Cendikia : Media Jurnal Ilmiah Pendidikan

Exploring an EFL teacher's experiences in using Canva for Teaching English Vocabulary: Non-English Education Teacher's Perspective

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A R T I C L E I N F O	**ABSTRACT**
	This study is a single case study that tries to examine the experiences of an English Foreign Language (EFL) teacher in employing Canva, a graphic design platform, as an instructional tool for vocabulary teaching and to investigate the experiences, benefits, challenges, and familiarity of integrating Canva into educational settings. The process of data collection encompassed qualitative methodology, specifically interviews and document analysis, which is the output of using Canva and is conducted by the participant, who is a teacher who has been actively involved in the use of Canva since 2015 and with a unique background of education, which is the Faculty of Social and Political Sciences. Notwithstanding, she enrolled in the Faculty of Teaching and Education, specifically in English Education. This study uses constructivism as the theoretical framework to explore her background, experiences, and familiarity in a Narrative Single Case study. The findings revealed that EFL vocabulary teaching strategies and the potential of Canva to enhance education. Canva provides a personalized visual constructivism platform, promoting vocabulary comprehension and retention. Canva also facilitates assessment strategies, which encourages student participation. Canva holds promise for the future of EFL vocabulary instruction and study. Further research is recommended to determine the long-term effects on learners' vocabulary acquisition and to explore potential strategies for overcoming the identified challenges. (9 pt).

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INTRODUCTION

One can pursue a career in teaching regardless of one's heritage, but only some are naturally drawn to this field. According to Darling-Hammond & Bransford (2005), teaching is a vocation motivated by personal passion rather than formal education for some individuals. For instance, the participant is a Faculty of Social and Political Sciences graduate who has decided to specialize in English Education. While working as an educator in Samarinda, she is pursuing a master's in English

Education. Despite her unique background, she flourishes at designing visually appealing educational materials using Canva (Mayer & Moreno, 2016). Due to her exceptional circumstances and intense passion for teaching, she has utilized the Canva platform as a versatile instrument for disseminating knowledge, particularly in vocabulary learning, since 2015. The onset of the COVID-19 epidemic marked a significant turning point in her Canva-related educational endeavors, as it increased her reliance on the platform. Despite these obstacles, she utilized Canva's vast features and functionalities to produce high-quality instructional materials. Consequently, the researcher has developed a strong desire to investigate her experiences and expertise with this technological medium, necessitating further investigation.

Before conducting an in-depth analysis, the researcher attempted to reiterate several pieces of information regarding the main issue to be investigated. Vocabulary instruction for English as a Foreign Language (EFL) students is crucial for linguistic development and communication skills. Language learners need a large vocabulary to effectively communicate effectively; they need a large vocabulary to communicate ideas clearly and fluently (Zewdu, 2020). A strong vocabulary foundation enables students to express themselves, comprehend texts, and participate in diverse discourses, enhancing reading comprehension, language skills, and academic achievement (Nation & Waring, 1997)**.** Due to students' learning styles and ability levels, vocabulary education can be difficult. Term practice new terms need enough practice (Schmitt & McCarthy, 1997)

Numerous techniques for acquiring a foreign language include using an app hypnosis, etc (Pipuš, 2022). Canva and other new technologies provide creative solutions. Canva lets teachers create visually appealing vocabulary worksheets, flashcards, exercises, and presentations. (Mayer & Moreno, 2016) These materials provide repetition and retention for different learning types. Multimedia components like photos and audio files interest students and help them associate words with their meanings.

It also promotes worldwide teacher cooperation by sharing resources and ideas. Thus, it can help instructors overcome EFL vocabulary instruction issues by allowing them to create dynamic learning experiences for diverse learning styles.

This study sought to answer: "What are the experiences, benefits, challenges, and familiarity of an EFL teacher with a unique educational background who uses Canva to teach vocabulary? How does using Canva in schools affect instructors' and students' teaching and learning?

Based on the intro. The researcher created research questions to explore this topic. Check the following details to determine their connection. EFL vocabulary education is attracting more academic attention. (Mart, 2012) states that second-language communication requires vocabulary. This observation has led to the recognition of vocabulary as a crucial aspect of language acquisition, and its function in facilitating effective communication and comprehension has prompted this recognition. The importance of vocabulary knowledge necessitates using various instructional approaches and learning strategies (Nation & Waring, 1997; Richard et al., 2010; Schmitt, 2008; Webb et al., 2017). In the Academic field, the teacher must be concerned about this matter. According to Yermekkyzy (2022),Teacher-led learning is vital to curricular improvement. Thus, they should prepare students for a knowledge-based society where data collection and analysis utilizing technology are essential.

However, incorporating digital technologies into teacher education is challenging (Michos et al., 2022). Technology has simplified difficult learning activities like language learning (Faizah et al., 2022). This research overview examines the use of technology in education, with a particular emphasis on Canva as one of the employed technological instruments in teaching vocabulary from the perspective of a non-English education graduate background teacher.

In addition, it investigates the function of images in language acquisition and various approaches to vocabulary acquisition within the context of English as a Foreign Language (EFL) instruction. as a Foreign Language (EFL): In Indonesia, English is viewed as a foreign language, not a second language. Those in Indonesia who aspire to engage in international academic and

professional endeavors must acquire English language skills (Dardjowidjojo, 2000). The acquisition of English as a foreign language (EFL) is initiated throughout the early stages of schooling, as educational institutions incorporate English instruction into their curricular frameworks to facilitate the cultivation of proficient language abilities among students.

Acquiring vocabulary in English as a Foreign Language (EFL) vocabulary is crucial to effective communication and comprehension (Nation, 2001). Learners must engage in various strategies, including but not limited to rote memorization, identification of word patterns, and vocabulary acquisition through contextualized learning, to expand their lexical repertoire (Schmitt, 2000). To maximize the efficacy of vocabulary acquisition, educators should employ various strategies and activities that cater to multiple learning styles and preferences (Pashler et al., 2009). Teachers of English as a Foreign Language (EFL) teachers should use numerous methods to teach vocabulary effectively. Some strategies include direct instruction with word lists and lexical sets, contextualized instruction with authentic materials, incorporating games and other interactive activities, and encouraging independent vocabulary acquisition through extensive reading and self-study exercises (Nation, 2001). Pashler et al (2009) add that regular assessments can guarantee the successful retention of new words and help teachers modify their instruction accordingly.

Most children are mostly exposed to their home language and have little exposure to foreign languages, making vocabulary development difficult (Tanweer, 2019). Numerous strategies for enhancing vocabulary acquisition in English as a Foreign Language (EFL) have been proposed. One potential method involves employing mnemonic devices such as keywords and abbreviations (Nation, 2001), facilitating the connection between newly acquired vocabulary and pre-existing knowledge. An additional method is using contextual indicators to determine the significance of unfamiliar language, thereby enhancing the learners' capacity for comprehension (Schmitt, 2000). Pashler et al (2009) have emphasized the significance of repetition and retrieval practice for storing novel vocabulary in long-term memory. Numerous studies have examined the impact of student-centered activities on vocabulary acquisition. Hulstijn & Laufer, (2001) claim that engaging in tasks that require active manipulation or production of language provides more effective opportunities for acquiring new vocabulary than relying solely on inert exposure. In addition, Stahl & Fairbanks (1986) suggest that incorporating cooperative learning tasks that necessitate peer interaction may increase the level of focus on unfamiliar vocabulary.

The Role of Infographics and Visuals in Language Learning: An infographic is a graphical representation of information that simplifies complex data or processes through visual elements. Alwadei & Mohsen (2023) argue that they can be valuable instruments for language learning because they promote comprehension by presenting content concisely and engagingly. Infographics are visual representations of data and facts (Nugraha et al., 2021) that facilitate comprehension via visuals. (Provvidenza et al., 2019) also add that Infographics can potentially have a greater impact on knowledge translation. According to Mayer & Anderson (1991) Visual expression can facilitate comprehension of complex topics or abstract concepts and enhance memory. Infographics in teaching materials help students remember knowledge and connect written and visual content (Mayer et al., 2005). Visual aids are commonly used to improve language learning. Drawing links between unknown words and recognizable imagery might help children understand, according to Nunan (1999). Verbal and visual encoding improves knowledge retention (Paivio, 1991).

Canva, a form of information and communication technology (ICT), is a useful interactive tool for enhancing educational purposes, including English language learning (Sugianto et al., 2023; Syahdan et al., 2023). This media offers a variety of captivating features for use in presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, and other applications. Teachers should acknowledge the benefits of visual aids in language instruction; platforms such as Canva have emerged as indispensable technological tools to support this methodology. Canva: Technology in Education By combining the visual effects of sculpture with innovative teaching techniques, instructional technologies like Canva can improve language-learning processes

(Johnson, 2018). Educators can use infographics created on digital platforms to supplement traditional teaching strategies and bridge the divide between visual aids and contemporary learning environments (Mayer, 2009). It enables students to easily access informative graphics while also receiving detailed explanations from professors, ensuring an optimal balance between written and visual components (Davis et al., 2020) also visual diagrams (pictorial schemata) can help them grasp word meanings (Viviane Hounhanou, 2022).

Technology adoption in education has revolutionized how instructors teach and interact with students (Christiana et al., 2021). ICT can be utilized in various ways to assist instructors and students in learning about their respective subject areas. Technology-based education makes learning more engaging and meaningful by incorporating educational videos, simulations, data storage, databases, mind mapping, guided discovery, and the World Wide Web (www) (Christiana et al., 2021). Mobile applications allow students to practice skills at their tempo and convenience. It also facilitates the creation of innovative, effective lecture plans that promote comprehension and active learning.

Teachers can use technology to combine traditional and innovative teaching methods, monitor student progress, and provide personalized feedback. Therefore, integrating technology into education addresses diverse learning requirements and fosters a more dynamic, adaptable, and inclusive learning environment. Future education trends will ride the wave of expanding internet and network capabilities, making implementing innovative technologies in classrooms easier to implement innovative technologies in classrooms (Haleem et al., 2022)

RESEARCH METHODOLOGY

This research method is qualitative. At the same time, the researcher employs closed-ended and Open-ended questions in interviews with a teacher who has experience using Canva in their classes. Collecting the data by themes like their background, teaching experiences, and familiarity with this educational technology

Participants: The participant of this study is a female teacher with a unique undergraduate educational background, currently working in one of the well-known Schools in Samarinda City. She used to utilize Canva in online and offline learning. Upon selecting the participant, the researcher employed a systematic approach to participant selection in this study, utilizing specific criteria for the selection process. In contrast to the traditional English education path, the participant in this study has an academic background anchored in the Faculty of Social and Political Sciences. This unconventional heritage has given her a unique perspective and approach to teaching English, shaping her career immensely.

Her passion for instructing is another noteworthy quality. Even though she lacks the traditional credentials associated with English instruction, her passion for teaching surpasses these conventional qualifications. This enthusiasm served as the impetus that lead her to pursue a career in English instruction.

Regarding professional expertise, the participant's tenure as an educator specializing in English instruction is impressive. Teaching both informal and formal education at a school in Samarinda has provided her with extensive teaching experience. This extensive hands-on experience further strengthens her skills and knowledge base in English instruction.

The participant also demonstrates knowledge of technology, particularly Canva, an online design platform. Since 2015, she has demonstrated a strong command of this instrument and utilized it effectively for instructional purposes, thereby enhancing students' overall learning experiences.

Lastly, this participant's resilience and adaptability are essential characteristics. The challenges posed by the COVID-19 pandemic were confronted head-on by expanding the use of Canva as a teaching tool. Her rapid adaptability to radical change demonstrates her ability to navigate demanding educational environments while ensuring successful learning outcomes.

After carefully evaluating the participant's distinctive abilities and experiences, the researcher identified her as an exemplary candidate for investigating the intricate interplay of Canva, vocabulary education, and English as a Foreign Language (EFL) teaching.

The data were collected using closed-ended questions for the teacher's background and open-ended questions for her familiarity and experiences.

To check the validity of the result, the researcher asked the participant to re-check the outcome of this research regarding her data, namely the member-checking technique. Member verification, also called participant or respondent validation, is a method for assessing the veracity of results in which the participants are provided with data or results to verify their veracity and congruence with their experiences (Birt et al., 2016; Creswell & Miller, 2000). Member verification is frequently included on lists of validation techniques (Birt et al., 2016). Harper & Cole (2012) suggest in their article that the benefit of the member-checking technique is comparable to certain aspects of group therapy, particularly in normalizing the experienced phenomenon. Even if the participants never meet, they can take comfort in the fact that their emotions are acknowledged, and they are not alone. To get the result, Constructivism theory is used to analyze and explain the findings of this research.

RESULTS AND DISCUSSIONS

The research findings elaborate more regarding the experience, benefits, challenges, and familiarity of an English as a Foreign Language (EFL) teacher with a unique educational background regarding Canva as an instructional tool for vocabulary instruction.

The participant has yet to collaborate with other educators on creating resources using Canva; however, she has independently designed materials based on her students' requirements and learning objectives.

Excerpt: "16. Do you collaborate with other educators to create vocabulary resources with Canva? If yes, how has this procedure benefited you? I designed everything by myself and have not collaborated with other educators yet. Usually, I designed the assessment derived from their textbook and tried to adjust the pictures, graphics, audio, or videos to make it more attractive and interactive to them."

In designing Visual aids, she used a variety of Canva-accessible graphics, photographs, and videos to create an engaging and effective vocabulary teaching tool.

Excerpts:

"7. How can you ensure your Canva vocabulary visuals are engaging and effective for your students?

I do not know the clear indication that my presentation is successful or not, but I just see it from my students' enthusiasm and maybe their final results umm I think the first one that I consider is the theme of my lesson for the day I am looking for the templates that have correlation to the theme another consideration to pick the template is maybe the, you know, the colour, if my student is boy, I will choose template that use manly colour maybe blue, green, black, that kind of just the elements that have the correlation to the theme or topics on the day colour and if my student is girl then I will use soft colours pastel colours maybe pink, yellow pastel, green pastel and so on. Anyway, I am talking about teaching students in private lesson one on one private lessons in online platforms like zoom or google meet. Another considerations in picking the source stuff umm yeah I think not only graphics but photos and videos."

"8. Have you created vocabulary flashcards or posters using Canva? If yes, could you please give some pointers for producing useful visual aids?

I teach grade three students guiding them specifically in comprehending their learning materials for example: they learn about animals so they will be making flashcards in A4 and divided vertically into three parts with colourful background and working sheet with rectangle animals and background sheet complete with the remarks because it is a project-based learning. I also create a flashcard for Multilanguage purpose, I cut A4 paper into four parts in rectangle and put a circle with graphic in the middle to omit tedious. I plan to add audio with Icon as well for the correct pronunciation similar to digital Flashcards by clicking the audio. For the Hybrid part, I also plan to put QR Code that is enable to open the audio as well. (Example provided: Prototype).

A.Multi-languages teaching purposes

B.Flashcard with Corpus

This Flashcard is created by using Corpus with an A4 paper rectangle. E.g: Defend: There are four parts rectangle in one card "

"9. How do you utilize Canva to build multimedia presentations for vocabulary instruction? I took the pre-made template and modify it. The consideration of the selection of the template is based on their characteristic like their Gender and so forth. E.g.: The use of "This and That" and "These and Those". I had the students to write sentences by using the words "This is American Liberty Statue", for this, I gave them the example first. I provide the text along with the graphics or pictures. I used a template form from Canva and set the size completed with the graphics in Canva about Liberty Statue like choosing the Liberty Statue Graphics and other graphics that related to the topic along with the sentences. In doing so I even buy Premium Canva to unlock more Graphics that cannot be found in Free Canva. The purpose of this is to facilitate my students to comprehend more through the utilization of Canva."

She used Canva to present lessons, including titles, learning objectives, materials, and images corresponding to the learning topic and the student's interests. This is aligned with (Al-farizi & Suherman, 2019) statement that numerous applications facilitate English-learning activities, when technology enters the classroom, it transforms the learning environment. The application is beneficial not only for students, but also for teachers, whose workload will be reduced, making instructors merely facilitators for students.

Excerpt:
12. How do you incorporate Canva examples into your vocabulary-building lesson plans? At the beginning of my presentation, I provided the bullets or pointers about the goals or objectives of the study of the day by using Canva.
To accommodate diverse student requirements, she attempted to tailor topics and media to student interests, such as K-Pop culture and preferred sports.
Excerpts:
6. Do you find any accessibility features in Canva particularly beneficial when producing products for kids with varying learning needs?
Canva gives me option to explore many graphics, photos, videos, umm I just put and pick them on my working page other than that I can also use uumm add on some links to my working page links to the YouTube videos or Websites related to my lesson uumm mm what else, I also use oh features for uploading for my own photos or my own audios that I can add to my project on my working page, and sometimes I use Canva for my life presentation so my face will be bear on my presentation live uhh add link features in Canva to my slide presentation to educational games website I use it for just practicing the knowledge that I already share to my students to test their understanding or maybe for just revealing the materials that we have learned on the previous meeting or just for the warm up for the lesson yeah that's a way to introduce the topic to my students.
Regarding learners various needs umm I don't know, I just try to find the topic that maybe appropriate to their age, I mean the viral things that happen surround them or their hobbies I mean there is one of students that might that have interest in Korean K-Pop things so I explore a classic photos or just use the features of uploading my own photos to the Canva's project for the K-pop elements. And for another student maybe he has interest in football so yeah I'll search for footballs elements in Canva, or outside Canva and upload it to my Canva's project. Ok, what else. Uuumm…Maybe for the sake of bring the authenticity of the topic that I bring to my students, for example when I taught about the Chinese culture or places in China like great wall of China, I put on my, Uumm I mean not my own songs but I search it outside Canva's, the Chinese traditional music and then I put it on my Canva's project as my music background so my students can get the vibes of China or Chinese cultural itself.

Creating interactive games and activities: Using Canva, she created language games and interactive activities to increase student engagement in learning and facilitate vocabulary comprehension and retention. Not only in designing the lesson materials, but she also evaluated the capability of her students through assessment. Evaluation of student engagement and comprehension: She evaluated the student engagement and comprehension using Canva-created activities and quizzes and by observing student enthusiasm and outcome.
Excerpts: "13. How do you use Canva to incorporate multimedia (e.g., images, videos, GIFs) into your vocabulary classes to improve learning? It depends on the instructions. Instructions are applied to different multimedia incorporation. For example: I used Audio-Pictures, e.g: I provided words with definitions completed with the audio like "Muffed Sound" The definitions are "quiet and hard to hear' or "Muted or dampened, often due to being blocked or absorbed by something else" or I will insert gift video about one expression e.g: He or She needs to choose one of the three expressions "Gapping, Star ring or surprise" He or She will select one expression that suitable to the gift."
"14. Have you created interactive vocabulary quizzes or games for your pupils using Canva? If yes, could you please offer some? Yes, I have. For example, tongue twisters game in my slide presentations. Mainly, I used a lot of sentences then in order to avoid a tedious display I chose different colors for the words."

15. How do you assess student involvement and comprehension while using Canva to teach vocabulary? To assess students' involvement and comprehension and understanding, I used the aforementioned quizzes or games.

For the recommendations for other instructors, she recommends that other teaching staff set clear objectives when utilizing Canva for vocabulary instruction and utilize the various features and templates to create engaging and meaningful content for students. Additionally, she emphasizes the significance of employing imaginative designs to pique students' interest and engage them in the material-making process.

Excerpt:
20. What recommendations would you give to other teachers considering using Canva to teach vocabulary? And please provide the reason why.
I would advise teachers to begin by setting clear goals for how they wish to teach words. What do they hope children will be able to do once they have mastered the words? They might think about how Canva can help them achieve their goals once they know what they are.
I'd also recommend that teachers use Canvas designs and other resources. Canva features a plethora of designs and tools for creating engaging and enjoyable vocabulary study resources. These templates can help teachers save a lot of time and work. They can also assist them in creating high-quality materials that will maintain kids' interest.
Canva has a lot to offer, not only just move the pictures, illustrations, and videos from Canva, we can find element pictures in Element. We can customize our objectives by using the newest feature in Canva which is AI text to picture.
Finally, I would advise instructors to be creative with the designs they create in Canva. The more fascinating and visually appealing the materials, the more likely the kids will recall the text. Teachers can also involve students in the design process, which gives them a sense of ownership over the tools and helps them learn the vocabulary more effectively.

These research findings demonstrate that an EFL teacher with diverse educational backgrounds with short-term teaching experiences but long-term experience utilizing Canva has incorporated Canva into her teaching practices and positively impacts student learning outcomes. However, more research is required to determine how Canva and other educational technologies can adapt and enhance effective teaching practices.

This research aims to address the research inquiries and provide further elaboration on them. This study analyses current literature on strategies for teaching English as a Foreign Language (EFL) vocabulary and technology utilization. Additionally, this paper will explore the potential of Canva as a tool for teaching vocabulary to EFL students. Furthermore, based on teachers' experiences, this study will propose potential considerations for using Canva in vocabulary instruction.

Theoretical Framework: Constructivism: Constructivism is an educational theory that emphasizes learners' active construction of knowledge by learners. Pramono (2023) in https://gurudikdas.kemdikbud.go.id/ stated that Constructivism emerged as a learning theory only recently, after behaviourism and cognitivism, even though the essence of constructivity had existed since the early 20th century, including in John Dewey's ideas. Jean Piaget and Lev Vygotsky were two significant figures in the development of the constructivist theory. According to a study by Harasim (2018, as cited by, Pramono, 2023) https://gurudikdas.kemdikbud.go.id/) The theory of constructivism is a well-known concept in the field of education. Constructivism in the context of educational philosophy is an attempt to establish a modern, culturally enriched life structure (Sanjaya et al., 2022).

This theory highlights the significance of involving students in hands-on activities and allowing them to build their understanding of the concepts being taught. The researcher explored how Canva, as a visual and interactive tool, facilitates the construction of vocabulary knowledge by students through hands-on activities and creative expression.

According to Harasim (2018, as cited by, Pramono, 2023), constructivism's epistemology is a philosophical perspective in which knowledge is not absolute but constructed through interactions with others, communities, and environments. In this situation, the teacher facilitates student engagement by making learning an active process. Students' use of assignment-related tools such as

Canva illustrates this strategy. The teacher's function shifts from direct instructor to facilitator, implementing strategies for scaffolded learning.

Scaffolded learning, an alternative term for Vygotsky's Zone of Proximal Development (ZPD), assists in phases and progressively reduces as student proficiency improves. Through ZPD, students are encouraged to solve problems that may initially appear insurmountable but are within their growth potential with the assistance of more capable peers or instructors.

Constructivism theory provides learners with meaningful experiences and activities is essential. The teacher seeks to achieve this in interviews by creating and sharing Canva-based visual methods for meaningful English vocabulary teaching. The teacher's approach is also learner-centered, where she used Canva to create visual content that corresponds to students' interests and skills—for instance, selecting the appropriate colors, graphics, photos, and audio based on the student's gender, interests, or hobbies. Aligned with the participant, in her research, Wijayanti (2022) discovered that most students and professors concur that Canva is an excellent application for English language instruction. It aligns with Click or tap here to enter text. (Smaldino, 2015; Smaldino et al., 2012) claim that Canva enables instructors to create instructional materials, which (Wijayanti, 2022) cites. This study supports Smaldino's hypothesis that the Canva program can be a teaching aid for English.

Moreover, she used Canva to provide educational materials, including multiple forms of multimedia, to create a beneficial learning environment based on the constructivism theory. It allows students to comprehend and recollect words. Constructivists believe students create new information from different existing knowledge. The teacher utilized Canva to develop student visualizations based on course objectives and subjects.

To engage and understand students, the instructor uses Canva-generated visual material and activities for evaluation. This strategy lets students test their vocabulary. The participant used Canva to design and incorporate visual resources for her students' different learning needs. Constructivism encourages student participation in their surroundings, which this technique does.

CONCLUSION

From this perspective, Canva transforms EFL vocabulary education. Its revolutionary approach to student-centered learning allows instructors to design visual aids and interactive information that match students' learning styles. Individualized training improves learning and cognitive engagement with English vocabulary. In addition, its user-friendly design and extensive capabilities make multimedia integration easy, creating an immersive learning environment. This multimodal method meets the needs of varied pupils and promotes language through sensory inputs. The adaptable Canva Platform can also construct dynamic evaluation tools that engage students and reveal their growth. Moreover, using this tool to teach EFL vocabulary might improve language teaching. Instructors may use its features to create a more interesting and effective teaching framework to help students learn English. For future research development, it is recommended to further explore the use of technology such as Canva in the context of EFL English vocabulary learning with a focus on measuring its impact on student learning outcomes. Research could delve deeper into specific aspects of visual aid design, interactivity, and the use of multimedia in language learning. Explore the effectiveness of multimodal methods in meeting students' diverse learning styles. Pay attention to implementation and teacher training aspects in order to maximize Canva's potential in learning.

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