

Select Bibliography (English Language)

Introductory Note

This bibliography has been assembled by the three of us as workshop tutors and is offered as a resource to users of this publication. Most of the titles carry a comment from one of the tutors, but we have also included some titles without comments where they have been recommended by others but are not known to one of us at first hand. The titles in this list are all in English. We have endeavoured to double check all the publishing information given under each entry, and apologise for any mistakes or omissions.

Arnold, J. (ed) 1999. *Affect in Language Learning*. Cambridge: CUP

An interesting and somewhat controversial collection of papers on the affective and humanistic dimensions of language learning. Contributors include Earl Stevick, Rebecca Oxford, Gertrude Moskowitz, Adrian Underhill, and Herbert Puchta (Rod)

Bee, F. and R. Bee, 1998. *Facilitation Skills*. London: Institute of Personnel and development.

This book has been written for facilitators working in a management training context, rather than for teachers and trainers. Still, it has really excellent chapters focusing on the processes of group learning, challenging group situations, and questions and questioning. (Margit)

Bentley, T. 1994. *Facilitation: Providing opportunities for learning*. Maidenhead: McGraw-Hill.

A basic introduction to the skills and methods involved in facilitation with insights from first hand encounters with groups. Readable but with no real attempt to go 'deep' into principle. (Rod)

Bohm, D. 1996. *On Dialogue*. London: Routledge.

For me this was a very compelling and thought-provoking little book – though it does get complex and a bit concept-heavy at places. Bohm's central idea of dialogue is one of a free flow of meaning – there are no pre-set agendas, no immediate aims to be achieved. Participating in such open dialogue regularly, whole-heartedly and with full attention can trigger a change in perception and may lead to the transformation of human consciousness – Bohm claims. (Margit)

Chambers, R. 2004. *Participatory workshops: a sourcebook of 21 sets of ideas and activities*. London: Earthscan.

An easy-to-use book with a collection of ideas, a really good sourcebook to have for workshops, but can definitely be considered for classroom activities, as well. It also contains a chapter on forming groups that is particularly well done. (Meg)

Dillon, J.T. 1988. *Questioning and Teaching*. London: Croom Helm.

Dillon goes systematically into the dynamics of classroom questioning, with plenty of practical illustrations of good and bad practice. (Rod)

Dillon, J.T. 1994. *Using Discussion in Classrooms*. Buckingham: Open University Press.

An important book for educators which explores all aspects of discussion and has practical exercises that can be used in the classroom. (Meg)

Dörnyei, Z. & Murphey, T. 2003. *Group Dynamics in the Language Classroom*. Cambridge: Cambridge University Press

Tim Murphey has a doctorate from the University of Neuchâtel, Switzerland where I met him. He has given many workshops including aspects of group dynamics. Zoltán Dörnyei has written extensively on motivation and group dynamics – often linking the two in very insightful ways. The book was very useful in preparing language courses and has references to theories as well as best practices. (Meg)

Douglas, T. 1995. *Survival in Groups*. Buckingham: Open University Press.

Francis, E. (ed) 1986. *Learning to discuss*. Edinburgh: Scottish Curriculum Development Service.

This is an excellent little booklet on how to develop discussion skills with practising teachers, and in turn with secondary school students. (Margit)

Forsyth, Donelson R. 1999 *Group dynamics*. Belmont Ca.: Brooks/Cole.

Very good section on group formation and group stages. (Meg)

Hadfield, J. 1992. *Classroom Dynamics*. Oxford: OUP.

The book is aimed at the classroom teacher wanting to understand and exert a positive influence on various learning groups. It is a very practical book with activities focusing on group forming, trust building, maintaining a well functioning group, ways of increasing empathy, learning to listen etc. (Margit)

Hogan, C. 2002. *Understanding Facilitation: Theory and Principle*. 2nd edition. London: Kogan Page.

Hogan, C. 2003 *Practical facilitation: A tool kit of techniques*. London. Kogan Page.

This book is my all time favourite. There is a broad range of interesting multicultural techniques that are and remain stimulating to use and refer to regularly. (Meg)

Hunter, D., Bailey, A. Taylor, B. 1992. *The Zen of Groups. A Handbook for People Meeting with a Purpose*. Aldershot: Gower Publishing

This is an easy-to- use book that can be a start for discovering the dynamics of groups. (Meg)

Jaques, D. 1992. *Learning in Groups*. London: Kogan Page.

Almost a 'standard work' on the dynamics, behaviour patterns, evolution and communication patterns in learning groups of all kinds. Plenty of useful theory too. (Rod)

Le Baron, M. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. San Francisco: Jossey Bass

This book offers a wide variety of creative strategies and functional tools. Michelle Le Baron has adapted these from her own work, and combined them with Western and Eastern approaches. I particularly like her "concept of cultural fluency" that goes together with the concept of " conflict fluency". She speaks of internalizing a new language, "a dynamic engagement to prevent intercultural conflict resulting in a new learning experience. This book is by far one of the most important tools in the area of conflict and culture. (Meg)

Luft, J. 1984. *Group Processes: an introduction to group dynamics*. Pal Alto, California: Mayfield.

The main focus of the book is on understanding interpersonal relationships within groups. The 'Johari window' is explained in detail, and other models are introduced for understanding changes in perception, awareness-raising and personality development. There is a good chapter on the relevance of group processes for classroom teachers: professionals who see themselves as facilitators of the group learning process. (Margit)

Michaelsen, L. K., A. Bauman Knight, &, L. Dee Fink (eds) 2004 *Team-Based Learning: A Transformative Use of Small Groups in College Teaching*. Sterling, Va.: Stylus Publishing

This book is very inspiring. It offers a new strategy in teaching that is (TBL) team-based learning. The book distinguishes between "groups" and "teams". TBL can help lead small groups into efficient well-performing teams and be a good learning experience for teacher and student. (Meg)

Morgan, N. and J. Saxton 1991. *Teaching, Questioning and Learning*. London: Routledge.

A practically-rooted book which is thought-provoking for its critique of traditional approaches to classroom questioning, such as the 'Teacher asks >learner answers >teacher evaluates' paradigm and makes useful links to the thinking of Vygotsky and Bruner by examining the

role of questions as 'scaffolding' and stimuli for critical thinking in the classroom. (Rod)

Reynolds, M. 1994. *Groupwork in Education and Training*. London: Kogan Page.

A basic introduction to using groupwork – not just in education. Has good sections on experiential learning and ways of observing group life. The overall tone is deeply psychological, and slightly philosophical at places. (Margit)

Richardson, V. (ed.). 2003 *Constructivist Teacher Education: Building a World of New Understandings*. London. Routledge Falmer.

An interesting approach to constructivist teaching, practice, theory and research. A good chapter on "teaching about thinking and thinking about teaching". (Meg)

Scannell, E. E. & J.W. Newstrom 1998 *Games Trainers Play* Columbus, Ohio: McGraw-Hill

Schön, Donald 1987. Educating the Reflective Practitioner. San Francisco: Jossey Bass

This is an excellent book for deepening our understanding of the kind of knowledge that teachers rely on in the act of teaching, and an exploration of the ways in which this knowledge can be developed. From the point of view of group facilitation, the central concepts of reflection-in-action and reflection-on-action are particularly relevant. (Margit)

Stanfield, B.R. (ed) 2001. The Art of Focused Conversation: 100 Ways to Access Group Wisdom in the Workplace. Gabriola Island, BC, Canada: New Society Publishers.

The 'conversation method' is described along with sample conversations that can be used in many situations. It brings form back to conversations that lack direction. There are a lot of reflective parts in it. (Meg)

Stangor, C. 2004. *Social Groups in Action and Interaction* New York: Psychology Press.

Vella, J. 2002. *Learning to Listen, Learning to Teach: The power of dialogue in educating adults* San Francisco: Jossey Bass

Vennix, J.A.M. 1996. *Group Model Building* San Francisco: Wiley

This book concentrates on team performance and on building system dynamics models when trying to overcome difficult situations to develop team learning. (Meg)

Webne-Behrman, H. 1998. *The Practice of Facilitation*. Westport ,CT: Quorum Books

A practical book that is recommended for teachers or trainers involved in administrative duties as well. It is not only based on the author's extensive experience, but includes a whole range of activities that can be used for classroom work and teacher training along with a good analysis of the varied role of the facilitator. (Meg)

Wells, G. (2003) *Dialogic inquiry: toward a sociocultural practice and theory of education*. Cambridge: CUP.

I would say this is a book for trainers/educators. It's quite a theoretical read - personally, I've only just dipped into it. The basic idea is that 'talk' is at the heart of learning/education. So if you're interested or like sociocultural theory, Vygotsky's ideas, Halliday's ideas – you'll love this book and I strongly recommend it. (Cheryl Mackay)

Wheelan, S. A. 1990. *Facilitating Training Groups. A Guide to Leadership and Verbal Intervention Skills* Westport, CT. Praeger Publishers.

Williams, M. & Burden, R. 1997. *Psychology for language teachers*. Cambridge: Cambridge University Press.

A general survey of the psychological dimensions of language learning, with an emphasis on social-constructivism, which lends it considerable relevance to the concerns of facilitators. (Rod)