Social Issues Shared Through Posters and Videos: A Way for Enhancing Productive Skills in ESL Students

Vladimir Román Gutiérrez‑Huancayo[1]

[1] Universidad César Vallejo, Perú

Correspondence: Dr. Vladimir Román Gutiérrez‑Huancayo, Universidad César Vallejo, Perú.

Abstract

According to experts, students respond better to challenges where creativity and innovation are boosted than in the classical teaching-learning model, this also includes the English classroom. Based on this premise, this mixed and pre-experimental design research seeks to share the effect of a social poster project on tertiary education students' productive skills performance in a public institution in Peru. The data was collected from 71 participants who were assessed before and after this through pre and post-test. In addition, a closed and open-ended questions survey was carried out to know the participants' views on their posters' creation experience and look for the most common rhetorical elements in their creation. The most noteworthy findings were the statistically significant score improvements in productive skills in the participants, upon project completion, and the favorable opinion about this, in conjunction with their preference for Logos design, at the time of persuading people.

Keywords: social issues posters, productive skills, rethoric's elements

1. Introduction

For some time now, the pursuit of mastering the English language had led teachers and students to implement various strategies, first because this language has become the way many communicate science, technology, and business, and second because there are many difficulties in its learning. Then we are talking about a complex situation where the students are conscious of the need and urgency to write a simple message or express their views in English, but, on the other hand, they do not accept the notable differences in grammar and pronunciation between Spanish (their native language) and English (Proctor et al., 2006). For connoisseurs like Demir (2017) a positive mood and a strong interest in learning English are fundamental in this context, while Xiong & Yuan (2018) set out the need for learning English in a linguistic balance with the native tongue in the students. One of the best ways to address English learning is through the communicative approach which not only promotes language learning but also its real-life language application, at this juncture, Berns cited by Sreehari (2012) mentions that the essence of the communicative phenomenon is that someone has the proper skills for transmitting an oral and written message to the rest of people. Furthermore, Richards (2006) adds that communicative competence must be understood as the tool used to create text and conversations in a real-world setting, that is to say, this approach emphasizes productive skills, detracting from making spelling and grammatical mistakes, and encourages students' classroom participation in a day life situations. Therefore, while the students interact with each other in the target language in daily common situations there will be better learning and fewer grammatical and pronunciation mistakes (Simbolon, 2015).

Constructivism, on the other hand, is a theory based on learning as a product of creation, and this situation can have a notable effect on learning a new language (Mvududu & Thiel-Burgess, 2012). This theory is related to the teacher who promotes creativity in their students through innovative projects. The teacher becomes a guide, resolving doubts and queries, and allowing students to produce their knowledge (Shi, 2012). Kaufman (2004) describes constructivism rules, the most outstanding is the student-centered condition, every activity is designed to promote the exchange of ideas and critical thinking as well as knowledge and belief creation in the students, always with the teaching guide. There are proposals where the communicative approach and constructivism are combined,   seeking to maximize results (Hakim, 2022; Olaoluwakotansibe & Agbatogun, 2017)

Productive skills

Productive skills are better known as active skills, here are included writing and speaking production, and together with receptive skills (listening and reading) constitute the language skills, and their learning and mastering depend many times on the type of activity that the teacher promotes (Golkova & Hubackova, 2014). Many works deal with how to improve the productive skills of ESL students, and all of them coincide in to include implementing innovative strategies, where the student-centered approach is underway, that is to say, that we as teachers promote our students create products in L2, taking into account their interest, their feelings, without fear to make mistakes and considering the real-life context (Kumar Sharma, 2015; Sreena & Ilankumaran, 2018 & Astawa et al., 2017). Another consideration is that teaching receptive skills is fundamental to implementing productive ones (Masduqi, 2016).

Posters

An opportunity to combine both a communicative approach and constructivism is through poster design. There are different definitions of posters, however, all of them converge in their basic communicative purpose, and their special condition of getting students to practice and reflect on their academic output (Pedwell et al., 2017), while Dur (2014) describes posters as more than tools that convey messages, and colorful pictures, also share multiple cultural manifestations and human expressions. Although posters can indeed be observed in multiple applications, they have specific features, for example in the political context, posters might be considered powerful behavioral change media, regardless of whether they are good or bad (Kores, 2020), in the educational context the posters are part of the teaching-learning process (Ayoub Moubareck, 2022), as well as to form part of a medical student diagnosis project (Peters et al., 2022), or the way how the patients can understand about symptoms and treatment of their diseases (Van Vuuren et al., 2021). Furthermore, has been written about the reason why students achieve better learning outcomes using posters, for example, Vale et al.(2022) mention that posters allow students to express their ideas more confidently, and also they could be used as a medium of instruction, because teachers and students may be very familiar with posters at the time of giving a presentation (Jeihooni et al., 2022). Apart from that, posters enhance critical thinking, seen as products of a lengthy reading (Shustrova et al., 2017).

Video recording

Record videos have become a tool for documenting several academic activities, both for introducing their results and assessing their participants' performance (Buur & Soendergaard, 2000). Nowadays recording videos is considered a strategy for enhancing English language learning because they allow students' participation, previously speech practice makes students pronounce better, and therefore they make presentations more confidently (Ho, 2021). An additional consideration is that currently is relatively easy to record a video because cell phones allow students to do that easily (Matsumoto et al., 2013).

Aristotle's rhetoric

For a few years now, began to be studied the principles of persuasion, and how it happens in the political world (Demirdöğen, 2010), and then in other fields like business and advertising (Shaaban & Rabie, 2022), both look to explain how anyone uses Ethos, Pathos, and Logos for persuading people. Then, according to the experts, there are three options for how to do it, first is ethos, or the way where credibility is considered in a speech, and it is associated with the use appropriated of terminology. Furthermore, pathos is related to the emotional side of the speech, for that matter speaking from the heart could be more convincing than other ways of presentations. Its side logos try to persuade through citations or by giving specific information that supports the main topic (Aßländer et al., 2011).

Taking into account the positive effect of poster design on productive skills in the English language, this work seeks to answer the following questions:

1. Is there any significant difference in students' English productive skills before and after the social poster project application?

2. What kind of rhetoric is more commonly used in social poster Project applications?

3. What is students' perception of social poster project application?

2. Methodology

This pre-experimental, and mixed methods approach research took place from August to December of the last year, wherein participated 71 students who were doing the subjects foreign language communication and English for Specific Purposes I, both from a superior public institution in Piura, Peru. To carry out the project, the total number of students was evaluated in their productive skills (writing and speaking), through a pre-test. In this, the students had to elaborate on a short paragraph about a local social issue of interest and briefly explain it. Each student approached the professor, showed their paragraph, and explained why they chose this issue. This individual presentation was considering the common fear of public speaking (Cunningham et al., 2006). These productive skills were measured through two rubrics (Annex 1). Hereunder, all students 26 men (36.6%) and 45 women (63.4%) between the ages of 16 and 32, participated in a social issues posters project for 18 weeks, and in this quantitative stage, it developed issues like Education in Peru, Technology, City common problems, Health in Peru, New trends in beauty, how to save money, how to recycle materials and how to invest money. These 8 topics were the most described by students in the previous task, this part was based on the apparent relationship between interest and learning (Ainley et al., 2002). The project consisted of short readings in which regional topics were analyzed by different authors. Hereunder the students had to give their views and turned their ideas into a slogan, the latter should be accompanied by a hand-made drawing. Once this stage, the students had to design posters taking into account their favorite topics that were dealt with. After that, students recorded videos showing their designed posters and explaining what it means to them, or what message they wanted to communicate, through them. Each oral presentation was recorded and assessed through a rubric, which considered the following criteria: visual, interest, new info, speech, and script. At the end of this first stage, a post-test assessed both the writing and speaking skills of this group of students.

In the second stage, the students completed a survey to find out the students' perceptions about the mentioned project, and it was made in Spanish because this is their first language, at the same time the gathered information is of better quality (Fisher, 2021).

Instruments

The use of rubrics in the productive skills in English language teaching is based on their capacity to measure the construct given it a

proper score (Hidri, 2020; Rukmini & Saputri, 2017). In this work was used three types of rubrics, the first two measured the productive skills before and after the poster project application, while the third measured the poster presentation which was recorded in a video. The writing criteria that were taken into account were: the use of a social topic, coherence, organization, and grammar, which are the basic components of writing. On the other side, visual, organization, voice, and coherence were considered among the speaking criteria, also before and after the poster project application. And for measuring the performance of students in their video presentations were considered the next criteria: the visual, interest, new information, speech, and script. They describe an effective presentation using posters.

On another side, this research designed an online and anonymous survey through Google Forms. Anonymity in online surveys allows students to be more honest (Zwaanswijk & Van Dulmen, 2014). The survey was shared on both institutional platforms and WhatsApp and was drafted in Spanish, due to this being the mother tongue of students, thus facilitating its compliance. After it was translated into English. This survey had to check items, multiple choice questions, 5-point Likert-type questions, and open-ended questions. This survey gathers information about the social issues posters program which had been completed, in four sections: the first contained demographic information (career, sex, age), the second contained 19 five-point Likert-scale ítems, 10 of them are about the poster program opinions, while 9 of them are about their rhetoric option used in their posters. After that two multiple-choice questions seek to know the achievements and drawbacks of the posters project. Finally, two open-ended questions seek to know personal opinions about the posters project and suggestions for improving thereto. It is clear the richness of information found in the two last questions (Züll, 2016). The Cronbach's coefficient alpha value of the survey was .927 (Annex 2), which means it has excellent internal consistency.

3. Results

This study aimed to measure the impact of a social issue posters project on productive skills in 71 ESL students. First will be presented writing findings before and after the project application.

Table 1. Results of writing pre and post-test

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	71	6.0	14.0	9.577	1.582
posttest	71	11.0	17.0	15.53	.9537
Valid N	71				

Source: Pre and post-test of writing skills taken in August and December 2022.

As seen in Table 1, there is a difference of 5 in the minimum and 3 in the maximum results, while the post-test standard deviation is smaller than the pre-test, which means that the latter has less dispersion in their values.

The next table shows the changes to the writing criteria before and after the poster project application.

Table 2. Results of writing pre and post-test

Criteria	Pre-test	Std. Deviation	Post-test	Std. Deviation
Use a social topic	3.4084	0.8207	4.6056	0.4921
Coherence	2.7183	0.7403	4.1971	0.6463
Organization	2.1267	1.0813	2.8591	1.2682
Grammar	1.3239	0.9376	3.8591	0.7800

Source: Data obtained from pre and post-writing tests.

Table 2 shows that there is a clear difference between before and after grammar criteria, followed by coherence and use of social topic, and finally organization. These findings correspond to a group of students who knew the topic development but they had grammar, coherence, and organization problems, after that they were able to overcome these difficulties.

On the other hand and according to Kolmogorov-Smirnov, the data mentioned before does not follow a normal distribution (Annex 3), therefore it was used the non-parametric for dependent simples t-test Wilcoxon Sign Test, the results of which are reported in the next table.

Table 3. Related- Samples Wilcoxon Signed Rank Test of written

Null Hypothesis	Sig.	Decision
Ho: The median of differences between pre and post-equals 0	.000	Reject the null hypothesis

Source: results obtained from pre and post-test, taken in August and December 2022.

As can be noted from the above table, the significance obtained (p =. 000) is lower than set the level of α (.05), Therefore the null hypothesis is rejected, also we can point the social issues poster project is effective in improving writing skills in ESL students.

Likewise, the speaking tests results are shown in the following table:

Table 4. Results of speaking pre and post-test

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	71	3.0	8.0	6.310	1.050
posttest	71	13.0	17.0	15.01	1.035
Valid N	71				

Source: Pre and post-test of speaking skills taken in August and December 2022.

As illustrated by table 4, there is a clear difference of 9 between the pre and post-speaking test which is set out in the next table.

Table 5. Results of speaking pre and post-test

Criteria	Pre-test	Std. Deviation	Post-test	Std. Deviation
Visual	2.0140	0.9782	4.4084	0.6882
Organization	1.5352	0.9831	3.2253	0.9739
Voice	1.4929	0.7343	3.7464	1.0917
Coherence	1.2816	0.7776	3.6478	1.2994

Source: Data obtained from pre and post-speaking tests.

In this table, it can see how every criterion has changed mainly the visual criterion which is related to the use of posters during students' presentations.

According to the test of normality (Annex 4), the above results do not follow a normal distribution, therefore, it used a non-parametric test, in this case, used related-samples Wilcoxon signed rank test, and its results are reported in the table below.

Table 6. Related- Samples Wilcoxon Signed Rank Test of speaking skills

Null Hypothesis	Sig.	Decision
Ho: The median of differences between pre and post-equals 0	.000	Reject the null hypothesis

Source: results obtained from speaking pre and post-test, taken in August and December 2022.

As we can see in table 4, the significance is .000, which means that the null hypothesis is rejected, and the alternative hypothesis is accepted, in other words, the social issue posters project improves the speaking skills of ESL students.

Table 7. Poster presentation rubric

Criteria	N	Mean	Std. Dev
Visual	71	3.2816	0.5122
Interest	71	3.7746	0.4207
New info	71	3.7042	0.4596
Speech	71	3.6056	0.4921
Script	71	3.7464	0.4381

Source: Data obtained from poster presentation rubric

The above table shows the performance of 71 students in their recorded videos. It can be seen that all the criteria scored highly (considering a maximum of 4). In another word the students showed and described topics of their interest, as well as they have achieved to share updated information through colorful posters, also enhancing their productive skills represented by the proper speech and script.

Figure 1. Social issue poster   Figure 2. Video recording of poster presentation

The second stage, considered qualitative is detailed in the next table, where students expressed their views about the completed project.

Table 8. Students' perceptions about designing posters and recording videos project

Items	Strongly disagree N (%)	Disagree N (%)	Neutral N (%)	Agree N (%)	Strongly agree N (%)
Design posters have improved my English handwriting.	1(1.4)	1(1.4)	7(9.9)	37(52.1)	25(35.2)
This experience has improved my creativity.	0 (0)	1(1.4)	6(8.5)	30(42.3)	34(47.9)
My pronunciation improved when I recorded videos.	0 (0)	3 (4.2)	12 (16.9)	29 (40.8)	27 (38)
I have felt motivated by designing posters.	1(1.4)	1(1.4)	4 (5.6)	27(38)	38(53.5)
The English learned will serve me in my professional life.	1 (1.4)	0 (0)	6 (8.5)	20 (28.2)	44 (62)
Recording a video has improved my self-confidence in speaking English.	1 (1.4)	3(4.2)	4(5.6)	33 (46.5)	30 (40.2)
I have realized that it is easy to record a video in English.	0 (0)	8 (11.3)	19 (26.8)	29 (40.8)	15 (21.1)
My fluency in English has improved by doing posters & video Projects.	1(1.4)	3 (4.2)	11 (15.5)	37 (52.1)	19 (26.8)
I have had fun designing & recording in English.	1 (1.4)	3 (4.2)	8 (11.3)	32 (45.1)	27 (38)

Source: findings obtained from survey application

As can be appreciated in table 8 shows that 87% of the students strongly agreed and agreed to improve their English handwriting during the designing posters process. 90.2% of them mentioned that this project improved their creativity. 78% of the students agreed that their pronunciation improved when they recorded videos. 91.5% of them were motivated during the project's development, while 90.2% agreed that what they learned during this poster project will serve them in their professional lives. Another outcome was 86.7% of students mentioned that their self-confidence improved in speaking English, during the improvement of the posters project, 61.9% of them think that was easy to record videos, also 78.9% of the students strongly agreed and agreed that their oral fluency improved, and 83.1% revealed that designing and recording in English was fun.

The second part of the qualitative stage was to determine what Aristotle's rhetorical area is the most used by students to persuade people both what they have written in their posters and what they have said in their videos. Following it presented the results of three of Aristotle's rhetorical areas pathos, ethos, and logos. This part of the survey was designed from an analysis of the literature (Henry et al., 2022 & Voci, 2022).

Table 9. Aristotle's rhetorical perceptions of students about the social issue posters project

Items		Strongly disagree N (%)	Disagree N (%)	Neutral N (%)	Agree N (%)	Strongly agree N (%)
PATHOS	My message had great emotion.	1(1.4)	1(1.4)	4 (5.6)	34(47.9)	31(43.7)
	In the posters, I have dealt with mistreatment and injustice.	33(46.5)	12 (16.9)	10(14.1)	11(15.5)	5 (7)
	The posters have made me feel more Peruvian than at other times.	2(2.8)	4 (5.6)	15 (21.1)	32 (45.1)	18 (25.4)
	During this experience, I have been able to express my views in writing and orally.	0 (0)	2 (2.8)	5 (7)	38(53.3)	26 (36.6)
ETHOS	I tried to make the written messages as credible as possible.	0 (0)	1 (1.4)	1(1.4)	39 (54.9)	30 (42.3)
	In the poster, I have included a character that illustrates the message I want to convey.	4(5.6)	6(8.5)	12(16.9)	23 (32.4)	26 (36.6)
	With the posters & videos, I have been able to report situations that currently happen.	1 (1.4)	1 (1.4)	10 (14.1)	27 (38)	32 (45.1)
LOGOS	I have sought to give exact scopes with data that help us improve our quality of life.	1 (1.4)	1 (1.4)	7 (9.9)	44 (62)	18 (25.4)
	I looked for the message written on the posters to have all the reasons to understand the main topic.	0(0)	2 (2.8)	4 (5.6)	32(45.1)	33 (46.5)

Source: results from the survey carried out in December 2022.

By table 9, in the pathos area, it was found that 91.6% of students strongly agreed and agreed that their messages had much emotion, and only 22.5% of them have dealt with mistreatment and injustice, while a 70.5% of them have felt more Peruvian during the poster's design. In respect of the ethos area, it has been shown that 89.9% of them have been able to express both written and oral views, furthermore, there was 97.2% of students made credible messages, and 69% of students included a character in their posters. Finally, in the logos area, there was 83.1% of students reported current situations, while 87.4% of students shared information that improves people's quality of life, and 91.6% of them mentioned that they gave all the reasons to understand the main topic. To sum up, 61,5% of students are inclined to use emotions (pathos) to persuade, while 85.3% of students use credibility to convince people (ethos) and 87.36 % of students use updated information to persuade people (logos).

The third part of the survey had open-ended questions, this situation provides a range of answers that enriches the research (Neuert et al.,

2021). It was also recommended to use a survey with open and close-ended questions, this helps us with the slight difference between both answer groups (Hsu et al., 2004; Lamanauskas & Makarskaitė-Petkevičienė, 2021). The last two tables contain the answers to open-ended questions presented in the survey. These answers were translated into English, and it was sought knowledge of both the point of view of the poster project and the possible suggestions made by students for improving this.

Table 10. Students' opinions in general about posters & videos project

Criteria	Examples (coded)
Challenging Work	"It enabled me to overcome the fear of recording a video, speaking in a language that I do not master" (student 2). "I had to investigate more than I could" (student 3). "It is an activity where you have to actívate my creativity and record a video, improving my English at the same time" (student 8). "At the time of recording a video, I realized that doing it several times will be better. I like that things go well" (student 15). "It is a little complicated in my case, so I look after my son in the morning, and I work at night" (student 26). "Insufficient time is a negative factor (student 42).
Creativity	"It helps me to highlight my creativity" (student 8). "More projects should be like this because young people show off their creativity and immerse themselves in the English world" (student 13). "….. it is necessary to be devoted and promote creativity" (student 16). "This Project has greatly helped the creativity of students and pronunciation (student 29). "It has developed my creativity, and I have improved my learning of English" (student 45). "The posters boost creativity" (student 58).
Innovation	"It is an innovative language learning approach" (student 13). "It is an innovative idea to motivate young people and demonstrate that English is not complicated as it appears" (student 66).
Promoting written and oral proficiency	"It improved my writing" (student 3). "It allows me to improve my pronunciation and writing" (student 23). "It is a great way for practicing the English language" (student 44).
Self-confidence	"It helps my self-confidence when speaking (student 24). "It is a very interesting way to trust me, at the time giving my opinion in English (student 28).
Usefulness in the day-to-day life	"It allows us to reflect on the current situation in our country" (student 9). "Raising people´s awareness of paying taxes" (student 23). "To orient people on how to preserve the global environment" (student 36).

Source: Answers given by students to open-ended questions of the survey.

The table previous is visible a positive view of students about the social issues poster project, considering 6 coded strengths, among these are: challenging work, because the project was a new experience for many of them, conversely, seeking to be a perfect job, they recorded the video again and again. Other answers were coded like creativity because a number of them highlighted that they activated their imagination during the project. Innovation was another condition mentioned by students because they found the posters project as a new way for improving productive skills, and this is associated with their improvement in their written and oral proficiency, jointly with their self-confidence improvement, and their belief of the usefulness in the day-to-day life of posters project.

Table 11. Students' recommendations for future projects

Criteria	Examples (coded)
More projects with posters	"Elaborate more posters for improving the writing" (student 3). "Elaborate posters about the planet" (student 4). "Implementing posters projects into the institute" (student 7). "More group projects and more group discussion" (student 68). "The new videos have to have new issues, out of our comfort zone" (student 55).
Practice more pronunciation	"More vocabulary and better pronunciation, give us more confidence" (student 22). "Practice more pronunciation" (student 60).
Vocabulary	"Increase vocabulary, for next Project" (student 2). "Practice more posters vocabulary" (student 34). "Learning new vocabulary is where we had difficulties" (student 45).
Video equipment	"You must have better video equipment, for video recording better" (student 71).

Source: Answers given by students to open-ended questions of the survey.

These recommendations reflect the needs and difficulties of students, in other words, they desire more projects like the one carried out in this research, focused on environmental issues (Müderrisoğlu & Altanlar, 2011; Higuchi et al., 2018) as also they want to improve their pronunciation (Sahatsathatsana, 2017; Hassan, 2014).

- Improved my vocabulary in English
- Improved my pronunciation
- Improved my creativity
- Improved my motivation to learn English
- I could share my views in English

Figure 3. The most important achievements of this posters & videos Project

In Figure above, can be appreciated that this project improved the English learning motivation in the students (42.3%), improved their pronunciation (26.8%), improved their creativity (14.1%), improved their vocabulary (8.5%) and allows the students share their views in English (8.5%).

- lack of vocabulary
- Insufficient time (for designing & recording)
- Difficulties of pronouncing
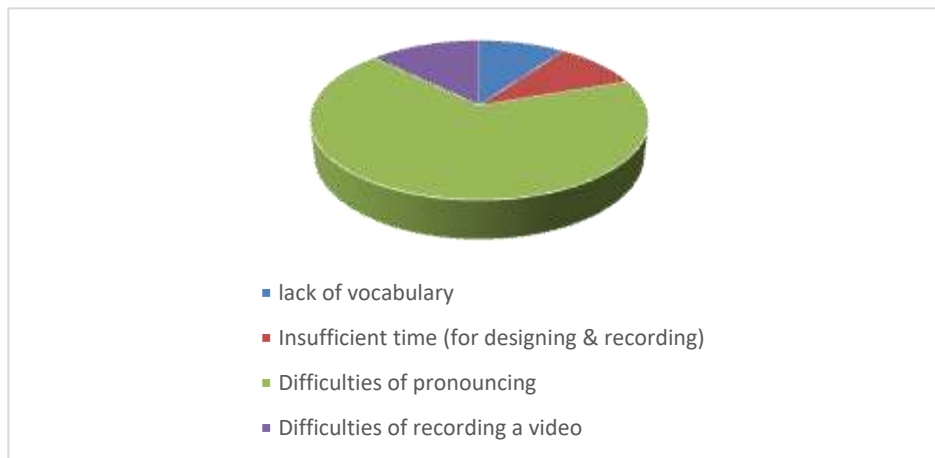- Difficulties of recording a video

Figure 4. the most common difficulties in the achievement of these posters & videos Project

For their part, figure 4 shows the main difficulties found by students in the project development, being pronunciation difficulties the most outstanding (67.6%), followed by recording videos (12.7%), and the lack of vocabulary and time with the same percentage (9.9%).

4. Discussion

The present study is intended to demonstrate how a social issues poster project improves productive skills in the English language in a group of 71 ESL students, furthermore, whether these students ended with a positive perception of this project. In the writing test, this group of students achieved a 5.953-point increase in average post-test scores compared to the pre-test. Previous studies have shown that posters are better than essays for improving writing skills, both because it is easier to create a persuasive text with them (Salih, 2021) and because it is more easy teachers to give feedback to their students (Cetin & Eymur, 2017) or because posters as a means of learning become more active than other and motive to students for writing (Jannah et al., 2022). In another scenario, it has been reported that though many students complain because they have to design a poster, they also have read more for their presentation and this motivates them because they learned more (Kinikin & Hench, 2012). Likewise, the fact that posters allow students and teachers to discuss and analyze their posters as the final product, allows for sharing ideas, or to correct mistakes, or simply transfer more knowledge collaboratively (Akdağ & Yildiz, 2021). It is understood that any process for learning to write has certain conditions like the student's English level, the editing process made by students with help from the teacher, take into account recommendations like paraphrasing and avoiding plagiarism, and all of them can be developed through posters (Maki Haffa et al., 2021). Although posters have been categorized as less stringent than oral presentations at scientific events, their color and their use for an introduction are their advantages (Soon et al., 2022). On one hand, oral skills and posters are also

related because it is possible to practice a speech based on the poster, allowing the experts to give suggestions and detect and correct errors (Miller, 2007). In addition, posters can be considered visual aids during an oral presentation, because they are didactic support for both speakers and listeners (Wilson & Brooks, 2014). In addition to the above, Nor & Shahrill (2014) propose that poster designing motivates learners and allows them to share orally their ideas and results embodied in them. The last three pedagogical proposals are in the line with the results obtained in this research where there is a difference of 8.7 between the pre and post-test.

On another side, there is a positive perception of posters in the young audience, both because they are useful in the academic world and because they promote active learning (Rowe & Ilic, 2009), but also because these young people perceive that posters improve their writing skills (Rauschenbach et al., 2018), while some works like the one made by Kiai et al (2022) mention that posters improve the grammar and writing competencies in students. For their part Windari et al.,(2020) demonstrated that students feel well to write posters, check them, revising the wording, and rewrite them.

In the present project, posters boosted creativity because they attract attention with a mixture of art and a sense of pride in the students (Hasio, 2015), whereas to Liu (2019) creativity comes from the open possibility of promoting and spreading local culture. For Apiola et al.(2010) creativity is more possible in projects like this because posters open the intrinsic motivation, where the student is the protagonist who looks for fresh information and transforms them into colorful expressions. Then, our results are supported by the abovementioned experiences and many more like the one carried out by Munakata & Vaidya (2012) who concluded that posters could be a connection between science and daily situations, this also stimulates creativity.

On the outcomes of the motivating effect of posters, it is worth noting that Nguyen et al. (2020) mention that there is a relationship between posters and motivation, and this effect lies in their multiple options and nuances to develop. For his part, Tay (2017) explains that posters can motivate readers or people who observe them, but if you want to create a motivational poster, you must be motivated also. Additionally, students' autonomy increase as they are free to decide what kind of poster to design, this condition also motivates students (Tripathi et al., 2018).

As far as the positive students' perceptions of recording videos and pronunciation there are similar results, for example, Parker (2000) indicates that video recording has multiple benefits, among these are the ability to listen to people with perfect pronunciation, the opportunity to correct pronunciation mistakes, to improve pronunciation making their videos. While Tergujeff (2012) mentions that video recording could be an effective option for assessing and improving L2 pronunciation, it is important to consider that some students are affected by the presence of cameras. Nonetheless, Marla Tritch Yoshida (2018) holds while it is true that technology helps improve oral pronunciation in students, it is also true that the teacher is the main guide in improving pronunciation in their students. Bear in mind that recording videos can enhance students' self-confidence, this situation is shared by Mahmud (2019) who explains that while students make videos frequently, they are not afraid of making mistakes, because it becomes a habit. Finally, recording videos in English is attractive because they have a funny design and use creative ideas considering the age and English level of students (Theobald et al., 2015; Inkpen et al., 2012 & Osma-Ruiz et al., 2015).

Regarding students' position on rhetoric elements, expressed in ethos, pathos, and logos, it is clear that the persuasion depends on the kind of public (Romanova & Smirnova, 2019), in our project, the main indication was to promote the behavior change in front of social issues, therefore it is most possible that students argue their posters information through logical and credible information. According to Higgins & Walker (2012), the use of persuasion elements depends on the context, for example, social issues are relevant whereas the message makes think, feel, and act the target audience, for their part I. Berlanga (2013) clarifies that the use of rhetoric elements depends on social networks, that is to say, Facebook is more used ethos than logos and pathos, while LinkedIn is more possible logos use, which means that giving a speech live is equally effective than a speech on social networks or recorded, as happened in the case of poster project. In this regard, Pedwell et al.(2017) consider posters as an academic resource, sharing cited and updated information, therefore posters use commonly logos as a rhetoric element. Finally, our results are similar to those arising from Ting et al.(2020) who concluded that posters usually do not use pathos elements in their design, because academic information has to be logical and not sentimental.

When the motivation to learn English become the most relevant to students, (seen in multiple-choice questions about the current project), was because posters and record videos are learning media that allow the student to learn enjoyably (Saregar et al., 2019; Abu Athreh & Obeidat, 2022) and therefore these media can motivate students learning English because all depends of the classroom activity (Purmama et al., 2019; Klimova, 2011; Meyer & Turner, 2002). Then, for students, their pronunciation, creativity, and vocabulary achievements are among the most significant of this project due that the posters and video recordings promoting the use of real-life context, at the same time that students get involved with the community problems and indirectly they improve mentioned skills (Baso & Amelia, 2014; Tarigan & Listyani, 2021; Pryshchenko, 2021 & Sa'adah & Atikah, 2019).

5. Conclusions

The present study seeks to demonstrate whether a social issues poster program improves productive skills in a 71 group of students of ESL, simultaneously search of their perceptions of posters and videos, key components of the program, and, on the other it was sought what kind of rhetoric element the students use for persuading people. The findings were first the significant difference between pre and post-writing tests (p=.05), the same for pre and post-speaking (p=.05) tests after the social issues posters program application. In addition to this, it was found positive perceptions about the mentioned program, jointly with their preferences for logos as a rhetoric option for persuading people. The students also mentioned some skills developed throughout the program, like creativity, innovation, and self-confidence. Likewise, their

motivation for learning English and the improvement in their pronunciation are among their achievements.

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Annex 1

Poster writing rubric

Criteria	4 (excellent)	3(strong)	2(fair)	1(needs)
Use of social topics				
Coherence				
Organization				
Grammar				

Poster speaking rubric

Criteria	4 (excellent)	3(strong)	2(fair)	1(needs)
Visual aid (use of poster)				
Organization				
Voice				
Coherence				

Annex 2

Reliability Statistics

Cronbach's Alpha	N of Items
,927	19

Annex 3

Test of Normality

	Kolmogorov- Smirnov		
	Statistic	**df**	**Sig.**
pretest	.248	71	.000
posttest	.293	71	.000

Annex 4

Test of Normality

	Kolmogorov- Smirnov		
	Statistic	**df**	**Sig.**
pretest	.195	71	.000
posttest	.174	71	.000