

ASPECTS OF TACIT LANGUAGE INTERACTIONS UNDERPINNING COGNITIVE CONSTRUCTIVISM IN ENGLISH COMMUNICATION SKILLS

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Abstract

Teaching and learning a foreign language is always seen as a complex task, opening the doors to a multidimensional learning process to undertake. Teachers and learners are keen to decode this process's complexity from a Cognitive Constructivist Perspective (CCP), seeing this approach as a way to generate and enhance learning. This paper will focus on some key Cognitive Constructivist issues regarding the impact 'Tacit Language' has on speaking comprehension improvement in English. As such, it aims to unveil some interactions by focusing on the involvement of a wider range of Tacit Language input from ST to TT. The 'wording transfer' will be analyzed through Cognitive Constructivist Interactions (CCI), focusing on the 'operationality of word systematization' within "the newly produced text version." In this regard, Interaction Intensity (II) will be measured between both perspectives with UG students at the English Department. This will be the ultimate hypothesis answer to the problem. A random sampling output will be exposed to a triangulation of research methods based upon audio-visual observation, surveys, and questionnaires as data-gathering instruments. Several parameters will be measured, aiming to give a clearer picture of Tacit Language Knowledge Transfer, focusing on the intensity of the Cognitive Constructivism role throughout the process. The key action to be monitored is 'Intensity of Cognitive Constructivism Operability' during the word transfer from ST to TT. This perspective will define explicit hints in terms of using different skills during the transfer of tacit language terms, seen as an impact on strengthening speaking skills. Finally, the project will design an efficient learning approach based upon an efficient operability generated by tacit language input and Cognitive Constructivist Systematization (CCS) of new terms and words in speaking tasks.

Keywords: Tacit Language, interactions, cognitive constructivism, scale, communication input, efficiency

Introduction

For all of us as researchers in the field of linguistics, as well as ELT, it has always been evident that the cognitive constructivist approach represents a new way, as well as a strategy, for the teaching and learning process. In this regard, if the students are not aware of the way they process explicit and implicit learning inputs, we will notice that outputs they produce are generated based on the intensity of their cognitive involvement in constructing oral and written language schemes and structures. Considering the fact that our primary role in the teaching process is that of a facilitator, we should guide the students to adopt the TREE model (which stands for teacher, researcher, educator, evaluator; Ajdini, 2020). At this point, what comes to

mind is the theory which functions in the practice of learning productivity and which we refer to as intelligible learning.

However, for many of us, seeing the process from a formal and latent perspective makes us hesitate as to whether we need to dig deeper and enter the core of the phenomenon to answer the hypothesis of this paper. This research pattern involves two core perspectives interacting with each other, generating a learning strategy that answers this paper's hypothesis. In a real-life learning environment, this involves the role of the implicit - i.e., tacit language role in the process, aiming to generate higher dynamics of the learning outcome (King, W., ed. 2009). Encountering this technical error during the process would be fatal to the functionality of the linguistic platform upon which we must identify the interaction of learning and producing new language structures. When seen from a cognitive constructivist perspective, this is set to be the generator of a larger volume of explicit language skills and knowledge values in the language learning environment.

To explain this further, it is necessary to note that every learner has a language of thought engraved in their mind. While unspoken, this internal language consists of words and ideas that have been memorized but not explicitly requested for use. It is difficult and rather confusing to explain this to those unfamiliar with the vast amount of implicit knowledge learners possess (Winter, 2016). Furthermore, implicit (tacit) and explicit knowledge interact and are influenced by the impact of cognitive constructivist language input in oral tasks. This interactive process is observed through a learning triangulation approach that combines all three parameters. Specifically, this approach establishes a synoptic platform- consisting of necessary psycho-technical, language and operational data, with the purpose to define both the scale of interaction between the involved factors and the learning quantum derived from the completed oral tasks of the sample group exposed to this investigation (Leonard and Swap, 2014).

However, in order to address the entire analytical scope of the phenomenon, the works of more than a dozen authors were considered, involving books that pragmatically expose the problem from the perspective of the paper's construct. The standpoint supported in this paper reveals the solution to our problem, thereby enhancing the process and providing conclusion (Harris, 2009). In this regard, the literature includes Stephan Pinker with *The Mind Reader* and *The Modern Denial of Human Nature*; Piaget with *Stages of Cognitive Development*; Florim Ajdini with *The Basics of Psycholinguistics in Language Teaching and Learning*; Eraut, B. with *Non-formal Learning and Tacit Knowledge in the Learning Process*; Harris, R. with *Improving Tacit Knowledge Transfer within SMEs through E-collaboration*; Leonard, D. and Swap, W. with *Critical Knowledge Transfer*, and Chomsky with *Universal Grammar*, etc. All the aforementioned works involve solutions regarding Cognitive Constructivist Interactions (CCI) of tacit language as a key source of additional knowledge, contributing to learning efficiency and the volume of new words, terms and English expressions in general.

Finally, given all the above-stated components, we are convinced that both this paper structure and the construct itself are representative enough to conduct a clear process of investigation. The study is supported by an appropriate and well-defined research methodology involving efficient methods and instruments, predominantly based upon the feedback of productive sampling, divided into two groups of learners, each consisting of ten individuals. This scientific platform is known to produce results in both data collection and analysis, as well as a consistent and comprehensible data analytical output to this type of learning approach. Given that the focus is on the interaction intensity and operability during the oral production stage by both groups, the analytical process is predominantly based upon the monitoring of all involved Cognitive Constructivist Operations and hidden language content.

This kind of analytical strategy will produce enough insight to drive pragmatic conclusions, which will serve all those who use tacit or implicit language influence in learning English as a foreign language. Furthermore, it will make both learners and teachers more familiar with the

fact that interaction between cognitive constructivism and the use of hidden knowledge transfer provides a higher degree of awareness and enhances the overall learning of English.

Research Methodology

Given the complexity of the factors influencing this specific and complex learning method, the research methodology involves a multidimensional triangulation of methods, instruments, and approaches which are developed and managed within two groups of a ‘snowball sampling’. The tendency of cognitive constructivist recalling of latent words (hidden knowledge) is about creating a clearer perception that would explain in a pragmatic way the ongoing process among UG learners who learn English as a foreign language. Having such a ‘synoptic research platform in mind’, where the analytical constellation of gathered data represents a ‘mandatory construct’, which as such leads to the final conclusions, the study is based upon ‘a triangulation of methods involving quantitative, qualitative and comparative ones.

This combination of methods is functional with a Case Study Research Design, which as a model uses Yin’s approach to data collection and analysis (Ajidini, 2020). These organizational steps make more real and sufficiently productive the analytical calculations of the gathered data, and as such identify results unveiling new hints regarding the way how we as teachers and the students as learners need to consider them during the learning process as a whole. From this analytical perspective, the interaction, i.e. the word transfer between Tacit knowledge and cognitive constructivist fronts, becomes more visible and efficient in terms of observing and controlling both sides. Also, it is visible and measurable the intensity of the process and the scale of the sampling’s oral cognitive operability and productivity delivered from the tasks that the students are engaged in.

Moreover, the hypothesis aims to verify whether Tacit knowledge interferes with UG learners attending the 4th year of studies, and if this perspective is affirmative, to what extent this interaction reaches, in terms of the items of tacit word transfer in English (words and expressions) used by both groups. The hypothesis will be underpinned by several factors or types of tacit language knowledge used by learners, all aiming to ensure a precise percentage of both learning input and output. Additionally, it centers on whether factors such as ‘passive exposure to language, TV, phones and other IT gadgets’ support the interaction between the source elements in focus. As to the data collection instruments, they have been deliberately introduced through actions such as previous reading of two different topics per group, observation, note-taking during speaking (both groups), all in order to detect the text quantum before and after listening comprehension.

After reaching this procedure point, the participants’ task completion is expected to result in a new version of the product or a text, which they will articulate orally for four minutes each. This represents the phase of data selection and gathering, focusing on the number of ‘new terms and words’ used in their individual narrations. At this point, we observe the interaction intensity between tacit language recall (transfer) and how these terms are deployed during the project outline. In practical terms, this identifies the kinds of cognitive tools they use, how and where they deploy them, and how these tools contribute to the construction of new oral narratives. The sample consisted of two groups of ten students each, who were asked to read a narrative text of approximately 220 words. The aim of the task was not revealed to the UG students, as this approach, from a cognitive point of view, might increase cognitive load and hinder the recall of terms that have not been used for a long time (Wijetunge, 2012).

Analytically, notes were taken during all twenty oral presentations (each lasting 4 minutes), to identify the typology of words used in terms of frequency, i.e. less vs more frequent, as well as the words’ grammatical categories. This process aimed to identify the source of those words and terms, whether they originate from sources such as storytelling, podcasts, speeches, empirical language knowledge, passive exposure to English in general, or others. Another

source of tacit knowledge possessed by most participants is the words they hear from their classmates during a task; these are words that, over time, have been forgotten or hidden within the brain, becoming latent or modified cognitively as unrecalled thoughts of English they acquired previously (Leonard, Barton, and Barton, 2013). The results will be shown in percentages for both tested groups separately, as the sampling method (snowball), may signify the groups are prone to showing better results in terms of both the source typology of words recalled and the intensity scale of interaction between the parameters involved within the construct of this project.

Data Gathering Section

The data gathering section focuses on activities involving the use of the above-mentioned methods and instruments. Working within a triangulation concept of the focused research parameters, and based upon a consistent collection of specific data for analysis, these activities support the strengthening of the interaction process between tacit knowledge in English, in terms of both knowledge types: implicit and explicit. This language skill transfer is ‘monitored from a cognitive constructivist perspective’, involving both target groups’ final product, which is unveiled at the end of the task. This is the crucial point of the data gathering procedure, which requires a concise data gathering process to be merged through the efficient operability of encompassing methods and instruments. The process involves the use of the audio-visual observation of the interaction between tacit knowledge and the cognitive constructivist approach to narration production, conducted via note-taking. It focuses thoroughly on the process itself, viewed from the perspective of the number of occurrences (number of used tacit words) during oral productivity, the identification of tacit knowledge sources characterizing both groups, and the number of interactions occurring between the two approaches at the level of both groups.

In this regard, the data gathered from both tested groups, including the intensity scale of the data typology and the identification of tacit language knowledge words/terms used by these learners, will be presented in appropriate, explicit tables. Below is the ‘source text content’ (STC), comprising a total of 220 words (items), which was previously read to participants, who were asked to remember the content for later oral recall, one by one, in front of the class. The source text below is the only source used for data gathering and further analysis.

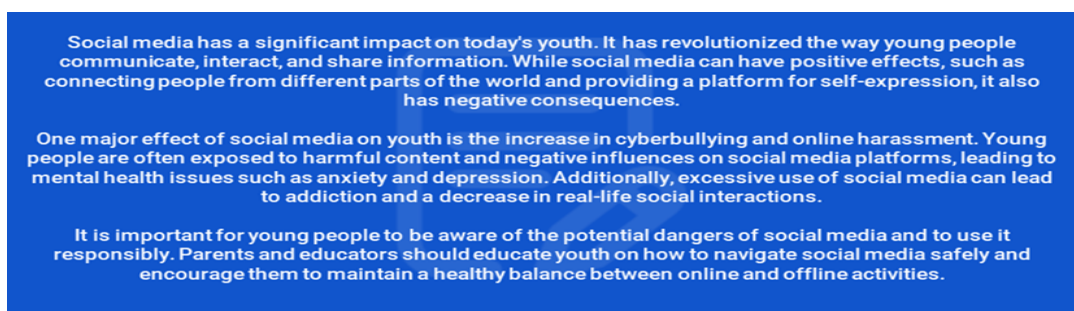


Fig. no. 1. Source Text [ST] introduced to the sampling, for oral reproduction [both groups]¹

In order to make data gathering activities more transparent and to make the transfer of TL interaction intensity more evident, it is necessary that both groups (i.e., 2x10=20 participants) reproduce the story, with each reproduction lasting no more than four minutes. This is the key part of the task, which is identified by a clear synoptic platform, relying on measurements of

¹ The text shown in fig.1., has been used as a source text [ST], which has been read to the participants, in order to identify the words which would be replaced by Tacit language words and terms, which in the section of data analysis, are identified as ‘new words’, being underpinned via a concrete cognitive constructivist stage of learning, all in order to contribute towards enhancing oral comprehension in English as a foreign language.

all parameters as stated earlier in the construct. In other words, this approach has identified the frequency of newly recalled items, expressed per group and per individual, at the level of the whole sample.

This is the method that leads to accurate numerical conclusions regarding the number of TL items or terms used in each participant's oral reproduction task. Given that the sample consists of fourth-years students who, according to the European Portfolio for Languages (EPL), range between B1, B2, and C1 English language competency, a varied scale of tacit knowledge interference and transfer intensity is expected in terms of the overall wording recalled by each participant to produce the new narration version. This synoptic constellation of gathered data dictates an analytical comparison, which will ultimately reveal the overall scale of cognitive construction interaction regarding participants' input intensity. Furthermore, it allows a pragmatic cognitive perception of the new product considering both grammatical and textual standards, as well as overall consistency.

This technique is prone to an imbalance regarding the implementation of key text standards, such as cohesion, coherence, intentionality and informativity, etc. (Johnson, Flores, and Ellis, 2004), which, during the task, were consistently encountered in the performance of both focus groups, although, in terms of participants, the impact scale differs. The impact varies both per individual and per group, meaning it may result in a higher or lower level of text consistency, impacting the final product.

All expected data are shown in detailed tables, indicating all focus parameters, which, at the end of the project, will represent the overall tacit wording input, ranging on a scale from 1% to 15%. These words are normatively qualified as "forgotten" or "hidden" words, and as such, they show the final scale of intensity that the cognitive constructivist involvement reaches during the performed task, impacting the overall text modification percentage for both focus groups.

Sampli ng Group	Nr. of par t.	Activit y Type [AT]	Sampli ng Group	Nr. of par t.	Activit y Type [AT]	Paramet er Index -Lexis (PIL) ²	Paramete r Index Intensity of Interacti ons [PIII] ³	Index Paramet er Word Origin [WO]	%, of all param . expected from TL input
Gr.1.	10	Listeni ng	Gr.2	10	Listeni ng	New words	Poss. type of interventi on	Type of word source	Appro x. 10 out of 220
Gr.1	10	Listeni ng	Gr.2	10	Listeni ng	Sentence connectiv ity	Word swapping	Empiric lang. knowled ge.	Appro x. 13 out of 220
Gr.1	10	Listeni ng	Gr.2	10	Listeni ng	Gram. tenses	Intensity of interactio ns	Storytelli ng	Appro x. 16 out of 220
Gr.1	10	Listeni ng	Gr.2	10	Listeni ng	Lexis	Intensity of	Passive exp. To	Appro x. 11

² Parameter Index -Lexis, the number of words, recalled to compose the new text version.

							cognitive, constr. Inter.	the lang out of school	out of 220
Gr.1	10	Listeni ng	Gr.2	10	Listeni ng	Overall text consisten cy	Overall new wording	Overall new wording	Appro x. 19 out of 220.

Fig. no. 2-Data gathering process with parameters underpinning the hypothesis

The figure above shows the overall task monitoring process, resulting in collected data focusing on a systematic identification of interferences between parameters of tacit knowledge as a source and the frequency of interactions involving new words and terms within the production of both groups separately. In this regard, both groups' typology of tacit words recalled during the process involves sources related to the practical daily use of wording, originating from everyday sources found in IT devices and gadgets, such as podcasting, storytelling, different speeches, music, movies, chat, and a wide range of games they use, which, as sources, enrich learners' empirical knowledge of English lexis. At this stage, the analytical focus of Tacit English Knowledge (TEK), used by most of the twenty participants, represents the quantum of wording they recall during the four-minute task performance, when each of them is involved in reproducing the official task text shown in Fig. 1. This is the moment when all participants individually reproduce or paraphrase the task source text read previously by the author of this paper.

The ST shown in Fig. 1, after being introduced to the participants for five minutes of careful and comprehensible reading, is followed by both groups being given a break of ten minutes to reflect from point A to point B. Groups are separated from each other, and each of them is allowed to interact in pairs using a separate approach, discussing the content and the words which may be prone to word-swapping actions. Participants are observed carefully regarding how, when, and why they consider using tacit language words and terms. This means that putting the focus on the interference between tacit knowledge and cognitive constructivist interaction of words' transfer towards the 'new product' (i.e., the new text version) by all participants underpins the possibility to conclude the scale of intensity of this interaction in the process. It also reveals the quantum of words which have been swapped during the process in the new text product by both groups. Such an approach to data gathering will be constantly followed by an in-depth analytical process, which will open the doors to the final stage of the concrete and overall data analysis operation.

Such an analytical concept will make possible the final presentation of the results, showing the interaction between the two groups, developed at the final stage of the task. Here, the focus is placed on the word transfer intensity from the ST variation to the new text product, delivered by the sample's performance as a whole (Hedlund et al., 2003). To make the data analysis operation more concrete, it is necessary to give a clear wording of the ST, showing the words which are prone to being swapped from text variation no. 1 (ST) to text version no. 2 (TT), all viewed from the perspective of the cognitive-constructivist underpinning of the new tacit language word transfer that the participants from both groups use in their new product, i.e., the target text (TT). This interaction is shown in Table no. 1, and as such, it is seen as a key parameter which makes possible a detailed identification of wording and its cognitive-constructive management within the new text, depending on the approach the participants use in order to make it work on a well-established basis of cognitive functionality, expected to cover the new text product, i.e., the target text. On the next page, we can see the wording interaction and transfer from ST to TT.

Paragraph 1: ST⁴ New text version from TL⁵ input

Words and terms prone to be swapped	Tacit language wording input in TT
social media	Digital platforms, interactive media
significant	important, key, crucial
impact, providing platform	influence, finding, creating stage
negative consequences, etc.	bad, dangerous, result, effect, etc.

Paragraph 2. ST.....New text version from TL input

Major,	Key, important, principal
on youth,	Young people, young generation
harassment	Abuse, sexual content, drugs
anxiety and depression	Sadness, unhappiness, sorrow
decrease of social interaction on daily basis, desperation, etc.	Isolation, selfishness, depression and sorrow, sadness, etc.

Paragraph 3. ST..... New text version from TL input

how to navigate	using properly, efficiently and ethically
healthy balance, privacy,	Solid and fair coordination of
awareness of dangers, etc.	careful from dangers we may encounter, etc.

Looking closer at all three paragraphs of the source text (ST), it can be noticed that there is an overall and rather dynamic interaction between both concerned fronts, which lies at the heart of the hypothesis of this paper. The process can be analyzed as follows: the typology of words and terms that both groups have used, through an evident interaction between tacit language knowledge and cognitive constructivist management of the newly entered words in their new product (Eraut, 2000). This evidence sufficiently supports the fact that all participants produced their own oral variation of the very text used as a unique source of information. In general, the new terms represent the words and forms which they recalled spontaneously, as almost all of the sample, i.e., both groups, had previous lexical knowledge of terms found in the source topic, which discusses social media seen as ST. Furthermore, the major part of participants, depending on the randomness of the sampling and analyzing all twenty products, involves low, medium, and high cognitive constructivist techniques in their text engineering and oral comprehension as a whole.

Data Analysis and Results

The whole of the data gathered throughout the process were made available to be classified, analyzed, and compared, using a typology triangulation of ‘tacit language transfer’, seen from the perspective of the scale of constructivist operability and intensity transfer, focusing on the typology of words and terms the participants used to produce their own version of the source text. Participants from both groups were given four minutes each on an individual basis to reproduce their new version from the source text. In order to measure the tacit knowledge using a four parameter scale, it is necessary to recall the recommendations of Bock et al. (2005), because there has to be set a measurement balance regarding both explicit and implicit language knowledge, encompassing all four parameters recommended by Liebowitz & Chen (2001). In this regard, the analysis involved counting the percentage of items transferred from the source text (ST) to the target text (TT). The number of transferred items (words) ranges per

⁴ Source Text for reading comprehension.

⁵Tacit language i.e. Hidden thoughts or words replacing the ones from ST.

parameter between 9 and 15, as shown in Fig. no. 4. At this point, the focus was put on approaches monitoring parameters' behavior, such as the scale of intensity of tacit language terms and words transfers, and the volume of transfer interaction from St to the new text version of TT. This approach aimed to identify the scale of transfer, as well as the scale of constructivist activity being developed in the construction of the new product, completed by both groups. At this point in time, all measured parameters were counted, as shown in Table no.4. The results showed that there was a variety of approaches, depending on the groups' language mastery, when tacit knowledge transfer is seen through cognitive constructivist coordination of new words incorporated in the new text.

These actions register a threefold intensity of interaction between both fronts, identified using a low, low-medium, medium, and high intensity scale across the whole sampling, the performance of which is shown in Fig. 2. In order to measure key aspects of tacit knowledge, a four-item measurement scale was adopted based on the model of Bock et al. (2005), while explicit knowledge was assessed using four item types adapted from Liebowitz & Chen (2001). Furthermore, the approach to distinguishing between parameters makes the gathered data clearer in terms of classifying the word classes used, as well as the approach used to systematize the new hidden knowledge occurrence (Wang & Wang, 2012). Second language acquisition as a dependent variable was measured using a medium-scale approach adapted from Mohebbi & Alavi (2014). All data related to this learning technique are shown in percentage per parameter, and each column shows activities related to the lexical quantum inserted, indicating whether tacit knowledge (new words) is transferred into the new text.

In the focus of this observation were the operational features of cognitive constructivism, influencing the coordination and systematization of the language skills at the participants' disposal, focusing on wording transfer in particular within the new text product. Given that all three components are contributing to the final identification of the transition scale reached by both groups, participants who have a strong command of English, qualified as C1 of European Framework of Reference for Languages, have reached a higher intensity of Tacit Language Knowledge Transfer (TLKT), identifying them as the participants who are part of both groups in sampling, attributing to them a medium-high scale of cognitive constructivist approach implemented in the new text product. This means that TL knowledge transfer within the sampling generally is addressed as a latent social interaction culture, in which participants in the task passively disseminate their knowledge, i.e., they learn from each other's ideas and words, enabling them to improve their new text version from a different language perspective (Bock et al., 2005). It is significant to say that the new words, for most of the participants, come from a wide range of sources of explicit as well as implicit language, which as an input has been used in a not well-balanced manner by all participants. The participants' performance after the task completion results, following all four parameter indexes, shows interaction aspects, as it has been shown on the next page:

Samp.b oth gr.	Nr. of part.	Activity Type [AT]	Index (LT) Lexis typolog y	Constru ctivist Intensit y scale [CIS]	Scale of TL Interact ion Intensit y	No. of Item transfer s	Index of TL wordin g constr. input in %	Overall new text cohesio n loss index in %
1&2	10/20	Oral prod.	New words- synony ms	Poss. type of interven tion	low- medium	<u>Approx . 22, out of 220</u>	11% of new TL words	10% i.e. higher than the ST

							and terms	
1&2	10/20	Oral prod.	Connectives and transition signals	Word swapping	medium-high	<u>Approx . 27 out of 220</u>	<u>12 % of TL words and terms</u>	<u>14% higher than the ST</u>
1&2	10/20	Oral prod.	Gram. Tenses-modification	Intensity of interactions	low-medium	<u>Approx . 20 out of 220</u>	<u>10.% of TL words</u>	<u>15% higher than the ST</u>
1&2	10/20	Oral prod.	Unrecalled words i.e. new words	Intensity of cognit. constr. interferences	low – medium	<u>Approx . 23 out of 220</u>	<u>13.% of TL words</u>	<u>14% of higher than ST</u>
Gr.1&2	10/20	Oral product .	Oral production	Overall text consistency	Overall new wording	<u>Approx . 21 out of 220.</u>	<u>12% words and terms</u>	<u>10.% of higher than ST</u>

Fig. no. 4 - Gathered data analyzed following the hypothesis' focus.

Both groups of participants reached an index of TL wording constructivism input of 10%, 11%, 12% and 13% of the overall transfer from ST to TT. These figures gave a strong boost towards the new texts' overall cohesion rise, which in each respective parameter amounted to 10%, 14% 15% and 10% of the overall new text cohesion coverage. In practical terms, this means that the new text, in a way, preserved cohesion as a key element of text consistency and logic. As shown in the figure above, both groups of participants in the task demonstrated a remarkable scale of the tendency of language of thoughts (TL), expressions and terms' transfer in the new text version they produced. This interaction does not necessarily mean that all of them reached the same scale of this action during the process of transfer from ST to TT.

The scale of interaction between cognitive constructivist skills remains prone to be lower or weaker during the transfer process, depending on each participant's language skills in English as a foreign language (Winter, 2016). In practical terms of free oral language production, this behavior means that the weaker their command of English is, the lower the percentage of interaction is, and this result reveals that between both texts involved in the task, there has been registered a lower activity of interaction as well as cognitive-constructivist skills to perform the task. This applies to the cognitive constructivist intensity as well, as both of these actions leading to the new text version impact the overall new text cohesion in general, which in this regard, to some extent, becomes weaker and less functional, due to the new words inserted in it. The new tacit language words, as shown in the table on page 8, represent synonyms and connectives as well as transition signals the participants needed to use to complete the task assignment as requested by the project.

Conclusions

Given the overall data gathered from both sampling groups, and the detailed completed analysis, it has been verified that during learning in general as a process, there is an ongoing learning and enhancement process of speaking skills in English. As such, it represents a threefold complex process, which encompasses a cognitive-constructivist approach to terms and words to be recalled from the so-called tacit language, i.e., hidden knowledge, through an intensive transfer of words and terms from the source text (ST) to the target text (TT). Both tested groups have managed to produce a new speaking version of the source text they read ahead of the assignment. Related to this, paying attention to the results typology being unveiled, it is crucial to conclude that there were both general and specific conclusions. General conclusions decipher learning phenomena, which verify that during the process, a new wording transfer takes place, although with different approaches and intensity among all participants. This means that participants possessing a stronger command of English perform better, whereas those identified as possessing a poorer command of English fail to put the interaction into operation during the transfer process of words and terms from the source text to its new version. It has been verified that cognition and constructivist activities represent the only approach to make tacit knowledge (hidden knowledge) transfer work efficiently.

As to the specific conclusions, it was revealed that both parameters to be measured, i.e., the transfer intensity and its operability in terms of the overall used word quantum in the new version, show that both groups act and operate slightly contradictorily. In the practice of narrative speech reproduction, this means that some of the participants reach a higher percentage of both parameters' operability, ranging from 13-15%, expressed in total new text wording, whereas a group of participants (including 6-9 of them) reaches lower intensity results ranging from 9-12% of the whole source text wording. This rather medium-efficient numerical performance of both groups can be explained as a lack of cognitive-constructivist capacity in terms of new tacit wording reorganization, to be introduced via recalling the tacit knowledge whenever necessary.

In this regard, the participants' performance, in terms of Word Transfer Operability(WTO), varies regarding the word quantum they have transferred. Furthermore, it means that the weaker the cognitive-constructivist operability, the lower the learning outcome, and the higher the operability, the higher the new words' transfer towards the new product. Learners from both groups can be classified as learners who have "a medium-rich database of new words and terms" of tacit knowledge required by the text content and consistency, and participants who have a poorer database of new words and terms of tacit knowledge to be integrated in the new text content, discussing 'social media', as shown in Fig. 1 and the table on page 9, showing lower results of wording transfer as a process. So, it is clear that tacit language words we all possess in our memories represent a rich database which needs to be put to use throughout the learning process.

However, in a real-life teaching environment (with many learners), this approach may not be applicable. Following the efficiency of the TREE (teaching, researching, educating, and evaluating) concept, we have to comply to its triangulation. By doing so allows us and the learners to put into use an efficient hidden knowledge transfer operability in the learning process as a whole. As an approach, it must be implemented through a well-planned cognitive constructivist strategy, which as such must be triggered by us as teachers and researchers. As a learning approach, it must happen in particular when it comes to speaking-task enhancement (as crucial language competence), for the fact that reaching a flexible communication capacity proves that the English language command our students possess at a given point in time becomes an ongoing interactive process, leading towards a more efficient language learning in general.

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