International Institute for Research and Development of Educational Technology INDTEC, C.A.
DOI: https://doi.org/10.29394/Scientific.issn.2542-2987.2026.11.39.1.15-29
OAI-PMH: http://www.indteca.com/ojs/index.php/Revista_Scientific/oai

Bibliometric Analysis of Authentic Tasks in TBLT for Developing English Oral Production (2011-2025)

Joseline Mitzy Yagual Espinoza[1]
[1]*Universidad Estatal de Milagro (UNEMI), Milagro, Ecuador*
jyaguale2@unemi.edu.ec | https://orcid.org/0009-0004-2261-9493
Correspondencia: jyaguale2@unemi.edu.ec

Abstract: This study presents a bibliometric analysis of research on authentic tasks in Task-Based Language Teaching (TBLT) aimed at developing English oral production, covering the period 2011-2025. The objective was to identify trends, influential authors, co-citation networks, and thematic patterns in the scientific literature indexed in Scopus. A total of 908 journal articles were analyzed, selected through a systematic search and filtering process that excluded reviews, book chapters, studies in which the language of instruction was other than English, and descriptors unrelated to the oral focus. The analysis was conducted using RStudio (Bibliometrix package) and VOSviewer, applying scientific performance metrics and network mapping of co-citation, co-authorship, and keyword co-occurrence. The results revealed the dominance of journals specializing in educational technology (particularly Computer Assisted Language Learning), the overrepresentation of Anglophone and digital contexts, and the emphasis on quantifiable linguistic dimensions (fluency, accuracy) over pragmatic and affective aspects. Foundational works on TBLT and task processing concentrated the highest co-citation frequencies. A disconnect was identified between technological innovation and the theoretical foundations of TBLT. It is concluded that it is necessary to integrate interdisciplinary perspectives, diversify research contexts, and develop multidimensional assessment instruments that address the pragmatic and affective gaps still persistent in the field.

Keywords: authentic tasks; oral production; task-based language teaching; bibliometric analysis; english as a foreign language.
UNESCO Classification Code: 5701.11 - Language Teaching.
OECD-FOS Classification: 5.3 - Education.

Análisis Bibliométrico de Tareas Auténticas en TBLT para el Desarrollo de la Producción Oral en Inglés (2011-2025)

Resumen: Este estudio presenta un análisis bibliométrico de la investigación sobre tareas auténticas en la Enseñanza de Lenguas Basada en Tareas (TBLT) orientada al desarrollo de la producción oral en inglés, cubriendo el período 2011-2025. El objetivo consistió en identificar tendencias, autores influyentes, redes de co-citación y patrones temáticos en la literatura científica indexada en Scopus. Se analizaron 908 artículos de revista, seleccionados mediante un proceso sistemático de búsqueda y depuración que incluyó la exclusión de revisiones, capítulos de libro, estudios en idiomas distintos al inglés como lengua de enseñanza y descriptores no relacionados con el enfoque oral. El análisis se realizó con las herramientas RStudio (paquete Bibliometrix) y VOSviewer, aplicando métricas de rendimiento científico y cartografía de redes de co-citación, coautoría y co-ocurrencia de palabras clave. Los resultados revelaron el dominio de revistas especializadas en tecnología educativa (particularmente Computer Assisted Language Learning), la sobrerrepresentación de contextos anglófonos y digitales, y el énfasis en dimensiones lingüísticas cuantificables (fluidez, precisión) por encima de los aspectos pragmáticos y afectivos. Las obras fundacionales sobre TBLT y procesamiento de tareas concentraron las mayores frecuencias de co-citación. Se identificó una desconexión entre la innovación tecnológica y los fundamentos teóricos del TBLT. Se concluye que es necesario integrar perspectivas interdisciplinarias, diversificar los contextos de investigación y desarrollar instrumentos de evaluación multidimensional que aborden las brechas pragmáticas y afectivas aún persistentes en el campo.

Palabras clave: tareas auténticas; producción oral; enseñanza basada en tareas; análisis bibliométrico; inglés como lengua extranjera.
Código de clasificación UNESCO: 5701.11 - Enseñanza de lenguas.
Clasificación OCDE-FOS: 5.3 - Educación.

Análise Bibliométrica de Tarefas Autênticas no TBLT para o Desenvolvimento da Produção Oral em Inglês (2011-2025)

Resumo: Este estudo apresenta uma análise bibliométrica da pesquisa sobre tarefas autênticas no Ensino de Línguas Baseado em Tarefas (TBLT) voltada ao desenvolvimento da produção oral em inglês, cobrindo o período de 2011-2025. O objetivo foi identificar tendências, autores influentes, redes de co-citação e padrões temáticos na literatura científica indexada no Scopus. Foram analisados 908 artigos de periódicos, selecionados por meio de um processo sistemático de busca e filtragem que excluiu revisões, capítulos de livros, estudos em que a língua de ensino era distinta do inglês e descritores não relacionados ao foco oral. A análise foi realizada com as ferramentas RStudio (pacote Bibliometrix) e VOSviewer, aplicando métricas de desempenho científico e mapeamento de redes de co-citação, coautoria e co-ocorrência de palavras-chave. Os resultados revelaram o domínio de periódicos especializados em tecnologia educacional (especialmente Computer Assisted Language Learning), a super-representação de contextos anglófonos e digitais, e a ênfase em dimensões linguísticas quantificáveis (fluência, precisão) em detrimento dos aspectos pragmáticos e afetivos. As obras fundacionais sobre TBLT e processamento de tarefas concentraram as maiores frequências de co-citação. Identificou-se uma desconexão entre a inovação tecnológica e os fundamentos teóricos do TBLT. Conclui-se que é necessário integrar perspectivas interdisciplinares, diversificar os contextos de pesquisa e desenvolver instrumentos de avaliação multidimensional que abordem as lacunas pragmáticas e afetivas ainda persistentes no campo.

Palavras-chave: tarefas autênticas; produção oral; ensino baseado em tarefas; análise bibliométrica; inglês como língua estrangeira.
Código de Classificação UNESCO: 5701.11 - Ensino de línguas.
Classificação OCDE-FOS: 5.3 - Educação.

How to cite this article:
Yagual, J. M. (2026). Bibliometric Analysis of Authentic Tasks in TBLT for Developing English Oral Production (2011-2025). *Revista Scientific, 11*(39), 15–29. https://doi.org/10.29394/Scientific.issn.2542-2987.2026.11.39.1.15-29

Date Received:	Date Acceptance:	Date Publication:
02-08-2025	09-01-2026	05-02-2026

Revista Scientific - Bibliometric Article - Peer-Reviewed - Volume 11, Issue 39 - February-April 2026 - pp. 15-29
pp. BA2016000002 - e-ISSN: 2542-2987 - ISNI: 0000 0004 6045 0361

DOI: https://doi.org/10.29394/Scientific.issn.2542-2987.2026.11.39.1.15-29
OAI-PMH: http://www.indteca.com/ojs/index.php/Revista_Scientific/oai

1. Introduction

In the process of foreign language instruction, the pedagogical objective is for students to be able to communicate authentically in real-world situations in a second language (Córdova et al., 2024). In teaching practice, this requirement represents one of the most persistent challenges in the teaching-learning process, as it involves not only the mastery of linguistic structures but also their effective application across diverse social and cultural contexts. Oral production in English as a Foreign Language occupies a central place in this challenge: it requires the simultaneous coordination of grammatical, lexical, and pragmatic resources under real-time conditions and genuine communicative demands (Hagoort & Levelt, 2009). This demand is particularly acute in English as a Foreign Language (EFL) contexts, where exposure to the language is limited almost exclusively to the classroom and opportunities for authentic practice are scarce and discontinuous. Recent studies have confirmed that oral production is one of the most critical skills in language learning: students recognize its importance for professional and academic performance, yet lack the scaffolding necessary to develop it autonomously (Mendieta, 2021).

Authentic tasks constitute a pedagogical strategy that brings students closer to real-world language use in English. In a similar vein, Ramírez and Artunduaga (2018) link them to activities characteristic of everyday life; Koh et al. (2019) specify that they confront learners with contextualized challenges requiring the integrated application of knowledge in complex scenarios; and López et al. (2021) synthesize their nature through three defining features: genuine communicative purpose, contextually situated language use, and learner-centered interactions. Together, these features strengthen oral competence: communication is practiced in real situations, verbal compensation strategies are developed, and students face genuine pragmatic demands.

The pedagogical relevance of these tasks operates along two dimensions. The first is cognitive-motivational: Anagnostopoulou et al. (2023) demonstrate that they allow students to identify essential skills for future performance, and activities such as role plays or interview simulations generate greater cognitive engagement (Ochoa-Angrino et al., 2020). The second is pragmatic-constructivist: Hu and Liu (2023) note that oral production requires not only grammatical mastery but also strategic register selection and adaptation to cultural variables, while Pullu and Gömleksiz (2021) emphasize that these tasks position students as active managers of their own learning. Nevertheless, Salgado et al. (2025) warn that teacher resistance to methodological change and students' linguistic difficulties hinder, in practice, sustained implementation.

Despite their pedagogical relevance, no bibliometric reviews have systematically mapped the evolution, trends, and intellectual influence of authentic tasks within the Task-Based Language Teaching (TBLT) framework as applied to oral production in English. Existing reviews address TBLT or oral production only partially, without integrating both constructs or applying co-citation network analysis. This gap underscores the need for a quantitative synthesis capable of identifying dominant authors and theoretical frameworks, emerging thematic trends, and persistent conceptual gaps over the 2011-2025 period.

Bibliometric analysis is particularly well suited to this purpose: it enables mapping of a field's intellectual architecture (who cites whom, which concepts co-occur, which authors serve as bridges between research traditions) with an objectivity that narrative reviews cannot guarantee (Donthu et al., 2021). In the context of TBLT and oral production, this approach is also necessary given that the quantitative expansion of the field over the past decade has not been accompanied by syntheses that guide researchers and educators toward the most consolidated and most promising lines of inquiry.

Against this backdrop, the work of Zhang (2025) is particularly relevant: he notes that language assessment still lacks bibliometric syntheses that map its intellectual

DOI: https://doi.org/10.29394/Scientific.issn.2542-2987.2026.11.39.1.15-29
OAI-PMH: http://www.indteca.com/ojs/index.php/Revista_Scientific/oai

structures over extended periods. The same gap characterizes the specific intersection between authentic tasks and oral production. Existing studies are narrative, thematically narrow in scope, and do not employ network analysis to identify the intellectual connections between research traditions. Based on this gap, the present study aims to analyze, through bibliometrics, the state and evolution of research on authentic tasks in TBLT as applied to the development of English oral production during 2011-2025.

Specifically, the study seeks to identify publication trends, the most influential authors, co-citation structures, and conceptual gaps in the literature indexed in Scopus. The guiding research question is: What are the publication trends, most influential authors, co-citation networks, and conceptual gaps in this area of research during the specified period?.

2. Methodology

This study adopts a bibliometric design of a quantitative and descriptive nature (Donthu et al., 2021). The methodological process followed predefined criteria for searching, selecting, and analyzing documents, all documented in sufficient detail to ensure transparency and reproducibility.

2.1. Protocol and Registration

No protocol was prospectively registered in PROSPERO, as the bibliometric design of this study does not require registration in that repository. Nevertheless, the methodological process followed predefined criteria for study selection, exclusion, and analysis, documented in this section with sufficient detail to ensure reproducibility, in accordance with the transparency principles of bibliometric reporting (Donthu et al., 2021). The research question and search criteria were established prior to executing the database query.

2.2. Eligibility Criteria

Inclusion and exclusion criteria were defined in accordance with the PEO framework (Population: students of English as a foreign language; Exposure: authentic tasks within the TBLT framework; Outcome: oral production in English). The following were included: (a) original journal articles indexed in Scopus; (b) published between 2011 and 2025; (c) whose explicit object of instruction was English as a foreign or second language; and (d) related to authentic tasks, oral production, fluency, accuracy, or communicative competence. The following were excluded: systematic and literature reviews, book chapters, conference proceedings, and letters to the editor; studies whose linguistic focus was a language other than English; and works with descriptors unrelated to the oral focus (e.g., academic writing, reading comprehension, decontextualized grammar instruction). The operationalization of these criteria followed the PEO framework as an analytical guide, ensuring the internal coherence of the process, its methodological replicability, and its explicit alignment with the research question formulated in the introductory section.

2.3. Information Sources

The search was conducted exclusively in the Scopus database, selected for its broad interdisciplinary coverage (social sciences, engineering, health, and humanities), its daily updates, its integrated scientific impact metrics (CiteScore, SJR, SNIP), and its real-time citation analysis tools. Scopus presents advantages over Web of Science (weekly updates and lower representation of non-Anglophone journals) and over PubMed (specialized in biomedicine, with no metrics for the social sciences). The final search was executed in May 2025.

2.4. Search Strategy

A search equation was constructed in the title, abstract, and keyword fields (TITLE-ABS-KEY), combining three terminological categories through Boolean operators: (1) authentic tasks: (“authentic task*” OR “real-world task*” OR “genuine task*” OR “authentic activit*” OR “performance task*” OR “meaningful task*” OR “communicative task*” OR “contextualized task*”); (2) oral expression: (“oral production” OR “speaking skill*”

DOI: https://doi.org/10.29394/Scientific.issn.2542-2987.2026.11.39.1.15-29
OAI-PMH: http://www.indteca.com/ojs/index.php/Revista_Scientific/oai

OR “oral proficienc*” OR “spoken language” OR “oral fluenc*” OR “oral competenc*”); (3) English as a language: (“EFL” OR “ESL” OR “English as a foreign language” OR “English language teaching” OR “second language”). The categories were linked using the AND operator. Filters were applied for document type (article), time period (2011-2025), and language of publication (English, Spanish, Portuguese). The construction of the search equation followed the systematic search principles documented in recent bibliometric reviews in the language teaching field (Khamis et al., 2024; Zhang, 2025).

2.5. Study Selection Process

The selection was carried out in five phases: (a) initial search using the full equation, which yielded 2,075 records; (b) temporal delimitation to 2011-2025, resulting in 1,988 documents; (c) document type filter (journal articles only), reducing the sample to 1,353 records; (d) exclusion based on descriptors unrelated to the oral focus (“Writing Performance”, “Academic Writing”, “Grammar”, “Reading Comprehension”, “Listening Comprehension”, “Spanish”), resulting in 1,198 articles; (e) contextual manual screening: verification of titles, abstracts, and methodology sections to exclude studies on languages other than English as the object of instruction (e.g., German, Mandarin as a foreign language) and systematic reviews not automatically detected, eliminating an additional 290 articles. The final sample for analysis consisted of 908 articles. The author carried out the process individually; classification discrepancies were resolved through full-text reading.

2.6. Data Extraction

The 908 articles were exported from Scopus in BibTeX format and processed using the Bibliometrix package (version 4.x) in RStudio 05.2025 and VOSviewer (version 1.6.20). The extracted variables included: author(s), year of publication, title, journal, volume, issue, pages, total citations, country of institutional affiliation, and keywords (author-assigned and indexed). Two complementary approaches were applied: (a) scientific performance analysis, which quantified the temporal evolution of publications, productivity by author, and impact metrics (H-index, G-index, normalized total citations); (b) science mapping, which mapped intellectual relationships through author co-citation networks (figure 2) and reference co-citation networks (figure 3), and a keyword co-occurrence network (figure 4), with association strength normalization and filtering by minimum occurrence frequency. The collaborative link strength (co-authorship indicator) is reported as a metric in table 4, as the visual co-authorship network analysis exceeded the scope of this study.

2.7. Quality Assessment and Risk of Bias

Given the bibliometric nature of the study, no individual quality assessment tools for primary studies (such as RoB 2, CASP, or Newcastle-Ottawa) were applied, as the unit of analysis is the metric pattern of the corpus rather than the empirical findings of each individual article. To control for coverage, Scopus was selected for its broad multidisciplinary indexing. Linguistic representation was broadened by accepting publications in English, Spanish, and Portuguese. The exclusive use of Scopus constitutes a recognized limitation, as studies indexed solely in Web of Science, ERIC, or SciELO were not captured. The detail provided regarding the search equation and screening criteria enables full process reproducibility. In summary, the methodological decisions adopted prioritize transparency and reproducibility over absolute comprehensiveness. A bibliometric study limited to a single database may not capture the entire global output of a field, but it ensures that results are comparable across studies, replicable by other researchers, and sufficiently representative of the dominant trends in high-impact indexed literature.

3. Results

This section presents the results across six subsections: corpus selection (3.1), most cited publications (3.2), journals with the highest academic productivity (3.3), most influential authors (3.4), reference

Revista Scientific - Bibliometric Article - Peer-Reviewed - Volume 11, Issue 39 - February-April 2026 - pp. 15-29
pp. BA2016000002 - e-ISSN: 2542-2987 - ISNI: 0000 0004 6045 0361

DOI: https://doi.org/10.29394/Scientific.issn.2542-2987.2026.11.39.1.15-29
OAI-PMH: http://www.indteca.com/ojs/index.php/Revista_Scientific/oai

co-citation analysis (3.5), and thematic trends based on keyword co-occurrence (3.6).

3.1. Study Selection

The selection process, summarized below, followed the transparency principles characteristic of systematic reviews. The initial search in Scopus identified 2,075 records. After applying the temporal filter (2011-2025), 1,988 documents were retained. The document type filter reduced the sample to 1,353 journal articles. The exclusion of descriptors unrelated to the oral focus resulted in 1,198 records. In the final phase, contextual manual screening eliminated an additional 290 articles (due to their focus on languages other than English as the object of instruction, or because they were systematic reviews not automatically detected), leaving a final analysis sample of 908 articles (see figure 1 and table 1).

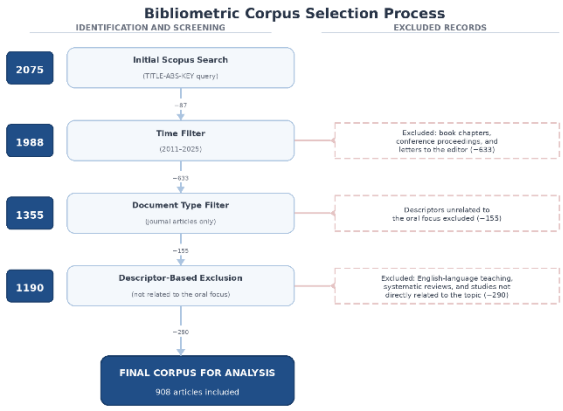
Table 1. Bibliometric corpus selection process.

Selection Phase	Documents Eliminated	Documents Retained
Initial search (full equation)	—	2075
Temporal filter (2011-2025)	87	1988
Document type filter (articles only)	635	1353
Exclusion by non-oral descriptors	155	1198
Contextual manual screening	290	908

Note. Screening process applied to the Scopus database (May 2025).

Figure 1 visually synthesizes the four screening phases of the bibliometric corpus selection process. The initial search in Scopus yielded 2,075 records; following the sequential application of temporal, typological, and thematic filters, along with contextual manual screening, the final sample of 908 journal articles was established. Each phase is accompanied by the volume of excluded documents and the corresponding exclusion criterion applied, ensuring the traceability and reproducibility of the procedure.

Figure 1. Bibliometric corpus selection process.



Note. Bibliometric corpus screening process adapted for non-experimental studies (Donthu et al., 2021). Source: Yagual (2025).

3.2. Most Cited Publications

Table 2 presents the 20 publications with the highest relative impact, ranked by Normalized Total Citations (NTC). The NTC metric corrects for the temporal biases of raw citation counts, allowing articles from different years to be compared under equal conditions. The results reveal that articles with the highest NTC correspond predominantly to the 2017-2022 period, with representation from studies on educational technology, TBLT, instructional interaction, and second language acquisition. In first place, Yang et al. (2022) leads with an NTC of 12.67, followed by Bailey et al. (2021) with 10.64 and Loewen and Sato (2018) with 9.5. Authors such as Hsu (2017) occupy seventh place (NTC = 7.44), evidencing the weight of augmented reality research in the field. The presence of Burston (2014a and 2014b) in intermediate positions (NTC 5.92 and 4.1) reflects the sustained impact of research on Mobile-Assisted Language Learning (MALL).

The general pattern of table 2 reveals a structural tension: more recent articles (2020-2022) lead in NTC due to their shorter temporal denominator, while older studies such as Sandberg et al. (2011) and Barkhuizen (2011) accumulate a higher absolute volume of citations. This distribution suggests that the field has not abandoned its foundational references, but actively incorporates new technological lines of inquiry that

Revista Scientific - Bibliometric Article - Peer-Reviewed - Volume 11, Issue 39 - February-April 2026 - pp. 15-29
pp. BA2016000002 - e-ISSN: 2542-2987 - ISNI: 0000 0004 6045 0361

DOI: https://doi.org/10.29394/Scientific.issn.2542-2987.2026.11.39.1.15-29
OAI-PMH: http://www.indteca.com/ojs/index.php/Revista_Scientific/oai

generate high relative impact over short periods. This coexistence between classical references and new digital applications is, as will be discussed in the Discussion section, one of the structural tensions of the field.

Table 2. Most cited publications in the corpus (N = 908 articles, period 2011-2025).

Article	CT	CT/ Year	NTC
Yang et al. (2022). Implementation of an AI chatbot as an EFL interlocutor	138	34,5	12,67
Bailey et al. (2021). Intrinsic motivation for synchronous/asynchronous online communication	123	24,6	10,64
Loewen and Sato (2018). Interaction and instructed L2 acquisition	190	23,75	9,5
Yang et al. (2020). Cognitive complexity and competitive gaming in EFL vocabulary	143	23,83	9,49
Bashori et al. (2020). Online language learning and oral anxiety	101	25,25	9,27
McKinley (2019). The teaching-research nexus in TESOL	130	18,57	7,64
Hsu (2017). Learning English with augmented reality	240	26,67	7,44
Peng (2019). Multimodal pedagogic effects and willingness to communicate	119	17	6,99
Burston (2014a). MALL: pedagogical challenges	176	14,67	5,92
Lambert et al. (2017). Task repetition and L2 speech processing	150	16,67	4,65
Bruton (2013). CLIL: reasons for and against	195	15	4,59
Burston (2014b). The reality of MALL: still on the fringes	122	10,17	4,1
Richards (2013). Curriculum approaches: forward, central, and backward design	161	12,38	3,79
Phung (2017). Task preference and engagement in L2 use	122	13,56	3,78
Frey et al. (2012). Authentic assessment in the classroom	112	8	3,44
Qiu and Lo (2017). Content familiarity and task repetition in EFL	111	12,33	3,44
Sandberg et al. (2011). Mobile English learning in fifth grade	256	17,07	3,42
Goo and Mackey (2013). The case against recasts	141	10,85	3,32
Barkhuizen (2011). Narrative knowledging in TESOL	208	13,87	2,78
Collins and Muñoz (2016). The foreign language classroom: current perspectives	93	9,3	2,7

Note. TC = total citations; TC/Year = average annual citations; NTC = normalized total citations. Source: Bibliometrix analysis based on Scopus (2025).

3.3. Journals with the Highest Academic Productivity

Table 3 presents the 10 sources with the highest accumulated output during the analyzed period. Language Teaching Research leads with 47 articles, followed by System (42) and IRAL-International Review of Applied Linguistics in Language Teaching (27). This concentration pattern reveals that research on authentic tasks and oral production in English is distributed primarily across high-impact applied linguistics journals. The only explicitly technology-focused journal in the top 10 is Computer Assisted Language Learning (15 articles), which, combined with the data from table 2, evidences a notable gap: technology-oriented studies generate high relative impact (elevated NTC values) with a moderate publication volume, while applied linguistics journals such as Language Teaching Research and System concentrate the highest output without achieving the same unit-level impact.

This asymmetry indicates that educational technology represents a high-visibility niche within the field, though it does not quantitatively dominate scientific output. The absence of teacher education or intercultural education journals from the top 10 confirms the thematic concentration already noted in the eligibility criteria section.

Table 3. Top 10 publication sources by productivity (2011-2025).

No.	Source	Articles
1	Language Teaching Research	47
2	System	42
3	IRAL-International Review of Applied Linguistics in Language Teaching	27

Revista Scientific - Bibliometric Article - Peer-Reviewed - Volume 11, Issue 39 - February-April 2026 - pp. 15-29
pp. BA2016000002 - e-ISSN: 2542-2987 - ISNI: 0000 0004 6045 0361

DOI: https://doi.org/10.29394/Scientific.issn.2542-2987.2026.11.39.1.15-29
OAI-PMH: http://www.indteca.com/ojs/index.php/Revista_Scientific/oai

No.	Source	Articles
4	Frontiers in Psychology	18
5	Theory and Practice in Language Studies	18
6	Journal of Asia TEFL	17
7	Studies in Second Language Acquisition	17
8	TESOL Quarterly	17
9	Computer Assisted Language Learning	15
10	Language Learning Journal	15

Note. Source: Bibliometrix analysis based on Scopus (2025).

3.4. Most Influential Authors: Citation Impact and Productivity

Table 4 identifies the eight most cited authors with at least two publications in the corpus. This criterion was adopted to focus on sustained contributions, avoiding distortions from isolated collaborations (Donthu et al., 2021). In terms of productivity, Tavakoli et al. (2016) leads with 9 publications (TC = 262), followed by Qiu and Lo (2017) with 8 publications (TC = 183) and Zhang (2025) with 8 publications (TC = 174). Among those with the highest citation volume per publication, Burston (2014) stands out (TC = 298 with only 2 publications, equivalent to 149 citations per article), although his M-index (0.167) is the lowest in the set, reflecting a concentrated and early-career output. The highest M-index corresponds to Zhang (2025) (1.167), indicating a more sustained and recent impact trajectory. The total link strength, used in the construction of the author co-citation map (figure 2), shows that Lambert et al. (2017) (55 links) and Kormos (2000) (51 links) lead in collaborative impact.

Table 4. Most productive authors by number of citations (N ≥ 2 publications).

Author	H-index	G-index	M-index	CT	NP	Start Year	TLS
Burston (2014)	2	2	0,167	298	2	2014	8
Tavakoli et al. (2016)	8	9	0,8	262	9	2016	29
Kormos (2000)	3	5	0,273	254	5	2015	51
Loewen (2022)	2	3	0,222	218	3	2017	12
Lambert et al. (2017)	4	4	0,444	206	4	2017	55
Qiu y Lo (2017)	5	8	0,556	183	8	2017	37
Zhang (2025)	7	8	1,167	174	8	2020	3
Bashori (2020)	2	2	0,5	131	2	2022	0

Note. TC = total citations; NP = number of publications; TLS = total link strength. Source: Bibliometrix analysis based on Scopus (2025).

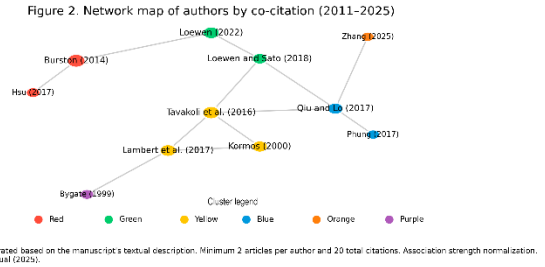
Figure 2 displays the author co-citation network generated with VOSviewer (criterion: minimum 2 articles and 20 total citations). Following association strength normalization, 12 thematic clusters were identified. The red cluster, centered on Burston (2014), presents the highest internal density (8 links) and groups research on mobile technology applied to language learning, including Hsu (2017). The green cluster, nucleated around Loewen (2022) and Loewen and Sato (2018), stands out for its citation density linked to instructional interaction. The yellow cluster, led by Tavakoli et al. (2016), Lambert et al. (2017), and Kormos (2000), concentrates the highest total link strength and groups the research tradition on speech processing and task repetition. The blue cluster, with Qiu and Lo (2017) as the central node and Phung (2017) as a secondary node, establishes bridges with adjacent clusters through shared nodes. The orange cluster, represented by Zhang (2025), reflects the emerging line of research on language assessment and bibliometrics. The purple cluster, nucleated around Bygate (1999), groups studies on oral language quality and the communicative purpose of tasks.

The network topology shows that the field is not organized around a single cohesive scientific community, but rather around several relatively autonomous clusters that share some bridging nodes. This fragmentation suggests that the distinct research traditions in TBLT (speech processing, authentic assessment, educational technology, task repetition) operate with their own agendas and limited explicit integration, which may account for the theoretical-technological disconnect identified in the Discussion section.

Revista Scientific - Bibliometric Article - Peer-Reviewed - Volume 11, Issue 39 - February-April 2026 - pp. 15-29
pp. BA2016000002 - e-ISSN: 2542-2987 - ISNI: 0000 0004 6045 0361

DOI: https://doi.org/10.29394/Scientific.issn.2542-2987.2026.11.39.1.15-29
OAI-PMH: http://www.indteca.com/ojs/index.php/Revista_Scientific/oai

Figure 2. Author co-citation network map (2011-2025).



Note. Generated with VOSviewer (v. 1.6.20). Minimum 2 articles per author and 20 total citations. Association strength normalization. Yagual (2025).

3.5. Most Influential References: Co-citation Analysis

Table 5 reports the 17 references with the highest co-citation frequency among the 908 articles in the corpus. In first place, Ellis (2021) registers the highest frequency (180 citations), followed by Skehan and Foster (1997) with 148 and Yuan (1999) with 103. The concentration of the top positions in theoretical works on TBLT and task processing frameworks evidences that the field empirically grounds its studies in a small and relatively stable theoretical core. Cabe destacar que Robinson (2001) occupies a prominent position (36 citations) as a key reference on the cognitive complexity of tasks.

The sustained presence of foundational works such as Ellis (2009), Skehan (2009), and Foster et al. (2000) in intermediate positions of the table confirms what Van Eck et al. (2010) call the cumulative advantage effect: in consolidated fields, foundational references accumulate co-citations disproportionately relative to more recent works. In the case of TBLT, this indicates that the field possesses a robust theoretical base, though one that may be at risk of conceptual fossilization, given its systematic reliance on the same frameworks without incorporating with equal intensity contributions that have emerged after 2010.

Table 5. References with the highest co-citation frequency in the corpus.

Work	Title	Citations
Ellis (2021)	Options in a task-based language teaching curriculum	180
Skehan y Foster (1997)	Task type and task processing conditions as influences on foreign language performance	148
Yuan (1999)	A framework for task-based learning	103
Loewen (2022)	Functional adequacy, TBLT, and instructed L2 acquisition	73
Kormos (2000)	The timing of self-repairs in L2 oral production	66
Hagoort y Levelt (2009)	The speaking brain	57
Cohen (1992)	A power primer	47
Skehan (2009)	Modelling second language performance: integrating complexity, accuracy, fluency, and lexis	44
Bygate (1999)	Quality of language and purpose of task in oral communication	43
Norris (2021)	The long road to TBLT	43
Segalowitz (1991)	Does advanced skill in a second language reduce automaticity in the first language?	40
Ellis (2009)	Task-based language teaching: sorting out the misunderstandings	39
Skehan et al. (2012)	The task is not enough: processing approaches to task-based instruction	36
Robinson (2001)	Task complexity, task difficulty, and task production	36
Skehan (1996)	A framework for the implementation of task-based instruction	35
Nunan (1991)	Communicative tasks and the language curriculum	32
Foster et al. (2000)	Measuring spoken language: a unit for all reasons	31

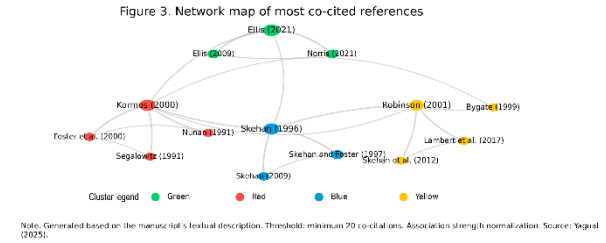
Note. Co-citation frequencies reflect the number of corpus articles that jointly cite each work alongside other references. Source: Bibliometrix analysis based on Scopus (2025).

Figure 3 presents the reference co-citation network generated from 41,708 bibliographic sources. After applying a threshold of 20 co-citations, 50 works were analyzed and organized into 4 thematic clusters. The green cluster, centered on Ellis (2021), groups the foundations of TBLT and includes Ellis (2009) and Norris (2021), registering 49 links and direct connections with the red cluster. The red cluster, nucleated around Kormos (2000), concentrates research on L2 oral production and includes Foster et al. (2000), Segalowitz (1991), and Nunan (1991). The blue cluster, led by Skehan (1996), groups the cognitive approach to task processing and

DOI: https://doi.org/10.29394/Scientific.issn.2542-2987.2026.11.39.1.15-29
OAI-PMH: http://www.indteca.com/ojs/index.php/Revista_Scientific/oai

includes Skehan and Foster (1997) and Skehan (2009). The yellow cluster, centered on Robinson (2001), brings together the research tradition on task complexity and task repetition, including Lambert et al. (2017), Skehan et al. (2012), and Bygate (1999). The nodal proximity reflects the intellectual cohesion of the field around two central axes: oral production and task processing.

Figure 3. Co-citation network map of the most frequently co-cited references.



Note. Generated with VOSviewer (v. 1.6.20). Threshold: minimum 20 co-citations. Association strength normalization. Source: Yagual (2025).

3.6. Co-occurrence Analysis and Thematic Trends

Table 6 synthesizes the evolution of the corpus keywords across the three analyzed periods, from 2011 to 2025. The term “task-based language teaching” shows the most pronounced growth (from 8 to 76 occurrences), accompanied by the consolidation of “fluency” (from 5 to 26) and the emergence of “task complexity” and “task repetition”, which reach 26 and 24 occurrences respectively in the 2021-2025 period. “Motivation” fluctuates with a peak in 2016-2020, while “e-learning” emerges only in 2021-2025. The late appearance of this latter term (and its comparatively low frequency) suggests that the digitalization of the field is a recent phenomenon that has not yet become quantitatively dominant.

Table 6. Keyword evolution by period (2011-2025).

Period	Author Keywords	Art.	Keywords-Plus	Art.
2011-2015	Task-based language teaching	8	Teaching	2
	Accuracy	6	Added value	1
	English as a foreign language	6	Advantages	1
	Complexity	5	Educational computing	1
	Fluency	5	CALL	1
2016-2020	Task-based language teaching	30	Students	9
	English as a foreign language	23	Education	4
	Fluency	11	Teaching	4
	Task repetition	11	Computer-assisted instruction	3
	Motivation	10	Motivation	3
2021-2025	Task-based language teaching	76	Language	6
	English as a foreign language	35	Students	5
	Fluency	26	Teaching	5
	Task complexity	26	Learning	4
	Task repetition	24	E-learning	3

Note. Source: VOSviewer analysis based on Scopus (2025).

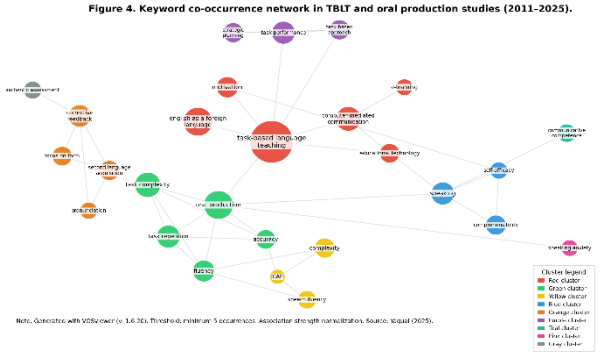
Figure 4 displays the keyword co-occurrence network with a minimum threshold of 5 occurrences (110 terms analyzed). The association strength normalization algorithm identified 9 thematic clusters. The red cluster (20 keywords) concentrates the central associations: “task-based language teaching” co-occurs with "English as a foreign language”, “motivation”, and “computer-mediated communication”. The green cluster groups “task complexity” and “task repetition”, with consistent links toward “oral production”, “fluency”, and “accuracy”. The yellow cluster brings together the CAF metrics: “complexity”, “accuracy”, “fluency”, and “speech fluency”. The blue cluster groups oral production and its associated dimensions: “oral expresión”, “self-efficacy”, and “comprehensibility”. The orange cluster concentrates corrective feedback, focus on form, L2 acquisition, and pronunciation. The purple cluster groups task performance, strategic planning, and the task-based approach. These patterns evidence the consolidation of the CAF construct (Complexity, Accuracy, and Fluency) as the dominant evaluative framework in the bibliometric

Revista Scientific - Bibliometric Article - Peer-Reviewed - Volume 11, Issue 39 - February-April 2026 - pp. 15-29
pp. BA2016000002 - e-ISSN: 2542-2987 - ISNI: 0000 0004 6045 0361

DOI: https://doi.org/10.29394/Scientific.issn.2542-2987.2026.11.39.1.15-29
OAI-PMH: http://www.indteca.com/ojs/index.php/Revista_Scientific/oai

literature on TBLT and oral production.

Figure 4. Keyword co-occurrence network in TBLT and oral production studies (2011-2025).



Note. Generated with VOSviewer (v. 1.6.20). Threshold: minimum 5 occurrences. Association strength normalization. Source: Yagual (2025).

4. Discussion

The findings of the bibliometric analysis reveal that research on authentic tasks and oral production in English is quantitatively robust yet thematically concentrated. The corpus of 908 articles, distributed across three periods of sustained growth, shows a high co-citation density around a stable theoretical core, a marked hegemony of Anglophone and digitalized contexts, and a persistent gap between technological innovation and the pedagogical foundations of TBLT. These patterns give rise to three structural tensions that organize the interpretation of the results and guide the future agenda of the field.

The first tension concerns the theoretical-technological gap. Studies with the highest relative impact (NTC) correspond to research on educational technology (chatbots, augmented reality, MALL, online learning), while the most co-cited theoretical frameworks remain classical TBLT works (Ellis, 2021; Skehan & Foster, 1997). This disconnect suggests that technological innovation advances without critically revisiting the authenticity foundations defined by theory. In this regard, Bailey et al. (2021) and Burston (2014a) exemplify divergent perspectives: while the former conceptualize authenticity as technology-mediated pedagogical simulations of professional environments, Burston (2014a) questions the fact that 85% of MALL applications are limited to decontextualized vocabulary and grammar exercises.

Previous reviews, such as that of Norris (2021), have documented this disconnect, though without the quantitative and network dimension that this study contributes. The bibliometric data allow for a more precise assessment of the scope of the problem: the five studies with the highest NTC in table 2 are all post-2017, focus on digital environments, and none centrally cite Ellis (2021) or Robinson (2001). This does not imply that they ignore TBLT, but rather that they instrumentalize it as an activity framework without revisiting its authenticity criteria. The result is a body of technological literature that adopts the TBLT label without assuming its conceptual demands, which dilutes the specificity of the approach and hinders the accumulation of comparative knowledge across studies.

The second tension is contextual and methodological. The overrepresentation of Anglophone and digitalized university contexts, confirmed by the profile of the most productive journals (table 3), limits the external validity of the findings for non-digital or resource-limited settings (Collins & Muñoz, 2016; Mendieta, 2021; López et al., 2021). The near absence of terms such as “rural”, “informal”, or “low-resource” in the keywords (table 6) confirms this gap. The studies in the corpus analyze, almost without exception, university or secondary school settings with regular access to the internet, devices, and digital platforms. This geographic and technological concentration biases the available evidence: the authenticity and efficacy principles derived from these studies may not be transferable to resource-limited educational contexts, where authentic oral production is precisely more difficult to practice and assess.

The diversification of contexts is therefore not merely a criterion of sample representativeness; it is a requirement of external validity for any synthesis of the field. Furthermore, the assessment of oral performance prioritizes the quantifiable dimensions of the CAF construct (Complexity, Accuracy, Fluency) over phonetic-pragmatic aspects such as pronunciation and

Revista Scientific - Bibliometric Article - Peer-Reviewed - Volume 11, Issue 39 - February-April 2026 - pp. 15-29
pp. BA2016000002 - e-ISSN: 2542-2987 - ISNI: 0000 0004 6045 0361

DOI: https://doi.org/10.29394/Scientific.issn.2542-2987.2026.11.39.1.15-29
OAI-PMH: http://www.indteca.com/ojs/index.php/Revista_Scientific/oai

comprehensibility, as evidenced by the stability of "fluency" and "accuracy" compared to the fluctuation of "motivation" in table 6. This concentration on quantifiable metrics reflects a broader epistemological tendency: the field prioritizes what can be measured with timed speech instruments (Foster et al., 2000) over less operationalizable dimensions, such as pragmatic appropriateness or intercultural competence. The result is a partial view of oral competence that, paradoxically, does not capture the aspects that TBLT frameworks themselves consider central to authentic communication.

The third tension is conceptual. The absence of the term "authentic tasks" in table 6, in contrast to the high frequency of "task-based language teaching" (76 occurrences in 2021-2025), reflects a conceptual assimilation whereby authenticity is integrated as an intrinsic element of TBLT without being operationalized autonomously. In this sense, Robinson (2001) occupies a central position in the co-citation networks by articulating authenticity with genuine cognitive demand: his tasks require the resolution of real problems, not mere staged simulation. This distinction is precisely what the technological reductionism identified in the first tension tends to ignore. However, the absence of approaches such as Authentic Learning (a tradition developed by Herrington and Oliver (2000) in higher education contexts, but not represented in the analyzed corpus) from the co-citation networks suggests that TBLT has assimilated authenticity without incorporating the interdisciplinary perspectives that this approach contributes.

Authentic Learning, grounded in distributed cognition situations and concrete cultural contexts, offers more rigorous authenticity criteria than those typically found in TBLT, whose operationalization is frequently reduced to the use of real materials or the design of tasks with a communicative purpose. Integrating these contributions would allow for the elevation of authenticity standards beyond the superficial verisimilitude of the situations presented.

Regarding the limitations of this review, the exclusive use of Scopus may have excluded relevant studies indexed solely in Web of Science, ERIC, or SciELO; in particular, research published in Latin American journals with lower international visibility. The bias toward English-language publications, although mitigated by the acceptance of articles in Spanish and Portuguese, persists in the structure of the corpus: more than 85% of the analyzed articles originate from Anglophone contexts. The absence of individual quality assessment of primary studies, justified by the bibliometric design, precludes drawing inferences about the effectiveness of the interventions analyzed.

It should also be noted that bibliometric analysis describes structural trends in the field, but does not allow for the establishment of causal relationships or the individual assessment of the methodological quality of each study. A systematic review with methodological bias assessment (RoB 2 or CASP) would complement the present findings with inferences regarding the effectiveness of specific interventions, representing a highly relevant line of future work for the field.

5. Conclusions

In response to the research question — What are the publication trends, most influential authors, co-citation networks, and conceptual gaps in research on authentic tasks in TBLT for oral production in English during the 2011-2025 period? — the analysis of the corpus of 908 articles yields the following findings with theoretical and practical implications.

First, the field shows sustained publication growth, led by high-impact applied linguistics journals such as Language Teaching Research and System. The temporal distribution of the corpus articles reveals three phases: an exploratory phase (2011-2015, approximately 22 articles/year), a consolidation phase (2016-2020, 45 articles/year), and a technological expansion phase (2021-2025, 76 articles/year), marked by the emergence of studies on CALL, chatbots, and online learning. In terms of individual impact, Burston (2014) concentrates the highest number of citations (TC = 298) with only two

DOI: https://doi.org/10.29394/Scientific.issn.2542-2987.2026.11.39.1.15-29
OAI-PMH: http://www.indteca.com/ojs/index.php/Revista_Scientific/oai

publications, while Tavakoli et al. (2016) is the most productive author (9 publications, TC = 262). At the collaborative level, Lambert et al. (2017) (TLS = 55), Kormos (2000) (TLS = 51), and Bui G. (TLS = 51) lead the co-authorship networks, with contributions centered on the assessment of oral performance and speech processing in L2.

Second, the most co-cited theoretical frameworks (Ellis, 2021; Skehan & Foster, 1997; Yuan, 1999) confirm that TBLT continues to rely on well-established foundations, albeit with limited conceptual renewal over the past five years. The high co-citation of Robinson (2001) indicates that the field recognizes the need to ground authenticity in genuine cognitive demand; however, this perspective has not yet sufficiently permeated the design of technology-mediated tasks.

The applications criticized by Burston (2014a) (decontextualized exercises, isolated vocabulary, surface-level grammar) are a direct symptom of this gap: digital platforms are adopted without revisiting the authenticity principles that Ellis (2021) and Robinson (2001) establish as a minimum condition for the genuine development of oral production. Reversing this trend requires that future research articulate the cognitive criteria of TBLT with the contextual criteria of Authentic Learning (Herrington & Oliver, 2000), thereby closing the interdisciplinary gap that the data make evident.

Third, the co-occurrence analysis shows that the digitalization of TBLT, represented by the late emergence of "e-learning" (3 occurrences in 2021-2025 compared to 76 for "task-based language teaching"), remains incipient and has not displaced the dominance of classical linguistic metrics. This imbalance directs the research agenda in three directions: it is necessary to articulate technological innovation with TBLT principles, diversify contexts toward non-digital settings and resource-limited communities, and incorporate affective and pragmatic dimensions into evaluative frameworks for oral production, a gap that the data consistently confirm across all three analyzed periods.

Finally, the findings project concrete implications for teaching practice. Authentic oral instruction cannot be reduced to access to digital tools: it requires teacher training that enables educators to balance technological innovation with the design of genuine communicative situations, consistent with TBLT principles and adapted to the socio-educational context of each group. In particular, the author profile identified suggests that the most productive lines for practice are those that integrate speech processing (Kormos, 2000; Skehan & Foster, 1997) with the assessment of communicative competence under real interaction conditions (Loewen & Sato, 2018).

Designing tasks that operate at that intersection (genuine cognitive demand, authentic communicative purpose, and multidimensional assessment) is the challenge that this bibliometric analysis puts forward for the next stage of research. That challenge is, at the same time, an opportunity: the corpus analyzed here demonstrates that the field possesses the scientific density, theoretical references, and methodological tools necessary to take that step. What is lacking, according to the data, is the willingness to connect traditions that have so far remained separate: educational technology and classical TBLT, quantitative metrics and pragmatic competence, privileged contexts and resource-limited communities.

6. References

Anagnostopoulou, A., Hummel, H., & Martens, R. (2023). Authenticity of tasks in online ESL/EFL learning to foster transfer. *Cogent Education, 10*(1), Artículo 2190429. https://doi.org/10.1080/2331186X.2023.2190429

Bailey, D., Almusharraf, N., & Hatcher, R. (2021). Finding satisfaction: Intrinsic motivation for synchronous and asynchronous communication in the online language learning context. *Education and Information Technologies, 26*(3), 2563–2583. https://doi.org/10.1007/s10639-020-10369-z

Barkhuizen, G. (2011). Narrative knowledging in TESOL. *TESOL Quarterly, 45*(3), 391–414. https://doi.org/10.5054/tq.2011.261888

Bashori, M., van Hout, R., Strik, H., & Cucchiarini, C. (2020). Web-based language learning and speaking anxiety. *Computer Assisted Language Learning, 35*(5–6), 1058–1089. https://doi.org/10.1080/09588221.2020.1770293

Bruton, A. (2013). CLIL: Some of the reasons why… and

why not. *System, 41*(3), 587–597. https://doi.org/10.1016/j.system.2013.07.001

Burston, J. (2014a). MALL: The pedagogical challenges. *Computer Assisted Language Learning, 27*(4), 344–357. https://doi.org/10.1080/09588221.2014.914539

Burston, J. (2014b). The reality of MALL: Still on the fringes. *CALICO Journal, 31*(1), 103–125. Equinox Publishing.

Bygate, M. (1999). Quality of language and purpose of task: Patterns of learners' language on two oral communication tasks. *Language Teaching Research, 3*(3), 185–214. https://doi.org/10.1177/136216889900300302

Cohen, J. (1992). A power primer. *Psychological Bulletin, 112*(1), 155–159. https://doi.org/10.1037/0033-2909.112.1.155

Collins, L., & Muñoz, C. (2016). The foreign language classroom: Current perspectives and future considerations. *The Modern Language Journal, 100*(S1), 133–147. https://doi.org/10.1111/modl.12305

Córdova, M., Suárez, R., Cabrera, A., & Plaza, S. (2024). Enfoques comunicativos en la enseñanza de idiomas: Estrategias para fomentar la competencia oral en la educación superior. *Reincisol, 3*(6), 4399–4419. https://doi.org/10.59282/reincisol.V3(6)4399-4419

Donthu, N., Kumar, S., Mukherjee, D., Pandey, N., & Lim, W. M. (2021). How to conduct a bibliometric analysis: An overview and guidelines. *Journal of Business Research, 133*, 285–296. https://doi.org/10.1016/j.jbusres.2021.04.070

Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics, 19*(3), 221–246. https://doi.org/10.1111/j.1473-4192.2009.00231.x

Ellis, R. (2021). Options in a task-based language-teaching curriculum. *TASK: Journal on Task-Based Language Teaching and Learning, 1*(1), 11–46. https://doi.org/10.1075/task.00002.ell

Foster, P., Tonkyn, A., & Wigglesworth, G. (2000). Measuring spoken language: A unit for all reasons. *Applied Linguistics, 21*(3), 354–375. https://doi.org/10.1093/applin/21.3.354

Frey, B. B., Schmitt, V. L., & Allen, J. P. (2012). Defining authentic classroom assessment. *Practical Assessment, Research, and Evaluation, 17*(2), 1–18. https://doi.org/10.7275/sxbs-0829

Goo, J., & Mackey, A. (2013). The case against the case against recasts. *Studies in Second Language Acquisition, 35*(1), 127–165. https://doi.org/10.1017/S0272263112000708

Hagoort, P., & Levelt, W. J. M. (2009). The speaking brain. *Science, 326*(5951), 372–373. https://doi.org/10.1126/science.1181675

Hsu, T.-C. (2017). Learning English with augmented reality: Do learning styles matter? *Computers & Education, 106*, 137–149. https://doi.org/10.1016/j.compedu.2016.12.007

Herrington, J., & Oliver, R. (2000). An instructional design framework for authentic learning environments. *Educational Technology Research and Development, 48*(3), 23–48. https://doi.org/10.1007/BF02319856

Hu, J., & Liu, Y. (2023). The scientific basis of authentic assessment and its implementation in English as a foreign language education. *SHS Web of Conferences, 174*, Artículo 01023. https://doi.org/10.1051/shsconf/202317401023

Khamis, N., Yunus, M. M., & Mansor, A. Z. (2024). Language learning strategies used by Malaysian ESL students to improve English communication: A systematic literature review. *International Journal of Learning, Teaching and Educational Research, 23*(2), 461–477. https://doi.org/10.26803/ijlter.23.2.22

Koh, K., Delanoy, N., Thomas, C., Bene, R., Chapman, O., Turner, J., … Hone, G. (2019). The role of authentic assessment tasks in problem-based learning. *Papers on Postsecondary Learning and Teaching, 3*, 17–24. https://doi.org/10.55016/ojs/pplt.v3y2019.53144

Kormos, J. (2000). The timing of self-repairs in second language speech production. *Studies in Second Language Acquisition, 22*(2), 145–167. https://doi.org/10.1017/S0272263100002011

Lambert, C., Kormos, J., & Minn, D. (2017). Task repetition and second language speech processing. *Studies in Second Language Acquisition, 39*(1), 167–196. https://doi.org/10.1017/S0272263116000085

Loewen, S. (2022). Functional adequacy, task-based language teaching and instructed second language acquisition. *TASK: Journal on Task-Based Language Teaching and Learning, 2*(1), 137–145. https://doi.org/10.1075/task.21007.loe

Loewen, S., & Sato, M. (2018). Interaction and instructed second language acquisition. *Language Teaching, 51*(3), 285–329. https://doi.org/10.1017/S0261444818000125

López, J. I., Becerra, A. P., & Ramírez-Avila, M. R. (2021). EFL speaking fluency through authentic oral production. *Journal of Foreign Language Teaching and Learning, 6*(1), 37–55. https://doi.org/10.18196/ftl.v6i1.10175

McKinley, J. (2019). Evolving the TESOL teaching–research nexus. *TESOL Quarterly, 53*(3), 875–884. https://doi.org/10.1002/tesq.509

Mendieta, K. A. (2021). Potenciando la producción oral en inglés: Estrategias y herramientas en el aula. *Religación: Revista de Ciencias Sociales y Humanidades, 6*(29), Artículo e210815. https://doi.org/10.46652/rgn.v6i29.815

Norris, J. M. (2021). The Long road to TBLT. *TASK: Journal on Task-Based Language Teaching and Learning, 1*(2), 162–183. https://doi.org/10.1075/task.21015.nor

Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL Quarterly, 25*(2), 279-295. https://doi.org/10.2307/3587464

Ochoa-Angrino, S., Montes-González, J. A., Rojas-Ospina, T., & Valencia-Serrano, M. (2020).

Revista Scientific - Bibliometric Article - Peer-Reviewed - Volume 11, Issue 39 - February-April 2026 - pp. 15-29
pp. BA2016000002 - e-ISSN: 2542-2987 - ISNI: 0000 0004 6045 0361

Perfiles momentáneos de compromiso a lo largo de tres clases de ciencias en estudiantes colombianos. *Interdisciplinaria: Revista de Psicología y Ciencias Afines, 37*(2), 61–78. https://doi.org/10.16888/interd.2020.37.2.4

Peng, J.-E. (2019). The roles of multimodal pedagogic effects and classroom environment in willingness to communicate in English. *System, 82*, 161–173. https://doi.org/10.1016/j.system.2019.04.006

Phung, L. (2017). Task preference, affective response, and engagement in L2 use in a US university context. *Language Teaching Research, 21*(6), 751–766. https://doi.org/10.1177/1362168816683561

Pullu, E. K., & Gömleksiz, M. N. (2021). Authentic teaching tasks for academic success, attitude, problem solving, and creative thinking skills. *Discourse and Communication for Sustainable Education, 12*(2), 108–123. https://doi.org/10.2478/dcse-2021-0020

Qiu, X., & Lo, Y. Y. (2017). Content familiarity, task repetition and Chinese EFL learners' engagement in second language use. *Language Teaching Research, 21*(6), 681–698. https://doi.org/10.1177/1362168816684368

Ramírez, S., & Artunduaga, M. (2018). Authentic tasks to foster oral production among English as a foreign language learners. *HOW, 25*(1), 51–68. https://doi.org/10.19183/how.25.1.362

Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal, 44*(1), 5–33. https://doi.org/10.1177/0033688212473293

Robinson, P. (2001). Task complexity, task difficulty, and task production: Exploring interactions in a componential framework. *Applied Linguistics, 22*(1), 27–57. https://doi.org/10.1093/applin/22.1.27

Salgado, P., Abarca, N., & Damián, V. (2025). Aprendizaje basado en tareas (ABT) en la enseñanza del inglés como lengua extranjera. *Revista de Investigación Educativa Niveles, 2*(1), 53–63. https://doi.org/10.61347/rien.v2i1.70

Sandberg, J., Maris, M., & de Geus, K. (2011). Mobile English learning: An evidence-based study with fifth graders. *Computers & Education, 57*(1), 1334–1347. https://doi.org/10.1016/j.compedu.2011.01.015

Segalowitz, N. (1991). Does advanced skill in a second language reduce automaticity in the first language? *Language Learning, 41*(1), 59–83. https://doi.org/10.1111/j.1467-1770.1991.tb00676.x

Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics, 17*(1), 38–62. https://doi.org/10.1093/applin/17.1.38

Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. *Applied Linguistics, 30*(4), 510–532. https://doi.org/10.1093/applin/amp047

Skehan, P., & Foster, P. (1997). Task type and task processing conditions as influences on foreign language performance. *Language Teaching Research, 1*(3), 185–211. https://doi.org/10.1177/136216889700100302

Skehan, P., Xiaoyue, B., Qian, L., & Wang, Z. (2012). The task is not enough: Processing approaches to task-based performance. *Language Teaching Research, 16*(2), 170–187. https://doi.org/10.1177/1362168811428414

Tavakoli, P., Campbell, C., & McCormack, J. (2016). Development of speech fluency over a short period of time: Effects of pedagogic intervention. *TESOL Quarterly, 50*(2), 447–471. https://doi.org/10.1002/tesq.244

Van Eck, N. J., Waltman, L., Dekker, R., & van den Berg, J. (2010). A comparison of two techniques for bibliometric mapping: Multidimensional scaling and VOS. *Journal of the American Society for Information Science and Technology, 61*(12), 2405–2416. https://doi.org/10.1002/asi.21421

Yang, H., Kim, H., Lee, J. H., & Shin, D. (2022). Implementation of an AI chatbot as an English conversation partner in EFL speaking classes. *ReCALL, 34*(3), 327–343. https://doi.org/10.1017/S0958344022000039

Yang, Q., Chang, S., Hwang, G.-J., & Zou, D. (2020). Balancing cognitive complexity and gaming level: Effects of a cognitive complexity-based competition game on EFL students' English vocabulary learning performance, anxiety and behaviors. *Computers & Education, 148*, Artículo 103808. https://doi.org/10.1016/j.compedu.2020.103808

Yuan, F. (1999). A framework for task-based learning. *TESOL Quarterly, 33*(1), 157-158. https://doi.org/10.2307/3588204

Zhang, X. (2025). Trends in language assessment and testing: A bibliometric study. *Studies in Second Language Learning and Teaching, 15*(1), 171–198. https://doi.org/10.14746/ssllt.25141

Revista Scientific - Bibliometric Article - Peer-Reviewed - Volume 11, Issue 39 - February-April 2026 - pp. 15-29
pp. BA2016000002 - e-ISSN: 2542-2987 - ISNI: 0000 0004 6045 0361

Author Biography

Joseline Mitzy Yagual Espinoza | jyaguale2@unemi.edu.ec

University professor at Milagro State University (UNEMI), Milagro, Ecuador, with five years of experience in face-to-face, virtual, and hybrid modalities. She holds a Bachelor's degree in Education Sciences, with a major in English Language and Linguistics (UNEMI), and a Master's degree in Pedagogy of National and Foreign Languages,

DOI: https://doi.org/10.29394/Scientific.issn.2542-2987.2026.11.39.1.15-29
OAI-PMH: http://www.indteca.com/ojs/index.php/Revista_Scientific/oai

specializing in English (UNEMI). She is currently pursuing a Master's degree in Educational Management focused on academic leadership. Her research interests include task-based language teaching, oral production in English as a foreign language, educational technology, and authentic assessment in higher education.

Acknowledgments. The author thanks Milagro State University (UNEMI) for the institutional support provided throughout the development of this research.

Author Declarations

Author Contribution (CRediT Taxonomy). Joseline Mitzy Yagual Espinoza: Conceptualization, data curation, formal analysis, investigation, methodology, project administration, resources, software (Bibliometrix, VOSviewer), validation, visualization, original draft writing, review and editing.

Funding. This research received no external funding.

Conflict of Interest. The author declares no conflict of interest.

Data Availability Statement. The bibliometric data extracted from Scopus and processed with Bibliometrix and VOSviewer are available upon reasonable request to the corresponding author. No protocol was registered in PROSPERO given the bibliometric design of the study.

Artificial Intelligence Use Statement. Generative artificial intelligence tools (Claude, Anthropic) were used to assist in the verification of bibliographic references, APA 7 format correction, and stylistic revision of the manuscript. The author supervised, verified, and assumed full responsibility for all generated content.

Ethical Approval and Informed Consent. This bibliometric review did not require approval from an ethics committee, as it involved the analysis of previously published scientific articles without directly involving human participants or sensitive personal data.

Revista Scientific - Bibliometric Article - Peer-Reviewed - Volume 11, Issue 39 - February-April 2026 - pp. 15-29
pp. BA2016000002 - e-ISSN: 2542-2987 - ISNI: 0000 0004 6045 0361