

THE IMPACT OF CANVA ON STUDENTS' MOTIVATION IN DEVELOPING WRITING SKILLS

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ABSTRACT

This study aims to investigate the impact of utilising Canva on Form 3 students' motivation in developing writing skills. It examines how multimodal elements in teacher-created Canva materials such as visuals, texts, audio and video affect students' motivation and writing development compared to traditional ESL teaching approaches. A quasi-experimental one group pretest post-test design with a mixed method approach was employed involving 30 Form 3 students from SM Stella Maris, Kota Kinabalu, Sabah. Data were collected through questionnaires, students' reflections, pre and post-tests, and document analysis on writing samples assessed using the CEFR Writing Assessment Scale. Findings revealed, students significantly gained motivation after employing Canva, showing development towards their writing skills. Survey results showed most students agreed Canva boosted their motivation; leading to improved writing skills, Reflections supported this by highlighting students' engagement and enjoyment. Post-test scores demonstrated significant improvements based on CEFR's criteria, thus supporting the use of Canva in English language learning, specifically writing. Overall, the study concludes that the implementation of Canva in ESL teaching and learning enhances students' learning experience, fostering better learning outcomes. Consequently, valuable implications from this study can inform future educators, researchers, curriculum developers in adopting multimodal digital tools to foster motivation and writing skills, promoting proactive classrooms in the 21st-century.

Keyword(s): *Canva, Impact, Motivation, ESL Writing Skills*

INTRODUCTION

Writing remains to be a fundamental component in English language learning, yet it is also among one of the most challenging skills for Malaysian students to master. Although English is the second language in Malaysia. As of 2024, statistics revealed that over 40,000 students in Malaysia struggle with basic literacy skills, including writing. Since writing encompasses a combination of critical thinking skills in generating ideas, elaborating ideas, coherence and language accuracy (Agusta, 2015), students nowadays often feel easily overwhelmed, as they are faced with traditional writing activities that lack interactive, visual support.

Motivation is a key contributor to influencing students' engagement with writing tasks. Kitjaroonchai (2013), drawing from Gardner's theory, explained that students who are intrinsically motivated, which is driven by internal satisfaction are able to perform better.

However, traditional classroom methods may not support and maintain students' engagement. Particularly, among learners who are more drawn to visual and interactive learning environments.

To address this issue, many educators have been utilising Canva, a multimodal digital platform that encompasses text, images, videos, audio and design elements. In the studies by Utami & Djamdjuri (2021) and Abdulla (2024), Canva was found to boost students' motivation and writing performance, shedding light on positive impacts of Canva in terms of engagement and also creative expression experience. Nevertheless, there is still limited focused research on Canva's impact in ESL writing classrooms, particularly in Sabah, Malaysia.

Therefore, this paper aims to investigate the impacts of Canva towards motivation and developing writing skills among Form 3 students.

To fulfill these aims, the following research questions are addressed:

1. What are the effects of implementing Canva on Form 3 students' motivation?
2. What are the effects of implementing Canva on Form 3 students' writing skills?

LITERATURE REVIEW

The Impacts of Canva on Motivation

Canva, a digital platform, showed significant positive impacts towards increasing students' motivation with its multimodal and visually appealing elements. A study done by Utami and Djamdjuri (2021) revealed that students reported full agreement towards Canva, where the tool encouraged learning and motivation within ESL writing classes. This was supported by overwhelming interview responses mentioning its use of text and images. Tilana and Dewi (2024) found that features in Canva such as video, audio, colour and layout design attracted students' interest and attention, where 61.8% of students stating that they are motivated when lessons were included with visual components. Correspondingly, Yuni et al. (2022) found that Canva-based classroom activities like producing creative materials and making posters resulted in high engagement between students with an 81.8%. Learners also expressed higher enjoyment and interest with Canva lessons. Overall, these findings suggest that Canva's interactive tools can foster motivation, reduce boredom and enhance language learning experiences.

The Utilisation of Canva in Developing Writing Skills

Apart from motivation, Canva has also contributed significantly to improving students' writing performance. Based on the study done by Yundayani et al. (2019), it was revealed that students who utilise Canva in writing showed positive effects, as writing errors were reduced and showed significant enhancement of better writing quality compared to students who employed traditional methods in writing. Husni and Rahayu (2022) observed writing improvements in procedural texts from analysing pre-test and post-test data after implementing Canva-based writing tasks. Nurmilah et al. (2023), stated that the development of creative writing was supported by Canva. Active participation and the engagement of students with their peers contributed to exchange and generation of ideas. Teachers also reported enhanced engagement during writing classes. Therefore, these results imply that the use of Canva's multimodal input such as text, images, audio and video enables writing expression, guiding students' content development in enhancing literacy skills in ESL classrooms.

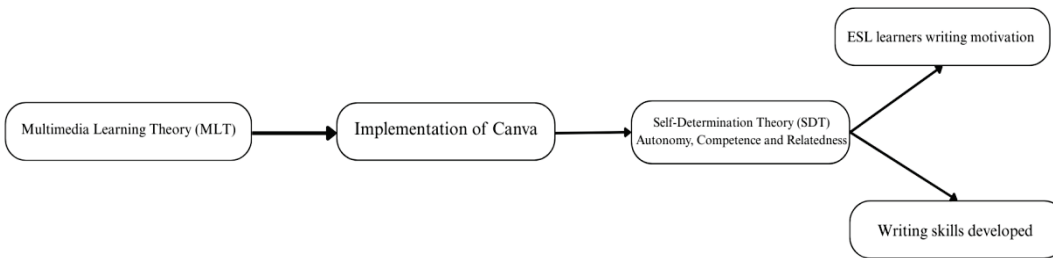


Figure 1: Conceptual Framework for Utilising Canva to Develop Writing Skills.

Multimedia Learning Theory and Self-Determination Theory

This study revolves around the theories of Multimedia Learning Theory (MLT) and Self-Determination Theory (SDT). Multimedia Learning Theory, proposed by Mayer (as cited in Ramlatchan, 2019), states that students acquire better knowledge through the combination of verbal and visual information. Three principles are grounded in this theory: Dual Channel Principle (learners progress and engage information through visual and auditory information), the Limited Capacity Principle (each channel can only process a certain amount of information), and the Active Processing Principle (effective learning requires active engagement with content). In connection to this, Canva is able to provide students with wide range of learning materials through text, images, audio and videos. It gives opportunities for students to avoid cognitive overload while presenting them with relevant context to engage information retention, leading to long-term memory. In the study of Tilana and Dewi (2024), it was observed that Canva’s design elements impacted and supported learning engagement. Where Canva presented clear and well-organised content, aligning with the three principles.

Developed by Deci and Ryan, Self-Determination Theory (as cited in De Smedt et al., 2020), explained how intrinsic and extrinsic factors influence learning. There are three main psychological needs which are: autonomy (learn at their own pace), competence (mastery of skills through practice) and relatedness (engaging in pair or group activities) that are crucial in scaffolding intrinsic motivation. In this case, Canva if used as a teaching tool provides students with autonomy by enabling creative choices in their work. Competence continues to grow as students are developing their writing through engaging tasks and visual supports, while relatedness is reflected as students engage within their peers through collaboration. From the findings of Utami and Djamdjuri (2021), it was observed that motivation in students was increased and writing abilities were much more developed after employing Canva. This highlights its role in satisfying these three needs. Additionally, Núñez and León (2015, as cited in Sudin & Swanto, 2024) highlighted the importance of procedural autonomy where teachers guidance provides rapport, creating meaningful classroom environments.

Together, these two theories lenses support in the application of Canva as a tool to enhance motivational and learning outcomes. The combination of active visual learning through (MLT) and psychological satisfaction (SDT) links to the foundation that Canva can be utilised to enhance motivation and develop writing skills.

METHODOLOGY

This research investigates how utilising Canva can affect students’ writing skills using a quasi-experimental one-group pretest posttest design with a mixed methods approach. The participants consisted of a single group of 30 female secondary school students, all aged 15, from an urban school, SM Stella Maris in Kota Kinabalu, Sabah. All students were from the same class and with a similar range of learning levels.

Data was collected through questionnaires, students' reflections, pre-test, post-test, and writing samples assessed using CEFR's Writing Assessment Scale. The intervention spanned eight weeks, during which students engaged with teacher-created Canva materials, including slides, embedded videos, images, mind-maps and advertisements. Students utilised these materials in various activities. A pre-test was conducted before the intervention and a post-test after, followed by reflections, questionnaires and compiled writing samples for document analysis.

Quantitative and qualitative data were examined thoroughly for the data analysis of this study. Questionnaires were analysed using descriptive statistics (mean scores), while pre/post-test scores were examined with a paired t-test using SPSS version 29. Reflections were also thematically analysed, and writing samples were assessed using document analysis based on CEFR's criteria: Content, Communicative Achievement, Organisation and Language.

The questionnaires consisted 10 items adapted from Cahyono and Rahayu (2020) and Abdulla (2024). Additionally, pre-test and post-test questions were selected from an existing Form 3 workbook. This triangulation of data sources enhances data being retrieved thoroughly and examines how and why students gained motivation to develop better writing skills.

RESULTS/FINDINGS & DISCUSSION

The study revealed there is significant enhancement towards students' motivation and developing writing skills with the impact of Canva. Findings will be discussed thoroughly based on research questions.

Students' Demographic

Age, Gender and Form level were the demographical variables of the study. Students' profile information is displayed below.

Table 2: Students' demographic information

Demographic Variable	Frequency	Percentage
Age		
15	100	100%
Gender		
Female	100	100%

Table 1 shows the demographics of the students, who were involved in the survey for the purpose of this study. This study involved 30 secondary school female students from SM Stella Maris, an all-girls secondary. All participants were females, with the age of 15 and was from the same class.

Research Question 1: What Are The Effects of Implementing Canva towards Form 3 Students' Motivation?

Table 2: Descriptive Analysis of Motivational Items (5-Point Likert Scale, N30)

No.	Item	Mean	SD	Agreement Level
I (1).	I enjoy writing in English very much when we use Canva's images and videos,as it makes me feel more motivated.	4.17	0.75	Agree
I (2).	I am more excited about my essay writing class, especially when we watch videos and see texts to create ideas.	3.87	0.73	Agree
I (3).	I am grateful to learn how to write an essay with the help of Canva's elements such as text, images, and animation, it motivates me to write more.	4.03	0.77	Agree
I (4).	I am motivated to write better paragraphs following the texts and images shown in Canva.	4.23	0.82	Strongly Agree
I (5).	Using Canva boosts my confidence in my written work, which encourages me to write more.	3.77	0.82	Agree
I (6).	I like and feel motivated during writing classes because Canva makes writing assignments more enjoyable with its use of audio, images, and text.	4.17	0.83	Agree
I (7).	I can express my ideas more creatively and feel more motivated to write when we use Canva in class.	3.90	0.85	Agree
I (8).	Canva helps me increase the quality of my final product for written assignments in class, it motivates me because of its use in (texts, images, audios, and videos).	3.80	0.93	Agree
I (9).	Canva enhances my ability to communicate ideas effectively in writing, boosting my motivation to write well.	3.70	0.88	Agree
I (10).	I am more motivated to write and complete writing assignments in class when we use Canva's features such as text and images.	4.00	0.87	Agree

Table 2 presents the results from the questionnaires distributed to 30 students analysed by SPSS descriptive statistics. The overall data showed positive impact after implementing Canva using a 5-Point Likert Scale from Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. Additionally, these results were supported based on the six reflections written by students.

Enhancement of Motivation after implementing Canva

Based on the findings, the implementation of Canva led to clear improvements in students' motivation to write. The survey showed all items has high levels of agreement. Item 4 (M = 4.23, SD = 0.82) received the highest level where students agreed, they were motivated to write better paragraphs following the texts and images shown in Canva. Item 10 resulted in (M = 4.00, SD = 0.87), presented the findings where students are motivated to write and complete writing assignments in class when using Canva's features such as text and images. This aligns with existing research where it highlights Canva's role in boosting motivation, engagement and writing performance (Abdulla, 2024).

Visual Appeal and Enjoyment

Reflections showed Canva's visuals were a top contributor in motivation for students. For instance, S1 shared "For me, of course the pictures and short videos! The pictures are very nice for me to understand and what to write for the lessons. It makes me gain more energy and not sleepy."; S3 also stated "It's not just boring black and white colours—it has colourful colours that make me feel more fun to learn.", aligning it with Item 1 ($M = 4.17$, $SD = 0.75$) and Item 6 ($M = 4.17$, $SD = 0.83$), indicating Canva's multimodal elements visually attracted students, making it enjoyable and engaging for them, fostering better learning development and motivation aligning it with previous studies from (Abdulla, 2024; Tilana & Dewi, 2024).

Enhancement of Motivation Through Canva-Based Activities and Collaboration

Although not all students fancy themselves to work in groups, many found Canva-based activities motivating. S2 expressed "They create a vibe where ideas clash and blend, turning a simple task into a creative explosion."; S5 noted "It's not tiresome... Canva-themed group activities like poster and mind-map make writing more fun and interactive with each other." These reflections implies that students find Canva tasks to be fun and had motivation to complete writing tasks, corresponding with Item 10. Sugiarni et al. (2024), noted that Canva has the ability to boost students' interest, enhance participation and make learning more engaging.

Experienced Creative Expression in Writing

Students experienced creative expression in their writing, which caters to motivation. As Canva allowed students to express themselves creatively, increasing their drive for writing. S4, states "I feel more excited to write because adding pictures, titles, and colours makes the task feel so fun and I get to use my creativity."; This supports Item 7 ($M = 3.90$, $SD = 0.85$), where it emphasised that Canva provides opportunities for students to express ideas creativity and is more motivated to write during writing classes, opposing to traditional learning methods. They also mentioned that Canva activities are "more fun and less boring and very colourful...not just about looking at whiteboard and writing in the book, and makes me feel sleepy." Directly implying that Canva fostered students motivation in creative tasks, making it easier and enjoyable for them, supporting diverse learning styles to enhance learning objectives (Sugiarni et al., 2024).

Improved Writing Structure and Skill Development

Canva enabled students to understand better in writing structure through clear examples and organised content. S2 explained it "helps me understand better because because information is organised clearly,."; while S4 highlighted that Canva "shows steps clearly and uses visuals for easier memorising.". These details support Item 4 ($M = 4.23$, $SD = 0.82$), showing students were motivated to write better paragraphs. Created templates through Canva gave structural guidance to students where S3 noted it "helped us not to get lost,."; S6 also expressed templates helped them "write better...clearly knowing where to put ideas." These elements affects their confidence and helped to reduced confusion (Item 5, $M = 3.77$; Item 9, $M = 3.70$). These reflections aligned with the findings from Jamaludin & Sedek (2023) and Rezkyana & Agustini (2022), as they affirmed that Canva supports comprehension of material, understanding, and writing structure. This connects to making the writing process bearable.

Preference for Canva in Future Lessons

Based on the findings, most students agree with Canva in boosting their motivation. Additionally, they expressed their preference to use Canva for future writing lessons. S1 responded "Yes, please do! Canva makes me appreciate my writing because I can see a little improvement on my writing skill.", While S2 noted that while Canva should be used selectively, they also added their

views on Canva that “a lot of students will be more excited to study if they see a colourful theme or picture and even a clip on the slide.”. From these reflections, it indicates Canva’s effectiveness to motivate and support learning. Sugiarni et al., (2024), states Canva to be a high medium tool to foster students engagement and interest.

Overall, the data showed that Canva positively impacted students’ motivation, aligning with (MLT), principles of Dual Channel, Limited Capacity and Actives Processing. Tilana and Dewi (2024), notes Canva’s engaging visuals and audio was helpful for understanding material, linking to enhanced motivation. In terms of (SDT), Canva fostered competence (Item 4 and 5), autonomy (e.g.,S1 guided by templates), and relatedness (collaborative reflections). These outcomes fulfill SDT’s core needs and contributes to students’ long-term motivation towards writing, aligning with previous studies that Canva enhances motivation, confidence and creativity in writing classes (Utami & Djamdjuri, 2021).

Research Question 2: What Are The Effects of Implementing Canva towards Form 3 Students’ Writing Skills?

Table 3: Differences of the Writing Test Scores between Pre-Test and Post-Test for single experimental group

SINGLE EXPERIMENTAL GROUP							
Students’ Code	Pre-test	Post-test	Differences	Students’ Code	Pre-test	Post-test	Differences
S01	12/20	14/20	+2	S16	12/20	14/20	+2
S02	12/20	15/20	+3	S17	12/20	13/20	+1
S03	18/20	20/20	+2	S18	15/20	20/20	+5
S04	12/20	15/20	+3	S19	18/20	18/20	0
S05	16/20	20/20	+4	S20	16/20	18/20	+2
S06	17/20	20/20	+3	S21	12/20	15/20	+3
S07	17/20	19/20	+2	S22	12/20	15/20	+3
S08	13/20	15/20	+2	S23	14/20	18/20	+4
S09	12/20	15/20	+3	S24	13/20	15/20	+2
S10	13/20	14/20	+1	S25	17/20	19/20	+2
S11	12/20	15/20	+3	S26	12/20	13/20	+1
S12	12/20	15/20	+3	S27	12/20	18/20	+6
S13	12/20	15/20	+3	S28	15/20	19/20	+4
S14	12/20	15/20	+3	S29	16/20	20/20	+4
S15	12/20	14/20	+2	S30	16/20	20/20	+4
Mean							
Pre-test					13.80		
Post-test					16.53		

Table 3 presents the scores for the pre-test and post-test for the single experimental group. Students initially scored between 60% and 90%, indicating a moderate level of writing proficiency. After the intervention, scores significantly improved, ranging from 65% to 100%. This suggests notable improvements in terms of writing performance.

Student 27 gained the most improvements (18/20) for the posttest, with an increase of 30%, (from 60% to 90%), while student 19 showed to substantial change, maintaining a high score of 90%. Overall, these results demonstrates that Canva significantly impacted students’

writing development that may be potentially affected by motivation and engagement during the learning process.

Paired Samples Statistics									
		Mean	N	Std. Deviation	Std. Error Mean				
Pair 1	SINGLE EXPERIMENTAL PRE-TEST	13.80	30	2.188	.399				
	SINGLE EXPERIMENTAL POST-TEST	16.53	30	2.460	.449				

Paired Samples Correlations					
		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	SINGLE EXPERIMENTAL PRE-TEST & SINGLE EXPERIMENTAL POST-TEST	30	.860	<.001	<.001

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	SINGLE EXPERIMENTAL PRE-TEST - SINGLE EXPERIMENTAL POST-TEST	-2.733	1.258	.230	-3.203	-2.264	-11.904	29	<.001	<.001

Figure 2: Single Experimental Group's Paired T-test

Figure 2 presents the results for the Paired T-test for the single experimental group. Where the results showed improvements through mean scores from 13.80 to 16.53, with a 2.73 increase for the post-test. Pre-test and post-test scores revealed there is strong positive correlation ($r = 0.860$). These statistics showed a significant difference ($t = 11.904$, $p < 0.001$), indicating that students' writing performance was developed and had great improvements after implementing Canva.

According to the results from the pre-test and post-test, Canva definitely made a huge impact towards students writing skills, which is evident based on strong statistical support, reflecting on the effectiveness of the intervention. Furthermore, this study confirms that students feel motivated, interested and has willingness to write when Canva is implemented, aligning with the results of Yundayani et al., (2019) study. Other than that, document analysis is used to analyse the changes in content for developed writing performances for research question 2.

Table 4: Pre-test and Post-test changes of Student A, B, C and D based on CEFR Writing Assessment Scale

Criteria	Student A (High Achiever)	Student B (Most Improved)	Student C (No Change)	Student D (Average)
Content	Consistent, and all content mentioned is relevant to the question. Idea development from 2 to 3 points.	Showed improvement in presenting ideas. Content was very relevant based on the task. Idea development from 2 to 6 points.	Content was relevant and constantly good. Idea reduced from 3 to 2, but does not interfere with task.	Content was relevant to the task. Idea expanded from 2 to 3 points.
Communicative Achievement	Writing was able to produce well-written straightforward ideas, using the conventions of the communicative task.	Writing show the enhancement of straightforward ideas, using the conventions of the communicative task.	Produce text that communicates in simple ways, presenting informal manner.	Slight improvement in terms of producing communicative text, presented informal manner in simple way.
Organisation	Exemplified enhancement in improved use of connectors and cohesive devices.	Improved used of simple connectors and cohesive devices.	Remain well organised with good use of connectors and cohesive devices.	Text is connected using basic connectors.
Language	Used simple vocabulary appropriately, no noticeable errors were found.	Errors were noticeable, meaning can be determined and used basic vocabulary reasonably.	Errors were noticeable, meaning can be determined and used basic vocabulary reasonably.	Used basic vocabulary, errors were noticeable and impede meaning at times.

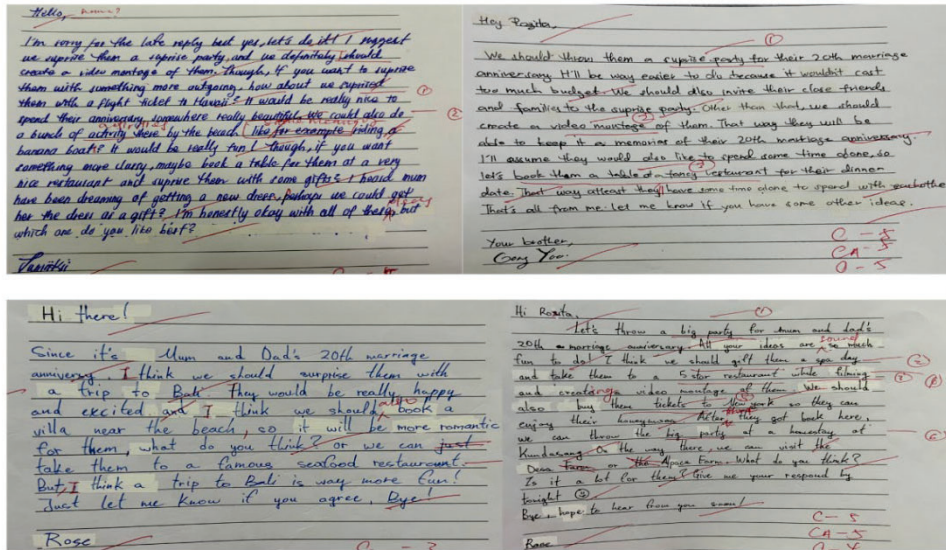


Figure 3: Students A (top) and B's (bottom) Writing Samples — Pre-Test (left) and Post-Test (right)

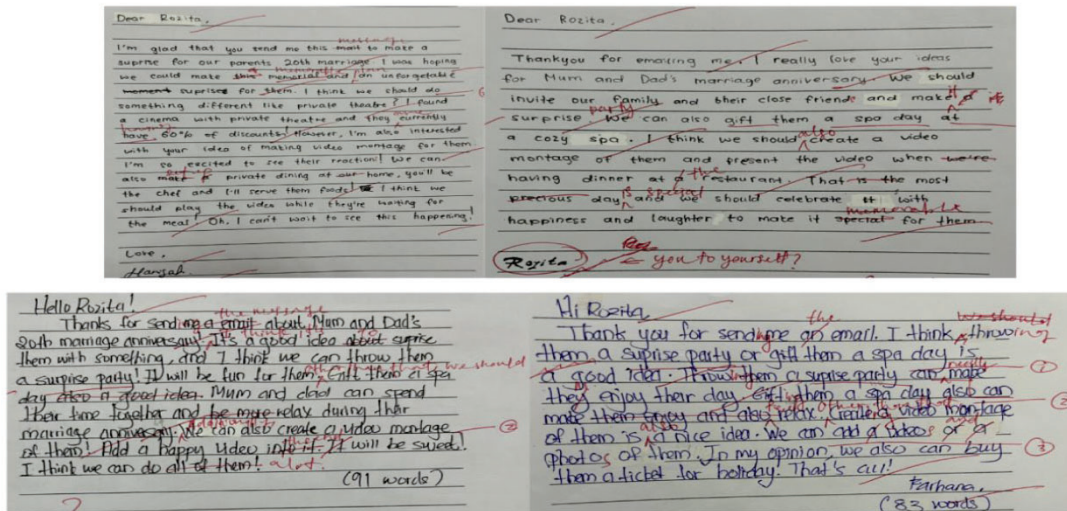


Figure 4: Student's C (top) and D's (bottom) Writing Samples — Pre-Test (left) and Post-Test (right)

Table 4 presents the findings from the writing samples for students' A,B,C and D from the pre-test and post-test measured using CEFR's Writing Assessment Scale. While, Figure 3 and 4 shows the writing samples for 4 selected students' based on the pre-test and post-test. Student A is high achiever, Student B showed the most improvements, Student C had no changes and Student D is an average achiever.

Student A, showed improvements in paragraph organisation and language use post-intervention, using cohesive devices like "other than that" and "also". Aligning with SDT's autonomy, where Canva-made templates and visuals scaffolded learning at their own pace. Abdulla (2024) notes, digital tools help reduce writing anxiety, supporting students' creative expression. Language score was improved from 4 to 5, with fewer errors, this indicates the impact of Canva in enhancing literacy output. Sugiarni et al. (2024), emphasised Canva's role in improving writing and fostering 21st-century skills like creativity. In this case, the use of elements (text, visuals) aligns with the principles (MLT), activating dual channels and promoting active process.

Student B showed the most improvements (+6 points), especially in content, where they added detailed ideas such as “buy tickets to New York” vs earlier “a trip to Bali” on their pre-test, showing stronger elaboration. These improvements align with the notion that writing is an essential tool for critical thinking (Prakong, 2024, as cited in Rahayu & Hartini 2025). Additionally, Rezkyana and Agustini (2022), also found that using Canva in teaching writing procedure text helped enhance students’ critical thinking skills, supporting the idea that this digital tool can improve both writing and critical skills. Organisation was also improved with connectors like “After they got back”, while grammatical accuracy increased. These sufficient changes reflects SDT’s principle of autonomy, competence and relatedness. This shows that students can explore ideas collaboratively and independently. Canva’s textual and visual elements fosters comprehension, matching with MLT. These improvements are supported by previous research done by Abdulla (2024) he highlighted Canva’s role in students’ interest to write and idea generation.

Student C showed no noticeable improvements, they maintained consistent performance in all criteria. The post-test revealed that they reduced one idea omitting “private cinema”. This suggest although Canva stimulates idea generation, it may be less impactful for high-proficiency learners. From this, it implies that motivational tools must consider learner differences like student C. As this study was conducted in an urban area, students are bound to have access to other digital tools, leading them to explore other apps beyond Canva, which may limit impact.

Student D, an average achiever, showed only modest progress in terms of criterias. Content were only expanded slightly with improved communicative achievement (e.g. clearer suggestions like “gift them a spa day”) expanding from previous vague answers. However, they still struggle with organisation and grammar. As grammar remained weak and was persistent with errors, while connectors used were simple “and”. This implies more time is needed for Canva to impact writing competence. Based on SDT, autonomy means free will in making decisions or choices (Guay, 2022, as cited in Sudin & Swanto, 2024). Additionally, this links to the matter that student D may need extended exposure to Canva in long run to develop autonomy and competence. This aligns with the statement, where teachers are to provide procedural autonomy support in learning classrooms (Núñez & León, 2015, as cited in Sudin & Swanto, 2024).

IMPLICATIONS OF THE STUDY

The present study showed sufficient positive impact towards the implementation of Canva, significantly enhancing students’ motivation in writing. Its multimodal features aligns with Multimedia Learning Theory, suggesting it manages cognitive overload, making learning more engaging and fun while also fulfilling Self-Determination Theory through autonomy, competence and relatedness, meeting students’ needs and boosting intrinsic motivation. Improvements in writing performance highlighted Canva’s role in supporting idea expansion, writing structure, creativity, leading to authentic writing outputs (Abdulla, 2024). Thus, making writing lessons more enjoyable for ESL learners.

However, effective integration requires stable and proper infrastructure like stable WiFi and functional LCD projector screens to accommodate the use of Canva, as repeated technical issues may disrupt teaching and learning. Teacher training is also highly needed to overcome technical barriers, ensuring the frequency of successfully implementing digital integrated lessons. Overall, this study highlights Canva’s potential to not only support writing skill development but also scaffold digital literacy, critical thinking and student engagement among ESL learners, aligning it 21st-century learning. These findings suggests that Malaysian educational institutions should consider its wider adaption in classroom practices in the usage of digital platforms like Canva to lead proactive, student-centred, and future ready ESL classroom environments.

RECOMMENDATIONS FOR FUTURE RESEARCH

To enhance comprehensive analysis, future studies are encouraged to shift and expand this study across diverse educational settings, including rural and suburban schools while also involving larger, mixed-gender and multi-grade samples to enhance generalisability of findings. A longitudinal approach is advised as it could provide sufficient insights on how Canva influences motivation and writing development across a broader student population in a long-term manner. Additionally, the employment of control and experimental groups could strengthen the overall relevance of Canva's impact on enhancing motivation, leading to better writing skills.

CONCLUSION

In conclusion, this intergration of Canva in English language classrooms enhanced students' motivation and writing skills. Retrieved data from both quantitative and qualitative results revealed positive impacts, where the majority of students agreeing with motivational-related items from the questionnaire. Other than that, Canva's multimodal elements like visuals and videos were highlighted in students reflections. This proves that the use of Canva supported students in idea expansion, creative expression and fostered engagement. Positive effects were seen on students' writing performances as the post-test scores showed significant improvements, signifying that students demonstrated better writing skills after the intervention.

Reflecting on the theories of Multimedia Learning Theory and Self-Determination Theory, the results highlighted Canva's potential in scaffolding autonomy, competence and relatedness, especially in writing instructions. These findings provide valuable insights for educators and curriculum planners to consider adapting Canva as a learning medium for future writing classes. Additionally, future research should include different educational settings, mixed-gender groups with an increase sample population, as well as experimental and control groups, to investigate and deepen the findings of Canva's long-term impact.

Co-Author Contribution

The authors declare no conflict of interest. Author 1 conducted fieldwork, prepared the literature review, methodology, data entry, performed statistical analysis and interpret results. Author 2 oversaw writing, reviewed and edited.

Ethics Statement

The research followed all applicable ethical standards. Participation was voluntary, and confidentiality was ensured.

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