Using Canva Platform In Designing English Lessons To Increase Students' Learning Motivation

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Abstract- Prior to the development of technology, conventional techniques like illustration and the use of real-world examples were some of the sole means of encouraging students to study. Nowadays, information technology is frequently utilized in classrooms as a teaching tool to encourage students enthusiasm in learning. Canva platform is one of the most recent forms of media. A website for graphic creation, Canva offers access to more than a million images, graphics, and fonts in drag-and-drop formats. It offers hundreds of typefaces, millions of free pictures, photo effects, icons, and shapes, which are great to enhance learners' learning motivation. In this study, Canva platform was used in an experimental teaching scenario with 46 high school students. The study was conducted using qualitative research, and the seven-week experiment in teaching was carried out. The findings after the treatment period demonstrates that Canva platform significantly improved high school students' motivation for learning writing. In more detail, this study looks into how Canva platform affects students' perceptions toward utilizing technology to help them learn to write. Based on the data collected, Canva was demonstrated to be effective. Students learned specifically that utilizing Canva made learning to write more enjoyable.

Index Terms- Motivation; Writing; Information technology; Canva platform.

I. INTRODUCTION

1.1. Rationale

The learning interest of students may considerably rise when the instructor can plan the classes with appropriate, fascinating, and modern aspects that are suitable with the modern world nowadays. In contrast, writing will continue to be a monotonous, complex, and challenging skill to acquire if outdated, ineffective approaches are being used in writing sessions. In fact, many learners have trouble learning to write throughout their academic careers if the aforementioned factors cannot be addressed. In order to solve this issue, English programs, and writing classes in particular, make extensive use of contemporary instructional technologies and learning platforms. The idea is that technology will make it simpler to explore capabilities, especially when it comes to enhancing students' ability to learn a foreign language. That is why Canva platform were used to enhance students' learning motivation at Khanh Hoa high school in Thai Nguyen City.

1.2. Aims and Objectives of the Research

The goal of this study is to increase high school students' interest in writing by incorporating the Canva platform into writing instruction and learning at a high school in Thai Nguyen City.

1.3. Research question

i) How does the use of Canva platform affect high school students' learning motivation?
ii) What are the students' attitudes towards the use of Canva platform in learning writing?

1.4. Scope of the research

This study was conducted with the participation of forty-six 10th grade students at Khanh Hoa high school in Thai Nguyen.

1.5. Significance of the research

Students in the tenth grade could benefit from the findings of this study since they may provide them the chance to increase their motivation for learning to write. To put it another way, they may provide learners a brand-new tool that will make learning to write more engaging and successful. The findings of this study may also be helpful to educators as they may provide them access to a new resource that will improve the way they teach English writing. The results may also be important for future study since they may show how Canva platform helps students improve their writing learning motivation, highlighting the need of developing appropriate learning resources for students to improve learning motivation.

II.   IDENTIFY, RESEARCH AND COLLECT IDEA

2.1. Motivation

The definition of motivation given by Gardner (1985), as referenced in Kitjaroonchai (2012), is "the extent to which the individual works or seeks to acquire a language owing to the desire to do so and the enjoyment obtained in the endeavor."

Motivation is described as the internal drive that pushes someone to take action in order to accomplish a goal (Harmer, 2001: 51; Brown, 2000: 72), as stated in (Thohir, 2017).

Besides, motivation is a crucial component of learning and teaching. Motivation is also the extent to which a person chooses the objectives to pursue and the amount of effort he will put out to achieve those objectives.

According to Dornyei and Ushioda (2011), cited in Lee, Yu, and Liu (2017), motivation is related to the scope and direction of human behavior. It explains the decisions, perseverance, and effort associated with human behavior, which includes why people do things, how long they can put up with them, and how difficult they are willing to try.

Motivation is important since it appears to have an impact on language learners' success. Yet when it comes to effective language acquisition, academics and educators offer motivation as the solution. Motivation is one of the major elements that determine the rate and success of second/foreign language acquisition, according to the majority of instructors and experts.

2.2. Writing

Writing is regarded as the most difficult of the four English language skills for ELLs to learn due to the intricacy of its grammatical structure, vocabulary, spelling, and pronunciation. Moreover, there is no direct correlation between the pronunciation and spelling systems. Writing is the use of a visual medium to display the graphological and grammatical structure of the language, as Widdowson (2001: 62) correctly states.

It is a particular type of visual expression. "Writing is not language, but rather a mechanism of documenting language by means of visual markings," said Bloomfield (Cited in Crystal, 1994: 178). Richards and Schmidt (2002) claim, "Writing is considered as a product of complicated processes of planning, writing, reviewing and revising".

"The reasons for teaching writing to students of English as a foreign language include reinforcement, language growth, learning style, and most crucially, writing as a skill in its own right," says Harmer, emphasizing the importance of the writing skill.

Writing, according to Janet Emig,s is "a unique style of learning" that actively engages both the left and right hemispheres of the brain. The higher cognitive functions of analysis and synthesis tend to develop most fully with the help of written language; researchers have concluded that writing boosts thinking skills.

Writing is intended to communicate thoughts, ideas, and information in simple and clear language. Learning the craft of effective writing is necessary for students to succeed in both their academic and

professional endeavors. All students must possess strong writing abilities in order to fulfill their academic and career needs.

2.3. Information technology in teaching English

Information technology is now widely recognized as being important in the educational sector. The ease of learning course content is made possible by information technology for both students and teachers thanks to quick access. It is now much easier for pupils to understand and learn more about the subjects they are studying thanks to online dictionaries and libraries. They were better able to understand the material and have their fundamentals clarified as a result of information technology being included in the curriculum in schools, colleges, and universities.

Moreover, the importance of gaining a grasp of information technology, both as a standalone subject and as a component of other topics, is growing as laptops, tablet computers, and other mobile devices play an ever-increasing role in education today. The education system is under pressure from the information society. A new basis for cooperation and teamwork, both nationally and internationally, has been laid in recent years by the quick, efficient, and worldwide sharing of knowledge. A proactive response is required to the issues of the information society given the expanding role that information technology is playing in societal development. Information and communication technology developments may significantly contribute to educating students to use what they study across all subjects to obtain employment in a global workforce.

Indeed, the use of digital technology in English classes is crucial. Teachers have a limitless selection of multimedia, software, applications, and gadgets at their disposal thanks to information technology, which enables them to design more engaging, interactive classes. While useful to a point, the standard English lecture-based class does not engage all types of learners. English teachers may engage more students and create a more active, interested class by adding a dimension to their teaching. Successful technology-mediated teaching and learning has already influenced emerging new pedagogical paradigms and trends, as well as students' willingness to learn.

2.4. Canva

Canva is an online design tool that offers a variety of tools including presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, and bulletins. and we can create a presentation in Canva. The various presentation kinds that Canva offers, including those for technology, business, education, and other fields (Garris Pelangi, 2020).

Smaldino & Lowther (2015) assert that visuals in the classroom, including those created using canva, can accomplish a number of goals, including 1) making abstract ideas concrete; 2) motivating students; 3) paying close attention; 4) repeating the information; 5) remembering prior knowledge; and 6) enhancing learning. Siswanjaya (2021) claims that utilizing Canva in writing aids students in include images, color, photography, photographs, photographs, typefaces, and graphics. Everything the students required to build their writing thoughts was available to them. Moreover, employing canva as a technology tool can help pupils develop their writing abilities.

Canva is one of the most well-known programs or pieces of software that allows users to design anything and post it anywhere for free. Teachers may use Canva to communicate with their students and enhance teaching-learning activities (Finances Online, 2019). Myers (2015) explains that Canva is a fantastic, straightforward graphic design program. Myers also highlighted that Canva has a number of advantages, including a social network template. Before using Canva, the user needs either download the mobile version apk from the official store or register on www.Canva.com.

One of Canva's greatest advantages is that users may use a library of design templates even when users build a design with custom proportions. By doing this, it is simple to create new designs, and users can quickly alter the template to reflect their brand's identity. Templates are located on the left side of their website. Users can browse the choices or look for some templates that suit your requirements, such as: quotes, promotions, events, contests. Additionally, Canva has organized its templates into suggested buckets to make it simpler for users to find the one they need.

III.   STUDIES AND FINDINGS

This study was conducted utilizing a qualitative approach. In other words, this study involved the use of questionnaires and interviews. 46 students from Khanh Hoa High School, all of whom are enrolled in grade 10, took part in this study. The pre-questionnaire for the research was given to 46 students in grade ten, and its purpose was to find out how they felt about the value of writing in language learning. Prior to using the Canva platform, a pre-interview was also conducted with participants in order to fully understand their views on English writing instruction. Students studied writing lessons created on the Canva platform from week two through week six in accordance with the subjects they were studying each week. In the last week, students had to complete the post-questionnaire and post-interview. The post-questionnaire contained eight questions, and the post-interview had 3 questions, much as the pre-questionnaire and pre-interview. This aimed to gather students' opinions about using Canva platform in learning writing with the benefits they gained from doing so.

The results of the questionnaires show that it is crucial to use the right techniques while instructing in English, especially when teaching writing. The study results confirmed that the use of Canva platform in teaching and learning English writing could enhance high school students' learning motivation. It is apparent from the feedback given by the students about utilizing the Canva platform to study English over the intervention's seven weeks that all of the participants' experiences with Canva were viewed favorably. The high school students' positive feedback on using this platform to teach and learn English writing points to the possibility of applying ICT in general, and Canva platforms in particular, on a regular basis to the English curriculum to increase students' interest and motivation in learning the language.

The primary goal of this study was to ascertain how the Canva platform affects high school students' motivation to learn. According to the study, using Canva to teach writing resulted in students showing greater interest in and attention to their writing classes. In addition, there were improvements in the way that students at home reviewed the lessons they had learned in their writing sessions using the Canva platform. This indicates that learners were more engaged and diligent in strengthening their English writing skills. Furthermore, learning writing through Canva platform had a great impact on students' confidence in their English writing. When students gained confidence, they were also more active in improving their writing skills.

Regarding the attitudes of students towards the use of Canva platforms in learning writing, it was seen that students were able to learn and write with enjoyment, and that they could receive emotional support such as motivation, attitude, self-efficacy, and self-confidence with the learning process and development in question. It was also seen that the necessary thinking skills were supported, and that instances of difficulty in the writing process decreased or vanished. Students' interest in this method of instruction was also demonstrated by their willingness to use it in their daily writing classes and by wanting to share it with other students.

The findings from the interview results showing the students had little interest in writing before utilizing the Canva site to develop this English ability corroborated the questionnaire results above. Students also did not put enough effort into studying their writing lessons at home as a result of their lack of enthusiasm in learning how to write. As a result, individuals have several difficulties while learning to write, such as having trouble memorizing the principles of writing or applying them in a given situation.

Nevertheless, most students were more interested in learning to write after using the Canva platform for that purpose. Students acknowledged that using the Canva platform to learn to write had many advantages for them. Students mentioned that the appealing design helped them remember the writing rules and structures, that it helped them pay attention in class and kept them focused, and that it helped them understand writing concepts better. Besides, students reported several challenges they had utilizing the Canva site to learn to write.

IV.   CONCLUSION

The study's findings demonstrated a significant impact of the Canva platform on the motivation of Khanh Hoa high school students in the tenth grade to learn to write. The statistics provided demonstrated the effectiveness of the Canva platform. Students specifically found that after the research period, using Canva made learning to write more enjoyable.

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