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# Canva AI as a Cognitive Partner in Arabic Writing Instruction: Enhancing Linguistic Expression and Communicative Competence through Magic Write

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## Abstract

The integration of Artificial Intelligence (AI) into language learning has introduced new opportunities for developing writing skills beyond conventional grammar-focused instruction. This study investigates the role of Canva AI, particularly its *Magic Write* feature, in enhancing Arabic writing (*Maharah Kitabah*) among university students. Using a qualitative descriptive approach, the study analyzes the transformation of students' drafts into AI-assisted texts through documentation and content analysis. The primary data consist of Arabic writing products in the genres of condolence messages (*ta'ziyah*) and birthday greetings (*yaumul milad*), while relevant literature on AI-assisted writing and Arabic language learning serves as supporting data. The findings reveal that Canva AI contributes to Arabic writing development in two significant ways. First, it functions as a linguistic refinement tool by improving lexical choice, textual cohesion, pragmatic appropriateness, and stylistic quality. Second, it serves as an expressive enrichment tool by expanding semantic content, diversifying expressions, and enhancing the emotional and communicative dimensions of writing. The study further demonstrates that Canva AI operates not merely as a writing assistant but as a cognitive partner that supports students in producing more natural, contextually appropriate, and aesthetically appealing Arabic texts. These findings suggest that the integration of Generative AI into Arabic writing instruction can promote communicative competence, pragmatic

awareness, and linguistic creativity while maintaining the learner’s central role in the writing process.

**Keywords:** *Canva AI; Magic Write; Arabic Writing; Maharah Kitabah; Generative Artificial Intelligence; Linguistic Refinement; Expressive Enrichment*

### Abstrak

Integrasi kecerdasan buatan (*Artificial Intelligence/ AI*) dalam pembelajaran bahasa membuka peluang baru bagi pengembangan keterampilan menulis yang tidak lagi berorientasi semata pada ketepatan gramatikal. Penelitian ini bertujuan menganalisis peran Canva AI, khususnya fitur *Magic Write*, dalam pengembangan maharah kitabah pada mahasiswa. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik dokumentasi dan analisis isi terhadap transformasi teks mahasiswa sebelum dan sesudah menggunakan Canva AI. Data utama berupa produk kitabah bahasa Arab dalam bentuk teks ta’ziyah dan yaumul milad, sedangkan data pendukung diperoleh dari berbagai literatur terkait pembelajaran bahasa Arab dan *AI-assisted writing*. Hasil penelitian menunjukkan bahwa Canva AI berkontribusi terhadap pengembangan keterampilan menulis bahasa Arab melalui dua fungsi utama. Pertama, sebagai instrumen *linguistic refinement* yang membantu penyempurnaan pemilihan diksi, kohesi teks, sensitivitas pragmatik, dan kualitas ekspresi bahasa. Kedua, sebagai instrumen *expressive enrichment* yang memperluas makna, memperkaya variasi ungkapan, serta meningkatkan dimensi emosional dan komunikatif dalam tulisan. Penelitian ini juga menunjukkan bahwa Canva AI tidak sekadar berfungsi sebagai alat bantu penulisan, tetapi berperan sebagai *cognitive partner* yang membantu mahasiswa menghasilkan teks bahasa Arab yang lebih natural, kontekstual, dan estetis. Temuan ini mengindikasikan bahwa integrasi *Generative Artificial Intelligence* dalam pembelajaran maharah kitabah berpotensi memperkuat kompetensi komunikatif, kesadaran pragmatik, dan kreativitas berbahasa tanpa menghilangkan peran sentral mahasiswa sebagai penulis.

**Kata Kunci:** *Canva AI; Magic Write; Maharah Kitabah; Pembelajaran Bahasa Arab; Generative Artificial Intelligence; Linguistic Refinement; Expressive Enrichment*

### Introduction

Maharah kitabah (Arabic writing skill) requires more than mere mastery of grammatical rules. Effective Arabic writing demands appropriate lexical selection, sensitivity to social context, and the ability to convey messages in a communicative and aesthetically appealing manner.<sup>1</sup> However, writing instruction in higher education often remains

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<sup>1</sup> Nur’aini, Rara, and Mohamad Zaka al Farisi. “The Observation of Arabic Language Differentiation in the 2013 Curriculum and the ‘Merdeka’ Curriculum.”

focused on structural and mechanical aspects of language, leading students to produce grammatically correct texts that lack flexibility, expressiveness, and communicative effectiveness.<sup>2</sup>

This challenge is particularly evident among students of the Arabic Language Education Program at UIN Madura. In composing communicative texts such as condolence messages (*ta'ziyah*) and birthday greetings (*yaumul milad*), students are generally capable of constructing grammatically accurate sentences but often struggle to produce expressions that are communicative, natural, and socially appropriate. Many written products remain rigid, repetitive, and overly literal, especially in the use of emotional expressions and levels of linguistic politeness. Furthermore, the visual presentation of these texts is frequently designed in a simplistic manner without considering the harmony between linguistic content and visual representation. As a result, students' writing products often fail to fully reflect the communicative, contextual, and aesthetic functions of Arabic language use.

At the same time, advances in Artificial Intelligence (AI) have introduced new approaches to language production. The emergence of Generative AI has transformed writing from a purely individual activity into a collaborative process involving both users and intelligent systems.<sup>3</sup> In this context, AI functions not merely as a technical tool but as a cognitive partner capable of assisting users in generating ideas, refining linguistic structures, and adapting language styles to specific communicative contexts.<sup>4</sup>

One platform that has demonstrated significant progress in AI integration is Canva AI. While Canva was initially recognized as a visual

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*Abjadia: International Journal of Education* 8, no. 1 (July 2023): 62–78. <https://doi.org/10.18860/abj.v8i1.22359>.

<sup>2</sup> Meletiadou, Eleni. "Using Educational Digital Storytelling to Enhance Multilingual Students' Writing Skills in Higher Education." *IAFOR Journal of Education* 10, no. 2 (August 2022): 111–30. <https://doi.org/10.22492/ije.10.2.06>.

<sup>3</sup> Vo, Thi Kim Anh, and Huong Nguyen. "Generative Artificial Intelligence and ChatGPT in Language Learning: EFL Students' Perceptions of Technology Acceptance." *Journal of University Teaching and Learning Practice* 21, no. 06 (April 2024). <https://doi.org/10.53761/fr1rkj58>.

<sup>4</sup> Mubarak, Faiz Ushbah, and Atiqah Nurul Asri. "The Benefits of Android Applications for an Independent Learning in Learning English Language." *Journal of Language, Literature, and English Teaching (JULIET)* 2, no. 2 (September 2021): 8–15. <https://doi.org/10.31629/juliet.v2i2.3692>.

design application,<sup>5</sup> the introduction of features such as *Magic Write* and *Magic Design* has expanded its role into an integrated linguistic and visual production environment. *Magic Write* provides users with alternative formulations that are more concise, communicative, and contextually appropriate, whereas *Magic Design* assists in creating visual compositions aligned with the intended message.<sup>6</sup> Consequently, Canva AI contributes not only to visual enhancement but also to the overall quality of communication.

Previous studies have shown that the integration of Generative Artificial Intelligence into language learning has transformed writing from an individual endeavor into a technology-supported collaborative process. Alharbi argues that AI in foreign language education has evolved beyond automated correction tools to become a pedagogical system that supports text production, improves expressive quality, and facilitates personalized language learning.<sup>7</sup> Similarly, Kim and Tan describe text-generating AI as a thought-provoking writing tutor that assists users in idea development, revision, and reflective refinement of written texts.<sup>8</sup> These findings are supported by the systematic review conducted by Ogunleye et al., which demonstrates that Generative AI significantly contributes to writing support, adaptive learning, feedback generation, and creativity development.<sup>9</sup> Furthermore, Al-Smadi highlights that the Generative AI revolution has profoundly transformed writing instruction, collaborative learning, and technology-enhanced academic creativity.<sup>10</sup>

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<sup>5</sup> Hinchcliff, Mercedes, and Michael Mehmet. "Embedding Canva into the Marketing Classroom: A Dialogic and Social Learning Approach to Classroom Innovation." *Higher Education, Skills and Work-Based Learning* 13, no. 6 (November 2023): 1174–86. <https://doi.org/10.1108/HESWBL-11-2022-0230>.

<sup>6</sup> Putri, Hilmaliana S., Lilies Youlia Friatin, and Wawan Tarawana. "Using Canva AI Magic Writer to Assist Students Writing Descriptive Text." *Journal of English Education Program (JEEP)* 12, no. 2 (August 2025): 115. [https://doi.org/10.25157/\(jeep\).v12i2.19344](https://doi.org/10.25157/(jeep).v12i2.19344).

<sup>7</sup> Alharbi, Wael. "AI in the Foreign Language Classroom: A Pedagogical Overview of Automated Writing Assistance Tools." *Education Research International* 2023 (February 2023): 1–15. <https://doi.org/10.1155/2023/4253331>.

<sup>8</sup> Kim, Tae Wook, and Quan Tan. *Repurposing Text-Generating AI into a Thought-Provoking Writing Tutor*. April 9, 2023.

<sup>9</sup> Ogunleye, Bayode, Kudirat Ibilola Zakariyyah, Oluwaseun Ajao, Olakunle Olayinka, and Hemlata Sharma. *A Systematic Review of Generative AI for Teaching and Learning Practice*. June 13, 2024. <https://doi.org/10.3390/educsci14060636>.

<sup>10</sup> AL-Smadi, Mohammad. *ChatGPT and Beyond: The Generative AI Revolution in Education*. November 26, 2023.

More specifically, research on Canva AI in language learning has begun to emerge. Utami found that Canva Magic AI enhances students' writing quality, particularly in paragraph organization, idea development, grammar, and expressive quality.<sup>11</sup> Likewise, Putri et al. reported that Canva AI Magic Writer effectively supports students in generating ideas, refining expressions, and increasing engagement in descriptive writing activities.<sup>12</sup> Dmitrenko et al. further emphasize that Canva facilitates writing development through the integration of visual content, enabling students to express ideas more effectively and creatively.<sup>13</sup> Their findings indicate that combining visual elements with writing activities can improve expressive quality, learning engagement, and students' ability to produce both academic and communicative texts. In addition, Ileperuma's study on Murf.AI and Canva.AI in English language learning revealed that AI-powered audiovisual technologies significantly enhance learners' communicative competence, particularly in terms of fluency, engagement, and positive responses toward AI-assisted learning environments.<sup>14</sup>

Despite these advances, previous studies have largely positioned Canva AI as a technical writing aid or visual medium rather than examining its role as a cognitive partner in the development of Arabic writing skills. Moreover, limited attention has been given to how AI can assist students in refining linguistic expression, enhancing sensitivity to linguistic politeness, and creating harmony between verbal and visual

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<sup>11</sup> Utami, Silvia, and Karnedi Karnedi. "Enhancing Students' Writing Paragraphs through Canva Magic AI." *Leksika: Jurnal Bahasa, Sastra Dan Pengajarannya* 18, no. 2 (August 2024): 105. <https://doi.org/10.30595/lks.v18i2.23475>.

<sup>12</sup> Putri, Hilmaliana S., Lilies Youlia Friatin, and Wawan Tarawana. "Using Canva AI Magic Writer to Assist Students Writing Descriptive Text." *Journal of English Education Program (JEEP)* 12, no. 2 (August 2025): 115. [https://doi.org/10.25157/\(jeep\).v12i2.19344](https://doi.org/10.25157/(jeep).v12i2.19344).

<sup>13</sup> Dmitrenko, Natalia, Iryna Shkola, Bohdana Saliuk, Violetta Panchenko, and Svitlana Neshko. "CANVA PLATFORM: VISUAL CONTENT FOR DEVELOPING WRITING SKILLS OF PROSPECTIVE ENGINEERS IN ESP CLASSES." *ENVIRONMENT. TECHNOLOGY. RESOURCES. Proceedings of the International Scientific and Practical Conference 2* (June 2024): 358–63. <https://doi.org/10.17770/etr2024vol2.8075>.

<sup>14</sup> Ileperuma, Piyumi. "The Impact of Murf.AI and Canva.AI-Generated Audio-Visual Aids on Enhancing Pronunciation and Fluency of Grade Five ESL Learners in a Sri Lankan English-Medium School." *2026 6th International Conference on Advanced Research in Computing (ICARC)*, February 18, 2026, 1–6. <https://doi.org/10.1109/ICARC68737.2026.11454094>.

elements in Arabic communicative products. Yet, in contemporary communication, writing quality is determined not only by grammatical accuracy but also by the ability to deliver messages that are communicative, aesthetically appealing, and emotionally meaningful. Therefore, this study seeks to address this gap by investigating the use of Canva AI in transforming students' writing drafts into Arabic communicative products that are more communicative, aesthetic, and contextual through the integration of linguistic refinement and visual enhancement.

Based on these considerations, this study aims to analyze the use of Canva AI in developing Arabic writing skills among students of the Arabic Language Education Program. The focus is placed on the transformation of students' writing drafts through Canva's AI-powered features, particularly in terms of linguistic refinement and visual enhancement within communicative texts such as *ta'ziyah* and *yaumul milad*. Accordingly, the study seeks to explain how cognitive collaboration between students and AI technology contributes to the production of Arabic writing that is more communicative, aesthetically appealing, and contextually appropriate.

## **Method**

This study employed a qualitative approach using a library research design with a descriptive-analytical framework.<sup>15</sup> This approach was selected because the study focuses on examining the use of Canva AI as a cognitive support system in the development of Arabic writing skills, particularly in the transformation of students' initial drafts into more communicative and aesthetically appealing written products. Rather than measuring effectiveness through quantitative experimentation, the study aims to describe and analyze the linguistic and visual transformations generated through the integration of Generative Artificial Intelligence features within the Canva AI environment.

The primary objects of the study consisted of Arabic writing products developed through Canva AI, including *ta'ziyah* (condolence messages) and *yaumul milad* (birthday greetings). The analysis focused on the changes that occurred between students' original drafts and the revised versions generated through AI-assisted features, particularly

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<sup>15</sup> George, Mary W. *The Elements of Library Research*. Princeton University Press, 2008. <https://doi.org/10.1515/9781400830411>.

*Magic Write*. Primary data were obtained from documented textual and visual transformations produced through Canva AI, while secondary data were collected from scholarly articles, books, official Canva AI documentation, and previous studies related to Arabic language learning, AI-assisted writing, and technology-based visual communication.

Data were collected through documentation and analytical observation of the AI-assisted writing transformation process. The researchers identified linguistic changes in terms of lexical choice, linguistic politeness, effectiveness of expression, and the quality of emotional communication in Arabic texts. In addition, observations were directed toward visual transformations, including design composition, alignment of graphic elements, and the harmony between verbal messages and visual representation. Within this process, the interaction between users and the AI system was conceptualized as a form of cognitive collaboration that influenced the overall quality of the final communicative products.

Data were analyzed using content analysis, focusing on four main dimensions: linguistic transformation, stylistic refinement, visual restructuring, and visual-linguistic integration.<sup>16</sup> The analysis was conducted through several stages, including data reduction, classification of transformation patterns, interpretation of observed changes, and the formulation of conclusions regarding the use of Canva AI in *maharah kitabah* instruction. To ensure the validity of the findings, source triangulation was employed by comparing AI-generated transformations, documented writing products, and findings from relevant previous studies.

## **Results and Discussion**

The transformation of Canva from a graphic design application into an Artificial Intelligence-based platform reflects a significant shift in communication production within Arabic language learning. The introduction of *Magic Write* and *Magic Design* has expanded Canva's function beyond visual design, turning it into an integrated linguistic and visual production environment that facilitates collaboration between users and AI systems. In the context of *maharah kitabah*, students no longer merely compose texts and designs manually; rather, they interact with AI to refine linguistic expression, develop communicative

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<sup>16</sup> Paul Mayring, *Qualitative Content Analysis: Theoretical Foundation, Basic Procedures and Software Solution*. Klagenfurt: Beltz, 2014.

structures, and reconstruct visual representations according to the intended message. This transformation indicates that contemporary writing practices are evolving from linear production models toward multimodal communication based on human-AI collaboration.<sup>17</sup>

The findings reveal that Canva AI is capable of transforming students' writing drafts into communicative products that are more effective, aesthetically appealing, and contextually appropriate. This transformation is particularly evident in *ta'ziyah* and *yaumul milad* texts, which were analyzed through two main stages: the students' original drafts and the linguistically enhanced versions generated through *Magic Write*. At the initial stage, most student texts exhibited rigid language use, linear communicative structures, and limited visual harmony. Although the texts generally fulfilled basic grammatical requirements, their linguistic expressiveness and communicative impact remained relatively limited.



Figure 1. Original Draft



Figure 2. Magic Write Output

The data demonstrate that the use of *Magic Write* resulted in substantial improvements in students' Arabic writing, particularly in lexical selection, textual cohesion, expressive subtlety, and pragmatic sensitivity. These transformations were not confined to grammatical correction; rather, they enhanced the quality of *dzauq lughawi* (linguistic taste) in the context of condolence discourse.

The first transformation is evident in the change from *بحر التعازي* to *نتقدم بأصدق مشاعر العزاء والمواساة*. This modification reflects a higher level of stylistic and emotional sophistication. In the original draft, the phrase *بحر التعازي* represents a conventional formula commonly found in formal and institutional communication. While linguistically acceptable, it conveys limited emotional depth because it primarily emphasizes the

<sup>17</sup> Alzahrani, Alaa, and Adel Alfaifi. "Writing from Abroad: Linguistic Complexity and L2 Arabic Writing Quality across Genres." *System* 138 (April 2026): 103996. <https://doi.org/10.1016/j.system.2026.103996>.

formal act of expressing condolences. After processing through Magic Write, the expression was reformulated as *بأصدق مشاعر العزاء والمواساة*, which carries a softer and more interpersonal tone. The word *بأصدق* introduces a stronger sense of sincerity than *بأحر*, which tends to sound rhetorical and formal. Furthermore, the addition of *مشاعر العزاء والمواساة* broadens the communicative function of the text, transforming it from a simple condolence statement into an expression of emotional support and consolation. This finding suggests that AI can elevate linguistic expression from an administrative style to a more empathetic form of social communication.

The second transformation appears in the revision of *بوفاة والدته* *التي انتقلت إلى رحمة الله تعالى (إن شاء الله)* into *في وفاة والدته التي انتقلت، بإذن الله، إلى رحمة الله تعالى*. This change demonstrates greater pragmatic sensitivity and structural harmony. In the original version, the parenthetical expression *(إن شاء الله)* appears somewhat unnatural because it functions as a literal addition following the phrase *انتقلت إلى رحمة الله تعالى*. Pragmatically, the latter expression already conveys sufficient spiritual respect and supplication within Arabic condolence discourse. Through Magic Write, the phrase *بإذن الله* was integrated directly into the sentence, creating a more natural and stylistically refined structure. Additionally, the shift from the preposition *بوفاة* to *وفاة* contributes to a smoother communicative rhythm and a more elegant stylistic flow.

The third transformation can be observed in the change from *وتم دفنها يوم أمس بالزلزلى تغمدها الله بواسع رحمته وأسكنها فسيح جناته* to: *وقد جرى دفنها يوم أمس في الزلزلى. نسأل الله أن يتغمدها بواسع رحمته ويسكنها فسيح جناته*. In the original draft, factual information and supplication were merged into a single extended sentence without clear structural separation, resulting in a dense and less organized communicative flow. The relationship between the burial information and the prayer appeared abrupt and lacked a smooth transition. Through Magic Write, the AI restructured the text by separating factual information from supplicatory expressions into two distinct communicative units. The sentence *وقد جرى* *نسأل* functions as an informational statement, whereas *نسأل* serves as an independent concluding prayer. This separation enhances textual cohesion, improves communicative rhythm, and creates a more emotionally comfortable reading experience. Moreover, the expression *وقد جرى دفنها* sounds more

refined than *وتم دفتها*, as it better reflects the conventions of formal-social Arabic discourse.



Figure 4. Original Draft



Figure 5. Magic Write Output

The figures above demonstrate that the use of *Magic Write* in Canva AI produced a different type of transformation compared to the *ta'ziyah* text. While the AI primarily focused on structural refinement and pragmatic sensitivity in the condolence message, its intervention in the *yaumul milad* text was characterized by semantic expansion and expressive enrichment. This transformation is evident in the shift from a brief and informative text to one that is stylistically richer, more communicative, and possesses a higher degree of *dzauq lughawi* (linguistic taste).

In the original draft, the student wrote:

نتقدم أسمى التهاني بمناسبة عيد ميلادك سعيدة ناجحة في الدارين. آمين  
نتقدم أسمى التهاني بمناسبة عيد ميلادك سعيدة ناجحة في الدارين. آمين

Overall, this text successfully conveys its primary communicative purpose, namely offering birthday congratulations accompanied by a prayer. However, from the perspective of Arabic writing, the expression remains relatively simple and largely literal. The phrase *بمناسبة عيد ميلادك سعيدة*, for example, is understandable in terms of meaning but is uncommon in natural Arabic social communication. It resembles a direct translation from Indonesian or English rather than an expression rooted in authentic Arabic discourse conventions. Furthermore, the entire message consists of a single idea expressed through one extended sentence, offering limited variation in expression and minimal semantic development.

After processing through *Magic Write*, the text was transformed into *نرفع أسمى آيات التهاني بمناسبة حلول عيد ميلادك المبارك*... The first notable transformation lies in the revision of *نتقدم أسمى التهاني* to *نرفع أسمى آيات التهاني*. From a stylistic perspective, the verb *نرفع* conveys a more elegant and elevated tone than *نتقدم*, as it symbolically implies “offering” or “presenting” congratulations to the recipient. In addition, the inclusion

of the word *أسمى* creates the highly conventional Arabic collocation *آيات التهاني*, which carries greater rhetorical value than the simpler expression *أسمى التهاني*. This modification demonstrates the AI's ability to elevate language from a basic communicative level to a more refined and sophisticated style.

Another important transformation appears in the change from *بمناسبة حلول عيد ميلادك المبارك* to *بمناسبة عمرك اليوم*. This revision carries substantial linguistic significance. The phrase *بمناسبة حلول عيد ميلادك المبارك* is relatively literal and does not reflect common Arabic communicative practice, whereas *بمناسبة عمرك اليوم* represents a more idiomatic formulation that aligns with established Arabic social conventions. In other words, the AI not only improved lexical choice but also shifted the text from a literal translation pattern toward a culturally and linguistically authentic mode of expression.

A further transformation is evident in the prayer section. In the original draft, the student included only a single, concise supplication:

نرجو من الله أن يبارك في عمرك ويمنحك حياة سعيدة ناجحة في الدارين

Following the application of Magic Write, this section evolved into a more elaborate and layered sequence of prayers:

ونتوجه بالدعاء إلى الله أن يبارك في عمرك  
ويمنحك حياة مفعمة بالسعادة والنجاح في الدنيا والآخرة  
نسأل الله أن يظلك برحمته وفضله  
وأن يحقق لك كل ما تطمح إليه من الخير والبركة  
وأن يملأ أيامك بالخير  
وجعل الله أيامك كلها أعيادًا وبهجة

This transformation indicates that the AI employed a strategy of semantic elaboration by introducing additional prayers that are contextually relevant to a birthday greeting. From the perspective of *dzauq lughawi*, these additions enhance the beauty and sophistication of the text because each supplication is arranged progressively, creating a harmonious development of meaning. The text no longer merely expresses wishes for longevity and happiness; it now encompasses blessings, success, divine protection, fulfillment of aspirations, and enduring joy. The transformation from *بمناسبة حلول عيد ميلادك المبارك* to *بمناسبة عمرك اليوم* also reflects a considerable stylistic improvement. The phrase *بمناسبة حلول عيد ميلادك المبارك* is more vivid and expressive than the simpler adjective *بمناسبة*, while *بمناسبة حلول عيد ميلادك المبارك* is more explicit and communicative than *بمناسبة*, which is comparatively formal and semantically condensed. As a result, the AI-generated text becomes both more accessible and more emotionally engaging.

Overall, these findings indicate that *Magic Write* in Canva AI can enhance students' *maharah kitabah* through expressive enrichment, semantic expansion, and the development of *dzauq lughawi*. The AI not only improves existing linguistic structures but also assists students in producing texts that are more eloquent, communicative, and aligned with the conventions of Arabic social discourse. These findings further suggest that AI functions as a cognitive partner, supporting not only sentence construction but also the expansion of students' expressive capacity in producing Arabic texts that are linguistically richer and aesthetically more refined.

## Discussion

The findings of this study demonstrate that Canva AI functions not merely as a technical tool for visual design but also as an instrument of linguistic refinement in Arabic writing instruction. This is clearly reflected in the transformation of the ta'ziyah texts, which underwent substantial improvements in lexical selection, structural cohesion, pragmatic sensitivity, and *dzauq lughawi* (linguistic taste). Revisions such as the transformation of *بأصدق مشاعر العزاء والمواساة* into *بأصدق مشاعر التعازي*, as well as the restructuring of factual information and supplicatory expressions into a more harmonious discourse, indicate that AI contributes not only to linguistic accuracy but also to the enhancement of communicative quality. These findings are consistent with Wang's argument that AI in language learning has evolved beyond automated correction tools into pedagogical systems capable of supporting expressive development and communicative competence.<sup>18</sup> Within the context of this study, AI assisted students not only in producing grammatically accurate sentences but also in generating expressions that better reflect the social and cultural conventions of Arabic communication.

In addition to serving as a tool for linguistic refinement, Canva AI also proved effective as a medium for expressive enrichment. This finding is particularly evident in the *yaumul milad* texts, which experienced considerable semantic expansion and content development following the use of *Magic Write*. Texts that initially consisted of a

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<sup>18</sup> Wang, Xinghua, Qian Liu, Hui Pang, Seng Chee Tan, Jun Lei, Matthew P. Wallace, and Linlin Li. "What Matters in AI-Supported Learning: A Study of Human-AI Interactions in Language Learning Using Cluster Analysis and Epistemic Network Analysis." *Computers & Education* 194 (March 2023): 104703. <https://doi.org/10.1016/j.compedu.2022.104703>.

simple congratulatory message and a brief prayer evolved into richer, more communicative, and aesthetically refined compositions. Transformations such as the revision of *بمناسبة حلول عيد ميلادك المبارك* into *بمناسبة عمرك اليوم*, along with the addition of multiple prayers and expressions of goodwill, illustrate how AI facilitates semantic expansion and enhances students' expressive capacity. These findings support the work of Belle et al., who argue that Generative AI has the potential to foster creativity and expand the range of expression available to learners.<sup>19</sup> From the perspective of Arabic language learning, this capability is particularly valuable because one of the major challenges faced by students is not merely constructing grammatically correct sentences but developing a repertoire of expressions that are contextually appropriate and aesthetically effective.<sup>20</sup>

Another significant finding is that the transformations generated by Canva AI extend beyond grammatical correctness toward communicative appropriateness. In both writing products analyzed, students were already capable of producing comprehensible and structurally acceptable sentences. However, their texts exhibited characteristics commonly associated with second-language learners, namely a strong focus on linguistic form and limited attention to pragmatic considerations and communicative effectiveness. Following the use of *Magic Write*, the texts became more natural, socially appropriate, and aligned with expressions commonly employed by native Arabic speakers. These findings suggest that the primary contribution of AI lies not in teaching grammatical rules alone but in supporting the development of communicative competence<sup>21</sup> and pragmatic competence.<sup>22</sup> In other words, AI helps bridge the gap between the

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<sup>19</sup> Li, Belle, Curtis J. Bonk, Chaoran Wang, and Xiaojing Kou. "Reconceptualizing Self-Directed Learning in the Era of Generative AI: An Exploratory Analysis of Language Learning." *IEEE Transactions on Learning Technologies* 17 (2024): 1489–503. <https://doi.org/10.1109/TLT.2024.3386098>.

<sup>20</sup> Zaimah, Nely Rahmawati, Risti Kamila Wening Estu, Syarifatul Fitri Hidayah, Syamsul Hadi, and Aiden Button. "Harnessing Gemini for Arabic Mastery: Educators' and Learners' Views." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (July 2024): 166–88. <https://doi.org/10.19105/ajpba.v5i2.14808>.

<sup>21</sup> Singer, Jonathan B., Johanna Creswell Báez, and Juan A. Rios. "AI Creates the Message: Integrating AI Language Learning Models into Social Work Education and Practice." *Journal of Social Work Education* 59, no. 2 (April 2023): 294–302. <https://doi.org/10.1080/10437797.2023.2189878>.

<sup>22</sup> Abdullahi, Tassallah, Ritambhara Singh, and Carsten Eickhoff. "Learning to Make Rare and Complex Diagnoses With Generative AI Assistance: Qualitative

ability to produce grammatically correct sentences and the ability to communicate effectively in real social contexts.

From a broader perspective, the findings indicate that Canva AI can be positioned as a cognitive partner in *maharah kitabah* instruction. This concept is important because it emphasizes that AI does not replace students as writers; rather, it functions as a partner that supports cognitive processes and language production.<sup>23</sup> The data consistently show that the core ideas, communicative intentions, contextual considerations, and informational content originate from the students themselves. AI merely assists in developing, refining, and enriching expressions that have already been conceptualized by the learners. This finding aligns with the perspective of Ting, Sisi, and Shamim, who characterize Generative AI as a thought-provoking writing tutor that encourages reflection and supports the improvement of writing quality.<sup>24</sup> In the present study, AI served as a facilitator that enabled students to discover more appropriate, communicative, and culturally relevant expressions in Arabic. Consequently, the relationship between students and AI should not be understood as one of replacement, but rather as a collaborative partnership in the language production process.<sup>25</sup>

The pedagogical implications of these findings are substantial for Arabic language instruction in higher education. Traditionally, *maharah kitabah* has focused primarily on grammatical accuracy and mastery of linguistic structures. While these aspects remain important, the findings demonstrate that the quality of Arabic writing is also determined by the ability to select appropriate expressions, construct emotional nuances, and adapt language to specific communicative contexts.<sup>26</sup> Canva AI

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Study of Popular Large Language Models.” *JMIR Medical Education* 10 (February 2024): e51391. <https://doi.org/10.2196/51391>.

<sup>23</sup> Chang, Wenli-Li, and Jerry Chih-Yuan Sun. “Evaluating AI’s Impact on Self-Regulated Language Learning: A Systematic Review.” *System* 126 (November 2024): 103484. <https://doi.org/10.1016/j.system.2024.103484>.

<sup>24</sup> Xiao, Ting, Sisi Yi, and Shamim Akhter. “AI-Supported Online Language Learning: Learners’ Self-Esteem, Cognitive-Emotion Regulation, Academic Enjoyment, and Language Success.” *The International Review of Research in Open and Distributed Learning* 25, no. 3 (August 2024): 77–96. <https://doi.org/10.19173/irrodl.v25i3.7666>.

<sup>25</sup> Elzerman, Garth H. “When AI Does the Thinking: The Risks of Over-Reliance on Artificial Intelligence in Higher Education Language Learning.” *2025 5th International Conference on Artificial Intelligence and Education (ICAIE)*, May 14, 2025, 773–78. <https://doi.org/10.1109/ICAIE64856.2025.11158185>.

<sup>26</sup> Musalwa, Rahmat Satria Dinata, Syafrimen Syafril, Ahmad Basyori, Vanadya Amelia, Putri Amelia, and Salah Benrabah. “The Arabic Linguistic Landscape

offers opportunities for students to develop these competencies through more dynamic processes of revision, exploration, and linguistic experimentation. Therefore, the integration of AI into Arabic writing instruction has the potential not only to improve the quality of written products but also to enrich students’ learning experiences in understanding expressive variation, pragmatic sensitivity, and *dzaug lughawi*. Accordingly, AI should be positioned as a supportive educational tool that strengthens students’ creativity and communicative competence rather than replacing the language learning process itself. These findings further underscore that Canva AI opens new possibilities for developing *maharah kitabah* instruction that is more adaptive, creative, collaborative, and responsive to the demands of digital literacy in the era of artificial intelligence.

### **Conclusion**

This study concludes that Canva AI, particularly through its *Magic Write* feature, makes a significant contribution to the development of Arabic writing skills (*maharah kitabah*). The findings indicate that AI is capable of transforming students’ texts from simple, literal, and information-oriented compositions into writings that are more communicative, cohesive, and characterized by a higher degree of *dzaug lughawi* (linguistic taste). In *ta'ziyah* texts, the transformation is reflected in improved lexical selection, enhanced pragmatic sensitivity, and stronger textual cohesion and communicative flow. In *yaumul milad* texts, AI contributes to expressive enrichment through semantic expansion, the development of more varied expressions, and the incorporation of richer and more communicative supplicatory elements. Accordingly, this study answers the research question by demonstrating that Canva AI functions not merely as a technical writing aid but also as a cognitive partner that assists students in improving both the quality of linguistic expression and the effectiveness of communication in Arabic writing products.

The significance of this study lies in its contribution to expanding the discourse on the use of Generative Artificial Intelligence in Arabic language learning. Unlike previous studies that primarily positioned Canva as a visual medium or instructional design tool, this research

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of Islamic Universities: Patterns, Strategies, and Pedagogical Practices in West Sumatra.” *Alibbaa’*: Jurnal Pendidikan Bahasa Arab 6, no. 2 (July 2025): 243–63. <https://doi.org/10.19105/ajpba.v6i2.19601>.

demonstrates that Canva AI can serve as an instrument for linguistic refinement and the development of communicative competence. These findings enrich the growing body of literature on AI integration in Arabic language education, particularly in relation to linguistic refinement, expressive enrichment, and the development of *dzauq lughawi*. Furthermore, the study highlights that the quality of Arabic writing is determined not only by grammatical accuracy but also by the ability to produce expressions that are natural, contextually appropriate, and aligned with the conventions of Arabic social communication.

Nevertheless, this study has several limitations. The analysis was restricted to two genres of Arabic writing, namely *ta'ziyah* and *yaumul milad*, and therefore does not fully represent the potential of Canva AI across other forms of Arabic writing, such as *insya'*, article writing, *khithabah* (speech writing), or academic composition. In addition, the study employed a descriptive-qualitative approach and thus did not empirically measure the extent of students' writing improvement following the use of Canva AI. Future research is therefore recommended to investigate a broader range of writing genres, employ experimental or mixed-methods designs, and explore the impact of Canva AI on other dimensions of Arabic language learning, including linguistic creativity, pragmatic competence, digital literacy, and critical thinking skills. Such investigations would provide a more comprehensive and in-depth understanding of the role of AI in the development of *maharah kitabah*.

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