

Design-Based Research for Technology Enabled Language Learning: From Theory to Practice

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Abstract

English Language Teaching in India presents multiple challenges, such as a dearth of authentic materials, competent language teachers with a sound knowledge of pedagogical principles and diverse content to support English language learning. As we witness a rise in digital content for building language competence in students, it is necessary to identify research methodologies that can inform the design processes to create and access authentic resources for Communicative English. We argue for the suitability of Design Based Research (DBR) as an appropriate research methodology for designing technology-enabled language learning (TELL) materials for under-resourced contexts. Thereafter we discuss three design principles that emerged as critical features in developing TELL materials for Indian government schools.

Keywords: Design Based Research, Technology Enabled Language Learning, Communicative English, authentic materials, digital content equitable access

Teaching English in India: Demand and Challenges

The last few decades have seen the demand for instruction in English in Indian schools increasing manifold. Recent trends in the global economy have favoured English as the language of choice and a symbol of class, privilege and aspirations for most Indians. Though English is spoken only by a small percentage of the Indian population, it is, as the associate official language of the nation, the language of the ruling elite, with many activities at a national level transacted in English (Graddol, 2010). The simultaneous increase in the demand for English language instruction