

CHAPTER 2

THEORETICAL REVIEW

2.1 Technology Enhanced Language Learning (TELL)

Teachers and researchers have utilized technologies to assist language learning. Several researchers reviewed related studies to identify what technologies were applied and how they were effective for language learning and instruction. For example, Ghanizadeh et al. (2015) argued that technology was useful in enhancing the quality of input, making communication authentic, and even providing timely and relevant feedback. Technology can support the development of all language skills (e.g., listening, writing, reading, speaking, grammar, and vocabulary) (Ghanizadeh et al., 2015). It was also found that learning environments created by utilizing technology were enjoyable for student language learning.

There has been a lot of research supporting the effective use of technology for language learning. For example, Technology-Enhanced Language Learning (hereafter, TELL) functions as a way to complement the teaching methods of language learning (Lai et al., 2016). Golshan and Tafazoli (2014) explained that Technology-Enhanced Language Learning (TELL) is the study of applications of the technology in language teaching and learning. Technology-enhanced language learning (TELL) deals with the impact of technology on teaching and learning a second language. Technology-enhanced language learning refers to the use of the

computer as technological innovation to display multimedia as a means of complementing a teaching method (Patel, 2014, p.1). Technology-enhanced language learning prepares students and teachers to create a technological environment and to increase their knowledge of how to choose appropriate technological tools for language teaching and learning.

In light of these positive effects, an increasing number of language teachers have embraced multimedia technology. Technology would be a great opportunity for teachers to use in their language classroom to develop their learners' language skills (Dale, 2014). Students are introduced to theories underpinning the design and implementation of technology-enhanced language learning programs. Students will learn how to integrate technology to improve language learning experience with a focus on 21st-century skills.

2.2 Canvas

Canvas was founded in 2008 by Brian Whitmer and Devlin Daley, with initial funding from Mozy founder Josh Coates. Canvas is the world's fastest-growing learning management platform (Instructure, 2019). As the most flexible, interactive, adaptable, and effective learning platform, Canvas allows for easy integration of the content, resources, and services that teachers need and students want. Canvas' new mobile features, which are based on a native cloud-based platform, give students easy access to learning resources, allowing them to collaborate with peers, utilize them from anywhere, and even take online assessments (Garcia, et al., 2021). Canvas is more easily and deeply accepted (or used by more users in more ways) than any other LMS. So, in the end, investing

in 21st-century education technology makes teaching and learning easier (Jukes & Dosaj, 2006).

Canvas is a simple E-learning tool used to present the lesson contents, it is common to all operating systems of smartphones; it provides useful tools for students and teachers to engage online outside class anywhere and anytime. According to Coates, James, and Baldwin (2005), the traditional classroom teacher can shift using the LMS to the classroom enjoyably and engagingly. With the development of technology, e-learning teaching is increasingly accepted as a means of English language instruction. This model uses the Learning Management System (LMS) platform called Canvas which has a beneficial feature to use Information Communication Technology in the teaching-learning process. The LMS not only provides the text material, but it also provides multimedia platform material like mp3, video, or external links to the other website and resources. It will be a good learning media to support the teaching and learning process (Aji, 2016).

Canvas (2020) includes all of the LMS features and functionality is identified as follows:

- a. Announcements: Delivered automatically to the course activity stream of all users and other communications channels based on users' individual notification preferences.
- b. Assignments: Assignment submissions can include web pages, Word docs, video, audio, slide shows, links, and more.

- c. Browser-enabled: Compatible with the latest two versions of Apple Safari, Google Chrome, Microsoft Internet Explorer, and Mozilla Firefox.
- d. Calendar: Drag-and-drop functionality to schedule and reschedule calendar events, plus automatic event notifications and support for calendar feed subscription.
- e. Chat: Synchronous text chats within a learning community.
- f. Collaborations: Enable users to collaborate on projects using shared Canvas workspaces leveraging real-world tools such as Google Drive.
- g. Conferences: Integrated, synchronous webinars/video conferencing, whiteboard, and live chat.
- h. Discussions: Provides asynchronous, threaded, media-rich, gradable discussion forums for courses and groups.
- i. Portfolios: Students can create public or private portfolios to display and reflect on notable coursework.
- j. Grades: Assignments, Discussions, and Quizzes can be scored by points, rubrics, percentages, letter grades, and complete/incomplete. Scoring can also reflect outcome performance and competencies.
- k. Mobile access: Highly-rated, native mobile apps for Apple iOS and Android provide a complete student experience.
- l. Professional Learning: Create opportunities for teachers to learn online and support institution-wide resource sharing.
- m. Syllabus: Course calendar changes automatically update the course syllabus generated automatically by defined coursework.

- n. User profile: Profile options include full name, display name, language preference, bio, photo, website links, registered web services, contact methods, time zone, and other options.

Students are also entertained by modern digital media and promote the teaching of English in general, both within and outside the classroom. The Canvas Learning Management Platform helps schools to create digital learning that is a more pleasant learning experience for both teachers and students. Canvas simplifies instruction, enhances learning, supports traditional learning tools, and develops them.

2.3 Canvas in Technology-Enhanced Language Learning Class

Technology Enhanced Language Learning (TELL) is a course that can be enrolled by the sixth-semester students of the English Education Department in a university in West Java, Indonesia. Technology Enhanced Language Learning focuses on how to integrate technology to improve language learning experience with a focus on 21st-century skills. This is a compulsory course that has 16 meetings with various activities such as reading the journals given by the lecturer, discussion, quizzes, presentations and final reflection.

In this course, Canvas is used as a learning platform. Teachers have used technology-focused teaching techniques to help their students engage in language learning (Jeong, 2016). Canvas makes teachers and students access content and engage during a course. It is possible to have convenient access to announcements, assignments, learning modules, discussions, grades, and virtual learning. Therefore, the utilization of Canvas as a system for learning

management in Technology Enhanced Language Learning Class can be effective in promoting independent learning, supporting collaboration, and making learning activities easier.

2.4 Students' Perceptions

Perception is gathering information through people's senses, which see, hear, touch, taste, smell, and feel. That is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes (Qiong, 2017). Furthermore, Perception is the process by which an organism attains awareness or understanding of its environment by organizing and decoding sensory information (Durmaz, 2014). Students' perceptions are students' points of view that something happened in learning activities and produced it with suggestions or arguments for teacher or classmate to improve their learning process (Shidu, 2003). From that definition, students' perception is how students thought to respond about what they have done or about what they learned.

Students' perception is very important because this often indicates that teachers or lecturers can evaluate the outcomes of student experiences after understanding them. The student's perception is really important for evaluating the teaching effectiveness (Chen & Hoshower, 2003). In this study, perception played an important role, as data were collected from students to determine what they perceived on canvas-based learning in TELL class. After knowing students' perceptions, teachers or lecturers can change what students do not like and strengthen what students like, whether it is about how to teach or how to deliver material to students.

In this case, perception in this study refers to the students' subjective experience through their observation and also what they see and feel about the use of Canvas in Technology-Enhanced Language Learning class. Therefore, there is a relation between perception and learning which happens among the students in TELL class. When students understand the things they perceive, it will be easier to learn the material. In this study, the researcher investigates the student's point of view about the benefits of using Canvas in learning.