



Submitted : May, 23rd 2025
Revised : May, 25th 2025
Accepted : May, 25th 2025
Published : December, 18th 2025

A SYSTEMATIC LITERATURE REVIEW ON PICTURE-BASED LEARNING IN TEACHING ENGLISH TO YOUNG LEARNERS: CHALLENGES AND SOLUTIONS

Syadzilia Aluv Mawsally ¹
syadziliaaluv@students.unnes.ac.id

Adyuta Mahardhika ²
adyutamahardhika@students.unnes.ac.id

Abstract

Picture-based learning has gained increasing attention for its potential to enhance engagement and vocabulary acquisition in English for Young Learners (EYL). However, practical implementation in early childhood education remains challenging. The study follows the PRISMA 2020 guidelines. A total of 12 relevant articles were extracted from 379 articles indexed in Scopus and Taylor & Francis (2015–2025). The sample consisted of teachers and students that used visual media or images, while articles that did not address challenges or solutions in these contexts were excluded. This study revealed the challenges faced by teachers in implementing picture-based learning include: teaching strategies and classroom management, selection of appropriate visual materials, and limitations of inclusive approaches for students with special needs. (58%) articles identified teaching strategies and classroom management (TSCM) as the main challenge due to the lack of teacher training in visual-based classroom management. To overcome these issues, the study proposed several solutions, including applying stricter criteria when selecting materials, incorporating interactive strategies based on multimodality, and applying multisensory approaches to support inclusivity. This study provides important insights for EYL teachers in optimizing the use of picture media and emphasizes the need for practical guidelines to support the needs of diverse students.

Keywords: *Picture-based learning, English young learners, Teaching strategies, Multimodality, Systematic literature review*

¹ Undergraduate Student, English Education Department, Faculty of Language and Arts, and Universitas Negeri Semarang

² Undergraduate Student, English Education Department, Faculty of Language and Arts, and Universitas Negeri Semarang



INTRODUCTION

The rapid development of technology has a significant impact on various aspects of life, including education. Especially in English language learning, the integration of technology and visual media plays an important role in achieving learning objectives (Jameer, 2024). Poluju (2024) suggested that digital media elements such as images, videos, interactive applications and virtual classrooms enhance student engagement and understanding. The integration of technology is particularly beneficial for young learners, who typically respond more positively to visual input and often have limited attention spans (Santosa, 2022). Therefore, having visual elements incorporated into learning will help maintain the interest of EYLs while improving their comprehension and retention.

Pictures serve as an effective tool to improve memory retention and make learning more enjoyable (Fristiara, 2017). According to Fristiara (2017), English language teaching involves knowledge transfer, where teachers use appropriate instructional techniques and media to enhance students' understanding. In addition, they must also optimize the teaching resources provided by the school to ensure alignment with educational progress and the demands of society (Muhsinin et al., 2024).

One of the practical strategies in English language learning is the use of picture media. As stated by Muhsinin et al. (2024), pictures act as a bridge of understanding, especially in situations where language barriers can lead to misunderstanding. In addition to aiding comprehension, visual media also enhances students' ability to recall information. This is especially beneficial in EFL contexts, where students often encounter unfamiliar terms and concepts (Muhsinin et al., 2024). Given these advantages, the role of picture-based learning in English language teaching is worthy of further exploration, especially regarding its challenges and solutions.

Although many studies have addressed the role of media in language learning, research specifically focusing on the challenges and solutions of using picture-based learning for young learners is limited. Febriyanty et al. (2024) have not discussed in depth the challenges and solutions in the application of picture cards for children's English language learning. Fristiara (2017) did not systematically explore the existing literature on the effectiveness of pictures in English language learning, as well as ways to overcome



barriers that may be encountered in its implementation. Some other studies such as the one conducted by Mafruudloh et al. (2024) did not deeply explore the challenges faced by teachers and students in implementing picture-based learning, such as limited access to technology or difficulties in integrating picture media with the curriculum. Meanwhile, Inharjanto and Lisnani (2021) focus less on the specific challenges in using picture-based learning for young learners, even though as they themselves emphasize, teaching foreign languages to children has different characteristics from adults. Clarita et al. (2023) also did not focus on EYL, used digital pictures as media, and did not discuss the challenges or solutions faced by teachers when applying the learning media.

Furthermore, Lim et al. (2022) have explored the increasing sophistication of multimodal pedagogies in English classrooms, such as digital storytelling, augmented reality and video learning. While these multimodal pedagogies provide engaging and rich learning experiences, they typically rely on access to technology and digital literacies that are missing in most EYL contexts. Despite the emergence of such advanced techniques, simpler techniques such as image-based learning have not been widely researched, especially in the context of challenges and practical recommendations for their implementation in resource-constrained environments. This makes picture-based learning a relevant and urgent topic for further systematic research.

To overcome the gaps, this study aims to explore the use of picture-based learning in teaching English to young learners (EYL). Through a systematic review of existing research, it seeks to identify the challenges teachers face when implementing picture-based learning and examine potential solutions to overcome these difficulties. Dzakiah (2022) emphasizes that learning media plays an important role in improving the efficiency and effectiveness of the teaching-learning process. However, teachers often struggle to select and implement the most effective media for EYL. Therefore, this study aims to provide insights and guidance on optimizing picture-based learning to improve students' English comprehension and skills. In addition, the findings of this study are expected to help teachers in designing lesson plans tailored to young learners. Inharjanto & Lisnani (2021) stated that teaching language to children is difficult, especially foreign languages. By understanding the challenges and solutions related to picture-based



learning, teachers can develop instructional materials that are aligned with children's learning characteristics and needs.

This study used a Systematic Literature Review (SLR) to review previous research on the use of pictures in teaching English to Young Learners. Data collection was done through a process of selection, identification and analysis of relevant articles from reliable sources. The selection standard in this study focuses on the use of picture media in English language learning for English Young Learners (EYL).

A. RESEARCH METHOD

This study applied a Systematic Literature Review (SLR) approach following the PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to systematically identify and analyze challenges in implementing picture-based learning in English Young Learners (EYL) classrooms. The process began with the establishment of eligibility criteria to ensure that only relevant, high-quality studies were included. The literature search was carried out in early March 2025 by two researchers using two internationally recognized academic databases: Scopus and Taylor & Francis. These databases were selected due to their reputation for providing high-quality educational research publications. The search aimed to identify peer-reviewed articles relevant to picture-based instruction within EYL contexts.

To ensure comprehensive coverage, the researchers used a series of Boolean keyword combinations tailored to each database. The primary keywords used in the search process included combinations of terms such as ("Pictures" OR "Picture-Based Learning" OR "Visual Learning") AND ("English Young Learners" OR "Early Childhood") AND ("Challenges" OR "Solutions" OR "Strategies") AND ("EYL" OR "EFL"), while excluding terms related to adult learners and higher education, such as "Higher Education," "University," "College," and "Adult Learners.". Table 1 presents the detailed search keywords used in each database.

Database	Keywords
Scopus	TITLE (picture OR "picture-based learning" OR "visual learning" OR "image-based learning" OR "picture books" OR "picture story") AND ("teaching English" OR "English learning" OR "English education" OR



	"English instruction" OR "English language teaching" OR English) AND ("young learner" OR "young learners" OR "very young learner" OR "early childhood" OR preschool OR kindergarten) AND (challenges OR difficulties OR obstacles OR solution OR solutions OR strategy OR strategies OR method OR intervention OR approach OR improvement OR "best practice") AND (EYL OR EFL OR ESL OR "English as a foreign language") AND PUBYEAR > 2015 AND LANGUAGE (English) AND (LIMIT-TO (DOCTYPE , "ar"))
Taylor & Francis	[All: challenges and solution in teaching picture] AND [All Subjects: Education] AND [All Subjects: Language & Literature] AND [Article Type: Article] AND [Publication Date: (01/01/2015 TO 31/12/2025)]

Table 1 Keywords

The next stage involved defining eligibility criteria to determine which articles were suitable for inclusion. Only articles published between 2015 and 2025 in English, focusing on EYL teachers or students within ESL or EFL contexts, and sourced from Scopus and Taylor & Francis were considered. Studies involving university students, adult learners, or non-image-based instructional media were excluded to ensure contextual relevance. Table 2 outlines the full inclusion and exclusion criteria.

Criteria	Inclusion	Exclusion	Explanation
Date	Papers published from 2015 to 2025	Papers published before 2015	Recent research is more relevant to the latest developments in teaching methods, technology and current education policies.
Language	English	Studies not written English	English was chosen to make the research globally comparable, as well as to ensure accuracy in ESL/EFL terminology.



Sample	Teachers, and Students in English Young Learners (EYL) classrooms.	Studies with participants other than EYL teachers or students	The research focuses on English Young Learners (EYL). Studies involving university students or adult learners are excluded as they have different learning characteristics.
Setting	Papers that focus on ESL or EFL contexts	Papers that focus on non-ESL/EFL contexts	EYL is a subcategory within ESL/EFL that is specific to children. Studies on adolescent or adult learners are irrelevant as they have different teaching strategies.
Database	Scopus and Taylor & Francis	Other Databases	The chosen source has a good reputation for providing high-quality research, whereas other databases may not be of the same standard.

Table 2 Eligibility Criteria

The initial database search produced a total of 381 articles: 62 from Scopus, 317 from Taylor & Francis, and 2 from Google Scholar. After removing five duplicate entries, 376 unique articles were screened by title and abstract, resulting in 196 articles being excluded for not meeting the inclusion criteria. Of the 180 remaining articles, 53 were not accessible in full-text form, leaving 127 articles to be examined further. A full-text review led to the exclusion of 115 additional studies: 52 did not discuss relevant challenges or solutions, 24 were outside the EYL/EFL context, and 39 were not based on image-supported learning. Ultimately, 12 articles were included in the final review. The data extraction process included:

1. General information: author, year, title, country
2. Research design: method, sample, research question
3. Result and conclusion that answer the research question.

Then, the selected papers were analyzed and categorized using Microsoft Excel. The results of each article were analyzed to identify similar findings, then the results were grouped into a category. Each theme represents a particular challenge or strategy in the implementation of Picture-Based Learning. After that, coding was done to organize the sequence of data with themes and identify the reasons for choosing themes in each data. In the final stage, all data that had been categorized and coded were analyzed to select the most relevant results to answer the research question. The detailed screening and selection process is illustrated in Figure 1.

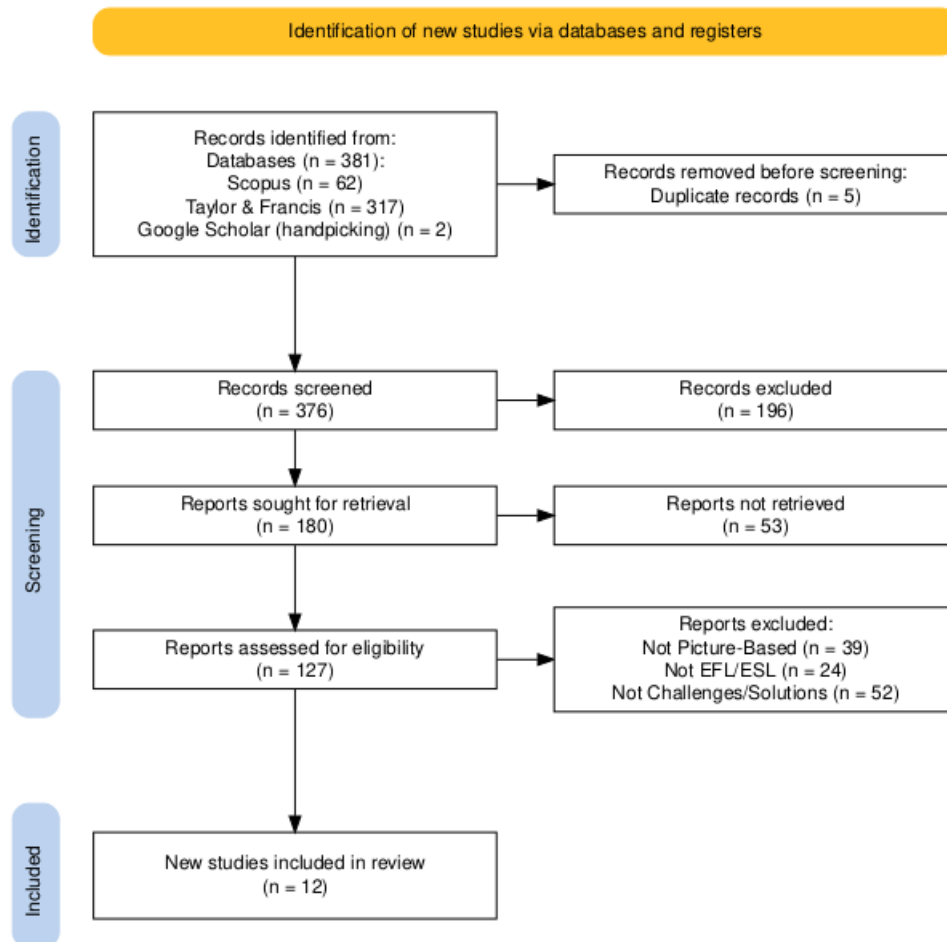


Figure 1 PRISMA 2020

B. RESULTS AND DISCUSSION

C.1 Material Selection & Evaluation (MSE)

Choosing the right picture books has become a big challenge for teachers in EFL classrooms. The data from the reviewed studies (McGeehan et al., 2018, Elmiana & Shen, 2024, Kochiyama, 2016, Suh, 2022, Gao & Bintz, 2015) show that many teachers struggle because there are not enough good reviews about books, the pictures and text don't always match well, and many books focus too much on entertainment instead of learning. This section outlines the impact of these issues on teaching practice, as well as recommended approaches to assist teachers in selecting more appropriate learning materials.



“Educators who refrain from reviewing digital picture books and select them based on content topic and editor reviews could end up spending money on digital picture books that actually interfere with the reading processes by distracting the reader with unrelated information” (MSE#CH1_P1)

McGeehan et al. (2018) suggested that many digital picture storybooks are designed primarily to capture children's attention through visual and audio elements, rather than to support their reading comprehension. This paper points out that features such as animation, sound effects and interactivity are often not effectively integrated into the storyline. Some popular digital storytelling apps allow children to get interested in tapping characters to dance or spin, even during supposedly emotional or serious situations in the story. While features like these may seem fun and engaging, they often don't contribute well to the storyline or literacy development. This shows a real challenge in materials selection and evaluation, that not all digital features that look sophisticated can support reading, especially if they are not aligned with story content and literacy principles.

Teachers often face challenges to distinguish between digital books that support learning and those that merely provide entertainment. This situation is made worse by the lack of educational evaluation tools and appropriate criteria to assess the quality of digital books. To address this issue, they designed rubric based on literacy theory with the aim to help teachers assess whether the digital elements in the book actually support comprehension, vocabulary acquisition and basic reading skills.

The pictorial materials often feature illustrations that do not support the text, images and text that are not aligned, and visual-audio features that distract from the content of the story. As explained through Mayer's (2001) multimedia learning theory, which states that students learn more effectively when text and images are presented coherently and support each other. Irrelevant images or visual elements can distract attention and overload working memory, as explained in the coherence principle, which emphasizes the importance of removing information that does not support learning objectives. This issue is even more complex in the context of digital books, which often contain animations, sound effects or interactive features that are not integrated with the narrative. Addressing this issue, Mayer encourages the role of the teacher as a cognitive guide, helping students process information effectively. Teachers can implement



strategies such as directing students' attention to important elements (signaling), breaking the material into small parts (segmenting), and providing additional verbal explanations when images are not clear enough. With appropriate strategies, teachers can still maximize learning despite using visual materials that are not ideal in terms of cognitive design.

C.2 Teaching Strategies & Classroom Management (TSCM)

Managing the classroom and using the right teaching strategies are important parts of helping students learn English better. The data from the (Elmiana & Shen, 2024, Jiang & St. Thomas University, 2018, Honaker & Miller, 2023, Akyol, 2024, Kumalasari, 2023, Suh, 2022, Gao & Bintz, 2015) reviewed studies show that teachers often face problems like noisy classrooms, students losing focus, and the struggle to keep students interested, especially when traditional teaching methods are used. The most appropriate solution to this challenge is to implement the use of active and purposeful teaching strategies, as suggested in the following quote.

“The pedagogical implications are provided above for EFL teachers to cope with different types of picturebooks concerning text-image relationships, including asking probing questions, expanding the word meaning explicitly, guiding students to making predictions, and offering background information” (TSCM#SL2_P2)

Elmiana & Shen (2024) emphasized the importance of the teacher's active role in managing the picturebooks-based learning process in the EFL classroom. One of the main challenges in using picture books is that the relationship between the text and the images does not explicitly support each other. In such a condition, EFL learners often find it difficult to understand the full meaning of the text only through the available illustrations. Therefore, teachers are required to not only deliver the content textually, but also facilitate the comprehension process with planned and directed strategies.

To overcome these challenges, there are several instructional strategies that EFL teachers can implement. These strategies include asking probing questions to encourage students' cognitive engagement, explaining important vocabulary related to the content of the story, providing additional context or background to the story, and guiding in making predictions based on picture and text elements. The implementation of these strategies



can help students build a more complete understanding of the content and improve their interaction in class.

This instructional need is in line with the principle in Multimedia Learning Theory proposed by Mayer (2001), which states that meaningful learning occurs when students actively select, organize, and integrate information from multiple modes. When the connection between text and images is weak, students tend to have difficulty in building coherent mental representations. This challenge is even more complex in digital formats, where the addition of animation or sound that is not integrated with the narrative can overload students' cognitive capacity, thus violating the principle of coherence. Traditional approaches that rely solely on reading the text without involving visual exploration are often insufficient to help students fully understand the content of the story, especially when the images do not help explain the content of the text. According to Mayer (2001), this happens because the traditional approach does not make students think actively as needed in understanding text materials and images. This strategy reflects a learning process that involves active cognitive engagement from students to construct meaning, even though the pictorial teaching materials used are not entirely ideal. Thus, the teacher's role in guiding this process becomes an important part of multimodal teaching, especially when the teaching materials used are not clear enough or do not support students' understanding directly, students need help from the teacher to understand the content of the material as a whole.

C.3 Student Needs & Inclusive Practices (SNIP)

Meeting the different needs of students, including those with special needs, is an important part of making English learning fair for everyone. The data from the reviewed studies (Niland, 2023, Zhang et al., 2023, Genc-Tosun et al., 2025) show that many students faced challenges like trouble concentrating, difficulties with reading, visual impairments, and learning barriers for children with autism.

“PECS-TS makes use of the tactile advantage channel of children with MDVI to make up for their deficiency in obtaining visual cues... and improve the richness of information reception through multi-sensory participation.” (SNIP#SL10_P10)

Zhang et al. (2023) discussed meeting the needs of students with multiple barriers, particularly children with visual impairments and intellectual disabilities



(MDVI), in the context of learning and communication. Children with visual impairments cannot access symbols or images like other students, leading to ineffective conventional visual-based communication approaches and the need to create alternative communication systems that still allow children to communicate their needs and understand information with limited processing of visual cues. Inclusive learning does not simply provide the same materials for all students, but must adapt to each individual's sensory and cognitive conditions.

PECS-TS (Picture Exchange Communication System combined with Tangible Symbols) approach has replaced visual symbols with tactile symbols so as to utilize students' sensory strengths, such as touch, hearing, and smell, to access and process information. The strategy provides opportunities for children with MDVI to actively engage in communication and learning through multi-sensory participation. This multi-sensory participation not only compensates for visual impairments but also promotes inclusive communication practices that align with the diverse needs of students in special education contexts.

Although picture media is often used in English language learning for children, this approach has not been able to reach all students' needs. Studies show that students with visual impairments, concentration difficulties or special cognitive needs face challenges when learning relies solely on visual input. Zhang et al. (2023), for example, found that children with multiple disabilities and visual impairments (MDVI) cannot understand symbols or pictures like other students, due to limitations in processing visual cues, which makes picture-based learning less effective and even hinders the learning process for people with disabilities. To overcome this obstacle, some inclusive approaches are moving towards multisensory strategies, which involve more than one sense such as touch, hearing and vision in the learning process. This approach allows students to still access information through other sensory pathways when visual senses are unreliable. This strategy is particularly relevant for students with special needs, especially those with visual or communication barriers. Concrete evidence of this strategy is the PECS-TS (Picture Exchange Communication System with Tangible Symbols) approach in the study by Genc-Tosun et al. (2025), which replaces visual symbols with tactile symbols so that students can still recognize the meaning of the symbols or objects



used and interact with teachers and friends. The learning process no longer relies on images alone, but also involves the experience of touching, hearing, and responding verbally or physically. This approach is proven to aid comprehension and increase student engagement in learning.

In addition, the multisensory approach is also beneficial for the diverse needs of learners with sensory and cognitive barriers. Komalasari et al. (2019) explain that using media that relies solely on visual input, such as static images or visuals, is often insufficient to maintain student attention and engagement. They define a multisensory approach as a learning strategy that involves multiple senses simultaneously, such as visual, auditory, kinesthetic, and tactile, to increase learning effectiveness. Through activating more than one sensory pathway, the learning process becomes more interactive and easier to understand. Therefore, the multisensory approach can be applied well and effectively as a learning strategy for children with special needs and inclusion, as it can be adapted to their sensory and cognitive limitations.

C. CONCLUSION AND SUGGESTION

CONCLUSION

This study explores the challenges and solutions in implementing picture-based learning for EYL. It identifies three key challenges, including difficulties in material selection, ineffective teaching strategies, and a lack of inclusive approaches for students with special needs. Nevertheless, picture-based learning was shown to significantly improve vocabulary comprehension and student engagement. To overcome these challenges, it is suggested to apply stricter criteria in material selection, use interactive strategies based on multimodality theories, and apply multisensory methods to support inclusivity. This finding confirms the importance of adjusting media and learning strategies to be more effective and inclusive. This study is limited by the number of articles reviewed, which is 12 articles published between 2015 and 2025 and sourced from specific databases. As the findings only represent the literature review within this time period and scope, they do not reflect all perspectives on picture-based learning across different cultural and technological contexts. In



addition, this study has not been supplemented with empirical data through classroom observations or interviews with teachers and students, which could have provided a more concrete picture of implementation in the field.

SUGGESTION

Based on these limitations, it is recommended that future research broaden the scope to include more sources, including regional publications and literature reviews, to address more diverse and contextualized challenges and solutions. Case studies or interviews directly involving teachers and students should also be conducted to practically test the effectiveness of the findings. In addition, teachers should receive training in evaluating and selecting appropriate pictorial materials based on cognitive principles, as well as in implementing teaching strategies that are adaptive to inclusive needs. Learning media developers are also advised to design pictorial teaching materials that are not only visually attractive, but also easy to understand and friendly for learners with a focus on meeting the diverse needs of EYL students, including those with special education needs.



REFERENCES

- Akyol, T. (2024). Promoting Young Children's Right to Participate in the Classroom through Picture Books. *Child Indicators Research*, 17(3), 1217–1237. <https://doi.org/10.1007/s12187-024-10117-6>
- Barzilai, S., Zohar, A. R., & Mor-Hagani, S. (2018). Promoting Integration of Multiple Texts: A Review of Instructional Approaches and Practices. *Educational Psychology Review*, 30(3), 973–999. <https://doi.org/10.1007/s10648-018-9436-8>
- Clarita, N. A., Ashadi, A., Amalia, U., & Juhansar, J. (2023). Utilizing digital picture series to enhance students performance in writing narrative text. *EduLite Journal of English Education Literature and Culture*, 8(1), 52. <https://doi.org/10.30659/e.8.1.52-67>
- Dzakiah, D. (2022). Visual media in English teaching and learning. *Proceedings of the International Conference on Islamic and Interdisciplinary Studies*, 1, 1–10.
- Elmiana, D. S., & Shen, S. (2024). Let Pictures Explain the World: Text–Image Narration in Picturebooks. *Journal of Research in Childhood Education*, 1–14. <https://doi.org/10.1080/02568543.2024.2367406>
- Febriyanty, Y., Suratno, S., & Widagdo, A. (2024). DEVELOPMENT OF PICTURE WORD CARD MEDIA USING MODELING THE WAY METHOD IN LEARNING ENGLISH VOCABULLARY TO IMPROVE CLASS 4 LEARNING OUTCOMES. *English Review Journal of English Education*, 12(3), 911–922. <https://doi.org/10.25134/erjee.v12i3.10404>
- Fristiara, C. (2017). ANALYZING THE PICTURE OF EYL TEXTBOOK THROUGH MULTIMODAL DISCOURSE PERSPECTIVE. *LET: Linguistics, Literature and English Teaching Journal*, 7(2), 170-180
- Gao, Y., & Bintz, W. P. (2015). Using Picture Books as Paired Texts to Teach Educational Theories. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 88(5), 146–149. <https://doi.org/10.1080/00098655.2015.1053837>
- Genc-Tosun, D., Kurt, O., & Pektas-Karabekir, E. (2025). Using an adapted picture exchange communication systems protocol for teaching children with autism spectrum disorder to make requests via a speech generating device: Preliminary findings. *International Journal of Developmental Disabilities*, 1–16. <https://doi.org/10.1080/20473869.2025.2477345>



- Honaker, J. D., & Miller, R. T. (2024). Wordless but not silent: Unlocking the power of wordless picture books. *TESOL Journal*, 15(1), e721. <https://doi.org/10.1002/tesj.721>
- Inharjanto, A., & Lisnani, L. (2021). ELT LEARNING MEDIA FOR YOUNG LEARNERS: FAMILY-THEMED PICTURE STORIES. *Indonesian EFL Journal*, 7(1), 21–32. <https://doi.org/10.25134/ieflj.v7i1.3987>
- Jameer, M., MD. (2024). Augmenting EFL/ ESL Education: The Outcome of Technology on Contemporary Language Learning. *Educational Administration: Theory and Practice*, 2196–2202. <https://doi.org/10.53555/kuey.v30i5.3260>
- Jiang, X. (2018). Exploring Young English Learners' Perceptions of the Picture Word Inductive Model in China. 13(1).
- Kochiyama, A. (2016). TEACHING ENGLISH WITH PICTURE BOOKS: CURRENT CHALLENGES AND POSSIBLE SOLUTIONS IN ENGLISH EDUCATION IN JAPAN. *International Journal of Education*, 9(1), 37. <https://doi.org/10.17509/ije.v9i1.3716>
- Komalasari, M. D., Pamungkas, B., Wihaskoro, A. M., Jana, P., Bahrum, A., & Khairunnisa, N. Z. (2019). Interactive Multimedia Based on Multisensory as a Model of Inclusive Education for Student with Learning Difficulties. *Journal of Physics: Conference Series*, 1254(1), 012057. <https://doi.org/10.1088/1742-6596/1254/1/012057>
- Kumalasari, C. (2023). The Digital Picture as Tools for Teaching Young Learners. *JADEs Journal of Academia in English Education*, 4(2). <https://doi.org/10.32505/jades.v4i2.7038>
- Lim, F. V., Toh, W., & Nguyen, T. T. H. (2022). Multimodality in the English language classroom: A systematic review of literature. *Linguistics and Education*, 69, 101048. <https://doi.org/10.1016/j.linged.2022.101048>
- Mafruudloh, N., Ahsanah, F., & Khoiriyah, K. (2024). Developing mobile augmented reality in picture book for teaching English for young learners. *Research and Development in Education (RaDEn)*, 4(2), 908–923. <https://doi.org/10.22219/raden.v4i2.33722>
- Mayer, R. E. (2002). Multimedialelearning. *THE PSYCHOLOGY OF LEARNING AND MOTIVATION*, VOL. 41, 85–89. <https://www.jsu.edu/online/faculty/MULTIMEDIA%20LEARNING%20by%20Richard%20E.%20Mayer.pdf>
- McGeehan, C., Chambers, S., & Nowakowski, J. (2018). Just Because It's Digital, Doesn't Mean It's Good: Evaluating Digital Picture Books. *Journal of Digital*



Learning in Teacher Education, 34(2), 58–70. <https://doi.org/10.1080/21532974.2017.1399488>

- Muhsinin, Arif Rahman, Ahmad Javed Hassan, & Said Malika Tridane Manu. (2024). The Use of Picture-Based English Materials to Improve Students' Vocabulary Mastery for States Elementary Schools. *Journal of Language and Literature Studies*, 4(1), 135–149. <https://doi.org/10.36312/jolls.v4i1.1795>
- Niland, A. (2023). Picture Books, Imagination and Play: Pathways to Positive Reading Identities for Young Children. *Education Sciences*, 13(5), 511. <https://doi.org/10.3390/educsci13050511>
- Poloju, R. (2024). Revolutionizing English Language Teaching: The Impact of Technology on Language Learning. Gurukul International. <https://doi.org/10.69758/gimrj/2412ivvxiip0007>
- Santosa, M. H. (2022). Nature and Roles of Technology in English Language. Center for Open Science. <https://doi.org/10.31219/osf.io/z4sbu>
- Suh, H. (2022). Reading picture books including animal matters: Making space for discussing anthropocentrism with young children. *European Early Childhood Education Research Journal*, 30(6), 852–866. <https://doi.org/10.1080/1350293X.2022.2031246>
- Wahyuningsih, D., Wahyono, S. B., & Nugroho, A. A. (2021). Teachers' difficulties in developing learning resources. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v6i2.10024>
- Zhang, Y., Zhang, J., Zhang, J., Sutherland, M., & Huang, S. (2024). Teaching Requesting Skills to Children with Visual Impairment and Intellectual Disability by Using Picture Exchange Communication System Combined with Tangible Symbols. *International Journal of Disability, Development and Education*, 71(7), 1152–1172. <https://doi.org/10.1080/1034912X.2023.2295911>