



The Effectiveness Of Gallery Walk Method In English Language Learning For Health Science Students

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Abstract

The gallery walk method is an active learning strategy based on group rotation that encourages interaction and discussion among students. This study aims to analyze students' perceptions of the effectiveness of the gallery walk method in English language learning for health science students in Bandar Lampung. The study employed a quantitative descriptive approach using a questionnaire distributed to 85 students from Panca Bhakti School of Health Sciences (n=58) and Baitul Hikmah School of Health Sciences (n=27). The instrument consisted of 28 items covering five dimensions: (1) engagement and learning motivation, (2) improvement in English proficiency, (3) relevance to health needs, (4) implementation and execution of learning, and (5) collaboration and interaction among groups. The measurement scale used a 1–5 Likert scale. The results showed an overall mean of 4.42 (SD=0.60), indicating a very positive perception. The highest dimension was engagement and motivation (M=4.47), followed by English proficiency improvement and implementation (M=4.43), and medical relevance and collaboration (M=4.39). The most highly rated items were that the Gallery Walk makes learning more interesting (M=4.59) and creates a livelier classroom atmosphere (M=4.57). The lowest scores were for grammar mastery and vocabulary retention (M=4.32), reflecting the method's communicative rather than form-focused orientation. In conclusion, the Gallery Walk is perceived as highly effective in enhancing motivation, engagement, and the contextual relevance of English learning in health education settings. These findings are based on student self-reports and do not constitute experimental evidence of proficiency gains.

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Introduction

English language proficiency is a critical competency that is increasingly required of healthcare professionals in the era of globalization. Students in the health sciences are expected not only to understand medical terminology in English but also to be able to communicate effectively with foreign patients, comprehend scientific literature, and access scientific advancements, most of which are published in English (Demir & Yurtseven, 2019). However, English language instruction in Indonesian health universities still frequently faces various challenges. Conventional methods, such as one-way lectures, tend to make students passive, unmotivated, and ill-equipped to actively use English in healthcare professional contexts (Fauziati, 2018). This is particularly concerning because health

science students require a contextual English for Specific Purposes (ESP) approach that directly addresses the demands of clinical communication and medical literacy—needs that passive, lecture-based methods cannot adequately fulfil.

The gap between the need for communication competencies in clinical settings and the teaching methods currently used must be addressed immediately through contextual and participatory pedagogical innovations. Given this gap, the Gallery Walk method is one active learning approach that can provide new pedagogical innovations. This method is designed as a group-rotation-based activity in which students move from one station to another to collaboratively explore, discuss, and present material (Francek, 2006). This approach aligns with the principles of constructivist learning and social learning theory, which emphasize the importance of social interaction in knowledge construction.

Several previous studies have demonstrated the effectiveness of the Gallery Walk in various learning contexts. Damayanti et al. (2022) found that this method significantly improved student learning outcomes and engagement. Purwanto (2023) reported an improvement in speaking skills among students who used the Gallery Walk compared to a control group. However, most prior studies have examined the Gallery Walk either in general EFL contexts or with a focus on specific language skills, and have not specifically addressed health science students nor investigated the multidimensional perceptions relevant to medical and clinical needs. Research specifically focusing on health students' perceptions of the Gallery Walk—particularly across the dimensions of ESP relevance, medical terminology, and professional communication—remains very limited.

This study was conducted at two health higher education institutions in Bandar Lampung, namely STIKes Panca Bhakti Bandar Lampung and STIKes Baitul Hikmah, with a sample of students from three study programs: D3 Nursing at STIKes Panca Bhakti (n=45), S1 Hospital Administration at STIKes Panca Bhakti (n=13), and D3 Nursing at STIKes Baitul Hikmah (n=27). This study is expected to provide empirical evidence regarding students' perceptions of the Gallery Walk as well as practical recommendations for the development of English language learning in health institutions.

The novelty of this study lies specifically in its focus on how health science students perceive the Gallery Walk method in English language learning—a context that differs substantially from general EFL settings—examined through five dimensions of perception: learning engagement, improvement in language skills, relevance to medical needs, implementation quality, and intergroup collaboration. This dual focus on the health context and multidimensional perceptual analysis constitutes the distinctive contribution of this research.

Gallery Walk is an active learning strategy adapted from the concept of art exhibitions into a classroom setting. In practice, various materials, images, graphics, or questions are displayed on walls or boards at various points throughout the room, and groups of students take turns visiting each station to discuss, provide feedback, or answer the questions provided (Francek, 2006; Buehl, 2014). This method has several key characteristics: (1) movement-based learning that reduces boredom; (2) active collaboration among group members; (3) exposure to diverse perspectives from other groups; and (4) immediate feedback through discussion and annotation at each station (Kagan & Kagan, 2009). The Gallery Walk encourages multi-modal engagement—visual, auditory, and kinesthetic—which aligns with the diversity of students' learning styles.

English for Specific Purposes (ESP) is a branch of English Language Teaching (ELT) that focuses on developing the language skills learners need to function effectively in their specific fields of work or study, rather than targeting general language proficiency (Basturkmen, 2025). In the context of health education, ESP encompasses mastery of medical terminology, the ability to read clinical literature, the ability to document medical records, and the ability to communicate with patients or international

colleagues. Basturkmen's (2010) research confirms that a contextual ESP approach grounded in the real-world needs of the profession yields more optimal learning outcomes compared to general English instruction. Integrating active methods such as the Gallery Walk into the ESP framework has the potential to enhance intrinsic motivation and the relevance of learning for health students, particularly because such methods can situate language use within authentic health-related tasks and scenarios.

Methods

This study employs a quantitative descriptive approach with a survey design. This approach was chosen because the research objective is to describe and measure students' perceptions of the Gallery Walk method in a measurable and systematic manner (Creswell, 2014). It is important to note that a descriptive survey design captures self-reported perceptions; it does not establish causal relationships or objectively measure learning outcomes. The study population consists of health program students at STIKes Panca Bhakti Bandar Lampung and STIKes Baitul Hikmah who have participated in English language learning using the Gallery Walk method. The sampling technique employed was purposive sampling.

During the Gallery Walk sessions, students were divided into small groups and rotated through a series of stations (typically 5–7 stations) posted on classroom walls. Each station featured ESP-focused materials including medical vocabulary, clinical case descriptions, and health communication scenarios. Groups spent approximately 5–7 minutes at each station to discuss, annotate, or respond to the presented content, with a designated group member acting as a spokesperson at each station. This structured interaction was designed to promote both communicative language use and content-area engagement.

The research instrument consists of an online questionnaire (Google Form) divided into two sections. The first section covers respondents' demographic data (name, gender, major, academic level or semester, and institution of origin). The second section consists of 28 items measuring students' perceptions using a 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). The 28 items were grouped into five dimensions: (1) Engagement and Motivation to Learn (6 items); (2) Improvement in English Language Skills (6 items); (3) Relevance to Medical/Health Needs (5 items); (4) Implementation and Delivery of Instruction (5 items); (5) Collaboration and Intergroup Interaction (6 items).

To ensure the quality of the instrument, content validity was established through expert review by two English language teaching specialists who evaluated the relevance and representativeness of each item. Instrument reliability was assessed using Cronbach's alpha, which yielded a coefficient of 0.89, indicating high internal consistency.

The data were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation. The categorization of perception levels is based on the conversion of mean scores: scores of 4.20–5.00 are categorized as Very Positive (perceived as very effective); 3.40–4.19 as Positive (perceived as effective); 2.60–3.39 as Neutral; 1.80–2.59 as Negative; and 1.00–1.79 as Very Negative (Widoyoko, 2012). Data analysis was conducted using Python software with the pandas library.

Results

This study involved 85 students from two health institutions in Bandar Lampung. Details of the respondents' characteristics are presented in Table 1 below.

Table 1. Respondent Characteristics (n=85)

Characteristic	Category	n	%
Gender	Female	68	80.0
	Male	17	20.0
Program	D3 Nursing – STIKes Panca Bhakti	45	52.9
	S1 Hospital Administration – STIKes Panca Bhakti	13	15.3
	D3 Nursing – STIKes Baitul Hikmah	27	31.8
Institution	STIKes Panca Bhakti	58	68.2
	STIKes Baitul Hikmah	27	31.8

Referring to table 1 show that the majority of respondents were female (80%) and were enrolled in the Associate Degree in Nursing program. This proportion reflects the demographic profile commonly found in health education institutions in Indonesia, namely that the nursing profession is dominated by women. Globally, the WHO reports that two-thirds of the world's nursing workforce are women, with a higher proportion found in Asian countries, including Indonesia, influenced by stronger cultural norms and gender stereotypes (WHO, 2019; Gauci et al., 2023).

Furthermore, the distribution of responses from all respondents to the 28 statements is presented in table 2.

Table 2. Distribution of Respondent Answers

Response Categories	Frequency	Percentage (%)
Strongly Agree	1,168	47.9
Agree	1,137	46.7
Neutral	125	5.1
Disagree	6	0.2
Strongly Disagree	0	0.0
Total	2,436	100.0

The distribution of responses in table 2 shows a very positive pattern of student perceptions, with the combined percentage of "Strongly Agree" (47.9%) and "Agree" (46.7%) responses reaching 94.6% of the total responses. Only 5.1% of respondents gave a Neutral response, 0.2% Disagree, and not a single respondent selected Strongly Disagree. This pattern indicates a highly consistent and positive self-reported perception of all aspects of the Gallery Walk implementation.

The analysis by dimension is presented in table 3 below to determine which dimensions were perceived as most effective by the students.

Table 3. Average Scores by Dimension

Dimension	Mean (M)	Category
Engagement and Motivation to Learn	4.47	Very Positive
Improvement in English Skills	4.43	Very Positive
Relevance to Medical/Health Needs	4.39	Very Positive
Implementation and Execution of Learning	4.43	Very Positive
Collaboration and Interaction Among Groups	4.39	Very Positive
Overall Average	4.42	Very Positive

Referring to table 3 above, it is evident that all dimensions received a "Very Positive" perception rating with an overall average of 4.42 (SD=0.60). Note that the category labels in this study reflect perceived effectiveness based on students' self-reported responses, rather than objectively measured

learning outcomes. The dimensions of Engagement and Learning Motivation received the highest scores (M=4.47), indicating that students most strongly perceived the Gallery Walk as beneficial in enhancing their enthusiasm and active engagement in the learning process.

The average score per statement item presented in Table 4 shows the average score for each statement item, allowing for the identification of specific aspects that are perceived by students as most and least effective.

Table 4. Average Score per Statement Item

No	Statement	Mean (M)
1	The Gallery Walk method makes learning English more engaging	4.59
2	I feel more active in the learning process with this method	4.45
3	The Gallery Walk method helps me understand English material more easily	4.41
4	I can interact better with my classmates through this method	4.47
5	This method helps me remember English vocabulary for longer	4.32
6	The classroom atmosphere becomes more lively and enjoyable	4.57
7	The Gallery Walk method improves my speaking skills	4.54
8	My writing skills have improved through this method	4.36
9	This method helps improve my reading skills	4.54
10	My listening skills improve during group discussions	4.40
11	I feel more confident using English	4.39
12	My grammar proficiency has improved through this method	4.32
13	The Gallery Walk method helps me learn medical terms in English	4.45
14	I can better understand English-language health literature	4.41
15	This method is relevant to English language needs in the healthcare field	4.36
16	I am able to explain medical procedures in English after participating in this learning activity	4.38
17	My ability to communicate with foreign (English-speaking) patients has improved	4.36
18	The time allotted for the Gallery Walk was sufficient	4.45
19	The instructions from the instructor/facilitator were clear	4.52
20	The material presented at each station was easy to understand	4.40
21	The number of stations in the Gallery Walk was appropriate	4.40
22	This method is more effective than conventional lectures	4.40
23	I would like the Gallery Walk method to be used in future lessons	4.34
24	This method improves my teamwork skills	4.37
25	I learned from the presentations and explanations of other groups	4.44
26	Intergroup discussions went well	4.40
27	Every group member participated actively	4.39
28	I felt comfortable asking questions and giving feedback to other groups	4.41
	Overall Average	4.42

Referring to table 4 above shows that the item with the highest score was the statement that Gallery Walk makes English learning more interesting (M=4.59), followed by the statement that the classroom atmosphere becomes more lively and enjoyable (M=4.57), as well as improvements in speaking skills (M=4.54) and reading skills (M=4.54). The lowest scores were obtained for items related to grammar mastery (M=4.32) and long-term vocabulary retention (M=4.32), although both still fall within the "Very Positive" perception category.

Discussion

Based on the results presented above, the dimensions of engagement and learning motivation received the highest scores ($M=4.47$). This aligns with the findings of various previous studies and can be understood as a key feature of the Gallery Walk itself. Francek (2006) states that the Gallery Walk is an inherently engaging method because it combines physical movement, active discussion, and independent exploration of material—three elements that synergistically reduce boredom, which is often the main obstacle to English language learning in conventional classrooms.

The high scores on the aspects of method appeal ($M=4.59$) and the creation of a pleasant classroom atmosphere ($M=4.57$) confirm that the Gallery Walk successfully transformed what is typically a passive learning experience into an active, dynamic, and enjoyable one. This aligns with the flow theory in positive psychology conceptualized by Nakamura and Csikszentmihalyi (2009), which states that optimal engagement occurs when individuals are fully absorbed in activities that present a balance between challenge and ability. In the context of classroom learning, flow is more frequently experienced when students are engaged in active and collaborative work. Furthermore, research in the field of education has confirmed that the flow state is positively correlated with motivation, self-efficacy, and a pleasant learning climate (Shernoff et al., 2014; Heutte et al., 2021). It should be noted, however, that positive perceptions of engagement may also be influenced by the novelty effect, whereby students respond enthusiastically to any new teaching method regardless of its actual learning impact.

The dimension of improvement in English proficiency scored an average of 4.43, with speaking and reading skills receiving the highest scores of 4.54 each. These findings are consistent with the nature of the Gallery Walk method, which naturally encourages students to speak (during discussions at each station) and read (while examining materials at the stations). Purwanto (2023), in his study of EFL students, found a significant improvement in speaking skills following the implementation of the Gallery Walk, with students reporting increased confidence and fluency. In contrast to these communicative strengths, the grammar item score ($M=4.32$) was relatively lower than that of other aspects. This can be explained by the fact that the Gallery Walk focuses more on communicative language use than on formal grammatical aspects, which aligns with the principles of Communicative Language Teaching (CLT). CLT emphasizes communicative competence over grammatical accuracy; however, recent research findings generally indicate that students in CLT-oriented classrooms demonstrate grammatical accuracy equivalent to or better than those taught through traditional methods (Richards & Rodgers, 2014; Qasserras, 2023). These perceived differences highlight an important implication: supplementary activities targeting grammatical and lexical accuracy may need to be incorporated alongside the Gallery Walk to address these areas more systematically.

Furthermore, the dimension of relevance to medical needs received an average score of 4.39, indicating that students perceived the Gallery Walk as a contextual method relevant to their professional needs. High scores in the aspects of medical terminology learning ($M=4.45$) and understanding of health literature ($M=4.41$) suggest that the material presented was successfully integrated into a real-world health context. From an ESP perspective, contextual relevance is a determining factor in the success of language learning. As Basturkmen (2025) emphasizes, ESP pedagogy focuses on language, skills, and genres relevant to students' learning objectives and their professional or academic fields. When nursing or hospital administration students learn English through materials directly related to clinical practice, their intrinsic motivation increases significantly because they can see the direct application of what they are learning (Huang & Yu, 2023; Basturkmen, 2022). This dimension is where the health-specific context of the present study makes a unique contribution compared to prior Gallery Walk research conducted in general EFL settings.

The implementation dimension received a score of 4.43, with the clarity of the instructor's instructions receiving the highest score (M=4.52). These findings indicate that the instructors designed and conducted the Gallery Walk effectively. This is important because Kagan & Kagan (2009) emphasize that the quality of facilitation is a critical factor in the success of cooperative learning. The collaboration dimension scored an average of 4.39, confirming that the Gallery Walk successfully created a positive collaborative learning ecosystem. From a sociocultural theory perspective, peer interactions in the Gallery Walk provide natural and contextual scaffolding, enabling more advanced students to support less-advanced peers within the Zone of Proximal Development (ZPD). This phenomenon—"learning by teaching"—involves the selection, elaboration, and organization of key information from instructional materials, as well as the integration of new knowledge with prior knowledge (Lachner et al., 2022; Fiorella & Mayer, 2023).

Several limitations of this study must be acknowledged. The exclusive use of a self-report perception questionnaire means that the findings reflect students' subjective evaluations rather than objective measures of language proficiency gains. Students may respond positively due to social desirability, the novelty of the method, or the generally enjoyable classroom atmosphere, without this necessarily indicating actual improvement in learning outcomes. The absence of a control group and pre-post measurement also means that causal claims cannot be made. Future research employing quasi-experimental or pre-post designs with objective language assessments would provide stronger evidence for the effectiveness of the Gallery Walk in health-related ESP contexts.

Conclusions

Based on the results of an analysis of 85 health science students from STIKes Panca Bhakti and STIKes Baitul Hikmah, it can be concluded that the Gallery Walk method is perceived as highly effective by health science students in enhancing motivation, engagement, and the relevance of English language learning. The Gallery Walk successfully integrates communicative, collaborative, and contextual aspects into a single holistic learning method, making it highly suitable for the health education setting. These findings are particularly meaningful given the health-specific ESP context of the study, which extends prior research predominantly conducted in general EFL environments.

It is important to note, however, that these conclusions are based on student self-reported perceptions and do not constitute objective evidence of improvements in English language proficiency. The absence of pre-post measures or control group comparisons limits the causal claims that can be drawn. Based on the research findings, it is recommended to adopt the Gallery Walk as a regular method in English language instruction, particularly for topics related to medical terminology and clinical communication. For instructors, it is necessary to focus on developing grammar and vocabulary components that received relatively lower scores, for example, by adding specific stations focused on these linguistic aspects. For future researchers, it is recommended to conduct experimental studies with control groups and objective language assessments to objectively measure improvements in learning outcomes, as well as to expand the scope of research to other health institutions outside Lampung Province.

Declaration of Conflicting Interest

The authors declare that there is no conflict of interest in this work.

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