

ABSTRACT

Note-taking is an essential skill to any interpreter in interpretation and especially consecutive interpretation. With the hope of figuring out the way to improve note-taking training at universities, the researcher carried out a research on Note-taking training at University of Languages and International Studies among interpreting third-year students. With the participation of 46/50 interpreting third-year students, all Questionnaires and notes from the Test on note-taking training have been collected for analysis. It is found out that students are aware of some basic features in note-taking but lack the foundation of the theory of note-taking. The sessions for teaching of note-taking in class seem to be inadequate. There are 14 typical problems based on note-taking theory by Roderick Jones, encountered by third-year students, in which, using few symbols and having no margin are the two most popular ones. It is recommended that there should be an official lesson on note-taking theory and lecturers are recommended to spend more time reviewing their student's notes.