Bibliometric analysis in English language teaching and learning

Análisis bibliométrico en enseñanza y aprendizaje del Inglés

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Abstract

The purpose of this paper is the bibliometric analysis of the journals indexed in SciELO in the area of teaching and learning English as a second language. The journals searched were: How, Profile, and Colombian Applied Linguistics Journal. The search for information made it possible to compare different bibliometric indicators. Although it is true that the results of this research show that scientific production in the field is abundant, varied in terms of thematic lines, and collaborative, it is only reported in three journals indexed in SciELO; however, other research that reports on the scientific production on the teaching of English as a second language, all the scientific production published in journals indexed in SciELO is made invisible. Since most of the publications in the journals studied are by Latin American authors, it is evident that in other productions the region's research in the field is being ignored.

Keywords:
English language teaching; scientific production; indexed journals; bibliometrics; scientometrics; SciELO.
JEL Classification: I20, I23, I29.

Resumen

Este trabajo tiene como propósito el análisis bibliométrico de las revistas indexadas en SciELO en el área de la enseñanza y aprendizaje del inglés como segunda lengua. Las revistas rastreadas fueron: How, Profile y Colombian Applied Linguistics Journal. La búsqueda de información permitió comparar diferentes indicadores bibliométricos. Si bien es cierto, los resultados de esta investigación manifiestan que la producción científica en el campo es abundante, variada en cuanto a líneas temáticas, colaborativas, y solo se encuentra en tres revistas indexadas en SciELO, sin embargo, en otras investigaciones sobre la producción científica respecto a la enseñanza del Inglés como segunda lengua, se invisibiliza toda la producción científica publicada en las revistas indexadas en SciELO. Siendo que la mayoría de las publicaciones de las revistas estudiadas son de autores latinoamericanos, se evidencia que en otras producciones se está desconociendo la investigación de la región en el campo.

Palabras Clave:
Enseñanza del inglés; producción científica; revistas indexadas; bibliometría; cienciometría; SciELO.
Clasificación JEL: I20, I23, I29.

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Introduction

Among the essential functions of a University are the training of professionals, the link with all social actors, and helping with social, cultural, political, and economic transformation in countries (Alcántara, 2013; Pérez & Castaño, 2016). However, all these things must be done, and they are made, from the production of knowledge; being this the cornerstone of University action, it means that, research ends up nucleating what is done in the University (Reyes *et al.*, 2019).

To achieve the production of knowledge and respond to one of the scientific principles, the dissemination of research products is imperative. In this way, they are recognized as great roles of the University, the generation of academic dialogue, and the development of different areas of science. In this regard, it is worth noting that, among the different sinews of science dissemination, scientific journal has become the most dynamic means of validation that exists (Mendoza & Paravic, 2006; Tomás-Casterá *et al.*, 2010); this, since it involves elements such as periodicity, validation of knowledge from very rigorous screening and evaluation processes, which report trails of scientific quality, visibility, between others of importance (Mendoza & Paravic, 2006).

Now, knowing the progress in the state of art in a certain field of knowledge, implies a thorough research task that reports elements of relevance, even more, if we are thinking of a university institution, in a particular university program, and on specific lines of research. To do this, one must necessarily consider the collection of research that has been published in scientific Journals. This entails meddling in the field of research behavior in a particular area, revealing trends in knowledge production, methodological approaches, thematic interests, areas of epistemic influence, and author participation, among others (Gregorio-Chaviano *et al.*, 2020; Reyes *et al*., 2019). This kind of inquiry applies to the field of bibliometry (Cortés, 2007).

Bibliometry consists of the quantitative analysis of scientific production to investigate the development, structure, dynamics, trends and relations of scientific practice (Gorbea, 2016; Michán & Muñoz, 2013). In other words, bibliometry is a type of analysis applicable in different areas of knowledge that allows the extraction of data from scientific publications and other documents of similar nature, in order to generate knowledge in the field of scientometrics, considering aspects such as productivity, dates and location of publications and other documents of scientific interest, sample citations and references in the scientific literature, among others (De Bellis, 2009). It should also be considered that, bibliometrics has been widely implemented to evaluate the impact of publications by regions, research institutions and authors, which is a particularly useful fact for academics, teachers, students and the entire scientific community (Holden *et al*., 2005), since it favors the notion of science behavior in

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different areas of knowledge (Solano *et al*., 2009).

Literature review

There are papers from different areas of knowledge published in the field of bibliometry. In fact, bibliometric analysis is already considered a discipline in itself (Martínez *et al*., 2019; Tomás-Gorriz & Tomás-Casterá, 2018). The available scientific literature includes bibliometric analysis of thematic fields, analysis of Journal in various fields, analysis of Thesis production at various levels (Bachelor´s degree, Postgraduate), academic books and/or book chapters, among others. In the case in which we are committed, we intend to analyze bibliometrically the scientific production in the field of teaching and learning English as a second language. The teaching and learning of English becomes a relevant topic in the context of national education systems in Latin America, given that this language has become an international reference and a strategic element of training (Cronquist & Fiszbein, 2017). In fact, if we move the topic to the field of scientific publications, we would have to highlight that most high-impact indexed journals publish in English (Ganga *et al*., 2016), as well as most of the scientific literature (Chávez-Zambrano *et al*., 2017).

A lot of research has been done on teaching and learning English as a second language in Latin America, however, talking about bibliometric works, we should stress that this area has not attracted so much interest from researchers. There is a study on the scientific evolution of languages teaching in University context between 1900 and 2019, carried out by Rodríguez-García *et al*. (2019). In this study, a bibliometric analysis is made from a systematic review that takes as starting point the teaching of languages in university context. The research already mentioned they take the Web of Science database for bibliometric analysis, reaching several conclusions. One of them is that research in the context of teaching and learning a second language in university context has been in decline in the last decade under study (2010-2019).

A second work found is the one developed by Xian (2019), who used bibliometric analysis to assess the field of second language acquisition during the period 1997-2018 to obtain a systematic overview of the field and to discover the major trends and features of second language acquisition area. Such a study acknowledges there have been advances and scientific publications in different areas of knowledge in recent decades. However, the bibliometric method has not been substantially applied in the field of teaching and learning English as a second language in Latin America, and this has not allowed us to analyze and have a systematic and holistic view of teaching processes and practices in order to respond effectively to demands of a globalized world. It is for this reason this study has as purpose the bibliometric, descriptive and retrospective analysis of the scientific production of journals in South America that focus on the topic of teaching and learning English as a second

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language. As a result, journals that are currently indexed in the *Scientific Electronic Library Online* (SciELO) have been selected, and three journals, namely *Profile, Colombian Applied Linguistic* and *How*, have been included in the survey.

Methodology

A descriptive and retrospective analysis was performed on the entire scientific production of *Profile, Colombian Applied Linguistics Journal* (CALJ) and How journals. It is an analytical study related to the scientometric and methodological dimensions to identify and assess the quality and productivity levels in the field of teaching and learning English as a second language in Latin America.

Profile is a magazine interested in topics related to the teaching-learning of English as a foreign language, as well as the professional development of teachers in the area (Profile Research Group, 2020). It is a biannual publication, open access, with ISSN number: 2256-5760, registered in databases such as: SciELO, Scopus, EBSCO, Proquest, etc. The second magazine of our study is *Colombian Applied Linguistics Journal*, from the Faculty of Science and Education of Francisco José de Caldas District University (Colombia). The journal in question is semi-annual, with ISSN number: 0123-4641, registered in SciELO. This journal publishes works in the field of applied linguistics for the teaching of Spanish and English (Francisco José de Caldas District University, 2022). The third journal to be studied is *How*, a biannual publication, by and for English teachers who wish to share experiences and educational issues in teaching and learning English as a second language (The Colombian Association of Teachers of English, 2022). This magazine, also known as A Colombian Journal for Teachers of English with ISSN number: 0120-5927, is an academic publication led by the Colombian Association of English Teachers. This journal is indexed in Latindex, Redalyc, SciELO Colombia, and Publindex.

The inclusion criteria implemented was to incorporate articles published by each journal in their history in regular numbers and monographic numbers; and the exclusion criterion used was that the published document should be different of that of an article (Reyes *et al*., 2019). The search for information was carried out in December 2021, and the first thing that was done was the location and recovery of inaccurate articles in PDF format from web pages corresponding to each journal:

https://revistas.unal.edu.co/index.php/profile

https://revistas.udistrital.edu.co/index.php/caj

https://www.howjournalcolombia.org/index.php/how

Then we proceeded to make a live manual recount from the source and made a review of volumes, numbers and articles of each of the respective journals considering various bibliometric indicators. Excel 2016 (spreadsheet) was used to

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design tables for data presentation and analysis. Bibliometric indicators considered were: The number of volumes and issues, the articles according to the issue in particular of each journal, authors according to gender, institution of affiliation, country in comparison with data from each journal, individual and collaborative authorship, collaborative index, Subramanyan index, thematic axis, time interval between reception and acceptance, and publication languages.

An index that accompanies the levels of collective authorship or multi authorship in a journal is the Subramanyam Index (SI), which is related to the proportion of articles with collaborative authorship (Subramanyam, 1983). The degree of collaboration is expressed as follows:

$$C = \frac{N_m}{N_m + N_s}$$

Where:

C= Degree of collaboration

N_m= Amount of articles with multi authorship

N_s= Amount of articles with individual authorship

Results

The results obtained from the inquiry into the above-mentioned bibliometric indicators are presented in Table 1.

Table 1.
Journals link, volumes /issues

	HOW	PROFILE	CALJ
Volumes	28	23	23
Issues	36	37	31
Start -up year	1996	2000	2003

Source: Authors' creation, 2022.

As it shown the above chart, *How, Profile* and *CALJ* have made an important scientific production as detailed below. The journal How has published between 1996 and 2021, 28 volumes, a total of 36 issues of publication. Profile, meanwhile, has published from 2000 to December 2021, a total of 37 issues, while *CALJ* magazine has published 31 issues from 2003 to December 2021. We can observe in Table 2 that *How* Journal has published between 1996 and 2021 a total of 36 issues with the participation of 532 authors (210 men; 322 women). Regarding authorship type, we realize that 195 articles are of individual authorship, and 148 papers are the product of collective work. The most productive issues of the magazine were N°1 of Volume 5 and N°1 of volume 9; in each of these two issues, 14 articles were published.

Profile Journal has published 23 volumes, a total of 37 issues during the period 2000 -July 2021 with the participation of 737 authors (243 men; 494 women). About 236 articles represent the Individual authorship, while 212 papers are the product of collective work. The journal most productive issues were N°1 of volume 6, N°2 of volume 20 and N°1 of volume 2 and N°2 of volume 23 respectively with 15, 15, 18 and 17 published articles (See Table 3).

The *Colombian Applied Linguistics Journal* has published 31 issues, and the first 7 between 2003 and 2009 are not

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recorded in volumes. From this last date to December 2021, there are 23 volumes of publication. The scientific production of this journal from its inception in 2003 to 2021 reported a participation of 476 authors (171 men; 305 women). The individual authorship corresponds to 161 articles, while 121 indicates the collaborative participation. The most productive issues were Nº 8 of the year 2006 and Nº 9 of 2007 (See Table 4).

Table 5 shows the *Subaramanyan* index of the publications under study.

According to calculations, the year

Table 2.
How journal. Amount of articles/V /issues/ individual authorship & collective authorship

Vol./N°/Year	Articles	Authors	M	F	IA	CA
V1-N1-1996	11	11	6	5	11	0
V2-N1-1997	10	13	9	4	8	2
V3-N1-1998	12	17	9	8	7	5
V4-N1-1999	12	17	11	6	7	5
V5-N1-2000	14	17	8	9	12	2
V8-N1-2001	12	19	8	11	8	4
V9-N1-2001	14	22	5	17	7	7
V9-N2-2002	11	16	6	10	7	4
V10-N1-2003	13	19	4	15	9	4
V11-N1-2004	9	13	7	6	5	4
V12-N1-2005	8	13	4	9	5	3
V13-N1-2006	9	16	9	7	3	6
V14-N1-2007	9	14	2	12	5	4
V15-N1-2008	9	12	4	8	7	2
V16-N1-2009	9	14	3	11	5	4
V17-N1-2010	10	16	4	12	5	5
V18-N1-2011	12	20	8	12	6	6
V19-N1-2012	12	27	10	17	5	7
V20-N1-2013	12	22	7	15	5	7
V21-N1-2014	7	12	3	9	2	5
V21-N2-2015	7	12	5	7	3	4
V22-N1-2015	7	12	5	7	3	4
V22-N2-2016	8	13	7	6	4	4
V23-N1-2016	7	12	5	7	3	4
V23-N2-2016	8	13	3	10	4	4
V24-N1-2017	8	12	4	8	5	3
V24-N2-2017	8	14	8	6	4	4
V25-N1-2018	9	16	8	8	3	6
V25-N2-2018	8	15	6	9	1	7
V26-N1-2019	8	14	6	8	3	5
V26-N2-2019	7	11	6	5	5	2
V27-N1-2020	7	11	4	7	4	3
V27-N2- 2020	8	14	6	8	3	5
V28-N1-2021	8	10	1	9	6	2
V28-N2-2021	8	11	3	8	5	3
V28-N3-2021	11	12	6	6	10	1
Total	342	532	210	322	195	148

Source: M: Male; F: Female; IA: Individual Autorship; CA: Collective Autorship. Authors'own creation, 2022.

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with the highest SI in *How* magazine is 2018, with 0,76 index, followed closely by 2014. During the period 2010-2021, the magazine's SI has remained above 0,50, with the exception of the years 2017, 2019 and 2021, however, it has also

Table 3.
Profile. Amount of articles/V /issues/ gender/ individual authorship & collective authorship

Vol / N° / Year	Articles	Authors	M	F	IA	CA
V1-N1-2000	13	25	4	21	6	7
V2-N1-2001	18	24	4	20	13	5
V3-N1-2002	12	14	3	11	11	1
V4 – N1 – 2003	10	13	3	10	7	3
V5 – N1 – 2004	13	21	5	16	8	5
V6 – N1- 2005	15	19	6	13	11	4
V7 – N1 – 2006	13	20	6	14	9	4
V8 – N1 – 2007	11	17	1	16	6	5
V9 – N1 – 2008	12	20	7	13	5	7
V10 – N1 – 2008	11	14	4	10	9	2
V11 – N1 – 2009	11	14	4	10	9	2
V11 – N2 – 2009	11	22	7	15	2	9
V12 – N1 – 2010	11	16	6	10	7	4
V12 – N2- 2010	11	16	5	11	6	5
V13 – N1- 2011	12	18	5	13	8	4
V13 – N2 – 2011	12	28	11	17	5	7
V14 – N1 – 2012	12	19	4	15	7	5
V14 – N2- 2012	12	21	8	13	5	7
V15 – N1 – 2013	12	19	7	12	7	5
V15 – N2- 2013	13	27	8	19	6	7
V16 – N1- 2014	13	18	5	13	9	4
V16 – N2 – 2014	13	26	7	19	3	10
V17 – N1- 2015	10	13	5	8	8	2
V17 – N2- 2015	11	18	10	8	5	6
V18 – N1- 2016	12	23	8	15	4	8
V18 – N2- 2016	10	18	9	9	5	5
V19 – N1-2017	11	22	8	14	3	8
V19 – N2- 2017	13	22	12	10	5	8
V19 – SUP1-2017	8	12	4	8	4	4
V20 – N1-2018	12	16	10	6	8	4
V20 – N2 – 2018	15	31	12	19	3	12
V21 – N1- 2019	11	19	7	12	5	6
V21 – N2- 2019	10	17	9	8	5	5
V22 – N1 – 2020	12	20	9	11	6	6
V22 – N2-2020	13	22	10	12	5	8
V23 – N1-2021	12	20	5	15	6	6
V23 – N2-2021	17	33	5	28	5	12
Total	448	737	243	494	236	212

Source: M: Male; F: Female; IA: Individual Autorship; CA: Collective Autorship. Authors'own creation, 2022.

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reached the highest peaks during this decade.

For the journal *Profile*, the year with the highest SI is 2017, with an index of 0.63, followed closely by 0,62 in 2021, and then 2016 and 2018 with 0.59 each. During the period between 2016 and 2021, the magazine's SI seems to has stabilized at 0,50, being the most constant period. And finally, for *Colombian Applied Linguistics Journal*, the year with the highest SI in 2019, with an index of 0,93, followed by 2020 with 0,79 and 2021 with 0,67. This magazine has only surpassed a SI of 0,50 in five years, being these 2021, 2020, 2019, 2015 and 2016. As can be seen in Table 6, Colombia is the country that reports the highest scientific production in this thematic area (n= 1138), followed far behind by Mexico (n= 129), Chile (n= 122), and the United States (n= 96). Undoubtedly, Colombia is the country with the highest

Table 4.
Colombian Applied Linguistics. Amount of articles/V /issues/ gender/ individual authorship & collective authorship

Vol / N° / Year	Articles	Authors	M	F	IA	CA
N° 5 – 2003	10	17	3	14	6	4
N° 6 – 2004	9	14	0	14	6	3
N° 7 – 2005	8	15	5	10	4	4
N 8 – 2006	14	16	0	16	12	2
N 9- 2007	12	18	7	11	8	4
N 10 – 2008	7	7	2	5	7	0
N 11 – 2009	10	13	6	7	7	3
V 12 - N1 – 2010	6	8	2	6	4	2
V12 - N2 – 2010	8	11	2	9	5	3
V13 - N1 – 2011	7	7	5	2	7	0
V13 - N2 – 2011	8	16	3	13	3	5
V14 - N1 – 2012	11	11	3	8	11	0
V14 - N2 – 2012	11	20	11	9	6	5
V15 - N1 – 2013	10	17	7	10	5	5
V15 - N2 – 2013	11	13	7	6	10	1
V16 - N1 – 2014	9	13	4	9	7	2
V16 - N2 – 2014	11	21	9	12	7	4
V17 - N1 – 2015	10	15	12	3	6	4
V17 - N2 – 2015	10	21	7	14	2	8
V18 - N1 – 2016	9	15	9	6	5	4
V18 - N2 – 2016	11	21	7	14	4	7
V19 - N1 – 2017	9	15	4	11	5	4
V19 - N2 – 2017	9	15	6	9	5	4
V20 - N1 – 2018	9	18	10	8	4	5
V20 - N2 – 2018	10	19	3	16	6	4
V21 - N1 – 2019	7	19	8	11	0	7
V21 – N2 - 2019	7	14	6	8	1	6
V22 – N1 – 2020	7	16	3	13	1	6
V22 – N2 - 2020	7	19	10	9	2	5
V23 – N1 - 2021	7	19	3	16	1	6
V23 – N2 - 2021	8	13	7	6	4	4
TOTAL	282	476	171	305	161	121

Source: M: Male; F: Female; IA: Individual Autorship; CA: Collective Autorship. Authors'own creation, 2022.

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production in the journals under study. In 114 institutions mainly Colombian have published in *How* journal, with University of Nariño being the most productive. The Table 7 highlights institutions with at least 10 publications.

About 228 institutions have published in *Profile*. According to the results presented in Table 8, Colombian institutions are the most represented in the journal with a total of 466 authors. Of the 10 institutions that have published the most (have more than 10 publications), Colombian institutions have 7 among them, the remaining three being Mexican institutions. The institution with the highest productivity in this journal is the National University of Colombia.

More than 170 institutions have published academic research in this

Table 5.
Subramanyam Index

AÑO	ARTICLES			AIA			ACA			SI		
	H	P	C	H	P	C	H	P	C	H	P	C
1996	11	NP	NP	11	NP	NP	0	NP	NP	0	NP	NP
1997	10	NP	NP	8	NP	NP	2	NP	NP	0,2	NP	NP
1998	12	NP	NP	7	NP	NP	5	NP	NP	0,42	NP	NP
1999	12	NP	NP	7	NP	NP	5	NP	NP	0,42	NP	NP
2000	14	13	NP	12	6	NP	2	7	NP	0,14	0,54	NP
2001	26	18	NP	15	13	NP	11	5	NP	0,42	0,28	NP
2002	11	12	NP	7	11	NP	4	1	NP	0,36	0,08	NP
2003	13	10	10	9	7	6	4	3	4	0,31	0,30	0,40
2004	9	13	9	5	8	6	4	5	3	0,44	0,38	0,33
2005	8	15	8	5	11	4	3	4	4	0,38	0,27	0,50
2006	9	13	14	3	9	12	6	4	2	0,67	0,31	0,14
2007	9	11	12	5	6	8	4	5	4	0,44	0,45	0,33
2008	9	23	7	7	14	7	2	9	0	0,22	0,39	0
2009	9	22	10	5	11	7	4	11	3	0,44	0,50	0,30
2010	10	22	14	5	13	9	5	9	5	0,50	0,41	0,36
2011	12	24	15	6	13	10	6	11	5	0,50	0,46	0,33
2012	12	24	22	5	12	17	7	12	5	0,58	0,50	0,23
2013	12	25	21	5	13	15	7	12	6	0,58	0,48	0,29
2014	7	26	20	2	12	14	5	14	6	0,71	0,54	0,33
2015	14	21	20	6	13	8	8	8	12	0,57	0,38	0,60
2016	23	22	20	11	9	9	12	13	11	0,52	0,59	0,55
2017	16	32	18	9	12	10	7	20	8	0,44	0,63	0,44
2018	17	27	19	4	11	10	13	16	9	0,76	0,59	0,47
2019	15	21	14	8	10	1	7	11	13	0,47	0,52	0,93
2020	15	25	14	7	11	3	8	14	11	0,53	0,56	0,79
2021	27	29	15	21	11	5	6	18	10	0,22	0,62	0,67

Source: H: How; P: Profile; C: Colombian Applied Linguistic Journal; NP: Not published; SD: No data; SI: Subramanyan Index. Authors'own creation, 2022.

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Table 6.
Relationship country of origin/Authors

COUNTRY	QUANTITY PROFILE	QUANTITY HOW	QUANTITY CALJ	TOTAL
Algeria	0	0	1	1
Argentina	8	6	7	21
Australia	3	0	4	7
Austria	0	0	1	1
Brazil	18	1	10	29
Canada	2	1	2	5
Chile	48	11	63	122
China	1	1	1	3
Colombia	466	403	269	1138
Costa Rica	0	0	2	2
Cyprus	3	0	0	3
Ecuador	2	1	13	16
Ethiopia	0	1	0	1
Finland	0	0	1	1
Germany	0	0	1	1
Greece	0	0	4	4
Honduras	0	0	1	1
Hong Kong	0	0	1	1
Italy	4	0	0	4
India	7	3	0	10
Iran	19	16	8	43
Japan	0	1	1	2
Mexico	84	27	18	129
New Zealand	2	0	0	2
Nigeria	0	0	1	1
Pakistan	0	0	7	7
Portugal	1	0	0	1
Puerto Rico	0	4	1	5
Russia	0	1	0	1
Slovakia	2	0	0	2
Spain	13	1	1	15
South Africa	1	0	0	1
South Korea	0	0	1	1
Sudan	0	2	0	2
Taiwan	0	0	2	2
Thailand	0	0	1	1
Turkey	12	2	1	15
Ukraine	1	0	0	1
United Kingdom	12	1	2	15
Uruguay	1	0	0	1
USA	18	32	46	96
Venezuela	0	2	2	4
TOTAL	728	517	473	1718

Source: Authors'own creation, 2022.

PODIUM No. 41, Junio 2022, pp. 119-140
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journal, the most productive being Colombian institutions. Only the ones with more than 10 affiliations are shown in the table. Francisco José Caldas District University (Colombia) is the most productive in this magazine (See Table 9).

Table 7.
HOW Journal. Relationship countries/Authors depending on institution of affiliation

Institution of affiliation	Quantity	Country
Universidad de Nariño	71	Colombia
Universidad Distrital Francisco José Caldas	65	Colombia
University de Antioquia	36	Colombia
Universidad Pedagógica y Tecnológica	34	Colombia
Universidad de la Salle	19	Colombia
Universidad Veracruzana	14	México
Universidad Nacional de Colombia	13	Colombia
Centro Colombo Americano	10	Colombia
Universidad Surcolombiana	10	Colombia

Source: Authors'own creation, 2022.

Table 8.
Profile. Relationship countries/Authors depending on institution of affiliation

Institution of affiliation	Quantity	Country
Universidad Nacional de Colombia	64	Colombia
Universidad de Antioquia	51	Colombia
Universidad Distrital Francisco José de Caldas	41	Colombia
Universidad de Guanajuato	22	México
Universidad Pedagógica y Tecnológica de Colombia	17	Colombia
Universidad Surcolombiana	17	Colombia
Universidad del Valle	14	Colombia
Universidad de Quintana Roo	15	México
Universidad de Guadalajara	12	México
Universidad de la Sabana	14	Colombia

Source: Authors'own creation, 2022.

Table 9.
Colombian Applied Linguistics Journal. Relationship countries/Authors depending on institution of affiliation

Institution of affiliation (155)	Quantity	Country
Universidad Distrital Francisco José Caldas	47	Colombia
Universidad de Antioquia	24	Colombia
Universidad Pedagógica Nacional	17	Colombia
Universidad de la Sabana	17	Colombia
Universidad Surcolombiana	13	Colombia
Universidad de los Lagos	11	Chile
Universidad de Santiago de Chile	10	Chile

Source: Authors'own creation, 2022.

PODIUM No. 41, Junio 2022, pp. 119-140
© Universidad Espíritu Santo - UEES
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It can be observed in Table 10 that almost 85% of work published in *How* magazine covers the thematic axis related to educational experiences and the teaching and learning of English. The chart also indicates an important percentage of work reporting on other topics and areas of knowledge.

Based on results shown in the Table 11, we can notice that most of the works published in this journal are focused on two fundamental topics that represent 92% of the whole production; learning and teaching English on one hand and teacher training on the other. Only 8% represents an amount of papers dealing with other topics related to the thematic field of the journal.

Based on the results in the Table 12, learning and teaching the English language has absolute thematic predominance in the scientific production of this journal, since it represents 69,04% of the whole evaluated and work published. The field of linguistics has also been a topic of great interest in this journal, but in the same way remains surpassed by a lot of work done in other areas which embodies the 17,79% of the scientific production of this journal (*CALJ*).

The time interval between the reception of an article and the acceptance for its publication is not a minor fact that consolidates the prestige of a journal and confidence of the

Table 10.
HOW Journals: List of articles by thematic axis

HOW Journal	Quantity	%
Educational and Research experiences	105	30,52
English language teaching practices	103	29,94
Learning English as a Second Language	79	22,97
Other topics	57	16,57
Total	344	100,00

Source: Authors'own creation, 2022.

Table 11.
Profile Journal: List of articles by thematic axis

Profile Journal	Quantity	%
Teaching and learning English as a second language	240	54,92
English teachers training	162	37,07
Other topics	35	8,01
Total	437	100,00

Source: Authors'own creation, 2022.

Table 12.
Colombian Applied Linguistics Journal: List of articles by thematic axis

Colombian Applied Linguistics Journal	Quantity	%
Applied Linguistics	37	13,17
English language teaching and learning	194	69,04
Others	50	17,79
Total	281	99,98

Source: Authors'own creation, 2022.

PODIUM No. 41, Junio 2022, pp. 119-140
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ISSN: 1390-5473 e-ISSN: 2588-0969

scientific community in it (Reyes *et al*, 2019). This is because it has to do with the arbitration processes, assigning a criterion of seriousness to the journal or subtracting it if it does not maintain a certain periodicity in this indicator, adds the author. The journal profile has 37 issues published and provides information on the time interval between reception and the publication of articles with the exception of the first three issues (vol.1, N1; vol.2, N1; vol.3, N1) that do not report this information. Therefore, they do not have this record in the Table 13. The journal states that authors must wait 4 to 5 months to receive a notification from editors' decision on their manuscript. Based on the results of this research, it is clear that the time range between reception and acceptance of papers is variable, decreasing and rising without clear tendencies, warning different behaviors. The evaluation processes are given in a time ranging from 2 months to 8 months.

Table 13.
Profile. Reception-acceptance interval

Volume/Issue	Time range	Volume/Issue	Time range
V1-N1-2000	0	V15-N1-2013	5,6
V2-N1-2001	0	V15-N2-2013	6,9
V3-N1-2002	0	V16-N1-2014	5,9
V4-N1-2003	1,3	V16-N2-2014	5,8
V5-N1-2004	4,3	V17-N1-2015	6,8
V6-N1-2005	4,2	V17-N2-2015	5,9
V7-N1-2006	2,8	V18-N1-2016	4,8
V8-N1-2007	3,9	V18-N2-2016	7,6
V9-N1-2008	2,3	V19-N1-2017	8,6
V10-N1-2008	6,4	V19-N2-2017	5,9
V11-N1-2009	4,3	V19-SUPPLI-2017	1,9
V11-N2-2009	4,2	V20-N1-2018	6,1
V12-N1-2010	5,0	V20-N2-2018	8,3
V12-N2-2010	5,5	V21-N1-2019	7,7
V13-N1-2011	5,7	V21-N2-2019	7,9
V13-N2-2011	4,9	V22-N1-2020	3,9
V14-N1-2012	5,9	V22-N2-2020	7,0
V14-N2-2012	5,6	V23-N1-2021	8,1
		V23-N2-2021	8,8

Source: Authors'own creation, 2022.

Profile journal has published 448 articles between 2000 and 2021 almost entirely using the english language since a single article is published in Spanish (See Table 14).

Table 14.
Profile Journal. List of articles according to language of publication

Volume/ Issues	English	Spanish	Volume/ Issues	English	Spanish
V1-N1-2000	12	1	V15 - N1 - 2013	12	-
V2-N1-2001	18	-	V15 - N2- 2013	13	-
V3-N1-2002	12	-	V16 - N1- 2014	13	-
V4 - N1 - 2003	10	-	V16 - N2 - 2014	13	-
V5 - N1 - 2004	13	-	V17 - N1- 2015	10	-
V6 - N1- 2005	15	-	V17 - N2- 2015	11	-
V7 - N1 - 2006	13	-	V18 - N1- 2016	12	-
V8 - N1 - 2007	11	-	V18 - N2- 2016	10	-
V9 - N1 - 2008	12	-	V19 - N1-2017	11	-
V10 - N1 - 2008	11	-	V19 - N2- 2017	13	-
V11 - N1 - 2009	11	-	V19 - SUPPL1-2017	8	-
V11 - N2 - 2009	11	-	V20 - N1-2018	12	-
V12 - N1 - 2010	11	-	V20 - N2 - 2018	15	-
V12 - N2- 2010	11	-	V21 - N1- 2019	11	-
V13 - N1- 2011	12	-	V21 - N2- 2019	10	-
V13 - N2 - 2011	12	-	V22 - N1 - 2020	12	-
V14 - N1 - 2012	12	-	V22 - N2 - 2020	13	-
V14 - N2- 2012	12	-	V23 – N1 -2021	12	-

Source: Authors'own creation, 2022.

PODIUM No. 41, Junio 2022, pp. 119-140
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We can notice that, *How* magazine has 36 issues published and provides information dealing with time range between reception and the publication of articles. However, it should be noted that, from the first publication, vol. N°1 to vol.16, N°1 of 2009, the journal does not indicate any information concerning the period between receipt and acceptance of articles, that is why no record of such information is reported in the Table 15. However, from volume 17 to the last one under study (V28, 2021), the average range used in the issue is declared, being between 3 and 8 months.

How magazine has published 341 papers during the period 1996-2021 nearly all in English language, and just a single article published in Spanish (See Table 16). This difference is due to the publisher's requirements and its editorial policy.

Table 15.
How Journal. Reception-acceptance relationship

Volume/Issue	Time range	Volume/Issue	Time range
V1-N1-1996	-	V20-N1-2013	4,1
V2-N1-1997	-	V21-N1-2014	3,5
V3-N1-1998	-	V21-N2-2015	6,6
V4-N1-1999	-	V22-N1-2015	3,9
V5-N1-2000	-	V22-N2-2016	3,8
V8-N1-2001	-	V23-N1-2016	7,3
V9-N1-2001	-	V23-N2-2016	3,7
V9-N2-2002	-	V24-N1-2017	4,6
V10-N1-2003	-	V24-N2-2017	4,9
V11-N1-2004	-	V25-N1-2018	3,5
V12-N1-2005	-	V25-N2-2018	5,7
V13-N1-2006	-	V26-N1-2019	6,0
V14-N1-2007	-	V26-N2-2019	4,6
V15-N1-2008	-	V27-N1-2020	6,8
V16-N1-2009	-	V27-N2-2020	4,2
V17-N1-2010	4,0	V28-N1-2021	4,5
V18-N1-2011	3,9	V28-N2-2021	8,0
V19-N1-2012	3,2	V28-N3-2021	0,8

Source: Authors'own creation, 2022.

This journal has published 31 issues and the waiting time between receipt, evaluation and the publication of different articles has an irregular time range. The first publication in 2003 does

Table 16.
How Journal. List of articles according to language of publication

Volume / Issue	English	Spanish	Volume / Issue	English	Spanish
V1-N1-1996	11	-	V20-N1-2013	12	-
V2-N1-1997	10	-	V21-N1-2014	7	-
V3-N1-1998	12	-	V21-N2-2015	7	-
V4-N1-1999	12	-	V22-N1-2015	7	-
V5-N1-2000	14	-	V22-N2-2016	7	-
V8-N1-2001	12	-	V23-N1-2016	7	-
V9-N1-2001	13	1	V23-N2-2016	8	-
V9-N2-2002	11	-	V24-N1-2017	8	-
V10-N1-2003	13	-	V24-N2-2017	8	-
V11-N1-2004	9	-	V25-N1-2018	9	-
V12-N1-2005	8	-	V25-N2-2018	8	-
V13-N1-2006	9	-	V26-N1-2019	8	-
V14-N1-2007	9	-	V26-N2-2019	7	-
V15-N1-2008	9	-	V27-N1-2020	7	-
V16-N1-2009	9	-	V27-N2- 2020	8	-
V17-N1-2010	10	-	V28-N1-2021	8	-
V18-N1-2011	12	-	V28-N2-2021	8	-
V19-N1-2012	12	-	V28-N3-2021	11	-

Source: Authors'own creation, 2022.

PODIUM No. 41, Junio 2022, pp. 119-140
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not report on the time range between publications. However, time ranges going from 2 months to 1 year are reported (see Table 17).

Table 17.
Colombian Applied Linguistics Journal. Reception-acceptance relationship

Volume/Issue	Time range	Volume/Issue	Time range
Nº 5 - 2003	-	V16-N1-2013	4,6
Nº 6 - 2003	7,3	V16-N2-2013	5,7
Nº 7 - 2003	4,1	V17-N1-2013	7,9
Nº 8 - 2003	4,3	V17-N2-2013	8,1
Nº 9 - 2003	5,7	V18-N1-2013	5,8
Nº 10 - 2003	4,3	V18-N2-2013	7,2
Nº 11 - 2003	6,3	V19-N1-2013	8,4
V12-N1-2010	4,0	V19-N2-2013	9,1
V12-N2-2010	5,7	V20-N1-2013	7,0
V13-N1-2011	4,3	V20-N2-2013	4,8
V13-N2-2011	2,8	V21-N1-2013	10,7
V14-N1-2012	7,1	V21-N2-2013	14,9
V14-N2-2012	6,0	V22-N1-2013	13,6
V15-N1-2013	6,4	V22-N2-2013	8,6
V15-N2-2013	6,4	V23-N1-2013	14,9
		V23-N2-2013	12,1

Source: Authors'own creation, 2022.

The *Colombian Applied Linguistics Journal* has published 279 articles mostly in English, however, there is also a large number of articles published in Spanish (see Table 18).

Conclusions

Journals *How, Profile* and *Colombian Applied Linguistics Journal* indexed in SciELO have had an outstanding trajectory in Latin America since the last decade of the 20th century to date, encouraging scientific research publication and productions in the field of teaching and learning English as a second language.

The three journals have published 1068 articles until the date considered for the study (December 2021). These results highlight, that the scientific production in the field of teaching English as a second language (and related issues) are topics of interest in Ibero-America; and this is highlighted, given that, results of the study presented by Rodríguez-García *et al*. (2019), serve to determine that the

Table 18.
Colombian Applied Linguistics Journal. List of articles according to language of publication

Volume / Issue	English	Spanish	Volume / Issue	English	Spanish
N° 5 - 2003	10	-	V16 - N1 - 2014	6	3
N° 6 - 2004	8	-	V16 - N2 - 2014	7	4
N° 7 - 2005	8	-	V17 - N1 - 2015	8	2
N 8 - 2006	14	-	V17 - N2 - 2015	8	2
N 9- 2007	12	-	V18 - N1 - 2016	6	3
N 10 - 2008	7	-	V18 - N2 - 2016	7	4
N 11 - 2009	10	-	V19 - N1 - 2017	7	2
V 12 - N1 - 2010	4	2	V19 - N2 - 2017	9	-
V12 - N2 - 2010	7	1	V20 - N1 - 2018	8	1
V13 - N1 - 2011	4	3	V20 - N2 - 2018	8	2
V13 - N2 - 2011	6	2	V21 - N1 - 2019	6	1
V14 - N1 - 2012	10	1	V21 - N2 - 2019	5	2
V14 - N2 - 2012	10	1	V22 - N1 - 2020	3	2
V15 - N1 - 2013	8	2	V22 – N2 - 2020	3	4
V15 - N2 - 2013	9	2	V23 – N1 - 2021	3	4
			V23 – N2 - 2021	6	2

Source: Authors'own creation, 2022.

PODIUM No. 41, Junio 2022, pp. 119-140
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subject associated with the teaching of a second language is a topic in decline (given the results of a study on the scientific evolution of language teaching in University context during the period 1900-2019). However, the data from this study could also be understood in another way, that is it, the largest production in the field comes from Colombia, followed by countries such as the United States, Mexico, Chile and Brazil, and it is probably the case given that these are journals in the Ibero-American spectrum; it means the topic of scientific production in the field in Latin America has not been noticed and considered as a topic of interest in journals of indexes that report the greatest numbers of citation to the *Journal Citation Report* (JCR), namely, *Web of Science* and *Scopus*, perhaps because it is part of an Anglo-Saxon academic circle. In fact, the study by Rodríguez-García *et al*. (2019) did not consider SciELO or Scopus to generate their research and provide conclusions (although in the end they recommend doing a review on *Google Scholar* and *Scopus*). But beyond that, it is considered the scientific publication in SciELO should not be made invisible since it is a very powerful index and database for Latin America. Besides, this implies a lot of research being done in countries that teach English as a second language [since they speak languages such as Spanish (mostly), Portuguese, French], between other native languages.

It is necessary to consider that bibliometric Works have as purpose to synthesize information and to characterize the scientific production in a certain field of knowledge and human making. And since it is an expanding and highly developed field, making it possible to evaluate scientific production and its status, it is evident that in the field of teaching English as a second language it is practically non-existent in Ibero-America, becoming this research a pioneering study in the region and even more in Chile, where there is no other work with these characteristics. Now, this is important since it will allow students, teachers and researchers to obtain first-hand information regarding the status of scientific production in the field, and at the same time describes the editorial dynamics of scientific journals indexed in SciELO that are publishing on these topics in Ibero-America.

With regard to the editorial management process, it is worth saying that the journals considered under study are regularizing the corresponding processes to optimize the quality of productions and ensure their prestige. In addition, it is necessary to mention that the waiting times between reception, evaluation and acceptance are variable in each of the three journals, differing between them. This issue is biding, given that editorial processes are of great importance in considering the relevance of research publication and quality assurance, as highlighted in a research conducted by Reyes *et al*. (2019), in which this bibliometric indicator is considered. In fact, it is also one of the criteria that is recommended to be observed by a researcher before applying for a journal (Reyes & Moraga, 2020).

PODIUM No. 41, Junio 2022, pp. 119-140
© Universidad Espíritu Santo - UEES
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On the topic of the participation of signatories, *Profile* is the journal with the greatest collaboration; 737 authors (243 men and 494 women), followed by *How* journal which reports 532 authors (210 men and 322 women), and then *Colombian Applied Linguistics Journal* with 476 authors (171 men and 305 women). There is predominance of individual authorship and female participation in the three journals. The female majority draws a lot of attention in terms of publications in these three journals, given that this breaks with a pattern in the context of scientific publications in various fields, since it is usually the male sex who has been publishing the most (Carvalho *et al*., 2018). In fact, the existing disparity on this issue is of relevance. Studies by Alonso-Arroyo *et al*. (2010), Borrell *et al*. (2015), the *Comisión Nacional de Investigación Científica y Tecnológica de Chile* (CONICYT, 2017), González & Osca-Lluch (2018), *Ministerio de Ciencia, Tecnología, Conocimiento e Innovación* (2020), have already highlighted it. The evidence continues to point at female under-representation in the context of article citation reports (Giner-Soriano et al., 2020). However, it is noteworthy that, in the three journals considered for this study, they present numbers that highlight the greater female participation.

Regarding the relationship country of origin/authors, it can be observed in *How* journal that Colombia surpasses the other countries with a total of 403 authors followed by the United States (32) and Mexico (27). In Profile, Colombia maintains the predominance with 466 authors followed by Mexico (84) and Chile (48). In *Colombian Applied Linguistics Journal*, Colombia, once again confirms its dominance with 269 authors over the other countries represented in the journal. Talking about the relationship countries/authors according to the institution of filiation, Colombian institutions stand out in the different magazines. In *How* journal, the University of Nariño has 71 authors, in Profile, the National University of Colombia and the University of Antioquia lead with respectively 64 and 51 authors. In Colombian Applied Linguistics Journal, Francisco José Caldas District University with 47 authors is the most representative institution in the journals published works. If we consider the publication in collaboration, it is perceived that collaborative work has been uncertain in the beginnings of the three journals, but after years, it has been gaining weight in publications, highlighting that the Subramanyam index of each of the three journals has been rising over the last ten years; however it still needs to be consolidated.

Talking about languages of publication of the articles, *How* and *Profile* have a single article published each in Spanish while *Colombian Applied Linguistics Journal* reports 52 articles published in Spanish. In general, we can see that English is the language mostly used in the publication of these three journals. These results agree with those of Rodríguez-García *et al*. (2019), who in their study determined that the greatest

PODIUM No. 41, Junio 2022, pp. 119-140
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scientific production in the context of teaching a second language is published precisely in English. This of course makes a lot of sense in the case of this study, given that these journals focus on topics associated with teaching and learning English as a second language. However, it does highlight the diversity of the *Colombian Applied Linguistics Journal*, given that, although it is true, the number of papers published in Spanish is still a minority with respect to works published in English, its production in Spanish is much greater than that of other two magazines. This can open a space to publish works in Spanish that also have as a focus of interest-associated topics for an audience that is learning the language and is interested in it.

Regarding the list of articles by thematic axis, it can be observed that almost 84% of the papers published in *How* journal report on educational experiences and the teaching and learning of English. It is also important to emphasize that most the Works published in *Profile* magazine are focused on two fundamental topics representing 92% of the total production of the journal; learning and teaching English, on the one hand, and teacher training on the other. The topic of learning and teaching English language predominates in the scientific production of *Colombian Applied Linguistics Journal* representing 69%, also highlighting there are published works in the field of linguistics and other areas of knowledge. These data allow to consider at the same time what are the trends regarding knowledge production in the journals under study, giving opportunity to those researching in these fields so as to verify their options and possibilities to publish in these journals.

In terms of reception-acceptance relationship of research works, this study was able to verify that the waiting times are relatively variable in the different journals. These practices no doubt meet the editorial policy requirements of each journal, which sometimes take enough time in evaluating research works before acceptance to ensure the quality of scientific production and the dissemination of reliable information. This is a topic of relevance in the scientific field, given that the process of evaluation of manuscripts are embedded in a virtuous cycle of the scientific quality of journals, and as highlighted by Reyes & Moraga (2020), counts a lot when applying papers to a journal.

In the Ibero-American area there is abundant scientific production related to research on teaching and learning English as a second language. However, there are few publication gaps of high-quality indexed journals for the dissemination of all this information. It is noted that the indexed publications in SciELO in this thematic field are practically invisible in terms of global production in the field, despite the fact that they are journals of proven scientific quality. These are long-standing journals have maintained an editorial policy in favor of publishing research in these fields.

There are instances for researchers (students and teachers) to disseminate

PODIUM No. 41, Junio 2022, pp. 119-140
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their investigations and at the same time serves as database for reviews of scientific literature in the field of teaching and learning English as a second language. It is worth noting that women have had a greater presence in the publications, generating an important balance in view of the underestimation of women in the scientific field. Colombia and its institutions publish the most research in the field, followed by countries such as the United States, Mexico and Chile. Collective authorship has achieved an increase over the last ten years by reporting elements to the international trend in all fields of knowledge.

The most widely published language is English, since these are journals specialized in the teaching of this language, with very few papers published in Spanish, and the most developed thematic area in these journals indexed in SciELO, is the learning and teaching of English language. Finally, it is necessary to improve the editorial management processes in order to correspond with the declarations of the same journals to regard the time lapses of evaluation processes of the manuscripts sent to the journals.

This study aims to make visible the scientific production in the field of teaching and learning English as a second language, especially that which is published in journals developed by Latin American institutions, a production that has been made invisible by those who have published in worldwide databases such as Scopus and Web of Science. The results of this work reveal an important production in the thematic area, and warn of the possibility of future studies due to the characterization of the most relevant topics in the field. Finally, this study reveals the epistemic and disciplinary trends and concerns of researchers in this field, which may be of use to teachers and students of English pedagogy careers.

Authors contribution

J.G.E.B. Revisión de literatura, análisis de datos, discusión y conclusiones, y revisión de redacción.

A.D.R.R. Idea, Revisión de literatura, metodología, análisis de datos, discusión y conclusiones, y revisión de redacción.

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