

# **The Application 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**

Date of Submission: 18-07-2022

Date of Acceptance: 02-08-2022

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## **I. INTRODUCTION**

Today's educational paradigm has shifted from passive to active learning, in which students actively participate in the teaching and learning process. The internet, as an information and communication platform, is believed to be capable of facilitating active and participatory teaching and learning. For example, consider the usage of a Learning Management System (LMS). Azizah (2018) describes a learning management system (LMS) as a website-based integrated learning management system. LMS is suitable for the teaching and learning process. The process of teaching and learning is no longer reliant on offline classes while utilizing LMS (face-to-face). It is also possible to conduct it outside of the classroom.

Using technology to help language education and learning has grown in prominence, especially following the Covid-19 epidemic. This worldwide epidemic compels all educational practitioners to change their approach. As a result, both students and instructors must acclimatize to the usage of technology. TEL seeks to create, develop, and characterize the use of information and communication technology (ICT) in the teaching and learning processes in novel ways. TEL, according to some experts, is the material and infrastructure employed in education. In this day and age, teaching and learning are increasingly focused on leveraging ICT to make the process simpler and more appealing to students and instructors. What is particularly required in technology integration is the ability to optimize certain technology tools that fit preset teaching and learning activities.

Teachers may employ certain technological tools to aid in the teaching and learning process. According to UNESCO (2013), as stated in Nuraeni and Nurmalia (2020), mobile devices provide apps to assist people with their daily lives, and this transforms the way people study as well as their lives. Mobile devices may be used to access educational materials, communicate with others, and produce content both within and outside of the classroom. Canvas mobile version is one of the digital media that may be used to improve teaching and learning.

Canvas by Instructure is the mobile version of the Canvas learning management system (LMS), which enables instructors and students to stay current on course information from any location. Canvas makes it possible for companies that provide vocational education and training (VET) to enhance the learning outcomes of their students, boost the efficiency of their businesses, and comply with regulatory obligations. Canvas is a cutting-edge learning platform that delivers cutting-edge learning technologies that enhance creative teaching, student involvement, wide connection, and collaborative working. Canvas is much more than simply an advanced piece of software for educational purposes. It is mostly a student success platform, however it also

include some basic LMS functionality. Users of Canvas are given the ability to create an online learning environment, which helps to level the playing field for students' achievements and facilitates the implementation of learning initiatives at all levels. Learning Circumstances, Learning Techniques, and Learning Outcomes are the Three Factors That Need to Be Addressed When Building the Learning Environment According to Azizah (2018), there are three variables that need to be addressed when creating the learning environment.

There have been previous research that are relevant to the current investigation, which are listed below. In her work titled "Using Learning Management System "Edmodo" for Sociolinguistic Learning: A Case Study in English Education," Eliana Nur Azizah (2018) presented the results of a case study that she did using Edmodo. The purpose of this research is to investigate the ways in which Edmodo media is incorporated into the sociolinguistic learning process within English Language Education. The results indicate that Edmodo may facilitate the learning process by offering conveniences for instructors and students alike, such as the ability to post assignments and take assessments online. Because it was easy for them to use throughout the learning process, the children had no trouble becoming familiar with the various forms of media. Edmodo was developed to aid teachers in fostering the growth and improvement of their students' skills in light of the fact that the internet has become an integral part of the educational process (Ghofur, 2018).

This present study is distinct from previous research in a number of ways, including the data collected, the scope of the investigation, and the methodology that was used. The main purpose of the research that was done earlier was to explain how to use Edmodo. Nevertheless, the purpose of this investigation is to delve further into the use of Canvas to enhance teaching and learning in English classrooms, including the development of lesson plans and the execution of learning activities. Canvas is the most current application to provide a variety of features that have the potential to make the process of teaching and learning more effective. We chose a class to observe for the sake of this research, and the participants are college students majoring in English at the institution.

## **II. THEORETICAL FRAMEWORKS**

Gibson (1979) first proposed affordability as a tool for the psychological investigation of perception (Xiangming & Song, 2018). Gibson's theory demonstrated the connection between agent and environment, which led to the broad acceptance of the affordance theory and its further theorization in other research fields. Hutchby (2001), who was quoted by Xiangming and Song (2018), asserts that affordance carries both enabling and restricting variables for users to participate in. On the basis of this, it may be inferred that the affordance theory concentrates on analyzing the advantages and downsides of the technology. What technology could now give is fixed, and what it has been able to deliver in this specific case has promoted and prohibited users. The latter has turned its focus to the gadget's features and built-in capabilities. This study uses this idea as its guiding principle in order to collect the anticipated data.

In synchronous learning, Rahayu (2020) claims that the camera fully supports human contact. Synchronous learning is sometimes known as online face-to-face learning since it allows for real-time classroom interaction amongst students. A real-time live web conferencing software is used for online synchronous learning, which is a live, scheduled, structured practice and learning-oriented interaction. Time and learning are the major distinctions between synchronous and asynchronous online learning. When participating in online synchronous learning activities, teachers and students impart content to pupils via technology and applications. In order to facilitate human connection in a live classroom setting, teachers might employ technology to host conferences or online meetings.

One's perception is how they interpret 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. A person's perception can be influenced by a variety of things. The Department of Education and Culture (1987), cited in Pratiwi (2013), divides factors that influence perception into two categories: internal and external. The internal factors come from students themselves and include things like thought, feeling, willingness, sex, needs, motivation, and educational background, experience, environment, culture, and belief.

Media is a tool that is necessary for delivering lessons during teaching and learning activities. According to Muakhiroh (2020), learning is anticipated to combine with a technique or medium to create an engaging, productive, and exciting learning experience. In the sphere of education, the internet is renowned as a tool for learning that complements the formal education system. The internet is one of the learning mediums that will make it easier for educators to build and improve students' abilities, therefore it is designed to support the curriculum in schools (Ghofur, 2018).

In a network of higher education institutions, professors and students are connected through a website called a learning management system (LMS). One of the most useful tools in online learning settings for both students and professors is the LMS. The tools for communicating with students and interacting with teachers are LMSs. The use of an LMS by educators enables them to optimize collaboration capabilities including forums,

shared files, and theme-based debate (Adzharuddin, 2013). A website-based, integrated learning management system is what Azizah (2018) refers to as an LMS. LMS comes in several different varieties that are still in use today.

### **Canvas**

The mobile version of Canvas, Canvas by Instructure, allows users to keep current on courses from any location. An individual may access this software through the web, the Play Store for Android users, or the App Store (iOS users). Canvas is accessible on a computer, a mobile device, or even by parents, teachers, and students. With the use of the learning platform Canvas, instructors may be more creative while fostering student involvement, extensive communication, and teamwork. Due to the fact that it is the most recent learning application, it is a seldom utilized software, particularly in education. Incorporated learning and teaching management is completely supported by a number of elements in Canvas, including the dashboard, courses, calendar, announcements, syllabus, modules, discussion form, conferences, collaboration application feature, and many more. The followings are Canvas features:

#### **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 papers because to its capability. With the use of this feature, students may keep informed about the most current announcements about 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. It shows the lesson plan so that the students may more readily recall when a topic is being covered and when an assignment is due.

#### **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 function. 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 discussions 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. The real-time storage of collaborative documents guarantees that any update made by any of its users will be immediately visible to all.

### **III. METHOD**

The questions in this study were answered by the researchers using a qualitative technique. An strategy for investigating and comprehending the meaning people or groups assign to a social or human situation is 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 "the intentional observing and careful evaluation of individuals' behavior in a realistic situation," according to Cowie (2009), referenced in Pusparini (2013). (p. 166). 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 excellent text (word) sources for qualitative analysis, according to 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 response. 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 Form. The questions include students' experiences with the Canvas program, its challenges, and their opinions on its value in the teaching and learning process. Any written document with a series of questions or statements that respondents reply to by either writing down their response or choosing from a list of already answers is referred to as a questionnaire (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.

#### **IV. FINDINGS AND DISCUSSION**

##### **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. An 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 network of real-time web conferences for learning is called synchronous e-learning (Rahayu, 2020). With this entirely electronic education, both students and instructors may study remotely and in real time online. The learning content was discussed between the students and the instructor, and the

If they do not comprehend the content, 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 were 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 up in order to get opinions on the benefits and drawbacks of the technology (Xiangming & Song, 2018). Researchers provide the English classroom group the Google form link. It's fascinating to see how students feel generally about Canvas. They enjoyed, were astonished, and had fun. On the other hand, they had some difficulties with Canvas.

The first participant commented, "I appreciate using Canvas since it has so many features that make it simple for students to complete learning tasks like answering questions, accessing the content, participating in video conferences, etc." Students may participate in the debate via the Canvas discussion tool while delivering their response. 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. "Sometimes there were some issues such as difficult to access, terrible network, and if I want to access Canvas on the web, you have to log in using the URL supplied by the lecturer," said the other participants while reviewing the course. 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.

## V. 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 of 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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Tran Thi Thuy Loan. “The Application of Canvas to Enhance English Teaching and Learning.”  
*IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 27(08), 2022, pp. 06-11.