

Studies of Curriculum for English Language Teacher Education: A Bibliometric Analysis from Scopus Database

The widespread influence of English as an international language in the age of globalization has brought about substantial transformations in English language teacher education (ELTE) curricula and has spurred increased research on this subject. However, a comprehensive analysis of the research status of ELTE curricula has been lacking. To address this gap, the current study employs the bibliometric method to construct an intellectual structure of research on the topic. Using data retrieved from the Scopus Database, comprising 267 publications, the study conducts analyses such as citation, co-authorship, and keyword co-occurrence. The results indicate a noteworthy increase in research volume over the last five years, with a predominant presence of publications from the Global North in terms of geographical distribution. Additionally, the most cited works primarily focus on innovative pedagogical methods in ELTE. Notably, the study identifies 10 clusters of topics representing newly emerged themes in ELTE curricula research. The findings underscore the significance of investigating ELTE curricula, positioning it as a promising research area. Therefore, this study is recommended as a foundational resource for future researchers exploring related subjects.

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