

Performance. A social constructionist way in the second language classroom

Proefschrift

ter verkrijging van de graad van doctor aan Tilburg University op gezag van de rector magnificus, prof. dr. Ph. Eijlander, in het openbaar te verdedigen ten overstaan van een door het college voor promoties aangewezen commissie in de Ruth First zaal van de Universiteit op maandag 20 juni 2011 om 10.15 uur door

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geboren op 24 juni 1961 te Svendborg, Denemarken

Summary

Location and moment are vigorous elements; people move around all the time and occupy different locations. The second language classroom is no exception, it is a location for a period of time for a group of people who wants to get the most out of their time in that particular location.

The aim of this dissertation is to present you with a different method to second language acquisition. The source for getting the process started was to let students define what motivation was for them. Their voices became the off-spring for the challenge of establishing a location with an atmosphere for enjoying and appreciating the moment in coordination and to let learning emerge. The official national frame for Danish as a second language is well established and different methods in second language teaching have a long tradition. In this dissertation I am proposing a social constructionist way in the second language classroom by writing myself into the long tradition of combining a theoretical view of language with a theory of learning in order to bring another method out in the open.

The social constructionist way I offer is methodologically based on the combination of an interactive view of language with a relational theory of learning. It opens up a performance universe that is challenging in space and time to both the students and the teacher; compelling to the students as they actually do bring a wide range of strategies into performance, and the varieties of confluence during classroom activities generate learning between the students.