Research on Explicitness in L2 Communication Problem Solving

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Abstract

As it has been suggested, "learning will be facilitated if students are explicitly trained to become more aware of and proficient in the use of broad range of strategies that can be utilized throughout the language learning process" [1]. The introduction of strategy training, in his view, can help foreign language learners master skills and improve overall linguistic performance.

The vital aim pursued in this research project is an attempt to determine the significance of explicitness in L2 communication strategy training. It is assumed that explicit Strategy-based Instruction (SBI) has a greater influence on the students' communicative performance than implicit, procedural training. The research project has been designed as an attempt to showcase that the explicit SBI effectively assists EFL learners in their effort to master productive skills of a foreign language. Considering the quantitative aspects of the applied strategy training, the cross-task analysis of the final scores provides some evidence for the efficiency of explicit SBI . What is more, it may be observed that explicit SBI leads to greater and more elaborate strategy use and also facilitates L2 long-term learning more than implicit instructions.

The intended direction of the paper is to start with the description of the explicit SBI session in the EFL classroom and then, based on the obtained data, verify its role in the development of EFL learners' communicative competence.

References

[1]Cohen, A.D. 1998. *Strategies in learning and using a second language.* New York: Addison Wesley Longman Limited. p. 66.