One way to attach meaning to English-language test scores is by mapping these scores to external language frameworks. Language frameworks such as the Standardization Agreement (STANAG, NATO) or the Common European Framework of Reference (CEFR, COE) operationally define English-language-skill expectations at progressively higher levels. These types of frameworks, therefore, provide benchmarks against which test scores may be mapped and, hence, interpreted. Mapping test scores to language frameworks is accomplished through an expert-judgment-based process known as standard setting (see, for example, Cizek & Bunch, 2007; Hambleton & Pitoniak, 2006; Tannenbaum & Katz, forthcoming).

In this presentation I will describe rigorous standard-setting procedures that I have designed and applied to map test scores from the Test of English for International Communication™ (TOEIC®) to external language frameworks. This presentation will provide educators with an understanding of standard setting and its role in test-score interpretation.

S001

Sept. 1/9:00-9:25/Bld1 R301

Introducing Applied Thermolinguistics

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The Japanese student's first encounter with English sets the tone for an entire lifetime of inter-language experience. In spite of today's "communicative" methods, the desire of most students remains the same: to be able to translate words or phrases from English into Japanese or vice versa. "What does ___ mean in Japanese?" or "How do I say ___ in English?" are the main communicative concerns. To make matters worse, writers of dictionaries sometimes missed the nuances, leading to not quite correct translations. These nuances can be referred to as the "temperature" of language, a "thermal" component that must be included among the lexical and syntactic components of translations.

This paper discusses problems in maintaining the proper "temperature" of language in translation, taking examples from literature, speeches, film and interpersonal communication. The examples are discussed in terms of their treatment of literacy events, that is, the events captured in each proposition, the audience, the purpose of the text, the register, the key, prior texts, and the point of view. It concludes that while the events may be translated rather easily, other aspects of language and culture tend to complicate the translation process, resulting in a transmogrified version of the original.

Suggestions for further study are virtually limitless. Inasmuch as Japanese culture differs from that of the West, translations offer only a narrow insight into the original work. Remedies would include, but would not be limited to, a major revision of dictionaries from the bilingual, bicultural point of view, rather than from an expeditionary perspective.