

A BIBLIOMETRIC ANALYSIS OF THE RESEARCH ON COLLABORATIVE WRITING IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CONTEXT

Irpan Apandi Batubara

¹ Universitas Muslim Nusantara Al-Washliyah

Telp: +62222013163, Fax: +62222013651

E-mail: irpanbatubara@upi.edu

Abstract

Collaborative writing is an emerging approach in teaching writing. This paper is aimed at using bibliometric analysis tools to examine works on collaborative writing in EFL context. The reviewed papers were Scopus database published between 2007 and 2023. The bibliometric analysis identified the following information: 1. Bibliometric analysis of publications on collaborative writing in EFL Context, 2) The citation analysis, and 3) the demographic analysis. The results showed that there were 86 publications for the search of “collaborative writing in EFL Context”. The most frequently used sources were Asia-Pacific Education Researcher, Asian EFL Journal, Computer Assisted Language Learning, Education and Information Technologies, and System. The annual production of the journals of collaborative writing in EFL context increases in the last four years. From only 10 publications in 2019, it becomes more than 20 in 2022. The top 5 authors are De Vleeschauwer J., Fathi J., McDonough K., Rahimi M., and Roy D.. The most relevant keywords can be categorized into affordance, collaborative problem-solving, group-oriented, gamification, computer-supported, etc. The international partnership involved authors from Asia, Europe, America, and Australia. The top university with publications of collaborative writing in EFL context were Islamic Azad University with four publications.

Keywords: *bibliometric analysis; collaborative writing; EFL context*

1. INTRODUCTION

Collaborative writing has been increasingly explored in L2 writing recently (Sun & Lan, 2023). However previous bibliometric analysis focus more on writing in a general and diverse focus (Sun & Lan, 2023; Lei, 2022); Wigati et al., 2023). In EFL context, collaborative writing is one of the emerging approaches in teaching writing particularly after project-based approach became more popular. Students are situated in writing together in groups. Existing bibliometric research on collaborative learning has frequently concentrated on the broad facets of collaboration rather than going in-depth with regard to particular collaborative learning contexts. These studies ignore the subtleties of collaboration in many circumstances, such as online collaborative learning, computer-supported collaborative learning, or settings for collaborative learning that are specialized to a given

discipline. Researchers can learn more about the trends and patterns of collaborative learning practices, such as collaborative writing, by conducting bibliometric analyses within these particular contexts.

In the context of EFL (English as a Foreign Language), bibliometric analysis of collaborative writing serves a variety of vital functions. By offering quantitative information on the scope, value, and significance of scholarly production, it firstly facilitates research appraisal. Researchers can assess research output through this methodology, track trends over time, and learn more about the development and impact of collaborative writing research in the context of EFL. Finding influential scientists, study groups, and organizations that can make significant contributions to the area is another important advantage of bibliometric analysis. This knowledge is useful for promoting teamwork, building

professional networks, and finding prospective mentors or authorities on collaborative writing in the context of EFL. Researchers can progress their own work by recognizing these important contributors and utilizing their experience and knowledge.

Additionally, bibliometric analysis is essential for mapping research networks in the context of collaborative writing in English as a Foreign Language. Understanding the research networks and collaborations is crucial since collaborative writing involves many people working together. Researchers can foster interdisciplinary collaborations, boost information sharing, and support synergistic efforts to accomplish shared research goals by identifying regularly collaborating authors, patterns of co-authorship, and possible research clusters or communities.

Bibliometric analysis aids in finding research gaps in collaborative writing in the context of EFL in addition to mapping research networks. Researchers might concentrate their efforts on these gaps by identifying topics that have gotten less attention or are understudied in the existing literature. This gives participants the opportunity to make contributions to the field by tackling open-ended issues, examining unexplored territory, and enhancing the body of knowledge already available on collaborative writing in the context of EFL.

Furthermore, bibliometric analysis offers fact-based insights that might influence policy choices and direct instructional methods. In order to make wise choices about curriculum development, pedagogical approaches, and resource allocation, policymakers and educators can evaluate the trends, methodology, and findings of collaborative writing research in the EFL environment. The study will carry out a comprehensive bibliometric analysis, which entails looking over and interpreting the academic literature on collaborative writing in EFL,

to close this knowledge gap. Finding pertinent research publications, examining publishing trends, and looking into significant authors are all part of this analysis. In this analysis, relevant research articles will be found, publishing trends will be examined, significant authors and journals will be looked into, and research trends and themes in this particular field will be mapped.

2. METHOD

2.1 Data Resources

The data of the study is gathered from Scopus. Scopus is considered as one of the most preferable data sources for bibliometric analysis (Zhai & Razali, 2023). This study collected relevant data from the period of 2007-2023.

2.2 Bibliometric Software

This study utilized the bibliometric software R-Studio and Biblioshiny to analyse 86 documents about collaborative writing. Biblioshiny is considered an effective tool to analyse and present the links and impacts of publications within a given area of research across regions and universities (Qiang et al., 2022).

3. RESULTS AND DISCUSSION

3.1 Descriptive bibliometric analysis

Table 1 shows the main information from Scopus database for 86 publications in the period of 2007 and 2023. The key word of the search is “Collaborative writing in EFL Context”. The study period covers 15 years of research output.

Table 1. Main Information

Description	Results
Timespan	2007:2023
Sources (Journals, Books, etc)	3
Documents	65
Annual Growth Rate %	86
Document Average Age	-4.24
	4.26

Average citations per doc	8.116
References	1
Document Contents	
Keywords Plus (ID)	31
Author's Keywords (DE)	271
AUTHORS	
Authors	149
Authors of single-authored docs	28
Authors Collaboration	
Single-authored docs	29
Co-Authors per Doc	2.02
International co-authorships %	19.77
Document Types	
article	72
book chapter	10
conference paper	2
conference review	1
review	1

The selected publications of the bibliometric investigation of collaborative writing in an EFL context are summarized in table 1. The table contains data on the articles' timelines, the sources from which they were derived, the number of

documents, the annual growth rate, the average document age, the average number of citations per document, the number of references, the contents of the documents, the authors' collaborations, the types of documents, and the co-authorships with foreign authors.

With an annual growth rate of - 4.24%, the table indicates that the articles were published between 2007 and 2023. The average document age was 4.26 years, and there were 8.116 citations on average for each one. Journals accounted for 83.72% of the articles' publications, with book chapters (11.62%), conference papers (2.32%), conference reviews (1.16%), and reviews (1.16%), following. The bulk of the papers (2.02 co-authors per doc) and 19.77% of the articles had co-authorships from other countries.

Sources

The main sources of the journal are dominated by language and education-related journals. The top 15 journals have published two or three journals on the topic of collaborative writing. The rests only published one journal.

Table 2 Source of Articles

Sources	Articles
Asia-Pacific Education Researcher	3
Asian Efl Journal	3
Computer Assisted Language Learning	3
Education And Information Technologies System	3
Asian Esp Journal	2
Call-Ej	2
Elt Journal	2
English Language Education	2
Frontiers In Psychology	2
Journal Of Asia Tefl	2
Journal Of Computer Assisted Learning	2
Language Learning And Language Teaching	2
Language Teaching Research	2
Sage Open	2
Theory And Practice In Language Studies	2
Applied Linguistics Review	1
Asian-Pacific Journal Of Second And Foreign Language Education	1
Asp	1
Cit 2007: 7th Ieee International Conference On Computer And Information Technology	1
Cogent Education	1
Communications In Computer And Information Science	1
Computers And Composition	1
Critical Inquiry In Language Studies	1
Cypriot Journal Of Educational Sciences	1
Educational Psychology	1

Engaging Language Learners Through Technology Integration: Theory, Applications, And Outcomes	1
English Language Teaching	1
Indonesian Journal Of Applied Linguistics	1
Interactive Technology And Smart Education	1
International Journal Of Computer-Assisted Language Learning And Teaching	1
International Journal Of Evaluation And Research In Education	1
International Journal Of Instruction	1
International Journal Of Mobile And Blended Learning	1
International Journal Of Qualitative Studies In Education	1
International Journal Of Technologies In Learning	1
Iral - International Review Of Applied Linguistics In Language Teaching	1
Journal Of Business And Technical Communication	1
Journal Of Critical Reviews	1
Journal Of Educational Computing Research	1
Journal Of Information Technology Education: Research	1
Journal Of Language And Linguistic Studies	1
Journal Of Second Language Writing	1
Journal Of Technical Writing And Communication	1
Language Learning And Technology	1
Language Learning Journal	1
Language Teaching For Young Learners	1
Languages	1
Pertanika Journal Of Social Sciences And Humanities	1
Proceedings Of The European Conference On Games-Based Learning	1
Recent Developments In Technology-Enhanced And Computer-Assisted Language Learning	1
Reflections	1
Studies In Second Language Learning And Teaching	1
Teacher Learning With Classroom Assessment: Perspectives From Asia Pacific	1
Teflin Journal	1
Tesl-Ej	1
Tesol Journal	1
Transformation And Empowerment Through Education: Reconstructing Our Relationship With Education	1
Turkish Online Journal Of Educational Technology	1
Ubiquitous Learning	1
Understanding Attitude In Intercultural Virtual Communication	1
World Journal Of English Language	1
World Journal On Educational Technology: Current Issues	1
Worldcall: International Perspectives On Computer-Assisted Language Learning	1
Writing And Pedagogy	1

Table 2 provides information on the sources (journals, books, etc.) that the articles in the study were drawn from. The table lists the name of the source and the number of articles that were drawn from it. There are 54 different sources listed, and the number of articles from each source ranges from 1 to 3. The most frequently used sources were Asia-Pacific Education Researcher, Asian EFL Journal, Computer Assisted Language Learning, Education and Information Technologies, and System, each with 3 articles. The remaining sources had 1-2 articles each. This information provides insight into the breadth of sources used in the study and the diversity of the literature reviewed.

Most Relevant Sources

The main sources of the journal are dominated by language and education-

related journals. The top 15 journals have published two or three journals on the topic of collaborative writing. The rests only published one journal. Figure 1 reveals that Asia-Pacific Education Researcher, Asian Efl Journal, Computer Assisted Language Learning, Education And Information Technologies, and System are the most widely read publications for articles on collaborative writing in EFL context.

The figure can be used to spot patterns in the study on group writing in EFL contexts and to pinpoint possible research topics in the future. For instance, the chart demonstrates that the bulk of studies on group writing in EFL contexts have been documented in journals. This may indicate that academics are becoming more interested in this subject. The data suggests that these journals are important sources of information on collaborative writing in EFL context

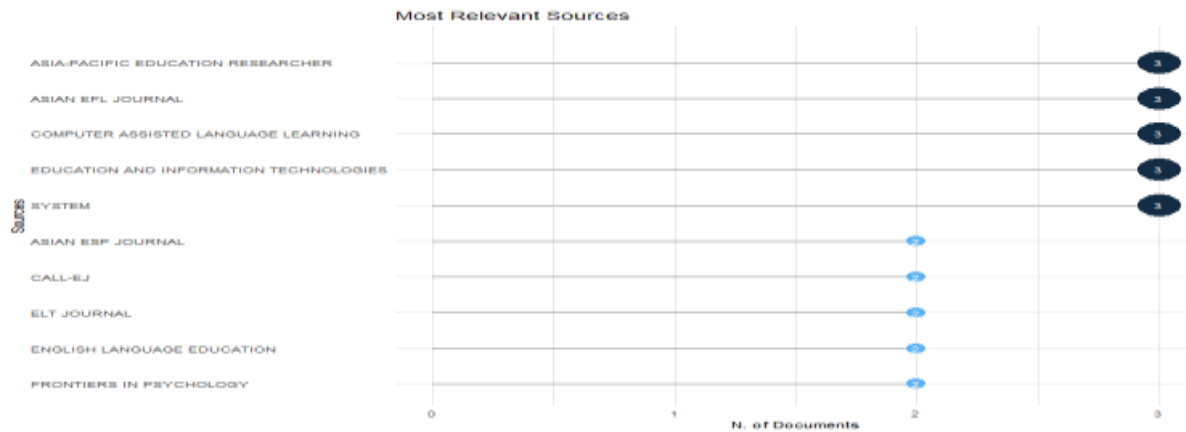


Figure 1 Most Relevant Sources

Annual Scientific Production

The annual production of the journals of collaborative writing in EFL context. increases in the last four year. From only 10 publications in 2019, it becomes more than 20 in 2022. Before 2019, the publication on collaborative writing were published only fewer than 5 papers per year. It was a fluctuated number from 1 to 5. It increases in 2020 and reach the peak in 2022. The annual output of journals focusing on collaborative writing in the setting of English as a Foreign Language (EFL) has been increasing noticeably over the past four years. This pattern reveals a rise in awareness and interest in the area. There were just 10 articles in this field in 2019, but by 2022, that number had more than quadrupled to exceed 20 publications. Prior to 2019, there were significantly less publications published on collaborative writing in the EFL environment, with fewer than 5 papers being published annually. The annual numbers showed an erratic trend, varying from just one to a maximum of five publications. However, a noticeable uptick in 2020 signalled a tipping point. The amount of papers published on collaborative writing in the context of EFL increased significantly starting in 2020 and peaked in 2022. Although the precise number of publications during this peak period is not given, it is clear that there was significant growth and activity in the subject at that time.

The creation of annual journals is on the rise, which indicates numerous significant developments. First of all, it shows a greater scholarly interest in collaborative writing in the EFL environment, indicating that academics and researchers value it as a research issue. The rise in publications indicates that more academics are carrying out studies, producing papers, and adding to the amount of information already available in this field.

Authors

There top ten authors wrote two or more papers. The top 5 authors create 3 publications, and the other 10 authors each produce 2. A list of writers and the number of articles they have written for the sources used in the study are shown in table 3. The top authors with the most articles published in the sources under analysis are listed in the table, with an average of two to three publications per author. The top 5 authors are "De Vleeschauwer J", "Fathi J", "McDonough K", "Rahimi M", and "Roy D", each of whom has written three papers.

Table 3 Top Authors

Authors	Articles
De Vleeschauwer J	3
Fathi J	3
McDonough K	3
Rahimi M	3
Roy D	3
Almusharraf N	2
Armelia L	2
Bailey D	2
Calzada A	2
Crawford Wj	2

Keywords

Authors' keywords vary with balance distribution. The keyword can be categorized into affordance, collaborative problem solving, group oriented, gamification, computer-supported etc. Figure 2 illustrates a set of words and the number of occurrences of those words. The words appear to be associated with technology, computer science, and education. Some of the terms, like "teaching

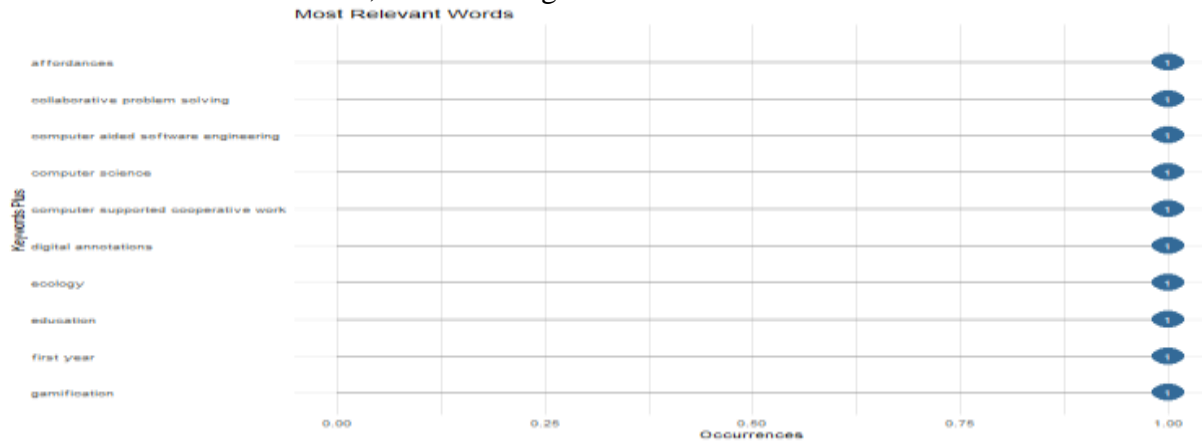


Figure 2 Most Relevant Words International Research Partnership

The frequency of international research cooperation between various nations is displayed in table 4. The "From" column indicates the researchers' home country, the "To" column indicates the researchers' collaborators' home country, and the "Frequency" column indicates the number of times these two countries have collaborated. For instance, scholars from China have once each worked with those from Hong Kong, Indonesia, Iran, the UK, and the USA. Additionally, researchers from Saudi Arabia, Korea, Thailand, Canada, Australia, the Czech Republic, Ireland, Norway, and Mexico worked together. Table 4 shows the global scope of research and emphasizes how crucial international cooperation is to the advancement of knowledge in science.

A list of nations and the frequency of their research collaborations are displayed in table 4. It seems to be concentrated on partnerships with China and the United States, both of which have numerous

English in primary school," "open-source learning management system," and "Japanese computer science university," are particular to a certain setting or subject. Others are more broad terms like "problem-solving," "students," and "information technology." It's unclear what the table's aim is or what conclusions can be made from it because it doesn't give any extra context or information about the instances of these words.

entries. Thailand and Canada collaborate the most frequently, with a frequency of 3. The information could be helpful in locating possible locations for international research partnerships and collaborations.

Table 4 The International Research Partnership

From	To	Frequency
China	Hong Kong	1
China	Indonesia	1
China	Iran	2
China	United Kingdom	1
China	Usa	1
Hong Kong	Australia	1
Iran	Malaysia	1
Saudi Arabia	Korea	2
Thailand	Canada	3
Thailand	Czech Republic	1
United Kingdom	Ireland	1
United Kingdom	Norway	1
Usa	Canada	3
Usa	Korea	1
Usa	Mexico	1
Usa	Thailand	3
Usa	United Kingdom	1

Affiliation

In the context of collaborative writing in English as a Foreign Language (EFL), the table gives details on the affiliation of writers and the number of articles published by each university. Numerous universities have demonstrated a keen interest in this area. Islamic Azad University is in first place on the ranking with four publications, which represents a substantial contribution to the field of EFL collaborative writing study. Three articles each are followed closely by two articles each from Northern Arizona University, Chiang Mai University, Concordia University, The Chinese University of Hong Kong, University of Aizu, University of Kurdistan, University of Macau, Hakim Sabzevari University, and King Abdul Aziz University. These colleges exhibit a noteworthy level of engagement and interest in researching collaborative writing techniques in EFL instruction.

Table 5 Top Affiliations

University	Number of articles
Islamic Azad University	4
Northern Arizona University	3
Chiang Mai University	3
Concordia University	3
The Chinese University of Hongkong	3
University of Aizu	3
University of Kurdistan	3
University of Macau	3
Hakim Sabzevari University	2
King Abdul Aziz University	2

The distribution of publications across these universities suggests that a wide range of academic institutions actively participating in the area come from various regions. It implies that different educational and cultural contexts are interested in the topic of collaborative writing in the EFL context.

Discussion

The bibliometric analysis findings have captured the demography and trend of collaborative writing in EFL context from Scopus data base. The findings will be discussed to show how collaborative writing has been studied. The information

offered provides insights into the research output, publication patterns, and sources connected to the subject of collaborative writing in an EFL context through the descriptive bibliometric analysis that is presented. The analysis, which takes into account 86 papers obtained from diverse sources, spans a period of 15 years from 2007 to 2023. The important findings in Table 1 are highlighted to introduce the analysis. It contains details about the publications' timelines, the sources used, the number of documents, annual growth rate, average document age, average number of citations per document, and the substance of the papers. These specifics give a general overview of the study environment in the area of group writing in an EFL setting.

The first point is that the negative yearly growth rate (-4.24%) points to a gradual fall in the number of publications on collaborative writing in EFL contexts. This result can point to a research gap or a shift in emphasis to different topics. In order to address new gaps and offer fresh insights, researchers can take this trend into account while designing their upcoming investigations. It also emphasizes the necessity of more research and development in collaborative writing pedagogies within EFL contexts. The high average document age of 4.26 years suggests a delay between the completion and publication of the research. This delay highlights the significance of promptly communicating research findings so that educators and practitioners can acquire the most recent information and apply it to their instructional strategies. To decrease the latency and maximize the direct impact of their work, researchers can take into account other methods of publishing their findings, such as preprints or open access publications. The average number of citations per document (8.116) reflects the level of influence and recognition within the research community. Higher citation counts indicate that the research has been widely referenced and has made significant

contributions to the field. Researchers can use this information to identify influential studies, build upon existing knowledge, and establish connections between different research strands in collaborative writing in EFL contexts.

The distribution of document types demonstrates that traditional journal articles, which make up the majority of publications, are strongly emphasized. While journal articles offer thorough research and in-depth analysis, other publications, such as conference papers or book chapters, can provide additional channels for sharing knowledge and connecting with a larger audience. Researchers might experiment with various publication formats to reach practitioners, decision-makers, and educators who might find their study useful but may not have access to or prioritize academic journals. The analysis also demonstrates how collaborative this field of research is, with numerous authors contributing to most articles. The significance of interdisciplinary cooperation and the sharing of ideas among researchers with various specialties is highlighted by this discovery. To introduce a variety of viewpoints and experience to their work, researchers can actively look for collaboration possibilities both domestically and abroad, which will result in richer and more thorough research findings.

Furthermore, the prevalence of international co-authorships, which is high (19.77%), shows a global outlook and an appreciation for the significance of cross-cultural cooperation in comprehending collaborative writing in EFL contexts. This conclusion emphasizes the necessity of global research networks and collaborations to advance knowledge transfer, encourage cross-cultural understanding, and improve the usability of research findings in a range of educational contexts. The identification of top authors who have contributed multiple publications in the field indicates their expertise and authority in the area of

collaborative writing. A number of authors, including De Vleeschauwer, Fathi, McDonough, Rahimi, and Roy, have proven their dedication to the subject by producing consistent research. Other scholars may find their work to be a useful resource, offering new perspectives, approaches, and theoretical frameworks for inquiries. By accessing evidence-based ideas and instructional methodologies, educators and practitioners can gain from their publications as well.

Furthermore, the distribution of the writers' keyword usage highlights key subjects and locations of the field's concentration. The terms include a wide range of topics, including affordance, group orientation, collaborative problem-solving, gamification, and computer-supported writing. The confluence of technology, computer science, and education in the context of collaborative writing is reflected in these keywords. Understanding these terms can aid academics in examining particular facets of collaborative writing, seeing new patterns, and discovering any gaps in the body of knowledge. A variety of study interests and viewpoints are apparent in the field from the evenly distributed authors' keywords. The interaction of scholars from other fields can be encouraged by this diversity, as well as interdisciplinary cooperation. In order to improve the collaborative writing experiences for EFL learners, educators can use this range of keywords to create instructional practices that combine various pedagogies, techniques, and technologies. It also emphasizes how crucial it is to take into account the opportunities for and difficulties presented by technology in contexts of group writing.

The distribution of articles among various universities reveals a considerable interest in research on collaborative writing in EFL training. The most papers are from Islamic Azad University, indicating its major contribution to the area. A number of other universities, including Northern Arizona University, Chiang Mai University,

Concordia University, The Chinese University of Hong Kong, University of Aizu, University of Kurdistan, University of Macau, Hakim Sabzevari University, and King Abdul Aziz University, also exhibit a significant level of interest in investigating collaborative writing strategies. The presence of these colleges indicates that collaborative writing in the context of EFL is a topic of interest across various educational and cultural contexts.

That collaborative writing research is not restricted to a particular region or type of university is implied by the broad range of affiliations shown above. The engagement of numerous academic institutions and the fact that this study topic is global are both highlighted. Collaboration in writing during EFL training might be better understood by combining the varied viewpoints and experiences from other universities.

It's vital to keep in mind that the table just offers a quick glance at the study and might not fully reflect the extent of contributions from other institutions and academics. Besides the universities named, there might be other important contributors to the field. The table does, however, provide useful data regarding the involvement and enthusiasm of various universities for collaborative writing research.

The frequency of international research collaboration demonstrates the international cooperation of researchers who have worked to advance understanding of collaborative writing. The results highlight the value of international collaboration in furthering scientific knowledge by showing that researchers from many nations have collaborated on projects. For instance, Chinese researchers have worked with academics from the UK, the USA, Iran, Indonesia, and Hong Kong. Research on collaborative writing has also involved academics from Saudi Arabia, Korea, Thailand, Canada, Australia, the Czech Republic, Ireland, Norway, and Mexico.

These worldwide partnerships suggest that collaborative writing in the context of EFL is a global issue that cuts beyond geographical boundaries. Researchers from other nations can pool their knowledge, exchange unique viewpoints, and improve our understanding of collaborative writing practices in EFL training by cooperating. Such partnerships enhance the breadth and depth of research findings, offering a more thorough and worldwide approach to studying collaborative writing.

4. CONCLUSION

The findings of this descriptive bibliometric analysis provide insights into the trends, sources, authors, keywords, and international collaborations in the field of collaborative writing in an EFL context. The analysis suggests growing interest in the topic, increased publication activity in recent years, and the importance of international collaboration in advancing research in this area. Several important conclusions are drawn from the descriptive bibliometric analysis of collaborative writing in an EFL setting. The analysis, which is based on 86 publications found in the Scopus database, spans a 15-year period from 2007 to 2023. Publications in this discipline have an annual growth rate of -4.24%, which suggests a minor fall over time. The number of publications has, however, significantly increased over the last four years. The study shows that 83.72% of the articles on collaborative writing in an EFL context have been studies and published in journals. Book chapters, conference papers, conference reviews, and reviews are among the remaining publications. This indicates that academics and researchers are becoming more interested in examining the topic and adding to the corpus of knowledge.

The majority of the publications' sources are journals focused on language and education. The top five journals with the most articles on group writing in an EFL environment are System, Computer Assisted Language Learning, Education

and Information Technologies, Asia-Pacific Education Researcher, and Asian EFL Journal. The fact that each of these magazines has published two or three papers on the subject demonstrates their importance as sources of knowledge in this area. The data also shows that worldwide collaborations and numerous writers are involved in collaborative writing in an EFL context. The publications have 149 authors, with 28 papers written by a single author and an average of 2.02 co-authors per document. The worldwide nature of research and the significance of international collaboration in furthering knowledge in this field are shown by the approximately 19.77% of articles with international co-authorships.

The authors' keywords used in the publications cover various aspects related to collaborative writing in an EFL context, including affordance, collaborative problem solving, group-oriented, gamification, and computer-supported learning, among others. These keywords reflect the multidisciplinary nature of the research and the intersection of technology, computer science, and education in this field. Regarding affiliations, a number of colleges have demonstrated a strong interest in group writing in an EFL setting. With four publications, Islamic Azad University tops the list. A number of other universities, including Northern Arizona University, Chiang Mai University, Concordia University, The Chinese University of Hong Kong, University of Aizu, University of Kurdistan, University of Macau, Hakim Sabzevari University, and King Abdul Aziz University are closely behind with three publications each. This distribution of publications among various universities shows that many educational and cultural contexts have been involved in the study of collaborative writing strategies in EFL training.

For academics, educators, and policymakers, the results of the descriptive bibliometric analysis on collaborative writing in an EFL environment have

ramifications. The observed tendencies can influence future research efforts, emphasize the necessity of prompt dissemination of findings, highlight the significance of interdisciplinary cooperation and international partnerships, and give useful sources for locating pertinent material. Stakeholders can develop collaborative writing techniques in EFL contexts and support successful language learning outcomes by taking these implications into account.

REFERENCES

- Alexander, K. P. (2012). No Title. In K. M. Hunzer (Ed.), *Collaborative Learning And Writing: Essays On Using Small Groups In Teaching English Composition* (Pp. 181–200). Mcfarland & Company. Inc.
- Barrot, J. S., Acomular, D. R., Alamodin, E. A., & Argonza, R. C. R. (2022). Scientific Mapping Of English Language Teaching Research In The Philippines: A Bibliometric Review Of Doctoral And Master's Theses (2010–2018). *RELC Journal*, 53(1), 180–193. <https://doi.org/10.1177/0033688220936764>
- Deng, S., & Xie, X. (2022). A Bibliometric Analysis On Teaching Chinese As A Second Or Foreign Language Outside Mainland China (2001-2020). *Journal Of Language Teaching And Research*, 13(6), 1259–1268. <https://doi.org/10.17507/Jltr.1306.14>
- Guo, X. (2022). A Bibliometric Analysis Of Child Language During 1900–2021. *Frontiers In Psychology*, 13(June), 1–17. <https://doi.org/10.3389/fpsyg.2022.862042>
- Hyland, K. E. N. (2012). *Teaching And Researching Writing* (J. C. Richard (Ed.); Vol. 233119, Issue 32).
- Karakaya, K., & Boskurt, A. (2022). Mobile-Assisted Language Learning (MALL) Research Trends And

- Patterns Through Bibliometric Analysis: Empowering Language Learners Through Ubiquitous Educational Technologies. *System*, 110.
<https://doi.org/10.1016/j.system.2022.102925>
- Lei, J. (2022). Bibliometric Analysis Of The L2 Writing Journal. *Beyond Words*, 10(1), 16–36.
<https://doi.org/10.33508/Bw.V10i1.3614>
- Qiang, Z., Kenny, C. S. L., & Xuanfang, J. (2022). A Bibliometric Review Of Career Education From Contemporary Literature With Vosviewer And Biblioshiny. *Journal Of Curriculum And Teaching*, 11(8), 259–272.
<https://doi.org/10.5430/Jct.V11n8p259>
- Storch, N. (2005). Collaborative Writing: Product, Process, And Students' Reflections. *Journal Of Second Language Writing*, 14(3), 153–173.
<https://doi.org/10.1016/j.jslw.2005.05.002>
- Storch, N. (2011). Collaborative Writing In L2 Contexts: Processes, Outcomes, And Future Directions. *Annual Review Of Applied Linguistics*, 31, 275–288.
<https://doi.org/10.1017/S0267190511000079>
- Sun, Y., & Lan, G. (2023). A Bibliometric Analysis On L2 Writing In The First 20 Years Of The 21st Century: Research Impacts And Research Trends. *Journal Of Second Language Writing*, 59(November 2022), 100963.
<https://doi.org/10.1016/j.jslw.2023.100963>
- Syahid, A., & Qodir, A. (2021). Journal Of Language And Linguistic Studies: A Fifteen-Year Bibliometric Quest For A Bigger Impact. *Journal Of Language And Linguistic Studies*, 17(1), 290–314.
<https://doi.org/10.17263/Jlls.903415>
- Wigati, F. A., Lengkanawati, N. S., Language, E., Departement, E., Language, E., & Departement, E. (2023). *Bibliometric Analysis On Writing And Learning Outcome Research Around The World Bibliometric Analysis On Writing And Learning Outcome Research Around The World Introduction*. 107–118.
<https://doi.org/10.30605/25409190.570>
- Wilczewski, M., & Alon, I. (2022). Language And Communication In International Students' Adaptation: A Bibliometric And Content Analysis Review. *Higher Education*, 85(6), 1235–1256.
<https://doi.org/10.1007/S10734-022-00888-8>
- Yilmaz, R. M., Topu, F. B., & Takkaç Tulgar, A. (2022). An Examination Of The Studies On Foreign Language Teaching In Pre-School Education: A Bibliometric Mapping Analysis. *Computer Assisted Language Learning*, 35(3), 270–293.
<https://doi.org/10.1080/09588221.2019.1681465>
- Zhai, X., & Razali, A. B. (2023). Triple Method Approach To Development Of A Genre-Based Approach To Teaching ESL/EFL Writing: A Systematic Literature Review By Bibliometric, Content, And Scientometric Analyses. *SAGE Open*, 13(1), 1–27.
<https://doi.org/10.1177/21582440221147255>