

Exploring the Impact of Photovoice on Self-Expression in English Language Learning: A Systematic Literature Review

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Abstract: This systematic literature review explores the impact of Photovoice on fostering self-expression among English language learners and identifies the key challenges in implementing this participatory visual methodology within classroom settings. Using the PRISMA method, this review analyzes peer-reviewed studies published between 2019 and 2024. A total of 270 articles were initially identified through databases such as Scopus and Google Scholar, with 9 studies selected for thematic analysis focused on self-expression and the integration challenges of Photovoice in English language learning. The findings demonstrate that Photovoice significantly enhances self-expression in students by enabling them to confidently articulate complex emotions and ideas in English, reducing language anxiety, and promoting deeper engagement. However, obstacles such as limited classroom time, inadequate technological resources, and insufficient teacher training were noted as barriers to its effective implementation. This review addresses a critical gap in the literature by focusing specifically on the role of Photovoice in fostering self-expression in English learners, an area that remains underexplored. The study contributes to educational practice by providing educators with insights into how Photovoice can be integrated into language teaching to enhance self-expression, while also highlighting the practical challenges and offering recommendations for overcoming them to maximize the method's potential.

Keywords: English Language Learning, Participatory, Photovoice, Self-Expression

A. Introduction

In recent years, photovoice has gained significant attention in the field of education, particularly in language learning. As an innovative participatory method, photovoice allows learners to express their thoughts, feelings, and experiences through photography, providing a powerful avenue for personal reflection and self-expression (Al Arif, Sulistiyo, & Wachyunni, 2024). Originally developed by Wang (2020) photovoice is used across various disciplines such as health, community development, and education. It is employed as a research method to engage

participants in documenting their lived experiences through photography, which can lead to transformative learning experiences (Anderson et al., 2023). The method's application in language education has opened new pathways for enhancing students' self-expression and engagement, especially in contexts where traditional language instruction may limit students' ability to convey personal experiences due to language proficiency barriers (Habibi, Mukminin, Sofwan, & Sulistiyo, 2017). Its application in language education has opened new avenues for improving students' self-expression, communication skills, and engagement in the learning process.

Photovoice is especially valuable in English language learning, where students often face challenges in articulating their ideas and emotions through conventional writing or speaking tasks. By integrating visual elements, photovoice encourages students to use photography as a starting point for storytelling and reflection, which can then be translated into written or oral language. This method not only enhances students' engagement with the language but also allows them to explore deeper forms of self-expression, making the learning process more meaningful and relevant to their personal experiences (Anita & Susilawati, 2018).

Photovoice has been widely studied for its ability to promote self-expression across various disciplines, including education, social sciences, and healthcare. In educational contexts, photovoice encourages students to actively participate in their learning by creating and discussing visual representations of their experiences (Jannah et al., 2022). Research has demonstrated that photovoice enhances student engagement by providing a medium through which they can express their emotions, thoughts, and experiences in a more creative and flexible way than traditional classroom activities, supporting personal empowerment and transformation (Diponegoro et al., 2020). Additionally, photovoice has been shown to foster collaboration and communication among students, as the photographs often serve as conversation starters in group discussions, encouraging peer-to-peer learning and engagement (Diponegoro et al., 2020; Fitri et al., 2021).

Despite the growing body of research on photovoice in education, there is limited knowledge regarding its specific impact on the development of students' self-expression within the classroom context. While photovoice has been explored in various fields, including social justice and community advocacy, its potential for fostering self-expression in formal education settings remains underexplored (Wang, 2020). Additionally, there is little empirical evidence that explains how photovoice can be systematically integrated into classroom activities to enhance student expression, particularly in terms of speaking and writing skills. This gap in the literature points to the need for a focused examination of how photovoice influences student self-expression in classroom settings, especially in language education.

In the current era of student-centered learning, educators are increasingly exploring

innovative methods to promote critical thinking, creativity, and self-expression. Photovoice fits well within these pedagogical frameworks, as it provides a multimodal approach to learning that encourages students to think beyond the constraints of written language. The integration of photography with narrative allows students to engage in deeper levels of reflection and analysis, making the learning process more meaningful and relevant to their lives (Jayantini et al., 2022). This aligns with contemporary trends in education that emphasize the importance of multimodal literacy, where students learn to interpret and produce a variety of texts, including visual, auditory, and digital media (Maria et al., 2024).

Self-expression is a critical aspect of student learning, as it enables students to connect their personal experiences with the academic content being taught. In the context of English language learning, self-expression involves the ability to communicate one's thoughts, feelings, and ideas clearly and confidently in a non-native language (Ghafar, 2023). However, many students, particularly those learning English as a second language, may struggle with self-expression due to limited vocabulary or grammatical knowledge. Photovoice addresses this issue by providing students with a creative outlet to express themselves visually before translating their ideas into written or spoken language tasks (Fitri et al., 2021).

The use of photovoice in the classroom allows students to explore complex themes and emotions that they might find difficult to articulate through language alone. This process not only enhances their ability to express themselves but also builds their confidence in using the language (Militansina, 2020). Research has shown that when students are given opportunities to express themselves through creative means, they are more likely to engage deeply with the learning material and to develop stronger communication skills over time (Hadi, 2020; Militansina, 2020)

Photovoice also supports the development of critical thinking skills, as students are required to analyze and interpret the images they create in relation to broader themes or concepts being explored in the classroom (Andina-Díaz, 2020). This process not only deepens their understanding of the subject matter but also enhances their ability to articulate their thoughts and ideas in more sophisticated ways. In English language classrooms, where self-expression is often stifled by concerns about linguistic accuracy, photovoice provides an alternative pathway for students to engage with the language in a more authentic and personal manner (Afifah et al., 2023; Hidayat et al., 2019).

Despite its potential benefits, implementing photovoice in the classroom presents several challenges. One of the main obstacles is the logistical aspect of using photography as a learning tool. Many schools, particularly in under-resourced areas, may lack the necessary technology, such as cameras or smartphones, to effectively carry out photovoice projects (Haffejee, 2021). Teachers may also face difficulties in

managing the time required for students to take, edit, and present their photographs in class, which can disrupt the flow of traditional lessons.

Another challenge is the readiness of students to engage with photovoice. Some students may feel uncomfortable with the idea of using photography as a form of self-expression, particularly if they lack confidence in their creative abilities (Jannah et al., 2022; Hidayat et al., 2019). In such cases, teachers need to provide adequate support and scaffolding to help students feel more comfortable with the process and to encourage full participation. Additionally, assessing student work in photovoice projects can be challenging, as it requires teachers to evaluate both the visual and linguistic components of the students' work, which may not align with traditional assessment criteria (Veterini et al., 2024; Wang, 2020).

The findings of this review will contribute to the growing body of research on innovative pedagogical approaches in education by providing a detailed analysis of how photovoice influences students' self-expression in classroom settings. The review will also shed light on the practical challenges teachers face when implementing photovoice, offering recommendations for overcoming these obstacles. These insights will be valuable for educators seeking to integrate photovoice into their teaching practices, as well as for researchers interested in exploring the potential of visual pedagogies in education (Jayantini et al., 2022). This study is guided by two research questions:

1. How does the use of photovoice influence the development of students' self-expression English Language Learning?
2. What are the main challenges in implementing photovoice English Language Learning?

B. Methods

This section outlines the methodology used for the systematic literature review on the impact of photovoice on self-expression in English language learning, as well as the challenges of implementing photovoice in English language learning. The study follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework to ensure a comprehensive and transparent review process. The methodology consists of the following steps: literature search strategy, inclusion and exclusion criteria, data extraction, and data analysis.

The aim was to assess the impact of Photovoice on self-expression in English language learning and identify challenges faced during its implementation. Photovoice allows learners to merge visual and linguistic elements, providing opportunities for deeper personal expression (Jayantini et al., 2022). This framework was applied to identify the ways in which Photovoice promotes self-expression in English learners across different educational settings. The search strategy targeted

peer-reviewed empirical studies published between 2019 and 2024. A systematic search of the Scopus and Google Scholar databases was conducted using key terms such as “Photovoice in Self-Expression on English Language Learning”, “Photovoice in Self-Expression,” “Photovoice on English language learning”.

The studies included in this review featured participants from diverse educational contexts primary, secondary, and tertiary levels across various geographical. Participatory methods like Photovoice are particularly effective in engaging learners who may struggle with traditional language instruction, offering them new avenues for self-expression (Lieblein et al., 2018). The preferred reporting items for PRISMA is explained in detailed in Figure 1.

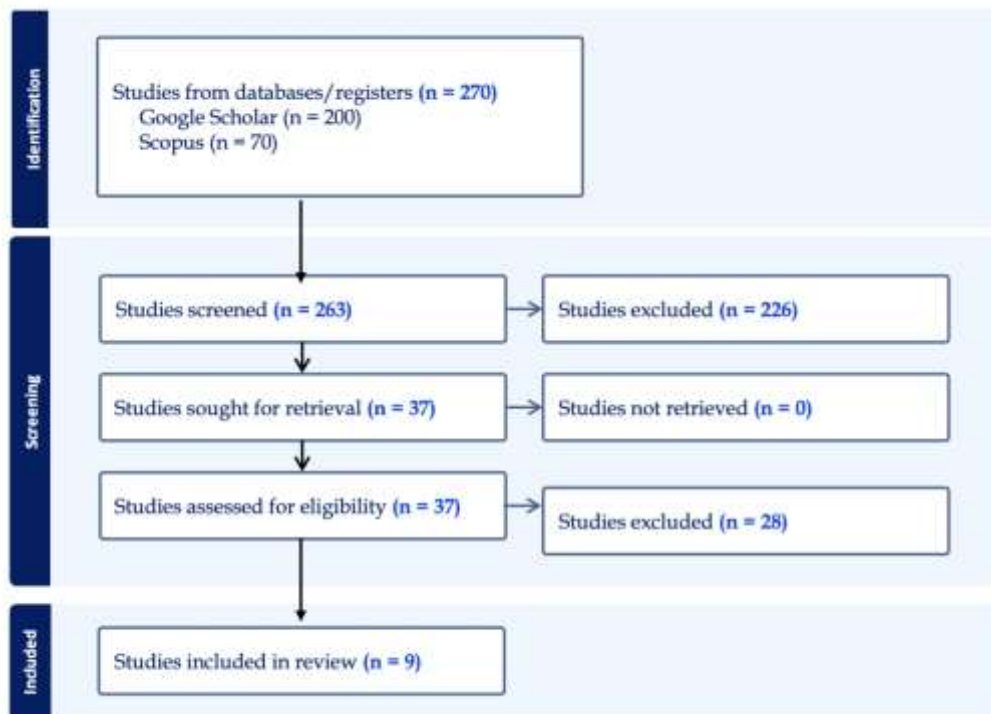


Figure 1. PRISMA Flow Diagram for Screening Articles in Journal

As Graziano (2011) and Militansina (2020) pointed out, empirical evidence on photovoice’s role in fostering self-expression in language learning remains limited, necessitating more focused, data-driven studies. The data from the selected studies were extracted and analyzed using a thematic approach. Each study was reviewed to identify common themes related to the impact of Photovoice on self-expression and the challenges associated with its implementation. Based on the statement Wang (2020) and Fadhilah (2023) that supports this analysis that thematic analysis allows for the identification of key patterns in student engagement and self-expression when using Photovoice.

The inclusion and exclusion criteria ensured that only high-quality and relevant

studies were considered for the review. Halvorsrud et al., (2022) argue that clear inclusion and exclusion criteria are critical for refining the scope of systematic reviews, particularly when examining educational interventions like Photovoice. Table 1 details the inclusion and exclusion criteria used in this study.

Table 1. Inclusion and Exclusion Criteria

| Inclusion Criteria |
|---|
| Studies published between 2019 and 2024 |
| Journal articles |
| Developmental research articles |
| Focus of the study is Photovoice in English language learning focusing on self-expression |
| Exclusion Criteria |
| Articles published before 2019 |
| Articles irrelevant to the scope of the review |
| Healthcare |
| Book Chapters |
| Conference Proceedings |

The process of identifying and selecting studies for this systematic literature review was conducted with a high level of precision to ensure that only the most relevant research was included. The initial search across two major academic databases, Google Scholar and Scopus, generated a total of 270 studies. Google Scholar contributed 200 results, while Scopus added 70. From this pool, we first removed seven duplicate studies, leaving 263 unique studies to be screened. This step involved reviewing the titles and abstracts to determine which studies focused on the use of Photovoice in English language learning, specifically its role in fostering self-expression. The primary aim here was to filter out any studies that did not align with the research objectives.

Out of the 263 studies screened, 226 were excluded for various reasons. Many of these studies did not focus on Photovoice, or they were centered on different areas such as healthcare, social issues, or general education without any specific focus on language learning. Additionally, some of the excluded studies lacked empirical data, being theoretical discussions or reviews without practical evidence. After this initial screening, 37 full-text articles were identified and retrieved for a more thorough evaluation. During this phase, 28 studies were excluded for reasons such as the wrong research focus, inappropriate methodologies, or a lack of detailed data on how Photovoice impacted self-expression in language learners.

In the end, 9 studies met all the inclusion criteria and were incorporated into the final review. These studies provided valuable empirical insights into how Photovoice supports self-expression in English language learning environments. The selection process ensured that the review was built on high-quality research, allowing for a clear understanding of the benefits and challenges of implementing Photovoice in the classroom. This methodical approach not only enhanced the

reliability of the findings but also ensured that the review focused on studies that could provide meaningful contributions to the research questions.

C. Results and Discussion

The studies were reviewed, and data were extracted into standardized forms, covering author(s) and publication year, title, participants and findings, and challenges. Thematic analysis was used to identify patterns and trends related to self-expression and challenges of Photovoice in classroom implementation. The researcher condensed the findings into the main review content table that is shown in the table 2:

Table 2. Review Results

| Author(s) (Year) | Title | Participants | Findings | Challenges |
|-----------------------|--|--|---|--|
| (Zulpikar, 2019) | Media Photovoice untuk Mengurangi Bullying pada Siswa Kelas VIII di MTs Negeri 1 Kota Cirebon | The study involved eighth-grade students at MTs Negeri 1 Kota Cirebon. | Photovoice helped students become more aware of the impact of bullying by allowing them to express their experiences and perspectives through photography. This method facilitated a deeper understanding of the emotional and social consequences of bullying. | Implementing photovoice required access to cameras or smartphones, which posed logistical challenges in ensuring all students could participate equally. |
| (Sari & Sultan, 2022) | Using Photovoice to Explore Students' Emotions of Learning to Write: "There is Something About Writing | The study involved eight secondary school students from Sekolah Menengah Atas Negeri 1 Nunukan, Kalimantan Utara, Indonesia. | Photovoice helped uncover students' emotions related to writing, revealing both struggles and positive attitudes. Students often felt confused and exhausted but persisted due to intrinsic motivation. The use of photovoice, combined with reflective journals, allowed students to express their feelings and thoughts about writing, enhancing their engagement and self-awareness. | Students found it difficult to generate ideas and revise their drafts, which were significant hurdles in the writing process. Balancing enthusiasm with the frustration of composing and revising text was challenging for students, highlighting the emotional complexity of learning to write. |

| | | | | |
|----------------------------|---|--|---|---|
| (Andina-Díaz, 2020) | Using Photovoice to stimulate critical thinking: An exploratory study with Nursing students | 91 Students | The research showed that using photography, especially through the Photovoice method, is a powerful way to promote reflective learning. This approach fosters creativity, empathy, and collaboration while helping students Self-Expression connect with the community through visual reflections and promoting change. | The study revealed that while Photovoice encourages critical thinking and reflective learning, there were difficulties in integrating this method effectively into the traditional curriculum due to time constraints and varying levels of student engagement with the reflective process. |
| (Jayantini et al., 2022) | From Eyes to Heart: Reflection through Photovoice in the Writing Activity of EFL Students | 16 second-semester English language students (8 males and 8 females) from a university in Bali, Indonesia, aged 20-25 years. | The study revealed that Photovoice helped students enhance their descriptive writing by encouraging them to reflect on their surroundings. This process deepened their understanding of environmental, Self-Expression and cultural issues, transforming them from passive observers to active participants in their learning through critical reflection and emotional engagement. | The major challenge was that not all students were equally motivated or capable of translating their visual reflections into effective written narratives, impacting the consistency of the learning outcomes across the group. |
| (Jannah et al., 2022) | Examining Students' Perspective of Photovoice on Speaking Class: An Interview Study at Tertiary Level | seven students | Students found photovoice to be an interesting and unique tool that aligns with their visual learning styles. It combines photos and words, making it a novel experience for students. The method encouraged students to think critically and creatively, enhancing their engagement and self-expression in learning. | Some students were initially confused about photovoice, indicating a need for more detailed explanations and guidance |
| (Nugroho & Sakhiyya, 2022) | Photovoice: Young children online English language learning, parents' voices and its implication to | 15 parents whose children were taking English class at schools in both public and private primary schools | This study showed its potential by enabling parents to reflect on and analyze their experiences with Online English Language Learning (OELL) during the COVID-19 pandemic. The study recommends that educational authorities at | The COVID-19 pandemic added external pressures to parents, who reported challenges in adapting to online learning environments. Lack of technological infrastructure and |

| | | | | |
|----------------------------------|---|---|--|---|
| | educational policy and provision | in Central Java, Indonesia. | both school and government levels review and improve OELL policies to better address various contexts, self-expression and conditions. | clear guidance from schools also hindered the effectiveness of online Photovoice activities. |
| (Pratolo et al., 2024) | Adopting photovoice to explore teachers' experiences in online teaching | 4 English teachers in high schools who teach EFL in three different islands of Indonesia. Two of them are from Java, one from Sumatra and the other one is from Sulawesi. | This study used Photovoice to explore EFL teachers' experiences with virtual teaching, highlighting their emotional struggles, self-expression and challenges, especially with unfamiliar technology. environment. | Teachers struggled with unfamiliar Learning Management Systems (LMS) and unstable internet connections, which limited their ability to implement Photovoice effectively in online teaching environments. |
| (Widiadny a, 2019) | Implementing Photovoice in Teaching Speaking to the Tenth Grade Students of SMA (SLUA) Saraswati 1 Denpasar | Tenth-grade students at SMA (SLUA) Saraswati 1 Denpasar. | Photovoice significantly improved students' speaking abilities, including vocabulary, pronunciation, and interaction. Students became more confident and engaged in speaking activities. Students were able to express their ideas creatively through photographs, which helped them articulate their thoughts more clearly during speaking exercises | Some students faced challenges in adapting to the photovoice method initially, as it was a new approach for them. Implementing photovoice required access to digital tools and training, which could be a barrier for some educational settings |
| (Rosmawanty & Abdulrahman, 2021) | Photovoice as a Participatory Learning Method in Writing | The study involved four senior high school students in Indonesia who were randomly selected to participate in this qualitative research. | Photovoice was found to be effective in improving students' writing skills, particularly in creating analytical exposition texts. Students were able to express their creativity and organize their ideas more effectively. Students showed positive attitudes towards using photovoice, which allowed them to explore their creativity through photography. | Students may initially struggle with integrating photography into writing tasks, requiring guidance and practice. Access to cameras or smartphones for taking photos could be a potential barrier for some students. |

The findings from this systematic literature review provide valuable insights into the effectiveness of Photovoice in enhancing self-expression among English language learners. Photovoice, as a participatory visual methodology, enables students to

express their thoughts, emotions, and experiences through photography, making it particularly impactful for those who struggle with verbal or written forms of expression. Across the nine studies reviewed, it is clear that Photovoice not only supports the development of self-expression but also helps to reduce language anxiety, foster critical thinking, and promote deeper engagement with learning materials. However, several challenges related to the implementation of this method in educational settings were also identified.

The use of Photovoice influence the development of students' self-expression in English language learning

The application of Photovoice in educational settings has been consistently recognized for its positive impact on the development of students' self-expression. As a visual, participatory tool, Photovoice allows students to express their thoughts, emotions, and experiences through photographs. This process not only bridges the gap between visual and verbal expression but also enables students to articulate complex ideas more easily in English, especially those who struggle with traditional written or oral forms of communication.

1. Enhancing Self-Expression and Reducing Language Anxiety

Photovoice has been shown to significantly enhance self-expression among English learners by reducing language anxiety. According to Jayantini et al. (2022), Photovoice helped English language learners in Bali improve their descriptive writing by encouraging reflection on personal and cultural contexts. By using photographs as starting points for writing, students could express their ideas with greater clarity and depth. Similarly, Widiadnya (2019) found that students' speaking skills improved significantly through Photovoice, as visual aids reduced the cognitive load associated with language production, allowing students to focus more on their ideas rather than linguistic accuracy.

Photovoice also addresses the issue of language anxiety, which is often a barrier to self-expression in second language learning. Sari & Sultan (2022) noted that students who initially struggled with writing tasks due to fear of failure were able to overcome this anxiety through Photovoice. The visual element provided a more comfortable and less intimidating way to begin expressing thoughts, which ultimately led to more robust written expressions. This reduction in language anxiety was a consistent theme across the studies reviewed, demonstrating how Photovoice can create a supportive environment for language learners.

2. Bridging Visual and Linguistic Expression

Photovoice allows students to bridge visual and linguistic forms of expression, thereby enhancing their overall language skills. Rosmawanty & Abdulrahman (2021) demonstrated that high school students who participated in Photovoice projects showed marked improvements in organizing and expressing their ideas in analytical exposition texts. The photographs served as visual prompts, helping students to structure their writing more coherently and creatively. This ability to transition from visual to written expression enabled students to engage more deeply with the material and to articulate their thoughts more effectively in English. This bridging of visual and linguistic skills was also observed by (Hidayat et al., 2019), who noted that Photovoice facilitated peer learning and collaboration. Students used their photographs as conversation starters, which led to discussions that helped them express their experiences and ideas more clearly. The combination of visual storytelling with verbal or written communication provided students with multiple modes of expression, increasing their engagement and self-confidence in using English.

3. Fostering Critical Thinking and Reflective Learning

Critical thinking and reflective learning are key components of self-expression in language learning. Several studies highlighted how Photovoice promotes these skills. Andina-Díaz (2020) found that nursing students who used Photovoice in reflective assignments were able to connect their personal experiences with academic content, leading to deeper engagement and improved critical thinking skills. The photographs encouraged students to reflect on their experiences, and this reflective process resulted in more meaningful self-expression, both visually and verbally. Similarly, Schell et al. (2009) and Suprpto et al. (2020) found that Photovoice pushed students to critically analyze and interpret the images they created, leading to a deeper understanding of the subject matter. This process of reflection and analysis not only enhanced students' critical thinking but also improved their ability to articulate complex ideas in English. In English language classrooms, where students often struggle with concerns about linguistic accuracy, Photovoice provided an alternative pathway for students to engage with the language in a more authentic and personal manner.

4. Emotional Engagement and Creativity

Photovoice also enhances emotional engagement, which is critical for self-expression in language learning. In studies like Sari & Sultan (2022) and Zulpikar (2019) Photovoice allowed students to explore and express emotions related to sensitive topics such as bullying. By capturing their experiences through photography, students were able to express emotions that they may have struggled to articulate

verbally. This emotional engagement not only facilitated deeper learning but also improved students' ability to express themselves in English. Zulpikar (2019) found that Photovoice increased students' awareness of social issues such as bullying while simultaneously improving their ability to communicate their experiences. Hershberg et al., (2017) similarly emphasized that Photovoice engages students who might struggle with traditional language tasks. In this study, Photovoice was found to be particularly beneficial for students with limited language skills, as the visual element reduced the pressure of producing grammatically correct language and allowed students to focus on the content of their expression. By expressing themselves visually, students were able to tap into their creativity, which made the learning process more engaging and enjoyable.

5. Supporting Language Development in Online Learning Environments

The versatility of Photovoice was also demonstrated in studies focused on online learning environments. Nugroho & Sakhiyya (2022) explored how Photovoice was used in an online English learning context during the COVID-19 pandemic. In this study, Photovoice allowed primary school students to express their thoughts and experiences visually when face-to-face communication was limited. The use of photographs as a medium of communication was particularly effective in maintaining student engagement and enhancing self-expression during remote learning. Pratolo et al. (2024) also explored the experiences of EFL teachers using Photovoice during online teaching. The study found that Photovoice helped reduce the emotional struggles associated with virtual learning, particularly for students and teachers dealing with the isolation and stress of remote education. The visual nature of Photovoice provided an emotional outlet for students and helped maintain a connection to the learning material in a way that traditional online teaching methods did not.

The main challenges in implementing Photovoice in English language learning

While Photovoice offers significant benefits in enhancing self-expression and language learning, its implementation is not without challenges. The review identified several key obstacles, including limited access to technology, time constraints, the need for teacher training, and varying levels of student motivation and engagement.

1. Limited Access to Technology

One of the most prominent challenges is limited access to technology. Photovoice relies on students having access to digital cameras or smartphones, which are not always available in under-resourced schools. Studies like Zulpikar (2019) pointed out that schools in less affluent areas often lack the technological infrastructure

needed to support Photovoice projects. This inequality in access to resources can prevent some students from fully participating in Photovoice activities, thereby limiting the inclusivity and effectiveness of the method. Pratolo et al. (2024) also highlighted that in online learning contexts, unreliable internet connections and unfamiliarity with Learning Management Systems (LMS) further hindered the use of Photovoice. In these cases, students and teachers struggled to effectively engage with Photovoice due to technological barriers, which limited its potential as a tool for enhancing self-expression.

2. Time Constraints

Time constraints are another significant challenge in implementing Photovoice in classroom settings. As Andina-Díaz (2020) noted, integrating Photovoice into traditional curricula requires additional time for students to take, edit, and present their photographs. This time commitment can disrupt the flow of lessons and make it difficult for teachers to cover all required content within the allotted class time. Teachers need to balance the time spent on Photovoice projects with other instructional demands, which can limit how frequently they can use this method in their classrooms. The same challenge was observed by Jayantini et al. (2022) who found that not all students were equally motivated or capable of completing the reflective process required by Photovoice. Some students struggled to translate their visual reflections into coherent written or oral narratives, which impacted the overall learning outcomes. Teachers must provide adequate time and support to ensure that all students can engage fully with Photovoice projects.

3. Teacher Training and Readiness

Effective implementation of Photovoice also depends on the readiness and training of teachers. Several studies, including Widiadnya (2019) and Zeglin et al. (2019), emphasized the need for teachers to receive specialized training in using Photovoice as a pedagogical tool. Without proper training, teachers may struggle to guide students through the Photovoice process or to assess students' work effectively. Traditional assessment methods may not capture the depth of students' engagement with Photovoice, particularly when both visual and linguistic components are involved. Teachers need to be equipped with new assessment strategies that reflect the multimodal nature of Photovoice projects.

4. Student Motivation and Engagement

While Photovoice is generally effective in fostering self-expression, some studies noted challenges related to student motivation and engagement. Jayantini et al. (2022) found that not all students were equally comfortable with the creative demands of Photovoice. Students with low self-esteem or limited confidence in their

creative abilities may feel overwhelmed by the task of creating meaningful photographs. This discomfort can limit their participation in Photovoice projects, reducing the overall effectiveness of the method in promoting self-expression. In cases where students lacked motivation, teachers found it difficult to maintain consistent engagement across the class. Zeglin et al. (2019) argued that while Photovoice encourages creativity, it may not always lead to measurable improvements in language proficiency. Some students may enjoy the creative process but fail to make significant gains in linguistic accuracy or fluency, which raises questions about the method's overall effectiveness in promoting language development.

The systematic review confirms that Photovoice is a powerful tool for fostering self-expression among English language learners. Its ability to bridge the gap between visual and linguistic skills, reduce language anxiety, and foster emotional and critical engagement makes it a valuable addition to language teaching methodologies. However, the successful implementation of Photovoice depends on overcoming several challenges, including access to technology, time constraints, teacher training, and varying levels of student motivation. Future research should focus on developing strategies to address these challenges, making Photovoice more accessible and effective across diverse educational contexts. By addressing these barriers, educators can unlock the full potential of Photovoice as a transformative tool for enhancing self-expression and engagement in English language learning.

D. Conclusions

In conclusion, this systematic literature review reveals that Photovoice is a highly effective tool for fostering self-expression in English language learners, allowing them to articulate complex thoughts and emotions through visual representation. This method reduces language anxiety, enhances critical thinking, and promotes deeper engagement with learning materials. However, the successful implementation of Photovoice requires addressing challenges such as limited access to technology, time constraints, and the need for teacher training to fully realize its potential in diverse educational contexts.

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