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Integrating Zoom and Canva Platforms as Blended Learning Tools in Second Language Instruction among Undergraduate Students

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Abstract

This study examines 200-level undergraduate students' awareness of integrating Zoom and Canva for blended learning in second-language instruction. The study used a descriptive survey research design. The population for this study consists of 80 selected 200-level undergraduate English students in the Department of Arts Education, Faculty of Education, Nasarawa State University, Keffi, Nigeria, through a random sampling technique and they were enrolled for reading and public speaking classes. The questionnaire served as the data-collection instrument. The findings of the study revealed that students are receptive to the use of Zoom and Canva as a blended learning approach in second language instruction because it improves motivation, creativity, and collaboration in their reading and speaking skills, but there are some hindrances, such as an unstable network, insufficient digital skills, and poor data, which limit students' participation in the lessons. It was also recommended that sufficient materials needed for the smooth running of the lesson should always be made available to enable students to participate fully.

Keywords: Zoom, Canva, Blended Learning, Undergraduate Students, Nasarawa State.

Introduction

During COVID, teaching and learning were done through digital technology, which transitioned to after COVID. Educational engagement still continued both online and offline because they both seem conducive to teaching and learning. This resulted in blended learning. Kwee and Santos (2022) explained that blended learning is the combination of conventional learning and digital learning. As noted by Tao et al., this was described as the creation of merged traditional classroom and online learning experiences. Some barriers, such as digital literacy gaps, limited resources, and student and teacher resistance to blended learning, were also highlighted by Kintu, Zhu, and Kagambe (2017) in their study of combined traditional and online teaching. Many tools are used in blended learning, including Zoom and Canva, and these will be addressed in this research. Canva, a web-based graphic design platform, has become a well-known online tool in education, known for its user-friendly interface that lets users create images with little effort. Also, Zoom can be used by teachers and learners to share knowledge by showing browser screens (e.g., Mentimeter and GoSoapBox), sharing files and audio/video content, and making learning active and interactive (Kohnke, 2021; Moorhouse & Kohnke, 2020). There are four main skills that make up second-language instruction: reading, speaking, writing, and listening. This research will focus on reading and speaking skills in learning among 200-level undergraduate students.

Research Objectives

The objectives of the study are:

a. To determine the 200-level undergraduate students' awareness of the use of Zoom and Canva as blended learning tools in second language instruction in Nasarawa State University, Keffi, Nigeria.
b. To identify the hindrances associated with the integration of Zoom and Canva apps in second language instruction among 200-level undergraduate students in Nasarawa State University, Keffi, Nigeria.

Research Questions

a. What are the 200-level undergraduate English students' awareness of the use of Zoom and Canva as blended learning tools in second language instruction at Nasarawa State University?
b. What hindrances are associated with integrating Zoom and Canva platforms in second language instruction among 200-level undergraduate students in Nasarawa State University, Keffi, Nigeria?

Blended Learning

It is an educational process that uses various methodologies to organize and manage learning. Through the integration of organizational forms and a digital communication environment, the learning process is made on the most convenient learning platform (Turchyn et al., 2023). Here, conventional procedures are combined with online tools to enhance flexibility and personal learning. It provides learners with easy access to educational resources at ease. The learners could rewatch the previous teachings at their own time. Educational institutions and teachers have been exploring innovative ways to enhance the blended

learning experience. Some learners also complained about the blended learning system. Maudiarti (2018) reported that educators did not provide sufficient explanation of the course resources or topics, and that assigned projects were not clearly defined. In implementing blended learning, both lecturers and students have their roles. Lecturers act as facilitators, while students play their role as knowledge constructors, independent learners, and problem solvers. Poor internet connections and suitable devices may hinder access to learning for learners from low socioeconomic backgrounds, creating a digital gap between learners who have these benefits and those who do not, as stated by Chen et al. (2020). However, integrating the duo provided a more effective educational approach, as students were aware of topics, projects, and tasks, helping them stay on track with course goals.

CANVA

This platform has various designs that can make the learning process engaging and interesting. It offers various templates, designs, and categories for educational use. Teaching and learning become easier when teachers share knowledge and ideas via the Canva application, thereby helping students develop their innovative skills, making the platform beneficial in all spheres of life. Andriyanti et al. (2023) stated that the Canva for Work option improves teamwork, centers design assets, and ensures consistency through customizable layouts. Creation of book covers, flyers, newsletters, reports, media kits, posters, presentation help learners showcase understanding of different topics (Waring, 2021).

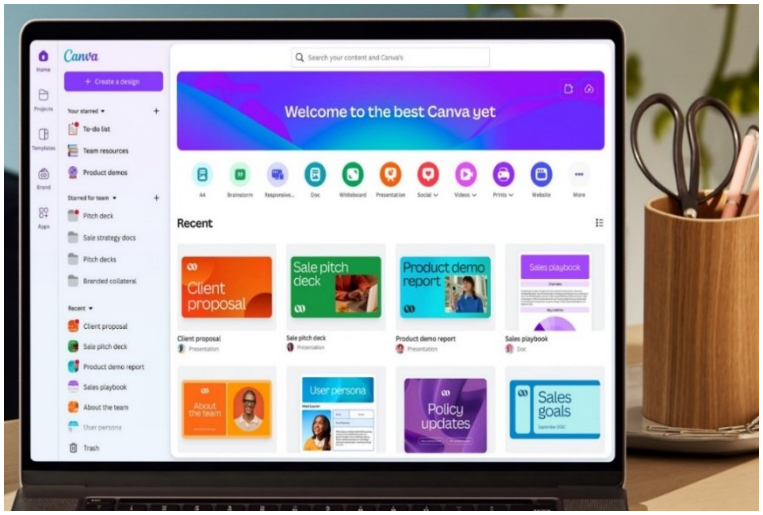


Figure 1: Picture Excerpt of Canva

Benefits of Canva in Second language teaching and learning

a. It helps lecturers during writing classes to offer comments, merge videos and other educational avenues, and track their students' progress.

b. It already has built-in audio and video recording abilities, which have other applications, including homework, tests, and course materials**.**

c. Lecturers can use Canva to develop an attractive lesson plan and guide for themselves for teaching in the classroom.

d. It helps students to create educational materials in their own time.

e. Teachers and students must deliver many things that can be done using the Canva app, such as creating videos, creating images, and creating presentations. This is certainly very easy to make English teaching materials that require visualizing images and videos to convey information.
f. It can be an avenue to develop students' innovative and creative skills with the use of various features by designing, adding text, images, or photos to make up a unique concept.

ZOOM

It is an application tool that renders meetings and webinars, and provides knowledge-sharing and video-conferencing capabilities. It also assists English teachers to bring their students together in a space for the sharing of ideas and knowledge. Sutterlin (2018) explained that Zoom has one special feature, which is breakout rooms, which allows lecturers to divide learners into groups to work on assignments, tasks, or projects. Students are allowed to seek the lecturer's attention if they have any difficulty. Kohnke & Moorhouse (2022) noted that Zoom offers features such as a waiting room, meeting ID, meeting passcode, a muting-all option, the ability to disable students from sharing their screens, and the option to remove participants, which teachers can leverage to enhance the security of online sessions.

During meetings, users can modify layouts, access chat messages, record, and use features like the whiteboard for drawing or writing. There are some features that are built up in Zoom, which are annotation tools, polls, breakout rooms, and video and screen sharing. They facilitate discussion methods through real language instruction in interactive synchronous classes. (Kohnke and Moorhouse, 2022; Nurieva and Garaeva, 2020).

Moreover, Zoom is widely regarded as advantageous in the educational process because it experiences minimal disconnection issues. The audio quality during online video sharing on Zoom ensures clear communication for all participants (Dharma, Asmarani, and Dew, 2017).



Figure 2: Picture Excerpt of Zoom

Integrating Canva and Zoom in Second Language Instruction

In second-language instruction, lecturers can integrate Canva and Zoom to achieve their aims. Using the duo in undergraduate reading and speaking classes means combining visual learning materials with live interactive teaching to improve comprehension, fluency, and communication skills.

Reading Class

Canva	Zoom
The colorful designs Canva generates make it comfortable and user-friendly for university students to engage with. **In the reading class, the lecturer would start by:** **a. Pre-reading stage: Listing the vocabulary associated with the passage and creating designs that will tally with them; Creating different slideshows that align with the comprehension passage with pop-up questions that will introduce critical thinking among learners.** **b. While-reading stage: Here, the lecturers highlight the main ideas, keywords, difficult vocabulary, and the use of color coding for the passages. (e.g., Thesis statement vs supporting sentence). This will help students quickly identify significant information or ideas.** **c. Post-reading stage: Lecturers, tell the students to create their own slides, pictures, and mind maps of the passage. This will improve the understanding and retention skills of the comprehension text.**	Zoom is used for live teaching and interaction. a. Guided reading: Here, the lecturer distributes the slides that have been generated and designed from Canva via screen sharing, where every learner will read the text aloud together, and the lecturer explains the text to the learners, including the difficult words that the lecturer may point out during the discussion. b. Interactive section: Chat box will be used to ask questions in the comprehension passage, and students will answer through the chat box or by using polls to answer multiple-choice questions. c. Group discussion: The lecturer will divide learners in different parts by suing Breakout rooms for discussion of the passage in paragraphs, to also identify main ideas in the text. This section improves teamwork among learners.

Speaking Class

Canva	Zoom
It helps undergraduate students to manage their speaking ideas visually. **a. Preparation for speaking: Students design: presentation slides, cue cards, debate points, storytelling outlines** **b. Language organization: Helps students structure their writing: introduction, body, conclusion. Learners can develop their speaking prowess and disengage fear among them.**	Its main use is for verbal communication. a. Oral presentations: The lecturer appoints students to present their Canva slides and assesses their prowess in pronunciation, fluency, and grammar error-free. b. The lecturer can also conduct debates and interviews and read reports using breakout rooms. c. During the speaking activities, the students can correct themselves if there are mistakes and give immediate feedback (Peer Feedback) when necessary.

Empirical Studies

Archibald et al. (2019) explained that Zoom is user-friendly, affordable, and manageable, indicating that it is a satisfactory tool for student teaching and learning. Another study conducted with 36 students enrolled in an English-speaking course found that Zoom breakout rooms increased students' speaking self-efficacy and provided opportunities to collaborate and discuss assigned topics (Hartono, Widiyati, and Anwar, 2023).

Moreover, a study by Maria et al. (2023) found that using Canva improved students' English achievement. They also stated that English knowledge and skills improved through active student interactions and learning. Sugiani (2023) also stated that Canva is an important medium for teaching English language skills because it offers students opportunities to improve their abilities and skills in a creative and engaging way.

Research Method

This research utilized a descriptive survey research design. Descriptive research is research that describes and interprets phenomena, such as the condition of a thing or relationship, develop opinions, effects that occur, and ongoing trends in the community. Survey research is the collection of information from a sample of individuals through their responses to questions (Check & Schutt, 2012). The population for this study consists of 80 selected 200-level undergraduate English students in the Department of Arts Education, Faculty of Education, Nasarawa State University, Keffi, Nigeria, through a random sampling technique. The students were enrolled in reading and public speaking lessons. The instrument used for data collection was a structured questionnaire. The questionnaire contained 5 questions each (questions 1 and 2). Eighty copies of the questionnaires were distributed and collected immediately.

Data Analysis and Results

During the investigation, the following results were discovered.

a. The first research question addressed the awareness of 200-level undergraduate English students regarding the use of Zoom and Canva as blended learning tools in second-language instruction at Nasarawa State University, Keffi, Nigeria.

Table 1. The awareness of 200-level undergraduate English students regarding the use of Zoom and Canva as blended learning tools in second-language instruction in Nasarawa State University, Keffi, Nigeria. (N = 80)

S/N	ITEMS	SA	A	D	SD	Total
1	Using Zoom and Canva makes reading classes more interesting and engaging.	40	30	7	3	80
2	The Zoom and Canva platforms help me understand public speaking concepts more easily	35	25	11	9	80
3	I feel more confident participating in reading classes on Zoom and Canva.	30	29	13	8	80

S/N	ITEMS	SA	A	D	SD	Total
4	Using Zoom and Canva increases my motivation to learn public speaking.	38	27	9	6	80
5	I would like lecturers to continue using Zoom and Canva for second-language instruction.	45	20	10	5	80

Table 1 presents some awareness of 200-level undergraduate English students regarding the use of Zoom and Canva as blended learning tools in second-language instruction at Nasarawa State University, Keffi, Nigeria. Items 1 to 5 show that the majority of students selected Strongly Agree (SA) and Agree (A) for all the items. This shows that the use of Zoom and Canva should be encouraged in second-language instruction.

The second research question identified hindrances to the integration of Zoom and Canva apps in second-language instruction among 200-level undergraduate students at Nasarawa State University, Keffi, Nigeria.

Table 2. Some hindrances associated with the integration of Zoom and Canva apps in second-language instruction among 200-level undergraduate students at Nasarawa State University, Keffi, Nigeria. (N = 80)

S/N	ITEMS	SA	A	D	SD	Total
1	Poor network connectivity makes using Zoom and Canva in second-language lessons difficult.	40	30	6	4	80
2	Insufficient digital expertise among students impedes effective use of Zoom and Canva.	30	25	15	10	80
3	High cost of data hinders my access to Zoom classes and Canva activities.	45	20	10	5	80
4	Technical difficulties (e.g., login issues, app crashes) disrupt learning during Zoom and Canva sessions	38	22	5	15	80
5	Difficulty in navigating Canva design tools and Zoom breakout rooms affects my participation during lessons.	34	30	6	10	80

Table 2 presents some hindrances to the integration of Zoom and Canva apps in second-language instruction among 200-level undergraduate students at Nasarawa State University, Keffi, Nigeria, including poor network connectivity, insufficient digital expertise, high data costs, technical difficulties, and difficulty navigating these tools. The results from items 1 to 5 show that these hindrances can affect the use of Zoom and Canva in second-language instruction.

Discussion of Findings

The findings from research question one showed that students who agreed to the use of Zoom and Canva as blended learning tools in second-language instruction at Nasarawa State University, Keffi, Nigeria, are in greater numbers. This aligns with Ngoc and Huyen (2023), who found that using Canva boosts students' motivation to learn writing in high school. It was

also observed that Zoom meetings provide learners with opportunities for collaborative discussion and independence, thereby increasing engagement and motivation. The use of Zoom also improves students' speaking self-efficacy (Hartono, Widiyati, and Anwar, 2023). The findings from research question two reported that students who experienced some hindrances in integrating Zoom and Canva apps into second-language instruction among 200-level undergraduate students at Nasarawa State University, Keffi, Nigeria were higher. Badah. et al. (2024) listed some challenges that instructors face, such as technical issues, students' misuse of certain features, and time-consuming features, which align with the current research.

Conclusion

Integrating Zoom and Canva Platforms as Blended Learning Tools in Second Language Instruction among Undergraduate Students is a welcome development and should be encouraged. This is because the benefits of learners using digital skills in the 21st Century have enhanced their educational and technological growth. The Use of Zoom in second-language instruction will help learners engage with the wider world, putting them at the top of their game. Using Canva can also help learners create unique designs, which benefits them and society. Therefore, integrating conventional and online teaching via Zoom and Canva will boost students' motivation, engagement, creativity, and critical thinking in second-language instruction.

Recommendation

a. Vital materials, such as a steady network and provision of data for online classes, should be provided for the smooth running of second-language instruction.
b. Sufficient digital skills should be encouraged, whereby learners are educated on how to use the devices, software, and online tools without much difficulty, which will make second-language instruction more entertaining and engaging.
c. Learners should be given extra time after classes to practice more on how these platforms work. This will help them navigate the tools efficiently, as constant practice will yield positive results.

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