

Enhancing Reading and Writing Proficiency and Willingness to Communicate (WTC) Using Infographics Among Low-Proficiency EFL Learners

Shu Hsiu Huang

Kaohsiung Medical University, Kaohsiung, Taiwan

Abstract

This study explores the effectiveness of infographic-based instruction in enhancing reading and writing proficiency and willingness to communicate (WTC) among low-proficiency EFL learners. Grounded in quantitative and qualitative methodologies, the research investigates how integrating visual learning tools into English instruction can address the challenges faced by learners with limited proficiency. Two intact classes from a university-level Freshman English course in Taiwan were selected as the Experimental Group (EG) and Control Group (CG). The EG engaged in infographic-based activities designed to foster comprehension, improve writing organization, and promote communication confidence, while the CG followed traditional pedagogical methods. Assessments included the Versant English Placement Test (VEPT) and a WTC questionnaire administered as pre-and post-tests, with results analyzed using ANCOVA to measure gains in language proficiency and communication confidence. Qualitative insights were gathered through semi-structured interviews and analyzed using Mezirow's transformative learning theory to explore students' perceptions of infographic-based instruction. The findings suggested that the EG demonstrated significant improvements in reading comprehension, writing skills, and WTC compared to the CG, highlighting the role of infographics in reducing L2 anxiety, fostering learner autonomy, and enhancing engagement. This study contributes to the growing discourse on innovative approaches in EFL instruction, offering practical implications for educators seeking to address the unique needs of low-proficiency learners.