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A critical review of the past studies on the application of UNIPUS in China

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Article Info

ABSTRACT

UNIPUS, a widely adopted learning management system (LMS) in tertiary universities in China, plays a prominent role in blended English as a foreign language (EFL) learning. However, there is a lack of critical review on how the application of UNIPUS is theoretically framed and how it contributes to the EFL teaching and learning. This study aims to critically review the existing research on the application of the LMS UNIPUS in blended EFL education. Using the preferred reporting items for systematic reviews and meta-analyses (PRISMA) framework, it systematically analyzed 29 studies retrieved from major databases, including Web of Science, Scopus, Google Scholar, China National Knowledge Infrastructure (CNKI), WanFang Data, and VIP Database. Through content analysis of the selected articles, this study focused on three key aspects: spatial and temporal dimensions, theories that framed the application of UNIPUS, and the research methodologies employed. The findings offer a bird's view on the application of UNIPUS in EFL context. The study concludes with recommendations for future research to enhance the effective use of UNIPUS in blended EFL education.

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1. INTRODUCTION

In today's education landscape, students are increasingly reliant on technology to achieve academic success [1], which underscores the growing need for digitalization in teaching and learning practices [2]. In China, the Ministry of Education has made digitalization a key strategy for improving educational quality [3], [4]. Additionally, the guidelines for college English teaching [5] emphasize the integration of modern information technology into teaching and learning, advocating for innovative approaches to meet the needs of a technologically-driven student population. As a result, learning management systems (LMSs) have become indispensable tools in higher education, offering institutions a means to bridge gaps in teaching and learning [6], [7].

LMSs are particularly valuable in the context of second and foreign language acquisition [8], [9], especially English instruction in higher education [10], [11]. They provide authentic language materials that enhance students' exposure to real-world language use, facilitating second language acquisition [12], [13].

Moreover, LMSs allow instructors to deliver content, communicate with learners, monitor progress, and provide tailored support [8], [9]. This integration has paved the way for ubiquitous language learning [14], where students can access learning resources anytime, anywhere, fostering a more flexible and efficient educational environment.

One prominent LMS in China is UNIPUS, developed by the foreign language teaching and research press [15]. Launched in 2016 and upgraded in 2017, UNIPUS supports foreign language education, primarily English, across more than 1,700 institutions. It serves over 8 million learners and 40,000 educators, enabling access through various digital devices, including smartphones and computers. Its widespread use stems from policies such as the college English curriculum requirements [16], which mandate that at least 30% of college English credits be earned through computer-based learning. These policies align with the guidelines for college English teaching [5], which encourage a blended approach combining classroom instruction and digital learning.

The demand for UNIPUS also reflects broader trends in English instruction within higher education in China. For example, with the emphasis on specialization-related courses increases, universities have reduced classroom hours for English while maintaining overall teaching loads [17]. The guidelines for college English teaching propose a flexible range of 64-192 classroom hours for English instruction, depending on students' proficiency levels, within a total instructional span of 144-216 hours [18]. This shift necessitates the adoption of digital platforms like UNIPUS to meet instructional goals efficiently.

While several studies have explored the application of UNIPUS in enhancing college English learning and teaching in China [19]–[21], a comprehensive critical review of these studies remains scarce. Existing research predominantly focuses on the implementation and effectiveness of UNIPUS-based blended learning models [22], [23]. For instance, studies have examined the integration of UNIPUS with the presentation-assimilation-discussion (PAD) class model to create engaging classroom environments [24]. Others have investigated the impact of LMS UNIPUS on students' learning achievements, noting improvements in comparison to traditional methods [25]–[27]. While previous studies on UNIPUS have provided valuable insights into its role in college English education, few have offered a critical evaluation of the theoretical foundations, methodological approaches, and empirical findings underpinning its application. This review seeks to address that gap by systematically analyzing the existing body of research on UNIPUS. The study has two key aims: i) to identify the theoretical frameworks employed in past research on UNIPUS, and ii) to examine the methodological approaches used in these studies. Through this analysis, the study moves beyond descriptive accounts and offers a more critical and reflective perspective. It contributes to a more nuanced understanding of how UNIPUS has been researched and applied in the context of college English education in China. It also outlines directions for future inquiry, aiming to support more rigorous and theoretically grounded research in this area.

2. METHOD
2.1. PRISMA

This review followed the preferred reporting items for systematic reviews and meta-analyses (PRISMA) statement [28] as the primary guideline to ensure a systematic and rigorous approach. PRISMA stands for PRISMA. It is an evidence-based checklist of essential items for systematic reviews and meta-analyses. Originally designed for reporting systematic reviews of randomized trials, PRISMA is also well-suited for reviews of other study types, particularly those evaluating interventions [29]. It provided a structured framework for this research, emphasizing transparency and replicability.

2.2. Resources

An electronic literature search of articles was conducted via various databases. Given that currently UNIPUS is mainly used in universities in China [15], relevant studies in Scopus and Web of Science were limited. Therefore, China National Knowledge Infrastructure (CNKI) served as the main source used in the review. It is one of China's largest academic databases, offering extensive resources in English and Chinese, including journals, conference proceedings, and reference works. The second database used in the review is Wanfang Data, an affiliate of the Chinese Ministry of Science and Technology. It provides access to a wide range of database resources, serving as a gateway to Chinese culture, medicine, business, and science, engineering (http://www.wanfangdata.com/index.asp). VIP Database, a professional Chinese information service, was included for its comprehensive collection of academic materials. Finally, Google Scholar was used as a supplementary tool to ensure the review captured a broad range of studies [30].

2.3. Systematic review process

The review followed a structured process comprising 3 main stages, namely identification, screening, and eligibility, as shown in Figure 1.
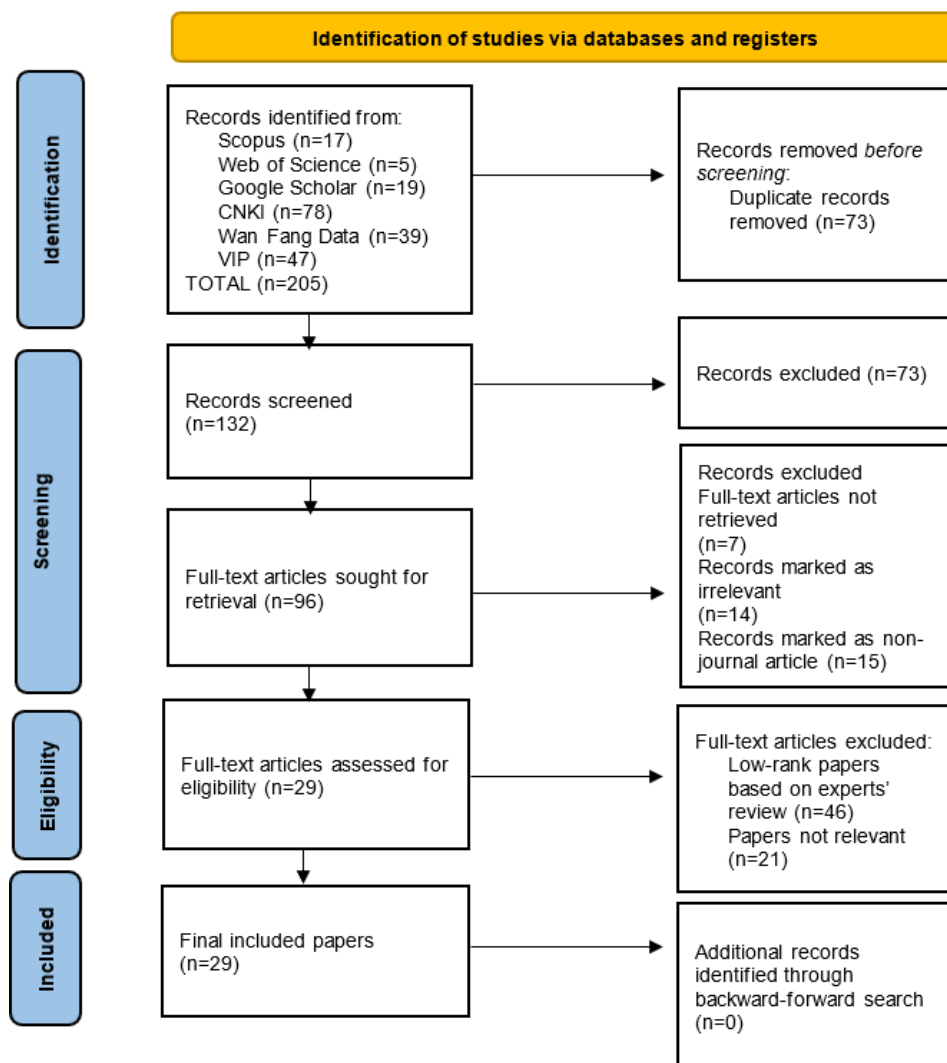
Figure 1. A flow diagram of the process

2.3.1. Identification

In the first stage, keywords for the search process were identified. This involved finding synonyms, related terms, and variations of the main keywords used in the study. For the purpose of present study, only one keyword "UNIPUS" was used to search for the retrieval of more relevant articles for review. The search across the selected databases yielded 205 articles that aligned with the research objectives of this study.

2.3.2. Screening

The second stage involved screening the identified articles to ensure relevance and eliminate redundancies. Initially, 73 duplicate articles were removed, leaving 132 for further review. The following inclusion and exclusion criteria were then applied: i) only journal articles were included; theses, reviews, books, and conference proceedings were excluded; ii) only articles written in English and Chinese were considered; and iii) only full-text articles focusing on the application of UNIPUS in English teaching and learning were retained.This process excluded 36 articles, resulting in 96 articles advancing to the eligibility stage, see Figure 1.

2.3.3. Eligibility

The third stage was the eligibility phase, where the full articles were thoroughly reviewed. During this step, the authors manually assessed the retrieved articles to verify their relevance. Titles and abstracts were scrutinized to ensure alignment with the study's focus. Consequently, 21 articles were excluded because they did not focus on the application of UNIPUS, see Figure 1.

2.4. Quality appraisal

The authors needed to agree that the article's quality was at least moderate for it to be included. Any disagreements were discussed and resolved between them before making a final decision on inclusion or exclusion. The final set of articles underwent a rigorous quality assessment conducted by 2 independent experts in blended learning. Following the recommendation of Petticrew and Roberts [31], the articles were classified as high, medium, or low quality. Only those ranked as high or medium were included in the review. Discrepancies in assessments were resolved through discussion. It turned out that 8 articles were rated as high, 21 as moderate, and 46 as low. As a result, only 29 articles were selected for the final review, see Figure 1.

2.5. Data abstraction and analysis

The remaining 29 articles were meticulously analyzed using content analysis, with a particular focus on the abstract, results, and discussion sections to extract meaningful insights. This process was guided by the research aims, ensuring the data aligned with the objectives of the review. Content analysis can be broadly viewed as a method that uses the content of messages to draw inferences and conclusions [32]. It facilitated the identification of patterns and key findings relating to the application of UNIPUS in English teaching and learning.

3.   RESULTS

The 29 selected articles, identified through the PRISMA framework, were critically analyzed to evaluate the width and depth of UNIPUS's application in English teaching and learning. This review examined both theoretical and methodological perspectives to provide a comprehensive understanding of its effectiveness. A complete list of the publications included in this study can be found in Table 1 (see in Appendix) [19]–[27], [33]–[52].

3.1. Temporal and spatial distribution of articles

The 29 reviewed articles were published between 2018 and 2025. Figure 2 shows the total number of articles published each year as of April 9, 2025. Out of 29 selected articles, 2 articles were published in 2018 [33], [34]; 2 in 2019 [19], [24]; 5 in 2020 [23], [35]–[38]; 3 in 2021 [22], [39], [40]; 5 in 2022 [20], [25], [41]–[43]; 4 in 2023 [26], [27], [44], [45]; 7 in 2024 [21], [46]–[51]; and one in 2025 [52].
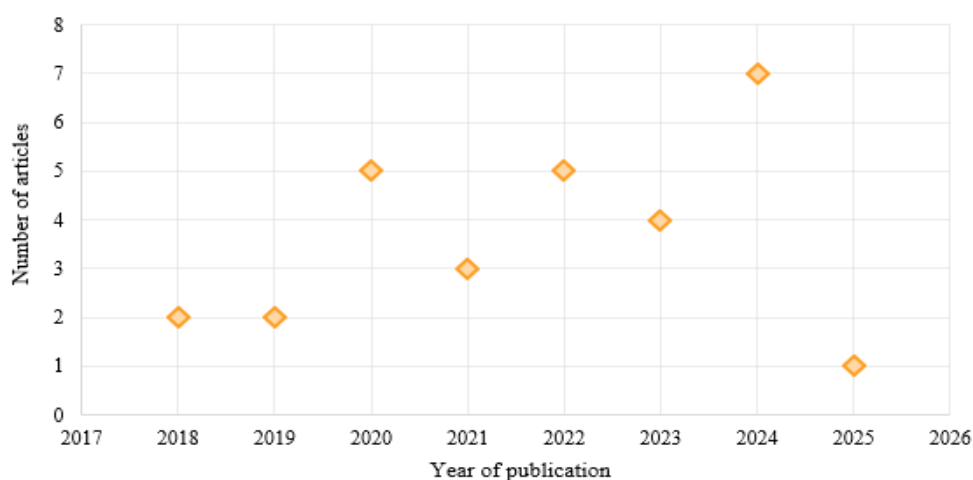

Figure 2. The temporal distribution of selected articles

In terms of publication distribution, the majority of the selected articles (85%) were published in China, while the remaining 5 appeared in Singapore (3%), Canada (3%), Thailand (3%), the United States of America (3%), and Australia (3%), as shown in Figure 3. This pattern highlights the predominant use of UNIPUS among English instructors at Chinese tertiary institutions [15], where English is taught as a foreign language. The concentration of research in China underscores the platform's significance in the country's English as a foreign language (EFL) education while also suggesting opportunities for broader international engagement.
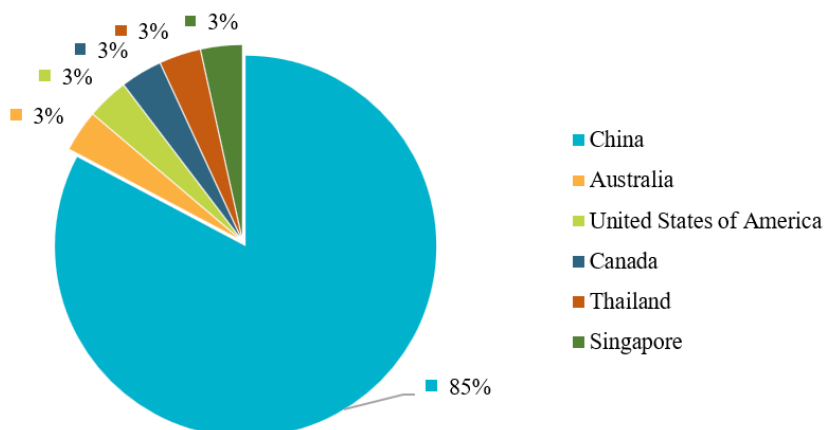
Figure 3. The spatial distribution of selected articles

3.2. Theoretical framework for the application of UNIPUS in EFL contexts

Based on the data, Table 2 depicts the proportion of theories that underpinned the studies in this review. While 11 (37.93%) out of the 29 publications were underpinned exclusively by blended learning theory, 13 (44.83%) were theoretically integrated with other theories, including PAD, Bloom's taxonomy theory, social constructivism, deep learning theory, Kirkpatrick Model (4 levels: reaction, learning, behavior, and results), small private online course (SPOC), production-oriented approach (POA), Krashen's input and output model. The rest 5 (17.24%) studies focused on online learning, with 3 (10.34%) mainly grounded in POA theory.

Table 2. Underpinning theory

Blended learning 37.93% (n=11)	Blended learning integrated with other theories 44.83% (n=13)	Online learning 6.90% (n=2)	Online learning with other theories 10.34 % (n=3)
Blended learning theory was exclusively used as the theoretical framework, without any integration of other concepts	Theories integrated with blended learning theory PAD Bloom's taxonomy theory Social constructivism Deep learning theory Kirkpatrick model SPOC POA Krashen's input and output model Unified theory of acceptance and use of technology (UTAUT)	Online learning was solely examined	Online learning wa used with POA theor as a theoretica framework

3.3. Blended learning in EFL contexts

In this review, blended learning emerged as the main theoretical framework underpinning the studies on UNIPUS-facilitated English teaching and learning, often in combination with other theories, see Table 2. This approach offers significant flexibility in how teaching and learning formats are structured [53]. It mainly features a combination of online learning and face-to-face classroom learning and teaching [54], [55], aiming to enhance both learning process and outcomes [56]. It allows EFL instructors to integrate digital technology in language instruction [57]–[59], including ensuring access, facilitating participation, and providing timely professional support.

The 11 selected publications [19], [21], [25], [27], [33], [35], [42], [47]–[49], [51] primarily examined the application of UNIPUS in facilitating blended learning in English teaching and learning. It constructs an environment conducive to accelerating information processing, changing, and optimizing cognition. Additionally, 3 studies [23], [26], [44] integrated POA theory into instructional designs for college English courses when using UNIPUS, while another 2 studies [39], [41] focused on online learning to improve English proficiency through structured teaching procedures. Further, social constructivism was adopted in 2 studies [22], [34] where the process of student learning is a construction of meaning that takes place in a specific social and cultural context. It provides students with significant advantages in constructing

and accumulating knowledge, and completing their learning process. What is more, one study Wang [24] applied the PAD framework to enhance student engagement and learning outcomes.

In one study Zhao *et al.* [20], Krashen's input and output model was utilized to encourage creating opportunities for students to engage in thinking, expressing, discussing, and practicing. The model suggests that students' learning progress can be assessed by observing the outcomes of different activities they participate in. Besides, in one study Cao [37] examining EFL students' learning effectiveness with UNIPUS, Kirkpatrick model was used to evaluate learning outcomes across reaction, learning, behavior, and results. Apart from its application in English teaching and learning, the acceptance of students and their intention for further use of UNIPUS was also probed in 2 studies [40], [52] where unified theory of acceptance and use of technology (UTAUT) constructs were used.

3.4. Research techniques and data analysis

Figure 4 displays the various research methods utilized by the papers reviewed. Of the 29 selected publications, 7 (24.14%) utilized mixed methods combining quantitative and qualitative approaches; 10 (34.48%) adopted quantitative method; 12 (41.38%) employed design-based research (DBR). Surprisingly, no studies relied solely on qualitative approach.
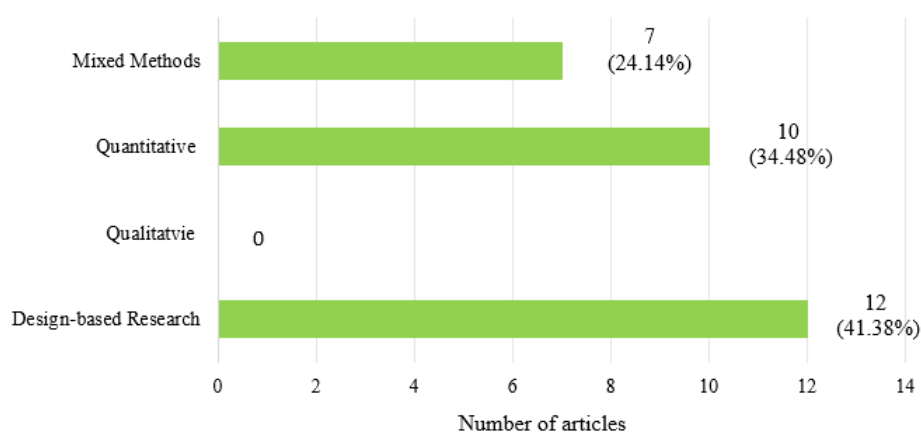

Figure 4. Methodologies employed

DBR emerged as the most frequently used approach (n=12, 41.38%), emphasizing the integration of educational theory and practice by directly involving the design of learning environments in the research process (e.g., [23], [45], [47]). This method integrates the design and testing of educational innovations in authentic settings, allowing for both the development of effective instructional practices and the generation of practical and theoretical knowledge [60], [61]. In this context, the LMS UNIPUS served as a platform where EFL instructors posted different teaching materials and facilitated the learning process (e.g., [22]). This approach particularly highlighted collaborative, student-centered learning [60], [62], where students actively engaged in the educational process rather than passively consuming information.

Mixed methods, though less common, accounted for 24.14% (n=7) of the studies. These studies combined diverse data sources, including questionnaires, semi-structured interviews, learning analytics, and students' test scores, to offer a comprehensive understanding of the research focus (e.g., [24], [48]). Meanwhile, the quantitative approach was applied in 34.48% (n=10) of the reviewed publications, making it more prevalent than mixed methods. Questionnaires were the most widely used instrument in these studies (e.g., [19], [42]), often supplemented by learning analytics in some cases (e.g., [35]). Overall, the predominance of DBR reflects its value in bridging the gap between theory and practice in the context of LMS-driven education, while the growing use of mixed methods underscores the importance of integrating diverse data to enrich research findings.

4.   DISCUSSION

The application of LMS UNIPUS has been found efficient in blended EFL contexts from the selected articles. These findings echo well with the concept that thoughtful instructional design can significantly contribute to both educational theory and practice by providing a framework for interventions that improve learning outcomes [60], [63], [64]. In addition, UNIPUS enables language teachers to deliver

instructional content, interact with learners, track their progress, and offer guidance and support throughout the learning process [57]–[59], thereby fostering ubiquitous learning [14].

Further, blended learning, when combining face-to-face and online environments, can lead to greater academic success for EFL learners [65], [66]. The results demonstrated in those selected publications align with Barnau [67] research where she highlights that a blended approach, combining the best elements of both traditional and distance education, may provide the most comprehensive English learning experience for students. However, it also requires educators to critically assess how UNIPUS can best support effective language teaching and learning.

4.1. Spatial and temporal aspects

Since its launch in 2016, UNIPUS has gained popularity primarily within tertiary universities in mainland China. Its strong regional presence highlights the potential for expansion into other countries and regions, where it could support diverse educational contexts. Extending its reach beyond China would not only enhance its impact but also promote cross-cultural academic exchange, fostering collaboration in English language education on a global scale.

4.2. Theoretical integration in EFL blended learning

Based on the data, various theories were found interpretive towards the application of UNIPUS in blended learning in EFL contexts, as shown in Table 2. In terms of teaching mode, the instructional activities include both online and face-to-face learning. These activities typically follow a three-phase structure: before-class, in-class, and after-class, which echoes with the concept of flipped learning [68], [69]. This structure underscores the role of UNIPUS as a LMS, which can manage classroom settings for instructor-led training or support a flipped classroom model in higher education [11], [70], [71]. This approach provides students with instructional materials beforehand, reserving class time for interactive and practical activities under teacher supervision [72]. However, blended learning should focus more specifically on the teaching and learning performance since it is not simply about moving learning online; its pedagogical effects for EFL learners should also be taken into account.

The PAD model, introduced by Zhang [73], primarily interprets the learning process. It complements the UNIPUS platform by structuring learning into teacher-led and student-centered phases [73]. The results indicated that the teaching mode of combining PAD and LMS UNIPUS-facilitated blended learning is significantly contributive to students' learning performance [24]. This speaks to what sets PAD apart when the assimilation phase involves both interactive and autonomous learning [74].

Further, integrating SPOC into the UNIPUS platform [45] features the abundance of virtual learning materials. Thus, ubiquitous language learning emerges [14] when learners are able to surf on the Internet without considering time and space where there is connection to the network. This approach encourages students to engage actively with digital tools in their learning journey.

Social constructivism also underpins LMS UNIPUS-facilitated EFL teaching and learning [22]. This theory holds the view that learning occurs through social interaction and the help of others, often in a group, positing that the understanding of an individual development is shaped through social interaction [75]. It emphasizes collaborative learning and dialogue among learners [76], [77] and is pertinent to the exploration of learners' dynamic interaction during the EFL learning process. For instance, it is effective in enhancing vocabulary retention overall language proficiency [78]. This corresponds to the EFL learning activities conducted through the LMS UNIPUS-facilitated blended instruction where the environments play a significant role.

Of all the theories integrated in the selected articles, the POA is the only one that exclusively caters to English teaching and learning in mainland China [79]. This approach enhances EFL education by incorporating key elements such as motivation, effective learning strategies, and assessment principles into instructional practices. By aligning teaching methods with students' learning needs, POA fosters a more engaging and outcome-driven English learning experience.

4.3. Research techniques and data analysis

Among the different research methodologies used in the selected papers, DBR approach predominates (e.g., [22], [23], [39], [44], [47]). That means the attention was mostly paid to creating and refining instructional activities to optimize UNIPUS-facilitated EFL teaching. This aligns with the concept that an excellent instructional design is the first step to a good lesson [63], [64]. It contributes greatly to develop learning environments where students are empowered to take charge of their own learning through collaborative and reflective practices. For an instructional design to be successful, it must be both theoretically sound and practically feasible for everyday UNIPUS-facilitated EFL classes.

Quantitative approach is also used to evaluate the feasibility of the instructional design in facilitating EFL students' learning performance. Relevant test scores were extracted and transcribed into quantitative data (e.g., [20]), offering concrete metrics for assessing student outcomes. Further, questionnaires were issued to participants to validate their experiences in using UNIPUS during everyday EFL classes (e.g., [25], [43], [46]). Additionally, mixed methods approach applied in the selected studies combined different data to examine students' learning efficiency as well as their satisfaction towards the application of UNIPUS. Practice includes data from questionnaires, semi-structured interviews, and learning analytics (e.g., [44]), data from questionnaires and learning analytics (e.g., [35]), as well as data from questionnaire, test score, and interview (e.g., [24], [48]).

While qualitative methods, such as semi-structured interviews, are partially incorporated within mixed-methods approach in the selected articles, no research appears to have exclusively relied on them to probe the application of UNIPUS. Besides, purely qualitative methods, such as classroom observations or reflective journals, remain underutilized. These approaches could provide richer, more contextualized understandings of EFL learners' experiences [80], [81]. Reflective journals, for instance, encourage both teachers and students to critically engage with their learning processes, fostering deeper cognitive and emotional connections [82].

What is more, learning analytics-based feedback has proven particularly effective in enhancing self-regulated learning and academic achievement in blended EFL environments [83]. By analyzing data collected through UNIPUS, educators can gain valuable insights into students' engagement, learning behaviors, and overall performance. This data-driven approach allows for more targeted interventions, helping instructors provide personalized support and optimize instructional strategies to improve learning outcomes.

4.4. Suggestions for future study

The rise of ubiquitous learning has transformed the way learners interact in educational settings, fostering more flexible and accessible engagement [84]. Given this shift, it is essential for future research to examine how students interact within UNIPUS-supported blended learning environments for EFL. A deeper understanding of this interaction dynamics can help educators refine teaching strategies and enhance learning outcomes.

Theoretically, one recommendation would be the integration of the community of inquiry framework introduced by Garrison *et al.* [85]. With the primary purpose to oversee and facilitate the process of collaborative thinking and learning, this framework suggests three interdependent elements that come together to create a valuable learning experience: social presence, cognitive presence and teaching presence. These presences foster a sense of identity or existence by enabling intentional communication and sharing the responsibilities of teaching and learning [86].

Methodologically, apart from semi-structured interview that provide insights into the unobservable through dialogue [87], a broader adoption of qualitative tools, such as classroom observations and reflective journals, is recommended. These approaches can capture nuanced aspects of learner experiences, complementing quantitative data. Data from classroom observation necessarily enhances the interpretation of the EFL learners' experiences as "meaning is triadic, involving interaction among a person, an object, event, or process, and the action taken toward that object, event, or process" [80]. Reflective journal is praised as a learning tool [88] since writing a learning journal helps students become more aware of not only what they learn but also how they learn [81] as it actively engages students in the learning process [89].

Additionally, learning analytics is another promising area for future research. Expanding the use of learning analytics to include detailed feedback loops could further optimize the teaching and learning process [90]. As a LMS, the UNIPUS platform acts as a fine harbor for various information processing based on the learning analytics. For instance, EFL teachers can gain data via UNIPUS about student performance, student engagement, student behaviors and patterns, retention and progress, feedback and assessment, as well as learning outcomes.

5.   CONCLUSION

The application of LMS UNIPUS into EFL education significantly contributes to developing learning environments where students are empowered to take charge of their own learning through collaborative and reflective practices. This review highlighted the theoretical frameworks underpinning UNIPUS-facilitated blended learning and the instructional designs employed. Future research should explore more diverse theoretical perspectives and research approaches to deepen our understanding of interaction dynamics in EFL learning contexts.

AUTHOR CONTRIBUTIONS STATEMENT
This journal uses the Contributor Roles Taxonomy (CRediT) to recognize individual author contributions, reduce authorship disputes, and facilitate collaboration.

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C : **C**onceptualization	I : **I**nvestigation	Vi : **Vi**sualization
M : **M**ethodology	R : **R**esources	Su : **Su**pervision
So : **So**ftware	D : **D**ata Curation	P : **P**roject administration
Va : **Va**lidation	O : Writing - **O**riginal Draft	Fu : **Fu**nding acquisition
Fo : **Fo**rmal analysis	E : Writing - Review & **E**diting	

CONFLICT OF INTEREST STATEMENT
Authors state no conflict of interest.

DATA AVAILABILITY
The authors confirm that the data supporting the findings of this study are available within the article.

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APPENDIX

Table 1. List of sampled articles

No	Year	Authors	Title	Theory/concept	Research methodology	Research instrument	Journal
A1	2018	[33]	Experimental teaching and research of college English based on UNIPUS platform: a case study of Nantong University of Science and Technology	Blended learning	Mixed methods	Questionnaire; Interview	English Square
A2	2018	[34]	The application of constructivist principles on UNIPUS platform for autonomous English learning	Constructivism	Design-based research	Instructional design	Journal of Academy
A3	2019	[19]	Questionnaire survey and analysis of the hierarchical teaching reform of college English listening and speaking courses based on the UNIPUS platform	Blended learning	Quantitative	Questionnaire	Jiangsu Foreign Language Teaching and Research
A4	2019	[24]	An empirical study on the mode of the integration of Unipus and PAD class in college English translation teaching: taking Qingdao Binhai University as an example	Blended learning; PAD	Mixed methods	Test score; Questionnaire; Interview	Journal of Chengdu Normal University
A5	2020	[35]	Application and analysis of the Unipus intelligent teaching cloud platform in general English online teaching: a case study of Anhui Vocational and Technical College	Blended learning	Quantitative	Questionnaire; learning analytics	Journal of Anhui Vocational and Teaching College
A6	2020	[23]	On blended teaching mode of EGP SPOC based on u-campus learning platform	POA; blended learning	Design-based research	Instructional design	College English Teaching & Research
A7	2020	[36]	The research on the wisdom English class based on the Unipus digital platform	Online learning	Design-based research	Instructional design	Shaanxi Guofang Vocational Education Research
A8	2020	[37]	Construction and effectiveness study of a blended teaching model for ESP courses based on the flipped classroom approach	Blended learning; Kirkpatrick model	Quantitative	Questionnaire	Foreign Language World
A9	2020	[38]	A study on online classroom teaching model of college English based on Unipus during the epidemic prevention and control period	Online learning	Design-based research	Instructional design	Journal of HeiHe University
A10	2021	[39]	A study on the online teaching practice of academic English course (reading & writing)	POA	Quantitative	Instructional design; questionnaire	Language Policy & Language Education
A11	2021	[40]	Research on college students' preferences for learning management system application modes and their influencing factors	UTAUT	Quantitative	Questionnaire	The Chinese Journal of ICT in Education

Table 1. List of sampled articles (continue)

No	Year	Authors	Title	Theory/concept	Research methodology	Research instrument	Journal
A12	2021	[22]	Construction of college English blended teaching mode based on UNIPUS platform	Social constructivism; blended learning	Design-based research	Instructional design	Journal of Henan Polytechnic University (Social Sciences)
A13	2022	[41]	A study on college English online teaching based on Unipus under the product-oriented approach	POA	Design-based research	Instructional design	Study of Science and Engineering at RTVU
A14	2022	[20]	Effectiveness of college English course through blended learning+Unipus: a pilot case study	Input and output model; blended learning	Mixed methods	Test score; class performance	International Journal of Innovation, Creativity and Change
A15	2022	[42]	Effective Factors and Countermeasures of College English Classroom under the Unipus+ offline mode	Blended learning	Quantitative	Questionnaire	Journal of Jilin Science Agricultural and Technology University
A16	2022	[25]	Research on the effectiveness of college English translation based on "Unipus" teaching platform	Blended learning	Quantitative	Questionnaire	Journal of Changchun Normal University
A17	2022	[43]	Study on blended visual-aural-oral teaching model for college English based on UNIPUS	Blended learning; social constructivism; Bloom's taxonomy theory	Quantitative	Questionnaire	Journal of North China Institute of Science and Technology
A18	2023	[44]	Blended teaching design for college English curriculum ideological and political education based on the POA approach: a case study of unit 2 in New Horizon College English (Book 3)	POA; blended learning	Design-based research	Instructional design	Overseas English
A19	2023	[45]	Research on the spoc blended teaching model for college English based on the 'U campus' learning platform'	SPOC; blended learning	Design-based research	Instructional design	Modern English
A20	2023	[26]	Construction of the training mode of medical students' critical thinking ability based on Unipus + iWrite platform	POA	Design-based research	Instructional design	China Medical Education Technology
A21	2023	[27]	Investigation of the current status of English autonomous learning ability among non-english major college students based on the U campus platform: a case study	Blended learning	Mixed methods	Questionnaire; Interview; Learning analytics	Modern English
A22	2024	[46]	Research on design and application of smart classroom teaching mode based on Unipus Platform: Taking College English course as an example	Deep learning theory	Quantitative	Questionnaire	China Medical Education Technology
A23	2024	[47]	A Study on the teaching design of blended college English listening and speaking course based on Unipus	Blended learning	Design-based research	Instructional design	International Journal of New Developments in Education
A24	2024	[21]	Construction of English blended teaching model based on unipus smart teaching platform	Blended learning	Design-based research	Instructional design	Adult and Higher Education

Table 1. List of sampled articles (continue)

No	Year	Authors	Title	Theory/concept	Research methodology	Research instrument	Journal
A25	2024	[48]	A study on the blended teaching mode of College English based on testing and training system	Blended learning	Mixed methods	Test score; questionnaire; interview	Journal of Hebei Energy College of Vocation and Technology
A26	2024	[49]	Exploration and practice of blended teaching mode for college English translation course based on the Unipus platform	Blended learning	Mixed methods	Instructional design; learning analytics	Novel Monthly
A27	2024	[50]	A study on the teaching practice of "cross-major fusion" in college English under the background of "new liberal arts"	Concept of new liberal arts in China	Design-based research	Instructional design	Modern English
A28	2024	[51]	Development of blended teaching model for college English reading course based on Unipus platform	Blended learning	Mixed methods	Interview; research evaluation form; expert consultation	Journal of Information Technology and Innovation
A29	2025	[52]	A survey of non-English major students' usage behavior on the UNIPUS platform	UTAUT; diffusion of innovation (DOI) model	Quantitative	Questionnaire	International Journal of Sociologies and Anthropologies Science Review

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