
| RESEARCH ARTICLE

Non-English Majors' Use of Canvas-based Language Learning Activities at Dong Nai Technology University

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| ABSTRACT

Currently, the foremost embraced and excellent way of advancing scholastics in presumed informative set up worldwide is online learning and due to the COVID-19 epidemic with its effects on most of the world; therefore, applying new E-learning methods to bring knowledge to all of the students is necessary than ever. This study, consequently, attempts to investigate the effect of Canvas-based language learning activities on non-English major students' use. It involved seventy second-year students at Dong Nai Technology University in Bien Hoa City where the current study was conducted. Both quantitative and qualitative data were obtained through two instruments, namely questionnaires, and interviews. Descriptive statistics were employed for data analysis by using SPSS 20.0 and 3-interview questions were used to ask fifteen students. The results revealed that classroom Canvas-based language learning activities had an effect on non-English majors. This study is expected to point out Canvas's advantages in efficaciously helping students with their language learning.

| KEYWORDS

Online learning, Canvas software, learning activities, non-English major students, perception

| ARTICLE INFORMATION

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1. Introduction

Many people believe language education has altered owing to technology since technology has become part of the learning process and has become an important problem for teachers. Technology in the classroom is widely regarded as assisting teachers in promoting a positive classroom atmosphere, and many studies believe technology has a significant influence on the teaching and learning process (Muir-Herzig, 2004). Online learning can be an educational way in which different forms of innovative integration are sought. In contrast, a few are of the perception that it is an alternative to distance instruction, which is encouraged by the application of the Internet considered a successful way of fast communication. In educational circles, recent advances in online learning have sparked a spirited discussion. Undergraduate courses account for 82 percent of all online courses at various universities. (Allen & Seaman, 2010). Online learning has transformed how learning is imparted to students and makes learning more straightforward, easier, and more effective. Besides that, there are many software applications in teaching and learning and some useful strategies to support students in their learning. Yana (2018) points out that one of the most remarkable online learning applications is Canvas, a piece of software known as a new tool that brings information closer and closer to students. The researcher believes that the application of technology such as Canvas assists students to learn better based on their interests in both visual and auditory senses. Also, they can do self-study, self-test, and self-evaluation of their knowledge by using Canvas-based language learning activities.

1.1. Research questions

In order to achieve the aforementioned objectives, the study attempted to address the following research question:

"To what extent do non-English majors use Canvas-based language learning activities at Dong Nai Technology University?"

1.2. Aims of the study

The present study aims at investigating to what extent non-English majors at Dong Nai Technology University respond to teaching and learning English through Canvas-based language learning activities.

2. Literature Review

2.1. Canvas software as a tool for online language learning

Canvas provides teachers to create learning modules. The features offered allows users to create visually stimulating learning modules in the course as an instructional designer. The teacher can embed the materials. Youtube videos, web pages and other web objects can be embedded easily by clicking on the HTML option in the post. This allows the users (teachers) to add interactive features to the course as well as provide students with course materials from external links within the class. (Mc Naught, Lam & Cheng, 2012)

Canvas provides discussion boards for asynchronous discussions, chat rooms for live discussions, consolidated emails (Canvas Conversations) for students to keep in touch with their instructors and connect with other students, and even a means for students to submit assignments and take exams. Canvas is considered a new type of learning. It has a variety of functions that can help teachers and students access to learn easily and effectively through assignments, discussions, quizzes, short-assignments, and studios. According to the study, the use of technologies such as Canvas allows students to learn based on their own interests.

2.2. Web-based language learning activities

Web-based language learning activities are language learning that involves the use of the Web and exploits web materials, resources, applications or tools (Son, 2007). Given that web-based language learning activities occur with Web activities on the Web, it is important to use well-designed web-based language learning activities to maximize language learning.

Web-based language learning activities are classified into two main types based on how they are created, presented, and used: (1) task-based activities that use a variety of authentic web resources for communications, information gathering, problem-solving tasks, etc.; and (2) teacher-made web activities that use tailor-made language exercises modified by classroom teachers themselves. (Son, 2008)

This study looks at the use of web-based language learning activities, using Canvas software. Thus, some Canvas-based language learning activities (CBLLA) for an online classroom in a non-English second language context at DNTU are subjects for the survey conducted in the research.

2.3. The effectiveness of Canvas-based language learning activities

A considerable number of researches on the use of web-based language learning activities in a variety of academic contexts could be found. Most of them aim at investigating the effectiveness of the English language. In addition, distance language students need new abilities, motivation and dedication to work well in a learning environment that is mainly new and unknown to them, and which is likely to have a direct impact on their learning strategy formulation and application (Oxford & Burry Stock, 1995; White, 2004).

The first research is Smart & Cappel (2006) looked at how students' perceived the incorporation of online components in two undergraduate commerce courses where students completed online learning modules earlier to class discussion. The results demonstrated that participants in an optional course evaluated the online modules much higher than those in a mandatory course. A small majority of students in the optional course gave the web-based modules a somewhat favorable rating, while those who had to do the obligatory course gave them a moderately negative rating. Teachers should be more precise in how they integrate online modules into traditional classroom-based courses, according to these findings. This integration should take into account student characteristics, course content, and learning situation.

In relation to the using web-based language learning activities in the ESL classroom that Son (2008) conducted the research which was administered at the University of Southern Queensland, Australia for about six months. Web-based language learning (WBLL) activities were the focus of the study, which also revealed the outcomes of a WBLL project that established a website as an additional resource for teaching second-language English (ESL). A group of ESL students was the subject of the study. In his study, WBLL session plans for ESL teachers are available on a website that provides three types of WBLL activities: there are pre-made web activities for grammar and vocabulary as well as for reading and listening; task-based web activities; and teacher-made activities. The research findings showed that language students had positive attitudes towards WBLL activities; and after using WBLL activities, additional WBLL activities would be used in class and outside of class.

One more article was written by Yana (2018) about the usage of Canvas as media based blended learning. The study aimed at measuring the students' learning achievement in studying the use kinds of media based blended learning at the University of Riau Kepulauan, Batam, Indonesia. The study adopted the quasi-experimental design with two groups: a control group and an experimental group. The population was the sixth semester students with purposive technique. The obtained results revealed that the student's achievement was notable. Also, this study recommended instructors apply media-based vital learning to support students' accomplishment.

In the Vietnamese context, there have been few studies conducted to examine the effectiveness of technology in teaching and learning English to non-English majors. One of the remarkable research was that Nguyen (2016) conducted an article focused on discussing the application of Information Technology (IT) in the process of teaching and learning foreign languages in general and English from theory to practice in particular; from the world model to the current state of the application in Vietnam. Hence, this study mentioned an analysis of the IT competencies that teachers need to achieve. In addition, the article analyzed the practical needs and essentials of IT application in the context of Vietnam, accompanied by the current application status. As a result, IT applications must provide students with appropriate comments and assessments of their abilities as well as those instructions for using the technology in language learning. That was, the ability to use technology in order to improve communication and cooperation skills and the effectiveness of teachers' teaching in a learning society with IT were considerable.

3. Methodology

3.1 Research site

This study was conducted at Dong Nai Technology University in Trang Dai Ward, Bien Hoa city. DNTU, which opened in 2005, is home to more than 5,000 students from all across the country studying a variety of majors.

3.2 The sample

The participants in this study are second-year non-English major students who are learning English as a required foreign language. Although there were many English classes at DNTU that students have learned with Canvas software this semester, the researcher only chose the students from the five classes that the researcher was teaching. That is why convenience sampling was used in the study since it involved "a group of persons who are ready and available" (Fink, 1995). In the present study, the sample consists of five classes with 150 students. The samples were selected by Simple Random Sampling technique, so the researcher chose about half of them, i.e. 70 second-year students who have at least two-year experience in learning English. To collect the data and statistics, 70 chosen students were requested to answer the questionnaire.

3.3 Research design

Concerning the quantitative data, this study was based mainly on questionnaires for students. Qualitatively, in the study, the interview with semi-structured questions for students was applied to evaluate some language learning activities.

3.4 Research instruments

3.4.1. Questionnaire

The questionnaire information for students was analyzed using quantitative approaches. The data acquired via the questionnaire were analyzed using SPSS (Statistical Package for the Social Sciences, version 20.0). The difficult but essential step of creating a questionnaire seems to be writing the question items. Therefore, there are several requirements for a good questionnaire based on its questions, including the absence of jargon or technical terms, direct negative constructions, double-barreled questions that ask for more than one answer, and simple questions that are designed to elicit the same response from respondents (Saris & Gallhofer, 2014). In this study, the researcher employed 16 questions generally in close-response adapted from Wulandari (2019) that asked students' opinions. Furthermore, the researcher utilized an English survey questionnaire and then translated them into Vietnamese to ensure that the participants could understand more clearly the questions and give the correct answers to the questions.

Many of them were based on a 5-level Likert scale to indicate whether they strongly agreed, agreed, uncertain, disagreed, or strongly disagreed.

Regarding the design of the survey's questionnaire, in addition to the introduction to the research purpose and commitments to information security, the 16-question survey is divided into two main parts that the researcher aims to focus on answering:

(1) The first part is to find out the extent of usage of Canvas-based activities both inside and outside the classroom in students' learning online more or less at DNTU such as using Canvas-based language learning activities to enhance study activities and dealing with the assignments. (Q1 - 6)

(2) The second part is to investigate students' motivation when learning online with Canvas-based language learning activities for using the Canvas-based activities for learning purposes and making their English language learning more interesting. (Q7 - 16)

3.4.2. Interview

The second instrument for this research was the interview. As Longhurst (2016) states that a semi-structured interview is a verbal compatibility where one person, the interviewer, endeavors to evoke information from another person by inquiring questions.

In this study, the researcher prepared three-interview questions to ask fifteen interviewees. Besides that, the researcher also asked the leader and colleagues of the Faculty of Foreign Language at DNTU, who have had experience in teaching English and applying Canvas-based language learning activities to their teaching, about advice to make interview questions. Categories and themes relating non-English majors' perceptions towards CBLLA were explored. The questions from the interview were ranged into two groups as follows:

- (1) Students' classes participating in learning English through CBLLA (Q1)
- (2) Students' thinking about the benefits and challenges of CBLLA (Q2, Q3)

3.5. Data collection procedures

The researcher employed the student questionnaire including 16 statements that elicited the extent to which non-English-major students use classroom CBLLA as well as the motivation for their language learning. The questionnaire was originally piloted by five non-English major second-year students who would not take part in the study. As indicated above, the questionnaire was distributed to 70 student participants once it was validated. When students had questions that were confusing, the researcher would clarify them to students as they were filling out the questionnaire. Because of this, participants found it straightforward to fill out the questionnaire and select the most honest responses. The questionnaire was completed in 15 minutes by the respondents.

Additionally, 15 of 70 student participants were invited for the interview with 3 open-ended questions towards the use of Canvas-based as well as some language learning activities that helped the researcher further understand the cognition, effectiveness and students' behavior. Each interview last more than 30 minutes. During the interview, students' opinions were recorded and taken notes. Then the main ideas could be summarized fully.

3.6. Data analysis procedures

This research concerned two types of data: quantitative data gathered from the questionnaire and qualitative data from the interview. With the results of the questionnaire, SPSS 20.0 was employed. The questionnaire is understood as a statistic used to analyze the results in order to measure the effect of CBLLA. The interview was analyzed through the use of "content analysis" which is broadly defined as the "systematic coding of qualitative or quantitative data based on specific themes or categories" (Cohen, Manion & Morison, 2007). The data of this research was arranged in the appropriate aspects related to the variables of the study.

In the terms of quantitative data from the questionnaire, the researcher imported data into an Excel file and used a questionnaire from SPSS 20.0 to process the data. Frequency and descriptive were used to create comparisons between certain variables.

Regarding qualitative data, the researcher carried out the following steps. There are fifteen students attending the interview, so as to be clearer, the researcher coded them from the first (S1) to the fifteenth (S15). Hence, the researcher transcribed all the audio-recorded data in the semi-interview. To analyze the obtained data, the researcher presented data in a paper, read the transcripts many times to make sure that the researcher was acquainted with the data, and then drew up a list of several sorts of information. Then, the codes with consistent features were grouped to form larger categories. After that, in order to find themes, the researcher looked at the connections between categories. To conclude, the researcher analyzed the categories and themes to determine their linkages and connections.

4. Results and Discussion

4.1. Finding results

This section is a comparative or descriptive analysis of the study based on the study results, previous literature, etc. The results should be offered in a logical sequence, giving the most important findings first and addressing the stated objectives. The author should deal only with new or important aspects of the results obtained. The relevance of the findings in the context of existing literature or contemporary practice should be addressed.

4.1.1.1 To what extent of using Canvas-based language learning activities of non-English-major students

Table 1. To some extent using Canvas-based language learning activities

Statements	The percentages of responses				
	1	2	3	4	5
I would like to use more Canvas-based language learning activities during class time.	0%	1.4%	25.7%	52.9%	20%
I would like to access Canvas-based language learning activities myself outside class time.	0%	7.1%	44.3%	37.1%	11.4%
I used Canvas-based language learning activities in my own learning time to enhance the effectiveness of my study activities.	0%	1.4%	21.4%	64.3%	12.9%
I used Canvas-based language learning activities in my own learning time to help me complete my study tasks more quickly.	1.4%	5.7%	34.3%	47.1%	11.4%
I used Canvas-based language learning activities in my own learning time to improve the quality of the assignments I do.	1.4%	5.7%	22.9%	60%	10%
I liked using Canvas-based language learning activities in English language learning.	0%	4.3%	21.4%	57.1%	17.1%
Total (600% max. for 6 items)	2.8%	25.6%	170%	318.5%	82.8%

The statistical results in Table 1 show that most of the students supported the use of CBLLA. The first concern with the idea of using more CBLLA during class time is that only 1.4% disagreed with this statement; 25.7% stayed in between; and 52.9% agreed, 20% strongly agreed. As the percentages above, it is shown that most of the participants would like to use CBLLA during class time.

The next idea is about using CBLLA independently without class time. In the table above, it was proved that there were 37.1% agreed with the statement and 11.4% absolutely agreed; however, 7.1% disliked using CBLLA outside class time, and most of the participants (about 44.3%) were neutral or stayed in between.

Concerning enhancing the effectiveness of the study activities by using CBLLA in learning time, just only 1.4% chose to disagree, 21.4% were uncertain, but more than half (about 64.3%) supported this statement and 12.9% completely agreed.

Besides the idea above, it was seen that most of the participants (47.1%) agreed and (11.4%) strongly agreed with the statement that using CBLLA in learning time helped them complete the study tasks more quickly. However, there were 34.3% stayed in between, 1.4% strongly disagreed, and 5.7% disagreed with the saying above.

With respect to using CBLLA in learning time to improve the quality of assignments, about 60% of the participants agreed, and 10% strongly agreed; however, 22.9% were uncertain; only 1.4% supported "strongly disagree", and 5.7% disagreed with the statement.

The last idea concerning preference is that just only 4.3% disliked using CBLLA in English learning, and 21.4% were uncertain about the statement. Thus, 57.1% agreed and about 17.1% strongly agreed. This meant that the supporters liked using CBLLA.

In a word, based on the table above, the percentage of the extent of students' use of classroom CBLLA is approximately 72.9% for using more CBLLA during class time and about 70% agree with the statement that students use CBLLA in their own learning time as a self-study to improve the assignments' quality as well. Therefore, with the surveyed percentage, the extent of using CBLLA by students both inside and outside class is acceptable and has a positive sign.

Table 2. Descriptive statistics of the extent of using CBLLA

	N	Minimum	Maximum	Mean	Std. Deviation
USE 1	70	2	5	3.91	.717
USE 2	70	2	5	3.53	.793
USE 3	70	2	5	3.89	.627
USE 4	70	1	5	3.61	.822
USE 5	70	1	5	3.71	.783
USE 6	70	2	5	3.87	.741
Valid N (listwise)	70				

In order to explore the extent of the use of CBLLA thoroughly, the researcher used SPSS and Descriptive Statistics to assess and got results. The survey results showed that the Mean of this statement (USE 1) "I would like to use more CBLLA during class time" was 3.91 and Standard Deviation was 0.717. Next, with the statement "I would like to access CBLLA myself outside class time", the researcher received the Mean was 3.58 (in USE 2), and Standard Deviation was 0.793. Besides that, relating to USE 4 (I used CBLLA in my own learning time to help me complete my study tasks more quickly), the survey showed that the Mean was 3.61 and the Standard Deviation was 0.822. With the last statement of this point about the use of classroom CBLLA, USE 6 (I liked using classroom CBLLA in English language learning), the Mean was 3.87 and the Standard Deviation was 0.741.

In the descriptive statistics above, the Mean of the extent of students' using CBLLA fluctuated from 3.53 to 3.91, and the average mean was 3.753. Thus, it was said that most of the students agreed with the use of CBLLA in and outside class. Additionally, the standard deviation was 0.822 (USE 4) which was shown students were interested in using CBLLA in their learning.

In summary, the researcher found that the extent of using CBLLA by non-English-major students was so regular that they had shown a positive degree of employing CBLLA in their learning English in and outside class. Although the Canvas system was so new for them to use, they preferred to use it during class time and self-study time. Through the table, the surveyed results were also acceptable.

4.1.1.2 The motivation for using Canvas-based language learning activities

Table 3. The motivation for using Canvas-based language learning activities

Statements	The percentages of responses				
	1	2	3	4	5
I gained confidence in my ability to use Canvas-based activities for learning purposes.	0%	1.4%	17.1%	55.7%	25.7%
I gained confidence in my ability to do English language activities.	1.4%	1.4%	15.7%	64.3%	17.1%
I gained confidence in my ability as an independent learner.	1.4%	5.7%	14.3%	58.6%	20%
I found an attractive learning environment in Canvas.	0%	5.7%	11.4%	64.3%	18.6%
I enjoyed learning English independently through Canvas-based language learning activities.	0%	5.7%	14.3%	62.9%	17.1%
Using Canvas-based language learning activities in my own time made the English language learning more interesting.	0%	4.3%	17.1%	60%	18.6%
Using Canvas-based language learning activities during my learning language decreases my anxiety and tension.	0%	4.3%	12.9%	64.3%	18.6%
Using Canvas-based language learning activities independently increases my memory and understanding.	0%	4.3%	21.4%	52.9%	21.4%
Using Canvas-based language learning activities helped me learn English faster and better.	0%	5.7%	24.3%	54.3%	15.7%
Using Canvas-based language learning activities independently increases my motivation to learn English.	0%	3%	15.7%	62.9%	17.1%
Total (1000% max. for 10 items)	2.8%	41.5%	164.2%	600.2%	189.9%

First, regarding the students' motivation towards using CBLLA for learning purposes confidently 55.7% agreed, and remarkably there were 25.7% strongly agreed with the statement. Nevertheless, there were 17.1% neutral, and only 1.4% disliked it. The next concern is the thoughts that students gained confidence in their ability to do English language activities. About 1.4% and 1.4% of participants strongly disagreed and disagreed; some of them (15.7%) were uncertain or stayed in between, while 81.4% agreed with the given statement (64.3% agreed and 17.1% strongly agreed).

The third tendency was dealing with confidence in the ability as an independent learner. There were 58.6% for agreeing and 20% strongly agreed, which was a relatively high percentage. However, it was seen that just only 1.4% strongly disagreed; 5.7% disagreed; and 14.3% were uncertain. Therefore, it can be said that the students gained confidence in their abilities by using classroom Canvas activities.

With regard to providing an attractive learning environment of Canvas, they did not agree with inclusion (5.7% of participants disagree). Some of them (11.4%) were uncertain or stayed in between; while 64.3% agreed that Canvas provided an attractive learning environment and 18.6% strongly agreed.

Students' motivation towards the use of Canvas was relatively high. Concerning the ideas of whether the enjoyment of students in English learning independently through CBLLA. 5.7% of participants disagreed. Some of them (14%) were uncertain or kept on between; while 80% agreed that they enjoyed learning English independently through Canvas (62.9% agreed and 18.6% strongly agreed).

The next tendency was ahead of that using Canvas made English language learning more interesting. In the former, about 4.3% disagreed, 60% agreed and some of them (17.1%) were uncertain, and 18.6% strongly agreed.

Based on the table above, in the next statement, the gap among disagree, uncertain, and agree was different (4.3%, 12.9%, and 64.3%), which meant that participants absolutely felt that Canvas could decrease anxiety and tension in language learning.

In another tendency, around 4.3% of participants did not agree that using CBLLA could increase their memory and understanding. The others said that they did not absolutely agree or disagree or were stuck in between (21.4%). Only 52.9% of participants believed that using Canvas could increase their memory and understanding, and 21.4% strongly agreed with the given statement. Then the statements concerning using CBLLA could make students learn English faster and better. Around 5.7% of participants did not agree that Canvas could affect their learning English faster and better, only 54.3% agreed with that statement, 15.7% strongly agreed, and about 24.3% participants did not absolutely agree or disagreed with inclusion.

The last tendency could also be seen in the answer by which only 3% of participants felt that using Canvas independently could increase motivation to learn English not have more effect, but 62.9% of participants agreed with that, and 17.1% felt more comfortable and strongly agreed. Besides, in the participants who stuck in between (15.7%).

As can be seen in the table above, students gained their confidence as autonomous learners in their ability in learning English through CBLLA with the percentage 81.4%; besides, 80% of students agreed that CBLLA increased their motivation to learn English as independent learners.

Table 4 Descriptive statistics of motivation of using CBLLA

	N	Minimum	Maximum	Mean	Std. Deviation
MOTIV 7	70	2	5	4.06	.700
MOTIV 8	70	1	5	3.94	.720
MOTIV 9	70	1	5	3.90	.837
MOTIV 10	70	2	5	3.96	.731
MOTIV 11	70	2	5	3.91	.737
MOTIV 12	70	2	5	3.93	.729
MOTIV 13	70	2	5	3.97	.701
MOTIV 14	70	2	5	3.91	.775
MOTIV 15	70	2	5	3.80	.773
MOTIV 16	70	2	5	3.93	.709
Valid N (listwise)	70				

The SPSS processing helps give a deeper analysis. The first statement about this topic was "I gained confidence in my ability to use the CBLLA for learning purposes" (MOTIV 7); the researcher found that the Mean of this statement was 4.06 and the Standard Deviation was 0.700. With regard to the second one (MOTIV 8) "I gained confidence in my ability to do the English language

activities", the Mean was 3.94 and the Standard Deviation was 0.720. In addition, with the statement (MOTIV 9) "I gained confidence in my ability as an independent learner", the researcher collected that the Mean was 3.9 and the Standard Deviation was up to 0.837; it was also the highest statistic of this topic. Besides that, the MOTIV 14 "Using CBLLA independently increases my memory and understanding", the Mean was equivalent to 3.91 and the Standard Deviation was 0.775. Last but not least, the MOTIV 16 "Using CBLLA independently increases my motivation to learn English", the result showed that the Mean was 3.93 and the Standard Deviation was 0.709.

In the descriptive statistics above, the Mean of motivation for using CBLLA altered from 3.80 to 4.06, and the average mean was 3.931. Thus, it was said that most of the students agreed with the use of CBLLA highly motivated them in their learning as autonomous and independent learners as well. Additionally, the standard deviation was up to 0.837 (MOTIV 9) which was shown students gained confidence in using CBLLA. As can be seen in the findings above, the surveyed results show that the motivation of using CBLLA was one of the factors to help non-English-majored students find it interesting to use CBLLA in their learning of English.

4.1.2 Discussion of the student questionnaire

It can be said that the extent that the students used CBLLA was explored throughout the questionnaire-based survey. The results mentioned above show that each indicator had positive responses.

The extent of using CBLLA by non-English-major students had a positive response (as in table 1 above) showing that the majority of the participants from each indicator provided positive responses which suggested that they had a high level of support that using CBLLA for English language learning was easy and did not require too much effort. This suggested statements that most of the respondents had easy access to Canvas. It is shown in a high percentage which reached (318.5% agree and 82.8 strongly agree; that makes up about 400/600%, equal to 2/3 of the participants) in total. Almost the participants would like to use CBLLA in their learning time to enhance their effectiveness of the study activities and complete the given tasks more quickly as well. Therefore, they did not have any problems using CBLLA as one of the mediums in English language learning. These findings are strongly supported by those in another research by Son (2008). His research also proved that the findings received supportive outcomes as the participants expected to use more computer-based language learning activities during and outside class time. Also, the participants of both types of research did not meet many difficulties in using computer-based/ CBLLA in their learning.

Furthermore, table 3 shows that they had a high score of motivation in English language learning by using CBLLA in the "agree" category (600.2% agree and 189.9% strongly agree; that makes up 790/1000, equal to 4/5 of the participants). It indicated that the use of CBLLA enhanced their ability to learn in the English language. Also, it demonstrated that they enjoyed learning by using Canvas to learn the English language independently and effectively. This occurred because they perceived Canvas as a useful medium for learning English independently, as reported in the earlier part of this chapter. Therefore, this affected their confidence and perception towards the use of CBLLA in independent English language learning. Besides, based on the results, the majority of the participants were motivated to use CBLLA to learn English for language purposes. Whatever, it was necessary to consider the importance of motivation to learn and apply it to their own learning. Connected with the same opinions above, the research findings by Ahmadi (2018) showed that using technology in language classrooms could improve students' language learning skills; additionally, students enhanced their language learning process effectively.

4.1.3. Results from the student interview

4.1.3.1 Students' class participation in learning English through CBLLA

With respect to class participation, the researcher applied the question about how the students commented on the whole class's participation in learning English through CBLLA. All of them approved that they were keen on participating in the class. S2 expressed that the students joined the learning activities enthusiastically. They always completed the activities on time; S3 stated that the students participated fully on time and the whole class enthusiastically answered the questions which the teacher gave. Additionally, S6, S7, and S9 agreed that they and their friends were always active in learning on Canvas and completed the assignments. The rest of the interviewed students demonstrated that all of the students in their class enjoyed participating in the learning activities on Canvas enthusiastically.

Nevertheless, five students (S1, S4, S5, S8, S10) affirmed that not all their classmates participated fully in CBLLA because of their laziness. For example, S1 and S8 said some of their classmates were still not ready to participate in CBLLA.

In a word, most of them found themselves interested in using CBLLA in their learning and eager to complete all the given assignments on time.

4.1.3.2 Non-English-major students' evaluation of the benefits and challenges of Canvas-based language learning activities

Regarding the benefits of CBLLA, all of them claimed that it created an interesting, various, easy, and convenient learning atmosphere and activities. In details:

S1 recognized that CBLLA is convenient for learning and easy to join the class at any time and anywhere. Meanwhile, S2 praised that she enjoyed it because it affected her in a positive way. She was a less active student, then to be more active, especially in self-study.

To contribute to the benefits of CBLLA, S11 expressed that what I like most about Canvas is that students can view a variety of lectures and online submission forms; S13 showed that CBLLA is engaging and immerse, which facilitates learners with the meaning in an online learning context. Furthermore, one learner S15 approved that he had an enjoyable learning experience. There were a lot of activities for me to practice all time, or one more agreement as S9 said that it helped students apply software technology in their own learning independently. To conclude one more benefit, S14 asserted that in this Covid-19 time, she preferred staying at home to going to school to study.

In terms of challenges the students might face through CBLLA, the students declared their opinions about disadvantages: S1 complained that she thought it was a network connection problem and there were some lectures that had many problems such as not being able to watch, or from S12 to S15 reflected that they also met trouble with a network connection and learners could not interact with the teachers in person. This was also a point making them uncomfortable about that. However, some of them shared that nothing needed to be changed or improved (S3, from S7 to S11).

4.1.4. Discussion from the student interview

After interviewing the interviewees about the benefits and challenges of CBLLA, the researcher apprehended that there were external factors affecting their learning activities such as network connection, and Wi-Fi; and one more challenge was that they could not interact with the instructors and their friends in person when working in groups. These challenges are quite resembling those in the research by Ahmadi (2018). His research results found similar troubles. However, most of the participants recognized that Canvas had a lot of interesting things which motivated and encouraged their learning English. For instance, learners could practice the given assignments many times during the course; or they could learn online at any time and anywhere they wanted. Furthermore, Canvas was designed to create an enjoyable learning atmosphere for learners; hence, they actually would like to be a part of their learning.

In summary, the extent of students' use through CBLLA had positive responses based on the tables above. The extent of the use is related to judging or evaluating something or could be the process of interpreting the information about the other participants.

5. Conclusion

The results of this study indicated that non-English major students' use could be enhanced by CBLLA. It was proven by the high support of the students from the collected data in the questionnaire and interview. In other words, the student participants after using CBLLA have been motivated and have self-confidence in doing the given assignments in learning English. The use of CBLLA at DBTU was on the right track of that with many other universities in the world and Vietnam.

5.1. Pedagogical implications

The findings of the study have shed light on the following implications for English teachers and non-English-major students at DNTU. The high extent of students' use towards classroom CBLLA implies that the application of classroom CBLLA in English courses at DNTU could lead to successful achievement in their own teaching and learning a foreign language.

For EFL teachers: The findings have opened the effective way of teaching on Canvas. Teachers can use Canvas as teaching materials in their classroom so as to add variety to the learning environment and attract the learners' attention. As Ahmadi (2018) stated that every single language class uses a form of technology which enabled teachers to adapt classroom activities, improve the language learning process and facilitate language for students as well. Notably, the results of the study provided the teachers with an insightful perspective on how Canvas has a positive effect on the process of learning a language.

For non-English-majored students: The findings of the study imply that classroom CBLLA is suitable for non-English-major students. Hence, students should be encouraged to practice the classroom CBLLA during the lesson and outside the class. As Wulandari (2019) asserted that students perceived the usefulness of Canvas in their language learning. In addition, they should concentrate on the activities or given assignments so that with the supervision of the teachers, students are able to learn the language more quickly.

5.2. Limitations of the study

In spite of reaching the study's aims, there are still some unavoidable limitations in the study. First of all, the time of conducting the research was limited. The study was carried out within six months which concluded with planning the idea to survey the problems which non-English-major students encounter in their language learning; referring to the previous research from other former researchers; forming and collecting the questionnaire and interview questions from the students, and analyzing data as well.

The following one is due to the shortage of time and the small scale of the thesis, not all non-English-major students at DNTU get involved in this study. There were just only 70 participants in only one site of the study so the findings may not be generalizable to other sites.

5.3. Recommendations for further research

Further studies could employ mixed methods with bigger populations so that the findings would be more universal. In detail, they should overcome the mentioned limitations in this study. Firstly, they may be conducted over a longer time with a larger number of participants at different levels. Future studies can be on the effect of other English elements such as online learning autonomy on Canvas, and developing other skills combined with online language learning. Besides that, further studies are recommended to examine the influence of classroom CBLA on learners' language development, in order to better understand and know how to apply classroom CBLA in the classroom.

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