

**THE EFFECTS OF USING CANVAS LMS ON
STUDENTS' MOTIVATION, ENGAGEMENT AND
INTERACTION IN PRIVATE SCHOOLS OF AI
AIN CITY IN ABU DHABI**

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INTERACTION IN PRIVATE SCHOOLS OF AI
AIN CITY IN ABU DHABI**

by

AL DAGAMSEH RABI RASMI HUSSIEN

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LIST OF ABBREVIATIONS

CANVAS LMS	Canvas Learning Management System
CVI	Content Validity Index
EFL	English as a Foreign Language
ESL	English as a Second Language
HCT	Higher Colleges of Technology
LMS	Learning Management System
SDT	Self Determination Theory
SMS	School Management System
UAE	United Arab Emirates

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**KESAN PENGGUNAAN CANVAS LMS TERHADAP MOTIVASI,
PENGLIBATAN DAN INTERAKSI PELAJAR DI SEKOLAH SWASTA
BANDAR AI AIN DI ABU DHABI**

ABSTRAK

Kajian ini mengkaji Kesan Sistem Pengurusan Pembelajaran CANVAS (LMS) terhadap motivasi, penglibatan, dan interaksi pelajar sekolah swasta di Al Ain City, Abu Dhabi, dalam mempelajari bahasa Inggeris. Pendekatan kuantitatif telah digunakan di mana data telah dikumpul daripada sampel purposif 333 pelajar Gred 8 melalui soal selidik yang diterima pakai ditadbir melalui Borang Google dan CANVAS LMS. Analisis statistik dijalankan dengan versi SPSS 22, menggunakan korelasi dan teknik regresi untuk mewujudkan hubungan antara penggunaan LMS dan hasil pendidikan utama. Hasil kajian menunjukkan bahawa terdapat hubungan yang signifikan secara statistik antara penggunaan CANVAS LMS dan motivasi intrinsik dan ekstrinsik. Sistem ini juga mempunyai pengaruh positif yang sangat kuat terhadap ketiga-tiga dimensi penglibatan pelajar-kognitif, emosi, dan tingkah laku. Selain itu, bukti menunjukkan bahawa CANVAS LMS meningkatkan interaksi pelajar-guru, pelajar-pelajar, dan pelajar-pelajar dengan cara fungsi seperti papan perbincangan, kajian rakan sebaya, projek kumpulan, dan multimedia. Dapatan ini menunjukkan bahawa CANVAS LMS secara signifikan menyokong dan meningkatkan proses pembelajaran dengan menggalakkan penyertaan aktif, pemahaman yang lebih baik dan kerjasama yang bermakna dalam kalangan pelajar K-12. Kajian ini menyimpulkan bahawa integrasi CANVAS LMS dalam pembelajaran bahasa Inggeris dapat meningkatkan elemen kritikal proses pembelajaran-motivasi, penglibatan, dan

interaksi-dengan bukti empirikal untuk menyokong keberkesanannya dalam tetapan pembelajaran yang dicampur dan dalam talian. Kajian ini menyumbang pengetahuan berharga kepada penyelidikan teknologi pendidikan, terutamanya dalam suasana UAE, di mana pendigitalan pendidikan pesat. Ia menawarkan implikasi praktikal yang penting untuk pendidik dan penggubal dasar yang bertujuan untuk meningkatkan reka bentuk pengajaran dan menerajui prestasi pelajar dalam persekitaran pembelajaran teknologi-pengantara. Melalui sokongan keberkesanan Sistem Pengurusan Pembelajaran CANVAS dalam suasana K-12, penyelidikan ini memupuk pelaksanaan berskala besar dan membuka jalan untuk kajian masa depan mengenai teknologi baru dalam pendidikan.

**THE EFFECTS OF USING CANVAS LMS ON STUDENTS' MOTIVATION,
ENGAGEMENT AND INTERACTION IN PRIVATE SCHOOLS OF
AI AIN CITY IN ABU DHABI**

ABSTRACT

The study examines the impacts of the CANVAS Learning Management System (LMS) on the motivation, engagement, and interaction of private school students in Al Ain City, Abu Dhabi, in learning the English language. A quantitative approach was employed wherein data were collected from a purposive sample of 333 Grade 8 students through an adopted questionnaire administered via Google Forms and CANVAS LMS. Statistical analysis was conducted with SPSS version 22, utilizing correlation and regression techniques to establish the relations between LMS usage and key educational outcomes. Results revealed a statistically significant positive relationship between CANVAS LMS usage and intrinsic and extrinsic motivation. The system also had an extremely strong positive influence on all three dimensions of student engagement cognitive, emotional, and behavior. Moreover, evidence demonstrated that CANVAS LMS significantly enhances student-teacher, student-student, and student-content interactions by means of functionality such as discussion boards, peer review, group projects, and multimedia. These findings indicate that CANVAS LMS significantly supports and enhances the learning process by encouraging active participation, improved understanding, and meaningful collaboration among K–12 students. The study concludes that the integration of CANVAS LMS in English language learning can enhance critical elements of the learning process—motivation, engagement, and interaction with empirical evidence to support its effectiveness in blended and online learning settings. The study contributes

valuable knowledge to educational technology research, particularly in the UAE setting, where educational digitalization is rapid. It offers significant practical implications for educators and policymakers who aim to enhance instructional design and spearhead student performance in technology-mediated learning environments. Through the backing of the effectiveness of the CANVAS Learning Management System in a K–12 setting, this research fosters large-scale implementation and paves the way for future studies on emergent technologies in education.

CHAPTER 1

INTRODUCTION

1.1 Introduction

The value of digital technology in teaching the next generation cannot be overstated. In the future, student's capacity for independent thought will be further strengthened by digitalization of the educational system (Aitdaoud et al., 2023). In essence, this will provide a chance to develop their creative potential, and assistance in learning contemporary information technology, the use of digital technologies aids in raising students' interest and positive motivation. Digital learning tools, personalized assessments, and distant learning may all be organized using digital technology's potential.

The traditional face-to-face instruction with online learning, has become increasingly popular in recent years (Capul et al., 2022). It is also being described by Macayaon and Palomares (2023) in the 13th annual report by the Babson Survey Research Group: as "one in which at least 80 percent of the total curriculum is offered online. Courses with 0% to 29% of their material given online fall under the category of traditional teaching; both conventional (Face-Face) and web-facilitated courses fall under this category. Between 30% and 80% of the course material is offered online". However, LMSs (Learning Management System) are widely-used by providing teachers and students with a range of tools and resources for delivering and accessing course content.

Learning in English as foreign language classes has become highly significance model of knowledge delivery in recent times especially in U.A.E among its Arab countries in the region. It has increasingly formed part of educational system as

instructional paradigm utilized to foster the growth of a variety of English language abilities (Abdullah, 2021). Which have successfully facilitated language learners and improved their language abilities, according to several research (Abdelrahman, 2019; Adnan et al., 2018) Instead of utilizing conventional (Face-Face) method or wholly online methods, this approach may help learners strengthen their speaking, listening, reading, and writing skills.

Using the LMSs has become common to oversee classroom activities (Macayaon & Palomares, 2023). The learning processes may be made more successful to student by using the many helpful elements that LMS provides. It gives students the chance to easily access discussion boards, course calendars, lecture videos, grades, assignments, message analytics, reports, groups, peer review assignments, and other educational applications (Alnusairat, 2022). The research study is aimed to investigate the effect of Using CANVAS LMS and the students' motivation, engagement, and interaction. These three factors are key determinants of student success in learning environments (Capul et al., 2022), and using the LMS provides a variety of features that can support and enhance each of these factors.

Motivation is a critical component of successful learning (Alnusairat, 2022; Macayaon & Palomares, 2023). This learning approach can help in motivating students by providing a more flexible and personalized learning experience (Bradley-Dorsey et al., 2022). Using LMSs offers a range of features that can support student motivation, including gamification, personalized learning paths, and multimedia content. Gamification is a popular technique used to motivate students (Eguico et al., 2023). Using LMSs offers a variety of gamification tools, such as badges, leaderboards, and points systems, which can encourage students to engage with the material and compete

with their peers. Gamification has been found to increase student motivation and engagement in online learning approach environments (Bruder, 2020).

Personalized learning paths are another way that can adopt the use of LMSs to help in motivating the students. According to Hanzaki (2018), personalized learning can help students feel more engaged with the material and motivated to learn, as they are receiving content that is specifically tailored to their needs. Using LMSs allows teachers to create personalized learning paths for their students, based on their learning goals and needs. Multimedia content is another feature of using LMSs that can support student motivation. According to Hoyt (2023), multimedia content, such as videos and animations, can help make learning more interesting and engaging for students. Using LMSs allows teachers to easily incorporate multimedia content into their courses, which can help keep students motivated and engaged with the material.

Engagement is another critical component of successful learning. According to Alamri (2022), when students are engaged, they are more likely to pay attention, participate in class, and retain the material. Using LMSs can support student engagement by providing opportunities for discussion, interaction, and collaboration. Discussion forums are a popular tool for promoting engagement in using LMSs (Bacquet, 2022). Using LMSs allows teachers to create discussion forums where students can ask questions, share ideas, and collaborate with their peers. This can help create a sense of community and foster collaboration among students, which can increase their engagement with the material. This has led our understanding of three various levels of engagement in literature, which explains how students commit to learning languages, namely English. It is crucial to comprehend that behavioral, cognitive, and emotional engagement are elements that are dynamically connected in

each person even if many prior researches have examined these components of engagement independently (Causey, 2021).

When students put up the mental effort to accomplish assignments utilizing a deep, self-regulated, and strategic learning approach rather than surface-level learning tactics, this is what is meant by cognitive engagement (Barotas & Palma, 2023; Marra Jr, 2022). Greater cognitively engaged students are motivated to learn about and investigate the tasks being taught, and they understand the rationale behind educational activities. Greater cognitively engaged students are curious in what they are learning, want to learn more about it, and understand the purpose of learning activities.

Interactive assignments are also important for promoting engagement in the learning process using LMSs. According to Al-Marroof et al. (2023), interactive assignments can help make learning more engaging and interesting for students. Using LMSs allows teachers to create interactive assignments, such as quizzes, simulations, and games, that can provide immediate feedback to students and help keep them engaged. Collaboration is another key feature of using LMSs that can promote student engagement. According to Hilbert (2022), collaboration can help students develop important social and cognitive skills, and can enhance their engagement with the material. Using LMSs offers a variety of collaborative tools, such as group projects and peer reviews, that can promote student engagement and interaction. Furthermore, to improve learning skills, interaction is essential in education. According to Rivers, referenced in Bradley-Dorsey et al. (2022), interaction is important because students may expand their language repertoire as they listen to others, including instructors who speak and the contribution of their students in debates or problem-solving activities. Student-teacher interaction promotes pupils' cognitive abilities, physical development, emotional development, and memory capabilities (Hsieh, 2020).

1.2 Background of this study

The integration of digital tools in private schools across Al Ain City, Abu Dhabi, aligns with broader educational policies emphasizing technology-enhanced learning. While Canva for Education is not a mandatory requirement, it remains a widely used tool for fostering creativity and enhancing visual communication in the classroom. Schools such as Abaq Al-Ilm International School provide full premium access to Canva for teachers and students, recognizing its potential to create engaging learning experiences. However, its adoption is at the discretion of individual institutions, with some choosing alternative digital platforms that align better with their pedagogical objectives. This reflects a broader trend in educational institutions where flexibility is granted in selecting digital tools that best fit their curricular needs (Abaq Al-Ilm, 2024).

Nonetheless, the Abu Dhabi Department of Education and Knowledge (ADEK) mandates that every private school must implement an approved Learning Management System (LMS) to ensure standardized digital learning environments. Among the ADEK-approved platforms, Canvas LMS is one of the recognized options, offering a structured framework for online and blended learning. While schools are free to choose an ADEK-approved LMS, they must integrate at least one into their educational framework. This requirement underscores the government's commitment to fostering digital literacy, streamlining content delivery, and enhancing the overall efficiency of teaching methodologies. In this regard, the adoption of Canvas LMS in several private schools demonstrates a structured approach to digital education, ensuring compliance with regulatory standards while also providing a versatile platform for interactive and flexible learning (ADEK, 2023).

The United Arab Emirates (UAE) is a country in the Middle East that has seen a significant increase in the use of using CANVAS LMS platform in recent years. The UAE is home to a large and diverse population, with a mix of local Emiratis and expatriates from around the world. The government of the UAE has placed a strong emphasis on education and has made significant investments in the sector in recent years (World Bank, 2019). Adoption of using CANVAS LMS platform has been identified as a ke area of focus for the UAE government in its efforts to improve the quality of education in the country (Ministry of Education, 2017). Using CANVAS LMS is seen as a way to provide students with more flexible and personalized learning experiences, and to prepare them for the demands of the 21st century workforce (Ningtyas & Suganda, 2021).

In October 2018, the UAE Ministry of Education launched a free e- learning platform. This platform provides free educational multimedia in the form of videos, in the Arabic language, English language, General Science, Math, Biology, Chemistry, and Physics. It also provides nearly 11 million words of educational content to students in all educational stages in UAE schools (UAE, 2018). It was in March 2020, the United Arab Emirates (UAE) compel all institutions to complete the process of transformation to an online learning mode, the resolution had an effect on both public and private schools. Up to the conclusion of the academic year 2019-2020, the MoE advises the educational institutions in the UAE to switch from face-face instruction to online instructions (MoE.gov.ae, 2020).

One of the main drivers of utilisation in the UAE has been the rapid growth of the e-learning industry. According to a report by the Dubai Chamber of Commerce and Industry (2019), the e-learning market in the UAE is expected to reach \$1.7 billion by 2025, driven by increasing demand for flexible and personalized learning

experiences. This growth has been facilitated by the availability of high-speed internet and mobile devices in the country, which have made it easier for students to access online learning resources (World Bank, 2019). Another factor driving the adoption of using CANVAS LMS in the UAE is the increasing number of international schools and universities in the country. These institutions are adopting using CANVAS LMS to meet the needs of their diverse student populations and to stay competitive in a global market (Bariham, 2022). using CANVAS LMS and its application has also been adopted by the UAE government in its efforts to provide education to remote and underserved areas of the country (Ministry of Education, 2017).

The use of learning management systems (LMS) such as using CANVAS LMS, Moodle, and Blackboard has also facilitated the adoption of different learning techniques in the UAE. These platforms provide teachers and students with a range of tools and resources for delivering and accessing course content, as well as for communication and collaboration (Baqaa, 2023; Slimani & Jabal, 2023). Using CANVAS LMS, in particular, has gained popularity in the UAE due to its ease of use and flexibility (Gallman, 2020). Despite the growing popularity of online learning approach in the UAE, there are still some challenges that need to be addressed. One of the main challenges is the lack of teacher training and support for implementing using CANVAS learning management systems effectively (Capul et al., 2022). Another challenge is the need for more research on the effectiveness of using CANVAS learning management systems in the UAE context, particularly in terms of its effect with the student outcomes (Emirates News Agency, 2020).

The Federal Government of the UAE has developed a very clear strategy to implement the latest educational techniques to improve learning methodologies at all levels of schools in the Ministry of Education (Alsalihi et al., 2019). Schools of the

Ministry of Education in the UAE now use technology in the classroom by employing the virtual classroom. An increasing number of schools in the UAE depend on e-learning programs in order to improve the quality of student education. UAE has seen a tremendous increase in the use of CANVAS learning management systems in recent years, driven by a range of factors including the growth of the e-learning industry, the increasing number of international schools and universities, and the availability of learning management systems, such as using CANVAS LMS. While there are still some challenges that need to be addressed, utilization of using CANVAS learning management systems is seen as a key area of focus for the UAE government in its efforts to improve the quality of education in the country especially in English language learning skills in private schools of Abu Dhabi.

The research chooses Grade 8 to be a crucial year for academic, social, and emotional development, and sets the stage for success in high school and beyond. It is an important year in a student's academic journey as it sets the foundation for the remaining years of their high school education. Some other reasons why grade 8 is significant is that Preparation for high school: Grade 8 helps students to prepare for the rigor and challenges of high school by developing critical thinking skills, time management, and study habits. The skills learned in grade 8 can help students succeed in high school and beyond. High school credit courses: Some grade 8 courses are high school credit courses, which means that students can earn credits towards their high school diploma. This can help students get ahead and reduce the workload in later years.

High school placement: The grades and performance of grade 8 students are often used to determine their placement in high school courses. Therefore, students who perform well in grade 8 have a better chance of being placed in advanced courses in high school.

Social and emotional development: Grade 8 is also an important year for social and emotional development. Students develop social skills, build friendships, and learn to navigate the complex social dynamics of adolescence.

1.3 Problem Statement

The integration of technology into education, particularly through Learning Management Systems (LMS) like Canvas, is a significant trend, especially within the UAE. Canvas LMS is widely adopted in private schools in Al Ain City, Abu Dhabi, driven by the belief that it can enhance student motivation, engagement, and interaction through user-friendly tools and interactive features. Research supports the idea that Canvas LMS, with its discussion boards, multimedia assignments, adaptive learning pathways, and gamification elements, can make learning more dynamic. Studies in the UAE have also highlighted benefits such as location flexibility, internet accessibility, and time efficiency in online learning, with approximately 47% of respondents finding it effective (Fatima et al., 2020).

Despite these perceived advantages and widespread integration of digital tools, a critical gap in student engagement and motivation persists in technology-enhanced learning environments. The core issue is whether these platforms genuinely address the fundamental challenges of student motivation, which is influenced by intrinsic and extrinsic factors like autonomy and perceived usefulness. Many students exhibit low engagement, diminished interest, and a lack of sustained motivation in digital settings.

This raises the question of whether digital platforms are merely content delivery tools or active contributors to deeper engagement (Nasser et al., 2023).

Low motivation and engagement in digital learning are multifaceted problems. Motivation is a key determinant of academic performance (Bharti et al., 2021). Unlike traditional classrooms with direct teacher-student interactions and peer activities, digital environments often lead to difficulties with self-regulation, reduced interpersonal engagement, and a lack of immediate feedback, all contributing to lower motivation. Furthermore, despite mandates for LMS adoption, there is limited empirical evidence specifically examining their effectiveness in addressing motivational gaps. This underscores the need for further research into how these technologies influence student motivation and how to optimize their use (Zarif et al., 2024).

Design features and their impact on engagement are also significant concerns. The platform's structure and interface play a pivotal role; if they fail to create an engaging environment, students may approach coursework with obligation rather than enthusiasm. Challenges include usability concerns, inadequate instructor training, and insufficient integration of motivational strategies. While Canvas supports student-centered learning through personalized dashboards and interactive assessments, students still struggle with self-regulation and engagement, particularly in asynchronous environments. This is especially relevant in the UAE, where English is the language of instruction, but traditional teaching methods often lead to low engagement (Mokhtar et al., 2023).

1.4 Research Objectives

Based on the outlined problem statements as explained in the previous section, the research general objective is to explore the effect of using CANVAS LMS on the students' motivation, engagement and interaction in Private Schools of Al Ain City in Abu Dhabi.

Meanwhile the specific research objectives are as follows:

1. To investigate the level of students' engagement, motivation, and interaction in using the Using CANVAS LMS in the private schools in Al Ain city of Abu Dhabi.
2. To investigate the effect of using CANVAS LMS on the students' motivation in the private schools in Al Ain city of Abu Dhabi.
 - 2a. To investigate the effect of using CANVAS LMS on the students' intrinsic motivation in the private schools in Al Ain city of Abu Dhabi.
 - 2b. To investigate the effect of using CANVAS LMS on the students' extrinsic motivation in the private schools in Al Ain city of Abu Dhabi.
3. To investigate the effect of using CANVAS LMS on the students' engagement in the private schools in Al Ain city of Abu Dhabi.
 - 3a. To investigate the effect of using CANVAS LMS on the students' cognitive engagement in the private schools in Al Ain city of Abu Dhabi.

- 3b. To investigate the effect of using CANVAS LMS on the students' emotional engagement in the private schools in Al Ain city of Abu Dhabi.
- 3c. To investigate the effect of using CANVAS LMS on the students' behavioral engagement in the private schools in Al Ain city of Abu Dhabi.
- 4. To investigate the effect of using CANVAS LMS on students' interaction in the private schools in Al Ain city of Abu Dhabi.
 - 4a. To investigate the effect of using CANVAS LMS on students- teacher interaction in the private schools in Al Ain city of Abu Dhabi.
 - 4b. To investigate the effect of using CANVAS LMS on students- student interaction in the private schools in Al Ain city of Abu Dhabi.
 - 4c. To investigate the effect of using CANVAS LMS on students- content interaction in the private schools in Al Ain city of Abu Dhabi.

1.5 Research Questions

Views and preferences in using the CANVAS LMS are continuously changing, Using CANVAS LMS has to adapt rapidly to fit the students' growing needs. Thus, the researcher wants to explore the current situation by addressing the following research questions:

- 1. What is the level of students' motivation, engagement, and interaction in using the CANVAS LMS in the private schools in Al Ain city of Abu Dhabi?

2. Is there any significant effect for using the CANVAS LMS on the students' motivation in the private schools in Al Ain city of Abu Dhabi?
 - 2a. Is there any significant effect for using the CANVAS LMS on the students' intrinsic motivation in the private schools in Al Ain city of Abu Dhabi?
 - 2b. Is there any significant effect for using the CANVAS LMS on the students' extrinsic motivation in the private schools in Al Ain city of Abu Dhabi?
3. Is there any significant effect for using the CANVAS LMS on the students' engagement in the private schools in Al Ain city of Abu Dhabi?
 - 3a. Is there any significant effect for using the CANVAS LMS on the students' cognitive engagement in the private schools in Al Ain city of Abu Dhabi?
 - 3b. Is there any significant effect for using the CANVAS LMS on the students' emotional engagement in the private schools in Al Ain city of Abu Dhabi?
 - 3c. Is there any significant effect for using the CANVAS LMS on the students' behavioral engagement in the private schools in Al Ain city of Abu Dhabi?
4. Is there any significant effect for using the CANVAS LMS on students' interaction in the private schools in Al Ain city of Abu Dhabi?

- 4a. Is there any significant effect for using the CANVAS LMS on students-teacher interaction in the private schools in Al Ain city of Abu Dhabi?
- 4b. Is there any significant effect for using the CANVAS LMS on students-student interaction in the private schools in Al Ain city of Abu Dhabi?
- 4c. Is there any significant effect for using the CANVAS LMS on students-content interaction in the private schools in Al Ain city of Abu Dhabi?

The research will address the problem of declining student motivation, engagement, and interaction in English language learning within private schools in Al Ain City, Abu Dhabi, particularly when using the CANVAS Learning Management System (LMS). With the increasing use of digital platforms like CANVAS LMS in education, there are concerns about how effectively these tools support or hinder students' active participation, motivation, and collaboration. The study seeks to understand the impact of CANVAS LMS on these critical aspects of learning—motivation, engagement, and interaction—and aims to provide insights into improving teaching strategies and digital learning experiences for Grade 8 students in this specific educational context.

1.6 Research Hypothesis

Based on the research objectives and questions, the hypotheses have been developed in this study as shown below:

- H 1:** There is a significant effect for using the CANVAS LMS on the students' motivation in the private schools in Al Ain city of Abu Dhabi.

- H 1.a:** There is a significant effect for using the CANVAS LMS on the students' intrinsic motivation in the private schools in Al Ain city of Abu Dhabi.
- H 1.b:** There is a significant effect for using the CANVAS LMS on the students' extrinsic motivation in the private schools in Al Ain city of Abu Dhabi.
- H 2:** There is a significant effect for using the CANVAS LMS on the students' engagement in the private schools in Al Ain city of Abu Dhabi.
- H 2.a:** There is a significant effect for using the CANVAS LMS on the students' cognitive engagement in the private schools in Al Ain city of Abu Dhabi.
- H 2.b:** There is a significant effect for using the CANVAS LMS on the students' emotional engagement in the private schools in Al Ain city of Abu Dhabi.
- H 2.c:** There is a significant effect for using the CANVAS LMS on the students' behavioural engagement in the private schools in Al Ain city of Abu Dhabi.
- H 3:** There is a significant effect for using the CANVAS LMS on students' interaction in the private schools in Al Ain city of Abu Dhabi.
- H 3.a:** There is a significant effect for using the CANVAS LMS on students-teacher interaction in the private schools in Al Ain city of Abu Dhabi.

H 3.b: There is a significant effect for using the CANVAS LMS on students-student interaction in the private schools in Al Ain city of Abu Dhabi.

H 3.c: There is a significant effect for using the CANVAS LMS on students-content interaction in the private schools in Al Ain city of Abu Dhabi.

1.7 Significance of this study

here are many reasons why this research is important. The usefulness of employing CANVAS LMS activities in the English as a Foreign Language (EFL) classroom will be shown, and the use of the CANVAS LMS in English language classrooms as a potential means of enhancing students' competency may be encouraged. Another possible benefit of the research is the provision of a teaching strategy that might improve students' motivation, engagement, and interaction and encourage meeting individual needs. The outcomes could also lead to a more extensive and productive pedagogical use of technology in language learning, which might lead to more in-depth analyses of how technology is used to build the four language skills. By attending to language students' demands, they may also provide information to technology-based language program designers and language learning software developers. Additionally, they may add to the corpus of knowledge already compiled on the use of technology in language learning. However, the main driving force behind doing the research study is likely connected to the growing necessity to change the teaching strategy in a setting that is very technologically advanced. Additionally, the result can serve as a call to language for other academics to apply this learning model to other linguistic domains.

As among other things, may be used to inform academic and policy decisions and advance research on a topic that is now topical. As it offers pertinent information on how to get students ready for English learning abilities to fight the phobia effects in English learning adoption and its barrier of CANVAS LMS to some student (mix online and conventional (Face-Face) educational system instruction) on student competences. It may also be eye-catching for the MOE to set new educational policies, and adopt the current use of CANVAS LMS and teaching methods to help the students at AL Ain city private schools to gain those skills. Finally, the CANVAS LMS may be more inspiring and hopeful for students today.

1.8 Limitations of this Study

The present study, like all other research, cannot be devoid of limitations. The following limitations are therefore inherent:

1. This study was limited to only the learning the English language course skills at the Al Ain private schools in Abu Dhabi UAE at the expense of all other taught subjects in the private schools in Al Ain city in Abu Dhabi in the UAE.
2. This study was limited to only the students who use the CANVAS LMS in their English at the Al Ain private schools in Abu Dhabi UAE at the expense of all other platforms used in the CANVAS LMS at the private schools in Al Ain city in Abu Dhabi in the UAE.
3. This study also focused on only motivational, engagement and interaction effect of Using CANVAS LMS on English (Writing and

Reading) learning skills that are officially regarded as a student need in institutions.

4. A quantitative method approach only will be adopted for this study and just quantitative data will be collected to be used to support the research questions since the sample is limited to students, so no other method of data collection will be used.

1.9 Operational Definitions

1.9.1 Using CANVAS LMS Learning Management System (LMS)

CANVAS LMS, a widely adopted Learning Management System (LMS), serves as a pivotal tool for educational institutions in efficiently managing and delivering online courses and educational content, as acknowledged by McGill and Klobas (2009). Within the scope of this research, CANVAS LMS assumes a multifaceted role. It acts as a versatile platform for both data collection and analysis, allowing researchers to gather valuable insights and conduct thorough assessments. Additionally, CANVAS LMS serves as a dynamic medium for delivering a wide array of educational components, including assignments, activities, projects, course materials, and interactive discussions. Furthermore, it facilitates interventions aimed at enhancing the learning experience for students. The CANVAS LMS's robust features are instrumental in measuring the effectiveness of these educational elements, offering a comprehensive toolset for educators and researchers alike to optimize the delivery and outcomes of online education. CANVAS LMS's adaptability and functionality make it an invaluable asset in the context of the research, where it serves as both a data-gathering instrument and an interactive platform for educational engagement and evaluation.

In this study Canvas LMS refers to a diverse and important instrument. It makes data gathering and analysis easier, provides a platform for providing educational material, assignments, and interactive dialogues, and allows for interventions to improve the learning experience. Canvas LMS's versatility and functionality make it ideal in this setting for maximizing online education results.

1.9.2 Student Extrinsic Motivation

Extrinsic motivation in students is characterized by their inclination to participate in specific activities or behaviours not due to inherent interest or personal satisfaction but rather because of external incentives or advantages associated with engaging in them. These external motivators encompass various elements, including academic grades, acknowledgment, commendation, or tangible rewards like monetary compensation or gifts, as described by Lin et al. (2003). Extrinsic motivation plays a pivotal role in shaping students' actions and behaviours, as it leverages external factors to encourage their engagement and performance in academic and non-academic pursuits. Understanding and effectively harnessing extrinsic motivation is crucial for educators and institutions aiming to motivate students and promote desired outcomes in the educational context.

In this research, extrinsic motivation refers to students' desire to engage in activities owing to external incentives, such as grades or awards. Understanding and exploiting extrinsic motivation is vital for educators and institutions wanting to encourage students and accomplish desired educational results.

1.9.3 Student intrinsic Motivation

Student motivation is a fundamental factor that influences a student's enthusiasm, direction, and persistence in pursuing learning activities aimed at achieving their educational objectives. It is typically categorized into two main types: intrinsic and extrinsic motivation. In the context of this research, intrinsic motivation is defined as a form of self-motivation that enhances an individual's inner drive and self-awareness to the extent that they can independently initiate and sustain their learning efforts without relying on external stimuli or rewards, as articulated by (Bhowmik et al., 2023). Intrinsic motivation represents a deep-seated, internal desire to engage in learning for its inherent satisfaction and the sheer joy of acquiring knowledge and skills, making it a pivotal element in fostering students' genuine passion for learning. Understanding and nurturing intrinsic motivation is crucial for educators and institutions striving to create an environment that fosters autonomous and self-driven learners, as it can significantly affect students' In essence engagement and long-term academic success.

In this research it means, Intrinsic motivation is a form of self-motivation driven by inner satisfaction and a genuine passion for learning, without relying on external rewards. Nurturing intrinsic motivation is crucial for fostering autonomous learners and enhancing In essence engagement and academic success.

1.9.4 Student Behavioural Engagement

Student behavioural engagement encompasses a student's proactive involvement in the learning journey, encompassing their exerted effort, focused attention, and sustained commitment to fulfilling tasks and assignments. This engagement is typified by observable actions and behaviours, including active

listening, inquisitive questioning, timely completion of assignments, and adherence to deadlines, as elucidated by Bacquet (2022). These outward manifestations of engagement are indicative of a student's dedication and investment in the educational process, reflecting their willingness to actively participate and contribute to their own learning and the learning community as a whole. Behavioral engagement plays a vital role in fostering a productive and interactive classroom environment, where students are not only receptive but also active contributors to their academic development, ultimately contributing to improved learning outcomes and In essence academic success.

This study uses student behavioral engagement to refer to students' active and dedicated participation in learning activities, including asking questions, meeting deadlines, and actively contributing to the learning community. This engagement is vital for creating a dynamic classroom environment and enhancing In essence academic success.

1.9.5 Student cognitive engagement

Student engagement, as conceptualized by Barotas and Palma (2023), is a multifaceted "individual state of mind" that encompasses various dimensions of students' experiences, including their emotional states, cognitive processes, and behaviors within an educational context. It reflects the holistic engagement of students in their learning journey, going beyond mere attendance to encapsulate their emotional investment, cognitive involvement, and active participation in academic activities. Additionally, as per Wang and Baker (2015), student engagement is fundamentally rooted in the effort and dedication that students exert to actively participate in the learning processes specific to a particular course. It serves as a pivotal indicator of

students' motivation to study and their commitment to advancing in their educational pursuits.

In this study, student engagement is applied as a comprehensive construct, encompassing attitudes toward education, interpersonal interactions within the school environment, and learning preferences. This approach recognizes that engagement extends beyond the classroom and incorporates students in essence disposition toward their educational experience, their interactions with peers and educators, and their individual preferences in how they approach and respond to the learning environment. By considering these diverse facets of student engagement, your research provides a holistic understanding of how students connect with and navigate their educational journey, shedding light on critical factors that influence their In essence academic success and well-being.

This study utilizes student engagement, viewed as a comprehensive concept that includes emotional, cognitive, and behavioral aspects. It goes beyond attendance and encompasses students' attitudes, interactions with peers and educators, and learning preferences, providing a holistic understanding of their educational experience and its influence on academic success and well-being.

1.9.6 Student Emotional Engagement

Student emotional engagement is characterized by a student's profound and subjective connection to the learning process, marked by a genuine sense of interest, motivation, and investment (Lidia et al., 2023). It transcends mere external obligations or compliance, reflecting a deep and personal commitment to learning. Emotionally engaged students experience a heightened level of interest and enjoyment in their educational endeavours, which often leads to intrinsic motivation and a genuine desire

to excel academically. This emotional connection to learning, as highlighted by Marra Jr (2022), plays a pivotal role in facilitating information retention and a more enjoyable learning experience, ultimately contributing to students' self-driven efforts to enhance their academic performance. In essence, emotional engagement in students creates a positive and self-sustaining cycle where enthusiasm for learning fuels motivation, leading to increased academic achievement and In essence satisfaction in the educational journey. Understanding and nurturing emotional engagement is, therefore, vital for educators and institutions aiming to create an environment that fosters not only knowledge acquisition but also a lifelong love for learning.

In the research it means, a student characterized by a deep and personal connection to learning, leading to intrinsic motivation and a strong desire for academic excellence. Nurturing emotional engagement is vital for fostering a lifelong love for learning and improving academic performance.

1.9.7 Student to teacher Interaction

Anderson's findings in 2003 underscore the crucial role of interaction in fostering student engagement, particularly in the context of online learning. Interaction is not only a facilitator of student engagement but is also recognized as a pivotal factor associated with student success in online educational environments (Akanksha, 2023). In this research, student-teacher interaction is defined as an ongoing and meaningful exchange of communication between students and their instructors. This interaction serves as a vital component that contributes to students in essence satisfaction with the learning process and, importantly, serves as a source of inspiration, motivating them to strive for extraordinary achievements in their educational journey. By nurturing and preserving this dynamic communication between students and teachers, your study

acknowledges the profound effect that interaction has on shaping the educational experience and encourages an environment where students are not only actively engaged but also inspired to reach their full potential academically.

In this research it means, student-teacher meaningful communication between students and teacher. It plays a crucial role in promoting student engagement and success in online learning environments, inspiring students to excel academically and enhancing their in-essence satisfaction with the educational experience.

1.9.8 Student to Content interaction

Student-to-content interaction is a pivotal aspect of the learning process, encompassing the extent to which a student engages with the learning materials, resources, and activities provided (Al Mamun et al., 2023). It reflects the manner in which students interact with the educational content, encompassing their ability to forge connections, deepen their understanding, and construct knowledge as they progress in their learning journey. The level of student-to-content interaction serves as a meaningful gauge of the depth of learning achieved. High levels of interaction suggest that students are actively and comprehensively engaging with the materials, potentially leading to a more profound grasp of the subject matter (Naibert, 2022). Conversely, low levels of interaction may indicate disinterest or a potential lack of understanding, necessitating further support or instructional adjustments (Banna et al., 2015). Moore's work in 1989 underscores the significance of student-to-content interaction in the learning process, emphasizing its role in assessing the effectiveness of instructional materials and the level of student engagement. By recognizing and promoting high levels of student-to-content interaction, educators and institutions can