



**UNIVERSIDAD  
DE ATACAMA**

**FACULTAD DE HUMANIDADES Y EDUCACIÓN  
DEPARTAMENTO DE IDIOMAS**

**“THE USE OF TECHNIQUES IN CONSECUTIVE INTERPRETING: THE  
PROCESS OF NOTE-TAKING IN TRANSLATION AND INTERPRETATION  
STUDENTS”**

**Trabajo de grado para optar al grado de Licenciado en Traductología y  
Título de Traductor e Intérprete Inglés-Español**

**Profesora Guía: Susana Montecino Orellana**

**Diego Alday Cruces**

**Melanie Ibarra López**

**Oscar Ruiz Carvajal**

**Victoria Vega Castillo**

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STUDENTS**

**Seminar to apply for the Bachelor's Degree in Traductology and  
Professional Title of English-Spanish Translator and Interpreter**

**Seminar Advisor: Susana Montecino Orellana**

**Diego Alday Cruces**

**Melanie Ibarra López**

**Oscar Ruiz Carvajal**

**Victoria Vega Castillo**

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## **Abstract**

When venturing into the field of consecutive interpreting, students are exposed to a series of different techniques in order to achieve a particular, yet efficient note-taking process. With the aim of providing information, and to collaborate with the existing tools available for the better understanding of consecutive interpreting, this study conducted an investigation with both qualitative and quantitative approaches. The above mentioned, intended to identify the most and least used techniques in the process of note-taking in consecutive interpreting, and to compare notes from Translation and Interpretation students according to different levels of experience. All of the results, collected from a sample outcome obtained from students at different levels of *Práctica Progresiva* in the Bachelor's degree *Licenciatura en Traductología y Traductor e Intérprete Inglés-Español*, which shows that the level of experience directly correlates with the students' reasons for choosing each of the different techniques proposed by Jean François Rozan, giving a full view of the students' perspective.

**Keywords:** Translation, Interpretation, note-taking, Jean François Rozan, consecutive interpreting.

## **CHAPTER I: Introductory Framework**

### **1.1. Introduction**

Interpretation studies have been relevant over the years, tracing back its origins to ancient Egypt according to Kurz (1984), however one of the core elements for the consecutive interpretation modality, this being the note-taking process, has not been given all the attention it deserves. Simultaneous interpreting still is the most known and used modality of interpretation, however, consecutive interpreting will stay relevant due to its versatility, as indicated by Gillies (2019).

As students in professional formation prepare to perform interpretation jobs individually, their note-taking techniques and their procedure to take them may constitute up to half of the success on an interpretation job on its entirety, thus denoting an overwhelming importance on identifying the most and least used techniques, while also analyzing which are the most effective, according to students of the *Universidad de Atacama* coursing the Bachelor's degree *Licenciatura en Traductología y Traductor e Intérprete Inglés-Español*.

### **1.2. Motivation**

The motivation for this research arose from the absence of studies regarding the note-taking process, seeing as it constitutes a crucial part of consecutive interpreting, it was not clear on why such an arbitrary and personal process was commonly disregarded even by the subjects studied while coursing the degree, demonstrating how the interpretation side is being left behind academically, consequently making it harder for students to learn note-taking techniques early enough to apply them during professional performance. However, Rozan (1956) states that the note-taking process could be problematic to teach due to its subjectivity, but with enough knowledge and a good contextual adaptability it can be properly learned. Another reason that motivated this research was finding out the reason behind why students choose between one technique or another, an objective that was accomplished by a survey done by the same students of

the *Universidad de Atacama*. Furthermore, the degree program of the *Universidad de Atacama* has included the modality of interpretation since 2019, and this year marks the first graduation of students specializing in interpretation. However, there have been no studies at the university specifically focused on the discipline of interpretation. It is crucial to take the initiative to conduct research on interpretation within the university, thereby contributing to the field of interpretation at large.

As for the practical use of techniques, students were given a piece of paper and asked to take notes of an intervention orally expressed by Professor Susana Montecino, with the objective to compare said notes with each other while highlighting common factors that may influence the technique selection.

### **1.3. General objective**

Analyze the use of techniques in the process of note-taking in consecutive interpreting in Translation and Interpretation students.

### **1.4. Specific objectives**

- Distinguish the different techniques used in consecutive interpreting.
- Identify the most and least used techniques in the process of note-taking in consecutive interpreting.
- Determine the factors around technique selection in the process of note-taking in consecutive interpreting.
- Compare notes from Translation and Interpretation students according to different levels of experience.

### **1.5. Research questions**

- What are the different techniques used in consecutive interpreting?
- What is the most used technique by Translation and Interpretation students in the process of note-taking in consecutive interpreting?

- What is the least used technique by Translation and Interpretation students in the process of note-taking in consecutive interpreting?
- What are the main factors surrounding technique selection by Translation and Interpretation students in the process of note-taking in consecutive interpreting?
- What is the basis that sets up the differences among different levels of experience in note-taking in consecutive interpreting?

### **1.6. Research topic and problem**

What needs to be covered to further understand the process of note-taking in consecutive interpreting? Which methods are the least or most used by interpreters? Has it changed over the course of time? This study looks for an answer to these questions for a better comprehension of the topic and problem in this study as there is a diverse amount of different note-taking methods and technological resources for consecutive interpreting that give students new possibilities but also new problems.

To many authors, consecutive interpreting was first seen right after the end of World War I at the Paris Peace Conference in 1919, according to Baigorri-Jalón (2014). Nevertheless, things were very different back then: “In 1919 – as was the case for a good part of the 20th century – there were no interpretation schools or professional directories to look to for interpreters. The pioneers of conference interpreting started by happenstance. The First World War (WWI) interallied committees were a good testing ground for would-be linguists” (Baigorri-Jalón, 2005, p. 990). This explains how first interpreters did not have background knowledge or the technical resources available, in that moment interpreting tools were unthought-of new problems that brought new solutions and mechanisms. Note-taking was one of them and has been the main methods used since.

Note-taking and its relationship to the consecutive interpreting task have long been a subject of study by interpreters, trainers and researchers, whom have different positions on which device or type of strategy should be used, but most of them agree to focus on efficiency and brevity during consecutive interpreting (Mellinger, 2022). According to this author, in most circumstances of note-taking, interpreters will usually follow Jean-

Francois Rozan's guidelines as a basis, but what is evolving are the different types of media to develop consecutive interpreting, such as digital pen writing, laptops, tablets and even artificial intelligence or sound recording and transcription devices, despite this, there is not a unique note-taking method established among interpreters which can be a problem when they find themselves in non-ideal conditions to work in, or in a place or context that is not adjusted to their method, so it is necessary to adapt and overcome these obstacles.

There are different authors that suggest techniques and symbols that involve traditional paper and pen note-taking like Hamid (2020), but there are some that accept new techniques. Nowadays interpretation students use their technological devices such as computers, tablets and cellphones for their practices, the latter being a topic of discussion due to the informal appeal that may give. In general, digital tools can provide interpreters with different tools that can help the effectiveness of their note-taking, especially due to the familiarity with these devices.

Nowadays there is no single way of taking notes, but there are bases determined by different authors that have been extremely useful for the development of techniques in students. However, today it is possible to realize that note-taking is being carried out in a variety of ways and it is developing around new technologies, students use their computers, tablets with or without digital pens and even their own cellphones.

The problem arises when the interpreter is familiarized with one form of note-taking in scenarios where it is necessary to use another, or when the use of the tool is not accepted in such a place for different reasons, like connectivity. How does the interpreter adjust in unfavorable circumstances to their preferred form of note-taking? What if the device suddenly runs out of battery, or internet connection? Technical problems like these have happened and they always will, but for the most part, digital devices can be a great advantage for the diversity of interpreters and their different skills, as well as the familiarity of these generations with new technologies, but it also leads to a number of issues that should not be overlooked when it comes to performing the profession of consecutive interpreting.

This study aims to answer these issues that may come along with the research, by analyzing the different methods and techniques of note-taking, distinguishing them from each other, determining which are the most and least used and comparing them in different circumstances and levels of experience.

## **1.7. State of the art**

Since the beginning of the interpreting discipline, note-taking in consecutive interpreting has been considered a fundamental support for the interpreters' memory when facing conferences and events that can vary in duration and complexity. Therefore, the whole purpose of the note-taking system was created from the necessity to recall major details of the speeches, minimizing the processing effort of the information. Interpreters nowadays have to face a series of challenges that requires the development of competences and skills, some of these problems are temper control, managing the time available to deliver the message correctly, the capability to retain a big amount of information in a short span of time, etc. Those problems can affect how the message gets delivered, that is why note-taking was invented, and has become a very important tool in consecutive interpreting.

### ***1.7.1. Un sistema de toma de notas personal para interpretación consecutiva: descripción y comparación (2017)***

In 2017, the research *Un sistema de toma de notas personal para interpretación consecutiva: descripción y comparación* (A personal note-taking system for consecutive interpretation: description and comparison) by Natalia Roe Muñoz and her supervising professor Stephanie Díaz Galaz, aimed to describe and compare the note-taking of interpreting students and professional interpreters, through an exploratory and descriptive research based on a short consecutive interpretation, interviews to the participants, an analysis of their notes and the evaluation of the interpretation effectiveness.

In this study, two professional interpreters and three students of the *Pontificia Universidad Católica de Valparaíso* were asked to participate in individual sessions of about 30

minutes, that were attended by the participant, a speaker, and the researcher, followed by an interview in which the students described their notes and the reason why they did it that way. Then, the accuracy of the notes was evaluated with a rubric to determine a grade that would help to measure their effectiveness in the interpreter's performance. The use of Rozan's note-taking techniques (1956), like "Symbols" and "Abbreviations" were also counted and, finally, a comparison of the notes of each interpreter was done to detect similarities and differences between them. Aspects such as the use of "Symbols", "Abbreviations", the language used in the notes, and their relationship with the effectiveness of the interpretation were also considered.

The results of this study revealed that none of the interpreters took notes in the same way and each one structured their notes in a manner that made the process easier for them. Regarding "Symbols", it was observed that their use requires a personal decision where the interpreter must internalize them so they can accomplish their function. As for "Abbreviations", it was determined that they were highly used and almost indispensable; most interpreters use them almost unconsciously. The language of the notes also depended on the interpreter's comfort. As a final result, the study concluded that the interpretation performance relies not only in the way of taking notes, and this works more as a tool to the personal process of each interpreter, since it is very personal and the professional is the one who naturalize it, so it can only be carried out by the interpreter who creates it, therefore, the specific models taught in interpretation can advise the interpreter in terms of structure and symbols to eventually develop a personalized model.

This study can work as a basis to start different research about note-taking in consecutive interpreting, but it is necessary to mention that the only method studied here was the traditional one with paper.

### ***1.7.2. Aplicación de los principios de Rozan en la toma de notas de los estudiantes de Interpretación III (2019)***

It is well-known that one of the pioneers in the interpretation field is the expert Jean-François Rozan who gave a very deep analysis on its seven basic principles of

consecutive interpreting, which are: “Noting the idea rather than the word”, “The rules of abbreviation”, “Links”, “Negation”, “Emphasis”, “Verticality”, and “Shift”.

In 2019, Lucía del Pilar Salas Fernandez under the supervision of Dra. Ofelia Roque Paredes, made her thesis project *Aplicación de los principios de Rozan en la toma de notas de los estudiantes de Interpretación III* (Application of Rozan's principles in note-taking by Interpretation III students) about the application of these seven concepts in the process of note-taking, collecting samples of the students' note-taking in *Universidad Ricardo Palma*, where they were analyzed and corrected by using a specific scale. For this research, it was generally assumed that the students of the class *Interpretación III* (Interpretation III) maintained a regular level of frequency of using Rozan's principles in their personal note-taking. To confirm that hypothesis, this main question was established: What is the frequency of use of Rozan's principles in the note-taking of consecutive interpreting note-taking by *Interpretación III* students?

The general purpose of this research was to determine the frequency of the use of Rozan's principles in the note-taking process of students. To achieve this objective, an evaluation of interpreting with the use of note-taking was carried out. The purpose of this study was to compile the notes in order to analyze and evaluate them. Thanks to this, the initial hypothesis, the frequency of use of Rozan's principles in note-taking was proven.

### **1.7.3. Note-taking in Consecutive Interpreting (2002)**

In this article for the publication *Linguistica Antverpiensia, New Series—Themes in Translation Studies*, the authors Kurt Kohn & Michaela Albl-Mikasa (2002) state that interpreters use a certain note-taking method with a specific style of writing and language use: “Note-taking is commonly regarded as some kind of supporting technique, developed by practitioners for practitioners to help them retrieve part of their source text understanding from memory” In order to fulfill this necessity, the authors observed three main principles constantly mentioned in specialized literature, which are:

- Economy: To minimize unnecessary details and maintain a clear but brief notation method.
- Instantaneous seizability: the interpreters' ability to maintain or resume the flow of information with just glancing at the notes.
- Individuality: although there are many existing guides and studies on how to make the note-taking process effective, there is no rule to follow when it comes to note-taking methods, because any way to retrieve information from notes successfully is valid.

Seeing as how note-taking is commonly regarded as a technique, the authors noted that it is also suitable by theoretical construct to be regarded as a way of language and discourse. Thus, the individual symbolic “alphabet” constructs each interpreter has would be an exclusive language for the understanding of that interpreter alone, and the way the main message is reproduced and conveyed would turn out to be the discourse of the language.

It is worth noting that there are still many ambiguities revolving around this “independent language system”, more precisely, for the language choice in the note-taking language/technique. There are two main claims for the language choice, one suggests that the symbolic and lexical elements in the note-taking process should be maintained as language-neutral as possible, on the contrary, the other vision focuses on the understanding of the source text language to eventually convey it as a deverbilized concepts on the notes.

#### ***1.7.4. La importancia de las técnicas de toma de notas para los estudiantes de interpretación (2014)***

In *La importancia de las técnicas de toma de notas para los estudiantes de interpretación* (The importance of note-taking techniques for interpreting students), by Fierro & Hinojosa (2014), the importance of note-taking in consecutive interpreting is issued, and they developed an investigation on how to improve note-taking, according to them, there are many ways to do so but they affirm that the professional should expand

their theoretical and practical knowledge in order to focus a lot more on the understanding of the message.

The objective of the investigation is to identify what are the different situations, contexts and challenges that a professional faces during note-taking in consecutive interpreting, the authors affirm that note-taking is usually done in an empiric way, as there is not an established method, different professionals use different techniques and it fundamentally depends on the choice of the interpreter and if they can consolidate a specific technique. The competence in many techniques may help future interpreters to develop an improved method of note-taking. The methodology used in this investigation was to poll 15 students and 15 graduates of *Licenciatura en Traducción e Interpretación* (Translation and Interpreting Major) of *Universidad Espíritu Santo UEES* in Ecuador, about the knowledge of techniques, tools, academic resources, their interest into learning specific methods and their opinion on how they are able to learn or improve their note-taking skills.

By the analysis of the results the authors explain that one of the most known methodologies, the Rozan's technique it is not applied by future interpreters and professionals due to the lack of knowledge on this method or even on other methods because it is not well taught during their academic studies, and they affirm that empiric knowledge remains insufficient to partake in note-taking, which is why they consider necessary to be open to learn specific methods, in a theoretical but mostly practical way, in order to improve their capability to deliver a correct interpretation and to become reliable in different context, which is very important in the professional exercise of interpreting.

## **CHAPTER II: Theoretical framework**

### **2.1. Interpretation**

#### **2.1.2. What is interpreting**

Interpreting is a linguistic and social act of communication, which contributes in an interaction between people who do not speak a common language, and the interpreter's role in this process is an engaged one, directed by knowledge and understanding of the entire communicative situation, including fluency in the languages, competence in appropriate usage within each language, and in managing the cross-cultural flow of talk (Roy, 2000). It is common to find that the translator's work is confused with the one of the interpreter and often only the term translator is used to refer both of them, but even when both transmit a message from a language to another, interpreting has many differences and peculiarities, as well as skills that must be developed that translation does not involve, according to the International Association of Conference Interpreters, (2019), these include concentration, speed of thought, mental dexterity as well as broad general knowledge.

On the other hand, Valero, (2022, p. 1), defines interpreting as “the activity of linguistic mediation that consists in transmitting a speech given orally or in sign language into an equivalent speech in a different language, either orally or in sign language”. She indicates that “interpreting is usually carried out in person—that is, the interpreter is a direct witness of the source speech, either physically or by audiovisual means (video or telephone)—and produces their speech in the other language immediately or simultaneously. In contrast, the translator almost never needs to reproduce the text immediately and can consult various sources (dictionaries, glossaries) or do research before translating” (p. 1).

As discussed above, interpretation is the immediate act of transferring a message from one language to another and is a task that requires a great deal of mental expertise to convey the idea of the message in the best possible way. Due to its complexity and level of concentration, it is often carried out by more than one interpreter to perform the task per session, to have a set of skills that involve both technical and psychological capabilities

in order to adapt and work under different conditions; it requires broad knowledge of both languages and substantial documentation about the area of the speech—in order to develop knowledge of technical vocabulary and what the speaker is talking about—, and it is also essential to have strong oratory skills and proper use of target language, to deliver the message clearly and convincingly. Depending on the type of interpreting, some skills may require more development than others, or other techniques may need to be incorporated, such as the use of note-taking in consecutive interpreting. It is important to mention that if an optimal interpretation is desired, it is suggested to improve the skills and competences mentioned above.

In synthesis, interpreting is a discipline that has its own techniques and abilities needed to accomplish the process and requires a lot of preparation and experience to produce an optimal and quality interpretation.

### **2.1.3. The history of interpreting**

Interpreting as it has been known it is usually related with recent events in the last couple of centuries, but its history goes much further in the past, since ancient times, interpreting has been practiced mainly for trading, politic, military or diplomatic relationships between different civilizations, one of the earliest references to interpretation can be found in the Rock Tombs of the Princes of Elephantine, in Egypt, dating back to 3.000 B.C. This is described in “The Rock Tombs of the Princes of Elephantine: Earliest references to interpretation in Pharaonic Egypt” by Kurz (1984). Inside the necropolis there are inscriptions written on the walls that narrate the dealings of the Egyptians of the Sixth Dynasty with the people of Nubian, along with the relief of an interpreter split in two parts over a prince’s tomb, the relief shows the interpreter between the pharaoh and a Syrian ambassador, with his hand in an offering gesture, this shows that the interpreter work has been around for thousands of years, being an important tool for the different civilizations, religions and empires that rose over the centuries, mainly in their expansion and during trade and diplomacy.

Interpreting has been relevant throughout history, as Baigorri-Jalón (2014) reflects in “From Paris to Nuremberg: The birth of conference interpreting” where the author claims

that “interpretation has existed for thousands of years” (p. 1). Interpretation has been present since the expansion of the Greek or Roman empires, contributed to the consolidation of Christianity, Islam and many other religions and the colonization of Africa and America. In Medieval times, the common term to refer to interpreters was *trujamán* or *dracomán*, this term originated from Arabic trade interpreters from the East and expanded to Europe. In the modern era, the term “interpreter” became common-use during the 18th century, but the profession proliferated after the First World War. Before this period, there were not many interpreting schools and those who worked on it were professors, journalists or diplomats. The negotiations of the Treaty of Saint Germain, celebrated in Paris in 1919, played a crucial role in bringing interpreters to global attention. This event marked the first time that interpreters were known worldwide. Therefore, conference interpreting can be considered just 100 years old, according to Baigorri-Jalón (2014). In this context, it was also the first time that consecutive interpreting was implemented.

Since emerging as a profession as recently as the 20th century, Valero (2022) describes that the following decades saw the foundation of many universities and institutes dedicated to interpreting. The Moscow Institute of Modern Languages is considered to be the first translation and interpreting university, founded in 1930, followed by the School of Interpreting of Geneva in 1941. This development coincided with the increasing demand for interpreters in the years following the First World War and leading up to the Second World War. It was during the latter that simultaneous interpreting was applied for the first time, notably during the famous Nuremberg Trials right after the end of the war. Subsequently, in 1957, the Graduate School for Interpreting and Translation was founded at Sorbonne University in Paris. In the following years, Spanish universities also established their interpreting institutions, with Barcelona and Granada founding theirs in 1972 and 1979, respectively.

In recent years, the publication of “Introducing Interpreting Studies” by Pöchhacker (2004) marked a significant step forward in shaping interpreting studies as an independent academic discipline rather than just a branch of translation studies. The author highlights the varied forms of interpreting, including international conferences and community-

based settings, in both spoken and signed modalities. This serves as a clear indication of the field's rapid development in recent years.

#### 2.1.4. Interpreting modalities

“In principle, interpreting is performed “here and now” for the benefit of people who want to engage in communication across barriers of language and culture” (Pöchhacker, p. 10 2004).

In first instance, before 1920 there was no need for categorizing the different types of interpreting since there was a non-existing development of technological tools for these methods, later, it became crucial to classify the emerging modalities. Although many authors may vary when it comes to naming interpreting modalities, in his textbook *Introducing interpreting studies*, Franz Pöchhacker (2004) highlights 4 types of interpreting, in which it can be found the main characteristics about this different process. These types are:

- **Consecutive interpreting:** After the source-language utterance. Referring to when a person is executing a speech to an audience while the interpreter is simultaneously taking notes, to then replicate the same message in another language. In this case, it is essential for the interpreter to have a previous “training” regarding memory skills.
- **Simultaneous interpreting:** As the source-language text is being presented. Indicating that this modality takes place when the interpreter is verbally translating the speech at the same time that the speaker is saying it. This method requires the use of transmission equipment, like booths including microphones and headsets.
- **Whispered interpreting:** This can happen only when the interpreter works right next to one or no more than a couple of listeners, providing this type of interpreting, also known by the French term *chuchotage*. This modality consists in the interpreter speaking in a very low voice close to the listener's ear, translating the message verbally in a simultaneous way.

- **Sight interpretation:** This is a type of simultaneous interpreting, which consists in the producing of a translated speech while the visual reading of a text, usually also needing transmission equipment.

## **2.2. Techniques in consecutive interpreting**

Consecutive interpreting is one of the main and oldest modalities of interpreting field and did not have a specific term to name it until the 20th century, when it started to gain popularity as a professional practice during the first decades, it became a necessity in international diplomacy and the many conflicts that occurred at a worldwide scale. Even when different modalities had appeared throughout the years, consecutive interpreting is still one of most used techniques in conferences and different other contexts according to Gillies (2019). In this modality, different techniques are used, like note-taking, but they all vary depending on the interpreter.

As this study aims to analyze techniques in a specific mode of interpreting, this section presents the foundations of note-taking in consecutive interpreting in regard to its theory and techniques.

There are many authors that have established their main principles when it comes to consecutive interpreting. It is worth mentioning that there are no specific note-taking techniques with a respective definition, but there are many suggestions and recommendations that professionals of the area have set. It is important to mention many of them like Rozan, Gillies, Matyssek, among others, but in this case this study is focused on Rozan's principles as it is thought that he has the most influence in terms of categorizing the different aspects of interpreting techniques. The main tool used in note-taking in consecutive interpreting is pen and paper (manual), and the principles and recommendations made by the authors are centered around these specific devices.

### **2.2.1. Rozan (1956)**

In terms of note-taking in consecutive interpreting, Rozan (1956) proposes seven principles that he suggests applying in the process to have an effective result. According to Rozan, the main purpose behind his work "*La prise de notes en interprétation*

*consécutives*” is to set a note-taking system that can be used by all interpreters, without depending on the working language. While some authors and professionals in the field argue that the note-taking process cannot be taught, Rozan acknowledges the subjectivity of the process. However, he emphasizes that with sufficient experience, knowledge, a sense of appropriateness, and the presence of articulacy and adaptability, the process can be learned. In any case, he presents his principles in a clear and easily understood manner, always drawing on his experience, with the aim of providing solutions for the common challenges posed by the note-taking process.

- **Noting the idea rather than the word:** In this first principle, Rozan focuses on getting the idea behind the words said by the speaker in that specific context, instead of translating every word individually. Due to the interpreter's task to reproduce a sentence immediately into another language, it is necessary for them to take into account the variety of misleading meanings that words could have at the note-reading stage. Therefore, it is advised to focus mainly on the idea, and how to note it as clearly and easily as possible for personal understanding.
- **Abbreviation Rules:** Later on, he mentions the use of “the rule of thumb” as a technique to abbreviate, which states that if a word is longer than 4 to 5 letters, the interpreter should note it as his abbreviated form. He also came up with rules and tips on how to abbreviate whole phrases and while indicating the gender and tense of the words by suggesting his own symbology.
- **Links:** According to Rozan (1956), "An idea can be distorted completely if its relation to the previous idea is not clearly indicated" (p. 18). While going through the note-taking process, the interpreter must never miss out the links between ideas, because they are one of the main written cues an interpreter has to rehearse the message. Due to the importance of linkers in the note-taking process, Rozan also suggests the use of key words to facilitate noting and understanding them, making them feel almost automatic if done over a period of time.
- **Negation & Emphasis:** These, according to Rozan, are one of the principal elements used in any speech, therefore it is important to note them without room for ambiguity. Negation could be noted with the word “no” before the statement, or simply with a line crossing out the symbol/word, on other hand, underlining

- the statement could work as a way to give emphasis to the statement, also, to denote uncertainty within the notes he suggests the use of the dotted underlining.
- **Verticality:** On this principle, Rozan describes verticality as the foundation rule to the note-taking strategy he proposes in this book, stating that the notes should be read from top to bottom rather than left to right, therefore allowing to group the ideas in a logical way, facilitating the comprehension while reading back the notes.
  - **Shift:** This rule is also considered a primordial principle to be taken into account in Rozan's note-taking system, mainly focused on writing a line under a section that was already noted if the content is repeated through the speech for a more accurate interpretation of the notes.

### 2.2.2. Matyssek (1989)

In his book "*Handbuch der Notizentechnik für Dolmetscher*", Matyssek (1989) proposes a very similar note-taking system in order to fulfill the objective of an interpreter to provide an optimum and good translated message. Some of the characteristics that his system proposes (like being simple, economical, clear, unambiguous, quick to read and pictographic) are contained in his main suggestion but in a more practical way, and they compile some of Rozan's (1956) principles previously mentioned, although Matyssek gives his own personal twist, these being:

- **Content, not words:** This note-taking technique strongly rejects the use of words down to the surface of the text, noting the idea with as few words as possible in order to reflect the structure of the speech for its interpretation.
- **Abbreviation rules:** Although this modality is not focused on words, Matyssek follows the abbreviation rule of Rozan by shortening the words noting the first and last letters, thus giving less room to ambiguity. He also recommends shortening some internationally known suffixes as "-tion" allowing it to be a language-independent strategy.
- **Logical links and connectors:** The use of linking words and connectors are crucial in the note-taking process for conveying the final information. He divides

the main types of links and their meanings, these include: cause, adversative clauses, purpose, conditional, consequence, and concessive clauses.

- **Tenses:** Poor clarity on time distinction in tenses may result in the disruption while interpreting the message back, because of this, Matyssek suggests an angle-oriented method, drawing a line at the beginning of a sentence for future tense, and one at the end for the past.
- **Negation:** This is yet another similarity to Rozan's principles, due to both opting to cross out the fragment involved to distinguish negation.
- **Emphasis:** Matyssek, as well as Rozan, chooses to underline to highlight the importance of an idea, double underlining for denoting a greater importance. He also recommends the use of a wavy line for a weaker idea.
- **Arrows:** In this technique, Matyssek takes the arrows as a very flexible symbol to indicate a variety of relations between concepts, for instance they indicate references, growth, decline, directions, repetition, etc. Thus being essential to this method.
- **Vertical structure:** This feature is also part of the backbone of this method, much like Rozan's "Shift" and "Verticality" principles, Matyssek chooses to gradually shift the notes to the right as the speech goes on, leaving less important information to the far right of the notepad.

### 2.2.3. Gillies (2019)

According to Gillies (2019), consecutive interpreting is one of the three models that make up what is known as call conference interpreting. It involves listening to what someone has to say and then, when they have finished, reproducing the same message in another language. The speech may be anything between a minute and 20 minutes in length and the interpreter will rely on a combination of notes, memory and general knowledge to recreate a version of the original message. Gillies points out the importance of this type of interpretation and that, despite the widespread use of simultaneous interpreting, it is and will remain relevant.

As for note-taking, Gillies defines it as an essential part of consecutive interpretation, but not independent, as it is strictly linked to memory and analysis of the speech. Gillies

considers public speaking an important sub-skill for consecutive interpreting, and mentions some aspects to improve it, such as posture, delivery and practice.

Gillies also emphasizes the importance of discourse analysis, where he advocates understanding the basic structures in which a speech is delivered, how to recognize them, and how to represent them on a single page. Some aspects of this analysis involve:

- **Structural breakdown:** to understand different structures would help the interpreter to relate the speech to structures already known.
- **Mind maps:** to organize and remember information by recording the outline of the speech.
- **Sections:** to separate different sections of a speech by marking them. The important part is to recognize where there is a break in the speech.
- **Mini-summaries:** to make a distinction between the most and less important parts of a speech.
- **Section diagrams:** the same as sections, once the parts of the speech are identified and split, it is possible to divide it in subsections, which would help to have a clear vision of the entire speech.
- **Logical analysis:** to recreate the logical links of the speech would be helpful to understand the original one.
- **Recognizing and splitting ideas:** to recognize even smaller units in the speech called "ideas".
- **Notes:** In this mental process requires understanding the more and less important parts of the speech and involves recall and the understanding of the interpreter.

Finally, regarding note-taking, Gillies points out the following aspects:

- **Abbreviations:** Advises using Rozan's "rule of thumb".
- **Ideas:** To split ideas in smaller parts, to create consistent and structured notes by finding the subject, verb and object (SVO) to get the backbone of the idea, noting shorter synonyms, look for different SVO elements with the same meaning, not noting elements that are obvious in context and note short sentences.

- **Clauses:** To use clauses in order to classify SVO into groups, with three techniques mentioned in his book; the clause symbol, brackets and splitting the sentence into two ideas. The important part is to remember the importance of the clause in the sentence.
- **Verticality:** To write notes vertically helps to organize the importance of different elements of an idea.
- **Links:** To use links to connect ideas and not get stuck on the words of the speaker since sometimes links are even implicit, so separate the ideas and note the links believed that the speaker wanted to use and write it down in the margin.
- **Symbols:** are quicker and easier to write and read, represent concepts and not words and also save space. They should be clear and unambiguous, quick and simple to draw, prepared in advance, consistent, organic, and must mean something to the interpreter.
- **Values:** to identify the more and less important parts of the speech, by clues like: the amount of time saying it, how loud it is said, the speed of delivery and body language. Using methods like underlining the most important ideas and the less important in brackets can help to organize the value of them.
- **What language to note in:** Noting in the language the interpreter writes the most quickly, the answer would vary depending on the interpreter.
- **Skill combining:** Note-taking combines with discourse analysis and speech. The work of an interpreter needs the combined use of all the skills mentioned.

#### 2.2.4. Danica Seleskovitch (1975)

Danica Seleskovitch also made important contributions to interpreting, she was a conference interpreter, professor and academic writer, mainly known for her work with Marianne Lederer in the development of the “Interpretive Theory of Translation”. She also has researched on consecutive and conference interpreting “*L’interprète dans les conférences internationales, problèmes du langage et de la communication*” (1968) and note-taking “*Langages, langues et mémoire*” (1975) among many other contributions to conference interpreting and translation studies in general. Martin (2015) states that Seleskovitch’s work is still in force, and the influence of her model is frequently visible

during the learning phase of interpreting, for example, the dissociation of words and meaning and pre-interpreting exercises as analysis, memorizing, agility exercises and public speaking activities for a more subtle skill development.

On consecutive interpreting, she considered that interpreting could be an obtainable skill that required a serious formation, according to Ciordia (2009), Seleskovitch supported the recognition of the discipline and the development of recognizable learning institutions that were almost nonexistent back then, she also insisted on the theorization of the profession, promoting the writing of the different ideas and techniques that could allow a systematization of pragmatic methods. During the analytic and comprehensive process in an interpreting session, Seleskovitch (1975) determined that the interpreter does two fundamental tasks: having a verbal perception and understanding the sense. Despite doing these two activities during interpreting, it can be difficult for the interpreter to quickly change from an associative phase to a perceptive phase (e.g., numbers, proper names) and back to an associative phase.

Furthermore, Lederer (2010) points out that as an interpreter, Seleskovitch realized that interpreting gave an interesting vantage point to observe language in action, particularly the process of comprehension, which was easier to identify through the interpreter's rendition of speeches in another language than in monolingual communication. The work of Seleskovitch is focused on a theoretic approach on the mental processes that the interpreter goes through during consecutive interpreting, according to Opdenhoff (2004), in "*Langages, langues et mémoire*" Seleskovitch (1975) notices that an interpreter never repeats the same speech as the speaker but rather reproduces their ideas. She points out that the notes taken during interpreting are not based on the words used but rather on the main ideas extracted from them. Seleskovitch states that during the listening and note-taking sessions, there is a complex mental process. This cognitive process also occurs during the reproducing phase, in which the interpreter says much more than what has been written, and most of the notes taken are not reflected in that way during the translation.

On note-taking, she worked with Rozan's seven principles and described possible types of abbreviation and the use of symbols, however, she considered that if too many symbols are learned and used, this can make the interpreter focus too much on note-taking, which

can affect the analysis process. On language, she recommends that interpreters choose to use the target language to avoid writing too fast and doing an anticipated reflection.

Seleskovitch also highlighted that the amount of notes can also influence the result of the interpretation, as the quality of it can be worse when an interpreter takes too many notes. This happens due to the interpreter's risk of "reading" the notes, offering a literal translation of the words rather than the reproduction of the ideas.

## CHAPTER III: Methodology

This study has a mixed approach, meaning that it includes components from both qualitative and quantitative research designs according to Schoonenboom (2017). It also focuses on data from a specific point in time in order to describe features of the population studied, making it a cross-sectional study in accordance with Wang & Cheng (2020). The qualitative analysis model chosen for this study is the “content analysis” method, which consists of organizing the data collected with the purpose of getting realistic conclusions from it (Bengtsson, 2016). The research has an exploratory nature, in this case, since it is a phenomenon that has not been previously investigated, which is common to this type of research according to Ramos-Galarza (2020). Furthermore, this is the first time at the *Universidad de Atacama* that a research on interpreting and specifically note-taking, has been carried out, since the degree program was implemented for the first time in 2019 and its first cohort will graduate later this year (2023). The survey sample selection will be made in a probabilistic manner; it will be applied to students of the *Universidad de Atacama* in general through a survey with closed and open questions.

### 3.1. Instrument

The research instrument is divided into two parts, one corresponding to student note-taking of the Bachelor's degree *Licenciatura en Traductología y Traductor e Intérprete Inglés-Español* of the *Universidad de Atacama*, coursing levels 302, 402 and 502, and the other corresponding to a survey for the same students of 10 open questions and 10 multiple choice questions focused on the specific objectives of this study, said survey was previously reviewed and approved by professors belonging to the *Departamento de Idiomas* (Department of Languages) Daniela Aburto, Cristian Guerra and Gisella Naranjo (see Annex 1a, 1b, 1c). For both the note-taking interventions and the survey, the seven principles of note-taking developed by Rozan (1956) in his book “*La prise de notes en interprétation consécutive*” are the main framework for the content and the analysis of the data and the results obtained.

### 3.2. Sample

The participants both note-taking samples were 35 students coursing different levels of *Práctica Progresiva* (progressive practice) of the Bachelor's degree *Licenciatura en Traductología y Traductor e Intérprete Inglés-Español*; 14 students from level 302, 18 students from level 402 and three students from level 502. These samples were taken anonymously and later assigned a code to enumerate them (eg., 1-301). Once the process of interpretation was carried out (first stage), a survey regarding note-taking technique selection (second stage) was sent to 40 students belonging to the same Bachelor's Degree and got answered by 25 of the students in around a month. The average age was 22,64 years, and 16 of the students identified themselves as female and 9 of them as male.

## **CHAPTER IV: Data analysis and interpretation of results**

The following section outlines the procedure used to obtain the necessary data for the research study and to conduct the quantitative and qualitative analysis of the results obtained through these sampling procedures. This sampling process was divided into two steps. First, notes were collected from 35 students in the Bachelor's degree program *Licenciatura en Traductología y Traductor e Intérprete Inglés-Español* at the *Universidad de Atacama*. These students, from levels 302, 402, and 502, were involved in consecutive interpreting interventions (see Annex 2) for note-taking under the supervision of Professor Susana Montecino.

The second part relates to the answers received in the survey that was sent to the students of the degree program for this research study. The note-taking interventions in consecutive interpreting were based on the specific topics of Anthropology (302), Black Holes (402) and Psychology (502) respectively, which are topics of knowledge of the students, since they are studying them in the course *Práctica Progresiva* in their respective levels.

The survey was conducted based on the utilization of the different resources for note-taking in consecutive interpreting, focusing on methods aligned with the note-taking principles outlined in “*La prise de notes en interprétation consécutive*” by Jean-Francois Rozan (1956). The data analysis employed both quantitative and qualitative approaches, examining the results obtained from the two sampling procedures. This analysis was guided by the specific objectives previously presented in the research study.

### **4.1. Procedure**

During the first stage, focused on collecting note-taking samples from the students, an intervention of consecutive interpreting was given to 18 students of level 402. During a lecture with Professor Susana Montecino, who teaches interpreting in the different levels of the degree program, it was explained to the students that an activity would be carried out to analyze their note-taking, which would be completely anonymous and for the only purpose of collecting study data, without the need to perform the interpretation orally.

Students were given a piece of paper and asked to take manual notes. The intervention was orally expressed by the professor while the students took notes (which is a common practice in class). In this level, the intervention given to the students was based on the topic of “Black Holes”, which is a topic already known and studied by them during consecutive interpreting practice. At the end of the students' note-taking, the sheets were collected, without the need for the students to interpret. Since these notes were an anonymous sample, each sheet was subsequently and randomly assigned a code from 1-402 to 18-402 (see from Annex 4a to 4r) to organize the files.

The same procedure was implemented with 3 students of level 502, but the topic was “Psychology” because it is the area they have studied during their classes. In this level every sheet was assigned with a code from 1-502 to 3-502 (see from Annex 5a to 5c). Finally, the procedure was repeated with 14 students of level 302, whose topic of the intervention was “Anthropology” and their sheets were assigned with a code from 1-302 to 14-302 (see from Annex 3a to 3n).

On the other hand, students were asked to answer a survey which was sent to all 40 students from levels 302, 402 and 502, from which 25 students answered it. The survey itself contained 10 questions, all in relation to techniques proposed by Rozan’s seven principles, and mainly consisted in checking the familiarity between students and the notation techniques proposed. It contains questions with a qualitative and quantitative approach, where students can argue why or why not certain techniques were selected, thus making clear the various factors that come hand to hand with the technique selection process.

As for the survey, the results were analyzed on a mixed approach, while the quantitative data was the number of responses for every alternative the students marked per question, which results were represented with graphs. On the other hand, the qualitative data was obtained from the open questions, in which the analysis units were the terms that were most repeated among the responses of the students, these are segmented in various categories depending on each technique. These analysis were obtained from excel

spreadsheets containing participants' answers sorting them by the factors around its selection and the frequency of use (see from Annex 6a to 6h).

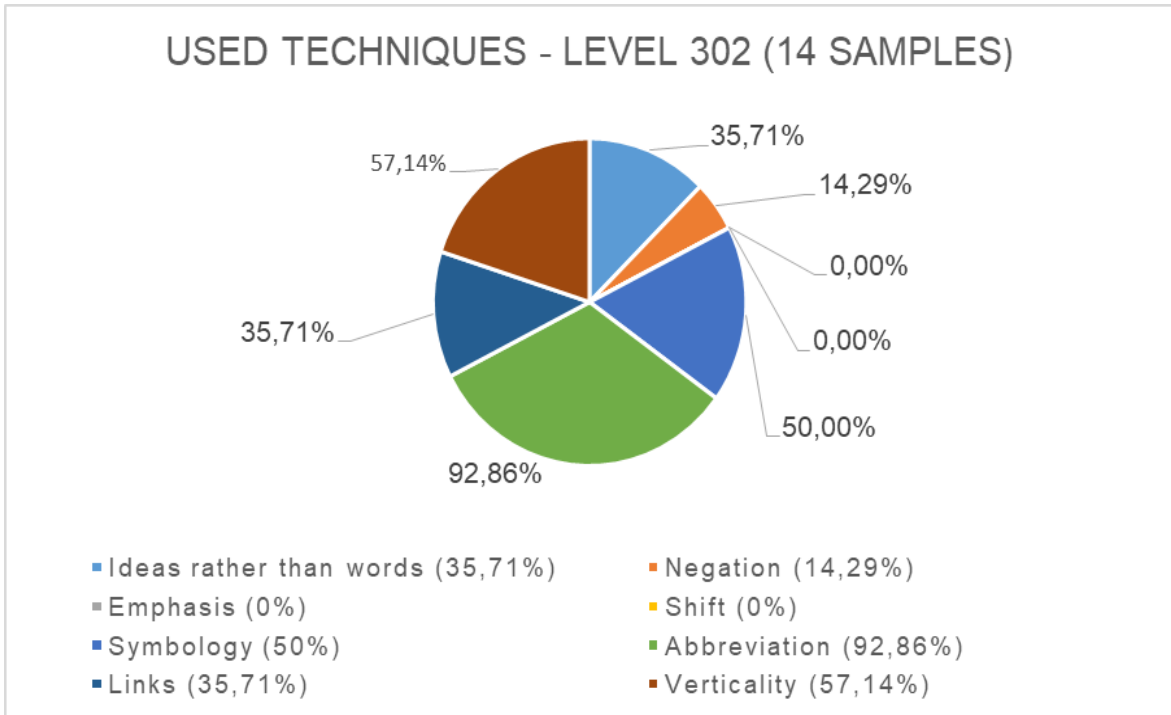
## **4.2. Quantitative and qualitative data results**

After the collection of a total of 35 of note-taking samples, all of them assigned with a code, the review and analysis of each of them was carried out by level, determining in the first instance, which note-taking technique was denoted in each of them, in order to distinguish the different techniques used in consecutive interpreting. At the same time, the language chosen by the students at the moment of taking notes was observed. Subsequently, the number of times each technique was used per level was counted and then calculated as a percentage in order to compare the use of techniques among the three levels.

### **4.2.1. Note-taking activity results**

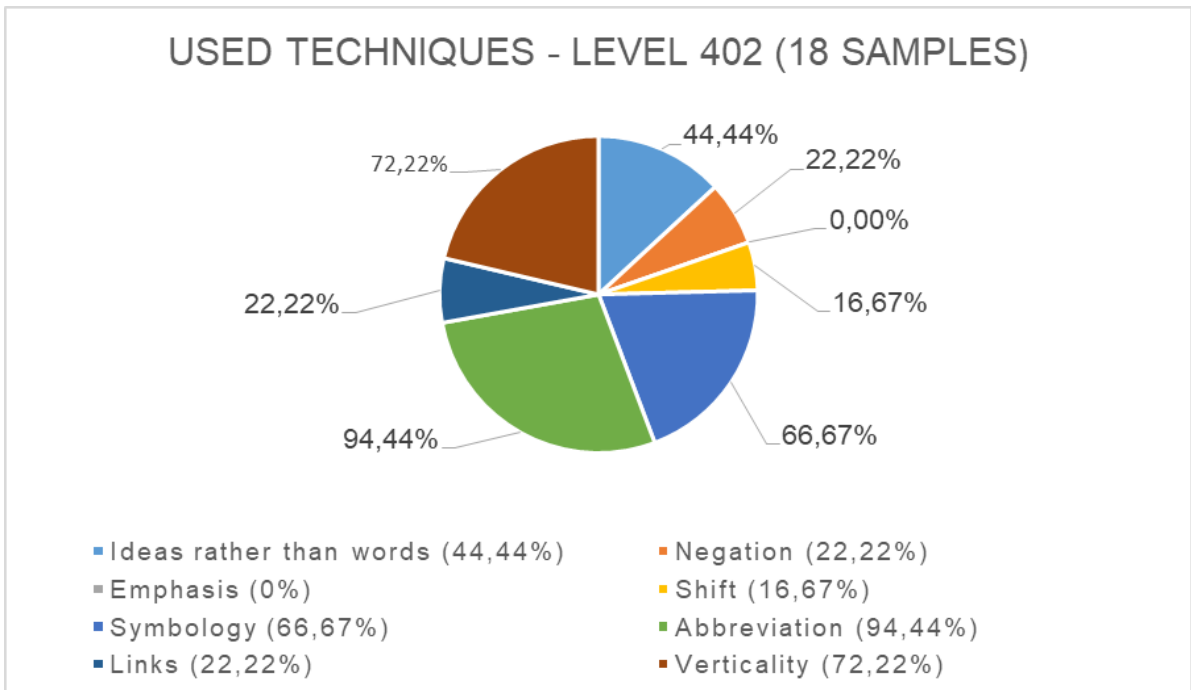
To comprehensively present the results obtained in the note-taking interventions, they will be showcased in three segments. First, a series of graphs displaying the percentages of the use of techniques for each level were created to identify the most and least used note-taking techniques by level. Then, a series of tables will be provided to illustrate the techniques used by each participant in each level respectively, along with the overall total of used techniques. Finally, a comparative table of percentages of the use of each technique was generated to facilitate a comparison of notes across different levels of experience.

**Graph 1. USED TECHNIQUES: 14 STUDENTS, LEVEL 302**



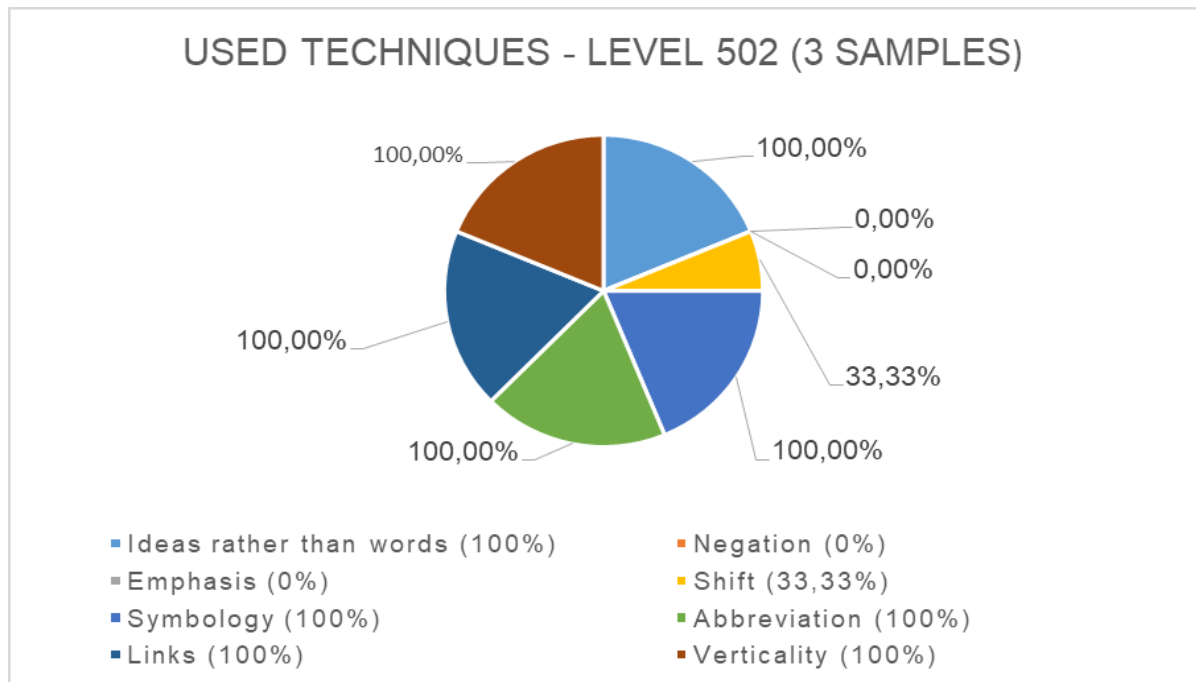
Source: Created by authors.

**Graph 2. USED TECHNIQUES: 18 STUDENTS, LEVEL 402**



Source: Created by authors.

**Graph 3. USED TECHNIQUES: 3 STUDENTS, LEVEL 502**



Source: Created by authors.

As previous graphs indicate, the frequency and the variety of techniques used while interpreting went up as levels of class increased. While level 502, being the major class coursing *Práctica Progresiva*, maintained a constant use of almost all techniques through the note-taking process, the use of them considerably dropped in both levels 302 and 402. On the other hand, certain techniques appeared to be consistent across all samples, these being “Abbreviation” rather than “Symbology” in notations, although “Symbology” is still very present on almost all notes, students tend to use “Abbreviation” for the key words and main ideas of the intervention, leaving “Symbology” to note side information worth mentioning, as it is shown in sample 1-301 (see Annex 3a).

This tendency directly relates to the principle of economy that authors Albl-Mikasa and Kohn (2002) proposed, which suggests to minimize unimportant details and be concise while rehearsing the information, this denotes that the abbreviation technique is both the most used and most effective, making them indispensable in the interpreting profession.

The following tables display each sample obtained from the consecutive interpretation interventions. Each sample is assigned a unique code for each participant and level, along with a record of every technique used by them during the intervention.

**Table 1. TECHNIQUES USED BY LEVEL 302**

SAMPLES	TECHNIQUES
1-302	Symbology, abbreviation, ideas rather than words, negation.
2-302	Verticality.
3-302	Abbreviation.
4-302	Abbreviation, verticality, links, symbology.
5-302	Symbology, verticality, abbreviation, ideas rather than words.
6-302	Abbreviation, verticality, ideas rather than words.
7-302	Abbreviation, symbology.
8-302	Abbreviation.
9-302	Abbreviation, verticality, links.
10-302	Symbology, abbreviation, links.
11-302	Abbreviation, verticality, ideas rather than words.
12-302	Symbology, abbreviation.
13-302	Abbreviation, verticality, links, ideas rather than words.
14-302	Abbreviation, symbology, verticality, links, negation.

Source: Created by authors.

**Table 2. PERCENTAGES OF USE OF TECHNIQUES IN LEVEL 302**

Abbreviation	92.86%
Verticality	57.14%
Symbology	50%
Links	35.71%
Ideas rather than words	35.71%
Negation	14.29%
Shift	0%
Emphasis	0%

Source: Created by authors.

**Table 3. TECHNIQUES USED BY LEVEL 402**

SAMPLES	TECHNIQUES
1-402	Symbology, abbreviation.
2-402	Symbology, abbreviation, links, verticality, shift, ideas rather than words, negation.
3-402	Symbology, abbreviation, links, verticality, negation, ideas rather than words.
4-402	Abbreviation, verticality.
5-402	Symbology, verticality.
6-402	<b>No techniques used.</b>

7-402	Symbology, abbreviation, verticality, ideas rather than words.
8-402	Symbology, abbreviation, verticality, shift, ideas rather than words.
9-402	Symbology, abbreviation, verticality, negation.
10-402	Symbology, abbreviation, verticality, ideas rather than words, links.
11-402	Symbology, abbreviation, verticality, shift, ideas rather than words.
12-402	Abbreviation, verticality.
13-402	Abbreviation.
14-402	Symbology, abbreviation, verticality, ideas rather than words.
15-402	Symbology, abbreviation, verticality, negation.
16-402	Abbreviation.
17-402	Symbology, abbreviation, verticality, links.
18-402	Abbreviation.

Source: Created by authors.

**Table 4. PERCENTAGES OF USE OF TECHNIQUES IN LEVEL 402**

Abbreviation	94.44%
Verticality	72.22%
Symbology	66.67%
Ideas rather than words	44.44%

Links	22.22%
Negation	22.22%
Shift	16.67%
Emphasis	0%

Source: Created by authors.

**Table 5. TECHNIQUES USED BY LEVEL 502**

SAMPLES	TECHNIQUES
1-502	Symbology, verticality, abbreviation, links, ideas rather than words.
2-502	Symbology, verticality, abbreviation, links, ideas rather than words.
3-502	Symbology, verticality, shift, abbreviation, links, ideas rather than words.

Source: Created by authors.

**Table 6. PERCENTAGES OF USE OF TECHNIQUES IN LEVEL 502**

Abbreviation	100%
Verticality	100%
Symbology	100%
Ideas rather than words	100%
Links	100%
Shift	33.33%

Negation	0%
Emphasis	0%

Source: Created by authors.

**Table 7. OVERALL TOTAL**

TECHNIQUES	TIMES USED
SYMBOLOLOGY	22
ABBREVIATION	33
LINKS	12
VERTICALITY	24
SHIFT	4
IDEAS RATHER THAN WORDS	16
NEGATION	6
EMPHASIS	0

Source: Created by authors.

**Table 8. COMPARATIVE TABLE OF PERCENTAGES OF USE OF TECHNIQUES**

Techniques	LEVEL 302	LEVEL 402	LEVEL 502
Abbreviation	92.86%	94.44%	100%

Verticality	57.14%	72.22.%	100%
Symbology	50%	66.67%	100%
Ideas rather than words	35.71%	44.44%	100%
Links	35.71%	22.22%	100%
Shift	0%	16.67%	33.33%
Negation	14.29%	22.22%	0%
Emphasis	0%	0%	0%

Source: Created by authors.

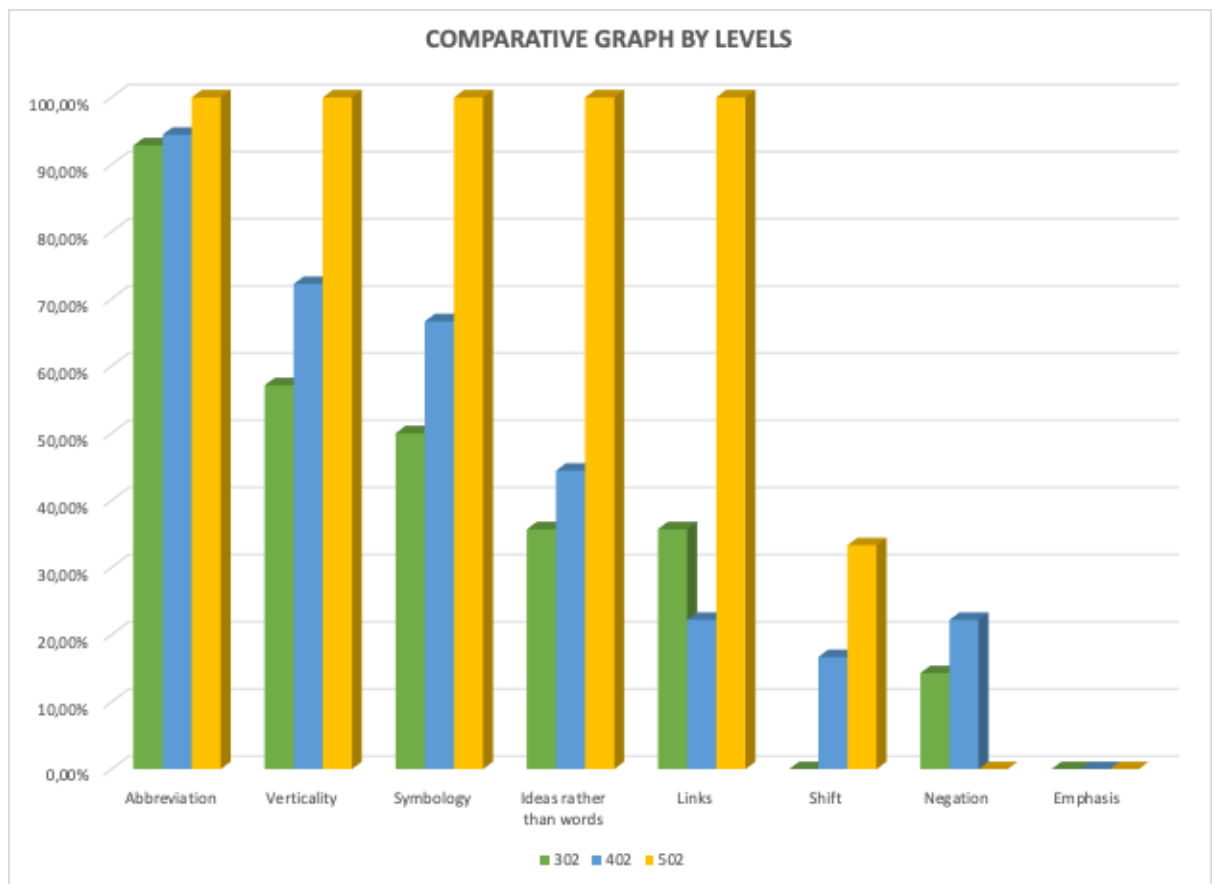
In level 302, it can be seen that most samples have used or know about note-taking techniques, with almost every participant using the “Abbreviations” technique, except for sample 2-302 (see Annex 3b), which only used verticality and also, every sample from this level did not use the emphasis technique. Some samples show more combinations of different techniques and different grades of skills on note-taking, this is interesting considering how these samples can show the experience of every participant as this variation could mean the different grades of ability or knowledge on note-taking by the participants, with every sample having at least one technique used.

For level 402, the results show once again the different levels of experience for every sample, it is more notorious how some participants are used to note-taking as a way of interpreting and those that are not accustomed or that do not use these techniques at all. For example, in the case of sample 6-402 (see Annex 4f), no techniques were utilized; the participant simply wrote down everything without implementing any specific technique, resulting in the loss of a majority of the content conveyed during the intervention. It can also be seen that the use of “Abbreviation”, “Symbology”, “Noting ideas rather than

words” and “Verticality” as the main techniques used and, once again, no sample used the emphasis technique.

For level 502, was the smallest group sample, but it is the most advanced of the three levels in terms of participants’ ability to employ a more diverse range of techniques compared to the other levels. However, once again, not a single sample used the “Emphasis” technique and only one sample used “Shift” and “Verticality” techniques, but both samples 1-502 and 2-502 (see Annex 5a and 5b) only used “Verticality”.

**Graph 4. COMPARATIVE GRAPH BY LEVELS - USE OF TECHNIQUES**



Source: Created by authors.

Generally speaking, as Graph 4 shows, there is a growing tendency about the use of certain techniques as the level goes up. In the lower levels, probably due to a lack of experience

and practice, the students tend to focus on one or two note-taking techniques such as “Symbology” or “Abbreviation”. As for the “Links” technique, level 302 shows a higher level of use than level 402. In relation to “Abbreviation”, “Verticality”, “Symbology” and “Ideas rather than words”, it is possible to identify the use from all the students in level 502, in comparison to the rest of levels, where the following percentages of use belong to level 402 and the lowest in level 302. This trend changes with the “Links” technique, where level 302 is higher than 402, with a 22.22% in level 402 and 35.71% in 302. As for the “Shift” technique, it is noticed that it is less used than the other techniques mentioned by all levels with a 33.33% of use in level 502, 16.67% in 402 and 0% in 302. Finally, none of levels used the technique “Emphasis”, maybe because the students focus on writing down the content of the message given rather than focusing in how it is expressed, as “Emphasis”, according to Rozan (1956) is one of the principal elements used in any speech, it is mostly focused on emphasizing important ideas that are being verbally expressed, which is probably not the main focus in students at the moment of taking notes.

**Table 9. LANGUAGE USED IN NOTE-TAKING BY LEVEL**

Levels	Spanish	English	Bilingual
302	21.43%	50%	28.57%
402	44.44%	22.22%	33.33%
502	0%	100%	0%

Source: Created by authors.

This table shows the languages used by the participants in the note-taking interventions, in level 302 there were 14 samples, in which 7 out of 14 participants chose to use English as their main language, followed by 4 samples that used both Spanish and English as their note-taking language and at last only 3 samples used Spanish as their chosen language. In level 402 there were 18 samples, in which Spanish was the main language chosen with 8 out of 18 samples, 6 were bilingual and only 4 were in English. At last, level 502 used English as their main and only language. This shows a variety in the language choices and

can help to determine how students choose how to take notes in a comfortable way for them. It is also noticed the same language choice tendencies that Rozan (1956) and Roe (2017) stated in their works, this being that the language choice correlates to the comfort an interpreter feels while noting in one or another language.

Most students used a combination of English and Spanish, this clearly shows that students would rather use “bilingual noting” over nothing in just one language, going against Gillies’ (2019) principle of sticking to one language while noting. This is also a factor that can affect how students approach an intervention, whether they choose English, Spanish or use both languages. This could show how comfortable they are when note-taking and can also affect which techniques they decide to use, as some techniques are more easy to implement than others in a specific language, this follows the guidelines stated by Seleskovitch (1975) on language selection for note-taking, as she recommends that interpreters choose to use the target language to avoid writing too fast and doing an anticipated reflection.

#### **4.2.2. Survey results**

The second source of data for the research came from a survey sent to 40 students of levels 302, 402 and 502 of the degree that were asked to answer a series of multiple-choice questions and short text answers, in which 25 people agreed to participate and allow their data to be used for this study. The average age of the 25 participants was 23, from the 25 participants, 16 are women and 9 are men and 6 participants are from level 302, 14 students from level 402 and 5 of level 502. The survey contained 10 questions with a qualitative and quantitative approach, all in relation to techniques proposed by Rozan’s seven principles, which are known to the students by the content reviewed in class.

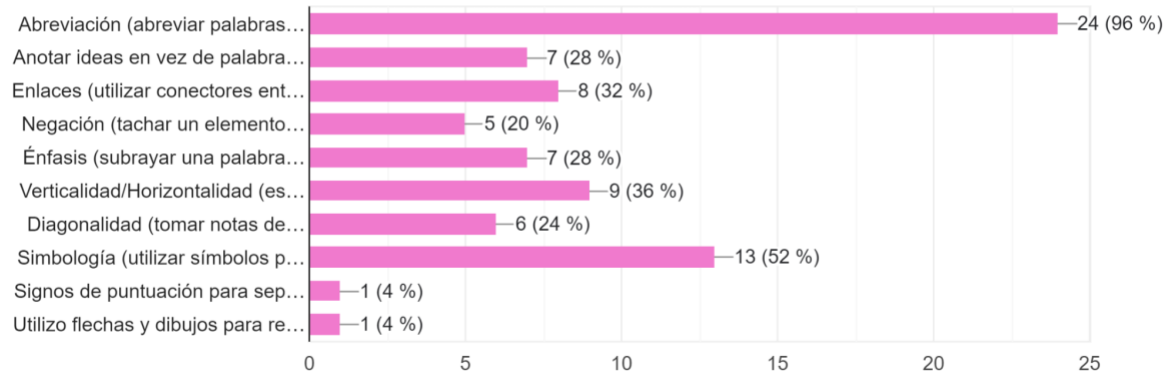
The first question was: Of the following note-taking techniques in consecutive interpreting, which one do you use? Choose one or more. Every option had a brief explanation of the techniques for guiding the students, and the results are shown below.

## Graph 5. MOST USED TECHNIQUES BY STUDENTS

De las siguientes estrategias de toma de notas en interpretación consecutiva, ¿Cuáles utilizas?

Elige una o más.

25 respuestas



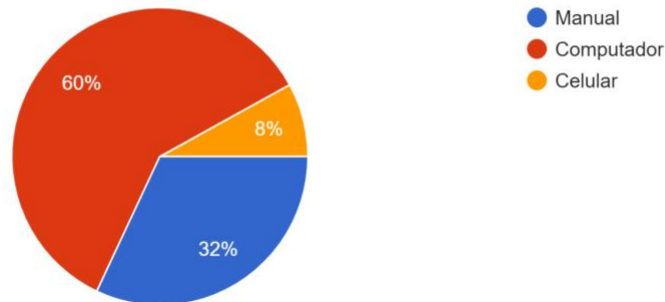
Source: Google Forms.

As Graph 5 shows, most of the students claim to use “Abbreviation” with 96%, followed by “Symbology” with 52%, “Verticality” with 36%, “Links” 32%, “Ideas rather than words” and “Emphasis” tied with 28%, then “Shift” 24%, “Negation” with 20% and, finally, 2 students selected the option “other”, corresponding to an 8%, however, the two responses corresponding to that 8% are related to “Symbology”, since they claimed to use arrows, draws and punctuation marks, making the category “Symbology” a total of 60%.

Then, the students were asked what resources they use to take notes, with three alternatives: manual, computer, or cellphone, which are the most seen resources during the practices.

## Graph 6. RESOURCE USED BY STUDENTS TO TAKE NOTES

¿Cuál es el recurso que utilizas en la toma de notas en la interpretación consecutiva?  
25 respuestas



Source: Google Forms.

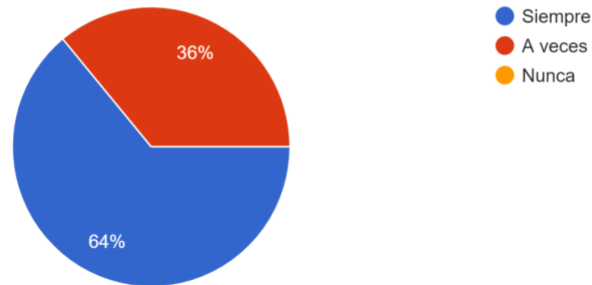
The results in Graph 6 indicate that 60% of the students use computers, followed by 32% of the students that take notes manually and, finally, the least used is cell phone with 8%. These results can explain how some techniques were more effective for students when they took notes and also how some techniques did not get used at all.

From questions 3 to 10 the students were asked about the frequency of use of every technique with three alternatives: always, sometimes, and never. The students were also asked to justify their response, this is part of the qualitative approach from this investigation and will serve to analyze the content of the note-taking interventions and also how the participants feel and work with the different techniques and resources to take notes. The analysis units used for the qualitative analysis of each technique were based on the most repeated terms among the responses of the subjects for the answers.

## Graph 7. FREQUENCY OF USE OF ABBREVIATION

Abreviación. (abreviar palabras) ¿Con qué frecuencia utiliza la estrategia de Abreviación en su toma de notas en la interpretación consecutiva?

25 respuestas



Source: Google Forms.

As for “Abbreviation”, 64% of the students indicated that they always use it, followed by 36% who claim to use it sometimes and a 0% that never use it.

The results show how this technique is the most used across all the research, with every participant having used it at least once, making it also the most common. By analyzing the participant’s answers, it was concluded that the reason behind its frequency of use was due to an increase of the fluency and the agility to write down notes, according to 16 of the participants.

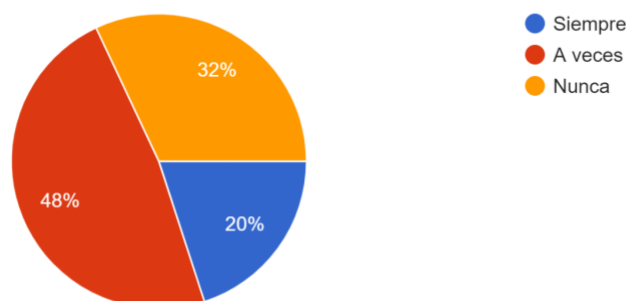
The second most frequent reason why using this technique is its simpleness and understandable nature, as it can be observed in samples S6, S7, S9, S17, S18, S20, S23 and S24 (see Annex 6a). While other techniques may seem complex at first sight, “Abbreviation” tends to be the easiest to understand and to be applied successfully for the participants, some of them even highlighted the comfort they feel while using this technique, as it was the case for samples S10, S13, S20, S22 and S23 (see Annex 6a).

“Abbreviation” is the most used technique among the seven principles proposed by Rozan (1956), although this does not mean that students do not struggle with them. As it can be

seen in the answers of the samples S15, S16 and S25 (see Annex 6a), where they state that they sometimes have trouble finding the right abbreviation of words, often writing the whole word instead of its abbreviated form.

### **Graph 8. FREQUENCY OF USE OF IDEAS RATHER THAN WORDS**

Anotar ideas en vez de palabras. (escribir la idea del orador y no todas las palabras) ¿Con qué frecuencia utiliza la estrategia de Anotar ideas en ...su toma de notas en la interpretación consecutiva?  
25 respuestas



Source: Google Forms.

In the case of Ideas rather than words, only 20% say that they use it always, 46% claim to use it sometimes and 32% never use it.

It can be observed that from eight of the students that have never used this technique, three of them (S8, S12 and S17, Annex 6b) explained that the reasoning behind their answer is because of the fear of missing information, while the other four students stopped using it because they missed information too often.

The remaining student (S25, Annex 6b) that has never used this technique simply states that they had never thought about it before, which shows that, as intuitive as it seems for an interpreter to not follow the speech literally during the note-taking process, it can be difficult for beginner interpreters to come up with this technique on their own without knowing its existence beforehand. The previous fact visualizes the necessity to incorporate note-taking studies into the curriculum earlier while coursing the degree, in order to

familiarize students with the wide variety of techniques proposed by many of the authors previously mentioned in the research.

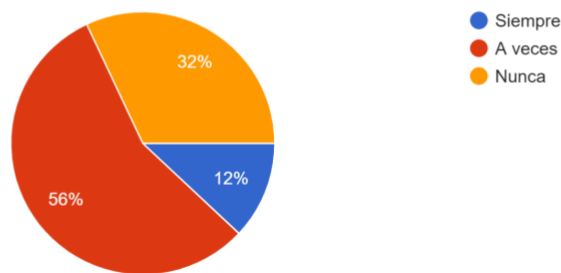
As for the 12 participants that have used this technique sometimes, there exists a tendency to use it on shorter interventions with least content, as shown by participants S3, S18 and S20 (see Annex 6b). Other participants rather not use it the whole time due to its inconsistency in maintaining information, or again, the fear of information slipping away from them, as was the case for participants S1, S4, S13 and S24 (see Annex 6b).

On the contrary, the participants that have used this technique always have all argued that its capacity to maintain the message accurately is what makes it a crucial technique for their note-taking process, while participants S7, S16, S18, and S20 (see Annex 6b) highlighted the time saving aspect of the technique, thus further supporting the economy principle proposed by Rozan (1956).

### Graph 9. FREQUENCY OF USE OF LINKS

Enlaces. (utilizar conectores entre ideas) ¿Con qué frecuencia utiliza la estrategia de Enlaces en su toma de notas en la interpretación consecutiva?

25 respuestas



Source: Google Forms.

As for “Links”, 12% of the students always use it, 56% use it sometimes and 32% never use it. It is not a very used technique, given that most of the answers from the survey suggest that they are not familiar with this technique. Out of the 25 samples, only 3 participants answered that they always use it, as two participants argued that time

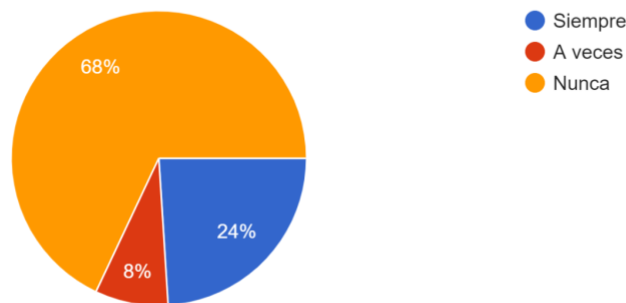
efficiency was the key factor while participant S1 (see Annex 6c) said that it helped them with their fluency during interpreting.

On the other hand, 14 participants use “Links” sometimes, the main reasons are a lack of familiarity with the technique: 3 participants stated to choose other techniques such as “Symbology”, 5 affirmed that they have different methods for linking the information given during consecutive interpreting and 6 considered that they were not accustomed to using or did not remember to use it. Finally, 6 participants claimed to never use it, 4 of them said that they did not remember it or did not know this technique, and the rest did not give a justification.

### Graph 10. FREQUENCY OF USE OF NEGATION

Negación. (tachar un elemento para denotar una oración negativa) ¿Con qué frecuencia utiliza la estrategia de Negación en su toma de notas en la interpretación consecutiva?

25 respuestas



Source: Google Forms.

In the case of the “Negation” technique, 24% of the students always use the technique, 8% use it sometimes and 68% never use it, meaning that out of the 25 subjects, 6 always use “Negation”, 2 students said that they use it sometimes and 17 subjects claimed that they never use “Negation” which makes it one of the least used techniques, most students chose not to use it mainly because the device that they use does not allow them to use the technique properly, for example, subject S5 (see Annex 6d) claimed that it was hard use this technique without losing time because of their note-taking device as they use a

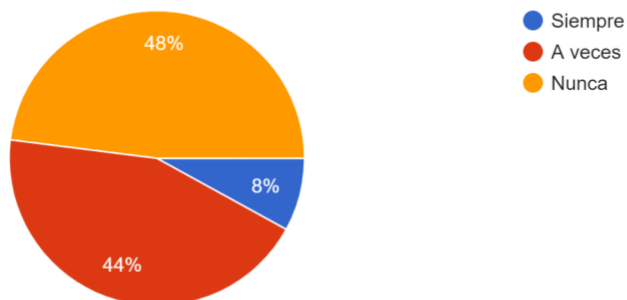
computer, similar answer as S15 (see Annex 6d) that uses their cell phone and stated that they rather write the word “No” between parenthesis as its equivalent to this technique.

Other arguments given by the subjects to not use “Negation” are time efficiency and confusion when interpreting, while some subjects simply said that they do not use it like S3, S6, S8, S12, S18, S19 and S20 (see Annex 6d). For the 2 subjects that sometimes use “Negation”, they stated that they rather choose to use other techniques such as “Symbology”, and those that always use “Negation” claimed that it was easier to use this technique because of time efficiency and the simplicity of the comprehension of technique during interpreting, specifically S25, S24 and S14, as for S10 and S17 (see Annex 6d) it was a matter of familiarity and comfort.

### Graph 11. FREQUENCY OF USE OF EMPHASIS

Énfasis. (subrayar una palabra o idea importante) ¿Con qué frecuencia utiliza la estrategia de Énfasis en su toma de notas en la interpretación consecutiva?

25 respuestas



Source: Google Forms.

In the case of “Emphasis”, only 8% of students claim to use it always, while 44% sometimes and 48% never.

For this technique, subjects S3, S10, S14, S20, S22, S24 (see Annex 6e) claim to have used it because it helps them not to forget an important idea by the moment of having to reproduce it orally. It also helps to save time by just underlining a word instead of using

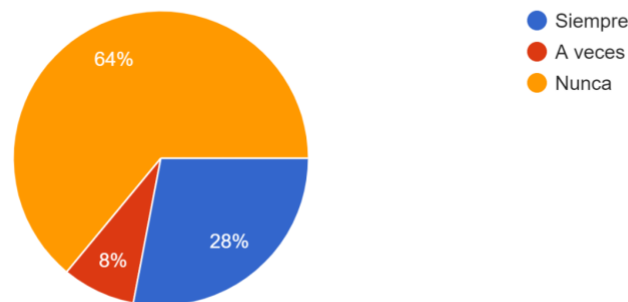
capital letters. This analysis can only be applied to theirs who take notes with pen in pencil, because as subjects S1, S2, S4, S8, S9, S19 and S23 (see Annex 6e) say, it is practically impossible for them to use it as they take notes with an electronic device such as cellphone or a computer. In this case, the use of this technique results to be a disadvantage for the purpose of saving time, so they just choose not to use it.

For subjects S7, S11, S13, S15 and S21 (see Annex 6e), they do not apply the use of this technique because they claim to have a better option with the same purpose, replacing it with the use of “Symbology”, capital letters, or separating a word from another; all of the mentioned techniques helping them personally to save time and remembering important information.

### Graph 12. FREQUENCY OF USE OF VERTICALITY

Verticalidad. (escribir en dirección vertical u horizontal) ¿Con qué frecuencia utiliza la estrategia de Verticalidad en su toma de notas en la interpretación consecutiva?

25 respuestas



Source: Google Forms.

Meanwhile “Verticality”, 28% of students claimed to always use it, 8% use it sometimes and 64% never use it.

In terms of the justification given by the students, many of the aspects mentioned were related to organization, comfort, familiarity with the technique, the resources they use to take notes, the speed at which they take them and the preference between this style or

“Shift”, which is a sort of opposite technique to “Verticality”, since both are related to the positioning of the notes.

In terms of organization, 3 students indicated that it is a very helpful technique for them (S1, S17, S21, Annex 6f), two of them use computers and one manual note-taking. On the other hand, two people pointed out that it is not helpful for their organization (S16, S24, Annex 6f), for reasons related to a loss of their ideas because of the manner the information is written, in this case, one takes manual notes and the other with a computer.

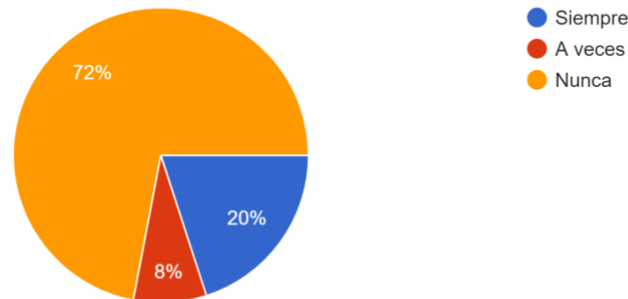
Another repeated term was “comfort”, since three students said that their lack of use of this technique is because it is uncomfortable for them (S2, S3, S10, Annex 6f), and only one claimed that it was comfortable (S23, Annex 6f), without further explanation. It is important to mention that the first group is conformed by two people that use computers and one manual note-taking, meanwhile the one that feels comfortable with this technique takes notes with the computer.

Some other students pointed out their lack of familiarity with this technique, six of them talked about never trying to use it (S6, S8, S9, S18, S19, Annex 6f), one of them, which takes notes with a cellphone, because of a feeling of later not being able to read their notes properly or get confused by this organization. In contrast, two people declared that they are used to this technique (S20, S25, Annex 6f), it is easy to apply and they remembered to have studied during their classes.

Another factor mentioned by participants is the speed of their note-taking. In this case, S14 (see Annex 6f), who takes notes with the computer, stated that when there is a need to switch to manual note-taking, it uses “Shift”, because with “Verticality” the process feels slower. In the same way, S11 (see Annex 6f), who takes notes manually, also declared to use “Shift” before “Verticality”, without further explanation, but it is clear that, as they are opposite note-taking techniques about the position of the same, the preference for one is the opposite of the other.

### Graph 13. FREQUENCY OF USE OF SHIFT

Diagonalidad. (tomar notas de manera diagonal con el fin de organizar ideas principales y secundarias) ¿Con qué frecuencia utiliza la estrate...u toma de notas en la interpretación consecutiva?  
25 respuestas



Source: Google Forms.

As for “Shift” technique, 20% of students use it always, 8% sometimes and 72% never, being the least used technique by the students who participated in the survey.

The justifications given also involved different aspects, where the more mentioned topics were organization, comfort of use, relation to the note-taking resource, familiarity with the technique, speed of note-taking and effectiveness.

In the case of organization, four students (S2, S9, S21 and S24, Annex 6g) said how helpful this technique is for them, all of them using manual note-taking. Their reasons were because they can separate the ideas clearly and also because it is helpful to organize the symbology that way. In contrast, S16 (see Annex 6g), who takes notes with the computer, mentioned the efforts made to try this technique but got lost at the moment to orally express the information, since the organization does not work for them.

The comfort at the moment of use is one of the recurring aspects among the students; five of them mentioned it (S7, S10, S15, S17, S20, Annex 6g). Although they all use different resources for note-taking, they unanimously agree that this technique feels uncomfortable in some way. For instance, S7 (see Annex 6g) mentioned discomfort due to the size of

their handwriting, S15 (see Annex 6g), despite never having tried it, has a preconceived feeling that it is uncomfortable, and S20 (see Annex 6g) expressed concern that their ideas might get lost with this technique. The remaining students did not provide further explanation for their choice.

The relation to the note-taking resource was also mentioned somehow in the response of S11 (see Annex 6g), where the student claimed to only use this technique sometimes because of the space of the sheet that runs out very quickly, which is related to their manual note-taking.

The familiarity with the technique is another aspect found mainly in the responses of 8 students (S1, S6, S8, S12, S18, S19, S22, S25, Annex 6g). Plenty of these students claimed to not practice this technique, without giving further explanation. In the case of S1 and S18, they say that they do not know it or that they have learned it effectively, while S22, even without trying it, has a feeling of getting confused at the moment of reading the notes.

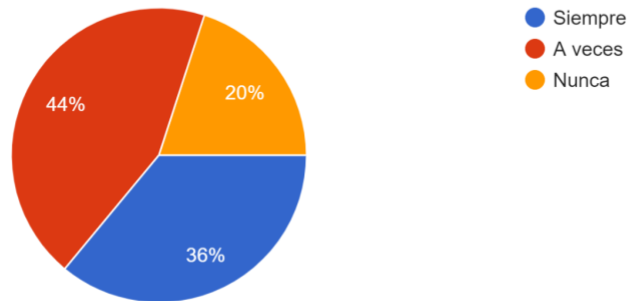
Another important aspect mentioned by S4, S14 and S23 (see Annex 6g) is the speed in the moment of taking notes, where S4 and S23 pointed out that it is a technique that takes too long, it is important to mention that S4 claimed to have not used it, nevertheless, thinks that it takes a lot of time both in manual note-taking and computer, while S23 refers only to the computer. In this case, it is common to think that this is because of the software used for note-taking in computers (for example Word or Notes) that already have a horizontal format. In contrast to S4 and S23, S14 explained that it has a feeling of being faster with this technique. It is noteworthy that this student takes notes using a computer.

Finally, another factor mentioned is the effectiveness of the techniques that the students perceive. In this case, S3 and S21(see Annex 6g) mention contrary ideas about it. On one side, S3 claimed it is not helpful, on the other, S21 explained that it is effective to separate ideas.

#### Graph 14. FREQUENCY OF USE OF SYMBOLOGY

Simbología (utilizar símbolos para representar palabras) ¿Con qué frecuencia utiliza la estrategia de Simbología en su toma de notas en la interpretación consecutiva?

25 respuestas



Source: Google Forms.

Finally, 36% of students indicate using “Symbology” always, 44% sometimes and 20% never.

This, proving to be “Symbology” the second most used technique according to the results obtained, is considered to be one of the fastest and more efficient methods when it comes to saving time by not writing long words or concepts.

Even if the tool of choice of the student is different for the process of note-taking, most of them agree saying that it is easier for remembering things that are often repeated in the speech. According to S21 (see Annex 6h), it is even easier for them because of the naturality of having a visual memory so the “drawings” in the writing can help to save time by remembering words or concepts by their corresponding symbols.

Moreover, some of the students such as S1, S8, S13, S17 (see Annex 6h) associates the lack of their personal use of this technique by the fact that none of them takes notes using pen and paper, so it takes longer to find the correct symbol for an idea in the keyboard thus making them forget it by the time they have to repeat it orally.

Finally, S22 (see Annex 6h) shows a lack of confidence by the time of taking notes with this technique because they forget the meanings of each symbol by the time they have to replay it. This probably being because the student has not properly become familiar with their own vocabulary due to a lack of practice.

## CHAPTER V: Discussion of the results

In order to discuss the results analyzed both in the first stage of the instrument and the second one, a comparison between the two parts was carried out to obtain different ideas about students' perceptions of their note-taking and the analysis of this research. Comparisons were made for each technique as follows:

After a detailed analysis of the data obtained in both samples (the interventions and the survey), it can be seen that there is a high tendency in the use of the “Abbreviation” technique having always a presence of more than 90% across all data analysis segments of this research. This probably being because of the general knowledge about this method, which gives almost every student the opportunity to use it without actually having an extensive experience with the application of it, making “Abbreviation” the most common and intuitive technique according to participants’ notes and answers portrayed by the survey. However, even though more than 90% of all the participants used some sort of abbreviation, they did it without following “the rule of thumb” created by Rozan, which is considered one of the basic rules in Western Europe (Gillies, 2019), denoting that, even if this technique is the most used, there is still room for improvement for students that are not using this technique properly.

As for the “Ideas rather than words” technique, it could be observed that in the note-taking samples gathered students showed a procedural increase on the use of this technique. While in level 301, 35.71% (or 5) of the students applied said technique successfully, in level 402 there was a slight increase on its use frequency, being utilized by 44.44% (or 8) of the students. Regardless of this increase, the number of students performing this technique still is less than half, which in addition to the number of words present throughout students’ notes, shows how they are more focused on writing down the words rather than the idea, going against Rozan’s (1956) suggestions. On the other hand, students from level 502 show remarkable signs to note the idea rather than the exact same words orally expressed by the speaker, being used by 100% (or 3) of the students. This fact directly correlates to the presence of the subject *Notación* (Notation) being added in the

last year of the Bachelor's degree. Seeing as how interpreting practices start at level 302, it seems illogic to add such an important subject this late due to its crucial importance during the formation of an interpreter's note-taking process. At the survey stage of the research, it was also possible to observe that, many of the students applied this technique just in situational interventions, while many others have never used it or gave up using it because of the fear of missing too much information. It is worth highlighting one specific participant of the survey who stated that they had never even thought about this technique before, which further supports the early implementation of a notation subject in the Bachelor's degree.

Taking into account the lack of use of the "Emphasis" technique in the interventions, it can be directly related to the fact that in the note-taking activity it was pointed out that it was not necessary the oral reproduction of the message, not following the recommendations of the use of this technique by Matyssek (1989), where he chooses to underline to highlight the importance of an idea. So, this is a possible indicator of the "factors around technique selection" that the students face in the process of note-taking, leaving this technique aside if there are no worries about the subsequent oral delivery of the message. The analysis for this technique is very intuitive. First, it was detected in the survey that 6 out of 25 students claimed to use this technique because it is "easy and efficient" and it helps them to remember the importance of an idea by the moment of having to verbally express it. However, in the interventions it was not observed any use of this technique reaching a rate of use of the 0% percent in every level. This probably being because in the activity the students were told specifically that they would not have to reproduce the message orally, so if there is no worries about giving the right message well expressed, why pay attention to the emphasis of the speech?

When analyzing the results involved in the "Negation" technique, both in the first and second stage of the instrument show that "Negation" is one of the least used techniques among students. In the case of the first stage, where the students had to take notes, it is interesting to note that among the three levels, the higher level 502 was the one which did not use it at all, however, this was because of the characteristics of the intervention that

did not have any negative sentence. On the other hand, level 402 did have a negative sentence and in this case, it was the level that used it the most. In the case of the survey, the tendency was to never use it, which indicates that even despite the characteristics of the interventions. the students claim to not use it much anyway, because of reasons of efficiency but mainly to avoid confusion.

The most difficult and important part of any speech consists in the links between ideas. As Jean Herbert (1952) stated in his work, “the sequence of ideas and the relation between successive ideas are one of the most important things to note and one of the most difficult”. For “Links”, the higher level 502 once again shows a larger knowledge of the technique while level 402 shows the lowest use of it. The results of the survey shows that most of the responses of the participants have a low familiarity with this technique and they are not accustomed to applying it. This reveals the differences between the students that had the subject *Notación* (Notation) and those that did not.

In relation to “Verticality”, which is a part of the note-taking method declared by Matyssek (1989), it is possible to see that students in the first note-taking activity have a high percentage of total use (24 students out of 35 used it), however, the survey respondents stated that they did not use it much. Most of those who reported using it belonged to level 402 and 502, which are the highest levels. This can show that many students probably use it but are not aware of it, while students at higher levels know that they use this technique consciously. This could create difficulties for students in interpretation, as recognizing the technique is important. As emphasized by Gillies (2019), understanding the technique is essential as it aids students in organizing the significance of various elements within an idea.

In the case of “Shift”, a technique in which the interpreter chooses to gradually shift the notes to the right as the speech goes on, this, according to Matyssek (1989) can help to organize the information depending on its importance. However, this is the technique that the survey respondents most stated that they never use, which is consistent with the results of the note-taking activity, since it does have low percentages of use at each level, being

the least used at level 302 together with “Emphasis”, the second least used at level 402 after “Emphasis” and the third least used at level 502 after “Emphasis” and “Negation”. Regardless of its low level of use, students at level 502 are the ones who use it the most and, at the same time, the ones who take notes manually on a regular basis, which may give us information that this technique helps better the organization of the students that use this resource. Another important aspect is that students in level 502 have already taken the subject *Notación* (Notation), where they must take notes manually, unlike the lower levels that have not been required to try the manual note-taking, this also have to do with the efforts of the students of trying this technique, since also many claimed to have a low familiarity with it. The use of devices like cell phones or computers is also a factor of the low use of this technique, since many students feel uncomfortable using it, probably because the default format of the software used for taking notes, such as Word or the notes app of the computers/smartphones. However, there are exceptions to this, as in the case of S14, who claims to be fast with this technique, even when their resource is a computer.

Then, the second most used technique according to the results obtained proves to be “Symbology”, considered to be one of the fastest and more efficient methods when it comes to saving time by not writing long words or concepts. This applies whether discussing the activities implemented in the classroom or in the survey. In the survey, according to subjects S2, S4, S5, S7, S9, S11, S12, S14, S15, S19, S20, S21, S24, S25 (see Annex 6h), this is because it is easier for them to have a personal symbol for each concept or word instead of having to write down the complete sentence word by word, all of this in order to improve the delivery of the message and giving a more fluent speech. This high tendency of use directly reflects on the application of this technique in the interventions, where across the three levels "Symbology" was always used from minimum half the students, reaching a 50% of use (7 students) in level 302, a 66.67% of use (12 students), and finally in level 502 it had a percentage of use of 100% (3 students) establishing the higher rate of use of this technique.

## CHAPTER VI: Conclusions

In conclusion, this research study has yielded valuable insights into the techniques employed by students in consecutive interpreting, particularly in the realm of note-taking influenced by Rozan's principles. Through the implementation of different sampling instruments; a series of note-taking interventions, an open survey sent to the students and the subsequent analysis of the results has helped to distinguish the techniques used and to understand their progress. The distinction of the different techniques used in consecutive interpreting has revealed the perspective of the students of the degree and their preferences according to note-taking, while the analysis of their note-taking has denoted their evolution and tendency.

The findings indicate that certain techniques, such as "Abbreviation" and "Symbology," are consistently favored, attributed to their ease of application when replaying the interpretation during language translation, while "Emphasis" and "Negation" appear as the least utilized techniques, with their complexity requiring a deeper understanding, suggesting a correlation between knowledge levels and technique adoption.

This exploration of technique preferences has unveiled vulnerabilities in the recently added Bachelor's degree program. Disparities in practice and experience among students highlight the need for program enhancements, addressing the introduction of notation subjects like *Notación* (Notation) in the early stages of the program and not in the final level, to ensure comprehensive training in note-taking techniques.

The study further identifies a wide range of factors influencing the technique selection and application with different tools, emphasizing the pivotal role of manual note-taking skills as this methodology does not face the same problems that can be encountered when using digital devices such as computers or cellphones. Among the reasons are comfort, reliance on technological devices, familiarity with the techniques and writing speed (which also involves aspects like language choice), are all integral components shaping the preferences of students, which are nowadays more used to technological devices and that

is one of the reasons for their selection in the techniques, since some are more applicable to the devices than others, just like the case of “Verticality” and “Shift”. This comfort also involves other aspects such as the language they choose for note-taking, as indicated by Roe (2017), and their speed in the moment of writing and in which language they are faster, as indicated by Gillies (2019).

The relevance of familiarity with techniques becomes clear, with many students adopting methods without a deep understanding, emphasizing the need for comprehensive teaching and practice, most students know the techniques but have not been given the opportunity to specifically put them into practice, since they have been confronted with interpreting and the approach involves many aspects, such as understanding the speech, the documentation, and oral expression features as is indicated by Gillies (2019), leaving behind the deep knowledge and practice of these techniques. Because of this, many students adopted the note-taking technique without even noticing they were doing it. It is important to highlight how useful it would be for students to be aware of the technique they are using, in order to make the best use of it.

Furthermore, the personalized nature of note-taking methods underscores the individualized process of technique adoption and application, aligning with the insights of Roe (2017). As students advance in their studies, Rozan's techniques become more apparent, reflecting a higher level of expertise. It is worth noticing the transition from extensive note-taking in earlier levels to a more strategic approach in higher levels, which follows the guidelines of Matyssek (1989) who recommends to write down “contents, no words”, this can be seen by students as they use a variety of techniques and writing down less information than the first levels, which shows they can rely on their notes and remember more information.

The study's general conclusion highlights the effectiveness of raising students' awareness of note-taking techniques, emphasizing their role in consecutive interpreting. The incorporation of a class specifically dedicated to manual note-taking in earlier stages of the degree would be more beneficial, empowering students to employ a variety of

techniques strategically and enhancing their overall proficiency in consecutive interpreting. These findings contribute not only to academic understanding but also help to reveal the practical implications for curriculum refinement and instructional strategies in the field of Translation and Interpretation.

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## Annexes

### 1. Annex 1. Validation of the Instrument

#### 1a. Professor Daniela Aburto

Validación de instrumento de recogida de datos

El presente documento presenta el instrumento de recogida de datos del estudio "The use of techniques in consecutive interpreting: the process of note-taking in Translation and Interpretation students" Las estrategias de toma de notas mencionadas en esta encuesta son los 7 principios propuestos por Jean-François Rozan en su obra "La prise de notes en interprétation consécutive" (1956), estos principios son: abreviación, anotar ideas en vez de palabras, enlaces, negación, énfasis, verticalidad y diagonalidad.

Los objetivos del estudio son:

**Objetivo principal:** *Analizar el uso de técnicas en el proceso de toma de notas en interpretación consecutiva en estudiantes de Traducción e Interpretación*

**Objetivos específicos:**

- *Distinguir las diferentes técnicas utilizadas en la interpretación consecutiva.*
- *Identificar las técnicas más y menos utilizadas en el proceso de toma de notas en interpretación consecutiva.*
- *Determinar los factores en torno a la selección de técnicas en el proceso de toma de notas en interpretación consecutiva.*
- *Comparar las notas de los estudiantes de Traducción e Interpretación según los distintos niveles de experiencia.*

Por favor, en la siguiente tabla evalúe cada pregunta según corresponda.

Pregunta	¿La pregunta es adecuada según los objetivos del estudio?	¿La pregunta está claramente redactada?
1. De las siguientes estrategias de toma de notas en interpretación consecutiva, ¿Cuáles utilizas? Elige una o más.  a. Abreviación (abreviar palabras en 3 o 4 letras) b. Anotar ideas en vez de palabras (escribir la idea del orador y no todas las palabras) c. Enlaces (utilizar conectores entre ideas) d. Negación (colocar "no" para denotar una oración negativa) e. Énfasis (subrayar una palabra o idea importante) f. Verticalidad (escribir en dirección vertical u horizontal)	Sí <input checked="" type="checkbox"/> No <input type="checkbox"/>	Sí <input checked="" type="checkbox"/> No <input type="checkbox"/>

<p>g. Diagonalidad (trazar una línea para identificar un segmento que se repita durante el discurso)</p>		
<p>2. ¿Cuál es el recurso que utilizas en la toma de notas en la interpretación consecutiva?</p> <p>a. Manual b. Computador c. Celular d. Otro</p> <p>Sí respondió "Otro", ¿Cuál? _____</p>	<p>Sí <input checked="" type="checkbox"/> No _____</p>	<p>Sí <input checked="" type="checkbox"/> No _____</p>
<p>3. <b>Abreviación.</b> ¿Con qué frecuencia utiliza la estrategia de <b>Abreviación</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p> <p>¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</p>	<p>Sí <input checked="" type="checkbox"/> No _____</p>	<p>Sí <input checked="" type="checkbox"/> No _____</p>
<p>4. <b>Anotar ideas en vez de palabras.</b> ¿Con qué frecuencia utiliza la estrategia de <b>Anotar ideas en vez de palabras</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p> <p>¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</p>	<p>Sí <input checked="" type="checkbox"/> No _____</p>	<p>Sí <input checked="" type="checkbox"/> No _____</p>
<p>5. <b>Enlaces.</b> ¿Con qué frecuencia utiliza la estrategia de <b>Enlaces</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p> <p>¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</p>	<p>Sí <input checked="" type="checkbox"/> No _____</p>	<p>Sí <input checked="" type="checkbox"/> No _____</p>
<p>6. <b>Negación.</b> ¿Con qué frecuencia utiliza la estrategia de <b>Negación</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p>	<p>Sí <input checked="" type="checkbox"/> No _____</p>	<p>Sí <input checked="" type="checkbox"/> No _____</p>

¿Cuáles son los motivos de tu respuesta a la pregunta anterior?		
<p>7. <b>Énfasis.</b> ¿Con qué frecuencia utiliza la estrategia de <b>Énfasis</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre    A veces    Nunca</p> <p>¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>8. <b>Verticalidad</b> ¿Con qué frecuencia utiliza la estrategia de <b>Verticalidad</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre    A veces    Nunca</p> <p>¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>9. <b>Diagonalidad</b> ¿Con qué frecuencia utiliza la estrategia de <b>Diagonalidad</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre    A veces    Nunca</p> <ul style="list-style-type: none"> <li>• ¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</li> </ul>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>10. ¿Cómo ha sido tu experiencia con las distintas estrategias en la toma de nota en interpretación consecutiva?</p>	<p>Si <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>

Observaciones (de ser necesario):

La pregunta 10 se podría delimitar mejor.  
Las respuestas pueden ser muy amplias.

Nombre de experto validador: Daniela Aburfo

Fecha de validación: 15/09/2023

Firma de experto validador:



## 1b. Professor Cristian Guerra

### Validación de instrumento de recogida de datos

El presente documento presenta el instrumento de recogida de datos del estudio *"The use of techniques in consecutive interpreting: the process of note-taking in Translation and Interpretation students"* Las estrategias de toma de notas mencionadas en esta encuesta son los 7 principios propuestos por Jean-François Rozan en su obra *"La prise de notes en interprétation consécutive"* (1956), estos principios son: abreviación, anotar ideas en vez de palabras, enlaces, negación, énfasis, verticalidad y diagonalidad.

Los objetivos del estudio son:

**Objetivo principal:** *Analizar el uso de técnicas en el proceso de toma de notas en interpretación consecutiva en estudiantes de Traducción e Interpretación*

**Objetivos específicos:**

- *Distinguir las diferentes técnicas utilizadas en la interpretación consecutiva.*
- *Identificar las técnicas más y menos utilizadas en el proceso de toma de notas en interpretación consecutiva.*
- *Determinar los factores en torno a la selección de técnicas en el proceso de toma de notas en interpretación consecutiva.*
- *Comparar las notas de los estudiantes de Traducción e Interpretación según los distintos niveles de experiencia.*

Por favor, en la siguiente tabla evalúe cada pregunta según corresponda.

Pregunta	¿La pregunta es adecuada según los objetivos del estudio?	¿La pregunta está claramente redactada?
1. De las siguientes estrategias de toma de notas en interpretación consecutiva, ¿Cuáles utilizas? Elige una o más. <ol style="list-style-type: none"> <li>a. Abreviación (abreviar palabras en 3 o 4 letras)</li> <li>b. Anotar ideas en vez de palabras (escribir la idea del orador y no todas las palabras)</li> <li>c. Enlaces (utilizar conectores entre ideas)</li> <li>d. Negación (colocar "no" para denotar una oración negativa)</li> <li>e. Énfasis (subrayar una palabra o idea importante)</li> <li>f. Verticalidad (escribir en dirección vertical u horizontal)</li> </ol>	Sí <input checked="" type="checkbox"/> No <input type="checkbox"/>	Sí <input checked="" type="checkbox"/> No <input type="checkbox"/>

<p>g. <b>Diagonalidad</b> (trazar una línea para identificar un segmento que se repita durante el discurso)</p>		
<p>2. ¿Cuál es el recurso que utilizas en la toma de notas en la interpretación consecutiva?</p> <p>a. Manual b. Computador c. Celular d. Otro</p> <p>Si respondió "Otro", ¿Cuál? _____</p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>3. <b>Abreviación.</b> ¿Con qué frecuencia utiliza la estrategia de <b>Abreviación</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p> <p>¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>4. <b>Anotar ideas en vez de palabras.</b> ¿Con qué frecuencia utiliza la estrategia de <b>Anotar ideas en vez de palabras</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p> <p>¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>5. <b>Enlaces.</b> ¿Con qué frecuencia utiliza la estrategia de <b>Enlaces</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p> <p>¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>6. <b>Negación.</b> ¿Con qué frecuencia utiliza la estrategia de <b>Negación</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>

¿Cuáles son los motivos de tu respuesta a la pregunta anterior?		
<p>7. <b>Énfasis.</b> ¿Con qué frecuencia utiliza la estrategia de <b>Énfasis</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
¿Cuáles son los motivos de tu respuesta a la pregunta anterior?		
<p>8. <b>Verticalidad</b> ¿Con qué frecuencia utiliza la estrategia de <b>Verticalidad</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
¿Cuáles son los motivos de tu respuesta a la pregunta anterior?		
<p>9. <b>Diagonalidad</b> ¿Con qué frecuencia utiliza la estrategia de <b>Diagonalidad</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p> <p>• ¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
¿Cuáles son los motivos de tu respuesta a la pregunta anterior?		
<p>10. ¿Cómo ha sido tu experiencia con las distintas estrategias en la toma de nota en interpretación consecutiva?</p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Si <input checked="" type="checkbox"/> No <input type="checkbox"/></p>

Observaciones (de ser necesario):

Nombre de experto validador: *Cristian Quintero*  
Fecha de validación: *22 de septiembre de 2023*  
Firma de experto validador: *Cristian*

## 1c. Professor Gisella Naranjo

### Validación de instrumento de recogida de datos

El presente documento presenta el instrumento de recogida de datos del estudio "The use of techniques in consecutive interpreting: the process of note-taking in Translation and Interpretation students" Las estrategias de toma de notas mencionadas en esta encuesta son los 7 principios propuestos por Jean-François Rozan en su obra "La prise de notes en interprétation consécutive" (1956), estos principios son: abreviación, anotar ideas en vez de palabras, enlaces, negación, énfasis, verticalidad y diagonalidad.

Los objetivos del estudio son:

**Objetivo principal:** Analizar el uso de técnicas en el proceso de toma de notas en interpretación consecutiva en estudiantes de Traducción e Interpretación.

**Objetivos específicos:**

- Distinguir las diferentes técnicas utilizadas en la interpretación consecutiva. →
- Identificar las técnicas más y menos utilizadas en el proceso de toma de notas en interpretación consecutiva.
- Determinar los factores en torno a la selección de técnicas en el proceso de toma de notas en interpretación consecutiva.
- Comparar las notas de los estudiantes de Traducción e Interpretación según los distintos niveles de experiencia.

*mirando...  
¿son lo mismo?*

Por favor, en la siguiente tabla evalúe cada pregunta según corresponda.

Pregunta	¿La pregunta es adecuada según los objetivos del estudio?	¿La pregunta está claramente redactada?
1. De las siguientes estrategias de toma de notas en interpretación consecutiva, ¿Cuáles utilizas? Elige una o más. <ul style="list-style-type: none"> <li>a. Abreviación (abreviar palabras en 3 o 4 letras)</li> <li>b. Anotar ideas en vez de palabras (escribir la idea del orador y no todas las palabras)</li> <li>c. Enlaces (utilizar conectores entre ideas)</li> <li>d. Negación (colocar "no" para denotar una oración negativa)</li> <li>e. Énfasis (subrayar una palabra o idea importante)</li> <li>f. Verticalidad (escribir en dirección vertical u horizontal)</li> </ul>	Sí <input checked="" type="checkbox"/> No <input type="checkbox"/>	Sí <input checked="" type="checkbox"/> No <input type="checkbox"/>

<p>g. Diagonalidad (trazar una línea para identificar un segmento que se repita durante el discurso)</p>		
<p>2. ¿Cuál es el recurso que utilizas en la toma de notas en la interpretación consecutiva?</p> <p>a. Manual b. Computador c. Celular d. Otro</p> <p>Sí respondió "Otro", ¿Cuál? _____</p>	<p>Sí _____ No _____</p> <p><i>Debería ser posible considerar el contexto de la situación</i></p>	<p>Sí _____ No _____</p> <p><i>Podría ser una u otra dependiendo de la acción.</i></p>
<p>3. <b>Abreviación.</b> ¿Con qué frecuencia utiliza la estrategia de <b>Abreviación</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p> <p>¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</p>	<p>Sí _____ No _____</p>	<p>Sí _____ No _____</p>
<p>4. <b>Anotar ideas en vez de palabras.</b> ¿Con qué frecuencia utiliza la estrategia de <b>Anotar ideas en vez de palabras</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p> <p>¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</p>	<p>Sí _____ No _____</p>	<p>Sí _____ No _____</p>
<p>5. <b>Enlaces.</b> ¿Con qué frecuencia utiliza la estrategia de <b>Enlaces</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p> <p>¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</p>	<p>Sí _____ No _____</p>	<p>Sí _____ No _____</p>
<p>6. <b>Negación.</b> ¿Con qué frecuencia <b>utiliza</b> la estrategia de <b>Negación</b> en su toma <b>de notas</b> en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p>	<p>Sí _____ No _____</p>	<p>Sí _____ No _____</p>

¿Cuáles son los motivos de tu respuesta a la pregunta anterior?		
<p>7. <b>Énfasis.</b> ¿Con qué frecuencia utiliza la estrategia de <b>Énfasis</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p> <p>¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</p>	Sí _____ No _____	Sí _____ No _____
<p>8. <b>Verticalidad</b> ¿Con qué frecuencia utiliza la estrategia de <b>Verticalidad</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p> <p>¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</p>	Sí _____ No _____	Sí _____ No _____
<p>9. <b>Diagonalidad</b> ¿Con qué frecuencia utiliza la estrategia de <b>Diagonalidad</b> en su toma de notas en la interpretación consecutiva?</p> <p>Siempre A veces Nunca</p> <ul style="list-style-type: none"> <li>• ¿Cuáles son los motivos de tu respuesta a la pregunta anterior?</li> </ul>	Sí _____ No _____	Sí _____ No _____
<p>10. ¿Cómo ha sido tu experiencia con las distintas estrategias en la toma de nota en interpretación consecutiva?</p>	Sí <input checked="" type="checkbox"/> No _____	Sí <input checked="" type="checkbox"/> No _____

Observaciones (de ser necesario):

De la 3 a la P ¿ los encuestados conocen a los técnicos referidos?

Nombre de experto validador: Gisella Narroja -Sarredra.

Fecha de validación: 12/09/23.

Firma de experto validador:



## **Annex 2. NOTE TAKING INTERVENTIONS - INSTRUMENT #1**

### **2a. LEVEL 302 - TOPIC: ANTHROPOLOGY**

Anthropology is the study of what it means to be human: from the study of culture and social relations, to human biology and evolution, to languages, to music, art and architecture, and to vestiges of human habitation. It considers such fascinating questions as how peoples' behavior changes over time, how people move about the world, why and how people from distant parts of the world and dissimilar cultures are different and the same, how the human species has evolved over millions of years, and how individuals understand and operate successfully in distinct cultural settings.

### **2b. LEVEL 402 - TOPIC: BLACK HOLES**

Astronomers have evidence that black holes are extremely common throughout the Universe. A supermassive black hole lies at the centre of almost every large galaxy, including the Milky Way, while some of the less massive black holes are thought to form when massive stars reach the end of their lives. Since these objects are black — they don't directly emit nor reflect light — therefore astronomers rely mostly on indirect observations to spot their presence and study them. For example, they can infer much about a black hole by tracking the movements of stars and gas around it.

### **2c. LEVEL 502 - TOPIC: PSYCHOLOGY**

Psychologists are devoted to understanding how someone thinks and behaves, and after years of collaborative research, the major schools of thought in psychology were born. There are seven schools in psychology: Structuralism, Functionalism, Gestalt Psychology, Behaviorism, Psychoanalysis, Humanism, and Cognitive Psychology. These "schools" are the perspectives of groups of experts who share common characteristics of opinion or outlook of a discipline, belief, social, cultural, or art movement. The seven schools of psychology offer various viewpoints needed to understand human life.

### Annex 3. NOTE-TAKING INTERVENTIONS - LEVEL 302

#### 3a. INTERVENTION #1

① Antro. estudio cultura. evd. musi. art. adapt. hum. change.  
→ ② culture. ≠ anal = . 1 entend. cultural establ.

#### 3b. INTERVENTION #2

① Antropo ... estudio  
Cultura  
Biología evolución  
MUSICA, ARQUITECTURA  
  
Como la gente se mueve  
  
Evolución especies millones de años

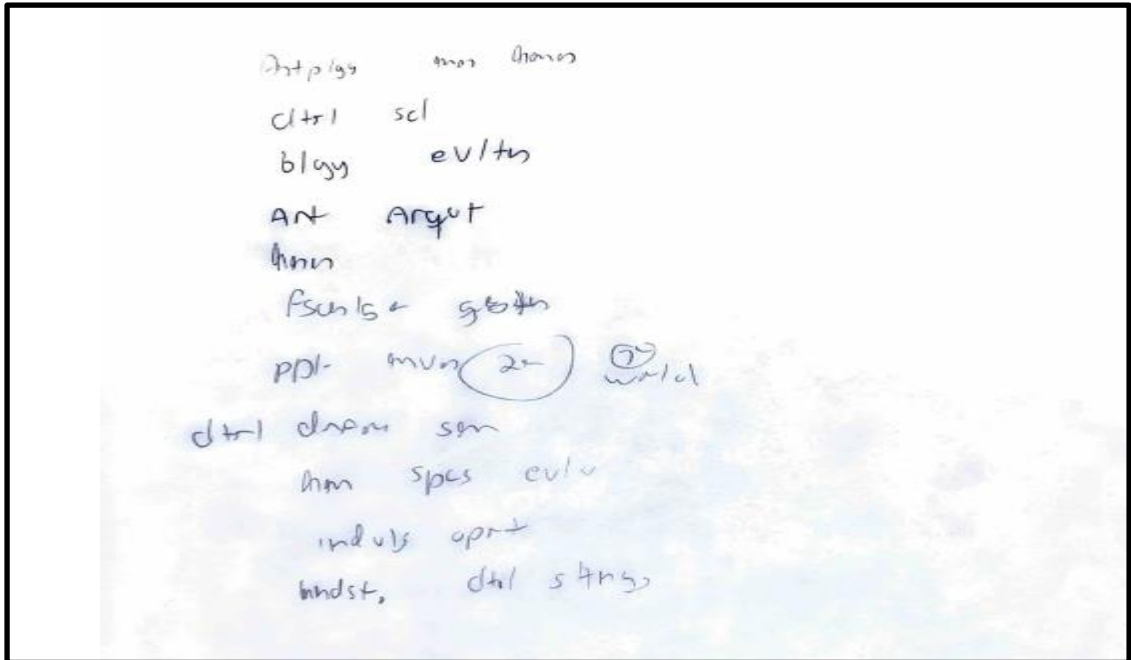
### 3c. INTERVENTION #3

Antrop es el estudio de musica,  
Se consideran cambios en el tiempo  
como se mueven las personas y  
sus diferentes especies, en sus  
culturas diferentes

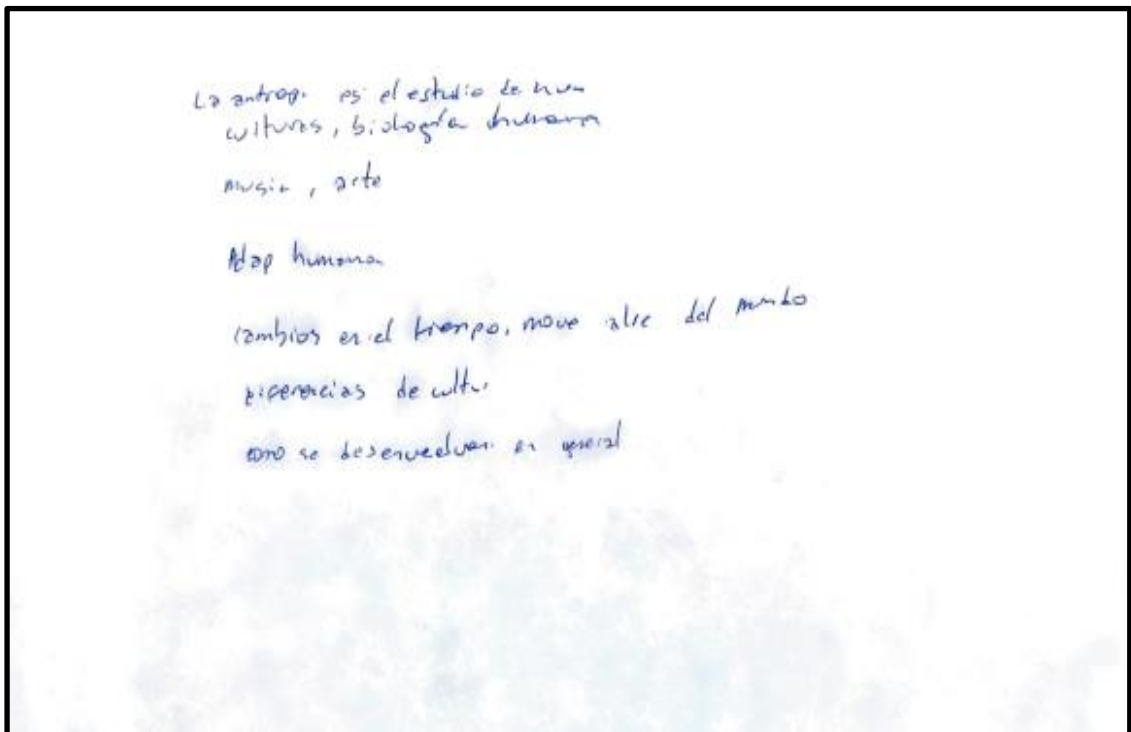
### 3d. INTERVENTION #4

Anthro is study to see human  
Culture & relations | Language, music, art etc  
Consider questions  
how behavior change & move  
why how ppl are diff & same  
how evolve & how they operate in different culture settings.

### 3e. INTERVENTION #5



### 3f. INTERVENTION #6



### 3g. INTERVENTION #7

Anthrop  
study hum, cul, soc. sci, Bio, ev, lang, mus, art, org  
Human do such a? hang over @ about world dist. part  
similar w/ dif and some million year  
indistinct cultural settings.

### 3h. INTERVENTION #8

to study of d. culture, cul, biolog. evol. lang. mus. art org  
to be considered by? of part. signif. cul. dif. sense, can hum. can be ind.  
cultural, some cult.

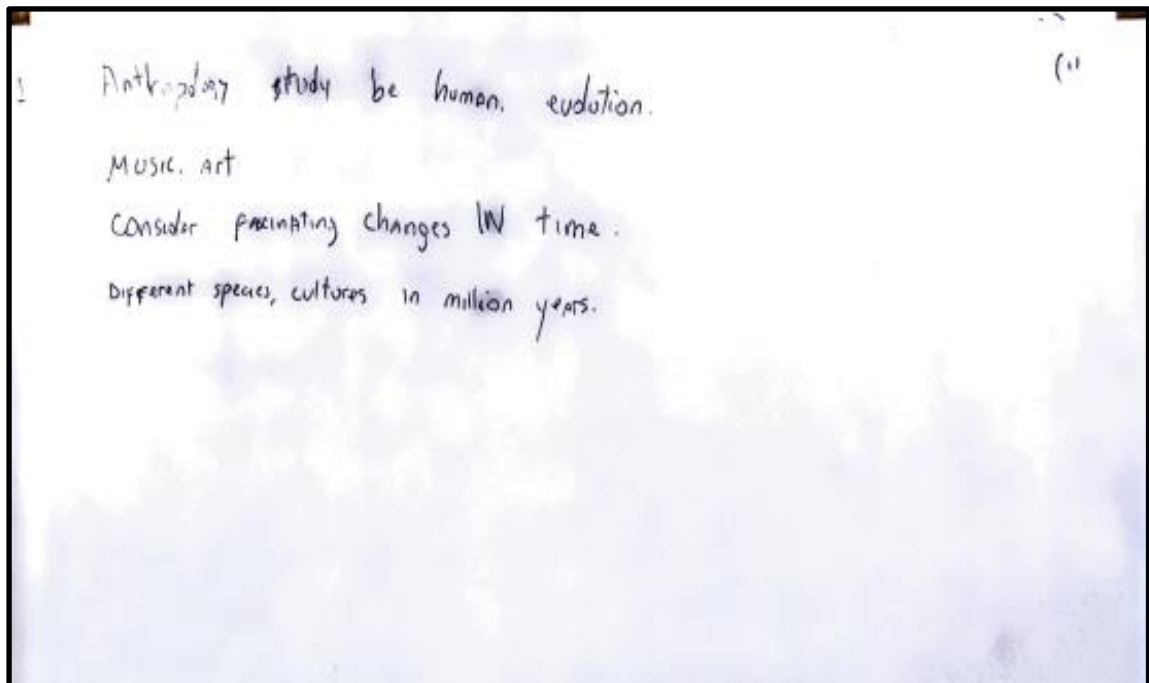
### 3i. INTERVENTION #9

Arch human act.  
Many question over time  
but 0 and simi culte  
human 2Milion / distinct culte

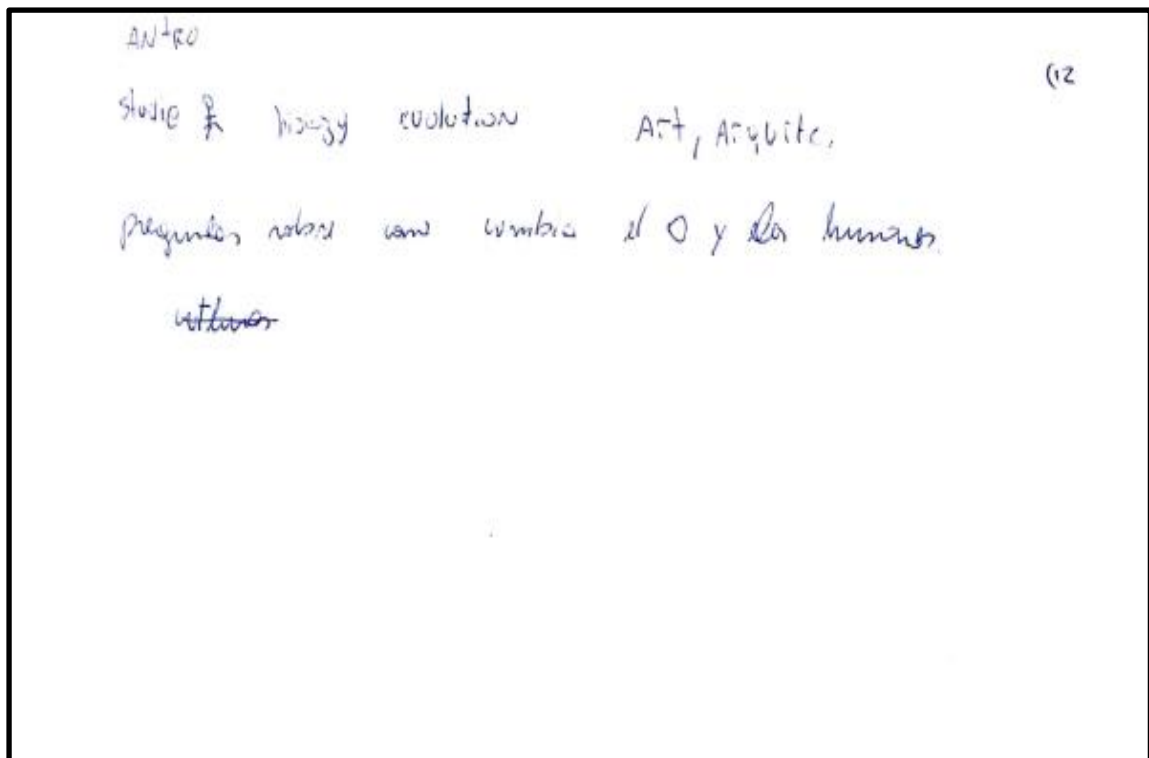
### 3j. INTERVENTION #10

(10)  
An is sty  $\Rightarrow$  human related ev. lang. Mus. Art. Archit. Com. el hum cambia  
Como y Porque? cuo lo hacen igual. or dist cult.

### 3k. INTERVENTION #11



### 3l. INTERVENTION #12



### 3m. INTERVENTION #13

13)

∴ Antro study hum? , cu social Bio evb , ~~science~~  
human adap  
questions - change over time  
different - same  
distant cultural settings

### 3n. INTERVENTION #14

14)

1 Antro → human  
culture  
evolution  
music  
aspirite

changes  
more  
○ no  
= culture → ≠

## Annex 4. NOTE-TAKING INTERVENTIONS - LEVEL 402

### 4a. INTERVENTION #1

402

1. - ASTRONOMIA, EVIDENCIA SOBRE UNIVERSO. GALAXIA GRANDE.  
VIA LACTEA, NO REFLEJA LA LUZ ☉, X EJ.  
EL MOVIMIENTO DE LAS  $\star$  Y EL GAS ALREDEDOR

### 4b. INTERVENTION #2

402

Astronomía evidencia  $\phi$  común  $\cup$

$\phi \rightarrow \odot \rightarrow$  gran galaxia  $\rightarrow$  MW

$\phi \rightarrow \star$  materia  $\times$  vida.

objetos negros  $\rightarrow \times$  luz  
no reflejan luz

observación indirecta  $\rightarrow$  estudio

$\phi$  ver mov. de  $\star$  y gas alrededor.

#### 4c. INTERVENTION #3

402

Astronomy evidencia es común V

$\gamma$   $\rightarrow$   $\odot$   $\rightarrow$  gran galaxia  $\rightarrow$  MW

$\odot$   $\rightarrow$   $\star$  materia X vida.

objetos negros  $\rightarrow$  X luz  
no reflejan luz

observación indirecta  $\rightarrow$  estudio

$\odot$  ver mov. de  $\star$  y gas alrededor.

#### 4d. INTERVENTION #4

402

- Astr. tiene ev. que BH común in Univ. (NO FORTO NOTAS EN PARED)

lies in every galaxy incl. MW.

masive str

Black don't light

Astr. obst. spot presence and study

tracking movement around and gas

#### 4e. INTERVENTION #5

402 -5

ii

ASTMRS comm

SPBH → ☉ Milky Way

\* X

negros no se pueden ver

Indirect obs.

Movimiento \* y gas Alrededor

#### 4f. INTERVENTION #6

402 -6

ii

los agujeros negros se encuentran en todos los galaxias, los estirados

Pueden detectar sus primeros grupos o los entornos que los rodean

y se el gas o su alrededores

#### 4g. INTERVENTION #7

402  
Astro or BH are common universes

SMBH centre galaxy  
↳ Milky way

se forman  
masive star  
die

objeto black  
↳ no reflejan luz

Astron en la ob indirecta  
lo pueden ver / saber  
viendo el mov. alrededor  
de ellos

-8

#### 4h. INTERVENTION #8

Int 1  
402

Astron have evide BH son common en un

SMBH

includ Milky


Massive BH form massive  $\star$

since are Black  
no refle luz

Astr rely only  
en estudiarlos  
BH por el mov de  $\star$  y

-8

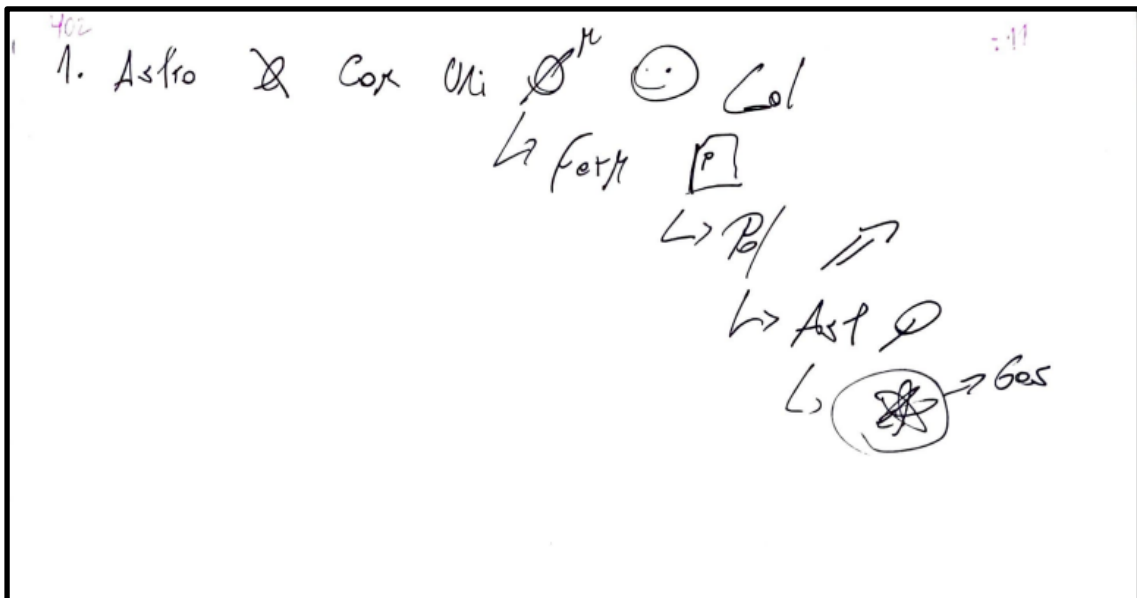
#### 4i. INTERVENTION #9

402 Astr. evid. SH com. onive. =9  
 S<sub>1</sub>BH center Galaxy inc. Milky way  
 MASS. BH. wt massive ~~\*~~  
 Th. ~~\*~~ reflect light.  
 Astr. obs. spot and std.  
 can inf by tracking ~~\*~~ of bar 

#### 4j. INTERVENTION #10

402 Ast. Ev.  $\rho$  com. un.  
 $\rho_{sun} \rightarrow t.l.r. (m\ way)$   
 $\rho_s = \star \rightarrow coll$   
 block.  $\rightarrow$  no light  
 AS" ov.  $\rightarrow (\rho)$   
 $\rho = mov\ of.\ \star / gas\ AR.$

#### 4k. INTERVENTION #11



#### 4l. INTERVENTION #12

402

① Ast hv evc bla son exp un. SMBH center galaxy

Mly

BH sel form.

No Refc lgh  
ind obs  
es int. About BH mov.  
stars and gas around-

:12

#### 4m. INTERVENTION #13

402 13  
Los astrónomos tienen evidencia de que hay un BH al centro de casi todas las galaxias. VL. Estos objetos no emiten luz por lo que los astrónomos dependen del entorno. Pero, pueden detectar gas y

#### 4n. INTERVENTION #14

402 14  
- astr. tiene evid. BH en el centro de las galaxias.  
El BH es el objeto más masivo  
-  
de las estrellas. no emite luz  
Astr. observan: a través de  
BH viene moviendo el gas

#### 4o. INTERVENTION #15

402 :15  
Astr. atr. unu SM $\odot$  cl gala inc  
Since. obj. dire X<sup>th</sup> light.  
ex.  
Noj \*  
arr.

#### 4p. INTERVENTION #16

402 :16  
Astr. dir. cu que los AN son en un AN estan en el  
outro de la V.L. minutos que. Ellos no dirigen los,  
por lo tanto se basan en los obs pero entendidos. Ellos pueden  
inferir su movimiento por el gas que los y abundancia.

#### 4q. INTERVENTION #17

402 = 14  
Asteroids  $\odot$  are common in the  
supernova  $\odot$  center of galaxy (MW)  
near ~~prop~~ end of life  
NO emit or reflect light  
interact observation for study  $\odot$   
G  
mount star orbital them

#### 4r. INTERVENTION #18

402 = 10  
Los astr. tienen en de que los BH son com. en el univ. BH se enc en el  
centro de cada gal. como la via lactea. ~~Por~~ Por que estos obj. son negros  
no reflejan luz, los astr. obs. sus presencia y dinámicas, el sep. el mov. de  
los est. y el polvo a su alrededor.

Annex 5. NOTE-TAKING INTERVENTIONS - LEVEL 502

5a. INTERVENTION #1

502 1

Psychologists — understanding (thinks + behavior)

- ↳ school of thought
- ↳ Psychoanalysis, B, C, Gestalt.
- ↳ SCHOOLS groups of experts — opinion, discipline  
C, movement

offer various view points

- ↳ understand human life

### 5b. INTERVENTION #2

502 -2

Psycho devote und. thing behe. major schools born

7 → Strc  
 → Evn.  
 → Gest.  
 → ~~Cog~~ Cog  
 → Hum.  
 → Beh.

Group exp → operation disc → notation.

7 schools → dy min of H.L.

### 5c. INTERVENTION #3

503 -3

Now same

Beh

↑ Ps Beh

SAT - Fun. - GHS - Beh - Hum - Cog Ps

exp op

↳ deep

Be  
 Col  
 Mar

view point  
 ↳ itum lips

## Annex 6. INSTRUMENT #2 - SURVEY CONTENT ANALYSIS

### 6a. Abbreviation

Code	Participant's Information	Gender	Cohorte (en forma numérica):	¿Cuál es el recurso que utilizas en la toma de notas en la interacción?	Survey Question	Participant's Answers	Participant's Answer	Survey Question	Participant's Answers	Simpleness, easy to use	Increase in agility to write down or read notes	Comfortable to use	Tends or chooses to use the whole word
S1	21	Femenino	302	Computador	Abreviación	Siempre	Abreviación.	Utilizo principalmente la abreviación porque se me facilita entender el mensaje a la hora de interpretar					
S2	24	Masculino	Cuatrocientos dos	Manual		A veces		Uso una combinación entre técnicas.					
S3	21	Masculino	302	Computador		A veces		Existen palabras que les pongo abreviación por lo tanto agilizan la toma de notas.					
S4	21	Femenino	302	Computador		Siempre		Dado que así puedo mantenerme al margen del orador y no olvido o pierdo la idea que nos quiere entregar, por lo que usar la abreviación es la que más utilizo, además de la simbología.					
S5	21	Femenino	402	Computador		Siempre		Se me hace más rápido escribir abreviaciones en el computador y así no pierdo tiempo en escribir las demás ideas					
S6	22	Masculino	302	Computador		Siempre		resulta ser menos complejo.					
S7	30	Masculino	2019	Manual		Siempre		La abreviación es una forma simple y útil de ahorrar tiempo al momento de tomar notas.					
S8	24	Femenino	402	Computador		Siempre		Acoratar el tiempo de escritura.					
S9	21	Femenino	402	Manual		Siempre		Creo que es un método fácil de utilizar y agiliza el proceso de toma de notas					
S10	23	Femenino	2020	Computador		A veces		Porque es una técnica que se me hace cómoda y me ahorra tiempo.					
S11	25	Masculino	500	Manual		Siempre		Ayuda a sintetizar información, omitir detalles irrelevantes y tener una idea global del mensaje					
S12	22	Femenino	2020	Computador		A veces		Solo utilizo la abreviación para palabras grandes en el cual no tengo tiempo de escribir la palabra completa o solo es palabras que ha desegome abreviación y la que puedo recordar en el momento de interpretar.					
S13	22	Femenino	2020	Computador		Siempre		Me resulta más cómodo, ya que no utilizo mucho tiempo abreviando palabras.					
S14	22	Femenino	2020	Computador		Siempre		ya que así es más rápido					
S15	21	Femenino	2020	Celular		A veces		me ahorra tiempo que es importante para seguir anotando, pero por lo general escribo la palabra completa.					
S16	22	Femenino	2020	Computador		A veces		A veces ocurre que termino confundiendo con otra palabra la abreviación que le di a una, cuando sé que esto puede pasar, prefiero escribir por completo o casi.					
S17	23	Femenino	402	Computador		Siempre		Por que muchas veces se utilizan palabras que tienen acrónimos. Entonces al usar estas abreviaciones es una forma más simple de no perder información que dice el orador. Es más rápido y fácil de captar la idea.					
S18	20	Masculino	302	Computador		Siempre		Esta técnica se me facilita, porque personalmente se me hace simple, rápida y eficiente, pero también debo admitir que no práctico con frecuencia las demás técnicas.					
S19	21	Masculino	302	Computador		A veces		Suelo escribir textualmente casi toda la interpretación con abreviaciones para asegurarme de ocupar buenos conectores.					
S20	23	Femenino	2019	Manual		A veces		es más fácil para mí y no uso mucho tiempo					
S21	22	Masculino	502	Manual		Siempre		Siguiendo el principio de la economía del lenguaje, mientras menos palabras necesito para capturar más ideas y menos recursos (tiempo/espacio) utilizo al anotarlos pues mucho mejor. Las abreviaturas son esenciales para lograr lo anteriormente mencionado.					
S22	23	Femenino	2020	Celular		Siempre		Siento que es mucho más cómodo y natural para mí utilizar la abreviación al momento de tomar notas en la interpretación consecutiva					
S23	21	Masculino	2020	Computador		Siempre		Se facilita al escribir mediante un teclado, ya que no se puede utilizar simbología en un teclado convencional.					
S24	27	Femenino	2020	Manual		Siempre		Utilizó la técnica de abreviación ya que de esta manera se me es más fácil conectar las ideas.					
S25	24	Femenino	2019	Manual		A veces		por nerviosismo a veces termino escribiendo toda la palabra					

## 6b. Ideas rather than words

Code	Age	Gender	Cohorte (en forma numérica):	¿Cuál es el re	Survey Question	Participant's Answers	Survey Question	Participant's Answers	Commonly misses information	Lack of fluency	Saves time	Maintains message	Fear of missing information	Helps with simple ideas
S1	21	Femenino	302	Computador	Anotar ideas en vez de palabras. (describir la	A veces	Anotar ideas en vez de palabras	No me gusta ocupar esta estrategia porque siento que no logro entregar el mensaje de manera completa, debido a que <b>muchas veces me pongo nerviosa y se me va la idea del mensaje</b>						
S2	24	Masculino	Cuatro	Manual		Nunca		Me resulta tedioso por la forma de evaluación de la profesora, <b>siempre se me suele escapar algo en concreto que termina dilatando mi interpretación.</b>						
S3	21	Masculino	302	Computador		A veces		No siempre lo hago pues solo <b>me ayuda en ideas que son simples.</b>						
S4	21	Femenino	302	Computador		A veces		Ya que hay veces en las que se habla de algo en particular, en específico y por mi caso no lo uso mucho por esa misma razón, porque <b>siento que podría perder la idea</b>						
S5	21	Femenino	402	Computador		Nunca		<b>Pierdo el hilo del mensaje original</b> y no logro formularlo de la misma forma						
S6	22	Masculino	302	Computador		A veces		resulta ser más específico.						
S7	30	Masculino	2019	Manual		Siempre		Considero que es de los puntos más importantes al momento de tomar notas y <b>la mejor forma de ahorrar tiempo y mantener el mensaje correcto.</b>						
S8	24	Femenino	402	Computador		Nunca		No tengo práctica en hacer esto, por lo que <b>siento que si lo realizo me demoraría más en pensar en como anotar la idea sin confundirme</b> a anotar el mensaje sin que se me vaya un detalle.						
S9	21	Femenino	402	Manual		Siempre		Tengo buena memoria, por lo que <b>se me facilita el anotar una idea principal ya que al releerlo se me viene la idea completa a la mente</b>						
S10	23	Femenino	2020	Computador		Siempre		Porque es una técnica que <b>sirve para englobar la idea</b> pero siento que me quita tiempo por eso no la uso siempre.						
S11	25	Masculino	500	Manual		A veces		No siempre tengo una abreviación para todo						
S12	22	Femenino	2020	Computador		Nunca		Siento que si no anoto literalmente lo que está diciendo el orador, no voy a poder formular bien su idea. <b>Siento que anotando solo la idea en otra palabras en lo personal me perdería.</b>						
S13	22	Femenino	2020	Computador		A veces		La he usado algunas veces pero <b>me da miedo olvidarme de la idea en sí.</b>						
S14	22	Femenino	2020	Computador		Nunca		Porque siento que al hacerlo <b>pierdo información</b>						
S15	21	Femenino	2020	Celular		Siempre		me permite a <b>captar lo importante y lo esencial para interpretar</b>						
S16	22	Femenino	2020	Computador		A veces		Cuando no logro seguir el ritmo palabra por palabra del orador, anoto la idea de la oración o fragmento.						
S17	23	Femenino	402	Computador		Nunca		Muchas veces <b>no logro captar la idea general al instante y me da miedo agregar o omitir información que se está dando.</b> Por lo mismo es que trato de anotar lo mismo que dice el orador. Al momento de ya tener todo listo y si es que no alcancé a captar el mensaje de una idea, puedo proceder a decir alguna está en general.						
S18	20	Masculino	302	Computador		A veces		<b>Utilizo esta técnica cuando el orador dice una idea simple pero utiliza muchas palabras para explicarlo,</b> así, esta técnica me ahorra tiempo y la información es más precisa y se me facilita su interpretación posteriormente.						
S19	21	Masculino	302	Computador		Siempre		Es siempre <b>bueno tener en cuenta las ideas principales del speech,</b> se puede ir categorizando como gustes						
S20	23	Femenino	2019	Manual		A veces		Depende de que tanto se debe interpretar, <b>si es algo más corto, prefiero anotar la idea.</b>						
S21	22	Masculino	502	Manual		A veces		Realmente no estoy muy seguro, obviamente sigo este principio a la hora de interpretar pero es algo más mental. No anoto "las ideas en lugar de las palabras" pero si almaceno la idea de forma "mental" y mis notas <b>suelen ser cosas bastante específicas que desencadena esta "idea mental"</b> cuando debo interpretar el mensaje.						
S22	23	Femenino	2020	Celular		Nunca		Se me hace <b>difícil recordar y sintetizar la idea del orador</b>						
S23	21	Masculino	2020	Computador		A veces		Prefiero tener la información detallada al tener que tomar notas.						
S24	27	Femenino	2020	Manual		A veces		Casi nunca usó la técnica de anotar ideas ya que cuando estoy nerviosa <b>me es más complicado intentar memorizar lo que dice que el orador.</b>						
S25	24	Femenino	2019	Manual		Nunca		Nunca se me había ocurrido						

## 6c. Links

Code	Participant's Information	Gender	Cohorte (en forma)	¿Cuál es el	Survey Question	Participant's	Survey Question	Participant's Answers	Efficiency (Time, flow)	Familiarity	Organization	Chooses other	Contradictor y / refusal
S1	21	Femenino	302	Computador	Enlaces. (utilizar conectores entre ideas)	A veces	Enlaces. ¿Cuáles son los motivos de	La verdad es que no suelo ocuparla porque de manera consciente suelo conectar de manera automática las ideas, aunque tampoco me incomoda esta estrategia.			+		
S2	24	Masculino	Cuatrocientos	Manual		Nunca		Usualmente hago enlaces, pero con símbolos.					
S3	21	Masculino	302	Computador		A veces		Las pocas veces que utilizo las ideas las necesito conectar para poder entenderlas.			+		
S4	21	Femenino	302	Computador		A veces		Esta es una de las estrategias que no conocía y que no he usado con tanta frecuencia ya que no estoy muy acostumbrada		-			
S5	21	Femenino	402	Computador		A veces		A veces son necesarios para poder formular mejor las oraciones o ideas			+		
S6	22	Masculino	302	Computador		Siempre		lo hace más rápido al momento de la toma de notas.	+				
S7	30	Masculino	2019	Manual		A veces		Considero que es de los puntos en los que más fallo al momento de tomar notas. No suelo utilizarlo en todas las intervenciones.		-			
S8	24	Femenino	402	Computador		A veces		A veces me ayuda a entender mejor mis notas y conectar las ideas al momento de interpretar el mensaje.			+		
S9	21	Femenino	402	Manual		A veces		Los utilizo cuando son dichos por el orador, pero no es una estrategia que utilice frecuentemente, al menos no a propósito.		-			
S10	23	Femenino	2020	Computador		Siempre		Porque es una técnica que se me hace cómoda, me ahorra tiempo y encuentro que es muy útil.	+				
S11	25	Masculino	500	Manual		Siempre		Ayuda a tener mayor fluidez entre una idea y otra	+				
S12	22	Femenino	2020	Computador		A veces		Solo cuando lo encuentro necesario y me da el tiempo, quizás debo practicarlo más ya que en lo personal es complicado para mí.		-			
S13	22	Femenino	2020	Computador		Nunca		Nunca se me ha ocurrido utilizar esta estrategia.		-			
S14	22	Femenino	2020	Computador		A veces		Cuando recuerdo de utilizar esta estrategia, lo hago		-			
S15	21	Femenino	2020	Celular		A veces		siento que me pierden un poco, aunque en el celular utilizo mucho el "pq" o el "pra (para)", en papel no utilizo esta técnica					
S16	22	Femenino	2020	Computador		A veces		Cuando se repite una idea, prefiero enlazar lo que se dijo anteriormente con la idea que viene y así no escribiría nuevamente.			-		
S17	23	Femenino	402	Computador		Nunca		.					
S18	20	Masculino	302	Computador		A veces		Los enlaces que utilizo son flechas y mini esquemas, los utilizo con el fin de ahorrar tiempo omitiendo las palabras que las conecten y darle énfasis a las ideas o no a las palabras.			+	+	
S19	21	Masculino	302	Computador		Nunca		No suelo					
S20	23	Femenino	2019	Manual		Nunca		No lo utilizo porque me toma mucho tiempo	-				
S21	22	Masculino	502	Manual		A veces		Son pocas las ocasiones en que utilizo este recurso principalmente porque se me olvida, pero también debido a que conecto mis notas con dibujos o símbolos.				+	
S22	23	Femenino	2020	Celular		A veces		Para saber cuando cambia de una idea a otra utilizo conectores para lograr una reproducción más fluida y clara.	+				
S23	21	Masculino	2020	Computador		Nunca		No lo he tomado en cuenta					
S24	27	Femenino	2020	Manual		Nunca		Nunca utilizo la técnica de enlace puesto que trato de conectar las ideas con lo que tengo escrito.			-		
S25	24	Femenino	2019	Manual		Nunca		Solo por no tener práctica en eso		-			

## 6d. Negation

Code	Participant's Information	Gender	Cohorte (en forma numérica):	¿Cuál es el	Survey Question	Participant's Answers	Survey Question	Participant's Answers	no because the student does not	easy and efficient	haven't apply it	does not work for me
S1		21 Femenino	302	Computador	Negación. (tachar un elemento para	A veces	Negación. ¿Cuáles son los motivos de tu respuesta	Debido a que tomo <b>notas por el computador, pierdo mucho tiempo en tachar una palabra</b> . Lo que hago muchas veces ante oraciones negativas es escribir "no" en mayúscula antes de empezar un mensaje, y así recordar la connotación				
S3		24 Masculino	Cuatrocientos	Manual		Siempre		Al utilizar <b>simbología</b> es necesaria una forma de decir lo contrario en el momento mismo.				
S4		21 Femenino	302	Computador		Nunca		No utilizo esta estrategia pues <b>no me ayuda</b> .				
S5		21 Femenino	402	Computador		Nunca		Tengo la costumbre de <b>tachar una palabra cuando me he equivocado</b> .				
S6		22 Masculino	302	Computador		Nunca		Al hacer las <b>tomas de nota en computador</b> es difícil tachar palabras o hacer simbologías con formas sin perder mucho tiempo				
S7		30 Masculino	2019	Manual		A veces		<b>no lo he practicado</b> .				
S8		24 Femenino	402	Computador		Nunca		Suelo utilizar más <b>simbología</b> para indicar negaciones.				
S9		21 Femenino	402	Manual		Nunca		<b>No había pensado</b> en esta opción.				
S10		23 Femenino	2020	Computador		Siempre		Cuando escribo rápido mi caligrafía cambia por lo que si las tacho para indicar negación me preocupa el no entender lo que hay debajo de la línea. <b>Prefiero utilizar una x antes o después de la palabra</b> .				
S11		25 Masculino	500	Manual		Nunca		Porque es una técnica que se <b>me hace cómoda, me ahorra tiempo</b> y encuentro que es muy útil.				
S12		22 Femenino	2020	Computador		Nunca		Utilizo <b>otro método</b>				
S13		22 Femenino	2020	Computador		Nunca		<b>Nunca he practicado</b> esta estrategia, sin embargo quisiera ponerla en práctica en un futuro.				
S14		22 Femenino	2020	Computador		Siempre		Más que nada es como <b>uso el computador</b> , no sé cómo tachar la palabra de forma rápida.				
S15		21 Femenino	2020	Celular		Nunca		Es <b>más fácil y rápido</b> realizarlo				
S16		22 Femenino	2020	Computador		Nunca		<b>en el celular se vuelve complicado tacharlo</b> , en cambio mi equivalente a esto es escribir un NO entre paréntesis				
S17		23 Femenino	402	Computador		Siempre		Me confundiría, suelo tachar algo cuando cometí un error al escribirlo, no cuando es algo negativo.				
S18		20 Masculino	302	Computador		Nunca		Siento que es bueno al momento de que el orador niegue algo, <b>ya que así no me puedo confundir y entregar un mensaje erróneo</b>				
S19		21 Masculino	302	Computador		Nunca		Nunca la uso				
S20		23 Femenino	2019	Manual		Nunca		No suelo recurrir a				
S21		22 Masculino	502	Manual		Nunca		No encuentro que sea necesario				
S22		23 Femenino	2020	Celular		Nunca		Nunca la utilizo porque casi nunca lo necesito y por preferencias personales realmente no me gusta tachar cosas. Si necesito una negación un simple "no" es suficiente.				
S23		21 Masculino	2020	Computador		Nunca		Es complicado para mí ver una palabra que anoté en una toma de notas y no leerla textual, aunque esté tachada. Instintivamente la leo y luego debo interrumpir mi interpretación del discurso para corregir mi error.				
S24		27 Femenino	2020	Manual		Siempre		Por que me atrasaría al tomar notas en el teclado.				
S25		24 Femenino	2019	Manual		Siempre		Casi siempre utilizo esta técnica ya que encuentro que es más fácil recordar que cosas van de forma negativa.				
								Es fácil de interpretarlo				

## 6e. Emphasis

Code	Participant's Information	Gender	Cohorte (en forma numérica)	¿Cuál es el	Survey Question	Participant's Answer	Survey Question	Participant's Answers	No because the student	Lack of practice	Easy and efficient	Rather use a personal
S1	21	Femenino	302	Computador	Énfasis. (subrayar una palabra o idea importante) ¿Con qué?	Siempre	Énfasis. ¿Cuáles son los motivos de tu respuesta a la	Si bien no subrayo comp tal, porque nuevamente, tomo notas por el computador y pierdo mucho tiempo, suelo escribir en mayúsculas las palabras a las quiero dar énfasis al momento de interpretar				
	24	Masculino	Cuatrocient	Manual		Nunca		No es necesario en mi forma de tomar notas.				
S3	21	Masculino	302	Computador		A veces		Ayuda a denotar la importancia de algunas ideas que anoto y me lo hace recordar las pocas veces que lo hago.				
S4	21	Femenino	302	Computador		A veces		Solo en algunos casos es que utilizo esta estrategia, ya que al trabajar o hacer toma de notas a través de computador es un poco complicado subrayar una palabra a la vez que escucho y anoto las ideas que menciona el orador.				
S5	21	Femenino	402	Computador		Nunca		No me da el tiempo				
S6	22	Masculino	302	Computador		Nunca		no lo he practicado				
S7	30	Masculino	2019	Manual		A veces		al igual que la anterior, suelo utilizar más simbología para enfatizar.				
S8	24	Femenino	402	Computador		A veces		Lo realizaba a veces cuando tomaba notas manualmente pero en computador solo retrasaría mi toma de notas, a menos que realizara otro tipo de énfasis como escribir las palabras en mayúsculas.				
S9	21	Femenino	402	Manual		Nunca		Nunca he utilizado esta estrategia.				
S10	23	Femenino	2020	Computador		Siempre		Porque es una técnica que se me hace cómoda y me ahorra tiempo y encuentro que es muy útil.				
S11	25	Masculino	500	Manual		Nunca		Utilizo otro símbolo junto a lo que quiero dar énfasis				
S12	22	Femenino	2020	Computador		Nunca		También es una estrategia que quiera poner en práctica porque todavía no la practico.				
S13	22	Femenino	2020	Computador		A veces		Más que subrayar, lo pongo en mayúscula, ya que me pasa lo mismo que la pregunta anterior.				
S14	22	Femenino	2020	Computador		A veces		Ya que así ayuda a recordar la importancia de alguna palabra o frase de la intervención				
S15	21	Femenino	2020	Celular		Nunca		como anoto lo importante separándolo de las ideas secundarias sería muy redundante subrayarlo y pierdo mi tiempo				
S16	22	Femenino	2020	Computador		Nunca		No coincide con la manera en la que tomo notas.				
S17	23	Femenino	402	Computador		Nunca		Pierdo un poco de tiempo subrayando, a mi parecer				
S18	20	Masculino	302	Computador		Nunca		Su uso es nulo, nunca me han enseñado a utilizar esta técnica con efectividad.				
S19	21	Masculino	302	Computador		A veces		Por motivos de tiempo suelo tipear en el teclado y no me da el tiempo para subrayar.				
S20	23	Femenino	2019	Manual		A veces		Depende si es que la interpretación es extensa la utilizo, para no olvidar lo más importante				
S21	22	Masculino	502	Manual		A veces		Son pocas las veces que lo utilizo ya que tengo mi propia simbología para estos casos.				
S22	23	Femenino	2020	Celular		A veces		Esta técnica la utilizo principalmente cuando necesito recordar un punto clave				
S23	21	Masculino	2020	Computador		Nunca		Por que me atrasaría al tomar notas en el teclado				
S24	27	Femenino	2020	Manual		A veces		A veces utilizo esta técnica debido a que se me hace más fácil recordar que parte del discurso no se me puede olvidar.				
S25	24	Femenino	2019	Manual		Nunca		No se me hace relevante				

## 6f. Verticality

Code	Age	Gender	Cohorte (en forma numérica):	¿Cuál es el r	Survey Question	Participant's Answers	Participant's Answers	Organization	Comfort of use	Relation to the	Familiarity with	Speed	Usefulness	Contradictory data
S1	21	Femenino	302	Computador	Verticalidad. ¿Cuáles son los motivos de tu respuesta a	Siempre	Se me facilita mucho la toma de notas horizontal, porque me permite ver de manera gráfica un orden en las ideas que fueron expresadas	✓						
	24	Masculino	Cuatrocientos	Manual		Nunca	No me parece que sea una forma muy cómoda de tomar notas.		x					
S3	21	Masculino	302	Computador		Nunca	No utilizo esta estrategia pues no agiliza sino que me confunde.		x					
S4	21	Femenino	302	Computador		A veces	Este lo utilizo solo en las veces que el computador me da problemas y debo de hacer una toma de notas en algun cuaderno.			-				
S5	21	Femenino	402	Computador		Nunca	En computador es más difícil			x				
S6	22	Masculino	302	Computador		Nunca	no lo he practicado				x			
S7	30	Masculino	2019	Manual		Siempre	Comodidad al momento de tomar notas escritas.	✓	✓					
S8	24	Femenino	402	Computador		Nunca	No lo he practicado.				x			
S9	21	Femenino	402	Manual		Nunca	Nunca he utilizado esta estrategia.				x			
S10	23	Femenino	2020	Computador		Nunca	No me acomoda esta técnica.		x					
S11	25	Masculino	500	Manual		Nunca	Uso la diagonalidad					x		
S12	22	Femenino	2020	Computador		Siempre	Yo escribo en el computador así que solo puedo escribir en una sola dirección y es en la que más me acomoda.	✓	✓					
S13	22	Femenino	2020	Computador		Nunca	-							
S14	22	Femenino	2020	Computador		Nunca	Cuando utilizo toma de notas a manos, más uso la diagonalidad, ya que la verticalidad se me hace más difícil escribir más rápido					x	x	
S15	21	Femenino	2020	Celular		Nunca	no suelo escribir en vertical en el celular, pero en papel me resulta más fácil que estar ocupando todo el ancho de la hoja			x				
S16	22	Femenino	2020	Computador		Nunca	Ocupa un espacio que considero innecesario para mí y me desordena las ideas.	x						
S17	23	Femenino	402	Computador		Siempre	Me es más cómodo al momento de anotar las palabras del orador y organizar las ideas. Por ejemplo si se habla del agua luego puedo estructurar la definición o sus estados y así.	✓	✓					
S18	20	Masculino	302	Computador		Nunca	Su uso es nulo, nunca me han enseñado a utilizar esta técnica con efectividad.				x			
S19	21	Masculino	302	Computador		Nunca	No suelo recurrir a				x			
S20	23	Femenino	2019	Manual		Siempre	Es más fácil y también estoy acostumbrada.		✓	✓				
S21	22	Masculino	502	Manual		Siempre	Personalmente creo que es indispensable y la mejor forma de organizar las notas para mantenerlas ordenadas y muchas veces establecer un orden jerárquico que me ayude a interpretar mejor el mensaje.	✓						
S22	23	Femenino	2020	Celular		Nunca	Nunca lo he intentado, pero siento que me confundiría al leer mi toma de notas.				x			
S23	21	Masculino	2020	Computador		Nunca	Comodidad.		✓					
S24	27	Femenino	2020	Manual		A veces	No utilizo la verticalidad muy frecuentemente ya que pierdo la idea.	x						
S25	24	Femenino	2019	Manual		Siempre	Es la técnica que vimos en clases				✓			

## 6g. Shift

Code	Age	Gender	Cohorte (en forma numérica):	¿Cuál es el re	Survey Questi on	Particip ant's Answer s	Survey Questi on	Participant's Answers	Org anizati on	Com fort of use	Relation to the note-taking resource	Familia rity with the techniq ue	Speed	Effectivi	Contra
S1	21	Femenino	302	Computador	Diagon alidad. (tomar notas de	Nunca	Diagon alidad. ¿Cuáles son los motivos	La verdad es que <b>nunca la he practicado</b> , pero no hay un motivo específico. De hecho, <b>ni siquiera la conocía</b> .				x			
	24	Masculino	Cuatrocientos	Manual		Siempre		Es muy cómodo <b>ordenar</b> símbolos en el formato diagonal.	✓	✓					
S3	21	Masculino	302	Computador		Nunca		Esta estrategia <b>no me ayuda</b> a la toma de notas.						x	
S4	21	Femenino	302	Computador		Nunca		No he utilizado esta estrategia en las veces que he hecho toma de notas por cuaderno y tampoco la he utilizado en mi toma de notas por computador, ya que <b>toma mucho tiempo</b> en hacer esta edición.						x	
S5	21	Femenino	402	Computador		Siempre		Las hago de forma horizontal ya que es el formato más fácil para pc							
S6	22	Masculino	302	Computador		Nunca		no lo he practicado.				x			
S7	30	Masculino	2019	Manual		Nunca		Creo que por mi estilo de letra y tamaño, me es más <b>incómodo</b> utilizar la diagonalidad.	x	x					
S8	24	Femenino	402	Computador		Nunca		No lo he practicado.				x			
S9	21	Femenino	402	Manual		Siempre		Se me hace más <b>sencillo</b> el poder <b>ordenar</b> las ideas de esta manera, sobretodo si tienen que ser interpretadas en un <b>orden</b> en específico.	✓						
S10	23	Femenino	2020	Computador		Nunca		No me <b>acomoda</b> esta técnica.		x					
S11	25	Masculino	500	Manual		A veces		Se me acaba muy rapido la <b>hoja</b>		x					
S12	22	Femenino	2020	Computador		Nunca		Nunca he <b>practicado</b> esta estrategia.				x			
S13	22	Femenino	2020	Computador		Nunca		-							
S14	22	Femenino	2020	Computador		A veces		Cuando tomo notas a menos, utilizo esta estrategia ya que me permite ser más <b>rápida</b> en mi toma de notas			✓ * habla de		✓		
S15	21	Femenino	2020	Celular		Nunca		nunca lo he <b>intentado</b> , ni tampoco siento que me pueda acostumbrar a esta técnica, no me es <b>cómoda</b>	x			x			
S16	22	Femenino	2020	Computador		Nunca		Lo he intentado, pero no me suele <b>funcionar</b> ya que pierdo ciertas ideas cuando el <b>orden</b> no resulta. Es decir, aparecen ideas nuevas que deberían haber ido en donde se encuentran otras, lo que me termina confundiendo y desordenando.	x					x	
S17	23	Femenino	402	Computador		Nunca		No me <b>acomoda</b> . No hay otra razón.		x					
S18	20	Masculino	302	Computador		Nunca		Su uso es nulo, nunca me han enseñado a utilizar esta técnica con efectividad.				x			
S19	21	Masculino	302	Computador		Nunca		No suelo recurrir				x			
S20	23	Femenino	2019	Manual		Nunca		Para mí es más <b>incómodo</b> y se me pueden <b>enredar</b> las ideas.	x						
S21	22	Masculino	502	Manual		Siempre		Mismas razones que lo anterior. No es como que me ayude a establecer ideas principales y secundarios pero sí es muy útil para simplemente <b>separarlas</b> (Nueva idea/cambio de tema = las escribo más a la derecha).	✓					✓	
S22	23	Femenino	2020	Celular		Nunca		Nunca lo he <b>intentado</b> , pero siento que me <b>confundiría</b> al leer mi toma de notas.	x * sin intentarlo			x			
S23	21	Masculino	2020	Computador		Nunca		Por que me <b>atrasaría</b> al tomar notas en el teclado		x			x		
S24	27	Femenino	2020	Manual		Siempre		En mi experiencia personal en la toma de notas es más fácil utilizar la diagonalidad debido a que en lo personal se me hace más fácil de conectar las ideas si las voy separando por puntos y sólo anotando diagonal soy capaz de separar bien las ideas.	✓						
S25	24	Femenino	2019	Manual		Nunca		No sé como es esta técnica				x			

## 6h. Symbology

Code	Participant's Information	Gender	Cohorte (en forma numérica):	¿Cuál es el r	Survey Question	Participant's Answers	Survey Question	Participant's Answers	No because the student doesn't take notes	Easier to remember	To avoid repeating	Hard to apply it
S1	21	Femenino	302	Computador	Simbología (utilizar)	Nunca	Simbología. ¿Cuáles	No suelo ocupar esta estrategia porque tomo notas desde el computador y tomaría mucho tiempo.				
	24	Masculino	Cuatrocientos	Manual		Siempre		Se me hace más fácil de recordar cosas puntuales a la hora de interpretar, por lo que se ha convertido en mi forma principal de toma de notas.				
S3	21	Masculino	302	Computador		A veces		Para las palabras más repetidas les tengo símbolos así no las repito constantemente.				
S4	21	Femenino	302	Computador		Siempre		Es más simple y rápido hacer un símbolo que pueda dar la misma idea que la palabra.				
S5	21	Femenino	402	Computador		A veces		Mi simbología se basaría más que nada en letras individuales o abreviaciones más que dibujos. O también signos rápidos como (+ - = > <)				
S6	22	Masculino	302	Computador		Nunca		me resulta muy difícil.				
S7	30	Masculino	2019	Manual		Siempre		Manera rápida y útil de ahorrar tiempo en la toma de notas.				
S8	24	Femenino	402	Computador		A veces		Lo realizaba más cuando tomaba notas de manera manual, en el computador no lo he practicado.				
S9	21	Femenino	402	Manual		Siempre		Gano tiempo al utilizar esta estrategia y es algo que me parece fácil de hacer y de acostumbrarse.				
S10	23	Femenino	2020	Computador		A veces		Porque es una técnica útil pero conlleva mucho trabajo.				
S11	25	Masculino	500	Manual		Siempre		Hace que sea más rápido anotar de forma manual				
S12	22	Femenino	2020	Computador		Siempre		Antes de las presentaciones o intervenciones, siempre a las palabras comunes del área le añado una simbología, para que a la hora de escribir la interpretación mi mente automáticamente escriba la simbología y sea más fácil.				
S13	22	Femenino	2020	Computador		A veces		No sé cómo utilizar esta técnica en el computador, pero cuando he escrito sí lo he hecho, pero algunas veces me he olvidado de la idea.				
S14	22	Femenino	2020	Computador		A veces		Cuando tomo notas a mano lo hago, ya que es más rápido realizar simbología a escribir la palabra entera				
S15	21	Femenino	2020	Celular		A veces		cuando es en papel utilizo varios símbolos que, por cierto, son simples y básicos. en cambio, cuando uso el celular para anotar pocas veces utilizo los símbolos, entre ellos: >, ^, +, =, <, ?, "x"				
S16	22	Femenino	2020	Computador		Nunca		Será algo de costumbre, pero cuando lo he intentado, termino pensando más en el símbolo y pierdo el hilo del orador.				
S17	23	Femenino	402	Computador		A veces		Me gusta tomar notas en computador por lo que es difícil tener simbología. Pero sí es al momento de escribir lo hago muy pocas veces ya que no me doy el tiempo de realizar simbología para el tema del que se habla.				
S18	20	Masculino	302	Computador		Nunca		Su uso es nulo, nunca me han enseñado a utilizar esta técnica con efectividad.				
S19	21	Masculino	302	Computador		A veces		En la toma de notas escrita suelo ocupar símbolos para agilizar tiempo y procesar mejor el speech				
S20	23	Femenino	2019	Manual		Siempre		Me ayuda a facilitar la toma de notas y a memorizar mis propios símbolos.				
S21	22	Masculino	502	Manual		Siempre		Mi memoria es muy visual por lo que recordar símbolos y utilizarlos se me hace mucho más sencillo que cualquier otra técnica. Además, me ahorra mucho tiempo y espacio en la toma de notas.				
S22	23	Femenino	2020	Celular		A veces		Es una manera útil de reducir el tiempo de tomas de notas y pasar rápidamente a la idea principal pero a veces olvido que significa cada símbolo por lo que no es una técnica extremadamente confiable en mi caso.				
S23	21	Masculino	2020	Computador		Nunca		Por que me atrasaría al tomar notas en el teclado.				
S24	27	Femenino	2020	Manual		A veces		De vez en cuando utilizo la técnica de simbología ya que en algunas temáticas es más sencillo asociar los símbolos con palabras.				
S25	24	Femenino	2019	Manual		Siempre		Es rápido y fácil				



**THE USE OF TECHNIQUES IN CONSECUTIVE INTERPRETING: THE PROCESS  
OF NOTE-TAKING IN TRANSLATION AND INTERPRETATION STUDENTS**

Written by

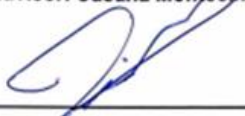
**Diego Jesús Alday Cruces  
Melanie Alejandra Ibarra López  
Oscar Rodrigo Ruiz Carvajal  
Victoria Isabel Vega Castillo**

has been approved for the Department of Languages



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(Thesis Advisor: Susana Montecino Orellana)



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(Thesis Evaluator: Didier Aguilar Muñoz)



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(Thesis Evaluator: Gisella Naranjo Saavedra)

Date 09/01/25

**The final copy of this thesis has been examined by the signatories, who ascertain that both the content and the form meet acceptable presentation standards of scholarly work in the above mentioned discipline.**

