

CHAPTER 2

THEORETICAL BACKGROUND

A. Literature Review

1. Technology Enhanced Language Learning (TELL)

Using computers to support language teaching and learning in some ways is called CALL or Computer Assisted Language Learning. According to Levy (1997), CALL is a field that covers the search for and study of applications of computers in language teaching and learning. However, the term TELL is broadly used to refer to utilizing technology in learning a language. In this study, TELL is an optional course study provided for undergraduate English students at one of the universities in Tasikmalaya. The change in emphasis from computer to technology places direct importance on the medium of communication made possible by the computer, which itself often remains unseen, rather than on the computer itself.

Technology-enhanced language learning deals with the impact of technology on teaching and learning a second language which is also called the L2. Previous researchers agreed that TELL is not a teaching method but rather an approach that can be used alongside a teaching method to help teach. The TELL has unique traits that are not less attractive to look further. Lan 2009) pointed out the unique features of TELL, including multimedia function, portability, social interactivity, connectivity, individuality, and

immediacy. Those remarkable benefits made TELL learning so impressive in increasing attention to conduct the study on language learning.

The students often deal with language challenges to succeed in learning TELL. Therefore, as proposed by Radhakrishnan (2017) it is compulsory that TELL subjects should reflect a theory of teaching, learning, and foreign language learning of learners and a theory of technology in this case technology refers to a particular platform that is learned within a TELL subject. A TELL activity requires student technological literacy, requires class access to technology, and sometimes requires technical support (Radhakrishnan, 2017). During a TELL activity, the instructor may be monitoring, guiding, facilitating, assisting, and evaluating, the students may be working individually, in pairs, or in groups, the students are clicking, dragging, and scrolling, but also listening, speaking, reading, and writing. By concerning the approach and design above, the objectives of learning TELL will be more possible to achieve.

2. Canvas LMS

As a cloud-based Learning Management System, Canvas is one of the applications that can design courses in less time and have a greater impact on the students' learning experience. Canvas can be used to deliver course materials and assessments, support instructor-students and students to student interaction and feedback, and to grade work (Road, 2014). It allows a learning language process to become more flexible where students are able to access materials designed by the teacher in less time. This learning system

is easy to use because it is available for mobile and also time-saving (Mendis & Dharmawan, 2019). Learners are not required to use a computer to use Canvas, since it can be simply operated by a smartphone or similar devices.

There are numerous advantages to involving Canvas to learn to TELL the subject. For instance, Canvas allows the instructors to create an inclusive learning environment, where the various features can visually stimulate learning modules and connect with students. It is one key component of inclusive learning (Marchesani & Adams, 1992). It means all learners have the same chances to contribute and develop the abilities they need to thrive. Furthermore, a group feature is available to enhance learners' work collaboratively for projects set up by teachers. In this space, students can share files, assignments, general discussions and collaborate effectively as a group (Cleveland, 2015). In short, considering the benefits of Canvas, it is worth applying in succeeding TELL learning for ESL learners in Siliwangi University.

Canvas can be successfully implemented in blended learning for students by following these steps. First, Canvas orientations. Students as the user candidates of Canvas should have a further understanding of Canvas so that they will be familiar with dashboards and able to optimize the available features in Canvas. Second, show and guide the students how to optimize their experience in using Canvas, such as inactivating notifications, tracking scores on assignments, doing formative quizzes, etc. Third, conducting the blended learning simulations. Work together with students by providing

them with tasks, quizzes, materials, and scores in order to get rid of the learning barriers in the actual study. Last, Canvas will massively contribute to learning outcomes if only the students have clear images of how to use it effectively.

3. Challenges in the Blended Learning

Engaging in Technology-enhanced Language Learning in the classroom is a continuing challenge for students that requires time and commitment (Lee, 2000). In this context, challenges are barrier situations that need mental or physical effort to solve. However, the actions of solving a problem or dealing with a difficult situation may be considered as a solution. In this case, Ertmer (1999) categorized the use into two classes; external factors that refers to external challenges including access to technology, time, support, and professional development training and internal factors which mainly focused on internal factors. Even though challenges are evitable, having the ability to solve those learning barriers will become a valuable thing for ESL learners.

As for external factors, Hechter and Vermette (2013) reported that the main obstacles preventing learners' technology integration are lack of resources, lack of time, lack of training opportunities, and lack of funding and support. This is shown that training for learners as the users is necessary to be conducted and providing sufficient equipment such as computers and free high-speed Wi-Fi within classrooms area (Phan, et.al 2013). The study conducted by Hur, Shannon, and Wolf (2016) reported that the lack of

technological equipment, not enough computer labs, and Internet connection problems are some factors that negatively affect blended learning in the classroom negatively. In brief, the external factor appears when the learning barriers are caused by something from the outer reaches of Canvas users himself.

However, as internal factors, Duhaney (2001) found that lack of interest and motivation often led some learners to feel less desire in integrating technology in their classroom. In other words, motivation and interest in learning TELL play a very important role for ESL learners. Similar studies augmented that professional development significantly affects students' perceptions and their self-confidence regarding the benefit of technology integration (Shannon & Wolf, 2016). The blended learning of TELL which may still be considered as a new method for some students often gets the students' confidence down that eventually affects their professional development. Internal barriers are the problems that come from the TELL learner himself.

Nevertheless, those external barriers are still in play and can be overcome by reinforcing learners' belief and confidence level in technology integration to teaching-learning classrooms. Therefore, to overcome these learning problems, Ertmer (2012) mentioned that the belief and confidence of learners are the main factors to cope with barriers in conducting online learning systems and to reach determined goals for technology use in their institutions. The technology integration challenges can be solved by riding

off the external barriers and amplifying vision and missions (Prasojo et al., 2019). To conclude, external barriers need to be eliminated by strengthening the basic objectives of learning TELL for ESL students.

B. Framework

This framework is a conceptual model of how theories relate to various factors that have been identified as important problems in this study. Based on the literature, the framework of this study is to portray the use of Canvas that EFL students deal with during their experience in learning TELL through Canvas LMS. This study will see how the students and lecturer utilized Canvas for teaching and learning.

The way to find out what the benefits that students receive during the learning will apply to Ertmer's framework and using thematic analysis to analyze the data. After all, the use of Canvas in TELL class will appear.