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Adalah benar nama tersebut di atas merupakan penulis kedua artikel hasil penelitian dengan judul "Students' Perceptions Of Canva And English Learning Motivation: Evidence From Indonesian Senior High School" di FOSTER JELT: Journal of English Language Teaching Vol.7 No.3 Edisi Juli 2026.

Demikian surat keterangan ini dibuat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

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Wassalamualaikum warahmatullahi wabarakatuh.

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STUDENTS' PERCEPTIONS OF CANVA AND ENGLISH LEARNING MOTIVATION: EVIDENCE FROM INDONESIAN SENIOR HIGH SCHOOL

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ABSTRACT

This study investigates senior high school students' perceptions of Canva as an interactive digital learning tool and its relationship with their motivation to learn English. Although previous studies reported the educational benefits of Canva, limited research has specifically examined how students' perceptions of Canva relate to their English learning motivation among senior high school EFL learners. Employing a quantitative descriptive-correlational design, the study involved 204 students who had experience using Canva in English learning activities. The study is grounded in the Technology Acceptance Model (TAM), which explains how users' perceptions of a technology influence their acceptance and use of digital learning tools. Data were collected through structured questionnaires adapted from the Technology Acceptance Model (TAM) and the Motivated Strategies for Learning Questionnaire (MSLQ). The data were analyzed using descriptive statistics, Pearson correlation, and simple linear regression. The findings revealed that students generally held positive perceptions of Canva, particularly in terms of its usefulness, ease of use, and engagement. The correlation analysis showed a strong positive relationship between students' perceptions of Canva and their English learning motivation ($r = 0.677$, $p < .001$). Furthermore, the regression analysis indicated that students' perceptions of Canva significantly predicted their motivation, explaining 45.8% of the variance ($R^2 = 0.458$). These findings suggest that Canva can serve as a meaningful digital learning medium for enhancing students' motivation in English learning. The study also extends the application of the TAM by demonstrating that students' positive perceptions of Canva are associated with higher English learning encourage teachers to integrate interactive digital tools such as Canva into classroom activities to create more engaging, creative and student-centered learning experience.

Keywords: Canva; Student Perception; Learning Motivation; English Learning

INTRODUCTION

English has develop into a universal language that is essential to international communication education, and technology (Pranitasari, D., & Maulana, I. 2022); (Richards, J. C. 2017). English is taught in Indonesia as foreign language and is considered essential for students to access global knowledge and improve future academic and professional opportunities (Pratama, A., & Sulistiyo, U., 2024). However, despite its importance, many

students still experience difficulties in learning English, particularly in maintaining motivation during classroom activities.

It is often acknowledged that motivation plays a major role in determining how well students learn a language (Normurodovna, M. A., 2024)& (R.C Gardner., 2007). It drives learners to engage actively, persist in completing tasks, and achieve learning goals. With relation to learning English as a second language. Previous studies suggest that students' motivation in English learning is shaped by the interaction of both internal and external factors. Internal factors, such as learners' interest and self-confidence, influence their willingness to engage in learning, while external factors, including teaching methods, classroom environment, and the use of digital learning media, play an important role in sustaining students' motivation and participation (Hariri et al., 2021; Qu, K., & Wu, X., 2024). When these motivation is low, students are more likely to become passive, less engaged, and reluctant to participate actively in learning classroom (Kurniawan, M., Putri, Y. A., & Alianti, G. C., 2024).

From the perspective of language learning motivation, motivation is not only understood as students' willingness to learn, but also as the psychological force that influences their effort, persistence, participation, and achievement in learning English. In EFL contexts, students' motivation is shaped by both intrinsic factors, such as interest, confidence, and personal goals, and extrinsic factors, such as teacher support, classroom activities, learning media, and assessment demands. When students are motivated, they are more likely to participate actively, complete learning tasks, and show greater confidence in using English. Therefore, motivation becomes a crucial factor in determining the effectiveness of English learning, especially in classroom contexts where students often face difficulties such as limited vocabulary, low confidence, and lack of engagement.

The integration of digital technology into classroom instruction has increasingly been recognized as an effective strategy for enhancing students' enthusiasm, engagement and participation in the learning process, particularly in technology-supported learning environments (Ali et al., 2025). In particular, interactive digital media promote active learning through visual, collaborative, and creative activities that encourage students to participate more meaningfully in the learning process (Prananto et al., 2025). according to earlier research students' engagement and attitudes toward learning can be enhanced through the utilization of digital tools. However, students' perceptions of these technologies' utility and usability have a significant impact on their efficacy.

One of the digital tools that has gained popularity in educational settings is Canva, an online design platform that lets users produce visual material like infographics, posters, and presentations (Muhajir et al., 2024). Beyond its accessibility, Canva's user-friendly features and support for creative learning activities enable students to engage more actively in English learning, thereby fostering greater interest and motivation throughout the learning process (Erden & Riedler., 2024). In relation to Canva, the platform offers visual, creative, and collaborative features that can support English learning activities. Canva allows students

to create posters, infographics, presentations, and other visual products that can be integrated into vocabulary learning, writing tasks, speaking activities, and project-based learning. These features may help students understand learning materials more easily, express ideas creatively, and participate more actively in the classroom.

The Technology Acceptance Model (TAM) provides a useful theoretical framework for explaining how students' perceptions of Canva may influence their motivation to learn English. According to TAM, students are more likely to adopt and engage with a digital learning tool when they perceive it as useful for achieving their learning goals and easy to use during learning activities. In the context of English learning, students who believe that Canva facilitates vocabulary development, writing, speaking, and collaborative tasks while requiring minimal effort to operate are more likely to participate actively, persist in learning activities, and develop stronger motivation. Conversely, if Canva is perceived as difficult to use or offering limited educational value, students may be less willing to engage with the platform, thereby reducing its potential motivational benefits. Therefore, TAM extends beyond explaining technology acceptance by providing a theoretical basis for understanding how students' perceptions of Canva can contribute to English learning motivation (Vanduhe, V. Z., Nat, M., & Hasan, H. F., 2020).

Despite the growing importance of English for students' academic and future professional development, sustaining learners' motivation remains a persistent challenge in English as a Foreign Language (EFL) classrooms, particularly in contexts where students have limited opportunities to use English beyond the classroom (Ali et al., 2025). Insufficient motivation may result in passive classroom participation, reduced engagement, and a reluctant to complete learning tasks, ultimately limiting students' opportunities to develop their English language skills (Prananto et al., 2025). At the same time, digital learning tools are increasingly used in classrooms to make learning more visual, interactive, and student-centered (Rezkyana and Agustini., 2022).

This issue is urgent because today's students are increasingly exposed to digital learning environments, while English teachers are expected to design learning activities that are engaging, meaningful, and aligned with students' digital habits (Rohmiati et al., 2025). Canva has become one of the popular platforms used in education because it enables students to create visual products such as posters, infographics, and presentations (Bayu Aryanto., 2025). If students perceive Canva as useful and easy to use, it may strengthen their motivation to participate in English learning. Therefore, understanding students' perceptions of Canva is important for helping teachers decide whether Canva can function not merely as a design tool, but as a motivational learning medium.

Previous studies consistently indicate that Canva and other digital learning media contribute positively to English language learning by enhancing students' creativity, improving writing performance, increasing classroom engagement, and facilitating collaborative learning (Asbah, J., & Muhammad Firdaus, F., 2025). Collectively, these studies demonstrate the educational value of Canva as an interactive digital learning tool. However,

they primarily focused on instructional outcomes and learning performance, while giving comparatively less attention to students' psychological responses to the technology. Specifically, limited research has examined how students' perceptions of Canva, particularly its perceived usefulness and perceived ease of use as proposed in the Technology Acceptance Model (TAM), influence English learning motivation. Furthermore, this relationship has received little attention in the context of Indonesian senior high school EFL learners. Therefore, a clear research gap remains regarding the extent to which students' perceptions of Canva contribute to English learning motivation in this educational context.

Unlike previous studies that have primarily emphasized the instructional benefit of Canva, this study contributes conceptually by examining how students' perceptions of Canva, as explained through the Technology Acceptance Model (TAM), are associated with English learning motivation. Rather than treating TAM solely as a framework for understanding technology acceptance, this study demonstrates its usefulness in explaining motivational engagement in English language learning. By integrating technology acceptance constructs with English learning motivation in the Indonesian senior high school EFL context, the study provides a broader understanding of how students' perceptions of digital learning tools relate to motivational outcomes.

Therefore, this study aims to investigate the relationship between students' perceptions of Canva, Based on TAM constructs, and their motivation in learning English in an Indonesian senior high school context. This study offers several novel contributions to the existing literature. First, it integrates the Technology Acceptance Model (TAM) with learning motivation constructs to examine how students' perceptions of Canva, particularly in terms of perceived usefulness and ease of use, relate to their motivation in learning English. Second, unlike previous studies that predominantly employ qualitative or descriptive approaches, this study adopts a quantitative method using correlation and regression analysis to provide empirical evidence on the strength and direction of this relationship. Third, this study focuses specifically on the Indonesian senior high school EFL context, which remains underexplored in prior research. By addressing these aspects, this study provides a more comprehensive and context-specific understanding of how digital tools like Canva influence students' motivation in English language learning.

METHODS

This study used a descriptive-correlational research design and a quantitative methodology to investigate the connection between students' opinions of Canva and their motivation in learning English (Creswell, et al., 2014). The quantitative method was selected to allow for the methodical gathering and statistical examination of numerical data to find trends and relationships between variables.

The research was conducted at SMA 88 Jakarta during the second semester of the 2025/2026 academic year. The population of this study consisted of all students at the school, totaling approximately 570 students. The sample included 204 students from grades 10, 11 and 12 who had prior experience using Canva in English learning activities. The participants were selected using a simple random sampling technique. A list of eligible students was obtained from the school administration, and each student was assigned a

number. Random selection was then conducted using a computerized random-number generator to ensure that every eligible student had an equal probability of being selected. Students who had never used Canva in English classes were excluded from the study. The final sample represented approximately 35.8% of the total student population ($N = 570$), which was considered sufficient for correlation and regression analysis.

The data were collected using a structured questionnaire administered after the implementation of Canva-based English learning activities. The instrument consisted of two sections designed to measure the independent variable (Student Perception) and the dependent variable (Student Motivation). All questionnaire items were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Prior to data collection, the instruments were tested for validity and reliability. The validity test was conducted using the Pearson Product-Moment correlation, and all items were found to be valid with significance values below 0.05. Reliability was assessed using Cronbach's Alpha, where the coefficients for all constructs exceeded the acceptable threshold of 0.70, indicating good internal consistency. The validity and reliability tests were conducted on 95 respondents during the pilot testing stage.

The questionnaire used in this study was adapted from previously validated instruments to ensure its relevance to the research objectives. The technology Acceptance Model (TAM) questionnaire was adapted to measure students' perceptions of Canva, particularly perceived usefulness and perceived ease of use, while the motivation questionnaire was adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) to assess students' English learning motivation. The adaptation process involved modifying the wording of several items to reflect the context of Canva-assisted English learning while preserving the original constructs. Before data collection, the questionnaire was reviewed to ensure clarity and suitability for senior high school students.

The questionnaire measuring students' perceptions of Canva consisted of 11 items adapted from the Technology Acceptance Model (TAM) proposed by Davis (1989). It comprised four indicators: Perceived Usefulness (3 items), Perceived Ease of Use (3 items), Actual Usage (2 items), and Engagement Interest (3 items). Perceived Usefulness the extent to which students believed that Canva enhanced their English Learning and facilitated task completion. Perceived Ease of Use evaluated students' perception of Canva simplicity and ease of operation. Actual Usage measured the frequency and extent to which students used Canva during English learning activities.

Students' motivation in learning English was measured using 12 items adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) developed by (Pintrich et al., 1991). The questionnaire included 4 indicators: Intrinsic Motivation (3 items), Extrinsic Motivation (3 items), Task Value (3 items) and Self-Efficacy (3 items). These indicators were used to examine students' enjoyment of learning English learning task.

Table 1. Case processing summary

Cases	N	%
Valid	95	100.0
Excluded	0	0.0
Total	95	100.0

a. Listwise deletion based on all variables in the procedure.

The validity test was conducted using the Pearson Product-Moment correlation to examine whether each questionnaire item was valid in measuring the intended construct. The results showed that all questionnaire items had corrected item-total correlation values greater than the minimum criterion and significance values below 0.05. Therefore, all items were considered valid and suitable for use in collecting the research data.

Table 2. Reliability statistics

Cronbach's Alpha	Number of Items
.974	22

In addition, the reliability test was conducted using Cronbach's Alpha to examine the internal consistency of the instrument. The result showed that the questionnaire obtained a Cronbach's Alpha value of 0.974 for 22 items, indicating a very high level of reliability. Since the Cronbach's Alpha value was higher than the acceptable threshold of 0.70, the instrument was considered reliable and internally consistent. Thus, the questionnaire was appropriate to measure students' perceptions of Canva and their motivation in learning English.

The data were analyzed using JASP software. Descriptive statistics, including mean scores and standard deviations, were used to describe students' perceptions and motivation levels. A normality test was conducted using the Shapiro-Wilk test, which indicated that the data were not normally distributed ($p < 0.05$). However, based on the Central Limit Theorem and the relatively large sample size ($n = 204$), parametric tests were considered appropriate.

Prior to data collection, ethical approval was obtained from the relevant institutional authority. Participants were informed of the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained from all participants before they completed the questionnaire. Their responses were treated confidentially and used solely for research purposes.

Pearson correlation analysis was employed to examine the strength and direction of the relationship between students' perceptions of Canva and their motivation. In addition, simple linear regression analysis was conducted to determine the extent to which students' perceptions of Canva predict their motivation in learning English. These statistical techniques were selected because they are suitable for analyzing relationships between continuous variables and for assessing predictive effects in quantitative research.

Furthermore, the direction and intensity of the association between the variables were investigated using Pearson correlation analysis. In addition, the degree to which students'

perceptions of Canva influence their motivation in learning English was ascertained through basic linear regression analysis.

RESULTS

This study involved 204 senior high school students in Jakarta from grades 10, 11, and 12 who had experience using Canva in English learning activities. Data were collected using a structured questionnaire based on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Table 3. Descriptive statistics of the study variables

Construct	N	Mean	SD	Interpretation
Perceived Usefulness	204	4.18	0.54	High
Perceived Ease of Use	204	4.12	0.61	High
English Learning Motivation	204	4.05	0.58	High

Overall, students reported high levels of perceived usefulness and perceived ease of use, indicating that they generally viewed Canva as a beneficial and user-friendly digital learning tool. Likewise, the mean score for English learning motivation was relatively high, suggesting that the participants demonstrated positive motivation toward learning English. These descriptive findings provide an overview of the data and indicate that students responded favorably to both the use of Canva and their English learning experiences before the relationships among the variables were examined through correlation and regression analyses

Table 4. Normality test results (Shapiro-Wilk test)

Variable	Shapiro–Wilk (W)	p
Students' Perceptions of Canva	0.957	< .001
English Learning Motivation	0.957	< .001

The Shapiro-Wilk test showed that the data were not normally distributed, as indicated by the significance value below 0.05 ($p < .001$). however, because the sample size was relatively large ($n=204$), the analysis was continued using Pearson correlation and simple linier regression, this decision was based on the consideration that parametric analysis can still be applied in large samples.

Table 5. Pearson correlation analysis

Variables	r	p
Students' Perceptions of Canva and English Learning Motivation	.677	< .001

The results indicate that students' perceptions of Canva are strongly associated with their motivation in learning English. The positive correlation coefficient ($r=0.677$) suggest that students who perceive Canva as useful, easy to use, and engaging tend to show higher motivation in English learning. This finding implies that students' motivation is not only influenced by the content of English lessons, but also by how learning activities are presented and experienced. When students feel that a digital tool helps them understand tasks, express ideas creatively, and participate more actively, they are more likely to develop positive learning attitudes.

The significance value ($p < .001$) shows that the relationship between students' perceptions of Canva and their motivation is statistically meaningful. In other words, the relationship found in this study is unlikely to occur by chance. However, this result should not be interpreted simply as "Canva automatically increases motivation." Rather, the finding suggests that Canva becomes motivational when students perceive it as relevant to their learning needs. Therefore, the quality of students' experience with Canva is more important than the mere use of the platform itself.

A simple linear regression analysis was conducted to examine the effect of students' perceptions of Canva on their motivation.

Table 6. Model Summary (Linear Regression Analysis)

Model	R	R ²	Adjusted R ²	RMSE	R ² Change	df1	df2	p
M ₀	0.000	0.000	0.000	9.334	0.000	0	202	
M ₁	0.677	0.458	0.456	6.886	0.458	1	201	< .001

The regression result further strengthens this interpretation. The R² value of 0.458 means that students' perceptions of Canva explain 45.8% of the variance in their English learning motivation. This is a substantial contribution, indicating that Canva-related perceptions play an important role in shaping students' motivation. In practical terms, almost half of the differences in students' motivation can be linked to how positively they view Canva as a learning medium. This shows that digital learning tools can have a meaningful motivational function when they are perceived as helpful, accessible, and interesting.

At the same time, the remaining 54.2% of unexplained variance indicates that students' motivation is also influenced by other factors beyond Canva. These may include teacher support, classroom atmosphere, students' confidence in English, peer interaction, task difficulty, previous learning experiences, and personal goals. Therefore, Canva should not be viewed as the only factor that determines students' motivation. Instead, it should be understood as one important element within a broader learning environment. Canva may support motivation, but its effectiveness still depends on how teachers design the activity, guide students, and connect the tool with meaningful English learning objectives.

Table 7 ANOVA results

Source	Sum of Squares	df	Mean Square	F	p
Regression (Canva)	8,069.00	1	8,069.00	170.20	< .001
Residual	9,531.00	201	47.42		
Total	17,600.00	202			

The ANOVA result showed that the regression model was statistically significant, $F(1, 201) = 170.2$, $p < .001$. This indicates that students' perceptions of Canva significantly predicted their motivation in learning English. The regression coefficient for Canva was 0.705, suggesting that an increase in students' positive perceptions of Canva was associated with an increase in their motivation scores.

The regression coefficient of 0.705 provides another important interpretation. It suggests that every increase in students' positive perception of Canva is followed by an increase in their motivation score. This means that when students find Canva easier to use, more useful, and more enjoyable, their motivation tends to improve. This finding supports the idea that students' acceptance of technology is closely connected to their willingness to engage in learning. In the context of English learning, Canva may reduce boredom, encourage creativity, and make students feel more confident in completing learning tasks, especially tasks involving visual presentation, writing, vocabulary, speaking, or project-based activities.

Based on the results of the analysis, it can be interpreted that Canva plays a significant role in influencing students' motivation in learning English. Students who perceive Canva as useful, easy to use, and engaging tend to show higher levels of motivation. The findings also suggest that the use of interactive digital media such as Canva can enhance students' participation, interest, and engagement in English learning activities. Therefore, Canva can be considered an effective digital learning tool that supports student-centered learning and promotes motivation in the classroom.

DISCUSSION

The findings of this study provide important insights into the role of students' perceptions of Canva in shaping their motivation in learning English. The strong positive correlation ($r = 0.677$) indicates that students who perceive Canva as useful, easy to use, and engaging tend to demonstrate significantly higher levels of motivation. This suggests that students' perceptions are not merely passive attitudes but actively contribute to their motivational engagement in the learning process.

This finding suggests that students' perceptions are not merely passive opinions about a digital tool. Instead, they reflect students' learning experiences with the tool. When Canva is perceived as helpful and easy to operate, students may spend less effort dealing with technical difficulties and more effort engaging with English tasks. This condition can make learning feel more accessible and less intimidating, especially for students who often experience low confidence in English learning.

The regression analysis revealed that students' perceptions of Canva account for 45.8% of the variance in learning motivation ($R^2 = 0.458$). This indicates that nearly half of the changes in students' motivation can be explained by how they perceive Canva as a learning tool. However, the remaining 54.2% suggests that other factors, such as teaching strategies, classroom environment, and individual differences, also contribute to students' motivation. This is a substantial proportion, indicating that digital tools, when positively perceived, play a meaningful role in influencing motivational outcomes. However, it also implies that more than half of the motivational variance is followed by other factors, such as teacher support, classroom environment, and individual learner differences. Therefore, Canva should not be viewed as a standalone solution but rather as part of a broader instructional ecosystem.

These findings are consistent with recent international studies demonstrating that digital learning tools can enhance students' engagement, creativity, and motivation in language learning. For example, (Vargas et al., 2022) which demonstrated that Canva enhances students' engagement and creativity in learning activities, found that digital media promotes active participation and collaborative learning. However, unlike these studies, which primarily relied on qualitative approaches, the present study provides quantitative evidence demonstrating the strength of the relationship between students' perceptions and motivation.

From a theoretical perspective, these findings can be explained through the Technology Acceptance Model (TAM) and Self-Determination Theory (SDT). According to TAM, students are more likely to engage with a digital tool when they perceive it as useful and easy to use. In this study, students who viewed Canva as beneficial and user-friendly demonstrated higher levels of motivation, supporting the role of perceived usefulness and perceived ease of use in influencing behavioral engagement. Furthermore, from the perspective of Self-Determination Theory, Canva's interactive and creative features may foster intrinsic motivation by supporting students' autonomy, competence, and active participation in learning tasks. This suggests that the effectiveness of Canva is not only technological but also psychological, as it satisfies key motivational needs in language learning.

In relation to TAM, the findings confirm that perceived usefulness and perceived ease of use are important factors in motivating students to use digital learning media. Students are more motivated when they believe that Canva helps the student complete English tasks and when they find the platform simple to use. From the perspective of motivation, Canva may also support students' autonomy and competence because it gives the student opportunities to make design choices, express ideas visually, and produce learning outputs that they can be proud of.

A deeper interpretation of these findings suggests that the effectiveness of Canva in enhancing motivation may be closely related to its visual, interactive, and creative features. Visual elements can help reduce cognitive load and make learning materials more accessible, while interactive design tasks may foster a sense of autonomy and active participation. Additionally, collaborative features in Canva-based activities can promote social interaction, which is known to support motivation in language learning. However, the effectiveness of

Canva may vary depending on how it is implemented by teachers, as well as students' digital literacy levels.

Despite these positive findings, it is important to recognize that the effectiveness of Canva may depend on how it is implemented in the classroom. Without appropriate instructional design, digital tools may not significantly enhance motivation. Additionally, students with lower digital literacy may experience difficulties in using such platforms, which could reduce their engagement rather than improve it.

In terms of pedagogical implications, the findings suggest that teachers should not only integrate Canva into classroom activities but also design meaningful and interactive tasks that maximize its potential. Activities such as collaborative projects, visual storytelling, and student-generated content may enhance both engagement and motivation. Effective instructional design, therefore, plays a crucial role in determining whether digital tools like Canva can truly impact students' learning experiences.

LIMITATION

This study has several limitations that should be considered when interpreting the findings. First, the sample of this research was limited to students from a single senior high school in Jakarta, which may restrict the generalization of the results to other educational context regions. Future studies are recommended to involve participants from multiple schools or different regions to obtain more representative findings.

Second, the data were collected using self-report questionnaires, which may be subject to response bias, such as social desirability or students' subjective perceptions. As a result, the responses may not fully reflect students' actual behavior or motivation in learning English.

Third, this study only focused on examining the relationship between students' perceptions of Canva and their motivation. Other potential factors that may influence students' motivation, such as teaching methods, teacher support, learning environment, and individual differences, were not included in the analysis. Therefore, future research is suggested to incorporate additional variables to provide a more comprehensive understanding of students' learning motivation.

CONCLUSION

This study concludes that students' perceptions of Canva have a significant and positively related to their motivation in learning English. When students perceive Canva as useful, easy to use, and engaging, they are more likely to participate actively in English learning activities and demonstrate stronger motivational engagement. These findings indicate that Canva has the potential to support a more interactive and motivating English learning environment.

From a theoretical perspective, this study extends the application of the Technology Acceptance Model (TAM) by demonstrating that students' perceptions of a digital learning tool are associated not only with technology acceptance but also with English learning motivation. These findings suggest that the core TAM constructs, particularly perceived usefulness and perceived ease of use, can help explain students' motivational engagement in

technology-supported EFL learning. Consequently, the study contributes to a broader understanding of how technology acceptance and learning motivation are interconnected in the context of English language education.

Practically the results imply that teachers can use Canva as an interactive learning medium to support more engaging, creative, and student-centered English learning. However, Canva should be integrated with clear instructional goals and meaningful classroom activities so that its use supports language learning rather than functioning merely as a design tool.

Future studies are recommended to involve participants from different schools or regions to improve generalizability. Further research may also use experimental or mixed-method designs and include additional variables, such as learning outcomes, digital literacy, creativity, collaboration, and teacher support, to provide a deeper understanding of how digital media influences students' motivation in English learning.

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