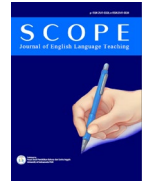




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Research Article

Implementing Differentiated Instruction through Gallery Walk in English Language Classroom

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KEYWORDS

Differentiated instruction;
 English classroom;
 Gallery walk.

A B S T R A C T

Dealing with various students' needs in an EFL classroom, teachers may adapt a learning method that can be integrated in differentiated instruction, such as cooperative learning. One of cooperative learning techniques that can be used by the teachers in differentiating instruction is through gallery walk. This study aimed at describing the implementation and teacher's perspective of differentiated instruction by using gallery walk to teach English for lower secondary school students. Employing descriptive qualitative approach, this study was conducted in a public junior high school, located in *Kota Malang* by involving an English teacher and thirty-one grade eight students as the participants. Observation, interview, and document analysis were carried out in collecting the data. The result found out that differentiated instruction with gallery walk can be conducted in some stages, including mapping the students, employing various resources, grouping and giving roles to the students, and providing some options for students' products. In addition, the benefits and challenges in implementing differentiated instruction with gallery walk were also explained in detail in this study. Due to the limitation of this study, it is recommended for future research to adopt the same issue, but comprehending with students' perspectives or the significance in improving students' competence.

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INTRODUCTION

In recent years, particularly in English language classroom, students come from a variety of backgrounds with different cultures, language abilities, and characteristics. Consequently, it is not recommended to apply one-size-fit-all instruction due to their diversity. Responding to this issue, there has been a learning approach, called differentiated instruction (DI) which is believed as an

effective learning to accommodate students' various needs. Popularized by Tomlinson (2001), DI is a learning approach that assists the teachers to put the students at the core of the learning (Ortega et al., 2018; Suwastini et al., 2021). By conducting DI, teachers can adjust their learning strategies that suits students' needs and profiles.

DI has been used as a common practice in education context for many years. Some previous studies have reported that DI brings many positive impacts for the

students, particularly in English language teaching. It can enhance students' receptive skills, such as in reading comprehension skills (Aliakbari & Haghghi, 2014; Alonge et al., 2017; Magableh & Abdullah, 2022) and listening performance (Alavinia & Viyani, 2018). Implementing DI in EFL classroom also improve students' productive skill, not only in speaking (El-naggar & El-halim, 2019), but also in writing skill (Spanou & Zafri, 2019, Yulianti, 2022). In addition, DI effectively promotes students' engagement. By implementing DI in English language teaching, the teacher is assigned as a facilitator who will assist the students and be attentive to what they need during the process of learning (Vargas-Parra, 2018). Thus, the students' engagement can be fostered as they are welcomed for who they are (Suwastini et al., 2021). DI also promotes students' cooperation and team-work skills as Vargas-Parra (2018) stated that students will be more comfortable working in groups with peers who are in the same level of readiness. From the explanation above, it can be concluded that DI provides various benefits for students' development, both their language skills and characters.

Despite the advantages of DI, several studies have also revealed challenges in its implementation. Limited time and resources have become the significant drawbacks in implementing DI. The more varied the students in the classroom is, the more preparation it takes before the instruction (Porta & Todd, 2022; Sougari & Mavroudi, 2019; Widiati et al., 2023). Other barriers in DI reported by the previous studies are lack of teachers' knowledge and training (Suprayogi et al., 2017; Wan, 2016). These findings reported that the successful implementation of DI is inseparable from the teacher-related issue (Cahyono et al., 2023). For a successful differentiated instruction practice, teachers need to have adequate knowledge, including its concept and principles. According to Shareefa et al., (2019), there was a significant connection between teachers' understanding of differentiated instruction and its successful practices in the classroom. Meanwhile, Nicolae (2014) found that some teachers may not use the right method of differentiation or lack the necessary skills to implement it effectively. Thus, it is essential to find an appropriate learning method that can be integrated with DI.

Dealing with various students' needs, teachers may adapt a learning method that can be integrated in differentiated instruction, such as cooperative learning. Cooperative learning can facilitate differentiation by providing friendly environment with a framework of collaboration, confidence, support, and friendliness (Ismail & Al Allaq, 2019). One of cooperative learning techniques that can be used by the teachers in differentiating instruction is through gallery walk. It is flexible and presents numerous benefits. According to Bowman (2005), gallery walk

provides engaging and interesting course contents to the students. It promotes students' reading and collaboration skill. Additionally, Francek (2006) explains that gallery walk is a student-centred activity in form of cooperative learning which involves the students to work in a group and share their ideas with their peers. This can effectively engage the students in incorporating the important concept with writing and public speaking. According to Anwar (2015) gallery walk allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations or texts.

Several studies have been conducted in using gallery walk in teaching English to improve students' language skills (see Hakim et al., 2019; Ortega-Dela Cruz & Lopez, 2022), but the implementation of differentiated learning with the gallery walk has never been studied, especially for junior high school students in the emancipated curriculum (*Kurikulum Merdeka*). Thus, with this in mind, this study is conducted to describe the implementation of differentiated instruction (DI) by using gallery walk to teach English for lower secondary school students. It also investigates the perceived benefits and challenges encountered by the teacher in implementing DI with gallery walk. By conducting this study, it will provide insights into how to effectively implement DI in EFL classrooms.

From the background above, the research questions in this study are formulated as follows.

1. How is differentiated instruction with gallery walk implemented in EFL classroom?
2. What are the benefits and challenges faced by the teacher on the implementation of differentiated instruction with gallery walk in EFL classroom?

In preparation of implementing DI, teachers must check several students' characteristics for an effective learning, including students' readiness, interests, and learning profiles. Readiness refers to how much scaffolding a student may require to do a specific activity, depending on their previous experiences, attitudes, and knowledge. This is closely related to the theory of Zone of Proximal Development (ZPD), which explains that there is a certain pace where learners can manage to achieve a specific task without external support (Vygotsky, 1978). Next, students' interest is one of the most important aspects which can engage the student. By identifying students' interest in the classroom, it directs to more engaged and motivated learners (Joseph, 2013). Finally, student's learning profile is usually correlated with learners' characteristics related to either personality or background. It can be characterized as students' preferences for how they will learn and demonstrate their understanding (Tomlinson & Imbeau,

2010). Recognizing students' diversity is critical for enhancing the quality of teaching and learning. Several factors can influence students' comprehension of essential subject, engagement with classroom instruction, and ability to express their competence. Thus, to assist the students accomplish and reach their full potential, the teachers must modify their instructions according to these differences (Ortega et al., 2018; Tomlinson, 1999).

In applying DI, there are three core aspects that the teachers can modify. Those are content, process, and product (Tomlinson, 2001). Content refers to the knowledge and skills that the students need to accomplish in their learning. In modifying this component, the teachers can create a creative planning that contains a variety of materials which suit students' needs and competence. The teachers also can adjust learning activities that engage students to learn and engage in the learning process to achieve the learning goals (Aliakbari & Haghghi, 2014; Ismajli & Imami-Morina, 2018). The second component is process. This is the execution of the content that has been designed. It illustrates how the teachers manage the class, catering students' diversity and ability in learning (Borja et al., 2015; Ortega et al., 2018). In this phase, various learning devices are provided and teachers can utilize a variety of instructional strategies. Teachers can also provide learning activities that are suited for helping the students explore the lesson. Another component in applying differentiated instructions is product. In this stage, the teachers can offer multiple sources of evaluation so the students can demonstrate their knowledge and skills according to their interests and profiles (Aliakbari & Haghghi, 2014; Ortega et al., 2018). Teachers can vary the assignments which have different levels of difficulty by assessing students' product which is carried out individually, in pairs, or in groups (Subekti, 2020).

METHOD

This study aimed at describing the implementation of differentiated instruction with gallery walk in English language classroom. Teacher's perception towards the benefits and the challenges on the practice was also explored. Considering the purposes of the study, a descriptive qualitative approach is considered to be the appropriate design since it allows the researcher to dig further about a phenomenon with rich information. According to Miles et al. (2014), a qualitative method focuses on social behaviour in a natural setting.

This study was conducted in a public junior high school in *Kota Malang*, East Java where the current curriculum, named *Kurikulum Merdeka* has been implemented for more than two years by involving an English teacher and thirty-one grade eight students as the participants.

Purposive sampling was chosen as Creswell and Creswell (2018) state that the participants of the qualitative study should be adapted to the study's needs. The teacher was chosen purposely based on several criteria. First, the teacher has been teaching English for more than ten years. Second, the teacher has attended an intensive training related to differentiated instruction in teacher leader (*Guru Penggerak*) program. Third, the teacher actively participates in the development programs in student-centred learning, either in regional or national programs. Thus, the researcher believes that the teacher provides rich information related to the implementation of differentiated instruction by using Gallery Walk in English language classroom. Moreover, grade eight students were also selected as the participants according to the recommendation from the teacher due to their various characteristics and learning profiles.

The data was collected through classroom observation, interview, and document analysis. The documents include lesson plan, learning materials and students' works. The classroom observation was conducted in two meetings which each lasted about 100 minutes to investigate the implementation of differentiated instruction with gallery walk in EFL classroom, focusing on the content, process and product differentiation (Tomlinson, 2001). The non-participant observation was conducted in which the researcher didn't interfere the teacher in the teaching-learning process. The data collection was then continued by interviewing the teacher to elaborate her perception towards the opportunities and barriers she had encountered after implementing differentiated instruction with gallery walk. The semi-structured interview was conducted offline and audio-recorded as the permission of the teacher.

The data collected were then analysed using bottom-up approach adopted from Creswell (2015). The first step was preparing the data for analysis, such as observation field notes, interview transcription, and document analysis. After that, the researcher reads through data to obtain a general sense of material. Next, the data was coded and the researcher interrelated all of the codes to generate the theme/description. After that, the data was organized systematically and the researcher ensured that the themes were aligned with the research questions or objectives. Last, the findings were presented in the narrative forms by incorporating the visual presentation, tables, and excerpt.

RESULTS AND DISCUSSION

The Implementation of Differentiated Instruction with Gallery Walk in EFL Classroom

1. Planning Stage

The first step employed by the teacher was conducting pre-assessment related to students' readiness, interest, and learning profile. The teacher conducted pre-assessment by collaborating with counselling teacher at school to identify students' interest and learning profile. From the counselling teacher, the teacher got a list of students with a variety of learning style, such as visual, auditory, and kinesthetics. Besides that, the teacher also conducted an informal observation to identify students' readiness and interest in the learning process. The following table is the sample of students' learning styles that can be used by the teacher in designing and implementing DI.

Table 1. List of Students' Learning Style

Learning Style	Quantity		Total
	Male	Female	
Visual	1	-	1
Kinesthetics	3	4	7
Visual + Kinesthetics	8	4	12
Auditory + Visual	3	4	7
Kinesthetics + Auditory	2	2	4

The next step in planning differentiated instruction conducted by the teacher was employing a curriculum analysis to identify the learning outcome that the students need to accomplish. Since the teacher has implemented emancipated curriculum, the learning outcome was then analysed and the learning objectives were formulated. In this study, the teacher formulated some learning objectives in reading and viewing skills of recount text. The data from diagnostic assessment and curriculum analysis were then used by the teacher as a guidance for her in preparing the learning materials, learning strategies, and the assessment methods.

2. Implementation Stage

In the learning process, the teacher implemented differentiated instruction by modifying the content, process, and product. In the first meeting, the teachers started the lesson by greeting the students. As a pre-reading activity, the teacher then invited the students to play whisper and make a match game to review the vocabularies and materials related to past tense in promoting students' motivation. The students then watched a video related to a story of two girls in Bali as the sample of a recount text. After watching the video, the teacher gave some questions related to the video and the students answered it orally.

Content Differentiation

The teacher differentiated the content by providing a variety of material sources to facilitate students' interest and learning style. The teacher used a recount text from an article, a text from students' textbook, and also pictures

with some version. The students with visual and auditory learning style could obtain the learning materials by watching the videos provided. The students could choose the video without subtitle, the video with full English subtitle, or the video with Bahasa Indonesia subtitle. This differentiation was employed by the teacher to make sure that every student with different characteristic can choose which material that suit their needs in terms of their readiness, interest, and learning profile. Also, they could learn something new related to the topic.

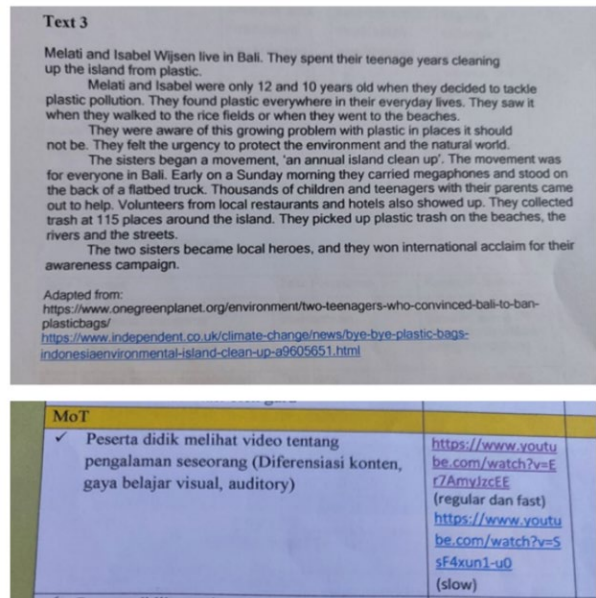


Figure 1. Variety of Learning Materials and Sources

Process and Product Differentiation

In the next stage, the students were grouped by the teacher in heterogenous manner according to the pre-assessment. The teacher modified the grouping by combining students with different level of ability and learning profile. The students then worked in group, collaborated and had discussion to retell the story by choosing the material they like. They could choose the story in form of video or a written text which were provided by the teacher. The students could retell the story by making a product in form of comic, mind map, poster, or a written summary.

During the grouping, the students could share their knowledge and collaborate with other friends. In this activity, the students were given an opportunity to do peer-tutoring. The teacher then walked around the groups and gave guidance to the students who need more support. The students also could explore additional sources on the internet which could be related to the course content.



Figure 2. Sample of Students' Various Products

In the next meeting, the teacher reviewed last meeting's lesson and the students continued the discussion with the grouping stated in the previous meeting. After all the groups have finished creating the product, the students were asked to determine the two to three group members to stay in the group to explain the content of their product to other group members who visited their station. Other two members then had a role to walk around and visit another group stations. They were asked to find information related to other groups' product. They could ask questions or give feedback to their friends. After the members had visited all stands, they could come back to their group and tell what they have got from the gallery walk. This process of sharing was a part of peer-tutoring which included in differentiated process.



Figure 3. Gallery -Walk Session

3. Evaluation Stage

In this stage, the teacher conducted an evaluation by giving a quiz for the students through *Quizizz* application using a paper mode. The teacher showed the questions on the screen and the students could answer the questions by showing their paper-code. The teacher then scanned the students' paper and the result was recorded automatically. After that, the students and the teacher made a reflection. The students were asked and could talk directly about which part they like, which part they think is difficult, and what they have learned. This kind of reflection was useful for the teacher to improve the quality of learning for the next meeting.



Figure 4. Quiz Session

Teachers' Perceived Benefits and Challenges of Differentiated Instruction with Gallery Walk in EFL Classroom

1. Benefits

The interview section revealed that the teacher had positive perception related to the implementation of differentiated instruction with gallery walk in teaching reading-viewing skill to the students. She explained that gallery walk was an effective strategy in facilitating students' learning style. The statement is supported by the following excerpt.

"In terms of learning style, most students in my class are visual and kinesthetics ones. By using gallery walk, their learning needs can be facilitated. They can absorb the course contents by asking questions, giving feedback while moving around the class."

In addition, gallery walk also provides learning flexibility for the students. They were offered many options in demonstrating their understanding according their interest. It is as stated in the excerpt below.

"Gallery walk activity supports differentiated instruction practice since it allows the students to express their understanding and creativity through various works. They can choose to show comic, poster, mind map, or even just a summary."

Another advantage was also described by the teacher. She believed that implementing gallery walk in differentiation practice promoted students' engagement since students were in groups and given specific roles (as a guest or a host) during the lesson. The teacher then added:

"Besides that, this activity also promotes students' engagement. Students with different learning ability can collaborate to create a product according to their interest. Then, they can discuss the role of each member (guest and host). Some stay in the group to explain the product to the guests, while others can walk around and visit other groups."

2. Challenges

Even though gallery walk in differentiated instruction provides opportunities for students' learning, the teacher also found some barriers during her practice. She explained that implementing gallery walk was challenging as she stated in the following excerpt.

"This activity is quite challenging since I have to walk around the class, visit all groups and make sure that each student is actively engaged. Sometimes I found some students are less motivated, so I have to visit the group more frequently."

The excerpt above shows that implementing gallery walk needs extra supervision from the teacher. She must ensure that each student contributed to the group work and actively participated in the discussion. The teacher then added:

"Timing is also the challenge. We need to provide a clear instruction to the students and have good time management during gallery walk activity, so the students can be more focused and work effectively."

Another challenge was about time management. Providing gallery walk activity involves group works and students' movement. Therefore, clear instruction was really needed to maintain that the students were on the right pace and did the tasks effectively.

DISCUSSION

From the result of the study, it was revealed that in implementing differentiated instruction with gallery walk in English language classroom involved some procedural steps. First, conducting pre-assessment or diagnostic assessment to identify students' readiness, interest or learning profile is a pivotal part in differentiation (Tomlinson & Imbeau, 2010). In conducting pre-assessment, particularly in non-cognitive aspect, such as students' background, interest and learning style, the teacher can collaborate with other teachers, such as counselling teacher. The result of this pre-assessment will be beneficial for the teacher in mapping the students' preferences and monitor their progress (Borja et al., 2015; Ortega et al., 2018). It also benefits for the teacher in

formulating the learning goals, providing the contents, preparing the tools and activities which suited the students' needs.

Then, In the pre-reading activity, the students were provided with various material sources and activities which engage the students. The teacher then introduced some vocabularies that are used in the text through various games that motivate the students to learn. In addition, giving some triggering questions actively promotes students' awareness and create a fun and engaging learning environment. The teachers also used various text formats from various sources which provides flexibility for the students to choose materials based on their interest and ability. From these results, it is found that the teacher has effectively implemented differentiated instruction by modifying the content. As Mardhatillah and Suharyadi (2023) reviewed that modifying content is essential due to students' development progress.

The characteristic of gallery walk activity is that the students were divided into several small groups, had discussion and created a product. Hence, it is the opportunity for the teacher to group the students with using flexible grouping by mixing the combination of the members with different learning ability and background, so they can collaborate, share knowledge, learn from each other and work effectively. It is aligned with Kamarulzaman et al., (2017), who found out that grouping supports students' development in which everyone can participate and focus on learning activities that promote the improvement of group members.

Furthermore, through gallery walk activity, the students were given options in demonstrating their understanding. From the result presented above, the teacher asked the students to work in group and retell the story of recount text by creating a product in form of comic, poster, mind map, or summary. This activity represents that the teacher modified her instruction by product differentiation. It can be described as the way of the teacher's adjusted assessment which allows students to demonstrate their understanding and skills that corresponds with their preferences and characteristics (Aliakbari & Haghghi, 2014; Ortega et al., 2018)

This study also revealed that using gallery walk can be used by the teachers as one of strategies which supports differentiated instruction in English language classroom. It supports the teacher in responding students' variances and provides an engaging environment which motivates students' learning. In addition, gallery walk activity enables the teacher to monitor students' progress, performance and participation in a real time. This is congruent with the principles of differentiated instruction

stated by Tomlinson (2014) which include an environment that encourages and support learning, quality curriculum, assessment that inform teaching and learning, instruction that responds to students' variances, and leading students and managing routine.

Gallery walk activity in supporting differentiated instruction practice in English language classroom presents both benefits and barriers. First, the teacher explained that gallery walk was an effective strategy in facilitating students' learning style. In gallery walk activity, the students, particularly with visual and kinesthetics learning styles were excited in attending the lesson since it involves students' movement to walk around other groups' stations and observed various works in visual presentations. Second, gallery walk provides options for students in demonstrating their understanding according their interest. In this study, the students could make a comic, poster, mind map, or even a summary in retelling the story which was representing the recount text. As Siddiqui and Alghamdi (2017) stated that differentiated instruction promotes flexibility in learning. Next, differentiated instruction with gallery walk promoted students' engagement since students were in groups and given specific roles during the lesson. They were given opportunity to be the guest or the host to ask for information and explain the products they created in detail. During their visit to each station, the students could explore the course content in a meaningful and engaging way.

Nonetheless, this strategy also presents some drawbacks. Implementing gallery walk needs extra supervision from the teacher. It should be ensured that each student contributed to the group work and actively participated in the discussion. In big classes, some students tend to dominate the discussion, so teachers and students need to discuss about the rules and etiquette during the discussion. Another challenge was about time management. Teachers must be able to manage the time well since it is more time consuming than lecturing. Reminding the learners to be prepared for the discussion will also save time.

CONCLUSION

This study aimed at describing the implementation of differentiated instruction with gallery walk in English language classroom as well as the teacher's perceived benefits and challenges. From the result of the study, it can be concluded that there are some steps in differentiated instruction with gallery walk in English language classroom. First, the teacher conducted a pre-assessment in identifying students' readiness, interest, and learning profile. Then, she analysed the learning outcome (reading-viewing) and formulated the learning objectives. Various learning materials, students' worksheet, and assessment

guideline were also prepared by the teacher. The differentiation with gallery walk was conducted by modifying the content, process, and product. The students were grouped and given an opportunity to choose the material format and media provided. They were also given an option to create a product according to their interest that they used it in the gallery walk.

The gallery walk activity in differentiated instruction provided some benefits to the students, including accommodating students' various learning styles, providing many options to the students, and promoting students' engagement. Meanwhile, for the challenges, gallery walk needs more supervision and time-consuming.

This study implied that gallery walk can be an alternative strategy that can be integrated with differentiated instruction by the teacher in catering to EFL students' various needs. This activity provides various options for the students in demonstrating their knowledge and achieving the learning goals. Finally, this study also covers some limitations. It is focusing on teacher's practice and perspective. It is recommended for future research to adopt the same issue, but comprehending with students' perspectives or the significance in improving students' competence.

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