



# UMUT JOURNAL

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VOLUME 2 / ISSUE 1 / MARCH 2026

Cilt 2 / Sayı 1 / Mart 2026



Uluslararası Hakemli Dergi  
International Peer-Reviewed Journal

ISSN: 3062-3073



# UMUT JOURNAL



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Uluslararası Multidisipliner Tespitler Dergisi

*Uluslararası Hakemli Dergi*

Cilt 2, Sayı 1 – Mart 2026

ISSN: 3062-3073

## INJOMU

International Journal of Multidisciplinary Findings

*International Peer-Reviewed Journal*

Volume 2, Issue 1 – March 2026

ISSN: 3062-3073



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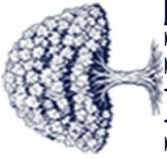


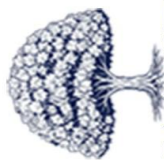
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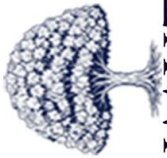
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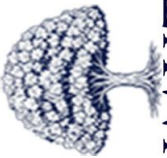
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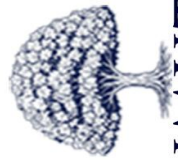
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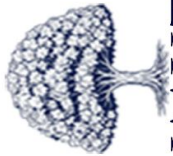
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*İngilizce Dil Eğitiminde Yapay Zekâ: Bir Bibliyometrik Analiz*



Kainat Firdos 

(Corresponding Author / Sorumlu Yazar)

Fatma Köprülü 

## ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE EDUCATION: A BIBLIOMETRIC ANALYSIS

**Abstract:** Artificial Intelligence has become an integral part of everyday life. Application of AI in educational technology to modify language teaching and learning process is a must parameter. The objective of the study is to identify current research trends, emerging collaboration networks and research gaps in artificial intelligence integrated English language education. Quantitative method of bibliometric analysis has been used to conduct study on dataset of 600 articles published between 2020 and 2025, indexed in Scopus. The findings of the study have indicated that studies were largely done in year 2025. China appeared to be the leading country for conducting research with major collaboration networks. Ethical implications of artificial intelligence on academic writing, impact of AI in professional development, AI-integrated culturally specific English Language teaching and learning practice and AI-powered creativity are under-researched areas of studies in AI-integrated English language education.

**Keywords:** Artificial intelligence, English, Language, Education, Bibliometric analysis.

### İngilizce Dil Eğitiminde Yapay Zekâ: Bir Bibliyometrik Analiz

**Özet:** Yapay zekâ, günlük yaşamın ayrılmaz bir parçası haline gelmiştir. Dil öğretimi ve öğrenme sürecini değiştirmek için eğitim teknolojisinde yapay zekânın uygulanması olmazsa almas bir parametredir. Bu çalışmanın amacı, yapay zekâ entegre edilmiş İngilizce dil eğitiminde mevcut araştırma eğilimlerini, ortaya çıkan iş birliği ağlarını ve araştırma boşluklarını belirlemektir. Çalışma, Scopus'ta indekslenmiş, 2020-2025 yılları arasında yayınlanmış 600 makaleden oluşan bir veri seti üzerinde bibliyometrik analiz yöntemi kullanılarak gerçekleştirilmiştir. Çalışmanın bulguları, çalışmaların büyük ölçüde 2025 yılında yapıldığını göstermiştir. Çin, önemli iş birliği ağlarıyla araştırma yapan lider ülke olarak görünmektedir. Yapay zekânın akademik yazım üzerindeki etik etkileri, yapay zekânın mesleki gelişim üzerindeki etkisi, yapay zekâ entegre edilmiş kültürel olarak özgün İngilizce dil öğretimi ve öğrenme uygulamaları ve yapay zekâ destekli yaratıcılık, yapay zekâ entegre edilmiş İngilizce dil eğitiminde yeterince araştırılmamış alanlardır.

**Anahtar Kelimeler:** Yapay Zekâ İngilizce, Dil, eğitim, Bibliyometrik analiz.



**Atıf için / How to cite this article (APA 6):** . Kainat, F. & Köprülü, F. (2026). Artificial Intelligence in English Language Education: A Bibliometric Analysis. *Uluslararası Multidisipliner Tespitler Dergisi*, 2(1), 107-120.



**Kainat, Firdos:** Masters' Student, Kainat, Firdos, Near East University, Institute of Graduate Studies Department of English Language Teaching, Nicosia, North Cyprus, 20253730@std.neu.edu.tr (Corresponding Author / Sorumlu Yazar).

**Fatma Köprülü:** Assoc. Prof. Dr., Near East University, Atatürk Faculty of Education, Department of Educational Administration and Supervision, Nicosia, Northern Cyprus, Educational Sciences Research Center, Northern Cyprus, fatma.koprulu@neu.edu.tr



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#### RESEARCH ARTICLE / ARAŞTIRMA MAKALESİ



DOI: <https://doi.org/10.5281/zenodo.19319889>

UMUT Journal, Mart/March 2026, 2(1), 107-120

ISSN: 3062-3073 - [www.umutjournal.com](http://www.umutjournal.com)



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Gönderim (Received): 03.10.2025

Revizyon (Revised): 16.01.2026

Kabul (Accepted): 10.02.2026

## INTRODUCTION

In twenty-first century, information technology has seen a significant surge in all fields of operation (Ratih et al., 2024). In education, technological advancements have reshaped the process of language learning by providing diverse ways to access information (Chen, 2025). Education is, “the promotion of desirable forms of learning and personal development through practices” of supervision, teaching, coaching, habituation, evaluating, counselling and motivation (Curren, 2025, para. 5). Introduced as a technological tool, artificial intelligence (AI) has now become a catalyst in redesigning process of teaching and learning (Novawan et al., 2024).

Artificial Intelligence (AI) is the ability of machines to collect and process information to make decisions simulating human cognitive processes (Garzón et al., 2025). AI tools such as chatbots and AI-assisted learning hubs are significant tools in improving the processes of teaching and learning. (Tan et al., 2025). AI-powered intelligent tutoring, gamification, tools to assist in writing, automated real time feedback and online speech to text are frequently employed in language learning and teaching (Liu et al., 2023). The application of AI in English language education provides a versatile and personalized learning experience to master speaking, writing, reading and listening skills (Rusmiyanto et al., 2023).

As English is one of the most commonly used languages in the world, inclusion of AI in teaching English as a language has simplified teaching process for instructors practically (Ghafar et al., 2023). Using AI in English language teaching facilitates teachers with better content selection and lesson planning, engaging lecture delivery, instant feedback, improved assessment and evaluation (Firdaus & Nawaz, 2024). Effective utilization of AI-powered teaching, however, requires thorough training of teachers regarding instructional strategies and ethical concerns in implementation of AI tools. (Khattak et al., 2025).

For learners, AI-driven English language learning is a learner-centered, personalized and engaging experience (Kovalenko & Baranivska, 2024). Keeping cultural nuances of language learners in consideration, AI develops adaptive and interactive tasks to enhance learners’ motivation and foster skills through automated feedback (Jawaid et al., 2025). Though AI is productive, but learners’ over-reliance on AI-driven language learning tools can result in declined critical thinking ability and creative expression of language (Pido et al., 2025).

To explore incorporation of AI in English language education extensively, bibliometric analysis has been used. Bibliometric analysis is scientific method to analyze large volumes of data to track evolution of studies and research trends in a field (Donthu et al., 2021). As a quantitative method, bibliometric analysis provides performance analysis and science mapping (Passas, 2024). It is a significant way to evaluate academic and scientific studies (Hassan & Duarte, 2024).

The study aimed to analyze research studies conducted AI in English language education between 2020 and 2025 on Scopus. Emerging trends, collaboration networks and major intellectual groups would be located in this study. To fulfill this purpose, following research questions would be answered:

1. What is yearly distribution of articles published on AI in English language education from 2020-2025 in Scopus?
2. What research trends are emerging in studies on AI in English language education from 2020-2025 in Scopus?
3. What are patterns of collaboration in studies on AI in English language education from 2020-2025 in Scopus?
4. Which intellectual networks dominate studies on AI in English language education from 2020-2025 in Scopus?

5. What research gaps are found in studies on AI in English language education from 2020-2025 in Scopus?

## METHODOLOGY

### Research Model

The study employed quantitative bibliometric study design to conduct mapping research on use of AI in English language education indexed in Scopus database. Bibliometric analysis is referred as a statistical process of analyzing existing research studies to identify research trends, productivity and networking patterns (Kasaraneni & Rosaline, 2024). Bibliometric analysis provides reliable data mapping and evaluation through co-authorship, co-occurrence, citation, bibliographic coupling and citation analysis (Herrera-Franco et al, 2020).

### Data Collection and Analysis

Data for study was taken from Scopus database. Using keywords, "AI, English, language, education" in search query, 1524 documents were made available on Scopus on December 15, 2025. The search was then limited to all available articles in English language from the discipline of Social Sciences published and indexed in Scopus from 2020-2025. The dataset of 600 articles was collected to conduct bibliometric analysis. The obtained dataset was exported in RIS and CSV formats in personal gadget to conduct further study.

**Table 1: Dataset collection procedure**

Step	Description
Source	Scopus database
Search query	TITLE-ABS-KEY ( "AI" AND "English" AND "language" AND "education" ) AND ( LIMIT-TO ( SUBJAREA , "SOCI" ) ) AND ( LIMIT-TO ( DOCTYPE , "ar" ) ) AND ( LIMIT-TO ( LANGUAGE , "English" ) )
Discipline	Social Sciences
Document type	Articles
Language	English
Dataset	600

For the analysis of data, VOS viewer version 1.6.20 was utilized. VOS viewer 1.6.20 is a network analysis software tool that facilitates mapping of data through network, overlay or density visualization (Arruda et al., 2022). CIS file exported from Scopus was uploaded on the software to conduct bibliometric analysis. Network visualization maps for dataset on AI in English language education for co-authorship, keyword co-occurrence, citation, co-citation and bibliographic coupling were obtained from VOS viewer version 1.6.20.

### Study Group

The study group for this research study is dataset of 600 articles addressing use of AI in English language education from 2020-2025 indexed in Scopus. Scopus is a huge database with peer reviewed journals and having extensive global coverage of research studies (Chamorro et al, 2025).

### Limitations

As study has only utilized Scopus to obtain dataset, other major databased like Web of Science and OpenAlex are not included. Restriction of documents to journal articles and in English language with studies including time frame of 2020-2025 might result in some significant research works being missed out.



In studies conducted on incorporation of AI in English language education from 2020-2025, co-occurrence of keywords showed multifaceted interests of scholars. The clusters given in figure 2 convey common themes and emerging trends in AI-integrated English language education.

In purple cluster, Artificial Intelligence (AI) Technology has been studied to explore its role in English language learning specifically in context of English as Foreign Language (EFL). AI-integrated English language teaching has been significantly explored by researchers in 2020-2025.

Red cluster indicated studies on use of Generative AI tool, ChatGPT in higher education, addressing application of ChatGPT in EFL studies. The co-occurrence of keywords demonstrated an interest of research scholars in ChatGPT to inquire its effectiveness for both EFL teachers and learners. AI in relation to academic integrity is among emerging themes in research on AI-enhances English language education.

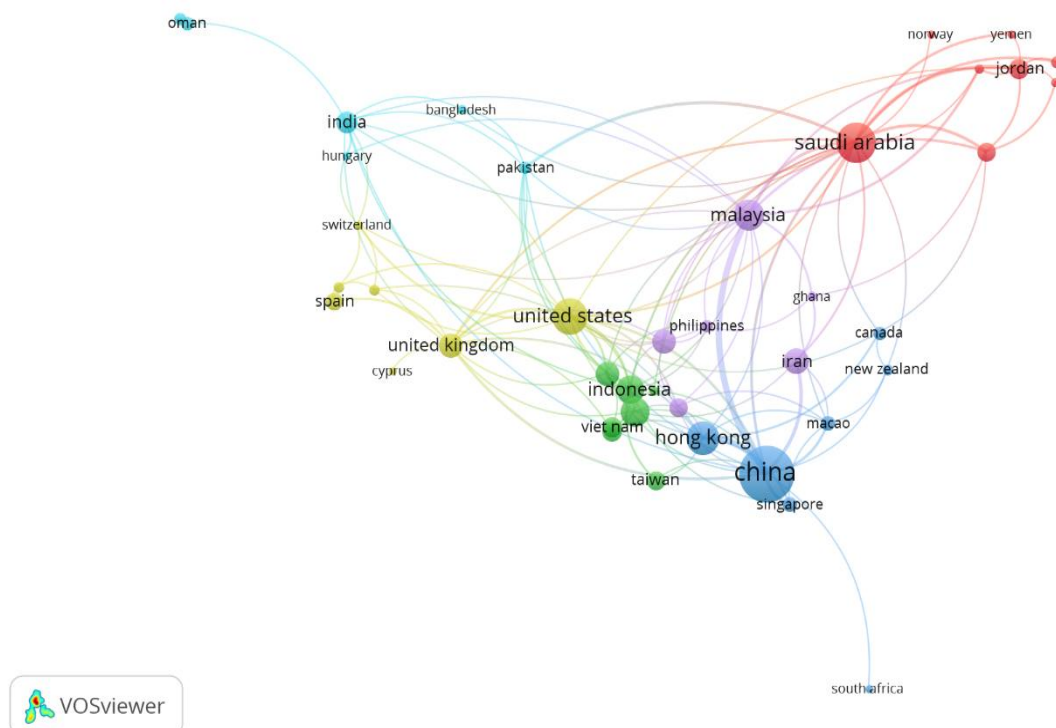
Blue cluster provided a visual mapping that implied studies were conducted on AI-powered English language teaching practices and student interaction. Computer-assisted English language learning with Artificial Intelligence tools, machine learning and Virtual Reality integration practices are evolving topics.

Light Blue cluster suggested that AI has been studied as the latest educational technology in English language education for teaching and learning from 2020-2025 after analyzing articles in Scopus. Green cluster pointed to use of AI in coordination with language learning models. The interaction of human beings with AI is studied as AI operates through human like processes.

Yellow cluster referred to the comparative studies with a focus to evaluate effectiveness of AI-integrated English language teaching and learning. The orange cluster reflected studies on Large Language Models (LLMs) and integration of Artificial Intelligence to enhance English language learning.

### Patterns of Collaboration in Studies on AI in English Language Education from 2020-2025

Figure 3: Co-Authorship Analysis of Studies on AI in English Language Education with Countries



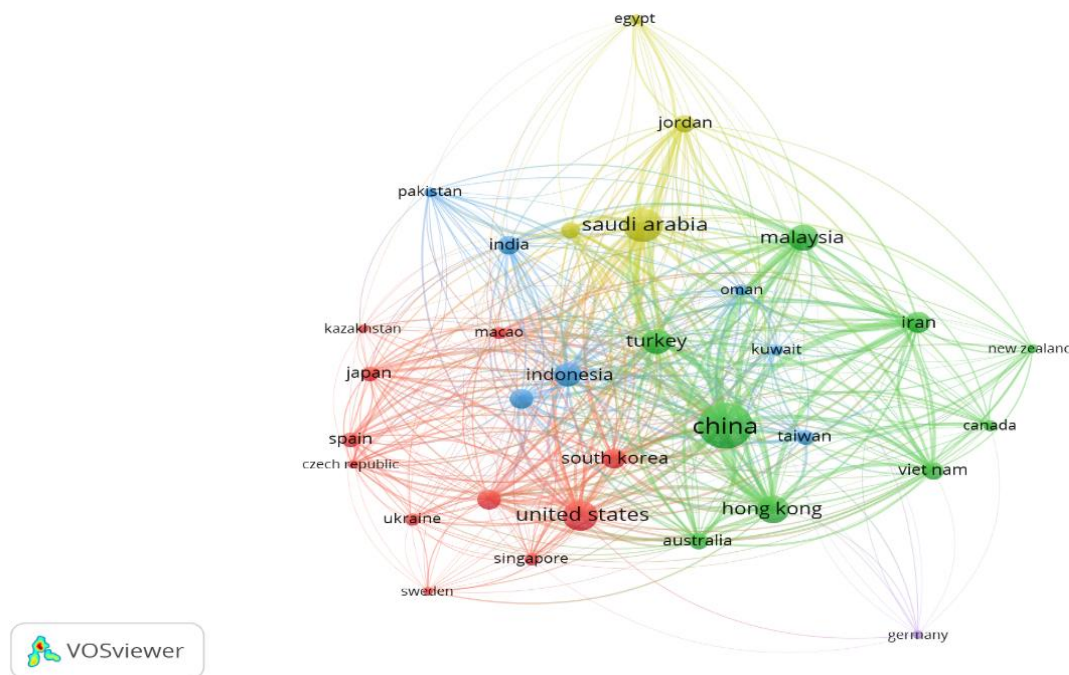
China appears to be the most influential in forming co-authorship cluster with fellow East Asian country, Hong Kong and Singapore in South Asia. China showed interests in investigating student engagement and digital literacy skills of teachers for implementation of Large Language Models (LLMs) in AI-powered English language education. In another cluster, Saudi Arabia works in close collaboration with Jordan, Yemen and Norway to conduct studies on AI in English as a Foreign Language (EFL) Education.

United States is seen working with United Kingdom, Spain, Switzerland and Spain to investigate ethical implication of AI, self-regulated AI-driven English language learning with generative AI. AI chatbots, ChatGPT, Virtual Reality (VR) and machine learning are the areas of interest for Western world.

Malaysia, Iran and Philippines form a collaboration network to explore role of AI-powered tools in writing and speaking in EFL contexts. India forms a network to co-author studies with Oman. Bangladesh and Pakistan appear with minimum contribution in this cluster. This South Asian cluster coordinated to investigate human interaction with robotic AI technology, its application in assessment and language learning self-efficacy.

Indonesia, Vietnam and Taiwan collaborated to study chatbots with a special inclination for ChatGPT in English language teaching and writing. Creativity and AI has also been explored by this cluster.

**Figure 4: Bibliographic Coupling Analysis of countries participated in studies on AI in English Language Education from 2020-2025**



In Figure 4, bibliographic coupling indicated shared intellectual interests of countries. The green cluster displayed common targets in research with countries including China, Iran, Hong Kong, Australia, Turkey, Malaysia and Vietnam. Another strong coordination is seen in United States, South Korea, Japan, Spain, Singapore, Ukraine and Sweden. Saudi Arabia and Jordan are pointed as bibliographically coupled in the network visualization map. Indonesia and India are in cluster are observed citing similar works to conduct studies on shared research studies. This cluster also indicated that Pakistan, Oman, Kuwait and Iran also work on related themes to conduct research on AI-powered English language education from 2020-2025.

## Intellectual Networks and Communities Dominating Studies in AI on English Language Education

Figure 5: Citation Analysis of Authors of Studies on AI in English Language Education



In figure 5, Zou,d is marked as the most cited author for conducting notable research on AI in English language education. Other authors with remarkable contribution include moorhouse,bl and derakhshan.

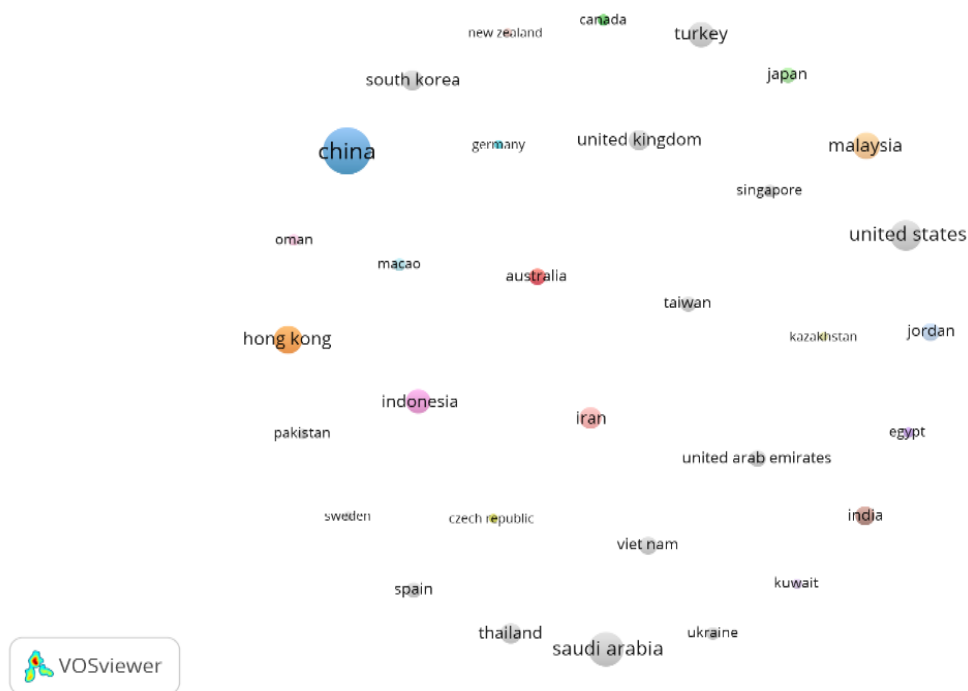


Figure 6: Citation Analysis of Countries for Studies on AI in English Language Education

In figure 6, China appears to be the country with the most distinguished studies for its lead in citation analysis. Saudi Arabia, United States and Hong Kong also made a mark with prominent representation for gaining citations in studies that addressed AI-enhanced English language teaching and learning.

**Figure 7: Bibliographic Coupling of Authors Studies on AI in English Language Education**

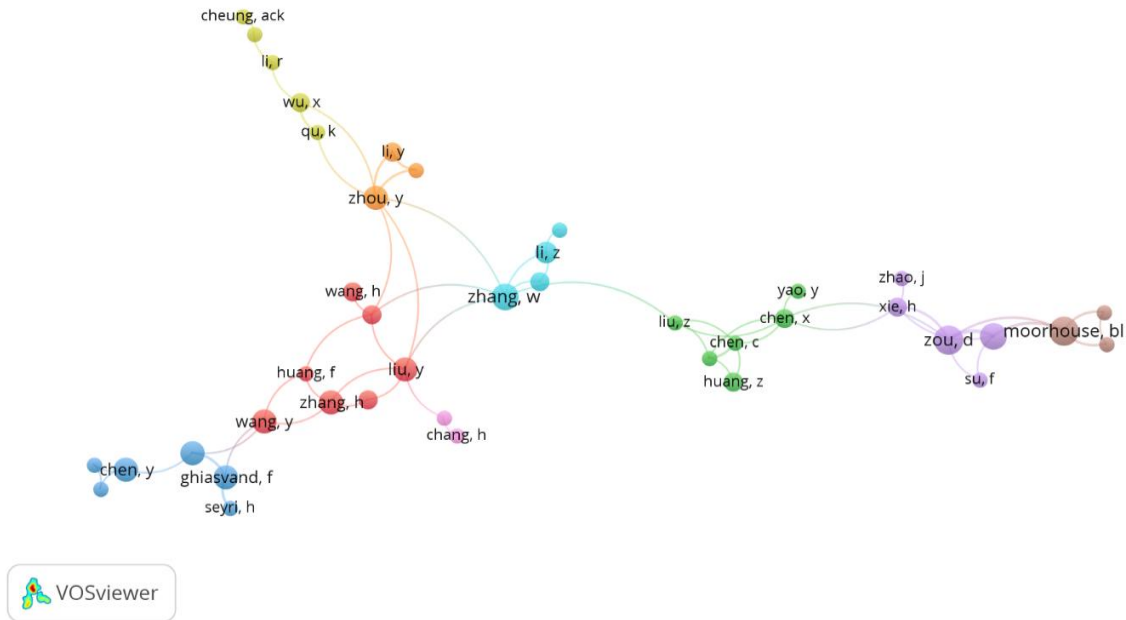
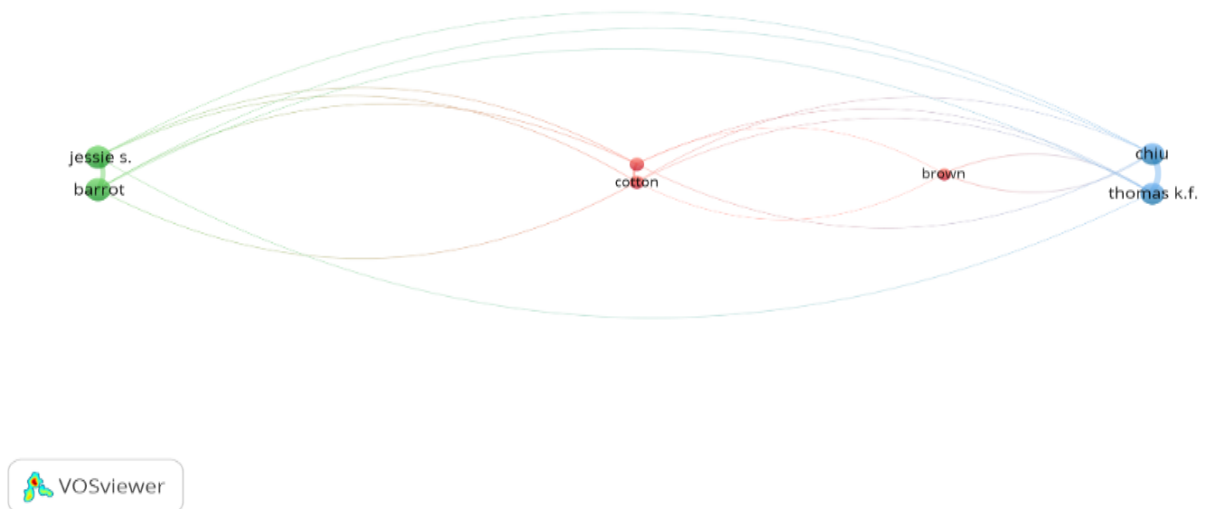


Figure 7 demonstrated bibliographic coupling clusters identified after analysis on VOSviewer. Zou, Zhao and Xie appeared citing similar works in references indicating common research interests. Another dominant intellectual cluster is formed between Zhang, w and Li, z. Zhang, h and Wang, y cited similar works even when not working together. Huang, z and Chen, c have shown similar research interests for exploring various aspects of AI and English language education.

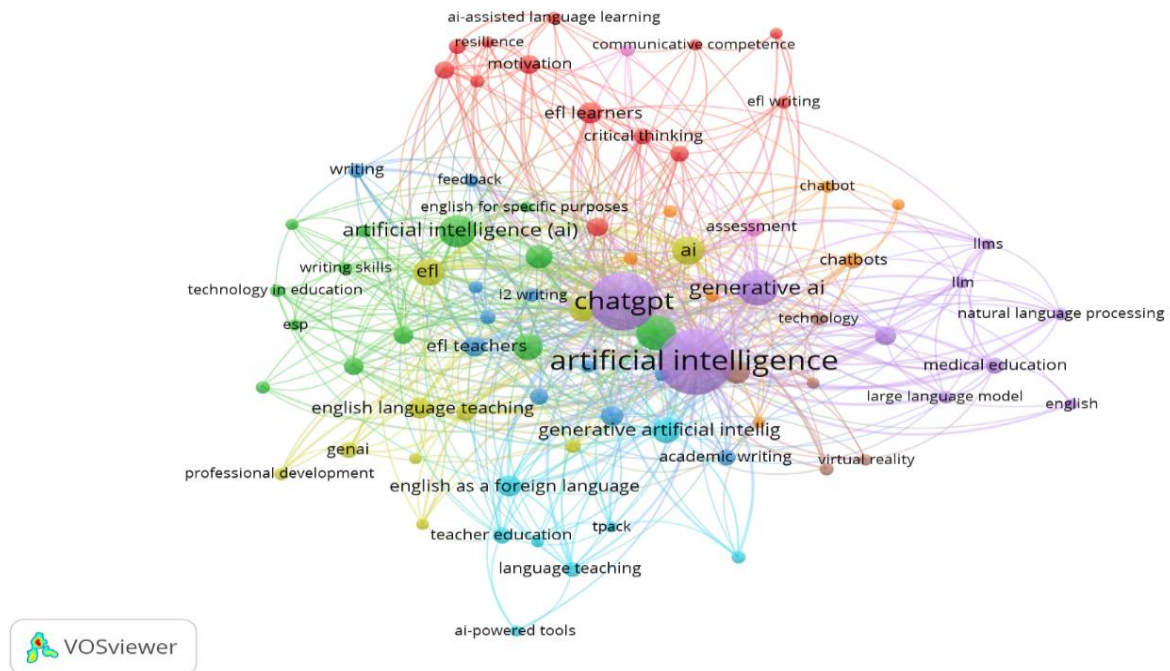
**Figure 8: Co-Citation Analysis of Authors in Studies on AI in English Language Education**



In figure 8, Chiu & Thomas and Jessie & Barrot are among the co-cited clusters for other works on AI-integrated English language education at the forefront.

## Research gaps found in studies on AI in English language education from 2020-2025 in Scopus

Figure 9: Co-occurrence mapping of keywords to show research gaps in studies



Though, extensive research was carried out, certain gaps are still there to be identified in studies on AI in English language education from 2020-2025 in Scopus. The purple cluster indicated studies largely on integration of AI especially Generative AI technologies like ChatGPT to define effectiveness of AI in language learning. Operation of Large Language Models (LLMs) and its role in Natural Language Processing (NLP) is inquired. However, it hardly studied the comparative aspect of human interaction with Artificial Intelligence Technology to facilitate English language learning.

Red cluster implied that researchers were looking for effects of AI-assisted language learning on student motivation, critical thinking, communicative competence, writing and resilience. The focus of this cluster is EFL learners. Creativity in AI-assisted English language learning environments appeared to be under studied. Culturally considerate AI-powered language teaching is also an under researched area. Further, AI-enhanced listening and reading skills are overlooked in studies from 2020-2025 in Scopus.

Blue cluster referred that studies were conducted to inquire about teacher's perspective on AI-driven English Language Teaching particularly in EFL contexts. Role of AI enhancing writing in English as Second Language (ESL) is demonstrated but its effects on academic writing is an area yet to be explored adequately. Blue cluster demonstrated a gap in studies as AI-driven feedback and ethical implication that AI-powered tools put on academic writing.

Green cluster pointed out that AI-driven educational technology is studied in relation to its implementation for English for Specific Purposes (ESP) in writing. However, the studies overlooked inadequacy of AI for highly technical content related to specific fields. In brown cluster, AI-integrated Virtual Reality models in English Language Education have not sufficiently explored issues like practicality, authentic integration in curriculum and cyber challenges. Yellow cluster indicated studies on role of artificial intelligence in professional development but studies

showed a gap yet to be investigated because of over-reliance of teachers on AI in English language education that limits human instruction required for learning language.

## **DISCUSSION**

Bibliometric analysis of 600 articles indexed on Scopus have shown growing inclination for studies of Artificial Intelligence in English Language Education. AI-integrated language learning holds potential to innovate methods of teaching to assessment and process of learning language through interactive learning environments (Karataş et al., 2024). The research on AI-incorporated studies have seen a significant rate of growth in last five years (2020-2025) and the studies are growing with time as this study has shown maximum number of publications in 2025.

In this study centered on analysis of AI-integrated English language education, AI in teaching and learning has been widely explored. As AI-powered systems are widely adopted for foreign language learning (Zhai & Wibowo, 2023), AI-powered chatbots, Virtual Reality (VR) and machine learning are being studied by scholars from 2020-2025 in context of teaching English as a Foreign Language (EFL).

Notable contribution has been done by China in working with collaboration with the world besides being a dominant intellectual representative in studies addressing AI in English Language Education. United States and Saudi Arabia are among major contributors. However, South Asian Countries Bangladesh and Pakistan, transcontinental Egypt and New Zealand have not collaborated much with the least link strength according to network visualization maps on AI-incorporated English language education.

Though scholars have carried out significant researches from 2020-2025 on AI, certain research gaps are there to be addressed. While interacting with AI, concerns of privacy are not sufficiently inquired. Creativity is one of essential 21<sup>st</sup> century skills (Khoiri et al., 2021), but it appeared that AI and its implications on creative English language teaching and learning needs to be researched. Ethical considerations of AI while using it in academia for the purpose of writing and teaching practice is another neglected area as per studies conducted between 2020-2025. Culturally sensitive AI-powered English Language Education is another topic left to conduct studies.

## **CONCLUSION**

Artificial Intelligence has become a significant tool to enhance process of English Language Education as seen in study of 600 journal articles indexed in Scopus from 2020 to 2025. AI has simplified way of language teaching and learning but effective implementation and thorough of AI filling the gaps. AI- integrated tools should not be overused. Excessive and uncensored AI in English language education can make learning and teaching less effective. Ethics in utilizing Artificial Intelligence (AI) is something first and foremost. Concerns regarding data privacy and user-friendly interaction needs further research.

## GENİŞLETİLMİŞ ÖZET

### İngiliz Dili Eğitiminde Yapay Zeka: Bibliyometrik Bir Analiz

Yapay zeka, yirmi birinci yüzyıl araştırmalarında en çok çalışılan alanlardan biridir. Eğitimde yapay zeka; öğretmenlere, öğrencilere, akademisyenlere ve bilim insanlarına kolaylıklar sağlamıştır. Kişiselleştirilmiş öğrenme deneyimleri tasarlama yeteneği sayesinde yapay zeka, İngiliz dili eğitimi alanında öğretim ve öğrenimde karşılaşılan sorunlara pratik bir çözüm olarak kullanılmaktadır. Yapay zekanın İngiliz dili eğitimine sürekli dahil edilmesi; alandaki eğilimlerin, iş birliği ağlarının ve az araştırılmış alanların güncel olarak takip edilmesini gerektirmektedir.

Son on yıldaki araştırmaların çoğu, hem nitel hem de nicel yöntemlerle yapay zekayı ve onun üretken beceriler üzerindeki etkilerini incelemiştir. Ancak bu çalışma; Scopus veri tabanında indekslenen, 2020 ile 2025 yılları arasındaki araştırmalarda yer alan yapay zeka entegreli İngilizce öğrenimi alanındaki yeni araştırma konularını, seçkin entelektüel iş birliği ağlarını ve daha fazla araştırılması gereken spesifik alanları belirleme sorununa odaklanmaktadır.

Bulgular, yabancı dil olarak İngilizce (EFL) bağlamlarında yapay zeka destekli İngilizce öğrenimine olan ilginin giderek arttığını göstermiştir. Araştırmacılar, son çalışmalarda sanal gerçeklik ve makine öğrenmesinin etkililiğini keşfetmeye yönelmişlerdir. Akademik dürüstlük konuları da artık sorgulanmaya başlanmıştır. Doğu Asya kıtasında yer alan Çin, son beş yılda İngiliz dili eğitiminde yapay zeka üzerine yapılan çalışmalarda önde gelen katkı sağlayıcılardan biri olarak ortaya çıkmıştır. Çalışmalar, yapay zeka entegreli dil öğrenme ortamlarında öğrencilerin yaratıcılığı gibi kritik bir konuyu henüz kapsamamaktadır. Siber ve etik zorluklar, kültüre özgü dil öğrenme modelleri ve insan benzeri yapay zeka algoritmaları üzerine karşılaştırmalı çalışmaların gelecekte daha fazla araştırılması gerekmektedir.

Araştırma mevcut literatür üzerinden yürütülmüştür. Yapay zeka destekli İngilizce öğretimindeki araştırma kalıplarını belirlemek amacıyla Scopus veri tabanında indekslenen 600 makale üzerinde bibliyometrik analiz yapılmıştır. Scopus'tan CSV formatında dışa aktarılan veriler, daha fazla analiz için ağ görselleştirme haritaları oluşturmak üzere VOSviewer programına aktarılmıştır.

En yeni teknoloji olarak yapay zeka, İngilizce eğitimi alanını dönüştürme potansiyeline sahiptir. Öğrenci merkezli bir teknoloji olarak yapay zeka sohbet robotları (chatbot), EFL (Yabancı Dil Olarak İngilizce) ve ESL (İkinci Dil Olarak İngilizce) bağlamlarındaki güncel çalışmalarda etkili olduğunu kanıtlamıştır. Geniş uygulama alanıyla birlikte, yapay zeka destekli ESP (Özel Amaçlı İngilizce) ve EAP (Akademik Amaçlı İngilizce) öğretim ve öğrenim uygulamalarının gelecek çalışmalarda incelenmesi gerekmektedir.

Yapay zeka araçlarına aşırı bağımlılık, dil öğrenme sürecinde risk teşkil etmektedir. Araştırmacıların gelecekte, İngiliz dili eğitiminde en çok tercih edilen teknoloji olan yapay zekanın getirebileceği olası zorlukları araştırması gerekmektedir. Bir teknoloji merkezi olan Avrupa ülkeleri, özellikle yapay zeka ile koordineli olarak yürütülen İngiliz dili eğitimindeki gizlilik endişelerini ve etik tehditleri incelemelidir.

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### MAKALE BİLGİLERİ:

<b>Etik Kurul Kararı:</b>	Bu çalışma, 2020-2025 yılları arasında Scopus'ta indekslenen mevcut literatür üzerinde yürütüldüğü için Yakın Doğu Üniversitesi Etik Kurulu'ndan herhangi bir etik onay gerektirmemektedir.
<b>Katılımcı Rızası:</b>	Çalışmanın amacı araştırma eğilimlerini analiz etmektir ve tüm belgeler, veri tabanı politikası dikkate alınarak Scopus'taki hakemli dergilerden elde edilmiştir.
<b>Mali Destek:</b>	Çalışma için herhangi bir kurum ve projeden mali destek alınmamıştır.
<b>Çıkar Çatışması:</b>	Çalışmada kişiler ve kurumlar arası çıkar çatışması bulunmamaktadır.
<b>Telif Hakları:</b>	Çalışmada telif hakkı gerektiren herhangi bir görsele yer verilmemiştir. Tarafımca makale için telif hakkı sözleşmesi imzalanıp dergi sistemine yüklenmiştir.

### ARTICLE INFORMATION:

<b><i>Ethics Committee Approval:</i></b>	The study does not require any ethical approval from Ethics Committee at Near East University because research was carried out on existing literature indexed in Scopus between years 2020-2025.
<b><i>Informed Consent:</i></b>	The purpose of the study was to analyse research trends and all documents were obtained from peer reviewed journals on Scopus considering the policy of the database.
<b><i>Financial Support:</i></b>	The study received no financial support from any institution or project.
<b><i>Conflict of Interest:</i></b>	Authors declare that no conflict of interest
<b><i>Copyrights:</i></b>	No images requiring copyright permission were included in the study. The copyright agreement has been signed by the author and uploaded to the journal system.