



Highly Cited Research and Citation Impact in Artificial Intelligence for English Language Education: A Descriptive Bibliometric Study

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Suggested citation: Çoban, E. (2026). Highly Cited Research and Citation Impact in Artificial Intelligence for English Language Education: A Descriptive Bibliometric Study. *Language Education and Technology (LET Journal)*, 6(1), 85–107.

Article Info

Date submitted: 19/05/2026

Date accepted: 10/07/2026

Date published: 13/07/2026

Research Article

Abstract

The rapid growth of artificial intelligence (AI) applications in English language education has produced a body of highly influential scholarship, yet the publication-level citation impact of this emerging literature has not been systematically described. This study conducts a descriptive bibliometric analysis of highly cited research on AI-related English language education. The final corpus consisted of 117 peer-reviewed journal articles published between 2023 and 2025 that had received 100 or more citations in Google Scholar at the time of data collection. Bibliographic data were checked and standardized using journal websites, indexing information, and available bibliographic records. Descriptive bibliometric indicators, including publication year, total citations, approximate normalized citation velocity, journal index, quartile ranking, publication outlet, country distribution, thematic focus, and language-skill or educational focus area, were used to examine research impact. The findings show that highly cited scholarships in this field are strongly concentrated around generative AI use, particularly ChatGPT and large language model applications, with writing and written feedback emerging as the most visible skill area. The study provides a clearer descriptive profile of how scholarly attention and citation impact are organized in AI-related English language education during the early post-generative-AI period.

Keywords: artificial intelligence; English language education; bibliometric analysis; highly cited publications; citation impact.

1. Introduction

In a field experiencing unprecedented growth, understanding which studies drive scholarly influence becomes as important as understanding the technology itself. Yet, how can we identify the publications that have shaped scholarly discourse and compare their impact fairly across a short and rapidly changing publication window? Recent breakthroughs in generative AI tools and large language models since 2023 have spurred rapid growth in interest and research on AI-supported English language learning and development. Research on this expanding subfield has rapidly produced an ever-growing body of literature on the potential benefits and drawbacks of AI in this context. As such studies multiply,

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it is important to understand which publications are contributing most to research in this area and how this contribution is reflected in bibliometric indicators such as publication year, citation count, citation velocity, publication outlet, indexing status, geographical distribution, thematic focus, and language-skill area. Highly cited publications are instrumental in setting research agendas, establishing influential tools or ideas, and influencing the direction of future studies. However, raw citation numbers alone offer only partial evidence of the impact and significance of a publication, especially when studies published in different years have had unequal time to accumulate citations.

Previous bibliometric analyses in AI and language learning have focused on broad patterns in publication output, keyword tendencies, author and journal productivity, countries and national contributions, and collaboration patterns. Although useful for charting the broad landscape, these studies have given relatively limited attention to highly cited articles specifically in the field of AI and English language education after the emergence of generative AI. There is therefore a need to describe which publications have reached high citation visibility, where they were published, which countries and journals are most represented, which themes and English language skills dominate, and how citation impact varies across the 2023, 2024, and 2025 cohorts. This paper addresses this gap through a descriptive bibliometric analysis of highly cited artificial intelligence in English language education articles from 2023 to 2025. Top-cited articles in this area were collected using Google Scholar, which provides inclusive citation data, and relevant bibliographic data were checked and standardized using Scopus and journal-indexing sources.

By focusing on highly cited publications, this study aims to provide a clearer descriptive profile of scholarly influence in AI-related English language education. The study is guided by the following research questions:

1. What are the general characteristics of highly cited publications with 100 or more citations on artificial intelligence in English language education from 2023 to 2025?
2. How are highly cited AI-related English language education publications distributed by publication year, and how does citation impact vary across 2023, 2024, and 2025?
3. How are highly cited publications distributed across journal indexes and quartile rankings?
4. Which journals function as the top 10 main publication outlets for highly cited AI-related English-language education research, and how do they differ in quartile ranking and total citation impact?
5. What is the geographical distribution of highly cited AI-related English-language education publications?
6. What are the dominant thematic focuses of highly cited publications in AI-related English language education?
7. Which English language skills and educational focus areas receive the greatest scholarly attention and citation impact in highly cited AI-related English language education research?

2. Literature Review

2.1 Artificial Intelligence in English Language Education

The role of AI is growing rapidly in the field of English language education as it facilitates English language learning and teaching through feedback, writing, speaking, assessment, translation, interaction and individual learning tools. In teaching and learning English, AI provides assistance to language learners in language specific areas like reading, writing, speaking, pronunciation and self regulation and can help teachers through automated feedback, adaptive instruction, pedagogical decision

making etc. Crompton et al. (2024) observe that the affordances provided by AI are in areas of speaking, writing, reading, pedagogy and self-regulation, however they highlight issues of technology failures, AI limitations, learner anxieties and language normalization.

This discussion is amplified by the prevalence of generative AI tools such as ChatGPT, Gemini, and Claude, which are capable of creating texts, feedback, materials, role-play prompts, and lesson-planning support. On the other hand, emerging concerns remain around academic integrity, over-dependence, teacher readiness, and language bias in generative AI. Lee et al. (2025) argued that generative AI may support ELT, yet it may also reinforce native-speaker-dominant forms and overlook diverse English varieties from a Global Englishes perspective. Kohnke et al. (2024) showed that widespread AI adoption may also intensify technostress for English teachers when sufficient training and institutional support are lacking.

2.2 Research Trends and Main Focus Areas in AI-Supported English Language Education

From current review papers, it can be summarized that AI assisted language learning has grown up with a few significant topics, such as writing, speaking, feedback, assessment, chatbots, machine translation, automated speech recognition, automated writing evaluation, intelligent tutoring systems. The finding by Liang et al. (2023) on the application of AI in language learning between 1990 and 2020 revealed writing, reading, vocabulary were three leading application domains, and intelligent tutoring system, natural language processing were common application technologies. Learners' anxiety, willingness to communicate, knowledge acquisition, interaction have also been identified as key concerns in the study of AI assisted language learning (Zhang et. al., 2025).

In more recent papers, the area appears to have expanded rapidly after the advent of generative AI and chatbot-based tools. According to Ma et al. (2024), AI in language teaching and learning is an expanding field of research that highlights chatbot development, empirical effects, and classroom use. Zhu and Wang (2025) noted that automated writing evaluation, chatbots, machine translation, automatic speech recognition, and intelligent systems are among the widely used AI technologies in language education. Similarly, Özçelik (2025) indicated that research on AI in English language teaching increased significantly after 2023 and that writing and speaking received strong attention among language skills.

Areas such as assessment and conversational interactions have emerged as important sub-fields as well. A study conducted by Chen et al. (2025) confirmed that using AI-enabled assessment tools has beneficial impacts on language learning results although the effectiveness of AI-enabled assessment can be dependent on factors such as the design of implementation, assessment type, time span, students' educational level and learner characteristics. Research by Ji et al. (2023) also suggests that AI-based conversation is a promising avenue for providing support to language learners and alleviating teachers' burden, while sufficient empirical evidence on true human-AI collaboration is scarce.

2.3 Bibliometric and Scientometric Approaches to AI in Language Education

With the growth of research in AI-related language education, bibliometric and scientometric approaches offer useful tools for charting the development of the field. They enable the analysis of publication trends, keywords, authors, journals, countries, institutions, references, and intellectual maps. Bardakci et al. (2022) describe bibliographic mapping as the use of statistical and mathematical techniques to examine scholarly publications and reveal the development, relationships, and dominant patterns of a research field. These methods are especially useful when a research area becomes too large to be reviewed through a purely descriptive narrative review.

More recent research into the role of AI in language education has also employed tools such as VOSviewer, Biblioshiny, and Bibliometrix to investigate issues such as keyword co-occurrence, co-authorship, citations, co-citation networks and bibliographical coupling. For example, Ma et al (2024) studied the use of AI in language education from 1990-2023 by using Biblioshiny and VOSviewer. Similarly, Kartal and Yeilyurt (2024) applied VOSviewer in their study of AI in L2 teaching and applied linguistics; revealing clusters centered on AI, natural language processing, robot assisted language learning and chatbots. These examples highlight how bibliometric techniques not only reveal that AI is a prevalent field of research but can be used to analyze the structure of these themes and intellectual communities.

Selecting an appropriate database is also a crucial consideration for citation-based research as well. Harzing and Alakangas (2016) illustrate the varied inclusion and citation coverage in Google Scholar, Scopus and Web of Science, revealing a considerable difference in research assessment outcomes based on the selected database. Likewise, Yang and Meho (2006) claim that Scopus and Google Scholar could serve as a complement to Web of Science in covering citation and document types that may be omitted in the latter. It is thus appropriate to employ Google Scholar to generate a wide pool of citation information and Scopus for citation confirmation and normalization.

2.4 Highly Cited Publications and Citation Impact

Highly cited publications are significant as they may reflect significant ideas, methodologies, instruments, discussion topics or directions in the research area. In a review of top 50 highly cited AI studies on higher education, Chu et al. (2022) found that highly cited papers can show current shifts in the field and critical issues, which are the concern of research communities, and thus are valuable units of analysis that represent a research community's perspective on what is influential.

Despite that, citation impact should not be understood just by raw citation counts. Yang and Meho (2006) highlighted that citation analysis is frequently utilized in research evaluation, however citation counts are influenced by database coverage, type of document, field of study, and errors in citations. Bu et al. (2021) similarly noted that the citation impact needs to be understood multimensionally. According to their work, there are differences in publications' citation impact, not only by its quantity, but also in terms of the depth, scope, dependence, and independence of the impact. This point is crucial to the present study as two highly cited papers with the same citation count may play different roles – while the first paper may affect only a limited cluster of research, the other may be influential over diverse topics in AI, language education, assessment, or educational technology.

As the focus of the current study is 2023-2025, the time dependent citation indicators should be included likewise. The recent articles are not provided with enough time to have accumulated sufficient citations; thus, it may give raw citations favor the articles published in the earlier years. Citation velocity or citations per year therefore represents a fairer recent impact. This justification coincides with many bibliometric analyses (e.g., Kartal and Yeilyurt, 2024) in which average citations per year is taken into account while comparing effective articles published in different years.

2.5 Bibliometric Indicators and Citation Impact Measures

Bibliometric indicators provide a systematic way to examine how research impact is distributed across time, journals, countries, themes, and educational focus areas. Descriptive indicators such as publication year, journal index, quartile ranking, publication outlet, country contribution, thematic focus, and language skill are valuable for locating influential research output and identifying dominant patterns

within a fast-growing field. Several prior bibliometric reviews on AI in language education have reported similar indicators as core markers of field development, including journals, countries or regions, authors, technologies, language skills, and learning outcomes. For instance, Liang et al. (2023) examined countries or regions, core journals, influential authors, AI technologies, language skills, and learning outcomes in AI-supported language education, while Ma et al. (2024) reviewed productive sources, institutions, authors, countries, keywords, representative publications, and broader knowledge patterns. As shown by Özçelik (2025), research on English language teaching involving AI increased significantly after 2023, with China, Iran, and the USA among the productive countries and writing and speaking among the dominant topic areas.

Citation impact also requires careful interpretation. Raw citation counts are useful for identifying visible publications, but they can favor earlier publications because older articles have had more time to accumulate citations. This issue is particularly important in a short and rapidly developing publication window such as 2023-2025. For this reason, citation velocity, generally expressed as citations per year, offers a complementary indicator for comparing the recent impact of publications or year cohorts. In the present study, citation velocity is used as an approximate normalized measure to compare the 2023, 2024, and 2025 publication cohorts more fairly.

The present study therefore combines raw citation counts with descriptive and normalized bibliometric indicators. Rather than treating citation count alone as evidence of influence, it examines how highly cited AI-related English language education publications are distributed by time, journal visibility, quartile ranking, geographical contribution, thematic focus, and language-skill or educational area. This approach provides a transparent descriptive profile of high-impact research in the post-generative AI period without claiming to perform a full citation-network analysis.

3. Methodology

3.1 Research Design

In this study, a descriptive bibliometric research design is employed to investigate highly cited publications in AI in English language education during the post-generative AI period (2023-2025). The study intends to identify publications receiving substantial recognition within the research community, defined here as journal articles receiving at least 100 citations in Google Scholar at the time of data collection. It does not evaluate the pedagogical effectiveness of AI tools. Instead, it describes observable patterns of scholarly influence through publication year, total citation count, approximate citation velocity, journal index, journal quartile, major publication outlet, country distribution, research theme, and relevant language skill or educational focus area. Through these indicators, the study illustrates how high-impact AI-related English language education research is distributed across time, journals, regions, and research themes.

3.2 Data Source and Search Strategy

Data were obtained from the Google Scholar search engine because of its comprehensiveness in indexing publications from both indexed and non-indexed journals.

The following search string was employed:

("artificial intelligence" OR "AI" OR "generative AI" OR "ChatGPT")

AND

("English language education" OR "English learning" OR "English teaching" OR "EFL" OR "ESL")

The data collection was conducted for publications between the years 2023-2025, and the search results were organized by the citation number. Any publication with 100 or more citations during the time of data collection was included for the study. The date of search was logged to keep the data transparent, as it is widely acknowledged that the number of citations in the Google Scholar engine fluctuates..

3.3 Inclusion and Exclusion Criteria

Inclusion criteria:

1. Peer-reviewed journal articles.
2. Published between 2023 and 2025.
3. Focused on AI applications in English language education.
4. Received at least 100 citations in Google Scholar.

Exclusion criteria:

1. Conference papers, book chapters, editorials, and theses.
2. Publications not directly related to English language education.
3. Duplicate records.

3.4 Data Collection and Coding

For each highly cited publication, the following information was recorded:

- Title
- Year of publication
- Total citation count
- Journal name
- Country of corresponding author
- Publication type verification
- Approximate normalized citation velocity
- DOI or persistent title-search verification link
- English language education focus verification

The indexing of each journal, including Scopus/Web of Science coverage and quartile status where available, was confirmed through journal websites or indexing databases. To provide approximate citation velocity, the year for which the citation was published was divided by the exposure window for that calendar year for both the publication-level and year-cohort-level estimates. In addition, content analysis was conducted by reading all of the titles, which were then used to group the publications into topic-clusters, such as generative AI applications, automated feedback, assessment, teacher perceptions, or ethical concerns.

3.5 Data Analysis

Analysis was performed using descriptive statistics, including frequencies, percentages, total citations, and approximate normalized citation velocity. Citation velocity was calculated by dividing total citations by the number of years since publication using 2026 as the reference year. Cross-tabulations were generated to explore the relations between journal index, quartile ranking, country distribution, thematic category, and language-skill or educational focus area. Tables were compiled to represent publication trends, citation counts, journal visibility, geographical distribution, and thematic concentration.

3.6 Ethical Considerations

The study used publicly available bibliographic information and did not involve human participants. Therefore, ethical approval was not required.

4. Results

4.1 What are the general characteristics of highly cited publications with 100 or more citations on artificial intelligence in English language education from 2023 to 2025?

The corpus of articles comprises a total of 117 highly cited peer-reviewed articles published between 2023 and 2025 in the field of Artificial Intelligence and English Language Education. The selected articles, which satisfy the selection criteria (being journal articles and related to the use of AI in English language education, receiving more than 100 citations in Google Scholar at the time the corpus was retrieved), include both very famous well-cited works as well as more moderate ones, reflecting a newly emergent area with great research progress. The majority of retained articles are related to Generative AI, ChatGPT, academic writing, student engagement, academic integrity, teachers' beliefs about AI, as well as practice of learning using AI. This revealed that the post-2023 popularization of generative AI tools and their impact on teaching, ethics, and methods within English language education significantly shaped highly cited research in the field.

4.2 How are highly cited AI-related English language education publications distributed by publication year, and how does citation impact vary across 2023, 2024, and 2025?

Table 1. Distribution of Highly Cited Publications by Year and Approximate Citation Velocity

Year	Frequency (n)	Percentage (%)	Total Citations	Approx. mean citation velocity (citations/year)
2023	51	43.59%	15.410	100.72
2024	52	44.44%	11.396	109.58
2025	14	11.97%	2.853	203.79

Table 1 depicts the temporal distribution of highly cited English-language education literature in English discussing AI. The majority of the sample resides in the 2023 (n=52; 44.07%) and 2024 (n=52; 44.07%) year-cohort, while the 2025 year-cohort contains 14 articles (n=14; 11.86%). Regarding citation impact, 2023 yielded the highest total citations (15,410), followed by 2024 (11,396) and 2025 (2,853). The greater citation total for 2023 is expected because articles from that year had more time to accumulate citations. However, the approximate mean citation velocity shows a more balanced interpretation: 2025 articles, although fewer in number, already reached a high mean citation velocity of 203.79 citations per year, while 2024 and 2023 recorded 109.58 and 100.72, respectively.

4.3 How are highly cited publications distributed across journal indexes and quartile rankings?

Table 2. Journal Index Distribution

Journal Index	Frequency (n)	Percentage (%)
Top Index (Web of Science and/or Scopus)	98	83.76%
Field Index (ERIC, British Education Index,	2	1.71%

Australian Education Index, Education Full-text H.W. Wilson)		
Other Index / Publicly Accessible Sources (MLA, DOAJ, J-Gate, Index Copernicus, TR Dizin, EBSCO, Google Scholar, etc.)	17	14.53%

Table 2 describes the distribution of journal indexing among the highly cited publications. In this study, “Top Index” refers to journals indexed in Web of Science and/or Scopus. 98 publications (83.76%) were published in top-indexed journals, 2 publications (1.71%) were published in field-indexed journals, and 17 publications (14.53%) appeared in other indexed or publicly accessible sources.

Table 3. Quartile Rankings

Quartile	Frequency (n)	Percentage (%)
Q1	95	81.20%
Q2	9	7.69%
Q3	2	1.71%
No Data	11	9.40%

Table 3 provides information on the quartile classification of the papers. As observed from the figures, the corpus was strongly concentrated in Q1 journals, with 95 papers representing 81.20% of the retained corpus. Q2 journals included 9 papers (7.69%), Q3 journals included 2 papers (1.71%), and 11 papers (9.40%) had no available quartile data. The “No Data” category refers mainly to lower-frequency outlets or journals for which Scopus/JCR quartile information was not clearly available at the time of verification.

4.4 Which journals function as the top 10 main publication outlets for highly cited AI-related English language education research, and how do they differ in quartile ranking and total citation impact?

Table 4: Top 10 Journals by Number of Highly Cited Publications in the Corpus

Journal Name	Q Value	Frequency (n)	Percentage (%)
Education and Information Technologies	Q1	12	10.26%
Computers in Human Behavior	Q1	7	5.98%
System	Q1	7	5.98%
Frontiers in Psychology	Q1	6	5.13%
Interactive Learning Environments	Q1	6	5.13%
Computer Assisted Language Learning	Q1	5	4.27%
Computers and Education: Artificial Intelligence	Q1	4	3.42%
European Journal of Education	Q1	4	3.42%
Cogent Education	Q2	3	2.56%
Journal of Educational Computing Research	Q1	3	2.56%

Table 4 lists only the ten journals with the highest number of highly cited publications in the corpus; therefore, it should not be read as a full list of all journal quartiles in the dataset. Together, these ten journals contributed 57 of the 117 retained articles, corresponding to 48.72% of the corpus. Most of these journals are Q1 outlets, while Cogent Education is listed as Q2 based on the verified quartile information used for this revision. The remaining highly cited papers were distributed across other Q1, Q2, Q3, and unranked outlets.

4.5 What is the geographical distribution of highly cited AI-related English-language education publications?

Table 5: Country Distribution (Highly Cited Publications)

Country	Frequency (n)	Percentage (%)
China	54	46.15%
Saudi Arabia	8	6.84%
Indonesia	7	5.98%
Iran	7	5.98%
Taiwan	6	5.13%
USA	5	4.27%
South Korea	4	3.42%
Australia	4	3.42%
UK	4	3.42%
Turkey	4	3.42%
Canada	4	3.42%
Iraq	3	2.56%
Vietnam	3	2.56%
Thailand	3	2.56%
Czech Republic	3	2.56%
India	1	0.85%
New Zealand	2	1.71%
Bangladesh	1	0.85%
Chile	1	0.85%
Jordan	1	0.85%
Japan	1	0.85%
Malaysia	1	0.85%
Cyprus	1	0.85%
Poland	1	0.85%
Yemen	1	0.85%
Spain	1	0.85%
Algeria	1	0.85%
Singapore	1	0.85%
Slovakia	1	0.85%
Oman	1	0.85%

As shown in Table 5, China dominated the country distribution by contributing 54 articles, corresponding to 46.15% of the retained corpus. Saudi Arabia followed with 8 contributions (6.84%), while Indonesia and Iran each contributed 7 records (5.98%). Taiwan also had a notable presence with 6 contributions (5.13%). Other countries, including the USA, South Korea, Australia, the UK, Turkey, Canada, Iraq, Vietnam, Thailand, and the Czech Republic, had smaller but visible contributions. Because multi-country publications were counted for each represented country, the country totals exceed the number of retained articles.

4.6 What are the dominant thematic focuses of highly cited publications in AI-related English language education?

Table 6: Thematic Categories of Highly Cited Publications

Theme	Frequency (n)	Percentage (%)
Generative AI use	90	76.92%
Automated feedback	11	9.40%
Assessment	2	1.71%
Teacher perceptions	12	10.26%
Ethics	2	1.71%

Table 6 indicates the thematic focuses of the highly cited papers. Generative AI use remained the most prominent theme, with 90 papers representing 76.92% of the retained corpus. This indicates that recent citation impact in AI-related English language education is mainly driven by studies exploring ChatGPT and related large language model applications, especially for writing, learner support, motivation, engagement, and classroom implementation. Teacher perceptions were the next most frequent theme (12 papers, 10.26%), followed by automated feedback (11 papers, 9.40%). Assessment and ethics appeared less frequently, with 2 papers each (1.71%).

4.7 Which English language skills and educational focus areas receive the greatest scholarly attention and citation impact in highly cited AI-related English language education research?

Table 7: Focused Language Skill / Area Distribution of Highly Cited Publications

Focused Language Skill / Area	Frequency (n)	Percentage (%)
Writing and written feedback	30	25.64%
General language education / multiple skills	22	18.80%
Speaking, pronunciation, and oral communication	15	12.82%
Motivation, engagement, and learner psychology	16	13.68%
Technology acceptance, adoption, and AI-IDLE	9	7.69%
Teacher perspectives, readiness, and AI literacy	8	6.84%
Assessment, academic integrity, and ethics	7	5.98%
Reviews, theoretical, and research-methodological papers	7	5.98%
Critical thinking and literature	2	1.71%
Reading	1	0.85%

Table 7 shows the breakdown of highly cited publications by focused language skill or learning area. The most frequently occurring category was writing and written feedback (30 publications, 8,881 citations), indicating that writing is the most visible skill area among highly cited English language education and AI research. This dominance is strongly connected to the use of generative AI tools in text generation, revision, feedback, and academic writing. The second largest category was general language education or multi-skill studies (22 publications, 5,086 citations), followed by motivation, engagement, and learner psychology (16 publications, 3,916 citations) and speaking, pronunciation, and oral communication (15 publications, 3,533 citations). Results also show that citation impact is shaped not only by language skills but also by affective and psychological dimensions of AI-supported learning. In contrast, reading and critical thinking remain relatively underrepresented.

5. Discussion

This study reported the descriptive bibliometric characteristics of highly cited peer-reviewed journal articles on artificial intelligence in English language education during 2023-2025. These data revealed that recent highly cited literature is substantially attributed to the accelerated development of generative AI, especially from ChatGPT and comparable large language models. Such a result echoes previous bibliometric and review studies, which suggested the significant acceleration of AI in language education after the rise of generative AI tools, as recent work gravitates towards practical classroom use, students' attitudes toward AI, writing processes, assessment, feedback, and mediation of interaction (Ma et al., 2024; Özçelik, 2025). Accordingly, the primary takeaway from this research suggests that the citation rate of research on artificial intelligence and language learning is not distributed along the timeline of this research, but rather it's centered in the recent post-generative AI

In terms of year of publication and impact via citations, the results indicate that 2023 and 2024 have had the most highly cited papers produced, with 2025 being a lower quantity but faster cited publications. The high number of citations in 2023, in this context of citation totals, could be anticipated given the length of time in which these publications have been open for citation. However, adding approximate citation velocity shows that the new 2025 publications have already been accumulated with an accelerated rate of citations. This reinforces the argument that citing impact, in this manner, is not enough given the quick turnaround of this dynamic subject area. It lends to the interpretation presented in Bu et al. (2021), suggesting that citation impact is a many-faceted phenomenon rather than being limited to the simple total number of citations.

The journal-indexing and quartile results demonstrate that well-cited AI-related research in English shows strong clustering within externally visible journals and is dominated by Q1 Journals. This points to high visibility, indexation in standard abstract/indexing, and journal rank as continuing channels by which research rapidly gets attention from the scholarly community. At the same time, the records within Q2, Q3, and no data range can receive good citations from publications addressing topics of high current interest like ChatGPT, Academic Integrity, automated feedback, and teacher readiness. For Journal editors, this is a clear indication of the value of a transparent scope, efficient yet reliable peer reviews, and a clear methodological statement within Journal scope, especially Special Issues and newly emerging Journal subfields such as artificial intelligence.

Geographically, the distribution of the corpus shows obvious dominance by Chinese contributions, with moderate but visible contributions coming from Saudi Arabia, Indonesia, Iran, Taiwan, and other EFL countries/regions. This overall distribution generally matches previously conducted bibliometric studies demonstrating the prominent contributions from China and other East Asia/EFL countries/regions on AI and EFL language education (Ma et al., 2024; Özçelik, 2025). China's

prominence could be attributable to its massive population of EFL learners, and high levels of institutional attention in learning technologies and immediate concerns regarding AI's benefits to EFL writing, speaking, feedback and test preparation. Nevertheless, the unbalanced geographical distribution also points towards an academic discourse of this knowledge area may be influenced by national or institutional factors.

The thematic distribution confirms that generative AI is the predominant theme across the most highly cited works, which of course, makes sense as it is likely the one most closely related to classroom realities and impacts on writing practices, feedback, academic integrity, agency, and assessment. Yet, the relative lack of research on teacher perceptions, automation, assessment, and ethics suggests that certain significant aspects of AI adoption may still be less illuminated in high-profile work. This is critical as the successful implementation of AI is not solely contingent upon the availability of technologies, but also on educators' understanding, infrastructure, ethical frameworks, and student proficiency in AI use.

The skill-area findings show that writing and written feedback are far ahead regarding citation impact. Such a result is expected as large language models are language text tools capable of creating, editing, rephrasing, critiquing, and giving comments on writing. In that regard, writing is arguably the skill area where the AI affordances can be most directly identified and implemented in empirical studies. Speaking, pronunciation, motivation, engagement, and language education in a more generic way are also worth paying attention. Reading, literature, and critical thinking, on the other hand, are poorly represented. This lack of representation is theoretically relevant since it implies that the domain could be implicitly prioritizing the "tool compatible" and generative skills at the expense of reading/literature comprehension and critical thought processes.

6. Conclusion

This study offered a systematic bibliometric mapping of highly cited peer-reviewed articles on artificial intelligence in English language education between 2023 and 2025. The empirical evidence underscored a paradigm shift in the field, where scholarly impact is no longer evenly distributed over time but is intensely concentrated in the immediate aftermath of the generative AI boom. This shift is characterized by a remarkable citation velocity for newer publications and a strong concentration of high-impact discourse within prestigious Q1 journals. Geographically, the field is characterized by an asymmetrical distribution, heavily dominated by contributions from China and other EFL regions, suggesting that national interests and institutional investments play a decisive role in shaping the global AIED discourse. Thematically and pedagogically, the current literature exhibits a clear preference for immediate, "tool-compatible" classroom realities. Writing practices and automated written feedback have emerged as the undisputed focal points of high-impact research, driven by the text-generation capabilities of large language models. However, this technical alignment has led to a noticeable imbalance in the research agenda. Critical dimensions such as reading comprehension, literature, critical thinking, ethical frameworks, and teacher readiness remain significantly underrepresented despite their foundational importance to successful technology integration.

6.1 Limitations

Several limitations should be acknowledged. First, the study relied on Google Scholar citation counts, which are broad and useful for identifying highly visible publications but may include citation noise and database inconsistencies. Second, citation counts are time-sensitive and may change after the recorded search date. Third, the 2023-2025 time window captures the immediate post-generative-AI period but does not represent the longer history of AI in language education. Fourth, the focus on highly cited and internationally visible publications may underrepresent non-English sources, local journals, and

emerging research from less visible contexts. Finally, the study used descriptive bibliometric indicators rather than full citation-network analysis; therefore, it describes citation impact patterns but does not map intellectual structures through co-citation or bibliographic coupling.

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Appendices

Appendix A: The Corpus of Study (Date: 27.03.2026)

No.	Author(s)	Year	Title	Journal	Citations	Approx. normalized citation velocity	Country	Record/focus verification	DOI / persistent link
1	Perkins, M.	2023	Academic integrity considerations of AI large language models in the post-pandemic era: ChatGPT and beyond	Journal of University Teaching and Learning Practice	1098	366.00	Vietnam	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
2	Song, C., & Song, Y.	2023	Enhancing academic writing skills and motivation: assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students	Frontiers in psychology	1006	335.33	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
3	Yan, D.	2023	Impact of ChatGPT on learners in a L2 writing practicum: An exploratory investigation	Education and information technologies	956	318.67	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
4	Wei, L.	2023	Artificial intelligence in language instruction: impact on English learning achievement, L2 motivation, and self-regulated learning	Frontiers in psychology	790	263.33	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
5	Ali, J. K. M., Shamsan, M. A. A., Hezam, T. A., & Mohammed, A. A.	2023	Impact of ChatGPT on learning motivation: teachers and students' voices	Journal of English Studies in Arabia Felix	686	228.67	Saudi Arabia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link

6	Liu, G., & Ma, C.	2024	Measuring EFL learners' use of ChatGPT in informal digital learning of English based on the technology acceptance model	Innovation in Language Learning and Teaching	623	311.50	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
7	Marzuki, Widiati, U., Rusdin, D., Darwin, & Indrawati, I.	2023	The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective	Cogent Education	615	205.00	Indonesia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
8	Fitria, T. N.	2023	Artificial intelligence (AI) technology in OpenAI ChatGPT application: A review of ChatGPT in writing English essay	ELT Forum: Journal of English Language Teaching	581	193.67	Indonesia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
9	Mohamed, A. M.	2024	Exploring the potential of an AI-based Chatbot (ChatGPT) in enhancing English as a Foreign Language (EFL) teaching: perceptions of EFL Faculty Members	Education and Information Technologies	566	283.00	Saudi Arabia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
10	Barrett, A., & Pack, A.	2023	Not quite eye to AI: Student and teacher perspectives on the use of generative artificial intelligence in the writing process	International Journal of Educational Technology in Higher Education	565	188.33	USA	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
11	Jeon, J.	2024	Exploring AI chatbot affordances in the EFL classroom: Young learners' experiences and perspectives	Computer Assisted Language Learning	515	257.50	South Korea	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
12	Guo, K., & Wang, D.	2024	To resist it or to embrace it? Examining ChatGPT's potential to support teacher feedback in EFL writing	Education and Information Technologies	514	257.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
13	Mahapatra, S.	2024	Impact of ChatGPT on ESL students' academic writing skills: A mixed methods intervention study	Smart Learning Environments	501	250.50	India	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
14	Law, L.	2024	Application of generative artificial intelligence (GenAI) in language teaching and learning: A scoping literature review	Computers and Education Open	486	243.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
15	Kim, J., Yu, S., Detrick, R., & Li, N.	2025	Exploring students' perspectives on generative AI-assisted academic writing	Education and Information Technologies	477	477.00	USA & China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
16	Xiao, Y., & Zhi, Y.	2023	An exploratory study of EFL learners' use of ChatGPT for language learning tasks: Experience and perceptions	Languages	461	153.67	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
17	Zhai, C., & Wibowo, S.	2023	A systematic review on artificial intelligence dialogue systems for enhancing English as foreign language students' interactional competence in the university	Computers and Education: Artificial Intelligence	456	152.00	Australia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
18	Fathi, J., Rahimi, M., & Derakhshan, A.	2024	Improving EFL learners' speaking skills and willingness to communicate via artificial intelligence-mediated interactions	System	441	220.50	Iran	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
19	Crompton, H., Edmett, A.,	2024	AI and English language teaching: Affordances and challenges	British journal of educational technology	419	209.50	USA & UK	Peer-reviewed journal article; English-	Link

	Ichaporia, N., & Burke, D.							language education focus verified by title/journal scope	
20	De la Vall, R. R. F., & Araya, F. G.	2023	Exploring the benefits and challenges of AI-language learning tools	International Journal of Social Sciences and Humanities Invention	401	133.67	Chile	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
21	An, X., Chai, C. S., Li, Y., Zhou, Y., Shen, X., Zheng, C., & Chen, M.	2023	Modeling English teachers' behavioral intention to use artificial intelligence in middle schools	Education and information technologies	400	133.33	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
22	Tai, T. Y., & Chen, H. H. J.	2023	The impact of Google Assistant on adolescent EFL learners' willingness to communicate	Interactive Learning Environments	375	125.00	Taiwan	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
23	Koraishi, O.	2023	Teaching English in the age of AI: Embracing ChatGPT to optimize EFL materials and assessment	Language Education and Technology Journal	375	125.00	Turkey	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
24	Wang, X., Li, L., Tan, S. C., Yang, L., & Lei, J.	2023	Preparing for AI-enhanced education: Conceptualizing and empirically examining teachers' AI readiness	Computers in human behavior	372	124.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
25	Karataş, F., Abedi, F. Y., Ozek Gunyel, F., Karadeniz, D., & Kuzgun, Y.	2024	Incorporating AI in foreign language education: An investigation into ChatGPT's effect on foreign language learners	Education and Information Technologies	347	173.50	Turkey	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
26	Son, J. B., Ružić, N. K., & Philpott, A.	2025	Artificial intelligence technologies and applications for language learning and teaching	Journal of China computer-assisted language learning	336	336.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
27	Zhao, X.	2023	Leveraging artificial intelligence (AI) technology for English writing: Introducing wordtune as a digital writing assistant for EFL writers	Relc Journal	330	110.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
28	Liu, C., Hou, J., Tu, Y. F., Wang, Y., & Hwang, G. J.	2023	Incorporating a reflective thinking promoting mechanism into artificial intelligence-supported English writing environments	Interactive Learning Environments	316	105.33	China & Taiwan	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
29	Wang, Y., & Xue, L.	2024	Using AI-driven chatbots to foster Chinese EFL students' academic engagement: An intervention study	Computers in Human Behavior	315	157.50	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
30	Wang, X., Liu, Q., Pang, H., Tan, S. C., Lei, J., Wallace, M. P., & Li, L.	2023	What matters in AI-supported learning: A study of human-AI interactions in language learning using cluster analysis and epistemic network analysis	Computers & Education	295	98.33	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
31	Qiao, H., & Zhao, A.	2023	Artificial intelligence-based language learning: illuminating the impact on speaking skills and self-regulation in Chinese EFL context	Frontiers in psychology	289	96.33	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
32	Liu, G. L., Darwin, R., & Ma, C.	2025	Exploring AI-mediated informal digital learning of English (AI-IDLE): A mixed-method investigation of Chinese EFL learners' AI adoption and experiences	Computer Assisted Language Learning	286	286.00	China & Canada	Peer-reviewed journal article; English-language education focus verified by	Link

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33	Bin-Hady, W. R. A., Al-Kadi, A., Hazaea, A., & Ali, J. K. M.	2025	Exploring the dimensions of ChatGPT in English language learning: A global perspective	Library Hi Tech	279	279.00	Saudi Arabia & Jordan	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
34	Ebadi, S., & Amini, A.	2024	Examining the roles of social presence and human-likeness on Iranian EFL learners' motivation using artificial intelligence technology: A case of CSIEC chatbot	Interactive Learning Environments	270	135.00	Iran	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
35	Du, J., & Daniel, B. K.	2024	Transforming language education: A systematic review of AI-powered chatbots for English as a foreign language speaking practice	Computers and Education: Artificial Intelligence	268	134.00	New Zealand & Canada	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
36	Teng, M. F.	2024	"ChatGPT is the companion, not enemies": EFL learners' perceptions and experiences in using ChatGPT for feedback in writing	Computers and Education: Artificial Intelligence	258	129.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
37	Wang, X., Pang, H., Wallace, M. P., Wang, Q., & Chen, W.	2024	Learners' perceived AI presences in AI-supported language learning: A study of AI as a humanized agent from community of inquiry	Computer Assisted Language Learning	242	121.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
38	Chen, Y. C.	2024	Effects of technology-enhanced language learning on reducing EFL learners' public speaking anxiety	Computer Assisted Language Learning	240	120.00	Taiwan	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
39	Huang, F., Wang, Y., & Zhang, H.	2024	Modelling generative AI acceptance, perceived teachers' enthusiasm and self-efficacy to English as a foreign language learners' well-being in the digital era	European Journal of Education	239	119.50	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
40	Derakhshan, A., & Ghiasvand, F.	2024	Is ChatGPT an evil or an angel for second language education and research? A phenomenographic study of research-active EFL teachers' perceptions	International Journal of Applied Linguistics	235	117.50	Iran	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
41	Guo, Y., & Wang, Y.	2025	Exploring the effects of artificial intelligence application on EFL students' academic engagement and emotional experiences: A mixed-methods study	European Journal of Education	222	222.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
42	Gao, Y., Wang, Q., & Wang, X.	2024	Exploring EFL university teachers' beliefs in integrating ChatGPT and other large language models in language education: A study in China	Asia Pacific Journal of Education	202	101.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
43	Amin, M. Y. M.	2023	AI and Chat GPT in language teaching: Enhancing EFL classroom support and transforming assessment techniques	International Journal of Higher Education Pedagogies	201	67.00	Iraq	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
44	Zhang, C., Meng, Y., & Ma, X.	2024	Artificial intelligence in EFL speaking: Impact on enjoyment, anxiety, and willingness to communicate	System	199	99.50	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
45	Zou, M., & Huang, L.	2023	To use or not to use? Understanding doctoral students' acceptance of ChatGPT in writing through technology acceptance model	Frontiers in Psychology	198	66.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link

46	Zou, B., Guan, X., Shao, Y., & Chen, P.	2023	Supporting speaking practice by social network-based interaction in artificial intelligence (AI)-assisted language learning	Sustainability	194	64.67	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
47	Tai, T. Y., & Chen, H. H. J.	2024	Improving elementary EFL speaking skills with generative AI chatbots: Exploring individual and paired interactions	Computers & Education	194	97.00	Taiwan	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
48	Nguyen Thi Thu, H.	2023	EFL teachers' perspectives toward the use of ChatGPT in writing classes: A case study at Van Lang University	International Journal of Language Instruction	192	64.00	Vietnam	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
49	Kim, S., Shim, J., & Shim, J.	2023	A study on the utilization of OpenAI ChatGPT as a second language learning tool	Journal of Multimedia Information System	191	63.67	China & South Korea	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
50	Ni, A., & Cheung, A.	2023	Understanding secondary students' continuance intention to adopt AI-powered intelligent tutoring system for English learning	Education and Information Technologies	191	63.67	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
51	Young, J. C., & Shishido, M.	2023	Investigating OpenAI's ChatGPT potentials in generating Chatbot's dialogue for English as a foreign language learning	International journal of advanced computer science and applications	186	62.00	Japan	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
52	Baskara, F. R.	2023	Integrating ChatGPT into EFL writing instruction: Benefits and challenges	International Journal of Education and Learning	185	61.67	Malaysia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
53	Alexander, K., Savvidou, C., & Alexander, C.	2023	Who wrote this essay? Detecting AI-generated writing in second language education in higher education	Teaching English with Technology	185	61.67	Cyprus & Poland	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
54	Noroozi, O., Soleimani, S., Farrokhnia, M., & Banihashem, S. K.	2024	Generative AI in Education: Pedagogical, Theoretical, and Methodological Perspectives	International Journal of Technology in Education	185	92.50	Iran	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
55	Ulla, M. B., Perales, W. F., & Busbus, S. O.	2023	'To generate or stop generating response': Exploring EFL teachers' perspectives on ChatGPT in English language teaching in Thailand	Learning: Research and Practice	184	61.33	Thailand	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
56	Yuan, L., & Liu, X.	2025	The effect of artificial intelligence tools on EFL learners' engagement, enjoyment, and motivation	Computers in Human Behavior	184	184.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
57	An, X., Chai, C. S., Li, Y., Zhou, Y., & Yang, B.	2025	Modeling students' perceptions of artificial intelligence assisted language learning	Computer Assisted Language Learning	180	180.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
58	Zou, B., Du, Y., Wang, Z., Chen, J., & Zhang, W.	2023	An investigation into artificial intelligence speech evaluation programs with automatic feedback for developing EFL learners' speaking skills	Sage Open	177	59.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
59	Liu, W., & Wang, Y.	2024	The effects of using AI tools on critical thinking in English literature classes among	European Journal of Education	171	85.50	China	Peer-reviewed journal article; English-	Link

			EFL learners: An intervention study				language education focus verified by title/journal scope	
60	Hwang, W. Y., Nurtantyana, R., Purba, S. W. D., Hariyanti, U., Indrihapsari, Y., & Surjono, H. D.	2023	AI and recognition technologies to facilitate English as foreign language writing for supporting personalization and contextualization in authentic contexts	Journal of educational computing research	169	56.33	China & Thailand & Indonesia	Peer-reviewed journal article; English-language education focus verified by title/journal scope Link
61	Mohammadkarimi, E.	2023	Teachers' reflections on academic dishonesty in EFL students' writings in the era of artificial intelligence	Journal of Applied Learning & Teaching	169	56.33	Iraq	Peer-reviewed journal article; English-language education focus verified by title/journal scope Link
62	Moybeka, A. M., Syariatn, N., Tatipang, D. P., Mushthoza, D. A., Dewi, N. P. J. L., & Tineh, S.	2023	Artificial Intelligence and English classroom: the implications of AI toward EFL students' motivation	Edumaspul: Jurnal Pendidikan	167	55.67	Indonesia	Peer-reviewed journal article; English-language education focus verified by title/journal scope Link
63	Pack, A., & Maloney, J.	2023	Using generative artificial intelligence for language education research: Insights from using OpenAI's ChatGPT	Tesol Quarterly	166	55.33	USA	Peer-reviewed journal article; English-language education focus verified by title/journal scope Link
64	Lo, C. K., Yu, P. L. H., Xu, S., Ng, D. T. K., & Jong, M. S. Y.	2024	Exploring the application of ChatGPT in ESL/EFL education and related research issues: A systematic review of empirical studies	Smart Learning Environments	166	83.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope Link
65	Feng Teng, M.	2024	A systematic review of ChatGPT for English as a foreign language writing: Opportunities, challenges, and recommendations	International Journal of TESOL Studies	165	82.50	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope Link
66	Wu, H., Wang, Y., & Wang, Y.	2024	"To use or not to use?" A mixed-methods study on the determinants of EFL college learners' behavioral intention to use AI in the distributed learning context	International Review of Research in Open and Distributed Learning	164	82.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope Link
67	Al-Garaady, J., & Albuhairey, M. M.	2023	ChatGPT's capabilities in spotting and analyzing writing errors experienced by EFL learners	Arab World English Journals, Special Issue on CALL, (9)	163	54.33	Saudi Arabia & Yemen	Peer-reviewed journal article; English-language education focus verified by title/journal scope Link
68	Alshumaimeri, Y. A., & Alshememry, A. K.	2023	The extent of AI applications in EFL learning and teaching	IEEE Transactions on Learning Technologies	163	54.33	Saudi Arabia	Peer-reviewed journal article; English-language education focus verified by title/journal scope Link
69	AlTwijri, L., & Alghizzzi, T. M.	2024	Investigating the integration of artificial intelligence in English as foreign language classes for enhancing learners' affective factors: A systematic review	Heliyon	157	78.50	Saudi Arabia	Peer-reviewed journal article; English-language education focus verified by title/journal scope Link
70	Belda-Medina, J., & Kokošková, V.	2023	Integrating chatbots in education: insights from the Chatbot-Human Interaction Satisfaction Model (CHISM)	International Journal of Educational Technology in Higher Education	152	50.67	Spain & Czech Republic	Peer-reviewed journal article; English-language education focus verified by title/journal scope Link
71	Muñoz, S. A. S., Gayoso, G. G., Huambo, A. C., Tapia, R. D. C., Incaluque, J. L., Aguila, O. E. P., ... & Arias-González,	2023	Examining the impacts of ChatGPT on student motivation and engagement	Social Space	150	50.00	Canada	Peer-reviewed journal article; English-language education focus verified by title/journal scope Link

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72	Boudouaia, A., Mouas, S., & Kouider, B.	2024	A study on ChatGPT-4 as an innovative approach to enhancing English as a foreign language writing learning	Journal of Educational Computing Research	150	75.00	China & Algeria	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
73	C Meniado, J.	2023	The impact of ChatGPT on English language teaching, learning, and assessment: A rapid review of literature	Arab World English Journals (AWEJ)	148	49.33	Singapore	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
74	Yeh, H. C.	2025	The synergy of generative AI and inquiry-based learning: transforming the landscape of English teaching and learning	Interactive Learning Environments	147	147.00	Taiwan	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
75	Guo, K., Pan, M., Li, Y., & Lai, C.	2024	Effects of an AI-supported approach to peer feedback on university EFL students' feedback quality and writing ability	The Internet and Higher Education	144	72.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
76	Tseng, Y. C., & Lin, Y. H.	2024	Enhancing English as a Foreign Language (EFL) Learners' Writing with ChatGPT: A University-Level Course Design	Electronic Journal of e-Learning	142	71.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
77	Wang, C., Zou, B., Du, Y., & Wang, Z.	2024	The impact of different conversational generative AI chatbots on EFL learners: An analysis of willingness to communicate, foreign language speaking anxiety, and self-perceived communicative competence	System	142	71.00	USA & China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
78	Zhi, R., & Wang, Y.	2024	On the relationship between EFL students' attitudes toward artificial intelligence, teachers' immediacy and teacher-student rapport, and their willingness to communicate	System	141	70.50	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
79	Lee, J. H., Shin, D., & Noh, W.	2023	Artificial intelligence-based content generator technology for young English-as-a-foreign-language learners' reading enjoyment	Relc Journal	140	46.67	South Korea	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
80	Slamet, J.	2024	Potential of ChatGPT as a digital language learning assistant: EFL teachers' and students' perceptions	Discover Artificial Intelligence	139	69.50	Indonesia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
81	Qu, K., & Wu, X.	2024	ChatGPT as a CALL tool in language education: A study of hedonic motivation adoption models in English learning environments	Education and Information Technologies	138	69.00	UK & Australia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
82	Darwin, Rusdin, D., Mukminatien, N., Suryati, N., Laksmi, E. D., & Marzuki.	2024	Critical thinking in the AI era: An exploration of EFL students' perceptions, benefits, and limitations	Cogent Education	138	69.00	Indonesia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
83	Zhao, D.	2025	The impact of AI-enhanced natural language processing tools on writing proficiency: An analysis of language precision, content summarization, and creative writing facilitation	Education and Information Technologies	136	136.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
84	Yang, L., & Li, R.	2024	ChatGPT for L2 learning: Current status and implications	System	136	68.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link

85	Wei, P., Wang, X., & Dong, H.	2023	The impact of automated writing evaluation on second language writing skills of Chinese EFL learners: A randomized controlled trial	Frontiers in Psychology	135	45.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
86	Syahnaz, M., & Fithriani, R.	2023	Utilizing artificial intelligence-based paraphrasing tool in EFL writing class: A focus on Indonesian university students' perceptions	Scope: Journal of English Language Teaching	133	44.33	Indonesia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
87	Yang, L., & Zhao, S.	2024	AI-induced emotions in L2 education: Exploring EFL students' perceived emotions and regulation strategies	Computers in Human Behavior	132	66.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
88	Klímová, B., & Ibna Seraj, P. M.	2023	The use of chatbots in university EFL settings: Research trends and pedagogical implications	Frontiers in psychology	131	43.67	Czech Republic & Bangladesh	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
89	Wang, X., & Wang, S.	2024	Exploring Chinese EFL learners' engagement with large language models: A self-determination theory perspective	Learning and Motivation	131	65.50	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
90	Alhalangy, A., & AbdAlgane, M.	2023	Exploring the impact of AI on the EFL context: A case study of Saudi universities	Journal of Intercultural Communication	131	43.67	Saudi Arabia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
91	Vo, A., & Nguyen, H.	2024	Generative artificial intelligence and ChatGPT in language learning: EFL students' perceptions of technology acceptance	Journal of University Teaching and Learning Practice	131	65.50	Vietnam	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
92	Tafazoli, D.	2024	Exploring the potential of generative AI in democratizing English language education	Computers and Education: Artificial Intelligence	131	65.50	Australia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
93	Dong, Y.	2023	Revolutionizing academic English writing through AI-powered pedagogy: Practical exploration of teaching process and assessment	Journal of Higher Education Research	130	43.33	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
94	Yang, H., Gao, C., & Shen, H. Z.	2024	Learner interaction with, and response to, AI-programmed automated writing evaluation feedback in EFL writing: An exploratory study	Education and Information Technologies	129	64.50	Australia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
95	Ghafouri, M., Hassaskhah, J., & Mahdavi-Zafarghandi, A.	2024	From virtual assistant to writing mentor: Exploring the impact of a ChatGPT-based writing instruction protocol on EFL teachers' self-efficacy and learners' writing skill	Language Teaching Research	129	64.50	Iran	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
96	Yuan, Y.	2024	An empirical study of the efficacy of AI chatbots for English as a foreign language learning in primary education	Interactive Learning Environments	128	64.00	UK	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
97	Derakhshan, A.	2025	EFL students' perceptions about the role of generative artificial intelligence (GAI)-mediated instruction in their emotional engagement and goal orientation: A motivational climate theory (MCT) perspective in focus	Learning and Motivation	128	128.00	Iran	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link

98	Yavuz, F., Çelik, Ö., & Yavaş Çelik, G.	2025	Utilizing large language models for EFL essay grading: An examination of reliability and validity in rubric-based assessments	British Journal of Educational Technology	127	127.00	Turkey	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
99	Chen, H. H. J., Yang, C. T. Y., & Lai, K. K. W.	2023	Investigating college EFL learners' perceptions toward the use of Google Assistant for foreign language learning	Interactive Learning Environments	126	42.00	Taiwan	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
100	Pokrivcakova, S.	2023	Pre-service teachers' attitudes towards artificial intelligence and its integration into EFL teaching and learning	Journal of Language and Cultural Education	125	41.67	Slovakia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
101	Al Mahmud, F.	2023	Investigating EFL students' writing skills through artificial intelligence: Wordtune application as a tool	Journal of Language Teaching and Research	121	40.33	Saudi Arabia	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
102	Wang, X., Gao, Y., Wang, Q., & Zhang, P.	2025	Fostering engagement in AI-mediate Chinese EFL classrooms: The role of classroom climate, AI literacy, and resilience	European Journal of Education	120	120.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
103	Huang, F., & Zou, B.	2024	English speaking with artificial intelligence (AI): The roles of enjoyment, willingness to communicate with AI, and innovativeness	Computers in Human Behavior	120	60.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
104	Lee, D., Kim, H. H., & Sung, S. H.	2023	Development research on an AI English learning support system to facilitate learner-generated-context-based learning	Educational technology research and development	117	39.00	UK & South Korea	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
105	Polakova, P., & Ivenz, P.	2024	The impact of ChatGPT feedback on the development of EFL students' writing skills	Cogent Education	117	58.50	Czech Republic	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
106	Feng, L.	2025	Investigating the effects of artificial intelligence-assisted language learning strategies on cognitive load and learning outcomes: A comparative study	Journal of Educational Computing Research	117	117.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
107	Du, J., & Alm, A.	2024	The impact of ChatGPT on English for academic purposes (EAP) students' language learning experience: A self-determination theory perspective	Education sciences	116	58.00	New Zealand	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
108	Ghfar, Z. N., Salh, H. F., Abdulrahim, M. A., Farxha, S. S., Arf, S. F., & Rahim, R. I.	2023	The role of artificial intelligence technology on English language learning: A literature review	Canadian Journal of Language and Literature Studies	115	38.33	Iraq	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
109	Woo, D. J., Wang, D., Guo, K., & Susanto, H.	2024	Teaching EFL students to write with ChatGPT: Students' motivation to learn, cognitive load, and satisfaction with the learning process	Education and information technologies	115	57.50	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
110	Wang, Y., Derakhshan, A., & Ghiasvand, F.	2025	EFL teachers' generative artificial intelligence (GenAI) literacy: A scale development and validation study	System	114	114.00	China & Iran	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link

111	Dai, K., & Liu, Q.	2024	Leveraging artificial intelligence (AI) in English as a foreign language (EFL) classes: Challenges and opportunities in the spotlight	Computers in Human Behavior	113	56.50	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
112	Zheng, Y., Wang, Y., Liu, K. S. X., & Jiang, M. Y. C.	2024	Examining the moderating effect of motivation on technology acceptance of generative AI for English as a foreign language learning	Education and Information Technologies	112	56.00	China	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
113	Dennis, N. K.	2024	Using AI-Powered Speech Recognition Technology to Improve English Pronunciation and Speaking Skills	IAFOR Journal of Education	111	55.50	Thailand	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
114	Liu, G. L., Darwin, R., & Ma, C.	2024	Unpacking the role of motivation and enjoyment in AI-mediated informal digital learning of English (AI-IDLE): A mixed-method investigation in the Chinese context	Computers in Human Behavior	111	55.50	China & Canada	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
115	Al-Raimi, M., Mudhsh, B. A., Al-Yafei, Y., & Al-Maashani, S.	2024	Utilizing artificial intelligence tools for improving writing skills: Exploring Omani EFL learners' perspectives	Forum for Linguistic Studies	109	54.50	Oman	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
116	Namaziandost, E., & Rezai, A.	2024	Interplay of academic emotion regulation, academic mindfulness, L2 learning experience, academic motivation, and learner autonomy in intelligent computer-assisted language learning: A study of EFL learners	System	109	54.50	Iran	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link
117	Ibrahim, K.	2023	Using AI-based detectors to control AI-assisted plagiarism in ESL writing: "The Terminator Versus the Machines"	Language Testing in Asia	108	36.00	Turkey	Peer-reviewed journal article; English-language education focus verified by title/journal scope	Link