

The Interaction for Learning Framework: A Tool for Learning in Diverse Classrooms

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Fill in the blank

Birds of a feather

_____.

One-minute challenge:

Meet the people on either side of you.

If you already know them, include someone else nearby in your group.

Find out their institution and area of work/interest within English-language teaching.



Today's session

- Internationalization, interaction and teaching and learning in ELT and higher ed
- What the research says about interaction
- The Interaction for Learning Framework (ILF)
- Applying the ILF in your Context(s)



The Untapped Potential of Diversity in our Classrooms

- Internationalization of the HE curriculum (Arkoudis, 2006):
 - Course content
 - Teaching and learning practices in culturally and linguistically diverse classrooms
- Teaching that accommodates diversity is more effective for all students. (Carroll and Ryan, 2007)



Arkoudis, S. (2006). *Teaching International Students: Strategies to Enhance Learning*. Melbourne: Centre for the Study of Higher Education.

Carroll, J., & Ryan, J. (Eds.). (2007). *Teaching international students: Improving learning for all*. London; New York: Routledge.

Benefits of Interaction in Linguistically and Culturally Diverse Classrooms?

- Development of cognitive skills
(Ryan and Hellmundt, 2005; Sheets, 2005)
- Supports student-centred learning
- Development of intercultural skills
- Development of cultural awareness
- Development of independence in students
- Contribute to a greater sense of belonging and support (Eames and Stewart, 2008; Huijser and Kimmins, 2008)



Ryan, J. and Hellmundt, S. (2005). "Maximising international students' 'cultural capital'. In *Teaching international students: Improving learning for all*, Edited by: Carroll, J. and Ryan, J. 13–16. London: Routledge.

Sheets, R.H. 2005. *Diversity pedagogy: Examining the role of culture in the teaching-learning process*, Boston: Pearson Education.

Eames and Stewart 2008 Eames, C. and Stewart, K. 2008. Personal and relationship dimensions of higher education science and engineering learning communities. *Research in Science & Technological Education*, 26(3): 311–21.

Huijser, H. and Kimmins, L. 2008. Peer assisted learning in fleximode: Developing an online learning community. *Australasian Journal of Peer Learning*, 1(1): 51–60.

Benefits of Interaction in Linguistically and Culturally Diverse Classrooms?

- Plurilingual and pluricultural competence (Piccardo, 2011)
 - Multilingual/multicultural=society; plurilingual=individual
 - Plurilingual competence involves the ability to
 - switch from one language or dialect to another
 - express oneself in one language and understand others
 - call upon the knowledge of a number of languages to understand a text,
 - mediate between individuals with no common language
 - by bringing the whole of their linguistic and cultural repertoire to bear
 - radically simplifying their use of language to be understood by the interlocutor
- Plurilingual comprehension A2**
Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in different languages.

Building on plurilingual repertoire A2
Can mobilise his/her limited repertoire in different languages in order to explain a problem or to ask for help or clarification.

Building on pluricultural repertoire A2
Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply

Piccardo, E. (n.d.) The CEFR Companion Volume (CEFR/CV) with Old and New Descriptors: Plurilingual and Pluricultural Competence in the CEFR. Retrieved from: <https://rm.coe.int/plurilingual-and-pluricultural-competence-piccardo-/1680788b26>

Why do students from different backgrounds sometimes self-segregate?



Creating Opportunities for Interaction

- “...cross-cultural skills do not happen by magic” (Arkoudis et al., 2012)
 - Important skillset for EAP students’ future studies in Canadian HE
- “Peer interaction needs to be planned and organized within the teaching and learning activities that are linked to learning outcomes and assessments (Biggs and Tang, 2007)
- “Classrooms are sites in which practices can either confirm or challenge equal or unequal student participation and constructs such as ‘domestic’ and ‘international’. (Cruikshank et al., 2012)
 - Can challenge cultural, gender, etc. stereotypes around interaction, critical thinking, etc.

Arkoudis, S., Watty, K., Baik, C., Yu, X., Borland, H., Chang, S., Lang, I., Lang, J. & Pearce, A. (2013). Finding common ground: enhancing interaction between domestic and international students in higher education. *Teaching in Higher Education*, 18(3), 222-235.

Biggs, J. and Tang, C. 2007. *Teaching for quality learning at university*, 3rd ed, Berkshire: Open University Press.

Cruikshank, K., Chen, H., & Warren, S. (2012) Increasing international and domestic student interaction through group work: a case study from the humanities. *Higher Education Research & Development*, (31) 6, 797-810. DOI: [10.1080/07294360.2012.669748](https://doi.org/10.1080/07294360.2012.669748)

Arkoudis et al. (2013): Interaction for Learning Framework

- “In what ways can university teaching promote interaction between students from diverse cultural and linguistic backgrounds”?
- Student, staff, faculty focus groups; created documentary
- Six major themes; this became the ILF Framework:
 1. Planning for interaction
 2. Creating environments for interaction
 3. Supporting interaction
 4. Engaging with subject knowledge
 5. Developing reflexive processes
 6. Fostering communities of learners

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Six Major Themes

- **1) Planning for interaction**

- Linked to assessment tasks and learning outcomes; on course outline
- Design tasks that cannot be completed without interaction between diverse groups
- Assessment tasks involving peer feedback

- **2) Creating environments for interaction**

- Set the stage from the outset of course
- Many students preferred instructor intervention in promoting interaction
- Scaffold participation in tutorial discussions: help all students build confidence and trust and the skills necessary for interaction

Six Major Themes

- **3) Supporting Interaction**
 - Explanation, drawing connections about how interaction benefits learning
 - Support students to set rules for respectful interaction
 - Continued skills development; provide resources

- **4) Engaging with Subject Knowledge**
 - Sociocultural learning theory: social interaction drives cognitive learning
 - Diversity of knowledge and perspectives a resources for learning the course content
 - Varies by discipline: pair/group discussion vs. collaborative model building, problem solving. Peer feedback can support learning in all disciplines.

Six Major Themes

- **5) Developing Reflexive Processes**

- Peer interaction enhanced critical thinking and reflection on students' learning.
- “Quality of work improved because [students] were required to think about international perspectives in completing their assessment task” (Arkoudis et al., 2013, p. 231)
- Require explicit reflection on differences in international perspectives in assessment

- **6) Fostering Communities of Learners**

- Independent learning between peers, with diversity as resource
- Specifically structured: discussion boards, mentoring programs
- Both marks and social aspects of interaction can be incentives

The Interaction for Learning Framework

A teaching and learning tool for your EAL tool kit.



Discussion

- Discussion
- Groups of 3-4. Different institutions and teaching contexts preferable!
- Share one interaction-related challenge from your context.
- How could you apply the ILF in your context?

The ILF

1. Planning for interaction
2. Creating environments for interaction
3. Supporting interaction
4. Engaging with subject knowledge
5. Developing reflexive processes
6. Fostering communities of learners

Thank you!

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