# A CRITICAL REVIEW OF CANVA AS A VISUAL MEDIA PLATFORM FOR ENGLISH LEARNING

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## ABSTRACT

**KEYWORDS**
critical review, language learning, visual media, Canva, online platforms

This article reviews the use of online visual media platforms for English language learning, revealing that these platforms influence learners' motivation, participation, skill assessment, and collaborative learning environments. The review also highlights the need for further research on the integration of visual media in English language acquisition, particularly in reputable publications like Scopus and Google Scholar. This study also focuses on the writer's existing knowledge and aims to develop their own application of analysis based on their learning from related works. A total of 17 articles were retrieved from two online databases: the SCOPUS database and the Google Scholar website, using keywords related to the theme of online Visual media platforms accommodating online learning experiences and the effectiveness of onlinevisual media platforms. The study incorporated three research approaches: qualitative, quantitative, and mixed-method Research design methodology. The findings indicated the need of using all three research methods to get a legitimate and robust result for data interpretation in the field of education when using Canva as an online visual medium platform.

## INTRODUCTION

Online learning, often known as e-learning, necessitates the greater use of visual media platforms in the 21st century learning environment, where technologies such as digital devices are mobilized to provide more comprehensive and effective learning opportunities. Technology improves the effectiveness of learning in all elements of education (Reiners et al., 2005). According to Olcott (2021), the 21st century presents the most difficult scientific problems in the quest to grasp, organize, and extract valuable knowledge from the immense flow of information made available by modern data gathering technologies and computing capabilities. Students might associate with technology for a variety of reasons beyond amusement. Students are influenced in the way they think, learn, and interact, while also demonstrating incredible potential and talents while using technology. With time, the many forms of visual media platforms have emerged and are now integrated into nearly all academic disciplines in the educational sector, guaranteeing that the unique learning preferences of every student are considered and optimized for improved visualization and comprehension of instructional technology. The emergence of visual media has a direct impact on how pupils operate, communicate, collaborate, and create their own social conceptions. These students are totally engrossed with and fascinated by modern digital technology, and they now fully integrate them into their daily lives (Barber et al., 2015; McHaney, 2023). This is especially useful in their English language learning practices as they adapt to current techniques for learning English.

To assess students' proficiency in important subjects, including English language acquisition, they need to dive further into digital learning networks and systems than they have in the past. Using visual media platforms into teaching and learning ideas and techniques can be quite beneficial for a single teacher and student. Previous to this, the advantages become competent, multiply, and create a learning atmosphere that is friendly to the community when

such a system is implemented to groups and networks throughout the educational sector. Learning English has changed throughout time from a pedagogical classroom to a heutagogical setting by focusing on the alignment of the four main language skills: speaking, writing, listening, and reading. In addition to being one of the main factors driving the learning age, learners who access online resources rather than physical ones have a better chance and opportunity to advance their English language learning. In order to effectively apply what they have learned in real life both now and in the future, learners want their learning experiences to have meaning and purpose.

In this instance, technology's role is to establish a meaningful and purposeful learning environment where students can share their knowledge with other students and themselves, forming a learning community with a diverse range of interests that can have a lasting impact on their lifelong learning. This phenomena is referred to as connectivism learning theory, and it explains a large percentage of 21st-century e-learning that uses visual media platforms. 21st century learning technologies are more adaptable and accessible for students to acquire English language proficiency, making them an effective tool for conducting successful learning sessions. Information can be shown using graphics, animations, videos, and photos on visual media platforms. Via visual media platforms, learners can access thousands of new materials to enhance their language learning strategies.

Canva is a popular visual media platform that offers a variety of visual elements for learners to incorporate into their learning routines. It is primarily used for creating classroom teaching materials, presentation slides, video and poster editing, and is accessible to all users. Canva also serves as a platform for businesses and marketing campaigns to create compelling designs. Learners can start their visual designs from scratch using their creativity or use templates provided by the platform. Animations and GIFs are also featured to make the learning process more appealing. The platform's collaborative features allow for multiple email sharing, real-time editing, and project saving in various formats. Learners can extract important information and display it in interesting styles, creating a meaningful learning experience. These features motivate learners to maintain their pace and progress in achieving successful language proficiency, benefiting their education and career life.

This article discusses the use of visual media platforms like Canva for online English learning. It begins with a critical review of recent literature on the topic, breaking down the material into sections and addressing each issue sequentially. The focus is on language instruction, and researchers must ensure their chosen research topic is innovative and relevant to their field. A systematic review takes into account various perspectives and provides a clear and relevant view of findings in their chosen domain. Researchers can conduct a thorough survey and review of available materials and articles, providing a detailed description, analysis, and interpretation of information about a specific issue. Critical reviews also allow writers to shed light on the subject topic from their perspective and tie it to various theories, concepts, and approaches. The review also focuses on the writer's existing knowledge and aims to develop their own application of analysis based on their learning from related works.

## RESEARCH METHOD

To find any previously published research that is pertinent to the subject at hand, a thorough review of the literature is essential. Before choosing pertinent and related articles that address the research topic and topics of this study, a comprehensive and focused search of all related articles was carried out to make sure the returned articles fell within the purview of this investigation. Using keywords associated with the themes of visual media platforms accommodating online learning experiences and the efficacy of online visual media platforms for English language learning, articles were first retrieved from two online databases: the

SCOPUS database and the Google Scholar website. The SCOPUS database contains a larger abstract and citations in a variety of subject areas such as language, arts, science, and many more. A total of 13 papers from the SCOPUS database and four from Google Scholar were retrieved. Keywords utilized were 'Canva Learning', 'visual media learning', 'visual media platforms for online learning', 'using visual media platforms for language learning', and 'using visual media platform for English language learning'.

The procedure of looking for relevant articles prior to the initial topic selection was also completed. In total, 17 articles were accessed at this stage. This method begins with entering document keywords that are relevant to the topic's concept. Second, focus is placed on the document titles, document type, authors, years, and sources. Related documents that appear in the appropriate portion of the databases are examined while ensuring that they, too, suit the theme of this study. This Review includes only peer-reviewed works published in a scientific publication between 2017 and 2022. Magazines, conferences, and newspapers were omitted. The retrieved studies were also needed to be published in English language only.

**Table 1.** The Total Article Classified by the Database

| Database | Keyword | | | |
|---|---|---|---|---|
| | *Canva learning* | *Visual media Learning* | *Visual media platform for English Language Learning* | *Visual media platform for language learning* |
| Scopus | 3 | 13 | 11 | 11 |
| Google Scholar | 2 | 4 | 5 | 5 |
| **Total** | 5 | 17 | 16 | 16 |

The selection of primary papers, which consists of 17 publications gathered from SCOPUS and Google Scholar, is displayed in Table 1. Therefore, in order to locate more pertinent, excellent papers that fit the topic's theme and to provide a deserving critical evaluation, inclusion and exclusion criteria were applied. To ensure that the papers were relevant to the most current 21st-century learning environment, publications from 2017 and later were taken into consideration, while those from earlier years were eliminated. Outdated articles could talk about educational technology developments that are not relevant in the more modern learning environment of today.

Second, every publication that was retrieved underwent peer review. By offering genuine research based on the expertise of multiple subject matter experts, these papers keep fabricated material from being accepted in a field of study. Articles that do not meet the requirements of peer review are eliminated using this filter of inclusion and exclusion criteria. Consequently, all conference and book chapters were excluded by the filter.

Third, publications where the studies did not center on issues related to education and technology were eliminated with the use of the inclusion and exclusion criteria filter. Articles that only addressed infographic learning, described the strategies employed in visual media learning rather than the advantages of doing so, and failed to evaluate visual media learning among students in lower and higher education were eliminated. With the use of this filter, the study was able to concentrate on the more general use of visual learning materials as opposed to particular platforms like infographics, audiovisual aids, and many more. This is because the visual media platform Canva, which is employed as a topic of discussion in this study, has a variety of visual aids for different types of learners. The Canva Platform does not provide a

restricted amount and variety of visual graphics and motions for individual and collaborative learning.

Lastly, three research philosophies were used in this study: mixed, qualitative, and quantitative. This is to guarantee that the subject of discussion has been extensively examined and investigated by earlier scholars utilizing generally accepted methodologies. However, application analysis, perception, and research validity could all be measured with the help of a mixed-method study design (Tang & Intai, 2018). Comparatively, "an umbrella term which encompasses enormous variety in terms of paradigm, approaches to data, and methods for data analysis" refers to the collecting and analysis of qualitative data. (Elsa & Anwar, 2021). These findings indicated the need of using all three research approaches to get a legitimate and robust result for data interpretation in the field of education when using Canva as an online visual media platform for English language learning.

## RESULTS AND DISCUSSION

Following application of the subsequent four inclusion and exclusion criteria: (1) Years of publishing Out of the seventeen articles that were initially searched, seven remained relevant to the theme of this study: (1) peer-reviewed articles; (2) studies focusing on a broader use of visual media learning instead of a specific use of visual media; and (3) using the three research design methodologies of quantitative, qualitative, and mixed-method research design methodology. The searches were conducted starting in 2017 and continued until the end of the study. The details of the final seven articles are shown in Table 2. The table additionally indicates that a solitary investigation concerning the topics in question was conducted within Malaysia.

**Table 2.** Report of the Systematic Review Analysis of Literature

| Author | Years | Journal | SC | GS | VML | LL | Country | Data Collection method |
|---|---|---|---|---|---|---|---|---|
| Liu et al | 2020 | International Journal of emerging Technologies in Learning | / | | / | | China,Rusia,and Kazakhstan | Survey Questionare |
| Wu et al | 2021 | International Journal of Web- Based Learning and Teaching Technologis | / | | / | / | China,Rusia,and Kazakhstan | Survey Questionare telephone interview |
| Lazebna and Prykhodko | 2021 | Jurnal of language and linguistic studies | / | | / | / | Ukraine | Observation protocol ,Questionares |
| Salehudin et al | 2021 | European jurnal of educational research | / | | / | / | Indonesian | Questionares |
| Wong et al | 2021 | Computer assisted language learning | / | | / | / | United states | Observation protocol, Questionares |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Elsa and Anwar | 2021 | Jurnal English Teaching, literature and applied linguistic | / | | / | / | Indonesian | Questionares |
| Tang and Intai | 2017 | Asia Pasific journal of educators and education | / | | / | / | Malaysian | Test analysis |

**NOTE:** SC=Scopus | GS=Google Schoolar | VML=Visual Media Learning |LL=Language Learning

According to Table 2, several types of online visual media were used in their respective studies. The Canva platform was examined in three papers, which is the maximum number of online visual media used, whereas other platforms were examined in fewer than three articles. The majority of the papers explored language acquisition, with less emphasis on English language. The remaining article focused on communication skills in language learning. This demonstrates that every language, including English, had reasons to use online visual media as a tool for learning in the twenty-first century. Liu et al. (2020) found that using online visual media improved the learning process, namely English language learning. Learners' attention was aroused and sustained on the offered information for an extended period of time. Furthermore, when the intensity increased, learners' information perception and memory activity improved.

The use of online visual media increases learners' motivation and enthusiasm in furthering their studies on a specific subject. Online visual media addresses e-learning difficulties by making the learning process interactive, understanding learners' wants, and tailoring content to learners' needs and profiles (Muhammad & Ariatmanto, 2021; Padugar et al., 2022). In addition to enhancing the quality of instruction and learning through the use of online visual aids, learners' behavior, cognition, constructive skills, and activism are encouraged. They also develop their capacity for independent thought as they learn how to find the information they need in a timely manner. When visual aids are employed in the classroom, students can learn more effectively, become more motivated to study, and participate more actively (Sarwinda et al., 2020; Syaparuddin & Elihami, 2020). The widespread use of visual media platforms in education enables students to overcome real-world constraints and explore domains of digital worlds. E-learning technologies prioritize the use of visual media aids to improve the user experience and learners' independent learning zone.

According to Lazebna & Prykhodko (2021), The use of visual media in education affects students' auditory, visual, emotional, and motor perception as well as their memory. When the vast amount of information that students must read is condensed and presented in the form of infographics, images, points, and graphics, it is more effective. The review claims that utilizing an online visual media platform while learning boosts students' motivation and aids in the development of their general education abilities. When students can use presentation tools to communicate and exhibit what they have learned with their peers, language learning becomes more engaging. Visual Media Online Learning a language enhances a learner's capacity for self-expression, reasoning, and communication. One way to positively influence learners' learning processes in remote learning environments is through the usage of visual media platforms (Abdulrahaman et al., 2020; Kumi-Yeboah et al., 2020). Furthermore, using visual media improves learning quality because it considers learners' convenience.

A suggested framework for summarizing how students use online visual media platforms to complete the Stages of Learning is shown in Figure 1. Every step reflects the

accomplishments and components that students gain throughout an ongoing cycle of English language instruction. Learners can maintain their motivation by using the online visual media platforms Canva and the other platforms listed in Table 2. In addition to developing critical and creative thinking abilities, learners actively engage in the learning process. They put all of these learned skills together to develop a cooperative learning environment where they use online visual media platforms to exchange language information within the network they have built. Siemens (2007) remarks in his Principles of Connectivism that the Connectivism Learning Theory is a process of connecting specialized nodes or knowledge sources. In order to create a community of shared knowledge, learners use this network they have created to interact with the material they have practiced and developed into a series of linkages. This paper's reviews cover a wide range of online visual media platforms that are utilized in this 21st-century learning approach. The fact that users from many academic disciplines may utilize the Canva platform to learn and share made it stand out the most.
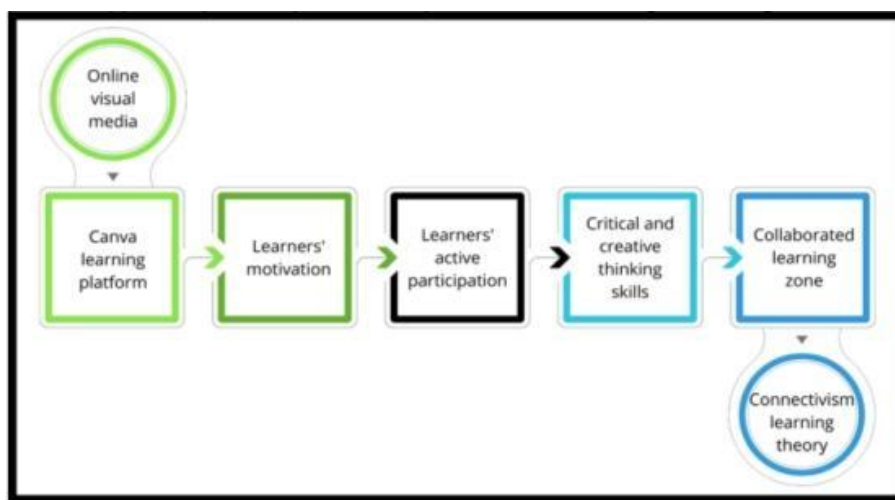


*Note : Integration of | Results in*
**Figure 1.** A Suggested Framework that Illustrates the Steps Learners Take to Use Online Visual Media Platforms for Learning

## CONCLUSION

This study reviews the use of online visual media platforms for English language learning, revealing that these platforms influence learners' motivation, participation, skill assessment, and collaborative learning environments. The review also highlights the need for more studies focusing on the Canva platform, as modern technologies produce numerous software with similar functions and features. The study also found a lack of studies on the Canva platform in Malaysia and recent studies in reputable journals like Scopus and Google Scholar. Future research should incorporate the Canva platform in English language learning, as it is an essential visual media for providing exceptional learning experiences. The study highlights the need for further research on the integration of visual media in English language acquisition, particularly in reputable publications like Scopus and Google Scholar.

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