

DRAFTING A THREE DIMENSIONAL MODULE FOR NOTE-TAKING PRACTICE

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ABSTRACT

Note-taking is one of the most important skills in interpreting. It is a skill which, contrary to popular belief, is very teachable and learnable. Gillies (2017) mentions that there are universal and fundamental rules of note-taking that students or teachers can exploit. In addition, Jing and Xiao (2019) also mentions the importance of three-dimensional materials of note-taking. Combining those two elements might prove to be beneficial for the courses of note-taking. For that reason, the researchers aim to combine those two elements in the making of three dimensional module. Other concept integrated with the making of this design process is one of the pedagogical aspect of language learning, namely learners' autonomy. In this case, we will focus on three important aspects; interaction, reflection, and experimentation. We chose to include this concept because we believe this is one of the most appropriate approaches in teaching note taking. This is a descriptive research. The result of this research is a draft to a three dimensional module in note taking for interpreting. The draft is divided into three main stages. The first main stage is the understanding-the-speech stage which consists of analysing speech and dividing it into sections of ideas. The second stage is the basic note-taking stage in which we discuss how a note is supposed to be staged and prepared. This is also the stage in which students are introduced to note taking for the first time. The final main stage is the stage in which the students are taught basic techniques and strategies of note-taking. As for the materials, it can be seen that the leveling of the materials starts with transcripts in native and foreign language, which is then followed with speech of the same language pairs. The additional materials which will be included in Google Classroom platform must take into account the length of time to conduct the practice of the materials, the possibility of feedback, and their experimental values. In addition, not all materials will have the audio-visual format. One stage in particular will be solely conducted using face-to-face interaction or video conference. Moreover, For the last two meetings' materials, be it the assignment, practice, or topics of discussions, must be given at the end of the previous meetings to only be demonstrated in the lesson time. This research is expected to contribute to the field of interpreting as a science and practically to the teaching and learning of interpreting, specifically, note-taking.

Keywords: *note-taking, module, three-dimensional, learners' autonomy*

INTRODUCTION

There are various discussions on textbooks for note-taking practice, but none of them has discussed a note-taking practice book which is actually a part of a much broader subject which is the introduction to interpreting subject. This introduction to interpreting subject is taught in the writers' university. It is delivered in 14, 100-minutes meetings, and at the moment, the note-taking skills are discussed only in four meetings. This research is aimed to develop a module which can be used in that note-taking section. Why develop a module and not a course-book? In the writers' experience, a module is the best way to deliver materials in chunks. As mentioned earlier, the note-taking skills are part of a larger subject of interpreting lesson. Therefore, we believe a module is the best material to be used in this situation. Note-taking is a very important part of interpreting. Seleskovitch (1968) once said that note-taking is a mnemonic device, or a memory aid which triggers the memory of what we have heard and understood. To add, Someya (2017) said that note-taking is the key skill that an interpreter MUST have in order to do his or her job properly. For that reason, note-taking skills must be treated with proper care. In a limited setting such as in the writers institution, this has become more crucial than ever. Coursebooks which are available in the public are for those which are taught for a whole semester or even the whole year. For limited meetings, the previously mentioned coursebooks are simply too overwhelming. In addition, some of those coursebooks also contain only reading and writing materials; they are not, to borrow Jing and Xiao's words, three dimensional. We believe that such condition makes the learning process becomes less effective. For that reason, the writers decided to devise a three-dimensional module which can be used as a part of a subject in our institution, namely the introduction to interpreting. On a scientific note, paper on translation in Indonesia generally revolves around the old beliefs that strategy and technique of translation is still the only aspects to be studied. This is true in both students' parts and lecturers. In addition, being friends with translators and being translators themselves, the writers know for certain that books on translation course, let alone on interpreting, are almost non-existent. Therefore, this paper is expected to inspire fellow translators and educators to not only change their view on translation as a study, but also contribute to the development of studies on translation and interpreting in Indonesia.

To develop a module on note taking, let us have a look at what has been done in the field. Having read some literature on developing note taking materials, we found that some focus their study on criticizing the available coursebooks. One of such examples is by Jing and Xiao (2019). They found that previous studies and textbooks on note-taking put a lot of emphasis on note-taking methods and symbols and overlooks the regularity and universality of note-taking system.

One aspect that lingers on the writers mind while drafting this research paper is the selection of materials. In relation to this, most note-taking books from Jing and Xiao's research (2019) divides the chapters/sections into groups of topics. Furthermore, on this they suggest that the topics of a note-taking material should be designed as the following: It starts with important note-taking issues, such as why, what, and how to note-take. It is then followed with the discussion of the specific note-taking techniques and its relation to specific parts of the text to be interpreted. Staging of the text and the implementation of the techniques to deal with specific stages is next to be discussed. They also propose to include specific fields which correspond to specific purposes, for example the fields which often require interpreting sessions, or fields which are often included in tests of interpreter. Finally, Jing and Xiao also propose the inclusion of videos or audios for note-taking practices in coursebooks.

Another question which often comes up in the process of writing this paper is on the inclusion of theories. Jing and Xiao insist that theories on note taking need to be included in a material. Unfortunately, they did not explain why it is necessary to include theories in the material. In our opinion, to be successful in learning note-taking as we are basing our views as both a student and an educator), we need a learning method which can be both taught and learnt (independently if necessary). On this we refer to several practical course books. One of which is by Gillies (2017). He mentions that first and foremost, we have to treat our notes as a visual representation of the structure of the speech. He adds that the listening in a note-taking activity is in two levels; the first is to listen to the words and understand them, and the second is to listen to the whole speech. On the topic of learning, Gile (1995) highlights the following activities when doing consecutive interpreting which he divides into two phase: While the speaker is speaking - listening and analysis, note-taking, short-term memory operations, and coordination of these tasks While the interpreter is speaking – note reading, remembering, and production Gillies (2017) further states that the most common problem for students is to do all the process at the same time. He suggests doing the same task using less of our capacity, and the way to do that is through automatization. Another (self) learning method proposed in a literature by Wang (2012) is by taking notes while reading the source language first, and then taking notes for the same passage by listening to the source language. After that, in this method, learners should read their notes; first in source language and then in target language.

On the stages of learning, Gillies (2017) suggests to start the practice with speech analysis. Then, we continue with recognizing and splitting ideas. After that, we need to learn about diagonal note-taking. We need to follow it up with a discussion of the links. After that we should discuss the value of hierarchy and verticality. Then, we can discuss symbols. Later, we need to discuss how to note less. Finally, We need to know what we need to note. From these stages, we can see that the actual note-taking activity itself should not be taught immediately. Rather, we should start from recognizing and understanding the speech. Gradually, we need to teach them how to note with less effort.

Sticking to learners' perspective, in relation to three dimensional learning, we would like to highlight the aspects of learners' autonomy, specifically on the interaction, reflection, and experimentation. On this we implement the suggestion given by Schwienhorst (2009). As for the term 'three dimensional' referred in this paper, we take the description given by Chen (2015) in which three-dimensional materials are 'audio and video products, multimedia courseware, virtual reality teaching, and other network resources'. Finally, regarding the length of time which should be given to conduct the training or course. This should consider the number of meetings and the length of time required to be allocated for each meeting. The introduction of interpreting subject is one of the majors in translation study in Universitas Bunda Mulia. One of the parts of discussion in said subject is note-taking. As previously stated, note-taking is very important in interpreting since it is one of the skills needed by interpreters to succeed in their job. For that we need to take serious considerations in creating activities for it. Such activities, in our opinion, need to be made into module chapters. Moreover, we also feel the need for a three-dimensional model since we believe that audio input which can be accessed independently will greatly assist the learning and teaching process. This proposed research aims to develop such module chapters. Previous studies have dealt with critics of the book. To the best knowledge of the researchers, we have never found any study which aims to develop a material on note-taking. For that reason we believe that, other than its benefit to the subject in question (introduction to

interpreting), it is also going to be beneficial for the study on interpreting in general, especially on interpreting literature or study in Indonesia.

For that reason, we feel the need to ask these questions:

1. What are the stages of each chapter of the learning process and what are the materials needed to be covered in each stage?
2. What are the activities for each stage and how long should each stage need to be allocated?

RESEARCH METHOD

The design of the module is using a descriptive method. Using the theories of note-taking, 3D learning, and 3D material design, the researchers describe the stages, the activities, the materials, and the length of time needed. In addition, the researchers also implement the learners' autonomy elements of interaction, reflection, and experiment in the design of the materials. The materials of this module are collected from available resources or created by the researchers.

RESULTS AND ANALYSIS

In this chapter we will discuss the designing of the chapter of the module, especially in relation to note taking. Note that it focuses on chapters instead of the whole module. There will be four parts of the design. They are based on the questions of the research. In respective order, we are going to discuss the staging, the length of time of each stage, the materials, and the proposed activities of each stage. On the staging, we decided to adopt Gillies' (2017) stages of note taking practice, namely speech analysis, recognizing and splitting ideas, diagonal note-taking, focusing on links, hierarchy and verticality, recognizing symbols, and how to note less. One thing that we did was to divide this stage into only four meetings. At first, we felt that this is impossible since not only that they are all equally important, but it will also take longer than four (4) meetings to make them into natural activities (automatization). For these reasons, we turn to learners' autonomy. We decided that the four meetings will only be for the first aspect of learner's autonomy explained previously, namely interaction.

As proposed by Gillies (2017), the first part of note-taking practice is to conduct speech analysis. This indicates that to be able to note down the message accurately, one needs to understand the whole speech initially. To do this, we will introduce the inductive approach. Some inductive approaches that we will be introducing are mind-mapping, mini summaries, and section diagrams (Gillies, 2017). The second stage is to recognize and split ideas. This is basically an activity in which students are going to be asked to split sentences into recognizable ideas, namely 'subject', 'verb', and 'object' (henceforth SVO). This activity is best performed after the students have split the bigger parts of a speech or transcript into sections. By splitting them into sections, the note taking activity later on will be much easier and not confusing. The third stage is diagonal note-taking. This is the stage in which students, for the first time, get a taste of real note-taking. What is meant by the word 'diagonal' is the way to note the SVOs. The fourth stage is focusing on the links. The most common sentence relationships in a speech is contrasting relationships with links such as 'but', 'however', 'yet', and others. However, there are also other sentence relationships, such as addition of information and cause and effect. Gillies (2017) mentions that these links must have two important characteristics; they must be 'visible' and 'readable'. Visibility means that the links must stand out in our note/s, to achieve these, we can have them put in a specific position. Readable refers to the symbols used to represent these links. In the next stage, which we will also name, verticality and hierarchy of values, the students will be taught to put emphasis on their notes. This stage, and others after, puts more focus on how to strategize note-taking. Verticality refers to the way notes are written when there are more than one of the main elements of a sentence. In the case of values hierarchy, there are two possible scenarios; parallel and shifting values. The case of parallel values has been discussed above. Shifting values, on the other hand, refers to the shift of column for all elements of the note (namely links, subject, verb, and object). Another strategy or technique based stage is the sixth one, in which we will deal with symbols. Symbols are useful NOT FOR ALL words. As has been mentioned, previously, the notes should be based on ideas, not words. That is the reason in the earlier stages, a list of synonyms is made; because it should be represented with symbols which represent the idea instead of words. Symbols are useful for recurring words, such as 'economy', 'politics', 'government', etc. Symbols are also useful to symbolize words which often come up in a specific situation. Gillies (2017) adds that symbols must be "clear and unambiguous, quick and simple to draw, prepared in advance and instantly familiar to us, consistent, organic, and mean something to us". There are seven stages of basic training

proposed by Gillies (2017). The last stage, which we adopt, is also another strategy based one; how to note less. Noting less refers to some eliminations or shortenings of element/s of a speech.

In relation to the materials, we have seen from the previous subchapter that students need to be made aware of the content of the whole speech before taking notes. To do that they will be given speech analysis practice. Whether they are using one of the inductive approaches mentioned earlier (mind-mapping, mini summaries, and section diagram) or not, the order of materials given to them in this stage (and in subsequent stages) will always be the same. In the beginning, students will be given written speech, and after they are comfortable with it, they are given spoken ones. In addition to that, to emphasize automatization, and to implement learner's autonomy, it is not enough to only give them materials in the classroom/virtual CR. More materials need to be given. To implement the second aspect of learners' autonomy, we will use Google Classroom (GCR) to prepare assessment materials in which the results can be immediately received. This way, they will be able to reflect upon their learning process. To enable them to experiment with different approaches, in the GCR, we will also include different materials which make them try out different speech analysis methods. These materials will also come in different formats with each format has equal difficulty settings. The materials for the splitting ideas stage is more or less going to be similar to the speech analysis stage with some minor differences. The first is, in this stage, the actual template of the note-taking is going to be given in the form of making columns for the elements of speech. The second difference is on the content of the transcript or the speech. In this stage, the choosing of the materials will be decided on the grammatical constituent of the transcript. In diagonal note taking stage, we start to delve into the details. The materials we will include in this stage are finding synonyms, making different SVO groups, and eliminating one of the elements of SVO. As for the form of the materials, just like the previous two stages, activities for this one will still involve reading and taking notes on written transcript; first in native language, followed up with foreign language, and finally spoken speech in the same order.

In the GCR there will be a video conference for the students to exchange the result of their note-taking activities and to practice more. In addition, just like the speech analysis and recognizing ideas stage, there will also be an assessment on the practices in which the answers can be immediately given for them to reflect on their work. In choosing materials for the fourth stage, it is obvious that sentences with links must be the primary focus. In terms of the form, however, this stage is different to the other stages. The difference is, at this stage, recording is not encouraged. Instead, face to face interaction needs to be intensified. It can, however, be done in the classroom or in the virtual classroom. Due to the intensified interaction, theoretical aspects of the stage need to be kept minimum. We predict that much time will be spent on the pre-interaction activities. Therefore, in GCR materials, there needs to be more transcripts with links for students to practice, reflect, and experiment on.

In relation to materials of hierarchy of values and verticality, sentences with numerous verbs, adjectives, and objects will be used. In addition, for audiovisual material, the selection of materials will also take into consideration speech with great emphasis on certain elements of the sentence. As with other stages, in the fifth stage, the practice will start with native transcript. It is then followed with foreign transcript before moving on to the native and foreign spoken speech. The materials for the symbol is not going to be made as special as the other stages' materials. This is because, at this stage, students' creativity is the most important aspect. We will make sure, however, that the materials cover different aspects of life, such as economy, science, social, and others. Just like in the sixth stage, to practice less noting, any materials which have been included in the previous stage can be used. However, we will not be using the same materials. Based on the practices that need to be done, these materials, however, are too much to be learnt in the classroom. So, these materials will be included in the virtual platform.

As for the activities, the speech analysis activities really depend on the approach that you are using. However, the proposed action to be performed in our class/virtual classroom is to start with the transcript. In the module, we will start mind mapping/breaking sections/making mini summaries in our native tongue. Subsequently, we will move on to the foreign language, and finally spoken language. We will even use slightly faster spoken materials. For the spoken materials, the activity is to have two people read similar transcripts. Each then makes a mind map, sections diagrams, or mini summaries of their transcript. After each has finished making one of the inductive steps mentioned earlier, they will then compare the results. As for the specific activities, we propose doing the same thing for any inductive actions that we will ask students to practice. Whether it is mind mapping, making section diagrams, or making mini summaries, we will ask the students to create them based on sections. Therefore, in the specific activities, the main focus of the practice is recognizing sections in speech or written transcript. As Gillies (2017) points out, the act of recognizing section is one of the cornerstones of note-taking

technique. As mentioned in the previous sections, in this stage, the students are given practice to select the grammatical constituents of a speech, namely the subject, verb, and object. However, that is not the only thing that they are doing. The actual template of note-taking (and one which will be the very basic and first action that they do in the class/virtual class) is introduced in this stage. That template is in the form of making columns. The column that they must make consists of four parts. The first column on the left side of the paper must be divided with the rest with an actual line. This column will serve as the column to write down any conjunctions, or other elements of the speech which are not the main ideas (more on this later in another section). The other three parts of the column will be divided by two imaginary lines. These columns will accommodate the SVO respectively.

There are three major activities in the module on diagonal note taking. The first is the synonym-finding activities. Then, they will be asked to note down the commonly recurring words, and list them in a list of synonyms. Having had the list of synonyms, they will be asked to compare it. After the comparison, they will be asked to revise the list. After they have the correct list, based on discussions and comparison, they will be asked to make a symbol for that list. The second activity that we can suggest is to find different SVO groups. Since a spoken speech might not be as structured as a transcript, there are instances in which the students need to be taught on how to reword sentences. Note that this is still a rewording activity, and not summarizing activity. The third and final proposed activity in this stage is eliminating one of the elements of SVO. There are two elements which we can eliminate in this stage of note-taking practice. The first one is to erase the verbs and the second one is to erase the object. The second one is to create a list of synonyms for the linking verbs. In the case of links, Gillies (2017) have proposed sufficient practice to be had in the classroom. We are going to add what can be used in the virtual classroom. In this stage, in their native language, they will be asked to find a transcript. They will be asked to divide the speech, first, into its SVO units. After that, they will be asked to find the links. Having found them, they will be asked to list down different synonyms for the links. Then, they will be asked to come up with a symbol for the links (or adopt the available ones). After that, they will be asked to note the SVO units plus the links in their note. In the notepad (After dividing them into four columns with the most left column divided with a clear visible line) note down the link/s in the most left column using the symbols. Repeat this process until they are comfortable doing it with their native language. Afterward, the students will be asked to practice with the foreign language. Once they are comfortable, they will be asked to continue to spoken speech. Having finished practising with spoken speech, they will be asked to read from their notes.

In the hierarchy of values and verticality stage, students will be asked to read the transcript in their native language with emphasis on verticality. After they are comfortable doing it in their native language, they will be asked to continue with foreign language. Once they continue to spoken speech, we will make sure that recording is used. We will not include read-aloud materials since the intonation, which is a very important part of these aspects, cannot and will not be replicated well, if they are read aloud. In the 'symbol' stage, initially, we will notify the student and make sure that they **SHOULD NOT** memorize symbols exemplified in the materials. We will explain that the symbols given in the materials serve only as reference. Organic symbols might be replicated, but the others, especially those related to a specific situation, are not. In this stage, students will be asked to identify recurring words and they will be asked to create a symbol for that or adopt an existing one. When they decide to adopt, we will make sure that not more than 10 symbols should be adopted. For the last basic stage, having given the materials before the class starts, the students will be asked to practice a different technique of noting less. The students will be asked to demonstrate noting without the linking verbs or 'is', 'am', or 'are'. Once they have finished that, they will be asked to move on to the next practice as has been stated above.

As for the length of time, Gillies (2017) proposed that the minimum time is eight weeks. If translated into our institution, that should be sixteen (16) meetings. However, it is not that simple. The lesson titled 'introduction to interpreting' in our institution is given in 28 meetings for 14 weeks. If 16 meetings are given **ONLY** for note-taking, there are only 12 meetings left to give the rest of the interpreting lesson. We view that as being too excessive. Therefore, we decided that out of the three parts given in Gillies' (2017) books on note-taking, we will only take the first part. Based on the staging, the materials, and the activities of each stage as stated in the previous section. We think the first and second stage can be set up in two meetings, or one week. The reason why we do this is because they are basically a similar process; both are focusing on the main ideas of the speech or the transcript in which the former can actually be discussed (taught) in a relatively shorter time. The latter is actually a bit complicated so we decided to put more working hours on that. The third and fourth stage will also be given two meetings in the classroom or virtual classroom. We do this because these two stages are almost similar, in which

they are both the beginning stage of actual note taking. Most of the time in the virtual/non-virtual classroom, however, will be spent in interaction parts, or the fourth stage, in which they also have to read from notes, and interpret from the speech provided by their fellow students. This is because the students might not be too motivated to learn with their peers outside the classroom. Instead, the learner's autonomy will be emphasized on the note-taking of the native and foreign language. Since the last three stages focused on the techniques for note-taking, they will be implemented in the last two meetings with emphasis on the practice of demonstrating the techniques learnt from the lesson given in the online platform. This is chosen because the actual note-taking process CANNOT be discussed in the actual classroom or even in the virtual classroom since it consists of quite a lot of things to do. One thing to be reminded for these last three stages is, the materials and brief explanation of the next lesson should be given at least one week before the actual lesson starts.

CONCLUSION AND SUGGESTIONS

From the design, we can see that the module can be divided into three main stages. The first main stage is the understanding-the-speech stage which consists of analysing speech and dividing it into sections of ideas. The second stage is the basic note-taking stage in which we discuss how a note is supposed to be staged and prepared. This is also the stage in which students are introduced to note taking for the first time. The final main stage is the stage in which the students are taught basic techniques and strategies of note-taking. As for the materials, it can be seen that the leveling of the materials starts with transcripts in native and foreign language, which is then followed with speech of the same language pairs. The additional materials which will be included in Google Classroom platform must take into account the length of time to conduct the practice of the materials, the possibility of feedback, and their experimental values. In addition, not all materials will have the audio-visual format. One stage in particular will be solely conducted using face-to-face interaction or video conference. Moreover, For the last two meetings' materials, be it the assignment, practice, or topics of discussions, must be given at the end of the previous meetings to only be demonstrated in the lesson time.

Since the activities of the stages relate heavily on the topics given, they will follow whatever topics are given in the specific meetings. The first two meetings put emphasis on speech analysis and ideas division. For that reason, students' activities in these stages will consist mostly of analyzing speeches and dividing the ideas in said speeches into sections. In other words, in the first two stages, students will be doing a lot of analysis. In the next two meetings, students are introduced to basic note-taking. Therefore, in these stages, students' activities consist mostly of trying out note-taking. The fourth stage will take most of its classroom/virtual classroom, however, since it requires more students-to-students interaction. The last two meetings activities will consist of mostly the students demonstrating the techniques learnt from Google Classroom. This is because the materials to practice the techniques and strategies have been given prior to the actual lessons due to the number of activities which the students have to practice. If they are asked to learn the techniques in the classroom/virtual classroom, the time to do that is simply not enough.

One thing that we will have to consider in administering the materials of practice in GCR is figuring out the way to motivate the students to try experimenting with them. We are not worried about the reflective aspects of the learning since we are going to prepare a free-to-do assessment with answers. However, in terms of experimentation, there is a need to think of ways to motivate the students to try out the lessons or the techniques that they have discussed in the classroom.

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