

Crafting an Effective Test: Devising a Model of Aptitude Testing for Interpreter Training

Simoné Eden Gambrell



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Supervisor: Professor H.M. Lesch

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DECLARATION

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ABSTRACT

Until very recently within the South African context, interpreting has carried a fairly low status, which could be attributed to the belief that any bilingual person, with or without training, has the ability to act as an interpreter. Remnants of this belief are still visible today and it can further be said that interpreting lacks recognition. Furthermore, the lack of professionalisation of the field means that unqualified but bilingual individuals can apply for and attain a role as an interpreter, whether they have the necessary skills or not. As a result, this contributes to lowering the overall quality of the interpreting profession.

Therefore, it can be concluded that the proper selection, and training, of interpreting candidates would ensure that they meet all essential requirements and are fully prepared to face any professional assignment they might encounter. Aptitude tests for entrance to training courses may thus be a step on the path to improving interpreting quality and strengthening the professionalisation of the field. As a result, this study aimed to design a comprehensive, custom-made aptitude test for interpreting, relevant for the South African context, which can be used in practice to differentiate between those students who have the ability to succeed as interpreters and those who do not, in order to ultimately improve the quality of the professional field of interpreting.

This aim was accomplished through a qualitative research design. First, a review of the available literature on interpreter aptitude testing was done, which produced a list of 18 aptitude tests. Yet, a further analysis showed that only eight of these tests had been proven to reliably predict aptitude for interpreting. Secondly, online surveys and in-person, semi-structured interviews were utilised to gather the opinions of interpreter trainers and potential interpreting students. The trainers were asked, among other questions, which cognitive and personality traits they would wish to test for in prospective students. The students, on the other hand, were asked, among other questions, to rate their confidence in successfully completing the different available aptitude tests on a Likert scale.

Through this data, it was found that there is a need for aptitude testing for the training of interpreting students in South Africa, and that both trainers and students advocated its use. Moreover, it was possible to determine the most effective aptitude tests from among those that are available and, furthermore, those that would be easy to administer and complete, so as to properly test the desired trait and not a candidate's test-taking abilities.

In addition, there were various constraints on the eight proven interpreter aptitude tests, including skills to be tested for, ease of administration and completion, time allotted, fairness of the tests, ethics in administering the tests, and cultural awareness. By factoring in these concerns, the eight tests were further narrowed down until a comprehensive model of aptitude testing, relevant for the South African context, was crafted. The administration of these tests was described with accompanying examples.

OPSOMMING

Binne die Suid-Afrikaanse konteks het tolking tot heel onlangs 'n baie lae status gehad wat moontlik toegeskryf kan word aan die oortuiging dat enige tweetalige persoon, met of sonder opleiding, die vermoë het om as tolk op te tree. Oorblyfsels van hierdie opvatting is vandag nog sigbaar en die nodige erkenning aan tolke skiet steeds te kort. Die gebrek aan professionalisering van die beroep beteken verder dat onopgeleide tweetalige individue aansoek kan doen as tolk en dus die rol vervul of hulle oor die nodige vaardighede beskik al dan nie. Dit lei daartoe dat die waarde van die tolkingsprofessie as geheel in die gedrang kom.

Daar kan dus afgelei word dat die korrekte keuring en opleiding van tolkstudente 'n bydrae kan lewer om te verseker dat sodanige kandidate aan alle noodsaaklike vereistes voldoen en dat hulle dan ook ten volle toegerus sal wees om enige professionele opdrag wat hulle mag teëkom, te kan uitvoer. Aanlegtoetse vir toelating tot opleidingskursusse kan dus gesien word as 'n stap om die gehalte van die tolkdienste te verbeter sowel as om professionalisme te bevorder in die veld. In die lig hiervan is hierdie studie daarop gemik om 'n omvattende, pasgemaakte aanlegtoets te ontwikkel vir tolking binne die Suid-Afrikaanse konteks wat in die praktyk gebruik kan word om te onderskei tussen studente wat die vermoë het om suksesvol te wees en diegene wat nie die vermoë het nie. Sodoende sal die gehalte van die professionele veld kan verbeter.

Hierdie doelwit is bereik deur 'n kwalitatiewe navorsingsontwerp. Eerstens word 'n oorsig gebied van die beskikbare literatuur oor tolkaanlegtoetse wat gelei het tot 'n lys van 18 sodanige toetse. By verdere ontleding is egter bevind dat slegs agt van hierdie toetse betroubaar is in die aanduiding van 'n aanleg vir tolking. Tweedens is gebruik gemaak van aanlynopnames en semi-gestruktureerde onderhoude wat in persoon uitgevoer is om die menings van tolkopleiers en potensiële studente in te samel. Die opleiers is onder meer gevra vir watter kognitiewe en persoonlikheidseienskappe hulle graag sou wou toets in voornemende studente. Die studente daarenteen is onder meer gevra om aan te toon op 'n Likertskaal hoeveel vertrouwe hulle sou hê om die verskillende aanlegtoetse suksesvol af te lê.

Die data het getoon dat daar 'n behoefte is vir 'n aanlegtoets vir die opleiding van tolkstudente in Suid-Afrika en dit is beaam deur beide opleiers sowel as studente. Verder was dit moontlik om vas te stel watter aanlegtoets die doeltreffendste was van die beskikbare toetse

en watter maklik geadministreer en voltooi kon word sodat die gewenste eienskappe getoets word en nie die kandidaat se vermoë om die toets te voltooi nie.

Verder is daar verskillende beperkings op die agt betroubare tolkaanlegtoetse gevind, insluitende vaardighede waarvoor getoets moet word, die administrasiewe las en voltooiing binne die toelaatbare tyd, die billikheid van die toetse, en kulturele bewustheid. Deur hierdie faktore in ag te neem, is die agt tolkaanlegtoetse verder afgeskaal om 'n omvattende model te ontwikkel wat relevant is vir die Suid-Afrikaanse konteks. Die administrasie van hierdie toetse word beskryf met gepaardgaande voorbeelde.

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Chapter 1: Introduction

“Interpreting requires a specialist in bilingual or multilingual communication. [...] He must comprehend the message in all its nuances in the source language and convey it orally in a clear and appropriate manner in the target language.” (Marais, 1999:304)

1.1. Introduction and Background

This chapter will introduce the topic of crafting an aptitude test for interpreting training. This will be done by first providing a brief history of interpreting and the development of professional interpreter organisations, followed by a short introduction to the growing importance of interpreting in South Africa. This chapter then goes on to discuss the psychology behind aptitude testing, aptitude testing at a tertiary level, as well as the importance of aptitude testing and the justification for it. Finally, the research problem, purpose of the study, methodology, and an overview of the chapters for this study are provided.

1.1.1. A brief history of interpreting

Interpreting has existed since people from different language communities first made contact and wanted to communicate with each other. In fact, expressions relating to interpreting can be traced back to Akkadian (the ancient Semitic language of Babylonia and Assyria) around 1900 BCE (Pöchhacker, 2004:9). Pöchhacker (2004:14) points out that “as societies became increasingly complex and comprehensive, we can conceive of multi-ethnic socio-political entities [...] in which communication between individuals or groups belonging to different language communities necessitated the services of interpreters”. In other words, the growth of societies, both economically and intellectually, led to the need for trade between races and cultures. In order for this economic and intellectual trade to take place effectively, interpreters were necessary and indeed written evidence of interpreters has been found throughout history.

Yet despite historical evidence of the need for interpreters, this written evidence is scarce and can only be found in certain periods of history. For example, Saint Paul advised the Corinthians to use interpreters in their dealings with other cultures; a French lawyer advised his king to set up a school of interpreters in the beginning of the twelfth century for use in the Middle East and in the Holy Land during the crusades, and in fact criticised Pope Boniface VIII for not speaking foreign languages; Christopher Columbus sent Indians to Spain to be

trained as interpreters; and all embassies in foreign countries have always had interpreters for ease of contact with the local people (Herbert, 1978:5). However, it was not until the twentieth century that special interest was paid to interpreting in academic circles and that the first wave of professionalisation of the field took shape (Pöchhacker, 2004:27-28). Furthermore, it was only in the 1960s that a true attempt at a full definition was made for interpreting, when Kade (in Pöchhacker, 2004:10) defined it as a form of translation in which a source language (SL) text is presented only once and thus cannot be reviewed or replayed. The target language (TL) text is consequently produced under time constraints and pressure, with little chance for correction or revision.

Moreover, interpreting for international conferences and organisations did not emerge as a recognised speciality until multilingualism in international conferencing was ushered in by the official French-English bilingualism of the League of Nations (Pöchhacker, 2004:16), and it was only with the development of transmission equipment in the 1920s that a distinction was made between simultaneous and consecutive¹ interpreting (Pöchhacker, 2004:18). Pöchhacker (2004:28) states that it was the example of Paul Mantoux interpreting for the Allied leaders at the Paris Peace Conference in 1919 that proved to be a fundamental turning point in the modern history of international interpreting.

However, it is widely held by scholars of interpreting that this turning point actually occurred with the Nuremberg trials of 1945, which introduced simultaneous interpreting to the public and was the forerunner in its widespread use (Grové, 2012:4). This is due to the fact that these trials provided the impetus for the founding of various training institutes for interpreting in the 1940s and 1950s (Russo, 2011:5). The students at these training institutes were mostly bilinguals whose proficiency at interpreting was taken for granted as, up to that time, it was difficult to separate the professional interpreter from the natural interpreter, or those bilinguals without special training who acted as interpreters (Pöchhacker, 2004:22), and this led to the assumption that interpreters possessed inborn qualities (Russo, 2011:5-6). Therefore, their training mostly focused on developing the technical and task-specific skills required to function as a professional interpreter, focusing on non-linguistic traits (Rosiers, Eyckmans & Bauwens, 2011:53). Furthermore, it was assumed that ungifted candidates applying at the interpreting institutions would never become interpreters without working

¹ Simultaneous interpreting involves listening to a discourse while simultaneously interpreting it into another language, while in consecutive interpreting, the interpreter first listens to a discourse while taking notes, and then interprets it after the speaker has finished speaking.

hard for many years. In all, these assumptions led scholars to debating interpreter aptitude and the necessity of aptitude testing from a scientific perspective (Russo, 2011:6).

1.1.2. The development of professional organisations

Following the development of training institutions for linguistic and translational skills, fostered by the expansion of communication needs in international policies and trade, the further expanding market and rising number of graduates from these institutions forced the establishment of national and international professional organisations of translators and interpreters in the early 1950s (Pöchhacker 2004:28). Throughout the 1960s and 1970s, the International Association of Conference Interpreters (AIIC), set up in 1953, attempted to come to a better understanding of the prerequisites for a career in professional interpreting (Shlesinger & Pöchhacker, 2011:1). University level training was strongly shaped by the profession of interpreting, particularly by the school policy of AIIC in 1959, and the schools observing the criteria of AIIC joined together in the early 1960s to form the Conference of University-level Translator and Interpreter Schools (CUITI) as a select group of recognised institutions (Pöchhacker, 2004:30-31). Consequently, it was the proliferation of university training courses for interpretation that saw a rising need to deal with the issue of candidate selection in the 1970s (Pippa & Russo, 2002:245).

Presently, interpretation between heterolingual segments of multi-ethnic societies within egalitarian states committed to the welfare of all their citizens and residents has increased. With the egalitarian principal of equal access as the overriding expectation of linguistic proficiency, Pöchhacker (2004:14) states that interpretation needs will continue to increase. Furthermore, it is the increasing importance of international communication that has led to the demand for more highly qualified interpreters who therefore need extensive training (Moser-Mercer, 1994:57). Consequently, the task of interpreting must be given to people with special knowledge, such as knowledge of the culture involved, and skills, such as memory and note-taking, as well as other qualifications, such as strong ethics (Pöchhacker, 2004:22-23). Additionally, due to the fact that students of interpreting are in the process of learning one or more language(s), questions have been raised regarding the kinds of aptitude, linguistic or otherwise, needed for quality interpreting (Rosiers et al., 2011:54).

It must be noted that while the Nuremburg trials introduced simultaneous interpreting to the European countries, in South Africa this introduction happened approximately 50 years later,

when the Truth and Reconciliation Commission (TRC) took place from 1996 to 2000 (Grové, 2012:4). Therefore, it could be said that interpreting was seen as a profession in South Africa much later than it was in Europe.

1.1.3. Interpreting status in South Africa

Within the South African context, interpreting carries a low status which could be attributed to Pöchhacker's (2004:22) early assertion that any bilingual person, with or without training, has the ability to act as an interpreter, as Marais (1999:304) also applied this idea to the field of interpreting in South Africa. Yet, the pivotal role that interpreters play in communication dynamics is slowly being recognised, as interpreters are important within South Africa in order to comply with national and provincial laws (Grové, 2012:4; Lesch, 2010:57). Locally, conferences have debated how interpreting training programs could be amended and made more accessible, how the industry should be regulated, and how a new infrastructure for translation and interpreting should be created (Du Plessis, 1999:23-24).

South Africa is a multilingual society, and thus effective communication is essential (Lesch, 2010:39). This need becomes evident when a problem is experienced and the available language delivery system is not of an acceptable quality, especially when the communication is present in an extended communication activity (Lesch, 2011:213). The very nature of the language realities of a multilingual country necessitate that a quality language service delivery should play a prominent role (Lesch, 2011:213-214).

As has been mentioned above, the abilities and skills required of an interpreter to deliver a quality service have been of special interest to scientific investigation into the professional occupation of interpreting for many years (Shlesinger & Pöchhacker, 2011:1). For example, there are several non-linguistic skills, such as memory, comprehension and general knowledge, which may distinguish a polyglot from a professional interpreter. In other words, simply having a sufficient proficiency in the interpreter's working languages is not a guarantee of quality and no longer enough to deliver a quality service. For instance, South Africa is a multicultural nation and, as such, an interpreter's knowledge of the different cultures in addition to the different languages involved in any language situation is of great importance. Consequently, trainers are starting to place greater emphasis on skills that have already been acquired as well as on an ability to learn the necessary skills for delivering a

quality interpretation (Rosiers et al., 2011:54; Russo, 2011:6-7), as it can be seen from various studies that there is a need for these necessary skills.

Thus, in order to improve communication and overcome barriers in language abilities within South Africa, interpreter practice and training should be nurtured in tertiary institutions, with a focus on critical thinking skills, ethical decision-making and self-assessment for students (Lesch, 2011:214). The training of professionals in tertiary institutions would improve the promotion of multilingualism and, along with standardising the professional qualifications system, would uphold the quality of the field of interpreting (Lesch, 2011:213; Marais, 1999:308).

1.1.4. Interpreting accreditation in South Africa

Currently, the only institute that offers professional accreditation within South Africa is the South African Translators' Institute (SATI). This association is a voluntary one that was founded in Johannesburg on 25 August 1956 and is open to all language practice professionals (South African Translators' Institute, 2007).

Among its stated aims are the following:

- “to work towards improving the quality of training for translators, interpreters, text editors and terminologists
- to implement a comprehensive system of accreditation with a view to ascertaining members' competence in the fields of translating, interpreting, text editing and terminology” (South African Translators' Institute, 2007).

SATI has worked on their accreditation system for approximately 25 years in order to ensure the competence of accredited language practitioners; however, these tests are only available to members of the institute who have held their memberships for at least three months (South African Translators' Institute, 2007). Furthermore, membership and accreditation is not compulsory for people wanting to join the professional field as a language practitioner.

Thus, it is due to this scarcity of readily available accreditation systems, together with the greater emphasis trainers place on mastered skills and the potential to acquire further, necessary skills, that Marais (1999:304), already in the 1990s, states that South Africa has reached a point where the standardisation and development of accreditation systems, as well as establishing a regulating body that monitors the employment of interpreting professionals,

is essential. Furthermore, the development of these systems could lead to the improved professionalisation of interpreting. However, accreditation systems only test the current skills of a practising interpreter; accreditation cannot be used to test the ability of a prospective interpreter to learn the skills necessary to provide a quality service. It also does not test the nature of the interpreter to determine if he or she has a suitable temperament for interpreting, a profession which requires a strong sense of ethics and the ability to handle stress (SATI, 2007).

Therefore, when combining accreditation systems with the necessary skills needed for an interpreter, it can be concluded that the proper selection, and training, of interpreting students would ensure that they meet all essential requirements and are fully prepared to face any professional assignment they might encounter (Keiser, 1978:11). Aptitude tests for entrance to training courses may also be a step on the path to improving interpreting quality and strengthening the professionalisation of the field.

1.2. Aptitude testing

Corsellis (1999:197-198) claims that “trust in a profession has to be earned before it, or any accompanying status, can be given”, and that therefore to meet the standards of expertise required of a profession, all potential members should undergo a process of selection, training, and objective assessment. An aptitude test is a predictor or forecaster (Russo, 2011:6), and can be used to distinguish between those applicants who are deemed to have the potential to become interpreters and those who are not. This section will discuss various aspects of aptitude testing, including the psychology behind it and justification for further research, and how it relates to interpreter training.

1.2.1. The psychology behind aptitude testing

The idea of aptitude testing stems from the theory that individual differences are symptomatic of later educational and occupational achievement, as well as the capacity to find satisfaction in that achievement. This capacity for satisfaction is thus a vital constituent for the ability to succeed in the work of an occupation, and so a person is better suited to undertaking training for a calling that they will enjoy but that they also have the ability to do (Bingham, 1942:34, 63). The training for a particular career path can sometimes be limited in the number of institutions offering it, and often the tuition for these institutions does not cover the full cost of the faculty. In addition, it is sometimes the case that institutions must choose from more

applicants than can be accommodated in an academic year. Therefore, admission is usually restricted to those who show the greatest potential (Bingham, 1942:167).

Aptitude can be defined as the individual qualities that characterise a person's behaviour, related to subsequent learning during a fixed time-frame, which indicate how well that person can learn to meet and solve specified problems (Kuncel & Klieger, 2008:42; Bingham, 1942:21). A person's aptitude thus shows their capacity² to acquire specified behavioural patterns of interest, knowledge and skill, which are related to learning (including cognitive abilities), personality traits, interests and values. Therefore, aptitude does not show future accomplishments, but rather present performance which then supplies the means of estimating a potential learner's future potentialities, which in turn means that aptitude is an ever-changing construct (Kuncel & Klieger, 2008:42, 48; Bingham, 1942:22).

Furthermore, aptitude is a power or combination of powers exhibited in greater or lesser degree in some people than in other people, as almost anyone can learn to perfect certain skills and interests with more faculty and varieties of knowledge more quickly and thoroughly than others. Therefore, evidence shows that the differences between a person's best capacities and their poorest are mostly so large that they are of utmost importance in occupational planning (Bingham, 1942:25, 27). These facts, then, provide a justification for aptitude testing, which samples certain abilities and characteristics of an individual in the present, in order to find out what they can do now and how well they can do it. A person's behaviour is measured and an estimate of their future possibilities is inferred (Bingham, 1942:22, 24).

While aptitude testing is a test to measure potential learning ability, it also measures the ability of the student to profit from training and instruction, thus playing a role in the allocation of resources and opportunities. As a result, aptitude testing has made it possible for institutions to cut down on the large numbers of students who fail or change their minds and drop out of training, thereby wasting the time and money of both themselves and the institutions (Snyderman & Rothman, 1987:137; Davies, 1944:39; Bingham, 1942:167).

Aptitude tests are currently used in the fields of education, industry and the military, and have remained largely unchanged since the 1950s. Research has shown that both cognitive and non-cognitive aptitude measures are predictive of learning accomplishments and the

² Defined by Bingham (1942:19) as potential ability (the power to perform designated responsive acts, either immediately or through training) or the upper limit of power that a person may eventually develop.

acquisition of knowledge (Kuncel & Klieger, 2008:49; Kyllonen, 2001:375). However, critics have devalued aptitude testing as only measuring test-taking skills and as being biased towards racial and economic groups which is then used to stigmatise low scorers. The tests are cited as being tools developed and fostered by those in power to maintain the status quo of the institution, but most experts believe that aptitude tests adequately measure the most important elements of intelligence. Thus, there is support for their continued use (Snyderman & Rothman, 1987:137, 143).

1.2.2. Aptitude testing at a tertiary level

Depending on the legal situation and academic policy of a particular training institute, aptitude tests can be either eliminatory, in order to assist trainers in deciding on the candidates who have the aptitude to become interpreters, or used as guidance for students and instructors (Timarova & Ungoed-Thomas, 2008:31; Moser-Mercer, 1994:58). Of those admitted when there is no selection process, it is held by Donovan (2006:81) that almost half of the candidates do not continue to graduation as, if their skills are not enough to handle the demands of interpreting, it becomes apparent during the course that the potential is not materialising. However, after testing, most students (but not all) do pass their final examination (Donovan, 2006:81-82).

The need for admission testing has been debated amongst leading authorities on interpretation training since the 1960s, when unlimited enrolment numbers created stress in the ratio of students to teaching staff. Public funding cuts, limited access to equipment and resources, and shrinking markets for qualified interpreters also became a problem (Russo, 2014:1-2; Russo, 2011:9). While these problems in the recruitment and training of interpreters are still an ongoing debate, there is a scarcity of conclusive findings on the validity of aptitude tests. Kalina (2011:149) states that the number of scientific publications on aptitude for interpretation has been limited, which is further compounded by a “lack of reliable and valid results on the basis of generally accepted principles of test theory and properly defined testing methods with sufficiently large numbers of subjects tested”. However, collaborations in the work by interpreter educators together with insights gleaned from other disciplines (such as psychology and foreign language acquisition) have proved to be highly productive (Shlesinger & Pöchhacker, 2011:2; Russo, 2011:8; Lambert, 1991:586).

Over the years, the ways of testing abilities have only changed slightly, with all tests targeting either individual or multiple skills, and the various universities and training institutes vary in the complexity of their aptitude tests which typically measure several skills (Russo, 2011:14; Timarova & Ungoes-Thomas, 2008:40). Nevertheless, of particular importance in testing aptitude is that the testing relates to the potential of interpreting candidates and not the competencies they have acquired through prior training (Kalina, 2011:150). Therefore, there are two major schools of thought within the debate on aptitude testing: the testing of interpreting-related skills and the capacity to learn (teachability) versus the assessment of already acquired skills relevant to interpreting (Russo, 2014:1-2).

Furthermore, it must be the aim of training institutes to train candidates in such a way as to prepare them for the professional responsibilities of interpreting. Therefore, any training should address linguistic skills and professional practices, and as such become the basis for quality assurance which leads to good working conditions and adequate payment (Lesch, 2010:42; Corsellis, 1999:198). Consequently, selection practices become motivated by the need to optimise human and financial resources, which in turn leads to the belief that only those students who have the ability and potential to succeed should be selected for training (Russo & Pippa, 2004:410; Corsellis, 1999:199).

1.2.3. The scarcity of research

In the past, trainers have relied on their intuition and personal experience to determine the necessary skills and characteristics that define interpreting aptitude. However, the belief of selecting only those who have the ability, together with reliable ways of testing aptitude for both training institutes and professional associations, is necessary for preserving or raising the standard of the interpreting profession (Russo, 2011:6-7). By drawing on cognitive science, attempts have been made since the 1980s to scientifically determine aptitude testing to distinguish between those applicants who are deemed to have the potential to become interpreters and those who are not. However, there are indications that these tests are not entirely reliable (Timarova & Ungoes-Thomas, 2008:30) and there are recurring doubts as to the validity and predictive power of these tests. It is also difficult to select the appropriate tests that will provide the necessary information which trainers need in order to determine potential (Timarova & Ungoes-Thomas, 2008:29-30). Furthermore, very little empirical research exists on aptitude testing and the studies that do exist are relatively insufficient in their guidance, according to Shlesinger and Pöchhacker (2011:1).

This lack of research is problematic due to the growing demand for quality interpretation services, and so scholars in Europe and America have convened a group of leading researchers specialising in the study of aptitude testing for interpreter education (Shlesinger & Pöchhacker, 2011:1). Trainers and researchers have also joined these efforts in order to compile the tests and answer questions relating to the type of tests needed, for example, cognitive, linguistic, pragmatic or student motivation (Russo, 2011:6). There have also been various symposiums and conferences dedicated to the means of evaluating students and the probabilities of success, including an entire conference event dedicated to the topic of aptitude testing at Antwerp in 2009 (Russo, 2011:7; Shlesinger & Pöchhacker, 2011:1).

1.2.4. Aptitude testing for interpreting training

According to Donovan (2002:74), there are few countries that recognise interpreting as a discipline in its own right. Rather, interpreting is considered as part of translation and offered to students within the modern languages or linguistic departments. Interpreting is frequently considered to be a form of language acquisition, due to the widespread confusion as to the skills needed to perform an interpreting task. Moreover, this confusion is present because the term interpreting is a broad definition encompassing a series of communication activities for which the expected or required qualifications differ considerably from one professional arena to another (Donovan, 2002:72-74). In order to define the standards of interpreting and delivering a quality service, training courses, designed from a specific analysis of interpreting actions (Donovan, 2002:74, 77), can play a significant role in educating both professional interpreters and the general public on what the field of interpreting is about.

Due to the complex mental processes of interpreting³, students should be recruited at a higher level as Keiser (1978:13) states that experience has shown that to learn interpreting skills requires maturity as well as a certain level of previous training. Students should also have a sufficient level of mastery over their active and passive languages in order to avoid pressure caused by stumbling in an interpreting program that focuses on skills and not language learning. Thus, by separating interpreting from language learning and linguistics, it is possible to define the relevant abilities and standards for the interpreting profession

³ Interpreting is never a case of merely understanding the source language message and delivering it in a word-by-word translation. Rather, it is a complete rendition, at a very rapid rate, of the original message along with the speaker's intended contents, shades and emotions in such a way that the listener never realises that a translation has been delivered (Keiser, 1978:13).

(Donovan, 2002:79). This can also be achieved by organising selection criteria in order to ensure that students are fully prepared to face any professional assignment (Keiser, 1978:11).

While it is normal to be highly selective when it comes to admitting students into courses, this has previously not been the case in interpreting (Donovan, 2002:73). However, present and developing market trends have ensured that employers have a wider field from which to choose only the best, and so it would be irresponsible, according to Keiser (1978:12, 14), to allow large numbers of students to enrol, raising their hopes for future careers, when they may not pass their studies or be hired due to market supply and demand. Furthermore, a poor intake of students can lower the average of all students and force lecturers to focus on issues other than teaching the relevant skills, which could lead to frustration on the parts of both students and lecturers. Moreover, if the course is a particularly long one, a student will tend to persevere in their chosen career path due to the amount of resources already invested in their choice. The graduation of an unsuitable candidate to a professional standing will ultimately lower the quality of the profession as well as the average remuneration and working conditions (Donovan, 2006:80).

1.2.5. Justification for further research on aptitude testing

Shlesinger and Pöchlacker (2011:1) have stated that, despite continued doubts over the effectiveness of tasks designed to test candidates for interpreting programs, there has been relatively little empirical research carried out. They further specified that any studies which do exist do not yet provide sufficient guidance on effective aptitude testing of candidates. Various attempts have been made to establish the validity and reliability of aptitude testing, resulting in two forms of research: empirical observations of tests correlated with subsequent student performance, and specifically developed tests compared to actual aptitude testing performance (Timarova & Ungod-Thomas, 2005:6).

An issue that presents itself in aptitude testing is that the decision whether to accept or deny a candidate is made on the spot, after the performance of a few tasks that are assumed to demonstrate an aptitude for interpreting (Timarova & Ungod-Thomas, 2005:4). In these instances, the candidate could be encountering these tests for the first time. In other words, the candidates would not be performing to the best of their ability due to unfamiliarity. A further problem in aptitude testing comes in the form of the uncertainty regarding the understanding of interpreting itself. It is therefore difficult to determine “which cognitive

abilities are *condition sine qua non* and how to test them reliably” (Timarova & Ungoed-Thomas, 2005:4).

Despite these difficulties and doubts inherent in discussions on aptitude testing, various studies have shown a correlation between successful aptitude testing for interpreter training and a higher pass rate in final examinations (Keiser, 1978:14). However, as previously stated, these studies focus primarily on correlating aptitude test scores with final examination results in order to test validity. Therefore, although Timarova and Ungoed-Thomas (2008:30) state that there is little scientific research on the effectiveness of aptitude testing for interpreting, the practical demands of the field dictate the need for an adequate aptitude test to be designed.

1.3. Research problem

As it has been stated above there is limited research on aptitude testing available, and while the Antwerp symposium back in 2009 already addressed this concern, leading to a boom in publications during the 2010s, this success seems to have waned in the recent past. Moreover, very little research has been done on first defining a model of aptitude testing informed at the local level (i.e. not using the universal ideal). This study will therefore investigate the nature of aptitude test(s) for interpreting. The presence or absence of such a test will be investigated in the tertiary institutes which offer interpreting training, and the possibility of devising a model for a comprehensive aptitude test for interpreting, to be offered by training institutions to students applying for a programme in interpreting, will be explored.

In summary, the main research question for this thesis is as follows:

- What should a custom-made aptitude test for interpreting in South Africa encompass?

The secondary research questions for this thesis are as follows:

1. What is the nature of aptitude tests for interpreting?
2. Which aptitude test components can best be used to effectively screen applicants for interpreting training, as determined through the literature review?
3. Which existing aptitude test(s) is suitable for the South African context, that does not limit ability to perform due to unfamiliarity with the test(s)?

4. How can the number⁴ of test activities be put to optimum use to determine the various skills and personality traits, as determined by South African interpreting trainers, that are needed for students to succeed in their training?

1.4. Purpose of the study

A study carried out by Timarova and Ungood-Thomas (2005) in several interpreting schools in Europe found that schools mostly focused on determining aptitude for “hard skills” (i.e. memory, comprehension, general knowledge, etc.) while the “soft skills” (i.e. motivation, open-mindedness, ability to learn quickly, etc.) were ignored (Timarova & Ungood-Thomas, 2005:32). They therefore determined that soft-skill testing may be part of the missing link in effective aptitude testing. They furthermore found that testing cognitive processes and personality in a way that does not actually resemble interpreting may ease time-consuming factors and the demands of individual face-to-face testing (Timarova & Ungood-Thomas, 2005:33-34).

The main aim of this study is as follows:

- Design a comprehensive, custom-made aptitude test for interpreting, relevant for the South African context, which is based on theory and can be used in practice to differentiate between those students who have the ability to succeed as interpreters and those who do not, in order to ultimately improve the quality of the professional field of interpreting.

The secondary aims, which will feed into the main aim, are as follows:

1. Compile a list of the most desired skills and qualities, including the soft skills, that South African trainers look for in prospective interpreting students; and
2. determine the most effective, existing tests, which screen for the desired skills and qualities, and that are suitable to the South African context.

1.5. Methodology

This study will comprise mostly qualitative research. For the theoretical aspect of this study, a literature review will be done using qualitative research to investigate the opinions and insights of previous researchers into the field of aptitude testing for interpreting. Here,

⁴ It would be preferable to determine one particular skill with one particular test as, if one attempts to determine the ability of many skills with one test, there would be confusion as to which skill has actually generated the result. However, it would be impossible to do this based on time and economic constraints.

existing aptitude tests which have been studied and tested for validity abroad in America and Europe, as well as the research on these tests, will be discussed and analysed. Furthermore, the skills which these tests determine will be analysed.

The empirical aspect of this study will also use qualitative research in the form of data collection and analysis through questionnaires and interviews to gain local (from South African trainers and students) insight into the problem of aptitude testing. In order to achieve the ultimate goal of designing a custom-made aptitude test for interpreting in the South African context, the following steps will be taken:

1. A questionnaire will be created and distributed to 13 trainers of interpreting at South African tertiary institutes which offer interpreting training. These institutes were determined through a basic Google search, which was then cross-checked by visiting all stated institutes' websites in order to ensure that they do offer an interpreting course⁵. The main purpose of this questionnaire will be to determine the skills and qualities that these trainers look for in prospective interpreting students, including a section focused on the soft skills they require.
2. A questionnaire will be created and distributed to 30 students who have some knowledge of interpreting (e.g. third year Afrikaans and/or French students at the University of Stellenbosch, whose course includes an introductory module to interpreting and translation), followed by an interview with a random choice selection of six students from both modules. The purpose of this questionnaire and the interviews will be to determine whether students understand the concept of aptitude testing and what will be asked of them in an aptitude test for interpreting studies. This will help to determine whether existing aptitude tests (as discussed in the literature review) would be easy for trainers to administer and for students to complete.
3. The data will be retrieved from the various questionnaires and analysed. This data will then be tabulated for ease of reading.
4. The desired skills and qualities determined through the questionnaire given to trainers will be compared to existing aptitude tests (discussed in the literature review) in order to determine which test can be most effectively used for all or most of the desired skills. The difficulty in completing the test(s) will also be considered from the

⁵ It is necessary to note that some institutes' websites were somewhat difficult to navigate, made more so by the fact that not all institutes call their module an interpreting module, but rather Language Practice. Therefore, it is possible that not all 13 institutes will offer an interpreting module and so the proposed questionnaire will include a question which queries this problem.

questionnaires given to and the interviews with the students to ensure that the proposed test(s) will be easy for trainers to administer and for students to complete.

5. This comparison will be used to determine the nature of the aptitude test to be crafted for this study.
6. Finally, a model for a custom-made aptitude test, relevant for the South African context, will be devised.

1.6. Overview of chapters

In the section that follows, the layout for this thesis will be provided. This will be done through an overview of the contents of the various chapters for this study.

1.6.1. Chapter 1: Introduction

The first chapter of this study provides a brief and broad background to the history of interpreting within South Africa as well as abroad. It further defines the growing importance of interpreting in South Africa, followed by the need for and psychology behind aptitude testing. Furthermore, this is followed by the necessity of aptitude testing to determine whether candidates applying for interpreting training programs within tertiary institutions possess the potential to develop as successful professional interpreters. This section then concludes with stating the research problem, goals and methodology for this study.

1.6.2. Chapter 2: Literature Review

Chapter two will discuss the relevant literature on interpreting and on aptitude testing for interpreting by various scholars in the field. This chapter will focus on theory to explore the different tests that have been proposed and tested, and will further examine which skills those tests attempt to determine. Therefore, this chapter will consist of first a presentation of the agreed upon qualities of an 'ideal' interpreter, followed by a discussion of the various cognitive and personality tests of aptitude, including whether or not they have proven successful in predicting aptitude. This will be followed by a debate on the shortcomings of aptitude testing.

1.6.3. Chapter 3: Methodology

Chapter three will lay out the research design used for the empirical investigation. This will include a discussion of the proposed research tools, and how the research sample was chosen.

The proposed questionnaires and interviews will be discussed, and the limitations of this research design, as well as the ethical considerations, will be provided.

1.6.4. Chapter 4: Results and Data Analysis

Chapter four will provide the results of the questionnaires and interviews and will analyse the obtained data. This data will consist of the skills the South African interpreting trainers consider to be essential for the ‘ideal’ interpreter, as well as the understanding which students have regarding the various aptitude tests, as discussed in the literature review.

1.6.5. Chapter 5: Exploring Aptitude Testing

Chapter five will explore the nature of a compact, comprehensive test in order to limit the amount of time taken to administer the test(s). This will be done by adapting the data discussed in chapter four into table format for ease of reference. The list of skills provided by the trainers will be discussed as to which skills should not be taught during the interpreting course, for example language acquisition, and which will then be selected for testing purposes. The existing tests that can be used to determine these skills will be provided from chapter two. It will then be established (from the student questionnaires) which tests will be easy to administer and can be used to screen for multiple skills at the same time. Finally, a custom-made aptitude test for the South African context will be designed and presented with accompanying examples.

1.6.6. Chapter 6: Conclusion

Chapter six provides the conclusion of the study, in which the contents of this thesis will be summarised and concluded. The limitations of this study will be discussed, and recommendations for further study will also be provided in this chapter.

1.7. Conclusion

This chapter has introduced the topic for this study which is to develop a model of aptitude testing for interpreter training in South Africa. The need and justification for aptitude testing was demonstrated through considering the status of the interpreting profession in South Africa, as well as the psychology behind aptitude testing. This chapter concluded by outlining the research problem, purpose of the study, and methodology, as well as providing a brief overview of the subsequent chapters. The next chapter will look into previous research into

aptitude testing for interpreter training, in order to determine the possible research gaps which this study will then fill.

Chapter 2: Literature Review

“Much however remains to be done to shed more light upon this almost schizophrenic mental and physical exercise called high speed simultaneous interpretation.” (Keiser, 1978:11)

2.1. Introduction

This chapter of the study will provide a literature review of the research on and debate surrounding aptitude testing. The qualities of the ‘ideal’ interpreter will be described, as agreed upon by various scholars. This will be followed by a discussion of the various available tests used for determining aptitude for interpreting training: what they entail, the skills they test, and their predictive quality. The same discussion will then take place for aptitude tests that determine personality, as these tests are a fairly recent addition to interpreting aptitude research. Finally, a discussion on the shortfalls and criticisms of aptitude testing will be provided, followed by a brief conclusion to the chapter.

2.2. Generally accepted qualities of interpreters

Interpreting is generally considered to be a highly complex, cognitive processing task which requires components of listening, comprehending, communication planning, and language production, usually happening simultaneously in two different languages. Interpreting also includes analysing the speaker’s goals, inferences and subtleties while simultaneously deciding how to convey the speaker’s meaning into a second language and culture (Macnamara, Moore, Kegl & Conway, 2011:121-122⁶). During interpreting, the interpreter needs to listen to the incoming message, store the information in his/her short-term memory, manage the interpreting process and its demands, and then analyse, reason and make decisions based on that analysis as well as the interpreter’s own abilities.

Therefore, it can be seen that the task of interpreting does not only encompass linguistic tasks, but general cognitive abilities across working memory capacity and reasoning ability. These abilities are assumed by psychological researchers to be innate qualities that present in early development and remain relatively stable over time (Macnamara et al., 2011:122). As a

⁶ The article referenced here is part of a series of articles published in the 2011 issue of *Interpreting*, volume 13 issue 1, from a collection of papers given at a symposium held in Antwerp in 2008, entitled “Aptitude for Interpreting: Towards Reliable Admission Testing” (Pöchhacker & Liu, 2014:1). This collection of papers has since been republished by Franz Pöchhacker and Minhua Liu in a book entitled *Aptitude for Interpreting*, in 2014. Hence, this reference can also be seen in Macnamara, Moore, Kegl and Conway’s (2014:107-108) contribution to *Aptitude for Interpreting*.

result, these innate qualities are generally considered to be pre-requisites for those individuals who want to apply for interpreter training, hereafter referred to as candidates. It is evident from research that the role of cognitive skills has been foregrounded in the study of aptitude testing (Shlesinger & Pöchhacker, 2011:3), and that the first framework for candidate pre-requisites, as inspired by professional and training experience and intuition, has remained largely unchanged as a frame of reference (Russo, 2011:9, 24).

However, the question of linguistic tasks and language proficiency is of utmost importance in the interpreting act, and it has been agreed on by many researchers that general language proficiency is a pre-requisite to any interpreting course. It is a basic tenet that language acquisition cannot form part of interpreter training but must precede it, which therefore makes the degree of language competence a vital criterion. In order to succeed as a trainee or in the interpreting profession, researchers agree that a candidate must have a profound knowledge of their language combinations, as well as the ability to rapidly grasp meaning in one language and then convey the essential meaning in another. The candidate must have the ability to project information with confidence and have a good voice with the ability to express oneself with clarity and conviction. Moreover, the candidate must be able to reproduce and convey the source message (SM) in a cohesive and coherent manner, reconstructing the semantic structure in the target language (TL). (Russo & Pippa, 2004:410; Pöchhacker, 2004:180; Campbell & Hale, 2003:212; Pippa & Russo, 2002:250; Marais, 1999:304; Corsellis, 1999:199; Taylor, 1997:256; Lambert, 1991:586; Russo, 1989:57; Gerver, Longley, Long & Lambert, 1989:724; Keiser, 1978:16-18).

Along with a profound knowledge of languages, a wide general knowledge and interests, coupled with a willingness and skill to acquire new information are essential. A broad understanding of the general cultures involved is usually added to this category, as understanding the culture attached to the language assists interpreters in reproducing the meaning of the SM so that the target audience (TA) will fully understand the translation. This general knowledge usually lends itself to a university level or professional experience, and includes the major fields of daily human interest, such as politics, economics, and culture. As a result, a broad general knowledge assists an interpreter with comprehension of the SM as well as self-expression, and ascertains that the interpreter has an open mind, intellectual curiosity and is cognitively flexible with strong powers of deduction. (Russo, 2014:2; Russo, 2011:9, 15; Donovan, 2006:81; Russo & Pippa, 2004:410; Pöchhacker, 2004:180; Campbell

& Hale, 2003:212; Corsellis, 1999:202; Marais, 1999:304, 307; Taylor, 1997:256; Lambert, 1991:586; Gerver et al., 1989:724; Keiser, 1978:17-18).

Also considered in the necessary cognitive skills for interpreting is a good working memory, particularly short-term memory, as it allows interpreters to capitalise on intertextuality within, for example, a conference setting. An interpreter's powers of concentration need to be high in order to make optimal use of working memory and anticipation strategies (Russo, 2014:2; Russo, 2011:11; Rosiers, Eyckmans & Bauwens, 2011:54; Campbell & Hale, 2003:212). An excellent long-term memory is also required for storage of terminology, vocabulary, factual information and interpreting strategies (Marais, 1999:307).

Despite this almost exclusive focus on cognitive traits, the role of personality traits in a composite profile of potential interpreting candidates did gain importance. However, there are very few personality aptitude tests used for interpreting training (Shlesinger & Pöchhacker, 2011:2; Russo, 2011:12-13). In general, the kinds of personality traits considered to be essential for the 'ideal' interpreter include the ability to work in a team, stress tolerance, and physical and psychological stamina (Russo, 2014:2; Russo, 2011:11; Russo & Pippa, 2004:410; Pöchhacker, 2004:180; Campbell & Hale, 2003:212; Marais, 1999:307; Lambert, 1991:586; Gerver et al., 1989:724). This evolution can be seen in table 2.1 below, where Russo (2011:10) sums up the general characteristics of the 'ideal' interpreter, as seen over a 10-year span.

Other personality traits, or 'soft skills', include a code of ethics, a faculty of analysis, the ability to adapt to the subject matter, tact and diplomacy, good nerves, a positive attitude, motivation, emotional stability, and linguistic self-confidence (Russo, 2014:2; Rosiers et al., 2011:56; Corsellis, 1999:202; Keiser, 1978:17). Furthermore, interpreters are usually described by their peers as self-reliant, extroverts, intelligent, actors, somewhat superficial and arrogant, and as having a liking for variety with nerves of steel and high levels of self-confidence (Rosiers et al., 2011:56).

Table 2.1: Summary of characteristics for the 'ideal' interpreter (Russo, 2011:10)

Herbert (1952)	1965 AIIC Colloque	1974 Paris Symposium (Keiser 1978:17, 20)	Gerver et al. (1984:19); Lambert (1992b:25)	Longley (1989:106)
Professional experience perspective	Professional and training experience perspective	Professional and training experience perspective	Professional experience perspective (reported)	Training experience and scholarly perspective
Command of two foreign languages	Foreign language command (B+C)	Ability to comprehend and mental rapidity	Profound knowledge of active and passive languages and cultures;	Excellent knowledge of A, B, C languages and cultures;
Lexical fluency	Strong mother tongue (A)	Expressive ability	Ability to grasp rapidly and to convey the essential meaning of what is being said;	Ability to grasp rapidly and to convey the essential meaning of discourse, irrespective of the language spoken;
Good memory	Love for languages	General culture	Ability to project information with confidence, coupled with good voice;	A memory which recalls the links between logical sequences of discourse;
Broad general culture	Ability to comprehend	Personal qualities (capacity to adapt to subject, speakers etc.; public speaking, tact and diplomacy)	Wide general knowledge and interests, and a willingness to acquire new information;	Ability to convey information with confidence, coupled with a pleasant delivery;
Interpreting attitude	Language transfer skills	Physical and psychological stamina	Ability to work as a team member.	Broad general knowledge and interests, a curiosity and willingness to acquire new information;
				Ability to work as a team member;
				Ability to work under stress for long periods.

It can thus be summarised that the ideal interpreter should have the following qualities: fluency in all of their language combinations; a broad general knowledge coupled with a keen interest in learning; a good short- and long-term memory; excellent linguistic skills; an outgoing and strong personality, but is still able to work in a team and understand cultural subtleties; strong motivation; and a high tolerance for stress. These qualities can be divided into three categories: cognitive variables, affective variables (such as motivation and attitudes), and personality variables (such as being an extrovert) (Rosiers et al., 2011:55). However, while there is a clear consensus on the nature of the pre-requisites for the 'ideal' candidates, there is little certainty on objective ways of testing for these pre-requisites (Pöchhacker, 2004:180).

2.3. Aptitude tests

Aptitude tests for interpreting generally reflect open-ended testing instruments, similar to essays, where the statistical methods of reliably estimating the individual test items are extremely difficult to apply (Campbell & Hale, 2003:221). That is to say, the issue of grading is usually highly subjective. Most scholars in the literature have assembled batteries of tests of cognitive skills, personality, and performance under stress. The candidates' performance in these tests is then correlated with final examination scores in order to determine the best predictors of aptitude and thus success in interpreting (Longley, 1978:48). The components of

these tests are generally described by scholars in their studies, but the administration procedures and assessment criteria are not always specified (Pippa & Russo, 2002:249), making it difficult for future scholars to replicate the tests for validity or even further build upon them.

The basic approach to discussions on aptitude testing seems to be focused on a criterion-referenced approach (i.e., measuring performance against a known criterion), without a solid discussion of those criteria. Furthermore, most tests described in literature share commonalities in the competencies they aim to test, the subjective marking criterion, and the high failure rate. The latter has led to questions on the appropriateness of the testing instruments, as they seem to expect candidates to perform at a professional level. Moreover, the types of results, discriminations and reporting mechanisms are only discussed to a minimal degree. (Campbell & Hale, 2003:212, 218).

Traditional testing methods include holistic communicative tasks such as bilingual or multilingual interviews, on-the-spot speech production and oral summary renditions in another language. These tests determine general knowledge and language proficiency, but have a strong subjective component, particularly in grading (Pöchhacker, 2004:181). Yet, it is important that test designers ensure the reliability and validity of their test constructs (Campbell & Hale, 2003:205). Literature shows that many projects on reliable aptitude testing have been attempted, from the broad range of Gerver et al.'s (1989) series of cognitive and linguistics tests to Russo and Pippa's (2004) single paraphrasing test. Most of these testing suggestions have then been correlated with final test results to find the best predictors of success in interpreting (Timarova & Ungoed-Thomas, 2008:32-33).

2.3.1. Written cognitive aptitude tests

In their study, Gerver et al. (1989:724) found that “[t]ext-based tests were more predictive than subskills or speed-stress tests”. They assumed that the processing of connected discourse was a crucial factor in the interpreter's task, which requires the recall of information that was presented or the completion of individual target words in the text (Gerver et al., 1989:725). Nevertheless, Pöchhacker (2004:181) holds that the use of translational tasks such as written translation or summary lack validity and show poor reliability; however, this claim is not discussed in any detail.

2.3.1.1. Written translation

Written translation involves the transposition of a text written in one language into a text written in another language, and often serves as the first part of a battery of tests before admission to the oral part. They are designed to measure language knowledge (competence in language A, comprehension in language B, and interference between languages) as well as powers of analysis and synthesis (Moser-Mercer, 1994:62; Monfort, Moraki, Pouttu & Wang, n.d.:15). These types of tests are useful as they can be conducted on a large scale to show language proficiency. However, some scholars do argue that written translations are not fully valid as an aptitude test for interpreting as candidates with no prior experience of translation may not know how to perform the task. On the other hand, Monfort et al. (n.d.:15-16) emphasise that these tests should not be assessed as a translation task, but rather simply as a task of language proficiency. Written translation may also play a role in contributing to stress resistance, for example by setting a time limit on the test (Monfort et al., n.d.:16).

Examples of the use of written translations can be seen in the following: the simplified admission procedure of the University of Westminster, in which a translation is required from each passive language into the candidate's mother tongue⁷ (Russo, 2011:21); the Division of Interpretation and Translation in the School of Languages and Linguistics at Georgetown University in Washington, DC (Carroll, 1978:120); and the Interpretation Programme at the Polytechnic of Central London (Gerver et al., 1989:725). However, the present study could find no studies detailing the use of written translations or testing their validity.

2.3.1.2. Rewriting

The battery of tests suggested by Gerver et al. (1989:728) included a test to determine expressional fluency by means of a rewriting test, which they categorised as a subskill-based test. The authors assumed that this test would involve the ability to think rapidly of words, groups of words, or phrases as well as produce single words by focusing on the compositional aspects of sentences and syntactic constructions. This test does not require the production of new ideas, but rather the rewriting of three sentences, each in two different ways. The candidates are then scored in terms of the percentage of the original sentence that is conveyed by their version. However, Gerver et al. (1989:728, 731) state that, in practice, the scoring is subjective (due to its reliance on the judge's personal opinion) and difficult to accomplish.

⁷ This example can also be seen at Stellenbosch University in the admission testing for the Postgraduate diploma and Honours degree in Translation.

While candidates who passed their final exams did score higher on the rewriting test than those who failed, Gerver et al. (1989:730) could find no significant difference in the rewriting test scores between the two groups.

2.3.1.3. Summary writing

According to Timarova and Ungoed-Thomas (2008:39), summary exercises (both written and oral), together with translation exercises and short consecutive tasks, are some of the most popular choices for aptitude testing which demonstrate a number of skills. Summary writing can be a practical method for testing large groups of candidates and involves a written summary, in the candidates' A language, of a written or oral speech given in their A or B language (Timarova & Ungoed-Thomas, 2008:36). Thus, candidates are tested on their ability to understand their B language and then to express themselves concisely in their A language (Monfort et al., n.d.:15).

However, this test can lead to distorted results if the candidates are not used to the exercise or if it is not properly explained to them (ibid). Furthermore, studies on the selection process at the University of Trieste, conducted by Taylor (1997), show that written summary is unreliable as a testing method as 40% of candidates who passed the aptitude test went on to fail their final examinations and 25% of those who showed questionable potential according to the aptitude test actually completed the course successfully (Taylor, 1997:256).

2.3.2. Memory aptitude tests

There are not many studies which advocate the use of memory tests for aptitude testing, but those that do focus on two distinct variations: the Wechsler Memory Tests and recall tests. In essence, memory tests like the Wechsler memory scale generally determine whether a candidate can reproduce the gist and logic of the original message, whilst recall tests merely focus on memory capacity (Monfort et al., n.d.:18).

2.3.2.1. Wechsler Memory Tests

The Wechsler Memory Tests are based on the assumption that interpreters need to remember as well as understand information conveyed through a discourse. The test usually consists of a list of words grouped into memory units, and the candidates are scored in terms of the number of memory units correctly remembered (Lambert, 1991:591; Gerver et al., 1989:727). The belief is that a grasp of the informal structure of a discourse can facilitate comprehension

in simultaneous interpreting and recall in consecutive interpreting (Lambert, 1991:591). However, these tests are subject to the constraint that items must be recalled in their original order, thus it is a better indicator of aptitude for consecutive interpreting than simultaneous, as the ability to process and organise the material to be remembered is not tested (Moser-Mercer, 1994:63-63; Monfort et al., n.d.:18).

2.3.2.2. Recall

Recall tests can be used to test candidates' memory capacity by asking the candidates to reproduce a meaningful message, rather than a list of items in a particular order. The candidates are generally asked to reconstruct the content of a discourse differently (i.e. through paraphrasing, summarising or over-generalising) (Monfort et al., n.d.:17). These tests can be a good indicator of the abilities required of an interpreter, as it assesses candidates' capacity to understand, analyse and reproduce the message with its logical links, as well as assessing their concentration capacity, presentation skills and ability to cope with stress. However, it does require clear explanation so that the candidates produce an account of the message and not a word-for-word rendition (Moser-Mercer, 1994:63-64; Monfort et al., n.d.:17).

The candidates therefore respond to the meaning of the speaker and show their grasp of the informal structure of the discourse. However, in a study conducted by Gerver et al. (1989), it was found that both recall tests and Wechsler Memory Tests proved too difficult to complete and thus ineffective for testing aptitude for interpreting (Gerver et al., 1989:726, 743).

2.3.3. Spoken cognitive aptitude tests

The main purpose of the oral exam is to assess the candidates' language knowledge, language fluency, demeanour in speaking (quality of voice, speed, assertiveness), and the ability to comprehend and remember the content of a discourse (Carroll, 1978:121). Generally, language proficiency can be tested either orally or written, but Chabasse and Kader (2014:22) claim that it is easier to use oral tests with a high number of applicants. Moreover, Timarova and Ungoed-Thomas (in Kalina, 2011:150⁸) found the correlation between written tests and the results of final examinations to be weak, thus oral tests are suggested for verbal intelligence and fluency (Russo, 2011:12). Over the years, there have been various studies

⁸ This article does not form part of the papers given at the Antwerp conference (see footnote 6).

testing the validity of oral tests, from Gerver et al.'s associational fluency tests and Lambert's shadowing to Russo and Pippa's paraphrasing and production of synonyms (Russo, 2011:12, 19).

2.3.3.1. Interviews

Interviews attempt to assess candidates' communicative competence in all working languages, general background knowledge and interests, education, awareness of current events, motivation, voice, diction, projection, assertiveness, presentation of self, and suitability for the profession (Chabasse & Kader, 2014:24; Moser-Mercer, 1994:63; Lambert, 1991:592; Gerver et al., 1989:725). In order to accomplish this assessment, interviews can be conducted with frequent switching among languages and include personal questions about candidates' backgrounds (Keiser, 1978:19). In a study conducted at the University of Ottawa, it was found that interviews were usually private, lasting approximately 20-30 minutes, and were conducted by faculty members who would be training the prospective candidate (Lambert, 1991:592).

This oral component of the aptitude test may also take the form of an improvised short speech in candidates' A language, where a subject is chosen at random, but concerning a publicly debated current event. This task assesses candidates' general knowledge, ability to express themselves, and the quality of their A language (Keiser, 1978:19). A further variation on the interview is the short exposé or presentation, in which candidates are given time to prepare a short speech in response to a cultural or current event. This task allows the assessment of presentation, stress management, communicative ability, verbal fluency, and general knowledge, as well as language proficiency in a B language, if presented in that language (Chabasse & Kader, 2014:23; Keiser, 1978:19).

In general, interviews are a controversial subject as they are subjective and difficult to score, as well as being subject to error-inducing factors such as fatigue, stress and variations in examiner's speech or input. Monfort et al. (n.d.:18) suggest using a panel of judges rather than face-to-face interviews in order to minimise their subjective character.

It must be stated that, from this overview, it seems that interviews are not entirely congruent with other forms of aptitude testing as they seem to focus more on determining the candidate's background and, to an extent, their personality. It may then be more realistic (also considering the difficulty in grading) for the interview to be used as a last resort form of test,

to assess borderline cases. It would also perhaps be more accurate to place this assessment tool among those that determine personality.

2.3.3.2. *Sight translation*

Sight translation involves the transposition of a text written in one language into a text delivered orally in another language, and requires a simultaneity of activities similar to that of simultaneous interpreting, as well as factors of time stress and anticipation. As it involves both aural and visual information processing, it can be defined as a type of both written translation and oral interpretation (Lambert, 1991:590; Monfort et al., n.d.:16). Sight translation is a direct performance task that assesses the comprehension of the source language (SL), the speed of comprehension, the ability to anticipate the message, the speed of production into the TL, the ability to produce a coherent message, and oral delivery, as well as stress tolerance and assertiveness (Moser-Mercer, 1994:63; Monfort et al., n.d.:16).

Keiser (1978:19) states that a text should be read to candidates once, followed by an immediate “off-the-cuff” translation, as this would indicate whether or not candidates know how to translate, are familiar with the SL, and are able to express themselves coherently despite the stress of the situation. Lambert (1991:590), however, builds on this and explains this test more fully by stating that candidates should be presented with a typed text in their B language and given a brief moment to prepare, then asked to deliver an oral sight translation of the text into their A language. They are encouraged to use skills such as reading ahead for anticipation, paraphrasing difficult information, and finishing sentences once they have started, rather than pausing or stopping and starting again. However, Lambert (1999:591) felt sight translation was not an efficient tool for aptitude testing, as he believed that candidates cannot be expected to succeed in a skill they have not yet mastered, and are in fact seeking admission for. Monfort et al. (n.d.:16) agree with this statement to an extent, but also state that sight translation is more reliable than interviews for assessing candidates’ proficiency in their B languages because they must prove that proficiency in a topic that is not of their own choice.

2.3.3.3. *Shadowing*

Shadowing is a paced, auditory tracking task that involves the immediate vocalisation of auditorily presented stimuli. In other words, candidates listen to a text and simultaneously repeat it word-for-word in the same language (Lambert, 1991:587). It can be used to assess

language proficiency, fluency, and the ability to concentrate, as well as the ability to listen, speak and think at the same time, without the benefit of previous experience in simultaneous interpreting (Chabasse & Kader, 2014:26).

The validity of shadowing has been much debated in literature as it can be seen as being a simple, easy to learn task of merely automatic parroting (Monfort et al., n.d.:17). However, Lambert (1991:587) concluded that one cannot shadow what one does not understand, and so candidates who cannot shadow in a B language do not show the linguistic competence required to enter the interpreting program at Ottawa University. Indeed, he (1991:587-588) states that the test can be varied in terms of speed and speaker's accent in order to create more stressful situations and increase the difficulty of the task itself. Chabasse and Kader (2014:27) further build on the shadowing task for the School of Translation, Interpretation, Linguistics and Cultural Studies at the University of Mainz in Gernersheim by providing the candidates with a list of auditorily presented yes or no questions, presented with no interruptions. The candidates were told to answer the first question in a complete sentence (i.e. yes plus repetition of the original concept) while listening to the second question, and so on.

Chabasse and Kader (2014:27) state that some of the questions were designed to test the candidates' concentration and retention skills, while others tested concentration and quality of their B language oral production. Some questions also required language transfers, thus testing concentration and language transfer ability. After correlating the scores with the final examination grades, Chabasse and Kader (2014:31) found that shadowing proved to be a promising indicator of aptitude, but that it took too much time. Therefore, they recommended changes in the grading and immediate availability of results to make the test more feasible.

2.3.3.4. Error detection

As far as the present study could find in the literature, Gerver et al. (1989) are the only scholars who suggest error detection tests as part of their series of psychometric tests for candidate selection. They categorise error detection as a text-based skill and say that it is an alternative approach to assessing speed and accuracy of candidates' response to discourse. The test requires the detection of errors in an auditorily presented text, in which the candidates' responses to the lexical, syntactic and semantic aspects of the tests are evaluated. The text itself includes targets of lexical errors (such as a non-word resulting from

mispronunciation), syntactic errors (such as an alteration of the tense of the verb), and semantic errors (such as the insertion of words that are different in meaning from those in the text). (Gerver et al., 1989:727).

The reasoning behind this test was the assumption that a sensitivity to the linguistic components of a discourse and the ability to keep up with the presentation would be reflected by the ability to monitor the material and detect errors (ibid). This test also involves external pacing and speed stress factors, which Gerver et al. (1989:743) claim needs to be evaluated with linguistic materials. After correlation with final examination results, it was found that error detection significantly discriminated between the pass and fail students, and as such proved to be a good predictor of aptitude.

2.3.3.5. Cloze, Synonyms, and SynCloze

The Cloze test requires that a candidate restore words that have been deleted from a text by relying on anticipation based on experience (or knowledge of current affairs) coupled with perception of the structure and internal relationship of the text. It is meant to identify a candidate's anticipation skills and language proficiency, particularly lexical, syntactic and semantic aspects of language processing (Monfort et al., n.d.:18; Chabasse & Kader, 2014:24; Moser-Mercer, 1994:64; Lambert, 1991:588; Gerver et al., 1989:727). Chabasse and Kader (2014:27) took the Cloze test one step further and proposed a personalised Cloze test, in which candidates listened to a short text describing the life of a fictional person and shadowed freely. In other words, the candidates substituted any information they heard with information about their own lives. While these tests proved to have significant predictive value, the evaluations of the test recordings took too long, and it was found that this test provided the same information as the simpler-to-evaluate cognitive shadowing test (Chabasse & Kader, 2014:31). On the other hand, results from Lambert's study on the University of Ottawa's selection process showed that the original Cloze test significantly discriminated between the passing and failing students (Lambert, 1991:589).

Closely related to the Cloze test is the synonyms test, which determines the ability to produce words which share an area of meaning or a common semantic property. It entails searching the long-term memory for semantic and associational aspects and assesses the candidates' associational fluency. It furthermore proved to significantly reflect differences between the pass and fail candidates at the final examinations. (Gerver et al., 1989:728, 731).

Shlesinger and Pöchhacker (2011:3) hold that previous studies showed that the ability to anticipate meaning in context is related to the interpreting task. Therefore, Pöchhacker used the Cloze test together with the synonyms test to create the SynCloze test, which discriminates between novices and advanced students. This test attempts to determine expressional fluency under time stress constraints by testing simultaneous comprehension and expressional skills. Whereas the Cloze test requires candidates to simply fill in the lexical gaps, the SynCloze requires candidates to fill in the gaps based on the content and to also supply as many contextually appropriate variants as possible (Pöchhacker, 2011:112-113). However, the SynCloze test proved to be too difficult to complete due to the high cognitive load in the search for synonyms. It was also hypothesised that the candidates may be discouraged from searching for synonyms after the first successful completion (Pöchhacker, 2011:118). Furthermore, Chabasse and Kader (2014:31) found that this test yielded problems with the syntactic differences in languages which led to varying levels of difficulty regarding anticipation skills. They also found that the evaluation of the test recordings took too long, and therefore suggested discarding this test.

2.3.3.6. Paraphrasing

In a paraphrasing test, candidates are asked to render the meaning of a message into other words and in a different syntactic construction (Moser-Mercer, 1985:97). It is a test of native language competence, accuracy, speed of comprehension and production, the ability to listen and speak simultaneously, stress tolerance, and assertiveness (Moser-Mercer, 1994:63). Therefore, paraphrasing involves simultaneous interpretation from the candidates' A language to their A language (shadowing), as the assessor can then focus on the skills relevant to the aim of the test without the error variables caused by linguistic code switching (Russo, 1989:57).

Pippa and Russo (2002:250) hypothesised that processing oral texts within the same language is an efficient strategy as it is a skill that may be implemented by students that have never been trained. Pippa and Russo (2002:250-251) furthermore considered paraphrasing to be a viable predictive tool as it is similar to the process of simultaneous interpreting, removes bias caused by uncontrollable variables such as uneven foreign language competence, is useful in assessing language competence, and requires linguistic creativity at the cognitive and linguistic levels, as well as an understanding of the text. Moreover, paraphrasing implies the ability to perform semantic equivalences for synonym production. Therefore, Pippa and

Russo (2002:251) showed that an unsuccessful paraphrase test was not the result of poor understanding but rather poor language proficiency.

As a result, paraphrasing is used to test the cognitive-linguistic abilities of candidates, particularly their language competence, comprehension of the message, their speed and accuracy in production, their delivery, their ability to produce a coherent message and their mental flexibility (Monfort et al., n.d.:16). While paraphrasing proved to have a significant predictive value (Taylor, 1997:257), this test mostly proved that candidates who scored high on the test successfully completed the interpreter course *faster* than those candidates who scored low, indicating that the skills tested for would be developed through more training for those candidates who scored low. Furthermore, the paraphrase test needed to be scored on various positive and negative operations, meaning that this test would take a long time to evaluate (Russo & Pippa, 2004:412-413, 422-424). Yet, it has been shown that candidates who scored higher on the paraphrase test went on to complete their interpretation course faster and with better final evaluations (Russo, 2011:23).

From this review, it can be seen that there is reason to assume that candidates who can assimilate and reproduce oral discourse under conditions similar to simultaneous interpreting will become successful students. However, when repeating the test, Russo (2014:12-13) found that only the evaluation of synonym production was consistent with the previous study as a significant predictor of ability. It therefore seems that synonym production is a particularly reliable predictor of aptitude for interpreting (Russo, 2011:21).

2.4. Testing for personality traits

Bontempo and Napier (2011:87) have claimed that personality appears to be a poor predictor of general cognitive ability and, as such, tests of cognitive ability should be interpreted separately from personality tests, with limited inferences between the two. This reinforces the view that attention should be paid to both general cognitive ability and personality factors in selection processes. However, the “primacy of general cognitive ability as a predictor of occupational performance remains largely undisputed, despite gains in the field of personality studies” (Bontempo & Napier, 2011:86). In fact, it has been found that the relationship between general cognitive ability and personality is negligible, as an intelligent person may also be lazy, insecure and unmotivated while a responsible, secure and careful person may lack the general cognitive ability required for a specific task (Bontempo & Napier, 2011:86-

87). However, it can be said that performance in a task is reliant on both ability and motivation factors, and it is widely held that both personality factors and general cognitive abilities influence a person's performance in a task (Bontempo & Napier, 2011:86, 87).

Research into personality for interpreting has been undertaken since the early 2000s, drawing on the influence of the neurosciences, as well as cognitive and educational psychology, to determine the links between emotion, attention and learning relative to interpreting (Shaw, 2011:72; Rosier et al., 2011:54). Researchers of foreign language acquisition have identified a wide range of individual variables to do with personality traits, attitudes and communicative competence: intelligence, aptitude, motivation, anxiety, risk taking, cognitive style, introversion/extraversion and ego permeability. These variables have been divided into three main categories: cognitive variables (which has dominated discussions on aptitude testing), affective variables (such as motivation) and personality variables (such as extraversion) (Rosiers et al., 2011:55).

While Timarova and Salaets (2011:32) have admitted that soft skills, such as affective and personality variables, have been found to be weaker predictors than hard skills, such as cognitive variables, the interest in soft skills is on improving the current aptitude testing procedures, not replacing them entirely (Nicholson, 2005:111). Furthermore, the study of soft skills has found that they do help to predict the successful completion of interpreter training (Timarova & Salaets, 2011:32).

2.4.1. Myers-Briggs Type Indicator (MBTI)

Research linking personalities and careers has shown that certain types of people gravitate towards particular professions. To this end, many scholars and professional interpreters agree that interpreters need to be cool under pressure, have strong self-control and good nerves, be quick-witted, inquisitive, curious, adaptable, versatile, open-minded, have a knack for communicating, pay attention to detail, and be self-confident and extroverted (Nicholson, 2005:113, 116). However, Nicholson (2005:114) reports that there have been discussions about the possibility that introverts may make better interpreters, as they are more focused on their "inner world" and as such are less likely to be distracted when working.

Due to this dichotomy, Nicholson (2005:110) suggested the use of the Myers-Briggs Type Indicator (MBTI) to determine the personality profile of an interpreter. If a general personality profile could be found, the MBTI could then be used as an aptitude test for soft

skills. The MBTI consists of a series of personality related, situational questions which a candidate must rate on a Likert scale (the measure of the level of agreement or disagreement). The score can then be calculated into four scales: extraversion/introversion, sensing/intuition, thinking/feeling, and judgement/perception. A person usually shows a degree of preference for one side of each scale (Nicholson, 2005:116-118). Nicholson (2005:118, 136) distributed the test among several groups of interpreter trainees and found that interpretation attracts all personality types. Therefore, while personality does have an effect on a person's comfort level in various situations, Nicholson's (2005:137) study proved that the personality profiles of interpreters can cover a wide variety. Thus, the MBTI cannot be used as an aptitude test.

2.4.2. Achievement Motivation Test (AMT)

Motivation research is based on the idea that student learning is impacted by goal orientation, task value and affect (Shaw, 2011:71). Timarova and Salaets (2011) stated that motivation, capacity and opportunity together are the most important determinants of work performance. However, while motivation is considered an important trait in interpreter candidates, it is difficult to measure objectively. Motivation differs in different situations (for example, people are more motivated to accomplish tasks they enjoy) and there is much doubt as to the possibility of reliably determining motivation in aptitude tests (Timarova & Salaets, 2011:34-35).

The Achievement Motivation Test (AMT) is a self-report tool consisting of a 90 multiple-choice item questionnaire; candidates must choose the response they most favour for each statement. It is designed to measure three motives: achievement motive, debilitating anxiety, and facilitating anxiety (Hermans, n.d.). High scores on the test indicate individuals who place great importance on performing to the best of their ability, and who perform better under stress. Low scores indicate individuals who are not achievement driven, do not benefit from stress and unstructured tasks, and are not affected by stressful situations (Timarova & Salaets, 2011:40). The results for this test, when correlated with final examination marks, found that successful graduates suffered less from stress and benefitted more from positive anxiety. However, most of the results only showed a significant difference on the two anxiety scales (Timarova & Salaets, 2011:49). Yet, the AMT may be a useful tool for determining a candidate's ability to handle stress and anxiety.

2.4.3. Gardner's Attitude/Motivation Test Battery (AMTB)

Researchers agree that a positive attitude, motivation and communicative competence can contribute to the language learning process. As such, Rosiers et al. (2011:55, 56) compared the individual difference variables of translation and interpretation students to investigate whether they differ in terms of levels of language anxiety, linguistic self-confidence and motivation. From this, a general profile of individual difference variables could be used as a predictor of success.

Gardner's Attitude/Motivation Test Battery (AMTB) is similar to the MBTI in that it consists of a list of statements that candidates must respond to on a Likert scale. Rosiers et al. (2011:58-60) used the AMTB to determine candidates' linguistic self-confidence⁹ (their perception of their own language skills), motivation and language anxiety. It was found that although the interpreting candidates reported minimal levels of language anxiety, there was no correlation between language anxiety and their performance on a sight translation task (used to gauge their skill), and no significant correlation between the scores on the individual difference variables and the candidates' performance parameters (Rosiers et al., 2011:62-63). Furthermore, motivation was not found to be associated with the other variables, and there were no significant correlations between the level of language anxiety, linguistic self-confidence and motivation, and the scores for fluency and quality on the sight translation task. Therefore, individual difference profiles will not work as predictors of success in interpreter training (Rosiers et al., 2011:65).

2.4.4. Nufferno speed stress

Many researchers agree that the act of interpreting is one that causes a lot of stress, which drains a person's mental resources and has a negative impact on working memory, problem solving and information processing (Mathey, 2013). As such, the relationship between candidates' dominant and subordinate languages may change when dealing with various stresses. The professional interpreter may have to act under various stresses, such as: task stress, when dealing with a high information load, which leads to the breakdown of interpreting performances; environmental stress, such as outside noises; and emotional stress, such as fear and risk-taking (Dornic, 1978:263-264, 266). However, a successful interpreter is

⁹ The Self-Perceived Communication Competence (SPCC) questionnaire was also used to determine candidates' perception of their own communicative competence (Rosiers et al., 2011:58).

able to deliver a high-quality interpretation despite the effects of stress on the working memory (Mathey, 2013).

Gerver et al. (1989:728) suggested the Nufferno test to determine the effect of speed stress on non-linguistic, cognitive tasks. In effect, this test was suggested as Gerver et al. (1989:728) assumed that speed stress severely impacted interpreter performance. Candidates were given three sets of letter series problems and asked to solve them, first timed and then untimed, and were evaluated based on their speed, accuracy and persistence. The stress-gain score was then derived by subtracting the untimed result from the timed result (Gerver et al., 1989:728).

However, when correlating the results with the final examination marks, it was found that the Nufferno stress-gain score failed to discriminate between the candidates who passed and those who failed the final examination (Gerver et al., 1989:743). Therefore, this test proved to be a poor indicator of aptitude.

2.4.5. Wisconsin Card Sorting Test (WCST)

According to Timarova and Salaets (2011:35), as interpreting courses are generally less structured than other training courses, cognitive flexibility is considered to be an essential component, particularly with regard to seeking innovative solutions to problems. Cognitive flexibility is therefore defined as the readiness to change the cognitive content and its attributes, or to switch to a different action as required by the situation (Timarova & Salaets, 2011:35).

Cognitive flexibility can be tested with the Wisconsin Card Sorting Test (WCST), which entails sorting a deck of 64 cards into four different slots. However, it is only after placing each card that the candidates receive feedback as to the correctness or incorrectness of the categorisation they have chosen, with no explanation given as to why. There are three rules to the categorisation of cards, but the candidates are not told which rule is being applied. These rules can also change without warning during the test (such as when a candidate has discovered the first rule) and the candidates must then adjust to the new rule. Thus, there is a high incidence of error in this test (Timarova & Salaets, 2011:41). Consequently, the WCST determines problem solving skills as well as cognitive flexibility.

After correlation of the WCST scores with final examination results, it was found that successful graduates had made significantly fewer mistakes on the WCST than unsuccessful

graduates. Furthermore, unsuccessful graduates showed no difference in cognitive flexibility to the control group in the study, indicating an average cognitive flexibility ability, not entirely sufficient for interpreter training (Timarova & Salaets, 2011:49). Therefore, it seems that the WCST can be used as a predictive measure of cognitive flexibility and problem-solving ability.

2.4.6. Self-efficacy, goal orientation and negative affectivity

A final note on personality testing should be made with regard to the psychological constructs of self-efficacy, goal orientation and negative affectivity¹⁰. Bontempo and Napier (2011:86) have noted that there have been no studies to date that obtained a psychological profile of qualified interpreters with a measurement of emotional stability to determine if it is a viable predictor of performance in interpreting studies. This lack of research is despite evidence that the capacity to handle stress can influence the acquisition and performance of interpreting skills, as well as the understanding that higher levels of neuroticism and anxiety negatively impact and impede the acquisition and performance of these skills. Bontempo and Napier (2011:85-86) therefore hope to enhance researchers' understanding of the impact of personality on interpreters by drawing on psychological research on occupations.

Bontempo and Napier (2011:92, 93) attempted to link these three traits to perceived interpreter competence in order to investigate the possibility that a simple personality test battery could be devised to test interpreter aptitude, in conjunction with cognitive ability tests. However, they (2011:98) found that only negative affectivity was a significant predictor of an individual's perceived interpreter competence, as people with "high levels of negative affectivity reported lower levels of competence as interpreters". Therefore, emotional stability as measured by negative affectivity has proven to have the strongest impact on perceived interpreter competence, which Bontempo and Napier (2011: 98-99) state may have a practical application for the occupational stress management of interpreters. However, Bontempo and Napier (2011:99) have not given an indication of how negative affectivity may be used to achieve this goal or the goal of predicting aptitude for interpreting studies

¹⁰ Self-efficacy is the measure of an individual's "level of expectancy of succeeding at a task, resulting from belief in one's overall performance competence". Goal orientation is related to motivation and is a "dispositional trait that leads some individuals to seek challenging tasks and to thrive under difficult conditions". Finally, negative affectivity is a construct linked to neuroticism and anxiety, which can either be an enduring temperament or a temporary mood. People with high levels of negative affectivity tend to respond negatively to stressors while people with low levels of negative affectivity have better coping strategies for stress (Bontempo & Napier, 2011:90-92).

beyond the statement that the predictive potential of the range of factors impacting interpreter performance is not fully understood, thus it may be unwise, in their opinion, to implement personality testing in admission screening.

Bontempo and Napier (2011:99) further indicate that a simple awareness of these personality traits may aid trainers in mitigating any effects in the classroom or workplace. However, incorporating predictors of personality indicators with cognitive predictors of interpreter skills in aptitude tests will move the study of interpreting closer to generating professionals who will work smarter and harder (Bontempo & Napier, 2011:101). Therefore, while testing for personality may seem to be discriminatory, the clear relationships between individual difference variables (such as cognitive ability and personality traits) and the resulting job performance are proof that aptitude tests for enduring personality traits, such as stress management, motivation and negative affectivity, should be implemented in screening procedures (Bontempo & Napier, 2011:100).

2.5. Problems with aptitude testing

It can be seen from the review above that the present forms of aptitude testing are unreliable, highly subjective and, for the most part, are unable to correctly predict candidates' academic performance (Dodd, 1990:17). This could be due to the fact that the essential and subtler features of the task of interpreting are still not fully understood, meaning that testing and training strategies are always in need of further research and improvement (Alexieva, 1993:8). There are also cases of false pass/fail results from aptitude testing that could be due to the subjective or objective criteria of examiners, the teaching strategies, or motivation and demotivation. However, there is not enough research on these aspects of aptitude testing (Dodds, 1990:17); see Bontempo and Napier's (2011) draw on the influence of occupational psychology research, as well as their discussion on the need for enduring personality traits tests, in section 2.4.6. above.

Moreover, Dodds (1990:19) criticises aptitude testing for presupposing that candidates know what to do, as current tests seem to ask candidates to perform a task that they have not yet been trained to do (for examples, see sections on sight translation, Cloze and paraphrasing above). He (1990:20) further states that connotations of ignorance in the case of failure, feelings of failure or success, the influence of praise or disapproval, anxiety or stress, the influence of the examiner, the feeling of being observed, the attitude of the candidate, and

intentional falsification of results are all factors which may negatively influence the implementation of aptitude tests. To this end, continuous feelings of success and familiarity with the tester may improve candidates' performance (Dodds, 1990:20). Zannirato (2013:108) also claims that attempts to identify the 'ideal' candidate profile may produce the opposite result due to the candidates' feelings of self-efficacy, where low levels of confidence may lead to a negative self-fulfilling prophecy.

The view of the 'ideal' candidate is furthermore problematic due to the premise that personality traits have a universal predictive power, without recognising that an individual person may have a unique set of organised traits (Zannirato, 2013:112). However, it was shown by Nicholson's use of the MBTI that there is no set personality that performs better as an interpreter (see section 2.4.1. above). Yet, personality trait theories are highly influential and can serve as a platform for evidence-based decisions on human activities across a range of settings (Zannirato, 2013:116). On the other hand, personality trait tests do not take culture into account or give consideration to ecological and idiographic concerns, which may endorse unfair and untrue stereotypes, leading to false pass/fail results. Moreover, the interpretation of personality tests requires psychometric and psychological training, thus providing an unfair power dynamic if anyone is allowed to administer, interpret, and communicate the results of a personality test (Zannirato, 2013:116, 118). In addition, the examiner's own beliefs as to the 'ideal' candidate may further affect results, which has prompted Dodds (1990:22) to assert that it is not the teacher's duty to randomly discard anyone who does not have the innate talent that characterises a 'great' interpreter.

Zannirato (2013:123-124) has affirmed that the issue of predictive value is important for aptitude testing for interpreting, but that more research is needed. If selection criteria are informed by a reflection at the local level, and do not use the universal idea of the 'ideal' candidate, the predictive value of aptitude tests should increase. Zannirato (2013:120, 124) further advises a greater level of multidisciplinary to strengthen research attempts, as, for example, studies in the social sciences can provide guidelines in the design and implementation of ethnographically-oriented selection tests. Furthermore, research could explore the possibility of provisional acceptance for those candidates with unclear potential, according to aptitude testing, as can be seen with interviews in section 2.3.3.1. above (Zannirato, 2013:121).

2.6. Conclusion

It can be seen from this review chapter that current research on aptitude testing focuses primarily on testing the validity of selected tests. A summary of this discussion can be seen in table 2.2 below.

Table 2.2: Summary of aptitude tests and what they test

Test	Qualities							Predictive Proven?
	Language Fluency	General Knowledge	Memory	Expressive Ability	Linguistic Skills	Personality	Stress/ Anxiety	
Translation	x				x			not tested
Rewriting	x				x			no
Summary Writing	x			x	x			no
Weschler			X					no
Recall	x		X	x	x		x	no
Interviews	x	x		x		x		in some cases
Sight Translation	x			x	x		x	no
Shadowing	x			x	x		x	yes
Error Detection					x		x	yes
Cloze	x	x			x			yes
Synonyms	x		x		x			yes
SynCloze	x		x		x		x	no
Paraphrasing	x			x	x		x	yes, but only the synonyms section
MBTI						x		no
AMT						x (motivation)	x	yes, for stress
AMTB	x (self- perception)					x	x	no
Nufferno							x	no
WCST					x (problem solving)	x (cognitive flexibility)		yes

There is barely any discussion on how the tests developed or what they entail, and there is no description on how to administer the tests. Furthermore, while most tests have been found to be unreliable, subjective or somewhat discriminatory, a number of aptitude tests have proved effective and can thus be used to inform trainers with limited resources as to the best potential

candidates. Moreover, if based on a local-level idea of the ‘ideal’ candidate rather than the universal, aptitude tests may prove to be more reliable.

Thus, this study focuses on gaining a local understanding of the ‘ideal’ candidate so as to lead to the development of a more reliable aptitude test for the South African context. This study sets out to bridge a gap in the research by following the development of a model for aptitude testing and providing a description on how to administer the final proposed test(s).

Chapter 3: Methodology

“Even Leonardo da Vinci – extremely versatile engineer, musician, painter, sculptor, architect, natural philosopher, designer of airplanes and submarines – was not equally gifted in all the directions toward which he focussed his great originality and powers of concentration [...] He was not equally superior in every trait.” (Bingham, 1942:25)

3.1. Introduction

The purpose of this chapter is to describe the method that will be used to gain the required data in order to reach the goal of designing a model for a custom-made aptitude test for the South African context, that is informed on the local level. This method was designed to firstly provide insight into what interpreting trainers at South African tertiary institutes look for in prospective candidates, so as to find the best aptitude tests for their purposes. Secondly, this method sought to determine if the chosen aptitude tests would be easy for trainers to administer and candidates to complete, so that the aptitude test will accomplish what it is designed to show and will not prove to show merely test-taking abilities caused by unfamiliarity with the question itself.

This chapter discusses the research design, followed by the research instruments and the participants. This will be followed by the considerations for ethical clearance as well as a brief discussion of the limitations of this research design.

3.2. Research design

This study will use a qualitative research design in that it seeks to explore the concept of informing aptitude tests on the local level through questionnaires and interviews. These research tools are designed to gather the opinions of the participants.

This study will make use of online questionnaires to gather opinions on the matter of aptitude testing for interpreting in South Africa. These questionnaires will be structured with some open-ended questions to allow respondents to answer in more depth. According to Moser-Mercer (1994:66), the first step to designing an aptitude test should include the “development of as complete an inventory of parameters (subskills) as possible” in order for the selection of appropriate tests and assignment of parameters to each test to take place. These questionnaires will allow the researcher to gather this information based on the local level.

This method has been proven in a study conducted by Timarova and Ungoed-Thomas (2005) where they used surveys to elicit information regarding the types of aptitude tests currently in use in Europe and the skills the tests determine. This study proved the success of this research tool in showing that 12 out of 18 participating schools desired to test for a particular trait but did not have a test for it (Timarova & Ungoed-Thomas, 2005:27). However, the disadvantage of this method is that the researcher will not be able to follow up if any answers received create more questions. Due to this fact, interviews will be used to follow up on the questionnaires.

The interviews will be semi-structured, allowing for some deviation from the set questions in order to gain more in-depth answers. The disadvantage of this type of research tool is that the researcher may unintentionally guide the participant toward a certain desired response. Therefore, care will need to be taken to phrase all questions in an objective manner.

3.3. The trainers

Interpreting trainers are those individuals who teach, lecture, or are involved in the teaching of interpreting to individuals at a tertiary level. In order to select the sample of trainers to send the online questionnaires to, it was first necessary to determine which tertiary institutes offer interpreting training.

3.3.1. Determining the selection of interpreting trainers

From a simple internet search, a list of institutes offering training in interpreting in South Africa can be found. The researcher for this study used the list provided by the South African Translator's Institute (2007) and compared it with the list provided by Lexicool (2017). This comparison resulted in 13 tertiary institutes that offer interpreting studies in South Africa.

Next, the researcher visited each of the listed institutes' websites to confirm the presence of an interpreting course and cross-checked by phoning the various departments. It was found that three of the institutes in fact did not offer interpreting courses and that two had more than one interpreting trainer. Moreover, two lecturers (not necessarily of interpreting but with experience in the field) from Stellenbosch University were later added to the sample list, due to a shortage of responses. Table 3.1 below shows the final 10 institutes, the department which offers the course, the type of course offered, and the number of interpreting trainers that were contacted at each institute. Finally, after obtaining the email addresses for each

trainer of interpreting, the researcher sent out the online survey questionnaires to a total of 14 trainers.

Table 3.1: List of trainers to receive questionnaires

Institute	Department	Course	Trainers
Durban University of Technology	Department of Arts and Design	Translating and Interpreting Practice diploma and degrees	1
University of Free State	Department for Linguistics and Language Practice	Language Practitioner degrees	2
Nelson Mandela Metropolitan University	Department of Applied Language Studies	Modules in interpreting are available	1
Stellenbosch University	Department of Afrikaans and Dutch, and Language Centre	Postgraduate diploma in Translation and Honours degree in Translation	4
University of South Africa (Unisa)	School of Arts - Department of Linguistics and Modern Languages	Bachelor of Arts Honours in Translation Studies	1
University of Limpopo	School of Languages and Communication Studies	Translation Studies and Linguistics (includes interpreting theory and practice)	1
University of Witwatersrand	Faculty of Humanities	Translation and Interpreting diploma and degrees	1
North-West University	School of Human Sciences, and School of Languages	Translation and interpreting degrees, Language Practice degrees	1
University of Johannesburg	Department of Humanities	Applied Linguistics degrees (can specialise in interpreting)	1
University of Pretoria	Department of Afrikaans	Applied Language Studies degrees	1

3.3.2. The questionnaire

The questionnaire for the interpreting trainers was designed to gather data on their current forms of aptitude tests (if applicable) and the skills they test for or wish to test for. Timarova and Ungood-Thomas (2005:19) state that “[t]here is modest literature outputs on tests applied in some schools, which typically focuses on a) tests administered, and b) skills tested”. Therefore, this questionnaire focuses on these two aspects. This questionnaire can be seen in Addendum A.

Questions 1 to 6 of the questionnaire ask for basic background information to the course as well as on the number of candidates who apply for and drop out of the course. Also included was the candidates' experience with interpreting. This information is designed to provide a base for choosing aptitude tests determined by the length of the course and whether the tests must be administered to small or large groups of candidates. This will in turn determine the length of the aptitude test, which skills are more important to be tested, and the parameters of the test. For example, a longer course allows more time for candidates to learn essential skills while a shorter course requires candidates to be more skilled in certain areas, such as ability to learn quickly (Moser-Mercer, 1994:66).

Questions 7 to 15 are designed to gather the trainers' opinions on aptitude testing in general as well as on any such test that is offered by their training course. These questions also focus on the trainers' opinions on the 'ideal' interpreting candidate and which skills they would like to see tested for in aptitude testing. These questions will be used to create a list of locally desired skills that need to be tested for.

3.4. The students/candidates

The sample of possible interpreting candidates will be selected from undergraduate language students at Stellenbosch University. Timarova and Salaets (2011:35) point out that a limitation on aptitude testing research in interpreting is related to population size. Therefore, in order to achieve a larger sample, undergraduate students who have some knowledge of interpreting will be asked to participate, whether or not they wish to pursue a course in interpreting, rather than only selecting from current interpreting students.

Stellenbosch University's Department of Afrikaans and Dutch and Department of Modern Foreign Languages both offer language courses for a three-year undergraduate degree. In particular, the third year Afrikaans and French courses offer a module on translation and this module can serve as an introduction to interpreting as well. Therefore, the coordinators of both courses were contacted and their permission was asked to present information on this study to their students, and to ask the students directly for their email addresses to forward a questionnaire to them. A total of 41 students provided their email addresses.

3.4.1. The questionnaire

The questionnaire for the language students was designed to determine the difficulty that would be involved in completing the aptitude test. It is necessary to determine whether a candidate is familiar with a test before it is administered so that the results reflect the skill that is being tested for and not the candidate's test-taking ability. This questionnaire can be seen in Addendum B.

Questions 1 to 4 introduce the students to the concepts of interpreting and aptitude testing and ask for their opinion on these two subjects. These questions are also designed to gather background information as to the students' current field of study and their interest in pursuing a career in interpreting.

Questions 5 to 22 describe the different available aptitude tests and ask the students to rate them on a Likert scale according to their level of perceived confidence in successfully completing the tests. This section will provide information that will be of further use in determining the best available aptitude tests that can be used to determine desired skills and traits.

Finally, question 23 is an open-ended question that enquires as to the students' opinions on the aptitude tests described in the questionnaire. This question will hopefully provide insight into the research question of whether the final aptitude test model may better prepare candidates for a professional career as an interpreter.

3.4.2. The interviews

The interview questions were structured after the return of the questionnaires in order to gain clarification on certain answers. The interviews were of a semi-structured design to allow for more in-depth conversations on the topic of the study. Furthermore, this design allowed for a flexible interview, which is a key factor in interviewing that allows the interviewer to respond to any issues that emerge during the interview. An interview guide was developed to provide the researcher with an outline of the main topics to be covered, but still allow the flexibility for the interviewee to lead the interview (King & Horrocks, 2011:35). In this way, the researcher could avoid unintentionally leading the interviewee towards providing an anticipated answer.

Patton (in King & Horrocks, 2011:36) states that there are six types of research questions in a qualitative interview. This study utilised three out of the six types, namely background, opinion and knowledge questions. Background questions are descriptive questions that provide personal characteristics about the interviewee that may be necessary information for the study (King & Horrocks, 2011:37). Opinion questions enquire into what the interviewee thinks about the topic under discussion, and this informed the majority of questions for this study. Finally, knowledge questions distinguish between opinion and what the interviewee believes to be a 'fact', regardless of whether or not it is actually true (ibid).

Six students (from the 41 who provided their email addresses to take part in the online questionnaire) were invited to take part in an interview. When arriving for the interview, the students were given a consent form to read and sign (similar to the online consent form in Addendum D). Only after the students had signed the form, thus indicating their willingness to participate, did the interview commence. The interview process opened with general background questions, to ease the interviewee into the more in-depth opinion and knowledge questions. The interview then closed by asking if the interviewee had anything more they wished to say and by inviting them to ask any questions they had about the study itself (King & Horrocks, 2011:55-56). During the interview process, audio recording was used to keep a record of the discussion. With this interview, the researcher hoped to answer the research question of whether aptitude tests could improve the quality of the profession of interpreting through providing candidates with a better understanding of interpreting in general and their ability to complete an interpreting course specifically.

3.5. Ethical clearance

As this study involved contacting people to ask for their opinion, it was necessary to obtain ethical and institutional clearance. This was done by applying to the Departmental Ethics Screening Committee of Stellenbosch University. All relevant documents (including consent forms and proposed questions) were submitted, along with the proposed security measures (i.e. password protecting files), and ethical clearance was summarily granted, as can be seen in Addendum C. Furthermore, a copy of the required consent form can be seen in Addendum D.

3.6. Limitations of the research design

The biggest limitation of this study is that sending out questionnaires and requesting interviews can have a low return and thus impact results by having a reduced sample size. Moreover, using questionnaires and interviews can lead to subjective answers. Therefore, the results may be biased towards a certain outcome. Finally, it might not be possible to validate the research results, as repeating the study may lead to different outcomes, as research subjects could answer the questions differently.

3.7. Conclusion

This chapter has explained the research design implemented to achieve this study's goal. The various questionnaires and interviews were described and discussed, as well as the sample of participants. The data gathered through this research method will be presented in the next chapter.

Chapter 4: Results

“If used correctly, it [aptitude testing] allows people to get a sense of whether or not they are right for the course/profession.” (Student 1)

4.1. Introduction

The previous chapter presented the methodology that was followed in the empirical study. This chapter will lay out the results achieved from the research tools used. The data gathered from the online questionnaires sent to the trainers and students will be presented here. Transcriptions of the interviews are provided in Addendum E, and the relevant data will be presented in this chapter.

4.2. Results from trainers

Of the 14 surveys sent out, six responses were received. In other words, a return of approximately 43% was achieved in this study. According to Kumar (in Hale & Napier, 2013:68), this is an acceptable return for a probabilistic sampling method which does not aim to make generalisations. Thus, for the purpose of this study, these results will be taken to indicate an average idea.

4.2.1. Background questions

Four out of the six responding trainers indicated that their programme is a postgraduate course, and two indicated an undergraduate course. Three of the courses are one-year generic courses, one is a two-year specialised course, one course is 18 months long, and one is an unspecified amount of time. This indicates that the average amount of time of an interpreting course in South Africa is 15,6 months. An average of approximately 16 candidates apply for these courses, and an average of approximately 2 candidates drop out during the year. In addition, four out of the six trainers indicated that the applying candidates do not have previous experience with interpreting. In other words, an average of approximately 67% of candidates applying for interpreting do not have any experience with interpreting.

The trainers were then asked if it was preferable for the candidates to have previous knowledge of interpreting. The majority (that is, four) indicated that it was not necessary, as the courses assumed beginner status and so taught the basics of interpreting, although some knowledge as to what interpreting is would be to the students' benefit. However, two of the

interpreters stated that experience is necessary for a postgraduate course “so that they [students] can build on this experience and work at a specialised level” (Trainer 2).

4.2.2. Question 7: The skills of an ideal interpreter

Question seven was one of the key questions in this survey. It asked the trainers to list the skills and/or characteristics of their ‘ideal’ interpreter. Very few of the trainers agreed on a set of characteristics, leading to a long list, as seen in table 4.1 below.

Table 4.1: List of skills agreed upon by trainers

Skill	Number of mentions
Near native fluency in A and B languages	3
Good language skills (to this is added the ability to reformulate a language into another)	3
Interest in current affairs	3
Inquisitive nature and eagerness to learn	3
Good general knowledge	2
Research competence	2
Ability to think on one's feet	2
Not being a perfectionist	1
Competence in a C language	1
Cultural competence	1
Knowledge of content fields (e.g. law)	1
Computer literacy	1
Passion for languages	1
Good concentration and focus	1
Ability to remain calm under high stress	1
Good voice	1
Confidence	1
Analytical skills	1
Memory skill	1

Table 4.1 shows a list of 19 skills, but the focus seems to be on good language skills, an interest in current affairs, an inquisitive nature with good research competence, a good general knowledge, and the ability to think on one’s feet.

4.2.3. Question 8: Opinion

Question 8 asked for the trainers' personal opinions on the idea of aptitude testing. Table 4.2 below shows the lecturer responses for this question. All six respondents agreed that aptitude testing is a necessary tool, not only for the trainers but for the students as well. Three respondents stated that aptitude testing would allow for the determination of language skills, as an interpreting course is not a language acquisition course. Two respondents indicated that this type of test would give students an indication of what interpreting entails, so that if it is not the right career move for them, they can look at other options. One trainer, however, expressed doubt as to the efficacy of the current available aptitude tests.

Table 4.2: Responses to Question 8

Trainer	Answer to question 8
1	It [is] a excellent idea to identify the students beforehand that would possibly make it and others that should rather decide on other options. It also determine[s] the possible success rate of the students. Candidates with language or speech problems can be determined beforehand: soft speakers or possible speech impediments, etc. The language capabilities and the level of the two languages of the candidates can also be determine[d] as it is not a language acquisition programme and students' language skills (listening, comprehension and speaking) should be on an acceptable level as comprehension and deverbilization is of utmost importance for the (trainee) interpreter. it would be of no use if the candidate has beginner language skills in one of the language he wants to follow during the programme.
2	It is necessary for placement in order to test interpreting potential as well as language competence. However it is questionable whether current aptitude testing methods are able to predict future success in the profession as regards character.
3	It might give us an idea of the potential of prospective students in the field. Thus, I believe it could just prove to be a step in the right direction.
4	I think it is useful because sometimes candidates have an unrealistic idea of what interpreting is. It will give them an idea of what the job entails. Also, it is not a profession one should embark [on] if you don't have the skills to do it. An aptitude test will already give the candidate an idea of whether he/she has the ability to do this job.
5	It is very important.
6	Excellent tool

4.2.4. Questions on current screening procedures

The trainers were asked if their courses currently had a screening procedure, and two out of the six respondents answered yes. In other words, only one third of training institutes actively screen their applicants for interpreting potential. One course offers a three-and-a-half-hour test which consists of a translation, a written opinion on a short text, and a text to be edited. Borderline cases are invited to a second screening which consists of an oral interview and a summarising test. The second respondent did not provide details of his/her institute's screening procedure, but simply indicated that he/she considered it to be sufficient.

The four trainers who answered negatively to the question on screening procedures were then asked to provide a list of the skills that they would wish to test for. Three indicated language skills (with one respondent further expanding that to listening, writing and speaking), one trainer advocated for concentration skills and the ability to stay calm, one trainer wished for analytical and memory skills, and one simply stated the ability to receive and produce at the same time. These skills are summarised in table 4.3 below.

Table 4.3: List of desired skills to be tested for

Skills	Trainers advocating
Language skills (listening, writing and speaking)	3
Concentration skills	1
Ability to stay calm	1
Analytical skills	1
Memory skills	1
Ability to receive and produce simultaneously	1

4.2.5. Question 12: Soft skills

The trainers were questioned on their opinions on testing for personality traits, or soft skills. Three respondents stated that it was important, with one further stating that it would be difficult to test for. One respondent detailed that during an aptitude test, a candidate would very quickly realise whether or not he/she is suited to interpreting, and one respondent indicated that an interview would be the best way to test for soft skills. Finally, one respondent stated that he/she is not in favour of testing for soft skills. These responses can be seen in table 4.4.

Table 4.4: Responses to question 12

Trainer	Response to question 12
1	It probably has its advantages but I am not in favour of this, simply because [if] each individual will develop his unique way of interpreting. Some are born with interpreting skill[s] others should be [taught] to interpret
2	I believe that it is a factor that can best be tested in an interview
3	Not everyone who has a good command of a language can become an interpreter. Therefore, certain personal traits are important in the profession.
4	Some traits are helpful for interpreting, but how does one test it? I think that during an aptitude test (interpreting test) a candidate will realize very quickly whether he/she is able to do the job.
5	Also very important
6	Very important, but hard to test

4.2.6. Final questions

The third last question of this survey asked if the scores of an aptitude test would be needed immediately. Five out of the six respondents answered yes to this question. For the final two questions, the respondents were asked which they would prefer: an aptitude test, an introductory course to interpreting, or both; and they were ultimately asked to provide a reason for their response.

Five of the respondents answered that they would prefer both an aptitude test and an introductory course to interpreting, and one respondent advocated for an aptitude test. Two respondents failed to give reasons for their answers, including the respondent who preferred the aptitude test. These responses can be seen in table 4.5. The four respondents who provided a reason all basically stated that an aptitude test would indicate base knowledge and allow the trainers some insight into the students' abilities. The introductory course would then build on the base knowledge so that all students have a similar background, and it would allow the students to make an informed decision on then completing the interpreting course.

Table 4.5: Responses to question 15

Trainer	Response to question 15
1	N/A
2	Aptitude test will screen for the baseline competencies that need to be there. An introductory course in interpreting will ensure that students have a similar theoretical background on which to build and are aware of what it takes to pass a course at this specific institution. Students wishing to go on to MA study partly by coursework should either have passed an introductory course in interpreting or have some prior experience.
3	With an aptitude test, one tests to see what the student knows about the profession. The introductory course will then build onto that knowledge.
4	Give an introductory course to give information about what the job is about, and then do a test. It is so that candidates know beforehand what they're letting themselves in for before they waste their time.
5	N/A
6	An aptitude test would provide trainers with the opportunity to know their students better, an introductory course for interpreting would allow the students to know more about interpreting in order to be able to make an informed decision on whether they wish to pursue this career or not.

4.3. Results from students

Survey invitations were sent out to a total of 41 third year Afrikaans and French students of Stellenbosch University. A total of 15 responses were received, which is an average return of approximately 37%. Again, this was not an ideal sample size to indicate an accurate average, but for the purpose of this study, all responses will be taken as an average opinion among students who might apply for an interpreting course.

4.3.1. Background questions

Of the 15 respondents, seven are studying BA Languages and Culture, three are studying BA Humanities, and one is studying each of the following: BA Law, International Relations, Linguistics and French, and French. One student simply indicated that he/she is in the faculty of Arts and Social Sciences. Furthermore, seven of the 15 respondents are interested in pursuing a career in interpreting, approximately 47% of respondents.

The students were then asked what they understood by the term ‘interpreting’, and the responses can be seen in table 4.6 below. 11 respondents defined interpreting in terms of verbal translation, one stated that interpreting is a way to explain something in a way another person can understand, one student determined interpreting to be a doorway to reconciliation between two societies, and one respondent defined interpreting as a conversion of an expression of words from one language to another. These results indicated that approximately 74% of students understand interpreting to only be a form of oral translation.

Table 4.6: Student respondents' understanding of interpreting

Student	Definition of interpreting
1	A form of translation that is done orally
2	Translating from one language to another in real-time.
3	Translating spoken information from one language into another where there is no shared lingua franca
4	Translating from one language to another verbally and in real time.
5	Translating from language A to language B during speeches/addresses
6	Using different communicative methods to convey a message
7	Verbal translation that occurs while the speaker is speaking. An interpreter thus has to listen and translate simultaneously.
8	Translating from one language to another orally.
9	I understand the term "interpreting" to mean converting any expression of words and sentences from one language to another. An interpretation should be as true to the original as possible.
10	Translation of spoken language, occurring in a few different forms.
11	To interpret meaning between two different languages and cultures. I think if more people were to understand the complex task that interpreters face then Interpreting would be regarded as a doorway reconciliation between societies.
12	Explaining something in a way that someone can understand it better
13	Verbally translating/or signing what a person is saying/signing into another language, to facilitate communication between the parties involved.
14	Evaluate and translate the spoken words
15	Oral translation from one language to another.

For the last background question, the students were asked for their opinion on aptitude testing in general. Six respondents stated that aptitude tests were helpful or necessary in aiding a student in deciding on a course or career, or in aiding institutes to choose the best candidates. Three respondents indicated that aptitude tests are useful but flawed, and two indicated that the tests are not one hundred percent accurate. Two respondents simply stated that the tests

are good, and two indicated that the tests are limited in their usefulness. Therefore, the majority do find aptitude tests to be useful in certain circumstances. These responses can be seen in table 4.7.

Table 4.7: Students' opinions on aptitude testing

Student	Opinion on aptitude testing
1	If used correctly it allows people to get a sense of whether or not they are right for the course/profession
2	These types of tests can help to identify those who have strengths [or] weaknesses in certain fields.
3	They are not always accurate and sometimes leave people even more confused than before.
4	Some form of standardised testing is necessary to ensure fairness in university allowance. Aptitude tests can be flawed, as some people are not as suited to written tests.
5	They generally only assess one aspect of a subject, i.e. theory and written content.
6	I think it's necessary because it at least gives an indication whether a person is able to grow and complete a certain task/ degree
7	I think they are necessary since they are able to tell whether one would be able to cope with the amount of work as [well] as the type of work one would need to do.
8	I think they are often quite valid, but sometimes overlook potentially capable people who do not test well.
9	In some cases, specifically in exact sciences such as mathematics or physics, aptitude tests can be helpful to assess a person's abilities however they are not always completely reflective of a candidate's abilities.
10	A necessity, but not always a true reflection of an individual's capabilities.
11	It is usually designed so that the participating department can see if the student or worker will be able to do the degree or work.
12	It is a good thing
13	They allow those who are capable to be thinned out from those who are not, ensuring that time and resources aren't wasted. They are a necessary evil.
14	Very Useful
15	Aptitude tests aren't always 100% accurate. For instance, I was told that I have a natural aptitude for law and legal things after doing about 3 aptitude tests at different companies. However, I did BA Law in my first year and absolutely HATED it.

4.3.2. Likert scale questions

The next 18 questions of the survey provided students with the name and a short explanation of the various available aptitude tests for interpreting, as discussed in Chapter 2 of this study.

The students were asked to rate their confidence level in completing any of the aptitude tests, based on the short explanation given to them, on a Likert scale of one to four. The options were as follows: 1 = “I do not understand the concept”, 2 = “Not confident”, 3 = “Mildly confident”, and 4 = “Very confident”. An average rating was found for each test, which will then be translated into a rating of difficulty for each test.

4.3.2.1. *Written translation*

For the written translation test (see section 2.3.1.1.), 11 respondents indicated that they would be mildly confident in completing this test, four indicated that they would be very confident, and no respondent indicated 1 or 2 on the scale. Therefore, this item has an average rating of 3,2. These results are shown in figure 4.1 below.

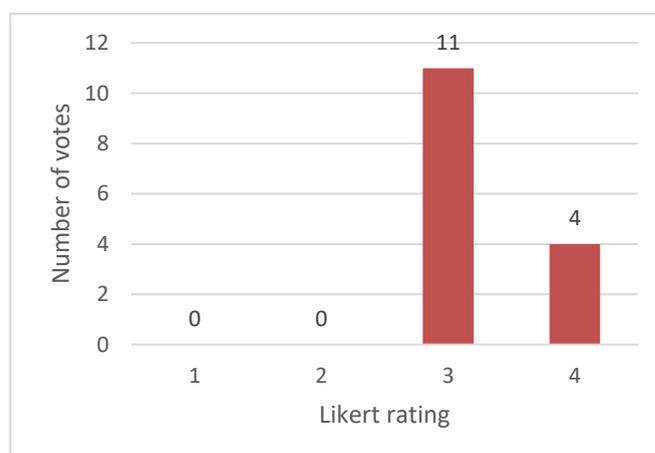


Figure 4.1: Ratings for written translation test

4.3.2.2. *Rewriting*

Eight of the respondents indicated that they were mildly confident in completing a rewriting test (see section 2.3.1.2.), while four indicated that they were very confident. Two respondents indicated that they were not confident in completing this test, while one respondent did not understand the concept. This gives both a majority and average rating of 3 on the Likert scale.

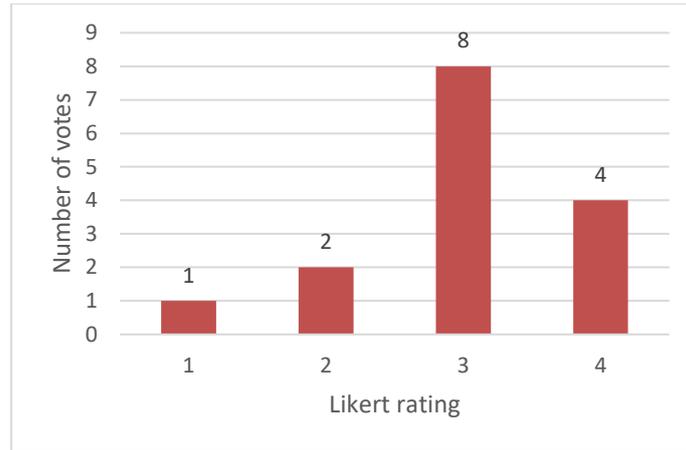


Figure 4.2: Ratings for rewriting test

4.3.2.3. *Summary writing*

Six of the respondents rated summary writing (see section 2.3.1.3.) as a 3 on the Likert scale, five rated it a 4, and four respondents rate it at 2. Once again, the majority of respondents, 40%, indicated that they were mildly confident in completing this test. Moreover, the average rating is also 3.

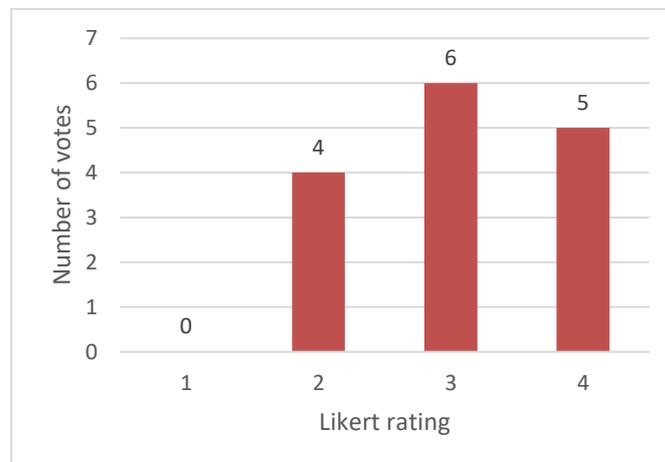


Figure 4.3: Ratings for summary writing test

4.3.2.4. *Wechsler Memory Test*

For the Wechsler Memory Test (see section 2.3.2.1.), six respondents indicated they were not confident and six indicated they were mildly confident. A further three respondents indicated that they were very confident in completing this test. This gives the test an average rating of 2,8.

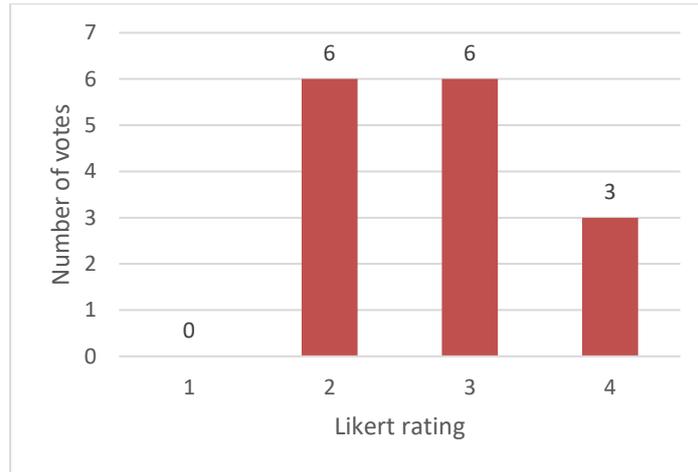


Figure 4.4: Ratings for Wechsler Memory Test

4.3.2.5. *Recall*

Eleven respondents rated the recall test (see section 2.3.2.2.) as a 3 on the scale, with both 2 and 4 receiving two votes each. This clearly shows a majority and average rating of 3 on the Likert scale.

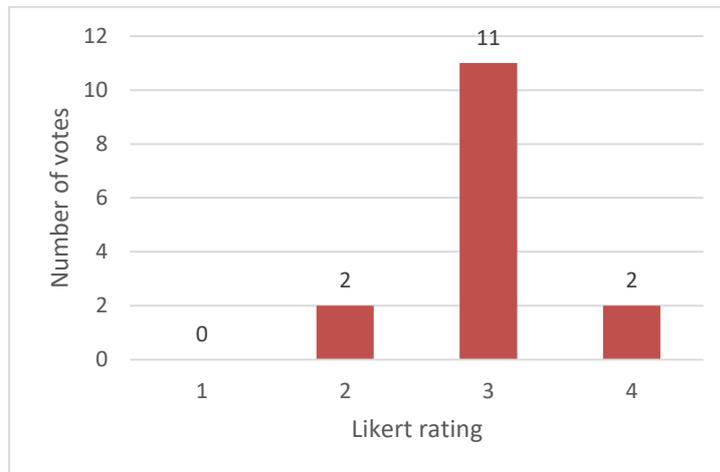


Figure 4.5: Ratings for recall test

4.3.2.6. *Interviews*

The majority of respondents, 53.33%, indicated that they were mildly confident in completing an interview (see section 2.3.3.1.). Four respondents (26.66%) indicated they were not confident, and three students (20%) indicated they were very confident. This shows an average rating of 2,9.

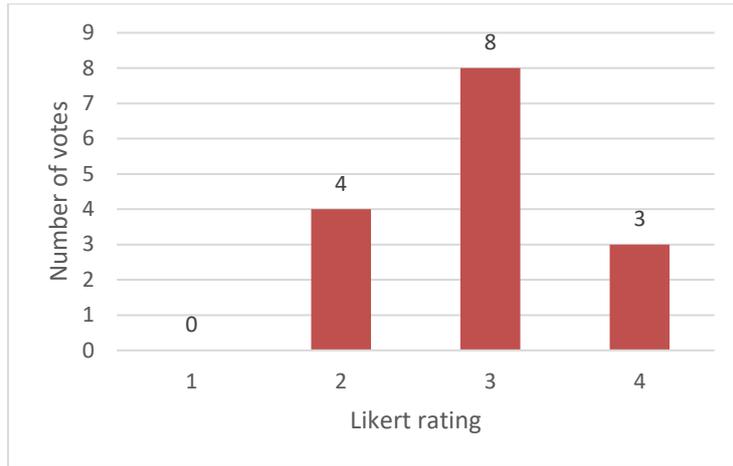


Figure 4.6: Ratings for interviews

4.3.2.7. *Sight translation*

For the sight translation test (see section 2.3.3.2.), seven of the respondents indicated they were mildly confident, four indicated they were not confident, three indicated they were very confident, and one indicated that they did not understand the concept. This indicates an average rating of 2,8 on the Likert scale.

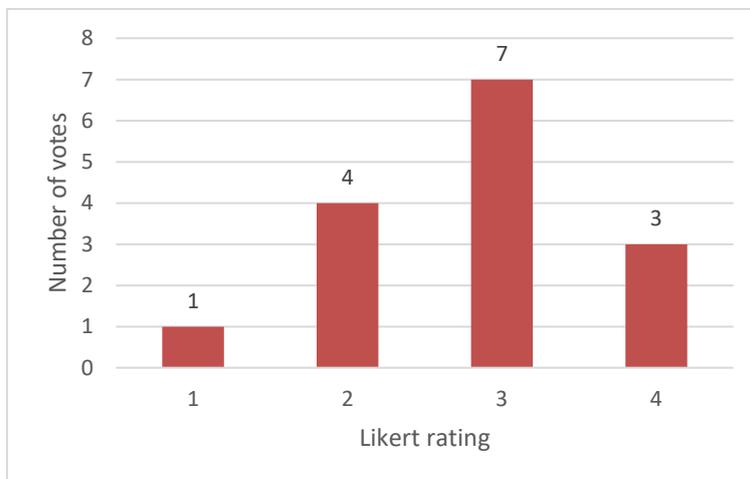


Figure 4.7: Ratings for sight translation test

4.3.2.8. *Shadowing*

Seven of the respondents indicated that they were not confident in completing a shadowing test (see section 2.3.3.3.), while six indicated that they were mildly confident. Both ratings of 1 and 4 on the scale received one vote each. This shows a majority rating of 2 and an average rating of 2,4.

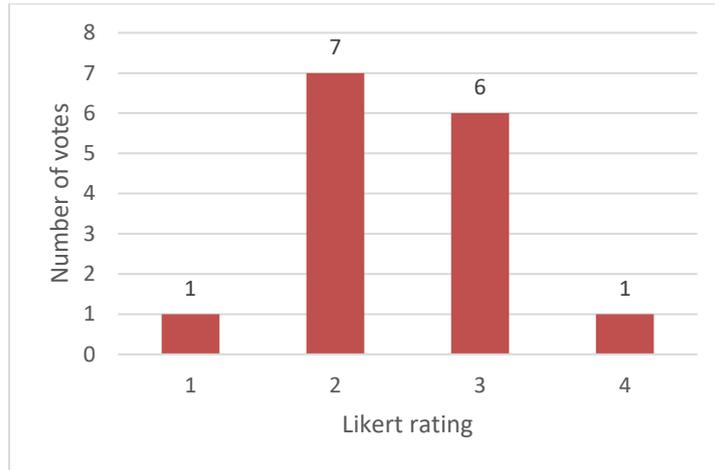


Figure 4.8: Ratings for shadowing test

4.3.2.9. Error detection

When it came to error detection (see section 2.3.3.4.), six respondents indicated that they were not confident in completing the test. Four indicated that they were mildly confident, three that they were very confident, and two that they did not understand the concept. This shows a majority rating of 2 and an average rating of 2,5.

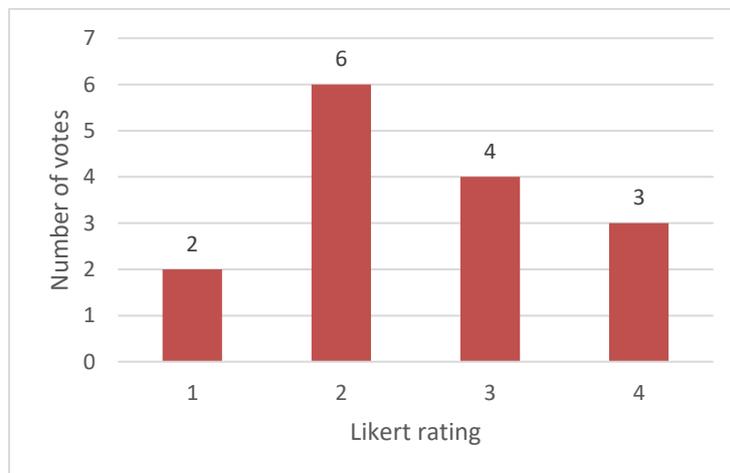


Figure 4.9: Ratings for error detection test

4.3.2.10. Cloze test

Ten respondents rated the Cloze test (see section 2.3.3.5.) as a 3 on the scale, with three rating it a 2, and 1 and 4 receiving one vote each. This shows a majority rating of 3 but an average rating of 2,7.

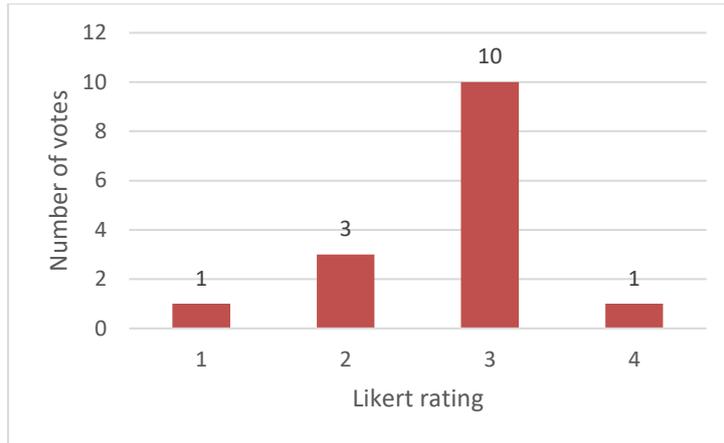


Figure 4.10: Ratings for Cloze test

4.3.2.11. *Synonyms test*

The majority of respondents (seven) indicated that they were mildly confident in completing the synonyms test (see section 2.3.3.5.). Four respondents rated this test as a 2, three rated it a 4, and one rated it a 1. This test therefore has an average rating of 2,8.

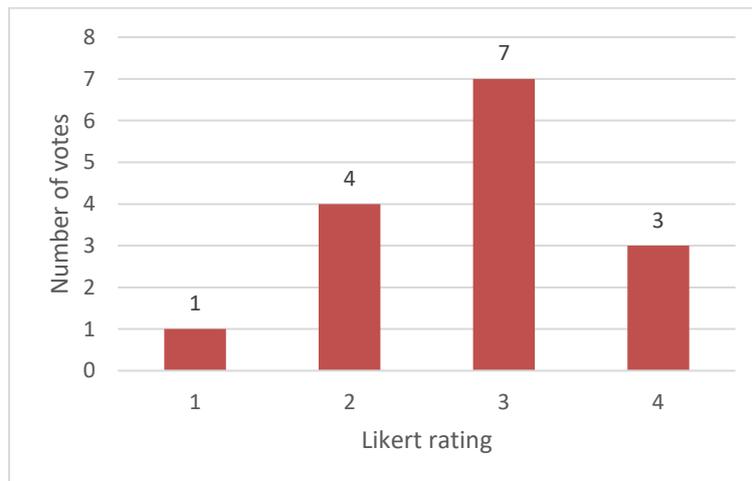


Figure 4.11: Ratings for synonyms test

4.3.2.12. *SynCloze test*

The SynCloze test (see section 2.3.3.5.) showed a majority rating of 3, with eight respondents. Five respondents rated this test a 2, and two rated it a 4. This test shows an average rating of 2,8.

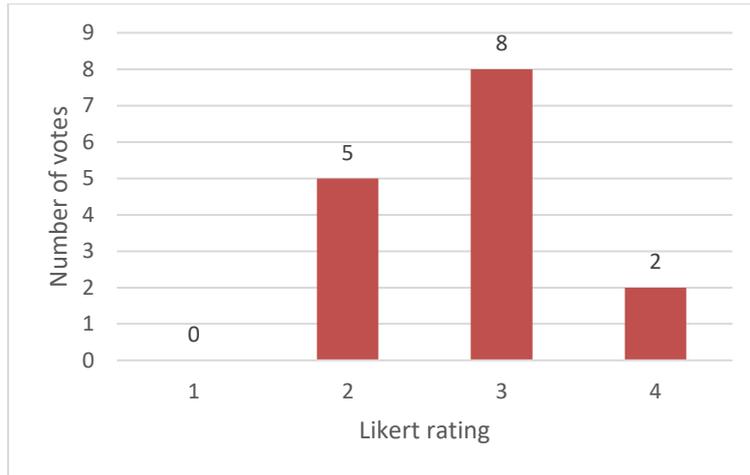


Figure 4.12: Ratings for SynCloze test

4.3.2.13. *Paraphrasing*

For the paraphrasing test (see section 2.3.3.6.), 10 respondents indicated that they were mildly confident in completing the test. Three respondents indicated they were not confident, one indicated that he/she was very confident, and one indicated that he/she did not understand the concept. Once again, a clear majority rating of 3 but an average rating of 2,7.

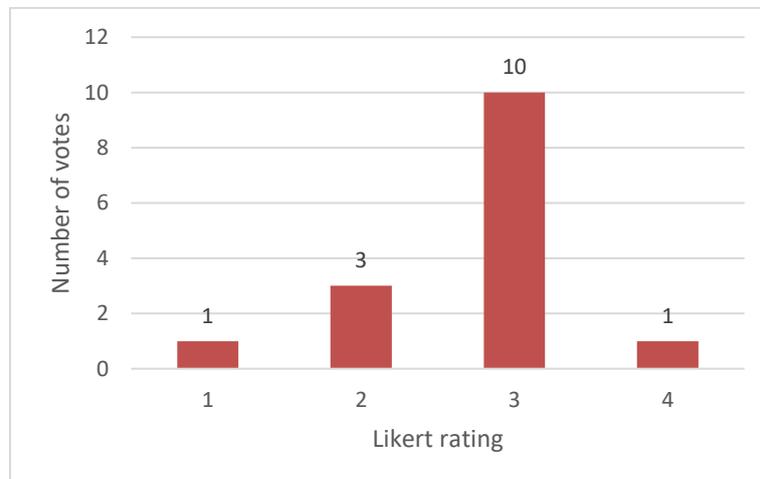


Figure 4.13: Ratings for paraphrasing test

4.3.2.14. *Myers-Briggs Type Indicator (MBTI)*

Eight respondents rated the MBTI (see section 2.4.1.) as a 3 on the scale, with six respondents rating it a 4. One respondent rated this test a 1. Therefore, this test has an average rating of 3,2.

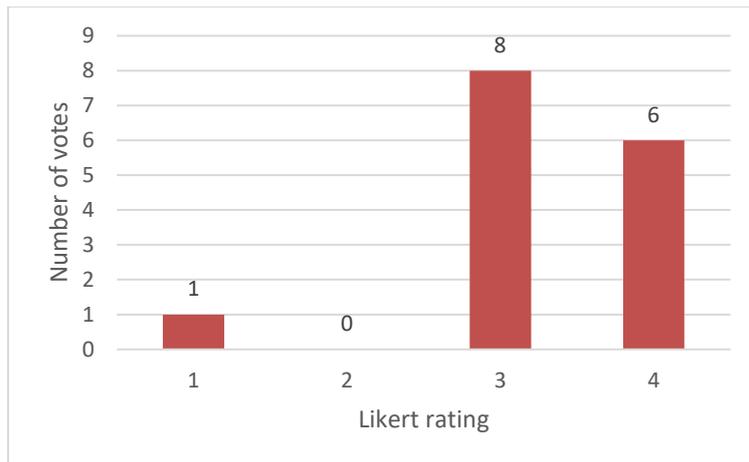


Figure 4.14: Ratings for Myers-Briggs Type Indicator

4.3.2.15. *Achievement Motivation Test (AMT)*

A majority rating of 4 was achieved with the AMT (see section 2.4.2.), with a further four respondents indicating that they were mildly confident and one indicating that he/she was not confident. However, this test has an average rating of 3,6.

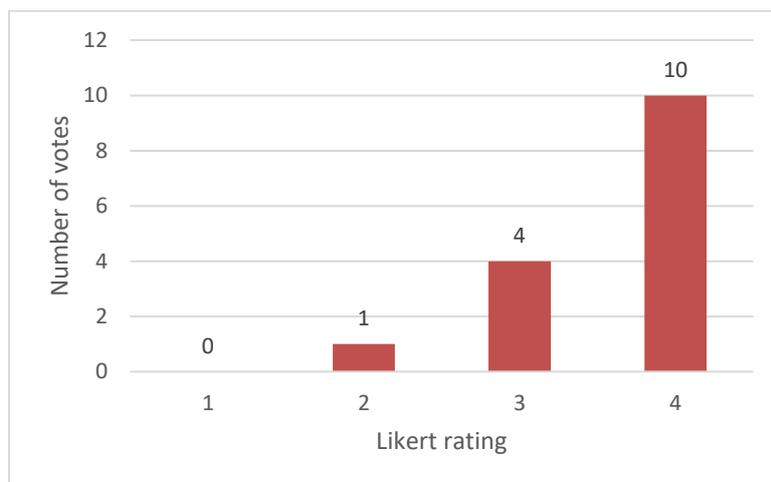


Figure 4.15: Ratings for Achievement Motivation Test

4.3.2.16. *Gardner's Attitude/Motivation Test Battery (AMTB)*

Eight respondents rated the AMTB (see section 2.4.3.) as a 4 on the scale, four rated it a 3, and three rated it a 2. Thus, this test has a majority rating of 4 and an average rating of 3,3.

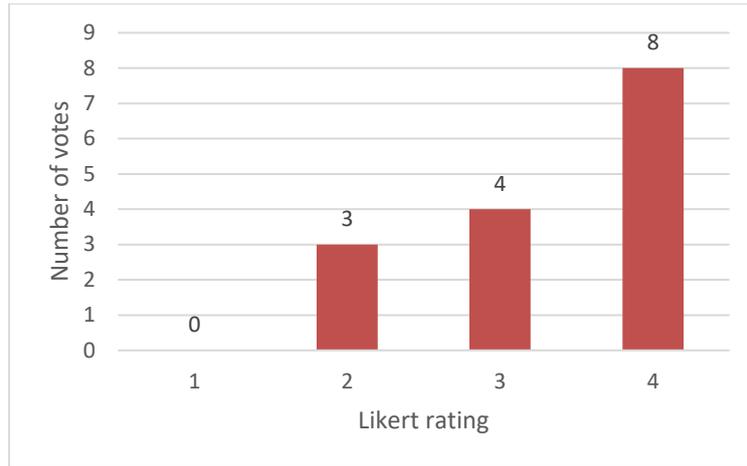


Figure 4.16: Ratings for Gardner's Attitude/Motivation Test Battery

4.3.2.17. *Nufferno test*

A total of eight respondents indicated that they were mildly confident in completing the Nufferno test (see section 2.4.4.), while three respondents indicated that they were very confident. The ratings of 1 and 2 both received two votes. Therefore, there is a majority rating of 3 for this test and the average rating is 2,8.

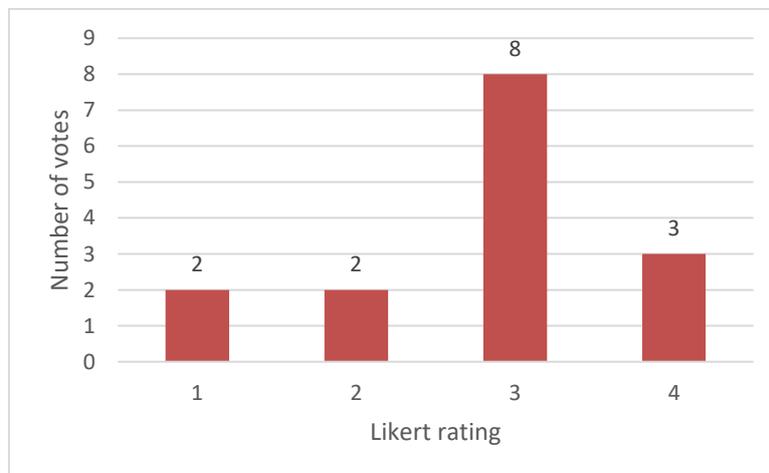


Figure 4.17: Ratings for Nufferno test

4.3.2.18. *Wisconsin Card Sorting Test (WCST)*

The WCST (see section 2.4.5.) received a majority rating of 3, with seven respondents voting on it. Five respondents rated it a 2, two rated it a 4, and one rated it a 1. The average rating of this test is therefore 2,6.

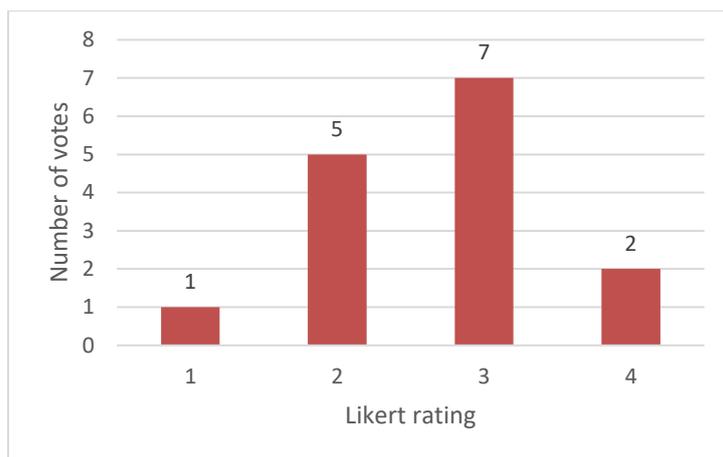


Figure 4.18: Ratings for Wisconsin Card Sorting Test

4.3.2.19. Summary

The purpose of these questions was to find an average rating for each test, which could be termed a difficulty rating. This rating can be seen in figure 4.19 below, and ranges from 2,4 to 3,6. However, this is not a sufficient difference to narrow the list of tests to a manageable number for time management on administration of the tests. Therefore, the median (the midpoint of the range of values for each question, that is, one to four) and the mode (the rating that occurred most frequently for each question) were also calculated in an attempt to find a more diverse range of ratings. However, as seen in figures 4.20 and 4.21 respectively, both values were nearly constant at a rating of 3. The only anomalies in these graphs are the shadowing and error detection tests rating at 2, and the AMT and AMTB rating at 4.

Finally, the standard deviation (the measure of how spread out the numbers were) was calculated to determine where the majority of respondents seemed certain of their answers, and where they seemed uncertain. These results can be seen in figure 4.22. It can be seen that written translation had the lowest standard deviation, meaning that the respondents were sure of their response and there was consistency in the rating received. On the other hand, error detection had the highest standard deviation, which indicates that the ratings received were more evenly spread across the four options and thus that the respondents were less sure of their choice.

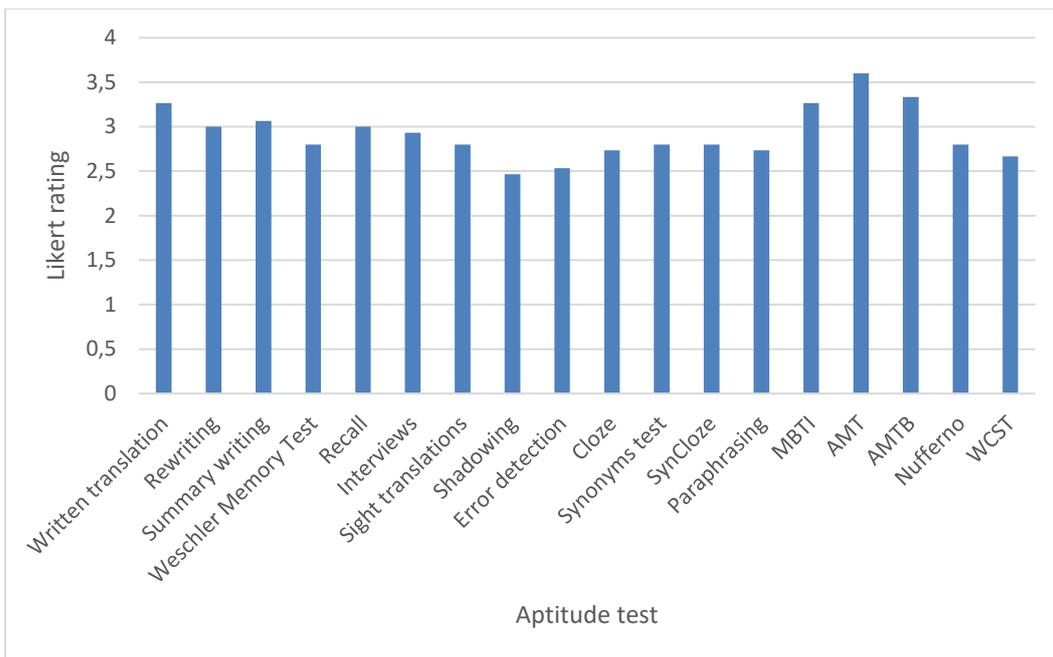


Figure 4.19: Average rating for aptitude tests

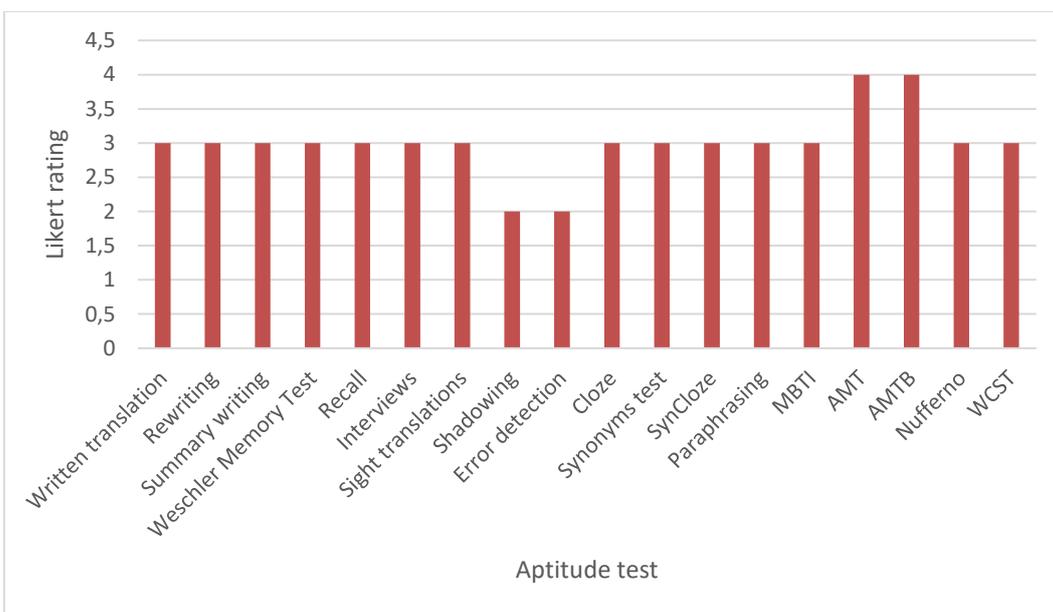


Figure 4.20: Median of ratings for aptitude tests

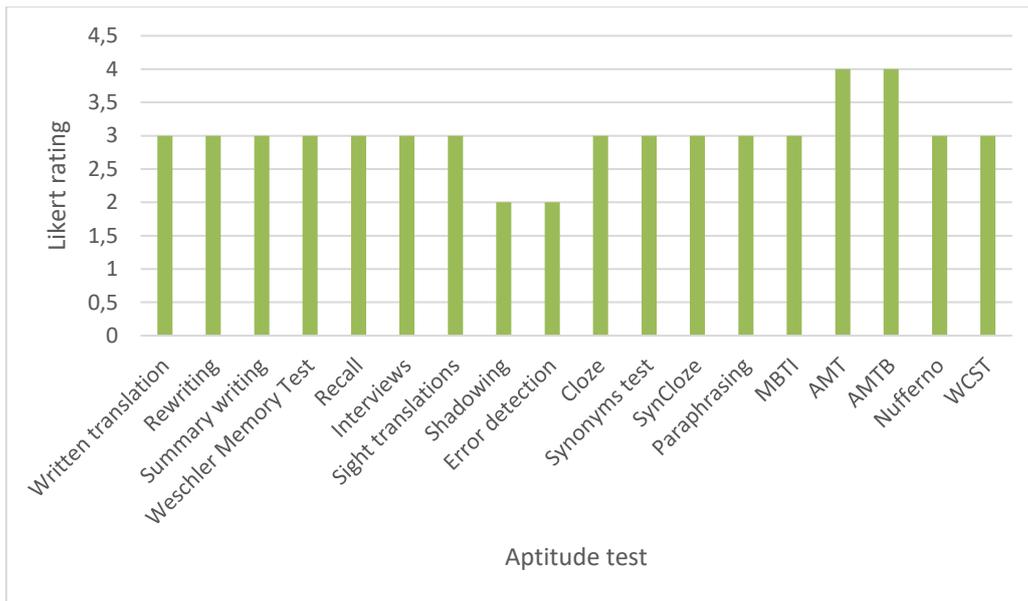


Figure 4.21: Mode of ratings for aptitude tests

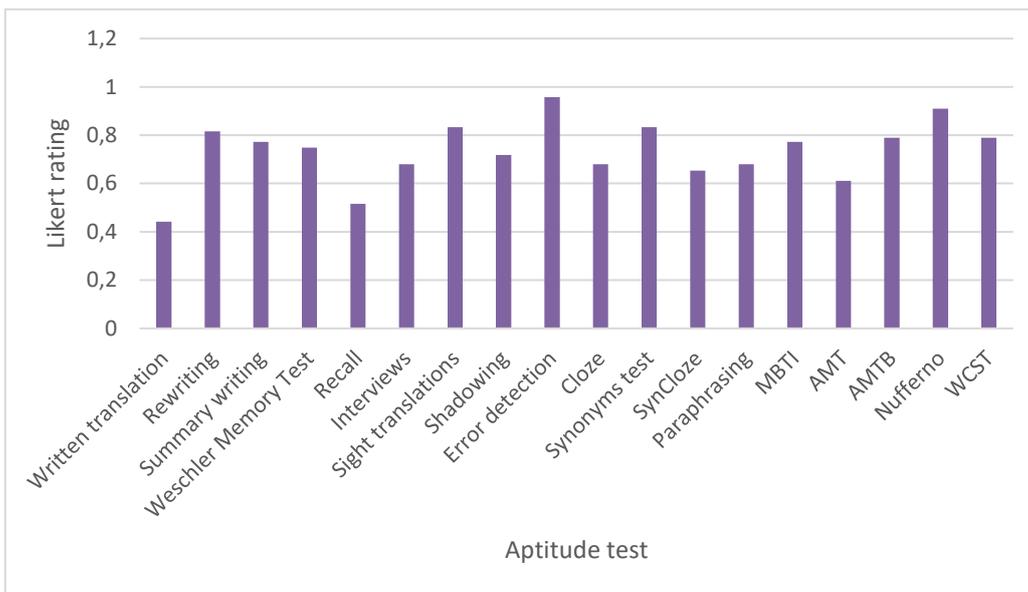


Figure 4.22: Standard deviation of ratings for aptitude tests

4.3.3. Final question

For their final question, the students were asked for their opinion on the aptitude tests described in the survey, and the understanding that the student might gain from these tests into his/her ability to complete an interpreting course. Out of the 15 respondents, nine stated in one way or another that the tests described in the survey are relevant in determining their potential to succeed as an interpreter. Two respondents indicated that they believed the tests

would be useful, but they were unfamiliar with the majority of the tests. One respondent described the tests as geared towards finding innate ability only, neglecting those who may develop the ability to interpret, and one respondent specified that the tests would be useful if combined. Finally, one respondent was uncertain as to the validity of the described tests. These responses can be seen in more detail in table 4.8 below.

Table 4.8: Responses to question 23

Student	Opinion on the given aptitude tests
1	The relevance and importance of these tests and skills vary in relation to interpreting, however I do agree that most of them are relevant and important in determining whether or not a person would make a good interpreter.
2	These types of tests are set out to show how proficient and confident potential interpreters may be. Certain tests are set out to attain specific information about certain aspects of a speaker's abilities whereas some of the other tests are set out to make certain whether a potential interpreter can meet the required levels for dealing with difficult situations.
3	Some of these I have not had experience with so I had to assume how well I think I would do, but I think the majority of them would not be extremely useful.
4	I was asked whether I would be successful in completing certain tests, such as the Meyers Briggs. However, I don't feel there is much correlation between what is essentially more a personality test and my ability to interpret. Also, I don't know if there is a test that measures interest; maybe that would be as helpful as measuring aptitude.
5	These tests will [test] one's ability to understand and follow instructions given in both the speaker's A language and B language.
6	By completing a variety of these tests, it will be clear as to where I lack abilities and whether I will actually be able to successfully act as an interpreter.
7	Some of these tests only test your abilities while others look at your interests. These kinds of tests need to be combined in order to be able to present knowledge about whether someone is able to complete an interpreting course.
8	I have not taken all of the tests, but I believe that they would be very useful in understanding my ability to become an interpreter.
9	The aptitude tests mentioned seem to be quite broad and cover more areas than simply converting one language into another. I think they would give good insight into my brain's abilities on the whole and I think to be an interpreter you need to be very intelligent so they would give a good indication of my potential as an interpreter.

10	The aptitude tests are challenging enough to provide some insight into the different skills that one would have to hone in order to become a successful interpreter. However, certain aptitude tests would not make a distinction between people who have no inclination towards interpretation, and people who will be able to acquire the knowledge over time. In other words, the tests seem very geared towards finding people who have the 'innate' predisposition for interpretation.
11	The ability to think analytically and look critically at texts. These tests, such as the SynCloze test, the participant needs to think quickly. As well as the shadow translation or the one-on-one interview helps seeing if the student can work under pressure.
12	It is a good test to use as it will improve your ability to be a interpreter
13	It seems that the tests are well suited to determine who will be able to complete a course and perform as an interpreter.
14	Not quite sure of this
15	It is very specific and focuses on several different fields of interpreting, which is great when considering that this would be included in an interpreting course.

4.4. Interview results

Interview requests were sent out to all third year Afrikaans and Dutch, and French students at Stellenbosch University who took part in the survey and also indicated an interest in taking part in an interview. It was hoped that six interviews would be held, however, five students granted interview requests.

As the interviews were held after the return of the surveys, it was possible to question the students as to the results obtained, as well as any new information that was brought to light through reviewing the results of the surveys. Transcriptions of these interviews can be seen in Addendum E.

4.4.1. Background questions

The students all indicated that they were familiar with interpreting in one way or another, from participating in an interpreting class and experiencing it live, to only having heard of the general concept before. However, one student stated that she had never considered interpreting as a field of study. In addition, when asked, four out of the five students indicated an interest in pursuing a career in interpreting. The five students were again asked for their understanding of the concept of interpreting (as they were in the online survey). The responses were varied and, in certain cases, not very clear. Two students described

interpreting in terms of translation, for example, “it’s basically translating what one person says in one language and translating it into another language on the spot” (Student 1). Two students said interpreting was a way to convey a message from one language to another, as “it’s essentially like having one language and then, through a process, conveying the same message into some kind of other language” (Student 5). Finally, one student stated that interpreting is when “you’re in class, and someone explains something, and then you explain it in a more simple way” (Student 4).

The students were further asked what they would expect to learn in an interpreting course, and four of the five students thought that they might learn language skills, while one student considered the ability to think on one’s feet and being put under difficult circumstances to be a possibility. Two students also added the skill to translate quickly to their idea of what an interpreting course might offer.

As a last background question, the students were asked for their opinion on aptitude testing (as in the online surveys). All students indicated a general acceptance of the idea, “I think it’s important [...] it’s just determining whether it is your forte or whether it’s what you’re good at or not” (Student 2), but all also showed a hesitance and doubt towards the reliability of such a test. Student 3 stated that it would not be entirely fair to deny a candidate access to a course simply based on his/her possible ability to succeed:

I’m not sure it would be entirely fair to, if someone makes the kind of “stupid” decision of entering into something which they’re not entirely suited to, I think that should be their prerogative, but I think it would be handy to have, to give them the information saying, listen you did not test well, we would not recommend it. But I would not deny someone access, but I think the idea of being tested for aptitude beforehand is a great idea (Student 3).

4.4.2. Introductory course versus aptitude test

The students were asked if they would prefer to have an introductory course to interpreting and all students approved of the idea as they believed that it would help eliminate the confusion as to what interpreting actually entails. Student 4 stated an introductory course would be a good thing as she did not believe that there were many people who would be familiar with interpreting. However, three of the students explicitly stated that an aptitude test

should follow the introductory course. Later in the interview, when asked if an introductory course would lessen the anxiety that is apparent, through examination of the survey results, towards spoken tests, all five students stated that it would help to prepare them and raise their confidence level, “even if it’s just to have some practice rounds” (Student 1).

4.4.3. Spoken language anxiety

After the results of the student surveys were examined, it was discovered that the uncertainty towards spoken tests was slightly higher than that found in written tests, and the students in the interviews were asked for their opinion on this finding. Student 1 claimed that oral testing was more stressful as a person would have no time to think about his/her answer. She further indicated an anxiety towards facing an examiner. Student 2 believed this uncertainty to be a result of exposure, as students are more exposed to writing when studying another language, and in fact stated that “maybe there needs to be a restructuring of language courses in general to include more oral teaching” (Student 2). Student 3 agreed with student 2 that language students do not communicate enough in classes, which lowers their certainty of their abilities in the language. Student 4 agreed with student 1 as to the stress involved in oral testing, and further elaborated by indicating that people tend to prefer written tests over spoken tests as they would feel more confident. Finally, student 5 also believed this uncertainty to be a result of lack of exposure. Moreover, she indicated a lack of exposure in society as:

Afrikaans people don't expect English students to speak Afrikaans, but English students expect Afrikaans students to speak English... so it's almost as if you feel that they [English students] are waiting for you to make a mistake (Student 5).

Further regarding the issue of spoken language anxiety, four of the students were asked whether a written translation would be sufficient as an aptitude test for interpreting, which is arguably an oral activity. Three of the students agreed that a spoken test would be a better option as the formulation of sentences and verbal abilities would be important aspects to test:

... interpreting, the same way that translation is not only done on paper, it's done verbally as well, I think that if you- I think a written test is good, it's important, but there's also another aspect to it, which is, you know, vocal or verbal interpretation. So, I think to do that you should have a test that tests that side of it as well (Student 2).

However, two of these students also stated that a written translation test would still be adequate, especially with regard to large-scale testing, as can be seen by Student 5:

... in order to translate you have to understand what the original text says, and the same counts for interpreting. If you don't understand the original text and context within which it was said then you can't translate it or interpret it correctly. [...] [S]o, there might be one or two stuff to add to the existing translation test, or entrance exam, but I do think it is sufficient.

4.4.4. The additional test

As mentioned earlier, because the interviews were conducted after examining the results gained from the trainer and student surveys, it was possible to question the interviewees on information that was brought to light in the surveys. An example of this was the lack of a test for concentration skills. Through further research, the dual-task training memory exercise was discovered as a possible test for concentration skills (Moser-Mercer, 1985:97). In this exercise, candidates are asked to listen to a speech in their A language while simultaneously reciting numbers out loud, also in their A language. When the speech has ended, the candidates are asked to provide an oral rendition of the main points of the speech to test their concentration on the main task, that is listening. The test was explained to the interviewees (see transcriptions in addendum E) and they were asked to rate it on the Likert scale in order to gain a confidence level, as was done in the student survey with the original aptitude tests discovered in Chapter 2. Three of the students rated it a two, and two rated it a three, as seen in figure 4.23 below. This shows an average of 2,4 on the Likert scale.



Figure 4.23: Ratings for dual-task memory exercise

Student 1 claimed that this exercise sounded “daunting” but that it might be effective in testing concentration. Student 2 stated that her concentration skills were lacking, so she believed that she would not do well in this exercise. Student 3 was more optimistic about this exercise and approved of the paraphrasing aspect to the exercise. Student 4 was similarly optimistic and expressed interest in seeing the results, while student 5 was uncertain as to the reliability of the exercise as well as the speed she believed would be required to finish it.

4.5. Conclusion

The chapter has presented the data gathered from the surveys sent out to interpreter trainers and from the surveys sent out to students at Stellenbosch University, as well as the pertinent data gathered from the interviews. The results that will be utilised most in this study were tabulated for ease of reference. The following chapter will discuss these results in order to gain an understanding of the current opinion on aptitude testing for interpreting studies in South Africa. This understanding will then be combined with additional research to achieve the main aim of this study: to custom design an aptitude test for interpreting in the South African context that is based on theory and can be used in practice.

Chapter 5: Exploring Aptitude Testing

“It is probably not necessary to train large numbers of interpreters. However, we should seek out those young people who are most likely to succeed at this very difficult, worthy and socially important profession.” (Gravier in Pöchhacker, 2011:106)

5.1. Introduction

This chapter will discuss the results obtained from the online questionnaires and interviews, as presented in the previous chapter. This chapter will go on to discuss issues of time constraints, as well as how test anxiety and language anxiety can influence the reliability of aptitude testing. Furthermore, aspects of ethics, test fairness and cultural bias and awareness, which precede test development, will be examined followed by a discussion of the suitability of an introductory course as opposed to aptitude testing. Finally, the most appropriate tests will be put forward and described as to their administration and an example of each will be given.

5.2. Discussion of results

The results that were presented in Chapter 4 will be discussed as to the manner in which they benefit the current study. Research from Chapter 2, as well as further research, will be brought in to show how the data obtained can aid in the development of a custom-made aptitude test model.

5.2.1. Trainer-survey results

The data gathered from the background questions indicated that the majority of training institutes in South Africa do not screen potential candidates for interpreting aptitude before entrance is granted to a course. Yet, in the eighth and in the final questions, the trainers indicated that aptitude testing would allow interpreting trainers to gain insight into the candidates' abilities and determine which candidates have the potential to succeed in the profession of interpreting. Consequently, all the trainers were in favour of aptitude testing for interpreting studies (see Chapter 4, section 4.2.3, with details in table 4.2). Thus, it can be seen that there is a need for interpreter aptitude testing in South Africa.

The data gathered from the background questions indicated that the average course is a postgraduate course, spanning approximately 16 months, with an average of 16 applicants a year (see Chapter 4, section 4.2.1), thus one can infer the types of aptitude tests needed.

These results indicate that, due to the limited amount of time available for training, it is necessary for candidates to already hold a near-native fluency in their language combinations, as the relative shortness of the interpreting course prevents any language learning from taking place. Therefore, an aptitude test for language ability is a must. On the other hand, the majority of trainers stated that prior knowledge of interpreting is not a requirement for candidates, thus signifying that it is not necessary to test for interpreter skills (such as note-taking and code-switching) as the attainment of these skills will form the focus of interpreter courses. Furthermore, the small number of candidates applying to interpreting courses does not place any constraints on the medium of the aptitude test that can be administered. An example of a constraint can be seen in a written test being easier to administer to a larger group of candidates than an oral test which must be conducted individually.

The types of aptitude tests needed can be further specified when considering the traits of the ‘ideal’ interpreter, demonstrated by the trainers, as well as the traits the trainers would wish to test for. It can be seen that trainers ideally expect interpreter candidates to be fluent in their language combinations, hold good language skills as well as a good knowledge base and an interest in acquiring knowledge, and be cognitively flexible. Moreover, trainers wish to test for language, concentration, analytical and memory skills, as well as the abilities to stay calm and receive and produce simultaneously. It can be said that the trait of having an interest in gaining knowledge and the ability to stay calm are more personality traits, which the majority of trainers indicated are important skills to test for, possibly with an interview.

When combining these traits with the list of aptitude tests that were proven to be reliable and valid, as discussed in Chapter 2 (see table 5.1 below), one can determine which tests are already available, and which skills must still be determined via new tests. The first trait advocated by the trainers, language fluency, can be tested through interviews, shadowing, Cloze, synonyms and paraphrasing tests. In addition, linguistic or language skills can be tested with shadowing, error detection, Cloze, synonyms and paraphrasing tests. General knowledge can be tested through an interview or a Cloze test and an interest in acquiring knowledge can further be determined through an interview. Cognitive flexibility can best be determined through the Wisconsin Card Sorting Test (WCST), with its focus on this trait as well as on problem solving skills, which includes analytical skills through determining the unstated rules of the test. Long-term memory skills can best be tested via the synonyms test, and the ability to stay calm can be tested with those tests for stress or anxiety, namely shadowing, error detection, paraphrasing, and the Achievement Motivation Test (AMT).

Finally, the shadowing test would be the most appropriate test for the ability to receive and produce simultaneously (see Chapter 2, section 2.3 for the full discussion on these tests). It can thus be seen that only a test for concentration skills is lacking in the available list.

Table 5.5: List of valid aptitude tests

Test	Qualities						
	Language Fluency	General Knowledge	Memory	Expressive Ability	Linguistic Skills	Personality	Stress/ Anxiety
Interviews	x	x		x		x	
Shadowing	x			x	x		x
Error Detection					x		x
Cloze	x	x			x		
Synonyms	x		x		x		
Paraphrasing	x			x	x		x
AMT						x (motivation)	x
WCST					x (problem solving)	x (cognitive flexibility)	

A possible solution to this lack of a test can be found in an article written in 1985, where Moser-Mercer (1985:97) suggested the use of dual-task training memory exercises to test a candidate's attention to the primary task of listening to a recorded speech (see section 4.4.4. for a description of this test). This exercise is so far untested as to its validity, as Moser-Mercer (1985) suggested it as part of an introductory course to interpreting, meant to be observed over a period of time (in the 1985 case, a period of 10 weeks). However, if simplified by having the candidate recite numbers in his/her A language while listening to a speech also in his/her A language, it is possible that this will prove to be an adequate test for concentration skills, as well as the ability to send and receive simultaneously, and short-term memory skills, through the recollection of the given speech. Therefore, all desired skills to be tested for have a test (or tests) which can be used to determine those skills.

5.2.2. Student survey and interview results

In the interviews, the students indicated that they had some form of exposure to or experience with interpreting, before taking part in the current study. However, when asked to explain what interpreting is, 11 survey respondents and two students in the interviews explained

interpreting as a form of oral translation (see section 4.3.1 and table 4.6, as well as section 4.4.1). Furthermore, three students simply stated it was a way to convey a message from one language to another. These varied responses show a lack of understanding as to the basic concepts and skills involved in interpreting, in that only one interviewee and two survey respondents alluded to the elements of time involved (“on the spot” (student 1); “in real-time” (respondents 2 and 4)), with no mention as to the fact that the source text is only presented once and there is thus no time for revision or correction in the production of the target text.

Furthermore, when asked what they would expect to learn in an interpreting course, four of the five interviewees believed the course would entail training in language skills. It has already been seen from the results obtained from the lecturers that exceptional language skills are an expected trait in an interpreting candidate, thus not a skill that will be developed during interpreter training. This further shows that students do not understand what interpreting actually entails, which begs the question: how can one make an informed decision on whether to pursue a career in interpreting or not when one does not fully understand what this career entails?

This question brought forth an interesting dilemma in the present study: whether it would be preferential to have an introductory course to interpreting or an aptitude test, which would, if the former were chosen, negate the purpose for this study. An analysis of the results from the trainer survey shows that trainers would prefer to implement both a training course and an aptitude test, as the course would ensure that all students have a similar background in and base knowledge of interpreting, which would then allow the students to make an informed decision (see section 4.2.6 and table 4.5). Following this course, the aptitude test would then provide trainers with an insight to the candidates’ abilities. In the interviews, the students agreed with the trainers that an introductory course would give students that basic knowledge of interpreting, thus aiding them in deciding on a future career path. However, three of the five students did advocate the use of an aptitude test after the course, as they detailed that an individual might be interested in a particular career, but might not have the ability to do well in their chosen career path. Thus, it would seem the need for an aptitude test is validated. The desire for an introductory course will, however, be discussed in more detail later in this chapter, in section 5.5.

Returning to the concept of aptitude testing, 11 survey respondents stated that such testing would be useful and necessary in aiding both the candidates and the institutes in making

informed decisions (see section 4.3.1 and table 4.6). All five interviewees agreed with this assessment, although there was a marked uncertainty amongst both the survey respondents and the interviewees as to the validity and reliance of aptitude testing (see section 4.4.1). This further validates the necessity of this study and the crafting of a model of effective tests for interpreter training. However, it can be surmised from the students' uncertainty towards the validity of these tests that an aptitude test for interpreting training, at this stage, should not be an exclusionary device. Rather, when there is a shortage of resources available to a particular institute, these tests should aid lecturers in selecting the best students who have the highest possibility of successfully completing the course. Furthermore, as stated by student 3 in the interviews, if the results of the aptitude test were made available to the candidates, the candidates themselves would then have the necessary information to make an informed decision about their future.

Hence, in order to make an informed decision, the most effective, but also the easiest to administer, tests should be included in an aptitude test model. Therefore, the results of the Likert ratings (presented in section 4.3.2.) for the proven tests, as shown in table 5.1 above, should be considered and discussed. It is clear that interviews and the AMT should be included in the model, as both these tests were rated high (at an average of 2,9 and 3,6 respectively) with a correspondingly low standard deviation (approximately 0,67 and 0,61 respectively), thus indicating that the students were more certain of their answers when the majority rated these tests a three (eight out of 15 respondents) and four (10 out of 15 respondents), out of four, respectively. Similarly, the Cloze test and paraphrasing received a higher rating, an average of 2,7 each, with a lower standard deviation of 0,67 each. Thus, these two tests should also be included.

On the other hand, error detection received a lower rating of 2,5 with a standard deviation of 0,95 which indicates that students were very uncertain as to this test, which can be seen in the more even spread of results on the Likert scale. Therefore, error detection will be eliminated from the pool of possible tests. The shadowing test received the lowest rating out of the eight proven tests (an average of 2,4) and has a relatively low standard deviation of 0,71, indicating that students were more certain when the majority (seven respondents) rated this test as a two on the Likert scale. Therefore, shadowing will also not be included in the aptitude test model.

Finally, there is some uncertainty as to the synonyms test and the WCST. The synonyms test received an average rating of 2,8 but has an equally high standard deviation of 0,83.

Therefore, the respondents were not certain of this test or their response to it, although the majority (seven out of 15 respondents) rated the test as a three on the Likert scale. The WCST received an average rating of 2,6 with a standard deviation of 0,78. Therefore, while the majority of respondents (seven out of 15) rated this test as a three on the scale, they were uncertain of their response. However, as the synonyms test is currently the only proven test for interpreting which tests memory skills, and the WCST for cognitive flexibility, it seems that these two tests should be included in the aptitude test model in order to test the full range of skills required by the lecturers (as discussed in section 5.2.1). Furthermore, according to Bingham (1942:220-221), if the scores of a test are near either the upper limit or lower limit, the test will usually be less reliable than a test with scores around the middle range. In other words, a test should be neither too easy nor too hard to complete, a criterion which the synonyms test and the WCST would seem to fulfil. Moreover, both tests do not require spoken skills, as the synonyms test requires candidates to write their answers while the WCST does not require a candidate to speak or write at all, therefore the issue of spoken language anxiety (to be discussed in section 5.4.1.) is negated in these tests.

A further uncertainty lies with the interviewees and their rating of the dual-task training memory exercise. Despite its lower rating of 2,4 with a standard deviation of 0,48, this test cannot be compared with the others as a smaller sample group was used. Therefore, while there is a higher uncertainty towards this test, at present it should be included as there is no other available, proven interpreting aptitude test for concentration skills, aside from Chabasse and Kader's (2014:26-27) use of cognitive shadowing, which has been eliminated due to the students' uncertainty towards that test. Consequently, the discussed list of seven tests that fit the requirements of testing the skills wished for by the trainers but are still easy for candidates to complete can be seen in table 5.2 below.

Table 5.6: Tests to be included in the aptitude test model

Test	Qualities							
	Language Fluency	General Knowledge	Memory	Expressive Ability	Linguistic Skills	Personality	Stress/ Anxiety	Concentration
Interviews	x	x		x		x		
Cloze	x	x			x			
Synonyms	x		x		x			
Paraphrasing	x			x	x		x	
AMT						x (motivation)	x	
WCST					x (problem solving)	x (cognitive flexibility)		
Dual-task memory								x

5.3. A consideration of time constraints

A further consideration needs to be made regarding time constraints. In the surveys, the trainers indicated that results of any aptitude test would be needed immediately, thus an aptitude test model needs to be easy to administer in a short period of time, as well as easy to evaluate. This places a slight constraint on the number of individual tests that can be included in the model. At present, the tests which must be administered and scored individually, as they involve spoken tests, are the interviews, Cloze test, WCST, and dual-task training memory exercise. It must be reiterated from the review done in Chapter 2 that interviews, while proven, have a tendency to be extremely subjective and difficult to score. Therefore, it was suggested in the review (see section 2.3.3.1.) that interviews be kept aside as a last resort for evaluating border-line cases, after the results from the aptitude test model have been determined.

Furthermore, it is unnecessary to include tests that determine the same skills. Bingham (1942:220) states that a test will contribute the most to a battery when it not only closely correlates with the criteria to be tested, but also does not closely correlate with other tests in the battery. Thus, when one compares paraphrasing with the synonyms test, it can be seen that both tests determine language fluency and linguistic skills, while synonyms further determine memory skills and paraphrasing further determines expressive ability and stress or anxiety. However, during the discussion of the various tests and their validity as predictors of interpreter aptitude in Chapter 2, it was found that while paraphrasing was proven as a reliable predictor of aptitude, it was only the synonyms section of the test that proved to

significantly differentiate between the passing and failing students (see section 2.3.3.6.) (Russo, 2014:12-13). Moreover, this test is evaluated on various levels, taking longer to score and obtain the results than the straight synonyms test. Hence, the paraphrasing test shall be removed from the model. Yet, this does remove the test for expressive ability, which none of the other proposed tests determine, but this issue may be resolved with the dual-task training memory exercise, as it requires paraphrasing skills to orally recall the main points of the given speech.

The implementation of a time limit on a battery of tests is discussed by Foxcroft (2013:73) where she references Israeli universities as demonstrating that an overall time limit of 150 minutes proved to be effective and increased predictive validity by 20%. She further states the Nelson Mandela Metropolitan University in South Africa has, on the other hand, found that the assessment of multicultural groups is enhanced if there are no time limits. However, as interpreting requires an element of speed and the ability to remain calm under stressful situations, implementing a time limit would more effectively assess interpreting student capability. It must then be considered that a time limit will place restrictions on the number of tests to be included in the aptitude test model (Foxcroft, 2013:73). Yet Foxcroft (2013:75) puts forward that after the test development, item analysis and refinement phases should follow, in which the proposed tests are analysed for validity and reliability. Thus, she (2013:75) states that “[a]t least one third of the items are usually discarded when the item analysis is performed”.

5.4. Considerations for test development

With a selection of tests in place, it is important to consider the factors involved in test development. This includes test and language anxiety, as well as ethics, fairness, and cultural awareness.

5.4.1. Test and language anxiety

According to Helms-Lorenz and Van de Vijver (1995:161), there are various subject-related factors that can have an impact on test performance, including (but not limited to) test-wiseness. Test-wiseness is the ability to perform well on tests and handle the time limits usually imposed on tests. When an individual is not test-wise, they are said to exhibit test anxiety, which is usually characterised by feelings of worry about performing well or running out of time. These feelings impact concentration on the task at hand, and is a common

problem which diminishes the validity of tests (Kaplan & Saccuzzo, 2001:510). This form of anxiety leads to task-irrelevant responses, which causes a person to respond in ways that interfere with his/her performance, negatively impacting the results of the test (Kaplan & Saccuzzo, 2001:512).

There are various psychological tests that can be used to determine anxiety, particularly state anxiety, which is an emotional reaction that varies according to the situation, versus trait anxiety, which is a personality characteristic (Kaplan & Saccuzzo, 2001:511). Interpreters have to deal with many forms of stressors while performing, and a successful interpreter can deliver a high-quality performance despite these stressors (Mathey, 2013). In other words, while he/she may feel state anxiety, the successful interpreter can work despite it and it need not impact his/her performance. Trait anxiety, on the other hand, is not a characteristic that an interpreter should possess as it can hinder cognitive functioning and foreign language processing (Rosiers, Eyckmans & Bauwens, 2011:60).

The AMT can be used to determine a candidate's facilitating and debilitating anxiety, but the very act of completing an aptitude test and performing well will also show that a candidate can perform despite test or state anxiety. As the ability to stay calm is a requirement for interpreter candidates specified in the trainer survey, it seems clear that aptitude tests should be used to screen for potential candidates because of the possibility of test anxiety. However, the judges for the test should always be aware of this anxiety while scoring the tests. On the other hand, Horwitz (2001:113) states that some studies found that higher levels of anxiety actually led to higher achievement scores, and this was found using various types of anxiety, such as test anxiety and facilitating-debilitating anxiety.

Another form of anxiety that could impact interpreter aptitude testing is Foreign Language Anxiety (FLA), which is characterised by the "inherent inauthenticity associated with immature second language communicative abilities" (Horwitz, 2001:114). Studies showed that students with higher levels of FLA expected and received lower grades than less anxious students, particularly in the case of oral communication as opposed to written communication. In fact, there was a negative correlation between anxiety scores and students' performance of oral interview exams, possibly due to the element of scoring (Horwitz, 2001:115-118). Thus, Horwitz (2001:118) showed that less anxious learners performed better on oral and written foreign language tests, although FLA is "almost entirely associated with the oral aspects of language use" (Horwitz, 2001:120).

In order to diminish FLA in aptitude test taking, it is necessary for interpreter candidates to have exceptional language skills, particularly as it is a requirement for them, according to the trainer surveys. This study would also suggest conducting a single test in either the candidate's A or B language, thus keeping code-switching (i.e. switching between various languages during the course of a speech) to a minimum. It is possible that this will reduce FLA as the candidate will be able to focus on one language at a time, without trying to compensate for a task they have not yet learned, as code-switching is a particular issue that is dealt with during interpreter training.

5.4.2. Ethics, fairness and cultural awareness

Another concern for the development of a test design is fairness. Fair assessment practices, according to Foxcroft, Roodt and Abrahams (2013:117-118), involve:

- “The appropriate, fair, professional, and ethical use of assessment measures and assessment results
- Taking into account the needs and rights of those involved in the assessment process
- Ensuring that the assessment conducted closely matches the purpose to which the assessment results will be put
- Taking into account the broader social, cultural, and political context in which assessment is used and the ways in which such factors might affect assessment results, their interpretation, and the use to which they are put.”

It can be argued that point one will be the responsibility of the test user, but that points two and three have been met within the current study and the development of the aptitude test model. This study has taken the needs and rights of the involved parties into account by sending online surveys to both trainers and potential students of interpreting, and has ensured that the assessment criteria matches the purpose to which the results will be applied by only using tests proven to predict aptitude for interpreting, rather than using broader, psychological testing.

The final point, that of the broader social, cultural and political context, can be addressed through the issue of cross-cultural awareness. Cultural loading, the “explicit or implicit references to a specific cultural context” in the test instrument or in its administration, can

impact the adequacy of measurement tests (Helms-Lorenz & Van de Vijver, 1995:160). As culture is a question of education and socio-economic background, it affects behaviour which can thus impact the traits being measured (Bedell, Van Eeden & Van Staden, 1999:1). For example, in a personality test a westerner may react to a situation in a way that an easterner would not, thus it would be difficult to use the same test for both cultures. Therefore, Bedell et al. (1999:3) state that personality tests rarely retain their reliability when applied cross-culturally, and their validity is substantially diminished, as these tests depend on the domain of social interaction which is influenced by cultural value systems.

However, tests can be adapted to suit other cultures for reasons of fairness, cost, and comparative studies between groups. The adaptation of tests for cross-culture application is important as the reliability of a test can be compromised if there are communication barriers between the judge and the test-taker (De Kock, Kanjee & Foxcroft, 2013:84). However, the elimination of cultural bias does not necessarily increase the predictive ability of a test, especially in the case of interpreting where a knowledge of the cultures behind the candidate's language combination is a prerequisite, as shown by the trainer surveys. Furthermore, Helms-Lorenz and Van de Vijver (1995:161) state that if the purpose of a test is to determine culture-specific knowledge, then cultural loading is unavoidable and is, in fact, necessary. This is particularly true of language proficiency tests for interpreting, where the candidate is tested on the knowledge gained through study, which includes the culture behind the language that was learnt. As such, it is difficult to avoid cultural bias in interpreter aptitude testing, as an element of cultural awareness is a necessary trait in interpreter candidates.

It can be seen that the majority of the tests to be included in the aptitude test model can be adapted for different languages, as they are meant to test the candidates' proficiency in the various interpreter skills, which must be done in the candidates' chosen A and B languages. Yet, the issue of applying personality tests cross-culturally still remains, as the test-takers have the right to take the test in their A language. Therefore, in the present study, translating the AMT into isiXhosa, for example, would cause this test to lose its reliability and validity as a personality test. Consequently, to ensure cultural fairness, the AMT should be removed from the test battery due to the difficulty of meeting cultural variables.

A further consideration in test fairness can be seen when the socio-political climate of South Africa is taken into account. Fairness is characterised by the "acceptance of the candidate

identified as most likely to be successful in a given position” (Bedell et al., 1999:4) but can also refer to the extent to which selection tests meet the goals of the Employment Equity Amendment Act, which states that there must be “equitable representation of suitably qualified people from designated groups” (Republic of South Africa, 2014, Employment Equity Amendment Act 55 of 2013, Section 15). In the case of acceptance to tertiary institutes, this act seeks to rectify social inequality and compensate unequal opportunities through choosing different pass/fail points for different cultural groups (Helms-Lorenz & Van de Vijver, 1995:163).

However, educational background bias can be mitigated by the fact that the majority of interpreter courses are postgraduate courses (as determined through the trainer surveys), indicating that all candidates will have a similar educational background (undergraduate study). Yet, tertiary institutes must still take socio-economic backgrounds into account, as much as is possible without sacrificing cost in terms of money and the potential drop in standards, which is generally a concern when admitting students in need of financial aid, as this aid is dependent on the financial resources of the tertiary institute (Bedell et al., 1999:4-5).

5.5. Introductory course versus aptitude test

According to Helms-Lorenz and Van de Vijver (1995:163, 165), there are ways of reducing bias caused by anxiety and culture. Clear, lengthy instructions can be given to candidates taking aptitude tests, followed by providing examples and then exercises, and avoiding complicated grammatical structures and local idioms. Otherwise, test-wiseness can be increased by using familiarisation and training. Horwitz (2001:115) stated that studies with second language English students showed that the students attempted more elaborate and personal messages when engaging in experimental conditions. Thus, it can be said that implementing an introductory course to interpreting could aid students by allowing them to familiarise themselves with the various exercises in the aptitude test model, which would then greatly reduce test anxiety. As stated by Student 1 in the interviews, “the more exposure you get, the better, and you can also see where you’re at before you start”.

It was also found in the interviews that some students are concerned about the amount of oral language training they receive in foreign language learning classes. For example, Student 2 expressed the following concern:

Given the way that languages are taught currently, I think you would find that the results of a spoken aptitude test would be lower than the written test, but I think that it's important to understand the level that people are willing- that people are at in terms of speaking. So, I don't think that it [spoken aptitude tests] would be unhelpful, I think it would be very helpful but it also would be helpful in showing that, you know, maybe there needs to be a restructuring of language courses in general to include more oral teaching, as opposed to written (sic).

Furthermore, the implementation of an introductory course would introduce more students to the concept of interpreting as a professional occupation, as there are possibly not many people who are familiar with it as a field of study (Student 4). In addition, Moser-Mercer (1985:100) states that an introductory course provides trainers with the opportunity to observe students over an extended period which allows a greater accuracy in judgement. Yet, testing still provides a quick, economic and objective way to gain information about people, and can be used to enhance decision making (Bedell et al., 1999:1). As a result, this study would suggest the use of aptitude testing until the field of interpreting has reached a more stable professionalisation. With a level of professionalisation, it is possible that interpreter training courses would receive more recognition and thus more government funding and an introductory course could then be presented in undergraduate study to make the option of interpreting more available to a wider range of potential candidates.

5.6. The proposed aptitude test model

Through the course of this chapter, a final count of five tests to be included in the aptitude test model was reached. These tests can be seen in table 5.3 below, and include the Cloze test, synonyms, WCST, dual-task training memory exercise, and interviews. The implementation of these tests will now be described, and an example of a mock test will be given in addendum F.

Table 5.7: Final proposed aptitude test model

Test	Qualities							
	Language Fluency	General Knowledge	Memory	Expressive Ability	Linguistic Skills	Personality	Stress/ Anxiety	Concentration
Cloze	x	x			x		x	
Synonyms	x		x		x		x	
WCST					x (problem solving)	x (cognitive flexibility)	x	
Dual-task memory			x	x			x	x
Interviews	x	x		x		x	x	

5.6.1. The Cloze test

The Cloze test is considered to be a valid, reliable measure of foreign language acquisition, thus it can be used to test interpreter candidates' B language proficiency (Tremblay & Garrison, 2010:77). To construct a Cloze test, a passage of prose in the candidates' B languages (in the case of interpreting, a speech) is chosen and a number of words are omitted. Moser-Mercer (1994:64) suggests every tenth word, while Tremblay and Garrison (2010:77) suggested approximately every seventh word, these words including both content words (such as nouns and adjectives) and function words (such as determiners, prepositions and pronouns). Examples of a speech which could be used in this test is a recorded news piece, a podcast about a popular and generic subject, or a speech in Parliament. The candidate must listen to the speech and, using the structure and internal relationships of the text to anticipate the information, as well as his/her general knowledge, write down the missing words, in his/her B language, as suggested by Moser-Mercer (1994:64). As such, this test can be administered to a group of candidates, regardless of the number of applicants.

The test administrators should create a bank of acceptable answers beforehand, in order to minimize subjectivity in scoring. Tremblay and Garrison (2010:77) also suggest using a descriptive approach and not rejecting words that might be deemed "improper", such as borrowing from English (e.g. Afrikaans' use of "anglisme"). Furthermore, spelling and agreement errors that do not affect pronunciation (such as in French where the end of a word is often silent) should not affect the word's acceptance. The answers should therefore be lexically acceptable (Tremblay & Garrison, 2010:77). An example of the manner in which a Cloze test may be constructed can be seen in Addendum F.

5.6.2. The synonyms test

The synonyms test is a test of associational word fluency, and requires the ability to produce words with a shared area of meaning or common semantic property (Gerver, Longley, Long & Lambert, 1989:728). In this test, candidates are asked to write down as many synonyms as possible (but with a maximum of 12) for each of four stimulus words (Pöchhacker, 2011:112). Gerver et al. (1989:728) suggested giving students a time limit of six minutes to complete this test. It can then be scored according to the number of acceptable responses. As in the Cloze test, this study would suggest that the judges compile a bank of acceptable word choices, and not penalize students on the basis of spelling. Furthermore, to ease test anxiety as well as FLA, it is suggested that this test be done in the candidates' A languages. Moreover, due to the written element of this test, it can be administered to groups of candidates. An example of the manner in which a synonyms test may be constructed can be seen in Addendum F.

5.6.3. Wisconsin Card Sorting Test

The WCST is used to test cognitive flexibility and problem-solving skills. In this test, candidates must sort a deck of 64 cards into one of four slots, one by one. Furthermore, feedback as to the correctness or incorrectness of the candidate's choice is only given after the placement of each card into a slot, with no reason as to why the candidate is correct or not. Before the test, the judges agree on at least three different rules, which are put into effect one by one and are not told to the candidates. Once the candidate has determined the rule in effect, the examiner may change it to another rule without warning or otherwise informing the candidate, which forces the candidate to adjust accordingly (Timarova & Salaets, 2011:41). Consequently, this test must be administered to individual candidates. An example of the manner in which a WCST may be constructed can be seen in Addendum F.

Timarova and Salaets (2011:41) suggested the following scoring strategy: first, the measures of the total number of errors and the total number of preservative errors (those responses that are not correct under the present rule, but would have been correct under the previous rule). Then, a learning-to-learn index can be calculated by determining the percentage of errors within each segment (constituted by each application of a rule) and then comparing the different percentages. If the percentage of errors consistently decreases, then the index is high, and if the percentage increases, then the index is low. Thus, more successful candidates will show a higher index.

5.6.4. The dual-task training memory exercise

The dual-task training memory exercise can be used in either the candidate's A or B language, and involves listening to a recorded speech while reciting numbers out loud. After the speech, the candidate's concentration on the primary task (listening) is checked by way of an oral recall test of the main points of the speech, in which the candidate may paraphrase (Moser-Mercer, 1985:97). Thus, the candidate's ability to receive and produce simultaneously is tested. In addition, this test must be administered individually.

This study would suggest that the judges decide beforehand what the main points of the speech, that the candidate will need to recall, will be. The candidate can then be scored on the number of points recalled. An example of the manner in which a dual-task training memory exercise may be constructed can be seen in Addendum F, for both an A and B language.

5.6.5. Interviews

It was previously suggested that the interview be used as a last resort measure, to further test borderline cases where a candidate's results in the above model prove to be inconclusive. This is due to the fact that interviews are more difficult to score, being of a very subjective nature.

To assess a candidate's general knowledge, cultural awareness, and inquisitive nature, an unstructured or semi-structured interview can be held, in which the examiner questions the candidate based on a pre-selected series of questions regarding general linguistic and educational backgrounds, areas of interest, reasons for wanting to become an interpreter, and current events. The examiner may also initiate discussions on controversial subjects or news stories to determine the candidate's ability to handle unfamiliar subjects (Lambert, 1991:592). Lambert (1991:592) suggests that the examiner begin the interview in the candidate's A language and then, after the examiner feels he/she has a sufficient understanding of the candidate's proficiency, the examiner should switch to the candidate's B language.

To assess a candidate's linguistic and language skills, a more structured or prepared version of the interview can be used (Moser-Mercer, 1994:63), in which the candidate is given four topics and asked to discuss one in his/her A language and another in his/her B language. Topics may vary but should consist of general issues (Lambert, 1991:592). This form of the interview may take longer to administer than the unstructured or semi-structured form, as it is

suggested that candidates receive approximately 20 minutes to prepare their two speeches (Lambert, 1991:592). An example of topics for the prepared form of the interview can be seen in Addendum F.

Both forms of the interview must be administered individually. In addition, in order to avoid subjective pass/fail awards, it is suggested that a panel of judges administer the interview, rather than it being a face-to-face interview with only one judge.

5.7. Conclusion

This chapter has discussed the results presented in the previous chapter, and has used the insight gained from these results to narrow down the list of available aptitude tests that could have been utilised in an aptitude test model. Moreover, further research into test development was done, and the ethics and fairness of aptitude testing, as well as issues of test anxiety, foreign language anxiety, and cultural awareness were analysed. This further reduced the list of available tests until a final model containing five aptitude tests was achieved. The administration of these tests, which include the Cloze, synonyms and Wisconsin Card Sorting tests, as well as the dual-task training memory exercise and interviews, was then described. The next chapter will provide a conclusion for this study.

Chapter 6: Conclusion

“The validity of our entrance tests has not been proven yet, because binding admission tests preclude an assessment of whether the failed candidate might in time have become a good interpreter.” (Stenzl in Dodds, 1990:17)

6.1. Introduction

This study has endeavoured to design an aptitude test model for interpreting studies in the South African context, which uses theory to inform the practice of interpreting. In order to achieve this goal, various steps were taken, research and data were analysed, and a conclusion was reached. These various steps took place over the course of this thesis, as follows:

The first chapter presented an overview of the study as a whole through an introduction to the history of interpreting and how the concept of aptitude testing was brought into the study of interpreting. The state of the professional field of interpreting in South Africa was discussed, and the need for aptitude testing was demonstrated by pointing out the low status of the interpreting profession. It was then hypothesised that the implementation of aptitude testing may be the first step to professionalising the field, thus raising the quality of interpreting.

Chapter 2 provided an overview into the research available on aptitude testing for interpreting studies. A universal list of qualities (both cognitive and personality traits) that were deemed important for the “ideal” interpreter was presented, followed by a discussion of the various available aptitude tests for interpreting which can be used to determine these qualities. A total of 18 interpreting aptitude tests were found, but with further research it was discovered that only eight of these tests proved to be predictive of aptitude in interpreting students. Furthermore, a gap in the research was discovered, in that most studies focused on correlating aptitude test scores with final exam results in order to determine the validity of the tests, but very few studies discussed the development of a test model or the administration of the tests. Thus, this study focused on filling this gap.

Chapter 3 discussed the methodology to be used in this study. A qualitative research design was used, as it was determined (in chapters 1 and 2) that gaining insight into the qualities of the “ideal” interpreter on the local level, rather than universal, would improve the reliability of aptitude testing. Thus, online surveys were sent out to interpreter trainers across South Africa to gain this knowledge. It was also previously determined that ease of administration

was a necessary factor in aptitude testing, thus online surveys were sent to potential interpreter candidates at Stellenbosch University to gain their opinions on the available interpreter aptitude tests. Moreover, interviews were held with a select group of these students to qualify the information gathered through the surveys.

Chapter 4 then presented the data gathered through the implementation of chapter 3's methodology. Following this, chapter 5 analysed and discussed this data. Through the information provided by the trainers and students, it was possible to narrow the list of available tests down into a compact, custom-made model of aptitude testing.

This final chapter will now conclude this study by discussing the main points and conclusion reached through this research. In addition, the limitations of this study, as well as opportunities for further research, will be discussed.

6.2. Main highlights of the study

Through the analysis of the results, it was determined that there is a need for interpreter aptitude testing in South Africa, and in fact that trainers advocate its use. It was possible to limit the model of aptitude testing to five main tests, which can be used to determine all the skills that were required by the interpreter trainers. These tests also fulfilled the requirement of not being too difficult to administer and complete, so as to focus on the skills that are meant to be determined, and not become simply a test of test-taking ability. Hence, this model will include the Cloze, synonyms and Wisconsin Card Sorting tests, as well as the dual-task training memory exercise. Furthermore, interviews were added to the model, to be used for borderline cases where the results from the main tests in the model are inconclusive.

Moreover, this study attempted to fill a gap in the research by discussing the steps in test development (encompassed by this study until the conception of the model) and providing a description, with accompanying examples, of the administration of these tests. There are, however, more steps to the test development process that were not covered in this study.

6.3. Opportunities for further research

The scope of this study only encompassed the development and presentation of a test model. Before this model can be implemented, there are further steps that must be taken. First, this model must be analysed as to its reliability and validity. In other words, a reliable test yields

the same results with different groups at different times (Campbell & Hale, 2003:205). This is done through analysis and testing. In order to test the model, it must first be administered to a sample of interpreting professionals, in order to determine the average ability of an interpreter in South Africa. This will then provide the benchmark for candidates who take the test to determine their ability to succeed. This model can then be tested for its validity.

To test validity, the model must be administered to a sample of interpreter candidates. All candidates, regardless of their aptitude test results, should then be permitted to complete the interpreter course. Their aptitude test results can then be correlated with their final interpreter training results to determine which tests proved effective in predicting aptitude for interpreting. If all tests in the model prove to be reliable, the model can then be published for use.

There were further research opportunities that were brought to light in the course of this study, namely the implementation of an introductory course for interpreting. Interpreter trainers indicated a desire for an introductory course to provide students with an equal background in interpreting and its main ideas. Moreover, the students in this study showed that interpreting is not a well understood field, and there are possibly many students who are unaware that interpreting is an option as a future career path. This finding confirms Donovan's (2002) assertion (in section 1.2.4.) that few countries recognise interpreting as a profession in its own right, as it is usually considered a form of language acquisition due to widespread confusion as to interpreting skills. Thus, an introductory course would spread knowledge of interpreting in undergraduate university programmes, which could lead to a possible boom in interpreting research and thus to a stronger professionalisation of the field. As a result, research can be done into how an introductory course may be implemented into undergraduate study.

In addition, a number of students indicated that there was a lack of confidence in spoken tasks as there is not enough oral language practice in foreign language learning. It was hypothesised that a restructure of foreign language learning classes to include more oral communication classes may increase students' confidence in their capabilities. Therefore, there is opportunity for research into this idea, as it is possible that an introductory course to interpreting could be implemented as an oral component to foreign language learning.

6.4. Limitations of this study

The research method implemented in this study was chosen as it was the best option for obtaining individual opinions on the matter at hand. However, there was a clear limitation in the study in that there was a very small number of respondents. It is possible that offering an incentive, or utilising a different data collection tool, would have yielded more results in garnering more respondents, which would have contributed to a larger data pool.

Another limitation to this study can be seen in the researcher herself. A lack of experience with psychology was a limiting factor in the research on aptitude testing itself, as there are various aspects to test development and utilisation that require a professional psychologist. For example, it would be unethical to include certain tests, such as those for personality, as their implementation and interpretation must be done by a professional psychologist. Correcting this limitation may also lead to further research in the form of a collaboration with psychologists in order to expand the model presented in this study.

6.5. Conclusion

It was made clear in this study that there is a need for aptitude testing for interpreter training in South Africa, as not many students are fully aware of what interpreter training requires. Aptitude testing would thus aid students in making an informed decision on pursuing a career in interpreting by providing them with an idea of what interpreting entails. Furthermore, aptitude testing would aid trainers and departments with limited resources in choosing only those candidates who fit the requirements (such as language fluency) and are thus more likely to succeed. This would further raise the quality and standards of interpreting through producing more highly trained professionals, as training can then focus on interpreter skills, rather than language learning. Therefore, implementing aptitude testing for interpreter training is an important first step to strengthening the professionalisation of the field.

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ADDENDUM A

Trainer questionnaire

1. Is this course a post-graduate or under-graduate course?
2. How long is this course?
 - 1 year general course
 - 1 year specialised course (i.e. court interpreting)
 - 1 year general + 1 year specialised course
 - 2 year general course
 - 2 year specialised course
 - Other
3. Approximately how many students apply for this program per year?
4. Approximately how many students drop out during the course or fail at the end of the course (total numbers)?
5. Do the candidates (i.e. those applying for an interpreting course) generally have previous experience with interpreting?
6. Would it be preferable for candidates (i.e. those applying for an interpreting course) to have previous knowledge of or experience with interpreting?
7. In your opinion, what are the characteristics and/or skills of an 'ideal' interpreter?
8. What is your opinion on aptitude testing?
9. Does this course have a screening procedure?
10. If yes to 9, what does the screening procedure entail, and do you think it is sufficient and effective? If not, which skills would you wish to test for in an aptitude test?
11. If no to 9, if you did have an aptitude test, which skills would you wish to test for?
12. What is your opinion on testing for soft-skills (i.e. personality traits)?
13. Would the scores or evaluations of an aptitude test be needed immediately?
14. Which would be better in your opinion: an aptitude test, an introductory course for interpreting, or both?
15. Please provide a reason for your answer to the above question.

ADDENDUM B

Student questionnaire

1. Please state your current field of study.
2. Do you have an interest in pursuing a career in interpreting?
3. What do you understand by the term interpreting?
4. What is your opinion on entrance exams or aptitude tests in general?

The following questions have to do with types of aptitude/entrance tests and how easy or difficult they are to understand and complete. Please rate the questions on a scale of **1 – 4**, with **1** = I don't understand the concept, **2** = Not confident, **3** = Mildly confident, and **4** = Very confident

5. Written translation is the transposition of a text written in one language into a text written in another language. How confident are you in successfully completing this test?
6. Rewriting requires the rewriting of three sentences each in two different ways. How confident are you in successfully completing this test?
7. Summary writing involves a written summary in your A language (mother tongue) of a written or oral speech given in your A or B language. How confident are you in successfully completing this test?
8. The Wechsler Memory Tests consist of a list of words grouped into memory units which must be recalled in their original order. How confident are you in successfully completing this test?
9. Recall tests generally involve the reconstruction of the content of a discourse differently (i.e. through paraphrasing, summarising or over-generalising). How confident are you in successfully completing this test?
10. Interviews involve one-on-one conversations with a judge, an improvised short speech on a randomly chosen topic, or a short presentation on a cultural or current event. How confident are you in successfully completing this test?
11. Sight translation involves the transposition of a text written in one language into a text delivered orally in another language. How confident are you in successfully completing this test?
12. Shadowing involves listening to a text and simultaneously repeating it word-for-word in the same language. How confident are you in successfully completing this test?

13. Error detection requires the detection of lexical errors (such as non-word resulting from a slip in mispronunciation), syntactic errors (such as an alteration of the tense of the verb), and semantic errors (such as the insertion of words that are different in meaning from those in the text) in an auditorily presented text. How confident are you in successfully completing this test?
14. The Cloze test requires restoring words that have been deleted from a text by relying on anticipation based on experience (or knowledge of current affairs) coupled with perception of the structure and internal relationship of the text. How confident are you in successfully completing this test?
15. The synonyms test requires noting as many synonyms as possible for a given word. How confident are you in successfully completing this test?
16. The SynCloze test requires filling in gaps in a text based on the content, and also supplying as many contextually appropriate synonyms as possible. How confident are you in successfully completing this test?
17. In a paraphrasing test, you are asked to render the meaning of a message into other words and in a different syntactic construction. How confident are you in successfully completing this test?
18. The Myers-Briggs Type Indicator consists of a series of personality related, situational questions which you must rate on a Likert scale (the measure of the level of agreement or disagreement). How confident are you in successfully completing this test?
19. The Achievement Motivation Test consists of a 90 multiple-choice item questionnaire and you must choose the response you most favour for each statement. How confident are you in successfully completing this test?
20. Gardner's Attitude/Motivation Test Battery consists of a list of statements that you must respond to on a Likert scale. How confident are you in successfully completing this test?
21. The Nufferno test involves three sets of letter series problems which you must solve, first timed and then untimed. How confident are you in successfully completing this test?
22. The Wisconsin Card Sorting Test entails sorting a deck of 64 cards into four different slots. However, you will only receive feedback as to the correctness or incorrectness of the categorisation you have chosen after sorting each card, with no explanation given as to why. There are three rules to the categorisation of cards, but you will not

be told which rule is being applied. These rules can also change without warning during the test and you must then adjust to the new rule. How confident are you in successfully completing this test?

23. What is your opinion on the aptitude tests mentioned and the understanding you may gain through these tests of your ability to complete an interpreting course and to perform as an interpreter?

ADDENDUM C

Ethical clearance letter



APPROVED WITH STIPULATIONS REC Humanities New Application Form

5 September 2017

Project number: AFR-2017-0864-603

Project title: Devising a Model of Aptitude Testing for Interpreter Training

Dear Miss Simone Gambrell

Your REC Humanities New Application Form submitted on 11 August 2017 was reviewed by the REC: Humanities and approved with stipulations.

Ethics approval period: 05 September 2017 - 04 September 2020

REC STIPULATIONS:

Please note that you must apply for institutional permission from the SU Division for Institutional Research and Planning in order to conduct research with SU affiliated participants. For inquiries about SU institutional permission, please send an email to permission@sun.ac.za.

You should apply for SU permission from the SU IRP Service desk: <http://www.sun.ac.za/permission>

The researcher may proceed with the envisaged research provided that the following stipulations, relevant to the approval of the project are adhered to or addressed.

Some of these stipulations may require your response. Where a response is required, you must respond to the REC within **six (6) months** of the date of this letter. Your approval would expire automatically should your response not be received by the REC within 6 months of the date of this letter. If a response is required, please respond to the stipulations in a separate cover letter titled **“Response to REC stipulations”**.

Please take note of the General Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

If the researcher deviates in any way from the proposal approved by the REC: Humanities, the researcher must notify the REC of these changes.

Please use your SU project number (AFR-2017-0864-603) on any documents or correspondence with the REC concerning your project.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

FOR CONTINUATION OF PROJECTS AFTER REC APPROVAL PERIOD

Please note that a progress report should be submitted to the Research Ethics Committee: Humanities before the approval period has expired if a continuation of ethics approval is required. The Committee will then consider the continuation of the project for a further year (if necessary)

Included Documents:

Document Type	File Name	Date	Version
Informed Consent Form	Physical consent form for interviews	15/05/2017	3
Informed Consent Form	Consent form lecturers	15/05/2017	3
Informed Consent Form	Consent form students	15/05/2017	3
Data collection tool	Interview questions for students	15/05/2017	Incomplete

Data collection tool	Questionnaire for trainers	15/05/2017	3
Data collection tool	Questionnaire for students	15/05/2017	3
Research Protocol/Proposal	Proposal FINAL DRAFT	16/05/2017	6

If you have any questions or need further help, please contact the REC office at cgraham@sun.ac.za.

Sincerely,

Clarissa Graham

REC Coordinator: Research Ethics Committee: Human Research (Humanities)

National Health Research Ethics Committee (NHREC) registration number: REC-050411-032.
The Research Ethics Committee: Humanities complies with the SA National Health Act No.61 2003 as it pertains to health research. In addition, this committee abides by the ethical norms and principles for research established by the Declaration of Helsinki (2013) and the Department of Health Guidelines for Ethical Research: Principles Structures and Processes (2nd Ed.) 2015. Annually a number of projects may be selected randomly for an external audit.

ADDENDUM D

Consent form



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvennoot • your knowledge partner

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

TITLE OF RESEARCH PROJECT: Devising a Model of Aptitude Testing for Interpreter Training

I would like to invite you to take part in a research project which involves the completion of an online questionnaire. Your participation is **entirely voluntary** and you are free to decline to participate or to stop completing the questionnaire at any time, even if you have agreed to take part initially. However, once you have submitted your completed questionnaire online, you will no longer be able to withdraw your responses as there will be no way of linking your responses back to you.

1. PURPOSE OF THE STUDY

This study aims to design a comprehensive, custom-made aptitude test for interpreting, relevant for the South African context, which is based on theory and can be used in practice to differentiate between those students who have the ability to succeed as interpreters and those who do not. This study ultimately hopes to improve the quality of the professional field of interpreting.

2. PARTICIPATION

You are being asked to participate because it is believed that having a model for the “ideal” candidate that is informed on the local level rather than the universal will greatly improve current aptitude testing procedures. As you are a trainer of, or otherwise involved in the training of, interpreting students, your opinions on the characteristics and essential skills of any person applying to study interpreting is of great importance to the nature of this study.

If you agree to participate you will be requested to complete a short online questionnaire relating to basic course information and your opinion on the concept of aptitude testing. Most importantly, the questionnaire requests your opinion on the types of characteristics and skills you require (or would like) from a person applying to study interpreting at your institution. This questionnaire should take no more than approximately 15 minutes to complete.

3. POTENTIAL BENEFITS OF THIS STUDY

This study uses theory in order to improve the practice of admission to interpreting studies. I believe that improving upon admission testing by means of aptitude testing will not necessarily restrict access to an interpreting course, but rather improve the training itself. This could be done by showing that certain applicants who test weaker in necessary skills should perhaps consider an alternative career path, as it would take longer to teach them the necessary skills than other applicants. Furthermore, testing would ensure that trainers do not waste resources and time by training essential skills that are lacking in some applicants, for example, language ability.

Therefore, this study could greatly improve interpreter training by raising the quality of that training to produce interpreters with higher quality skills. Ultimately, this could contribute to improving the quality and professionalization of interpreting in South Africa.

4. POTENTIAL RISKS OF THIS STUDY

While a list of institutes that provide interpreter training will be given in the study itself, this online survey will not request any personal information from either you or the institute that you represent. All questions will ask for generic information that will not compromise your or the institute's privacy.

Once the survey has been submitted, there will be no way to link your answers back to you. However, as the survey is not being run from a "secure" https server of the kind typically used to handle credit card transactions, there is a small possibility that responses could be viewed by unauthorized third parties (e.g., computer hackers). Furthermore, there is a risk of revealing your identity should you respond to all in the group email sent out to all institutes to request participation in any email communications.

5. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact the Principal Investigator: Simoné Gambrell, 0622988505, 15485595@sun.ac.za; or the Supervisor: Professor Harold Lesch, 021 8083573, hlesch@sun.ac.za.

6. RIGHTS OF RESEARCH SUBJECTS

You are free to decline to participate or to stop completing the questionnaire at any time, even if you have agreed to take part initially. However, once you have submitted your completed questionnaire online, you will no longer be able to withdraw your responses as there will be no way of linking your responses back to you. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

By clicking NEXT you are confirming that you are over 18 years old and have read and understood the above explanation about the study, and that you agree to participate. You also understand that your participation in this study is strictly voluntary.

ADDENDUM E
Interview transcriptions
STUDENT 1 (12 September 2017)

(‘R’ will be used to indicate the researcher’s speech, and ‘S’ will be used to indicate the student’s speech. All pauses, hesitations and speech fillers, such as ‘um’, were omitted.)

The researcher began by greeting the student and explaining the background and purpose of the study, and provided the student with the consent forms to sign. Once the student indicated her understanding, the interview proper began.

R: What do you understand by interpreting?

S: OK, well, it’s basically translating what one person says in one language and translating it into another language on the spot. I think that’s about it.

R: So, if you came to do the interpreting course here [*at Stellenbosch University*], what do you expect that you would learn in the course?

S: I think one would probably learn to think on your feet, one would be put under difficult circumstances that would be uncomfortable, probably. ‘Cause I... no-one’s ever prepared, I think, for interpreting, so one would expect the course to place, put you in difficult situations for whatever might come your way when you’re actually an interpreter.

R: So, before you actually participated in this study, had you actually heard about interpreting before?

S: Yes, I have. My one friend’s mom is an interpreter. [*The student shared information about her friend’s mother which will be omitted for confidentiality.*] And we’ve also done some interpreting in the French class, last semester. Well, we had one class. It was probably the most fun we’ve ever had in the French class, ‘cause we all were laughing so hard at each other.

R: So, what did you think about interpreting when you were doing the French class?

S: I actually thought that it might be an option, to do it. I realised- well once you do it you realise, you see if you can handle stressful situations or not, and I know about myself that I actually can do that. But it was quite interesting to see how people react differently to stressful situations.

R: That actually leads me to another point of whether it would be better to have an aptitude test or to have an introductory course to interpreting.

S: I think both. Ja, I think definitely both because the more exposure you get, the better and you can also see where you’re at before you start.

R: Now what would you actually think about aptitude testing in general?

S: Think it’s a good idea to do it. I think most, or some of the times, the aptitude test doesn’t necessarily reflect exactly your capabilities, doesn’t reflect it as well, like exactly... But it obviously gives you quite a good idea at where you’re at and if, I

mean it would show you if you really want to do it or not and ja. Think it's a good idea.

[The next questions related to the survey that was sent to the students. As this student had not filled it in, the researcher explained the idea behind the survey.]

- R: Basically, when I was going through my surveys, I found that students tended to rate a very high uncertainty when it came to oral tests like doing an interview. Why would you think that is, like an interview versus a written test?
- S: Easy. In a written test, you have time to think. You can look like an idiot when you're in an oral exam or whatever. Oral exams are always the worst because you're one-on-one with the person and they see the expression on your face when you don't know the answer! So, writing is definitely easier, I think, when it just- you have time to think, that's basically it.
- R: Do you think there's a note of anxiety in a spoken test?
- S: Oh yes, definitely, especially if it's translating into another language, your brain has to go, like, 100 miles an hour to think of words to say. Firstly, you have to answer the question and then you have to think in that language to say what you need to say and, ja, I mean, the examiner or whoever is on the other side can, like, they see your anxiety in your face and your voice. So, oral, it's definitely more stressful.
- R: Now, one of the prerequisites that you need to get into interpreting is to be very good at both your languages, so French and English [*these are Student 1's language combinations*], so it's necessary to test those, your skill in that. So, do you think testing with a written translation would be a good aptitude test for interpreting rather than, say, giving a speech in French?
- S: Would it be a prepared speech or unprepared?
- R: Semi-prepared. Like, we'd give you a topic and about five minutes to kind of go over it and then do the speech.
- S: I think the speech would be better, like I said because that usually just puts you at a whole different level of stress, whereas writing is, everyone's used to writing, so I think with the stress level that comes with interpreting, putting someone on the spot would be a better, better way to test them.
- R: Ja, `cause it is a little disconcerting for me with regards to the very high uncertainty towards spoken tests when interpreting is a spoken thing. One of the skills that, well that trainers do want to look for is your language ability and especially your speaking voice.
- S: Exactly, so... I think it's obviously hard to formulate sentences, the way you formulate sentences are obviously very, very important when interpreting. So, you could easily just sit for a minute before you write something but when you have to speak it's quite, it's too on the spot.
- R: In that case, with the speaking things, do you think having an introductory course to interpreting would lessen that anxiety towards the spoken tests?

- S: Yes, I do think so. Even if it's just to have some practice rounds to make yourself, or to get used to being in that situation. I mean, already the one class we had in interpreting in French was already more eye-opening to see what it actually... entails. So, I definitely think an introductory course would be great.
- R: Alright. I have one last question, I... going through my results I found I was missing a test, so it wasn't included in the student survey. But basically, trainers said that they would like to test for your concentration skills. Now I found an exercise, it's not a test, it's just a little training exercise in which you listen to a short, recorded speech in your first language and while you're listening you recite numbers out loud, also in your first language, and after the speech, you basically give an oral rendition of the main points of the speech. So that's to test your concentration skills. Now if you rated it on that scale I told you about, with one being I don't understand, two not confident, three mildly confident, four very confident, where do you think you would be?
- S: Probably two.
- R: So not confident on that?
- S: I think so, I'm not sure as I haven't done it, but it sounds quite daunting. I think it could be a very, very good thing to do though.

The researcher concluded the interview by asking if the student had any questions about the current study, and then thanking the student for her time.

STUDENT 2 (13 September 2017)

(‘R’ will be used to indicate the researcher’s speech, and ‘S’ will be used to indicate the student’s speech. All pauses, hesitations and speech fillers, such as ‘um’, were omitted.)

The researcher began by greeting the student and explaining the background and purpose of the study, and provided the student with the consent forms to sign. Once the student indicated her understanding, the interview proper began.

- R: To start off with, I basically want to ask what you understand about interpreting?
- S: From what I understand, my grandfather and aunt were both interpreters, so they would go to conferences and they would, conferences that included various international, various countries, and they would interpret what was being said for, I’m guessing politicians or whoever they were. So, Portuguese politicians for them, and they would be able to not translate but interpret what was being said in order to convey the message and information. That’s what I understand.
- R: So, you obviously do have a background with interpreting. So, is it something that you would be interested in?
- S: Ja, I’ve been thinking about it recently, interpretation and translation, just because I have based my degree around languages, so ja, it is something that I am considering. But maybe some time in the future, I’m not sure yet.
- R: So, if you actually did come here to do a course in interpreting, would do you think you would be taught in the course?
- S: I guess, I don’t really know if there’s a theory to interpretation, but I guess what you would have to be taught would be... I don’t know. I can imagine that it’s quite a difficult thing to do, especially at speed so I guess it would be kind of like tests to determine how fast you could interpret? Whether your aptitude for the language is good enough to be able to confidently interpret as fast as you could, but aside from that I’m not entirely sure. I guess translation’s a little bit easier to go for, but interpretation? I’m not sure.
- R: To that end, would it kind of help you make your decision if you had like an introductory course to interpreting?
- S: Ja, definitely. I think an introductory course that also showcases how it is used, you know, in the world today, like maybe a kind of mock conference, or whatever, to show how it’s done. Various interpreters, different languages, that would be really interesting.
- R: So, that brings me to the aptitude testing, because generally your aptitude test kind of mimics what you’d be doing in interpreting. So, this aptitude test that I’m trying to come up with is not meant as an exclusionary aptitude test, like if you don’t pass you don’t get in. It’s more, in the place of the introductory course to inform you of what’s going on. So, aside from that, in general, what is your opinion on aptitude testing?
- S: I think it’s important, I think it’s a way, like you said it’s not an aptitude test that is a pass or fail, it’s just determining whether it is your forte or whether it’s what you’re

good at or not. It's not saying you're terrible at it, but how good you are or how not good you are at it. So, I think it's an important way of testing.

R: OK, so for Stellenbosch University, to do the translation course or interpreting course, you have a written translation test as an entrance exam. Do you think that that's a good entrance exam for interpreting?

S: No, because interpreting, the same way that translation is not only done on paper, it's done verbally as well, I think that if you- I think a written test is good, it's important, but there's also another aspect to it, which is, you know, vocal or verbal interpretation. So, I think to do that you should have a test that tests that side of it as well.

[The next questions related to the survey that was sent to the students. As this student had not filled it in, the researcher explained the idea behind the survey.]

R: When I was going through the surveys, I noted a very high uncertainty towards spoken tests whereas the written tests had a higher certainty. So, why do you think that there is that difference?

S: I think, just coming from personal experience with this, I'm definitely much more confident writing as opposed to speaking in both the languages that I'm studying, but I think that it comes from a place of... We are more exposed to writing, we write every day in the languages that we're studying but we do not speak every day in the languages we're studying. We hear them and we, like, internalise them so we can understand them, but in terms of responding quickly and concisely as well as with confidence, it isn't taught as well as I believe it could be. I mean, I've studied French for six years now and I still can't confidently speak the language. So, it's just a matter of being exposed to situations where you are forced to speak constantly in French for an hour, no English, if you do speak English, I don't know, you get penalised but it's that kind of thing. I think that's why, we're not as exposed to speaking as we are to writing.

R: So, would it be not helpful to have a spoken aptitude test to get into the interpreting course, given that uncertainty?

S: Given the way that languages are taught currently, I think you would find that the results of a spoken aptitude test would be lower than the written test, but I think that it's important to understand the level that people are willing- that people are at in terms of speaking. So, I don't think that it would be unhelpful, I think it would be very helpful but it also would be helpful in showing that, you know, maybe there needs to be a restructuring of language courses in general to include more oral teaching, as opposed to written.

R: So, one of the tests I have, for example, is a shadowing test in which you listen to someone or a recorded speech in your first language and you just repeat it in your first language. So, it's a form of simultaneous interpreting which can be used as an aptitude test. When you have a test like that as opposed to a test where someone talks to you in one language and you translate it into another language as an aptitude test, would it be easier to have the first test rather than the second test?

- S: The first test. Yeah, I think.
- R: Because that also goes towards that uncertainty of...
- S: Yeah, definitely the first test.
- R: OK, so when going through my other survey, which was to lecturers to ask them what they would be interested in testing for, I did notice that I had a missing test which wasn't in the survey for the students obviously. They wanted to test for concentration skills, and I found an exercise, not a test, but an exercise, so it's not tested, it's not proven to be a good predictor. *[The researcher explained the dual-task/memory exercise as in the first interview and asked the student to rate it on the Likert scale.]*
- S: I think a two.
- R: Not confident?
- S: Not confident, no, I don't think I'd be at all.
- R: The reason behind that?
- S: My concentration's pretty shoddy, I do have a mild form of ADD, so I think that trying to concentrate on one thing is enough in my mind, but in certain things I am able to concentrate on multiple things, but it's just when... It's like those, say the colour of this square, but if it's like say the colour out loud but the square is yellow and you have to say, but there's like a word in it saying red, it's that kind of thing that I just get like, you see I can't even describe it, I just get confused. So, hearing too many things, a lot of, like, external stimuli? It's too much for me.
- R: Alright, so just going back to the earlier point of having an introductory course to aptitude testing, do you think with that introductory course it would make people more comfortable with doing a spoken test for interpreting?
- S: Yeah, I think if you were exposed to the idea that you were going to have to do it and this is how you could maybe go about it and these are some points to help you through it then, yeah, I definitely think that would be useful. I would certainly feel more comfortable.

The researcher concluded the interview by asking if the student had any questions about the current study, and then thanking the student for her time.

STUDENT 3 (14 September 2017)

(‘R’ will be used to indicate the researcher’s speech, and ‘S’ will be used to indicate the student’s speech. All pauses, hesitations and speech fillers, such as ‘um’, were omitted.)

The researcher began by greeting the student and explaining the background and purpose of the study, and provided the student with the consent forms to sign. Once the student indicated her understanding, the interview proper began.

R: I’d just like to start with some background questions, what do you understand by the term interpreting?

S: Basically, it’s a form of translation, but like live translation is how I understand it for, someone is speaking one language and you speak another into a mike for general, you know, to... like the university’s translation service where the earpiece picks it up or you speak specifically to a group or person.

R: And before you participated in this study, have you ever heard of interpreting or had any experience with it?

S: Ja, I do political science so... And I study French and English, so it’s always been a possibility for me to actually enter that field, and I watch a lot of television. My parents are journalists so I see a lot of interpreting happening on CNN and so on.

R: So, is it something you might be interested in?

S: I’m studying BA Law, so at the moment I’m focusing on law, but it’s always a back-up.

R: Now, what would think that, if you did go into an interpreting course, what would you think that you would learn in the course?

S: Depending on the language, I think basically your language needs to be impeccable, your vocab needs to be quite wide and then just the nuances of conveying, kind of, formality and register and so on, and just the, I don’t know how one would teach it, but the skill to translate instantly, that you are only a few seconds behind.

R: Now what would you think about doing an aptitude test or an entrance exam for getting into an interpreting course?

S: In terms of an entrance exam, I’m not sure it would be entirely fair to, if someone makes the kind of “stupid” decision of entering into something which they’re not entirely suited to I think that should be their prerogative, but I think it would be handy to have, to give them the information saying, listen you did not test well, we would not recommend it. But I would not deny someone access, but I think the idea of being tested for aptitude beforehand is a great idea.

R: So, I sent surveys out to trainers as well, and I had a question to them about whether they thought an introductory course or an aptitude test would be better, so what would you think about that? Like, having an introductory course where you kind of just learn the basics of interpreting before actually going to the postgrad.

- S: I think that would be a good idea because I have no idea, when you asked me about interpretation, I have no idea how accurate my answer was, so I would like to test that before going into the field. So I think an introductory test makes sense, but also an aptitude test.
- R: Now for Stellenbosch University's entrance exam to the translation and interpreting course you do a written translation test. Do you think that's a good aptitude test for the interpreting part of it as well?
- S: I think a written test might be a bit too strict because it would entail spelling and so on, but I think it does test for grammar and verb concord and so on, so that would make sense. Ja, I'm not sure if it's overly strict but I don't see another way for large scale testing.
- R: The next questions I have are based on the survey that I sent out to the students, so did you do the survey?
- S: Yes.
- R: OK, so I don't have to explain it then. So, basically, when I was going over the results of the survey, I found quite a high uncertainty towards a spoken test whereas the written tests, the certainty of being able to do it was a little bit higher. So, why do you think there's that uncertainty with the spoken test?
- S: Uncertainty, if I remember, was the question whether you would be capable of doing this?
- R: Ja, or confident in finishing it.
- S: Oh. I'm not sure, because the way language is taught here, not English but French, if you were doing, you know, Modern Foreign Languages, we have a communication module but we don't speak as much, because the class is large, we don't speak as much as we should. And I think that renders one uncertain as to your abilities, and we've never done anything like, we've done translations but never interpretations.
- R: So, if they had a bit of a restructure in the language courses to included more conversation classes, do you think that would help more with doing a spoken test for aptitude?
- S: I definitely think so, because we literally just had communication now and this series will focus on, we'll be watching YouTube clips of people speaking French and then asked to translate that. Even though it might be a written thing, it'll still be a question of listening to someone as opposed to reading something and translating it.
- R: So, if you had that restructure or you had an introductory course to interpreting, do you think that would lessen the uncertainty or the anxiety of doing a spoken test?
- S: Definitely, I feel literally after one lecture, I feel more assured about my skills in French.
- R: After the results I got back from the trainers, I realised that I was missing a test, because they wanted to test for concentration skills which was not one of the tests that

I had in the survey to the students. So now I found an exercise, it's not a test, so it hasn't been proven to be predictive of aptitude, but it is an exercise for concentration skills. *[The researcher explained the dual-task/memory exercise as in the first interview and asked the student to rate it on the Likert scale.]*

S: To perform that task? I would say a three.

R: A three? So mildly confident?

S: Yes.

R: And the reason?

S: I haven't been tested like that before, so I'm not sure but I do like the idea that you don't have to literally quote, you can paraphrase, and I think that I'd be able to do that. Can I ask a question?

R: Yes, please do.

S: It's interesting that you mention the Myers-Briggs test, how would that, because I know that that tests for extrovert/introvert and judgement and so on. I perceive that more as a personality test in the sense of it does predict how well you will react but I didn't know it would, or well the implication to me that someone that is, like, INTJ would be excluded from a course and someone who is ENTJ would then be welcomed it's just interesting to me, but... So, I don't know how that would be implemented.

R: Basically, the reason behind that, or behind implementing that test was that a lot of researchers and particularly professional researchers, they were asked as to what they thought the "ideal" interpreter's personality was, and a lot of them said extrovert and someone who can handle stress and anxiety. There was a couple of personality traits that they said, but I did in the course of the research find that everyone applies for interpreting there's no set personality trait, so that test was actually excluded.

S: That's very interesting, but I think it's cool that it was considered in the first place.

R: Ja, because there's been a lot of research to try and figure out how you can find someone who would be good at interpreting 'cause it's a very... there's a lot to it, and there's different tasks you need, and there is actually different personalities that you need, one of the most things being the ability to stay calm and handle stress. So, people have been trying to figure out a proper aptitude test since about the 1960s. So, that was one of the tests that they tried and then found that it didn't work.

The researcher concluded the interview by thanking the student for her time.

STUDENT 4 (15 September 2017)

(‘R’ will be used to indicate the researcher’s speech, and ‘S’ will be used to indicate the student’s speech. All pauses, hesitations and speech fillers, such as ‘um’, were omitted.)

The researcher began by greeting the student and explaining the background and purpose of the study, and provided the student with the consent forms to sign. Once the student indicated her understanding, the interview proper began.

- R: To start off with, what do you understand by interpreting?
- S: Interpreting for me is when, say for example you’re in class, and someone explains something, and then you explain it in a more simpler way, maybe? For someone else that doesn’t understand. Say for example, someone that is Afrikaans but the class is in English, and you interpret the work in a more simpler way for them. I think that’s it, the way I understand it.
- R: Alright, and had you ever heard of interpreting before you took part in this study?
- S: Ja, like the general concept of interpreting, but not like as a field of study, no.
- R: As a field of study, would it be something that you would be interested in doing?
- S: Ja, I had translation as a subject this year, I really like it and I maybe want to pursue it next year, so ja, and translation and interpreting kind of go hand in hand, I think.
- R: So, if you did do the course, what do you think you would learn in an interpreting course?
- S: I don’t know, language skills maybe? I think that’s a big thing, but no, I don’t know.
- R: So, I actually sent out a survey to trainers as well, to ask them what they would be interested in testing in an aptitude test, and also I asked them whether they thought an aptitude test would be better or an introductory course to interpreting. So, what do you think?
- S: Definitely an introductory course, I think, because I don’t think a lot of people are familiar with this field of study.
- R: So, what would be your opinion on aptitude testing in general?
- S: Just explain the aptitude test quickly for me, please.
- R: Basically, an aptitude test is a test of your skill in a particular career choice. So, it takes your current knowledge, particularly your schooling, and it is able to predict how well you will do in the future.
- S: OK, I think it’s a good thing. I don’t have a really good idea of it, but it sounds like something that can work in this field.
- R: So, I sent out a survey to students, did you happen to finish that?
- S: I finished the survey, yes.

- R: Great, because my next question is about the surveys. So, when I was looking through the results, I found that there was quite a high uncertainty towards spoken tests whereas the written tests, people were more confident in doing it. So, why do you think there was that uncertainty?
- S: I think in general people prefer written tests than spoken tests because, for example me, sitting here with you, I am very self-conscious of speaking English, for example. So, if I were in a situation where I have to do a spoken test in English, I wouldn't be that confident, but when I write in English I'm more confident because I don't have to think about and say it out loud. I can just write it, and I think in general people are more confident writing and they can express themselves better through writing than talking.
- R: So, would an introductory course to interpreting help you with being able to be more confident in speaking?
- S: I think so, ja.
- R: Another question I had was that with the results from the trainer surveys, I found that I was actually missing a test that I didn't put into the student surveys. So, the trainers wanted to test for concentration skills but there currently isn't an aptitude test for that so I found an exercise. *[The researcher explained the dual-task/memory exercise as in the first interview and asked the student to rate it on the Likert scale.]*
- S: I think three.
- R: And the reason?
- S: I don't know, I think it's a good exercise to do. I've never heard of that type of exercise before but thinking about it now, it would actually be interesting to see how you actually concentrate in that way.

The researcher concluded the interview by asking if the student had any questions about the current study. The student mentioned again the fact that she'd never considered interpreting as a field of study, although she had thought of translation as a field of study. The researcher then thanked the student for her time.

STUDENT 5 (18 September 2017)

(‘R’ will be used to indicate the researcher’s speech, and ‘S’ will be used to indicate the student’s speech. All pauses, hesitations and speech fillers, such as ‘um’, were omitted.)

The researcher began by greeting the student and explaining the background and purpose of the study, and provided the student with the consent forms to sign. Once the student indicated her understanding, the interview proper began.

- R: To start off with, I’d like to ask what you understand about interpreting in general.
- S: Well, what I understand about interpreting – I haven’t actually taken the subject, within these three years, but I see it actively happening in some of my classes with the interpretation services. So, it’s basically- there’s a fine line between that and translation, because it’s essentially like having one language and then, through a process, conveying the same message into some kind of other language. That’s what I understand about it.
- R: So, you said you see it in classes that you have, so then you have got a little bit of a background in interpreting?
- S: Ja, I know there’s different types of interpreting, don’t ask me the exact names now, but I know for instance in class they have to do it very quickly. So, ja, that’s basically what I see happening.
- R: And do you think that interpreting is a career that you might be interested in?
- S: For me, no. I would prefer doing the translation and editing. Interpreting... I mean, I do it on an informal basis almost daily between international students and my own Afrikaans friends. So, I would be, because I’m usually quite fluent in English, I would be the go-between, and in a conversation, if someone tells a joke in Afrikaans, then I would translate it into English. That’s why I say there’s a fine line between translation and interpreting. I think they, most of the time, they actually connect to each other.
- R: You said you kind of interpret informally, but you wouldn’t be interested in a career. Is it because you find that it’s unenjoyable, or just something that is...
- S: No, I would just say that I’ve got one or two things that I like more with regards to language studies. Like I said, editing is my top choice, and then translation, and *then* maybe interpreting.
- R: Now, I would like to ask, if you did go into an interpreting course, what do you think you would learn in that course?
- S: Well, like I said before, it depends on what situation you will use it in, but for instance the interpreters in class, they have to do it extremely quickly. So, both their Afrikaans, in this case, their Afrikaans skills and their English skills must be top notch. And then also, I think just the general language rules and stuff, especially about the language that you are interpreting into, in Afrikaans they call it *doeltaal* [target language], because for me, I mean I’m Afrikaans home language, so the source language, *brontaal*, for me is Afrikaans, and I’m fluent in Afrikaans, so for me it would be an

adjustment, and also I'd need to learn more about the English, like the basics of English language and stuff like that.

R: So, my thesis is on particularly developing an aptitude test for screening potential for an interpreting course. So, not meant as an exclusionary thing, like if you don't pass the test you don't get in, but just kind of step you in the direction of professionalising the field of interpreting a bit more. So, what is your opinion on aptitude testing?

S: I do think that it has a place. I remember, I mean from high school we've had multiple aptitude tests just to first to choose subjects, after that to apply to university, I mean, before you entered your first year at university you also had to do your language proficiency tests and stuff like that. So, I do think it has a place, and I think it's actually really important because sometimes you think that you, just because you enjoy something, it's the right path to go on, and it's not necessarily always. Like, if you do an aptitude test then most of the time, if it's done right, and the test is constructed right, then you actually realise that you might not be- that you might enjoy you but you might not be necessarily, like, naturally capable of doing it.

R: I've been thinking lately about culture. Do you think an aptitude test does apply across the different cultures that are in South Africa?

S: I don't think so. If I think about an aptitude test specifically regarding language, if I can take it as an example, an Afrikaans person that comes from somewhere in the *Platteland*, if you think about it, it's not fair to have them write the exact same English proficiency test as you give Afrikaans people from Joburg or Cape Town or whatever. So, ja no, I don't think there's one that's culturally inclusive, definitely not. And also, you might find people that think they're- and they are actually proficient in English, for example, but not academic English as for university, if they use it more in an informal setting, and then once again you've got your different dialects as well. I know that's the case for Afrikaans. I'm not very into, or I don't know much about the English dialects from different places, but ja.

R: OK, so, to get into the postgrad course in translation, the honours, you would have to write a- you do actually have an entrance exam at the moment here at Stellenbosch, and you'd have to write a translation test. Do you think that would be sufficient for an entrance exam for interpreting as well?

S: I did actually finish the tests, both of them, the Afrikaans and English one, passed both of them, but I actually do think so because in order to translate you have to understand what the original text says, and the same counts for interpreting. If you don't understand the original text and context within which it was said then you can't translate it or interpret it correctly. So, yes, I actually do think- like I said I don't really know much about interpreting, I haven't taken it as a subject these past three years, so there might be one or two stuff to add to the existing translation test, or entrance exam, but I do think it is sufficient.

R: OK, so, the next questions that I had were based on the survey that I sent out. Did you do the survey?

S: I did, I'm gonna lie if I say I can remember every question on there.

- R: I just wanted to check if I needed to explain it. OK, so when I was looking through the results of the survey, I noticed that, because I asked you to rate your confidence level on the different tests that I found, I noticed there was a very high rate of uncertainty when it came to the spoken tests as opposed to the written tests like translation. So, why would you think there would be that uncertainty?
- S: I really think it depends. In first year, for example, I lived with a very English, like Joburg English, flatmate, and obviously I was very Afrikaans. My English has always been quite good, but then living with her, my confidence went up and I found people actually, when they first met me and I spoke English to them they would speak English to me just because the thought I was English. And then second year, we didn't live together anymore, so my Afrikaans accent came back into my English, you know, when I speak English and stuff like that. So I think it depends, if you're in it, then it's easy to continue and you're confidence to build up. But I mean, for instance just now, you probably picked up I made quite a few concord errors and stuff like that. If, like, we spend two days together, and I speak English the whole time, then my confidence would probably go up by tomorrow morning and it's like my brain would get in it as well and then I would do better. So, I think the confidence and also... especially at Stellenbosch, there's this thing where, like, Afrikaans people don't expect English students to speak Afrikaans, but English students expect Afrikaans students to speak English. And I think that makes us very edgy because we know that they know that it's not, well not all of us are extremely fluent in English, so it's almost as if you feel that they are waiting for you to make a mistake. So, I think that's the biggest confidence thing.
- R: So, more of an issue of, kind of, being afraid of not meeting expectations?
- S: Yes, especially because we live in a society where people love to correct you if you're wrong, but not correct you in a nice way and also not privately or after a conversation. They'll do it in the middle of a conversation, and I might feel very confident speaking to you now and if you corrected me on the very first concord error you heard now, then I would be like, well... [*The student sat back, indicating closed off body language*] Yes and no questions only.
- R: So, to that end, I actually also sent out a survey to trainers who teach interpreting across South Africa, and I asked them if they thought it would be better to have the aptitude test or to have an introductory course to interpreting, or both. So, do you think it would help you, you mentioned having that contact with English speaking people and then it would improve your English, or raise your confidence in speaking. So, do you think if you had an introductory course before you went on to the aptitude test that that would help you to actually be very confident in passing the tests?
- S: Yes, although I do believe that you can't fake natural ability on an aptitude test. So, even if you did not have the introductory course before the aptitude test, the test will probably still show you whether you are naturally capable of doing the interpreting course. But yes, I do think so, because even though you have a natural ability to do languages, you might not completely understand what interpreting entails. I mean, as I'm sitting here now, I don't. Like I said, for me in my mind, it's very close to translation, but I might be completely wrong as well. So, as everything in life, you

need to understand the whole situation and the whole context around it. So, yes, I do think that if there's time and sources for it, then it will be good.

R: Now, going back to the survey I sent out to the trainers, I asked them particularly what traits they would like to test for in an aptitude test. *[The researcher explained about the lack of a test for concentration skills and subsequently explained the dual-task/memory exercise, as in the first and later interviews, and asked the student to rate it on the Likert scale.]*

S: I think two, because I think... Well, I don't know exactly what they think that test will do, but ideally it would test your natural ability. For instance because you said your concentration and the speed with which you can deduct different points from the speech and stuff, so, ideally I would think that they would do that exercise with you with the aim of, in practice, you will do it like three times faster or whatever, just to check your natural capability. Because, if I have to be honest, if I have to do that now, at the real-time speed with which an actual interpreter would have to be able to do that, I probably would be on zero out of four.

R: So, you're worried more about the speed of the test?

S: Ja.

The researcher explained that the dual-task memory exercise focuses more on testing the ability to receive and produce at the same time, rather than speed, but the student did not change her answer from a rating of two. The researcher then concluded the interview by asking if the student had any questions about the current study and thanking the student for her time.

ADDENDUM F

Mock Aptitude Test Model

The following test model is an example of how this aptitude test model can be presented to interpreter candidates. This example is constructed for candidates with English as an A language and Afrikaans as a B language. The article examples were chosen from online news sources as they are generic, not too inflammatory, relatively short and are recent (2017) stories.

CLOZE TEST: AFRIKAANS SECOND LANGUAGE

[For the test administrator: please record the following text, replacing the missing words with an electronic beep. Students must write down the most appropriate word to fill the gap.

Vir die administrateur: neem die volgende teks op asseblief, en sit 'n elektroniese piep in die plek van die ontbrekende woorde in. Sudente moet die mees toepaslike woord neerskryf.]

Skryf asseblief die mees toepaslike woord neer vir elke plek waar u 'n “biep” hoor.

Nóg 'n aardbewing ruk Meksiko (Maroela Media, 23 September 2017)

'n Aardbewing van 6,2 het Saterdag die suide van Meksiko geskud, enkele dae nadat 'n aardbewing van 7,1 Dinsdag die lewens van minstens 296 mense geëis het.

Die soektog in Meksikostad na die oorlewendes van die __(1)__ vroeër vandeeweek moes Saterdag opgeskort word uit vrees dat __(2)__ waar die reddingsaksies aan die gang is nog verder ineen kan stort.

Luis Felipe Puente, hoof van __(3)__ se burgerbeskermingsagentskap, het gesê die trillings Saterdag in Meksikostad __(4)__ gematig en nie so erg soos Dinsdag se aardbewing nie. Reddingsaksies is __(5)__ in elk geval ter wille van werkers se veiligheid opgeskort. “Ons moet uiters __(6)__ wees met die beskadigde geboue, omdat daar die risiko __(7)__ ineenstorting is,” het Puente aan die televisienetwerk Azteca gesê.

Die United States Geological Survey (USGS) het gesê die __(8)__ aardbewing was relatief vlak met die episentrum naby Juchitan, 'n __(9)__ gebied in die staat Oaxaca wat erg deur 'n aardbewing op 7 September geraak is.

Minstens 384 __(10)__ het vandeemaand weens aardbewings in Meksiko gesterf. Saterdag het duisende mense, baie van hulle nog in hul nagklere, in die __(11)__ van Oaxaca en Meksikostad ingehardloop toe seismiese alarms afgegaan __(12)__ kort voordat die aardbewing om 08:00 (plaaslike tyd) gevoel is.

Minstens 52 geboue het Dinsdag weens die aardbewing __(13)__ en talle opgeleide reddingswerkers en vrywilligers is sedertdien naarstigelik besig om puin te verwyder op soek na __(14)___. Owerhede het gesê ongeveer 20 000 huise is in Morelos en Puebla __(15)__. Kantore, 'n skool, 'n fabriek en woonstelgeboue het ineengestort en duisende mense is dakloos gelaat.

Tot dusver is 60 mense van onder die puin van geboue gered, maar geen oorlewendes is in die afgelope 24 uur gevind nie. Ten spyte van die kwynende kans dat nog oorlewendes onder die puin gevind sal word, het werkers op verskeie tonele gesê hulle sal nie moed opgee indien daar die geringste moontlikheid is dat nog iemand gered kan word nie.

ANTWOORDE

Nommer	Regte woord	Ander antwoorde
1	aardbewing	skok; aardkok; impak; aarbewingsgolf
2	geboue	
3	Meksiko	
4	was	
5	egter	tog; nogtans; wel
6	versigtig	sorgvuldig; noukeurig; noulettend; behoedsaam; oppassend
7	vir	
8	jongste	eerste; primêre; vroegste
9	tropiese	warm; eksotise
10	mense	slagoffers
11	strate	paaie; lane; area; omgewing
12	het	
13	ineengestort	Verswak
14	oorlewendes	langslewende; agterblywende
15	beskadig	gehawend; stukkend; gebreek; geskend

SYNONYMS TEST: ENGLISH FIRST LANGUAGE

[For the administrator: Please provide students with six minutes to write down as many synonyms as possible (maximum of 12) for the four words.]

Please write down as many synonyms as possible (max. 12) for the following words:

1) Happy

2) Quickly

3) Love

4) Therefore

ANSWERS

WORD	SYNONYMS	
Happy	Cheerful Contented Delighted Ecstatic Elated Joyous	Glad Joyful Jubilant Lively Merry Pleased
Quickly	Hastily Hurriedly Immediately Instantaneously Instantly Directly	Rapidly Speedily Swiftly Fast Briskly Suddenly
Love	Affection Appreciation Devotion Emotion Fondness Friendship	Infatuation Lust Passion Respect Tenderness Yearning
Therefore	Accordingly So Then Thus Consequently Hence	And so Ergo For To that end Since Thence

WISCONSIN CARD SORTING TEST: COGNITIVE FLEXIBILITY

[For the administrator: provide students with a deck of 64 cards and ask them to slowly sort each card into one of four slots. Implement a rule from the below list, but do not tell the student the rule, only say “yes” or “no” for each placement. Once the student has figured out the rule, implement a second rule from the below list, again without informing the student. Repeat for the third rule. Record each error and preservative error (that is, an answer that would have been correct under the previous rule but is incorrect under the current rule).

Rules:

- *Rule 1: each slot should hold a different suit;*
- *Rule 2: slot A – cards 1-4; slot B – cards 5-7; slot C – cards 8-10; slot D – face cards (ace, jack, queen, king); and*
- *Rule 3: slot A – even numbers; slot B – odd numbers; slot C – queens and aces; slot D – jacks and kings.]*

Error	Preservative error

DUAL-TASK TRAINING MEMORY EXERCISE: CONCENTRATION

TEST A: FIRST LANGUAGE PROFICIENCY

[For the administrator: please record the following text, then ask the student to count out loud while the text is playing. When the recording has ended, please ask the students to orally report the main points of the text. Paraphrasing may be used.]

Many Capetonians ignoring water restrictions – City (De Villiers, 18 September 2017)

Many Capetonians are failing to adhere to level 5 water restrictions, with only half limiting their daily personal water consumption to 87 litres, the City of Cape Town said.

The City of Cape Town announced level 5 water restrictions earlier this month.

Mayoral committee member for water and waste services Xanthea Limberg said, in a statement on Monday that a large percentage of residents were seemingly not bothered by the restrictions and increased water tariffs.

"[Therefore], our recently implemented Level 5 restrictions also look at ways to force usage down among water users who are not changing their behaviour," Limberg said.

"This is especially important as we head towards what we are all expecting to be an incredibly difficult summer season for 2017/18."

City-wide consumption on Monday had increased to an average of 624 million litres per day, compared to 614 million litres a week ago. This is 124 million litres above the City's 500 million litres per day target.

The City said its drought efforts were centred around reducing collective water usage to 500 million litres per day, while bringing on board alternative water sources which would produce an estimated 500 million litres of water per day.

The alternative water sources include desalination, wastewater-reuse and groundwater.

"[This will] see the city through as much of summer 2017/18 as possible," Limberg said.

ANSWER

Only half of Capetonians are adhering to level 5 water restrictions, implemented earlier this month.

Limberg, committee member for water and waste services, said that a large number of residents seem to not be bothered with water restrictions. Therefore, the Level 5 restrictions are going to try to force residents to use less water, which is especially important with the upcoming difficult summer season.

On Monday, city-wide water consumption had increased to 124 million litres above the limit of 500 million litres per day.

Alternative water sources are desalination, wastewater-reuse and groundwater, which will see the city through much of this summer.

TEST B: SECOND LANGUAGE PROFICIENCY

[Vir die administrateur: neem die volgende teks op asseblief en vra dan vir die student om te luister na die teks terwyl hy/sy hardop tel. Wanneer die teks klaar is, vra asseblief vir die student om die hoofpunte van die storie te vertel. Die student mag parafraseer.]

Pta-woonbuurte deur wateronderbreking geraak (Bruwer, 26 September 2017)

Die Tshwane-metro het inwoners gewaarsku dat 'n paar woonbuurte in Pretoria Woensdag deur 'n onbeplande wateronderbreking geraak gaan word.

Selby Bokaba, 'n woordvoerder van die metro, het gesê wateronderbrekings kan ervaar word weens noodherstelwerk aan die toevoerpylyn van die Meintjieskop-reservoir.

“Die reservoir gaan tussen 08:00 en 16:00 tydelik afgeskakel word om die stad se span loodgieters in staat te stel om 'n groot waterlek op dié pylyn te herstel,” het Bokaba gesê.

Die woonbuurte wat geraak gaan word, is Arcadia, Bryntirion, Deerness, Eastcliff, Eastwood, Elandspoort, Lisdoganpark, Prinshof, Rietfontein, Rietondale en Riviera. Die middestad gaan ook geraak word.

Die metro het verskoning gevra vir enige ongerief wat deur die onbeplande onderbreking veroorsaak word.

ANTWOORD

'n Paar woonbuurte in Pretoria gaan Woensdag deur 'n onbeplande wateronderbreking geraak word.

Bokaba het gesê dat dit ervaar kan word weens werk aan die toevoerpylyn van die Meintjieskop-reservoir.

Die water gaan tussen agt en vier uur afgeskakel word om 'n groot waterlek op dié pylyn te herstel.

Verskillende woonbuurte en die middestad in Tshwane sal geraak word.

Die metro het om verskoning gevra vir enige ongerief.

INTERVIEWS: PREPARED ORALS

Please prepare two oral presentations: one on an English topic and one on an Afrikaans topic.

Berei asseblief voor twee mondelinge: een op 'n Engelse onderwerp en een op 'n Afrikaanse onderwerp.

English topics (please choose only ONE):

- 1: Discuss how lowering the standard pass rate for matric can have an impact on the future of South Africa.
- 2: Describe your ideal holiday destination.

Afrikaans onderwerpe (kies asseblief net EEN)

- 1: Beskryf u geboorteplek en wat u daarvan hou.
- 2: Bespreek die impak van toerisme op die ekonomie.