

## **Using design-based inquiry to investigate strategic learning in context: Adding a new dimension to doctoral research in language education**

The term “design-based research” refers to a pragmatic approach to educational research that has recently gained popularity. In the context of education, it refers to the systematic inquiry of designing, developing and evaluating educational interventions as solutions to practical problems and advancing the scholarship related to these solutions and the theoretical underpinnings. An emerging body of literature has justified this paradigm’s potential to add a fresh dimension to doctoral research, particularly in practitioners’ fields such as the educational sciences (Goff & Getenet, 2017) including Teaching English for Speakers of Other Languages (TESOL). This presentation aims to provide a systematic introduction to future doctoral students and interested practitioners in applied linguistics and language teaching who may be interested in conducting designed-based educational studies to investigate strategic learning, learner autonomy and use of technology to promote them. Based on a qualitative analysis of a few examples of design-based research studies in education and applied linguistics and auto-ethnographic reflections on a section of the presenter’s doctoral study in progress, this presentation will examine the key characteristics of design-based research. Specific attention will be paid to its ontological and epistemological foundations, its differences from the more well-known approaches, data collection instruments, procedures, as well as strengths, limitations and challenges. The presentation will then highlight how design-based research can be used to investigate learning strategies, strategy use and learner autonomy. Based on the findings, this study makes a strong case for popularizing design-based research as a mode of inquiry at the doctoral level in the field of language teaching and learning and combining it with other approaches such as exploratory, ethnographic and action research, with the aim of bridging the gap between theory and practice in language education research.

### **References:**

Goff, W., & Getenet, S. (2017). Design-based research in doctoral studies: Adding a new dimension to doctoral research. *International Journal of Doctoral Studies*, 12, 107-121.