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## INFOGRAPHICS AS A TOOL FOR TEACHING LEGAL ENGLISH

*The purpose of this study is to explore the pedagogical potential of infographics in teaching legal English, with a focus on their impact on the development of vocabulary, grammar, writing, and speaking skills, as well as student motivation. The research builds on contemporary theoretical perspectives that highlight the importance of multimodality in language education, recognizing that learners construct meaning not only through text but also through visual, spatial, and design elements. In this context, infographics, which combine linguistic and visual modes of communication, serve as accessible, cognitively supportive tools that help learners process complex information, reduce cognitive overload, and build stronger connections between legal concepts and real-world applications. The methodology employed an experimental teaching design, utilizing teacher-generated and student-created infographics as instructional tools. Teacher-generated infographics introduced new material, guided classroom analysis, and supported writing planning, while student-generated infographics facilitated active language practice and oral communication. Students' perceptions were collected through a closed-ended Likert-scale questionnaire and oral feedback. The topicality of the study lies in the integration of multimodal visual tools specifically within the legal English context, demonstrating how infographics can bridge complex legal terminology with practical language use. Results indicate that infographics enhance vocabulary development, reinforce grammatical structures, support the creation of coherent written texts, and improve confidence in oral tasks. Students reported improvement in their language skills and increased motivation, although some noted initial difficulties with complex visuals and creative tasks. Overall, the study confirms that infographics are an effective multimodal tool for developing language skills in specialized legal contexts and can be integrated into higher education curricula to promote both cognitive and communicative competence.*

**Keywords:** *infographics, visual learning, multimodal instruction, legal English, language skills development, language learning motivation.*

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## ІНФОГРАФІКА ЯК ІНСТРУМЕНТ НАВЧАННЯ ЮРИДИЧНОЇ АНГЛІЙСЬКОЇ МОВИ

*Метою дослідження є вивчення педагогічного потенціалу інфографіки у викладанні юридичної англійської мови, зокрема її впливу на розвиток словникового запасу, граматики, навичок письма та усного мовлення, а також на мотивацію студентів. Дослідження спирається на сучасні теоретичні підходи, які підкреслюють важливість мультимодальності у мовній освіті, визнаючи, що студенти формують розуміння не лише на основі тексту, але й завдяки візуальним, просторовим і композиційним елементам. У цьому контексті інфографіка, що поєднує лінгвістичні та візуальні модули комунікації, виступає доступним інструментом, який підтримує когнітивні процеси, допомагаючи опрацьовувати складну інформацію, зменшувати когнітивне навантаження та формувати міцніші зв'язки між юридичними поняттями та їх практичним застосуванням. Методологія включала експериментальну навчальну модель із використанням інфографіки, створеної як викладачем, так і студентами. Інфографіка викладача слугувала для подання нового матеріалу, аналізу інформації та планування письмових робіт, тоді як студентська – для активної мовної практики та розвитку усного мовлення. Ставлення студентів фіксувалися за допомогою закритої анкети з оцінюванням за шкалою Лайкерта та усного зворотного зв'язку. Актуальність дослідження полягає в інтеграції мультимодальних візуальних засобів у викладання юридичної англійської, демонструючи, як інфографіка поєднує складну юридичну термінологію з практичним використанням мови. Результати показали, що інфографіка сприяє розвитку словникового запасу, граматичних структур, логічно зв'язаних письмових текстів та підвищенню впевненості під час усного мовлення. Студенти відзначили покращення мовних навичок та підвищення мотивації, хоча деякі мали труднощі з інтерпретацією складних візуальних елементів і творчим характером завдань. Дослідження підтверджує, що інфографіка є ефективним мультимодальним інструментом для розвитку мовних навичок у спеціалізованому юридичному контексті та може бути інтегрована у навчальні програми вищої освіти для розвитку когнітивної та комунікативної компетентності.*

**Ключові слова:** інфографіка, візуальне навчання, мультимодальне навчання, юридична англійська мова, розвиток мовних навичок, мотивація до вивчення мови.

**Problem statement.** The modernization of higher education has led to a significant shift in teaching methodologies, emphasizing multimodal approaches that integrate textual, auditory, and visual channels of information perception. This paradigm shift reflects a growing recognition that learners acquire, process, and retain knowledge more effectively when information is presented in diverse formats. In the context of legal English instruction, this need is particularly acute, as students must master specialized vocabulary, complex legal concepts, and genre-specific communication skills within a limited timeframe. Traditional text-based methods often prove insufficient for conveying abstract or highly structured legal information, which can hinder comprehension, reduce engagement, and limit opportunities for active language practice.

One of the most promising tools to address these challenges is infographics, which enable complex information to be condensed into clear, visually organized representations. Infographics not only facilitate faster comprehension of specialized terminology and legal structures but also

support the development of language skills across reading, writing, and speaking. They serve both as instructional aids that guide students through legal concepts and conventions and as scaffolding tools, helping learners organize ideas and plan their written and oral outputs. Despite their potential, research on the systematic use of infographics in legal English teaching remains limited, and there is a lack of empirical evidence regarding their impact on students' language competence, motivation, and cognitive engagement.

Therefore, investigating the use of infographics as a pedagogical tool in legal English instruction is timely and relevant. Understanding how visual representations can enhance vocabulary acquisition and support productive language skills provides educators with practical insights, contributing to the broader development of multimodal teaching strategies in higher education.

**Recent research and publications.** In recent years, the integration of visual and multimodal resources into education has attracted an increasing amount of scholarly attention. Among these, infographics have emerged as an effective means

of simplifying complex information and enhancing comprehension through the combination of text, imagery, and data visualisation (Jaleniauskiene et al., 2023). Pedagogical research consistently highlights their potential to reduce cognitive load, promote meaningful learning, and foster students' analytical and creative skills (Smiciklas, 2012). In the domain of language education, the utilisation of infographics is recognised as a valuable tool for developing vocabulary, improving retention, and stimulating critical thinking (Alwadei, 2023).

Despite the considerable number of publications on the subject, there is a paucity of studies describing the use of infographics in professionally focused education, particularly in the field of legal English. In the context of teaching law students, who are presented with abstract or terminologically dense material, infographics can serve as an effective means of structuring knowledge and developing professionally focused foreign language competence.

Although previous studies highlight the value of visualization for improving comprehension and retention in general educational and linguistic settings (Alwadei, 2023; Jaleniauskiene et al., 2023; Smiciklas, 2012), its effectiveness in specialized, discipline-oriented language learning remains underexplored. Building on these insights, the present research aims to evaluate how infographic-based instruction affects key components of language acquisition, including vocabulary development, comprehension, and productive skills, within the context of legal discourse.

The objective of the present study is multifaceted: firstly, to explore the theoretical rationale for integrating infographics into a foreign language learning environment; secondly, to analyse the pedagogical outcomes of their application in teaching legal English; thirdly, to illustrate these findings with examples of infographic use in a legal English course; and finally, to examine students' perceptions of this visual tool in relation to language development and motivation.

Infographics, defined as visual representations that combine text, symbols, and images, are increasingly employed to enhance comprehension, retention, and learner engagement. Empirical studies in various educational settings suggest that infographics have a beneficial impact on reading comprehension, writing and grammar acquisition, and vocabulary learning, as they facilitate

multimodal information processing and enhance learner motivation.

Several recent studies have demonstrated that the use of visual aids, such as infographics, has a significant positive effect on students' reading comprehension skills (Carcamo, 2025). This is because they facilitate the process of summarising complex information visually and conceptually. For instance, a 2023 study published in the *Open Journal of Science and Technology* reported that university EFL learners who used teacher-designed infographics as reading aids significantly outperformed those who studied with text-only materials. The integration of visual aids has been shown to facilitate students' comprehension of main ideas, establish logical connections among paragraphs, and aid in the retention of key arguments (Rahman & Nordin, 2023). A quasi-experimental study undertaken by Alshammari in 2024 yielded similar conclusions (Alshammari, 2024). The study demonstrated that integrating infographics into reading lessons enhanced students' ability to interpret meaning and structure textual information. The participants reported that the utilisation of infographics rendered the reading tasks more engaging and less cognitively demanding.

The findings of this study align with earlier cognitive theories that emphasised information processing through dual channels. The integration of text and visual elements in infographics facilitates the processing of information by readers, both linguistically and visually, thereby reducing the cognitive load associated with abstract texts (Mayer, 2001; Paivio, 1986). For first-year law students, whose reading materials often comprise dense and technical content, infographics can thus act as scaffolds that enhance comprehension and recall of legal concepts.

Another line of research has focused on integrating infographics into the teaching of writing and grammar (Nhan et al., 2024). The *European Journal of Foreign Language Teaching* (Khodr & Arafat, 2024) reported that the use of infographics in the teaching of grammar rules and sentence structures resulted in increased learner motivation and more accurate use of grammatical forms. The study compared two groups of EFL students: one taught with traditional grammar explanations and exercises, and another exposed to infographic-based visual summaries of grammatical concepts. It was observed that the infographic group

demonstrated enhanced retention and more effective transfer of grammatical knowledge into writing tasks.

In the domain of writing instruction, infographics have emerged as a pre-writing organiser with increasing prevalence. A 2024 study by Torres and Manalo (Torres & Manalo, 2024) demonstrated that EFL learners who planned essays through infographic-based outlines produced more coherent texts, with clearer topic progression and argumentation. The utilisation of visual aids has been demonstrated to facilitate more profound content structuring and enhance self-regulated learning during the writing process. The findings of this study suggest that infographics have the potential to serve as scaffolds for developing higher-order writing skills by integrating conceptual and linguistic knowledge. This integration is a particularly valuable function for law students, who are learning to construct structured, evidence-based arguments in English.

The integration of infographics has been demonstrated to facilitate vocabulary learning and conceptual understanding. The *Journal on English Language Teaching and Learning, Linguistics, and Literature* published a 2025 study by Aini et al. (2025), which found that infographics significantly enhanced students' ability to retain and recall new vocabulary items. Learners who were exposed to lessons supported by infographics demonstrated a retention rate of 25–30% more target words on post-tests administered after a delay compared to learners taught with text-only materials. The researchers concluded that visuals serve as semantic anchors, connecting word forms to their conceptual meanings and providing contextual cues.

Moreover, the study found that infographics encouraged learners to notice semantic relationships among words, thereby facilitating the creation of conceptual networks. This finding aligns with the Cognitive Theory of Multimedia Learning (Mayer, 2001), which posits that visuals help learners organize information and build integrated mental models. In the context of legal English, where many terms represent abstract or procedural concepts, infographics can thus serve to visualize relationships between legal notions (e.g., between types of crimes, court procedures, or branches of law), helping learners establish durable conceptual links.

A comprehensive review of literature reveals several mechanisms that underpin the efficacy of infographics in language learning. Firstly, as posited by Dual Coding Theory (Paivio, 1986), presenting information through both verbal and visual channels generates two parallel memory traces, thereby enhancing retrieval and long-term retention. Secondly, the Cognitive Theory of Multimedia Learning (Mayer, 2001) posits that integrating concise, relevant, and well-organized visuals with text can facilitate reduced extraneous cognitive load and promote enhanced processing. Thirdly, the utilisation of infographics in educational settings has been demonstrated to encourage active learning. Learners engage in the process of meaning-making by interpreting visuals, summarising information, and generating their own representations (Al-Hashim, 2023). Finally, the motivational dimension is of crucial importance: visually appealing content has been shown to increase curiosity, confidence, and willingness to participate among learners (Khodr & Arafat, 2024).

Whilst the findings are generally positive, the literature also reveals some methodological limitations. A significant number of studies rely on small samples or short-term interventions, which hinders the ability to generalise results (Rahman & Nordin, 2023). Furthermore, the majority of research focuses on general EFL contexts rather than on discipline-specific language learning. A paucity of studies has been conducted on the interaction between infographics and specialised vocabulary or conceptual domains. It is evident that further research is needed in the domain of English for Specific Purposes (ESP), including legal English, to determine how infographics can facilitate both linguistic and disciplinary learning. In particular, it is recommended that investigations be conducted into the manner in which student-generated infographics, potentially produced with the assistance of AI tools, influence critical thinking and the development of professional language.

**Research course.** An experimental teaching design incorporating an enhanced use of infographics was suggested, with the aim of developing students' vocabulary, grammar, writing, and speaking skills, as well as increasing their learning motivation. It included teacher-generated infographics for presenting new material, guiding classroom analysis of visual input, consolidating vocabulary,

practising grammatical structures, and supporting writing activities. Student-generated infographics were used to facilitate speaking performances and reinforce vocabulary, grammar, and writing practice through creative language production.

#### *Infographics for Vocabulary Development*

One of the most effective pedagogical uses of infographics in English for Specific Purposes is to support vocabulary development. Law students face the challenge of mastering a vast amount of specialized terminology, collocations, and concept-specific expressions that differ considerably from general English usage. Infographics make this process more efficient by presenting lexical material visually, contextually, and systematically, which facilitates both comprehension and retention.

In our teaching practice, infographics serve as visual organizers that map legal concepts and terminology within a coherent framework rather than as isolated items. A representative example is the infographic we designed to illustrate the distinction between 'damage' and 'damages'. These two terms share a common root but differ in meaning, grammatical form, and legal application, which frequently causes confusion among ESL law students. Our infographic highlights these contrasts through definitions, contextualized examples, and functional comparisons in legal contexts, enabling learners to grasp and internalize the distinction quickly and intuitively. The infographic created for vocabulary visualization is shown in Figure 1.

Equally important in our use of infographics is the contextualization of terminology. We design infographics to present vocabulary within meaningful thematic or procedural frameworks. For example, in our work with the *Stages of the Criminal Case* infographic, we used a struc-

tured approach that supported both vocabulary acquisition and contextual understanding. The infographic outlines the primary stages of the criminal process and introduces students to the key vocabulary terms associated with each stage. For every stage, the infographic provides three essential elements: 1) a term denoting the stage, 2) a set of key lexical items commonly used at that stage, and 3) a model sentence illustrating the use of one of these terms in context. This design enables learners to observe the progression of the criminal process step by step, while also developing their legal vocabulary. By linking each stage to its relevant terminology and providing concise example sentences, the infographic helps students understand not only the meaning of the terms but also how they function within real-life legal scenarios. After examining the infographic, students produce coherent descriptions of criminal proceedings, utilizing the vocabulary specific to each stage. This required students not only to recall definitions but also to demonstrate understanding of functional and procedural relationships between the stages. This integrated visual-textual approach enhances comprehension, strengthens lexical connections, and supports the gradual accumulation of subject-specific vocabulary. As a result, infographics serve as an effective pedagogical tool that bridges conceptual understanding and linguistic expression in the domain of legal English. The infographic created for vocabulary contextualization is shown in Figure 2.

Another advantage we found in using infographics for vocabulary development was their ability to highlight collocations and word partnerships typical of legal English. For example, the *Contractual Terminology across the Contract Lifecycle* infographic illustrated the vocabulary of the contract processes, enabling students to observe how these terms naturally interrelate. By studying these visual groupings, learners were able to internalize common patterns of legal language use and practice applying collocations correctly in context. The infographic created for visual vocabulary grouping is shown in Figure 3.

The use of infographics also promotes systematic categorization of vocabulary. Organizing terms according to legal fields (for example, criminal law, civil law, constitutional law, and administrative law) enables students to visualize conceptual relationships and hierarchical structures. This



Fig. 1. Infographic for vocabulary visualization



Fig. 2. Infographic for vocabulary contextualization

organization facilitates the long-term retention and retrieval of terminology, thereby supporting a deeper understanding.

*Infographics to enhance writing and grammatical skills*

Infographics proved to be a highly effective tool for developing students' writing and grammar skills in our instructional context. Their visually structured format enabled learners to notice grammatical patterns, common collocations, and syntactic relationships that are often overlooked in traditional text-based tasks. The infographic illustrating the impersonal passive is shown in Figure 4.

Because teacher-generated infographics present information in a concise and hierarchically organized manner, students were able to understand the structure and logical sequencing required in practical writing tasks, such as CVs, motivational letters, and official emails. These infographics highlighted key elements of each genre, demonstrated appropriate grammatical structures, and provided examples of formal vocabulary and phrasing. By analysing the visual content, learners strengthened

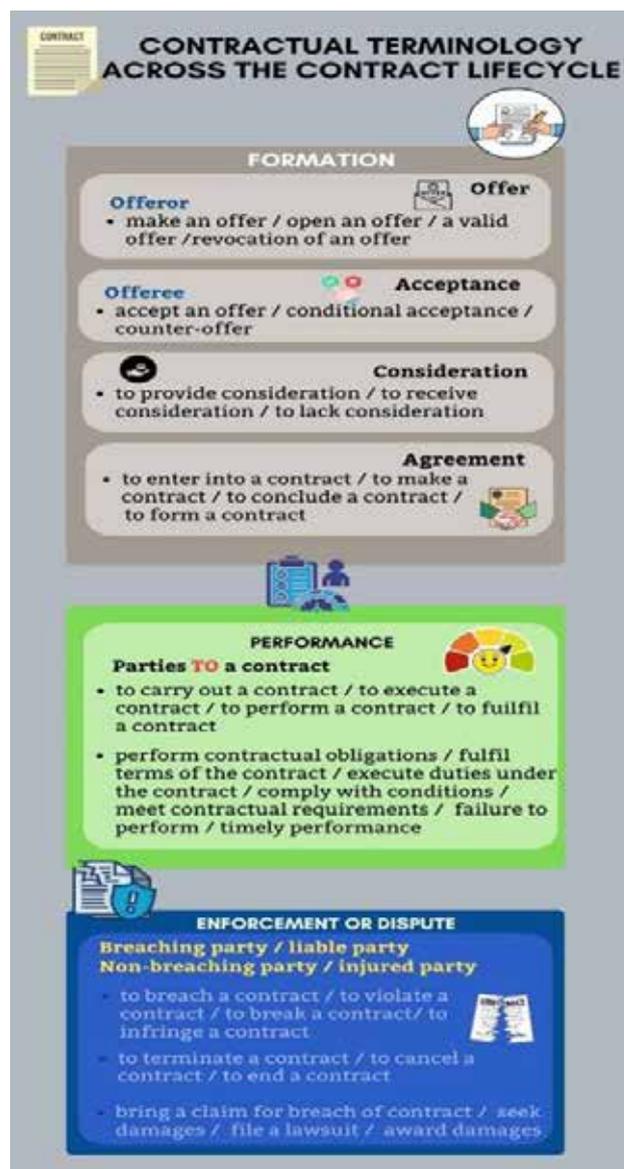


Fig. 3. Infographic for visual vocabulary grouping

their awareness of genre conventions, improved lexical precision, and enhanced the clarity and coherence of their written outputs. Furthermore, the infographics served as scaffolding for extended writing tasks, offering a clear conceptual map that guided students through planning, drafting, and revision. Overall, the use of teacher-generated infographics in our practice increased students' motivation and supported improvement in their ability to produce well-structured and grammatically accurate texts.

*Infographics to develop speaking skills*

Infographics have proven to be a valuable tool for developing speaking skills, as they provide visual scaffolding that supports the organization



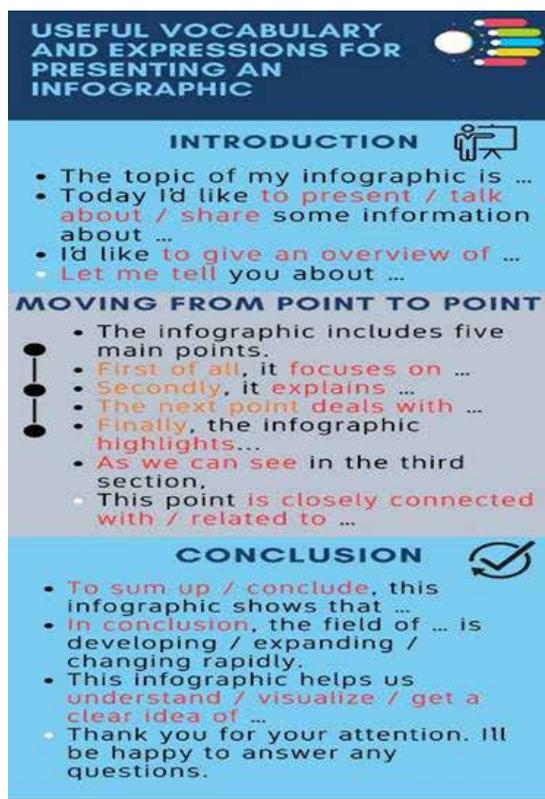
Fig. 4. Infographic for grammar presentation

and expression of ideas. After studying the relevant vocabulary, speaking practice was organized in a structured way: teachers provided sample infographics illustrating how key information could be presented, which vocabulary and expressions were appropriate, and how ideas could be linked coherently in oral communication. Students then created their own infographics based on similar content, which they used as prompts for speaking activities. This approach allowed learners to actively rehearse target language structures, practice precise legal vocabulary, and organize their ideas logically before speaking. The combination of analysing teacher-generated samples and producing their own visual representations helped students internalize organizational patterns, gain confidence, and improve both clarity and fluency in spoken interactions. A teacher-generated infographic on Animal Law and a student-created infographic on Commercial Law are shown in Figure 5.

To guide students in describing infographics, an infographic with useful vocabulary was suggested, as shown in Figure 6.



Fig. 5. Teacher-generated infographic on Animal Law and student-generated infographic on Commercial Law



**Fig. 6. Infographic presenting useful vocabulary for speaking practice**

Furthermore, it was observed that creating infographics by students themselves fosters active vocabulary use. When learners design their own visual representations of topics, they have to select appropriate terminology, define key concepts, and express relationships clearly. This productive engagement transforms passive vocabulary knowledge into active competence, promoting linguistic accuracy and professional communication skills.

To evaluate students' perceptions of the use of infographics in the Legal English course, a short survey was conducted. The survey included closed-ended questions designed to capture students' impressions of the usefulness and motivational impact of the material. To ensure content validity, the questionnaire draft was developed in alignment with the study's objectives and informed by previous research (Ranganathan, Caduff & Frampton, 2024; Taherdoost, 2022). The closed-ended questionnaire comprised five items, each rated on a 5-point Likert scale (1 = 'strongly disagree', 5 = 'strongly agree'). The results of the questionnaire are presented in Table 1.

In addition to the closed-ended questionnaire, students were asked to share their impressions of the use of infographics orally. This approach allowed for the collection of immediate qualitative feedback, providing insights into students' perceptions of the usefulness for language practice and motivational impact of the infographics. The oral feedback was noted and summarized by the researchers, offering complementary information to the quantitative data collected through the Likert-scale items. Although informal, this method provided valuable contextual insights and enriched the interpretation of the survey results, particularly concerning the development of language skills and the challenges associated with creating student-generated infographics in the Legal English course.

Most students noted that visual representations made complex terminology more accessible. They confirmed that the model infographics were helpful in organizing ideas and using appropriate grammar

*Table 1*

**Survey results on the use of infographics in Legal English learning**

Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. "Did the infographics help you to understand legal vocabulary more easily?"	82%	9%	5%	2%	2%
2. "Did teacher-generated infographics provide clear guidance for your grammar and writing tasks?"	78%	12%	5%	3%	2%
3. "Do you feel that using infographics improved your ability to produce coherent written texts and structured oral speeches?"	65%	14%	9%	6%	6%
4. "Did creating or analysing infographics increase your motivation to learn Legal English?"	60%	29%	7%	2%	2%
5. "Would you like to see more infographics used in future Legal English lessons?"	71%	13%	11%	3%	2%

and vocabulary, as well as planning and presenting information more clearly and confidently. They reported feeling more motivated and engaged when working with infographics.

At the same time, some students initially found the infographics, which contained a lot of information and complex structures, overwhelming or confusing, especially before teacher-guided analysis. They also noted that the creative nature of the task, combined with time constraints, technical challenges, and the need to select a design appealing to all, caused occasional stress and hesitation. Despite these challenges, students ultimately recognized the value of the activity in organizing their ideas and practicing their language skills.

**Conclusions.** The findings of this study demonstrate that infographics constitute an effective multimodal tool for enhancing the teaching and learning of legal English. By combining visual and textual elements, infographics facilitate clearer representation of complex legal concepts, support comprehension of abstract terminology, and promote more efficient processing of specialized vocabulary. Their structured format helps learners identify relationships between concepts, understand

legal processes, and retain new lexical items with greater accuracy and confidence.

The pedagogical application of infographics also proved beneficial for the development of grammar, writing, and speaking skills. Teacher-generated infographics provided a clear and accessible framework for introducing new material and modelling genre-specific structures, while student-generated infographics encouraged active language production, meaningful reformulation of content, and creative engagement with legal topics. These activities supported the development of coherent written texts, scaffolded oral presentations, and fostered greater grammatical awareness.

In sum, the integration of infographics into the legal English classroom enhances linguistic, cognitive, and motivational dimensions of learning. Their use enriches instructional practices, supports multimodal comprehension, and equips law students with communication skills essential for academic study and professional legal environments. Future research may extend these findings by exploring long-term learning outcomes and comparing infographic-based instruction with other visual or digital pedagogical tools.

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