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(Kazakhstan, Almaty), e-mail: m.vasquez@iitu.edu.kz**EFFECTIVENESS OF POSTER PRESENTATION METHOD FOR VOCABULARY  
ENHANCEMENT OF INTERNATIONAL INFORMATION TECHNOLOGY  
UNIVERSITY STUDENTS**

**Abstract.** This paper investigates the impact of employing poster-making activities on the vocabulary proficiency of intermediate-level International Information Technology Students. The study focuses on a sample of four groups, each comprising 15 students, randomly assigned to either the treatment or control condition. The treatment group engages in structured poster-making exercises centered around IT-related terminology, while the control group receives conventional vocabulary instruction through traditional methods. Pre- and post-assessments, consisting of standardized vocabulary tests, will be administered to all four groups to measure vocabulary acquisition. Statistical analysis will be employed to compare the pre- and post-test scores between the treatment and control groups, while controlling for any initial differences in vocabulary proficiency.

This article strictly adheres to a quantitative methodology, focusing on objective measurements of vocabulary gains. The study aims to provide empirical evidence regarding the effectiveness of poster-making activities as a supplementary tool for vocabulary enhancement in the context of Information Technology education. The findings of this study will contribute to the growing body of literature on innovative language learning strategies tailored to specialized fields like information technology. Additionally, the results will offer practical insights for educators and curriculum developers seeking evidence-based approaches to address the unique language learning needs of students in technical disciplines.

**Keywords:** poster-making, teaching, learning, English language, vocabulary, students.

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**Халықаралық ақпараттық технологиялар университетінің студенттерінің сөздік қорын постерлік презентация әдісі арқылы жетілдірудің тиімділігі**

**Аңдатпа.** Бұл мақалада Халықаралық ақпараттық технологиялар университетінің студенттерінің сөздік қорын жетілдіру мақсатында постерлік презентацияны қолданудың тиімділігі зерттелген. Бұл зерттеу жұмысы барлығы төрт топты қамтыды, олардың әрқайсысы эксперименттік топқа немесе бақылау тобына кездейсоқ іріктеу әдісімен бөлінген 15 студенттен тұрады. Эксперименттік топ IT-терминологияға бағытталған постер жасауды қамтитын тапсырмалармен жұмыс істеді, ал бақылау тобы дәстүрлі әдістермен сөздік қорын кеңейтуді көздеді. Сөздік қорын меңгеру деңгейлерін бағалау үшін барлық төрт топқа стандартталған сөздік сынақтарынан тұратын алдын ала және кейінгі бағалау жүргізілді. Статистикалық талдау эксперименттік және бақылау топтары арасындағы тестілеуге дейінгі және кейінгі нәтижелерді салыстыру үшін пайдаланылды, сонымен қатар сөздік қорды иелену деңгейіндегі кез келген бастапқы айырмашылықтар ескеріледі. Бұл мақала студенттердің сөздік қорының өсуінің объективті өлшемдеріне назар аударатырып, сандық зерттеу әдісін қатаң ұстанады. Зерттеудің мақсаты Ақпараттық технологияларды оқыту контекстінде сөздік қорын кеңейтудің қосымша құралы ретінде постер жасау тапсырмаларының тиімділігі туралы эмпирикалық деректерді беру болып табылады.

Бұл зерттеудің нәтижелері «Ақпараттық технологиялар» сияқты мамандандырылған салаларға бағытталған шетел тілін үйренудің инновациялық стратегиялары бойынша ұсынылған ғылыми жұмыстардың көлеміне ықпал етеді. Сонымен қатар, алынған нәтижелер техникалық мамандық студенттерінің шетел тілі үйренудің бірегей қажеттіліктерін қанағаттандыру үшін ғылыми негізделген тәсілдерді іздейтін оқытушылар мен оқу бағдарламаларын жасаушыларға практикалық ақпарат береді.

**Кілт сөздер:** постер жасау, оқыту, үйрену, ағылшын тілі, сөздік қор, студенттер.

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**Эффективность метода постерной презентации по расширению словарного запаса студентов Международного университета информационных технологий**

**Аннотация.** В данной статье исследуется эффективность использования постерной презентации для улучшения словарного запаса студентов Международного университета информационных технологий. Исследование сосредоточено на выборке из четырех групп, каждая из которых состоит из 15 студентов, случайным образом распределенных в экспериментальную группу или в контрольную группу. Экспериментальная группа работает со структурированными упражнениями по созданию постеров, сосредоточенными на IT-терминологии, в то время как контрольная группа получает обучение словарному запасу традиционными методами. Для оценки усвоения словарного запаса всем четырем группам будут проведены предварительные и последующие оценки, состоящие из стандартизированных словарных тестов. Статистический анализ будет использоваться для сравнения результатов до и после тестирования между экспериментальной и контрольной группами, при этом будут учитываться любые первоначальные различия в уровне владения словарным запасом. Эта статья строго придерживается количественной методологии, фокусируясь на объективных измерениях прироста словарного запаса. Целью исследования

является предоставление эмпирических данных об эффективности деятельности по созданию постеров в качестве дополнительного инструмента для расширения словарного запаса в контексте обучения информационным технологиям.

Результаты этого исследования внесут вклад в растущий объем литературы по инновационным стратегиям изучения языка, адаптированным к специализированным областям, таким как информационные технологии. Кроме того, результаты дадут практическую информацию преподавателям и разработчикам учебных программ, которые ищут научно обоснованные подходы для удовлетворения уникальных потребностей в изучении языка студентов технических специальностей.

**Ключевые слова:** создание постеров, преподавание, изучение, английский язык, словарный запас, студенты.

## Introduction

In an increasingly interconnected global landscape, proficiency in English has become imperative for students pursuing higher education, particularly in specialized fields like information technology (IT). Effective communication skills, underpinned by a rich and precise vocabulary, are crucial for students seeking success in academic endeavors and professional contexts [1]. However, the challenge of acquiring domain-specific terminology poses a substantial hurdle, particularly for intermediate-level learners in technical disciplines [2]. Traditional vocabulary instruction methods may fall short in addressing the nuanced linguistic demands of fields like IT, where precise terminology and contextual comprehension are paramount [3].

This research endeavors to address this challenge by exploring an innovative pedagogical approach: the integration of poster-making activities into vocabulary instruction for intermediate-level IT students. Poster-making, as an active learning strategy, capitalizes on the visual and hands-on nature of the medium to engage learners in the creation of informative and visually appealing displays [4]. This approach has demonstrated effectiveness in diverse educational contexts, promoting deeper understanding, knowledge retention, and creativity [5].

The chosen poster-making topics are thoughtfully curated to align with the educational and professional interests of International Information Technology University (IITU) students. These topics encompass a spectrum of relevant themes, from the challenges of higher education in Kazakhstan to the intricacies of academic integrity and the importance of soft skills and emotional intelligence in the modern workforce. Furthermore, the posters will delve into critical issues such as effective study skills, technological trends in communication, and the implications of globalization in Kazakhstan. Each of these subjects not only enriches the vocabulary of the students but also fosters a deeper understanding of pertinent issues in their academic and professional journey.

By incorporating this technique into language instruction, this study aims to bridge the gap between conventional vocabulary acquisition methods and the specialized linguistic demands of the IT domain. The integration of visual elements, coupled with the active engagement inherent in poster creation, may offer a more holistic and immersive learning experience for students, potentially resulting in enhanced vocabulary retention and application [6].

Moreover, this research contributes to the broader discourse on effective language instruction for students in technical fields. While existing studies have examined various pedagogical approaches to language learning, the integration of poster-making as a supplementary tool remains an underexplored avenue within this context [7]. This study aims to fill this gap by rigorously evaluating the impact of poster-making activities on the vocabulary acquisition of intermediate-IITU students.

This research addresses a critical need in language instruction for students in technical disciplines, proposing an innovative approach to vocabulary enhancement through poster-making

activities. By investigating the effectiveness of this method, this study contributes valuable insights that may inform language educators, curriculum designers, and practitioners seeking evidence-based strategies to meet the unique linguistic demands of IT students. The subsequent sections of this paper will delineate the research methodology, present a thorough review of the relevant literature, and outline the anticipated contributions and implications of the study.

#### *Literature review*

The integration of innovative pedagogical strategies to enhance language proficiency among Information Technology students in technical fields has garnered increasing attention in recent years. As the demand for English language proficiency continues to rise in the global academic and professional landscape, targeted approaches are needed to address the specific linguistic challenges faced by students in disciplines such as Information Technology.

#### *Poster-Making as an Active Learning Strategy*

Poster-making, as an active learning strategy, has shown promise in a variety of educational contexts. Some researchers emphasize the value of visual and hands-on activities in engaging learners and promoting deeper understanding. This approach encourages students to actively synthesize information, select key points, and present them in a visually appealing format. Rao and Monroe (2000) further emphasize that poster-making fosters creativity and critical thinking, enhancing both content retention and presentation skills [8].

In the context of language instruction, incorporating poster-making activities offers a dynamic platform for vocabulary acquisition. Most educators underscore the effectiveness of visual aids in language learning, highlighting how they can reinforce word associations and provide contextual cues. By actively engaging in the creation of informative displays, students are more likely to internalize and retain new vocabulary.

#### *Challenges in Vocabulary Acquisition for IT Students*

For students in technical disciplines, such as IT, acquiring domain-specific terminology presents a notable challenge. Liu & Song (2019) note that specialized fields demand a higher degree of linguistic precision, making it imperative for students to master a specialized lexicon. The nuances of IT terminology require a focused and targeted approach to vocabulary instruction, which may not be adequately addressed through conventional methods alone [9]. Some researchers also underscore the importance of contextual comprehension, emphasizing that the ability to discern subtle differences in terminology is essential for effective communication in technical domains [10].

#### *Addressing Vocabulary Acquisition through Poster-Making*

The choice of poster-making topics in this study is particularly pertinent to the educational and professional interests of IT students. These topics encompass a range of subjects, from higher education issues in Kazakhstan to global technological trends, all of which are directly relevant to the students' academic and career trajectories. The selection of topics aligns with the principles of task-based language teaching, providing learners with meaningful and authentic opportunities to apply language skills in real-world contexts [11].

Furthermore, the incorporation of evaluation criteria, encompassing coverage and structure, language proficiency, presentation skills, design, and adherence to deadlines, ensures a comprehensive assessment of the effectiveness of the poster-making activities. This multifaceted approach to evaluation aligns with the principles of task-based assessment, which emphasizes holistic and authentic measures of language proficiency [12].

Therefore, integration of poster-making activities offers a promising avenue for enhancing vocabulary proficiency among intermediate-level IT students. By addressing the specific linguistic demands of technical disciplines, this approach complements conventional vocabulary instruction methods. The curated selection of poster-making topics, coupled with a rigorous evaluation framework, aims to provide a meaningful and engaging learning experience for participants. The

subsequent sections of this paper will delineate the research methodology, present the findings, and discuss the implications and contributions of this study.

### **Research methods and materials**

The quantitative methodology employed in this research aims to rigorously examine the effectiveness of structured poster-making activities as a supplementary tool for vocabulary enhancement among intermediate-level International Information Technology students. This section elucidates the research design, participant selection, instruments, procedures, and analytical techniques, ensuring a comprehensive understanding of the methodological framework guiding the study. By adopting a systematic approach, this methodology facilitates a nuanced exploration of the intervention's impact, enabling researchers to draw evidence-based conclusions and contribute valuable insights to the existing literature on innovative language learning strategies tailored to specialized fields such as IT education.

*Hypothesis.* We hypothesize that International Information Technology University (IITU) students exposed to structured poster-making exercises centered around IT-related terminology will demonstrate a significantly greater enhancement in vocabulary proficiency compared to those who receive conventional vocabulary instruction through traditional methods. By engaging students in a hands-on, visual, and interactive approach through poster-making, we anticipate that they will not only memorize but also internalize the specialized vocabulary more effectively. This experiential method is expected to provide a more contextualized learning experience, facilitating deeper understanding and retention of IT-specific terminology. Consequently, the quantitative analysis of pre- and post-assessment scores will reveal a pronounced difference in vocabulary gains between the treatment and control groups, underscoring the potential efficacy of poster presentations as an innovative pedagogical tool for vocabulary enhancement in technical education settings.

*Research Design.* A pre-test post-test control group design facilitates the evaluation of the causal relationship between the intervention (poster-making activities) and vocabulary acquisition. This design allows for the comparison of vocabulary gains across four distinct groups, thereby providing empirical evidence on the efficacy of the poster-making method within the context of IT education. The structured design ensures internal validity, enabling researchers to draw meaningful conclusions regarding the impact of the intervention on vocabulary proficiency levels.

*Participants.* The research sample consists of 60 intermediate-level International Information Technology students, strategically divided into four equal groups: Treatment Group 1 (T1), Treatment Group 2 (T2), Control Group 1 (C1), and Control Group 2 (C2). Each group comprises 15 participants, selected based on specific criteria such as academic level, English proficiency, and willingness to participate in the study. Random assignment ensures that participants are evenly distributed across groups, minimizing selection bias and enhancing the generalizability of the findings.

*Instruments.* The primary data collection instrument comprises standardized vocabulary tests, meticulously designed to assess proficiency in IT-related terminology compiled by teachers respectively. These tests incorporate a variety of question formats, including multiple-choice, fill-in-the-blank, and matching questions, ensuring comprehensive coverage of the targeted vocabulary. The tests undergo rigorous validation procedures to ensure reliability and validity, thereby enhancing the credibility and robustness of the quantitative data collected.

*Structured Poster-Making Guidelines.* A set of structured guidelines governs the poster-making activities conducted by Treatment Groups 1 and 2. These guidelines outline the objectives, materials, procedures, and assessment criteria, ensuring consistency and comparability across poster-making sessions. The structured approach facilitates the replication of the intervention and enables researchers to evaluate the fidelity of implementation, thereby enhancing the internal validity of the study.

*Procedures: Pre-Test.* Prior to the commencement of the intervention, all participants undergo a standardized pre-test to establish baseline vocabulary proficiency levels. The pre-test serves as a benchmark for evaluating vocabulary gains post-intervention, enabling researchers to quantify the effectiveness of the poster-making method in enhancing vocabulary acquisition among IT students.

*Intervention Phase.* During the intervention phase, Treatment Groups 1 and 2 engage in structured poster-making exercises focused on IT-related terminology. Facilitators provide guidance, feedback, and necessary resources to support the poster-making process, ensuring adherence to the predefined guidelines and objectives. Concurrently, Control Groups 1 and 2 receive vocabulary instruction through conventional methods or computer-assisted language learning software, following their respective instructional protocols.

*Post-Test.* Upon completion of the intervention phase, all participants undergo a standardized post-test administered under controlled conditions. The post-test assesses vocabulary proficiency levels post-intervention, facilitating a comparative analysis of vocabulary gains across the treatment and control groups. The post-test instrument aligns with the pre-test, ensuring consistency and enabling researchers to quantify the magnitude of vocabulary enhancement attributable to the intervention.

*Data Analysis.* The quantitative data analysis encompasses a multifaceted approach to evaluate the effectiveness of the poster-making method in enhancing vocabulary proficiency among IT students.

*Ethical Considerations.* Ethical considerations remain paramount throughout the research process, necessitating meticulous attention to participant rights, confidentiality, and informed consent procedures. Participants are provided with comprehensive information regarding the study's objectives, procedures, potential risks, and benefits, ensuring informed decision-making and voluntary participation. Confidentiality protocols are rigorously implemented to safeguard participants' personal information, utilizing secure data storage and encryption methods to protect sensitive data from unauthorized access or disclosure. Additionally, anonymity measures are employed to mitigate potential biases and protect participants' identities, thereby fostering trust and transparency in the research relationship. Ethical guidelines established by English teachers or ethical review committees are strictly adhered to, ensuring compliance with ethical standards and regulatory requirements governing human subject research. Continuous monitoring and ethical oversight throughout the research process prioritize participant welfare, integrity, and respect, reinforcing the ethical integrity and credibility of the research methodology employed in the study.


While the quantitative methodology provides a robust framework for evaluating the effectiveness of structured poster-making activities in enhancing vocabulary proficiency among IT students, several limitations warrant consideration. These include potential confounding variables, sample size constraints, contextual specificity, and generalizability issues, which may influence the external validity and interpretability of the research findings. Additionally, the short-term nature of the intervention and the focus on a specific cohort of IT students may limit the extrapolation of results to broader educational contexts or long-term language learning outcomes. Furthermore, variations in instructional delivery, facilitator expertise, and participant engagement across groups could introduce unintended biases or inconsistencies, thereby affecting the reliability and validity of the study findings. Acknowledging these limitations underscores the need for cautious interpretation and prudent application of the research findings, emphasizing the importance of future research endeavors to address these constraints and enhance the methodological rigor and applicability of empirical evidence in the field of IT education.

Using the quantitative methodology adopted in this research employs a pre-test post-test control group design, standardized instruments, rigorous procedures, and advanced analytical techniques to investigate the effectiveness of structured poster-making activities as a supplementary tool for vocabulary enhancement among intermediate-level International Information Technology

students. By adhering to ethical considerations and acknowledging potential limitations, this study aims to contribute empirical evidence to the growing body of literature on innovative language learning strategies tailored to specialized fields like IT education, thereby informing educational practices, curriculum development, and future research endeavors in the domain.

### Results and discussion

The participants of this study were first year Digital Transformation Faculty students who were studying “LAN6001A Academic English - Intermediate level” at IITU. Quantitative data included the reports of instructors who were working with those students. This study was comprised of 4 Intermediate level groups, two control and two treatment groups. This was a small-scale representation of teaching English language by employing poster-making activities on the vocabulary proficiency of intermediate-level International Information Technology Students. Before the experiment we had formulated the poster-making guidelines and it was uploaded to [platonus.iitu.edu.kz](http://platonus.iitu.edu.kz) platform for students (Figure 1).



**Poster Contest Title:** Current issues and trends

**Objectives:** raise the students' awareness of the surrounding world, develop their intrapersonal and interpersonal intelligence, Academic English language skills, creativity, information search and processing, logical thinking, presentation and problem-solving skills.

The Poster presentation should center around some/any of the following **topics**:

- 1) Higher education in Kazakhstan: issues and trends
- 2) Effective study skills: what, how, why (not)
- 3) Academic integrity: to cheat or not to cheat
- 4) Soft skills: what, how, why
- 5) Emotional intelligence (what, how, why)
- 6) Globalization in KZ: issues and trends/problems and prospects/pros and cons
- 7) Technological trends in communication

**Format:** individual

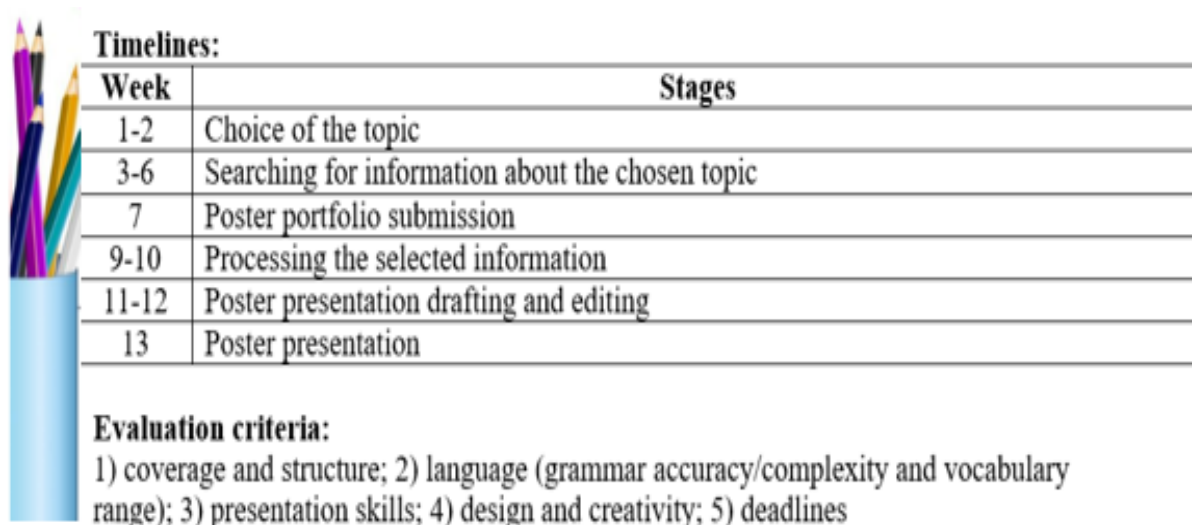
**Figure 1 – Poster-making activity**

Sixty participants of this study were randomly assigned to either the treatment or control condition. The treatment group engages in structured poster-making exercises centered around IT-related terminology, while the control group receives conventional employing poster-making activities on the vocabulary proficiency of intermediate-level International Information Technology Students vocabulary instruction through traditional methods. Pre- and post-assessments, consisting of standardized vocabulary tests, were administered to all four groups to measure vocabulary acquisition. Statistical analysis was employed to compare the pre- and post-test scores between the treatment and control groups, while controlling for any initial differences in vocabulary proficiency.

The participants were suggested several topics for their posters. They were highlighted in the Poster-making guidelines as well. The topics which were covered were the followings:

- 1) Higher education in Kazakhstan: issues and trends;
- 2) Effective study skills: what, how, why (not);
- 3) Academic integrity: to cheat or not to cheat;
- 4) Soft skills: what, how, why;
- 5) Emotional intelligence (what, how, why);
- 6) Globalization in KZ: issues and trends/problems and prospects/pros and cons;
- 7) Technological trends in communication.

The treatment group participants worked with this poster-making activity 13 weeks. The steps and stages were covered in the guidelines as well (Figure 2).



**Figure 2 – Poster-making stages**

In week #1, students were offered several topics for the poster making contest. They talked about the factors that influenced their choice of topic in week #2. Learners had to speak about their choice of poster theme for around two minutes. After, they worked with searching for information on it. It took three weeks. They read a variety of online publications, including research articles and news reports, etc. More value and focus are given to the poster portfolio submission when the issues and trends (or problems and prospects/pros and cons) were analyzed by a student. They completed this step in week #7. Students received comments and suggestions from their groupmates and teacher during the poster portfolio presentation. They got two weeks (weeks #9–10) to process this information once again. Students showed the group the preliminary versions of the posters in week #12. The finished posters were shown during the thirteenth week of the IITU Language Department's English Week.

This research strictly adhered to a quantitative methodology, focusing on objective measurements of vocabulary gains. The study aimed to provide empirical evidence regarding the effectiveness of poster-making activities as a supplementary tool for vocabulary enhancement in the context of international information technology education.

During the 1st attestation of Academic Year 2023–2024, four groups of 1st year students from Digital Transformation Faculty enrolled in Academic English Intermediate level. The evaluation parameters of the learners comprised of different components, and it included vocabulary range/relevance as well. The syllabus covered “Higher education; Effective study skills” modules which were offered in the 1st attestation of Fall semester. A sample of 60 undergraduate students (Information System/IS 1&2 treatment groups, Security of Information System /SIS 3&4-control groups) worked with the suggested topics starting from September 4, 2023, till December 1, 2023. The participants were randomly assigned to either the treatment groups, which engaged in structured case study activities, or the control groups, which received traditional instructional methods.

Treatment groups students’ posters were posted on IITU Microsoft Teams group chat. While working with the posters, learners used their active vocabulary and presented them to their groupmates in week #13. First of all, we would like to point out that the posters were well-designed and covered the topics and issues mentioned in the Poster-making guidelines (Figure 3).





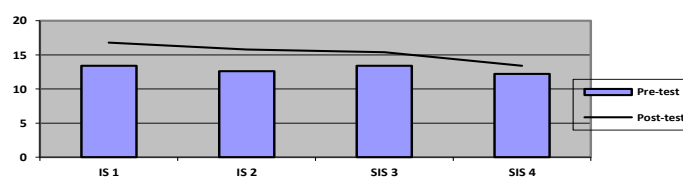
**Figure 3 – Posters on IITU Microsoft Teams platform**

Next, if we look at the results of pre/post-tests we can see that there is a slight improvement in the usage of vocabulary. Students were given a vocabulary pre/post-test consisting of twenty questions. There were 15 multiple choice and 5 open-ended questions where students had to type the suitable words. The range of scores for the pre-test was 12,2 to 13,4 while the scores for the post-test were 13,4 to 16,8. There was an increase of 1,2 to 3,4 points in the students' results (Table 1).

**Table 1 – Pre/Post-test results**

Groups	Pre-test	Post-test	Increase
IS 1	13,4 (67%)	16,8 (84%)	3,4 (17%)
IS 2	12,6 (63%)	15,8 (79%)	3,2 (16%)
SIS 3	13,4 (67%)	15,4 (77%)	2 (10%)
SIS 4	12,2 (61%)	13,4 (67%)	1,2 (6%)

The above increases in scores indicated that students' lexical knowledge had significantly increased (Figure 4). Thus, it can be underlined that IT students' vocabulary knowledge is positively impacted by poster-making exercises.



**Figure 4 – Results of pre/post-test designs**

Overall, we can notice that students completed pre/post-tests on their vocabulary and the results are highlighted on the graphs. During the study, poster-making activity was used to improve students' vocabulary. Each participant in this experiment demonstrated a notable growth in their vocabulary. Additionally, we would like to underline that students' content knowledge and English proficiency enhanced when the given active vocabulary was taught through poster creating activities. As a result, students were able to comprehend the vocabulary terms in a variety of settings and develop a thorough comprehension of them.

## Conclusion

The integration of poster-making activities into vocabulary instruction for intermediate-level IT students has demonstrated notable potential in enhancing language proficiency. This innovative approach addresses the nuanced linguistic demands of the IT field, providing students with a dynamic platform for active learning and vocabulary acquisition. The curated selection of topics, aligned with the students' educational and professional interests, ensures meaningful engagement and relevance in their academic pursuits.

Furthermore, the evaluation criteria encompassing coverage, language proficiency, presentation skills, design, and adherence to deadlines offer a comprehensive assessment of the effectiveness of the poster-making activities. This multifaceted approach to evaluation enhances the authenticity and relevance of the language learning experience.

### *Suggestions for Future Research*

While this study provides valuable insights into the effectiveness of poster-making activities in vocabulary enhancement, there remain avenues for further exploration. Future research could delve deeper into the specific impact of visual elements and hands-on engagement in vocabulary retention. Additionally, investigating the potential influence of individual learning styles and cultural backgrounds on the efficacy of this approach would offer valuable insights for tailored language instruction in diverse educational settings. Furthermore, longitudinal studies tracking the long-term retention of acquired vocabulary through poster-making activities could provide a more comprehensive understanding of its lasting impact on language proficiency.

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