Understanding raciolinguistic dynamic in EFL classroom: a systematic literature review on language and identity in global educational contexts

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ABSTRACT

This research aims to explore and analyze the raciolinguistic dynamics that influence teaching and learning experiences, as well as educational access, within global EFL contexts. Through an in-depth review of current literature, this research explores how language biases and hierarchies influence educational structures, create inequalities and affect social mobility. The study not only highlights the issues of raciolinguistic but also expands critical understanding of the role of language in reproducing or undermining social injustice. The research shows how raciolinguistic ideas have been globalized and adapted to a variety of circumstances by utilizing bibliometric analysis of the Scopus database and applying it to a wide range of previously published works. It also highlights the need for educational practices that bring these ideas into play to solve racial and linguistic disparities. The results show that racialolinguistic ideas are not only globally spread, but also adapted in various educational contexts, reflecting how language policies and pedagogical practices can reinforce or challenge social injustice. Using a cross-country survey and case studies, this study identifies adaptive strategies used in EFL teaching to deal with linguistic and racial challenges. In addition, the findings emphasize the importance of policy-based approaches and more inclusive pedagogies to reduce language and racial disparities in education. By cross-national surveys and case studies, the study emphasizes the significance of adaptive techniques and the complex interactions between language and race in EFL classroom.

INTRODUCTION

The complex relationship between language and race has become a crucial focus in educational research, highlighting the various sociolinguistic factors that have a significant impact on students' academic paths and accomplishments (Mallinson, 2024). It implies that educational environments play a crucial role in the formation and maintenance of racial linguistic ideas, rather than just serving as neutral places for learning. These ideas influence classroom discourse, racially and linguistically marginalized students' educational experiences, and their educational outcomes (Chappell & Barnes, 2023). Moreover, it highlights the marginalization of coloured groups in language in all spheres of society, including education, and advocates for social change using antiracist tactics that influence language, race, and education discourses in the public sphere. The focus of the debate is raciolinguistics, which studies the ways in which language and race interact to influence the educational experiences and outcomes of students who are marginalized in both racial and linguistic contexts, particularly within the EFL classroom. In this setting, the intersection of race and language plays a crucial role in shaping both the learning environment and the academic success of students from diverse racial and linguistic backgrounds (Chávez-Moreno, 2023).

Raciolinguistic approach offers a powerful framework for understanding the multifaceted dynamics of language instruction and its impact on marginalized and underprivileged students (Hughes, 2023). Recognizing that language and race are inseparable in shaping students' experiences, this perspective holds promise for addressing longstanding disparities in educational outcomes. While the adoption of raciolinguistic perspectives in Western educational contexts has gained momentum, this study aspires to provide scientific guidelines and recommendations that can foster the development of raciolinguistic studies in a broader social context (Cummins, 2021). Raciolinguistics, as a field, has gained prominence in educational research, primarily in Western contexts. This field acknowledges that language and race are inextricably linked, influencing students' identities, experiences, and educational trajectories (Alim et al., 2020).

Raciolinguistic ideologies are concerned with how the white gaze both in terms of speaking and listening privileges dominant white perspectives and interprets the linguistic practices of language-minoritized populations as

deviant based on their racial positioning rather than any objective characteristics of their language use (Fallas et al, 2022). This perspective challenges the notion of striving for White middle-class linguistic norms and instead promotes exploring, honouring, extending, and problematizing the heritage and community practices of youth of colour. Theoretical work in this relatively new field of study has been done by academics in various issues. They challenge and redefine the static notion of "race" by exploring the dynamic and intertwined relationships among language, race, and physical appearance (Robinson, 2024)). This approach underscores that race is not a fixed or immutable characteristic but rather a fluid concept shaped by societal perceptions and interactions. Language plays a crucial role in this process, as the way individuals speak and the linguistic varieties, they use can influence how their racial identity is perceived and categorized by others. For instance, the use of certain linguistic forms or dialects can lead to racialization, where speakers are assigned to specific racial categories based on their language use rather than any objective physical characteristics (Groff et al, 2023).

In light of these concerns, a few academics and educational professionals recommend taking a more affirming and inclusive stance when it comes to linguistic diversity in the classroom (Mills, 2017). Using culturally sensitive teaching, which views students' linguistic patterns as strengths rather than obstacles to learning, is one way to do this. By shifting the attention from the speaking subject to the listening subject's role in creating "competent" and "incompetent" language users, these approaches question the dominant raciolinguistic ideologies and the white listening subject that generates them (Sun & Wang, 2023). Rather than attempting to enhance the linguistic practices of language-minoritized learner, this shift in perspective tries to challenge how these students' linguistic practices are taken up and perceived by the white listening subject.

To continue this discussion, it is important to understand that language reflects cultural identity and history in addition to being a tool for communication. By valuing the diversity and language origins of the students, culturally responsive teaching recognizes and appreciates this component of learning (Khalifa et al., 2016).By using this method, teachers can provide students the chance to contribute to a rich tapestry of language learning by giving them the chance to share their individual linguistic experiences. When teachers view linguistic diversity as an asset rather than a shortcoming, they enable children to form positive self-perceptions about their language skills (Von Esch et al., 2020). This change in viewpoint uses students' linguistic abilities to their advantage during the learning process, which not only helps them feel like they belong but also helps them succeed academically. Moreover, educators provide the groundwork for a more inclusive and fair educational system by opposing the predominance of a

single standard language and promoting the multiplicity of linguistic practice (Thoma, 2023)

Existing research has delved into the power dynamics at play within the educational context and has explored how raciolinguistic perspectives can be harnessed to challenge prevailing prejudices. Research from (Ulla et al., 2024) argue that the monolithic vision of English can be contested and resisted by promoting linguistic and cultural variety and equality, which will treat all English language instructors equally and fairly, regardless of their race or nationality. This is due to the fact that the field of English education has the capacity to both act as a site of inequality and present a means of challenging the hegemony of native English speakers who teach (NESTs) and white privilege. Moreover, by undervaluing the linguistic resources that students from racialized, culturally, and linguistically marginalized backgrounds contribute to their educational experiences, these ideas support educational inequality (Wei, 2023) . Linguistic diversity should be valued and understood to directly oppose raciolinguistic ideologies that favor some languages and dialects over others. Raciolinguistic ideologies are belief systems that, by drawing connections between language use and racial identity, frequently marginalize and discriminate against speakers of language varieties other than the dominant one (Sugiharto, 2022). The inception of these research's endeavor is rooted in the pressing need to understand and engage with the evolving landscape of raciolinguistic research in education.

As the global educational landscape undergoes transformation in response to the ever-increasing diversity of student populations, understanding the interconnections between race and language becomes paramount (Mbau & Sugeng, 2019). The educational context is marked by profound disparities in educational outcomes, particularly among underprivileged and marginalized student populations).These disparities often intersect with the racial and linguistic backgrounds of students, shaping their experiences and opportunities within the educational system (Martinez & De Vera, 2019). The problem at hand is the persistence of prejudiced attitudes and behaviors in language instruction that can hinder the educational progress of underprivileged students. These challenges have deep-seated connections with race and language, necessitating an exploration of raciolinguistic perspectives in educational research (van Hattum, 2019).

This systematic literature review study embarks on a critical journey to identify, review, and analyze the trends in scientific publications concerning raciolinguistic research within global educational contexts. The phenomenon of raciolinguistics in education signifies a perspective that delves into the symbiotic relationship between race and language, shedding light on how these two aspects interplay and co-construct each other within the educational domain (Flores & Rosa, 2015). It is a recognition of the powerful impact that

the racial and linguistic backgrounds of students can have on their educational experiences and outcomes (Cushing, 2023). Within this complex interplay, the study specifically focuses on the challenges faced by underprivileged students in language instruction and the potential of raciolinguistic perspectives to address prejudiced attitudes and behaviors that often accompany language use in educational settings.

Studying how articles worldwide have discussed the importance of raciolinguistics in education is vital for several reasons. Firstly, it demonstrates how raciolinguistic ideologies operate globally and affect language teaching and learning across different contexts. This global perspective allows for the exchange of ideas and strategies to combat language oppression and racism in education, promoting teaching practices that are reflective of and responsive to students' linguistic and racial diversity. Furthermore, understanding raciolinguistics in a global context enriches the discussion on how language education can contribute to anti-racist struggles and support solidarity with those marginalized by institutional racism and intersectional oppression (Anand, 2022). It also highlights the importance of connecting language struggles to broader structures of coloniality and white supremacy, offering a structural critique of language oppression and pointing towards material changes in the lives of racialized speakers. In summary, the significance of understanding raciolinguistics in language learning lies in its potential to challenge deeply embedded ideologies that racialize speakers and perpetuate inequality. It is essential to examine how this perspective is discussed worldwide to foster a more inclusive, equitable, and anti-racist approach to language education.

This research constitutes a significant milestone in the field of education studies by offering an in-depth investigation of the complex dynamics influencing modern educational environments. Through an examination of the changing boundaries of raciolinguistics in educational settings, this study highlights the urgent need for transformational action while also illuminating the intricate relationships between race, language, and education because language colonization has traditionally been maintained by the field of language education especially in EFL classroom. which have also played a key role in the creation and upkeep of linguistic and racial inequality (Ahmed et al., 2024). It highlights the systematic inequities and endemic inequality that impede fair access to education in a variety of international contexts. Considering the numerous questions that have been explained thus far, this study aims to answer two main questions: first, how closely the trend in scientific publications on raciolinguistics in educational settings is mirrored by a thorough analysis of 111 documents in the Scopus Database, and second, what the most recent research context and analytical framework relating to raciolinguistics in education are, as determined by a review of thirty-one

relevant articles. In addition**,** the primary objective of this research is to provide a comprehensive understanding of how raciolinguistic ideologies are being explored in global educational contexts, and to identify key methodological approaches and theoretical frameworks shaping current discourse in the field.

METHOD

This part presents the research design, data collection methods, and data analysis procedure. This research uses several tools to facilitate data analysis and the accuracy of data analysis results.

Research Design

This descriptive study included data sources from literature studies published in a variety of scientific journals, as well as a methodical literature review of analytical approach. A systematic literature review compiles and synthesizes information from multiple worldwide studies that show how education systems could reduce and solve racial and linguistic inequality more successfully. The Scopus database served as the main source of information for the study. The reason for choosing Scopus, because it provides complete data and is among the greatest databases in various scientific domains. It also includes a range of literature reviews to improve the correctness of the research and yield the best outcomes. The authors present relevant topics and findings (tools for identification and analysis) from the Scopus Database using the VOSviewer analysis tool version 1.6.17 as an appropriate data processing approach (Bano, M., & Zowghi, D., 2015; Batini, C. et al, 2009. On scopus.com, "analyze search results" is also used by other analytic programs.

Data Collection Methods

The primary search in Scopus using the keywords "education" and "raciolinguistic" produced 111 results, On 5 march 2024. After these materials were mapped and assessed, 31 papers were chosen. This selection was made using criteria that were in line with the research background covered in the study and concentrated on raciolinguistic issues in the context of education. Any products or data that are shown as a result of a search are first filtered and recognized using VOSviewer version 1.6.17 to be visualized (van Eck & Waltman, 2010). This process is done through scopus.com's "analyze search results" tool. On the basis of the data acquired, the displayed data examines trends in the current data and adheres to the determined priorities. The decision to exclude data visualizations from other, less important topics also had an impact on the study. Findings from identification and investigation based on three pertinent criteria related to the subject of raciolinguistics in an international educational setting. These criteria are: (1) suitableness with

respect to the research topic; (2) connectedness with respect to the research topic; and (3) research implications discovered or suggested (Batini, C. et al., 2009; Bano, M., & Zowghi, 2014).

At this point, at least two authors independently reviewed each abstract. Meetings were held to discuss and settle minor disagreements, and an agreement was reached. Based on the above-mentioned standards, 101 studies were recovered between 2015 and 2024, whereas 10 research were removed. Secondly, the complete publications were read in order to evaluate the quality and relevance of the 111 studies. Then, using independent-dimensional quality criteria from Batini, C. et al (2009) and Bano, M., & Zowghi, D. (2015) Abdillah et, al.(2023), 31 papers underwent a feasibility assessment and were independently evaluated. The criteria included the following:

- Accuracy: Clear explanations of the data gathering procedures and study aims are provided. The paper's references provide evidence for its key claims.
- Consistency: research design in accordance with the goals of the study. Research goals attained or research questions resolved.
- Completeness: The research methodology of the study is adequately described.
- Timeliness: this study was published between 2015-2024

As a result, 31 research projects from 2015 to 2024 that specifically address the issue of how raciolinguistics are developing in educational contexts were ultimately chosen (see Figure 1). The small number of studies that remained after our thorough search of the pertinent literature, in compliance with our inclusion and exclusion criteria, is a discovery in and of itself. This modest number demonstrates the paucity of studies investigating the subject of raciolinguistic research on the global educational context.
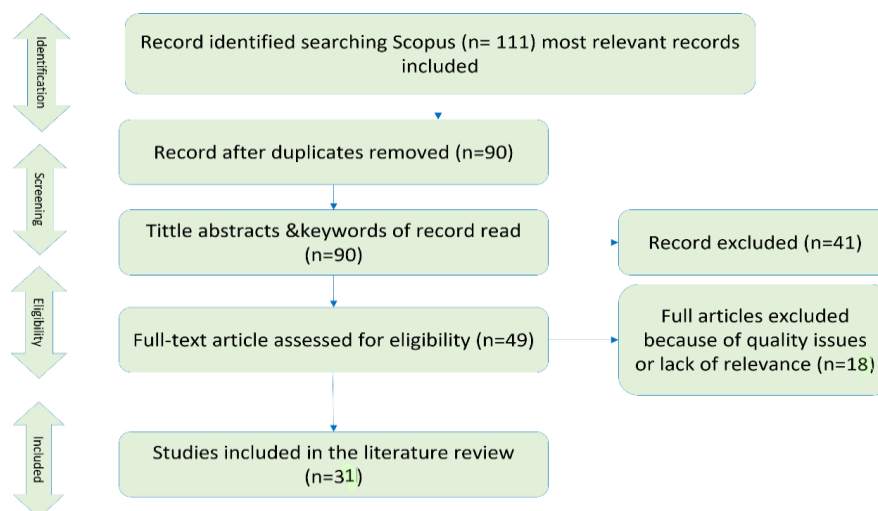
Figure 1. Study Selection, Assessment, and Inclusion (presented using the Vosviewer of Visualisation). Source: Processed by the Author

Data analysis

Data analysis of this study through keywords "(TITLE-ABS-KEY (raciolinguistic AND educational) TITLE-ABS- KEY (raciolinguistic AND education) AND PUBYEAR > 2014 AND PUBYEAR < 2025 AND (LIMIT-TO (DOCTYPE , "ar") OR LIMIT-TO (DOCTYPE , "ch")) AND (LIMIT TO (SUBJAREA , "SOCI") OR LIMIT-TO (SUBJAREA , "ARTS") OR LIMIT TO (SUBJAREA , "PSYC") " that is in the Scopus Database. Using the VOS viewer application version 1.6.17, all search result data is saved in an Excel (CSV) file for processing and verification. Maps of systematic literature reviews can be analyzed and patterns shown using VOSviewer (van Eck & Waltman, 2010) as figure 2 follows. By identifying and analyzing the many forms of analysis that Vosviewer may visualize, the program can produce and illustrate bibliometric visual maps using distinct data.
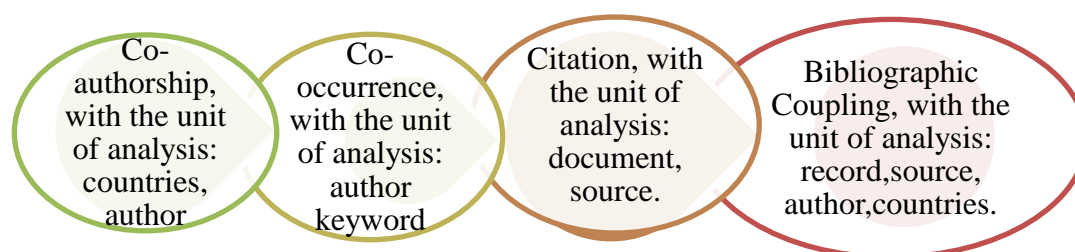

Figure 2. The Vosviewer tool facilitates the examination of Systematic Literature Reviews.Source: Processed from various sources, 2024

According to Di Vaio et al. (2022) and Wang et al. (2021) this methodical literature review approach offers policymakers, scholars, and other interested parties an invaluable dataset to improve the caliber of subsequent study. It is also a comprehensive and reliable method for evaluating and summarizing scientific articles, which aids in tracking the development of particular research fields (Moral-Muñoz, J. A. et al., 2020; Wagner, C. S. et al., 2011).

FINDINGS
a. Mapping the Research Trends of Raciolinguistic on Educational Context

Using the links of Vos viewer (van Eck & Waltman, 2010) and scopus.com (Analyze search results), up to 111 documents were located and examined as part of this study's mapping of research topics and review process in order to identify patterns in research publications on the topic of raciolinguistics in educational context within the Scopus database. Even yet, the data show a propensity toward annual growth even though the gain is still dynamic. Language policies being absent, bilingual education being taught in schools, language barriers facing immigrants, and other concerns are some of the emerging issues that contribute to this increase. This trend can be seen in Figure 3 below:
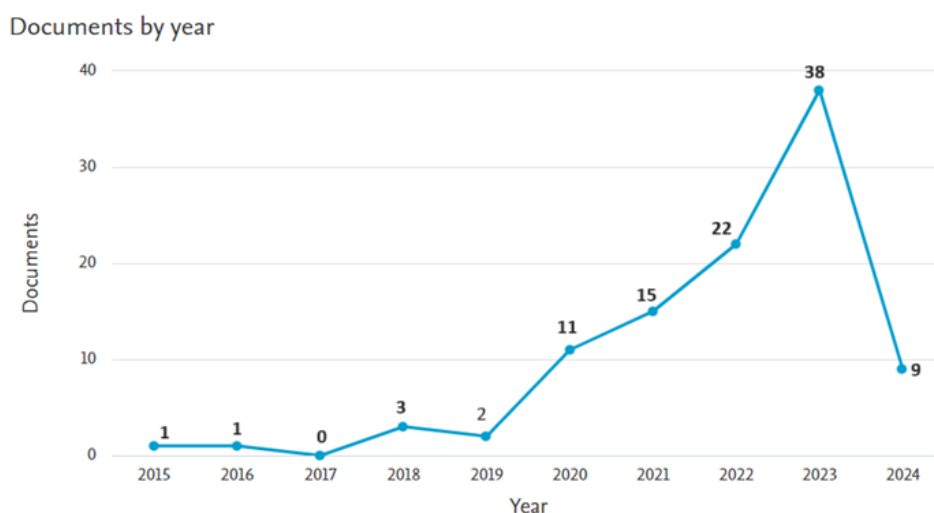

Figure 3. Trends Document publication of raciolinguistic on educational context (2015-2024).Source: Processed through Scopus, 2024

Collaborative studies from around the globe that examine the complex aspects of language learning related to racism and prejudice, particularly in the classroom, are the source of the trend toward an increase in publications. A number of factors, including the increasing quantity of research on

raciolinguistics, the number of actual instances of racial language discrimination, funding support for research, and the availability of research data, all contribute to this annual trend. According to the Scopus database, 2023 is predicted to be remembered as a critical year since it produced the most publications on this subject in the previous nine years. This pattern is probably going to continue until 2024, when more and more papers on this topic are expected to be released worldwide. This continued momentum emphasizes how vital it is to have a more thorough and nuanced understanding of how language shapes and maintains social attitudes and inequality.

The top 10 countries of origin for different authors who research and publish many scientific papers about the study of raciolingustic in educational contexts are shown in figure 4., such as (1) United States with 78 documents (2) United Kindom with 12 documents (3) Canada with 4 documents (4) South Korea with 3 documents (5) Finland with 2 documents (6) Norway with 2 document (7) South Africa with 2 document (8) Austria with 1 document (9) China with 1 document and (10) Denmark with 1 number of documents. United States has been the primary source of raciolinguistic studies published in educational contexts; 78 documents have been credited to Americans as authors. Interpreting this data in a larger perspective is crucial, though. Several variables contribute to the United States' significance in this topic, including its established academic networks, rich sociolinguistic landscape, financing for study, and historical background of racial prejudice. Research in the field of raciolinguistics could benefit greatly from contributions from other nations. For instance, countries like South Korea, Canada, and the United Kingdom that have a solid academic background, a diverse population, and funding for research might likewise become important players in the field of raciolinguistics. Furthermore, international cooperation is crucial in advancing knowledge and addressing issues related to racism and prejudice in language learning. Collaborative efforts among researchers from different countries can improve the global understanding of raciolinguistic phenomena in educational contexts.
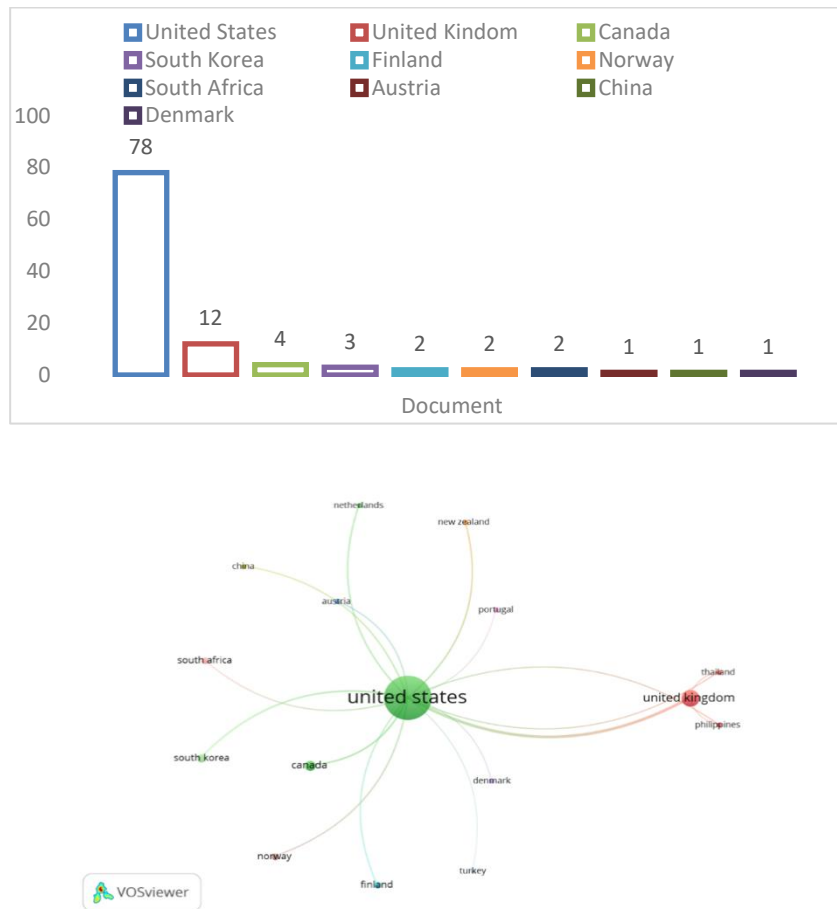
Figure 4. Top 10 Countries with the highest number of documents in the Scopus Database Regarding raciolinguistic on educational context in worldwide (Analyze Type: Co- Authorship)Source: Processed through Scopus and Vosviewer, 2024

The information from the Scopus database shown in Figure 5 illustrates the wide range of topics closely associated with raciolinguistics in educational settings. The numbers show that social science (111 documents) and arts and humanities (79 documents) account for the majority of the documents, underscoring the multidisciplinary character of this field's research. This shows that researchers studying the relationship between race, language, and education are very interested in and involved in the field. Additionally, the fact that there are documents in the fields of mathematics, business, psychology, and business, management, and accounting all highlight how raciolinguistics is an interdisciplinary field with implications that go beyond the conventional sociolinguistic and educational domains. This diversity of topic matter highlights the necessity for interdisciplinary collaboration and

views to fully address issues connected to language and racism in educational contexts. It also demonstrates the complex and multidimensional nature of raciolinguistic phenomena.
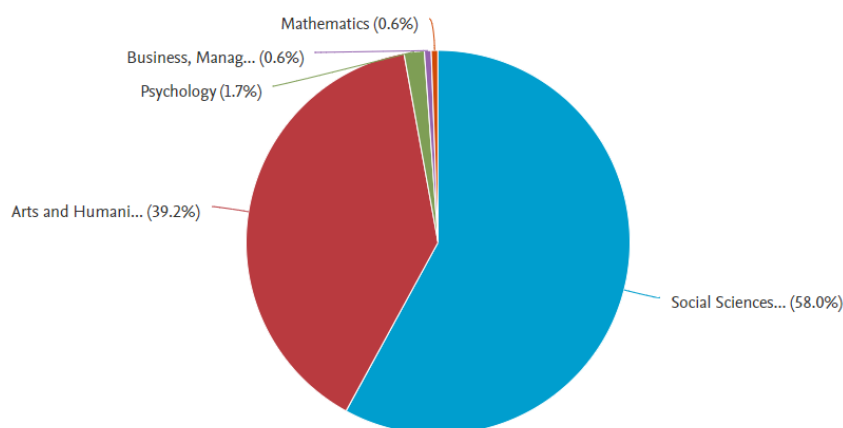
Documents by subject area

Figure 5. Subject Area of the Most Publications raciolinguistic on educational context. Source: Processed through Scopus, 2023.

A wide range of topics are covered in publications on raciolinguistics in educational contexts, such as language policy and planning, literacy and language acquisition, teacher education and pedagogy, critical race theory and linguistics, language variation and discrimination, identity and belonging, and language and power dynamics. Within educational institutions, language use, attitudes, and perceptions interact with racial identity and power dynamics. These interactions impact students' feeling of academic performance, overall educational experiences, and sense of belonging. Through investigating these intersections, scholars want to provide insight for racial and linguistic equity-promoting policies and practices, which will ultimately lead to the creation of a more welcoming and equitable learning environment.

Documents by author
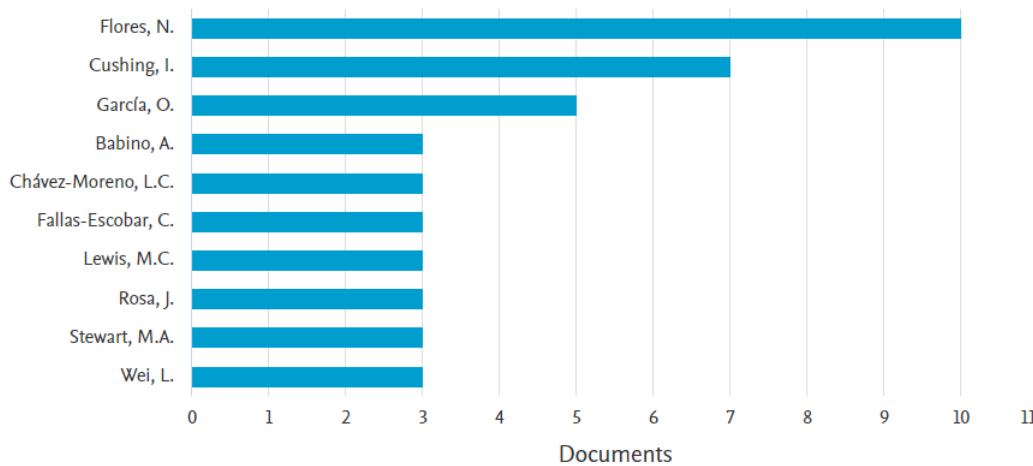Compare the document counts for up to 15 authors.

Figure 6. Top 10 Authors with the highest number of Citations in the Scopus Database regarding raciolinguistic in education (Analyze Type: Co-Citation (Document). Source: Processed via scopus, 2024

Figure 6 shows the Top 10 Authors with the highest number of document ideas discussing Raciolingustic on educational context, namely: (1) Flores N. (10 documents) with 1558 citations; (2) Chusing.I (7 documents) with 64 citations; (3) Garcia O. (5 documents) with 275 citations; (4) Babino, A. (3 documents) with 23 citations; (5) Chávez-Moreno, L.C (3 Documents) with 9 citations; (6) Fallas-Escobar, C. (3 documents) with 3 citations; (7) Lewis, M.C. (3 Documents) with 61 citations; (8) Rosa J (3 Documents) with 1769 citations; (9) Steward M.A. (3 documents) with 23 citations; and (10) Wei L (3 documents) with 279 citations. With differing degrees of output and citation impact, the top 10 authors on the list have significantly advanced the conversation on raciolinguistics in educational settings. With an impressive 10 documents and 1558 citations, Flores N. emerges as the most prolific author, demonstrating the depth and scope of their influence in this field. Chusing is not far behind.Garcia O. stands out with five documents, compared to my seven. Together with other authors on the list, these writers have explored the intricate relationships that exist between language, race, and education. They have tackled topics including identity formation, teacher pedagogy, language policy, and literacy development. Their research highlights the ways in which racial dynamics and language ideologies interact in educational environments, providing insight into how to advance linguistic and racial justice in education.

b. Mapping of Research Topics: Content Analysis & Issues

Numerous study areas closely related to raciolinguistics in education have been made visible via the Scopus Database. Research questions have surfaced from these subjects, indicating their connection and significance to the overarching theme. We can better understand the links and implications of these research concerns in the context of raciolinguistics and education by combining them into one group. This clustering makes it easier to investigate and comprehend the ways in which education, race, and language interact and influence one another's dynamics in greater detail. These related research issues, with additional investigation and research, can offer a framework for addressing the numerous possibilities and difficulties found in raciolinguistic educational contexts. This framework will eventually inform practices and policies meant to promote racial and linguistic equity in educational systems. The identified research challenges pertaining to this topic are graphically depicted in Figure 7, which also shows the arrangement of related research themes.
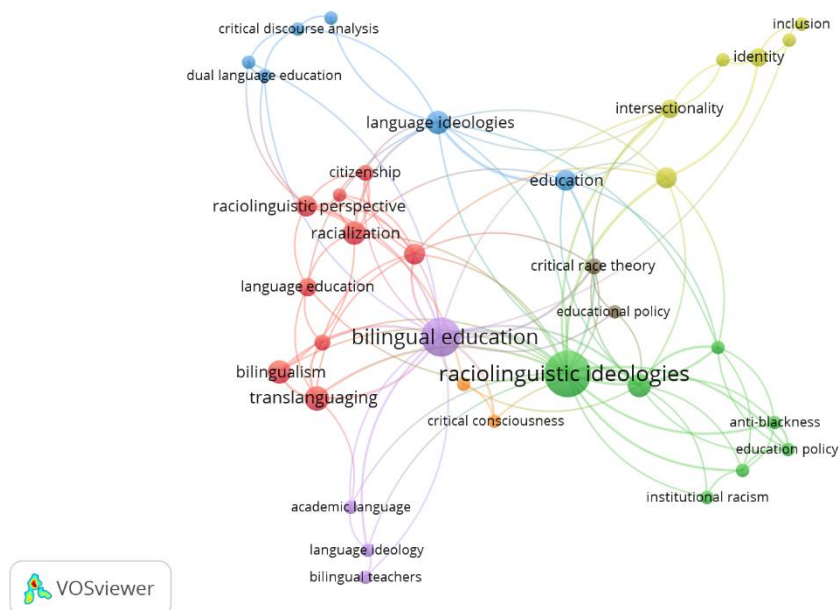

Figure 7. Analysis via Vosviewer (Analyze Type: Co-occurrence (All Keywords).Source: Processed via Vosviewer, 2024

Up to 31 research documents from the Scopus database were used in the Vosviewer review shown in Figure 7. The findings showed that seven (7) clusters have emerged as a popular research topic on raciolinguistics in educational contexts, which has up till now drawn attention from scholars worldwide. The seven clusters are separated into The first cluster (green), which is prone to racism, anti-Black sentiment, educational policies, and

institutional racism, is focused on raciolinguistic beliefs; The third cluster (red) is more likely to research issues related to racialization, bilingualism, translanguaging, language education, racialization, citizenship, and raciolinguistic perspective; the second cluster (purple) is more likely to learn about academic language, language ideology, bilingual teachers, and bilingual education; The sixth cluster (orange) is more likely to investigate the topics of critical consciousness and teachers. The fourth cluster (blue) is more likely to learn about language ideology, dual language education, and critical discourse analysis. The fifth cluster (brown) is more likely to learn about educational policy and critical race theory; then the last cluster (Yellow green) that explore issues about teacher education, intersectionality, identity and inclusion. The primary topic of raciolinguistic research on educational contexts that has been extensively examined and published in the Scopus database falls under each cluster. Future scholars may use the research topic as a foundation for creating raciolinguistic topics. in order for this study to theoretically and practically advance the development of a wide range of literature on this topic. This study problem may also include data on research trends examining international research concerning what has been, has not been, and will be investigated further on the subject of racial-linguistic education worldwide.
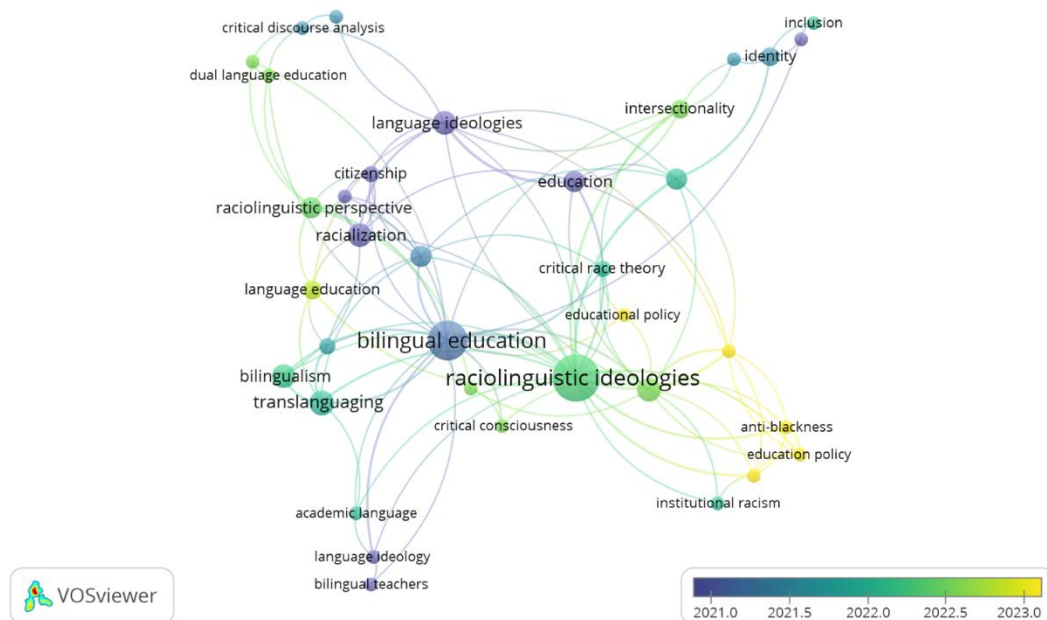

Figure 8. Analysis via Vosviewer (Analyze Type: Co-occurrence (All Keywords)).
Source: Processed via Vosviewer, 2024

The investigation of current trends in raciolinguistics within education, as exemplified by the brightest color "yellow," which represents research from 2021 to 2023, is what makes this study topic innovative, much like the patterns shown in Figure 7 above. The topic of raciolinguistics in educational contexts is causing global researchers great concern, which is reflected in this emerging focus. Research issues include: (1) The study of raciolinguistics is still a topic of intense debate; (2) Raciolingustics as a phenomenon is still being researched in relation to language education and educational policies; (3) Bilingual education as the primary source of raciolinguistic ideology; (4) Global participation in the topic of raciolinguistics in education is still being researched; and (5) There are still surprisingly few discussions about raciolinguistics in Asia, particularly in the field of education.. Although raciolinguistics is becoming more and more popular in education, there is still a dearth of studies that take a complete approach to this subject. A considerable empty space in the literature is found through the identification and analysis of current research trends, suggesting the necessity for additional study and research. These results are meant to be a useful supplement to previous research as well as a spark for further investigation into raciolinguistics in educational settings. By drawing attention to this gap, scholars are encouraged to investigate the intricate relationship between language, education, and race more thoroughly. This leads to a more sophisticated knowledge of raciolinguistic dynamics and how they affect educational policy and practice.

Trends of Research context and Analytical Framework

Raciolinguistics has become a vibrant area of study within sociolinguistics, in order to better understand the ways that language practices and ideologies interact with race, this emerging area uses a variety of techniques and analytical frameworks. In the following discussion, we outline a number of indications that were extracted from an extensive analysis of previous raciolinguistics studies that covered a wide range of linguistic situations and cultures. By carefully selecting relevant keywords and filtering article titles, we hope to identify the most common research methods and analytical frameworks in the fields of raciolinguistics and worldwide education. The expectation is that the results of this extensive study provide academic discourse with more nuanced understanding of the complex interactions between language, race, and education. This initiative advances knowledge and provides the groundwork for future research projects targeted at tackling relevant issues on a global scale by uncovering the number of complexities inherent in these occurrences. (appendix 1).

This review table(attached in appendix 1)includes 19 publications that investigate raciolinguistics in the particular field of language instruction, mostly in the United States but also internationally. These papers analyze a range of educational contexts (e.g. Flores and Rosa, 2015; Song, K., Kim,et al, 2021; Holliday,N.R.,Squires,L,2021; Jihea Maddamsetti, 2021; Patriann Smith, 2023; Mark R. Emerick.et.al, 2024), including bilingual schooling (e.g. (Flores et al., 2018); Laura C. Chávez-Moreno,2022; Sun,W,X,2023), higher education (e.g. (Song et al.,2020.); (Chang, 2020); Lee, A.Y.2020), language policy frameworks (e.g.Nieto, D.G, 2021), and the use of English language instruction in different institutions . This wide range offers a thorough understanding of the ways in which raciolinguistic ideologies are implemented and embedded in various levels of educational systems.

In addition, to investigate the wide range of settings within the United States, the study also encompasses global settings. Numerous publications explore the perspectives of language learners in Africa (Sekaja et al., 2022), providing distinctive insights into the difficulties and intricacies of teaching languages in a culturally disparate environment. Others evaluate language learning practices in Turkey and Korea, emphasizing the significance of raciolinguistics for policy formation and educational practice on a global scale (Hyunjin Jinna Kim, 2023). Furthermore, a close examination of minority communities' language education experiences in the UK throws insight on how minority status, race, and language intersect with educational systems ((Cushing & Snell, 2023); Ian Cushing, 2023). This part of the study emphasizes how raciolinguistic beliefs are ubiquitous and not limited to a particular country. A number of Canadian colleges are investigating the issue of raciolinguistics, offering a North American viewpoint to supplement the understandings obtained from environments in the United States (Ramjattan, V.A,2023;). Finally, three publications that particularly concentrate on Asia include research from Thailand and the Philippines (Kubota, 2023); Natakorn S, 2023; Ulla et al., 2024). These works emphasize the many expressions and consequences of raciolinguistic ideologies in various Asian educational contexts, thereby expanding the research's geographical scope.

The majority of the research methods used in the evaluated studies utilize the approach of Critical Discourse Analysis (CDA), which incorporates theoretical frameworks including Critical Race Theory (CRT) and raciolinguistic theory (Kim, J.S., 2020; Snyder, R.2020; Laura C. Chávez-Moreno, 2022). This method is useful for analyzing the ways in which policy documents and other educational resources present raciolinguistic ideas. Through the use of these analytical instruments, scholars may reveal the nuanced ways in which language and race interact to influence educational practices and policy. The lived experiences of minority groups in educational contexts are often captured by qualitative methodologies, including

ethnography and interviews (Chang, S., 2020; Lee, A.Y.2022;). Certain methods offer in-depth understandings of how raciolinguistic ideologies shape attitudes and result in actions that discriminate against certain groups. In order to reinforce the analysis and identify opportunities for further research, literature reviews are an essential component of these methodologies. They help to frame the studies within the larger research landscape. A major factor in the advancement of raciolinguistics is the methodological diversity that provides multifaceted and intricate insights into the relationship between education, language, and race.

The diversity of approaches used in this research such as policy analyses, case studies, and cross-national surveys—reflects the challenge of examining the ways in which raciolinguistic ideologies are experienced and acted out in various contexts. This methodological variation suggests that local educational and linguistic environments considerably impact the implementation and effects of such ideologies, underscoring the significance of context-specific techniques in raciolinguistic research. Additionally, the emphasis on minority and multicultural contexts emphasizes the crucial confluence of race, language, and minority status within educational systems, particularly in the education of linguistic minority communities in the UK and other countries. These observations highlight the need for culturally and racially sensitive educational policies and practices, supporting inclusive educational approaches that address language and racial inequalities.

Collectively, these studies demonstrate the crucial interactions that exist between education, language, and race across a range of educational contexts. They offer important insights into the ways that raciolinguistic ideologies impact teaching methods, language policies, and the experiences of both teachers and students. The essays greatly advance our knowledge of the ways that race and language intersect in educational settings by looking at these many contexts. This study highlights the significance of raciolinguistic ideologies in influencing educational discourse and practice by illuminating their intricate and wide-ranging effects on language teaching worldwide

DISCUSSION
In relation to the first research question, namely the trends of research issues found in raciolinguistic studies in the context of global education, the findings from the document analysis in the Scopus database show that there are seven main clusters of popular research topics. This provides a strong framework for understanding how raciolinguistic studies are evolving and where further research opportunities can be directed. These seven clusters underline how the issues discussed in the raciolinguistics literature do not only focus on linguistic discrimination, but also on related issues such as institutional racism, anti-black sentiment, education policy, racialization, as well as

language ideology. For example, in the first cluster (green), which focuses on racism and educational policy, there is significant attention to raciolinguistic beliefs that critically examine how language policies in education may unintentionally reinforce structural racism. This cluster suggests that language policies, often framed as neutral or objective, can perpetuate racial inequalities by privileging certain linguistic forms or practices while marginalizing others, particularly those associated with racially marginalized groups which is also covering in the second cluster. The research in this cluster highlights how these policies, such as standardized testing, language proficiency requirements, and language education curricula, can inadvertently support the dominance of mainstream, often Western, languages while diminishing the linguistic diversity and cultural practices of minority groups as mention by (Cushing, 2024). This research resonates with critiques of "appropriate" language standardization, where educational policies tend to normalize the dominant language and marginalize other linguistic variations.

Furthermore, the third (red) cluster which examines issues of racialization, bilingualism, and translanguaging, is directly related to the efforts to counter the dominance of monolingualism discussed in the raciolinguistic literature. Scholars of raciolinguistics argue that an additive approach to language education that values linguistic diversity is an important step towards recognizing and supporting students' native languages. This cluster also emphasizes the importance of a translanguaging perspective, which challenges monolingual ideologies and allows students to integrate their various linguistic repertoires in academic contexts (Wei & García, 2022). Other clusters focusing on language ideologies, bilingual education, and critical discourse analysis (fourth cluster blue), as well as teacher education, intersectionality, identity, and inclusion (last cluster is yellow-green), show the growing importance of issues such as how racializing ideologies operate in classrooms and how teachers can be educated to be more sensitive to the impact of discriminatory language policies. This is closely related to how standard language practices in classrooms can affect students' experiences of racialization, where they are expected to mimic the language of the dominant culture while ignoring their own language and identity (Echevarria et al., 2006). The research in these clusters calls for a rethinking of teacher education programs to equip educators with the tools to challenge such practices, promoting a more inclusive, intersectional, and culturally responsive approach to language education.

As such, this study not only confirms previous findings on how monolingualism and language standardization create different experiences for students, but also offers important insights into future trends in raciolinguistic studies in the context of global education. The critique of

language standardization and monolingualism can be used as a foundation for future researchers to further develop raciolinguistic topics, both in terms of educational policies, racialization, and language ideologies implemented in educational systems in various parts of the world.

The second research question is the trend of research context and analytical framework. In this part It is important to highlight how raciolinguistic ideologies influence various educational systems around the world, both in local and global contexts. Research conducted in Africa, Turkey, Korea, the UK, Canada, Thailand and the Philippines (De Coninck et al., 2020; Mulyana & Bertha Sri Eko, n.d.; Song et al., n.d.; Ulla et al., 2024) provides very rich and diverse insights into how race and language interact in different educational settings. This shows that the phenomenon of raciolinguistics is not limited to one particular region or country, but is a cross-cultural and geographical issue faced by various educational systems.Thesystems. The experiences of minority groups often demonstrate how a preference for a standard or dominant language can reinforce existing inequalities. This is important because it shows that, while issues of race and language differ from country to country, patterns of linguistic discrimination persist in a variety of global contexts.

Methodological trends used in this research, such as Critical Discourse Analysis (CDA) and Critical Race Theory (CRT), provide powerful frameworks for analyzing how education policies reflect or reinforce racial and linguistic inequalities. Qualitative methods such as ethnography and interviews also provide an in-depth look at the lived experiences of students from minority groups, who are often marginalized in the education system. This variety of methodological approaches reflects the complexity of raciolinguistic issues and demonstrates the importance of locally specific approaches.

In this context, raciolinguistic research helps to clarify how racial and linguistic ideologies operate in different educational systems and how educational policies can be more responsive to linguistic and racial diversity. The emphasis on multicultural and minority contexts confirms that inclusive and racially sensitive education policies are crucial to addressing the inequalities faced by minority groups in different countries.

Future research should further explore how raciolinguistic ideologies shape students' academic outcomes and social integration, particularly in multilingual and postcolonial contexts. More comparative studies across different educational settings would provide a broader understanding of how raciolinguistic discrimination manifests globally. Additionally, there is a need for longitudinal studies that examine the long-term impact of raciolinguistic policies on students' educational and professional trajectories. Finally, future research should also incorporate more interdisciplinary approaches,

combining linguistic analysis with sociological and psychological perspectives to deepen our understanding of how language and race intersect in education.

CONCLUSION

Using data from the Scopus database, this study determined the top author countries of origin and the topics covered in publications pertaining to raciolinguistics in education. The number of documents published by writers from each nation was used to establish the top countries of origin. By classifying the documents into several disciplines, the subject areas of the publications were determined; social science and the arts and humanities accounted for the majority of publications about raciolinguistics in educational contexts.

To sum up, the comprehensive analysis of the literature on raciolinguistics in educational settings sheds light on the intricate relationships that exist between education, language, and race. An increasing amount of study is being done to comprehend language ideology, critical discourse analysis, bilingual education, raciolinguistic ideologies, and critical race theory, according to a trend analysis of research papers from the Scopus database. In order to overcome biased attitudes and actions in language training, the study highlights the significance of inclusive pedagogical approaches, especially for students from underprivileged backgrounds. This research advances the development of more inclusive and equitable educational systems worldwide by highlighting important research questions and encouraging a greater comprehension of the dynamics of race and language in educational settings. The publications under review exhibited a range of methodologies that showed the ways in which raciolinguistic ideologies influence teaching strategies, language policies, and the experiences of educators and learners. These insights highlight the necessity of valuing linguistic diversity and confronting raciolinguistic ideologies in order to establish an inclusive educational setting.

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