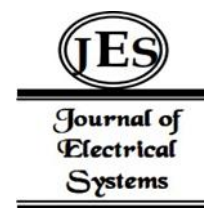


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Studies of Teaching and Learning English- Listening Skill: A Review and Bibliometrics Analysis



Abstract: - This study aimed to conduct a comprehensive historical review and bibliometric analysis of the literature on English-listening (EL) education and mapped the current state of the field, trends, and emerging topics, as well as identified gaps where further research is needed. We retrieved 630 sample documents on EL teaching and learning in Scopus (1958–2022) under certain conditions and analyzed the extracted data using Excel and VOSviewer 1.6.18 from the perspectives of the number of yearly publications, countries, authors, citation numbers, and keywords. The findings show that the number of publications on EL education increased from 1958 to 2022 with peak increase in 2019. Then, it decreased in 2020 and increased in 2021. However, in 2022 there was a decrease in publications due to a lack of sustained engagement with this topic by researchers. The research topics showed a multidimensional trend, covering communicative skills, language knowledge, assessment, teaching or learning methods, ICT-related applications, and cognitive factors, of which ICT-related applications (such as flipped classrooms, blended learning, and e-learning) and cognitive factors (such as motivation, anxiety, and affect) were the areas of focus.

Keywords: English-listening skills, bibliometric analysis, research trends, enlightenment, research state

INTRODUCTION

A considerable amount of time and money has been invested in English language education (ELE) around the world, especially in countries where English is a Foreign (EFL) or Second Language (ESL). For example, ELE in East Asian countries such as China, South Korea, and Japan has been identified as a necessary skill, which has motivated the development of various approaches and policies (Song, 2011; Hu and McKay, 2012). There was a changing English curriculum in Indonesia from teacher-centered to student-centered approach and learning process should be based on context (Musthafa, B., & Hamied, F. A., 2014; Pajarwati et al., 2021).

There were efforts in many countries in ELE that was reported by researchers. For example, using multimedia like a song was an effort in English Listening (EL) (Meskill, C. 1996 ; Listiyaningsih, T., 2017). In fact, there were researchers that was reported about the affect and factor in EL (Kutlu, Ö., & Aslanoğlu, A. E., 2009; Tyagi, B., 2013).

EL is the most important skill in learning English. Logically, the people can speak English because they can hear some words although speaking skill can be seen from proficiency in English (Djaborova, 2020; Wang, J., Abdullah, R., & Leong, L. M. 2022).

How to improve EL ability, including teaching and learning approaches, influencing factors, and other related issues, have always been a focus of researchers. Thus, in view of the profound changes in society, politics, economics, and technologies, this article aims to give an overview of the current situation and trends regarding EL studies based on Scopus from 1958 to 2022. This was carried out in the period from 1958 to 2022 because few researchers were interested in research on listening. Moreover, it seeks to provide useful information for further EL teaching and learning research through visualized data analysis using VOSviewer 1.6.18 and Micro Excel.

In sum, the research questions (RQs) of this article are as follows:

RQ1. What is the bibliometric information regarding publications about EL teaching and learning in Scopus (1958– 2022), including the number of yearly publications, authors, citations, and keywords?

RQ2. What is the status of EL teaching and learning?

RQ3. What are the most influential authors in the field of EL teaching and learning?

RQ4. What are the trends in EL teaching and learning?

RQ5. What are the gaps in EL teaching and learning from the bibliometric information?

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MATERIALS AND METHODS

Bibliometric analysis was conducted to the cross-science of quantitative analysis of all carriers of knowledge by means of mathematics and statistics (Broadus, 1987). The use of bibliometric software which has developed such as VOSviewer, Citespace, Gephi, and the foundation of the big databases for academic documents such as Scopus, Web of Science (WoS), and Taylor and Francis make bibliometric analysis more feasible and practical (Donthu et al., 2021). In fact, there was the recommendation minimum sample size for a bibliometric analysis by Rogers et al. (2020), that is 200 entries.

Article Selection and Identification

Scopus was chosen as the database for this historical review and bibliometric analysis of ES education. This is because Scopus, as one of the world's largest databases, covers a wide range of academic journals, conference proceedings, books, and other related publications with relatively high citation indexes and quality, much like the Web of Science (Pham et al., 2018; Baas et al., 2020). The reason why Scopus chosen was that is user-friendly in the sense that information can be conveniently retrieved through string retrieval. This study replicated the methodologies used by Lázaro (2022), Wang & Leong (2022), and Kaya and Erbay (2020). This study was conducted around RQs after the identification of some keywords as conditions for data mining.

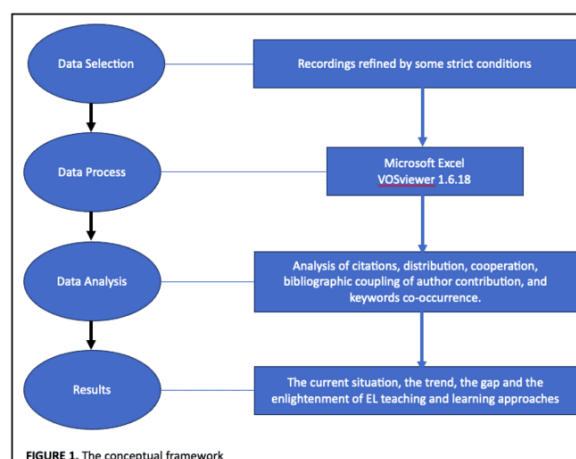
A search process has been carried out on the Scopus database. Thus, 951 sample documents were first strictly extracted under the condition [TITLE-ABS-KEY (“teaching and learning Listening skill” OR “English-listening”)] AND (“Teaching English as Foreign Language” OR “TEFL”). Then, the conditions of time span and document type were added for filtering from 1958 to 2022. Then, the articles, conference papers, reviews, book chapters, and books were chosen as the target document types. The detailed conditions can be seen in Table 1.

Finally, 630 documents were obtained. These were exported in the form of an Excel document with citation information, bibliographic information, abstract and keywords, funding details, and other information.

After strict data cleaning through thematic analysis of the abstracts by two researchers for more than three times, 315 sample documents remained, which were classified into four types of documents: journal articles (224; 70.91%), conference papers (69; 21.88%), book chapters (14; 4.43%), and reviews (9; 2.77%), covering more than 10 subject areas, such as social sciences, computer sciences, medicine, engineering, and arts and humanities.

Research Framework and Instruments

The data selection from sample documents were screened for information about authors, titles, years, citations, author keywords, index keywords, publishers, document types, and author affiliations from Scopus under strict conditions. The sample documents were then uploaded to Excel and VOSviewer 1.6.18 during the data-processing step. Excel and VOSviewer 1.6.18 were used to perform the visualized bibliometric analysis of the number of publications per year, contributions of authors and countries, and keywords (Chen, 2016; Van Eck and Waltman, 2017; Wang & Leong, 2022). Finally, the current situation, developing trends, research gaps, and lessons we can learn about EL teaching were sorted. Thus, the research framework is divided into four main steps, as shown in Figure 1.



RESULTS

Compared with studies on English speaking, writing and reading, studies on EL education are relatively very small in scale. Although only 630 sample documents conforming to the screening conditions were identified, it was still feasible to conduct a bibliometric analysis from the perspectives of the number of yearly publications, countries, authors, citations, and keywords.

TABLE 1 I Retrieval conditions.

Conditions	Content
Topics (in article title, abstract, and keywords)	Teaching listening, Learning listening, English-listening
Research fields	TEFL, ESL, TESOL
Time span	1958-2022
Document types	Article, conference paper, book chapter, review, book.

Number of Publication by Year

According to the linear trend line in Figure 2, the overall trend of the EL education literature in Scopus was on the rise from 1958 to 2022. The number of publications in 2022 was thirty times more than that in 1958, indicating that EL education was gradually beginning to be taken seriously by researchers.

However, there were some tortuous changes. In 1958, under 10 studies were identified. From 1958 to 2019, the number of documents published in this area exhibited an up-and-down curve. The number of publications was slightly lower in 2015 than in 2019. In 2019 is the highest number of publication. Meanwhile, in 2015 the number of publication was decrease significantly. This might be due to the decreased demand for EL education as a result of the economic downturn in many emerging economies such as China, South Korea, and Brazil (Reid, 2014). Yearly publications in this field increased from 2016 to 2019, but decreased again in 2020, which was again in line with the global economic situation (Mau and Ulyukaev, 2015). In 2019, the number of publications was more or less the same as in 2016. The reasons for this might be that it was no new research directions were explored during that time. After 2019, there was up-and-down curve again until 2021. After a slight increase in 2021, there will be a decline again in 2022. Overall, there was a significant accumulation in the number of publications from 1958 to 2022, showing a new growth trend.

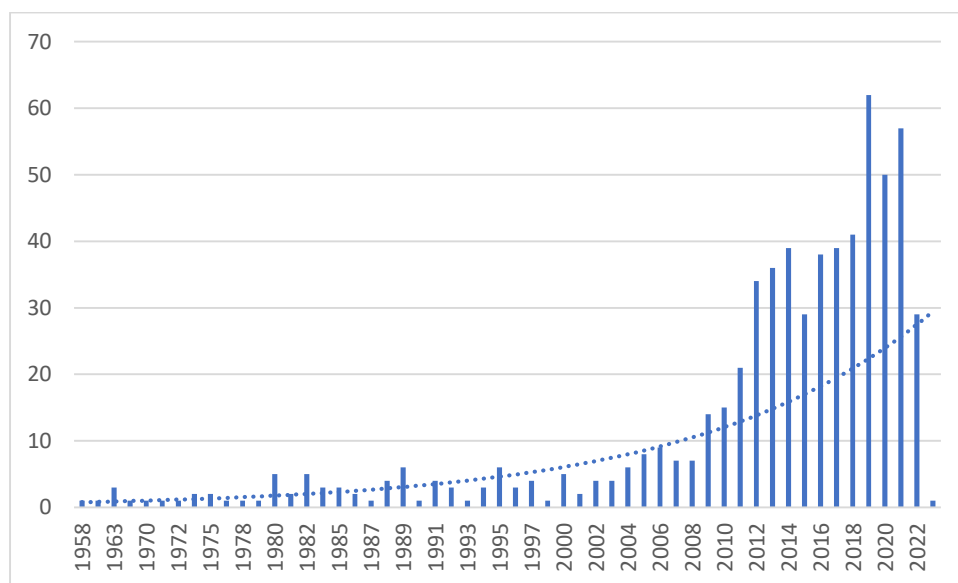


FIGURE 2. Yearly publication on English-listening teaching and learning (1958-2022).

Contributions and Collaborations by Country/Region

The 630 sample records extracted in Scopus from 1958 to 2022 were associated with around 30 countries, showing the global distribution of interest by country in EL education or TEFL.

Figure 3 shows the top 20 countries/regions publishing articles in this field, and they were responsible for many EL education publications (1958–2022). The countries with blue and darks were the ones with the large number

of the publications. Apart from the most publications contributed by the Australia, United States, United Kingdom, Canada, the remaining publications were published by the countries around Europe.

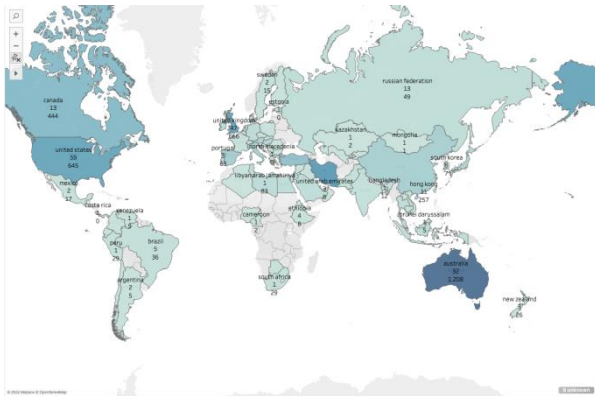


FIGURE 3. Density map of the countries.

Author Contributions

Table 2 shows the topics of the top 10 most frequently cited articles were concern with the learning of EL and TEFL. The total citation number was 1,928. The most frequently cited article is by Pennycook A., (2006) which explained about world Englishes. The second one is Vandergrift L. (2012). It focused on teaching and learning second language listening or in other word, it is the English-listening (EL). The third most frequently cited article, which explained about metacognition instruction for second language listening development. This research have been done by Goh C., (2008)

TABLE 2 Top 10 frequently cited authors on English-listening (EL) education in Scopus (1958–2022).

Author Names	Title	Cited by
Pennycook A.	Global Englishes and transcultural flows	814
Vandergrift L., Goh C.C.M.	Teaching and Learning Second Language Listening: Metacognition in Action	262
Goh C.	Metacognitive instruction for second language listening development: Theory, practice and research implications	162
Atkinson D.	The mother tongue in the classroom: A neglected resource?	127
JOHNS A.M., DUDLEY-EVANS T.	English for Specific Purposes: International in Scope, Specific in Purpose	107
Arslan R.Ş., Şahin-Kizil A.	How can the use of blog software facilitate the writing process of English language learners?	102
Kirkpatrick A.	The routledge handbook of world englishes	98
Komoń-Zelazowska M., Bissett J., Zafari D., Hatvani L., Manczinger L., Woo S., Lorito M., Kredics L., Kubicek, C.P., Druzhinina I.S.	Genetically closely related but phenotypically divergent Trichoderma species cause green mold disease in oyster mushroom farms worldwide	94
Orafi S.M.S., Borg S.	Intentions and realities in implementing communicative curriculum reform	83
Goker S.D	Impact of peer coaching on self-efficacy and instructional skills in TEFL teacher education	79

Meanwhile, Figure 4 shows the most prolific authors in research of Teaching English as Foreign Language (TEFL). The first author is Bai J. He and the others did research in TEFL. Meanwhile, research on ES is rarely carried out, especially by researchers. This can be seen on figure 5. The research shows the general information about the citations for the 315 sample documents in Scopus (1958-2022). In fact, the most cited article is from Vandergrift, L., & Goh, C. (2009) and they explain about EL in learning strategy and listening comprehension of learning. In the documents of article research, Bai L. is the most widely but it was the research about TEFL. For example, in 2011, Bai, L., & Millwater, J. (2011) have done research about the perception of research in Chinese TEFL. It was reported for explanation about the students of Chinese in TEFL.

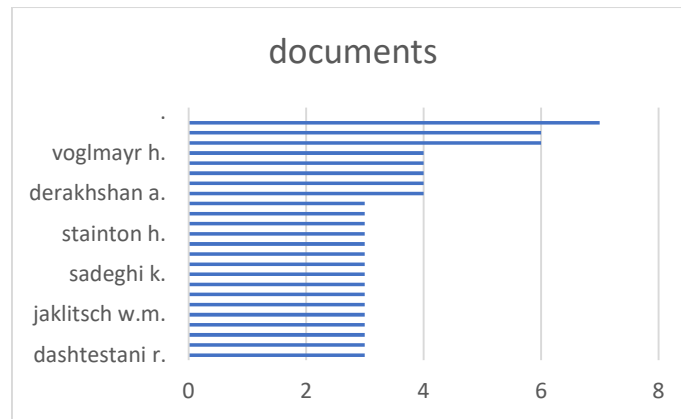


FIGURE 4. The most prolific authors

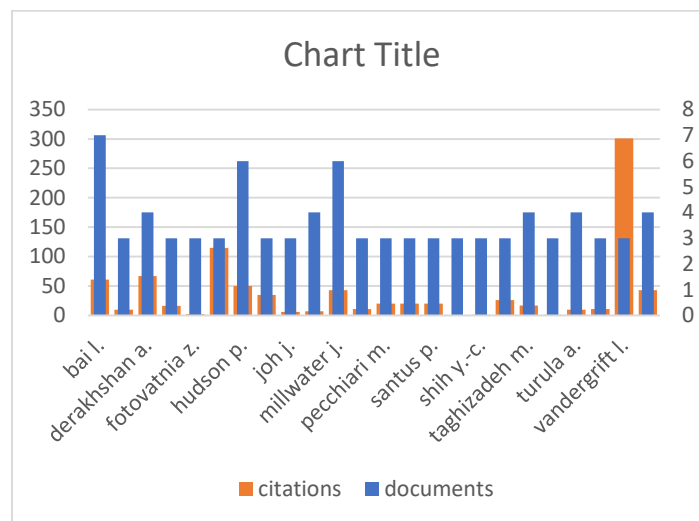


FIGURE 5. Citation and Documents

LIMITATIONS

The interpretation of the review should be very cautious due to some limitations. First, bibliometric analysis is a literature review method based on big data technology rather than synthesized thematic analysis. The data were collected and analyzed through the software. Thus, the accuracy of this analysis method is highly dependent on that of the software. The second limitation refers to the database. Though Scopus has covered the majority of the publications on EL teaching and learning worldwide, there are still some publications that were not included in the research.

CONCLUSION

This historical review and bibliometric analysis sought to better understand the current state of the research field, trends, and emerging research topics on EL education from 1958 to 2022. The results show that there was an increasing trend in the number of publications in this area from 1958 to 2022 in Scopus, indicating that EL education studies remained a necessary research topic. Countries with an EL or TEFL context, such as Australia, United States, United Kingdom, and Canada paid more attention to the development of learners' EL abilities and contributed more to EL education studies.

AUTHOR CONTRIBUTIONS

AKA was the research designer and executor of this study, participated in and completed the data analysis, and wrote the first draft of the manuscript. SM gave suggestions when necessary. All authors contributed to the article and approved the submitted version.

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