

The use of Canva in CLIL lessons

Master's Degree in Content and Language
Integrated Learning (CLIL)



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ABSTRACT

CLIL methodology, which stands for Content and Language Integrated Language, is the cutting-edge of learning any second language. This methodology refers to teaching subjects, Arts and Crafts and Science to name but a few, through a foreign language, which is English in this particular case. Information and Communication Technology (ICT) are actively involved in the pupils' teaching-learning process, so teachers have to take advantage of this to improve the educational system. Finally and, perhaps, most importantly, this document addresses the use of Canva in Primary Education CLIL lessons.

KEYWORDS: CLIL, methodology, Canva, primary, pupils.

RESUMEN

La metodología AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) es uno de los métodos de trabajo más innovadores en cuanto al aprendizaje de una segunda lengua. Esta metodología trata de enseñar asignaturas, como Educación Artística o Ciencias Naturales, a través del uso de una lengua extranjera, la cual es el inglés en este caso. Las Tecnologías de la Información y la Comunicación (TIC) están sumamente involucradas en el proceso de enseñanza y aprendizaje de los niños, por lo que los profesores han de aprovechar estos recursos digitales con el fin de mejorar el sistema educativo. Finalmente, este documento aborda el uso de Canva en clases CLIL de la etapa de Educación Primaria.

PALABRAS CLAVE: CLIL, metodología, Canva, primaria, alumnos.

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1. INTRODUCTION

This document consists of a final project Master's Degree in Content and Language Integrated Language (CLIL). This methodology focuses on teaching a specific subject through another language, English in this case. Further to this, this project relates CLIL and Canva, which is an APP through which anyone can create their designs **single-handedly**.

This project will conclude if Canva is an effective tool in CLIL lessons of Primary Education, which were carried out in a state school of the Autonomous Community of Canary Islands, Spain.

1.1 Justification

In this day and age, ICT is of the utmost importance because pupils use it **day in, day out**. Therefore, the main reason why we chose the use of Canva at school was precisely that they are **hooked on** new technologies. In this sense, we take advantage of this situation to use what they like from an educational point of view. **Hence**, students benefit from this usage and they also become more digitally competent.

Furthermore, Canva has an **enthralling** and educational option called “Canva for Education” that students can benefit from, which will be explained in detail later on.

Last but not least, there are barely researches on the use of Canva in primary schools, **to say the least**, which make this project much more challenging and interesting at the same time. Thus, this project will eventually draw conclusions and **provide valuable insights into** Canva's effectiveness in CLIL lessons.

1.2 Main objectives

In this section, we are going to **get straight to the point** by explaining the **end-goals** of this project, which were carefully chosen in a bid to research in the field of CLIL:

- a) To use Canva in CLIL lessons.
- b) To discover if Canva works or not in CLIL lessons.
- c) To use Canva as a supportive tool that helps those students with more difficulties in English.
- d) To seek **to allay** pupils' **fear** as for CLIL lessons and English *per se*.
- e) To encourage pupils to keep using English through new methods that appeal to them.

2. THEORETICAL FRAMEWORK

One of the main reasons why Canva was chosen for this project was the digital age that pupils are living in this day and age, meaning that most of the students are digital natives so they also need that stimulus at school. Thus, we consider Canva to be a great tool **as for** an attractive application that lets students' imaginations **run riot**. Further to this, pupils will learn how to be more digitally competent through this application, which is one of the curriculum's key points that we cannot **overlook**.

2.1 The use of ICT

According to Cambridge Dictionary, the digital age is, verbatim, "the present time, in which many things are done by computer and large amounts of information are available because of computer technology". In truth, the way we teach has changed, so do the students' way of learning. This means that we cannot put aside ICT because it is the main tool and resource of the 21st century.

On another note, our curriculum also explains the importance of using ICT in the classroom, as part of the teaching-learning process. In keeping with Organic Law 8/2013, December 9th, for the improvement of educational quality (LOMCE), it draws attention to ICT (Information and Communication Technologies), as an aspect that can change the educational system. Further to this idea, it is fair to point out that the use of ICT and the multilingual encouragement are involved in this learning situation due to the demands of the society and the world we live in. Furthermore, the Spanish curriculum explains several Stage Objectives that students have to achieve along the Primary Stage, among which ICT is found: To initiate themselves in the learning use of the Information and Communication Technologies, developing a critical spirit towards the messages they receive and elaborate. One of the demands of the society is the necessity of using the Information and Communication Technologies (ICT) because we are living the digital and information age. In this way, we cannot go against technology because it is a real need and **there is no denying** that its use is **skyrocketing**. These new changes are happening not only in our teaching practice, in where we use Smart Boards, Apps, educational web pages and so on, but also in the daily students' lives. That is why we have to provide real answers and incorporate ICT in our teaching practice.

Hence, by ICT students also develop the digital competence and it plays a vital role because it provides motivation in order to make students improve in their own learning process and to notice their progress.

Some of the upsides of the use of ICT in a foreign language lesson are as follows:

- Students find information only a click away.
- Students become more digitally competent in a world that requires it to be.
- Students can learn single-handedly.
- Students get easily motivated by the use of ICT, which benefit their learning process as well as their interest in the subject.

2.2 What is canva?

Canva is an easy and free tool that lets you create engaging designs such as posters, cardboards, letters, résumés, **to name but a few**. When it comes to creating anything where creativity and results play a vital role, Canva is an outstanding tool that **comes in handy**. What is more, you can create your own graphic designs freely through this online tool.

On another note, Canva offers **a myriad of** different free templates, so pupils do not have to start **from scratch**, but they just have to choose one and start creating. **Yet**, Canva has a premium option that allows pro-options such as access to a library full of premium templates, pictures, audio tracks, videos, fonts, and so on.

2.3 Canva for Education

Canva For Education is the **cutting-edge** of Canva and it allows you, as a teacher, to set up your own space, where you can invite students, manage some lessons, create materials for the classroom... Furthermore, students can access your Canva space and create their designs, which can be checked and assessed by the teacher. This is a free option if you belong to the Spanish Ministry of Education and if both students and teachers do have their official Gmail accounts.

Last but not least, this final project has carried out the CLIL lessons by using Canva for Education. We must make clear that it was a bit challenging **given that** the lack of time. Nevertheless, despite the fact of time lacking, we could use Canva for Education.

2.4 The use of Canva in a CLIL lesson

As aforementioned, CLIL methodology is an innovative way when learning English. In fact, it helps students improve their English as well as their communication skills. However, it is fair to point out that several CLIL teachers have detected some difficulties when teaching CLIL. These difficulties are normally related to the **jargon** that the subject itself has, or even the English level of the students. **Compounding that problem is the**

fact that some students might have felt lost in some lessons, having stated, verbatim, “The subject is much easier without English”. All these appraisals, ideas, and concerns were curiously asked to get teachers’ and students’ insights.

Having said this, we truly believe that Canva is likely to carry CLIL lessons out successfully because it is interactive, appealing and creative. What is more, it will turn boring CLIL lessons into funny lessons, where students can develop **a bunch of** skills such as autonomy, imagination, concentration, to name but a few.

In this sense, we want our students to take their English **to the next level** with Canva. **The bottom line** is that new generations need real answers that can fulfill today’s requirements. So can Canva.

3. PRACTICAL INTERVENTION

In this section, I will explain the Learning Situation carried out throughout the internship period. Further to this, this Learning Situation was carried out by using Canva, which was previously explained. I must make clear that I could not perform all the activities due to the lack of time.

3.1 Learning situation: recipe for the perfect family

This learning situation was created to address the Family Day topic, which is on 15 April. We chose this topic because the CLIL teacher needed to teach that topic through Arts and Crafts. Further to this idea, students had to create a “recipe” in which they had to write the ingredients to have the “perfect family” (their perfect family). Pupils created those recipes by using Canva Education (final task). Some of my pupils’ recipes are attached (*Annex 1*). In order to create the final task, we gave pupils a model, which they used as a guide of what they had to do.

On another note, the activities that have a * means that are the ones that I did with students, as we could not carry out all the activities due to the lack of time.

Here you can see my Learning Situation with all the curricular elements:

LEARNING SITUATION 5. Recipe for the perfect family		TEMPORALIZATION: From 28 April to 19 May
<p>JUSTIFICATION: Family is beyond important and we want them to realize that. Students will understand that there are all kind of families and we have to respect them and be tolerance. This learning situation is created in coordination with the CLIL teacher and the English teacher, who decided to work and include this learning situation in the school's AICLE program. This learning situation is for a "mixed" class (5th and 6th grade of Primary Education). As final task, pupils will create a "recipe for the perfect family", which is their own family, by using Canva for Education. They will include ingredients such as 4 teaspoons of trust, 2 big cups of patience, lots of love... (we will give them a model of what we want them to do). Finally, they will take a picture of them, making some food with their families at home, and they will stick that picture on the recipe.</p>		
CURRICULAR CONCRETION		
<p>ARTS AND CRAFTS EVALUATION CRITERIA: 2 (creation of images by using ICT and expressing feelings)</p> <p>ENGLISH EVALUATION CRITERIA: 1 (speaking), 4 (to select and apply basic strategies to produce adequate oral texts through traditional and digital media) and 8 (creativity and emotions).</p>	<p>COMPETENCES: Linguistic competence, Social and Civic competence, Learning to learn competence and digital competence.</p>	
<p>ARTS AND CRAFTS CONTENTS: analysis of types of images. Analysis of the photography's themes. Use of images as an instrument of communication.</p> <p>ENGLISH CONTENTS: <i>Oral expression strategies:</i> Planning: conceive the message with clarity, distinguishing its idea or main ideas and its basic structure. Execution: express the message with clarity, coherence, structuring it properly.</p>		
METHODOLOGY		
<p>This learning situation is based on the learner-centred, so the students are the centre of the activity and the teaching-learning process. Besides, the communicative competence is mainly worked and we will make use of gamification as well. Students will learn step by step because the sessions are from the more simple to the more complex, always guiding them (scaffolding and task based learning). The role of the teacher will be a guider in the learning-process of the students, always respecting their learning rhythms.</p>		
<p>GROUPING: individually and small groups</p>	<p>RESOURCES: computers, paintings, cardboards.</p>	<p>PROGRAMMES: CLIL program</p>
TPOLOGY OF ACTIVITIES		
<p>Activity 1: pupils make a brainstorming about how they would like their recipe look like. They can write their ideas down.</p>		

The use of Canva in CLIL lessons

Activity 2: the English teacher explains the different kind of families. She will use visual support. Students will describe orally how their families are (their jobs, their names, how many of them there are...)

Activity 3: the English teacher introduces the vocabulary they will need to create the recipe by YouTube videos and a model that is on the Internet. Then, they will write down their ideas for the recipe, using the new vocabulary *

Activity 4: we show and explain to students how to use Canva for Education in a lesson *

Activity 5: pupils create a draft of their recipe. They can use the ideas they had in the previous lessons.

Activity 6: they start working on the recipe through Canva For Education. We also ask them to make a recipe at home with their families and take a picture (they will bring the picture next Monday). They will work on Canva at least in 2 lessons.

Activity 7: pupils expose their work to their classmates: description of their parents, their names, what they do for a living (as we are working on jobs in English subject), what they cooked at home with them (as we are working on past simple in English subject)...

Finally, students will give the recipe to their families as a present for the Family Day*.

ASSESSMENT

TECHNIQUES: direct observation and recordings.	INSTRUMENTS: recipe with Canva and oral exposition/presentation	TOOLS: diary, official rubrics, other rubrics (Annex 2)	ARTS AND CRAFTS STANDARDS: 4, 5, 10 ENGLISH LEARNING STANDARDS: 8
DIVERSITY	There is not any pupil that requires adapted activities. However, we will pay attention to their inclusion in the groups and we will always be by their side if they need some help. Besides, we will always take into account their needs and their own learning rhythms.		
FINAL TASK	To create and expose a recipe with Canva App. They will create this recipe for the Family Day, as a present for their families.		
WEBGRAPHY	https://healthunlocked.com/blf/posts/130275568/recipe-for-the-perfect-family		

3.2 Assessment

In accordance to Organic Law 8/2013, December 9th, for the improvement of educational quality (LOMCE), the evaluation is global and continuous in order to check their abilities and skills related to all the subjects of the Primary Curriculum.

Assessment is of the utmost importance **when it comes** to the teaching-learning process. In fact, this process as well as its feedback are vital because students know exactly what we want them to achieve. **Further to this**, assessment makes us ruminate on our way of teaching: Are we teaching what it is necessary? Are pupils learning what they are supposed to be learning? Should we change the way or the methodology we are using in our lessons? Are we getting students involved in their learning process? These few questions will help us evaluate both students and teachers' role through the rubric.

Nevertheless, we want our students to reflect on their work, so the assessment for learning plays an essential role if we want to get that. Assessment for learning is a way that lets students evaluate themselves through a rubric that I created for this leaning situation. **In truth**, we have the official rubrics of the Ministry of Education, which we also use, but we do believe that creating our own rubrics is also a great idea.

On another note, we could not give and explain this rubric to the students due to the lack of time. Yet, the idea was that both students and teachers fill a rubric in in order to make a comparison between the students and teachers' thoughts on their work (*Annex 2*).

Thereby, the assessment process is supposed to foster an awareness of **self-assessment**, great efforts and the worth of their good works, in and out of the school.

4. SOUNDING PUPILS OUT

Sounding people out has always turned to be of the utmost importance **when it comes** to getting to know peoples' thoughts, insights and ideas about a specific topic. Thus, as pupils are the ones who can claim if something works or not, we decided to sounding them out in order to get to know their thoughts on Canva.

In a nutshell, our students' opinions are vital in order to enhance our teaching methods and the resources we use. Thereby, we created a survey for students to fill in, which includes questions regarding Canva as well as their English.

4.1 Pupils survey

As aforementioned, we created a survey for our students. Here you can see the survey that students filled in:

CUESTIONARIO AICLE A ALUMNOS

Este es un cuestionario es **anónimo** y tiene el objetivo de conocer la opinión de los alumnos de 5^o y 6^o de primaria sobre el programa AICLE (música y plástica en inglés) y el uso de Canva en el CEIP Enrique González Martín. El cuestionario es sencillo de rellenar; solamente tienes que rellenar las tablas con una X o escribir tu opinión. Se agradece de antemano la colaboración y, sobre todo, la sinceridad.

1. Del 1 al 10, ¿cuánto te gusta el inglés? Marca con una X (1 significa que no te gusta nada y 10 significa que es una de tus asignaturas favoritas).

1	2	3	4	5	6	7	8	9	10

2. Del 1 al 10, ¿cuánto de importante crees que es el inglés? (1 significa que el inglés no es importante y no sirve para nada y 10 significa que es súper importante y necesario hoy en día).

1	2	3	4	5	6	7	8	9	10

Explica las razones de por qué has dado esa nota:

3. Del 1 al 10, ¿cuántas dificultades tienes en el inglés? (1 significa que no tienes dificultades en inglés porque se te da bien y 10 significa que te cuesta un montón).

1	2	3	4	5	6	7	8	9	10

Nombra las dificultades que creas tener en inglés:

4. ¿Crees que dar otra asignatura en inglés (música y plástica) te ayuda o te ha ayudado a mejorar tu inglés? ¿Por qué?

Sí.

No.

Porque _____

5. ¿Conocías Canva antes de usarla en el colegio?

Sí.

No.

6. ¿Te ha gustado usar Canva? Puedes marcar más de una opción.

ME HA GUSTADO PORQUE...	NO ME HA GUSTADO PORQUE...
<input type="checkbox"/> Me gusta para crear mis propios diseños	<input type="checkbox"/> No me gusta el diseño ni el arte
<input type="checkbox"/> Creo que es algo diferente a lo que se suele hacer en clase	<input type="checkbox"/> Prefiero métodos más tradicionales como el libro
<input type="checkbox"/> Es fácil y hay miles de plantillas súper bonitas y gratis	<input type="checkbox"/> Es difícil de usar y me ha costado mucho entenderla
<input type="checkbox"/> Otro motivo: _____ _____	<input type="checkbox"/> Otro motivo: _____ _____

7. ¿Crees que podrías usar Canva para hacer cosas que te gustan? (diseños de fotos, videos, pósters de tus series favoritas...).

Sí.

No.

8. ¿Te gustaría usar más a menudo Canva en el colegio para hacer más diseños?

Sí.

No.

9. Con el trabajo que has hecho de la receta, ¿crees que Canva te ha ayudado a entender mejor lo que has dado en inglés?

Sí.

No.

10. Del 1 al 10, ¿qué puntuación le darías a Canva como aplicación para hacer diseños? (Teniendo en cuenta que 1 significa que no sirve para hacer diseños y 10 significa que es perfecta para crear tus diseños).

1	2	3	4	5	6	7	8	9	10

4.2 Research conclusions

In this section, some of the most striking results of the survey will be showed to, finally, draw some conclusions.

First and foremost, we will show students' thoughts on English, which are as follows:

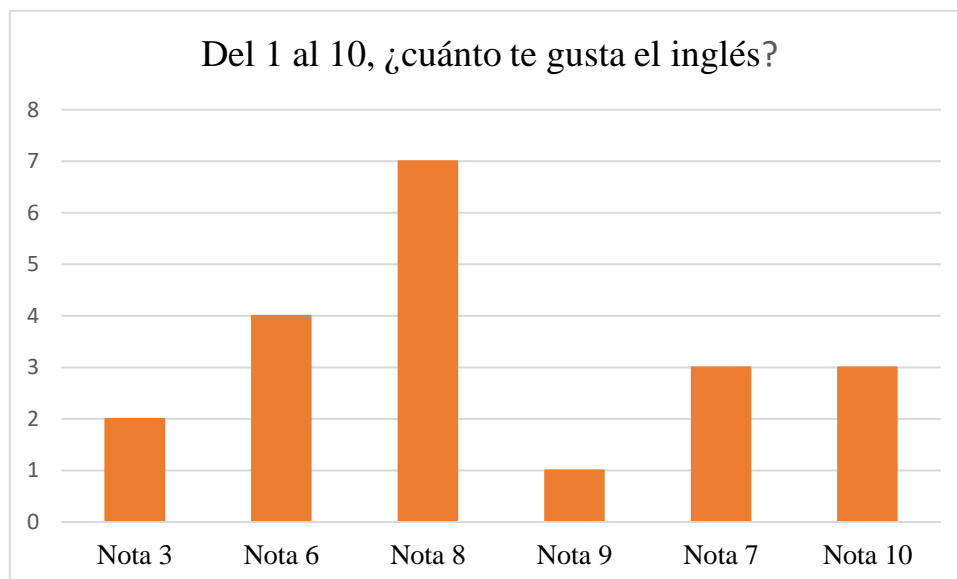


Figure 1. Survey results: how much do you like English?

As we can see, most students do like English, which is a good starting point because that might mean that they have a positive attitude towards learning English. In fact, only two students consider that they do not like English (mark 3). Getting to know if they like a specific subject or not it is vital because we can change that by using different tools, resources, and so on.

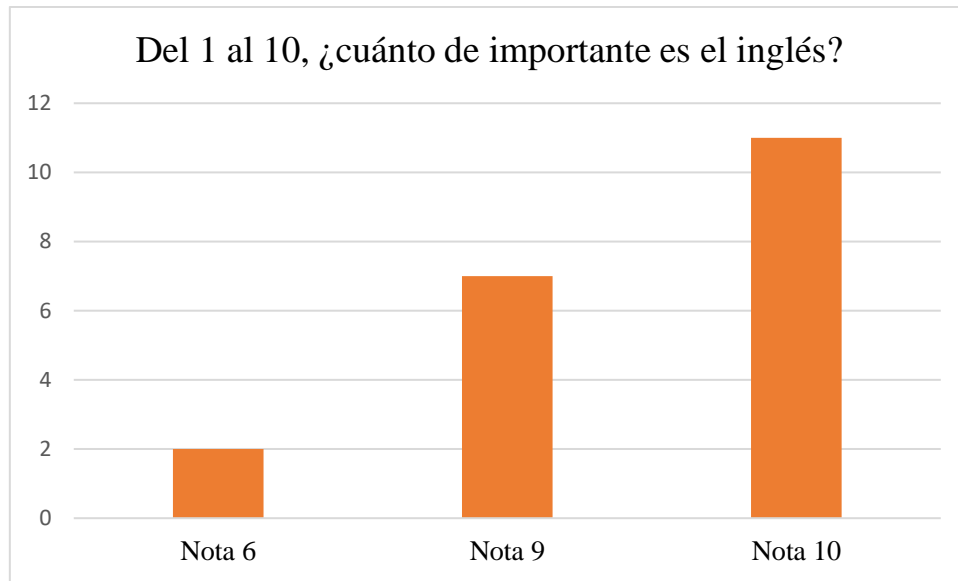


Figure 2. Survey results: do you think English is important?

We truly think this is one of the striking results. Despite the fact that there are students who do not like this subject, they all agree on the fact that learning English is of the utmost importance in this day and age. Further to this, the most repeated reason why they think English is vital is that they think that they will need English if they travel to a different country where people have a different language like French or German. The second and third most repeated reason are that you will need English to communicate in English speakers countries and that they might need it in their future jobs.



Figure 3. Survey results: do you think that learning Arts and Crafts in English help you improve your English?

The results of this question are really **neck and neck**. Nevertheless, 55% do believe that learning Arts and Crafts in English help them improve their English. As the percentage of “no” is pretty high, I would like to bring focus to the reasons they consider CLIL does not help them improve their English. Some of the striking opinions are that they prefer the subject in Spanish or they just consider Arts and Crafts boring.

Now, let me get straight to the point and **tackle the heart of the matter** by showing the results regarding the use of Canva at school:

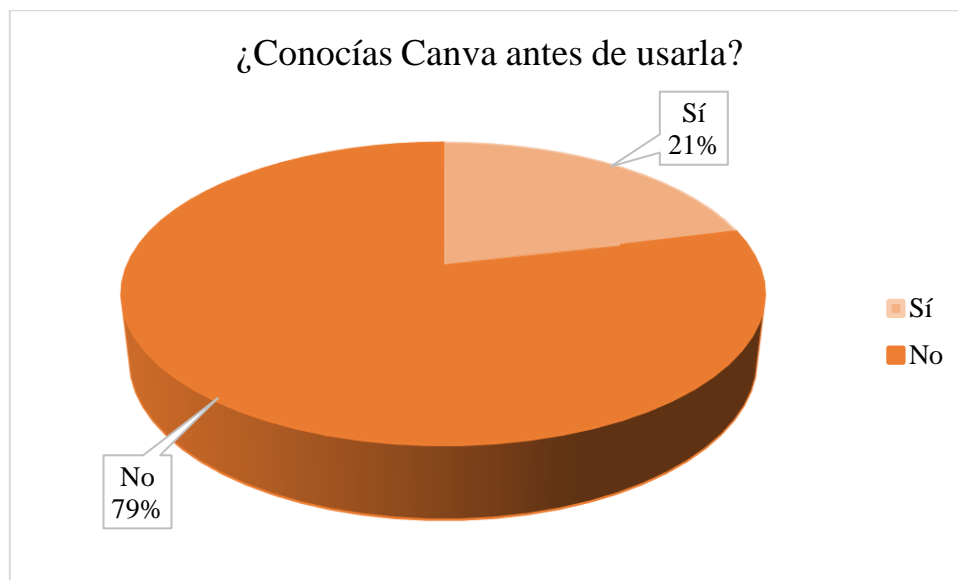


Figure 4. Survey results: Did you know Canva?

We thought that asking students if they knew Canva before using it at school was a good idea. In fact, if they had known it, carrying out lessons with Canva would not have any sense because this research wanted to focus on bringing something new. As you can see, almost 80% of students did not know this APP, which is good because they used it for the first time at school and for this research.

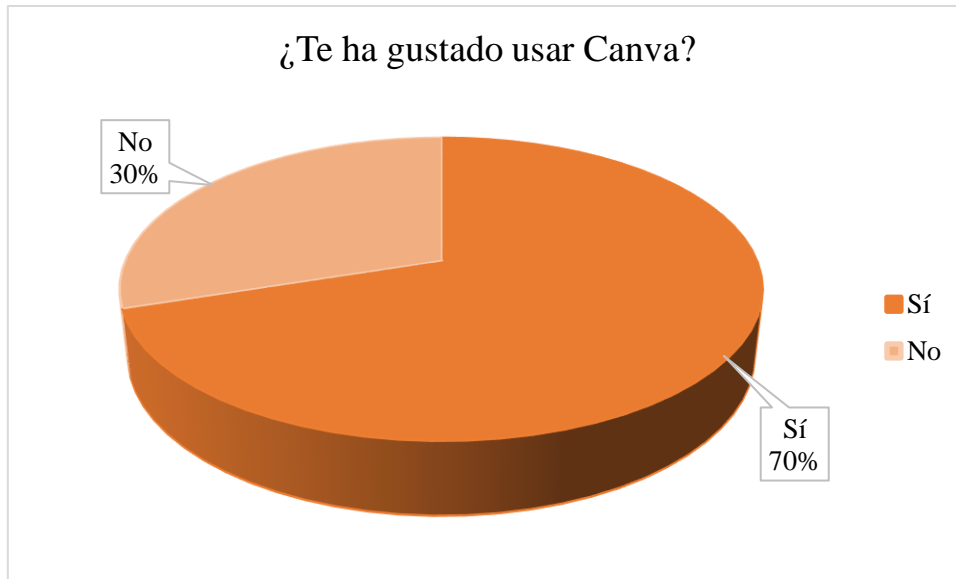


Figure 5. Survey results: did you like Canva?

As we can see, 70% of pupils did like using Canva and some of the reasons are “they like Canva to create their own designs”, “it’s easy and there are loads of free templates”, “it’s something different”, to name but a few. However, it is important to highlight some of the reasons why pupils did not like Canva: some said that they had a hard time using this APP because it was difficult or simply they do not like arts nor designing.

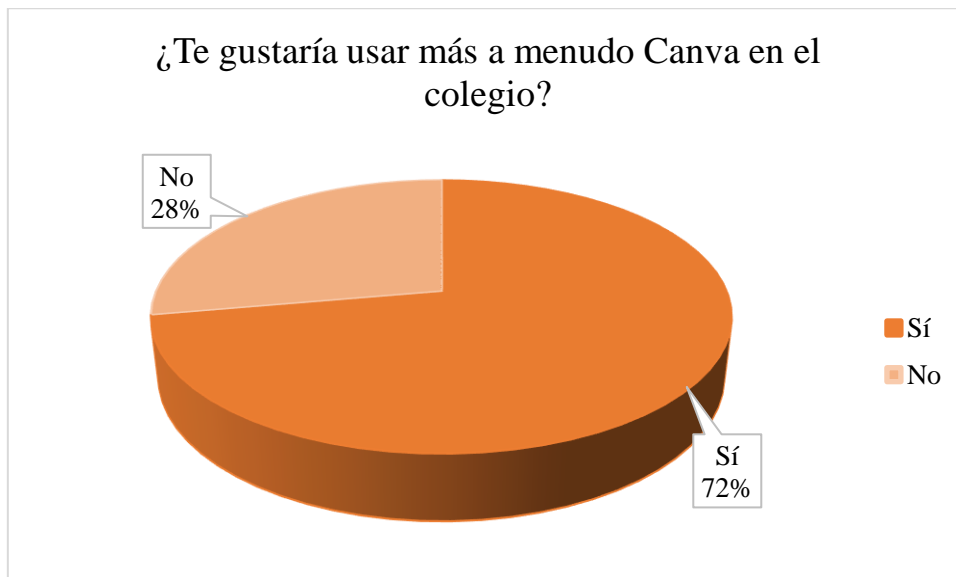


Figure 6. Survey results: would you like to use Canva oftentimes?

Regarding the use of Canva at school, most of students do agree on using frequently Canva at school. Furthermore, this result coincide with the previous one, meaning that most pupils liked using Canva and they would like to use it more often.

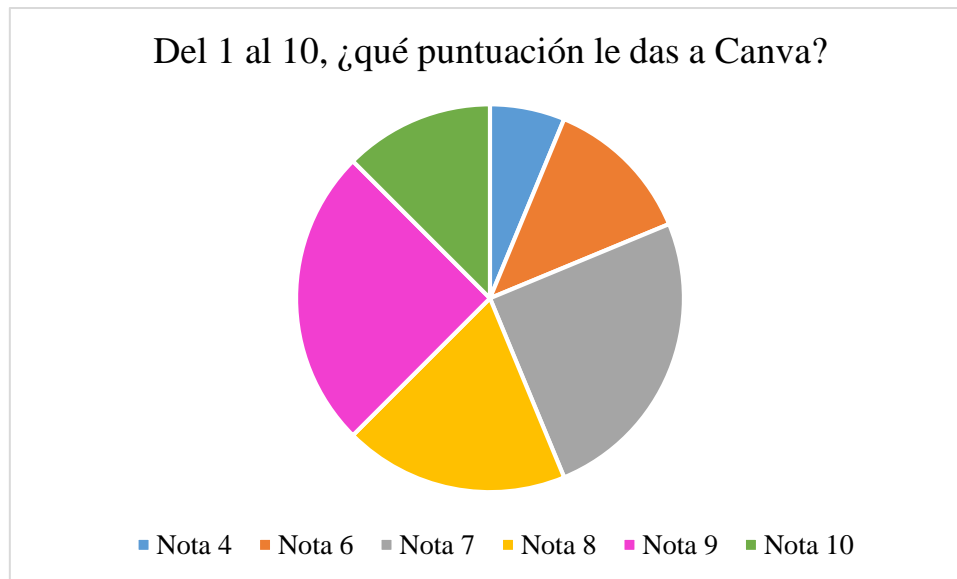


Figure 7. Survey results: mark this APP

Last but not least, we wanted our students to rate this APP. As you can see in the pie chart, 7, 8 and 9 are the grades more repeated, which we consider positive. In fact, Canva gets a 7,1 on average.

5. CONCLUSIONS

The use of Canva at school was a great challenge, but it was rewarding at the same time. As we can see in the research, most pupils did enjoy the use of this resource because it offers gazillions of free and gorgeous templates as well as it is easy to use.

Learning a foreign language is a tough task and it is even tougher when we learn English through a different subject (Arts and Crafts in this case). Even so most students like English (according to the survey); it is fair to point out that they always tell us the difficulties they find. Although, they always were willing to participate in the activities and did succeed.

Pupils used Canva throughout my internship period, which was too short, but we made it. In fact, we implemented Canva for Education at school and also created an online classroom in Canva, through which both the CLIL teacher and I could check students' works and offer feedback. Furthermore, pupils did a great job and we consider they had loads of fun by using Canva, some even found out that Canva allows them lots of possibilities to create their own designs.

On another note, students' opinions are vital when it comes to the teaching process because they are the ones who speak plainly and let us know if something works or not. By and large, students like English and it becomes obvious due to the results we got. In relation to this idea, they consider English to be quite important in this day and age, notion that makes me feel particularly proud. Moreover, they showed an outstanding use of this APP and even they found out other possibilities that Canva offer, so we all learned from each other.

One of the survey's results that I consider fair to point out is the fact that more than 70% of students would like to use Canva again at school. When we carried out the activities with Canva, we were a bit worried of their thoughts and impressions on Canva because, in the end, students speak plainly and tell their thoughts. In this sense, we want them not only to achieve good results, but also to enjoy their learning process through a new resource. Hence, we are extremely joyful because most pupils did enjoy Canva and would like to use it again at school.

Last but not least, I would like to tackle the heart of the matter by saying that the use of ICT in the classroom might be challenging sometimes. In fact, not all-state schools have nice facilities and a good Internet connection, and finding an APP that works and gets

students motivated is quite difficult. Despite all those feelings and fears, we made it and pupils did enjoy it, which is the most important thing.

To conclude, we consider it fair to point out that Canva really worked at school, according to the results we explained previously. Canva offers many possibilities that pupils can benefit from so we, as teachers, should to implement Canva in CLIL lessons more often.

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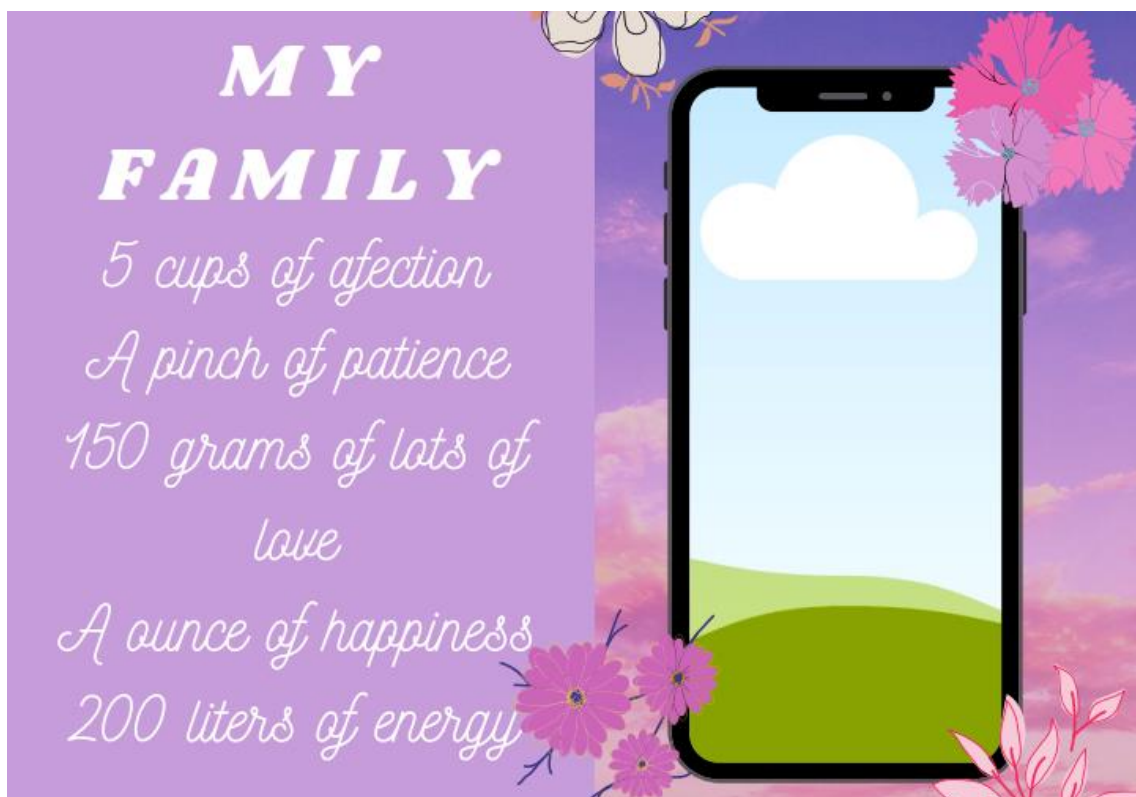
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ANNEXES

Annex 1













Annex 2

CANVA PROJECT				<i>Check your effort</i>
	I. USE OF ENGLISH	2. CREATIVITY	3. BEHAVIOUR AND EFFORT	WHERE AM I?
LITTLE  EFFORT	I didn't use English	No personal expression Little or no problem solving	Little or no effort Poor use of class time	1. 2. 3.
OKAY 	Sometimes, I used English	Some personal expression Some problem solving	Some effort Good use of class time	1. 2. 3.
GREAT 	I used English a lot of times	Original personal expression Excellent problem solving	Wonderful effort Excellent use of class time	1. 2. 3.
AMAZING 	ABOVE EXPECTATIONS!			1. 2. 3.

