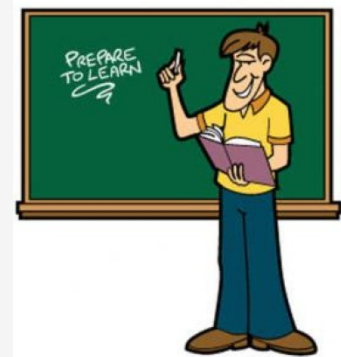


By Dr. F. Boulkroun

ΒΛ ΔΙ' Ε' ΒΟΥΚΡΟΝΟΥ

Fundamental Concepts of Didactics

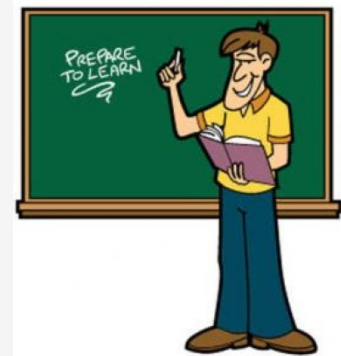


Outline

1. The Didactic Triangle

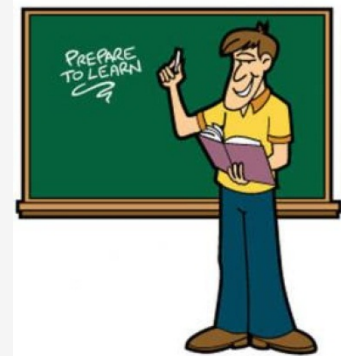
2. The Didactic Transposition

3. The Didactic Contract



1. The

Didactic Triangle



Introducing the didactic relation

- What we can notice as a fact when observing any language class is the **relation** that joins together **teacher** and **pupils**, i.e., **the teacher-learner relation**.
- To the hurried observer at least, this relation seems to be a **binary** one.



- Didactic theory must from the start posit a *third relation*, which is called the *didactic relation*.
- The *didactic relation* unites *three*, not two, elements: the *teacher*, the *taught* and, last but not least, the *knowledge*; or, to be yet more precise, *the knowledge taught*.
- One might as well try to explain the *relationship* between the *pianist* and his *audience*, or the *waiter* and the *customer*, by ignoring the *music* or the *food*!



- Even in those cases where knowledge is only **used**, not **taught**, it remains true generally that **one of the two persons involved knows more than the other**.
- The sheer coming together of **one who knows** and **one who does not know** around **something** to be intentionally taught is **the didactic relation**.



Models of didactics

- Didactic analysis is in practice closely linked to models of didactics, and must be considered in this context.
- Graphic portrayals of concepts or ideas in the form of models have always been part of didactics, and they have, due to their explanatory value, been well accepted.

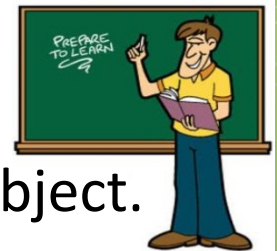


- **Models** in this sense are **tools**—forms, rules, schemata, classification patterns and **interpretational views**—for the design and planning as well as for the analyses of instruction.



1. The didactic triangle

- Perhaps the best-known model is the **Didactic Triangle**.
- It is an explanatory and classificatory arrangement and correlates the rather general elements of any teaching—the **teacher**, the **subject matter** and the **student**.
- In all teaching, there is first of all a **subject** to be taught and learnt.
- Second there is a **learner** to whom the subject is offered.
- Third, teaching requires a **teacher**, a person or agent who serves as a **bridge** between the learner and the subject.



- Teachers need to have a good **knowledge** of the subjects they teach.
- Teaching also presupposes insight as to the **knowledge**, skills, interests, needs and abilities of the **students** concerned.
- Teaching requires, as well, the teacher's full awareness of his **intentions** and **interactions** with his pupils.



- What really **distinguishes** the didactic relation from all those tertiary relations in which some definite body of knowledge is involved, is *didactic **intent***, i.e., the **intention to teach**.
- One of the two protagonists must have the intention to teach the other one, and to teach him ***something***, e.g., language.



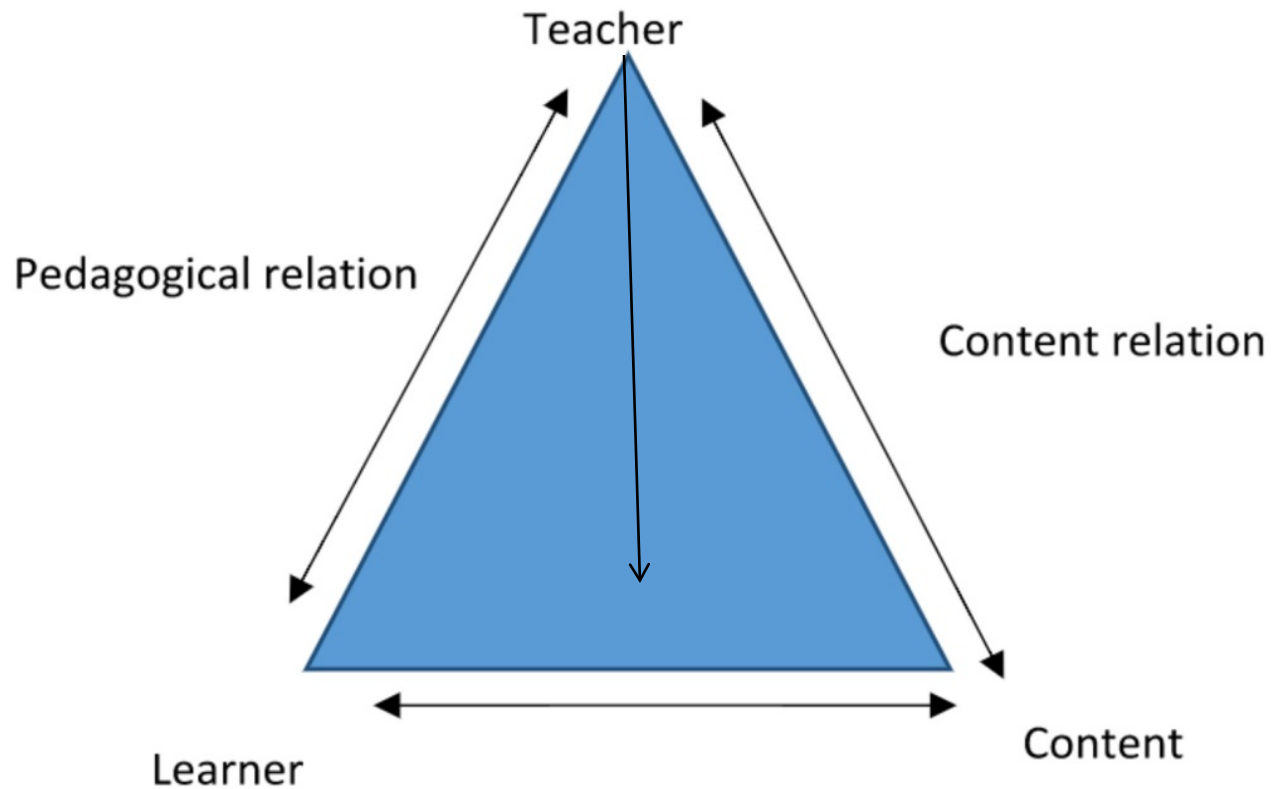
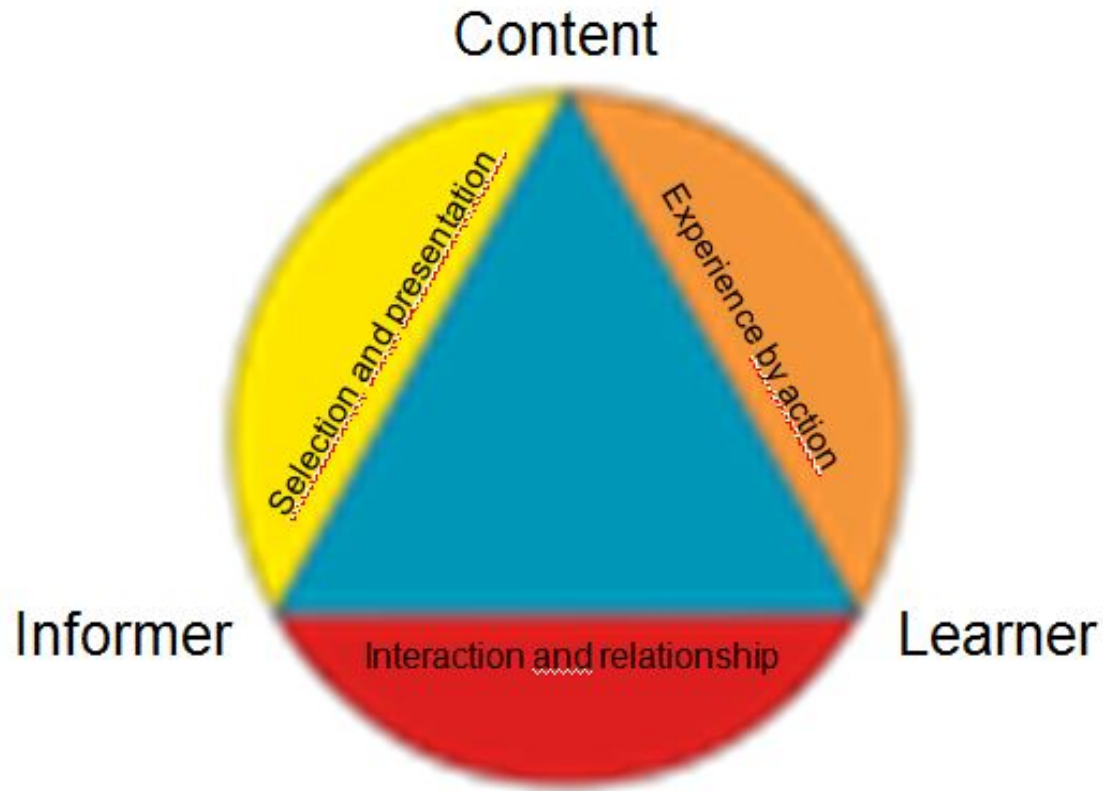


Figure 1: Herbat's didactical triangle and its relationships (Stenberg et al., 2014).



The Teacher

- Who is the **good language teacher**?

The Learner

- Who is the **good language learner**?

The Good Language Learner

Rubin (1975) suggests some provisional learning strategies, and lists no fewer than seven, that good language learners employ to cope effectively with the new language:

« the good language learner is
(1) a willing and accurate
guesser, (2) has a strong drive to
communicate, (3) is often
uninhibited about his
weaknesses in the second
language and ready to risk
making mistakes, (4) is willing to
attend to form, (5) practices,

(6) monitors his speech and compares it to the native standard, and (7) attends to meaning in its social context ».

The **Naiman *et al.*** study (1978: 103) considers the following strategies as essential for success in SL learning:

- **Active** learning and practice on the part of the learner.
- **The** learner handles the language as a system.
- **The** learner must use the language in real communication.
- **The** learner must monitor his IL.
- **The** learner must know the affective demands of language learning.

Content

- What are the characteristics of a **good language content**?