

## A Bibliometric Analysis of Blended Learning Approaches in English Language Teaching

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**Abstract.** This study conducts quantitative bibliometric evaluation to evaluate the advancements and thematic distributions of the research relating to blended learning in English education. This project intends to perform a bibliometric analysis of 2024. Publications indexed in Scopus on blended learning in English education to identify the patterns, trends, and topics of this contemporary research. By collecting and analyzing ten Scopus-indexed articles published in 2024 using tools such as VOSviewer and Publish or Perish, the research maps key patterns in scholarly output, including citation frequency, methodological tendencies, and keyword co-occurrence. The bibliometric data reveal a growing scholarly interest in integrating technology with pedagogical practices to improve English language learning outcomes. Among the ten analyzed articles, diverse methodological approaches were found, including experimental research, bibliometric reviews, case studies, and mixed-methods designs. A broader search indicated a total of 170 related publications within a single year, reflecting the rapid expansion of the field. Keyword network visualization categorized the research landscape into three dominant clusters: practical applications in higher education, foundational research design, and digital learning perceptions. The results show that blended learning's adaptability and the ability to meet various learner needs have enabled it to become a transformative tool in English education. These findings also offer a better grasp of the complexities of research, facilitating future work and the design of policies for teaching and learning in the digital era.

**Keywords:** *Blended Learning, English Education, Bibliometric Analysis*

## Introduction

In the last twenty years, the value and impact of blended pedagogy, which incorporates online modalities into traditional teaching, has been the main point of growing interest in the field of educational research. Due to the advancement of blended driven design and the increase in demand for flexible and accessible learning, blended learning has become a primary emphasis in education, research, and policy all over the world. It has been described as the use of digital and physical learning environments as a means to develop a more personalized, engaging and successful learning experience (Garrison & Kanuka, 2004).

As a result of the focus driven popularity, the effectiveness of and the strategies for and challenges relative to blended learning have been the focus of numerous research studies, as has its impact on students and teachers (Horn & Staker, 2014; Bernard et al., 2009). According to Sudewi (2020), the blended learning method enhances student engagement as it can be conducted anywhere, reduces feelings of embarrassment, offers flexibility, motivates active participation in learning, and facilitates rapid, continuous

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communication. It is essential to comprehend the focus driven trends and core contributions in the field as the field of blended learning continues to develop. Bibliometric analysis, a method of quantitative research designed to examine patterns of publication, citation, and collaboration in the field, has emerged as the ideal means of assessing the depth and structure of research in a given field (Moed, 2005). To date, there have been a number of studies, which have carried out bibliometric investigations of blended learning, exploring primary and secondary education; however, none of these studies have been predominantly focused on bibliometric accounts of blended learning in English education specifically. Furthermore, whilst most of these studies have systematically reviewed the literature across multiple fields, employing a rather broad lens, none have disaggregated and focused on the thematic and methodological patterns of Instruction and acquisition of the English language in particular. In augmentation, the most recent publication explosion of 2024 has not attracted much in the way of scholarly attention, despite it having a visible and unprecedented increase in published works, marking a considerable turning point of research in the domain.

Accordingly, this study explores to address this deficiency in the reference through the provision of a bibliometric analysis of integrated learning in English academic, specifically focusing on articles published in 2024 and indexed in Scopus. This research, using VOSviewer and Publish or Perish, maps the publication, citation, and co-citation patterns and the networks of co-occurring keywords that define the discipline.

The focus of this study is English education, an exceptionally intriguing field of study where mixed learning approach may apply because this discipline encompasses several areas language, cognition, and technology. Apart from this, the focus of the study is the most recent thematic and methodological changes from a sample of 2024 publications, thus, providing a snapshot of the most up to date progress in the field. By identifying three specific thematic clusters of added value in higher education, primary research, and digital learning, this study goes beyond general patterns and sheds light on the specific areas most researchers are targeting.

### **Theoretical Framework**

At the level of educational theory, it is the blended learning theory of Graham and Allen (2019) that forms the basis of this study. Graham and Allen (2019) reconceptualizes blended learning as not just online and f2f learning, but as an integrated teaching model that uses the two approaches to win pedagogically. This reconceptualization is the theoretical underpinning of many of the articles reviewed in this study, since it relates the themes of personalisation, adaptability and student autonomy in the digital educational context. In the same direction, The Community of Inquiry model (Garrison, Anderson, and Archer, 2000) helps to explain the convergence of intellectual engagement, pedagogical existence, social existence, and, more lately, emotional presence. The model is post pandemic highly applicable in digital education, where emotional engagement and social connectedness are essential in meaningful learning of languages, particularly English, which is interactive and collaborative.

In addition, the TPACK, Theoretical framework of Technological Pedagogical Content Knowledge established by Mishra and Koehler in 2006 and later including the Contextual Knowledge (CK) by (Schmid, Brianza, & Petko, 2021) assists in outlining the necessary skills for educators of English in blended contexts. The articles that were read talked about things like how different students learn, how ready the school is, and how easy it is to get to technology. They also talked about how important it is to be able to use computers and to be able to teach in different ways.

In terms of the inquiry method, Bibliometric Theory and Science Mapping (Small, 1973; van Eck & Waltman, 2010) help us look at scientific output in relation to data. These models treat the phenomenon of knowledge production as being structured and networked, facilitating the differentiation of intellectual frameworks, thematic strands, and impact of citations. The citation analysis software VOSviewer and Publish or Perish employed in the present study are

also inspired by these bibliometric principles, enabling the visual representation of research funding.

Moreover, Diffusion of Innovation Theory (Rogers, 2003) additionally acts as a meta theory explaining the diffusion of blended learning practices from one member to all other members of the educational community. Recent extensions to the theory focusing upon structures within the institution, confidence in the utilization of technology, and policy impacts in the field of English education appear to align with the increased publication and research interest in blended learning.

Finally, the theory of Connectivism (Siemens, 2005) and the theory of Digital Learning Ecologies assist in the explanation of the phenomena which are emphasized as collaborative and other emergent learning environments which are flexible and adaptive. These theories explain the bibliometric results well in the most clustered areas of collaborative learning, mobile-assisted language learning, and hybrid teaching designs.

### **Material and Method**

This study utilizes a quantitative bibliometric methodology for examination the scholarly discourse and thematic trends associated with integrated learning in English education. Initially, a set of 10 Scopus-indexed articles published in 2024 were chosen for in-depth analysis. The selection was determined by a set of predetermined inclusion criteria where the publications were intended for publication in peer-reviewed journals indexed in Scopus, centered on integrated learning in the English educational context, and provided bibliographic data that can be manipulated for a bibliometric analysis. These 10 articles were selected not only because they fit the criteria of the research focus, but they also constituted the most recent advancements in the field during a period of remarkable scholarly growth. Furthermore, the first search conducted on the Scopus database using the terms 'blended learning' AND 'English education' showed that in 2024 alone there were 170 items published, which further demonstrates the increasing interest in the area.

For the purposes of this study, various bibliometric software was used in order to process bibliometric data. These programs included VOSviewer and Publish or Perish, which helped to extract, visualize and analyze complex bibliographic data. VOSviewer was noted to specialize in the construction of networks of co-occurring keywords, and the mapping and thematic clustering of citations, while digital data was the responsibility of Publish or Perish, which also provided research metrics related to citations such as the h-index and g-index, as well as total citations and other similar metrics. These tools were eventually selected, as they are compatible with data from Scopus, and are well accepted in the field of bibliometrics.

Analysis was performed to find a range of metrics that reflect scholarly activity and impact, such as citation counts, patterns of co-authorship, co-occurrence of keywords, and the research methods and approaches employed in the selected body of literature. Three main areas of focus were visible using our tools, and these were termed as thematic clusters: practical implementation of integrated learning in tertiary education, design of integrated learning for research, and perceptions of digital learning. The keyword and theme mapping of the networks made the research areas clear, and these were used to explain the underlying research structure.

In accordance with bibliometric research principles, this study treats bibliographic information as survey data, replacing conventional methods like interviews and surveys with the aggregation and analysis of publication metadata obtained from Scopus. This method ensures the objectivity, repeatability, and statistical validity of the results, adhering to the criteria of a quantitative research design as outlined by Creswell (2014). In this way, the study records the cognitive framework and development of blended learning within the domain of English education and provides a basis for other investigative endeavors and scholarly curricular design in digital pedagogy.

## Results and Discussion

### Results

#### Data Description

Investigations in the domain of Blended Learning within English Education have demonstrated substantial progress annually. The researchers has acquired 10 Scopus-indexed publications that reflect significant academic esteem, utilizing the term "Blended Learning in English Education." This suggests that the studies have undergone rigorous peer review processes and contribute substantially to scientific advancement. Most of the research in this collection demonstrates diverse approaches to addressing issues in English language learning. The strategies employed include the development of innovative learning media, the execution of pedagogical frameworks tailored to student characteristics and learning environment contexts, as well as the utilization of technology based platforms like Learning Management Systems (LMS).

**Table 1.**  
Analyzed Articles

No	Authors	Title	Year	Number of citations	Publisher
1	L. Jiang	Factors influencing EFL teachers' implementation of SPOC-based blended learning in higher vocational colleges in China: A study based on grounded theory	2024	26	Interactive Learning Environments
2	M. Usama, S. Alam, A. Hameed, F. Ahmad, and S. Iliyas	Web-Based Vs. Mixed Mode Instruction Utilizing E-Learning via LMS: A Comparative Study	2024	13	International Journal of Information and Education Technology
3	M. Usama, S. Alam, S. Tarai, S. Banu	The Impact of Rotation Model on Minimizing Inflectional Morphemes Errors in English Writing: A Comparative Study of Error Analysis	2024	12	Theory and Practice in Language Studies
4	L. Sun, A. Asmawi, H. Dong, X. Zhang	Exploring the transformative power of blended learning for Business English majors in China (2012–2022) – A bibliometric voyage	2024	7	Heliyon

5	S. Alam	Efficacy of Mixed Model Instruction to Improve English Language Skills of Business Management Students: an Experimental Study	2024	6	The Journal of Education Culture and Society
6	Y. Wang, J. Wu, F. Chen and J. Li	Analyzing Teaching Effects of Blended Learning With LMS: An Empirical Investigation	2024	6	IEEE Access
7	M. O. Khan, S. Khan	Influence of online versus traditional learning on EFL listening skills: A blended mode classroom perspective	2024	4	Heliyon
8	Y. Chen and Z. Dong	Students' Psychological Analysis for Classroom Teaching Strategies of Art Songs Based on STEAM Education	2024	4	Sustainability (Switzerland)
9	Y. Teng, Z. Yin, X. Wang and H. Yang	Investigating relationships between community of inquiry perceptions and attitudes towards reading circles in Chinese blended EFL learning	2024	2	International Journal of Educational Technology in Higher Education
10	P. Gayatri and H. Sit	The Adaption of Sustainable Blended Global Discussion (SBGD) in English as a Foreign Language Teaching and Learning	2024	1	Education Sciences

This study's accompanying table lists the articles used for the bibliometric analysis. These articles have been collected from both the Scopus database and the Publish or Perish tool, both of which provide access to respectable, peer-reviewed literature. Once the articles were located, their information was exported to RIS format, Citation Managers, and Bibliographic Software, which was then analyzed using the VOSviewer application. This way,



the researchers was able to distinguish methodological patterns and frequently mentioned subjects of study, which, together, represent the trends and changes in the focus of the scientific study and scholarship on the integrated learning approaches within English language education. There were 81 citations in the reviewed publications, which showed that each one had a different level of influence. Jiang, Liping has 26 citations on her paper “Factors Affecting the Implementation of SPOC-Based Blended Learning by EFL Teachers in Vocational Schools in China: A Grounded Theory Study” which illustrates the importance of the work.

### Presentation Data

Between January and December 2024, 170 publications used the key phrase 'Blended Learning in English Language Education'. Among the 170 articles, Liping Jiang's, “Factors influencing EFL teachers' implementation of SPOC-based blended learning in higher vocational colleges in China: A study based on grounded theory” published in *Interactive Learning Environments* has the highest citation index of 26. The growing number of articles using the search term “Blended Learning in English Education” might be attributed to the fact that this pedagogical approach is flexible, student-centered, and effective. Educators have the opportunity to combine in-class and virtual teaching formats. The blend of traditional and online learning is facilitated by the human engagement and rapid response feedback found in physical classrooms, and the adaptability of digital classrooms, complemented by the robust multimedia tools available.

In a blended learning environment, adapting content and assignments based on the learner's needs, language competencies, and learning styles is called blended learning. Such adaptation is especially important while teaching English due to the varying ability levels of English learners across the four fundamental skills; listening, speaking, reading, and writing. Moreover, the advent of educational technologies, and Learning Management Systems (LMS), have made it easier to implement blended models at scale to provide opportunities for the real use of language, interactivity, and communication in authentic tasks.

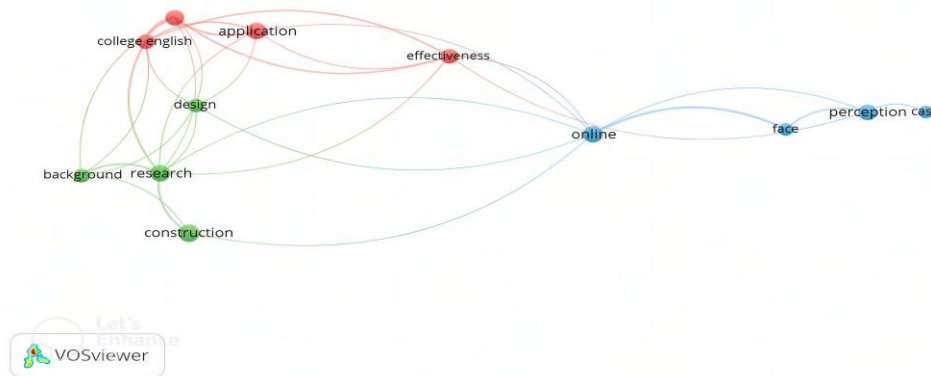
The COVID pandemic and the resulting global digital transformation in education have led concerning the use of hybrid teaching models to develop more flexible and welcoming study spaces, making blended learning more effective in language courses by increasing participation and improving results. The use of educational technologies has also made it possible to include interactive tasks and language use in real life. The ten papers included in the study employed different approaches to research, including both qualitative and quantitative.

**Table 2.**  
Research Method used in Analyzed Articles

No	Authors	Title	Method
1	L. Jiang	Factors influencing EFL teachers' implementation of SPOC-based blended learning in higher vocational colleges in China: A study based on grounded theory	Qualitative approach based on grounded theory
2	M. Usama, S. Alam, A. Hameed, F. Ahmad, and S. Iliyas	Web-Based Vs. Mixed Mode Instruction Utilizing E-Learning via LMS: A Comparative Study	Quantitative experimental research method
3	M. Usama, S. Alam, S. Tarai, S. Banu	The Impact of Rotation Model on Minimizing Inflectional Morphemes Errors in English	Quantitative comparative experimental method

		Writing: A Comparative Study of Error Analysis	
4	L. Sun, A. Asmawi, H. Dong, X. Zhang	Exploring the transformative power of blended learning for Business English majors in China (2012–2022) – A bibliometric voyage	A bibliometric analysis, specifically a quantitative analysis of literature.
5	S. Alam	Efficacy of Mixed Model Instruction to Improve English Language Skills of Business Management Students: an Experimental Study	Quantitative experimental research method
6	Y. Wang, J. Wu, F. Chen and J. Li	Analyzing Teaching Effects of Blended Learning With LMS: An Empirical Investigation	A quantitative empirical analysis utilizing machine learning algorithms and regression analysis models
7	M. O. Khan, S. Khan	Influence of online versus traditional learning on EFL listening skills: A blended mode classroom perspective	A mixed-methods approach that combines both experimental research and qualitative analysis
8	Y. Chen and Z. Dong	Students' Psychological Analysis for Classroom Teaching Strategies of Art Songs Based on STEAM Education	A quantitative research approach
9	Y. Teng, Z. Yin, X. Wang and H. Yang	Investigating relationships between community of inquiry perceptions and attitudes towards reading circles in Chinese blended EFL learning	Quantitative in nature, specifically using survey research
10	P. Gayatri and H. Sit	The Adaption of Sustainable Blended Global Discussion (SBGD) in English as a Foreign Language Teaching and Learning	A qualitative case study with some quantitative components.

VOSViewer is a program that makes it easier to analyze data. It has menus for Network Visualization, Overlay Visualization, and Density Visualization. The Network Visualization menu is utilized to view the keyword network.



**Figure 1.**  
Network Visualization

Figure 1 presents the findings of a bibliometric analysis on the English language skills literature. It illustrates a network visualization of the co-occurring keywords. In this visualization, each node represents a keyword from the title and abstract or the keywords of a publication, and the edges show how often each keyword appears with other keywords. The distribution and clustering of keywords by color in this visualization are the result of a VOS algorithm, which assigns terms with keywords to a cluster based on their frequency and proximate distribution throughout the literature.

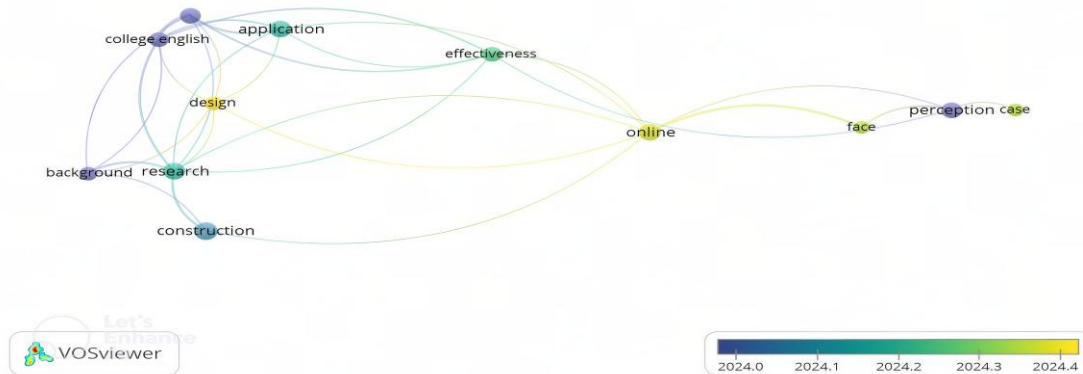
Some of the keywords in the red cluster located at the top of the visualization include "college English," "application," and "effectiveness," which shows a focus on the practical use and assessment of Instruction in the English language in the college setting. The literature in this cluster often studies the use of particular teaching methodologies or technologies (mobile devices and blended learning environments) to improve college students' English proficiency.

The green category consists of initial research terms like "background", "research" and "design". These words correlate with the conceptual and methodological orientations of the studies underpinning research in language education. This cluster reflects the necessity of extensive research design be it experimental, quasi experimental, or purely descriptive due to the paramount importance of such approaches in the determination of consistency and accuracy in findings within the field of pedagogical studies. It also reflects attention to the theoretical basis and the interrelated and systematic research of the variables involved in the learning of English.

The blue cluster, on the other hand, is situated in the lower section of the diagram, incorporating terms such as "online", "face", "perception", and "case". This cluster emphasize the growing significance of the online instructional design in English language teaching. The cluster of these terms indicates increased attention to blended and remote learning frameworks, predominantly as a result of worldwide educational modifications resulting from technology and the COVID-19 pandemic.

The mapping of the networks illustrates the complete range of themes in investigation into pedagogy of the English language. It shows equitable attention to the more conventional forms of teaching as well as the more recent forms of teaching with technology, indicating the active nature of the field. Such observation is informative in the understanding of the present circumstances. Such observation will inform the understanding of present circumstances, their deficiencies, and how to address them in prospective inquiries.





**Figure 2.**  
Overlay Visualization

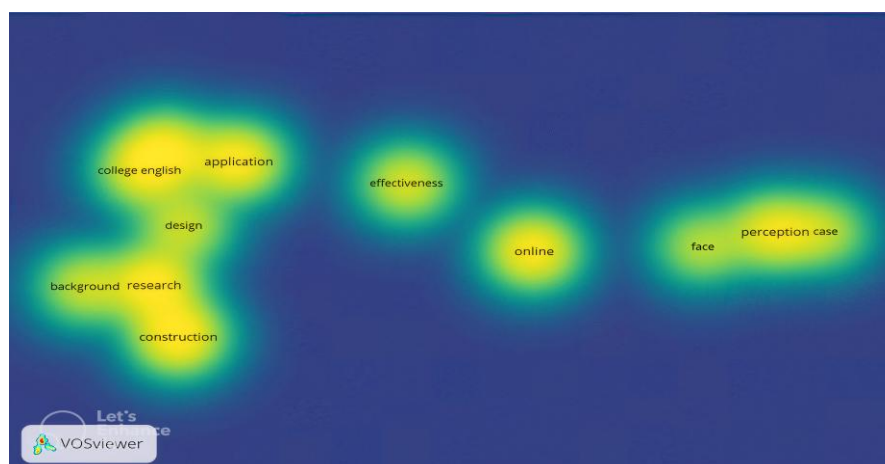
The figure presents an overlay visualization reflecting keyword patterns across scholarly works centered on English language instruction using a temporal spectrum from 2024. In this bibliometric visualization, nodes correspond to the keywords retrieved from the dataset, and edges represent the relationships of scholarly co-authorship among them. The overlay method uses a graduated color system, where the earlier years the terms were used are indicated by shades of purple and blue, and the years the terms were used most recently are shown by greens and yellows. This category of visualization is highly advantageous for tracking changes in research concentration over time and for identifying emerging areas of interest within a specific discipline.

The connection features the words “college English”, “application”, “effectiveness”, and “online”, colored yellow and green, which means they may become more prominent by the second half of 2024. It shows the growing academic interest in the incorporation of strategies and technologies targeted at teaching English to college students. The examination of means and ends in teaching and learning remains a primary focus in research pertaining to language instruction, particularly within the context of digitalization and post-COVID education.

“Background research,” “construction,” and “design,” however, will likely be more prominent during the first quarter of 2024, it is noted in purple and blue, the cooler hues of the spectrum. These words are associated with the preliminary phase of scholarly research, where the researchers drafts a conceptual framework, identifies the research problem, and develops a methodological plan.

What is striking is that the words perception and case and face show up in the warmer colors in the final quarter of 2024. This reflects a nascent interest in the literature concerning learners' perceptions, case based learning, and possibly face to face versus online English language instruction. Such changes reflect that students are beginning to understand the nuances of their individual interpretations and that the significance of pedagogical activities is not constant, but rather shifts according to the teaching format, especially within the setting of digital and hybrid learning environments.

The overlay visualization illustrates the transitions occurring within the domain of English language instruction research, initially concentrating on foundational and methodological aspects at the beginning of the year, and subsequently shifting towards more practical and learner-oriented research by the end of 2024. This shows how adaptable the field is to changes in technology, student needs, and teaching methods.



**Figure 3.**  
Density Visualization

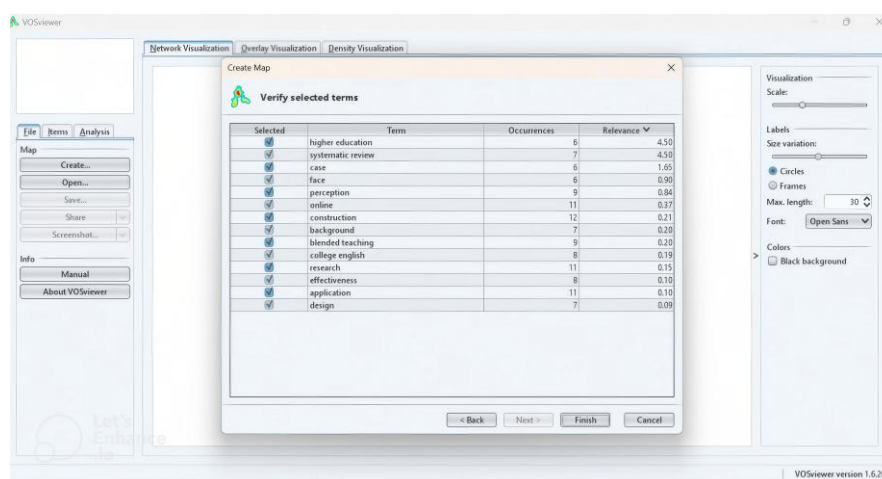
Figure 3 provides a density visualization showing the co-occurrence of keywords from a selection of research articles on English language education. Density visualization within bibliometric analyses aims to show the dispersion of the attention given to individual keywords within the corpus of literature being analyzed. The spectrum of color from dark blue to bright yellow positions a keyword's degree of attention on a scale from low (dark blue) to high (bright yellow) in addition to indicating the strength of its associations in the matrix. This technique provides an immediate glance at the dominant themes in a particular field.

In the center of the visualization a foregrounded bright yellow cluster encompasses the keywords “college English,” “application,” “effectiveness,” and “online.” Their front and center positioning and their yellow hue suggest the topics speak to the thematic nucleus of the research and are highly co-occurring. This shows that there is a lot of academic interest in how well teaching English online in an asynchronous format works at the college level.

Proximity to the aforementioned nucleus are the keywords “design” and “background research” which have also been isolated in a single color, though to a lesser extent. These focus on the thematic methodological and theoretical aspects of the studies and speak to the monumental importance of rich research design and research synthesis in studies investigating pedagogy and studies of educational effectiveness. The presence of these foundational terms speaks to the methodological sophistication that typifies the literature in the field.

In contrast, the keywords “perception,” “case,” and “face” float within the lower density regions towards the edges and corners of the visual (and still blue and green) relatively. They may be the least dense. However, these terms likely indicate an incipient and niche interest within the area of qualitative and learner focused studies such as student perceptions of English learning environments and case studies that examine the contrasts between face to face and online instruction. These studies may suggest the beginning of a growing English language education research interest.

This density visualization demonstrates the evident academic focus and concentration of interest particularly within the realm of tertiary education on the use and efficacy of online English language instruction. It also illuminates the research ecosystem's multilayered nature, where prominent methodological approaches and likely new insights on learner experience and mode of instruction. This level of insight offers a solid basis for predicting the arc of academic interest and informing possible new lines of research.



**Figure 4.**  
Keyword Analysis

Figure 4 displays some of the keywords retrieved from the databases, along with the frequency of their occurrence, and their scores on relevance. In bibliometric studies, particularly in analyses of keywords co-occurrence, these frequency tables reveal the scope of the studies, in labels of themes. Occurrences are the total of times the keywords appeared in the documents of interest and relevance score is the value attributed to the keywords in the discourse by the algorithm in VOSviewer.

A few of the keywords include the phrases, “higher education,” “systematic review,” and “case,” to name a few. The keywords give an impression that the literature is committed to the focus of instructional activities in the higher academic context, and that the literature employs systematic and case reviews. The keyword “systematic review” is dominating and shows that the literature is focused on reviewing the literature on educational practices to make a strong argument on the effectiveness of the practices.

Using the keywords “online,” “perception,” “construction,” and “blended teaching,” one can discern a technological and pedagogical orientation in the research in question. Clearly concerned with the dual functions of technology and pedagogy, the keywords confirm a significant interest in integrating pedagogical practices with digital technologies, particularly within blended learning and online teaching environments. “Perception” suggests that some of the research is concerned with learners’ and/or teachers’ attitudes, an important dimension of the inquiry as institutions around the world continue the transition to digital formats and online and/or hybrid education.

The same could be said of the keywords “research,” “college English,” “effectiveness,” and “application,” which also occur with some frequency. They characterize the studies under review as empirical and evaluative, concerned specifically with the use and evaluation of educational technologies in the English instruction at the college grade. This is consistent with the expanding body of literature in which the teaching of English (including English as a target language) is increasingly concerned with the adoption of technology to facilitate training in accessible and engaging ways.

The relevance scores displayed in the table can be used analytically to distinguish between generic terms (e.g., “research”) and specific terms in a discipline (e.g., “blended teaching” or “college English”). Strong relevance scores indicate that not only are some terms very frequent and thus discernible, but also that they are of particular importance or thematic significance for a comprehensive comprehension of the research domain, or the intellectual structure of that area of research.

This keyword analysis shows that the scholarship being reviewed is mainly about current practices in higher education, such as using blended and digital teaching methods and how well teaching English as a Target Language works. The high number of relevant terms and high relevance scores suggest that this research is about an integrated and cohesive way of teaching that combines new ideas with real-world testing.

## Discussion

The bibliometric trends published in this paper reveal the developing state of research and scholarship on combined learning in the classroom activities of English. The bibliometric increase of publications in 2024 at 170 articles indicates a steep increase in scholarly engagements of blended learning. The bibliometric growth trends are a result of increasing Digital Transformations of Educations and Learning (Garrison et al., 2000; Vygotsky, 1978). The appearance of three thematic clusters practical applications in higher education, methodological foundations, and perceptions of learning digitally highlights how complex the research is. The first cluster studies the praxis of pedagogy in the higher education context, especially focused on the keywords, 'college English', 'application', and 'effectiveness'. This corresponds with Instructional Design Theory (Reigeluth, 1999) particularly the main concern on the practice and assesment of pedagogy in combined learning. The cluster empathetic principles of instructional design (Merrill, 2002), which emphasize problem-centred learning in blended environments. The emphasis on empirical results also reflects an outcomes-based education (OBE) which aims at the improvement of listening, speaking, reading, and writing in language acquisition.

The second cluster and its theoretical and methodological foundations include the terms, "research," "design," and "construction." It emphasizes the increasing attention to educational research rigor and reproducibility. The inclusion of experimental methods, grounded theory, and bibliometric analyses in the selected articles points to an increasing methodological breadth and depth in the field, which mirrors the increasing level of sophistication of blended learning research. The scope and approaches within this field have been strongly advocated by Biesta (2007), who argued that there is a greater need for epistemological diversity in educational research to understand the complexities and nuances of pedagogy. The third cluster, examining the intersection of digital pedagogy and student perspectives, indicates a greater emphasis on the intersection between students' technological engagement and the emotions associated with that engagement. This cluster aligns with the Community of Inquiry (CoI) model proposed (Garrison et al., 2000), which examines the balance of cognitive, interpersonal, and pedagogical existence in fully virtual and mixe moode learning setting. The increasing occurrence of the words "perception," "online," and "case" in the corpus suggests a shift towards student-centered digital pedagogy by the end of 2024. This is grounded in autonomy based motivation theory (Deci & Ryan, 2000), that argues which a learner's motivation is governed by the need for autonomy, a sense of competence, and social connectivity.

Further data patterns indicate that terms like "effectiveness," "online," and "college English" are not only common but have also attracted increased attention in recent years. This reflects a higher level of research interest in studies focused on learners and learning outcomes. One of the most widely cited works (Jiang, 2024), which uses grounded theory to examine the barriers EFL practitioners face in implementing blended learning environments, acknowledges that the fundamental barriers to the effective integration of blended learning environments are contextual and teacher-related aspects.

Moreover, increased emphasis on Learning Management Systems (LMS) and the utilization of machine learning tools indicates greater conformity with the Technology Acceptance Model (TAM) (Davis, 1989), reflecting a shift from theoretical support to practical concerns regarding efficacy and scalability potential.

Research on the intersection of English language education and blended learning is ensured to be multidisciplinary through the use of mixed methodologies including bibliometric studies, comparative assessments, and qualitative inquiry. Using data-driven and learner-centered approaches enriches the field's empirical findings and expands the body of research focused on equity, access, and responsive pedagogy in blended education contexts (Gay, 2010)

## Conclusion

This research examines the Scopus indexed English education blended learning articles from 2024. The bibliometric analysis reflects the progress in the area, indicating that blended learning provides flexibility and adaptability as an instructional methodology in English education. The collision between digitally transformed education and blended learning fascinates academics from various methodologies and fields, demonstrated by grounded theory, experimental studies, bibliometrics, and case studies. The co-occurrence of keywords and temporal trend analysis with VOSviewer illustrate several subject clusters and evolving areas of interest throughout time. Initial studies of 2024 concentrated on the theories and the research design; subsequent publications, however, offered an increasing focus on practical methods and the integration of technology as well as the perceptions of the learners. Of interest were the keywords “college English,” “applications,” and “effectiveness,” which characterized the most current literature and indicated a focus on the evaluation of the efficacy of instruction in the setting of higher academic. The results, together, indicate an increasing volume of published research on integrated learning in the education of English, a trend accompanied by a growing sophistication of the discourse. The increase in publication citations, especially those that detailed outcomes concerning learner strategies, highlight the significance of this instructional design, especially for the 21st-century diverse learners; this also served to demonstrate its instrumental role in English language teaching. The results indicate the need to examine blended learning in English education, especially its innovative practices, contextual appropriateness, and learner centeredness.

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