



# An Overview of Linguistics and Education : A Bibliometric Analysis

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## Abstract

This study presents a bibliometric analysis of the intersection between linguistics and education, examining research trends from 2015 to 2023. The study aims to map the evolution of scholarly work in these fields and identify key thematic clusters. Using data harvested from Google Scholar and analyzed through the VOS viewer software, the research provides insights into the most influential publications, collaboration networks, and the thematic focus of the literature. The methodology involved collecting 309 relevant documents, including journal articles, books, and conference proceedings. The data were screened and analyzed using bibliometric techniques, focusing on keyword co-occurrence and citation analysis. This approach allowed for the identification of six major research clusters within the fields of linguistics and education, ranging from systemic functional linguistics to the impact of the COVID-19 pandemic on English language teaching. Key findings show a significant growth in research output over the analyzed period, with systemic functional linguistics emerging as a dominant methodology. The study also highlights increasing collaboration among researchers and a strong focus on language education, teacher training, and higher education trends. These results provide valuable insights for future research and policy development in linguistics and education. The study concludes with a call for further exploration into the role of digital tools in language learning and the post-pandemic transformation of educational practices.

**Keywords:** *literature review, linguistic, education, bibliometric analysis, Vos viewer*

## **Introduction**

Linguistics and education are two fields that hold immense significance in shaping various aspects of human life. (Rock (rev.) (2017) define linguistics as the discipline that systematically studies human language. This broad field is divided into subfields: phonology, morphology, syntax, semantics, psycholinguistics, historical linguistics, and sociolinguistics. These areas contribute to a more profound understanding of language, from its structural components to its functional and social implications. According to (Almurashi, 2016), linguistics aims to observe languages, derive generalizations, and form conclusions about the human capacity for language. This scope includes the study of language structures like grammar and phonetics and the processes of language acquisition, brain-based language processing, and even the intricate relationships between language use and social variables such as gender and race (Kusuma et al., 2024). Over the last 30 years, a new term, "educational linguistics," has emerged as a distinct discipline within the broader linguistic framework. (Spolsky, 2008b) discusses how this field was rapidly formalized and now finds a place in many universities and research institutions. Educational linguistics became increasingly relevant due to the growing significance of language teaching and learning, shaped by both decolonization and globalization (Spolsky, 2008a). This development created the need for educational institutions to provide training in linguistic subfields as they apply to education. Over time, scholars and educators recognized the limitations of traditional approaches in applied linguistics, especially the simplistic notion that linguistics could be applied uniformly across practical domains without adjustments (Andringa & Godfroid, 2020).

Early approaches to applied linguistics, such as those used in foreign language teaching, often failed to address real-world educational issues effectively. This was most clearly seen in the shortcomings of methods like the audio-lingual approach, which (Spolsky, 2008a) noted led to "unrestrained chaos" in some language classrooms. These early methods raised two significant challenges: the overly prescriptive nature of audio-lingual methods and the opposite, overly flexible nature of the natural approach. This disconnect between theoretical linguistics and its practical application prompted a reevaluation, leading to educational linguistics, which (Spolsky, 2008b) aimed to ground in both linguistic theory and educational practice. A significant concern in applied linguistics is the tension between those who view linguistics as a purely scientific field, those who are uninterested in practical application, and those who regard it as an all-encompassing solution to educational issues. As (Spolsky, 2008a) notes, neither extreme position is accurate. While linguistic theory is undoubtedly relevant to educational contexts, there is rarely a direct, one-size-fits-all correlation between the two. This realization led to the development of educational linguistics to bridge the gap.

Unlike general linguistics, educational linguistics draws directly from the intersection of language and education, providing tools for more nuanced approaches to language teaching, learning policies, and management. (Spolsky, 2008b) model, influenced by educational psychology, emphasizes the role of language policies and management within speech communities. This framework identifies three interconnected components: language practices, ideologies, and management strategies. Each component is essential for understanding how language operates within a given community, whether it concerns variety selection or the values associated with different linguistic varieties (Yemez & Dikilitaş, 2022).

Much of the previous research on linguistics and education has that publication volumes in many areas have increased steadily (Hart & Aydınli, 2023). Despite the wealth of research using bibliometric methods, relatively few studies have applied this technique to the relationship between linguistics and education (Schrader Comp, 2021). Given that both linguistics and education are pivotal areas of academic development, this gap in the literature presents an opportunity for new research. To address this gap, the current study aims to conduct a bibliometric analysis of linguistics and education (Ratnasari et al., 2024). This analysis answered several key questions, including the distribution of publications over time, the types of documents produced, and the co-occurrence networks that emerge from the data. By leveraging quantitative methods and bibliometric tools such as the Vos Viewer database, the study provides an objective view of how research in these fields has evolved and where it is headed. Bibliometric reviews have proven valuable in other academic fields, offering a comprehensive overview of research trends, collaborations, and citation patterns, and this study aims to provide similar insights for linguistics and education.

In addressing these research problems, the study offers three critical areas of focus: (1) What is the volume and distribution of publications related to linguistics and education? (2) What are the most cited publications in these fields over time? (3) How do researchers collaborate, and what are the co-occurrence patterns between texts and critical terms? By answering these questions, the research aims to build a clear picture of how the academic discourse in these fields has developed over the years. Study bibliometric analysis provides a comprehensive view of the research landscape in linguistics and education, identifying publication trends, citation impacts, and collaboration networks. These insights contribute to a deeper understanding of how these essential academic domains interact and evolve. The study served as a valuable resource for future scholars and educators by highlighting critical areas of focus and gaps in the current research.

Furthermore, the findings have practical implications for developing language education policies and practices, ensuring that future language teaching and learning approaches are grounded in sound linguistic theory and effective educational strategies. Ultimately, this study aims to advance the fields of linguistics and education by providing a robust, data-driven foundation for future research and policy development.

## **Method**

This study employed a bibliometric review to analyze the literature related to linguistics and education. Bibliometric analysis is a critical tool in information science, offering quantitative methods to examine bibliographic material and citation trends, helping to evaluate the impact and significance of research within a specific field (Ratnasari et al., 2024). Bibliometrics provides valuable insights into the characteristics, trends, and relationships within the body of scientific literature, contributing to a clearer understanding of the current state of knowledge in a given domain. As (Santoso et al., 2022) outlined, bibliometric techniques are reliable for measuring scientific achievement and identifying research trajectories. Similarly, (Wahyuni et al., 2019) emphasized the significance of bibliometrics in managing knowledge and evaluating information resources, making it a crucial tool for analyzing research in areas such as innovation, entrepreneurship, and education.

## **Data Collection**

The first step in this bibliometric review was selecting the most appropriate database to collect the relevant literature. For this study, Google Scholar was chosen as the primary data source. Google Scholar is a widely recognized database that indexes peer-reviewed journal articles, symposia, and citation references. It is precious for its comprehensive coverage and accessibility to academic materials. The keywords "linguistics" and "education" were used as the primary search terms to retrieve relevant documents. To maintain the quality and relevance of the dataset, only documents published between 2015 and 2023 were included in the analysis.

After conducting the initial search, 500 documents were retrieved. Following a screening process, a total of 309 documents were selected for the study. These documents were categorized into 262 journal articles, 42 books, and five conference proceedings. This final selection represents the core body of literature used for further analysis, focusing on the intersection of linguistics and education.

### **Data Screening**

After the initial harvesting of data, a rigorous screening process was undertaken to ensure the quality and relevance of the materials. The data retrieved from Google Scholar could not be used directly for analysis due to the potential presence of irrelevant or duplicate entries. Therefore, each document was manually reviewed and cleaned to eliminate any inconsistencies, irrelevant materials, or duplicates that may have resulted from the data harvesting process. This step was crucial to ensure that only pertinent and high-quality sources were included in the analysis. To facilitate further analysis, the cleaned data were then organized into Microsoft Excel files, where each document's metadata, such as the title, authors, publication year, and keywords, were recorded. This process allowed for an efficient organization of the dataset, which was then converted into the .rips format for compatibility with bibliometric analysis tools.

### **Data Analysis and Visualization**

The bibliometric analysis was conducted using VOS viewer, a well-known software for visualizing bibliometric networks. Having been cleaned and converted into the appropriate format, the data was imported into the VOS viewer software for further processing. This software enabled the visualization of co-occurrence networks, which mapped out the relationships between keywords used in the selected articles. VOS viewer was used to generate network maps that illustrate the clustering and structure of the research field, revealing critical areas of focus within linguistics and education. The analysis of co-occurrences was precious for identifying research trends and areas of significant academic interest. Keywords frequently appearing together in the literature were mapped to visualize the connections between different subfields and topics. This network analysis allowed the researchers to identify clusters of related research, revealing how various themes within linguistics and education are interconnected. This step helped to highlight the most influential areas of study and identify gaps or emerging trends that may require further exploration.

### **Trend Analysis**

In addition to the network analysis, the bibliometric review included a trend analysis of the selected literature. The trend analysis aimed at understanding how the volume of publications in linguistics and education has evolved over time. This was achieved by examining the distribution of publications by year, allowing the researchers to observe any significant changes in the frequency of research outputs throughout the study (2015-2023). This temporal analysis helped to identify years of increased research activity and provided insights into potential factors driving

these trends, such as policy changes or shifts in academic interest. Moreover, the analysis considered the types of documents contributing to the research field, including journal articles, books, and conference proceedings. By analyzing the distribution of these document types, the study provided a comprehensive overview of the forms in which research in linguistics and education has been disseminated.

### **Keyword Co-occurrence Network**

The core of the bibliometric analysis was the examination of keyword co-occurrences within the literature. Keywords serve as a proxy for the main themes and topics discussed in academic research. Therefore, analyzing the co-occurrence of keywords allows researchers to uncover the relationships between various areas of study and identify dominant themes within the literature. Using VOS viewer, the researchers created a keyword co-occurrence network that visually represented the connections between frequently used terms. This network provided a map of the research landscape, indicating which topics were most commonly studied together. For example, the co-occurrence of keywords such as "linguistics," "education," "language acquisition," and "teaching methods" suggested a strong research focus on the pedagogical aspects of language education. Clusters of related keywords emerged from the analysis, each representing a different area of focus within the broader field of linguistics and education. These clusters revealed the interconnectedness of various research themes and helped to identify central topics that have garnered significant attention in the academic community.

The bibliometric review provided valuable insights into the literature's research trends and thematic structure on linguistics and education. The results of the co-occurrence network analysis highlighted several key areas of academic focus, including language acquisition, pedagogy, bilingual education, and educational policy. Additionally, the trend analysis revealed that research in this field has grown steadily over the past eight years, with an increasing number of publications in academic journals. The study's findings contribute to a deeper understanding of the research landscape in linguistics and education, offering a comprehensive overview of the critical topics, relationships, and trends in the field. Furthermore, identifying research gaps provides a roadmap for future studies, suggesting areas where further investigation is needed to address unresolved questions or explore emerging themes. Bibliometric review offers a systematic and objective analysis of the literature on linguistics and education, using quantitative methods to map the research landscape. The study contributes to the ongoing development of knowledge in this important interdisciplinary field by identifying key trends, co-occurrences, and research clusters.

## Result and Discussion

### Volume and Distribution of Scientific Studies in Linguistics and Education

The distribution of documents analyzed in this study reveals three major types: journal articles, books, and conference proceedings. Articles constituted the majority, with 262 documents (85%), followed by books with 42 documents (13%), and conference proceedings contributing only five documents (2%). These findings are visually represented in Figure 1, which illustrates the dominance of journal articles in research dissemination within linguistics and education.

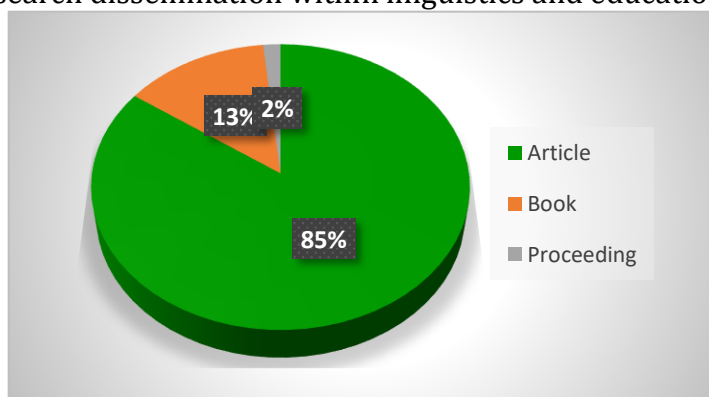


Figure 1 Document types in linguistics and education research

Most of the documents (99%) were written in English, demonstrating the global academic community's preference for English as the primary medium of scholarly communication. Although some documents were written in Indonesian, they also included English titles, abstracts, and keywords, ensuring their inclusion in the bibliometric analysis. This linguistic trend indicates that English is the predominant language for conducting and disseminating research findings in these fields, further emphasizing its role as a global lingua franca in academic publishing.

### Distribution of Publications by Year

The temporal distribution of publications between 2015 and 2023 shows a clear upward trend in research activity, as illustrated in Figure 2. The period can be divided into three distinct stages:

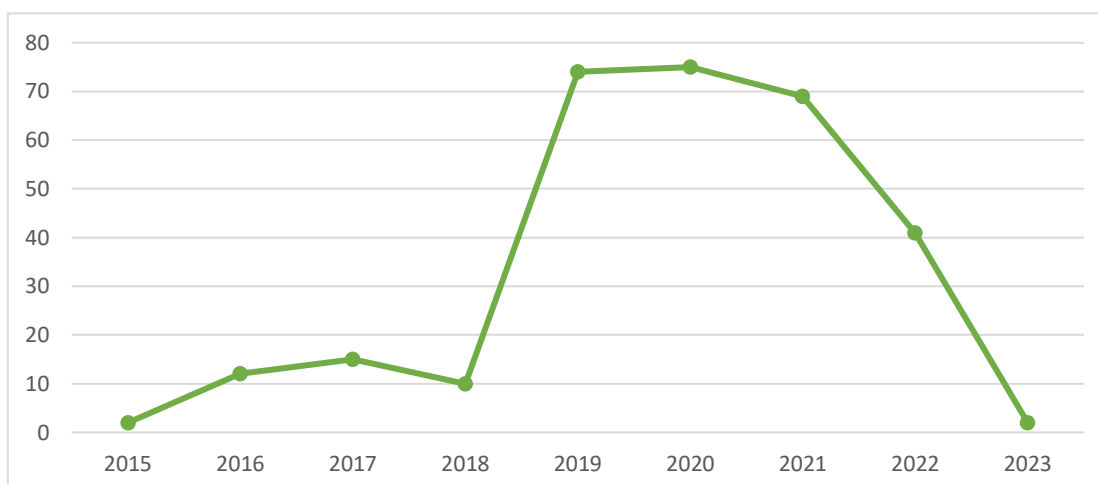


Figure 2 Year distribution of publications

1. Early Stage (2015–2018): 48 papers were published during this period, representing 15% of the total documents. Research output during this phase was relatively modest.
2. High Growth Stage (2019–2021): This period saw a significant increase in publications, with 218 papers produced, accounting for 71% of the total. The number of articles published during this phase was more than four times greater than in the previous period, indicating a surge of interest and activity in linguistics and education.
3. Low Growth Stage (2022–2023): In the final stage, 43 papers were published, accounting for 15% of the total output. The research volume remained relatively stable, matching the levels seen during the early stage. The decrease in publications in 2023 can be attributed to the fact that the data collection was completed in March 2023, leaving much of the year's output unaccounted for.

The year 2020 witnessed the highest number of publications, with 75 papers. This increase could be linked to the growing interest in educational challenges brought about by the COVID-19 pandemic, which likely spurred researchers to focus on the intersection of linguistics, education, and online learning.

### Most Cited Publications per Year

The study also analyzed the most cited publications in linguistics and education, identifying the top ten papers by citation count (Table 1).



Table 1 Top ten: the most cited linguistics and education publications

Title	Authors	Source	Cites	Year	Cites Per Year
Theoretical issues in reading comprehension: Perspectives from cognitive psychology, linguistics, artificial intelligence, and education	RJ Spiro, BC Bruce, WF Brewer	Routledge	762	2017	127
Linguistics, education, and the law: educational reform for African-American language minority students	J Baugh	African-American English	75	2021	37.5
Applied linguistics in language education	S McDonough	Routledge	183	2017	30.5
Linguistics and the language barrier to education	B Sapolsky	Linguistics and Adjacent Arts and Sciences	56	2019	14
Semiotic Touch in Interpreting Poetry. Britain International of Linguistics, Arts, and Education (BIO LAE-Journal), 4 (1), 19-27	I Siregar	BIO LAE-Journal	12	2022	12
Impact of the industrial revolution 4.0 on higher education in Vietnam: challenges and opportunities. Linguistics and Culture Review, 5 (S3), 1-15	NM Tri, PD Hoang, NT Dung	<i>Linguistics and Culture Review</i>	23	2021	11.5
Learning language and	LC Wilkinson	Linguistics	43	2019	10.75

mathematics: A perspective from Linguistics and Education		and Education				
Systemic functional linguistics, teacher education, and writing outcomes for US elementary English learners: A review of the literature	VS Schwarz, L Hamman-Ortiz	Journal of Second Language Writing	32	2020	10.67	
Gestures, systemic functional linguistics, and mathematics education	D Farsani, T Lange, T Meaney	Mind, Culture, and Activity	8	2022	8	
Teaching linguistics to low-level English language users in a teacher education program: an action research study	DL Banegas	The Language Learning Journal	24	2020	8	

The paper titled “Theoretical Issues in Reading Comprehension: Perspectives from Cognitive Psychology, Linguistics, Artificial Intelligence, and Education” by RJ Spiro, BC Bruce, and WF Brewer, published by Routledge, ranked the highest, with 762 total citations and an annual citation rate of 127. This paper highlights interdisciplinary approaches to reading comprehension, merging insights from cognitive psychology, linguistics, and artificial intelligence.

Other highly cited works include J. Baugh's “Linguistics, Education, and the Law: Educational Reform for African-American Language Minority Students” and S. McDonough’s “Applied Linguistics in Language Education.” These publications reflect the significant impact of applied linguistics on educational reform, particularly in language minority contexts and foreign language education.

### Collaboration Patterns in Linguistics and Education

Collaboration is increasingly recognized as a critical driver of cutting-edge research. (Cretu & Morandau, 2020) argue that collaboration enhances research quality, mainly involving diverse disciplinary and international partners. Using VOS viewer, we conducted a co-authorship analysis to map the collaborative networks within linguistics and education (Figure 3). The analysis revealed six significant collaborative clusters, each consisting of multiple authors.

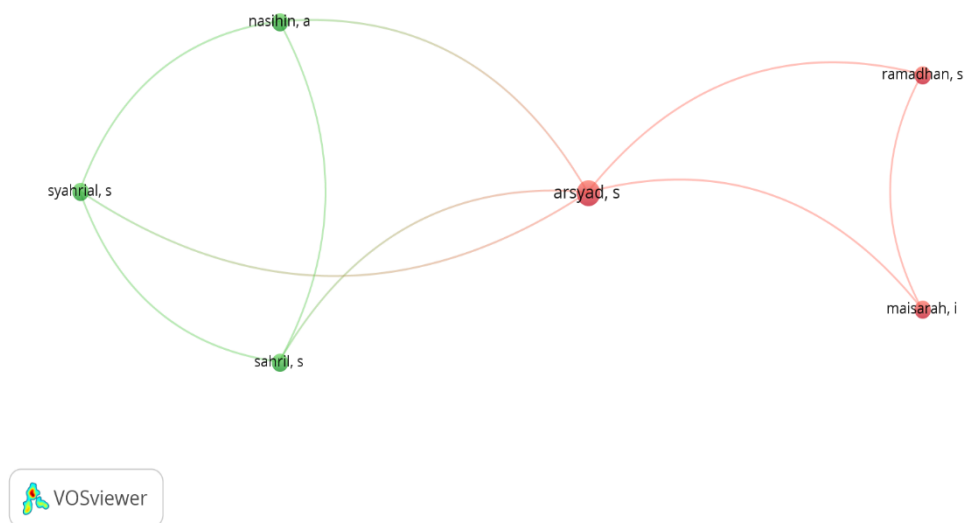


Figure 3 Figure 3. Author Collaboration Visualization

One of the leading contributors identified in this analysis was S. Arsyad, who showed extensive links with other authors. Collaboration was evident across various topics and countries, underscoring the global nature of research in linguistics and education. Studies like those of (Bayu et al., 2023) have shown that collaborative research receives more citations, likely due to the broader dissemination and cross-disciplinary perspectives introduced through co-authorship.

### Co-occurrence Network Analysis

The co-occurrence network, visualized using VOS viewer, identifies keyword usage patterns in the selected literature corpus (Figure 4).

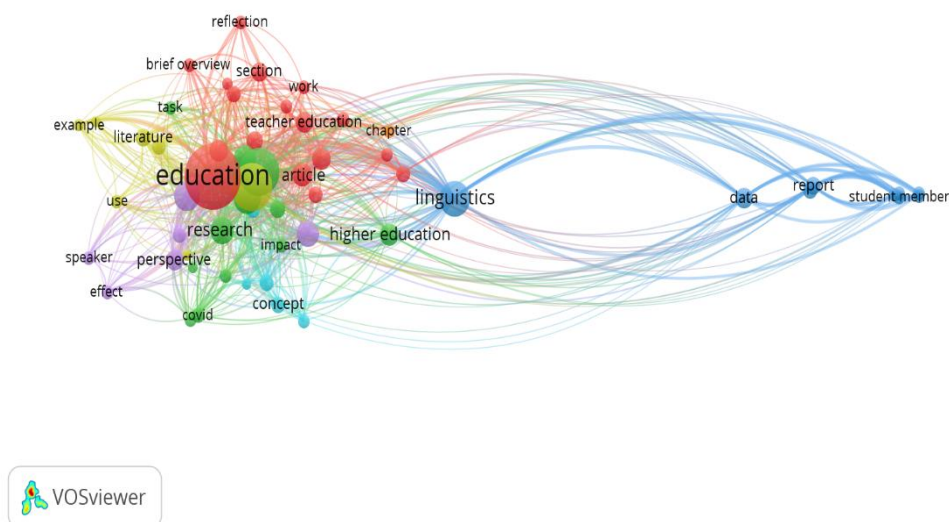


Figure 4 Network visualization of linguistics and education

According to (Goel et al., 2022) co-occurrence analysis is a powerful tool for detecting relationships between frequently used terms, thus revealing core focus areas in a research field.

The network analysis identified six thematic clusters, each representing different areas of research within linguistics and education:

1. Cluster 1 (Red): This cluster focuses on systemic functional linguistics (SFL) and its application in educational contexts. It includes terms such as “systemic functional linguistics,” “teacher education,” and “text analysis.” SFL is a theory of language that views it as a tool for meaning-making in social contexts, and its application in education has been prominent in recent years (Almurashi, 2016).
2. Cluster 2 (Green): The second cluster centers around English language teaching, with terms like “English education,” “student,” and “teaching.” This cluster reflects ongoing debates and practices concerning English as a global language and the pedagogical challenges of teaching English to non-native speakers (Tamura, 2006).
3. Cluster 3 (Dark Blue): This cluster highlights research on the COVID-19 pandemic and its impact on language education. Terms like “COVID,” “online learning,” and “pandemic” suggest a focus on the challenges of emergency remote teaching during the global health crisis (Erarslan, 2021).

4. Cluster 4 (Yellow): This cluster relates to higher education and linguistics, including terms such as “higher education,” “annual report,” and “linguistics education.” Research in this cluster often addresses educational access, policy, and employment trends in higher education, as documented in the State of Linguistics in Higher Education Annual Report (Schrader Comp, 2021)
5. Cluster 5 (Purple): This cluster focuses on sustainability in higher education, with terms like “impact,” “task,” and “higher education.” Research in this cluster explores the role of universities in promoting sustainable development, particularly in the context of environmental challenges (Tilbury, 2008).
6. Cluster 6 (Light Blue): The final cluster emphasizes the role of literature in linguistics education, with keywords such as “literature,” “linguistics,” and “relation.” Literature is often used as a resource for teaching linguistic concepts, offering fresh perspectives, and enriching English language teaching (Ull, 2020).

### Overlay and Density Visualizations

The overlay visualization (Figure 5) provides a temporal map of research trends, showing the chronological evolution of key terms.

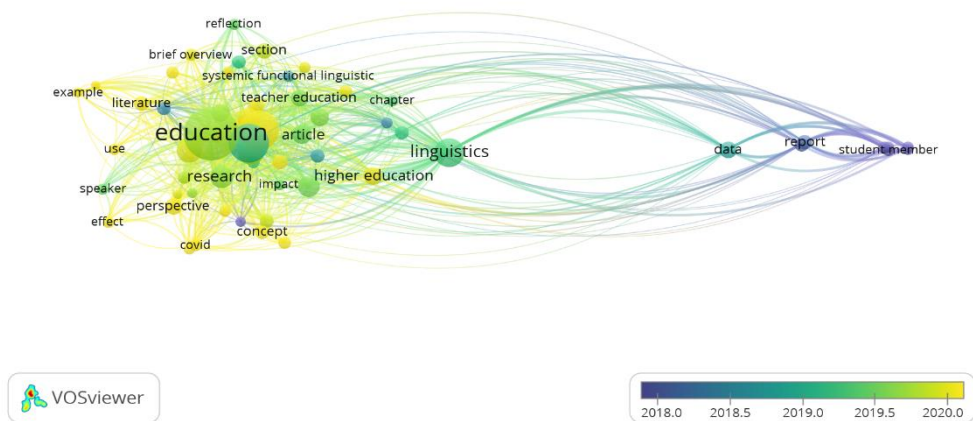


Figure 5 Overlay visualization link of the term with research in education

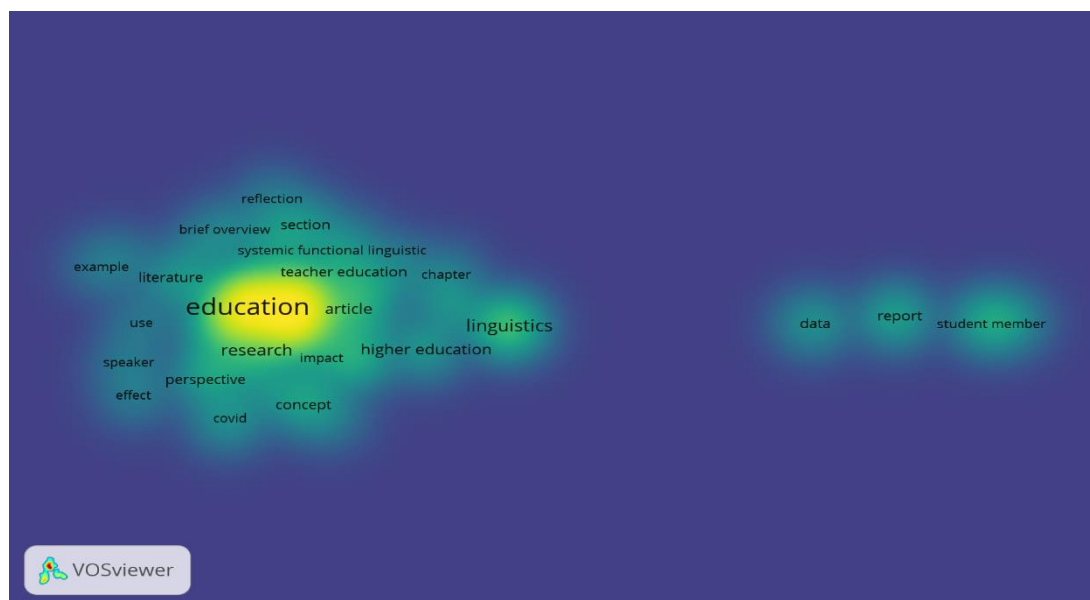


Figure 6 Density visualization

Terms related to the pandemic, such as “COVID” and “online learning,” appeared more frequently in recent years, reflecting the immediate challenges and opportunities that emerged during the global shift to remote education.

The density visualization (Figure 7) highlights areas with the highest concentration of research activity. The brightest areas on the map correspond to themes such as “language education,” “teacher education,” and “linguistics.” These topics have been central to the academic discourse in recent years, further reinforcing their importance in the ongoing development of linguistics and education.

This bibliometric analysis provides a comprehensive view of the research landscape in linguistics and education. Key findings include the predominance of journal articles in disseminating research, the increasing volume of publications in recent years, and the central role of English as the primary language for academic communication. The study also highlights the collaborative nature of research in these fields, with co-authorship networks revealing significant partnerships between scholars. The co-occurrence network analysis offers insights into the major themes shaping current research, including systemic functional linguistics, English education, and the impact of the COVID-19 pandemic. Finally, the overlay and density visualizations provide valuable perspectives on emerging trends and areas of research concentration, suggesting pathways for future exploration in linguistics and education.

## Conclusion

This study provides a comprehensive bibliometric analysis of the relationship between linguistics and education, focusing on research trends from 2015 to 2023. Six distinct clusters of research themes were identified through the analysis of 309 documents and the application of VOS viewer for keyword co-occurrence mapping. These clusters cover a wide range of topics, from systemic functional linguistics and teacher education to the impact of the COVID-19 pandemic on English language teaching. Key findings indicate a significant increase in publications over time, with the field expanding notably in recent years. The study also highlights the role of collaboration among researchers, as demonstrated by the co-authorship networks. Identifying major thematic clusters reveals systemic functional linguistics as a pivotal methodology in linguistics education, providing insight into how language is used in diverse communicative contexts. This research contributes to the existing body of knowledge by mapping the evolving discourse in linguistics and education and identifying key trends that may shape future research. Further studies could explore emerging areas, such as integrating digital tools in language learning and the long-term impacts of pandemic-induced shifts in educational practices. The findings have implications for policy development and future pedagogical strategies.

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