# UTILIZING CANVAS IN TECHNOLOGY ENHANCED LANGUAGE LEARNING CLASSROOM: A CASE STUDY

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**Abstract:** The paper aimed at exploring the utility of the Learning Management System in teaching English. It focused on Canvas which is an online learning platform that allowed teachers and students to share content and interact during a course, a web platform that allowed sharing information, viewed students' submissions and provided feedback all in one frame. It covered information about the usefulness of this application, its advantages, and the values of work. This study used a qualitative case study design. The participants were 6 college students who took Technology Enhanced Language Learning Classroom and they used Canvas actively. The data were taken from the document of canvas activities and interview. A thematic analysis showed that there were constructive outcomes based on the students' viewpoint. The finding contributed to the significance of digital platform, especially LMS, in developing students' interaction both of the teacher and other students, engaging with the course content and giving positive implications for ELT.

**Keywords:** *Canvas, Learning Management System, Technology Enhanced Language Learning Classroom*

## INTRODUCTION

The growth of technology leads to the movement of education in this 21st century. The teaching and learning process as a part of education development is in higher waves. For instance, the use of media in the teaching and learning process is almost changed from paper-based into a digital platform such as various digital slide of PowerPoint, applications on the mobile phone or everything that goes to digital-based learning.

Nowadays, rapid improvements and advances in technology can be seen plainly (Cavus, 2009). Many institutions have been adopted this change. They chose and applied the application or digital tool for the teaching-learning process in adapting the circumstances these days. One of the digital tools used by many higher educations is LMS or Learning Management System. Fathema et al., (2015) stated that Learning Management Systems (LMSs) provide resources and features which aid in teaching

and learning, such as course management tools, online community chats and forums, documentation (reading content, homework and tasks, etc.), PowerPoint presentations, video clip posting, testing, and course assessments. They also argue that LMSs focus on providing virtual means of improved and convenient interaction between students and teachers through the use of computer and Internet technology in learning processes and the provision of numerous teaching-learning resources, as well as speed and effectiveness in instructional processes. However, technology is just only tools on the teaching-learning process, educator should be aware of the strength and the weaknesses of the technology in formulating the best teaching-learning process which will be conducted in the classroom.

This study is relevant to a research done by Al-Busaidi (2012) who argued that factors such as the device insecurity of the learner, the knowledge of technology, and personal creativity in using emerging technologies have a major influence on the understanding of the learner about the use of LMS. The user should consider an LMS when the learner feels relaxed with devices and has technical expertise. Research also indicates, however, that the fear of using e-learning technology will affect the enjoyment of the learner. This suggests that learners required help to develop trust in e-learning using devices and LMS. He believes that all the familiarity a student has with technology, the better it is for the student to use IT in education. In other terms, long-term IT usage influences the understanding of IT as a great resource for a student. Therefore, in this study, the researchers investigate how canvas used in Technology Enhanced Language Learning Classroom and what is the benefit of this LMS based on the students' viewpoint.

**What is Canvas?**

Canvas is an online learning platform, a learning management system or LMS that enables teachers and students to access content and engage during a course. Canvas makes it possible to have convenient access to grade, assignment, discussion, course calendars, video lectures, messaging analytics, educational application, reports, groups, peer review assignment and much more.

Josh Coates created Canvas in 2008 and launched the first Canvas in 2011 and then Canvas Platform in the next year, which is 2012. Canvas is an open-access project that should be considered (Aldiab et al., 2019).

Marachi And quill (2020) stated that "Some of the tools promoted by instructure as Canvas Features (2019) include quiz statistics, on-the-spot assessments using mobile devices, polling, IOS and Android app integrations, notifications connected to email, text, and/or social media accounts, audio and video recording and transfer, learning object repositories, capacity to download and upload files, Learning Tool Integrations (LTI), open APIs which would allow 'talking' with other software programs, web conferencing, and customizable profile pages that encourage students to share personal information about themselves."
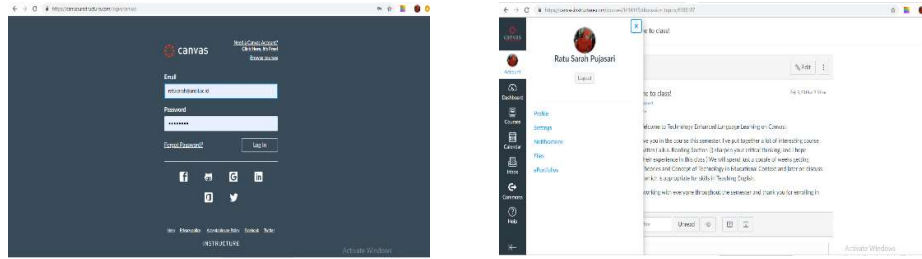
*Figure 1. Canvas's instructor*

**Canvas in Technology Enhanced Language Learning Classroom**

Technology Enhanced Language Learning (TELL) is one of the subjects which can be enrolled by the fifth semester students in the English Education Department. This course focuses on integrating technology as a learning platform to literate in technological devices to pursue 21st-century skills. It covers topics from the emerging issues on TELL to its practical use in language classrooms. It also encourages student-teachers to develop technology-aided materials. TELL builds student-teachers to be able to create the technological atmosphere of the teaching-learning process and enhance informed awareness of selecting appropriate technological tools for language teaching and learning. Moreover, students will be assigned reading materials before the class and discuss them with their peers. Each week they usually give weekly reflection. Students are expected to write a final reflection at the end of the term that will contribute toward their final score. The use of Canvas as a system for learning management in Technology Enhanced Language Learning Classroom makes the teaching and learning process easier. It is just like Moodle or other LMS; there are advantages that can be used in the concept of a flipped classroom or blended learning.

The following are activities done in Technology Enhanced Language Learning Classroom when using Canvas:

**Course Concept and Delivery Posting**
***Background***

In this study, Canvas was used in Technology Enhanced Language Learning Classroom at the English Education Department of one of the state University in Tasikmalaya. This course was taken in the fifth semester. The researcher took 6 participants and their ages varied from 18-25. There were 14 topics shared online in Canvas.
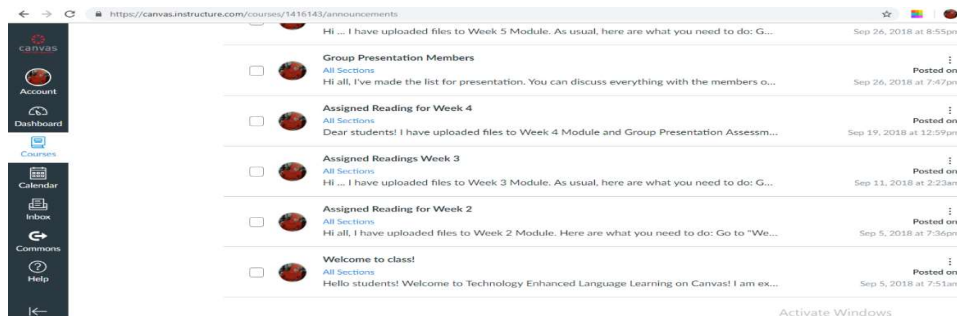


*Figure 2. Course's topic on Canvas*

### Setting up Canvas group

The instructors created the Canvas group before the course started. First, students' email was collected, so it can be manually submitted to the Canvas system. The students got the invitation from the instructors through their emails. Here are the steps in setting up the Canvas group:
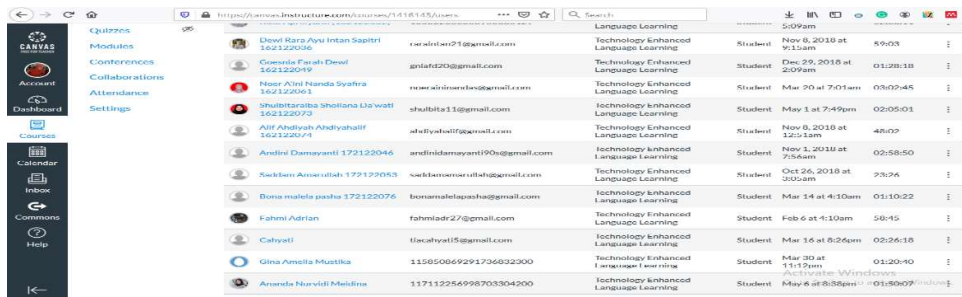
Step 1. Clicking on PEOPLE in the Course Navigation
Step 2. After Click the ADD GROUP SET choose OPTION 1 or OPTION 2
Step 3. Choose OPTION 2 if you want to CREATE GROUP MANUALLY
Step 4. Named the group and then click SAVE

### Students' Group



*Figure 3. Students' group in Canvas*

### Putting up announcement

Tasks in the Canvas community included the posting of announcements. Here are the steps:

Step 1. Click ANNOUNCEMENT in the sidebar in your left position on your account
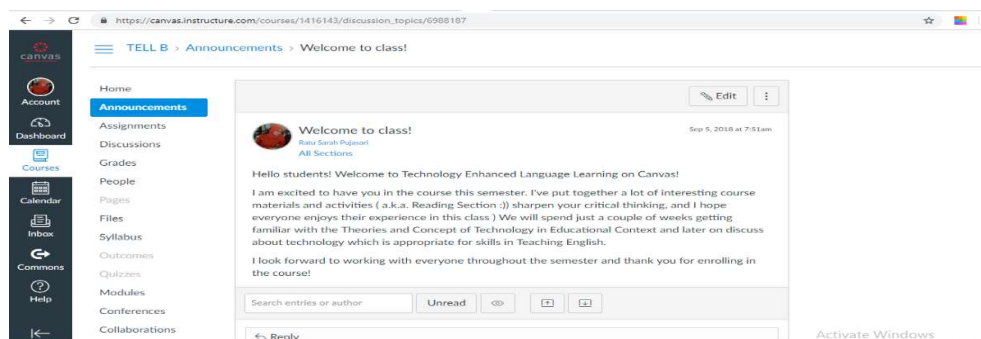Step 2. Write the ANNOUNCEMENT that will be posted to your students
Step 3. Type the title of your ANNOUNCEMENT and select sections to post it to your students' group
Step 4. You can choose or select OPTION to customize how the students can respond to the ANNOUNCEMENT
Step 5. Last step just click SAVE ANNOUNCEMENT
Step 6. You can view the ANNOUCEMENT in the index page



*Figure 4. Instructors' announcement example*

Through Instructor Announcement overview given by Canvas (2019), the instructors could announce the information about the course topics to the students. It informs participants about forthcoming coursework, distributes important resources, or a place to praise students' achievement. On Canvas's account, the instructors just simply click the New Announcements part to make a new announcement from the course main page. The instructors can also change a great announcement and post and manage other updates on the Announcements tab. In the announcement session, they may insert a title, keyword, or username in the Search area. Unread messages can be accessed by selecting Unread from the drop-down menu, and the instructors click the External Feeds button to submit announcements from a feed reader to the Announcement Stream. To remove or close comments for an announcement, the instructors could click the Options button.

By clicking the Add Announcement button, the instructors can make a new announcement and add a title to the subject on the announcement's details page, in the title area. To assign and layout the user profiles, they use the Rich Content Editor, then use the sections drop-down menu to select which sections receiving the announcement. It also included an attachment, postpone the announcement to a later date, enable users to comment, facilitate a podcast feed, and permit liking. They simply press the button to save and publish announcement. Announcements that have not been delayed will send an immediate notification to the appropriate users.

In the Course Navigation, the users select the required link and then the More Options link to change the course announcement settings. It has the options of displaying or hiding the information. The number of notifications chosen by recent announcements on the Course main page appear on the home page, as well as the ability to disable comments on announcements.

### *Sharing course resources*

The instructors easily share the course materials in Canvas by sharing the syllabus, the journals, posting the link for the video, PowerPoint for the lecturing session and other sources on the COURSE index page. Here is the picture of the activities:



*Figure 5. Course contents*

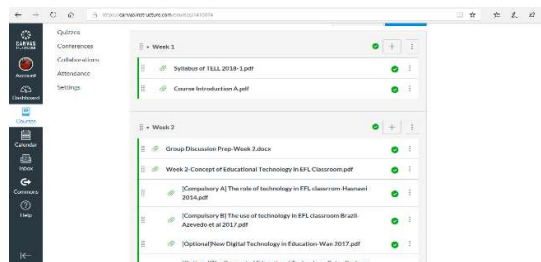### *Conducting tutorial activities every week*

In planning weekly lesson sessions, the instructors often conveniently publish the content. One week before holding face to face sessions in the classroom, the students prepare the content. They can choose and read the journals or other topic materials at home and easily interact and engage with the instructors in the discussion session. Here is the example:
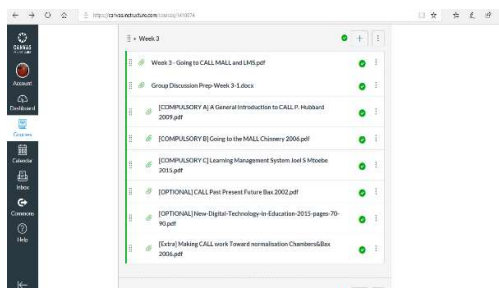
*Figure 6. Weekly tutorial topic*

### Checking students' Assignment and Giving Feedback

To begin the Assignment Overview given by Canvas (2020), Course Navigation is the place and Assignments link should be selected. The instructors can search for assignments, create assignment groups, add new assignments, and view a list of all assignments from the Assignments Index page. Each course has one assignment group known as Assignments. This task category is automatically added to any new assignment, discussion, or quiz you create. To create a new task group, Add Group button must be clicked and the name of the assignment group in the Group Name section must be entered. To save the task group, clicking Save button is required.

The instructors can change the assignment group's specifics and ranking rules by clicking the Options icon, deleting the group, moving assignments to other assignment groups, and changing the assignment group's placement on the Assignments Index page. Canvas displays the number of grading rules in the assignment group header if the assignment group contains grading rules. To view rule details, users hover cursor over the number of rules, click the options icon and then the Assignment Groups Weight link to weigh the final course grade by assignment group. Finished Grade Value based on Task Groups should be selected, assignment group weights should be entered. If user creates a zero-percentage assignment group, any assignments in that group will not be counted toward the total.

Assignment Options icon allows users to manage an existing assignment. Users can choose to edit, duplicate, move, or delete the assignment, send it to another instructor, or copy it to another course in which he or she is enrolled. To create a new assignment, the instructors click the Add Task button, give task a title in the Task Name sector and use the New Rich Content Editor to add directions, media, and other instructional content. After that, the value of the assignment point is entered. A task group from the Assignment Group drop-down screen in the Categories sector is selected. In the Display Grade As drop-down menu, the instructors can specify how the grade appears in the grade book. If the instructor wants to remove this task from the student's final grade, she or he can check the Do not list in the final grade checkbox.

The instructors can choose the way students submit the assignment using the Submission Type drop-down menu. No Submission, Online, On Paper, or External Tool submissions are all the options. To limit the number of submission attempts, the Limited option from the Submission Attempts drop-down menu could be chosen. Then, in the Number of Attempts field, the number of attempts the instructor want to allow could be put.

The instructor may enter a date in the Due field to add a due date. To enable students to view and submit assignment work within for a specific date set, the dates in the

Accessible from and until fields must be filled. The instructors can also assign the task to different sections and students, or set different deadlines for different sections and students in the course by clicking the Add button and type or choose the section. The Save button is used to save the assignment as a draft. If Save & Publish button is clicked, it will save and publish changes.

### Posting Students' Score

Canvas provided many applications; one of them is posting student's grade for their activities. The instructors can post the score for the quiz, mid-test, final test and project. It helps the instructors in monitoring the student's score and then calculate it into the final score. The percentage is also available for all the activities done by the students and the instructors could easily track the students' progress through Canvas.

As stated in Canvas (2020), there are several steps in posting the grade on Canvas, such as (1) Speed Grader menu bar includes tools and information to assist with grading assignments. To do that, Gradebook icon should be clicked to go back to the Gradebook page. Click the Visibility icon to view options to post or hide grades. The Visibility icon may display differently depending on your posting policy or if grades are already posted or hidden. Click the Settings icon to manage your Speed Grader display options, see keyboard shortcuts, and access Speed Grader help. The menu bar also displays the assignment name with a link to the assignment's details page and due date. The instructors can also view general assignment statistics, including the number of graded submissions and students included in the assignment, the average score for all graded submissions, and the order of the submission the instructors are viewing in the list of students. To view the next or previous submission, the arrows next to the students' name should be clicked. The instructors can also click the drop-down menu and select the name of the student whose submission they would like to view. (2) Students' submissions appear in the left frame. If the file is supported in Doc Viewer, the instructors can add comments and annotations directly to the file. To the right, the Speed Grader sidebar displays student submission information and grading tools. The top of the sidebar displays the assignment submission date and time. File uploads include a link to download the submission. To grade an assignment, the instructors can manually enter a score. They can press the Display Rubric button in the Grade area or, if they add a rubric to the task, use the criteria to compile a ranking. If the instructors have opted to use the ranking rubric, pick the parameters from the rubric, and then press the Save button. The grade box will update automatically using the points set in the rubric. The instructor can also leave submission comments for the student in the sidebar by typing comment in the text box, upload an attachment, or leave a media comment. (3) And Instructor can grade a discussion. Speed grader displays an individual student's posts and replies in a discussion topic. To view the responses in context, the instructors can click the View the full discussion link at the top of the page. When grading a quiz, move from question to question by clicking the question numbers.

### Doing Lecturing in Real-Time situation using BigBluebutton

In Technology-Enhanced Language Learning Classroom, the teachers or instructors can do online lecturing using Big Blue Button. This is very useful in conducting distance learning, as the authors did in TELL Class. The instructors-authors can do both face-to-face learnings in the classroom and also do online learning using this

application. Canvas is one package application that is free but affordable. The instructors can find all that they need as instructors in using Canvas both for blended learning or distance learning.

Big Blue Button is an open-source web conferencing system designed for online education. There are some devices that can be used during an online meeting. (1) Chat; on this app, the instructors and students can chat and send the chat to all audiences in public or privately. (2) Webcams; used by the instructors and students when holding a virtual meeting. (3) Audio; Big Blue Button also provides audio through which users could communicate in high-quality. (4) Emojis; emojis allow the instructors and students to express themselves. (5) Breakout Room; users can also use this app to invite other members of the group into the breakout room for team collaboration. (6) Polling; during this session, users may give or take polls of our students at any time. (7) Screen sharing; while lecturing, the instructors and students can share PowerPoint using screen sharing so that they can visually follow the lecture. (8) Multi-user Whiteboard; in this app, users can use the whiteboard to digitally draw together Canvas (2020).

## METHODOLOGY

### Design and Procedure

This research was intended to examine the use of Canvas by students as an e-learning medium in the English Foreign Language classroom. A case study research design was selected to explore how canvas was utilized in this context and to find out student's viewpoint on the use of Canvas as Learning Management system. Yin (2003) states in its real-life context, case study explores a modern phenomenon where the boundaries between phenomenon and meaning are not readily evident; and where several sources of data are used.

### Setting and Participants

The participants of this study were students of the English education department at one of the universities in West Java who took Technology Enhanced Language Learning. This class was chosen because it has uniqueness; no other classes in this university used Canvas; most of the lecturers used Google classroom as the platform. Hence, it was worth exploring to find out more about the issue while the sample for the interview was 6 students of the English Education Department who actively engaged in using Canvas as a Learning Management System. They filled the consent form and willing to do the interview. In Canvas's activities, those six students were prominent and did fast responses in conducting all the tasks.

### Data Collection and Analysis

The data were collected using the document from Canvas Activities to discover how the instructor utilized Canvas in the teaching learning process and interview was used to find out the details data from the point of view of students on the advantages of Canvas. A semi-structured interview was used to clarify the unclear data from the participants. The researchers gave 15 questions about the affordance of canvas and their perceptions. The data were analysed using thematic analysis from Braun and Clarke (2006) who proposed 6 stages (1) familiarizing the data; in this stage, the researchers reread the data transcript from the interview to familiarize with it and

found out the form, (2) generating initial code; after being familiar with the data, the researchers classified the data into several codes, (3) searching for the themes; in this stage, the researchers analysed and classified obtained codes from the data into themes, (4) Reviewing themes; the themes which appeared from the data were reviewed due to the frequency of the data that emerged, (5) Defining and naming the themes; the researchers gave the themes regard to the research question about the perception of the students on the benefit of the canvas, (6) Producing the report, the interpretation of the data showed in this stage; the researchers reported the finding of the research.

**FINDINGS AND DISCUSSION**
**The benefit of Canvas in Technology Enhanced Language Learning**
*Offering easy access to course materials*
   Using Canvas in TELL class gave benefit in offering easy access to receiving course materials. Students who joined the class got the materials easily for each meeting session. The instructors shared the topic for each meeting with the instruction given. The students can check the latest course materials posted on canvas through their emails.
   Students believed that they experienced easy access to the materials when they used Canvas in Technology Enhanced Language Learning Classroom to help them to prepare their understanding well. They can read the journals and other references to the materials before the class begin. They also found that they had improved their understanding of the substance of the course. One of the students said:

> "…. *I felt that my understanding of the subject was improved. The lecturer gave easy access for the course materials, we have to prepare, learn and read a lot journal more at home because there are many sources that we can choose ...and then we can discuss it at the classroom*" (s2)

   Most of the students responded positively upon the use of canvas in how instructor providing the course material before the meeting conducted. They said that they were excited receiving email and they easily understand the instructions were given by the instructor on the canvas' announcement. The students can download and read the sources of the topic before the meeting. As stated by one of the students that the lecturer gave easy access to get the materials, so the student easily chose which the topic they like and read it. By providing the selected topic and posted it on the canvas module, students prepared to be ready before joining the class. They actively engaged to discuss more when they understand the issue of the topic.
   It is in line with Hamid et al (2015) who stated social technologies, in this case, the Learning Management System should encourage learning process versatility and make it easier to post, exchange insights and reuse research material and commentary. They also encourage ties in the knowledge community to relevant support operated by students and lecturers themselves.

*Enhancing learning motivation*
   The interview result showed that the activities of the teaching-learning process using Canvas positively enhanced students' learning motivation. Compared to the traditional classroom, the use of canvas presented the students with a more fun learning

atmosphere. They said that they were more interested and willing to do the assignment given by the instructors through Canvas.

> *"When we use Canvas, I am more open and motivated to ask more questions. This is because I don't have to face it in front of the classroom...I can send a comment or post my question and communicate or discuss it with my lecture through Canvas" (s3)*

The data from interview also reveal remarkable finding which state that students were motivated to asked more on the chat box on the canvas Q and A session; they said that because they did not have to do it face to face. It can be said that they felt enjoy in doing Q&A session asynchronously. They can reduce feeling of nervous while having Q&A, and they freely asked the questions as much as they want to the lecturer.

The use of Canvas provided a comfortable form of interaction which can enhance students' learning motivation. It is in line with Fandino et al., (2019) who stated "students tend to show a better disposition to learn when they use effectively and purposely the computer. A productive and interactive learning environment increases learner's motivation, especially, if the students feel comfortable with the technology."

### *Developing students' learning autonomy*

The ease of providing autonomous learning was another advantage claimed by most students. By using Canvas, students were able to find new information relevant to the course on their own or together with their peers in a Technology-enhanced language learning classroom.

> *"In this course, I acquired to create the assignment and find out the relevant sources on my own. I can access links such as YouTube, online journal and others. I can say that I learn more, this is a good platform to educate me how to do my part independently in creating my own knowledge." (s1)*

The above quotation shows that the student independently learned by their own. In this case, Canvas generally enables student-centred learning. The students stated that they can access the link for the materials given by the lecturer. The notion of autonomous learning or self-direct learning was experienced by the students when they used canvas as their digital learning platform. Zainudin (2018) also argued nowadays, students can independently explore their learning through various sites such as YouTube, Khan Academy or BBC News. Students also noted that they could explore more information independently not only from videos provided by the instructor but also from other sources on the internet. Besides learning independently through series of online sources, students also acknowledged that they could use the internet more productively and positively.

### *Monitoring students' learning progress*

The opportunity for students to track their academic progress was another advantage of Canvas. This can be seen as students were engaging with the experience; they learned through the process of teaching and learning via Canvas.

> *"Using Canvas, I can easily see and track my learning progress. Because in the first we enter the course we have to write our*

> *reflection from the first week until the last meeting. I can clearly see*
> *the progression of my learning." (s4)*

Students and teachers could monitor learning development in technology-enhanced language learning classrooms by using Canvas. Students could understand the subject of the course from the beginning of the semester to the end of the semester in a more organized way. Based on the student's statement, he can easily track the progress of his learning process. It can be assumed that canvas gave access on how students accomplish his learning process, let them know their grade on the device and reflect what they have studied. As You (2016) claimed, however, self-regulated learning in an online learning environment can be traced because students' learning behaviours are automatically recorded by learning management systems (LMS). At present, LMS use has become common in most institutions, and LMSs provide new opportunities to monitor students' learning participation and progress.

### Engaging with the course content

Students believed that they can boost their mastery of the course material when using Canvas. One of the learners said:

> *"When I interact with my friend, there always something fresh things that*
> *we learnt. I discussed the issue of the TELL journals that given by the*
> *instructor through Canvas which I and my friend can download it and*
> *my friend who discussed with me will give his or her perspective*
> *regarding the topic. I realized that happened very frequently using*
> *Canvas." (S6)*

According to passage above, the student is more concerned with the material of the course and has a greater comprehension of the subject offered by the instructors. Hamid et.al, (2015) specified "Learning from interacting enriches students' knowledge building as it promotes active and two-way communication."

Recent data shows that Learning management systems contribute a positive vibe as a medium in the teaching-learning process in Technology Enhanced Language Learning Classroom. It was proved by the students' statements when they had the interview. Canvas, as a tool, provides some applications which can be done by the teacher and the students in doing valuable activities in the educational process, for example, the teacher can share all the course materials through Canvas and the students can access it easily.

The easiness access and other benefits which can be found in Canvas help both teacher and students organize the e-learning process well. Students enjoyed LMS use, resulting in creating a more interactive learning environment. The benefits that students define can be summarized in student-teacher connections and student-content connections.

Both connections explained previously are associated with the research done by Hamid et al., (2015) who claimed students valued the increased opportunity to interact with their lecturers afforded by social technologies, and students argued that they became more critical of their reasoning process and more descriptive of the material they helped to produce and share.

**CONCLUSION AND SUGGESTION**

This paper presented the utilization of Canvas in a Technology-enhanced language learning classroom and the strength of using Canvas from students' perspective in higher education. The finding clarified specific details about how students interpret their involvement in the teaching-learning process using Canvas. Canvas provides several practices in the level of higher education to promote a variety of teaching and learning processes.

This paper explains the benefit of the learning management system, Canvas, and the activities that lead students to experience blended learning in the higher education context. Thus, other researchers could investigate the impact of the Learning Management system at a different level.

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