LICENCE 2 DIDACTICS COURSE 2021 - 2022

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Course Goal and Objectives

Goal

Have an overview of the significant value of **General Didactics** in planning and organizing successful processes of students' learning, as the science of learning and teaching in general, and EFL learning and teaching in particular.

Objectives

1. Precise and define the general context

2. Define and interpret the concept of didactics

3. Present and interpret the principles of didactics

4. Present and interpret the views of language acquisition and learning in foreign language didactics

SECTION ONE

General Context

General Context (1/3)

DIDACTICS

-First mentioned by Ratke and Comenius

-Authors cannot agree on determining the content of this term.

-The differences refer both to a formalized perspective on the definition of didactic to theories regarding these definitions.

-**Learning, teaching, instruction, education and upbringing** have been discussed for the past three centuries by authors.

- **Pedagogy**, **psychology**, **sociology**, **teaching theories** have also been interested in these terms.

-European concept of the term didactics (or its content) emphasizes one or more abovementioned terms.

-Americans dealt with this term in the theory of curriculum and offered approaches and theories more appropriate for present time.

SECTION TWO

Definition of Didactics

Definition of Didactics (1/19)

- drawn from the Greek verb 'didaskein'.

-has been defined in varying ways (Harjanne and Tella, 2007).

-refers to the **principles**, **phenomena**, **forms**, **precepts**, and **law of teaching**

- with no subject in particular

- (Stoker, 1964; in Navarro and Pinero, 2012).

- concentrates more specifically on how teachers, learners and knowledge interact and support one another.

- **science** and **study** of **teaching** and **learning.** (Dolch, 1965)

Definition of Didactics (5/19)

- Jank and Meyer (1991) expanded Dolch's definition

- covers **teaching content** and **methods**.

- consists of the **theory** and **practice** of both **teaching and learning**.

- **science** and **theory** of **teaching** and **learning** under **any circumstances** and in **any form** (Gundem,1998)

- **theory of teaching** including **preschool, school** and **post-school** periods of a person's life. (Ratke)

Definition of Didactics (8/19)

- **art of teaching**: "We dare to promise the Great Didactic, i.e. a general art of teaching everybody about everything." (Comenius,1900, p. 12)

- **theory of education** and **instruction** or a **theory of students' intellectual education** (Jesipov and Gončarov, 1947, p.129).

Definition of Didactics (10/19)

-theory of education

- primarily studies the essence of the teaching process, its cognitive-theoretical and psychological foundations."

(Koletić, M. (1951), in Pataki, S. Pedagogija, p. 127)

-**science of education** and **instruction** (Šimleša,1969,p. 207).

-branch of pedagogy
-studies general principles of education.

(Poljak,1970)

-studies **teaching practices** and **scientific works** about teaching.

Filipović, N. (1988)

-studies instruction as a social phenomenon

-studies a certain didactic process in historical, theoretical, and practical-dialectical union

(Prodanović and Ničković,1984,p.6)

- belongs to a narrow circle of scientific disciplines which **study education of young people and adults**.

- studies the **unity** of **teaching** and **learning**

(Vilotijević, M. (2001, pp. 14 - 15)

-studies **general principles of planning**, **realizing** and **evaluating education of young people** through **teaching**, its structure and processes, which are common for all types of formal and informal education, teaching and learning

(Blažič *et al.*, 2003, p.11)

Definition of Didactics (18/19)

-Studies **problems** and **tasks for planning**, **implementation** and **evaluation of teaching and learning**.

- **general didactics** starts with the process of personal learning, its support and evaluation.

(Pranjić M., 2005, p. 241)

Definition of Didactics (19/19)

-has had a few new editions

-is teaching

-learning is an "educational process"

-studies intentional and systematically organized learning aimed at an individual's development – personality

-is a theoretical reflection on instruction (considering teaching and learning)"

(Jelavić, 2008, p. 10).

SECTION THREE

Principles of Didactics

principle /ˈprɪnsɪp(ə)l/

1 - a fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning.

- "the basic principles of justice"
- **Synonyms :**
- **truth**
- **proposition**
- **concept**
- **idea**
- **theory**
- **postulate**

principle /ˈprɪnsɪp(ə)l/

2. - a general scientific theorem or law that has numerous special applications across a wide field.

principle /ˈprɪnsɪp(ə)l/

3 - a moral rule or belief that helps you know what is right and wrong and that influences your actions

He has good *principles*.

It's ***against my principles*** to cheat. [=I believe that cheating is wrong]

principle /ˈprɪnsɪp(ə)l/

4 - a basic truth or theory : an idea that forms the basis of something

well-established economic principles

His investment strategy is based on the principle that the stock market offers the best returns for long-term investors.

principle /ˈprɪnsɪp(ə)l/

5 - a **law** or **fact** of nature that explains **how something works** or **why something happens**

the basic *principles* of hydraulics/magnetism

Principles of Didactics (1/8)

- They are general norms.

- They relate to the applicative, concrete dimension of the education system and process.

- They aim at the efficiency of the education system and process.

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Principles of Didactics (3/8)

(1) Conscious and active participation in the education process

(2) Thorough acquisition of knowledge, skills and abilities

(3) Accessibility

(4) Connecting theory with practice

5) Systematization and continuity

(6) Intuition (of the unity between concrete and abstract, of the unity between sensorial and rational)

(7) Reverse connection (of feedback or retroaction)

(8)Conscious approach

(9)Activity

(10) Individualization

(11)Visualization

(12)Differentiated and integrated instruction

Principles of Didactics (7/8)

(13)Accessibility
(14)Durability

Principles of Didactics (8/8)

Comenius (1640) set a series of classical principles among which we may account:

– Didactics is both art and science.

– Teaching should have as its main aim the learning of everything by everyone.

– Teaching and learning should be characterized by speed and effectiveness, prioritizing the key role that language and images play in each of the two processes.'

SECTION FOUR

Views of Language Acquisition and Learning in Foreign Language Didactics

SECTION FOUR

Main issues of this section

- The source of language learning theories.
- Principles of Behaviorism.
- Principles of Mentalism (Chomsky).
- Principles of Cognitivism.
- Principles of Constructivism.
- Principles of Humanism.
- Principles of Social Interactionism.
- Comprehensible input and comprehensible output.

- **Psychology:**

a diverse area of study which involves, amongst other things, the study of **how humans learn** and **how they make sense of the world.**

- **Psycholinguistics:**
involves the study of
    a) the **mental processes** that a **person uses in producing** and **understanding language**
    b) **how humans learn language (**the study of speech perception, the role of memory, concepts and other processes of language use**)**

- **First language acquisition** is an area of **psycholinguistics** which focuses on **how children learn their mother tongue.**

- **Second language acquisition**

is an area of **applied linguistics** and **studies the processes by which people develop proficiency in a second or foreign language.**

These processes are investigated with the expectation that this information may be of use to language teaching.

Main protagonists:

Ivan Pavlov, John Watson, Edward Thorndike, B.F. Skinner.

• Learning happens when a correct response is demonstrated following the presentation of a specific environmental stimulus.

• **Learning is changed behavior.**

- It had a powerful influence on second and foreign language teaching between the 1940s and the 1970s.
- Influenced the development of the audiolingual method.

- Instruction is to elicit the desired response from the learner who is presented with a target stimulus.

- Student as passive receiver of information memorized dialogues and sentence patterns by heart.

- Based on rewards and punishments.

- Responsibility for student learning rests squarely with the teacher.

- Lecture-based, highly structured.
- **Primacy of speech**: considers speech as primary partly because it is the first medium that the child masters. Skills are taught in a specific order: Listening and speaking then reading/writing.

•**Stimulus-response reinforcement**:

-Learners are taught the language in small, sequential steps (structures and then sentence patterns).

- **Stimulus-response-reinforcement:**

-A small part of the language is presented as a stimulus, to which the learner responds by repeating or by substituting.

•**Stimulus-response-reinforcement:**

-This is followed by reinforcement by the teacher.

-By repeating the learner develops habits

- **Stimulus-response-reinforcement:**

-Learning a language is seen as acquiring a set of appropriate mechanical habits and errors are frowned upon because they lead to the development of "bad" habits.

- **Stimulus-response-reinforcement:**

-The role of the teacher is to develop in learners good language habits.

• Inductive learning:
-learning is a question of habit formation rather than problem solving

- **Inductive learning:**

- any type of explanation is consistently avoided

• **Inductive learning:**

- explanation is a last resort and always occurs in the final stage, when the language item has been well practiced and the appropriate habit acquired.

- Mentalism is the belief that the mind is important for determining human behavior.

- Chomsky argued that what was missing from the behaviorist concept of learning was a theory of mind - a mentalist perspective, in other words.

- The mind was seen to possess a set of deep-seated ways of processing language data that lead to the unconscious discovery of the grammar of the language

• learning as a rule-governed activity

- behaviorists failed to recognize the logical problem of language acquisition

- children learn more about the language than they could reasonably be expected to learn on the basis of the language samples they hear.

- They can produce language that they have never heard of.

- Children's minds are not **blank slates** to be filled in by imitating the language they hear from the environment.

- Children are born with an **innate capacity** for **language learning** which allows them to discover for themselves the rules underlying the language.

• The innate ability is called **language acquisition device (LAD)** or **black box**

- later on Chomsky referred to the LAD as innate knowledge of the principles of Universal Grammar (UG).

How does the language acquisition device work?

• The language acquisition device contains all the principles which are universal to all languages.

How does the language acquisition device work?

· For language acquisition device to work the child needs samples of natural language which activate the device.

How does the language acquisition device work?

- Once activated, the child is able to discover the structure of the language by matching the innate knowledge of grammatical principles with the structures of the particular language.

How does the language acquisition device work?

Language Acquisition Device

= Universal Grammar

Cognitivism

• Cognitive psychology in contrast to behaviorism is interested in the way the human mind thinks and learns.

Cognitivism

• The learner is seen as an active participant in the learning process using various kind of mental strategies in order to sort out the system of the language being learnt.

- Cognitive theories look beyond behavior to explain brain-based learning.

- Information processing model:

    – Learning happens as a result of brain processes where knowledge is transferred from short to long term memory.

    – In order for this to happen, new information must be linked to old information and information and concepts must be logically organized.

• The role of the teacher is to help learners organize new information for later recall.

Implications of Cognitivism for learning

- Learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge.

Implications of Cognitivism for learning

- The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so.

Implications of Cognitivism for learning

- Cognitive structure (i.e., schema, mental models) provides meaning and organization to experiences and allows the individual to "go beyond the information given".

- As far as instruction is concerned, the instructor should try and encourage students to discover principles by themselves.

- The instructor and student should engage in an active dialog (i.e., Socratic learning).

- The task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding.

- Curriculum should be organized in a spiral manner so that the student continually builds upon what they have already learned.
- Inquiry-oriented projects.
- Opportunities for the testing of hypotheses.

• Based on the work of Jean Piaget and Jerome Bruner, Lev Vygotsky.

• Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts.

We can distinguish between:

• **cognitive constructivism** which is about how the individual learner understands things, in terms of developmental stages and learning styles,

• **social constructivism**, which emphasizes how meanings and understandings grow out of social encounters.

Cognitive Constructivism - Piaget

- From the moment we are born we are actively involved in the process of learning.

Cognitive Constructivism - Piaget

- We learn things as a direct result of our experiences but we make sense of those experiences at different stages of our lives.

Cognitive Constructivism - Piaget

- Piaget believed that cognitive development occurs through a sequence of successive qualitative changes in cognitive structures.

Piaget's Four Stages of Cognitive Development (1/2)

- **Sensorimotor Stage (birth - 2 years):**
 – actions become more intentional and integrated into patterns, there is an increased awareness of self and surroundings.

- **Preoperational Thought Stage (2 - 7 years):**
 – development of language and conceptual thought occurs.

- **Concrete Operations Stage (7 - 11 years):**
– increased ability to apply logical thought to concrete problems, thinking is still primarily related to immediate experience.

- **Formal Operations Stage (11 years on):**
– ability to apply logic to a variety of problems; higher order thinking occurs.

Implications for teaching (1/2)

- **Learning should be whole, authentic, and "real":** Piaget helps us to understand that meaning is constructed as children interact in meaningful ways with the world around them. Thus, that means less emphasis on isolated "skill" exercises that try to teach something like long division or end of sentence punctuation. Students still learn these things in cognitive classrooms, but they are more likely to learn them if they are engaged in meaningful activities (such as operating a class "store" or "bank" or writing and editing a class newspaper).

Implications for teaching (2/2)

• The richer the experience, the more elaborate the cognitive structure development.

• Materials and activities should be geared for the appropriate level of cognitive development.

Social constructivism - Vygostky

• Contemporary notions of social constructivism derive from the work of Vygotsky and Bruner.

• Vygotsky's theory states that knowledge is co-constructed and that individuals learn from one another. It is called a social constructivist theory because in Vygotsky's opinion the learner must be engaged in the learning process. Learning happens with the assistance of other people, thus contributing the social aspect of the theory.

Interactionist theory

• Language develops as a result of the interplay between the child and the environment in which the child develops.

• Caretaker speech is modified to suit the capability of the child. This modified language is a crucial element in the language acquisition process.

In summary

Learning Theory	Learning Process
Behaviorism	Through stimulus-response positive/ negative reinforcement and punishment.
Cognitivism	Rehearsing/organizing information and then storing it for long term use.
Constructivism	Constructing one's own knowledge through past experiences and group collaboration.

Comprehensible input: Krashen (1/3)

- It is one of the models that adopt the innatist perspective.
- It was quite influential in the 1970s.
- It emphasizes the role of exposure to comprehensible input in second language acquisition.

Comprehensible input: Krashen (2/3)

• **Acquisition:** acquiring a second language by taking part in meaningful interaction (just like children pick up their mother tongue).

• **Learning:** learning a second language in classrooms by consciously studying it, paying attention to grammar and being corrected.

• Only when you acquire language can you use in real communication. We acquire language only by one way: through comprehensible input.

Comprehensible input: Krashen (3/3)

- **Input:** the language which the learner is exposed to in the environment.
- **Comprehensible input:** language which a learner can understand. Language which is just above the learners' level of competence.

Krashen's model (1/2)

It is based on 5 hypotheses:

1. **Acquisition/learning hypothesis**: Learning and acquisition are two separate processes.

2. **Monitor hypothesis:** Acquisition is more important than learning since the role of the latter is merely to monitor what one says and writes in the second language.

3. **The natural order hypothesis:** There is a natural order of morpheme acquisition that applies to second language acquisition.

Krashen's model (2/2)

4.The input hypothesis: The most important point in the instructional process is to provide acquirers with comprehensible input.

5.The affective filter hypothesis: The so-called 'affective filter' of the acquirer must be clean so that language passes easily through it; in other words, the acquirer must be positively predisposed or motivated so that s/he is open to input.

Comprehensible output: Swain (1/2)

- Language acquisition occurs not only when learners are exposed to comprehensible input but also when they are pushed to produce language precisely and appropriately (comprehensible output).
- Learners learn to speak by speaking.
- They need to be pushed to use alternative means of expression when communication breaks down.

Comprehensible output: Swain (2/2)

- Using the foreign language offers learners the chance to try out new forms and expressions.
- Being pushed in performance shifts learners' attention from meaning to form.

Humanism and Carl Rogers

•Humanism emphasizes the importance of the inner world of the individual - learner's thoughts, feelings and emotions. These are aspects of the learning process that are important if we are to understand human learning in its totality.

•Significant learning will take place when the subject matter is of personal relevance to the learner ad when it involves active participation of the learner.

•Learning which involves feelings and cognition is more likely to be lasting and pervasive.

Social distance

- If they feel that the target language and culture is more/less prestigious, or dominant/subordinate over their own.
- If their living conditions allow them to be integrated in a society or they live in a type of ghetto.
- If they are living or intend to live in the target culture for a long time.
- If there is social congruence between the source and target language and culture.

Psychological distance

• If they feel that they have or haven't control over the new environment and a say in their process of integration.

• If their initial experience was to undergo a 'culture shock'.

• If they feel that no matter what type of attempts they make they are unable to understand or convey their meanings in the target language.

• If they feel that the meanings that they convey are undervalued.

Schumann's Acculturation Theory (1978)

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Multiple Intelligence Theory

•Proposed by Howard Gardner.

•The theory states that there are seven distinct forms of intelligence (recently an 8th was introduced) that each individual possesses to a different degree.

Multiple Intelligence Theory : Eight Intelligences

1. Verbal/Linguistic.
2. Logical/Mathematical.
3. Spatial.
4. Bodily/Kinesthetic.
5. Interpersonal.
6. Intrapersonal.
7. Musical.
8. Naturalistic.

Multiple Intelligence Theory: Instructional Implications

•Teaching/learning should focus on the strength (particular intelligences) of each person and assessment of learning should measure all forms, not just specific ones.

•Individuals should be encouraged to use their preferred intelligences in learning.

•Instructional activities should appeal to different forms of intelligence.

•Assessment of learning should measure multiple forms of intelligence.

Bibliography

Main Anchored Book

Williams, Marion and Burden Robert L.: *Psychology for Language for Teachers: a Social Constructivist Approach.* Cambridge: Cambridge University Press, 12th priming, 2007.

End of Course

Good Job