



USE OF CANVA APPLICATION BY ENGLISH TEACHERS AND LEARNERS: BASIS FOR RECOMMENDED EDUCATIONAL MATERIALS

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ABSTRACT

This quantitative-qualitative-phenomenological study was conducted to determine the use of Canva application by English teachers and learners as basis for recommended educational materials. The study found out that English teachers generally utilize templates, drag-and-drop tools, and mobile app which align with learners' use of templates, drag-and-drop tools, and photo/video editing features. For their English classes, English teachers use templates, mobile-app, and photo and video editing, while learners use templates, photo and video editing, and drag-and-drop design tools. English teachers found Canva to be visually appealing and offering editable content that promotes effective interaction and enhances comprehension and retention, while learners found it easy to use and time-saving, enhancing creativity and digital skills, and exploring various design tools. English teachers' challenges include internet dependency, lag and loading issues, and limited access and integration with other applications, while learners faced

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poor internet connection, limited access to free account, and difficulty to adjust elements.

Educational materials were recommended based on the result of this study.

Keywords: *Canva Application, English Teachers, Learners, Educational Materials*

INTRODUCTION

Canva emerged as a notable topic during the Virtual In-Service Training for Teachers (VINSET) organized by the Department of Education amidst the COVID-19 pandemic in 2020. Since then, the researcher has been interested in its potential as a valuable digital tool for education, offering engaging learning experiences and essential skills for teachers and learners in the digital age. Among other digital platforms, Canva is the most preferred and recommended by teachers and learners due to its user-friendly features.

In today's educational milieu, there is a heightened emphasis on teaching learners to anticipate and prioritize their future preparedness over solely focusing on their past academic experiences. As the world changes on a fundamental level, learners have been influenced by the transformation as well. This is brought about by digitalization, or in other words, technology. Learners today, from kindergarten to college, represent the first generations to experience the rise of modern digital technology (Sahin, 2009).

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In the local scenario, the Department of Education (DepEd) designed a curriculum that could meet the demands of learners in the twenty-first century. Improvements and instructional growth have been brought about in the education industry by ongoing innovation and development. The Enhanced Basic Education Act of 2013, also known as Republic Act No. 10533: "An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education," aims to make teachers and learners competitive in terms of technology, pedagogy, content, and knowledge when addressing 21st-century skills. Integration of information, communication, and technology (ICT) in education can help teachers meet the global demand for substituting traditional teaching methods with technology-based teaching and learning tools and facilities. Furthermore, ICT integration in the teaching and learning process makes skill exploration simpler and more pleasant, especially for learners who study English as a second language.

Numerous researchers (Brenes & Rivero, 2018; Wiyaka, et al., 2018; in Nurhidayat, 2022) emphasize the importance of technology in language teaching because it can boost learners' motivation, and Canva is among the most recent media that has the potential in aiding this. With the help of this online design tool, anyone can make stunning visual documents without any prior graphic design knowledge.

Studies have recently examined the impact of Canva application on enhancing students' writing abilities (Anggraeni & Pentury, 2022; Hadi, Izzah, & Paulia, 2021; Candra, Chandra, &

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Hidayat, 2022; Fauziah, Widodo, & Yappi, 2022; Jumami, 2021; Utami & Djamdjuri, 2021; in Pedroso, et al., 2023). Others also examined its potential in aiding with language learning (Wahyuni, Riza, & Autila, 2022; Mudinillah & Rizaldi, 2021; Elsa & Anwar, 2021; in Pedroso, et al., 2023), specifically in grammar (Nurhidayat, 2021). Their main emphasis has been on the ways in which Canva enhances fundamental abilities such as writing and language learning. However, these studies had not investigated about the experiences and challenges of English teachers and learners in using its different features for crafting educational materials.

Presently, teaching and learning have returned to five-day in-person sessions, and teachers are challenged to find innovative methods to improve their English instruction to provide learning experiences that are tailored to the personality of 21st century learners, as digital natives, who have different needs and demands. Hence, English teachers look for ways to utilize digital tools like Canva in their teaching to overcome this challenge.

As an educator, the researcher was challenged to conduct a study about the use of Canva application by English teachers and learners as basis for recommended educational materials.

MATERIALS AND METHODS

Research Methodology

This chapter presents the underlying processes of the qualitative research study and discusses the parts, namely: Research Method, Research Design, Participants in the Study,

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Sampling Design, Research Instrument, Validity of the Research Instrument, Data-gathering Procedure, and Data Analyses.

Research Method

This research utilized a mixed method incorporating both quantitative and qualitative method.

The study employed the descriptive research method using a checklist and an in-depth interview that determined the use of Canva Application by English teachers and learners.

Strangor (2014) stated that the purpose of descriptive research is to provide a comprehensive depiction of people's current thoughts, emotions, and actions of which the study will explore the experiences of the teacher and learner participants on using Canva application in the teaching and learning process that would be the basis for recommended educational materials

Research Design

This study utilized the quantitative and qualitative design using percentages and phenomenological approach. Phenomenology is a philosophy initiated by Edmund Husserl at the beginning of the twentieth century. The main goal of phenomenology as explained by Giorgi and Giorgi (2003) is to firmly establish the basis of knowledge so that doubts about reason and its methods could be defeated. To create a strong foundation for understanding, Husserl chose to begin by exploring how people perceive objects and events. He believed that people can only talk about or experience something if it enters their consciousness.

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Thus, this study used this quantitative and qualitative research design that determined the use of Canva application as used by English teachers and learners that served as basis for recommended educational materials. To get the necessary data, the researcher requested the respondents to freely and meaningfully respond to the questions.

Participants in the Study

The selection of the participants in the study was based on a strategy referred to as quota sampling and "purposeful selection". This strategy is used to select specific cases that yield valuable insights relevant to the topic under investigation (Palinkas, et al., 2013).

The participants were twelve (12) purposefully-selected Grade 7 to 10 English teachers and ten (10) quota-sampled learners from each grade level of Junior High School in Tigbauan National High School in school year 2023-2024. In order to preserve the confidentiality of their identity, the researcher assigned pseudonyms to the teachers and learners.

Sampling Design

Purposive and quota samplings were used in choosing the participants based on a set of criteria which were: twelve English teachers in Junior High School in Tigbauan National High School; ten learners from each grade level in Junior High School and; were using Canva application in teaching and learning.

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Research Instruments

The researcher used a checklist and in-depth interview guide questions as research instruments in order to get comprehensive and in-depth information during the interview process.

The interview guide questions had two parts. Part I was about their short profile. Part II contained the major questions related to the study, focusing only on the use of Canva application by English teachers and learners. The participants were encouraged to freely and meaningfully respond to the questions.

Validity of the Research Instruments

According to Britannica (2008), the validity of the interview guide refers to whether or not it measures what it intends to measure. The research instrument underwent validity to eliminate the possibilities of ambiguity among the questions and to maximize possible responses from the participants.

The researcher-made interview guide was submitted to the adviser for review and revision. Thereafter, the prepared interview guide was submitted to a panel of experts for content-and-face validation. Revisions were carefully noted and suggestions and corrections were thoroughly incorporated.

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Data-gathering Procedures

The data-gathering procedures began after the study was approved by the panel of experts. Thereafter, the researcher secured permits to conduct the study from the Dean of Graduate School and from the Principal of Tigbauan National High School.

The researcher set a convenient schedule with the participants, gathered them in one classroom, and requested them to answer the provided interview-guide questions. The researcher assured the participants that their answers would be treated with utmost confidentiality.

The researcher transcribed, interpreted, and analyzed all the comprehensive and in-depth information collected after the interview.

Data Analyses

The data gathered for the study were transcribed, interpreted, and analyzed using percentage and thematic analysis. According to Maguire & Delahunt (2017), the aim of conducting thematic analysis is to identify and comprehend prevalent concepts or subjects present within a given set of information or data. Explaining and comprehending the information are essential parts of a good thematic analysis rather than merely summarizing the data.

Braun and Clarke (2006; in Maguire & Delahunt, 2017) have given a helpful framework comprising of six phases to conduct this type of analysis. The provision of a clear and practical framework makes this method presumably the most significant manner of conducting thematic

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analysis. These steps include: becoming familiar with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

RESULTS AND DISCUSSIONS

The purpose of this study was to determine the use of Canva application by English teachers and learners as basis for recommended educational materials.

This quantitative and qualitative research involved twelve (12) English teachers and ten (10) learners from each grade level in Junior High School in Tigbauan National High School for School Year 2023-2024.

The instrument used was a researcher-made interview guide and a checklist to ascertain the use of Canva application among English teachers and learners as bases for recommended educational materials. This instrument underwent validation from qualified experts in the field of English and research.

To analyze the responses of the participants, the researcher used thematic analysis and percentages. Data were organized and relevant themes were selected and coded.

The study came up with the following findings: Junior High School English teachers and learners have utilized some similar features of Canva application, but have diverse experiences and challenges using the application.

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The findings further revealed that the most commonly used Canva application features used by English teachers are templates for various design projects, drag-and-drop design tools, and mobile app for on-the-go designs. On the other hand, the most commonly used Canva application features used by learners are templates for various design projects, drag-and-drop design tools, and photograph and video editing.

In addition, the findings revealed that English teachers incorporate templates for various design projects, mobile-app for on-the-go designs, and photograph and video editing in their English classes, while learners use templates for various design projects, photograph and video editing, and drag-and-drop design tools in their English classes.

Furthermore, the study found out the diverse experiences of English teachers and learners in using Canva application. English teachers described their experiences using Canva as visually appealing and having editable content, effective interaction with subject matter, and enhancing comprehension and retention. Whereas, learners describe their experience using Canva as easy to use and saves time, enhances creativity and digital skills, and allows them to explore and discover various design tools and options.

On the contrary, findings also revealed that the English teachers experienced challenges in using Canva application due to its dependency on internet connection, lag and loading issues, and limited access and integration with other applications. Additionally, learners experienced

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challenges in using Canva application due to poor internet connection, limited access for free account, and difficulty to adjust elements.

From all these findings, the researcher drew bases for some recommended educational materials to enhance English language teaching and learning using Canva application. The combination of these Canva-powered materials creates an atmosphere that encourages engagement, comprehension, and creativity, thus ultimately leading to higher learning outcomes.

Based on the findings, the following insights were drawn:

The study's outcomes might contribute to the development of new approaches to teaching and elevate the quality of education. English teachers' and learners' use of various Canva features demonstrates a growing trend towards the use of visuals and interactive tools for learning. This goes along with the idea that using different types of media and understanding visual information are crucial for learning. When used in their teaching, digital tools like Canva have the potential to make learning more learner-centered and engaging. With its focus on exploration and creativity, Canva appears to be a platform for learners to create original content and hone their digital skills. Moreover, Canva as a versatile tool can meet various needs, making it highly beneficial in incorporating diverse teaching methods and accommodating different learning styles in the English language classroom.

Even though digital tools like Canva prove to be very convenient to most teachers and learners, there were few restraints. Consequently, English teachers who struggle with internet

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use, slow connections, and technology integration may benefit from receiving specialized training to enhance their proficiency in overcoming these challenges. Learners who also struggle with internet issues and limited free accounts may ask schools to offer assistance, such as providing resources that do not rely on internet access or granting access to more advanced features.

Accordingly, the proposed variety of Canva-powered educational materials is promising in fostering an environment favorable to improved learning outcomes in English instruction by maximizing engagement, comprehension, and creativity.

CONCLUSION

In light of the findings and insights arrived at in the study, the following recommendations are forwarded:

The Department of Education should advocate for the incorporation of digital design tools such as Canva within the curricular framework, emphasizing their value in developing creativity and enhancing learners' digital literacy skills. The Department may also organize workshops, seminars, or online training sessions in partnership with Canva experts, aimed exclusively at English teachers who want to increase their ability to use Canva for educational purposes. To ensure widespread availability of the sophisticated functions and features for educational use across schools, the DepEd should also provide access to Canva's premium features or creating licensing agreements.

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School heads should allocate resources for improved internet connectivity within school grounds to alleviate issues associated with poor internet connections encountered by teachers and learners. Aside from traditional internet connectivity options like DSL, fiber optic, and mobile internet, some other unique and localized methods of accessing the internet in schools are also recommended such as: (1) Cable internet services that are provided by companies like Sky Cable, (2) Point-to-Point (P2P) Wireless Internet that is provided through a direct connection between users and their internet provider using wireless technology, offering reliable internet access without the need for cables, and (3) Piso WiFi that is provided by installing Wi-Fi hotspots across the campus, thereby allowing learners to connect to the network and pay per usage through a centralized system managed by the school's administration or IT department. Moreover, school heads should encourage and support teachers in incorporating Canva-based materials into their instruction by providing guidance, equipment, and recognition for innovative methods.

Administrative leaders are also encouraged to support the use of digital platforms like Canva on DepEd institution. They may also cultivate a collaborative environment among teachers by conducting forums or platforms where teachers can share Canva-based resources and exchange ideas for the improvement of instruction.

Teachers should engage in ongoing professional development seminars to strengthen their Canva skills and keep up to date on new features that support English language training. In addition, they are encouraged to facilitate peer mentoring programs in which experienced Canva

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users among teachers offer guidance and support to those who are unfamiliar with the platform's features.

The educational materials recommended by the study should be implemented. These customized instructional resources, when created with Canva, can substantially enhance engagement, comprehension, and creativity in English language teaching and learning environments, intended to various learning styles, promoting a dynamic educational experience in the 21st century; hence, producing competitive citizens for national and economic development.

It is also recommended that similar studies be conducted in other subject areas and grade levels to validate the results on the use of Canva application among Junior High School English teachers and learners.

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