

# To Give a Ready Consent to the Offer of Assessments in Measuring an Ability of Manipulating Languages in Secondary Education

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## Article History

Received: 20.12.2021

Accepted: 29.01.2022

Published: 03.02.2022

**Abstract:** This paper shows that usages of language should be measured at levels of expert, intermediate, and waystage even though learners give teachers a lot in outputs if they are not correct as grammatical structures and forms for meanings in contexts. Then, many instructions have been historically operated; however, there are few successful results in outputs after instructions from teachers who are trained as officials. This research frames the question differently from task-based language learning. However, the way will tackle a problem that teachers should fight in giving learners correct feedbacks directly.

**Keywords:** Pedagogy, secondary education, task-based approaches, assessment.

## 1. INTRODUCTION

Many researchers have investigated how learners could acquire a second language as the outcomes of learning at classrooms. Some have focused on the ways to learn forms and meanings effectively. Others have found pedagogies to manage learning well. A few results were cleared. However, there is a space to more considerations in ways of managing to acquire a second language well. Then, focuses on learner-centeredness are centered on learning strategies. Manalo & Uesaka (2018) insist that learners have strategies in learning a second language, which has each individual difference. Kondo (2020) also gives an explanation that there is a difference in learning styles in writing. Certainly, we have intelligence that has not been revealed clearly; however, the intelligent sides are surely multiple (Gardner, 2006). Therefore, we face with a difficulty of being examined in measurements (Mitsunaga, 2017). Taft (1993) takes in mental lexicons that we have in individual minds. If doing so, governments of world and teachers rethink what learners should learn in classrooms and what teachers must instruct for the performances of language. Those psychological issue should be investigated in more classroom-based research activities. As responsibilities of instructors who should have levels as advanced, intermediated, and limited usages of grammatical structures, they should give a full apology for getting things wrong. So learners will confront the issues directly with real people. It is appropriate that they face a grilling from these realities.

## 2. LITERATURE REVIEW

Teachers usually teach a second language, using a given textbook from the government as Figure 1, which is well considered as advancing an ability of reading. Through the materials, ordinal teachers give learners instructions as translations and complicated structures in a first language. Historically, grammatical structures and syntax have been often instructed as repeated items, then most of teachers examine usages as these sentences of (1) and (2). Learners must judge which expression is correct at the context of sentence level.

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**CITATION:** Eri Kondo (2022). To Give a Ready Consent to the Offer of Assessments in Measuring an Ability of Manipulating Languages in Secondary Education. *South Asian Res J Human Soc Sci*, 4(1): 55-65. 55

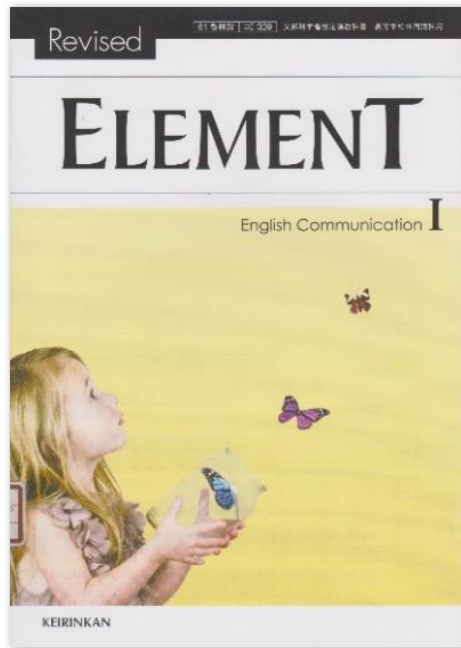


Figure 1: A textbook

To gain high scores in examinations, learners memorize many without identifying the usage at real contexts. This fact may be defined as an absurdity in secondary education in the shadow of passes to universities.

- 1) Police officers ( ) many people to kill strangers themselves as stalkers.  
a) arrested b) joined c) advanced d) served
- 2) That man from Istanbul ( ) a ticket to Washington at the information ticket.  
a) wrote b) related c) moved d) bought

As a realization from teachers in Figure 2, the instruction is not appropriate for fluency in order to develop an ability to speak and write English as activities of outputs. This way of outputs is based on systematical knowledge as memory all may have in minds.

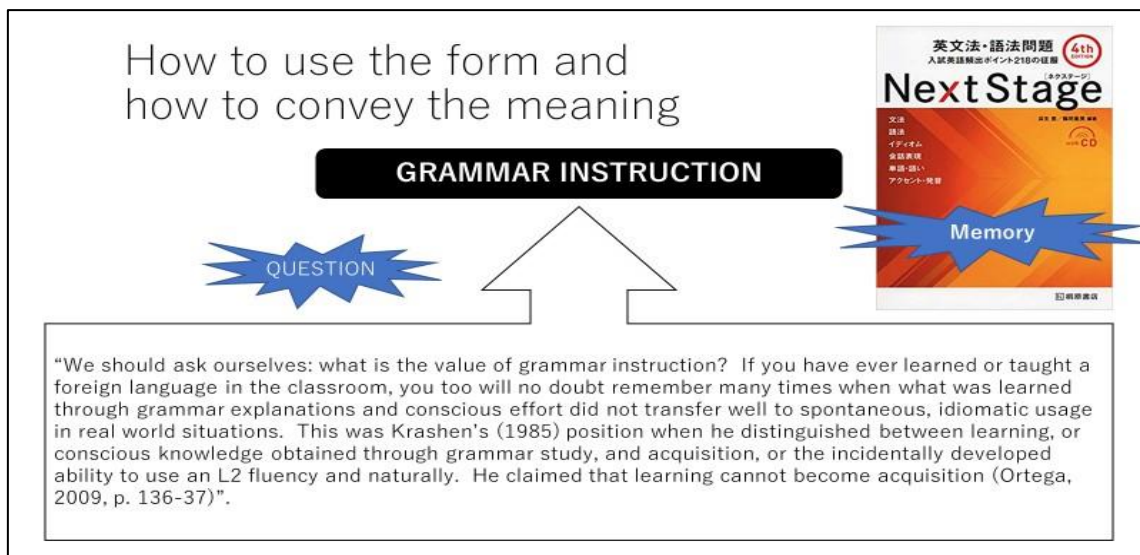
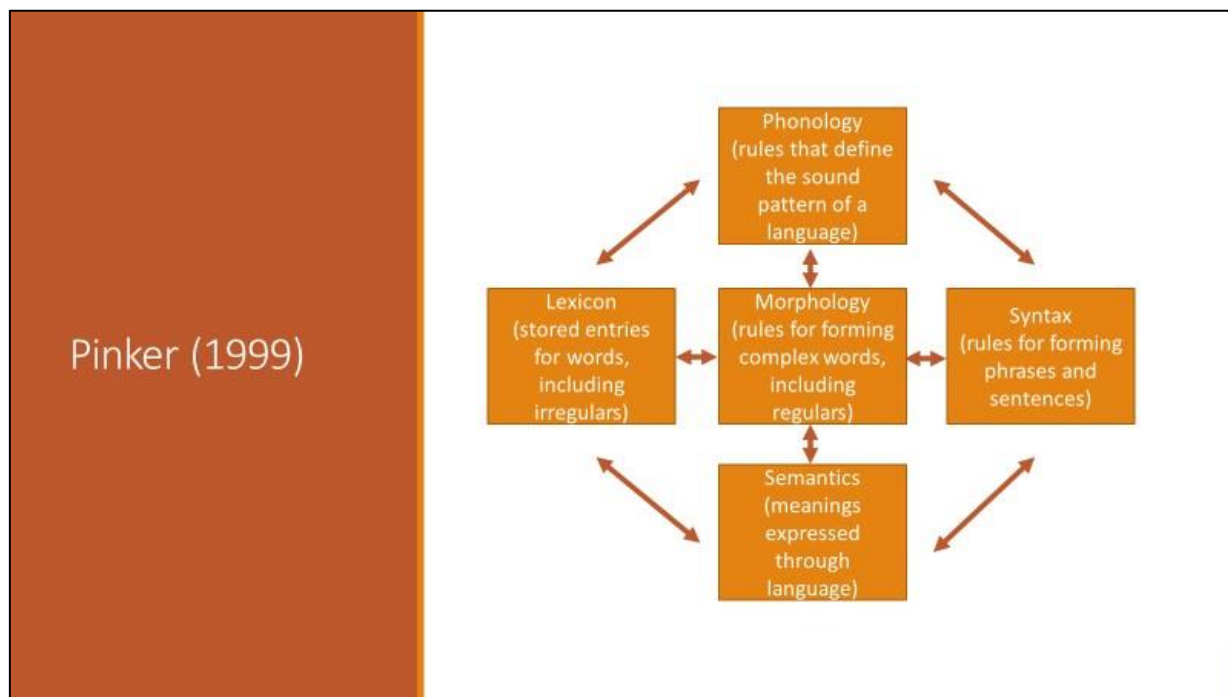


Figure 2: Why do we learn just forms?

Pinker (1999) sets out the function to acquire language from some views in Figure 3. For becoming a good user, learners must learn many things of phonology, lexicon, morphology, syntax, and semantics, which is surely connected to each thing. At this theory, it will be difficult to acquire a second language as well as a first language perfectly. Efforts are needed in managing to manipulate languages well if learners go through the relations between syntax and semantics. However, unfortunately now secondary education has been seeking for some new ways to find instructions as Figure 4.



**Figure 3: Relations**

Instructions as focus on forms  
 there is – in junior high schools  
 Kosuga & Niizato eds. (2011, p. 37-38)

- There is

T: Look at this bag. There is something in the bag.  
 Come over here. Put your hand into bag.  
 What is in the bag?  
 A: A ball.  
 T: Good! There is...  
 A: There is a ball.  
 T: OK. In the ...  
 A: In the bag.  
 T: Right! There is ...  
 A: There is a ball in the bag.

T: Great! There is a ball in the bag. Class!  
 C: There is a ball in the bag.  
 T: Good. This is the ball. What ball is it?  
 A: It is a baseball ball.  
 T: Very good.  
 But in English,  
 it is just a baseball...  
 This is the ball.  
 It is a baseball. Class.  
 C: That is the ball. It is a baseball.

**Figure 4: An instruction of *there is***

At the research of OECD of Figure 5, Japan has maintained the high status. As it can be seen, countries from Asia have strongness in mathematics, sciences, and reading. However, in fact, it is often said that there is a weakness in an ability that learners think what they read critically.

Programme for International Student Assessment (2009) <sup>[7]</sup>								
(OECD members as of the time of the study in boldface)								
Maths			Sciences			Reading		
1.		China (Shanghai) 600	1.		China (Shanghai) 575	1.		China (Shanghai) 556
2.		Singapore 562	2.		Finland 554	2.		South Korea 539
3.		Hong Kong, China 555	3.		Hong Kong, China 549	3.		Finland 536
4.		South Korea 546	4.		Singapore 542	4.		Hong Kong, China 533
5.		Taiwan 543	5.		Japan 539	5.		Singapore 526
6.		Finland 541	6.		South Korea 538	6.		Canada 524
7.		Liechtenstein 536	7.		New Zealand 532	7.		New Zealand 521
8.		Switzerland 534	8.		Canada 529	8.		Japan 520
9.		Japan 529	9.		Estonia 528	9.		Australia 515
10.		Canada 527	10.		Australia 527	10.		Netherlands 508
11.		Netherlands 526	11.		Netherlands 522	11.		Belgium 506
12.		Macau, China 525	12.		Liechtenstein 520	12.		Norway 503
13.		New Zealand 519	13.		Germany 520	13.		Estonia 501
14.		Belgium 515	14.		Taiwan 520	14.		Switzerland 501
15.		Australia 514	15.		Switzerland 517	15.		Poland 500
16.		Germany 513	16.		United Kingdom 514	16.		Iceland 500
17.		Estonia 512	17.		Slovenia 512	17.		United States 500
18.		Iceland 507	18.		Macau, China 511	18.		Liechtenstein 499
19.		Denmark 503	19.		Poland 508	19.		Sweden 497
20.		Slovenia 501	20.		Ireland 508	20.		Germany 497
21.		Norway 498	21.		Belgium 507	21.		Ireland 496
22.		France 497	22.		Hungary 503	22.		France 496
23.		Slovakia 497	23.		United States 502	23.		Taiwan 495
24.		Austria 496	24.		Norway 500	24.		Denmark 495
25.		Poland 495	25.		Czech Republic 500	25.		United Kingdom 494
26.		Sweden 494	26.		Denmark 499	26.		Hungary 494
27.		Czech Republic 493	27.		France 498	27.		Portugal 489
28.		United Kingdom 492	28.		Iceland 496	28.		Macau, China 487
29.		Hungary 490	29.		Sweden 495	29.		Italy 486
30.		United States 487	30.		Latvia 494	30.		Latvia 484
:			:			:		
65.		Kyrgyzstan 331	65.		Kyrgyzstan 330	65.		Kyrgyzstan 314

Figure 5: OECD

Here, there is an argument is that insatiable teachers must learn the effect penchant in pedagogy. It is a natural logical result at which many teachers must reach. However, it is not easy to combinate what teachers think with what teachers should teach toward what learners learn a second language well in each classroom. For example, at a level of junior high school, this conversation of information gap game as a task is considered for a communicative activity. The interviewer who is Yukiko understands the place of the ball in a picture. It is an activity to learn the usage of a difference between *under* and *on*. According to Sato, Kasahara, and Koga (2015), it is noted that it is important to give learners in classrooms an instruction of presentation, practice, and production, as seen in Figure 6. In addition, for the correct linguistic competency, teachers should give them some feedbacks for negotiations between meanings and forms (Han, 2008) in order to make them realize errors in learning. Therefore, teachers must obtain the new skill for instructing a second language through the usages. Obviously this discussion will refute the instruction of grammatical structures in reading contexts. Moreover, it needs the feedback from appropriate teachers for a goal of ideal speakers and writers, or negotiators for being profitable to contexts. Figure 7 is an example of feedback and Figure 8 is a record of error.

- 3) Yukiko: Where is a ball?
  - Leslie: It is under the desk.
  - Yukiko: I see.
  - Yukiko: Where is a computer?

Leslie: It is on the desk.  
 Yukiko: Well, the desk is one of pink?  
 Leslie: No, It is black.

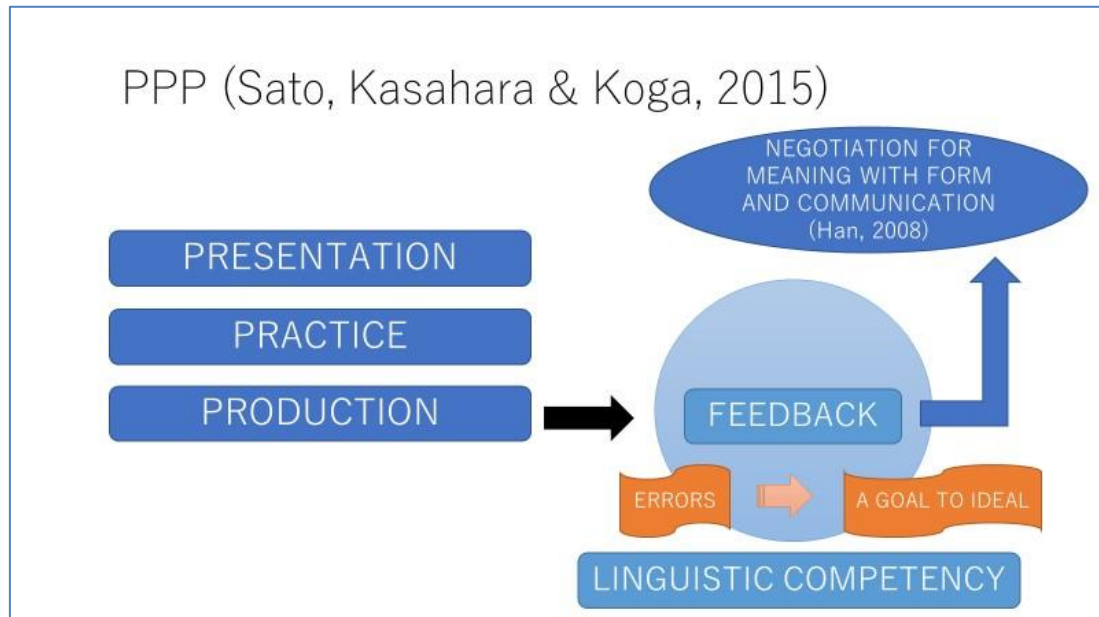


Figure 6: PPP

Errors	Style differences
Original student text: in addition <b>of</b> the challenge... Teacher correction: in addition <b>to</b> the challenge...	Original student text: It shows <b>that</b> culture, custom and language identify our identity. Teacher correction: It shows <b>our</b> culture, custom and language to others.
Original student text: there are a lot of problems such <b>like</b> family tradition... Teacher correction: there are a lot of problems such <b>as</b> family tradition...	Original student text: <b>Therefore</b> , I have hope that it would lead me to success. Teacher correction: <b>I, too</b> , have hope that it would lead me to success.

Figure 7: Details of feedback (Ferris, 2002)

Error type		Percentage of total errors marked
Morphological errors	Verbs (tense, form, agreement)	21.6
	Nouns (articles, plural, possessive)	15.6
Lexical errors	Word choice, word form, idiom and pronoun error	22.0
Syntactic errors	Sentence structure	27.2
Mechanical	Punctuation, spelling	12.7

Figure 8: A record of error (Ferris, 2002)

At more developed instructions, CLIL and task-based approaches have been propagated in Figure 9 and 10; however, they are still under authentic instructions.

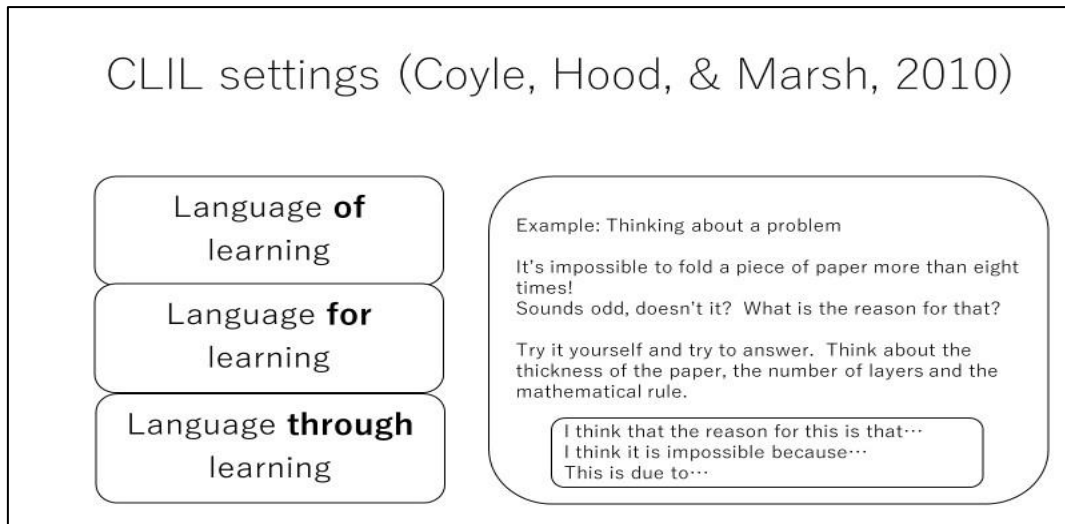


Figure 9: The rule of CLIL instruction

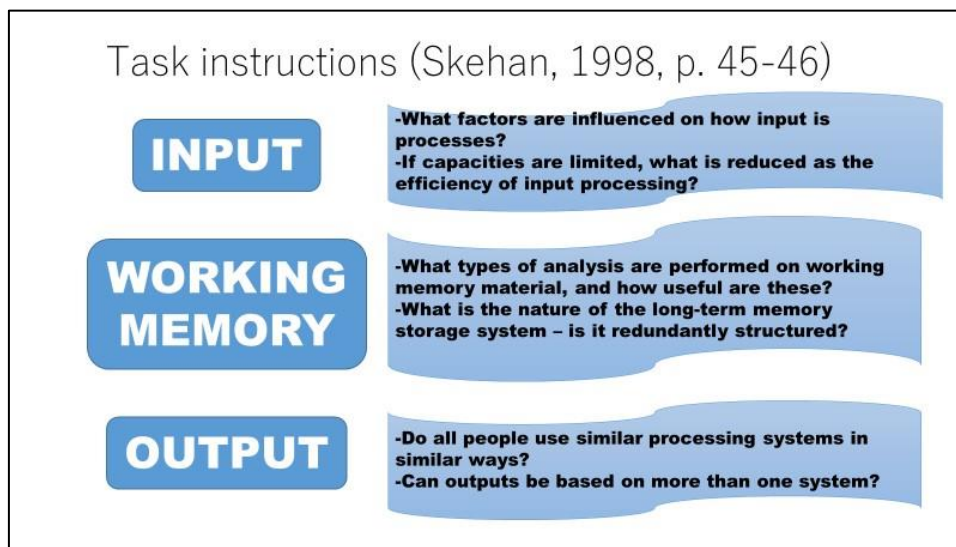
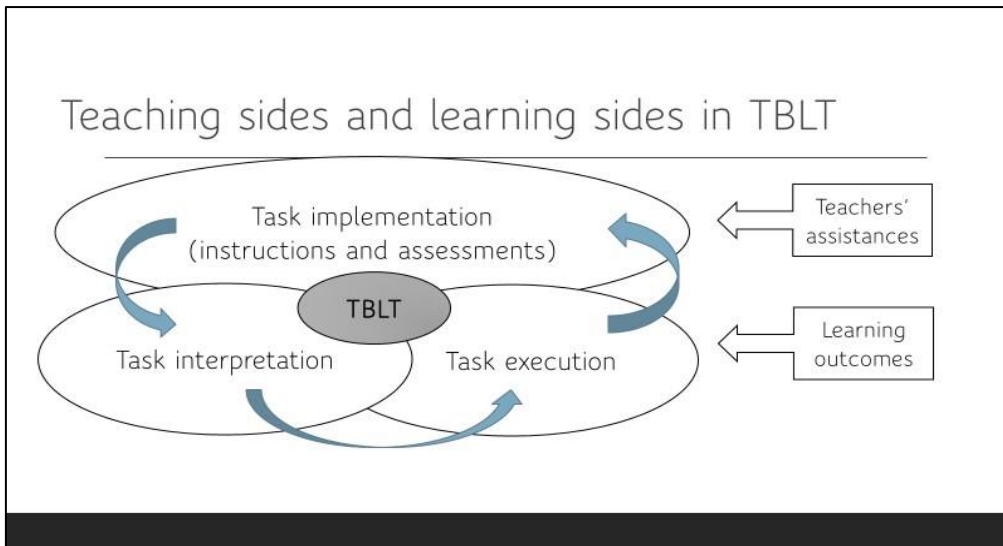


Figure 10: task instructions

Manchón (2014, p. 27) insists that ‘it is important to consider how an internal dimension of tasks can both shed new light on the relationship between task interpretation, task performance, and learning outcomes, and advance the research agenda on task learning with worthwhile new empirical questions’.

Usually, there are three sides as task implementations, task interpretations, and task executions (Manchón, 2014), as seen in Figure 11. The implementation needs teacher’s assistances, on the other hand, the interpretation and executions give learners learning outcomes in the aspect of cognitive basis if they realize the value of learning at the moment. Samuda & Bygate (2008) explore a consideration that teachers might expect what each learner plays an important role in learning in task interpretations, based on the teachers’ assistances in order to prepare for them. Of course, teachers must obtain the ability to judge the intelligent developments. For example, at a situation of listening and writing, a teacher gives an instruction to learners, “Listen to a lecture and make a note that explains the details”. The lecture which the teacher may give them a recorded audio, a thing about which the speaker talks, or a conversation by a native speaker may contain what learners have already learnt, as relative clauses, embedded questions, and negation. In task interpretations, learners may have options of forms and meaning, in a state that they are in the process of a second language acquisition. For example, in the case that learners must make a summary of lecture, then, they may notice that the note should become simple and coherent; therefore, they must use coherent markers to organize paragraphs and have options on forms and meaning to develop thinking skills in learning. In task executions, learners may carry out tasks teachers or curriculum makers can make through every ability they have and their awareness. For example, learners may execute that a task through individual interpretations and possibilities; therefore, the task execution must explore the individual differences and the level of language usages. Related to the learning outcomes, the task execution is defined as task performances to assess the language proficiency.



**Figure 11: Implementations, interpretations, executions**

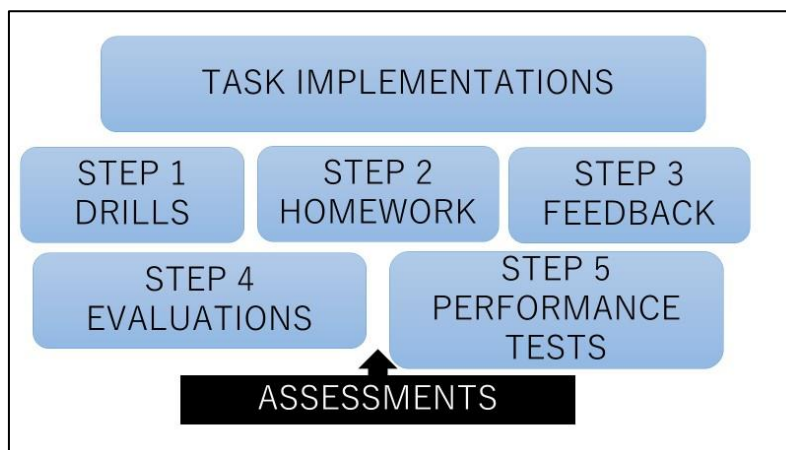
Branden, Bygate & Norris (2009) give us an exploration on tasks in Figure 12. In Figure 13, if a task implementation is considered, 5 steps are approached, including well assessments.

**Pedagogy (Branden, Bygate & Norris, 2009, p. 1-2)**

“Today, task-based language teaching is being promoted in many countries around the globe as a potentially very powerful language pedagogy, claimed to stimulate the second language development of both children and adults. At the same time, the empirical evidence that documents how, and what to extent, task performance can promote language learning, is steadily growing and diversifying.”

“Most scholars, curriculum developers, and language teachers will agree that the basic aim of second/foreign language teaching is to enable students to use the target language for functional purposes. However, with regard to how second/foreign language teaching should be organized, so as to optimally promote language development, there appears to exist far less consensus.”

**Figure 12: Task-based language teaching for curriculum**



**Figure 13: Task implementations**

### 3. ASSESSMENT AND MEHOD

This research gives learners assessments on fluency and grammatical accuracy as advanced levels, as seen in Figure 14. It is applied to writing tasks as a task implementation, which is an application as homework after drills (Kondo, 2021).

Fluency		Grammatical accuracy	
Proposed level	Scale descriptors	Level	Scale descriptions
Mastery	Can express his/herself fluently and spontaneously, almost effortlessly.	Expert	Good grammatical control.
Intermediate plus	Can produce stretches of language with a fairly even tempo.	Intermediate	Does not make mistakes which lead to misunderstanding; error occurs.
Threshold	Can keep going comprehensively, even though pausing for grammatical and lexical planning.	Waystage	Can use some simple structures correctly, but still systematically makes basic mistakes.

Figure 14: Assessments

### 4. RESULTS AND DISCUSSION

The measurement of operation is applied in Figure 15, in a state of expert, intermediate, and waystage. Certainly most of learners executed the task with their skills of performance although they include mistakes on spells and grammatical structures. Then, the level of usages was divided in forms and grammatical structures. Therefore, actually there were many learners who wrote a lot, however, the level was in a strict formation.

<p>Student A (Score 7 – Expert)</p> <p>I’m writing in regard to the dinner with the President comes from Toronto. You asked me to arrange it in the evening of the IT summit in Oxford on Sunday. The Vietnamese restaurant that my friend recommended is able to booked at that night. Shall I go ahead and make a reservation instead? Another possibility is sushi bar. Please let me know which one is better by Saturday. And you have to wear a suit, not casual clothes as manners.</p>
<p>Student B (Score 5 – Intermediate)</p> <p>I’m writing in regard to the dinner on Sunday for the president from Toront after IT summit. The Vietnam restaurant that you asked me to arrange is available on that night. Another possibility is sushi restaurant. Please let me know which is good by Saturday. Then can I make a reservation after your decision? As a manner, you should wear a suit, thank you.</p>
<p>Student C (Score 7 – Expert)</p> <p>An English teacher named M. Sobue attended a one hundred-ten-minute lecture by herself at Nagoya University on Saturday night. Nobody who attended the lecture had notes or computers. Also a few recorded some of it. A Mr. Suzuki who came from Konan was sitting next to her, and she borrowed his black pen. She said to him that she’ll remember his kindness as parting words at a platform. Dr. Sawada who was a lecturer from Harvard taughted us about a sufficient and believable examination of psychology for eight minutes. The charpersons were Ms. Higa and Ms. Chiba.</p>
<p>Student D (Score 0 – Waystage)</p> <p>Saturday night Ms. Sobue took part in lecture of Nagoya University alone. It took 110 minutes. She didn’t have nobody notes of the participants. She borrowed black pen from a man who came from Konan and sat in front of Mr. Suzuki. She said “I never forget your kindness thank you goodbye” at platform. Dr. Sawada from Harvard spoke about interesting, trust psychology examination. Chairperson is Ms. Higa and Ms. Chiba.</p>

Figure 15: Applications

Looking at the usages in Figure 16, we will find a variety of usage although the answer is that *none of the participants had notebooks or computer*. Then, the option in selection between forms and meanings, as none, some, few, may be based on a connection to incorrect usages of definiteness, indefiniteness, quantifier and negation. As a result of this argument, teachers should have a skill to notice what is learnt or not at the stage.



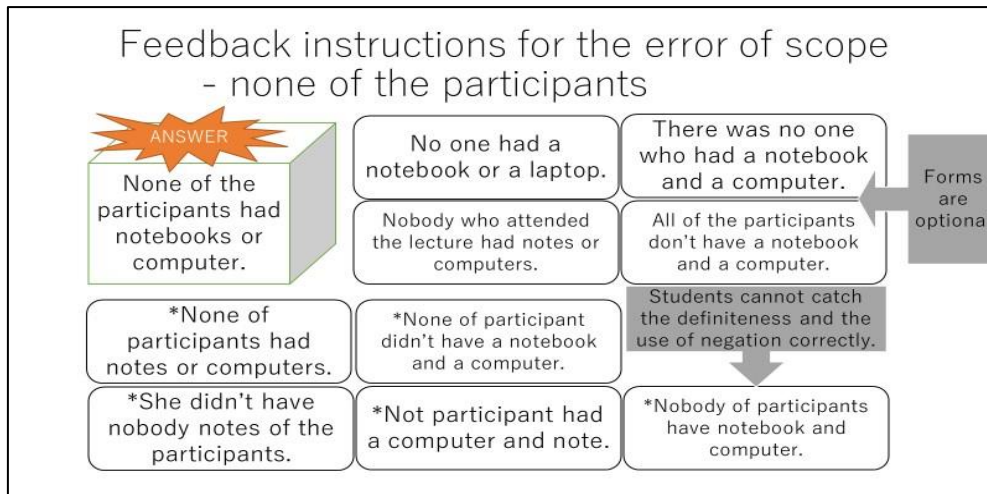


Figure 16: Forms

As a side from a fact that most are all foreigners, the foreigners as German, French, and Islam are often leveled to intermediate one. Odlin (1989) found that usages were judged as one as a foreigner, as seen in Figure 17, because it did not contain complicated grammatical structures, syntax and correct accents. Then, teachers should tell them, ‘your language level is intermediate’ and instruct correct advanced usages.

## Russian (Odlin, 1989)

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The following passage comes from a manual to train English-speaking actors in the use of different foreign accents, in this case a Russian one.

Oh! I very good fellow! Why? Because I Cossack. I very big Cossack. Yah! I captain of Royal Cossack Guard in Moscow – in old country. Oh! I got fifty – hundred – five hundred Cossack they was under me. I be big mans. And womens, they love me lots. Nastia Alexanderovna – she big ballet dancer in Czar ballet – countess Irina Balushkovna, she love me. All womens they love me. And men? Ach! They be ‘fraid from me. They hating me. Why? Because I big Cossack. I ride big horse. Drink lots vodka. Oh! I very big mans. (Herman and Herman 1943).

Figure 17: Intermediate

The question is here. Is the instruction focused on forms appropriate? All in all, we teachers usually rely on a policy that language teaching is based on instructions of forms, structures, and phrases, related to structural syllabuses. However, with regard to the development of language usages in outputs, very importantly we have an option of teaching method that teaching a second language should depend on operations in meaning if learners have enough mental lexicons in their minds. In addition, with the regard to problem-solving activities, certainly learners might interpret tasks individually and execute them through the current abilities. Kondo (2021) investigated that the task design that was designed to include the problem-solving activities to write an email and write a narrative story. According to her research study, if learners put target tasks above target forms, task related factors totally boost the learner-related factors. Therefore, making task design fits development of intelligence hits exactly the right note. If so, it is time to conduct an experiment on a hypothesis that languages do not create thinking, but thinking can retrieve languages, related to the connection between thinking and languages, in terms of the scope languages themselves have. So, there are a lot at stake in terms of getting to know a lot of new forms.

First and foremost, the target forms were not acquired in the writing tasks (Kondo, 2021). The learners interpret the meaning of the instructed forms in the task interpretations and did not reach the stars. The writing tasks were not classroom activities that have been completed through working memory, but homework to submit the writing

assignments; therefore, as the possible case of learning, the meaning of forms was learnt and forms related to the meaning were retrieved from long-term memory. It is likely that there is an interference of L1 in the task interpretations. Next, the target tasks were executed, with the learner-related factor to paraphrase target forms, through the task interpretation in which the learner should carry out the tasks in meanings. Finally, the target tasks were assessed as performance tasks, which revealed the tasks including some intended structures and phrases come on the learners as the task-related factors of the tasks.

## 5. CONCLUSION

What is a language acquisition? The fact that the system of knowledge underlying language productions might be rather different from what children actually say is captured in the contrast between competence and performance, a distinction Noam Chomsky introduced to modern linguistic discussion (Foster-Cohen, 1999, p. 9).

Can we really teach task performances? Surprisingly, learners might acquire a lot in their minds more than that teachers have expected. By and large, the shift from knowledge-based instruction to learner-centered and assessment-centered instruction is possible. Then, carefully teachers might face performance errors that can deny the order of a second language acquisition theory. Last but not least, the shift to task-based learning will open the door toward more successful language teaching.

As the best solution to capsule all is here. The task-based learning in writing has an option that it should be completed with an instruction of forms for the purpose to teach how to convey information correctly in a context for developing literacy. Target tasks are accomplished in meaning that is very flexible. It has learning outcomes although learners find a steep learning curve. Unfortunately, there are individual differences in interpretations and execution of task performances that teachers give their best shot to learners.

If teachers gain the ability, they can have new ideas for task performances. For example, as seen in Figure 18, the plot of story may be used to make summary as speaking and writing performance tests.

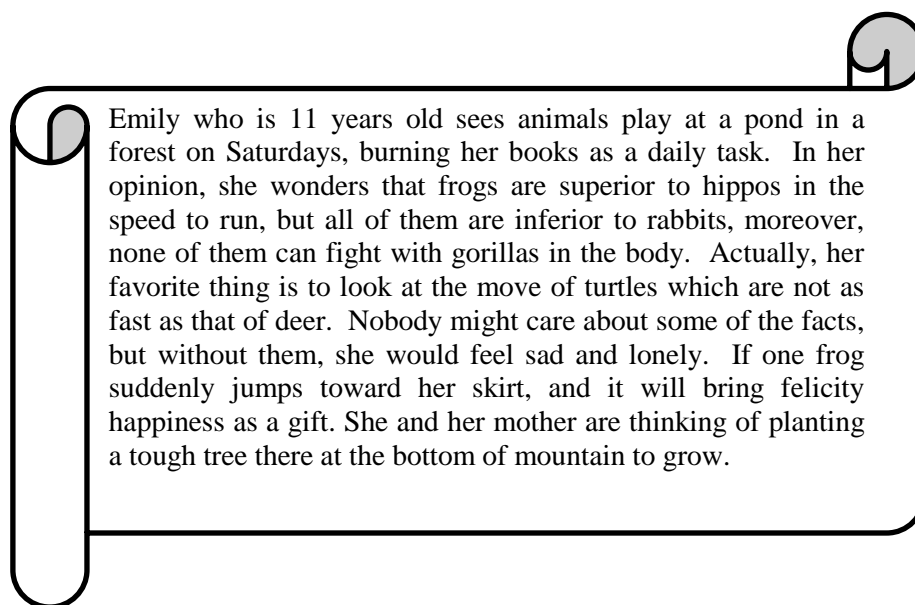


Figure 18: plots

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