
RESEARCH ARTICLE

The Implementation of Canvas to Enhance English Teaching and Learning

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ABSTRACT

One Learning Management System (LMS) utilized to oversee classroom activities is Canvas. In order to provide a positive atmosphere for online teaching and learning, an LMS should be effectively administered. As a result, it is necessary for both professors and students to adapt to the selected LMS's methods. This study intends to investigate how Canvas is currently used to improve English teaching and learning procedures. The research placed greater emphasis on the opinions of the students on the teacher's usage of the Canvas application. This study used a qualitative approach. Data came through observation in the classroom, documentation, and a survey. The analysis's findings demonstrate how Canvas's capabilities, which include modules for sharing resources, discussion boards, assignments, conferencing facilities for online meetings, and deeper linkages to other platforms, have improved the teaching and learning of English. The processes of teaching and learning English have been facilitated by these often employed aspects. Even with the difficulties they faced, the students felt at ease, astonished, and interested.

KEYWORDS

Canvas, LMS, English Teaching and Learning

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1. Introduction

The paradigm of education has shifted from passive to active learning when students actively participate in the teaching and learning process. It is believed that using the Internet as a platform for communication and information would enable active and participatory teaching and learning. One example is the usage of a learning management system (LMS). LMS is defined by Azizah (2018) as an integrated learning management system that is web-based. LMS is suitable for the process of teaching and learning. The teaching and learning process is no longer dependent on offline classes (face-to-face), thanks to LMS. You may do it outside of the classroom as well.

Since the Covid-19 epidemic, the use of technology to help language teaching and learning has grown significantly in favor. All educators are urged to change their practices in light of this worldwide epidemic. As a result, there is a need for technology usage adjustment for both students and instructors. Information and communication technology (ICT) will be used differently in the teaching and learning processes thanks to technology-enhanced learning, or TEL. According to some academics, TEL is the equipment and infrastructure utilized in education. Teaching and learning these days place a greater emphasis on using ICT to make the process simpler and more appealing to students and instructors. The ability to optimize certain technological instruments to meet predefined teaching and learning activities is particularly important in technology integration.

Teachers may enhance the teaching and learning process by using certain technological tools. According to UNESCO (2013), referenced in Nuraeni and Nurmalia (2020), mobile devices provide apps to aid people with their life, and it also occurs that it transforms the way people study. Both inside and outside of the classrooms, people may access educational materials,

communicate with others, and create content using mobile devices. The mobile version of Canvas is one of the digital tools that may be used to improve teaching and learning.

The Canvas by Instructure app is the mobile adaptation of the Canvas Learning Management System, allowing users to access their courses from anywhere. Organizations that provide vocational education and training (VET) are empowered by Canvas to improve learning results, increase business efficiency, and adhere to regulatory standards. Canvas provides cutting-edge learning resources that foster teacher creativity, student engagement, and broad collaboration. Canvas is much more than just a top-notch instructional program. With certain simple-to-use LMS capabilities, it serves as a platform for student achievement.

To scale student accomplishment fairly and implement learning initiatives at every level, users may establish an online learning environment with the aid of Canvas. As stated by Azizah (2018), there are three elements that must be taken into account while designing the learning environment: the circumstances for learning, the teaching strategies, and the learning objectives.

This study is connected to several earlier studies. One of them is named "Using Learning Management System "Edmodo" for Sociolinguistic Learning: A Case Study at English Education" and was written by Eliana Nur Azizah (2018). The study looks at how Edmodo media is used in English language education to teach sociolinguistics. The findings demonstrate that Edmodo may make learning easier when used in conjunction with assignments or tests given by professors. The ease of usage of the media throughout the learning process also contributed to the pupils' familiarity with it. Since the Internet has become a necessary component of the learning process that enables instructors to build and strengthen the abilities of students, Edmodo is intended to support the school curriculum (Ghofur, 2018).

The data acquired, the breadth, and the technology used in the current study are all different from the research conducted in the past. The previously performed study exclusively covers Edmodo use. However, in this study, we go into further detail on how Canvas is being used to improve instruction and learning in English classrooms, including the lesson plan and learning activities. The most recent version, Canvas, has a lot of capabilities that may improve teaching and learning. The respondents for this study are college students majoring in English, and we selected one of their classes to watch.

2. Theoretical Frameworks

Gibson (1979) first put out the concept of affordance with the intention of studying perception psychologically (Xiangming & Song, 2018). Given that Gibson's idea demonstrated the connection between an agent and their environment, the affordance theory has subsequently grown in popularity and has been further hypothesized in numerous fields of study. Hutchby (2001), referenced in Xiangming and Song (2018), asserts that affordances held aspects that were both allowing and restricting users to participate. This implies that the affordance theory concentrates on analyzing the advantages and downsides of the technology. What technology might now provide has been fixed, and what it can currently offer has both promoted and prevented users. The latter has turned its focus to the gadget and its in-built features and functionalities. This notion serves as the foundation for this study's data collection.

Rahayu (2020) asserts that the camera fully supports the human connection in synchronous learning. As a result, synchronous learning is sometimes referred to as an online face-to-face technique that allows for real-time classroom engagement. Online synchronous learning is a real-time, live web conference app-based activity that is planned, coordinated, and focused on learning. Online learning and synchronous online learning vary primarily in terms of time and learning. In online synchronous learning activities, teachers and students utilize technology and applications to deliver content and meet learning goals. Technology may be used by teachers to have conferences or online meetings that enable face-to-face contact in a live classroom setting.

A person's perception is how they see the world. According to Pratiwi (2013), citing Kreitner and Kinicki (1992), perception is a mental and cognitive system that enables humans to perceive and comprehend reality. There are many things that may influence someone's view. According to Pratiwi (2013), who cited the Department of Education and Culture (1987), there are two categories of factors that influence perception: internal and external. Internal factors come from within students and include things like thoughts, feeling, willingness, sex, needs, and motivation, while external factors come from outside students and include things like educational background, experience, environment, culture, and belief.

Media is an essential instrument for delivering lessons in educational settings. According to Muakhiroh (2020), for learning to be dynamic, effective, and fascinating, it must be combined with a technique or medium. The Internet is well-known in the world of education as a tool for learning that complements the academic curriculum. The Internet is one of the learning mediums that will enable educators to improve and expand the abilities of students; therefore, it is designed to support the academic curriculum (Ghofur, 2018).

The Learning Management Systems (LMSs) is a network of websites that connects professors and students in higher education. For both students and instructors, LMS is one of the most useful tools in online learning settings. LMSs are the tools used to communicate with students and engage in teacher-student interaction. A learning management system (LMS) enables instructors to provide resources for learning and to make the most of collaborative features like forums, shared files, and theme-based discussions (Adzharuddin, 2013). LMS is defined by Azizah (2018) as an integrated learning management system that is web-based. There are several different LMS kinds that are still in use today.

2.1 Canvas

The mobile version of Canvas, Canvas by Instructure, enables users to keep current with courses wherever they are. This app is available online via Google Play or Apple App Stores for Android and iOS users, respectively. Canvas may be accessed on a phone or computer by students, teachers, and even parents. Canvas is a platform for learning that encourages teacher creativity, student involvement, and extensive interaction and collaboration. Because it is the newest learning application, it is seldom utilized software, particularly in education. Canvas includes a wide range of capabilities, including a dashboard, courses, calendar, announcements, syllabus, modules, discussion forms, conferences, collaborative application features, and many more, that completely enable integrated learning and teaching administration. The characteristics of Canvas are as follows:

1. Dashboard

Every user has a customized view of the most current and crucial course information thanks to the Canvas dashboard, which makes it much simpler to stay on task and concentrate on learning.

2. Courses

Students may utilize the features of the course to collaborate, communicate, and explore ideas. Members may communicate live or asynchronously, exchange files, and work together on paper because of its capability. With the use of this feature, students may keep informed about the most current announcements on group courses, curricula, exams, quizzes, grades, modules, debates, conferences, and partnerships with other networks.

3. Calendar

This feature is used to create and display any date-related data for courses, groups, or individual activities or events. The Calendar is a tool for exchanging information as well as for programming. The teaching agenda is shown so that the students may more readily recall the time of the topic and the due date for the assignment.

4. Announcements

You may see every notice in your course via the Announcements feature. With the most recent announcements appearing first and the oldest announcements appearing at the bottom, announcements are presented in reverse chronological order.

5. Syllabus

Users may exchange a course overview, classroom instructions, weekly reminders, and other crucial information with this tool. It is simple to explain to students precisely what they will need at each stage of the course using the Canvas Syllabus.

6. Modules

In order to better oversee the course flow, teachers may organize the information in modules. Course information may be organized using modules according to weeks, units, or another organizational framework. In essence, modules provide a one-way linear flow for student activity in a course. Each module may include documents, conversations, tasks, tests, and other educational resources. Existing material or brand-new content shells in the modules may be used to add module functionalities to the course.

7. Discussions

Through dialogues, this feature will encourage students to reflect more thoroughly on the subject matter. Conversations enable two or more individuals to connect in real time; users may participate in conversations with a whole class or community. Students may also have discussions inside their own groups.

8. Conferences

Users may have simultaneous virtual meetings with all of the students and professors in a course using the conference function of a canvas. Users may trade presentations, broadcast audio and video in real time, and engage with one another via conferences.

9. Collaboration

Multiple people may collaborate on the same document at once, thanks to collaborative technologies. Since collaborative documents are kept in real-time, any changes made by any of the users are immediately reflected in the document.

3. Method

The questions in this study were answered by the researchers using a qualitative technique. A method for investigating and comprehending the meaning that people or groups are assigned to a social or human situation is known as qualitative research (Creswell, 2014). Emerging issues and techniques are part of the research process. Usually, the participants' environment is where the data are gathered. Additionally, the data analysis is deductively constructed from specifics. This study's data were gathered by observation, document analysis, and surveying. Observation is defined as "the conscious noticing and detailed examination of participants' behavior in a naturalistic setting" (p. 166), according to Cowie (2009), which was mentioned in Pusparini (2013). This observation was designed to gather information regarding the usage of Canvas in the English classroom and to address the research project's opening queries.

Documents are deemed suitable text (word) sources for qualitative analyses by Sukmahidayanti (2015). The method we choose to get information about the lesson plan on Canvas in the English classroom is document analysis. According to Pratiwi (2013), a questionnaire is a tool in which participants answer questions in writing or check boxes to indicate their responses. Open-ended research questions were employed. Open-ended questions allow respondents to speak more freely while yet being relevant to the subject. After the midterm exam in the classroom, a survey was created using Google Forms. The questions include students' experiences with the Canvas program, its challenges, and their opinions on its value in the teaching and learning process. A questionnaire is any written document that asks readers to reply to a series of questions or assertions by writing their own responses or choosing from a list of pre-prepared responses (Brown, 2001). It was utilized to respond to the second research question, which concerned how students felt about the usage of Canvas to improve teaching and learning.

4. Findings and Discussion

4.1 Canvas in Teaching Learning

As a result of the observation, it was discovered that the lecturer had created the use of Canvas as a medium in the teaching and learning process based on the requirements of the students. A program called Canvas offers advantages for professors and students to exchange information. Additionally, teachers are more willing to divide a class into groups and give homework to all of the kids. The group is also managed by the instructor who taught the group lesson. The instructor assisted the students in joining the class during the first meeting by explaining how to utilize the Canvas program. To access the course, the students need the teacher's permission and access code. This app may only be used by students who have signed up for the Canvas application. Although the procedure was quick, several students had login issues because of unreliable networks. Because Canvas is a high-bandwidth application, this happens often.

Teachers utilized the Canvas module and discussion elements on the first day of observation.

The instructor engaged with students synchronously through the discussion features and included links to explanations of the course content that can be accessed straight from Canvas.

A real-time web-conference learning network is known as synchronous e-learning (Rahayu, 2020). With this entirely electronic education, both students and instructors may study remotely and in real time online. The learning material was discussed between the students and the instructor, and if there was anything the pupils did not understand, they might ask questions. Following that procedure, the instructor assigned a task using the Canvas assignment function, which may be completed there. The interaction between the students and the instructor throughout the lesson went well. According to the teacher's lesson plan, the teaching and learning process was carried out.

The second observation was utilized to identify additional Canvas characteristics that may be leveraged to make teaching and learning more engaging and meaningful. The Canvas conferencing function was utilized by the instructors. The instructor may communicate synchronously with the pupils by holding online meetings or conferences. As a result, synchronous learning is sometimes referred to as a face-to-face online technique that allows for real-time classroom engagement.

Students are invited to the meeting through email. By questioning students about their current conditions and revisiting the subject covered the week before in tandem with another quiz application, the teacher kicked off the learning process.

The third observation, which served as the study's last observation to assess learning outcomes, was done by researchers. One week's worth of assignments was provided to the students, and they were then graded on the canvas assignment function. This

assessment sought to determine how well students grasped the previously covered content that was made available by the instructor through Canvas.

After the last observation, a questionnaire was employed to address the second study question concerning how students felt about using the Canvas program. The idea of affordability was first put out in order to investigate views of the benefits and drawbacks of technology (Xiangming & Song, 2018). Researchers provide the English classroom group with the Google form link. It's fascinating to see how students generally feel about Canvas. They enjoyed, were astonished, and had fun. On the other hand, they had some difficulties with Canvas.

"I feel enjoy with Canvas because there are so many features in Canvas that can help students easily do learning activities like replying to the questions, accessing the material, doing video conferences, etc.," the first participant remarked. Students may participate in the debate via the Canvas discussion tool while delivering their responses. It enables pupils to think more deeply about the topic by facilitating dialogues. Discussions enable interactive exchanges between two or more people; users may take part in talks with a whole class or group. Canvas has a tool called Conference that allows users to have interactive sync sessions with all of the students and professors.

Users may broadcast audio and video, exchange presentations, and communicate with other users during a conference in real time. Because Canvas is a novel LMS for them and helps students and teachers be more successful in teaching and learning activities, the majority of students had positive perceptions of it.

Additionally, they have problems utilizing Canvas since it consumes a lot of mobile data, particularly for the Conference function. The feedback from the other participants was, "Sometimes there were some troubles, such as difficult to access, bad network, and if I want to access Canvas on the web, you have to log in using the link provided by the lecturer."

Accessing Canvas requires a reliable internet connection. These issues often cropped up when Canvas was first used. This may be avoided by setting up the computer, data connection, communication, and study on Canvas features well in advance of the lesson. It corresponds to the Department of Education and Culture (1987) theory that Pratiwi (2013) cites, which divides perception-influencing elements into two categories: internal factors and external ones. Due to the fact that it captures how the initial group of students feel about utilizing Canvas, this view is considered as an internal component. Since the participant discussed their own experience utilizing Canvas, the perspective of another student is categorized as an external component.

From the statistics above, it can be inferred that Canvas improved teaching and learning since it provides a variety of capabilities. To assist in the administration of the teaching and learning process, it offers features for providing the content, developing discussion media, assigning learning assignments, communicating in online meetings, and working with other platforms. Despite the challenges they faced, the students reported enjoying themselves and being astonished.

5. Conclusion

This research intends to determine how Canvas is used to improve teaching and learning in English classrooms as well as how students feel about using Canvas.

To address the questions, the researchers utilized a qualitative technique. To address the first study question concerning the use of Canvas to improve the teaching and learning process, the researchers used observation. The information regarding the lesson plan via Canvas in the English classroom was then obtained by using document analysis as well. In order to collect additional data, a questionnaire was finally sent to the participants. Due to its many capabilities, Canvas improved the teaching and learning process in English classrooms. To assist in the administration of the teaching and learning process, it offers features for providing the content, developing discussion media, assigning learning assignments, communicating in online meetings, and working with other platforms.

Since this is their first time using Canvas, the students are interested, enjoying, amazed, and having fun. Some of the challenges the pupils experienced, however, were unavoidable. The findings of this research recommend that all instructors utilize Canvas to aid in the teaching and learning process. Canvas is suited to supporting instruction from multiple topics to provide more varied outcomes. We advised other academics to delve more into Canvas's features.

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