

## **MAPPING THE GLOBAL KNOWLEDGE LANDSCAPE OF GENDER-INCLUSIVE ENGLISH LANGUAGE EDUCATION: A BIBLIOMETRIC ANALYSIS**

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### **ABSTRACT**

Gender-inclusive English language education has emerged as an important area of educational research in response to growing global commitments to equity, diversity, and inclusive teaching practices. Despite the increasing volume of publications, a comprehensive understanding of the field's intellectual structure, research trends, collaboration patterns, and thematic development remains limited. This study mapped the global knowledge landscape of gender-inclusive English language education through a bibliometric analysis of 5,419 English-language articles and review papers indexed in the Scopus database from 1989 to 2026. Bibliometric indicators were analyzed using the Bibliometrix package (Biblioshiny), while VOSviewer was employed to visualize keyword networks and research hotspots. The findings revealed a strong annual publication growth rate of 18.89%, reflecting the rapid expansion of the field over the past three decades. The United States emerged as the leading contributor, followed by China, the United Kingdom, Canada, and Australia, while TESOL Quarterly and the Journal of Language, Identity and Education were identified as the most influential publication sources. The analysis also demonstrated increasing international collaboration and interdisciplinary research, with teacher education, inclusive pedagogy, language learning, multilingualism, social justice, critical pedagogy, and gender representation constituting the dominant research themes. Emerging topics such as artificial intelligence, educational technology, digital literacy, gender-fair language, intersectionality, and Global Englishes indicate evolving directions for future research. Further, the study demonstrates that gender-inclusive English language education has developed into a dynamic and globally significant research field and provides a comprehensive knowledge map that can inform future

scholarship, curriculum innovation, teacher education, and evidence-based policies promoting equitable and inclusive English language education worldwide.

**Keywords:** *bibliometric analysis, gender-inclusive education, english language education, bibliometrix, VOSviewer, inclusive pedagogy, gender equality, scopus.*

## INTRODUCTION

Gender equality has become a central priority in contemporary education as institutions worldwide strive to create learning environments that promote equity, diversity, and social inclusion. Within English language education, gender-inclusive pedagogy has emerged as an important area of research because language serves not only as a means of communication but also as a powerful medium through which social identities, cultural values, and gender norms are constructed, negotiated, and reproduced. Consequently, English language teaching (ELT) has increasingly incorporated gender-responsive approaches that seek to eliminate discriminatory language practices, promote equitable classroom participation, and foster inclusive educational environments for learners from diverse sociocultural backgrounds (Herut, 2026; Tarrayo et al., 2021).

Over the past two decades, scholarly interest in gender-inclusive English language education has expanded considerably. Recent bibliometric studies indicate a continuous increase in research output related to gender sensitivity, inclusive pedagogy, and gender-responsive education worldwide (Herut, 2026; Sicuan et al., 2026). This growing body of literature reflects international efforts to achieve the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 5 (Gender Equality), which advocate equitable access to education and the elimination of gender-based discrimination. As educational systems become increasingly globalized and multicultural, researchers have also broadened their focus from traditional discussions of gender bias toward more comprehensive perspectives that include intersectionality, diversity, inclusive language practices, and social justice.

One of the most prominent areas of inquiry concerns gender representation in English language textbooks and instructional materials. Numerous studies have documented persistent gender stereotypes in textbooks, including unequal representation of male and female characters, occupational roles, leadership positions, and linguistic expressions that reinforce traditional gender norms (Taqdir et al., 2025; Zheng & Han, 2026). Such findings have prompted educators and curriculum developers to advocate for gender-equitable instructional resources that better reflect contemporary social diversity and foster inclusive learning experiences.

Another significant development is the integration of digital technologies into gender-inclusive language education. Advances in artificial intelligence (AI), information and communication technologies (ICT), and digital learning platforms have created new opportunities for identifying gender bias, developing gender-fair language, and supporting inclusive classroom practices. AI-assisted language analysis has demonstrated considerable potential for detecting discriminatory expressions and improving instructional materials (Silor & Silor, 2026), while ICT-supported

English language teaching has been shown to enhance learner engagement and reduce gender disparities through interactive and accessible learning environments (Mohammad et al., 2025). These technological innovations are increasingly reshaping pedagogical practices and expanding opportunities for equitable language education across diverse educational contexts.

Teacher preparation has likewise emerged as a critical determinant of successful gender-inclusive education. Although educators generally recognize the importance of inclusive language and equitable teaching practices, many continue to report limited formal preparation in implementing gender-inclusive linguistic practices and inclusive pedagogies (Amorati & Pirovano, 2026). Similar findings have been reported in higher education contexts, where institutional policies, limited professional development opportunities, and insufficient instructional resources continue to constrain the implementation of gender-responsive English language teaching (Tarrayo et al., 2021). These findings underscore the importance of strengthening teacher education, curriculum reform, and institutional support systems to facilitate sustainable implementation of inclusive educational practices.

Recent scholarship has also broadened the conceptual boundaries of gender-inclusive English language education through the integration of Global Englishes perspectives. Rather than emphasizing native-speaker norms, Global Englishes recognizes linguistic diversity, intercultural communication, and multiple legitimate varieties of English. Studies conducted in Thailand, China, and other multilingual contexts demonstrate that Global Englishes Language Teaching (GELT) promotes greater inclusivity by encouraging learners to appreciate linguistic diversity, challenge language hierarchies, and develop intercultural competence (Boonsuk, 2025a, 2025b; Cavalheiro & Pereira, 2025; Xie et al., 2026). These developments indicate that inclusive English language education increasingly extends beyond gender to embrace broader dimensions of cultural, linguistic, and social diversity.

Despite the rapid expansion of the literature, several important gaps remain. Existing studies continue to report significant geographical disparities, with research predominantly concentrated in developed countries, while many regions in Africa, Latin America, and parts of Asia remain underrepresented (Sicuan et al., 2026). Moreover, emerging topics such as intersectionality, nonbinary identities, gender-fair language, artificial intelligence, and culturally responsive pedagogy have yet to be comprehensively synthesized within the broader English language education literature. Although individual studies have examined specific aspects of gender-inclusive pedagogy, textbook representation, teacher education, or educational technology, a comprehensive mapping of the global intellectual structure, collaboration patterns, thematic evolution, and emerging research frontiers remains limited.

Bibliometric analysis provides a robust methodological approach for addressing this gap by systematically examining publication trends, citation patterns, collaborative networks, influential sources, and thematic developments across a large body of scientific literature. Unlike traditional narrative reviews, bibliometric methods enable researchers to visualize the intellectual landscape of a research field, identify influential contributors, detect emerging research themes, and uncover knowledge gaps that can inform future investigations.

Therefore, this study aims to map the global knowledge landscape of gender-inclusive English language education through a comprehensive bibliometric analysis of publications indexed in the Scopus database. Specifically, the study examines publication growth, leading journals, author productivity, international collaboration, geographical distribution, and thematic research trends to provide an updated overview of the field's intellectual structure and research evolution. By synthesizing global scholarly developments, the study contributes to a deeper understanding of how gender-inclusive English language education has evolved and identifies future directions for research, policy development, curriculum innovation, and inclusive pedagogical practice.

## **METHODS**

This study employed a quantitative bibliometric research design to examine the global scientific landscape of gender-inclusive English language education. Bibliometric analysis was used to systematically evaluate publication trends, scientific productivity, collaboration patterns, influential publication sources, and the conceptual structure of the field. Bibliographic records were retrieved exclusively from the Scopus database in June 2026 because of its extensive coverage of peer-reviewed literature and standardized bibliographic metadata. A structured search strategy was developed using keywords related to gender, gender inclusion, English language education, English language teaching (ELT), English as a Foreign Language (EFL), English as a Second Language (ESL), inclusive education, and related concepts combined using Boolean operators. The search was restricted to English-language articles and review papers published between 1989 and 2026. Conference papers, book chapters, editorials, notes, errata, and other non-peer-reviewed document types were excluded to ensure the quality and consistency of the dataset. Following the application of the inclusion and exclusion criteria, a total of 5,419 publications were retained for bibliometric analysis.

The retrieved bibliographic records were exported in comma-separated values (CSV) format for analysis using bibliometric and science-mapping techniques. Descriptive and performance indicators were generated to examine annual scientific production, source productivity, author productivity, citation performance, corresponding authors' countries, collaboration networks, and author productivity based on Lotka's Law. In addition, keyword co-occurrence and density analyses were conducted to identify the conceptual structure, dominant research themes, and emerging hotspots within gender-inclusive English language education. The integration of performance analysis and science mapping enabled a comprehensive assessment of the field's intellectual development, thematic evolution, and global research trends, providing a robust and reproducible overview of the knowledge structure and international research landscape.

## **RESULTS AND DISCUSSION**

### **Main Characteristics of the Bibliometric Dataset**

Table 1 summarizes the main characteristics of the bibliometric dataset on gender-inclusive English language education. Following the application of the inclusion criteria, a total of 5,419 English-language articles and review papers published between 1989 and 2026 were included in the analysis. These publications originated from 1,861 scholarly sources, highlighting the

multidisciplinary nature of the field. The wide distribution of publications across journals indicates that research on gender-inclusive English language education extends beyond applied linguistics to encompass education, teacher education, educational psychology, curriculum studies, educational technology, and gender studies.

The dataset comprised 12,200 authors, with only 1,452 contributing to single-authored publications, indicating that collaborative research predominates in this field. The average of 2.66 co-authors per document further reflects the collaborative and interdisciplinary nature of contemporary educational research. In addition, 18.08% of the publications involved international co-authorship, demonstrating moderate global collaboration and increasing cross-national partnerships among researchers investigating gender-responsive pedagogy, inclusive language practices, and equitable English language education.

The literature exhibited a substantial annual growth rate of 18.89%, indicating that scholarly interest in gender-inclusive English language education has expanded considerably over the past three decades. This rapid growth reflects increasing international attention to diversity, equity, and inclusion in education, particularly following the adoption of the United Nations Sustainable Development Goals, which emphasize both quality education and gender equality. The increasing volume of publications suggests that gender-inclusive pedagogies, curriculum reform, teacher education, and inclusive language practices have become major research priorities within English language education.

**Table 1**

*Main Information about the Bibliometric Dataset on Gender-Inclusive English Language Education (1989–2026)*

Indicator	Value
Timespan	1989–2026
Documents	5,419
Sources (Journals)	1,861
Authors	12,200
Authors of Single-Authored Documents	1,452
Annual Growth Rate	18.89%
International Co-authorship	18.08%
Co-authors per Document	2.66
Author's Keywords (DE)	12,847
References	0*
Document Average Age	5.17 years
Average Citations per Document	18.91

*The Scopus export used in this study did not include cited-reference metadata; therefore, reference-based analyses (e.g., co-citation and historiographic mapping) were not performed.*

The dataset also contained 12,847 author keywords, illustrating the broad thematic coverage of the field. Research topics encompass gender-responsive teaching, teacher education, inclusive language, multilingualism, textbook representation, curriculum development, educational technology, and social justice, reflecting the interdisciplinary evolution of the discipline. Furthermore, the relatively young average document age of 5.17 years and an average of 18.91 citations per document indicate that the literature is both current and influential, demonstrating sustained scholarly attention and growing academic impact. Collectively, these bibliometric indicators suggest that gender-inclusive English language education has evolved into a dynamic and rapidly expanding research domain characterized by increasing international collaboration, diverse research themes, and significant scholarly influence.

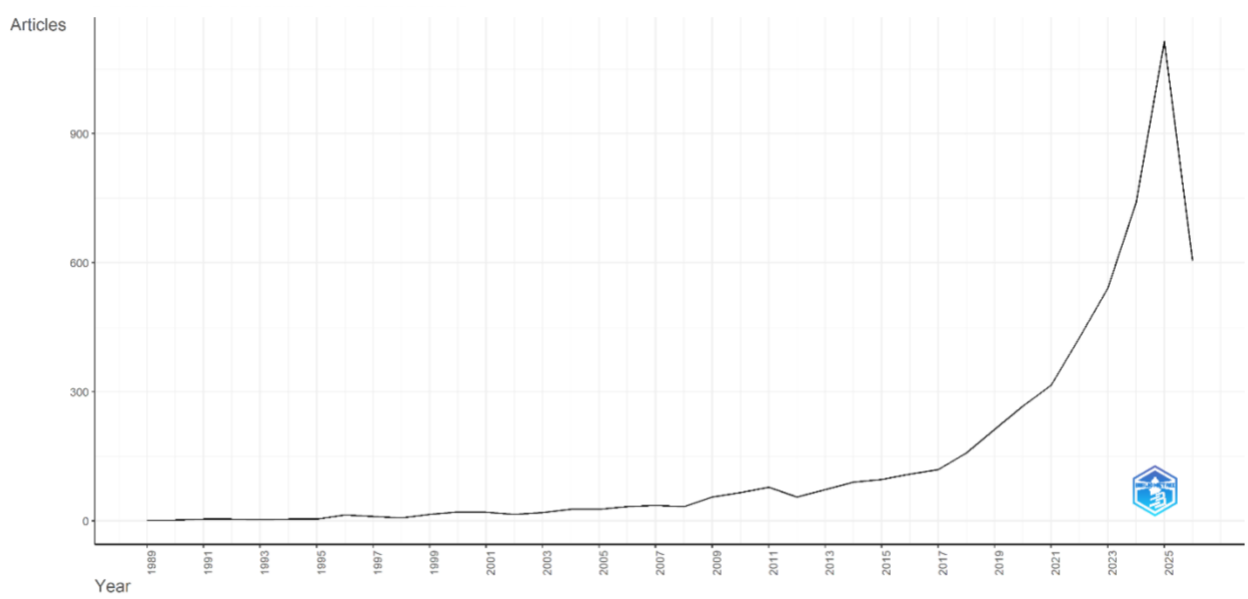
### **Annual Scientific Production**

Figure 1 illustrates the annual scientific production on gender-inclusive English language education from 1989 to 2026. The publication trend reveals a substantial increase in research output over the study period, indicating the growing scholarly interest in gender equality and inclusive practices within English language education. During the early years (1989–2003), publication activity remained relatively low, suggesting that gender issues were not yet a major focus within English language teaching and applied linguistics. A gradual increase became evident between 2004 and 2017, reflecting the emergence of gender as an important research dimension. During this period, studies increasingly addressed gender-sensitive pedagogy, teacher education, classroom discourse, identity, textbook representation, and inclusive language, coinciding with the growing international emphasis on equitable and inclusive education.

A remarkable acceleration in publication output occurred after 2018, with annual scientific production increasing sharply to more than 700 publications by 2024 and reaching its highest level of approximately 1,100 publications in 2025. This rapid growth reflects the increasing integration of gender perspectives into English language education, supported by global initiatives promoting diversity, equity, and inclusion, curriculum reforms, digital learning environments, and gender-responsive educational policies. The dataset's annual growth rate of 18.89% further confirms the rapid expansion of this research field. Although publication output appears to decline in 2026, this should be interpreted cautiously because the most recent publication year is still being indexed by Scopus. Further, the publication trend demonstrates that gender-inclusive English language education has evolved into a dynamic and rapidly growing interdisciplinary research area, with increasing scholarly attention to promoting equity, diversity, and inclusive pedagogical practices in language education.

**Figure 1**

Annual scientific production on gender-inclusive English language education (1989–2026).



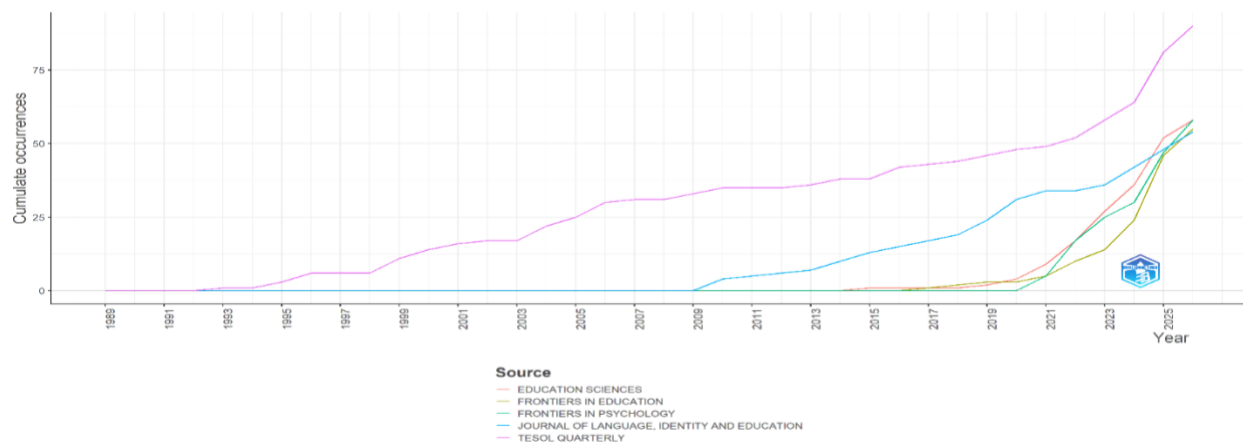
### Source Production Over Time

Figure 2 presents the publication trends of the five most productive journals in gender-inclusive English language education research from 1989 to 2026. Among these journals, TESOL Quarterly consistently recorded the highest cumulative scientific production, maintaining a steady publication trajectory since the early 1990s before experiencing a marked increase after 2021. Its sustained productivity highlights its pivotal role in advancing research on gender, identity, multilingualism, inclusive pedagogy, and English language teaching. The Journal of Language, Identity and Education ranked second, demonstrating continuous growth, particularly after 2010, reflecting increasing scholarly attention to language policy, cultural diversity, identity construction, and equity in English language education. The prominence of these journals underscores their influence in shaping the intellectual development of gender-inclusive language education research.

A notable trend is the rapid growth of Education Sciences, Frontiers in Education, and Frontiers in Psychology during the past decade, particularly between 2021 and 2026. Their increasing publication output indicates that research on gender-inclusive English language education has expanded beyond traditional applied linguistics journals into broader educational and psychological disciplines. This diversification reflects growing interdisciplinary collaboration and increasing interest in topics such as inclusive pedagogy, educational technology, teacher education, learner well-being, and social justice. The accelerated publication growth across these journals mirrors the overall increase in annual scientific production and suggests that gender-inclusive English language education has become an increasingly important area of inquiry driven by global efforts to promote diversity, equity, and inclusion in education.

**Figure 2**

Source production over time of the five most productive journals in gender-inclusive English language education research (1989–2026).



### Author Productivity Based on Lotka's Law

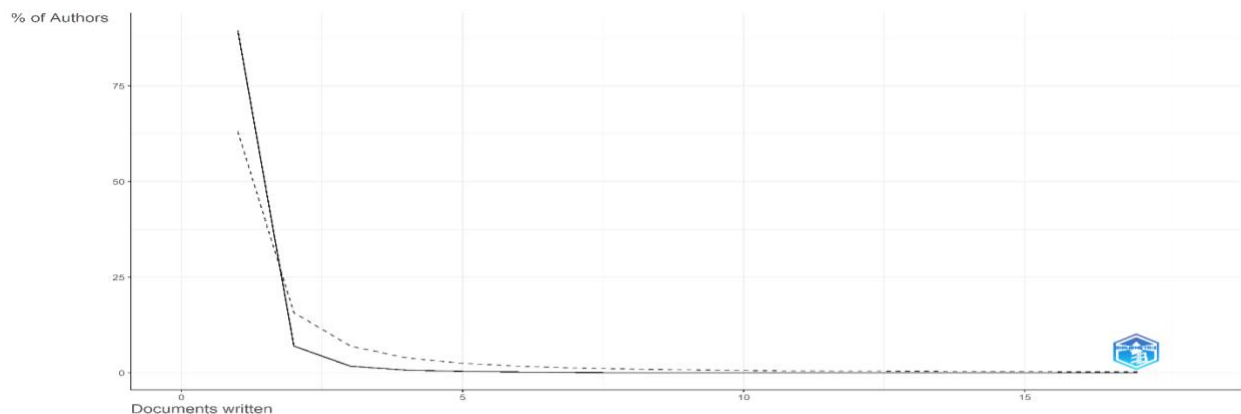
Figure 3 illustrates the distribution of author productivity according to Lotka's Law, showing the relationship between the number of publications and the proportion of contributing authors in gender-inclusive English language education research. The observed distribution closely follows the theoretical Lotka curve, indicating that scientific productivity is concentrated among a relatively small group of highly productive researchers. Approximately 90% of authors contributed only one publication, while the proportion of authors declined sharply as publication frequency increased. Authors with two or more publications represented only a small fraction of the research community, and highly prolific authors with more than five publications were exceptionally rare. This pattern is characteristic of many emerging and interdisciplinary research fields, where a large number of scholars make occasional contributions rather than maintaining continuous publication activity.

Although the observed productivity generally conforms to Lotka's theoretical model, the higher-than-expected proportion of single-publication authors suggests that gender-inclusive English language education attracts researchers from diverse disciplines, including applied linguistics, education, psychology, sociology, curriculum studies, and gender studies. Consequently, many authors investigate gender inclusion as part of broader research agendas rather than as their primary specialization. The limited number of highly productive researchers also indicates opportunities to strengthen long-term research collaboration and establish sustained scholarly networks. As global interest in gender equality, diversity, and inclusive education continues to increase, stronger international partnerships and interdisciplinary collaborations are likely to

expand the field's core research community and further enhance its scientific productivity and impact.

**Figure 3**

*Author productivity distribution based on Lotka's Law in gender-inclusive English language education research.*



### **Corresponding Authors' Countries and International Collaboration**

Figure 4 presents the geographical distribution of corresponding authors, distinguishing between Single Country Publications (SCP) and Multiple Country Publications (MCP) to illustrate global research productivity and collaboration in gender-inclusive English language education. The United States emerged as the leading contributor, producing substantially more corresponding-author publications than any other country, followed by China, the United Kingdom, Canada, and Australia. Across these countries, SCP consistently outnumbered MCP, indicating that research is still primarily conducted through domestic institutional collaborations. Nevertheless, the United States, China, and the United Kingdom also recorded relatively high levels of international collaboration, demonstrating their influential role in advancing global scholarship through cross-national research partnerships.

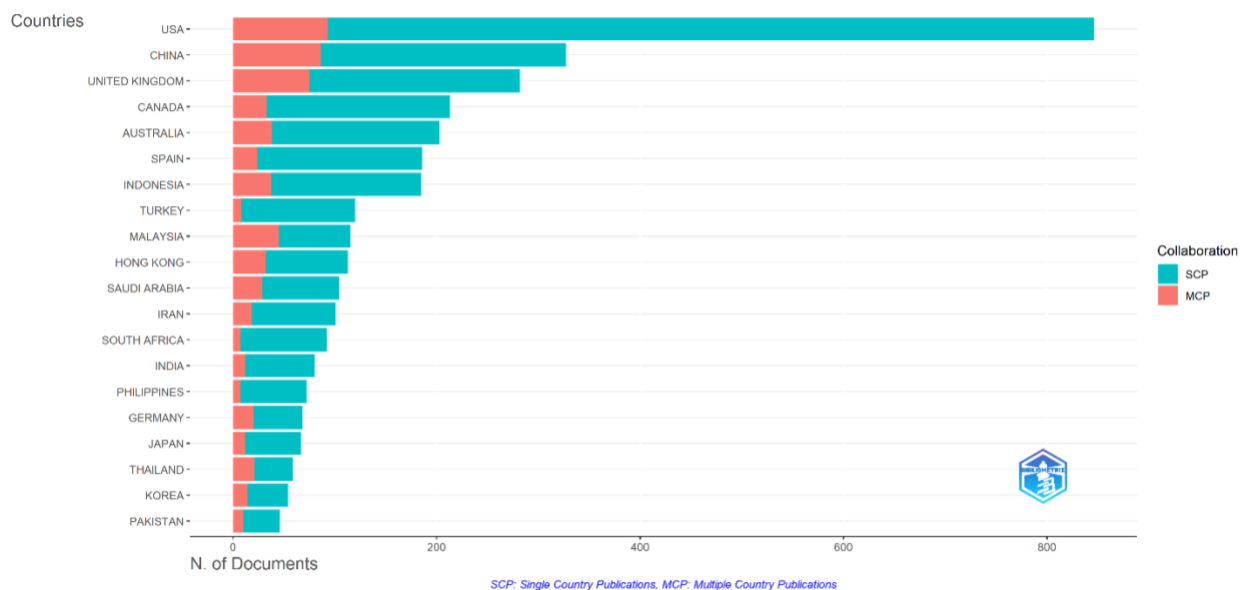
The distribution of publications also highlights the growing participation of emerging economies, including Indonesia, Malaysia, Saudi Arabia, Iran, Turkey, India, and the Philippines, reflecting the expanding global interest in gender-responsive pedagogy, inclusive language education, and equitable teaching practices. Although these countries contributed fewer publications than the leading research nations, their increasing output indicates a broadening international research landscape. The predominance of domestic collaborations suggests opportunities to strengthen international partnerships that facilitate knowledge exchange, methodological innovation, and comparative educational research. Overall, the findings demonstrate that gender-inclusive English language education has become a truly global research field, with increasing scholarly engagement across diverse regions while remaining led by countries with established research infrastructure and strong investments in education and language research.

### **Corresponding Author's Countries and International Collaboration**

Figure 4 presents the distribution of corresponding authors by country, distinguishing between Single Country Publications (SCP) and Multiple Country Publications (MCP). The United States emerged as the leading contributor, producing substantially more publications than any other country, followed by China, the United Kingdom, Canada, and Australia. The dominance of these countries reflects their well-established research infrastructure, strong higher education systems, and sustained investment in educational and language research. Notably, the majority of publications across all countries were classified as SCP, indicating that research on gender-inclusive English language education is still primarily conducted through domestic collaborations. Nevertheless, countries such as the United States, China, and the United Kingdom also exhibited relatively higher levels of MCP, demonstrating their active participation in international scholarly partnerships.

The geographical distribution further reveals the expanding global interest in gender-inclusive English language education, with notable contributions from Indonesia, Malaysia, Saudi Arabia, Iran, Turkey, India, and the Philippines. The increasing publication output from these countries suggests that issues related to gender equality, inclusive pedagogy, and equitable English language teaching have become important research priorities beyond traditionally dominant research regions. Although international collaboration remains comparatively lower than domestic collaboration, the growing number of MCP publications indicates increasing cross-border knowledge exchange and multidisciplinary cooperation. Expanding international research partnerships, particularly between developed and developing countries, may further strengthen the global evidence base and promote culturally responsive, gender-inclusive educational policies and practices in English language education.

**Figure 4**  
*Corresponding authors' countries and collaboration patterns in gender-inclusive English language education research.*





preparing teachers to implement gender-responsive pedagogies and address gender bias in educational settings.

A second prominent thematic area involves language education, language learning, linguistics, literacy, multilingualism, and foreign language, highlighting the interdisciplinary nature of English language education research. These keywords indicate that gender-related issues are increasingly examined within language acquisition, classroom discourse, multilingual education, and linguistic identity. The appearance of EFL and foreign language confirms that much of the literature originates from English as a Foreign Language context, where researchers investigate the integration of gender-inclusive teaching practices across diverse cultural and educational environments.

The density map also reveals a strong concentration of keywords associated with critical pedagogy, critical race theory, social justice, identity, discourse, critical discourse analysis, and feminism. These interconnected concepts suggest that contemporary research increasingly adopts critical theoretical frameworks to examine power relations, gender identities, and inequalities embedded within English language teaching materials and classroom interactions. Rather than viewing language instruction as a neutral educational process, scholars increasingly conceptualize English language education as a social practice capable of challenging or reinforcing gender norms. The prominence of these themes demonstrates a gradual shift from traditional language instruction toward socially responsive and transformative pedagogical approaches.

Another significant research hotspot concerns textbooks, content analysis, gender bias, gender stereotypes, and gender representation. The clustering of these keywords indicates sustained scholarly interest in evaluating English language textbooks and instructional materials for gender inclusivity. Numerous studies have investigated the portrayal of male and female characters, occupational roles, leadership representations, and linguistic choices that may reinforce or challenge traditional gender stereotypes. The continued prominence of textbook analysis reflects growing international efforts to ensure that educational resources support the objectives of gender equality and inclusive education.

Teacher-related psychological and professional factors also emerge as important themes. Keywords such as teacher identity, self-concept, self-efficacy, motivation, professional development, and pre-service teachers indicate increasing attention to how educators' beliefs, competencies, and professional identities influence the implementation of gender-inclusive pedagogies. This trend suggests that achieving gender equality in English language education extends beyond curriculum reform and requires sustained investment in teacher education, reflective practice, and institutional support.

Emerging topics identified in the visualization include digital literacy, learning systems, virtual reality, human-computer interaction, digital divide, and educational technology. Although these keywords appear at lower density levels than the core educational themes, their growing presence indicates expanding scholarly interest in the intersection of gender inclusion and

technology-enhanced language learning. As digital learning environments become increasingly prevalent, researchers have begun examining issues such as equitable access to educational technologies, gender differences in digital participation, and the design of inclusive online English learning environments. These topics are likely to represent future directions for research as educational technologies continue to evolve.

The map also highlights concepts related to cultural identity, multiculturalism, translanguaging, cultural diversity, and immigration, reflecting the global and multicultural dimensions of English language education. These themes suggest that gender inclusion is increasingly examined alongside issues of linguistic diversity, migration, and intercultural communication. Such findings indicate a growing recognition that gender intersects with multiple social identities, requiring more inclusive and culturally responsive educational practices.

Despite the diversity of research topics, the visualization indicates that the field remains strongly centered on educational and pedagogical concerns, with teacher, education, and gender serving as the principal organizing concepts. Peripheral themes such as mental health, employment, resilience, well-being, physical education, and science education appear less densely connected, suggesting opportunities for future interdisciplinary investigations that explore how gender-inclusive English language education intersects with broader educational and societal outcomes.

The density visualization demonstrates that the field has evolved from descriptive examinations of gender representation toward more comprehensive investigations of inclusive pedagogy, teacher development, social justice, and educational technology. The coexistence of well-established themes alongside emerging areas illustrates the dynamic and interdisciplinary nature of gender-inclusive English language education. These findings suggest that future research should continue integrating perspectives from applied linguistics, educational technology, critical pedagogy, and diversity studies to promote equitable and inclusive English language learning environments worldwide.

The findings of the present bibliometric analysis demonstrate that gender-inclusive English language education has experienced substantial scientific growth over the past three decades. The dataset revealed an annual growth rate of 18.89%, indicating that research on gender inclusion has evolved from a relatively niche topic into an established interdisciplinary field encompassing applied linguistics, teacher education, educational psychology, curriculum studies, educational technology, and gender studies. This rapid expansion reflects the increasing global recognition of gender equality as an essential component of quality education and aligns with international initiatives such as the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 5 (Gender Equality). Similar publication trends were reported by Herut (2026), who observed that gender-inclusive pedagogy has become an increasingly important scholarly area driven by global commitments to sustainable and equitable education.

The remarkable increase in annual scientific production after 2018 further demonstrates the accelerating international interest in gender-inclusive English language education. The sharp rise in publications corresponds with growing awareness of diversity, equity, and inclusion (DEI),

curriculum reforms, and educational policies promoting gender-responsive teaching practices. These findings are consistent with Sicuan et al. (2026), whose global bibliometric analysis likewise documented sustained growth in gender sensitivity research across educational disciplines. Together, these studies suggest that gender inclusion is no longer considered an isolated educational concern but has become an integral dimension of contemporary English language education and educational research.

The analysis of publication sources highlights the intellectual diversification of the field. While traditional journals such as *TESOL Quarterly* and *the Journal of Language, Identity and Education* remain influential, newer multidisciplinary journals, including *Education Sciences*, *Frontiers in Education*, and *Frontiers in Psychology*, have exhibited rapid publication growth. This pattern suggests that gender-inclusive English language education increasingly intersects with psychology, educational technology, learner well-being, curriculum development, and social justice. Similar observations were reported by Herut (2026), who emphasized the multidisciplinary evolution of gender-inclusive pedagogy research as scholars increasingly integrate perspectives from education, sociology, and psychology.

Author productivity followed the classical distribution predicted by Lotka's Law, with approximately 90% of authors contributing only one publication. Such a pattern is characteristic of expanding interdisciplinary fields where researchers enter the area from multiple academic backgrounds rather than specializing exclusively in gender-inclusive English language education. Similar bibliometric distributions have been reported by Sicuan et al. (2026), who found that gender equality research attracts scholars from diverse disciplines while relatively few researchers sustain long-term publication productivity. These findings highlight opportunities to strengthen international scholarly networks, promote sustained research collaborations, and establish a more stable community of specialists within gender-inclusive English language education.

The geographical distribution of corresponding authors revealed that the United States, China, the United Kingdom, Canada, and Australia continue to dominate global research productivity. These countries benefit from strong research infrastructures, substantial educational investments, and established higher education systems. Nevertheless, the increasing contributions from Indonesia, Malaysia, India, Saudi Arabia, Iran, Turkey, and the Philippines demonstrate that gender-inclusive English language education has become an increasingly global research field. This pattern closely parallels the findings of Sicuan et al. (2026), who reported that although developed countries remain the primary producers of gender-related educational research, contributions from developing countries continue to increase. Despite this positive trend, the predominance of Single Country Publications suggests that international collaboration remains comparatively limited, highlighting the need for stronger partnerships between institutions in developed and developing countries to facilitate knowledge exchange and culturally responsive educational innovation.

The keyword density analysis provides valuable insights into the conceptual evolution of the field. The concentration of keywords such as education, teacher, gender, inclusive education, and

teaching confirms that teacher preparation and classroom pedagogy remain the intellectual core of gender-inclusive English language education. This finding supports previous studies emphasizing that educators play a central role in implementing gender-responsive pedagogies and creating equitable learning environments (Herut, 2026; Tarrayo et al., 2021). Likewise, the prominence of language-related keywords including language education, EFL, multilingualism, and literacy demonstrates that gender issues have become increasingly embedded within English language teaching, language acquisition, and multilingual education.

The emergence of critical theoretical concepts, including critical pedagogy, critical discourse analysis, identity, social justice, and feminism, illustrates the intellectual maturation of the field. Rather than merely documenting gender representation, contemporary research increasingly examines how language education reproduces or challenges social inequalities and power relations. This observation supports Leroy and Lacerda (2025), who argued that contemporary language studies are moving beyond binary conceptualizations of gender toward more inclusive and socially responsive theoretical frameworks. Similarly, Taqdir et al. (2025) reported that recent research increasingly evaluates gender representation in English language textbooks through critical perspectives that address stereotypes, diversity, and multilingual contexts.

Another prominent research cluster centers on textbooks, gender stereotypes, content analysis, and gender representation. These themes indicate sustained scholarly attention toward evaluating instructional materials for gender bias and promoting equitable representation of diverse identities. The continued prominence of textbook analysis reflects growing international efforts to eliminate discriminatory portrayals and support inclusive curricula. Taqdir et al. (2025) likewise identified textbook representation as one of the dominant research themes in multilingual and foreign language education, emphasizing the importance of balanced portrayals of gender roles in fostering inclusive learning environments.

Teacher-related professional development also emerged as a major research focus. Keywords related to teacher identity, self-efficacy, professional development, and pre-service teachers indicate increasing recognition that successful implementation of gender-inclusive pedagogy depends on educators' competencies and beliefs. However, challenges remain regarding teachers' preparedness to implement gender-inclusive linguistic practices. Amorati and Pirovano (2026) found that many language teachers continue to demonstrate varying levels of knowledge and confidence regarding gender-inclusive language, underscoring the need for systematic professional development and institutional support. Similar concerns were reported by Tarrayo et al. (2021), who highlighted both opportunities and institutional barriers influencing the implementation of gender perspectives within English language teaching in Philippine higher education.

Emerging themes involving digital literacy, educational technology, virtual learning environments, and human-computer interaction suggest that technology-enhanced gender-inclusive education represents one of the most promising future research directions. Recent studies demonstrate increasing interest in applying artificial intelligence and digital technologies to promote inclusive language practices and reduce gender bias. Silor and Silor (2026) proposed

AI-assisted approaches for promoting gender-fair language in teaching and learning, while Kondapalli et al. (2025) demonstrated the potential of artificial intelligence to detect gender bias in academic communication. Likewise, Mohammad et al. (2025) and Kalita et al. (2026) emphasized that information and communication technologies (ICT) can facilitate more inclusive English language classrooms by reducing gender disparities and expanding equitable access to learning opportunities. Nevertheless, these innovations require context-sensitive implementation, teacher training, and supportive educational policies to ensure equitable adoption across diverse educational settings.

Further, the findings demonstrate that gender-inclusive English language education has evolved into a mature, globally relevant, and rapidly expanding interdisciplinary research field. Although traditional themes such as teacher education, curriculum development, textbook representation, and inclusive pedagogy continue to dominate the literature, emerging topics involving intersectionality, nonbinary identities, artificial intelligence, digital learning, and educational technology are reshaping the research agenda. However, important gaps remain, particularly regarding intersectional identities, gender-diverse learners, standardized implementation frameworks, and stronger international collaboration involving institutions from the Global South. Addressing these gaps through multidisciplinary and cross-national research partnerships will further strengthen the evidence base for gender-responsive English language education and contribute to more equitable, culturally responsive, and inclusive educational practices worldwide.

This study relied exclusively on the Scopus database and included only English-language articles and review papers. Publications indexed in other databases such as Web of Science, ERIC, or Dimensions were excluded. In addition, the exported dataset did not contain cited-reference metadata, limiting the use of co-citation, bibliographic coupling, and historiographic analyses. Future studies may integrate multiple databases and complete reference metadata to provide a more comprehensive understanding of the field.

## **CONCLUSIONS AND RECOMMENDATIONS**

This bibliometric analysis demonstrates that gender-inclusive English language education has become a rapidly growing and interdisciplinary field of research, characterized by increasing scientific production, expanding international collaboration, and diverse thematic developments. Based on 5,419 Scopus-indexed publications from 1989 to 2026, the study identified sustained growth in scholarly output, with the United States, China, and the United Kingdom leading global research productivity, while *TESOL Quarterly* and the *Journal of Language, Identity and Education* emerged as the most influential publication sources. The findings also revealed that author productivity generally follows Lotka's Law, with a small group of prolific researchers driving knowledge production. Keyword analysis highlighted teacher education, inclusive pedagogy, gender representation, multilingualism, language identity, and social justice as the dominant research themes, alongside emerging areas such as artificial intelligence, digital literacy, Global Englishes, and gender-fair language. These findings underscore the growing importance of integrating gender-responsive and inclusive approaches into English language education. Future

research should expand coverage by incorporating multiple bibliographic databases and complete cited-reference metadata while exploring underrepresented regions and emerging topics, including intersectionality and technology-enhanced language learning. Likewise, educators, curriculum developers, and policymakers should strengthen teacher professional development, promote gender-inclusive instructional materials, and foster international research collaboration to support equitable, inclusive, and culturally responsive English language education worldwide.

### **DECLARATION ON THE USE OF AI TOOLS**

AI tools were used solely for language editing and grammar checking. The authors were responsible for the study design, data analysis, interpretation, and all conclusions.

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