

Hui, M. (2019). A focus-group study: students' perceived benefits from learning with practitioners' note-taking and consecutive interpreting demonstration videos. *Current Trends in Translation Teaching and Learning E*, 6,105 – 159.

A FOCUS-GROUP STUDY: STUDENTS' PERCEIVED BENEFITS FROM LEARNING WITH PRACTITIONERS' NOTE- TAKING AND CONSECUTIVE INTERPRETING DEMONSTRATION VIDEOS

Maggie Hui

The Hong Kong Polytechnic University

Abstract

This project sets out to videotape interpreters' processes of note taking and consecutive interpreting, followed by note-symbol explaining. The videos are to serve as scaffolds for interpreter training.

To explore students' perceived benefits from learning with practitioners' videos, a focus-group study was carried out with four Hong Kong Polytechnic University (PolyU) undergraduates having completed two interpreting courses. The experiment consisted of four parts: (1) Each subject was instructed to perform consecutive interpreting for an English

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news recording lasting about 3 minutes, assess the quality of the delivery according to the rubrics used in the interpreting courses, and describe their performance at a retrospective interview. (2) Videos of a practitioner interpreting the same recording were presented to the subject. (3) The subject was assigned to interpret another related English news recording into Chinese, assess their work, and share with the researcher if and what they had benefited from the videos. (4) The subject was to fill out a post-project questionnaire mainly regarding the user-friendliness of the videos.

Inspired by the practitioner's performance and explanation, all subjects showed improvements in the second interpreting exercise as their notes were simplified and increasingly to-the-point, hence saving time and freeing up short-term memory for better analysis of the source text and thus coming up with better interpretations. They believed a demonstration video repository would be a valuable self-learning aid complementary to classroom learning.

Keywords: consecutive interpreting, demonstration video repository, interpreter training, note taking, scaffolding

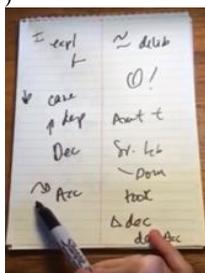
1. BACKGROUND

Effective note taking is crucial to successful consecutive interpreting (CI) performance; note-taking training is thus an elemental part of the CI training. Interpreters listen for not just words but for how every bit fits together, and so notes serve as the “visual representation of... [their] analysis of the source speech... usually the notes will be clearer in structure than the original speech” (Gillies 2017: 9).

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However, are resources for note-taking learning and/or self-study adequate on the market despite an increasing number of interpreting courses over the world? Some interpreters have delivered talks on CI and note taking, and had their videos available online, such as Valencia (2018), Durand (2014), Campbell (2013), Roche (1999), to name a few. All suggest useful note symbols and show some structure of the notes, but the number of examples is very limited. Several websites dedicated to interpretation provide materials for students' self-study. Interprettrain¹, for example, posts the video of one presenting a speech in English based on her note symbols after listening to the original version also in English, which lasts 40 seconds (Figure 1), followed by an explanation of the symbols used in her notes.

Figure 1. Presenting a speech in the same language after taking notes (Interpretrain 2017)



¹ <www.interpretrain.com>

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The input may be inspiring for learners, but the notes are for a speech to be presented in the same language. The speaker uses almost the same expressions in the original speech while reproducing the message; this is different from interpreting, which requires one to render a speech into another language. Videos from the Glendon School of Translation are perhaps more helpful: Oblitas the demonstrator listening to an English speech lasting 2 minutes and 10 seconds and taking notes (2015a), interpreting the speech into French (2015b) and explaining her notes in English (2015c). Audience with no knowledge of French could still benefit, although not to the maximum.

According to Luo and Ma (2019: 10), interpreting note-taking textbooks are in serious shortage even though the ones for CI are not. They propose material improvements in note-taking textbooks after reviewing four existing ones published in China: *English-Chinese Interpretation Note-taking Course* by Wang (2012), *Effective Note-taking* by Zhu (2009), *Note-Taking for Consecutive Interpreting: A Short Course* by Gillies (2009) and *Practical Guidance for Note-Taking in Interpreting* by Wu (2008). The design of the materials should

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(Luo & Ma 2019: 13-14):

- Orient towards intended users, for whom they refer to Year-2/3 students of English or translation/interpreting at the undergraduate level;
- Devote chapters to discussion of specific note-taking techniques for tenses, logical connectives, parallel structure and quotations, for instance;
- Include a wide range of topics frequently occurring in interpreting examinations and professional careers, such as politics, commerce, culture, environmental protection;
- Closely integrate the topics with the note-taking techniques;
- Arrange sentences and paragraphs at different levels of difficulty for scaffolding purposes;
- Offer a wealth of exercises for students' practice;
- Make audio or video materials available for students' practice.

The researcher-and-instructor has taught introductory and intermediate interpreting classes

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for more than a decade. In the 13-week introductory interpreting courses, she presented frequently-used note symbols, commented on students' notes, demonstrated note taking and CI based on the notes taken for every paragraph of two to three speeches, and uploaded her notes to Blackboard for students' reference. Students appreciate all these efforts, but always wish abundant materials demonstrating note taking and CI by the instructor or practitioners. The researcher has observed that students found it hard to make use of symbols although they had made their greatest attempts after watching her demonstration; they tended to use more and more words at the end of the semester or in intermediate interpreting courses. Since note taking is only part of CI training, it is hard to allocate many teaching hours to this training area. In fact, very little could be done to supervise students' after-class practice. Therefore, she decided to develop complementary resources to facilitate students' self-paced practice.

2. POLYU'S PROPOSED INTERVENTION FOR SCAFFOLDING: INTERPRETERS' DEMONSTRATION VIDEOS

To facilitate the note-taking and CI training for interpreting novices, the researcher proposed a

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scaffolding intervention. She arranged to videotape practitioners' processes of note taking and consecutive interpreting, followed by their note explanations, and to upload the videos onto an e-learning platform deployed by the Department of Chinese & Bilingual Studies of the Hong Kong Polytechnic University (PolyU), for students' self-directed learning.

2.1 The e-platform

The e-learning platform, which has operated since September 2017, targeted specifically at undergraduate students taking introductory and intermediate interpreting courses from the BA programme in Chinese & Bilingual Studies (BACBS). Starting from September 2019, the system is also open to postgraduate students from the translation and interpreting programme (i.e. MA in Translating and Interpreting). The system employs a multilevel approach and allows students to select the skills they wish to improve or enhance, such as sight translation of bilingual terms or expressions, spontaneous sight translation and consecutive interpreting.

The e-platform consists of materials for 95 PolyU-

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copyrighted news passages originally written in English, including about 3,000 bilingual expressions/terms, Chinese translations, and recordings in English, Cantonese and Mandarin. Each English passage comprises 300-350 words and each passage recording lasts not more than 4 minutes. For spontaneous sight translation and consecutive interpreting practice, each passage is split into around 10 chunks, and chunk recording duration varies from 10 seconds to 1 minute.

Passage topics include constitutional/political, social, economic, military, health and sports issues in and outside Hong Kong. Multilevel texts are available for topics politically, economically and socially significant. Translations and rubrics are offered for students' reference. English recordings in British/American accents and other strong accents like Sri Lankan and Russian are provided. Specific time limits are set for all interpreting tasks.

According to Hui's (2019: 71) report on students' perceived benefits from practicing with the e-platform, they tended to agree that their textual and/or contextual knowledge increased, bilingual abilities and ST comprehension abilities enhanced, capabilities of dealing with challenges and assessing

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their own work improved, and the system was effective in complementing their classroom learning. Nevertheless, some suggested more guidelines on note taking and interpreting based on the notes taken.

2.2 Guiding factors for the proposed demonstration videos

After considering the limitations of some online resources, the researcher designed the videos based on several guiding factors, including the demonstration purpose, demonstrator background, directionality, number of demonstration examples, and workflow to be videotaped (Table 1).

Table 1. Guiding factors for the design of the demonstration videos

Guiding factor	Implementation
Demonstration purpose	Note taking is for speech interpreting into another language, not for idea presenting in the same language.
Demonstrator background	<ul style="list-style-type: none"> • Possessing professional interpreting experience is a must. • Possessing interpreter-training experience is preferable. • Completing formal interpreter training at the university is preferable for interpreters with less professional experience. <p>Different interpreters may have their own note-taking systems, so students benefit if they are given chances to observe how interpreters with different backgrounds do the job.</p>
Directionality: L2-to-L1 (i.e. English-to-Chinese in PolyU's context)	(Simultaneous) Interpreting into a foreign language is conceivably more demanding of neural resources than interpreting into the mother tongue (Seeber 2015: 59), hence a higher cognitive load for the L1-to-L2 direction. The proposed intervention focuses mainly on the scaffolding part for novices' note taking and interpreting; novices can pick up the skills easier with a less challenging interpreting direction.

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	<ul style="list-style-type: none"> • Half of the demonstration videos are for the direction from English to Cantonese (i.e. Chinese dialect used in Hong Kong) • Remaining videos are for English-to-Mandarin
Number of demonstration examples	<p>Demonstration videos will be prepared for at least 70 of the 95 English news passages on the e-platform. (<i>As at July 2019, videos for around 55 passages have been prepared. They will be uploaded to the e-platform batch by batch starting from September 2019.</i>)</p> <ul style="list-style-type: none"> • Each passage consists of around 10 chunks; interpreting for the chunks will be videotaped separately. In other words, there will be approximately 10 demonstration videos for each passage.
Workflow to be videotaped	<p>Three steps to be videotaped for each chunk:</p> <ol style="list-style-type: none"> 1. Interpreter taking notes while listening to an English recording. 2. Interpreter interpreting the English chunk into Cantonese/Mandarin based on the notes taken. (<i>This is an interpreting version, not an oral version of the written Chinese translation.</i>) 3. Interpreter explaining the structure/s of the notes and symbols adopted. <p>* <i>Only interpreters' notes, hands and voices are videotaped.</i> * <i>Mispronunciation and careless mistakes are edited out.</i></p>

Coincidentally, to have an interpreters' video repository on the e-platform addresses part of Luo & Ma's (2019) concerns regarding improvements that should be made on interpreting note-taking materials.

2.3 How useful could the videos be for interpreter training?

To explore how useful the demonstration videos could be for interpreter training, the researcher

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carried out a focus-group study in July 2019, before the launch of the videos for interpreting novices in September.

- The study looks into the subjects' note-taking patterns and self-assessment of their CI performances before and after watching assigned videos (i.e. the intervention for scaffolding), and their perceived benefits (if any) from learning with the videos.

3. METHODOLOGY: A FOCUS-GROUP STUDY

This focus-group study consists of an experiment, interviews and a questionnaire survey. Section 3.1 lists the profile of the subjects; Section 3.2 gives brief background information about an interpreter whose videos were adopted in the experiment; Section 3.3 shows the procedure for the study; Section 3.4 presents the selection of materials; Section 3.5 describes other arrangements for the experiment.

3.1 The subjects

The researcher selected four female students from PolyU's BACBS programme for a focus-group study based on several criteria.

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- Subjects should have finished two interpreting courses in the programme: Introduction to Interpreting (CBS3802) and Consecutive Interpreting (CBS3842). The former is an introductory course of interpreting compulsory for BACBS' Year-2 students and the latter is an intermediate elective for Year-3/4 students.
- They should have obtained “good” grades in the interpreting courses, which refer to B+, A or A+. (There are no minus grades in PolyU's grading system.)
- They should have demonstrated a positive learning attitude in the courses, which includes consistent attendance, active participation in class, and diligence.
- They should be experienced in practicing interpreting with the e-learning platform.
- Nevertheless, the four subjects came from varied backgrounds (Table 2).

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Table 2. Subject profile

Subject	1	2	3	4
Education	Finished Year 4	Finished Year 3	Finished Year 4	Finished Year 3
Origin	China	Malaysia	Hong Kong	Hong Kong
Mandarin command	Native	Native	Good	Good
Cantonese command	Good	Good	Native	Native
L2	English	English	English	English
Pre-tertiary background	Finished the national college entrance examination in China	Finished the Unified Examinations Certificate (UEC) in Malaysia	An international school student in Hong Kong who finished the International Baccalaureate (IB) exams and then took a gap year in Canada	A student of a registered school who finished the exams in the Hong Kong Diploma of Secondary Education (HKDSE)
Language competence (students' self-perception)	Chinese stronger than English	Chinese stronger than English	English stronger than Chinese	Chinese stronger than English
Grade in CBS3802: introductory	A	B+	A	A
Grade in CBS3842: intermediate	A	A	B+	A
Limitations	The four subjects did not practice interpreting much after finishing the intermediate interpreting course CBS3842, a fall semester course. This may affect subjects' performance in the study. However, students finishing the introductory course CBS3802, a spring semester course, in 2019 have yet to take CBS3842.			

The researcher understands that students with different ability levels may have different concerns about note-taking reference. However, better-performing students with the most positive learning

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attitude, regardless of personal backgrounds, have a higher chance and potential of considering interpreting as their future career, and thus they were considered as more appropriate subjects for this focus-group study.

3.2 The interpreter

A female interpreter's demonstration videos were chosen as the intervention tool in the study.

The Hong Kong-born Cantonese-speaking interpreter possesses more than 8 years' experience of professional interpreting, in addition to more than 5 years' experience of teaching interpreting courses at the postgraduate level. Interpreting students' feedback on her teaching has been positive.

The researcher invited her to take part in the demonstration video project, and she agreed to have her note taking, consecutive interpreting and note explaining processes videotaped for 18 e-platform passages. Her performance was professional. The videos used in this study were the ones she prepared for her fifth e-platform passage in the project; she had acquired adequate experience of doing the videotaping smoothly, e.g. figuring out the perfect

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size of her note symbols and adjusting an appropriate videotaping angle.

3.3 The procedure

There are several steps in the study: the CI tasks before and after the intervention, and a post-project questionnaire survey.

Table 3. Procedure for the study

Step	Description
1	CI before intervention (Pre-task): L2-to-L1 interpreting <ul style="list-style-type: none"> • The subject has to listen to the recording of an English chunk of an e-platform passage once, take notes and interpret the speech into Chinese based on the notes. • The same process repeats until the subject finishes interpreting the final chunk into Chinese. • With the transcript of the English speech and its Chinese translation, the subject has to listen back to their recordings and evaluate their CI performance based on a set of rubrics used in previous interpreting courses (Appendix 1). • The subject at a retrospective interview to talk about their perceived effectiveness of their notes and concrete feedback on their CI performance
2	Intervention: Interpreter's video session <ul style="list-style-type: none"> • The subject to watch the interpreter's process of note taking and CI for the same passage, followed by her note explanation
<i>A 10-minute break</i>	
3	CI after intervention (Post-task): L2-to-L1 interpreting <ul style="list-style-type: none"> • The subject has to listen to the recording of an English chunk of another e-platform passage once, take notes and interpret the speech into Chinese based on the notes.

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		<ul style="list-style-type: none"> • The same process repeats until the subject finishes interpreting the final chunk into Chinese. • With the English transcript and its Chinese translation, the subject has to listen back to their recordings and evaluate their CI performance based on the same set of rubrics. • The subject at a retrospective interview to share their views towards the interpreter's videos, and their perceived effectiveness of their notes and concrete feedback on their CI performance in the post-task.
4	Post-project questionnaire survey	<ul style="list-style-type: none"> • The subject to fill out a brief post-project questionnaire (Appendix 2) regarding the user-friendliness of the videos and their helpfulness to complement students' classroom learning

3.4 Selection of materials

Although having finished two interpreting courses, the subjects are considered novices. The materials used in the study aimed to be less specialized.

The researcher checked the back-end of the e-platform and found that none of the four subjects had worked on the topic of safety on the mass transit railway (MTR) train, which is closely related to their daily life: all subjects commute to school by train. Under this topic there are two passages: one was used for the pre-task and another for the post-task. Glossary carrying the bilingual version of proper

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names and technical terms were provided to the subjects.

- For pre-task: 60-year-old man charged with arson after leaving 18 fellow passengers injured on MTR train (Passage 1)
- For post-task: MTR safety in question after firebomb attack (Passage 2)

Table 4 below briefly compares the level of difficulty of the two MTR train passages. The first two measures – lexical density and average sentence length – are traditionally adopted to measure text difficulty (Plevoets & Defrancq 2016: 206).

- Lexical density refers to the total no. of content words in a text divided by its total no. of words.
- Average sentence length refers to the total no. of words in a text divided by the total no. of sentences.

As English recordings were employed in the experiment, syllable count and accent were considered as part of the factors contributing to the difficulty of the CI tasks.

- Syllable count refers to the total no. of words with a particular no. of syllable in a text divided by its total no. of words.

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- Accent of the English speech may affect subject's intelligibility.

Table 4. Task difficulty comparison

Task difficulty measure		Passage 1 (with 317 words)	Passage 2 (with 306 words)
*Lexical density		0.55	0.59
Average sentence length	Mean	18.65	20.4
	Standard deviation	5.26	7.28
**Syllable count	Words with 1 syllable	0.561	0.54
	Words with 2 syllables	0.274	0.232
	Words with 3 syllables	0.146	0.169
	Words with 4 syllables	0.016	0.05
	Words with 5 syllables	0.003	0.01
Accent		Russian	American

Notes:

*Lexical density: automated calculation by the Lexical Complexity Analyzer² (Ai & Lu 2010, Lu 2012)

**Syllable count: automated calculation by WordCalc³

According to the first three task-difficulty measures, Passage 1 is less difficult than Passage 2 as it is lexically less dense, average sentence length is shorter and the standard deviation is smaller, in addition to fewer words with more than two syllables. Accent-wise, however, Passage 1 could be more challenging.

² <<https://aihaiyang.com/software/lca/single/>>

³ <<https://www.wordcalc.com/>>

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3.5 Other arrangements for the experiment

The four subjects took part in the experiment separately in a language laboratory for interpreting classes. They were all familiar with the lab environment, interpreter booth equipment and the e-platform.

During the experiment, only the researcher, a project assistant and the subject were present. They have known each other for years. The whole experiment was videotaped but only the subjects' voices, hands and notes were captured. The subjects agreed that the arrangements made the videotaping less intrusive and thus they felt more comfortable to voice their opinions.

4. DATA HANDLING

Text, image and audio-visual data were collected after the study:

- Text and images: subjects' note pads, completed self-evaluation forms for CI performances based on rubrics, and completed post-project questionnaire
- Audio-visual data: videos of subjects' note-taking and CI processes in the pre-and-post-

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tasks, and of their sharing during retrospective interviews

During the interviews, the researcher instructed the subjects to read their notes taken and elaborate on their note patterns, note-taking rationale and perceived effectiveness of the notes.

- Note patterns: e.g. use of full words, abbreviations or symbols; notes in any specific structure
- Note-taking rationale: e.g. key words/ideas after the source-text (ST) analysis or simply the “unseen dictation” rationale
- Perceived effectiveness of the notes: e.g. how effective to help them recall ST ideas, how effective to enhance the accuracy of their CI version; overall effectiveness of the notes to be ranked on a 10-point scale

Subjects were then asked to assess the level of difficulty of the CI tasks, and describe their CI performances with reference to their completed self-evaluation forms.

- Perceived task difficulty: in terms of (1) lexis and syntax, (2) content complexity, and (3) speaker factor (including accent); each

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factor to be rated on a 5-point scale, with 1 referring to the lowest difficulty level and 5 the highest

- Students were used to the 5-point scale as this is adopted in their feedback form for course teaching in PolyU, entitled “Student Feedback Questionnaire”.
- Self-evaluation of CI performances (Appendix 1): in terms of accuracy (60%), fluency (30%) and style (10%)
 - Students knew what to do pretty well as they had already been arranged to assess their own work with the form when taking the previous interpreting courses.

Finally, subjects were invited to share with the researcher, during the interviews and through replies to the post-project questionnaire, their comments on the interpreter's demonstration videos and their benefits (if any) from this experiment.

5. FINDINGS

Owing to space reasons, the researcher could present only one example from Subject 1's profile for

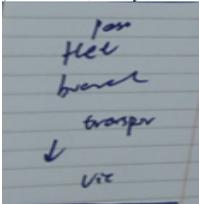
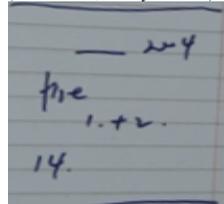
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analysis (Section 5.1), with some more examples from other subject profiles in Appendix 3. Section 5.2 presents the summary of all four subjects' perceptions of the usefulness and user-friendliness of the demonstration videos as a self-learning tool, followed by the limitations of the study (Section 5.3).

5.1 A glimpse of Subject 1's note taking

Table 5.1a below shows Subject 1's notes for a source-text (ST) chunk in the pre-task and for a chunk in the post-task, and compares her notes' patterns, note-taking rationale and self-perceived note effectiveness.

Table 5.1a. An example from Subject 1's profile

Stage (with note images)	<u>Pre-task</u> (43 words; 60 syllables) 	<u>Post-task</u> (38 words; 54 syllables) 
Source-text (ST) chunk	As panic-stricken passengers fled for their lives, people waiting to board the train on the platform soon realized one of the city's busiest transport interchanges had to be shut down. The platform became a triage	It was the most terrifying attack since 2004 when an elderly man started a fire in a carriage using paint thinner and liquefied petroleum gas. Fourteen people

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	zone where shell-shocked victims received first aid.	were injured and the man was sentenced to life in prison.
Note pattern	<ul style="list-style-type: none"> Part or whole of the ST word used mainly: e.g. “pass” for “passengers” and “flet” for “fled” 1 arrow used for “shut down” Up-to-down: 1 word/symbol per line even for some closely-connected terms: e.g. “pass” and “flet” separate, so do “busiest” and “transpor” (with a wide gap in between) 	<ul style="list-style-type: none"> Only 1 full word used: “fire” Numbers used: e.g. “1. + 2.”, which shows the terms’ numbers in the glossary (“1” for thinner; “2” for gas) A short line before 2004, which symbolizes “It was...since” Up-to-down: 3 main points presented: (1) ___ 2004; (2) fire with supplementary information, i.e. “1.+2.”; (3) “14” for injured people
Note-taking rationale	<ul style="list-style-type: none"> She got a little lost after hearing the Russian accent, so she jotted down only the words she was afraid she could not recall any more, which might not be key words; she even separated closely-connected terms. She tried to explain to herself in Mandarin or interpret certain ST expressions/parts in her mind as the speaker spoke. This consumed her time and short-term memory, and adversely affected her sensitivity to details. 	<ul style="list-style-type: none"> After watching the demonstration videos, she stopped explaining or interpreting ST expressions in her mind, but just imagined the ST situation and listened for key ideas. The demonstration videos reminded herself to jot notes structurally. If possible, use symbols to visualize ideas. If failing to come up with symbols, presenting ideas in some structure is still helpful. If not ready for ST analysis owing to the text’s lexical, syntactic or content

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		complexity, put down key words or symbols first.
Note effectiveness	<ul style="list-style-type: none"> • After the task, she pointed out that she in fact needed only “flet”, the arrow and “vic”; the three other words were redundant, and jotting them consumed her time for a better idea of the chunk. • She said “+” (for first aid) would be more useful than “vic”. • She thought she would remember the word “platform” and so did not put it in her notes. When “platform” was mentioned again, she did not know how to link it to the idea of the previous one, and again she did not jot the word down. • In her CI version, “platform” and “first aid” were gone. • She considered her notes not effective enough (Table 5.1c). 	<ul style="list-style-type: none"> • She was fine with her structured notes for this chunk as she could activate her short-term memory: e.g. the line before 2004 was helpful to remind her of “since” and “most terrifying”; “14” reminded her of injured people, including the wounded suspect and his sentence. She did not have redundant notes this time. • Although she was yet to be able to use visual note taking like the interpreter did (Figure 5.1), arranging notes in some structure helped her produce a smooth interpretation. • Her CI version for this chunk was accurate and fluent, and in a good style.

Subject 1 considered the post-task materials more challenging in terms of lexis and syntax, in addition to context complexity, although the pre-tasks' English recordings in Russian accent had posed her some challenges (Table 5.1b). For her, the difference in the level of difficulty of both tasks was not significant.

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Table 5.1b. Subject 1's self-perception of tasks' level of difficulty

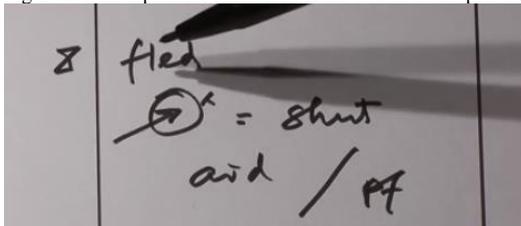
Stage	Variable (each on a 5-point scale)			
	Lexis & syntax	Content complexity	Speaker (incl. accent)	Total (15)
Pre-	3	3	4	10
Post-	4	3.5	3	10.5

Subject 1 was not happy with her note-taking and CI performance in the pre-task. A reason was that she had not practiced interpreting for more than a year; when she felt threatened by factors such as accent, she tended to explain in Mandarin or interpret, rather than analyze, certain ST ideas in mind. This increased her memory load and required her more time to comprehend the ST flow. She kept missing points. Without presenting her notes in structure, she interpreted in a less accurate, sensible and fluent manner.

From the videos, Subject 1 was amazed at the interpreter's note pattern (Figure 5.1): symbols were adopted, ideas were visualized and well-organized. The interpreter put "Pf" (i.e. "platform") at the end of her notes, showing her ST analysis and serving as a good model for the subject who had problem of where to put the word "platform" while taking notes in the pre-task. The interpreter's note taking, smooth CI and note explaining inspired the subject.

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Figure 5.1. Interpreter's notes for the ST chunk in the pre-task



Subject 1 felt less stressed when taking notes in the post-task. Rather than explaining things in mind, she imagined the ST situation and jotted down key words instead of the words she feared to forget. She did not stick to expressions she could not comprehend, but made an educated guess based on her ST analysis and contextual information. She might yet to be able to adopt many symbols, but her notes were increasingly concise and to-the-point. Although not linking points together with a line or curve, she listed key ideas on different lines and used the multilevel structure for points under one idea. All these spared her time and freed up part of her short-term memory for better ST analysis and she perceived that she performed interpreting much better in terms of all three criteria: accuracy, fluency and style (Table 5.1c).

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Table 5.1c. Subject 1's self-perception of her performance in the tasks

Stage	CI performance					Score for note effectiveness on a 10-point scale
	Accuracy (60%)	Fluency (30%)	Style (10%)	Total (100%)	Grade	
Pre-	40	22	5.5	67.5	C+/C	4.5
Post-	47	23	7	77	B	6

Subject 1 believed practice makes perfect, and learning with these demonstration videos would take her to another level as she could then watch all the details repeatedly: the note pattern and explanations were particularly valuable to her, and the interpreter's oral version sounded to her more natural than a written translation. She wishes a video repository in her further interpreting studies at the postgraduate level.

5.2 Summary of the Subjects' Perceptions of the Videos: Usefulness and User-friendliness

5.2.1 Perceived Usefulness of the Videos

According to the brief profile of the subjects (Subject 1's in Section 5.1; other subjects' in Appendix 3), all agreed that after watching the interpreter's demonstration videos, they were able to take more effective notes in the post-task. Their notes became increasingly simplified and to-the-point as they were willing to quit their former habits

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that consumed their time and left them a heavy memory load while analyzing ST ideas:

- Subject 1 and Subject 2 tried to avoid immediate-interpreting in mind when jotting notes;
- Subject 3 attempted to use abbreviations although she had not seen such a need owing to her exceptionally fast handwriting;
- Subject 4 forced herself to write down very few words although she felt a sense of insecurity.

They perceived that the more effective notes bettered their performance in the post-task: more time and concentration on ST analysis helped lead to higher accuracy, and grasping the ideas almost immediately facilitated delivery of some of their interpretations.

However, all of them considered the post-task more challenging than the pre-task, especially in terms of lexis, syntax and content complexity. Even if they perceived their notes in the post-task more useful, when evaluating their CI performances, three of them gave themselves lower marks for the part of accuracy. Subjects 2, 3 and 4 insisted that the problem was on their analysis of ST, not at all on their notes. Regarding fluency and style, they all saw

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some improvements in the post-task and thought their more effective notes played a role. Table 5.2.1 shows a brief summary.

Table 5.2.1. Relationship between subjects’ perceived note effectiveness & CI performance and their self-evaluation of their CI performances after watching the videos

Subject	More effective notes taken in post-task?	Better their CI performance in post-task?	Higher mark in post-task?			Remarks
			Accuracy	Fluency	Style	
1	√	√	√	√	√	n/a
2	√	√	X	√	√	Effective notes despite ↓ accuracy
3	√	√	X	√	√	
4	√	√	X	√	√	

5.2.2 Perceived User-friendliness of the Videos

To be “user-friendly” in this study simply means to be “easy to understand and follow”. Subjects were asked to fill out a brief post-project questionnaire regarding their perceived user-friendliness of the interpreter’s demonstration videos (Appendix 2) in interpreting training.

Table 5.2.2. Subjects’ perceived user-friendliness of the videos

	Not user-friendly--Neutral---User-friendly				
	1	2	3	4	5
(a) Note-taking demonstration	-	-	-	1	3
(b) CI demonstration	-	-	-	1	3
(c) Note explanation	-	-	-	-	4
(d) Videotaping format	-	-	-	2	2
(e) Others (please specify)	-	-	-	-	-

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Regarding note-taking demonstration, all of them agreed that the visual method of the interpreter was impressive and easy to understand. Subject 4 gave four points only because she found the demonstration easy to understand but might be hard for her to follow in her CI practice. She described herself as someone “knowing no shortcut at all” and symbols, which serve like “shortcuts” to her, were not as concrete as words. Understanding that jotting words is time consuming, she thought she should derive her own note-taking system if working in the field in the future, and such note-taking demonstration would serve as the best input for her.

For CI demonstration, Subject 4 was again the one who gave four points while the others suggested five points. Subject 4 found the practitioner's CI based on her visual notes easy to understand, but might not be that easy to follow and apply in her case. On the other hand, all of them agreed that the interpreter's interpretation was much more natural and practical than a written translation, which is now available on the e-learning platform for students' reference when doing their self-directed learning.

All subjects appreciated the interpreter's step-by-step explanation of her note symbols and structure,

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and found this part effective to scaffold their learning.

They were generally fine with the videotaping format although at some points, the interpreter's hand veiled part of her notes as she jotted down other information when listening to a recording. They pointed out that the size of her note symbols was big and comfortable for watching. None of them left a comment on any other aspect.

Subject 4 agrees and three others strongly agree that a repository of interpreters' videos to be available on the e-learning platform will complement students' classroom learning. The demonstration will enhance their understanding of the authentic CI process, and cater to the needs of students with different abilities and styles.

5.3 Limitations of the study

The researcher intended to prepare two CI tasks at more or less the same level of difficulty for the experiment: Passage 2 for the post-task is more complex in terms of lexis, syntax and context, but Passage 1 for the pre-task offers some background information for Passage 2; and Passage 1 is actually

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more challenging to the students accent-wise. However, most subjects obviously felt Passage 2 overall more challenging, and they believed that their progress shown in note taking and CI performance in the post-task was partially offset by the increase in the difficulty level of Passage 2.

Readiness of the subjects for the experiment is another limitation of the study. Although the selected students were already part of the best in their cohorts, with positive learning attitudes and good grades in previous interpreting course, they had not practiced CI for quite some time, from almost half a year to one-and-a-half years.

The experiment was not really set up in the best way to gain clear quantitative results; however, the findings of the study shows that the interpreter's videos could serve as a valuable self-learning aid. After all, all four subjects perceived improvements in their note taking and CI performance upon watching only a set of demonstration videos for one passage.

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6. CONCLUSIONS

This study is exploratory in nature, more qualitative than quantitative. To look into how the use of the interpreter's demonstration videos affects students' ways of note taking and how these changes affect their CI performances, a pre-and-post experiment was carried out with a focus group of four subjects finishing two interpreting courses at the undergraduate level. The researcher collected and reviewed the text, image and audio-visual data in order to increase the validity of research conclusions.

The researcher has formulated the following conclusions, which could have implications for interpreter training:

- Note-taking training may be worth more attention as a set of effective notes could save students' time and free up part of the short-term memory for better ST analysis and thus come up with better interpretations.
- Interpreters' note-taking and consecutive-interpreting demonstrations could expose students to part of the authentic side of the profession, and motivate students to reflect on their own performances for improvements.

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- A repository of interpreters' demonstration videos could complement classroom teaching and serve as a useful and user-friendly tool for students' self-directed learning.

Despite some limitations in the project design, the research contributes to the studies of interpreting note-taking training, especially considering the serious shortage of appropriate note-taking textbooks.

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APPENDICES

Appendix 1. Researcher's rubrics for self-evaluation of CI performance (Hui 2019: 65-66), which was adapted from Zakiyan et a. 2012

Grade	Criteria		
	1. Accuracy (60%)	2. Fluency (incl. grammar) (30%)	3. Style (10%)
A+/A	Excellent (54.0-60.0) <ul style="list-style-type: none"> • <i>No identifiable problems of comprehension</i> • <i>Original message has been conveyed completely to TT audience</i> • <i>No (unnecessary) omissions or additions to information</i> 	Excellent (27.0-30.0) <ul style="list-style-type: none"> • <i>Gives a feeling that the TT needs no improvement from grammatical points though one or two natural failings might be observed</i> • <i>Native-like fluency in grammar</i> 	Excellent (9.0-10.0) <ul style="list-style-type: none"> • <i>Register precisely and sensitively captured</i> • <i>Sophisticated awareness of the cultural context</i> • <i>A sophisticated command of TT lexis, syntax, and register</i>
B+/B	Good (45.0-53.9) <ul style="list-style-type: none"> • <i>Virtually no problems of comprehension except with the most highly specialized vocabulary with no influence on TT audience's understanding</i> • <i>Some partial omissions and additions</i> 	Good (22.5-26.9) <ul style="list-style-type: none"> • <i>Maintains advanced proficiency in grammar</i> • <i>Some grammatical problems but with no influence on message</i> 	Good (7.5-8.9) <ul style="list-style-type: none"> • <i>A fair degree of sensitivity to register and cultural context</i> • <i>TT lexis, syntax, and register are appropriate</i>

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C+/C	<p>Satisfactory (36.0-44.9)</p> <ul style="list-style-type: none"> • <i>Information is conveyed to TT audience with some difficulty due to the interpreter's misunderstanding of some parts of original message</i> • <i>Apparent omissions and additions</i> 	<p>Satisfactory (18.0-22.4)</p> <ul style="list-style-type: none"> • <i>Some awkward grammatical usage in TL and literality of rendering but not impeding sense in a significant manner</i> • <i>Some grammatical problems are apparent and have negative effects on communication</i> 	<p>Satisfactory (6.0-7.4)</p> <ul style="list-style-type: none"> • <i>Lack of sustained attention to register and cultural context</i> • <i>TT lexis, syntax, and register are not always appropriate</i>
D+/D	<p>Marginal (30.0-35.9)</p> <ul style="list-style-type: none"> • <i>A number of poor expressions of ideas</i> • <i>A number of serious problems in understanding ST interferes with communication of original message</i> • <i>Difficult to understand TT</i> 	<p>Marginal (15.0-17.9)</p> <ul style="list-style-type: none"> • <i>Clumsy TL</i> • <i>A number of nonsensical grammatical usages in TL</i> • <i>Unnatural sounding</i> 	<p>Marginal (5.0-5.9)</p> <ul style="list-style-type: none"> • <i>Scant attention to register and cultural context</i> • <i>Serious shortcomings in the use of appropriate lexis, syntax, and register</i>

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F	Poor (0-29.9) <ul style="list-style-type: none"> Numerous &/ Severe problems interfere greatly with communication of original message TT audience cannot understand what original writer was trying to say 	Poor (0-14.9) <ul style="list-style-type: none"> Knowledge of TL grammar is inadequate Severe grammatical problems interfere greatly with message 	Poor (0-4.9) <ul style="list-style-type: none"> No appreciable understanding of register and cultural context No concept of register or sentence variety
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Appendix 2. Post-project questionnaire

1. Perceived user-friendliness of the interpreter's demonstration videos

	Not user-friendly-----Neutral-----User-friendly				
	1	2	3	4	5
(a) Note-taking demonstration					
(b) CI demonstration					
(c) Note explanation					
(d) Videotaping format					
(e) Others (please specify)					

2. Do you agree that a repository of interpreters' demonstration videos on the e-platform will complement your classroom learning?

Strongly disagree-----Neutral-----Strongly agree				
1	2	3	4	5

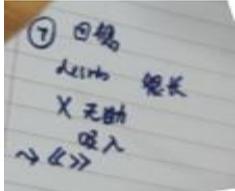
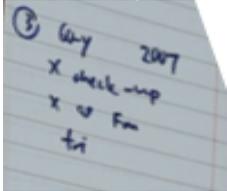
3. Other feedback:

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Appendix 3. Brief analysis of examples from Subjects 2, 3 and 4

A glimpse of Subject 2's note taking

Table A2.1a. Subject 2's example

Stage (with note images)	Pre-task (54 words; 70 syllables) 	Post-task (49 words; 73 syllables) 
ST chunk	<p>Recalling what he had gone through, one passenger at the scene described the train journey to be exceptionally long and that there was nothing he and other fellow passengers could do but inhale the smoke. He even compared the chaotic situation on the train to scenes in smash hit Korean film <i>Train to Busan</i>.</p>	<p>Health officials said 60-year-old Cheung was diagnosed with delusional disorder in 2007. On the day of the attack, he missed his check-up appointment and did not show up. Police revealed that Cheung had a poor relationship with his family. His personal and family problems might have triggered the attack.</p>
Note pattern	<ul style="list-style-type: none"> Chinese rendition of certain ST terms used: “回想” for “recalling”, “很長” for “long”, “無助 (i.e. helpless)” for “nothing... could do”, “吸入” for “inhale” (She pointed out that “X” was wrongly put.) Arrow + 《 》 for movie title (available in glossary) Structured notes: e.g. “describe” and 	<ul style="list-style-type: none"> Chinese renditions replaced by whole or part of English words Some symbols used: the first “X” for “missed”; “X 心” for “poor relationship” Structured notes: one idea on each line

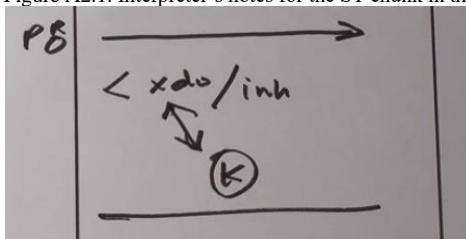
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	adjective (i.e. “long”) on one line; what passenger could do was listed on two lines, which almost start at the same point. (“X”: wrongly put)	
Note-taking rationale	<ul style="list-style-type: none"> Already got the Chinese rendition of some terms in mind when listening for the ST idea, so she preferred to put it down in order to make the meaning reproduction part easier. This has been her habit. 	<ul style="list-style-type: none"> Surprised at the interpreter’s visual note taking (Figure A2.1 below); she wished to imitate the style. Agreed that English note taking for English recording could relatively save her time and memory load.
Note effectiveness	<ul style="list-style-type: none"> At the interview, she said almost half of her notes was redundant, including “recall”, “describe” and the first “X”. She was just afraid to miss any important words, but while interpreting, she did not need them to remember the ideas as the ST situation was already in her mind. She pointed out that Chinese writing was more time consuming than English writing, and translating the points into Chinese actually increased her memory load, and so she had less time and concentration on the forthcoming ST idea. This might lower her interpreting accuracy. (This happened when 	<ul style="list-style-type: none"> She found her notes more effective than hers for the pre-task (Table A2.1c): information accuracy was higher for most of the chunks (except one), fewer ideas missing, and more symbols adopted (e.g. “III” for “railway”, “水” for “water sprinklers” and “:” for “someone says” when she jotted notes for other chunks). She believed this was because of her giving up Chinese note taking, which saved her time and freed up some short-term memory. She thought this CI task was more challenging than the previous one, in terms of lexis, syntax and content complexity (Table A2.1b). This

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	<p>she interpreted certain chunks of the passage.)</p> <ul style="list-style-type: none"> • She considered her notes for this chunk redundant, but to a certain extent they were useful as most ideas she had got from the ST were already there. But probably due to her inadequate concentration, note accuracy needs improvement. 	<p>weakened her performance in terms of accuracy.</p>
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Figure A2.1. Interpreter's notes for the ST chunk in the pre-task



Tables A2.1b and A2.1c show Subject 2's perceived difficulty level of the CI tasks, and self-evaluation of her performances respectively. Subject 2 found that she had made a fatal mistake when interpreting one of the chunks in the more challenging post-task: she was confused with the arson caused by another man in 2004 with the one caused by Cheung Kam-fai in the story. She attributed this problem to her wrong ST analysis, not the effectiveness of her notes. Since she had no fatal problems in the pre-

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task, she rated her accuracy better (Table A2.1b).

When asked about how helpful her notes were, Subject 2 pointed out that if excluding the chunk with the fatal problem (*Post- in Table A2.1c), her overall CI performance in fact improved owing to her more effective notes.

Table A2.1b. Subject 2's self-perception of tasks' level of difficulty

Stage	Variable (each on a 5-point scale)			
	Lexis & syntax	Content complexity	Speaker (incl. accent)	Total (15)
Pre-	3	2	4	9
Post-	4	4	2	10

Table A2.1c. Subject 2's self-perception of her performance in the tasks

Stage	CI performance					Score for note effectiveness on a 10-point scale
	Accuracy (60%)	Fluency (30%)	Style (10%)	Total (100%)	Grade	
Pre-	45	21	7	73	C+	5
Post-	43	21	8	72	C+	6
*Post-	48	22	8	78	B	

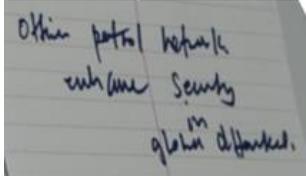
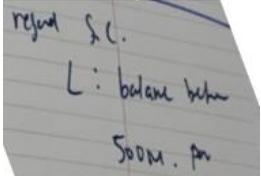
Before taking part in this experiment, Subject 2 had not practiced CI for more than half a year. Memory of note-taking teaching in previous courses was fading. She thought she benefited from this experiment as her CI awareness was coming back, and more importantly, the interpreter's demonstration videos inspired her. A video repository to be available on the existing e-platform, she believes, would be the best reference materials

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to expose interpreting students to part of the authentic side of the professional world.

A glimpse of Subject 3's note taking

Table A2.2a. Subject 3's example

<p>Stage (with note images)</p>	<p>Pre-task (24 words; 38 syllables)</p> 	<p>Post-task (26 words; 37 syllables)</p> 
<p>ST chunk</p>	<p>These officers started patrolling the railway network for the first time recently to enhance security in face of an increase in global terrorist attacks.</p>	<p>Regarding security checks, Li said the MTR had to strike a balance between risk and efficiency as it handles around five million passenger trips each day.</p>
<p>Note pattern</p>	<ul style="list-style-type: none"> • Full or nearly full words used • Structured notes: (1) person + action + place; (2) purpose; (3) atmosphere (i.e. in); (4) global attacks → 1 idea on each line 	<ul style="list-style-type: none"> • Obviously fewer full words • Abbreviations and no. adopted: "S.C" for "security checks", "L" for "Li (a surname)", "500m" for "five million" • Symbol used: ":" for "said" • Structured notes: (1) which aspect? (2) Someone said + idea; (3) party involved → 1 idea on each line • "between" (last word in the 2nd line in note image) added after she finished the notes in the 3rd line: "500M. pa"

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		<ul style="list-style-type: none"> ➔ She had already forgotten the balance between what and what when jotting “balance” in notes, so she wrote down “500M . pa” in the 3rd line first. ➔ She was making an educated guess while going back to the 2nd line and writing down “balance”: her final version: “safe or not” (ST: “risk”) and “good service standard or not” (ST: “efficiency”)
Note-taking rationale	<ul style="list-style-type: none"> • She thought her handwriting was much faster and more concrete than replacing words with symbols. She was already listening for ST analysis while putting down words. To come up with symbols for words would consume her extra time and energy, and leave a heavier burden on her short-term memory. (This has been her experience and habit.) 	<ul style="list-style-type: none"> • She was surprised at the interpreter’s visual note taking (Figure A2.2 below). She agreed that if one could come up with a symbol fast enough for an idea, it would certainly spend them less time and free part of their memory load for ST analysis. It would be hard for the subject to be that creative to think of a series of handy symbols immediately, but she was willing to try to replace her fast full-word writing with abbreviations and number (and perhaps symbols if possible).
Note effectiveness	<ul style="list-style-type: none"> • Notes were not effective enough because: (1) she had put 	<ul style="list-style-type: none"> • She considered her notes more effective than the ones for the pre-task

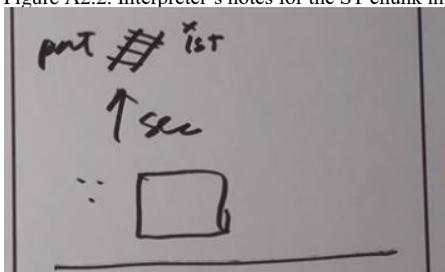
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	<p>down notes which could not help her recall some ST ideas, e.g. “in” in the 3rd line could not offer her any hints or kindle any imagination for an educated guess. (This happened when she interpreted two other chunks in the pre-task.) (2) She needed some time to read her full-word notes for interpreting, so she could not get the idea at once. (3) Her handwriting was very fast, much faster than her peers'; but her memory load could not help getting heavy when she listened for ST analysis and did the full-word writing at the same time. Inevitably, she missed part of the ST message sometimes.</p> <ul style="list-style-type: none"> • She considered her notes helpful to a certain extent (Table A2.2c): she was still able to jot down points (although accuracy needed improvement); her notes were well structured. She admitted that she was not in good shape for interpreting on the experiment day as she could not concentrate herself well. She felt tired when analyzing 	<p>(Table A2.2c) because: (1) abbreviations were useful and handy when she listened for ST analysis, she could retain the idea or make educated guesses easier. (2) She had no more notes that could not help her recall ST ideas. (3) Her notes looked simplified, so she could grasp the idea almost immediately. This helped enhance her fluency and she could devote more energy to the register and syntax matters while reproducing the ST message into Cantonese.</p>
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	<p>the ST and taking notes at the same time; this could be brought on by her lack of CI practice for more than 1-1/2 years.</p>	
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Figure A2.2. Interpreter's notes for the ST chunk in the pre-task



Tables A2.2b and A2.2c show Subject 3's perceived difficulty level of the CI tasks, and self-evaluation of her performances respectively. Subject 3 thought that the pre-task materials were rather easy, but she was not pleased with her performance. She had not practiced CI for more than 1-1/2 year; she believed she could have done much better before.

Subject 3 said she was inspired by the interpreter's visual note taking. She was willing to fine-tune her note-taking habit – from full words to abbreviations – after watching the demonstration videos. (In previous interpreting courses, she already knew using symbols and abbreviations was good, but

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since her full-word writing was very fast, she just did not feel the need to change. After all, full words seem to bring a strong sense of security to a nervous interpreting trainee.) She considered her notes for the post-task more effective to better her CI performance; this, at least, led to her progress in terms of fluency and style.

Regarding accuracy, Subject 3 thought that her notes were more accurate than the ones for the pre-task. However, she found the post-task materials more challenging in terms of the complexity of lexis, syntax and content, and so she misunderstood some minor points, hence a lower mark for accuracy for the CI performance. Anyways, she thought making such misunderstandings had nothing to do with the effectiveness of her notes.

Table A2.2b. Subject 3's self-perception of tasks' level of difficulty

Stage	Variable (each on a 5-point scale)			
	Lexis & syntax	Content complexity	Speaker (incl. accent)	Total (15)
Pre-	2	2	2	6
Post-	4	4	1	9

Table A2.2c. Subject 3's self-perception of her performance in the tasks

Stage	CI performance					Score for note effectiveness on a 10-point scale
	Accuracy (60%)	Fluency (30%)	Style (10%)	Total (100%)	Grade	
Pre-	48	23.5	7.7	79.2	B	6.5
Post-	45.5	25.5	8	79	B	7.5

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Subject 3 perceived a high educational value of the interpreter's demonstration videos. The practitioner's note pattern and symbols, explanation, and calm attitude while interpreting opened her eyes. It was particularly useful for trainees like her to compare her note-taking and CI performance with the practitioner's for self-reflection. These videos could serve the needs of students with mixed abilities.

A glimpse of Subject 4's note taking

Table A2.3a. Subject 4's example

Stage (with note images)	Pre-task (38 words; 49 syllables)	Post-task (33 words; 62 syllables)
ST chunk	The youngest victim was a 15-year-old Form Four student who suffered from third-degree burns on her limbs. Secretary for Food and Health Dr Ko Wing-man said some of the victims might have inhaled thick or very hot gases.	The chairman of Legislative Council's Subcommittee on Matters Relating to Railways and former chairman of the Kowloon-Canton Railway Corporation also suggested random security checks on MTR passengers by armed law enforcement officers.
Note pattern	<ul style="list-style-type: none"> Whole or part of the English words used most often: e.g. 	<ul style="list-style-type: none"> Only 3 words used to memorize 3 main points

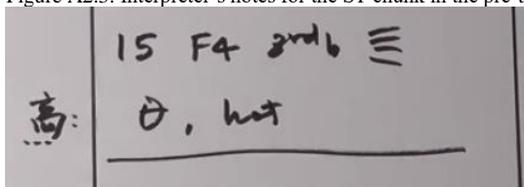
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	<p>“degree”, “limbs”, “hot”; “young” for “youngest”</p> <ul style="list-style-type: none"> • Preferred to use Chinese name: e.g. “高永文”(rather than just KWM or the term no. in the glossary) • Abbreviation & number used: e.g. “F4” for “Form Four” • Structured notes: (1) about the 15-year-old victim; (2) about the burns; (3) Dr said 	<ul style="list-style-type: none"> • Structured notes: (1) “Matters” for the subcommittee, which was offered in the glossary (but she still preferred to give a full word); (2) “Kowloon” for the company name; (3) “armed” for “officers”
Note-taking rationale	<ul style="list-style-type: none"> • Seemed to be in a dilemma: if taking too few notes, she feared to have ideas slip her mind; if putting down too many words, she admitted that she needed more time to reproduce the idea fluently in a good style. • She attributed the problem to part of her personality: she described herself as someone “knowing no shortcut at all”. Words, rather than symbols or abbreviations, offer her a strong sense of security and thus confidence in CI. • However, the more words she jotted down, the less time she had for ST analysis, the lower accuracy level she might achieve. (This happened to her when 	<ul style="list-style-type: none"> • She was amazed at the interpreter’s brief and creative note taking (Figure A2.3 below): e.g.  for “limbs”; IPA symbol “θ” for “thick (gases)”. She strongly felt the need to derive her own note-taking system rather than use plenty of full words if she would like to enter the CI profession in the future. • She reminded herself to jot down fewer words and if possible, adopt symbols. It turned out that it was easier for her to jot down fewer full words than to use symbols or abbreviations.

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	interpreting two other chunks.)	
Note effectiveness	<ul style="list-style-type: none"> She considered her notes helpful to a certain extent (Table A2.3c): (1) she captured most ST ideas; (2) her interpretation was fluent but a little slow. 	<ul style="list-style-type: none"> She considered her notes more effective than hers for the pre-task (Table A2.3c): simplified notes enabled her to grasp the idea immediately and interpret it faster.

Figure A2.3. Interpreter's notes for the ST chunk in the pre-task



Tables A2.3b and A2.3c show Subject 4's perceived difficulty level of the CI tasks, and self-evaluation of her performances respectively. Subject 4 thought that the pre-task was not challenging at all, so she should have been able to deliver a much higher-quality CI performance if she had had effective enough note-taking skills. She pointed out that the accuracy and delivery of her interpreting needed improvement.

She was fine with her post-task notes, which she considered more effective. With fewer words down, she had more time to imagine the ST situation for

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brief analysis – this would increase her CI confidence and competence. However, she had relied on detailed notes for a long time, and her suddenly simplified notes increased her memory load, i.e. she needed more effort to recall ideas, particularly for a task which she thought a lot more complexed in terms of syntax and content (Table A2.3b).

Table A2.3b. Subject 4's self-perception of tasks' level of difficulty

Stage	Variable (each on a 5-point scale)			
	Lexis & syntax	Content complexity	Speaker (incl. accent)	Total (15)
Pre-	2	2	3	7
Post-	4	3	2	9

Table A2.1c. Subject 2's self-perception of her performance in the tasks

Stage	CI performance					Score for note effectiveness on a 10-point scale
	Accuracy (60%)	Fluency (30%)	Style (10%)	Total (100%)	Grade	
Pre-	47	22.5	6.5	76	B	6
Post-	46	23	7	76	B	6.5

Nevertheless, she was fine with obtaining the same grade for a more challenging CI task, and she thought her more effective notes played a role. She perceived a high practical value of a repository of such interpreters' videos. Their demonstration and explanation would serve as the best input for one to derive their own note-taking systems for future entry into the profession.