

REIMAGINING EFL PRESENTATIONS: STUDENTS' EXPERIENCES AND ENGAGEMENT THROUGH CANVA

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ABSTRACT

This study aims to explore students' perceptions of using Canva as a digital presentation tool in English as a Foreign Language (EFL) learning, focusing on engagement levels, utilization of multimedia elements, and their experiences compared to other presentation tools. Using a descriptive quantitative approach supplemented with qualitative data, data was collected through closed-ended questionnaires and open-ended responses from a number of students. The results of the study show that students gave very positive responses to Canva, particularly in terms of ease of use, attractive visual appearance, and collaborative features. In general, Canva is considered capable of increasing students' confidence and engagement when giving presentations. Thematic analysis of the qualitative responses also revealed that features such as ready-made templates, animations, graphic elements, and online collaboration are the main attractions. Despite challenges such as dependence on internet connectivity and limited access to premium features, students still rated Canva as superior to other presentation tools. This study concludes that Canva can enrich the learning experience through a student-centered multimodal approach, while supporting independence and digital literacy in the context of English language learning

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1. INTRODUCTION

Student engagement is one of the most important factors influencing learning success in English as a Foreign Language (EFL) classrooms. Engaged students tend to demonstrate higher levels of motivation, attention, participation, and academic achievement. According to Ismail and Groccia (2018), active learning practices can improve students' cognitive, psychomotor, and emotional development, resulting in more meaningful learning experiences. Therefore, promoting student engagement has become a central concern for educators seeking to improve the quality of EFL instruction.

One strategy frequently employed to enhance student engagement is the use of classroom presentations. Presentations encourage students to actively participate in learning activities, develop communication skills, organize ideas systematically, and engage in critical thinking processes. Girard et al.

(2011) argue that presentations can significantly improve student engagement by fostering interaction, collaboration, and effective communication. Furthermore, multimedia-based presentations have been reported to increase students' understanding of learning materials and encourage greater participation during classroom activities (Mustafa et al., 2024).

In recent years, technological advancements have transformed the way presentations are designed and delivered. Traditional presentation tools such as PowerPoint are increasingly complemented by digital platforms that offer richer multimedia and interactive features. One of the most popular platforms is Canva, a web-based design application that enables users to create visually appealing presentations through customizable templates, animations, graphics, videos, and collaborative tools. Canva is widely adopted because of its user-friendly interface, accessibility, and ability to support creative content development without requiring advanced design skills.

The integration of multimedia elements in presentations is particularly relevant in EFL learning contexts. Multimedia learning theory suggests that the combination of visual and verbal information can facilitate deeper learning by reducing cognitive load and enhancing learners' information-processing abilities (Moreno & Mayer, 2000). Through the use of images, animations, videos, and other interactive elements, Canva has the potential to make presentations more engaging and comprehensible for both presenters and audiences. Consequently, students may become more motivated, confident, and actively involved in classroom learning activities.

The growing popularity of Canva further highlights its educational relevance. According to Canva's 2024 Annual Report, the platform has more than 170 million monthly active users worldwide and has been used to create over 15 billion designs across 190 countries. These figures demonstrate Canva's widespread adoption and suggest its potential as an educational technology tool. However, despite its extensive use in educational settings, empirical evidence regarding its effectiveness in enhancing student engagement in EFL classrooms remains limited.

Previous studies have examined the role of presentation tools and digital media in supporting learning engagement. Chen Hsieh and Lee (2023) investigated the impact of digital presentation tools on EFL learning, while Gurning et al. (2024) and Karacheva and Tsarova (2023) explored Canva's creative and instructional advantages. Although these studies generally report positive outcomes, most focus on design quality, creativity, or general educational applications. Limited attention has been given to how Canva influences students' engagement during oral presentations in EFL contexts. In addition, few studies have compared students' experiences of using Canva with conventional presentation tools, particularly regarding confidence, motivation, audience interaction, and learning effectiveness.

Therefore, this study seeks to address this gap by investigating students' experiences and engagement when using Canva for presentations in EFL learning. Specifically, the study explores students' perceptions of Canva, the multimedia features they utilize, and their comparative experiences with other presentation platforms. The findings are expected to provide empirical evidence regarding the educational value of Canva and contribute to the growing body of literature on technology-enhanced language learning. Furthermore, the results may offer practical implications for educators seeking innovative strategies to increase student engagement and improve the quality of presentation-based learning activities in EFL classrooms.

2. RESEARCH METHOD

This study employed a descriptive quantitative survey design supplemented by qualitative data from open-ended questionnaire responses. The survey design was selected because it enables researchers to describe and analyze participants' attitudes, perceptions, and experiences in a systematic way. Ishtiaq (2019) states that survey design is appropriate in educational research because it allows researchers to examine participants' attitudes and behaviors clearly. In this study, the design was used to explore students' perceptions of Canva as a digital presentation tool, particularly in relation to engagement, multimedia use, and comparative experiences with other presentation platforms. The original thesis also states that the research focused on students' experiences, engagement levels, and perceptions of Canva in EFL presentations.

The population of this study consisted of 237 students from the English Language Education Study Program. A population refers to the complete group of individuals or objects from which research samples may be selected (Peakall & Smouse, 2006). From this population, 65 students were selected as respondents through convenience sampling. This sampling technique was used because it allowed the researcher to involve respondents who were accessible, willing, and relevant to the research topic. Creswell and Creswell (2017) explain that convenience sampling allows researchers to obtain participants who are available and willing to take part in a study. In this study, the participants were students who had experience using Canva for classroom presentations.

Data were collected using a questionnaire distributed online through WhatsApp groups. The data collection process was conducted for two weeks, from May 9, 2025, to May 23, 2025. A questionnaire was used because it is a standardized instrument for collecting information from respondents in a systematic manner (Ovcearenco, 2023). The instrument consisted of 25 closed-ended statements using a five-point Likert scale and several open-ended questions. The Likert scale ranged from strongly disagree (1), disagree (2), neutral (3), agree (4), to strongly agree (5). The closed-ended items were used to obtain quantitative data, while the open-ended questions were used to collect supporting qualitative responses regarding students' experiences in using Canva.

Table 1. Blueprint of Research Instrument

Research aspect	Item numbers	Type of dat	Main indicators
Students' perception of Canva	1-6	Closed-ended and open-ended questionnaire	Students' perceived engagement and perceptions of Canva features
Types of multimedia elements in Canva	7-18	Closed-ended and open-ended questionnaire	Templates, images, videos, animations, audio, graphic elements, hyperlinks, QR codes, and collaboration tools
Students' engagement in EFL learning	19-29	Closed-ended and open-ended questionnaire	Confidence, motivation, attention, participation, and memorability
Students' comparative experiences	30-40	Closed-ended and open-ended questionnaire	Ease of use, creativity, effectiveness, multimedia integration, preferences, and challenges

Quantitative data were analyzed using descriptive statistics, including frequency, percentage, mean, median, mode, and standard deviation. These statistical procedures were used to describe the distribution of students' responses toward Canva as a presentation tool. Shahravan et al. (2013) explain that descriptive statistics are used to summarize and describe the main characteristics of data. The percentage of each response category was calculated using the following formula:

$$P = \frac{f}{N} \times 100$$

where **P** represents percentage, **f** represents the frequency of a particular response category, and **N** represents the total number of respondents. The percentage results were then interpreted using perception categories adapted from Davis (1989) and Venkatesh and Bala (2008), ranging from highly negative perception to highly positive perception.

To support the quantitative findings, the open-ended questionnaire responses were analyzed using thematic analysis. This analysis was conducted to identify recurring themes in students' responses regarding their experiences with Canva. The themes included visual elements, multimedia features, interactive tools, ease of use, collaboration features, and students' preferences in choosing presentation tools. Thematic analysis helped provide deeper interpretation of students' responses and complemented the statistical results.

Before analyzing the main data, the research instrument was tested for validity and reliability. The validity test was conducted using Pearson's product-moment correlation, while reliability was tested using Cronbach's Alpha. The thesis reports that all items were valid because each item had a Pearson correlation value higher than the r-table value of 0.224. The reliability coefficients also showed

acceptable internal consistency, with Cronbach's Alpha values of 0.833 for Students' Perception of Canva, 0.875 for Types of Multimedia Elements in Canva, 0.908 for Students' Engagement, and 0.785 for Students' Comparative Experiences. These results indicate that the questionnaire was valid and reliable for measuring students' perceptions and engagement in using Canva.

3. RESULT AND DISCUSSION

3.1 Result

This study involved 65 students of the English Language Education Study Program who had experience using Canva for classroom presentations. The questionnaire consisted of four indicators: Students' Perception of Canva, Types of Multimedia Elements in Canva, Students' Engagement, and Students' Comparative Experiences. Before the main analysis, the instrument was tested for validity and reliability. The validity test showed that all questionnaire items were valid because each item had a Pearson correlation value higher than the r-table value of 0.224. The reliability test also indicated acceptable internal consistency, with Cronbach's Alpha values ranging from 0.785 to 0.908. These results indicate that the questionnaire was reliable for measuring students' perceptions and experiences in using Canva for EFL presentations.

Table 2. Descriptive Statistics and Reliability of the Questionnaire

Indicator	Items	Min	Max	Mean	SD	Mean Percentage	Cronbach's Alpha	Interpretation
Students' Perception of Canva	4	11	20	17.02	1.96	85.10%	0.833	Highly positive
Types of Multimedia Elements in Canva	9	30	45	37.18	4.04	82.62%	0.875	Highly positive
Students' Engagement	8	21	40	31.54	4.31	78.85%	0.908	Positive
Students' Comparative Experiences	4	12	20	16.32	1.85	81.60%	0.785	Highly positive

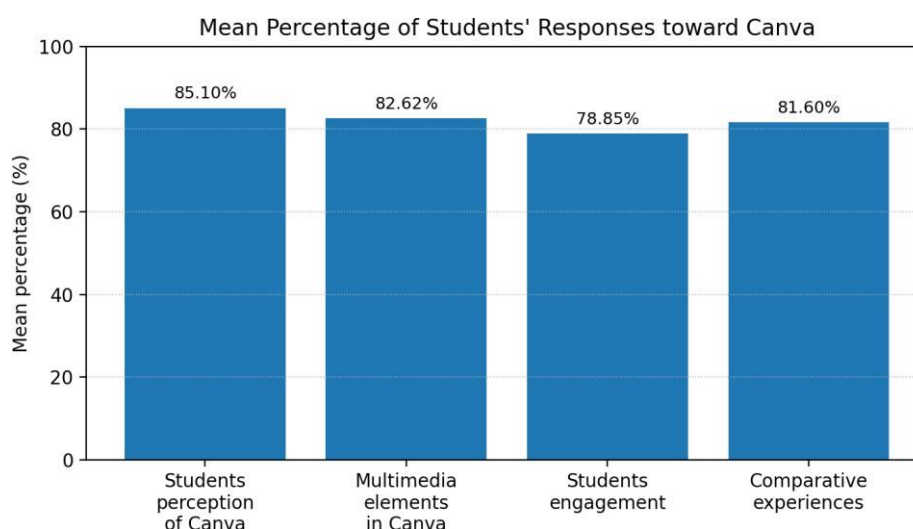


Figure 1. Mean Percentage of Students' Responses toward Canva

The results show that students had a highly positive perception of Canva as a presentation tool. The Students' Perception of Canva indicator obtained a mean score of 17.02 out of 20, equivalent to 85.10%. This result suggests that students generally perceived Canva as helpful in increasing their confidence, motivation, and ability to present ideas more clearly. The dominant score in this indicator was 16, selected

by 27 students, while 12 students gave the maximum score of 20. This indicates that most students felt confident when delivering presentations using Canva.

The Types of Multimedia Elements in Canva indicator obtained a mean score of 37.18 out of 45, equivalent to 82.62%. This indicates that students frequently used various Canva features, including templates, fonts, images, illustrations, videos, animations, audio, graphic elements, and interactive tools. The most frequent score was 36, chosen by 19 students, while several students gave the maximum score of 45. This finding shows that Canva was perceived as a multimedia-rich platform that helped students design more engaging and visually appealing presentations.

The Students' Engagement indicator obtained a mean score of 31.54 out of 40, equivalent to 78.85%. Although this score falls slightly below the "highly positive" category, it still indicates a positive level of engagement. Most students reported that Canva helped them become more active, interested, and motivated during presentation activities. The most frequent score was 32, selected by 17 students. In addition, five students gave the maximum score of 40, showing that some students felt very engaged when using Canva in EFL presentation activities.

The Students' Comparative Experiences indicator obtained a mean score of 16.32 out of 20, equivalent to 81.60%. This result shows that students generally considered Canva more effective and enjoyable than conventional presentation tools such as PowerPoint or Google Slides. The most frequent score was 16, selected by 34 students, while seven students gave the maximum score of 20. This suggests that Canva was preferred because of its ease of use, creative design options, flexible multimedia integration, and collaborative features.

The open-ended responses supported the quantitative findings. Six main themes emerged from the students' responses: ready-to-use templates, graphic elements, animations, ease of use, collaboration features, and additional or AI-based features.

Table 3. Thematic Findings from Open-ended Responses

Theme	Description	Representative Quote
Ready-to-use templates	Templates helped students save time and create professional-looking presentations.	"Pre-designed templates are my favourite part. They save time and provide a professional look instantly." (S8)
Graphic elements	Icons, illustrations, and visual elements helped clarify ideas.	"Icons help me explain things better. They add meaning without words." (S20)
Animations	Moving elements and transitions made presentations more dynamic.	"Animations make the slides look alive and keep the audience interested." (S11)
Ease of use	Canva was perceived as simple, intuitive, and accessible.	"Canva is super easy to use. The drag-and-drop design helps me a lot." (S2)
Collaboration features	Real-time editing supported group work and peer feedback.	"Real-time collaboration is great. We could give feedback instantly." (S25)
Additional and AI-based features	Canva Live and AI suggestions helped students improve interaction and design ideas.	"The AI suggestions helped me when I didn't know what to do with the design." (S22)

The qualitative responses show that students did not only value Canva as a design tool, but also as a platform that supported creativity, collaboration, and communication. Several students emphasized that ready-made templates reduced the time needed to design slides, while graphic elements and animations made presentations clearer and more attractive. Students also appreciated Canva's drag-and-drop interface because it allowed them to create visually appealing slides without advanced design skills. In group tasks, collaboration features helped students work on the same presentation from different locations, making the presentation preparation process more efficient.

3.2 Discussion

The findings indicate that Canva positively influenced students' experiences and engagement in EFL presentation activities. The high mean score on the Students' Perception of Canva indicator suggests that students viewed Canva as a useful tool for improving their presentation quality. This finding is consistent with Ismail and Groccia (2018), who state that student engagement contributes to cognitive, affective, and behavioral involvement in learning. In this study, Canva appeared to support these dimensions by helping students feel more confident, motivated, and prepared when presenting in English.

The positive perception of Canva can also be explained by its accessible and student-friendly design. Canva offers ready-to-use templates, flexible layouts, fonts, images, icons, animations, audio, and collaborative tools. These features reduce the technical burden of designing presentations and allow students to focus more on organizing and delivering content. This supports Grieve et al. (2021), who note that structured presentation support can reduce students' anxiety in oral presentation contexts. In EFL learning, where students may experience anxiety due to language limitations, Canva's visual and structural support can help them present ideas more confidently.

The findings on multimedia elements show that students frequently used Canva's templates, images, illustrations, animations, and graphic elements. These features contributed to clearer message delivery and stronger audience engagement. This result aligns with Moreno and Mayer's (2000) multimedia learning theory, which explains that learning can be improved when information is presented through both verbal and visual channels. Kalyuga and Sweller (2014) also emphasize that multimodal presentation can help learners process complex information more effectively when visual and verbal elements are integrated appropriately. In this study, students reported that Canva's multimedia features helped them explain ideas more clearly and made their presentations less monotonous.

The qualitative findings further support this interpretation. Students stated that icons helped them explain ideas without using too many words, while animations made slides more lively and interesting. This is particularly relevant in EFL classrooms because visual elements can support comprehension when students face limitations in vocabulary, pronunciation, or spontaneous oral explanation. Therefore, Canva's multimedia features do not merely improve slide appearance; they also function as cognitive and communicative support in English presentation activities.

The engagement indicator showed a positive mean percentage of 78.85%. This suggests that Canva contributed to students' attention, motivation, and participation, although the level of engagement was not equally strong across all respondents. Some students may still need additional support in using Canva effectively or in delivering presentations confidently. Nevertheless, the overall result indicates that Canva can help create a more interactive presentation environment. This finding is consistent with Matias and Agapito Jr. (2022), who found that multimedia-based learning tools can increase students' motivation, focus, and creativity in learning activities.

The comparative experience results show that students preferred Canva over traditional presentation tools. Canva was perceived as easier to use, more visually attractive, and more flexible for integrating multimedia elements. This supports Maulana et al. (2024), who found that students prefer Canva because of its user-friendly interface, visual quality, and alignment with students' digital learning preferences. Similarly, Jamaludin and Sedek (2023) found that Canva can enhance students' learning experience by supporting creativity and comprehension through digital design.

Compared to traditional tools such as PowerPoint or Google Slides, Canva offers a stronger visual design orientation and more accessible creative options. While PowerPoint remains useful for structured and formal presentations, Canva gives students more freedom to design visually rich, audience-oriented, and collaborative presentations. This difference is important in EFL learning because presentation tasks require not only content accuracy but also confidence, audience engagement, and communicative clarity.

However, the findings also reveal several limitations. Some students mentioned that Canva depends heavily on internet connectivity and that several attractive features require premium access. These limitations are consistent with discussions in previous studies that digital tools may create accessibility challenges when students have unequal access to stable internet or paid features. Therefore, while Canva is useful for EFL presentation activities, teachers should consider students' access to devices, internet quality, and familiarity with the platform before assigning Canva-based tasks.

Overall, the findings suggest that Canva functions as more than a presentation design tool. It supports multimodal learning, student creativity, collaborative work, and audience engagement. The combination of quantitative and qualitative results confirms that Canva can enrich EFL presentation activities by helping students design clearer, more attractive, and more interactive presentations. Thus, Canva can be recommended as an alternative digital presentation tool in EFL classrooms, especially for tasks that emphasize creativity, communication, collaboration, and student-centered learning.

4. CONCLUSION

This study concludes that Canva is perceived positively by EFL students as a digital presentation tool that supports engagement, creativity, and confidence during classroom presentations. The findings show that students felt more motivated and involved when using Canva because of its user-friendly interface, attractive visual design, ready-to-use templates, and interactive features. These elements helped students organize their ideas more effectively and present their materials in a clearer and more appealing way.

The use of multimedia elements in Canva, such as images, animations, icons, templates, videos, and collaborative tools, also contributed to students' presentation experience. These features made presentations more dynamic, helped audiences understand the content more easily, and encouraged greater attention during the learning process. In the context of EFL learning, Canva supported students not only in designing visually engaging slides but also in improving their ability to communicate ideas confidently.

Compared to traditional presentation tools such as PowerPoint and Google Slides, Canva was considered more flexible, creative, and effective in supporting student engagement. Although several challenges were found, particularly internet dependency and limited access to premium features, students still viewed Canva as a valuable platform for presentation-based learning. Therefore, Canva can be used as an effective digital tool to enhance student-centered, collaborative, and multimodal learning experiences in EFL classrooms.

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