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GROUP DYNAMICS AS AN INNOVATIVE INSTRUCTIONAL STRATEGY IN TEACHING READING

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ABSTRACT

This paper discussed an innovative instructional strategy in teaching reading using group dynamics and Johari Window. The concept of group dynamics and the principles of Johari Window are combined in order to for an innovative teaching strategy in teaching the skills of reading.

KEYWORDS: *group dynamics, innovative instructional strategy, teaching reading skills, methods in teaching reading through group*

INTRODUCTION

What is group dynamics? The procedure by which individuals cooperate in a small group and in an up close and personal way is called group dynamics. Dynamics got from a Greek word which implies force. Group dynamics refers to the study of the forces operating within a group (Davis, 1982). For example, a gathering of students, a gathering of instructors, a gathering of workers, a gathering of drivers, a gathering of businessman and so forth. In the world of group dynamics, it is proper to tell 'one plus one gives three'. In a group, there is no such thing as only one in an organization, but of two individuals. It is their relationship that makes it three. In this review, the strategy to be utilized as a part of directing gathering elements through structure games is called an 'experiential approach'.

Group Dynamics is a system of behaviors and psychological processes occurring within a social group or between social groups. It is useful in understanding decision-making behavior. It creates effective therapy techniques. It improves communication and cohesiveness. Group dynamics refers to the attitudinal and behavioral characteristics of a group.

STATEMENT OF THE PROBLEM

It has been noted that group dynamics is not just forming a group and interaction to one another. Do remember that group dynamics has its deeper meaning as discussed in this paper.

This study determines the group dynamics as an innovative instructional strategy in teaching reading. Specifically, this study sought to answer the following questions – what is the innovative instructional strategy using group dynamics in teaching reading. In this study, it explained the combination of group dynamics and Johari Windows as one strategy in teaching the skill of reading in order to come up with effective attainment of the learning outcome.

FINDINGS AND DISCUSSIONS

Nature of Group Dynamics

1. It is an attitudinal and behavioral characteristic of a group. This principle of group dynamics explains that forming a group is not only a physical appearance of the group members, but there should be a change in the attitude of each member. The member need to give and contribute to the group based on their attitude, behavior and emotion.

2. It is useful in understanding decision making behavior. In this nature of group dynamics, it elucidate that the member of the group need to come up with a final and one decision of the group. After thorough collaboration of the member, the group must come up with their decision about the task to be presented in the class.

3. It creates effective therapy technique. To encourage the expression of feelings and ideas such as active listening, sharing observations, sharing empathy, sharing hope, sharing humor, sharing feelings, using touch, silence, providing information, clarifying, focusing, paraphrasing, asking relevant questions, summarizing, self-disclosure, and confrontation.

4. It improves communication and cohesiveness. Do remember that group dynamics posters a greater part on communication. Proper communication and deliberation of the group enhances unity and cohesiveness. The group has to poster united ideas about the topic. Despite of the disagreement, knowledge and concept come out.

In the final note, the procedure by which individuals cooperate in a small group and in an up close and personal way is called group dynamics. It adheres to the principles of 1 plus 1 equal 3, where 1 is the member of the group and 3 is the relationship that they build.

Nature of Johari Window

1. A Johari Window is a technique used to discover oneself. There are four quadrants of the Johari Window: the open area (quadrant 1), the blind area (quadrant 2), the hidden area (quadrant 3) and the quadrant 4 (unknown area). This instrument is purely used by a psychologist to discover oneself.

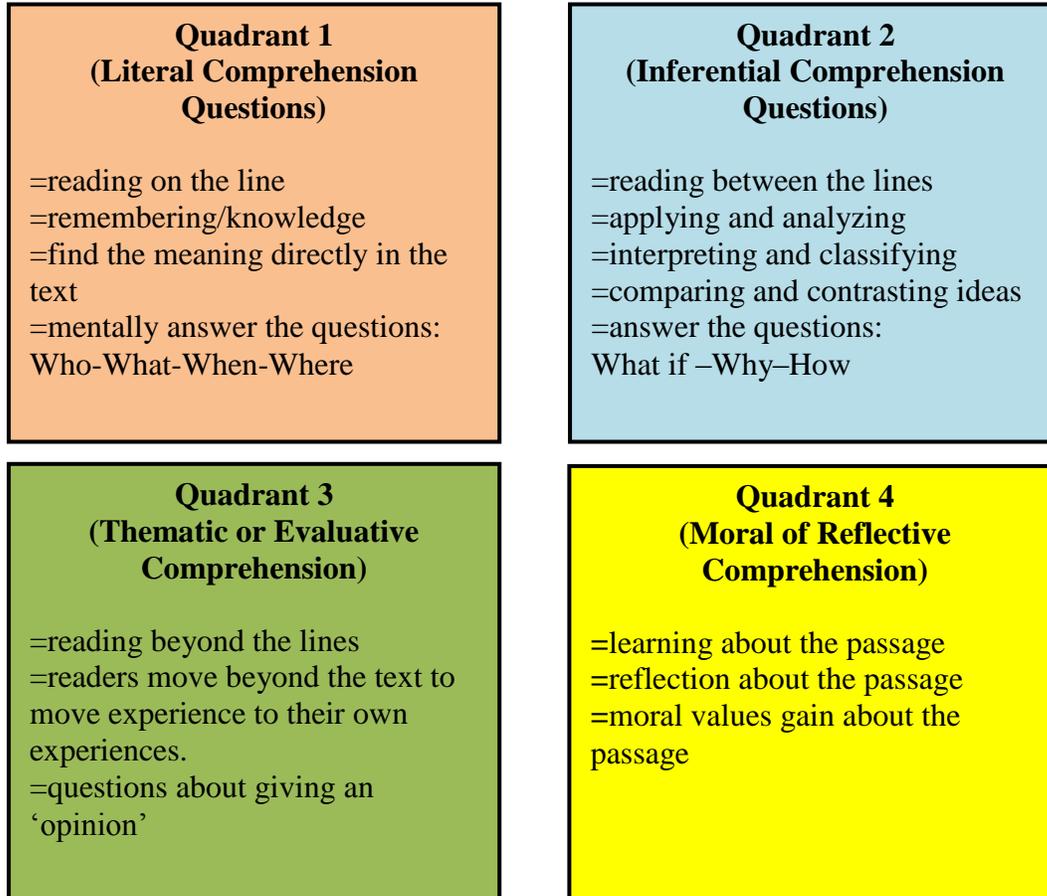
2. In this instrument, it is a simple tool for illustrating and improving self-awareness. It is used to assess and improve group's relationship with other groups. This instrument can be used to evaluate the one's self.

3. The Johari Window is a correspondence model that is utilized to enhance understanding between people. "Johari" is taken from the names of Joseph Luft and Harry Ingham, who built up the model in 1955. There are two key thoughts behind the instrument: (a) that you can manufacture trust with others by revealing data about yourself; (b) that with the assistance of criticism from others you can find out about yourself and grapple with individual issues.

4. By clarifying the possibility of the Johari Window, you can help colleagues to comprehend the estimation of self-exposure, and you can urge them to give, and acknowledge, valuable criticism. Done delicately, this can help individuals fabricate better, additionally trusting associations with each other, understand issues, and work all the more successfully as a group.

Group Dynamics and Johari Windows as an Innovative Instructional Strategy in Teaching Reading

Figure1: Model of Johari Window Use in Teaching Reading



METHODS AND PROCEDURES (Reading Skills)

After the reading and discussion session, the above model can be used to revise the reading skills of the students. The teacher can formulate the questions into four categories to evaluate the comprehension level of the students: literal comprehension (Quadrant 1), interpretative comprehension (Quadrant 2), thematic or evaluative comprehension (Quadrant 3) and moral or reflection comprehension (Quadrant 4).

Do remember that in Quadrant 1 as literal comprehension it described as the reading is on the line. Quadrant 2 as inferential comprehension which described as the reading between the lines. Quadrant 3 as thematic or evaluative it described as the reading beyond the line. Quadrant 4 as the moral or reflective

comprehension talks about the lesson that the reading text portrays.

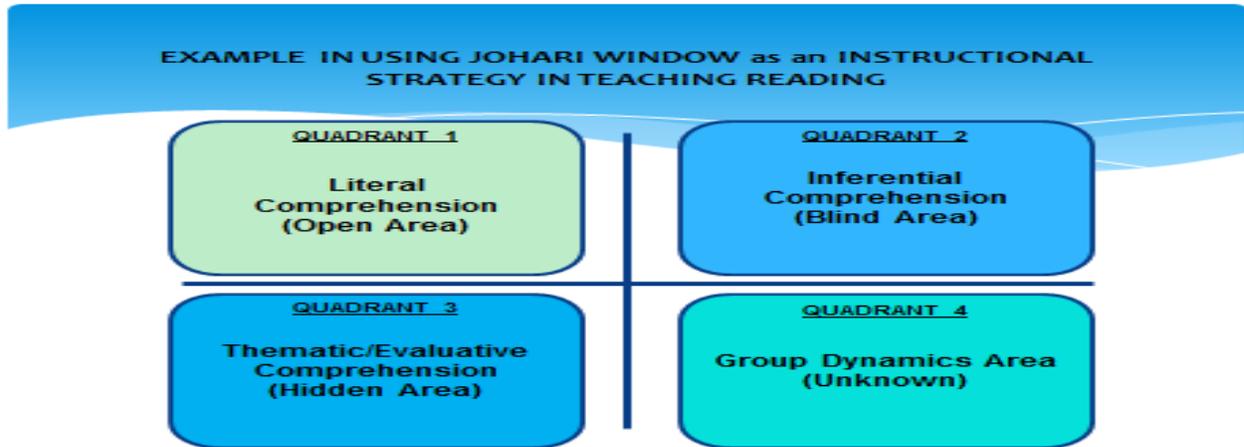
You can use this innovative approach to revise the reading skills of the students by formation a group with four or five members. Each student needs to share their ideas about the questions in each Quadrant. You can also ask the group to summarize their ideas in each Quadrant and give them an ample time to present in the class.

HOW TO USE GROUP DYNAMICS AS AN INSTRUCTIONAL STRATEGY IN TEACHING READING

Step 1: Break the class into small groups and ask the groups to solve some or make decision. For a bigger class number (5 members in each group are recommended). Give each group to read the reading text in order to gain an idea about the topic.

Step 2: The type of problems you use will have more impact if they are intellectual rather than judgmental. That way you can give each group a score, and the groups can draw comparisons among them.
 Step 3: The group must solve each of the problems listed by exchanging information. The information is contained on the paper.

Step 4: Give enough time for each group to prepare for their answers. Do remember that each group should have ONLY one answer.
 Step 5: Give each group to present their work to the class. The other group can raise some questions for clarification and analysis on the presented group answer.



EXAMPLE IN USING JOHARI WINDOW as an INSTRUCTIONAL STRATEGY IN TEACHING READING

QUADRANT 4

READING SELECTION – Commercial Awareness1 (Group Work)

Task 1: What kind of computer home business do you prefer?

A: Computer Tutor
 B: Computer Repair
 C: Desktop Publishing
 D: Internet Marketing
 E: Web Designing

Task 2: Give List at least 3-5 reasons why do you prefer such home business.

EXAMPLE IN USING JOHARI WINDOW as an INSTRUCTIONAL STRATEGY IN TEACHING READING

QUADRANT 4

READING SELECTION 1 – Commercial Awareness (Group Work)

Task 3: For which of the following purpose do you use your home computer?

- A: Financial Management
- B: Word Processing
- C: Online Activities
- D: Gaming
- E: Home Business

Task 4: How much do you use the internet for the following purposes? (Write a report)

Business Use	Frequently	Occasionally	Rarely
Educational Use	Frequently	Occasionally	Rarely
Personal Research	Frequently	Occasionally	Rarely
Social Communication	Frequently	Occasionally	Rarely
Entertainment	Frequently	Occasionally	Rarely

EXAMPLE IN USING JOHARI WINDOW as an INSTRUCTIONAL STRATEGY IN TEACHING READING

QUADRANT 4

READING SELECTION 2 - Progress and Development or Change (Group Work)

Task 1: RANK the following 'items' in the ORDER of your priority? (Write a report)

- A: Bridge _____
- B: Road _____
- C: Communication _____
- D: Technology _____
- E: Transportation _____

Task 2: RANK the following 'items' in the ORDER of their importance? (Write a report)

- Schools/Universities _____
- Market and Shopping Malls _____
- Dams and Security _____
- Sports and Recreational _____

EXAMPLE IN USING JOHARI WINDOW as an INSTRUCTIONAL STRATEGY IN TEACHING READING

QUADRANT 4

READING SELECTION 2 – Progress and Development or Change (Group Work)

Task 3: Write/List some advantages of progress and development? (*Write a report*)

Task 4: Write/List some disadvantages of progress and development? (*Write a report*)

EXAMPLE IN USING JOHARI WINDOW as an INSTRUCTIONAL STRATEGY IN TEACHING READING

QUADRANT 4

READING SELECTION 3 - Sustainability and Durability (Group Work)

Task 1: RATE your 'TRUST' on the following materials. (*Rank and Write a report*)

A: Metal	_____
B: Glass	_____
C: Wood	_____
D: Plastic	_____
E: Cloth	_____

Task 2: Write/List some reasons why do you trust such materials.

EXAMPLE IN USING JOHARI WINDOW as an INSTRUCTIONAL STRATEGY IN TEACHING READING

QUADRANT 4

READING SELECTION 4 – Management and Work (Group Work)

Task 1: If you are to work in a company, which 'item' is important to you? (Write a report)

- A: the company profile _____
- B: the salary and other benefits _____
- C: the location of the company _____
- D: the working environment _____
- E: the management style of the leader _____

Task 2: List/Write at least 5 reasons, why are you working? (Write a report)

SUMMARY AND CONCLUSIONS

Innovations in using Johari Windows and Group Dynamics use to strengthen the process of concept formation acquisition. The four quadrants are used to organize the teaching strategies to be used by the teacher. The tasks are organized according to their level of complexity. The teacher serves as a facilitator of learning. The approach is student-centered. The approach enhances the spirit or idea of groupings and teamwork. The approach arouses the interest of the students because they are motivated to do the task for each quadrant. It promotes mastery learning of skills.

CHALLENGES AND FUTURE PERSPECTIVES

The scope and delimitation of this study are pointed out in the following concerns and encouragement:

1. An experimental research should be conducted to have a tangible data to its sustainability and effectiveness.

2. An evaluation or assessment tools need to prepare to evaluate the performance of the students that can appraise student's strengths and weaknesses.
3. Teachers are encouraged to use this approach to develop a particular lesson. In this way, the teacher can compare the effectiveness of this innovation.

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