EXPLORING STUDENTS' PERCEPTIONS OF TECHNOLOGY-ENHANCED ENGLISH SPEAKING AND ITS INFLUENCE ON STUDENTS' CONFIDENCE IN PEMALANG REGENCY

A Qualitative Case Study

Rahmawati Aisyah[1])
Master Program of English Education
Universitas Negeri Semarang
Semarang, Indonesia
amamelinee@gmail.com

Rudi Hartono[2])
Master Program of English Education
Universitas Negeri Semarang
Semarang, Indonesia
rudi.hartono@mail.unnes.ac.id

Sri Wahyuni[3])
Master Program of English Education
Universitas Negeri Semarang
Semarang, Indonesia
sriwahyunifbs@mail.unnes.ac.id

Abstract

Speaking is often perceived as one of the most challenging skills for EFL learners. Nowadays, the integration of technology in language learning has increased impressively, but the students' perceptions and its impact on their confidence remain underexplored. This study aims to explore students' perceptions of technology-enhanced English speaking and examine how it influences their confidence. This study employs a qualitative case study. Some vocational high school students in Pemalang Regency were observed in different classroom teachings. To explore students' perspectives on technology-enhanced English speaking, they were interviewed after the class observation ended. Data triangulation was used to make sure the data were valid and acceptable. The findings revealed that students generally have positive perceptions of technology-enhanced speaking learning. The use of technology serves a more engaging and supportive learning environment, which helps students improve their confidence in speaking English. However, the effectiveness of the technology depends on how it is implemented in the classroom. This study gives a deeper understanding of the role of technology in shaping students' affective responses and offers pedagogical implications for improving speaking learning in the EFL classroom.

Keywords: Technology-Enhanced Learning, English Speaking Instruction, Students' Perceptions, Confidence, EFL Classroom

Introduction

Speaking is considered one of the most important skills in English language learning because it enables students to communicate ideas, opinions, and feelings effectively. However, it is also regarded as one of the most challenging skills for EFL learners due to limited vocabulary, pronunciation difficulties, fear of making mistakes, and lack of confidence (Nunan, 2015). Many students experience nervousness and anxiety during speaking activities, which may reduce their willingness to participate in classroom interaction (Horwitz et al., 1986). In vocational high school settings, speaking will be more complex because students are expected to develop their practical communication skills both for academic and professional purposes. As a result,

speaking activities often become stressful for students in English-language learning contexts.

Nowadays, technology has become increasingly integrated into English language learning. (Hockly, 2018) explained that technology-enhanced learning provides students with more interactive, flexible, and engaging learning opportunities. The implementation of technology may support students' communication practices, autonomous learning, and participation in speaking activities. Technology-assisted learning environments may help students feel more comfortable and motivated during language learning processes. In addition, technology allows students to practice language skills independently beyond classroom interaction, which may contribute to more active participation in learning activities. Therefore, technology is considered an important component in modern English language teaching.

Among educational technologies, Canva and ELSA Speak have gained popularity in English language learning contexts. Canva allows students to organize ideas visually and create creative learning materials that may support speaking preparation. Through visual design activities, students can better prepare for speaking tasks and do so with greater confidence. Besides, ELSA Speak provides pronunciation feedback and opportunities for speaking practice. It enables students to practice speaking independently and repeatedly.

Previous studies by Yuliawati & Suryadi (2023) provide that ELSA Speak improves students' pronunciation and speaking performance. Students' engangement in learning process increased during the activities. Hence, digital media, such as Canva, may create more enjoyable and interactive learning experiences for students (Ilyas et al., 2023). The integration of Canva and ELSA Speak may support students' preparation and practice in speaking.

Confidence is one of the most important factors in speaking performance. Bandura (1997) explained that students with higher self confidence tend to be more active and comfortable in speaking activities. Besides, low confidence and speaking anxiety may prevent students from expressing their ideas in English. Students who fear making mistakes often avoid speaking activities in the classroom because they feel embarrassed or uncomfortable when they have to speak in front of the class. Technology-enhanced speaking activities may help students reduce nervousness by allowing them to practice speaking repeatedly in a more supportive, less stressful learning environment. Technology-assisted learning may create positive speaking experiences for the students because it encourages them to participate more actively in the classroom interactions. Therefore, investigating how technology-enhanced speaking activities influence students' confidence is important in English language learning.

Ebadi et al. (2025) have explored how technology can improve students' speaking ability, pronunciation practice, and classroom engagement. Several studies have also focused on AI-assisted speaking applications for English language learning. Other studies have examined students' perceptions of digital learning tools in language classrooms. However, research on students' perceptions of technology-enhanced English speaking and its impact on their confidence remains limited, particularly in vocational high school contexts. In addition, few studies have examined the integration of Canva and ELSA Speak into speaking activities within technology-enhanced speaking instruction. Most previous studies have focused on speaking achievement and pronunciation improvement rather than students' confidence and learning experiences. Understanding students' perceptions and confidence is important because affective

factors may influence students' willingness to participate in speaking activities and communicate in English. Therefore, this study investigates students' perceptions of the implementation of technology-enhanced speaking activities, which used Canva and ELSA Speak in speaking activities, and examines how these activities influence students' confidence in speaking English.

This study has three research questions: (1) How do students perceive technology-enhanced English speaking activities using Canva and ELSA Speak? (2) How do students describe the influence of technology-enhanced speaking activities on their confidence in speaking English? Moreover, (3) What challenges are encountered by students during technology-enhanced English speaking activities? The purpose of the study is to explore students' perceptions, examine the influence of technology-enhanced speaking activities on students' confidence, and identify challenges encountered during speaking activities. The findings of this study are expected to provide English teachers with insights into how to implement technology in their speaking activities to engage students and improve their confidence and participation in language learning.

Methodology

This study employed a qualitative case study design to explore students' perceptions of technology-enhanced English-speaking activities using Canva and ELSA Speak and to examine how these activities influenced students' confidence in speaking English. According to Creswell & Poth (2018), a qualitative approach was used because the study focused on students' experiences, perceptions, and responses during speaking activities in a natural classroom setting. In addition, the case study design was used to gain a deeper understanding of students' confidence, participation, and challenges during the implementation of these activities.

The study was conducted at a vocational high school in Pemalang Regency, Indonesia. The participants were 32 eleventh-grade students who engaged in technology-enhanced English-speaking activities using Canva and ELSA Speak. The participants were selected through purposive sampling because they had direct experience implementing the learning activities. The research was conducted over three classroom meetings during the implementation of the technology-enhanced speaking activities.

For the data collection, data were collected through classroom observation, semi-structured interviews, and documentation. Classroom observation was conducted during the implementation of speaking activities to identify students' participation, interaction, confidence, and responses when using Canva and ELSA Speak. Classroom observation focused on students' speaking participation in the learning process, their confidence during speaking performance, classroom interaction, their willingness to communicate, and their engagement throughout the learning process. Semi-structured interviews were conducted to explore students' perceptions, speaking experiences, confidence, and challenges they faced during technology-enhanced activities.

Kallio et al. (2016) explained that semi-structured interviews help students to be more open to express their opinions and experiences while maintaining the study's focus. In addition, documentation, including students' learning projects, screenshots of speaking activities, and classroom learning records, was collected to support the research findings and strengthen data triangulation.

The instruments used in this study were the observation guideline, the interview guideline, and the documentation checklist. The observation guideline was used to record students'

participation, interaction, confidence, and speaking engagement during technology-enhanced speaking activities. The interview guideline consisted of several open-ended questions about students' perceptions, confidence, speaking experiences, and challenges with using Canva and ELSA Speak. The documentation checklist was used to organize supporting data collected throughout the research process.

To analyze the data, the researcher used thematic analysis. First, the interview data were transcribed and reviewed with observation notes and documentation results. Afterward, the researcher coded the data to identify key statements, recurring ideas, and meaningful responses related to students' perceptions, confidence, and challenges. Similar codes were grouped into some categories and developed into broader themes. Finally, the themes were interpreted to answer the research questions and to explain students' experiences in technology-enhanced English-speaking activities. As stated by Braun & Clarke (2006), thematic analysis is used in qualitative research to help researchers identify and interpret patterns within qualitative data.

In this study, data triangulation was used to enhance the trustworthiness of the findings by comparing information from classroom observations, interviews, and documentation. The researcher also reviewed the collected data repeatedly to ensure consistency and accuracy throughout the analysis process. Ethical considerations were also applied during the study. Participants voluntarily took part in the research, and their identities were kept confidential throughout the process.

This research consists of several stages. First, the researcher prepared the research instruments and planned to implement Canva and ELSA Speak as the main activities. Second, the researcher conducted classroom activities and observations throughout the learning process. During these activities, students used Canva to prepare speaking materials and practiced speaking with ELSA Speak before performing speaking tasks in front of the class. Third, to explore students' perceptions, confidence, and challenges in learning activities, the researcher conducted semi-structured interviews. Finally, the researcher collected supporting documentation and analyzed all data using thematic analysis to identify themes and interpret the study's findings.

Finding and Discussion

The findings of this study were analyzed using thematic analysis. The data were obtained from classroom observations, semi-structured interviews, and documentation collected during the implementation of technology-enhanced speaking activities using Canva and ELSA Speak.

The findings are presented in response to the three research questions regarding students' perceptions, confidence, and challenges encountered during learning activities.

Students' Perceptions of Technology-Enhanced English Speaking Activities

The findings showed that students generally had positive perceptions of the implementation of technology in learning activities. Most of them perceived that learning becomes more interesting, interactive, and enjoyable. The integration of Canva and ELSA Speak in learning activities created a more engaging learning environment for the students. It encouraged them to participate more actively in speaking activities than in traditional ones.

Several students explained that Canva helped them organize speaking materials and prepare their ideas before presenting to the class. Students felt that Canva's visual features made speaking preparation easier and more engaging. In

addition, ELSA Speak provided students with opportunities to practice pronunciation repeatedly before classroom performances. This finding suggests that technology-enhanced learning platforms may support students' engagement and participation during speaking activities. The following is an example of students' perceptions.

Extract 1

T: In your opinion, kalau menurut kamu, penggunaan teknologi ini bermanfaat or no?
S: Bermanfaat, Ms. Teknologi membuat belajar jadi lebih menarik. Saya jadi bisa buat desain di Canva dan latihan speaking di ELSA Speak. Sangat menarik Ms
T: Okay, great. What is the most interesting one? Apa yang menurutmu paling menarik?
S: Ya sangat menarik, Ms, karena ada video, suara dan latihan interaktif. Desain di Canva juga bagus-bagus, saya bisa milih sendiri desain mana yang saya suka

The student's responses in Extract 1 indicate that integrating Canva and ELSA Speak created positive, engaging learning experiences during speaking activities. The student found technology-enhanced learning activities more interesting because they offered interactive features such as videos, audio, speaking practice, and visual design options. In addition, the student explained that Canva allowed students to choose and create their own designs, thereby increasing creativity and personal involvement in speaking preparation. These findings suggest that technology-enhanced speaking activities may increase students' motivation, engagement, and participation in classroom speaking. This finding is consistent with Wang and Chen (2021), who stated that digital learning platforms may create more interactive and engaging learning environments for EFL students. Ilyas et al. (2023) also reported the same findings. They found that Canva can support learning activities and increase students' engagement and creativity during EFL lessons.

Extract 2

T: Hmm.. okay, what about ELSA Speak? This is your first time using it. What is your opinion? Apa pendapat kamu?
S: Sangat membantu saya Ms, karna ketika kita salah ucap AI itulah yang akan membenarkanya (giggling)
T: Alright, jadi menurutmu ini sangat helpful ya
S: Yes, Ms. Bisa ngomong sama bule (giggling)

The student's responses in Extract 2 indicate that ELSA Speak was perceived as a helpful learning tool during speaking practice activities. The student expressed that ELSA Speak features could identify their speaking errors and correct them right away. It helps them improve their pronunciation during speaking practice. In addition, the student's response, "*Bisa ngomong sama bule,*" reflects enthusiasm and enjoyment during the learning process.

This finding suggests that AI-assisted speaking applications can create more interactive and enjoyable speaking experiences for students. The use of pronunciation feedback and interactive speaking practice also appeared to increase students' confidence and motivation during English speaking activities. These positive learning experiences will increase students' self-efficacy. Bandura (1997) explained that repeated practice and a supportive learning environment can improve students' confidence in speaking performance.

Ebadi et al. (2025) also stated that AI-assisted speaking applications can improve students' engagement, pronunciation, and speaking confidence. Through immediate feedback and repeated

speaking practice, students can learn and improve their speaking ability. The findings are also consistent with Yuliawati and Suryadi (2023). They reported that students showed improvement and engagement in speaking class by using ELSA Speak in learning activities. Furthermore, several students reported that technology-enhanced speaking activities created a more supportive learning atmosphere during classroom interaction.

Extract 3

T: After using Canva and ELSA Speak, how do you feel? Apa yang kamu rasakan setelah memakai dua aplikasi ini?

S: umm, saya jadi bisa membuat desain yang menarik lagi, Ms. Saya juga bisa lebih ngerti bahasa yang sebelumnya kita tidak tahu salahnya kita di mana pas mengucapkan bahasa Inggris karena sudah latihan dulu di ELSA Speak.

The data from Extract 3 indicate that the student has a positive perception of integrating Canva and ELSA Speak into speaking activities. The student explained that Canva helped create more attractive and creative speaking materials, while ELSA Speak helped identify pronunciation mistakes during speaking practice. The findings suggest that technology in speaking activities can support students' learning experiences by providing opportunities for creative preparation and pronunciation improvement before classroom performances. In addition, the opportunity to practice speaking repeatedly with ELSA Speak appeared to help students become more aware of their pronunciation during English-speaking activities. This finding supports Hockly's (2018) view that technology-enhanced learning platforms may create more interactive and supportive learning environments for language learners.

The findings also support Hockly's (2018) view of technology-enhanced language learning, which emphasizes that digital learning platforms can create more interactive, student-centered learning environments. The integration of Canva and ELSA Speak encouraged students to participate more actively during classroom speaking activities. In addition, Reinders and White (2016) argued that technology-enhanced learning environments may encourage greater learner autonomy and active participation in language learning.

The Influence of Technology-Enhanced Speaking Activities on Students' Confidence

The findings revealed that technology-enhanced speaking activities using Canva and ELSA Speak positively influenced students' confidence during English speaking activities. Most students reported feeling more confident and less nervous after participating in technology-supported speaking activities. The opportunity to prepare speaking materials in Canva and to practice pronunciation repeatedly with ELSA Speak appeared to help students become more comfortable during classroom speaking performances. Students also explained that repeated speaking practice before classroom performances reduced their fear of making mistakes and increased their willingness to participate during speaking activities. These findings are also consistent with MacIntyre et al. (1998), who explained that positive speaking experiences may increase learners' confidence and willingness to communicate in second-language learning contexts.

Several students explained that repeated speaking practice before classroom performances helped reduce fear and nervousness during speaking activities. Students felt more prepared because they had opportunities to practice independently before speaking in front of the class. In addition, pronunciation

feedback provided by ELSA Speak helped students recognize and correct pronunciation mistakes during speaking practice. These findings indicate that technology-enhanced speaking activities may create more supportive learning environments that encourage students to practice speaking more confidently.

Extract 4

T: How did you feel after practicing speaking with ELSA Speak? Bagaimana rasanya?

S: Walaupun awalnya saya bingung cara pakainya, tapi setelah saya paham, ternyata ELSA Speak membuat saya lebih percaya diri dan kosakata saya juga bertambah. Saya jadi lebih pede karena ada bantuan alat untuk mengecek ucapan, jadi saya yakin apa yang saya ucapkan lebih benar dan tidak salah besar.

The student's responses in Extract 4 indicate that ELSA Speak positively influenced students' confidence in speaking activities. Although the student initially experienced difficulties in using the application, the student gradually adapted to the learning platform and perceived that ELSA Speak helped improve confidence and vocabulary development during speaking practice. The student also explained that ELSA Speak pronunciation feedback increased his confidence. The student felt more confidence on his pronunciation accuracy during speaking activities.

These findings suggest that technology-enhanced speaking activities may support students' confidence by providing repeated speaking practice and immediate pronunciation feedback before classroom performances. In addition, the findings are closely related to Bandura's (1997) concept of self-efficacy, which explains that positive learning experiences and supportive feedback may increase students' confidence in performing speaking tasks. Similar findings were reported by Ningrum et al. (2026), who found that AI-assisted speaking activities positively influenced students' speaking confidence in EFL learning.

Another factor influencing students' confidence was the use of Canva during speaking preparation. Several students reported that Canva helped them organize ideas and prepare speaking materials more effectively before classroom performances. Students felt more comfortable during speaking activities because they already understood the content they were presenting. In addition, visual preparation activities helped students feel more prepared before speaking in front of the class.

Extract 5

T: What about Canva? Bagaimana dengan Canva? Apakah can help you in these activities? Is it easy for you to use that?

S: Mudah karena sudah diajari Ms. Rahma. Saya juga suka desain, Ms. Jadi menurut saya ini sangat menarik dan membantu kalau kita ingin ngerjain tugas

T: (giggling) Okay, kalau begitu, apa pengaruhnya ke speaking activities kamu?

S: Umm… saya jadi lebih pede, Ms. Saya kan sudah buat desain, jadi saya bisa langsung latihan pakai itu. Presentasi saya juga kelihatan lebih menarik.

The student's responses in Extract 5 show that Canva positively influenced students' confidence and preparation for speaking during classroom speaking activities. The student explained that Canva was easy to use because the student had received guidance during the learning activities. In addition, the student found Canva interesting and helpful for completing speaking tasks because it allowed them to create their own visual designs before classroom performances. The student also reported feeling more confident during speaking activities because the prepared designs helped

support speaking practice and presentation delivery. These findings suggest that visual preparation activities using Canva may help students feel more prepared, organized, and confident during speaking performances. Compared to conventional speaking activities, students appeared more comfortable because they could creatively prepare materials and practice speaking with their own presentation designs before performing in front of the class.

Furthermore, several students reported that technology-enhanced speaking activities increased their willingness to participate during classroom interaction. Students became more active during speaking activities because they had opportunities to practice speaking repeatedly and receive pronunciation feedback before performing in front of the class. The learning activities also created a more supportive and less stressful speaking environment for students. Some students explained that technology-supported speaking activities helped them become more comfortable practicing speaking individually before classroom performances.

Extract 6

T: Were you still nervous when speaking in front of the class?
S: Sedikit nervous Ms, tapi lebih berani dibanding sebelumnya
T: How come? Bagaimana bisa kok jadi lebih berani?
S: yaa.. karena saya sudah mempelajarinya sebelum saya mempresentasikannya atau mengucapkannya. Selain itu Ms, tidak ada satu orang pun yang mendengarkan jadi saya nggak nerveous (giggling)

The student's responses in Extract 6 indicate that preparation and independent speaking practice positively influenced students' confidence during classroom speaking activities. Although the student still experienced some nervousness, the student explained that practicing and studying the material before classroom performances helped increase confidence during speaking activities. Furthermore, felt less anxious because the speaking practice with ELSA Speak was conducted individually. There is no pressure from his classmates or his teacher. This finding suggests that implementing technology in speaking activities may create safer, less stressful speaking environments and allow students to practice more comfortably before speaking performances. The findings also showed that repeated preparation and independent speaking practice reduce students' speaking anxiety and increase their willingness to communicate.

The findings also support Peng and Woodrow's (2010) view that supportive learning environments and positive speaking experiences may increase students' willingness to communicate during speaking activities. The findings also related to Vygotsky's (1978) sociocultural theory, which explained that social interaction, guidance, and participation play important roles in the learning process. Through technology-supported speaking activities, students were encouraged to participate more actively and communicate more confidently during classroom interaction.

Challenges Encountered During Technology-Enhanced Speaking Activities

Although most students demonstrated positive perceptions of technology-enhanced speaking activities using Canva and ELSA Speak, some challenges were encountered during implementation.

The findings showed that some students experienced some technical problems, a lack of familiarity with digital learning platforms, speaking anxiety, and also pronunciation difficulties during speaking activities. These challenges influence

students' comfort and participation in speaking activities, especially in the early stages.

One of the major challenges students faced was technical difficulties when implementing technology-enhanced speaking activities. Several students reported that unstable internet connections sometimes interrupted speaking practice activities using ELSA Speak. In addition, some students initially experienced confusion with certain application features because it was their first time using the platforms during speaking activities.

Extract 7

T: Did you experience any difficulties while using Canva or ELSA Speak?
S: Iya Ms, kadang internetnya lambat, jadi aplikasinya susah dipakai waktu latihan speaking.
T: Did it affect your speaking activity?
S: Sedikit Ms, karena kadang harus latihan ulang lagi atau buka aplikasinya lagi.

The data from Extract 7 shows that internet issues affected students' speaking practice activities during the learning process. The student explained that internet connection issues interrupted his practice and sometimes required him to repeat activities. These findings suggest that technical support and a stable internet connection are required to support students' learning activities. Although digital learning platforms may create more engaging speaking environments, technical issues may still become obstacles during classroom implementation.

Another challenge for the students was limited familiarity with technology learning platforms in the early stages of the activities. Some students explained that they felt confused when using ELSA Speak in the first stage because they were unfamiliar with the application features and speaking practice procedures. However, most students gradually adapted to the learning platforms after receiving guidance and repeated practice opportunities during classroom activities.

Extract 8

T: Was it easy for you to use ELSA Speak for the first time?
S: Awalnya bingung Ms, karena saya belum pernah pakai aplikasi seperti itu sebelumnya.
T: So, what did you do after that?
S: Setelah dijelaskan dan dicoba beberapa kali jadi lebih mudah dipakai.

The student's responses in Extract 8 indicate that they initially experienced difficulty adapting to unfamiliar digital learning platforms. Kukulska-Hulme (2020) also explained that students may initially experience difficulties when adapting to mobile-assisted language learning platforms during the early stages of technology integration. However, classroom guidance and repeated practice opportunities helped students gradually understand how to use the application during speaking activities. This finding suggests that teacher support and learning guidance remain important during the implementation of technology-enhanced learning activities in EFL classrooms.

In addition to technical challenges, several students remain nervous during classroom speaking activities. Although some students reported increased confidence after practicing with Canva and ELSA Speak, some students still felt anxious when speaking in front of classmates. Fear of making mistakes and limited confidence in pronunciation remained challenges for several students during classroom speaking activities.

Extract 9

T: Were you still nervous during speaking performances? Masih merasa grogi tidak?
S: Masih sedikit nervous, Ms, apalagi kalau banyak teman yang mendengarkan.
T: Why did you still feel nervous?

S: Karena takut salah ngomong atau salah pengucapan waktu speaking.

Extract 9 indicates that speaking anxiety remained a challenge for students during classroom speaking activities. Although technology-enhanced speaking activities helped students become better prepared, some students still feared making pronunciation mistakes during classroom performances.

These findings are related to Horwitz et al. (1986), who explained that speaking anxiety may negatively influence students' confidence and classroom participation during language learning activities. Derakhshan et al. (2016) emphasized that speaking activities often remain challenging for EFL students because learners must simultaneously manage pronunciation, fluency, and confidence during oral communication.

Despite these challenges, most students gradually adapted to technology in speaking activities. Repeated practice opportunities, classroom guidance, and supportive learning environments appeared to help students participate more actively during speaking activities. These findings suggest that although technology-enhanced speaking activities may present technical and psychological challenges, appropriate guidance and continuous practice may help students adapt more comfortably to digital speaking activities in EFL classrooms.

Conclusions

This study revealed that integrating technology into English-speaking activities using Canva and ELSA Speak generally has a positive impact on students. The findings showed that students had positive perceptions of technology in speaking activities. Students thought technology is more interactive, engaging, and supportive than conventional speaking activities. The integration of Canva helped students organize their speaking materials and become more creative. Meanwhile, ELSA Speak supported pronunciation practice through repeated speaking activities and immediate feedback before students' classroom performances.

The findings also indicated that technology-enhanced speaking activities have a positive impact on students' confidence in speaking. Repeated speaking practice, pronunciation feedback, and visual speaking preparation helped students become more prepared and comfortable during classroom speaking performances. The implementation of Canva and ELSA Speak also increased students' willingness to participate and communicate during speaking activities. Students had more opportunities to practice independently before presenting to the class. These findings support Bandura's (1997) concept of self-efficacy, which explains that repeated practice and positive learning experiences may increase students' confidence in performing speaking tasks.

Despite the positive findings, several challenges were found during the implementation of technology in speaking activities. Some students faced technical issues, such as unstable internet connections and unfamiliarity with the application's features, during the early stages of the learning process. In addition, several students still experienced nervousness and fear of making pronunciation mistakes during classroom speaking performances. However, most students gradually adapted to the learning platforms after receiving guidance and repeated opportunities for speaking practice during classroom activities.

Overall, the findings indicate that technology-enhanced speaking activities using Canva and ELSA Speak may create more supportive, interactive, and engaging speaking environments in EFL classrooms. The integration of repeated speaking practice, pronunciation feedback, and visual speaking preparation

activities supported students' engagement, confidence, classroom participation, and willingness to communicate in speaking activities. Based on the findings of this study, English teachers are encouraged to integrate technology-enhanced learning platforms such as Canva and ELSA Speak into speaking activities to create more interactive and supportive learning environments in EFL classrooms. The use of Canva as a presentation tool and ELSA Speak as AI-assisted pronunciation feedback helps the students prepare speaking materials more effectively, practice speaking independently, and improve their confidence during classroom speaking performances. In addition, the teachers should provide sufficient guidance and technical support when implementing technology in speaking activities, especially for students who are unfamiliar with digital learning platforms. Future researchers are also encouraged to conduct similar studies with larger participants and longer study durations to explore the broader impact of technology-enhanced speaking activities on students' speaking performance, classroom interaction, and speaking anxiety across different EFL learning contexts.

As presented in Table 1, the findings of this study indicate that students generally demonstrated positive perceptions toward technology-enhanced speaking activities using Canva and ELSA Speak. The table summarizes the major themes identified from classroom observations and interviews.

Table 1
Summary of Research Findings

Theme	Findings	Interpretation
Positive Perceptions	Students perceived Canva and ELSA Speak as interesting, enjoyable, and helpful learning tools during speaking activities.	Technology-enhanced learning increased students' engagement, participation, and motivation during classroom speaking activities.
Increased Confidence	Students became more confident after practicing speaking repeatedly and receiving pronunciation feedback from ELSA Speak.	Repeated speaking practice and visual preparation helped reduce students' speaking anxiety and improve their classroom participation.
Pronunciation Support	Students reported that pronunciation feedback helped them identify and correct pronunciation mistakes during speaking practice.	AI-assisted pronunciation feedback supported students' speaking accuracy and self-confidence.
Learning Challenges	Students experienced technical problems, difficulties in using certain application features, and nervousness during speaking performances.	Technology integration still requires classroom guidance, technical support, and opportunities for speaking practice.

Table 1 shows that technology-enhanced speaking activities using Canva and ELSA Speak generally supported students' engagement, speaking confidence, pronunciation practice, and classroom participation despite several technical and speaking-related challenges encountered during the learning process.

References

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL learners' speaking ability, accuracy, and fluency. *English Language and Literature Studies, 6*(2), 177–186. https://doi.org/10.5539/ells.v6n2p177

Ebadi, S., Weisi, H., & Khaksar, Z. (2025). AI-assisted language learning and speaking confidence in EFL classrooms. *Computer Assisted Language Learning, 38*(1), 45–63.

Hockly, N. (2018). Blended learning. *ELT Journal, 72*(1), 97–101. https://doi.org/10.1093/elt/ccx058

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*(2), 125–132. https://doi.org/10.1111/j.1540-4781.1986.tb05256.x

Ilyas, M., Pratiwi, D., & Rahman, A. (2023). The use of Canva in improving students' engagement and creativity in EFL classrooms. *Journal of English Language Teaching and Learning, 4*(2), 89–98.

Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing, 72*(12), 2954–2965. https://doi.org/10.1111/jan.13031

Kukulska-Hulme, A. (2020). Mobile-assisted language learning [Revised edition]. In C. A. Chapelle (Ed.), *The concise encyclopedia of applied linguistics* (pp. 1–7). Wiley. https://doi.org/10.1002/9781405198431.wbeal0768.pub2

MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal, 82*(4), 545–562. https://doi.org/10.1111/j.1540-4781.1998.tb05543.x

Ningrum, A., Suryani, D., & Putra, H. (2026). AI-assisted speaking activities and students' confidence in EFL learning. *Journal of Language and Education, 12*(1), 66–79.

Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.

Peng, J. E., & Woodrow, L. (2010). Willingness to communicate in English: A model in the Chinese EFL classroom context. *Language Learning, 60*(4), 834–876. https://doi.org/10.1111/j.1467-9922.2010.00576.x

Reinders, H., & White, C. (2016). 20 years of autonomy and technology: How far have we come and where to next? *Language Learning & Technology, 20*(2), 143–154.

Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wang, Y., & Chen, N. S. (2021). Technology-enhanced language learning and student engagement in EFL contexts. *Computers & Education, 168*, 104196.

Yuliawati, E., & Suryadi, D. (2023). The implementation of ELSA Speak application in improving students' pronunciation skills. *Journal of English Language Teaching, 8*(2), 112–121.