

The Effectiveness of Using Poster Presentation Technique in Teaching Speaking Skill in EFL Classroom

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Abstract

This study is designed to examine EFL students' perception of the use of Poster Presentation Technique in order to develop students' speaking skills at Al-Amirat Secondary School. Naturally speaking is recognized as one of the most difficult language skills for the Iraqi EFL learners because of the lack of real communication opportunities and anxiety of speaking in the classroom. Hence, it is found that the integration of the poster presentation activity as a learning method can be used to improve the students' fluency, pronunciation, vocabulary, self-confidence and communicative competence. Thirty students from the class of Al-Amirat Secondary School in the EFL class are selected for the participants. In order to get the necessary data, a ten-item questionnaire using the Likert scale was made and is distributed to the students to find out their opinions of how the role of the poster presentation activity contributes to the improvement of students' speaking abilities. The questionnaire focused on different aspects of speaking development such as confidence in speaking, idea organization, interaction with peers, decrease in speaking anxiety and motivation to participate in classroom activities. Descriptive statistics such as frequencies, and percentages were used to determine students' agreement with each item on the questionnaire. The results

showed that most students had positive attitudes towards the application of the Poster Presentation Technique. The majority agreed that the activities of the poster presentation helped them to organize ideas better, speak more confidently, interact actively with classmates, extend their vocabulary and decrease their fear of making mistakes while speaking English.

Therefore, the findings show that the Poster Presentation Technique is viewed by students as an effective and motivating technique which will help them to participate in the classroom and communicate in EFL. It is recommended that speaking instruction could be more learner-centered by introducing poster presentation activities, as well as to support the development of students' communicative competence in the teaching and learning process.

Keywords: Poster Presentation Technique; Speaking Skill; EFL Learners; Classroom Interaction; and Communicative Language Teaching.

فعالية استخدام تقنية عرض الملصقات (البوستر) في تدريس مهارة التحدث في صفوف اللغة الإنجليزية كلغة أجنبية

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المستخلص

صُممت هذه الدراسة لفحص تصورات طلاب اللغة الإنجليزية كلغة أجنبية حول استخدام أسلوب عرض الملصقات لتطوير مهاراتهم في التحدث في ثانوية الأميرات. يُعد التحدث، بطبيعة الحال، من أصعب مهارات اللغة بالنسبة لمتعلمي اللغة الإنجليزية كلغة أجنبية في العراق، وذلك بسبب نقص فرص التواصل الحقيقية والقلق المصاحب للتحدث في الصف. لذا، وُجد أن دمج نشاط عرض الملصقات كطريقة

تعليمية يُمكن استخدامه لتحسين طلاقة الطلاب، ونطقهم، ومفرداتهم، وثقتهم بأنفسهم، وكفاءتهم التواصلية. تم اختيار ثلاثين طالباً من أحد فصول اللغة الإنجليزية كلغة أجنبية في ثانوية الأميرات للمشاركة في الدراسة. وللحصول على البيانات اللازمة، تم إعداد استبيان من عشرة بنود باستخدام مقياس ليكرت، ووُزِعَ على الطلاب لمعرفة آرائهم حول دور نشاط عرض الملصقات في تحسين قدراتهم على التحدث. ركز الاستبيان على جوانب مختلفة من تطوير مهارات التحدث، مثل الثقة في التحدث، وتنظيم الأفكار، والتفاعل مع الأقران، وتقليل قلق التحدث، والدافعية للمشاركة في أنشطة الصف. استُخدمت الإحصاءات الوصفية، كالتكرارات والنسب المئوية، لتحديد مدى موافقة الطلاب على كل بند في الاستبيان. وأظهرت النتائج أن معظم الطلاب لديهم مواقف إيجابية تجاه تطبيق أسلوب عرض الملصقات. واتفق أغلبهم على أن أنشطة عرض الملصقات ساعدتهم على تنظيم أفكارهم بشكل أفضل، والتحدث بثقة أكبر، والتفاعل بنشاط مع زملائهم، وتوسيع مفرداتهم، وتقليل خوفهم من ارتكاب الأخطاء أثناء التحدث باللغة الإنجليزية.

علاوة على ذلك، تُشير النتائج إلى أن الطلاب ينظرون إلى أسلوب عرض الملصقات كتقنية فعّالة ومحفزة تُساعدهم على المشاركة في الفصل الدراسي والتواصل باللغة الإنجليزية كلغة أجنبية. ويُوصى بجعل تدريس مهارات التحدث أكثر تركيزاً على المتعلم من خلال إدخال أنشطة عرض الملصقات، بالإضافة إلى دعم تنمية كفاءة الطلاب التواصلية في عملية التعليم والتعلم.

الكلمات المفتاحية: تقنية عرض الملصقات؛ مهارة التحدث؛ متعلّمو اللغة الإنجليزية كلغة أجنبية؛ التفاعل الصفّي؛ تدريس اللغة التواصلية.

1.1 Introduction

Speaking is an essential part of the language learning especially in English as a Foreign Language (EFL) situations. The speaking skills allow the learners to speak in English in a confident manner. However, speaking is not always an easy skill that EFL students can master because of a number of factors that include limited chances to practice it in real life, fear of making mistakes, and no interesting learning techniques. In an effort to overcome these problems, alternative teaching methods are being considered as a way of enhancing speaking in EFL classrooms. Poster presentations are one of such methods (Hess, 2009).

Poster presentations consist of students designing some visual presentation to convey information on a particular subject and then explaining or presenting the information verbally. It is a creative and interactive method of teaching speaking skills

because it involves the combination of visual with oral communication. By incorporating poster presentation, the students will have the advantage of enjoying a participatory learning process that fosters active learning, critical thinking and interpersonal communication (Miller, 2007).

Poster presentation ought to be a well crafted, catchy and interesting presentation of a research or scientific information. The poster must communicate the findings of the research undertakings to facilitate the learning success of the poster presenter (Nicole, 2010).

The paper will focus on addressing the effectiveness of using poster presentation as a teaching method of speaking skills among EFL learners. It aims to investigate the effect of this method on the speaking performance, confidence, and motivation of the students. Exploring the application of poster presentation in EFL learning, the study will add to the body of knowledge on innovative teaching techniques that may be used to promote language acquisition and speaking proficiency.

1.2 Problem of the Study

The issue of the research is the difficulties of EFL students in the development of effective speaking skills, such as low confidence, insufficient vocabulary, and fear of making mistakes. Students are not usually active in the traditional methods and as such, they cannot communicate effectively and interact in the English language.

Nevertheless, this study will seal or address this gap by pointing out that poster presentations made the learning and teaching process easier as it provided the learners with an opportunity to apply the theory in practice. Poster presentations assisted the learners to work in groups and conquer anxiety and develop increased self-confidence in the presentation.

1.3 Aims of the Study

This research aims to:

1. Demonstrating the meaning and concept of poster presentation as a teaching method.
2. Determining the forms, source, nature, pros and cons of poster presentation.

3. Exploring the perception of EFL students towards the use of Poster Presentation as a tool of improving their speaking ability in the language learning process.

1.4 Questions of the Study

The following questions are attempted to be answered in this study:

1. What does a poster presentation mean?
2. What are the kinds, source, nature, merits, and demerits of poster presentation?
3. What is the perception of EFL students regarding the use of Poster Presentation as a way of improving the speaking skill in their language learning process?

1.5 Value of the Study

It is believed that the study will be useful to teachers, researchers, and other interested individuals in the contemporary teaching practices. It attempts to give practical information regarding the use of poster presentation as a viable classroom method to improve the speaking ability of students. The research can also assist EFL instructors to embrace more interactive and student-centered methods that enhance the confidence, participation and communicative competence of the learners in English classrooms.

2.Theoretical Framework

2.1 The Notion of Poster Presentation

In Iraqi EFL context, the use of poster presentation in conferences is on the rise so as to present research results either as a stand-alone presentation or as a complement to oral presentations and workshops. Attention is drawn to bold eye catching material and this creates a discussion and posters are perceived to have numerous benefits. They attract learning and encourage numerous essential skills that learners need in their knowledge acquisition as well as in their professional careers as nurses, engineering, biology, medicine, teaching (Miller, 2007).

The method of assessment is poster presentation, which has emerged in response to the recent studies on learning. Modern cognitive psychology points out that meaningful learning is reflective, constructive and self-regulated and that every

learning involves learners thinking and actively building changing mental models. The understanding of what is entailed in meaningful learning, along with the identification of the influence of social context in the development of higher order cognitive abilities and dispositions, implies that that which is significant in assessment is the manifestation of how and whether students organize, structure and use information in situ to solve problems (Hess, 2009).

2.2 Poster Presentation Characteristics

A poster presentation can be described as a visual and very brief method of communicating research findings or ideas. It is a combination of text, images and charts that provide an easy overview of a research or subject. The following are the main features of poster presentation described in an essay format with reference.

1. Clarity and Conciseness

The poster presentations are used to convey the most important information in a concise manner. They are also less lengthy as opposed to lengthy reports and they emphasize on the key aspects of the research or topic. Bullet points, brief sentences, and headings are used to make sure that the audience receives the content in a quick manner. An organized poster has a logical structure with the introduction, methods, results, and conclusion (Rowe, 2017).

2. Visual Appeal

The visual design of a poster presentation is very important in capturing attention and holding the attention of the audience. Good posters apply a proper ratio of text, pictures, graphs, and color combinations. Visual images like graphs and diagrams of high quality help to simplify complex data and make it available to the viewers. Readability is also facilitated by the fonts, spacing, and alignment used. A poster that is visually attractive may follow the principle of less is more and not be cluttered with details and make important information prominent (Brown, 2020).

3. Interactive Engagement

In Iraqi EFL context, poster presentation is interactive unlike written papers where the presenter can explain and elaborate on his work as well as answer questions posed by the audience. This interactive feature promotes communication and gives room to comments and networking. To make the poster more interactive, presenters usually prepare a verbal overview of the content to be used in the presentation (Smith and Taylor, 2018).

The presentation of the poster was created based on the research conducted by the author of this paper.

Poster presentations date their origins to scientific and academic circles where they have been a popular way of sharing research results. The idea of poster presentations was introduced in the early 20 th century as a method of presenting scientific information in a brief and visual form. The poster presentations were initially used in medicine and science where researchers would present their results in conferences and symposiums in the form of a poster (Taylor, 2001).

The use of poster presentations in learning institutions was a wider trend in more interactive and student-focused learning techniques. As the educational theories changed their course towards constructivist approaches in the 1960s and 1970s, teachers started to find alternative forms of assessment that would involve students more actively in the learning process (Miller & Adams, 2004).

The poster presentations were the best solution because they promoted research, synthesis, and presentation of information through a visual and oral format among the students. Moreover, the emergence of multimedia in education allowed developing digital posters, which increased the efficiency of this presentation method even more (Miller and Adams, 2004).

The poster presentations in the classroom have increasingly been used over the years, especially in such areas as social sciences, humanities, and language learning. The poster presentation in these subjects is an indication of the increased attention to visual literacy and a necessity to develop such skills

as communication, critical thinking, and collaboration among learners (Hess, 2009).

The presentations in posters are not restricted to the sciences alone, but have been used in other fields of academics as a result of their capability to simplify intricate information and involve the audiences in a more significant manner. This transition is the beginning of the change of poster presentations as a scientific instrument to an educational methodology that is applied in various fields.

The development of the poster presentation as an educational medium indicates a wider tendency in the process of teaching and learning, in which visual and interactive learning is increasingly becoming part of the educational process (Taylor, 2001).

2.4 Pedagogical Implications of Poster Presentation Technique

There are a few considerable benefits of poster presentations in Iraqi, particularly in the Iraqi educational context, especially in the case of the training of speaking skills among the learners of English as a Foreign Language (EFL). Poster Presentation has certain benefits that are as follows;

1.The first advantage of poster presentations is that poster presentations can be used to engage the audience actively with the content. Posters aid in better learning and remembering the material by making students visualize their ideas and deliver them to an audience. It helps the students to study their subject matter in-depth, and this enhances their understanding, and they can better express their thoughts in a clearer and more confident way (Johnson, 2015).

2.The other benefit of poster presentation is that it encourages creativity and critical thinking. The students are allowed to select the method on how they will present their information, which makes them be creative on how their poster will be designed and laid out. Such flexibility of presentation will encourage critical thinking because students will need to determine which information is most important and how to most

effectively present it in a way that is easy to look at (Davis & Kelly, 2013).

3.The poster presentations are another way through which students can be allowed to learn how to work and collaborate as a team. Numerous poster presentation tasks are group-based with the students required to conduct research, create and present the poster collectively. This team learning process helps students communicate and work together enabling them to acquire valuable social skills like negotiation, conflict resolution and problem solving (Smith, 2012).

4.Poster presentations enable students to acquire valuable presentation skills besides promoting creativity and teamwork. Presenting their posters to an audience, students will have to train speaking in an articulate and confident manner in front of the audience. This will enable them to practice their oratory skills that are very vital to language learners who must practice the use of English in practical scenarios (Hess, 2009).

5.The other benefit of poster presentation is that it promotes multimedia and technology. In the current digital era, learners are able to use different types of media in their presentations including pictures, videos, and audio clips. The multimedia integration enriches the general presentation and enables students to work with the material in a more dynamic and interactive manner (Davis & Kelly, 2013).

Although poster presentation is a good tool of education, it has a number of drawbacks that may affect the student and the teacher, the drawbacks include;

1.Among the main issues is the fact that poster presentations can simplify complicated information. Posters are also condensed, which may result in the superficial approach of the topic, as essential information is missed in the name of brevity. This becomes particularly problematic when one has to work with the topics that demand a more in-depth insight or subtle explanations. Consequently, students may be inclined to pay more attention to the visual appeal of the poster instead of paying attention to the fact that the content is balanced and holistic (Johnson, 2015).

2.The other weakness is the difficulty in verbal communication. Although students are prompted to show their posters and describe their work to a group of people, not every student has good oratory skills. This is particularly challenging to EFL students who might have other language barriers in their quest to communicate effectively in a non native language (Smith, 2012).

3.Also, poster presentations may result in unequal group work. Students can also not distribute the work evenly when they are working in teams, some students can have more responsibilities than others. This may lead to frustration and strife within the group especially when the end product is the product of the undue effort of one or two members. Absence of personal responsibility in group projects may also result in unequal sharing of knowledge and effort that may adversely impact on the quality of the presentation (Baker, 2013).

4.The time limitation of making a poster presentation may also be a problem. Posters are meant to be concise in terms of the information to be given, but the students might still find it difficult to compress a lot of research into a format that is appealing and informative. Poster designing may be time-consuming, particularly to the students who may be not conversant with the software or principles of graphic design (Miller and Adams, 2004).

5.Moreover, poster presentations cannot be always the most appropriate type of presentation of the complex issues or analysis. In some topics, space constraints and the need to be brief may deny the author a comprehensive discussion of concepts (Johnson, 2015).

2.5 Poster Presentation Contents

The content of a poster presentation in Iraqi educational institutions is very essential in the success of the poster presentation and the clarity of information being presented by the poster presentation. The essential information is presented in the concise and appealing way in an organized poster and all the areas contribute to the transmission of the whole message. The first significant part of a poster is the title. The title should be

simple and informative, which explains the character of the research or presentation, and it should appeal to the audience. It should be readable in the distance and font size should be very huge and conspicuous on the background (Baker, 2013).

The second significant section that follows the title is the introduction. Introduction provides a background of the topic and justifies the purpose of the research or presentation. It should include the purpose or question of the research and give the significance of the research in short. The introduction should be very short though catchy and should attract the attention of the audience and provide them with the background in which the rest of the poster can be interpreted. The introduction assists in preparing the readers on what they are about to see in the remaining part of the poster and the important sections of the poster are traversed (Hess, 2009).

The other section of the poster presentation that is required is the methodology section. This section describes the research procedures and methods that will be used in conducting the research or information collection. It is open and allows the audience to question the validity and reliability of the research (Taylor, 2001).

The results section is followed by the presentation of the findings of the research or the key findings of the study. In this section, one must provide qualitative and quantitative data and visualize them through charts, graphs, and tables. Such images allow the audience to understand the major trends and patterns in the data and therefore, understanding the results is easier. The discussion section enables students to interpret and analyze their results based on the results. In this section, the implications of the results should be explained and their contribution to the research question or objective should be made. It is also a chance to discuss any limitation of the study and propose a direction of future research (Smith, 2012).

2.6 The Roles of Teacher in Presentation of Poster Presentation

Another modern and efficient way of communication is poster presentation that is frequently applied in the educational fields to promote learning. They provide students with a chance to generalize information about a certain topic and present it in the form of visual communication. Poster presentations in the classroom enable the students to be actively involved in the learning process, which involves both textual and graphical presentations to facilitate the learning process. Clearly stated guidelines and objectives among the students are one of the main functions of teachers in poster presentations. Teachers are supposed to clarify the intention of the presentation, the expected results, and evaluation criteria before delegating a poster project. This will assist students in knowing the importance of the task and direct their efforts in that regard (Jones, 2015).

The teachers also contribute significantly in the process of guiding the students in the research. As posters need properly arranged material, teachers have to help students to choose the appropriate information, arrange ideas, and use credible sources. This guideline makes sure that students give correct and substantiated arguments. The other role is the development of creativity among the students. Poster presentation does not imply the use of text only but also includes images, charts, and design. Educators need to promote the ability of students to be creative and employ visuals to reinforce their points and appeal to their audience (Miller, 2020).

Besides creativity, the teachers should also stress the significance of the awareness of the audience. They are expected to teach students to change their material and delivery mode depending on the level of knowledge and interest of the audience. This is necessary in order to make the poster informative and interesting. Technical support is also needed by teachers. A large number of students might not cope with computer-based tools and software to create posters. Teachers can contribute to the improvement of presentation skills and the production of professional-level posters by introducing simple and effective tools (Johnson & Reed, 2019).

The other important task is to provide constructive feedback. Educators are supposed to go through the drafts of students and make recommendations on how they can be improved. The feedback will assist students to perfect their ideas and make their posters more clear and impressive. In addition, the teachers are expected to support rehearsal. A poster presentation is a skill that cannot be given without practice and students should be provided with the chance to practice their presentation before other students.

This gives confidence and enhances delivery skills (Anderson, 2014, P. 72). Teachers are however evaluators. They base their evaluation of work done by students on the content, organization, creativity, and presentation skills. Clear and equitable grading standards will mean that the students are given constructive feedback and appreciation of their work (Lee, 2021).

2.7 The Roles of Student in Presenting Poster Presentation.

Poster presentation gives students a chance to practice their research, organization and communication skills. In the process, students get to know how to summarize the complex information and make it look appealing. Poster presentation will enable them to acquire the necessary academic and professional skills. Conducting extensive research is one of the most important functions of students in poster presentation. They should be able to collect credible information using credible sources, interpret information and draw important points. Research also makes the poster informative, accurate, and engaging (Jones, 2015).

It is also the task of the students to arrange content rationally. A good poster must contain an introduction, main points and conclusion. They should also be able to make the information available to their audience by ensuring that their message is coherent and easy to follow. The other task of the students is poster design. They need to pay close attention to visuals, colors, fonts and layouts that can make reading and efficiency more effective. A poster that is designed well will draw the

attention of the audience and reinforce the general message (Miller, 2020).

Another method of incorporating poster presentations to the speaking lessons is by storytelling. Students have the ability to create posters that depict a story, a historical event and or a personal experience. The use of these posters would enable students to acquire narrative skills and fluency in speech. Speaking skills may also be developed by means of role playing activities including poster presentations. Students have an opportunity to make posters about various professions, social problems, or characters and use them to play a role. Such an approach promotes free speech and communication (Johnson & Reed, 2019).

Also, reading materials can be summarized in poster presentation. Having read an article or a book, students will be able to create posters outlining the important facts and offer their summaries to the classroom. This strengthens the understanding and speaking in one way. Alternative methods of using poster presentation in the process of speaking include arranging classroom displays. Students will be able to present their posters to various audiences and discuss their content, which will simulate real life scenarios, when they need to share their ideas with various listeners (Anderson, 2014).

Moreover, poster presentations can be applied in peer teaching by the teacher. Having every student assigned a subtopic and teaching his/her classmates on the same subtopic using a poster builds confidence, fluency, and ability to communicate successfully. Including these strategies, one can use poster presentation as a potent means of learning how to speak in EFL students and purchase an opportunity to train and structure speech, interact with the material and gain confidence in their own speaking skills.

3. Methodology

3.1 Introduction

In this section, the author explores the topic of the Iraqi EFL learners in Al-Amirat Secondary School by interviewing them on the efficacy of Poster Presentation Technique in enhancing

their speaking ability. The subjects used in this research were (30) students of a single class since there are (30) students in each of the classes in the school. The reason why these learners were chosen is that they undertake English as a foreign language and this means that they go through classroom speaking exercises frequently.

The participants in this research were (30) students who filled a questionnaire that aimed at investigating the way in which poster presentation activities will assist them to become more fluent, accurate in pronunciation, more confident, and using vocabulary more effectively as well as interacting more effectively during speaking assignments. The questionnaire was created to evaluate the attitude of the students towards the use of posters as a communication tool and to determine whether the strategy can contribute to the support of active engagement and effective speaking practice in classroom.

3.2 Data Description

The instrument employed in this study is 10 item Likert-scale questionnaire which was given to EFL students of Al-Amirat Secondary School. The questionnaire was developed to explore the student's perception about the effectiveness of Poster Presentation Technique in the development of students' speaking skill. Each of these targeted speaking development areas included: Help to be more fluent in speaking, more able to organize ideas in speeches, more confident in speaking in front of classmates, more accurate in pronunciation in speech, more knowledge of words in speaking, more interaction with classmates, less speaking anxiety, and more active participation in class activities. The participants were asked to agree with the statements, using the following 5 response options: (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree). The main purpose of the questionnaire was to investigate students attitude and perception on the use of a learner-centered instructional technique (LCT) in the form of poster presentation in enhancing speaking ability in the EFL classroom. The data produced from the questionnaire were recorded and analyzed in terms of frequencies and percentages which were used to

calculate the distribution of the students' opinions and how much they felt that the poster presentation activities were helpful for developing their speaking skills.

3.4 Sample of the Study

In the present study, the sample was made up of (30) female students from the Al-Amirat Secondary School for the academic year (2025 – 2026). The participants were selected from one EFL classroom and were considered as the intermediate EFL learners. They were chosen as having comparable educational experiences and having had the same experience with the English curriculum. The students were engaged in the activities of the poster presentation to improve their speaking skill and they were given a questionnaire to share their perception about the effectiveness of using the Poster Presentation Technique in enhancing the speaking skill of the students.

3.5 Data Collection and Analysis

The results are presented in the following table:

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	22 (31.4%)	28 (40%)	10 (14.3%)	7 (10%)	3 (4.3%)
2	24 (34.3%)	27 (38.6%)	8 (11.4%)	6 (8.6%)	5 (7.1%)
3	20 (28.6%)	30 (42.9%)	10 (14.3%)	6 (8.6%)	4 (5.7%)
4	18 (25.7%)	32 (45.7%)	12 (17.1%)	6 (8.6%)	2 (2.9%)
5	21 (30%)	28 (40%)	11 (15.7%)	6 (8.6%)	4 (5.7%)
6	19 (27.1%)	29 (41.4%)	12 (17.1%)	7 (10%)	3 (4.3%)
7	23 (32.9%)	26 (37.1%)	11 (15.7%)	5 (7.1%)	4 (5.7%)
8	20 (28.6%)	29	12	6 (8.6%)	2 (2.9%)

		(41.4%)	(17.1%)		
9	18 (25.7%)	30 (42.9%)	12 (17.1%)	7 (10%)	2 (2.9%)
10	21 (30%)	28 (40%)	12 (17.1%)	6 (8.6%)	2 (2.9%)

Table (1): Frequencies and Percentages of Responses by Iraqi EFL Students in relation to the Effectiveness of Using Poster Presentation Technique in Teaching Speaking Skill in EFL Classroom

Item 1: Poster presentation activities help me improve my English speaking fluency.

Strongly Agree: 22 (31.4%)

Agree: 28 (40%)

Neutral: 10 (14.3%)

Disagree: 7 (10%)

Strongly Disagree: 3 (4.3%)

The majority of the students (28, 40%) agree that the activities of poster presentation improve the students' speaking fluency, and 31.4% strongly agree. The total majority (71.4%) suggests that learners think poster presentations are a good means of practising and improving their oral communication skills. The neutral responses (14.3%) indicate some uncertainty or lesser experience with this technique, while the low proportion of negative responses could be due to students' preference for other speaking tasks or to more traditional classroom approaches.

Item 2: Poster presentations make speaking activities more interesting and engaging.

Strongly Agree: 24 (34.3%)

Agree: 27 (38.6%)

Neutral: 8 (11.4%)

Disagree: 6 (8.6%)

Strongly Disagree: 5 (7.1%)

Many students (27) agree that the activities of poster presentations enhance engagement, of which 34.3% strongly agree. The results reveal that these findings showed that poster

based speaking task was not only education but also motivating and stimulating in learning process, thus making it enjoyable and interactive process. Thus, the use of poster presentations in speaking lessons could improve the motivation and active participation of the learners.

Item 3: I feel more confident speaking English when I use poster presentations.

Strongly Agree: 20 (28.6%)

Agree: 30 (42.9%)

Neutral: 10 (14.3%)

Disagree: 6 (8.6%)

Strongly Disagree: 4 (5.7%)

Most students (30) (42.9%) say that the poster presentations have helped them to be more confident in speaking English and 28.6% strongly agree. The following answers indicate that the poster activity helps to eliminate hesitation and helps the learners to prepare and organize their ideas before presenting. Responses of 14.3% (neutral) may be those of learners who are confident in speaking already or those who still need support.

Item 4: Poster presentations provide useful opportunities for practicing real-life communication skills.

Strongly Agree: 18 (25.7%)

Agree: 32 (45.7%)

Neutral: 12 (17.1%)

Disagree: 6 (8.6%)

Strongly Disagree: 2 (2.9%)

Most students (32, 45.7%) agree that poster presentations provide opportunities for meaningful authentic communication; 25.7% strongly agree. This suggests students appreciate the utility of the poster tasks in the expression of opinion, the explanation of ideas and communication with others in English. Spontaneous conversations (17.1%) might indicate that some students still believe that spontaneous conversations are more realistic speaking tasks.

Item 5: Using poster presentations helps me improve my pronunciation and speaking fluency.

Strongly Agree: 21 (30%)

Agree: 28 (40%)

Neutral: 11 (15.7%)

Disagree: 6 (8.6%)

Strongly Disagree: 4 (5.7%)

Many students (28) (40%) agree that the use of the poster improves their pronunciation and fluency, and 30% strongly agree. From these findings, it can be concluded that the repeated practice and oral presentation can help the learner to improve the articulation, speech rhythm and overall oral performance. Neutral (15.7%) suggests that some students might need more personalised feedback from teachers.

Item 6: Poster presentations encourage me to speak English more frequently inside and outside the classroom.

Strongly Agree: 19 (27.1%)

Agree: 29 (41.4%)

Neutral: 12 (17.1%)

Disagree: 7 (10%)

Strongly Disagree: 3 (4.3%)

Most students 67.9% (29) of the students agree that poster presentation helps them to use English more often, and 27.1% strongly agree. It means that poster activities encourage students to communicate in English more than what is required in the classroom and make students more enthusiastic in communicating in English. Neutral responses (17.1%) could mean that some learners are still primarily using teacher-led activities.

Item 7: I feel less afraid of making mistakes when speaking English through poster presentations.

Strongly Agree: 23 (32.9%)

Agree: 26 (37.1%)

Neutral: 11 (15.7%)

Disagree: 5 (7.1%)

Strongly Disagree: 4 (5.7%)

The majority of the respondents (26, 37.1%) particularly agree that poster presentations lessen fear of making mistakes, while 32.9% strongly agree. This shows that the poster activity helps to establish a positive attitude which enables students to

freely express themselves. Neutral responses (15.7%) might involve students who still have some degree of speaking anxiety in spite of engaging in tasks involving posters.

Item 8: Poster presentations help me organize my ideas before speaking.

Strongly Agree: 20 (28.6%)

Agree: 29 (41.4%)

Neutral: 12 (17.1%)

Disagree: 6 (8.6%)

Strongly Disagree: 2 (2.9%)

A significant number of students (29) (41.4%) say that the poster presentation helps them to better organise their ideas before their presentation, while 28.6% strongly agree. This result shows that visual planning and preparation helps students to present their oral expression more clearly and structuredly. Passive responses (17.1%) indicate that some students might require further assistance in preparing the presentations.

Item 9: Poster presentations make speaking lessons more interactive and enjoyable.

Strongly Agree: 18 (25.7%)

Agree: 30 (42.9%)

Neutral: 12 (17.1%)

Disagree: 7 (10%)

Strongly Disagree: 2 (2.9%)

The majority of students (30) (42.9%) agree that speaking classes are more interactive and enjoyable with the poster presentations, and 25.7% strongly agree. This indicates that using poster activities helps to get students involved in the class and stimulate a more active classroom. Poster presentations seem to facilitate students' activity during speaking lessons.

Item 10: Using poster presentations motivates me to improve my speaking skills independently.

Strongly Agree: 21 (30%)

Agree: 28 (40%)

Neutral: 12 (17.1%)

Disagree: 6 (8.6%)

Strongly Disagree: 2 (2.9%)

The majority of Iraqi EFL students 28 (40%) of all Iraqi EFL students agree that poster presentation motivates them to improve their speaking skill on their own and 30% strongly agree. The findings show that this approach helps the students to develop language more independently as they plan, practice and evaluate their own oral language. Neutral responses (17.1%) indicate that there are still some students who need teacher guidance for an independent approach to learning. In general, the results showed that the activity of poster presentation can be the tool used for promoting learner autonomy and developing learner's proficiency in speaking.

Results 3.6

The questionnaire outcomes clearly demonstrate that the Poster Presentation Technique is a positive and efficient way of training the speech of students. Majority of the questions had recorded high percentages of accurate response and this shows that the learners are very aware of the relevance of this technique in enhancing fluency, pronunciation, vocabulary usage and confidence. Learners were evidently aware that creating and presenting posters will make them organize their thoughts and feel more confident in front of peers.

It is one of the most important results that all the students stated the poster presentation helped make the speaking lessons more interesting and interactive. It is this unanimity that demonstrates the motivating effects of the visual and creative materials in the classroom. Moreover, the items concerning anxiety-reduction and the augmentation of participation were also very successful which confirms the fact that this method provides a favorable speaking atmosphere. There were however those items that had lower levels of their response especially those which are related to time management and interaction with peers. It implies that although poster presentation activities help students, they can still require additional instructions on how to arrange presentation time and facilitate the discussion in the classroom.

Conclusion

Judging by the results of the current research, it is possible to conclude that the Poster Presentation Technique is an important factor that contributes to the enhancement of the speaking skills in EFL students at the Al-Amirat Secondary School. The fact that the percentages of Iraqi EFL students' perceptions on the majority of questionnaire items are high clearly shows that students are aware that this strategy is important when it comes to developing fluency, pronunciation, vocabulary development, and self-confidence. Through displaying and preparing posters, the learners are motivated to use their thoughts, language production and share their ideas in front of fellow students. The process assists in developing a conducive interactive classroom environment that makes the students feel free to use English.

Even though the general outcomes were very positive, certain fluctuation was observed in the items involving time management and interaction with peers. This implies that poster presentation is good but to ensure that poster presentations are effective, the teacher has to give clear instructions, preparation time, and constructive feedback. Overall, the research confirms the hypothesis that the use of poster presentation practice in the speaking lessons helps to create communicative competence and decrease anxiety at speaking. This is the reason why it is advisable that EFL teachers should fairly often use this method as a routine in their classroom to promote active learning and enhance oral performance of students.

Recommendations

Based on the results of this study, the following recommendations are put forward:

- 1.It is hoped that EFL teachers will use Poster Presentation Technique in their speaking classes as a regular class activity so that the students can get good opportunities to practice their oral communication in meaning.
- 2.Training workshops on how to effectively implement interactive learning based on the use of poster presentation must be organised for English language teachers in educational

institutions so as to improve students' communicative competence.

3. Teachers should provide a conducive and non-threatening class atmosphere to reduce learners' anxiety and boost their confidence when speaking English.

4. The activities for posting should be planned to involve student collaboration in pair work, group work, and sharing of ideas and enhancing interaction skills.

5. It is important to allow enough time for students to plan, prepare and present their posters so that they can structure their ideas and enhance their oral skills.

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