



DESIGN THINKING PEDAGOGY IN ENGLISH LANGUAGE INSTRUCTION – A REVIEW

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ABSTRACT



English as a second language is considerably difficult for learners in an Indian classroom. Design thinking is a method that can be adopted in English language classrooms to create better and interactive language instruction. It is a method which is adapted from the field of business to education. The technique is based on resolving real life cases through innovations and creative ideas. Design thinking is a creative act and it makes teacher to understand the act of creating a real effective learning environment, which is reflective and intentional. The paper perceives the importance of Design thinking paradigm to English language learning. The study suggests that design thinking as pedagogy to be understood and implemented in the English language classroom and thereby constructing learners who are shapers of knowledge, not receivers of information.

Keywords: *Design thinking, Language instruction, Indian classroom, L2 Learners.*



INTRODUCTION

In the present day context, English language has become mandatory all over the world. It is no more an option but criteria by itself. In a multilingual country like India, English being a second language has turned out as the difficult of all subjects for learners in classroom instruction. Teacher plays the major role to make students interactive and innovative to learn a language. English language teaching has also become a challenging and demanding task for teachers. In the present century, with the advancement of technology and information explosion, learners are expected to perform more, and thereby, teachers' role has also become prominent. Therefore different methods and techniques are introduced by English language researchers and instructors. The present paper suggests Design thinking as a method that can be adopted in English language classroom to create a better and interactive language instruction. Design thinking is a creative art and a human centered collaborative method. It is an approach to teaching and learning, which focuses on developing learners' creative confidence. It is a method which is adapted from the field of business to education and it gives faith in creative abilities and the process for transforming difficult challenges into opportunities. Design thinking has effective way to engage learners and mould them into creative individuals.

DESIGN THINKING EDUCATION

Design thinking describes a human centered methodology; it begins from deep empathy and understanding of needs and motivation of learners. Design thinking gives permission to fail and learn from mistakes. It is an approach that nurtures the mindset of learners by creating real life experiences and problem solving situations. Design thinking is a structured framework for identifying challenges from the learners, gathering information and generating potential solutions, refining ideas and testing the solutions.

Design thinking is the confidence that everyone can be a part of creating more desirable future and the process to take action when faced with the difficult challenges. That kind of optimism is must needed in education. The design process is what puts design thinking into action. It is a

structured approach to generate and develop the ideas. There has been an increase in the learning and teaching of design thinking in education divisions. Using one's imagination is the essential task in design thinking and also a method of creative action.

Design thinking is also called as investigative learning, which addresses learners not as receivers of information, but as shapers of knowledge. Design thinking is about believing that learners can make a difference and can give faith in creative abilities within them.

There are five stages in design thinking,

- Emphasize
- Define
- Ideate
- Prototype
- Tests

These are the different phases that help to navigate the development from identifying a design challenge to find and build a solution. It is deeply a human approach that relies on learner's ability to be natural, to interpret what learners observe and to develop ideas that are emotionally meaningful.

DESIGN THINKING PARADIGM

Design thinking is a method which is adapted from the discipline of management studies to education. It demands friendly interactions and sound rapport between teacher and learners. It directs the teachers to figure out the best and suitable learning design and modules for learners that fits the classroom environment. Both student and teacher can work collaboratively and can approach for a design for teaching and learning. Design thinking is a creative art which makes teachers as designers, and it creates a real effective teaching and learning.

DESIGN THINKING METHOD IN INDIAN CLASSROOM

English as a second language is considerably difficult for the learners in an Indian classroom. So, student fail to be interactive in class and their creative skills will be less. The teacher plays the major role to develop learners' language and creative skills. There are different types of phases in design thinking that can be introduced in classroom. Thus, understanding is the first phases of design thinking process, by these learners engage themselves in learning. Later learners become keen observers by



watching and understanding how people behave and interact. They talk to people about what they are doing, they ask questions and reflect on what they see. The understanding and observation phase of design thinking helps students to develop a sense of empathy and creativity.

Ideating is the next phase in design thinking, which is a critical component in this method. It manifests creativity and fun using different ideas in language learning. By this learners can think hundreds of ideas, it develops their innovative skills. Thus they will become hopeful thinkers and dreamers of impossible and also possible. Prototype is another process that can convey an idea quickly, by this learner can engage in classroom with interaction. These are the phases that can be implemented in classroom instruction, so that learner can be comfortable and fearless, they can engage in every type of activity and can have a good interaction with teachers. Design thinking method is an improved collaboration and it can make a class more effective and interesting.

CONCLUSION

The paper focuses on second language learners' difficulties in Indian classrooms. The study suggests Design Thinking pedagogy as a method to be implemented in English language instruction for better language proficiency of learners. Though design thinking encourages students to frequently evaluate how the activity is helping them to gain the understanding, by this they themselves become creative thinkers and engaged learners in classrooms. Thus design thinking encourages students to develop their creative confidence; it gives the effective ways to engage students

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