

# **A Comprehensive Technical Study on Challenges and Perspectives in Multimedia Language and Literature Instruction**

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## **Background**

Living in a world of state-of-the-art technology, today's teachers are constantly seeking new ways to stimulate and spark interest in young learners in the teaching of foreign languages, taking into account their needs and interests, but also following the guidelines of the curriculum. In the learning process, English learners experience numerous difficulties and give a negative attitude toward the language. This research is designed to address this phenomenon. The purpose of this research is to discover the problems faced by students who are learning English as a foreign language and how they deal with those problems. English is a global language and currently needs it. English is easily the most widely used language in the world. But LSRW in English has always been a challenge for second-language students to become proficient. This thesis underlines the importance and benefits of the use of picture books and the adequate integration of digital media in a foreign language class. It also offers ideas for organizing and managing a project based on a relevant and authentic picture book related to the use of new media. The project focuses on language skills development for children, learning strategies, media education, and creative thinking. Many language students are motivated only to learn English at first but become confused and demotivated during the process of their study for several reasons. It is vital to recognise the problems encountered in the process of a foreign language. Researchers find a variety of barriers to learning English. Despite knowing many vocabularies, students do not understand various expressions in English and are confused about using English words correctly. This explains the lack of contact with native speakers and the lack

of knowledge of the use of the language, it is difficult for students to use the target language which leads to a low motivation to learn English.

**Keywords:** Communication, Effective communication, E-learning, Productivity, Face-to-face learning, Educators

### **Why the English Language is Hard to Learn?**

Education is of the utmost importance. Its objective is to help learners to face various challenges and overcome obstacles, learn values, encourage children to achieve their dreams through the acquisition of valuable skills, providing children with the opportunity to become productive members of the future world. A good education serves and sets the stage for a better future. Unfortunately, schools seem incapable of meeting the objectives of a good education. What children go through outside the classroom should be tied to what they learn in school. Education and life need to be connected. The new program may be available but that's not good enough. Changes are required, and they should begin with teachers because, without them, we would not have an education.

A key aspect of human life is relationships. Developing and maintaining relationships involves reaching out to others. Language courses are an opportunity for learners to improve their communication skills. There is growing need for multi-lingual proficiency has increased. Furthermore, many studies suggest that children should be learning a foreign language at a young age because of the many positive results. Foreign language teachers play an important role in developing children's language and in developing learning strategies, so they have an enormous responsibility.

Nowadays kids are now learning how to use computers, tablets, smartphones, and other technology even before learning to read or write because of strong exposure to technology at a young age. Although some people, including teachers, support the use of various digital tools, others believe that they hinder the teaching process and learner focus. It is not just very important that we address this issue, of whether their use in the class has a positive or negative impact on children's development, but also the opportunity to effectively integrate digital media

into lessons, and how. Being able to communicate in a different language, in addition to one's mother tongue, contributes to the personal life and social development of the individual, therefore learning and teaching English aims to motivate learners and increase their interest in foreign languages.

Children who study a foreign language acquire knowledge of the language. Teachers play a significant role in developing children's language development by choosing the right activities to teach different aspects of language that go along with understanding the purpose and orientation of particular activities. To the extent possible, they should adjust the activity according to the age and language student's level, or rather choose another activity that best suits their abilities. Teachers should always keep in mind the main aims and objectives of the lesson and plan activities accordingly.

However, educating children to develop their learning skills is not enough. They should learn to learn, develop their strategies, and develop metacognition. When we speak of metacognitive consciousness, the emphasis is on self-knowledge as a learner. It incorporates linguistic, cognitive, social, cross-cultural, and intercultural knowledge into narrative lessons. Emphasis is placed on teaching what to learn to make children more efficient and independent learners. It is worth noting that all this can contribute to the overall development of the child. Picture books can serve as a valuable and useful tool for such types of lessons that will be discussed later in the thesis. What's more, having a positive attitude towards learning English and creating an enjoyable atmosphere is an enormous advantage. Children need a stimulating and entertaining environment.

In addition, students have a variety of learning strategies. Sometimes they use them without even realizing it, and sometimes they use them on purpose. Learning strategies usually assume what the learner is doing to learn something. Building learners' language skills and learning strategies are not as simple as it sounds. But that is not to say that this cannot be a challenge and a constraint. As already mentioned, the role of the teacher is crucial for the linguistic development of the child and other aspects of learning.

The role of the teacher is not only important in the educational system but crucial as well. It is the teachers who work with the children, who encourage and motivate them with the help of

various teaching materials do the best they can, help them realize their dreams, and find their place in this hectic world.

Teachers should reference the goals and objectives prescribed by the program during the planning and organization of a lesson. They are guided by clear instructions to assist them in preparing for the lesson. Teachers are free to use different teaching materials, but what they choose depends on the objectives they set for themselves in advance.

Teachers are not the only ones who play an important role in the upbringing of children, but they help them to reach their goals in life. In Croatia, young learners in the first four years of elementary school spend at least four hours per day with their teachers., and some even more if they remain at school after school. Concerning a foreign language, they have two classes a week. The role of the teacher in foreign language courses is to enable young learners to develop their language competencies, learning strategies, and ability to communicate, acquire a target language and express their thoughts. These skills are also going to be used in the future. The language of instruction is more than simply passing on knowledge through fun activities. When teaching young learners, the teacher must make a connection with them. Young learners should feel appreciated and educated by their teachers.

Children often believe that their teachers are role models. Therefore, teachers also play a significant role in their lives and personal development. Teachers should try to get acquainted with their students to understand their needs, interests, abilities, and what to expect from each learner, especially today, with an increasing number of children with learning disabilities. Educators need to understand how children are different. Each learner is unique in his or her way. Teachers also collaborate with other school staff, such as educators, psychologists, and pedagogues, but also parents of children and school administration.

Education is a beautiful and compassionate profession. Educators are available to inspire and motivate young learners, as well as their sometimes-inspiring children. Teachers help children face setbacks failure and overcome their fears and obstacles. Teachers need to have faith in their pedagogical competencies. They need to be more respected and valued for teaching children, and children are our future.

It seems that the media have become so prevalent in today's society that they are virtually impossible to avoid in any environment, including schools. It is precisely for this reason that the idea of using media in class has emerged. The media are not harmful nor useful, but again, they can be both. There is no reason why the media should not be considered a valuable source of information and entertainment, while the public is more interested in the dangers of media like excessive violence, pornography, stereotypes, etc. The negative aspects of the media are more likely to be heard and discussed than the positive aspects. Even in the absence of encouragement or promotion, today's children are easily able to develop a media culture. There are no criteria available for the measurement or evaluation of media proficiency.

As the world and technology evolve, the need to develop new skills comes to the fore. Because of three main factors, children must acquire skills in media processing: their overall degree of mental, emotional, as well as social development; their experience with the world at large; however, teachers are also supposed to be media literate because they are the ones that help children acquire and develop various skills. The outstanding question is: what is media literacy and who can be considered a media literacy specialist?

"Someone who is educated in the media and – everyone should have the opportunity to do so – can decode, evaluate, analyze and produce print and electronic media... The basic objective of media education is the critical autonomy of all media. It focuses on media literacy, including informed citizenship, aesthetic appreciation and expression, social advocacy, self-esteem, and consumer competence" (Aufderheide, 1993, p. 1).

As noted above, to become an educated media person, a critical understanding of media content is required. Grgić, Gergorić, Radanović, and Brakus (2016) identified critical thinking as one of the most important components of media education. With critical thinking, we can independently judge certain media content.

The young learner should be able to find appropriate media content and manipulate technology, know how to use it and write, i.e., be produced in. For example, there are three dimensions to media literacy: access, understanding, and creativity (see Buckingham, 2005). The inter-relationship between the three elements needs further investigation. Issues have been raised about how children use what they learn as consumers in their experiences as producers, and vice

versa. Similarly, it is unclear whether today's media-saturated society demands skill at a given level in all media, or only in those that the individual wishes to do so.

This is a qualitative survey using a phenomenological approach to investigate a phenomenon that has occurred among foreign language learners. Phenomenology as regards “a paradigm of personal knowledge and subjectivity, and highlights the importance of personal perspective and interpretation” (Lester, 1999, p. 1). This study was carried out in the English language departments where the participants were 10 students who joined the survey. They were not under any obligation to participate. Initially, the researcher performs a close observation in their classes and explains that the researcher intended to research the problem of English language students. Subsequently, the researcher asked who wanted to take part in this research and 10 students were ready to participate. This research utilized purposeful sampling as all the participants who were allowed to participate were students who had problems learning English. Intentional sampling refers to the identification or selection of participants undergoing the study phenomenon. (Palinkas et al., 2015).

In summary, continuing education for teachers in developing media literacy is of great importance in the education system. The educational system needs teachers who do not avoid using the media but tend to make full use of their possibilities, of course, appropriate and plentiful way. The use of photo books and the execution of projects are but two of the many ways to make learning fun. But Learning is not only a cognitive experience; education goes far beyond that. In the words of Aristotle: "To educate the mind without educating the heart is not an education at all."

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