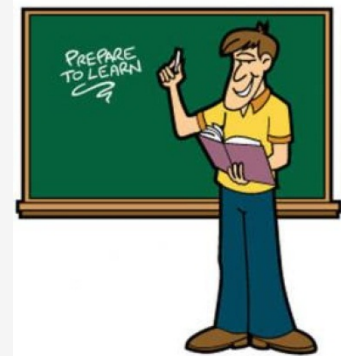


By Dr. F. Boulkroun

Βλ Δι' Ε' Βουλκρούν

# Fundamental Concepts of Didactics

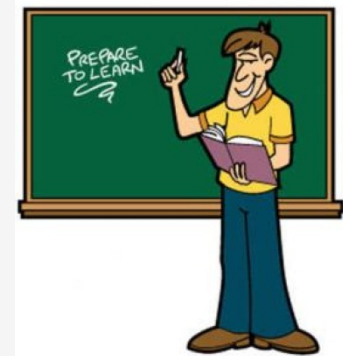


# Outline

**1. The Didactic Triangle**

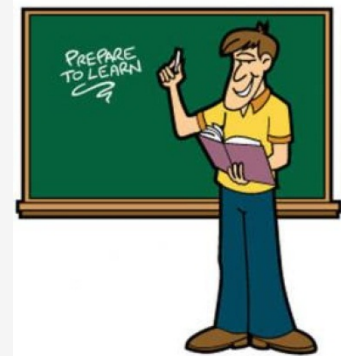
**2. The Didactic Transposition**

**3. The Didactic Contract**



# 1. The

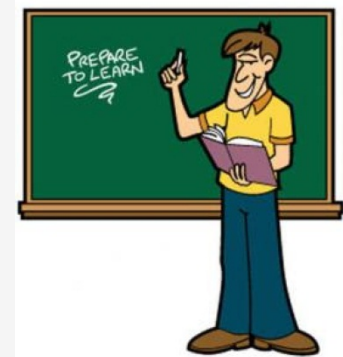
# Didactic Triangle



## 2. The

# Didactic

# Transposition



## 2. Didactic Transposition

- A paradigm set up by Guy Brousseau in the 70s with his Theory of Didactic Situations.

# Definition

- The process of didactic **transposition** refers to the **transformations** an object or a body of **knowledge** undergoes from the moment it is produced, put into use, selected, and designed to be taught until it is actually taught in a given educational institution.
- The notion highlights the fact that what is taught at school is **originated in other institutions** (e.g., linguistics, psycholinguistics, applied linguistics, pedagogy, psychology, etc.), constructed in new ways, and organized in particular sets of objects.

# Definition

- That is, the *taught knowledge* (the concrete practices and bodies of knowledge proposed to be learned at school) *originates* from what is called the *scholarly knowledge* (generally produced at universities and other scholarly institutions) and also integrates elements taken from a variety of related social practices.
- When one wishes to “*transpose*” a body of knowledge from its original habitat to school, one goes through a number of *transformational operations* so as to *adapt* the material at hand.

- Bodies of knowledge are, with some exceptions, not designed to be *taught*, but to be *used*.
- The *transition* from knowledge regarded as a tool to be put to *use*, to knowledge as something to be *taught* and *learnt*, is precisely what is termed the *didactic transposition* of knowledge.
- Important questions asked in the *process* of *transposing* knowledge are, for example: *How to teach? What method to use? What order? What procedure?*



# The Process of Transposition

- The process of didactic transposition starts far **away from school**, in the **choice** of the bodies of knowledge that have to be transmitted.
- Then follows a clearly **creative** type of **work** — in addition to “**transference**”, **adaptation** or **simplification** — namely, a process of **deconstruction and rebuilding** of the different elements of the knowledge, with the aim of making it ‘**teachable**’ and **learnable** while keeping its power and functional character.

# The Process of Transposition

- The transpositive work is done by a plurality of agents, including politicians, scholars, educationalists, coursebook designers, and members of the teaching system (teachers in particular).

## The Value of the Concept of Transposition

- What does the didactic transposition consist of and what new elements does it provide for the research in language teaching?
- Most of all, it formulates the need to consider that what is being taught at school ('contents' or 'knowledge') is, in a certain way, an exogenous production, something generated outside school that is moved — 'transposed' — to school out of a social need of education and diffusion.

- For this purpose, it needs to go through a series of *adapting transformations* to be able to 'live' in the new environment the school offers.
- *That is*, for certain knowledge to be taught at school, *transpositive work* needs to be carried out so that something that was not made for school changes into something that may be reconstructed and exploited for use inside school.

- **Research** in language education was very much influenced by the **psychological aspects of learning**.
- **That is**, making the existence of **transpositive processes** clear meant opening the field of **study beyond the language activities** carried out by students and **beyond the work done by teachers** in the classroom i.e. addressing **learnability** proper.

- Taking didactic transposition into consideration also meant questioning the concrete way in which this process was carried out, the kind of constraints that limit it, the mechanisms that explain why a certain transposition is being done and not another.
- In short, considering the restrictions bearing on educational institutions contributes to explain, in a more comprehensive way, what teachers and students do when they teach, study and learn languages.

- In this sense, the theory of didactic transposition contributed to widen the object of study of research in language teaching, bringing into existence a dimension of educational reality that had remained unnamed and, thus, unconsidered until then.

### ○ To sum up...

- Bodies of knowledge are constructed outside school as the answer to some particular needs and formulated according to some very specific conditions.

- There exists a process, a social construction with multiple actors and different temporalities, through which some of these bodies of knowledge have to be selected, delimited, reorganised and, thus, redefined until reaching the classroom.
- The study of this process is an important step towards understanding what is being done in the classroom .



# Thank You

