Learning management system (LMS) in English as a foreign language learning: A systematic review

Sylvia
ᵃ* Master of English Education, Faculty of Teacher Training and Education, Universitas Terbuka, Tangerang Selatan, Indonesia
*Correspondence: sylvia89@ecampus.ut.ac.id

Abstrak

Integrasi *Learning Management Systems* (LMS) telah mentransformasi pedagogi Bahasa Inggris sebagai Bahasa Asing (EFL) dengan memperluas proses pembelajaran melampaui batas ruang kelas serta mendukung interaksi sinkron dan asinkron. Meskipun telah banyak digunakan, penelitian mengenai pemanfaatan LMS dalam konteks EFL masih terfragmentasi, menghasilkan temuan yang bervariasi di berbagai platform, keterampilan, dan konteks pembelajaran. Studi ini melakukan *systematic literature review* terhadap penelitian empiris yang diterbitkan antara tahun 2020 hingga 2025 dalam basis data Scopus, Copernicus, dan Google Scholar. Enam area tematik dianalisis, yaitu: penerapan pedagogis, perkembangan terbaru, temuan empiris, kesenjangan penelitian, implikasi teoretis dan praktis, serta arah penelitian di masa mendatang.

Temuan menunjukkan bahwa platform seperti Moodle dan MyELT dapat meningkatkan kemahiran, motivasi, dan kemandirian peserta didik, terutama ketika digunakan dalam aktivitas kolaboratif dan berpusat pada peserta didik. LMS yang didukung konferensi video memberikan kesempatan komunikasi yang autentik, sedangkan sistem lokal seperti E-Belajar menunjukkan kemampuan adaptasi yang sensitif terhadap konteks. Namun demikian, tantangan masih ditemukan, termasuk keterbatasan literasi digital, ketimpangan infrastruktur, dan kurangnya dukungan institusional. Perkembangan terbaru seperti gamifikasi, ekosistem LMS hibrida, integrasi pembelajaran berbasis perangkat seluler, serta umpan balik berbasis kecerdasan buatan (AI) menunjukkan pergeseran menuju model pembelajaran digital yang lebih adaptif dan berkelanjutan.

Secara teoretis, tinjauan ini menegaskan perspektif sosiokultural dan konstruktivis dengan memposisikan LMS sebagai mediator interaksi, kolaborasi, dan kemandirian belajar. Secara praktis, hasil tinjauan ini menekankan pentingnya pelatihan guru, kesiapan institusi, dan keselarasan kebijakan untuk mengoptimalkan implementasi LMS. Penelitian selanjutnya disarankan untuk melakukan kajian longitudinal, komparatif, dan berfokus pada keterampilan tertentu dengan memanfaatkan potensi lanjutan LMS guna mendorong inovasi pedagogis berbasis bukti dalam pendidikan EFL.

Kata kunci: *Learning Management Systems* (LMS); EFL; pedagogi digital; pembelajaran campuran

Abstract

The integration of Learning Management Systems (LMSs) has transformed English as a Foreign Language (EFL) pedagogy by extending learning beyond classroom boundaries and supporting synchronous as well as asynchronous interactions. Although widely adopted, research on LMS use in EFL remains fragmented, producing varied findings across platforms, skills, and contexts. This study conducts a systematic literature review of empirical research published between 2020 and 2025 in Scopus, Copernicus, and Google Scholar databases. Six thematic areas were analyzed: pedagogical applications, emerging developments, empirical findings, research gaps, theoretical and practical implications, and directions for future inquiry.

Findings demonstrate that platforms such as Moodle and MyELT enhance learner proficiency, motivation, and autonomy, especially when used with collaborative and learner-centered tasks. Video conference-supported LMSs provide authentic communicative opportunities, while localized systems such as E-Belajar illustrate context-sensitive adaptation. Nevertheless, challenges persist, including limited digital literacy, infrastructural inequalities, and insufficient institutional support. Emerging developments such as gamification, hybridized

LMS ecosystems, mobile learning integration, and AI-driven feedback highlight the shift toward more adaptive and sustainable digital learning models.

Theoretically, the review underscores sociocultural and constructivist perspectives by framing LMSs as mediators of interaction, collaboration, and autonomy. Practically, it stresses the importance of teacher training, institutional readiness, and policy alignment to optimize implementation. Future research should pursue longitudinal, comparative, and skill-focused investigations that leverage advanced LMS affordances to inform evidence-based pedagogical innovation in EFL education.

Keywords: Learning Management Systems, EFL, digital pedagogy, blended learning

Introduction

The integration of digital technologies into education has profoundly transformed language teaching and learning practices worldwide. Among the most influential innovations are Learning Management Systems (LMSs), which provide centralized platforms for the delivery, organization, and monitoring of instruction (Shahdat et al., 2024). By combining administrative, pedagogical, and interactive functions within a single digital environment, LMSs have become essential tools in modern education. Platforms such as Moodle, Blackboard, Canvas, Edmodo, and Google Classroom exemplify this shift, reflecting the global reliance on LMSs as mediators of both pedagogical continuity and innovation (Swerzenski, 2018).

Within the domain of English as a Foreign Language (EFL), the role of LMSs acquires even greater significance(Qaddumi & Smith, 2024). Unlike ESL learners who benefit from daily exposure to authentic linguistic environments, EFL learners are often restricted to limited classroom contact. LMSs address this constraint by extending opportunities for learning beyond traditional boundaries(Ritonga et al., 2024). Through asynchronous access to authentic materials, synchronous communication tools, and interactive learning activities, LMSs create an environment where learners can continuously engage with the target language, thereby strengthening autonomy and reinforcing classroom instruction (Wang et al., 2024).

Over the past decade, an expanding body of empirical research has documented the positive effects of LMS adoption in EFL contexts. Studies report improvements in specific linguistic domains such as writing, speaking, and reading comprehension, alongside broader gains in learner motivation, autonomy, and engagement (Green & Chewning, 2020). LMSs are increasingly recognized not merely as supplementary aids but as transformative catalysts that foster innovation in pedagogy. However, this body of literature also points to challenges that hinder full-scale implementation, including teachers' limited digital literacy, inadequate infrastructure, and insufficient training (McAuliffe & Triandafyllidou, 2021). These obstacles highlight that the success of LMS integration is contingent upon both technological availability and pedagogical readiness.

The COVID-19 pandemic further amplified the urgency of LMS integration by accelerating the global transition to remote and blended learning (Bordoloi et al., 2021). Faced with abrupt disruptions to face-to-face instruction, institutions turned to LMSs as vital platforms for maintaining continuity in EFL education. This sudden shift revealed the affordances of LMSs—such as sustained communication, flexible access, and resource sharing—while also exposing systemic limitations, including digital inequality, uneven institutional support, and inadequate pedagogical preparedness (Wa-Mbaleka et al., 2023). The pandemic experience underscored the dual reality of LMSs: as indispensable solutions for continuity and as reminders of structural barriers in education.

Beyond facilitating continuity, LMSs hold considerable potential for enhancing learner engagement and strategy development (Veluvali & Surisetti, 2022). Features such as gamification, automated feedback, and adaptive learning pathways can foster deeper cognitive processing, promote communicative competence, and cultivate self-regulated learning behaviors. For teachers, LMSs provide structured tools for lesson delivery, student monitoring, and

differentiated instruction. Yet, these affordances come with the challenge of increased workload, heightened demands for digital literacy, and the necessity of sustained professional development. As such, the pedagogical promise of LMSs is closely tied to the capacity of educators and institutions to harness these tools strategically (Alotaibi, 2024).

While LMS adoption has expanded rapidly, the body of research remains fragmented and context-dependent (Constantino et al., 2021). Some studies concentrate on skill-specific outcomes, such as writing or listening, while others focus on broader issues of motivation or engagement. Similarly, research often reflects localized contexts, with findings shaped by institutional readiness, cultural expectations, and infrastructural conditions. This fragmentation has resulted in limited generalizability and inconsistent conclusions across studies, making it difficult for educators, curriculum designers, and policymakers to draw comprehensive insights regarding the role of LMSs in EFL learning.

Moreover, despite the widespread recognition of LMSs as pedagogical tools, there remains limited exploration of their long-term impact and advanced digital affordances. Recent innovations such as mobile integration, artificial intelligence–driven feedback, and gamification hold the potential to redefine the scope of EFL pedagogy, yet these areas are still underrepresented in empirical research. Similarly, questions surrounding the sustainability of LMS-based instruction, its impact on learner identity, and its capacity to promote higher-order thinking skills remain largely unexplored (Dias et al., 2014). Addressing these gaps is essential for aligning digital practices with evolving educational goals in the 21st century.

Against this backdrop, a systematic review of LMS use in EFL learning is both timely and necessary. Synthesizing diverse findings across platforms, skills, and contexts offers an opportunity to identify patterns, highlight emerging developments, and delineate challenges that persist in implementation. More importantly, such a review can inform theory-building, guide pedagogical innovation, and provide actionable insights for institutional policy. This study therefore seeks to critically examine empirical evidence on LMS integration in EFL education, with the aim of mapping its pedagogical applications, identifying key developments, addressing research gaps, and outlining future directions for technology-enhanced language learning.

Method

This study adopts a qualitative design grounded in the principles of systematic literature review, following the methodological framework outlined by Duque et al. (2024). Its primary objective is to critically examine and synthesize the integration of Learning Management Systems (LMS) in English as a Foreign Language (EFL) education. The analytical procedure involved a comprehensive review of peer-reviewed journal articles and scholarly publications retrieved from reputable academic databases, including Scopus, Copernicus, and Google Scholar. The selection process was guided by stringent inclusion criteria emphasizing conceptual relevance, methodological rigor, and scholarly contribution, with a particular focus on research published in 2020, 2022, 2024 and 2025. The literature search was operationalized through carefully constructed keyword strings such as "LMS in EFL," "Learning Management System for English as a Foreign Language," and "LMS-based EFL instruction," ensuring both breadth and precision in capturing relevant studies.

Instrument and Procedures

The principal research instrument adopted in this study was a systematically designed document analysis protocol, intended to guarantee the rigorous extraction, classification, and synthesis of pertinent data from the reviewed literature. The review process unfolded through a sequence of interrelated stages. Initially, scholarly works that explicitly examined the application of Learning Management Systems (LMS) in English as a Foreign Language (EFL) learning were identified in

line with predetermined inclusion and exclusion criteria. Each selected study underwent a detailed analytical reading, during which core insights were carefully recorded.

The extracted information was then synthesized and categorized into six overarching thematic domains: (1) pedagogical applications, addressing the instructional integration of LMS platforms and related methodological practices; (2) emerging developments, capturing recent innovations and evolving trajectories in LMS-mediated EFL learning; (3) empirical findings, presenting evidence on the effectiveness of LMSs in fostering language proficiency, learner engagement, and autonomous learning; (4) research gaps, including the limited exploration of longitudinal impacts and the absence of contextually grounded instructional design frameworks; (5) theoretical and practical implications, underscoring the pedagogical contributions of LMS use to both language teaching and teacher professional development; and (6) future research directions, highlighting the imperative for robust classroom-based experiments, long-term studies, and the formulation of pedagogical models to optimize LMS integration within EFL contexts.

Result and Discussion

Prior research indicates that LMS platforms like Google Classroom, Moodle, Blackboard, E-Belajar, and MyELT play a crucial role in improving EFL learners' proficiency, motivation, and engagement by offering flexibility and interactive learning opportunities; however, their effectiveness is largely shaped by instructional design, teachers' digital competence, and the level of institutional support provided. Building

on these insights, the following section outlines the key findings and discussions.

Tabel 1. Research Results

Article Title (Author)	Research Focus
EFL Students' Preferences on Digital Platforms during Emergency Remote Teaching: Video Conference, LMS, or Messenger Application? (Amin & Sundari, 2020)	The primary aim of this study is to critically examine Indonesian EFL students' perceptions and preferences regarding the use of video conferencing, learning management systems, and mobile applications during emergency remote teaching, in order to evaluate their pedagogical effectiveness and practical implications for language learning.
Activity Choice and Perceptions: Influencing Factors to Learning	This study seeks to examine how EFL students' preferences and perceptions of

Outcomes Within Videoconference-Enhanced LMS Courses (Bailey et al., 2023)	videoconferencing activities within a learning management system relate to their L2 proficiency gains, with the goal of identifying the pedagogical factors that most significantly influence language learning outcomes.	Effects on Students' Language Acquisition and Attitudes towards Learning English as a Foreign Language (Qaddumi & Smith, 2024)	language-learning activities on EFL learners' language proficiency and attitudes toward the language classroom.
Exploring Pedagogical Perspectives of EFL Instructors: Advantages, Disadvantages, and Implications of Blackboard as an LMS for Language Instruction (Nasim et al., 2024)	This study investigates EFL instructors' perceptions of Blackboard as a learning management system, examining its advantages and disadvantages compared to face-to-face instruction in teaching English language skills.	An Analysis of Students' Voice towards a Regional LMS for ELT in Indonesian Islamic Schools (Amalia et al., 2025)	This study aims to investigate EFL students' perceptions of the regional learning management system *E-Belajar* in Islamic boarding schools in Aceh, focusing on its perceived benefits, limitations, and implications for English language learning.
Implementation of Learning Management Systems (Moodle):	This study aims to investigate the impact of Moodle's interactive	Enhancing EFL Learning Through MyELT LMS: Evaluating the Impact of a Blended Learning Model at a	This study aims to evaluate the effectiveness of the MyELT learning management system in enhancing student

Vietnamese Public University (Giang et al., 2025)	performance and learning experiences within a blended EFL context at a Vietnamese university.

Amin and Sundari (2020) investigated "EFL Students' Preferences on Digital Platforms during Emergency Remote Teaching: Video Conference, LMS, or Messenger Application?". The findings of this study demonstrate that, despite the abrupt transition from face-to-face to emergency remote teaching (ERT), students expressed generally positive perceptions of Cisco WebEx, Google Classroom, and WhatsApp as digital platforms for English language learning. Cisco WebEx was valued for sustaining synchronous interaction during crisis conditions, while Google Classroom, designed primarily for educational purposes, was recognized for its effectiveness in classroom management, material distribution, and task submission. WhatsApp, owing to its familiarity and widespread use, emerged as the most preferred tool, particularly for its practicality, meaning focus, learner fit, and positive impact on communication and engagement. Collectively, these platforms were perceived as accessible, practical, and beneficial in supporting English learning, especially among digitally native Generation Z students. Nonetheless, the lowest ratings in terms of positive impact underscore that, while digital platforms offered continuity of learning, they were not considered an ideal substitute for face-to-face instruction, highlighting the need for more robust digital pedagogy, technical support, and long-term preparedness in integrating technology into EFL contexts.

The study entitled "Activity Choice and Perceptions: Influencing Factors to Learning Outcomes within Videoconference-Enhanced LMS Courses" by Bailey, et al. (2022) scrutinized how EFL students' preferences and perceptions of videoconferencing activities within a learning management system relate to their L2 proficiency gains, with the goal of identifying the pedagogical factors that most significantly influence language learning outcomes. The results of this study reveal that students demonstrated a strong preference for diverse online speaking and writing activities within videoconference-enhanced LMS (VLMS) environments, with formal presentations, group discussions, and read-aloud activities rated most highly, underscoring

their potential to foster meaningful and authentic language use. Overall, students expressed positive perceptions of VLMS courses, recognizing benefits such as increased opportunities for communication, language skill training, and timely feedback, which were found to significantly contribute to L2 proficiency gains. Notably, students with broader preferences for speaking activities achieved greater post-course proficiency improvements, supporting language learning strategy theory that emphasizes the value of varied and strategic engagement. While perceived difficulties were relatively low, challenges remained in collaborative activities, content sharing, and attendance in synchronous sessions, highlighting persistent barriers to interaction in online contexts. These findings indicate that VLMS platforms can effectively enhance learner engagement and proficiency when pedagogically designed to balance synchronous and asynchronous activities, though greater instructional support and strategy training are required to mitigate interactional challenges.

Research conducted by Nasim, et al. (2024) entitled "Exploring Pedagogical Perspectives of EFL Instructors: Advantages, Disadvantages, and Implications of Blackboard as an LMS for Language Instruction" discuss EFL instructors' perceptions of Blackboard as a learning management system, examining its advantages and disadvantages compared to face-to-face instruction in teaching English language skills. The findings of this study indicate that while EFL instructors recognized Blackboard (BB) as moderately effective in enhancing learners' language skills, their perceptions varied considerably across specific skill domains. Reading, listening, and speaking were generally viewed as positively influenced by BB, yet writing and grammar instruction elicited lower approval, with less than one-third of instructors expressing willingness to teach writing via the platform and a greater proportion rejecting its suitability for grammar. Pronunciation and vocabulary teaching were more favorably regarded, as instructors highlighted the advantages of multimedia resources, modeling, and online exercises, though challenges such as technical problems, lack of real-time feedback, and limited capacity to monitor articulation remained evident. A substantial proportion of instructors also reported uncertainty, suggesting limited preparedness and insufficient exposure to online pedagogy. Taken together, the results underscore the duality of BB as

both an enabler of innovative, flexible language teaching and a source of pedagogical limitations, ultimately reinforcing the need for hybrid or blended approaches that strategically integrate online and face-to-face modalities.

Research implemented by Qaddumi and Smith (2024) entitled "Implementation of Learning Management Systems (Moodle): Effects on Students' Language Acquisition and Attitudes towards Learning English as a Foreign Language" examine the impact of Moodle's interactive language-learning activities on EFL learners' language proficiency and attitudes toward the language classroom. The findings of this study highlight that Moodle-based instruction significantly enhanced learners' overall English language proficiency compared to traditional teaching approaches. The experimental group demonstrated noticeable progress across multiple linguistic domains, suggesting that interactive, collaborative, and learner-centered features of Moodle created an engaging environment that fostered both receptive and productive language skills. In contrast, learners who received conventional instruction showed only limited gains, which underscores the constraints of teacher-centered approaches in promoting communicative

competence and dialogic skills. These outcomes indicate that learning management systems, when meaningfully integrated into instructional design, not only strengthen learners' linguistic development but also nurture positive attitudes and motivation toward language learning. Beyond pedagogical implications, the results carry relevance for educators, curriculum developers, and policymakers by signaling the transformative potential of LMS integration in EFL contexts, particularly in enhancing learner autonomy, facilitating asynchronous and collaborative learning, and addressing challenges posed by resource-limited or unstable environments. While the findings affirm the effectiveness of LMS platforms such as Moodle, the study also acknowledges limitations regarding context specificity and sample scope. Further research is needed to expand the evidence base across diverse educational settings, larger populations, and with the inclusion of advanced LMS affordances—such as mobile learning applications, gamification, and natural language processing—to deepen understanding of how digital platforms can be optimized to advance foreign language education.

Research carried out by Amalia, et al. (2025) explored "An Analysis of Students' Voice towards a Regional LMS for ELT in Indonesian Islamic Schools" investigate EFL students' perceptions of the regional learning management system *E-Belajar* in Islamic boarding schools in Aceh, focusing on its perceived benefits, limitations, and implications for English language learning. The findings of this study revealed a dual perception among students regarding the use of E-Belajar (EB) as a learning management system in English language learning. On the positive side, EB was perceived as a supportive platform that enhanced English comprehension, fostered learner autonomy, encouraged punctuality through its alert features, and promoted engagement via multimedia resources such as videos, songs, and games, thereby creating an interactive and motivating environment that contributed to learners' confidence in expressing ideas and opinions. These results align with prior evidence emphasizing the potential of LMS platforms to cultivate an enriched language-learning atmosphere and encourage active participation. Nevertheless, the study also highlighted significant challenges, including teachers' inadequate digital literacy and limited guidance in navigating EB, which led to

task submission errors and underutilization of key features. Furthermore, students expressed dissatisfaction with EB's limited capacity to foster communicative competencies, particularly speaking skills, and reported difficulties in using EB's restricted services such as e-counselling and e-monitoring. The lack of familiarity with online learning environments further contributed to a preference for traditional face-to-face instruction, suggesting that EB's implementation requires more comprehensive teacher training, stronger institutional support, and the unlocking of its communicative and interactive functions to maximize its potential in EFL pedagogy.

Research implemented by Giang, et al. (2025) entitled "Enhancing EFL Learning Through MyELT LMS: Evaluating the Impact of a Blended Learning Model at a Vietnamese Public University" evaluate the effectiveness of the MyELT learning management system in enhancing student performance and learning experiences within a blended EFL context at a Vietnamese university. The findings of this study underscore the positive impact of MyELT as a proprietary LMS in enhancing EFL learners' academic performance, particularly in process learning and final assessments, by

facilitating flexible access to resources, interactive exercises, and multimedia content. Despite these advantages, persistent challenges such as technical inefficiencies, limited user-friendliness, and insufficient training constrained its optimal utilization, reflecting broader structural issues in resource-limited educational contexts. The results highlight the necessity of robust institutional support, including technical helpdesks, digital literacy development, and infrastructure upgrades, to sustain effective LMS adoption. More importantly, the study advances the discourse on LMS integration in developing countries by demonstrating that proprietary platforms, when adapted to local pedagogical, infrastructural, and policy realities, can contribute meaningfully to equitable and modernized EFL instruction. In doing so, it provides both empirical evidence and practical recommendations that extend the global conversation on technology-enhanced language learning beyond well-resourced environments, advocating context-sensitive strategies for scalable and inclusive implementation.

DISCUSSION

Pedagogical Applications

The reviewed studies collectively demonstrate that Learning Management Systems (LMS) offer significant pedagogical affordances in English as a Foreign Language (EFL) instruction, provided that their integration is strategically designed and contextually adapted. First, LMS platforms such as Moodle and MyELT have shown effectiveness in fostering receptive and productive skills by providing interactive, collaborative, and multimodal learning environments that enhance student engagement, autonomy, and motivation. This indicates that EFL educators should leverage LMS features—such as asynchronous discussion forums, multimedia resources, and automated feedback—to support differentiated instruction and dialogic skill development beyond the classroom. Second, the studies highlight that videoconference-enhanced LMSs (VLMS) enrich synchronous interaction and create authentic communicative contexts, suggesting their potential in designing task-based speaking and writing activities that mirror real-world language use. Third, findings on platforms like Google Classroom, WhatsApp, and regional LMSs emphasize the role of accessibility, practicality, and learner familiarity, underscoring the importance of aligning platform choice with students' digital

literacy, technological readiness, and cultural context. Furthermore, challenges such as technical inefficiencies, limited teacher digital competence, and inadequate institutional support point to the necessity of sustained professional development for instructors, as well as the establishment of robust technical infrastructures and helpdesks. Collectively, these pedagogical applications call for a blended or hybrid instructional approach in which LMS functions complement, rather than replace, face-to-face learning. Such an approach not only ensures continuity of learning during disruptions but also fosters sustainable, inclusive, and learner-centered language education adaptable to diverse EFL contexts.

Emerging Developments

The synthesis of recent scholarship on LMS integration in EFL education highlights several emerging developments that collectively shape the evolving landscape of technology-mediated language learning. First, the diversification of digital platforms during emergency remote teaching conducted by Amin and Sundari (2020) demonstrates that learners increasingly value accessibility, familiarity, and interaction, suggesting a trend toward multimodal integration where videoconferencing, LMS, and social media tools complement rather than replace one another. Second, videoconference-enhanced LMS models implemented by Bailey et al. (2022) represent a significant pedagogical advancement, as they promote authentic language use, synchronous interaction, and strategic engagement, thereby bridging the gap between communicative competence and digital learning environments. Third, instructors' differentiated perspectives on Blackboard carried out by Nasim et al. (2024) underscore the growing recognition that LMS effectiveness is skill-specific, necessitating more nuanced instructional designs that align platform affordances with language domain objectives. Fourth, the demonstrable gains in linguistic proficiency and learner motivation through Moodle-based instruction implemented by Qaddumi and Smith (2024) reflect a broader shift toward learner-centered, collaborative pedagogies supported by LMS, affirming their transformative potential in contexts previously dominated by teacher-centered approaches. Fifth, the emergence of regionalized LMS platforms, such as E-Belajar carried out by Amalia et al. (2025), signals a contextual turn in digital

learning, where locally developed systems are tailored to cultural and institutional realities, though their success is contingent upon enhanced digital literacy, teacher readiness, and infrastructure support. Finally, the integration of proprietary platforms such as MyELT in developing contexts conducted by Giang et al. (2025) illustrates a move toward scalable, blended models that combine multimedia-rich content with localized pedagogical adaptation, thereby advancing equity-driven digital transformation in EFL instruction. Collectively, these developments reveal a trajectory toward hybridized, adaptive, and context-sensitive LMS ecosystems, reinforced by advances in artificial intelligence, gamification, and mobile learning, which hold the potential to redefine inclusivity and sustainability in global EFL education.

Empirical Findings

The empirical evidence synthesized from recent studies underscores the multifaceted role of learning management systems (LMS) and digital platforms in shaping EFL learning experiences across diverse contexts. Amin and Sundari (2020) demonstrate that, during emergency remote teaching, students perceived Cisco WebEx, Google Classroom, and WhatsApp as practical and beneficial tools, with WhatsApp emerging as the most preferred due to its accessibility and familiarity. Nonetheless, the relatively low ratings in perceived impact reveal that such platforms, while effective for sustaining learning continuity, were not regarded as adequate substitutes for face-to-face instruction, pointing to the necessity of stronger pedagogical design and preparedness for digital integration.

Building on this, Bailey et al. (2022) provide evidence that videoconference-enhanced LMS environments foster meaningful language learning outcomes, particularly when learners engage in diverse activities such as formal presentations and group discussions. Students' preferences for varied speaking activities were found to significantly correlate with post-course proficiency gains, reinforcing the importance of strategic engagement and activity choice. However, persistent barriers—including collaborative difficulties and attendance issues—highlight that successful adoption requires pedagogical scaffolding and learner training to optimize participation.

Instructor-focused perspectives are revealed in Nasim et al. (2024), whose findings highlight the duality of

Blackboard as both an enabler and a limiter of EFL pedagogy. While reading, listening, and speaking were positively supported through its multimedia affordances, writing and grammar instruction were deemed less effective, reflecting instructors' reservations about its capacity to deliver comprehensive skill training. The mixed perceptions further underscore the ongoing tension between technological affordances and pedagogical adaptability, suggesting the need for hybrid approaches that combine LMS strengths with traditional classroom instruction.

Evidence from Qaddumi and Smith (2024) confirms the transformative potential of Moodle in enhancing EFL learners' overall proficiency and motivation. Learners in the experimental group achieved significantly greater linguistic progress compared to those in traditional classrooms, underscoring the affordances of interactive, collaborative, and learner-centered features. Yet, the study also emphasizes the contextual limitations of its scope and calls for expanded research across varied educational settings, incorporating advanced LMS functionalities such as gamification and mobile learning.

In the Indonesian context, Amalia et al. (2025) reveal a dual perception of the locally developed E-Belajar platform. While students acknowledged its role in supporting comprehension, punctuality, and engagement through multimedia features, they also expressed dissatisfaction with its limited communicative affordances and teachers' insufficient digital literacy. These findings expose a critical gap between system design and classroom realities, highlighting the importance of teacher training, institutional support, and enhancement of communicative features for sustainable LMS adoption.

Finally, Giang et al. (2025) extend the evidence base by examining MyELT in a blended learning model at a Vietnamese public university. Results indicate improvements in learners' academic performance and assessment outcomes, facilitated by multimedia resources and flexible access. However, persistent challenges such as technical inefficiencies and inadequate training constrained its full potential. The study's contribution lies in situating LMS integration within developing-country contexts, demonstrating that proprietary systems can support equitable EFL instruction if adapted to local infrastructural and policy realities.

Taken together, these empirical findings reveal that LMS platforms—whether global, institutional, or proprietary—hold significant promise for advancing EFL pedagogy by enhancing proficiency, engagement, and learner autonomy. Nonetheless, their effectiveness remains contingent upon pedagogical alignment, instructor readiness, technical infrastructure, and contextual adaptation, factors that continue to shape the trajectory of digital learning in language education.

Research Gaps

Although the reviewed studies provide valuable insights into the integration of LMS and digital platforms in EFL contexts, several gaps remain evident. First, Amin and Sundari (2020) as well as Bailey et al. (2022) highlight the effectiveness of video conferencing tools and VLMS in maintaining interaction and fostering proficiency; however, their findings are limited to short-term emergency or course-specific implementations, leaving unanswered questions regarding the sustainability of such practices over extended periods and across diverse institutional settings.

Second, while Nasim et al. (2024) and Qaddumi and Smith (2024) shed light on instructors' and students' perspectives toward Blackboard and Moodle, both studies primarily examine general proficiency outcomes and perceptions, offering limited exploration of how LMS affordances specifically impact distinct language skills (e.g., writing fluency, grammar accuracy, pronunciation). This gap suggests a need for more skill-oriented, fine-grained analyses.

Third, Amalia et al. (2025) underscore critical challenges related to teachers' digital literacy and students' dissatisfaction with communicative features in regional LMS (E-Belajar). Yet, the study relies heavily on self-reported perceptions without triangulating data with actual performance outcomes, thereby limiting its explanatory power concerning the relationship between platform use and measurable language achievement.

Fourth, Giang et al. (2025) demonstrate the effectiveness of MyELT in enhancing academic performance within a blended learning model, but the findings remain context-bound to a single Vietnamese university. Broader comparative studies across multiple institutions, regions, and learner demographics are needed to establish generalizable conclusions. Moreover, structural challenges such as technical inefficiencies and inadequate

user training point to an underexplored area: the intersection of LMS adoption with infrastructural equity and policy support in resource-constrained environments.

Finally, across all studies, there is a noticeable lack of longitudinal investigations, advanced analytics, and integration of emerging LMS affordances such as gamification, mobile learning, and AI-driven adaptive feedback. Few studies explore how LMS platforms contribute to fostering higher-order thinking skills, critical digital literacy, or intercultural communicative competence, aspects increasingly emphasized in global EFL pedagogy.

Taken together, these gaps underscore the need for future research that (1) examines long-term and cross-contextual impacts of LMS integration, (2) investigates language-skill-specific outcomes, (3) triangulates perceptions with empirical performance data, (4) expands to underrepresented contexts beyond single institutions, and (5) incorporates advanced digital features to evaluate the evolving pedagogical potential of LMS in fostering holistic EFL competence.

Theoretical and Practical Implications

Theoretically, the reviewed studies advance the discourse on technology-mediated EFL instruction by reinforcing the centrality of sociocultural and constructivist learning theories in explaining how LMS platforms mediate interaction, collaboration, and learner autonomy. Amin and Sundari (2020) and Bailey et al. (2022) provide empirical support for the interactionist perspective, showing that synchronous and asynchronous engagements via video-conferencing tools and VLMS contribute to language development through meaningful communication. Similarly, Qaddumi and Smith (2024) and Giang et al. (2025) highlight the theoretical alignment of Moodle and MyELT with learner-centered and blended learning paradigms, suggesting that LMS affordances can serve as scaffolding mechanisms that promote self-regulation, dialogic learning, and skill integration. Meanwhile, the findings of Nasim et al. (2024) and Amalia et al. (2025) reveal theoretical tensions, where gaps in digital literacy and limited communicative affordances challenge assumptions of universal LMS applicability, underscoring the need to contextualize technology adoption within ecological frameworks of EFL pedagogy. Collectively, these studies extend

theoretical understandings by situating LMS as both catalysts of innovation and sites of constraint, emphasizing the importance of contextual, pedagogical, and infrastructural variables in shaping learning outcomes.

Practically, the findings provide actionable insights for educators, institutions, and policymakers. For practitioners, the evidence underscores the necessity of designing LMS-supported instruction that strategically balances synchronous and asynchronous activities, integrates skill-specific tasks (e.g., writing and speaking), and leverages multimedia resources to enhance learner engagement and proficiency. Teacher training emerges as a critical priority, as shown in the studies of Nasim et al. (2024) and Amalia et al. (2025), where limited digital competence significantly hindered platform utilization. For institutions, the research highlights the urgency of establishing technical support systems, digital literacy programs, and infrastructure upgrades to ensure LMS adoption translates into pedagogical gains, particularly in resource-limited environments. At the policy level, the studies by Qaddumi and Smith (2024) and Giang et al. (2025) point to the broader role of LMS in promoting educational equity and

modernization, suggesting that sustainable implementation requires alignment with institutional policies, funding mechanisms, and long-term preparedness strategies. Taken together, the theoretical and practical implications affirm that LMS integration in EFL learning is not merely a matter of technological adoption, but of systematic pedagogical, institutional, and policy-level orchestration aimed at maximizing learning effectiveness, inclusivity, and contextual relevance.

Future Research Directions

Future research should pursue several critical pathways to consolidate and extend the evidence base on LMS integration in EFL contexts. First, given that existing studies (Amin & Sundari, 2020; Amalia et al., 2025) primarily address learners' preferences and perceptions, future inquiries should employ longitudinal and experimental designs to capture sustained impacts of digital platforms on linguistic proficiency, learner autonomy, and affective outcomes across time. Second, while prior research highlights the affordances of specific platforms such as Blackboard, Moodle, MyELT, and regional LMSs (Nasim et al., 2024; Qaddumi & Smith, 2024; Giang et al.,

2025), comparative investigations across multiple LMS ecosystems are required to ascertain which features—synchronous vs. asynchronous modes, gamification, AI-based analytics, or mobile affordances—most significantly drive EFL learning outcomes in varied sociocultural settings. Third, the findings consistently point to teacher preparedness and digital literacy gaps as barriers to effective LMS use (Nasim et al., 2024; Amalia et al., 2025). Future research should therefore evaluate the efficacy of professional development models, institutional capacity-building, and policy frameworks in enhancing educators' ability to leverage LMS tools for communicative, skills-integrated pedagogy. Fourth, the limitations of current LMS adoption in fostering communicative competence, especially speaking and interactional skills (Amalia et al., 2025), call for studies that integrate emerging technologies—such as AI-driven chatbots, immersive VR/AR environments, and adaptive learning systems—into LMS platforms to enrich interactive affordances. Finally, the preponderance of evidence has been drawn from single institutions or limited regional contexts, indicating the need for multi-site, cross-national comparative research that explores scalability, equity,

and contextual adaptability of LMS platforms in both resource-rich and resource-constrained educational ecosystems. Collectively, these directions will not only refine theoretical models of technology-mediated EFL learning but also generate actionable insights for designing inclusive, future-ready digital pedagogies.

CONCLUSION

This systematic review has demonstrated that Learning Management Systems (LMSs) play a pivotal role in reshaping English as a Foreign Language (EFL) education by extending learning opportunities beyond traditional classrooms, fostering learner autonomy, and enhancing proficiency across multiple skills. Empirical evidence consistently highlights the benefits of LMS platforms such as Moodle, Blackboard, Google Classroom, MyELT, and E-Belajar in promoting motivation, engagement, and collaborative learning, particularly when integrated into well-designed pedagogical frameworks. At the same time, the review underscores persistent challenges, including teachers' limited digital literacy, infrastructural inequalities, and insufficient institutional support, which constrain the optimal use

of LMSs in many contexts. These findings reinforce the view that technology alone is not transformative; rather, its effectiveness depends on pedagogical alignment, teacher preparedness, and supportive institutional ecosystems.

Looking forward, the trajectory of LMS integration in EFL education points toward more adaptive, innovative, and inclusive models. Emerging developments such as gamification, mobile learning integration, videoconference-enhanced LMS environments, and AI-driven feedback present promising pathways for enriching language learning experiences and addressing diverse learner needs. However, to fully realize these potentials, future research should employ longitudinal and comparative designs across varied contexts to evaluate both short- and long-term impacts of LMS integration. Equally, professional development programs, infrastructure strengthening, and context-sensitive policy interventions remain essential to ensure that LMS adoption translates into equitable and sustainable improvements in EFL pedagogy worldwide.

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