Appendices

Appendix A: Recruitment Message

Hello,

Are you a Chinese student studying in an English Medium Instruction (EMI) University? My name is XXX. I am a student studying for a Master's degree at the University of Oxford. I would like to invite you to take part in my research project. My research investigates the effects on comprehension of using either Chinese of English to take notes while listening to a lecture. I am looking for adult native Mandarin speakers whose L2 is English, currently studying for a Master's or Ph.D. degree at an English medium university. Participation will involves watching a short video, taking notes on it, in either Chinese or English, then taking a short comprehension test a few weeks later. Please respond to this message if you are interested in taking part, and I will let you know more about the project. Your participation is very much appreciated.

Best regards,
XXX

Appendix B: Participant Information Sheet

An analysis of note-taking strategies: the effect of translanguaging on content comprehension and knowledge retention

PARTICIPANT INFORMATION SHEET

In partnership with researchers at the University of Oxford, you have agreed to take part in a study investigating investigates how different languages used when note-taking may affect individuals' comprehension and retention of content knowledge. I would like to invite you to be part of this study. I very much hope you would like to take part, but before you decide, it is important that you understand why the study is being done and what it will involve.

What are we trying to find out?

This research investigates how different languages used when note-taking may affect individuals' comprehension and retention of content knowledge. I am especially interested in what language (L1, L2, or combination of L1 & L2) of note-taking could best help students' comprehension and retention of content knowledge in English medium instruction class. Furthermore, how different languages are used when note-taking may affect the quality of notes. This research will help me to understand what language of note-taking instructors can promote in class. I hope that my findings will support students' class learning more effectively.

Why have you been invited to take part?

I am inviting you to take part because you are adult native Mandarin speakers whose L2 is English, currently studying a master's or PhD degree at an English medium university.
I am inviting 30 people to take part.

Do you have to take part?

No. You can ask questions about the study before deciding whether or not to participate. If you agree to participation, you may withdraw from the study at any time, without giving a reason and without penalty, by advising the researcher of this decision.

What will happen if you take part?

You need to take part in two tests in this research. Each test takes part around 20 minutes, with a month gap. All tests will be operated online. You will first finish a language background questionnaire. Then assign to a target language group. During the first test, you will watch a short video and take notes by using the target language. Then complete a comprehension test. During the second test, you will first review the notes you took in the first test. Then complete a retention test.

What are the advantages /disadvantages of taking part?

There are no advantages and disadvantages of taking part.

What happens to the data provided?

The information you provide during the study is the research data. Any research data from which you can be identified, is known as personal data.

Personal data will be stored in the researcher's password-protected laptop, and backed up to the university password-protected OneDrive.

Other research data will be stored for three years after the dissertation.

The researcher and supervisor will have access to the research data. Responsible members of the University of Oxford may be given access to data for monitoring and/or audit of the research.

Will the research be published?

The research will be written up as a student's thesis.

Who is conducting this research?

The research project is organized by XXX of Oxford University, who is a master student.

What if there is a problem?

If you have a concern about any aspect of this study, please contact XXX or XXX, and we will do our best to answer your query. I will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible:

Chair, Social Sciences & Humanities Inter-Divisional Research Ethics Committee; Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Wellington Square, Oxford OX1 2JD

What should I do next?

Please fill in the enclosed form and return it to researcher. Please remember that you may withdraw at any time, without penalty and without giving a reason, by notifying the researcher.

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact XXX.

Appendix C: Consent Form

PARTICIPANT CONSENT FORM

CUREC Approval Reference:

An analysis of note-taking languages influences on retention of content comprehension

Purpose of Study:

This study is aimed to investigate how different languages used by note-taking may affect individuals' comprehension and retention of content.

Confidentiality:

I have read and understood the details of the above study, and have had the opportunity to ask questions and discuss the study with others. I have received satisfactory answers to my questions. I understand that the project has received ethics clearance through the University of Oxford's ethical approval process for research involving human participants, and I understand who will have access to the data, how it will be stored and what will happen to the data at the end of the study. I understand that participation is voluntary and I are free to withdraw at any time, without giving any reason in any way. I understand how to raise a concern or make a complaint.

Request for more information:

If you have any questions about the study, you may contact XXX by email XXX.

I have read and agreed to all the terms and conditions. ☐

Name of participant: _____

Signature: _____ **Date:** _____

Name of researcher: _____

Signature: _____ **Date:** _____

Appendix D: Language Background Questionnaire

Basic information:

Participant number

Your Age

What is your native language?

What is your second language?

What degree you have already?

Which year you got the degree you answered above?

What degree are you currently studying?

Which year you will get the degree you answered above?

What is your main subject?

What grade did you start learning English (If your English learning started in Kindergarten, then please write down your age at that time)?

Kindergarten:

Where did you get your kindergarten degree? e.g.: Shanghai, China

If your kindergarten is in China, is it an English medium instruction or Chinese instruction kindergarten?

A. English Medium Instruction

B. Chinese instruction
C. N/A

If your kindergarten is outside of China, and the school is not in an English-speaking country, is it an English medium instruction or Chinese instruction kindergarten?

A. English Medium Instruction
B. Chinese instruction
C. N/A

Elementary School:

Where did you get your elementary school degree? e.g.: Shanghai, China

If your elementary school is in China, is it an English medium instruction or Chinese instruction elementary school?

A. English Medium Instruction
B. Chinese instruction
C. N/A

If your elementary school is outside of China, and the school is not in an English-speaking country, is it an English medium instruction or Chinese instruction elementary school?

A. English Medium Instruction
B. Chinese instruction
C. N/A

Did you take notes in elementary school classes?

A. Always
B. Often
C. Sometimes
D. Seldom
E. Never

What language did you use when you take notes in elementary school classes?

A. Chinese
B. English
C. Chinese and English

Middle School:

Where did you get your middle school degree? e.g.: Shanghai, China

If your middle school is in China, is it an English medium instruction or Chinese instruction middle school?

A. English Medium Instruction
B. Chinese instruction
C. N/A

If your middle school is outside of China, and the school is not in an English-speaking country, is it an English medium instruction or Chinese instruction middle school?

A. English Medium Instruction
B. Chinese instruction
C. N/A

Did you take notes in middle school classes?

A. Always
B. Often
C. Sometimes
D. Seldom
E. Never

What language did you use when you take notes in middle school classes?

A. Chinese
B. English
C. Chinese and English

High School:

Where did you get your high school degree? e.g.: Shanghai, China

If your high school is in China, is it an English medium instruction or Chinese instruction high school?

A. English Medium Instruction
B. Chinese instruction
C. N/A

If your high school is outside of China, and the school is not in an English-speaking country, is it an English medium instruction or Chinese instruction high school?

A. English Medium Instruction
B. Chinese instruction
C. N/A

Did you take notes in high school classes?

A. Always
B. Often
C. Sometimes
D. Seldom
E. Never

What language did you use when you take notes in high school classes?

A. Chinese
B. English
C. Chinese and English

Undergraduate School:

Where did you get your undergraduate degree? e.g.: Shanghai, China

Which university you got your undergraduate degree from? If you participated in a 2+2 program, please write down both universities.

What was your TOEFL/ IELTS score when you applying for this degree? If you did not use a TOEFL/ IELTS score when applying for this degree, then write N/A in the answer box.

If your university is in China, is it an English medium instruction or Chinese instruction program?

A. English Medium Instruction
B. Chinese instruction
C. N/A

If your university is outside of China, and the school is not in an English-speaking country, is it an English medium instruction or Chinese instruction program?

A. English Medium Instruction

B. Chinese instruction
C. N/A

Did you take notes in university courses?

A. Always
B. Often
C. Sometimes
D. Seldom
E. Never

What language did you use when you take notes in university courses?

A. Chinese
B. English
C. Chinese and English

Postgraduate

Which university you got/will get your master's degree from?

What was your TOEFL/ IELTS score when you applying for this degree? If you did not use a TOEFL/ IELTS score when applying for this degree, then write N/A in the answer box.

If your university is in China, is it an English medium instruction or Chinese instruction program?

A. English Medium Instruction
B. Chinese instruction
C. N/A

If your university is outside of China, and the school is not in an English-speaking country, is it an English medium instruction or Chinese instruction program?

A. English Medium Instruction
B. Chinese instruction
C. N/A

Did you take notes in this program?

A. Always
B. Often
C. Sometimes

D. Seldom
E. Never

What language did you use when you take notes in this program?

A. Chinese
B. English
C. Chinese and English

PhD

Are you currently studying in a PhD/ DPhil degree?

Which university you will get your degree from?

What was your TOEFL/ IELTS score when you applying for this degree? If you did not use a TOEFL/ IELTS score when applying for this degree, then write N/A in the answer box.

If your program is in China, is it an English medium instruction or Chinese instruction program?

A. English Medium Instruction
B. Chinese instruction
C. N/A

If your program is outside of China, and the school is not in an English-speaking country, is it an English medium instruction or Chinese instruction program?

A. English Medium Instruction
B. Chinese instruction
C. N/A

Did you take notes in this program?

A. Always
B. Often
C. Sometimes
D. Seldom
E. Never

What language did you use when you take notes in this program?

A. Chinese
B. English
C. Chinese and English

Appendix E: Comprehension and Retention Test with Scoring and Acceptable Answers

1. What is the material that can make roads, sidewalks, bridges, and skyscrapers in modern years? 1 point
   Concrete
2. How much concrete is there for each person on earth? 1 point
   Three tons
3. What was the difference between the Romans invented material and concrete? 1 point
   Less durable
4. In the next 40 years, what city can we use the concrete to build the equivalent of every single month? 1 point
   New York city
5. Over the last century, what is the problem that concrete brought to our world? 1 point
   Global warming
6. What percentage of the total emissions that made by refrigeration along with other heating and cooling? 1 point
   6%
7. What percentage of the total emissions that made by agriculture? 1 point
   18%
8. What percentage of the total emissions that made by electricity? 1 point
   27%
9. What percentage of the total emissions that made by transportation? 1 point
   16%
10. What percentage of the total emissions that made by making materials? 1 point
    31%
11. What percentage of the total emissions that made by concrete? 1 point
    8%
12. How many ingredients we need to make concrete? 1 point
    Four
13. What are the four ingredients of concrete? 4 points
    Cement, gravel, sand, and water
14. What ingredient makes concrete much more difficult to reduce the emissions than other material? 1 point
    Cement
15. What is the essential ingredient in cement? 1 point
    CaO

16. Where do we get calcium oxide (CaO) from? 1 point
    Limestone/ $CaCO_3$
17. How do we extract CaO from $CaCO_3$? 1 point
    Heating
18. Is there 100% clean concrete in the world? 1 point
    No
19. What is the best way to deal with the carbon dioxide from limestone before the carbon dioxide get into atmosphere? 1 point
    Carbon Capture
20. Why is carbon capture technique not widely used? 1 point
    Expensive
21. What are the keys that make roman concrete stronger and more long-lasting than any we use today? 2 points
    Ash and seawater
22. What does ash interact with to make the Roman concrete stronger? 1 point
    Seawater

Feedback Section

1. What languages do you use to take notes usually? i.e.: English, Chinese, or combination of English and Chinese
2. Which parts are difficult for you?
3. Any other comments you want to make about the test?

Appendix F: The Transcript of the Video Lecture

Thousands of years ago, the Romans invented a material that allowed them to build much of their sprawling civilization. Pliny the Elder praised an imposing sea wall made from the stuff as “impregnable to the waves and every day stronger.” He was right: much of this construction still stands, having survived millennia of battering by environmental forces that would topple modern buildings. Today, our roads, sidewalks, bridges, and skyscrapers are made of a similar, though less durable, material called concrete. There’s three tons of it for every person on Earth. And over the next 40 years, we’ll use enough of it to build the equivalent of New York City every single month. Concrete has shaped our skylines, but that's not the only way it's changed our world. It’s also played a surprisingly large role in rising global temperatures over the last century, a trend that has already changed the world, and threatens to even more drastically in the coming decades. To be fair to concrete, basically everything humanity does contributes to the greenhouse gas emissions that cause global warming. Most of those emissions come from industrial processes. We often aren’t aware of, but touch every aspect of our lives. Look around your home. Refrigeration— along with other heating and cooling— makes up about 6% of total emissions. Agriculture, which produces our food, accounts for 18%. Electricity is responsible for 27%. Walk outside, and the cars zipping past, planes overhead, trains ferrying commuters to work— transportation, including shipping, contributes 16% of greenhouse gas emissions. Even before we use any of these things, making them produces emissions— a lot of emissions. Making materials— concrete, steel, plastic, glass, aluminum, and everything else — accounts for 31% of greenhouse gas emissions. Concrete alone is responsible for 8% of all carbon emissions worldwide. And it’s much more difficult to reduce the emissions from concrete than from other building materials. The problem is cement, one of the four ingredients in concrete. It holds the other three ingredients— gravel, sand, and water— together. Unfortunately, it's impossible to make cement without generating carbon dioxide. The essential ingredient in cement is calcium oxide, CaO. We get that calcium oxide from limestone, which is mostly made of calcium carbonate: CaCO3. We extract CaO from CaCO3 by heating limestone. What’s left is CO2— carbon dioxide. So, for every ton of cement we produce, we release one ton of carbon dioxide. As tricky as this problem is, it means concrete could help us change the world a third time: by eliminating greenhouse gas emissions and stabilizing our climate.

Right now, there's no 100% clean concrete, but there are some great ideas to help us get there. Cement manufacturing also produces greenhouse gas emissions by burning fossil fuels to heat the limestone. Heating the limestone with clean electricity or alternative fuels instead would eliminate those emissions. For the carbon dioxide from the limestone itself, our best bet is carbon capture: specifically, capturing the carbon right where it's produced, before it enters the atmosphere. Devices that do this already exist, but they aren't widely used because there's no economic incentive. Transporting and then storing the captured carbon can be expensive. To solve these problems, one company has found a way to store captured CO2 permanently in the concrete itself. Other innovators are tinkering with the fundamental chemistry of concrete. Some are investigating ways to reduce emissions by decreasing the cement in concrete. Still others have been working to uncover and replicate the secrets of Roman concrete. They found that Pliny's remark is literally true. The Romans used volcanic ash in their cement. When the ash interacted with seawater, the seawater strengthened it— making their concrete stronger and more long-lasting than any we use today. By adding these findings to an arsenal of modern innovations, hopefully we can replicate their success— both by making long lasting structures, and ensuring our descendants can admire them thousands of years from now.

Appendix G: Comprehension Test Results

Language Group	Numerical Question	Fact Question	Main Topic Question	Undergraduate experience	Total Score
English	4	12	6	Studied abroad	22
English	3	8	4	Studied abroad + China	15
English	4	5	5	Studied in China	14
English	5	4	3	Studied abroad	12
English	2	4	2	Studied abroad	8
English	0	5	2	Studied in China	7
English	0	9	4	Studied abroad	13
English	3	6	2	Studied abroad	11
English	4	8	4	Studied abroad	16
English	6	7	4	Studied abroad	17
English	2	9	4	Studied in China	15
English	0	4	1	Studied in China	5
English	3	7	4	Studied in China	14
English	5	6	3	Studied in China	14
English	4	4	3	Studied in China	11
English	6	7	6	Studied in China	19
Chinese	0	7	4	Studied in China	11
Chinese	5	5	4	Studied in China	14
Chinese	4	3	2	Studied abroad	9
Chinese	1	0	2	Studied in China	3
Chinese	7	3	2	Studied abroad + China	12
Chinese	0	3	3	Studied abroad	6
Chinese	2	4	1	Studied in China	7
Chinese	1	5	4	Studied in China	10
Chinese	3	5	1	Studied abroad	9
Chinese	4	4	2	Studied abroad + China	10

Chinese	6	6	5	Studied in China	17
Chinese	4	7	4	Studied in China	15
Chinese	5	6	3	Studied in China	14
Chinese	3	7	4	Studied abroad	14
Chinese	0	6	4	Studied in China	10
Chinese	5	5	3	Studied abroad + China	13
Chinese	5	5	6	Studied in China	16
Translanguaging	3	7	2	Studied in China	12
Translanguaging	3	4	5	Studied abroad + China	12
Translanguaging	2	5	3	Studied abroad + China	10
Translanguaging	4	6	3	Studied in China	13
Translanguaging	4	2	3	Studied in China	9
Translanguaging	0	3	2	Studied in China	5
Translanguaging	4	3	3	Studied in China	10
Translanguaging	6	7	5	Studied abroad	18
Translanguaging	5	4	4	Studied abroad + China	13
Translanguaging	2	4	3	Studied abroad	9
Translanguaging	3	3	4	Studied abroad	10
Translanguaging	6	8	3	Studied abroad	17
Translanguaging	4	7	5	Studied abroad + China	16
Translanguaging	0	8	3	Studied abroad	11
Translanguaging	2	4	3	Studied abroad	9
Translanguaging	1	1	1	Studied abroad + China	3
Translanguaging	7	6	6	Studied in China	19
Translanguaging	7	7	4	Studied in China	18

Appendix H: Retention Test Results

Language Group	Fact questions	Numerical questions	Main topic questions	Undergraduate experience	Total score
English	11	5	4	Studied abroad	20
English	7	6	3	Studied abroad + China	16
English	6	1	3	Studied in China	10
English	8	6	4	Studied abroad	18
English	7	3	3	Studied abroad	13
English	4	0	6	Studied in China	10
English	6	0	4	Studied abroad	10
English	5	2	6	Studied abroad	13
English	8	5	6	Studied abroad	19
English	8	5	6	Studied abroad	19
English	9	4	5	Studied in China	18
English	7	6	4	Studied in China	17
English	6	3	3	Studied in China	12
English	5	4	4	Studied in China	13
English	7	5	6	Studied in China	18
Chinese	8	7	5	Studied in China	20
Chinese	9	6	3	Studied in China	18
Chinese	2	4	3	Studied abroad	9
Chinese	0	2	2	Studied in China	4
Chinese	3	6	2	Studied abroad + China	11
Chinese	3	0	1	Studied abroad	4
Chinese	5	4	2	Studied in China	11
Chinese	7	1	4	Studied in China	12
Chinese	4	4	3	Studied abroad	11
Chinese	6	4	1	Studied abroad + China	11
Chinese	3	5	3	Studied in China	11
Chinese	6	2	4	Studied in China	12

Chinese	5	1	3	Studied in China	9
Chinese	4	2	4	Studied abroad	10
Chinese	2	0	3	Studied in China	5
Chinese	4	6	4	Studied abroad + China	14
Chinese	7	1	4	Studied in China	12
Translanguaging	6	2	3	Studied in China	11
Translanguaging	5	6	5	Studied abroad + China	16
Translanguaging	8	2	3	Studied abroad + China	13
Translanguaging	6	5	2	Studied in China	13
Translanguaging	3	4	3	Studied in China	10
Translanguaging	3	1	2	Studied in China	6
Translanguaging	0	6	3	Studied in China	9
Translanguaging	7	6	7	Studied abroad	20
Translanguaging	5	7	5	Studied abroad + China	17
Translanguaging	7	6	6	Studied abroad	19
Translanguaging	7	6	6	Studied abroad	19
Translanguaging	4	0	1	Studied abroad	5
Translanguaging	6	6	5	Studied abroad + China	17
Translanguaging	5	1	2	Studied abroad	8
Translanguaging	1	3	2	Studied abroad	6
Translanguaging	1	0	1	Studied abroad + China	2
Translanguaging	8	7	6	Studied in China	22
Translanguaging	8	6	5	Studied in China	19

Appendix I: The Results of Total Word Count and Answerability

Language	Total word count	Answerability
English	56	34
English	47	37
English	107	44
English	75	36
English	74	23
English	40	28
English	50	21
English	69	38
English	50	37
English	99	43
English	46	30
English	52	35
English	39	18
English	41	27
English	51	36
Chinese	45	35
Chinese	55	30
Chinese	26	13
Chinese	24	15
Chinese	38	24
Chinese	0	0
Chinese	38	26
Chinese	22	15
Chinese	56	34
Chinese	56	33
Chinese	54	18
Chinese	30	27
Chinese	44	24

Chinese	36	24
Chinese	44	24
Chinese	64	30
Chinese	69	32
Translanguaging	59	35
Translanguaging	53	33
Translanguaging	53	29
Translanguaging	49	36
Translanguaging	51	34
Translanguaging	42	19
Translanguaging	49	35
Translanguaging	65	43
Translanguaging	65	36
Translanguaging	49	34
Translanguaging	36	21
Translanguaging	35	30
Translanguaging	66	40
Translanguaging	44	28
Translanguaging	26	17
Translanguaging	30	16
Translanguaging	55	34
Translanguaging	89	42

Appendix J.1: Sensitivity Analysis of the Comprehension Test's Main Topic Questions

ANOVA

Maintopicquestions

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.287	2	.644	.398	.674
Within Groups	74.346	46	1.616		
Total	75.633	48			

Appendix J.2: Sensitivity Analysis of the Comprehension Test's Factual Questions

ANOVA

Factquestions

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	26.681	2	13.340	3.411	.041
Within Groups	183.819	47	3.911		
Total	210.500	49			

Appendix J.3: Sensitivity Analysis of the Retention Test's Total Scores

Robust Tests of Equality of Means

Totalscore

	Statistic[a]	df1	df2	Sig.
Welch	8.055	2	27.403	.002

a. Asymptotically F distributed.

Multiple Comparisons

Dependent Variable: Totalscore

Games-Howell

(I) Language	(J) Language	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
English	Chinese	4.45128*	1.11072	.002	1.6708	7.2318
	Translanguaging	2.17778	1.70088	.418	-2.0267	6.3822
Chinese	English	-4.45128*	1.11072	.002	-7.2318	-1.6708
	Translanguaging	-2.27350	1.53799	.320	-6.1309	1.5839
Translanguaging	English	-2.17778	1.70088	.418	-6.3822	2.0267
	Chinese	2.27350	1.53799	.320	-1.5839	6.1309

*. The mean difference is significant at the 0.05 level.

Appendix J.4: Sensitivity Analysis of the Total Word Count

ANOVA

Totalwords

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2744.330	2	1372.165	4.732	.014
Within Groups	13339.875	46	289.997		
Total	16084.204	48			

Multiple Comparisons

Dependent Variable: Totalwords

Tukey HSD

(I) Languages	(J) Languages	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
English	Chinese	18.49804*	6.03256	.010	3.8882	33.1079
	Translanguaging	11.08627	6.03256	.169	-3.5236	25.6961
Chinese	English	-18.49804*	6.03256	.010	-33.1079	-3.8882
	Translanguaging	-7.41176	5.84100	.420	-21.5577	6.7341
Translanguaging	English	-11.08627	6.03256	.169	-25.6961	3.5236
	Chinese	7.41176	5.84100	.420	-6.7341	21.5577

*. The mean difference is significant at the 0.05 level.

Appendix K: CUREC

Research project title: An analysis of note-taking strategies: the effect of translanguaging on content comprehension and knowledge retention

The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

Please note that any data collection involving in-person interactions with participants must have an up-to-date COVID-19 fieldwork risk assessment in place. Please refer to the current guidance issued by CUREC during the pandemic, notably COVID-19: CUREC guidance on research involving human participants, https://researchsupport.admin.ox.ac.uk/governance/ethics/coronavirus.

If relevant please also check the CUREC website for their best practice research guides, https://researchsupport.admin.ox.ac.uk/governance/ethics/resources/bpg

Appendix L: Participants' Feedback

Note: feedback section was not required to answer, so not all participants answered the feedback section.

Hard to write in Chinese. I learned majority of the academic stuff in English.
I bet translanguaging did the best.
Not interested in chemistry.
Never took notes in Chinese in college.
It is interesting that taking notes in my mother tongue actually impedes my understanding of the video.
I am not good at taking notes while listening to a lecture.
It is fun to take notes in two languages. I felt it is maybe a little bit more efficient than taking notes in one language.
Writing in both languages is easy. I can use the one that come to mind first.
I don't remember the information at the beginning of the lecture.
Wrote abbreviation in Chinese, but forget the meaning of it.
I didn't pay attention to the numbers.
I haven't written Chinese for a long time. Forgot how to write some of characters.
Translating between English and Chinese is difficult. Forget some translations.
I can only take notes in English when the lecture is in English.
Enjoy writing in two languages. It is easier than writing in one language.
I don't have experience in taking notes in Chinese while listening to English. Thus, it is very hard for me.
It is interesting to find out that I actually used more English than Chinese when taking notes. I type Chinese more than write in Chinese.
Translating back to Chinese when listening to English is too hard.
I used to take notes in English during lectures.
Interpreting, translating, and taking notes at the same time is hard.
I used Pinyi instead of the characters because I forgot how to write the word. I usually type.

I wrote single character for compound words to save time, but forgot what does the character represent to.
It is hard to remember all the detail information when taking notes in Chinese.
Translation took too much time for note-taking. Also, I don't remember some translations of the English words in Chinese.
I need additional time to think about the English words in Chinese.
I not familiar with this topic, so it is a bit hard for me.
Not familiar with taking notes in Chinese in class.
To translate between English and Chinese. While the speech is in English, it is more natural to simply write down the content in English. Writing in Chinese needs more cognitive effort to translate.
I missed some information because of translating back to Chinese.
Don't remember the correct word in Chinese.
Good to take notes in both languages. I learned some academic knowledge in Chinese and some in English. Thus, it is easy for me.
Numbers are hard.
Using both languages to write notes is hard because I need to decide which language I should use. I prefer to take notes in English.
I don't like this topic.
It is hard to write detailed information down in Chinese. I can only take notes on the gist and statistics.
I wrote single character to represent a compound, but forgot what the character refer to after two weeks.
Prefer writing in both languages because some information can be written down easily in one of the languages.

Appendix M: English and Chinese Word Count in Translanguaging Notes

Language	Word count
English	36
English	34
English	30
English	27
English	43
English	24
English	34
English	45
English	36
English	38
English	55
English	25
English	48
English	55
English	14
English	20
English	33
English	54
Chinese	6
Chinese	11
Chinese	5
Chinese	6
Chinese	11
Chinese	9
Chinese	15
Chinese	2

Chinese	16
Chinese	3
Chinese	0
Chinese	7
Chinese	4
Chinese	11
Chinese	9
Chinese	3
Chinese	16
Chinese	23