A Bibliometric Review: Interventions for Enhancing Speaking Skills in non-English-Speaking Contexts

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Abstract
Research evaluations play a crucial role in understanding the advancement and direction of future investigations. Our study conducted a bibliometric analysis of 66 papers published between 2002 and 2024 in the Web of Science. Using the VOSviewer program, we visualized the results of our performance analysis and created a scientific map that depicted the relationships between bibliometric data elements. This study aimed to investigate trends in research on teaching speaking skills and identify top journals, keywords, and top-cited publications. The purpose of this study was to provide a comprehensive understanding of the current research on teaching speaking skills, including publications that have shaped the field. By identifying the most significant works and their respective contributors, this analysis can inform future research and contribute to developing more effective teaching strategies for speaking skills. Additionally, this study contributes significantly by identifying interventions that can enhance students' speaking skills. These findings provide essential insights for educators and researchers in non-English-speaking contexts, ultimately advancing specialized knowledge in language instruction and fostering a more inclusive educational environment. It is crucial for educators and researchers to actively disseminate the results of their studies and collaborate with colleagues across different institutions and countries to ensure that these findings reach a wider audience.
Key words: Teaching methods, English-speaking skill, bibliometric analysis, English as a foreign language (EFL), interventions

Introduction

Speaking is a fundamental skill that language learners need to acquire. It is essential for communication. Moreover, it serves as a means for learners to express opinions, convey intentions, and share viewpoints, facilitating effective interaction and goal achievement (Mardieva Dildora Rasulovna, 2024b). With it, it is easier to survive in a world of evolving technologies, where English is the primary language of communication and teaching speaking is vital (Universitas Terbuka & Panduwangi, 2021). However, its complexity led to a focus on written language in the past. While speaking has become more integrated into language learning in recent decades, it often needs a focus on spontaneous conversation (Universitas et al., 2021). The strengthening of English as a global language has driven increased mastery of the language (Situjuh Nazara, 2011). (Safitri et al., 2020) indicates that effective speaking requires more than just vocabulary and grammar knowledge. Speakers must also be able to produce and adapt language to fit the specific circumstances of a conversation. Once a speaker has mastered the knowledge and skills to use language effectively, they can make quick decisions, implement them smoothly, and adjust their communication spontaneously during an interaction (Safitri et al., 2020). However, acquiring and applying this knowledge in speaking can be challenging for EFL and ESL students (Safitri et al., 2020). While many EFL teachers aim for grammatical accuracy in their students' speaking, learners often struggle to produce grammatically correct sentences due to differences between their native language and English

grammar. This frequently leads learners to prioritize fluency over accuracy during speaking activities (Manurung, 2015).

According to the study of D. S. Nasution, students often face challenges in vocabulary selection, grammar application, word classes, pronunciation, and fluency. This can lead to a fear of making mistakes during speaking, making some students hesitant to speak in front of the class (Nasution & Nasution, 2020). Despite these challenges in teaching and learning speaking, (Heaton, 1975) suggested that in teaching speaking, learners must acquire proficiency in the three critical speaking components, namely fluency, accuracy, and comprehensibility or appropriacy. These components, especially fluency, allow us to talk about the effectiveness of communication in the target language and the productivity of the educational process. The main factors contributing to fluency in speaking a foreign language are motivated needs and techniques. In other words, the speaking mechanism is set in motion due to communicative intention (Mardieva Dildora Rasulovna, 2024a). This emphasizes the need for careful selection of effective teaching techniques and a commitment to developing engaging instructional materials that support the development of these three essential speaking components (Manurung, 2015).

Effective teaching techniques play a crucial role in enhancing speaking skills. Speaking instruction should provide many opportunities for learners to practice (Manurung, 2015). The findings contribute to the existing knowledge base, offering valuable insights for individuals seeking to enhance their English speaking abilities, including university instructors and organizations involved in learning management. Rather than evaluating research quality or defining terms, bibliometric reviews aim to offer a wide-ranging understanding of the literature.

Materials and methods

In this review, our primary objective was to amass regional knowledge by scouring existing research. By employing the Web of Science database, the most widely used bibliographic online database, between 2002 and 2024, we conducted a comprehensive search using the keywords "teaching" and "speaking skills" for all countries. Our analysis was completed in April 2024. From the 66 publications we identified worldwide, we selected a subset for further study on teaching speaking skills issues. We utilized various tools to process and visualize the data, including a CSV file, Microsoft Excel 2021, RIS, VOS viewer, and Map chart, each serving a specific purpose in our analysis. Ultimately, we reviewed 51 documents, as depicted in Fig. 1.

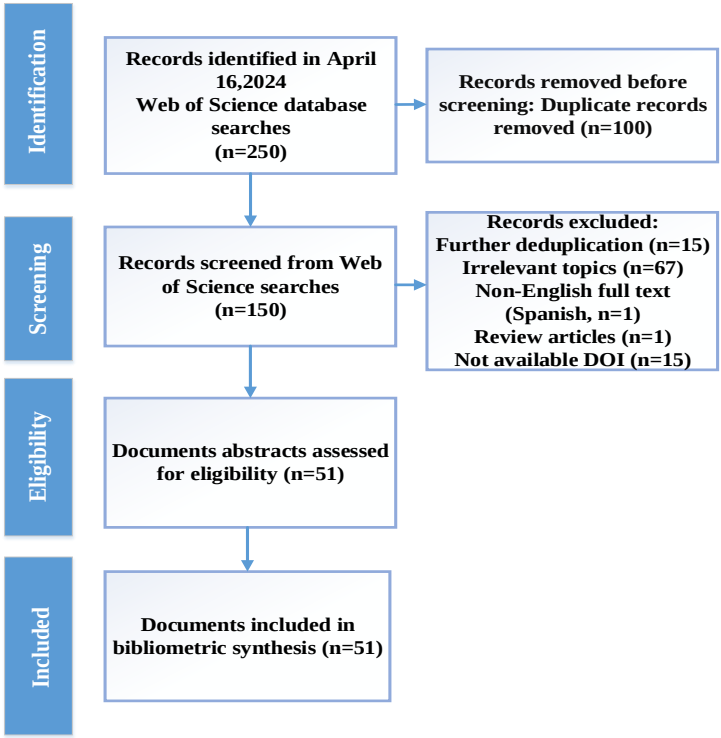


FIGURE 1. *Data Identification Flow Chart.*

Bibliometric analysis

Data obtained in CSV format were uploaded to Excel for bibliometric analysis. Before starting the analysis, the data were thoroughly checked for errors. The reviewed articles were analyzed as top-cited papers and top journals, distributed by subject categories periodicals.

Furthermore, the co-occurrence of keywords was analyzed using VOSviewer software (Pan et al., 2023) to explore the knowledge components and structure of the research domain by identifying clusters of the most common keywords in the literature. Finally, we are trying to understand how the authors suggest improving students' speaking skills in English classes. The analysis focused on the compelling findings in teaching English-speaking skills. We organized the information from the studies into relevant categories according to their interventions (see Table 2). This review included 51 studies published between 2002 and 2024, all written in English. For each study, the following were outlined (see Tables 3, 4, 5, 6, 7, 8): (a) theoretical background; (b) information about participants (e.g., number of participants, age), language (e.g., language proficiency), and context; (c) Intervention/s (duration) and (e) key findings.

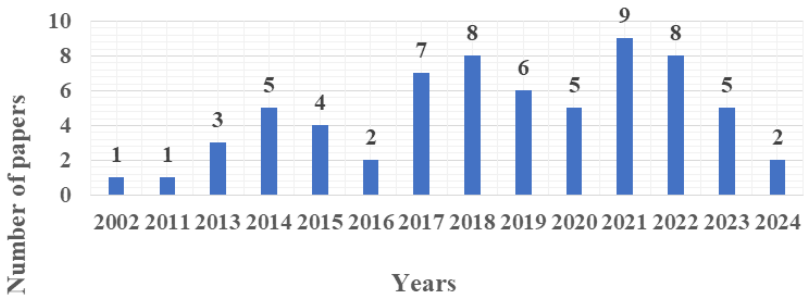
Results and discussions

Published papers on teaching speaking skills

An annual publication was analyzed to understand the development of teaching speaking skills in education. The research on teaching speaking skills has been published in 30 countries worldwide, with 66 papers published between 2002 and

2024. The scientific articles from one to nine in 22 years and reached the pick of nine in 2021. (See Fig.2)

FIGURE 2. *Number of papers on teaching speaking skills by the year of publication in the world*



Top cited journals on teaching speaking skills

The study evaluated journals' productivity and impact based on the number of articles published. Fig. 3 depicts the leading journals that published papers on teaching speaking skills. To investigate this field's most highly cited journals, we sorted the source names alphabetically in an Excel file containing 66 documents. We then counted the total number of citations for each journal. This approach resulted in an updated list of potential journal names. The top 10 journals were selected and are displayed in Fig. 3.

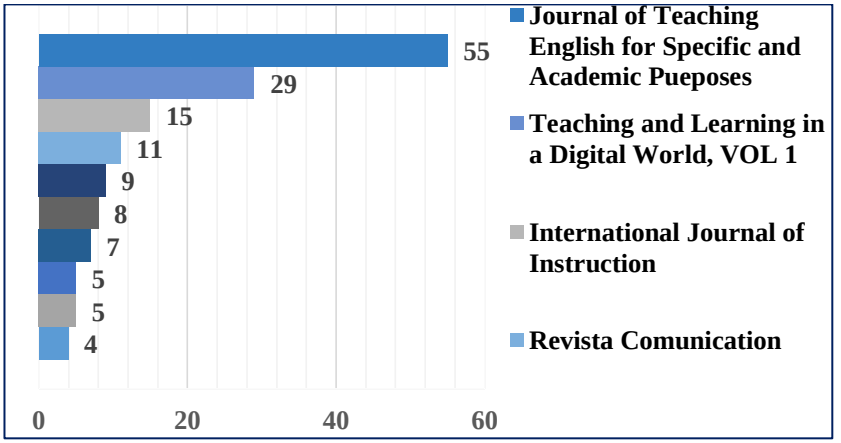


FIGURE 3. List of the top cited journals on teaching speaking skills

Top cited papers on teaching speaking skills

Table 1 shows statistics from the nine most referenced studies on training speaking skills globally. Fleisher, B; Hashimoto, M; Weinberg, BA (2002); Yenkimaleki, M; van Heuven, VJ (2019); Huertas, IAC; Parra, LJN. (2014); Wongsa, M; Son, JB (2022); Menggo, S; Suastra, IM; Budiarsa, M; Padmadewi, NN (2019); Darmi, R;

Puteh-Behak, F; Abdulllah, H; Darmi, R; Wahi, W (2018); Namaziandost, E; Ahmadi. These nine publications, which include five research articles and four proceeding papers, have been referenced 122 times.

TABLE 1. List of top-cited publications on teaching speaking

Article Title	Times Cited, WoS Core	Times Cited, All Databases	Document Type	Pub location Year	Authors	Source Title
Foreign GTAs can be effective teachers of economics	33	47	Proceedings Paper	2002	Fleisher, B; Hashimoto, M; Weinberg, BA	Journal of Economic Education
The relative contribution of computer-assisted prosody training vs. instructor-based prosody teaching in developing speaking skills by interpreter trainees: An experimental study	27	29	Proceedings Paper	2019	Yenkimaleki, M; van Heuven, VJ	Speech communication
The Role of Songs in First-Graders' Oral Communication Development in English	7	11	Proceedings Paper	2014	Huertas, IAC; Parra, LJN	Profile-issues in teachers professional development
Enhancing Thai secondary school students English speaking skills, attitudes, and motivation with drama-based activities and Facebook	6	6	Article	2022	Wongsa, M; Son, JB	Innovation in language learning and teaching
Needs Analysis of Academic-English Speaking Material in Promoting 21st-Century Skills	6	6	Proceedings Paper	2019	Menggo, S; Suastra, IM; Budiarsa, M; Padmadewi, NN	International journal of instruction
Variations of L1 Use in the English Language Class	5	7	Article	2018	Darmi, R; Puteh-Behak, F; Abdulllah, H; Darmi, R; Wahi, W	Gema online Journal of Language Studies
The Assessment of Oral Proficiency through Holistic and	5	5	Article	2019	Namaziandost, E; Ahmadi, S	Applied Linguistics Research Journal

Analytic Techniques of Scoring: A Comparative Study						
Authentic Assessment for Speaking Skills: Problem and Solution for English Secondary School Teachers in Indonesia	4	6	Article	2020	Zaim, M; Refnaldi; Arsyad, S	International journal of instruction
Comparing holistic and analytic ways of scoring in the assessment of speaking skills	4	5	Article	2018	Metruk, R	Journal of teaching English for specific and academic purposes

Top keywords on teaching speaking skills

The keyword analysis yielded 296 keywords. After excluding general keywords with a low relevance score and those with low occurrence (by default, a minimum of 46 occurrences of a keyword was selected to strengthen the co-occurrence results), 46 items were finally identified. Each resulting keyword is represented as a node based on the total link strength, creating a network map of all keywords. Fig.4 shows the network map of the top 46 authors' keyword co-occurrence. The size of each node reflects the keyword's degree of importance. There are 46 items distributed over 8 clusters: cluster 1 (aviation English, English speaking skills, learners, motivation, perceptions, sites, students, university, vocabulary), cluster 2 (COVID-19, critical thinking skills, distance learning, English as a foreign language, English language learning, English language teaching, speaking skill, teachers), cluster 3 (education, English, English teaching, English-speaking skills, language, oral English, proficiency), and cluster 4 (EFL learners, English as a foreign language, English first additional language, listening and speaking skills, pronunciation, reading, speaking), cluster 5 (classroom, English language, learning, speaking skills, teaching, technology), cluster 6 (analytic scoring, assessing speaking skills, holistic scoring, teaching English as a foreign language), cluster 7 (critical thinking skill, English speaking skill), cluster 8 (need analysis, teaching English) The total link strength is 218, with 167 links.

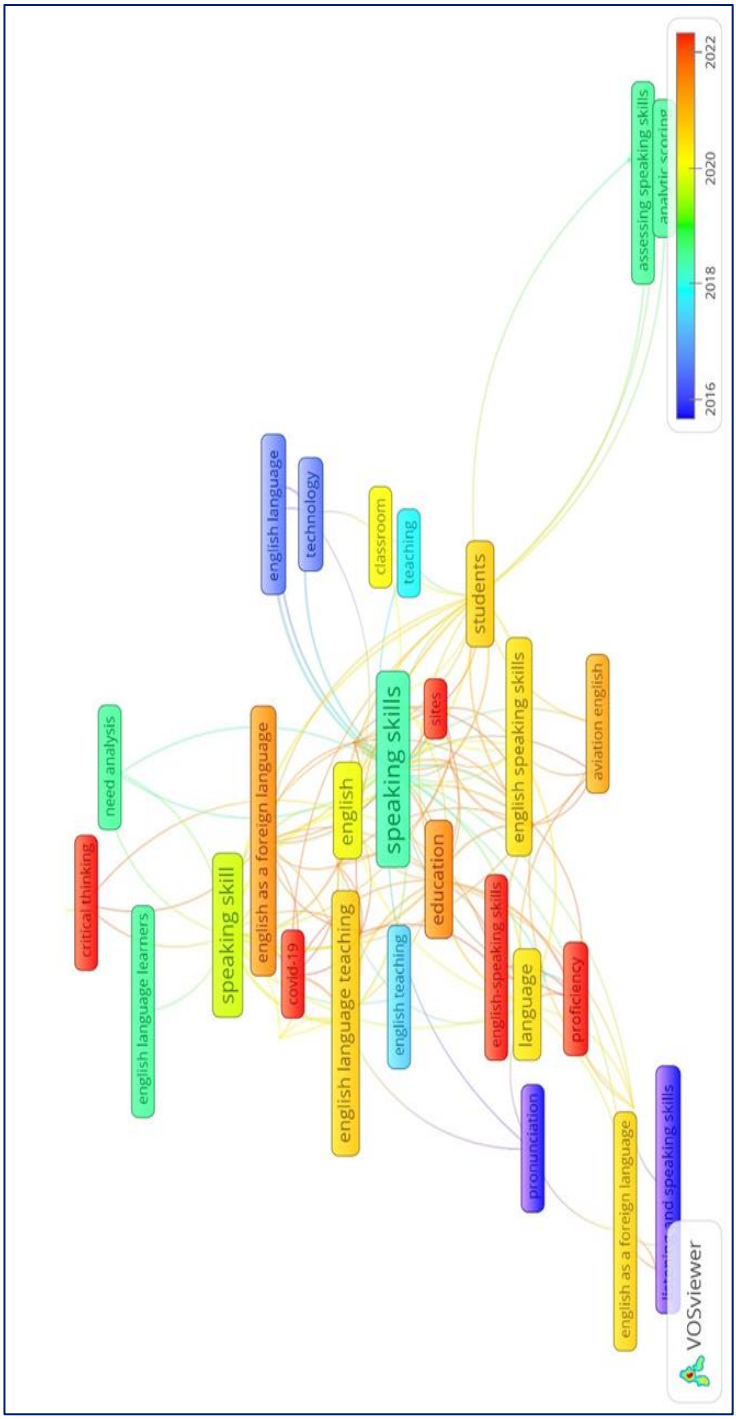


FIGURE 4. *Network map of top keywords based on the total link strength.*

The objectives of this study are to analyze the existing knowledge on a large scale regarding speaking skills and to identify, through a systematic review, the scientific articles and research areas that have had the most significant impact on the topic. This scientometric analysis revealed that the articles published over the past 22 years have shown fluctuating results in speaking skills studies. None of the researchers have an unparalleled advantage in the number of published articles, which suggests that they needed to concentrate on teaching and enhancing communication skills fully. Research on teaching speaking skills focuses primarily on activities, tasks, programs, approaches, tools and instruments, strategies, methods, and technology. Indeed, a majority of scholars examined the development of speaking skills. It is worth noting that scholars carried out sizable research on teaching speaking skills at institutions and colleges.

Distribution of articles across the six categories

The present study aims to analyze articles according to their use of methodological tools for teaching speaking skills. We organized the information from the studies into six relevant categories based on the interventions we analyzed the most contributed interventions are through activities, tasks, and programs. Tables 2, 3, 4,5,6,7 presents the findings of categorized studies on teaching speaking skills.

1. Activities and tasks, programs
2. Approaches
3. Methods
4. Technology
5. Tools and instruments
6. Strategies

1. This analysis compares 16 studies investigating various approaches to improving English as a Foreign Language (EFL) speaking skills (see Table 2). The studies offer insights into the effectiveness of different teaching methods, student anxieties, and the impact of various interventions on speaking proficiency. Scholars explore diverse teaching methodologies, including gesture-based instruction, authentic materials, drama-based activities, problem-solving tasks, and communicative games, and highlight the fear of making mistakes, lack of confidence, and anxieties related to impromptu speaking, which negatively affect students' engagement and progress. Moreover, the researchers also mentioned the positive influence of problem-solving tasks on speaking skills, promoting active learning and communication (Herasymenko et al., 2021), the benefits of public speaking training and communication games in boosting student confidence and improving their communication skills (Bao, 2018b; Elsa et al., 2021), flashcard programs like Quizlet effectively contribute to vocabulary acquisition and fluency development (Fursenko et al., 2021). Across these studies, there were disparities. One study found limited effectiveness of gestures alone; they acknowledged their potential to help students overcome communication barriers (Nouhadani & Abdollahi-Guilani, 2015).

The studies suggest that diverse teaching methods, addressing student anxieties, and creating engaging learning environments are crucial for developing practical EFL speaking skills.

TABLE 2. List of articles enhancing SSS through activities and tasks, programs.

Study	Participant characteristics, sample size (EG/CG)	Intervention/ s (duration)	Key findings
(Nouhadani & Abdollahi-Guilani, 2015)	Iranian EFL learners(20/20)	Teaching with gestures (8 weeks)	Based on the results from the statistical analysis, the impact of the intervention was not significant. This study indicates that using gestures in English language instruction may not be an efficient teaching strategy. However, it can aid students in developing some strategies to overcome communication challenges to a certain extent; furthermore, it can be considered a natural response to certain situations.
(Yenkimaleki & van Heuven, 2019)	Three groups of Persian students (2EG/1CG)	Authentic audio tracks, authentic English movies/ English prosody/ Accent Master software (12 hours)	The results indicated that the second experimental group, CAPT, demonstrated improved performance in developing speaking skills.
(Arslan, 2013)	Turkey English Language Teaching Department	Practicing the segmental and prosodic features of English, connected speech, and spoken language conventions through some spoken communication activities and tasks.	The participants demonstrated significant improvement in all aspects of spoken communication, due to their engagement in a variety of interactive course activities. Through their participation, they achieved significant improvement in the fundamental components of spoken communication.
(Fleisher et al., 2002)	OSU students (3,000)	Course, macroeconomics principles (5 years)	Research has shown that foreign graduate teaching assistants (GTAs) who have been adequately screened and trained in spoken English and pedagogical skills demonstrate comparable effectiveness to their US counterparts in delivering economic education.

Study	Participant characteristics, sample size (EG/CG)	Intervention/s (duration)	Key findings
(Morska & Levchyk, 2017)	Students of Ternopil Volodymyr Hnatiuk National Pedagogical University and Ushynsky University.	Developed methodology (2 terms of the academic year)	The formative assessment results demonstrate that psychology students in the experimental groups significantly improved their ability to: Analyze and understand conflict situations. Gather and synthesize information effectively. Craft well-structured recommendations. Utilize persuasive communication techniques. Facilitate mediation agreements.
(Herasymenko et al., 2021)	Second-year students of the Flight Academy of the National Aviation University (60/60)	Problem-solving activities (2 semesters)	The research findings support the hypothesis that integrating problem-solving tasks into General English instruction significantly enhances students' speaking skills. The experimental group, which engaged in these tasks, demonstrated superior speaking abilities compared to the control group.
(González & Calero, 2019)	Students of the third level of the Metropolitan Language School in the Metropolitan District of Quito, Ecuador (30/30)	Authentic audiovisual materials (160 hours)	The implementation of tasks designed to develop oral expression resulted in a significant increase in students' oral communication effectiveness. The average improvement was 41.9%, with 25 students demonstrating mastery of their oral production skills.
(Bao, 2018)	The undergraduate students from Tianjin University of Finance and Economics (7)	"FLTRP Cup" English public speaking training program (12 weeks)	This study demonstrates that English public speaking training significantly enhances students' independent thinking and critical thinking skills in the short term. The research provides empirical evidence for the positive impact of English public speaking activities on students' thinking ability, confidence, and communication awareness.

Study	Participant characteristics, sample size (EG/CG)	Intervention/ s (duration)	Key findings
(Elsa et al., 2021)	145 tenth graders of Unidad Educativa General Eloy Alfaro Delgado	communicatio n games in the EFL	The results demonstrated significant improvement in speaking skills, alongside a notable shift in students' perceptions regarding the value of communication games.
(Fursenko et al., 2021)	The first-year students majoring in "Aviation Transport" (EG28/CG29)	Reproductive and productive exercises with the flashcards, games, and quizzes we created using Quizlet (3 stages)	This experiment demonstrated that using Quizlet flashcards significantly improved learners' aviation English skills. This learning platform proved particularly effective for rapid vocabulary acquisition.
(Bakhshaye sh et al., 2023)	70 intermediate participants were chosen from Shahrekord University, Iran, and a language institute in Yazd, Iran	International English Language Testing System speaking test	The Pearson correlation analysis revealed no significant association between participants' MI (Multiple Intelligences) and speaking skills. However, a significant relationship was found between participants' CT (Critical Thinking) and speaking skills.
(Choi, 2016)	80 first-year undergraduates from a teacher education institute	The quantitative analysis	The quantitative findings indicate that impromptu speaking activities were perceived as more anxiety-provoking. Nevertheless, participants reported reduced anxiety and more positive attitudes toward the speaking course with increased practice and preparation.
(Ji, 2023)	40 Korean subjects (mostly 12 years old) were tested on their English phonological recognition ability	High Variability Phonological Training (HVPT) program (4 weeks)	The experimental results demonstrate that the pathway outlined in this paper effectively enhances student motivation and enthusiasm for English listening and speaking, ultimately leading to improved skills in these areas.

Study	Participant characteristics, sample size (EG/CG)	Intervention/ s (duration)	Key findings
(Darginavic iene & Sliogeriene, 2020)	145 Lithuanian 1st year undergraduate students of VGTU (95 of IT program, 50 of Creative Industry (CI) program)	The survey on key speaking issues such as spontaneous speaking, short talks, participation in discussions or debates, and delivering PPPs on professional topics.	Learners identified several speaking difficulties, including fear of making mistakes, lack of self-confidence, limited ideas, and challenging topics.
(Ashida & Otaki, 2022)	80 medical schools	1) the facts regarding the involvement of ESSPs in education and 2) the concerns or problems the educators were facing concerning working with or not working with ESSPs	The findings underscore the crucial role of readily available and high-quality English-speaking Simulated Patients (ESSPs) in facilitating the development and assessment of patient communication skills for non-native English-speaking students and clinicians, both in Japan and globally.
(Wongsa & Son, 2022)	Thailand high school. 40 students and 2 teachers (EG 11 males, 9 females. CG 8 males,12 females).	Drama-based activities and Facebook (9 weeks)	The study revealed that drama-based activities and Facebook effectively facilitated EFL learning for Thai school students. The STAD learning environment fostered interactive opportunities and encouraged collaborative language practice among peers.

Note: EG = experimental group; CG = control group; SSS = students' speaking skills

2. Researchers in eight research studies explore various approaches to enhancing English as a Foreign Language (EFL) speaking skills. These studies contribute to our understanding of the effectiveness of art-based instruction, phraseological units,

presentational speech, task-based learning, and the integration of content-based instruction and philosophy for children (P4C) (see Table 3). In these studies, the researchers employ a range of teaching methods, including art-based instruction, phraseological units, presentational speech, task-based learning, content-based instruction, and P4C, the role of art-based instruction and phraseological units in stimulating cognitive and linguistic development, fostering creativity, and enhancing students' ability to express themselves. While examining the studies we identify the following findings: incorporating visual art into EFL instruction effectively engages students and enhances their speaking skills by providing a meaningful context for language use (Al-Busaidi et al. 2022b), teaching phraseological units can alleviate language production issues and enhance the effectiveness and liveliness of students' speech (Sakaeva et al. 2016b), the benefits of the presentational speech approach in improving students' professional competence and communication skills (Phukan et al. 2021). In conclusion, these studies reinforce that diverse teaching approaches can effectively enhance EFL speaking skills. They highlight the importance of engaging students cognitively and linguistically, providing opportunities for meaningful communication, and creating supportive learning environments that foster confidence and critical thinking.

TABLE 3. *List of articles enhancing SSS through approaches.*

Study	**Participant characteristics, sample size (EG/CG)**	**Intervention/s (duration)**	**Main results**
(Al-Busaidi et al., 2022)	Sultan Qaboos University students (EG21, CG20)	art based approach	The research findings indicate that visual art possesses the capacity to stimulate student engagement and foster their spoken language development. Art provides a conducive and stimulating environment for learners to articulate their perspectives through linguistic expression.
(Sakaeva et al., 2016)	Kazan Federal University for Technical Students	Phraseological units	The utilization of phraseological units in language acquisition demonstrably mitigates challenges such as lexical insufficiency and code-mixing. Additionally, these units contribute to a more effective and engaging mode of communication.
(Li, 2015)	University in Hubei province.	Independent sample T-test	A multimodal approach to teaching English speaking

Study	Participant characteristics, sample size (EG/CG)	Intervention/s (duration)	Main results
	(62/62)	based on the multimodal English speaking and listening teaching	and listening significantly boosted students' skills in both areas. This method shows promise for training non-English majors at other universities.
(Elhassan & Adam, 2017)	Al Fashir University, Faculty of Arts & Education English Language Department. 60 students (for the questionnaire), 40 lecturers (for Interviews), and 40 students for the Observational checklist (classroom debate activity).	Communicative Approach drawing on dialogic teaching	The study demonstrates that authentic dialogic teaching components are successful in promoting student learning when adequate opportunities for skill practice are provided.
(Phukan et al., 2021)	Faculty of Sociology and Law at "Igor Sikorsky Kyiv Polytechnic Institute (20/25)	The presentational speech approach 4 stages	The research provides evidence that the presentational speech approach positively contributes to the development of students' professional skills.
(Darmi et al., 2018)	The universities of Malaysia. 14 students	A task-based approach.	Research indicates that learners consistently rely on their native language (L1) across various tasks in English language learning. This finding suggests that when using task-based lessons, teachers should prioritize clear and simple English for low-proficiency learners. Task-based classrooms encourage meaningful communication, and

Study	Participant characteristics, sample size (EG/CG)	Intervention/s (duration)	Main results
			allowing learners to use their L1 can alleviate the pressure of perfect language form, ultimately promoting stronger English fluency.
(Flórez et al., 2011)	The School of Microbiology and the School of Languages at a public university	Five instruments and the MELICET test	This study demonstrates that seven undergraduate students significantly enhanced their speaking and listening abilities through the program. The results suggest two key implications for improving language education: Increased Access and Collaborative Teaching.
(Acar & Arslan, 2023)	23 seventh-grade gifted students at a Science and Art Center in Denizli, Türkiye. (12/11)	Philosophy for children approach	The study found that participants in the experimental group generally reported positive experiences with Philosophy for Children (P4C) practices and speaking lessons. While P4C-based lessons demonstrated positive impacts on critical thinking and English speaking skills, the study did not reveal a significant improvement in English speaking skills alone.

Note: EG = experimental group; CG = control group; SSS = students' speaking skills

3. This analysis examines nine studies that explore various aspects of EFL speaking skills, including teacher attitudes towards e-portfolios, teaching methods, using dramatization, challenges faced by medical students, diagnostic assessment, and perceived learning difficulties (see Table 4). Across these studies in this review involved diverse perspectives on EFL speaking skills, ranging from teacher attitudes to student challenges and teaching methodologies, the importance of considering the specific context when designing and implementing EFL speaking instruction, such as the student's language proficiency level, cultural background, and learning

environment, the value of diagnostic assessment and feedback in identifying areas for improvement and guiding instruction. Multiple studies demonstrate the positive effects of EFL teachers' multifaceted attitudes towards implementing e-portfolios in speaking classes, identifying themes related to ownership, reflection, teacher self-improvement, and challenges (Esmaeilee 2024b). Overall, these studies contribute to our understanding of the multifaceted nature of EFL speaking skills. They highlight the importance of considering teacher attitudes, teaching methods, assessment practices, and student challenges when designing effective instruction.

TABLE 4. *List of articles enhancing SSS through methods*

Study	**Participant characteristics, sample size (EG/CG)**	**Intervention/s (duration)**	**Main results**
(Esmaeilee, 2024b)	Iranian EFL 15 teachers with at least 5 years of experience as an EFL teacher	Speaking rubrics from the TOEFL IBT test with four-bands	This study examines EFL teachers' perspectives on e-portfolios in speaking classes, identifying key themes related to student ownership, reflection, teacher development, and potential limitations. The findings offer insights into the advantages and drawbacks of e-portfolio integration in language learning.
(Ren & Ai, 2017)	Crew students	The method of scenario simulation	A diverse teaching approach fosters student growth by helping them realize their potential and providing teachers with a comprehensive understanding of their unique learning needs.
(Makayev et al., 2017)	The ways of teaching speaking	The communication and collaboration methods	The study showed that classroom discussions, which emphasize student engagement through questioning, paraphrasing, and other interactive practices, were the most prevalent activity. Conversely, role-playing activities were used least frequently.
(Ghofur et al., 2017)	70 senior-high-school students	CLT and ALM 6-session	This research suggests that while the behavioristic ALM method is effective for basic speaking skills, the constructivist CLT method excels in developing contextually appropriate speaking. Integrating both methods into classroom practice is recommended for optimal EFL instruction.
(Kauts & Monika, 2013)	Private schools of district Fazilka 240 fifth class students	Through Dramatization	The study demonstrated a significant improvement in students' English proficiency, particularly speaking skills, when teaching through dramatization was employed compared to traditional methods.
(Abugohar et al., 2019)	45 Saudi students of medical College	Two instruments-a self-rated report and a guided	The research highlights that achieving fluency and accuracy in speaking is a major challenge for language learners, especially for aspiring medical college students who need these skills to succeed.
(Metruk, 2018)	50 Slovak third-year university EFL students 46 female and 4 male	The interlocutor asked opinion-based open questions 15 minutes	The study provided valuable insights that allowed both EFL students and their teachers to identify and prioritize areas requiring greater focus, fostering a shared understanding of learning needs.

Study	Participant characteristics, sample size (EG/CG)	Intervention/s (duration)	Main results
(Huang et al., 2022)	1,525 participants from seven universities across China 584 (38.3%) were male and 941 (61.7%) female participants; 514 (33.7%) were freshmen and 1,011 (66.3%) were sophomore students; 747 (49.0%), 528 (34.6%), and 250 (16.4%) were arts, sciences, and English subject students	A survey that consisted of a five-point Likert scale self evaluation form and a major essay question addressing their key challenges. A mixed method.	This research identified listening, speaking, and writing as consistent challenges in EFL learning. Notably, students' academic backgrounds (arts, sciences, or English-related disciplines) significantly influenced their perceived difficulties in English listening and vocabulary. Qualitative findings supported these quantitative observations, providing deeper insights into specific challenges within each skill area. Based on these findings, practical implications for Chinese college English teachers and administrators are discussed. These recommendations focus on pedagogical approaches and policy development to address the identified challenges and enhance EFL instruction.
(Esmaeilee, 2024)	15 Iranian EFL teachers Iran Language Institute (ILI). Personal group seven and Eight teachers were focus-group.	Qualitative aspects of spoken language use and speaking rubrics of five bands from the TOEFL IBT test. The personal Interview-45 min, focus-group interviews for 75 min	Integrating e-portfolios into speaking courses fosters collaboration, motivates students, and bridges the gap between classroom learning and real-world application, ultimately contributing to improved speaking proficiency. As Lin (2008) notes, e-portfolios promote collaborative learning between students and teachers during the portfolio development process.

Study	Participant characteristics, sample size (EG/CG)	Intervention/s (duration)	Main results

Note: EG = experimental group; CG = control group; SSS = students' speaking skills

4. According to these six analyses of studies focusing on the impact of technology-aided instruction on EFL speaking skills. These studies explore online platforms, virtual reality (VR), short animated videos, and ICT in general, providing insights into their effectiveness and potential challenges (see Table 5). Standard analyses included the increasing use of technology in EFL classrooms and its potential to enhance student learning, aligning technology integration with a student-centered approach, focusing on learner engagement and collaboration, careful planning and implementation to ensure effective technology integration, and avoiding potential pitfalls. The results are the following: both instructors and students have positive attitudes towards using Blackboard Collaborate for online lessons, highlighting its potential for fostering student-centered instruction (Al Mahmud 2022b), case technology is more effective in face-to-face settings than online for specific assessment criteria like task completion and discourse competence (Sheredekina et al. 2022). These studies suggest that technology integration can be a valuable tool in enhancing EFL speaking skills. However, careful planning, practical implementation, and a student-centered approach are crucial for maximizing its potential. Further research is needed to explore the benefits and challenges of various technological interventions in different contexts and for diverse learners.

TABLE 5. *List of articles enhancing SSS through technology.*

Study	Participant characteristics, sample size (EG/CG)	Intervention/s (duration)	Main results
(Al Mahmud, 2022)	EFL instructors and students at the University of Jeddah 10 students and 10 instructors.	The Blackboard Collaborate user experience, instructors' and students' beliefs, and the challenges of and suggested improvements for Blackboard Collaborate.	The research revealed a positive disposition towards the use of Blackboard (BB) for online lessons among both instructors and teachers. The mandatory implementation of BB also contributed to a more student-centered approach among instructors.
(Sheredekina et al., 2022)	60 law students of the 2019–2020 academic year (Group A), and 60 law students of the	A case technology implementation algorithm of professional task	The study highlighted the superiority of face-to-face case technology over online case technology, particularly in terms of

	2020–2021 academic year (Group B). The Great Saint Petersburg Polytechnic University, Russia	solutions. the two-semester study	meeting assessment criteria related to task completion, discourse competence, and meaningfulness.
(Ironsi, 2023)	75 students and 10 language instructors from a school in a private university in Turkey	VR Goggles 14 weeks	The study provides empirical evidence that VR can be perceived as effective during speaking lessons and potentially beneficial for students. However, the findings also underscore the importance of meticulous planning when incorporating VR into language teaching. Without careful consideration and implementation, VR may not lead to improvements in speaking skills or grades.
(Cisterna-Zenteno et al., 2022)	first-year undergraduate students	short animated videos	The study highlighted the positive impact of using short, animated videos on the development of higher-order critical thinking skills among first-year undergraduate students during oral production tasks.
(González, 2018)	Students of Metropolitan Language School in Quito, Ecuador	MyEnglishLab platform,	The research showed that while students made progress in grammatical accuracy, EFL teachers still needed to focus on developing their speaking skills.
(Alcántar et al., 2015)	Centro Universitario de Los Altos de la Universidad de Guadalajara 27/23	The use of technologies ICT	The findings emphasize that the pedagogical use of ICT in foreign language teaching and learning remains a significant area of research today.

Note: EG = experimental group; CG = control group; SSS = students' speaking skills

5. This analysis examines seven studies that explore the role of various learning environments and resources in enhancing EFL speaking skills. These studies explore the impact of student beliefs, virtual speaking buddies, online talk projects, YouTube videos, social media, and collaborative learning approaches (see Table 6). Several studies highlight the importance of understanding students' beliefs about language learning and how they influence their speaking performance, the growing use of technology to create engaging and accessible learning environments for EFL speaking practice, and the value of collaborative learning, interaction, and communication for improving speaking skills. These findings the connection between students' speaking beliefs and their performance, suggesting that teachers should be aware of these beliefs to design appropriate activities (Tran and Troian 2014), the use of virtual speaking buddies as a tool for semi-formal learning, which can bridge the gap between formal and informal learning environments (Ab Rashid et al. 2018), the benefits of conversational interaction through online talk projects, emphasizing their role in language development and confidence building (Tran et al. 2024b).

These studies suggest that effective EFL speaking instruction involves creating supportive learning environments that address students' beliefs, utilize technology for engagement and collaboration, in addition, foster authentic communication experiences. The studies underscore the importance of considering the unique needs of learners and the potential of diverse learning resources to enhance speaking skills.

TABLE 6. List of articles enhancing SSS through tools and instruments.

Study	Participant characteristics, sample size (EG/CG)	Intervention/s (duration)	Main results
(V. Tran & Troian, 2014)	Faculty of the Foreign Languages in Ho Chi Minh City-Vietnam. 40 intermediate English learners	Five themes Beliefs about Language Learning Inventory (BALLI)	The study demonstrated a significant correlation between students' beliefs regarding speaking and their actual speaking performance. These findings provide valuable insights for speaking teachers, enabling them to develop more appropriate and stimulating teaching approaches that align with students' beliefs and perspectives.
(Ab Rashid et al., 2018)	Five English language teachers	An application for a virtual speaking buddy as a tool	This research suggests that blended learning, combining structured elements of formal

			education with the flexibility of informal learning, is the most effective approach for developing learners' speaking skills. This approach allows for the active involvement of teachers, even at a distance through virtual platforms.
(N. Tran et al., 2024)	Twenty bachelor English majors from a university in Northern Vietnam, high school students, STEM school teachers, and school and university teachers of English across the country.	An online talk project, Viet-Skype	This study underscores the significant advantages of conversational interactions for everyone involved, fostering both language proficiency and increased confidence. These positive outcomes are consistent with extensive research in second language acquisition, which emphasizes the importance of meaningful communication, purposeful interactions, realistic learning settings, and social engagement in language development.
(Toleuzhan et al., 2023)	182 males and 106 females Kazakh and Russian speakers	YouTube videos	This study reveals that participants hold a positive view of using EFL YouTube videos to enhance their speaking skills. This positive attitude may stem from the ease and enjoyment associated with language learning through these videos.
(Donny & Adnan, 2022)	132 second-year TESL undergraduate	Four phases, 10 minutes to complete via an	This study demonstrates the potential of social

	studentsıo Teaching English as a Second Language (TESL) at a public research university in Malaysia.	online survey platform.	media to enhance students' speaking proficiency and boost their confidence. The findings motivate TESL undergraduate students to utilize these platforms as valuable tools for ESL learners.
(Menggo et al., 2019)	312 students and six speaking lectures from six universities in three provinces in eastern Indonesia.	Two procedures: (1) the questionnaire was distributed to all respondents simultaneously – 40 min. (2) the in-depth interview was conducted about one and a half hours after the questionnaire distribution and recorded on tape to have accurate data for analysis.	In the 21st century, effective teaching and learning demand collaboration. By fostering environments where students contribute, problem-solve, and utilize diverse thinking approaches, we can empower them to thrive academically. To further enhance communication skills, English academic materials should be designed to provide students with the necessary language resources.
(Korpas, 2021)	The second and third-year BA students studying at the Institute of English and American Studies.	Prezi	The study indicates that using Prezi for self-reflection can boost student performance by promoting deeper introspection into their learning process.

Note: EG = experimental group; CG = control group; SSS = students' speaking skills

6. This analysis examines five studies exploring various aspects of EFL speaking instruction, including teacher-centered versus student-centered approaches, authentic assessment, using songs, translanguaging, and the impact of speech act role-play. These studies offer insights into the challenges and opportunities in developing EFL speaking skills in different contexts. (See Table 7). Some studies highlight the limitations of traditional, teacher-centered approaches and advocate for student-centered methods that encourage active learning and meaningful communication. Across multiple studies, the significance of incorporating authentic assessment practices that mirror real-life communication situations is emphasized. Songs,

translanguaging, and role-play activities are explored as effective strategies for creating more engaging and effective English as a Foreign Language (EFL) learning environments. In the research reviewed, we identify the following findings such as a lack of student-centered practices and real-life speaking opportunities in Yemeni EFL classrooms, highlighting the need for more effective teaching methods (Al-Hassaani & Qaid, 2021), the characteristics of authentic assessment in EFL speaking, including real-life relevance, clear rubrics, communicative tasks, and continuous assessment (Zaim et al. (2017).

These studies underscore the importance of creating engaging and effective EFL speaking instruction that aligns with student needs and promotes meaningful communication. They advocate for a shift towards student-centered approaches, authentic assessment practices, and innovative strategies like translanguaging and role-play that facilitate active learning and positive language development.

TABLE 7. *List of articles enhancing SSS through strategies*.

Study	**Participant characteristics, sample size (EG/CG)**	**Intervention/s (duration)**	**Main results**
(Al-Hassaani & Qaid, 2021)	English Department, second-year level, College of Education / Saber; Aden University. 60 students 40 girls/ 20 boys	A questionnaire of four parts.	The study revealed a concerning imbalance in Yemeni EFL classrooms, where the focus heavily favors the teacher rather than the student. This teacher-centric approach, particularly evident in English-speaking skill classes, limits the opportunities for students to develop their fluency. The research further highlighted a critical gap: Yemeni EFL learners lack authentic, real-world practice opportunities, leaving them ill equipped to apply their skills outside the classroom. Moreover, the study found that the motivation driving teachers' methods often remains unclear to students, potentially hindering their engagement. Finally, the study concluded that Aden University's current English-speaking teaching methods are outdated and ineffective, calling for urgent reform to address

			these shortcomings.
(Zaim et al., 2017)	40 students, 2 English teachers, and document analysis.	questionnaires	The study identified key characteristics of effective authentic assessment for speaking skills, highlighting the need for: Relevance: Assessments should be grounded in real-world situations, familiar to both teachers and students, and aligned with daily life experiences. Clarity: Clear rubrics should be used to guide assessment and scoring. Communication: Assessments should emphasize communication and interaction. Continuity: Assessment should be an ongoing process, conducted regularly.
(Huertas & Parra, 2014)	the elementary school.	triangulation processes	The study found that incorporating songs into English instruction had a demonstrably positive effect on learners' emotional well-being, leading to increased happiness, self-confidence, and a greater sense of enjoyment during lessons.
(Torres et al., 2020)	A group of 4 participants	translanguaging strategy	The use of multimodal tools and a translanguaging strategy facilitated a robust metacognitive process, leading to significant improvements in vocabulary, pronunciation, and sentence structure. The collected data strongly suggests that these gains are directly linked to the metacognitive activities undertaken by the research participants.
(Ghayebi & Farrokh,	160 EFL learners 80 males and	speech act role play	This study suggests that interventions aimed at

2020)	females as starters/80 males and females as intermediate. (EG 40 beginner male/40 female, CG 40 beginner male/40 female)	ten sessions	improving the speaking skills of beginner and intermediate EFL learners through speech act awareness raising can be effective for both male and female students.

Note: EG = experimental group; CG = control group; SSS = students' speaking skills

The Effect of Technology, Personalization, and Authenticity on English as a Foreign Language (EFL) Speaking: A Future Perspective

Most scholars underscore a significant paradigm shift in EFL speaking instruction, moving from traditional, teacher-centered methods to a more learner-centric, communicative, and technologically driven approach. This shift is driven by a recognition of the evolving needs of EFL learners in a globalized and interconnected world. There are some trends and future directions:

1. Enhanced Technological Integration:

Beyond E-portfolios: The use of e-portfolios, while demonstrating value, represents a preliminary step in the broader integration of technology. Future developments are anticipated to leverage AI-powered tools to personalize learning pathways, offer real-time feedback, and implement adaptive exercises, thereby enhancing both learning efficacy and assessment strategies.

Interactive Tools and Immersive Environments: The findings suggest a growing trend toward utilizing interactive games, virtual reality simulations, and other engaging platforms to create more immersive and dynamic language learning experiences.

2. Personalized and Adaptive Learning:

Individualized Approaches: It highlights the importance of tailoring instruction to individual learner styles, motivations, and confidence levels. This trend is likely to be amplified, with increased research dedicated to developing personalized learning paths that cater to each student's unique needs and learning preferences.

Adaptive Learning Technologies: The integration of AI-driven platforms presents an opportunity to personalize learning experiences by assessing individual strengths and weaknesses, providing tailored learning materials and feedback, and dynamically adjusting learning pathways to optimize student progress.

3. Emphasis on Authentic Communication and Intercultural Competence:

Real-World Contexts: Emphasizing the need to create authentic communication situations in the classroom. This trend will likely gain further momentum through the incorporation of real-world tasks, collaborative projects with native speakers or speakers from diverse cultural backgrounds, and the use of authentic materials that reflect current communication practices.

Intercultural Communication Skills: As EFL learners increasingly engage with people from diverse cultures, future EFL speaking instruction will likely integrate a focus on intercultural communication, emphasizing the understanding of cultural norms, nonverbal communication, and different perspectives.

4. Evolving Assessment Practices:

Beyond Traditional Tests: Traditional assessments, often limited to standardized tests, are likely to be augmented with more authentic assessments, such as presentations, debates, and role-playing scenarios, providing a more comprehensive evaluation of speaking proficiency in practical contexts.
Portfolio-Based Assessment: The finding mention of portfolios suggests a growing trend toward holistic assessment strategies. This approach will likely expand, using portfolios to track learner progress over time, incorporate learner reflections, and promote self-assessment, thereby empowering students to take ownership of their learning.

5. Enhanced Research and Collaboration:

Interdisciplinary Collaboration: Future research on EFL speaking instruction will likely benefit from interdisciplinary collaboration between linguists, educators, technologists, and social scientists, leading to more comprehensive and nuanced understandings of the complex interplay of language, culture, technology, and learning.
Context-Specific Approaches: Research will likely focus on specific learner populations, such as medical professionals, business professionals, or learners with unique needs, tailoring instructional methods and resources to address these specific contexts and challenges.
Knowledge Sharing and Collaboration: The emergence of open platforms and communities, where EFL teachers can share successful methodologies, resources, and research findings, will likely foster a collaborative environment for knowledge sharing and professional development.
There are several methods that teachers can employ when teaching speaking skills in the classroom. In addition to electronic portfolios, teachers can utilize AI-powered writing tools such as Grammarly and Hemingway Editor. These tools provide personalized feedback to students, helping them identify and correct errors in their writing. AI-driven pronunciation practice apps, such as "Elsa Speak" and "Speechify," can also be used to provide personalized feedback and guidance. To enhance student engagement, teachers can incorporate interactive games like "Kahoot!" and "Quizlet Live" into their lessons. These games help review vocabulary and grammar in a fun and engaging way. Additionally, virtual reality (VR) headsets can be employed to create immersive learning environments where students can practice speaking in real-world situations, such as ordering food or asking for directions. Personalized learning is crucial in language acquisition, and teachers can tailor lessons to meet the needs of individual students. By using these tools and techniques, teachers can create an engaging and effective learning experience for their students. In the classroom, teachers should implement differentiated instruction by providing varied tasks and materials that cater to different proficiency levels of students. This can be achieved by allowing students to choose activities based on their strengths and interests, such as using online platforms like Duolingo or Babbel to create personalized learning paths for each student. Additionally, teachers can utilize adaptive learning technologies to provide tailored materials and feedback for each student based on their individual needs and progress. This approach ensures that students receive targeted support and instruction, leading to improved academic performance. Furthermore, incorporating authentic materials such as news articles, podcasts, and social media posts into classroom discussions can help students develop real-world skills and intercultural competence. Inviting guest speakers from diverse backgrounds can also contribute to fostering a more inclusive and understanding learning environment. Intercultural Communication Skills: In the classroom, incorporate role-playing activities to practice communication in various cultural contexts, emphasizing appropriate greetings and non-verbal cues, as well as cultural sensitivity. This will help students develop their

intercultural communication skills. Evolving Assessment Methods: Instead of traditional tests, use performance-based assessment methods such as presentations, debates, and role-plays to evaluate students' speaking proficiency in realistic situations. Tools like Flipgrid and Screencastify can help students record and share their performances. Additionally, students can create portfolios showcasing their language development and progress through recordings, reflections, and self-evaluations. Portfolio-based Assessment: Encourage students to create a portfolio that demonstrates their linguistic growth through recordings, written reflections, and self-assessment. This approach allows students to reflect on their progress and track their development over time. In the classroom, attend workshops, conferences, or online webinars to keep abreast of the latest developments in EFL teaching methods. For example, join online communities or professional associations to network with other EFL educators and share resources, best practices, and innovative ideas.

Limitations

The accuracy of bibliometric analysis is contingent upon the inclusion of all relevant materials and the exclusion of irrelevant entries. However, this is often a difficult task to accomplish during the data preparation stage. Bibliometric analysis differs from thematic analysis in that it relies on big data technology to review literature. The data is collected and analyzed using software, which makes the accuracy of this method highly dependent on the quality of the software employed. Additionally, the Web of Science database, while comprehensive, does not include all publications on teaching speaking skills worldwide. Nevertheless, the carefully selected bibliometric records from the primary global bibliographic database provide an accurate reflection of the general trends and structures of literature in this field.

Conclusions

This bibliometric study analyzed research on teaching speaking skills over the past 22 years, divided into three main periods. The study produced exciting findings through keyword analysis of research topics, co-citation analysis of authors and publications, publishers, and institution analysis. Countries with an EFL context, such as China, Malaysia, Indonesia, Iran, and Ukraine, focused more on developing learners' speaking skills. They contributed more to teaching speaking skills education studies. In addition, the analysis of author distribution revealed that there were constantly new researchers entering this field. However, the lack of authors focusing on ES education over the long term and sustained research still needs to be solved. This study aims to address methodology and clarify productive methods in publications. The study reveals that shifting to a more student-centered, communicative, and technology-driven approach shows six distinct teaching methods for enhancing students' speaking skills in English as a foreign language (EFL) context. Each method has unique characteristics and benefits, including activities, programs, approaches, techniques, technologies, tools, and strategies. In particular, the use of technology for teaching speaking is rapidly increasing. Additionally, international research into the teaching of speaking skills could benefit from increased scientific collaboration on this topic. This is particularly true in countries where English is learned as a foreign language, within the education and academic communities, and between researchers and scholars.

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