Ministry of Higher Education and Scientific Research University of Relizane Faculty of Letters and Languages Department of English



Academic year : 2022/ 2023.

Instructor: Dr. BENADDA Abdelouahid

**Level: 3<sup>rd</sup> year LMD Module: Didactics** 

**Course 1: Introduction to Didactics** 

➤ Course Scope: An introduction to the general domain of knowledge to teacher formation and practice (This course is an introduction to didactics and current practices)

## Course Learning Objectives

At the conclusion of this course, you should be able to:

- understand and discuss key concepts in Didactics.
- reflect on the relationship between these concepts and reflect on the teaching-learning process in relation to the field of study.

### **Guiding Thoughts to the Course**

- 1. What is didactics?
- 2. What is pedagogy?

'I never teach my pupils; I only attempt to provide the conditions in which they can learn.'

Albert Einstein

#### **Course Content**

#### • Introduction

Foreign language teaching and learning have experienced various reforms and undergone a multitude of innovations. This revolution in concepts and approaches has resulted in a change in the role of the teacher as a master knowledge to a facilitator and guide.

#### • Didactics defined

Didactics refers to the theories, principles, and applications of teaching and learning. Concepts like pedagogy, teaching, learning, teaching-learning process are related to didactics; some of which can be used interchangeably in some contexts (eg. pedagogy, teaching, instruction).



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## • Didactics Vs. pedagogy

**Didactics** and **pedagogy** can be similar in the sense that they both involve **the practice of teaching**; however, they differ in the sense that:

**Didactics** is a discipline that is mainly concerned with the science of teaching and instruction for a particular field of study.

**Pedagogy** is concerned with the methods, strategies/ techniques that are related to teaching and instruction.

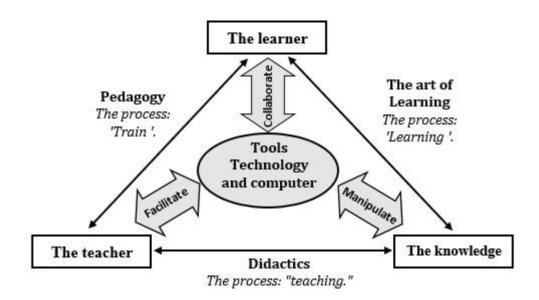


Fig 1. Didactics Triangle

The didactic triangle includes: the teacher, the learner, and the content

- The **learner** involves aspects of learning, growth and social interaction of learners.
- The **teacher** involves aspects like: personality of the teacher, personal development, education, competence, knowledge, skills and performance.
- **Knowledge** refers to the content of the curriculum or syllabus.



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There are three complementary relationships between the elements of the didactic triangle:

- > The **pedagogical relationship**, i.e., the interaction between the teacher and the learner.
- The **content relationship**, i.e., the content defined in the curriculum/ syllabus.
- ➤ The **didactic relationship**, i.e., the learner's study and learning processes, which is the inherent part of the teacher's work, because the aim of teaching is to promote learning. (Herbart's didactic triangle and its relationships Stenberg et al., 2014)

## • Terminology Related To English/ Foreign Language Teaching

EFL/ ESL: English as a Foreign/ Second Language.

**ELL**: English Language Learners.

**ELT**: English Language Teaching.

**FL**: Foreign Language.

L1/L2/L3: First (usually mother tongue)/ Second/ Third Language (acquired).

**TEFL**: Teaching English as a Foreign Language (TEFL). **TESL**: Teaching English as a Second Language.

**TESOL**: Teaching English to Speakers of Other Languages.

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# **Supplemental Resources**

1. What is the Difference between Didactics and Pedagogy?

https://reflectiveteachingjournal.com

2. Didactic method – Wikipedia
https://en.wikipedia.org > wiki > Didactic method

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