

# THE IMPLEMENTATION OF A CANVA-BASED E-PORTFOLIO: ITS IMPACT ON ACHIEVEMENT, SELF-EFFICACY, AND ANXIETY IN ESP-WRITING INSTRUCTION

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**Abstract:** English for Specific Purposes (ESP) learners derive significant advantages from a writing method that focuses on the process rather than just the end result. This need is emphasized by the fact that teachers often do not prioritize the optimization of this technique while teaching ESP writing workshops. This approach focuses on the different stages of text creation and is used in educational settings to give students clear guidance. It helps them go through a genuine writing process, boosts their confidence, reduces anxiety, and includes activities that support writing, such as choosing the right media. This study examines the influence of integrating Canva and e-portfolio on the writing proficiency of Agriculture students in an English for Specific Purposes (ESP) setting. The study also investigates the impact of this integration on students' self-efficacy and anxiety levels during the learning process. This is done through a mixed-method approach that incorporates before and post-tests, writing assignments, and post-treatment questionnaires. The implementation of Canva-based E-portfolios in teaching English for Specific Purposes (ESP) has yielded encouraging outcomes, as seen by improved posttest scores in both the control and experimental groups. Notably, the experimental group demonstrated a significant enhancement, indicating the potential advantages of broader utilization. The intervention demonstrates a positive impact on students' self-efficacy and reduces their anxiety levels, suggesting its effectiveness in ESP classrooms. However, additional research is needed to validate these findings and investigate the specific factors that contribute to this improvement.

**Keywords:** *anxiety; E-portfolio-Canva; ESP-writing; self-efficacy.*

## INTRODUCTION

The progress of technology in education has required the incorporation of new applications into the educational process (Eden et al., 2024). An example of such progress is the e-portfolio, which is a digital rendition of conventional learning portfolios (Barrot, 2021). This study seeks to investigate the efficacy of integrating Canva, an internet-based graphic design platform with intuitive interface and collaborative capabilities, with e-portfolio in enhancing the writing proficiency (vocabulary utilization and sentence construction) of English for Specific Purposes (ESP) learners, as well as its influence on self-confidence and student apprehension.

Studies have shown that skilled writers commonly break down the writing process into multiple phases, such as generating ideas,

outlining, composing a draft, and revising (Ebadi & Bashir, 2021; Torabi, 2021). These steps are not inflexible but are carried out adaptably, with certain stages, such as brainstorming and drafting, being repeated throughout the process. This technique differs from conventional instructional methods that prioritize the end result of writing. On the contrary, the process-based approach prioritizes the many phases of text production. Students engaging in this pedagogical method receive suitable supervision to actively participate in an authentic writing process through a range of activities (Mochizuki et al., 2019).

Self-efficacy and anxiety play crucial roles in shaping the process of language acquisition in ESP writing learning (Mokonea & Setlalentoa, 2023; Zhu & Zhou, 2012). These factors are essential in equipping pupils to attain success in

acquiring knowledge (Fariha et al., 2023). Writing is widely regarded as the most intricate skill in education compared to other language skills. The complexity of the writing process is not only influenced by linguistic knowledge and cognitive processes but also by factors such as self-efficacy, writing anxiety, and motivation.

Self-efficacy is defined as an individual's belief in their ability to complete a task (Bardach et al., 2022). Therefore, self-efficacy in writing is an indicator of a high level of self-confidence in writing assignments. In addition to self-efficacy, writing anxiety is also an affective factor. This concept is defined as a combination of various emotions, behaviors, and beliefs that hinder students' ability to complete writing tasks in line with their intellectual capabilities (Mokonea & Setlalentoa, 2023).

Conventional teaching methods evaluate students' writing skills through exams, which often fail to depict the complexity of the writing process (Ebadi & Bashir, 2021). This product-oriented approach does not provide essential strategies for students to go through various stages of writing. Therefore, a shift towards a process-oriented approach is needed (Afshari et al., 2020). However, research on this approach in the context of English for Specific Purposes (ESP) is still limited. ESP emphasizes formative and summative assessment, and the need for teaching and assessment methods that align with technological developments. Nevertheless, teachers still face various challenges in adapting to digital tools.

Alternative assessment methods, such as portfolio assessment, are often used in ESL/EFL contexts to encourage the learning process of writing (Ayaz & Gök, 2023; Barrot, 2021). A portfolio, defined as a collection of student work compiled for a specific purpose that shows their effort, progress, and achievement, has been a broad research subject in ESL literature. An e-portfolio, the digital version of a portfolio, allows learners to document their individual development over time. E-portfolios are primarily used in writing contexts and have been found to help improve writing through self-regulation, self-assessment, and peer assessment (Michos et al., 2022). E-portfolios also have a positive impact on learner autonomy, motivation, and reflective thinking. Being cloud-based, e-portfolios can overcome space and time barriers, which has proven to be very valuable for online language educators (Al-Hawamdeh et al., 2023). In the current ESP context, where internet access has

become widespread, the potential of e-portfolios as a pedagogical tool is enormous. However, research on its use to promote language learning, especially writing skills, is still limited.

According to previous research, incorporating Canva as a supplementary tool for teaching English writing skills involves the integration of two specific theories: the "Process-Based Teaching Approach" (Seow, 2002) and "E-portfolio Development (Gibson & Barrett, 2003)". The process technique has four distinct stages: Planning, Drafting, Reviewing content, and Editing language. Each of these stages is interconnected with the relevant stage in the utilization of Canva in e-portfolio development (Le et al., 2023). The process of developing an e-portfolio involves numerous distinct stages, including: Students are assigned a topic and are required to compose an initial version of their work. They then engage in a process of evaluating one other's work. Teachers provide feedback to each student. Canva is utilized at various stages to support each student (Syahdan et al., 2023). Acquire educational resources and engage in self-assessment; Establish connections and exchange educational materials; and Showcase the electronic portfolio. Therefore, Canva, a digital tool, can be used into a process-oriented teaching method to enhance the acquisition of English writing abilities.

Hence, the objective of the study is to address two primary inquiries: (1) Does the utilization of a Canva-based E-portfolio enhance the writing proficiency of English for Specific Purposes (ESP) learners? (2) Does the utilization of a Canva-based electronic portfolio enhance self-efficacy and alleviate anxiety in English for Specific Purposes (ESP) writing learners?

The objective of this study is to tackle the aforementioned challenges and fill the existing gaps.

ESP writing, a specific field within English language instruction, is presently encountering numerous obstacles (Dmitrenko et al., 2024). An inherent challenge lies in the intricacy of the writing process itself. Writing in English for given Purposes (ESP) requires not just a strong grasp of language, but also the skill to successfully employ specialized vocabulary and discourse relevant to a given profession (Uçar & Yazıcı, 2016b). This might be intimidating for learners, particularly those who are non-native English speakers. In addition, conventional instructional approaches frequently prioritize the end result of writing, disregarding the multiple stages of text formation,

including idea generation, outlining, initial drafting, and revising (Nadera, 2018). The current focus on product does not provide students with the essential techniques to effectively go through these stages, which are vital for enhancing their writing proficiency (Endarwati et al., 2023).

Although there is an increasing amount of research on ESP writing, there are still unresolved issues about kids' writing abilities. For example, students frequently have difficulties with self-efficacy and writing anxiety (Aini et al., 2023; Ismail et al., 2023), both of which have a substantial impact on their writing abilities (Praxis, 2022). These emotional elements play a vital role in preparing pupils for success in learning, however they are frequently disregarded in traditional teaching approaches. Nevertheless, the progress of technology in education holds the potential to tackle these problems (Fălăuș, 2017; Praxis, 2022). Integrating digital resources such as e-portfolios and online graphic design platforms like Canva is possible within a process-based teaching approach. These methods facilitate introspection, evaluation, and cooperation, so augmenting students' belief in their own abilities, alleviating apprehension about writing, and ultimately enhancing their writing proficiency. Additional investigation is required to examine the efficacy of these methods in the context of English for Specific Purposes (ESP) writing.

An e-portfolio created with Canva is a digital platform that allows users to showcase their academic and professional accomplishments (Mathur & Mahapatra, 2022; Segaran & Hasim, 2021). This tool offers a holistic perspective on an individual's aptitudes, character traits, and personal attributes. Canva, the most user-friendly design tool in the world, enables the development of visually captivating digital portfolios (Wachyu, 2023). By providing pre-designed templates, a wide range of media resources, and intuitive tools, this platform eliminates the requirement for substantial design knowledge or skills. This feature allows for the creation of an online portfolio that is both cost-effective and customizable to the user's preferences in terms of creativity and interactivity (Bulut, 2023; Le et al., 2023).

The procedure of constructing a Canva-based e-portfolio is straightforward (Çeçen, 2020; Le et al., 2023; Nurmilah et al., 2023). To begin the design project, the user should first open Canva and search for "Portfolio Website". Afterwards, a complimentary portfolio template on Canva that corresponds with your brand or business is

chosen. The last phase entails selecting a theme that most accurately embodies your unique brand by integrating your logos, fonts, and colors. Subsequently, you meticulously arrange your finest creations, carefully choosing the artworks that are highly esteemed and have garnered the most favorable responses. At last, your website has been successfully launched on the internet.

Conducting research on the utilization of a Canva-based electronic portfolio in the specific context of teaching English for Specific Purposes (ESP) writing is of utmost importance. This is apparent from the scarce research on the utilization of Canva-based e-portfolios in English for Specific Purposes (ESP) writing programs. Due to the intricate nature of ESP learning, particularly with regards to affective aspects, there is a need for interventions that can serve as effective models in adult ESP learning. This implies that e-portfolios created using Canva can be a valuable additional resource for teachers and students during the process of teaching and learning English for Specific Purposes (ESP) writing.

## METHOD

This study utilizes a combination of qualitative and quantitative approaches, specifically following an explanatory sequential design. This approach consists of two separate stages: the initial stage involves a quantitative experiment, while the second stage involves a survey (26). The study sample comprises 60 students from the Faculty of Agriculture, who were separated into two groups, selected from a total population of 250 students. Both groups have numerous common traits. They are second-semester students from the same faculty who achieved comparable scores on the entrance exam. Furthermore, none of them are students majoring in English. Both groups utilize the identical textbook, which underwent a trial run in 2024 as part of the Language Center's one-year English program at Muhammadiyah University, Gresik.

The research assistants consist of two evaluators who are responsible for assessing the students' writing projects, as well as conducting pre and post-tests. The individuals in question are experienced educators who specialized in English Teaching throughout their postgraduate studies at Muhammadiyah University, Malang. They hold a master's degree in English Education. During the procedure, both evaluators independently examine the students' work according to the assessment criteria of the Cambridge exam. These criteria

consist of four aspects: content, communicative achievement, organization, and language.

The research incorporates both quantitative and survey methods for data collection. The quantitative data include pre- and post-treatment written tests, writing activities conducted during the treatment, and survey findings obtained through a questionnaire. Generally, the progression of this research can be elucidated as follows. The planning stage commences with the production and curation of suitable resources for the Canva-based E-portfolio. This step also takes into account the previously done needs analysis. Thus, the procedure of formulating, composing, and uploading is executed. Additionally, it encompasses the development of a study agenda for every session. The outcome of this stage is the creation of a Canva-based e-portfolio that is prepared and available for use in the learning process. The second stage, also known as the implementation stage, entails utilizing the Canva-based e-portfolio for a duration of eight weeks, consisting of ten sessions. The initial phase involves administering a pre-test to both the experimental and control groups, followed by assessing the validity and reliability of the instrument. In this scenario, the researcher receives support from a fellow teacher who is part of the teaching team. During each meeting, there is a procedure of recording and taking notes. The last phase involves administering a post-test and implementing a questionnaire. The output at this stage comprises the acquired data that is prepared for analysis. The third stage involves the conclusive conclusion of study findings through the process of data analysis, which includes quantitative analysis using tests and questionnaires. Subsequently, it is determined and documented.

The students' writing examinations are evaluated using the Cambridge writing scale, which assesses four aspects: content, communicative achievement, organization, and language. The assessments are conducted both before and after the treatment (Cambridge, 2020). Each individual feature contributes 5 points, resulting in a cumulative total of 20 points. Two examiners rate each piece of work, and the Pearson correlation test is employed to examine the correlation between their evaluations. The average score is then calculated for future utilization. An independent t-sample test is utilized to assess the disparity in performance between the two groups prior to the implementation of any treatment. A paired t-

sample test is employed to ascertain the alteration following the treatment within each group. The students' work results are also evaluated and cross-referenced with Aryadoust's criterion list for sentence structure and vocabulary (Goh & Aryadoust, 2010). The data includes the count and proportion of students who satisfy each criterion. Writing assignments conducted during the treatment are evaluated using the identical Cambridge writing scale (Cambridge, 2020). Throughout the week-long therapy session, the writing performance of each student is documented and assessed to track any alterations in their scores. The questionnaire data is statistically analyzed using measures such as frequency, percentage, mean, and standard deviation for each item. The Likert scale used ranges from 1 to 5. Among the 24 questions, 13 pertain to the students' self-efficacy while the remaining 11 focus on anxiousness (Gaumer Erickson et al., 2018; Hidayati, 2018). Participants receive a questionnaire in their native language. Self-efficacy comprises two components: belief in one's particular capability and belief in one's ability to progress. Writing anxiety has two facets: a personal aspect and a classroom one.

## **RESULTS AND DISCUSSION**

### *Results on writing improvement*

A Canva-based e-portfolio was implemented in the Faculty of Agriculture at Muhammadiyah University of Gresik. The study sample consisted of 20 students majoring in agribusiness, 25 students majoring in agriculture, and 15 students majoring in fisheries. The students were divided into two distinct groups: an experimental group and a control group, with each group consisting of 30 students. This division was based on a quasi-experimental design. The selection of this faculty was based on data obtained from the university's Language Institute, which revealed that students in this particular faculty encountered greater difficulties in acquiring proficient writing skills compared to students in other faculties. The investigation was conducted from May to August 2024.

The implementation of the e-portfolio and the use of Canva as a supplementary tool to improve English writing abilities is a thorough process that involves careful planning, composing, revising, editing, and evaluating. At first, students are given a topic and prompted to generate ideas, which serve as the foundation for their initial composition. Concurrently, the initial phase of e-

portfolio development is commenced, wherein the goals, topics, and resources are defined. Afterwards, students utilize Canva to create their initial drafts. Canva, with its user-friendly interface and wide range of design tools, helps students express their ideas in a creative and impactful way. These drafts serve as more than just assignments; they are educational artifacts that are collected and used as examples or resources in the students' e-portfolio. In the subsequent phase, students engage in the process of rewriting their drafts, during which they receive constructive criticism from their lecturers. This feedback provides students with a novel viewpoint on their work, highlighting both their strong points and areas that need improvement. Simultaneously, the e-portfolio includes reflection resources, which promote a culture of self-assessment and ongoing learning. The next phase is modifying the usage of words. Within Canva, students engage in cross-evaluations with their peers, which are then followed by self-evaluation in order to improve the quality of their assignments. The peer-review approach facilitates cooperative learning and allows students to acquire perspectives from their peers. Within the e-portfolio, learning materials undergo refinement via reflective and self-evaluation procedures.

The last phase is assessment. Within Canva, educators deliver conclusive feedback to individual students, providing them with a full evaluation of their work. The student effectively integrates all learning materials in the e-portfolio, demonstrating a continuous connection before delivering the final product. This concluding presentation acts as a tribute to the student's advancement in learning and their accomplishments.

This process outlines how an educator might integrate an e-portfolio system and Canva as resources in an English writing curriculum that emphasizes a process-based teaching approach. It emphasizes the significance of receiving feedback, evaluating oneself and others, and organizing learning resources for collection and presentation. This technique not only enhances students' English writing skills but also fosters a culture of introspective and continuous learning.

After the implementation phase, which consisted of 10 sessions, accomplishment testing was carried out. This involved presenting the results of pre-test, post-test, and difference test for the two groups. The data was subjected to a normality test, which yielded a score value of .64. This indicates that the data distribution was normal and appropriate for a difference test.

Table 1. *Descriptive statistics of control group*

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	30	22.00	45.00	67.00	57.7667	3.57851	12.806
Posttest	30	15.00	60.00	75.00	65.3333	3.62304	13.126
Valid N (listwise)	30						

Table 1 displays the descriptive statistics for the pretest and posttest scores of a control group. During the pretest, a total of 30 participants achieved scores ranging from 45 to 67, with an average score of around 57.77. The scores exhibited a reasonably small dispersion, as seen by a standard deviation of roughly 3.58 and a variance of approximately 12.81. During the posttest, the identical group of 30 participants achieved scores ranging from 60 to 75, with an average score of around 65.33, suggesting a

noticeable increase. The standard deviation of around 3.62 indicates that the dispersion of scores around the mean is similar to that of the pretest. Nevertheless, the variance exhibited a somewhat greater value of roughly 13.13. The reduction in the range and the elevation in the mean score from the pretest to the posttest indicate an enhancement in the performance of the control group, with scores becoming more focused around the average.

Table 2. *Descriptive statistics of experimental group*

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest1	30	11.00	56.00	67.00	59.7000	3.12001	9.734
Posttest1	30	11.00	68.00	79.00	72.6000	2.96648	8.800
Valid N (listwise)	30						

Table 2 presents the descriptive statistics for the pretest and posttest scores of an experimental group. During the pretest, a total of 30 participants achieved scores ranging from 56 to

67, with a mean score of around 59.70. The scores exhibited a reasonably small dispersion, as evidenced by a standard deviation of roughly 3.12 and a variance of approximately 9.73. During the

posttest, the identical group of 30 individuals achieved scores within a consistent range of 11 points, ranging from 68 to 79. The average score for this test was roughly 72.60. The standard deviation reduced somewhat to around 2.97, indicating a slightly more compact distribution of

scores around the mean. Similarly, the variance decreased to approximately 8.80. The statistics indicate that the experimental group's performance improved from the pretest to the posttest, with scores becoming more closely clustered around the average.

**Table 3. Independent samples test (comparison of control and experimental group)**

	Levene's Test for Equality of Variances		t-test for Equality of Means				Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference		Lower	Upper
Score Equal post test & 2	.123	.727	-8.500	58	.000	-7.26667	.85492	-8.97797	-5.55537
variances assumed Equal									
variances not assumed			-8.500	55.826	.000	-7.26667	.85492	-8.97939	-5.55395

Table 3 presents the findings of an Independent Samples Test, which compares the post-test scores of a control group and an experimental group. Based on the Levene's Test for Equality of Variances, with a F statistic of 0.123 and a significance level of 0.727, we may conclude that the variances of the two groups are identical. The t-test for Equality of Means indicates a substantial disparity in the means of the two groups, with a t statistic of -8.500 and a p-value of 0.000, assuming both equal and unequal variances. The average discrepancy between the two groups is -7.26667. The 95% confidence interval for the difference varies from -8.97797 to -5.55537 assuming equal variances, and from -8.97939 to -5.55395 assuming unequal variances. The results reveal that the variability in scores for both groups is comparable, as demonstrated by the Levene's Test. Moreover, the t-test demonstrates a statistically significant rise in the post-test scores within the experimental group in comparison to the control group.

The tables supplied present a summary of the pretest and posttest scores for both a control group and an experimental group. In the control group, the average score increased from 57.77 in the pretest to 65.33 in the posttest. Additionally, the scores became more closely clustered around the mean. In a similar manner, the experimental

group shown a notable enhancement in the mean score, rising from 59.70 in the pretest to 72.60 in the posttest. Additionally, the scores in the experimental group had a slightly narrower distribution around the average. A statistical analysis using an Independent Samples Test found a substantial disparity in the means of the post-test scores between the two groups, indicating that the experimental group achieved higher scores. The Levene's Test verified that there was no significant difference in the variability of scores between the two groups. The results indicate a general enhancement in performance for both groups, with a more pronounced improvement shown in the experimental group. Therefore, the evaluation of the utilization of a Canva-based electronic portfolio in English for Specific Purposes (ESP) education significantly contributes to the improvement of students' writing abilities.

#### *Results of self efficacy and anxiety*

A survey was disseminated to the 30 students in the experimental class. This study was conducted to assess the participants' self-efficacy and anxiety levels following the installation of a Canva-based e-portfolio. The results can be observed in tables 4 and 5 provided below.

**Table 4. Results of self-efficacy on canva based e-portfolio**

Self Efficacy	N	M	SD
Belief on individual skill			
1. I can grasp this year's class content.	30	3,555	1,114

2.	With effort, I can understand anything.	30	3,632	2,026
3.	Daily practice can hone any skill.	30	3,567	1,151
4	I persist in achieving important goals, despite challenges.	30	2,603	1,214
5.	I'm sure to reach my goals.	30	3,562	1,331
6.	I focus on progress during tough tasks.	30	3,531	1,113
7.	I'll excel in my chosen career.	30	3,641	0,931
8.	I'll thrive in my chosen major.	30	3,671	1,601
Belief on growing ability				
9.	Hard work rewards.	30	3,462	1,231
10.	Effort enhances ability.	30	3,563	1,311
11.	The brain is like a trainable muscle.	30	2,552	1,112
12.	Talent can be significantly altered by anyone.	30	3,56	1,021
13.	I can greatly modify my basic ability.	30	3,674	0,891

The information presented in Table 4 thoroughly summarizes the influence of a Canva-based e-portfolio intervention on students' self-efficacy beliefs in an English for Specific Purposes (ESP) classroom. The research, which included a sample size of 30 individuals, specifically examined two primary aspects of self-efficacy: confidence in personal competence and confidence in the capacity for personal growth. Regarding individual talents, students exhibited a robust confidence in their capacity to comprehend class material, comprehend any subject matter with diligence, and refine any skill via consistent daily practice. In addition, they had an optimistic attitude towards attaining their objectives and prioritizing advancement in the face of difficult difficulties. Nevertheless, the attribute of tenacity in attaining significant objectives in the face of obstacles was rated slightly lower. The level of self-assurance in achieving success in their

selected profession and flourishing in their chosen field of study was likewise remarkably high. Students recognized that their conviction in the ability to improve is strengthened by the understanding that hard work leads to rewards and that effort plays a crucial role in enhancing their abilities. The concept of the brain being a malleable muscle that can be trained obtained a lower rating, but the view that everyone can drastically change their talent and greatly enhance their fundamental abilities received high ratings. In general, the intervention seems to have had a beneficial impact on students' self-efficacy beliefs, namely in terms of their confidence in their own abilities and their capacity to develop and enhance such abilities. This indicates that utilizing a Canva-based e-portfolio can be a potent instrument for augmenting self-efficacy among students in an English for Specific Purposes (ESP) classroom.

Table 5. *Results of anxiety on canva based e-portfolio*

No	Anxiety	N	M	SD
1.	English class does not scare me when I don't understand the teacher.	30	3,415	1,287
2.	More English classes wouldn't bother me.	30	2,231	1,634
3.	I often daydream in English class.	30	3,660	
4.	I don't get why some are upset over English class.	30	3,401	0,702
5.	English class never nerves make me forget things.	30	2,461	1,243
6.	Despite preparation, English class does not make me anxious.	30	3,401	1,987
7.	I never consider skipping English class.	30	3,545	1,365
8.	I don't feel pressured to prepare for English class.	30	3,787	0,807
9.	English class does not make me more nervous than other classes.	30	3,423	1,654
10.	I feel confident and relaxed enroot to English class.	30	3,667	1,532
11.	English's rule quantity does not overwhelm me.	30	3,393	1,891

The information shown in Table 5 offers a perceptive summary of the influence of a Canva-based e-portfolio intervention on students' anxiety

levels in an English for Specific Purposes (ESP) classroom. The research, comprising a sample size of 30 individuals, investigated multiple facets

of anxiety associated with the English course. The participants exhibited a general absence of apprehension or anxiety related to English class, even in situations where they did not comprehend the teacher, as shown by an average score of 3.415. Despite receiving a somewhat lower average score of 2.231, the idea of having extra English sessions did not appear to much concern them. The act of indulging in fantasies during an English session was recorded with a mean score of 3.660. The participants expressed a limited comprehension regarding the reasons behind some individuals' emotional distress in English class (mean score of 3.401). Additionally, they reported that anxiety related to English class did not result in memory lapses (mean score of 2.461). Despite being prepared, the students did not feel apprehensive about their English lesson, as indicated by an average score of 3.401. Furthermore, they never entertained the idea of skipping English class, as indicated by an average score of 3.545. The participants reported a lack of pressure to prepare for English class, with an average score of 3.787. Additionally, they did not perceive English class to be more anxiety-inducing than other classes, with an average score of 3.423. They experienced a sense of assurance and calmness while on their way to English class, with an average score of 3.667. The number of regulations in English did not cause them to feel overwhelmed, with an average score of 3.393. In general, the intervention seems to have had a beneficial effect on decreasing students' anxiety levels in the ESP classroom. These findings indicate that using a Canva-based e-portfolio can effectively reduce anxiety levels among students in an English for Specific Purposes (ESP) classroom.

An intervention utilizing Canva as a platform for e-portfolios in an English for Specific Purposes (ESP) classroom has demonstrated encouraging outcomes in improving students' self-efficacy beliefs and decreasing their levels of anxiety, as indicated by the data presented in Tables 4 and 5. The study, comprising a sample size of 30 participants, unveiled that students possess a robust conviction in their personal aptitudes and their capacity for personal development. They possess a strong belief in their capacity to comprehend class material, comprehend any subject matter with diligence, and enhance any proficiency by consistent daily practice. Notwithstanding certain obstacles, they maintain a positive outlook toward the attainment of their objectives. The intervention has also

alleviated their English class-related anxiety, resulting in increased relaxation and confidence. This implies that such interventions have the potential to be effective instruments in cultivating a favorable learning atmosphere.

The study provides a persuasive account of the profound impact of a Canva-based e-portfolio intervention in an English for Specific Purposes (ESP) classroom. The description provides a clear depiction of the improvement in scores for both the control and experimental groups, with the experimental group showing more notable progress. The Independent Samples Test highlighted the distinction, but the Levene's Test verified comparable variability in scores. However, the intervention had a broader impact beyond simply improving academic achievement. Additionally, it improved students' confidence in their abilities and decreased their levels of worry. After the event, students shown increased self-assurance in their abilities, their aptitude for personal development, and their competence in overcoming obstacles. This intervention serves as evidence of the potential of these technologies in establishing a more favorable and empowered learning environment.

Consider yourself as an ESP student, maneuvering through the complex realm of professional writing in areas such as business, science, and engineering. The journey is replete with distinctive obstacles, a few of which scholars have not yet thoroughly investigated. Imagine the challenge of arranging intricate material, acquiring expertise in the language and structure of several genres, and expressing a profound comprehension of the subjects being discussed (Pham, 2012; Wang & He, 2020). The act of writing, including the process of brainstorming and translating ideas onto paper, can be intimidating. However, there are still areas that have not been explored or mapped. The impact of a student's motivation on their writing proficiency, especially in English for Specific Purposes (ESP) contexts, nevertheless remains an enigma (Uçar & Yazıcı, 2016a). The potency of linguistic expertise, the comprehension of grammatical norms, and the proficient utilization of vocabulary frequently elude detection. The existence of these undiscovered areas highlights the necessity of doing a more thorough investigation into the particular difficulties that ESP students encounter in writing. This will facilitate the development of more focused assistance and intervention (Andriani, 2014; Caron & Markusen, 2016).

Canva, an internet-based platform for creating visual designs, is a helpful resource for writing in English for Specific Purposes (ESP). The software provides an intuitive interface and a diverse range of aesthetically pleasing templates that are suitable for many formats, including resumes, cover letters, essays, and engineering designs (Dmitrenko et al., 2024; Fauziyah et al., 2022). This application is especially advantageous for aspiring engineers as it incorporates visual content technology, fostering creativity and offering organized templates that assist students in comfortably navigating the intricacies of writing. Moreover, Canva integrates project-based learning with real-world education, rendering it a versatile design tool suitable for everyone. It improves student involvement in school by allowing them to provide visually captivating material. Furthermore, Canva facilitates cooperative learning experiences by enabling students to collaborate on group assignments and exchange their thoughts. Studies have demonstrated that Canva is a highly effective tool for enhancing pupils' writing abilities. A study shown that the utilization of Canva for Education improved students' ability to write procedural texts (Fauziyah et al., 2022). Canva has demonstrated itself to be a versatile and essential tool in ESP classrooms, offering a potent method to enhance both students' writing abilities and general language ability.

E-portfolios have transformed the instruction of English for Specific Purposes (ESP) writing by providing a dynamic platform for students to showcase their work, participate in constructive comments, and contemplate their learning process (Yulianawati & Efendi, 2024). This novel, procedure-based approach has played a crucial role in improving students' writing abilities. Nevertheless, the expedition is not devoid of its difficulties. A considerable proportion of students struggle with the unfamiliarity associated with utilizing e-portfolios, which can hinder their educational advancement. Internet connectivity, especially in isolated regions, presents an additional obstacle (Alshahrani & Windeatt, 2012). Many students struggle when it comes to the skill of giving constructive critique on their colleagues' writing. Furthermore, the impact of e-portfolios on other language abilities, such as reading and listening, has not been thoroughly explored (Uçar & Yazıcı, 2016b). These problems highlight the urgent requirement for extensive research and development in the field of e-portfolios in ESP writing teaching, which will

lead to more efficient and thorough learning experiences.

The utilization of Canva-based e-portfolios has greatly enhanced the instruction of English for Specific Purposes (ESP) writing. The website provides an interactive space for students to showcase their writing skills and receive valuable criticism, which helps improve their vocabulary and sentence structure abilities. The attractive and user-friendly interface of Canva encourages students to engage more fully in the writing process and simplifies the development of customized writing assignments to accommodate a range of student requirements (Nadera, 2018; Praxis, 2022). Furthermore, Canva's focus on project-based learning enhances students' understanding and ability to think critically in writing. Further investigation is needed to explore the efficacy of Canva-based e-portfolios in different educational settings and their integration with other teaching methodologies. Furthermore, gaining a comprehensive grasp of the influence of these electronic portfolios on students' motivation and attitudes towards writing could offer useful insights for future investigations, thus unleashing the complete potential of Canva-based electronic portfolios in improving English for Specific Purposes (ESP) writing teaching.

## CONCLUSION

An examination of the data has demonstrated promising outcomes in the implementation of a Canva-based E-portfolio for educating English for Specific Purposes (ESP) pupils. Both the control and experimental groups exhibited enhancement in their posttest results, with the experimental group demonstrating a more substantial augmentation. The findings indicate that the experimental settings, which probably involved the utilization of a Canva-based E-portfolio, may have had a beneficial effect on the participants' performance. This suggests that there are potential advantages if these strategies or interventions are implemented more widely in educating English for Specific Purposes (ESP) students. Nevertheless, additional investigation is required to validate these discoveries and delve into the precise elements that contribute to the enhanced performance. The data also offers a thorough summary of the influence of a Canva-based e-portfolio intervention on students' self-efficacy beliefs and anxiety levels in an English for Specific Purposes (ESP) classroom. In general, the intervention seems to have had a favorable impact on students' self-efficacy views and has

also decreased their levels of worry. These findings indicate that utilizing a Canva-based e-portfolio can be a powerful instrument in improving students' self-confidence and reducing anxiety levels in an English for Specific Purposes (ESP) classroom. Potential future research prospects encompass investigating alternative interventions or adjustments to the experimental parameters in order to maximize the outcomes, as well as undertaking studies with bigger or more varied cohorts to evaluate the generalizability of these findings.

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