation and the expanded narratives created after rehearsal.

Table 7. Topic Inertia and Narrative Diversification

Dominant Topic	Expanded Narrative	Inertia Form	Intervention Method
<i>Boy playing</i>	The boy plays, then finds a toy,	Thematic fixation	Event diversification

		and talks to a friend		
Cat on chair	The cat jumps, runs away, and chases a bug	Object repetition	Spatial progression	
A woman smiling	The woman smiles, receives a letter, and starts crying	Emotion stasis	Temporal pivoting	
The school building	The school opens, children enter, and lessons begin	Static setting	Setting-action linkage	
A dog barking	The dog barks, gets tied up, and is taken to vet	Action loop	Consequence chaining	
Ball in hand	The ball is thrown, caught, and kicked later	Object-centered focus	Event dynamic chaining	

Disruption Type 8: Clause Disalignment in Argumentative Tasks

In argumentative tasks, students frequently missequenced dependent and independent clauses, which led to illogical or incoherent argument structures. This was especially evident in conditional, concessive, or cause-effect constructions, where students misused subordinators or omitted key syntactic elements. These breakdowns reflected limited control over clause hierarchy and difficulty planning multi-clause reasoning under time pressure. To address this, idea-chunking rehearsals included targeted syntactic drills on if-then constructions, concessive embedding, and logical sequencing. Partner listening journals functioned as analytic tools, with peers deconstructing faulty arguments and annotating breakdowns. Theoretical framing drew on clause hierarchy theory and argument structure logic (Song & Xu, 2025) to emphasize grammatical alignment in

persuasive discourse. Table 8 presents examples of clause disalignment and revised forms with restored logical sequencing.

Table 8. Clause Disalignment and Logical Realignment

Faulty Structure	Revised Argument	Misalignment Type	Instructional Scaffold
If he <u>win</u> is <u>great</u>	If he wins, it will be great	Incomplete condition	If-clause drills
Because they <u>late cannot enter</u>	They cannot enter because they are late	Cause-effect reversal	Logical connector mapping
He <u>good</u> although <u>no study</u>	Although he didn't study, he performed well	Concession confusion	Clause restructuring
She <u>like it</u> because <u>nice</u>	She likes it because it is nice	Adjective clause drop	Copula inclusion practice
If <u>rain</u> we <u>not go</u>	If it rains, we will not go	Verb omission	Conditional integrity
Since <u>late</u> no <u>time</u> <u>prepare</u>	Since we were late, there was no time to prepare	Temporal disalignment	Clause pattern restoration

Disruption Type 9: Misanchoring of Visual Descriptions in Listening-Speaking Tasks

Misanchoring occurred when students described visual stimuli without clearly specifying spatial, positional, or referential details, causing confusion and listener disorientation. This disruption was common in integrated listening-speaking tasks with picture stimuli, where students used "that," "there," or "this" without proper contextual grounding. The issue reflects underdeveloped deictic control and weak visual-verbal alignment. In response, idea-chunking rehearsals included spatial scaffolding as well as object-location pairing to help students explicitly link

speech to visual referents. Listening journals supported this reconstruction by allowing peers to identify ambiguous references and suggest clarification cues. This problem is theoretically grounded in deixis theory and visual-verbal alignment frameworks (Maulana & Muniroh, 2025) which both highlight the role of spatial orientation in multimodal discourse. Table 9 summarizes typical misanchoring excerpts and their clarified revisions.

Table 9. Misanchoring of Visual Descriptions in Picture Task

Initial Description	Clarified Description	Misanchoring Type	Anchoring Strategy
<i>She stands and <u>do</u> that</i>	The girl on the left stands and opens the window	Subject-position blur	Spatial specification
<i>They eat here</i>	The children near the tree are eating lunch	Deictic vagueness	Locational framing
<i>It <u>go</u> there and <u>fall</u></i>	The ball rolls toward the stairs and falls down	Object misplacement	Movement anchoring
<i>He <u>beside</u> it and <u>smile</u></i>	The boy next to the red box smiles	Proximal ambiguity	Positional coordination
<i>This is not clear but she <u>move</u></i>	The woman in the corner moves toward the chair	Referential imprecision	Corner cueing
<i>They do something with that</i>	The two students work with the chart on the board	Vague pronoun-object	Object naming

Discussion

The core finding of this study establishes that speaking flow disruptions, particularly hesitation clusters at the onset of clauses, are not simply symptomatic of

weak linguistic competence, but instead reflect a deeper disjunction between conceptual formulation and linguistic articulation. This interpretation is supported by previous studies showing that hesitation patterns often emerge when learners struggle to synchronize message planning with syntactic encoding (Maulana & Muniroh, 2025).

The improvement observed after idea-chunking rehearsals in this study resonates with evidence from Gulick et al. (2024), who found that pre-planning idea units helped reduce initiation delays and minimize reliance on fillers. Similarly, studies using structured pre-task planning in EFL contexts reported parallel reductions in hesitation frequency and increased clause stability (Sunarya & Atmazaki, 2024). The partner listening journals used here mirror findings from interactive feedback studies, where peer reflection heightened learners' awareness of planning difficulties and supported smoother clause initiation (Zheng, 2025). Collectively, these converging results indicate that fluency must be developed through cognitively grounded planning practices rather than speed-oriented drills.

A second major finding concerns referential disruptions, such as indistinct pronouns and unclear antecedents, which were substantially reduced following structured rehearsal and peer reflection. This aligns with prior empirical research showing that EFL learners frequently experience ambiguity in referent maintenance, leading to coherence loss and

listener confusion (Suharsono et al., 2024). The improvements observed in this study parallel the results of a narrative-based intervention by Badio (2024), which demonstrated that pre-planned referent chains enhanced discourse clarity during spontaneous speaking tasks. Moreover, the audience-oriented feedback in partner journals supports earlier findings that collaborative output tasks heighten learners' metapragmatic awareness and promote referential precision (Shodieva & Odinaeva, 2025). These consistencies reinforce that referential clarity is best achieved through context-sensitive rehearsal coupled with interactive listener feedback, rather than isolated grammar correction.

Another important pattern relates to collapsed verb chains, where students omitted auxiliaries or produced malformed tense-aspect sequences during spontaneous speech. Similar breakdowns have been documented in fluency studies where learners under performance pressure fail to maintain temporal sequencing. The effectiveness of idea-chunking in stabilizing verb chains in this study echoes Gkintoni et al.'s (2025) findings that structured rehearsal enhances learners' ability to anchor tense-aspect choices within coherent narrative frames. The role of peer scaffolding here is consistent with Itzhakov (2024), who showed that peer-supported grammar noticing during speaking tasks produces more durable improvements than instructor-led correction alone. These

parallels indicate that tense-aspect fluency emerges most strongly when grammatical alignment is treated as part of discourse construction rather than as an isolated rule system.

Furthermore, the intervention effectively addressed lexical looping, characterized by excessive repetition of high-frequency words within single narrative segments, often indicating limited lexical access or underdeveloped elaboration strategies. Through semantic expansion tasks embedded within idea-chunking rehearsals, students learned to produce lexical alternatives and collocational variations anchored to core ideas. This aligns with the principle that vocabulary depth, not just breadth, underpins sustained fluency and listener engagement (Kassymova et al., 2025). Partner journals functioned as lexical mirrors by alerting speakers to redundant patterns and prompting relexicalization strategies. As students recognized signs of listener fatigue from repetition, they began diversifying their language use intentionally, moving from simple retrieval to creative generation. Fluency was thus redefined not only as fluid output, but also as semantic richness and flexibility embedded within coherent thought articulation. These findings affirm that vocabulary instruction should incorporate metacognitive monitoring and audience awareness to promote meaningful fluency development.

Finally, the students' overuse of simplistic linking devices was transformed

through a shift toward logically embedded discourse markers to indicate a deepening of metadiscursive awareness. Cui (2024) emphasizes that pragmatic markers serve not only to connect sentences but also to encode inferential, concessive, and elaborative relations vital to discourse intelligibility. Initially, students relied on basic additives such as “and then” or “so,” often reducing their speech to unstructured lists of events. The chunking rehearsals, however, required categorizing idea units by rhetorical function such as contrast, cause-effect, or elaboration; thus embedding cohesive logic into speech construction. Listener journals provided feedback on coherence and encouraged speakers to revise connectors based on peer understanding. The model of discursal scaffolding supports this shift, emphasizing that genre-based instruction should prioritize logical sequencing and transition mastery as core components of oral proficiency (Maulana & Muniroh, 2025). As a result, students progressed from surface-level fluency to discourse-level cohesion, demonstrating the value of structured rehearsal integrated with dialogic reflection in developing spoken genres.

CONCLUSION

This study demonstrated that structured pedagogical interventions, specifically idea-chunking rehearsals and partner listening journals contributed significantly to the improvement of students’ spoken fluency and coherence. These interventions effectively targeted

core speaking flow disruptions among Indonesian EFL students, including hesitation clustering, referential ambiguity, collapsed verb chains, lexical looping, and the overuse of simplistic discourse markers. Through cognitive rehearsal and socially mediated reflection, students developed clearer conceptual-to-syntactic alignment, improved referential precision, and more cohesive rhetorical sequencing. These gains suggest that fluency is not merely a matter of speed or confidence but a product of intentional message planning, verbal organization, and interactional feedback. Moreover, the integration of listener journals allowed students to internalize audience perspectives, fostering greater self-regulation and metadiscursive awareness. This approach also highlighted the importance of genre-sensitive speaking instruction grounded in real-time processing support and collaborative discourse monitoring. Future studies are encouraged to examine the scalability of these methods in larger classrooms, their adaptability to digital or multimodal speaking tasks, and their longitudinal effects on spoken proficiency. Additional research might also explore how these strategies intersect with affective factors such as anxiety, motivation, or engagement, especially in high-stakes or online speaking assessments.

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AUTHOR CONTRIBUTION STATEMENT

The authors were solely responsible for the conception, design, and execution of the study. This included formulating the research questions, designing the instructional interventions, and developing the data collection instruments. The authors also conducted classroom observations, facilitated idea-chunking rehearsals, and coordinated the implementation of partner listening journals.

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