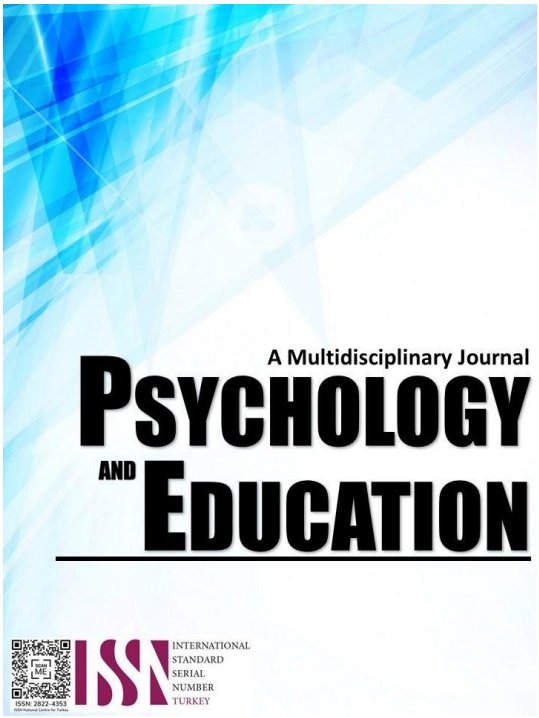
ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH: A BIBLIOMETRIC ANALYSIS OF RESEARCH TRENDS AND DEVELOPMENTS IN ASEAN (2010–2025)



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Research Article

Artificial Intelligence in Teaching English: A Bibliometric Analysis of Research Trends and Developments in ASEAN (2010–2025)

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Abstract

Artificial Intelligence (AI) has become one of the most discussed innovations in education, and its role in teaching English has gained increasing scholarly attention. This study examined the research landscape of AI in teaching English through a bibliometric analysis of 266 publications indexed in LENS from 2010 to 2025. Using VOSviewer to analyze co-authorship, co-citation, and bibliographic coupling, the study identified leading authors, research clusters, and thematic directions in the field. The findings revealed that research activity was predominantly concentrated among a few influential scholars and institutions, leading to uneven collaboration across regions. Two dominant themes emerged: one strand focused on technology-driven applications, such as chatbots, automated writing support, and adaptive learning systems, while the other emphasized pedagogy-oriented concerns, including teacher readiness, ethical implications, and cultural contexts in the adoption of AI. Despite the growing body of work, gaps remained in empirical classroom-based studies and in the development of culturally responsive AI tools tailored to local needs. The study concluded that while AI offered significant potential for enhancing English language teaching, its impact would depend on broader teacher training, cross-institutional collaboration, and strong policy support for ethics and inclusivity. It recommended integrating bibliometrics with content analysis, longitudinal research, and multi-database sources to provide a fuller picture of AI's contributions to English education.

Keywords: *artificial intelligence, English language teaching, bibliometric analysis*

Introduction

Artificial intelligence (AI) has rapidly become one of the most influential forces in education, reshaping traditional approaches to teaching and learning. In language education, AI provides adaptive and personalized pathways that allow learners to study at their own pace while receiving immediate feedback. Technologies such as chatbots and intelligent tutoring systems have created opportunities for interactive practice, strengthening communication skills and supporting independent learning (Ismoilovna, 2025; Umar, 2024).

One significant advantage of AI is its ability to tailor learning experiences to individual needs. Lessons can be adjusted based on a learner's level of proficiency, ensuring that students remain engaged without feeling either overwhelmed or under-challenged. Additionally, interactive platforms create authentic scenarios that allow learners to develop their speaking, listening, reading, and writing skills. For teachers, AI offers data-driven insights that help track progress and design targeted interventions (Ismoilovna, 2025; Umar, 2024).

At the same time, the rise of AI has raised important concerns. Issues such as data privacy, reduced face-to-face interaction, and the potential for bias in algorithms continue to spark debate. These challenges underscore the necessity for a balanced and ethical integration of AI in the classroom, ensuring that technology enhances, rather than replaces, human teaching and learning (Ismoilovna, 2025; Umar, 2024; Singha et al., 2024).

In English language teaching (ELT), AI has opened new opportunities for improving proficiency and motivation. Language learning applications, intelligent tutoring systems, and conversational agents provide students with personalized lessons and practice opportunities that were previously unavailable. Research confirms that these tools can significantly increase both engagement and learning outcomes (Agrawal, 2024).

Practical applications of AI are already evident in popular tools. Duolingo and Babbel, for example, adapt lessons to match student progress and provide tasks at the right level of difficulty. Similarly, Grammarly utilizes natural language processing to provide instant writing feedback, enabling students to learn independently while enhancing accuracy (Agrawal, 2024). These tools demonstrate how AI has become an integral part of students' everyday learning experiences, extending beyond the traditional classroom setting.

Teachers are also supported by AI systems, primarily through analytics embedded in learning management platforms. These tools help educators identify students who are struggling and provide targeted guidance where needed. Moreover, AI-powered tutors and chatbots extend learning beyond classroom hours, creating flexible environments where students can practice at any time. Studies also show that combining AI applications with traditional lessons can lead to higher student achievement compared to relying on conventional methods alone (Anggraini & Faisal, 2024; Batdı & Jibril, 2024).

In Southeast Asia, the adoption of AI in English classrooms has been growing steadily. Chatbots like ChatGPT are being utilized to practice vocabulary, grammar, and conversational English, particularly in countries such as Vietnam, where studies have shown improvements in student engagement and proficiency (Dang, 2025; José, 2025). These developments illustrate how AI is becoming a valuable tool for enhancing English education across the region.

The importance of English as a lingua franca in ASEAN further strengthens the role of AI in education. Many universities have adopted English as a medium of instruction to prepare students for academic and professional success. However, learners continue to face challenges such as communication anxiety and limited real-life practice. While AI can help address these difficulties by providing accessible and interactive learning opportunities, teachers remain essential in guiding students and ensuring effective use of these tools (Suoc et al., 2025).

Despite the growing body of research, important gaps remain. Few studies explore how AI tools can be culturally adapted for diverse learners in ASEAN. Teacher training for AI integration is also limited, leaving many educators unprepared to fully maximize its potential. Furthermore, interdisciplinary applications of AI in English teaching remain underexplored, suggesting that the field is still in the early stages of development (Setyaningsih et al., 2024; Xiao et al., 2025; Han, 2025).

The study aimed to conduct a bibliometric analysis of research on AI in teaching English in ASEAN over the past 15 years. Specifically, it aimed to identify publication trends, influential authors and institutions, collaborative networks, and existing gaps, providing insights that can guide future research and inform classroom practices.

Research Questions

This study aimed to conduct a bibliometric analysis of research on artificial intelligence (AI) in teaching English within the ASEAN region over the past 15 years. By examining publication trends, key contributors, and emerging themes, the study sought to provide an overview of the field and highlight areas for future research. Specifically, this sought to answer the following questions:

1. Who are the most influential authors and research collaborations in AI in teaching English based on co-authorship analysis?
2. What are the most frequently occurring keywords in AI in teaching English based on co-occurrence analysis?
3. Which authors have the highest citation impact in AI in teaching English?
4. How are AI in teaching English thematically connected based on bibliometric coupling?

Methodology

Research Design

This study employed a bibliometric research design to examine the development of research on artificial intelligence in teaching English in the ASEAN region from 2010 to 2025. This method helps map large-scale trends and patterns in academic publications instead of focusing on the details of single studies. It allows for the tracking of publication growth, collaboration networks, and influential topics over time.

Data for this analysis were obtained from the LENS.org database, which was selected because it is a comprehensive, free, and open-access repository of scholarly works. The data collection was conducted in April 2025, encompassing publications from the past 15 years. To find relevant studies, a specific search string was used that combined keywords such as "artificial intelligence," "English teaching," and language skills, including "writing" and "reading." The search was not restricted by country to ensure comprehensive coverage of all ASEAN nations.

The initial search produced 460 records. However, the final dataset only included publications from ASEAN countries that appeared in the search results. While the search aimed to cover all ASEAN members, the results ultimately contained studies from specific countries where research in this field is more active, such as the Philippines, Thailand, Vietnam, and Indonesia. The database did not yield relevant publications from some ASEAN member states, indicating varying levels of research activity across the region.

These records were then carefully screened. Duplicates and publications that were not directly related to AI in English teaching were removed. Only academic articles, conference papers, and reviews that clearly addressed AI applications in English language teaching were included. After this cleaning process, a final set of 266 relevant publications was compiled. This refined data was exported in CSV format and analyzed using specialized software to identify trends, key authors, common keywords, and research connections.

Procedure

This study adopted a bibliometric research design and gathered data exclusively from the LENS database. The focus was on publications related to artificial intelligence (AI) in teaching English, covering the period from 2010 to 2025 and limited to ASEAN countries, specifically Laos, Myanmar, Cambodia, Brunei Darussalam, the Philippines, Thailand, Vietnam, and Indonesia. Using carefully selected keywords, an initial total of 460 records was retrieved. The search strategy employed Boolean operators to combine relevant keywords, using the following string: ("artificial intelligence" OR "AI") AND ("English language" OR "English teaching" OR "English learning") AND (writing OR grammar OR reading OR listening).

To improve accuracy and relevance, the dataset was cleaned and refined. This process included removing duplicate entries, filtering out incomplete records, and excluding studies unrelated to the scope of AI in English language teaching. Only academic papers that explicitly addressed AI applications in the teaching and learning of English were retained, while non-academic sources and irrelevant publications were excluded. After this screening process, a final dataset of 266 relevant studies was established. The curated data was

then exported in CSV format to facilitate bibliometric analysis, ensuring proper structure and organization for further examination.

Data Analysis

The refined dataset was analyzed using VOSviewer software for bibliometric mapping and visualization. The selection of the LENS database as the sole data source represents a significant methodological consideration that requires explicit acknowledgment. While LENS provides free, open-access indexing that enhances study reproducibility and accessibility, its coverage differs substantially from established subscription databases like Scopus and Web of Science. This distinction particularly affects citation metrics and journal representation, as LENS employs different indexing mechanisms and inclusion criteria. Consequently, the findings regarding author influence, citation impact, and journal prominence should be interpreted with the understanding that they reflect the LENS ecosystem rather than the entire scholarly landscape.

Four analytical approaches were implemented to examine the research domain. Co-authorship analysis mapped collaborative networks among researchers, while keyword co-occurrence analysis identified predominant themes and research topics. Citation analysis highlighted influential works and authors, and bibliographic coupling revealed intellectual connections through shared references. To maintain regional focus, ASEAN affiliation was determined exclusively through author institutional addresses as recorded in LENS metadata, with only publications containing at least one ASEAN-affiliated author included in the final analysis.

The processed data from LENS was imported into VOSviewer to generate visualizations depicting relational patterns in ASEAN AI-ELT research. These analyses collectively provided insights into the field's structure, though the exclusive reliance on LENS data means the results represent a specific subset of the broader scholarly conversation, particularly regarding citation networks and journal influence. This limitation necessitates caution when generalizing these findings beyond the LENS database coverage.

Ethical Considerations

This study adhered to ethical research practices by utilizing data that are already publicly available in LENS, an open-access academic database. Because no human participants or personal information were involved, there were no risks to privacy or confidentiality. The analysis only examined bibliometric details, including publication information, citations, and author connections, and the original studies were not altered or misrepresented in any way.

Results and Discussion

Before presenting the findings, it is crucial to acknowledge a fundamental methodological constraint of this study: the exclusive reliance on the LENS database. While chosen for its open-access nature, this limits the comprehensiveness of the analysis compared to studies that utilize primary indexing services, such as Scopus or Web of Science. Consequently, the resulting maps of influential authors, citation networks, and collaborative clusters reflect the scholarly landscape as captured by LENS. This may affect the generalizability of the findings, as some highly cited works or prominent research groups indexed elsewhere may be absent. The trends and patterns discussed hereafter should therefore be interpreted as a representation of the research visible within this specific, albeit extensive, open-access repository, rather than a complete picture of the entire field.

Problem 1. Who are the most influential authors and research collaborations in AI in teaching English, based on co-authorship analysis?

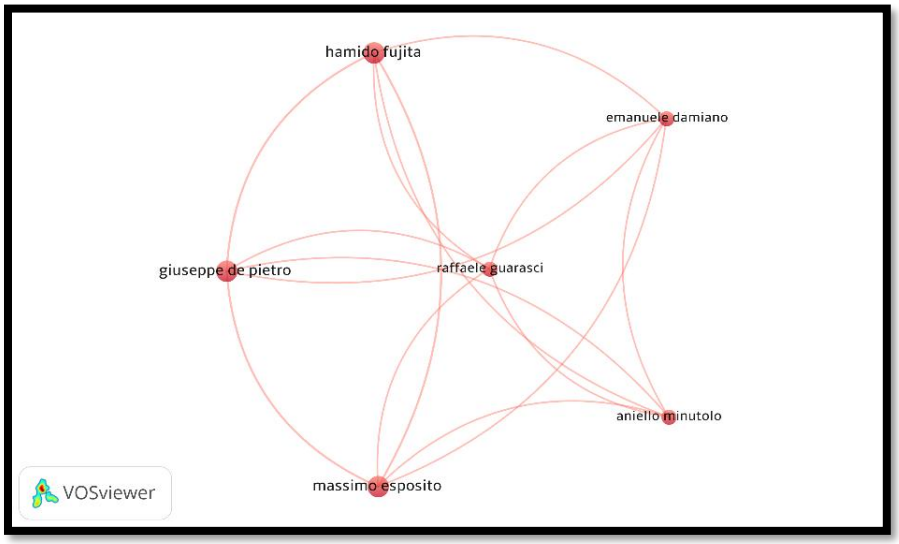

Figure 1. *A Clustering Map of Co-authorship with a Minimum Number of Document of the Author ≥2 and Minimum Number of Citations of an Author ≥5*

The co-authorship map shows that Raffaele Guarascio is the most central and influential author in the field of AI in teaching English, as he is directly connected to several other researchers, including Giuseppe De Pietro, Massimo Esposito, Emanuele Damiano, Hamido Fujita, and Aniello Minutolo. His central role suggests that he acts as a key collaborator, linking different scholars and strengthening the research network. Other notable contributors, such as Fujita and De Pietro, also appear strongly connected, showing that they are actively engaged in joint projects and publications.

This pattern reflects what the literature emphasizes—that advancing AI in English education requires collaboration across researchers and institutions. The presence of strong networks aligns with studies highlighting the importance of interdisciplinary work in areas such as chatbots, NLP tools, and adaptive learning platforms (Agrawal, 2024; Setyaningsih et al., 2024; Han, 2025). Hence, the analysis reveals that influential authors are those who not only publish frequently but also establish strong collaborative ties, thereby driving innovation and knowledge sharing in AI-enhanced English language teaching.

Table 1. *Most Influential Authors and Research Collaborations*

Author	*Documents*	*Citations*	*Total Link Strength*
1. Giuseppe de Pietro	3	91	12
2. Hamido Fujita	3	91	12
3. Massimo Esposito	3	91	12
4. Aniello Minutolo	2	28	10
5. Emanuele Damiano	2	28	10
6. Raffaele Guarasci	2	28	10
7. Nguyen Duy Dat	2	83	6
8. Vo Ngoc Phu	2	83	6
9. Vo Thi Ngoc Chau	2	83	6
10. Vo Thi Ngoc Tran	2	83	6

Table 1 presents the ten most influential authors in the field of AI in English language teaching within the ASEAN region, based on bibliometric data. The analysis reveals a clear hierarchy of influence, measured by three key metrics: the number of documents published, the total citations received, and the total link strength, which indicates the intensity of an author's collaborative networks.

The data shows that three authors—Giuseppe de Pietro, Hamido Fujita, and Massimo Esposito—form the core of the most influential research cluster. They lead the ranking with 3 documents each, a high citation count of 91, and a dominant total link strength of 12. This indicates that they are not only prolific and highly cited but also central figures in a strong collaborative network.

A second, distinct cluster is represented by authors Nguyen Duy Dat, Vo Ngoc Phu, Vo Thi Ngoc Chau, and Vo Thi Ngoc Tran. While they have published fewer documents (2 each) compared to the top cluster, they have amassed a significant number of citations (83 each), demonstrating the high impact of their work. Their total link strength of 6 suggests a tightly-knit collaborative team.

The trio of Aniello Minutolo, Emanuele Damiano, and Raffaele Guarasci also forms a cohesive unit, with each member contributing two documents, 28 citations, and a strong collaborative link strength of 10. This pattern confirms that research in this domain is primarily driven by small, tightly-knit teams rather than isolated individual authors. The high citation counts of the top authors underscore their significant contribution to shaping the scholarly conversation in this field.

Problem 2. What are the most frequently occurring keywords in AI in teaching English based on co-occurrence analysis?

The keyword map indicates that research on AI in teaching English frequently intersects with themes such as writing, challenges, and online learning. The link between "artificial intelligence" and "writing" suggests that many studies focus on how AI tools such as ChatGPT, Grammarly, and other NLP applications are used to support writing tasks, offering real-time feedback and improving accuracy (Agrawal, 2024; Xiao et al., 2025). At the same time, the connection to "challenges" reflects concerns raised in the literature, such as issues of data privacy, over-reliance on technology, and the need for teacher training to maximize the use of AI in classrooms (Kristiawan et al., 2024; Han, 2025).

On the other hand, keywords such as online learning, blended learning, pronunciation, reading comprehension, and EFL demonstrate how AI has been widely studied in flexible learning environments. Tools like chatbots and intelligent tutoring systems are helping students practice pronunciation, improve comprehension, and engage in more interactive online learning (Anggraini & Faisal, 2024; Dang, 2025). This clustering highlights that while AI offers strong support for language skills and flexible learning modes, researchers continue to explore how to effectively integrate AI in real classrooms.

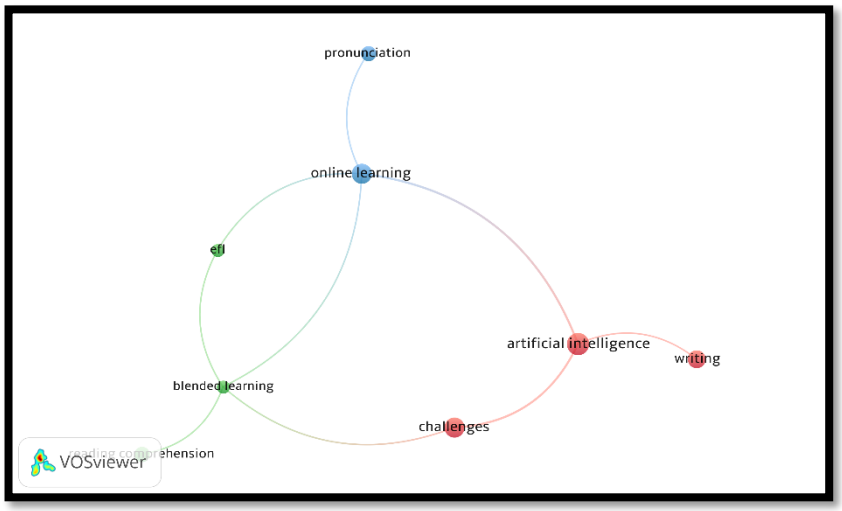

Figure 2. *A Clustering Map of Occurring Keywords ≥5*

Table 2. *Most Frequently Occurring Keywords*

Keywords	*Occurrences*	*Total Link Strength*
1. female	6	11
2. humans	13	11
3. male	5	10
4. artificial intelligence	9	5
5. blended learning	5	4
6. online learning	8	4
7. challenges	8	3
8. efl	5	2
9. reading comprehension	6	1
10. writing	7	1

Table 2 provides a quantitative summary of the most prominent themes in the research on AI in English language teaching, based on keyword frequency and their connectedness to other terms in the dataset.

The keywords "humans" (13 occurrences), "female" (6 occurrences), and "male" (5 occurrences) appear with high frequency and possess the strongest total link strength. This pattern strongly suggests that a significant portion of the research is empirically grounded, focusing on human subjects and often reporting demographic details, likely in the context of experimental or quasi-experimental studies.

The core topic of the study, "artificial intelligence," appears with 9 occurrences, confirming its central position in the literature. More specific pedagogical and technological themes are also prominent. "Online learning" (8 occurrences) and "blended learning" (5 occurrences) are well-represented, indicating that the application of AI is frequently studied within the context of digital and hybrid learning environments. The high frequency of "challenges" (8 occurrences) points to a critical and reflective strand within the field, where researchers actively investigate the difficulties and limitations of integrating AI into English language teaching.

Finally, keywords related to specific language skills, such as "writing" (7 occurrences) and "reading comprehension" (6 occurrences), alongside the broader context of "EFL" (English as a Foreign Language, 5 occurrences), show that the research is closely tied to practical language learning outcomes. The lower link strength for these pedagogical terms suggests that while they are common topics, the research discussing them may be more focused or specialized.

Problem 3. Which authors have the highest citation impact in AI in teaching English?

The citation map indicates that Tira Nur Fitria stands out as the most highly cited author in the field of AI in English language teaching. Her larger node size compared to others suggests that her works are frequently referenced, indicating that she has made significant contributions that other researchers build upon. Other authors, such as Giuseppe De Pietro, Massimo Esposito, and Hamido Fujita, also appear in the network. However, their nodes are smaller, indicating that while they are active in publishing, their citation impact is not

as strong as Fitria's.

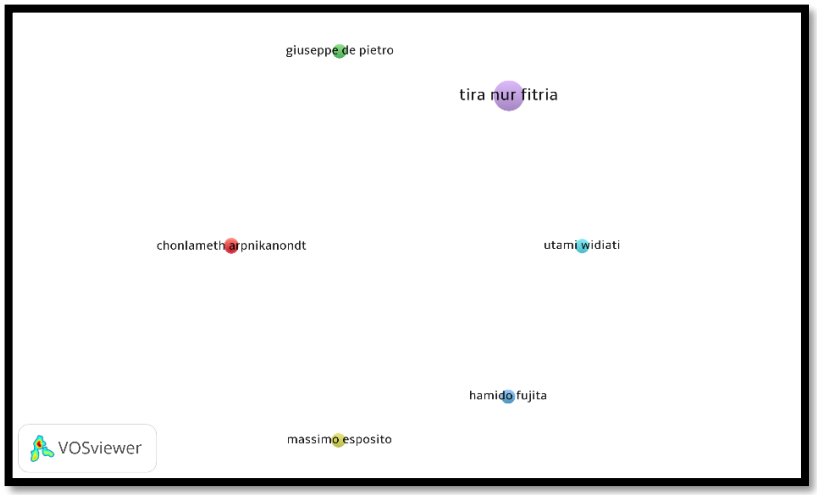

Figure 3. *A Clustering Map of authors with the Highest Citation Impact with ≥ minimum of 3 Documents per author, and ≥ minimum of 10 citations per author.*

This pattern reflects what the literature has highlighted: influential researchers are often those who connect AI applications with practical areas of English teaching, such as writing support, online learning, and adaptive feedback (Agrawal, 2024; Xiao et al., 2025). The presence of authors from both ASEAN (e.g., Fitria) and outside the region (e.g., Fujita, De Pietro) shows that the field benefits from both local and global perspectives. Thus, the map suggests that Fitria's work has become a key reference point, positioning her as a leading voice in the conversation about AI and English language education in ASEAN.

Table 3. *Authors and Documents with the Highest Citation Impact*

Authors	Document Title	Cluster	Links	Citations
1.Pal, D., Arpnikanond, C., Funilkul, and Razzaque, M.A. (2020)	Analyzing the Adoption and Diffusion of Voice-enabled Smart-home systems: Empirical Evidence from Thailand	1	2	27
2. Pal, D., and Arpnikanond, C. (2021)	An Integrated TAM/ISS based PLS-SEM Approach for Evaluating the Continuous Usage of Voice-enabled IOT Systems	1	1	23
3. Zwakman, D.S., Pal, D., and Arpnikanond C. (2021)	Usability Evaluation of Artificial Intelligence-based Voice Assistant: The Case of Amazon Alexa	1	1	60
4. Phu, V.N., Dat, N.D., Tra,, V.T.N., Chau, V.T.N., and Nguyen, T.A. (2016)	Fuzzy C-means for English sentiment classification in a distributed system	2	1	6
5. Phu, V. N., Chau, V. T. N., Tran, V. T. N., & Dat, N. D. (2018)	Vietnamese adjective emotion dictionary based on exploitation of Vietnamese language characteristics	2	1	21
6. Sumakul, D. T. Y. G., Hamied, F. A., & Sukyadi, D. (2022)	Students' perceptions of the use of AI in a writing class	3	1	30
7. Phan, T. N. L. (2023)	Students' Perceptions of the AI Technology Application in English Writing Classes	3	1	25
8. Fitria, T.N. (2021)	The Use of Technology based on Artificial Intelligence in English Teaching and Learning	4	1	37
9. Nguyen, Q. H. (2023)	AI and Plagiarism: Opinion from Teachers, Administrators and Policymakers.	4	1	12
10. Ngo, D., Nguyen,	Facial Expression Recognition for Examining Emotional	5	0	15

A., Dang, B., Ngo, H. (2024)	Regulation in Synchronous Online Collaborative Learning

Table 3 ranks the most influential publications in the field of AI in English language teaching based on their citation impact, revealing distinct thematic clusters and collaborative networks.

The most impactful work is the 2021 study by Zwakman, Pal, and Arpnikanondt, "Usability Evaluation of Artificial Intelligence-based Voice Assistant: The Case of Amazon Alexa," which leads with 60 citations. This paper, along with two other highly-cited works by Pal and colleagues (2020, 2021) in Cluster 1, demonstrates a strong research focus on voice-enabled AI systems and their user adoption, primarily within a Thai context. This cluster represents the most influential thematic group in the dataset.

A second significant cluster (Cluster 2) is formed by Vietnamese researchers Phu, Dat, Chau, and Tran. Their work, spanning 2016 to 2018, focuses on the technical underpinnings of AI, specifically in sentiment analysis and emotion dictionary creation, with one of their papers garnering 21 citations.

The research also highlights the high relevance of pedagogical applications. Studies by Sumakul et al. (2022) and Phan (2023) in Cluster 3, which investigate student perceptions of AI in writing classes, have received substantial attention with 30 and 25 citations, respectively. Similarly, T.N. Fitria's 2021 review on AI in English teaching (Cluster 4) is a key reference with 37 citations.

Notably, the most recent publication in the top ten by Ngo et al. (2024) has already garnered 15 citations, despite having no formal links in the network, indicating that it is an emerging and influential topic. The table confirms that impact is driven by both sustained research programs on specific technologies (e.g., voice assistants) and critical investigations into the pedagogical and ethical implications of AI in the classroom.

Problem 4. How is AI in teaching English thematically connected based on bibliometric coupling?

Based on the bibliometric coupling map, the thematic connection of AI in teaching English is clustered around key authors and their works that share overlapping references. The clusters indicate how research in this field is thematically aligned across different years. For instance, works by Hossein Moayedi (2019) and Jessie S. Barrot (2023a) are linked, showing continuity in research themes such as the integration of AI into English instruction, particularly in personalization and language assessment. Similarly, Thi Ngoc Le Phan (2023) connects to these themes, suggesting emerging directions in AI applications for enhancing learner engagement and adaptive feedback in English teaching.

On the other hand, another strong thematic cluster appears around Nabi Nazari (2021), connected with Delsa Miranty (2021), Meina Lou (2019), and Duong Ngo (2024). This group reflects research that explores broader pedagogical impacts of AI in language education, including challenges in adoption, cultural perspectives, and instructional frameworks. The map highlights how earlier works laid the foundation for more recent studies, bridging discussions on AI-driven learning environments, learner autonomy, and the practical implications of AI in English classrooms.

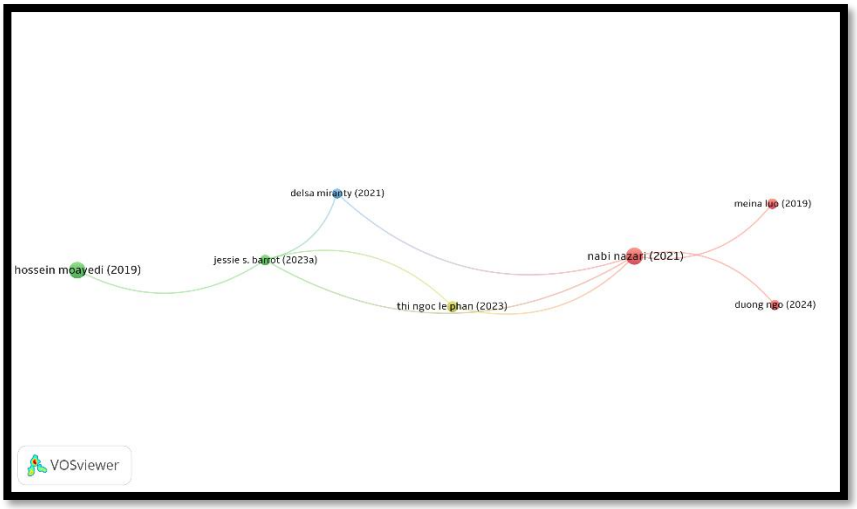

Figure 4. *A Clustering Map of Source in Bibliometric Coupling (Documents) with ≥10 Minimum Number of Citations of a Document*

Thus, the bibliometric coupling reveals two interconnected but distinct thematic clusters—one emphasizing practical and technological applications, and the other focusing on pedagogical and contextual frameworks in AI-assisted English teaching.

Conclusions

Over the 15 years, the bibliometric analysis reveals that research on AI in teaching English has grown steadily and is beginning to take shape as a distinct intellectual framework. From an initial 460 records in LENS, we refined 266 relevant studies and used VOSviewer to map authors, citations, keywords, and coupling. The maps reveal a few central authors and tight collaboration clusters (with one or two scholars acting as hubs), a concentration of highly cited works led by specific authors, and two main thematic streams: (1) practical, technology-driven applications (tools for writing, chatbots, adaptive and online/blended learning, pronunciation practice) and (2) pedagogical and contextual concerns (teaching methods, cultural adaptation, and the challenges of adoption). At the same time, the literature flags recurring issues — data privacy, algorithmic bias, and limited teacher readiness — and shows uneven geographic and topical coverage across ASEAN. In short, the field is maturing but remains uneven: strong pockets of work exist, yet many questions about classroom impact, cultural fit, and long-term outcomes remain unanswered.

To move forward, the field needs coordinated and applied efforts. Researchers should prioritize cross-country, interdisciplinary studies that test AI tools in real-world classrooms and report both learning outcomes and contextual factors. These studies should include culturally adapted datasets and transparently report ethics and privacy safeguards. Teacher education programs and policymakers should invest in practical training and small-scale pilots to test and refine promising AI tools before their wide rollout. Methodologically, future studies should pair bibliometric mapping with systematic reviews and empirical classroom research to link publication trends with real learning gains. Finally, continued open data sharing and periodic bibliometric updates will help track progress and guide priorities. Addressing these points will help turn AI's promise into reliable, equitable improvements in English teaching across ASEAN.

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