The Impact of Technology (Especially Canva & ICT) in English Language Teaching in Indonesia

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Abstract. The integration of Information and Communication Technology (ICT) and tools like Canva has revolutionized English Language Teaching (ELT) in Indonesia, shifting from traditional methods to interactive, student-centered approaches. This study aims to explore the benefits and challenges of incorporating these technologies into ELT practices. Employing a qualitative literature review methodology, the research analyzed over 20 empirical studies from 2020 to 2023 on Canva and ICT in Indonesian ELT, supplemented by global Computer-Assisted Language Learning (CALL) frameworks. Key findings reveal that ICT and Canva enhance student motivation, creativity, and communicative skills through multimodal and constructivist learning, while fostering authentic language exposure and collaboration. However, challenges include inadequate infrastructure, limited teacher training, digital inequities between urban and rural areas, ethical issues such as copyright infringement, and increased teacher workload. The implications underscore the need for systematic professional development, institutional support, curriculum alignment, and policies promoting equitable access to ensure transformative and sustainable technology integration in Indonesian ELT.

Keywords: Canva; ELT; ICT; Indonesia; Technology Integration

1. INTRODUCTION

The adoption of Information and Communication Technology (ICT) has fundamentally altered the landscape of English Language Teaching (ELT) globally, a trend mirrored within Indonesia. Modern advancements in digital literacy, artificial intelligence (AI), and online learning platforms have initiated a shift towards more interactive and student-centered pedagogical models. Among these technological innovations, Canva, a graphics design platform, has become prominent for facilitating the creation of digital materials, such as posters and infographics, thereby supporting visual learning and creativity (Wijayanti, 2022).

International studies confirm that technology significantly improves language acquisition by offering multimodal input, boosting student motivation, and fostering collaboration (Chapelle & Sauro, 2017). Specifically in Indonesia, research consistently shows that Canva enhances students' capacity for idea organization, increases engagement in writing assignments, and mitigates classroom monotony (Eka et al., 2023). Furthermore, broader ICT tools enable project-based learning, the integration of audio-visual resources, and exposure to authentic language use (Suryani et al., 2024).

Despite these documented benefits, significant obstacles remain. Educators frequently encounter issues such as inadequate infrastructure access, insufficient professional development/training, and a lack of curriculum alignment with technology-enhanced learning objectives (Setyaningsih et al., 2020). The integration process is further complicated by ethical

considerations, including concern over digital equity, teacher workload disparities, and copyright infringement (Matra & Fitriana, 2022). Consequently, a comprehensive examination of both the benefits and challenges associated with integrating Canva and ICT into Indonesian ELT is crucial. Such an analysis not only affirms the pedagogical value of these technologies but also illuminates the areas requiring systematic support to ensure effective and equitable implementation.

2. LITERATURE REVIEW

Incorporating Information and Communication Technology (ICT) into English Language Teaching (ELT) enhances the effectiveness of language acquisition by captivating learners with interactive elements, diverse inputs, and authentic exchanges. ICT has transformed ELT from conventional instructor-dominated approaches to learner-focused models that encourage collaboration, innovation, and self-reliance (Chapelle & Sauro, 2017; Richards, 2006). In Indonesia, ICT helps students access diverse learning materials and practice English outside the classroom.

In pedagogical terms, ICT complements Communicative Language Teaching (CLT), which emphasizes genuine language use for real-world interaction rather than rote grammar exercises. Digital resources enable learners to engage in interactions and create language in purposeful contexts, such as presentations, projects, and collaborative activities (Richards, 2006). Furthermore, technology provides exposure to real-world language via videos, visuals, and internet-based materials, which is essential for building communicative competence.

Canva, an online graphic design tool, supports English Language Teaching (ELT) through the application of multimodal learning theory and visual aids. This approach posits that learners absorb and retain knowledge more effectively when linguistic elements are paired with visual components such as pictures, hues, and arrangements. Research conducted in Indonesian secondary schools indicates that Canva aids students in structuring their concepts, enhancing textual organization, and fostering innovation in composition and oral delivery (Eka & Musarokah, 2023; Rahayu & Hastini, 2025). Additionally, Canva allows learners to graphically represent their ideas, which promotes lexical growth and logical flow, particularly in narrative and instructional writing.

Moreover, activities utilizing Canva align with constructivist principles, enabling learners to construct understanding via hands-on experiences and self-reflection. Through designing posters, infographics, or slideshows, students actively interact with subject matter and linguistic elements, while honing skills in troubleshooting and choice-making. Evidence

from studies reveals that Canva elevates learners' enthusiasm, involvement, and self-assurance in English by rendering the educational process more pleasurable (Shendy Aulia & Adi Nugroho, 2025).

The involvement of educators is crucial when incorporating ICT. Theories in educational technology underscore that instructors' attitudes, technological proficiency, and pedagogical expertise greatly influence classroom tech application. In Indonesia, educators typically view ICT as advantageous for ELT, yet they encounter hurdles such as inadequate preparation, deficient technical abilities, and minimal organizational backing (Eryansyah & Erlina, 2023). In the absence of robust professional growth opportunities, the adoption of technology may stay at a surface level instead of driving meaningful change.

In addition, integrating ICT encompasses moral and operational factors. The concept of digital equity stresses that disparities in device and internet availability can widen educational divides between city and countryside institutions. Within Indonesia, substandard facilities and inconsistent access represent significant barriers to successful ICT-driven ELT (Nurlita & Taufiq, 2025). Moral issues, including intellectual property rights, content copying, and heightened demands on instructors, must be tackled to promote accountable and enduring tech practices (Matra & Fitriana, 2022).

To conclude, conceptual frameworks and empirical data affirm the advantageous effects of ICT, especially Canva, on English Language Teaching within Indonesia. It bolsters interactive instruction, facilitates multimodal and experiential methods, and heightens student interest. Nevertheless, effective rollout hinges on instructor preparedness, sufficient resources, educational alignment, and ethical vigilance. Thus, embedding technology in Indonesian ELT demands organized skill-building, institutional dedication, and explicit instructional protocols to yield productive and equitable educational results.

3. RESEARCH METHOD

This study employed a qualitative literature review methodology. The foundational data source was an existing compilation of over 20 empirical studies specifically investigating the use of Canva and Information and Communication Technology (ICT) in Indonesian English Language Teaching (ELT). To broaden the analytical scope, the review was supplemented with relevant research and theoretical frameworks from the wider global Computer-Assisted Language Learning (CALL) literature.

a. The methodological process was structured into three distinct phases:

b. Source collection: the selection criteria focused on studies published between 2020 and 2023 that addressed the application of Canva or ICT within ELT. The sources were drawn from both Indonesian and international peer-reviewed journals.

b. Thematic categorization: the collective findings from the literature were organized into three main analytical categories: pedagogical, ethical, and practical implications.

c. Analytical synthesis: This final phase involved a comparative analysis where the specific experiences and outcomes reported in the Indonesian studies were integrated with global perspectives. This synthesis was performed to effectively identify dominant patterns and persistent challenges in technology integration.

This rigorous method ensured the resulting analysis achieved both contextual depth through the focus on Indonesian research and scholarly breadth through the integration of global CALL scholarship.

4. RESULTS AND DISCUSSION

Overview of Empirical Studies on Canvas and ICT in ELT in Indonesia

Table 1 summarizes selected Indonesian studies on Canva and ICT integration in English Language Teaching (ELT), including study details, research titles, journal titles, participants, tool/focus, and main findings.

Table 1. Summarizes Selected Indonesian Studies on Canva and ICT Integration in English Language Teaching (ELT)

Study	Research Title	Journal Title	Participant	Tool/ Focus	Key Findings
Trimastuti, Hartono, & Wahyuni (2025)	Developing interactive learning media based on Canva in General English at Al-Islam Polytechnic	IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature	Polytechnic students	Canva	Increased student engagement and interest.
Wijayanti (2022)	Teaching English by using Canva: Students' and lecturers' voices	English Franca: Academic Journal of English Language and Education	31 students, 5 lecturers	Canva	Canva is useful, accessible, and positively perceived.
Eka, Musarokah, & Priharyanti (2023)	The students' perception of the Canva application as a tool for learning writing skills	Jurnal FKIP Unismuh Makassar	SMA students (Semarang)	Canva for writing	Helped organize ideas and improved coherence in essays.
Gito & Martriwati (2024)	EFL students' perception of the implementation of	KLASIKAL: Journal of Education,	Grade 11 students, Bekasi	Canva	Boosted motivation and enjoyable learning.

	Canva as a learning media	Language Teaching, and Science			
Yundayan, Kusuma Negara, & Putri (2019)	Investigating the effect of Canva on students' writing skills	English Review: Journal of English Education, Universitas Kuningan	44 EFL students	Canva in writing	The experimental group improved significantly in writing.
Yuhana, Adiantika, & Charisma (2022)	ICT-ELT integration in the Indonesian higher education context: EFL teachers' perception	LEARN Journal	EFL teachers across provinces	ICT integration	Teachers are positive, but usage is mostly at the substitution level.
Muslem & Juliana (2018)	Perceptions and barriers to ICT use among English teachers in Indonesia	Teaching English with Technology / English Education Journal, Universitas Syiah Kuala	26 senior high school teachers	ICT use	ICT helpful but hindered by lack of equipment and training.
Ibrahim (2023)	[Pending exact title – ICT use in English teaching in Maros]	Journal of English Education	Teachers in Maros	ICT	Limited to projectors and audiovisual tools; access disparities.
Suryani, Rizal, & Rohani (2024)	Improving learners' English writing skills through digital technology and project-based learning	Jurnal Ilmiah Ilmu Terapan Universitas Jambi	50 students	ICT & writing	Enhanced vocabulary, grammar, and writing skills.
AI-assisted writing study (2022)	[Pending exact title – AI + Canva in writing]	UMM Scientific Journals	Jakarta high school students	AI + Canva	Boosted idea generation, grammar, and structure.

Pedagogical Implication

Overall, ICT-supported platforms like Canva provide innovative avenues for student-centered learning, but effective implementation requires training, infrastructure, and pedagogic beyond skill improvement. The use of Canva is also linked to significant increases in student motivation and creativity. This effect is particularly pronounced when learners are tasked with presenting their knowledge or project outcomes through visually engaging digital products (Wijayanti, 2022; Gito & Martriwati, 2024). These findings align with broader literature on Information and Communication Technology (ICT), which similarly highlights its capacity to foster increased interaction and facilitate exposure to more authentic language learning experiences (Suryani et al., 2024). This enhancement of the learning environment suggests that integrating digital tools moves pedagogy beyond traditional, passive reception (Suryani et al., 2024). This enhancement of the learning environment suggests that integrating digital tools moves pedagogy beyond traditional, passive reception.

However, the literature is not without cautionary notes regarding technology integration. A critical concern raised by certain studies, particularly those examining AI-

assisted writing, is that an excessive focus on the aesthetic design or visual appeal of the digital product may inadvertently overshadow the necessary attention to linguistic features, such as grammatical accuracy and syntactical complexity (AI-assisted writing study, 2022). This implies a potential trade-off between visual engagement and the fundamental goal of developing precise linguistic skills, necessitating a balanced pedagogical approach.

Ethical Implications

A paramount concern within the integration of technology in education is equity. Access to reliable infrastructure is highly uneven, with rural schools frequently suffering from insufficient connectivity and resources, thereby exacerbating the existing digital divide across regions (Ibrahim, 2024). This disparity creates an unequal learning environment where students in less-resourced areas are unable to fully capitalize on the pedagogical benefits of tools like Canva and ICT.

Furthermore, the burden of technological adaptation often falls unfairly upon the educators. Teachers frequently invest significant personal time and resources to acquire competency in new digital tools without adequate institutional support or compensation, which raises legitimate fairness and workload equity concerns (Asnawi et al., 2021). This an lead to teacher burnout and inconsistency in tool implementation.

Finally, the ethical dimension of technology use necessitates urgent pedagogical attention. Issues of digital citizenship, specifically copyright and proper attribution, remain problematic. Research indicates that both students and teachers occasionally engage in practices involving the unlicensed use of materials without providing the requisite citations or permissions (Matra & Fitriana, 2022). Addressing these ethical lapses is crucial for fostering a responsible academic environment and ensuring that technology integration promotes, rather than compromises, integrity.

Practical Implications

Current State of Technology Integration

The literature reveals significant practical implications concerning the operational adoption of ICT and Canva in English Language Teaching (ELT). A key finding indicates that the utilization of Information and Communication Technology (ICT) often remains at a basic substitution level (Yuhana et al., 2022). This means teachers typically employ digital tools like projectors or simple digital slide presentations merely as direct, non-transformative replacements for traditional instructional materials (e.g., using a PowerPoint instead of a chalkboard). Consequently, the integration fails to reach transformative practices that would

genuinely enhance learning, such as those encouraging students to generate original, multimodal digital content.

Teacher Workload and Misalignment

Implementing digitally-enhanced instruction also introduces a practical strain on educators' time. Specifically, preparing and designing lessons that effectively utilize platforms like Canva demands a higher level of preparation time compared to traditional methods, which contributes to an increased teacher workload (Wijayanti, 2022). This time investment is a critical logistical challenge that can hinder the sustainable adoption of these tools.

Furthermore, a significant structural barrier is the misalignment between pedagogical practices and institutional evaluation systems. While instruction increasingly incorporates technology to develop student creativity and multimodality, the formal assessment systems frequently retain a traditional focus, primarily emphasizing the evaluation of grammar and vocabulary (Setyaningsih et al., 2020). This incongruity essentially discourages teachers from prioritizing creative, technology-based learning outcomes when the high-stakes evaluation metrics do not reflect those skills. For technological integration to be truly effective, the curriculum, teaching methods, and assessment must achieve coherence.

5. CONCLUSION AND SUGGESTION

The research conclusively establishes that the integration of Canva and Information and Communication Technology (ICT) within Indonesian English Language Teaching (ELT) has produced clear benefits, specifically by enhancing students' writing performance, engagement, and creative output. Despite these confirmed pedagogical advantages, the full and equitable adoption of these tools is significantly hampered by persistent systemic barriers. These obstacles include inadequate infrastructure, insufficient professional development (training), pervasive digital inequity between urban and rural areas, and unresolved ethical concerns related to digital use.

The findings yield several crucial implications across different sectors of the education system. First, from a pedagogical perspective, educators should move beyond viewing Canva merely as a design tool. It must be strategically integrated as a visual scaffold to encourage creativity while simultaneously reinforcing linguistic accuracy. Teachers should receive training to ensure that design efforts do not detract from essential language skills. From an institutional standpoint, educational institutions and national policymakers bear a direct responsibility to allocate resources for infrastructure investments, including reliable internet

connectivity, to ensure equitable access to digital tools for all learners, thereby addressing the digital divide.

Regarding professional development, there is an urgent need for comprehensive teacher training programs. These should focus not just on the functionality of tools but also on digital pedagogy, ICT ethics (such as copyright), and transformative practices. The aim should be to help teachers progress through the SAMR model (Substitution, Augmentation, Modification, Redefinition), advancing from basic substitution to genuinely innovative uses of technology. Finally, from a curricular perspective, to achieve coherence, the national curriculum and its accompanying assessment frameworks must be updated. Evaluation should include multimodal criteria, assessing visual, aural, and written elements, alongside traditional measures of grammatical and lexical accuracy.

To mitigate the identified barriers and maximize the potential of technology, several specific actions are recommended. First, teacher development should be prioritized by expanding professional development programs that provide sustained, targeted training on the effective and ethical integration of Canva and other ICT tools. Additionally, resource equity needs to be addressed by providing targeted funding and infrastructure upgrades to underserved rural schools, which will help narrow the digital divide and ensure equal opportunities for technology-enhanced learning. Digital ethics must also be emphasized, with mandatory modules on copyright, proper attribution, and digital citizenship introduced for both students and teachers to promote responsible technology use. Furthermore, policy alignment should be ensured by systematically aligning national curriculum objectives and assessment standards to validate and evaluate the technology-mediated practices increasingly utilized in classrooms. Finally, research and evaluation should be fostered through collaborative initiatives between schools and universities, aiming to conduct longitudinal studies that rigorously assess the long-term effects and sustainability of technology integration on English Language Teaching (ELT) outcomes.

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