

Leveraging Canva to create a biographical recount text for vocational secondary students in ESP instruction

Wahyuni Pratiwi

Universitas Muhammadiyah Malang, Indonesia
wahyunipratiwi1606@gmail.com

Manuscript received May 16, 2024, revised August 12, 2024, accepted August 19, 2024, and published online November 7, 2024.

Recommended APA Citation

Pratiwi, W. (2024). Leveraging Canva to create a biographical recount text for vocational secondary students in ESP instruction. *Englisia: Journal of Language, Education, and Humanities*, 12(1), 184-200. <https://doi.org/10.22373/ej.v12i1.23487>

ABSTRACT

Integrating technology into English for Specific Purposes (ESP) instruction is essential for adapting to rapid technological advancements, and Canva offers significant potential in this area. However, research on Canva has mainly focused on general English instruction, with limited examination of its application in ESP. This study explores how vocational secondary school teachers used Canva to teach biographical recount texts in an ESP context, along with the rationale behind this choice. A qualitative study was conducted at SMKN 13 Malang, West Java, within the Merchant Nautical Ship Department. Data were collected through classroom observation and interviews with an experienced English teacher. Observations revealed the structured steps of using Canva to teach biographical recount texts, enabling more active students' participation in class. Canva was chosen for its practical benefits, including students' familiarity with the platform, ready-to-use templates, and the potential to boost students' creativity, all of which support its effective use in vocational education.

Keywords: *Canva; Recount text; Vocational school*

1. Introduction

Vocational secondary education plays a significant role in preparing students for the workforce by offering specialized programs focusing on practical skills. As reported by Suharno et al. (2023), more than 80% of students enrolled in vocational schools with

the aim of entering the workforce upon completing their studies. Vocational programs cover a wide range of expertise, providing pathways for students to gain hands-on experience and valuable skills that directly translate to employment opportunities. This emphasis on practical learning is supported by government initiatives to improve the quality of vocational education, including by launching a revitalization program for vocational schools (Kailani & Rafidiyah, 2020). Hence, vocational education, with its specialized programs and practical focus, stands as a pivotal avenue for preparing students for various employment opportunities.

As vocational education aims to cultivate specialized skills aligned with students' majors, English instruction should be tailored to equip students for their prospective professions. English instruction in vocational high school is considered an English for Specific Purposes (ESP) program (Muliyah & Aminatun, 2020). According to Vogt and Kantelinen (2013), ESP as a language learning approach aims to fulfill the requirements of learners and other involved parties by enabling effective communication for professional or academic pursuits within a particular discipline. Because of the considerably changing nature of language from one major to another, the selection of activities and materials for ESP classes should be based on a need analysis (Asmali & Onyedi, 2021). Currently, need analysis serves as a general term encompassing a variety of methods aimed at exploring diverse dimensions of learners' needs, with a particular emphasis on their needs within the workplace (Poedjiastutie & Oliver, 2017). Therefore, the teaching instruction in the classroom must be meticulously tailored by considering the specific needs and preferences of the learners.

Among the needs of ESP students lies the incorporation of technology in their learning to keep pace with the swift evolution of technological advancements (Maričić et al., 2019). Bećirović et al. (2021) disclosed that high school students show strong enthusiasm for technology integration and teacher assistance when learning a foreign language. With proper guidance and encouragement toward purposeful technology utilization, they are becoming self-regulated learners in the process. Several researchers undertook investigations to examine the impact of technology utilization in the ESP classroom. An experimental study conducted by Asmali and Onyedi (2021) examined the effect of clicker use through a smart phone application called Kahoot. The outcomes of the study revealed that implementing this application in the classroom enhanced both learner engagement and performance. A separate research inquiry by Maričić et al. (2019) delved into integrating 3D modeling and virtual reality (VR) technologies as supplementary components to traditional lectures, offering laboratory practice exercises aimed at engineering students. The positive outcomes proven by the previous studies strengthened the positive implication of technology in ESP instruction.

One of the technologies that can be applied both in general language and ESP classes is the Canva application. Anggraeni and Pentury (2022) noted that Canva was used by students primarily in projects and teamwork activities, which chiefly built their 21st-century skills. It further explained that students found it easy to immerse themselves

in writing course projects utilizing Canva's features. Moreover, a similar study by Inayati and Pratiwi (2022) exploring pharmacy students' perspectives regarding the integration of Canva within the context of ESP class showed positive responses from the participants. Besides designing a project regarding the course, the students found this application beneficial to watch the learning video as it was easily accessed. The merits of the application can fill in the shortcomings of the learning process in vocational high school. Many of these schools tend to prioritize teaching English grammar and rely heavily on teacher-centered methods (Mahbub, 2018). Thus, ESP teachers in vocational schools can integrate this application, fostering greater student engagement and shifting towards a more student-centered approach.

Offering various templates, graphics, fonts, and customization options, Canva can be used to create visually appealing materials for various topics at any level. Since secondary high schools, including vocational secondary schools, have applied a genre-based approach in English instruction (Tachia & Loeneto, 2018), Canva can be a fantastic tool for teaching different genres of literature. Among those kinds of texts, one that is considered difficult is biographical recount because the aspects, such as social purpose, schematic structure, and linguistic features, are similar to those of narrative text (Derewianka, 2003). Moreover, recount text is quite challenging, as students encounter challenges when forming sentences in the past tense, occasionally keeping verbs in their present forms (Nurlaelawati et al., 2022). Aligned with the findings of Nurlaelawati et al., Isa et al. (2017) revealed that students commonly made errors in composing recount texts, particularly due to verb misuse and the selection of inappropriate vocabulary. To address this, teachers might consider optimizing the use of Canva as an instructional tool for teaching recount texts.

Several researchers have examined the application of Canva as a medium for instructing recount text. Dewi et al. (2023) took advantage of the comic strip template on Canva to facilitate learners in generating products of recount text. Meanwhile, Melinia and Nugroho (2022) created a learning video for teaching recount text. Another study by Sartika and Kencana (2023) assessed the efficacy of Canva as an instructional tool to enhance students' skills in writing recount texts. Nevertheless, the studies about the utilization of Canva are limited to the general English context and not specific to ESP instruction. The collection of studies on Canva has not investigated the experiences of vocational secondary teachers in taking advantage of its comprehensive functions to teach biographical recount text. Therefore, the present study endeavored to answer two research questions, namely: How to leverage Canva to teach biographical recount text to vocational secondary students in ESP instruction? And what are the teacher's rationales for leveraging Canva as an instructional tool to teach biographical recount text to vocational secondary students?

2. Literature review

2.1. Canva for educational purpose

Canva, an online platform for graphic design, utilizes a visual technology interface featuring a drag-and-drop format (Yundayani et al., 2019). It permits individuals to craft captivating designs suitable for both personal and professional purposes. Canva provides a wide array of features that enable easy design for all, namely: an intuitive interface, a vast collection of templates and elements, text editing tools, collaboration capabilities, photo editing features, and branding tools. Ardiyani et al. (2023) postulated that Canva is a user-friendly application, allowing users to swiftly accomplish every task with minimal effort. Therefore, this platform has gained considerable popularity in the education field, being utilized by both teaching professionals and their students (Cabrera-Solano et al., 2023; Limbong & Wadham, 2024).

Canva, like any tool, comes with its own set of advantages and drawbacks that users should consider.

2.1.1. The advantages of utilizing Canva

Canva boasts several strengths that make it a popular choice for educational purposes. First, its extensive library of templates and design elements tailored for educational content simplifies the creation of teaching aids and learning resources (Sunarso & Herdianto, 2024). These templates enable teachers and students to create visually engaging materials with ease, including lesson plans, presentations, infographics, and other various visual elements. Salam and Mudinillah (2021) pointed out that the video produced via the Canva application is notably well-suited for educational utilization due to its capacity to integrate Canva's animations and provide audio elements. This capability allows for the transformation of these outcomes into comprehensive audio-visual learning resources. Thus, this platform enables the creation of high-quality educational resources for comprehensive learning experiences.

Furthermore, the use of infographics, which are readily accessible in Canva, can facilitate the advancement to the subsequent stage of literacy, namely visual literacy (Damyanov & Tsankov, 2018). An infographic is defined as a visual representation of factual information, expert opinion or data. The aforementioned rationale pertains to the use of information images, or infographics, as a modelling method, which facilitates the development of cognitive skills such as interpretation, analysis, assessment, conclusion, and explanation. These skills are integral to the modelling process. Catubig et al. (2024) demonstrated a significant correlation between visual design and learning outcomes, indicating that visual presentations can markedly influence students' learning. The utilization of tools such as Canva enables students to effectively communicate ideas and information, thereby enhancing their abilities to evaluate, apply and create visual representations. The findings of these studies indicated that the learning process experienced by students through Canva facilitated their development and learning in graphic design.

Finally, the platform is beneficial for students in terms of developing their analytical abilities, critical thinking skills, collaboration, and overall perception of their college education (Ruiz-Rojas et al., 2024). The study conducted by Ruiz-Rojas and colleagues provided further evidence that AI tools, including Canva, were effective in enabling students to generate innovative ideas and creative solutions, which in turn enhanced their capacity to think in an out-of-the-box way and to develop solutions. The results indicated the existence of remarkable potential for the enhancement of learning experiences. In alignment with this, Sunarso and Herdianto (2024) demonstrated that the integration of Canva into the teaching strategy has also been shown to enhance students' computer and information technology skills, which are essential for their educational development. The utilization of the Canva application boosted students' motivation to learn and sparked curiosity across various subjects, fostering appreciation and inspiration for both teachers and students.

2.1.2. The drawbacks of utilizing Canva

Although Canva offers a number of significant advantages, it also presents a number of drawbacks. One notable drawback of Canva for educational purposes is the potential for students to rely excessively on pre-made templates. A study by Pedroso et al. (2023) revealed that the platform's extensive collection of templates for various projects can lead students to default to these ready-made options without making significant modifications or adding original elements. The research also noted that this dependency may result in a lack of creativity and personal input, as students might not engage deeply with the design process. Consequently, while Canva offers a wide range of templates that simplify the creation of visual materials, it could inadvertently limit opportunities for students to develop their own design skills and innovative thinking.

Additionally, as a web-based platform, Canva requires a stable internet connection to function effectively on both desktop and mobile devices. Weak or unreliable connectivity can hinder access to visuals and templates, leading to slow performance or freezing (Catubig et al., 2024). Moreover, Pedroso et al. (2023) uncovered that since Canva does not support offline editing, any work done by group members without an internet connection may not be saved, which can negatively affect collaborative efforts and project continuity. The study further elaborated the drawback that these connectivity issues exacerbated the challenges associated with Canva's collaborative features. While these features are designed to enhance group work efficiency, they often lead to dissatisfaction. Disruptions such as screen disturbances from page additions and lag when multiple users were working simultaneously contributed to these problems.

Furthermore, the utilization of generative AI tools, including Canva, raised a number of ethical concerns, particularly in relation to plagiarism, potential algorithmic bias, and data privacy (Ruiz-Rojas et al., 2024). The extensive library of templates, images, and design elements available on Canva may inadvertently facilitate plagiarism. Users may rely on these resources without properly acknowledging their origins, which

could result in the misuse of copyrighted materials. Therefore, to address these concerns, both students and educators need thorough training to utilize these technologies effectively and ethically, including critically assessing the information produced by these tools (Limbong & Wadham, 2024). It is also stated that evaluations should be regularly performed to detect and address potential biases in AI algorithms, thereby fostering fairness and transparency.

2.2. Recount text

One of the text types that should be mastered at stage E (grade X of senior high school) based on the objectives of the English subject is a recount text. A recount text recounts a previous event, starting by detailing the involved individuals, the occurrence, its location, and its timing (Isa et al., 2017). Its purpose is to retell and explain past occurrences by narrating events in chronological order. To fulfil this purpose, the text should follow distinct stages. The initial stage is the orientation, which provides readers with the event's context, encompassing who, when, where, and why it occurred. The subsequent stage involves sequencing the events and presenting them in a chronological manner. The final stage, conclusion, involves the writer's personal opinions or remarks concerning the described events (Derewianka, 2003). By understanding these stages, students are able to compose their writing sequentially.

2.2.1. The strategies to improve students' comprehension on recount text

Numerous prior studies have explored instructional approaches and strategies aimed at addressing challenges students faced in recount text, encompassing both reading and writing aspects. Several researchers have investigated the use of online platforms as the teaching aids to support students in writing recount texts. Krishnapatria et al. (2019) took advantage of Google Maps to entice students to write recount text. Most of the students showed their enthusiasm and motivation for learning English with the mapping technology, as it can assist them in recalling the places they have visited by looking at the place on Google Maps. In a separate study, Melinia and Nugroho (2022) outlined the process of using the Canva application to develop a video as educational material for teaching recount text. The video content was organized into six sections: the definition, purpose, types, generic structure, language features, and an example of recount text. The video was aimed to boost student engagement and enhance comprehension of the topic "recount text." In summary, these studies highlight the innovative use of online platforms and technologies, such as Google Maps and Canva, to address the challenges students face in learning recount text.

In addition to using online platforms as teaching aids, some studies have shown that interactive teaching methods effectively improve students' writing skills in recount text. Eviyuliwati and Sarwan (2018) disclosed the effectiveness of the hamburger strategy in teaching recount text. To use the Hamburger Strategy, the teacher explains the three parts of a recount text. Students read the text, using a hamburger image to remember its

structure, and then summarize it based on that image. The strategy enhanced students' ability to understand, memorize, and effectively store information from a text in their long-term memory. Besides the hamburger strategy, the QAR (Question Answer Relationship) strategy investigated by Erdiana et al. (2017) has also successfully proven to enhance students' reading comprehension skills on recount text. The process involved the teacher explaining four question types with examples, then reading a passage and demonstrating how to identify and answer the questions. Overall, both the Hamburger Strategy and the QAR strategy have proven effective in improving students' understanding and retention of recount texts, with interactive methods enhancing their writing and reading comprehension skills.

3. Method

3.1. Research design

In order to gain a clear understanding of the research problem, the study was grounded in qualitative research. Qualitative research was selected to explore participants' perspectives and uncover various viewpoints (Creswell & Poth, 2018). This approach allows for a detailed exploration to delve into the teaching and learning activities of leveraging Canva and the teacher's rationales in leveraging this application as an instructional tool to teach biography recount text toward the vocational secondary students.

The study focused on a case study approach, chosen because the selected school was incorporating English for Specific Purposes (ESP) instruction into its teaching process. One of the key aspects explored was the integration of technology-based teaching, specifically through the use of the Canva platform. Moreover, the principal criterion for selecting a case study is it allows for an in-depth investigation of the research phenomena within the contextual framework (Chowdhury & Shil, 2021). In this case, the teaching and learning activities involving the use of Canva and the teacher's rationale for leveraging this application as an instructional tool to teach biography recount texts to vocational secondary students can be investigated deeply. This approach provides rich, qualitative insights into the impact of technology integration on student engagement and understanding, as well as the pedagogical strategies that support such integration.

3.2. Research setting and participant

The research was carried out in SMKN 13 Malang, West Java, Indonesia. The school offers some specialized programs, yet the study was undertaken in the Merchant Nautical Ship program. The school was selected as the research setting for some rationales: (a) the school is the only one in East Java that provides merchant ship nautical majors; (b) the English subject is adjusted to the students' majors, leading to an ESP application; (c) the author got entry access to the school. One of the English teachers of the Merchant Nautical Ship program, Ms. Ana (pseudonym), was involved in this

research. With an educational background in English, the teacher has more than 10 years' experience teaching at a vocational secondary school.

3.2. Data collection

Data were collected during the first semester of the 2023–2024 academic year, specifically from October to November, 2023. To address the research inquiries, the researcher undertook observation and interview to collect the data. The observation was carried out to address the initial research question about the steps to leverage Canva to teach biographical recount text to vocational secondary students in ESP instruction. The classroom observation took place twice during the learning process, on 19 and 23 October 2023. The observation was carried out in grade X of the Merchant Ship Nautical program, consisting of 12 males and 4 females. The class was selected by the English teacher since the topic of the recount was tenth-grade basic competency. Meanwhile, the semi-structures interview was specifically designed to explore and answer the second research question, pertaining to the teacher's rationales for leveraging Canva as an instructional tool. The interview took place at the end of the research. It was conducted in person and lasted approximately one and a half hours. In accordance with the participant's request, the interview was conducted in Indonesian and subsequently recorded and transcribed in English.

3.3. Data analysis

After the data were collected, they were analyzed using the interactive analysis model of (Miles et al., 2014), namely, data reduction, data presentation, and conclusion. During the data condensation stage, the observation notes and recordings were carefully reviewed, and the interview transcripts were thoroughly read. Subsequently, the researcher distilled the data by selectively extracting the information pertinent to the research focus from both the observation notes and interview transcripts. After data condensation, the key information from observation notes and interview transcripts was grouped into themes related to the research focus. These themes centered on the teaching strategies used for biographical recount texts and the teacher's reasons for using Canva. The data was then organized into narrative formats to make it easier to understand. The final stage of the research process is the drawing of conclusions. In this stage, the researcher established connections and sequences that explained the data.

4. Findings and discussion

4.1. Leveraging the Canva application in teaching recount text

The utilization of the Canva application to present biographical recount text comprised three stages: pre-activity, main activity, and post-activity within the process of learning to compose biographical recount texts using the Canva application. The entire learning process spanned approximately 120 minutes, as described as follows:

a. Preliminary activities

At the start of the class, the teacher greeted the students. The class routine started when the classroom chairman led a prayer, following which the teacher took attendance. She proceeded to introduce the day's learning objective, namely: By creating a biographical timeline of prominent figures, students are able to retell a simple, short biographical recount text confidently. Additionally, the teacher outlined the upcoming lesson, emphasizing the creation of a simple project associated with recount text and delivering a presentation of this project before the class. Throughout the learning process, active student participation was encouraged by the teacher, emphasizing that it was part of the assessment of learning.

b. Main activities

To engage the students, the teacher displayed an image of a prominent figure, a world-famous sailor, to the class. Students were prompted to speculate on the figure's identity; however, no correct responses were offered. Subsequently, the teacher revealed the sailor's name as Christopher Columbus. A YouTube video featuring Christopher Columbus, available in English on the video-sharing platform, was then screened for the students. The students appeared to be enthusiastic about the video content. Following this, the teacher facilitated a question-and-answer session, inviting student participation. For example, do you know what nationality he is? Where did Columbus sail on his first expedition? And how did Columbus's voyages change the world?

Following the video viewing, the teacher explained that the biography is also a part of the recount text. Reflecting on their previous meeting, where they explored personal recount texts retelling their memorable experiences, the class proceeded to elaborate on the social function, generic structure, and language features of recount text. Subsequently, the teacher acquainted the students with a method of composing a timeline of biographical recount texts by leveraging the Canva application as an online platform for graphic design. Then, a sample biographical timeline, provided by the teacher, was presented to the students.

The students were then organized into small groups and tasked with discussing one of the most prominent sailors in the world, aiming to produce a timeline of the selected figures. Following their discussions about the chosen figure, each group crafted visually appealing timelines utilizing Canva. Some students utilized their laptops for this task; they had been informed a week earlier about the upcoming design activity and encouraged to bring their personal laptops if available. For approximately 45 minutes, the students collaboratively designed the timeline (Figure 1).

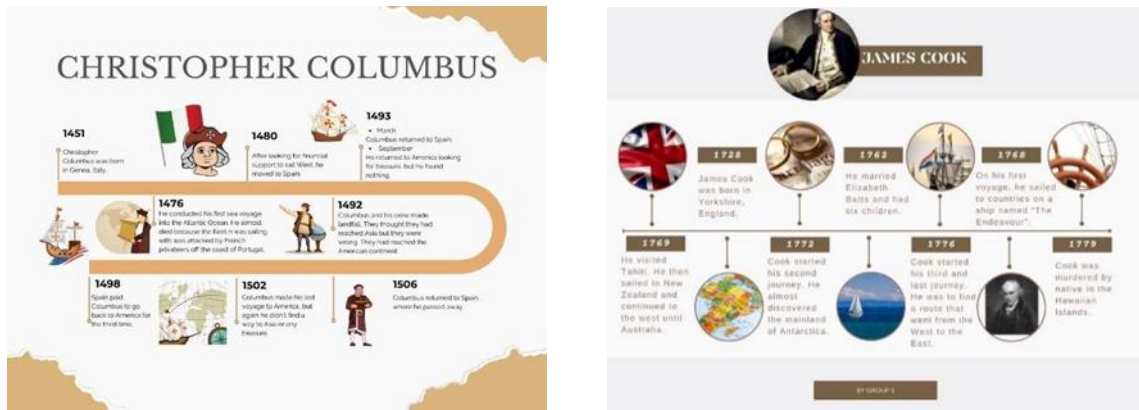


Figure 1. Samples of students' works

The teacher moved around the classroom to ensure active participation from all group members in the design process. The teacher occasionally corrected the students' mistakes, such as the use of present-tense verbs when narrating aspects of the figure's life in the timeline.

Once all the groups completed their biographical timelines, several groups had the opportunity to present their timelines to the class. Initially intending to have all groups present, time constraints led to only a few being able to share their work. Following the presentations, students were encouraged to provide feedback on their peers' performances and projects. At the beginning, nobody responded. The students appeared too shy to respond. The teacher then motivated them, emphasizing the potential for mutual learning. They were permitted to use the Indonesian language to give feedback. Eventually, some students offered positive feedback by expressing appreciation for their classmates' works.

c. Closing activities

The teacher prompted the students to engage in reflection, inquiring about their enjoyment of the learning process and the lessons they derived from it. To summarize the session, the teacher underscored specific vocabulary linked to the students' major, for example, voyage, sailor, journey, continent, treasure, and other related vocabulary. Additionally, the teacher outlined the agenda for the next meeting. The classroom chairman then led the prayer, concluding the class.

As can be seen from the learning activities applied by the teacher, the activities highlighted specific aspects to explore. Prior to introducing the main subject, the teacher involved the students by prompting them to guess the sailor depicted in a picture and asking some introductory questions. This aligns with Martin and Bolliger's (2018) research, which states that engaging students involves sparking their curiosity and active involvement in the learning process. Then, to involve students in the timeline project, students were led to collaboratively work with their group members. The students were given the chance to showcase their project to their peers, aiming not just to boost their communication skills but also to develop their ability to offer feedback to one another.

This activity emphasized that presenting the project in front of their classmates allowed students to practice various skills such as public speaking, self-improvement, interaction, confidence-building, and the development of English proficiency, specifically in speaking (Astuti & Rohim, 2018). Besides, to summarize the lesson, the teacher highlighted some vocabulary, showing the teacher's effort to upgrade students' vocabulary related to ESP. In summary, the activities were well-structured and provided opportunities for students to engage more actively in the classroom.

4.2. Teacher's rationales in selecting Canva

An interview undertaken upon the conclusion of the investigation sought to explore the teacher's considerations for leveraging Canva to create a biographical recount text. The teacher responded to inquiries pertaining to the study's secondary research question. The questions are about the curriculum implemented in the school, the way teachers integrated the curriculum with the students' needs, and the rationale for selecting Canva as a design tool to create a timeline of biographical recount text.

Before specifically asking about leveraging Canva, the researcher delved into information related to the curriculum applied in the school. The teacher informed that since it is a public school, it adheres to the Independent Curriculum. Amalia and Hasanah (2023) reported that the curriculum is based on problem-based learning (PBL) and soft skills to prepare Indonesia's young generation to become competent workers in the industrial world. Adjusting the curriculum for a vocational school involves tailoring the educational content to focus on practical skills relevant to specific industries or professions. Ms. Ana stated:

I endeavored to adjust the material with the students' department, Merchant Nautical Ship program. For example, when students learned about descriptive text, they were led to present types of vessels and describe parts of a vessel. Similarly, when the topic was simple, we discussed the crew roles and routine.

She emphasized that while the material's discussion may not delve too deeply, she hoped that it could still provide the students with valuable skills for the workforce. Besides adjusting the material with the department, the teacher also admitted that another aspect to take into account is leveraging technology. In this context, the teacher utilized Canva as an online application to create a timeline of biographical recount text. She explained that utilizing Canva is a realization of technology integration in the classroom. Moreover, she underscored that the Independent Curriculum emphasizes technology integration in the teaching and learning process. This might involve utilizing digital tools, online resources, and platforms for remote learning, collaboration, and engagement. It corresponds with Ndari et al. (2023), who pointed out that the Independent Curriculum represents an endeavor to respond to the influence of progressively sophisticated technology after the COVID-19 pandemic era. Therefore, incorporating technology like

Canva into the classroom represents a crucial step in adapting education to the demands of a rapidly evolving world, ensuring students are equipped with the skills they need to thrive in an increasingly digital society.

When the teacher was required to explain her considerations in selecting Canva, she mentioned several reasons, namely: students are familiar with the application, the application provides ready-to-use templates, and it develops students' creativity.

a. Students are familiar with the application

Students have been exposed to various platforms and learning media applications during the COVID pandemic and post-pandemic eras (Kiswati & Kunsarwani, 2022). Students were immersed in various platforms, such as Google Classroom, Edmodo, Schoology, or e-learning madrasah, to make the students feel as though they were studying in a classroom. This was what the interviewee also explained. The teacher elucidated that students were already acquainted with Canva and had some level of experience utilizing it.

I have asked some students whether they have ever leveraged Canva to do school assignments, the majority confirmed. The students explained that they used this application often, for instance, when making the slides for presentations.

The teacher further elaborated that familiarity with the platform reduces learning curves, allowing students to work more efficiently. They spend less time navigating the interface and more time focusing on their creative projects. Moreover, they can maximize the platform's resources effectively. This claim has been investigated by (Pedroso et al., 2023), who revealed that understanding Canva's capabilities enables the learners to utilize its diverse features more efficiently to enhance their designs. In essence, familiarity with Canva empowers students to harness the platform's potential to its fullest, enabling them to express their creativity more effectively, efficiently, and independently.

b. Canva provides ready-to-use templates

The ready-to-use templates provided by Canva become another teacher's rationale. By using these ready-to-use templates, she aimed to optimize the students' workflow, likely avoiding the need to create designs from scratch. As evidenced by the following citation:

This application offers ready-to-use templates. Since the allotted time to teach is only 120 minutes, we have to optimize the time spent teaching to cover all the parts. This application is really helpful since thousands of templates are already available, including a time-line template.

Since students have to focus on the concept of the timeline, the figure they want to retell, and the details of the figure's life story, the instant template proved to be highly

beneficial. Earlier research undertaken by Salam and Mudinillah (2021) demonstrated the main benefits of Canva, namely the user-friendly interface, free templates, and unique web-based platform that doesn't require installation on a computer. In addition, it is noted that the timeline template available in Canva also corresponds well with the topic, which is biographical recount text. Aligning both technology and educational resources should be in sync with the learning objectives to achieve the best possible result (Arriyani & Pratama, 2021).

c. Canva develops students' creativity

Another thing that the teacher emphasized was that Canva develops students' creativity.

Though it has ready-to-use templates, I think it remains an emerging students' creativity. Some people might argue that relying solely on these templates can sometimes limit the exploration of students' original ideas. Nevertheless, rather than using templates as-is, students modified and personalized them extensively. They added the picture of the sailor, changed the template color, customized the theme, or, for instance, added another interesting component.

As can be seen from the teacher's statement, leveraging Canva in the teaching and learning process enhances students' creativity. While templates in Canva offer a great starting point, there is a risk that students might rely too heavily on them, potentially hindering the development of their unique creative styles. However, it is reassuring to know that many students use these templates as guidance rather than strict frameworks. Instead, they can use templates to understand design principles, layout ideas, and formatting, but then should be encouraged to tweak and personalize elements to align with their own vision. As stated by Fitria (2022) creating a project with Canva requires students to synthesize information in a way that is visually engaging and understandable to their audience. This process demands critical thinking as they decide what information is most crucial and how to best represent it using various visual and textual elements. To sum up, Canva's templates serve as a valuable tool rather than a limitation. When used as a starting point and supplemented by exploration, customization, and critical thinking, they can significantly contribute to the development of students' creativity.

5. Conclusion

The conclusions of this study are based on findings from classroom observations and interviews. Observations of teaching and learning activities detailed the steps involved in using Canva to teach biographical recount texts to vocational secondary students in an English for Specific Purposes (ESP) context. To introduce the main topic, the teachers engaged students with interactive activities, followed by group work in Canva, where students created timelines of notable seafaring figures. These timelines served as a platform for students to explore the social function, structure, and language

features of recount texts and were subsequently presented to the class for peer feedback. Using Canva fostered active students' participation, and the teachers' choice of this platform was influenced by several factors: students' familiarity with Canva, its ready-to-use templates, and its potential to enhance creativity, underscoring the application's usability for both teachers and students.

This study contributes to the discourse on technology integration in ESP instruction. Canva's tailored use in teaching biographical recount texts aligned with students' vocational focus, providing a relevant model for ESP in vocational secondary schools. Such an approach can make language instruction more career-specific and applicable. While the findings suggest positive impacts of Canva as a digital tool in ESP, the study is limited by a small sample size and a focus on the teacher's perspective. Future research should incorporate students' perspectives for a more comprehensive evaluation of Canva's effectiveness in ESP instruction.

References

- Amalia, D., & Hasanah, E. (2023). Embracing the digital era: Unveiling potential through the independent learning curriculum in VHS education. *Jurnal Keilmuan Manajemen Pendidikan*, 9(2), 257–266. <https://doi.org/10.32678/tarbawi.v9i01.9103>
- Anggraeni, A. D., & Pentury, H. J. (2022). Empowering students' 21st century skills through Canva application. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(1), 50–57. <https://doi.org/10.33394/jk.v8i1.4391>
- Ardiyani, D. K., Wijayati, P. H., Hidayat, E., & Rofi'ah. (2023). Developing Canva video app based-Unterrichtsvorbereitung course materials. *Kasetsart Journal of Social Sciences*, 44(4), 1029–1038. <https://doi.org/10.34044/j.kjss.2023.44.4.07>
- Arriyani, N., & Pratama, P. (2021). English virtual based learning: Integrating technology and learning media through “ASSURE” teaching model. *Exposure Journal*, 421(2), 421–429. <https://doi.org/https://doi.org/10.26618/exposure.v10i2.6054>
- Asmalı, M., & Onyedi, B. (2021). Integrating technology into ESP classes: Use of student response system in English for specific purpose instruction. *Teaching English with Technology*, 18(3). <http://www.tewtjournal.org>
- Astuti, R. P., & Rohim, A. (2018). The effect of student presentation of the eleventh grade students' speaking skill at SMA Negeri 24 Kabupaten Tangerang. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 7(1), 52–62. <https://doi.org/10.31000/globish.v7i1.842>
- Bećirović, S., Brdarević-Čeljo, A., & DeliĆ, H. (2021). The use of digital technology in foreign language learning. *SN Social Sciences*, 1(246), 1–21. <https://doi.org/10.1007/s43545-021-00254-y>
- Cabrera-Solano, P., Ochoa-Cueva, C., & Castillo-Cuesta, L. (2023). Implementing the engage, study, activate approach using technological tools in higher education. *International Journal of Learning, Teaching and Educational Research*, 22(1), 268–282. <https://doi.org/10.26803/ijlter.22.1.15>
- Catubig, M. J. A., B. Kilat, R. V., Laurito, M. E., Patoc, T. M. T., & Valle, L. C. (2024).

- Visual literacy in the lived experiences of BSED students in utilizing Canva. *Journal of Educational and Social Research*, 14(4), 117–131. <https://doi.org/10.36941/jesr-2024-0090>
- Chowdhury, A., & Shil, N. C. (2021). Thinking ‘qualitative’ through a case study: Homework for a researcher. *American Journal of Qualitative Research*, 5(2), 190–210. <https://doi.org/10.29333/ajqr/11280>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design* (4th ed.). SAGE Publications, Inc., Thousand Oaks.
- Damyantov, I., & Tsankov, N. (2018). The role of infographics for the development of skills for cognitive modeling in education. *International Journal of Emerging Technologies in Learning*, 13(1), 82–92. <https://doi.org/10.3991/ijet.v13i01.7541>
- Derewianka, B. (2003). Trends and issues in genre-based approaches. *RELC Journal*, 34(2), 133–154. <https://doi.org/10.1177/003368820303400202>
- Dewi, F. U., Yosephin WL, M., & Sophia B, T. C. (2023). Students’ perspective in creating comic strip recount text by using Canva: A survey study. *Eternal: English Teaching Journal*, 14(2), 146–156. <https://doi.org/10.26877/Eternal.v14i2.15254>
- Erdiana, N., Kasim, U., & Juwita, N. (2017). QAR: Strategy implementation for reading comprehension of recount texts. *Studies in English Language and Education*, 4(2), 247–256. <https://doi.org/10.24815/siele.v4i2.8500>
- Eviyuliwati, I., & Sarwan, C. A. (2018). The effect of hamburger strategy on students’ reading comprehension of recount texts. *IJEE (Indonesian Journal of English Education)*, 5(1), 49-60. <https://doi.org/10.15408/ijee.v5i1.9880>
- Fitria, T. N. (2022). Using Canva as media for English language teaching (ELT) in developing creativity for informatic students. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 7(1), 58–68. <https://doi.org/10.24235/eltecho.v7i1.10789>
- Inayati, N., & Pratiwi, A. (2022). Pharmacy students’ perception of the use of Canvas Learning Management System in ESP course. *The 20th Asia TEFL - 68th TEFLIN - 5th iNELTAL Conference Proceedings*. <https://drive.google.com/file/d/1jsLBpHzLhe2rTj5CVoL-JXF59WtuTFpb/view>
- Isa, Q. N. M., Risdaneva, & Alfayed, A. (2017). An analysis of Acehese EFL students’ grammatical errors in writing recount text. *Englisia: Journal of Language, Education, and Humanities*, 5(1), 41–50. <https://doi.org/http://dx.doi.org/10.22373/ej.v5i1.2301>
- Kailani, A., & Rafidiyah, D. (2020). Opportunities and challenges in the implementation of revitalization strategies of vocational schools in Indonesia: School principals’ voices. *International Journal of Educational Best Practices (IJE BP)*, 4(2). <https://doi.org/10.32581/ijebp.v4n2.p60-77>
- Kiswati, & Kunsarwani, M. (2022). Implementing Canva in a flipped classroom: A challenge in post pandemic era. *English Teaching Journal and Research*, 2(2), 137-153. <https://doi.org/https://doi.org/10.55148/etjar.v2i2.315>
- Krishnapatria, K., Kurniati, N. I., & Saefullah, H. (2019). Engaging students in writing recount text through Google Maps. *Studies in English Language and Education*, 6(2), 199–211. <https://doi.org/10.24815/siele.v6i2.13966>
- Limbong, E., & Wadham, B. (2024). Exploring pre-service English teachers’ digital

- competence in creating interactive instructional materials. *Studies in English Language and Education*, 11(2), 748–767. <https://doi.org/10.24815/siele.v11i2.35103>
- Mahbub, M. A. (2018). English teaching in vocational high school: A need analysis. *Journal of English Education and Linguistics Studies*, 5(2), 229–258. <https://doi.org/10.30762/jeels.v5i2.835>
- Maričić, S., Mrša Haber, I., Radolović, D., & Veljović, I. (2019). The emerging role of new technologies in vocational education. *Balkan Region Conference on Engineering and Business Education, 2019-October*, 75–80. <https://doi.org/10.2478/cplbu-2020-0009>
- Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning Journal*, 22(1), 205–222. <https://doi.org/10.24059/olj.v22i1.1092>
- Melinia, S., & Nugroho, N. (2022). Creating a video using Canva application as an English learning media of recount text material. *JEdu: Journal of English Education*, 2(2), 118–129. <https://doi.org/10.30998/jedu.v2i2.6644>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. Sage Publication: London.
- Muliyah, P., & Aminatun, D. (2020). Teaching English for specific purposes in vocational high school: Teachers' beliefs and practices. *JET (Journal of English Teaching)*, 6(2), 122–133. <https://doi.org/10.33541/jet.v6i2.1756>
- Ndari, W., Suyatno, Sukirman, & Mahmudah, F. N. (2023). Implementation of the Merdeka Curriculum and its Challenges. *European Journal of Education and Pedagogy*, 4(3), 111–116. <https://doi.org/10.24018/ejedu.2023.4.3.648>
- Nurlaelawati, I., Gunawan, W., & Lengkanawati, N. S. (2022). Enhancing student participation in learning to write a recount text: Learning from EFL pre-service teachers in implementing R2L pedagogy. *Indonesian Journal of Applied Linguistics*, 12(2), 374–384. <https://doi.org/10.17509/ijal.v12i2.51086>
- Pedroso, J. E. P., Sulleza, R. S., Fransisco, K. H. M. C., Noman, A. J. O., & Martinez, C. A. V. (2023). Students' views on using Canva as an all-in-one tool for creativity and collaboration. *Journal of Digital Learning and Distance Education*, 2(2), 443–461. <https://doi.org/10.56778/jdlde.v2i1.117>
- Poedjiastutie, D., & Oliver, R. (2017). English learning needs of ESP learners: Exploring stakeholder perceptions at an Indonesian university. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 28(1), 1. <https://doi.org/10.15639/teflinjournal.v28i1/1-21>
- Ruiz-Rojas, L. I., Salvador-Ullauri, L., & Acosta-Vargas, P. (2024). Collaborative working and critical thinking: Adoption of generative artificial intelligence tools in higher education. *Sustainability*, 16(5367), 1–23. <https://doi.org/10.3390/su16135367>
- Salam, M. Y., & Mudinillah, A. (2021). Canva application development for distance learning on Arabic language learning in MTs Thawalib Tanjung Limau Tanah Datar. *Jurnal Teknologi Pendidikan*, 23(2), 101–111. <https://doi.org/10.21009/JTP2001.6>
- Sartika, D., & Kencana, N. (2023). Fostering EFL students' writing recount text using Canva. *UNNES-TEFLIN National Conference*.

<https://proceeding.unnes.ac.id/index.php/utnc/article/view/2609>

Suharno, Suherdi, D., & Gunawan, W. (2023). The effects of teaching presence on students' motivation and performance in a long-term online gamified EFL listening course. *International Journal of Instruction*, 16(2), 1111–1134. <https://doi.org/10.29333/iji.2023.16259a>

Sunarso, A., & Herdianto, F. (2024). Canva-assisted modelling the way strategy and students' Islamic education learning outcomes. *Cakrawala Pendidikan*, 43(2), 430–438. <https://doi.org/10.21831/cp.v43i2.60691>

Tachia, C. O., & Loeneto, B. A. (2018). The application of genre-based approach in the teaching of English to the eighth graders. *The Journal of English Literacy Education*, 5(2), 168-181. <https://doi.org/https://doi.org/10.36706/jele.v5i2.7248>

Vogt, K., & Kantelinen, R. (2013). Vocationally oriented language learning revisited. *ELT Journal*, 67(1), 62–69. <https://doi.org/10.1093/elt/ccs049>

Yundayani, A., Susilawati, & Chairunnisa. (2019). Investigating the effect of Canva on students' writing skills. *ENGLISH REVIEW: Journal of English Education*, 7(2), 169–176. <https://doi.org/10.25134/erjee.v7i2.1800>