


BASIC COGNITIVE CONSTRUCTIVIST APPROACHES IN LANGUAGE LEARNING (OBJECT PERFORMANCE FOCUS (OPF), USING PODCASTING AS A RESOURCE)			Language Acquisition
		Keywords: Cognitive, Constructivist, OPF, Approach, Podcasting, Resource, Essay Writing.	
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Abstract			
<p>This paper aims to conduct research concerning some basic cognitive constructivist approaches in language learning, in this particular, English as a foreign language. On the focus are the English Language Department Students. The main focus of this study is Object Performance (OP), which uses Podcasting as the main resource. Furthermore, after an in-depth analytical approach to the use of podcasting in language learning, it aims to unveil some of the main students' cognitive activities, related to the podcast content and facts, as seen from the object performance perspective, which helps them recall the previous empirical knowledge content and facts by linking them to those conveyed by the podcasting content. Such an analysis between the two types of processed content results in a strong impact on structuring 'a new blended knowledge with the students' in both oral and written language productivity. It has also been proven that this cognitive approach is a real spin of knowledge that strengthens their overall communication in English as a foreign language.</p>			

Introduction

Today, those constructivists who are 'radical' because they take their theory of learning seriously frequently undergo the same objections and contradictions, except those who are sometimes expressed more politely than at the beginning of the 18th century. Now, no less than then, it is difficult to explain the criticism regarding issues scientists look to investigate, demand further in-depth analytical research, give constructivism as a way of learning, a better perspective, without which, learning would continue to remain traditional.

In this regard, to claim that one's theory of learning and knowing is true, in the traditional sense of representing a state or feature of an experienced-independent world, would be perjury for a 'radical cognitive constructivism.' One of the central points of the theory is precisely that this kind of 'truth' can never be claimed for the knowledge (or any piece of it) that human reason produces (Maturana, H.: 1980).

To mark this radical departure, we have in the last few years taken to call our orientation a theory of knowing rather than a 'theory of knowledge.' This means that we agree whole-heartedly with Nodding (2018) when she says, at the beginning of her contribution to this phenomenon, that radical constructivism should be 'offered as a post epistemological perspective.' One of the consequences of such an approach must be that one does not persist in arguing against it, as though it were or purported to be a traditional theory of learning and knowledge.

Another consequence for us, which is seen as the more important one, says that cognitive constructivism needs to be radical and must explain that one can, indeed, manage without the traditional notion of truth, i.e., a well-founded empirical platform of facts added to externally meat physical analysis of the way we learn and gain knowledge while listening and reading. How much this approach is possible may become more plausible if we trace the sources of some of the ideas

that made this learning method more desirable and attractive among learners. Having studied a wide range of articles and books included in the bibliography of this paper (Piaget, Pittendrigh, A.Roe & Simpson, Plato, Popkin, Von Glasersfeld, and others), we have been able to collect a rich database from the analyzed essays that were written by students of the 1st year at the English Language Department, attending the course of Academic Writing in English. A combination of the three elements involving a rich empirical platform of data, podcast listening as a language learning skill and finally adding the approach of Visional Object Performance, in the center of this data triangulation, revealed that the combination of the three elements, analyzed and seen in-depth via a metaphysical language input analysis, coming out of the podcasting, made possible a remarkable enrichment of the newly produced essays.

The newly produced essays, compared to the previous ones produced without podcasting as a source of language input, were less comprehensible in reading, less lexically colorful, and had lower overall textual cohesion and paragraph coherence. In general, all those who used constructivism as a method of learning and gaining knowledge, if correctly analyzing the outcome, may realize that this method, combined with a noticeable comprehensive dose of radicalism provoked by podcasting content and the empirical platform, on which the whole learning process relies, is the way to reach higher learning and producing goals in regard to essay writing.

Research Methods and Hypotheses

To manage a smoothly working project of this learning complexity in cases of essay writing based on a rich theoretical database generated from the studied and analyzed bibliography, a set-intensive method has been put into place. It is a scientific approach that uses a triangulation of comparative, qualitative and cognitive methods of gathering, monitoring and analyzing the database of facts at disposition.

Hypothesis: Given the analytical interaction of research elements and research approaches, this paper, based upon object performance recall, helps to strengthen and improve essay writing by involving podcasting as a ‘behavior source of knowledge’, which provokes aggressive learning processes in general in essay writing in English.¹

To ensure that the established hypothesis makes sense in the learning theory of Piaget’s object performance focus, a database consisting of a random sample of twenty essays written by 1st-year students at the English language department attending a course on academic writing in English focused on war in Ukraine was created. The project, as stated in the introduction, focuses on object performance on podcasting content, which, in this case, is the horror of war in Ukraine. Twenty people listened to the podcasting content on their phones for 20 minutes. Previously, all the students were told to listen to the same content at home for no more than 30 minutes to become more familiar with the podcast content.

¹ Object performance recalling (OPR)-Recalling the memory how something looks like when you don’t have it before your sight

To make easier the production of the essay outline and the so-called logical division of ideas (LDA),² aiming for greater text consistency, a previous analysis of the essays written before the podcasting has been given as a ten-minute task aiming to detect failures of the essays they have produced before being exposed to the podcasting task as an external input (Feyerabend, P.: 1987). The focus of the analysis was on the lexis, grammar and text cohesion before and after the essay writing. In this regard, all twenty students were told that object performance is the thing they must focus on both during the listening and writing processes. In the practical learning context and terms, this cognitive constructivist approach is seen through the imagination of war scenes in Ukraine, as this visual impact helps students create scenes and pictures based on how things develop both on the podcasting and on the ground.

Given that the approach of visual object performance recall of cognitive constructivist memory in essay writing, which is based on an empirical knowledge platform, has been the focus of students' metaphysical skills and drills in organizing essay outlines and essay structure engineering, overall efficient method triangulation has been used on a traditional basis; as such, it has not been defined as a way to both improve and enrich essay writing and content, encompassing all linguistic segments needed to address (Piaget, J.: 1937). In other words, as a complex concept, it has been used on practical constraints of the writing process, but it has not been studied and described within the scientific terminology and theory as a phenomenon. Furthermore, the triangulation method approach, in the analysis of most of the sampling material, has shown that the essays produced as products of this triangulation are less normative and thus characterized by a much higher level of cohesive consistency (G.G.Simpson, 2009: Eds.) The greater the amount of message and text comprehensibility, the greater the degree of intertextuality, and the richer the lexical content of the overall analyzed essay database.

The twenty produced essays have been analyzed from the perspective of the input of new lexis or words related to war and politics, more advanced typology of complex and compound sentences have been used, and the fact that podcasting content has supported the students to stick to the Logical Division of Ideas, making the new essays more intelligible and comprehensible to the reader.³ Compared with previous methods, military lexis, new words and terms, which were previously unknown (Popkin, R.: 1979), were recalled based on the pictures seen in the podcasting video.

Learners' (sampling) cognitive activity has been paragraph coherence, which, in general, to all those who are using constructivism as a method of learning and gaining knowledge, if correctly analyzing the outcome, may realize that this method, combined with a 'noticeable comprehensive dose of radicalism.' This approach results from the podcasting content and the empirical platform, on which the whole 'new learning podcast content, relays on, is the way that leads toward higher learning and producing goals, in both oral and essay writing.

² LDI-Logical division of ideas- the process of dividing the ideas we discuss in a given essay as a level of each paragraph consisting the whole essay

³ LDI-Logical Division of Ideas-Outlining text, i.e., essay consistency according to the rules of division of ideas following the similarity of semantic and content substance.

Data Gathering Part

To have a consistent and more pragmatic picture of how to use podcasting as an enrichment essay writing source, followed by the object performance approach of perceiving the message content, the overall sampling represents a database of 2x20 essays, both written by randomly chosen students, which are divided into two groups. In this regard, we considered early written essays (with no podcasting resources) and later written essays (supported by podcasting as a source of information), consisting of 40 essays in total. The total number of words per essay varies from 300-500 words per essay, whereas the essays are written after using the object performance approach technique while listening to podcasting as an information source (James, W.: 1880). The data that were gathered were based upon the quantum of the text for each essay and the overall quantum of the text reaching the cca. 8000 words in all 20 prepodcast sampling and reaching cca. A total of 10000 words in all 20 essays were gathered from the post podcasting essay model.

The elements that have been considered for analysis are textual standards such as *informativity*, *intertextuality*, *cohesion* and paragraph cohesion (Pittendrigh, C.S.: 1958), which are constantly counted in terms of the number of inputs, which causes the two groups of essays to vary from each other in all these features to be used, particularly in terms of the standards concerning essay lexical enrichment and the overall essay cohesion evidence difference between the information of the two data categories characterizing the information gathered between the two essay groups.

Data Analytical Part

The approach of certainty of playing with words and meanings by enriching the essay content is one of the activities that makes the process dynamic and more dynamic in regard to the podcast input and the cognitive constructivist enrichment of the essay text quantum (Bennett, R. E., & Gitomer, D. H.: 2009) and the overall concrete consistency cohesion of the idea being described in a given essay.

For this purpose, and in order to have a bigger and clearer picture of the data analytical stage of the endeavor, we designed the whole activity, which was carried out in a table focusing the whole text quantum in the focus of the analysis, as seen from the perspective of all the text standards, as stated above. On the other hand, we have carried out a comparison of the overall text quantum and consistency, matching both the earlier written essays not being exposed to podcasting and the new ones being exposed for 30 minutes to the podcasting video.

The main analytical approach for identifying the impact between the two groups of essays was based on a detailed analysis of the overall number of words in both groups of essays. The four analyzed types of data were classified based upon four parameters, i.e., text standards, Informativity, Intertextual Connectedness, Scale of the overall Cohesion, and Lexical input. This interactivity of the four parameters has been seen and analyzed from the perspective of comparison between the two groups of essays, as already mentioned as a sampling of this project. This information is shown in the table on the next page.

Table 1

The overall impact of the podcasting source on the overall essay text quantum and consistency data analysis

Group 1 of essays data-No Podcasting input-total of words in all essays: cca8000 words		Group 2 of essays data-Exposed to Podcasting input-total of words in all essays: cca.10.000 words	
Scale of Informativity	Varying btw. 40-60%	Scale of Informativity	Varying btw.50-80%
Scale of Inter-Textual Connectedness (SITC)	30-55% of Textual Connectedness	Scale of Inter-Textual Connectedness (SITC) ⁴	45-75% of Textual Connectedness
Scale of the overall Cohesion	60-80% of Text Consistency reflecting scale of Cohesion	Scale of the overall Cohesion	70-95% of Text Consistency
Lexical input	Varying btw. 10-20% of the overall Text Quantum	Scale of the overall Cohesion	Lexical input 20-35% of the overall Text Quantum

As seen, we have revealed a concrete abstraction of the essay data to be analyzed regarding the impact which it has incorporated within the text of the analyzed essays. Seen from the constructive cognitive point of view, we may say that the triangulation of these analytical activities involves more dynamic structuring of ideas using cognitive knowledge in a constructivist real-life situation, i.e., when students compose their essays, particularly after being exposed to the podcasting time, before starting to write them. In other words, the cognitive constructivist approach based upon the received podcasting input has impacted all parameters in the focus of the analysis, particularly for students with a stronger command of English as a foreign language. This revealed evidence clearly shows that the gained knowledge (all four types) has been structured and built in the memory of the students before and after the Podcast video, showing the war in Ukraine.

Furthermore, for all essay-building activities during the writing process, students make strong efforts in terms of trying to organize and strengthen the cognitive bridges between their empiric knowledge and the new experience they have acquired based upon the cognitive constructivist framework of writing and organizing ideas based upon principles such as the logical division of ideas and focusing on the content to which they are exposed. As shown in the table, the cognitive constructivist approach of writing has shown that this idea or approach is productive, particularly in writing skills, showing that the exposed students learn from experience and not just from hearing lectures, as we do in a real-life environment, while lecturing to them in the classroom.

Results and Discussion

Given that the phenomena investigated in this project are both complex linguistic in nature, involving the elements of text linguistics and a psycho-cognitive learning approach based upon constructivist learning techniques, and that behaviorist input of content by using podcasting as a source represents a complex set or results that have been gained and, as such, may be interpreted in different ways.

⁴ SITC-Scale of Intertextual Connectedness refers to the logical sentence, paragraph and whole essay content intertextual connectedness, strengthening and saturating the overall essay comprehensibility.

In regard to improvement in essay writing using all this set of elements, we have concluded that, in general, all the revealed results have a single nominator, which is a substantial progress of an equal scale of improvement in all 40 essays, used as arandom sampling. After carrying out a detailed analytical procedure of all four parameters relevant to the overall assay enrichment as a result of the podcasting input and the comparison between the two groups of the analyzed essays, we obtained the following results:

Table 2

Overall impact of the podcasting source on the overall Essay Text Quantum and Consistency: Identification of the typology of the results

Podcast overall input prior to the Essay writing – 5000 words – Total no. of essays 20-Typology of lexical input-Expressed in items		Podcast overall input prior to the Essay writing -8000 words-Total no. of Essays 20 –Typology of lexical input-Expressed in items	
Overall Text Informativity	20-36 items: Type: keywords and terms	Overall Text Informativity	20-36 items: Type: keywords and terms
Overall Inter-Textual Connectedness	15-40 items: Type: nouns, pronouns, consistentpronouns, connectives, etc.	Overall Inter-Textual Connectedness	40-75 items: Type: nouns, pronouns, consistentpronouns, connectives, etc.
Overall Text Cohesion	30-50 items: Type: Connective tokens, repetition, ellipsis, etc.	Overall Text Cohesion	50-80 items: Type: Connective tokens, repetition, ellipsis, etc.
Overall Lexical Input	15-25 items: Type: Words of military and war terminology	Overall Lexical Input	30-55 items: Type: Words of military and war terminology

On the next page, we have included a detailed table that explicitly provides explanations and describes the reached scale of output or essay writing improvement covering the basic text standards, which each academic essay needs to include in its content, to have a solid comprehensive, intelligible and efficient message transfer to the reader (Bazerman, C.: 2004).

The overall results, which are shown in Table 2, indicate that overall essay performance increased significantly between the two groups. The overall difference, expressed as a percentage by grammatical category, shows an overall difference in which the percentage between the two groups of essays ranges between 20-40% of advancement or improvement in the writing process as a whole. In this regard, there have been some difficulties or obstacles concerning managing the empirical knowledge and the behaviorist knowledge that the students have received from external sources, i.e., Podcasting as the main source.

These difficulties in general may be seen or classified in terms of our own actions whenever we sit to write an essay whatever this essay may be. Obstacles in implementing complex writing methods usually refer to the ability of writers to manage with the cognitive constructivist approach, which is needed to coordinate the knowledge of language mastery diagnosed before the podcasting and the input received after being exposed to listening (Bogdanov, A.: 1909)

As stated above and from the practical perspective of the interaction between the source and the product, to reach a higher scale of essay output and comprehensibility, two crucial components expected to be seen in the concluding part of this paper, we must say that it is crucial

to know that the cognitive constructivist theory needs to be blended with the practice of writing (Inhelder, B., Garcia, R., & Voneche, J.: 1977).

This practice must refer to podcasting input as a source, and the results must be based upon cognitive constructivist writing attitudes, which are required to function, based upon a perception of new words and ideas, of an active rather than passive approach in the writing process as a whole. This means that the process must be controlled by all circumstances that come as a result of the thinking interaction, as seen through the writing results of the writing actions (Piaget: 1969.)

Concluding Remarks

With respect to teachers seeking a teaching model based upon research results, we concluded that using cognitive constructivist learning (in essay writing) enriched by podcasting as a source and focusing on object performance as a technique of lexical and text content enrichment is an extremely productive method that leads students toward an overall improvement of writing skills in academic English. Endorsing this learning method and upgrading it as a radical cognitive constructivist orientation, almost all students show noticeable changes in the way they think, in the way they act and engineer their essay outline and content, which in many cases ends up being successful. This would make students avoid and even ignore cliché seeing essay writing as something of a belief perceived as an unquestionable dogma, which makes us, as researchers, able to find ourselves in the closed-up thinking process, which results in poor writing productivity.

Using this learning method, we see knowledge as a powerful conceptual means that makes sense from real-life experience rather than ‘an imaginative cognitive representation’ of something that is supposed to lie beyond it. Something that is unknown, which, as such, both to us and to the students, represents a great shift from traditional essay writing to modern writing, which is exposed to external cognitive-constructivist behaviorist methods, all of which work perfectly together.

Furthermore, an exposition of cognitive constructivism, supported by podcasting and object performance included in the content, in many ways makes the writer responsible for expressing the best for the ‘new world’ we are experiencing while writing. Finally, implementing the method of cognitive constructivist writing supported by external sources in the essay writing process, developed and controlled constantly by so-called radical constructivism, does institutionalize the fact that this method, although difficult to implement, makes the construction of properly outlined, consistent, lexically rich essays real, which leaves doors to be further developed and enriched toward being more academic and thus enjoyable to be read by the respective community.

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