NON-ENGLISH MAJOR STUDENTS' PERCEPTIONS TOWARDS CANVAS-BASED LANGUAGE LEARNING ACTIVITIES AT DONG NAI TECHNOLOGY UNIVERSITY

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ABSTRACT

Currently, online learning is the most widely used and effective method of developing scholastics in supposed educational settings all over the world. As a result, the goal of online learning is to look for modifications in pedagogical practices. Using modern e-learning approaches to provide knowledge to all students is more important than ever. Therefore, this study aims to investigate non-English major students' attitudes on the effective usage of Canvas-based language learning activities. One hundred and fifty second-year students from Dong Nai Technology University in Bien Hoa City participated in the current study. Two instruments, a questionnaire and an interview, were used to collect both quantitative and qualitative data. For data analysis, descriptive statistics were used by using SPSS 20.0. The findings suggested that non-English major students benefited from classroom Canvas-based language learning activities. Similarly, the study's findings revealed that non-English major students had positive attitudes on the use of Canvas-based language learning activities. This study is designed to highlight Canvas's advantages in assisting students with their language acquisition.

1. INTRODUCTION

1.1. Background to the study

Technology has been an essential part of the teaching and learning environments lately (Ahmadi, 2018). It is an essential component of the teaching profession that teachers may use to encourage students' learning. Moreover, technology is currently a part of our daily life; in order to aid learning, it is essential to include technology into educational programs. Technology in the classroom is widely regarded as assisting teachers in promoting a positive classroom atmosphere, and many studies believe technology has a significant influence on the teaching and learning process. Students' abilities to self-manage their learning process are enhanced by employing technology. Currently, among these differentiated and facilitated forms, the foremost embraced and excellent way of advancing

scholastics in presumed informative set up worldwide is online learning. Therefore, changes in educational methods are the goal of online learning. There are other terms used to describe online learning, such as computer-assisted education and learning via the Internet. Furthermore, many forms of creative integration can be pursued in the educational process through the use of online learning. However, some believe it is an alternative to remote learning, which is supported by the use of the Internet and is seen as an effective means of quick communication. In educational circles, recent developments in online learning are igniting a heated debate. 82% of all online courses at several colleges are for undergraduates (Allen & Seaman, 2010).

Furthermore, due to the corona virus disease in 2019 (COVID-19) and its impacts on the majority of the world, not only have many individuals been affected but many students have not gone to school recently. As a result, using innovative e-learning approaches to convey knowledge to all students is more important than ever. Besides, there are many software applications in teaching and learning and some useful strategies to support students in their learning. Many universities worldwide are currently applying a variety of new online learning software in teaching and learning. Nowadays, there is a variety of online learning software like Trans, Team Link, Google Classroom, Microsoft Teams, Facebook Workplace, Skype, Zoom, etc. However, Yana (2018) pointed out that one of the most remarkable online learning applications is Canvas, a piece of software known as a new tool that brings information closer and closer to students. The researcher believes that the application of technology as Canvas assists students to better learn based on their interests in both visual and auditory senses. Also, they can do self-study, self-test, and self-evaluation of their knowledge by using Canvas-based language learning activities (CBLLA).

In Vietnam, English is taught officially in the formal educational system and English language centre. However, many language students, especially non-English major students, always have difficulty finding out the suitable language learning ways to adapt to the energetic learning environment at universities. Yang (1999) stated that appropriate English learning activities will help students be responsible for their own learning and succeed in using English.

Noticeably, the researcher is aware that non-English major students have difficulty finding out the effective language learning activities that can be applied to their own learning language, especially online learning with Canvas at Dong Nai Technology University (DNTU). Thus, research on non-English major students' perception of English language learning strategies using Canvas software is quite essential at this university.

The research study is motivated by interest over the effectiveness of applying the language learning activities to the use of Canvas software in their language learning in Vietnam, particularly at DTNU.

1.2. Research question

In order to achieve the aforementioned objectives, the study attempted to address the following research question:

"What is non-English major students' perception towards Canvas-based language learning activities?"

1.3. The importance of the research

This research aims at exploring how much non-English major students are interested in using Canvas-based language learning activities at DNTU.

1.4. Definitions of the key terms

Online learning

According to Stern (2004), an online course is a course that is delivered through the internet. As well as "e-learning," it has various names. The phrase "distance learning" refers to any form of learning that takes place across distance and not in a traditional classroom environment.

Canvas software

The term canvas refers to a cloud-based Learning Management System that can design courses less time and impact the students' learning experience. It provides students and teachers to engage with each other in familiar environments (Kern & Warschauer, 2000). Besides, Course materials and tests, teacher-student and student-student interaction and feedback, and grading work may all be done with the help of Canvas.

Learning activities

A language activity is as the core unit of instructional design (Wasserman, Davis, & Astrab, 2009); it organizes a block of time, either in or out of class, to address a subset of course learning goals. Learning activities span widely, from knowledge transfer (lecture) to student learning ability improvement (problem solving).

Non-English major students

Non-English major students in this study are students who make up the majority of the country's English as a foreign language (EFL) population. According to the study, other majors majoring in English at Dong Nai Technology University such as Business Administration, Automobile Technology, Information Technology, etc., English is just one of them compulsory subjects in their program (Nguyen & Habók, 2020).

Perception

Perception has a meaning which narrowly related to human psychology. Perception is whatever we perceive or gain knowledge of, i.e. it is an idea of something presented to the senses (Graham, 1869). In this study, the researcher applies the definition by the Oxford Advanced Learner's Dictionary (2005) that perception is an idea, a belief or an image you have as a result of how you see or understand something.

1.5. Literature Review

1.5.1. Canvas software as a tool for online language learning

Teachers can develop learning modules using Canvas. As an instructional designer, users can utilize the resources provided to develop visually interesting learning modules for the course. Materials can be embedded by the instructor. You can quickly integrate YouTube movies, webpages, and other web content in your message by selecting the HTML option. This enables the users (teachers) to incorporate interactive elements into the lesson and give students access to course materials through internal links (Lam, Cheng, & McNaught, 2012).

In addition to offering chat rooms and discussion boards for asynchronous learning, Canvas also offers assignment submission and exam administration tools, consolidated email accounts for students to communicate with teachers and other students, and discussion boards for asynchronous learning as mentioned in John (2021). Canvas is regarded as a novel approach to education. With the use of its many features, teachers and students can learn efficiently and quickly through assignments, chats, tests, quick assignments, and studios. The study claims that students can learn depending on their own interests when they use tools like Canvas.

1.5.2. Web-based language learning activities

Web-based language learning activities are those that incorporate the usage of the Internet and make use of web materials, resources, apps, or tools (Son, 2007). Given the fact that web-based language learning activities take place alongside Web activities on the Web, it is critical to use well-

designed web-based language learning activities to maximize language learning.

Web-based language learning activities are divided into two categories based on how they are created, presented, and used: (1) task-based activities, which use a variety of authentic web resources for communications, information gathering, problem-solving tasks, and so on; and (2) teacher-made web activities, which use tailor-made language exercises modified by classroom teachers.
(Son, 2008)

This study examines the perception of non-English major students on Canvas software for web-based language learning activities. Therefore, the research's survey will focus on a few CBLLA for an online classroom at DNTU that is teaching non-English as a second language.

1.5.3. Students' perception

There are many definitions of perception in the dictionary. As Ou (2017) stated that perception in Latin is *perceptio* or *percipio* that means "receiving, collecting, action of taking possession, and apprehension with the mind or senses". According to Collins Dictionary (2007), perception is defined as the understanding, knowledge, etc. gotten by perceiving, or a specific idea, concept, impression, etc. so formed.

Two dimensions of perception include the physical dimension and the psychological dimension. As stated above, people have the same senses basically and with huge information from the world, people create structure, stability, and meanings for stimuli. Then, the physical dimension of perception focuses on the transformation of stimuli into forms through human senses. In contrast, the psychological dimension mentions people's "attitudes, beliefs, values, needs, interests, freedom of choose & control etc" for stimuli of the world (Ou, 2017). Therefore, psychology also decides how people assign meaning and interpret stimuli knowledge.

According to Altman, Valenzi & Hodgetts (1985), the process of perception is illustrated as below:
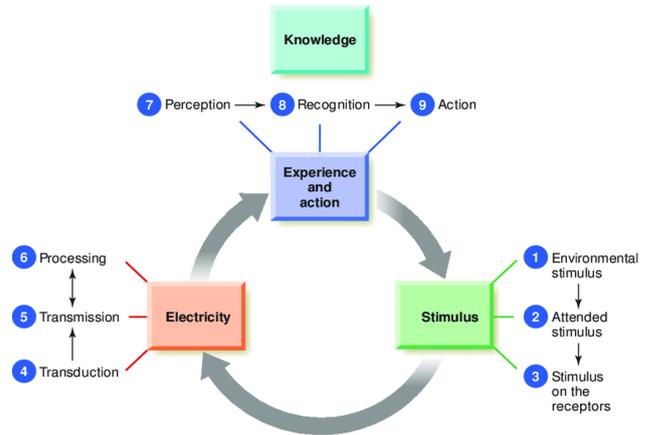
Figure 1. The process of perception

In the current research, non-English major students' perceptions toward the use of CBLLA are presented in two aspects, comprising how students are aware of their online language learning activities via Canvas and how students perceive the important role of language learning activities in using Canvas software.

In the first aspect, the researcher aims to examine non-English major students' awareness of their online learning course through Canvas software such as some language learning activities Canvas studio, discussion, quizzes, Canvas studio combined quizzes, and short-answer assignment. Based on students' attitudes, interests, and their motivation, the researcher would like to focus on exploiting the language learning activities to attract their attention more. By engaging in these activities, students are able to form their cognitive information and set up their comprehension by practicing and experiencing language learning activities. From that point, the second aspect reveals that how students perceive significant role of using CBLLA during their course, both inside and outside the classroom.

1.5.4. Previous studies

There are numerous studies on the use of web-based language learning activities in a range of

academic contexts. The majority of them seek to investigate the efficiency of the English language. Furthermore, distance language students require new skills, motivation, and dedication to work effectively in a learning environment that is largely new and unfamiliar to them, and which is likely to have a direct impact on their learning strategy formulation and application.

It has been shown in earlier research investigations that learners' motivation, interest, and performance in Internet-based learning environments are affected by perception and independent effectiveness (Peng, Tsai & Wu, 2006). The following studies are arranged in chronological order to get a clear view of the impact of the technology-based language learning activities in general and CBLLA in particular on various educational contexts. Especially, there are some studies conducted in foreign contexts which are presented first and followed by those carried out in Vietnam.

The first research is Smart & Cappel (2006) with title 'Students' Perception of Online Learning' carried out at Central Michigan University in the United State'. The study looked at how students' perceived the incorporation of online components in two undergraduate commerce courses where students completed online learning modules earlier to class discussion. The results demonstrated that participants in an optional course evaluated the online modules much higher than those in a mandatory course. A small majority of students in the optional course gave the web-based modules a somewhat favourable rating, while those who had to do the obligatory course gave them a moderately negative rating. Teachers should be more precise in how they integrate online modules into traditional classroom-based courses, according to these findings. This integration should take into account student characteristics, course content, and learning situation.

Another study on a similar issue was conducted by Ahmadi (2018). He stated that every language class usually uses some form of technology which had been used to help and improve language learning as well as enable teachers to adapt classroom activities, enhance the language learning process and facilitate language learning for the students as well. According to the findings of his study, students who utilized technology to learn English improved their language abilities. He examined prior studies on the use of technology in language classrooms and made recommendations for better use of these technologies. In the article, several mindsets were explored that encouraged English language learners to use technology to improve their learning skills. As a result of the literature study, students' language learning skills are improved through the efficient application of new technologies.

Last but not least, Wulandari (2019) conducted a study about "Students' perceptions dealing with Autonomous Learning through the use of Canvas in the Subject English 2". Its objectives were to discover students' perceptions and dominating data concerning autonomous learning through the use of Canvas in English Education Department (IAIN) Salatiga. To collect data, quantitative methods were employed; hence, based on the calculations of the questionnaires, students' perceptions of autonomous learning through the usage of Canvas were determined by two factors: (1) Technology acceptance model where, a) students perceived usefulness of Canvas in the agree category (265%), b) (135%) in agree category for students perceived ease of use, and c) attitude toward the use of Canvas in uncertain or neutral category with (80%); and 2) Learner autonomy with: a) confidence achieved (78%) in uncertain or in between, b) freedom of choice & control is laid in neutral category with (68%), and motivation has (272%) in uncertain category. As a result, Canvas was seen to be easy to use and had

a positive impact on learning English by all participants, however most students did not agree or were undecided on whether Canvas promoted them to be autonomy learners.

Research in Canvas-based environment has not been extensively conducted in Vietnam to investigate how well technology works for teaching non-majoring students in English. Nguyen (2016) conducted a remarkable study in which she discussed the use of information technology (IT) in the teaching and learning of foreign languages, with a particular focus on English. The article covered the application of IT from theory to practice, from the global model to the current state of use in Vietnam. Thus, an analysis of the IT competencies that educators must possess was given in this study. The essay also examined the necessity and significance of IT application in the Vietnamese setting, along with the state of application at the moment. IT programs must therefore give students the proper feedback and evaluations of their skills in addition to the guidelines for utilizing the technology to aid in language learning. That is, in an IT-enabled learning culture, instructors' efficacious use of technology to enhance their students' cooperation and communication abilities was noteworthy.

2. METHODOLOGY

2.1. Research site

This study was conducted at Dong Nai Technology University in Trang Dai Ward, Bien Hoa city, is home to more than 5,000 students from all across the country studying a variety of majors.

2.2. Research design

In terms of quantitative data, student questionnaires served as the primary source of information for this study. A semi-structured interview with students was used in the study to gather qualitative data on a few language learning activities.

2.3. Research object

This study's participants are second-year non-English major students learning English as a required foreign language. Although there were numerous English classes at DNTU this semester that students studied utilizing Canvas software, the researcher only chose students from the seven classes that the researcher was teaching. As a result, convenience sampling was utilized in the study because it featured "a group of persons who are ready and available" (Fink, 1995). The current study's sample comprises seven classes totaling 300 students. The samples were chosen using the Simple Random Sampling technique, therefore the researcher chose around half of them, or 150 second-year students with at least two years of English study experience. 150 selected students were asked to complete the questionnaire in order to gather data and statistics.

2.4. Canvas-based language learning activities

During the course of study, the researcher carried out some Canvas-based language learning activities. Practically speaking, a software application that contains language learning activities can be beneficial in a teaching environment. This is why Canvas was designed to integrate CBLLA into the DNTU's intensive English language course. English language intensive course for students, which was searching for fresh, engaging and genuine content provided in multiple mediums in an effort to fulfill the unique learning demands of its student, introduced and incorporated Canvas activities with a structured strategy.

The research just focuses on classroom Canvas-based activities which most of activities are free for educational use and created by the researcher, as well some suitable language learning activities designed are multiple choice, short-answer, gap-fill exercises, discussion exercises, quizzes, Canvas studio combined quizzes and Canvas studio. Therefore, using language learning activities with the aim is to

introduce new concepts to students and allow them an opportunity to play round and familiarize themselves with a new learning system as Canvas before they are evaluated with graded assignments or review the lesson's content which they have just learned is also necessary.

To achieve smooth progress in classroom CBLLA sessions, teachers must develop teaching plans that include the contents and processes of classroom CBLLA.

Through classroom Canvas-based activities, to keep up with the changing syllabus of their language courses, teachers can also give students with language activities directly connected to their classroom teachings. Students can practice and evaluate practical abilities while having fun by incorporating language games such as quizzes into their learning activities.

Description of the classroom Canvas-based language learning activities is presented in the table below:

Table 1. The description of classroom Canvas-based language learning activities

Items	Classroom Canvas-based activities	Aims	Teacher's acts	Students' acts
1	Canvas studio	Students can figure out the content of the lesson introduced through this activity; besides, they can learn some new information about the new lesson and focus on the main content of the lesson.	Teacher posts a short video introducing about the lesson which will be taught that day for students to recap and make guesses about the title and content of the lesson.	(1) Students read the information and instructions on this page before beginning the activity (2) Students watch the whole video and write the answer online below the video
2	Discussion	Students can work in groups and share what information they know about the topic. They can know how to work in groups better and more effectively.	Teacher introduces a topic relating to the course's lesson content.	(1) Students read the information and instructions on this page before doing the activity (2) Students do the task in pairs of two or in groups of three or four. They have to discuss the topic and answer the related questions or write down a short paragraph carefully in order to give the final answer.
3	Quizzes	Students can review and summarize the knowledge that they learn after class.	Teacher designs a small quiz like a small test (with at least 10 questions) to check students' knowledge after the lesson.	(1) Students read the information and instructions on this page before doing the activity (2) Students do the task individually. Each student has to choose the correct answer among four

				answers or two answers. The answers will be mixed or shuffled accidentally.
4	Canvas studio combined quizzes	The teacher can measure the extent of concentration of students on the lesson. Hence, the teacher can evaluate students' concentration on online learning.	(1) Teacher uploads a URL of video on Youtube or video in the computer and embed some questions related to the content of the lesson in the video. (2) Teacher checks students' work by looking over the Insights part. This part tells the teacher about the time and how many percentages each student works on that video.	(1) Students read the information and instructions on this page before doing the activity (2) Students have to watch the whole of the video carefully because some questions will appear accidentally throughout the video. Unless they do not do that, they cannot answer all questions.
5	Short-answer assignment	Students can review and remember the content of the lesson by answering the questions and deal with a variety of assignments.	Teacher designs a short-answer assignment to help students revise the lesson which they have just finished learning before.	(1) Students read the information and instructions on this page before doing the activity. (2) Students complete the assignment as required.

2.5. Research instrument

Questionnaire

Quantitative methods were used to analyze the student questionnaire data. The statistical package for the social sciences, version 20.0, SPSS, was used to evaluate the data obtained from the questionnaire. Writing the question items appears to be the most challenging yet crucial part of constructing a questionnaire. Because of this, a good questionnaire needs to meet a number of requirements based on the questions it asks. These include the lack of technical or jargon-filled language, direct negative constructions, double-barreled questions that ask for multiple answers, and straightforward questions that are meant to elicit the same response from respondents as mentioned in Saris & Gallhofer (2014). In this study, 8 close-response questions that elicited student comments were used by the researcher, which adapted them from Wulandari (2019). Furthermore, the researcher used an English survey questionnaire that was subsequently translated into Vietnamese to guarantee that the participants understood the questions and provided correct replies.

Many of them were based on a 5-level Likert scale to indicate whether they strongly agreed, agreed, uncertain, disagreed, or strongly disagreed.

In terms of questionnaire design, the 8-question survey is divided into two primary areas that the researcher wishes to focus on answering:

(1) The next part is to explore students' perceptions towards the use of Canvas-based language learning activities. (Q1 - 4)

(2) The last part is to examine students' satisfaction of learning online with classroom Canvas-based activities. (Q5 - 8)

Interview

The interview served as the second research instrument. According to Longhurst (2016), a semi-structured interview is a verbal compatibility

in which one person, the interviewer, attempts to elicit information from another person by probing questions.

The researcher prepared eleven interview questions for each of the fifteen interviewees in this study. In addition, the researcher sought assistance from the leader and colleagues of DNTU's Faculty of Foreign Languages, who have expertise teaching English and incorporating Canvas-based language learning activities into their curriculum. Categories and themes pertaining to non-English major students' perspectives of CBLLA were investigated. The interview questions were divided into two groups as follows:

(1) The effectiveness of CBLLA (Q1 – Q5)

(2) Students' satisfaction towards CBLLA (Q6 – Q10)

(3) Students' perceptions towards the way teachers implemented CBLLA in teaching English (Q11).

Data collection procedures

The researcher used a student questionnaire with 8 statements to elicit the extent to which non-English major students use classroom CBLLA as well as their motivation for language acquisition. The questionnaire was initially piloted by five second-year non-English major students who would not participate in the study. As previously stated, the validated questionnaire was delivered to 150 student participants. When students had questions that were unclear, the researcher would clarify them as they completed the questionnaire. As a result, participants found it simple to complete the questionnaire and chose the most honest responses. The respondents completed the questionnaire in 15 minutes.

Furthermore, 15 of the 150 student participants were asked to an interview with eleven open-ended questions about the usage of Canvas-based learning as well as various language learning exercises, which allowed the researcher

better understand cognition, effectiveness, and student behavior. Each interview is longer than 30 minutes long. During the interview, students' perspectives were recorded and notes were gathered. The important points could then be clearly summarized.

Data analysis procedures

In terms of quantitative data from the questionnaire, the researcher imported data into Excel file and used a questionnaire from SPSS 20.0 to process the data. Frequency and descriptive were used to create comparisons between certain variables.

Regarding qualitative data, the researcher carried out according to the following steps. The interview was analyzed through the use of "content analysis" which is broadly defined as the "systematic coding of qualitative or quantitative data based on specific themes or categories" (Cohen, Manion & Morison, 2007). There are fifteen students attending the interview, so as to be clearer, the researcher coded them from the first (S1) to the fifteenth (S15). Hence, the researcher transcribed all the audio-recorded data in the semi-interview. To analyze the obtained data, the following steps were conducted. At first, the researcher presented data in a paper, read the transcripts many times to make sure that the researcher acquainted with the data, and then drew up a list of several sorts of information. Next, the researcher coded the collected data based on the variables of the attitudes of the study. Then, the codes with consistent features were grouped to form larger categories. After that, in order to find themes, the researcher looked at the connections between categories. To conclude, the researcher analyzed the categories and themes to determine their linkages and connections. The data was categorized and the findings were shown in the tables in the results section.

3. FINDINGS AND DISCUSSION

3.1. Findings and results

3.1.1. Results from the student questionnaire

The effectiveness of the use of classroom Canvas-based language learning activities

Table 2. Students' evaluation on the classroom Canvas-based activities made by their teacher

Statements	The percentages of responses				
	1	2	3	4	5
I found classroom Canvas-based activities quite effective.					
- Canvas studio	0%	5.7%	21.4%	60%	12.9%
- Discussions	0%	1.4%	24.3%	58.6%	15.7%
- Quizzes	0%	0%	5.7%	70%	24.3%
- Canvas studio combined quizzes	0%	1.4%	15.7%	62.9%	20%
- Short-answer assignments	0%	1.4%	11.4%	70%	17.1%
Total (500% max. for 3 items)	**0%**	**9.9%**	**78.5%**	**321.5%**	**90%**

Based on the table above, over 70% of the students enjoyed the classroom CBLLA that the teacher designed and applied in their class. Especially, it seemed that most of students found that one of the most classroom CBLLA quite effective was the quizzes, the participants chose only about 5.7% for uncertain, and surprisingly most of students agreed and strongly agreed with the statement for quizzes (about 70% agree and 24.3% strongly agree). Moreover, when being asked about Canvas studio combined quizzes, there was only 1.4% for disagree and 15.7% for uncertain; about (62.9% agreed and 20% strongly agreed) or almost entirely of participants like this activity. With the last activity for the first question was short-answer assignment, the percentages were 1.4% for disagree and 11.4% for uncertain; however, there were 70% chosen agree and 17.1% strongly agree by the students.

Table 3. Students' evaluation on the effectiveness of the use of classroom Canvas-based language learning activities

Statements	The percentages of responses				
	1	2	3	4	5
My English ability and skills improved a lot through the classroom Canvas-based activities.	0%	0%	21.4%	60%	18.6%
Using classroom Canvas-based language learning activities made it easier to study/ learn English in my learning time.	1.4%	4.3%	20%	58.6%	15.7%
Using Canvas enabled me to control my own learning effectively	0%	5.7%	12.9%	58.6%	22.9%
Total (300% max. for 3 items)	**1.4%**	**10%**	**54.3%**	**177.2%**	**57.2%**

Regarding to the question was that their participants' English ability and skills improved a lot through the classroom CBLLA with 21.4% for neutral, and more than 60% and 18.6% for agree and strongly agree; it can be said that through classroom CBLLA students practiced a lot and helped them make an obvious progress in their learning English.

In learning time of English, just only a few (1.4% for strongly disagree and 4.3% for disagree) who did not believe concerning the statement; 20% were uncertain or neutral; but most of them (58.6% for agree and 15.7% for strongly agree) found that using Canvas made learning English easier.

The last one was concerning about the effectiveness of the study by using Canvas. More than half of participants (58.6% for agree and 22.9% for strongly agree) believed that Canvas enabled them to control their own learning effectively. About 5.7% and 12.9% participants disagreed and were uncertain or stayed in between.

Table 4. Descriptive statistics of students' evaluation on the effectiveness of the use of classroom CBLLA

	N	Minimum	Maximum	Mean	Std. Deviation
EFFECT 1.1	70	2	5	3.80	.734
EFFECT 1.2	70	2	5	3.89	.671
EFFECT 1.3	70	3	5	4.19	.519
EFFECT 1.4	70	2	5	4.01	.648
EFFECT 1.5	70	2	5	4.03	.589
EFFECT 3	70	3	5	3.97	.636
EFFECT 15	70	1	5	3.83	.798
EFFECT 18	70	2	5	3.99	.771
Valid N (listwise)	70				

Particularly, with respect to the first statement (EFFECT 1) had five small supporting activities "I found classroom Canvas-based activities quite effective" and the third (EFFECT 1.3) was "Quizzes", the Mean was equivalent to 4.19 and the Standard Deviation was 0.519; the next one (EFFECT 1.4) was about "Canvas studio combined quizzes", the Mean was 4.01 and the Standard Deviation was 0.648; the last one of the first statement (EFFECT 1.5) was about "Short-answer assignment", the researcher collected that the Mean was 4.03 and the Standard Deviation was 0.589.

With regard to the (EFFECT 3) "My English ability and skills improved a lot through the classroom Canvas-based activities", the researcher received that the Mean was 3.97 and the Standard Deviation was 0.636. In addition, the EFFECT 15 "Using classroom Canvas-based activities make it easier to study/ learn English in my learning time", the surveyed result shown that the Mean was 3.83 and the Standard Deviation was 0.798. Last but not least, the EFFECT 18 "Using Canvas enables me to control my own learning effectively", the researcher found that the Mean was 3.99 and the Standard Deviation was 0.771.

In addition, the Mean for the effectiveness of the use of classroom CBLLA did not fluctuate much (the lowest value was 3.80 and the highest was 4.19). Next, the Standard Deviation did not also change much (about 0.519 to 0.798). Through this value above, the statistic was quite suitable with the aim of the study. It was quite a good sign that the effectiveness of classroom CBLLA effected non-English-majored students effectively.

In short, through the results analyzed above, the surveyed results indicated that classroom CBLLA played an important role in encouraging students' use of classroom CBLLA. Besides, the students exploited the strong points of Canvas to motivate their learning English; that was a reason why they obtained the good effectiveness of using classroom CBLLA.

The satisfaction with the use of classroom Canvas-based language learning activities

Table 5. Students' satisfaction with the use of classroom Canvas-based language learning activities

Statements	The percentages of responses				
	1	2	3	4	5
I found the tasks assigned in the activities easy to perform.	0%	2.9%	14.3%	64.3%	18.6%
I found that the classroom Canvas-based activities were well-presented.	0%	0%	14.3%	64.3%	21.4%
The experiences in classroom	0%	0%	27.1%	54.3%	18.6%

Statements	1	2	3	4	5
Canvas-based language learning activities made this course more interesting.					
I enjoyed doing the computer-based assignments better than traditional assignments.	1.4%	1.4%	15.7%	61.4%	20%
Total (400% max for 4 items)	**1.4%**	**4.3%**	**71.4%**	**244.3%**	**78.6%**

As the previous explanation about the effectiveness of classroom CBLLA, students' satisfaction in using classroom CBLLA were also necessary thoroughly. In the table, it was seen that 2.9% disagreed and 14.3% were uncertain; meanwhile 64.3% agreed and 18.6% strongly agreed with first the given statement. This meant that almost 82.9% said that they found the tasks assigned activities easy to perform.

Besides, the participants thought that classroom CBLLA were well-presented, with 64.3% agreed, 21.4% strongly agreed, and only 14.3% who stayed in between. It was concluded that all the activities were well-organized in Canvas system and the learners could follow easily.

It was shown at the table above, regarding doing the computer-based assignments and traditional assignments, the participants preferred computer-based assignments to traditional assignments with the percentages were 61.4% for agree and 20% for strongly agree, and 15.7% for neutral; but only 1.4% for strongly disagree and 1.4% for disagree.

Table 6. Descriptive statistics of students' satisfaction with the use of classroom CBLLA

Statements	The percentages of responses				
	1	2	3	4	5
I found the tasks assigned in the activities easy to perform.	0%	2.9%	14.3%	64.3%	18.6%
I found that the classroom Canvas-based activities were well-presented.	0%	0%	14.3%	64.3%	21.4%
The experiences in classroom Canvas-based language learning activities made this course more interesting.	0%	0%	27.1%	54.3%	18.6%
I enjoyed doing the computer-based assignments better than traditional assignments.	1.4%	1.4%	15.7%	61.4%	20%
Total (400% max for 4 items)	**1.4%**	**4.3%**	**71.4%**	**244.3%**	**78.6%**

Additionally, regarding the SATIS 6 "The experiences in classroom CBLLA made this course more interesting", the researcher found that the Mean was 3.91 and the Standard Deviation was 0.676. Lastly, the statement SATIS 11 "I enjoyed doing the computer-based assignments better than traditional assignments", the researcher received that the Mean was 3.97 and the Standard Deviation was 0.742.

Concerning the Mean of the satisfaction of using classroom CBLLA, it ranged from 3.91 to 4.07, so it did not change much. The Standard Deviation in the table above fluctuated from 0.598 to 0.742. Therefore, students all tended to choose options (3, 4, 5) in the Likert scale. It is said that the rate was quite suitable with the aim of this part. The mean values were also high (>3.9), which referred that most of the students got their satisfaction with the use of classroom CBLLA in their English learning.

In a word, through the descriptive statistics, the satisfaction of students could be seen at a high level, they quite supported using classroom

CBLLA, and they were pleased with the activities as well.

3.1.2. Results from the student interview

The effectiveness of the use of the classroom Canvas-based activities designed by the teacher

In the term of non-English-major students' perception towards the effectiveness of classroom Canvas-based activities including themes "Canvas studio, discussion, quizzes, Canvas studio combined quizzes, short-answer assignment", the researcher gathered the responses as follow:

Concerning the Canvas studio, most of the participants (S3, S5, S10, S11, S12) did not like this activity because they were required to view the whole video embedded in that lesson carefully and took notes the main points of the lecture; meanwhile, they often neglected their studies. Through this activity, teacher also assessed which students focused on the lecture video or not by the insights function.

Additionally, discussion was an ineffective activity which students were asked to work in pairs or groups whereas some students said that their partners or group members did not focus on the activity and they had to deal with it alone; and another reason was because of Wi-Fi connection, sometimes it worked well, but sometimes.

Most of them were of the opinion that quizzes were interesting most. They could improve their learning skill better by doing the activity which they could experience a variety of quizzes such as multiple choice, true/false, fill-in-the-blank, fill-in-multiple-blanks, multiple answers, multiple drop-down. It also was a good opportunity for students to review their new or old lectures. That was a reason why they all agreed with the activity in their learning. There were some expressions like S3 and S5 reported that quizzes were a good example because it was kind of a general assignment which concludes a lot of knowledge of a lesson effectively.

They enjoyed watching Canvas studio combined quizzes and did the quizzes embedded in it that consisted of the new content of the lesson that day so as to students could review. S6, S8 and S13 said that she liked doing the quizzes which were provided through every topic and content of the lectures by teachers.

Meanwhile, short-answer assignments were the second activities which students supported much. By doing the activity, students were instructed to write the short answer for each question or statements of the lectures. This also helped them systematize their knowledge throughout the lectures, so they enjoyed practicing them a lot.

Concerning on giving examples on classroom CBLLA students had used to motivate their results in language learning process. S1 and S6 supported that quizzes were a kind of general assignments concluded knowledge of lectures to evaluate their abilities. Moreover, the references on Canvas helped find out more information and widen their knowledge (S11), or quizzes were preferred because they were provided through every topic and relevant to the contents of the lectures (S13 and S15).

In addition, regarding the learning atmosphere, the content, and participation, the research collected the answers as follow:

Classroom CBLLA content and learning environment were both scored well by all participants. Language acquisition was also facilitated by it. Therefore, most of them felt that classroom CBLLA were interesting and various, which allowed them to follow the instruction and assignments. S5 expressed that he enjoyed language learning activities very much. They were energizing and encouraging. There was no pressure on me to learn the new items, which were a perfect representation of the lesson's topic.

S6 said that it was an enjoyable class atmosphere which made students feel

understandably easy with learning tasks and S7 found that learning English through Canvas to create a new experience quite interesting and it also stimulated his learning spirit. Besides, S9 and S10 affirmed that classroom CBLLA were really joyful. There was no any pressure appeared in the class and the atmosphere was quite well.

However, one learner (S8) told that there were some repetitive activities which would create a habit so it was so boring for him to learn. Apart from that, most of them agreed that the content of the activities was engaging that it promoted better learning.

The satisfaction with the use of classroom Canvas-based language learning activities

It was noteworthy that all interviewees appreciated the marked effect of classroom CBLLA in their learning. More specifically, they agreed that classroom CBLLA influenced their motivation in learning English. For example, S8 affirmed that in this epidemic situation, Canvas can be a good choice for learners to learn and support learners in the process of absorbing the lessons. Another idea from S13 showed that he thought classroom CBLLA could help me manage my learning process and the results make me feel more and more positive about my learning; and one more opinion about this of S14 expressed that classroom CBLLA make me more active and motivated to complete the assigned exercises, and "since using Canvas, I think it is almost related to my studies, just a few small steps to be able to have a learning program for me to learn everywhere (S15)".

Furthermore, when being asked, "Do you think classroom Canvas-based language learning activities have some effects on your language learning?". Astonishingly, most of them acknowledged that it was really difficult for them to study at school in this Covid-19 time, so study online with classroom CBLLA were a good choice; and they understood that how valuable learning online was. Some evidences as follows:

S3, S4 and S13 expressed that they strongly agreed with those questions because classroom CBLLA have some effects on my language learning and… it was good for them to have a chance to study online in this Covid-19 time; or as S10 showed that it could not be denied that classroom CBLLA help me to learn better.

However, two learners (S1 and S15) really wanted to learn at school because they thought they had to face to face and gave each other feedback directly when learning a language.

Regarding explaining some reasons, the result showed that learners recognized the effectiveness of classroom CBLLA in their learning because of two main reasons. The first one was they could review the lectures or videos about the lessons at anytime and anywhere. As S2 showed that her teacher put the lectures or videos about the lessons of the course so that she could review the lesson.

Secondly, the atmosphere and instructions of the teacher made them feel understandable and positive when learning online on Canvas.

S9 and S12 assessed that she thought it was good because the teacher guided students carefully and follow to the process and principals of Canvas to make it easier for students to manipulate and practice or … it was effective because the features of the Canvas system effectively support my learning and enthusiastic instructions.

However, one interviewee (S1) still claimed that she preferred learning at school to learning online because she found that some of her friends did not focus on learning, they often went out or did some private things when learning online. That was also leading to bad results in the online learning period.

To get more in-depth information about the skill they could develop most when learning English through classroom CBLLA. Most of them

stated that reading and writing skills have been improved because they often had to practice a lot when dealing with the assignments and quizzes.

Strikingly, concerning the most challenging aspects for the learners to use technologies in language course, there were many opinions mentioned by learners as follows:

S11 expressed that the biggest challenge was that sometimes the connection is not stable, so when he did my multiple-choice exercise, he often got out abnormally or S8 thought that new technology and new software made him not proficient in using it yet.

Besides, as S10 and S15 asserted that when learning in class, there are things that he did not understand, he could directly ask his teacher. However, when learning online, it was difficult for him to question his teacher some things or problem that he did not understand about the lesson.

3.1.3. The way teacher has implemented classroom CBLLA in teaching English

Regarding non-English major students' attitudes regarding how teachers utilized classroom CBLLA in English teaching linked to "offering instruction, organizing, and managing, as well as providing feedback," evidence is given as follows:

Most of the learners asserted that the teacher's instruction was easy to understand. Some of them (S7, S8 and S9) expressed that the instructor provided specific, easy-to-understand instructions, complete attendance management on Canvas. Teacher's feedback and comments wanted to help students overcome mistakes and learn more effectively.

Strikingly, nearly all of learners enjoyed the teacher's behavior and attitudes, and teacher's teaching and assessment. Some learners (S5, S1 and S15) told that the teacher fostered self-confidence of students and revised students' mistakes carefully and teacher was enthusiastic in

teaching that students did not understand and she always helped students grasp the knowledge through classroom CBLLA. One learner (S4) praised the way teacher motivate students in their learning like giving plus star points to encourage learners to submit and complete the activities on time.

However, some students (S8 and S14) also expressed that they hoped teachers applied to integrate learning into the games to avoid boredom, or teacher should improve her organization and management of the class activities.

3.2. Discussion

Concerning the first part of students' perceptions towards learning activities on Canvas, the researcher received that quizzes were the first choice which they chose for their answer. Specifically, quizzes were used to check students' understanding of a topic, automatically mark and record the results, and create surveys to gather opinions of information from students. Besides that, there were four types of quizzes such as graded quizzes, practice quizzes, graded surveys, and ungraded surveys with different question types like multiple choice, multiple answers, true/false, fill-in-the-blank, fill-in-multiple blanks, multiple drop-down, matching, numerical answer, formula, essay, file upload. All of the reasons above that makes students prefer the quizzes most. Likewise, in the research of Xiao & Hurd (2007), they utilized a plenty of online language learning activities successfully and effectively in many cases and reached good achievements.

The table 4 was about the students' satisfaction of using classroom CBLLA. Responses from the respondents implied that majority of the students believed that Canvas was a useful medium to enhance their English language learning which reached (244.3% agree) based on the table 4 in total compare to participants who disagreed and in between or neutral. Meanwhile,

Ahmadi (2018) affirmed that every language class usually used some form of technology which enhance the language learning process and facilitate language learning for the students as well.

These findings are comparable with those in the research of Wulandari (2019) about the confidence in learning autonomy (78%); as can be seen the percentages of both researches were approximate values. Therefore, the level of confidence from participants indicated that they were ready to use Canvas activities in their learning time.

With regard to the other elements such as learning atmosphere, the content, and participation, the researcher found that the interviewees admitted Canvas' learning atmosphere stimulate their learning and they all took part in class fully and enthusiastically; and they could follow the lesson content carefully and understandably. What's more, most of them supported that the activities' content was attractive that it encouraged learners' learning (S8). Also, another study of Nguyen (2016) indicated that IT applications provided students appropriate comments and assessments with the abilities, students were at ease to joined in the class.

This showed that the participants enjoyed learning English through classroom CBLLA. This result was also the same as the research of Son (2008), his outcome shown the participants in the study also expressed the positive perceptions towards web-based learning activities.

Moreover, discussing the effect of classroom CBLLA, the researcher attained the positive results that most of the interviewees expressed classroom Canvas-based activities' influence on their motivation in learning English. Due to epidemic situation like Covid 19, almost all participants admitted Canvas was a good choice for learners to learn and go on their learning progress without being presence at school, and they could acknowledge how valuable learning online was; for example, one participant (S15) stated that since using Canvas, she thought it was almost related to her studies, just a few small steps to be able to have a learning program for her to learn everywhere. Furthermore, one more effectiveness of Canvas was the lectures and learning videos embedded on the system, so learners could review the lesson at home or revise the main parts of lesson content. On the other hand, some learners preferred to learn at school, so they could communicate with their friends while learning English. However, all of the participants supported the effectiveness of classroom CBLLA. This was affirmed in many other researches such as Ahmadi (2018), which stated that the effectiveness of using new technologies in teaching and learning enhanced students' language learning skills.

Discussing this issue, when asked about the way teachers implemented classroom CBLLA in teaching English, all of the participants expressed that they were pleased with the teachers' instructions and attitudes. In addition, the teachers controlled and organized the class well so they were able to overcome their mistakes and complete the given assignments on time; for example, one learner (S4 and S15) presented that the way teacher motivate students in their learning like giving plus star points to encourage learners to submit and complete the activities on time or they felt easier to understand the English lessons explained by the teacher because she gave clues in every activity so that her students could do the classroom CBLLA easily. This is strongly supported in the research of Nguyen (2016), which confirmed that the teacher's ability to use technology in upgrading communication and cooperation skills and the teaching effectiveness in a learning society with IT were significant.

4. CONCLUSION

This mixed-methods study was carried out to explore the non-English-major students'

perceptions towards the use of classroom CBLLA in learning. The quantitative data were collected from the student questionnaire, and the qualitative data from the student interview. The overall results from data collection have successfully answered the research question as mentioned in Chapter 1 of the study.

The research results indicated that the participants, who were non-English major students had positive perceptions towards the use of classroom CBLLA.

The study's findings have shown the following consequences for English teachers and non-English major students at DNTU. The high level of student taking advantage of classroom CBLLA suggests that using classroom CBLLA in English courses at DNTU could lead to success in their own teaching and learning a foreign language.

For EFL teachers: Canvas can be used in the classroom by teachers to offer variety to the learning environment and draw the learners' attention. According to Ahmadi (2018), every single language class uses some sort of technology, which allows teachers to modify classroom activities, improve language learning processes, and facilitate language for students. These impacts will usher in positive perceptions towards the use of classroom CBLLA, which may offer teachers encouragement to utilize Canvas in guiding to their students. Additionally, teachers should spend more time planning for and researching the beneficial features, benefits, and drawbacks of Canvas in language education so that they may utilize it correctly and successfully in their teaching process and enhance the effectiveness of teachers' teaching in a learning society with IT were considerable (Nguyen, 2016).

For non-English-majored students: The study 's results suggest that CBLLA in the classroom are appropriate for non-English major students. Therefore, it is important to motivate students to

practice the classroom CBLLA both inside and outside of the classroom. As Wulandari (2019), students regarded Canvas to be helpful for their language learning. Additionally, they should focus on the tasks or assignments assigned so that students can pick up the language more quickly under the teachers' guidance.

Despite meeting the study's objectives, there are some inherent limitations.

First and foremost, the time for doing the research was limited. The study was completed in eight months, which included planning the idea to survey the problems that non-English-major students face in their language learning; referring to previous researches from other former researchers; developing and collecting questionnaires and interview questions from the students; and analyzing data.

The second one is from the teachers' own experience, viewpoint, and approach to teaching English to their students. CBLLA in the classroom were not used to their full potential.

The last one is that due to time constraints and the limited scale of the thesis, not all non-English major students at DNTU participate in this study. Because there were only 150 individuals in the study, the findings may not be generalizable to other sites.

Further research could use mixed methodologies with larger populations to make the conclusions more universal. In particular, they should overcome the constraints identified in this study. For starters, they can be conducted over a longer period of time with a bigger number of participants at various levels. Future research should focus on the impact of other English features, such as online learning autonomy on Canvas and the development of other skills in conjunction with online language learning. Furthermore, additional research is recommended to investigate the impact of classroom CBLLA on learners' language development in order to better

understand and utilize classroom CBLLA in the classroom.

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CẢM NHẬN CỦA SINH VIÊN KHÔNG CHUYÊN TIẾNG ANH ĐỐI VỚI HOẠT ĐỘNG HỌC TẬP NGÔN NGỮ TRÊN CANVAS TẠI TRƯỜNG ĐẠI HỌC CÔNG NGHỆ ĐỒNG NAI

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THÔNG TIN CHUNG

TÓM TẮT

Hiện nay, học tập trực tuyến là một phương pháp giảng dạy hiệu quả và được sử dụng rộng rãi trên toàn thế giới. Việc sử dụng các phương pháp học trực tuyến nhằm cung cấp kiến thức cho sinh viên là điều quan trọng hơn bao giờ hết. Vì vậy, nghiên cứu này với mục đích là điều tra thái độ của sinh viên không chuyên tiếng Anh về việc sử dụng hiệu quả các hoạt động học tập trên phần mềm Canvas. Trong bài nghiên cứu, có 150 sinh viên năm thứ hai của Trường Đại học Công Nghệ Đồng Nai, thành phố Biên Hòa đã tham gia vào cuộc khảo sát. Ngoài ra, hai công cụ gồm có bảng câu hỏi khảo sát và câu hỏi phỏng vấn được sử dụng để thu thập cả dữ liệu định lượng và định tính. Để phân tích dữ liệu, tác giả sử dụng phương pháp thống kê mô tả thông qua phần mềm SPSS 20.0. Các kết quả cho thấy rằng các sinh viên không chuyên tiếng Anh có được rất nhiều thuận lợi từ các hoạt động học tập trên Canvas trong lớp học. Bên cạnh đó, kết quả nghiên cứu cho thấy những sinh viên không chuyên tiếng Anh có thái độ tích cực đối với việc sử dụng các hoạt động học tập trên Canvas. Nghiên cứu này đồng thời cũng làm nổi bật những lợi ích của Canvas trong việc hỗ trợ hiệu quả cho sinh viên trong việc tiếp thu ngôn ngữ.