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A Bibliometric Analysis Of English Education Q1 Articles Published In 2024-2025 Using Scopus AI

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ABSTRACT

This study conducted a bibliometric analysis of research on English language education indexed in Scopus Q1 journals using VOSviewer from January 2024 - March 2025. The analysis aimed to identify trends in research methodologies and topics in English language teaching, focusing on key skills such as listening, speaking, reading and writing. The study used quantitative methods, collecting data from Scopus and analyzing co-occurrence relationships between terms. The findings show two main topic clusters: one concentrated on "students" and their relationship with current teaching techniques such as e-learning, especially with the technological advancement of artificial intelligence and the other on language in education. The findings help to understand the history of English language education research and provide a basis for future research in this area.

Keywords: Bibliometric analysis, English language education, VOS viewer, Scopus Q1, language skills, research trends.

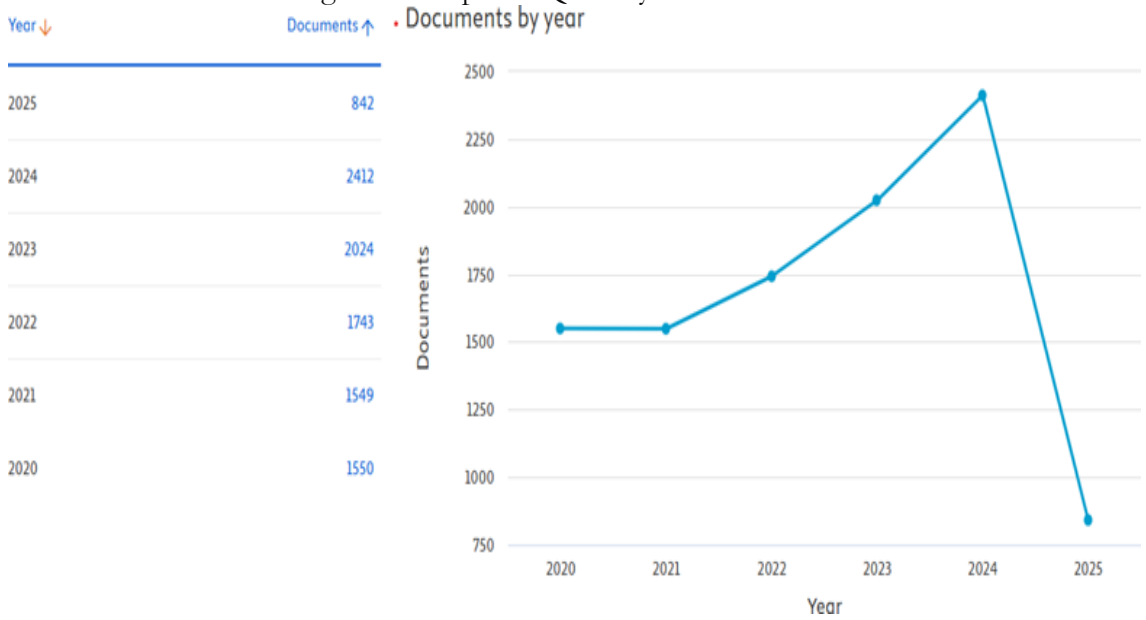
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INTRODUCTION

Educational research is one of the scientific research fields that pays attention to how students learn and train, and how organizations, institutions, and other social interaction factors affect the learning process, which directly affects the field of education in the field of education during the learning process. Educational research can be divided into three categories: descriptive research, correlation research, and experimental research. Researchers will provide solutions by examining what is happening in educational institutions, pointing out the factors and factors that affect them, creating learning techniques, strategies, approaches, media, and providing suggestions in the form of programs or school guidelines that help them provide solutions in the world of education.

This research challenge in the field of education then gave birth to new ideas in the use of tools to analyze research results. Bibliometric analysis has gained popularity in recent years, which measures the contribution of research fields and makes detailed predictions about research trends (Fernanda et al., 2023), this analysis tool is increasingly discussed and reused in research. Bibliometric analysis is a popular and rigorous method for exploring and analyzing large amounts of scientific data, where the analysis is done bibliometric using data on the number and authors of scientific publications as well as articles and citations that aim to measure output. His attention is not only on the individual but also on the group or team. and mapping the development of new fields of science and technology (Rahma et al., 2024). In the field of education itself or in general, in the fields of humanities and social sciences, the use of this analysis is less common.

Figure 1. Graphics Quantity of Publications



Bibliometrics is derived from the terms biblio or bibliography and metrics. Biblio means book, and metrics means measurement. Thus, bibliometrics may be seen as measuring or assessing books/literature using mathematical and statistical methodologies.

Previous studies usually only look at one aspect, such as teaching strategies or curriculum development, without mapping the broader bibliographic foundation. Meanwhile, by utilizing the Scopus AI feature and VOSviewer software, this study offers a more comprehensive quantitative and visual analysis, filling a gap in previous research that has not systematically mapped author collaboration patterns or keyword trends. Most previous studies have relied solely on narrative (non-bibliometric) literature reviews, thus not showing the actual "map" or intellectual foundation developed among ELE researchers.

This study aims to analyze the extent of development regarding English Education research indexed by Scopus Q1 in 2024-2025 based on the Scopus database by providing bibliometric analysis, to see opportunities for future research. Based on the description above, the author is interested in raising the title " A Bibliometric Analysis Of English Education Q1 Articles Published In 2024-2025 Using Scopus AI ".

Given the limited time in the preparation process, it is necessary to make restrictions to ensure that the discussion does not expand or deviate from the existing problems. The problem limitation in this study is that researchers conducted a bibliometric analysis of the development of trends in topics and research methods in Scopus Q1 indexed journals that discuss English educational Article with "English listening, speaking, reading, writing skills" keyword based on the Scopus database in the vulnerable time of January 2024 – March 2025.

Based on the existing background, the problem formulation in this study is as follows:

1. What are the research methodology trends in Scopus Q1 indexed English Language Education articles in 2024-2025?
2. What are the trends in English Education article topics indexed by Scopus Q1 in 2024-2025?

The definition of bibliometric analysis has evolved since its inception in 1969. It refers to the use of mathematical and statistical approaches in books and other forms of media. However, recent definition reveals that it is a method for examining the research structure and patterns in the body of literature. According to (Kuzior & Sira, 2022), bibliometric analysis may be used to classify areas of research, such as the most influential authors, journals, institutions, universities, and nations. Thus, bibliometric analysis is critical for assessing literary trends and the status of knowledge across disciplines. In other words, the analysis was utilized to evaluate the collaborative economy, industry 4.0, tourism, and business-related innovation.

Bibliometric analysis is divided into three types. First, evaluative approaches are studies that focus on three metrics: influence (e.g., citation number), productivity (e.g., publication number), and hybrid (e.g., h-index), which combines influence and productivity. Second, relational approaches identify networks within publications, journals, and authors. Third, the review strategy is a traditional approach in which researchers undertake a systematic literature review using literature or meta-analysis. This study focuses on the first technique, influence, and the second technique, evaluation.

Elsevier launched Scopus as a new search and discovery tool in 2004. Scopus is an abstract and citation database that contains peer- reviewed scientific publications (De Leon et al., 2025). When it was started (1966-2004), it had around 27 million publication records. Since then, the database's content has grown to include over 76 million items covering publications from 1788 to 2019, making it one of the largest curated bibliographic abstract and citation databases accessible today. Each year, over three million new objects are added. Scopus gathers data from approximately 39,100 serial magazines (with the most recently published content indexed from over 24,500 titles), 120,000 conferences, and 206,000 books from over 5,000 publishers throughout the world. Scopus is a curated database, which means that information is selected for inclusion via a rigorous procedure (Gunawan, 2024). This is a category of articles in the Scopus database that are ranked in the first quartile (Q1) based on indicators such as CiteScore or SNIP. Q1 articles show the highest quality and impact factor in their field. In this study, only journals and articles indexed on Scopus Q1 between January 2024-March 2025 were analyzed.

English educational research is a field of research that focuses on the learning, teaching and curriculum development of English as a first, second or foreign language EFL/ESL (Rainey et al., 2024). It aims to improve the effectiveness of English language learning in a variety of educational contexts-from primary school to higher education-using qualitative, quantitative, or mixed approaches. These articles are usually written by researchers, lecturers or education practitioners who want to share their experiences, ideas or findings from their research (MacPhail et al., 2025). Topics range from effective teaching methods, how to improve student skills, the use of learning media, to the challenges teachers face in the classroom (Nurhayati et al., 2024). Articles like this are important because they can be a source of inspiration and reference for anyone involved in the world of English education, whether in schools, campuses, or course institutions.

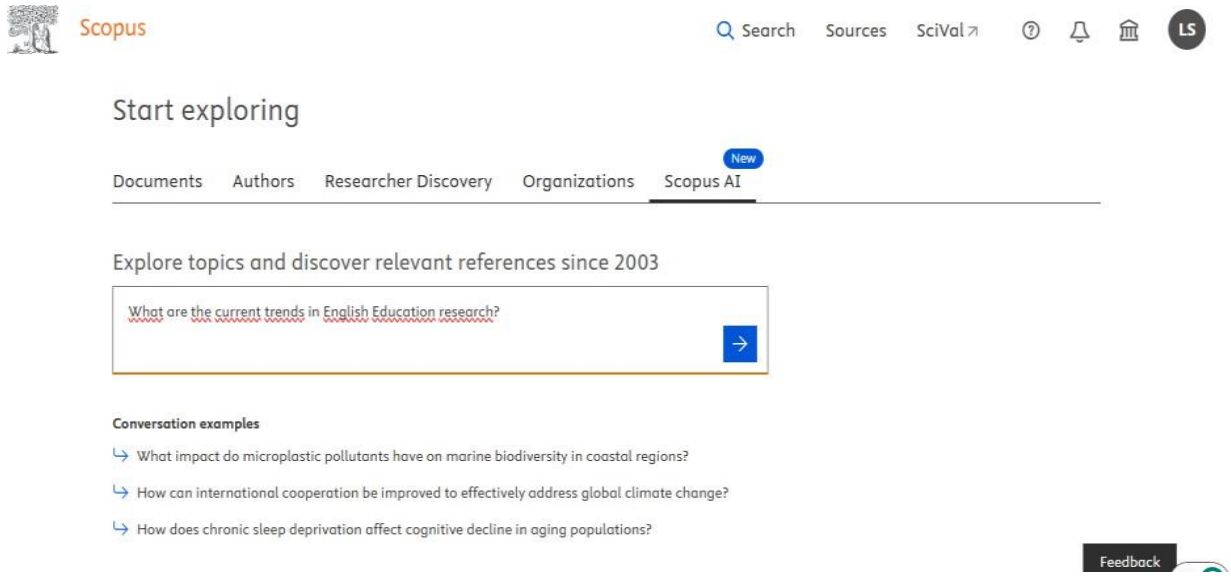
By reading and analyzing these articles, we can better understand current learning trends and see how educators in different countries are trying to respond to the changing needs of English language learners. Research in the field of English education continues to show rapid growth, especially in terms of learning approaches, curriculum design, and teacher professional development (Fakhar et al., 2024). Articles published in highly reputable international journals, particularly those in the Q1 category of the Scopus database, explore topics such as innovative teaching methods, strategies for improving language skills, and social and psychological factors that influence learning (Wang et al., 2024). In the period 2024, the trend of English Education articles increasingly shows a diversity of topics and research approaches, both qualitative and quantitative (Aqilah et al., 2024).

Scopus AI is an artificial intelligence-based feature developed by Elsevier to help researchers search the scientific literature more efficiently (Nogueira, 2025). It is integrated into the Scopus platform and is designed to provide relevant insights into specific research questions or topics through an intelligent and contextualized search process. Scopus AI is able to extract core information from scholarly articles, suggest relevant references, and identify topic trends, key authors, and institutions related to a particular field (Aguilera-Cora et al., 2024). While Scopus AI is not specifically designed to perform direct bibliometric analysis, it is a valuable tool in the early stages of literature exploration. Scopus AI can be used to identify major keywords, emerging fields of study, and influential figures or research institutions (Saeidnia et al., 2024). This information is an important basis for developing a more structured bibliometric analysis framework. In the context of bibliometric analysis, data obtained from Scopus-either through conventional searches or Scopus AI assistance-can be exported in certain formats (such as .CSV, .RIS, or .BIB) and then processed using bibliometric visualization software such as VOSviewer, Bibliometrix (R/Biblioshiny), or CiteSpace. Through these tools, researchers can map author collaboration networks (co-authorship), relationships between keywords (co-occurrence), and citation trends that occur within a certain time frame. Thus, Scopus AI has a significant role as a support in the literature mapping and initial identification stages for bibliometric research (Aguilera-Cora et al., 2024).

Scopus AI provides a user-friendly interface, where researchers can ask exploratory questions directly. This interface is the first step in the process of searching for relevant articles based on the context of the topic entered. The typed questions will be processed by the AI to generate research insights that match the user's needs.

Figure 2. Scopus AI Interface

METHOD



This research uses quantitative methods. Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study (Creswell & Creswell, 2017). The quantitative approach to bibliometric analysis is an approach used to measure the quantity and quality of information in a scientific literature or publication. The quantitative approach to bibliometric analysis can provide important information about the development of science and research trends in a field of study. In bibliometric analysis, measurements such as author productivity index, citation concentration, and linkage index between articles or publications can be made (Hassan & Duarte, 2024). In addition, bibliometric analysis can also be used to evaluate the performance of researchers, institutions, and research programs. According to Sugiyono (2018), the survey method is a quantitative research method used to obtain data that occurred in the past or present.

The data in this study was taken from Scopus, a curated database with international reach, with a focus on articles indexed in Scopus Q1 in the time span of January 2024 to March 2025. The data used in this study are journals and articles with the "English listening, speaking, reading, writing skills" keywords taken from the Scopus Q1 database from Scopus January 2024 – Maret 2025. According to Sugiyono, (2017) "Data collection technique is the most important step in research because the main purpose of research is to get data, without knowing the data collection technique. The researcher will not get data that meets the specified data standards (Siahaan et al., 2025)."

The data collection techniques include: First Observation, namely "As a data collection technique, it has specific characteristics when compared to other techniques, namely interviews and questionnaires." Sugiyono, 2017. Data analysis techniques are the process of organizing and sorting data into basic descriptions so that themes can be found and work hypotheses can be formulated according to suggestions. Data analysis is a part that cannot be omitted. Through the analysis of the data obtained, it is hoped that it will provide useful understanding to solve the problems faced (Kanugrahan, 2023). Because analyzing the data obtained will provide useful meaning by solving problems.

When the data collection process in the field has been completed, the researcher chooses qualitative data, namely data in the form of words or actions obtained from the informant at the time of data collection into data that is poured in the form of words or arranging and directing the data into a pattern of categories and basic units, so that the theme can be found and the formulation of the problem being studied can be formulated and the data differentiated to facilitate analysis (Siahaan et al., 2022).

FINDING AND DISCUSSION

Research in English Education has been researched with good development from year to year. The researcher has collected 8 articles with the keywords "English listening, speaking, reading, writing skills" indexed by Scopus Q1 published in a period of 1 year, starting from January 2024 to March 2025. Research articles that are highly relevant to the keywords "English listening, speaking, reading, writing skills" have been researched using several methods to overcome existing problems in English language learning, such as using learning media development methods, applying appropriate learning models to the conditions of students and the environment, and by using technology-based media in learning.

To find out the next research that is still relevant to the discussion of problem-solving in English language learning, the researchers conducted research in the form of searching and analyzing research articles in the period January 2024 to December 2025 with the keywords "English listening, speaking, reading, writing skills".

Table 1. The article data used in this study, obtained from the Scopus database obtained from Publish or Perish and then downloaded in RIS.

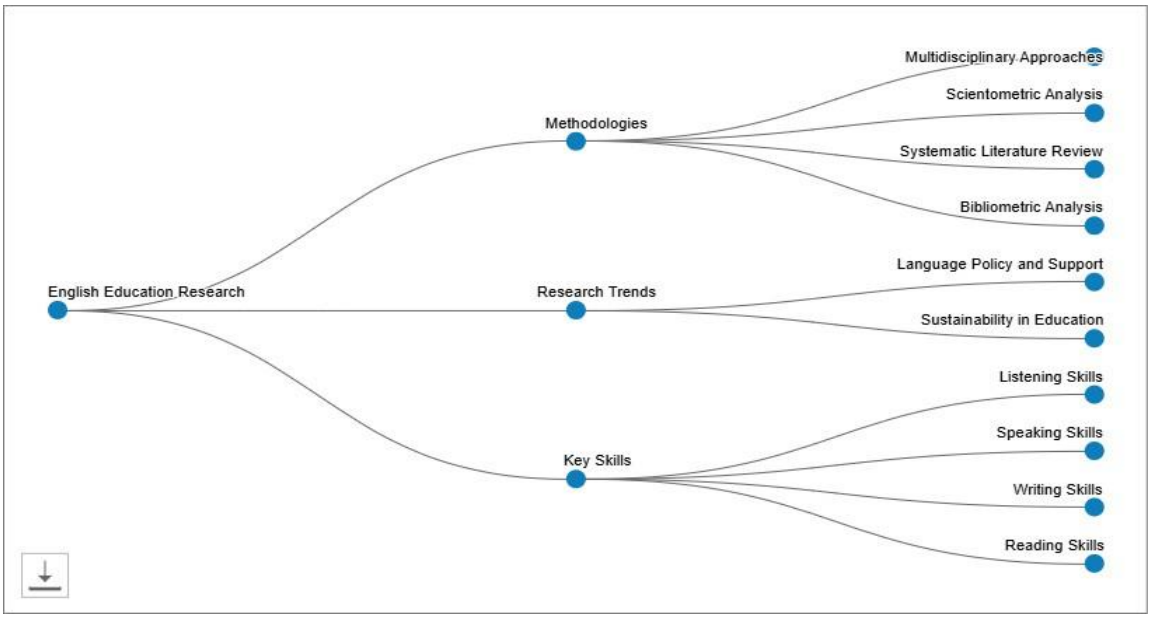
No	Authors	Title	Year	Citations	Publisher
1	Yingxin Xu, Singh Charanjit, Kaur Swaran, Singh Simranj, Charanjeet Bailey Richard, Peter, Arivayagan Keetanjaly, Bamiro Nuruden, Babatunde	The Digital Classroom: Systematic Review of Use of English as a Foreign Language (EFL) in Teaching Collaborative Online Setting	2024	2	International Journal of Learning, Teaching, and Educational Research
2	Aeni Nur, Darmawati, Besse, Muthmainnah, Yunus, Muhammad, Mulyanah Ade, Sharma Aditi, Rachmat Hamka, Dwi Wahyuni	Disclosing User Views: A Qualitative Investigation of Writing and Speaking Ability Development via Integration of Jenni AI and Jenni Speak	2024	1	Springer International Publishing AG
3	Al-Khresheh Mohammad H	The Future of Artificial Intelligence in English Language Teaching: Pros and Cons of ChatGPT	2024	6	Language Teaching Research Quarterly
4	Ranjbaran Fatemeh, Al-Abri Abdullah, Al-Bimani Saif	Revisiting the influence of linguistic hegemony in Oman: The Choice of English as a medium of instruction	2025	0	The Routledge Handbook of the Sociopolitical Context of Language Learning

5	Liu Liu, Fang Fan, Zhang Cong	Exploring the Development and Trends of English Medium Instruction (EMI) Research: A Scientometric Analysis	2025	0	Innovation in Language Learning and Teaching
6	Kabir S, M Akramul	Policy and Practice of Listening in Secondary English Education: A Critical Reflection from Bangladesh	2024	0	Mextesol Journal
7	Sun Yacho	Implementation of Translingual Pedagogies in EAL Writing: A Systematic Review	2025	13	Language Teaching Research
8	Aboudahr Shorouk, Aslam Sarfaz, Hua Lau Ung, Misron Aervina, Raime Sharfika, Wah Yap Bae	Mapping the Global Landscape of STEM Education: A Bibliometric Analysis using Scopus Database	2024	1	International Journal of Evaluation and Research in Education

This format to be analyzed bibliometrically using the VOSviewer application to determine methodological trends and topics are also good indicators of the development pattern of a research field. The 8 articles studied have been cited 23 times, with a different number of citations in each article. The highest number of citations was found in the article titled "Implementation of Translingual Pedagogies in EAL Writing : A Systematic Review" written by Sun Yacho with 13 citations.

1. **Research Methodology Trends in English Education**
   Based on metadata analysis conducted by Scopus database using the Scopus AI feature, there is a clear trend showing the increasing use of literature-based and bibliometric methodologies in Q1 English Language Education articles published in 2024–2025.

Figure 2. Methodology Mapping on Scopus AI



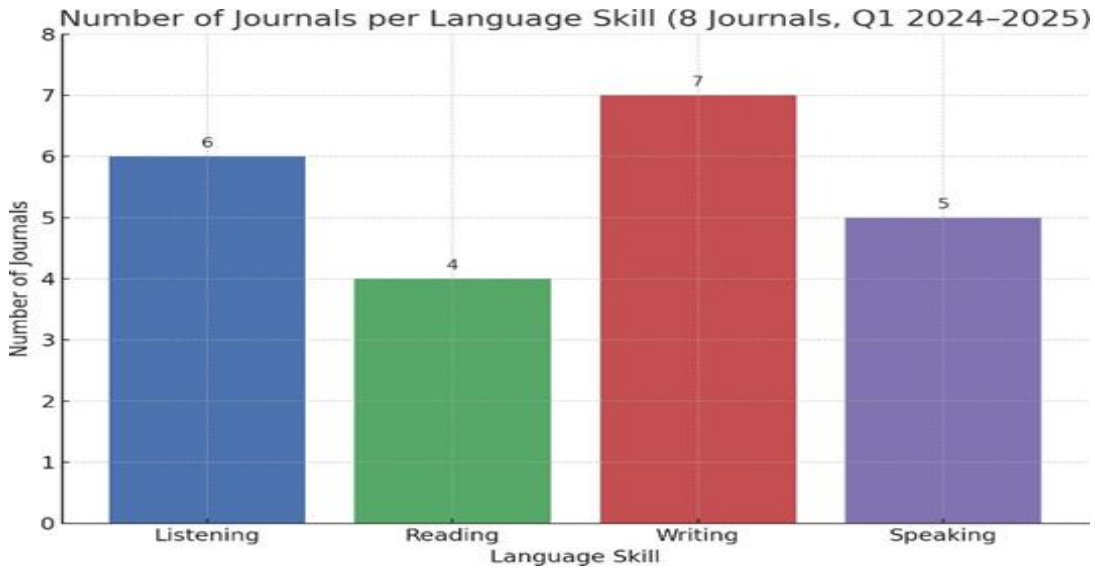
The most dominant methodologies are Systematic Literature Review, Bibliometric Analysis, Scientometric Analysis, and Multidisciplinary Approaches. Among these, the Systematic Literature Review (SLR) method stands out as the primary choice in many articles, as it allows researchers to comprehensively synthesize and critically evaluate previous studies to identify existing research gaps. This aligns with the growing trend of publication practices grounded in deep evaluations of existing literature. Meanwhile, the rising use of Bibliometric and Scientometric Analyses indicates that researchers are increasingly utilizing quantitative data such as publication volume, citation counts, and author collaboration patterns to detect scholarly impact and topical trends in the field. Furthermore, the adoption of Multidisciplinary Approaches suggests that English Language Education research is progressively integrating knowledge from other fields, such as technology, educational psychology, and public policy.

Interpretation of the results shows that the Systematic Literature Review (SLR) method dominates at 50%, as researchers tend to want to identify existing research gaps and review the literature comprehensively. Meanwhile, the use of Bibliometric/Scientometric Analysis at 25% reflects the increasing interest in quantitative analysis in mapping research trends, which is in line with the need to see the big picture in the field of English Language Education (ELE). Qualitative approaches only appeared at 12.5%, possibly because Q1 articles highlighted global technical and policy issues rather than local case studies. A similar proportion (12.5%) also appeared in multidisciplinary approaches, signaling the importance of taking into account sociocultural and policy factors, such as in the study on language hegemony in Oman. This finding reinforces the research results of Lestari et al. (2025) that SLR remains a popular approach in ELE, but in contrast to Hendi Prasetyo's (2021) findings in tourism, where the bibliometric approach is more dominant; in the context of ELE, its use has only reached 25%.

2. Research Topic Trends in English Language Education

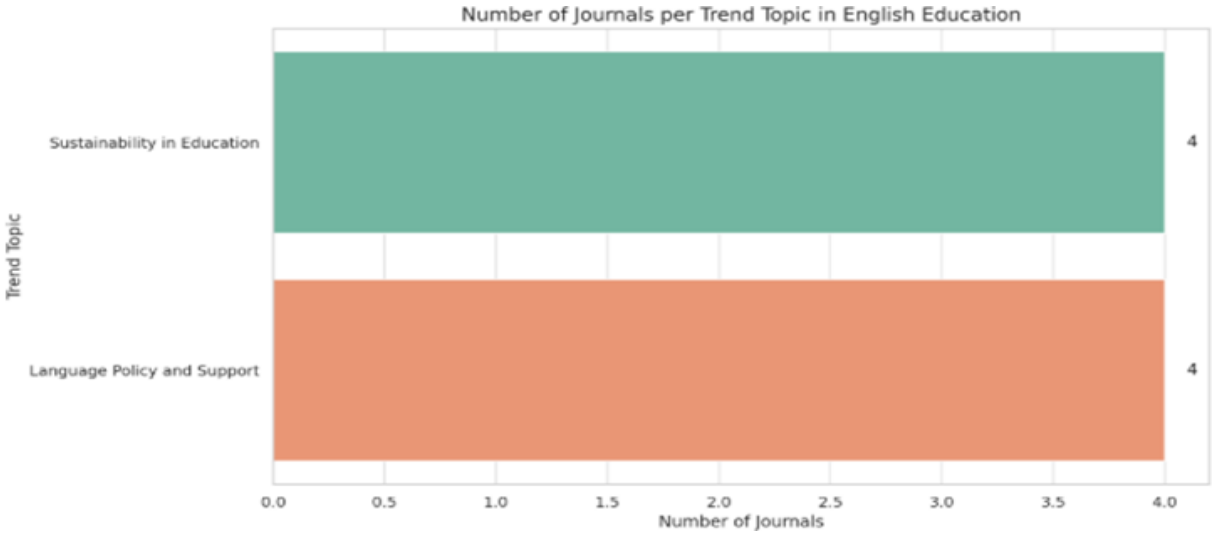
An analysis of English Education articles from Q1 journals in 2024-2025 using Scopus AI shows that the research focus is still strongly on the development of the four main language skills: reading, writing, speaking, and listening. The Mapping visualization shows that these four skills are the dominant topic nodes, reflecting the great attention of researchers to this fundamental aspect of English language learning. Scopus AI automatically clusters articles based on similarities in keywords, abstracts, and citation relationships, resulting in a structured and informative topic map.

Figure 3. Graphic of Journal Distribution by Language Skill



Writing is the most frequently addressed skill, featured in 7 journals, followed by Listening in 6 journals. This reflects a strong emphasis on productive skills, particularly writing, which plays a key role in academic and professional communication. Speaking, also a productive skill, appears in 5 journals, further reinforcing this trend. Reading and Listening, as receptive skills, are addressed in 4 and 6 journals respectively. While slightly less prominent, these skills are still essential, especially for understanding academic content and processing authentic language input. Research on these areas often focuses on critical reading strategies, digital media usage, and contextualized listening practices. Overall, the data suggests a well-rounded coverage of all four skills, with a slightly higher focus on productive abilities especially writing highlighting its importance in current ELT research and practice

.**Figure 4.** Graphic of Journal Trend Topic in English Education



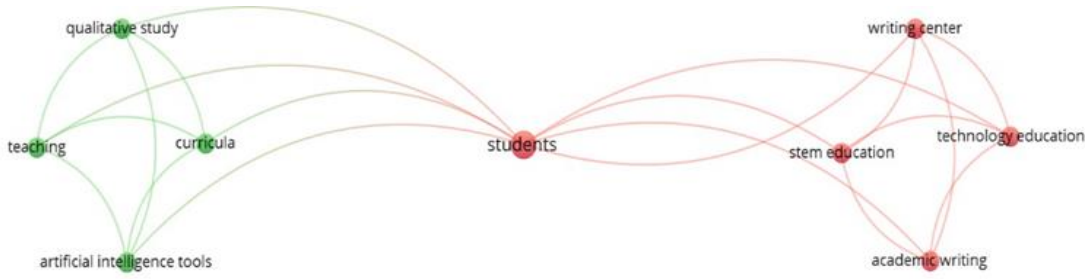
Interestingly, research trends in English Education are also beginning to converge with global issues such as language policy and sustainability in education. Based on the analysis of the horizontal bar chart and journal table data, it can be concluded that current research trends in English Education show a significant balance between two main focuses, namely Sustainability in Education and Language Policy and Support, each with four journals representing the topic. The Sustainability in Education trend highlights the role of digital technology and pedagogical innovations, such as the use of artificial intelligence (AI) in the form of Chat GPT and Jenni AI, as well as online collaborative learning, which are proven to support the development of comprehensive English language skills - including writing, speaking, reading and listening - with an approach that is adaptive, inclusive and oriented towards long-

term educational sustainability. On the other hand, the Language Policy and Support trend focuses on structural and policy issues in language education, such as language of instruction selection, equity of access, the influence of linguistic hegemony, translingual approaches in academic writing, and analysis of the implementation of English Medium Instruction (EMI). These studies emphasize that in addition to mastery of language skills, an understanding of social, cultural and policy contexts is also an important element in creating an equitable and quality English language education system. As such, recent research directions have not only moved into the realm of new technologies and learning methods, but have also shown active responses to global challenges such as educational sustainability and equity of access through inclusive and progressive language policy.

3. Research Topic Trends in English Language Education

Visualization of future research topics using VOSViewer software with overlay visualization display helps researchers see research topics that have a relatively low occurrence rate. So that it can be used as a reference for researchers to recommend suitable research opportunities and remain sustainable with the keywords English listening, speaking, reading, and writing skills.

Figure 5. Color displayed by the VOSViewer software



VOSViewer is software that helps the data analysis process, in the VOSViewer software there is a Network Visualization, Overlay Visualization and Density Visualization menu. To see the keyword network, the Network Visualization menu is used.

Table 2. Keyword Network

No	Cluster 1 (red)	Cluster 2 (green)
1	Writing Center	Qualitative Study
2	Technology Education	Curricula
3	Stem Education	Teaching
4	Academic Writing	Artificial Intelligent Tools

The bibliometric visualization generated through VOSviewer of Q1 Scopus articles for 2024-2025 in the field of English Language Education shows two main clusters that illustrate the direction of methodological development and the trend of study topics during this period. This finding directly addresses two of the issues in this study, namely methodological trends and topic focus of the articles. Keywords such as "ChatGPT," "Jenni AI," and "Translingual Pedagogies" appear in yellow in 2025, indicating that these topics are the latest trends in linguistics and language education. Meanwhile, terms such as "EMI" (English as a Medium of Instruction) and "Linguistic Hegemony" appear in 2024-2025 with a green hue, indicating that while they remain relevant and a concern in academic discourse, they are not as intense as issues related to artificial intelligence.

The first cluster, marked in green, shows a strong trend towards the use of qualitative methods. The term "qualitative study" appears predominantly and is closely related to keywords such as "teaching", "curricula", and "artificial intelligence tools". This suggests that researchers are exploring the learning process and curriculum development using qualitative approaches that are now starting to be supported by the use of artificial intelligence (AI)-based technologies. In the context of language skills, this approach is often used to evaluate the effectiveness of teaching listening and speaking skills, which requires direct observation and narrative analysis of student learning behavior. In addition, the use of AI tools is being introduced in the teaching of reading and writing, especially in text analysis and automatic evaluation of student writing.

The second cluster in red shows the dominant thematic focus in the literature. The node "students" is at the center of the interconnectedness of various topics, reflecting that students remain the main focus in English Education. Other important topics such as "academic writing", "writing center", "technology education", and "STEM education" illustrate the direction of language education that is increasingly integrated with technology and interdisciplinary approaches. The emergence of "academic writing" significantly indicates that writing skills became a major topic in English Education research during this period. This is reinforced by its connection to the "writing center" as an institutional facility that supports the development of writing skills intensively.

Meanwhile, reading skills also began to be associated with the integration of AI and educational technology, especially in the form of digital applications and interactive learning platforms that help students improve comprehension of reading texts. On the other hand, speaking and listening, while not appearing explicitly in the visualizations, remain closely linked to the themes of "teaching" and "students", indicating that they are often studied in the context of classroom practice, direct teaching, and the use of technologies such as speech recognition tools or audio-based AI platforms.

This trend marks an important shift in the world of English language education research, where not only language skills are studied in depth, but also the approaches and tools used are increasingly modern and adaptive to technological developments.

Discussion

The Effect of Organizational Culture on Job Satisfaction

Based on the objectives, results, and discussion of research on bibliometric analysis of English language research with keywords English listening, speaking, reading, and writing skills based on the Scopus database, the following conclusions are obtained:

1. There are 8 topics consisting of 2 topic clusters and 18 dashes connecting one topic to another. The cluster on the left focuses on the topics "Writing centers", Stem education", Academic writing", Technology education" with 9 connecting lines. The cluster on the right focuses on the topics "Qualitative study", "Teaching", "Curricula", "Artificial intelligence tools" with 9 connecting lines. The main keyword "Students", which is central and the most frequently discussed topic in English language research, is located in the center connecting both the right and left sides with a total of 18 connecting lines.
2. There are several methods used in the studies that have been analyzed, namely qualitative methods used in 5 studies, quantitative methods used in 2 study, and multidisiplinary approach 1 study.

a. The approaches used in qualitative methods include:

1) Systematic Literature Review Used by some researchers such as "Yingxin Xu, Singh Charanjit Kaur Swaran SinghSimranjeet Kaur Judge Charanjeet, BaileyRichard Peter, Arivayagan Keetanjaly, Bamiro Nuruden Babatunde", "Al-Khresheh, Mohammad H", "Kabir S, M Akramul", "Sun Yacho" . where the researcher conducted a systematic literature review to identify, evaluate, and synthesize research relevant to the topic under study. It aims to provide an in- depth understanding of existing knowledge and identify gaps in the literature.
2) Qualitative Study Used only by "Aeni Nur, Darmawati Besse, Muthmainnah, Yunus Muhammad, Mulyanah Ade, Sharma Aditi, Rachmat, Hamka Dwi Wahyuni" to describe the characteristics of the population or phenomenon under study in greater detail, without drawing causal conclusions.

b. The approach used in quantitative research, namely:

1) Bibliometric Analysis

This approach was only used by " Aboudahr, Shorouk, Aslam Sarfaz, Hua Lau Ung, Misron Aervina, Raime Sharfika, Wah Yap Bae" research method that involves the quantitative analysis of academic literature to evaluate the impact, trends, and patterns within a specific field of study. This approach helps researchers to systematically map out the development of knowledge, identify key authors, influential publications, and emerging research topics.

2) Scientometric Analysis

This approach was used by Liu Liu, Fang Fan, Zhang Cong. It can be quantitative method conducted by researchers to study the development and impact of scientific knowledge through academic publications, focusing on citations, collaboration, and research trends. It is a branch of bibliometric analysis that specifically examines the dynamics and structure of scientific disciplines.

c. The approach used Multidisiplinary approach, namely:

1) Multidisiplinary Approach

This approach was used only by Ranjbaran Fatemeh, Al- Abri Abdullah, Al- Bimani Saif it can be research approach conducted by researchers by integrating knowledge, methods, and perspectives from two or more different disciplines to explore a complex topic or solve a problem more comprehensively. This approach allows for richer analysis by combining insights from various fields without merging them into a single unified framework.

3. The several trend topic identified from the 8-journal article can be categorizes two major themes, namely sustainability in education there are in 4 studies, language policy and support there are in 4 study.

a. Trend topic : Sustainability in Education

This theme appears in 4 out of 8 articles, showing a strong emphasis on how English language learning adapts to and supports sustainable educational practices through technology integration and innovation.

1) "The Digital Classroom: Systematic Review of use of English as a Foreign Language (EFL) in Teaching Collaborative Online Setting" by Yingxin Xu et al. This study discusses the use of collaborative digital platforms in EFL settings to enhance writing skills, aligning with sustainable learning environments.

2) "Disclorosing User Views: A Qualitative Investigation of Writing and Speaking Ability Development via Integration of Jenni AI and Jenni Speak" by Aeni Nur et al. It highlights how AI tools foster writing and speaking development, supporting sustainable technology integration in language learning.

3) " The Future of Artificial Intelligence in English Language Teaching : Pros and Cons of ChatGPT Implementation Through a Systematic Review" by Al – Khresheh and Mohammad H. This article explores AI's potential across all four language skills (reading, writing, listening, speaking) as part of sustainable innovation in ELT.

4) "Mapping the Global Landscape of STEM Education: A Bibliometric Analysis Using Scopus Database" by Aboudhar, Shorouk et al. Though framed within STEM education, the focus on language skills in global publications contributes to the conversation around sustainable and interdisciplinary education.

b. Trend Topic : Language Policy and Support

This topic appears in 4 studies, reflecting an ongoing concern with the role of English in national contexts, instructional decisions, and pedagogical practices.

1) "Revisiting the Influence of Linguistic Hegemony in Oman: The Choice of English as a medium of Instruction" by Ranjbaran Fatemaheh al. This study critically analyzes policy decisions regarding English usage, tying into broader sociolinguistic and political implications.

2) "Exploring the Development and Trends of English Medium Instruction (EMI) Research: A Scientometric Analysis" by Liu Liu et al. The article investigates EMI trends, showing how language policy intersects with academic research development.

3) “Policy and Practice of Listening in Secondary English Education: A Critical Reflection from Bangladesh” by Kabir S, M Akramul. This study focuses on listening skills and critically evaluates how language instruction policy shapes practice in secondary schools.

4) “ Implementation of Translingual Pedagogies in EAL Writing
A Systematic Review” by Sun Yacho. The article discusses pedagogical support for writing in multilingual contexts, which is closely tied to policy design and classroom application.

CONCLUSION

This study aims to see From the eight analyzed articles, the trend of "Sustainability in Education" emerges as a dominant theme in studies that integrate AI, digital platforms, and interdisciplinary education to support language learning. Meanwhile, the "Language Policy and Support" trend focuses on institutional and national approaches to English education, reflecting shifts in medium of instruction, translingual pedagogies, and skill- specific practices. These two major trends illustrate how both innovation and policy frameworks are central to current English language teaching and learning research. Meanwhile, reading skills also began to be associated with the integration of AI and educational technology, especially in the form of digital applications and interactive learning platforms that help students improve comprehension of reading texts. On the other hand, speaking and listening, while not appearing explicitly in the visualizations, remain closely linked to the themes of “teaching” and “students”, indicating that they are often studied in the context of classroom practice, direct teaching, and the use of technologies such as speech recognition tools or audio-based AI platforms.

This trend marks an important shift in the world of English language education research, where not only language skills are studied in depth, but also the approaches and tools used are increasingly modern and adaptive to technological developments

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