

HIGHER VOCATIONAL STUDENTS' PERCEPTIONS ON THE USE OF CANVAS INSTRUCTURE IN BLENDED FLIPPED-INSTRUCTED ESP CLASSES

Putu Tika Virginiya

Tourism Department / Politeknik Negeri Bali
tikavirginiya@pnb.ac.id

ABSTRACT

During the epidemic era and because of COVID-19, especially when online learning was required and the only means to deliver instruction, learning management systems (LMS) have been frequently employed. Teachers are now required to use solutions developed since the epidemic, such as introducing blended learning with the use of an LMS, even in regular on-site classrooms. One of the learning management systems (LMSs) utilized by teachers and lecturers throughout the world is Canvas Instructure, a web-based and application-based LMS. This study looked into how students in a higher-education vocational setting perceived the use of Canvas Instructure as an extra learning platform in flipped ESP classes. To learn more about the usage of LMS in ESP classrooms, 108 students were given a questionnaire and semi-structured interviews. The study's conclusions show that students are generally in favor of using Canvas Instructure in flipped ESP classes. The vast majority of students agree that Canvas Instructure is user-friendly, helps them learn English more effectively, and makes it straightforward for them to access the course materials. Thus, using Canvas Instructure for other disciplines is highly recommended.

Keywords: Students' perception; LMS; Canvas Instructure; Blended learning; Flipped-instruction; ESP classes

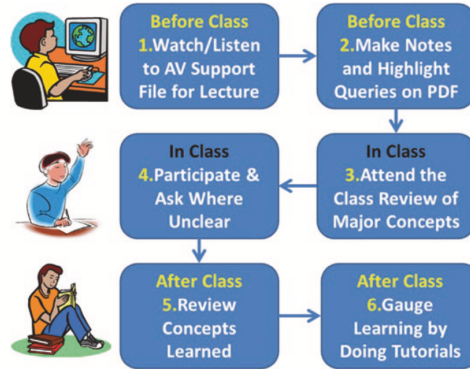
INTRODUCTION

The rapid advancement of technology has made it possible for people in all kinds of professions to accomplish more than ever before. Although many found it difficult to keep up with the changes, technology has been useful, particularly for teachers. Going from the term CALL (Computer Assisted Language Learning) in the early 1980s, expanding to the term TELL (Technology Assisted Language Learning), various resources on how teachers might use ICT (Information and Communications Technology) in the classroom ranging from using websites, Internet-based project work to electronically produced materials printed out for students (Harmer, 2008; Ko, 2017). Learning Management System (LMS) is one of the instruments that are more advantageous in the post-pandemic era, where touching is restricted, and a "greener" classroom environment is strongly advocated. LMS is a broad term that describes various systems that provide students, teachers, as well as managers the online educational services (Santiana et al., 2021; Sumardi & Muamaroh, 2020). It is defined as a learning 'platform' or Virtual Learning Environment (VLE) that is a web-based platform on which course content can be stored (Harmer, 2008). It is accessed by learners on the Internet, and they can not only see course content, such as documents, audio, and video lectures, but also do activities such as quizzes, questionnaires, and tests, or use communication tools like discussion forums or text and audio chat. LMS, a website-based integrative learning management system (Azizah, 2018), was in a high-demand especially during the pandemic era due to COVID-19. The LMS's online learning activity generates a variety of experiences and perceptions for both teachers and students. The usage of a learning management system (LMS) has been a helping hand to English for Foreign

Language (EFL) teachers since it has been seen that the educational paradigm is more successful in an active, student-centered learning environment. Teachers may give students access to a wealth of resources and information through an LMS, something that should be done in both online and traditional classroom settings. Gautreau (2011) adds that on its website, LMS provides educational tools that enable instructors to prepare lessons and involve students in their learning.

Yet, LMS is merely a tool to let teachers reach and interact with students with ease and flexibility. The way that people learn and choose to study has been greatly altered by these technologically advanced teaching aids (Tabassum, 2021). This is just a tool for any subject including English. In vocational institutions in which English for Specific Purposes (ESP) is mainly emphasized have expected graduates who can tune into the industry operations. English for Specific Purposes (ESP) refers to the way of teaching for specific learners who study for a certain workplace. It provides teaching English that relates to learners' needs in their workplace (Bekteshi, 2019; Benavent & Peñamaría, 2011; Ronaldo, 2016). According to (Tomlinson, 2003), ESP is an umbrella term that conveys the teaching of English to students who are learning the language for a particular work or study-related reason. Moreover, English for Specific Purposes is more emphasized to students who learn a specific skill in their study and gives a significant contribution to learning English for students who learn a specific skill.

Technology advancement has been rapidly enhanced even after the COVID-19 pandemic, and so does the ESP teaching and learning approaches. From student-centered learning to combined student-centered learning using flipped instruction has been applied in many classes across the globe. The students actively participate in the activities instead of being expected to be passive recipients of lectures, which allows the teachers to make the most of their face-to-face time in class. Students used to be expected to investigate the resources on their own. With the use of an LMS, teachers can organize the assignments and resources and make a goal for how far the students should advance after reviewing the materials independently (Tabassum, 2021; Tawalbeh, 2018). Blended learning is then introduced as an educational strategy that combines the traditional classroom with online activities and finds its best application (Capone et al., 2017). It is an option where most coursework takes place face-to-face, but there is a regular and carefully integrated online component to the course (Harmer, 2008). Due to the freedom with which they can select the course's modules and adapt them to their needs when there are knowledge gaps, blended learning can increase students' willingness to study. Also, the teacher provides online comments to the students, helping them to understand all the course requirements. (Rymanova et al., 2015)



Picture 1. Graphics integrated into a unit (course) documents to conceptualize the flipped class model (Al-Abdeli, 2017)

Among the LMSs introduced, Canvas Instructure is one of the LMSs used widely in several institutions around the globe. Canvas Instructure LMS is a web-based learning management system that also provides a mobile application for students to reach the learning materials easier across devices. It can be accessed at <https://canvas.instructure.com/login/canvas> which allows teachers to create a free account and manage their classes and lessons for free with some limitations compared to its premium version. Sari et al., (2020) mention that Canvas Instructure is a flexible learning management system for both instruction and learning. Lonn & Teasley, (2009) also noted that making an announcement in class, turning in assignments, and communicating online with one another are all made possible through the Canvas Instructure. As quoted on its website (<https://www.instructure.com/higher-education/products/canvas/canvas-lms>), it offers quite a wide range of tools, such as rubrics, modules, calendars, schedules, quizzes, syllabi, analytics, grade book, and integrations to third-party applications from Google Classroom, Microsoft Teams, Zoom to Adobe. With its mobile apps, it can be downloaded from Google Play Store on Android and App Store on iOS which can be helpful for teachers to engage with students whenever and wherever.

Various research has also been conducted on the use of this LMS. Baldwin & Ching (2019) discussed Canvas Instructure which was newly released at that time as the second largest LMS used by higher education institutions in the United States. The review, especially on the Canvas Course Evaluation Checklist (CCEC), was found to be helpful for those interested in online course design and development. Santiana et al. (2021) then investigated their students' perception of the use of Canvas to promote interactive online learning in the Technology Enhanced Language Learning (TELL) course 2021. The study's findings showed that students used Canvas Instructure on average for less than an hour to more than two hours every week. Students generally used it to participate in learning activities created by the teacher, such as reading learning modules, taking part in online discussions, and completing assignments. They also think that Canvas is a user-friendly LMS with lots of features that will aid their learning when they are taking courses online. Additionally, they concur that Canvas Instructure is successful in giving them the chance to have an engaged learning experience. Also, they felt that utilizing Canvas Instructure motivated them and made the learning experience more engaging. Nadia et al., (2021), in

the same year, investigated the design of an online learning module for nursing students with the use of Canvas Instructure. This developmental study has produced a workbook and online course to aid students in their learning. The results show that students can develop their work-related language skills at home with the use of online learning. The pupils are thought to be highly engaged in their education, and they also develop greater independence in their learning. These sum up that the use of Canvas Instructure gave an impact on students' online learning.

In this study, Canvas Instructure Free-for-Teacher (FFT) is used. Limited features are presented in this free version of Canvas Instructure; however, all features can be deployed to enhance the teaching and learning process of English for Travel and Tourism subject. The followings are Canvas Instructure Free-for-Teacher (FFT) main features that were used in this study:

- **Dashboard**
The Canvas Instructure dashboard gives every user a personalized view of the most recent, most important details of the course that makes it a lot easier to remain on assignment and focus on learning.
- **Courses**
Course features can be used by students to share, interact and explore ideas as part of a member. Its functionality allows members to share files, talk live or asynchronously, and collaborate on papers. This feature is used to learn and stay updated with the most recent announcement of group classes, syllabuses, quizzes, grades, modules, discussions, conferences, and collaborations with other networks.
- **Announcements**
In the Announcements feature, you can see all the notifications in your course. Announcements are presented in reverse chronological order with the latest first appearing and the oldest announcements appearing at the bottom.
- **Modules**
Modules allow instructors to arrange content to help monitor the course flow. Modules are used to arrange course materials by weeks, units, or another organizational structure. Modules create a one-way linear flow of what students can do in a course. Every module can contain files, discussions, assignments, quizzes, and other learning materials. Module features may be added to the course from existing content or new content shells in the modules.
- **Discussions**
This feature will help students think more deeply about the material through discussions. Discussions allow interactive contact between two or more people; users may take part in discussions with a whole class or community. Discussions can also be conducted within student groups.
- **Collaborations**
Collaborative technology allows multiple users to work together on the same document at the same time. Collaborative documents are stored in real-time ensuring that any change made by any of its users will be instantly available to all.

Therefore, this study aims at investigating the use of Canvas Instructure as the leading LMS being used globally for ESP classes in the vocational higher education context. With the implementation of flipped instruction in blended ESP classes, Canvas Instructure Free-for-Teacher (FFT) is used in this study as the aiding tool for the first-semester students of the Tourism Department in Politeknik Negeri Bali who are taking English for Travel and Tourism Course. Canvas Instructure FFT is chosen because it provides most of the features needed and has been mentioned by (Harmer, 2008) as a good VLE platform. Free for Teachers (FFT) version of Canvas Instructure was used in this study with several limitations, yet it is still useful and covers all the features needed. This LMS (Canvas Instructure FFT) was chosen under several considerations. They are: (1) freely accessed for teachers and students, (2) available and accessible in web-based and mobile-app based on all types of mobile devices, (3) complete features that enable the lecturer to track students' progress and grades, and also (4) two-way communication channels on Discussions and tasks or assignments completion.

METHOD

This study used a descriptive case study as a research method. It is used to describe the existing phenomena as accurately as possible (Atmowardoyo, 2018). Data for the research was collected from four classes with a total of 108 students who took English for Travel and Tourism, a mandatory course for all first-year students. Because it is simple to create, distribute, fill out, and calculate the results of an online survey, it was chosen as the medium for questionnaires after the semester. The questionnaire was designed bilingually with translations into English and Indonesian to make it easier for the study subjects to complete because it was anticipated that they might not all have the same level of English proficiency.

The data was collected through the questionnaire. There were 30 questions in total that include 19 statements using Likert-scale, and 11 open-ended questions to gather students' opinions on the use of Canvas Instructure FFT in the teaching and learning process throughout the semester. The questions cover the ease of use of the LMS and perceived effectiveness during learning English for Travel and Tourism subject with the use of Canvas Instructure FFT. In order to have feasibility result, triangulation was used to check the validity of the research instruments (Triana et al., 2021). This involves the use of various data/information sources including investigator triangulation, theory triangulation, and methodological triangulation. These started from the use of multiple evaluators and the utilization of multiple professional perspectives to interpret one set of data (Thao and Herman as cited in Triana et al., 2021).

RESULTS AND DISCUSSION

The investigation focused on how the student's perceptions of the use of Canvas Instructure FFT in the teaching and learning process of English for Travel and Tourism subject. The result of this aspect has aimed to answer the first subsidiary research question "what the students' perceptions toward the use of Canvas Instructure are in blended-flipped instructed ESP classes at the first semester students of Tourism Management Politeknik Negeri Bali who took English for Travel and Tourism subject." It consisted of 19 items of

the close-ended questionnaire with a 5-scale Likert scale. Table 1 shows the result of survey result on the perceived usefulness of Canvas Instructure FFT in blended flipped-instructed ESP classes.

Table 1 Questionnaire result of student's perception of the use of Canvas Instructure in blended flipped-instructed ESP classes

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The general impression of the use of Canvas						
1	Canvas Instructure is good and interesting.	0 (0,00%)	1 (0,93%)	22 (20,37%)	44 (40,74%)	41 (37,96%)
2	I have got a new experience learning English using Canvas Instructure.	0 (0,00%)	0 (0,00%)	7 (6,48%)	49 (45,37%)	52 (48,15%)
3	I find it quite easy to learn English using Canvas Instructure.	0 (0,00%)	4 (3,70%)	29 (26,85%)	49 (45,37%)	26 (24,07%)
4	I like learning English using Canvas Instructure.	0 (0,00%)	4 (3,70%)	26 (24,07%)	49 (45,37%)	29 (26,85%)
5	Using Canvas Instructure is more fun for me.	0 (0,00%)	3 (2,78%)	30 (27,78%)	41 (37,96%)	34 (31,48%)
6	I feel motivated to learn English using Canvas Instructure.	1 (0,93%)	3 (2,78%)	30 (27,78%)	47 (43,52%)	27 (25,00%)
7	In general, I am satisfied learning English using Canvas Instructure.	0 (0,00%)	2 (1,85%)	25 (23,15%)	52 (48,15%)	29 (26,85%)
8	I want to keep learning English with Canvas Instructure in the future.	1 (0,93%)	2 (1,85%)	35 (32,41%)	43 (39,81%)	27 (25,00%)
9	I recommend other students or teachers use Canvas Instructure.	0 (0,00%)	4 (3,70%)	27 (25,00%)	45 (41,67%)	32 (29,63%)
Canvas Instructure's features						
10	I find it quite easy to understand English material presented in Canvas Instructure.	0 (0,00%)	1 (0,93%)	31 (28,70%)	49 (45,37%)	27 (25,00%)
11	Features in Canvas Instructure are quite easy in facilitating my English learning.	0 (0,00%)	4 (3,70%)	24 (22,22%)	52 (48,15%)	28 (25,93%)

12	Features in Canvas Instructure (materials, assignments, quizzes, discussion, audio, video, submissions) are complete and adequate.	0 (0,00%)	1 (0,93%)	10 (9,26%)	49 (45,37%)	48 (44,44%)
13	Canvas Instructure's display was nice.	1 (0,93%)	4 (3,70%)	27 (25,00%)	45 (41,67%)	31 (28,70%)
14	Assignment submission and quiz completion through Canvas Instructure become faster, more effective, and more efficient.	0 (0,00%)	3 (2,78%)	16 (14,81%)	56 (51,85%)	33 (30,56%)
15	Canvas Instructure is quite stable and easily accessible.	1 (0,93%)	5 (4,63%)	30 (27,78%)	47 (43,52%)	25 (23,15%)
16	Canvas Instructure lets me do the quiz unlimited times to review and improve my abilities.	0 (0,00%)	0 (0,00%)	12 (11,11%)	43 (39,81%)	53 (49,07%)
17	I can track and improve my progress in learning English through Canvas Instructure.	0 (0,00%)	0 (0,00%)	12 (11,11%)	62 (57,41%)	34 (31,48%)
Blended learning in flipped-instructed ESP classes with Canvas Instructure						
18	The quality of teaching and learning through Canvas Instructure is as good as face-to-face.	2 (1,85%)	13 (12,04%)	45 (41,67%)	31 (28,70%)	17 (15,74%)
19	Canvas Instructure helps me to track the materials I need to review before the class sessions.	0 (0,00%)	1 (0,93%)	24 (22,22%)	45 (41,67%)	38 (35,19%)

The data presented in Table 1 reveals that (45, 37%) of students like learning English using Canvas Instructure and that the use of Canvas Instructure is good and interesting (40,74%), students received a new learning experience by having Canvas Instructure being implemented (48,15%), learning English was quite easy with the help of Canvas Instructure (45,37%), using Canvas Instructure is more fun (37,96%), and the students felt motivated to learn English because Canvas Instructure is used in learning English for Travel and Tourism subject (43,52%). It can be assumed that Canvas Instructure helps encourage students' motivation in learning the subject. Students have a positive experience with Canvas, which

increases their desire to utilize and adopt the new LMS (Garcia et al., 2021). The materials provided in Canvas Instructure for English for Travel and Tourism subject are covering all language skills and components that are usually started from the presentation of vocabulary needed for the lesson. Canvas Instructure allows the lecturers to provide various sources and embeds gamification content from another website such as Wordwall. Therefore, the students are eager to do every task and sub-task provided in the LMS.

Respondent 47 mentioned that “[the implementation using Canvas Instructure is] thrilling fun. It is not boring so [we] do not realize that time has passed so quickly. [We are also] encouraged to be responsive and communicative [by having Canvas Instructure being implemented]”. It is also supported by Respondent 72 that stated “[I think] by implementing a learning system with the use of integrative media (Canvas Instructure), so that students are more diligent in lectures that apply blended-language and will get used to [to technology and the Learning Management System]”. In addition, Respondent 80 also stated that “English for Travel and Tourism course is an interesting lesson, and easy to understand because it has a different system from all courses [by having Canvas Instructure being applied]”, and Respondent 81 cited that “In my opinion, the English for travel and tourism course is very interesting, because here I can learn various materials that I might not have studied before [that are provided in Canvas Instructure].” By having the materials updated every lesson/week, the students are more motivated and enthusiastic. Respondent 8 stated that “Of course I like [English for Travel and Tourism subject], because I can improve my English knowledge in speaking or writing more, and also the lectures have interesting & interactive materials every week”. 48,15% of students agree that they are satisfied with learning English using Canvas Instructure, 39,81% agree that they want to keep learning English with Canvas Instructure in the future, and 41,67% agree that they would recommend other students or teachers to use Canvas Instructure.

The data in Table 1 also shows that Canvas Instructure features are of help in students’ learning. It reveals that: 45,37% of students agree that they found it quite easy to understand English materials presented in Canvas Instructure, 48,15% mentioned that features in Canvas Instructure are quite easy in facilitating their English learning; 45,37% believe that features in Canvas Instructure (materials, assignments, quizzes, discussion, audio, video, submissions) are complete and adequate; 41,67% stated that Canvas Instructure’s display was nice; 51,85% stated that assignment submission and quiz completion through Canvas Instructure become faster, more effective and efficient; 49,07% strongly agree that Canvas Instructure let them do the quiz in unlimited time to review and improve their abilities, 57,41% agree that tracking their progress in learning English through Canvas Instructure would improve their progress in learning English, and 43,52% mentioned that Canvas Instructure is quite stable and easily accessible. To assist in the management of the teaching and learning process, it offers features for providing the material, developing discussion media, assigning learning assignments, communicating in online meetings, and working with other platforms (Al Khoeri et al., 2021). Besides, lecturers can set whether the students should do the task in sequential order with some requirements, and students can see their progress and grades live in the Gradebook.

These perceptions were supported by the response from Respondent 1 who mentioned that “[Canvas Instructure features] makes the practice and doing assignments

easier.” Respondent 18 also strengthened that “Canvas Instructure’s features of providing modules separately are convenient for the students to find the materials going to be discussed”. In addition, Respondent 55 mentioned that “Canva Instructure is a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. [It] is really interesting because Canvas Instructure makes it simple, about the discussion via online.” This online discussion at some meetings was also conducted online and was also used as an e-bulletin board as an alternative to subscribed online bulletin applications. In this very feature, students can post the task, have the other students like or grade it, and even comment on their own or the other students’ posts. This was very helpful in teaching correspondence in English for Travel and Tourism subjects. Respondent 75 mentioned that “In my opinion, Canvas Instructure helped me and convenient to finish the task and get me challenged because the lecturer set a score target to achieve before I can move on to the next task.” Respondent 21 stated that “[Canvas Instructure is] interesting and not monotonous, it is very interactive and has many features compared to other LMS, it also makes lecturers more interesting than just speaking and does not combine LMS, the outstanding application than the other LMS”

Regarding the implementation of blended learning in flipped-instructed ESP classes with Canvas Instructure, 41,67% agree that Canvas Instructure helps the students to track the materials they need to review before the class sessions. This was stated by Respondent 54 “In my opinion, it makes me easier when before class started to prepare the material using a Canvas Instructure to get the material first.” Respondent 57 also mentioned that “I really like this blended method because [Canvas Instructure] provides all the materials, is easy to access, and it is far from being confusing”. This is also supported by Respondent 82 who stated that “In my opinion application blended learning using Canvas Instructure is very effective because blended learning makes it easier for students to understand the material”. The implementation of Canvas Instructure is supporting the implementation of blended learning with flipped instructions because having the students access the materials online before the face-to-face session in the classroom, encourages students’ self-regulated learning. As mentioned (Fatimah & Nurfitriani, 2022), students get the chance to learn freely and comprehend the material by having access to the materials in Canvas Instructure. Because the materials are easily accessible, if they later found they did not grasp what they had studied, they could go back and read and examine the information again.

However, 41,67% remained neutral about the quality of teaching and learning through Canvas Instructure being as good as face-to-face. Respondent 21 said that “it’s interesting to know that this [Canvas Instructure] is deeper [or completed] with many features [that are] suitable for integration in offline schools”, but Respondent 96 stated that “I love using Canvas Instructure because it is easy and have a lot of features that make learning English fun. But, I think, if we are attending class offline, the quiz will also be better to be done offline instead of an internet-based quiz. It will make students focus more on the class. If we are using the phone in an offline class, there is a bigger chance for students to open different apps during class and not focus on the material”.

CONCLUSION

The current study aims to find students' perceived usefulness of how Canvas Instructure is being used to improve teaching and learning in English for Specific Purposes in classrooms, especially in English for Travel and Tourism subject, as well as how students' impression about using Canvas Instructure in blended flipped-instruction classroom settings. To provide answers, researcher employed a qualitative technique. To address the first research question about the use of Canvas Instructure to improve the teaching and learning process, the researcher used observation. The information regarding the lesson plan through Canvas Instructure in the English classroom was then obtained using document analysis. Finally, a questionnaire was distributed to the participants to collect more information. Because of its many capabilities, Canvas Instructure improved the teaching and learning process in English classrooms. To assist in the management of the teaching and learning process, it offers features for providing the material, developing discussion media, assigning learning assignments, communicating in online meetings, and working with other platforms embedded. As their first-time using Canvas Instructure, the students are interested, enjoying, amazed, and motivated. Some of the challenges the pupils experienced, though, were unavoidable, such as not all the students have updated devices that might support the upgraded interface that interfered several activities. Undeniably, the findings of this study recommend that all teachers use Canvas Instructure to aid in the teaching and learning process as students perceived that Canvas Instructure is useful and help their learning process. Canvas Instructure is encouraged to supporting instruction from multiple subjects to produce more varied outcomes. Despite being convenient in having the learning materials managed well in the system and successfully implemented in most online learning, in the application of blended learning, classroom management should be emphasized and mastered well by the lecturers on using this application and even in onsite classes. Thus, the researcher suggested other researchers to explore deeper on Canvas Instructure features' and the classroom management especially in implementing blended learning particularly in teachers' perception as this research was limited to the students' perception.

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