

## Note-taking competence in the learning process: Results of a pilot study

Franciska Van Waarden 

Eötvös Loránd University, Hungary



### ABSTRACT

The article reports on a pilot study designed to support a longitudinal study of the development of note-taking competence among second year master's degree students in an interpreting training programme. The research reported in this article analysed note-taking units, while semi-structured interviews were also conducted with six interpreting students in order to determine the language and frequency of the different types of note-taking units they used. The results show that the students used a mixture of the source and target languages in their notes, they have predominantly used full words and that they were aware that there was still room for development in their note-taking techniques. The pilot study produced results that will be used to optimize further research: it was established that all participants should interpret the same text, that the experiment should be conducted outside of classroom interpreting sessions, that no feedback should be given to the students prior to the interviews, that the students' interpretation should be audio-recorded, and that the category "full words" should be split into further subcategories.

**Keywords:** consecutive interpreting, note-taking, teaching note-taking, semi-structured interview, note-taking competence

### Kompetenca zapisovanja v procesu učenja: rezultati pilotne študije

#### IZVLEČEK

V prispevku je predstavljeno poročilo o pilotni študiji, ki je bila zasnovana kot podpora longitudinalni študiji razvoja kompetence zapisovanja pri magistrskih študentih drugega letnika študija tolmačenja. Raziskava se je osredotočila na analizo enot zapisovanja; poleg tega so bili narejeni intervjuji s šestimi študenti tolmačenja, da bi identificirali jezik in pogostost različnih vrst enot zapisovanja pri študentih. Rezultati so pokazali, da študentje v zapiskih uporabljajo mešanico izhodiščnega in ciljnega

jezika, da večinoma uporabljajo cele besede in da se zavedajo, da bi lahko svojo tehniko zapisovanja še izboljšali. Pilotna študija je dala rezultate, s katerimi bo mogoče optimizirati nadaljnje raziskave: pokazalo se je, da bi morali sodelujoči tolmačiti isto besedilo, da bi bilo treba eksperiment izvesti izven učnega okolja tolmaške učilnice, da študentom ne bi smeli dati povratnih informacij pred intervjujem, da bi bilo treba študentska tolmačenja posneti v obliki tonskega zapisa in da bi bilo treba kategorijo »cele besede« dodatno razčleniti v podkategorije.

**Gljučne besede:** konsektivno tolmačenje, zapisovanje, pouk zapisovanja, polstrukturirani intervju, kompetenca zapisovanja

## 1. Introduction

A good note-taking technique has proven to be a useful support for interpreters engaged in consecutive interpreting. Its main function is to make the cognitive effort of remembering easier. A good note-taking technique allows the interpreter to record numbers, relations, proper names, or even the structure and logical organization of thoughts. Note-taking is therefore a skill that every consecutive interpreter should master. For this very reason, most interpreting schools today emphasize the importance of teaching the basics of note-taking and encourage interpreters to develop their own systems, while following certain general rules.

In terms of content, however, no two interpreters' notes are the same: in fact, when listening to the same text, every interpreter takes different types of notes, which are not interchangeable. Because of the highly individual nature of the interpreter's notes, there are different views in interpreting studies as to what should be put into notes, how extensive the notes should be and in what way the notes should be taken. Setton and Dawrant (2016, 170) suggest that in the first six weeks of a two-year interpreting course no note-taking should be taught, and that it should be introduced as late as from training week 6 onwards. They encourage interpreting students to familiarize themselves with the basic principles of note-taking (concerning the layout, economy, clarity, and structure of notes) while also leaving room for their own preferences (Setton and Dawrant 2016, 186). The Paris School (Seleskovitch 1975), on the other hand, encouraged the students to practice "deverbalization", that is to abstract from the linguistic form and to take notes directly in the target language rather than using a wider range of symbols (Matyssek 1989).

The pilot study reported in this article is a part of a larger research which aims to carry out a longitudinal study of the nature and development of note-taking techniques used by interpreting students over four semesters. In the pilot study I used mixed

method approach to data collection, which means that besides examining the notes of six second-year master's students in Translation and Interpreting at the Eötvös Loránd University taken during specific interpreting assignments. I also conducted semi-structured, open-ended interviews with them.

The planned longitudinal study will aim to respond to the following research questions:

- a. Do interpreting students take notes in the source or target language? In which language do they predominantly create note-taking units?
- b. What kind of note-taking units do the interpreting students use?
- c. Does the number of notes taken on paper depend on the interpreting experience? Do more experienced interpreters take less notes and create fewer note-taking units?

Due to the limited timeframe, the pilot study focused only on questions related to the language of the notes and the nature of the note-taking units.

## 2. Consecutive interpreting

Daniel Gile (2021) adapted the effort model, one of the best-known theories in the field of interpreting, to a number of interpreting modes, including to consecutive interpreting, and specified the necessary components for each type of interpreting.

In his effort model of consecutive interpreting, Gile divides it into two stages: the stage of understanding the spoken text and the stage of rewording (Gile 2021, 144). The interpreter may either write down the elements of the source language text or not – if not, the element is either forgotten or committed to memory (Gile 2021, 145). Gile notes that because handwriting is a slower process than speech production, the interpreter often lags behind the speaker. This “lag” is referred to in interpreting theory as *décalage*, or pen-ear-span (Setton and Dawrant 2016, 206).

According to Gile (2021, 145), the comprehension stage in consecutive interpreting could be written as the equation of listening + memory + production of notes + coordination. It is important to note that it is not the arithmetic “sum” of the components that determines the way in which comprehension is achieved, the comprehension is rather achieved through the coordination effort that allows the interpreter to manage the three central resources in the equation.

The same is true for the second stage, where the interpreters can support their memory by reading the notes while recalling what has been said. The notes can also assist

the interpreters in speech production in the target language, but Gile (2021, 145) adds that care must be taken to avoid linguistic interference. The equation for the reformulation stage therefore includes the following components: note-reading + reconstruction from memory + production + coordination.

Note-taking does not occur in all types of interpretation. According to Pöchhacker (2004, 18), consecutive interpreting can be seen as a “continuum which ranges from the rendition of utterances as short as one word to the handling of entire speeches” in one go. Longer speeches are sometimes categorized as “classic” consecutive that involves note-taking (Pöchhacker 2004, 18). Note-taking is thus mainly used in the so-called long consecutive interpreting, which continues to play an important role in diplomacy and business (Setton and Dawrant 2016, 82) and where the interpreter interprets a longer passage of speech immediately after it has been delivered, using a systematic note-taking technique. The length of these passages is not fixed, but it is typically around three to five minutes long, although in some cases it can be close to eight to 10 minutes (G. Láng 2002). This allows both parties to maintain their attention in the communicative situation, even if the interpreter is speaking in a language they do not know, and allows for the smooth transmission of more complex, longer sequences of ideas.

In order to introduce students to the classic consecutive note-taking technique, most interpreter training institutions have for many decades used Jean-François Rozan’s ([1956] 2002) work on note-taking *La Prise de Notes dans L’Interprétation Consécutive*. Rozan formulated seven basic principles for interpreters’ note-taking, which set out the methodological considerations behind the technique.

As a first principle, he defined “noting down the idea instead of words”. Merely recording words in context can lead to misunderstandings, so “the interpreter should concentrate on the main idea and how to note it clearly and simply” (Rozan [1956] 2002, 16). The second principle concerns abbreviations: “the interpreter should note words in abbreviated form unless the word is shorter than 4-5 letters”. According to Rozan ([1956] 2002, 17), it is preferable to abbreviate the first and last letters of a word rather than to try to write down as many letters as possible from the beginning of the word. Rozan ([1956] 2002, 18) also suggests indexing the last letters of the word to avoid mixing up words that have the same beginning. Other types of grammatical information can also be captured by using indexing, such as grammatical gender or verb tense. Another way of shortening words is to omit the vowels of the word (see Andres 2002).

The third principle concerns the annotation of links between individual speech units. Rozan considers links to be an important element, since a statement “can be

completely distorted if it is not clearly indicated how it is related to the previous idea”. Regardless of the direction of interpretation, certain English conjunctions are still commonly used in other languages to indicate such relations because of their brevity, e.g. but, tho (=though), if, Y (=why), etc.

In the fourth and fifth principles, Rozan ([1956] 2002, 19) provides notational solutions for negation and emphasis. Negation can be indicated by a “no” in front of the word to be negated, and emphasis can be indicated by underlining.

The sixth criterion, and the pillar of Rozan’s note-taking principles, is verticality, the reading of notes from top to bottom (Rozan [1956] 2002, 20). Verticality allows for the order of information in the original speech to be preserved, and to maintain “the logical grouping of ideas, the immediate, complete summary of the notes as they are read”. Rozan ([1956] 2002, 21) also stresses the importance of parentheses: a possible way of arranging information is to note the explanatory, supplementary elements of a given idea in parenthesis below the main idea.

The seventh principle, which is also considered one of the fundamental principles of Rozan’s note-taking technique, is shift. By shift, Rozan ([1956] 2002, 22) means “writing the notes one line down”, “where they would have been if the line above had been repeated”, resulting in a “staggered notation”.

### 3. Empirical research on note-taking techniques

Empirical research on note-taking techniques in interpreting typically examines the effectiveness of various strategies employed by interpreters to capture, retain, and accurately render spoken information (e.g. Chen 2020; Dam 2021). With the intricate demands of interpreting, from real-time processing to the problems of conveying linguistic and cultural nuances, the significance of efficient note-taking cannot be overstated. By employing rigorous methodologies, such as controlled experiments or observational studies, interpreting studies researchers aim to uncover insights that can inform interpreter training programmes, refine professional practices, and enhance the field’s understanding of optimal note-taking strategies.

Helle V. Dam (2004), for example, studied the note-taking techniques of eight practising professional interpreters with Danish A and Spanish B or C language. During the experiment, all the participants consecutively interpreted the same Spanish text into Danish. Dam then divided the elements of the notes into four categories: source language elements, target language elements, third language elements and indeterminate language elements. The results showed a strong preference for Danish, which was both the participants’ mother tongue and the target language of the interpreting

task. The notes tended to contain source language elements only when the content of the source utterance was difficult to interpret. According to Dam, this could be explained by the increased cognitive load of the interpreters, who tended to revert to source-language note-taking in order to reduce this load, which seems to support Gile's argument.

In 2021, Helle V. Dam repeated the above research on a larger sample, with ten participants: this time, the subjects involved in the consecutive interpreting task into Danish had five Indo-European languages (English, Spanish, French, German, Danish) as their A languages. The A language of the five student interpreters and the B or C language of the five professional interpreters in the study were Danish (all these subjects also had a master's degree in conference interpreting with a Danish language combination). Interestingly, the results showed that both students and professional interpreters preferred to use language A in their notes. Note-taking in language B was mostly observed only when it was used as the source language in the task. In the light of this, Dam argues that the familiarity of the language also influences the language of the notes.

Csilla Szabó (2005) was the first in Hungarian translation and interpreting studies to conduct her doctoral dissertation research on the language choice of interpreting students' notes, the formal characteristics and means of expression of the notes, and the identification of the so-called note-taking strategies, work that was done almost simultaneously with Dam's pilot research. Eight student interpreters participated in the research, all of whom had Hungarian as language A and English as language B. In contrast to Dam's experiment, in this case the students already had interpreting experience at the time of the study. A total of 16 notes were analysed, half of which were taken in class and half of which were taken during the final state examination for the conference interpreter training at ELTE. There is therefore a significant difference in the circumstances under which the notes were produced, since in one situation the students were presumably under greater stress, and the other was in the regular classroom situation. The analysis of the notes showed that when interpreting from English to Hungarian, 63% of the students took notes in language B, i.e. English. Qualitative analysis showed that a surprisingly low proportion of students (16%) used abbreviations, and roughly equal proportions used whole words (45%) and symbols (39%).

After the interpretation task, they had to complete a questionnaire with three main questions:

1. Which languages did you use for note-taking in these specific tasks?
2. Which languages do you usually use when taking notes?
3. Why? What factors influenced your decision?

The questionnaires showed a similar picture to Dam's results: only half of the participants could justify why they used the specific language for note-taking. Furthermore, four out of eight participants contradicted themselves when answering the questions in the questionnaire. It is interesting to note, however, that the vast majority of the participants, six out of eight, indicated that English was the most suitable language for note-taking.

Chen (2017) investigated the cognitive aspects of note-taking in the Chinese-English language pair. Compared to previous research, Chen used electronic tools for note-taking: a special software called Eye and Pen, which records pen movements, allowed interpreters to take notes with a digital pen on a tablet-like device. Chen deliberately did not recruit student interpreters for his experiment, as he felt that they were not yet sufficiently skilled in note-taking techniques. The participating professionals, experienced interpreters, were all working in Australia, with Chinese (Mandarin) as their A language and English as their B language. First, the participants were given the opportunity to familiarize themselves with the software and the tool. Second, a Chinese-English and an English-Chinese interpretation task followed. Chen then asked the interpreters to analyse the notes verbally, which allowed the researcher to clearly identify symbols and clarify things when the translators' handwriting was illegible. He divided the distinguishable elements of the notes into three categories: numbers, linguistic elements and symbols. The results showed that the interpreters predominately used English in their notes, which Chen, like Szabó, attributes to the structural differences between Chinese and English and to the fact that the Chinese language is not Indo-European and uses syllabic writing instead of alphabetical writing. Chen believes that the Latin script in English is faster to write than the Chinese script, which may be a decisive factor in the efficiency of note-taking. Chen repeated the study in 2020, where a similar preference for the usage of English was observed.

The research reported in this article will not focus on the issues discussed above, but on the development of note-taking techniques in interpreting students.

#### 4. Methods

Since the aim of this study is to compare students' note-taking habits and strategies, as well as the quality distribution of notes, it is first necessary to define a "unit of measurement". The question arises whether the translation unit, as it was defined in translation studies, can be uncritically used for note-taking units in interpreting studies as well.

The concept of the translation unit was introduced into translation studies in 1958 by Vinay and Darbelnet, who defined it as the smallest element of communication that still has cohesive power and cannot be translated in isolation. Almost forty years later, Nord (1997, 141) defined it as:

A unit of verbal and non-verbal signs that cannot be broken down into smaller elements in the translation process. According to the linguistic approach, translation units can be morphemes, words, phrases, sentences or paragraphs in a text. The functionalist approach attempts to create functional translation units.

Based on these definitions of a translation unit, a note-taking unit in this research thus refers to any unit of a handwritten interpretive note that denotes a word or an idea. In terms of form, they may be whole words, abbreviations (acronyms or abbreviations of part of a word), numbers, symbols or punctuation marks (arrows, lines, bullets, margins, etc.)

Our definition is similar to that of Chen (2017), who used a similar term “note unit”, which allowed him to distinguish between numbers, elements of language and symbols when describing and analysing notes. In a 2020 study (Chen 2020), abbreviations were added as a separate category.

#### 4.1 Participants and setting

In my research, I collected data in a mixed-method study, using a combination of qualitative and quantitative methods, which allowed me to study the complex phenomenon of the note-taking technique in consecutive interpreting from several angles.

The pilot study described in this paper took place between November 2021 and February 2022, among second-year master’s students, specializing in interpreting. The aim was to assess the note-taking techniques of students who were about to take the final examination in interpreting. A total of six interpreting students participated in the survey. In order to make the composition of the group as homogeneous as possible, all students needed to have the same B language, where the B language was defined following the criteria of the International Association of Conference Interpreters (AIIC), which is still used by many interpreter training institutions (Gile 2009, 219). The B language, defined as the active working language to and from which the interpreter works, was in our experiment English. The C language of the students was predominantly German (4 students), one student’s C language was French, and one participant



had Dutch as their C language. All but one of the participants started their studies in the academic year 2020/2021.

I manually identified the units in the students' notes, grouping them and colour-coding them by category (Eszenyi 2022, 87). The categories included full words, symbols, abbreviations, punctuation marks and numbers. Proper nouns and geographical names were included in the category of full words.

In addition to the analysis of the notes, interviews were conducted with all the participants, with the following questions forming the framework:

- (A1) How did you prepare for the interpreting assignment?
- (A2) What materials did you use?
- (A3) Do you have a general “place of storage” for note-taking symbols?  
(An online document or an exercise book)
- (A4) Have you invented your own symbols for some speech-specific key concepts?
- (A5) How well did you manage to divide your attention between the notes and the interpretation during the task?
- (A6) Do you think that you made too many, too few or the right number of notes?
- (A7) Were there any points in your notes that proved to be particularly useful for your interpreting task?

In all cases, audio recordings of the interviews were made and later transcribed for ease of processing, retrieval and review. I recorded the names, gender, and language combination (student profile) of the interviewees and stored them separately in order to assure confidentiality, informing the student about this (on the ethical handling of research data, see Seresi 2021). I marked the profiles of the six students who participated in the research with a code consisting of a letter and a number to preserve their anonymity and avoid identification. I took photographs of the notes taken in class, which I then used to identify and count the note-taking units.

The language of the speeches was English and the students were instructed to take notes and then interpret the speech into Hungarian with the help of their notes. The pilot study was conducted during a four-week period of classroom observations which were taught by a native English language teacher and a native Hungarian teacher with interpreting practice who provided feedback on the interpretations. The language teacher

was responsible for preparing the speeches which covered a variety of topics: religion, poverty and social mobility, work, separation of powers, legislation, elections. The length of the six speeches varied between one minute 16 seconds to two minutes 41 seconds.

## 5. Results

Although note-taking is seen in the literature as a highly individual thing (see Setton and Dawrant 2016), there is an agreement among scholars that the interpreting routine encourages the creation of a personal note-taking style, similar to handwriting, with the difference that an interpreter's notes are less universally readable.

The analysis of all the notes created by the students participating in the experiment showed that the students had used a mix of both languages, Hungarian and English, which confirms Szabó's findings (2005). There seem to be two reasons why English was also used in their notes: first, the nature of the languages used, and second, the demands of the market. Compared to Hungarian, which is a non-Indo-European and agglutinative language, the use of simpler abbreviations for shorter words in English was most probably more practical. And since there are very few Hungarian B-language interpreters on the market today, it is most often the case that Hungarian A-language interpreters are expected to have a good command of English as their B language, which means that it is essential for students to master their B language to the highest possible level in order to find a place on the market.

### 5.1 Analysis of the notes

In terms of the number of note-taking units, the two students who used abbreviations most often also had the highest number of note-taking units. In contrast, the students who used more symbols than average typically had fewer note-taking units in their notes. Table 1 shows the number of note-taking units.

**Table 1.** Number of note-taking units.

Participant	Full words	Symbols	Abbreviations	Punctuation marks	Numbers	Total
2A	51	14	14	18	6	103
2B	107	14	58	28	12	219
2C	159	0	38	0	0	197
2D	124	11	32	10	3	180
2E	113	5	27	22	20	187
2F	124	20	14	32	6	196
<b>AVG.</b>	<b>113</b>	<b>10.7</b>	<b>30.5</b>	<b>18.3</b>	<b>7.8</b>	<b>180.3</b>

Table 2 contains the percentage of note-taking units per category which indicates which type of note-taking unit the students used more often. The percentage is calculated from the number of separate note-taking unit types divided by the total amount of note-taking units used by the student for that specific speech. These figures can give us further insight into whether individual students have difficulties with using symbols and abbreviations and therefore tend to note down more full words or phrases.

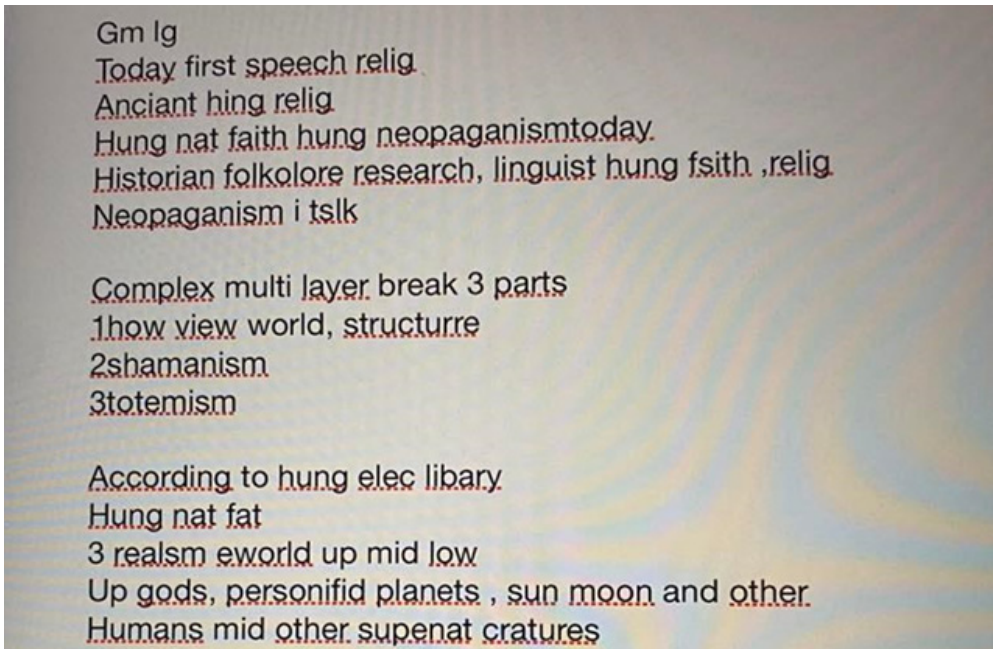
**Table 2.** Percentage of note-taking units.

Participant	Full words	Symbols	Abbreviations	Punctuation marks	Numbers
2A	49.5%	13.6%	13.6%	17.5%	5.8%
2B	48.9%	6.4%	26.5%	12.8%	5.5%
2C	80.7%	0%	19.3%	0%	0%
2D	68.9%	6.1%	17.8%	5.5%	1.7%
2E	60.4%	2.7%	14.4%	11.8%	10.7%
2F	63.3%	10.2%	7.1%	16.3%	3.1%
<b>AVG.</b>	<b>61.9%</b>	<b>6.5%</b>	<b>16.5%</b>	<b>10.7%</b>	<b>4.5%</b>

It is important to note that five of the six students had not attended any specialized seminars on note-taking in interpreting, but had learned the basics of the technique from their lecturers in their respective B and C languages, which might explain the usage of different note-taking strategies and techniques. Two students, who spent a semester at a foreign university – in the same county, albeit in two different institutions, were the only ones using the left-hand margin that can be used for noting structural elements, dates and to mark the speaker’s point of view (Gillies 2017, 146). One of these two students also took a specialized class dedicated to note-taking, where more attention was paid to fine-tuning note-taking techniques.

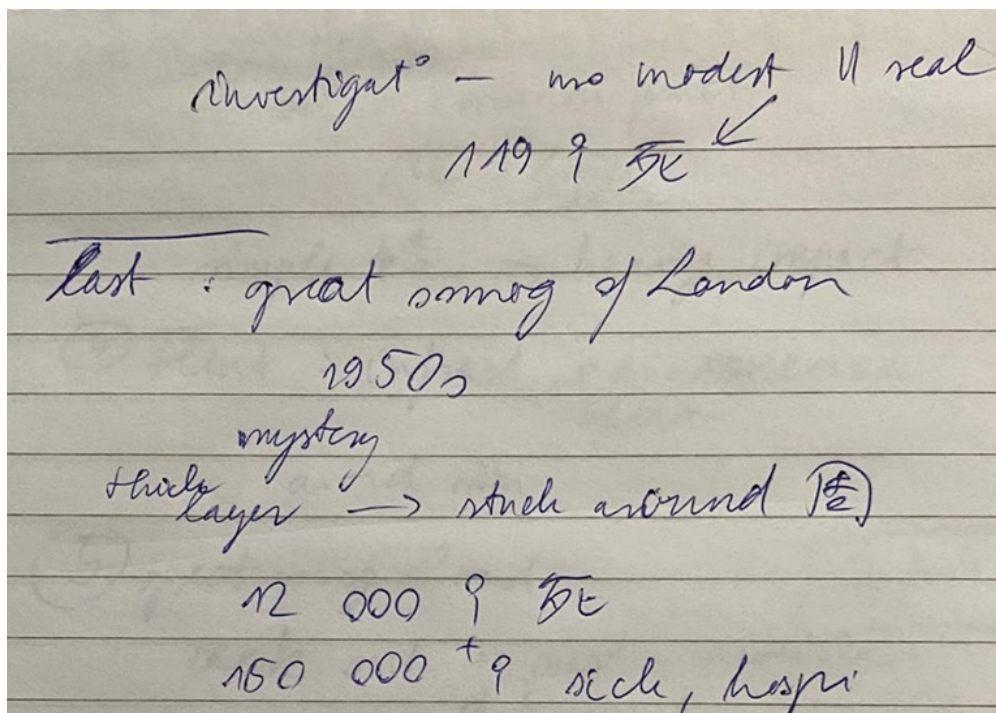
One participant used a very different, individualized way to make their own notes. Since tablets and other electronic devices are now often used in interpreting practice, and have therefore also been researched in interpreting studies (Kuang and Zheng 2022; Chen 2020), it is no surprise that digital pens and tablets have also made it into the interpreting classroom. As such, one of the students used a tablet – although not to make handwritten notes in digital form, but to capture the main ideas by typing on the tablet’s keyboard, using it like a smartphone. The student

explained this unusual choice by saying that they have difficulty writing legibly. In this particular case the student did not follow the guidelines regarding the spelling and linking of the ideas as suggested by Rozan ([1956] 2002), but instead used spaces and returns after hard paragraphs.



**Figure 1.** Notes taken using a virtual keyboard.

Another interesting case was that one of the participants, who speaks Chinese at an advanced level, used a third language in their notes – Chinese characters. The student explained that using Chinese characters makes it easier to “abbreviate” longer words while still capturing and maintaining the intended meaning. Figure 2 shows an example of the word “dead” marked with a Chinese character, and the use of other Chinese characters in the notes.



**Figure 2.** Usage of Chinese characters.

## 5.2 Qualitative findings of the interviews

An interview survey of the second-year students found that half of the interviewees (three of six) felt that the number of notes they had taken was too high. They also reported difficulties in using symbols after having approximately one year of note-taking experience. Therefore, they tended not to have made up their own, specific symbols but instead were trying to apply those they had been shown by their instructors. They all confirmed that they had either a paper-based or an online storage kit where they could access the symbols they had learned, but reported that their use of these could still not be considered automatic at this point.

The participants also mentioned that they regard their notes as a matter of the “here and now”, as ephemeral, and that they do not feel the need to record their interpreting performances, despite the fact that these recordings and their notes could be beneficial for their autonomous learning. Out of six students, only two sometimes record and listen to the recordings of their interpretation. When asked whether they correct or complete their notes during or after the trainer’s feedback, the students replied that

they tended to do so if more idiomatic expressions were used, or if their notes were inaccurate (e.g. they noted down the wrong numbers).

It is also important to note that all subjects participating in the research were trained to develop their own note-taking techniques in the academic year 2020/2021 through distance learning (for more on distance learning in interpreting at the Eötvös Loránd University, see Seresi et al. 2021). The constraints of this particular teaching format did not provide sufficient opportunity for the instructors to adequately monitor the students' note-taking performance, and this is in contrast to the usual training practice, where the instructor often went around the classroom after each speech, giving individual feedback on the notes. Face-to-face teaching also provided more opportunities for students to learn from each other, exchanging symbols or even learning from each other's mistakes by comparing their own notes with those of their peers.

One particular note-taking strategy was mentioned in all of the conducted interviews: the students were reluctant to rely solely on their memory when reproducing the utterance in the target language. Some of them argued that the fact that their interpretation was graded put an additional mental and cognitive load on the act of interpreting. The participants therefore opted to "play it safe", and tended to take more notes so as not to forget anything and thus risk a lower grade.

## 6. Conclusion

The present research aims to serve a larger-scaled longitudinal study on changes in the note-taking techniques employed by interpreting students during a four-semester long master's degree programme in interpreting. The aim of the pilot study, which analysed note-taking units and conducted semi-structured interviews with six interpreting students in order to determine the language and frequency of the different types of note-taking units they used, was to identify any problems before starting the longitudinal research.

The results showed that the students used the source and target languages (Hungarian and English) when noting down full words and abbreviations. Analysing the types of the notes, the results showed that the use of full words was predominant, followed by abbreviations. However, in the interviews that were conducted the students were aware of this shortcoming in their note-taking techniques.

The pilot study provided results which could be used to optimize the conditions of further research. First, consideration should be given to designing the interpreting task and the subsequent interviews in such a way that the participants all interpret the same text. This is because the results of the pilot study clearly show that a negative

factor affecting the objectivity of the survey was a wide variation in the speeches, not only in terms of duration but also in terms of topic. Second, since the interviews took place immediately after the teacher's feedback discussion on the students' interpreting, the interviewees often repeated the comments made by the teacher in the interviews and thus partially distorted the data. This led to the conclusion that the experiment should be conducted in its entirety outside of the classroom interpreting sessions, and that no feedback on the interpreting should be given to the students prior to the interviews. Third, the interpretation itself should also be audio-recorded, since the recording might provide an additional insight into the participants' performance, and, most importantly, a more objective basis for comparison with the other participants' note-taking techniques. And finally, if different languages are used in the experiment, the category "full words" might be split into further subcategories.

As voiced in the interviews, it might also be beneficial to include a separate seminar in the interpreting curriculum that would be devoted only to note-taking. The students felt that they had little time to practice the basics of note-taking techniques outside of their regular interpreting classes, and that they would still need additional support in this area from an experienced instructor in a more institutionalized framework.

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### About the author

Franciska Van Waarden is a PhD student in Translation Studies at the Eötvös Loránd University in Budapest, Hungary. Before starting her doctoral studies, she obtained a Master's degree in Translation and Interpreting, specializing in the latter. As a faculty member of the Institute for Language Mediation, her PhD project examines changes in note-taking techniques during consecutive interpretations, with a specific focus on optimizing the teaching process. Her main research interests include interpreter training, translation pedagogy and translation curriculum design. She also works as a freelance translator and interpreter from Hungarian to both Dutch and German.