CHAPTER 1
INTRODUCTION

Background of the study

The COVID-19 pandemic significantly impacted education, forcing a shift towards online learning. Even after the pandemic subsided, online learning using Learning Management Systems (LMS) like Canvas remained prevalent. Online interactions were taking place between the teacher and the students as they shared files, documents, links, modules, etc. They were preparing to make the most of using the Learning Management System (LMS) to conduct educational activities. LMS is an online platform where the teacher can provide learning resources, discuss themes, share files, and build a learning discussion, according to Adzharuddin (2013), referenced in Al-Khoeri et al. (2021). LMS platform like Canvas have become an essential part of the educational landscape, offering a flexible and engaging learning environment.

Canvas is one of the many existing LMS managed by a third-party called Instructure. It is used by learning institutions, educators, and students to access and manage online course learning. However, in this study the researcher focused on the use of Canvas as an LMS for learning in post pandemic at the university level. In the Technology Enhanced Language Learning (TELL) course, learning activities are carried out face-to-face in class, then Canvas is still used as the LMS. In practice, Canvas is used by the teacher to share syllabus, modules, or various important documents for learning so the students can have better access for managing the course.

The phenomenon in this research is based on an interview with one of the students who had taken the TELL course and used Canvas LMS during that class. This course implements the flipped classroom model using Canvas for pre-class learning. The lecturer sends content first as a warm up, material (either in the form of reading or video), intermezzo, and quiz. This activity aims for students to understand the material, so that students have prior knowledge before entering the in-class activity. Then the results of this understanding are also applied when taking

quizzes. Then the role of the lecturer is as a facilitator and guides students to be active in conveying their understanding in class for discussions and acting as the centre. In addition, it was stated that when the learning process uses Canvas, managing schedules and carrying out assignments becomes more organized due to the division of modules that have been done. Therefore, the researcher tries to find students' perception regarding the phenomenon.

Understanding EFL students' perceptions of using Canvas in the post-pandemic era is crucial for educators to optimize the learning experience and address potential challenges. This study aims to explore these perceptions through the lens of the Technology Acceptance Model (TAM) framework, which focuses on factors like perceived usefulness, perceived ease of use, and attitude towards using the technology. By examining these factors, the study aims to provide valuable insights for educators on how to effectively utilize Canvas in TELL courses and enhance the learning experience for EFL students in the post-pandemic era.

The study regarding the use of Canvas in higher education level conducted by Oreta (2020) showed that the teacher can customize Canvas tools to form teaching strategies, learning activities and assessment and for the students, they need acquaintance with the Canvas tools before the learning activity starts, so they can engage with learning activities and assessment tasks. Students also need to familiarize with the use of Canvas so they can engage and have motivation to do learning activities and achieve learning outcomes. Study about perception towards the use of Canvas has also been conducted in some previous research. Kapranov (2020) aims to find how the pre-service EFL teachers frame their perceptions of Canvas. That study was focused on EFL Pre-service teachers' perceptions of Canvas as an LMS.

Another study by Dang (2020) stated that some features in Canvas were used by the students for administrative purposes such as handling the assignments, assessment and feedback. Mainly, the students perceived Canvas as an LMS to manage their course in class. That study focused on EFL students' perceptions of Canvas for course administration, mobility, and flexibility for undergraduate EFL

program using quantitative study using a survey questionnaire. Meanwhile for this study, researcher focuses on EFL students' perceptions of Canvas in a TELL course, specifically designed for technology-enhanced language learning and utilizes the TAM framework to analyse students' perceptions, providing a deeper understanding of factors influencing their acceptance of Canvas. Moreover, this study examines students' perceptions within the context of the post-pandemic era, where online learning practices have evolved and adapted. Furthermore, this present research will be focused on students' perceptions of Canvas in TELL course at one of the universities in Tasikmalaya.

Formulation of the Problem

A research question addressed in the present study is "What do the students perceive about the use of Canvas for online learning in TELL course viewed by TAM framework?"

Operational Definition

To avoid misunderstanding about the terms set out in this study, the researcher provides some definition related to this study, as follow:

1.3.1 Canvas	Canvas is one of the Language Management Systems that allows users to conduct online learning activities. Such as group discussions, sharing learning modules, and other interactive things that can be done by both teachers and students. Canvas in this research is used to carry out pre-class learning so that students have prior knowledge regarding the material that will be discussed.
1.3.2 Students' Perceptions	The ability of students to assess or examine something they have experienced and interpret it. Each individual has their own views and this results in different views that can occur.
1.3.3 TAM Framework	A model used to predict user acceptance of new technologies, focusing on perceived usefulness, perceived ease of use, attitude towards use, and behavioural intention to use.
1.3.4 TELL	Course that focuses on how to integrate technology to improve language learner experience with the focuses on the 21st century skills.

Aim of the Study

This study aims to discover the EFL students' perceptions toward the use of Canvas for TELL course program.

Significance of the Study

1.5.1 Theoretical Use

Theoretically, this present study will enrich the existing knowledge about the usefulness of LMS among EFL students during online learning in course. study about usefulness of LMS among EFL students' during online learning in a TELL course.

1.5.2 Practical Use

This present study in practice aims to provide insight for the educators, students, and readers about EFL Students' perceptions about conducting and carried out an online learning using the Canvas LMS platform.

1.5.3 Empirical Use

Empirically, this present study provides insight for the educators, students, and readers about the EFL students' perceptions toward online learning using the Canvas as LMS based on TAM framework.