**INTRODUCTION:**
- Note-taking is an important part of studying and note-taking quality improves later test performance [1]
- Students in the UK who speak English as a second language might be disadvantaged as note-taking quality has been found to be worse in a non-native than in a native language [2]
- On the one hand, note taking might be faster in a native language and result in better quality and test performance [3]
- On the other hand, taking notes in the language of the lecture content (English) might result in better test performance thanks to the language of encoding and testing being the same [4]

**AIMS:**
Examine effects of note-taking language on note quality and test performance
Investigate the potential role of English proficiency as a mediating factor

**RESULTS:**

<table>
<thead>
<tr>
<th>Note Language</th>
<th>Question Type</th>
<th>% Correct on Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>Knowledge</td>
<td>75</td>
</tr>
<tr>
<td>Native</td>
<td>Inference</td>
<td>65</td>
</tr>
<tr>
<td>Non-Native</td>
<td>Knowledge</td>
<td>50</td>
</tr>
<tr>
<td>Non-Native</td>
<td>Inference</td>
<td>40</td>
</tr>
<tr>
<td>Free</td>
<td>Knowledge</td>
<td>25</td>
</tr>
<tr>
<td>Free</td>
<td>Inference</td>
<td>10</td>
</tr>
</tbody>
</table>

Significant relationship between English proficiency and performance, more proficient = better test performance

**PARTICIPANTS:**
N = 100 non-native English speakers studying at English speaking university
Native languages: Dutch, German, French, Italian or Spanish
English proficiency = 78.7% average (0-100% scale)
Native proficiency = 85.5%

**MATERIALS + PROCEDURE:**
Initial pre-screening to fit language profile

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**CONCLUSION:**
- Note-taking language when studying in a non-native language appears to have no effect on later test performance.
- English proficiency predicted test scores, showing the importance of proficiency in non-native students.
- Future analyses will be done on note quality.

**DISCUSSION:**

**IMPLICATIONS**
Current results show no differences for test performance based on note-taking language

Results suggest international students should choose which language they feel works best for them

Non-native students may be able to improve performance by improving English proficiency

**LIMITATIONS AND FUTURE RESEARCH**
Effects of note-taking language are perhaps more likely to emerge when the content is longer or more complex

Native and non-native proficiencies were very close to each other, which might have reduced language effects

Participants were also unable to revise from notes before the test to control for individual differences in revision

Note taking language may impact test scores when they can revise from the notes beforehand

Note quality is still in the process of being scored to examine effects of language on quality

**REFERENCES:**