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Blended Learning in a Public Speaking Class: Integrating Canva Learning Management System with Face to Face Session

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DOI:

<https://doi.org/10.24090/celti.2025.1328>

Pages:

247-254

Abstract: This study aims to know how blended learning implemented in a university speaking class. The learning model combines Canva Learning Management System (LMS) with face-to-face meetings. The research used a qualitative method and involved 20 university students. Data were collected through interviews to understand students' opinions, experiences, and problems during the course. The results show that Canva LMS helped students to access learning materials easily. The materials were interesting and helped them practice speaking at home. Students said the LMS made learning more flexible and allowed them to study at their own pace. However, face-to-face classes were still very important. Students felt that speaking directly in class, getting feedback from the teacher, and interacting with friends helped them improve more. Some problems were also found. Others were not motivated to study by themselves or had trouble using the LMS at first. Teachers should also give more group tasks so that students can work and speak with each other more. This research shows that blended learning using Canva LMS and face-to-face sessions can help improve students' speaking skills if used in the right way.

Keywords: *blended learning; canva LMS; speaking class*

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Introduction

Blended learning refers to an instructional approach that integrates traditional face-to-face teaching with online learning components. Online education should not be seen as a replacement for the valuable in-person learning experience. Instead, it emphasizes the strength of combining both face-to-face and online interactions to create a rich and continuous academic discourse. This blended model offers a flexible learning environment by merging conventional classroom methods with digital or web-based instruction (Bonk & Graham, 2012).

The meanings of "blended learning," "face-to-face learning," and "online learning" can differ depending on the teaching situation. In this study, blended learning (BL) refers to a learning approach that combines both face-to-face classroom teaching and online learning in one setting. Face-to-face learning means traditional classroom instruction that takes place in person. Meanwhile, online learning is learning done through the internet, either in real time (synchronous) or at the learner's own pace (asynchronous), using computers. This type of learning uses various digital tools and platforms, including online materials, chats, message boards, and virtual meetings (Huang, 2016).

In the past, English was taught through face-to-face lessons in classrooms where the teacher was the main focus. The methods used included drilling and repeating. Later, the teaching approach changed to focus more on students. Lessons became more interactive and matched students' learning needs and styles. New methods like problem-solving, task-based learning, and group work were introduced. Thanks to the internet and technology, students now have easier access to learning materials. Learning is no longer limited to the classroom—it can happen anywhere. This is where online learning becomes part of the learning process. One popular method is called “blended learning” (Rerung, 2010). In addition, Tosun (2015) explains that blended learning acts as the main place where learning happens, while learning strategies help to observe how learning develops. By studying how learning and BL work together, teachers can see how to give content to students and also understand what students learn from their interaction with that content. Teachers use different online tools to support students in learning English. The use of technology not only changes how students learn, but also affects teachers, as they also need to learn how to use the right methods with new online platforms. According to Krake (2013), when teachers can properly balance content and activities in blended learning, it can lead to successful language learning.

Khan (2005, in Alpala & Flórez, 2011) introduced a blended learning model with eight important aspects to help organize and run the program effectively.

1. The first is the institutional aspect, which covers school or university policies, curriculum design, material structure, administration, and financial support. This program also needs proper training for using technology and should follow a clear lesson plan with enough technical tools.
2. The second is the technological aspect, which means using different types of content that are usually not available in a normal classroom. By offering more interesting and varied resources, students are more likely to stay motivated and not feel bored.
3. The third is the pedagogical aspect, which focuses on how to combine face-to-face and online learning methods well. This can help language learners improve their results. As Dudeney and Hockly (2007, in Alpala & Flórez, 2011) explain, teachers should think about how lessons are delivered, how tasks are designed, what materials are used, and what roles both teachers and students have, including assessment and feedback.
4. The fourth is the interface design, which allows teachers to decide how materials are shown online. It is important to choose materials that fit the lesson goals and meet students' needs. The lesson should follow the official curriculum and be easy to use.
5. The final parts are management, support resources, and ethical aspects, which are all connected. Here, the Learning Management System (LMS) helps students follow the blended learning program. It supports students in doing assignments, using digital tools, and learning in an online setting. Teachers should make sure links work well and the system is easy to use. Since students often learn independently using the internet, the system should also be able to check for plagiarism to keep learning fair.

On the other hand, online learning can be used as a support for students to practice their skills outside the classroom. To make online learning more useful and effective, teachers should clearly explain how students can use the online platform alongside their face-to-face lessons. The goal is for online learning to slowly help students become more independent in their learning. At the same time, teachers

can act as facilitators who guide and observe students' discussions during the learning process (Rerung, 2010).

Hoic-Bozic and Boticki (2009) explored the application of a blended e-learning approach at the University of Rijeka in Croatia. This model combined collaborative learning, problem-based learning (PBL), and independent study. Their findings indicated that students responded positively to the teaching method and performed academically better than anticipated. Similarly, Wang (2010) examined how information and communication technology (ICT) tools influence student learning. By evaluating students' online communications and in-person interactions, the study assessed the level of collaborative learning between students from two institutions. The results demonstrated that incorporating ICT tools into blended learning effectively enhanced both student interaction and engagement.

Yang et al. (2015) did a study to see how adding critical thinking to personalized English listening and speaking lessons using Moodle could help students. They worked with 83 university students in Taiwan and looked at four things: critical thinking skills, critical thinking habits, and how well students listened and spoke in English. The results showed that students who joined the program got better at listening and speaking in English and also improved their critical thinking skills in all areas.

Research Method

This research utilized descriptive qualitative design. Qualitative research is a process of inquiry aimed at gaining understanding through specific methodological approaches that investigate social or human issues. Researchers develop a comprehensive and holistic perspective, interpret verbal data, present in-depth insights, and carry out the research within a natural environment (Creswell, 2014). The process can be form, characteristics, relationships, similarities, activities, change, and differences between one phenomenon and another phenomenon. Descriptive research is research where researchers try to describe and interpret things, such as the condition of a thing or relationship, opinions that develop, an effect that occurs, and trends that are ongoing in the community.

In this research, 20 students were enrolled in public speaking where they were English department students at the second semester. The group was composed of 18 female and 2 male students. The research instrument is interview. The interview aimed to explore students' experiences with blended learning in a public speaking class. It focuses on how Canva LMS used, how students felt about using it, and how it helped them prepare for speaking. The interview also asked about the benefits of combining online and face-to-face learning, such as improving speaking skills and offering more flexibility. Challenges like technical problems or difficulties in both online and face-to-face sessions were also discussed. In analyzing data, thematic analyzing was used to identify, analyze, and report patterns or themes within data. It helped researcher understand the meaning behind people's experiences, thoughts, or behavior by organizing data into meaningful categories.

Results & Discussion

This section presents the findings and analysis of the implementation of blended learning in a public speaking class. The study aimed to evaluate how integrating the Canva Learning Management System (LMS) with face-to-face sessions affected students' speaking skills. Based on interviews with students, the results illustrate how the blended learning model impacted their learning experiences, strengths, challenges, and overall development of speaking abilities.

The core of the study is the blended learning model, which combined the Canva Learning Management System (LMS) with face-to-face sessions. This model was implemented to enhance students' ability to practice speaking English outside of the classroom and prepare for in-person discussions. From the interviews, it is evident that students found this approach beneficial. Respondent 1, for example, mentioned that the use of Canva LMS enabled her to review materials at home before class, which made her feel more prepared and confident during face-to-face lessons. Respondent 10 echoed similar sentiments, noting that the ability to study independently through the Canvas LMS allowed him to engage more actively during classroom discussions.

Blended learning provided students with the flexibility to access learning materials at their convenience. They could revisit vocabulary lists, exercises, and even watch instructional videos at their own pace. This self-paced learning allowed students to master concepts more effectively before applying them in class, resulting in a more tailored learning experience. Moreover, the integration of Canva LMS allowed for a more structured approach to learning, as students were aware of upcoming topics and tasks, which helped them stay on track with their learning goals.

However, despite the advantages, the students' feedback revealed that face-to-face sessions were still vital to their development. The students acknowledged the importance of direct interaction with peers and instructors during in-person lessons. In these sessions, they could practice speaking in real-time, receive immediate feedback from the teacher, and correct mistakes that would have been more difficult to address in an online setting. Thus, while the Canvas LMS provided students with the necessary materials, face-to-face interaction helped bring those materials to life through practical application.

1. Student Perceptions of Canva LMS

The students' experience with Canva LMS was largely positive, though it was clear that initial challenges arose. The transition to using the platform was not without its difficulties. For instance, Respondent 6 and 13 initially felt apprehensive about using Canva LMS, as they had never used an online learning platform before. However, once she familiarized herself with the system, she found that it became much easier to navigate and use for their studies. Respondent 4 also expressed similar concerns, noting that he was initially unsure about using the system. However, he quickly adapted, especially after receiving guidance on how to use Canva LMS effectively.

The main benefit of Canva LMS, according to the students, was its user-friendly interface. Majority of students described the system as easy to use once they had adjusted to it. For example, Respondent 9 mentioned that the Canvas LMS allowed her to access learning materials and prepare for upcoming lessons by reviewing vocabulary and exercises. This accessibility was crucial in helping her feel ready for class discussions. The convenience of accessing these materials on her own time made learning more flexible and less stressful, which was a significant advantage for busy students balancing multiple commitments.

Although the system was generally easy to use, some technical issues were reported. Respondent 01 and 16 encountered problems with logging in to the platform, where they were logged out unexpectedly. Respondent 16 also noted that he faced difficulties when attempting to use his account on multiple devices simultaneously, as Canva LMS restricted login to a single device per user. These issues, though minor, caused frustration and occasionally hindered students' ability to fully engage with the LMS.

2. The Role of Face-to-Face Sessions

While the Canvas LMS proved useful, all students emphasized the importance of face-to-face interactions in the classroom. For Respondent 02, the primary benefit of the in-person sessions was the immediate feedback provided by the instructor, which helped her correct mistakes quickly and improve her speaking skills. Respondent 4 also agreed, explaining that in-person classes helped him gain more confidence in his speaking ability, as he was able to engage directly with his peers and receive constructive criticism from the teacher.

Respondent 14 pointed out that while the online learning component helped her with preparation, the in-person sessions allowed her to better understand and apply the material. She felt that the combination of both learning modes (online and face-to-face) created a comprehensive learning environment where she could strengthen her skills in different contexts. This aligns with findings in the literature that blended learning models, which combine online and traditional methods, are highly effective for language acquisition. Students in blended learning environments benefit from the flexibility and convenience of online learning while still receiving the personalized attention and practice opportunities offered by face-to-face instruction.

The key takeaway here is that the integration of both learning modes, Canva LMS for preparation and face-to-face classes for practice and feedback, created a balanced learning experience. The students found that while they could study and prepare for class independently, they still required direct interaction with their peers and instructor to reinforce their learning and practice speaking in real-world scenarios.

3. Challenges in Blended Learning

Despite the positive feedback regarding the blended learning model, some challenges were identified during the course of the study. As mentioned earlier, technical issues with Canva LMS were one of the primary obstacles. Problems such as logging out unexpectedly or the inability to use the platform across multiple devices created frustration among students and potentially hindered their learning experiences.

Additionally, while most students found the LMS to be user-friendly once they became familiar with it, the initial transition period was challenging for some. Respondent 06 mentioned that she struggled to navigate Canva at first, and Respondent 5 also highlighted his initial confusion when using the platform. This suggests that while the Canva LMS is effective, some form of introductory training or guidance may be beneficial for students who are unfamiliar with the technology.

Another challenge was related to motivation. Some students noted that while the online learning component allowed them to study at their own pace, they sometimes struggled to remain motivated when working independently. This is a common challenge in online learning environments, where students may feel isolated or disconnected from their peers. One solution to this issue could be to incorporate more group activities into the Canva LMS, encouraging collaboration and interaction between students. These activities could mimic the collaborative nature of face-to-face sessions and help motivate students to engage more fully with the content.

Conclusion

Canva LMS made easier for students to access learning materials. The content was engaging and supported their speaking practice at home. Students mentioned that the platform offered flexibility and allowed them to learn at their own speed. Despite this, face-to-face sessions remained essential, as students believed that practicing speaking in class, receiving direct feedback from teacher, and interacting with classmates significantly enhanced their progress. The research also found some challenges. Some students had unstable internet connections, which made it hard for them to join online activities. Others felt less motivated to study alone or found it difficult to use the Canva LMS at the beginning. To help students become more active, teachers were advised to include more group tasks, so students can interact and practice speaking together. This study showed that blended learning, when combining Canva LMS and face-to-face classes properly, can support students in improving their speaking skills.

In addition, the role of teacher is very important in blended learning. Teachers need to give clear instructions and regular feedback to guide students in both online and in class sessions. Students also suggested that adding more videos or games and interactive tasks on Canva LMS could make learning more interactive and interesting. If the learning process is designed well and students are supported regularly, blended learning can create a better learning experience and help students build more confidence in public speaking.

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