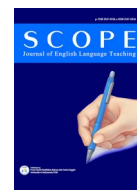




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Research Article

Research in Siele and Jeels Journals: A Systematic Investigation of Studies Related to Trends Over the Last Five Years

Suci Mawaddah¹, Tessana Agustiningrum², Ani Susanti³

^{1,2,3}. Universitas Ahmad Dahlan, Jl. Ringroad Selatan, Kragilan, Tamanan, Kec. Banguntapan, Kabupaten Bantul, Daerah Istimewa Yogyakarta, 55191, Indonesia

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 Research Trend;
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ABSTRACT

This research provides a systematic overview of trends in English Language Teaching (ELT) by analyzing 358 articles published in the JEELS and SIELE journals from 2019 to 2023. The purpose of the study is to explore the patterns and themes of academic researches that have emerged in the field of teaching English as a second or foreign language, particularly focusing on the methodologies and data collection instruments utilized in these articles. A quantitative descriptive approach was employed, utilizing bibliometric research methods to analyze the selected articles. Data collection involved reviewing published articles and categorizing them based on research design, sample types, data collection tools and subject of articles. The analysis revealed that the majority of the sample consisted of university students or adults, with a remarkable 99% of the research employing applied methodologies. Observation and questionnaires emerged as the most frequently used data collection instruments. These findings indicate significant trends in teaching practices and learner-related issues, underscoring the evolving landscape of ELT research over the past five years.

CORRESPONDING AUTHOR(S):

E-mail:

sucimawaddah999@gmail.com
 tessaagusti08@gmail.com
 ani.susanti@pbi.uad.ac.id

INTRODUCTION

English is an important language to master nowadays as it significantly impacts the contemporary global landscape. Almost everyone in the world uses and aims to master English to enhance communication with others, advance their careers, and pursue further education in English-speaking countries. Interestingly, English has achieved the status of being the most widely spoken language globally, with non-native speakers outnumbering native speakers. As stated by Sharifian (2013), English has become a global lingua franca, with estimates suggesting that between 914 and 1,200 million people worldwide are fluent in the

language. This figure includes both native speakers and those who use English as a second or foreign language, highlighting the extensive reach and influence of English in global communication. Specifically, of these speakers, about 450 million are from English-speaking countries such as the United States, the United Kingdom, Australia, New Zealand, Canada, Ireland, and South Africa. Furthermore, approximately 400 million people use English as a second language, while around 350 million use it as a foreign language. According to Bolton & Meierkord (2020), current global language statistics reveal that English retains its status as the most widely used language for international communication. With approximately 1.5 billion English language users

worldwide, encompassing both native and non-native speakers, English continues to dominate the realms of global business, academia, and digital communication.

Significantly, there are so many research articles that have been done over the years to better understand the linguistic and educational needs of language learners. (Albiladi, 2020) said that teaching English also needs to be accompanied by the study of literature and linguistics. Then, beside the teaching field, the English language itself in terms of linguistics also has received much attention from the researchers because the issues inside are complex as in the teaching field. In the world of linguistics, researchers analyze how a language is used, whether it is English, a local language, or even the relationship and connection between a local language and English. The understanding of linguistics in the world of learning is also necessary in several aspects, such as content evaluation, language use. In essence, with the emergence of new learning theories, teaching techniques, and learning issues, English language education has become one of the most researched disciplines in the world. In addition, the language sector, as well as English Language Education. There are numerous scholarly and peer-reviewed research journals in the field of English language education and linguistics, including SIELE, JEELS, TESOL Quarterly, Second Language Research, Language and Education, Journal of English as an International Language, and Language Learning. These journals have contributed to the field of English Language Education as well as linguistics including various education-related scholarly articles that provide sufficient background to demonstrate research gaps. There are also suggestions for future researchers, as well as the latest issues so that studies in this field continue, develop and are up to date.

There are several previous studies that reviewed the trends of research. First, (Lim et al., 2023) explained in their research when reviewing the journal of Consumer Behavior (JCB) in the 2019-2022 period which explained that in the article there were 30 most cited JCB articles, 19 articles had 100 or more citations while 17 articles had more than 10 citations per year which where these results show that There have been developments in the JCB journal caused by a growing culture of collaboration, where authors choose to work in groups on a global scale with ongoing encouragement from the journal and explicit collaborative improvements for special cross-country research issues. Then, the research conducted by (Irwanto et al., 2022) from systematic research conducted in 2022 which has examined 336 research trends studies published in JSET, RISE, JSTE, IJSE, JRST, and SE Journals selected for analysis with a time span of 2011-2020 that focus on the latest research trends and status regarding STEM education included number of papers by year, type of research, country ranking , and the number of authors

shows the results of their research that there is an increase in each study which shows research collaboration and positive things and publication trends in STEM education.

In the research conducted by (Bellucci et al., 2021). Their research, focused on reviewing 187 articles that had been published by JIC in the last five years 2014-2018, the results of which explained that over time JIC has become increasingly popular with financial studies, especially as a reference for undergraduates to increase the value of their field of study. In the realm of increasing asset value in financial markets. So, (Rha, 2020) in his research, he focused on journals whose scope discussed e-learning & online students, e-learning & online teachers, e-learning & curriculum, where the results of the research explained that in these international journals the researcher conveyed his input for the future so that journals The international company is considering including publications in other languages, because e-learning is global. (Chang et al., 2020) In their research, specifically reviewed 76 journal articles which focused on employing drawing assessment as a research tool in science education which aimed to ensure that drawing assessment is a type of research tool. From their research explains that several articles that have been systematically reviewed explain that drawing assessment is a methodological approach to assessing individual conceptions about scientists, science topics, or science teaching and learning, and modeling skills. (Wei et al., 2023) in their research which reviewed and used a systematic review by examining 512 articles that have been published in several top-ranking communication journals from 2006-2020 which focuses on research trends in how mobile media is studied, research analysis and patterns of mobile communication research trends in this era. 3/4G. In their research, they found that there were strengths and weaknesses in the article trend. Knowledge about cellular communications the literature is rapidly developing in accordance with cross trends and its weakness is that it is complicated due to multi-modularity in Internet-supported cellular communication dominated by a handful of new media platforms.

The primary purpose of this research is to provide a systematic overview of studies focused on teaching English as a second or foreign language, along with related linguistic issues, published in two leading journals: SIELE and JEELS. This comprehensive review aims to support scholars in the field of second and foreign language education by shedding light on the significant patterns and trends that have emerged over the past five years. Additionally, this research aims to explore the outcomes of teaching and linguistics research reflected in the articles published in the SIELE and JEELS journals between 2019 and 2023. By examining these outcomes, the study intends to highlight effective practices and innovative approaches

that have emerged in ELT, providing valuable insights for educators and researchers alike.

Moreover, the study seeks to identify gaps in the existing literature, suggesting areas that deserve further exploration. By pinpointing these underrepresented topics, we hope to encourage new research endeavors that can enrich the fields of ELT and Applied Linguistics, thereby advancing both knowledge and practice in language education. To accomplish this, the researchers will systematically analyze and identify trends in English Language Teaching (ELT) by reviewing articles published in the JEELS and SIELE journals from 2019 to 2023. This study will look into the methodologies, sample types, data collection tools, and subjects or topics of articles that have emerged in recent ELT research, contributing to a deeper understanding of the evolving landscape of language education. Notably, many research trends indicate significant improvements in education and learning, particularly within English language studies in ELT and Applied Linguistics (Ker et al., 2013). However, there is a noticeable lack of studies specifically analyzing trend patterns as a central focus of research. This gap in the literature has motivated us to explore and understand the trends in EFL/ESL and linguistics research articles. Therefore, the articles analyzed in this study are those published in these journals between 2019 and 2023, ensuring that our findings reflect robust and current insights into ELT trends.

The following research questions are formulated as follows:

1. What research designs have been frequently used in research articles examined in SIELE and JEELS journals from 2019-2023?
2. What sample types have been used in articles published in both journals?
3. What data collection instrumentation is widely used in the articles studied in these journals?
4. What are the subject distributions in the investigated published articles?

METHOD

This study employs a quantitative descriptive approach, specifically utilizing bibliometric research methods to analyze trends in English Language Teaching (ELT) based on articles published in the JEELS and SIELE journals between 2019 and 2023. The total sample consists of 358 articles, selected for their relevance to ELT and Applied Linguistics. This section provides an overview of each step in the data collection, categorization, and analysis process, along with explanations of the instruments and analysis techniques used.

1. Data Collection

The data for this study were gathered by systematically reviewing 358 articles from JEELS and SIELE journals, accessed via their publicly available databases. Articles were filtered based on publication year (2019-2023) and relevance to ELT. The selection was limited to ensure consistency in the scope and depth of analysis.

2. Instruments and Categorization Steps

Data categorization was conducted using Microsoft Excel to create an organized matrix. Four primary aspects were identified to categorize the articles effectively. In determining the aspects to be analyzed and the labeling of the subjects, the researcher adapted from the previous study that was conducted by (Almuhaimeed, 2022), and modified it according to the researcher's needs. The aspects are below:

- a. Research Design: Type of research design used in each article, such as experimental, survey, case study, etc.
- b. Sample Type: Nature of samples used (students, teachers, specific groups within ELT).
- c. Data Collection Tools: Instruments employed in each study, including surveys, interviews, tests, and observational tools.
- d. Subject/Topic: General themes or topics explored, such as vocabulary acquisition, grammar teaching methods, or technology use in ELT.

3. Analytical Steps

Following the categorization of articles, a comprehensive analysis was conducted. Each article was thoroughly reviewed to extract relevant information across the four identified aspects, it allowed for the identification of emerging themes and research trends within the ELT field. Previous studies, such as those by (Ekin & Gul, 2022; Passas, 2024), have utilized similar methods to analyze trends in educational research, demonstrating the effectiveness of this approach in highlighting prevalent themes and gaps in literature. The steps are below:

- a. Reviewing Articles: Each article was read in detail to extract relevant information based on the above aspects.
- b. Categorization: Articles were categorized manually in Excel according to each aspect. Specific columns were used to log data for research design, sample type, data collection tools, and subject/topic.
- c. Theme Identification: Once all articles were categorized, the main research themes were identified based on recurring topics. Themes were established based on commonalities within subject areas, aligning closely with bibliometric standards for topic analysis.

- d. **Quantitative Analysis:** Frequency counts for each category within the four aspects were tallied to determine trends over time. Excel tables and charts were created for each aspect to facilitate analysis.
- e. **Trend Identification and Analysis:** By identifying high and low frequencies within each category, patterns in research emphasis were uncovered, indicating prevailing trends and underrepresented areas for future research.

4. Analysis Technique

The data were analyzed using frequency analysis to quantify trends within each of the categorized aspects. This technique allowed for a straightforward identification of the most and least common research designs, sample types, data collection tools, and topics. Trends were identified by observing patterns across the years 2019-2023, highlighting both common themes and gaps in the field that suggest opportunities for future studies.

5. Data Information

a. SIELE Journal

The Studies in English Language and Education (SIELE) is an academic journal published by the Department of English Education at Universitas Syiah Kuala, Banda Aceh, Indonesia. It promotes the free exchange of information, making all published articles available for free to individuals and institutions. Articles can be shared and used for educational purposes without needing permission, as they are released under the Creative Commons Attribution 4.0 International License, allowing for sharing and adaptation with proper attribution.

SIELE focuses on research in English language teaching, linguistics, and literature. It published issues twice a year from 2014 to 2020, and from 2021, it publishes three times a year. The journal maintains a strict anti-plagiarism policy, encouraging original work. SIELE is indexed by several databases, including Scopus and Google Scholar.

b. JEELS Journal

The JEELS Journal provides a platform for both established and emerging researchers, accepting research in English language instruction and linguistics year-round. It publishes articles biannually, in May and November, sharing findings on topics such as ELT, instructional materials, testing and assessment, curriculum development, technology in ELT, and applied linguistics.

The journal has an editorial board that oversees the publication process, ensuring quality and accuracy. It is indexed by various prestigious libraries and databases, including those of Oxford University and Columbia University.

Table 1. Brief information of two journals: SIELE and JEELS

Journal	Mission or Focus	Issue Per Year	Reviewed Period
SIELE	This journal presents research and development in the fields of English language teaching and learning, general linguistics, and literature.	Quarterly	2019-2023
JEELS	JEELS presents the results of research in the field of English language education and linguistics, where most of the articles published are findings in the field of English language education and the scope of linguistic s.	16 weeks	2019-2023

There are a lot of articles that can be seen in the table below, but when the researcher did the review about SIELE Journal in September 2023, the number of articles that already archived in SIELE Journal year 2023, vol 10, number 3 are still 7 articles.

Table 2. Number of articles published in SIELE Journal by year

Year	Vol	Number	Number Of Articles
2019	6	1	15
		2	14
2020	7	1	18
		2	25
2021	8	1	25
		2	25
		3	25
2022	9	1	25
		2	25
		3	25
2023	10	1	29
		2	30
		3	7
Subtotal			288

Table 3. Number of articles published in JEELS Journal by year

Year	Vol	Number	Number Of Articles
JEELS 2019	VOL.6	1	6
JEELS 2019	VOL.6	2	7
JEELS 2020	VOL.7	1	8
JEELS 2020	VOL.7	2	8
JEELS2021	VOL.8	1	7
JEELS 2021	VOL.8	2	10
JEELS 2022	VOL.9	1	10
JEELS 2022	VOL.9	1	7
JEELS 2023	VOL.10	2	7

Subtotal	70
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It is noted that in JEELS journal has special issue. It is conducted in 2022, but the topic is not explained in that journal.

Table 4. Journal special issues

Journal	Volume, Issue, Year	Special Issue
SIELE	-	-
JEELS	2022	

Inclusion Criteria

The researchers used a form containing the sections to be examined by the researchers in investigating the article content of the articles from both journals, the form was adapted from (Yağız et al., 2016). The form describes the information required for specification, such as topic, methodology, tools for data collection, and sampling.

RESULTS AND DISCUSSION

To answer the RQ1 which states: What research design has been frequently applied in the investigated research articles of SIELE and JEELS journals since 2019-2023? The findings are presented in Table 5.

Table 5. Distribution of the research designs frequency

Research	Research Design	Research Methods	F	%
	Basic		2	1
	Applied		356	99
	Total		358	100
Quantitative	Experimental	True-Experimental	1	0
		Quasi-Experimental	21	6
		Pre-Experimental	14	4
		Subtotal	36	10
	Non-Experimental	Descriptive	28	8
		Correlational	6	2
		Survey	12	3
	Subtotal		46	13
Qualitative	Interactive	Basic qualitative	19	5
		Ethnography	7	2
		Phenomenology	53	15
		Grounded Theory	9	3
		Case study	42	12
		Critical study	2	1
		Subtotal	132	38
	Non-interactive	Concept Analysis	68	19
	Subtotal		68	19
Mixed		Mixed	22	6
		RnD	17	5
		Action Research	35	10

Subtotal	74	21
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Table 5 describes a summary of research trends used in articles published in the JEELS and SIELE journals from 2019-2023. The analysis of research designs in SIELE and JEELS journals (2019-2023) reveals a strong preference for applied research (99%) over basic research (1%). This trend aligns closely with Almuhaimeed's (2022) findings, which demonstrated a similar pattern with 93% applied research and 7% basic research in the analyzed journals. The consistency across studies suggests a sustained shift in educational research towards practical applications over theoretical explorations.

The dominance of qualitative methods (57% total: 38% interactive, 19% non-interactive) over quantitative (23%: 10% experimental, 13% non-experimental) and mixed methods (21%) presents an interesting contrast to Zhou & Ye's (2020) findings in sentiment analysis education research, where hybrid approaches dominated (41%). This contrast raises important questions about why methodological preferences vary across different areas of educational research. The divergence may be attributed to the different demands of technological integration versus traditional language education research, as highlighted by Fu & Hwang's (2018a) work on mobile technology in teaching. Albiladi's (2020) research provides insight, showing that technology integration (13.7%) and teaching methodology (12.5%) were dominant research topics in TESOL. This suggests that the choice of research methodology may be driven by the evolving needs of language education, particularly as technology becomes more integral to teaching practices.

To answer the RQ2 which states: What sample types have been employed in the published articles? The findings are presented in Table 6.

Examined sample types, revealing a predominant focus on university and adult samples ($f=134$). This trend may reflect a strong interest in addressing the complexities of higher education and adult learning in English language instruction, where factors such as learner autonomy and advanced cognitive engagement are essential. This finding parallel with the finding of Gamage et al. (2022), who also noted a high proportion of university-level samples in similar educational journals. This suggests that higher education contexts remain central in ELT research, potentially due to the accessibility and relevance of these populations for studies aiming to improve teaching practices at this level.

Table 6. Frequency distribution of the samples in the published articles

Sample	Frequency
Students	7

Sample of study	Intermediate - secondary	63
	University and adult	134
Teachers	Course	3
	General education	33
	University education	15
	Pre-service	17
Worker		1
Family		3
Inhabitant		20
Documents and books	Documents and books	59
	Movie	3
	Article	8
Websites and email		2
Researcher		1
Tourist		1

The substantial presence of document analysis ($f=59$) correlates with emerging trends in technological integration, as demonstrated by Inawati et al.'s (2023) systematic review of 25 articles on Mobile Devices Use in English Language Teaching. Their findings on the significant influence of mobile devices on students' English skills development suggest why document analysis, including digital resources, has become increasingly important in contemporary research.

In contrast, this study identified only minor representation from non-student samples such as workers, inhabitants, and tourists, categories that appear infrequently but contribute valuable perspectives on language use outside traditional academic contexts. This finding suggests an opportunity for future research to explore more diverse participant groups to enrich ELT studies and reflect a broader range of social contexts where English is utilized.

To answer the RQ3 which states: What are the widely used data collection instrumentations in the investigated published articles? The findings are presented in Table 7.

Table 7. Frequency distribution of the data collection tools (instruments)

Data Collection Tools		F
Questionnaire	Open Ended	22
	Likert Scale	63
	True/false	1
	Yes/no	2
Total		88
Interview	Constructed	9
	Semi-Constructed	46
	Unconstructed	6
	Focus Group	5
TOTAL		66
Observation		94

Task/ Journal Writing	75
Documentation	87
Website tools/ applications	8

Because some studies used more than one data collection tool, the total number of data collection tools used would exceed the number of research papers analyzed. Focusing on the analysis of various data collection instruments, observational methods emerged as the most prevalent, with 94 instances recorded, followed by questionnaires (88) and documentation (87). The preference for observational data in qualitative research can be attributed to its ability to capture rich, contextual information, particularly in settings where language use is observed in real time. This aligns with contemporary ethnographic and sociolinguistic approaches, which continue to emphasize the importance of context in language studies (Blackledge et al., 2017). Our findings align with the study by Sancar et al., (2021) who emphasized the importance of observational research methods in educational research, noting their ability to provide rich qualitative insights into classroom dynamics and teaching practices. Their systematic review of 127 studies demonstrates that observational data remains one of the most reliable methods for understanding educational practices in authentic settings.

The significant reliance on questionnaires, especially those utilizing Likert scales, indicates a strong focus on structured, quantifiable data to assess attitudes and perceptions within the realm of educational research. This approach aligns with psychometric theories that endorse the reliability of structured self-reports as valuable research instruments. Documentation also featured prominently, likely due to its versatility in both qualitative and quantitative research contexts. However, tools such as conceptual maps, diagnostic tests, and portfolios were notably underutilized. This gap presents an opportunity for future studies to explore alternative instruments that could capture a broader range of dimensions related to language learning and teaching processes.

To answer the RQ4 which states: What are the subject distributions in the investigated published articles? The findings are presented in Table 8.

Table 8. Distribution of subjects' frequency in the published articles

Subject Of Articles	F
Teaching Practices and Methods	88
Learners' Issues	75
Educator's Issues	46
Semantic	30
Pragmatic	29
Multimedia & ICT in Language Education	29

Critical Discourse Analysis	26
Assessment	16
Teaching Materials Development	11
Grammar	10
Communication Strategies	8
Academic Publication	5
Political's Issues	3
Gender Differences	3
Lingua Franca	3
Languages preference	2
Translator's Issue	2
Second Language Acquisition	1
Worker's Issues	1

Similarly, to the calculations in the previous table, some of the studies also covered more than one topic, so percentages could not be calculated. In this analysis, the researchers examined the distribution of subjects within the articles, revealing a significant focus on Teaching Practices and Methods ($f=88$) and Learners' Issues ($f=75$). This emphasis likely reflects the journals' commitment to providing actionable pedagogical insights, which aligns with Guerriero's (2017) perspective, which highlights that the evolution of Pedagogical Content Knowledge (PCK) in the 21st century emphasizes not only what teachers know about their subject and how to teach it, but also how this knowledge adapts to changing educational contexts. Modern PCK frameworks illustrate that effective teaching necessitates a complex integration of content expertise, pedagogical skill, and responsiveness to diverse learning environments. This state underscores the importance of teachers understanding how to effectively teach specific content. By prioritizing practical teaching strategies and addressing learner-centered issues, these journals contribute to essential goals in English Language Teaching (ELT), particularly in meeting diverse learner needs and refining instructional methodologies.

Furthermore, the researchers observed that emerging fields such as Multimedia and ICT in Language Education and Critical Discourse Analysis are gaining popularity. This trend aligns with the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006) which advocates for the integration of digital tools into pedagogical strategies. The growing emphasis on technology in ELT resonates with findings by Fu and Hwang (2018b), who highlighted the critical role of mobile technology in contemporary language instruction. This suggests that as technology becomes increasingly embedded in educational practices, research in ELT will likely expand its focus on digital tools to enhance language learning experiences, promoting a more innovative and effective approach to teaching.

CONCLUSION

This study aimed to systematically analyze trends in English Language Teaching (ELT) research by examining articles published in the JEELS and SIELE journals from 2019 to 2023. By exploring the patterns in research designs, sample types, data collection tools, and the primary themes within these studies, we gain insights into the prevailing research priorities within ELT.

Findings indicate a strong emphasis on applied research (99%), suggesting that the field prioritizes practical applications over purely theoretical investigations. Qualitative research approaches, especially interactive methods, are prominent, highlighting a preference for in-depth, context-specific studies that reflect real-world educational settings. This focus on qualitative, applied research demonstrates a commitment within ELT to address and resolve practical challenges in language teaching and learning.

The predominant sample groups across studies were university students and adult learners, pointing to a focus on higher education and adult learning. This trend aligns with the objectives of the journals, which aim to produce research that is highly applicable within educational settings. In addition to human subjects, documents and books were frequently analyzed, reflecting the importance of examining language content and instructional materials as part of the research process in ELT.

Observation emerged as the most commonly used data collection tool, followed closely by questionnaires. The reliance on observation methods underscores a preference for capturing real-time, detailed information about language teaching and learning processes, which is critical for understanding classroom dynamics and pedagogical effectiveness. The use of questionnaires, particularly structured formats like Likert scales, further supports the emphasis on obtaining quantifiable insights into attitudes and perceptions related to language education.

Finally, the most frequently researched topics included teaching practices & methods; and learner issues, highlighting the field's dedication to refining pedagogical approaches and addressing the needs of students. The growing emphasis on digital literacy and technology-enhanced teaching also reflects an ongoing adaptation to the technological developments that are transforming educational practices.

In summary, this study presents a clear picture of the current priorities and directions in ELT research, with a notable focus on practical applications, qualitative methodologies, and relevant themes that resonate with the needs of educators and learners. These insights offer valuable guidance for future research, suggesting a need to

diversify sample types and explore underrepresented topics to expand the scope of ELT research and enrich its contributions to language education.

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