

Waikato Journal of Education

ISSN 2382-0373
Website: <https://wje.org.nz>



Volume 27, Issue 3, 2022

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Editor: Kerry Earl Rinehart

Cite this article: Lopez, M.K.R.R., & Ortega-Dela Cruz, R.A. (2022). Gallery Walk technique in enhancing reading comprehension and oral English language proficiency of junior high school students. *Waikato Journal of Education*, 27(3), 57–71. <https://doi.org/10.15663/wje.v27i3.813>

Link to this volume: <https://doi.org/10.15663/wje.v27i3>

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Gallery Walk technique in enhancing reading comprehension and oral English language proficiency of junior high school students

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Abstract

The study used quasi-experimental research with pre-test and post-test design approach to analyse the effectiveness of using the Gallery Walk technique in enhancing reading comprehension and oral English language proficiency among junior high school students. Cluster sampling technique was used in determining the respondents who experienced the Gallery Walk teaching technique and those who experienced the conventional teaching technique. Pre-test result showed no differences in the level of reading comprehension and oral English language proficiency prior to the experiment. After the implementation of the study, post-test was given, and results revealed differences in the students' performance. Findings revealed that the students who were taught using the Gallery Walk technique showed improvement in reading comprehension and oral English language proficiency as compared to those who underwent the conventional teaching technique. In addition, students had positive feedback about the implementation of Gallery Walk. Finally, the study recommended the use of the Gallery Walk technique in teaching English 8 for enhancing reading comprehension and oral English language proficiency.

Key words

English; Gallery Walk technique; language proficiency; reading comprehension

Introduction

Learning English language has been a very important factor because of its reputation as the *lingua franca*. English has long played a vital role in communication, primarily for the non-native speakers when communicating to foreign countries. In fact, it is the common international language when it comes to the field of education, business, trade, and commerce. According to the 1987 Philippine Constitution, English has always been one of the official languages in the Philippines. Thus, the country has become one of the best English-speaking countries around the world, and, as such, it is currently the leading country in terms of offshoring and outsourcing industry in the voice and non-voice business process management (BPM) and information technology (IT) services (Ozaki, 2011).



However, Cabignon (2015) stated that on the round table discussion organised by the British council, key stakeholders from different sectors agreed that the country still needs to step up the quality of teaching and learning in English. Additionally, as reading is a form of language processing, the Philippines also needs to address the issues and gaps in attaining quality basic education. This was reflected in the latest Programme for International Student Assessment (PISA) result. Students of the Philippines scored only 340 points in Overall Reading Literacy which was below the Organization for Economic Co-operation and Development (OECD) average of 487 points (Dela Cruz, 2019).

Similarly, to compete in a global context, the Philippine education system has been transformed to the K to 12 Basic Education Curriculum. The K to 12 Programme covers *Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School [SHS])* to provide sufficient time for mastery of concepts and skills, develop lifelong learners and prepare graduates for tertiary education, middle-level skills development, employment and entrepreneurship (DepEd, 2012). The Department of Education (DepEd) focuses on the needs of students and ensures they learn the English language holistically. In the K to 12 Language Arts and Multi-Literacies Curriculum, the ultimate goal is to produce graduates who apply the language conventions, principles, strategies and skills in interacting with others; understanding and learning other content areas; and fending for themselves in whatever field of endeavour they may engage in (DepEd, 2016).

Teaching and learning English as a second language is challenging for teachers and students who are non-native speakers, especially in the public schools. The challenge for an English as a Second Language (ESL) teacher is to keep their students awake, interested and excited about learning, speaking, reading, writing, listening and comprehending English (Davis, 2016). Teaching and learning English are essential in the Philippine education system. In fact, the majority of subjects taught in the country is better grammatically. Low competence of the students in the language will prevent them to actively participate in the classroom activities and this will lead to poor learning outcomes at the end of the school year.

The issue of low competence in the English language is particularly true to the case of a public national high school where there is a below passing mean percentage score (MPS) in the English language subject for the past three years. Hence, a teaching technique called Gallery Walk has been hypothesised to provide a solution in addressing the low performance of the students' reading comprehension and oral English language proficiency. Helping and giving the students the share of responsibility using Gallery Walk will somehow address their poor learning towards English.

Defining Gallery Walk

Gallery Walk is a discussion technique that allows the students to actively engage and work together in a small group as they walk throughout the classroom (Harton, 2019). Hosseinali (2011) defined Gallery Walk as a strategy that highlights cooperative learning by using teacher-devised questions, problems, and activities. These are posted in the walls of the classroom (thus, the term "gallery"). Throughout the process, groups of students will deal with the different gallery spot or stations across the room, moving from one question or a prompt to another (hence the term "walk"). This technique also promotes multiple skills, collaboration, socialisation, discovery, experiential learning and higher-order thinking skills (Francek, 2006).

Gallery Walk is flexible (Francek, 2006) and easy to use. One of the strengths of using Gallery Walk when teaching is its flexibility because it can be done for just 15 to 30 minutes or several class periods. The duration of Gallery Walk depends on what type of activity a teacher prepared for the specific topic and the target competency. This may also provide opportunity for the teacher to address the students' misunderstanding and misconception about the lesson and give appropriate feedback at the same time. It can bring significant improvement as far as the performance of the students is concerned

because it provides the students a chance to move around the classroom, direct their focus on the activity and avoid lethargy (Mulyani, 2014).

According to Dacey (2012), Gallery Walks can be utilised in different ways, but all of these promote the mutual exchange and sharing of problem-solving solutions and strategies. Gallery Walks are appropriate for topic-specific tasks and activities, which are prevalent in the K to 12 Enhanced Basic Education Curriculum of the Philippines Department of Education.

This study aimed to analyse the effectiveness of using the Gallery Walk technique in enhancing reading comprehension and oral English language proficiency among Junior High School students.

Specifically, the study: (1) assessed the level of reading comprehension and oral English language proficiency of Junior High School students in terms of pre-test and post-test scores, and (2) explained the teaching-learning experiences of the respondents in the implementation of the Gallery Walk technique.

Materials and methods

Research design

The study used the quasi-experimental research design to analyse the effectiveness of using the Gallery Walk technique in enhancing reading comprehension and oral English language proficiency among 8th Grade students. Quasi-experimental design, according to White and Sabarwal (2014), is a research design that tests causal hypotheses and is most often used when it is not possible to randomise individuals or groups to treatment and control groups. In education, quasi-experimental designs are frequently used because educators often use intact groups to avoid classroom learning disruption. Pre-test and post-test design approach can be applied to quasi-experimental design (Creswell, 2008).

Participants

The study focused on the 8th Grade students because the curriculum and module for this grade deepens the students' focus on problem-solving and becoming independent thinkers. They are also expected to demonstrate communicative competence through their understanding of literature and other text types for a deeper appreciation of Philippine culture and those of other Asian countries by the end of their grade level. A total of 80 students participated in the study. They represented 29 per cent of the total 8th Grade population of 280 students in a public national high school in Quezon Province, Philippines.

The study was conducted on second quarter from first week of September 2019 until third week of September 2019. The study focused on the six reading selections covered in the module of the second quarter only.

The teaching-learning interactions were observed and noted. The researcher used a Student Oral English Language Observation Matrix (SOLOM) to assess the students' oral English language proficiency. Towards the end of the implementation, another survey was administered to evaluate the students' feedback about their experience with the Gallery Walk technique, followed by the post-test to assess the level of the students' reading comprehension and oral English language proficiency.

Overall, 50 per cent of the respondents were male and another 50 per cent were female. Additionally, a majority of the respondents were of age 12 to 15 years old, which is the average age range for junior high school students.

In this study, the researcher assigned intact groups. Two sections from 8th Grade composed of 40 students each were selected and assigned as experimental and control groups. The researcher administered a pre-test to both groups, conducted the Gallery Walk teaching technique to the experimental group only, and then administered a post-test to assess the differences between the two groups.

The school had an MPS result in school year 2016–2017 of 48.23, 50.48 in school year 2017–2018, and 55.32 for school year 2018–2019. Although the trend has been increasing, the result was still low because it did not meet the passing standard of 75 per cent. Additionally, based on the last year's Student's Permanent Academic Record (SF 10) of the two groups of student-respondents, 10 out of 40 students from the experiment group were still in the Developing Level, 18 of them were Approaching Proficient Level and 12 had reached the Proficient Level. While 20 out of 40 students from the control group were still in Developing Level, 11 of them were Approaching Proficient and nine of them were at Proficient Level. Not even half of the respondents had reached the Proficient Level, and none had reached the Advance Level.

Instrumentation

This study used a researcher-made pre-test and post-test at the beginning and the end of the implementation. To ensure that the items of the pre-tests and post-test were reliable in assessing the two groups, the study derived all the learning competencies measured from the standardised Curriculum Guide (CG) for English 8 under the K to 12 Enhanced Basic Education Curriculum of the Philippines (K to 12 E-BEC) (DepEd, 2016).

For the reading comprehension, the test was constructed based on the three learning competencies in reading comprehension which were to: (1) infer character traits from a reading text; (2) evaluate content, elements, features and properties of a reading selection; and (3) predict the theme of the reading selection. The researcher used the same table of specification (with item analysis) for both pre-test and post-test to identify the achievement domains and to ensure that fair and representative questions appeared on the test. The set of tests was divided into three parts, consisting of 20 items. Part one was to infer character traits from a reading text consisting of 12 items under the remembering and understanding domains; part two was to evaluate content, elements, features and properties of a reading selection consisting of six items under applying, analysing and evaluating domains; and part three consisted of predicting the theme of the reading selection consisting of two items under creating domain.

For the oral English language proficiency, the researcher used the SOLOM from the Central Comprehensive Center Portal at the University of Oklahoma (2019). The SOLOM is a rating scale that teachers can use to assess the students' oral English language skills based on what they observe on a continual basis in a variety of situations (class discussions, interactions before and after class, and every day). The students' language performance in comprehension, fluency, vocabulary, pronunciation and grammar were matched to descriptions on a five-point scale for each. The scores of each student for each category were combined to a total score with a range of 5 through 25, where approximately 16–20 can be considered Proficient and 21–25 as Advanced. The students' scores represent whether they can participate in oral English language tasks typically expected at their grade level.

To ensure that both instruments were valid in assessing the competencies and performance of the target participants, the instrument underwent two levels of review, checking and validation—one from the school level, and the other from division level. To ascertain the appropriateness of the instruments to the target students at the school level, the researcher sought the help of the English Coordinator of the school to review, check and validate the instruments. In addition, the researcher also sought the expertise of the Division Education Program Supervisor (EPS) for English of the Curriculum and Instruction Division (CID) of DepEd Quezon to review, check and validate the instruments.

In the implementation of the study, the researcher used the Converted Daily Lesson Plan (CDLP). This CDLP was patterned to the actual Daily Lesson Plan used in the school where the researcher was teaching. This was called CDLP because the learning procedures here were converted to Gallery Walk procedures (see Appendix A. Summary of the sample lesson guide). The researcher used it in the implementation of the Gallery Walk technique for only six days. Different topics were covered during the full implementation which lasted for three weeks.

Data analysis

The daily class observations were analysed qualitatively using thematic analysis and the students’ feedback was descriptively explained. The means and differences of the scores from the validated test were analysed descriptively. To assess the level of competencies of the students, both pre-tests and post-tests results were analysed by using and comparing the MPS and frequency distribution of score of the two groups. The researcher also used the scale based on the Guidelines on the Assessment and Rating of Learning Outcomes Under the K to 12 Basic Education Curriculum (DepEd, 2012), which indicates the level of proficiency corresponding each scale on the pre-test and post-test scores (Table 1).

Table 1. Level of Proficiency for Corresponding Pre-Test and Post-Test Scores

Scale	Level of Proficiency	Interpretation
17–20	Advanced	90 per cent and above of the competence are highly acquired by the respondents
13–16	Proficient	70 to 80 per cent of the competence are acquired by the respondents
9–12	Approaching Proficient	50 to 60 per cent of the competence are acquired by the respondents
5–8	Developing	30 to 40 per cent of the competence are acquired by the respondents
0–4	Beginning	0 to 20 per cent of the competence are acquired by the respondents

Source: DepEd, 2012

Results and discussion

Level of reading comprehension of the students in terms of the pre-test and post-test scores

Figure 1 presents the comparisons in the level of proficiency in terms of the reading comprehension of both the Gallery Walk group pre-test scores (blue bars) and the Conventional group pre-test scores (green bars). The overall result of the pre-test showed that 85 per cent of the students were between the *beginning* and *developing* level of comprehension.

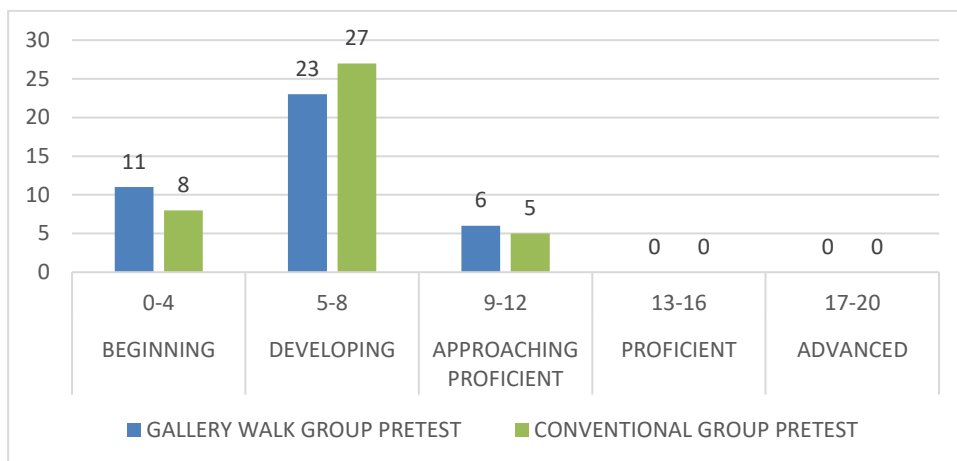


Figure 1. Frequencies of the level of students’ reading comprehension in pre-test

On the other hand, results of the post-test (Figure 2) revealed that the students who experienced the Gallery Walk improved their reading comprehension to *proficient* and *advanced* compared to those students in the Conventional teaching group. No one remained in the *beginning* and *developing* level from the Gallery Walk group.

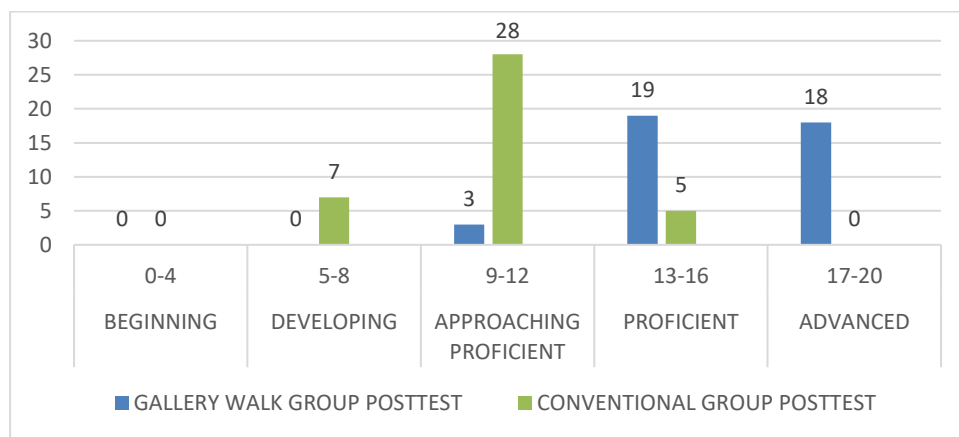


Figure 2. Frequencies of the level of students' reading comprehension in post-test

As far as the students' reading comprehension levels were concerned, the two groups showed differences in the students' performance. Thus, the Gallery Walk technique enhanced the reading comprehension of students far better than the Conventional approach in teaching English 8. This confirmed that Gallery Walk provides better attainment on reading comprehension compared to the Conventional approach in teaching. This is because the strategy sequence for Gallery Walk starts with devising questions that can range from lower order thinking skills (focusing on knowledge and comprehension) up to the higher order thinking skills (focusing on analysis, synthesis and evaluation) (Professional Development Service for Teachers, 2013). In addition, according to Riahi and Pourdana (2017) there are three strategies that must be present for reading comprehension to be labelled as interactive: (1) metacognitive techniques, (2) cognitive techniques, and (3) socio-effective techniques. These three strategies are present in the Gallery Walk technique, especially the socio-effective strategies due to multi-group interactions.

In enhancing reading comprehension, social constructivism provides the necessary interaction, not just to the students and the teacher, but more evidently in the interactions present during grouping activities and whole class interactive tasks. Such is the key strength of Gallery Walk, which allows students to socially construct and learn together through different tasks, varied instructions, and experiential activities per Gallery Walk stations. The collective task provided by Gallery Walk to students can be described as interactive reading comprehension (Çetinkaya et al., 2019).

Level of oral English language proficiency of the students in terms of the pre-test and post-test scores

Result of the pre-test (Figure 3) showed there were only nine students from the Gallery Walk group and two students from the Conventional group who reached the *approaching proficient* level. There was no one from both groups who reached *proficient* and *advanced* level during their oral English language proficiency pre-test.

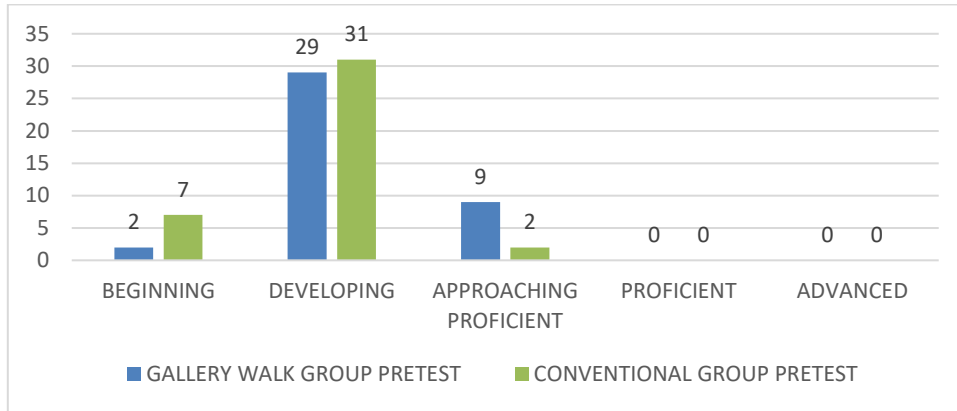


Figure 3. Frequencies of the level of students’ oral English language proficiency in pre-test

On the other hand, result of the post-test (Figure 4) showed that there were no students in the Gallery Walk group who were still in the *beginning* and *developing* levels. Whereas there were still 15 students from the Conventional group who were in the *developing* level. This implies that most of the students from Gallery Walk group reached the *proficient* level than those students from the Conventional group.

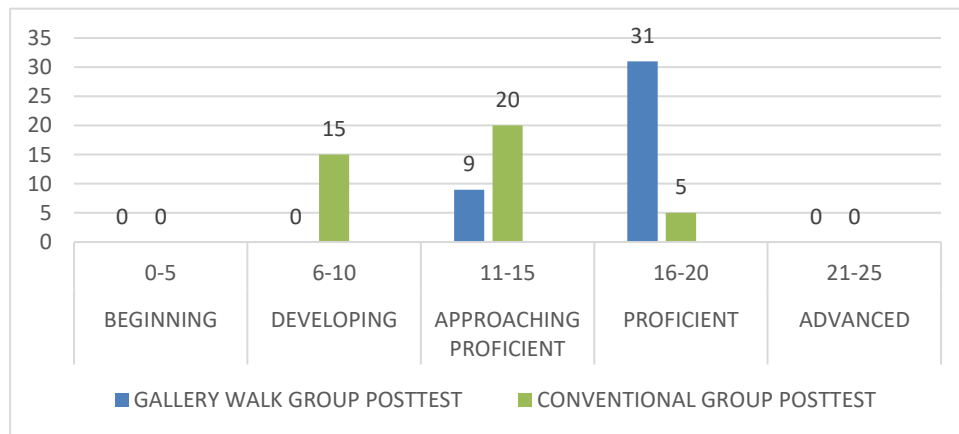


Figure 4. Frequencies of the level of students’ oral English language proficiency in post-test

Based on the results, the Gallery Walk group showed improvement in oral English language proficiency compared to the Conventional group. This is because the Galley Walk technique allows students to walk around and interact with one another. This affirms the findings of Anwar (2015) who found the Gallery Walk technique effective in enhancing the speaking skill of the students because it helps to motivate them to speak up and build their speaking confidence to speak in English. Students are given time and freedom to express themselves orally, within and outside their group, as they communicate and exchange ideas regarding the particular aspects and tasks of every station. Students and groups are required to express their assessment and evaluation of a particular station and even the performance of other groups and their peers themselves (Salas et al., 2013). Thus, they are not afraid of making mistakes when speaking for they are encouraged to express and share what they want to say (Hakim et al., 2019). The difference clearly established that both levels of reading comprehension and oral English language proficiency were enhanced by Gallery Walk.

The MPS of both the Gallery Walk and Conventional groups generally confirmed the level of reading comprehension and oral English language proficiency in terms of pre-test and post-test scores of both groups. Table 2 presents the mean and MPS results of the students’ reading comprehension and

oral English language proficiency in their pre-test and post-test. It shows that there was no difference when it comes to their reading comprehension and oral English language proficiency mean and MPS pre-test results. However, their reading comprehension and oral English language proficiency mean and MPS post-test results showed notable differences. Wherein the Gallery Walk group attained a mean score of 16.3 or 81.4 per cent on their reading comprehension post-test, the Conventional group only attained 10.2 or 50.9 per cent. Results showed that the students in the Gallery Walk group attained higher in the oral English language proficiency post-test with the result of 18.9 mean score or 75.5 per cent compared to those who received Conventional teaching who only attained 10.8 mean score or 43.3 per cent.

Table 2. *Mean and MPS result of reading comprehension and oral English language proficiency in terms of pre-test and post-test scores*

Reading Comprehension		
<i>Gallery Walk Group</i>	Mean	MPS
Pre-test	5.57	28.8
Post-test	16.3	81.4
<i>Conventional Group</i>		
Pre-test	5.68	28.4
Post-test	10.2	50.9
Oral English Language Proficiency		
<i>Gallery Walk Group</i>		
Pre-test	7.80	31.2
Post-test	18.9	75.5
<i>Conventional Group</i>		
Pre-test	8.2	32.8
Post-test	10.8	43.3

Generally, Gallery Walk contributed more to the enhancement of the students' reading comprehension and oral English language proficiency compared to the Conventional approach in teaching. Gallery Walk also helped in refining the students' understanding of the texts to meet reading expectations and their engagement in group conversations. Report out or share out activity boosted them to meet speaking expectations. Mulyani (2014) stated that Gallery Walk can bring significant improvement as far as the performance of the students is concerned because it provides the students a chance to move around the classroom, direct their focus on the activity and avoid lethargy.

The teaching and learning experiences in the implementation of the Gallery Walk technique

Theme 1: Active learning

During the implementation of the Gallery Walk technique, the researcher observed that active learning was present as described by these three significant codes: (a) students' engagement with the material through the rotation process, (b) students' participation in the class discussions and activities, and (c) students' collaboration and cooperation with each other as a team to accomplish the task assigned to them. The Gallery Walk technique is always associated with the word active participation in which the

students are encouraged to get out of their chairs to participate in the learning process. Thus, this situation delivers a student-centered atmosphere and promotes collaboration, cooperation and sensation. This also arouses mental activities that lead to meaningful learning or active learning (Craig, 2007). Active learning was also exhibited as noted in the excerpt of the observation below:

Students get out of their chairs and work collaboratively with their groupmates. One representative from each group shared out their answers for the attractions in Thailand that captivated the author and explained similarities in terms of culture, beliefs and traditions of Thais and Filipinos ... traditions of Egyptians which are similar to Filipinos ... The students worked interactively with their groupmates in answering questions in every station. The students collaboratively worked with their groupmates in the expert-docent activity in their home station. The students showed understanding of the selection through answering the questions cooperatively in each station. The students were so active in raising their hands to take their turn in answering the board activity on vocabulary enrichment. They also showed active engagement in the Gallery Walk activity. The students showed enthusiasm in the picture puzzle activity. They also showed active participation in trying to share their answers using English language. After silent reading the students participated actively in the discussion and shared their notes.

In the Gallery Walk, students act as the active agents in the learning process. The active learning process, according to Winterbottom (2015), comprises of activities where knowledge building and understanding is being directed and responded by the students with the teachers as providers of such situation or opportunity. The Gallery Walk as a teaching technique used in this study was evidently an effective technique to promote active learning process with all the codes mentioned and noted excerpt of the observations. This technique is also much more applicable than conventional techniques in increasing students' participation in the learning process (Ridwan, 2019) and enhancing students' communication skills. Moreover, this technique can help to attain maximum learning and academic performance due to active interaction with the material and with their groupmates or peers, and the teacher as the facilitator.

Theme 2: Demonstrated LOTS and HOTS

For the researcher to explain the content of the second theme, Bloom's Taxonomy of Learning Competencies was used as the guide by the researcher to contextualise the level of skills observed in the teaching and learning process. The students demonstrated both Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS) during the implementation of the Gallery Walk as a teaching technique.

The LOTS, or the three lower levels of Bloom's taxonomy, are remembering, understanding and applying. The said levels were observed throughout the learning process with these four significant codes: (a) students were able to recall the previous lesson, (b) students were able to share their ideas and understandings on the topic, (c) students were able to plot the events in the story, and (d) students were able to answer every question in each station and in report out/share out activity knowledgeably. LOTS were also exhibited, as noted in the excerpt of the observation below:

The students were able to recall the previous lesson by stating the mood of the writer in telling the story that they previously read. They also shared their background knowledge regarding the elements of short story. They were able to plot the events in the story using their background knowledge about elements of the story from their previous lesson. They were able to answer every question knowledgeably. They were also able to share their ideas answering the problem-solution chart.

For the top three levels, or the HOTS, of Bloom's taxonomy, which are analysing, evaluating and creating, there were three significant codes demonstrated in the learning process, which were: (a) students were able to compare the traditions, (b) students were able to determine the attractions being mentioned in the selection, and (c) students were able to compose sentences and write a letter as part of their final task. Noted in the excerpt of the observation below are the students' responses that exhibited HOTS:

The students were able to share their ideas in comparing the traditions of Egyptians and Filipinos. They were able to determine the attractions in Thailand that captivated the author. They were also able to compose five sentences to explain their drawing regarding the interesting customs, traditions and cultures related to landmarks in Thailand.

With the provided codes and noted excerpt of the observations from the observed classroom settings, the Gallery Walk technique was evidently effective in promoting a variety of cognitive involvement by targeting not only the LOTS but also the HOTS. Furthermore, the Gallery Walk technique provides an opportunity that can enhance the students' skills in dealing with the given tasks in the teaching and learning process. With this technique, the students can obtain knowledge effortlessly and use their skills in comprehending the topic discussed by using a constructive attitude towards their peers (Ridwan, 2019). Thus, the Demonstrated LOTS and HOTS Theme evidently support that Gallery Walk is applicable in enhancing reading comprehension skills of the students.

Theme 3: Difficulties encountered

Throughout the implementation of the Gallery Walk technique, the researcher also encountered difficulties and categorised them into two significant codes: (a) language barrier (some students struggled and were hesitant to express/speak in English), and (b) inattentive students. Language is essential in any kind of communication. Inability to communicate using the second language in the teaching and learning process resulted in a language barrier that caused misunderstanding and misinterpretation. This will lead the students to not paying attention or not participating in the activity. The language barrier was exhibited in the direct quotation from several students below:

Student A from Gallery Walk said, "Ma'am, pwede pong tagalog ang pag-eexplain?" (Ma'am, can we explain in Tagalog/Filipino language?)

Student B from Gallery Walk said, "Ma'am kahit po Taglish na lang, pwede po?" (Ma'am, can we use Taglish [i.e., combination of Tagalog and English] in explaining?)

Student C from Gallery Walk said, "Ma'am ayoko ko pong magshare, English po kasi." (Ma'am, I don't want to share/speak up, because it's English.)

Student D from Gallery Walk said, "Ma'am ayaw po magparticipate ni X. (Ma'am, student X doesn't want to participate.)

Not all classroom settings are perfect. But by creating a positive atmosphere and through the proper facilitation of the teacher, the teaching and learning process should be meaningful.

Therefore, the Gallery Walk technique could address those shortcomings because the teacher, as the facilitator of learning, provides the specific activities and tasks on a chart paper or bulletin note at different gallery stations around the classroom (Stearns, 2017), which allows students to be out of their chairs and proactively involved with one another as they physically move around the classroom in groups (Hosseinali, 2011). Moreover, using the Gallery Walk technique could motivate the students to speak confidently and become more active and thus enjoy the learning experience in the classroom (Hakim et al., 2019).

Student assessment about Gallery Walk

Findings revealed that the students had positive feedback about the implementation of Gallery Walk, with mean average 45.45 in strongly agree and 53.63 mean average in agree. Most of the students, or 62 per cent, strongly agreed that they would like to participate in another Gallery Walk activity again. Sixty-five per cent strongly agreed that their overall experience with the Gallery Walk was satisfactory. Fifty-seven per cent strongly agreed that the evaluation criteria for Gallery Walk were clear, and 60 per cent strongly agreed that they felt they had enough time to discuss each topic through Gallery Walk. Moreover, 70 per cent agreed that Gallery Walk was easy to use, and they felt they gained a better understanding of the topic through Gallery Walk. During Gallery Walk, 60 per cent also agreed that group members listened respectfully to one another, and 52 per cent agreed that all group members participated. The students also agreed with 72 per cent that they work collaboratively compared to the usual class discussion. Fifty-seven per cent agreed that the topics became more interesting to them. Dacey (2012) stated that Gallery Walks are appropriate for topic-specific tasks and activities, which are prevalent in the K to 12 Enhanced Basic Education Curriculum of the Department of Education, and 52 per cent agreed that the directions were clear and that they knew what to do to successfully complete their task. The teachers' roles are to clearly provide the specific tasks to different gallery stations and to provide a time limit for each group of students to move around the classroom (Stearns, 2017).

Conclusions

The study revealed that the mean post-test scores obtained by students who experienced Gallery Walk significantly differed from those students who received Conventional teaching in terms of reading comprehension and oral English language proficiency. Thus, teachers are encouraged to use the Gallery Walk technique in teaching English language and even literature to provide effective classroom instructional approach and activities. The use of the Gallery Walk technique provides the teaching and learning process a more engaging way to promote reading comprehension skills and oral English language proficiency. Through the Gallery Walk technique, teachers will be able to respond immediately to different academic, social and collaborative development of students. The tests and experiment around this particular technique clearly provided improvements that supported the way educators enhanced learning interventions in this fast-paced era of understanding how students learn.

With these empirical results, the study provided additional support for the Gallery Walk technique as a better approach in enhancing the reading comprehension and oral English language proficiency of students. The two macro skills are essential for language achievement, especially for Filipinos where English serves as a second language. Likewise, in the Philippines, a country where the average reading comprehension and English language proficiency are low for the basic education sector, Gallery Walk can provide an effective pedagogical approach in teaching English.

Finally, for future researchers, deeper studies can be conducted in the other domains of K to 12 English Curriculum that have direct and indirect relations to the students' reading comprehension and oral English language proficiency. Furthermore, future studies could help determine the effects on all the five macro skills in English (reading, speaking, listening, writing and viewing) and to other grade levels of students under basic education (pre-school, elementary and secondary). The limitations highlighted in this study provide potential areas for more profound research so that deeper understanding of the nature and effects of using the Gallery Walk technique can be determined. It is recommended, not only for English 8, but also to other subjects that other researchers might find Gallery Walk useful and appropriate.

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Appendix

Sample lesson guide for using Gallery Walk technique

Description of Activities	
Day 1 and 2 (Orientation and Picture Puzzle)	
Introduce the activity (Reviewing previous lesson or presenting the new lesson)	
	Picture Puzzle
Prepare the Students (Establishing purpose for the lesson).	The students were divided into eight groups. Each group occupied each station depending on assigned numbers to solve the pieces of picture puzzle inside the envelope at each station. The first group to finish the task gained the highest points.
	Students were assigned to walk around (Presenting examples/instances of the new lesson).
Return to Starting Point (Developing Mastery).	After the rotation process bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed. Instruct students to sit down with their groupmates in their home station to prepare/finalising their output. (With the guidance of the teacher).
Finding practical applications of concepts and skills in daily living.	Each group synthesised what has been written on their activity book. Allow about five minutes for the group to synthesise answers.
Making generalisations and abstractions of the lesson.	Allow about five minutes for this.
Report Out/Share out (Evaluating learning).	<ul style="list-style-type: none"> • The “reporter” made an oral presentation to the class. • The oral report should not exceed five minutes in length. Students were evaluated by asking them probing questions and with formal oral and written evaluation using Oral Evaluation Rubric.
Day 3 and 4 (<i>Sawatdee...Hello, Beautiful Bangkok</i> -by Ethel Soliven-Timbol)	
Introduce the activity (Reviewing previous lesson or presenting the new lesson)	Short recap on the previous activities.

Prepare Students (Establishing purpose for the lesson)	Introduction about the Kingdom of Thailand.
Students walk around (Presenting examples/instances of the new lesson)	<ul style="list-style-type: none"> • The students were divided into eight groups same groups in Day 1 and 2 but with different assigned roles. • Each group started on their home station to read the extracted lines from the selection <i>Sawatdee...Hello, Beautiful Bangkok</i> -by Ethel Soliven-Timbol. • After reading, students turned-and-talked with their groupmates to answer the questions after the lines they read. One recorder wrote group's responses, thoughts, and comments or answers on their activity book. • After five minutes, the groups rotated to the next station (the monitor served as a timekeeper of their group). Repeat until all groups have visited each station. • To involve all group members, the teacher monitored the stations and clarified or provided hints if students did not understand or misinterpreted what was posted at their station.
Return to Starting Point (Developing Mastery)	After the rotation process, bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed. Instruct students to sit down with their groupmates in their home station to prepare/ finalise their output. (With the guidance of the teacher).
Finding practical applications of concepts and skills in daily living	Each group synthesised what has been written on their activity book. Allow about five to ten minutes for the group to synthesise answers.
Making generalisations and abstractions of the lesson	Allow about five minutes for this.
Report Out/Share out (Evaluating learning)	<ul style="list-style-type: none"> • The "reporter" made an oral presentation to the class. • The oral report should not exceed five minutes in length. • Students were evaluated by asking them probing questions and with formal oral and written evaluation using Oral Evaluation Rubric.

Day 5 and 6 (Elements of Short Story)

Introduce the activity (Reviewing previous lesson or presenting the new lesson)

Prepare Students (Establishing purpose for the lesson)	Ask a Motivating Question
(Presenting examples/instances of the new lesson)	<ul style="list-style-type: none"> • Students were divided into 6 groups which were called a home group. Before proceeding to the station by station activity, each member was assigned to an expert group first (expert group discussed the topic suggest at the station).
	Expert 1 for Station 1: Topic (Setting)
	Expert 2 for Station 2: Topic (Conflict)
	Expert 3 for Station 3: Topic (Point of View)

	Expert 1 for Station 1: Topic (Plot)
	Expert 1 for Station 1: Topic (Character)
	Expert 1 for Station 1: Topic Theme)
	<ul style="list-style-type: none"> • Expert group collaboratively discussed, shared ideas and their understanding on the topic assigned to them and made a visual aid to post on their designated station for five minutes. Each member of 1–6 expert group served as the docent of each station based on their corresponding number in expert group. • After five-minute discussion and collaboration on the assigned topic (guided by the teacher) the expert group posted their finished visual aid on their designated station and went back to their home group to begin the rotation. • On the rotation process the expert/docent turned-and-talked with their groupmates to share ideas/explain the element of the short story posted on the station. Have the students recorded what their groupmate were saying in their notebook. • After five minutes, the groups rotated to the next station (the monitor served as a timekeeper of their group). Repeat until all groups have visited each station. • To involve all group members, the teacher monitored the stations and guided the students.
Return to Starting Point (Developing Mastery)	After the rotation process, bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed. Instruct students to sit down with their groupmates in their home station. (with the guidance of the teacher)
Finding practical applications of concepts and skills in daily living/Making generalisations and abstractions of the lesson	To check the students understanding of the lesson the teacher gave follow up activity by asking questions about elements of the story.
Report Out/Share out (Evaluating learning)	<ul style="list-style-type: none"> • Students were assigned to reflect independently by answering a specific question.
