

The Impact of Applying Laurillard's Conversation Framework (LCF) on English Teaching

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Abstract

Laurillard's conversational framework consists of four sections: discussion, adaptation, interaction, and reflection. These four links complement each other, which prompts an iterative dialogue between learner and teacher. The application of Laurillard's conversational framework (LCF) on English teaching has a certain positive impact on both teachers and students. For teachers, first of all, it helps them assist learners in effectively understanding and mastering knowledge. Secondly, it enables teachers to modify task goals and academic descriptions based on students' tasks. Moreover, it helps teachers change their teaching methods. It is no longer merely about teachers merely outputting knowledge, but rather more about promoting two-way communication between teachers and students. For students, it has solved the problem of their passivity in the traditional classroom environment, making them more motivated to learn knowledge. Moreover, it is student-centered, which will reduce the learning pressure on learners. However, LCF also has certain limitations. In this conversational framework, teachers cannot provide timely feedback on students' learning progress or achievements. Moreover, teachers need to have a relatively high comprehensive ability, which makes the selection of teachers somewhat difficult. Additionally, teachers need to constantly improve themselves and adjust their teaching content and teaching models in a timely manner. Students need a high level of comprehension to grasp the significance of the teacher's teaching content, and they also need to have relatively proficient learning abilities. The teaching of the conversation framework also has complex requirements for learners, and their experiences need to match the teaching content. Based on the above advantages and limitations, LCF can be combined with artificial intelligence tools to better address the limitations of its implementation in English teaching, expand its advantages, and bring more convenient and effective teaching methods to both teachers and students.

Keywords

Laurillard's conversational framework;
AI integration; teaching mode

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1. Introduction

In the current teaching, there are many e-learning theoretical approaches or models for the reference of education learners. It also provides online educators and learners with a great way to teach and learn about online education. This paper will study the influence of Laurillard's conversational framework (LCF) on English teaching. Laurillard's conversational framework (LCF) consists of four parts: discussion, adaptation, interaction and reflection. These four links are complementary to each other, which promotes an iterative dialogue between learner and teacher. The teacher first transmits the theoretical knowledge to the students through the teaching content, and the students will accept the specific highlights in the content. After that, the students will review this knowledge through specific activities in the supportive environment created by the teacher. Finally, after these activities, the students can give a reflection to the teacher. In this teaching process, students can absorb knowledge by asking questions about this theoretical knowledge. Students will also give teachers some reflections based on their own specific experience. In the supportive environment created by the teacher, the teacher will also give corresponding target feedback during the activity. The teacher will also accept some of the students' activities and ideas at the end. This conversational framework allows teachers and students to learn from each other through repeated conversations.

2. The Benefits of Laurillard's Conversational Framework

2.1. The Benefits for Teachers

Laurillard's conversational framework (LCF) has some good effects on teachers. The teacher's task is to enable learners' academic learning by enabling them to understand and manipulate descriptions of the world. In order to achieve this goal, it is necessary to consider the characteristics and particularity of students and engage them in meaning-generating activities^[1]. The conversational framework allows students of different levels to freely understand the teaching content and ask the teacher questions according to their own questions when the teacher outputs their views. This helps teachers to help learners understand and master knowledge effectively. The teacher is the holder of academic knowledge; he/

she is the familiar conceptual representation of the world, while the student is the general, "everyday" knowledge, epistemological beliefs, and preconceived notions. These two types of knowledge meet learning content and tasks around a learning environment and take the student to the academic level with the teacher's preconceptions and he/she should engage him/her in the iterative negotiation process of meaning. This conversational framework helps the teacher to modify the task objectives and academic description according to the student's tasks. Teachers redefine concepts and goals according to students' understanding and actions, while students can redefine their own understanding and readjust their behavior according to teachers' feedback and tasks. For online teaching, teachers can adjust their teaching mode repeatedly and find the teaching mode most suitable for learners through continuous adjustment of recorded classes. LCF has changed the way teachers deliver content to students and students learn. Research shows that traditional teaching methods are of limited effectiveness, such as the emphasis on theory without any practical and real-life situations. This may result in students' inadequate ability to deal with various situations when going out in the real world^[2-3]. The LCF conversation framework allows teachers to modify the teaching content according to students' own conditions, which enables teachers to help students understand theoretical knowledge more effectively. Besides, teachers can output theoretical knowledge, students can also better understand the meaning of theoretical knowledge through some practical problems. The traditional teaching methods of lecturers are limited in classroom teaching and teaching effect. In order to address the development of education, it is necessary to change the content of courses and the way in which courses are delivered to students. Therefore, a framework is proposed that emphasizes the importance of dialogue between students and teachers. LCF helps teachers to change their teaching methods. Instead of teachers' single output of knowledge, there is more about promoting two-way communication between teachers and students. This is more of a repeated dialogues between students and teachers, which enables teachers to understand students' learning progress and students' needs through these dialogues. In such a learning environment, the role of the teacher develops into the provider of information, the creator of communication space, the facilitator of

discussion, and the environment designer.

2.2. The Benefits for Learners

For learners, LCF has a beneficial impact on them. Solving the passive problems of students in traditional classroom environments has led to the development of student-centered learning environments and the use of constructivist learning methods that allow students to master their own learning processes and develop their skills in active learning and problem solving. LCF affects classroom dynamics and relationships between students to a certain extent. This conversational framework addresses the limitations of traditional teaching. It is not a single teaching approach dominated by teachers and where students learn, but rather focuses on the teaching relationship. This conversational framework will influence the process technologies of mutual learning between teachers and students and their changing roles in multimedia mediated learning environments. Through the technology of online education, educators can further ensure that students have the opportunity to collaborate and reflect on their learning. This allows for a lot of interaction and feedback between students and teachers. Laurillard (1993) emphasizes the importance of students getting feedback through learning in relation to reflection and adaptation to goal-oriented tasks. Feedback operates at two levels: the discourse level (upper part of the framework) and the experiential level (lower part of the framework). At the discursive level, it is where all the discussions, concepts, and negotiations between teachers and students take place. The interaction and feedback obtained from the teacher is to ensure that the students understand and understand the objectives of the conceptual project and are carried out at an experiential level, which is where the students complete their assignments. It is the level of student engagement, which requires experience with critical thinking skills, problem solving skills and communication skills. Learners' complete projects through teamwork, gain real work and life experience, and learn to communicate and cooperate with others. Learners also play the role of creative learners and take the initiative to learn and give their opinions and ideas in groups, which is a traditional teaching and learning classroom that is lacking. In such a framework, learners are able to solve problems,

communicate, and collaborate. Giving and receiving feedback is very important for us. Unlike the traditional classroom, knowledge can only be passed on from the teacher to the students. With the help of some network technology tools, students can get information anytime and anywhere. It moves from teacher-centered teaching to student-centered learning. The learning process for students is more interesting, challenging and stimulating for them. Students are very motivated to use it and they become very active in the learning process. They show a greater willingness to learn and explore to learn content. They actively seek answers to questions and become more confident in learning^[4]. Such a conversational framework can make students more motivated to learn knowledge. Student-centered, this will reduce the learning pressure of learners, and the change of teacher and student identity will also make students feel novel and more relaxed.

3. The Limitations of Laurillard's Conversational Framework

3.1. The Limitations for Teachers

LCF also has certain limitations for teachers. In a study of student oral feedback, no teachers were found to use recorded voice comments or give feedback. However, some teachers do use these recordings to evaluate students' oral performance in the annual National Mandatory English Test^[5]. This suggests that the teachers in this session framework for some of the students' study progress or learning outcomes is not feedback in time. It is very important for teachers' teaching, which can lead to teachers not grasping students' learning process in time, demand for students is not clear, and the teaching content may not be especially suitable for students. This framework is a key pedagogical provision for research because it is recognized that learners are forced to interpret and express knowledge in a variety of different ways when they reach a higher level of understanding and prove their views to others^[6]. This also requires high teaching level of teachers. In this conversational framework, teachers need to have a high teaching level in order to better express the meaning of the teaching content to students and can provide the most appropriate answers to the questions and feedback raised by students. The centrality of dialogue in the pedagogical model stems

from the teacher's need for instruction to tap into students' mental constructs about a topic before negotiating the path to the goal concept. From a teacher's point of view, this is the purpose of learning. The teaching strategies advocated by this model are based on teacher-student interaction, not just actions those students are required to take. The model advocates taking action that students are constructed around dialogue and should be supplemented constructively and meaningfully by feedback from teachers^[7]. This indicates that the interaction between teachers and students is very important. In this conversational framework, it also requires teachers to have a high ability to control the classroom. Especially in online courses, learners lack or fail to communicate and interact with teachers in time due to various problems. Teachers enhance and more comprehensive intelligence, practice and how best to help learners produce and effectively learn in a learning environment, whether to monitor learners' progress on a topic-by-topic basis or on the basis of strong integration and practice of theory^[8]. LCF requires teachers to have a high comprehensive ability, which also makes it difficult to select teachers. Moreover, teachers need to constantly improve themselves and adjust their teaching content and teaching mode in time.

3.2. The Limitations for Learners

Similarly, LCF also has some limitations for learners. Learners may be more advanced or skilled learners with procedural and conceptual skills. In this framework, students need to have a high understanding to grasp the meaning of the teaching content of the teacher, and learners need to have a relatively skilled learning ability, so that they can independently refine the key points of the teaching content and put forward some questions of their own opinions to the teacher. In this way, teachers and students are able to talk back and forth within the conversational framework, and the meaning and purpose of Laurillard's conversational framework will be reflected. If learning is to learn from experience, its benefits should also interact with the external environment at least as complex as the individuals, and if it can make progress in its environment, namely, the logical structure of a learning organization should be congruent with the logical structure of a learning Individual^[9]. This suggests that teaching using this conversational framework is also

complex for learners, whose experience must match the teaching content. This conversational framework may be more suitable for higher education learners. On the other hand, a long time of repeated conversations may make learners feel tired. An active student's interest may last only 15-20 minutes. Especially for online education, this conversational framework will allow students to carry out some activities and reflections continuously. Such long-term thinking and interaction with teachers will make students feel tired and bored. Therefore, how to add interesting elements into this conversational framework is also a challenge. Activity feedback acts as an "automatic tutor" to some extent, predicting where the student might go and choosing a different answer, and explaining and explaining it when necessary. This form of feedback is inevitably limited to the predictable areas of student misunderstanding^[10]. This conversational framework may be limited to the student. In the case of the "tutor", the student's thinking can only be limited to his or her own opinions, and it may require constant communication and dialogue with the teacher to expand the student's thinking. In Laurillard's conversational framework, learners need to have constant conversations with teachers to acquire and master knowledge. However, once the number of students is too large, it means that not all students can have the opportunity to interact and talk with teachers. This is also a limitation of Laurillard's conversational framework for learners.

4. The AI Integration of Laurillard's Conversational Framework

Laurillard's conversational framework can be used in many teaching contexts. First of all, in the classroom of English education, for English pedagogy, this conversational framework itself is worth studying and using for teaching learners. In the classroom of English education, this conversational framework can be used for teaching, which can help learners better understand and use this conversational framework. In an era when artificial intelligence is developing so rapidly, LCF can be combined with artificial intelligence tools to better leverage its advantages and make up for its limitations. For instance, some technological tools can be utilized, such as artificial intelligence agents and mini-programs independently developed by schools, to facilitate the

smooth progress of classes. They can also provide more convenient teaching tools for teachers and students. With the use of some network technology tools, teachers can better analyze the feedback of students' learning progress and respond to students' questions in a timelier manner. For students, the use of this conversational framework and the use of network technology tools can help learners to understand and master the teaching content more easily in the independent learning process and can also be clearer about their own shortcomings. When LCF is used in the feedback section of students and some online learning tools, it can make students' reflection more diverse, which also enhances students' motivation and interest in learning. Combining LCF with artificial intelligence tools has better addressed the limitations of LCF's implementation in English teaching, further expanded its advantages, and brought a more convenient and effective teaching method to both teachers and students.

5. Conclusion

Laurillard's conversational framework is an iterative dialogue between learner and teacher. Among them, the

most important is the dialogue process between teachers and learners, and this conversational framework has advantages for both teachers and students. For teachers, this conversational framework allows them to adjust their teaching content according to the actual situation and needs of students and to grasp students' learning progress faster according to students' questions. For students, this is a student-centered conversational framework, and students can learn in a more relaxed atmosphere. This is different from the traditional classroom, where students are the leaders of the class and teachers are no longer the ones who input knowledge unilaterally. Of course, this conversational framework is also limited. Timely feedback is of great importance to teachers' teaching and students' learning and requires high requirements for teachers' teaching ability and students' learning level. Long hours of repeated conversations can also make teachers and students feel tired. Therefore, this conversational framework can be used in conjunction with some online learning tools, which can make this conversational framework more effective and practical, and also better help teachers and learners to effectively teach and learn.

Disclosure statement

The author declares no conflict of interest.

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