Poster Presentations in EFL Classes for Young Adults

*Do Na Chi**
An Giang University, Vietnam

Abstract

This paper explores the use of poster presentations in an EFL class for young adults in Vietnam. The paper describes the procedure of poster design and presentation following a task-based language teaching approach in an English-as-a-foreign-language class at an educational center in Vietnam. It will also examine the successes and challenges of applying poster presentations in EFL classrooms. Informal interviews with the students indicated that poster presentations are useful for improving learners' language and other skills and increasing interest in learning. However, there are some issues that teachers need to consider when using poster presentations to maximize their benefits in EFL education.

Introduction

In this paper, I provide an example of how poster presentations can be used in an EFL class for young adults. The main reason for showcasing this technique is to explore its benefits in improving learners' communicative competence, creativity, and other skills developed during the process of preparing and presenting posters through oral presentations or face-to-face interaction with viewers and listeners. Applying a task-based approach (Barnard & Nguyen, 2010; Ellis, 2003; Nunan, 2004; Willis, 1996), this paper highlights a process that can be used by teachers to guide students in preparing and presenting their posters, including pre-task, task performance, and post-task stages. To gain insight into the use of poster presentations in EFL classes, I conducted short interviews with the learners in my class. Through observations and interviews, I learned that the learners enjoyed creating and presenting their posters because they had opportunities to work in teams and demonstrate their language abilities, talents, and creativity. Despite students' positive attitudes toward the poster-presentation project, there are certain difficulties in using poster presentations in EFL settings with respect to time constraints, teaching facilities, and classroom management skills. Considering both the benefits and challenges of the technique, I provide suggestions that can guide teachers in making the best use of poster presentations and overcoming possible obstacles in EFL classrooms.

Posters in EFL Educational Contexts

The use of posters in education has been perceived positively by many. In fact, most research on the use of posters in educational contexts has paid much attention to the advantages of posters. To illustrate, Keshavarzi and Adnan (2014) saw posters as a form of graphic design that helps

transfer messages through both visual and written elements. Posters offer a kind of support when complicated information is presented; for example, when an audience listens to speeches, speakers can support their messages with the visual aids presented in a poster (Ozturk, 2017). Boggu and Singh (2015) stated that posters can help students put course content into practice by showing and presenting it to their peers. Morgan (2012) viewed posters as illustrative means that help learners form a picture of how their presentations should be. In other words, posters include only key details of presentations, which ensures learners' full exploitation of their language resources to form a complete speech. Hence, learners have great opportunities to use and develop their language for communication.

The benefits of posters in EFL instruction are plentiful, but poster presentations involve a considerable amount of work for both teachers and learners. Teachers need to provide clear step-by-step guidance and facilitation to help learners complete their poster designs and carry out presentations. Since task-based language teaching can support students in designing and presenting their posters (Barnard & Nguyen, 2010; Ellis, 2003), the following section will introduce a process that teachers can use to guide students in preparing and presenting their posters following principles of task-based language teaching.

Task-based Language Teaching and Task Cycle

Task-based language teaching (TBLT) has been shown to have a positive impact on the development of learners' communicative competence through authentic language use and meaningful interaction (Barnard & Nguyen, 2010; Bonces & Bonces, 2010; Ellis, 2003). TBLT can be applied in EFL education through a step-by-step process known as a 'task-cycle' (Willis, 1996). The task-cycle includes pre-task, task performance, and post-task stages, as described in detail below.

Pre-task Stage

Ellis (2003) and Willis (1996) saw the pre-task stage as a preparatory step for helping learners perform tasks successfully. This stage involves providing learners with vocabulary, ideas, and language skills that are essential to their task performance, such as question formation for peer interviews, note-taking from group discussions, and speaking from notes. In this stage, learners make use of brainstorming and discussion that may be facilitated by the teacher's guided questions.

Task Performance

The second stage of the process includes rehearsal and reports (Willis, 1996). Learners need to think of the language to use and other elements, e.g., questioning and storytelling, that would support the flow of their presentations. Teachers still play the role of a facilitator to assist learners in preparing their presentations. The benefit of this stage is the high volume of communication among learners and the chance to recognize the gaps in their language competence that prevent them from smoothly expressing their ideas. Through this preparation step, they can fill those gaps with support from teachers and peers.

The next step at this stage in the task cycle is to report learners' work. Learners need to present the outcomes of the tasks in some way, such as oral presentations or written reports. In this stage, teachers manage time, classroom activities, student-student dynamics, and group work.

Post-task Stage

Ellis (2003) and Willis (1996) referred to the post-task stage as involving evaluation and reflection. This step of evaluation includes both self-evaluation and peer-evaluation for better insights into learners' work. Teachers may assist learners in giving feedback and clarifications but need to let the learners share their own views as part of information exchange. Teachers take notes on these points for a final comment. It is also useful to teach learners expressions for giving feedback and the proper feedback-giving manners. Moreover, this stage reflects what learners have learned so far from the activity, as teachers give them a report assignment in which students write what learners have learned after observing their own task performance and those of their peers. It should also be noted that learners do not only report what they have learned when working in their groups but also what they learned through interaction with other groups.

Assessment of the Activity

Morgan (2012) and O'Neill and Jennings (2012) provided some criteria that teachers should look to when assessing the effectiveness of a task cycle. To name a few, teachers need to pay attention to how the work is done, the language that is used and acquired, the content that is learned, and the objectives that are met. O'Neill and Jennings (2012) required posters to have (a) visual impacts that can attract the audience, (b) a clear layout that does not distract learners' attention from the main features, and (c) content that presenters express based on what they have written on their posters. Students' fluency and accuracy should also be taken into consideration, and the assessment should be undertaken in a friendly, constructive manner so as not to demotivate learners (Morgan, 2012). It should be noted that *accuracy* refers to both oral accuracy during presentations and written accuracy in poster design.

Teaching Context
Background

This study concerns an English language program for young adults in grades 8 and 9 (aged 13 and 14) sponsored by the U.S. Department of State at a language center located at a university in southern Vietnam. The program objectives include developing learners' communicative competence in English, their understanding of U.S. cultures, and their soft skills (i.e., communication, time management, and teamwork skills).

The participants in this program were carefully selected through a three-stage process. The first stage involved the nomination of learners by their secondary schools. Criteria for nominating participants were having a good record in their English courses and being financially disadvantaged. These students were targeted because they did not have the opportunities to take courses at private language centers as their peers who could afford them did. The nominees also were required to commit to successful completion of the program when nominated. During the second stage, all nominated candidates attended an interview conducted by the center's Director

Board and took an English test at the center. The purpose of the interviews was to get to know the candidates better to decide whether they were qualified for the program. The language test ensured that prospective participants had reached a level of English proficiency suitable to undertake learning when English is the medium of instruction. The interviews and language test helped shortlist the candidates. After the second stage, interview reports and test scores were sent to the sponsor, who made the final decisions about the successful nominees.

Comprised of six phases, the program ran for 18 months, with each phase lasting approximately three months, for a total of 70 hours. The sponsor fully covered tuition fees, materials, extracurricular activities, as well as rewards for those participants with excellent achievement after each phase.

One might assume that the selected participants would be well-trained in grammatical and lexical knowledge through their mainstream secondary school English classes. In reality, opportunities to use English for meaningful communication have been quite limited due to the intensive curriculum, teacher-centered instruction, and a focus on grammar for national exams regulated by the Ministry of Education and Training. The time limit and heavy curriculum have neither provided learners with opportunities for further practice nor allowed teachers to implement a wide range of communicative activities. With all those limitations on secondary school curricula in mind, the program coordinators and instructors established our primary objective, namely, prioritizing the development of learners' communicative competence through diverse activities that require student-student interaction. Activities implemented to achieve this objective held the restriction that they must promote learners' motivation to learn the target language, language skills, soft skills and cultural aspects. Reflecting on this objective as the teacher of the class, I decided to employ poster presentations in many lessons. In the following section, I highlight a specific example of a poster presentation session in my EFL class which was designed in accordance with TBLT.

Implementation of Poster Presentation Using Task-based Language Teaching

As previously mentioned, poster presentations were structured around the three stages of a TBLT approach. This section describes how poster presentations were advanced in each stage of TBLT.

Pre-task Stage

For the preparation stage, I provided the learners with a handout including the topic of the task, i.e., a tourist destination in the province, and some guided questions for the starting point of their discussion:

- In your group of 4-5 students, please choose a place in this province that you want to introduce to foreign tourists.
- List all details of the place using the questions below to help you:
    - Where is it?
    - Why did you choose it?
    - How can people get there?
    - What can people do there?

- ○ What do people need to be careful about?
- ○ Do you have any other information/advice for the tourists? For example, how much time should visitors spend there? How much does it cost for a visit? What should visitors bring with them (a hat, a camera, etc.)?
- Think of key words and pictures for your follow-up poster presentation
- Plan how to design the poster
- Design your poster

To form the groups, I asked the students to count from 1 to 5 and had those with the same numbers form one group. That is, students were randomly grouped in such a way that students who sat next to each other were not put into the same group. To make the most of this early task cycle, the task was devised to stimulate learners' language use through group interaction (as suggested by Nunan, 2004). As a result, learners enjoyed the benefits of the group discussion and negotiation required to agree on a specific place, its significant features, and how to introduce it to potential visitors. There were six groups working on the task, and when one group had selected a place, they immediately informed other groups to avoid overlapping. Once having claimed a destination, they also needed to come up with a plan for how to design their posters for later presentations. I facilitated the process by providing the learners with more questions to help them brainstorm and manage the activities so that they would not exceed the time limit and to avoid the dominance of strong students in each group.

Because poster design can be challenging for students, I provided them with some poster samples found on the Internet. The samples I provided included both poster frames and posters designed by EFL learners from Vietnam and other countries on a variety of topics so that my learners could obtain a clear view of what a poster might look like. I did not choose posters on tourism because I did not want the learners to copy those poster designs, which could hinder their creativity. In addition, the learners were not restricted to those samples. The purpose of showing them sample posters as references was to help them identify the strengths and weaknesses of the posters. They could then design more creative and attractive posters.

Task Performance

Learners first worked with their peers to decide how they should present their ideas based on their poster design. The learners in my class divided their presentations into parts and assigned those parts to their teammates while I ensured the work was fairly assigned.

I assigned both group presentations and stationed presentations. There were six posters representing six landmarks in the province. During group presentations, each group took a turn presenting their ideas in front of the class so that the other groups could grasp the must-know points of their posters. Later, students performed stationed presentations in which each group was located at a class corner with their posters displayed (Figure 1). Each member in a group took turns every 5 minutes standing next to the poster and answering questions from the audience while the rest of the group visited the other posters. This turn taking would give all learners chances to observe other posters as well as interact with others. The combination of two formats of presentation helped maximize learners' chances for both student-student interaction

and acquisition of the content of their peers' presentations. I noted that during stationed poster presentations, the learners raised questions that had not been asked during the group presentations. Students were also encouraged to provide further feedback if necessary. As part of this cycle, learners were asked to take notes on the information they had received while listening to group presentations and observing stationed presentations for later stages of feedback and reports.

Figure 1. An example of a stationed poster presentation

Post-task Stage

In this stage, the students commented on their peers' posters and presentations. Handouts and checklists had been distributed before the presentations to help learners take notes on the impressive points of their peers' presentations or points on which they would desire further clarification (see Appendix 1). I also took notes on these points for a final comment on students' poster designs and presentations. To help learners properly comment on their peers' presentations, I taught my students useful language for giving feedback and the manners of doing

so. In my class, most students started with positive feedback on their classmates' presentations and posters. Afterward, they indicated "need-to-improve" points.

Research Questions

This study aims to explore the effectiveness of poster presentations in EFL classes for young adults and the challenges of applying poster presentations. It seeks the answers to the following questions:

1. How do young adult EFL learners feel about poster presentations?
2. What are the benefits and challenges of using poster presentations in young adults' EFL classes?

Methodology

The learners in my class engaged in face-to-face interviews with me about how they felt after the poster presentation (see Appendix 2). For the particular poster presentation that will be analyzed and reported herein, I asked for and was given permission by the students and the center's Directorial Board to carry out the activities and interviews and to take photos. The students and Director Board were fully informed of the purpose of the poster presentations, the methods of collecting and analyzing data from interviews and photos of the presentations, and how those analyzed data would be used in the study. A staff of the center also attended the poster presentation session and the interview stage to ensure the presentation and data collection were undertaken according to the plan.

Some learners used both English and Vietnamese in their responses because they either had some difficulties in using English or felt more comfortable when expressing their ideas and emotions in Vietnamese. To make it convenient for them, I allowed them to use Vietnamese when they could not express their ideas in English, but they were still encouraged to use English as much as they could in the interviews. All interviews questions were asked in English only.

Findings and Discussions

Learners' Perceptions on the Activity

The learners' responses during the interviews revealed several themes through their reactions to the poster presentations. To summarize their reactions, I have employed the acronym "*FUNCLUPS*," which stands for Fun, Understanding, Noise, Creativity, Language, Uniqueness, Pride, and Skills. Because some learners used both English and Vietnamese in their answers, I kept the Vietnamese original version with italic English translation provided in square brackets.

Fun

One of the benefits of poster design and presentations is the stress-free environment that they provide to learners (Morgan, 2012). The students explained that the poster presentation activity was fun because they were able to work on the topics of their interests with their peers. Also, they agreed that a time limit usually put a lot of pressure on them, which they did not find in the poster presentation session due to the ample amount of time they were given to complete the task.

I really like this activity because...nó vui lắm luôn thầy [*it is so much fun, teacher*]. I can choose the place I like to introduce, and con có nhiều thời gian để làm cái poster [*I have a lot of time to make the poster*]. I have a lot of time and I do not need to ...gấp gáp [*hurry*]. Nếu con làm gấp quá, con sẽ làm không tốt [*If I am in a hurry, I cannot do it well*].

They even compared the poster presentations with activities of other learning sessions where they had to complete exercises in the textbook which they indicated were quite boring.

I like the posters. Usually in our class, we just learn the grammar and vocabulary in the textbook. Then we do the exercises...Ngày nào cũng làm riết chán lắm thầy, tụi con muốn làm cái gì đó khác khác [*We do it everyday, and it is very boring. We want to do something a little different*]. And the posters were fun because...tụi con thích gì làm đó, thích gì vẽ đó [*we can do many things we like such as drawing what we like*].

Hence, the activity was seen as engaging and enjoyable to learners, which made them more interested in the activity and in learning.

Understanding
The use of poster presentations in EFL education offers the benefits of increasing the understanding of the messages presented through words and visual aids and of the given topics (Boggu & Singh, 2015; Morgan, 2012; Rowe & Ilic, 2009).
    The students confirmed a number of improvements in their understanding. For example, most students agreed that while preparing the posters, they needed to search for information about the topics that they were working on. This then helped them better understand their topics.

I really liked [name of the place]. I went there before with my family, but I just know some places to visit there. After I used the Internet, I know more about that place. I know the history of the place and why it has that name. There are many more places to visit there but we did not know. Now I know, and I think I can take my parents there next time.

With quite colorful images, the posters supported listeners' understanding of the presented messages. For example, when talking about the special food of a tourist destination, a student described a familiar dish with the English term "spring rolls," which was not familiar to many other learners. A picture of spring rolls on the poster was very helpful in getting the messages successfully conveyed. In addition, when introducing the relics in an ancient town, the learners used pictures of those objects, which helped the listeners better understand the relics' shapes and features (Figure 2).
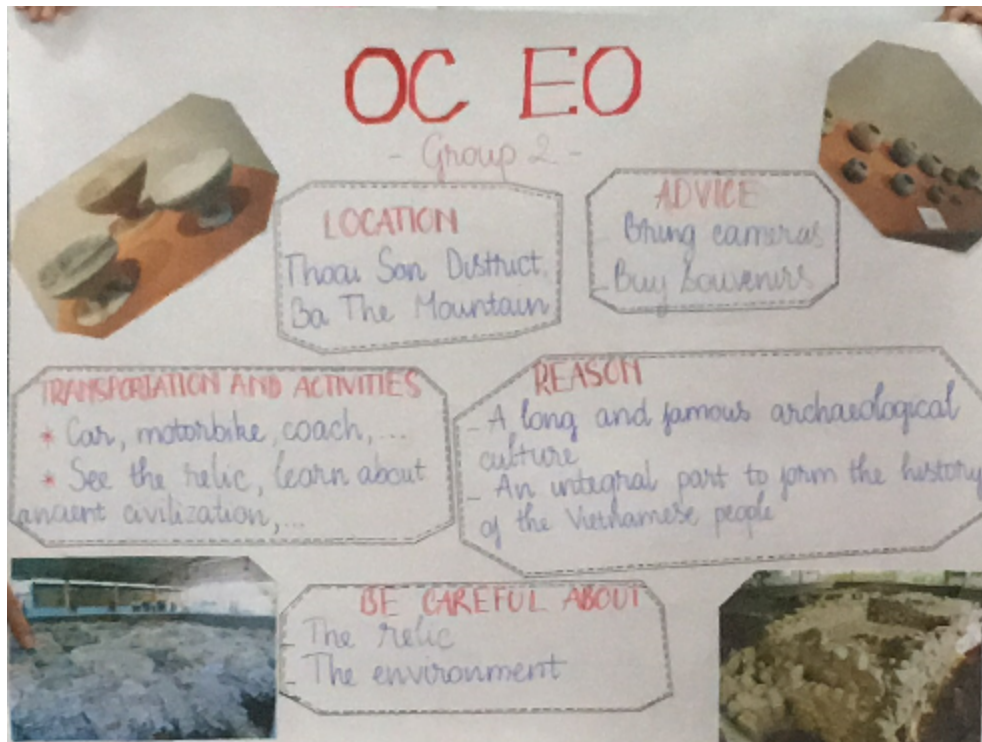
Figure 2. Learners' poster about an ancient town

A point that previous research has not mentioned much about is the better understanding of other group members achieved by participants. To illustrate, through working with their peers in extensive discussions about the posters, the students realized their peers' talents. For example, one member surprised her peers by drawing very impressive pictures on the poster (Figure 3).

> In my group, [name of the student] can draw very well. We did not know that because we never see her pictures. But now, we know because she draws very nice pictures on our poster.

Another student commented on getting to understand her peers' personalities through the teamwork accomplished in preparing their poster. Such understanding led the students to divide the work accordingly and to support each other in completing the task.

> [Name of the student] can speak English very well, but she is shy, so she did not speak much in the class. So, we helped her by giving her the chance to present first to introduce our poster. I think everyone will like her … phát âm tiếng Anh của bạn đó [*her English pronunciation*].
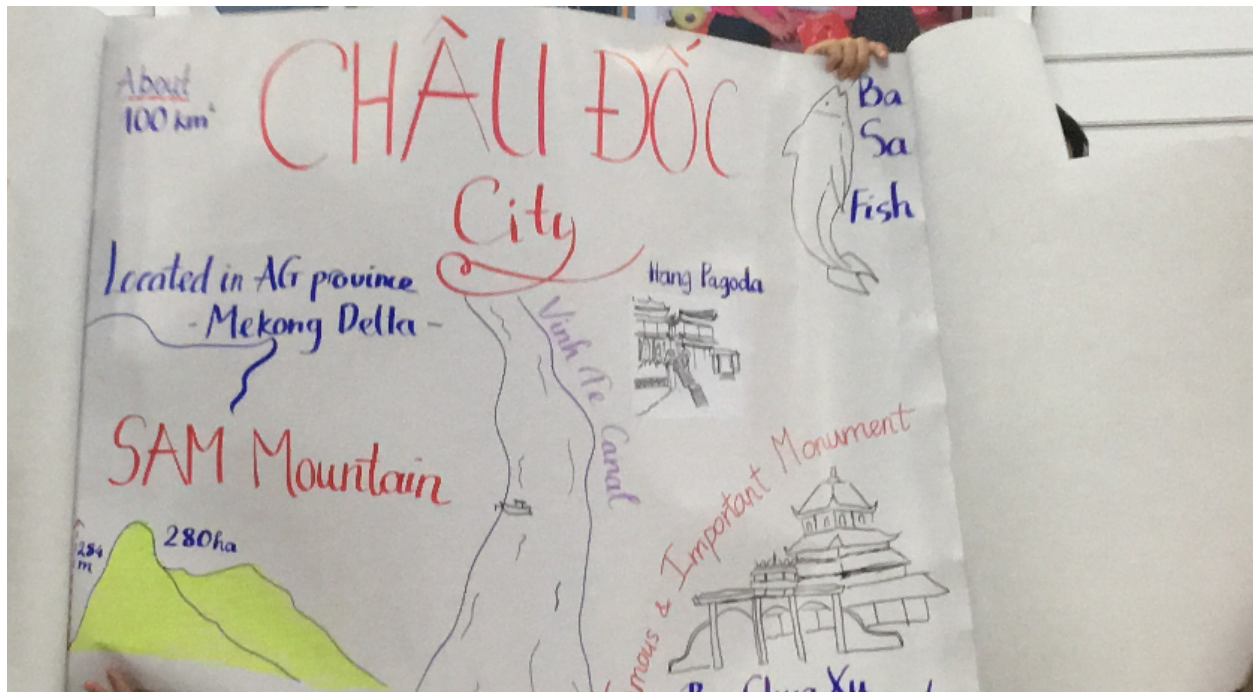
Figure 3. Students' drawings on posters

In sum, the use of poster presentations helped the students gain knowledge of their topics as well as understanding of their teammates' characteristics, which allowed for better cooperation in completing the tasks.

Noise
Noise is commonly thought of negatively in education as a disturbing factor, especially in discussion and presentation sessions. However, in some cases, noise can have certain positive impacts in terms of forming an exciting learning environment (Morgan, 2012). In my class, the students reported on the positive effects of noise on their learning motivation and active learning environment. Following a TBLT approach, learners are encouraged to use language for communication with their peers (Ellis, 2003), so noise seems unavoidable. I also found that learners preferred to work in a noisy environment only as long as the discussions were relevant to the topic. They further noted that if the classroom atmosphere was too quiet, they would not feel comfortable speaking. Hence, classrooms which were somewhat noisy made them much more willing to speak with their peers.

> Dạ, lớp ồn ồn một chút mà vui đó thầy [*Yes, the class was a bit noisy, but it was fun, teacher*] because I feel like people are working very hard and I should work too. But, if people talk about something else and make noise, I will not like it.

Therefore, in some cases, noise can be seen as a motivating factor that helps learners feel the activeness of the learning environment, which may push learners to work harder and adapt to the active flow of the discussions.

Creativity

Poster presentations are highly effective for developing learners' creativity because they offer a choice of styles. In order to catch an audience's attention, being creative in poster design and presentation is necessary (Erren & Bourne, 2007). My learners' design of their posters bore out this truth. Although the learners had been provided with some poster models as references, they were in fact more interested in designing their own posters. Pictures collected from the Internet or drawn by them were the most common forms of illustration. One student detailed how she liked designing the poster because she loved drawing, could draw many pictures for the poster, and designed the poster as she wanted. One group even designed their poster as a tourist guidebook in which each page included a part of their content, such as activities, food and drinks, accommodations, and transportation.

Furthermore, creativity was shown in their presentation styles. Some groups used role-plays to present their ideas through posters, while other groups used talkshows or a tourist consultation session to showcase the contents of their presentation.

Language

I found that poster presentation following a TBLT approach is supportive of learners' language development (Ellis, 2003; Morgan, 2012). Not only oral language skills but also written language skills were likely to have developed through this activity. For instance, through presentations, learners may have developed their language skills by satisfying the need to practice their pronunciation and learn more vocabulary that would be useful for their topics. They engaged in much discussion with their peers, which also might have helped develop their communicative competence.

> I need to check the pronunciation of the words I will say because I think my pronunciation is not good. I use Cambridge Dictionary and I see that I have a lot of lỗi sai [*mistakes*] in my pronunciation, so I need to change.

In addition, learners also had an opportunity to make improvements in written language skills through the development and use of presentation-guiding phrases for the posters, since they had to make the content as concise as possible (Erren & Bourne, 2007). Some students said that they usually wrote complete sentences in their grammar exercises and were not used to using only phrases. This activity required them to use concise phrases rather than full sentences in their posters due to the space limit, which helped them flexibly change clauses to phrases. However, they needed to ensure parallelism in the forms of the phrases listed. To illustrate, instead of writing "This place is wonderful because you can swim, climb the mountains, eat seafood, and go camping", they could simply list the activities as *swimming, climbing the mountains, eating seafood, and camping*, which still maintained parallelism and better fit the limited space of the posters. The students admitted that they had not known or paid attention to parallelism before.

Uniqueness

One piece of advice that has been given for the design and presentation of posters is integrating presenters' personalities into their posters, which makes the poster distinctive from others (Boggu & Singh, 2015; Erren & Bourne, 2007). The uniqueness of this activity applies to the design of the posters and presentation styles. Exercising their creativity, students created unique poster designs and delivered unique presentations. For example, there was only one group that designed their poster as a tourist guidebook, which made it unique in the class (Figures 4 and 5). Furthermore, during the presentation of their ideas, the students' use of talkshows and tourist consultation services were unique compared to other groups who preferred a more traditional way of directly presenting the ideas while taking turns in front of class.
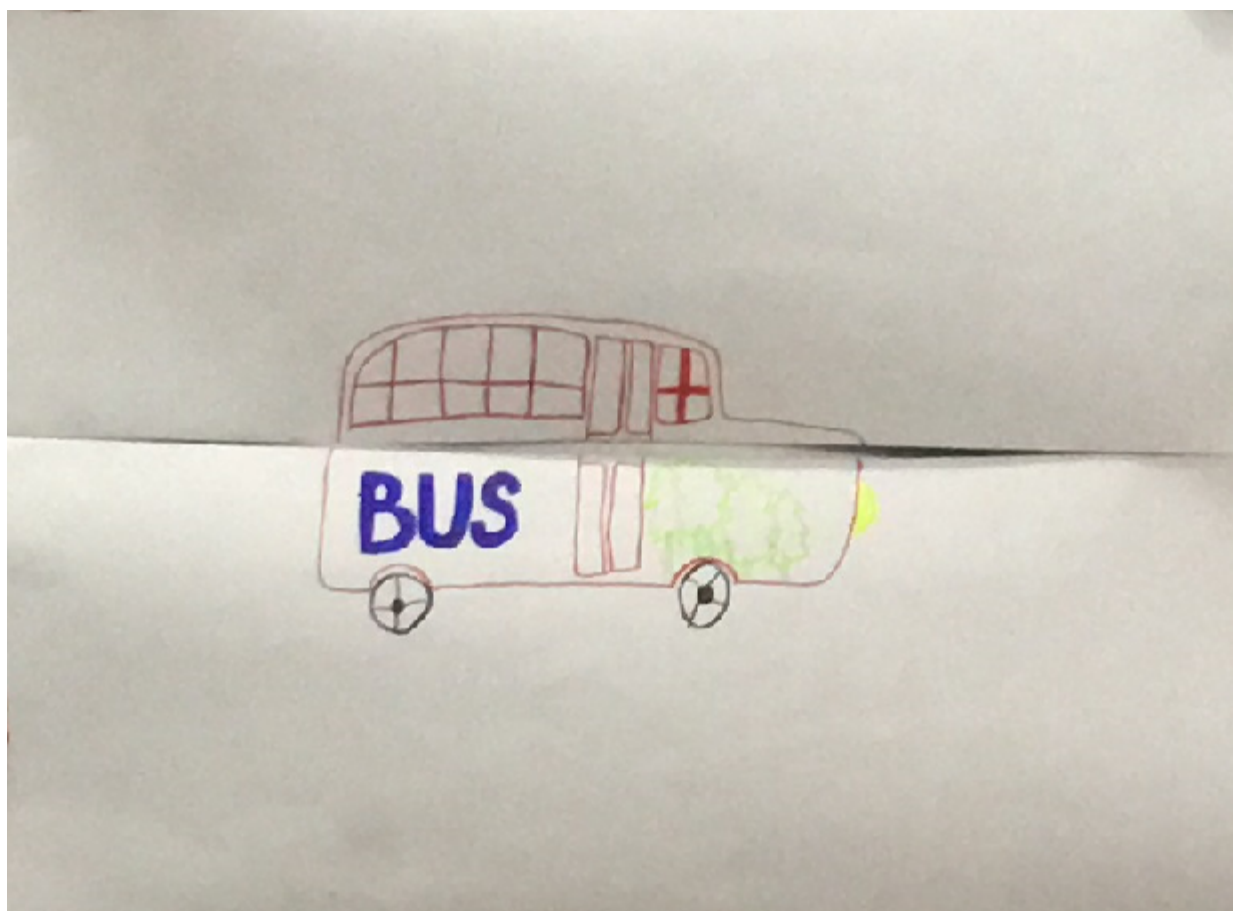

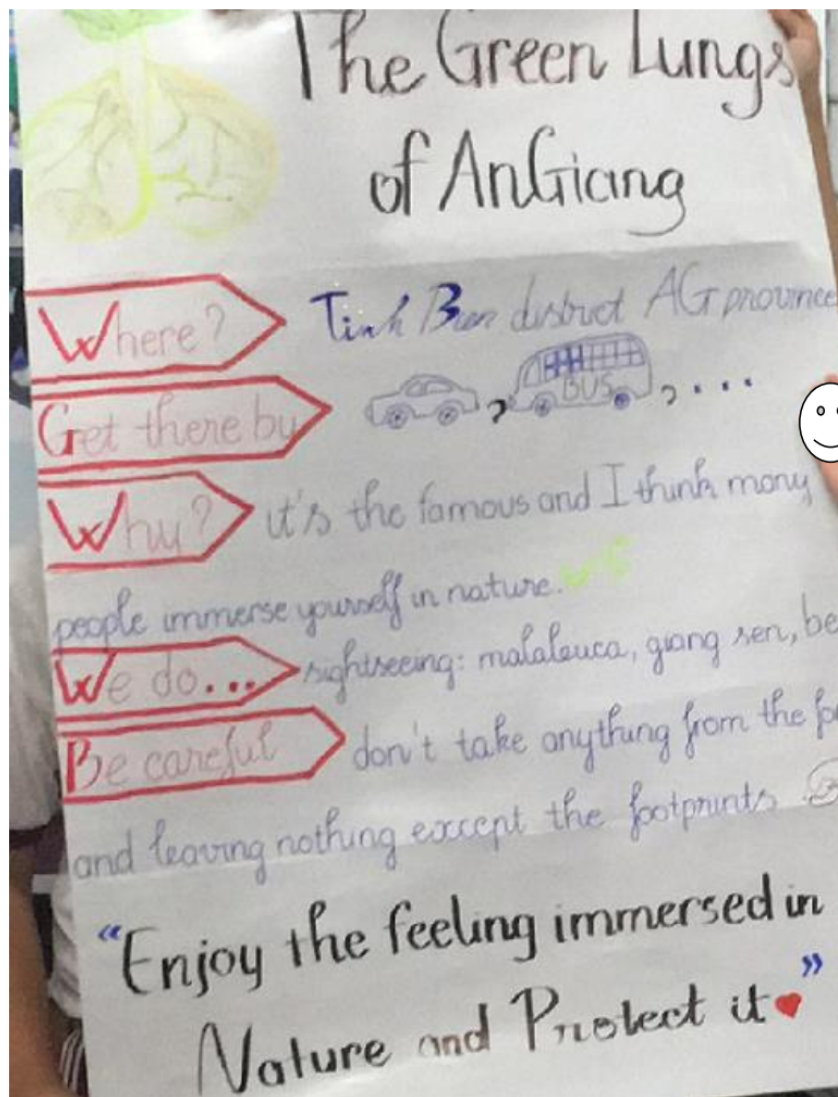*Figure 4.* Learners' poster design: the unopened cover

Figure 5. Learners' poster design: the opened inside

Pride

Li and Pan (2009) found a correlation between achievement and motivation. According to them, motivation pushes learners to achieve their goals, and being able to reach those goals creates greater motivation in learners to put forth more efforts for further achievements. Having completed poster designs and presentations creatively and collaboratively, the learners demonstrated their pride. In their views, being able to complete the work on their own was a significant achievement, especially when English was the primary language in this process.

> I never thought that I could use much English like this. I usually think that I cannot speak English for almost an hour with my friends and talk in front of a lot of people. Now, I can tell my parents that I did.

With completed posters and presentations, the students appeared to gain self-confidence. They were more motivated to learn through the realization that they could successfully complete the work, either cooperatively or independently.

Skills

Apart from language skills development, poster presentations also help learners develop a variety of other skills (Boggu & Singh, 2015; Ellis, 2003; Morgan, 2012). Since there was collaboration in poster design and presentation, the learners needed to properly share the work among others and assign a time for completion. These factors suggest that they may have become more efficient and responsible for their tasks. They also had the chance to develop time management skills, since I alloted a specific amount of time for each of the steps in the process of designing and presenting their posters. Moreover, in looking up information on the Internet, they likely improved their research and reading skills which involved selecting relevant information for their topics. The students stated that they had tried many keywords on Google to search for information, and they read a lot of sources to select the best information to support their presentations. Moreover, they were provided with the opportunity to improve their note-taking skill while listening to their peers' presentations and commenting on others' work.

> I do not usually ...làm cái việc ghi chú lại đó thầy [*practice note-taking*] because I do not really để ý tới [*pay attention to*] my friends speaking. But today, con có ghi chú lại [*I took notes*] because I was told that we should give nhận xét [*feedback*] for our friends. Con nghĩ nó không có dễ [*I think note-taking is not easy*], but I did it.

Using poster presentations in EFL classes is advantageous because learners are afforded an abundance of opportunities to develop their language skills, a number of other skills, and their learning interests.

Challenges of a Poster Presentation Session

Despite the benefits of poster presentations, there are certain challenges that the teacher and learners encountered. Morgan (2012) strongly advised that time constraints represent a great hindrance to poster presentations because learners usually exceed the allotted time in discussing and designing their posters. In this study, learners admitted that despite being given a substantial amount of time for poster design, they still needed more time. In fact, rather than narrowing down ideas, students usually brought up more ideas through the discussion, and it was challenging for them to reach an agreement in their teams about the poster designs. As explained by one learner, each member was given some time to think about the design and share with the team members before the members voted for the best idea. However, they typically could not decide on the best proposal and felt the need to analyze all proposed ideas before making their final decision.

We spent a lot of time to decide how to design the poster because we had a lot of ideas, and it was not easy to choose. Tụi con hông muốn làm bạn buồn nếu mà không chọn ý của bạn nên [*We did not want to make our friends disappointed because their ideas were not chosen*], so we just thought again and again to choose the design ideas.

Other students had difficulties at the very beginning when choosing the destination for their posters because there were too many places to choose from.

Because we travel a lot, we know many places. We discussed about many places we liked, and we did not know which place to choose for the presentation.

Another challenge came in the form of the frequency of L1 use. As the activity follows a task-based approach in which learners are enabled to use the target language for communication, teachers need to ensure that learners use the target language rather than their mother tongue in interaction (Barnard & Nguyen, 2010; Ellis, 2003; Nunan, 2004; Willis, 1996). In the case of these young adults, they still needed the support of their L1 because they were not proficient enough to use English continuously. Notably, the use of L1 can help to make the learning process flow smoothly, but the L1 should be used in a limited amount so as not to dominate the L2 (Kieu, 2010). The learners reported that they only used their L1 when they were not capable of sending the same message through their L2.

I know this is an English class and we are going to present, so my team use a lot of English. But if we do not know how to say in English, we can use Vietnamese because we do not want to … lãng phí thời gian [*waste our time*] or say something wrong or không có nghĩa gì hết [*non-sense*].

Another problem that teachers are likely to encounter is the dominance of some students despite the need to encourage all learners to use the target language for communication and ultimately language development (Barnard & Nguyen, 2010; Ellis, 2003). In this study, all students used English when taking part in group discussions, but there was still an imbalance in the amount of language use among learners. For example, some learners admitted that they did not speak much because they had either few ideas to share with their friends or low language proficiency compared to other members. They were neither able to speak much nor willing to join the discussion in a robust way.

To overcome such common challenges, researchers suggest that teachers provide clear instructions for and constant facilitation of all task phases (Barnard & Nguyen, 2010; Ellis, 2003; Willis, 1996). Teachers are encouraged to ask questions to check students' understanding of what to do at the beginning and subsequently remind students of what to do at each stage of the task-cycle.

Morgan (2012) further suggested structuring the assignment properly so that successful completion requires the contribution of all group members, not just a single dominant student.

To ensure that all members contribute to the group work, teachers should regularly check the work progress of each group and ask non-dominant students questions. This helps inform teachers about whether their students are able to keep up with the work and whether they have the opportunities to use the target language and further engage in group work.

Implications for Future TBLT with Poster Sessions
As these findings suggest that students benefit from poster presentations in EFL classes, this technique deserves to be further applied to help develop learners' language, skills, and interests.

Because a positive point of poster presentations is the opportunity to work on their favourite topics (Morgan, 2012), teachers should be considerate in choosing appropriate topics for students' poster presentations and give students adequate time to complete the tasks. Poster presentations can also involve the use of technology as research tools so that learners can learn more and inform others about the topics of their presentations.

Application of the principles of TBLT is useful for helping learners become well-prepared for their poster presentations while using the target language for communication (Barnard & Nguyen, 2010; Ellis, 2003). Teachers may need to control the group assignments so that every member in each group has the chance to use the target language and avoid the dominance of some certain students during group work. Teachers need to provide very clear instructions at the beginning to help students understand their tasks and regularly check their work progress for immediate facilitation. During this process, teachers should ensure that the tasks can be completed in the allotted time, since multi-stage TBLT can be time-consuming.

Although the common form of poster presentations usually involves either group presentations or stationed presentations (Morgan, 2012), the use of both is preferable to maximize the chances of using the target language for interaction and learning more information about the topics. Teachers should ensure that students take advantage of their chance to visit displayed posters and interact with each other.

In TBLT's post-task phase, teachers are advised to have their students report on what they have learned from the tasks (Willis, 1996). After all three stages, teachers may then assign homework for students, e.g., writing a report on what they learned while working in groups and listening to presentations. This is an additional support to learners' target language use and to teachers' understanding of their students' learning progress.

Conclusion
My teaching experience confirms the benefits of poster presentations in young adults' EFL classes. My students' active involvement in the poster presentation session (in all three stages of the task cycle) suggests the engagement and development of language skills, a number of other skills, content and cultural knowledge, creativity, and motivation. Although some constraints exist, the use of posters in EFL classes should be encouraged. Teachers should be strongly aware of their role in providing guidance and facilitation to ensure that learners can perform the poster tasks successfully and enjoy high volumes of language use for communication.

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Appendix 1
Poster presentation evaluation form

Both poster design and presentation were evaluated using the following form, which had been modified from University of Nevada, Las Vegas at
https://www.unlv.edu/sites/default/files/24/GPSA-EvaluationFormPoster.pdf

POSTER PRESENTATION EVALUATION

Presenter: Topic:

Please choose the marks from 1 to 5 for each point below

1. Content

- Clarity of content	1	2	3	4	5
- Significance of the topic	1	2	3	4	5

- Comments:

2. Organization

- Layout (organized, captures interest)	1	2	3	4	5
- Appropriate font size and colors	1	2	3	4	5
- Good use of visual aids	1	2	3	4	5

- Comments:

3. Delivery

- Clear voice and good pace	1	2	3	4	5
- Good pronunciation	1	2	3	4	5
- Easy to understand	1	2	3	4	5
- Good answers to questions	1	2	3	4	5

- Comments

Appendix 2
Interview questions

1. What do you think about the poster design activity?
2. What do you think about the poster presentation activity?
3. What can you learn from the activities?
4. Did you have any difficulties when designing and presenting the posters?

About the Author
Do Na Chi (Mater of TESOL, La Trobe University) is currently a lecturer of English at An Giang University, Vietnam. His research interests include second language acquisition, curriculum development, and discourse analysis.