



Review

Exploring the Evolution and Integration of LMS in Blended Learning: A Case Study of MyELT LMS in Vietnamese EFL Education

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Abstract

Learning Management Systems (LMS) have revolutionized educational landscapes worldwide, integrating seamlessly into blended learning models to enhance learner engagement and academic performance. This article reviews the evolution of LMS, their pedagogical underpinnings, and their integration into blended learning, using MyELT LMS as a case study in Vietnamese EFL education. Drawing insights from existing literature and case studies, the article highlights MyELT's implementation at the Ho Chi Minh City University of Industry and Trade (HUIT). Key findings showcase the efficacy of LMS in improving learner outcomes, challenges encountered, and recommendations for optimization.

Keywords

Blended Learning, LMS, Flipped Classroom, ICT

1. Introduction

The evolution of technology has reshaped traditional educational paradigms, introducing innovative solutions like Learning Management Systems (LMS). These platforms have bridged gaps in traditional and online education, providing interactive and user-friendly environments that cater to diverse learning needs. The global shift toward blended learning, a fusion of face-to-face and online learning methodologies, has positioned LMS as a cornerstone for educational reform.

This study focuses on MyELT LMS's integration within the General English (GE) curriculum at HUIT, providing insights into its impact on teaching and learning outcomes in Vietnamese EFL classrooms. The primary objectives are to trace the evolution of LMS, explore their pedagogical frameworks, and examine their practical implementation within a blended learning model.

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2. Evolution of Learning Management Systems

The history of Learning Management Systems (LMS) reflects significant advancements stemming from the integration of computer technology into educational practices. Various terms characterize these systems, many of which are well-known among educators. Key terms such as Computer-Based Instruction (CBI), Computer-Assisted Instruction (CAI), and Computer-Assisted Learning (CAL) broadly describe different applications of computers in education. According to Parr and Fung (2000), while there is no universally accepted definition for these terms, CAI is typically associated with practice-oriented functions, CAL emphasizes detailed tutorials, and CBI is recognized for its personalized approach to learning.

In contrast, Integrated Learning Systems (ILS) and Computer-Mediated Instruction (CMI) represent more advanced concepts, focusing on deeper levels of management and integration within educational environments. These systems are distinguished by features that include monitoring and tracking capabilities, which support instructional content delivery, seamless integration across various programs, and a stronger emphasis on individualized learning experiences (Bailey, 1993; Becker, 1993; Brush et al., 1999; Szabo & Flesher, 2002, as cited in Watson et al., 2007).

In the early 1980s, many educators and college administrators were hesitant to embrace ILSs due to concerns about losing the novelty and innovation that these systems initially promised. There was considerable skepticism regarding the long-term viability of individualized learning and computer-assisted training, which had emerged as part of the educational trends of the 1960s and 1970s. However, as more advanced ILS software was developed to tackle the challenges of personalized education, the advantages of these systems became increasingly clear. This evolution allowed ILSs to transform into comprehensive learning and data management systems.

According to Szabo and Flesher (2002), modern LMSs extend beyond their foundational capabilities to effectively manage entire educational programs and the learning processes within institutions and organizations. They are recognized for their systemic characteristics, as they integrate both learning and e-learning content and processes into a cohesive framework. This systemic nature distinguishes LMSs from other educational software, which may merely compile various instructional tools or focus solely on student assessment monitoring.

Unlike traditional educational software that lacks a comprehensive approach, LMSs address all facets of the educational enterprise. They facilitate an interconnected learning environment that supports not only the delivery of content but also the management of learner progress and institutional outcomes.

This holistic perspective is crucial for modern educational settings, where the demands for accountability and effective learning experiences continue to grow.

In summary, the evolution of LMSs is marked by the transition from rudimentary computer-assisted educational tools to sophisticated systems that manage various aspects of teaching and learning. As technology has advanced, so too have the functionalities of LMSs, leading to their widespread adoption in educational institutions. Their ability to provide a structured and integrated approach to learning makes them invaluable in today's educational landscape, addressing the needs of both educators and learners.

3. Pedagogical Foundations of LMS

The pedagogical effectiveness of LMS is rooted in various learning theories, including behaviorism, cognitivism, and social constructivism.

3.1. Behaviorism

Behaviorism is a learning theory that emphasizes the analysis of observable human behavior while disregarding internal psychological processes (Good & Brophy, 1990, as cited in Ouadoud et al., 2018). This approach operates under the premise that the brain functions as a unified entity, devoid of any external or conscious mechanisms.

The concept of "behaviorism" emerged in the early 20th century, largely attributed to the influential work of American psychologist John B. Watson. Watson is widely recognized as a key figure in the development of behavioral psychology. He proposed that laboratory research methods could convert general psychology into a scientific discipline, yielding measurable results that could be subjected to statistical analysis (Watson, 1972, as cited in Ouadoud et al., 2018). His theories were significantly shaped by the pioneering physiologist Ivan Pavlov, whose research on conditioning in animals laid the groundwork for many behaviorist principles. Watson embraced the idea that all behaviors operate on a "stimulus-response" basis, commonly referred to as "classical conditioning."

Prominent advocates of behavioral learning, like Pavlov and B.F. Skinner, conceptualized the learning process as an external modification of human behavior, predominantly influenced by the environment. This perspective posits that when individuals receive stimuli that enhance discrimination, they develop ingrained responses, especially as they acquire and practice new skills. From this standpoint, it becomes crucial for educators to effectively present instructional content within a well-structured environment that fosters engagement. Students are expected to react to these stimuli by exhibiting appropriate behaviors.

In this context, teachers play an essential role in guiding students through a sequence of practical activities designed to assess knowledge acquisition. They also provide constructive feedback based on the information presented, which helps reinforce learning. This structured approach aligns with behaviorist principles, as it focuses on observable outcomes and the mechanics of learning through reinforcement.

The influence of behaviorism can be observed in Learning Management Systems (LMS), which are designed to offer structured exercises aimed at facilitating learning through repetitive practice and trial-and-error processes. The LMS embodies the notion of contextualized self-integration, allowing learners to engage with content in a systematic manner. By incorporating elements of behaviorism, LMS platforms provide an environment that encourages students to practice skills repeatedly, enhancing their ability to learn through feedback and reinforcement.

In summary, behaviorism as a learning theory focuses on the external aspects of learning, emphasizing observable behaviors and the impact of the environment. This approach has significantly influenced educational practices, particularly in the design of Learning Management Systems, which utilize structured exercises and feedback mechanisms to enhance the learning process. By prioritizing the analysis of behavior and the role of stimuli in shaping responses, behaviorism offers valuable insights into how learning occurs in both traditional and digital educational settings.

3.2. Cognitivism

The concept of the mental model emerged alongside the discovery of artificial intelligence in 1956. According to Miller and Bruner, this theory represents a shift from behavioral theories, placing a greater emphasis on cognitive and problem-solving strategies. Rather than viewing the curriculum as merely a passive transmission of information, this approach acknowledges that learning is a complex cognitive activity involving the intricate processing of knowledge. Memory processes have inherent structural characteristics, which include how information is processed and the cognitive strategies employed to manage these processes (Crozat, 2002, as cited in Ouadoud et al., 2018).

Cognitive psychology categorizes knowledge into three primary types: declarative, procedural, and situational knowledge. Consequently, educators are encouraged to employ a variety of strategies to facilitate the integration of these different types of knowledge, as each is stored in memory in distinct ways. Declarative knowledge addresses the "WHAT," procedural knowledge focuses on the "HOW," and situated knowledge pertains to the "WHEN" and "WHY" of information (Mohammed et al., 2019, as cited in Ouadoud et al., 2018).

Cognitive strategies encompass multiple approaches,

including structured instruction that incorporates both cognitive and metacognitive strategies. Researchers such as Claire Weinstein et al. (1983) and Pressley & Harris (1990, as cited in Ouadoud et al., 2018) strongly advocate for the integration of these techniques within educational contexts. The effectiveness of teaching these strategies can be significantly enhanced when they are embedded into the regular curriculum and presented to students as essential tools for achieving learning objectives. However, effective education extends beyond merely instructing students on what to do; it also involves demonstrating effective teaching methods.

In his work, Tardif (1993) proposed a learning model that highlights the importance of seamless cognitive and metacognitive processes. The primary goals of this model are to promote cognitive and emotional coordination, teach appropriate information processing strategies, and encourage students to apply their acquired knowledge in diverse contexts.

Within the framework of this conceptual model, particularly in the context of a Learning Management System (LMS), learners assume a role similar to that of a computer, processing information actively. They engage with external information, integrating it into their memory for later retrieval when needed to navigate their environment or tackle challenges (Bibeau, 1996). In this scenario, teachers take on the role of academic facilitators, overseeing various aspects of the educational process. Their responsibilities include providing instruction, motivation, and guidance, as well as offering advice, explanations, and frameworks to foster effective learning. Additionally, educators are tasked with addressing any challenges or obstacles that may arise during the curriculum.

Knowledge is transformed into an external reality that learners are expected to assimilate and utilize in their cognitive processes, rather than merely developing observable behaviors (Bibeau, 2007). Teachers who adopt a conceptual approach are encouraged to utilize information and communication technologies (ICT) that enhance interaction with students, such as simulations, experiments, and intelligent learning systems. Nevertheless, it is essential to recognize a limitation of the conceptual approach, which is the assumption that formal content alone is sufficient to guarantee effective learning outcomes. Student motivation plays a critical role in this process, serving as a key factor that drives the necessary impetus for learning.

In summary, the mental model theory emphasizes the complexity of cognitive processes in learning, advocating for a curriculum that actively engages students in acquiring and applying knowledge. By recognizing the distinct types of knowledge and employing various cognitive strategies, educators can create a more effective learning environment. The role of the teacher is vital in guiding students through this process, ensuring that knowledge is integrated and utilized effectively in real-world situations. The integration of ICT and interactive tools further enriches the learning experience,

although acknowledging the importance of student motivation remains crucial for achieving successful educational outcomes.

3.3. Social Constructivism

The concept of social development has evolved from advancements in learning theories, particularly those influenced by Lev Vygotsky in 1934 (Mohammed et al., 2019; El Mhouti et al., 2013, as cited in Ouadoud et al., 2018). Vygotsky sought to move beyond behaviorism by integrating various factors that could enhance the acquisition and processing of information. This shift led to the emergence of new theories exploring the interactions between individuals and their environments.

Social constructivism serves as a theoretical framework that elucidates the learning process through active engagement in group settings. Within this context, students are encouraged to interact with their learning environment, including teachers, instructors, and peers. Such interactions increase students' cognitive engagement while reducing social and psychological conflicts. According to Wake (2001), these conflicts contribute to what Vygotsky termed the "zone of proximal development," which plays a crucial role in facilitating knowledge acquisition.

Learning is generally understood as a cognitive process in which individuals acquire knowledge through interactions with teachers and peers. Learners do not merely absorb information from their instructors; they also benefit from their associations with others (Doise & Mugny, 1981). This collaborative learning is further enhanced when guided by experienced adults. Tasks presented to students should be appropriately challenging—difficult enough to promote growth but not so difficult as to be overwhelming. The development of this approach indicates that opportunities for student achievement are effectively broadening (Vygotsky, 1980).

Teachers have a vital role in identifying and defining the zone of proximal development to create suitable tasks for their students. Additionally, it is essential to incorporate collaborative strategies into instructional design. Collaboration facilitates discussions and the exchange of ideas among students, allowing social and psychological conflicts within the curriculum to serve as opportunities for highlighting errors and fostering new insights.

The design of Learning Management Systems (LMS) reflects the principles of social constructivism, emphasizing the importance of online communication and collaborative skills. Many LMS platforms include structures grounded in social constructivism that provide various tools for sharing, exchanging, and interacting with information in both synchronous and asynchronous formats. These tools encompass blogs, wikis, forums, and other resources that facilitate collaborative learning experiences.

In summary, the concept of social development in learning

theories, particularly influenced by Vygotsky, underscores the significance of social interactions in the learning process. Social constructivism highlights the value of collaborative engagement among students and between students and teachers, fostering cognitive development and enhancing knowledge acquisition. By creating a supportive environment where social and psychological conflicts are viewed as opportunities for learning, educators can effectively broaden the possibilities for student achievement. The incorporation of these principles into LMS design further facilitates collaborative learning, providing students with the tools they need to engage meaningfully in their educational journeys.

4. Case Study: MyELT LMS at HUIT

4.1. Background

Since 2016, HUIT has integrated MyELT LMS into its GE courses, targeting enhanced learner engagement and academic performance. MyELT, developed by National Geographic Learning, offers features tailored for English language instruction, including multimedia resources, progress tracking, and flexible access. This forming an ideal research site to investigate the effectiveness of a LMS in a public university.

4.2. Implementation Process

Students and instructors at HUIT used MyELT for assignments, assessments, and interactive activities. Data analytics from the platform provided insights into learner progress, enabling instructors to tailor instruction to individual needs.

4.3. Research design and process

Mix-method is particularly beneficial as it provides a comprehensive understanding of user experiences and outcomes by integrating numerical data with rich contextual insights. Creswell (2012) outlines the characteristics of quantitative and qualitative methods, which serve as the foundation for this study.

Quantitative Research

Quantitative research involves a systematic investigation that collects and analyzes numerical data. It emphasizes measurement, statistical analysis, and the establishment of relationships between variables, typically seeking to answer questions such as "how much," "how many," or "to what extent." Common tools for gathering quantitative data include surveys, standardized tests, and experiments.

Strengths of Quantitative Research

Objectivity: Quantitative methodologies aim for objectivity, minimizing bias through standardized instruments and statistical analyses.

Generalizability: The results from quantitative studies can often be generalized to larger populations, assuming appropriate sampling techniques are used.

Statistical Analysis: Statistical tools help identify patterns, correlations, and causal relationships among variables.

Limitations of Quantitative Research

Lack of Depth: This approach may overlook the complexities of human experiences, often reducing intricate phenomena to mere numerical values.

Limited Flexibility: Once a study is designed, adapting to new insights or findings that emerge during data collection can be challenging.

Qualitative Research

Qualitative research, on the other hand, focuses on understanding the meanings and experiences individuals associate with various phenomena. It gathers non-numerical data through interviews, focus groups, observations, and open-ended survey questions. Qualitative researchers aim to explore "how" and "why" questions to understand the context and subjective experiences of participants.

Strengths of Qualitative Research

Rich, Contextual Data: This method provides in-depth insights into participants' thoughts, feelings, and motivations, capturing the complexity of human behavior.

Flexibility: Researchers can adjust their methods based on emerging findings, allowing for a responsive and dynamic research process.

Exploratory Nature: Qualitative research is particularly effective for exploring new or complex phenomena where little prior knowledge exists.

Limitations of Qualitative Research

Subjectivity: The interpretive nature of qualitative research can introduce bias, as researchers may unintentionally influence or misinterpret participants' responses.

Limited Generalizability: Findings from qualitative studies are often context-specific and may not be applicable to broader populations.

The Case for Mixed Methods in HUIT Research

Given the strengths and limitations of both methodologies, a mixed methods approach is a compelling strategy for examining the MyELT Learning Management System (LMS) at Ho Chi Minh City University of Industry and Trade (HUIT). This approach combines the rigorous statistical analysis of quantitative methods with the rich contextual exploration characteristic of qualitative methods, facilitating a more holistic understanding of the research problem.

Rationale for Mixed Methods

Complementarity: A mixed methods approach allows for the triangulation of findings, enabling researchers to validate qualitative insights with quantitative data and vice versa.

Enhanced Understanding: By integrating both methods, researchers can explore user engagement and platform efficacy from multiple perspectives. For instance, quantitative data can reveal usage patterns, while qualitative data can provide insights into user satisfaction and perceived challenges.

Rich Contextualization: The unique context of MyELT at HUIT allows qualitative data to illuminate specific challenges and successes faced by students and instructors, putting quantitative findings into perspective.

Holistic Research Questions: A mixed methods approach enables researchers to address complex research questions that cannot be fully understood through a single method, allowing for comprehensive analysis.

Proposed Methodology

To effectively implement this mixed methods approach, the following methodology is proposed:

Quantitative Component

Survey Design: A structured survey will be created to collect quantitative data on student engagement and satisfaction with the MyELT LMS, featuring Likert-scale questions and demographic information.

Data Collection: The survey will be distributed to a representative sample of students enrolled in General Education courses at HUIT, followed by statistical analyses to assess correlations between LMS usage and learning outcomes.

Qualitative Component

Interviews: Semi-structured interviews will be conducted with students and instructors to gather qualitative data regarding their experiences with the MyELT LMS.

Data Analysis: Qualitative data will be analyzed using thematic analysis to identify common themes related to user experience.

4.4. Preliminary findings of the research

Academic performance records analysis findings

The analysis of numerical statistics and testing results revealed that the learning performance of students in dataset 1 was notably better than that of students in dataset 2. The overall average score in dataset 1 was higher compared to that in dataset 2. Additionally, when the mean scores were calculated separately for male and female students, the results consistently highlighted the advantages of students in dataset 1. This finding reinforced the reliability of the overall descriptive statistics and alleviated concerns that the poorer performance of students in dataset 2 was due to a higher proportion of male students.

The examination of score distributions for each dataset showed that a substantial number of students in dataset 1 demonstrated strong learning performance. A moderate number achieved excellent performance, while only a few fell into the poor-to-average category. In contrast, dataset 2 revealed a

significant number of students performing at poor and average levels, with a noticeable presence of students exhibiting poor performance. Although dataset 2 contained a moderate number of students with good performance, it had very few who excelled.

Overall, the data suggest a clear distinction in learning outcomes between the two datasets, emphasizing the superiority of the first group while highlighting the challenges faced by students in the second group. This analysis not only underscores the effectiveness of the educational strategies employed for dataset 1 but also points to potential areas for improvement within dataset 2 to enhance student learning outcomes.

Survey output findings

The survey conducted at Ho Chi Minh City University of Industry and Trade (HUIT) yielded valuable insights regarding the operation of the MyELT platform. Both lecturers and students reported that the implementation of MyELT had a noticeably positive impact on the teaching and learning processes associated with General English (GE) courses. The survey data highlighted several key benefits of utilizing MyELT within the HUIT context, which can be summarized as follows:

Enhancing Student Autonomy: MyELT has played a significant role in promoting student autonomy in learning General English courses. The platform allows students to take charge of their learning, encouraging them to engage with the material in a self-directed manner.

Multimedia Content for Engagement: The provision of multimedia resources within MyELT has been instrumental in illustrating lesson content effectively. This feature not only enriches the learning experience but also motivates students to delve deeper into the materials presented in their General English courses.

Support for Review and Reinforcement: MyELT facilitates both students and lecturers in revisiting previously covered lesson content. This capability enhances retention and understanding, thereby motivating students to reinforce their learning.

Flexible Access to Practice: The platform offers flexible and convenient access to various exercises, enabling students to engage in practice at their own pace. This accessibility is crucial in motivating students to consistently participate in their learning journey.

While the survey results underscored the advantages of MyELT, they also illuminated certain challenges that both lecturers and students may face in the context of teaching and learning GE courses. These challenges include:

User-Friendliness: The interface of MyELT may not be easily adaptable for all users, which can pose difficulties for some students and lecturers. This lack of adaptability might hinder effective engagement with the platform.

Technology Anxiety: The introduction of MyELT could lead

to feelings of anxiety related to technology, potentially demotivating some students and lecturers in their educational pursuits. This anxiety may stem from unfamiliarity with the platform or concerns about their own technological proficiency.

Difficulty in Usage: Both lecturers and students may encounter challenges in determining how to utilize MyELT effectively. This confusion can serve as a barrier to fully leveraging the platform's capabilities for enhancing learning.

Institutional Limitations: Limitations in institutional facilities may adversely affect the MyELT experience, ultimately reducing the overall effectiveness of the teaching and learning process within the GE courses. Factors such as inadequate technological infrastructure or insufficient resources can contribute to a less-than-optimal experience.

Furthermore, the survey results provided insights into the preferences of the majority of lecturers and students regarding how to enhance the effectiveness of MyELT for teaching and learning GE courses at HUIT. The following recommendations emerged from the data:

Increased Multimedia Content: A significant number of lecturers and students expressed the belief that the MyELT platform would greatly benefit from the addition of more multimedia content. Expanding the range and variety of resources available could enhance engagement and facilitate a more dynamic learning environment.

Establishment of Technical Support: The creation of a dedicated technical helpdesk unit or a MyELT guidance course was suggested as a means to address the challenges users face. Such resources would provide necessary support and assistance, helping both lecturers and students navigate the platform more effectively.

Improvement of University Facilities: Enhancing the university's technological infrastructure and facilities was highlighted as essential for improving the MyELT experience. Upgrading resources and ensuring adequate access to technology could significantly enhance the effectiveness of the platform in supporting the teaching and learning processes.

In summary, the survey conducted at HUIT has revealed both the positive impacts and challenges associated with the MyELT platform in the context of General English courses. The findings indicate that while MyELT fosters student autonomy, engagement through multimedia, and flexible access to learning resources, it also presents challenges related to user adaptability, technology anxiety, and institutional limitations. The recommendations provided by lecturers and students for improving the platform emphasize the importance of enhancing multimedia content, establishing technical support, and upgrading university facilities to create a more effective and supportive learning environment. These insights will be instrumental in guiding future improvements to the MyELT platform, ultimately aiming to enhance the educational experiences of both students and lecturers.

5. Benefits of LMS in Blended Learning

The MyELT platform serves as a powerful tool for enhancing learner engagement in blended learning environments. By integrating multimedia resources such as videos, audio clips, and interactive exercises, MyELT fosters active participation among students. These dynamic features create opportunities for learners to deeply engage with lesson content, promoting independent study and motivating them to complete tasks. According to survey findings, the interactive design of MyELT significantly heightened students' interest and motivation, making the learning process more engaging and effective. The platform's ability to present content in an appealing and diverse format ensures that students remain invested in their educational journey.

Accessibility and flexibility represent another significant benefit of MyELT in blended learning. The cloud-based platform offers unparalleled convenience, allowing students to access learning materials from any location and at any time. This adaptability is particularly valuable for accommodating the diverse schedules and learning preferences of students. Whether revisiting lessons, preparing for assessments, or completing assignments, learners can engage with the content at their own pace. Such flexibility not only empowers students but also fosters a learning environment that is inclusive and responsive to individual needs.

For instructors, MyELT enhances efficiency by streamlining administrative tasks. Features such as automated grading and detailed progress tracking reduce the time and effort required for routine tasks, enabling educators to focus on personalized instruction. By offering insights into students' learning progress and challenges, MyELT allows instructors to tailor their teaching strategies to address specific needs. This efficiency not only enhances the teaching process but also fosters a more supportive and responsive educational experience for students.

6. Challenges in LMS Integration

Despite its benefits, the integration of MyELT into blended learning at HUIT has faced several challenges. Technical limitations have emerged as a significant barrier. Both students and instructors have reported difficulties stemming from inconsistent internet connectivity, navigation challenges, and occasional system downtimes. These issues disrupt the seamless delivery and access to educational resources, often hindering the teaching and learning process. Reliable technological infrastructure is essential to mitigate these disruptions and ensure the platform's optimal performance.

Another major challenge is the lack of adequate training and support for users. Instructors often lack comprehensive training on how to effectively utilize MyELT's features,

limiting the platform's potential to transform teaching practices. Similarly, students frequently encounter an initial resistance to adapting to digital learning tools, often due to unfamiliarity and a steep learning curve. Without proper guidance and support, both groups struggle to fully leverage the platform's capabilities, resulting in missed opportunities for enhanced learning outcomes.

Cultural and contextual factors also play a critical role in the challenges associated with LMS integration in Vietnam. Traditional teaching practices, characterized by face-to-face instruction and teacher-centered approaches, remain dominant in the educational landscape. The transition to a more digitally driven model, as required by MyELT, is met with resistance, reflecting deeply ingrained preferences for conventional methods. This cultural barrier underscores the need for strategies that align LMS functionalities with the pedagogical and cultural realities of Vietnamese education.

7. Recommendations

To optimize the use of LMS platforms like MyELT in blended learning environments, it is essential to address the identified challenges through targeted strategies. First, comprehensive training programs should be developed for both instructors and students. These programs should focus on familiarizing users with MyELT's features and functionalities, ensuring they can effectively utilize the platform to enhance teaching and learning processes. Training should be continuous and adaptive, addressing specific needs as they arise.

Improving the technological infrastructure is equally critical. Investing in reliable and robust IT systems, including high-speed internet connections and efficient server management, is necessary to minimize disruptions and enhance the user experience. Seamless technological integration will not only improve platform navigation but also foster confidence among users, encouraging wider adoption.

Furthermore, conducting workshops on blended pedagogy can help align LMS integration with the cultural and contextual realities of Vietnamese education. These workshops should explore methods for bridging traditional teaching practices with digital innovations, ensuring that instructors and students see the value of blending face-to-face instruction with online learning. By addressing these cultural nuances, educators can create a more supportive environment for the adoption of LMS platforms.

8. Conclusion

The integration of Learning Management Systems (LMS) such as MyELT in blended learning environments represents a pivotal step in modernizing education. At Ho Chi Minh City University of Industry and Trade (HUIT), the application of

MyELT has showcased its ability to enhance learner engagement, improve accessibility, and increase instructional efficiency. By fostering active participation and providing flexible access to learning materials, MyELT aligns with the diverse needs of students while supporting instructors in delivering personalized teaching.

Despite its successes, the adoption of LMS platforms is not without challenges. Technical limitations, such as unreliable internet connectivity and platform navigation issues, often hinder seamless operation. Furthermore, insufficient training for instructors and initial resistance among students to adapt to digital tools underscore the importance of targeted support systems. Cultural factors also play a significant role, as traditional classroom practices in Vietnam remain deeply rooted, creating barriers to fully embracing the digital shift in education.

To address these challenges and maximize the benefits of LMS integration, strategic measures are essential. Enhanced training programs tailored to both instructors and students, investments in robust IT infrastructure, and workshops to bridge cultural and pedagogical gaps can collectively optimize the use of LMS in educational settings. These efforts will ensure that platforms like MyELT not only facilitate learning but also align with the broader educational context in Vietnam.

The transformative potential of LMS in education is undeniable. Future research should focus on the long-term impact of LMS on learning outcomes, as well as their scalability across diverse educational institutions. By addressing the challenges and building on the successes of LMS platforms, their integration can become a cornerstone for innovative and inclusive education in the digital era.

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