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## Research Visualization on Teaching, Language, Learning of English and Higher Education Institutions from 2011 to 2020: A Bibliometric Evidences

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# Research Visualization on Teaching, Language, Learning of English and Higher Education Institutions from 2011 to 2020: A Bibliometric Evidences

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# **Research Visualization on Teaching, Language, Learning of English and Higher Education Institutions from 2011 to 2020: A Bibliometric Evidences**

## **Abstract**

The main purpose of the study is to evaluate English teaching, English language, English learning, and higher education institutions in terms of academic libraries employing bibliometric analysis from 2011 to 2020. We try to consolidate the published researches on the teaching and learning of the English language in the Web of Science indexed published documents as there is a lack of quantitative measurements on the subject under consideration. We employ the bibliometric analysis and a total of 8886 published documents are found. The study findings reveal that the topic of English language and article as document type is highly used in the published documents. Similarly, the majority of the published documents are written in the English language, more published in 2017, and Li J is the top author with 22 publications. The name of Univ. Sains Malaysia is at the top of the organization, China is the top country, and higher education is the top keyword used in the published documents from 2011 to 2020. Further, more the name of FASEB Journal is the top source, the top funding agency is from the United States, and the article of Morrison et al. is the top article with 404 citations. Furthermore, the results are discussed and the conclusion is drawn on the subject under discussion.

**Keywords:** Teaching, Language, Learning, English, Higher Education Institutions, Bibliometric Analysis

## **Introduction**

The English language is widely used in teaching and speaking in more than 118 countries around the globe (Shin, Eslami, & Chen, 2011; Thorne, 2008). It is stated that all the academic libraries have collections of different resources in the English language including print and electronic a higher educational institutions (Shoaib, Abdullah, & Ali, 2020; Shoaib, Rasool, & Anwar, 2021; Ullah & Shoaib, 2021). This language is also used as the language of trade, science, diplomacy, computers, aviation, tourism, and diplomacy (Galloway, 2013). Similarly, it is also the language of the internet, media, and international communities including academic libraries (Furstenau et al., 2021). It is important to mention here that there are about 6500 spoken languages in the globe today and English is the third most spoken language of the globe (Pennycook, 2007). Further, it is worth mentioning to state that English is the official language of a number of the countries and first language as well for individual use to speak the worldwide (Nunan, 2003). It is noted that

about two billion individuals in the globe are studying the English language (Mappiasse & Sihes, 2014). They try to meet people from other nations and speak the English language that open door to the world to communicate with the people of other nations (Elyas, 2008).

Moreover, it is also important to highlight that several programs on electronic media and print media including movies, drama, TV show, music, books, newspapers, and magazines are produced in the language of English are placed in the archives of academic libraries (Masavisut, Sukwiwat, & Wongmontha, 1986; Shoaib et al., 2020; Shoaib et al., 2021; Sundqvist & Sylvén, 2014). Besides, the subtitles and translations in the English language are also provided to improve continuously reading and listening skills of the English language (Danan, 2004; Hayati & Mohmedi, 2011; Moussa-Inaty, Ayres, & Sweller, 2012). Likewise, the English language is the language of the internet that is widely used by 565 million individuals every day, and more than 50 percent of the people in the globe visit different websites displayed in the English language (Alcántara-Pilar, Del Barrio-García, & Rodríguez-López, 2018). Hence, the teaching and learning of the English language provide access to the content on the internet (Thorne, 2008).

Similarly, the English language is spoken as a second language in more than 118 countries in number (Dang & Vu, 2020; Ekoç, 2020). Further, this language is used to announce the timetable of the train, announcements at airports, emergency information, street signs, and signs on the highways to guide travelers all over the world (Diamond & Bulfin, 2021; Farley, Yang, Min, & Ma, 2020; Gan, Hu, Wang, Nang, & An, 2020; Kourdis & Zafiri, 2021). It is note taking to mention here that people meet at least some of the individuals at different locations of the world during traveling and share views with others in the English language (Furstenau et al., 2021; Masavisut et al., 1986; Romylos, 2020; Willans, 2020). It is also asserted that foreign language (i.e., English) enhances the analytical, cognitive, and intellectual skills of individuals (Chik & Melo-Pfeifer, 2020; Geng, Yu, Liu, & Liu, 2021; Zou, Luo, Xie, & Hwang, 2020). It involves mental exercise to learn and changes brain structures that impact the memory and consciousness that make individuals as creative and healthy into old age (Galloway, 2013; Orcasitas-Vicandi & Leonet, 2020; Şad, Özer, Yakar, & Öztürk, 2020). It is worth mentioning to state here that learning of the English language makes smarter, versatile, and making progress to feel great (Brooke, 2020; Chien, 2020; Y. Wang, Grant, & Grist, 2020).

### ***The objective of the Study***

The main purpose of the study is to evaluate English teaching, English language, English learning, and higher education institutions in terms of academic libraries employing bibliometric analysis from 2011 to 2020.

Further, the main aim is divided into different sub-section of the published documents including topics and published document types, language and year of publication, top twenty results of authors' information, top twenty organizations, top twenty countries, top twenty keywords, top twenty sources of publications, top twenty funding agencies, and top twenty journal articles by citations.

### **Review of Literature**

Teaching and learning the English language in education has received scholars' attention across the globe aligned with the academic libraries at higher educational level (Kwon & Lee, 2021; Z. Li & Li, 2021; Mirhosseini, Tajik, & Bahrapour Pasha, 2021; Policarpio, 2021; Shoaib, Saeed, & Cheema, 2012). In the previous centuries, the English language was not considered an important language as societies had a lack of interaction and migration (Diamond & Bulfin, 2021; Kao & Kuo, 2021; Romylos, 2020). Similarly, trade, internet, travel, and tourism were not widely spread in previous decades and there was a lack of inter-state communications with the language of English (Shoaib et al., 2020; Shoaib et al., 2021). Gradually, the modern contingencies of life changed the notion of teaching and learning the English language worldwide (M.-R. A. Chen, Hwang, Majumdar, Toyokawa, & Ogata, 2021; Dang, Bonar, & Yao, 2021). As the rapid changing structures of societies and bilateral trade and travel gain the attention to learn, speak, write, and community with international language i.e., the English language (Barrios & López-Gutiérrez, 2021; Vijayakumar, Steinkrauss, & Sun, 2020; H.-c. Wang & Chen, 2020; Whatley, Banda, & Bryan, 2020). Currently, the language of English has also been widely used as a medium of instruction in education generally and at the tertiary level specifically (Sibomana, 2020; Tai & Wei, 2020; Teng, 2020; Thao & Mai, 2020). Similarly, this language is used at the international level for communication, trade, the language of the internet, used to announce scheduled at airports and railways as well (Rowland & Murray, 2020; Şad et al., 2020; Sharbawi & Jaidin, 2020). The study of Romylos (2020) revealed the importance of English literature for professional identities in South Africa. Similarly, Pennarola and Bandini (2020) asserted the importance of the English language use as a medium of instruction and national language at the tertiary level in Italy,

Germany, and France. Further, several studies have been conducted to highlight the importance of teaching and learning the English language in world over including the study of Orcasitas-Vicandi and Leonet (2020) on language learning in multilingual education, Nguyen and Stracke (2020) on English learning experience at tertiary level in Vietnam, Mirhosseini, Shirazizadeh, and Pakizehdel (2020) on language and literacy in Iran, Merga, Mat Roni, and Mason (2020) on struggling to learn English, and Marav, Podorova, Yadamsuren, and Bishkhorloo (2020) on teaching English in Magnolia.

Several studies have been conducted to reveal the importance and significance of teaching and learning the English language in academic environment (Lau, 2020; Macaro, 2020; Macaro & Han, 2020). As the study of Inbar-Lourie and Donitsa-Schmidt (2020) engrossed on native and non-native background in international universities for learning. Similarly, Y. Huang and Jun Zhang (2020) focused on the importance of writing English among students. Further, the study of Gao (2020) highlighted the cultural ideology and identities in the learning of the English language. However, Gan et al. (2020) concentrated on the English language learning and self-efficacy of the students at the tertiary level. In the same token, the study of Farrell (2020) asserted the reflective practices and professional development of teachers through the English language as a medium of instruction. Moreover, the study of Farley et al. (2020) compared western English and Chinese language proficiency for a transnational business-oriented degree at the tertiary level. It is pertinent to mention here that several studies have been focused to evaluate the English language in terms of teaching and learning at the tertiary level including the study of Fan and Jin (2020) assessment and testing in university, Dang and Vu (2020) on the medium of instructions in higher education in Australia, Chou (2020) on teaching and learning English along with phrasal verbs in the context of Taiwan, Chien (2020) on learning and pedagogical skills through the English language, Cheng (2020) on English medium of instruction in the classroom in Hong Kong, and L. Chen (2020) on the English language as an academic language in China. It is important to mention here that several studies have been conducted to analyze teaching, learning the English language and role of academic libraries at the tertiary level using bibliometric analysis and other techniques (Shoaib et al., 2020; Shoaib et al., 2021; Shoaib & Ullah, 2019, 2021a, 2021b; Ullah & Shoaib, 2021). Hence, based on the review of literature, this study is mainly focused on assessing the teaching and learning of the English language at the tertiary level in terms of academic libraries using bibliometric analysis from 2011 to 2020.

## **The Data and Methods**

For the current study, we used the bibliometric analysis technique to extract data from the Science Citation Index database, Web of Science (Core Collection). Further, the indexes are used including SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH, ESCI, CCR-EXPANDED, and IC. The searched query for the study is used as [TI=(“English Teaching”) OR TI=(“English Language”) OR TI=(“English Learning”) OR TI=(“Higher Education Institution\*”). Data is extracted on March 13, 2021, at 07:30 AM GST with a period of ten years i.e., 2011 to 2020. We used MS Excel, VOSviewer, and Biblioshiny software for bibliometric analysis. Further, the data of published documents are presented in the form of tables and figures to show the trend of data. A total number of 8886 published documents are found and further analysis is employed to draw findings and conclusions.

## **Results and Discussions**

This section deals with the results and discussion on the published documents on the evaluation of English teaching, English language, English learning, and higher education institutions employing bibliometric analysis from 2011 to 2020. It is divided into different sections including topics and published document types, language and year of publication, top twenty results of authors’ information, top twenty organizations, top twenty countries, top twenty keywords, top twenty sources of publications, top twenty funding agencies, and top twenty journal articles by citations.

### ***Topics and Document Types***

Table 1 indicates the topics and type of documents published from 2011 to 2020 on the subject under consideration. Data depicts that 44.41 documents are published with the topic of the English language and 28.21 percent of the documents are published with the title of higher education institutions. However, 21.17 percent use English teaching and only 6.21 percent of the documents are published with the topic of English learning. Based on the data, it is asserted that researcher scholars prefer to use the English language as a topic of documents to publish out of 8886 published documents. The study findings are aligned with the findings using bibliometric analysis by Comarú, Lopes, Braga, Batista Mota, and Galvão (2021).

Table 1 also describes the type of published documents from 2011 to 2020 on the subject underhand. It is stated that half (51.01 %) of the documents are published in the form of an article and 37.52 percent of the documents are published in the form of proceeding paper. However, a smaller proportion of published documents is also reported in the form of a book review, early



access, review, editorial material, meeting abstract, correction, letter, bibliography, book chapter, data paper, retraction, TV review radio review, art exhibit review, news item, reprint, and retracted publication. Based on the bibliometric data, it is asserted that the higher proportion of published documents are in the form of articles. The study findings are supported by the findings of several researchers based on the bibliometric analysis technique (Fielding, 2020; Y. Li, 2020; Z. Li & Li, 2021).

Table 1

*Topics and Document Types*

| a) Topic of the documents     | Total Publications | Percentage |
|-------------------------------|--------------------|------------|
| English Teaching              | 1881               | 21.17      |
| English Language              | 3946               | 44.41      |
| English Learning              | 0552               | 06.21      |
| Higher Education Institutions | 2507               | 28.21      |
| Total                         | 8886               | 100        |
| b) Type of the documents      | Total Publications | Percentage |
| Article                       | 4533               | 51.01      |
| Proceedings Paper             | 3334               | 37.52      |
| Book Review                   | 449                | 05.05      |
| Early Access                  | 140                | 01.58      |
| Review                        | 139                | 01.57      |
| Editorial Material            | 123                | 01.39      |
| Meeting Abstract              | 105                | 01.18      |
| Correction                    | 24                 | 00.27      |
| Letter                        | 17                 | 00.19      |
| Bibliography                  | 07                 | 00.08      |
| Book Chapter                  | 05                 | 00.06      |
| Data Paper                    | 02                 | 00.02      |
| Retraction                    | 02                 | 00.02      |
| TV Review Radio Review        | 02                 | 00.02      |
| Art Exhibit Review            | 01                 | 00.01      |
| News Item                     | 01                 | 00.01      |
| Reprint                       | 01                 | 00.01      |
| Retracted Publication         | 01                 | 00.01      |
| Total                         | 8886               | 100.00     |

***Language and Years***

Table 2 presents the language and year of published documents from 2011 to 2020 on the above-mentioned title of this research. Data illustrate that 89.4 percent of the research documents are published in the language of English and 2.7 percent of the documents are published in the language of Spanish. It is important to mention that a similar proportion of published documents are reported in the language of Italian and Malay i.e. 8 in number. Similarly, published documents

in Bulgarian and Slovak languages are also similar in number as 5 times published. Further, the published documents are also reported in the language of Czech, Serbian, Unspecified, Catalan, Latvian, Arabic, Japanese, Norwegian, and Welsh. Based on the published language data in Table 2, it concludes that the majority of the documents are published in the language of English. Researchers use the English language to increase the readership and also it is the international language spoken around the globe. It is pertinent to mention here that 26 languages in total are used in the published documents on the subject under discussion from 2011 to 2020. The present study findings are based on the bibliometric analysis and similar nature of methodology is used by several researchers (M.-R. A. Chen et al., 2021; Furstenau et al., 2021; Rejeb, Rejeb, & Zailani, 2021)

Table 2  
*Language and Years*

| a) Language of the published document |      |            |             |     |            |
|---------------------------------------|------|------------|-------------|-----|------------|
| Languages                             | TP*  | Percentage | Languages   | TP* | Percentage |
| English                               | 7947 | 89.433     | Bulgarian   | 05  | 0.056      |
| Spanish                               | 243  | 2.735      | Slovak      | 05  | 0.056      |
| Portuguese                            | 236  | 2.656      | Lithuanian  | 04  | 0.045      |
| Russian                               | 181  | 2.037      | Afrikaans   | 03  | 0.034      |
| Chinese                               | 138  | 1.553      | Czech       | 03  | 0.034      |
| French                                | 23   | 0.259      | Serbian     | 03  | 0.034      |
| German                                | 21   | 0.236      | Unspecified | 03  | 0.034      |
| Turkish                               | 21   | 0.236      | Catalan     | 02  | 0.023      |
| Croatian                              | 11   | 0.124      | Latvian     | 02  | 0.023      |
| Polish                                | 09   | 0.101      | Arabic      | 01  | 0.011      |
| Italian                               | 08   | 0.09       | Japanese    | 01  | 0.011      |
| Malay                                 | 08   | 0.09       | Norwegian   | 01  | 0.011      |
| Ukrainian                             | 06   | 0.068      | Welsh       | 01  | 0.011      |

TP\* = Total Publication

| b) Year of the published document |              |            |       |              |            |
|-----------------------------------|--------------|------------|-------|--------------|------------|
| Years                             | Publications | Percentage | Years | Publications | Percentage |
| 2011                              | 595          | 06.7       | 2016  | 1070         | 12.04      |
| 2012                              | 608          | 6.84       | 2017  | 1198         | 13.48      |
| 2013                              | 721          | 8.12       | 2018  | 1048         | 11.79      |
| 2014                              | 742          | 8.35       | 2019  | 1061         | 11.94      |
| 2015                              | 887          | 9.98       | 2020  | 0956         | 10.76      |

Table 2 also describes the distribution of the published documents by the year of publication. Data present that only 6.7 percent of the documents are published in the year 2011 and the published documents are increased as per the year towards the year of 2020. Data in the table indicate that 9.98 percent of the documents are published in 2015 and this number is increased in 2016 to 12.04

percent. However, the highest number of the documents are published in the year 2017 i.e., 13.48 percent. Moreover, the documents published in 2018 and 2019 are also higher as compared to the documents published in 2014 and 2013. It is asserted that the publication of documents is increased with the year starting from 2011 to 2020. The similar analysis is employed by different researches to draw results in several studies (M.-R. A. Chen et al., 2021; Daenekindt & Huisman, 2020; Steinhardt, Schneijderberg, Götze, Baumann, & Krücken, 2017)

***Top Twenty Results of Authors' Information***

Table 3

*Top Twenty Results of Authors' Information*

| Author        | TP* | TC* | h_index | g_index | m_index | PY*_Start |
|---------------|-----|-----|---------|---------|---------|-----------|
| Li J          | 22  | 20  | 3       | 04      | 00.3    | 2012      |
| Wang Y        | 21  | 19  | 2       | 04      | 0.182   | 2011      |
| Zhang Y       | 21  | 91  | 2       | 09      | 0.182   | 2011      |
| Liu Y         | 20  | 6   | 1       | 02      | 0.125   | 2014      |
| Li Y          | 18  | 01  | 1       | 01      | 0.091   | 2011      |
| Li H          | 15  | 28  | 2       | 05      | ---     | 2012      |
| Zhang J       | 13  | 39  | 4       | 06      | 0.444   | 2013      |
| Lee O         | 12  | 364 | 9       | 12      | 0.818   | 2011      |
| Swanson HL    | 12  | 121 | 6       | 11      | 0.545   | 2011      |
| Yang J        | 12  | 11  | 2       | 03      | 0.182   | 2011      |
| Zhang L       | 12  | 06  | 1       | 02      | 0.091   | 2011      |
| Chen Y        | 11  | 18  | 2       | 04      | 0.222   | 2013      |
| Li L          | 11  | 00  | 0       | 00      | 00      | 2011      |
| Zhao Y        | 11  | 01  | 1       | 01      | ---     | 2011      |
| Banegas DL    | 10  | 37  | 3       | 06      | ---     | 2012      |
| Lara-Alecio R | 10  | 75  | 5       | 08      | 0.455   | 2011      |
| Wang C        | 10  | 103 | 5       | 10      | 0.455   | 2011      |
| Irby BJ       | 9   | 74  | 5       | 08      | 0.455   | 2011      |
| Lepori B      | 9   | 139 | 7       | 09      | 0.636   | 2011      |
| Liu J         | 9   | 06  | 1       | 02      | 0.091   | 2011      |

TP\* = Total Publication, TC\* = Total Citations, PY\* = Publication Year

Table 3 illustrates the top twenty results of authors' information from 2011 to 2020 on the subject under consideration. Data describe that author name Li J is at the top of the top twenty results of authors' information list with 22 publications, 20 citations, 3 h\_index, 4 g\_index, and the starting year of publication is 2012. Similarly, the name of Wang Y secures the second position with 19 citations, 2 h\_index, 22 publications, 4 g\_index and the year of publication is 2011. However, the other names are also reported in the top twenty authors' information list including Zhang J, Lee

O, Swanson HL, Yang J, Zhang L, Chen Y, Li L, Zhao Y, Banegas DL, Lara-Alecio R, and Wang C. On the other hand, the name of Liu J is at bottom of the list of top twenty authors' information with 9 publications, 6 citations, 1 h\_index, 2 g\_index, and the year of publication start from 2011. It is asserted that the name of Li J is at the top of the list of the top twenty results of authors' information. It is important to mention here that there are 15344 authors in total number, 19057 author appearances, 3195 authors of single-authored documents, 12149 authors of multi-authored documents, 3917 single-authored documents, 0.579 documents per author, 1.73 authors per document, 2.14 co-authors per documents, and 2.44 collaboration index. The study findings are aligned with the findings using similar nature of bibliometric analysis technique to examine the author's information (Cadez, Dimovski, & Zaman Groff, 2017; El-Alfy & Mohammed, 2020; Hernández-Torrano & Kuzhabekova, 2020)

***Top Twenty Organizations***

Table 4

***Top Twenty Organizations***

| Organization              | TP* | TC* | TLS* | Organization           | TP* | TC* | TLS* |
|---------------------------|-----|-----|------|------------------------|-----|-----|------|
| Univ. Sains Malaysia      | 60  | 210 | 51   | Michigan State Univ.   | 28  | 187 | 18   |
| Islamic Azad Univ.        | 58  | 168 | 11   | Univ. Aveiro           | 28  | 214 | 24   |
| Univ. Kebangsaan Malaysia | 52  | 200 | 21   | Univ. Hong Kong        | 27  | 226 | 15   |
| Univ. Toronto             | 39  | 408 | 31   | Univ. Lisbon           | 26  | 217 | 37   |
| Univ. Teknol. Malaysia    | 38  | 124 | 20   | Univ. Melbourne        | 26  | 189 | 12   |
| Univ. Malaya              | 36  | 110 | 25   | Edu. Testing Serv.     | 25  | 105 | 11   |
| Kazan Fed Univ.           | 33  | 018 | 05   | Univ. Putra Malaysia   | 25  | 037 | 16   |
| Texas A&M Univ.           | 31  | 274 | 37   | Monash Univ.           | 24  | 167 | 25   |
| Univ. South Africa        | 29  | 085 | 06   | UCL                    | 23  | 074 | 28   |
| Arizona State Univ.       | 28  | 298 | 08   | Univ. British Columbia | 23  | 162 | 14   |

TP\* = Total Publication, TC\* = Total Citations, TLS\* = Total Link Strength

Table 4 shows the top twenty organizations of the published documents on the subject under consideration from 2011 to 2020. Data indicate that Univ. Sains Malaysia is at top of the top twenty organizations with 60 publications and 210 citations. Similarly, the name of Islamic Azad Univ. secures the second position in the list of top twenty organizations of the published documents on the subject with 168 citations and 58 publications. However, the name of Univ. British Columbia is at bottom of the top twenty organizations of the published documents with 23 publications and 16 citations. It is important to mention here that the total number of organization of the published documents are 5409 as reported in the data. The analysis of funding organizations is also employed

in several studies around the globe (Baker, 1991; Roig-Tierno, Gonzalez-Cruz, & Llopis-Martinez, 2017; Schiuma, Kumar, Sureka, & Joshi, 2020).

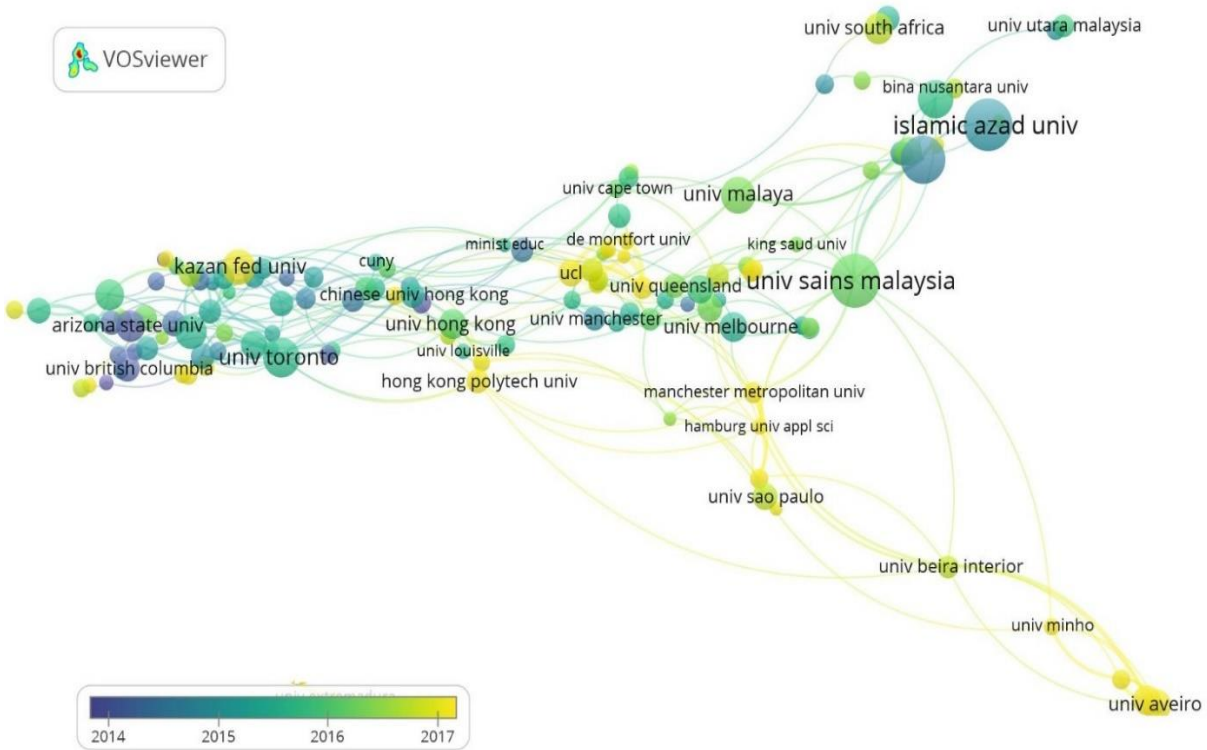


Figure 1. Twenty Organizations

**Top Twenty Counties**

Table 5 presents the top twenty countries of the published documents on the subject under discussion from 2011 to 2020. Data reflect that the name of China is at the top of the top twenty countries list based on the published documents from 2011 to 2020 with 2539 publications, 2470 single author, and 69 multiple-author publications. Similarly, the name of the United States secures the second position in the top twenty countries based on the published document with 1142 publications, 1057 single authors, and 85 multiple authors' publications. Further, the name of different countries is also in the list of documents published from 2011 to 2020 including United Kingdom, Brazil, Russia, Malaysia, Australia, South Africa, Turkey, Spain, Iran, Canada, Indonesia, Portugal, Colombia, India, Mexico, and Ukraine. However, the name of Germany and Saudi Arabia is placed at bottom of the top twenty countries list of the published documents. Based on the bibliometric analysis, it is asserted that the name of China is at the top of the top twenty countries list of the published documents. It is important to mention here that the name of 134

countries is found on the published documents from 2011 to 2020 on the subject under consideration. The country-wise analysis of the published documents is also employed by multiple researchers (Alnajem, Mostafa, & ElMelegy, 2021; Gaviria-Marin, Merigó, & Baier-Fuentes, 2019; Thanuskodi, 2010).

Table 5

*Top Twenty Countries*

| Country        | TP*  | Freq.    | SCP* | MCP* | MCP*_Ratio |
|----------------|------|----------|------|------|------------|
| China          | 2539 | 0.301687 | 2470 | 69   | 0.0272     |
| USA            | 1142 | 0.135694 | 1057 | 85   | 0.0744     |
| United Kingdom | 371  | 0.044083 | 291  | 80   | 0.2156     |
| Brazil         | 335  | 0.039805 | 302  | 33   | 0.0985     |
| Russia         | 329  | 0.039092 | 315  | 14   | 0.0426     |
| Malaysia       | 296  | 0.035171 | 264  | 32   | 0.1081     |
| Australia      | 219  | 0.026022 | 169  | 50   | 0.2283     |
| South Africa   | 192  | 0.022814 | 181  | 11   | 0.0573     |
| Turkey         | 178  | 0.021150 | 168  | 10   | 0.0562     |
| Spain          | 168  | 0.019962 | 148  | 20   | 0.1190     |
| Iran           | 152  | 0.018061 | 139  | 13   | 0.0855     |
| Canada         | 148  | 0.017586 | 128  | 20   | 0.1351     |
| Indonesia      | 146  | 0.017348 | 133  | 13   | 0.0890     |
| Portugal       | 130  | 0.015447 | 112  | 18   | 0.1385     |
| Colombia       | 106  | 0.012595 | 94   | 12   | 0.1132     |
| India          | 91   | 0.010813 | 83   | 08   | 0.0879     |
| Mexico         | 86   | 0.010219 | 75   | 11   | 0.1279     |
| Ukraine        | 83   | 0.009862 | 82   | 01   | 0.0120     |
| Germany        | 78   | 0.009268 | 63   | 15   | 0.1923     |
| Saudi Arabia   | 74   | 0.008793 | 63   | 11   | 0.1486     |

TP\* = Total Publication, SCP\* = Single Country Publications, MCP\* = Multiple Country Publications

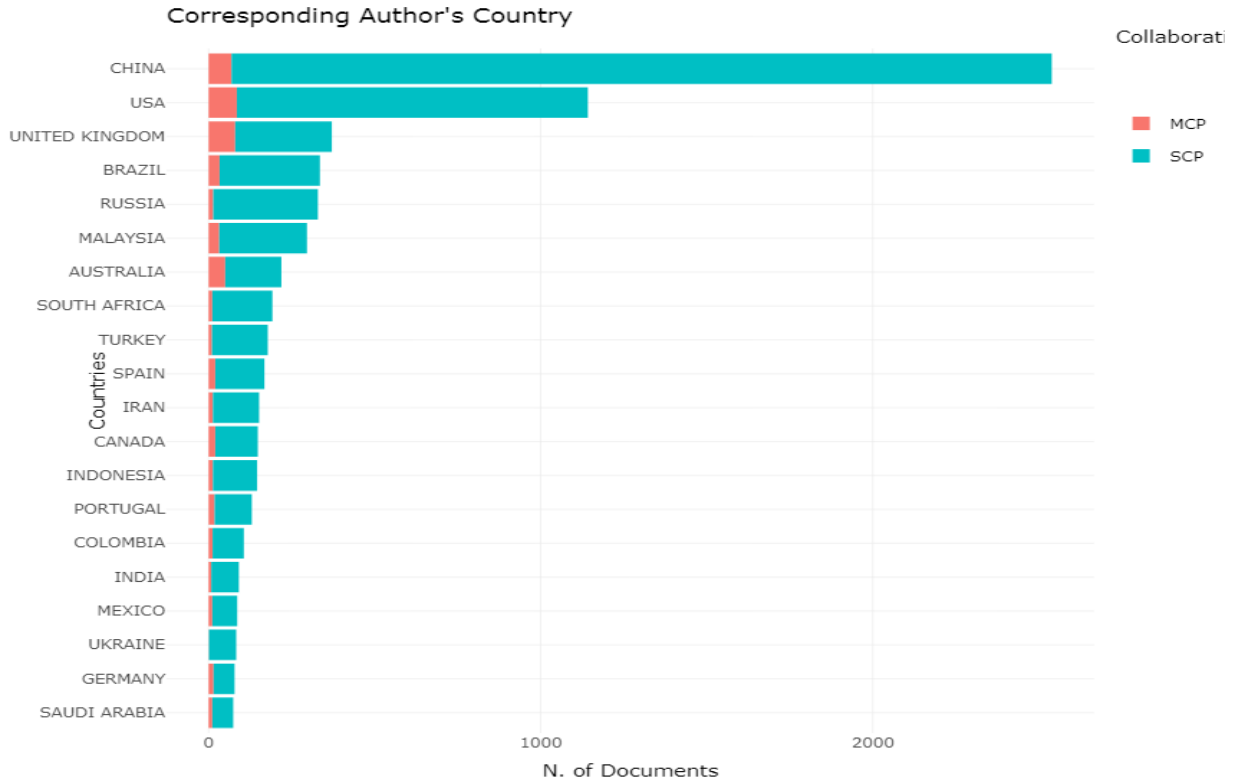


Figure 2. Top Country Collaborations

### Top Twenty Keywords

Table 6 shows the top twenty keywords are used in the published documents on the current title of the research that is under discussion. Data illustrate that the keyword higher education is at top of the top twenty keywords of the published documents from 2011 to 2020 with 609 occurrences time. Similarly, the keyword English teaching secures the second position in the top twenty keywords among the published documents. Further, other keywords are in the list of top twenty keywords of the published documents including higher education institutions, college English teaching, college English, the English language learners, the English language teaching, the English language, English, English learning, teaching, higher education institution, education, motivation, university, e-learning, and students. However, the keywords universities and language learning are at the bottom of the top twenty keywords in the published documents on the subject from 2011 to 2020 as 74 and 72 times respectively. It is concluded based on the data in the table that the keyword higher education and English teaching is at the top of the top twenty keywords list of the published documents from 2011 to 2020. It is important to mention here that there are 3678 keywords plus (ID) and 16588 author's keywords (DE) in the published documents on the subject. The keywords-wise analysis of the published documents is also employed in different

studies (Abernethy & Holderied, 2018; Cretu & Morandau, 2020; Pinto, Fernández-Pascual, Caballero-Mariscal, & Sales, 2020).

Table 6  
*Top Twenty Keywords*

| Keyword                       | Occurrences | TLS* | Keyword                      | Occurrences | TLS* |
|-------------------------------|-------------|------|------------------------------|-------------|------|
| Higher Education              | 609         | 685  | Teaching                     | 111         | 185  |
| English Teaching              | 403         | 372  | Higher Education Institution | 105         | 105  |
| Higher Education Institutions | 351         | 318  | Education                    | 101         | 193  |
| College English Teaching      | 286         | 219  | Motivation                   | 100         | 163  |
| College English               | 261         | 275  | University                   | 82          | 145  |
| English Language Learners     | 176         | 157  | E-Learning                   | 76          | 115  |
| English Language Teaching     | 175         | 185  | Students                     | 75          | 136  |
| English Language              | 167         | 177  | Application                  | 74          | 098  |
| English                       | 152         | 241  | Universities                 | 74          | 110  |
| English Learning              | 127         | 082  | Language Learning            | 72          | 085  |

TLS\* = Total Link Strength

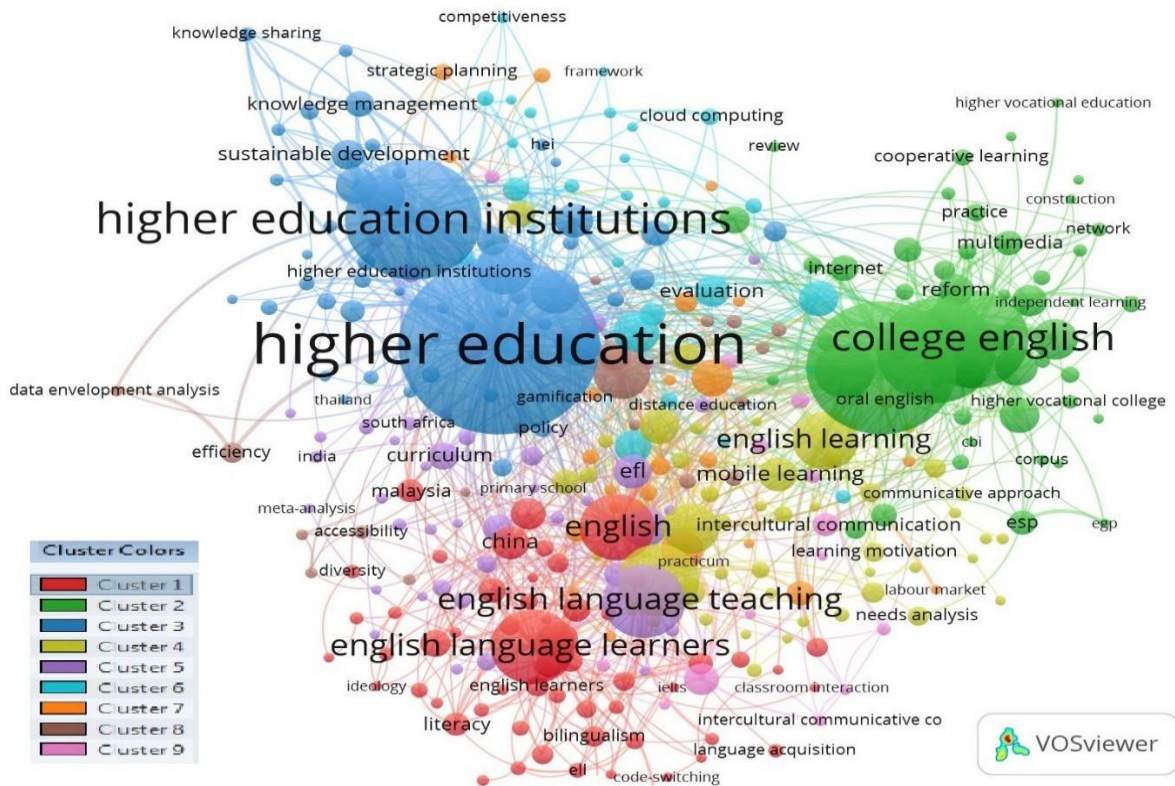
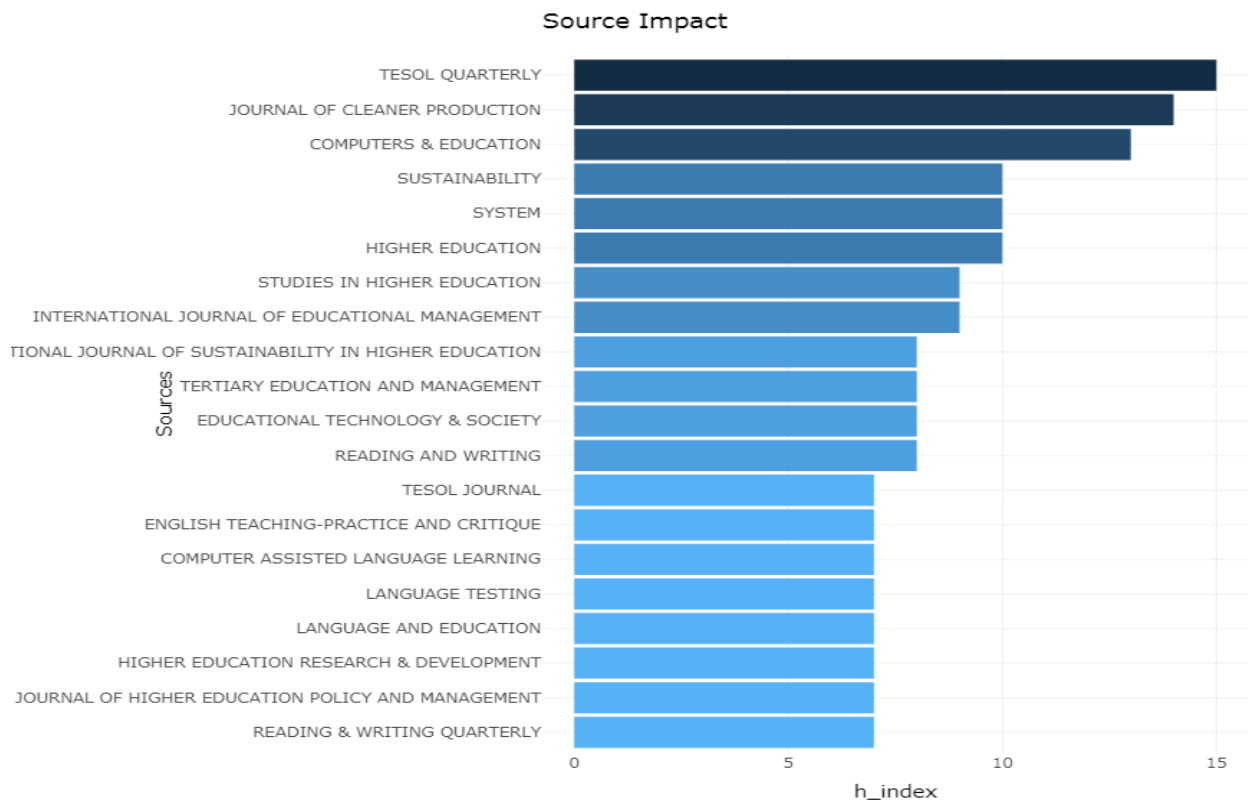


Figure 3. Occurrences of Author Keywords



### *Top Twenty Sources of Publications*

Data in Table 7, *Appendix A* illustrates the top twenty sources of the published documents from 2011 to 2020 on the subject under consideration. It is stated that the source name FASEB Journal is at top of the top twenty sources of the published documents from 2011 to 2020 with 76 publications, g\_index of 2, h\_index of 1, citations of 9, and publication starting the year 2001. Similarly, the source Computers & Education secure second position in the top twenty sources of the published documents with 63 publications, g\_index of 57, h\_index of 30, citations of 3342, and publication starting year 2002. However, the name of SLEEP is at the bottom of the top twenty sources of the published documents with 26 publications, g\_index of 9, h\_index of 2, citations of 96, and publication starting the year 2004. It is pertinent to mention here that there are 3169 different sources found for the published documents from 2011 to 2020. The analysis sources of the published documents are also employed in different studies (C. Huang et al., 2020; Marín-Suelves, López-Gómez, Castro-Rodríguez, & Rodríguez-Rodríguez, 2020; Phelan, Anderson, & Bourke, 2000).



*Figure 4. Top Twenty Sources of Publications*

### ***Top Twenty Funding Agencies***

Based on the bibliometric analysis, the top twenty funding agencies are provided in Table 8, *Appendix B*. Data in the appendix illustrate that the name of the funding agency 'United States Department of Health Human Services' is at the top of the twenty funding agencies of the published documents from 2011 to 2020 on the subject under discussion with 49 published documents out of 8886. Further, data also indicate the number of other funding agencies in the said appendix. However, the name of the funding agency 'Federal Ministry of Education Research BMBF' is at the bottom of the top funding agencies of the published documents from 2011 to 2020 with 8 publications. The analysis of funding agencies of the published documents is also used by different researchers (Ajibade & Mutula, 2020; Goksu, Ozkaya, & Gunduz, 2020; Smolinsky & Lercher, 2020).

### ***Top Twenty Journal Articles by Citations***

Table 9 (*Appendix C*) describes the top twenty journal articles based on the number of citations of the published documents on the subject under consideration from 2011 to 2020. Data based on the bibliometric analysis describe that the article that is written by Morrison et al. is at the top of the top twenty articles with 404 citations in 2012 (ISSN-0266-4623, Vol./No.-28/2). Similarly, the article written by Hung secures the second position in the top twenty articles based on the citations list with 214 citations in 2015 (ISSN-0958-8221, Vol./No.-28/1). However, the article of Grossman et al. is at the bottom of the top twenty number of articles based on the published documents from 2011 to 2020 with 76 citations in number (ISSN-0195-6744, Vol./No.-119/3).

### **Conclusion**

We reach the conclusion based on the bibliometric analysis that this method enabled scholars, academicians, and researchers to gain a more comprehensive understanding of the selected topic and support recognizing variables that are used during research on teaching and learning the English language at the tertiary level. The study is essentially centered on evaluating English teaching, the English language, English learning, and higher education institutions employing bibliometric analysis from 2011 to 2020. It concludes that a total number of 8886 published documents are found. Similarly, the topic of the English language and article as document type is highly used in the published documents. Similarly, the majority of the published documents are written in the English language, more published in 2017, and Li J is the top author with 22 publications. The name of Univ. Sains Malaysia is at the top of the organization, China is the top

country, and higher education is the top keyword used in the published documents from 2011 to 2020. Further, more the name of FASEB Journal is the top source, the top funding agency is from the United States, and the article of Morrison et al. is the top article with 404 citations. This study recommends that further studies should be conducted using other subject-oriented databases and other similar nature of the topic in the future.

### **Limitations of the Study**

The present bibliometric study is based on the published documents in the Web of Science only and we did not use other database-agencies. Further, it only focussed to evaluate English teaching, the English language, English learning, and higher education institutions employing bibliometric analysis from 2011 to 2020. Therefore, we did not use other related topics concerning teaching and learning of the English language including classroom environment, English curriculum, university type, family environment, parental role, etc.

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## Appendix A

Table 7

*Top Twenty Sources of Publications from 2011 to 2020*

| Source  | TP* | TC*  | h_index | g_index | m_index     | PY*_start |
|---|-----|------|---------|---------|-------------|-----------|
| FASEB Journal   | 76  | 09   | 01      | 02      | 0.047619048 | 2001      |
| Computers & Education   | 63  | 3342 | 30      | 57      | 01.50       | 2002      |
| Medical Teacher   | 63  | 1461 | 20      | 37      | ---         | 2001      |
| Learning and Individual Differences                               | 62  | 1548 | 23      | 37      | 01.15       | 2002      |
| Computers in Human Behavior                                       | 48  | 3124 | 25      | 48      | 2.083333333 | 2010      |
| American Journal of Pharmaceutical Education                      | 47  | 591  | 15      | 21      | 0.714285714 | 2001      |
| International Journal of Psychology                               | 47  | 28   | 01      | 05      | 0.055555556 | 2004      |
| International Journal of Environmental Research and Public Health | 45  | 239  | 07      | 14      | 0.583333333 | 2010      |
| PLOS One  | 45  | 543  | 14      | 22      | 1.166666667 | 2010      |
| Medicine and Science in Sports and Exercise                       | 42  | 249  | 03      | 15      | 0.142857143 | 2001      |
| BMC Medical Education   | 37  | 493  | 13      | 21      | 1.181818182 | 2011      |
| International Journal of Engineering Education                    | 37  | 277  | 09      | 16      | 00.45       | 2002      |
| Personality and Individual Differences                            | 37  | 2204 | 22      | 37      | 1.047619048 | 2001      |
| Studies in Higher Education                                       | 37  | 590  | 13      | 23      |             | 2005      |
| Frontiers in Psychology   | 36  | 201  | 9       | 12      | 1.285714286 | 2015      |
| Medical Education   | 36  | 1282 | 18      | 35      | 0.857142857 | 2001      |
| Abstracts if Papers if The American Chemical Society              | 34  | 00   | 00      | 00      | 00          | 2001      |
| Nurse Education Today   | 33  | 488  | 13      | 21      | 0.764705882 | 2005      |
| Journal of Dental Education                                       | 27  | 271  | 10      | 15      |             | 2007      |
| SLEEP   | 26  | 96   | 02      | 09      | 0.111111111 | 2004      |

TP\* = Total Publications, TC\* = Total Citations, PY\* = Publication Year

## Appendix B

## Table 8

*Top Twenty Funding Agencies*

| Funding Agencies  | TP* | % of 8886 |
|---|-----|-----------|
| United States Department of Health Human Services                                     | 49  | 0.551     |
| National Institutes of Health NIH USA   | 48  | 0.54      |
| European Commission   | 34  | 0.383     |
| National Science Foundation NSF   | 32  | 0.36      |
| US Department of Education  | 32  | 0.36      |
| Ministry of Science and Technology Taiwan   | 29  | 0.326     |
| Portuguese Foundation for Science and Technology                                      | 29  | 0.326     |
| Japan Society for the Promotion of Science  | 28  | 0.315     |
| Ministry of Education Culture Sports Science and Technology Japan MEXT                | 28  | 0.315     |
| Grants in Aid for Scientific Research KAKENHI   | 25  | 0.281     |
| Economic Social Research Council ESRC   | 20  | 0.225     |
| UK Research Innovation UKRI   | 19  | 0.214     |
| CAPES   | 18  | 0.203     |
| Fundamental Research Funds for the Central Universities                               | 16  | 0.18      |
| NIH Eunice Kennedy Shriver National Institute of Child Health Human Development NICHD | 15  | 0.169     |
| National Natural Science Foundation of China NSFC                                     | 14  | 0.158     |
| Australian Research Council   | 11  | 0.124     |
| National Council for Scientific and Technological Development CNPq                    | 10  | 0.113     |
| European Commission Joint Research Centre   | 9   | 0.101     |
| Federal Ministry of Education Research BMBF   | 8   | 0.09      |

TP\* = Total Publication

## Appendix C

Table 9

*Distribution of Top Twenty Journal Articles by Citations (2011-2020)*

| Article Title   | Authors   | ISSN      | Vol./No. | PY*  | TC* |
|---|---|-----------|----------|------|-----|
| The Effect of English-Language Restriction on Systematic Review-Based Meta-Analyses: A Systematic Review of Empirical Studies   | Morrison, Andra; et. al.  | 0266-4623 | 28(2)    | 2012 | 404 |
| Flipping the classroom for English language learners to foster active learning  | Hung, Hsiu-Ting   | 0958-8221 | 28(1)    | 2015 | 214 |
| Science and Language for English Language Learners in Relation to Next Generation Science Standards and with Implications for Common Core State Standards for English Language Arts and Mathematics | Lee, Okhee; Quinn, Helen; Valdes, Guadalupe                               | 0013-189X | 42(4)    | 2013 | 196 |
| Blended learning in higher education: Institutional adoption and implementation   | Porter, Wendy W.; Graham, Charles R.; Spring, Kristian A.; Welch, Kyle R. | 0360-1315 | 75       | 2014 | 150 |
| Mobile English learning: An evidence-based study with fifth graders   | Sandberg, Jacobijn; Maris, Marinus; de Geus, Kaspar                       | 0360-1315 | 57(1)    | 2011 | 149 |
| Disproportionality in Special Education Identification and Placement of English Language Learners   | Sullivan, Amanda L.   | 0014-4029 | 77(3)    | 2011 | 141 |
| Environmental Management Systems (EMS) implementation processes and practices in European higher education institutions - Top-down versus participatory approaches                                  | Disterheft, Antje; et. al.  | 0959-6526 | 31       | 2012 | 134 |
| Establishing sustainability science in higher education institutions: towards an integration of academic development, institutionalization, and stakeholder collaborations                          | Yarime, Masaru; et. al.   | 1862-4065 | 7        | 2012 | 131 |
| Experiences from the implementation of sustainable development in higher education institutions: Environmental Management for Sustainable Universities  | Ramos, Tomas B.; et. al.  | 0959-6526 | 106      | 2015 | 114 |

| Article Title  | Authors   | ISSN      | Vol./No. | PY*  | TC* |
|--|---|-----------|----------|------|-----|
| Lean Six Sigma for higher education institutions (HEIs) Challenges, barriers, success factors, tools/techniques  | Antony, Jiju; Krishan, Netasha; Cullen, Donna; Kumar, Maneesh | 1741-0401 | 61(8)    | 2012 | 110 |
| Costs and efficiency of higher education institutions in England: a DEA analysis   | Thanassoulis, E.; Kortelainen, M.; Johnes, G.; Johnes, J.     | 0160-5682 | 62(7)    | 2011 | 91  |
| Efficiency of European public higher education institutions: a two-stage multicountry approach   | Wolszczak-Derlacz, Joanna; Parteka, Aleksandra                | 0138-9130 | 89(3)    | 2011 | 90  |
| Predictors and outcomes of early versus later English language proficiency among English language learners   | Halle, Tamara; et. al.  | 0885-2006 | 27(1)    | 2012 | 84  |
| Perceived convenience in an extended technology acceptance model: Mobile technology and English learning for college students                            | Chang, Chi-Cheng; Yan, Chi-Fang; Tseng, Ju-Shih               | 1449-5554 | 28(5)    | 2012 | 84  |
| Student data mining solution-knowledge management system related to higher education institutions  | Natek, Srecko; Zwillling, Moti                                | 0957-4174 | 41(14)   | 2014 | 83  |
| English language education in East Asia: some recent developments  | Hu, Guangwei; McKay, Sandra Lee                               | 0143-4632 | 33(4)    | 2012 | 82  |
| Teachers' Beliefs About English Language Learners in the Mainstream Classroom: A Review of the Literature  | Pettit, Stacie Kae  | 1931-3152 | 5(2)     | 2011 | 82  |
| I'm Not Going to Be, Like, for the AP: English Language Learners' Limited Access to Advanced College-Preparatory Courses in High School                  | Kanno, Yasuko; Kangas, Sara E. N.                             | 0002-8312 | 51(5)    | 2014 | 80  |
| Tools for Non-Pollen Palynomorphs (NPPs) analysis: A list of Quaternary NPP types and reference literature in English language (1972-2011)               | Miola, Antonella  | 0034-6667 | 186      | 2012 | 78  |
| Measure for Measure: The Relationship between Measures of Instructional Practice in Middle School English Language Arts and Teachers' Value-Added Scores | Grossman, Pam; Loeb, Susanna; Cohen, Julie; Wyckoff, James    | 0195-6744 | 119(3)   | 2013 | 76  |

PY\* = Publication Year, TC\* = Total Citations