



# Bilingualism and multilingualism on pluralism in English Language Teaching (ELT): Bibliometric analysis

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The appearance of multicultural societies and globalization as the problems in the field of English Language Teaching (ELT). Moreover, pluralism is used in the education system to support the belief that a variety of languages and cultures should be implemented in the teaching and learning process. Despite the growing attention to pluralism, comprehensive bibliometric analysis mapping this research domain remain limited. Therefore, this study conducted a bibliometric analysis, using statistical publication for assessing publications. It presents the most productive authors, countries, sources, and most cited articles. This study analyzed 98 articles, which were guaranteed to be impartial in their interpretive results. The data analysis is collected in Scopus and was analyzed using R.4.4.1 and VOS viewer to get the exact pattern. The results show that the United Kingdom stands as the highest published article, and HO WYJ and FUSTER C are the authors who show the impact leader. In addition, the International Journal of Bilingual Education and Bilingualism had the most publications, closely followed by the International Journal of Multilingualism. Keyword co-occurrence analysis showed that “multilingual” occupies a central position in the network visualization, indicating its pivotal role in pluralism-related research. These findings provide an overview of the state of pluralism studies in ELT and highlight the need for future research that explores specific pedagogical implementations and the role of digital technologies in promoting inclusive and culturally responsive language education. For ELT practitioners in Indonesia, these findings offer practical insights into integrating multilingual and culturally responsive approaches into classroom practices to better address diverse student backgrounds and learning needs.

**Keywords:** Pluralism, English Language Teaching, Bilingualism, Multilingualism, Bibliometri

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## INTRODUCTION

Globalization has become a powerful force reshaping the landscape of education, especially in English Language Teaching (ELT). As societies become increasingly connected, linguistic and cultural diversity increasingly influences classroom dynamics, curriculum development, and language policy (Kubanyiova & Crookes, 2016). Behboudi (2022) says that globalization introduces complex challenges in ELT, which affect not only language teaching but also intercultural communication and learner identity. At the same time, multicultural societies are now the norm in many educational settings, making pluralism an important concept in the development of inclusive teaching strategies (Shofiyah & Miharja, 2025; Gorter &

[Cenoz, 2017](#)). ELT can no longer activate in isolation from social, economic, and cultural trends that necessitate more responsive and adaptive teaching approaches.

A primary outcome of globalization in education is the increasing recognition of bilingualism and multilingualism as valuable assets rather than complications to learning ([Wei et al., 2023](#)). Recently, scholars have emphasized the necessity of integrating these linguistic realities into ELT practice. [Guberina \(2023\)](#) and [Portolés & Martí \(2020\)](#) highlight how increased awareness of linguistic and cultural diversity has gained prominence, encouraging educators to support more inclusive pedagogies. In addition to instructing English, educators are now responsible with fostering intercultural competence and promoting sense for multiple languages and cultures ([Gorter & Cenoz, 2017](#)). This shift also shows broader trends in global education policy, which requests for teaching models that are culturally relevant, socially equitable, and aligned with pluralistic values.

A pluralistic approach in ELT involves integrating diverse linguistic and cultural resources, acknowledging and appreciating students' backgrounds ([Vallejo & Dooly, 2020](#); [Portolés & Martí 2020](#)). According to the Common European Framework of Reference for Languages (CEFR), schools should promote intercultural interaction and support the learning of multiple languages to develop globally knowledgeable and competent individuals. Scholars such as [Coelho \(2020\)](#), [Shofiyah & Miharja \(2025\)](#), [Ebrahimi \(2023\)](#), and [Moller & Sivertsen \(2022\)](#) argue that pluralism should be actively incorporated into teaching methods and curriculum content.

However, although the theoretical foundations and pedagogical implications of pluralism have been extensively researched, there is still a lack of comprehensive understanding of how these concepts are represented and developed in ELT research. This issue is further complicated by the overlapping use of related terms such as pluralism, multilingualism, and translanguaging, which often leads to conceptual ambiguity in ELT literature. In this study, pluralism is conceptualized as an umbrella framework encompassing bilingualism and multilingualism as its key dimensions. While bilingualism refers to the use of two languages and multilingualism to the use of multiple languages, pluralism emphasizes the coexistence, interaction, and equal recognition of diverse linguistic and cultural practices in educational contexts. Therefore, these concepts are theoretically interconnected, which justifies their inclusion as core keywords in the bibliometric search. In particular, there has been no recent study that provides a clear bibliometric overview of the literature focusing on bilingualism, multilingualism, and pluralism in ELT contexts.

Bibliometric analysis provides a forceful methodological framework for addressing this gap. By quantitatively analyzing academic literature, bibliometrics enables researchers to map out research trends, identify the publications trend, and estimate the impact of specific authors or countries ([Donthu et al., 2021](#)). It is a commonly used instrument across several academic disciplines, including education, business, and environmental sciences, to understand the evaluation distribution of information ([Wang et al., 2020](#)). Within ELT, bibliometric techniques such as

citation analysis, co-authorship mapping, and keyword co-occurrence can reveal trending issues, identify leading scholars or institutions, and how ideas related to pluralism are being framed and connected over time. However, bibliometric studies that specifically focus on pluralism in ELT remain very limited.

Therefore, the objective of this study is to conduct a bibliometric analysis that examines the state of research on pluralism in ELT, with particular attention to bilingual and multilingual dimensions. The aims of this bibliometric study to identify and analyze five primary research questions:

- 1) How is the publication trend related to pluralism?
- 2) Which countries and authors were the most productive regarding pluralism in ELT publications?
- 3) What are the most highly cited sources related to pluralism in ELT?
- 4) Which publications have been cited the most on pluralism in ELT?
- 5) What are the most highly affiliation related to pluralism in ELT?
- 6) What keywords have been used most frequently on pluralism in ELT?

## METHODS

The research design of this study applied bibliometric analysis to examine publication trends on pluralism in English Language Teaching (ELT). Bibliometric analysis uses a quantitative approach to assess scientific publications including journal articles and conference papers, in order to identify trends, patterns, and key contributors within the existing literature ([Phoong et al., 2022](#); [Donthu et al., 2021](#)). This method enables researchers to map the development of a specific research area, determine the most influential authors, countries, and sources, and analyze citation patterns over time ([Pessin et al., 2022](#); [Cobo et al., 2011](#)). In addition, it helps to identification emerging themes and research gaps, which can guide future studies.

Microsoft Excel was used for further analysis to organize and filter the bibliometric data. Additionally, a qualitative descriptive approach complemented the quantitative data by providing context and interpretation of publication trends, authorship patterns, citation impact, and emerging keywords. While, VOSviewer software was used for data processing and visualization to present the network of authors, keywords, sources, and countries. This integrated approach provides comprehensive insights into the development of pluralism research within the field of ELT from 2013 to 2024.

The data were collected from the Scopus database, which served as the primary source for identifying publications related to pluralism in English Language Teaching (ELT). In the initial stage, the researcher uses bibliographic database Scopus for peer review of its indexed publications. Scopus was used to extract a representative set of relevant the keyword "Pluralism" and "ELT". In the Scopus core collection, the following search query was run in title and author keyword field: (TITLE-ABS-KEY ("Pluralism") OR TITLE-ABS-KEY ("Bilingual") OR TITLE-ABS-KEY ("Multilingual") AND TITLE-ABS-KEY ("ELT") OR TITLEABS-KEY ("EFL") OR TITLE-ABS-KEY ("English

teaching") OR TITLE-ABS-KEY ("English Language Teaching") AND PUB YEAR > 2012 AND PUBYEAR < 2025 AND LIMIT-TO (DOCTYPE) OR LIMIT-TO (DOCTYPE, "cp")) AND (LIMIT-TO (LANGUAGE, "English")) AND (LIMIT-TO (OA, "all")). This initial search yielded 1,207 records. To refine the results, the search was limited to publications in English, published between 2013 and 2024, and classified as articles or conference papers within the education field. This limitation reduced the dataset to 165 records. In the last step, the researcher further screened the abstracts and content to select only publications that specifically addressed bilingualism, multilingualism, and pluralism in ELT. This process resulted in a final dataset of 89 relevant articles, which became the basis for the bibliometric analysis. The relatively small number of selected articles reflects the application of strict inclusion criteria to ensure the relevance and quality of the dataset. This study deliberately focused on recent publications (2013-2024) to capture contemporary developments in pluralism within ELT and included only studies that explicitly addressed pluralism in relation to bilingualism and multilingualism. Therefore, the final dataset represents a highly focused and reliable body of literature for mapping current research trends (Figure 1). The selected articles were also categorized based on journal quartile rankings (Q1, Q2, and Q3) to indicate their indexation and influence inside the Scopus database.

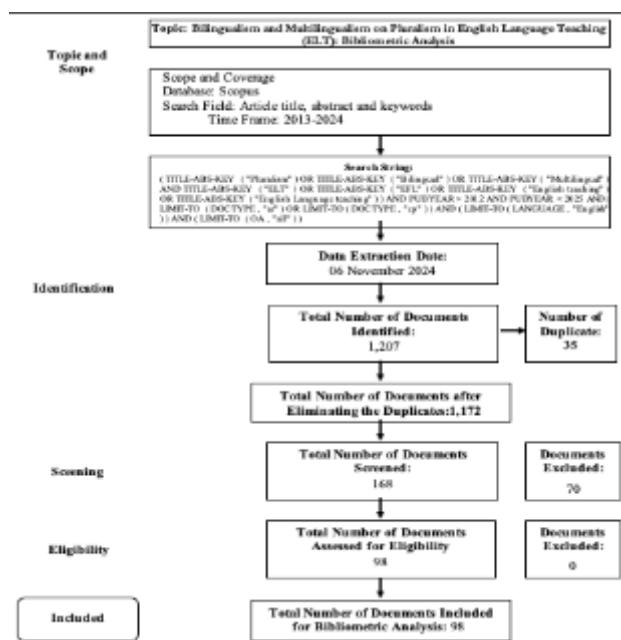


FIGURE 1 | The Process of Data Collection

For the data analysis, this study combined bibliometric methods with quantitative and descriptive techniques to examine publication trends on pluralism in English Language Teaching (ELT). The analysis data was extracted from the Scopus database. The main bibliometric indicators such as the number of publications, total citations, h-index, g-index, and m-index, were computed using R 4.4.1 and Microsoft Excel. Microsoft Excel was employed to organize and calculate the average number of citations per publication and to display descriptive statistics, including journal rankings and geographical distribution of publications.

In addition, VOSviewer software was used to generate network visualizations. These visualizations encompassed mapping cross-country co-authorship, identifying collaboration patterns (Single Country Publications and Multiple Country Publications), and visualizing keyword co-occurrence to highlight the core themes and emerging trends in the literature (Chen & Leydesdorff, 2014; Dong et al., 2022). At the same time, these tools also provided a comprehensive analysis of the publication landscape, demonstrating how research on pluralism in ELT has developed over time and revealing the relationship between influential authors, countries, and key topics.

## RESULTS AND DISCUSSION

In total, 98 articles were selected for inclusion in this research. The analysis covered publications from 2013 to 2024. The following sections present a detailed explanation of the publication trends, productive countries and authors, keyword patterns, and the most highly cited journals related to pluralism in English Language Teaching (ELT).

### Publication Trend

The bibliometric dataset consists of 165 documents published between 1982 and 2024, spanning over four decades. These documents were sourced from 89 journals and contributed by 313 authors, with 61 single-authored papers identified. This analysis indicates a moderate annual growth rate of 7.86%, reflecting the growing scholarly interest in bilingualism and multilingualism in ELT.

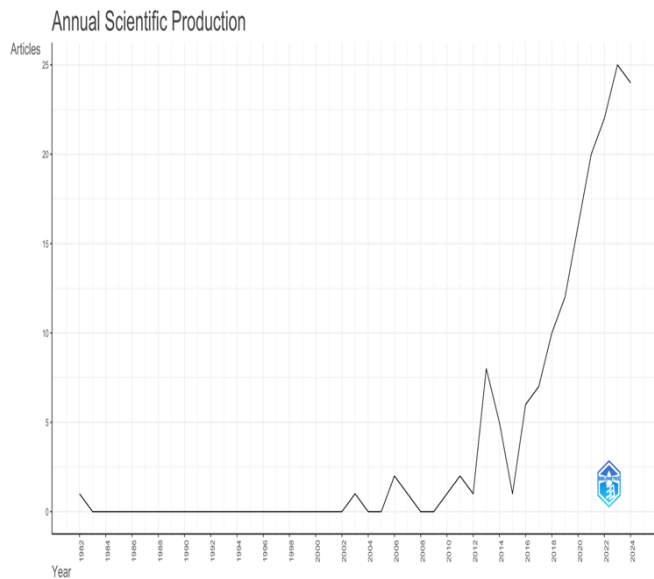
Collaboration metrics indicate that 20% of the publications involve international co-authorship, with an average of 2.03 authors per document, signifying an increasing trend in collaborative and interdisciplinary research. A total of 591 author keywords were indexed, supported by 7,648 references, demonstrating the depth of the research base. The average citation per document is 11.13, indicating that publications in this domain receive a relatively high level of scholarly attention (figure 2).



FIGURE 2 | Main Information

As shown in [Figure 3](#). The annual scientific production of research on bilingualism and multilingualism in ELT. The data reveal a long period of very low productivity between 1982 until 2012, with only sporadic publications. Beginning in 2013, there was a gradual increase, followed by a sharp growth after 2018. The most significant increase occurred between 2020 and 2023, culminating in the highest number of publications in 2023. Although there was a slight decrease in 2024, the overall trend reflects a strong and continued interest in the topic.

This rising pattern indicates that bilingualism and multilingualism have become crucial research areas within ELT. The surge in publication output may be associated to the increasing attention on globalized education, plurilingual approaches, and the incorporation of translanguaging and multilingual pedagogy in classroom practices.



**FIGURE 3 |** Annual Scientific Productions

The main information and annual production trend emphasize the maturity and increasing significance of research in this area. The findings indicate that scholarly focus has transitioned from intermittent interest to a more systematic and sustained research agenda, reflecting the importance of pluralism and multilingualism in current ELT discussions.

**TABLE 1 |** Top ten most productive countries in publishing research on pluralism in ELT

Country	Articles	Articles %	SCP	MCP	MCP %
UNITED KINGDOM	16	9.6969697	10	6	37.5
NORWAY	9	5.45454545	7	2	22.2222222
SPAIN	9	5.45454545	9	0	0
CHINA	7	4.24242424	3	4	57.1428571
USA	7	4.24242424	7	0	0
INDONESIA	6	3.63636364	5	1	16.6666667
HONG KONG	4	2.42424242	2	2	50
NETHERLANDS	4	2.42424242	4	0	0
SWEDEN	4	2.42424242	4	0	0
SWITZERLAND	4	2.42424242	3	1	25

Research on bilingualism and multilingualism in ELT is no longer peripheral but has become a central topic of scholarly inquiry since 2013. This growth aligns with the global transition toward inclusive and plurilingual pedagogies that challenge monolingual standards in education ([Vallejo & Dooly, 2020](#); [Gorter & Cenoz, 2020](#)). In 2023, the peak may also reflect increase research activity following the COVID-19 pandemic, as educators pursued innovative methods to address linguistic diversity in remote and hybrid classrooms ([Baker et al., 2022](#)).

The moderate growth rate and relatively high citation impact indicate that this area continues to grow and influence, contributing to theoretical and practical developments in language teaching and policy. Moreover, the presence of 20% international co-authorship highlights the growing global collaboration, which enriches the research with diverse perspectives and strengthens its applicability across a wide range of contexts ([Hornberger & Link, 2012](#); [Gorter & Cenoz, 2020](#)).

**Top countries and authors in publishing research on pluralism in ELT**

[Table 1](#) shows the top 10 countries in publishing research on pluralism in ELT globally. This table overview includes the number of articles published, percentages, and the breakdown of single country publications (SCP) and multiple country publications (MCP). United Kingdom is at the top of the list with 16 articles (9.7%), which 37.5% are MCPs, indicating significant international collaboration. Next countries are followed by Norway and Spain published 9 articles each country. The Norway’s MCPs are 22.2% and Spain’s MCPs are 0%. In other words, China and USA also has similarity that published 7 articles each country. While China has 57.14% MCPs, Hongkong has 50% MCPs. Then, in Indonesia published 6 articles (16.7% MCPs) and Switzerland published 4 articles (25% MCPs). In addition, it was different from four countries are USA, Netherlands, Sweden, and Spain that only produced SCPs.

**TABLE 2** | Top ten most productive authors in publishing research on pluralism in ELT

Author	h-index	g-index	m-index	TC	NP	PY_start
HO WYJ	3	3	0.42857143	127	3	2018
BANEGAS DL	2	3	0.18181818	51	3	2014
BEILER IR	2	2	0.5	27	2	2021
CALAFATO R	2	2	0.33333333	76	2	2019
FANG F	2	2	0.5	17	2	2021
FUSTER C	2	2	2	4	2	2024
JANKOWICZ- PYTEL D	2	2	0.4	87	2	2020
LI W	2	2	0.4	87	2	2020
LIU S	2	2	0.14285714	11	2	2011
MARTÍ O	2	2	0.25	106	2	2017

In [Table 2](#) shows top 10 authors in publishing research on pluralism in ELT globally. The overview of the table including h-index, g-index, m-index, total citations (TC), Number of publications (NP), and starting year (PY start). HO WYJ is at the top of list with 127 citations and a consistent h-index and g-index of 3. Then higher author is followed by FUSTER C with a high m-index of 2 despite starting in 2024. BEILER IR and FANG F are the strong early research contributions with 0.5 m-index and publication starts in 2021. Furthermore, the data shows HO WYJ and FUSTER C. stand as leaders in rapid impact and sustained influence authors.

In findings, the [Table 1](#) show the contribution and collaboration trends in various countries. The United Kingdom stands as the highest published articles in terms of research on pluralism in ELT, closely followed by Norway and Spain, and distantly by such countries as China, USA, Indonesia. Based on the result of the [table 1](#), United Kingdom has produced in SCP and MCP that this country indicates as top contributor with 37.5 % moderate international collaboration. This prominence of the United Kingdom may be attributed to its strong tradition in applied linguistics and ELT research, as well as the presence of influential scholars and institutions that actively engage with issues of multilingualism and language diversity. In addition, the UK’s educational policies and increasing linguistic diversity in classrooms have encouraged research on inclusive and pluralistic approaches to language teaching ([Dakin, 2020](#)).

Consistent with bibliometric mapping studies, Single Country Publications (SCP) refer to works authored within a single country, whereas Multiple Country Publication (MCP) involve international co-authorship, highlighting cross-border collaboration ([Pessin et al., 2022](#); [Chen & Leydesdorff, 2014](#)). From the definition, although Norway and Spain had published 9 articles each country, but the MCP indicates is different. Similarly, in China and USA. While Indonesia and Switzerland produced SCP and MCP, it is a country with fewer contributions. Then, China stands out with 57.1 % MCP, China stands as strong global partnership. In the end, the countries of USA, Netherland, Sweden, and Spain which only produced in SCP, indicating a focus on domestic research or prioritizing independent research ([Galloway & Numajiri, 2020](#); [da Costa & Rose, 2024](#)).

The data of [Table 2](#) explore the research performance and impact of various authors based on their productivity and citation metrics. Bibliometric studies typically apply h-index, g-index, and m-index to capture author impact, weighting not only total output but also influence over time ([Phoong et al., 2022](#); [Norouzi, 2020](#); [Koltun, 2021](#)) According to [Ding \(2020\)](#) stated also that h-index measures the impact of publication, g-index provide more weight to highly cited papers, m-index measures the rate of research impact over time. From the features and definition, HO WYJ and FUSTER C showing the impact leader and significant potential for future contributions ([Latić et al., 2024](#)). This influence can be linked to their contributions to multilingual education and pluralistic approaches in ELT, particularly in emphasizing the role of linguistic diversity and inclusive pedagogies. Their work highlights how multilingual practices, such as translanguaging, can support more effective and context-sensitive language learning, which has contributed to their high impact in this field ([Coyle & Tsui, 2025](#)).

**Most Highly Cited Journal Publication**

[Table 3](#) highlights the top ten highly cited articles on pluralism in ELT. The data of sources measured by key metrics such as h-index, g-index, m-index, TC, NP, PY\_Start. 6 journals produced over 50 citations; three of those journals produced over 100 citations. The international Journal of Bilingual Education and Bilingualism is the high list with h-index and g-index of 7 and 256 citations since 2014. Then, the second highest is the International Journal of Multilingualism with g-index of 8 and 111 citations since 2020. Meanwhile, English Language teaching, Theory and Practice in Language Studies, and The Annual Review of Applied Linguistics are three Journal which lower m-index and citations.

In finding, data regarding the most highly cited journal publishing research on pluralism in ELT discloses some interesting results. International Journal of Bilingual Education and Bilingualism had most publications, closely followed by International Journal of Multilingualism since 2020. The journal of Language also gained the highest citations of 40 since 2021. Moreover, three journals International Journal of Bilingual Education and Bilingualism, International Journal of Multilingualism, and System, produced over 100 citations. In the end, the analysis

of data shows a mix of established, emerging journals, and applied linguistics research.

**TABLE 3** | Most highly cited journal publications

Source	h-index	g-index	m-index	TC	NP	PY_start
International Journal of Bilingual Education and Bilingualism	7	7	0.63636364	256	7	2014
International Journal of Multilingualism Languages	4	8	0.8	111	8	2020
Asian-Pacific Journal of Second and Foreign Language Education	4	6	1	41	8	2021
English Language Teaching Language Teaching Research	3	3	0.375	26	3	2017
Sage Open System	3	3	0.23076923	19	3	2012
Theory And Practice in Language Studies	3	4	0.42857143	50	4	2018
Annual Review of Applied Linguistics	3	3	0.75	27	3	2021
	3	5	0.6	104	5	2020
	3	3	0.21428571	13	6	2011
	2	3	0.22222222	88	3	2016

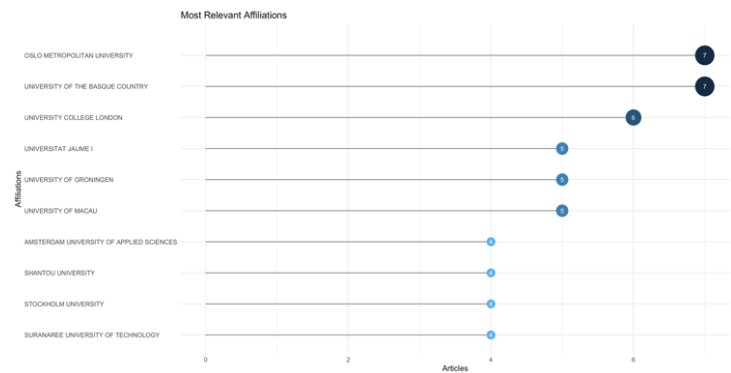
The analysis of the most highly cited journal publications indicates that research on pluralism in ELT has been widely disseminated in both well-established and emerging journals, reflecting a growing scholarly interest in the topic. Dominance of the International Journal of Bilingual Education and Bilingualism (Colliander, 2020; Anderson & Lightfoot, 2021). And the International Journal of Multilingualism (Gao & Yang, 2023; Lexander & Thyness, 2024) demonstrates that pluralism is closely linked to bilingualism and multilingualism research, suggesting a strong intersection between theoretical and applied studies in language education. The relatively high g-index and citation count of these journals reveal that their articles have had significant impact within the field. Interestingly, newer journal such as Languages and SAGE Open has achieved notable citation rates despite their recent entry, which may imply a rising demand for open-access and interdisciplinary perspectives in language education research (Fang et al., 2022). Overall, the findings underscore a balanced development between traditional publication venues and new platforms, providing opportunities for future scholars to contribute to an evolving and increasingly inclusive body of literature.

**Most Relevant Affiliation**

Analyzing the most relevant affiliations provides insight into which institutions are actively contributing to research on bilingualism and multilingualism in ELT. Figure 4 presents the top contributing institutions based on the number of articles published. The result show that Oslo Metropolitan University and University of the Basque Country are the most productive institutions, each contributing seven publications in this area. This finding indicates that these universities are main research hubs for bilingualism and multilingualism, likely reflecting strong institutional support and research networks in language education and applied linguistics.

Other leading affiliations include University College London (6 publications), Universitas Jaume I, University of Groningen, and University of Macau (5 publications each), which collectively contribute a significant role in shaping the discourse on multilingual education and its pedagogical implications. Additionally, affiliations such as Amsterdam

University of Applied Sciences, Shantou University, Stockholm University, and Suranaree University of Technology have produces notable contributions with four publications each, reflecting a diverse geographical spread of their research activity.



**FIGURE 4** | Most Relevant Affiliations

This distribution highlights the international nature of research in this area, with significant contributions coming from Europe, Asia, and other regions. It suggests that the conversation on bilingualism and multilingualism is being shaped by a broad and diverse academic community, reinforcing the global relevance of this topic. The dominance of European institutions especially those in Norway, Spain, and the United Kingdom, suggests the presence of strong research traditions and funding schemes supporting applied linguistics and multilingual education (Aronin & Moccozet, 2023; Sager, 1982).

Interestingly, several Asian universities such as University of Macau, Shantou University, and Suranaree University of Technology also featured in the top list rankings, demonstrating growing scholarly interest in multilingual education outside Europe and North America. This aligns with the increasing significance of English as a lingua franca and a medium of teaching in Asian higher education (Li, 2022; Wang et al., 2021). It is also noteworthy that several countries with relatively high publication counts, such as the United States and Indonesia, lack a singular institution dominating research output.

This may indicate a more distributed research landscape among multiple affiliations, which fosters diverse perspectives and approaches (Granados-Beltrán, 2022; Liando et al., 2023) but it might also fragment collaboration efforts and reduce affiliation visibility. Overall, the results highlight that the discourse on bilingualism and multilingualism is influenced by a broad and interconnected academic community, which is essential for creating inclusive and contextually relevant pedagogical models (Erling et al., 2022; Nagy, 2018).

### Most Frequently Keywords on Pluralism in ELT

Figure 5 presents the keywords most frequently on pluralism in ELT from VOS viewer software. Network visualization displays key concepts and connections including multilingualism, language education, and language teaching. There are connections related to clusters of terms. At the center, “Multilingualism” as the most prominent keyword and interconnected term. This central position indicates that multilingualism functions as the core conceptual framework through which pluralism in ELT is currently understood, linking various pedagogical, sociolinguistic, and policy-related discussions (Tannenbaum & Shohamy, 2023). This keyword is diverse to some topics such as bilingual education, language learning, language policy, and translanguaging, suggesting that these areas are not studied independently but are conceptually integrated within multilingual perspectives. In red cluster, “English Language Teaching” is the focuses keyword with follow some keywords including world English, teacher beliefs, and curriculum development. This cluster focuses on global concerns in language instruction indicating that multilingualism influences how English is taught in diverse and international contexts (Erling et al., 2022; Anderson & Lightfoot, 2021). In the green cluster, “Language Education” is the focuses keyword with follow some keywords including code-switching, teacher identify, and teaching practice. This cluster emphasizes in pedagogical methods and teacher agency in multilingual classrooms.

Moreover, it showing how multilingualism is operationalized in actual classroom practices (Granados-Beltrán, 2022; Dikilitaş & Bahrami, 2023). Furthermore, the components of blue cluster such as motivation, second language acquisition, and higher education, show the factors influencing language learning outcomes and cognitive aspects of multilingualism. This cluster suggests that multilingualism is also examined from a psychological and learner-centered perspective (Nagy, 2018; Długosz, 2024). In the end, in the purple cluster explores linguistic, psycholinguistics, and human language. This cluster focuses on the theoretical and cognitive aspects of multilingualism. Together, these surrounding clusters demonstrate that multilingualism serves as a bridging concept that connects theoretical, pedagogical, and practical dimensions of pluralism in ELT.

In the result, analysis of data shows “Multilingualism” as the central keyword in network visualization. It indicates that multilingualism as keyword most frequently on pluralism in ELT (Kubota, 2016; Chalmers, 2022; Ebrahimi, 2023).

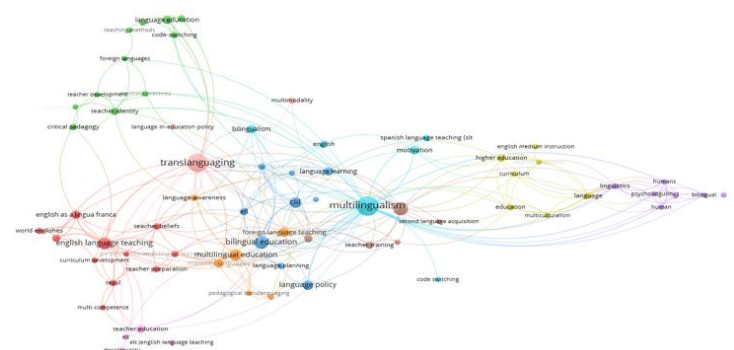


FIGURE 5 | Most frequently keywords on pluralism in ELT

In addition, translanguaging, English language teaching, and bilingual education are highlighted keywords in the VOS viewer software. Overall, the keywords have an interdisciplinary nature, linking teaching practice, policy development, and linguistic theory in the context of education and research (Liando et al., 2023). These findings can also be contextualized within the Indonesian ELT setting. The prominence of multilingualism in global research reflects the linguistic reality of Indonesia as a highly multilingual country, where students commonly use local languages alongside Indonesian language and English. However, ELT practices in Indonesia still tend to emphasize monolingual approaches, with limited integration of students’ full linguistic repertoires in classroom instruction (Rozi, 2023). This suggests a gap between global research trends and local pedagogical practices. Therefore, adopting pluralistic approaches such as translanguaging and multilingual pedagogy could enhance the effectiveness of ELT in Indonesia by making learning more inclusive and contextually relevant.

### Thematic Map

In the Figure 6 presents the thematic map that provides an overview of the key research themes related to pluralism in English Language Teaching (ELT). This map categorizes themes based on their significance (centrality) and elaboration (density), highlighting how well-developed and important each theme is within the field.

In the upper-left quadrant (*Niche Themes*), the map shows topics such as “language ability,” “clinical article,” and “task performance.” These themes are well-developed but have fewer centrality within the broader ELT research on pluralism. This indicates that they are more specialized at specific aspects, such as performance-based language studies and clinical applications, which serve particular research audiences.

The upper-right quadrant (*Motor Themes*) features well-developed and highly relevant topics including “adult,” “major clinical study,” and “middle aged.” These are strong driving themes that actively shape the research direction in pluralism in ELT. The presence of adult and middle-aged learner contexts suggests a focus on language acquisition and education beyond early childhood, expanding the scope of pluralism research to include lifelong learning and adult education contexts.

The lower-right quadrant (*Basic Themes*) highlights foundational topics such as “human,” “female,” “male,” “child,” “language development,” and “education.” These themes are highly relevant but still show moderate levels of development, indicating that they serve as the core concepts supporting most of the research in pluralism in ELT. Their position suggests that demographic factors, learner characteristics, and educational contexts remain central pillars in understanding pluralism in language-

The lower-left quadrant (*Emerging or Declining Themes*) includes topics like “internet,” “students,” “parents,” and “thematic analysis.” These themes are less developed and have lower centrality, which could indicate that they are either emerging areas of research with potential for growth or topics that are gradually declining in prominence within the pluralism in ELT discourse. For example, the inclusion of “internet” and “students” may reflect shifts in focus toward digital learning or learner-centered studies that require further exploration.

Finally, the central cluster of related themes such as “reproducibility,” “reproducibility of results,” and “information processing” shows an intersection of methodological considerations within pluralism research, emphasizing the importance of rigorous research design and data interpretation.

In conclusion, the thematic map demonstrates that human factors and language development remain key pillars, while adult learning and clinical contexts are dynamic areas with significant influence. At the same time, emerging topics like digital contexts and thematic research approaches highlight directions for future exploration. To strengthen pluralism in ELT, future research should build bridges between these established, specialized, and emerging themes to ensure a comprehensive and relevant contribution to the field.

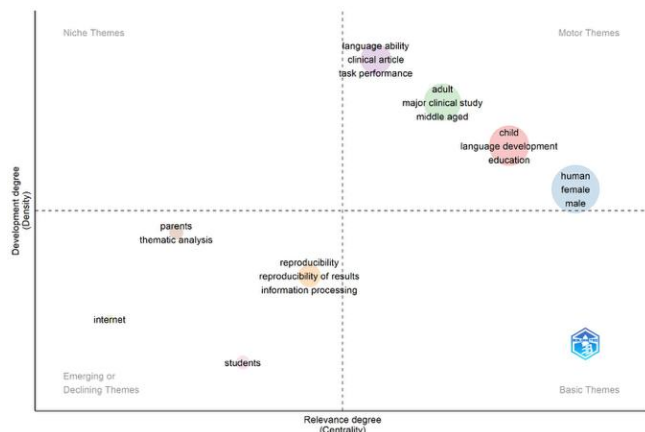


FIGURE 6 | Thematic Map

The thematic map shows that research on pluralism in ELT is strongly based on human factors and language development, aligning with previous studies emphasizing learner demographics as a key variable in multilingual and pluralistic education (Piller, 2024; Becker, 2024). The presence of motor themes such as adult and middle-aged learners reflects a growing recognition of lifelong learning and andragogical approaches, which resonates with calls to integrate pluralism into adult education frameworks (Baytar

& Çakir, 2022; Möller-Omrani & Sivertsen, 2022). At the same time, the identification of emerging themes related to the internet and students indicates a shift toward digital and learner-centered paradigms, underscoring the importance of integrating technology and learner agency in future pluralism research (Mukhamadiarova & Nizamutdinova, 2023; Alonso & Samy, 2018). This convergence of established and emerging themes offers opportunities to build comprehensive frameworks that capture both traditional and contemporary dimensions of pluralism in ELT (Beiler, 2021; Valdez, 2020; Schmidhofer et al., 2022).

## CONCLUSION

This study conducted a bibliometric analysis using VOSviewer and R 4.4.1 applications on pluralism in English Language Teaching (ELT) from 2013 to 2024. The findings reveal that significant growth of publications in this area, whereas the United Kingdom leading in terms of research output. Ho WYJ and Fuster C have appeared as leading contributor authors with strong potential for shaping future research. The keyword analysis highlights “multilingualism” as the most central and frequently appearing term, followed by related themes such as “translanguaging,” “English language teaching,” and “bilingual education.” These findings indicate that pluralism research in ELT retains an interdisciplinary focus, bridging teaching practice, policy development, and linguistic theory. The analysis of cited journals also shows that International Journal of Bilingual Education and Bilingualism has produced the most highly of publications, followed by International Journal of Multilingualism and System, reflecting a blend of established and emerging outlets in applied linguistics.

This study has some limitations. First, the analysis only focuses on the Scopus database, which may not capture all relevant publications and may have excluded research indexed in other major databases such as Web of Sciences as well as regional databases like Garuda, which are particularly important for capturing local Indonesian perspectives. Second, the manual filtering of irrelevant documents introduces the possibility of human error, which may affect the completeness of the dataset. Third, inconsistencies in Scopus metadata such as author name variations and institutional affiliations may influence the accuracy of the results. ultimately, the acquisition of more detailed demographic data, including gender-based author analysis, were not possible due to the limitations of Biblioshiny (R 4.4.1) and VOSviewer.

Furthermore, for future studies should address these limitations by integrating multiple databases such as Scopus, Web of Science, and regional databases like Garuda, in order to obtain a more comprehensive and globally as well as locally representative view of pluralism in ELT. Moreover, they could investigate how pluralism and multilingualism interact with technology-based learning environments and explore innovative pedagogical approaches that can support learners across diverse educational contexts.

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