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ISSN (Online): 2455-7838

SJIF Impact Factor (2016): 4.144

EPRA International Journal of

# Research & Development (IJRD)

Monthly Peer Reviewed & Indexed  
International Online Journal

Volume:2, Issue:3, March 2017



Published By :  
EPRA Journals

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## JOHARI WINDOW: AN INNOVATIVE APPROACH TO REVISE ENGLISH LANGUAGE SKILLS

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### ABSTRACT

*In this paper, it discusses an innovative approach to revise English Language skills, using the Johari Window. Traditionally Johari Window is a technique used to discover oneself, but this time the researcher used such approach to revise English Language skills. The Johari Window is a technique used to help individuals better understands their relationship with themselves and others, which was created by psychologists Joseph Luft and Harrington Ingham in 1955. This model is a simple tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group. It is also be used to assess and improve group's relationship with other groups.*

*Along with the above information, the researcher used such model (Johari Window) to revise English Language skills in the classroom. It is an effective approach to use by the teacher in the conduct of a review session. The model facilitates the enhancement of the skills such Reading, Writing, Grammar, Listening and Speaking.*

**KEYWORDS:** *Johari Window, Innovative Approach, English Language Teaching, Revising English Language Skills, Teaching Strategies, Review, and Drill*

### INTRODUCTION

In teaching the English Language, a teacher needs to be innovative in terms of their approaches in transferring skills and knowledge to the students. One of the neglected parts of teaching is the conduct of a review or revision at the end of any lesson or chapter or unit. It is a duty of a teacher to make a follow up to the students whether they understand the lesson being conducted and in this regard revision is a must. However, in the conduct of any revision of a lesson a teacher should think of an innovative technique in doing such activity in the classroom. The researcher needs to suggest applying the Johari Window as an innovative approach to revise English language skills.

Furthermore, there are terms that the researcher would like to elucidate further such as innovation, revise or review. According Caroline (2016) innovation means the process of translating an idea or invention into a good or service that creates value or for which an individual will pay. To be called an innovation, an idea must be replicable at an economical cost and must satisfy a specific need.

Innovation includes a consider use of data, creative energy, and activity in determining more prominent or diverse qualities from assets, and incorporates all procedures by which new thoughts are produced and changed over into helpful items.

In this study, the innovation is the used of Johari Window model in the classroom to remember all the learned skills and concepts in the English Language. According to Demetrius (2016) revision means the process of repetition to automatize a certain response or mental association for ready use. It is one of the oldest types of teaching. It is a method of habit formation. It can be effective if properly conducted, or it can be ineffective if not properly distributed. As indicated by Risk (1999) survey or update signifies "new view" this implies the old must be exhibited in another view. It is a method for relating the old to new so that the development is common, slow, and effective.

## STATEMENT OF THE PROBLEM

This study determines to explain the procedures on how to use the Johari Window as an innovative approach to revise English Language skills. Specifically, it sought to answer the following sub-problems:

What are the procedures to revise the learned skills in English Language using Johari Window along:

- (a) Reading,
- (b) Writing,
- (c) Grammar and Language,
- (d) Listening,
- (e) Speaking?

## THEORETICAL FRAMEWORK OF THE STUDY

This part explained other theories, principles, and guides concerning the use of revision. Revision is a process of repetition to automatize a definite answer or mental association for ready use. It is one of the traditional types of teaching and an approach or method of habit-formation. It can be effective if properly administered, or it can be ineffective if not properly distributed. The revision should be conducted under definitely controlled or standardized conditions so that results obtained in one period may be compared with those obtained in others. The purpose of revision should be made clear to the students. The results of each period of revision should be measured scientifically and objectively.

The results of each period of revision work should be noted and their relations to appropriate and inappropriate techniques discovered. The results of successive revision periods should be displayed in such a way as to reveal the improvement made by the students. Appropriate lengths of revision periods, of intervals between periods, and other mechanical aids to learning should be adopted. Revision materials should be so prepared that the student can himself manage the whole learning process. Revision is nothing more than the application of the principle of practice or the law of exercise.

Revision work is essential in developing habits and skills. Revision work must be well-planned. Revision work must be properly motivated to assure retention. Revision work must follow the development of understanding. Revision work must be short and properly distributed. Revision materials and devices should be selected and introduced to save time in actual preparation for revision and during the revision process. Provision should be made for frequent reviews, repetition, or memorized materials to ensure retention. Revision work should be adapted to individual's need.

## CONCEPTUAL FRAMEWORK OF THE STUDY

Recognize what propensities are to be shaped or drilled, or what responses are to be habituated. Stimulate the learner a powerful urge to for a solid propensity. Apply suitable strategies and gadgets so that the learner will keep up an appropriate state of mind through the time of reiteration. Remember that the lovely feeling encourages advance in learning. Recognize a variation of methods in revision work to stimulate and to maintain the interest and the attention of the students. Not lose sight of the fact that bright students need less revision work than the average or slow students.

Provide guidance in the selection of the correct response being made. Instruct the students to memorize by the whole method rather than by the part method. Seek the most specific information in planning his initial and subsequent revision exercises so that over-learning and under-learning could be avoided. Make the students feel the need for practice. Remember that the purpose of the revision is to fix certain facts securely and accurately. Bear in mind that revision is most effective when it furnishes multiple associations to the concepts that are being fixed. Bear in mind that by revision, a student learns the fundamental skills required in the operations of all tool subjects.

## NATURE OF REVISION USING JOHARI WINDOW

As indicated by Risk, revision signifies "new view". This implies the old must be introduced in another view. It is a method for relating the old to new so that the development will be normal, continuous, and effective. To fortify or settle as a main priority exercises or materials learned. To compose the vital actualities and encounters into a bigger unit of comprehension. To diagnose whether the lesson is adequately presented or properly discussed.

To motivate students to gain an interest to learn and study. To check up on the teacher's teaching and the student's learning. To give a finishing touch to the teacher's work. The teacher must have a clear perspective of the meaning and nature of revision. The teacher must make a thorough preparation for the revision. The teacher must teach the students how to revision the subject-matter. The teacher must see to it that new and interesting experiences are utilized from time to time. The educator must make some arrangement for an audit of the whole unit or course before the last examination. The instructor must utilize some sort of gadget to quantify the viability of the update work.

The teacher must remember that the revision which would test his own teaching, as any good revision would, is valuable to the students.

Revision the past lesson as a preparation for the test. Revision the points where you are weak. Revision should help establish coherence and continuity between different parts of the course. Make the revision a check-up and verification. Read previous notes and make an outline of the important points in the course. Revision both at short and long intervals. Use revision questions as guides.

**INNOVATIONS USING JOHARI WINDOW TO REVISE ENGLISH LANGUAGE SKILLS**

1. Use to strengthen the process of revising English skills.
2. The four quadrants are used to organize the teaching strategies to be used by the teacher. □
3. The tasks are organized according to the level of complexity.
4. The teacher serves as a facilitator of learning.
5. The approach is student-centered.
6. The approach enhances the spirit or idea of groupings and teamwork.

7. The approach arouses the interest of the students because they are motivated to do the task for each quadrant.

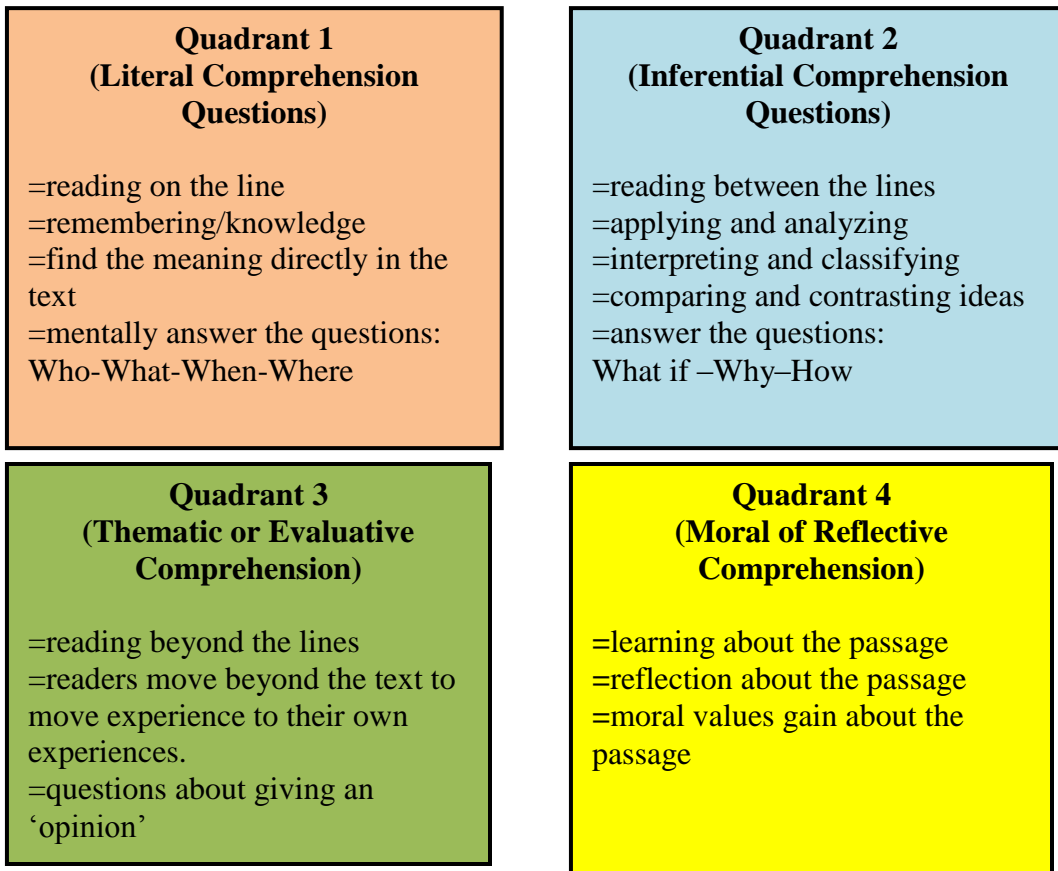
**CHALLENGES and FUTURE PERSPECTIVES**

An experimental research should be conducted to have a tangible data towards its sustainability and effectiveness. An evaluation or assessment tools need to prepare to evaluate the performance of the students. Teachers are encouraged to use this approach in the classroom not only for revising skills but as a strategy to develop a particular lesson.

**CONCLUSION**

Using Johari Window to revise the English Language Skills can be used by the teacher to strengthen the learned skills of the students in Reading, Writing, Grammar, and Language, Listening and Speaking. This is an innovative technique to change the traditional way of conducting a revision of the past lessons. The tasks are organized according to the level of complexity. □

**MODEL OF JOHARI WINDOW USE TO REVISE READING SKILLS**



## METHODS AND PROCEDURES (Reading Skills)

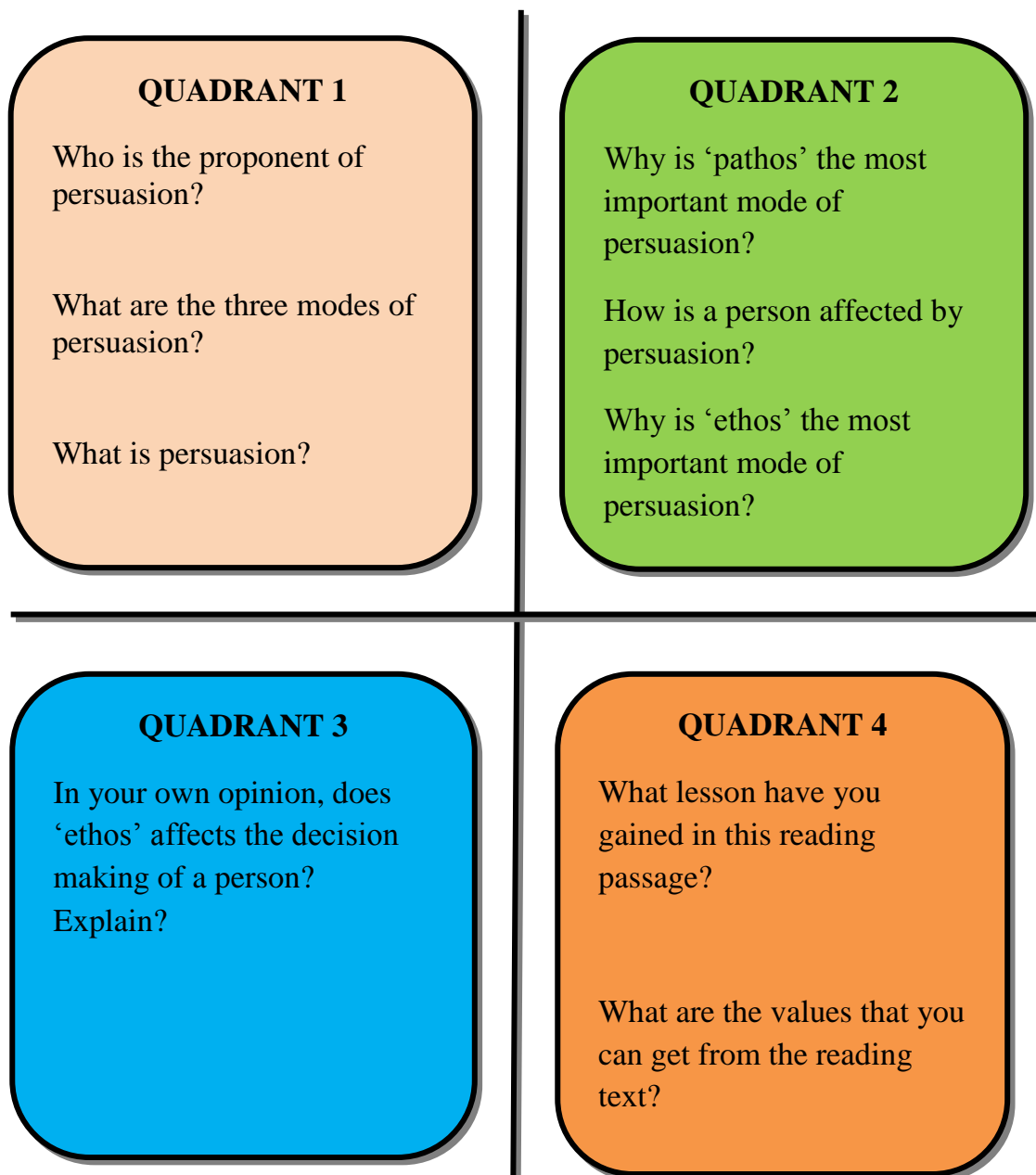
After the reading and discussion session, the above model can be used to revise the reading skills of the students. The teacher can formulate the questions into four categories to evaluate the comprehension level of the students: literal comprehension (Quadrant 1), interpretative comprehension (Quadrant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

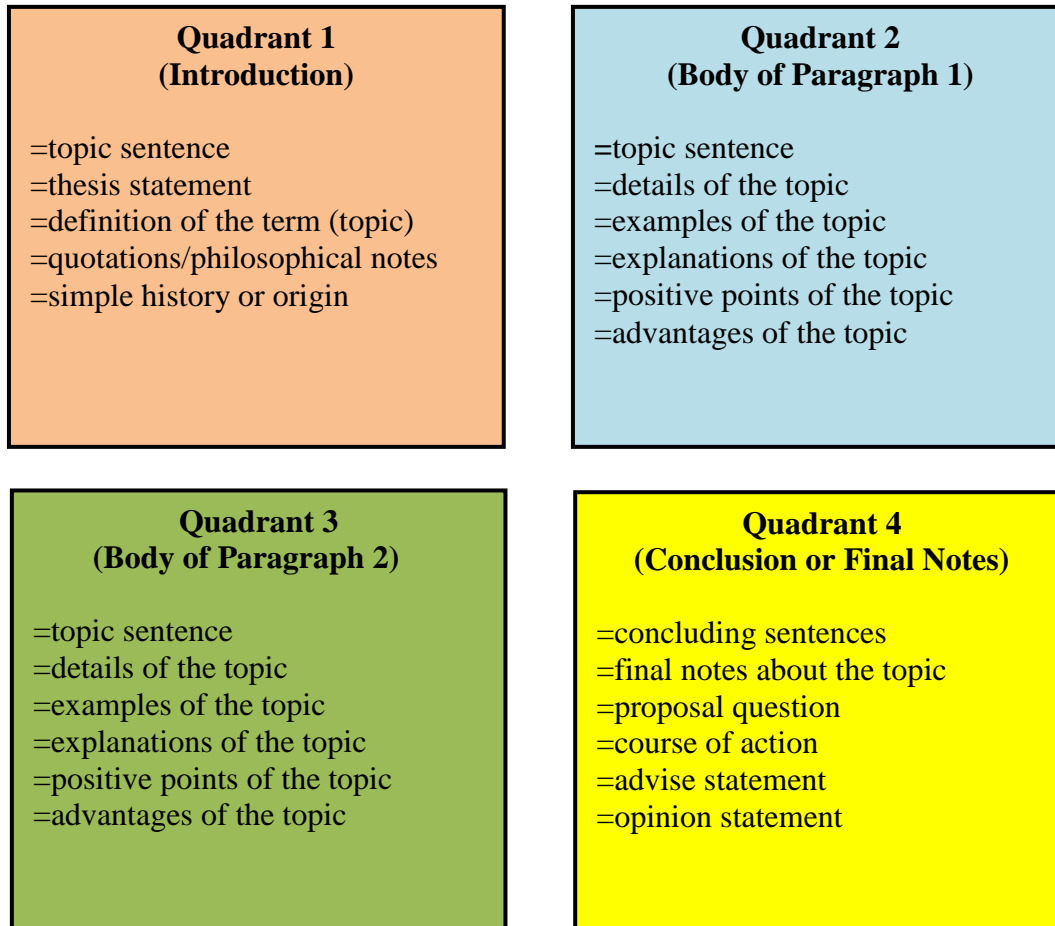
line. Quadrant 2 as inferential comprehension which described as the reading between the lines. Quadrant 3 as thematic or evaluative it described as the reading beyond the line. Quadrant 4 as the moral or reflective comprehension talks about the lesson that the reading text portrays.

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.

### EXAMPLE IN USING JOHARI WINDOW TO REVISE READING SKILLS



## MODEL OF JOHARI WINDOW USE TO REVISE WRITING SKILLS



### METHODS AND PROCEDURES (Writing Skills)

To revise writing skills using Johari Window, the teacher can make use of the four quadrants. In Quadrant 1, the teacher can guide the students in writing the introduction of the paragraph. In this quadrant the teacher can emphasize the topic sentence, the thesis statement; it could also start the paragraph by defining the terms or the topic. The teacher can guide the students by writing a quotation or philosophical notes or a simple historical background of the topic. In Quadrants 2 and 3, the teacher can discuss the details, examples and the supporting statement of the topic.

Do remember that in this quadrant the students are developing the body of the paragraph. The teacher can emphasize and explain to the students the style of writing that the students are going to develop. In Quadrant 4, it can be used to write the final statement of the paragraph. In this quadrant, the students are guided to write their concluding sentences, final notes about the topic, proposal questions and course of action, advice statement and opinion statement. In using this approach, the teacher can group the students into 4 or 5 and brainstorm how to develop and write the given topic.

## EXAMPLE IN USING JOHARI WINDOW TO REVISE WRITING SKILLS

### QUADRANT 1

Mobile phones are now part of our everyday lives. Most people find them *essential* and could not manage without them. However, there are also some *drawbacks* to owning and using a mobile phone.

### QUADRANT 2

Students can write their topic sentence.

*(There are three main advantages to having mobile phone)*

Students can write three advantages of having the mobile phone.

### QUADRANT 3

Students can write their topic sentence.

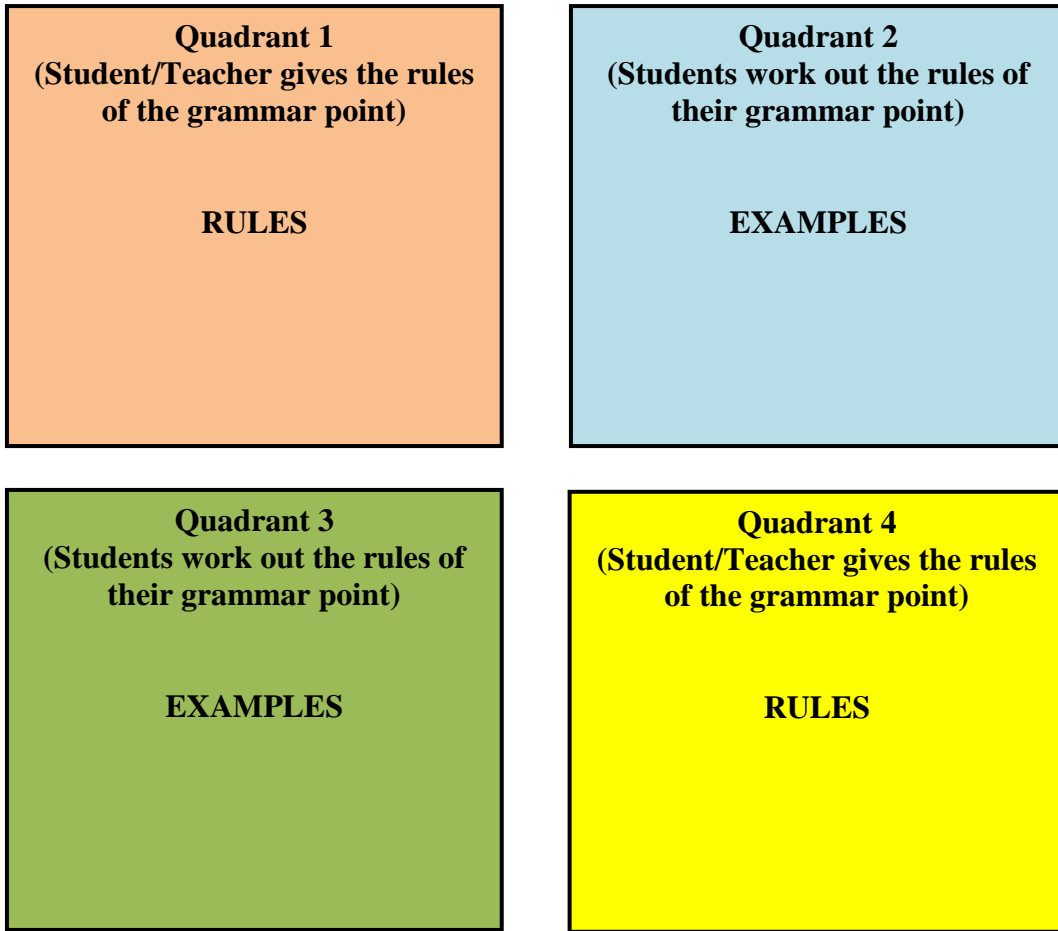
*(There are three main disadvantages to having mobile phone)*

Students can write three disadvantages of having the mobile phone.

### QUADRANT 4

In conclusion, I believe that, despite the disadvantages, mobile phones are essential to modern life and that the advantages of owning one are far greater than the disadvantages.

**MODEL OF JOHARI WINDOW USE TO REVISE GRAMMAR SKILLS**



**METHODS AND PROCEDURES (Grammar Skills)**

There are two popular strategies in teaching grammar, the deductive and the inductive approach. The deductive approach is from general to specific while the inductive approach is from specific to general. The above model can be used to revise the grammar skills of the students using the two approaches in one setting. The teacher can give the rules and examples of each rule and vice versa. In Quadrant 1, the teacher or the students can give the grammar rule and in Quadrant 2, the students or the teacher can work out with the rules stated in Quadrant 1 (Deductive Approach). As the process continues in Quadrant 3 the teacher or the students

can give examples without telling the rules and in Quadrant 4 the teacher or students can give the rules based on the examples provided in Quadrant 3 (Inductive Approach).

Revising the grammar skills using the Johari Window can move in any direction. You can start in Quadrant 1 and give the examples in Quadrant 3 or you start in Quadrant 2 and move to Quadrant 4 or vice versa. In this case, you are using both the deductive and inductive approach in revising grammar skills. Do remember that it is either the teacher or the student give the rule or the give the specific examples. This could be in a group with 4 to 5 members.



## EXAMPLE IN USING JOHARI WINDOW TO REVISE GRAMMAR SKILLS

### QUADRANT 1

**Rule 1:**

With the verb to be, the adverb of frequency comes *after* the main verb.

**Rule 2:**

With other verbs, the adverb of frequency comes *before* the main verb.

### QUADRANT 2

Students can write an example based on the rule:

Khalid *is sometimes* late with his essays.

Wafa *usually drives* to the college.

### QUADRANT 3

You are *older* than me.

You are *more beautiful* than your sister.

This is the *largest* room in the house.

This is the *most expensive* car in the world.

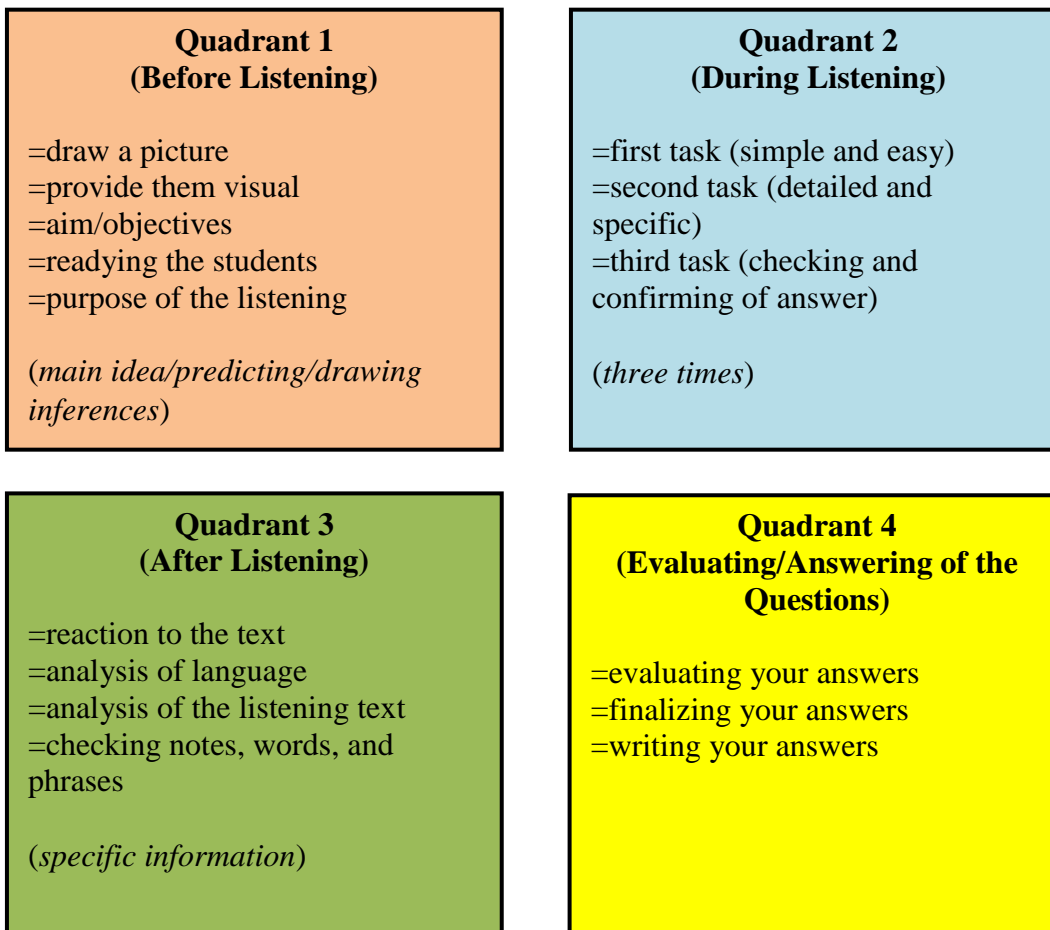
### QUADRANT 4

**Rules:**

Short Adjectives  
+ 'er' (2) or + 'est' (3) + *than*

Long Adjectives  
'more' + *than* (2) or the  
+ 'most' (3)

## MODEL OF JOHARI WINDOW USE TO REVISE LISTENING SKILLS



### METHODS AND PROCEDURES (Listening Skills)

To revise speaking skills using Johari Window, the teacher can make use of the strategies: such as before listening, during listening, after listening and the writing of answers. For the 'before' listening in Quadrant 1, the teacher can draw a picture or any visual, can orient the students about the purpose of the listening, the teacher can also spell out the objectives of the listening. In the 'during' listening in Quadrant 2, the students can be oriented on the questions and the listening scripts. The questions can be categorized into simple and easy, followed by questions requiring the detailed and specific answer and the third part are questions for checking and confirming. As the questions are

categorized in this way, the listening script is also planned to play three times. After listening which is the Quadrant 3, the students can write their notes and other important words that they listened to. In Quadrant 4, the students can finalize their notes and write their answers on the questions.

It can also be noted that in revising listening skills, you can also make use of the top-down strategy which is a 'listeners based' and the bottom-up strategy which is a 'text-based'. Using the quadrant of the Johari Window it portrays both the top-down and bottom-up approach. □

### EXAMPLE IN USING JOHARI WINDOW TO REVISE LISTENING SKILLS

#### QUADRANT 1



#### QUADRANT 2

1. Number the cities in order in which they are mentioned?

Dubai, Copenhagen, Rome

2. What is Brian Davies doing?

Explaining examples  
Giving outline  
Answering questions

#### QUADRANT 3

Which three topics will Brian Davies talk about?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### QUADRANT 4

Why Dubai is an example of modern city?

\_\_\_\_\_

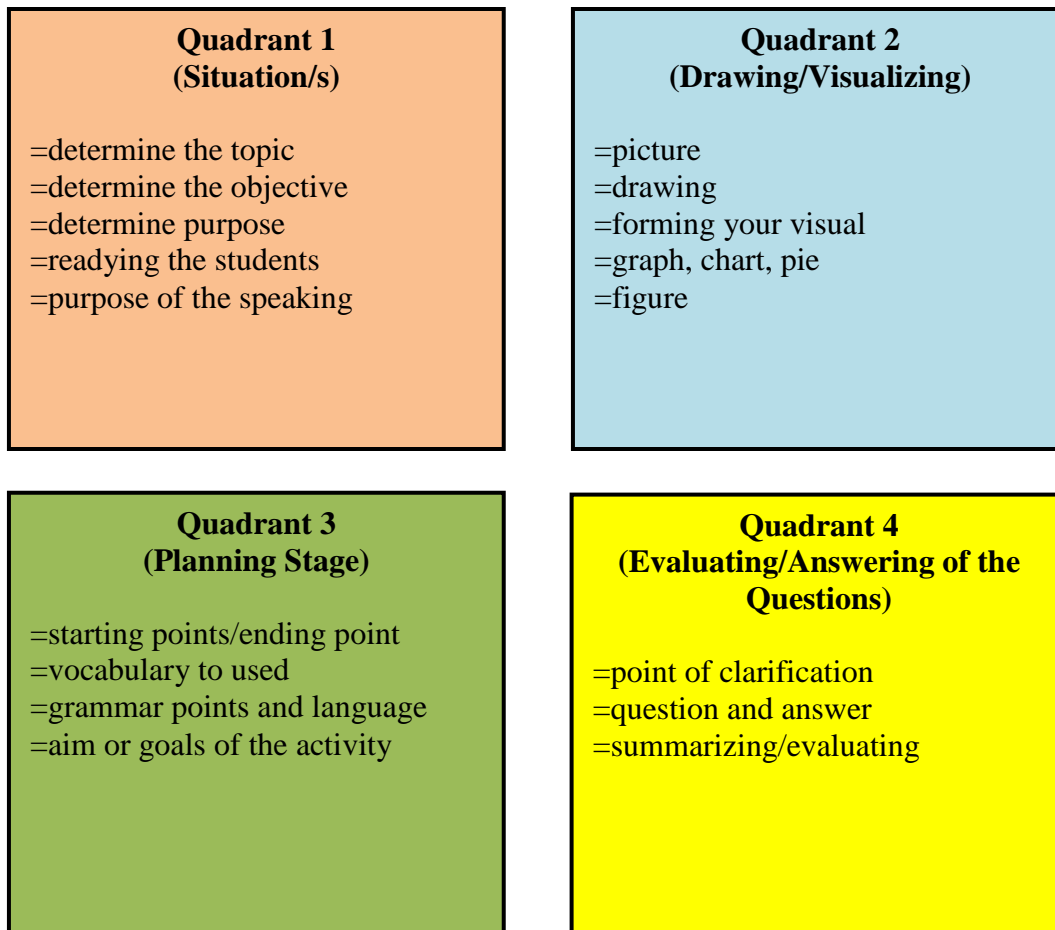
Why Rome is an example of ancient city?

\_\_\_\_\_

Why Copenhagen is an example of future city?

\_\_\_\_\_

## MODEL OF JOHARI WINDOW USE TO REVISE SPEAKING SKILLS



### METHODS AND PROCEDURES (Speaking Skills)

To revise speaking skills using Johari Window, the teacher can write the situation or questions in Quadrant 1, students can view and read clearly the situation or questions. In Quadrant 2, the teacher or the students can draw a visual representation of the situation, to guide the students and visualize the things that the students are going to talk about. In Quadrant 3 is the planning stage of the speaking activity, in this stage, the student can plan how to start the topic and also plan how to end the topic. The student can also determine in this stage the

vocabularies and words that are to be used in the speaking, the grammar and language and the goal and objectives of the activity. In Quadrant 4 is the question and answer portion of the speaking activity.

□ The students can ask the speaker some questions for clarification and giving of opinion. In this stage, the question should be relevant and related to the topic. The speaker can also give summary and evaluation at this point. Remember that in doing this approach you can group the class into 4 or 5.

**EXAMPLE IN USING JOHARI WINDOW TO REVISE SPEAKING SKILLS**

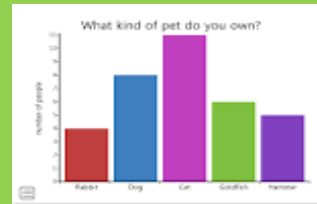
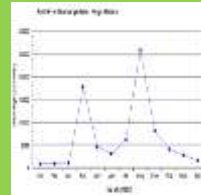
**QUADRANT 1**

**Visual Oral Interpretation**

*To tell the trends and direction of the given situation*

*To use appropriate vocabularies in describing the given situation*

**QUADRANT 2**



**QUADRANT 3**

Students can write their NOTES.

=Start (title of the visual)  
*(This graph shows the number of students at university)*  
 Remember the "BIG C".

=Use of Vocabulary  
*(increase dramatically, slight increase etc.)*  
 Remember the "App-V"

**QUADRANT 4**

Students can write their ENDING NOTES.

=The students can remember the word "END"

E=ending scenario  
 N=number (big and small)  
 D=last description about the situation.

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