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Article

Inquiry on the Adoption of LMS for Online English Teaching and Learning

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Abstract

The purpose of this study was to explore the teaching and learning patterns in the utilization of Canvas in the College Academic Skills in English (CASE) subject through the lens of the community of inquiry framework that discusses the educational experience within the social and cognitive presence. Using criterion sampling, qualitative data were collected from five teachers and sixty-four students from the Far Eastern University – Manila. The data were analyzed through thematic analysis. The findings revealed that indicators of each presence were evident in terms of establishing teacher and student relationship through asynchronous communication and engagement in subject specific assessments and activities that incorporate critical thinking and collaborative learning. The findings suggested that the asynchronous learning of CASE subject in Canvas can have socio-emotional discourse among the members of the community of learning, improve the reading and writing skills of the students, and flexible learning management.

Keywords

Distance learning, Online Education, Learning Management System, Cognitive Presence, Social Presence

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Introduction

Technology integration in education plays a chief role in responding to learners' needs, and it has been applied over the years due to different factors. A few of these factors include responding to learners who cannot attend classes for several reasons (Pallof & Pratt, 2001), the advancement of technology and the internet in general, and the demands of 20th and 21st-century learning. With the invention of the internet, virtual classrooms and real-time communication among learners and teachers have become possible. As a result, technology and the internet significantly impacted distance education in our generation, commonly known as online learning.

In the English teaching and learning of some universities/schools in the Philippines, ICT integration and LMS supplement traditional classroom teaching and learning (Blended and Hybrid). For instance, Sipacio (2015) discussed that an e-portfolio on Facebook was used as an ICT at De La Salle University (DLSU) as a response to 21st-century literacy. Furthermore, it was implemented for ESL learners at the National University (Barrot, 2016). On the other hand, a portable LMS (PLMS)–USB-based learning management system available offline was used in selected universities in Central Visayas for teacher education courses, including Bachelor of Secondary Education in English (Marcial, 2018). Consequently, other top universities, such as the University of Santo Tomas (Blackboard), Ateneo De Manila University (Canvas), and the University of the Philippines (UVLE – University Virtual Learning Environment), utilize their LMS for teaching and learning.

Although English teaching and learning online was implemented by many schools (Tumskiy, 2019), the adjustment in utilizing LMS provided changes for the English teachers (De Smet et al., 2016; Cavus & Alhih, 2014) and presented different challenges such as media literacy (Castaneda & Arcila, 2012; Cavus & Alhih, 2014), file corruption (Marcial, 2018), and teachers' fear of its use (Suppasetseree & Dennis, 2010).

In 2020, emergency remote teaching was quickly implemented due to the threat caused by the COVID-19 pandemic. English teachers have encountered problems with the limitations in the discussion, including the presentation of materials (Fitria, 2020), adjustments and knowledge of using technology in teaching (Khatoony & Nezhadmehr, 2020), and interaction of the learners (Taci, 2020). On the other hand, learners have also experienced changes and challenges in their education, such as stress, online learning tools, environment, and engagement. It is feasible that the impact of COVID-19 produced an imbalance for educators because of the rapid adoption of online teaching, not just with how teachers adjust their way of teaching, modules, assessments, and strategies but also in how they use the technology.

Challenges such as limited access to technology, access to the internet, and teacher training were felt in the global south countries. Daniel (2020) stated that schools and universities from the global south had to adapt as quickly as possible to the demands of online teaching and learning as they were the least prepared for the effects of the pandemic, especially in the educational sector. These schools and universities needed to be innovative in their educational technology to catch up with the trends. Although specific studies about the use of Canvas in English subjects in the global south are rare to find, the 2020 data from UNESCO shows that there were 1.6 billion learners globally affected by the technological shift in education because of the pandemic (UNESCO, 2020). Therefore, as Capra (2012)

suggested, further studies should focus on the teaching and learning process aligned with the Community of Inquiry (COI) aspect. The COI explains the essential elements of a successful (deep and meaningful) online learning experience in higher education (Garrison & Anderson, 2003). The COI believes that a successful learning process takes place in the three core elements: Cognitive presence, social presence, and Teacher presence (Garrison et al., 2000). In the same vein, Papuoli et al. (2020) underscored the need for further research to look at undergraduate learners forced to have online learning. At the same time, Cron (2020) suggested a need to investigate the learners' engagement during the community quarantine through the Community of Inquiry framework lens. Moreover, few studies in the Philippine literature (Magno, 2017; Topacio, 2018; Avila & Cabrera, 2020) have focused on how English teachers ensure that learning is present in LMS use in English subjects. Therefore, while the studies mentioned above addressed relevant ideas about distance learning, English teaching and learning, and utilization of LMS, an exploration of the utilization of LMS in an English subject is still warranted to better understand the current online English teaching and learning process.

With the dearth of research on distance learning, English teaching and learning, and utilization of LMS, this study was designed to explore the teaching and learning patterns through Canvas in a general education English subject (College Academic Skills in English – CASE) from the lens of the community of inquiry, focusing on social and cognitive presence only. In this study, the analysis focused on the general application of Canvas and its features, such as teachers creating discussion boards for students to engage in critical discussions, assignments that have feedback and comment box options, quizzes, announcements, and inbox for private messages. These features serve as a way of communication for both teachers and students. In achieving the aim of this study, this study seeks to investigate how social and cognitive presence is evident in the utilization of Canvas for the CASE subject.

Community of Inquiry Framework

Garrison et al. (2000) established the Community of Inquiry (COI) framework for higher education experience, distance learning, and guide investigation (Arbaugh et al.,2008; Garrison & Arbaugh, 2007). The Community of Inquiry explains the essential elements of a successful (deep and meaningful) online learning experience in higher education (Garrison & Anderson, 2003). The Community of Inquiry believes that a successful learning process takes place in the three core elements: Cognitive, Social, and Teacher presence (Garrison et al., 2000). This study focuses on cognitive presence only.

Cognitive Presence

Cognitive presence refers to "the inquiry process where learners are tasked with a problem or issue and, through iteration between discourse and reflection (public and private worlds), construct meaning and confirm understanding" (Garrison, 2009, p.353). As Garrison and Anderson (2003) discussed, the nature of cognitive presence is heavily based on the concept of critical thinking from John Dewey's work (1933). The concept emphasizes the idea of metacognition and reflection (Garrison, 2009). Moreover, cognitive presence's effectiveness is not sufficiently independent in the community of inquiry, and it needs social interaction that occupies collaborative work, leading to higher-order thinking skills (Garrison et al., 2000). Lastly, the four phases (trigger, exploration, integration, and resolution) of Practical Inquiry describe the cognitive presence in online learning that leads to "deep and meaningful" learning (Garrison et al., 2000, p. 94).

There is a tendency that only the first two phases may do well and less for the remaining phases (Garrison & Anderson, 2003). Some research (Diaz & Miy, 2016; Alavi & Taghizadeh, 2003; Garrison & Anderson, 2003; Jamal & Shanaah, 2011) also found the same concern. The concern represents a challenge for the teachers to move to the latter part of the cognitive presence. Thus, this requires a careful evaluation for the teachers regarding the learning objectives and the idea of a "commitment to the value of thinking progressively" (Garrison & Anderson, 2003, p. 63) in designing the course content.

Social Presence

Social presence is defined as the "ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop interpersonal relationships by way of projecting their personalities" (Garrison, 2009, p. 352). In other words, it is the feeling of being connected with other people in a distance learning environment. Moreover, Garrison and Anderson (2003) stated that the objective of social presence is to create a learning environment, sustain and encourage learners to be skeptical and critical thinkers, and contribute to the creation and understanding of the meaning. Social presence is divided into three classifications: Affective communication, Open communication, and Coercive communication.

Social presence theory has its foundation in the study of Short et al. (1976). Years later, Gunawaderna (1995) contextualized the social presence theory in education. Due to the asynchronous nature of distance learning years ago, the development of social presence was heavily based on non-verbal and text-based communication. Garrison and Anderson (2003) addressed an interesting idea about the social presence regarding the problem of sustained critical discourse, socio-emotional cues, and a virtual environment in creating an effective community of learners. They also asked how text-based communication can compensate for its disadvantages compared to face-to-face communication. It is good to argue that the medium in distance learning presents its advantages and disadvantages in the same way traditional face-to-face engagement has. Moreover, Garrison and Anderson (2003) explained that the use of language to cope with the disadvantage of non-verbal communication (e.g., greetings, emoticons, and punctuations) is helpful to both the teachers and learners to establish familiarity with them.

Garrison et al. (2000) argued that "socio-emotional interaction" is crucial and can make learning meaningful and the outcomes (p. 95). Moreover, they asserted that social presence must lead learners in the view of education that knowledge construction is a process of collaboration that emphasizes creating learners with critical thinking skills. However, there are times when both critical thinking and collaboration do not happen (Castellanos-Reyes, 2020). Garrison et al. (2000) posited that social presence's essential value is to assist cognitive presence.

Methodology

Context of the study

This study utilized a qualitative case study method of research, which investigated a comprehensive university in Manila. The university is considered one of the top schools in the Philippines based on its accreditations, such as PAASCU (Philippine Accrediting Association of Schools, Colleges, and Universities), AUN-QA (ASEAN University Network-Quality Assurance), and PACUCOA (Philippine Association of Colleges and Universities Commission on Accreditation). In addition, I have a Center of Development (BS in Business Administration), a Center of Excellence (Teacher Education Program) by CHED, a place in the World's Universities with Real Impact (WURI), and excellence

awards. Moreover, the university offers various degree programs and general education courses. Due to the community quarantine in early 2020, the university has transitioned its university experience to distance learning. Furthermore, many teachers in the university use MS Teams or Zoom for the conference, while the use of Canvas is intended for the same utilization.

The university offers general education courses, one of which is College Academic Skills in English (CASE – GED0101). The CASE subject aims to enrich learners' academic skills that focus on critical thinking, academic writing, and active reading using English as a communication medium. In addition, as part of the student-centered learning paradigm being implemented in the university, CASE aims to inculcate the idea of lifelong learning in the learners. CASE classes in distance learning were conducted in both synchronous and asynchronous sessions that utilized both Canvas and MS Teams. Thus, this study revolved around this university and CASE subject.

Participants

The selected participants of this study were five teachers of CASE subject who met the criteria for the selection: having at least a year of teaching English subjects; having experienced teaching English subjects in distance learning (online: Canvas); and sixty-four learners who were enrolled in the CASE, a subject in distance learning. Moreover, the selected learners who participated in this study are the learners of the teachers mentioned above. Moreover, the degree program of these learners varies (business courses, science courses, art courses, and tourism courses).

Instrumentation

This study utilized a semi-structured interview guide among teachers and an online questionnaire among learners to extract participants' perceptions of using Canvas in teaching and learning English. The community of inquiry framework was used as a guide in the construction of the study's interview guide.

The first part of the interview guide focused on the consent of the participants, whereas the second part of the interview guide focused on getting to know the participants. For the teachers, personal details were asked, such as name, gender/sex, age, email, years of teaching experience, English subjects handled, educational background, internet service provider, internet service, and gadgets used in the teaching process. For the learners' online questionnaire, personal details were also asked, with the inclusion of degree program and year level.

The third and last part of the interview guide focused on getting the participants' perspectives on the teaching and learning of the English subject in the utilization of Canvas. Specifically, questions were derived from the three presences of the community of inquiry. For the teachers, the questions focused on their communication with their students, the learning assessments given in the subject, Canvas management in teaching, and satisfaction in using Canvas. For the learners, the questions focused on communication with the inclusion of communication in social and academic, assessments given on the subject with the inclusion of collaborative engagement, Canvas management of teachers, and satisfaction in using Canvas.

Data Collection and Analysis

The interview schedules were discussed with the selected teachers and conducted through Microsoft Teams conferencing. At the same time, online questionnaires for learners were

sent by the selected teachers to their learners. In addition, a thematic analysis was adopted to examine the transcripts of the guided interview and the learners' responses to the online questionnaire. In a thematic analysis, Braun and Clarke (2013) suggested seven steps for the process of the analysis. In this study, it used a three-phase analysis using the seven steps inspired by the study of Jamal and Shanaah (2011). Braun and Clarke (2016) mentioned that its usefulness lies in its flexibility across data and understanding of participants' thinking and feelings.

Thus, the use of thematic analysis was found useful in finding themes concerning the research questions of this study.

The first phase of the analysis included transcribing, reading, and familiarization. This phase included taking notes and comments while focusing on the purpose of the study to effectively capture exciting results that can help the researcher understand the teaching and learning patterns in using Canvas in distance learning. The second phase included coding, searching for themes, and reviewing themes while relying on the given theoretical propositions of the community of inquiry framework. In the coding, latent codes were used to present the data from the community of inquiry framework (Garrison et al., 2000). In addition, the use of latent codes emphasizes the appropriateness of using terms derived from a theoretical lens (Braun & Clarke, 2016; Damayanthi, 2019). Similarly, backtracking of the codes (Yin, 2018) was also conducted to ensure the accuracy of the meaning of the codes concerning the data. Finally, three intercoders reviewed and crosschecked the data and the initial coding based on the codebook.

The third and last phase included defining and naming themes, finalizing the analysis, and interpreting the results using the community of inquiry framework (Garrison et al., 2000). All themes and sub-themes were categorized based on the community of inquiry framework – social and cognitive presence only. To interpret and discuss the themes and sub-themes found in the data, the community of inquiry framework was used to understand the participants' perspectives and the patterns of English teaching and learning in Canvas.

Ethical Considerations

This study adheres to the ethical considerations of research. The researcher ensured that there was clear communication with the participants of this study regarding the data collection. The researcher has sent consent forms and letters indicating the nature of the study, research plan and method, voluntary agreement to participate in the study, willingness to withdraw from the study and the data, and treating the collected data with the utmost confidentiality.

Results and Discussion

This study focused on the question, "How is social and cognitive presence evident in the utilization of Canvas for the CASE subject?". The central themes found in the results are (1) Teacher and student relationship through asynchronous communication and (2) Engagement in subject-specific assessments and activities that incorporate critical thinking and collaborative learning. Excerpts from the participants were tabulated in the sections of each theme to represent the results.

Teacher and Student Relationship Through Asynchronous Communication
Based on the data, insights on how Social Presence is evident in the utilization of Canvas were found in the teacher and student relationship through asynchronous communication. Moreover, this is divided into two categories that describe how teachers and learners establish a sense of belongingness with a common purpose: a community of intellectuals, Socio-emotional discourse, and Rapport.
Socio-emotional Discourse

The teachers and learners mentioned that there was not much interaction and communication in Canvas because most of their communication was through Microsoft Teams (MS TEAMS). However, establishing socio-emotional discourse is still evident on Canvas.

Themes	Excerpts
Humor	"our teacher is very creative when creating labels in our canvas, she uses memes to express humor and get along with students". (student 12)
Validation	When i asked my professor to check on my draft, she didn't just commented on my work academically. She said that she empathizes with how i feel about another year of online class and my bitterness towards the government. It made me feel validated and acknowledged, which is a warm feeling." (student 13)
Empathy	"for the use of discussion thread in canvas, i think it is one of the things we used because i normally asked my students to comment on one line i normally post and ask them to post theirs before they get the comment of someone else's comment. That can be an affective way of communicating because you would see in our choice of words in the discussion thread that we would love to be more emphatic, we would love to be more euphemistic in actually speaking of our minds if there's a need perhaps to callout somebody for an over, for coming up with a comment in the discussion that may have gone overboard. (teacher 2)

Rapport

Cohesiveness in a text-based environment is vital in making sure that the purposes of teaching and learning should be accomplished. While asynchronous communication was used mainly in Canvas, indicators of establishing group cohesion were found in the data.

Table 2

Themes	Excerpts
Gratification	"I am grateful to have classmates that are responsive to my queries and approachable and with my teacher. . It is nice to communicate with my teacher since there's always a new knowledge and they are understandable." (Student 29)
Addressing students' names	"I include in my Canvas message replies the sender's name so that the message becomes somewhat personalized." (Teacher 4)

Discussion

Affective communication focuses on establishing confidence in expressing feelings or emotions in an educational context (Garrison et al., 2000). Affective communication includes showing emotions in the discourse or text-based discussion necessary for establishing and maintaining higher-order learning. Indicators of effective communication can be seen in expressing emotions, using humor, and self-disclosure (Garrison et al., 2000).

Expression of emotion was evident from the results, as stated in Table 1. Though Canvas was used professionally in which the teachers and learners communicate with the purpose of academics, showing emotions through textbased communication is still possible. The use of the Discussion board/thread became an avenue for the teachers and learners to show affection, especially when engaging in a critical discourse. This is evident from the statement of Teacher 2 (Table 1): "In the discussion thread that we would love to be more emphatic, we would love to be more euphemistic" and Student 13: "She said that she empathizes with how I feel about another year of online class and my bitterness towards the government." The analysis supports the argument of Garrison and Anderson (2003) that social presence plays a significant role in supporting cognitive presence. Moreover, Garrison (2007) discussed that "pathological politeness" may emerge from social presence – this is where learners will stop being skeptical or critical or unwilling to engage in critical discourses because of being afraid that they might offend. Pathological politeness might disrupt the learners' engagement in the discussion thread/board. On the other hand, the opposite was found in the teachers' narrative because the learners were encouraged to be skeptical, use their language to make the discourse appropriate, and contribute to the discourse. In contrast to Jamal and Shanaah's (2011) findings, there was no teacher's use of the expression of emotions in the teaching and learning patterns in Blackboard.

The use of humor in computer-mediated communication represents intimacy among the group members as it can make the conversation lighter and more enjoyable (Farniah & Karimi, 2019). The results indicated that the use of humor by the teachers was evident through memes and topic-related humor, as evident from the statement of Student 12 (Table 1): "She uses memes to express humor and get along with students." The result may represent that the teacher is creative in Canvas because engagement in distance learning

is complex. Also, the use of humor may represent mastery of the content. As Horng et al. (2005) argued, humor is one of the essential traits of being a good teacher.

Humor can be seen as part of the online personality or identity of a teacher and a student. On the other hand, humor can be a way for teachers and learners to digitally project themselves to show their presence to the other online community members as "being real" and "being there." The idea relates to the idea of Garrison et al. (2000) and Gunawardena (1995) about perceiving a person as "real" in computer-mediated communication.

There was no evidence of self-disclosure found in the results for both teachers and learners. As mentioned earlier, the use of Canvas is mainly for professional purposes. While the university encourages the maximum utilization of Canvas to the faculty members, staff, and learners, using the Microsoft (MS) application as part of the educational technology is also necessary and unavoidable. As the teachers and learners mentioned, they use MS Teams for online conferencing (synchronous discussions).

Concerning the use of MS Teams as part of online learning, Open communication focuses on establishing trust and acceptance in the community of learners. However, there was little evidence found in the results. One example is when a student explained that his/her answer from an assessment/activity was validated and felt empathy when he/she received the feedback from her teacher, as evidenced by Student 13 (Table 1): It made me feel validated and acknowledged, which is a warm feeling." On the other hand, Teacher 2 explained that using the discussion thread in Canvas proved to be an avenue for him/her and the learners to show affection and respond to one another.

Showing empathy to learners is a good way of establishing a conducive learning environment. Franzese (2017) explained that "teaching with empathy unleashes empathy" (p. 697). This could represent that teachers who show empathy can be considered good role models to learners. Though showing empathy is not related to teaching the content of the subject, it is helpful in the establishment of reciprocal relations among the members of the online community of learning where learners can achieve their full potential without feeling not part of the group. Accordingly, Numanee et al. (2020) mentioned that showing empathy to learners builds a good relationship in an educational context and benefits social life.

Studies about open communication revealed comparable findings. For example, Rueter et al. (2019) showed similar reports about learners having a better learning approach due to having a sense of connectedness in the group. Smidt et al. (2021) also found evidence of indicators of open communication from postgraduate global English learners through responding, complimenting, and recognizing each other's works and contributions. On the other hand, the findings from the study of Diaz and Miy (2016) for online English courses found the opposite. They explained that the learners' engagement was limited and only targeted to comply with the course requirements, thus showing a low level of social presence that affects achieving a higher level of learning – cognitive presence. In the same vein, Jamal and Shanaah (2011) found little evidence for open communication in their study.

Building trust and a welcoming online learning environment are necessary tasks for a teacher to encourage more engagement from the learners. However, building trust and a welcoming online learning environment are enormous challenges for many teachers

converting from traditional learning engagement classes to online learning. Garrison et al. (2010) argued that the connecting relationship between social and cognitive presence is essential. Providing a better social presence means better cognitive presence. Thus, to be effective in creating a social presence, teachers may consider revisiting their approach to engaging with learners and making the learners engage with one another by focusing on the idea of learning and having critical discourse. The approach could also avoid the idea of pathological politeness among the learners.

Indicators of Group cohesion was also evident from the results. Group cohesion focuses on building and sustaining the commitment within the community (Garrison et al., 2000). Furthermore, Garrison and Anderson (2003) argued that significant learning could only be achieved if there is group cohesion. According to the results, teachers address their learners depending on the learner's preference and their preferences, as evident from the statement of Teacher 4: "I include in my Canvas message replies to the sender's name so that the message becomes somewhat personalized." The university's goal of providing inclusivity is also a factor that the teacher considered. In addition, the use of phatic salutation was also evident when teachers sent messages in the Canvas inbox.

In Canvas, the names of the learners are visible. Also, pronouns are present as an indicator of what other people want to be called. Unlike in a face-to-face setup, it is possible for teachers to memorize their learners' names. Nevertheless, Glenz (2014) argued that knowing the names of the learners is a necessary component for building a "sense of community in the classroom" (p.21). Cooper et al. (2017) found that learners feel more valued when their teacher knows their names in a similar study.

Lowenthal and Parscal (2008) suggested that one strategy is addressing the learners' names in creating a good teaching and social presence. On a similar note, Feng et al. (2017) also found that using the learners' names in a "kindly manner" is one of the most useful tactics for social presence. Furthermore, in their study, they asked the learners to upload their latest photos, and they considered this part to show the learners' authentic selves. On the contrary, the idea of "real self" in an online context is problematic. There might be a discrepancy between the concept of "real self" and "digital self."

While this study's context is in distance learning and asynchronous through Canvas, there might be a different implication if a teacher replies to a student with the inclusion of the name (or last name). Thus, a study comparing the effects, importance, and learners' perception of the idea of calling their names among synchronous, asynchronous, and face-to-face classes can enlighten this gap.

Although this study is anchored on the Community of Inquiry, the notion of social presence has multiple approaches from different scholars. For example, Krejins et al. (2021) argued an ambiguity in the original description of social presence and proposed other aspects to understand social presence: "Sociability and Social space." Sociability pertains to the platform's capacity to allow the users to create a social presence. In contrast, social space is "the network of interpersonal relationships embedded in group structures of norms and values, rules and roles, and beliefs and ideals" (p. 3).
It is of great importance to also address these ideas because of the communicative function of the Canvas. In addition, social presence from the Community of Inquiry framework focuses on the interaction of the teachers and learners but not on the platform itself. Moreover, given that Canvas can serve as an avenue for social presence, MS Teams seems

to provide a better avenue for creating a social space due to its online conferencing and real-time communication.

Engagement in Subject Specific Assessments and Activities that Incorporate Critical Thinking and Collaborative Learning

Based on the data, insights on how Cognitive Presence is evident in the utilization of Canvas were found in engaging in subject-specific assessments and activities that incorporate critical thinking and collaborative learning. Moreover, this is divided into three categories that describe the acquisition and construction of knowledge for the CASE subject: Promoting critical thinking skills, reading and academic writing, and Collaborative learning engagement.

Promoting Critical Thinking skills

One of the indicators in promoting the critical thinking skills of the learners is the idea of assessing their prior knowledge. Some students (See Table 3) explained that the activities/assessments in their CASE subject provided an avenue for them to recall/use their prior knowledge as a springboard in helping them think critically.

Table 3

Critical Thinking Skills

Themes	Excerpts
Gathering and recalling ideas	"We were assigned to have a class discussion regarding our lesson where we also have to comment on our fellow classmates' work. Quizzes are also asynchronously conducted in Canvas. I think these assessments are helpful in making us remember what we learned during our discussions and the level of our comprehension to our topics." (Student 55)
Metacognition	"There was this one pre-test that I had to complete and it really made me think about how should I write in a coherent and cohesive way that's straight to the point but understandable to others. Another was my formative assessment 1, it helped me reflect on my writing style and made me chose my words correctly." (Student 33)
Creating and answering questions	"There are a lot of things actually for the lessons that students can think critically because you can always formulate various types of questions to get students address problematic arguments for example they have to elaborate some incomplete ideas, some implications about the assertions that have been made during the discussion." (Teacher 1)

Reading and Academic Writing

Developing learners' reading and writing skills is one of the core of the teaching and learning process in an English subject. According to the teachers, it is highly encouraged that learners should read the required reading material before coming into class. Learners' preparedness will allow the teachers to deepen the learners' understanding during

synchronous sessions. Moreover, the readings reflect the assessments and activities conducted on Canvas.

Table 4

Themes	Excerpts
Practice writing	"these assessments help us practice our writing skills whilst tackling a specific topic and module. We are given tips and ideas on how to improve our writing."(student 8)
Vocabulary	"i do think it has helped me think more critically and widen the knowledge i have about some certain things and as well as exploring new vocabularies i can use when giving out my ideas"(student 61)
Content knowledge	"these assigned tasks require us to apply and consider what we have learned; specifically, as to making a paragraph, we were able to find ways and to think beyond our perspective on how to organize a paragraph by observing and following fundamental principles in writing and integrating our previous lesson takeaways." (student 61)
Thinking logically	"the activity helped us enhance our skills in having a more efficient, short, direct and yet have a better flow in gathering our thoughts and putting it in words to create a better stance." (student 15)
Guided writing	"In CASE, there's a diagnostic test or a pre-test to find out if the water is hot or cold. After the diagnostic test, there's the lesson and the post-test. This is trying to find out if students really had learned the skills expected to learn." (Teacher 1)

Collaborative Learning Engagement

Some of the activities and assessments provided by the teachers require the learners to work with their peers and promote collaborative learning for the learners. Collaborative learning does not only focus on doing activities/assessments together but also on the idea of having and building Rapport with each other.

Table 5

Collaborative Learning Engagement

Themes	**Excerpts**
Fun learning experience	It was a very communicative experience i said a lot about this topic and talked about it with my partner, it was fun actually because we really relate to each other." (student 64)
Improving social skills	Since it is a group work, it's basically just a melting pot of our ideas and picking out which is the best and we collaborated on working something. I benefitted from it by the means of how to deal with shyness and learning to work with others." (student 46)

Better quality and less time of working	"my partner and i worked on that and that helped us both in mingling with each other and sharing our thoughts too. We brainstormed and our work resulted better than what i imagined.". (student 15)
Easier tasks	"our teacher gave us two activities to work by pairs. I have learned a lot just by discussing the lesson on the module along with my fellow peer and it made the task easier to handle." (student 23)
Discussion board/thread	"recently we had a discussion board on canvas about fake news. Our instructor asked us to read an article about fake news and then write our thoughts on it on the discussion board. Other students' perspective helped me view things differently since we all have different ideas about a topic or an issue." (student 56)

Cognitive presence is "where learners are tasked with a problem or issue and, through iteration between discourse and reflection (public and private worlds), construct meaning and confirm understanding" (Garrison, 2009, p. 353). Furthermore, the goal of Cognitive presence is to produce meaningful learning where learners can have critical discourse and a higher level of learning. In achieving a higher level of learning, Cognitive presence, same as the other presences, is co-dependent with other presences (Social and Teaching). As discussed by Garrison et al. (2000), there is a need to maintain learning with the help of social presence (social interaction and relationship) and teaching presence (design and instruction).

The educational process in Cognitive presence is derived from the works of John Dewey (1933), specifically his idea of critical thinking. Accordingly, cognitive presence makes use of Practical inquiry, which is modeled by John Dewey. Practical inquiry has four phases: Triggering Event, Exploration, Integration, and Resolution.

Triggering events pertain to the initiation of the learning of the learners. It starts with a problem or an issue that will make the learners skeptical or prompt them to generate questions (Garrison et al., 2000). Canvas features such as Quizzes, Assignments, and Discussion boards/threads were found as avenues for initiating the learners' learning. This is evident from the teacher's 1 statement: "*You can always formulate various types of questions to get students to address problematic arguments. For example, they have to elaborate some incomplete ideas, some implications about the assertions that have been made during the discussion."* The findings show that the learners are being asked questions to have a sense of puzzlement and or recognize a problem.

Furthermore, Garrison et al. (2000) argued that these problems or issues could or should also tap into the existing knowledge or experiences of the learners. According to the findings, assessing prior knowledge is evident from the use of assessments/activities that the learners had in Canvas. This is evident from the statement of Student 55: *"I think these assessments are helpful in making us remember what we learned during our discussions."* In reading comprehension, Rumelhart (1980) argued the importance of schema as it combines one's prior knowledge in creating new knowledge. This represents a higher level of learners' engagement since schema involves their experiences, which can be their starting point.

In a similar study, Jamal and Shanaah (2011) found that teachers in blended learning used Blackboard as a triggering point of engagement with the learners. For example, learners were assigned to create discussion topics where they could question and respond to other learners. In addition, Molnar and Kearney (2017) also expressed the same idea of using a discussion board in asynchronous learning for the learners. The role of the teacher in designing courses is crucial to help the learners properly navigate the utilization of LMS. On a similar note, Garrison and Cleaveland-Innes (2005) also found that the success of the interaction is heavily reliant on the teacher's expertise.

After a sense of puzzlement based on the presented information or activity, exploration is the second phase in the Practical Inquiry. Garrison (2009) stated that learners could explore problems or issues by gathering ideas and relevant information. Moreover, exploration can be done by brainstorming, gathering responses from others such as perspectives and experiences, supporting or contradictory ideas, or exchanging information (Garrison & Anderson, 2003). Based on the findings, collaborative assessments and activities were evident in the utilization of Canvas. This is evident from the statement of Student 15 said, *"My partner and I worked on that, and that helped us both in mingling with each other and sharing our thoughts too," and Student 46 said, "Since it is group work, it's basically just a melting pot of our ideas and picking out which is the best, and we collaborated on working something."* These assessments and activities required the learners to work with other learners and have an opportunity to exchange ideas and perspectives, brainstorm, and gather relevant information about the task and its topic.

Making sense of the information within a group of learners could represent a higher level of learning to authenticate their existing knowledge while generating new ones. Furthermore, this could represent an excellent social presence within the group of learners and give the learners more responsibility for their learning. Chambers (1992) argued that there is a good effect on the learners' learning if they collaborate. On a similar note, Garrison and Cleaveland-Innes (2005) noted that in promoting deep and meaningful learning in online learning, it is crucial to consider the collaborative approach in activities. While Kanuka et al. (2007) stressed that critical thinking might not be present in the exploration phase, it is necessary for a lower level of comprehension as a prerequisite for a higher level of comprehension. Garrison and Akyol (2013) suggested that having these co-responsibilities produces a community of learners in the community of inquiry. It could be seen from the studies above that there is a reciprocal relationship between social presence and cognitive presence, and collaboration is revealed to be an essential element in the teaching and learning process. As found in the findings, Student 15 claimed that working with their peers made them produce better outputs and made their learning experience better – *"We brainstormed, and our work resulted better than what I imagined.".*

The third phase is integration. Garrison and Anderson (2003) stated that integration is "the process of constructing a meaningful solution or explanation" (p. 62). They further explained that transactions such as "offering messages of agreement, building on other ideas, providing a rationale, or justification, and explicitly offering a solution" (p. 62) are considered processes of the Integration phase. It is evident that in the discussion thread/board on Canvas, there is an opportunity for the learners and the teacher to respond to the learners' ideas, as stated by Student 56

> *"We had a discussion board on Canvas about fake news. Our instructor asked us to read an article about fake news and then write our thoughts on it on*

> *the discussion board. Other students' perspectives helped me view things differently since we all have different ideas about a topic or an issue."*

In this way, ideas are available to anyone, and learners can justify their answers and ask for clarifications from one another.

Both asynchronous and synchronous modes of learning are integrated into the teaching and learning process of the CASE subject. This could mean that the interaction in the discussion thread/board in Canvas is considered a secondary discussion or a supplementary discussion to the synchronous discussions in MS Teams that may not be on the same level of learning. Molnar and Kearney (2017) argued in their study of the comparison of cognitive presence in synchronous and asynchronous discussions that cognitive presence was found to be higher in synchronous sessions. One edge of the synchronous discussion is its functionality in a real-time conversation where students and teachers can have discourse. However, although the functionality can serve as an advantage in the integration phase, it does not necessarily relate to having an Integration phase or a successful Integration phase. Accordingly, Diaz and Miy (2016) found in their study that the phases of cognitive presence "hardly existed in online courses" (p. 84).

Garrison and Anderson (2003) previously pointed out that the challenge in cognitive presence is in the development of each phase. Furthermore, they mentioned that the Triggering Event and Exploration might proceed suitably. However, Integration and Resolution may not be achieved fully or may not exist in an educational experience. Hence, the social and teaching presence could affect integration and resolution.

The fourth phase of the practical inquiry is the resolution. Indicators of this phase were not found in the result. Aside from the given limitation and use of MS Teams in the CASE subject, another limitation is the data. In a similar study, Jamal and Shanaah (2011) also did not find any Integration and
Resolution phase indicators in the study of Blackboard. In addition, Molnar and Kearney (2017) also found more substantial evidence of these phases in synchronous discussions than in asynchronous discussions.

The focus of cognitive presence is to promote a higher level of knowledge acquisition and engage students in critical discourse. Moreover, cognitive presence is based on the idea of John Dewey's critical thinking. An interesting finding is that metacognition and reflection relate to the promotion of critical thinking. In the findings, Student 8 claimed that they became aware of their writing process because of the reading and writing assessments provided in Canvas -*"these assessments help us practice our writing skills whilst tackling a specific topic and module. We are given tips and ideas on how to improve our writing"*.

This served as an opportunity to assess their understanding of the topic. This indicates that the purpose of the given formative assessments in identifying the students' learning gaps may be effective. In addition, reflection is a crucial aspect of a higher level of learning (Redmond, 2014). Kilis and Yildirim (2019) found that reflective activities indicate a higher level of cognitive presence.

Although this study did not consider the concept of reflection as part of the Resolution phase, Redmond (2014) argued that the process of reflection is linked to a higher level of learning and thinking and should be acknowledged as an indicator of the Resolution phase. However, Garrison et al.'s (2000) original concept of cognitive presence noted that the proposed solution should be implemented or tested. The idea of reflection does not

necessarily relate to action. Learners may reflect, but without the proper guidance of the teacher, the reflection may not be put into practice. One example is the way of giving feedback. As Ramani (2015) puts it, "Teachers give feedback, learners listen and mostly reject the feedback" (p.1). Simply pointing out the corrections or errors may not be enough for the student to do better on the following assessment. It would be best if there was a guide on how to improve. Thus, it could be noted that sustaining a reflection in a community of learning (asynchronous) through various strategies can be a necessary part of the learning objectives.

Another interesting fact to consider on cognitive presence is the idea of Garrison and Cleaveland-Innes (2005) about interaction. Two of the teachers from this study explained that they needed to make the discussion thread/board mandatory so that students would engage and interact with their classmates. By simply posting the topic, they argued that no one would do it, and students would most likely do it if they got benefits from it – graded. Garrison and Cleaveland-Innes (2005) argued that interaction and quantity of interaction do not automatically entail a higher level of learning. On the other hand, Wang and Liu (2019) suggested that motivating the students to interact is necessary for improving their knowledge construction. The interaction of the students in the Canvas discussion thread/board, considering that it was graded, could mean that the students engage and interact only for the sake of getting a grade and not for learning. This relates to the statement of Teacher 3, *"I actually require my students to like reply to one of their classmates or to one or two of their classmates. That's part of the requirements. Because if you don't require them, they will not do it."*. On the other hand, graded interaction could also engage students in a higher level of learning.

Furthermore, social presence alone does not guarantee the creation of deep and meaningful learning but a collaboration of the three presences (Garrison & Cleaveland-Innes, 2005). It could be suggested that teachers must ensure that approaches to asynchronous activities/assessments should be aligned with the phases of cognitive presence. The alignment includes putting a premium on achieving the learning objectives rather than focusing solely on the interaction that may not produce a higher level of learning.

The findings show that Canvas can be a helpful tool for an English class in a variety of ways. Further, for English teachers to use it more effectively in English classes, they can utilize specific features and tools that are most relevant to the given tasks. In doing this, English teachers can be trained in the following aspects of using Canvas more effectively:

1. Enhancing Learning Objectives: Make sure that the learning objectives are clearly stated to the students.

2. Make sure that the learning materials are relevant and can capture students' interest for better engagement.

3. Make sure that activities are varied to enhance students' engagement.

4. Discussion Board: Create a discussion for students to discuss their ideas about the required texts.

5. Assessment: Creating assignments/quizzes for students to read and write critically

6. Rubrics: Create a rubric that is appropriate for assessing reading and writing. Also, to provide feedback on the students' outputs.

7. Promoting Active Learning: Creating an interactive activity such as problem-solving for the students to engage with the given texts with the use of group works, quizzes, and discussion boards/threads.

In doing so, these ways may also provide better opportunities for using Canvas in English subjects in global southern countries. This includes improving the quality of education by using a state-of-the-art learning management system such as Canvas that could lead to reaching a wider audience of students. Further, better quality educational technology can help learners with difficulties adapting to the trends of online teaching and learning. Lastly, for English teachers to be more creative with the use of technology in their English classes.

Conclusion

The aim of this study was to explore the teaching and learning patterns of the students and teachers in the utilization of Canvas in the CASE subject. This study utilized the community of inquiry framework (Garrison et al., 2000) as a grounding framework for understanding these teaching and learning patterns in relation to the creation of deep and meaningful distance learning experiences.

As educators in the distance learning context, there is a considerable responsibility to create a learning environment that accommodates an encouraging educational experience and includes knowledge creation that aims to achieve a higher level of learning. Garrison and Anderson (2003) stated, "Simply replicating face-to-face offerings, or transmitting volumes of information in an e-learning context, is to failure" (p. 116). One of the contributions of this study is to underline the idea of the responsibility of teachers in creating a new environment that can make the students active in the process of knowledge creation and not just a receiver of information and in making the students more responsible in their learning. Based on the limitations and insights from this study, a few recommendations for future studies were identified. First, future studies may replicate this study by having a larger number of participants, especially the number of teachers. Having more numbers of teachers and students may provide more insights into the teaching and learning patterns in Canvas. Second, exploring other LMSs, such as Blackboard, Moodle, Edmodo, etc., in asynchronous learning using the community of inquiry may provide insights and differences from the ideas addressed in this study. This may lead to a study comparing teaching and learning patterns in two different LMS in an English subject. Third, exploration of the use of Canvas in English subjects in the global south can provide developing strategies for using it, such as government agencies' and universities' strategies for improving educational technology, teacher training, and students' access to technology.

While the recent shift to distance learning provided many concerns for educators and students, such as unfamiliarity with the new environment, it also allowed many educators to evaluate the direction of education from the traditional face-to-face setup to distance learning and re-evaluate the existing practices in their status. Thus, leading to the future of education and distance learning in English subjects and College Academic Skills.

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