

A Bibliometric Analysis of Linguistics and Education Interface (From 1970 to 2024)

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Abstract

Purpose: This study aimed to quantify and analyze the characteristics of scholarly publications in the field of education and linguistics during the period 1970–2024.

Methodology: A bibliometric approach was employed to examine the relevant literature indexed in the Web of Science database. A total of 2,915 articles were retrieved and analyzed using bibliometric techniques supported by VOSviewer and Excel software.

Findings: The results indicate a steady and continuous growth in both publications and citations in this field over the studied period. Among authors, Lim, Jason Miin-Hwa from UCSI University, Malaysia, was identified as the most prolific contributor with 12 publications. INTED Proceedings emerged as the leading journal with 70 articles. At the country level, the United States ranked first with 497 publications, while Kazan Federal University led institutions with 81 contributions. Keyword analysis revealed that “linguistics” was the most frequently used term in the corpus. Cluster analysis uncovered the intellectual structure of the field, highlighting the emergence of eight thematic clusters that shape current research directions.

Conclusion: The findings provide valuable insights for academic researchers, practitioners, and policymakers by illustrating historical trends, identifying leading contributors, and mapping thematic structures in the intersection of linguistics and education.

Value: By offering a quantitative bibliometric overview, this study highlights the bibliographic and thematic features of research in linguistics and education. The results contribute to the identification of research gaps, support future research planning, and assist educational and linguistic policymakers in strategic decision-making.

Keywords: *Linguistics, Education, Bibliometrics Analysis, Scientometrics, Language, Educational Linguistics.*

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Extended Abstract



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Introduction: Halliday (2007: 34) argues that linguistics, similar to sociology and psychology, underpins the entire educational process, as education largely occurs through language, and academic performance is closely tied to linguistic development. Language, therefore, functions as a pivotal bridge linking the two domains of linguistics and education. Recognizing this intricate and interwoven relationship, as well as the thematic overlaps that connect these two fields within the broader discipline of educational linguistics, the present study addresses the need for a comprehensive and systematic review of research at their interface. To this end, the study employs bibliometric and scientometric techniques to analyze global scholarly outputs published at the intersection of linguistics and education. Such quantitative methods allow for the mapping of scholarly literature and the identification of patterns, trends, and intellectual structures (Xu, Yu, & Wang, 2019; Tang et al., 2018).

A preliminary review of bibliometric studies related to linguistics, education, and their overlap reveals a limited body of research. Among these, Asriati et al. (2024) conducted the only directly relevant study. However, their work was constrained to a nine-year period and relied solely on the Google Scholar database. In contrast, the present research examines a 50-year span (1970–2024) using the Web of Science (WoS) Core Collection, and employs the VOSviewer software to generate more comprehensive visualizations of scholarly networks.

Purpose: The study was designed with the following objectives:

1. To examine the status and growth of published articles on linguistics and education;
2. To identify the most highly cited publications in this field;
3. To determine the top contributing authors;
4. To identify leading universities and institutions;
5. To highlight core journals and influential publication outlets and visualize their interrelations;
6. To identify the top contributing countries and map international collaborations;
7. To visualize keyword co-occurrence networks in linguistics and education research.

Methodology: The study adopted a bibliometric approach to evaluate scholarly literature in the intersection of linguistics and education. Data were retrieved from the Web of Science Core Collection on March 15, 2025, using the following query:

((TS = ("linguistics")) AND TS = ("education")) AND DOP = (1970-01-01/2024-12-29)).

This search yielded 2,915 articles, each with bibliometric metadata (titles, authors, journal sources, publication years, keywords, abstracts, and citation counts). These data were analyzed using bibliometric methods supported by VOSviewer and Excel software.

Findings: Publication trends: The results demonstrate a steady upward trajectory in both publication outputs and citations received over the 1970–2024

period, indicating continuous growth in scholarly interest at the interface of linguistics and education (Figure 1).

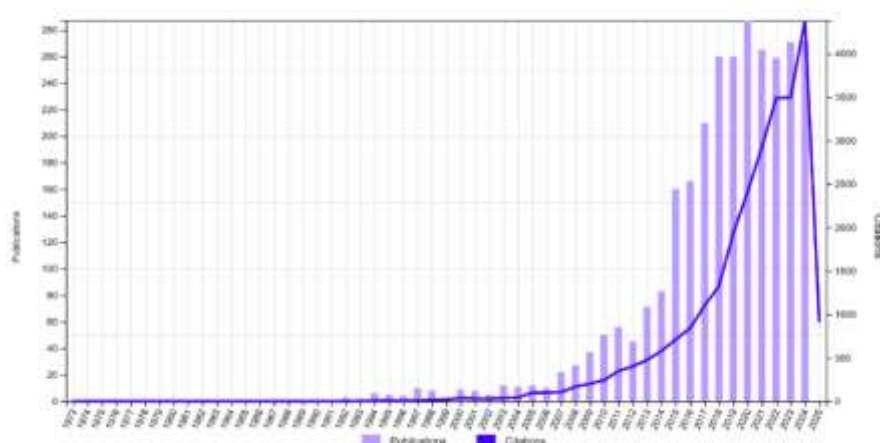


Figure 1. Trend of publication of articles and citations in the interaction of linguistics and education



Journal of
Knowledge-
Research
Studies (JKRS)

Vol 4

Issue 1

Serial Number 11

Highly cited articles: The most influential article was authored by Otheguy, García, and Reid (2015), entitled “Clarifying translanguaging and deconstructing named languages: A perspective from linguistics,” which received 946 citations.

Authors: A total of 5,875 authors contributed to publications in this domain. Among them, Lim, Jason Miin-Hwa (UCSI University, Malaysia) was the most prolific, with 12 publications.

Journals and sources: Research outputs were distributed across 1,341 journals and publication outlets. The INTED Proceedings ranked first, with 74 publications (2.4% of total output).

Countries: Contributions came from 111 countries, with the United States leading at 497 publications (17.05%), followed by China (298; 10.22%) and Russia (291; 9.98%). A co-authorship analysis based on a threshold of five publications revealed strong collaborations among the United States, China, Russia, England, Brazil, and Spain (Figure 2).

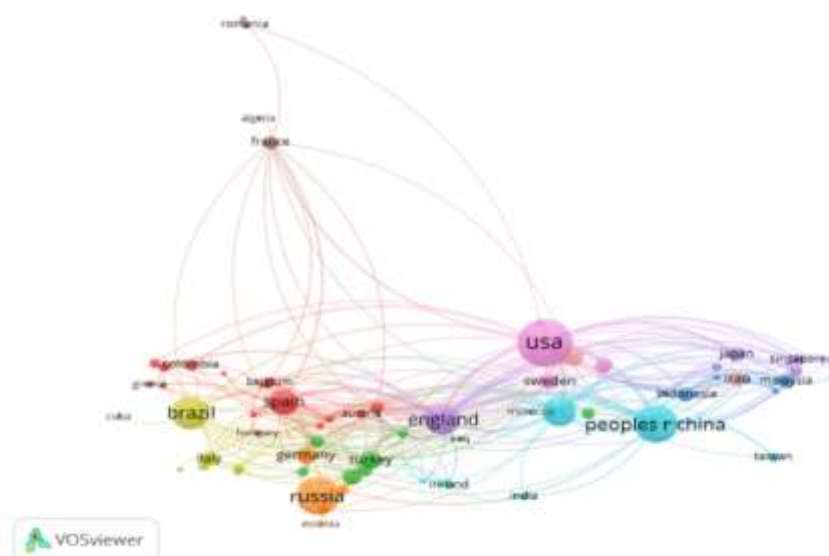


Figure 2. The co-authorship map of the countries publishing linguistics and education articles

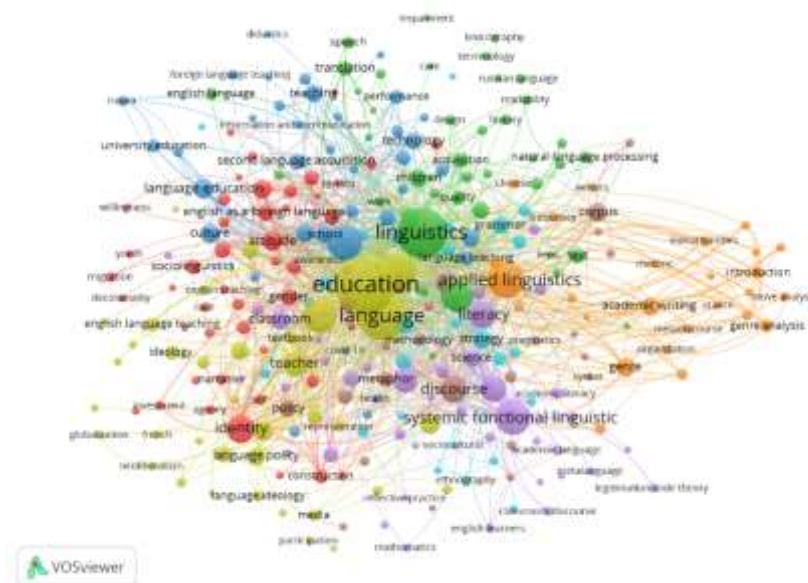


Figure 3. The network structure of high-frequency keywords in linguistics and education (1970-2024)

Keywords and thematic trends: From the 2,915 articles, 9,341 unique keywords were extracted and analyzed. The most frequently occurring keyword was “linguistics” (257 occurrences), followed by “education” (166), “systemic functional linguistics” (131), “corpus linguistics” (129), and “applied linguistics” (113). Visualization through VOSviewer (Figure 3) revealed network structures of high-frequency keywords, with clusters showing thematic concentrations and intellectual interconnections.

Cluster analysis: After filtering, 279 keywords met the threshold for co-occurrence analysis. Results showed the emergence of eight thematic clusters. Among them, Cluster 4 was the largest, comprising 38 keywords, with a co-occurrence count of 1,812, 2,407 links, and a total link strength of 6,512. Keywords in this cluster included education, language, English, and higher education. The cluster structure revealed overlaps and complementarities: Clusters 1 and 3 emphasized sociocultural and affective aspects of language learning; Clusters 2 and 7 dealt with linguistic analysis and applications; Clusters 3 and 4 addressed educational systems from varied perspectives; Clusters 5 and 6 centered on systemic functional linguistics, literacy, and pedagogical strategies; and Clusters 7 and 8 explored discourse in academic writing, education, and policy. Together, these results highlight the interplay between micro-level factors (identity, motivation, classroom interaction) and macro-level influences (language policy, curriculum reform, discourse in education).

Conclusion: The bibliometric mapping confirms that linguistics and education constitute a dynamic and interconnected field of inquiry, with diverse yet overlapping thematic strands. The analysis not only identifies the growth trajectory, prolific contributors, and leading sources but also uncovers the intellectual structure that underpins research at this interface. By situating the field within its global landscape, the study highlights both established areas of inquiry and emerging trends.

Value: This research contributes to knowledge by providing a comprehensive bibliometric overview of linguistics and education research spanning five decades. The findings serve as a reference point for academics, practitioners, and policymakers, helping them identify leading contributors, thematic hotspots, and gaps in the literature. By uncovering patterns of growth, collaboration, and thematic development, the study opens new pathways for future research and supports evidence-based policymaking in the domains of linguistics and education.

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Journal of
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**Vol 4
Issue 1
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Journal of
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Research
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Vol 4
Issue 1
Serial Number 11

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