The common goal of second and foreign language (L2) learning is to become a fluent user of the target language. As a concept, fluency is commonly applied by learners and teachers, and it is often explicitly listed in formal curricular goals or as a criterion in L2 assessment. Despite being intuitively a familiar concept for language learners and users, its definitions vary to a great extent. Based on the Latin word ‘fluenter’ – ‘to flow’, fluency generally refers to ease and effortlessness, but the concept of fluency can be applied in various ways in different contexts. In the first chapter of *Perspectives on Fluency* (edited by Heidi Riggenbach and published by University of Michigan Press in 2000), which brought together research approaching fluency from different angles and in different fields for the first time, Koponen and Riggenbach highlighted that despite the usefulness of fluency as a construct in teaching, assessment and research contexts, its meaning should be specified further. Now almost 20 years after this seminal collection, the notion is still accurate, and more interdisciplinary and multidisciplinary approaches to fluency are needed to bring the different senses of fluency together and to refine the use of the term further. This volume, with its collection of approaches to fluency from different disciplines, shows how much the field has expanded in recent years and opens new avenues for fluency research to focus on in future to better understand this multifaceted phenomenon.

The motivation for this volume stems from our previous L2 fluency research and from the observation that various approaches have been used to investigate the same phenomenon. In addition, even though fluency research has been popular in recent years, we have often observed that many researchers discuss the same theme without explicitly referring to fluency or using concepts from this research field. Therefore, to extend the focus of existing fluency research, we have challenged researchers to reconsider their earlier approaches to fluency-related features in L2 learning and use to produce this comprehensive presentation of the topic.

The volume is of interest for undergraduates working on second language acquisition (SLA) projects (e.g. MA theses), postgraduate students involved in SLA research, and teachers and researchers focusing on the teaching, learning or assessment of L2 fluency or fluent L2 use. These readers will benefit from the empirical findings, theoretical definitions
and methodological solutions presented in the volume. L2 teachers, translators and language assessment specialists, among others, will also find this volume useful. Our volume, or its chapters independently, can also be used as supplementary reading material on university-level courses on SLA and other related topics.

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