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Enhancing EFL Learning Through MyELT LMS: Evaluating the Impact of a Blended Learning Model at a Vietnamese Public University

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ABSTRACT

This study investigates the effectiveness of the MyELT Learning Management System (LMS) in a blended learning environment at Ho Chi Minh City University of Industry and Trade, Vietnam, targeting General English courses. It aims to enhance student performance by integrating technology with traditional teaching methods. Adopting a mixed-method approach, it analyzes academic performance records of 2,000 students, divided into MyELT users and non-users, alongside qualitative data from surveys and interviews with 200 students and 20 lecturers. Quantitative results demonstrate that MyELT users outperformed non-users, with mean process scores of 8.259 versus 7.818 and final exam scores of 7.647 versus 7.185, supported by T-tests indicating statistical significance (p < 0.001). Qualitatively, students valued the system's flexibility and multimedia resources, while lecturers appreciated its workload reduction, though technical difficulties and the need for sustained training emerged as challenges. A notable correlation between LMS engagement and increased student interaction underscores MyELT's role in fostering dynamic learning experiences. The study highlights the pivotal role of LMS integration in English as a Foreign Language (EFL) education, offering actionable recommendations to mitigate technical issues and enhance educator training. These improvements aim to optimize MyELT's functionality and scalability, contributing to elevated educational quality in Vietnam and comparable settings. This research provides a robust foundation for advancing blended learning strategies in EFL contexts.

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1. Introduction

The integration of technology into education has become a cornerstone of modern pedagogical practices, particularly in English as a Foreign Language (EFL) instruction, where Learning Management Systems (LMS) such as MyELT offer transformative potential. These platforms facilitate course administration, content delivery, and performance tracking, fostering student engagement, autonomy, and academic success [1, 2]. In Vietnam, the Ministry of Education and Training (MOET) has prioritized Information and Communications Technology (ICT) to modernize education and align with global standards, yet challenges such as limited resources and technological readiness persist, especially in public universities. Ho Chi Minh City University of Industry and Trade (HUIT) has pioneered this shift by adopting MyELT in its General English (GE) courses since 2016, integrating it into a blended learning model to enhance traditional teaching methods [2, 3].

HUIT has emerged as a pioneer in adopting innovative educational technologies in Vietnam. Since 2016, HUIT has implemented the MyELT LMS in its GE courses as part of a blended learning model (**Appendics A** and **B**). MyELT, a robust LMS platform, provides students and instructors with access to a wide array of learning resources, including multimedia content, interactive exercises, and communication tools. The adoption of MyELT at HUIT represents a significant step toward integrating technology into traditional teaching methods, with the overarching goal of enhancing student engagement and academic performance. However, the efficacy of MyELT in improving learning outcomes at HUIT has not been systematically evaluated, leaving a critical gap in understanding the platform's impact and the challenges associated with its use.

This study seeks to address this gap by evaluating the effectiveness of MyELT LMS in enhancing student academic performance in GE courses at HUIT. The research employs a mixed-methods approach, combining quantitative data from academic performance records with qualitative data from surveys and interviews with students and educators. By comparing the academic performance of students who used MyELT with those who did not, this study aims to determine whether the platform contributes to improved learning outcomes. Additionally, the study explores the challenges faced by users of the platform, including technical issues, technological readiness, and the need for ongoing training and support. Based on these findings, the study provides actionable recommendations for optimizing the use of MyELT in GE courses, with the goal of improving the overall teaching and learning experience.

The research is guided by three central questions: (i) How effective is MyELT LMS in enhancing GE learning at HUIT? (ii) What challenges do students and instructors face when using MyELT LMS? (iii) What improvements can be made for better LMS integration? The first question focuses on evaluating the impact of MyELT on student academic performance, as measured by process scores and final exam results. The second question aims to identify the technical, pedagogical, and institutional challenges associated with the use of MyELT, as perceived by its users. The third question explores potential solutions for addressing the challenges identified and enhancing the overall effectiveness of MyELT in GE courses.

While extensive research has examined the role of LMS in education, there remains a critical gap in understanding how proprietary systems such as MyELT function within blended learning models in developing contexts, particularly in Vietnam. Unlike open-source platforms such as Moodle, MyELT offers a structured, publisher-integrated LMS experience that raises unique pedagogical, administrative, and technological considerations. This study not only assesses the effectiveness of MyELT but also investigates the socio-technical factors influencing its adoption, offering insights that extend beyond the Vietnamese setting. By focusing on institutional challenges and pedagogical adjustments required for MyELT adoption, this research provides a framework for scaling LMS implementation in higher education across Southeast Asia. The integration of LMS into blended learning models represents a significant step forward in modern education. By leveraging the capabilities of platforms such as

MyELT, educational institutions can enhance student engagement, promote self-directed learning, and improve academic outcomes. However, the successful implementation of LMS requires careful consideration of the challenges associated with its use, as well as the development of strategies to address these challenges. This study aims to contribute to the ongoing discourse on the use of LMS in EFL education by providing empirical evidence on the effectiveness of MyELT at HUIT and offering practical recommendations for optimizing its use in GE courses. Through this research, we hope to support the broader goal of enhancing the quality of education in Vietnam and fostering a more dynamic and inclusive learning environment for all students.

2. Materials and Methods

2.1. Theoretical Frameworks

The integration of LMS into EFL education has revolutionized teaching and learning by leveraging technology to create flexible, student-centered environments. LMS platforms, such as MyELT, Moodle, and Blackboard, provide tools for course administration, content delivery, and performance tracking, making them invaluable in modern education. Rooted in pedagogical theories such as behaviorism, cognitivism, and social constructivism, LMS platforms align with diverse learning approaches[4–14]. Behaviorism emphasizes reinforcement and feedback, which LMS supports through automated quizzes and progress tracking. Cognitivism focuses on mental processes such as memory and problem-solving, facilitated by LMS features such as multimedia content and interactive exercises. Social constructivism highlights collaboration and interaction, enabled by discussion forums and group projects within LMS platforms. These theoretical foundations underscore the versatility of LMS in addressing varied learning needs.

Blended learning, which combines traditional face-to-face instruction with online activities, has gained prominence in EFL education due to its flexibility and ability to enhance engagement[15, 16]. LMS platforms are central to blended learning, providing access to multimedia resources, interactive exercises, and communication tools. While previous studies have extensively explored the use of LMS platforms such as Moodle and Blackboard in various educational contexts, limited research has been conducted on MyELT, a proprietary LMS with a specific focus on language learning. Unlike general-purpose LMS platforms, MyELT is designed to integrate seamlessly with English language courses, offering structured materials, automated assessments, and publisher-supported content. However, this rigid structure may also pose challenges in customization and adaptation to local learning environments. This study aims to fill this gap by evaluating the effectiveness of MyELT within the Vietnamese higher education system and exploring the specific barriers to its successful implementation. For instance,[17] found that integrating social networking into an LMS in a Greek university increased student motivation and engagement[17]. Similarly,[18] used LMS and mobile devices in a Japanese EFL classroom to improve vocabulary acquisition and oral reading skills[18].

In Vietnam, et al.[19] and et al.[20] explored the use of Moodle for e-assessment in English listening and reading courses, noting significant improvements in student performance and positive attitudes toward the platform[19, 20]. These findings highlight the potential of LMS to transform EFL education by fostering autonomy, engagement, and academic success.

Despite its benefits, the implementation of LMS in EFL education is not without challenges. Technical issues, limited digital literacy, and resistance to change are common barriers. For example,[21] identified technical difficulties and reduced face-to-face interaction as challenges in using e-learning platforms at Dong Nai Technology University in Vietnam[21]. Additionally, the successful adoption of LMS requires ongoing training and support for both educators and students. In Vietnam, the MOET has prioritized ICT integration in education, yet challenges such as uneven access to technology and insufficient teacher training persist. Addressing these barriers is critical to maximizing the potential of LMS in EFL education.

Research on LMS in Vietnam has primarily focused on platforms such as Moodle, exploring their impact on student engagement, motivation, and autonomy.[22] found that Moodle enhanced student participation in EFL courses by providing a structured and interactive learning environment[22]. However, the study also emphasized the importance of teacher support and training for effective LMS use. Similarly,[23] investigated the impact of LMS on learner autonomy in Vietnamese EFL classrooms, revealing that stu-

dents who used LMS demonstrated higher levels of self-directed learning[23]. However, challenges such as technical issues and resistance to online learning were also noted. These studies underscore the need for tailored strategies to address the unique challenges of LMS implementation in Vietnam.

The relevance of LMS in EFL education lies in its ability to support language skill development while promoting autonomy and self-directed learning. LMS platforms offer access to multimedia content, interactive exercises, and communication tools, which are essential for language acquisition. Blended learning models, facilitated by LMS, provide students with flexibility and personalized learning experiences, particularly beneficial in large classes where individualized attention is limited. Additionally, LMS enables educators to track student progress and provide timely feedback, enhancing the effectiveness of language instruction. By addressing challenges such as technical issues and digital literacy gaps, educational institutions can harness the full potential of LMS to create dynamic and inclusive learning environments.

In conclusion, LMS platforms play a pivotal role in modern EFL education, offering tools that enhance teaching and learning processes. The integration of LMS into blended learning models has demonstrated significant potential to improve student engagement, motivation, and academic outcomes. However, successful implementation requires addressing challenges such as technical issues, lack of training, and resistance to change. By leveraging the opportunities offered by LMS and mitigating its challenges, educational institutions can foster effective and inclusive learning environments for EFL students. This review provides a foundation for understanding the theoretical and practical aspects of LMS, informing the analysis of MyELT LMS at HUIT and contributing to the broader discourse on educational technology in Vietnam and beyond.

2.2. Methodology

The study employs a mixed-methods research design to comprehensively evaluate the effectiveness of the MyELT LMS in GE courses at HUIT. The mixed-methods approach integrates quantitative and qualitative data to provide a holistic understanding of the impact, challenges, and opportunities associated with MyELT.

The data collection process spanned two academic semesters: First semester and Third Semester (Summer) of 2023. The quantitative survey was conducted over a four-week period at the beginning of each semester, allowing researchers to capture student perceptions both before and after substantial LMS interaction. Interviews were conducted during the last four weeks of the semester to obtain in-depth qualitative insights from students and lecturers after they had completed a full course using MyELT.

The study participants include students and lecturers enrolled in or teaching GE courses at HUIT during the 2022–2023 academic year. A purposive sampling technique was used to select participants, ensuring they had sufficient experience with the MyELT platform.

Quantitative Survey Participants: A total of 200 students (122 male, 78 female, aged 18–24) and 20 lecturers (12 male, eight female, aged 27–55) participated in the survey. The students came from multiple disciplines, including business, engineering, and social sciences, ensuring a diverse sample representative of HUIT's student body.

Interview Participants: Of the total sample, 15 students (diverse in gender and major) and five lecturers (ranging from early-career to senior faculty with an average of eight years of teaching experience with LMS tools) were selected for interviews to provide qualitative insights.

Quantitative data were collected through two separate surveys for students and lecturers, administered online using Google Forms. The student survey focused on their perceptions of MyELT's usability, effectiveness in enhancing language learning, and challenges encountered. The lecturer survey explored their experiences with MyELT, including its impact on teaching practices, perceived benefits, and obstacles to implementation. Both surveys included Likert-scale items for quantitative analysis and open-ended questions to gather qualitative insights. Descriptive and inferential statistics, including frequencies, means, standard deviations, t-tests, and ANOVA, were used to analyze the survey data. Open-ended responses were coded and analyzed thematically to identify recurring patterns and themes.

Qualitative data was collected through in-depth interviews with selected students and lecturers. The interview guides were semi-structured, allowing for flexibility in probing responses while ensuring consistency across participants. Key themes explored in the interviews included perceived ef-

fectiveness of MyELT, specific challenges faced (e.g., technical issues, lack of training), and suggestions for improvement. Interviews were conducted virtually via Zoom, recorded with participants' consent, and transcribed verbatim for analysis. Thematic analysis was employed to identify, analyze, and report patterns within the qualitative data, following a six-step process: familiarization with the data, generating initial codes, searching for themes, reviewing and refining themes, defining and naming themes, and producing a detailed report.

Ethical considerations were prioritized throughout the study. Informed consent was obtained from all participants, who were assured of the confidentiality and anonymity of their responses. Participants were informed of their right to withdraw from the study at any time, and data were stored securely with restricted access to the research team. While the study provides valuable insights into the use of MyELT at HUIT, it is not without limitations. The findings are context-specific and may not be generalizable to other institutions or LMS platforms. Additionally, the reliance on self-reported data introduces the possibility of response bias. Future studies could address these limitations by incorporating observational data and expanding the sample to include multiple institutions. Overall, the mixed-methods approach adopted in this study enables a comprehensive exploration of the effectiveness, challenges, and opportunities associated with the use of MyELT in GE courses at HUIT.

3. Results

This section presents the findings of the study, integrating quantitative and qualitative data to address the three research questions: (1) How effective is MyELT LMS in enhancing GE learning at HUIT? (2) What challenges do students and instructors face when using MyELT LMS? (3) What improvements can be made for better LMS integration? The results are organized to align with these questions, providing a comprehensive analysis of MyELT's impact, challenges, and opportunities for improvement.

3.1. Effectiveness of MyELT LMS in Enhancing General English Learning

To evaluate the effectiveness of MyELT LMS, quantitative data from academic performance records and qualitative data from surveys and interviews were analyzed. The results

provide robust evidence of positive impact of MyELT on student learning outcomes.

3.1.1. Quantitative Analysis of Academic Performance

The academic performance records of 2,000 students were analyzed, dividing them into two groups: those who used MyELT (Dataset 1) and those who did not (Dataset 2). The descriptive statistical analysis revealed significant differences in performance between the two groups, indicating that students who utilized MyELT achieved better academic outcomes than their counterparts who did not engage with the platform.

Survey results further supported these findings. Among the 200 students surveyed, 81.5% agreed or strongly agreed that MyELT enhanced their engagement in GE courses. Additionally, 76% of students reported an improvement in their self-regulated learning skills after using MyELT, highlighting the platform's role in fostering independent learning behaviors. From the instructors' perspective, 68.4% of the 20 participating lecturers acknowledged that MyELT was beneficial in reducing their workload, particularly in grading and content delivery, suggesting that the system streamlined administrative tasks and enhanced instructional efficiency.

The statistical analysis provided empirical evidence of these benefits. A paired t-test comparing students' average process scores before and after MyELT usage demonstrated a statistically significant improvement ($t = 7.315$, $p < 0.001$). Furthermore, an independent-samples t-test comparing the final exam scores of MyELT users and non-users revealed a mean score increase of 0.46 points ($p < 0.001$), reinforcing the positive impact of MyELT on student learning outcomes. These results collectively underscore the effectiveness of MyELT in enhancing both student engagement and academic performance in GE courses.

As shown in **Table 1**, the mean process score for Dataset 1 was 8.259, compared to 7.818 for Dataset 2, while the mean final exam score was 7.647 for Dataset 1 and 7.185 for Dataset 2. These results suggest that MyELT contributed to better academic outcomes.

Table 1. Descriptive Statistics of Dataset 1 and Dataset 2.

Descriptive Statistics	Dataset 1	Dataset 2
Process Score (Mean)	8.259	7.818
Final Exam Score (Mean)	7.647	7.185

Visual analysis of score distributions further supported these findings. In Dataset 1, process scores were concentrated in the 7–10 range, with a significant number of students achieving scores above 9 (**Figure 1**). In contrast, Dataset 2 showed a broader distribution, with many students scoring between 4.5 and 6.9, and no students achieving scores above 9.5 (**Figure 2**). Similarly, final exam scores in Dataset 1 were higher, with a peak at 8–8.6, while Dataset 2 peaked at 7.7 (**Figures 3** and **4**). These results suggest that MyELT

not only improved overall performance but also reduced the number of students scoring below average.

Independent-samples t-tests were conducted to test the hypothesis that MyELT had a significant impact on academic performance. The results confirmed significant differences in both process scores ($t = 7.315$, $p < 0.001$) and final exam scores ($t = 7.687$, $p < 0.001$) between the two datasets (**Tables 2** and **3**). These findings strongly support the effectiveness of MyELT in enhancing student performance in GE courses.

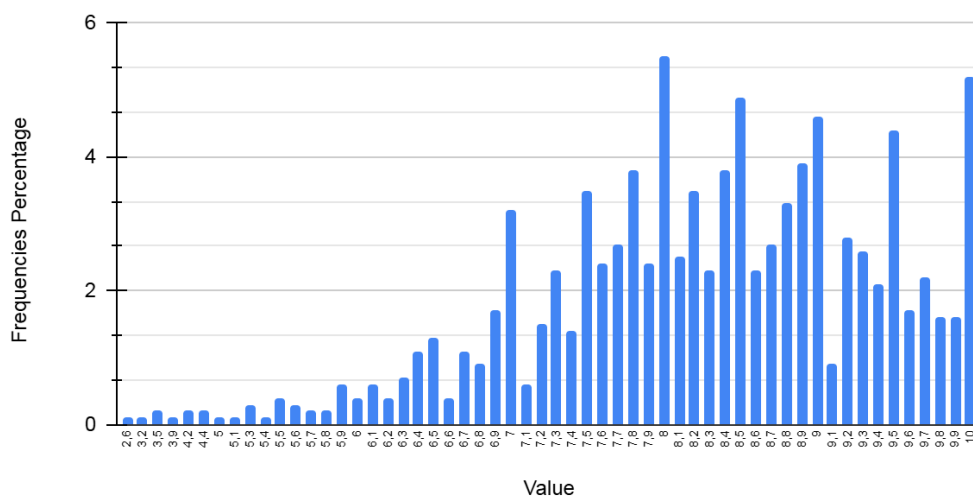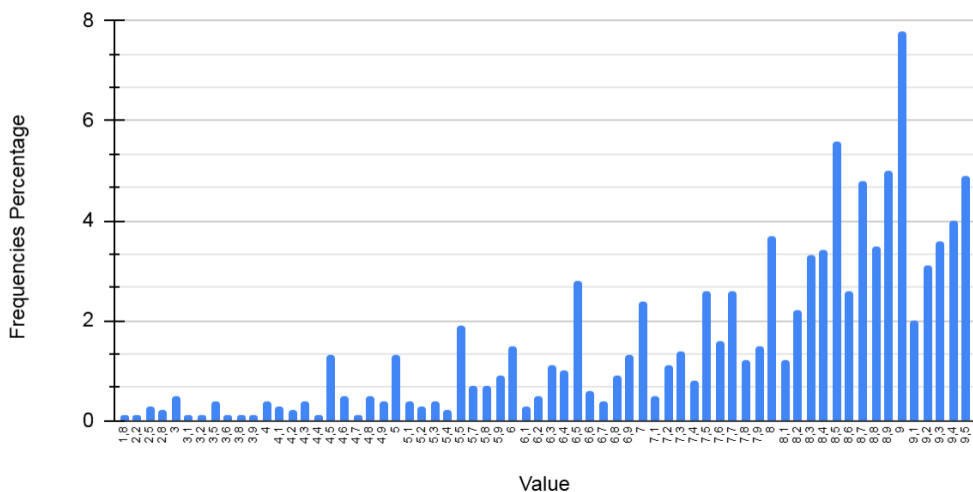Figure 1. Distribution of Process Scores in Dataset 1.

Figure 2. Distribution of Process Scores in Dataset 2.

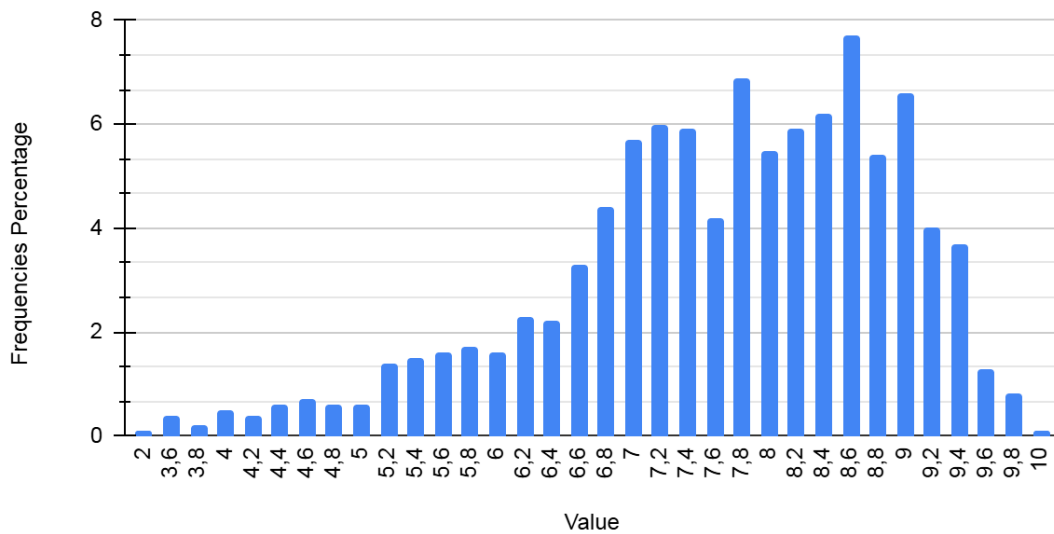## Frequencies Percentage of Score Values - Final Exam Score - Dataset 1

Figure 3. Distribution of Final Exam Scores in Dataset 1.

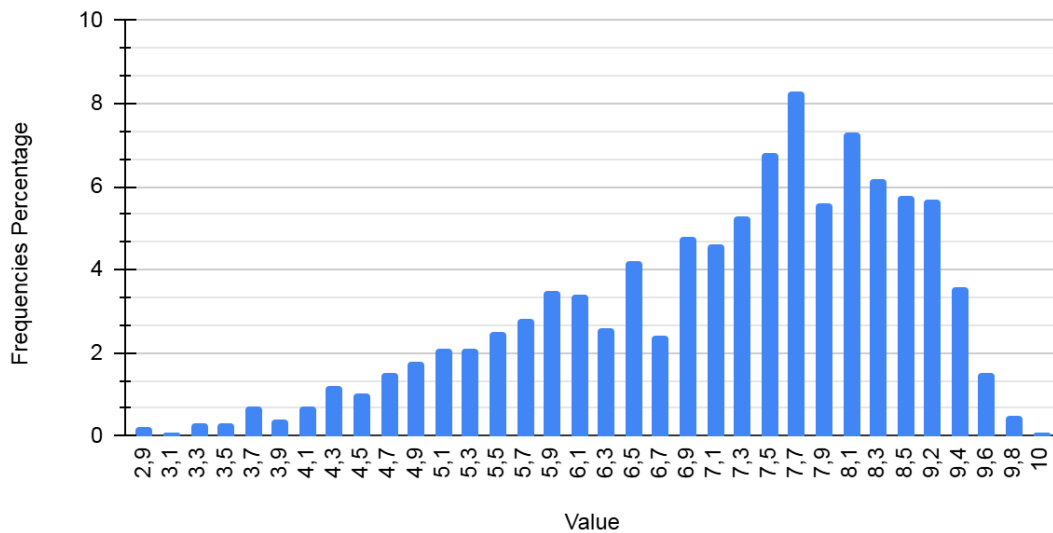## Frequencies Percentage of Score Values - Final Exam Score - Dataset 2

Figure 4. Distribution of Final Exam Scores in Dataset 2.

Table 2. Independent Samples Test - Process Score.

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Processsscore	Equal variances assumed	69.905	0.000	7.315	1998	0.000	0.4410	0.0603	0.3228	0.5592
	Equal variances not assumed			7.315	1850.134	0.000	0.4410	0.0603	0.3228	0.5592

Table 3. Independent Samples Test - Final Exam Score.

		Independent Samples Test							
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Final exam - score	Equal variances assumed	12.289	0.000	7.687	1998	0.000	0.4614	0.0600	0.3437	0.5791
	Equal variances not assumed			7.687	1974.675	0.000	0.4614	0.0600	0.3437	0.5791

3.1.2. Qualitative Insights from Surveys and Interviews

Surveys and interviews provided additional insights into MyELT's effectiveness. Lecturers and students agreed that MyELT improved academic performance and enhanced student autonomy. Lecturers particularly appreciated the platform's ability to reduce their workload in reviewing previous lessons, while students valued the flexibility to access learning materials and practice exercises at their own pace. The multimedia content in MyELT was also praised for making lessons more engaging and motivating.

However, there were some discrepancies in perceptions. While lecturers believed MyELT significantly enhanced student autonomy, students were less certain, with many expressing neutral attitudes. One lecturer noted, "MyELT allows students to take control of their learning, but not all of them are ready for this level of independence." Similarly, while lecturers found the platform's communication tools effective, students reported that they preferred external apps such as Zalo for class communication, as they were faster and more convenient. A student explained, "We already use Zalo for everything, so it's easier to stick with it for class discussions."

3.2. Challenges in Using MyELT LMS

Despite its benefits, the study identified several challenges associated with the use of MyELT LMS. These challenges were categorized into technical, pedagogical, and institutional issues.

3.2.1. Technical Challenges

Technical issues emerged as the most commonly cited barrier to the effective use of MyELT. Approximately 20% of lecturers and 29% of students found the platform difficult to navigate, citing concerns related to user-friendliness and recurring technical difficulties. These challenges hindered the seamless integration of MyELT into the learning experience, often leading to frustration among both students and instructors.

Interview findings further illustrate these obstacles. One student, a 21-year-old Business major, shared their difficulties in navigating MyELT, particularly when submitting assignments. They noted, "I often struggled with MyELT's navigation, especially when trying to submit assignments. There were times when my work didn't save properly, and there was no clear troubleshooting guide." This highlights the need for a more intuitive interface and better technical support to assist students in resolving such issues efficiently.

Lecturers also expressed concerns about the platform's accessibility and usability. A lecturer with over 10 years of teaching experience acknowledged that while many students found MyELT beneficial, they required additional training to use its features effectively. They stated, "Many of my students found the platform useful, but they needed additional training to use all of its features effectively. A quick tutorial at the beginning of the semester would make a big difference." This suggests that structured training sessions or instructional materials could enhance user adoption and proficiency.

Additionally, connectivity issues were a significant concern, particularly for students accessing MyELT from campus dormitories. 34% of students (N = 200) reported difficulty using the platform due to slow internet connections, which often disrupted their ability to complete tasks efficiently. These findings underscore the importance of addressing both software usability and infrastructure limitations to optimize the effectiveness of MyELT in academic settings. One student shared, "I often get stuck trying to navigate the platform, and there's no one to help me."

Interviews with lecturers revealed similar concerns. One lecturer stated, "Since I'm older, I find it really hard to keep up with new technology. I often have to ask other lecturers for help, which limits my use of MyELT in class." These findings underscore the importance of providing on-

going training and support, particularly for educators who may feel overwhelmed by technological advancements.

3.2.2. Pedagogical Challenges

Pedagogical challenges included concerns about student engagement and the effectiveness of MyELT's features. While most students and lecturers agreed that MyELT's multimedia content was engaging, some students felt that the platform's exercises were repetitive and lacked variety. One student commented, "The exercises are helpful, but they get boring after a while. I wish there were more interactive activities."

Lecturers also noted that MyELT's communication tools were underutilized, as students preferred external apps such as Zalo for class discussions. One lecturer explained, "I rarely use MyELT's communication tools because my students already have a Zalo group. It is easier to stick with what they are familiar with."

3.2.3. Institutional Challenges

Institutional challenges, such as facility limitations, were also identified. Approximately 20% of lecturers and 15% of students cited inadequate internet access or outdated hardware as barriers to effective LMS use. One lecturer shared, "The internet connection in our classrooms is often slow, which makes it difficult to use MyELT during lessons."

3.3. Improvements for Better LMS Integration

To address the challenges identified, both students and lecturers proposed several improvements to enhance MyELT's effectiveness. These recommendations are summarized below.

3.3.1. Technical Support and Training

The most popular recommendation was the establishment of a technical helpdesk or training courses to assist users in navigating the platform. Approximately 60% of lecturers and 65% of students supported this idea, emphasizing the need for better guidance and support. One lecturer suggested, "A helpdesk or training course would make it easier for both students and lecturers to use MyELT effectively."

3.3.2. Enhanced Multimedia Content

Adding more multimedia content was widely supported, with 40% of lecturers and 43% of students advocating for richer, more engaging materials. One student commented, "The videos and images in MyELT are helpful, but I wish there were more of them to keep the lessons interesting."

3.3.3. Facility Improvements

Improving institutional facilities, such as internet access and hardware, was also recommended. Approximately 25% of lecturers and 7.5% of students supported this idea, highlighting the need for better infrastructure to support LMS use. One lecturer noted, "If we had better internet and equipment, we could use MyELT more effectively in class."

3.3.4. Other Suggestions

Some participants proposed additional improvements, such as integrating MyELT with other language learning tools (e.g., ELSA for pronunciation) and introducing gamification elements to motivate students. One student suggested, "It would be great if MyELT could link with ELSA to check my pronunciation while I'm working on exercises."

4. Discussion

The findings of this study demonstrate that MyELT LMS has a positive impact on student academic performance in GE courses at HUIT. The quantitative analysis of academic records revealed significant improvements in both process and final exam scores among students who used MyELT. These results align with previous studies that have highlighted the benefits of LMS in enhancing learning outcomes. The platform's ability to provide flexible access to learning materials, interactive exercises, and multimedia content likely contributed to these improvements.

However, the study also identified challenges that hinder the optimal use of MyELT. Technical issues, lack of user-friendliness, and insufficient training were the most commonly cited barriers. These findings are consistent with research by , which emphasized the need for robust technical support and training to ensure effective LMS implementation[21]. Additionally, facility limitations, such as inadequate internet access or outdated hardware, posed significant challenges, particularly for lecturers.

The proposed solutions, including the establishment of a technical helpdesk and the addition of more multimedia content, offer practical steps for improving MyELT's effectiveness. These recommendations align with the broader literature on LMS implementation, which highlights the im-

portance of addressing technical and pedagogical challenges to maximize the platform's potential[24, 25]. Additionally, this study provides a critical perspective on MyELT's **fit within Vietnam's educational landscape**, considering factors such as **institutional policies, faculty readiness, and student engagement levels**. While previous research has focused on LMS adoption in Western or well-resourced educational environments, this study emphasizes the importance of **context-sensitive strategies** for maximizing LMS impact in resource-constrained settings.

Moreover, the study highlights the adaptability of LMS platforms to diverse pedagogical needs, reinforcing their role in modernizing education. By tackling digital literacy and access disparities, it contributes to the broader goal of educational equity, offering a blueprint for institutions worldwide to leverage technology for inclusive learning. These insights enrich the literature on EFL education and provide a foundation for future research into adaptive, context-specific LMS strategies.

5. Conclusions

The findings from this study contribute to the broader discourse on LMS adoption by providing a nuanced understanding of MyELT's impact in a developing country. Unlike studies focusing on open-source LMS models, this research highlights the opportunities and constraints of proprietary LMS integration in EFL education, particularly in regions where digital literacy gaps, technological infrastructure limitations, and training deficiencies influence adoption rates. By positioning MyELT within a blended learning ecosystem, this study underscores the importance of localized adaptation and ongoing faculty development to maximize LMS effectiveness. The insights gained can inform policymakers and administrators in Vietnam and other developing contexts on best practices for LMS implementation. By addressing these challenges and leveraging the opportunities offered by LMS, educational institutions can foster effective and inclusive learning environments for EFL students. The insights from this study contribute to the broader discourse on the use of educational technologies in higher education and offer valuable recommendations for educators, administrators, and policymakers in Vietnam and beyond.

This study evaluated the impact of the MyELT LMS in a blended learning environment for GE courses at HUIT. Through a mixed-methods approach combining quantitative performance analysis and qualitative feedback from students and instructors, the findings demonstrate that MyELT significantly enhances student learning outcomes and engagement.

The analysis of academic performance records indicated that students who used MyELT in their GE courses consistently achieved higher process scores and final exam scores compared to those who did not. Survey and interview data further reinforced this, with students and lecturers acknowledging MyELT's contributions to learning flexibility, multimedia content accessibility, and self-paced study. However, challenges such as technical issues, limited digital literacy among some users, and inadequate infrastructure were also identified. These barriers highlight the need for targeted improvements to maximize LMS effectiveness in EFL education.

One of the key implications of this research is the necessity for enhanced technical support and user training. Providing structured workshops and an active helpdesk service can mitigate technology-related anxieties and facilitate smoother LMS adoption. Additionally, integrating more interactive multimedia content and refining communication tools within MyELT can further enhance student motivation and engagement. Institutional investment in digital infrastructure is also crucial to ensure seamless LMS access across different learning environments.

The study underscores the growing significance of blended learning models in higher education, particularly in developing contexts such as Vietnam. By bridging traditional and digital learning methods, LMS platforms such as MyELT contribute to a more inclusive and effective educational experience. However, the successful implementation of such systems requires continuous evaluation and adaptation based on user feedback and technological advancements.

Future research could explore MyELT's long-term effects on language proficiency and critical thinking, or compare it with other LMS platforms to refine best practices. By demonstrating how technology can bridge traditional and digital learning, this study contributes to the evolution of 21st-century education, advocating for sustained investment in LMS to create dynamic, inclusive learning environments

for EFL students everywhere.

In conclusion, MyELT has proven to be a valuable tool for EFL instruction at HUIT, offering students improved access to learning materials, increased engagement, and enhanced academic performance. Addressing existing challenges through targeted solutions and ongoing research will ensure that LMS platforms continue to evolve and meet the dynamic needs of 21st-century education.

Author Contributions

Funding

Data Availability Statement

The data supporting the reported results in this study are available upon reasonable request from the corresponding author. Due to privacy and ethical restrictions, the datasets collected and analyzed during the study are not publicly accessible. Any inquiries regarding data access should be directed to the corresponding author, Nghi Tran Tin (nghitt@huit.edu.vn).

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Conflicts of Interest

The authors declare no conflicts of interest.

Appendix A

The questionnaire for HUIT lecturers about their perspectives toward using MyELT LMS

PART 1: BACKGROUND INFORMATION (thông tin cơ bản)

1. Years of teaching experience (số năm kinh nghiệm giảng dạy)

☐ Less than 5 years (ít hớn 5 năm)

☐ 5–10 years (5–10 năm)

☐ More than 10 years (hơn 10 năm)

2. Experience with Online Teaching platforms (kinh nghiệm với nền tảng giảng dạy trực tuyến)

☐ None (chưa có kinh nghiệm)

☐ Less than 1 year (ít hơn 1 năm)

☐ 1–2 years (1–2 năm)

☐ More than 2 years (hơn 2 năm)

3. Frequency of MyELT platform use in teaching (tần số sử dụng nền tảng MyELT trong hoạt động giảng dạy)

☐ Never (không bao giờ)

☐ Rarely (hiếm khi)

☐ Sometimes (thỉnh thoảng)

☐ Often (thường xuyên)

☐ Always (luôn luôn)

PART 2: TEACHING EXPERIENCE WITH MYELT (KINH NGHIỆM GIẢNG DẠY VỚI NỀN TẢNG MYELT)

4. In your opinion, do you think that using MyELT LMS with General English Course (AVSC/AV1/AV2/AV3) overall improve your student academic performance? (Theo thầy/cô, thầy/cô có nghĩ việc sử dụng nền tảng MyELT với các khóa học Anh văn Tổng quát (AVSC/AV1/AV2/AV3) cải thiện tổng thể kết quả học tập của sinh viên của các thầy/cô hay không?)

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

5. In your opinion, do you think that using MyELT LMS enhance your student's autonomy in working with General English Course (AVSC/AV1/AV2/AV3)? (Theo thầy/cô, thầy/cô có nghĩ việc sử dụng nền tảng MyELT nâng cao tính tự giác của sinh viên với việc học các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) không?)

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

6. In your opinion, do you think that using MyELT LMS allow you and your student to access learning materials flexibly and this is very helpful in teaching and learning with General English Course (AVSC/AV1/AV2/AV3)? (Theo các thầy/cô, thầy/cô có nghĩ việc sử dụng nền tảng MyELT cho phép thầy/cô và các sinh viên truy cập các học liệu một cách linh hoạt và điều đó rất có ích cho việc dạy và học các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) không?

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

7. In your opinion, do you think that using MyELT LMS allow you and your student to access multimedia content which effectively illustrate the learning lessons and this is very helpful and motivating for you and your student in teaching and learning with General English Course (AVSC/AV1/AV2/AV3)? (Theo các thầy/cô, thầy/cô có nghĩ việc sử dụng nền tảng MyELT cho phép thầy/cô và các sinh viên truy cập các nội dung đa phương tiện minh họa sinh động cho nội dung bài học và điều đó rất có ích và tạo động lực cho các thầy/cô và sinh viên trong việc dạy và học các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) không?)

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

8. In your opinion, do you think that using MyELT LMS allow you to effectively and flexibly communicate with students and this is very helpful and motivating in teaching and learning with General English Course

(AVSC/AV1/AV2/AV3)? (Theo các thầy/cô, thầy/cô có nghĩ việc sử dụng nền tảng MyELT cho phép thầy/cô giao tiếp hiệu quả và linh hoạt với sinh viên và điều đó rất có ích và tạo động lực cho việc dạy và học các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) không?

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

9. In your opinion, do you think that using MyELT LMS allow you to reduce workload to prepare for reviewing the previous lessons content for students and this is very helpful in teaching with General English Course (AVSC/AV1/AV2/AV3)? (Theo thầy/cô, thầy/cô có nghĩ việc sử dụng nền tảng MyELT cho phép thầy/cô tiết kiệm công sức chuẩn bị ôn lại nội dung bài cũ cho sinh viên và điều đó rất có ích cho việc dạy các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) không?

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

10. In your opinion, do you think that using MyELT LMS allow your student to practice with exercises in convenient way and this is very helpful and motivating in teaching and learningg with General English Course (AVSC/AV1/AV2/AV3)? (Theo thầy/cô, thầy/cô có nghĩ việc sử dụng nền tảng MyELT cho phép sinh viên thực hành bài tập một cách tiện lợi và điều đó rất có ích và cho việc dạy và học các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) không?

☐ Strongly Agree (Hoàn toàn đồng *ý)*

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

PART 3: CHALLENGES IN USING MYELT (CÁC THÁCH THỨC KHI SỬ DỤNG NỀN TẢNG MYELT)

11. In your opinion, do you think that MyELT is an easy-to-use LMS? (Thầy/cô có nghĩ MyELT là một nền tảng quản lý học tập dễ sử dụng không?

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

12. In your opinion, do you think that using MyELT make your students distract from the lesson content? (Theo thầy/cô, thầy cô có nghĩ MyELT khiến sinh viên mất tập trung vào nội dung bài học không?

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

13. In your opinion, do you think that using MyELT, a computer software, make you or your student feel anxiety and demotivated in working with General English Course (AVSC/AV1/AV2/AV3)? (Theo thầy/cô, thầy cô có nghĩ sử dụng MyELT, một chiFO'ng trình máy tính, khiến thầy/cô hoặc sinh viên cảm thấy khó chịu hoặc làm mất động lực học các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) không?)

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

14. In your opinion, do you think that learning to use MyELT LMS is not a problem for you? (Theo thầy/cô, thầy/cô có nghĩ rằng việc học cách sử dụng nền tảng MyELT không phải là điều khó với thầy/cô?)

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

15. In your opinion, do you think that you cannot properly access the MyELT platform because of the facility limit in your location and this ruins the teaching and learning process of General English Course (AVSC/AV1/AV2/AV3)? (Theo thầy/cơ, thầy/cô có cho rằng mình không thể truy cập nền tảng MyELT trọn vẹn vì hạn chế về mặt cơ sở vật chất tại địa điểm của thầy/cô và điều này đã làm quá trình dạy và học các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) trở nên tồi tệ?)

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

16. Besides challenges mentioned above, which challenges have you faced when using the MyELT platform? (Ngoài những điều được đề cập ở trên, còn những thử thách nào bạn gặp phải khi sử dụng nền tảng MyELT?)

_____

_____

_____

PART 4: POSSIBLE SOLUTION (CÁC GIẢI PHÁP KHẢ THI)

17. Please tick into solutions that you think they can make the use of the MyELT platform better for teaching and learning in HUIT's General English Course (AVSC/AV1/AV2/AV3) / (Hãy chọn các giải pháp mà thầy/cô nghĩ là sẽ khiến việc sử dụng nền tảng MyELT tốt hơn cho việc dạy và học các khóa tiếng Anh Tổng quát của HUIT)

☐ Improve the university facility for better platform experience.

☐ Organizing training course or helpdesk unit for helping student/teacher to properly understand how to use MyELT

☐ Adding more multimedia contents in MyELT platform

☐ Improve communication function within MyELT platform.

☐ (Khác)_____

Appendix B

The questionnaire for HUIT student about the perspectives toward using MyELT LMS

PART 1: BACKGROUND INFORMATION

1. Age Group (nhóm tuổi)
☐ Below 18 (dưới 18)
☐ 18–21 (18–21 tuổi)
☐ 22–25 (22–25 tuổi)
☐ Above 25 (trên 25)

2. Major (ngành)
☐ Ensuring food quality and safety (Đảm bảo chất lượng và an toàn thực phẩm)
☐ Seafood processing technology (Công nghệ chế biến thủy sản)
☐ Accountant (Kế toán)
☐ Finance - Banking (Tài chính - ngân hàng)
☐ Business administration (Quản trị kinh doanh)
☐ International business (Kinh doanh quốc tế)
☐ Economic law (Luật kinh tế)
☐ Nutritional and culinary science (Khoa học dinh dưỡng và ẩm thực)
☐ Science of food processing (Khoa học chế biến món ăn)
☐ Management of tourism and travel services (Quản trị dịch vụ du lịch và lữ hành)
☐ Restaurant and food service management (Quản trị nhà hàng và dịch vụ ăn uống)
☐ Hotel management (Quản trị khách sạn)
☐ Information technology (Công nghệ thông tin)
☐ Safety information (An toàn thông tin)
☐ Manufacturing technology (Công nghệ chế tạo máy)
☐ Electrical and electronic engineering technology (Công nghệ kỹ thuật điện, điện tử)
☐ Mechatronics engineering technology (Công nghệ kỹ thuật cơ điện tử)
☐ Control and automation engineering technology (Công nghệ kỹ thuật điều khiển và tự động hóa)
☐ Chemical engineering technology (Công nghệ kỹ thuật hoá học)
☐ Material technology (Công nghệ vật liệu)
☐ Textile and sewing technology (Công nghệ dệt, may)
☐ Environmental technology (Công nghệ kỹ thuật môi trường)
☐ Resource and environment management (Quản lý tài nguyên và môi trường)
☐ Biotechnology (Công nghệ sinh học)
☐ Fashion and textile business (Kinh doanh thời trang và dệt may)
☐ Food business management (Quản trị kinh doanh thực phẩm)
☐ Marketing (Marketing)
☐ Heat engineering (Kỹ thuật nhiệt)
☐ Financial technology (Công nghệ tài chính)
☐ Data science (Khoa học dữ liệu)
☐ E-commerce (Thương mại điện tử)

3. Year of study (năm đang theo học tại trường)
☐ First Year

☐ Second Year

☐ Third Year

☐ Fourth Year

4. Previous Experience with Online Learning Platforms (kinh nghiệm trước đây với các nền tảng học tập online)

☐ None (không có)

☐ Less than 1 year (ít hơn 1 năm)

☐ 1-2 years (1-2 năm)

☐ More than 2 years (hơn 2 năm)

PART 2: EFFECTIVENESS OF MYELT PLATFORM ON LEARNING OUTCOMES (HIỆU QUẢ CỦA NỀN TẢNG MYELT VỚI KẾT QỦA HỌC TẬP)

5. In your opinion, do you think that using MyELT LMS with General English Course (AVSC/AV1/AV2/AV3) overall improve your academic performance? (Bạn có nghĩ việc sử dụng nền tảng MyELT với các khóa học Anh văn Tổng quát (AVSC/AV1/AV2/AV3) cải thiện tổng thể kết quả học tập của bạn không?)

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

6. In your opinion, do you think that using MyELT LMS enhance your autonomy in working with General English Course (AVSC/AV1/AV2/AV3)? (Bạn có nghĩ việc sử dụng nền tảng MyELT nâng cao tính tự giác của bạn với việc học các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) không?

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

7. In your opinion, do you think that using MyELT LMS allow you to access learning materials flexibly and this is very helpful in working with General English Course (AVSC/AV1/AV2/AV3)? (Bạn có nghĩ việc sử dụng nền tảng MyELT cho phép bạn truy cập các học liệu một cách linh hoạt và điều đó rất có ích cho việc học các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) không?

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

8. In your opinion, do you think that using MyELT LMS allow you to access multimedia content which effectively illustrate the learning lessons, and this is very helpful and motivating in working with General English Course (AVSC/AV1/AV2/AV3)? (Bạn có nghĩ việc sử dụng nền tảng MyELT cho phép bạn truy cập các nội dung đa phương tiện minh họa sinh động cho nội dung bài học và điều đó rất có ích và tạo động lực cho việc học các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) không?

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

9. In your opinion, do you think that using MyELT LMS allow you to effectively and flexibly communicate with teachers and classmates and this is very helpful and motivating in working with General English Course (AVSC/AV1/AV2/AV3)? (Bạn có nghĩ việc sử dụng nền tảng MyELT cho phép bạn giao tiếp hiệu quả và linh hoạt với giáo viên và các bạn cùng lớp và điều đó rất có ích và tạo động lực cho việc học các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) không?

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

10. In your opinion, do you think that using MyELT LMS allow you to easily review the previous lessons content and this is very helpful and motivating in working with General English Course (AVSC/AV1/AV2/AV3)? (Bạn có nghĩ việc sử dụng nền tảng MyELT cho phép bạn dễ dàng xem lại nội dung bài cũ và điều đó rất có ích và tạo động lực cho việc học các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) không?

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

11. In your opinion, do you think that using MyELT LMS allow you to practice with exercises in convenient way and this is very helpful and motivating in working with General English Course (AVSC/AV1/AV2/AV3)? (Bạn có nghĩ việc sử dụng nền tảng MyELT cho phép bạn thực hành bài tập một cách tiện lợi và điều đó rất có ích và cho việc học các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) không?

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

PART 3: CHALLENGES IN USING MYELT (THỬ THÁCH KHI sử DỤNG NỀN TẢNG MYELT)

12. In your opinion, do you think that MyELT is an easy-to-use LMS? (Bạn có nghĩ MyELT là một nền tăng quản lý học tập dễ sử dụng không?

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

13. In your opinion, do you think that using MyELT distracts you from the lesson content? (Bạn có nghĩ MyELT khiến bạn mất tập trung vào nội dung bài học không?

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

14. In your opinion, do you think that using MyELT, a computer software, make you feel anxiety and demotivated in working with General English Course (AVSC/AV1/AV2/AV3)? (Bạn có nghĩ sử dụng MyELT, một chương trình máy tính, khiến bạn cảm thấy khó chịu hoặc làm mất động lực học các học phần Anh văn Tổng quát (AVSC/AV1/AV2/AV3) không?)

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

15. In your opinion, do you think that learning to use MyELT LMS is not a problem for you? (Theo bạn, bạn có nghĩ rằng việc học cách sử dụng nền tảng MyELT không phải là điều khó với bạn?)

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

16. In your opinion, do you think that you cannot properly access the MyELT platform because of the facility limit in your location? (Theo bạn, bạn có cho rằng bạn không thể truy cập nền tảng MyELT trọn vẹn vì hạn chế về mặt cơ sở vật chất tại địa điểm của bạn?)

☐ Strongly Agree (Hoàn toàn đồng ý)

☐ Agree (Đồng ý)

☐ Neutral (Trung lập)

☐ Disagree (Không đồng ý)

☐ Strongly Disagree (Hoàn toàn không đồng ý)

17. Besides challenges mentioned above, which challenges have you faced when using the MyELT platform? (Ngoài những điều được đề cập ờ trên, còn những thử thách nào bạn gặp phải khi sử dụng nền tảng MyELT?)

_____

_____

_____

PART 4: POSSIBLE SOLUTION (CÁC GIẢI PHÁP KHẢ THI)

18. Please tick into solutions that you think they can make the use of the MyELT platform better for teaching and learning in HUIT's General English Course (AVSC/AV1/AV2/AV3) / (Hãy chọn các giải pháp mà bạn nghĩ là sẽ khiến việc sử dụng nền tảng MyELT tốt hơn cho việc dạy và học các khóa tiếng Anh Tổng quát của HUIT)

☐ Improve the university facility for better platform experience.

☐ Organizing training course or helpdesk unit for helping student/teacher to properly understand how to use MyELT

☐ Adding more multimedia contents in MyELT platform

☐ Improve communication function within MyELT platform.

☐ (Khác)_____

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