The Validity of Translation Tasks as an EFL Reading Comprehension Assessment Method in Korean High School Classrooms

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Abstract

This study attempts to investigate the validity of translation tasks as a reading comprehension assessment in Korean high school classrooms and to identify the traits of the students who are good readers of English but not good translators. First the study explores the correlation between a translation task and a recall task for reading comprehension. Results showed a significant correlation between the two task scores (r=.902, p<0.01). However, there was a discrepancy between the High English Proficiency (HEP) and the Low English Proficiency (LEP) groups (r=.777, p<0.01) vs. (r=.912, p<0.01). Five students from the HEP group showed a significant discrepancy in z-- scores of the two tasks. In an attempt to identify the reasons for the discrepancy, the study reports the English learning backgrounds, reading habits and attitude of the five students. An interview of the students revealed that those who are good readers of English but not good translators learned English from native speakers of English or in an English speaking environment beginning at an early age and had less experience in reading classes taught through the grammar- translation method. The findings suggest that despite the close correlation between recall and translation tasks, assessing reading comprehension through translation may fail to identify students who are already good readers of English but not good translators.

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Key words: foreign language reading comprehension, assessment, translation, free recall protocol, English learning background

I. Introduction

According to Spiro (1980: 246), reading comprehension involves the "interaction of text and context of various kinds, including linguistic, prior knowledge, situational, attitudinal, and task context, among others." In accordance with this explanation, reading assessment would have to reflect the interactive nature of the reading processes (Wells, 1986).

Among various methods of assessing reading comprehension, the immediate recall task has been viewed as a direct and valid reflection of the reading processes and comprehension production constructed by the readers (e.g., Barnett, 1989; Bernhardt, 1991; Ghaith & Harkouss, 2003, Roebuck, 1998; Johnston, 1983). Despite the proven reliability and validity of the recall task, one of the most common methods to assess reading comprehension in Korean secondary schools is a translation task, not to mention a multiple-choice question format. Translation tasks often appear in the format of open-ended questions in midterm and final exams, or performance assessment tests. English to Korean translation is also widely used to monitor students' comprehension of the text in classroom reading activities. In a typical Korean English classroom, the teacher calls a student and asks him or her to translate a sentence or a part of a text in Korean and judges whether they understand the text based on their translation. When the translation is either inaccurate or incomplete, the teacher usually concludes that the student does not understand the sentence or the text completely. It is also one of the most common practices that teachers employ to give reading lessons to the students in the classroom.

Despite the widespread popularity of a translation task as an assessment tool and reading activity in the classroom, there has been little research on the validity of the translation task for assessing reading comprehension specifically in Korea. Moreover,

the validity of translation tasks remains unquestioned and unchallenged even for reading activities to develop reading comprehension skills.

Translation is a cognitively different process from reading itself. Translation is basically defined as interpreting linguistic symbols using another language (Jacobson, 1959). According to Nida and Taber (1969), the translator must firstly decode the signs of a source text to understand the message, secondly, analyze the message for meaning, thirdly, transpose the content into the target language, and finally, reformulate the message using the signs of the target language. Macizo and Bajo (2004) introduced one of the main theories of translation, in which comprehension in source language and production in target language are performed in a sequential order. They also found that compared to normal reading, comprehension was slower under reading for translation since they engaged in additional cognitive processes needed for translation. While reading does not need the production process, translation needs both comprehension and production processes.

It has been pointed out that the translation in foreign language teaching context is overly focused on the formal analysis of the target language and it often lacks context (Halliday, 1964; Newson, 1998). However, reading is an interactive process in which all of the reader's knowledge and previous experience play a major role in comprehension (Barnett, 1989; Koda, 2005). When reading a passage, a reader should synthesize all knowledge sources from both the text including topic, genre, structure and language and the reader including background knowledge, affect, reading purpose, intelligence, first language abilities and more. Therefore, using translation tasks as a tool for reading comprehension assessment may not be valid since the readers have less opportunity to use all of his/her knowledge sources to compensate for the lack of word or syntactic knowledge and to read for an author's message when asked to translate the text sentence by sentence.

Korean middle and high schools now accept students with various English learning backgrounds, who might not be familiar

with the translation-based approach to reading. Especially, those who have studied in English speaking countries or have learned English from native speaking teachers of English at a private language institute (so-called Hagwon), might have different reading experiences with which they might have developed high level reading skills, but not a translation skills.

Given these circumstances, the present study was designed to examine the validity of a translation task under conditions as similar as possible to those used in Korean high school classrooms. First, the study investigates a correlation between the free recall task and the translation task and attempts to see whether there is a difference in the correlation depending on students' English proficiency and whether there are anomalous cases showing a significant discrepancy in the two reading assessment tasks. Second, the study qualitatively examines English learning backgrounds, reading habits and the attitude towards reading of the anomalous group of students through a semi-structured in-depth interview to explain why these students showed relatively odd behaviors in their reading comprehension tasks.

II. Theoretical Background

A. Second Language Reading Assessment and Recall Protocol

The immediate written recall task is known to serve as a more sensitive measure of reading comprehension than any other methods (Berkemeyer, 1989; Bernhardt, 1983; Johnston, 1983; Roebuck, 1998). Recall protocol has been described as the "most straightforward assessment of the result of the text-reader interaction" (Johnston, 1983: 54). While answering multiple-choice types of questions, test takers are likely to answer questions correctly without reading the passage (Bernhardt, 1983). To complete the recall task, however, readers should form an understanding of the text and reconstruct the text by themselves without additional input provided by the test items (Barnett,

1989; Bernhardt, 1983).

Recall protocol is also known for its richness in providing information on the reader's interaction with the text. Recall protocol can show what the readers comprehend and miscomprehend because it recall protocol allows readers to reconstruct the text in their own ways (Barnett, 1989). Thus, an analysis of readers' recall protocols can illustrate which parts of the text readers have some difficulties. Moreover, recall protocol can provide useful information on how readers interact with the text (Bernhardt, 1983). Since recall protocol can reveal how they understand and reconstruct information in the text, teachers can have insights into the interaction between the text and the readers (Berkemeyer, 1989, 1991; Bernhardt, 1983; Lee, 1986; Riley & Lee, 1996).

B. Translation in Foreign Language Teaching and Testing

In foreign language teaching, translation has often been mentioned as a major component of the grammar-translation method of language teaching (Howatt, 1984). Researchers have described the use of grammar-translation being helpful in teaching grammar points and language structure, teaching vocabulary, and checking understanding of sentences (e.g., Harvey, 1996; Uzawa, 1997).

Despite the effective use of translation in teaching such skills, the use of translation in language teaching has been criticized by several researchers (e.g., Halliday, 1964; Krashen, 1981; Newson, 1998). Krashen (1981) points out that the first language may interfere with the second language during translation. Others argue that translation often becomes an academic exercise, rather than one that would actually help learners read a text because of its overt focus on the formal analysis of the target language (Halliday, 1964; Newson, 1998). Also, although translation is conceived as a type of task for reading practice, translation is different from reading in a cognitive sense.

While there has been an extensive amount of research on the use of L1 in teaching or understanding L2, little has been

done to examine the validity of translation as a reading comprehension activity and assessment, despite the fact that translation is one of the most common measures of reading comprehension in Korean classrooms. Klein-Braley (1987) notes that she could only find two studies dealing with translation and Buck (1992) also mentioned there was at best minimal discussion of rating standards or reliability of translation as a language testing procedure.

Chang (2006) used translation as a way of assessing reading comprehension by comparing it with a recall task to argue that requirement of memory in the recall task hinders readers' ability to demonstrate their comprehension of the reading passage. In his study, a translation task rather than a recall task is considered to be a better way of assessing reading comprehension. However, it is still questionable whether translating every sentence could be used as a way to assess how well a reader interacts with a passage as a whole.

There are some studies about the use of translation as a language testing method, even though not as a reading comprehension assessment method. Klein-Braley (1987) pointed out that previous research had been virtually unanimous in rejecting translation as a testing tool for the following three reasons. First, it is not always the case that a good language student is a good translator. Second, raters are aware that translation as a language testing method is not objective, even if a reliable and objective scoring is possible. Third, it is not at all clear what trait or skill translation is to assess (Klein-Braley, 1987, as cited in Buck, 1992).

Contrary to Klein-Braley's (1987) conclusion, Buck (1992) found translation tests highly valid and reliable. He analyzed the validity and reliability of translation tests in Japanese university entrance examinations, in which translation is used to measure reading comprehension. The results showed that the reliability of the translation was within the range of an acceptable level of reliability and the raters were all using very similar criteria to rate the translations, and that the translation test showed high correlation with other reading comprehension assessments such

as a cloze test and a multiple choice test. It is still limited, however, to draw a conclusion that the translation test is valid enough to reflect a reader's comprehension because the process of reading comprehension is cognitively different from that of translation although they may overlap in some aspects (Alderson & Banerjee, 2002).

Thus, one of the main questions raised in this present study is whether translation is an appropriate tool to represent students' reading of the text. Reading among various language tasks is the most dominant activity in the English language classroom in Korea. Nevertheless, few studies have attempted to explore the validity of translation tasks as both a reading activity and a valid assessment method in Korean schools. If translation is not valid enough to reflect reading comprehension, the question of whether translation is an appropriate tool to teach and measure reading skills need to be raised. Thus, this study aims to examine it through a comparison between translation and recall tasks and attempts to identify the anomalous readers and their traits. The research questions are as follows:

    Question 1: Is there a close relationship between the recall task and the translation task as a reading comprehension assessment depending on students' English proficiency?

    Question 2: Is there a group of students who show a large discrepancy between the recall task and the translation task?

    Question 3: What are the characteristics of this anomalous group of readers in terms of learning backgrounds, reading behaviors and attitude towards reading in English?

III. The Present Study

A. Method
1. Participants
a. First-Year High School Students

109 Korean first-year high school students in Seoul participated in the study. Their average age is 16. They began to learn English as a foreign language in the third grade of elementary school, which means that they had learned English for at least seven years at the time of this study. The years, however, only count their formal English learning experiences at school. Some students might have additionally learned English abroad or in an English language institute.

To group the students according to their English language proficiency, an English proficiency test was designed and administered. The test consisted of 20 questions, which were adopted from the National Assessment of Education Achievement Test (NAEA). The mean score of the English proficiency test was 57.49 with a standard deviation of 15.05. Based on the results of the English proficiency test, they were divided into two groups: the High English Proficiency (HEP) group and the Low English Proficiency (LEP) group. The mean score of the HEP group was 81.85 with a standard deviation of 7.33 and the mean score of the LEP group was 32.55 with a standard deviation of 9.25. The t-test indicated that there was a significant difference between the HEP and LEP groups (p=.000).

b. Native Speakers of English

Two native speakers of English participated in the study to develop the idea unit system for immediate recall protocol. Native speaker 1 was from England and has been working as an English teacher and teacher trainer for about 10 years. He has lived in Korea for four years. Native speaker 2 was from Canada and has been working as an English teacher and teacher trainer for five years. She has lived in Korea for one year.

c. Korean English Teachers

Three high school English teachers including one of the present researchers participated as a rater for the recall and translation tasks in this study. All the Korean raters participated in scoring translation tasks, and raters 2 and 3 participated in scoring recall tasks as well.

Rater 1 has been teaching English in public middle and high schools for more than 20 years. The medium of instruction he uses in class is Korean, and he focuses on teaching vocabulary in his reading class. Rater 2 has been teaching English in Korean middle and high schools for eleven years. The medium of instruction she uses in class is Korean and she puts emphasis on teaching grammar and translation in her reading class. Rater 3, one of the researchers, has been teaching English in a high school for four years. She usually uses English as the medium of instruction in reading class and she focuses on idioms and reading skills. The three raters taught at the same school when the study was conducted. They had used translation tasks in the previous year as one of the performance assessments in the school.

2. Reading Texts

Considering the level of English proficiency of the subjects, two reading texts were selected. One was from the high school English textbook published by Jangwon Publishing Company, the other was from the book "Contemporary Topics 1" published by Longman. The former passage describes the secret of the successful boys from the Baltimore slums. The latter is about the benefits and risks of genetically modified food, showing a clear macrostructure of comparison (see Appendix I). The second text was used only for a selected group of students who showed a significant discrepancy between the recall and translation tasks.

3. Data Collection

109 students were asked to read the text as many times as they wanted. Then they were asked to write down everything they could remember in any language with which they felt comfortable. They were encouraged to recall as many details as they could and were informed that they were not supposed to only summarize the whole text and that the recall task was not a memory test. The students had practiced the recall task twice before they read and recalled the first text, so they were quite familiar with the task. One week later, the same group of students translated the same text sentence by sentence in Korean.

There was no time limit for this task, but all the students finished the task within 20 minutes.

An in-depth interview with the outliers in the correlation study was conducted to investigate the reasons for the disparity between their recall and translation abilities. The interview was semi-structured and took about 30 minutes for each student. The questions include students' English learning background, their reading methods and attitude towards reading.

4. Data Scoring and Analysis
a. Immediate Written Recall Task

In this study, a system was developed to analyze and score immediate free recall protocols and each unit was given a score depending on its importance to the whole passage as suggested by many researchers (e.g., Bernhardt, 1991; Meyer, 1975; Riley and Lee, 1996; Wells, 1986). Two native speakers categorized each idea unit of the texts into four hierarchical levels. Scores from 1 to 4 were given according to their level: one point indicated that the idea unit represented a minor or the lowest level of detail. Two points indicated that the idea unit represented a minor idea or sub-topic or expanded the central information. Three points indicated that the idea unit represented a major idea or main topic or supported the central information. Four points indicated that the idea unit was significant and it was one of the main ideas being collectively described. There was unanimous agreement on the weighing of all the idea units between the two native speakers of English and the researchers after discussion.

Since students were allowed to write in Korean, a careful revision of the idea units by the native speakers was necessary due to the problems that the discrepancies in structures of English and Korean could cause. First, all of the sentences in the English passage were translated into Korean. The value of each idea unit developed by the English native speakers as a distinct proposition was carefully reconsidered based on its Korean counterpart. Finally, the text for the first recall task consisted of 40 idea units, and the text for the second recall task for the five

selected students contained 46 idea units (see Appendix I).

After developing the idea unit system, the number of idea units recalled correctly was counted. In order to test the reliability of the scoring procedures, the scoring of idea units was undertaken independently by the two Korean raters. The inter-rater reliability coefficient was found to be .94 at the .01 significance level[1].

b. Translation Task

Most of the currently available scoring rubrics for translation are used for professional translator training (e.g., ILR skill level descriptions for translation competence in the United States[2], TTC in Korea[3]). These scoring rubrics include all the aspects of text comprehension, natural Korean expression and cultural aspects and the nuances of the text. However, it appeared to be slightly inappropriate to use these rubrics in the present study, where the participants are EFL high school students who are in the stage of learning English.

With reference to Buck (1992), a scoring rubric for translation task was developed for this study. A group of seven teachers from middle and high schools in Korea were involved in developing the rubric. After much discussion, it was concluded that the teachers focused on the following three criteria: 1) the general meaning 2) appropriate translation of individual content word 3) knowledge of the important sentence structure or grammar points such as passive voice, tense, or relative clause.

Considering the guidelines of currently available scoring rubrics and the existing criteria used in Korean secondary schools, a scoring rubric was finalized. In the scoring rubric, both meaning and grammatical forms were included, with slightly more emphasis on meaning. The descriptions are shown

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[1]The analysis of inter-rater reliability was conducted using the Pearson product-moment correlation coefficients.

[2]ILR means Interagency Language Roundtable.

[3]TTC means Test of Translation Competence. TTC in Korea is based on a scoring rubric that assigns a value on comprehension of 40%, sentence-making 30%, expression 20%, and a complete translation 10%.

in Table 1.

TABLE 1 Scoring Rubric for Translation

Score	Description
4	The sentence has all the idea units and content words of the original sentence and the expression in Korean is flawless and appropriate.
3	The sentence has all the idea units of the original sentence, but it has minor errors. (e.g., A content word is omitted, verb tense is wrong, or parts of Korean expressions are awkward.)
2	The sentence transfers a majority of the information contained in the original sentence, but some idea units are omitted.
1	The translated sentence conveys very little information from the original sentence.
0	The sentence shows no translation.

Each rater scored the translation tasks in the same period. When they encountered any problems or could not decide which score they had to give to a specific translation, they discussed it in a meeting held on the final day of the scoring period. The inter-rater reliability among the three raters was found to be .91 at the .01 significance level[4].

B. Results & Discussion
1. Analysis of Correlations between the Two Tasks

The descriptive statistics of the first recall and translation tasks completed by the 109 students are summarized in Table 2. The mean score of the translation task of the students was 18.66 and the recall task was 35.29. Depending on the level of English proficiency, the HEP group was 24.00 (s.d., 10.65) and the LEP group was 9.4 (s.d., 7.93). The mean score of the recall task in

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[4] The analysis of inter-rater reliability was conducted using the Pearson product-moment correlation coefficients.

the HEP group was 43.3 (s.d., 17.8) and the LEP group was 18.6 (s.d., 13.11).

TABLE 2 Descriptive Statistics of Translation and Recall Tasks Scores

	N	Mean	S.D.
Translation	109	18.66	11.66
Translation(HEP)	40	24.00	10.65
Translation (LEP)	40	9.47	7.93
Recall	109	35.29	19.39
Recall (HEP)	40	43.31	17.81
Recall (LEP)	40	18.63	13.11

In order to investigate the validity of the translation task as a reading comprehension assessment tool, the correlation coefficient between the translation and the recall tasks of 109 students was calculated. Pearson's correlation coefficient in Table 3 showed a significant correlation between the two tasks (r=.902, p<0.01).

TABLE 3 Correlation between Translation and Recall Tasks

	Translation	Recall
Translation	1	.902
Recall	.902	1

The translation and the recall tasks are closely correlated to each other, which means English reading ability can be possibly represented in both translation and recall tasks in Korean high school classrooms. This result is consistent with Buck's (1992) findings in which the overall results supported the validity of translation tasks as an appropriate reading assessment.

In order to investigate whether there is a difference in the correlation between the translation and the recall tasks depending on students' English language proficiency, the correlation coefficient was calculated respectively. The results are displayed

in Tables 4 and 5 and showed that while the overall correlation coefficient was relatively high, the correlation coefficient was higher in the LEP group (r=.912, p<0.01) than in the HEP group (r=.777, p<0.01).

TABLE 4 Correlation between Translation and Recall Tasks (HEP Group)

	Translation	Recall
Translation	1	.777
Recall	.777	1

TABLE 5 Correlation between Translation and Recall Tasks (LEP Group)

	Translation	Recall
Translation	1	.912
Recall	.912	1

As shown in Tables 4 and 5, the correlation coefficient of the HEP and LEP groups differed, which means there were more cases in the HEP group that went against the general trend of a close correlation between the two reading assessment tasks. A possible interpretation for this difference is that the low proficiency level of the LEP group caused difficulties in comprehending the text regardless of the task employed. Therefore, the low scores of the translation task go with together of the recall task.

However, in the HEP group, there is a possibility that the discrepancy between their recall and translation is wider than that of the LEP group. Therefore, it is concluded that even though the translation task and the recall task seem to be highly correlated, it seems plausible that there exist some students that fall outside of the general correlation in the HEP group. In other words, among the HEP group, there may exist some students who are good readers of English but not good translators or vice versa.

2. Analysis of the Task Results of the Outliers

To verify the result from the quantitative analysis, six students from the HEP group were chosen for further investigation. The descriptive statistics of the task scores and the ranks of these six students are shown in Table 6.

TABLE 6 Descriptive Statistics of the Task Scores of Six Students

Students	Recall Score (Ranking)	Translation Score (Ranking)	Discrepancy in Ranking[5]	Discrepancy in z-score
A	20 (76)	36 (24)	52	2.435
B	68 (8)	17 (44)	36	2.043
C	75(2)	27 (28)	26	1.497
D	78 (1)	29(26)	25	1.478
E	63 (13)	21 (36)	23	1.387
F	73 (3)	46 (1)	2	0.398

As shown in Table 6, five out of the six students (students A, B, C, D and E) showed a significant discrepancy in their scores of the two tasks. Their discrepancy in the z-scores of the two tasks is more than 1. For example, students B, C, D and E scored high in their recall task, but not in the translation task. To verify this exceptionally high discrepancy in rank, the second recall and translation tasks were conducted with these students. Compared to these four students, student A showed a much higher ranking in the translation task than in the recall task. Meanwhile, student F showed high rankings in both tasks. These two students were chosen for the comparison with the other four students, students B, C, D and E.

The immediate recall protocols of the students B, C, D and E in their first recall task show that they understood the general

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[5] discrepancy in ranking= | the rank in the recall task – the rank in the translation task |

storyline and the structure of the text. Even though they had some errors in translating each sentence in the translation task, all of them recalled most of the main idea units of the story and important details on the whole. For example, Excerpt 1 shows that student E has understood the main ideas of the story with a fair amount of detail in the first recall task (see Appendix II). Students B, C and D also recalled most of the main idea units in the first recall task.

Despite their reasonable amount of recall of the text, the students B, C, D and E scored relatively poorly in the first translation task. For example, student E did not finish translating some of the sentences, which led him to earn a poor score in the translation task. He also showed misunderstanding in the idiomatic phrase "moved away" (e.g., #8), and was not able to translate the word "gentle" (e.g., #11). The sample is shown in Excerpt 2 (see Appendix III). The other students also scored poorly in the translation tasks for various reasons. Student B showed misunderstandings in some phrases such as "happened to see" or "moved away." Student C omitted some content words such as subjects or verbs (e.g., cases, asked).

The results of the tasks of these students are contrasted with those of student A. Student A did not show the macrostructure of the reading text in the first recall task. He was not even able to recall the last part of the story at all. The majority of the idea units were omitted and he did not seem to have understood the story completely or the macrostructure of the story. Only fragments of sentences are found in the latter part of the recall protocol. On the other hand, the translation task of student A showed that he could translate each sentence correctly to some degree (see Appendix IV). The result of the two tasks by student A showed that he did not see the 'forest,' although he could see the 'trees' of the text.

In the second recall task and translation task administered to verify the result of the first recall and translation tasks, these students showed almost the same results. Their recall protocols of students B, C, D and E showed that they understood the main content provided in the passage as well as the

macrostructure of contrast of benefits and risks of genetically modified food. Most of the students also logically matched the details, such as the examples of the corn and the tomatoes under the macrostructure. However, these students revealed some errors in the second translation task as in the first. Student C showed misunderstanding of several words such as "altered," "harvested," "wasted," and "concerned." Student D had difficulty in translating such a grammatical structure as the passive voice like "the plants that are altered" or "food is thrown away." Student E, again, did not finish translating some sentences.

As shown above, students B, C, D and E demonstrated a fairly good amount of comprehension in their recall tasks. They also demonstrated their understanding in the macrostructure of the text and a fair amount of important details from the text. However, they scored relatively poorly in the translation tasks due to their lack of knowledge in individual words or sentence structures such as passive voice.

The discrepancy between the two scores in this group of students indicates that these students have shown relatively good reading comprehension but poor translation skills. This disparity leads to the suspicion that there might be a gap between the traits the two tasks assess, which means translation tasks might assess different traits than reading comprehension. As House (1981) and Harvey (1996) indicated, translation tasks clearly help teachers teach grammar structures or word meanings. However, it is limited in representing how students read and the text was understood even though it can display students' sentence level understanding of the text (Carrell et al., 1988). Therefore, it seems to be unreasonable to use translation tasks as the only way to assess reading comprehension to a certain group of students.

3. A Qualitative Analysis of Students' English Learning Backgrounds

The results of the interview verified that students B, C, D and E all had similar English learning backgrounds, which were starkly different from students A and F. The six students'

English learning experiences outside school are summarized in Table 7.

TABLE 7 Summary of English Learning Experiences Outside School of the Six Students

	Experience of Living abroad	Age they started learning English	Experience interacting with native speaking teachers	Experience in reading lessons taught through GTM outside school
A	None	9	None	6 yrs (6 hrs /wk)
B	None	9	2 yrs (6 hrs /wk)	2 yrs (1 hr/wk)
C	None	9	3 yrs (4-6 hrs /wk)	None
D	None	7	5 yrs (9 hrs /wk)	None
E	2 yrs	9	2 yrs abroad	2 yrs (1-2 hrs /wk)
F	4 yrs & 1 month	3	4 yrs abroad & 6 yrs (2 hrs /wk)	3 yrs (6 hrs /wk)

   Among the six students, students B, C, D and E are those who scored high in the recall tasks and relatively low in the translation tasks. Student F scored high in both tasks, and student A scored relatively high in the translation tasks but low in the recall tasks.
   The analysis of the English learning backgrounds of the students emerged two common features among students B, C, D and E: relatively more experiences with native English speaking

teachers, and relatively little experience of reading taught by means of a grammar translation method.

a. Relatively more experiences with the native English speaking teachers

Students B, C, D and E had ample English learning experiences with native English speaking teachers and were naturally exposed to English in an English speaking environment at an early age. For example, student E lived abroad and he spent two years in the Philippines from the ages 11 to 13. He went to a language school at first and then a middle school in the Philippines, where both Filipino and English were used as a medium of instruction. He learned subjects such as English, math and science as part of the standard curriculum in the Philippines where English was the medium of instruction. While he was attending school there, he also had an English speaking private tutor from whom he learned English. He said he had many friends in school and they communicated with each other in English without problems.

In contrast, students B, C and D went to private English language institutes at a very early age in Korea, where they were given lessons using English as a medium of instruction. All the classes were conducted by native English speaking teachers. For example student B said that in her classes in the institute, she talked with a native speaking English teacher while doing activities with her group members. Student C also attended an English private institute and had listening, reading and grammar lessons. All the classes were conducted by native English speaking teachers and the grammar lessons were conducted using an imported grammar book. Similarly, student D started learning English from a native English speaking private tutor through activities and games. Then she attended a private English institute where she had content-based learning, as she said that she learned various subjects such as math and science in "easy English." She also learned and practiced English grammar and pronunciation using imported textbooks. Based on the descriptions of the classes they attended, it seems that these

four students were naturally exposed to the language and acquired reading skills through overseas experiences or private English institutes in Korea.

The experiences of these four students can be compared with the experience of students A and F. Student F, who scored high in both tasks, was found to have had experiences of natural exposure to English as students B, C, D and E. She was naturally exposed to English at an early age when she lived in Singapore. She lived there for almost 4 years and she came back to Korea at the age of 7. After she came back to Korea, she went to private English institutes for lessons in English.

On the contrary, student A, who scored relatively high in the translation task but low in the recall task, had a different English learning experience from the rest of the students. He has never lived abroad and has no experience with native speaking teachers at a private language institute. At the age of 9, he went to a private English language institute where he learned how to read the alphabet and English books from a Korean teacher of English. During the period, most instructors used Korean as a medium of instruction and he said that translation was one of the most common activities in reading classes.

b. Relatively Little Experience of Reading Classes Taught via Grammar-Translation Method

Students B, C, D and E had relatively little experience of reading classes taught via the grammar translation method outside school as a percentage of their total language learning time. On the other hand, student F, who scored high in both tasks, was found to have had experiences of both natural reading and practice in translation tasks. In her reading classes in the private language institute, she read articles and discussed topics in English. She was also found to have had a fair amount of translation practices in other private institutes at the same time. While she went to a language institute, she also had private tutoring to learn grammar and reading from Korean teachers using exercise books written in Korean.

Student A, who scored relatively high in the translation task

but low in the recall task, had the most years of experience in reading lessons taught via translation method outside school. At the age of 11, he went to a private institute where he learned grammar and practiced reading and listening using English books written in Korean. There he learned how to analyze sentences into meaningful segments such as subject and object, or main clause and adverbial clause to draw meaning by translation. Then he learned and practiced translating each sentence into Korean and the teacher spent time explaining important grammar points, words or idioms and translating individual sentences.

After interviewing these students, the English learning experiences, especially how they have practiced reading and whether students were trained in translation, seemed to have a significant effect on their recall and translation task performances.

4. The Students' Reading Habits and Attitude towards Reading

During the interview, there was also some discussion about the students' attitude towards English reading and their way of practicing reading. The analyses of the students' reading behaviors and their attitude towards reading revealed the following three features of the students B, C, D and E: (1) a fair amount of reading; (2) emphasis on the context and the main idea; (3) anxiety about their way of reading.

a. A Fair Amount of Reading

Student B, C, D and E were found to enjoy reading and to have read a fair amount of books in English. For example, student B stated that she had tried to read many English books which her older brother had given to her. She said that there were more than one hundred books in her brother's room and that she tried to figure out the meaning of the story using strategies such as getting clues from the illustrations in the book even if she did not understand the text.

Student C explained that she likes reading English books very much. Her English teacher in the first grade of middle

school had students read English books and write short English fairy tales, which she described as one of the most valuable English learning experiences she has had in school. She said she had been reading books since then. Now she reads English books for pleasure every morning for 20 minutes. Student E said that he read almost one book per week when he was attending middle school and had private tutoring in the Philippines. Student F, who scored highly in both recall task and the translation task, said that she enjoys reading English books. According to her statement, she has read tons of books since she was little and she was also planning to read as many books as possible during her free time. On the other hand, student A had no experience in reading English books voluntarily, let alone reading for pleasure. He said that he had never thought about reading English books "for fun."

b. Emphasis on the Main Idea and the Context

Aside from reading English books, students B, D and E except for student C were currently preparing for the CSAT (College Scholastic Aptitude Test) with exercise books specifically written for the CSAT. The students commented that when they read English books or passages in the exercise books for the CSAT, they do not usually translate sentences into Korean. For example, student E answered that he skims through the passage first to get the main idea or the structure of the text and reads it one more time to get details to solve the questions in the exercise book.

Student F explained that her reading behavior changes according to the type of the task given. According to the interview, for example, when she reads English books or solves the problems in the exercise books for the CSAT, she reads the text without translating each sentence. However, when she needs to "focus" on the content of some sentences or to find out the answer for grammar questions, she sometimes translates the sentences.

Student A showed a quite different reading behavior from the other students. When asked what he does first when he

reads an English text, he answered that he starts reading from the first sentence, translating each sentence and slashing sentences into meaningful units such as subject and verb parts. When he cannot understand a word or a phrase, he underlines the word or the phrase, looks up the dictionary, and writes down the meaning of them in Korean.

c. Anxiety about the Reading Habits

Despite their reading ability and fair amount of reading, many of the students seemed to be confused and anxious about the way they should "study" English. For example, students B and D stated that when they solve problems at school, they feel like they have to translate each sentence to "understand the text completely." Student B even commented that she has a kind of "English phobia" because she is always afraid that unknown words or sentences would block her understanding of the text. Student D also stated that she was sometimes afraid there might be sentences she could not translate although she was not afraid of English itself.

Student E said that he was learning how to translate sentences by separating them into clauses at the private institute. Even student F, who was relatively good at both tasks, said that she felt anxious and less confident about English grammar taught in school.

In addition, most of the students were afraid that their reading habits would interfere with their studying of English and were thinking about reducing their time reading books. For example, student B said she would focus more on studying English with the exercise books for the CSAT and quit reading books. She said that even though she wanted to spend more than 20 minutes a day reading books, she was afraid it would take away from her time studying English.

It was found that while some students had read many books and preferred reading as opposed to the accurate translation of each sentence in the passage, they were feeling anxious and less confident about their reading comprehension ability and their way of reading. However, they seem to have

developed useful reading strategies while they enjoyed reading (e.g., Block, 1986; Hosenfeld, 1977, 1984). Moreover, a large quantity of books for pleasure and information has been considered as a way to help them become fluent readers of English (Day & Bamford, 1998). Their reading habits can be said to have helped them become good readers of English, thus scoring high in the recall task. However, their view on reading has been distorted by the translation-based methods of reading in school.

V. Conclusion

Based on the premise that recall protocol has been validated as a reasonable way to measure reading comprehension in research, this paper aimed at investigating the validity of translation as a reading comprehension assessment. The results from the first quantitative data showed a high correlation between the two tasks. However, the correlation coefficient of the HEP students was lower than that of the LEP students. The analysis of the five abnormal cases showed that not all good readers are good at translation, or vice versa. Therefore, although translation may seem to be a reliable method of reading comprehension assessment in an EFL context, it may fail to identify good readers of English. In the qualitative analysis of the interview data, the students who scored high in the recall tasks were found to have had similar English learning backgrounds. They have been naturally exposed to English at an early age and had relatively little experience of reading taught via the translation method, and did a fair amount of pleasure reading outside classroom. However, despite their proficient reading skills, they felt anxious and less confident about their reading comprehension ability and their method of reading.

The study leaves several implications to teachers who use translation as a way to assess students' reading comprehension in Korea. First, the translation method of teaching and assessing English reading ability might exclude some students who are already good readers but not good translators. For fear of being

excluded, most of the students interviewed in this paper were confused about their way of reading. Thus, they were attending private institutes to learn English grammar and translation as well. Second, the students interviewed reported that while they learned how to read a text in a private language institute or abroad, most of the reading education they received in Korean public secondary schools focused on learning vocabulary, grammar and translation. Therefore, proper and balanced reading education needs to be provided in schools. In fact, considering the high correlation between the translation task and the recall task, teachers have no need to bear a heavy burden of translating every sentence or having students translate it during the class. If the aim of the class is to read a passage and develop reading skills in English, a recall task could replace a time-consuming translation task for assessment. In other words, English teachers should reconsider what reading comprehension is and ensure that reading classes focus on the actual reading and meaning construction activities, letting the readers interact with the text using not only text-based information but also their various knowledge sources. After a fair amount of fluency in reading is acquired, focus on forms will be more effective.

Since this study used only limited genres of text, various genres of text and textual structures should be included in future studies to make the findings of the present study more widely applicable. For the same reason, future studies with more varied population groups with different levels of English proficiency are needed to validate the findings of this study. Lastly, the subjects of this study were high school students, and due to the English learning situation in Korea centered on school exams and the CSAT, most of them had already been trained through a translation method in middle school or private institutes. Thus the findings of studies like this may vary depending on the age of the students. Studies with younger students such as middle school students are needed for clearer results. Finally, it is necessary to conduct a large-scale experimental study to generalize how students' reading experiences influence their reading behaviors.

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Appendix I

The Passage 1

A college professor had his class go into the Baltimore slums to get case histories of 200 young boys. They were asked to write about each student's future. In almost all cases, the students wrote, "I haven't a chance." Twenty-five years later, another professor happened to see the earlier study. He asked his students to see what had happened to these boys. With the exception of 20 boys who had moved away or died, the students learned that 176 of the remaining 180 had achieved more than success as lawyers, doctors, and businessmen.

The professor was surprised and decided to look into the matter further. Fortunately, all the men were in the area and he was able to ask each one, "How do you explain your success?" In each case the answer came, "There was a teacher."

The teacher was still alive, so he found her and asked the old lady what magic she had used to pull these boys out of the slums into successful achievement.

The teacher's eyes were shining and her lips broke into a gentle smile. "It's really very simple," she said. "I loved those boys."

Idea Units for Recall Task 1

	weight	
#1	3	A college professor had his class
		한 대학 교수가 학생들에게 시켰다
#2	3	go into the Baltimore slums
		볼티모어 빈민가에 가서
#3	3	to get case histories
		사례조사를 해 오도록
#4	1	of 200 young boys.
		200명의 남자 아이들에 대한
#5	2	They were asked
		그들은 지시를 받았다.
#6	3	to write about each student's future.
		각 학생들의 미래에 대하여 써 오라는

#7   2   In almost all cases,
                거의 모든 경우,
#8   2   the students wrote,
                학생들은 썼다
#9   4   "I haven't a chance."
                "저는 가능성이 없습니다."라고
#10   3   Twenty-five years later,
                25년 뒤에,
#11   3   another professor happened to see the earlier
                study.
                또 다른 교수가 우연히 선행 연구를 보게
                되었다.
#12   3   He asked his students
                그는 자기 학생들에게 시켰다.
#13   3   to see what had happened to these boys.
                이 아이들에게 무슨 일이 일어났는지
                알아보도록
#14   2   With the exception of 20 boys
                20명의 아이들은 제외하고,
#15   1   who had moved away or died,
                (20명은) 이사를 갔거나 죽은
#16   2   the students learned
                학생들은 알았다.
#17   4   that 176 ... had achieved more than success
                176명이 성공 그 이상을 이루었다는 것을
#18   1   of the remaining 180
                나머지 180명 중에서
#19   1   as lawyers,
                변호사,
#20   1   doctors,
                의사,
#21   1   and businessmen.
                그리고 사업가로서
#22   3   The professor was surprised
                그 교수는 놀랐고
#23   3   and decided to look into the matter further.
                그 문제를 좀 더 자세히 조사해 보기로

결정했다.

#24	1	Fortunately,
		다행히도
#25	2	all the men were in the area
		모든 사람들이 그 지역에 있었고
#26	2	and he was able to ask each one,
		그는 각각에게 물어볼 수 있었다
#27	3	"How do you explain your success?"
		"당신의 성공을 어떻게 설명하시겠습니까?"
#28	1	In each case
		각각의 경우에
#29	2	the answer came,
		대답이 돌아왔다.
#30	4	"There was a teacher."
		"한 선생님이 계셨다"라는
#31	3	The teacher was still alive,
		그 선생님은 아직 살아 있었다.
#32	3	so he found her
		그래서 그는 그녀를 찾아
#33	3	and asked the old lady what magic she had used
		어떤 신비한 방법을 썼는지 물어보았다
#34	3	to pull these boys out of the slums
		그 소년들을 빈민가에서 끌어내어
#35	3	into successful achievement.
		성공적인 업적을 이루도록 하는 데
#36	2	The teacher's eyes were shining
		선생님의 눈은 반짝이고 있었고
#37	2	and her lips broke into a gentle smile.
		입술은 부드러운 미소를 띠었다.
#38	3	"It's really very simple,"
		"정말 아주 간단합니다,"
#39	2	she said.
		그녀가 말했다.
#40	4	"I loved those boys."
		"저는 그 아이들을 사랑했습니다."

The Passage 2

> Genetic scientists are really trying to make food plants that are better than normal plants. They make plants that are altered in ways that make the plant grow better or taste better than normal plants.
>
> One benefit of GM food is that Genetically Modified (GM) plants may need fewer pesticides than normal plants. For example, some type of corn is bad for insects—when the insects eat the corn plant, they die. This type of corn is beneficial because farmers use fewer pesticides to grow the corn, so there is less pollution in the environment.
>
> Another benefit is that many GM plants stay fresh longer after they are harvested. For example, there is a kind of tomato that stays fresh in the store for about two months, instead of one or two weeks. This means that there is more time to get the food to the stores and that stores have more time to sell the food. Less food is thrown away and wasted.
>
> However, there are several things people are concerned about. One risk is that GM plants may start to dominate the other wild plants in the environment. For example, when the new tomato plants are stronger and grow faster than normal wild plants, they start to dominate the environment, causing the wild plants to die. But probably the most important risk is that GM food may be harmful to the people who consume the food. The alterations in the plants may cause serious problems for people. For example, to make a fruit stay fresh longer, scientists took a gene from a fish and put that into the fruit. Will that fruit be harmful to people? It may be.

Idea Units for Recall Task 2

     weight

#1	2	Genetic scientists are really trying
		유전과학 연구자들은 정말 노력하고 있다.
#2	3	to make food plants
		식품 농작물을 만들려고
#3	3	that are better than normal plants.
		보통 농작물보다 더 나은
#4	3	They make plants
		그들은 농작물을 만든다

#5   3   that are altered
              변형된
#6   2   in ways that make the plant grow better
              식물이 더 잘 자라게 하는 방법으로
#7   2   or taste better than normal plants.
              혹은 보통 식물보다 더 맛이 좋은 방법으로
#8   4   One benefit of GM food is
              유전자 변형 식품의 한 가지 장점은
#9   4   that Genetically Modified(GM) plants may need
              fewer pesticides
              유전자 변형 농작물이 살충제가 덜 필요하다는
              것이다.
#10   1   than normal plants
              보통 농작물보다
#11   3   For example, some type of corn is bad for
              insects—
              예를 들면, 어떤 종류의 옥수수는 벌레에게
              나쁘다
#11   2   when the insects eat the corn plant,
              벌레들이 옥수수를 먹으면,
#12   2   they die.
              벌레들이 죽는다.
#13   2   This type of corn is beneficial
              이러한 종류의 옥수수는 이득이 된다
#14   2   because farmers use fewer pesticides,
              농부들이 살충제를 덜 사용하므로
#15   1   to grow the corn
              옥수수를 키우기 위해
#16   2   so there is less pollution in the environment.
              그래서 환경에 오염이 덜 된다
#17   4   Another benefit is
              다른 이익은
#18   4   that many GM plants stay fresh longer
              유전자 조직 농작물이 신선함이 더 오래
              지속된다는 것이다
#19   1   after they are harvested.
              수확한 후에도

#20   3   For example, there is a kind of tomato
            예를 들면, 어떤 종류의 토마토가 있다

#21   3   that stays fresh for about two months,
            약 두 달 동안 신선하게 저장되는

#22   1   in the store
            가게에서

#23   1   instead of one or two weeks.
            1, 2주 대신에

#24   2   This means that there is more time
            이것은 시간 여유가 좀 더 있다는 것을 의미한다.

#25   2   to get the food to the stores
            식품을 가게에 배달하기까지

#26   2   and that stores have more time to sell the food.
            그리고 가게에서도 식품을 팔 시간적 여유가 더
            많다는 것을 뜻한다.

#27   2   Less food is thrown away
            음식이 덜 버려지고

#28   2   and wasted.
            덜 낭비된다.

#29   4   However, there are several things people are
            concerned about.
            그러나, 사람들이 걱정하는 몇 가지가 있다.

#30   4   One risk is
            한 가지 위험은

#31   4   that GM plants may start to dominate the other
            wild plants
            유전자 식품이 다른 야생 식물들을 지배하기
            시작할지도 모른다는 것이다

#32   1   in the environment.
            자연의

#33   3   For example, when the new tomato plants are
            stronger
            예를 들면, 새로운 토마토가 더 강하면

#34   3   and grow faster than normal wild plants,
            그리고 보통 야생식물보다 더 빨리 자라면

#35   3   they start to dominate the environment,
            그들은 환경을 지배하기 시작한다

#36   2   causing the wild plants to die.
                     야생 식물들을 죽게 하면서

#37   4   But probably the most important risk is
                     그러나 아마도 가장 중요한 위험은

#38   4   that GM food may be harmful to the people
                     유전자 조작 식품이 사람들에게 위험할지도
                     모른다는 것이다

#39   1   who consume the food.
                     음식을 먹는

#40   3   The alterations in the plants may cause serious
                     problems   for people.
                     농작물의   변형은   사람들에게   심각한   문제를
                     일으킬지도 모른다

#41   3   For example, ... scientists took a gene from a
                     fish
                     예를 들면, ... 과학자들은 물고기의 유전자를
                     채취하여

#42   3   and put that into the fruit.
                     그것을 과일에 넣는다

#43   1   to make a fruit stay fresh longer,
                     과일을 좀 더 오래 신선하게 유지시키기 위해서

#45   2   Will that fruit be harmful to people?
                     그 과일이 사람들에게 해로울 것인가?

#46   2   It may be.
                     아마 그럴 것이다

Appendix II

Excerpt 1

The Recall Protocol of Student E for the Recall Task 1

> 대학 교수가 자기 반에게 볼티모어에 가서 200명 아이들을 조사해 오
> 라고 했다.
> *tayhak kyosuka caki paneykey polthimoeey kase 200 myeng aitulul cosahay olako hayss ta.*
> (A college professor had his class go to Baltimore and investigate 200 kids.)

그들은 학생들에게 미래를 적으라고 하였다.
kutulun haksayngtuleykey milaylul cekulako hayessta.
(They had students write down future.)
대부분의 경우 학생들은 아직 정하지 못했다고 하였다.
taypupunuy kyengu haksayngtulun acik cenghaci moshaysstako hayessta.
(In most cases the students said they had not decided yet.)
25년 후 다른 교수가 예전 연구를 보았다.
25 nyen hu talon kyosuka yeycen yenkulul poassta.
(25 years later, another professor saw the previous study.)
자기 학생들을 시켜서 아이들이 지금 어떻게 됐는지 봤더니 죽거나 떠난 20명을 제외하고, 180명 중에 176명은 변호사, 사업가, 의사 등과 같은 좋은 직업을 가졌다.
caki haksayngtulul sikhyese aituli cikum ettehkey twayssnunci pwassteni cukkena ttenan 20 myengul ceyoyhako 180 myengul cungey 176 myengulun pyenhosa, saepka, uysa tungkwa kathun cohun cikepul kacyessta.
(When he asked his students to see what happened to the kids, except for 20 who died or left, 176 out of 180 had good jobs such as lawyer, businessmen, and doctor.)
교수는 놀라서 그들을 직접 만나 어떻게 성공했는지 물었다.
kyosunun nollase kutulul cikcep manna ettehkey sengkonghayssnunci mulessta.
(The professor was surprised, and he met them in person and asked them how they succeeded.)
대답은 "There was a teacher."
taytapun "There was a teacher."
(The answer was "There was a teacher.")
그래서 교수는 그녀를 찾았다.
kulayse kyosunun kunyelul chacassta.
(So the professor found her.)
그리고 어떻게 된 일인지 물었더니 그녀가 말하길 "That's really very simple. I loved those boys."
kuliko ettehkey toyn ilinci mulessteni kunyeka malhakil "That's really very simple. I loved those boys."
(And when asked how it happened, she said "That's really simple. I loved those boys.")

Appendix III

Excerpt 2

The Translation of Student E for the Translation Task 1

#1 대학 교수
    tayhak kyosu
    (A college professor)

#2 그들은 학생들 각자의 미래를 적어 달라고 요청 받았다.
    kutulun haksayngtul kakcauy milaylul ceke tallako yocheng patassta.
    (They were asked to write down the future of each student.)

#3 대부분의 모든 경우에 학생들은 " 라고 썼다.
    taypupunuy motun kyenguey haksayngtulun " " lako ssessta.
    (In most cases, the students wrote "   ")

#4 25년 후, 다른 교수
    25 nyen hu talon kyosu
    (25 years later, another professor)

#5 그는 그의 학생들에게 그 소년들에게 무슨 일이 일어났는지 보게 했다.
    kunun kuuy haksayngtuleykey musun ili ilenassnunci poke hayssta.
    (He made his students see what happened to those boys.)

#6 가버리거나 죽은 20명을 제외하고,
    kapelikena cukun 20 myengul ceyoyhako
    (Except for 20 who went away or died)

#7 교수는 놀랬고
    kyosunun nollayssko
    (The professor was surprised and)

#8 다행히도, 모두 지역 안에 있었고 그는 각각 "너의 성공을 어떻게 설명"라고 물어볼 수 있었다.
    tahaynghito motu ciyek aney issessko kunun kak. kak "neuy sengkongul ettehkey selmyeng " lako mulepol su issessta.
    (Fortunately, everyone was in the area and he could ask each one "How can you explain your success")

#9

#10 선생은 아직도 살아있었다. 그래서 그는 그녀를 찾고
    sensayngun acikto salaissessta. Kulayse kunun kunyelul chacko
    (The teacher was still alive. So he found her)

#11 선생의 눈은 빛나고 있었고 그녀의 입술은 미소를 지었다.
    sensaynguy nunun pichnako issessko kunyeuy ipsulun misolul ciessta.
    (The teacher's eyes were shining and her lips smiled.)

#12 "이것은 정말 아주 간단해" 그녀는 말했다. "나는

> *ikesun cengmal acu kantanhay"* kunyenun malhayssta. *"nanun*
> ("It is really very simple" she said. "I)

Appendix IV

Excerpt 3

The Recall Protocol of Student A for the Recall Task 1

한 대학의 교수가 학생들의 histories를 기록하기 위해 볼티모어 slums
에 200의 학생들과 같이 갔다.
*han taehakuy kyosuka haksayngtuluy histories lul kilokhaki wihay
polthimoe slums ey 200 uy haksayngtulkwa kathi kassta.*
(A professor form a college went to the Baltimore slums with
200 students to record the histories of students.)

keuy motun taytapi 'I haven't a chance' yessta.
(Almost all the answers were 'I haven't a chance.'
25년 뒤 다른 교수가 그 학생들을 찾아갔다
25 nyen twi talun kyosuka ku haksayngtulul chacakassta.
(25 years later, another professor found the students.)
20명은 죽었고, 나머지는 성공하여 변호사, 의사 등이 되어 있었다.

*20 myengun cukessko namecinun sengkonghaye pyenhosa, uysa
tungi toye issessta.*
(20 were dead, and the rest succeeded to become lawyer,
doctor, etc.)

There was a teacher
A college proffesor
histories of 200 young students
Another proffesor
asked
as a
In each
Almost
All

Excerpt 4

The Translation of Student A for the Translation Task 1

#1 한 대학의 교수가 자신의 학급과 함께 200명의 소년의 경우를 얻기 위해 밸티모어 슬럼가로 갔다.

han taehakuy kyosuka casinuy hakkupkwa hamkkey 200myenguy sonyenuy kyengwulul etki wihay paylthimoe sulemkalo kassta.

(A college professor went to the Baltimore slums with his class to get the case of 200 boys.)

#2 그들은 각 학생들의 미래를 적어보라고 요구받았다.

kutulun kak haksayngtuluy milaylul ceke polako yokupatassta.

(They were asked to write down each student's future.)

#3 거의 모든 학생들이 쓴 경우가 "난 기회가 없어요"라고 썼다.

keuy motun haksayngtuli ssun kyengwuka "nan kihoyka epseyo" lako ssessta.

(The cases almost all students wrote said, "I have no chance.")

#4 25년 후 다른 교수가 우연히 지난 연구 성과가 어떤지 확인을 했다.

25 nyen hu talun kyosuka wuyenhi cinan yenku sengkwaka ettenci hwakinul hayssta.

(25 years later, another professor happened to check out what the result of the previous study was.)

#5 그는 그의 학생에게 그 소년들에게 어떤 일이 일어났는지 알아보라고 했다.

kunun kuuy haksayngeykey ku sonyentuleykey etten ili ilenassnunci alapolako hayssta.

(He asked his student to find out what happened to the boys.)

#6 죽은 20명을 제외한 180명 중 176명은 변호사, 의사, 사업가 등으로 성공했다.

cukun 20 myengul ceyoyhan 180myeng cung 176 myengun pyenhosa, uysa, saepka tungulo sengkonghayssta.

(Out of 180, 176 succeeded as lawyers, doctors, and businessmen except for the 20 who died.)

#7 그 교수는 놀랐고 그런 결과가 어떻게 나왔는지 살펴 보기로 했다.

ku kyosunun nolassko kulen kyelkwaka ettehkey nawassnunci salphye pokilo hayssta.

 (The professor was surprised and decided to see how that result came out.)

#8 운이 좋게도 그들은 한곳에 모여 있었고 한 사람 한 사람마다 "어떻게 당신의 성공을 설명하겠느냐?"라는 질문을 할 수 있었다.

uni cohkeyto kutulun hankosey moye issessko han salam han

salammata   "ettehkey   tangsinuy   sengkongul selmyenghakeyssnunya?"lanun cilmunul hal su issessta.

(Fortunately, they were gathered in one place and it was possible to ask each one "How can you explain your success?")

#9 모든 경우 사람들이 "선생님이 계셨다" 라고 대답했다.

motun kyengwu salantuli "sensayngnimi kyeyssyessta" lako taytaphayssta.

(In all cases people answered, "There was a teacher.")

#10 그 선생님은 아직 살아계셔서 그 교수는 그녀를 찾아 무슨 마법이 슬럼가의 소년들을 성공시켰냐고 물었다.

ku sensayngnimun acik salakyeysyese ku kyosunun kunyelul chaca   musun   mapepi   sulemkauy   sonyentulul sengkongsikhyessnyako mulessta.

(The teacher was still alive, so the professor found her and asked what magic made the boys in the slum succeed.)

거의 모든 대답이 'I haven't a chance'였다.

#11 그 선생님의 눈은 빛났고 점잖은 웃음을 입가에 띄었다.

ku sensayngnimuy nunun pichnassko cemcanhun wusumul ipkaey ttuyessta.

(The teacher's eyes shined and her lips had a gentle smile.)

#12 "그건 매우 간단합니다" 그녀는 말했다. "난 이 소년들을 사랑했어요."

"kuken   maywu   kantanhapnita"kunyenun   malhayssta.   "nan I sonyentulul salanghaysseyo."

("That's very simple," she said. "I loved these boys.")