Teaching and Learning English by Using Canva: Instructors and Students' Perceptions at OTC Bali Gianyar

I Wayan Erik Susanto[1] , Ayu Gde Chrisna Udayanie[2]
Program Studi Pengelolaan Perhotelan[1],Program Studi Sistem Informasi[2]
[1] Politeknik Omna Trisakti Chandra, Bali, Indonesia ,[2] Universitas Bali Dwipa, Bali, Indonesia
Email : eriksusantoiwayan@gmail.com

Abstract
This study explores the perceptions of instructors and vocational students at OTC Bali Gianyar regarding the use of Canva in English language teaching and learning. Using a descriptive qualitative design, data were collected through questionnaires distributed to 4 instructors and 30 students from the Hospitality and Tourism program. The findings reveal that both groups hold positive perceptions of Canva as a learning tool. Instructors reported high levels of usefulness (81.6%), ease of use (85%), and accessibility (85%), while students also expressed favorable views with percentages of 81.9%, 75.9%, and 83.8%, respectively. Canva was recognized as an effective and creative platform that facilitates the creation of engaging learning media, supports online and offline instruction, and offers attractive design features. Beyond improving English learning, Canva fosters creativity, digital literacy, collaboration, and learner autonomy, making it a valuable resource for vocational education in the digital era.

Keywords: Canva Instructors' perception Students' perception Teaching and Learning English.

BACKGROUND OF STUDY

In the era of digital transformation, the integration of technology in education has become a cornerstone for effective teaching and learning. The use of digital tools not only supports knowledge delivery but also enhances student engagement and creativity. One such tool that has gained attention in recent years is Canva**,** a user-friendly graphic design platform that allows both teachers and students to create visual and interactive learning materials. In the context of English language learning, especially in vocational schools, Canva offers promising opportunities to improve language acquisition and media literacy simultaneously.

Vocational students often require a more applied and practical approach to learning due to their career-oriented educational focus. As emphasized by Richards and Rodgers (2001), the Communicative Language Teaching (CLT) approach, which values real-world communication and task-based activities, aligns well with the use of visual media like Canva. When students are involved in creating learning materials themselves, they become active participants in the learning process, thereby increasing their motivation and understanding.

The use of multimedia in language learning has been supported by Mayer's Cognitive Theory of Multimedia Learning (2001), which asserts that people learn more effectively from words and pictures than from words alone. Canva allows students to combine text, images, audio, and video, thereby enabling multisensory learning. For vocational students, such multimodal content supports better comprehension, especially when learning specialized vocabulary or situational English relevant to their field.

Another relevant theory is Vygotsky's Sociocultural Theory (1978), which highlights the importance of social interaction and collaborative learning in cognitive development. When vocational students work together to create English learning media using Canva, they not only practice language skills but also engage in peer learning and knowledge co-construction. This process enhances their language competence and confidence in using English in authentic contexts.

From a pedagogical perspective, the incorporation of Canva in English language teaching aligns with the principles of 21st-century learning skills, which include creativity,

collaboration, communication, and critical thinking (Trilling & Fadel, 2009). Canva projects inherently demand these skills, providing vocational students with a meaningful platform to apply English in contexts that mirror real-life workplace scenarios, such as making presentations, creating advertisements, or designing resumes.

Previous studies have shown that visual learning media can significantly improve vocabulary retention and reading comprehension among English language learners (Paivio, 1986; Nation, 2001). Canva's visual features, such as icons, infographics, and customizable templates, enable students to contextualize language and internalize meaning more effectively. This is especially beneficial for vocational students who may struggle with abstract or purely textual learning materials.

In addition, using Canva allows students to develop digital literacy, a crucial competency in today's workforce. As highlighted by Gilster (1997), digital literacy encompasses the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. By engaging in Canva-based tasks, vocational students not only improve their English but also prepare themselves for the digital demands of modern professional environments.

Moreover, learning through media creation promotes student autonomy. According to Holec (1981), learner autonomy refers to the ability to take charge of one's own learning. When vocational students are given the task of creating English learning materials using Canva, they engage in self-directed learning, making decisions about content, language use, design, and presentation. This fosters responsibility and enhances their overall learning experience.

Therefore, understanding instructors and vocational students' voices on using Canva for teaching and learning English is essential for educators and curriculum designers. Specifically, this research aims to figure out what are the perspectives of instructors of OTC Bali Gianyar in using Canva for teaching English and what are students' perspectives towards the use of Canva in learning English as a foreign language.

RESEARCH METHODOLOGY

A descriptive qualitative research design is used in the study to investigate the attitudes of the instructors and students in OTC Bali Gianyar in academic year 2025/2026 in teaching and learning English by using Canva Application. According to Creswell (2014), Qualitative research is a method for investigating and comprehending the meaning that individuals or groups attach to a social or human situation. The participants of this study were 4 Instructors and 30 vocational students from the Hospitality and Tourism program at OTC Bali Gianyar, selected through purposive sampling. These students had prior experience using Canva in English class assignments or projects.

The research used questionnaires as instruments for gathering data. According to Sugiyono (2017), a questionnaire is a method of gathering data in which a set of questions or written questions are provided to the respondents. Using Google Forms, the researcher in this study used the direct distribution of questionnaires to participants. The questionnaires were used to measure instructors'' and students' perceptions of the use of Canva in teaching and learning English language learning. These questionnaires consisted of three categories, namely usefulness items, ease of use items, and access items of Canva. Questionnaires are scaled with a Likert scale and then used using excel to process or calculate the data. The questionnaire items were measured with statistical-numerical results ranging from 1 – 4: (1: Strongly Disagree), (2: Disagree), (3: Agree), (4: Strongly Agree).

RESULTS AND DISCUSSION
RESULTS

Since this study was to figured out the instructors' and students' perceptions towards the use of Canva in teaching and learning English at OTC Bali Gianyar, then the questionnaires were distributed to

the instructors and students through Google Form. Questionnaires are graded on a Likert scale and then analysed with Excel. The researcher provides twelve questions, but the results in this section have been divided into three sections: Canva Usefulness Items, Canva Ease of Use Items, and Canva Access Items.

No	Items	Statements	1	2	3	4	%
1.	Usefulness Items	Canva is great for creating Learning Media			3	1	70
		Canva Application is easy to understand		1	2	1	80
		Canva facilitated instructors and students to be more creative			1	3	95
Total				1	6	5	81,6

Table 1.Instructors' perceptions in using Canva as means to be a useful tool in English Language Teaching

Based on the result of questionnaires showed on the Table 1 above, it can be stated that for the statement 1, it was found that there were three instructors chose to agree and one chose strongly agree. The final score was 17 with a percentage of 70%. In the statement 2, it was found that one instructor chose disagree, two instructors chose agree and one instructor chose strongly agree. The overall score was 16 with a percentage of 80%. The final statement was about Canva facilitated teachers and students to be more creative. The result of the questionnaire showed that one instructor was agree with that statement and three instructors were strongly agree. The total score was 19 with a percentage of 95%. Moreover, based on the result stated on the table above, it can be concluded that the majority of English instructors at OTC Bali Gianyar with total percentage of 81,6% have a positive perception of Canva as a useful tool in teaching and learning English.

No	Items	Statements	1	2	3	4	%
1.	Ease of Use Items	Canva makes teaching and learning simple			3	1	80
		Canva application enhances online instruction and learning			2	2	90
		Effectively enhances learning media with the Canva application			2	2	90
		Distributing Canva's educational material is simple			3	1	80
		The technology requirement can be helped by the Canva application			1	3	95
Total					11	9	85

Table 2. Instructors' perceptions in Using Canva as means to Ease of Use Tool in English Language Teaching

According to result of the questionnaire above, it can be found out that in the first statement, there were three instructors were agree and one instructor was strongly agree. The overall score is 16 with an 80% percentage. Based on the second statement, there were two instructors were agreed and two instructors were strongly agreed. The total score was 18 with an 90% percentage. In the third statement which stated that effectively enhances learning media with the Canva application. It was found that there

were two instructors chose agree and another two chose strongly agree. The overall score was 18 out of a possible 100.

In the fourth statement, it was figured out that there were three instructors chose agree and one instructor chose strongly agree. The overall score is 16 with an 80% percentage. In the last statement, there was one instructor was agreed and three instructors were strongly agreed that the technology requirement can be helped by the Canva application. The overall score was 19 and the percentage was 95%. With an overall percentage of 87%, it can be inferred from the description above that most lecturers have a favourable opinion of Canva as an approach to being an easy-to-use tool in English language teaching.

No	Items	Statements	1	2	3	4	%
1.	Access Items	Canva is an interesting application to use			1	3	95
		Canva is one of the best choices for learning application		2	2	0	65
		The images, fonts, colours, and videos in Canva are very attractive.			1	3	95
		I like to try exploring the Canva application.			1	3	95
Total				2	5	9	85

Table 3. Instructors' perceptions in Using Canva as means to be an Easy Access Tool in English Language Teaching

Based on the table 3. Above, it can be said that in the first statement, there was an instructor chose agree and three instructors chose strongly agree. The percentage was 95. In the second statement, there were two instructors were agreed and two instructors were strongly agreed. The percentage was 65% and the overall score was 10. The next statement revealed that one instructor was agreed and there were three instructors who chose strongly agree. The percentage was 95% with a total score of 18. The same result also occurred in the last statement in which there was one instructor chose agree and three instructors chose strongly agree. The percentage was 95% with a total score of 18. According to the description above, 85% of instructors have a favourable opinion of Canva as a tool that is simple to use and accessible for teaching the English language.

Based on the results of three points above regarding to instructors' and students' perceptions toward the use of Canva in English teaching and learning process, it can be concluded based on the following diagram:

Usefulness Items   Ease to Use Item   Access Items

Diagram 1.
Total of all percentage of The Instructors on Using Canva in English Language Teaching

Based on the Diagram 1 above, it can be figured out that from three points items of using Canva in teaching and learning English for instructors and students of OTC Bali Gianyar, they had positive perceptions. The percentage of used items revealed to 81,6%, ease of use items was 85%, and access items was 85%.

No	Items	Statements	1	2	3	4	%
1.	Usefulness Items	Canva is great for creating Learning Media		3	16	11	79.8
		Canva Application is easy to understand	1	3	18	8	78.2
		Canva facilitated instructors and students to be more creative		2	11	17	87.2
Total			1	8	45	31	81.9

Table 4.The Students' Perceptions in Using Canva as means to be a useful tool in English Language Teaching and Learning

Based on the result showed on the table 4. Above, it can be stated that in the first statement, there were three students were disagreed, sixteen students were agreed and eleven students were strongly agreed. The overall percentage was 79,8. In the second statement, it was found that there was a student strongly disagreed, three students disagreed, eighteen students agreed, and eight students strongly agreed. The overall percentage in the second statement was 78,2. In the last statement in which Canva facilitated teachers and students to be more creative. It was found that two students disagreed, eleven students agreed and seventeen students strongly agreed. The overall percentage in this statement was 87.2. Based on the three statements above, it ban be summed up that the total percentage of 81,9 in which it means that the majority of the students view the use of Canva as a useful tool in the teaching and learning English language.

No	Items	Statements	1	2	3	4	%
1.	Ease of Use Items	Canva makes teaching and learning simple	1	3	18	8	75.8
		Canva application enhances online instruction and learning	1	9	13	7	71.7
		Effectively enhances learning media with the Canva application	0	7	15	8	75
		Distributing Canva's educational material is simple	1	4	15	10	78.2
		The technology requirement can be helped by the Canva application	1	3	20	6	79
Total			4	26	81	39	75.9

Table 5.The Students' Perceptions in Using Canva as means to Ease of Use Tool in English Language Teaching

Table 5. showed that in the first statement, there was a student strongly disagreed, there were three students disagreed, there were eighteen agreed, and eight students strongly agreed. The total percentage

of this statement was 75.8. in the second statement, there was one student strongly disagreed, nine students disagreed, thirteen students agreed, and seven students strongly agreed. The overall percentage of this statement was 71.7. In the third statement, it was found that there were seven students disagreed, there were fifteen students agreed, and eight students strongly agreed. 75 was the total overall percentage of this statement. In the fourth statement, it was figured out that there was a student strongly disagreed, there were four students disagree, fifteen students agreed, and ten students strongly agreed. In the last statement, it was found that a student strongly disagreed, three students disagreed, twenty students agreed, and six students strongly agreed. The total percentage of this statement was 79. From the total percentage of all total statement above, it can be inferred that 75.9% of 30 students OTC Bali Gianyar stated that Canva favorably as an approachable tool for teaching and learning English.

No	Items	Statements	1	2	3	4	%
1.	Access Items	Canva is an interesting application to use		2	13	15	84.6
		Canva is one of the best choices for learning application		4	20	6	76.6
		The images, fonts, colours, and videos in Canva are very attractive.		3	7	20	88.7
		I like to try exploring the Canva application.		2	14	14	85.4
Total				11	54	55	83.8

Table 5. The Students' Perceptions in Using Canva as means to be an Easy Access Tool in English Language Teaching

Based on the table 5. Above, it can be stated that in the first statement, there were two students disagreed, thirteen students agreed, and fifteen students strongly agreed. The total percentage of this statement was 84.6. In the second statement, there were four students disagreed, twenty students agreed, and six students strongly agreed. The overall percentage of this statement was 76.6. In the next statement, there were three students disagreed, seven students agreed, and twenty students strongly agreed. In this statement, the overall percentage was 88.7. In the last statement, there were two students disagreed, fourteen students agreed, and fourteen students strongly agreed. In this statement, the total percentage was 85.4. Based on the description above, it can be concluded that the majority of students, with an overall percentage of 83.8%, have a positive perception of Canva as an easy-to-use tool in English language teaching.

According to the three items above regarding the students' perception on using Canva in English language teaching, the researcher concluded them all into one diagram below:
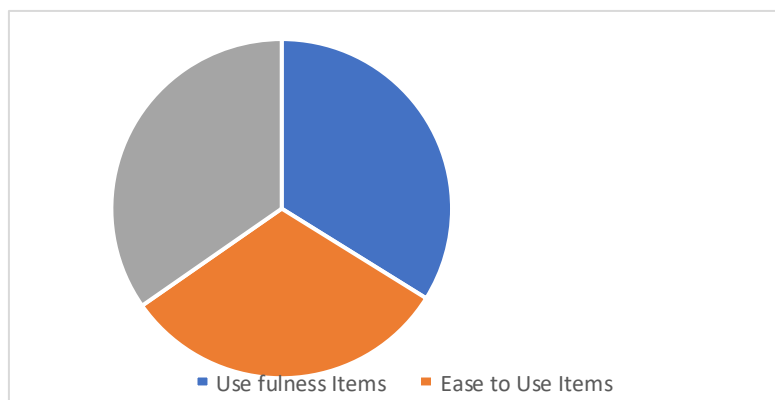
Diagram 2. Total all percentage of The Students' Perception on Using Canva in English Language Teaching and Learning

From the diagram above, the researcher concluded that the three items of using Canva in English language teaching have a positive perception on students at OTC Bali Gianyar. The percentage of used items is 81.90%, ease of use items is 75.90%, and access items are 83.80%.

DISCUSSION

The findings of this study revealed that both instructors and students at OTC Bali Gianyar hold positive perceptions toward the use of Canva in English language teaching and learning. From the responses to the twelve questionnaire items, the majority of the 30 students and 4 instructors agreed that Canva is an effective and innovative application for English instruction. These results align with Smaldino et al. (2015), who emphasized that Canva provides versatile functions for creating engaging instructional materials, thereby supporting its role as a valuable teaching tool.

In terms of usefulness, instructors and students recognized Canva as a platform that promotes creativity, simplifies the creation of learning media, and enhances the overall teaching and learning process. This finding supports Al-Khoeri (2021), who described Canva as a user-friendly tool for designing unique ELT materials. Additionally, it echoes Mayer's (2001) multimedia learning theory, highlighting the benefit of integrating words and visuals for improved comprehension.

Regarding ease of use, participants confirmed that Canva is practical, effective, and supportive of both online and offline learning environments. Students and lecturers agreed that Canva helps teachers create and distribute learning materials easily, while also fulfilling technological requirements for online instruction. This is consistent with Elsa and Anwar (2021), who emphasized Canva's dual functions in supplementing and enhancing the teaching process.

Finally, in terms of accessibility, both instructors and students viewed Canva as an attractive and accessible tool that offers diverse design features such as images, fonts, colors, and videos. These features make Canva not only an enjoyable platform but also one of the best choices for creating interactive learning resources. The high percentages in this category further reinforce its role as a reliable and engaging application for English language learning.

Overall, the discussion suggests that Canva contributes significantly to the teaching and learning of English at the vocational level. Beyond language acquisition, the platform also fosters essential 21st-century skills such as creativity, collaboration, digital literacy, and learner autonomy, making it a powerful tool for enhancing both pedagogical practices and student learning experiences in the digital era.

CONCLUSION

Based on the findings, both instructors and students at OTC Bali Gianyar showed positive perceptions toward the use of Canva in English teaching and learning. The results indicated that Canva is considered useful for creating engaging learning media, easy to use for supporting online and offline instruction, and easily accessible with attractive features such as images, fonts, and templates.

Instructors highlighted Canva as a creative and practical tool that enhances the teaching process, while students expressed that Canva makes learning English more interesting, interactive, and motivating. The overall percentages (instructors: usefulness 81.6%, ease of use 85%, access 85%; students: usefulness 81.9%, ease of use 75.9%, access 83.8%) reinforce that Canva positively contributes to the effectiveness of English language teaching and learning.

Therefore, it can be concluded that Canva not only improves students' English learning experience but also develops their creativity, digital literacy, and collaborative skills, making it a valuable tool for vocational education in the digital era.

REFERENCE

Al Khoeri, A. F., Nuraini, W., Ramdani, R., & Agum, S. (2021). The implementation of Canvas to enhance English teaching and learning. *In International Conference on Education of Suryakancana* (IConnects Proceedings).

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Elsa, E., & Anwar, K. (2021). The Perception of Using Technology Canva Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand. *Journal of English Teaching, Literature, and Applied Linguistics, 5*(1), 62. https://doi.org/10.30587/jetlal.v5i1.2253.

Gilster, P. (1997). *Digital literacy*. Wiley.

Holec, H. (1981). *Autonomy and foreign language learning*. Pergamon.

Mayer, R. E. (2001). *Multimedia learning*. Cambridge University Press.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

Paivio, A. (1986). *Mental representations: A dual coding approach*. Oxford University Press.

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.

Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2015). *Instructional technology and media for learning* (11th ed.). Pearson.

Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. Jossey-Bass.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.