



Métacognition et interactions en didactique des langues: Perspectives sociocognitives (Currents in Comparative Romance Languages and Literatures) (French Edition)

Christine Sagnier

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Cet ouvrage de synthèse s'adresse aux étudiants, enseignants, et chercheurs en didactique des langues étrangères. Il est présenté sous la forme d'un outil complet et maniable, qui cherche à faciliter le repérage et l'apprentissage des notions, tout en stimulant la réflexion et en soulignant les liens entre fondements théoriques et pratiques de classe. Après une brève mise en perspective des apports et limites des principaux courants en didactique, l'auteur se tourne vers les travaux récents qui ouvrent de nouvelles pistes pour la didactique des langues.

Les recherches sur la métacognition et les stratégies, mais aussi sur l'approche par les tâches dans le cadre sociocognitif, ainsi que les apports des théories socioculturelles d'inspiration vygotkienne et du courant littéraire sont présentés de façon claire et synthétique. Les passerelles théoriques entre les travaux portant sur la métacognition et les recherches interactionnistes d'inspiration vygotkienne sont mises en évidence, afin de faire émerger leurs convergences et leurs dimensions complémentaires. Des questions de réflexion sont proposées à la fin de chaque chapitre.

L'objectif principal de ce livre est de permettre au lecteur de se constituer un bagage théorique sur les travaux récents, tout en s'engageant dans un questionnement didactique. Un ouvrage de référence qui rend compte de façon synthétique des avancées significatives de ces dernières années, propose de nombreuses orientations de lecture et pose des jalons pour que puisse avancer la réflexion et que se renouvellent les approches et les pratiques de classe.



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