



Unleashing Creative Potential: Exploring the Transformative Impact of Canva on Students' Engagement and Performance in Writing

Baraat Ismael Fage Abdulla*



* Department of English, College of Education,
Salahaddin University-Erbil
baraat.fageabdulla@su.edu.krd

Reiceved | 13/07/2023
Accepted | 20//08/2023
Published | 15/02/2024

Keywords:

Impact,
Canva,
Students,
Engagement,
Performance,
Writing.

Abstract

Writing in English is not an easy task for students learning as their second or third language. This task will become easier with the use of technology. This study aims to look into the effects of Canva, a well-known graphic design tool, on students' writing participation and general performance. The study has been conducted on first year students of English Department- College of Education at Salahaddin University-Erbil. Three tools are used in the study's mixed method approach for data collection: qualitative observation, qualitative questionnaire, and quantitative questionnaire. The findings demonstrate that Canva has a significant impact on students' motivation for writing in the English language because they enjoy using the graphic design tool while they write. The research findings will offer insightful information about the advantages of incorporating Canva in writing instruction, highlighting its role in increasing student engagement and motivation.



About the Journal

ZANCO Journal of Humanity Sciences (ZJHS) is an international, multi-disciplinary, peer-reviewed, double-blind and open-access journal that enhances research in all fields of basic and applied sciences through the publication of high-quality articles that describe significant and novel works; and advance knowledge in a diversity of scientific fields.
<https://zancojournal.su.edu.krd/index.php/JAHS/about>

1. Introduction

One of the four communicative skills that students find frightening is writing. It is one of the productive skills that need learning and practice. It needs a lot of thinking or mental energy that makes students fear it. The advent of digital tools has completely changed how students interact with various academic subjects in recent years. Among these tools, Canva has stood out as a crucial contributor to increasing students' writing involvement. Canva is a user-friendly graphic design platform that has grown in popularity because of its many features that make it simple for students to make visually appealing content. Canva empowers students to unleash their creativity and transform routine writing assignments into exciting opportunities for self-expression through its large library of visual elements. The use of Canva in academic writing not only provides a fresh way to increase students' engagement but also gives them the tools they need to succeed in their future academic and professional endeavors.

The purpose of this study is to demonstrate how Canva affects students' writing engagement, creativity, and performance. The study attempts to provide answers to the following questions: How does Canva affect students' engagement in writing? Does the Canva app increase creativity among students? How does Canva in writing influence students' performance? In order to use the Canva application as a tool for students' improvement and creativity, the study's goal is to understand the impact of technology on students' love of writing in English. The study will use an eclectic method (qualitative and quantitative). Two qualitative tools and one quantitative tool will be used to gain appropriate results. The first tool is qualitative observation of first year students at Salahaddin University/ College of Education- English Department, followed by some open-ended questions to know their attitudes and opinions, and finally quantitative questionnaire to present credible and valid findings. Using three tools for data collection is called triangulation which ensures the results of a study and shows credibility.

The studies population is first year students of English Department-College of Education at Salahaddin University in the academic year (2022-2023). Two classes of one hundred first year students will be observed in one semester of writing, and they will respond to the open-ended and closed-ended questions. The results can be potential for other English teachers to see the suitability of Canva for writing classes. Furthermore, seeing the students' perspectives is beneficial for evaluating the teaching and learning process to be better in the future. This study might be used as an encouragement for English language educators to use Canva in their lessons. Not only by the students but by themselves to prepare slides, videos, images, and other visuals that are necessary for teaching.

2. Theoretical Framework

2.1 The Use of Technology in Writing

In order to meet global demand, the education sector must constantly adapt to technological advancements. Information systems and information technology are required to improve educational performance in the future, which does not serve as an only source of support but also as the primary tool for ensuring the success of the educational sector so that it can compete in a global market. Therefore, teachers cannot fall behind when it comes to Information and Communications Technology ICT. Digital literacy, creativity, higher-order thinking skills, effective communication, and high productivity are all benefits that students

can gain from using ICT (Husni and Rahayu, 2022, p.1). Due to its capacity to boost motivation and develop language skills, including writing skills, technology is an important language teaching tool (Yundayani et al., 2019, p.169). Today's teaching and learning environment must incorporate technology because it is an integral part of our daily lives. The proper use of technology for learning, rather than just for passing the time and having fun, is something that students must learn.

The 21st century has brought change in people's lives, ranging from economy and production to communication and learning. These changes have resulted in complex and demanding social, economic, and academic lives, which require students to possess new skills and critical thinking. Critical thinking is the ability to design and manage projects, solve problems, and make effective decisions using a variety of tools and resources. Through communication which is the ability to communicate effectively, orally, in writing, and with a variety of digital tools, students can present their critical thinking. Collaboration which is the ability to collaborate with others and create solutions to problems is another important skill. The 21st century requires the ability to work in teams, learn from and contribute to the learning of others, use social networking skills, demonstrate empathy, create new ideas, evaluate and analyze material presented, and apply knowledge to previous academic experiences (Pentury and Anggraeni, 2022, p.52). Students might acquire the communication and collaboration skills if they use Canva for doing their assignments. When they write, they write with their colleagues and communicate with nice visuals.

Writing is a form of communication that carries a message to a reader using a traditional graphic system. Writing requires students to understand spellings, grammars, sentences, vocabularies, and structures, all of which are considered to be challenging skills. Writing is one of the productive English skills that are necessary for students. They should be proficient in writing in order to write for academic and communicative purposes, such as letters, essays, papers, articles, journals, project reports, etc. (Paulia, 2021, p.101). For many EFL students who lack sufficient exposure to the authentic language outside of class, learning to write is not an easy task. Previous research has shown that factors like a lack of writing experience, language deficiencies, and a lack of motivation may make it difficult for EFL students to write. Although almost all experts in the field agree that students should be helped to overcome their writing challenges because they are an essential part of the EFL learning process, there is not universal agreement on how to handle students' challenges (Yundayani et al., 2019, p.170). With the use of technology for writing most of the problems will disappear. Technology helps students in many ways; it might help them to correct spelling and grammar, or make them be attracted to writing through different tools that are seen nowadays.

2.2 Using Canva in Writing

Canva is an LMS for the twenty-first century that is adaptable, trustworthy, user-friendly, and created to assist teachers. It is a simplified graphic design tool founded in 2012 that offers access to more than one million images, graphics, and fonts in a drag-and-drop style. In Canva, many templates can be used, namely for infographics, graphics, posters, presentations, brochures, logos, resumes, flyers, posts, cards, newspapers, comic strips, magazine covers, invitations, photo collages, business cards, desktop wallpaper, report, certificate, book cover,

social media animation, announcement, menu, video, graphic organizer, letter, letterhead, proposal, label, worksheet, class schedule, calendar, ID card, CD cover, US mail document, mobile-first presentation, planner, program, and storyboard. The user can create any type of content with Canva and publish it anywhere. The application is accessible on both a desktop and a smartphone. For more than 10 million users across 179 countries, Canva has produced more than 400 million designs. Additionally, Canva supports 100 languages. It allows anyone with an internet connection to use Canva. Additionally, Canva can be used to generate stunning layouts and original papers for any occasion or goal (Utami and Djamdjuri, 2021, p.154; Jumami, 2021, p.61; Hasanah, 2022, p.143).

The students who are equipped with Canva can develop their ideas of writing, and it makes writing process easier. Canva is not only useful for students, but it allows teachers to design their materials more presentative with visual and demonstrating new learning concepts according to an aspect of learning objectives. Canva can develop students' enthusiasm to create their writing and encourage them to comprehend and obtain information quickly. Using Canva as a technological tool can help students become better writers. Additionally, students learn how to use technology for language learning. Students also believe that learning a foreign language is enjoyable (Husni and Rahayu, 2022, p.3; Noor and Karani, 2023, p.9541). Canva could help educators or professors who wish to transfer their class to a virtual setting while keeping it engaging, immersive, and creative. As a teaching tool, it aids instructors in fostering student creativity, fostering teamwork, and streamlining work (Husni and Rahayu, 2022, p.2).

Teachers must use mobile technology to increase students' creativity and motivation. Canva is a creative and innovative tool that can improve the teaching learning process and help students develop collaborative skills. Writing anxiety is experienced by students who are afraid of making mistakes, and linguistic difficulties are the most significant factor. Advanced technology can help students overcome writing anxiety. Canva has been proven to increase students' motivation in writing class, resulting in an improvement in their writing skills (Priyatna et al., 2023, p.10). Teachers and students can both create new content using Canva. Because Canva allows designers to create their own designs, creativity is essential when creating the infographic. This is because they can learn to "design think," which refers to the ability to imagine and create solutions to problems. Canva offers a wide range of poster options with appealing and modern designs and colors as well as its own appeal in the form of a variety of learning-related images (Kurniawati and Nugraha, 2023, p.229).

Canva for Education is one of the most recent forms of media. In addition, Canva helps designers save a ton of time. It has a variety of benefits, including the ability to make abstract concepts concrete, motivate students, give direct attention, repeat the information, help students recall prior knowledge, and minimize learning effort. Canva is thought to be a tool for quickly transitioning from an intangible concept to a tangible site map. Additionally, it can enhance the learning environment through any amenities offered, influencing the students' focus, memory, and attitude. The students usually love to use their phone to communicate with other people through social media, such as WhatsApp, Instagram and Facebook. In

designing, it is not necessary to have a lot of experience (Yundayani et al., 2019, p.170; Fauziyah et al. , 2022, p. 6368).

The importance of Canva in the classroom has recently been confirmed by numerous researchers. Students are drawn to use it because of the variety of templates and designs available, dazzling others with their inventive designs. Numerous advantages of Canva, particularly for writing lessons, are discussed by researchers. It is a fantastic chance for educators and students to use the app and its gorgeous templates to create whatever they want.

2.3 Previous Studies

Canva is a new tool that has recently been employed in educational settings. The majority of the studies about the application have been done in Indonesia. Only one of the twelve studies on the use of the Canva in writing was done in Vietnam. It appears that their educational system makes use of this media because so much research has been conducted by Indonesian researchers. The titles of previous studies and the year of publication are shown in the following figure followed by the detailed description of each study.

| | | | |
|--|---|--|---|
| (2019) "Investigating the Effect of Canva on Students' Writing Skills" | (2021) "Teaching Writing Through Canva Application at MTS Al-Islamiyah Ciledug" | (2021) "Students' Motivation in Writing Class Using Canva" | (2021) "Using Canva in Teaching Writing to EFL Classroom Students" |
| (2022) "Improving Students' Writing Skill by Using Canva Application" | (2022) "The Use of 'Canva for Education' and the Students' Perceptions of Its Effectiveness in the Writing Procedure Text" | (2022) "Empowering Students' 21st Century Skills through Canva Application" | (2022) "Using Canva as a Media for English Language Teaching" |
| (2023) "College Students' Perception of Using Canva in English Writing Class" | (2023) "The Effectiveness of Canva Application as a Media in Writing Greeting Card" | (2023) "Fostering Students' 4 C Skills Toward Writing by Using Canva" | (2023) "Using Canva Platform In Designing English Lessons To Increase Students' Learning Motivation" |

Figure 1: Previous Studies

"Investigating the Effect of Canva on Students' Writing Skills" was written by Yundayani et al. (2019). The purpose of the study is to look into how Canva affects students' writing abilities. In order to do this, forty-four Indonesian EFL students were chosen and randomly allocated to two writing classes, referred to as the experimental and control groups. Both groups underwent a post-test following the treatment. Following that, ANCOVA was used to compare how many writing errors the students in the two groups had made. The findings demonstrated that students in the experimental group made much less writing errors than those in the control group, confirming Canva's effectiveness in enhancing students' writing abilities.

Paulia (2021) wrote an article entitled "Teaching Writing through Canva Application at MTS Al-Islamiyah Ciledug". She aimed at knowing the effectiveness of Canva in teaching writing course. The researcher used quantitative methods and applied pre-test and post-test

for data collection. The study concluded that Canva application is an effective application for teaching writing skill.

Another study entitled “Students’ Motivation in Writing Class Using Canva” by Utami and Djamdjuri (2021) looks into students’ perceptions of using Canva in writing class. Ten students from Senior High School Bingin Teluk were the subjects of the study, which employed a qualitative descriptive methodology and data collection methods including an interview and a research-adapted questionnaire. According to the study’s findings, using Canva in writing class had a favorable effect on the students.

A study titled “Using Canva in Teaching Writing to EFL Classroom Students” was conducted by Jumami in 2021. The study’s goal was to find out how students felt about using Canva for creative writing. Interviews and questionnaires were used to gather the data. Eight senior high school students took part in this study. The findings showed that students have a favorable opinion of using Canva for creative writing, and the program makes learning English easier, enjoyable, and motivating for students.

“Empowering Students’ 21st Century Skills through Canva Application” is the title of a study by Pentury and Anggraeni (2022). In order to develop students’ 21st-century skills, the study looked into using the Canva platform as digital media in writing lessons. This study employs a qualitative-descriptive methodology. 60 English language majors from Indraprastra PGRI Jakarta University served as the research participants. Data were gathered through questionnaires, feedback, and project observations. The findings indicated that the majority of students were effectively using their 21st century writing skills through the use of various project templates on the Canva platform.

In her study from 2022, Fitria discussed the use of Canva to foster creativity. This study simulates the use of Canva as a teaching tool for English and as a means of fostering the creativity of informatics students enrolled in ITB AAS Indonesia’s English Working Course. This study used a descriptive qualitative approach. Canva is supposed to help students express their creativity in digital designs by allowing them to add texts, images, or photos. For informatics students who want to learn how to create straightforward, imaginative, and innovative graphics, the Canva application is suitable and convenient for practice.

Fauziyah et al. (2022) conducted a study about the use of Canva. The study’s objectives were to look into the impact of “Canva for Education” and student perceptions at MTs Sabilunnajah Prambon, Sidoarjo during the 2020–2021 academic year. The study employed a one-group pre- and post-test pre-experimental design. Purposive sampling was used to select the 48 students from class IX who would receive the treatment after the pre-test and before the post-test in this study. Tests and questionnaires served as the study’s data collection tools. The study revealed that “Canva for Education” was successful in enhancing students’ ability to write procedure texts.

Husni and Rahayu (2022) in their article entitled “Improving Students’ Writing Skill by Using Canva Application” talked about the use of Canva for improving writing. This study examined if utilizing Canva had a substantial impact on students’ capacity to produce procedural texts. The research procedure included the following stages: pre-test, Introducing

students to Canva application, conducting procedure text learning through Canva application, practicing writing Procedure Text, and conducting a Post-test. The study's findings support the idea that using Canva has a major impact on students' ability to produce procedural texts.

A paper about the Canva app was written by Noor and Karani in 2023. The purpose of this study is to determine the impact of using Canva as a writing tool for greeting cards in SMP Negeri 12 Banjarmasin's eighth grade. Students in SMP Negeri 12 Banjarmasin's eighth grade served as the research subject. This study meets the criteria for a true experimental design. 48 students were chosen as the sample despite there being 59 students in the research's population. This study employs a quantitative approach and randomization groups. The findings of this study suggest that using Canva as a medium has a significant impact on students' writing abilities.

"College Students' Perception of Using Canva in English Writing Class" is the title of an article by Priyatna et al. from 2023. The purpose of the study were not was to examine how college students felt about using the graphic design software Canva to aid their English writing classes. The research was planned as qualitative. Sixteen students from a private college were the participants in this study's subject. The information was gathered by qualitative questionnaire. The results of the study showed that 86.4% of the students had favorable opinions of Canva's usefulness, accessibility, and suitability for enhancing English writing abilities. Of these, 47.0% strongly agreed, 39.4% agreed, and only 13.5% partially agreed. The study also showed that students had difficulties using Canva in English Writing class, mostly because they were not ready to use the features that Canva offered to assist their writing process.

A study about the use of Canva in the classroom was conducted by Kurniawati and Nugraha (2023). In order to foster and facilitate students' 4C skills, this study looked at how Canva is used. It also asked students about their experiences using Canva during the teaching-learning process. The study's participants were 24 students from the 10 Nursing Class at SMK Kesehatan Bhakti Medika Cianjur. The study used observations, interviews, and questionnaires to gather data for this study's qualitative research design. The study's conclusions suggest that using Canva in educational activities can aid students in honing their 4C skills.

Ngoc and Huyen's study, "Using Canva Platform In Designing English Lessons to Increase Students' Learning Motivation" was completed in 2023. In this study, 46 high school students participated in an experimental teaching scenario using the Canva platform. The seven-week educational experiment was carried out, and the study was carried out utilizing qualitative research. The results following the treatment period show that high school students' motivation to learn to write has been greatly increased by the Canva platform.

The current study is distinct from earlier studies because no research regarding the impact of Canva on students' writing engagement in Kurdistan has been conducted. The current study also employs the triangulation method, which combines qualitative observation, qualitative questionnaire, and quantitative questionnaire. The triangulation has not been done

by the previous researchers. The findings of the study will be important for Kurdish teachers who want to use Canva in the classroom.

1. Methodology

The study was carried out at Salahaddin University in Erbil-Iraq, in the English Department, College of Education in the academic year (2022-2023). Utilizing qualitative observation, qualitative questionnaire, and quantitative questionnaire the data was gathered. The first method was qualitative that consisted of two tools; the first tool was an observation—namely covert participant observation. The researcher—observer, was an assistant lecturer, spent a semester, roughly three months of observing two groups of students taking a writing course. There were 50 first-year students in each group. For about three months, the researcher kept daily field notes while observing the students. The second tool of data collection was a qualitative questionnaire. The questionnaire was made to be completed entirely online using Google Form. The last data collection tool and method was quantitative questionnaire of 10 closed-ended questions. The researcher used Likert-scale of five items ranging from strongly-agree to strongly-disagree. The spread sheet has been imported into JASP statistics program to do descriptive statistics of the variables.

Mixed-method studies entail combining qualitative and quantitative data in a way that effectively explains research questions. The use of mixed methods enables researchers to adequately address the breadth and depth of their research questions and aids in generalizing the implications of their findings to the entire population. As it is likely to offer rich insights into the research phenomena that cannot be fully understood by using only qualitative or quantitative methods. Multiple data sources can be integrated and combined in a mixed-methods design to help with the study of complex problems (Dawadi et al., 2021). The first tool was covert participant observation. When doing covert participant observation, researchers avoid alerting their subjects to their presence and, if they do, they avoid identifying themselves as such. The main advantage of covert observation is that because participants are unaware that they are being watched, they are unable to adjust their behavior in response to the researcher's presence. Active and covert participant observation has a number of benefits. In this kind of participant observation, researchers might get access to a group they might not otherwise have the chance to observe, and they might get to experience the group's practices as the group members would (Brancati, 2018, ps.3-4). Almost every aspect of human experience can be studied using the participant observation method. It is possible to characterize what occurs, who or what is involved, when and where things happen, how they happen, and why—at least from the standpoint of participants—things happen the way they do in specific situations through participant observation (Ljorgensen, 1989, p.12).

The use of three tools of data collection is called triangulation. It involves using a variety of techniques to address a problem or phenomenon. The objective is to reduce the flaws and biases brought on by the use of a single method (An Introduction to Triangulation, 2010). For the analysis of the data, the notes of the teacher and the assignments of the students will be presented using the researcher's own words and images of the students' outputs after using Canva application. After coding the open-ended questions, they are grouped according to thematic analysis and presented in bar charts followed by descriptions of the charts. And the

closed-ended questions are gone through descriptive analysis to find mean, median, and standard deviation. Both qualitative and quantitative questionnaire items were sent to some researchers in the field of applied linguistics for the face validity. The reviewers gave useful feedback on some of the items that they thought needed revision and all the necessary revisions were made. The jury members' names and their qualifications are presented in the Appendix-B. For the reliability of the qualitative questionnaire a pilot study was done on a small number of students, and Cronbach's Alpha was done for the reliability of the quantitative questionnaire.

4. Results

4.1 Results of the Qualitative Observation

Qualitative observation was the first and main tool for data collection. The observation was done in two classes of 100 first year students at English Department- College of Education/ Salahaddin University for about three months which was one semester of writing course. The researcher was the teacher and the observer at the same time. She taught and observed the students secretly while they were applying Canva application in the class and outside the class through their assignments. The results came from the researcher's observation and notes that have been written during the lectures.

During the first classes, the researcher who was the teacher used Canva to make videos about academic writing or introduce students to writing paragraphs; the videos were the source for catching the attention of the students to love writing. Every lecture, the researcher used Canva for designing the slides about steps of writing a paragraph. All the posts by the teacher in their Viber group with students were prepared by using Canva templates. The following figure shows some of the teacher's posts for the students using Canva. The teacher was giving the assignment to the students by using colorful and beautiful Canva templates. It was just for attracting the students to love the course of writing, be interested in writing, and try to be creative when writing.

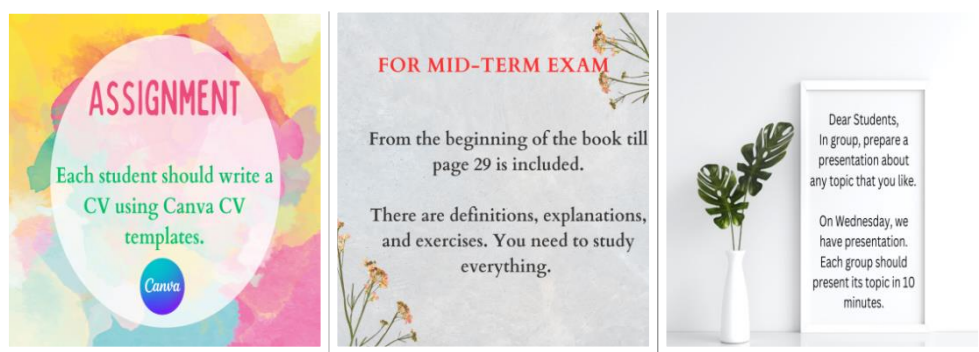


Figure 2: Teacher's Posts to Students Using Canva Templates

After some lectures, the teacher or researcher used Canva for designing graphs to teach a technique of brainstorming which was mapping, and asked them to choose a topic and do mapping for brainstorming about the topic using Canva graphs. The teacher talked about spider web maps, butterfly maps, fishbone maps, and bubble maps. The students have been asked to download the Canva app on their cellphones, and the teacher taught them the things

that they can do with Canva designs. The following figures are some mappings that the teacher used for teaching mapping technique of brainstorming, and some mappings for brainstorming by the students. They have been posted by the students in the Viber group as their assignments.

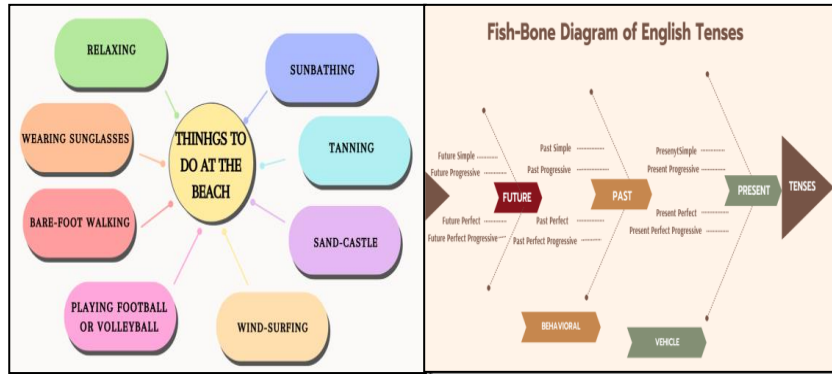


Figure 3: Mapping Diagrams Made by the Teacher

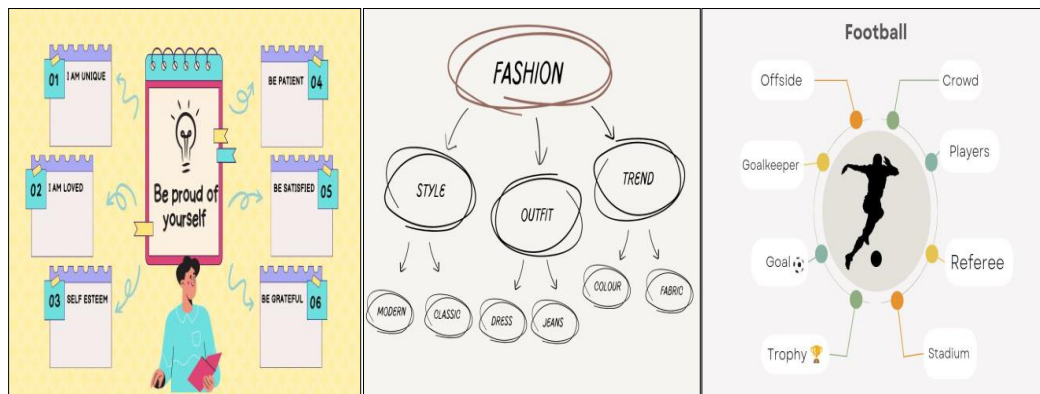


Figure 4: Students' Mapping Diagrams to Brainstorm in Pre-Writing Stage

Paragraph organization was completed in the mid of the semester. While studying about descriptive paragraphs, the students have been asked to write travel brochures about one of the tourist places in Kurdistan in the class using Canva brochure templates. The students were so happy and excited, at the same time they were amazed by the magnificent templates. This was done in the class in order to practice writing descriptive paragraphs. The students created beautiful brochure designs, and sent them to the teacher for presenting them using data show. All the students have seen each other's designs and commented on each other's writings. The following figure shows the creative brochures made by the students during a class activity about the places of tourism in Kurdistan. One group of students wrote about 'Erbil Citadel'; they used images of the citadel and inserted a descriptive paragraph into the brochure template. The second group wrote about 'Ava Shin resort', so they used a lot of images of the place and inserted a good description paragraph of the place in the middle of the images. The third group wrote about a 'Japanese Restaurant in Erbil'. They used beautiful descriptions with amazing images of the restaurant. The fourth group wrote about 'Bekhal Waterfall' which is a breathtaking tourist place. Thousands of tourists visit 'Bekhal' every year. They mixed between text and images in the brochure.



Figure 5: Travel Brochures of Students Made in the Class

Although, the students were spending a lot of time working on Canva, they were not frustrated because they never complained. They were eagerly waiting for each other's designs. All their fears have gone about their mistakes, and they wanted to post their assignments in the group as soon as possible. Their results or their artifacts were the source of their confidence and improvement in writing. They even thought of bigger things like helping government to design travel brochures for all the amazing places in Kurdistan because they had many things for describing them.

One of the lectures was about 'Counterfeit Money and Dollars'. The students were asked to choose one of the personalities on US dollars and design a poster about it using Canva poster templates. The poster assignment was a group work which resulted in amazing posters and collaboration among the students. The students were helping each other and they were working together and knowing each other as well because they were fresher students. They were competing about who would be the first one to submit the assignment. The following figure is the results of their poster assignment.

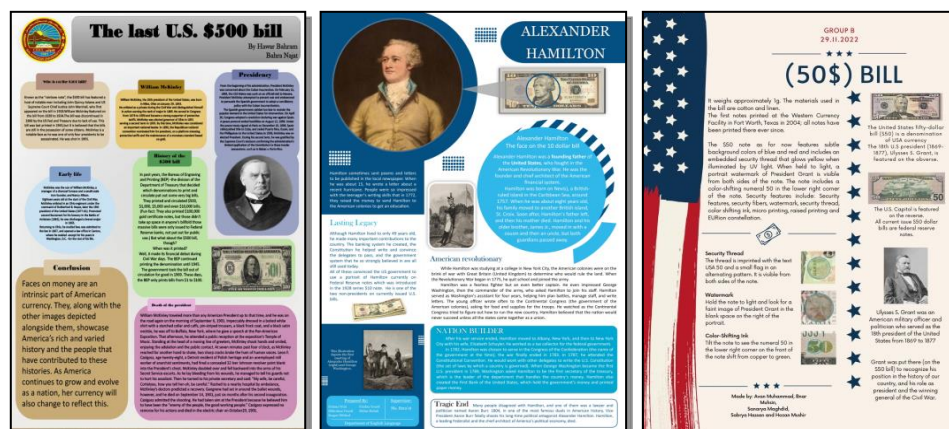


Figure 6: Students' Posters Using Canva Poster Templates

Writing Curriculum Vitae is important in every writing course, but it might create difficulties for the teacher because it is not easy for students to write CVs. Canva CV templates was an opportunity for the teacher to decrease the burden of teaching CV writing. The teacher used her Resume that was made on a Canva template to clarify the parts of a CV;

all the main parts of a good CV were explained in detail. Canva CV templates helped the students to write their Resumes easily. The students were asked to write Resumes in the class on one of the available CV templates in Canva. After that, they were asked to write the CV at home as an assignment. They were very happy that all the parts of a CV are available in the templates and that made writing easier for them. They were discussing about their skills and what to do in order to add more parts to their Resumes. It was an amazing feeling to see the students learning something to apply it in real life situations. The following figures are the teacher's CV written in a Canva CV template and students' CVs on creative templates: some of them inserted their photos and modified the templates. Actually, writing a CV is not something that students like, but after seeing the peculiar templates in Canva, they were very curious to learn writing their own CVs. The following figures are the teacher's CV and students CVs using Canva.



Figure 7: Teacher's CV Using Canva CV Template

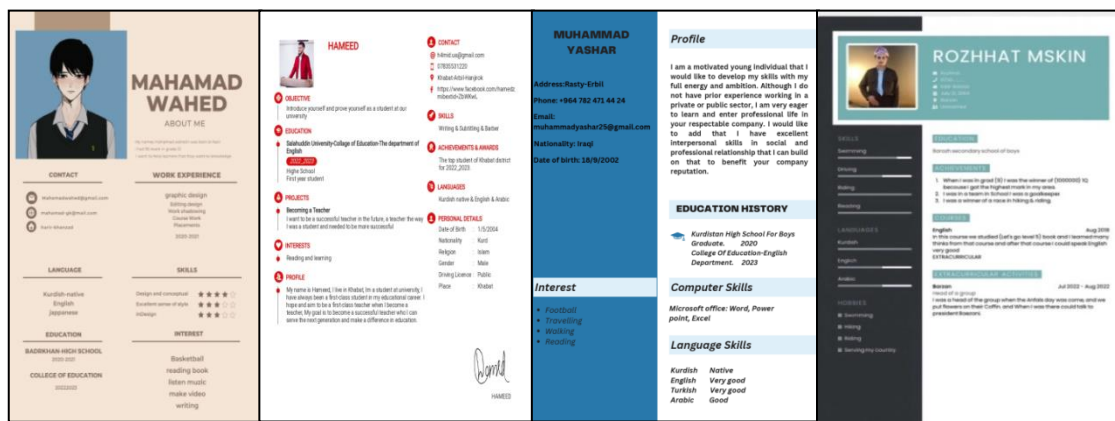


Figure 8: Student's CVs Using Canva CV Templates

4.2 Results of the Qualitative Questionnaire

The second data collection tool was an online questionnaire with eight open-ended questions sent to first year students at English Department, College of Education-Salahaddin University-Erbil. It was used to support the first tool which was a qualitative observation in order to find out the first year students' opinions about the Canva graphic design application. It took about one week to get 58 responses for the questionnaire; 43 females and 15 males between the ages 18 to 23. The questions were open ended, so the researcher needed a lot of

coding to get the results. The researcher has seen bar chart as an appropriate visual to present the results after weeks of coding the data. Descriptive coding has been used because the researcher coded the data into charts and used descriptive analysis of the codes.

The following figure presents bar charts for the first two questions where the students asked to give some information about Canva and its functions. All the students gave amazing answers. 12 students defined it as an application that's used for editing and designing, 9 students defined it as a graphic design program, 8 have defined it as an awesome app that amazed them, 7 students referred to as a nice app, 7 as a useful app, and 7 easy to use app, 4 students have seen it as a user friendly app, 2 as an app for writing resume and other things like brochures, videos, posts, etc., and 2 as an app that improves writing. For the second question, 22 students answered that Canva is used for making posters, presentations, leaflets, brochures, and a lot more things, 8 students thought that Canva has ready-to-use templates and a bunch of things like fonts, shapes, and photo, 19 students wrote that Canva is used for making beautiful designs, 6 students believed that they can do everything with Canva, and 3 students answered that the use it for doing assignments and mixing images with writing.

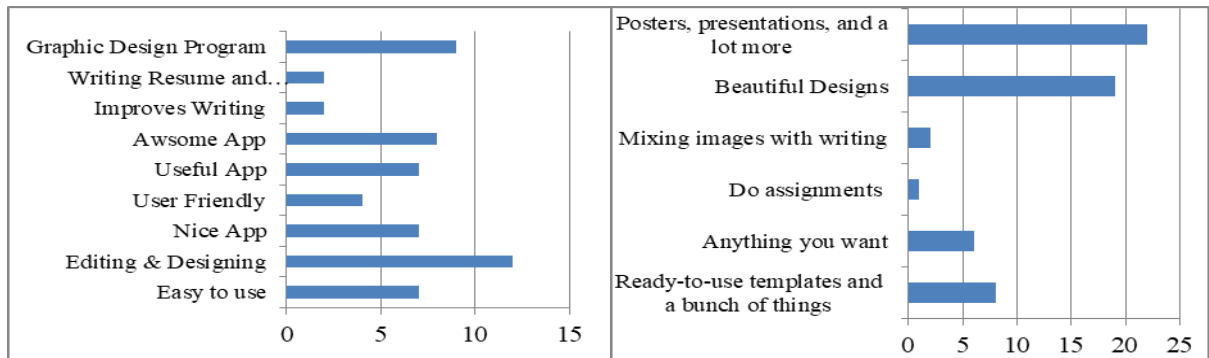


Figure 9: What's Canva and what can you do with Canva?

The third and fourth questions were about the students' experience in the class while using Canva graphic design application. 49 students answered that they enjoyed using Canva in the class, 4 students have seen it as a useful app, 3 students answered that Canva made them be more interested an active in writing course, and 2 students expressed their love toward the app. All the students confirmed that they enjoyed and interested in using the app in the class. The fourth question was about the usefulness of Canva in the class. From 58 answers 50 students believed that Canva is helpful in the class. 4 students answered that Canva makes writing easier, and 4 students believed that Canva is not helpful for practicing writing.

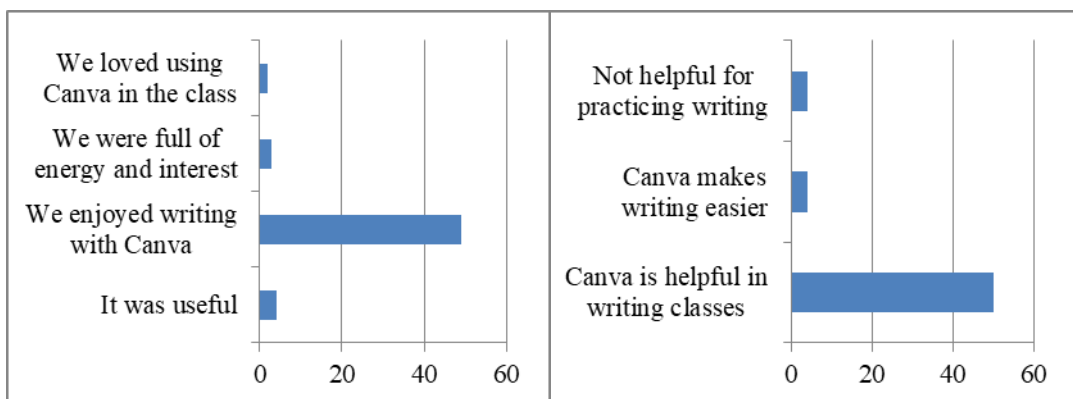


Figure 10: Did you enjoy Canva in the class?
Was Canva helpful to practice writing?

The following figure is the bar charts of the fifth and sixth questions. The fifth question asked about what was created by the students using Canva app? Most of them talked about the brochures, Resumes, posters, and videos that they were required to do throughout the writing course. But some students talked about other things that they did with the app that was not required from them like Instagram and Face book posts, presentations for other courses, and ID cards for their pets. The sixth question was about the perception of students about using Canva in the writing classes. 53 students out of 58 responded that they are interested in Canva and it attracts students' attention in the class.

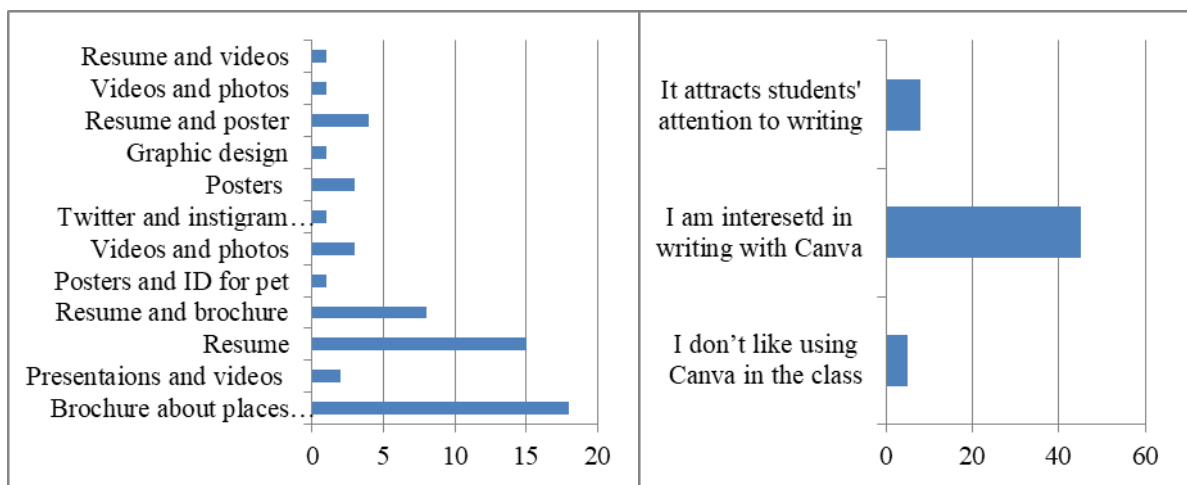


Figure 11: What did you create through Canva designs?
Are you interested in learning with Canva especially in writing classes?

The responses of the last two questions are presented in the following charts. In response to the use of Canva to attract students' attention all the students responded that it attracted their attention and they enjoyed using the app. The eighth and final open-ended question was about the effect of Canva on students' enhancement or improvement in writing. All the answers were positive which means most of the students have seen Canva as an application that improves their writing, but some students answered that Canva makes your writing look nicer but it doesn't affect students' improvement in writing.

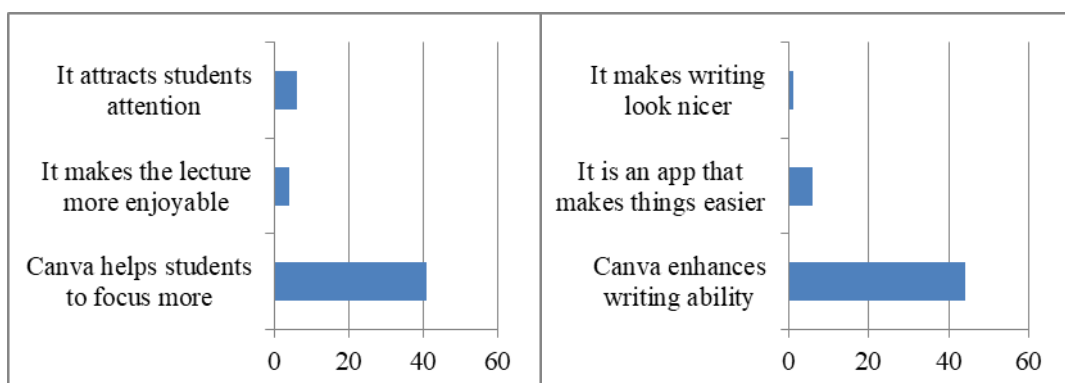


Figure 12: Does Canva attract students' attention to be more focused?
Does Canva enhance writing ability?

At the end of the questions, the students have been given the chance to write what they want about Canva. Some students have expressed their amazement with the app. And some have presented their gratitude to the teacher who introduced them to the Canva, and the Canva itself that makes them love writing. Many students recommended the app for other students who haven't used it yet. Even common people not only students can get benefit from the application. Other students mentioned that sometimes people write amazing texts, but there are few people who like reading them. So, with the use of Canva designs, your writing becomes more effective and more people might read it as visuals will directly catch the eye of the reader. They further believed that through the beautiful templates of Canva students can develop their writing as well. The following figure shows some of the most common statements of the students.

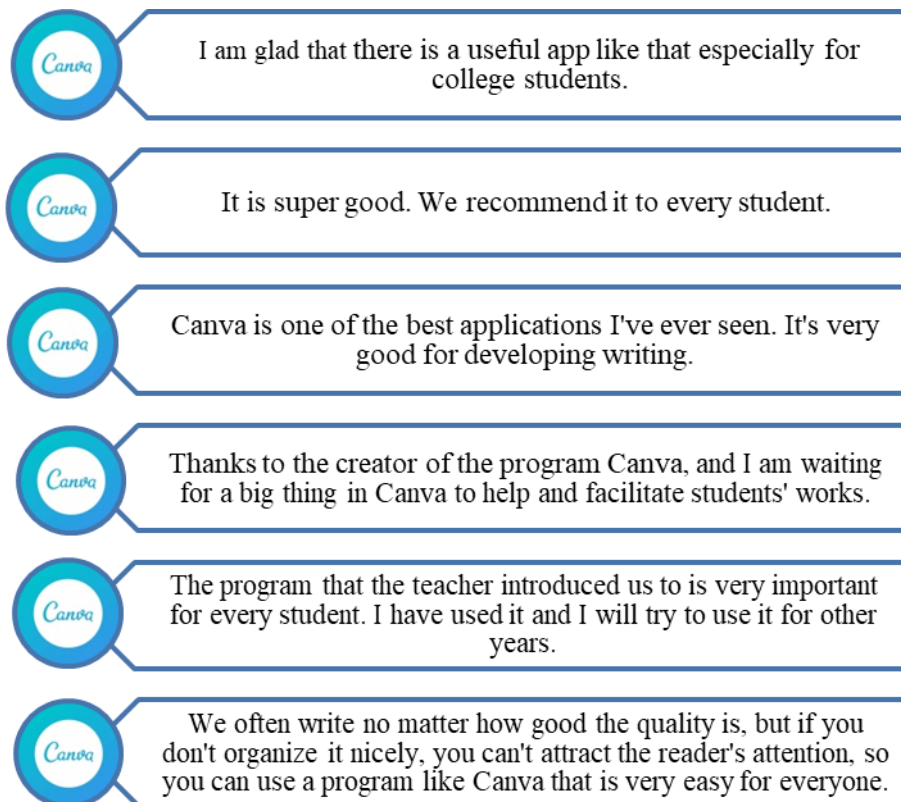


Figure 13: Write what you want to say about Canva.

4.3 Results of the Quantitative Questionnaire

The final data collection tool was a quantitative questionnaire of ten statements on a 5-point Likert scale ranging from “strongly agree” to “strongly disagree.” This was used to determine students' attitudes and feelings towards the use of the Canva app in the classroom. After the questionnaire was designed, it was sent to seven researchers in the field of applied linguistics to demonstrate the effectiveness of the questionnaire. The researcher modified the questionnaire according to the juries' comments. 60 first-year students at English Department-

College of Education/ Salahaddin University after a week responded to the questionnaire. The Google worksheets of the responses were imported into the statistics program JASP after hours of work. To analyze the data, descriptive statistics were employed. Cronbach’s alpha was first used for the questionnaire’s reliability by demonstrating their internal consistency. The Cronbach’s alpha value was 0.675 which is satisfactory. The reliability of the questionnaire is displayed in the following table.

Table 1: Cronbach Alpha's Reliability Test Value

| Estimate | Cronbach's α |
|----------------|---------------------|
| Point estimate | 0.675 |

The following table shows the descriptive statistics for 10 variables, including mode, median, and standard deviation. The mode or the value which appears most often in most of the variables is 2, then 1, and 3 is repeated in only one of the variables. The median or the center value of the dataset is 2. The mean for all the variables is between 1 to 3. The highest standard deviation is 1.104 for one of the variables, and the lowest Std. deviation is 0.717. In general the standard deviation is not high which means that the data is dispersed around the mean. The minimum value of the variables is 1 and maximum is 4 and 5.

Table 2: Descriptive Statistics of the Quantitative Questionnaire

| | Mode | Median | Mean | Std. Deviation | Minimum | Maximum |
|-----|-------|--------|-------|----------------|---------|---------|
| Q1 | 2.000 | 2.000 | 1.800 | 0.819 | 1.000 | 4.000 |
| Q2 | 2.000 | 2.000 | 1.967 | 0.882 | 1.000 | 4.000 |
| Q3 | 1.000 | 2.000 | 1.783 | 0.940 | 1.000 | 5.000 |
| Q4 | 1.000 | 2.000 | 1.783 | 0.958 | 1.000 | 5.000 |
| Q5 | 3.000 | 2.000 | 2.100 | 0.933 | 1.000 | 5.000 |
| Q6 | 2.000 | 2.000 | 2.167 | 0.994 | 1.000 | 5.000 |
| Q7 | 2.000 | 2.000 | 2.167 | 0.717 | 1.000 | 4.000 |
| Q8 | 2.000 | 2.000 | 2.367 | 1.104 | 1.000 | 5.000 |
| Q9 | 2.000 | 2.000 | 2.150 | 0.840 | 1.000 | 5.000 |
| Q10 | 1.000 | 2.000 | 1.750 | 0.773 | 1.000 | 4.000 |

The following figure is dot plots of the first and second questions. 27 students (% 44.26) have agreed about the statement. 24 (% 39.34) have strongly agreed. 6 (% 9.8) have chosen neutral. 3 (% 4.92) students have disagreed. No student have chosen strongly disagree. So, most of the students agreed that Canva helps students to write better paragraphs. The dot plot of the second question shows that 26 (% 42.62) students have agreed that Canva increases their confidence in writing, 20 (% 32.79) strongly agreed, 10 (% 16.39) have chosen neutral, and 4 (% 6.56) disagreed. For the second question as well, most of the students agreed that Canva increases confidence in writing.

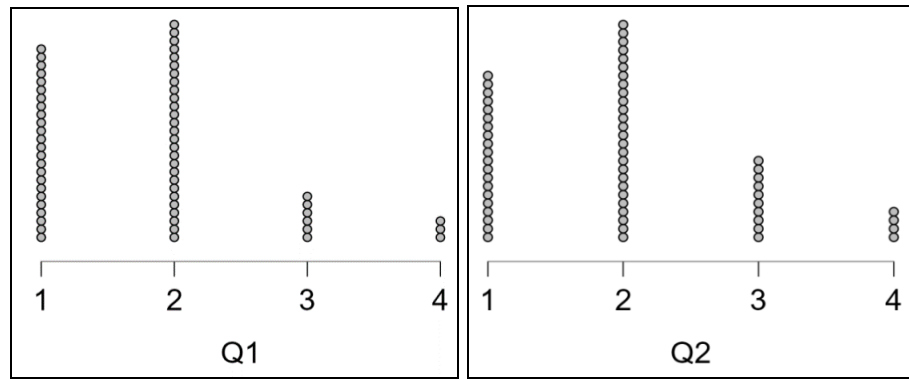


Figure 14: Canva helps students write better paragraphs.
Using Canva increases my confidence in my written work.

The following figure is dot plots of the third and fourth questions. In response to the third question 28 students (% 45.90) strongly agreed that Canva makes writing more enjoyable. 22 students (% 36.07) agreed, 6 students (% 9.84) chose neutral, 3 students (% 4.92) disagreed, and 1 student (% 1.64) strongly disagreed. The fourth question was about the use of Canva to express ideas creatively. 28 students (% 45.90) strongly agreed, 22 students (% 36.07) agreed, 7 students (% 11.48) chose neutral, 1 student (% 1.64) disagreed, and 2 (% 3.28) strongly disagreed.

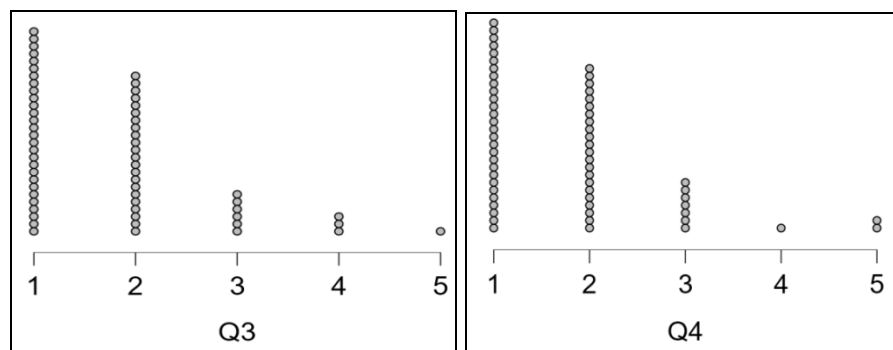


Figure 15: Canva makes writing assignments more enjoyable for me.
Canva helps me express my ideas more creatively in writing.

The following figure is dot plots of the fifth and sixth questions. In response to the fifth question 20 students (% 32.79) chose neutral, 19 students (% 31.15) strongly agreed that Canva attracts students' attention to be focused, 18 students (% 29.51) agreed, 1 student (% 1.64) disagreed, and 2 students (% 3.28) strongly disagreed. The sixth question was about people's love for reading when Canva is used for writing a paragraph. 25 students (% 40.98) agreed, 16 students (% 26.23) strongly agreed, 14 students (% 22.95) chose neutral, 3 students (% 4.92) disagreed, and 2 (% 3.28) strongly disagreed.

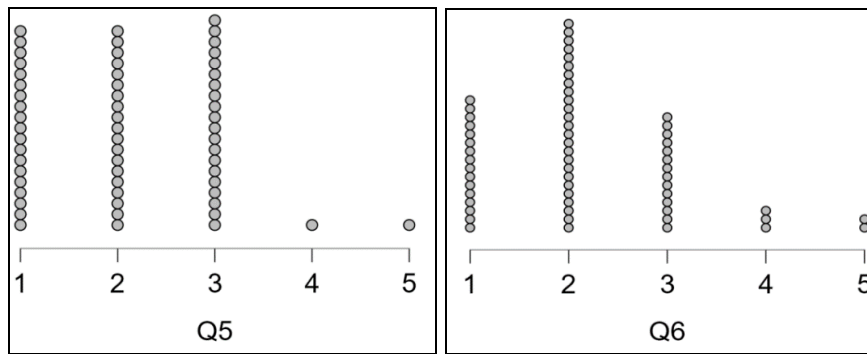


Figure 16: Canva attracts students’ attention to be focused.
 People like to read your paragraphs if they are made with Canva templates.

The following figure is dot plots of the seventh and eighth questions. In response to the seventh question 31 students (% 50.82) agreed that Canva enhances their writing, 18 students (% 29.51) chose neutral, 10 students (% 16.39) strongly agreed, and 1 student (% 1.64) disagreed. The eighth statement was about the use of Canva to increase the quality of written assignments. 22 students (% 36.07) agreed, 15 students (% 24.59) chose neutral, 14 students (% 22.95) strongly agreed, 6 students (% 9.84) disagreed, and 3 (% 4.92) strongly disagreed.

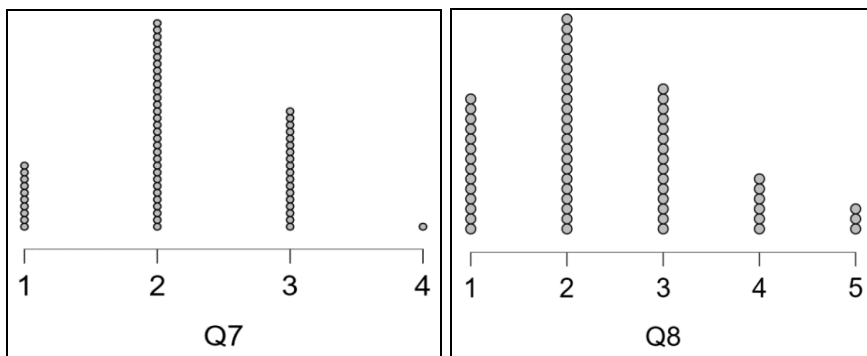


Figure 17: Canva enhances my ability to communicate ideas effectively in writing.
 Canva increases the quality of my final product for written assignments.

The following figure is dot plots of the ninth and tenth questions. In response to the ninth question 31 students (% 50.82) agreed that Canva improves their motivation in writing assignments, 14 students (% 22.95) chose neutral, 12 students (% 19.67) strongly agreed, 2 students (% 3.28) disagreed, and 1 student (% 1.64) strongly disagreed. The tenth statement was about the recommendation of Canva to other students. 26 students (% 42.62) strongly agreed, 24 students (% 39.34) agreed, 9 students (% 14.75) chose neutral, and 1 student (% 1.64) disagreed.

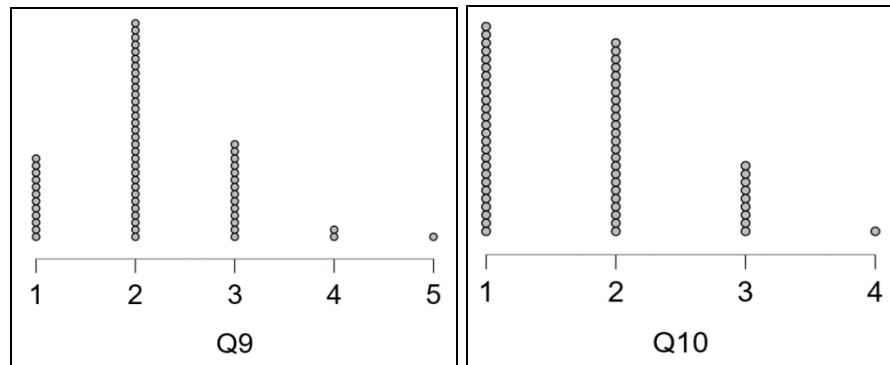


Figure 18: Canva improves my motivation to complete writing assignments. I recommend the use of Canva to other students for writing.

5. Discussions

The primary goal of the study was to know if the students will be engaged into writing with the use of Canva application. The research questions were concentrating on the students' participation and engagement while using Canva for writing. How does Canva affect students' engagement in writing? Does the Canva app increase creativity among students? How does Canva influence students' writing performance? The results of the qualitative and quantitative tools are discussed in the following paragraphs in order to address the research questions.

The findings of the qualitative observation demonstrate how involved the students were in their writing. The instructor made an effort to draw the students' attention to the Canva app in order to get them excited about using it to write paragraphs. When we were students, we always absolutely hated homework assignments and teacher announcements about tests and quizzes, but using brightly colored templates and lovely designs to inform students of what is expected of them will lessen their fear and anxiety. They were eagerly anticipating the following lecture and thinking about their next writing strategy. Some students admitted that they repeatedly viewed the videos that the teacher posted to see the gorgeous video designs. Canva as a graphic design software gave the instructor the chance to bring some fun and creativity into writing lectures, and it even made students interest in various writing styles because Canva has a variety of writing template options that they wanted to use.

Making a mind map to brainstorm ideas for a topic in the pre-writing stage was the first thing they did using Canva. They used original ideas when creating maps for various subjects. They were very engaged in class, and everyone was happy. Every writing group chose a different topic, and they assisted and inspired one another. They became interested in brainstorming thanks to various mapping templates. The best way to assist students in writing better paragraphs is to use pictures when writing description paragraphs. Students were able to create stunning brochures about tourist destinations in Kurdistan by using images. They were effective at crafting descriptions. This can be confirmed by Utami and Djamdjuri (2021) that Canva increases students' motivation in writing.

The students were preoccupied with the designs, colors, and fonts and did not consider the fact that using Canva on a phone is difficult and takes a lot of time. The students were

very careful to write correctly and without errors because they were interested in posting their paragraphs in the group. Their goal was to produce flawlessly beautiful designs. Students could enter the final stage of Bloom's taxonomy, production or creation, with the aid of Canva. They gained more self-confidence and tried harder when they displayed the products of their hard work for others to see. And it has been proved by Audi Yundayani et al. (2019) that using Canva in writing can enhance students' ability to write better paragraphs. It served as motivation for them to consider creating in addition to simply remembering and memorizing. They must use the Canva presentation and video templates even in their future careers as teachers if they want to keep their students interested in the material.

The second tool in the qualitative method was a questionnaire that helped the researcher to deeply understand the students' insights about Canva. The students' responses to the first two questions demonstrated their level of interest in and admiration at the app. They clearly had a thorough understanding of the Canva application because their definitions and descriptions of it were excellent. The third and fourth questions sought their opinions on the use of Canva in the classroom and on the value of writing practice. All of the responses were favorable because they all mentioned that they had fun using the app during the writing course and that using it to practice writing was very helpful.

The fifth question was about the things they created with Canva, some students responded by saying that they use it to create Instagram and Facebook posts. It means that they started using the application for other purposes in their life not only for doing their assignments. The young generation today is preoccupied with social media and does not care much about studying, but Canva allows them to write posts using lovely templates, which improves their writing and makes them more interested in it. Canva helped students to try new things with the application for themselves, and this matches with the findings of Fitria (2022) which confirms that Canva enhances creativity in the students. The majority of students wrote the things that they created as their classwork with the teacher and their assignments they completed outside of class. The sixth query centered on the students' interest in writing. And some students were thanking the teacher for guiding them in using the app.

The use of Canva to draw students' attention and improve writing was the topic of the seventh and eighth questions. They all provided affirmative responses and agreed that Canva draws in students, makes lessons more enjoyable, and sharpens students' attention. And they believed that it improves writing skills because it makes writing more pleasant and simple. Finally, they provided a variety of viewpoints that demonstrated how significant the application was to their ability to compose paragraphs. All of them expressed their gratitude that students have access to tools like Canva to support them throughout their academic careers.

A quantitative questionnaire survey was the third tool for data collection, and the results of the descriptive statistics were shown in dot plots after being analyzed through JASP. According to the table in the results section, the item on the Likert scale that was most frequently used was agree, with a mean value between strongly agree and neutral. Strongly disagree and disagree were hardly ever selected by the respondents. The first two questions were about the use of Canva to write better paragraphs and write with confidence. Most of the

students either agreed or strongly agreed. None of the participants strongly disagreed and rarely chose neutral and disagree. Although Canva doesn't directly affect writing quality, it might lower users' levels of anxiety and fear, which motivates them to think critically and produce original writing with the desired visuals. The students are simultaneously inspired to write by the visual. Ngoc and Huyen (2023) proved in their studies that Canva motivates students to be interested in writing.

The use of Canva for writing creatively and the use of Canva for having fun while writing were the topics of the third and fourth questions. Most respondents either agreed or strongly agreed, with few strongly disagreeing or disagreeing. It seems that the students enjoyed writing with the Canva media because it inspired them to think creatively and present new perspectives to the class. The effective results of Canva on students' writings were also proved by Paulia (2021).

The majority of students chose neutral, agree, and strongly agree for the fifth statement regarding the impact of Canva on students' attention in writing. Most of the respondents chose agree, strongly agree, and neutral regarding using Canva to increase readership for their writing in response to sixth question. Few students also selected the options disagree and strongly disagree. Students may write a lot in their daily lives, but frequently no one reads what they have written. People will be interested in their writing when they use the lovely Canva templates, which will inspire them to write more.

'Canva enhances my ability to communicate ideas effectively in writing' was the seventh statement. Most of the respondents agreed, some of them strongly agreed, some chose neutral, and one respondent chose disagree but no one chose strongly disagree. Kurniawati and Nugraha (2023) in their study concluded that using Canva in educational activities can aid students in honing their 4C skills. The eighth statement was 'Canva increases the quality of my final product for written assignments'. Most of the respondents chose agree, neutral, and strongly agree, but they rarely chose disagree or strongly disagree.

The final two sentences talked about using Canva to boost motivation and trying to encourage other students to use the program. Most of the students strongly agreed and agreed. Because it aided them in their writing, the students suggested the app to other students. Jumami (2021) confirmed that Canva makes learning English easier, enjoyable, and motivating for students. The students enjoyed using the app that made them strongly agree that the app improves their motivation to write and they wanted other students to use it.

6. Conclusions

The study's aim was to show how Canva influences students' writing performance, creativity, and engagement. Through qualitative and quantitative methods, the researcher presented the impact of Canva on students' performance, creativity, and engagement in the results section of this study. The findings of this study suggest that incorporating Canva, a graphic design tool, into the writing process has a positive impact on students' engagement and performance. The use of Canva was found to enhance students' motivation and interest in writing tasks, as it provided them with a creative platform to visually represent their ideas. Students also reported increased satisfaction and enjoyment in writing when utilizing Canva. Moreover, the visual elements created through Canva were found to enhance the clarity and

organization of students' written works. This resulted in improved writing quality and overall performance. Based on these outcomes, integrating Canva into writing instruction can be recommended as an effective instructional tool to enhance student engagement and foster better writing outcomes.

References

- Brancati, D. (2018). *12 Participant Observation*. Thousand Oaks, CA: Sage, pp. 2-3.
- Dawadi, S., Shrestha, S. and Giri, R. A. (2021). Mixed-Methods Research: A Discussion on its Types, Challenges, and Criticisms. *Journal of Practical Studies in Education, Vol.2, No.2*, p.27. doi: 10.46809/jpse.v2i2.20.
- Fauziyah, N. L., Widodo, J. P. and Yappi, S. N. (2016). The Use of “ Canva for Education ” and the Students’ Perceptions of Its Effectiveness in the Writing Procedure Text. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol.5, No 1*, pp. 6368–6377. <https://doi.org/10.33258/birci.v5i1.4359>.
- Fitria, T. (2022). Using Canva as Media for English Language Teaching (ELT): Developing Creativity for Informatics Students. *Published by English Language Teaching Department, IAIN Syekh Nurjati Cirebon, Indonesia, Vol.7, No.1*, pp. 58-60. DOI:10.24235/eltecho.v7i1.10789.
- Hasanah, N. (2022). The Effectiveness of Project-Based Learning on Writing Skill (an experimental research at Junior High School). *JOURNAL OF ENGLISH EDUCATION AND TECHNOLOGY, Vol.3, No.2*, pp. 140–144. <http://jeet.fkdp.or.id/index.php/jeet/issue/current>.
- Husni, N. and Rahayu (2022). Improving Students’ Writing Skill of Procedure Text by Using Canva Application. *Enrich: Jurnal Pendidikan, Bahasa, dan Sastra*, pp. 1-4.
- Jumami, M. F. (2021). Using Canva in Teaching Writing to EFL Classroom Students. *The 3rd Bogor English Student and Teacher (BEST) P-ISSN : 2721-0227 CONFERENCE 2’*, pp. 60–65.
- Kurniawati, N. and Nugraha, E. (2023). Fostering Students’ 4C Skills toward Writing by Using Canva. *Proceedings International Conference on Education of Suryakencana*, pp. 228-230.
- Ljorgensen, D. (1989). *Participant Observation*, 15. Sage Publications: US, p.12.
- Ngoc, N. and Huyen, P. (2023). Using Canva Platform in Designing English Lessons to Increase Students’ Learning Motivation. *International Journal of Scientific and Research Publications, Vol.13, No.4*, pp.158-160. <http://dx.doi.org/10.29322/IJSRP.13.04.2023.p13623>.
- Noor, M. and Karani, E. (2023). The Effectiveness of Canva Application as a Media in Writing Greeting Card at the Eight Grade of SMP Negeri 12 Banjarmasin. *Journal on Education, Vol.5, No.3*, pp. 9540–9548. : <http://jonedu.org/index.php/joe>.
- Paulia, Q. (2021). Teaching Writing Through Canva Application at MTS Al-Islamiyah Ciledug’, *SELL Journal, Vol.6, No.1*, pp.95–101.
- Pentury, H. and Anggraeni, A. (2022). Empowering Students’ 21st Century Skills through Canva Application. *Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Vol.8, No.1*, pp.50–52. <https://e-journal.undikma.ac.id/index.php/jurnalkependidikan/index>.
- Priyatna, I. P. D. et al. (2023). College Students’ Perception of Using Canva in English Writing Class. *Indonesian Journal of Educational Research and Review, 6*, pp.9–17. <https://doi.org/10.23887/ijerr.v6i1.57231>.
- UN Aids (2010). *An Introduction to Triangulation*. Available at: http://www.unaids.org/en/media/unaids/contentassets/documents/document/2010/10_4-Intro-to-triangulation-MEF.pdf.
- Utami, Y. and Djamdjuri, D. S. (2021). Students’ Motivation in Writing Class Using of Canva : Students’ Perception. *The 3rd Bogor English Student and Teacher (BEST) CONFERENCE*, pp. 153–156.

Yundayani, A., Susilawati, S., & Chairunnisa, C. (2019). Investigating the Effect of Canva on Students' Writing Skills. *English Review: Journal of English Education*, Vol.7, Np.2, pp.169-170. doi: 10.25134/erjee.v7i2.1800.

Appendix A

Respected Sir/Madam,

I want to conduct a study about “Exploring the Transformative Impact of Canva on Students’ Engagement and Performance in Writing”. Canva is a free to use online graphic design tool used to create social media posts, presentations, posters, videos, logos and more. I collect data through a qualitative observation, qualitative questionnaire, and quantitative questionnaire in my project. As a part of validation of the qualitative and quantitative Questionnaires, I have to do the Face validity (i.e. to check the extent of appropriateness of questionnaires to claim the validity and ability to measure the purpose) of Questionnaires. So I sincerely request you to go through the below questions and share your responses.

1. Give a brief introduction to Canva graphic design.
2. What are the functions of Canva?
3. Did you enjoy using Canva in writing course?
4. Was Canva helpful to practice writing?
5. What did you create through Canva designs?
6. Are you interested in learning with Canva in writing course?
7. Did Canva attract students’ attention to be focused?
8. Did you learn writing CV with Canva?
9. Did Canva enhance your writing ability?
10. Did Canva make paragraph writing easier for you?

1. Canva helps students write better paragraphs.
strongly agree agree neutral disagree strongly disagree
2. Canva is a time consuming application
strongly agree agree neutral disagree strongly disagree
3. Canva makes writing enjoyable.
strongly agree agree neutral disagree strongly disagree
4. I am interested in using Canva in the class.
strongly agree agree neutral disagree strongly disagree
5. Canva increases students’ creativity in writing.
strongly agree agree neutral disagree strongly disagree
6. Canva attracts students’ attention to be focused.
strongly agree agree neutral disagree strongly disagree
7. People like to read your paragraphs if they are made with Canva templates.
strongly agree agree neutral disagree strongly disagree

8. I don't like using technology in the class.
strongly agree agree neutral disagree strongly disagree
9. Canva enhances your writing ability.
strongly agree agree neutral disagree strongly disagree
10. Writing lectures are boring without Canva Graphic design application
strongly agree agree neutral disagree strongly disagree
11. Canva doesn't improve your writing skill.
strongly agree agree neutral disagree strongly disagree
12. Canva is a very complex app that makes students hate writing.
strongly agree agree neutral disagree strongly disagree
13. Canva is amazing for doing your assignments.
strongly agree agree neutral disagree strongly disagree
14. I like communication-writing course because of the use of Canva application.
strongly agree agree neutral disagree strongly disagree

Appendix B

Jury Members

| No. | Name | Qualification | Work place |
|-----|-----------------------------|-----------------------------------|--|
| 1. | Nada Jabbar Abbas | Assistant Professor | Salahaddin University/ College of Education-English Department |
| 2. | Parween Shawket Kawther | Assistant Professor | Salahaddin University/ College of Education-English Department |
| 3. | Arev Mirza Astiffo | Lecturer PHD | Salahaddin University/ College of Education-English Department |
| 4. | Asmaa Abbas Braim | Lecturer PHD | Salahaddin University/ College of Education-English Department |
| 5. | Nazaneen Shex Mhammad Bapir | Assistant Lecturer PHD Student | Salahaddin University/ College of Education-English Department |
| 6. | Rizgar Qasm Mahmood | Assistant Lecturer PHD Student | Salahaddin University/ College of Education-English Department |
| 7. | Mhammad Abdulwahab Aziz | Assistant Lecturer MA | Salahaddin University/ College of Education-English Department |

Appendix C

Thank you for taking the time to answer these questions. Your answers are part of an important study about “Exploring the Transformative Impact of Canva on Students’ Engagement and Performance in Writing”. Canva is a free to use online graphic design used to create social media posts, presentations, posters, videos, logos and more.

Age:

Gender:

 Male

 Female

| | | | | | | |
|-----|--|----------------|-------|---------|----------|-------------------|
| 1. | Canva helps students write better paragraphs. | Strongly agree | agree | neutral | disagree | Strongly disagree |
| 2. | Using Canva increases my confidence in my written work. | Strongly agree | agree | neutral | disagree | Strongly disagree |
| 3. | Canva makes writing assignments more enjoyable for me. | Strongly agree | agree | neutral | disagree | Strongly disagree |
| 4. | Canva helps me express my ideas more creatively in writing. | Strongly agree | agree | neutral | disagree | Strongly disagree |
| 5. | Canva attracts students’ attention to be focused. | Strongly agree | agree | neutral | disagree | Strongly disagree |
| 6. | People like to read your paragraphs if they are made with Canva templates. | Strongly agree | agree | neutral | disagree | Strongly disagree |
| 7. | Canva enhances my ability to communicate ideas effectively in writing. | Strongly agree | agree | neutral | disagree | Strongly disagree |
| 8. | Canva increases the quality of my final product for written assignments. | Strongly agree | agree | neutral | disagree | Strongly disagree |
| 9. | Canva improves my motivation to complete writing assignments. | Strongly agree | agree | neutral | disagree | Strongly disagree |
| 10. | I recommend the use of Canva to other students for writing. | Strongly agree | agree | neutral | disagree | Strongly disagree |

دەرخستى توناي داھتھەرانه: دۆزىنەوھى توناي بەرچاوى كانفا لەسەر بەشدارىکردن و پيشكەشکردنى قوتابيان لە نوسيندا

بەرئائەت ئىسماعيل فەقى عبدالله

بەشى زمانى ئىنگىلىزى، كۆلىزى پەرورەدە،

زانكۆى سەلاحەددىن- ھەولتير

baraat.faqeabdulla@su.edu.krd

فېربوونى زمانى ئىنگىلىزى كارىكى ئاسان نىيە بۆ خوئىندكارەكان وەك زمانى دووھەم يان سىيەم. ئەم كارە بە بەكارھىنانى تەكنەلۇژيا ئاساتر دەبىت. ئامانجى ئەم لىكۆلېنەوھى ئەوھىيە كە سەپرى كارىگەرئىيەكانى كانفا بكت، كە ئامرازىكى گرافىكى بەناوبانگە لەسەر بەشدارىکردنى خوئىندكاران لە نووسين و پيشكەشکردنىان. توئىزىنەوھەكە لەسەر خوئىندكارانى قوناعى يەكەمى بەشى ئىنگىلىزى - كۆلىزى پەرورەدەى زانكۆى سەلاحەددىن ئەنجام دراو. سى ئامراز بەكاردىن لە رىگای مېتۆدى تىكەلى لىكۆلېنەوھەكە بۆ كۆكردنەوھى داتا: چاودىرئىکردنى جۆرايەتى، پرسىارى جۆرايەتى، و پرسىارى چەندايەتى. ئەنجامەكان ئەوھى نىشان دەدەن كە كانفا كارىگەرئىيەكى بەرچاوى ھەبە لەسەر ھاندانى خوئىندكاران بۆ نووسين بە زمانى ئىنگىلىزى چونكە چىژ لە بەكارھىنانى بەرنامەى گرافىك دىزايىنى كانفا دەبىنن لە كاتى نووسيندا. ئەنجامەكانى توئىزىنەوھەكە زانبارى بەرچاوى پيشكەش دەكەن دەربارەى سوودەكانى تىكەلكردىنى كانفا لە فېركردىنى نووسين و تيشك دەخاتە سەر پۆلى لە زيادكردىنى بەشدارىکردنى خوئىندكاران و ھاندانىان.

وشە سەرەكئىيەكان: كارىگەرى، Canva، قوتابيان، بەشدارىکردن، پيشكەشکردن، نووسين

إطلاق العنان للإمكانيات الإبداعية: استكشاف التأثير التحويلي لـ Canva على مشاركة الطلاب وأدائهم في الكتابة

براءت اسماعيل فقى عبدالله

قسم الانكليزى، كلية التربية،

جامعة صلاح الدين - أربيل

baraat.faqeabdulla@su.edu.krd

الكتابة باللغة الإنجليزية ليست مهمة سهلة للطلاب الذين يتعلمونها كلغة ثانية أو ثالثة. ستصبح هذه المهمة أسهل مع استخدام التكنولوجيا. تهدف هذه الدراسة إلى النظر في تأثيرات Canva، وهي أداة تصميم جرافيك معروفة، على مشاركة الطلاب في الكتابة والأداء العام. أجريت الدراسة على طلاب السنة الأولى بقسم اللغة الإنجليزية - كلية التربية بجامعة صلاح الدين. تم استخدام ثلاث أدوات في نهج الطريقة المختلطة للدراسة لجمع البيانات: الملاحظة النوعية، والاستبيان النوعي، والاستبيان الكمي. توضح النتائج أن Canva له تأثير كبير على تحفيز الطلاب للكتابة باللغة الإنجليزية لأنهم يستمتعون باستخدام أداة التصميم الجرافيكي أثناء الكتابة. ستقدم نتائج البحث معلومات ثاقبة حول مزايا دمج Canva في تعليم الكتابة، مع تسليط الضوء على دورها في زيادة مشاركة الطلاب وتحفيزهم.

الكلمات المفتاحية: تأثير، Canva، الطلاب، المشاركة، اداء، الكتابة