



CONTENT ANALYSIS OF THE JOURNAL OF ENGLISH LANGUAGE TEACHING: RESEARCH TRENDS DURING 2024-25

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ABSTRACT

This research aims to analyze the publishing trend of the Journal of English Language Teaching in 2024-2025. The major objectives of the study were to reveal the publication pattern, the most salient subject fields, the authors' pattern, and to determine authors' affiliations by institution or country. A descriptive content analysis was used in this study. A total of 77 research articles from Volume 66 (2024) and Volume 67 (2025) were analyzed using a structured coding sheet. The Data collected were analyzed using simple statistical techniques, including descriptive analysis, frequency, and percentage. The results of the study indicate that the number of articles published increased from 29 articles in 2024 to 48 articles in 2025. The topics included were English Language Teaching pedagogy, technology, artificial intelligence, and language skills. It was more common for it to be a collaborative effort than a single effort. The majority of the authors were associated with Indian universities, while some from other countries represented the increasing internationalisation of the journal and its research scope.

Keywords: Content Analysis; Journal; Research Trends; Authorship Pattern; English Language; JELT

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1. INTRODUCTION

Academic journals are a pivotal part in the spread of academic content and the progress of research in a field. They convey the latest advances in the fields and current issues, new trends and approaches, and interdisciplinary research practices. Content analysis of scholarly journals allows researchers to consider the quality of publications in the journals, focuses on research trends, and allows for an analysis of the development of one specific area of research over a specific period of time. ELTA I is a publication from the English Language Teachers' Association of India. One of the foremost double-blind peer-reviewed English Language Teaching journals. The journal features empirical research, theoretical analysis, innovations in the classroom, research in teacher education, technology in language instruction, language assessment, and current topics in the field of English language teaching and learning. English language teaching research has been greatly affected by recent trends, including Artificial Intelligence, digital pedagogy, e-learning, and multilingualism. Therefore, studying the content of the English Language Teaching Research (JELT) from 2024 to 2025 would give insights into the changing priorities and directions in the studies of English language teaching. Content analysis in the present study is conducted to examine the publication trend, main research themes, authors and authorship, institution involvement, and geographical distribution of contributors of JELT over a specific period.

2. REVIEW OF LITERATURE

Several studies have applied content analysis to academic journals to understand research trends. **Tiwari & Others (2021)** found that research publications have increased significantly over the last couple of years. It has been found that developing countries like China is leading the research on smart cities. **Cigdem (2022)** examined the publication profile of the Journal of Research in Educational Administration & Leadership. The researcher adopted a qualitative research method to conduct the study. **Kumar & Others (2022)** conducted a study to characterize the applications and benefits of integrated AI and blockchain platforms across different verticals of business.

The study revealed the most influential articles on the subject based on their publications, citations, and importance in the intellectual network. **Guo & Others (2024)** highlight the current trends in multimodal teaching and propose a conceptual framework and future research directions, offering valuable insights for the adaptation of educational practices in increasingly digital and multimodal contexts. **Dash & Sethi (2025)** identified influential authors and papers shed light on major themes, publication trends, active institutions, and countries, thereby explaining the intellectual background of ICFS. Additionally, it evaluates current themes, identifies barriers to literature growth, and proposes directions for future research. **Penas & Alda (2025)** examined quarterly tests in English of the students studying in grades 4, 5, and 6. The study focuses on content, test distribution, recurring topics, skills, and alignment between test content and curriculum objectives. The study found gaps and weaknesses among the students.

3. OBJECTIVES:

- To analyze the publication pattern of JELT during 2024-2025
- To identify the major subject areas covered in the journal
- To examine the authorship patterns and collaboration
- To analyze the institutional and country affiliations of authors

4. RESEARCH METHODOLOGY

This study used the content analysis method to examine the research articles published in the 'Journal of English Language Teaching' during 2024 and 2025. Content analysis is a systematic method used to study published documents and identify trends and patterns in research. The study included 77 research articles published in Volume 66 (2024) and Volume 67 (2025) of the journal. Only research articles were included in the study. While Editorials, book reviews, announcements, and other non-research items were excluded. A coding sheet was prepared to collect information from each article. The research articles were analyzed based on the variables such as year of publication, volume and issue number, title of the article, authorship pattern, institutional affiliation, state, country, and subject area. The subject areas were grouped into categories such as English language teaching, language skills, educational technology and artificial intelligence, teacher education, assessment, linguistics, and literature.

The researcher applied simple descriptive statistical techniques, such as frequency and percentage, to summarize the data. The results were presented in tables and interpreted according to the objectives of the study.

5. DATA ANALYSIS AND INTERPRETATION

Table 1 Year-wise publication pattern

Year	Volume	No. of Issues	No. of Articles	Percentage
2024	66	06	29	37.66
2025	67	06	48	62.34
Total		12	77	100.00

The above table shows that a total of 77 articles were published during the period of 2024 and 2025. Out of these, 29 (37.66%) articles were published in the year 2024, and 48 (62.34%) were published in 2025. However, both volumes consisted of 6 issues. Volume 67 published more articles. This indicates that there is a growth in research contributions.

Table 2: Major Subject Areas

Subject Area	Trends (2024-2025)
English Language Teaching (ELT) Pedagogy	Very High
Reading, Writing, Speaking, Listening & Vocabulary	High
Artificial Intelligence and Educational Technology	High
Language Policy & Multilingualism	Moderate
Teacher Education & Professional Development	Moderate
Assessment & Evaluation	Moderate
Literature & Literary Studies	Moderate
Linguistics & Communication Studies	Moderate
Bibliometric/Content Analysis	Emerging

From the analysis, it is found that throughout the two years, English Language Teaching was the main study area. There have been many studies concerning methods, practices in the classroom, language autonomy, vocabulary building, reading, writing, speaking, listening, and assessment. In fact, there were significant amounts of publications concerning Artificial Intelligence and digital pedagogy, online learning, bibliometric studies, language policy, and multimodal learning in English language teaching in 2025, contributing to the more effects educational technology has in the field of English language teaching.

Table 3: Authorship Pattern

Authorship Pattern	2024	2025	Total
Single Author	13	16	29
Two Authors	15	25	40
Three Authors	01	06	07
Five Authors	00	01	01
Total Articles	29	48	77

The above table shows that out of 77 articles, 40 (50.95%) articles were written by two authors, and 29 (37.66%) articles were authored by a single author. While seven articles were authored by three authors. In the year 2025 multi author collaboration were increased, which shows growing research collaboration among English language researchers.

Table 4: Institutional Affiliation

Institution Type	Observation
Universities	Predominant
Autonomous Colleges	Moderate
Government Colleges	Moderate
Research Institutes	Few
International Universities	Increasing

From the above table, it can be concluded that the majority of the authors were affiliated with universities, which shows that higher educational institutions are the primary contributors to the research ELTAI articles. The Indian universities, including Anna University, Gauhati University, Tezpur University, Loyola College, Central University of Rajasthan, St. Joseph's College, Bennett University, and NIT Warangal, appeared frequently. The 2025 volume also included contributions from universities in Indonesia, South Africa, Cambodia, Japan, Namibia, Egypt, the Philippines, Taiwan, and the United States, indicating increased international participation

Table No. 5: Country-wise Distribution of Articles

Country	2024	2025	Total
India	27	36	63
South Africa	00	03	03
Oman	02	00	02
Philippines	00	02	02
USA	01	01	02
Indonesia	00	01	01
Cambodia	00	01	01
Japan	00	01	01
Namibia	00	01	01
Egypt	00	01	01
Taiwan-India	00	00	00
Total	30	47	77

Data presented in the table above demonstrate that Indian researchers have a prominent role in the publication of research articles with 63 (81.81%) during 2024-25. It became more of an international kind of journal, presenting new contributions from South Africa, Oman, and Oceania. The number of countries was also much more when compared to the number of countries represented in 2024, which shows the growing presence of JELT at the international level.

6. MAJOR FINDINGS

The following are the major findings of the research study

- Between 2024 and 2025, there were 77 research articles in total, of which 48 articles (62.34%) were published in 2025, while 29 articles (37.66%) were published in 2024, reflecting an increase in output and the number of articles published.
- The area of English Language Teaching pedagogy was most commonly mentioned as the subject of research, with language skills, educational technology and artificial intelligence, teacher education, and assessment following.
- Collaborative authorship was more than single authorship. The number of publications by two authors was the highest, which indicates a trend towards research collaboration.
- The majority of the authors were involved with the University and Higher Education institutions, which shows the authors' significant contribution to ELT research.

- The majority of the articles in the collection came from Indian researchers, and a few articles were produced by international researchers from South Africa, Indonesia, Cambodia, Japan, the Philippines, Egypt, Namibia, Oman, the USA, and Taiwan, which shows an increasing trend of participation from international researchers.
- In 2025, there was an increasing focus on studies on technology-enhanced language learning, which is reflected in the more studies conducted on Artificial Intelligence, online learning, digital tools, multimedia resources, and language policy in 2025 than in 2024.
- Overall, the results showed that JELT is growing in quantity and research through the publications created, as well as in the diversity of the research, and it is still a very useful medium for spreading the latest research findings in the English language teaching field.

7. CONCLUSIONS

A total of 77 research articles were analyzed from the Journal of English Language Teaching published in 2024-2025 to determine the trends of publications and characteristics of research. The results showed there were more articles published during 2025, and English Language Teaching pedagogy was the most common area for research. Collaborative authorship was more prevalent than single authorship, and the majority of the contributions were from the Indian universities, as well as an increasing number of international collaborations. It is concluded that JELT is already a vital tool for the support, dissemination, and development of quality research and the latest trends in English language teaching in general. The conclusions drawn in the findings have given some useful insights into the present research trends, and they can serve as a valuable reference for researchers, educators, and journal editors in the future.

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