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A Ten-Year Systematic Literature Review of English E-Learning Education (2014–2024)

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Abstract
English e-learning is taking center stage with accelerating technologies and mounting global demand for English skills. In this study, a systematic ten-year literature review (2014–2024) of 337 Web of Science-indexed publications is conducted. It applies bibliometric mapping and qualitative content analysis and examines the major themes, theory underpinnings, learning models, and technologies used. The dominance of blended learning and flipped learning models is seen. These models are marked by flexibility and interaction with the activation of the learners. Learning as autonomy and practice are the characteristics of the task-based designs and mobile learning. Several theories underlie these practices. Self-Determination Theory and Technology Acceptance Theory are concerned with the use of technology and learning motivation. Cognitive Diagnosis Theory and Item Response Theory underlie adaptive assessment generation. MOOCs remain the software platform utilized the most widely. SPOCs and newer tools such as MyEnglishLab, SymbalooEDU, artificial intelligence, and gamification are also gaining recognition. The review contributes through an interdisciplinary coming together and a demonstration of an evolution of the special domain. It proposes both pedagogic and technical changes characterizing English e-learning nowadays. It informs teachers and learning developers interested in interfacing pedagogy with technology. It also informs policymaking with frameworks supporting innovation and access. It concludes that English e-learning constitutes a tech breakthrough and a pedagogic shift. Future research should explore the interconnection of ideas across disciplines and an assessment of long-term learning outcomes.
Keywords: Bibliometric analysis, e-learning themes, e-learning theories and models, English E-learning, qualitative content analysis, systematic literature review
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Introduction

In the past years, the growth of English e-learning has been phenomenal. Rapid growth in digital technologies, dissemination of global online tools and spaces, and demand for more flexibility in learning took place as promoting factors (Rohi et al., 2025; Zhou et al., 2023). Most of the initial attempts used learning management systems (LMS) as a primary system of teaching (Li & Ni, 2024; Scott, 2013). Finally, however, the new approaches started to appear. The use of mobile learning started (Zhou et al., 2023), and the takeover of blended learning as the norm (Alkhannani, 2023) appeared simultaneously with the gradual and steady implementation of English teaching with intelligent tutoring systems (Atun, 2020). Likewise, these two later affected both teaching and learning. The onset of the pandemic from COVID-19 caused this. Online teaching was an evident form of teaching, and the students had no other choice but to experience the entire digital learning environment (Al Mahmud, 2022; Alam et al., 2023; Kamsulbahri & Norman, 2024). The normal transition after the pandemic placed online platforms as an essential tool to maintain education and training, as well as learning from a distance. Thus, English e-learning became a feasible solution for all global problems and became a push factor to the solution.

E-learning is used in all educational specializations and institutions (Rodrigues et al., 2019). E-learning uses computer utilities that provide instructions through the desktop or portable (Clark & Mayer, 2008; Tang et al., 2023). E-learning is not only a way of delivery, says Rodrigues et al. (2019). E-learning can be defined as a web-oriented way that combines digital technologies and other educational tools. The resulting environment is open, interactive, interesting, and learner-focused. The environment is also accepting of personalized learning procedures. E-learning is conceptualized by the researchers in different ways. Sangrà et al. (2012) synchronized these views into four types. The first is technology-driven and focuses on the addition of technology to learning and teaching provision. The second is delivery-system-oriented and focuses on electronic education delivery. The third is communication-oriented, whose orientation is interaction between students and teachers and between students and students through digital resources and materials. The fourth one is educational-paradigm-oriented and takes into consideration that information and communication technologies change drivers for teaching and learning methodologies.

As e-learning continues to expand, English e-learning has become an important part of this field. This trend has led to the recognition of English e-learning education as a distinct concept. Although a large body of research exists, English e-learning as a field still appears fragmented. Many investigations concentrate on a single technology or on specific teaching interventions. Few studies attempt to connect these elements to the broader educational context. There have been e-learning reviews published, but systematic decade-long reviews that have been dedicated entirely to English e-learning are scarce. Without one comprehensive synthesis of research foci, theoretical models, teaching practices, and technological applications between 2014 and 2024, teachers cannot observe how the field's development has evolved or make solid decisions about how it must develop.

Between the years of 2014 and 2024, this research project reviewed the SLR of technology application in teaching English e- learning, identifying key themes, guiding theories, and pedagogical models. This SLR examines English e-learning from various perspectives and makes several notable contributions. First, it provides a decade-long record of the field's trajectory during a period of disruptive technological advancement. Second, offering a synthesis of the theoretical and methodological frameworks used in English e-learning. Third, this offers a synthesis of

theories across disciplines in learning and teaching, learning technology, and English e-learning. These contributions are significant for educators and instructional designers in integrating technology and pedagogy, as well as for policymakers in providing frameworks to encourage innovation and inclusivity. This SLR aims to achieve the following four objectives.

1. Analyze the research themes in English e-learning education from 2014 to 2024.
2. Investigate the theories and models of e-learning in English e-learning education from 2014 to 2024.
3. Explore the technological developments in English e-learning education from 2014 to 2024.
4. Assess the growth and impact of online tools and platforms in English e learning education during 2014-2024.

Literature Review

Technological Integration in English E-Learning

Previous studies have largely focused on integrating educational technologies —i.e., AI, 5G, mobile learning, and the metaverse—into English lessons. Although technologies such as AI-enabled chatbots (Zhao & Nazir, 2022) and AI-enabled fortified classrooms (Yu & Nazir, 2021) seem promising, their mass-scale efficacy still requires exploration. Similarly, studies of 5G and immersive technologies indicate significance through exposure but also concede issues of integration (Yang et al., 2021).

Trend analyses (e.g., Tang et al., 2023) report the extensive use of AI in learning and instruction, but with limited domain-specific insights. In other reviews (e.g., Shahrol et al., 2020; Valverde-Berrocoso et al., 2020), a lack of theoretical innovations and accompanying infrastructures was noted. In Tang et al. (2023), Tang and collaborators conducted a survey of research from the period spanning from 1998 until 2019 on the topic of the Application of Artificial Intelligence to Education (AIeL) and noted that as much as the technology of AI has the promise of being utilized with an assortment of methods and techniques in the learning domain, research carried out on the subject continues to stay confined. With this conclusion, we continue the history of AI use and learning, concurrently capturing the distinction between the possible and the experienced at the practical level, and consequently underscoring the need to undertake further impact-oriented and pragmatic interrogations. We next consider a somewhat different context. With technology and infrastructures as barriers inhibiting e-learning throughout sub-Saharan Africa, as documented in a study carried out by Thomas McDonald et al. (2023), the latter also noted once more that, as with the first one above, region and context continue to remain the predictors of e-learning success, while access to technology continues as the paramount predictor of e-learning success. Many of the works are from a technological perspective, rather than a pedagogic one, and are consistent with a pattern of unleashing innovations without adequate interrogation of their efficacy and sustainability across various settings. Moreover, with disparities of a referential nature at the regional level, as per the studies under consideration, it is access to technology, rather than the nature of pedagogy, that continues to be the paramount reason why findings generally remain non-generalizable.

Thematic Trends in English E-Learning

Over the last decade, there has been significant growth and development in English literature related to e-learning. Bibliometric studies and co-citation analyses have identified the presence of

MOOCs, higher education, pedagogy, and the method of instruction, as well as the teaching and learning process, as foundational concepts. Still, co-citation studies show a trend away from earlier foci on knowledge construction, online learning, and blended learning toward learner-centered and technology-enhanced approaches (Park & Shea, 2020; Valverde-Berrocoso et al., 2020).

Martin et al. (2020), in their systematic review, positioned their research into one of three areas: learners (traits, engagement, outcomes), courses and instructors (design, facilitation, assessment, and use of technology), and organisational issues (support, policy, equity, and leadership). Other reviews (Shahrol et al., 2020; Valverde-Berrocoso et al., 2020) highlight the need for new theories and infrastructures.

Similarly, Valverde-Berrocoso et al. (2020) conducted a survey of influential journal articles from 2009 to 2018 and found the prevalent utilization of e-learning, noting the persistent absence of theoretical growth. The evolution of practice progresses faster than that of theory, with the opening of new opportunities and future researchers adding more rigorous frameworks. Although the present literature provides extensive coverage, much of it describes trend patterns with limited investigation of the underlying causation. Most research tends to focus on general themes more frequently, often at the expense of rigorous analysis. The present research aspires to fill this gap through a rigorous and critical investigation of English online learning.

Theoretical Frameworks and Models in English E-Learning

E-learning and the theoretical foundations that lie behind it are another equally vital line of research. Kumar and Sharma (2021) posited that the characteristics of e-learning may further be categorized based on four major learning theories: 1) Cognitive Theory, 2) Social Constructivist Theory, 3) Motivation Theory, and 4) E-Learning Theory. Each of the above views of theory has a specific lens through which one can comprehend the e-learning context's design, enactment, and effectiveness. E-learning Model research, the Community of Inquiry (CoI), first proposed by Garrison et al. (2007), actually serves both as a theoretical description and a practice-based e-learning model. From a theoretical perspective, it reveals learning as a cognitive, social, and teaching presence interplay product, and as an empirical research through questionnaire, measuring tools, and course designs, as a practice model. CoI has thus frequently been used as both a theory and a model, and the preference of nomenclature rests on whether one places greater emphasis on explanation or pedagogy (Garrison et al., 2001; Garrison & Arbaugh, 2007; Tabassum & Saad, 2024).

However, it needs to be mentioned that apart from those significant models and theoretical backgrounds, other frameworks—including Technology Acceptance Theory (Mohtar & Md Yunus, 2022), Self-Determination Theory (Wang & Wang, 2024), and other relevant frameworks—also contribute to understanding E-learning, although they are neither systematically categorized nor considered herein. Works of research regarding online learning models of the pandemic of COVID-19 (Martin et al., 2020; Mohtar & Md Yunus, 2022; Nugroho, 2022) show heterogeneous results regarding motivation, engagement, and quality of learning. Despite an increasing number of technologies being applied during the learning process, significant gaps remain regarding research findings regarding English e-learning themes, theoretical backgrounds, tools, and learning pedagogic efficiency. For this reason, the current research aims at strictly focusing on recent works of E-learning theories and models of the past few years.

Methodology

Data sources and search strategies

This mixed-methods study synthesizes the principal themes, theories, models, and other significant elements of English e-learning education research through a combination of bibliometric and qualitative content analysis. The study drew on data from the Web of Science (WOS), a widely used database in citation research for examining relationships among scholarly publications and authors (e.g., Palmblad & Van Eck, 2018; Park & Shea, 2020; Tang et al., 2014). The research constructed an extensive search string to examine the notion of English e-learning education, integrating two primary keywords, "e-learning" and "English education," utilizing a thesaurus and Boolean operators. The precise search queries are as follows:

Table 1. *The research strings*

Database	Keywords Used
Web of Science	TOPIC: ("e-learning" OR "Online learning" OR "web-based learning" OR "learning online" OR "virtual learning" OR "computer-based learning" OR "digital learning" OR "online education" OR "virtual education" OR "e-teaching" OR "web-based teaching" OR "internet teaching" OR "digital teaching" OR "virtual teaching" OR "online teaching" OR "distance learning" OR "remote education" OR "distance education" OR "online class" OR "online course" OR "online assessment") AND TOPIC: ("English education" OR "English class" OR "English teaching" OR "English learning")

Process flow selection of articles

The research complied with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) standards for executing systematic review investigations (Hallinger & Kovačević, 2019; Moher, 2009). PRISMA specifies the steps to be reported for identifying documents in systematic reviews of research (see Figure 1). PRISMA includes four stages: identification, screening, eligibility, and inclusion. The following diagram illustrates the research screening process for this study.

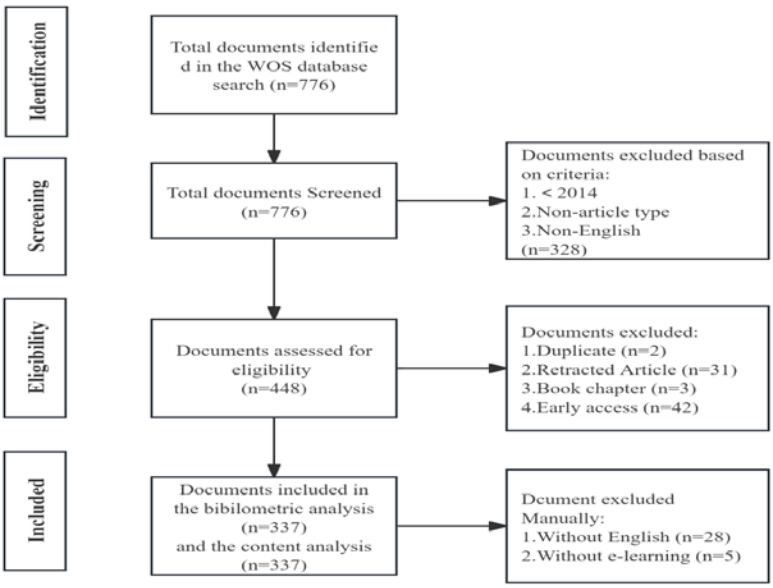


Figure 1. The flow diagram. Source: Developed by the author from CADIMA

Figure 1 illustrates that the initial phase discovered 776 pertinent studies by querying subject keywords in the WOS database (see Table 1). It employed particular parameters in the second and third levels of screening and eligibility. It encompassed articles and reviews published in English from 2014 to August 2024, excluding duplicate articles, book chapters, conference papers, early access materials, and other irrelevant forms. Book chapters and conference papers were excluded to ensure consistency in quality and peer-review standards, as systematic reviews typically prioritize journal articles due to their rigorous evaluation process (Snyder, 2019).

This procedure led to the identification of 448 pertinent studies. The author subsequently omitted certain research that was neither in English nor centered on e-learning. A total of 337 articles were input into the applications VOSviewer and NVivo for coding. The complimentary bibliographic management program Zotero was utilized to generate and administer documentary databases.

Data extraction and analysis

The efficacy of research carried out on English e-learning studies was analyzed through bibliometric and content analysis in this study. Bibliometric analysis had provided crucial findings on the most prominent topics and prevailing research foci. VOSviewer (refer to Figure 2), one such computational tool greatly appreciated for developing integrated maps and visualizing networks from bibliometric networks extracted based on co-occurrence matrices (van Eck & Waltman, 2010), was employed in this study. The general objective of content analysis was to draw insights into platforms followed in English e-learning studies, theories of e-learning, and leading research interests. The objective of this analysis was to consolidate significance and findings from research. Through NVivo 14 software, categories and subcategories (themes) were deduced from 337 article titles and abstracts through automated coding (refer to Figure 3).

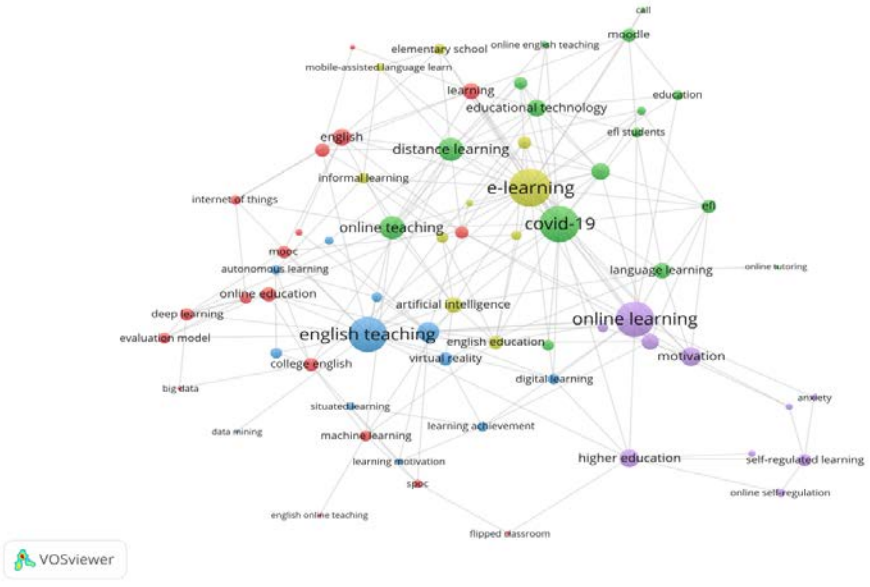


Figure 2. The network visualization of concepts. Source: Developed by the author using VOSviewer

VOSViewer, a tool for constructing network data maps and visualizing and analyzing them, was used to address the selected papers' most common ideas (van Eck & Waltman, 2010). The study of 1,059 keywords used 66 keywords with a minimum concurrence of 3. Five clusters were found: 18 red keywords, 16 green keywords, 12 blue keywords, and 10 yellow and purple keywords. The top terms in clusters 1-5 were "online education," "COVID-19," "English teaching," "e-learning," and "online learning." These clusters cover English e-learning pedagogy, context, language skills, digital platforms, and student learning.

The researchers employed NVivo, a qualitative content analysis tool, to distill and organize the thematic layers of the studies under review (see Figure 3). Their approach combined automated and human-guided strategies: initial nodes were rapidly generated through NVivo's auto-coding function, then subjected to repeated refinement—merging, dividing, and recontextualizing—so that deeper conceptual contours could gradually emerge (Brandão, 2015). This process helped identify the core content of all themes and subfields, highlighting the structure and importance of English e-learning education.

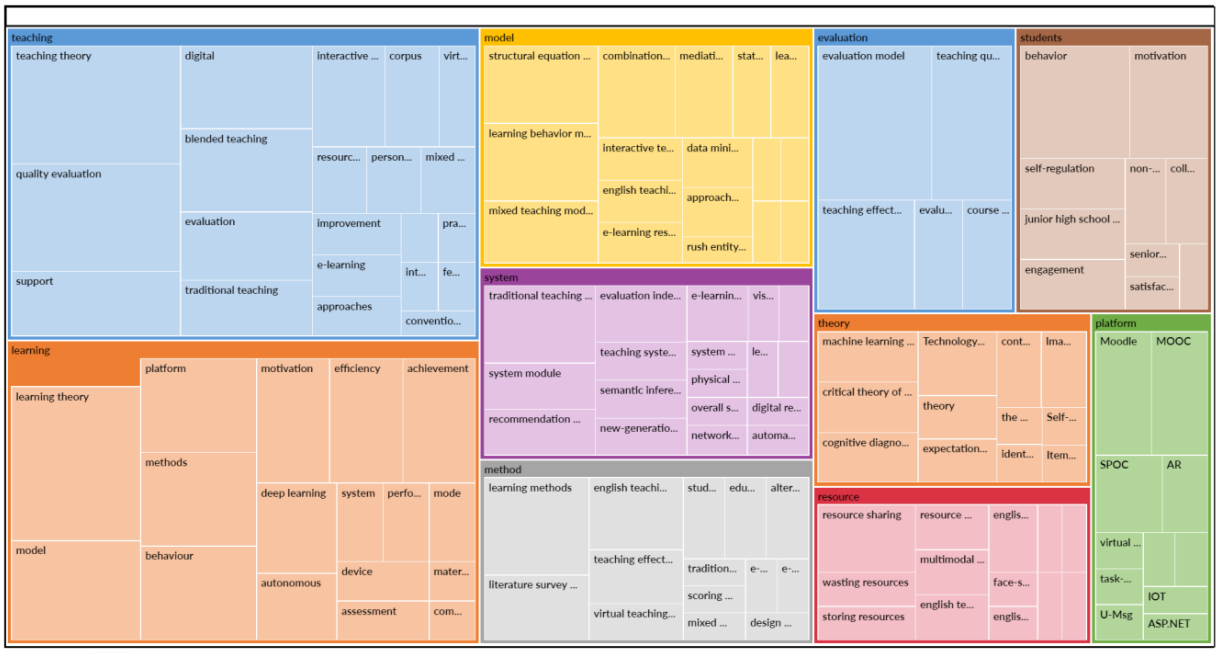


Figure 3. The hierarchy chart of keywords. Source: Developed by the author using NVivo

Figure 3 illustrates that this study employed NVivo 14, utilizing both automatic and manual coding to identify ten principal themes pertaining to English e-learning. The NVivo Visualize hierarchy chart tool identified key categories including "teaching," "learning," "models," "systems," "methods," "evaluation," "theory," "students," and "platforms." Each category encompasses distinct keywords, signifies various methodologies, and encapsulates the overarching subject of the English e-learning education research domain (Valverde-Berrocoso et al., 2020).

Results

Research Themes and Subthemes about English e-learning Education (2014-2024)

The research used NVivo to analyze codes and discern principal themes and subthemes in studies on English e-learning education. The findings are categorized into five primary domains

based on a hierarchical framework of interconnected concepts: Teaching, E-learning, English Learning, Students, and Evaluation.

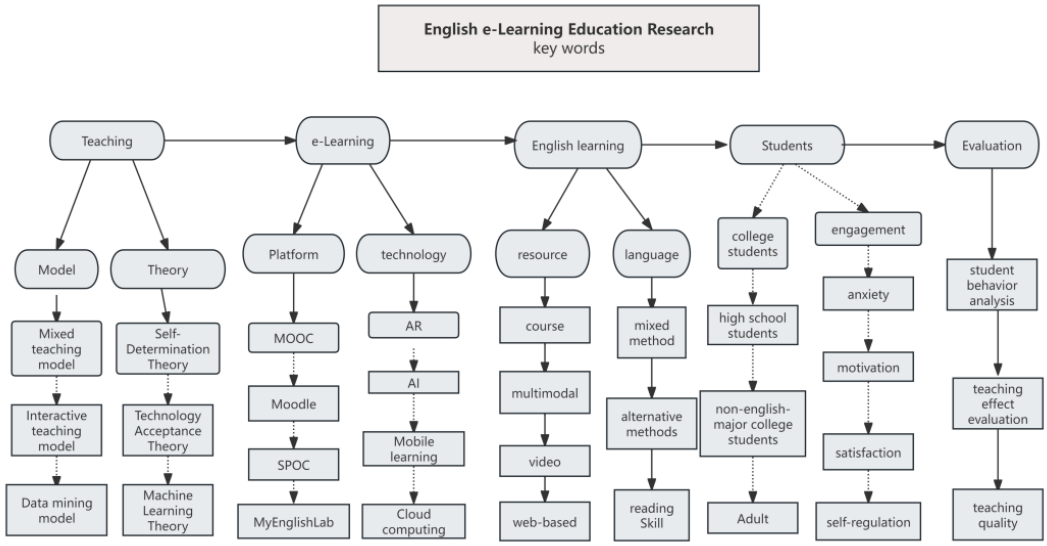


Figure 4. Map of the thematic relationships between keywords. Source: Developed by the author

Key phrases and categories in "English e-learning education" from 2014 to 2024 are listed above. Teaching models and theories, e-learning platforms and technology, English learning materials and methodologies, student characteristics and influencing factors, and educational result evaluation have dominated the study. This enables a thorough understanding of English e-learning education development trends and future studies. These essential themes are organized into three main sections: English education models and theories, e-learning platforms and technologies, research significance, and results. These dimensions and subdimensions are thoroughly studied, accompanied by complete explanations and citations.

Models and Theories of English E-learning Education (2014-2024)

The following conclusions were derived by the author after coding the abstracts and titles of 337 articles. The results encompass a variety of models, including the E-Learning Resource Allocation Model, Interactive Teaching Model, Learning Behavior Model, Mediational Model, Station Rotation Model, and Mixed Teaching Model, as well as theories such as "Cognitive Diagnosis Theory," "Control-Value Theory," "Expectation-Confirmation Theory," "Image Schema Theory," "Item Response Theory," "Machine Learning Theory," "Self-Determination Theory," "Technology Acceptance Theory," and "Theory of Communicative Learning." The results are summarized as follows, with detailed descriptions and citations provided for each:

Table 2. *English E-Learning Models and Theories (2014-2024)*

Dimension	Sub-dimensions	Descriptions	Citation
Models	Blended/Mixed Teaching Model	Combines online and in-person learning for greater flexibility and engagement.	(Wu, 2022; Zhang & Yang, 2022; Zhou et al., 2022)

	Community of Inquiry (CoI)	Promotes a collaborative online learning environment through social, cognitive, and teaching presence.	(Lin et al., 2016)
	Deep Learning Model	Focuses on understanding and applying knowledge rather than just memorizing information.	(Xu et al., 2022)
	Flipped Classroom Model	A teaching model where students learn content online before class, using class time for discussions and activities.	(Lee, 2017; Pan et al., 2022)
	Mobile Learning Model	Enables learning through mobile devices, allowing access anytime and anywhere.	(Cheng, 2017)
	Task-Based E-Learning Model	Centres on goal-oriented tasks to develop practical skills and understanding in a digital context.	(Sudatha et al., 2024)
Theories	Cognitive Diagnosis Theory	Assesses students' cognitive strengths and weaknesses to personalize instruction.	(Tang 2021)
	Control-Value Theory	Explores how control and task value influence motivation and performance in English learning.	(Yang, Gao & Han 2021)
	Expectation-Confirmation Theory	Investigates the gap between students' expectations and experiences with English learning resources.	(Lin et al., 2016; Yossatorn et al., 2023)
	Image Schema Theory	Studies how schemas help students understand vocabulary and structures in English.	(Qi et al., 2018).
	Item Response Theory	Evaluates the quality of English test items in relation to student abilities.	(Su 2017)
	Machine Learning Theory	Analyzes data to predict learning outcomes and recommend tailored resources for English learners.	(Fang 2021)
	Self-Determination Theory	Focuses on how autonomy, competence, and relatedness influence motivation in English learning.	(Bang, Wohn & Shi 2014; Zhou, Zhu & Zhou 2022)
	Technology Acceptance Theory	Explores how perceived ease of use and usefulness affect the adoption of educational technology in English classes.	(Chang, Park & Suh 2024)

According to Table 2, blended/mixed teaching and flipped classroom models are the most frequently cited approaches, highlighting a strong emphasis on flexibility, interactivity, and active engagement. Mobile learning and task-based e-learning models further expand opportunities for anytime learning and practical skill development. On the theoretical side, Self-Determination Theory and Technology Acceptance Theory are widely applied to explain learner motivation, autonomy, and technology adoption, while Cognitive Diagnosis Theory and Item Response Theory provide frameworks for personalized assessment. Overall, current research trends suggest that English e-learning is moving toward integrating diverse teaching models with motivational and data-driven theories to support adaptive and personalized learning.

The efficacy of various pedagogical approaches and technologies in English education is underscored by this research, which categorizes the models into two groups. Data-driven, personalized blended learning and interactive teaching approaches are first. Research includes the data mining-based blended learning model (Wu, 2022), SPOC and deep learning-based blended learning models (Hui, 2021; Xu et al., 2022), flipped classrooms (Pan et al., 2022; Lee, 2017), and the CoI model. These studies emphasize the use of online and offline education in conjunction to create collaborative and interactive learning environments, and demonstrate how data technology

can enhance personalized training. Mobile and task-driven teaching approaches, such as mobile learning (Cheng, 2017), task-driven e-learning (Sudatha et al., 2024), and "Internet+"-based blended teaching for Traditional Chinese Medicine courses, are the second category. Task-driven and mobile learning methods are used in these studies to create technologically advanced teaching routes. These models promote active learning, optimize educational environments, and revolutionize subjects.

As shown in Table 2, the theories involved in e-learning can be categorized into four main disciplinary fields. First, for psychological theories, Control-Value Theory is used to describe the connection between achievement-related emotions and learning behavior (Pekrun, 2024; Zhou et al., 2022). The Self-Determination Theory holds that intrinsic motivation, autonomy, competence, and relatedness play an important role in sustaining learners' engagement and achievement in learning (Bang et al., 2014; Deci & Ryan, 2012). Expectation-Confirmation Theory has been widely used in many studies to investigate learner satisfaction and continued use of online learning systems (Lin et al., 2016). Second, in computer science and artificial intelligence, Machine Learning Theory is the basis of intelligent tutoring systems, which are used to make adaptive recommendations and predictions in digital learning (Lu et al., 2023). Third, from the viewpoint of linguistics, Image Schema Theory is used to describe the embodied nature and schema-based cognition in language comprehension and meaning-making processes (Lakoff, 2005; Qi et al., 2018). Fourth, in educational measurement, Cognitive Diagnosis Theory is used to model learners' knowledge states and cognitive traits to support personalized learning (DiBello & Stout, 2007); Item Response Theory is used to model learners' ability in online assessment environments (Forthmann et al., 2020). In summary, the above theoretical perspectives reveal the interdisciplinary background of e-learning and call for an integrated perspective to study digital learning environments.

English E-Learning Online Platforms and Tools (2014-2024)

Prior investigations concerning platforms and technologies have predominantly concentrated on MOOCs. Nevertheless, more platforms, including SPOC, MyEnglishLab, and SymbalooEDU, are now accessible. The utilized technologies, encompassing AR, mobile learning, gamification, cloud computing, and AI, are becoming progressively diversified. This study analyses English e-learning education from the past decade and presents the following findings:

Table 3. *English e-learning platforms and tools (2014-2024)*

Dimension	Sub-dimensions	Descriptions	citation
Online Platforms	MOOC	A platform offering large-scale, open access to English learning courses, allowing thousands to learn simultaneously.	(Bang et al., 2014; Jin & Qian, 2017; Liang & Pang, 2019; Mustikasari, 2017; Pan et al., 2022; Wang, 2019)
	SPOC	Similar to MOOCs but with limited enrollment, tailored for specific groups, offering focused English learning.	(Hui, 2021; Qi et al., 2018; Wang, 2023; Xue & Dunham, 2023)
	MyEnglishLab	An online platform designed for English language learners, providing interactive lessons and personalized feedback.	(Khomyshak, 2022)
	SymbalooEDU	A platform for curating and organizing online resources, allowing teachers to create	(Harwood, 2014)

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		customized English learning resource pages for students.	
Online Tools	AR (Augmented reality)	Uses AR technology to create immersive virtual environments for learning English interactively.	(Chen et al., 2022; Huang et al., 2022)
	Mobile learning	English learning through mobile devices like smartphones or tablets allows flexible, on-the-go study.	(Bourekkache & Kazar, 2020; Chen & Wang, 2024; Sun & Chang, 2016)
	Gamification	Incorporating game elements into English learning, such as points and leaderboards, to boost engagement and motivation.	(Araujo, 2023; Geng, 2025; Li et al., 2022; Zhao & Abdullah, 2023)
	Cloud computing	Enables access to English learning materials and platforms through cloud storage, facilitating online lessons and assessments.	(He, 2022; Hu, 2023; Huang & Jin, 2018; Pu, 2022; Zhang, 2022)
	AI (Artificial Intelligence)	AI is used for personalized English learning, offering tools like speech recognition, automated feedback, and adaptive learning systems.	(Chang et al., 2024; Chang et al., 2022; Wang & Na, 2022; Zhang & Zhang, 2021)

Note: MOOC: Massive Open Online Course; SPOC: Small Private Online Course

According to Table 3, MOOCs remain the most widely adopted platform, supporting large-scale English learning, while SPOCs provide more focused, small-scale instruction. Emerging platforms such as MyEnglishLab and SymbalooEDU offer personalized and resource-curation functions. Among online tools, AI, gamification, and mobile learning dominate recent research, emphasizing personalization, engagement, and accessibility. In contrast, AR and cloud computing highlight technological innovation and infrastructure support. Overall, the trend reflects a move toward scalable, personalized, and technology-driven English e-learning environments. Online platforms like MOOCs and learning styles are intended to create non-traditional learning settings and increase learning opportunities, boosting students' educational outcomes, enrolment, and commitment (Graf, Liu, & Kinshuk, 2010; Rodriguez et al., 2019)

MOOCs became popular as a learning model (Araneta et al., 2024; Pappano, 2012) (Pappano, 2012). MOOCs increase student autonomy and instructional effectiveness, say researchers (Norman et al., 2015). Wang (2019) and Zhang (2018) stated that MOOCs provide a steady platform for English learning, improving motivation and engagement, while Jin and Qian (2017) emphasized their applicability for higher education, especially language acquisition. COVID-19 enhanced online learning uptake, with Wang (2022) and Pan et al. (2022) indicating that MOOCs reduced student anxiety and increased motivation. Yang (2023) noted that large resources cause information overload and suggested better filtering. Du and Qian (2022) observed that MOOC interaction and student happiness require improvement. SPOC's online-offline approach to English teaching improves students' autonomy, critical thinking, teamwork, and speaking (Wang, 2023; Hui, 2021).

SPOC uses schema theory and flipped classrooms to improve language results, pronunciation, and interest (Qi et al., 2018; Xue & Dunham, 2023). Restructuring teaching models,

improving assessments, and utilizing virtual simulations to enhance pronunciation training are potential areas for improvement (Wang, 2023; Xue & Dunham, 2023). Studies on MyEnglishLab and SymbalooEDU show unique language learning benefits. MyEnglishLab improves communication skills in an interactive environment for future language teachers through personalized, asynchronous learning and digital resources (Khomyshak 2022). Students use SymbalooEDU to organize resources for EAP learning and digital literacy and share knowledge in peer and social learning (Harwood 2014).

Gamification is commonly utilized in education to motivate and engage students, especially in English. Station rotation and gamification increase cognitive, emotional, and behavioral engagement and motivation (Zhao & Abdullah, 2023). Gamified systems promote self-regulation and academic success, especially in language learning (Li et al., 2022). Overuse of gamification may cause content to lose focus, leading to motivation motivated by prizes rather than intrinsic interest (Araújo, 2023). Thus, educators should mix gamification with content to improve learning.

Discussion

With bibliometric analysis and qualitative content analysis of 337 articles retrieved from the WOS database between 2014 and 2024, this work offers a systematic landscape of English e-learning research. Results indicate that knowledge structure regarding the topic centers practically on five fundamental themes: teaching, e-learning, English learning, students, and evaluation. Such a thematic framework simplifies prior reviews owing to the multi-dimensional nature of technology-enhanced language learning (Li & Hafner, 2022; Shadiev & Wang, 2022). However, by encompassing both pedagogic frameworks and technological implementations, this current review offers a more systematic perspective and finds that English e-learning development not only entails technological innovations but also exhibits an evolution of a pedagogic nature with traces of instruction designs.

Two high-level teaching model types are identified in English e-learning. The first type consists of data-driven, interactive, and blended learning. A few examples include blended learning with data mining, SPOCs, deep learning methodologies, flipped learning, and CoI's framework. These learning models entail learning analytics by aiding individualization and social interaction (Wu, 2022; Xu et al., 2022; Pan et al., 2022). The second type consists of task-centered and mobile learning approaches such as task-based e-learning, the “Internet+” blended learning approach, and mobile learning. These learning models entail mobile technologies along with task design as one type of aiding learner autonomy and engagement (Cheng, 2017; Sudatha et al., 2024). Just like Wang et al. (2020), they confirm that methodologies centered on learners and tasks are highly effective.

There are four major theories. Psychological theories like Control-Value Theory and Self-Determination Theory show that this field pays attention to learning motivation and emotion (Chen & Jang, 2010; Pekrun & Perry, 2014). Computer science theories like machine learning show the possibility of data-based personalized learning (Zawacki-Richter et al., 2019). Linguistic theories like image schema theory show how learners construct meaning (Lakoff & Johnson, 2008). Measurement theories like cognitive diagnostic models and item response theory show the validity of the measure and correct diagnosis (Rupp et al., 2010). These theories as a whole can provide an interdisciplinary basis to promote the development of English e-learning research.

Variability is great in terms of technology applications as well. MOOCs are accessible at the learners' pace (Jordan, 2015). SPOCs are face-to-face and online, with the potential of fostering

collaboration and language production (Lo & Hew, 2021). The aforementioned types of technology applications, such as MyEnglishLab and SymbalooEDU, promote digital literacies and managing resources by encouraging digital technologies (Godwin-Jones, 2018). As Bonk et al. (2020) also pointed out, their effectiveness depends on proper instructional design and support from learners, and there is a lack of evidence regarding their long-term impact on language proficiency.

These results also have several practical implications for teachers because findings indicate that English e-learning is more effective for expanding vocabulary, reading, listening, and grammar compared with conventional methods; they imply the potential of AI tutors, flipped learning, and mobile tools for autonomy, intrinsic motivation, and interest, as well as differentiated learning. For instructional designers, the findings emphasize the significance of model recognition for blended, interactive, and task-centered instruction, which requires that technologies be matched to specific teaching objectives. The system should also be stable, easy to use, and flexible with heterogeneous learners. For policymakers, the increasing visibility of online platforms emphasizes the need to invest in digital infrastructures, teachers' professional development, and balanced access to e-learning.

Limitations of the Study

First, the review only looked at articles indexed in WOS; coverage of other databases, such as Scopus or ERIC, may have generated other perspectives. Secondly, exclusion of non-English sources and of grey literature (including conference proceedings) may have generated publication bias. Thirdly, thematic coding only consulted titles and abstracts and may thus miss details that only become clear from full texts. Future research should thus broaden database coverage and cover multilingual and grey literature, and conduct more extensive text analysis to gain a more complete and inclusive picture of English e-learning research and its course of evolution.

Conclusion

This article presents an overview of the major teaching models, theories, and technologies of English online learning. Two major models are prevalent at present. Blended and flipped learning are flexible and interactive, and keep students active and engaged. Mobile and task-based models encourage independent and practice-based learning through active learning. Two methods keep the individual at the core. English online learning has also experienced growth with contributions from a plethora of theories. For example, Self-Determination Theory examines motivation, Technology Acceptance Theory examines digital tool use, and Cognitive Diagnosis and Item Response Theories lead assessment. As a collection, the frameworks define online learning, and course developers receive direction. MOOCs remain the best-known platform and permit learners to grasp material at their own pace. New tools such as SPOCs, MyEnglishLab, SymbalooEDU, AI, and gamification add additional methods of providing interactive and practice-based learning. Technology cannot function independently of good course organization and good support of learners, and permit students to perform at their ultimate best.

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