



The Role of Digital Presentation Tools in Fostering Diversity and Sustainability in University English Classes

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Abstract. The importance of technology in education is growing in the digital era. It is promoting inclusivity in a range of educational settings and altering the way traditional teaching methods are taught. Through the transformation of conventional teaching techniques and the promotion of inclusion in various classrooms, Semarang University is embracing the digital age. This study examines how student engagement and comprehension in university-level English classrooms are affected by digital presenting aids such integrated LCDs and online slide presentation platforms. The English grammatical content of parts of speech is the main emphasis of the study, especially in the Economics Faculty. The study emphasizes the connection between contemporary technology and the sustainability of learning results for students, emphasizing how these resources accommodate a range of learning styles and backgrounds. According to the results, digital presenting tools improve academic achievement and information retention while also fostering sustainable learning and boosting student engagement.

Keywords: Digital Presentation Tools, Diversity in Education, Sustainable Learning

1. INTRODUCTION

In the twenty-first century, technology has advanced so quickly that it has changed several industries, including education. The usage of modern technological tools is changing traditional teaching approaches as the digital age expands and artificial intelligence develops. New approaches to classroom instruction have emerged as a result of this shift, and digital platforms and online resources are now essential for enhancing instruction and learning. In higher education, especially in language classes, these technologies are changing how students absorb, process, and retain knowledge. One innovation that has been well-liked as a successful means of involving students and encouraging interactive learning is digital presentation tools, such as integrated LCDs and online slide presentations.

Contemporary presenting media can enhance students' understanding of grammar and speech elements in university-level English classes. Digital technologies promote inclusivity by allowing students to learn at their own pace and in various formats, especially in grammar lessons addressing structural and abstract language elements.

This study is based on the teaching of English as a Second Language (ESL), particularly in university settings where students frequently struggle to grasp the language [1]. English, as a worldwide lingua franca, plays an important role in academic and professional domains, therefore students must learn to utilize it effectively. However, ESL students frequently struggle with complicated language concepts, such as grammar and parts of speech, which are essential for efficient communication [2].

In addition, the idea of sustainability in education is becoming increasingly popular as educational institutions look for long-term, purposeful teaching methods that support students' ongoing skill development in addition to raising academic accomplishment [3]. Sustainable learning approaches are made possible by digital presentation technologies, which support this goal by offering resources that can be modified and reused. Investigating how digital presentation tools might support sustainability and diversity in English classes at the university level is the aim of this study. It looks at how these technologies affect students' engagement and understanding of English-language texts, focusing on students in the Economics Faculty of Semarang University. Comprehending these relationships is essential as educational establishments persist in using technology as a means of achieving sustainable learning outcomes [4].

Projectors, integrated LCDs, and online slide platforms like Google Slides, PowerPoint, and Prezi are examples of digital presenting tools that are becoming essential parts of contemporary education. These resources improve the exchange of knowledge between lecturers and students by acting as interactive and visual aids. A number of important learning theories, such as constructivist learning theory and multimedia learning theory form the theoretical basis for the use of digital presenting technologies in the classroom [5].

According to multimedia learning theory, in order to optimize learning, training must incorporate both spoken and visual components [6]. This hypothesis states that exposing pupils to information in a variety of media, including text, visuals, and audio, improves their learning outcomes. This idea is supported by digital presentation tools, which provide lecturers the ability to deliver material in a range of forms to accommodate various learning styles and enhance understanding and retention. Slides can help make abstract ideas more concrete in the context of learning English by fusing textual explanations of grammar with visual illustrations.

Digital presenting tools need an awareness of both constructivist and multimedia learning theories. According to multimedia learning theory, people learn better when they combine words and visuals since it lessens cognitive load and improves retention. Lecturers may create an interesting and multidimensional learning experience by combining text, pictures, audio, and video using tools like Canva. For example, in English lessons, color-coded examples, charts, and visual aids can assist pupils grasp

abstract ideas [7]. By accommodating many sensory inputs, multimedia technologies can make difficult topics more understandable and remembered.

By interacting with their peers and surroundings, students actively create knowledge, according to constructivist learning theory [8]. By promoting student engagement, digital presentation technologies help to make this interactive learning process possible. Through collaborative capabilities made possible by online slides website, students may participate in class discussions, offer feedback, and create presentations. Because it promotes inclusion and gives students from all backgrounds a platform to share their thoughts and viewpoints, this cooperative approach is especially beneficial in diverse classroom environments.

Canva enhances student presentations by providing a simple, visually appealing, and professional tool with a drag-and-drop interface. It allows users to add text, photos, and shapes, allowing them to focus on content production without distraction.

According to Constructivist Learning Theory, learners generate knowledge via active engagement and collaboration. Digital presentation technologies support this approach by encouraging interactivity and participation [9]. This collaborative method promotes student-centered learning by allowing students to actively shape the material and meaning. In a diverse classroom, this strategy promotes inclusion by allowing all students, regardless of background or learning style, to engage and contribute. It also correlates with sustainable education goals, since students participate in ongoing learning and reflection via collaborative work, which has a long-term influence on their learning outcomes.

This study explores the use of digital presentation tools in promoting diversity and sustainability in learning. It highlights how these tools enhance student knowledge and involvement by incorporating Multimedia Learning Theory and Constructivist Learning Theory, ensuring resources remain accessible and relevant over time.

Digital presentation tools offer a flexible, adaptable approach to teaching, allowing instructors to offer material in various formats like text, graphics, audio, and interactive features. These multimedia features cater to diverse learning preferences, ensuring students can interact with information in a unique way. Moreover, the interactive aspects of digital tools encourage increased involvement among students from various backgrounds [10]. These platforms enable group work and peer-to-peer contact, ensuring that all students have an equal opportunity to share their thoughts and viewpoints. In a classroom with varied cultural and linguistic backgrounds, this collaborative method not only improves student involvement but also fosters cross-cultural communication and understanding. It encourages students to benefit from one another's experiences, resulting in a more dynamic and inclusive learning environment.

The study explores the use of digital technologies like Canva in education to promote equality and access. It suggests that lecturers can create an inclusive learning environment, enabling students to co-create presentations, collaborate on projects, and receive real-time feedback. It aims to improve understanding and encourage active engagement among ESL students, helping them overcome language hurdles and build confidence. The study aims to understand how digital presentation technologies affect student engagement and knowledge of fundamental language topics especially in parts of speech.

2. METHODS

To find out how digital presenting tools affect student involvement and understanding in university-level English classrooms, this research used a case study methodology. Both lecturer and students participated in the study, which was carried out at Semarang University's Economics Faculty. Students were interviewed in order to get their opinions on the use of Canva and other similar tools, and student presentations were observed in order to determine interest and involvement. In order to better understand the perceived usefulness and difficulties of utilizing these technologies, qualitative data was gathered through interviews with students. A thorough assessment of the ways in which digital presentation tools affected learning objectives and interaction in the classroom was made possible by this approach. Patterns and conclusions on the advantages and drawbacks of using such tools in educational settings were derived from the analysis of the obtained data.

3. RESULTS AND DISCUSSION

Canva's incorporation into ESL training provides a transformational method to addressing these problems. Students may use tools like Canva to explain complicated grammatical ideas, such as parts of speech, in a visually interesting and interactive style. By mixing visuals, animations, and multimedia components, these technologies make abstract language rules more physical and understandable. Color-coded diagrams or animated examples may show how nouns, verbs, adjectives, and adverbs work together in a phrase, offering clear and memorable visual cues.

3.1. Class Observation

In this research, students used Canva to create presentations on different elements of speech, which they subsequently delivered in front of the class. Students begin the process by designing their presentations alone or in groups, using Canva's templates, pictures, animations, and color-coded components to teach grammatical principles such as nouns, verbs, adjectives, and adverbs. Students utilized visual aids to clarify complicated topics, such as diagrams to demonstrate sentence patterns or animated examples to emphasize the function of each aspect of speech.



Fig 1. Student's presentation using Canva in the class.

During their presentations, they used their slides as a guide, presenting the topics clearly and engaging their audience with interactive components such as embedded films, quizzes, or questions. The visually appealing and professionally prepared presentations boosted their confidence and communication abilities, while the collaborative preparation process facilitated teamwork and a better knowledge of the topic. Classmates were invited to ask questions and offer input, transforming the lectures into participatory learning experiences for the entire class.

Students combined visual design with educational goals by using Canva as an innovative and interactive platform to demonstrate their knowledge of parts of speech in front of the class. Students started the process by studying grammatical themes they were given, such as nouns, verbs, adjectives, and adverbs, with the help of their lecturer. After gathering enough data, they created presentations that dynamically and graphically conveyed these ideas using Canva's user-friendly features.

Students used Canva's drag-and-drop interface to create slides with charts, figures, and images to explain speech parts. They used infographics to classify noun and verb examples and animated phrases to demonstrate how adjectives alter nouns or adverbs improve verbs. Canva's templates helped students with less design knowledge create professional presentations. They ensured clarity and order in their explanations by using Canva-designed slides as a guide for class presentations. They used multimedia components, such as short films and audio recordings, to put grammatical principles into perspective. This multimodal strategy accommodated different learning preferences, making lectures more interesting.

Many students used conversation starters or integrated mini-tests in their Canva presentations to encourage students to actively participate in class discussions. For example, an interactive activity in a verb presentation would ask students to identify the verbs in a sentence that was shown on the screen. By encouraging peer-to-peer information sharing, this collaborative component transformed the presentations into active learning opportunities.

Students were able to acquire important 21st-century skills like collaboration, digital literacy, and public speaking in addition to academic material by using Canva to

create presentations. Students gained confidence as a result of creating and presenting these presentations as they were pleased to display their artistic creations. Furthermore, as students allocated tasks and explored ideas to create a coherent end result, the collaborative preparation—especially in group projects—fostered communication and problem-solving abilities.

The usage of Canva in student presentations improved their comprehension of English grammar while also creating an interesting, dynamic, and supportive learning environment. The presentations evolved from a knowledge exam to a forum for innovation, teamwork, and skill improvement, enhancing the educational experience for both presenters and their audience.

3.2. Students Interview

Interviews were done as part of the research to acquire a better understanding of the students' experiences with utilizing Canva for classroom presentations. During the interviews, students largely gave good comments, praising Canva's user-friendly interface and varied capabilities. Many students stated that the platform helped them to express their creativity by allowing them to create visually beautiful presentations that effectively communicated their grasp of elements of speech. Some people reported that the templates and design tools helped them better organize their thoughts, minimizing the burden of producing presentations from scratch.

Students said Canva made the learning process more enjoyable and participatory. They loved the flexibility to use multimedia components such as animations, movies, and photographs, which made their presentations more dynamic and engaging. This, in turn, increased their confidence while speaking in front of the class, since they believed their slides had captivated the attention of their peers.

“Using Canva help to make my slides. It helps me explain during a presentation.”
(Q1, A1)

Students also emphasized the collaboration opportunities that Canva provides. Those who worked in groups appreciated the real-time editing tool, which allowed them to share ideas and make changes concurrently, even while working distance. This partnership improved not just their presentation quality but also their teamwork and communication abilities.

“Easy to work in a group, with the link”
(Q2, A3)

However, certain issues were detected throughout the interviews. A few students described initially challenges with Canva's complicated capabilities because to their lack of expertise with digital tools, but they rapidly adapted after reading tutorials and obtaining assistance from their classmates.

“When I created my slides, it was not easy, but after I asked my friends, I started to like Canva”
(Q3, A2)

Overall, the interviews demonstrated that Canva favorably influenced the students' learning experience, boosting creativity, engagement, and teamwork while improving their confidence in both digital literacy and public speaking.

Canva, a presentation creation tool, is more than simply a platform; it's a game-changing teaching resource that solves critical issues in ESL classrooms. It encourages participation, understanding, inclusion, and cooperation while meeting the different needs of university students. Canva bridges the gap between conventional teaching techniques and current, technology-enhanced learning settings, boosting academic achievement, encouraging creativity, collaboration, and inclusion, and preparing students for a globally connected, digitally driven society.

3.3. Discussion

The outcomes of this study show Canva's transformational influence in promoting academic success, knowledge retention, establishing sustainable learning habits, and increasing student engagement among Economics Faculty students at Semarang University. Using Canva as a digital presentation tool, students were able to convey complicated grammar issues such as parts of speech in a visually appealing and structured format. The platform's many capabilities, which included pre-designed themes, animations, charts, and multimedia integration, enabled students to create professional-quality presentations that made abstract topics more physical and understandable.

Using Canva as a digital presentation tool may be successfully explained using the frameworks of Multimedia Learning Theory and Constructivist Learning Theory. Canva helps students create visually appealing presentations by combining photos, text, graphics, and videos. This visual modification aids in the breakdown of complicated topics, such as English parts of speech, into manageable and visually attractive formats.

According to Constructivist Learning Theory, which promotes active learning and student participation, Canva allows students to participate in the learning process. Students may use Canva's collaboration capabilities to co-create presentations and work on projects. This is consistent with constructivist concepts since it allows students to have an active part in creating their own understanding. In class, students use Canva to jointly design presentations on grammar subjects, interacting with both the material and one another.

Canva is an effective tool for generating an interactive and graphically dynamic learning experience since it incorporates both Multimedia Learning Theory and Constructivist Learning Theory. It not only improves understanding using multimedia features, but it also stimulates active engagement, allowing students to build knowledge in a collaborative and interesting way. The ability to modify and artistically display material in Canva improves students' presenting abilities as well as their grasp of the subject.

Canva increases student engagement in various ways, making learning more dynamic, creative, and accessible. First, its graphic design features enable students to produce visually pleasing and dynamic presentations, making the learning experience more interesting. Students can use multimedia components like as photographs, videos, charts, and infographics to make information more engaging and understandable. This

variety of material presentation caters to diverse learning styles—visual, aural, and kinesthetic—keeping more pupils interested and attentive.

Canva's multimedia integration is another useful element that enhances student presentations. Students may make more dynamic and engaging presentations that engage their classmates and lecturers by adding photos, videos, audio samples, and animations. Canva also offers a large stock collection of photos and videos, allowing students to supplement their presentations with high-quality visual content. This multimedia technique not only makes presentations more exciting, but it also helps explain complicated topics in a more accessible manner, accommodating various learning styles.

Canva's collaborative design functionality is very beneficial for group projects and presentations. Students may collaborate in real-time, regardless of their location, simply sharing a project link. This encourages cooperation and allows each student to contribute to the presentation, making it more efficient and smooth. Real-time editing, commenting, and sharing allow students to improve their work while also ensuring that all group members are fully involved in the project.

Canva's animation and transition tools enable students to add basic but effective animations and transitions between slides, making their presentations more polished and engaging. These animations can assist underline crucial themes or direct the audience's attention, resulting in a more dynamic and professional flow in their presentations.

Overall, Canva's capabilities provide students a diverse platform for generating high-quality, interesting presentations that successfully express their ideas while also helping them build their design and collaborative skills.

Pedagogically, incorporating digital technologies into ESL instruction is consistent with contemporary educational ideas such as Constructivist Learning Theory and Multimedia Learning Theory. Canva's collaborative and creative features complement the constructivist ideals of active involvement and knowledge building. Meanwhile, Multimedia Learning Theory emphasizes the relevance of dual-channel processing, which combines visual and aural inputs to improve understanding and retention. These theories form a good foundation for using digital technologies in ESL instruction.

The findings of this study highlight that tools such as Canva are more than just platforms for making presentations; they are transformative instructional resources that solve critical difficulties in ESL classrooms. Canva responds to the changing demands of different student groups by encouraging involvement, understanding, inclusion, and collaboration. The findings indicate that instructors should emphasize incorporating such technologies into their teaching techniques in order to improve the overall learning experience and provide students with crucial 21st-century abilities.

Canva made a substantial contribution to sustainable learning methods, in addition to academic achievements. The platform's digital-first strategy eliminated the need for printed handouts and tangible teaching tools, fostering an environmentally friendly classroom. Students might store and reuse their projects, resulting in a library of learning materials that could be used for future assignments or studies, so prolonging the life cycle of their academic resources. These approaches are consistent with the global effort for educational sustainability, ensuring that learning has an effect while also being ecologically conscientious.

The use of digital presentation tools such as Canva in ESL classrooms solves the particular obstacles encountered by non-native English speakers, changing traditional language training into an interesting, interactive, and successful learning experience. These technologies not only increase students' grasp of English by catering to varied learning requirements and encouraging active engagement, but they also provide them with crucial communication and cooperation skills for a global world.

4. CONCLUSION

This study emphasizes how important digital presenting tools like Canva are for improving student participation, comprehension, and diversity in college-level English courses. These tools meet a variety of learning demands and provide a more dynamic and sustainable learning environment by including multimedia components and collaborative features. The use of digital technologies is consistent with constructivist learning theory, which promotes active, student-centered engagement, and multimedia learning theory, which highlights the significance of various sensory channels for effective learning. The results of this study show that using digital tools in presentations in the classroom encourages student engagement and cooperation while fostering a better understanding of difficult subjects like components of speech. This proves that incorporating technology into instruction is not only advantageous but also necessary to satisfy the changing learning needs of a wide range of students. According to the report, educational institutions and instructors should keep spending money on and using digital technologies to make learning more flexible, inclusive, and successful.

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