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Teaching Short Story through Gallery Walk

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Abstract

Teaching literary works to the second language learners sometimes become something hard for many teachers and lecturers. Besides the language proficiency problem of the learners, the way of teaching repeatedly makes the class uninteresting. This paper tries to share how to teach short story as one of the literary works through gallery walk.

Gallery Walk gets students out of their chairs and actively involves them in synthesizing important concepts, in consensus building, in writing, and in public speaking. In Gallery Walk teams rotate around the classroom, composing answers to questions as well as reflecting upon the answers given by other groups. Questions are posted on charts or just pieces of paper located in different parts of the classroom. Each chart or "station" has its own question that relates to an important class concept. The technique closes with an oral presentation or "report out" in which each group synthesizes comments to a particular question.

Gallery Walk can also be modified based on specific purpose and the condition of the students, time allocated, etc. On the writer's empirical experiences in teaching short story through gallery walk, before coming into the class the students in groups have prepared their own galleries based on the topics (intrinsic elements of a short story, such as: plot, character and characterization, point of view, setting, and theme). In the classroom, each gallery is put in a "station". Some members in each group keep the gallery as host and the other members visit other galleries. The hosts welcome the visitors and explain what on their gallery are. The visitors may give responses such as asking for clarification and more explanation and take notes from the discussion. The visitors give comment (appreciation and advice for betterment) on the content of the gallery and performance of the hosts. After one visit, the visitors continue to visit other galleries. The members of the groups who become hosts in their turn change their roles to be visitors. During the students visit the galleries, lecturer investigate the students to gauge students' knowledge and misconception. In the end, each group write a report of what they have on their gallery and what they get from other galleries then share to the class. Lecturer may evaluate the students' galleries, group discussion, oral presentation, group work, or written report.

Key words: short story, gallery walk, teaching method, modified gallery walk.

Introduction

For Indonesian students, learning short stories sometimes become something uninteresting. The students face, at least, two problems. The first is language proficiency problem and the other is motivational problem. The last problem is related to the way of teaching and learning.

Conventional teaching and learning commonly gives a bigger portion to lecturer rather than to the students to be active in the classroom. Such this lecturer-centered teaching and learning makes the class monotonous and the students get bored. In such this bad condition the lecturer needs to do a breakthrough to make the class more interesting and the students to be active.

Gallery Walk, as one model of cooperative learning, is believed as one of the solutions of this problem. It is an exciting method in promoting discussion in the class room. Sharon L Bowman (2005:93) stated that Gallery Walk is one of the most versatile learner-centered activities. Fox and Hoffman (2011) wrote that Gallery Walks in the social studies classroom are a way for students to become actively involved in gathering, organizing, and sharing information.

Within this paper the writer tries to show the various concepts and ideas of gallery walk by experts and to show his experiences in applying gallery walk in teaching short story with some modifications.

What is Gallery Walk?

The term gallery walk is derived from the practice of patrons of the arts walking through a gallery. Each piece of art represents expert performance focused on a different topic and employing different technical strategies. The same process has been used with teachers (Marzano, Robert J., Frontier, Tiny and Livingston, David, 2011: 77). In this activity, participants write on various pieces of chart paper that have been taped to the class room walls. It is a discussion technique that gets students out of their chairs and into a mode of active engagement (<http://serc.carleton.edu/introgeo/gallerywalk/what.html>).

For students, Gallery Walk is a chance to read different solutions and provide oral and written feedback to improve the clarity and precision of a solution. On the other hand, for teachers, it is a chance to determine the range of mathematics evident in the different solutions and to hear students' responses to their classmate's mathematical thinking. Such assessment for learning data help the teacher to determine points of emphasis, elaboration and clarification for the ensuing whole class discussion (Fosnot & Dolk, 2002).

According to Baccellieri (2010:102), gallery walk underwent two changes—one in format and the other in discussion. The format changes from display boards to teacher presentation required peers to stand before one another and present their students' work and achievement data in bar graphs, as well as plans to target the learning needs of students in their grade levels.

A modified gallery walk enables students to get feedback from their peers. Each student post his or her work around the room as in an art gallery. The students circulate, read each other's work, and leave a sticky note with one specific praise and one to two specific suggestion for improvement based on the rating scale. The students end with many positives and many ways in which to improve their work based on the standard. Also, the students can do this gallery walk virtually through a blog, wiki or classroom management system. Decide whether to give additional feedback to the whole class, a group of students or individuals based on certain patterns that may have emerged (Tuttle, 2008: 81).

The purpose of the Gallery Walk is to have students and the teacher engage with a range of solutions through analysis and response (Fosnot & Dolk, 2002). Research on learning supports the idea that discussion is superior to lecture for promoting higher-order thinking skills involving analysis, evaluation, and synthesis. The gallery walk provides such an opportunity, allowing students to address interesting, open-ended science questions using the terminology and language of the discipline (Francek, 2012).

With gallery walk we can gather a lot of learner-created information in a little time. The activity is easily adaptable to the the learning activity goals, learner's needs, the size of the group, and the learning environment

Why Gallery Walk ?

Starting Point (2012) wrote that there are nine reasons why it is important applying gallery walk. First, it dedicates time for students to practice discussing, debating, organizing, and writing the language of the topic rather than just hearing ideas presented by the instructor. Second, it promotes the use of higher order thinking skills like analysis, evaluation, and synthesis when faculty chooses the proper level of abstraction when designing questions. Third, it emphasizes the collaborative, constructed nature of knowledge because students work in teams to synthesize information written from a variety of perspectives. Fourth, it encourages alternative approaches to problems, because students are exposed to a variety of perspectives posted at different discussion "stations".

Fifth, it reassures students that their voices, ideas, and experiences are valued because students are more likely to share ideas among a non threatening group of peers. Sixth, it provides an opportunity to gauge prior knowledge, skills, and misconceptions. The existing conceptual framework of students can be challenged and, if faulty, corrected during the "report out" phase of the Gallery Walk. Seventh, it promotes team building, fosters debate, and encourages consensus as students work together to accurately represent group member's ideas at different Gallery Walk "stations". Eighth, it acts as an ice breaker because students need to interact with classmates and the instructor when debating responses at each Gallery Walk "station". Ninth, it encourages movement

around classroom as groups move from "station" to "station", interrupting the lethargy that sometimes results from being seated for long periods.

Francek (2006) argued that gallery walk provides such an opportunity, allowing students to address interesting, open-ended science questions using the terminology and language of the discipline. Oral reports conclude every gallery walk and the instructor has the option of extending this activity with written assignments. Team-building skills are emphasized, as groups need to organize comments written from a variety of perspectives and reach consensus as to which remarks are most compelling. A gallery walk is also flexible. This technique can be organized for a simple 15-minute ice breaker or a week-long project involving graded oral and written reports. It can be used with introductory or advanced material and with a variety of class sizes, although it is easier to implement in classes with less than 40 students. Finally, a gallery walk gives students chance to move around the classroom, directing their focus and interrupting the lethargy that sometimes results from being seated for long periods.

Bowman (2005:93) stated that gallery walk can do many things, depending the purpose. Some of them are: (1) connect learners to both new and old information, (2) help learners focus on what they already know and what they want to learn (3) build a strong learning community by connecting learners to each other and to the topic (4) act as a needs-assessment for you so that you can make sure participants' learning needs are, (5) being addressed during the training, (6) provide learners with an opportunity to physically move around while reviewing material, (7) encourage learners to use higher-order thinking skills (example: analysis, evaluation, synthesis) while engaged in a review, (8) provide time for learners to respond to topic-related issues that they might not otherwise have had the time to address, and (9) give learners the opportunity to make written commitments to use the new information.

Steps in Gallery Walk

Starting Point (2012) recommended five steps in running a gallery walk. First, the instructor prepares several discussion questions. Student teams in a Gallery Walk typically number three to five. So, for a class of twenty write four to five questions. For larger classes either write more questions or repeat the same set of four to five questions, posting the same question set in different sections of the class. Questions can gauge knowledge and comprehension or can tap higher order thinking skills involving analysis, synthesis, and evaluation.

Second, questions are posted on different "stations" on classroom walls, placed on pieces of paper on desks in different locations around class, or typed on different computers. Plan on sufficient space for groups to congregate and discuss questions. Third, at each posted question a student team reviews what previous groups have written and adds new content. After a short period of time, say three to five minutes but the exact time will depend upon the nature of the question, say "rotate." The group then rotates, clockwise, to the next station. The rotation continues until all posted questions are addressed.

Fourth, as students discuss questions, the instructor can circulate around the classroom, clarifying questions, gauging student understanding, and addressing misconceptions. Write down any misconceptions or lapses in student understanding and address these problems before the end of the exercise. In such a way, Gallery Walk becomes a valuable tool for informal assessment.

Fifth, when the group returns to the station where it started, the group synthesizes comments and makes an oral report, the "reports out" phase of Gallery Walk," to the class. This stage of the Gallery Walk is a great chance for involving the entire class in discussion and to address misconceptions.

Francek (2006) wrote step-by-step instructions in conducting gallery walk; (1) create and post questions, (2) group students, assign roles, and stress team building, (3) assign stations and begin comments, (4) rotation- group moves from initial home station, clockwise, to the next station, and (5) begin oral presentation.

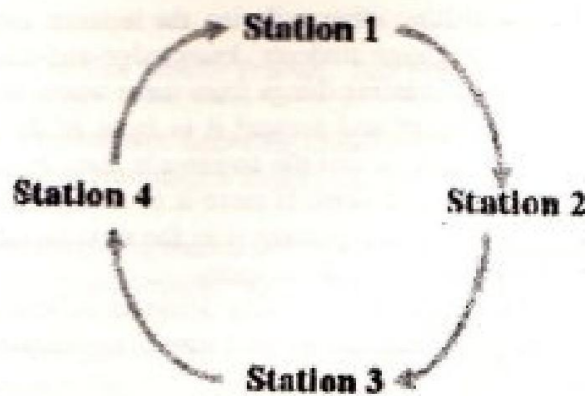


Figure 1 Diagram for Gallery Walk rotation Scheme

Although there are different variations of gallery walk, a common approach is outlined as follow: (a) *small-group problem solving*- students, in small groups, develop one solution to the lesson problem on chart paper; (b) *small-group discussion*- small groups take turns reading and analyzing one another's solution and recording comments, questions and/or suggestions for improvement. After three to five minutes, the groups rotate to the next stations. Rotation continues until all stations are analyzed or responded to by all groups; (c) *lecturer observation*- as students are discussing their classmates' gallery, the lecturer circulates around the classroom, gauging the student understanding and noting students misconception; and (d) *whole-class discussion* - when the groups return to their own gallery, they synthesize the comments, questions and suggestions for improvement into an oral report that will be presented to the whole class. Small group oral reports provide specific details that the lecturer can use to highlight and summarize ideas and strategies related to the lesson learning goal as well as include discussion about misconception and errors.

Teaching Short Story through a Modified Gallery Walk: an Empirical Experience

Teaching short story, like other subjects, can be either boring or interesting. Gallery walk is one of the good methods to make the class interesting and the students active. On the writer's experience, the lecturer needs to modify the steps of conducting gallery walk considering the students' condition though still mostly adapt the common steps given by experts. The following are the writer's steps in teaching short story through gallery walk.

First, on the previous meeting, lecturer divides the students into groups of five. Each group should prepare a display based on the topics given related to a certain short story, such as *The Diamond Necklace* by Guy de Maupassant. For a short story the topics can be the intrinsic elements of the short story such as: plot, character and characterization, setting, point of view, and theme. The groups prepare the display at home and they come to the next meeting with a display containing the concept or theory of the topic and the analysis of the short story. The group also provides two colors cards for comment. Lecturer suggests the students to arrange a creative, artistic, and exciting display in order to make the atmosphere of the class different.

Second, on the D-day, groups put their own displays on the wall as their galleries. In this phase, the students document their displays by taking photographs with the members, with the lecturer, and sometimes with other groups' members. To them, the displays are the groups' prides and served to be documented. Besides, the documentation will be used as a part of the written report. Before the play begins, each group divides the member to be hosts and visitors. If the members of the group number 5 students, it can be two students act as hosts, and three students act as visitors. The hosts keep the gallery to welcome and serve the visitors. They explain what they have on the display and also answer the questions of the visitors. Here, the hosts are learning to be good presenters. The visitors visiting other galleries are learning, discussing, analyzing, and giving comment of others' galleries. They take notes and give comments on the color cards; appreciation and advice. After visiting all galleries, the visitors are back to their own galleries and now the turn of the hosts do what the visitors did.

Third, during the students visiting other galleries, the lecturer circulates all the galleries to appreciate and evaluate the displays, gauge students' knowledge and understanding, investigate if there are misconceptions, and other interesting things from these whole students activities.

Fourth, the groups write a report and present it in front of the class. The report will be about what they have on their own displays and the comments from the visitors. Here the students learn to do a public speaking for the whole class. If there is no adequate time, the lecturer may ask the students to write the report at home and present it in the next meeting. Here the lecturer can evaluate the students from their written and spoken report.

Fifth, lecturer gives reinforcement, correcting students misconception, and appreciating students' work. It is also possible if the lecturer gives a formal evaluation or a quiz about the topic and the gallery walk process.

Based on the writer's little observation using a simple questionnaire to evaluate the gallery walk, students like gallery walk and would like to participate in another gallery walk. To them gallery walk makes the learning process joyful, the students may interact and share ideas one another, give them chance to speak in front of others, learn how to manage time, and they can express their creativity in creating an exciting and artistic displays for their galleries.

Assessing Gallery Walk

Gallery walk can be assessed informally and through more formal evaluation involving oral and written presentation. Assessment, whether informal or formal, encourages students to take this technique seriously; more importantly, assessment helps expose misconceptions and suggests concepts in need of further review.

Informal evaluation does not count for a grade and can be as simple as rotating between groups and making sure each group is on task. There is further opportunity to observe and to assess student learning during the report out phase and during ensuing class discussion relating to the report out. Regardless of the context, make a special attempt to involve disengaged students (Starting Point: 2012). Example of questions that can be asked during a gallery walk include: (1) "Your group seems to thinkabout this issue. How would you recheck about this term?". (2) "Why do you think that the theme of the short story is....?" (3) How did you work with your group members so that you can create such this exciting display? ", etc.

A formal evaluation is desirable when the time and effort going into a gallery walk need to be justified. The formal evaluation can be a rubric of evaluation of group discussion, oral report, written report, and group work. Another way to improve quality of gallery walk is to have students assess instructor use of technique.

Evaluation form for group discussion rubrics may include the degree of participation, listening and assistance. This form could be used either by the lecturer or by students to assess the quality of group interaction. Evaluation form for oral report rubrics may include the organization, content, research effort, and use of multimedia. Evaluation form for written report rubrics may include the content, organization, sentence structure, word choice, grammar, length, use of reference, and reference format. Evaluation form for group work rubrics may involve work ethic, team work, participation in discussion, and ability to meet deadlines. Evaluation form for gallery walk rubrics may include questions survey intended to show how well students enjoyed participating a gallery walk.

Conclusion

A gallery walk is a discussion technique that can be conducted flexibly by considering the number of students, time allocated, and the topics will be discussed. It is a good way to allow students to work together in small groups, to share ideas and to respond, to appreciate and to criticize others. From the writer's little observation, most of the students like gallery walk and would like to participate in another gallery walk. To them gallery walk makes the learning process joyful, the students may interact and share ideas one another, and they can express their creativity in creating an exciting and artistic displays for their galleries.

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