Language Teaching Research Quarterly

2018, Vol. 8, 1–15

The Effect of Gallery Walk Technique on Pre-intermediate EFL Learners' Speaking Skill

Ehsan Namaziandost[1], Fariba Rahimi Esfahani[2,*], Mehdi Nasri[1], Rasool Mirshekaran[3]

[1] PhD Student, Department of English, Faculty of Humanities, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran

[2] Assistant Professor, Department of English, Faculty of Humanities, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran

[3] English Department, Chabahar Maritime University, Chabahar, Sistan va Baluchestan, Iran

Received *07 June 2018* ***Accepted*** *15 October 2018*

Abstract

A "Gallery Walk" is an action that permits students to examine and show their last work around a room much like artists would show their artistic pieces in a "exhibit." It is a way that learners can share their group tasks or individual responses to a content in a stress-free way with the confirmation of getting some feedback from their learning network. This study investigated the impact of gallery walk technique on Iranian pre- intermediate EFL students' oral execution. Firstly, 60 homogeneous pre-intermediate students from a private language institute were selected and randomly divided into two equal groups, named as experimental and control group. Then they were pretested through a researcher-made speaking test. The learners in the experimental group received gallery walk technique and the control group continued the ordinary program of the classroom; they did not receive any treatment. After the treatment, the researchers administered the modified version of the mentioned pre-test as the post-test. Independent and Paired Samples T-tests were run to analyze the data. The results of post-test showed that experimental group outperformed the control group. The findings indicated that gallery walk technique improved Iranian pre-intermediate EFL learners' speaking ability.

Keywords: *Cooperative learning, Energetic Classroom, Gallery Walk Technique, Group Working, Speaking Skill*

Rahimi_fariba@yahoo.com

Introduction

Teaching a foreign language is a reciprocal process which necessitates participation of both the teacher and learners. Numerous researchers have explored about classroom communication that includes cooperation: they demonstrated the importance of collaboration and interaction in building information and enhancing abilities. For Allright (1984), it is momentous to keep learners energetic in the classroom which means diminishing the extent of the teachers' talk in classroom and augmenting the learners' talk time. Naturally, they talk to each other in pairs or groups in which each learner gets his time to talk. Hence, a great opportunity of classroom truly demanded. Moreover, within the field of teaching, there has been a change from teacher-based approaches to student-based ones (Brown, 2000). Increased interest in student-oriented learning has brought about researchers and scholars to accomplish diverse studies on the features of the learners and of the learning situation (Bialystok, 1981). In researches relevant to the attributes of the students, colossal need has been put on students and their job in learning. This is the student who will in the long run decide and encourage the course of learning. As Nyikos and Oxford (1993) state, "learning starts with the student" (p. 11). Among the variables identifying with student qualities, one teaching strategy that is considered an important component of the recent approaches to teaching a second or foreign language (L2/FL) and could simultaneously be applied to all levels in all subjects is cooperative learning.

The term cooperative learning alludes to an instructional strategy in which students at different performance levels cooperate in small groups toward a shared objective (Bruner, 1985). As indicated by Johnson and Johnson (1994), there is influential confirmation that cooperative teams accomplish at larger amounts of thought and hold data longer than students who work separately. In fact, gallery walk is a subtype of cooperative learning.

Gallery walk is a standout amongst the most flexible student focused exercises. The gallery walk conjoins students to one another and students to the preparation subject in various intriguing, intuitive ways (Bowman, 2005). By the utilization of gallery walk method, the writer hopes that the students can include the enthusiastic capacity to locate another information and persuade them to be dynamic to enhance their self-assurance on English language particularly in language aptitudes.

There are four major skills in English language teaching: speaking, listening, reading and writing. Numerous individuals feel that speaking in another language is more troublesome than other three skills for two reasons. To start with, dissimilar to reading or writing, speaking happens continuously. Typically, the individual, our identity conversing with, is sitting tight for us to talk right at that point. Second, in speaking, one cannot alter and correct what he/she needs to state, compared to writing. Speaking in a foreign language includes an assortment of procedures, and figuring out how to play out each of them. (Bagheri, Dabaghmanesh & Zamanian, 2013).

However, speaking skill was seen as an arduous skill to be kept. Student's absence of self-assurance led them to be quiet in classroom and questioned their ability to communicate in English. Practice is likewise fundamental for students since it causes them figure out how to express their

inclination, feeling, thought, and their goal (Afzali, Mehrabi, & Tabatabaei, 2015). Additionally, the educator was not ready to understand the students' concern in speaking and could not make a decent circumstance in teaching learning process in the classroom. In view of the perception when the researcher instructed in the classroom, there were numerous reasons that the students perform feeble in speaking. It might be caused by the understudies' timid or absence of fearlessness to speak in English. In previews, their study about English have not been enhanced maximally. They did not utilize English in daily life although in giving appreciation and meeting. Sometimes the students could not think totally when they learn in the classroom. They were sluggish, did not comprehend about the material but rather bashful to ask to the instructor, and new with utilizing dictionary. They considered that studying English is difficult and is not used as their daily language, so they were not so interested to study English (Afzali, Mehrabi, & Tabatabaei, 2015). Therefore, students' speaking skill aimed to be enhanced by the researcher through gallery walk technique. In this research project, the researcher checks the impact of using gallery walk as a technique to develop intermediate students' speaking skill.

Literature Review

Theoretical Background

Using pair and group work as an instructing and learning procedure is of indispensable importance to all students. Through interest in group work, the children learn from and with each other (Alfares, 2017). The students will figure out how to clear up and combine their contemplations and to produce thoughts by working inside groups. The students hear the thoughts and conclusions of others, and they are presented to various impressions of issues and/or circumstances. The scope of identities in the group makes for connection that expands the students' comprehension of the zone that is being examined or explored. It builds up the students' language and higher request thinking aptitudes. It is of extraordinary advantage to shyer students who might be hesitant to talk and additionally contribute before the entire class. Participation in group work additionally encourages the students to create imperative social and individual dimensions (Alinejad, & Marzban, 2014).

At the point when children are working in pairs/groups, they are working cooperatively. Co-operative learning is a type of collaborative learning, in which the group cooperates to augment their own and each other's learning. In co-operative learning, the improvement of social abilities is essential. The groups are formally organized, and every individual in the group is allocated a specific role. One might say that in collaborative learning, the students are working in a group, while in co-operative learning they are working as a group (Azari, Pouyan, & Tasouji, 2016).

The advantages of co-operative learning might be condensed as takes after: 1) It aids to elevate the development of all learners. 2) It constructs positive connections among the students, along these lines making a learning network in which decent variety is esteemed. 3) It gives students the encounters they requir for solid social, mental and intellectual improvement (Holubec & Johnson, 1994; Mastergeorgeb & Webba, 2003).

A gallery walk is a classroom action in which students pivot through an assortment of errands. Each assignment may comprise of an inquiry or short activity to finish, before pivoting to another

(Francek, 2006). Gallery walk gets students out of their seats and effectively includes them in blending imperative ideas, in accord working, in composing, and in public speaking. In gallery walk groups walk and swivel around the classroom, composing answers to inquiries and additionally resounding upon the appropriate responses given by different groups. Questions are posted on diagrams or just bits of paper situated in various parts of the classroom. Each outline or "walk" has its own particular inquiry that identifies with a pivotal class subject. The technique closes with an oral introduction or "report out" in which each group combines remarks to a specific inquiry (Kord Ali Gurk & Mall-Amiri, 2016).

Gallery walk is adaptable and has numerous advantages. Gallery walk can be intended for a simple fifteen moment ice breaker or for seven days in length venture finishing up reviewed oral and composed reports. The procedure urges students to talk and compose the language of earth science instead of simply hearing it from the educator. Notwithstanding considering a decent variety of subjective abilities, for example, investigation, assessment, and synthesis, gallery walk has the supplementary benefits of upgrading collaboration, listening aptitudes, and group building (Gray & Kolodner, 2000).

In gallery walk student teams swivel to get ready bulleted answers to questions posted on graphs masterminded around the classroom. Following three to five minutes at a graph or "station" the group center around to the following inquiry. Gallery walk works best with open finished inquiries, that is, the point at which an issue, idea, issue, or discussion can be dissected from a few alternate points of view. Gallery walk can be advantageous for finding distinctive instructional sources, for example, getting ready students for this technique, a well-ordered guide for using gallery walk, assessment rubrics, and difficulties in executing the method (Cheng, 2006).

Speaking is a communicative interaction in which majority of the people assess English through it. However people fail to practice speaking ability because of some internal factors such as lack of motivation, confidence and a low level of learning ability. As expressed by Chaney (1998) which is cited by Kayi (2006) speaking is the way of building and sharing meaning using verbal and non-verbal images, in a wide assortment of settings. Moreover, Speaking is an intuitive procedure of assembling implying that includes delivering and getting and handling data. Moreover, Speaking is an essential tool for communication and should be mastered by students (Afzali, Mehrabi, & Tabatabaei, 2015).

In the present study, the researcher focuses on a technique, which is gallery walk work and its impact on speaking skill. Many researchers have agreed on the fact that gallery walk as a cooperative learning technique has positive effects on learners' speaking skill. According to Thornbury (2005) in his book: "Step by step instructions to show talking" has been composed for all educators of English who wish to enhance their insight and to build up their classroom abilities, and considers that speaking is interactive and requires the ability to co-operate in the managements of speaking turns. Yet, Richards and his contributors (DaSilva, Jacobs, & McCafferty, 2006) in his book “Cooperative learning and second language teaching” which give a helpful prologue to the field of cooperative learning for educators wishing to better see how its group-based learning standards can be effectively utilized in second and foreign language teaching, and he expressed

that; the methodology known as helpful learning has for quite some time been important to professionals of informative language instructing since it offers an assortment of broadly tested classroom techniques for executing group-based activities in language classrooms. For this reason, we are extremely interested in examine its role (group work) to enhance EFL learners' speaking skill.

Empirical Background

Marzban and Alinejad (2013) examined the impact of cooperative learning on reading capability. An institutionalized capability test was performed on pre- intermediate of the road students. Among them, 60 students were chosen to participate in this investigation. At that point they were arbitrarily separated into two groups of 30. Initial, a pretest was given to the members and the treatment took after a short time later. After the treatment, the posttest was done. At last, the investigation of t-test was utilized to locate the factual response for the previously mentioned inquiry and the p esteem acquired (0.000) demonstrated that the exploratory gatherings would do well to results.

Kord Ali Gurk and Mall-Amiri (2016) researched the impact of Cooperative Learning procedures on Intermediate Iranian EFL students' reading appreciation, and reading strategies. With a specific end goal to do these 90 Iranian EFL students took, Preliminary English Test (PET), and 60 students whose scores were one standard deviation above and beneath the mean were chosen and were partitioned into 2groups; Experimental, and Control. A short time later, their reading procedures before the treatment were looked at utilizing Metacognitive Awareness of Reading Strategies Inventory (MARSI) poll. Amid the twelve sessions of treatment the experimental group got the cooperative learning strategies while chipping away at their reading understanding, and the control group, got conventional educating without center around CL systems. With a specific end goal to examine the aftereffect of the examination a restricted MANOVA test was utilized to see the impact of cooperative learning procedures on transitional Iranian EFL students' reading cognizance, and reading strategies, and the outcome has demonstrated that helpful learning methods had a noteworthy beneficial outcome on middle of the road Iranian EFL students' reading understanding, and reading techniques.

Tabatabaei, Afzali, and Mehrabi (2015) investigated the impact of collaborative learning on enhancing speaking capacity and diminishing worry of Iranian EFL students. To this end, after the organization of the Solution Placement Test, an aggregate of 60 female intermediate EFL students were chosen out of a populace pool of 80 learning at a private language institute in Iran. Their age range was somewhere in the range of 18 and 22 and they were arbitrarily allotted to two groups of control and experimental (N=30). Members in experimental group were given some collaborative errands, they expected to work in groups and those in control bunch were given similar undertakings yet they needed to do them independently. Each group did the assignments in six sessions. Keeping in mind the end goal to analyze the impact of collaborative learning on enhancing speaking capacity, an oral interview was led when the treatment with every one of the members in each group. Besides, to look at the impact of collaborative on diminishing pressure,

pre-and post- anxiety tests were directed to the members. The consequences of the independent-sample t-test investigation for oral interview demonstrated that the members in experimental group outperformed the control aggregate regarding speaking capacity. Likewise, the consequences of the independent-sample t-test investigation for anxiety posttest uncovered that the members in experimental group had less worry in the wake of doing synergistic exercises. The mentalities of the members were found through a poll which was given to every one of the members in the test gathering. The investigation of the reactions uncovered that they had uplifting mentalities towards collective learning.

This study attempted to answer the following research questions:

RQ1: Does gallery walk technique significantly affect Iranian pre-intermediate EFL learners' speaking skill?

RQ2: Are there any significant differences between Iranian pre-intermediate EFL learners who were taught speaking skill through gallery walk technique than those who were taught traditionally?

Methodology

Design and Context of the Study

This study was conducted in Parsian Language Institute of Ahvaz, Iran. The design of the study was a quasi-experimental research which dealt with pre-test, treatment, and post-test. Two groups of experimental and control participated in this study.

Participants

To carry out this study, the researcher selected 60 Iranian pre-intermediate EFL learners out of 80 from Parsian Language Institute in Ahvaz, Iran for the target participants of the study. The selected participants were all male and their age range is between 13 to 16. In this study there were two groups- one experimental group (gallery walk group) and one control group. Each group included 30 participants. To make sure of the participants' homogeneity, the researchers measured their language proficiency level using the Oxford Quick Placement Test (OQPT).

Instruments

In order to homogenize the participants, a proficiency test was used. This test was OQPT which was answered by all the participants in the current study to gather information on the learners' proficiency. It included 60 multiple-choice items and the leaners who scored 30 to 47 were determined as pre-intermediate.

The second instrument was a researcher-made speaking test. It was a pre-test of speaking skill: The pre-test included several questions concerned with the learners' text book. (i.e., New Interchange 1) developed by Richards (2008). The learners had to talk about the topics of the units about 2 to3 minutes and their speech was recorded for the second rater. The reliability of the pre-test was calculated through inter-rater reliability by means of Pearson correlation analysis as (r= .850).

The third instrument was a post-test of speaking: The post-test was similar to the pre-test in form and different on topics. This test included topics extracted from the New Interchange 1

coursebook. The level of topics was the same in terms of difficulty in both pre and post-tests. The reliability of the post-test was calculated through inter-rater reliability by means of Pearson correlation analysis as (r= .892). It is worth noting that 4 English experienced teachers confirmed the validity of the pre and post-tests.

The fourth instrument was the speaking checklist (Hughes, 2003). It was used to help the raters score the participants' speech. The raters scored the participants' speech based on the mentioned speaking checklist.

Data Collection Procedures

In the first step, 60 homogeneous pre-intermediate students were chosen from a private language institute, Ahvaz, Iran and randomly divided into two equal groups, namely an experimental group and a control group. Then they were pretested through the speaking section of New Interchange 1. The researcher selected some topics from New Interchange 1 and wanted the students to talk about each topic 2 to 3 minutes. She recorded the students' answer and later she checked and scored their answers with the help of two raters. The researcher and the raters scored the participants' speaking skill and pronunciation based on speaking checklist (Hughes, 2003). After the participants were all pre-tested, the treatment was practiced on the experimental group. The learners in the experimental group received gallery walk technique. Regarding the treatment, the experimental group was taught by using the gallery walk techniques including pair and peer groups. Actually, the researcher prepared several discussion questions. For a class of thirty, the teacher wrote four to five questions and posting the same question set in different sections of the class. Questions could gauge knowledge and comprehension or could tap higher order thinking skills involving analysis, synthesis, and evaluation. In fact, in gallery walk individual learners or groups displayed their group products (often on posters) and then walked around the room viewing each other's group work. They might be asked to provide feedback to the group of individuals who create the work. It means that gallery station engaged students actively while walking all around the classroom. They shared ideas; responded to meaningful questions, images, and problem-solving situations or texts in small groups. This technique helped speakers face the questions and converse to find correct answers. The students were given 16 sessions of treatment spread out over 8 weeks. Each session was 70 minutes twice in a week.

However, control group's participants continued with the traditional activities in learning speaking such as topic discussion, role plays, and dialogs. At the beginning of each session the researcher asked the participants of both groups some questions related to the previous lesson. After the instruction was ended, the researcher administered a researcher-made speaking post-test to find out the effects of the gallery walk technique on the participants' speaking skill. Like the pre-test the researcher gave some topics to the participants of both groups to talk on. Their voice was recorded and their performance was compared to their performance in the pre-test. When the data were all gathered, it was time to carry out the analysis. Depending on the nature of the data and the purpose of the study, the collected data were analyzed.

Data Analysis Procedures

Having collected the data, the researcher analyzed the data using SPSS (Statistical Package for Social Science, 25) software. Independent and paired samples t-tests were conducted to compare the means of the experimental group with control group in pre-test and post-test to get the final results.

Results

Independent Samples T-test and Paired Samples T-test were used to analyze the data; the results are reported in the following tables.

Table 1 indicates the means of both groups on the pre-test.

Table 1

Descriptive Statistics (Pre-test)

Groups	N	Mean	Std. Deviation	Std. Error Mean
Experimental group	30	16.9333	1.38796	.25341
Control group	30	16.5000	1.73702	.31714

Table 4 indicates the descriptive statistics of both experimental and control groups in the pre-test. As the results shows both groups performed almost equally in the pre-test.

Table 2

Independent Samples t-Test (Pre-test)

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig.	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variance assumed	2.98	.090	1.067	58	.290	.433	.405	-.379	1.245
Equal variances not assumed			1.067	55.3	.290	.433	.405	-.380	1.246

Based on Table 2, the p value is .433 which is more than the .05 level of significance. Therefore, the two groups are homogeneous which shows no significant difference between the two groups. So, it can be claimed that two groups were homogeneous at the beginning of the experiment regarding their prior knowledge. Descriptive statistics of students' speaking posttests are summarized in the Table 3.

Results of Post-test

In order to check the difference between the experimental and control groups' post-test, first, the descriptive statistics was computed. The means of the experimental and control groups' post-test are shown in the following Table.

Table 3

Descriptive Statistics (Post-test)

Groups	N	Mean	Std. Deviation	Std. Error Mean
Experimental group	30	36.6000	1.71404	.31294
Control group	30	31.1667	2.22963	.40707

Table 3 reports the control and experimental groups' scores in the post-test; as it is shown clearly above, the mean of experimental group in the post-test is 36.6000 and the mean of control group is 31.1667. It can be concluded that the gallery walk technique had positive effects on the experimental participants' speaking skill.

Table 4

Independent Samples t-Test (Post-test)

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig.	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.612	.209	10.58	58	.000	5.43	.513	4.405	6.461
Equal variances not assumed			10.58	54.4	.000	5.43	.513	4.404	6.462

T-test analysis showed the significance value as .000 which is less than 0.05. This means that there is significant difference between the means of experimental and control groups. Thus, the treatment made a significant difference between control and experimental groups' posttests. In other words, teaching speaking skill through gallery walk technique developed the speaking performance of the pre-intermediate EFL learners.

Table 5

Paired Samples T-Test of Experimental Group (Pretest vs. Posttest)

	Paired Differences					t	df	Sig.
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
posttest - pretest	19.66	1.446	.2640	19.126	20.206	74.476	29	.000

In comparing the experimental group's pre and posttests in table 5 we saw that the significance level is 0.000 which is less than 0.05. This indicated that there was a significant difference between

the mean of pre-test and post-test scores of experimental group. So, these results may imply that setting gallery walk technique effectively affected speaking skill of the experimental group.

Table 6
Paired Samples T-Test of Control Group (Pretest Vs. Posttest)

	Paired Differences					t	df	Sig.
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
posttest - pretes	14.66	2.832	.517	13.609	15.724	28.361	29	.000

As revealed in Table 6, t is 28.361 and the significance level is 0.000 which shows that there was a significant difference between the mean of pre-test and post-test scores in control group. The mean of post-test scores is 14.66 points higher than the mean of pre-test scores. So, instruction was effective in the control group, too.

Discussion

RQ1. Does gallery walk technique significantly affect Iranian pre-intermediate EFL learners' speaking skill?

This study inspected the effects of using gallery walk technique on improving Iranian EFL learners' speaking skill. After analyzing the data, the results showed that there was not a significant difference between the performance of both experimental and control groups in the pre-test, but in contrast there was a significant difference between the performance of the two groups in the post-test. It can be concluded that experimental group who received gallery walk technique instruction got better scores and outperformed than the control group. In fact, gallery walk technique affected the language learning positively. It indicates that the participants who focused on team working and gallery walk learned better than those who did not. The obtained results in this study show that using gallery walk technique can enhance the students' language learning.

The reason that the students of experimental group outperformed than the control group is that the experimental group were instructed through gallery walk technique. At every session member reacted to explanations composed or pictures stuck on the newsprint. Each page at that point contained various reactions of differing lengths. They could even react to the reactions. They took the "display stroll" all through the action as they picked which ones they need to react to, except if they have room schedule-wise to react to every one of them. At the point when the time was up for composing reactions, members at that point strolled around, as though in an exhibition, and read the announcements and reactions. Dialog of the action took after. The Gallery Walk worked best with exceptionally charged, even frightful, explanations or polemics that get the members to uncover their own particular sentiments and contemplations about the theme under investigation. These announcements can be picked by the session pioneers ahead of time, or by the members that day. The statements can originate from their own particular written work or from readings.

Besides, cheerful environment attracted the attention of the students to an ever-increasing extent, this made the experimental members to learn English superior to anything the control group which got no gallery walk learning. From this study, instructors may gain insights into the main role of gallery walk in the students' learning procedure and approaches to incorporate this strategy in their educating. Additionally, the gallery walk strategy influence the students more to appreciate in light of the fact that the atmosphere of the learning procedure was not very formal. The learners can express what they need to state and it can build their aptitude in addressing share idea to the other friends in front of the class.

The consequences of this study are in accordance with Alinejad and Marzban (2013) who checked the impact of cooperative learning on reading capability. After analyzing the data, they reasoned that the experimental groups who got cooperative learning would be advised to execution.

The present investigation additionally underpins the discoveries of Kord Ali Gurk and Mall-Amiri (2016) who exhibited the impacts of cooperative learning procedures on Intermediate Iranian EFL students' reading cognizance, and reading strategies. Amid the twelve sessions of treatment the experimental group got the Cooperative Learning Techniques while chipping away at their reading cognizance, and the control group, got customary educating without center around CL strategies. Subsequent to using the MANOVA test, the outcome has demonstrated that cooperative learning procedures had a noteworthy positive outcome on intermediate Iranian EFL students' reading comprehension, and reading strategies.

RQ2. Are there any significant differences between Iranian pre-intermediate EFL learners who were taught speaking skill through gallery walk technique than those who were taught traditionally?

Regarding question 2, the experimental group was instructed through gallery walk technique. Based on the obtained results, as revealed in the previous section, experimental participants were more successful in the post-test in comparison to the control group. Gallery walk strategy helped them enhance their speaking skill. It was proved that gallery walk technique helped them to perform better in the posttest.

In this study the researcher conducted treatment in experimental group by using Gallery Walk strategy to help students practice speaking. Since the first meeting, the learners followed the steps of Gallery Walk effectively. After utilizing Gallery Walk methodology, the researcher accepted that the learners were more roused in speaking. It tends to be deciphered that way on the grounds that the students were more dynamic and keener on the communicating their thoughts though the speaking exercises. There was noteworthy improvement in the experimental group through Gallery Walk methodology amid treatment inside ten sessions. This is in accordance with Bowman' (2005, p. 1) study that Gallery walk advances class discourse, higher request considering, agreeable learning, and group building. Also, it is less demanding for them to comprehend the subject with delineated pictures or guided inquiries and articulations.

Besides, this will be exceptionally advantageous for students with sensation insight as they can move around the classroom. At the point when the students have been familiar with following the

procedures of gallery walk, they could anticipate what they would realize and how they would do it and they addressed the researcher's inquiries eagerly. Thus, the researcher expected that the students turned out to be more dynamic and keener on thinking about the point.

In the last execution of Gallery Walk technique (survey), the researcher requested that students to summarize what they have listened. Along these lines, from the first to the last usage, the students got profoundly energetic, turned out to be more dynamic, intrigued and ready to fathom more about the theme or the articulations. They felt the advantages of utilizing the Gallery Walk procedure, for example, elevating their confidence to communicate in English and discussing effectively with English since it was upheld by the guided inquiries and articulations.

In addition, in view of the contrasts between students' posttest score in the experimental and the control group, the scores in the experimental group were in the great class, yet the scores in the control aggregate were in the poor classification. It was on the grounds that the students of the experimental group experienced treatment, the researcher instructed through Gallery Walk technique amid the treatment inside ten groups, and the researcher likewise utilized fascinating media, for example, pictures and guided representations and inquiries making the students be quicker in getting the hang of speaking. In the meantime, the control group experienced difficulty in responding the test. They could not comprehend the inquiries and guided articulations. It was most likely in light of the fact that their educator once in a while instructed and persuaded them to perform talking while the scientist did treatment in the exploratory gathering. It could be upheld by the mean scores of posttests between the two groups that were acquired. Despite the fact that these two groups of students had advance, the advancement of the students in control group was not all that high as the advancement of the understudies in experimental group.

Conclusion

The current study which meant to analyze the effectiveness of gallery walk technique on EFL learners' speaking skill demonstrated that the kind of instructions assumes a vital role in students' oral execution. As students cannot do well0 in English and experience difficulties in speaking, instructors can exploit the examination to furnish their students with an additionally intriguing and powerful educating strategy- gallery walk technique.

This study shows that gallery walk technique is an effective technique for teaching and learning English. According to the results of t-test analysis, experimental students' oral performance improved thanks to gallery walk technique. It can be maintained that the results confirmed the effectiveness of gallery walk technique along with non-peripheral one. To sum up, the findings of this study may be effective for the students to develop their oral performance since the results of this research confirmed the usefulness of applying gallery walk technique, i.e. using a dynamic and cheerful environment and activities in language learning process.

Training speaking is significantly indispensable in training, along these lines, in that way the educators can improve students' communicative abilities in speaking. Educators must support students' cooperation by giving fascinating and propelling setting. It is greatly trying for the instructors to show speaking, since they need to expand the students' inspiration to speak up by

themselves. As expressed by Cameron (200), training speaking is essential for instructor to take the burden for evaluating learner's cognizance to language being utilized and the objective of the exercises is being led. It implies that it is crucially central for the educator to influence learners to understand in learning. Instructors need to consider that students comprehend about the motivation behind learning process. Accordingly, instructor must furnish students with chances to be exposed to the classroom exercises.

As to proclamations said over, the researchers can conclude that instructing speaking is a device for learners to express and pass on their idea with significant correspondence and cooperation with their companions, and gives chances to urge learners to talk intuitively in the classroom. By and large, teaching speaking influences learners to be imaginative, dynamic and speak naturally in the class. At that point, in training speaking a few strategies can be included including utilizing Gallery Walk Strategy in the classroom. The gallery walk technique makes the students enjoy more because the atmosphere of the learning process is not too formal. The learners can express what they need to state and it can build their ability in addressing share their plan to alternate companions before the class. In addition, this technique makes students physically move around the class while looking into material and it likewise gives time to students to react to the point related issues that they may not generally have had the time to address.

In view of the aftereffect of the examination and conclusion that with regards to enhancing students' speaking skill through gallery walk technique is charming, the researchers might want to presents a few proposals. The consequence of this exploration can bolster the English educators to apply this method in instructing. The instructor ought to be specific to pick the technique in teaching learning process. They need to put in self as facilitator, controller, and guide all students who require help when they confront the issue in learning English. Instructors ought to plan materials well and they can make great atmosphere with fun learning and make it all the more fascinating. In teaching learning process, educator should make students more comfortable to appreciate the exercises. Their advantage can rise their inspiration in learning then make them less demanding to learn.

In addition, the students should participate effectively in learning process, do not timid and hesitant to express thought particularly in speaking. They ought to be confident to communicate in English to the educator or their companions to improve their ability and include their vocabulary amid learning process. They additionally should focus, genuinely when the training learning is going on. The students need to build up their self-inspiration and limit their tension of concentrate English.

All in all, in light of the outcome that Gallery walk procedure can upgrade the learners' speaking aptitude, the researchers recommend to other researchers to execute this technique in instructing speaking. Moreover, the outcome can be utilized as the reference for additionally research in another point exchange, in various English language abilities by the more profound examination. It might likewise helpful to have research with different students' condition like students' inspiration intrigue.

Dedication: I dedicate this work to "My dear Mother who is my greatest energy, the most mood booster I have".

References

Afzali, M., Mehrabi, M., & Tabatabaei, O. (2015). The effect of collaborative work on improving speaking ability and decreasing stress of Iranian EFL learners. *Mediterranean Journal of Social Sciences, 6*(4), 274-280.

Alfares, N. (2017). Benefits and difficulties of learning in group work in EFL classes in Saudi Arabia*. English Language Teaching, 10*(7), 247-256.

Alinejas, F. & Marzban, A. (2014). The effect of cooperative learning on reading comprehension of Iranian EFL learners. *5th World Conference on Educational Sciences - WCES 2013.*

Allwright, R. (1984). The importance of interaction in classroom language learning. *Applied Linguistics, 5*, 156-171. http://dx.doi.org/10.1093/applin/5.2.156

Bagheri, M. S., Dabaghmanesh, T., & Zamanian, M. (2013). The effect of cooperative learning approach on Iranian EFL students" achievement among different majors in general English course. *International Journal of Linguistics, 5*(6), 1-11.

Bialystok, E. (1981). The role of conscious strategies in second language proficiency. *The Modern Language Journal*, *65*(1), 24-35.

Bowman, S. L. (2005). The gallery walk: An opening, closing, and review activity. [Online] available: http://www.boperson.com/BOWPERSON/GalleryWalk.pdf. Retrieved 18 May 2018.

Brown, D. H. (2000). *Principles of language learning and teaching* (4th ed.). NY: Longman.

Bruner, J. (1985). Vygotsky: An historical and conceptual perspective. *Culture, communication, and cognition: Vygotskian perspectives,* 21-34. London: Cambridge University Press.

Chaney, A. L. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn and Bacon

Cheng, K. (2006). Does cooperative learning enhance the residual effects of student interpersonal relationship skills? A case study at a Taiwan Technical College. *The Journal of American Academy of Business,* 10(1), 312-316.

DaSilva Iddings, A. C., Jacobs, G. M., McCafferty, S. G., & Richard. J. C. (2006). *Cooperative learning and second language teaching*. Cambridge: Cambridge University Press.

Fasse, B., & Kolodner, J. 2000. Evaluating classroom practices using qualitative research methods: defining and refining the process, In B. Fishman & S. O'Connor-Divelbiss (Eds.), *Fourth International Conference of the Learning Sciences* (pp. 193-198). Mahwah, NJ: Erlbaum.

Francek, M. (2006). What is gallery walk? Starting Point Teaching Entry Level Geoscience. Retrieved from: http://serc.carleton.edu/introgeo/gallerywalk/what.html; 12 June 2018.

Gray, J. & Kolodner, J. (2000). Facilitating the learning of design practices: Lessons learned from an inquiry into science education, In B. Fishman & S. O'Connor-Divelbiss (Eds.), *Fourth International Conference of the Learning Sciences* (pp. 221-227). Mahwah, NJ: Erlbaum.

Holubec, E., Johnson, D. W., & Johnson, R. (1998). *Advanced cooperative learning* (3rd Edition). Edina, MN: Interaction Book Company.

Hughes, A. (2003). *Testing for language teachers* (2nd ed). Cambridge: Cambridge University Press.

Johnson, D., & Johnson, R., (1994). *Learning together and alone, cooperative, competitive, and individualistic learning.* Needham Heights, MA: PrenticeHall.

Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language*. The Internet TESL Journal, 12*(11), 11-18.

Kord Ali Gurk, N., & Mall-Amiri, B. (2016). The effect of cooperative learning techniques on intermediate Iranian EFL learners' reading comprehension and reading strategies. *Journal of Studies in Education, 6*(4), 33-59

Mastergeorgeb, A., & Webba, N. (2003). Promoting effective helping behavior in peer-directed groups. *International Journal of Educational Research, 39*, 73-97.

Nyikos, M., & Oxford, R. (1993). A factor analytic study of language-learning strategy use: Interpretations from information-processing theory and social psychology. *The Modern Language Journal, 77,* 11-22.

Pouyan, A., & Tasouji Azari, M. (2016). The effects of peer-mediated and individual writing conditions on the fluency, complexity, and accuracy of Iranian EFL learners' l2 writing. *Journal of Applied Linguistics and Language Research, 3*(4), 163-174

Richards, J. C. (2008). *New interchange*. Oxford: Oxford University Press

Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. Dissertation, University of Glasgow.