



Please cite this article as: Mohd Nawawi SNA, Rahim NF, Fadzil NA, Ramli MS, Ab Rahman NA. (2023), Effect of Gallery Walk Classroom (GWFC), on English Language Acquisition among Diploma Learners. Jurnal Evolusi, Vol 4 Issue 2, 2023.

## EFFECT OF GALLERY WALK FLIPPED CLASSROOM (GWFC) ON ENGLISH LANGUAGE ACQUISITION AMONG DIPLOMA LEARNERS

Siti Noor Azilah Mohd Nawawi\*(a), Norafni@Farlina Rahim (b), Nurfarahin Afina Fadzil (c),  
Mohamad Shafiq Ramli (d), Nazirul Azwan Ab Rahman €  
Corresponding Author \*

Kolej Poly-Tech MARA Ipoh, [azilah@gapps.kptm.edu.my](mailto:azilah@gapps.kptm.edu.my),  
Kolej Poly-Tech MARA Ipoh [norafni\\_farlina@gapps.kptm.edu.my](mailto:norafni_farlina@gapps.kptm.edu.my),  
Kolej Poly-Tech MARA Ipoh [nurfarahin@gapps.kptm.edu.my](mailto:nurfarahin@gapps.kptm.edu.my),  
Kolej Poly-Tech MARA Ipoh [shafiq@gapps.kptm.edu.my](mailto:shafiq@gapps.kptm.edu.my),  
Kolej Poly-Tech MARA Ipoh [nazirulazwan@gapps.kptm.edu.my](mailto:nazirulazwan@gapps.kptm.edu.my)

DOI:

Received 28 November 2023, Accepted 29 November 2023, Available online 31 November 2023

### ABSTRACT

This study aimed to investigate the Effect of Gallery Walk Flipped Classroom (GWFC) on English Language Acquisition among Diploma Learners. The study utilised a quasi-experimental design with pre and post-tests to compare the performance of the experimental group and control groups. The experimental group received GWFC treatment for four weeks, while the control groups received standard flipped and traditional teaching. Data were collected through pre and post-tests. The results were analysed and compared using nonparametric tests as the sample size is less than 30 in each classroom. Pre and post-test scores were collected as quantitative data to evaluate the learning achievement. The findings showed that the GWFC group outperformed the control group regarding English language acquisition, in which the GWFC learners scored significantly higher compared to standard flipped classrooms (FC) and traditional classrooms (TC). There is a significant difference in achievement means between before and after the treatment for the GWFC. The study concludes that the GWFC approach can effectively promote English language acquisition among diploma learners. The study recommends that educators consider implementing GWFC in their classrooms to enhance English language acquisition among their learners. Thus, it can be said that GWFC instruction had a large effect on language acquisition among diploma learners. Implications, limitations, and directions for future research follow the findings.

### ARTICLE INFO

*Keywords:*

Higher Education,  
English Language  
Acquisition,  
Flipped Classroom,  
Gallery Walk,  
GWFC

### 1.0 INTRODUCTION

Copyright: © 2023 The Author(s)

Published by Universiti Poly-Tech Malaysia

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

The evolution of technology and the media-driven environment has made education more advanced and challenging. The increasing integration of technology-enhanced teaching strategies in today's learning environments promotes learners' learning to meet 21st-century learning (2). Instructors should be able to promote technology, pedagogy, and content knowledge (TPACK) effectively in both face-to-face and face-to-face classrooms. Appropriate incorporation of technology in their teaching fosters more positive attitudes among learners and maintains learner interest. These technology goals, through the concept of a flipped classroom, allow personalised learning to homogenised learning standards. As stated by Bergmann and Sams (20) personalised pedagogy has become the latest means of learning as electronic devices have become a part of learners' free time. The integration of technology with traditional methods has also affected instructors' teaching. several pedagogical methods, including blended learning and the flipped classroom.

Blended learning combines in-class integrated activities and online learning outside class (Poon, 2014). Learners experience face-to-face activities learning in the traditional classroom and online learning outside the classroom. This shifts from teacher-centred instruction to learner-centred learning. In flipped classrooms, learners are more actively engaged in learning activities than in traditional classrooms (Bishop & Verleger, 2013). They learn independently using technology tools and the instructor as the facilitator. Learning becomes a Gallery Walk, a critical and collaborative online activity through the flipped classroom concept.

### 1.1 PROBLEM STATEMENT

In the traditional teaching method, the instructor delivers information while learners are expected to take notes on the content. As a result, learners find it difficult to retain information and engage in deep learning. With active learning, learners are involved in collaborative activities and group participation that develop deep and meaningful learning. In a flipped classroom, they significantly reported more positive attitudes towards using video as a learning tool, perceived learning, and learning empowerment than high achievers (Nouri, 2016).

Learners lack the self-confidence to speak in English (Anwar, 2015). Their English language learning has not been maximal as they did not use the language in their daily routines. In the classroom, they were less concentrated, sleepy, shy about asking questions, and unfamiliar with using a dictionary. They assumed learning the English language was asking questions; thus, they lost interest. The flipped classroom supported learning English as a second language (EFL) (Su Ping et al., 2020). Learners had time to receive a foundation of knowledge and understand concepts before class. In addition, they had immediate feedback from the instructor and peers during class.

Puspitasari (2021) claimed that the Gallery Walk promotes learners' interest and enjoyment in learning English speaking skills. It promotes their learning interest and enjoyment. They connect in several interactive ways. The Gallery Walk technique hopefully motivates learners to acquire new knowledge and actively improve their self-confidence in the English language, especially in speaking skills.

This study investigates the effect of gallery walks in a flipped classroom context on language acquisition among diploma learners. By addressing this gap in the literature, this study can contribute to a deeper understanding of how best to design and implement effective flipped classroom activities, ultimately improving the quality of education for learners. The study focuses primarily on significant differences in learning achievement between learners exposed to TC, FC, and GWFC.

### 1.2 RESEARCH OBJECTIVES

Based on the issues raised in the earlier discussion, the main purpose of this study is to investigate the effectiveness of the GWFC on language acquisition among diploma learners. The objectives of this study are:

- a) To identify the effects of the GWFC on language acquisition before and after the treatment.
- b) To compare the differences in language acquisition between TC, FC, and GWFC learners.

### 1.3 RESEARCH FRAMEWORK

According to learning styles theories, individuals' unique learning styles with matching learning experiences enhance academic achievement. Derived from Lewin, Dewey, and Piaget, Kolb's experiential learning theory further developed Kolb's model of learning styles. Kolb's four learning styles are given by the permutations of two embedded dimensions: perception and processing in a universal learning cycle (Bishop & Verleger, 2013).

---

Copyright: © 2023 The Author(s)

Published by Universiti Poly-Tech Malaysia

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

The Triple E Framework measures how technology can help instructors select tools and design learning experiences, thus further guiding learners so the tools to meet and exceed learning goals (Kolb, 2017). The framework is based on three factors that instructors need to be clear about when using technology to further the goals of the lessons. As an engagement factor, technology allows learners to focus on the learning process. As an enhancement factor, technology allows learners to better understand concepts and ideas. Meanwhile, as the extension factor, technology allows learners to connect learning and their life experiences.

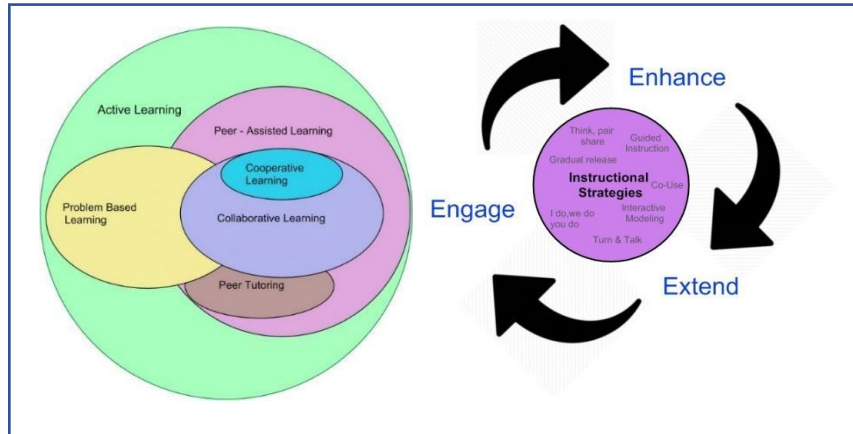


Figure 1: Learner-Centered Learning Theories + Triple E Framework. Source: (Bishop & Verleger, 2013; Kolb, 2017)

It can be concluded that the effect of the flipped classroom and gallery walk learning can be positive and negative on language acquisition due to the differences in learning strategies between users and non-users. When technology is integrated into the curriculum, it is most often for routine or lower-order tasks. Thus, the theoretical framework for this innovation is shown in Figure 1. Very few studies discussed the effect of GWFC on language acquisition.

## 2.0 LITERATURE REVIEW

Research has shown that gallery walks can be an effective activity to incorporate into the in-class portion of a flipped classroom. In a study by Strayer and Planchon (2018), learners in a flipped classroom were assigned to small groups and asked to create a poster or visual display summarizing the key concepts from the pre-class instructional materials. During class, the groups then participated in a gallery walk where they viewed and discussed each other's displays, providing feedback and asking questions to deepen their understanding of the material. The results of the study indicated that the gallery walk activity was effective in promoting learner engagement and collaborative learning. Learners reported that the activity helped them to clarify their understanding of the material and that they enjoyed the opportunity to interact with their peers and receive feedback on their work.

The theory of constructivism says that learners acquire and construct knowledge rather than passively taking in information (Vygotsky, 1978). A flipped classroom requires students to work in a group and, combined with Gallery Walk learning, increases opportunities for discussion, engagement, and collaborative learning. Learning becomes an interactive and active process for the learners through the teacher's guidance, the student's cognitive development is mediated through their social interactions. The combination of Gallery Walk learning and flipped classroom resulted in learners acquiring and experiencing learning through collaborative learning.

Lo and Hew (2017) investigated the use of gallery walks in a flipped classroom context to promote critical thinking skills. In this study, learners in a flipped classroom were assigned to small groups and asked to create a poster or visual display that presented arguments for and against a controversial issue. During class, the groups participated in a gallery walk where they viewed and discussed each other's displays, using critical thinking skills to evaluate the arguments presented. Research on the use of gallery walks in a flipped classroom context in Malaysia is relatively limited. However, a few studies have investigated the effectiveness of this strategy in promoting learner engagement and learning outcomes in Malaysian classrooms.

Copyright: © 2023 The Author(s)

Published by Universiti Poly-Tech Malaysia

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Gallery walks were used as a learning activity in a flipped classroom for a group of Malaysian secondary school learners (Alias & Ali, 2019). The learners were asked to create posters summarising the key concepts from their pre-class learning materials. Then they participated in a gallery walk where they viewed and discussed each other's posters. The results of the study showed that the gallery walk activity was effective in promoting learner engagement and collaboration, as well as improving their understanding of the subject matter. The researchers also noted that the flipped classroom approach was well-received by the learners, who reported that they enjoyed taking ownership of their learning and engaging in meaningful discussions with their peers.

Another study by Mohamed, Rahman, Yahya, and Abdullah (2019) investigated the effectiveness of a flipped classroom approach incorporating gallery walks in a Malaysian university setting. Learners in statistics incorporate small groups and are asked to create posters summarising the key concepts from their pre-class instructional materials. During class, the participants participated in a gallery walk where they viewed and discussed each other's posters, providing feedback and asking questions to deepen their understanding of the material. The study results showed that the flipped classroom approach effectively promoted learner engagement and improved learning outcomes, with learners reporting increased motivation and a deeper understanding of the subject matter.

Overall, these studies suggest that gallery walks can be an effective learning activity to incorporate into a flipped classroom in Malaysia, promoting learner engagement, collaboration, and learning outcomes. Thus, the present study aims to investigate the effectiveness of the GWFC teaching method. The present study aims to improve education.

### 3.0 METHODOLOGY

This study investigated the effectiveness of the GWFC on language acquisition among diploma learners. A quasi-experimental research design involving the flipped classroom implementation, the collection and analysis of quantitative data was utilised to assess its effect on language acquisition in higher education. The participants were 66 learners enrolled in an English language course in a private college. Each classroom was randomly assigned to three classrooms of different instructional methods: GWFC (N=22), FC (N=22), and TC (N=22). The groups' equivalence was examined based on the participant's scores on the pre-test. At the end of this study, all participants in the two experimental groups and the control group were asked to complete the same post-test. Table 1 below indicates how the experiment was administered. The GWFC group was taught using the gallery walk flipped approach, where learners watched online lecture videos before class and completed assignments through the gallery walk learning strategy during class. The FC group was taught using the standard flipped approach, where learners watched online lecture videos before class and completed assignments during class. The TC group was taught using the traditional lecture approach, where learners were given assignments between lectures and completed them as homework for further comprehension.

Table 1: Experiment Procedure

Treatment	Before	During	After
GWFC	View online instructional videos and refer to learning modules.	Present and view other groups' work under the instructor's supervision.	Solution slides are posted for learners for class discussion.
FC	View online instructional videos and refer to learning modules.	Complete the assignment individually.	Solution slides are posted for learners for class discussion.
TC		Listen to the lecture and take notes.	Complete the assignment individually.

### 4.0 FINDINGS AND DISCUSSION

Based on descriptive statistics, GWFC showed the highest language acquisition means (29.64), followed by FC (25.21) and TC (19.56). However, Kruskal-Wallis's test failed to reveal if there is a statistically significant difference in language acquisition achievement across the three different treatments: TC, FC, and CFC.  $\chi^2$  (df=2, n= 63) = 10.005, p = 0.128. The

Copyright: © 2023 The Author(s)

Published by Universiti Poly-Tech Malaysia

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

GWFC group recorded the highest language acquisition, while the TC recorded the lowest. There is a difference in language acquisition means between learners TC, FC, and GWFC, but it is insignificant.

A Wilcoxon Signed Rank Test revealed a statistically significant difference in the language acquisition means between the pre and post-test scores for GWFC ( $z = -4.017, p < 0.000$ ). There is a significant difference in the language acquisition means between the pre and post-test scores for GWFC. Results from the study showed a significant difference in English Language acquisition before and after the treatment for GWFC. Thus, GWFC learners were better able to prepare before the class sessions and had more opportunities to interact with the instructor and peers during class sessions.

Table 2: Result on the Differences in Language Acquisition between TC, FC, and GWFC Learners.

#	Findings	Significance	Effect
1	GWFC shows score after is higher than the score before the treatment	$p = 0.000$	Significant
2	GWFC has the highest achievement mean; GWFC* = 29.64, FC** = 25.21, TC*** = 19.56	$p = 0.128$	Not significant
3	GWFC has a higher achievement mean than FC. GWFC = 17.64, TC = 14.65	$p = 0.377$	Not significant
4	GWFC has a higher achievement mean than TC. GWFC = 19.50, TC = 13.12	$p = 0.053$	Not significant
5	FC has a higher achievement mean than TC. FC = 19.56, TC = 15.44	$p = 0.231$	Not significant

The result in Table 2 showed low, moderate, and high learning achievements among the participants. Learners in GWFC performed better than FC learners, which were better than TC learners. Better scores were achieved through the implementation of GWFC in comparison to FC and TC. Thus, there is a significant difference in learning achievement between learners in a traditional classroom, flipped classroom, and GWFC, with a small effect size according to Cohen's (1988) criteria.

## 5.0 CONCLUSION

The GWFC greatly affected learning achievement among diploma learners. The combination of Learner-centered Learning Theory and Triple E framework has accelerated the language acquisition performance of high-achievers. As supported by Chen et al. (2015), Foldnes (2016), and Zhang (2018), the incorporation of Gallery Walk learning into flipped classrooms positively affects learners' achievement, attitudes, and behaviour. Gallery Walk learning also enhances learning motivation, potential, and critical ability toward better academic performance (Ai, 2009).

GWFC has a large positive effect on learning. Quantitatively, learners show a significant difference in achievement means before and after the GWFC. Gallery Walk is a technique of learner-centred learning that results in better achievement and teamwork. The learners respond more actively to the course materials than to a standard gallery walk. A significantly higher two-way participation from the learners was observed during the activity. The GWFC can be used as a guideline not only for future researchers but for educators as well. As shown from the result, the innovation of GWFC for learners is effective and offers wide potential to be further developed.

Copyright: © 2023 The Author(s)

Published by Universiti Poly-Tech Malaysia

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>



## REFERENCES

- Ai, B. (2009). *A survey on the effectiveness of Gallery Walk learning in English language teaching in China*. Wisconsin: University of Wisconsin-Platteville.
- Alias, N., & Ali, M. (2019). Flipped classroom approach to improve learner's learning experience in Malaysia. *Journal of Information and Communication Technology*, 18(1), 97-113.
- Anwar, F. Z. (2015). Enhancing students' speaking skill through gallery walk technique. *Register Journal*, 8(2), 226-237.
- Barzilai, S., & Blau, I. (2014). Effectiveness of a gallery walk teaching technique on knowledge retention in science teaching. *Journal of Science Education and Technology*, 23(5), 638-648.
- Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach Every Learner in Every Class Every Day*. International Society for Technology in Education.
- Bishop, J. L., & Verleger, M. A. (2013). *The flipped classroom: A survey of the research*. In ASEE National Conference Proceedings, Atlanta, GA (Vol. 30, No. 9, pp. 1-18).
- Chen, L., Chen, T. L., & Chen, N. S. (2015). Learners' perspectives on using Gallery Walk learning in a flipped statistics classroom. *Australasian Journal of Educational Technology*, 31(6).
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* New York, NY: Academic, 54.
- Crippen, K. J., & Archambault, L. (2012). Scaffolded inquiry-based instruction with technology: A signature pedagogy for STEM education. *Computers in the Schools*, 29(1-2), 157-173.
- Foldnes, N. (2016). The flipped classroom and Gallery Walk learning: Evidence from a randomized experiment. *Active Learning in Higher Education*, 17(1), 39-49.
- Gilboy, M. B., Heinerichs, S., & Pazzaglia, G. (2015). Enhancing student engagement using the flipped classroom. *Journal of Nutrition Education and Behavior*, 47(1), 109-114.
- Khalafi A, Javaheri F, Khajeali N, Haghhighizadeh MH. (2023). Using Gallery Walk Method to Enhance Learning Outcomes and Retention of Nurse Anesthesia Students in Iran: A Quasi-Experimental Study. *Shiraz E-Med J*. 2023;24(5)
- Kolb, L. (2017). *Learning first, technology second: The educator's guide to designing authentic lessons*. ISTE.
- Lanuza, M. H., Hilario, F., Arroyo, A., & Lara, M. (2022). Gallery Walk: The Strategy in Improving Mathematics Performance of the SHS in Different Strands of K to 12. *World Wide Journal of Multidisciplinary Research and Development*, pp: 5-13.
- Lo, C. K., & Hew, K. F. (2017). A critical review of flipped classroom challenges in K-12 education: Possible solutions and recommendations for future research. *Research and practice in technology enhanced learning*, 12(1), 1-22.
- Mariyaningsih N. (2014). Improvement of financial reporting activity and results of financial accounting learning materials through the standard walk-in gallery method. *Journal of Educational Economics in Educational Dynamics*, 14(1), 57-59.
- Mohamed, N. A., Rahman, H. A., Yahya, M. A., & Abdullah, S. M. (2019). The effectiveness of a flipped classroom approach with gallery walks on learners' learning outcomes in a statistics course. *The Online Journal of Distance Education and e-Learning*, 7(4), 30-43.
- Nomsoor, M. M., Bello, G., & Mohamed, M. S., (2021). Effects Of Gallery Walk Instructional Strategy on Senior School Students' Achievement in Cell Division In Ilorin, Nigeria. *Journal of Biology Education*. pp: 109-122.
- Nouri, J. (2016). The flipped classroom: for active, effective and increased learning—especially for low achievers. *International Journal of Educational Technology in Higher Education*, 13(1), 33.
- Nwanekezi, AU, Chimene, W., & Samuel, W. (2018). Effects of gallery walk teaching strategy on the academic performance of students in basic science concepts in Rivers state. *International Journal of Applied Research* 2018; 4(12): 253-257.
- Pallant, J. (2016). *SPSS survival manual*. McGraw-Hill Education (UK).
- Poon, J. (2014). A cross-country comparison on the use of blended learning in property education. *Property Management*, 32, 154-175.
- Puspitasari, I. (2021). The Effect Of Using Gallery Walk As An Alternative Technique To Students' achievement In Speaking. In *English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 3, pp. 238-243).
- Strayer, J. F., & Planchon, L. A. (2018). Using a gallery walk activity in a flipped classroom to promote collaborative learning. *Journal of Management Education*, 42(6), 821-846.
- Su Ping, R. L., Verezub, E., Adi Badiozaman, I. F. B., & Chen, W. S. (2020). Tracing EFL students' flipped classroom journey in a writing class: Lessons from Malaysia. *Innovations in Education and Teaching International*, 57(3), 305-316.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press

Copyright: © 2023 The Author(s)

Published by Universiti Poly-Tech Malaysia

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

---

Zhang, L. (2018). English Flipped Classroom Teaching Model Based on Gallery Walk Learning. *Educational Sciences: Theory & Practice*, 18(6).

---

**Copyright: © 2023 The Author(s)**

Published by Universiti Poly-Tech Malaysia

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>