
RESEARCH ARTICLE

The Impact of Using Infographics on Improving Tenth Grade Learners' Speaking and Writing Skills in English Language at Alhodiedah Governorate

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ABSTRACT

The present study investigated the impact of using infographics on improving tenth grade learners' speaking and writing skills in English language at Alhodiedah Governorate. For this reason, the following questions were formulated to achieve the study aims. These questions were: What is the impact of using infographics on improving tenth grade learners' speaking skills? And what is the impact of using infographics on improving tenth grade learners' writing skills? To answer these questions, A test (Pre-test and Post-test) was used to measure learners' speaking and writing development in English language. In addition, a proposed programme includes forty infographics (pictures, tables, charts, drawings and graphs) has been used as a treatment. The study instrument has been evaluated by experts in the field of ELT and Applied Linguistics and via using the SPSS programme to ensure their validity and reliability. Twenty learners at the tenth grade at Bilqees School at Alhodiedah Governorate, were chosen as the sample of the study. The first group, the experimental group, consisted of ten learners and the other, the control group, also consisted of ten learners. The results showed that there were statistically significant differences at the denotation level at (0.05) in the mean scores of the post-test of speaking and writing skills of the experimental group taught by using infographics.

KEYWORDS

Impact, Infographics, Improving, Speaking Skills, Writing Skills, Tenth Grade Learners

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1. Introduction

Language is defined differently according to its various characteristics and uses by a lot of scholars in fields of education and linguistics. Some of these definitions are presented below:

Al-Anisi (2011, p. IV) writes "Language is the most important characteristic of mankind and it is communicated either orally or in writing."

According to O'Grady (2009, p. 1), language is the only mean of communication to all human beings in their daily life. He adds that

"Language is at the heart of all things human. We use it when we're talking, thinking, reading, writing, and listening. It's part of the social structure of our communities; it forges the emotional bond between parent and child; it's the vehicle for literature and poetry. Language is not just a part of us; language defines us. All normal human beings have at least one language, and it is difficult to imagine much significant social, intellectual, or artistic activity taking place without the opportunities for communication offered by language."

Also, language is not confined to speech sounds and does not have to be oral. In sign language, for example; human beings can get and understand the meaning or the message simply via gestures, body posture and facial expressions. Sachdevaetal.

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(1995, pp. 54 & 55) defines language as "a set of human habits, the purpose of which is to give expression to thoughts and feelings, and especially to impart them to others" (cited in Al-Kahtani, 2002, p. 1) KrishnaSwamy (1989, p. 17) writes several definitions of language. They are as follows:

1. Language is a means of communication and self-expression.
2. Language is arbitrary.
3. Language is non-instinctive; conventional.
4. Language is symbolic.
5. Language is systematic.
6. Language is vocal.
7. Language is a form of social behavior.
8. Language is human.
9. Language is open-ended, extendable and modifiable.
10. Language is structurally complex.

(cited in Al-Kahtani, 2002, p. 2)

Andrew (1971, p. 14) also writes " Language is a human and non-instinctive method of communication of ideas, emotions, and desires by means of voluntarily product symbols". The residents of each country have their own language that they use to express their ideas, emotions and needs in order to communicate with each other.

In the recent centuries, English language becomes an international language and it is spoken all over the world. According to Al- Ahdal (2010) and Fadhael (2009), English is a source of communication in several fields such as education, technology, science, medicine, business, economy and commerce. For this reason, Crystal (2003, p. 1) calls English a "global language" (cited in Alnaqeeb, 2012, p. 1). So, teaching and learning English as a foreign or second language is very important.

DİNÇER , GÖKSU , TAKKAÇ and YAZICI (2013) and Rao (2019 a, 2019b) accentuate the important role of teachers of English as a foreign language in understanding and lessening the problems and difficulties hindering students' long lasting learning process. Thus, teachers have to use various strategies to develop their learners' productive skills (speaking and writing skills) because both writing and speaking skills concentrate the way of producing knowledge. A learner starts to gain knowledge through receptive skills (listening and reading). Then she/he uses and shares it through their productive skills (speaking and writing). Golkova and Hubackova (2014) emphasize this point and write

"Passive language skills do not force students to produce anything actively. They gain the knowledge in a passive manner and later they start producing their own monologues, dialogues and many other "spoken results" are created. The same process is done with writing which the same way as speaking belongs to the category of productive language skills, also described as active skills." (pp. 477& 478)

According to what they write, they call listening and reading skills 'passive or receptive skills' and writing and speaking skills 'productive or active skills'. In addition, Hossain (2015) claims the significance of teaching speaking and writing skills because they make learners use their language information background and involve them in real communicative aspects such as oral presentations, written studies and reports among others. So, he describes them as 'barometer' which through them teacher can notice and measure the learners' language development. He emphasizes the important need of developing them in order to keep up with the local and international progress.

Nowadays, all life domains keep up to progress. The development of technology accompanies with many and fast changes. The internet is one of the important changes that is brought by technology. It makes the world as a small country in which people communicate with each other at anytime and anywhere. It facilitates man's life requirements for example; she/ he can buy clothes, order food, get information, make friends... etc. As a result, developing educational environments and strategies to prepare a generation that keeps pace with the scientific, technical, technological and cognitive developments has been attempted by the global educational systems (Tantawy, 2021, p. 278, & 279). He also lauds the recommendations that has been produced by some conferences like; the Conference of Education Technologies and English learning that was held in the United Arab Emirates (2016), The Conference of Teaching English in the 21st Century: New Perspectives (2014), The International Conference of Language Literature and Culture (2012), the International Conference of Education Technology and the International Conference of Language Medias and Culture (2015) to adopt English learning and blended learning in teaching, giving concern to a mobile learning environment, publishing and managing educational materials by learners, and using modern programmes and technological applications that facilitate teaching English.

Education especially English language education becomes easy because the internet presents a lot of useful websites which provide videos, books, studies, science and language journals, posters and worksheets. Due to this, teachers should follow these changes and use technology to facilitate learning. Studies such as Parveen and Husain (2021), Cahyani, SintyaDesi, and Myartawan (2020), Ibrahim and Maharaj (2019), Alrwele (2017), and others confirm the impact of infographics, which is well-known in the last years, on language learning and they consider them as a promising tool for teaching and learning. Al Hosni

(2016) emphasizes the power of them in English language teaching because his study result proves the impact of them on English foreign language (EFL) learners' comprehension of what is learned and boosts their ability to recall it. Ibrahim and Maharaj (2019, p. 59) apply an experiment with using infographics and deduce that "using infographics to teach one aspect of grammar (Tenses) has implications for other areas of the English language." . In other words, the positive effect of infographics is not limited to only one aspect of grammar, but also to other language skills. In his side, Hertavira (2019) lauds the significant impact of infographics on learners' reading interest because they motivate learners with low reading interest to understand the information conveyed and develop learners' reading comprehension. Mubarok and Asri (2020) also prove the effects of infographics on learners' skill in summary writing. Alrajhi (2020, p. 325) claims that "idioms learning via infographics indicate effective learning and retention, high motivation and interest, independent learning and attracted attention". In addition, Cahyani, SintyaDesi, and Myartawan (2020) have good impression of infographics and their influence of using them in EFL classrooms in order to enhance learners' English speaking competence.

1.1. Statement of the Problem

Many English language teaching studies concentrate on the importance of infographics in language learning (Parveen, & Husain 2021; Hertavira, 2019; Ibrahim, & Maharaj, 2019) and their effect on learners achievement (Alrwele, 2017). Because of the difficulties that effect on Yemeni learners' English speaking and writing skills, this study suggests infographics as an attractive tool to develop these two skills of English language . Hence, the problem of the study is stated as "the impact of using infographics on improving tenth grade learners' speaking and writing skills at Alhodiedah governorate".

Despite the significance of infographics and their better effect on learners' speaking and writing skills, there is no study that the researcher is aware of that sheds light on the use of infographics and their effectiveness on English productive skills in Yemeni context. Unlike other studies, this study attempts to discover the effectiveness of infographics on beginners' EFL productive skills in Alhodiedah, Yemen. The researcher expects that using infographics in English classrooms has a useful and successful impact on developing learners' productive skills.

1.2. Objectives of the Study

The general main objectives of this study is to investigate the impact of using infographics on improving tenth grade learners' speaking and writing skills in English language at Alhodiedah governorate.

The sub-objectives of the study are the following:

1. Investigating the impact of using infographics on improving tenth grade learners' speaking skills.
2. Investigating the impact of using infographics on improving tenth grade learners' writing skills.

1.3. Questions of the Study

Based on the study objectives, the study questions are formulated as follows:

1. What is the impact of using infographics on improving tenth grade learners' speaking skills?
2. What is the impact of using infographics on improving tenth grade learners' writing skills?

1.4. Significance of the Study

This study is expected to have theoretical and practical importance as follows:

1. The results of this study may hopefully offer a foundation for subsequent studies to build upon, exploring other aspects of the infographic method and its applications in different areas of language teaching.
2. The results of this study may introduce educational policymakers and curriculum developers to the potential benefits of innovative teaching methods like infographics, encouraging their adoption and implementation.
3. By bridging the gap between infographics and teaching methods, this study may provide interdisciplinary insights that enrich both fields. It may help teachers understand how psychological principles can be harnessed to enhance language teaching.
4. This study may hopefully be a scientific response to the aspirations and objectives of the secondary schools in the Republic of Yemen seeking to apply the modern teaching methods used in secondary schools.

1.5. The Research Limitation

- 1. Topic Limits:** The topic limit of this study is the impact of using infographics on improving tenth grade learners' speaking and writing skills in English language at Alhodiedah Governorate.
- 2. Human Limits:** It is delimited to two groups (experimental group which will be taught by infographics and control group which will be taught by using a traditional method) of Tenth grade learners
- 3. Time Limits:** The study is applied on the first semester of the academic year 2004/ 2005 from Sunday, July 21, 2024 to Sunday, October 13, 2024.
- 4. Place Limits:** It takes place at Bilgees School at Alhodiedah Governorate, Yemen.

2. Literature Review

According to the aim of the study which is investigating the impact of using infographics on improving tenth grade learners' speaking and writing skills in English language, this paper consists of two sections. The first one presents an overview of infographics and English speaking and writing skills. The other shows the previous studies.

2.1. Review of Related Literature

2.1.1. Infographics

2.1.1.1. Definition of Infographics and Its Nature

Infographics is defined by most of researchers such as Hertavira (2019), Purchase et al. (2018), Albers (2014)...etc. Hertavira (2019, p. 39) defines infographics as "a visualization of data or ideas that tries to convey complex information to an audience in a manner that can be quickly consumed and easily understood". In other words, infographics are visual representations of graphic data that provide the reader with all information they need to understand it more quickly, readily, succinctly, and clearly. In Purchase et al. study (2018), they use the following definition of infographic "An image that presents a data set, where the data quantities are depicted using pictures of recognizable common items." (p. 212). Albers (2014) writes "an infographic takes a large amount of information in text or numerical form and condenses it into a combination of text images and with a goal of making the information presentable." (cited in Purchase et al. , 2018, p. 2). According to the researcher, the word 'infographics' refers to photos, tables, charts or graphs that are designed to represent information.

Purchase et al. (2018, p. 211) state that infographics is often adorned with visual components or images and display quantitative data, such as that seen in bar charts or scatterplots. Infographics, which make data more visible, engaging, and memorable, are becoming more and more common in popular media, online, public presentations, and organization brochures. Hertavira (2019) emphasizes that infographics are primarily utilized in presentations to help the presenter communicate a concept or piece of knowledge. Infographics first present data in the form of graphs that have been particularly created. However, infographics are now frequently utilized and created with a variety of formats and distinct goals based on the presenter's requirements. Infographics are currently utilized in presentations as well as other contexts since the growth of the internet in recent years. Infographics are characterized by their distinct and captivating forms, vibrant colors, and in-depth data presentation. There are two aspects of an infographic as Hertavira (2019) claims. One of them is the quantitative aspects of sign, symbols or visual elements. The other one is qualitative aspects of color, size and shape. Infographics employ texts to provide a succinct explanation and make the data meaningful. He also adds that they have numerous advantages over traditional data display methods. The human brain has been accustomed to receive information in a visual form since prehistoric times. This is further supported by prehistoric artifacts, such as paintings created as a kind of communication. Thus, a visual concept with captivating visuals and the veracity of the data contained therein are crucial when creating infographics.

2.1.1.2. Types of Infographics

Purchase et al. (2018, p. 211) mentions the seventh top-level category of infographics. They are:

1. **Bar Charts** (Locoro, Cabitza, Actis-Grosso, & Batini, 2017): A bar chart is the main data presentation form.
2. **Geographical** (Garcia, & Cox, 2008): The primary shape is a geographical map.
3. **Units** (Lohse, Biolsi, & Rueter, 1994): The quantity of the data is represented by several small graphic images, each representing an amount of data.
4. **Area-as-Quantity**: Different data quantities are represented by the areas of shapes. In some cases, these are **Familiar Shapes** (e.g. circles, triangles) (Borkin, Bylinskii, Kim, Bainbridge, Yeh, Borkin, Pfister, & Oliva, 2016); in others **Uncommon Shapes** are used (e.g. dinosaurs, mail boxes) (Albers, 2014).
5. **Single Circle** (Albers, 2014): Data is represented within a singular circular form.
6. **Proportion-as-Quantity**. The data quantities are shown as proportions of a larger object. Divisions of **Rectangular Shapes** are most common (Lohse, Biolsi, & Rueter, 1994), although **Irregular Shapes** (e.g. banana, wine glass) are also used (Albers, 2014).
7. **Flags** (Kwasnik, 1999): The primary shape used is that of national flags.

(cited in Purchase et al, 2018, p. 215)

2.1.1.3. Infographics in Education

Hertavira (2019) confirms that everything that has the potential to spread or transfer messages from a source in a deliberate manner, creating a conducive learning environment where the recipient can maximize the efficiency and effectiveness of the learning process, is considered learning media. Learning media is a useful tool for providing written explanations for some

aspects of learning programmes that are challenging to convey orally. When utilizing instructional media, learning materials will be more straightforward and easy to understand. Thus, the learning tool should not be used to teach every topic, just those that are still unclear. This is consistent with the media's role as a source of clarification. In light of this, one of the characteristics of the learning tool is its capacity to enhance visual stimulation. In other words, he indicates that using images enhances the capacity of the human visual system to comprehend information more quickly and readily, infographics can enhance cognition. According to Beegel (2014, p. 9) strong infographics can draw viewers in for the duration of the message by using a compelling headline and eye-catching image in the initial few seconds. Infographics are becoming a powerful tool for creators to communicate their ideas while also communicating information (cited in Hertavira, 2019, p. 41). It is supported by McCartney (2013), the advantages of using infographics in the educational process include the following:

1. Delivering the complex information in a smooth and simple way.
2. Addressing the mind with the appropriate preference for visual information, vision, and visual representation.
3. Helping the learner to form an overall view of the provided information and knowing the relationships among them, which provide the integration of knowledge within the same field.
4. Linking knowledge in different fields.
5. Directing the teacher and the learner to focus on comprehension and awareness rather than on the memorization process.
6. The low cost of using the infographic compared to other educational methods.
7. It provides an element of thrill and fun in the educational process.

(cited in Tantawy, 2021, p. 291)

According to MohaddesShafiehpoor (2016, p. 43), there are some steps in the education process to use infographics. They are as follows:

1. Create your own infographics. Using someone else's material is also fine, as long as you attribute ownership.
2. Create some context on why the graphic is an important piece of information. Start with exciting information on what the design is about and use other materials to complete the lesson (videos, news links).
3. Have students analyze the graphic on their own.
4. Debrief as a class. Students should be able to draw conclusion or insights from the material.

(cited in Hertavira, 2019, p. 46)

Ferreira (2014, p. 10) limits the following seven principles to make good infographics:

1. Make theme, story or message clear: There must be a clear theme, a story or a message in the Infographic. It is important to think about what the purpose of your infographics is what you want to showcase before you start your design.
2. Consider your audience: Think of the most important ideas you want to illustrate in your infographic, and how best to display them.
3. Make it visually appealing: Graph, map and data can be used to back up your most important ideas.
4. Consider the size: Infographics are very large, so it is important to consider what works best for you depending on the amount of content that needs to be shown and where they're likely to be published.
5. Consider simplicity: Keep your design simple, or make a series of infographics if you have got enough information to give.
6. Use your data effectively
7. Consider the impact

(cited in Hertavira, 2019, p. 48, & 49)

A number of free tools for creating infographics on the internet are available nowadays. Templates which can be used by individuals for their own purposes are available in most online infographics tools. Here is a brief of the most popular infographic sites for the teachers are mentioned by Hertavira (2019, pp. 49, & 50) to adapt the available templates and add their own content, images, designs, etc.:

1. Piktochart
2. Easel.ly
3. Visual.ly
4. InFoto
5. Venngage
6. Dipity

2.1.2. Speaking Skills

2.1.2.1. Definition of Speaking

For Pebrianti (2019, p. 11) speaking is "ways to communicate by talking orally in order to share information, make a request among communicators. Regarding to his research, speaking is ways communication used by the English Study Program to Share the meaning of information through class activity". Abdel Salam (2002) also defines speaking as a collection of micro-skills which include syntax, grammar, morphology, pragmatics or social language, semantics and phonology (cited in Ashour, 2014; p. 37). According to Torky (2006, P. 30), speaking is as "students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language." Regarding to the study context, speaking means an oral skill in which learners can develop knowledge and use of clear and easy to understand pronunciation and intonation, use English orally and be fairly accurate in using correct grammatical usage, use appropriate vocabulary and expressions, speak fluently, take a part of role-playing situations and be fluent, and talk about pictures fluently.

2.1.2.2. The Importance of Speaking Skills

For Pebrianti (2019) human beings start to speak before they learn to read or write. They use the language orally rather than in writing, so he claims that "speaking is the most important skill because it is one of the abilities that is needed to perform a conversation". (p.11) He also adds that English language learners should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension to speak English well because it is not an easy task. In Rivers's study (1981) about the use of language outside the classroom situation, the result is that speaking skill is used twice as much as reading and writing combined. Richards and Rodgers (2001) says that the speaking skill had been overlooked in traditional methods in the classrooms where the emphasis only was on reading and writing skills. Ur (2000) emphasizes the essential importance of speaking among other language skills; listening, reading and writing because it is very necessary for the effective communication. According to Pebrianti (2019, p. 12) speaking provides learners with two advantages. The first one is that it helps them to develop their vocabulary and grammar. The other is that it helps them to develop their writing skill. English learners through speaking can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. In Baker and Westrup's (2003) opinion learners who speak English very well can have various opportunities for getting better education, good jobs, and promotion. Pebrianti (2019) adds that "Oral language interactions and the opportunity to produce the language in meaningful tasks provide the practice that is very important to internalizing the language" (p. 13). In other words, the only one way to practice and learn the language is through tasks which are related to real life situations.

Ashour (2014, p. 39, & 40) sums up and cites the importance of speaking as follows;

1. Speaking is the communication tool to transform ideas (Conrad & Dunek, 2012:74), express feelings (Bar-On, 2004: 246), explain about discoveries, research results and discussions and responding to others.
2. Mastering speaking skills makes the speaker a well-rounded communicator who is a proficient in the four language skills. Such skillfulness provides the speaker with several distinct advantages which let them enjoy sharing idea with others and managing to understand and respect their own selves (Ranson, 2000).
3. Mastering speaking skills helps the speaker to gain the attention of the audience and hold it till the completion of his/her message.
4. Speaking skills are important to achieve the career success. Speaking enhances one's personal life by giving opportunities for travel, promotion, scholarships, or to attend conferences, international meetings, represent organizations in international events.
5. Speaking to the public gives speakers the power to influence people and shape their decisions (Griffin, 2008: 19).
6. Speaking is a cross-cultural communication system whose function is to regulate consensus with respect to the recognition of cross-cultural identities and the coordination of a nation's political, economic, and social functions with other nations (Cushman & Cahn, 1985: 13).
7. Speakers of a foreign language develop a range of skills, strategies and behaviours which assist them to manage the challengeable situations.
8. Speaking opportunities facilitate a stronger sense of membership, respect and self-worth, learning management, agency and personalizing learning (Fielding and Ruddock, 2004).

2.1.3. Writing Skills

2.1.3.1. Definition of Writing and Its Nature

Shokrpour and Fallahzadeh (2007) define writing as a complex activity that requires communicative skills that are hard to learn and develop, particularly in an EFL context and it is a reflection of the writer's ability to use those ability (cited in Hakami, 2019, p. 48). Writing, according to Elbow (1998), involves two processes: the first is thinking through the meaning, and the second is

putting the meaning into language because writing is a reflection of our thoughts. Thus, writing is a reflection of thoughts that remain in the mind. As a result, students who are reluctant to put ideas on paper frequently struggle with this activity and run into issues when they try to come up with topics to write about and construct sentences. Furthermore, Brown (2001) states that writing entails a methodical sequence of thought-related behaviors that include several stages like designing, composing and editing before concluding. In addition, Urquhart and McIver (2005) claim that writing is a laborious recursive process that forces writers to go through a piece numerous times, repeatedly going through particular stages. Teachers should teach their students writing techniques so they can create compositions that follows a specific direction of ideas. According to the study, it means a documental symbol about the learners' ability to use correct forms of verbs in sentences, write statements in correct structure, write answers to questions, complete gabbed exercises with appropriate vocabulary, complete the missing letters to get correct spelling words, write messages based on conversations, write summaries based on notes or answers to comprehension questions, write stories in a logical sequence, join sentences with connectives: when, but, because, so, and, then, predict events that happened next of oral or written story texts, use punctuation marks: full stops, question marks and commas, capitalize letters at the beginning of sentences and in proper nouns, write words, sentences, messages, summaries, stories with correct spelling, use appropriate vocabulary and expressions, write neat and easy readable texts and write unified texts in accordance with the title.

2.1.3.2. The Importance of Writing Skills

While many cultures have created their own writing methods or adopted the writing methods such as Heading and Statements, Pre-class outline, Using visual note-taking tools, no culture is known to have abandoned writing or allowed it to completely vanish. Alshami (2007, pp. 8& 9) mentions and cites the importance of writing skill as follows;

1. Writing skill has been generally found to be useful for its evident utility as a tool for communication. Freedman (1983) and Hess (1986)
2. Writing skill also helps students to communicate and think (Freedman, 1983, & Hess, 1986)
3. Writing skill reinforces spoken language, and many people claim that the writing skill helps them to think through sentence writing. While writing, students reinforce grammatical structures, how they can write correct sentence using suitable vocabulary, how they can collect and express their ideas, and how to get organized paragraph.
4. Writing skill helps students to collect and store all the ideas that arise from reflecting, talking, researching. And what it collects can then be made available as reading to curious minds. (Walshe, 1987)
5. Writing skill also is the skill that helps students to express their thinking and actions.
6. Writing skill is detached from the wide range of expressive possibilities in speech such as gesture, body movement, facial expression, pitch, and tone of voice. (Hedge, & Maley, 1988)
7. Writing skill is a wide skill that focuses on process and product approaches. Therefore it is necessary to recommend beneficial and more effective strategies for teaching writing.

According to Durga and Rao (2018, p. 3), there are some of the reasons supporting the significance of writing skill. They are as follows;

1. To write technical documents, research papers, and put forth the right facts and information.
2. To search and obtain a job.
3. To make presentations and reports, etc.
4. To improve communication skills.
5. To improve creativity, exploration, and essential for self-understanding.

2.1.3.3. Differences Between Speech and Writing

Seven areas of difference can be used to analyze the link between speech and writing. Crystal (2005, pp. 2, & 3) mentions them. They are clarified in the table below (Please see table 2.1).

Table (2.1) Differences Between Speech and Writing

No.	Speech	Writing
1.	Speech is time-bound, dynamic, transient. It is part of an interaction in which both participants are usually present, and the speaker has a particular addressee (or several addressees) in mind.	Writing is space-bound, static, permanent. It is often the result of a situation in which the writer is usually distant from the reader, and often does not know who the reader is going to be.
2.	The spontaneity and speed of most speech exchanges make it difficult to engage in complex advance planning. The pressure to think while talking promotes looser construction, repetition, rephrasing, and comment clauses ('you know', 'mind you', 'as it were'). Intonation and pause divide long	Writing allows repeated reading and close analysis, and promotes the development of careful organization and compact expression, with often intricate sentence structure. Units of discourse (sentences, paragraphs) are usually easy to identify through punctuation and layout.

	utterances into manageable chunks, but sentence boundaries are often unclear.	
3.	Because participants are typically in face- to-face interaction, they can rely on such extra linguistic clues as facial expression and gesture to aid meaning (feedback). The lexicon of speech is often characteristically vague, using words which refer directly to the situation (deictic expression, such as 'that one', 'in here', 'right now').	Lack of visual contact means that participants cannot rely on context to make their meaning clear; nor is there any immediate feedback. Most writing therefore avoids the use of deictic expressions, which are likely to be ambiguous. Writers must also anticipate the effects of the time-lag between production and reception, and the problems posed by having their language read and interpreted by many recipients in diverse settings.
4.	Unique features of speech include most of the prosody. The many nuances of intonation, loudness, tempo, rhythm, and other tones of voice cannot be written down with much efficiency.	Unique features of writing include pages, lines, capitalization, spatial organization and several aspects of punctuation. Only a few graphic conventions relate to prosody, such as question marks and underlining for emphasis. Several written genres (e.g. timetables, graphs, complex formulae) cannot be read aloud efficiently, but have to be assimilated visually.
5.	Many words and constructions are characteristic of (especially informal) speech. Lengthy coordinate sentences are normal, and are often of considerable complexity. Nonsense vocabulary is not usually written, and may have no standard spelling ('whatchamacallit'). Obscenity may be replaced by graphic euphemism (f ***). Slang and grammatical informality, such as contracted forms (isn't, he's) may be frowned upon.	Some words and constructions are characteristic of writing, such as multiple instances of subordination in the same sentence, elaborately balanced syntactic patterns, and the long (often multi-page) sentences found in some legal documents. Certain items of vocabulary are never spoken, such as the longer names of chemical compounds.
6.	Speech is very suited to social or 'phatic' functions, such as passing the time of day, or any situation where casual and unplanned discourse is desirable. It is also good at expressing social relationships, and personal opinions and attitudes, due to the vast range of nuances which can be expressed by the prosody and accompanying non-verbal features.	Writing is very suited to the recording of facts and the communication of ideas, and to tasks of memory and learning. Written records are easier to keep and scan; tables demonstrate relationships between things; notes and lists provide mnemonics; and text can be read at speeds which suit a person's ability to learn.
7.	There is an opportunity to rethink an utterance while it is in progress (starting again, adding a qualification). However, errors, once spoken, cannot be withdrawn; the speaker must live with the consequences, interruptions and overlapping speech are normal and highly audible.	Errors and other perceived inadequacies in our writing can be eliminated in later drafts without the reader ever knowing they were there. Interruptions, if they have occurred while writing, are also invisible in the final product.

2.2. The Previous Studies

Issa (2024)

This study aimed at exploring the viewpoints of Iraqi EFL learners regarding the use of infographics as an educational technology tool in composition writing. Additionally, it sought to examine the impact of gender on learners' performance in EFL writing classes that incorporate infographics. The tools that were used to collect the study data were A pre-tests, post-tests and questionnaires. The findings indicate that a large number of learners consider using infographics a tool to enhance collaborative

learning and teamwork. The results also showed that there are statistically significant differences regard to gender in favor of female learners who were using infographics more frequently than male students. This clarified the large interest among women in utilizing technology in learning and highlighted the potential for investment in English language skills development and educational technology. As a result, the researcher recommended using Infographics in teaching practices to enhance learners' learning experiences and foster essential skills required in the 21st century.

Irawan, Lindawati and Nurhayati (2024)

The goal of this study was to find out how using infographics as a supporting medium help learners learning English improve their speaking skills. This study was employed a quantitative method in which thirty English language learners from different semesters were given questionnaires. The study findings demonstrated that Majapahit Islamic University learners' English speaking skills are improved by using infographic. It confirmed that learners' English speaking skills can be enhanced through the use of infographic.

Mushir, Bostanci and Koç (2023)

This study aimed at examining the impact of incorporating infographics into EFL reading and writing courses. In order to accomplish this goal, the research study examined 21 papers in the field of teaching EFL in order to conduct a systematic literature review. According to the results of the literature review, one of the primary obstacle of learning a foreign language was learners' mother tongue, which should also be taken into account when designing curricula for teaching foreign languages. The other obstacle was the lack of opportunities for learners to practice their English reading and writing skills outside the classroom.

Hamer, Hakim and Laksono (2022)

This study aims at describing the process of utilizing infographics as a medium for teaching English writing and to exploring the perceptions of learners regarding the use of infographics for teaching English writing at the eleventh grade level in SMAN 3 Rangkasbitung. This study employed a qualitative descriptive approach. One English teacher and (36) learners from the eleventh grade of IPA 1 were the study sample. The findings indicated that using infographics in teaching and learning of writing should include several steps: developing lesson plans and infographics, presenting these infographics, and assigning learners using infographics worksheets. It also showed that learners expressed positive feedback regarding the use of infographics as a tool for learning writing. The majority of students believe that infographics can enhance their learning experience in English class. They find infographics to be effective because they require less time than traditional media such as textbooks, consume less internet data, and can be utilized in both online and offline classes.

Putra, et al. (2022)

It was a quasi-experimental study and its purpose was to evaluate how well infographics work as teaching tools to improve learners' writing skills. The sample, which was selected by random cluster sampling, consisted of 64 learners from two classes. The research tool used was a writing test. To evaluate the data, an independent t-test was employed. The results showed that students in the experimental group were better writers. In terms of t-test results ($3.126 > 3.125$) and means ($85.97 > 83.48$), the experimental group outperformed the control group. It was demonstrated that employing infographics as instructional media significantly improved learners' writing skills when compared to traditional instruction. The Cohen's d table was used to analyze the effect size calculation, which produced a result of 0.78. In short, as a teaching tool, infographics significantly improved students' writing skills.

Pertiwi and Kusumaningrum (2021)

It is a case study in which infographic was applied in projects for mechanical engineering learners. The study methods that were used to collect data were observation, interview, and questionnaires. The outcomes of this study showed that infographics is a suitable tool for speaking tasks as it is able to facilitate them and help learners to present effectively, showing positive responses in group project-based learning (PBL). These conditions showed that the infographic venture was effectively utilized to encourage the learners' speaking skill.

Kumar (2021)

This study is mainly about the impact of written visual materials in the development of speaking skills in English language among secondary level students in India. It is an experimental study in which pre-test, post-test, speech axiom, and interview with open-ended questions were used to gather the study data. The data analysis presented that there is a statistically significant difference between the mean achievement of the students using visual teaching materials and using written-visual teaching materials. Thus, the results supported the use of written-visual teaching materials in the classroom environment with visual teaching materials that should be chosen carefully by language teachers, as this facilitates reminding and gives the opportunity to learn with permanent marks.

Bimantara, Myartawan and Dewi (2020)

The aim of this study was to observe the implementation of infographics in speaking for social interaction course and analyze students' responses toward infographics implementation. This study employed an embedded mixed-method design with a qualitative dominant, wherein the qualitative component serves as the main component and the quantitative component serves as a supporting component. According to the findings, the lecturer used infographics in the speaking class during the pre-activity, whilst-activity, post-activity. The researcher discovered that infographics were only used once as brainstorming tools during the pre-activity, twice during the activity to help learners practice speaking, and once during the lecturers' evaluation of the remaining meetings in the post-activity. Additionally, the majority of learners preferred using infographics in the post-activities and indicated that the use of infographics was very effective in encouraging them to speak better.

Mubarok and Asr (2020)

Due to the study problem which is the difficulties and specifically struggle that learners in the State Polytechnic of Malang's Information Technology (IT) Department faced and fought with text writing for this project, the researchers used infographics in order to enhance learners' writing abilities when creating instruction in the form of method text to address the problems. The study's findings demonstrated that infographics may help learners become better writers, particularly when it comes to employing imperative verbs and sequence adverbs.

According to the results of the previous studies that are mentioned above, there was a significant impact of using infographics in the field of education especially in English language learning on learners' skills and showed their great perceptions toward them. The significance of the current study lies in providing a basis for further researches that will examine additional sides of infographics and its uses in various language teaching contexts, promoting the potential advantages of modern teaching strategies like infographics and using them in curriculum by developers and educational policymakers, offering interdisciplinary insights that enhance both teaching methods and infographics by bridging the gap between them. It might make it easier for educators to comprehend how psychological concepts can be used to improve language instruction and providing a scientific response to the goals and aspirations of the Republic of Yemen's secondary schools, which aim to implement contemporary teaching techniques.

3. Methodology

3.1. Study Approach

In this study, the researcher combines quantitative and qualitative research methods using a mixed methods approach. Creswell (2012) states that in order to comprehend a research problem, a mixed method approach is utilized to gather, examine, and combine quantitative and qualitative methods in one study or a number of studies. As a result, this research is simultaneously quantitative and qualitative because the results of the participants' speaking and writing tests were presented as numbers and percentages.

3.2. Study Design

In this study, the researcher used the quasi-experimental design compared an experimental group taught by using infographics with control group taught by using a traditional teaching method in the light of three major points: (i) tenth grade learners' pre-test of speaking and writing was given to both experimental and control groups, (ii) the experimental group was taught by using infographics (treatment) and the control group was taught by using a traditional teaching method (without treatment), and (iii) tenth grade learners' post-test of speaking and writing was given to both experimental and control groups. Tables (3.1) shows the design of the current study.

Table (3.1) Design of Pre-test and Post-test

Group	Pre-test	Treatment	Post-test
Experimental group	Pre-test	Treatment	Post-test
Control group	Pre-test	No treatment	Post-test

3.3. Study Variables

3.3.1. Independent Variable

According to Creswell (2012), the independent variable is an attribute or characteristic that impacts a dependent variable or outcome. The researcher can select, examine, and manipulate the independent variable for the purpose of determining its relationship to an observed phenomenon. The independent variable in this study was "using infographics as a teaching tool."

3.3.2. Dependent Variable

According to Creswell (2012), the dependent variable is an attribute or characteristic that is impacted by the independent variable. The dependent variable can be observed and measured to determine the impact of the independent variable. The two dependent variables in this study were the tenth grade learners' performance on the post-test in speaking and writing.

3.4. Study Population and Sample

3.4.1. Study Population

Creswell (2012) defines the population as a collection of individuals who have similar characteristics. The population of this study was the total number of students enrolled at Bilqees school in Alhodiedah Governorate, Yemen.

3.4.2. Study Sample

The study focused on twenty learners; ten learners in each group (experimental and control).

3.5. Study Instruments

This study has one method: pre-post test of speaking and writing skills. It was used to measure the changes that happen to the speaking and writing skills of the participants of the study. It was used before the administration of the programme to make sure that the learners of both groups were at the same English language learning level. The post-test aimed at measuring the degree of the development of the learners' speaking and writing skills of the two groups after the programme.

4 Results and Conclusions

4.1 Replying the First Question

The first question inquired the following "What is the impact of using infographics on improving tenth grade learners' speaking skills?"

To answer the first question, the researcher tested the following null hypotheses:

Hypothesis One: There are no statistically significant differences at the denotation level ($\alpha < 0.05$) between the mean scores of the experimental group taught by infographics in the pre and post-tests of speaking skills.

To determine the extent of difference fostered by using infographics from the pre-test to the post-test for the experimental group, Wilcoxon Signed Ranks test was used. This test mainly aimed at comparing the mean scores and standard deviation of the experimental group in the pre and post-tests of speaking skill and measuring the values of Z and P of the two tests; the following table (4.1) shows that.

Table (4.1) Wilcoxon Signed Ranks Test Results of the Mean Scores, Standard Deviation, Z and P Values of the Experimental Group in the Pre and Post-tests of Speaking Skills

Group	Tests of Speaking skill	Mean	Std. Deviation	Z-value	P-value
Experimental group	Pre-test	6.5750	8.19896	-2.803	0.005
	Post-test	34.2000	5.67866		

The above table (4.1) shows that the mean scores of the experimental group in pre-test was (6.5750) and the standard deviation was (8.19896). On the other hand, the mean scores of the post-test was (34.2000) and the standard deviation was (5.67866). It is also clear that the value of Z was (-2.803) and the p-value was (0.005) which is less than (0.05). That means there were statistically significant differences between the mean scores of pre-test and post-test of speaking skills in favour of the post-test. Thus, the results did not confirm the hypothesis.

Hypothesis Two: There are no statistically significant differences at the denotation level ($\alpha < 0.05$) between the mean scores of the control group taught by using a traditional method in the pre and post-tests of speaking skills.

Wilcoxon Signed Ranks test was used to compare between the mean scores and Standard Deviation of the control group in the pre and post- tests of speaking skills and measuring the values of Z and P of the two tests. The following table (4.2) presents the results.

Table (4.2) Wilcoxon Signed Ranks Test Results of the Mean Scores, Standard Deviation, Z and P Values of the Control Group in the Pre and Post-tests of Speaking Skills

Group	Tests of Speaking skills	Mean	Std. Deviation	Z-value	P-value
Control group	Pre-test	5.9250	7.00501	-2.701	0.007
	Post-test	21.3250	9.21732		

Based on the previous table (4.2), the mean scores of the control group in pre-test and post-test of speaking skills were (5.9250) and (21.3250) consecutively. The standard deviation of the pre-test was (7.00501) and the standard deviation of the post-test was (9.21732). The value of Z between the two tests was (-2.701) and the p-value was (0.007) which is less than (0.05). This emphasizes that there were statistically significant differences between the mean scores of pre-test and post-test of speaking skills in favour of the post-test. Thus, this hypothesis is invalid.

Hypothesis Three: There are no statistically significant differences at the denotation level ($\alpha < 0.05$) in the mean scores of the achievement test of speaking skills between the experimental group taught by using infographics and the control group taught by using a traditional method.

To test the third hypothesis, the researcher computed the mean rank of the experimental group and the control group. Furthermore, a Mann-Whitney test was used to measure the significance of differences. Table (4.3) shows that.

Table (4.3) Mann-Whitney Test Results of the Pre-test and Post-test of Speaking Skills Comparing the Experimental Group and the Control Group

Groups		Experimental group	Control group
Number of participants		10	10
Pre-test of speaking skills	mean rank	10.50	10.50
	U-value	50.000	
	Z-value	0.000	
	P-value	1.000	
Post-test of speaking skills	mean rank	14.55	6.45
	U-value	9.500	
	Z-value	-3.064	
	P-value	0.002	

Based on table (4.3), the mean ranks of the experimental group and the control group in pre-test of speaking skills were equal (10.50) and the P-value of pre-test of the two groups was (1.000) which is more than (0.05). This shows no statistically significant differences between the mean scores of the experimental group and the control group in pre-test of speaking skill.

The table also shows that the mean rank of the experimental group in post-test of speaking skills was (14.55). On the other hand, the mean rank of the control group in post-test of speaking skills was (6.45). The P-value of post-test of the two groups was (0.002) which is less than (0.05). As a result, it can be said there were statistically significant differences between the mean scores of the experimental group taught by infographics and the control group taught by using a traditional method in post-test of speaking skills in favour of the experimental group. Hence, hypothesis three is invalid.

4.2. Replying the Second Question

"What is the impact of using infographics on improving tenth grade learners' writing skills?" was the second question posed. The researcher investigated the subsequent null hypotheses in order to respond to the second query:

Hypothesis Four: There are no statistically significant differences at the denotation level ($\alpha < 0.05$) between the mean scores of the experimental group taught by infographics in the pre-post tests of writing skills.

To determine the extent of difference fostered by using infographics from the pre-test to the post-test for the experimental group, Wilcoxon Signed Ranks test was used. This test mainly aimed at comparing the mean scores and standard deviation of the experimental group in the pre and post-tests of writing skills and measuring the values of Z and P of the two tests; the following table (4.4) presents the results.

Table (4.4) Wilcoxon Signed Ranks Test Results of the Mean Scores, Standard Deviation, Z and P Values of the Experimental Group in the Pre and Post-tests of Writing Skills

Group	Tests of Writing skill	Mean	Std. Deviation	Z	P-value
Experimental group	Pre-test	6.3500	6.24300	-2.805	0.005
	Post-test	29.0750	4.07746		

The above table (4.4) shows that the mean scores of the experimental group in pre-test of writing skills was (6.3500) and the standard deviation was (6.24300). In contrast, the mean scores of the post-test of the writing skills was (29.0750) and the standard deviation was (4.07746). It is also clear that the value of Z was (-2.805) and the p-value was (0.005) which is less than (0.05). That means there were statistically significant differences between the mean scores of pre-test and post-test of writing skill in favour of the post-test. Thus, the results did not confirm the hypothesis.

Hypothesis Five: There are no statistically significant differences at the denotation level ($\alpha < 0.05$) between the mean scores of the control group taught by using a traditional method in the pre-post test of writing skills.

Wilcoxon Signed Ranks test was used to compare between the mean scores and standard deviation of the control group in the pre and post-tests of writing skills and measuring the values of Z and P of the two tests. The following table (4.5) shows that.

Table (4.5) Wilcoxon Signed Ranks Test Results of the Mean Scores, Standard Deviation, Z and P Values of the Control Group in the Pre and Post-tests of Writing Skills

Group	Tests of Writing skills	Mean	Std. Deviation	Z	P-value
Control group	Pre-test	5.8000	3.02030	-2.807	0.005
	Post-test	18.9500	6.35063		

In the previous table (4.5), the mean scores of the control group in pre-test and post-test of writing skills were (5.8000) and (18.9500) consecutively. The standard deviation of the pre-test was (3.02030) and the standard deviation of the post-test was (6.35063). The value of Z between the two tests was (-2.807) and the p-value was (0.005) which is less than (0.05). This emphasizes that there were statistically significant differences between the mean scores of pre-test and post-test of writing skill in favour of the post-test. Thus, this hypothesis is invalid.

Hypothesis Six: There are no statistically significant differences at the denotation level ($\alpha < 0.05$) in the mean scores of the achievement test of writing skills between the experimental group taught by using infographics and the control group taught by using a traditional method.

The researcher calculated the mean rank of the experimental group and the control group. In addition, the significance of differences was assessed using a Mann-Whitney test. Table (4.6) presents that.

Table (4.6) Mann-Whitney Test Results of the Pre-test and Post-test of Writing Skills Comparing the Experimental Group and the Control Group

Groups		Experimental group	Control group
Number of participants		10	10
Pre-test of writing skills	mean rank	10.00	11.00
	U-value	45.000	
	Z-value	-0.378	
	P-value	0.705	
Post-test of writing skills	mean rank	14.65	6.35
	U-value	8.500	
	Z-value	-3.139	
	P-value	0.002	

The above table (4.6), the mean rank of the experimental group and the control group in pre and post-tests of writing skills. It is clear that the mean rank of the experimental group in pre-test was (10.00) and the mean rank of the control group in pre-test was (11.00). They are almost equal. The P-value of pre-test of writing skill of the two groups was (0.705) which is more than (0.05). This shows no statistically significant differences between the experimental group and the control group in pre-writing test.

The table also shows that the mean rank of the experimental group in the post-test of writing skills was (14.65). However, the mean rank of the control group in the post-test of writing skills was (6.35). The P-value of post-test of writing skill of the two groups was (0.002) which is less than (0.05). That means there were statistically significant differences between the experimental

group taught by infographics and the control group taught by using a traditional method in post-test of writing test in favour of the experimental group. Thus, the results did not confirm the hypothesis.

The results mentioned above showed that there were statistically significant differences at the denotation level at (0.05) in the mean scores of the speaking post-test and writing post-test between the experimental group taught by using infographics and the control group taught by using a traditional method. Thus, all the study null hypotheses were rejected.

4.3. Study Results

Based on the statistical analysis of the data, the following results can be concluded as follows:

1. There were statistically significant differences at the denotation level at (0.05) in the mean scores of the speaking post-test between the experimental group taught by using infographics and the control group taught by using a traditional method.
2. There were statistically significant differences at the denotation level at (0.05) in the mean scores of the writing post-test between the experimental group taught by using infographics and the control group taught by using a traditional method.

4.5. Recommendations

Despite of the study results of the current study, the researcher recommends the following points for policymakers, teachers and researchers:

4.5.1. Recommendations for Policymakers

1. Curricula should be updated regularly to reflect the significant advancements in knowledge and research in order to develop educational programmes.
2. Training programmes should be implemented to develop teachers' teaching skills.
3. Teaching materials should be colourful and include different types of infographics such as; photos, drawings, tables, charts and graphs in order to grab learners' attention.
4. Teaching materials should include communicative tasks based on infographics that help to develop learners' skills specially, productive skills; speaking and writing.

4.5.2. Recommendations for Teachers

1. Teachers have to use infographics in English classrooms to facilitate learning and improve performance.
2. Teachers have to properly select and prepare infographics and bring them into classroom environment in order to improve learners' four English language skills; listening, speaking, reading and writing.
3. Attention should be given particularly to learners' English skills to make them improve on their academic achievement especially when using new instructional strategies to include infographics.
4. Learners should be given responsibility to prepare visual and written-visual teaching materials and bring them to the classroom environment, and they should be constantly motivated for this purpose.

4.5.3. Recommendations for Researchers

1. Researchers have to conduct more studies on infographics in several fields.
2. Researchers have to discover the impact of infographics on learners' learning and teacher's way of teaching.
3. Researchers have to highlights the positive advantages of infographics in English language teaching and learning.
4. Researchers have to compare the impact of teaching and learning materials including infographics with each other in order to discover the best one which develops learners' English learning skills.

4.6. Suggestions for Future Studies

The researcher offered some suggestions as future studies in the field of using infographics in teaching:

1. Conducting more studies on the impact of using infographics on developing learners' speaking skills.
2. Conducting more studies on the impact of using infographics on developing learners' speaking fluency.
3. Conducting more studies on the impact of using infographics on developing learners' speaking accuracy.
4. Conducting more studies on the impact of using infographics on developing learners' writing skills.
5. Conducting more studies on the impact of using infographics on developing learners' writing skills represented by: i. spelling, ii. punctuation, iii. correct grammar.
6. Conducting more studies on the impact of using infographics on developing learners' listening skills.
7. Conducting more studies on the impact of using infographics on developing learners' reading skills.
8. Conducting more studies on the impact of using infographics on developing learners' motivation.
9. Conducting more studies on the impact of using infographics on developing learners' interaction.
10. Conducting studies on the impact of using infographics on all school levels.

4.7. Conclusion

According to the results of this study which confirmed the significance of infographics on improving tenth grade learners' speaking and writing skills, the researcher recommends English teachers and those who are involved in developing materials for English learners to use infographics in classrooms in order to encourage learners to learn English in a more effective manner.

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