



A NARRATIVE INQUIRY INTO MIDWIFERY EFL STUDENTS' EXPERIENCES USING CANVA: CHALLENGES AND ADAPTATIONS IN ONLINE SPEAKING CLASSES

by

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Abstract:

This study explores the effectiveness of Canva as a learning tool to increase the English-speaking skills of midwifery students, focusing on their experiences, challenges, and adaptations in online speaking classes. Speaking is a vital skill for academic and professional communication, yet many students struggle due to low confidence and limited practice opportunities. The research aims to evaluate students' views on using Canva to enhance their speaking skills. A qualitative narrative inquiry was conducted, supplemented by a closed-end questionnaire to capture students' perceptions, with responses summarized descriptively. The findings reveal that Canva's interactive features significantly increased students' speaking confidence and engagement in EFL classrooms. Additionally, the study suggests that Canva's flexibility allows students to practice speaking anytime and anywhere, making it an effective tool for enhancing speaking proficiency. The integration of Canva into English language teaching holds potential for improving language skills while fostering creativity and self-expression. The results of this study suggest that Canva be incorporated into language learning curricula to maximize students' speaking potential and motivation. These findings provide insights for EFL instructors and curriculum developers to design more engaging and supportive online speaking environments.

Keywords: *Canva, English speaking skill, EFL, midwifery students*

Abstrak:

Studi ini mengeksplorasi efektivitas Canva sebagai alat pembelajaran untuk meningkatkan keterampilan berbicara bahasa Inggris siswa kebidanan, dengan fokus pada pengalaman, tantangan, dan adaptasi mereka dalam kelas berbicara online. Berbicara adalah keterampilan penting untuk komunikasi akademik dan profesional, namun banyak siswa berjuang karena kepercayaan diri yang rendah dan kesempatan latihan yang terbatas. Penelitian ini bertujuan untuk mengevaluasi pandangan siswa tentang penggunaan Canva untuk meningkatkan keterampilan berbicara mereka. Penyelidikan naratif kualitatif dilakukan, dilengkapi dengan kuesioner tertutup untuk menangkap persepsi siswa, dengan tanggapan yang dirangkum secara deskriptif. Temuan ini mengungkapkan bahwa fitur interaktif Canva secara signifikan meningkatkan kepercayaan diri dan keterlibatan siswa dalam kelas EFL. Selain itu, studi ini menunjukkan bahwa fleksibilitas Canva memungkinkan siswa untuk berlatih berbicara kapan saja dan di mana saja, menjadikannya alat yang efektif untuk meningkatkan kemahiran berbicara. Integrasi Canva ke dalam pengajaran bahasa Inggris memiliki potensi untuk

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meningkatkan keterampilan bahasa sekaligus menumbuhkan kreativitas dan ekspresi diri. Hasil penelitian ini menunjukkan bahwa Canva dimasukkan ke dalam kurikulum pembelajaran bahasa untuk memaksimalkan potensi dan motivasi berbicara siswa. Temuan ini memberikan wawasan bagi instruktur EFL dan pengembang kurikulum untuk merancang lingkungan berbicara online yang lebih menarik dan mendukung.

Kata kunci: *Canva, keterampilan berbicara bahasa Inggris, siswa bidanan, EFL*

INTRODUCTION

Development of information and communication technology (ICT) is related to the advancement of knowledge in education. It has offering opportunities to improve learning quality and foster global competitiveness (Al-ansi et al., 2021; Rahmawati et al., 2024; Wahyuni, 2023). Previous studies emphasize that the use of ICT integrate supports more dynamic and interactive classrooms, particularly in English as a Foreign Language (EFL) learning, where speaking is considered the most crucial skill among the four language skills (Harmer, 2007; Wahyuni, 2020; Wahyuni & Nur Utami, 2022). However, recent research also indicates that many students still face challenges in speaking, such as lack of confidence and limited practice opportunities (G. B. Chand, 2021; Geria, 2022; Mukminin et al., 2018; Prihandini et al., 2021). These findings highlight the urgency of exploring innovative digital looks like Canva can contribute to enhancing speaking skills in higher education context.

Previous studies have highlighted the potential of using digital technology to support the development of learning outcome. For instance, Pratama and Hikmat (2024) studied Canva to improve student's motivation and learning outcomes in English learning at middle schools. They found that Canva as a learning media could increase students' learning motivation and learning outcomes. The second is from Hadi et al., (2021) focusing Canva application to enhance students' writing performance. The result claimed that Canva Application was an effective medium to facilitate and improve their writing performance. Third, Siswanjaya, (2021) reported Canva to increase the student's learning motivation in writing. He found that the project-based learning through Canva could improve students' motivation and writing skills. Last, Rahmatullah et al., (2020) claimed that it was easier for students to master labor material using audio-visual learning media based on the Canva application with very good criteria. However, the existing studies focused primarily on writing skills, motivation, leaving the exploration of Canva's role in developing speaking

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skills at higher education. More over, their studies (Hadi et al., 2021; Pratama & Hikmat, 2024; Rahmatullah et al., 2020; Siswanjaya, 2021) were conducted in secondary education context, leaving higher education settings such as midwifery programs, underexplored. Henceforth, this gap is significant to disclose since speaking skills are essential for midwifery students to succeed in academic and professional healthcare communications (Sudarmaji et al., 2021; Wahyuni, 2023). Therefore, the objective of this research is to explore the students' perceptions regarding the use of Canva in EFL midwifery classrooms.

This study has the potential to provide both practical and empirical contributions. Practically, It offers an alternative teaching strategy that can make speaking activities more engaging, interactive, and meaningful for midwifery students, who often struggle with confidence and fluency in English (G. B. Chand, 2021; Geria, 2022; Mukminin et al., 2018; Prihandini et al., 2021). By integrating Canva into classroom practice, educators may create a more student-centered learning environment that encourages creativity and oral communication. Empirically, the study contributes to the growing body of literature on digital learning tools by specifically addressing the underexplored area of Canva's role in speaking instruction at the higher education level (Azlan et al., 2019). Thus, the findings enrich academic discourses and provide insights for future research on technology-enhanced language learning (TELL).

Previous empirical studies have employed diverse variables and designs to examine the use of Canva in language learning. For example, Pratama and Hikmat (2024) conducted descriptive qualitative research with the subject of junior high school, and focusing on learning motivation and learning outcome. He used questionnaire, observation and interviews as the instrument. Second, Hadi et al., (2021) conducted quantitative research with pre-experimental research design which applied in the junior high school and focusing on students writing performance. He used pre-test and post-test to collect the data. Similarly, Siswanjaya, (2021) applied the classroom action research (CAR), it also applied in the middle school with the variable of writing skill and motivations, and to collect the data used writing test and interview. The last, Rahmatullah et al., (2020) who investigated Canva as an audiovisual medium for secondary school through research and development (R&D). It used expert judgment and tests for the students. However, none of these studies targeted speaking skills as

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the main variable, nor did they involve participants from professional higher education programs such as midwifery. These methodological limitations reinforce the importance of the present study in addressing an overlooked area within EFL research.

Speaking is widely recognized as the most essential skill in EFL because it functions as the primary medium of communication and interaction (Harmer, 2007; Sudarmaji et al., 2021; Wahyuni, 2023). In professional skills such as in the midwifery, speaking is not only important in academic purpose but also for clinical communication and participation in international healthcare network. For the perspective of technology enhances language learning (TELL), the integration of digital tools can address the student's limited exposure to authentic speaking practice by interactive activities (Azlan et al., 2019). Canva as a visual and collaborative design platform, support the development of speaking skill by encouraging students to explain, present and discuss their creativity outputs in learning English, thereby, reducing anxiety and increase the student's confidence (Fitria et al., 2021; Junaedi, 2021). Under this framework, Canva is positioned as a mediating tool that bridges theoretical needs in EFL speaking instruction. Speaking has been acknowledged as one of the core components of EFL learning since it allows the students to actively use the language for real communication (Harmer, 2007). Speaking requires the simultaneous use of linguistic resources and interactive strategies, which often leads to anxiety and limited performance among the students (Sudarmaji et al., 2021). For the midwifery students, speaking competence become even more essential as they are expected to communicate effectively in both academic and professional contexts, particularly in clinical settings and international collaboration (Zuzana, 2016).

Considering TELL theory, digital tools can be used to provide authentic exposure and reduce learners' barriers in oral communication (Sudarmaji et al., 2021). Canva, as an educational technology platform, integrates visual, textual, and collaborative features that promote creativity and engagement (Fitria et al., 2021). When employed in speaking tasks, Canva allows students to design content, present their ideas, and discuss their projects in English, thereby fostering fluency, confidence, and learner autonomy (Fitria et al., 2021; Junaedi, 2021). This position is Canva as a tool that bridges traditional pedagogy with modern, interactive approaches to language learning.

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Considering these theoretical underpinnings, the present study employs Canva as a mediating platform to address speaking-related challenges faced by midwifery students in EFL contexts. The framework of this study rests on the assumption that integrating Canva into speaking instruction not only enhances communicative competence but also cultivates confidence, motivation, and digital literacy. Thus, the study aims to explore students' perspectives on how Canva contributes to their speaking development, providing a conceptual link between theory, classroom practice, and professional demands. Therefore, the research question addressed in this study is: *What are the students' views on the effectiveness of Canva in supporting their English-speaking skill development?*

METHOD

Design

This research employs a qualitative design using narrative inquiry to explore midwifery students' experience with Canva in developing their English-speaking skills (Ary et al., 2010; Booth et al., 2008). The central focus on this study is on the students' perceptions of using Canva as the learning tools, specifically its role in supporting their English speaking skills development. In this design, Canva use is treated as the operational focus, while students' speaking skills development and perceptions serve as the key dimensions investigated. Narrative inquiry was chosen because it allows the researcher to capture the participants' personal stories and contextualize their lived experiences in depth (Clandinin, 2006). To strengthen the findings, a close-ended questionnaire was also administered to all participants as supplementary data, providing a broader overview of students' general perceptions.

Participant

The participants in this study are all first-year midwifery students in Akademi Kebidanna Wahana Husada Bandar Jaya, with a total of 16 students. They were selected using total sampling, meaning that the entire population of first-year midwifery students was included in the study. The participants in this study possess a basic level of English proficiency, which aligns with their current stage of language learning in the midwifery program. Secondly, a smaller purposive sample of 3 students was selected from the large

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group to provide personal stories about their experiences using Canva in speaking class. The smaller number of participants is to meet the narrative inquiry methodology. Focusing on a few rich narratives allows researchers to capture the complexity of lived experiences in context (Clandinin, 2006).

Instrument

The researcher used two instruments to support the methodology. First, the researcher used closed-ended questionnaire and the second was interview. The first instrument was questionnaire. It was administered to all of students (16 students) at first year midwifery students to collect the prior data in using Canva for speaking class. The instrument employed a Likert scale (Ary et al., 2010). The researcher distributed the questionnaire in the form of a Google Form. The purpose of this questionnaire is to determine students' interest in speaking skill learning using the Canva application. Prior to administering the questionnaire to participants, the researcher first identified the aspects and indicators of assessment that would be evaluated by the students. Subsequently, validity and reliability tests were conducted, with the researcher employing the split-half reliability method, which was calculated using SPSS 22 software. Satisfactory results were achieved, with the desired significant values, the test was then administered to the students. The blueprint of the questionnaire used in this study is shown in Table 1.

Table 1. Blueprint the aspect of the questionnaire

| <i>Research question</i> | <i>Canva Aspect</i> | <i>Indicators</i> | <i>Number</i> | <i>Question types</i> |
|---|------------------------------|---|------------------------|-----------------------------|
| <i>What are the students' views on the effectiveness of Canva in supporting their English-speaking skill development?</i> | Knowledge | <i>Introduction of Canva</i> | 1,2 | <i>Closed: rating scale</i> |
| | Design | <i>The design of Canva</i> | 3,4,5 | <i>Closed: rating scale</i> |
| | Content | <i>The content provided in the Canva</i> | 6,7,8,9 | <i>Closed: rating scale</i> |
| | Benefits for learning | <i>Analyzing the effect of Canva for Learning English</i> | 10,11,12,13 | <i>Closed: rating scale</i> |
| | Benefits for speaking | <i>Canva for speaking Skill</i> | 14,15,16,17, 18, 19,20 | <i>Closed: rating scale</i> |
| | Benefit for Tehnologi | <i>Increasing Students' skill in operating the Canva</i> | 21,22,23,24,25 | <i>Closed: rating scale</i> |

Adapted from: Zahranisa et al., (2025) and developed by the researcher

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The second instrument was narrative interview. In-depth narrative interviews were conducted with three selected students, chosen based on their questionnaire responses. These interviews aimed to collect rich, detailed personal stories about their experiences using Canva to develop their English-speaking skills. The researcher used expert judgment to valid and reliability for each item of question used in the interview. Before delivering the interview section, first administration was asking the students permission to do the interview. After that, if they agree, the interview starts and the researcher delivers some point that their identity will keep private. The blueprint of item interview is shown in Table 2.

Table 2. Blueprint the aspect of item interview

| Research question | Canva Aspect | Indicators | Total | Item number |
|---|------------------------------|--|--------------|--------------------|
| <i>What are the students' views on the effectiveness of Canva in supporting their English-speaking skill development?</i> | <i>Knowledge</i> | <i>The prior knowledge of Canva</i> | 2 | 1,2 |
| | <i>Design</i> | <i>Simplicity in creating designs, attractiveness of presentation layouts</i> | 3 | 3,4,5 |
| | <i>Content</i> | <i>Ease of organizing learning materials, integration of text and visual element</i> | 2 | 6,7 |
| | <i>Benefits for learning</i> | <i>Students' learning motivation, engagement and interest in learning</i> | 3 | 8,9,10 |
| | <i>Benefits for speaking</i> | <i>Confidence in delivering presentations, fluency in speaking practice</i> | 3 | 11,12,13 |
| | <i>Benefit for Tehnologi</i> | <i>Accessibility across devices, students' overall user experience</i> | 2 | 14,15 |

Adapted from Zahranisa et al., (2025) and developed by the researcher.

Data collecting technique

Data collection is a crucial step in conducting effective research. The selection of an appropriate technique ensures the acquisition of valid and relevant data. Before conducting the research, the researcher also makes ethical clearance. It was obtained from the research ethics of *AKBID Wahana Husada Bandar Jaya*. Prior data collection, participants were informed about the research objectives and procedures. They gave the consent voluntarily and using anonymous in the report field. At first, the data collection technique was carried out by administering a questionnaire to the students at the end of the English learning sessions that incorporated the use of the Canva application. The questionnaire helped identify the students diverse in experience and perspective. Based on the result, three students were selected purposively for narrative interviews to explore their live experience in greater depth. The

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second is interview. It conducted either face to face because they were availability at the dorm of the college, thus it easy while interview done by face to face. During the interview, the students share their personal stories while learning with Canva and their speaking class. It was done by the record the interview and the researcher transcribed the result, and it was the ingredient of the analysis section.

Data analysis technique

The data analysis of this research was conducted in two parts. The result of data questionnaire as the first data is analysis by split half to ensure the validity and reliability. It was conducted and analyzed using SPSS software. The interview data of this research was analyzed using thematic analysis (Clandinin, 2006). The analysis follows three steps: (1) coding transcript, (2) identifying reducing themes (the aspect of knowledge, design, content, benefits for learning, benefits for speaking, and technological skills) and (3) the last synthesizing narratives to illustrate students' experiences.

RESULT AND DISCUSSION

The researchers elaborated the results collected by questioner and the interview. The findings are organized based on the key aspects: knowledge, design, content, learning benefits, speaking skills, technology skills.

Result

The main findings are derived from data analysis. Based on the previously developed questionnaire blueprint, the research findings reported data for each measured aspect as shown in Table 3.

Table 3. Statistics analysis of questionnaire

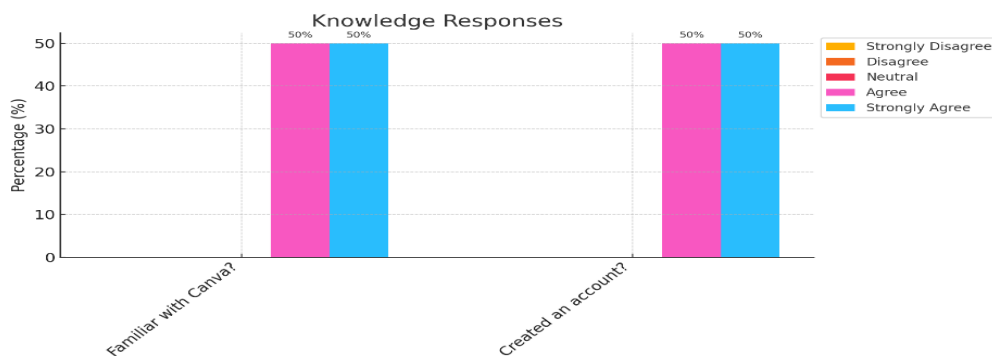
| <i>Aspect</i> | <i>Item No.</i> | <i>Mean</i> | <i>Std. Dev.</i> | <i>Category</i> |
|------------------------------|-----------------|-------------|------------------|-----------------|
| <i>Knowledge</i> | <i>1–2</i> | <i>4.5</i> | <i>0.53</i> | <i>High</i> |
| <i>Design</i> | <i>3–5</i> | <i>4.3</i> | <i>0.62</i> | <i>High</i> |
| <i>Content</i> | <i>6–9</i> | <i>3.9</i> | <i>0.71</i> | <i>Moderate</i> |
| <i>Benefits for Learning</i> | <i>10–13</i> | <i>4.4</i> | <i>0.58</i> | <i>High</i> |
| <i>Benefits for Speaking</i> | <i>14–20</i> | <i>4.2</i> | <i>0.65</i> | <i>High</i> |
| <i>Technology</i> | <i>21–25</i> | <i>4.1</i> | <i>0.60</i> | <i>High</i> |

Source: the result of statistics analysis of questionnaire

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As shown in table 3, the overall mean scores ranged between 3.9 and 4.5, indicating that students generally held positive perceptions of Canva in supporting their speaking activities. The highest score was found in the Knowledge aspect (M = 4.5), suggesting that most students were already familiar with Canva. The lowest score appeared in the Content aspect (M = 3.9), which still fell into the “Moderate” category.

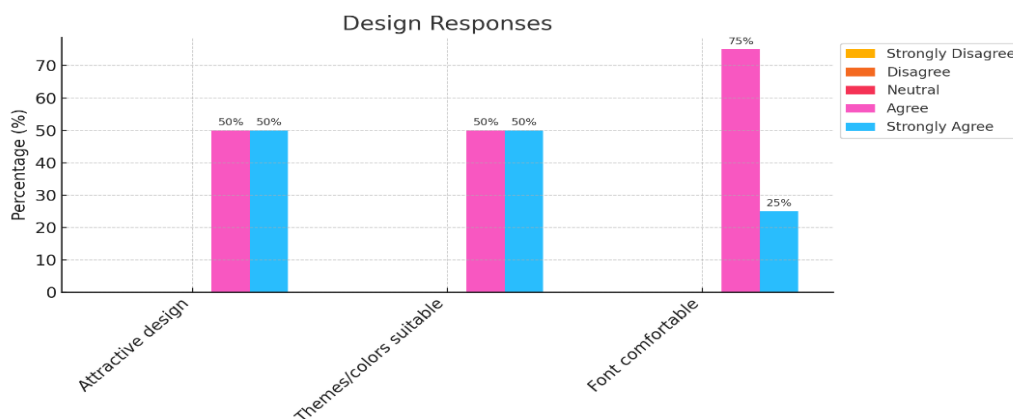
1. Knowledge of canva



Picture 1. Students’ knowledge of Canva

The questionnaire results 50% of midwifery students were already familiar with Canva, and 50% of them had an existing Canva account before this research was conducted. These findings indicate that most students were already known of Canva and Canva is a popular application among college students. The data above meets the substance of the interview as shown in the discussion (Table 4).

2. The canva design

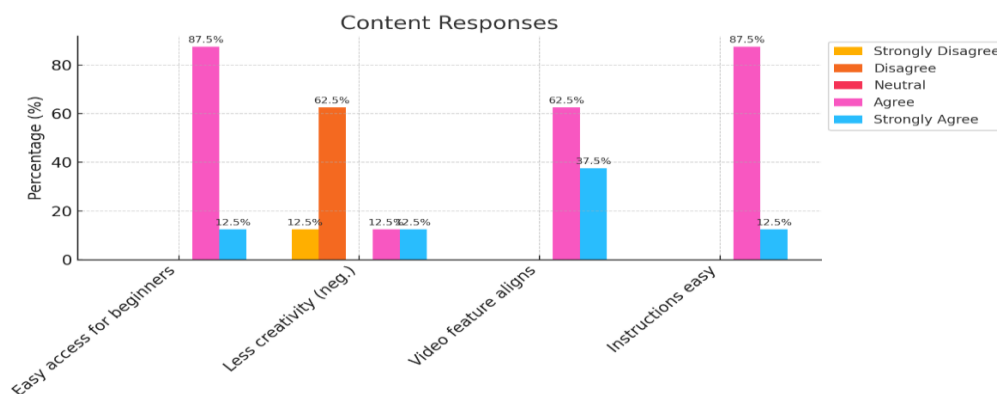


Picture 2. Students’ perceptions of canva design

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The data shows that 50% of students found Canva’s design to be interesting, and another 50% stated that the themes and colors used in the application are suitable for learning. Additionally, 75% of students felt that the fonts used in Canva are appropriate and comfortable to read. Interview insights support the survey findings, emphasizing that a visually appealing and user-friendly design enhances engagement and learning motivation.

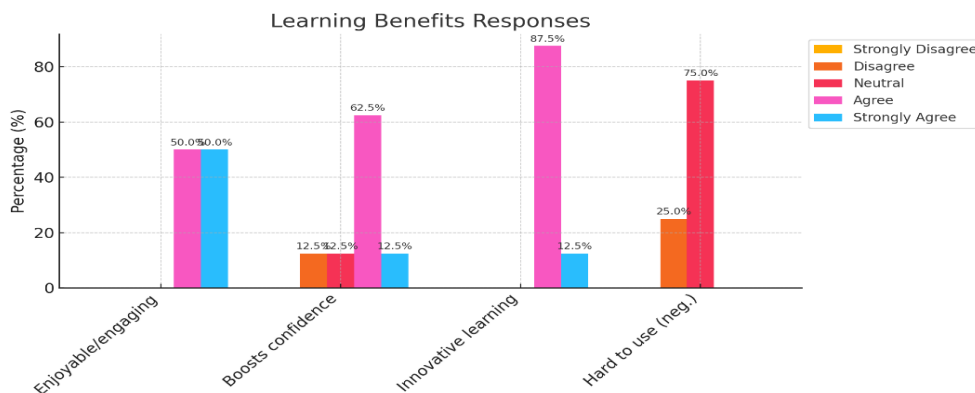
3. Canva content



Picture 3. Students’ perceptions of Canva content

Most students (87.5%) agreed that Canva’s features are easy to access. However, 62.5% mentioned that relying on templates can sometimes limit creativity. Meanwhile, 62.5% found video presentation features relevant to their course materials, and 87.5% agreed that instructions within Canva are easy to follow. The data above meets the substance of the interview as shown in the discussion (Table 5).

4. Benefits for learning: analyzing the effect of canva on learning English

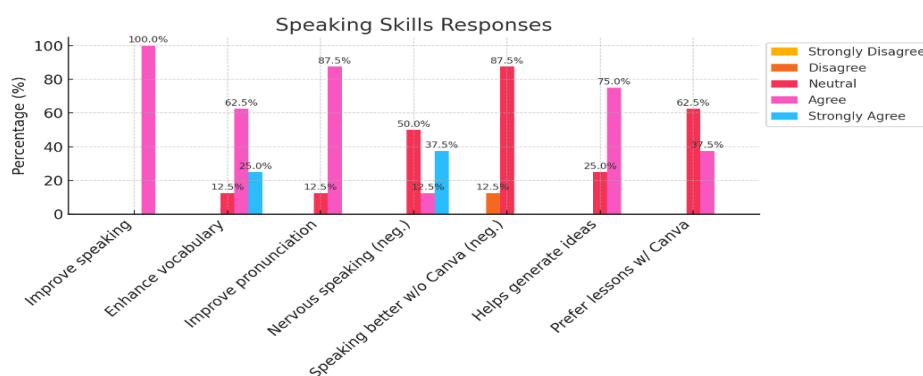


Picture 4. Students’ perceptions of Canva’s learning benefits

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The research findings show that Canva provides significant benefits in learning English, with 50% of students stating that using the application is enjoyable and exciting. Furthermore, many students (62.5%) felt more confident in speaking English after using Canva. In addition, 87.5% of the students agreed that the application creates a more innovative learning environment, allowing them to be creative with the various available features. The data above meets the substance of the interview as shown in the discussion (Table 6).

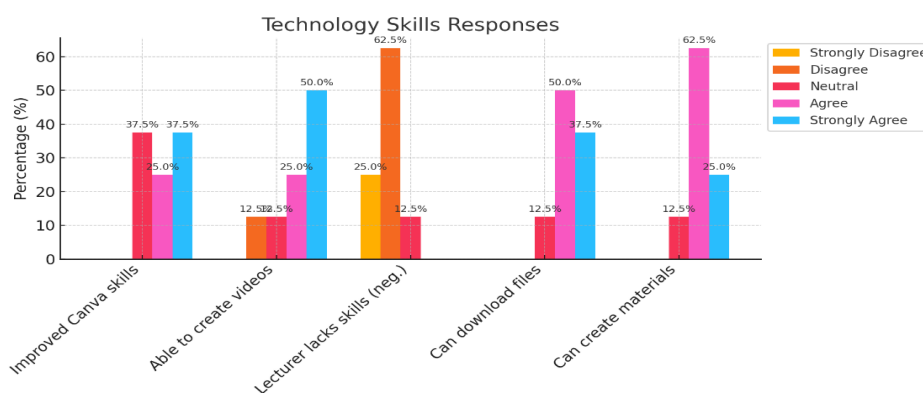
5. Benefits for speaking skills: canva for speaking skills



Picture 5. Students’ perceptions of Canva’s benefits for speaking skills

The use of Canva has proven to have a significant impact on students’ English-speaking skills. All students (100%) agreed that the application provided them with opportunities to enhance their speaking abilities. Most students (87.5%) reported improvements in their pronunciation, while 62.5% noted an increase in their vocabulary.

6. Benefits for technology: increasing students’ skills in operating canva



Picture 6. Students’ perceptions of Canva’s technological benefits

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In addition to the benefits observed in speaking skills, the use of Canva also enhanced students' technological abilities. A total of 37.5% of students felt that their skills in using the application improved after the training, and 50% reported being able to create videos using Canva. Moreover, most students (87.5%) stated that they could easily download materials in various formats such as video, PDF, image, and PowerPoint. The data above meets the substance of the interview as shown in the discussion (Table 7).

Discussion

This section discusses the findings of the study on the use of Canva to enhance midwifery students' English-speaking skills within an EFL context. Data was collected through questionnaires and interviews, with selected participants providing detailed insights into six aspects: knowledge, design, content, learning benefits, speaking skills, and technology skills. The narratives are interpreted in connection with previous studies to situate the findings within the existing literature. Prior research has demonstrated the positive impact of digital tools such as Canva on various learning outcomes, including motivation, writing skills, and multimedia learning (Lumbantoruan et al., 2024; Murtadho et al., 2023). The present findings add to this body of literature by highlighting Canva's application in supporting English speaking skills, particularly for midwifery students.

1. Knowledge of canva and its accessibility

The results revealed that half of the students were already familiar with Canva, while the other half had never used it before. For example, the students expressed their experience as shown in Table 4.

Table 4. Knowledge of canva and its accessibility

| | |
|----------------------|---|
| <i>Participant 1</i> | <i>I have used Canva since high school, so it was easier to navigate in the English class.</i> |
| <i>Participant 2</i> | <i>I had never tried Canva before, but after being introduced, I found it very easy and practical to use.</i> |
| <i>Participant 3</i> | <i>Even though I was new to Canva, the templates made it simple to start creating presentations.</i> |

Students with prior exposure expressed greater comfort in navigating the application, whereas new users reported finding Canva practical and easy to learn after being introduced during the speaking class. Similar findings were reported by Pratama and Hikmat (2024) who

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noted that Canva's accessibility and widespread usage contributed to its success in enhancing student motivation and learning outcomes in middle school English classrooms. Likewise, Lumbantoruan et al., (2024; Pelangi (2020) found that digital tools like Canva were easily adopted by students due to their user-friendly interface. These results suggest that Canva is not limited to niche groups but has become a widely recognized tool in education. From a theoretical perspective, this aligns with the Technology Acceptance Model (TAM) by Davis (1989) which emphasizes perceived ease of use as a major determinant of technology adoption in learning environments. However, this study's findings are limited by the small number of participants (n = 16), which may not fully represent the broader population of midwifery students. Additionally, the study was conducted within a short duration, making it difficult to capture long-term familiarity and adaptation. In conclusion, students' prior knowledge of Canva served as a strong foundation for confidence and engagement in EFL speaking activities, although future research should investigate whether such familiarity also translates into long-term improvements in speaking activity.

2. The design of canva: enhancing engagement and learning

The questionnaire results showed that students appreciated Canva's visual design, rating it positively with a mean score of 4.3. Interview data revealed that students perceived Canva's attractive templates, simple navigation, and color combinations as features that made the learning process more engaging and less monotonous. For example, the students expressed their experience as shown in Table 5.

Table 5. The design of canva: enhancing engagement and learning

| | |
|----------------------|---|
| <i>Participant 1</i> | <i>The Canva design is simple yet attractive, which motivates me to create presentations.</i> |
| <i>Participant 2</i> | <i>I like the layout and colors; it makes my slides look professional without much effort.</i> |
| <i>Participant 3</i> | <i>Customizing templates is straightforward, and I enjoy exploring different design elements.</i> |

These findings are in line with (Hadi et al., 2021) who found that Canva's design features supported students in organizing their writing ideas effectively, as the platform's templates reduced cognitive load. Similarly, (Pratama & Hikmat, 2024), emphasized that Canva's interactive design increased student motivation in English classes, and It also relate with the statement of (Wijayanti, 2022) Canva is convenient access because it provides all for

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the teaching and learning like the video, images, colors and many more. This suggests that design elements are not only aesthetic but also functional in shaping learners' engagement. From a theoretical perspective, the results can also be explained using multimedia learning theory (Mayer, 2006), which posits that well-designed visuals and layouts can enhance comprehension and retention. Nevertheless, the findings are limited by the scope of the study, which did not examine whether students' preference for Canva's design directly translated into measurable speaking improvements. Future studies may explore the extent to which design features influence performance outcomes in language learning. In summary, Canva's user-friendly and attractive design motivated students to participate more actively in speaking tasks, supporting its role as both an instructional and motivational tool.

3. Content of canva: A double-edged sword for creativity

The questionnaire results indicated that students gave Canva's content a moderate rating (M = 3.9). While many students felt that Canva helped them organize ideas and create structured speaking materials, some expressed that the ready-made templates limited originality. For example, the students expressed their experience as shown in Table 6.

Table 6. Content of canva: A double-edged sword for creativity

| | |
|----------------------|---|
| <i>Participant 1</i> | <i>Canva makes organizing content easier, but sometimes I feel I just follow the template</i> |
| <i>Participant 2</i> | <i>The video features match what the lecturer teaches, so it's very helpful.</i> |
| <i>Participant 3</i> | <i>I like that I can add my own ideas while still using a structured template."</i> |

Interviews confirmed these mixed views, with students appreciating the guidance Canva provided but also noting the tendency to rely too heavily on pre-designed layouts. These findings resonate with (Siswanjaya, 2021) who noted that while Canva supports students in producing written projects, it sometimes reduces opportunities for creative exploration, and it can also constrain students' ability to produce entirely original work if overused (Fauzi, 2024). Similarly, Rahmatullah et al., (2020) pointed out that audiovisual media like Canva may guide students' learning but can restrict independent idea generation. The present results align with constructivist learning theory (S. P. Chand, 2023), which stresses the importance of learner autonomy and creativity in building knowledge. Canva's templates offer structure but may inadvertently constrain originality if not balanced with

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open-ended tasks. One limitation of this study is that it did not further examine how students balanced guidance and creativity when using Canva. The short duration of the intervention also restricted observation of whether reliance on templates decreased over time. In summary, Canva's content features provided useful structure for midwifery students, but future studies should consider strategies to encourage creativity alongside guided design.

4. *The impact on speaking skills: building confidence and competence*

The questionnaire results indicated that students rated Canva's contribution to their speaking skills positively ($M = 4.2$). Most participants reported that Canva helped them practice speaking in a more structured and confident manner. For example, the students expressed their experience as shown in Table 7.

Table 7. The impact on speaking skills: building confidence and competence

| | |
|----------------------|--|
| <i>Participant 1</i> | <i>Learning becomes more enjoyable because I can create my own teaching materials.</i> |
| <i>Participant 2</i> | <i>I feel more confident practicing English in front of my peers using Canva.</i> |
| <i>Participant 3</i> | <i>Canva makes lessons interactive, and I am motivated to participate more actively.</i> |

Interview data confirmed these perceptions, with students explaining that Canva's templates and visuals provided useful prompts for oral presentations. These findings are aligned with (Siswanjaya, 2021) who found that Canva enhanced student motivation and confidence in language tasks. Similarly, (Hadi et al., 2021) reported that Canva improved students' writing performance by providing clear visual structures, which indirectly supported oral communication. From a theoretical perspective, this corresponds with (Ryan & Deci, 2000; Tunner et al., 1989) social cognitive theory, which highlights the role of supportive tools in increasing self-efficacy and reducing anxiety in performance-based tasks. Social cognitive theory suggests that the use of interactive tools like Canva can boost students' self-efficacy, motivating them to engage more actively in the learning process. However, the findings are limited by the short intervention period and the small number of participants, making it difficult to assess long-term improvements in fluency or pronunciation. In conclusion, Canva was perceived as an effective aid for improving speaking preparation and confidence, though further studies are needed to evaluate its impact on sustained oral.

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5. Technological competence: a key to success in the digital age

The questionnaire results revealed that students rated Canva positively for enhancing their technological skills (M = 4.1). Many participants explained that using Canva improved their ability to operate digital applications and strengthened their confidence in using technology for academic purposes. For example, the students expressed their experience as shown in Table 8.

Table 8. Technological competence: a key to success in the digital age

| | |
|----------------------|---|
| <i>Participant 1</i> | <i>My vocabulary has expanded because I need to write the text before recording videos.</i> |
| <i>Participant 2</i> | <i>I am more confident speaking English because the visual aids help explain my ideas</i> |
| <i>Participant 3</i> | <i>Recording myself on Canva helps me practice pronunciation and fluency</i> |

Interview data also highlighted that Canva helped students integrate digital competence with language learning. This finding is supported by, (Rahmatullah et al., 2020) who argued that Canva and other audiovisual applications promote digital literacy while supporting classroom activities. Likewise, (Pratama & Hikmat, 2024), reported that using Canva familiarized students with digital tools, making them more adaptable to technology-rich environments.

The results also align with the 21st-century skills framework (Davis, 1989), which emphasizes the integration of digital literacy as an essential component of modern education. Nonetheless, the scope of this study did not allow an in-depth examination of how digital skills improved beyond Canva. The study only captured short-term perceptions, which may differ from long-term digital competence. In conclusion, Canva was perceived as a valuable platform not only for language learning but also for enhancing students' technological readiness in higher education.

6. Students' perceptions of Canva's technological benefits

The findings of this study demonstrate that Canva effectively enhances midwifery students' English-speaking skills by fostering engagement, confidence, and speaking proficiency through its user-friendly design, interactive features, and multimedia capabilities. For example, the students expressed their experience as shown in Table 9.

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Table 9. Students' perceptions of Canva's technological benefits

| | |
|----------------------|---|
| <i>Participant 1</i> | <i>I couldn't create video presentations before, but now I can edit and save my work in MP4</i> |
| <i>Participant 2</i> | <i>It's easier to combine text and images and share my materials online</i> |
| <i>Participant 3</i> | <i>Learning Canva also improved my general computer skills, which is useful for other tasks."</i> |

Consistent with prior research (Hadi et al., 2021; Pratama & Hikmat, 2024; Rahmatullah et al., 2020; Siswanjaya, 2021), the study highlights Canva's potential to boost students' motivation, self-efficacy, and digital competence, thereby bridging language learning with professional readiness in the digital era. Despite limitations regarding sample size, study duration, and reliance on self-reported data, the results underscore the value of integrating Canva into EFL classrooms as an innovative pedagogical and technological tool, equipping students with essential skills to thrive in 21st-century educational and professional contexts.

CONCLUSION AND IMPLICATION

Conclusion

This study set out to explore the potential of Canva as a digital tool to enhance midwifery students' English-speaking skills within an EFL context. By combining questionnaire data with narrative interviews, the research provided a comprehensive view of students' experiences across six aspects: knowledge, design, content, benefits for learning, benefits for speaking, and technological competence. The findings indicated that students generally held positive perceptions of Canva. They considered it a user-friendly application that facilitated speaking preparation, supported creativity in presentation, and increased their confidence in using English.

The integration of Canva in speaking classes not only provided students with structured materials and appealing visuals but also encouraged them to actively engage in the learning process. Canva's features, such as templates and recording tools, made speaking tasks less intimidating and more enjoyable. Importantly, the study also revealed that students developed greater technological literacy, an outcome that is increasingly important in higher education and future professional environments. Overall, Canva proved to be an effective medium to connect language learning with digital competence, making it especially relevant

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in professional programs such as midwifery where English proficiency and technology readiness are both essential.

Limitation

Despite the promising findings, this study has several limitations that need to be acknowledged. First, the number of participants was relatively small ($n = 16$) and limited to a single institution, reducing the generalizability of the results. A larger and more diverse sample would provide stronger evidence for Canva's effectiveness in different educational contexts. Second, the duration of the intervention was short, making it difficult to capture long-term developments in speaking proficiency or sustained digital literacy. Future studies should consider longitudinal designs to observe how students' skills evolve over time. Third, the research relied mainly on self-reported perceptions gathered through questionnaires and interviews. While these instruments provide valuable insights into students' experiences, they may also reflect subjective bias. The absence of direct measurement of speaking performance, such as fluency tests or rubric-based assessments, means that conclusions about learning outcomes remain tentative. Finally, the study focused on a single digital tool, Canva, without comparing it to other applications or instructional methods. Further research could explore how Canva compares to alternative tools, or how it might be combined with other platforms to maximize learning benefits.

Implication

The results of this study carry several theoretical and practical implications. From a theoretical standpoint, the findings extend existing research on digital tools in language learning by providing evidence that Canva, widely known as a design application, can effectively support speaking skill development in higher education. The study highlights how Canva's design, content, and accessibility align with established theories of learning and motivation, thereby contributing to the discourse on technology-enhanced language instruction. From a practical perspective, the findings suggest that lecturers can adopt Canva not only to make learning more interactive but also to foster students' confidence and creativity in speaking activities. For midwifery students in particular, English proficiency is essential for accessing international knowledge resources, and Canva offers a supportive platform to practice this skill. At the same time, the use of Canva strengthens students'

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technological competence, an equally critical requirement in the 21st century. Therefore, integrating Canva in EFL classrooms addresses two important educational goals: improving language proficiency and developing digital literacy.

For policymakers and curriculum developers, this study underlines the importance of incorporating digital innovation into language instruction at the tertiary level. Providing institutional support, such as training programs and access to technology, can maximize the benefits of applications like Canva. In doing so, educational institutions can better prepare students not only for academic success but also for the demands of the modern workforce, where communication and digital competence are vital.

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