



## Science Mapping of English Language Teaching Methods Published in Scopus from 2000 to 2022

<sup>1</sup>Tooba Ahmed  
Muhammad Rashid, PhD

IJIMS has an Open Access policy. This article can be downloaded, shared and reused without restriction, as long as the original authors are properly cited.

**IJIMS applies the Creative Commons Attribution 4.0 International License to this article.**

---

<sup>1</sup> Corresponding author

International Journal of Information Management Sciences (IJIMS) - <http://ijims.org/>

## Science Mapping of English Language Teaching Methods Published in Scopus from 2000 to 2022

**Tooba Ahmed**

[toobaahmed@cuilahore.edu.pk](mailto:toobaahmed@cuilahore.edu.pk)

PhD Scholar, GC Women University, Sialkot / Lecturer, CUI Lahore Campus

**Muhammad Rashid, PhD**

[m.rashid@gcwu.edu.pk](mailto:m.rashid@gcwu.edu.pk)

Assistant Professor, GC Women University, Sialkot

### Abstract

The purpose of this study is to explore the science mapping of the research publications, published in the Scopus database, during the period covering 2000 to 2022. The core factors of science mapping are the type of documents, author's affiliations, top-ranked country, top-ranked authors, and top trends in the English Language Teaching Method. The Scopus database has been selected to retrieve the data because Scopus has the strength to manage the bibliographic data of all the submitted documents. The data was retrieved on April 12, 2023, while using the terms "English Language Teaching", "English Language Teaching Methods", and "Teaching in the English Language". After scrutiny of all documents, a total number of 5091 scientific publications have been retrieved. Visualization tools like VOSviewer and Biblioshiny were used for bibliometric analysis and presentations. Ms. Excel was also used for data screening and analysis. The most used type of publication is an article. During the period from 2000 to 2010 scientific publications were produced in quite less number but these publications had a decent number of citations. Moreover, scientific publications are produced by countries where "English" is not spoken as their national like China, Russian Federation, and Iran. Teaching, learning systems, language, and humans are current trends for researchers working in the field of English language teaching methods. This study will guide and provide insights to the researchers of English language teaching about the new trends in the particular area. Moreover, the present study will also provide the opportunity to learn about collaboration opportunities around the world.

### Received:

December 03, 2024

### Review Process:

February 11, 2025

### Accepted:

February 22, 2025

### Available Online:

March 2, 2025

**Keywords:** Science mapping; Bibliometric study; English teaching methods; Visualizations

### Introduction

Language teaching keeps a long and debatable history on various teaching methods that sprang up predominantly over the past few decades. The teaching methods namely the grammar-translation method, audio-lingual method, direct method, communicative teaching method, suggestopedia, etc. are well-known in the field of ELT (Sivarajah, et. al. 2019). All these methods focus on a single strategy or a particular

teaching technique. These language teaching methods are influenced by emerging language theories and various psychological perceptions of language learning. All these methods being an integral part of teaching theories are derived from three aspects i.e., partly from theoretical perspectives, partly from socio-economic, socio-political, and educational practices, and partly from the innovations in teaching, experience, and insights (Richards, 2002). It's significant to discuss

methods, methodology, and approaches to language teaching. Method or methodology denotes a particular teaching practice that has been derived from a certain theory and put into classroom practice. It also states the level where the decisions are made to utilize certain skills and content to be taught and the order in which all these are presented (Richards & Rodgers, 1986). In 1991, Nunan stated that there has always been a historical tendency to equalize methods with methodology.

There is another significant aspect of language teaching i.e., the design features of teaching. In 2000, Crandall designed features to denote about what are the major goals of a method, what are different kinds of teaching and learning tasks and activities employed by a certain method, how a teacher selects a particular language content and organizes it within a method, the roles of teacher, learner, and teaching material. This study is an attempt to do a bibliometric analysis to showcase the research productivity that has been done in the area of language teaching, particularly English language teaching. Bibliometric analysis has acquired massive fame in various fields of research in recent years. Its popularity can be judged through its accreditation to the development, convenience, availability, and accessibility of numerous developed bibliometric software' including VOSviewer, Leximancer, Gephi, and Biblioshiny (Donthu, Kumar & Pattnaik, 2020). Significantly, the popularity of bibliometric analysis in social sciences is not a mere trend but rather a reproduction of its utilization for managing huge volumes of scientific data, consequently, leading toward high research impact.

The researchers used bibliometric analysis for various reasons e.g., to unleash the growing trends in publication, article performance, research constituents, collaboration designs, etc. It also tries to discover the intellectual pattern of a particular area in the existing literature (Verma & Gustafsson, 2020). Bibliometrics also has the strength to explore the trends in any area which directs novice researchers for their future studies and research. This study is an attempt to explore the authorship, affiliation, collaboration, and current trends being

published in the Scopus database, published during the year 2000 to 2022 in the area of "English Language Teaching Methods".

The following are the core objectives of the research.

1. To find out the different types of publications, published in the Scopus database from the years 2000 to 2022.
2. To discern the annual scientific publication, annual citation per article, and annual citation per year
3. To explore the top-ranked sources in the area of English language teaching methods
4. To find out the author's ranking, impact, affiliation, and production over time
5. To know the scientific production of different countries and their scientific production over time
6. To find out the most frequent words and trending topics in the area of English Language Teaching Methods.

#### **Literature Review:**

Quality peer-reviewed databases have been consulted to retrieve the literature and keeping in view the objectives the literature review has been done. Teaching English as a foreign or second language has always been a provocative issue (Rustamov, 2022). Various teaching methods have been developed and diluted. Researchers may come across a debatable background of language teaching methods specifically the English language teaching methods domain, which looks at the perspective of considering all teaching methods as unsuccessful until the emergence of the communicative approach in the 1970s. The urge to learn a foreign language is always there. Sufficient evidence (Raofii & Chan, 2012; Mappiasse & Sihes, 2014) has proved that people used to do it successfully long before the advent of modern teaching methods. Teaching technique is based on a particular set of beliefs, the process through which language functions, and how languages are acquired. On the other hand, the method is prescriptive in nature and explains exactly a step-by-step procedure that the instructor must follow in individual teaching lessons (Halat, 2008).

Although according to a few claims ((Kumaravadivelu, 2006; Qureshi, 2014), the modern era in teaching is more like a “post-method” era, numerous English language instructors and the relevant literature in the domain of English language teaching are majorly subjugated by the language teaching methods. ‘Method’ can be well defined in this context as a sequential orderly process of teaching and learning techniques that lies in vividly developed theories based on what language is and how it operates, employed by certain kinds of classroom procedures (Richards & Rodgers, 1986).

There are various English language teaching methods but the method most popular these days is known as task-based language teaching (TBLT) (Oxford, 2006). This method is a predominant application of the communicative approach. This method (TBLT) is designed to focus on replication of the real-life situations that are faced by the learner. TBLT courses focus on a series of such enriched instructional material that ‘emphasizes form’ but the major concern of this method is communication. TBLT remains a concern of present ‘orthodoxy’ (Carless, 2009). Moreover, there is some considerable criticism (Ellis, 2013; Lai & Li, 2011) faced by this method, partly because it cannot properly state that this method leads towards better learning, and partly because it doesn’t cater to the requirements of a large number of English language learners at beginner and at an intermediate level in institutions where these courses are taught in countries where English has not got the official status (Swan, 2005). However, the claims that any specific teaching method e.g., TBLT, GMT, DM, ALM, etc. is globally effective and valid is uncertain and debatable (Prabhu, 1990). It is accepted by teachers all over the world that if any of the English language teaching methods have officially been adopted by an institution, the teachers have a usual practice of ‘modifying’ it according to the needs and preferences of the students. In addition, many teaching methods have never been adopted universally at all (Sierra, 1995).

Various research has been done in the field of the English language, but this study employs

bibliometric analysis to track the research productivity in English language teaching methods from the years 2000-2022. The bibliometric analysis as a methodology sums up the use of quantitative techniques i.e., bibliometric analysis, e.g., citation analysis, and on bibliometric data e.g., units of publication and citation (Broadus, 1987). Bibliometrics started with the initiation of the discussion on bibliometrics in the early 1950s (Wallin, 2005), which advocates the fact that the bibliometric methodology has not recently occurred. Although the progress of bibliometrics is new, it can be judged by its development in the fields of economics, finance, econometrics, business management, accounting, social sciences, etc. Particularly, the growth in the frequency of publications by using bibliometric analysis can be seen with an average publication of 1021 considering the last decade. This growth in the publication rate over a decade is credited to the progress in scientific research itself. Broadly speaking, the large datasets of Bibliometrics have made the traditional standard review methods as unworkable and weighty. (Ramos-Rodríguez & Ruíz-Navarro, 2004).

Bibliometric analysis has been done in different fields like Medicine (Kokol et al. 2021; Youn et al. 2021) Library and Information Sciences (Warriach & Ahmad, 2016; Swain, Swain & Rautaray, 2013) Business and Management (Rey-Martí, Ribeiro-Soriano & Palacios-Marqués, 2016; Tsay 2008) and several bibliometric studies have been done in English Language related fields (Zhang, 2020; Wang, Wang & Weldon, 2007; Gong, Lyu, & Gao, 2018; Barrot et al., 2022). All mentioned studies used bibliometric analysis technique to explore the phenomena and used different databases to abstract the data sets like Web of Science, Scopus, PubMed, etc. and the studies also used different tools for data analysis like VOSviewer, Biblioshiny, Gaphy, Citespace, ScientoPy, etc. These studies also deal with the different areas of English like English teaching, foreign languages, and bibliometric analysis on particular journals or data sets, but the authors could not find any bibliometric study on scientific publications in the area of “English Language Teaching Methods”. So,

this study is an attempt to fill this research gap. Hence the current study aims to trace the progression in the research productivity of English language teaching methods across the world covering the period from 2000-2022 to fill the research gap as no bibliometric study has been done in this significant field of ELT.

### Research Design

While adopting the bibliometric analysis method, this study is designed to analyze the scientific publication in English Language Teaching Methods (ELTM), published in the Scopus database during the years 2000 to 2022. The Scopus database was selected because this database is peer-reviewed, and quality is highly maintained in terms of the contents of journals and articles. Further, the Scopus database also provides different datasets for bibliometric analysis. While using the terms “English Language Teaching”, “English Language Teaching Method”, and “Language Teaching Method”, the authors retrieved 5365 scientific publications. During the scrutiny process, 274 documents were removed from the final data set because these publications did not have sufficient information for analysis. Finally, 5091 documents were retrieved for analysis. The data were retrieved from the Scopus database on April 12, 2023. After scrutiny, the data were analyzed through different software like Biblioshiny, VOSviewer, and MS. Excel. The data were presented in tabulation and visualized formats.

### Analysis and Discussion

While using the terms “English Language Teaching”, “English Language Teaching Method”, and “Language Teaching Method”, a total of 5365 publications were retrieved from the Scopus database. The time span of the documents was 2000-2022. After scrutiny and verification process, only 5091 documents were finalized for analysis. Those documents which have incomplete information and were not relevant to the study area were removed from the final number of documents.

### Types of Publications

During the years 2000 to 2022 the type “article” gauged the attention of researchers of English Language Teaching Methods. The authors produced 3714 articles during the reporting period. The type of conference papers got second rank with 717 publications, and Reviews got third rank with 276 publications. Other types of documents include Book Chapters (274), books (97), Editorials (6), Notes (5), and data papers and short surveys published only in one quantity each. This result matched with a few previous types of research (Fan et al., 2020; Liu, 2021; Ngoc & Barrot, 2022). The reasons for the higher number of article publications are short research projects, the easy publication process, and the easy way to create research impact (Zhang, 2020).

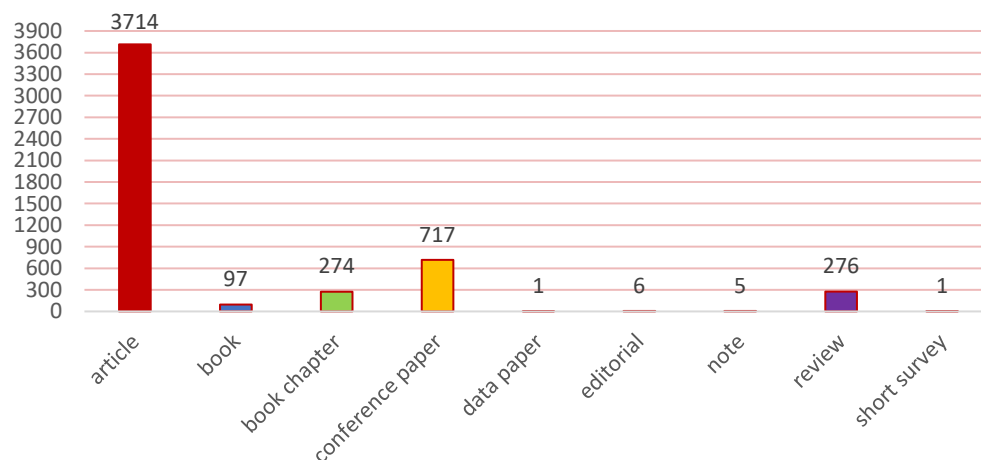


Figure 1; Different types of scientific publications, published in Scopus from 2000 to 2022

### Annual Scientific publications

The data in Figure 2 shows that a total of 5091 documents were retrieved from 1881 sources of publications, which have an annual growth rate of 21.36%, and the documents' average age is 5.93. The average number of citations per document is 7.58.

In 2000, only 12 documents were published in the Scopus database and the number kept increasing in the coming year. In the last years, the numbers

were high in the year 2017, documents 354 in 2018, 450 in 2019, 547 documents in 2020, the documents were 421 in 2021 documents were 712 in 2022 and a total of 849 documents were published in the area of "English Language Teaching Methods". The reason for the high frequency of publication after 2010 is the increase in technology, the development of research tools, and open-access documents (Bornmann & Mutz, 2015).

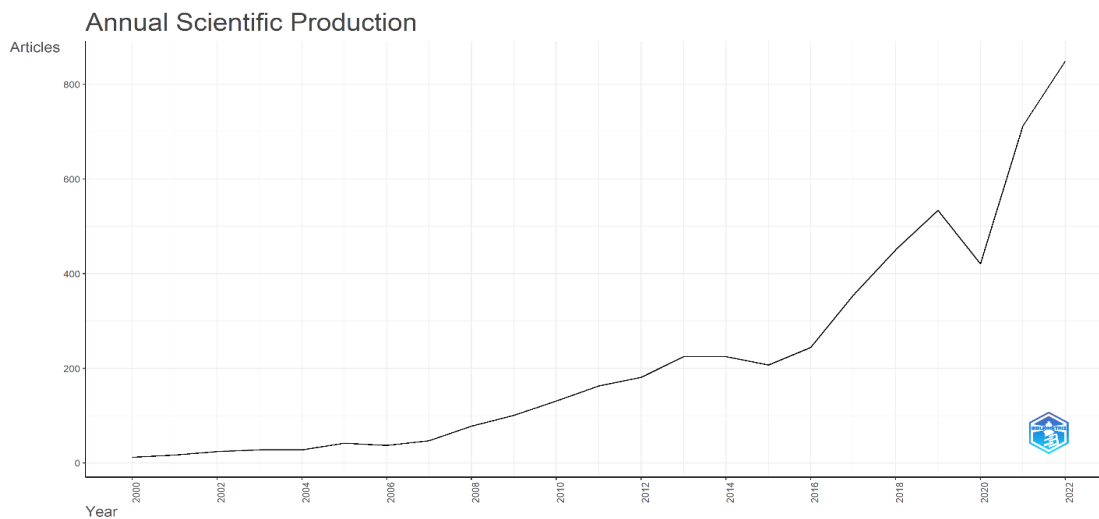


Figure 2: Annual scientific production during years 2000 to 2022

### Annual Citations per Article / Year

During the years 2000 - 2006, the Mean for Total Citations per Article (TCPA) was high. In the year 2000 with 12 published documents, the mean was 21.58, in 2001 with 17 articles the mean of TCPA was 53.94, in 2002 with 24 articles the mean of TCPA was 31.38, in 2003 with 28 articles, the mean of TCPA was 34.07, in 2004 with 28 articles, the mean of TCPA was 38.79, in 2005 with 42 articles

the mean of TCPA was 37.05 and in 2006 total 37 articles published with mean of TCPA was 44.70. The mean ratio reduced in the following years, and it was 72 (TCPA) in the year 2022 with 849 articles. The reason for the reduction of the mean rate in TCPA is the availability of a few articles for citation and references. This reason was also agreed by a few previous researchers (Gao et. al., 2019; Curt, 2021).

Table 1: Annual citation per article and year, during the year 2000 to 2022

Year	Mean-TCPA	N	Mean-TCPY	Year	Mean-TCPA	N	Mean-TCPY
2000	21.58	12.00	0.90	2012	8.5	181.00	0.71
2001	53.94	17.00	2.35	2013	12.77	225.00	1.16
2002	31.38	24.00	1.43	2014	8.45	225.00	0.84
2003	34.07	28.00	1.62	2015	9.49	207.00	1.05





2004	38.79	28.00	1.94	2016	8.01	244.00	1.00
2005	37.05	42.00	1.95	2017	7.78	354.00	1.11
2006	44.7	37.00	2.48	2018	5.87	450.00	0.98
2007	26.43	47.00	1.55	2019	4.4	534.00	0.88
2008	24.81	78.00	1.55	2020	4.16	421.00	1.04
2009	18.44	101.00	1.23	2021	2.19	712.00	0.73
2010	15.46	131.00	1.10	2022	0.78	849.00	0.39
2011	15.78	154.00	1.21				

TCPA =Total Citations per Article, TCPY =Total Citations per Year,

### Top Ranked Sources

ACM International Conference Proceeding Series published 77 documents during the year 2000 to 2022. Asian EFL journal published 74, Theory and Practice in Language Studies 66, English Language Teaching 58, Frontiers in Psychology 51, International Journal for Emerging Technologies in

Learning 47, Journal of Physics: Conference Series 45, Journal of Language Teaching and Research 41, Reading Teacher 35 and Perspektivy Nauki I Obrazovania 34. Publication in conference proceedings is an easy process as compared to publishing a research paper, this can be the reason for high publication in conference proceedings.

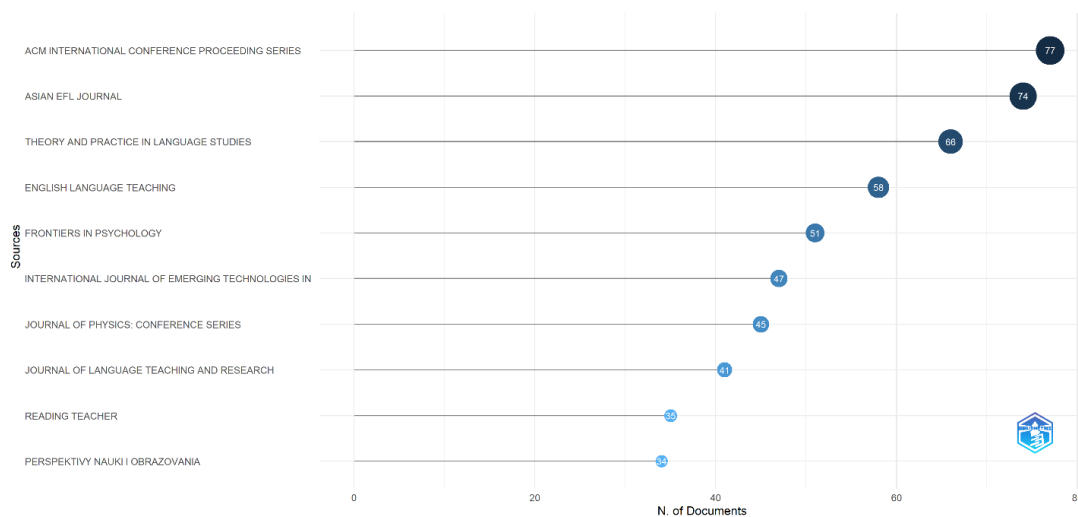


Figure 3: Most top-ranked sources of the publication in Scopus during 2000 to 2022

### Authors Ranking

The total authors 10675 including co-authors, developed 5110 documents, of which, 1627 documents were developed by single authors. Co-authors per document rate is 2.45% and international co-authorship was 10.35%. Yunus M. M. got the top ranking with 22 articles and 90 citations, followed by Li J. with 1 document

and 30 citations, Zhang . Y with 14 documents and 10 citations, Zhang X. and Hashim H published 11 documents during the reported period. Maggio I. A. published only 5 articles, but he got a high ratio of citations, which is 150. It means that the five papers have more impact than other publications.

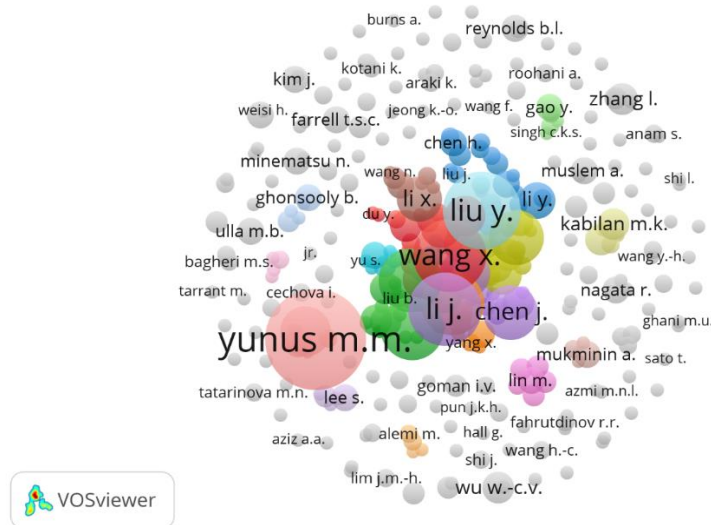


Figure 4: Author ranking as per their publication in Scopus during the years 2000 to 2022

### Authors Impact

Different databases use different author metrics for getting the impact of the publications. H-Index is the most used author index which is also called the Hirsh index (Selek, & Saleh, 2014). But different databases also used g-index and m-index while analyzing and ranking the published documents. Regarding Table 1, Rehman MM has

the highest h-index=7, g-index=8, and m-index=1.167 with a total citation of 138 and he started the submission process in 2018. All following authors have the same h-index i.e. 5 but have different g-index and m-index; they also have different citations. The author Farrell TSC has the highest citation i.e. 169 and has a 6 g-index and 217 m-index.

Table 2: Authors impact of their publications, published in Scopus and during years 2000-2022

Element	h_index	g_index	m_index	TC	PY_start
RAHMAN MM	7	8	1.167	138	2018
CHEN Y	5	8	0.333	72	2009
COATES WC	5	5	0.333	59	2009
FARRELL SE	5	5	0.333	59	2009
FARRELL TSC	5	6	0.217	169	2001
FISHER J	5	5	0.333	59	2009
ISMAIL K	5	5	0.455	48	2013
LEE S	5	6	0.357	58	2010
LIN M	5	6	0.333	59	2009
MAGGIO LA	5	5	0.385	150	2011

h-index=Hirsch index, g\_index=Given index, m\_index=Measure index, TC=Total counts, PY Start=Publication start year

### Author's Affiliation

Islamic Azad University got the highest rank and published 164 documents, followed by the

University Kebangsaan Malaysia with 117 documents, Kazan Federal University with 69 documents, Kazan University (Volga Region)



Federal University with 68 documents, and the University of California with 60 documents. The other organizations/institutes have 60 documents

published in Scopus on "English Language Teaching Methods during the years 2000-2022.

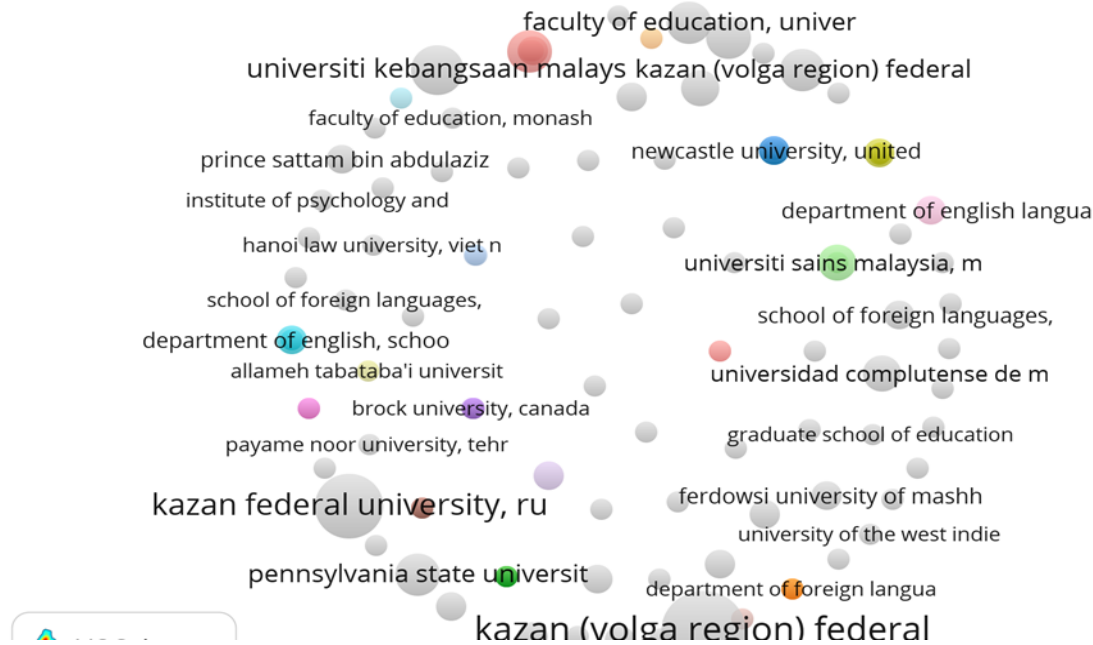


Figure 5: Authors Affiliation of the publication, published in Scopus database

### Production over time

Islamic Azad University produced documents with growth and every year after 2010, the documents have increased. Kazan (Volga Region) Federal University did not get a good pace from 2000 until 2009 where every year the published documents

increase year by year. Kazan Federal University slowly but gradually had a higher rate of publication year by year since 2000. This result is aligned with the previous study (Ellegaard, & Wallin, 2015) which shows that the scientific publication increased over time.

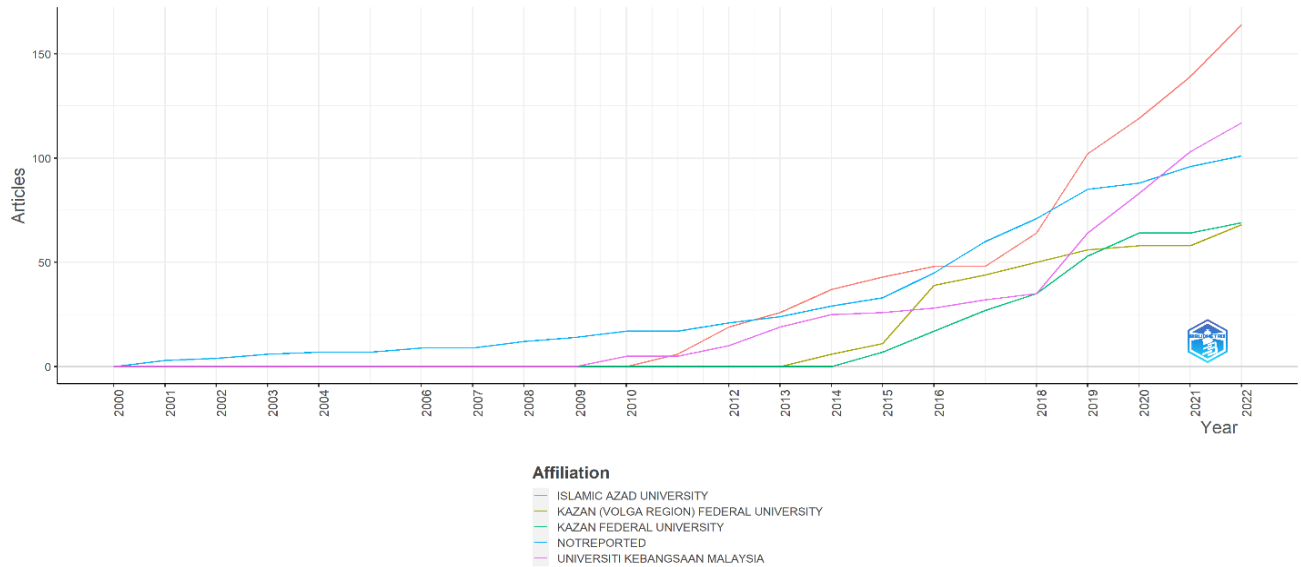


Figure 6: Production by the organization over time but during 2000-2022

**Countries Scientific Production**

China published 840 documents with 2236 citations and the total link strength was 172. The United States published 688 documents with 11450 citations and the total link strength was 190. Similarly, the United Kingdom ranked at number 3 position with 278 publications having 4696 citations and total link strength was 181. Russian Federation published 271 documents with 663

citations and the total link strength was 55. All other countries have less than 270 documents. The citations record shows that the USA got a high number of citations (11450) with 688 documents as compared to China, which has 840 documents but has only 2236 citations. It means that the documents published in the USA have more impact than China.

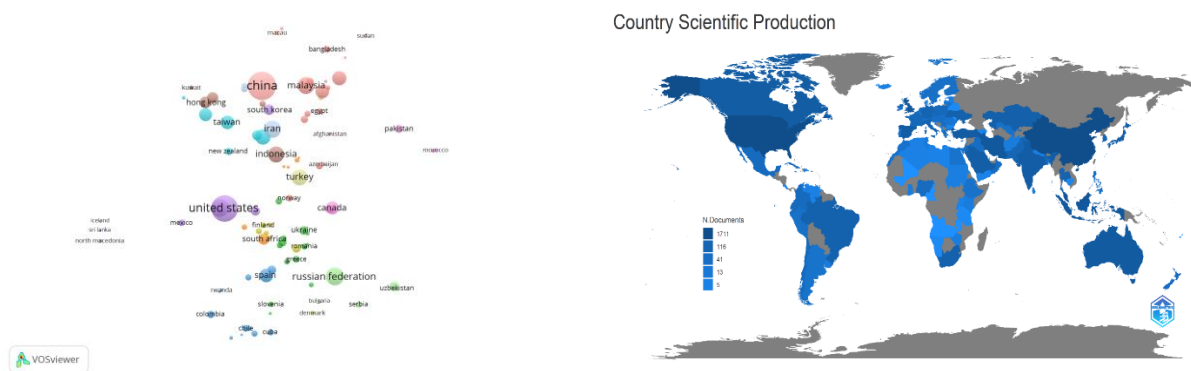


Figure 7: Countries' scientific production with citations and total link strength

**Countries' production over time**

In the year 2000, China published only one article but this number increased year by year and in 2022 China has 1711 published documents in Scopus. The USA published only 3 documents in the year

2000 and with a positive increase, the USA published 1665 documents in the year 2022. Iran did not initiate research production until 2004 when Iran published 1 document in the Scopus

database in the year 2022, and Iran could get 551 publications. Similarly, Malaysia got its first publication in the year 2004 with 2 publications and in the year 2022 Malaysia published 683 documents in total. Indonesia got its first Scopus publication in the year 2011, where Indonesia published 2 articles, and in the year 2022,

Indonesia published 540 articles on ELTM. The countries that do not have English as their national language produced more articles like China, Russian Federation, and Iran as compared to the countries that are called English natives like USA and UK, etc.

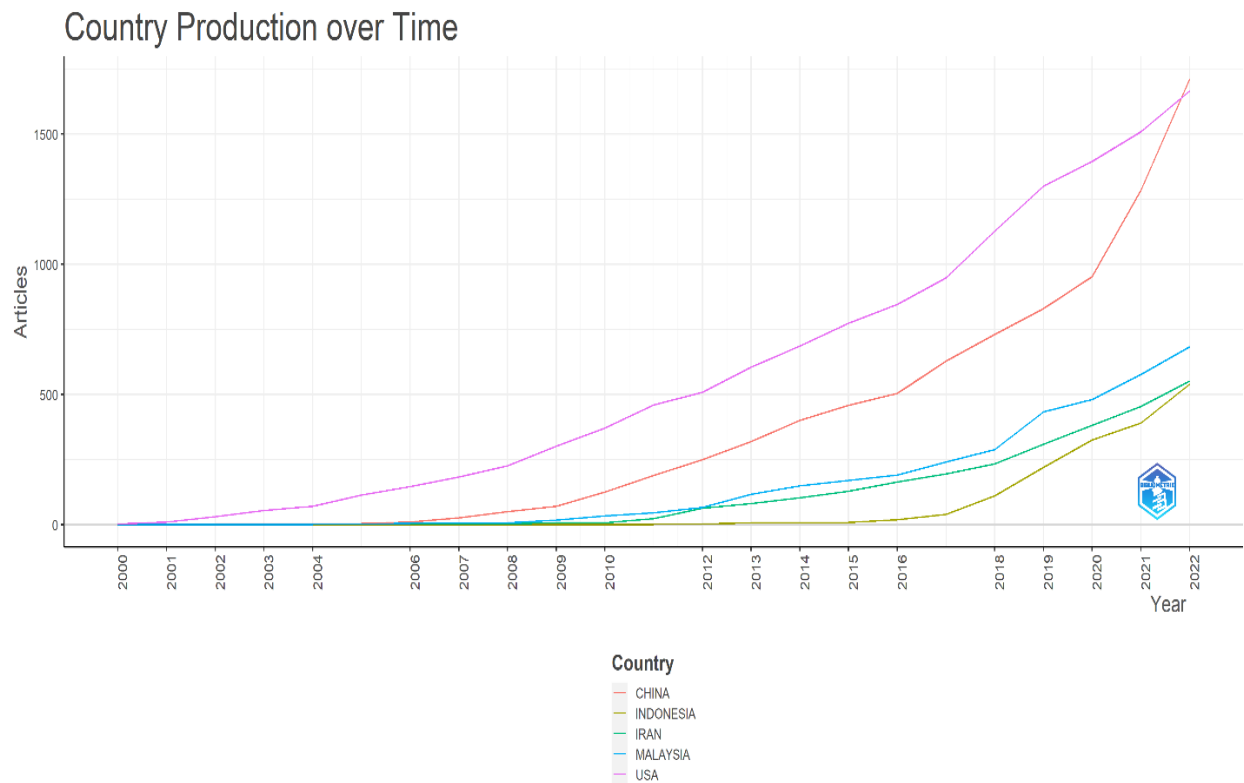


Figure 8: Countries' production over time in Scopus during year 2000 to 2022

### Most frequent words

Referring to Figure 7, data revealed the word "teaching" is the most common in the scientific publication. This word occurred 1076 times in all the documents. The word "students" also got attention of the English language researchers and this word occurred 594 times in the publications.

The other important words are "human" (occurrence=564), "humans" (occurrence=438), "female" (occurrence=421), "male" (occurrence=388), "language" (occurrence=387), "article" (occurrence=353). All other words have less than 350 occurrences.



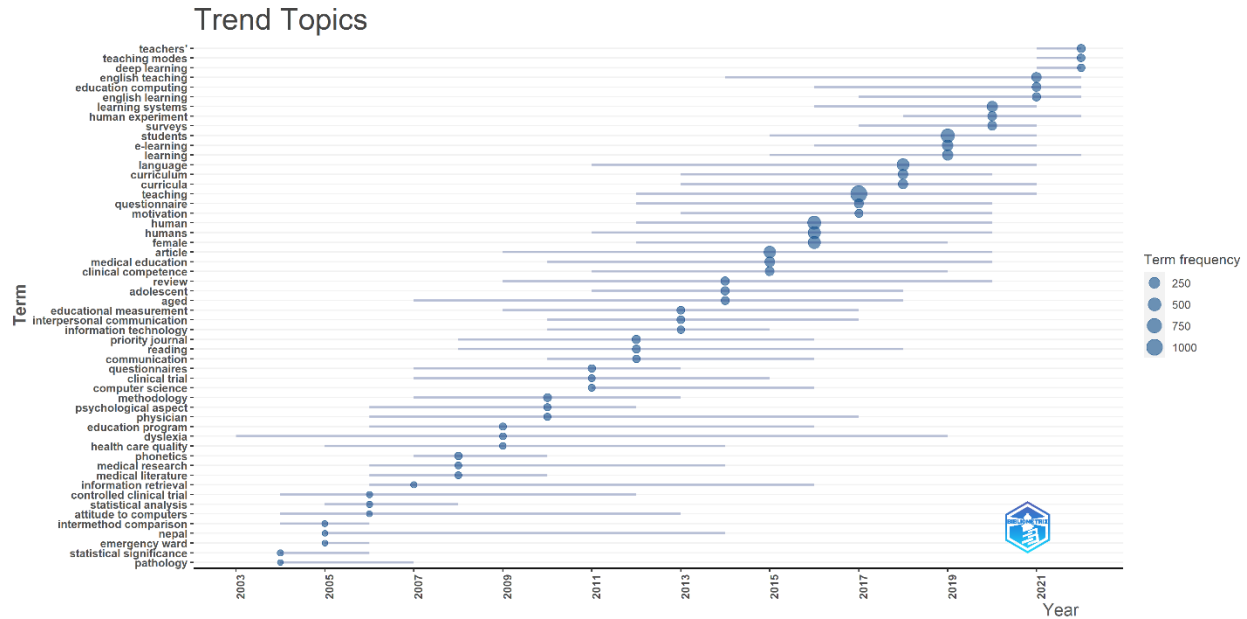


Figure 10: Trends in ELTM, of scientific publications published during 2000 to 2022

### Conclusion, Limitations, and Recommendations

There are different types of documents being published by the Scopus database, but the type “Article” is the most used type of scientific publication. The authors also published their papers in the conference proceedings in the Scopus database. In the first quarter of the dataset, the scientific publications were quite less in number, but they had high citations. The reason for the smaller number of documents but high citations is the less accessibility of the documents, so authors only cite those articles which were easily accessible. The published articles increased year by year and this was due to advancements in technology, expansion of internet technology, and 24/7 access and most articles are published in open-access journals. The low citations in the last quarter of the dataset indicate that due to a high number of documents, only a few impacted the other researchers. It is also concluded that the authors belonging to China, the USA, the UK, the Russian Federation, Iran, and Indonesia got higher publications as compared to other countries. The different authors also got the h-index, g-index, and m-index against their publications, published on the topic ELTM. The universities belonging to Iran, Malaysia, and Indonesia got a higher number of scientific publications than the other

organizations/institutes that belong to developed countries. The pace of publication was slow between 2000 to 2010, but after 2010 scientific publication developed with a high leap. The ELTM research was done in different areas but teaching, human, humans, education, learning systems, students, and language gauged the interests of the researchers.

This research has a few limitations which can have an impact on the results. So, it’s important to keep these limitations in mind while reading this paper, particularly the analysis portion. The data were retrieved from one database i.e., Scopus. The analysis was done while using two soft wares i.e., VOSviewer and Biblioshiny, and both applications have their limitations. While scrutinized, the data was filtered and the data that did not have complete information for analysis was removed by the researchers.

Further, the study is recommended in the same area ELTM, but while using different databases like Web of Science or other databases that have bibliometric data for analysis. The duration of the span can also be addressed in further research to know the historical vibes of the research on ELTM.

### Declaration of Conflicting Interests

The authors/researchers hereby professed no budding conflict of interest concerning the

research, authorship, and/or publication of this article.

### References

- Barrot, J. S., Acomular, D. R., Alamodin, E. A., & Argonza, R. C. R. (2022). Scientific mapping of English language teaching research in the Philippines: A bibliometric review of doctoral and master's theses (2010–2018). *RELJ Journal*, 53(1), 180-193.
- Bornmann, L., & Mutz, R. (2015). Growth rates of modern science: A bibliometric analysis based on the number of publications and cited references. *Journal of the Association for Information Science and Technology*, 66(11), 2215-2222.
- Broadus, R. N. (1987). Toward a definition of "bibliometrics" *Scientometrics*. 12: 373–379. doi: 10.1007. BF02016680.
- Carless, D. (2009). 'Revisiting the TBLT versus P-P-P debate: voices from Hong Kong'. *Asian Journal of English Language Teaching* 19: 49–66.
- Chen, M. R. A., Hwang, G. J., Majumdar, R., Toyokawa, Y., & Ogata, H. (2021). Research trends in the use of E-books in English as a foreign language (EFL) education from 2011 to 2020: a bibliometric and content analysis. *Interactive Learning Environments*, 1-17.
- Crandall, J. J. (2000). Language teacher education. *Annual review of applied linguistics*, 20, 34-55.
- Curt, C. (2021). Multirisk: What trends in recent works?—A bibliometric analysis. *Science of The Total Environment*, 763, 142951.
- Donthu, N., Kumar, S., & Pattnaik, D. (2020). Forty-five years of Journal of Business Research: A bibliometric analysis. *Journal of Business Research*, 109, 1-14.
- Ellegaard, O., & Wallin, J. A. (2015). The bibliometric analysis of scholarly production: How great is the impact? *Scientometrics*, 105, 1809-1831.
- Ellis, R. (2013). Task-based language teaching: Responding to the critics. *University of Sydney Papers in TESOL*, 8.
- Fan, J., Gao, Y., Zhao, N., Dai, R., Zhang, H., Feng, X., ... & Bao, S. (2020). Bibliometric analysis on COVID-19: a comparison of research between English and Chinese studies. *Frontiers in public health*, 8, 477.
- Gao, Y., Ge, L., Shi, S., Sun, Y., Liu, M., Wang, B., ... & Tian, J. (2019). Global trends and future prospects of e-waste research: a bibliometric analysis. *Environmental Science and Pollution Research*, 26, 17809-17820.
- Gong, Y., Lyu, B., & Gao, X. (2018). Research on teaching Chinese as a second or foreign language in and outside mainland China: A bibliometric analysis. *The Asia-Pacific Education Researcher*, 27(4), 277-289.
- Halat, E. (2008). A good teaching technique: WebQuests. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 81(3), 109-112.
- Kokol, P., Blažun Vošner, H., & Završnik, J. (2021). Application of bibliometric in medicine: a historical bibliometrics analysis. *Health Information & Libraries Journal*, 38(2), 125-138.
- Kumaravadivelu, B. (2006). 'TESOL methods: changing tracks, challenging trends'. *TESOL Quarterly* 40/1: 59–81
- Lai, C., & Li, G. (2011). Technology and task-based language teaching: A critical review. *CALICO journal*, 28(2), 498-521.
- Liu, S., & Zhang, S. (2021). A bibliometric analysis of computer-assisted English learning from 2001 to 2020. *International Journal of Emerging Technologies in Learning (IJET)*, 16(14), 53-67.



- Mappiasse, S. S., & Sihes, A. J. B. (2014). Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review. *English Language Teaching*, 7(10), 113-122.
- Ngoc, B. M., & Barrot, J. S. (2022). Current landscape of English language teaching research in Southeast Asia: A bibliometric analysis. *The Asia-Pacific Education Researcher*, 1-13.
- Nunan, D. (1991). *Language Teaching Methodology: A textbook for teachers*. Hemel Hempstead: Prentice Hall.
- Oxford, R. L. (2006). Task-based language teaching and learning: An overview. *Asian EFL journal*, 8(3).
- Prabhu, N. S. (1990). 'There is no best method—why?'. *TESOL Quarterly*, 24/2: 161–76
- Qureshi, Z. (2014). Back to the bedside: the role of bedside teaching in the modern era. *Perspectives on Medical Education*, 3, 69-72.
- Raofi, S., Tan, B. H., & Chan, S. H. (2012). Self-Efficacy in Second/Foreign Language Learning Contexts. *English Language Teaching*, 5(11), 60-73.
- Ramos-Rodríguez, A. R., & Ruíz-Navarro, J. (2004). Changes in the intellectual structure of strategic management research: A bibliometric study of the *Strategic Management Journal*, 1980–2000. *Strategic Management Journal*, 25(10), 981-1004.
- Rey-Martí, A., Ribeiro-Soriano, D., & Palacios-Marqués, D. (2016). A bibliometric analysis of social entrepreneurship. *Journal of business research*, 69(5), 1651-1655.
- Richards, J. C. (2002). Theories of teaching in language teaching. *Methodology in language teaching: An anthology of current practice*, 19, 25.
- Richards, J.C. and Rodgers, T.S. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press
- Rustamov, I. (2022). TEACHING ENGLISH AS A FOREIGN LANGUAGE. *Журнал иностранных языков и лингвистики*, 4(4).
- Selek, S., & Saleh, A. (2014). Use of h index and g index for American academic psychiatry. *Scientometrics*, 99, 541-548.
- Sierra, F. C. (1995). Foreign language teaching methods: Some issues and new moves. *Encuentro: revista de investigación e innovación en la clase de idiomas*, 8, 110-132.
- Sivarajah, R. T., Curci, N. E., Johnson, E. M., Lam, D. L., Lee, J. T., & Richardson, M. L. (2019). A review of innovative teaching methods. *Academic radiology*, 26(1), 101-113.
- Swan, M. (2005). 'Legislation by a hypothesis: the case of task-based instruction'. *Applied Linguistics* 26/3: 376–401
- Swain, C., K. Swain, D., & Rautaray, B. (2013). Bibliometric analysis of Library Review from 2007 to 2011. *Library Review*, 62(8/9), 602-618.
- Tsay, M. Y. (2008). A bibliometric analysis of hydrogen energy literature, 1965–2005. *Scientometrics*, 75(3), 421-438.
- Verma, S., & Gustafsson, A. (2020). Investigating the emerging COVID-19 research trends in the field of business and management: A bibliometric analysis approach. *Journal of Business Research*, 118, 253-261.
- Wallin, J. A. (2005). Bibliometric methods: pitfalls and possibilities. *Basic & clinical pharmacology & toxicology*, 97(5), 261-275.
- Wang, S., Wang, H., & Weldon, P. (2007). Bibliometric analysis of English-language

- academic journals of China and their internationalization. *Scientometrics*, 73(3), 331-343.
- Warriach, N. F., & Ahmad, S. (2016). Pakistan journal of library and information science: a bibliometric analysis. *Pakistan Journal of Information Management and Libraries*, 12.
- Wu, J. F., & Tsai, H. L. (2022). Research trends in English as a medium of instruction: a bibliometric analysis. *Journal of Multilingual and Multicultural Development*, 1-18.
- Youn, B. Y., Song, H. J., Yang, K., Cheon, C., Ko, Y., Jang, B. H., ... & Ko, S. G. (2021). Bibliometric analysis of integrative medicine studies from 2000 to 2019. *The American Journal of Chinese Medicine*, 49(04), 829-841.
- Zhang, X. (2020). A bibliometric analysis of second language acquisition between 1997 and 2018. *Studies in Second Language Acquisition*, 42(1), 199-222.