THEORETICAL EVALUATION OF THE POTENTIAL OF INFOGRAPHICS AS POWERFUL TOOLS IN ENGLISH LANGUAGE TEACHING
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The present article sheds light on the opportunities that using infographics in the ELT classroom offers. The author of the paper dwells upon the definition of the term "infographics" and explains why an infographic is an effective and powerful medium of instruction in the contexts of blended learning and edutainment, which are currently gaining more and more popularity. Particular attention is paid to the advantages of incorporating infographics in the educational process, with special emphasis being placed on the benefits of infographics for better English language teaching and learning. Furthermore, the author suggests a number of ways of using infographics to develop students' four core English language skills which are reading, writing, listening and speaking, expand their vocabulary and improve their grammar knowledge while optimizing retention and maintaining learners' constant interest in what is being studied. The article also explains how getting students to create their own infographics can boost their skills and competences. It is highlighted that using computer and mobile applications or any available online programs and platforms to design an appealing informative picture will definitely benefit students' critical thinking skills (which are believed to be essential in the 21st century), info-digital literacy (which is claimed to be indispensable in a knowledge society characterized by information overload, total informatization and computerization of all spheres of life) and note-taking skills (which help learners better see connections between concepts, processes or things, structure and record ideas). A few recommendations are made regarding what to take into consideration and what stages teachers and students are expected to go through while creating an infographic. The article finishes with a few suggestions concerning prospects for further scientific research in the field of practical verification of the effectiveness of incorporating infographics in the ELT blended learning environment.

Keywords: infographics, English language teaching, ELT, reading, writing, listening, speaking, skills, digital literacy, blended learning, edutainment.

Корнюш Г. В. «Теоретична оцінка потенціалу інфографіки як потужного інструменту навчання англійської мови»

Дана стаття висвітлює можливості, які надає використання інфографіки в процесі навчання англійської мови. Автор статті детально зупиняється на визначенні терміна «інфографіка» та пояснює, чому інфографіка є ефективним і потужним засобом навчання в контекстах змішаного освітнього середовища та ед'ютейнмента (від англ. *edutainment* – навчання як розвага), які набирають все більшої популярності в освітянських колах сьогодення. Значна увага приділяється перевагам включення інфографіки в навчальний процес, при цьому особливий акцент робиться на позитивних сторонах використання інфографіки з метою ефективнішого викладання й вивчення англійської мови. Так, запропоновано ряд способів використання інфографіки для розвитку в студентів чотирьох основних англомовних компетенцій (читання, письма, аудіювання та говоріння), розширення їхнього словникового запасу і вдосконалення знань з граматики, при цьому оптимізуючи засвоєння інформації, сприяючи її кращому запам'ятовуванню та підтримуючи сталий інтерес студентів до теми, що вивчається. У роботі підкреслено важливість спонукати студентів створювати власну інфографіку. Так, наголошено, що використання комп'ютерних або мобільних додатків чи будь-яких доступних онлайн-програм і платформ для створення привабливої інформативної картинки сприятиме розвиткові в студентів навичок критичного мислення (яке набуває особливого значення в контексті викликів XXI століття), інформаційно-цифрової і візуальної грамотності (що визнано необхідним умінням у сучасному суспільстві знань, яке перенасичене інформацією та характеризується тотальною інформатизацією та комп'ютеризацією усіх сфер життя) і навичок конспектування (які допомагають студентам краще бачити взаємозв'язок між концептами, процесами і об'єктами, грамотно структурувати й нотувати власні та почуті ідеї). Надано рекомендації щодо того, що слід враховувати

викладачам та студентам під час створення інфографіки та з яких етапів має складатися вдалий процес аудиторної та позааудиторної роботи з інфографікою. Стаття закінчується низкою пропозицій щодо подальших наукових досліджень у напрямі експериментальної перевірки ефективності включення інфографіки у процес навчання англійської мови у змішаному освітньому середовищі.

Ключові слова: інфографіка, навчання англійської мови, читання, письмо, аудіювання, говоріння, навички, цифрова грамотність, змішане навчання, навчання як розвага.

Корнюш А. В. «Теоретическая оценка потенциала инфографики как мощного инструмента обучения английскому языку»

Данная статья освещает возможности, которые предоставляет использование инфографики в процессе обучения английскому языку. Автор статьи подробно останавливается на определении термина «инфографика» и объясняет, почему инфографика является эффективным и мощным средством обучения в контекстах смешанной образовательной среды и эдьютейнмента (от англ. *edutainment* – обучение как развлечение), которые набирают все большую популярность в образовательных кругах. Значительное внимание уделяется преимуществам включения инфографики в учебный процесс, при этом особый акцент делается на положительных сторонах использования инфографики с целью более эффективного преподавания и изучения английского языка. Так, предложен ряд способов использования инфографики для развития у студентов четырех основных англоязычных компетенций (чтения, письма, аудирования и говорения), расширения их словарного запаса и совершенствования знаний по грамматике, оптимизируя при этом усвоение информации, способствуя ее лучшему запоминанию и поддерживая устойчивый интерес студентов к изучаемой теме. В работе подчеркнуто необходимость побудить студентов создавать собственную инфографику. Так, отмечено, что использование компьютерных и мобильных приложений или любых доступных онлайн-программ и платформ для создания привлекательной информативной картинки способствует развитию у студентов навыков критического мышления (которое приобретает особое значение в контексте вызовов XXI века), информационно-цифровой и визуальной грамотности (что признано необходимым навыком в современном обществе знаний, перенасыщенном информацией и характеризующимся тотальной информатизацией и компьютеризацией всех сфер жизни) и навыков конспектирования (которые помогают студентам лучше видеть взаимосвязь между концептами, процессами и объектами, грамотно структурировать и записывать собственные и услышанные идеи). Даны рекомендации относительно того, что следует учитывать преподавателям и студентам при создании инфографики и из каких этапов должен состоять удачный процесс аудиторной и внеаудиторной работы с инфографикой. Статья заканчивается рядом предложений относительно дальнейших научных исследований в направлении экспериментальной проверки эффективности включения инфографики в процесс обучения английскому языку в смешанной образовательной среде.

Ключевые слова: инфографика, обучение английскому языку, чтение, письмо, аудирование, говорение, навыки, цифровая грамотность, смешанное обучение, обучение как развлечение.

Problem statement. Presently, infographics is regularly seen on social networks, for advertising and political campaigns. They are also extensively employed for self-marketing or as a trendy way to design an outstanding resume. Studies show that information presented visually is more appealing and easier to consume and retain, which explains a contemporary need to look for visual means to "edutain" students and get better learning outcomes. At the same time, numerous research works prove that the increasing use of innovative technologies in classrooms presents a golden opportunity for students to learn faster with better results and much more satisfaction. Infographics are exactly the tools which combine informational, visual and digital components to influence and interact with an individual, make him/her willingly and easily consume and digest information. The present article outlines a number of advantages of using infographics in education, explains how infographics help develop language-related skills, boost general skills and change the whole routine of language acquisition into a meaningful and absorbing process, and suggests a list of steps needed to efficiently use infographics in English language teaching.

Analysis of recent research works and publications. While conducting the present theoretically-oriented research, we have considered relevant literary sources in four languages (English, French, Ukrainian and Russian) to identify what has or has not been investigated, define the research gap, identify data sources other researchers have referred to, see how the key concepts have been defined and situate the present paper within the body of the

existing literature. Although the number of publications dealing with the issue of infographics is currently increasing, it has not received enough coverage in scientific and research journals. Most articles dedicated to different aspects of designing and using infographics belong to the spheres of information technology, media or marketing and barely touch upon opportunities of using them in the context of teaching modern foreign languages. Those that do are mostly blog posts and commentaries that follow them. The analysis of resources has demonstrated that although in recent years the amount of publications dedicated to the role and place of infographics in education has significantly risen and there are really precious articles (mostly in English), the issue has not been extensively reflected in scientific discourse whereas the public and scholarly interest to infographics is rapidly growing and the average number of infographics is getting bigger.

Some of the Ukrainian research works dealing with the issue of using infographics in teaching foreign languages belong to O. Nozdrachova (who studied the benefits of using infographics in the ELT classroom and suggested a number of questions and exercises to work with infographics), N. Pryshchenko (who investigated infographics as a motivation booster), I. Holub (who analyzed how infographics could benefit students' intuitive thinking), B. Saliuk (who researched data visualization technologies in teaching English at higher education institutions). Russian educationalists (for example, Ye. Gninevich, A. Kondratenko, Yu. Maisuk Ye. Pavlushova, N. Shkabara) have also paid their attention to the benefits of implementing infographics in the educational process but their works either concern using infographics in teaching other disciplines or give a very general overview of the educational potential of infographics in teaching modern foreign languages.

As it has already been mentioned, most relevant information about using infographics in education is published in English (however, there are valuable papers written in other languages) by representatives of many different countries (England, France, India, Iran, Malaysia, Senegal, Spain, etc.), which demonstrates a global need to research the potential of infographics in foreign language teaching and provide its scientifically verified and experimentally tested substantiation.

Therefore, the overview of the latest literary sources on the issue under investigation has revealed that there are little thorough research papers scientifically encompassing all the advantages of infographics in the ELT classroom.

Such a situation conditioned **the aim of the present research**, which is to explore the potential of using infographics in the process of English language teaching.

Results and Discussion. It is useful to dwell upon the nature, exact meaning and definition of the term "infographics" because, as it is stated in the article "Using infographics in the ELT classroom" written by Raquel Ribeiro, "infographic is such a recent word that it can barely be found in dictionaries" [9]. Considering the term "infographics" from the linguistic perspective, it is worth mentioning that this is a neologism produced by blending, which is a bright example of "language compression" and a modern way to form words that describe a new invention or phenomenon and combine the definitions and features of the two existing things or ideas. Therefore, "infographics" is a blend or a "portmanteau" word formed on the basis of the two other words – "information" and "graphics". Clearly, the term "infographics" refers to information presented graphically, using pictures or images. According to the Oxford English Dictionary, whose definition is broadly used, an infographic (or information graphic) is "a visual representation of information or data" [5]. Sarah Gretter, who perceives infographics as "a compelling communication medium", presents a more detailed definition, emphasizing that "infographics integrate design, writing and analysis with the bulk of the information they want to convey" [4]. Having contrasted some other approaches to defining the term "infographics", we have come to the conclusion that infographics are visual communication of information meant to capture attention, enhance comprehension, and reinforce retention. All this allows assuming that infographics can be powerful educational tools.

Infographics are becoming more and more abundantly used not only in social media, marketing and advertising but also in teaching and learning as they comprise both educational and entertaining potential. Nowadays *edutainment* (a blend made on the basis of the clipped words "education" and "entertainment") is merging with the formal ways of learning [15] as computers and the Internet are affecting traditional approaches to education, creating a blended learning environment and transforming the whole training process into an effective mixture of "learning", "new media" and "play". Evidently, infographics are tools which possess all these characteristics (they give information, involve a digital component and are fun and engaging to work with) and correspond to the demands of the tech-savvy generations.

So, first, we consider it highly important to outline *some of the most substantial benefits of using infographics in education*. Second, we will narrow the focus of our attention and look closer at *the advantages of incorporating infographics in the ELT classroom.*

To begin with, it should be noted that, according to the Social Science Research Network, around 65% of the population are visual learners [3], which means that most people tend to digest information presented visually better than information given in any other form. Visual learners acquire knowledge and remember things best through visual communication. Therefore, among the top advantages of using infographics in education is the fact that such informative pictures break down complicated concepts into understandable pieces of information and convey them in an eye-catchy, well-structured and laconic way, helping most students understand and memorize information better than ever before. According to Robert Sylwester, author of "How to Explain a Brain", "our brain was designed to pay attention to sudden, dramatic changes and to simply ignore or monitor subtle differences, steady states, or gradual changes" [13]. Judy Willis, neuroscientist and middle school science teacher, says that combining stories with images, pictures and other visual materials will surely attract students' conscious attention [3]. In the opening to his TED talk "The Beauty of Data Visualization", David McCandless underlines that in the context of contemporary information overload employing infographics in education is a fruitful technique of visualizing information since students are able to clearly see "the patterns and connections that matter" and focus their attention on what is really valuable [6].

One of the most practically valuable online articles dedicated to showcasing the benefits of infographics in education suggests that this type of visual communication of information can be used to reach and teach the audience regardless of what topic functions as the key point of the infographic, "whether there is a need to explore education-specific themes or focus on virtually any other industry, infographics is perfectly suitable to illustrate a historical timeline, highlight important statistics, increase awareness of an issue", etc [14]. Obviously, infographics can easily be incorporated in the process of teaching modern foreign languages as they are able to perform a number of relevant functions. Moreover, keeping in mind the fact that today's education is greatly influenced by computer technology and the classical in-class educational environment is rapidly expanding towards digitalization, teachers have to pay much attention to infographics which seem to be essential blended tools of instruction as they can be shown, analyzed and discussed both in class and online.

All of the above-mentioned benefits of using infographics in education are also valid while working with infographics in the ELT classroom. *In terms of teaching foreign languages*, an infographic is a particularly useful and powerful tool since a large amount of information concerning the explanation of some terms and phenomena needs to be presented in a very clear and concise way. Students often get distracted by large amounts of highly complicated information and rules that may seem boring. We have to agree with Will Fanguy, who says that students tend to struggle to pay attention to complex information for even a short period of time, especially if it is given in a verbose way [3]. Feeling obliged to study grammar rules written in a dry and uninteresting way, students get annoyed and end up losing interest and motivation. Memorizing rules becomes a burden, which leads to unsatisfactory learning outcomes. Lack of interest and concentration directly affects their retention, which means that students will not be able to recall and use the information correctly. Neda Rezaei and Sima Sayadian in their substantial research article "The Impact of Infographics on Iranian EFL Learners" experimentally prove that using multimedia instructional tools, infographics in particular, is much more fruitful in terms of studying grammar than merely looking through information presented "linearly in printed books" [8, p. 83].

We find it really important to outline a number of ways of using infographics to help students acquire the four "cornerstones" of the English language (or any other foreign language), which are *reading, writing, listening and speaking*.

Infographics can be immensely powerful while working with texts, developing *reading comprehension skills* and familiarizing students with top reading strategies. Such attractive visual materials might serve as an aesthetically pleasing summary of reading texts. Besides, learners may be asked to create their own infographics to summarize the book or text they have read, highlight the principal ideas and message of the test, depict connections between the characters, illustrate the chronological order of the events in the book or story, etc. Asking students to reflect on what they have read and share the insights with their groupmates by means of creating an attractive piece of infographics will motivate them

to go through the text again, understand logic and temporary connections, boost their creative and analytical thinking.

Making learners acquainted with core *strategies for reading* such as previewing the text to get an overview, reading for gist (skimming), reading for specific information (scanning), intensive reading, and reading around the gap [2] can also be achieved through colorful well-organized infographics. Visualization of these reading strategies will allow students to remember better how to approach different texts regarding the purpose for reading and familiarize themselves with the sequence of the steps they are supposed to take to do any reading task successfully.

While *teaching writing*, infographics can be used to familiarize students with sentence writing, paragraph writing or essay writing, ways to generate ideas for writing and structure written texts depending on text types. Colorful schematic pictures can provide layouts and step-by-step guidelines on what to start and finish writing with.

Infographics prove to be useful when doing any pre- (such as guessing the topic), while- (as a gap-fill exercise) or post-listening activities. Colorful infographics can opportunely be used while teaching *strategies for listening* which include listening for gist, listening for specific information, listening for detailed understanding or when presenting suggestions for improving listening skills (for instance, by means of an infographic teachers can explain what should be done at the pre-, while- and post-listening stages for students to be more concentrated and aware of what to do at each stage of a listening task).

Surely, infographics can also be used when *teaching speaking* and developing students' communication skills. As modern learners enjoy interacting using technology, implementing infographics in the ELT classroom is a great way to get students to share their viewpoints and beliefs while also boosting their info-digital literacy. It should be emphasized that using infographics during conversational classes as *discussion points* is rather reasonable. It is well known that some learners abstain from saying a word because of different reasons: some appear to be afraid of making a mistake or too shy to speak in front of other students who seem better at English, some do not know what to say because they lack relevant knowledge and life experience, some are not interested in the topic they are invited to speak about, some find it hard to understand the information given for discussion, etc. Obviously, using colorful pictures containing well-structured pieces of briefly expressed

information can easily help teachers cope with the last two stumbling blocks to getting students to talk and discuss questions. As such visual, modernistic and aesthetically pleasing handouts are interesting and appealing, they are bound to facilitate speaking in class, make students pay attention, motivate them to start commenting on, agreeing and disagreeing about the facts presented in a piece of infographics. Weaker students will be able to understand the key ideas of the questions or situations for discussing without asking the teacher for help but merely by carefully looking at the graphical components and observing the relations between the elements shown in an infographic. As a result, in mixed-ability groups (consisting of learners with different language levels or abilities) such students will feel much more comfortable and may even experience a sense of achievement.

There are a number of ways of using infographics during conversational classes. For instance, Olena Nozdrachova suggests using infographics to make students speak by asking them to find the most interesting and striking facts in the picture, check if the information presented in an infographic is credible, etc. [1]. Students may be asked to make a self-portrait using an infographic, compare ideas or objects, make lists of favorite films or songs, give a presentation, etc.

Obviously, infographics can beneficially be used in teaching vocabulary and grammar.

Infographics are undoubtedly effective when teaching *vocabulary*, especially while introducing new vocabulary items. Teaching vocabulary with infographics facilitates presenting word formation techniques, idioms united under a certain topic, commonly confused words, idioms etc. When meanings of words and phrases are shown through non-linguistic representations (pictures, photos, graphics), it helps create an effective immediate monolingual chain "foreign word ↔ concept/image" instead of a more complicated bilingual sequence "foreign word ↔ native language equivalent ↔ concept/image".

All foreign language teachers have to face the fact that students find learning *grammar* extremely boring and annoying. It happens so because studying grammar rules usually means reading "dry", wordy and over-complicated explanations, drilling and repeating everything over and over again. Lively infographics can bring round the whole process of acquiring grammar knowledge. Presenting different tenses or contrasting conditionals is no longer tedious if explanations contain enough visual support and are laconic. Neda Rezaei and Sima Sayadian

highlight that with the help of infographics in the process of studying grammar "students can enjoy the learning process effortlessly" [8, p. 84]. Such a dramatic difference in how students perceive grammar classes has nothing to do with inventing brand-new revolutionary approaches to teaching grammar. In the article entitled "How Infographics Can Help Teach the Rules of English", written especially for British Council, Zdenec Rotrekl, who won the latest British Council Teaching blog award, claims that teachers are able to arouse students' interest in grammar merely by "putting" the existing grammar concepts and rules into an appealing "package", which is a well-designed informational graphic, tempting enough for students to have an irresistible urge to open the "package" and consume the grammar point inside [10]. Furthermore, infographics have the potential to make students wait impatiently for the following grammar class if the teacher finishes the lesson by showing some bright infographics as teasers containing a question or contradiction that students are expected to solve by the next reunion.

Infographics can be designed not only by educators but also by students. Getting students to consume infographics is only part of how infographics can be used in education. *Teaching students to create their own infographics* is the opposite side of the coin [14]. While teacher use infographics to present core ideas of a certain topic, students can create them for presentations or to summarize and share valuable facts. When students are assigned to give a speech with a PowerPoint presentation, having core ideas shown in an infographic on a slide reduces stress that they might feel since the student who is delivering the speech can quickly have a look at the infographic to remember what he/she has prepared to say and those students who are just listening can easily follow the speaker simply by paying attention to the data given in the infographics.

Designing an infographic will definitely improve a number of important *skills*, for instance, critical thinking skills, digital skills, note-taking skills, etc. Let us dwell upon each of the mentioned group of skills in more detail. *Critical thinking* is highly important in the worlds of science and business as it equips an individual with analytical, open-minded, problem-solving, organizational and communication skills, making him/her stand out from the crowd in the 21st century workplace. Working with infographics in the ELT classroom helps learners develop their design thinking, creativity and widen their innovative outlook. Using and creating

infographics will boost students' *digital and visual literacy skills*, which help make sense of and evaluate visual information and encompass, for example, photo-visual literacy (which helps understand information visually), info-literacy (which means being skeptical enough to identify the quality and credibility of digital information), reproduction literacy (which means the ability to create meaningful works or interpretations by means of integrating different pieces of information found online), etc. In the era of big data, knowing how to extract, analyze, evaluate, interpret and effectively transmit information becomes a valuable asset, which explains a direct link between having enough digital literacy skills and employability. Asking students to design their own infographics can also help them master *note-taking skills*, which can be applied in any sphere of life, enhance academic success and subsequently affect work performance. Note-taking skills, which require a lot of cognitive effort, mean the ability to easily record and structure ideas and, all in all, be more organized and concentrated on what is really important. Making notes to record the key points of any topic by means of designing infographics allows students to retain information much better because they get actively engaged in what they are summarizing in order to squeeze into an informational graphic. Organized and easy-to-read notes presented as infographics can be saved to be used later in case learners need to revise this or that item of information.

Apart from building a number of indispensable skills, infographics in the ELT classroom encompasses much more benefits. For example, the two insights Rachel Poth earned from assigning students to create their own infographics are as follows: first, creating infographics turns the whole learning process into something really meaningful since it is all about students' personal choices (topics, colours, layouts, etc) and, second, it makes students totally absorbed as they get "focused on the processes behind learning a language" [12]. Additionally, through the activity of designing a visual representation of complex ideas, students can "engage with the content in a sustained manner, possibly deepening their understanding of it" [7].

Regardless of who creates infographics, the process of constructing and implementing infographics has to follow certain steps. We consider it possible to divide the way of employing infographics in education into the following steps, which are preparation, proofreading, presentation and discussion stages.

The *preparation stage* involves choosing a topic and deciding on what unit of information to present in an infographic. After doing all of the preliminary work, in order to design a comprehensive high-quality piece of infographics, teachers (or students, if they are assigned to create an infographic) have to select a design platform. There exist lots of user-friendly applications such as *Canva, Chartsbin, Easel.ly, Infogram, Visual.ly, Infogr.am, Dipity, Piktochart, Visualize.me, Venngage, Visme*, etc., where students can create posters, flyers, or even brochures with different multimedia components. No matter which platform or application is chosen while designing an infographic, it is highly important to remember that information given graphically should be presented in an easy-to-digest way. Simplicity and minimalism should be regarded as priority, keeping in mind relations between the points of the infographic. Here, we agree with Anik Lessard Routhier, French educationalist, who highlights some important qualities of a successful infographic. First, she finds it crucial to choose a key message that you want to convey through an infographic and imagine how you will orally support this information; second, she advises to carefully consider what forms of presenting information you want to include in your infographic (texts, figures, graphics, schemes, diagrams, pictures or even videos) and recommends using a combination of them to make your infographic more attractive for a potential "recipient"; third, Anik Lessard Routhier draws particular attention to the color arrangement of the infographic (with not more than 3 matching colors) and its layout, which should be simple, easy-to-digest and "airy" (having enough free space between the elements) [11, p. 6]. The *proofreading stage* includes scrutinizing your infographic with the aim of indentifying and rectifying any spelling, vocabulary, grammar, punctuation mistakes or typos, modifying it if necessary and thinking about ways to provide context for presenting your infographic in class. The *presentation stage* means delivering infographics in context (as printed handouts or on a slide) and getting students to analyze the graphics with or without the teacher's support, in groups, pairs or on their own. Interestingly, Zdenec Rotrekl, who refers to infographics as "visually appealing explanations", suggests several ways of presenting infographics in class. First, he finds it possible to use infographics with interactive whiteboards where they can be displayed and commented on; second,

Zdenec Rotrekl suggests printing these "visually appealing explanations" so that students can study them in more detail as eye-catchy, colorful and informative handouts which can be used immediately in class or accessed anytime to refer back to [10]. The *discussion stage* involves holding a class, group or pair discussion and eliciting from students any conclusions or insights they have drawn from the infographic in accordance with the purpose of the class. It also means exchanging reviews on the infographic and getting students to reflect on the piece of infographics. Considering the fact that infographics are relatively new educational tools, teachers, who are currently trying to get the hang of them, may experience some problems regarding how to organize the material in focus, make information easier to absorb, and reach the balance between keeping an infographic both informative and succinct. Taking into account the student-centered nature of contemporary language teaching, the best way to improve the quality of infographics is to make students reflect and express their opinion by means of asking them at the discussion stage some of the following questions: "Is this infographic helping you learn? How? Why?", "What information are you learning thanks to this infographic?", etc. The same questions may be asked and answered about the infographics that students created by themselves.

Conclusion. Having undertaken an attempt to theoretically substantiate the potential of infographics in teaching English, we have come to the conclusion that this modern digital culture allows modifying the whole process of language teaching thanks to the advantages it possesses. Infographics are modern and trendy educational tools which can effectively be used in the traditional classroom environment, blended learning environment and in the context of independent self-education. Embedding infographics into the ELT classroom facilitates knowledge acquisition and helps develop a number of 21st century skills required for further social and professional success, bringing the whole process of language teaching and learning to a qualitatively new edutainment level. Taking into consideration the enormous potential of infographics in education in general and in English language teaching in particular, more research into the topic is needed to experimentally verify the most efficient ways of incorporating infographics in the ELT classroom with regard to instruction and assessment.

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