



The 7th COTEFL International Conference
Fakultas Sastra
University of Muhammadiyah Purwokerto
16 - 17 May 2015

Proceedings

International Conference on
Teaching English as a Foreign Language

“Questioning What Works Best:
Implementing Pedagogic Innovations for
Creating Teacher & Learner
Autonomy in TEFL”





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ORGANIZING COMMITTEE



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PREFACE



First of all I'd like to start by saying *Alhamdulillahirrabbi 'alamin*, thanks to Allah for allowing us to have The 7th International Conference on Teaching English as A Foreign Language (7th COTEFL). I wish to thank the Rector, the University of Muhammadiyah Purwokerto: DR. H. Syamsuhadi Irsyad S.H.,M.H. and the vice rectors for supporting us to have this conference. I wish to thank and congratulate the committee who has worked hard to prepare this annual activity. I'd like to thank all the keynote speakers: Bapak Anis Baswedan, Ph. D. (The Minister of Indonesian Education and Culture), Prof. James Chapman, Prof. Dr. Lindsay Miller, Assoc. Prof. Lubna Alsagof, Prof. Helena I.R Agustien, Shanty Hawanty, Ph.D., Handoyo Puji Widodo, Ph.D., and our Dean Ibu Sulasih Nurhayati. My gratitude also comes to our reviewers: Prof. Afrizal, Rina Agustina, M.App.Ling. TESOL, Handoyo, Ph.D., Michelle Kohler, Hameed Arjesteh, Prof. Amporn Sa-ngiamwibool, Vineet Kaul, and Johana Woods for reading and sorting out lots of abstracts, to refine the best ones. I wish to thank the presenters, as you are the chosen. I wish to thank all the participants for spending your time at this COTEFL, without you all this conference will never be.

We have passed a long journey to survive. It was seven years ago we started this conference with the spirit of *Hari Pendidikan Nasional*. We realize that education, in which the day we celebrate every May 2nd, is one of principal elements we have to pay attention to make this country a counted one. COTEFL is meant to be parts of the endeavors to achieve the goal.

Surely, the people behind the education are the essence to drive the ideal education, then in their hands, we rely on the future of our beloved country. I know I address to most of those angels, the teachers who will shape the face of the world. You are here now because you care, you want to promote your excellence, especially in English Language Teaching.

The papers we received have shown us that promoting good standards need good practices. Some of you show us you have done well. Some practice humanitarian touch in which varieties of activities done. Some prepare themselves by implementing high technology as well as creating new methods. The ultimate goal is to create an 'autonomous atmosphere' in the teaching and learning process of English in all education levels among the students and the teachers.

Your ideas are the seed of higher success tree that, I believe, can protect us from the hot sun's shine. They will grow up into big trees that give us fresh atmosphere to breathe, to live our life. I do hope our sharing ideas will exist, as we have passed it into the 7th COTEFL.

Finally, with the souls of *Hari Pendidikan Nasional*, let's color the education on earth. I wish you a fruitful and flying color conference. Thank you.

Wassalamu 'alaikum Wr.Wb.

Khristianto, S.S., M.Hum.
Chairperson

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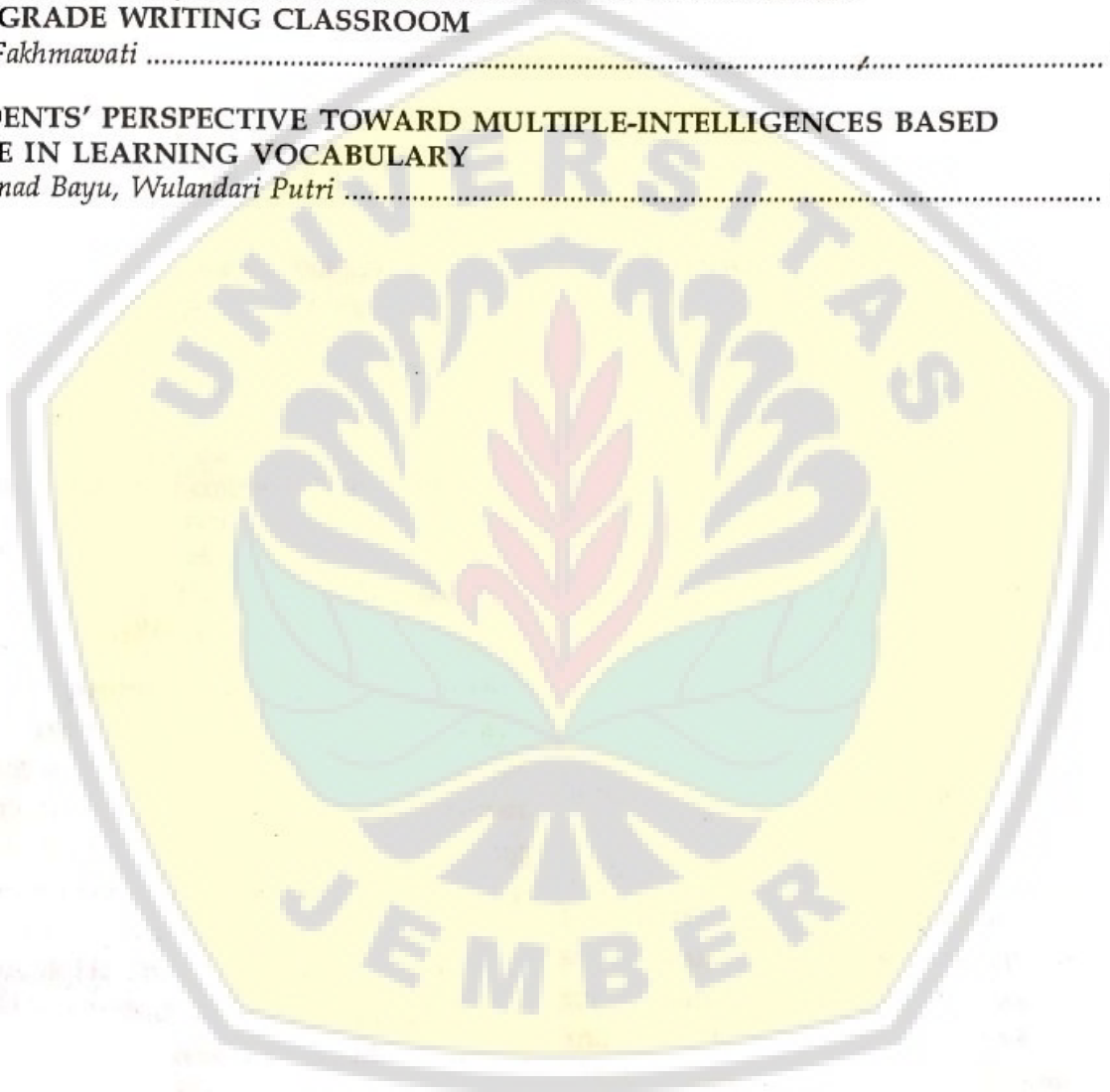
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INTEGRATING TECHNOLOGY AND GALLERY WALK: FOSTERING STUDENTS' AUTONOMY

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ABSTRACT

In the recent years, the notion of technology-enhanced language learning has become an intriguing idea and is no longer questioned. Teachers have realized that technology assists language learning in term of providing the learners authentic materials, exercises, pictures, and sound. Yet, it does not mean that the technology will replace books and teachers, but those who do not want to implement technology in their class will be left behind by those who adapt it. This article tries to show the readers the integration of the usage of technology done by the writer in doing gallery walk in which the students are fostered to become more autonomous. Besides, they become more active, communicative and collaborative because they have to work in teams. It also reassures students that their voices, ideas, and experiences are valued because they share ideas among their own peers.

Keywords: integrating technology, gallery walk, student's autonomy

1. Introduction

In this digital era, it is widely known and undeniable that the teaching of English has been widely facilitated by technology which is integrated into the teaching and learning. It aims at giving possibilities for students to learn faster, easier and to make them become more autonomous so that they do not fully depend on the teacher in the classroom.

Reference [1] states "today's students are no longer the people our educational system was designed to teach". Students in this digital era have gone beyond what the educational system has planned them to become. Therefore, teachers must be more careful in designing their lesson plan and using methods in their classroom. They should not depend on the old book because in this digital era students can get broader knowledge than what they can get from the books. It is suggested for teachers and lecturers to start inserting the usage of technology to cope

with the students' ability in getting broader knowledge from the technology such as internet because it provides the language learners practice, non threatening learning environment besides giving them sound, picture, motion, and color which make the students feel more comfortable to learn from the internet. They think that internet can help them finish their assignment. Yet, it does not mean that technology should replace the role of teachers. It is the tool to help them achieve the goal of the learning. Therefore, the integration of technology needs to be manipulated in such a way so that it can facilitate student's learning.

2. Gallery walk

Gallery walk is a classroom activity in which students have to go to some "stations" and explore multiple texts or images placed around the room to answer questions, texts, or very short activity to be completed or read. In

doing this activity members of a group rotate to the next one [2]. It is also said to be one of the discussion techniques to make students engaged and active in the classroom by getting them to go around the classroom to make any synthesis on the important concepts they are reading [3]. Then, they are needed to do the assignment displayed on the station which can be in the form of answering questions (provided by the other groups) posted on the text or in some different parts in the classroom. Thus, each "station" (group) provides questions related with the topic being presented. At the end of the rotation, each station has to give any reflection and analysis on the answers given by the members of other groups visiting their station. At the end of the technique each group should report the synthesis of the comments given to each question.

Gallery walk is also said to be a cooperative learning activity assigning several questions or problems and posts them at a different table or different place on the walls [4]. Hence, it is named "gallery". Students in groups move from question to questions hence it is named "walk". After writing the response to the first question displayed on the first station, the group rotates to the next position, adding to what is already there. Finally, it is the groups' responsibility to write down a summary on what they are assigned to and report to the class.

Gallery walks can be used in any subject area for any topic, simply by setting up the activities in the class in a bit different way [2]. In a math class, teachers can post different equations around the room and students rotate from equation to another, trying to solve them. Here, students are actually doing an assignment they could have done on their seats, but by incorporating movement teachers increase interest and motivation. Another way is to post some texts that the members visiting their station can read.

In short, this technique gets the students to work and share with peers, such as examining some multiple historical documents or respon-

ding to a collection of quotations or finding some different texts which are in the same theme. Teacher also engages the kinesthetic learners to develop more by moving around and not get stuck on their chairs.

2.1 THE ADVANTAGES OF GALLERY WALK

Teachers can get some advantages if they try to apply this activity in their own classroom [5]. They are: (1) providing students more practice in discussing, debating, organizing and writing the language than just hearing ideas presented by the teacher as what happens so far in which students depend on the teacher as the information provider. This phenomenon does not support the idea of student-centered because it is the teacher who provides the text and exercises. On the contrary, by applying gallery walk students have to discuss, express, give argument on what they read, and organize them to answer the questions posted in the station or given by the teachers. For the members of the station being visited, they must be able to answer the questions asked by the members of the other groups, (2) promoting the use of higher order thinking skills like analysis, evaluation, and synthesis. When the students read the posted text in the other stations, they have to analyze, evaluate or make synthesis of what they read. It needs more than only read the text. Therefore, this strategy trains the students' thinking skills because they have to think more deeply, not only memorizing or comprehending what they are reading but also doing more complicated items, (3) emphasizing collaborative, constructed nature of knowledge because students work in teams to synthesize information written from a variety of perspectives, (4) encouraging alternative to problems by exposing variety of perspectives posted at different discussion "stations". The theme of the assigned information is the same, yet, the groups must present different thing. While going from one station to another one, students find different but complete-each other information of the same theme to find any

solution of the problem comes up in their mind, (5)reassuring students that their voices, ideas, and experiences are valued because of sharing ideas among a non threatening group of peers which makes them not as tensed as asking questions to the teacher. Peer's explanation can be understood more easily and clearly because of the same level of language. Sharing ideas among their own peers makes them more confident because they are not testing them. They ask questions because they do not know either, (6)providing opportunity to gauge prior knowledge, skills, and misconceptions, (7)acting as an ice breaker to make the interaction between classmates and the instructor run more smoothly and relaxed so as not to get tensed in order to produce the result expected, (8)encouraging movement around classroom as groups move from "station" to "station". It helps students feel more comfortable because they do not have to sit down for a long time. It is also a very helpful strategy for the kinesthetic learners because this type of learners is very active. They like going around the classroom to do various activities in this case to read the posted information.

2.2 Procedures in Gallery Walk

Some procedures that teachers should follow in applying gallery walk are: (1) select the text which can be in the form of different information such as quotations, images, documents, or student's work. Teachers can also have the students individually or in small groups select the text for their own station, (2) organize the texts around the classroom and display them in the style of gallery. They can be hung on walls or placed on tables but should allow students to go from one station to another one around the room. Therefore, the text must be spread far enough to give them enough space to move, (3) instruct students on how and what to do in walking through the gallery. This instruction fully depends on the goals of the activity. If it is intended to introduce new material to the students then they may be assigned to take notes from the information they read. Yet, if teachers

plan to ask students to get particular information from each station, they may complete a chart or table while reading the information exhibited. Another possible task is to identify and clarify the similarities and differences among the texts they read, or go around the room to read the information and, on their seat, write down what they get from the texts, (4) instruct students to go around the room either in pairs or in small groups. Teachers should announce when the groups or pairs should move to the next station. It is important to notice that students are supposed to move in the same direction so that they are not going to crash each other. The groups should not consist of too many students to make them read the text easily. Dealing with this instruction, at each station students should review what previous groups have written and then add new content [6]. This rotation continues until all the stations have been visited, (5) when students discuss the displayed information, teachers can go around the classroom, clarify the questions posted in the display, measure the students' understanding and find the misconception to discuss at the end of the session. In this way, gallery walk can also be used as the informal assessment, (6) only after all groups have returned to their station, can the group makes the synthesis of the comments and make oral report.

3 Autonomous Learning

Reference [7], [8] and [9] describe autonomous learning as the ability to take charge of one's learning in which learners study entirely on their own for a set of skills which can be learned and applied in self-directed learning; for an inborn capacity which is suppressed by institutional education; for the exercise of learners' responsibility for their own learning; and for the right of learners to determine the direction of their own learning. Nowadays, autonomous learning has become a trending topic to explore because it shifts from teacher-centered instruction to learner-centered instruction [10], [7], [11].

Learner autonomy happens when students take control and responsibility for their own learning, both in terms of what they learn and how they learn it [12]. It means that learners direct themselves to what they learn and develop independency. Further, it is stated that in the field of higher education, where students learn English, learner autonomy is very important because of limited time in learning English. It is necessary that students increase their knowledge and skills in English. To be able to learn efficiently outside the class, they should be self-reliant.

Computer and internet can be used to develop the students' skills without the teacher's help [13]. It is because computer provides a vast amount of materials for self learning [14]. The popularity of learner autonomy may be partially related to the vast growth of technology and the growing importance of computers in language learning environments worldwide [15]. In this case, they help teachers improve students' autonomy because language learning can be assisted by the availability of the usage of technology such as computers for the students to access the unlimited materials [14].

4. The Integration of Technology in Doing Gallery Walk to Foster Students' Autonomy

This part deals with what the writer did in integrating the usage of technology (internet), in doing gallery walk to the students of Mathematics Department, faculty of Mathematics and Science. They get English as the compulsory subject in the first semester. It has 2 credits and is aimed at enabling the students to have knowledge in English, know the English terms dealing with mathematics and to read some articles about Mathematics written in English. The long-term expected result is that they can read books on Mathematics written in English needed for writing down the thesis. Therefore, the English subject given to non English department students is aimed at making the students get accustomed to read articles written in English.

In doing the gallery walk, the writer asked the students to be in a group of four or five and assigned them to find an article about famous people in Mathematics. They had the same theme but had to find different article. They took the articles from the internet, discussed them at home with the members of the group, understood the meaning of terms and found deeper information about that article. Every member of the groups had to fully understand about the content of the article. By finding the information from the internet, the writer expected that the students could get authentic materials about Mathematics that they can get from the internet. They can become autonomous if they have to decide what article to show in the display. It was expected that they did not feel nervous in learning to read the articles because they discussed them first with their friends. They also had relaxed situation because it was done out of the classroom. After finding the article, the students had to stick them on a piece of cardboard to hang on the wall.

The assignment was to find some specific information found in the article they read especially the detailed data of the people displayed in the text and the contribution those people gave in Mathematics. Then, the students had to summarize the information that they got.

When it was the time for the English subject, the students hung the texts on the wall and assigned one of the members of the group as the "keeper" of the station to answer the questions proposed by the visiting members. The other members of the group had to go around the classroom to visit the formed station.

The students had enough space to move from one station to another and had 5 minutes in each station to read the text and wrote down the information needed in the assignment. They had to rotate to another station after hearing the instruction "go" from the writer. The class was a little bit noisy, but the students really focused their attention on the displayed text. They observed the pictures that some stations provided

to give the information more vivid, they asked questions to the "keeper" and wrote down the answer. The rotation went on till the students got back to their own station when it was the time to summarize what they got during the "walk" along the "gallery". Then, they reported the result of the summary and when there was any misconception it was here that the writer corrected them.

The writer did such a technique in three meetings to get the students chance to become the "keeper" which was intended to improve their speaking skill too. The results showed that 57 among 64 students enjoyed the activity. They further clarified that they did not feel under pressure, they felt happy and were more enthusiastic when the members of the visiting group asked them questions. The others said that the time to read the information in each station was not enough. Besides, the result of the students' understanding about a particular text was better which could be read from the result of summary they collected after each session of English subject.

From what the writer did, it can be concluded that doing gallery walk could at least help the learners be more autonomous so that they can work with their friends to solve the problems.

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