

THE IMPLEMENTATION OF CANVAS TO ENHANCE ENGLISH TEACHING AND LEARNING

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ABSTRACT

Canvas is one of the Learning Management Systems (LMSs) used to manage classroom activity. An LMS is supposed to be well-managed to create a supportive online teaching and learning environment. Consequently, both students and teachers are in need of adjusting to the work of the chosen LMS. This research aims at exploring the current implementation of Canvas to enhance English teaching and learning practices. The study focused more on the student's perspectives towards the use of Canvas Application by the teacher. This research was applied qualitative method. The data were obtained from classroom observation, documentation and questionnaire. The analysis results show that Canvas enhanced English teaching and learning process since it offers various features, such as modules for sharing materials, discussion boards, assignments, conferencing tools for online meeting, and wider links to other platforms. These frequently used features have indeed supported English teaching and learning practices. Students felt comfortable, surprised, and engaged even though there are some obstacles they have experienced.

Keywords: *Canvas, LMS, English Teaching and Learning*

INTRODUCTION

Today, the educational paradigm has changed from passive to active learning where learners are actively engaged in teaching and learning process. The internet as a platform of information and communication, is trusted to be able to facilitate active and interactive teaching and learning process. The use of Learning Management System (LMS) is for instance. Azizah (2018) defines LMS as a website-based integrative learning management system. LMS is appropriate for teaching and learning process. By using LMS, the process of teaching and learning no longer depends on offline class (face-to-face). It also can be done outside of the classroom.

Intertwining technology to support language teaching and learning has massively risen in popularity, particularly since this Covid-19 outbreak. This global pandemic urges all educational practitioners on shifting their mode. Consequently, both students and teachers are in need of adjusting to technology use. Technology-enhanced learning (TEL) intends to design, develop and describe the application of information and communication technology (ICT) in teaching and learning process differently. Other researchers identify that TEL is the stuff and infrastructure used in education. In this era, teaching and learning focuses more on using ICT to make the process easier and attractive to students and teachers. What notably needed in technology integration is the wisdom to optimise some particular technology tools that suit predetermined teaching and learning activities.

Teachers can use particular technology tools to facilitate teaching and learning process. According to UNESCO (2013) cited in Nuraeni and Nurmalia (2020), mobile devices come up with applications to help people with their lives, and it happens to change the way people learn as well as it changes their lives. People can use mobile devices to access educational resources, connect with others, or create content, both inside and outside the classrooms. One of the digital media that can be utilised is Canvas mobile version to enhance teaching and learning.

The Canvas by Instructure app is the mobile version of Canvas LMS that helps students and teachers stay updated with courses anywhere. Canvas empowers vocational education and training (VET) organisations to enhance learning outcomes, boost business efficiency and meet compliance requirements. Canvas offers modern learning tools that support instructor innovation, student engagement, and widespread connection and collaboration. Canvas is far more than a high-end educational software. It is a platform for student success with some easy-to-use LMS features. Canvas helps user create an online learning environment to scale students' achievement equitably and enact learning initiatives at every level. Supported by Azizah (2018) that states that in planning the learning environment, there are three factors that must be considered, namely the conditions of learning, learning methods and learning outcomes.

There are some previous researches related to this research. One of them is from Eliana Nur Azizah (2018), with the study entitled "Using Learning Management System "Edmodo" for Sociolinguistic Learning: A Case Study at English Education". The research examines the use of Edmodo media in the sociolinguistic learning process in English Language Education. The results shows that Edmodo can provide conveniences in the learning process as in the case of assignments or quizzes from lecturers. The students also felt comfortable with the media because it was easy to use during the learning process. Edmodo is designed to help the school curriculum since the internet has become an inevitable element in the learning process that facilitates educators to develop and enhance the skills of students (Ghofur, 2018).

This present research is different from the previous research in any ways, such as the data gathered, the scope, and technology used. The research previously conducted only discusses about how to use Edmodo. However, in this research, we deepen the discussion into the implementation of Canvas to enhance teaching and learning in English classroom including the lesson plan and learning activities. Canvas is the latest application that have many features that can help teaching and learning process. The respondents are the university students who are studying in the English department and we chose a class to observe for this research.

THEORETICAL FRAMEWORKS

Affordance was originally proposed by Gibson (1979) and meant for the psychological study of perception (Xiangming & Song, 2018). The affordance theory has since gained broad popularity and was further theorized in other research areas, as Gibson's theory illustrated the relationship between agent and environment. According to Hutchby (2001) cited in Xiangming and Song (2018), affordance carried both the enabling and constraining factors for users to engage in. This can be assumed that the affordance theory focuses on examining the benefits and disadvantages of the technology. The current has fixed what technology could deliver and what this particular deliver has promoted and prevented users. The latter has shifted its attention to the device and the built-in functions and features. This theory is used as the ground theory of this research to gain the expected data.

According to Rahayu (2020), in synchronous learning, human interaction is accommodated thoroughly through the webcam. Therefore, synchronous learning is also known as online face-to-face method that enable human interaction in a real time classroom setting. Online synchronous learning is a live, planned, organized practice, and a learning-orientated interaction via a real-time live web conference app. The main difference between online learning and synchronous online learning is time and learning. Teachers and students use technology and apps as a means of delivering material to achieve study objectives in online synchronous learning activities. Teachers can use technology to make conferences or online meetings that allow human interaction in a real-time classroom environment.

Perception is a person's view of reality. As Kreitner and Kinicki (1992) cited in Pratiwi (2013) note that perception is a mental and cognitive system allowing people to perceive and understand reality. There are several factors that can affect a person's perception. Department of Education and Culture (1987) cited in Pratiwi (2013) divides factors that affect one's perception into two, consisting of internal factors coming from the students themselves, such as thought, feeling, willingness, sex, needs, motivation, and external factors coming from outside of students, such as educational background, experience, environment, culture, belief.

In teaching and learning activities, media is tools needed for delivering lesson. Muakhiroh (2020) stated that learning is expected to combine with method or media to make an active, effective, and interesting learning process. Internet is known in the field of education as a learning tool that supports the school curriculum system. It is intended to help the school curriculum because the internet is one of the learning media that will facilitate educators to develop and enhance the skills of students (Ghofur, 2018).

The Learning Management Systems (LMSs) is an online site that links lecturers and students in the network of higher educational institutions. LMS is one of the most valuable solutions in the online learning environments for both students and teachers. LMSs are the devices used to connect with students and to interact with teachers. An LMS lets teachers provide learning resources as well as maximize collaborative features such as discussion of the themes, shared files and forums (Adzharuddin, 2013). Azizah (2018) defines LMS as a website-based integrative learning management system. LMS has a variety of types that are still used today.

Canvas

The Canvas by Instructure app is the mobile version of Canvas that helps user stay updated with courses anywhere. User can access this app on the web or from play store (android users) or app store (iOS users). Students, teacher, or even parents can access Canvas through mobile phone or personal computer. Canvas is a learning tool that supports instructor innovation, student engagement, and widespread connection and collaboration. It is an application rarely used by many people especially in education because it is the latest learning application. Canvas has many features that fully support integrated learning and teaching management, such as dashboard, courses, calendar, announcements, syllabus, modules, discussion form, conference, collaboration application feature, and many more. The followings are Canvas features:

1. Dashboard

The Canvas dashboard gives every user a personalized view of the most recent, most important details of the course that makes it a lot easier to remain on assignment and focus on learning.

2. Courses

Course features can used by students to share, interact and explore ideas as part of a member. Its functionality allows members to share files, talk live or asynchronous, and collaborate on papers. This feature is used to learn stay updated with the most recent announcement of group classes, syllabuses, quizzes, grades, modules, discussions, conferences and collaborations with other networks.

3. Calendar

This feature is used for classes, groups, or personal activities or events, creating and representing any date-related data. The Calendar is both a programming tool and an information-sharing tool. It displays the teaching agenda so that the students can remember more easily the date of the subject and the assignment due.

4. Announcements

In the Announcements feature, you can see all the notifications in your course. Announcements are presented in reverse chronological order with the latest first appearing and the oldest announcements appearing at the bottom.

5. Syllabus

This feature enables users to share a course outline, class instructions, weekly reminders, and other important information. The Syllabus in Canvas makes it easy to tell students exactly what they will need during the course chronologically.

6. Modules

Modules allow instructors to arrange content to help monitor the course flow. Modules are used to arrange course material by weeks, units or another organizational structure. Modules basically create a one-way linear flow of what students can do in a course. Every module can contain files, discussions, assignments, quizzes and other learning materials. Module features may be added to the course from existing content or new content shells in the modules.

7. Discussions

This feature will help students think more deeply about the material through discussions. Discussions allow interactive contact between two or more people; users may take part in discussions with a whole class or community. Discussions can also be conducted within student groups.

8. Conferences

Conference is a feature of a canvas where users can conduct synchronous virtual meetings with all students and teachers in a course. Conference allows users to broadcast audio and video in real time, exchange presentations and communicate with other users.

9. Collaboration

Collaborative technology allows multiple users to work together on the same document at the same time. Collaborative documents are stored in real time ensuring that any change made by any of its users will be instantly available to all.

METHOD

In this research, researchers used qualitative approach to answer the questions. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014). The process of research involves emerging questions and procedures. The data are typically collected in the participants' setting. Moreover, the data analysis is inductively built from particulars. The data of this study were obtained through observation, document analysis and questionnaire. Based on Cowie (2009) cited in Pusparini (2013), observation is "the conscious noticing and detailed examination of participants' behaviour in a naturalistic setting" (p. 166). This observation used to gain the data about the implementation of Canvas to answer the first questions of the research in English classroom.

Sukmahidayanti (2015) defines document as a good text (word) source for a qualitative analysis. Document analysis is the instrument that we chose to get the information about lesson plan through Canvas in English classroom. Pratiwi (2013) assume that a questionnaire is an instrument in which respondents provide written response to questions or mark items that indicate their response. Researcher used open-ended question. Open-ended question is the question that the respondents can answer more freely, but they are still related to the topic. Questionnaire was conducted after mid-term test of classroom by using Google Form. The questions are about students' experience using Canvas application, the difficulties of using Canvas, and their perceptions about using Canvas in teaching learning process. Questionnaire is any written instrument that consists of a series of questions or statements to which respondents react to either by writing out their answer or by selecting from among existing answer (Brown, 2001). It used to answer the second question of this research about students' perception towards the use of Canvas to enhance teaching and learning.

FINDINGS AND DISCUSSION

Canvas in Teaching Learning

As the result of the observation, it is found that the lecturer, based on the learners' needs, has designed the use of Canvas as media in teaching learning process. Canvas is an application that provides benefits for teachers and students to share their knowledge. Teacher are also more flexible to create a group class and giving assignment to all students. The teacher who instructed in the group class manages the group as well. At the first meeting, the teacher explained about the Canvas application that will be used and helped the students to join the class. The students must get approval and code from the teacher to access the course. Only students who are member of the Canvas application can use this app. The process was quite short and some students had login problems due to unstable networks. This is a usual occurrence because Canvas is a high-bandwidth application.

The first day of observation, teachers used the Canvas module and discussion features. The teacher provided material explanations by adding a link that can be accessed directly inside Canvas and teacher interacted with students synchronously through the discussion features. Synchronous e-learning is a real-time web-conference learning network (Rahayu, 2020). This fully electronic education is a remote learning process that enables students and teachers to be online in real time. The students and teacher had a dialogue about the learning material and students could

ask about material if they do not understand. After that process, the teacher gave an assignment using the Canvas assignment feature that can be answered directly in that feature. The learning was running well and interactive between students and teacher. The teaching learning process occurred in accordance with the lesson plan that had been created by the teacher.

The second observation was employed to find out other Canvas features that can be used to help the teaching learning process be more attractive and meaningful. The teachers used conference feature in Canvas. The teacher can use technology for making conferences or meeting online to interact synchronously with students. Therefore, synchronous learning is also known as an online face-to-face method that enables human interaction in a real-time classroom setting. Students are notified by email to join the meeting. Teacher began the learning activity by asking students' condition and reviewing the material discussed in the previous week collaboration with another quiz application.

Researchers conducted the third observation as the last observation in this study to evaluate the learning outcomes. Students were given an assignment with a period of one week and then collected on the canvas assignment feature. This evaluation aimed at knowing the extent to which students understood the material provided by the teacher through Canvas that have been done several times before.

Questionnaire was used after the last observation to answer the second research question about students' perception of using Canvas application. Affordance was initially suggested for seeking the perceptions regarding the advantages and disadvantages of the technology (Xiangming & Song, 2018). Researchers share the Google form link to English classroom group. The result of students' perceptions about Canvas in general is interesting. They felt enjoy, surprised, and fun. In other hand, they found some obstacles when using Canvas.

The first participant said, "I feel enjoy with Canvas because so many features in Canvas which can help students easily do learning activities such as replying the questions, accessing the material, doing video conference, etc." Students can deliver their answer and do the discussion in the Canvas discussion feature. By having discussions, it allows students to think more thoroughly about the subject. Interactive interactions between two or more individuals are possible through discussions; users may engage in the conversations with an entire class or group. Conference is a Canvas feature where users can hold interactive sync meetings with all students and teachers. Conference enables users, in real time, to broadcast audio and video, to share presentations and to contact other users. Most of the students had good perception about Canvas because it is new LMS for them that helps students and teacher more effective in teaching and learning activities.

Besides, they have difficulties in using since Canvas is a high-bandwidth application so it needs a lot of mobile data especially for Conference feature. The other participants gave the review, "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." Canvas is an application that takes stable connection to access. Those difficulties normally occurred during the implementation of Canvas. This can be overcome by making good preparations before learning such as preparing the computer, data connection, communication and research about Canvas features. It relates to the theory from Department of Education and Culture (1987) cited in Pratiwi (2013) that classifies factors that influence person's perceptions into two kinds consisting of internal and external factors. The first students' perception is categorized as an internal factor because it shows students' feeling about using Canvas. Another student's perception is classified as an external factor since the participant explained about their experience in using canvas.

From the results above, it can be concluded that Canvas enhanced teaching and learning process in English classroom because it offers various features. It has feature for giving the material, creating the discussion media, assigning learning assignment, communicating in online meeting and collaborating with other platform to support the management of teaching and learning process. Students felt enjoy, surprised, and fun although there are some obstacles that they have experienced.

CONCLUSION

This present study aims at finding out the implementation of Canvas to enhance teaching and learning in English classroom and the students' perceptions towards the use of Canvas. Researchers used qualitative approach to answer the questions. The researchers conducted observation to answer the first research question about the implementation of Canvas to enhance teaching and learning process. Then, document analysis was also employed to get the information about lesson plan through Canvas in English classroom. Questionnaire was lastly spread to the participants to gain more data. Canvas enhanced teaching and learning process in English classroom because it offers various features. It has feature for giving the material, creating the discussion media, assigning learning assignment, communicating in online meeting and collaborating with other platform to support the management of teaching and learning process. Students feel engaged, enjoy, surprised, and fun since this is their new experience in using Canvas. However, some obstacles the students faced are inevitable.

The result of this study suggests teachers from all level to use Canvas to support teaching and learning process. Canvas is suitable to support teaching from different subjects to obtain more various results. We suggested other researchers to explore Canvas features deeper.

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