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L2-Interaktionskompetenz im Französischunterricht

Eine longitudinale Perspektive auf Lernen und Lehren

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Zusammenfassung

Dieser Beitrag beleuchtet das Lehren und Lernen fremdsprachlicher Interaktionskompetenz im Schulunterricht. Anhand von Beispielen aus einem longitudinalen Forschungsprojekt zum schulischen Französischunterricht wird skizziert, wie sich die fremdsprachliche Interaktionskompetenz von Schülerinnen und Schülern über einen Zeitraum von mehreren Jahren verändert und entwickelt. In den Blick genommen werden dabei sowohl plenare Unterrichtsgespräche als auch Peer-Interaktionen zwischen Schüler*innen. Die konversationsanalytische Längsschnitt-Videostudie FRAISE (*Französisch in Interaktion in der Schule*) liefert neben Erkenntnissen über den Entwicklungsverlauf der Lernenden in Bezug auf spezifische Aspekte ihrer fremdsprachlichen Interaktionskompetenz auch einen Gesamteindruck der Lehr-/Lernpotenziale verschiedener Interaktionsformen im Fremdsprachenunterricht. Ausgehend von der kumulativen Evidenz aus FRAISE und anderer aktueller L2-IK-Forschung werden im Beitrag abschließend einige Leitgedanken für die Unterrichtspraxis diskutiert.

Schlagwörter: Interaktionskompetenz; Französisch; Fremdsprachenunterricht; Sprachentwicklung; Lehr-Lern-Kontext

Abstract

This paper sheds light on the teaching and learning of foreign language interactional competence in school classrooms. Examples from a longitudinal research project on French language classes illustrate how students' L2 interactional competence changes and develops over several years, looking at both plenary teacher-student talk and peer interactions. The conversation analytic longitudinal video study FRAISE (French in Interaction at School) not only gives insights into the developmental path of learners regarding specific aspects of their L2 interactional competence but also provides an overall picture of the teaching and learning potentials of different interactional formats in foreign language teaching. Based on cumulative evidence from FRAISE and from other current L2-IC research, the paper will suggest a few orientations for the organization of classroom teaching and learning.

Keywords: interactional competence; French; foreign language teaching; language development; learning and teaching



1 Screencast

Dieser Beitrag ist als Screencast unter folgendem Link abrufbar:



Abbildung 1: <http://doi.org/10.17192/ziaf.2023.3.1.8569>

2 Zitation

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