

CORRELATIONS BETWEEN STUDENTS' ENTRANCE EXAM SCORES AND  
STUDENTS' SCHOOL PERFORMANCE  
A PILOT STUDY

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## Table of Contents

Introduction.....	3
The Setting.....	4
Current Practice.....	6
1. Literature Review.....	8
1.1. Aptitude Test.....	8
1.2. Interpreting Competence.....	10
1.3. Correlations between aptitude test and students' performance.....	11
2. Conceptual Framework.....	14
2.1. Norms.....	14
2.2. Validity.....	15
2.3. Reliability.....	16
3. The Pilot Study.....	18
3.1. Hypothesis.....	18
3.2. Scope.....	19
3.3. Subject.....	20
3.4. Method.....	20
3.5. The Result.....	21
3.5.1. Data Analysis.....	21
3.5.1.1. EDT/ODT.....	22
3.5.1.2. Professional Exam.....	27
3.5.1.3. GPA.....	29
3.5.2. Correlations.....	33
3.6. Findings.....	37
4. Faculty Survey.....	39
Conclusion.....	44
References.....	46
Appendix 1 EDT/ODT Sample.....	50
Appendix 2 EDT/ODT Objective and Scoring Rubrics.....	61
Appendix 3 Professional Exam Scoring Guide.....	66
Appendix 4 Faculty Survey.....	67

## **Introduction**

Translation and interpreting have long been regarded as a job that can be taken by anybody who is bilingual. History shows traces of interpreting and translation activities dating back to ancient era in various regions (Pöchhacker 2004: 28). Until more systematic translator and interpreter (T&I) training courses were established in Europe in the early and mid 20<sup>th</sup> century, translation and interpreting have not been perceived as a professional activity that requires rigorous systematic training. It was from the mid 20<sup>th</sup> century when professionalization of interpreter and translator had begun to take shape, and since then many universities have begun to establish institutionalized form of T&I training programs at a BA and/or MA level.

With intensified globalization in the 21st century, people have seen greater needs for international and intercultural exchanges in every aspect of human life. Greater number of people to people, government to government and business to business interactions and exchanges has brought greater demand for competent translators and interpreters. As a result, the number of undergraduate and graduate level T&I training courses has been on the rise around the world (Pippa and Russo 2002). This change in landscape has brought stronger competition among T&I training institutions in terms of securing student enrollment and job placement for the graduates. The increase of T&I training programs and institutions has been conspicuous in Asia. For instance, there are about 50 undergraduate-level T&I courses and 11 graduate-level T&I courses up and running in Korea as of 2008 (unpublished survey by Korean program, GSTI, MIIS, 2008).

The task of producing competent interpreters is the foremost goal of interpreter training institutions. With the increasing number of T&I training courses vying to attract small pool of eligible students, this task is directly related to the competitiveness of T&I training institutions. To this end, various elements come in play; well-designed curriculum; experienced and competent faculty members; motivated students with the right aptitude; and job placement prospect. Considering the fact that most renowned and accredited training institutions have well-designed curriculum, and experienced and competent faculty members on board, and that the degree from a renowned T&I program gives comparative advantage for the graduates in the job market, the key to the success of T&I programs would lie in the quality of applicants to the program. Institutions with better pool of students would have better chance of producing more competent interpreters/translators. In addition, an institution renowned for rigorous selection process attracts a large number of highly talented students (Keiser 1978: 12). In this regard, the

selection process seems to be the very foundation of producing competent conference interpreters and translators, hence the need to bear more reliable predictive value. Admission of new students marks the beginning of a curriculum in any educational/training institution, thus a valid and reliable entrance exam holds key to the success of the future curriculum success (Roy: 1984).

The predictive validity of the entrance exam at the Graduate School of Translation and Interpretation (GSTI) of Monterey Institute of International Studies (MIIS) in the USA has been of great concern for faculty members in screening candidates to the program. As a member of the Korean program faculty at the GSTI, the researcher has seen some inconsistencies in terms of the predictive value of the current entrance exam.

This study aims to review entrance exam at the Graduate School of Translation and Interpretation (GSTI) of Monterey Institute of International Studies (MIIS) in terms of its predictive validity, reliability, and norms for test measurement. It also aims to explore additional test options that can complement the current entrance exam. Entrance exam scores of MACI and MATI students from the Korean program at the GSTI will be compared with their actual school performances, including their GPA in core courses and professional exam scores taken upon the completion of two-year course.

### *The Setting*

The Graduate School of Translation and Interpretation (GSTI) of Monterey Institute of International Studies (MIIS) is a two-year (four-semester) MA program with seven different language combinations, including Chinese, French, German, Japanese, Korean, Russian and Spanish with English being the common language in the language pair. On top of the two-language combination courses, three-language combination course is also available. There are four degree tracks in the program: Masters in Conference Interpreting (MACI); Masters in Interpreting and Translation (MATI); Masters in Translation (MAT); Masters in Translation and Localization (MATLM). Most students state their desired degree track in the application and determine their degree track at the end of the second semester. In the case of the Korean program, many students end up pursuing degree track different than they originally desired because they receive failing grade (B- or lower) in the course required for their desired degree track in the second semester.

All the applicants to the program have to take self-administered off-site entrance exam, Early Diagnostic Test (EDT) and Oral Diagnostic Test (ODT). The completed EDT and ODT are then sent to the GSTI via mail by the applicant for a faculty evaluation. The EDT consists of five tests: essay writing in both A language and B language; translation into A language and B language; abstract writing in applicants' working language other than English from an English text. The ODT consists of four tests: extemporaneous speech in A and B languages; and reading given texts in A and B languages (See appendix 1 for sample EDT/ODT). Brief outline of objectives of each test defined by the GSTI is as follows (GSTI EDT scoring rubrics; see appendix 2 for EDT scoring rubrics):

1) Essays

Test for: analytic skills and coherence of argument  
linguistic proficiency and rhetorical skills

2) Translations

Test for: comprehension of source language  
accuracy and completeness  
coherence and cohesion  
linguistic proficiency and expression

3) Abstract thinking from English into a foreign language

Test for: comprehension of English text  
ability to summarize main ideas  
linguistic coherence

Applicants are expected to finish each written test within one hour. On the right top corner of the test sheet, applicants are required to record the start time and the finish time. Each test in the EDT is evaluated on an ordinal scale of Acceptable, Marginal, and Unacceptable whereas each test in the ODT is evaluated on a metric scale from 6 to 1, 6 being the highest (See appendix 1 & 2 for the sample EDT/ODT and scoring rubric). Acceptable is given for a demonstrated clear competence relevant to the testing objective outlined above whereas marginal is given for a demonstration of minimal competence relevant to the testing objective. Unacceptable suggests incompetence.

Each EDT and ODT submitted by an applicant is reviewed by two faculty members of the language program an applicant is applying to, and the program head gives the final verdict

ranging from 1 to 4. An applicant receiving the final score of 1 is definitely admitted to the program. An applicant with score 2 is admitted on condition, meaning, the applicant is recommended to take summer intensive language course offered by the MIIS. An applicant with score 4 is rejected. Score 3 is for applicants with three-language combination, and is the same as the score 2 of a two-language combination applicant.

Upon completion of the two-year course, all the students are required to take the professional exam. The professional exam consists of translation into A and B languages; consecutive interpreting into A and B languages; and simultaneous interpreting into A and B languages. Students are required to take exams relevant to their degree track. For instance, MACI students take all four interpreting exams, whereas MATI students take translation exams and consecutive interpreting exams. Each program is responsible for selecting texts of the tests going out of another language into English. For texts of the test going out of English into another language is selected by a text selection committee composed of GSTI faculty members. This is to guarantee a higher degree of consistency and fairness in the exams across the language programs (Sawyer 2004: 161). For the evaluation of the translation exam, two members of the faculty from each program grade students' translation and when there is a conflict, a third party's opinion is weighed in. For the evaluation of the interpreting exam, a three-member jury grades students' interpretation. Students must pass all sections of the professional exam to be awarded a certificate in their degree track. Although the exam is not tied to the graduation requirement, that is, all students who are eligible to take the exam will receive an MA degree upon completion of the course regardless of the exam results, the exam is to distinguish those who have met the higher standards of the professional market.

#### *Current Practice*

Most of the T&I training programs listed on the International Association of Conference Interpreters (AIIC) website require applicants to take some form of an aptitude test to enter the program (AIIC website). In addition to the EDT and ODT, the GSTI requires all non-native applicants to meet the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) requirement: 600 (paper-based), 250 (computer-based), 10 (internet-based) for TOEFL; overall 7.0 for IELTS (GSTI, MIIS website). Unlike the EDT and ODT which are designed to meet the specific needs of the GSTI, TOEFL and IELTS are very

popular standardized tests designed to measure English proficiency of non-native English speakers.

The entrance exam of the GSTI is quite unique in that it is a self-administered off-campus test. Other comparable schools in Korea and Europe administer supervised on-site entrance exam on a designated date. For instance, Graduate School of Interpretation and Translation of Hankuk University of Foreign Studies, one of the leading T&I training schools in Korea, conducts two rounds of tests. In the first round of the test, applicants take two standardized tests in Korean and their other working language. Those who pass the first round take the second round of the test which consists of translation into both A and B languages; essays in both A and B languages; an oral test in other working language other than Korean (Graduate School of Interpretation and Translation, Hankuk University of Foreign Studies website). Another leading T&I training program in Korea at Ewha Womans University also conducts two rounds of tests. The first round of the test is a standardized language test in both A and B languages. Those who pass the first round take the second round of the test: oral test in both A and B languages for interpreting major; and translation into A and B languages for translation major (Graduate School of Translation and Interpretation, Ewha Womans University website).

Unlike these institutions where some form of face-to-face contact take place in the entrance exam, there are no face-to-face contact with applicants in the EDT/ODT process other than some phone interviews conducted for marginal applicants. While the self-administered off-site test provides great convenience to applicants it also presents concerns suspected act of cheating on the part of test takers. This is also a factor cited as affecting the predictive validity of the EDT/ODT. The GSTI has initiated attempts to address this issue by revisiting the current practice of EDT/ODT. The research is also hope to contribute to setting a future direction for the EDT/ODT process.

## 1. Literature Review

The assessment issue in T&I training has attracted much attention and especially research in diagnostic test has seen proliferation in numbers in recent years (Sawyer 2004) as more T&I teachers have taken more scientific measures through observation and experimentation (Gile 1994: 40). While most of the literature on assessment has focused on description of existing test practice, student selection process has received relatively less focus (Gerver et al. 1989).

### *1.1. Aptitude Test*

According to an online dictionary, answers.com, an aptitude is defined as 1) An inherent ability, as for learning; talent; 2) Quickness in learning and understanding; intelligence; 3) The condition or quality of being suitable; appropriateness (www.answers.com). Britannica Online Encyclopedia defines aptitude test as an examination that attempts to determine and measure a person's ability to acquire, through future training, some specific set of skills (www.britannica.com). It also states that the tests assume that people differ in their special abilities and that these differences can be useful in predicting future achievements. Lindvall lists four different types of aptitude tests: General Scholastic Tests or Intelligence Tests; Readiness Tests; Test of Aptitude for Specific Subjects; Aptitude Test Batteries (Lidvall 1967: 145). Most entrance exams administered by T&I training institutions fall into the category of test of aptitude for specific subjects. Generally speaking, the characteristics of aptitude tests are similar to those of intelligence tests in that both tests attempt to measure broad spectrum of abilities, including verbal comprehension, general reasoning, numerical operations, perceptual speed, or mechanical knowledge, etc. In the United States, most well-known aptitude test is the Scholastic Assessment Test (SAT) and the American College Testing Exam (ACT) which are designed to measure general academic ability of college-bound students.

In the field of translation and interpreting, aptitude test needs to have an element that can measure both linguistic and cognitive skills. Another element that needs to be considered in designing an aptitude for T&I is the time frame of the test as it can be used at different stages of interpreter/translator training. Most commonly, it is used for entry-level test with diagnostic purpose to determine eligibility for entry to a program or a degree track (Sawyer 2004: 109).

Different studies on aptitude test suggest different test method depending on the content and objective of the course and competence level defined. Keiser suggests four types of aptitude tests for conference interpreting that can be administered for selection purposes (Keiser 1978): interview; improvised short speech; short exposé in B or C language; sight translation. He points out that a translation test should not be part of an interpreter aptitude test as translation and conference interpreting require different set of competence (ibid: 17). However suggested tests are mainly focusing on linguistic component of interpreting aptitude.

Barbara Moser-Mercer has conducted series of studies on aptitude testing administered at different stages (Moser-Mercer 1983; 1985). Her 1985 study is designed to measure the aptitude for simultaneous interpreting to see if students are competent enough to continue with further training after a certain period of training. The main purpose is to test if students are eligible to take simultaneous interpretation classes and pursue their career as a conference interpreter. In a ten-week monolingual introductory simultaneous interpretation course conducted at the then Graduate Division of Translation and Conference Interpretation at the Monterey Institute of International Studies, students are evaluated on their performance in four types of exercises: shadowing, dual-task training, memory exercises, paraphrasing, processing of numbers. These four exercises were advocated by the author for their linguistic and cognitive level operation. Then students' performances were evaluated based on six different criteria: command of the English language; pronunciation and enunciation; ability to cope with stress; assertiveness; resilience.

Gerver along with Longley, Long and Lambert sets out landmark psychometric tests for selection of simultaneous and consecutive interpreter-trainee candidates (Gerver et al. 1989; Longly 1989). Applicants to the intensive six-month simultaneous and consecutive interpretation course at the Polytechnic of Central London took extensive set of tests designed to measure cognitive and linguistic skills and personality traits: recall tests-text memory; recall tests-logical memory; cloze tests; error detection test; synonyms test; rewriting test; vocabulary test; nufferno test. Collected test data are later compared with the final examination results.

Revisiting the competence set described in studies by Gerver et al. and Lambert (Gerver et al. 1984; Lambert 1991), Pippa and Russo design a study to investigate the cognitive-linguistic component of interpreting (Pippa and Russo 2002; 2004). The authors stress the importance of devising an aptitude test using standardized measurement. Standardisation implies a test that is

valid and reliable. Discussions on validity and reliability will follow in a later chapter. Based on the linguistic-cognitive model, on-line monolingual (Italian) oral paraphrase test was conducted to a group of would-be interpreters. Then the test is analysed at a syntactic, semantic and pragmatic level. Paraphrasing is suggested by many researchers as a comprehension and production evaluation tool as it bears similarity to interpreting process and requires both linguistic and cognitive level operation (Moser 1983; Anderson 1994; Danks et al. 1997). Depending on the purpose it serves, an aptitude test can come in different types. That is why different institutions give different types of aptitude test at a differing stage of their training period to best suit their needs.

### *1.2. Interpreting Competence*

Walter Keiser states that an aptitude test implies a testing of a potential for, or the quality of being fit for a particular position or job i.e. a person's suitability or capacity for carrying out certain tasks (Keiser 1978: 18). When applying this to interpreter training institutions, aptitudes need to be defined in line with the interpreting competence. An aptitude test design may differ depending on which competence is considered the most important by each training institution.

Franz Pöchhacker defines interpreting competence as the congruence between task demands (performance standards) and qualifications, and points out that an understanding of qualifications is crucial to professionalization in general and interpreter training in particular (Pöchhacker 2004: 166). For the entry requirements to interpreter training institutions, he lists knowledge, cognitive skills and personality traits as the competences that are expected of applicants (ibid. 180). According to Kalina, the role of the interpreter may vary depending on the interpreting situation and the interpreter's attitude and competence in interaction may be just as crucial as interpreter's linguistic skills (Kalina 2000). She stresses linguistic and cognitive aspects of interpreting process, and mental skills as well as the communicative interaction in defining interpreting competence:

... to process texts within the scope of a bi- or multilingual communication situation with the aim of interlingual mediation. It is also the capability of acting and performing in a situation characterized by externally determined constraints, such as the pressure of time, lack of semantic autonomy and the potential interference between closely connected process of production and comprehension (ibid: 5).

The study by Gerver along with Longley, Lambert and Long identifies following five interpreting competences as essential for success as a trainee or in the profession (Gerver et al. 1989: 724):

1. Profound linguistic and cultural knowledge
2. Ability to grasp rapidly and convey the essential meaning of what is being said
3. Ability to project information with confidence
4. Wide general knowledge and interests, and a willingness to acquire new information
5. Ability to work as a member of a team

Of these five competences, the focus of the study is on the cognitive competence, i.e., the ability to grasp rapidly and convey the essential meaning of what is being said. This competence is also found to be the fundamental pre-requisite for interpreting in Pippa and Russo's study (2004).

Concepts of Syntax and lexicon, semantics, and pragmatics were used to categorize interpreting competence into negative and positive operations in Pippa and Russo's study (2004). Included in the positive operation category are: application of macrorules on the incoming pieces of information; active storage of incoming linguistic occurrences; syntactic and/or semantic anticipation ability; paradigmatic replacement of a phrase; ability to detect and modify a paradigmatic structure from the syntactic point of view. Listed in the negative operations are: deletion; form-linked errors; loss of cohesion; loss of coherence; semantic error. When evaluating these categories in the experiment, negative operations received negative scores and positive operations positive scores (ibid).

Barbara Moser-Mercer mentions three main areas to be tested in the aptitude testing; knowledge; skills; and personality traits (Moser-Mercer 1994: 58-59). Included in the knowledge category are mother tongue and foreign language and cultural knowledge. In the skills category, comprehension, speed of comprehension and production, memory capacity, simultaneity of listening and speaking, and voice and diction are included. For personality traits, stress tolerance, resilience, and learning curves are cited as competences to be tested (ibid.).

### *1.3. Correlations between aptitude test and students' performance*

While interpreting competences assessed in an aptitude testing and the actual testing methods seem to be similar among different studies, suggested modality for testing differs with the change of time. The most conspicuous of all is the paper-based and on-site testing vs. on-line testing. The common norm in the pre-Internet era for test taking modality was paper-based on-site testing. As

was mentioned earlier Russo and Pippa conducted on-line testing for students (Russo and Pippa 2000, 2004). With the ubiquitous use of the Internet and advanced technology available, more on-line based testing would be feasible to attract larger pool of applicants.

In terms of finding correlations between the aptitude test results and students' later performances in school, most of the afore-mentioned studies found significant correlations. Moser's 1985 study found a significant relationship between type of recommendation issued at the end of the ten-week course and final examination results at the end of the two-year course. This also validates the type of exercises conducted during the course and the evaluation criteria as highly relevant to the course objective.

Gerver's study in 1989 showed that those who passed the final exams had higher scores on all aptitude tests administered in the beginning than those who failed the final exams (Gerver et al. 1989, Longley 1989). Especially in the memory tests, the cloze test, error detection test and synonyms test, the differences were significant. However the speed stress test turned out to be not so significant. The authors attribute this to the fact that the evaluation for this test (interview) was done subjectively by the interviewers. Although the small size of the subject made it hard to establish scientifically acceptable statistics, the authors conclude that the test set improved the predictive value of the existing selection procedure (ibis).

Russo and Pippa measured the predictive value of students' test score by correlating the test score with: 1) number of 2<sup>nd</sup> year students who had completed the course and the attrition rate; 2) average mark in interpretation exam by each student throughout the two-year course; 3) success rate (pass rate); 4) number of passed exams; 5) number of sessions needed to complete the course (Pippa and Russo 2004). The result showed that lexical, semantic and reformulation abilities, deletion of secondary information, and addition displayed greater predictive value than negative operations category (ibid).

Under the supervision of Jean Turner in the Graduate School of Languages and Educational Linguistics (GSLEL) at the MIIS, MA student researchers conducted a research on the predictive validity of diagnostic testing for performance on qualifying examinations at the GSTI (Monty 1998; Tapalova 1998). Their attempts to find the correlation between the EDT/ODT and the professional exam and the then qualifying exam failed to prove its correlation. Several factors were cited as reasons, including insufficient data, small number of subjects,

incomplete data filing procedure (ibis). It is commendable that the study made a rare attempt to evaluate the T&I program in terms of testing results from a non-T&I perspective, however, more careful statistical data analysis design would have produced much more reliable results.

Arjona offers slightly different angle in her study on battery of tests for selecting the first three incoming classes for the Graduate Institute of Translation and Interpretation Studies at Fu Jen Catholic University (1994). Taking the psychometric approach, she describes a test construction framework, including test matrices, test construct validation and standardization of test administration procedures, inter and intra-rater reliability.

Another study taking psychometric approach on testing is conducted by Clifford (2005). Introducing the Interpreting Quality Assessment (IQA), he describes how psychometric approach can be applied to interpreter certification. His study may have far-reaching implications for the future research on aptitude test as the quality assessment of an aptitude test needs to be tied to the validity and the predictive value of the future success considering that an aptitude is defined as any characteristic of a person that forecasts his/her probability of success (Cronbach and Snow 1977).

## **2. The conceptual Framework**

Assessment administered as a diagnostic testing for selection purpose should be constructed different than the assessment designed for formative or summative testing in that entry level assessment is testing aptitude and skills that have not been taught to applicants. Ill constructed aptitude test would result in wasted time and effort of mistakenly accepted students furthermore undermining the success of the overall curriculum. There are many specific considerations made in evaluating a test design and procedure. This study uses norms for measurement, validity, and reliability as the underling concept in its attempt to find correlations between the EDT/ODT and GPA and professional exam scores.

### *2.1. Norms*

A test is designed based on a standard that corresponds to what the course considers it reasonable to expect from the test taking group. Although there has not been a clear set of norms defined on testing in the T&I training field (Sawyer 2004: 120), an analogy can be drawn from the notion of norms for translation and general test measurement. For instance, ‘expectancy norms’ referred to by Chesterman (1993) may be used in defining the competence area and its level expected of applicants to its program. Considering a set of norms suitable for entrance exam in general and maneuvering between different factors which relate to the T&I field would be a process needed to be taken prior to defining its own norms in a T&I training institution (Toury 1995: 53). In addition to the admission qualifications set out by individual T&I training institutions, e.g., TOEFL requirement, prior degree requirement, GPA requirement, each T&I training institutions need to determine the extent to which applicants possess the skills and abilities that are needed to begin training, and the extent to which applicants have already achieved the intended learning outcomes of the planned training (Gronlund 1998:4-5).

This set of norms will also serve as a guideline for making a ‘norm-driven choice’ when evaluating applicant’s test (Shlesinger 1999). The EDT/ODT scoring rubric of the GSTI describes different set of objectives for each section of the EDT. For instance, the objective of Essay test is to evaluate analytic skills and coherence of argument and linguistic proficiency and rhetorical skills. Translation test is to evaluate comprehension of source language, accuracy and completeness, coherence and cohesion, and linguistic proficiency and expression. Abstract writing is to measure comprehension of English text, ability to summarize main ideas, linguistic

coherence, and following direction to keep within word count (See appendix 2 for a detailed description of objective). As norms would imply sanctions, those who meet the above mentioned criteria would positively rewarded by being admitted to the program and those who do not would be negatively rewarded by being denied an admission (Toury 1995: 55). If taking the general definition of norms that norms are general values or ideas shared by a community, then, one might wonder whether the norms set out by a T&I training institution are shared by all the parties of the selection process, e.g., test takers, test administrator, test raters; would it be ethical impose a set of norms to parties who have not yet gained access to the T&I community, that is the test takers? The fact that norms pertaining to the entrance exam is set out by the T&I training institution and that test administrator and test raters usually belong to the same T&I training institution, it is assumed that test administrator and test raters are aware of the set of norms. There are great chances that test takers, on the other hand, are not aware of the norms and thus fail the exam. The concept of norms as an implicit or non-binding behavior based on common knowledge and the expectation of what others expect may be applied here (Nord 2001: 53). Each EDT/ODT section contains a brief instruction to guide an applicant on how to take the test and what is expected of the test takers. Although very brief, this type of information may give some ideas to applicants on what is expected of them by the T&I training institution. Nevertheless, applicants would benefit a lot more if more detailed information is given to them, which the GSTI may need to take into account for the future improvement of the EDT/ODT.

## *2.2. Validity*

Validity is an issue defined by many different scholars in different terms. Validity refers to the extent to which a test measures what it actually is designed to measure (Cronbach 1946; Thorndike & Hagen 1961). In this sense, an assessment that does not measure what it is designed to measure would be misleading (Gipps 1994). In a T&I training institution where a certain form of entrance exam is administered, the validity of a test is the extent to which the performance on the test actually corresponds to the quality of performance in T&I training course. The criteria for determining the validity can be the one that shows effectiveness to predict future performances (Wrightstone et al. 1956). To determine whether an assessment and the related decisions are valid entails a process of evidence gathering (Sawyer 2004). In other words, a valid test should have been good evidence to show that high scores are associated with high levels of the ability

needed to perform (Clifford 2005). There are four categories of validity identified: predictive validity, concurrent validity, content validity, and construct validity (American Psychological Association 1954). Wrightstone et al. describes these four types of validity as follows (Wrightstone et al.1956):

- Predictive Validity: Required in such measures as test of academic aptitude used for predicting later scholastic success
- Concurrent Validity: Indicates the correspondence, or relationship, between a measure and the more or less immediate behavior or performance of identifiable groups. The difference between concurrent validity and predictive validity is solely a matter of time. That is, predictive validity requires correspondence with a future criterion whereas concurrent validity requires correspondence with the criterion at the time of testing or diagnosis
- Content Validity: Judged by the degree of relationship or correspondence between a measure or diagnostic technique and achievement in the specific course or curriculum
- Construct Validity: May be established by indicating the correspondence or relationship between the results of a technique of measurement and other indicators of the characteristics that are measured

These four types of validity, however, are later replaced by three categories of validity: content-related; criterion-related; and construct-related (Messick 1989). Sawyer has illustrated the definition of these categories along with their features and examples (2004):

- Construct Validity: Attribute or characteristic of individual, reflected in test performance
- Content Validity: Degree to which test content represents the domain
- Criterion Validity: Relationship between test scores and external criterion being measured, e.g., level of expertise

Of these three categories, the most relevant to this study would be the criterion-related validity as it denotes the predictive value of a test. In this sense, a criterion measure for the entrance exam would be whether those who scored high in the EDT/ODT would continue to perform well through out their study in the two- year course and be awarded a degree and a certificate in their desired degree track.

### *2.3. Reliability*

While validity is related to what it measures, reliability is related to how accurately it measures whatever it does measure (Thorndike & Hagen 1961: 174). Reliability has to do with accuracy and precision of a measurement procedure. It is commonly defined as an estimate of the degree of consistency or constancy among repeated measurements of individuals with the same instrument. Gipps identifies four different types of reliability: test-retest reliability, parallel forms, inter-rater

reliability, intra-rater reliability (1994). Test-retest reliability is defined in a sense that the same test is administered on different occasions to ensure stability. Parallel forms refer to the same test being reproduced in several different versions with the same level of difficulty. Inter-rater reliability is ascertained when different raters agree on the score on the same test. Intra-rater reliability, on the other hand, is obtained when the same rater gives the consistent score on different but equivalent tests.

A reliable entrance exam would ensure that there is no discrepancy in competence level of students from year to year. In other words, incoming students would possess the same level of competence as the students accepted in previous years. In addition to the consistency of skill level from year to year, another criteria that can be applied to the EDT/ODT is the inter-rater reliability. This can be may be measured by comparing the scores of two different raters on the same test of an applicant. In order to ensure reliability in all fronts, it is imperative that clearly defined criteria for the test be put in place.

### **3. The Pilot Study**

The pilot study was launched with the goal of tracing predictive value of GSTI's entrance exam, EDT/ODT, using EDT/ODT data, GPA data, and professional exam data of 30 students over four- year period between 2003 and 2006. The basic questions that triggered the study are: is the EDT/ODT testing what it is intended to test?; is the EDT/ODT designed to test the competence area and level of applicants required for continuing study at the GSTI? Many faculty members at the GSTI expressed concerns related to these questions over the past years. Their concerns seemed valid as students' level of competence appeared to be inconsistent from year to year. When applicants are taking the same EDT/ODT and the same faculty members are evaluating the EDT/ODT using the same evaluation criteria, those who are admitted are expected to possess similar level of competence. There are two factors come in play: validity and reliability of the EDT/ODT; test content of the EDT/ODT. The other factor seemed relevant is the evaluator of the EDT/ODT. Although test objective and evaluation criteria are well defined and communicated to the faculty members evaluating the EDT/ODT, test evaluation especially in the field of translation and interpreting is subject to a subjective judgment (Longley 1989). Investigation into this issue requires different focus than this study thus it is excluded from the scope of the study.

#### *3.1. Hypothesis*

The pilot study aims to address following questions on relations between the EDT/ODT and GPA, the EDT/ODT and the professional exam, and GPA and the professional exam:

- 1) Is there any relationship between students' EDT scores and the degree of their success in the two-year course in terms of GPA?
- 2) Is there any relationship between students' EDT scores and the degree of their success in terms of Professional Exam scores?
- 3) Is there any relationship between the degree of the students' success in terms of GPA and Professional Exam scores?

The hypothesis drawn from the above questions is as follows:

H: Students who receive higher score in EDT/ODT (higher acceptable rate) are expected to receive higher GPAs through out the two-year course and have higher pass rate in professional examination at the end of the two-year course.

The pilot study will test the hypothesis in relation to norms for test measures, validity and reliability of the EDT/ODT.

### *3.2. Scope*

The scope of the study is comparing EDT/ODT scores of students and their GPA in 22 core courses over the two-year term, and their professional exam results. Data for students entering the program between the 2001 academic year and 2004 academic year, i.e., graduating class of 2003 through 2006 are collected. Of the four degree tracks offered at the GSTI, only the data for MACI and MATI students in the Korean program were used to control the subject size for the pilot study. When applying to the GSTI, most of the applicants state their desired field of degree track as MACI or MATI, and in many cases students fail to pursue their desired degree track because they did not pass the required interpreting courses. At least for the Korean program at the GSTI, getting the degree in MACI or MATI could be considered another measure of success of students. The list of core courses that students are required to take over the two-year term is as follows:

First semester courses:

Introduction to Translation into A language (MACI/MATI)

Introduction to Translation into B language (MACI/MATI)

Introduction to Interpreting into A language (MACI/MATI)

Introduction to Interpreting into B language (MACI/MATI)

Second semester courses:

Intermediate Translation into A language (MACI/MATI)

Intermediate Translation into B language (MACI/MATI)

Intermediate Interpreting consecutive into A language (MACI/MATI)

Intermediate Interpreting consecutive into B language (MACI/MATI)

Intermediate Interpreting simultaneous into A language (MACI)

Intermediate Interpreting simultaneous into B language (MACI)

Third semester courses:

Advanced Translation I into A language (MATI)

Advanced Translation I into B language (MATI)

Advanced Interpreting I consecutive into A language (MACI/MATI)

Advanced Interpreting I consecutive into B language (MACI/MATI)

Advanced Interpreting I simultaneous into A language (MACI)

Advanced Interpreting I simultaneous into B language (MACI)

Fourth semester courses:

Advanced Translation II into A language (MATI)

Advanced Translation II into B language (MATI)

Advanced Interpreting II consecutive into A language (MACI/MATI)

Advanced Interpreting II consecutive into B language (MACI/MATI)

Advanced Interpreting II simultaneous into A language (MACI)

Advanced Interpreting II simultaneous into B language (MACI)

### *3.3. Subject*

The subjects of this study (N=30) are MATI and MACI students in the Korean program who started their study at the GSTI from the 2001 academic year to 2004 academic year (Graduating class of 2003 through 2006). Twenty six students declared their A language as Korean and B language English. And the rest of the four students declared their A language as English and B language Korean. As the number of enrollment varies from year to year, the break down of MACI and MATI varies from year to year as well: 6 students from the class of 2003 (4 MATI, 2 MACI); 7 students from the class of 2004 (2 MATI, 5 MACI); 5 students from the class of 2005 (4 MATI, 1 MACI); 12 students from the class of 2006 (7 MATI, 5 MACI).

### *3.4. Method*

Statistical analysis to find correlations between the EDT/ODT and GPA, and the EDT/ODT and professional exam is made. The biggest challenge was how to do the data mining in a way to

make objective data analysis. The issue was finding ways to compare different data format of EDT, GPA, and the professional exam. For instance, the final EDT score is in numeric format of either 1 or 2 while each section in the EDT is evaluated based on an ordinal scale of Acceptable, Marginal and Unacceptable. Likewise, each section of professional exam data is also evaluated based on an ordinal scale of High pass, Pass, Borderline Fail, and fail. The certificate for the final exam is awarded to only those who passed all sections of the exam, which means the very final result of the professional exam is in only two categories: certificate awarded; certificate not awarded. Using the raw data format presented serious dilemma: if using the final score of EDT/ODT, i.e., 1 or 2 and final result of professional exam, i.e. certificate awarded or not, the analysis would be too simplified as there will be only two different variables to be compared; if using scores from each section of tests, data set would be too complicated to compare and produce viable result. Since manipulating the numeric format of GPA data was not an option, the only option was to convert the ordinal data of EDT and professional exam. Each subject's acceptable rate in the EDT/ODT and passing rate in the professional exam were calculated and compared against the first year GPA, second year GPA, and the two-year cumulative GPA of each subject. In addition, subject's ranking in the EDT/ODT, GPA and the professional exam is compared to find correlations among these three data sets. Beside the statistical analysis of the students' data, a faculty survey was also conducted. The purpose of the faculty survey is to obtain faculty perception on the EDT in terms of its predictive value and effectiveness in evaluating interpreting and translation competence and aptitude of prospective students.

### *3.5. The result*

#### *3.5.1. Data Analysis*

Total of seven students received acceptable in all sections of EDT marking the 100% acceptable rate while the lowest acceptable rate is recorded at 33%. Marginal rate is not considered as an important variable to be included in the analysis. Usually an applicant with unacceptable is not admitted and the instance of unacceptable is rare among students who are admitted. There were total of five subjects who received unacceptable in one category and their performance was analyzed in relation to the test section they received unacceptable mark.

The overall 1<sup>st</sup> year GPA seems to be slightly lower than the 2<sup>nd</sup> year GPA. This may be due to the fact that the second semester course grade is in effect a qualifying grade to determine

the eligibility to continue the study in the 2<sup>nd</sup> year in their desired degree track. Students who do not earn a passing grade of B or higher in each core course will not be able to move on to the second year unless he or she passes the second year entry exam administered in August prior to the start of the new academic year. For instance, students wishing to pursue MACI degree track are required to earn a B or higher grade in all core courses; including translation into A and B languages; consecutive interpreting into A and B languages; and simultaneous interpreting into A and B languages. Students wishing to pursue MATI degree track are required to earn a B or higher grade in translation into A and B languages and consecutive interpreting into A and B languages. After a year of training, faculty members have pretty good sense of who is fit for MACI or MATI. That is why faculty members take extra caution and tend to apply stricter rules in selecting a text for the final exam and evaluating students' performances in the second semester to prevent an unqualified student from passing the final exam simply by luck. This may have contributed to the lower GPA in average in the 1<sup>st</sup> year. It is a common scene at the GSTI to see students take the second entry exam in August. Those who pass the exam will move on to their desired degree track but their course grade is not adjusted. In this study this factor is not considered as it does not affect the GPA data or any other data. The number of retake courses may be considered as a stand-alone variable but is not included in this study.

Total of ten subjects passed all sections of the professional exam and were awarded the certificate in their degree track. As mentioned earlier the professional exam is a mandatory exam for those who are qualified to graduate, but it is not tied to the graduation requirement. The degree of difficulty of each test text in the professional exam is slightly higher than that of the final exam of the fourth semester. The comprehensive view of comparison chart of EDT, GPA and Professional exam is shown in table 1.

#### *3.5.1.1. EDT/ODT*

Applicants receive acceptable, marginal or unacceptable in each section of the EDT/ODT. Depending on the number of acceptable and marginal scores an applicant has received, the program head gives the final grade of 1, 2 or 4. In calculating acceptable rate for the EDT/ODT, marginal and unacceptable data are not considered. Table 2 shows the number of acceptable received by each student and the acceptable rate of each student. The highest acceptable rate is 100% and the lowest 33.3%. Average acceptable rate is 66.4%. Seven out of 30 subjects received

100% acceptable rate. The insufficient is for the ODT, equivalent of unacceptable in the EDT. Usually applicants with unacceptable or insufficient are not admitted, however an applicant with only 1 unacceptable and high TOEFL score and undergraduate GPA are admitted on probation.

Table 1. Comparison chart of EDT/ODT, GPA and Professional exam.

		(1) EDT	(2) GPA			(3) ProExam
No	MATI/MACI	Acceptable%	1st year GPA	2nd year GPA	cumulative GPA	Pass%
1	MATI	100.0	3.693	3.812	3.746	80.0
2	MATI	100.0	3.492	3.771	3.634	100.0
3	MATI	33.3	3.491	3.603	3.548	80.0
4	MATI	33.3	*	3.804	3.800	100.0
5	MACI	100.0	3.814	3.833	3.808	75.0
6	MACI	44.4	3.686	3.629	3.660	100.0
7	MATI	44.4	3.317	3.535	3.424	20.0
8	MATI	33.3	3.578	3.863	3.713	100.0
9	MACI	77.8	3.292	3.433	3.357	25.0
10	MACI	44.4	3.399	3.437	3.419	50.0
11	MACI	60.0	3.486	3.662	3.560	100.0
12	MACI	77.8	3.563	3.724	3.630	75.0
13	MACI	77.8	3.670	3.553	3.617	25.0
14	MATI	77.8	3.619	3.461	3.566	50.0
15	MATI	66.7	3.647	3.686	3.667	100.0
16	MATI	40.0	3.355	3.360	3.355	50.0
17	MATI	40.0	3.270	3.119	3.195	40.0
18	MACI	100.0	3.377	3.514	3.437	100.0
19	MATI	44.4	3.219	3.438	3.333	25.0
20	MATI	88.9	3.024	3.435	3.222	100.0
21	MATI	66.7	3.228	3.127	3.176	25.0
22	MATI	66.7	3.360	3.434	3.400	50.0
23	MATI	55.6	3.062	3.151	3.110	0.0
24	MATI	44.4	3.179	3.267	3.221	50.0
25	MATI	33.3	3.312	3.133	3.221	75.0
26	MACI	100.0	3.556	3.303	3.459	100.0
27	MACI	100.0	3.584	3.472	3.536	50.0
28	MACI	40.0	3.450	3.416	3.431	50.0
29	MACI	100.0	3.631	3.470	3.559	100.0
30	MACI	77.8	3.828	3.707	3.779	100.0

Table 2. Number of Acceptable, Marginal and Unacceptable in EDT/ODT

No	MATI/MACI	Acceptable	Marginal	Insufficient	Unacceptable	N	Acceptable%
1	MATI	9	0	0	0	9	100.00
2	MATI	9	0	0	0	9	100.00
5	MACI	9	0	0	0	9	100.00
26	MACI	9	0	0	0	9	100.00
27	MACI	9	0	0	0	9	100.00
29	MACI	9	0	0	0	9	100.00
18	MACI	5	0	0	0	5	100.00
20	MATI	8	1	0	0	9	88.89
9	MACI	7	2	0	0	9	77.78
12	MACI	7	2	0	0	9	77.78
13	MACI	7	2	0	0	9	77.78
14	MATI	7	2	0	0	9	77.78
30	MACI	7	2	0	0	9	77.78
15	MATI	6	2	0	1	9	66.67
21	MATI	6	3	0	0	9	66.67
22	MATI	6	3	0	0	9	66.67
11	MACI	3	2	0	0	5	60.00
23	MATI	5	3	0	1	9	55.56
6	MACI	4	5	0	0	9	44.44
7	MATI	4	5	0	0	9	44.44
10	MACI	4	4	0	1	9	44.44
19	MATI	4	4	0	1	9	44.44
24	MATI	4	5	0	0	9	44.44
16	MATI	2	3	0	0	5	40.00
17	MATI	2	3	0	0	5	40.00
28	MACI	2	3	0	0	5	40.00
3	MATI	3	6	0	0	9	33.33
4	MATI	3	5	1	0	9	33.33
8	MATI	3	6	0	0	9	33.33
25	MATI	3	6	0	0	9	33.33

MACI students recorded higher acceptable rate at 76.92% than MATI students at 56.99% (Mean value). Out of 7 subjects recorded 100% acceptable, 5 were MACI students.

Table 3. Number of Acceptable, Marginal and Unacceptable in each section of EDT/ODT

Item	Essay into A	Essay into B	T into A	T into B	Abstract	Pronunciation	Abstract thinking B	Extempo speech A	Extempo speech B	Total
Acceptable	22	15	23	14	23	16	12	24	17	166
Marginal	8	15	7	13	6	9	13	1	7	79
Insufficient	-	-	-	-	-	-	-	-	1	1
Unacceptable	-	-	-	3	1	-	-	-	-	4
N/A	-	-	-	-	-	5	5	5	5	20
No of students	30	30	30	30	30	30	30	30	30	270
Acceptable%	73.33	50.00	76.67	46.67	76.67	64.00	48.00	96.00	68.00	66.40
Acceptable + Marginal%	100.00	100.00	100.00	90.00	96.67	100.00	100.00	100.00	96.00	98.00
Insufficient+Unacceptable%	-	-	-	10.00	3.33	-	-	-	4.00	2.00

Table 3 shows breakdown of each section by evaluation criteria. Applicants fared pretty well in essay writing into A language; translation into A language; abstract writing; and extemporaneous speech in A language with over 70% of applicants receiving acceptable and 0% unacceptable or insufficient. On the other hand, acceptable rate in translation into B language, abstract thinking in B language and essay writing into B language is lower than 50%.

Out of 5 unacceptable or insufficient, 3 unacceptable occurred in translation into B language. The performance of these five subjects who received unacceptable or insufficient is traced in table 4 and figure 1. Three subjects recorded lower than 50% acceptable rate which is below the mean value of the acceptable rate of total subjects and two other subjects recorded about average or slightly lower than average acceptable rate. Cumulative GPA varies with subject No.4 recording the second highest GPA and subject No.23 recording the lowest GPA among 30 subjects. Professional exam pass rate also showed somewhat dramatic turn with two subjects recording 100% and one subject recording 0%. As seen in table 4, for subject No.4 and No.15, there does not seem to be any relationship between the EDT and cumulative GPA and

professional exam pass rate. However there appears to be a significant relationship between cumulative GPA and professional exam pass rate in subject No. 4, 15, and 23.

Table 4. Subjects who received unacceptable/insufficient and their EDT/ODT acceptable rate, cumulative GPA and professional exam pass rate

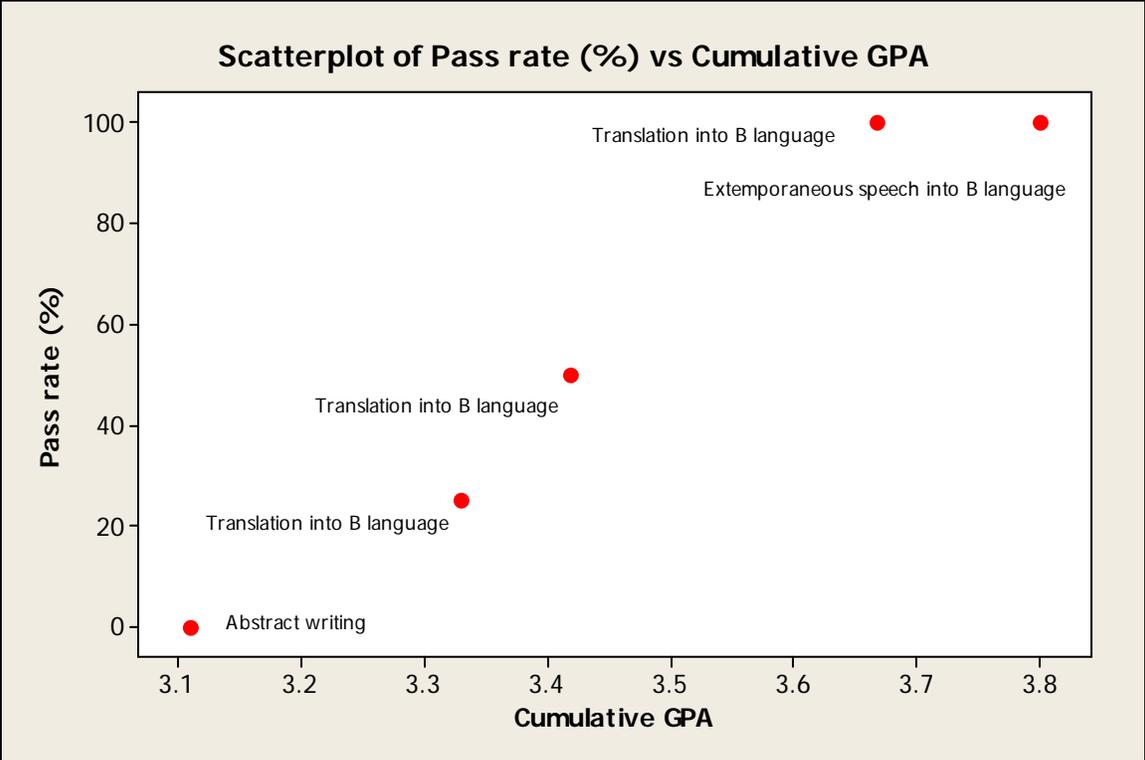
Subject	Category	Acceptable Rate (%)	Cumulative GPA	Pass Rate (%)
No.4 (MATI)	Extemporaneous speech into B language	33.3%	3.800	100%
No.10 (MACI)	Translation into B language	44.4%	3.419	50%
No.15 (MATI)	Translation into B language	66.7%	3.667	100%
No.19 (MATI)	Translation into B language	44.4%	3.333	25%
No.23 (MATI)	Abstract writing	55.6%	3.110	0%

Subject No.23 received unacceptable in abstract thinking and recorded the lowest scores in 1<sup>st</sup> year GPA, cumulative GPA, and professional exam pass rate among the 30 subjects. This may indicate that abstract writing is a good tool in measuring both written linguistic competence and cognitive skill but the data by no means represents the whole data set.

In a stark contrast, subject No. 4 received unacceptable in extemporaneous speech in B and marked the lowest acceptable rate of EDT/ODT among 30 subjects. However, No.4 recorded the highest cumulative GPA and 100% pass rate. In the case of these five subjects, figure 1 shows no correlations between the EDT/ODT and cumulative GPA, the EDT/ODT and professional exam pass rate as the P value is recorded at 0.703 and 0.930. On the other hand, there is a strong positive correlation between cumulative GPA and professional pass rate with P value of 0.003. P value of 0.05 denotes correlations and the lower the value, the higher the correlations. The scatter plots in figure 1 also show the relations between these data sets. Scatter plot of professional exam pass rate and cumulative GPA shows linear relationship indicating a strong positive correlation between the two. However this is only for the five subjects who received unacceptable in the EDT/ODT thus does not represent the relationship of the whole data set.

Figure 1. Pearson correlation between EDT and cumulative GPA and professional exam pass rate of students who received unacceptable in EDT/ODT

Correlations: EDT%, Cumulative GPA, Pass rate (%)		
	EDT%	Cumulative GPA
Cumulative GPA	-0.235 0.703	
Pass rate(%)	-0.055 0.930	0.980 0.003
Cell Contents: Pearson correlation P-Value		



3.5.1.2. Professional exam

Each section of professional exam is assessed on an ordinal scale of high pass, pass, borderline fail and fail (GSTI Faculty Handbook Professional Exam Grading Policy 7.3.2). For quantitative analysis of data set, four levels of score, high pass (HP), pass (P), borderline fail (BF), and fail (F), are collapsed to two levels: pass (P) and fail (F). Then the passing rate of each student was calculated to be used for comparison with EDT and GPA data.

Out of 6 different exam sections, MACI students are required to take consecutive interpreting into A and B languages and simultaneous interpreting into A and B languages. On the other hand, MATI students are required to take translation into A and B languages and

consecutive interpreting into A and B languages. Some MATI students graduated between 2003 and 2005 were allowed to take simultaneous interpretation into their A languages and were required to take simultaneous interpretation into A language exam in the professional exam. This practice, however, no longer exists as of academic year 2006.

Table 5. Professional exam score by individual subject

No	MATI/MACI	T into A	T into B	Consec into A	Consec into B	Simul into A	Simul into B	Pass%
26	MACI			P	P	P	P	100.0
29	MACI			P	P	P	P	100.0
18	MACI			P	P	P	P	100.0
11	MACI			P	P	P	P	100.0
6	MACI			P	P	P	P	100.0
30	MACI			P	P	HP	P	100.0
2	MATI	P	HP	P	P	P		100.0
8	MATI	P	P	HP	P	P		100.0
20	MATI	P	P	P	P			100.0
15	MATI	P	P	P	P			100.0
4	MATI	P	P	P	P			100.0
1	MATI	P	P	P	P	F		80.0
3	MATI	P	HP	P	P	BF		80.0
12	MACI			HP	P	F	P	75.0
5	MACI			P	P	BF	P	75.0
25	MATI	P	P	P	F			75.0
27	MACI			P	F	F	P	50.0
10	MACI			P	F	F	P	50.0
28	MACI			P	P	F	F	50.0
24	MATI	P	F	P	F			50.0
16	MATI	P	F	P	F			50.0
14	MATI	F	F	P	P			50.0
22	MATI	P	P	F	F			50.0
17	MATI	F	P	P	F	F		40.0
9	MACI			P	F	F	F	25.0
13	MACI			P	F	F	F	25.0
21	MATI	F	P	F	F			25.0
19	MATI	F	P	F	F			25.0
7	MATI	P	F	F	F	F		20.0
23	MATI	F	F	F	F			0.0

Table 5 illustrates the score each student received in each section of the professional exam and the pass rate of each student. Average pass rate is 66.5% with 11 subjects recording 100% rate and one subject recording 0% pass rate.

Out of 11 subjects who recorded 100% pass rate, 6 subjects were MACI students and 5 subjects were MATI students. Average pass rate of MACI students is 73.076% whereas that of MATI is 61.470 (Table 6). Consecutive interpreting exams showed quite opposite result by language direction. The highest pass rate of 83.3% was recorded for consecutive interpreting into A language with 25 out of 30 subjects passing the exam. On the other hand, the lowest pass rate of 56.7% was recorded for consecutive interpreting into B language with 17 out of 30 subjects passing the exam. This calls for a further investigation by the Korean program.

Table 6. Professional exam Pass rate by degree track

Decree Track	No. of Certificate awarded (100% pass)	Average Pass rate (%)
MACI (13)	6	73.076
MATI (17)	5	61.470

### 3.5.1.3. GPA

As indicated in the figures 2 and 3, students' GPA data shows normal distribution. Rather than using individual grade of each course students had taken, the researcher opted for compiling individual course grade by year and came up with three sets of GPA data: 1<sup>st</sup> year GPA; 2<sup>nd</sup> year GPA; and cumulative GPA of two-year term. This is to show correlations between the three GPAs. As mentioned earlier, the 1<sup>st</sup> year GPA tends to be lower than that of 2<sup>nd</sup> year. The highest cumulative GPA is 3.808 on a 4.0 scale and the lowest 3.110. Mean value of 1<sup>st</sup> year GPA is 3.455 while that of the 2<sup>nd</sup> year is 3.505. The mean value of cumulative GPA is 3.4861.

Figure 2. 1<sup>st</sup> and 2<sup>nd</sup> year GPA and cumulative GPA

Descriptive Statistics: GPA of 1st Year, GPA of 2nd Year, Cumulative GPA										
Variable	N	N*	Mean	SE Mean	StDev	Minimum	Q1	Median	Q3	Maximum
GPA of 1st Year	29	1	3.4546	0.0389	0.2095	3.0240	3.3020	3.4860	3.6250	3.8280
GPA of 2nd Year	30	0	3.5051	0.0398	0.2178	3.1190	3.4020	3.4710	3.6913	3.8630
Cumulative GPA	30	0	3.4861	0.0366	0.2004	3.1100	3.3495	3.4975	3.6405	3.8080

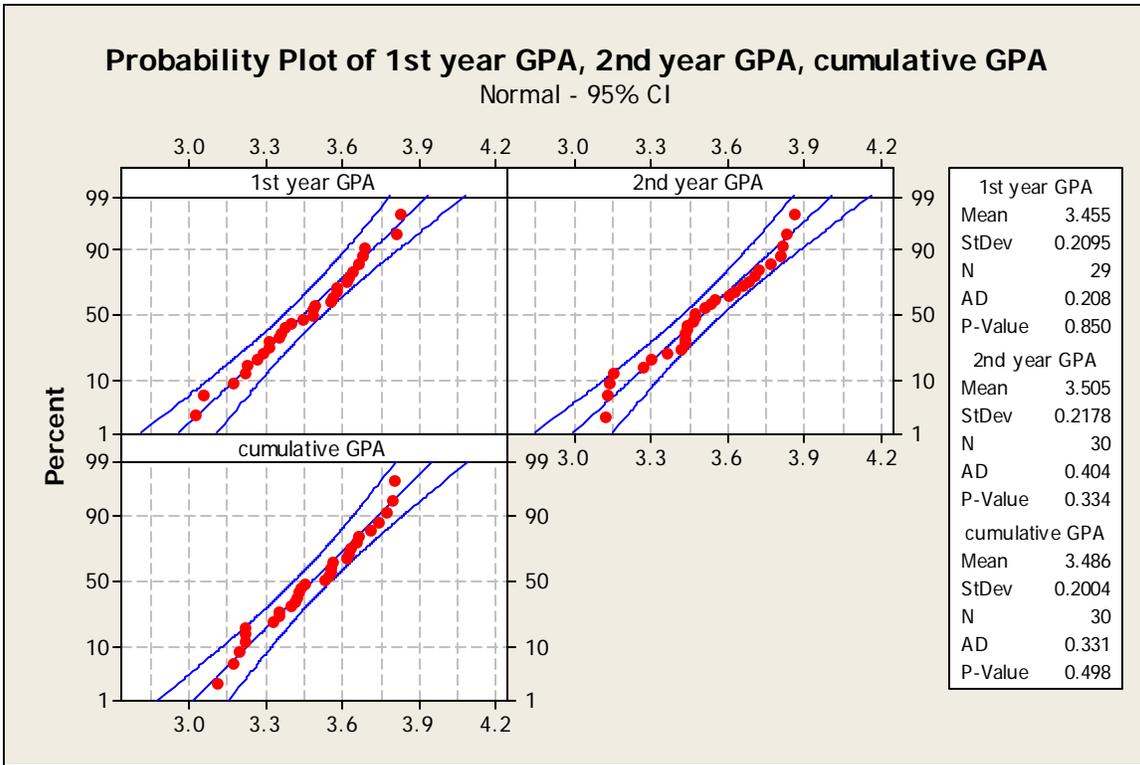
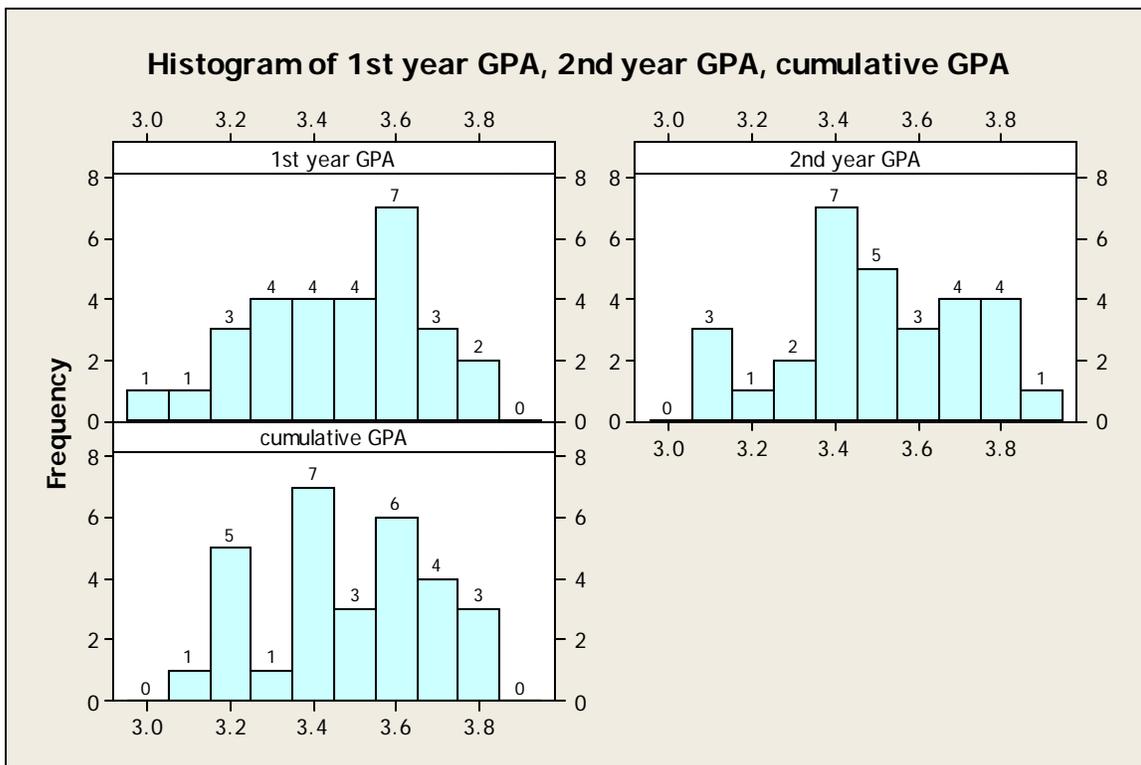


Figure 3. Histogram of GPA data sets



The GPA of MACI students is higher than that of MATI students with mean cumulative GPA of 3.558 and 3.431 of MACI and MATI students respectively. The difference is bigger when comparing the 1<sup>st</sup> year GPAs: 3.564 for MACI; 3.431 for MATI (mean value).

Figure 4 is a Pearson correlation analysis that shows a strong positive correlation between the 1<sup>st</sup> year GPA and the cumulative GPA with P value of 0 for each comparison category. As mentioned in the earlier section, 2<sup>nd</sup> semester grade is the decisive factor in determining students' degree track. Those who did not earn a B or higher grade in courses required for their desired degree track were given a second chance in August to take the second year entrance exam. Those who pass the exam would move on to their desired degree track, however, their course grade is not adjusted.

Figure 4. Pearson Correlation analysis of 1<sup>st</sup> yr GPA, 2<sup>nd</sup> yr GPA and cumulative GPA

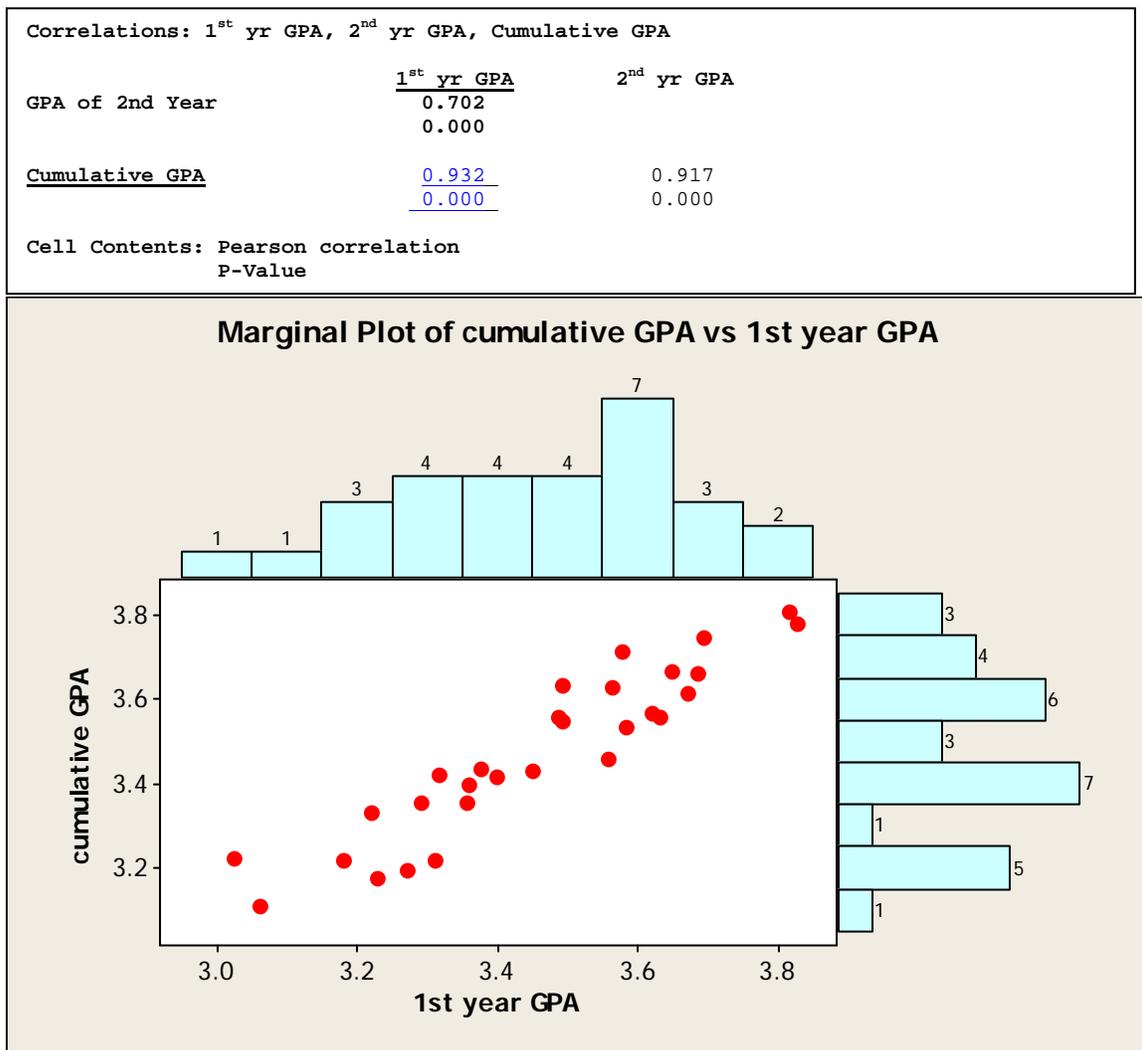
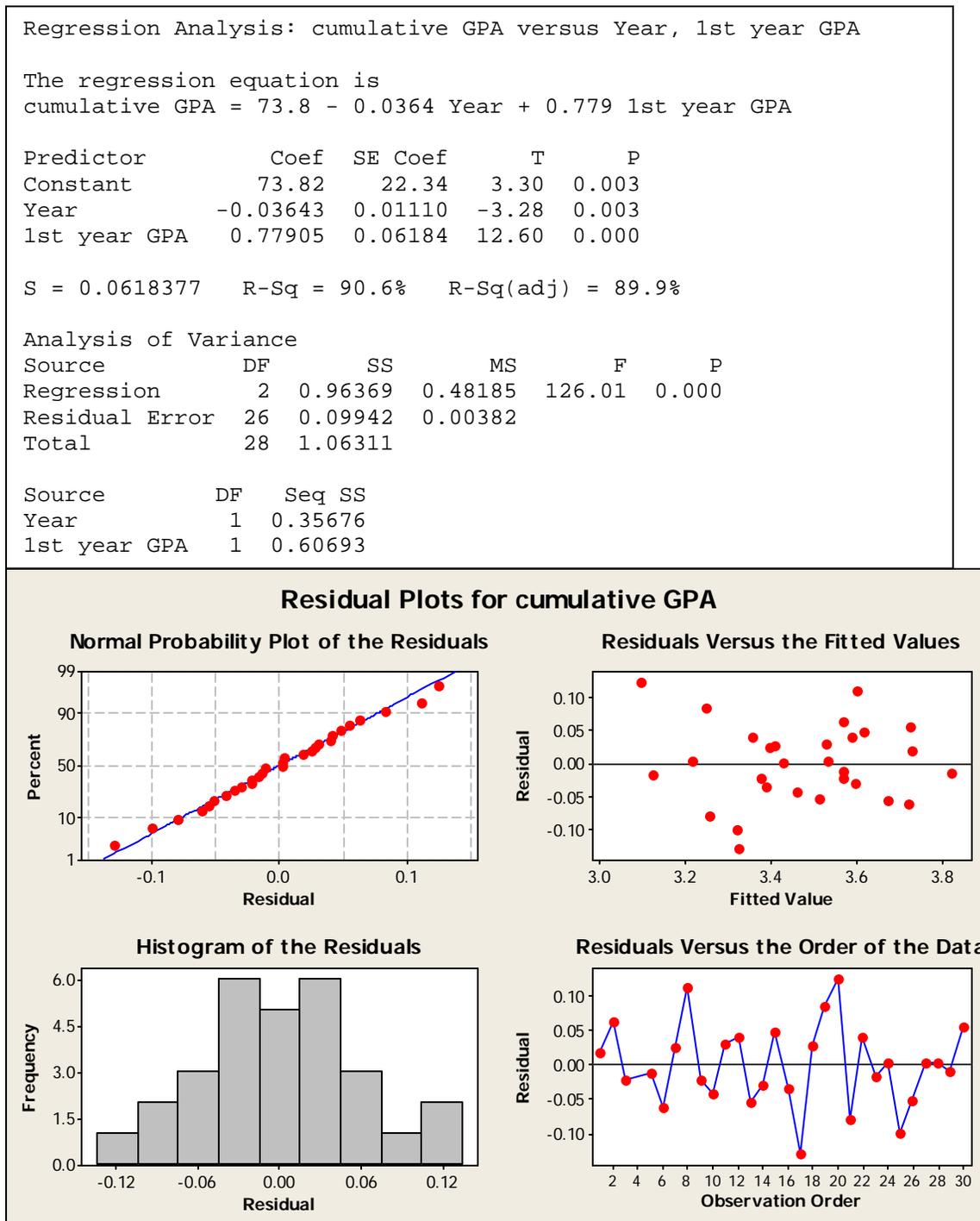


Figure 5. Regression analysis of 1<sup>st</sup> yr GPA and cumulative GPA



Regression analysis in the figure 5 shows that 1<sup>st</sup> year GPA is linear to the cumulative GPA. R-square is very high at 90.6% and R-square adjust is also high at 89.9%. This validates that 1<sup>st</sup> year GPA is the most important factor influencing the cumulative GPA.

3.5.2. Correlations

Of the EDT/ODT test sections that are considered relevant to translation sections of the professional exam are essay writings, translations and abstract writing while pronunciation, abstract thinking, extemporaneous speeches are considered relevant to interpreting sections of the professional exam. Table 7 shows the percentage value of acceptable in each section of the EDT/ODT and percentage value of pass in each section of the professional exam. At a glance, there does not seem to be significant correlations between each section of the EDT/ODT and the relevant professional exam section except in the following cases: essay into A vs. translation into A; essay into B vs. translation into B; translation into A vs. translation into A; translation into B vs. translation into B; abstract writing vs. translation into A and B.

Table 7. Relevant EDT exam section vs. professional exam section

Pro Exam vs. EDT		T into A	T into B	Consec into A	Consec into B	Simul into A	Simul into B	PRO Exam.
		70.59	70.59	83.33	56.67	42.11	76.92	Pass%

EDT	Acceptable%										
Essay into A	73.33	Y									
Essay into B	50.00		Y								
T into A	76.67	Y									
T into B	46.67		Y								
Abstract	76.67	Y	Y								
Pronunciation	64.00								Y		Y
Abstract thinking B	48.00								Y		Y
Extempo speech B	96.00								Y		Y
Extempo speech A	68.00			Y			Y				

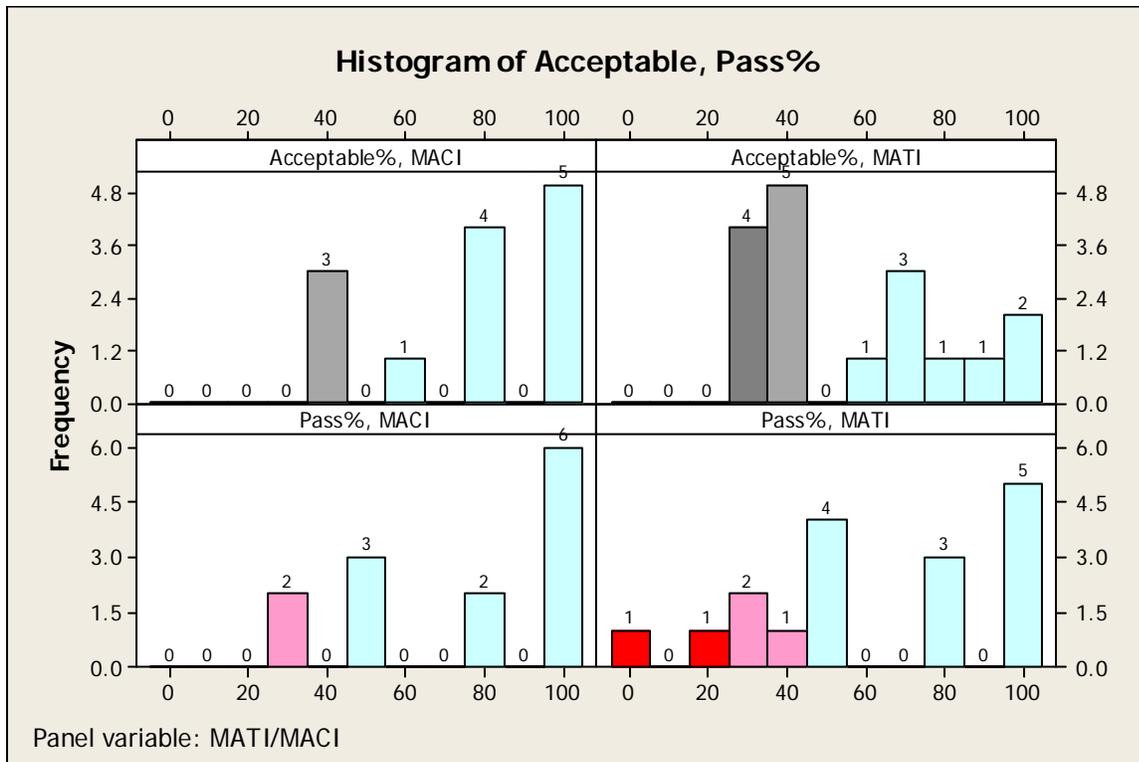
66.59

Especially in the ODT section and the interpreting exam section, there does not appear to be any relations established, which indicates improvement in the ODT section is much needed.

As shown in figure 6, when comparing the EDT/ODT acceptable rate with the professional exam pass rate by student's degree track, there was a significant difference. That is, as mentioned earlier, MACI students recorded higher rate of acceptable and pass in the EDT/ODT and the professional exam respectively than their MATI peers did. This implies that the EDT/ODT score bears some predictive value in terms of determining student's degree track.

Figure 6. Acceptable % and pass % by degree track

Descriptive Statistics: Acceptable%, Pass%												
Variable	MATI/MACI	N	N*	Mean	SE Mean	StDev	Minimum	Q1	Median	Q3	Maximum	
Acceptable%	MACI	13	0	76.92	6.42	23.15	40.00	52.20	77.80	100.00	100.00	
	MATI	17	0	56.99	5.67	23.36	33.30	36.65	44.40	72.25	100.00	
Pass%	MACI	13	0	73.08	8.23	29.69	25.00	50.00	75.00	100.00	100.00	
	MATI	17	0	61.47	8.01	33.01	0.00	32.50	50.00	100.00	100.00	



To trace the performance of each subject during the two-year term in school and compare the data with their EDT/ODT score, table 8 shows the rank of each student in the EDT/ODT, GPA and professional exam.

As indicated in table 8 and in figure 7, there does not seem to be direct correlations between the EDT/ODT and cumulative GPA, and between the EDT/ODT and professional exam pass rate. P-values in each comparison category between the EDT/ODT and 2<sup>nd</sup> year GPA, the EDT/ODT and cumulative GPA, the EDT/ODT and the professional exam pass rate are much higher than 0.005 at 0.236, 0.149, 0.175 respectively. However there seems to be a correlation between the EDT/ODT and 1<sup>st</sup> year GPA as the P-value is recorded at 0.054 which is quite close to 0.05, the level considered to show significant correlations. There are also strong positive correlations between GPAs and the professional pass rate with P values showing 0.007, 0.001 and 0.001 respectively in comparison category between the professional pass exam rate and 1<sup>st</sup> year GPA, the professional exam pass rate and 2<sup>nd</sup> year GPA, the professional exam pass rate and cumulative GPA. Although there is no direct correlations established between the EDT/ODT and 2<sup>nd</sup> year GPA and cumulative GPA and the professional exam pass rate, strong positive correlations between GPAs and professional exam pass rate and between 1<sup>st</sup> year GPA and 2<sup>nd</sup> year GPA, and a correlation between EDT/ODT and 1<sup>st</sup> year GPA imply that the EDT/ODT may have indirect correlations with GPAs and professional exam.

Figure7. Correlations between EDT and 1<sup>st</sup> yr GPA, 2<sup>nd</sup> yr GPA, and cumulative GPA

Correlations: Year, Acceptable%, 1st year GPA G, 2nd year GPA G, cumulative GPA					
	Year	<u>Acceptable%</u>	1st year GPA	2nd year GPA	Cumulative GPA
Acceptable%	0.046 0.810				
<u>1st year GPA</u>	-0.431 0.020	<u>0.361</u> <u>0.054</u>			
2nd year GPA	-0.692 0.000	0.223 0.236	0.702 0.000		
Cumulative GPA	-0.614 0.000	0.270 0.149	0.932 0.000	0.917 0.000	
Pass%	-0.251 0.182	0.255 0.175	0.488 0.007	0.567 0.001	0.582 0.001
Cell Contents: Pearson correlation P-Value					

Table 8. Student Rank by EDT, GPA and Professional exam

		Score					Rank				
No	MATI/MACI	Acceptable%	1st year GPA	2nd year GPA	cumulative GPA	Pass%	EDT rank	1st year GPA rank	2nd year GPA rank	cumulative GPA rank	Pass rank
2	MATI	100.0	3.492	3.771	3.634	100.0	1	13	5	8	1
29	MACI	100.0	3.631	3.470	3.559	100.0	1	7	16	13	1
26	MACI	100.0	3.556	3.303	3.459	100.0	1	12	25	16	1
18	MACI	100.0	3.377	3.514	3.437	100.0	1	18	14	17	1
1	MATI	100.0	3.693	3.812	3.746	80.0	1	3	3	4	12
5	MACI	100.0	3.814	3.833	3.808	75.0	1	2	2	1	14
27	MACI	100.0	3.584	3.472	3.536	50.0	1	9	15	15	17
20	MATI	88.9	3.024	3.435	3.222	100.0	8	29	20	25	1
30	MACI	77.8	3.828	3.707	3.779	100.0	9	1	7	3	1
12	MACI	77.8	3.563	3.724	3.630	75.0	9	11	6	9	14
14	MATI	77.8	3.619	3.461	3.566	50.0	9	8	17	11	17
13	MACI	77.8	3.670	3.553	3.617	25.0	9	5	12	10	25
9	MACI	77.8	3.292	3.433	3.357	25.0	9	23	22	22	25
15	MATI	66.7	3.647	3.686	3.667	100.0	14	6	8	6	1
22	MATI	66.7	3.360	3.434	3.400	50.0	14	19	21	21	17
21	MATI	66.7	3.228	3.127	3.176	25.0	14	25	29	29	25
11	MACI	60.0	3.486	3.662	3.560	100.0	17	15	9	12	1
23	MATI	55.6	3.062	3.151	3.110	-	18	28	27	30	30
6	MACI	44.4	3.686	3.629	3.660	100.0	19	4	10	7	1
10	MACI	44.4	3.399	3.437	3.419	50.0	19	17	19	20	17
24	MATI	44.4	3.179	3.267	3.221	50.0	19	27	26	26	17
19	MATI	44.4	3.219	3.438	3.333	25.0	19	26	18	24	25
7	MATI	44.4	3.317	3.535	3.424	20.0	19	21	13	19	29
28	MACI	40.0	3.450	3.416	3.431	50.0	24	16	23	18	17
16	MATI	40.0	3.355	3.360	3.355	50.0	24	20	24	23	17
17	MATI	40.0	3.270	3.119	3.195	40.0	24	24	30	28	24
4	MATI	33.3	*	3.804	3.800	100.0	27	*	4	2	1
8	MATI	33.3	3.578	3.863	3.713	100.0	27	10	1	5	1
3	MATI	33.3	3.491	3.603	3.548	80.0	27	14	11	14	12
25	MATI	33.3	3.312	3.133	3.221	75.0	27	22	28	26	14

### 3.6. Findings

The results of the statistical analysis do not show significant correlations between the EDT/ODT scores and 2<sup>nd</sup> year GPA and cumulative GPA and between the EDT/ODT scores and professional exam scores. On the other hand, there are significant correlations found between the EDT/ODT scores and the 1<sup>st</sup> year GPA and between the GPA scores and the professional exam scores. From this finding, one might argue that the EDT/ODT bears no predictive validity in determining the success of students in school represented in terms of higher GPA and high pass rate in the professional exam. However, the significant correlations found between the EDT/ODT data and the 1<sup>st</sup> year GPA and between the GPA data and the professional exam data indicate that the EDT/ODT have indirect correlations with GPA and the professional exam scores. The analysis of EDT/ODT data, GPA data and the professional exam data by degree track reinforces this view. As shown in table 9, there is a strong positive correlation between the GPA data among MACI students. Table 10 shows strong positive correlations between GPA data and the professional exam data among MATI students. This analysis also suggests that the EDT/ODT is of some assistance in predicting students' future degree track. Although no strong positive correlations are established between the EDT/ODT and GPA and the professional exam data, No strong evidence is present to suggest that there is no correlations or negative correlations between these data sets.

Table 9. Correlations of MACI: EDT/ODT, GPA and professional exam

Correlations of MACI: EDT%, 1st year GPA, 2nd year GPA, Cumulative GPA, Pass%				
	EDT%	1st year GPA	2nd year GPA	Cumulative GPA
1st year GPA	0.227 0.434			
2nd year GPA	0.017 0.955	<u>0.613</u> <u>0.020</u>		
Cumulative G	0.161 0.583	<u>0.938</u> <u>0.000</u>	<u>0.848</u> <u>0.000</u>	
Pass%	0.193 0.510	0.332 0.246	0.250 0.388	0.343 0.230
Cell Contents: Pearson correlation P-Value				

Table 10. Correlations of MATI: EDT/ODT, GPA and professional exam

Correlations of MATI: EDT%, 1st year GPA, 2nd year GPA, Cumulative GPA, Pass%				
	EDT%	1st year GPA	2nd year GPA	Cumulative GPA
1st year GPA	0.218 0.418			
2nd year GPA	0.237 0.359	<u>0.727</u> <u>0.001</u>		
Cumulative GPA	0.171 0.512	<u>0.920</u> <u>0.000</u>	<u>0.942</u> <u>0.000</u>	
Pass%	0.206 0.428	<u>0.511</u> <u>0.043</u>	<u>0.686</u> <u>0.002</u>	<u>0.664</u> <u>0.004</u>
Cell Contents: Pearson correlation P-Value				

#### 4. Faculty Survey

In addition to the pilot study conducted to find correlations between EDT/ODT scores and students' GPA and professional exam scores, it seemed that the GSTI faculty perspective would help identify the intended purpose of the EDT/ODT. During the researcher's seven-year tenure with the GSTI, no such attempt was made and it was about time that the GSTI made such an effort. Against this backdrop, faculty survey was administered. A questionnaire was sent out to 23 faculty members involved in the EDT/ODT evaluation from all seven programs of the GSTI via email. Total of 19 faculty members returned the questionnaire (N=19; 83% response rate). Some faculty members who are grading only the ODT marked only the section relevant to ODT and vice versa for faculty members grading only the EDT. Brief profile of the faculty member is shown in table 11.

Table 11. GSTI Faculty Profile

I. Background Information		Mean	StDev	N	Min	1Q	Median	3Q	Max
1	The number of years you have been with the GSTI.	12.1	8.144	19	1	7.0	11.0	16.5	32
2	The number of years you have been involved in the EDT/ODT process.	7.0	4.743	19	0	4.0	6.0	10.0	15
3	The average number of EDT/ODTs you review in an academic year.	24.4	21.224	19	0	10.0	20.0	32.5	70

		Total	Chinese	French	German	Japanese	Korean	Russian	Spanish
4	The language program for which you are/were involved in the EDT/ODT process.	19	5	2	2	3	4	1	2
		%	26%	11%	11%	16%	21%	5%	11%

When asked about the 5 competence sets used in Gerver's study (Gerver et al. 1978), 63% respondent said 'profound knowledge of active and passive languages and cultures' is 'very important' and all the respondents marked it as 'important' (table 12). Respondents also gave high marks in the competence area relevant to cognitive skill; 'ability to grasp rapidly and convey the meaning of what it is being said' and 'general knowledge and interests and a willingness to acquire new information.'

Regarding the predictive value of the current EDT/ODT, majority of respondents marked 'predictive' to 'somewhat predictive' with 53% of respondents marking 'somewhat predictive'

(table 13). However none of the respondent marked in the ‘very predictive’ category indicating that EDT/ODT is not perceived as a measurement tool that has a strong predictive validity.

Table 12. T&I Competence

2. The degree of importance of skills/competences		Very important	Important			Somewhat important	Not so important		Not important at all	
Question	Degree	9	8	7	6	5	4	3	2	1
A. Profound knowledge of active and passive languages and cultures	19	12	4	3	0	0	0	0	0	0
	count	12	4	3	0	0	0	0	0	0
	%	63.2%	21.1%	15.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
B. Ability to grasp rapidly and convey the essential meaning of what is being said	19	10	2	6	0	1	0	0	0	0
	count	10	2	6	0	1	0	0	0	0
	%	52.6%	10.5%	31.6%	0.0%	5.3%	0.0%	0.0%	0.0%	0.0%
C. Ability to project information with confidence, coupled with a good voice	18	3	2	5	1	6	1	0	0	0
	count	3	2	5	1	6	1	0	0	0
	%	16.7%	11.1%	27.8%	5.6%	33.3%	5.6%	0.0%	0.0%	0.0%
D. Ability to write a cohesive and coherent discourse	17	8	5	3	0	1	0	0	0	0
	count	8	5	3	0	1	0	0	0	0
	%	47.1%	29.4%	17.6%	0.0%	5.9%	0.0%	0.0%	0.0%	0.0%
E. General knowledge and interests and a willingness to acquire new information	19	10	3	6	0	0	0	0	0	0
	count	10	3	6	0	0	0	0	0	0
	%	52.6%	15.8%	31.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	92	43	16	23	1	8	1	0	0	0
		46.7%	17.4%	25.0%	1.1%	8.7%	1.1%	0.0%	0.0%	0.0%
		46.7%	64.1%	<u>89.1%</u>	90.2%	<u>98.9%</u>	100.0%			

Table 13. Predictive Value of the EDT/ODT

3. The degree to which you believe the current EDT/ODT bear predictive value for candidates' success in the program.		Very predictive	Predictive			Somewhat predictive	Not so predictive		Not predictive at all		
Question	Degree	Unit	9	8	7	6	5	4	3	2	1
	17	count	-	-	1	4	9	-	3	-	-
		%	0.0%	0.0%	5.9%	23.5%	52.9%	0.0%	<u>17.6%</u>	0.0%	0.0%
			0.0%	0.0%	<u>5.9%</u>	29.4%	<u>82.4%</u>	82.4%	100.0%	100.0%	100.0%

For the effectiveness of each section in the EDT/ODT, most of the respondents marked ‘effective’ or ‘somewhat effective’ in each category (table 14). The most favored section was essay writing in A language and B language with ‘very effective’ to ‘effective’ marked by 75%

and 76.5% respondents respective. The least favored section was ‘abstract writing’ with 2 respondents marking ‘not so effective’ or ‘not effective at all’ respectively.

Table 14. Effectiveness of EDT

A. EDT		Very effective		Effective		Somewhat effective		Not so effective		Not effective at all
Degree		9	8	7	6	5	4	3	2	1
Question	Unit	9	8	7	6	5	4	3	2	1
a. Essay writing in A language	count	-	4	8	1	1	2	-	-	-
	16 %	0.0%	25.0%	50.0%	6.3%	6.3%	12.5%			
b. Essay writing in B language	count	1	4	8	2	-	2	-	-	-
	17 %	5.9%	23.5%	47.1%	11.8%	0.0%	11.8%			
c. Translation into A language	count	2	4	3	2	4	1	-	-	-
	16 %	12.5%	25.0%	18.8%	12.5%	25.0%	6.3%			
d. Translation into B language	count	2	2	5	2	4	1	-	-	-
	16 %	12.5%	12.5%	31.3%	12.5%	25.0%	6.3%			
e. Abstract writing	count	1	-	6	3	3	-	1	-	1
	15 %	6.7%	0.0%	40.0%	20.0%	20.0%	0.0%	6.7%	0.0%	6.7%
80		6	14	30	10	12	6	1	-	1
		7.5%	17.5%	37.5%	12.5%	15.0%	7.5%	1.3%	0.0%	1.3%
		7.5%	25.0%	<u>62.5%</u>	75.0%	<u>90.0%</u>	97.5%	98.8%	98.8%	100.0%

For each section in the ODT, majority of respondents marked ‘very effective’ to ‘effective’ (table 15) with most answers concentrated in the ‘effective.’

Table 15. Effectiveness of ODT

B. ODT		Very effective		Effective		Somewhat effective		Not so effective		Not effective at all
Degree		9	8	7	6	5	4	3	2	1
Question	Unit	9	8	7	6	5	4	3	2	1
a. Extemporaneous speech in A language	count	4	2	7	-	1	1	-	-	-
	15 %	26.7%	13.3%	46.7%	0.0%	6.7%	6.7%	0.0%	0.0%	0.0%
b. Extemporaneous speech in B language	count	4	-	8	-	2	-	1	-	-
	15 %	26.7%	0.0%	53.3%	0.0%	13.3%	0.0%	6.7%	0.0%	0.0%
c. Pronunciation skills	count	1	3	7	3	1	-	-	-	-
	15 %	6.7%	20.0%	46.7%	20.0%	6.7%	0.0%	0.0%	0.0%	0.0%
45		9	5	22	3	4	1	1	-	-
		20.0%	11.1%	48.9%	6.7%	8.9%	2.2%	2.2%		
		20.0%	31.1%	<u>80.0%</u>	86.7%	<u>95.6%</u>	97.8%	100.0%		

When asked about the effectiveness of suggested tests for the purpose of the EDT/ODT, respondents gave high marks to Aural paraphrase test, Aural memory test in A language, and Aural memory test in B language with 66.5%, 68.9%, and 68.8% of respondents marking ‘very effective’ to ‘effective respectively’ (table 16). This also indicates the importance the faculty members place on the cognitive aspect of interpreting and translation competence.

Table 16. Alternative test options

The degree of effectiveness you think of the following suggested tests in serving the purpose of the EDT/ODT		Very effective		Effective		Somewhat effective		Not so effective		Not effective at all	
Question	Degree	Unit	9	8	7	6	5	4	3	2	1
A. Consecutive Interpreting into A language	count		-	3	2	1	5	2	2	-	1
	16 %		0.0%	18.8%	12.5%	6.3%	31.3%	12.5%	12.5%	0.0%	6.3%
B. Consecutive Interpreting into B language	count		-	3	2	1	5	1	3	-	1
	16 %		0.0%	18.8%	12.5%	6.3%	31.3%	6.3%	18.8%	0.0%	6.3%
C. Aural paraphrase test (Listen to a segment in B language and paraphrase in B language)	count		4	1	8	-	2	-	-	-	2
	17 %		23.5%	5.9%	47.1%	0.0%	11.8%	0.0%	0.0%	0.0%	11.8%
D. Aural memory test (Listen to a segment in B language and summarize in A language)	count		3	3	5	3	-	-	1	-	1
	16 %		18.8%	18.8%	31.3%	18.8%	0.0%	0.0%	6.3%	0.0%	6.3%
E. Aural Memory test (Listen to a segment in A language and summarize in B language)	count		3	2	6	2	1	-	1	-	1
	16 %		18.8%	12.5%	37.5%	12.5%	6.3%	0.0%	6.3%	0.0%	6.3%
F. Aural cloze test (Listen to a segment in B language)	count		-	2	4	2	4	-	1	-	2
	15 %		0.0%	13.3%	26.7%	13.3%	26.7%	0.0%	6.7%	0.0%	13.3%

Arjona and Sawyer have stated that many GSTI faculty members feel that the EDT/ODT has the sole purpose of determining the readiness of a candidate to begin training (Arjona 1984; Sawyer 2004). Comments on three open-ended questions included in the survey asking 1) the purpose of the EDT/ODT; 2) necessary competence/skill; 3) other test methods to suggest, showed that some of the faculty members still hold the same view while other faculty members believe that the EDT/ODT needs to function as an aptitude test that shows predictive validity. A lot of respondents stated cognitive skill as important as linguistic skill and expressed the need to add a test section that can measure a candidate’s cognitive ability. Many respondents cited cheating as a concern as the test is administered off-site unsupervised. This is in line with the fact that more than 60% of the respondents marked the EDT/ODT as ‘very effective’ or ‘effective’ while no respondent marked ‘very predictive’ or ‘predictive’ in the question asking about the predictive value of the EDT/ODT. What it suggests is that the faculty members feel that the EDT/ODT design is effective in measuring a candidate’s ability to continue study at the GSTI, but the current practice of the EDT/ODT administration has made it difficult to show predictive

value. They feel that a face-to-face interview or a standardized form of language test geared for T&I would contribute to the improvement of the EDT/ODT in terms of its effectiveness and predictive validity.

## Conclusion

With the proliferation of BA/MA level translator/interpreter training programs around the world, the need to pay closer attention to the selection process has felt by many in the field of T&I training. This study, as part of a broader study to follow, presents detailed information on the current practice of entrance exam at the GSTI and its correlations with students' performance in terms of GPA and professional exam scores.

The findings in the pilot study provide insights into the relationship between three major assessment data. Statistical data analysis shows that there does not appear to be direct correlations between the EDT/ODT scores and professional exam scores. However, it shows correlations between the EDT/ODT scores and 1<sup>st</sup> year GPA whereas correlations with 2<sup>nd</sup> year GPA and cumulative GPA are not established. The analysis also suggests that there are significant correlations between the 1<sup>st</sup> year GPA and the professional exam scores. This implies indirect correlations between the EDT/ODT and GPA, and the professional exam. The 1<sup>st</sup> year GPA turns out to be a very significant variable in establishing correlations with other variables. It is due to the fact that the 1<sup>st</sup> year GPA, especially the second semester GPA is a decisive factor in determining a student's degree track in the second year. Of the four degree track options offered at the GSTI, only the two degree tracks, MACI and MATI were the object of the study. The analysis finds that MACI students earned higher scores in the EDT/ODT than their MATI peers. In the same vein, MACI students performed better in the professional exam as well. This also points to the indirect correlations between the EDT/ODT and professional exam scores. On the contrary to the concerns the researcher had in the beginning of the research, the EDT/ODT proves to be somewhat effective in predicting students' performance in school.

The other component of the study, faculty survey, proved to be of great value in obtaining faculty perspective on the EDT/ODT. Faculty members feel the EDT/ODT is an effective tool in measuring the linguistic and cognitive competence of applicants. However, they did not feel that the EDT/ODT shows predictive value. The discrepancy may be due to the fact that current EDT/ODT administration leaves ample room for dishonest test taking practice. Self-administered off-site EDT/ODT is adopted under the assumption that test takers will respect the honor system. In reality, there were a lot of cases that were suspected of cheating and strict measures are needed to address this issue.

Future implications of the study are twofold: the EDT/ODT design and the EDT/ODT

administration. Although the EDT/ODT proves to be somewhat effective in predicting students' performance, the study also shows that there is plenty of room for improvement. First, the current EDT/ODT design is not optimal for measuring cognitive skills of applicants. As many faculty members have expressed, the current ODT design does not have any significant component that measures the cognitive skill deemed essential for becoming a competent conference interpreter. Other test options that can complement current EDT/ODT need to be explored. Previous studies by other researchers suggested recall test, paraphrasing test, and cloze test as effective tools for measuring cognitive skill of a student (Gerver et al.1989; Pippa & Russo 2004). Second, in attempts to improve the current EDT/ODT, in-depth discussions on norms for the test measurement need to take place among faculty members. This will ensure an optimal test design that shows predictive validity and reliability. In terms of the test administration, current practice of self-administered off-site testing needs to be reviewed. Due to the nature of the program and the location of the school, administering supervised on-site testing on campus is not a viable option as applicants are applying from all over the world. With the ubiquitous use of the Internet and advanced digital technology available at an affordable price, converting current paper-based test to an on-line test would not be a far fetched idea.

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**Appendix 1. EDT/ODT Sample**

**MONTEREY INSTITUTE**  
MONTEREY INSTITUTE OF INTERNATIONAL STUDIES

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An affiliate of **Middlebury College**

**GRADUATE SCHOOL OF TRANSLATION AND INTERPRETATION**

*Early Diagnostic Test (Written and Oral)*

Thank you for taking the Early Diagnostic Test (EDT).

The Graduate School of Translation and Interpretation (GSTI) offers instruction across a range of languages: Arabic, Chinese, French, German, Japanese, Korean, Russian, and Spanish.

Please complete this EDT for all of the language combinations for which you are applying. The test consists of two parts: Part One is a written test and Part Two is oral.

All applicants to GSTI are required to complete all three sections of Part One (the written test), as well as Part Two, the Oral Diagnostic Test (ODT).

*Once you have completed the EDT and ODT, please assemble all materials and return them to the Admissions Office.*

Please provide the information requested below.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Office Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Days/Times when you can be reached: \_\_\_\_\_

Native Language (A Language)\*: \_\_\_\_\_

First Foreign Language (B Language): \_\_\_\_\_

Dates of residence in a country where your B language is spoken: \_\_\_\_\_

Second Foreign Language (C Language) (if applicable and offered in GSTI): \_\_\_\_\_

Dates of residence in a country where your C language is spoken: \_\_\_\_\_

\* For the purpose of this test, you should consider the language in which you can express yourself most comfortably as your native (A) language, your first *foreign* language as your B language, and your second *foreign* language as your C language (if applicable). If you are not sure which language is your A language, please make a note and a determination will be made after consultation with the appropriate GSTI faculty.

Note: English must be either your A or B language. If English is your B language, and you also have a C language, please complete the "C into A" translation sections of this test twice: once into English (C into B) and once into your native language (C into A).

### **PART ONE – WRITTEN EDT**

This written part of the EDT is designed to help the Graduate School of Translation and Interpretation faculty evaluate your written command of your native and foreign language(s), as well as your readiness for the translation and interpretation program. It will be reviewed for meaning, grammar and syntax, style and terminology.

The written test consists of three sections: an essay section, a translation section, and a summary section. Instructions are provided for each section.

#### **CHECKLIST:**

Below is a checklist for the different sections of the written EDT.

Please check (✓) the sections which you have completed.

#### **Section 1-Essays**

- \_\_\_ A language essay 300-500 words (required)
- \_\_\_ B language essay 300-500 words (required)
- \_\_\_ C language essay 300-500 words (if applicable and offered in GSTI)

#### **Section 2-Translations**

- \_\_\_ A into B language translation (required)
- \_\_\_ B into A language translation (required)
- \_\_\_ C language into native language (if applicable and offered in GSTI)

AND English (A or B language)

### **Section 3-Abstract**

\_\_\_ English text to be summarized in your A language (required)

Each section of the written EDT should require no more than 60 minutes to complete. Although you may consult dictionaries to complete this test, *please do not ask anyone or use the internet for help*. The faculty assessing your EDT needs to obtain a clear and accurate impression of *your* current proficiency and skills in order to be able to determine whether you are ready to enter the GSTI program.

### **Section 1: Essays**

Choose the appropriate topic in your A (native), B, and C languages (if applicable and offered in GSTI).

For each topic, write a 300-500-word essay. *Write each essay in the same language as the prompt*. Spend no more than 60 minutes per essay. Your writing should be in an idiomatic, standard written style without spelling or punctuation errors. Please word-process and save each essay to a separate file.

- At the top of every page, please indicate your name, the test section, the assignment, the language, the date, and your start and finish times (e.g. JOHN DOE, Section 1: Essay A/B/C-language – Korean/English/etc.: Feb. 12, 9.00-10.00 a.m.).
- If you are submitting a hard copy, please attach your printed-out essay to the back of this page.
- If submitting electronically, please save the file as follows:  
[YOUR NAME] Essay, A/B/C-language – Korean /English/etc.)  
(e.g. JOHN DOE, Essay, A language – Korean).

### **Essay Topics**

1. English:

In the 20th century many supranational structures—the UN, WTO, NATO to name a few—were established to govern international relations. In recent decades, globalization, terrorism, digital technologies, global warming and other trends and events have changed the face of the world

enormously. Discuss your views on whether the global challenges of the 21st century can be met through existing structures and what kind of governance our world needs at this point in history.

## 2. Korean

### 공인의 사생활 보호와 국민의 알 권리

인터넷과 온라인 블로그등의 보편화로 인해 개인의 사생활 유출이 심심치 않게 문제가 되고 있다. 특히 세간의 관심을 끄는 정치인, 연예인등 소위 공인들의 경우 그들의 일거수 일투족이 실시간으로 인터넷에 보도될 정도로 사생활 침해 정도가 정도를 지나치고 있다는 지적이다. 그러나 일간에서는 공인인 만큼 그들의 생활은 그들만의 것이 아니며 그들을 공인으로 만들어준 일반인들과 공유하는 것이 당연하다는 주장이다. 과연 국민의 알 권리를 위해 공인은 사생활을 포기하고 살아야 하는 것일까? 그렇다면 공인과 함께 사생활 침해의 피해를 입고 있는 가족들의 경우는 어떠한가? 국민의 알 권리는 어느 선까지 허용이 되어야 하는 것일까? 각자의 입장을 논하라.

### **Section 2a: Translations**

English → Other Language(s)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I am translating from my:

A language into B

B language into A or B

C language into A or B

Please translate the following text into your A or B language. Your translation should clearly and idiomatically convey the meaning of the original text as accurately and completely as possible. The style and tone of the translation should be consistent with that of the original text, and the grammatical conventions of the target language should be observed. There should be no spelling or punctuation errors. Spend no more than 60 minutes on this task. You may use dictionaries. Please word-process and save each translation in a separate file.

- At the top of every page, please indicate your name, the test section, the assignment, the language combination, the date and your start and finish times (e.g. JOHN DOE, Section 2a: Translation B>A, English>Korean, Feb. 12, 10.00-11.00 a.m.)
- If you are submitting a hard copy, please attach your printed-out translation to the back of this page.
- If submitting electronically, please save the file as follows:

[YOUR NAME] Translation [language combination] [(language) into (language)]

(e.g. JOHN DOE Translation B>A, English> Korean).

## English Text

### How to Be Happy

Change your thought process. If you catch yourself thinking that things aren't going to work out, then think again. Remember that most things work out better than you fear - so imagine that your fears are ungrounded and that success is ahead. Rather than thinking of the problems and getting desperate, imagine the best outcome and then work out what you need to do to make that happen. Follow your "inner guidance system." If the thoughts you are thinking are not giving you a good feeling, then think about something else that will make you feel good in that moment. Monitor your thoughts consistently throughout the day. Sometimes this may not be as easy as you think if you are stuck in a "negative" train of thought and your brain chemicals are getting fired up and forming an "anxiety or anger" pathway. Anxiety, fear and anger patterns can be interrupted by focusing on doing a math problem, counting backwards, counting in odd numbers, doing a sudoku puzzle, etc. - this will dissipate the rush of chemicals that are making you feel bad. Immediately then go back to picturing scenes/remembering things/imagining, planning stuff that makes you feel good.

### Section 2b: Translations

Other Language → English

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I am translating from my:

- A language into B
- B language into A
- C language into A and B (if English is your B language)

Please translate the following text into your A or B language. Your translation should clearly and idiomatically convey the meaning of the original text as accurately and completely as possible. The style and tone of the translation should be consistent with those of the original text, and the grammatical conventions of the target language should be observed. There should be no spelling or punctuation errors. Spend no more than 60 minutes on this task. You may use dictionaries. Please word-process and save each translation in a separate file.

- At the top of every page, please indicate your name, the test section, the assignment, the language combination, the date and your start and finish times (e.g. JOHN DOE, Section 2b: Translation A>B, Korean>English, Feb. 12, 11.00 a.m.-12.00 p.m.)
- If you are submitting a hard copy, please attach your printed-out translation to the back of this page.
- If submitting electronically, please save the file as follows:  
[YOUR NAME] Translation [language combination] [(language) into (language)]  
(e.g. JOHN DOE Translation A>B, Korean >English).

### Korean Text

#### 한반도에 부는 훈풍이 결실 맺으려면

한반도에 훈풍이 불고 있다. 북.미가 연말까지 북한의 핵시설 불능화와 핵프로그램 신고, 미국의 정치적.경제적 보상조치에 합의했다. 북.미가 비핵화 2 단계인 핵불능화 시기에 대해 의견 일치를 본 것은 핵문제 해결 과정에 중요한 이정표를 세운 것이다. 또 납치 문제에 대한 일본의 태도 변화로 이번주 개최 예정인 북.일 관계정상화 실무회의에 대한 기대가 높다.

관련 국 사이에 호의적 분위기가 형성되면서 지난 15 년간 한반도를 질게 억눌렀던 북핵이라는 검은 구름 대신 한반도 평화에 대한 푸른 희망이 갑자기 현실화하고 있는 느낌이다. 줄곧 엇박자였던 남북, 북.미, 북.일 양자 관계에 동시에 훈풍이 불고 있는 이유는 북한의 비핵화 의지와 미.일의 대북 관계개선 의지가 어느 정도 확인됐기 때문이다. 그러나 훈풍만으로는 부족하다. 훈풍이 결실을 맺기 위해서는 통과해야 할 지뢰밭들이 곳곳에 있다.

예를 들어 북.미는 핵시설 불능화 목표시기에 대해서 합의했지만 불능화 개념을 구체화하지는 못했다. 핵프로그램 신고나 정치적.경제적 보상도 대중의 윤곽이 그려졌을 뿐이다. 테러 지원국 지정 해제시기와 핵불능화를 어떻게 연결시킬지 앞으로 북.미가 풀어야 할 숙제다. 또 경제적 지원의 내용도 변수다. 핵불능화 단계까지는 순항이 예상되지만 크고 작은 난관이 있을 것이라는 얘기다. 핵불능화 이후 핵폐기 과정은 더욱 어려울 것이다.

현재의 분위기를 살려 나가려면 각국의 의지와 진정성이 중요하다. 이를 위해서는 각국이 흥분하지 않고 서로 보조를 맞추려고 노력해야 한다. 그렇게 되면 서로에 대한 신뢰를 구축할 수 있으며, 이에 따라 궤도 이탈의 가능성을 훨씬 줄일 수 있다.

### **Section 3: Abstract in English!**

Please summarize the English text below in your *native language* (A language). Your abstract should clearly and idiomatically summarize the main idea and the most important supporting ideas in no more than 75 words. There should be no spelling or punctuation errors. Spend no more than 60 minutes on this task. You may use dictionaries. Please word-process and save your abstract in a separate file.

- At the top of every page, please indicate your name, the test section, the assignment, the language, the date, and your start and finish times (e.g. JOHN DOE, Section 3: Abstract A/B/C-language – Korean/English/etc.: Feb. 12, 12:00-1:00 p.m.).
- If you are submitting a hard copy, please attach your printed-out abstract to the back of this page.
- If submitting electronically, please save the file as follows:  
[YOUR NAME] Abstract, A/B/C-language – Korean /English/etc.)  
(e.g. JOHN DOE Abstract, A language – Korean).

You've seen the ads: "Natural herbs melt pounds away - without diet or exercise!" or "Amazing new discovery boosts athletic performance!" They usually claim that a doctor has discovered a new dietary supplement, a miracle substance that will make you thinner, stronger, smarter, or better at whatever you do. Best of all, you're told, this supplement works without any real effort - all you have to do is send in your money and swallow what they send you. Having trouble believing these ads? You're right to be skeptical. There's little evidence that dietary supplements have the effects that they claim - and there is evidence that some supplements can cause serious damage to a user's health, especially when that user is a teen. Dietary supplements are products that include vitamins, minerals, amino acids, herbs, or botanicals (plants) - or any concentration, extract, or combination of these - as part of their ingredients. You can purchase dietary supplements in pill, gel capsule, liquid, or powder forms. How safe are they? In many cases, no one really knows. The U.S. Food and Drug Administration (FDA), which normally checks out the safety of foods and medicines before they come on the market, does not check on the safety of dietary supplements before they're sold. The FDA has to wait until it receives reports of problems caused by supplements before it can investigate and ban a dietary supplement. This is what happened with the herb ephedra (also called ma huang or herbal fen-phen) in 2003 when the FDA pulled the supplement from the U.S. market after it was linked to the death of a well-known baseball player. This means that if you take an untested supplement, you are serving as the manufacturer's unpaid guinea pig and risking your own health.

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GRADUATE SCHOOL OF TRANSLATION AND INTERPRETATION

**PART TWO – ORAL DIAGNOSTIC TEST**

- In order for the faculty to be able to assess your oral skills in your language combination and your potential for translator and / or interpreter education, we ask you to complete the tasks below.
- The Oral Diagnostic Test (ODT) will be evaluated *only* if your written skills indicate that you are ready to enter the GSTI program.
- Please read through the ODT instructions before starting to record.

**Instructions for submitting your responses:**

- I. Record your responses in one of the following formats:
  - in an mp3 or similar file readable by Windows Media Player
  - on a CD
  - on a standard, 45-60 minute cassette (do not use mini-cassettes)
- II. Label the CD or cassette with your full name and language combination.
- III. If you are submitting the ODT on a CD or an electronic file, begin your recording by identifying yourself with your full name and your language combination.
- IV. Record and identify each section as a separate track (e.g. Section 1 – A language – Korean). Indicate the different sections of the ODT by saying, “Section One, B Language – English,” “Section One, C Language – French,” “Section Two, B Language – English,” etc. before proceeding with those sections.
- V. If the exercises require you to speak extemporaneously (Sections 2 and 3), you may note down a few key words, but *do not prepare a written text and read it* (This negates the purpose of the exercise and will not help the evaluator give you the best advice or accurately assess your proficiency.)
- VI. When you have completed the exercise please check to ensure that they have been recorded properly. If you are recording on cassette, please rewind it to the beginning. Submit your CD or cassette together with the written parts of the EDT to the Admissions Office of the Monterey Institute of International Studies.

## **Section 1: Pronunciation skills**

Find the text(s) below in your language combination (A, B and C languages, if applicable and offered in GSTI); read aloud in as natural a voice as possible. Record your reading.

### **English**

#### The Railway's Unceasing Battle with the Forces of Nature

ALTHOUGH the railway has scaled mountains, spanned gorges and canyons, crossed deserts, burrowed under streets and run for miles over open sea, Nature is always striving to impede its progress and break the iron links that girdle civilization. It was the work of heroes to construct the railways. The maintenance of them, and the continuous battle against the threat of sudden disaster, call for courage and determination almost equal to that which enabled the constructors of the great transcontinental systems to attain their goal.

Snow is the railway's most common enemy. In countries where falls are frequent—at one station in the Scandinavian peninsula it has been recorded that snow fell on sixty-two days of one year—it constitutes a perpetual menace. Despite the most strenuous efforts, it will often hold the railway in its grip for days, bringing traffic to a standstill.

The snow-shed offers an effective protection in mountainous districts where there are frequent avalanches, but on open stretches of the railway more drastic methods must be employed.

Snow-sheds built over the track are designed to provide paths over their roofs for avalanches. They are usually built of timber, although ferro-concrete is also used. The character of the snow-slide and its accustomed path has to be carefully studied so that the builder can modify the details of his design according to the speed, size and weight of the avalanche to be expected. In some places the length of travel is comparatively short, the bulk small, and for the most part comprised of snow only. In others the descent will be sharp and the speed great, with a large amount of timber, loose rock and other debris mixed with the mass of snow.

### **Korean**

한국의 중등교육에 평준화 정책이 도입된 지 이미 사반세기가 지났다. 그동안 수차례 정권이 교체되었고 그보다 훨씬 더 빈번히 교육담당 장관이 바뀌어왔지만, 한국이 표방해온 평준화 교육은 하향평준화를 가져왔을 뿐, 결국은 우리 국력의 상징이던 학력을 떨어뜨리는 주범이었다는 비판을 면치 못하고 있다.

평준화 교육의 반대되는 개념은 수준별 교육이다. 수준별 교육이란 학생의 수준에 맞도록 가르치는 교육방법을 말한다. 서로 다른 사람을 서로 다르게 가르치는 것은

인간의 본성에 부합하는 교육방법이다. 반대로, 결코 수준이 같을 수 없는 학생들을 나이가 같고 학년이 같다는 한 가지 이유만으로 같은 교실에 집어넣어 같은 내용의 수업을 강행하는 평준화 교육은 인간의 본성에 역행하는 교육방법이다.

평준화정책이 공교육을 피폐화시킨 주범이라는 점에는 이론이 없다. 평준화된 교실에는 우수한 학생과 보통의 학생과 열등한 학생이 혼재한다. 그러한 상황에서 교사는 보통의 학생들의 수준에 맞게 수업내용을 구성할 수밖에 없다. 그러면 수업수준에 미치지 못하는 열등한 학생들은 수업내용을 따라갈 수 없기 때문에 수업에서 소외된다. 반대로 수업수준을 넘는 우수한 학생은 수업에 흥미를 잃어 수업참여도가 떨어진다. 배울 수가 없고 배울 게 없는 학생들을 상대로 하는 교실 수업은 수업이라는 이름으로 학생들을 가두어 두는 일종의 감금행위에 지나지 않는다. 우수한 학생들이 배제되고 열등한 학생들이 소외된 교실에서 남아있는 학생들의 수업인들 제대로 될 수 있을 것인가.

### **Section 2: Abstract Thinking Skills / Extemporaneous Speech**

When completing this exercise, *do not prepare a written text and read it.* (This negates the purpose of the exercise and will not help the evaluator give you the best advice or accurately assess your proficiency.)

- A. Choose a current event. In your B language, describe the facts involved and its impact on world affairs. Take as much time as you wish to think about your response before beginning the recording. Your response should not be longer than 5 minutes. Do not interrupt the recording in the middle of your response.
- B. Repeat this exercise in your C language (if applicable and if offered in GSTI).

### **Section 3: Self-Assessment / Extemporaneous Speech**

When completing this exercise, *do not prepare a written text and read it.* (This negates the purpose of the exercise and will not help the evaluator give you the best advice or accurately assess your proficiency.)

Before beginning the recording, take some time to read through the following instructions and to reflect on how you wish to answer each question. Each response should be no longer than 5 minutes. You may stop or pause the recording between your answers, but do not stop or pause in the middle of your responses.

- A. Describe in your B language how you acquired your foreign language (s) and how this process has led to your current skill level. Please specify how much time you have spent in countries where your foreign language(s) are spoken and in what context. Assess your own written and oral fluency in each of your foreign languages.
  
- B. Describe in your A language how you think using languages as a translator and / or interpreter may differ from your current use of these languages. Topics you may wish to briefly address include oral and written fluency, the importance of specific domain knowledge, and any areas of weakness that you feel you may need to improve as part of your studies when studying to become a translator and / or interpreter.

## Appendix 2. EDT/ODT Objective & Scoring Rubrics

### Early Diagnostic Test

#### Objectives

#### Essay

- Test for: - analytic skills and coherence of argument  
- linguistic proficiency and rhetorical skills

#### Essay in A:

- ability to write coherently and logically, use facts to support an argument
- no errors of grammar or syntax
- show some rhetorical and stylistic skills
- appropriate punctuation and correct spelling

#### Essay in B

- ability to write coherently and logically, use facts to support an argument
- no major, basic grammar or syntactical errors
- generally appropriate word choice
- some rhetorical and stylistic skills
- generally appropriate punctuation and spelling

#### Translation

- Test for : - comprehension of SL
- accuracy and completeness
  - coherence and cohesion
  - linguistic proficiency and expression

There will be linguistic errors, but the kind of mistakes are the determining factor for acceptability. Basic grammar and syntax errors should be minimal into both A and B. Into B there will be most likely be work choice and stylistic errors. We are looking for skills we can improve, not have to teach (e.g. basic grammar, spelling, syntax, etc.)

#### Into A

- comprehension of B SL
- accuracy and completeness
- coherence and cohesion of meaning
- quality of A language (i.e. errors are more of style and rhetoric, word choice, etc, than grammar and syntax.)

#### Into B

- comprehension of A SL
- accuracy and completeness
- coherence and cohesion

- quality of B language (i.e. errors are more of style and rhetoric, word choices, etc, than grammar and syntax.)
- correct spelling and punctuation

### **Summary into A**

- Test for: - comprehension of English text
- ability to summarize main ideas
  - linguistic coherence
  - keep within word count

## **Scoring Rubric for Written Diagnostic Test**

### **SECTION 1- ESSAYS**

**Acceptable:** Demonstrates clear competence in writing on both the rhetorical and syntactic levels, though there may (will) be occasional errors.

- is generally well organized and developed;
- uses details to support the ideas;
- displays facility in the use of language; and
- demonstrates some syntactic variety and accurate word choice

**Marginal:** Demonstrates minimal competence in writing on both the rhetorical and syntactic levels -> **Can marginal criteria be eliminated?**

- inadequate organization or development of ideas;
- insufficient details to support ideas;
- inconsistent/inappropriate choice of words; and
- an accumulation of errors in sentence structure/usage that obscure meaning

**Unacceptable:** Suggests incompetence in writing

- serious disorganization or underdevelopment;
- little or no details; and
- serious and frequent errors in sentence structure and usage

### **SECTION 2- TRANSLATIONS**

This is to test the:

- ability to recognize SL concepts
- ability to clearly and effectively convey the message in TL (grammar, style, syntax, register, word choice, collocations)
- ability to use appropriate terminology

#### **Acceptable:**

A translation is complete; properly conveys the meaning of the original text without any addition or omission; uses the most appropriate word consistently; preserves degree of formality; free from any syntactical /grammatical/spelling/phonetic (accent mars) errors; reflects the style of the source text.

**Marginal:**

A translation is complete; contains a minor meaning error with something inserted or let out; uses less appropriate word; fails to preserve degree of formality; contains some syntactical/grammatical/spelling/phonetic (accent marks) errors; reflects the style of the source text.

**Unacceptable:**

A translation is unfinished; contains a major meaning error; renders awkward style that does not reflect that of the source text.

**SECTION 3-ABSTRACT**

**Acceptable:** Demonstrates clear competences in summarization

- accurate and thorough summary of content; and
- coherent description of relationships between ideas

**Marginal:** Demonstrates minimal competence in summarization

- inaccurate and insufficient summary of content; *and/or*
- lack of clarity in description of relationships between ideas

**Unacceptable:** Suggests incompetence in summarization

- incorrect portrayal of content; *and/or*
- incoherent description of relationships between ideas

**Profile for Incoming Students**

Essentially, we're looking for people who can read, write, and speak well in two or more languages, plus demonstrate some advanced analytical ability.

Students need to:

- be able to write well in their native languages (i.e., they can organize a coherent essay, don't make grammar and syntax errors, avoid mistakes in mechanics, etc.)'
- be able to write reasonably well in their B languages (i.e., they make mistakes, but not that often and usually minor);
- have a near native comprehension of their B language, for both listening and reading;
- have near-native speaking ability in English.

**Scoring Rubric for Oral Diagnostic Test****Pronunciation and Extemporaneous Speech****Acceptable:**

6 Student speech is extremely accurate with native-like command of syntax, grammar and lexicon. *Pronunciation and intonation is native-like.*

5. Student's speech is fluent, but with occasional grammatical errors. Displays high level of lexical and syntactic competence, but non-native traits are recognizable. Some stilted expressions and misused idioms, but discourse strategies are competent. *Pronunciation and intonational patterns, although close to native-like, are still readily foreign.*

**Marginal:**

4. Student speech is clear but, due to either structural or pronunciation problems, clarity is impeded. Ideas are expressed adequately, but not always accurately. Limited idiomatic range and noticeable lexical gaps. *Pronunciation and intonation not active, but for the most part clear.*

3. Student speech is less than clear. Difficulty expressing complex ideas; reliance on simple lexical and syntactic usage. Student may grope for words with apparent structural errors, but basic meaning is conveyed through either frequent rephrasing or circumlocution. *Accent heavy with limited intonational patterns.*

**Insufficient:**

2. Student's speech contains frequent and noticeable errors that impede listener's comprehension. Limited command of intonational, lexical and syntactic variety. Student has obvious difficulty expressing basic concepts with a noticeable failure to employ rephrasing and circumlocution. *Heavy accent impedes comprehension*

1. Student's speech is difficult to understand, due to either unintelligible grammar or *incomprehensible accent.*

## **Abstract Thinking Skills**

**Acceptable:**

Appropriate choice of topic; accurate and thorough summary of facts; coherent description of relationships between ideas

**Marginal:**

Questionable choice of topic; *and/or* inaccurate or insufficient summary of facts; *and/or* lack of clarity in description of relationships between ideas

**Insufficient:**

Inappropriate choice of topic; *and/or* incorrect portrayal of facts; *and/or* incoherent description of relationships between ideas

## **Self-Assessment**

**Acceptable:**

Realistic relationship between content and language performance; realistic statement of goals; insightful comments on strengths and weaknesses; clear indication of high personal motivation and goal-setting

**Marginal:**

Questionable relationship between content and language performance; *and/or* questionable statement of goals; *and/or* lack of insight with regard to strengths ad weaknesses; *and/or* some indication of personal motivation and goal-setting

**Insufficient:**

Unrealistic relationship between content and language performance; *and/or* unrealistic statement of goals; *and/or* very little insight with regard to strengths and weaknesses; *and/or* little indication of personal motivation and goal-setting.

## **APPENDIX 3. Professional Exam Scoring Guide**

### **Professional Exam Scoring Categories**

**High Pass:** Candidate's interpretation is extremely accurate and shows superior command of syntax, grammar, and lexicon, and the presentation is outstanding. Should be awarded only occasionally to exceptionally qualified candidates.

**Pass:** Candidate's interpretation is accurate, with acceptable, albeit improvable, syntax, grammar, and word choice and presentation. Should be considered the norm for passing candidates.

**Borderline Fail:** Candidate's interpretation is unacceptable but not flagrantly inaccurate, owing either to misunderstanding of the original text or to serious flaws in syntax, grammar, and word choice, or to both; in the case of interpretation, the candidate's presentation may also have been unacceptable. The implication is that these shortcomings may be correctable with further study. Should be awarded to candidates who stand a good chance of passing a retake in August. Anyone receiving a borderline fail should be given specific details about what types of errors were made and what kind of preparation is needed for the retake.

**Fail:** Candidate's interpretation is flagrantly inaccurate owing to inadequate command of the source and/or target language, insufficient analytical ability, poor presentation or a combination of all. This score means that the candidate is far from meeting the standards of the profession and is not likely to attain that level without extensive work. Any student who receives a failing grade in two or more qualifying examinations should be strongly advised not to attempt a retake in August, and should be urged either to take an additional year to work on language deficiencies or to consider another career.

**Source: GSTI Faculty Handbook 7.3.2.**

## **APPENDIX 4. Faculty Survey**

### **Faculty Survey**

This is part of a research project I am currently working on with the topic of correlations between EDT/ODT scores and students' actual performances in school. The purpose of the questionnaire is to obtain GSTI faculty input on current EDT/ ODT.

This is for research purpose only and I guarantee full anonymity.

Please take a few minutes to complete this questionnaire.

Your time and effort are much appreciated.

#### **I. Background Information**

1. Please state the number of years you have been with the GSTI.

\_\_\_\_\_ years

2. Please state the number of years you have been involved in the EDT/ODT process.

\_\_\_\_\_ years

3. Please circle the language program for which you are/were involved in the EDT/ODT process.

Chinese French German Japanese Korean Russian Spanish

4. Please state the average number of EDT/ODTs you review in an academic year.

\_\_\_\_\_

#### **II. Contents of the EDT/ODT**

1. What do you think is the most important purpose of the EDT and ODT? Please describe briefly.

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2. Please indicate the degree of importance of the following skills/competences on a scale of 9 to 1. Feel free to indicate any number between 9 and 1 as deemed appropriate.

A. Profound knowledge of active and passive languages and cultures \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very important</b>		<b>Important</b>		<b>Somewhat important</b>		<b>Not so important</b>		<b>Not important at all</b>

B. Ability to grasp rapidly and convey the essential meaning of what is being said \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very important</b>		<b>Important</b>		<b>Somewhat important</b>		<b>Not so important</b>		<b>Not important at all</b>

C. Ability to project information with confidence, coupled with a good voice \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very important</b>		<b>Important</b>		<b>Somewhat important</b>		<b>Not so important</b>		<b>Not important at all</b>

D. Ability to write a cohesive and coherent discourse \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very important</b>		<b>Important</b>		<b>Somewhat important</b>		<b>Not so important</b>		<b>Not important at all</b>

E. General knowledge and interests and a willingness to acquire new information \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very important</b>		<b>Important</b>		<b>Somewhat important</b>		<b>Not so important</b>		<b>Not important at all</b>

If there are other skills/competencies that you think are important, please add here.

\_\_\_\_\_

\_\_\_\_\_

3. Using the following scale of 9 to 1, please indicate the degree to which you believe the current EDT/ODT bear predictive value for candidates' success in the program. Feel free to indicate any number between 9 and 1 as deemed appropriate \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very predictive</b>		<b>Predictive</b>		<b>Somewhat predictive</b>		<b>Not so predictive</b>		<b>Not predictive at all</b>

4. Based on the main purpose of the EDT/ODT you have in mind, please indicate the degree

of the effectiveness of the following tests in terms of serving the purpose on a scale of 9 to 1. Feel free to indicate any number between 9 and 1 as deemed appropriate.

A. EDT

a. Essay writing in A language \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Effective</b>		<b>Effective</b>		<b>Somewhat effective</b>		<b>Not so effective</b>		<b>Not effective at all</b>

b. Essay writing in B language \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Effective</b>		<b>Effective</b>		<b>Somewhat effective</b>		<b>Not so effective</b>		<b>Not effective at all</b>

c. Translation into A language \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Effective</b>		<b>Effective</b>		<b>Somewhat effective</b>		<b>Not so effective</b>		<b>Not effective at all</b>

d. Translation into B language \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Effective</b>		<b>Effective</b>		<b>Somewhat effective</b>		<b>Not so effective</b>		<b>Not effective at all</b>

e. Abstract writing \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Effective</b>		<b>Effective</b>		<b>Somewhat effective</b>		<b>Not so effective</b>		<b>Not effective at all</b>

B. ODT

a. Extemporaneous speech in A language \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Effective</b>		<b>Effective</b>		<b>Somewhat effective</b>		<b>Not so effective</b>		<b>Not effective at all</b>

b. Extemporaneous speech in B language \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Effective</b>		<b>Effective</b>		<b>Somewhat effective</b>		<b>Not so effective</b>		<b>Not effective at all</b>

c. Pronunciation skills \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Effective</b>		<b>Effective</b>		<b>Somewhat effective</b>		<b>Not so effective</b>		<b>Not effective at all</b>

5. Please indicate the degree of effectiveness you think of the following suggested tests in serving the purpose of the EDT/ODT on a scale of 9 to 1. Feel free to indicate any number between 9 and 1 as deemed appropriate.

A. Consecutive Interpreting into A language \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Effective</b>		<b>Effective</b>		<b>Somewhat effective</b>		<b>Not so effective</b>		<b>Not effective at all</b>

B. Consecutive Interpreting into B language \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Effective</b>		<b>Effective</b>		<b>Somewhat effective</b>		<b>Not so effective</b>		<b>Not effective at all</b>

C. Aural paraphrase test (Listen to a segment in B language and paraphrase in B language) \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Effective</b>		<b>Effective</b>		<b>Somewhat effective</b>		<b>Not so effective</b>		<b>Not effective at all</b>

D. Aural memory test (Listen to a segment in B language and summarize in A language) \_\_\_\_\_

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Effective</b>		<b>Effective</b>		<b>Somewhat effective</b>		<b>Not so effective</b>		<b>Not effective at all</b>

E. Aural Memory test (Listen to a segment in A language and summarize in B language)

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Effective</b>		<b>Effective</b>		<b>Somewhat effective</b>		<b>Not so effective</b>		<b>Not effective at all</b>

F. Aural cloze test (Listen to a segment in B language)

<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Effective</b>		<b>Effective</b>		<b>Somewhat effective</b>		<b>Not so effective</b>		<b>Not effective at all</b>

If there are other types of test you would like to suggest for the EDT/ODT, please add here.

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Thank you so much for your time.