

Guided note-taking as an interactive, transformative process: exploring how disciplinary knowledge is communicated in Finnish CLIL Classrooms

In education, note-taking has traditionally been seen as an individual activity and lecture notes as educational artefacts embodying students' perspective on what is examinable knowledge (e.g., Mueller & Oppenheimer, 2014). Disciplinary literacy, in its part, recognizes the reciprocal relationship between disciplinary content and ways of communicating subject-specific knowledge, both in speech and writing (e.g., Nikula et al., 2024). In regard to writing, it has in CLIL contexts often been approached with a focus on students' ability to produce subject-specific texts (e.g., Whittaker & McCabe, 2020) rather than investigating it as an interactional process (e.g., Mondada, L., & Svinhufvud, 2016). In this presentation, we adopt an interactional perspective to writing by exploring guided note-taking as an interactive, transformative process that can support students in understanding disciplinary content and ways of communicating it.

Using multimodal conversation analysis, we investigate teachers' multimodal practices of guiding students in note-taking in Finnish CLIL secondary school classrooms. The video-recorded data come from different subjects taught in English in a CLIL program, such as chemistry and geography. Specifically, we focus on question-answer episodes where teachers and students collaboratively co-construct disciplinary knowledge and how teachers in this process employ diverse multimodal resources, ranging from written and oral clarifications to acts of underlining and pointing that serve to highlight the language of the discipline (e.g., language of chemistry). The findings reveal how the seemingly mundane act of guided note-taking can in fact be beneficial for students' developing understanding of how subject-specific knowledge is constructed and communicated. The findings, thus, showcase successful practices of/for CLIL education and underscore guided note-taking as a key classroom practice that should not be neglected in (CLIL) teacher education.

Keywords: guided note-taking, disciplinary literacy, CLIL, classroom interaction, conversation analysis

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