



## The implication of Canvas to enhance English language teaching and learning: A case study conducted at the Nawaloka College of Higher Studies

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### ABSTRACT

*Technology has had a significant impact on education over the past few decades leading to a transition from paper-based learning towards digital tools. In response, learning management systems were integrated to assist classroom management. However, the perceptions of its users are crucial in determining the success of technology integration. Given that, the study aims to investigate the implication of the Canvas application to enhance English language teaching and learning at Nawaloka College of Higher Studies, Sri Lanka focusing on its user perceptions. Using the qualitative research approach, a questionnaire consisting of both close-ended and open-ended questions was distributed among a sample of 100 students from Engineering and Business backgrounds following the Academic and Communication Skills A module and 6 experienced English teachers. Accordingly, thematic analysis exercised on the data indicated the ease of use, increased motivation and accessibility as contributing to the user's positive attitude when using the application. Thus, with the identification of benefits achieved through Canvas which outweigh the difficulties such as poor network and lack of knowledge in technology; the study recommends the necessity for higher studies institutes to integrate the same for an enhanced English language teaching and learning experience in tertiary education.*

## 1. Introduction

Education today is highly influenced by technology resulting in the transfer from paper-based learning to digital tools. Similarly, the role of the students has shifted to active from passive through the integration of the Internet into the teaching and learning process. DeNeui and Dodge (2006) confirm the development in the field of education as “it changed the teaching and learning process by incorporating new technologies into the way teachers teach and learners learn”, stressing the awareness of language teachers in recognizing how the advancement of technology affects classroom learning and the significance of using media to enhance learning for both parties involved in the process. Additionally, Abdullah (2012, as cited in Yana, 2018) refers to this generation as the “alpha generation” and describes their use of digital technology as one of their defining lifestyle characteristics. As a result, in the present age of digital education, teachers do not hold a single position in the transmission of knowledge.

### 1.1 Learning Management System (LMS) in the ESL classroom

Digitalization has dominated the education system for greater reasons and increased the effectiveness of teaching and learning. Evidently, the use of electronic education (e-learning) and Learning Management Systems (LMS) helps many educators achieve their goals (Cápay & Tomanová, 2010, as cited in Aliyu & Abdullahi, 2022), enabling the students to receive a novel experience by accessing the learning platform with minimum limitations. Fatimah and Santiana (2017, p.126) report that technology provides learners with the opportunity to have “new authentic and meaningful learning experiences” without time and place limitations. In addition, Campbell et al. (2004) confirm the benefits achieved through online learning as it “forces the use of the internet to access learning materials; interact with the content, instructor, and other learners; and

obtain support during the learning process, to acquire knowledge, construct personal meaning, and grow from the learning experience” (p.9). Nevertheless, to effectively incorporate technology in the classroom, teachers must also possess the necessary knowledge of the course material, pedagogical principles, and most importantly the technology (Ertmer & Ottenbreit-Leftwich, 2010).

The integration of a Learning Management System (LMS) is clearly the answer to how teachers can manage an online or blended classroom environment. As Muakhiroh (2020, as cited in Loan & Phuong, 2022) states, a medium or a technique is expected to be combined with learning to produce an interesting, effective and fun experience. LMS is therefore a broad term describing the various systems that enable managers, professors and students to interact in a virtual setting while receiving online education services (Aldiab et al., 2019). Accordingly, Asiri et al. (2012) confirm, that the utilization of LMS is beneficial in handling student interaction, material delivery, evaluation and classroom activities.

The technology-based learning environment further encourages the development of students’ autonomy by motivating them to access and explore independently through the recommended platform. In a study conducted at a Sri Lankan state university on the user behaviour associated with the LMS by Rashida et al. (2018), the participants’ attitudes towards the e-learning activities had been positive and motivated since they considered it to simplify their learning process. Moreover, LMS not only confines assisting in virtual communication between students and teachers but also improves the effectiveness of the educational process by providing several features that enhance teaching and learning (Fathema, Shannon & Roos, 2015).

Provided that, many researchers have confirmed the benefits achieved through the

incorporation of technology into teaching different language skills which creates space for unlimited interactions between the parties involved in delivering and receiving the knowledge. As far as writing skills are concerned, Romiszowsk and Mason (2004) note the possibility of achieving all student submissions or writings in a more accessible and organized manner which requires less effort for the teacher and the student to keep track of their marks, feedback and improvements through the integration of Computer-Mediated Communication (CMC) tools. Furthermore, Albalawi (2022) concludes his study highlighting motivation and passion as important contributors to developing writing skills, the provision of the former as a result of using the LMS has led to the improvement of students' writing skills. Nevertheless, Basal (2016) has an opposing view on the use of LMS to facilitate English language teaching as he identifies, the presence of field-specific features in the LMS to be a significant determiner of the success in language acquisition. For instance, he recognizes LMS to be equipped with pronunciation tools, feedback tools, authoring tools, active content tools, voice recognition tools, dictionary tools and corpus tools and plagiarism checker tools as important when using it to teach the English language in any of the two approaches; distance or blended. The above statements thus validate the benefits the users experience through the integration of LMS in the language classroom and justify the selection of Canvas which possess most of the recommended features.

## 1.2 Canvas Learning Management System

Canvas is a free cloud-based Learning Management system that allows teachers and students to access content online and interact with each other while enrolled in a course. To elaborate further, it enables easy access to grades, assignments, discussions, course calendars, messaging analytics, instructional applications, reports, videos, lecture groups, assignments involving peer reviews, and

more. Canvas is thus considered the most rapidly expanding LMSs in the world.

At present, Canvas as an e-learning tool has been extended to a mobile version, providing students with the possibility to easily access learning resources that enable them to work with classmates, use them from any location, and even take online tests. (Garcia et al., 2020). Following are the key features of Canvas that are beneficial in the teaching and learning process (Canvas, 2020):

- ***Dashboard***  
Each user gets a personalized view of the enrolled and important course content which makes it easier to concentrate on teaching or learning.
- ***Announcements***  
The instructors could inform the students about the course subjects through the instructor announcement summary provided by Canvas. It provides participants with information about upcoming coursework, distributes essential materials, or serves as a platform to recognize students' accomplishments (Canvas, 2020).
- ***Calendar***  
Any date-related information for courses, organizations, or individual activities or events can be created and displayed using this function. The calendar can be used for both planning and information exchange. The lesson plan is displayed so that the students will remember when a topic is presented, and the due date is set for an assignment.
- ***Syllabus***  
The syllabus in the Canvas provides the unit outline enabling the students to get a clear idea of what the course will cover each week, including course objectives, contact details of lecturers and hours, and teacher and student activities.
- ***Modules***  
Conveners may divide the material into modules to better manage the course flow. Modules can be used to organize

course content according to weeks, units, or any other organizational structure. In addition, each module might contain documents, dialogues, video links, quizzes, and other teaching materials. Most importantly content that is already published or newly created content can be added to the course using shells.

- **Discussions**

This tool will motivate students to think more deeply about the material by encouraging conversations. Through discussions, two or more people can interact in real-time. Users can take part in discussions with a whole class or group.

- **Assignment**

The Assignments Index page allows teachers to search for assignments, make assignment groups, add new assignments, and examine a list of all assignments. In addition, the instructors may allocate different sections and deadlines for students enrolled in the course.

- **Grading**

The grade book on Canvas enables the instructors to grade quizzes, mid and final tests along with feedback. This feature allows for monitoring students' progress throughout the semester, where all calculations are automated and shown as a percentage.

### 1.2.1 Implementation of Canvas LMS

The transition from the traditional classroom to e-learning which incorporates a Learning Management System represents a significant improvement in education yet comes with a number of requirements to be fulfilled for its successful integration.

The availability of technology alone would not be sufficient but also the user's competence is vital (Pajo & Wallace, 2001) when implementing Canvas LMS to enhance language teaching and learning. Furthermore, while Wenger (2019)

emphasizes the need to consider the user perspective towards the recommended LMS and to offer them the proper training programs, resources, and assistance; Rhode et al. (2017) highlight the significance of encouraging and training the faculty members in "online self-paced courses and face-to-face workshops" (p.81). This would result in increasing the understanding and familiarity of both the students and teachers with sufficient learning opportunities in LMS that leads to its smooth integration into the education system.

Many researchers agree and conclude through their findings that, integration of Canvas LMS in a Technology-enhanced language classroom strengthens higher education due to its many capabilities not only in teaching and learning but also in the administration of the process. Moreover, research findings comment on the positive attitude and increased motivation of students being first-time users of Canvas, confirming it as immensely supporting in English teaching and learning practices (Loan & Phuong, 2022; Pujasari & Ruslan, 2021; Maher & Nuseir, 2021). Nevertheless, as opposed to the positive experiences of Canvas, Rahmah (2021, p.50) reports in her study that, "the students were not satisfied with the use of Canvas Instructure in learning English Language Assessment (ELA)". The reason for this dissatisfaction is identified as the features of Canvas being too complicated to understand. Therefore, suggesting the need to provide the students with adequate knowledge and training to avoid the difficulties encountered through the platform while ensuring a better learning environment; regardless of whether online or blended.

After careful examination of the existing literature related to Canvas as a Learning Management System, it becomes evident that a limited number of studies have examined the perceptions associated with the application for teaching and learning English in tertiary-level education. Hence, the present

study investigated the relationship between user perception and technology-integrated teaching and learning of the Academic and Communication Skills A module.

### 1.3 Research Question

The following research question is investigated in the current study.

What are the perceptions of teachers and learners towards the integration of Canvas LMS to enhance the Academic and Communication Skills A module?

## 2. Materials and Methods

### 2.1 Research design

In the current study, which aims to answer the aforementioned research question, a qualitative approach was selected as the most suitable considering it provides a broader understanding of the question under investigation (Dawadi, Shrestha & Giri, 2021, p.27).

### 2.2 Participants of the study

The participants of the study comprised both teachers and students in an attempt to understand the different perspectives towards the use of Canvas LMS. Hence, sample group 1 consisted of 100 students following Foundation Engineering and Foundation Business at Nawaloka College of Higher Studies (NCHS) in Sri Lanka.

The undergraduate students enrolled in the course EDU00010-Academic and Communication Skills A for semester III of the academic year 2022 were kept in their natural groups as 4 groups of 25 students each, for the convenience of data collection. It is noteworthy that, a higher number of students are enrolled in the course Foundation Engineering, leaving only one group of Foundation Business students.

The sample population which consisted of both female and male students of the age

groups 17 to 21, completing their Ordinary and Advanced level examinations respectively were considered the most suitable for the study due to the qualities they possess through the purposive or judgmental sampling technique.

Nikolopoulou (2022) defines it as a method that “relies on the researcher’s judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study’s objectives”. Accordingly, being first-time users of Canvas LMS to learn English, their experiences, and perceptions towards the same can be evaluated to better understand whether the LMS contributes to providing a positive experience in the language classroom.

Furthermore, covering the teacher perspective related to the use of Canvas LMS to enhance the English language, sample group 2, employing the purposive sampling method, selected the available 6 English lecturers who are experienced in teaching the above course in physical, online, and blended classroom settings.

The teacher sample group included one permanent lecturer and 5 visiting lecturers from both the Colombo and Kandy branches of NCHS so that the data and analysis be robust.

While recognizing the importance of ethical conduct governing research before its commencement written consent was taken from the Dean of Studies at NCHS to conduct the study for one semester.

Further, all the participants including lecturers and students were informed of the purpose and procedures employed in the study through the ‘Informed consent form’, where “the participants must provide explicit, active, signed consent to taking part with the research, including understanding their rights to access to their information and the right to withdraw at any point” (Fleming & Zegwaard, 2018, p.210).

## 2.3 Instrument of data collection

Following a qualitative research approach, data for the study were obtained through the distribution of a questionnaire. Brown (2001) defines it as a “written instrument that consists of a series of questions or statements to which respondents react either by writing out their answer or by selecting from among existing answers”. In addition, to make the process of data collection convenient to both the researcher and the respondents, three separate Google forms were created of which the links were shared with the students and teachers during class hours. Vasantha and Harinarayana (2016) justify that the use of Google forms makes it simple to construct survey forms, get replies, and perform preliminary data analysis quickly and for no cost.

The questionnaire which focused on addressing the research question related to the perceptions of the sample groups towards the integration of Canvas LMS; consisted of four main sections, including both close-ended and open-ended question types. Thus, the questionnaire started with section A covering 6 demographic information to understand the background of the respondents. Section B continued with 3 close-ended questions covering topics concerned with the user’s understanding of Canvas. Section C was divided into two parts assessing the responses through a five-point Likert scale. While part 1 of section C identifies 11 major activities in Canvas that are common to teachers and learners to rate the ease of use associated with them ranging from very easy, somewhat easy, neutral, somewhat difficult, and very difficult; part 2 is concerned with 4 main support options available in Canvas. Section D, as the final, comprised 4 open-ended questions, as they let participants speak more freely while still being pertinent to the topic (Pratiwi, 2013); exploring the participants’ experience with the Canvas LMS, its difficulties, and their perceptions of its usefulness in the teaching and learning process.

## 2.4 Data collection and analysis

The data for the study were collected for one semester which continued for three months. Given that the study focuses on both the learner and teacher perceptions in using the Canvas LMS, the designed Google forms were distributed among the two sample groups at different stages. Accordingly, the students were provided with the questionnaire during week two and week 12 of the semester to compare their experiences with the platform to enhance English language learning as freshers and experienced users. Further, to ensure the validity and reliability of the data, the students were given 15 minutes at the end of the lectures to respond to the questionnaire. However, the teacher responses to the same questionnaire were collected only once during the second week of the semester by considering them as being experienced in using the LMS to teach the course over some time.

When analyzing the collected data, gathered from the questionnaire concerning the perceptions of the sample groups towards the LMS employed thematic analysis by following the 6 stages suggested by Braun and Clarke (2006, as cited in Pujasari & Ruslan, 2021); “(1) familiarizing the data, (2) generating initial code, (3) searching for the themes, (4) reviewing themes, (5) defining and naming the themes and (6) producing the report” (pp.49-50) of which the results will be discussed in Chapter 4.

## 3. Results and Discussion

### 3.1 Qualitative data

The study evaluated the user experience related to Canvas employing thematic analysis covering the topics of difficulties encountered when using Canvas, the most effective feature contributing to enhanced learning or teaching and the users’ reason for recommending or not recommending LMS for classroom management.

### 3.1.1 Difficulties encountered

The first question focused on identifying the difficulties teachers and students encountered when accessing Canvas LMS in the classroom. The students' survey 1 findings, which were collected during the second week of the semester, reported various responses. While many responded to the question positively confirming their satisfaction with using the technology is proven through the following comments.

- Participant 17: “None”
- Participant 20: “There are no difficulties”
- Participant 40: “No difficulties but learning how to use it is better”
- Participant 42: “I did not have any. It was easy to use”
- Participant 45: “Satisfied”
- Others have stated a few areas in which they found difficulties in using the Canvas LMS, leading to developing a negative attitude towards the same. The below-stated comments become evidence to understand the reasons behind feeling differently.
- Participant 3: “I was unable to resume quizzes”
- Participant 24: “Sometimes it is hard to find the weekly modules”
- Participant 29: “Not being able to connect to the collaborate ultra”
- Participant 32: “Difficult to log in to Canvas”
- Participant 63: “It was difficult to differentiate between the completed and incomplete assignments”
- Participant 80: “It is not quite clear how to use it because of the complexity”
- Participant 83: “I could not find the teacher’s comments”
- Provided that, the difficulty in accessing some of the features in Canvas such as modules, collaborate ultra, assignments and feedback can be

listed as some of the common reasons for the dissatisfaction.

- When comparing the comments received for the same question in student survey 2 collected during week 12, a significant improvement in the way users perceive the Canvas LMS becomes evident. The researcher, therefore, highlights the noteworthy comments below.
- Participant 32: “Canvas is hard to from the start but afterwards it is a user friendly with a few minor connection issues”
- Participant 36: “First days I did not understand the system. But now it is ok”
- Participant 57: “Initially I had trouble in uploading assignments and accessing material but I quickly learnt and got used to it”
- However, few students still reported experiencing technical issues related to accessing Canvas in the classroom leading to continuous dissatisfaction as evidenced by the given comments.
- Participant 11: “Apple and android phone has different structures for Canvas. I like to have the same structure for both”
- Participant 13: “Connection problems”

Considering the above comments it can be noticed that, over time the majority of the student users have developed a positive attitude towards using Canvas by overcoming the difficulties they encountered at the very beginning of the semester. Nevertheless, the strength of the internet connection can be noted as a drawback.

The pie chart illustrates the responses of the students for survey 2 in identifying whether they still encounter the difficulties stated in survey 1. The options were given as yes, if they continue to experience the same or no, if they do not. The results show that 66% of the entire population have responded to the question with a ‘no’, while only a small

percentage of 34 students continued to experience these difficulties. Thus, by further confirming the development of positive attitude among the students by the end of the semester when accessing Canvas for language learning; become evident through the feedback of the majority.

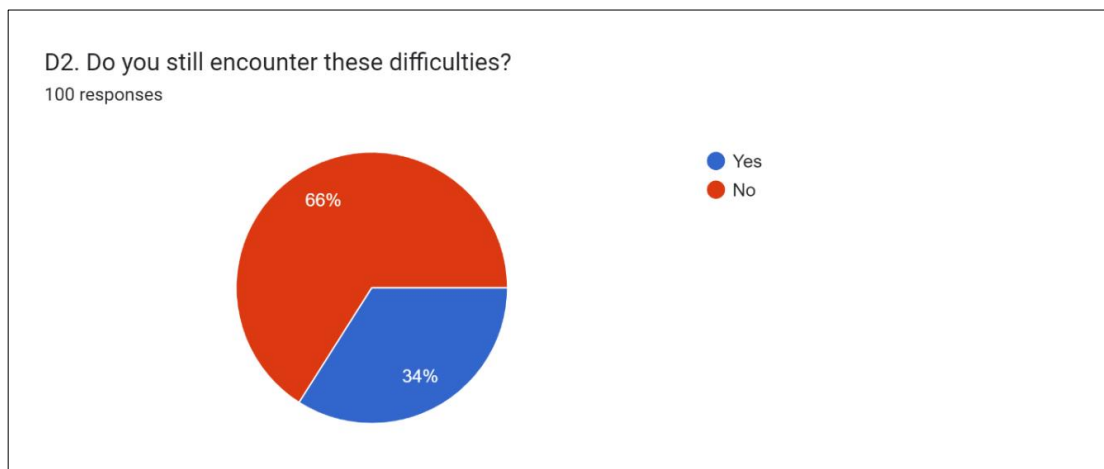
Moreover, the teacher’s comments to the same question have shed light on different features of Canvas and their perceptions of using them as experienced users of the platform. The following can be listed as the crucial comments that the teachers have recorded.

Participant 3: “Getting used to it and learning how to manage it”

Participant 2: “Giving detailed feedback”

In line with participant 2, Participant 5 added: “Sometimes the comments and marks are not properly saved. At times it is not easy to annotate on the answer sheet”

Thus, poor internet connection can be identified as a common difficulty that both teachers and students experience as one of the concerns in the technology-integrated language classroom.



**Figure 01.** Difficulties in using Canvas (SS 2)

### 3.1.2 Effective features

The second question under the user experience evaluated the most effective features that the students and teachers use to enhance their learning and teaching respectively. The responses to the same helped the researcher in understanding what specific feature of the Canvas LMS keeps the users motivated in continuing to utilize it by receiving a better experience in the classroom. The common responses gathered from the students’ survey 1 are listed as follows.

- Participant 9: “Giving easy access to course modules”
- Participant 20: “Canvas enables users to upload, embed or record audio or video wherever the Rich Content Editor appears”
- Participant 21: “Having access to Swinburne e-Library”
- Participant 36: “Collaborate Ultra”
- Participant 42: “Easy to connect with instructors”
- Participant 48: “Assignment submission. Because it is very easy to submit assignments”



- Participant 58: "Calendar and to-do list"
- Participant 65: "To organize study material better"
- Participant 73: "It is very easy to manage our time and well-organized platform"
- While the majority of the student participants confirm one of the above reasons for Canvas to be an effective platform by providing them with a better learning experience. Very few had refrained from stating any feature that interests them and leaves one of the following responses.
  - Participant 8: "No idea"
  - Participant 93: "None"
- In contrast to the responses received for Student survey 1, by week 12, none of the students have failed in identifying the most effective feature for them when using Canvas. Hence, apart from commenting on the "proper composition of prescribed study material" as confirmed by participant 67, many while agreeing to the same, added the following responses which can be identified as a significant improvement in understanding the features of the LMS and the incorporation of the features to enhance English language learning.
  - Participant 7: "Viewing grades and assignments"
  - Participant 20: "Checking plagiarism"
  - Participant 32: "Guided videos on how to use Canvas"
  - Participant 48: "Discussions"
  - Participant 59: "Spot quizzes"
  - Participant 98: "Innovation"
- The teacher responses, however, are completely inclined towards the benefits of using Canvas and the following responses can be highlighted to view their opinion on the components that they find beneficial to enhance teaching.
  - Participants 3 and 4 agree on "Discussion forums" are the most effective feature.
  - Participant 1 said: "Having an embedded marking rubric for all the assignments" was the most effective feature.
  - Participant 6 added: "Almost everything", confirming the positive attitude of teachers towards technology-integrated language classrooms using Canvas and its benefit in improving their role to manage a stress-free learning environment.

### 3.1.3 Reflective comments on user experience

The final question of the section inquired whether the users would recommend using the Canvas LMS for any classroom setting including both online and hybrid according to their experience. Provided that, both the students and teachers responded positively to the question; the received comments can be analysed under three major themes. However, it is important to note that, few students have decided otherwise of which the reasons are evaluated at the end.

Figures 2 and 3 depict the responses received to the question, whether the students would recommend the use of Canvas LMS when learning Academic and Communication Skills A in an online or hybrid setting. The differences in responses become evident when comparing student survey 1 with 2. The option yes, I would recommend and no, I would not recommend were given with the objective of getting the participants to evaluate the advantages and disadvantages of the technology integrated language classroom. Accordingly, in student survey 1 with agreement of a majority, 57 students have stated that they recommend the LMS to be used in the future; while the remaining 43% had an opposing view, resulted due to the difficulties faced. Nevertheless, in student survey 2 as indicated by figure 4, the number

of students who had a negative attitude towards Canvas integration in the language classroom has significantly dropped from 43 to 25, leaving three fourth of the class which is 75 students of the entire population to be

in agreement with recommending the platform.

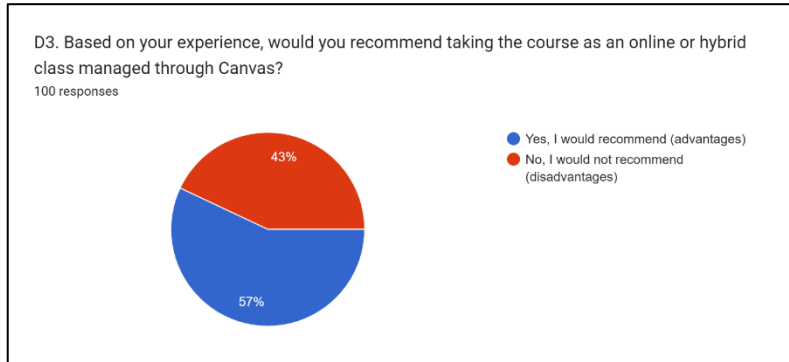


Figure 2: Recommendation for Canvas LMS (SS 1)

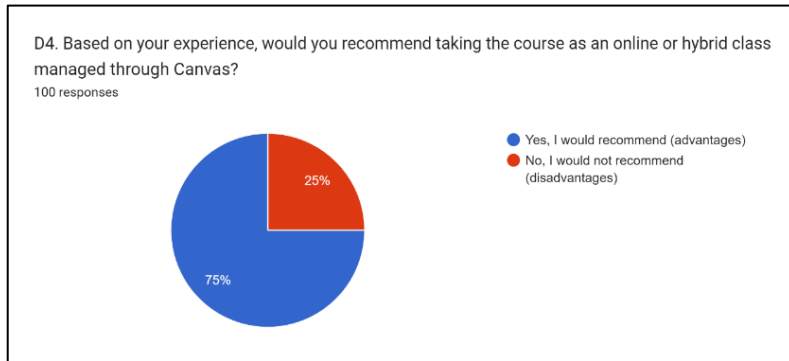


Figure 3: Recommendation for the Canvas LMS (SS 2)

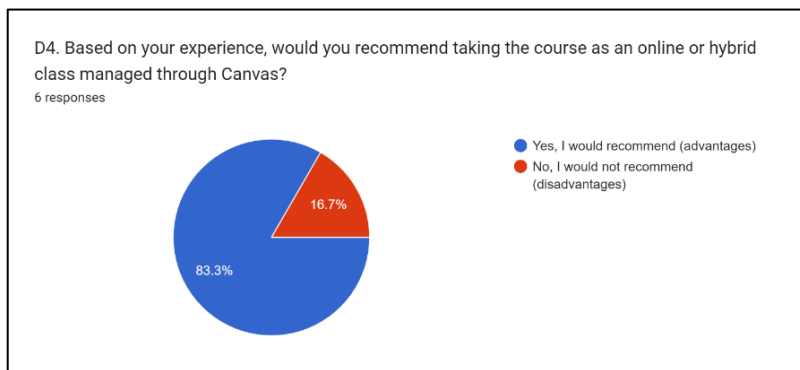


Figure 4: Recommendation for the Canvas LMS (TS)

Figure 4 represents the teacher survey responses as experienced users of Canvas and their perception associated with recommending the Canvas LMS for future use in the language classroom. It is conspicuous through the findings that, the majority of English lecturers indicated their preference with a percentage of 83.3 recommending the platform while a small fraction of 16.7% disagrees with the same.

Provided that, following themes were identified to be the reasons for the development of positive attitude over the time among students and teachers while recognizing the many advantages of Canvas integration to the language classroom.

### **3.1.3.1 Ease of Use**

#### **3.1.3.1.1 User-friendly**

- Most of the student participants perceived Canvas to be a user-friendly platform both in student surveys 1 and 2. As participant 4 reported:
- “It is quite easy to handle and I don’t think many people find it hard to access the classes”
- On a similar theme, participants stated the following.
- Participant 6: “The system is very convenient”
- Moreover, Participant 22 commented: “Because when you get used to the canvas it becomes very handy”
- From the above statements, the users’ agreement with the simple and easy-to-manage features of Canvas becomes evident.
- Agreeing to the same, the teacher responses specify the features that make it easy for them to deliver lessons with the integration of Canvas. According to participant 4:
- “It’s user-friendly and easy to handle. All the lessons and quizzes are there, so it is easier for the students to access as well”

#### **3.1.3.1.2 Organized content**

The responses received from the teacher survey give further insight into the structure and organization of Canvas LMS, as reasoning for its recommendation. As participant 5 stated:

“Modules are weekly organized and the students can self-learn without any guidance”.

Similarly, participant 6 confirms: “I think Canvas is very much user-friendly and easy to manage compared to other learning management systems I’ve worked with”

The statements above justify that the platform’s way of organizing and structuring its content is one of the reasons contributing to its ease of use, thus considering it to be used in the future for any language classroom as recommended by both teachers and students.

### **3.1.3.2 Increased motivation**

Many students admitted that using Canvas increase their motivation to learn the language due to the availability of many interactive activities, effective management of content and assignments, ability to self-study and innovative features.

#### **3.1.3.2.1 Innovative features**

The researcher identified that, the agreement of several participants for the availability of many innovative features in Canvas as a reason for recommending the platform. This has been confirmed by the comment of participant 34:

“Because it has so many features”.

#### **3.1.3.2.2 Self-studying**

Being able to self-study through the arrangement in the LMS is another factor to which the participants have agreed in both student surveys 1 and 2.

- Participant 43 added: “We will have more time to do self-study”.
- In support of the same, participants 44 and 67 responded respectively: “Modules are so clear to do our work” and “it enables the students to carry on their studies easily”, emphasizing that the student’s motivation to engage in self-studying resulted from the utilization of Canvas LMS, thus effectively manages student-centred learning.
- On a similar note, findings from the teacher survey report the following comment.
- Participant 1: “The course content and the assignments all can be done online effectively with a good group of learners. As long as the students are motivated to learn, Canvas is a productive method”

Therefore, it can be established that using Canvas to streamline the teaching and learning process assists in increasing its users’ motivation resulting in improved results.

### 3.1.3.3 Accessibility

Accessibility is one other theme that can be identified from the responses received from the survey results as reasons for recommending Canvas. When considering student surveys 1 and 2, participants tend to agree on it, as they responded with the comments below.

- Participant 21: “It is easy to access from anywhere and saves time a lot”
- Participant 27: “Content is easily accessible”
- Participant 45: “Easy to enroll in classes”
- Participant 46: “Because of that we can communicate without lecturers very easily”

The above responses, therefore, indicate that students find it easy to be in contact with

lecturers and refer to their notes and get their enrollments done through a single platform, which evidently saves time for all those who are involved in the process of learning and teaching.

Nevertheless, the teacher responses do not highlight the importance of accessibility as a reason for recommending the Canvas to be used for the language classroom.

### 3.1.3.4 Disadvantages

It is unavoidable that, regardless of many advantages that Canvas LMS provides, users can be dissatisfied with its integration in the classroom for different reasons. According to the responses received on the question related to whether the users would recommend a classroom to be managed through Canvas, a few responded negatively stating the below comments as reasons.

#### 3.1.3.4.1 Network issues

Noting that, these responses are common to both student surveys 1 and 2, many considered poor internet connection to be one of the reasons for the dissatisfaction. As participant 33 stated:

“Sometimes there are signal issues so we cannot learn very well”.

#### 3.1.3.4.2 Lack of knowledge in technology

Lack of knowledge in handling technology was noted as another frequently stated issue by the students resulting in not recommending the Canvas. This was reported by participant 90:

“We have the chance of facing problems relating to technology and online work”.

In line with participant 90, participant 10 commented: “in my personal opinion there would be technical errors. So that it would be hard to manage if one part of the lecture will

be missed. And even the recordings cannot be found at the moment we want it”.

The given comments identify a lack of knowledge in technology and connection issues as major drawbacks in experiencing the best learning environment using Canvas for students.

#### 3.1.3.4.3 Concentration difficulty

The participants also noted difficulties in concentration and limited interaction when technology is integrated into learning. As participant 7 said:

“Difficult in learning and focusing”.

The above comment indicated the need to utilize strategies to keep students engaged without losing focus when lessons are integrated with a learning management system.

### 3.2 Qualitative data on user perceptions

The research question was developed with the intention of identifying the perceptions that teachers and students hold towards the integration of Canvas LMS as a mode of enhancing their language classroom experiences. The findings of the questionnaire thus could be discussed under several themes.

#### 3.2.1 Difficulties encountered

The results revealed that although a few students tend to experience negative feelings towards the integration of LMS in managing classroom activities at the beginning of the semester, the responses gathered in the second survey showed a drastic improvement in the way they perceive the same. Justifying the number of positive responses received stating the users’ satisfaction, a study by Emelyanova and Voronina (2014) confirmed that teachers and students found comfort in using computers, and they did not perceive using an LMS to be

difficult. Hence, the students being acquainted with Canvas for the first time and the sudden shift from books to the computer can be explained as reasons for initially feeling confused and dissatisfied when handling the platform and operating features. Regardless of the increased positive responses, with the frequent use of the LMS towards the end of the semester, both the students and teachers agreed on the poor internet connection as a major concern leading to continuous dissatisfaction for some. A strong internet connection becomes crucial when integrating technology into classrooms since many of the embedded activities, videos, and quizzes could only be completed with the availability of an adequate internet connection. Furthermore, even the teachers have reported their experience of not being able to update the assignment marks as a result of connection issues. The requirement of the same has been identified through a study conducted by Rahmah (2021), as she emphasizes one of the challenges faced by the participants and pitfalls of using Canvas was reported to be the internet connection. Many other researchers have also confirmed the challenges faced through an unstable internet connection, especially in developing countries where the citizens do not enjoy the privilege of equal distribution of facilities and infrastructure (Black et al., 2019; Simarmata & Simarmata, 2020). Thus, by understanding the availability of an adequate network, the institutes that manage language classrooms through LMS should make arrangements to avoid such drawbacks.

Moreover, the need to provide both teachers and students who are new to Canvas the training to navigate the platform and the exposure to the available features can be highlighted as another vital factor to avoid dissatisfaction caused by using it. The results revealed that, both students and teachers who are first-time users of the LMS struggle in managing the LMS and engaging in different tasks such as accessing the material,

submitting assignments, and checking feedback. This is evidently due to a lack of skill in operating technology. Therefore, "prior knowledge about an LMS is essential" (Rahmah, 2021, p.49), which supports the suggestion made by the researcher to train the users in order to avoid dissatisfaction through better classroom management.

### 3.2.2 Effective features

It became evident through the results that both students and teachers find different features of the Canvas LMS to be the most effective for them. Some of the common responses received from the students were related to module organization, discussions, quizzes, gradebook and assignments. The teachers also agreed in using the discussion that helps to manage the active participation of the students. It is noteworthy that, while only a few students failed to identify their reason for using the LMS in survey 1; however, with the increased exposure to the Canvas by week 12, replying to survey 2, none failed to identify the benefits of integrating it into the language classroom.

Given that, the researcher came to notice, the identification of an effective feature keeps the users motivated when utilizing the LMS in language learning and to obtain maximum benefit for their improvement. In support of the same, a study conducted by Loan and Phuong (2022) on "The application of Canvas to enhance English Language teaching and learning" describes the existing features of Canvas which makes it a novel LMS, allowing both teachers and learners to be successful in the process with increased motivation and positive perception. Therefore, the fact that Canvas is equipped with a variety of features to administer the process of teaching and learning becomes conspicuous.

#### 3.2.3 Reflective comments on user experience

The results revealed from the study can be discussed under 3 major reasons why users

recommend Canvas for future use in the language classroom, which evidently shows their positive attitude towards its incorporation leading to enhances learning and teaching experience by answering to the second research question.

#### 3.2.3.1 Ease of use

It was confirmed through the student and teacher responses that, the platform provides easy access to all the functions available in it. The frequent replies to the same defined it to be a convenient, handy and user-friendly platform in which all the content is well organized and placed in a format that could be easily accessed. Similar results related to accessing course material were identified from the study of Pujasari and Ruslan (2021), as they report the participants considering that Canvas provides them easy access to study material which in return assists them to be prepared with understanding for the upcoming lessons. It is in line with the TAM model of Davis (1989) as he claims that users would first assess how easy or difficult it is to use the LMS, followed by its usefulness. This highlights the significance and relationship between ease of use and positive attitude, as the users would develop a likeliness and an intention to use the technology only when realizing it is user-friendly. Accordingly, it is proven that the actual use of technology depends upon the positive attitude resulting from ease of use.

#### 3.2.3.2 Increased motivation

The results from the last open-ended question confirmed that students find the use of Canvas in the language classroom to be motivating mainly due to the availability of innovative features, the opportunity for self-studying, easy management and accessibility to classroom activities and assignments. It becomes evident that the above benefits both the teachers and students enjoy by utilizing the LMS is a motivation to enhance the English language through effective delivery of

the lesson. In addition, data from a study supported the same, by highlighting the increased interaction of students when the lesson was managed through Canvas contributing to enhancing learning motivation (Pujasari & Ruslan, 2021).

Apart from that, the findings proved that the integration of a learning management system enables student-centred learning allowing the students to independently explore the unit outline, course content, deadlines, videos, discussions and other resources that have been made available for them in the module without completely depending on the lecturer for assistance. Accordingly, the teacher responses have assured that effective learning is possible through Canvas which is considered to be productive in achieving the objectives, with a motivated group of learners. Hence, it becomes noticeable that the more users feel comfortable using technology, the more productive and more interactive they become leading to increased motivation (Fandino et al., 2019).

### 3.2.3.3 Accessibility

According to the results received, all the components required to successfully deliver and acquire a language are available in the Canvas providing access for both teachers without any difficulty. Accessing lesson content and managing unit enrollments has been made available through a single platform and the student comments remain unchanged related to this benefit when comparing student surveys 1 and 2. However, the teachers refrain from identifying the same as a major reason for using Canvas which suggests that, teachers tend to incline more towards the first and second reasons for recommending it to be used in the future. Further, Maher and Nuseir (2021) introduce the same benefit stating that the platform “enables instructors to do various tasks... on the other hand, students can use (it) to access the course material and activities” (p.930). This clearly is a means of saving time and

energy for all the parties involved in the process further proving the positivity that the users hold when language classrooms are managed through technology.

### 3.2.3.4 Disadvantages

Despite the many advantages one would be benefited from using Canvas LMS in the language classroom as confirmed through the findings; a few drawbacks were noted that disturb the smooth management of using the same. Network issues and lack of knowledge in using the technology were common issues identified by both teachers and students. Proving that, few students had reported their bad personal experiences resulted due to either one of the above-stated reasons. Nevertheless, the teachers did not make those a reason for not recommending it for future use.

However, it is noteworthy that, the user’s competency in handling the technology was highlighted by Maher and Nuseir (2021) as a significant determiner for the success of technology-integrated teaching, thus reminding the severity of the situation if continued to be the same.

When considering the above results, it can be inferred that despite the few issues concerning the utilization of Canvas in the teaching and learning process of the English language, by outweighing the negatives the benefits prove it to be an effective platform with a positive attitude from its users.

## 4. Conclusion and Recommendations

The researcher arrived at the following conclusions after a comparison and an analysis of responses received through student survey 1, student survey 2 and teacher survey which would be beneficial in managing a positive language learning and teaching environment.

When considering the data collected through the close-ended and open-ended questions, it

was evident that the student's understanding of using the Canvas LMS and accessing different features has improved over 12 weeks, resulting in their positive attitude and satisfaction with the platform. The findings revealed that the majority of the students perceived the platform favourably with the significant reasons being ease of use, increased motivation and accessibility.

In support of the same, the findings from the teacher survey confirmed the many benefits one could achieve through the utilization of Canvas as a mode of facilitating the processes of language learning and teaching, indicating their positive attitude and thus recommending it to be used in the classroom. Nonetheless, as opposed to the benefits, both teachers and students reported experiencing difficulties when managing classes through Canvas LMS in terms of poor network and lack of knowledge in technology. Therefore, while highlighting the need to address such issues with the availability of a stable and adequate internet connection and proper training for first-time users of the platform, prior to the commencement of the module; the responses of the majority recommending it for future use in the language classroom indicate their satisfaction and conclude it to be an effective LMS that enhances the teaching and learning of Academic and Communications Skills B in the delivery and acquisition of lessons.

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