

Kanda Graduate School
Group Dynamics in the Language Classroom
Tim Murphey -- Syllabus 2016

INSTRUCTOR: Tim Murphey
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OFFICE HOURS: Online anytime. Face to face by appointment

TERM: Jan 8/15/22, 2016 Three Saturdays from 3 to 8 pm

TIME & PLACE: KIFL campus

TEXT: Dornyei, Z. & Murphey, T. (2003). *Group dynamics in the language classroom*. CUP

COURSE DESCRIPTION: Group Dynamics in the Language Classroom is a systematic study of group dynamics in foreign language classrooms, how groups come together, form productive working relationships, navigate conflicts and problems, respond to environmental elements, and eventually close.

GOAL: The goal of this course is to help students become aware of the great influences that individual classmates and the group as a whole can have on student learning and to discover ways to manage the group, the environment, and the changing stages they go through to increase the likelihood of positive group formation and maturation which contributes so much to learning.

STUDENT LEARNING OUTCOMES: After studying Group Dynamics, students will be able to

1. describe the major stages that groups go through and their characteristics:
 - a. the forming stage and essential questions that participants have in mind when joining a group
 - b. the transitional stage in which participants question the degree to which they wish to invest
 - c. the performing stage in which most cohesive groups work well and excel
 - d. the closing stage which, when done well, can increase learning and desire to join other groups
2. understand the importance of starting with a firm plan of clearly organized procedures and ice breakers
3. grasp the patterns of diversity of individuals going through the various stages with their own timing
4. describe the characteristics of a well performing group which attends to both socialization and task
5. appreciate the multitude of environmental factors which affect group development and performance.
6. describe the various leadership styles that teachers can use and when they might be most appropriate
7. explain the variety of roles that participants naturally take on and those that teachers can assign
8. appreciate conflicts as engagement and their potential for strengthening the group as well as understanding diverse ways to handle and manage conflict
9. bring a group to a resourceful closure that acknowledges past learning and projects into the future
10. understand SLA within the larger more encompassing field of socialization and how participants and groups build identities and learn much more than just language

Potential Research and Extra Topics: Vygotskian intermental/intramental, CritCollAutonomy, SCC, SCT, Ventriloquation, Tools of Recursion, Dis-identifying, In&BetweenPeople, Socialization, RapportHyp, Ecologies, Lateral communication.

PreWork for Tim Murphey's Group Dynamic Class

1. Choose one Readings below – Send a message to everyone that you have grabbed a certain article and it is yours! First to grab, it's yours. You need to read it and prepare a 5-minute presentation about it to give in the first class. All the articles below are available for download from academia.edu
2. Skim lightly the text book before the first class: **Dörnyei, Z. & Murphey, T. (2003). *Group Dynamics in the Language Classroom*. Cambridge: Cambridge University Press.**

1. Why don't teachers learn what learners learn? Taking the guesswork out of teaching with Action Logging
2. Exploring Conversational Shadowing
3. Friends and Classroom Identity Formation
4. The Real Voice of Japanese Students: From Language Learning Histories to YouTube!
5. Changing language learning beliefs: Appreciating mistakes
6. Encouraging Critical Collaborative Autonomy
7. Reported belief changes through near peer role modeling
8. Tools of Recursion, Intermental Zones of Proximal Development and Critical Collaborative Autonomy
9. The Discourse of Pop Songs
10. Critical Participatory Looping: Dialogic Member Checking With Whole Classes

Articles can be downloaded from academia.edu Go to "Tim Murphey".