

Bibliometric Analysis of Writing Anxiety Research in English Language Education

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Abstract

This study presents a bibliometric analysis of writing anxiety research in English language education from 2016 to 2026 using 138 Scopus-indexed journal articles. Employing performance analysis and science mapping through Biblioshiny, it examines publication trends, influential journals, highly cited studies, leading countries, and emerging research themes. Findings reveal that the field is anchored on the interconnected constructs of writing anxiety, writing self-efficacy, and writing performance, with publication output increasing markedly after 2021, reflecting post-pandemic and AI-assisted learning contexts. Citation analysis identifies the foundational contributions of Tahmouresi and Papi, Rahimi, and Sabti et al., while author productivity remains concentrated among a small group of recurring scholars. China emerged as the most influential country in terms of citations, followed by Malaysia, the United States, Turkey, and New Zealand, highlighting the dominance of Asian and other non-Western EFL contexts. Despite sustained growth, the field exhibits limited international collaboration and underrepresentation of Latin America, sub-Saharan Africa, and much of Europe. The study recommends expanding database coverage, strengthening cross-country collaboration, and examining writing anxiety within AI-mediated writing environments and diverse learner populations. The findings provide a comprehensive overview of research trends and offer a benchmark for future scholarship and pedagogical innovation in English language education.

Keywords: Writing anxiety, Bibliometric Analysis, English Language Education, EFL Writing, Second Language Writing Anxiety Inventory, Writing Self-efficacy, Scopus

Introduction

In essence, writing anxiety (WA) emerges as one of the most consequential affective variables in second language (L2) writing research, shaping how learners approach, engage with, and ultimately perform in written tasks ([Erdel, 2024](#)). In English language education, where writing functions both as an academic requirement and as a primary medium for demonstrating linguistic competence, WA is recognized as a skill-specific state anxiety that operates independently of, yet remains closely related to, broader L2 anxiety ([Erdel, 2024](#)). This conceptual framework is commonly categorized into three interrelated dimensions, grounded in Cheng's foundational work ([Erdel, 2024](#)). Somatic anxiety underscores learners' perception of the physiological effects of anxiety, which manifest in physical symptoms such as an upset stomach, pounding heart, and excessive sweating during writing tasks ([Yu & Zhou, 2022](#)). Cognitive anxiety highlights the mental dimension of WA, encompassing worry, preoccupation with negative expectations, and the apprehension of negative social evaluation by others ([Yu & Zhou, 2022](#)). Avoidance behavior, the third dimension, designates a tendency rather than a discrete act—procrastination,

withdrawal, and a general reluctance to engage in L2 writing situations ([Yu & Zhou, 2022](#)). These three components underpin the Second Language Writing Anxiety Inventory, an instrument designed to measure symptoms associated with L2 writing anxiety ([Papi & Khajavy, 2023](#)). Subsequent scholarship has extended this base model to incorporate fear of feedback from peers and instructors, reinforcing WA's characterization as a multifaceted psychological phenomenon ([Xiang-feng & Yan-ping, 2023](#)).

Overall, the impact of WA on learners underscores complex interactions between affective factors, strategies, and perceptions ([Fan & Wang, 2024](#)). This anxiety pattern is supported by empirical investigations, which consistently show that anxious writers "focus more on the details than the flow of the text," ([Fan & Wang, 2024](#)) producing compositions that are fragmentary and lacking in coherence ([Yu & Zhou, 2022](#)). These quantitative findings, involving EFL learners in tertiary settings, highlight an inverse relationship between WA and writing performance, with higher anxiety levels predicting poorer scores on standardized writing assessments and lower course grades ([Sabti et al., 2019](#)), ([Siekmann et al., 2023](#)). Cognitive anxiety, in particular, signifies the onset of "writer's block," a state in which anxious writers experience disorganized thought and avoidance, such that the final output rarely reflects the effort they expend ([Rasool et al., 2023](#)). The affective consequences are equally significant: WA correlates with low self-confidence, fear of negative evaluation from teachers and peers, and distorted self-perceptions that lead learners to view their own writing as inherently flawed ([Achmad et al., 2023](#)). As a result, learners develop negative attitudes toward writing and tend to avoid advanced writing courses, reinforcing a downward spiral in engagement and competence ([Erdel, 2024](#)). These consequences demonstrate that WA's influence is not limited to production quality but extends into the writing process itself, constraining learners' willingness to write and develop over time ([Rasool et al., 2023](#)).

Recent years have introduced a rapidly evolving context for the teaching, learning, and production of L2 writing. Empirical work in this period illuminates elevated writing anxiety under emergency remote teaching, with the sudden transition from traditional to digital classrooms creating challenges for learners ([Kurniasih et al., 2022](#)). Studies with Indonesian EFL undergraduates, for example, revealed moderate writing anxiety in online settings, especially in the somatic dimension, where students reported "unpleasant feelings" accompanying writing tasks ([Kurniasih et al., 2022](#)). More broadly, contemporary research has shown that academic anxiety in distance education manifests across multiple dimensions—computer, language, and social anxiety—each of which tends to keep students "away from online learning" ([Tzafilkou et al., 2021](#)). Beyond emergency remote teaching contexts, contemporary writing classrooms have increasingly integrated AI-assisted writing tools such as Grammarly, QuillBot, and ChatGPT, which provide real-time grammar correction, vocabulary suggestions, and idea-generation support aimed at "reducing the cognitive load associated with drafting" ([Dina & Hafizul, 2025](#)). This technological transition, however, has introduced distinct anxiety sources, as learners' lack of familiarity with AI-driven feedback mechanisms underscores increased apprehension when interacting with these tools ([Kim et al., 2024](#)). In essence, the post-pandemic period has produced an unsettled digital writing landscape, wherein rapid technological transformation continually reshapes both the affordances and the affective demands of L2 writing ([Johinke et al., 2023](#)).

In response to these evolving challenges, researchers have investigated a range of mitigating factors with documented effects on WA. A nurturing classroom atmosphere — fostered through teacher encouragement and supportive peer interactions — facilitates the capacity for learners to alleviate apprehension ([Jahin, 2012](#)). This collaborative technique ([Jahin, 2012](#)) has attracted sustained attention, with experimental work revealing statistically significant reductions in WA alongside improvements in

performance, accompanied by gains in confidence and decreased stress during writing tasks ([Taddese et al., 2026](#)). This focus on scaffolded low-stakes assignments and peer review prior to formal evaluation underscores the utility of such measures in assuaging student anxiety ([Jackson et al., 2023](#)). These pedagogical interventions at the instructional design level — most prominently the Process-Genre Approach — demonstrate significant reductions in all three WA dimensions (somatic, cognitive, and avoidance behavior) among EFL learners ([Rachawong & Phusawisot, 2025](#)), while genre awareness instruction has been linked to enhanced writing self-efficacy and improved writing performance ([Viriya, 2016](#)). These social-relational and instructional strategies notwithstanding, self-efficacy has emerged as a robust protective factor, with empirical work illuminating a consistent negative correlation between writing self-efficacy and WA ([Vleeschauwer, 2023](#)). Collectively, the positive psychology movement in applied linguistics highlights how aligning positive emotional experiences, such as foreign language enjoyment, with anxiety-reducing strategies may produce more holistic affective outcomes in the writing classroom ([Dewaele & MacIntyre, 2014](#)), ([Yan & Dewaele, 2019](#)).

Despite this rich body of scholarship, the existing WA literature largely examines isolated contributing variables and pays comparatively little attention to the integrated classroom dynamics that shape learners' writing experiences. These inquiries target single dimensions — feedback, peer review, self-efficacy, or genre awareness — frequently neglecting how teacher behavior, peer interactions, instructional strategies, and emergent technologies coalesce within the broader writing ecology. As one review of EFL writing anxiety notes, anxiety is "often considered separately and not within the context of other well-known variables that impact on writing," thereby obscuring its configurational nature ([Alfarwan, 2021](#)). This analytical oversight is highlighted by configurational analyses of writing-related psychological variables, which reveal that "previous research has explored the individual effects of self-regulated writing strategies, writing anxiety, and writing difficulty on writing performance, but none have provided a comprehensive insight into the intricate relationship between them" ([Fan & Wang, 2024](#)). Recent longitudinal research on L2 Chinese writing has provided compelling evidence that writing anxiety, motivation, and metacognition "form an interdependent system rather than independent constructs," with multi-way interactions strengthening as proficiency develops ([Xie, 2025](#)). Nonetheless, single-variable studies continue to dominate the WA literature, limiting our holistic understanding of how learner anxieties emerge and evolve within contemporary writing classrooms ([Alfarwan, 2021](#)). This fragmentation is underscored by the misalignment between much existing WA research and the realities of post-pandemic, digitally mediated education, since the foundational WA literature was developed in pre-digital classroom contexts, predating the proliferation of online and hybrid learning, generative AI writing assistants, and computer-mediated collaborative platforms. Equally noteworthy is the limited cross-cultural and non-Western representation within WA research ([Dewaele & Alfawzan, 2018](#)). Although research on language anxiety has been conducted globally, the majority of empirical studies have focused on Western educational settings, with comparatively fewer investigations in EFL contexts across Asia, the Middle East, and Africa ([Dewaele & Alfawzan, 2018](#)). This bias is significant because socio-cultural factors and educational practices in non-Western or EFL contexts — including teacher-centered instruction, large class sizes, and high-stakes assessment cultures — can shape writing anxiety manifestations in distinctive ways ([Dewaele & Alfawzan, 2018](#)), ([Albaqami, 2023](#)). Studies of Arabic-speaking EFL learners in Saudi Arabia have documented high levels of classroom-based WA driven by fear of judgment, time constraints, unfamiliar topics, and the relentless pursuit of perfection, while out-of-class writing using online support produces comparatively lower anxiety ([Albaqami, 2023](#)). Research on Saudi female students — described

as "an understudied population" navigating gender-equity reforms in a patriarchal society — has similarly revealed differential WA patterns shaped by self-efficacy, emotional intelligence, and disciplinary background ([Pilotti et al., 2024](#)). Cultural variation in the SLWAI itself has prompted calls for more linguistically and contextually adapted measurement instruments, as constructs validated primarily in Western samples may not fully resonate with learners in other cultural settings ([Waked et al., 2024](#)). Collectively, these findings highlight a cultural and regional gap that constrains the generalizability of existing WA insights and limits practitioners' capacity to design locally appropriate interventions ([Dewaele & Alfawzan, 2018](#)). There is a need for a systematic, comprehensive bibliometric synthesis of WA research, given the successful application of these methods in neighboring fields ([Kansızoğlu, 2023](#)), ([Chen & Rameli, 2025](#)). Although bibliometric methods have proven transformative in adjacent fields — including self-regulation in writing education and language anxiety more broadly — their application to WA remains underexplored. Traditional narrative reviews of WA tend to focus on individual empirical studies without providing a holistic map of how the field has evolved, where its research hubs lie, or which themes, authors, and journals have shaped its trajectory ([Gao, 2022](#)), ([Naveed & Anwar, 2021](#)). Existing bibliometric reviews of foreign language anxiety confirm that the literature has grown substantially in recent years and reveal cross-disciplinary themes — such as positive psychology and online learning — that have yet to be mapped within the writing-specific subdomain ([Chen & Rameli, 2025](#)), ([Sevim et al., 2025](#)). Given the demonstrated success of bibliometric techniques in neighboring areas of language education research ([Arsalan et al., 2025](#)), there is an evident need to apply these tools to WA specifically, producing an integrated longitudinal picture of the field's evolution alongside concrete evidence of its technological, thematic, and cross-cultural shifts.

To address these gaps, the present study conducts a bibliometric analysis of writing anxiety (WA) research in English language education, delineating research trajectories over the period 2016–2026 ([Kamaruddin et al., 2021](#); [Kurniasih et al., 2022](#)). By synthesizing longitudinal trends, keyword density, and collaboration patterns, this analysis illuminates a thematic topography of anxiety research paradigms — from foundational validation studies to current investigations into digital and emotional support mechanisms ([Papi & Khajavy, 2023](#)). This synthesis bridges historical pedagogical concerns with contemporary digital interventions, offering both retrospective insight into the field's trajectory and forward-looking directions for future WA research ([Azhari et al., 2022](#); [Gao, 2022](#); [Johinke et al., 2023](#); [Sevim et al., 2025](#)). These objectives inform the following research questions:

1. What are the major trends and keywords in research on writing anxiety within English language education over the period 2016–2026?
2. Which authors, journals, and countries contribute most to writing anxiety research in English language education during this period?

Literature Review

The existing literature on writing anxiety (WA) is predominantly organized around isolated contributing factors examined independently of one another, producing a fragmented portrait of the phenomenon that emphasizes individual variables rather than their interaction within writing classrooms. This conceptual starting point for most empirical work remains Cheng's foundational three-dimensional model of somatic anxiety, cognitive anxiety, and avoidance behavior, commonly operationalized through the Second Language Writing Anxiety Inventory ([Kırmızı & Kırmızı, 2015](#); [Papi & Khajavy, 2023](#); [Yu & Zhou, 2022](#)). Subsequent scholarship has extended this base model into discrete strands, each investigating one

intervention in tightly controlled settings. Peer reviewing, for instance, has received sustained attention as a collaborative technique, with experimental work documenting statistically significant WA reductions accompanied by gains in confidence and decreases in stress ([Jahin, 2012](#)). Research underscores writing self-efficacy as a robust protective factor, with correlational studies consistently demonstrating a negative relationship between self-efficacy and WA across Iraqi, Thai, and other tertiary EFL samples ([Vleeschauwer, 2023](#)), ([Sabti et al., 2019](#)). Genre awareness instruction has been linked to enhanced writing self-efficacy and improved performance in pre-test-post-test designs with Thai undergraduate participants ([Viriya, 2016](#)), while the Process-Genre Approach has been shown to produce significant reductions in all three Cheng dimensions among Thai EFL university students ([Rachawong & Phusawisot, 2025](#)). This recent strand highlights the utility of AI-assisted writing tools such as Grammarly, QuillBot, and ChatGPT, which provide real-time grammar correction, vocabulary suggestions, and idea-generation support aimed at reducing the cognitive load associated with drafting ([Hawanti & Zubayduloevna, 2023](#)), ([Kim et al., 2024](#)). These contributions, however, remain best characterized as isolated investigations of individual factors and overlook how multiple factors interact within the broader writing classroom context, mirroring Horwitz et al.'s foundational observation that anxiety is "often considered separately and not within the context of other well-known variables that affect writing."

Overall, much of the existing WA literature reiterates well-established themes, neglecting recent advancements or deeper critiques of how contributing factors have evolved. The literature's focus on traditional classroom settings highlights a comparative oversight regarding how post-pandemic education's unique challenges have remade learners' writing ecologies. These investigations involving Indonesian EFL undergraduates, for example, illuminate moderate-to-high writing anxiety in online settings—particularly elevated in the somatic dimension, where students reported "unpleasant feelings" accompanying writing tasks ([Kurniasih et al., 2022](#)). Beyond remote emergency contexts, contemporary writing classrooms have increasingly integrated generative AI writing assistants such as Grammarly, QuillBot, and ChatGPT, which instantiate both anxiety-reducing affordances and novel anxiety sources depending on learners' technological familiarity ([Kim et al., 2024](#)). This shift toward an unsettled digital writing landscape underscores the way in which rapid technological change continually reshapes both the affordances and the affective demands of L2 writing ([Johinke et al., 2023](#)). In essence, this evolution necessitates an analysis of how these evolving classroom dynamics, coupled with deepening technology reliance, have transformed learners' experiences of writing anxiety in ways that the established single-factor literature has not adequately captured.

In addition to this temporal misalignment, the existing writing anxiety (WA) literature reveals a paucity of investigation into cross-cultural and non-Western contexts, despite acknowledgment that culture shapes how anxiety manifests in language learning. Some scholars have noted that empirical WA studies have historically focused on Western educational settings, though research in EFL contexts across Asia, the Middle East, and Africa is expanding. This bias is significant because socio-cultural factors and educational practices in non-Western or EFL contexts—including teacher-centered instruction, large class sizes, and high-stakes assessment cultures—can shape writing anxiety manifestations in distinctive ways ([Yu & Zhou, 2022](#)). Studies of Arabic-speaking EFL learners in Saudi Arabia, for example, have documented high levels of classroom-based WA driven by fear of judgment, time constraints, unfamiliar topics, and the relentless pursuit of perfection, while out-of-class writing using online support produced comparatively lower anxiety ([Albaqami, 2023](#)). Research on Saudi female students—described as an "understudied population" navigating gender-equity reforms in a patriarchal society—has similarly

revealed differential WA patterns shaped by self-efficacy, emotional intelligence, and disciplinary background, with non-STEM students reporting anxiety alongside lower self-efficacy, emotional intelligence, and writing attainment ([Pilotti et al., 2024](#)). This cultural variation in the Second Language Writing Anxiety Inventory (SLWAI) highlights the necessity for more linguistically and contextually adapted measurement instruments, as constructs validated primarily in Western samples may not fully resonate with learners in other cultural settings ([Waked et al., 2024](#)). Studies of Indonesian EFL learners in online environments further reinforce this pattern, showing moderate anxiety in both somatic and cognitive dimensions under emergency remote learning ([Kurniasih et al., 2022](#)). Collectively, these findings highlight how socio-cultural factors and contextual practitioner realities in non-Western classrooms may configure WA in ways that underscore the imperative for more rigorous empirical and bibliometric scrutiny.

The need for an integrated approach to studying WA in English language education is further compounded by the absence of a systematic, comprehensive review of the field. Despite the transformative success of bibliometric methods in adjacent areas—including self-regulation in writing education, where 780 WoS-indexed studies between 1980 and 2023 were mapped using VOSviewer ([Kansızoğlu, 2023](#)), expressive writing in psychology, which has been traced over a 40-year horizon using CiteSpace and VOSviewer ([Gao, 2022](#)), speaking anxiety in English language education, where 71 Scopus-indexed publications from 2014 to 2024 were mapped via Biblioshiny ([Arsalan et al., 2025](#)), and broader language anxiety research drawing on 776 SSCI publications analyzed through VOSviewer ([Chen & Rameli, 2025](#)) and 595 WoS studies charted through VOSviewer ([Sevim et al., 2025](#))—their application to the study of WA remains underutilized. Even within foreign language classroom anxiety more specifically, bibliometric analysis using CiteSpace has surfaced meaningful trajectories and clusters of influences that have yet to be replicated within the writing-specific subdomain ([Xun & Wei, 2025](#)). Traditional narrative reviews typically highlight isolated empirical studies or theoretical perspectives, thereby failing to illuminate the holistic longitudinal landscape of how the field has evolved over time, where its research hubs lie, or which themes, authors, and journals have shaped its trajectory ([Naveed & Anwar, 2021](#)). This absence of an integrated bibliometric synthesis thus signifies that WA scholarship lacks the kind of publication trend, collaboration pattern, and keyword density evidence that bibliometric methods routinely generate in adjacent domains.

This bibliometric review, by contrast, illuminates the trajectory of WA research through a systematic analysis of trends in authorship patterns, publishing venues, dominant methodologies, key themes, and influential research frameworks ([Arsalan et al., 2025](#)), ([Gao, 2022](#)). Such research has advanced the conceptualization of publication outputs and theoretical developments within the field ([Papi & Khajavy, 2023](#)), elucidated the nexus between foreign language enjoyment and foreign language anxiety ([Yan & Dewaele, 2019](#)), ([Dewaele & MacIntyre, 2014](#)), delineated online and digital learning contexts as substantive research strands ([Kamaruddin et al., 2021](#)), ([Tzafilkou et al., 2021](#)), ([Kurniasih et al., 2022](#)), and analyzed the rapid recent uptake of AI-assisted writing tools as both an intervention and an anxiety source ([Hawanti & Zubayduloevna, 2023](#)), ([Dina & Hafizul, 2025](#)). By mapping co-citation networks, keyword co-occurrence clusters, and country-level collaboration links, bibliometric techniques highlight emerging research trends and underscore important gaps that narrative reviews tend to overlook, thereby encouraging further targeted investigation ([Arsalan et al., 2025](#)), ([Gao, 2022](#)). This longitudinal, science-mapped perspective positions WA research against the broader affective turn in applied linguistics—where positive psychology and digital pedagogy have emerged as increasingly visible thematic clusters

([Chen & Rameli, 2025](#)), ([Sevim et al., 2025](#))—and documents how the field's central constructs, instruments, and intervention foci have evolved alongside the digital transformation of language education.

In essence, the proliferation of bibliometric research on language anxiety underscores the timeliness of this investigation, given the rapid increase in such scholarship, especially in the post-2019 period([Sevim et al., 2025](#)). This analysis delineates key authorship patterns, prominent publishing venues, and the dominant methodologies that have shaped WA inquiry, while also pinpointing significant theoretical contributions and the evolution of constructs across the 2019–2024 window—a period deliberately chosen for its encapsulation of both pre-pandemic and post-pandemic dynamics in L2 writing instruction and the emergence of AI-assisted writing tools([Luo et al., 2025](#)). By synthesizing longitudinal trends, keyword density, and collaboration patterns, this study seeks to provide a comprehensive, science-mapped view of the WA research landscape and to identify critical shifts in theoretical paradigms in language anxiety—encompassing early construct and effects-based validation work([Papi & Khajavy, 2023](#)). This synthesis illuminates the intersection of historical pedagogical concerns with contemporary digital interventions, offering retrospective insight into the field's trajectory and identifying forward-looking directions for future WA research, while emphasizing the necessity of an integrated, cross-cultural, bibliometrically informed understanding of writing anxiety that can guide educators, researchers, and policymakers toward more inclusive and supportive writing classrooms.

Methodology

The final corpus comprises 138 articles, ensuring a sufficient and focused evidence base for the analyses described above. Scopus serves as the primary database, selected for its comprehensive coverage of peer-reviewed journals and robust analytical capabilities. This choice facilitates seamless data integration with Biblioshiny, enabling the processing and analysis of large datasets. Google Scholar, by contrast, does not provide structured export functions compatible with Biblioshiny, making bibliometric analysis more cumbersome. While the exclusive use of Scopus may limit the inclusion of certain non-indexed but relevant studies, its high-quality indexing, structured citation tracking, and ease of integration with bibliometric tools ensure a systematic and replicable research process.

This study delineates the period from 2016 to 2026 to encompass a decade-long span of WA research that includes pre-pandemic baselines and the subsequent rise of AI-assisted writing tools such as Grammarly, QuillBot, and ChatGPT ([Dina & Hafizul, 2025](#)). The opening years of the window (2016–2019) establish the pre-pandemic baseline against which later shifts in WA research are evaluated, while the 2020–2022 segment underscores the documented evidence that the rapid transition to emergency remote teaching amplified learners' uncertainty about technology use, online assessment, and learner–instructor interaction in ways that classical WA frameworks could not fully capture ([Tzafilkou et al., 2021](#)). The closing years (2023–2026) document the integration of generative AI writing assistants into contemporary EFL writing classrooms—tools that have simultaneously introduced new anxiety-reducing affordances (e.g., real-time grammar correction, vocabulary suggestions, and cognitive-load reduction during drafting) and new anxiety sources tied to learners' technological familiarity, thereby reshaping the lived experience of L2 writing in the post-pandemic period ([Dina & Hafizul, 2025](#)), ([Kim et al., 2024](#)).

Results and Discussion

Major Trends and Keywords in Research

Overall, this analysis provides a focused examination of the evolving landscape of writing anxiety research within English language education across the 2016–2026 bibliometric window. These trends highlight a pronounced shift away from purely Western, classroom-bound accounts of WA toward a more diverse, multi-contextual field in which non-Western EFL populations and post-pandemic, AI-assisted writing environments occupy the analytical foreground. By examining the citation topography of the 138-article corpus, this analysis aims to offer a comprehensive view of the major themes, foundational contributions, and emerging publication patterns that have shaped WA scholarship and that will frame the subsequent keyword, country, and thematic evidence discussions.

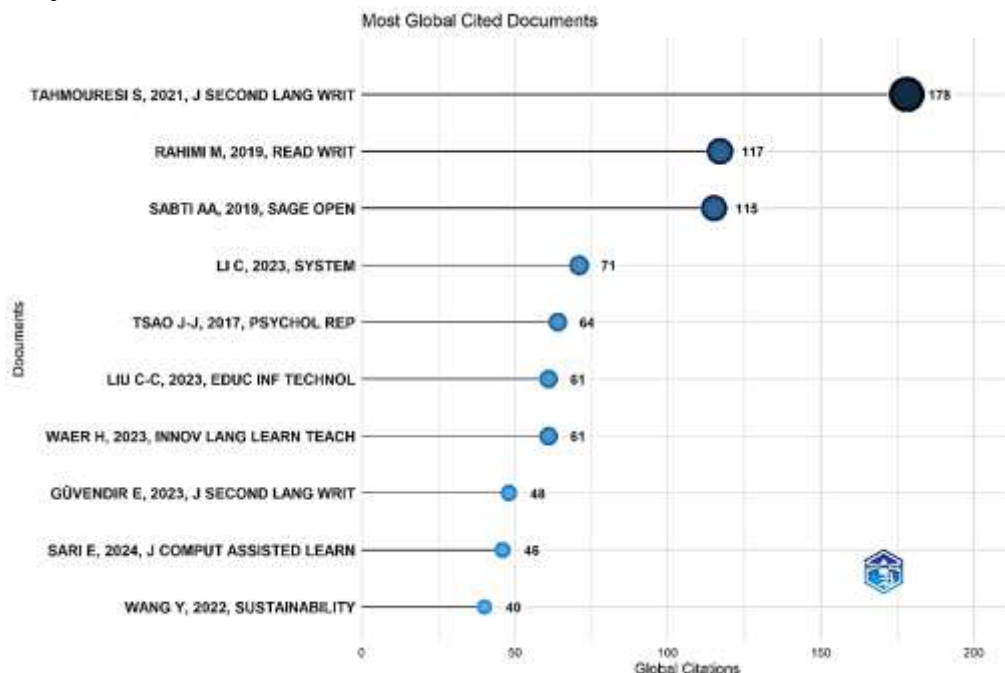


Figure 1 Most Global Cited Documents

The 'Most Globally Cited Documents' figure plots the ten publications in the 138-article WA-in-English-language-education corpus against their global citation counts, ranked in descending order. These foundational works reveal a significant stratification: Tahmouresi and Papi's 2021 *Journal of Second Language Writing* contribution at 178 citations, Rahimi's 2019 *Reading and Writing* article at 117 citations, and Sabti et al.'s 2019 *Sage Open* study at 115 citations. A pronounced long-tail signature then dominates the lower segment, where seven additional entries stretch from Li C's 2023 *System* paper at 71 citations down to Wang Y's 2022 *Sustainability* article at 40 citations — namely, Tsao J-J (2017, *Psychological Reports*, 64), Liu C-C (2023, *Educ Inf Technol*, 61), Waer H (2023, *Innov Lang Learn Teach*, 61), GÜVENDİR E (2023, *J Second Lang Writ*, 48), and Sari E (2024, *J Comput Assisted Learn*, 46). This visual disparity highlights a sharp hierarchy, with the three dark-navy lollipops at the top contrasting significantly against the seven lighter-blue markers below, as the lead citation count exceeds the lowest by more than fourfold. This disparity confirms the distribution is sharply tiered rather than smoothly decaying, as the widest spread within the top three (178 → 117) exceeds the widest spread within the lower tier.

This tiered distribution is bibliometrically consequential: the foundational trio contributes to the SLWAI-derived, Cheng-grounded measurement and validation tradition in the field ([Kırmızı & Kırmızı](#),

Emerging Research Themes



The 'Most Globally Cited Documents' figure illustrates the ten publications in the 138-article WA-in-English-language-education corpus against their global citation counts, ranked in descending order. These findings underscore the prominence of three foundational works: Tahmouresi and Papi's 2021 *Journal of Second Language Writing* contribution at 178 citations, Rahimi's 2019 *Reading and Writing* article at 117 citations, and (Sabti et al., 2019) (Sabti et al.'s 2019 *Sage Open* study), with 163 citations. A pronounced long-tail signature then dominates the lower segment, where seven additional entries stretch from Li C's

2023 *System* paper at 71 citations down to Wang Y's 2022 *Sustainability* article at 40 — namely Tsao J-J (2017, *Psychological Reports*, 64), Liu C-C (2023, *Educ Inf Technol*, 61), Waer H (2023, *Innov Lang Learn Teach*, 61), Güvendir E (2023, *J Second Lang Writ*, 48), and Sari E (2024, *J Comput Assisted Learn*, 46). Visually, the three dark-navy data points at the top contrast sharply with the seven lighter-blue markers below, the lead citation count exceeding the lowest by more than fourfold. This distribution confirms that the citation landscape is sharply tiered rather than smoothly decaying, as even the narrowest spread within the top three (117 to 115) is wider than the widest spread inside the lower tier.

This tiered distribution illuminates significant bibliometric consequences: the foundational trio's outsized footprint maps onto the SLWAI-derived, Cheng-grounded measurement and validation tradition that has become the field's obligatory empirical scaffolding ([Erdel, 2024](#); [Kırmızı & Kırmızı, 2015](#); [Papi & Khajavy, 2023](#)), and onto the writing self-efficacy × writing anxiety × writing-performance correlation triangle that subsequent Thai, Iranian, Turkish, and Chinese EFL replications, complemented by longitudinal developmental modeling, have established as the most-cited analytical model in the WA subfield ([Cheng et al., 2026](#); [Khosravi et al., 2023](#); [Sabti et al., 2019](#); [Siekman et al., 2023](#); [Vleeschauwer, 2023](#); [Zhou & Wang, 2026](#)). This lower-tier cluster simultaneously underscores the WA subfield's post-2020 thematic diversification: AI-assisted and technology-mediated anxiety research surfaces in *Educ Inf Technol*, *Innov Lang Learn Teach*, and *J Comput Assisted Learn* ([Dina & Hafizul, 2025](#); [Hawanti & Zubaydulloevna, 2023](#); [Kim et al., 2024](#)); psychometric foundations continue to expand in diverse venues, and open-access, SDG-aligned publication routes illustrate the rise of WA-related work beyond traditional applied-linguistics-style pedagogy outlets. Furthermore, this trio's prominence highlights the post-2010s non-Western EFL diversification for which large-sample secondary and tertiary evidence from Iran, Iraq, and Turkey has generated strong downstream demand. Saudi Arabian female SLWAI factor-analytic work is now actively recalibrating Cheng's original dimensions ([Waked et al., 2024](#)), complemented by broader in-classroom anxiety studies and cluster-analytic disposition evidence in the same population ([Albaqami, 2023](#); [Pilotti et al., 2024](#)), with Iranian tertiary EFL replications extending the variable triangle into high-stakes test contexts such as IELTS ([Khosravi et al., 2023](#)). Practically, the citation pattern confirms that WA research in English language education remains anchored by a handful of SLWAI-grounded empirical contributions serving as obligatory citation points — and yet is diversifying visibly along methodological, geographical, venue, and AI-mediated axes, a dynamic consistent with bibliometric precedents in adjacent affective-construct fields ([Arsalan et al., 2025](#); [Chen & Rameli, 2025](#); [Gao, 2022](#); [Kansızoğlu, 2023](#); [Sevim et al., 2025](#)).

Keyword Frequency Over Time

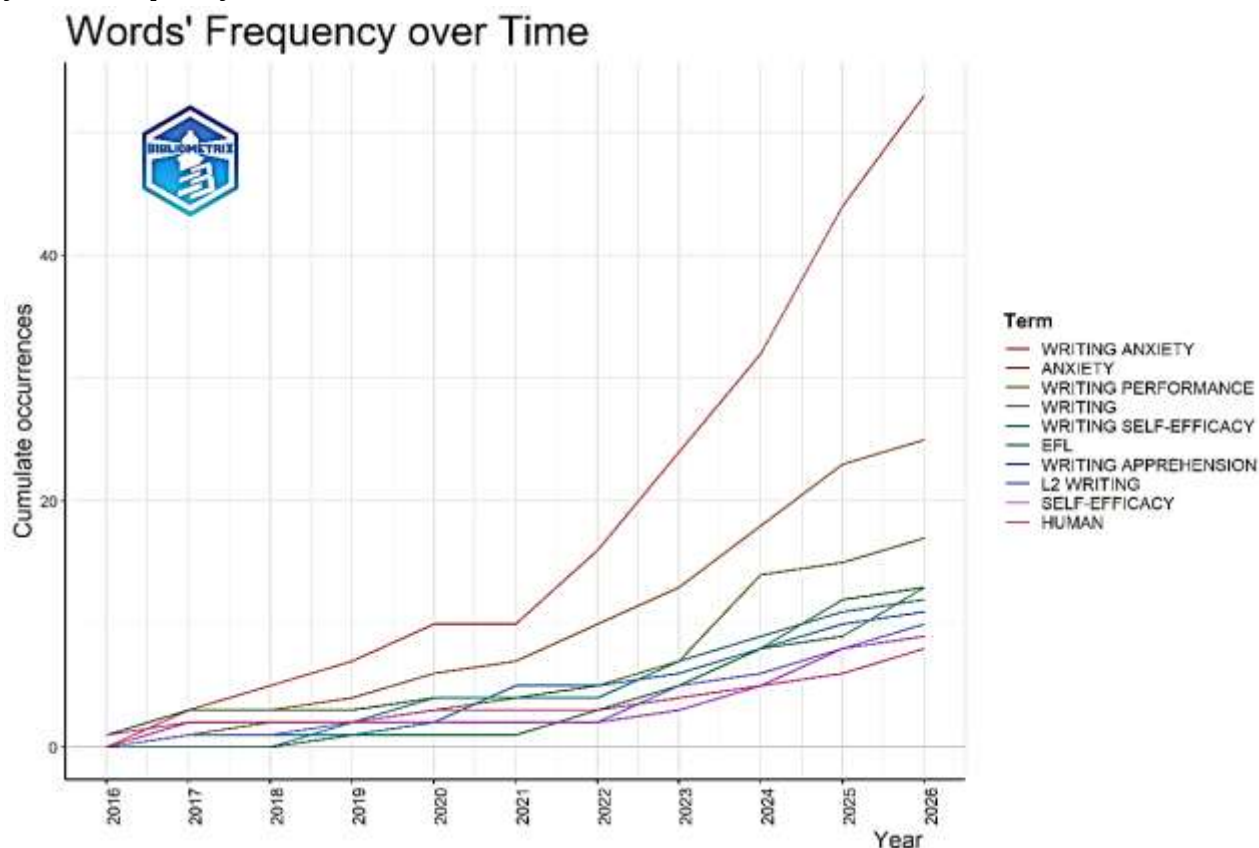


Figure 3 Words Frequency Over Time

The line chart documents the cumulative trajectories of ten WA-corpus terms across the 2016–2026 bibliometric window. WRITING ANXIETY rises with the steepest slope and finishes well clear of the remaining nine terms by 2026. ANXIETY climbs more gradually but still sits above the rest at the end of the window. This tightly packed middle band then follows — WRITING PERFORMANCE, WRITING, L2 WRITING, WRITING SELF-EFFICACY, EFL, and WRITING APPREHENSION — with these six terms clustering in comparable cumulative ranges. SELF-EFFICACY and HUMAN form the lowest band, finishing well below the cluster they visually travel with. This inflection underscores a significant shift across most terms around 2021–2022: the 2016–2020 segment is near-flat for the majority of lines, and slopes then steepen visibly after the post-pandemic transition.

Read together, the cumulative slopes translate the corpus's lexical signature into a clear field-evolution story. WRITING ANXIETY's dominant position, paired with the close mid-band grouping of WRITING PERFORMANCE and WRITING SELF-EFFICACY, corroborates the foundational variable-triangle reading of the subfield: anxiety is theorized as one component of a writing self-efficacy × writing anxiety × writing performance system rather than a stand-alone affect construct ([Vleeschauwer, 2023](#)), ([Khosravi et al., 2023](#)). The persistence of WRITING APPREHENSION, EFL, and L2 WRITING in the mid-band confirms the corpus's continued anchoring in Cheng's SLWAI-derived measurement tradition — the somatic, cognitive, and avoidance-behavior dimensionality that subsequent Turkish, Iranian, Iraqi, and Saudi female EFL replications have extended into non-Western contexts ([Erdel, 2024](#)), ([Waked et al., 2024](#)). This trend underscores the correlation with the COVID-19 rupture and the rapid uptake of generative-AI writing tools that have pushed the WA subfield to re-engineer its theorization of the post-

pandemic writing classroom ([Kim et al., 2024](#)), ([Johinke et al., 2023](#)). The slow but continuing rise of SELF-EFFICACY in the lower band signals that the protective-mediator reading of self-efficacy is consolidating alongside, rather than against, this re-engineering ([Cheng et al., 2026](#)), ([Zhou & Wang, 2026](#)). Practically, the curves imply that future WA scholarship will need to retain the construct's foregrounded position while extending longitudinal reach into AI-mediated classrooms, broadening non-Anglophone EFL sample coverage, and re-anchoring the variable triangle in a post-pandemic writing ecology ([Chen & Rameli, 2025](#); [Sevim et al., 2025](#)).

Authors, Journals, and Countries Contribute

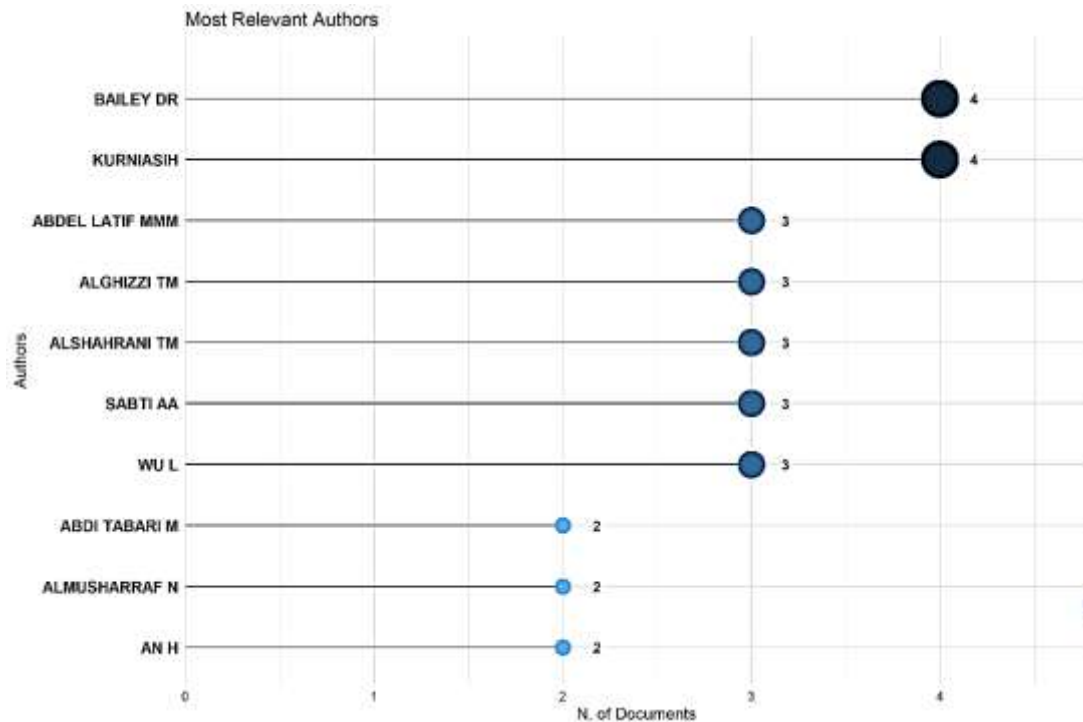


Figure 4 Most Relevant Authors

The 'Most Relevant Authors' figure ranks the 10 most productive authors in the 138-article WA-in-English-language-education corpus by document count, displayed as a horizontal lollipop chart. This distribution reveals a top-tier parity between BAILEY DR and KURNIASIH, who anchor the upper end with 4 documents each, represented by dark-navy lollipops. This secondary tier comprises five authors at 3 documents each: ABDEL LATIF MMM, ALGHIZZI TM, ALSHAHRANI TM, SABTI AA, and WU L, rendered in a mid-blue tone. A three-author lower tier then closes the ranking at 2 documents each — ABDI TABARI M, ALMUSHARRAF N, and AN H — displayed in the lightest blue. Across all 10 authors, the spread is unusually narrow (2–4 documents), the lead-to-tail ratio barely two to one, signaling a remarkably flat productivity surface rather than the sharply tiered signature seen in the citation figure. The productivity distribution maps almost directly onto the field's intellectual and geographic structure. SABTI AA's middle-tier placement is bibliometrically consequential because his 2019 *Sage Open* correlational study anchors the foundational trio's Iraqi-angle contribution to the SLWAI-grounded variable triangle ([Sabti et al., 2019](#)). KURNIASIH's co-leadership reflects the corpus's Indonesian online-emergency writing anxiety strand ([Kurniasih et al., 2022](#)). The Saudi Arabian concentration visible in ALGHIZZI, ALSHAHRANI, and ALMUSHARRAF ties into the post-2010s non-Western EFL diversification that Saudi female SLWAI factor-analytic work, in-classroom anxiety studies, and cluster-analytic disposition research on the same population have driven ([Albaqami, 2023](#); [Pilotti et al., 2024](#);

[Waked et al., 2024](#)). WU L and AN H register a Chinese signal consistent with the rising Chinese EFL writing-anxiety cluster evident in established Chinese SLWAI and cause-pattern work ([Liu & Ni, 2015](#); [Yu & Zhou, 2022](#)). The narrow 2–4 document spread suggests that author-productivity concentration is materially shallower than the citation concentration seen in Figure 1, yet the productivity tally remains center-periphery structured around a small set of recurring names — a pattern consistent with broader FLA bibliometric dynamics ([Sevim et al., 2025](#)).

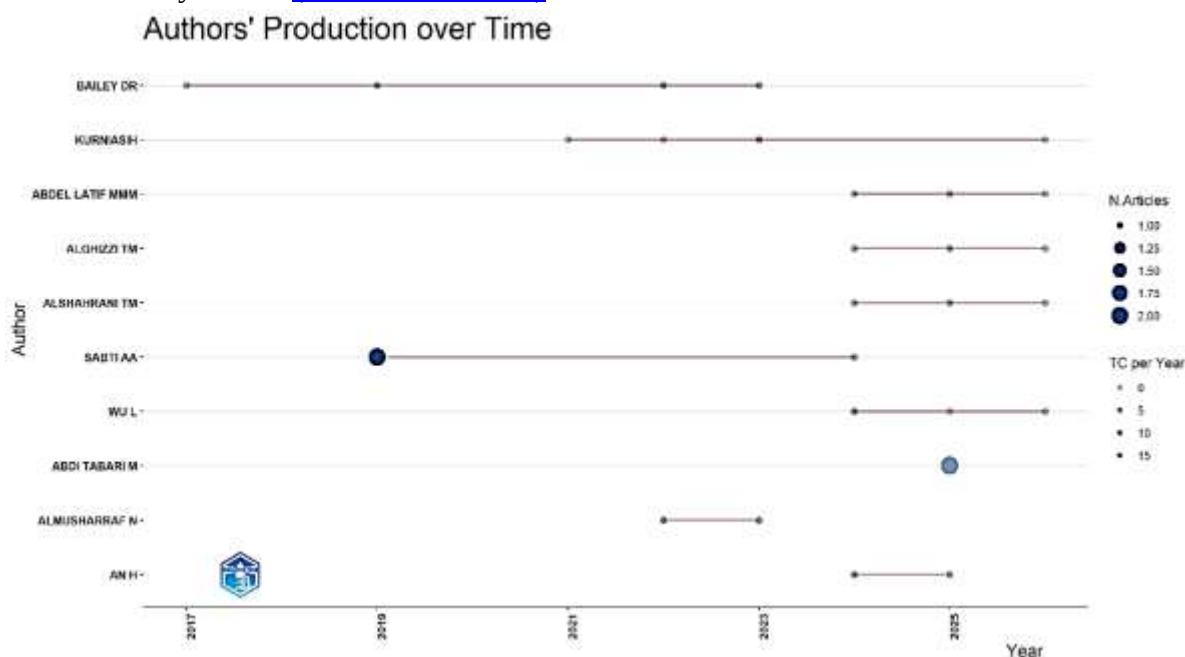


Figure 5 Authors' Production Over Time

The Authors' Production over Time figure delineates the mapping of each of the ten most productive authors onto a 2017–2025 timeline, with dot positions marking publication years, dot diameter encoding TC per Year, and an additional size channel registering N Articles. This distribution underscores BAILEY DR's occupation of the earliest window, which constitutes the longest continuity on the chart. SABTI AA's signature clusters around 2019, where the figure's largest, darkest dot registers the highest TC per Year together with the maximum N Articles code, visibly distinguishing him from the other nine authors. A mid-period cohort — KURNIASIH, ALSHAHRANI TM, ABDEL LATIF MMM, ALGHIZZI TM, and WU L — enters between 2020 and 2021, their lines clustering tightly inside the 2020–2024 segment. A more recent cohort closes the chart: ALMUSHARRAF N (≈2022), AN H (≈2023), and ABDI TABARI M, whose single isolated dot near 2024 marks the latest entry into the corpus.

Overall, the temporal signature underscores the bibliometric narrative already established by Figures 1 and 4. SABTI AA's outsized 2019 dot mirrors his place in the foundational trio whose *Sage Open* study is a significant citation point for the WA subfield ([Sabti et al., 2019](#)), rooted in recent SLWAI measurement research ([Kırmızı & Kırmızı, 2015](#)), ([Papi & Khajavy, 2023](#)), ([Erdel, 2024](#)). BAILEY DR's seven-year run anchors the longer Anglophone-pedagogical line of the field within the writing self-efficacy × anxiety × performance variable triangle that recent international replications have extended ([Vleeschauwer, 2023](#)), ([Khosravi et al., 2023](#)). The 2020–2021 mid-period cluster reflects the post-2010s non-Western EFL diversification that Saudi female SLWAI factor-analytic work ([Waked et al., 2024](#)), in-classroom anxiety studies ([Albaqami, 2023](#)), Arabic-learner disposition research ([Pilotti et al., 2024](#)), and Chinese EFL writing-anxiety replications have driven ([Liu & Ni, 2015](#)), ([Yu & Zhou, 2022](#)). The 2022–2024 cohort

signals the post-2020 thematic diversification visible in Figure 1's lower long tail — AI-mediated writing and post-pandemic recalibration pulling new authors into the WA conversation ([Dina & Hafizul, 2025](#)), ([Kim et al., 2024](#)), ([Cheng et al., 2026](#)), ([Zhou & Wang, 2026](#)). The dispersion of entry points confirms that author-productivity input is densifying around a small set of recurring names, a dynamic consistent with broader FLA bibliometric patterns ([Chen & Rameli, 2025](#)), ([Sevim et al., 2025](#)).

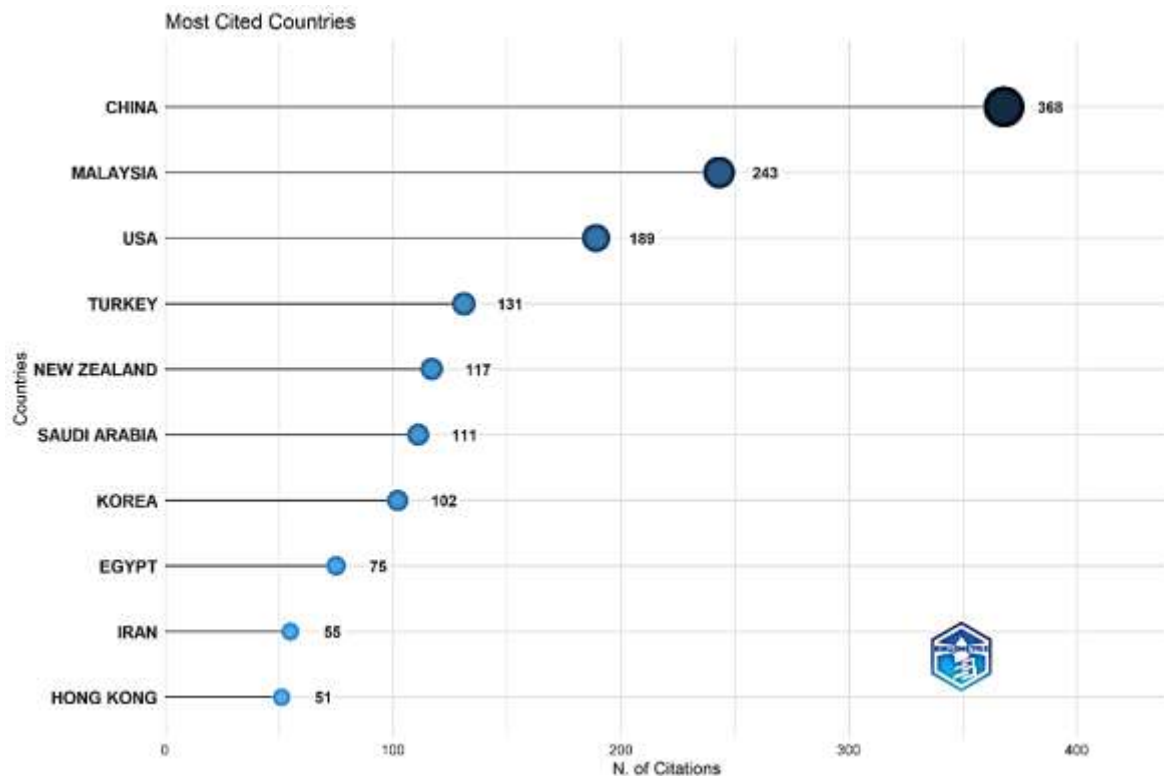


Figure 6 Most Cited Countries

Overall, the horizontal lollipop chart illustrates the ten most-cited countries in the 138-article WA-in-English-language-education corpus by total citation count. China leads decisively at 368 citations, followed by Malaysia, USA, Turkey, New Zealand, Saudi Arabia, Korea, Egypt, Iran, and Hong Kong. This lead exceeds that of Hong Kong by roughly sevenfold, revealing a visibly tiered distribution rather than a smooth decay. An East Asian top tier sits well above a mid-band, with an emerging tail closing the ranking. Eight of the ten countries are non-Western or non-Anglophone EFL contexts, leaving only the USA and New Zealand as traditional Anglophone scholarship hubs. Dot shading and diameter reinforce the steep drop-off from China to the remainder of the field.

The outsized Chinese lead corroborates the post-2010s non-Western EFL diversification, with Chinese EFL writing-anxiety scholarship and Chinese SLWAI replications now among the field's most visible empirical streams ([Liu & Ni, 2015](#); [Yu & Zhou, 2022](#)). The strong Saudi Arabian and Iranian placements reflect the post-2010s female SLWAI factor-analytic work, in-classroom WA evidence, and tertiary EFL replications that the foundational trio is also grounded in ([Waked et al., 2024](#)), ([Khosravi et al., 2023](#)). Turkey's mid-tier position tracks the established Turkish EFL writing-anxiety evidence base ([Erdel, 2024](#)), while Malaysia, Korea, Egypt, and Hong Kong extend the footprint across a broader Asian and Middle Eastern profile rather than a solely Western or Chinese concentration. In essence, this pattern suggests that WA research in English language education is no longer Western-centric and that future scholarship must extend collaboration networks beyond the leading Asian hubs. Regionally calibrated SLWAI adaptations

and stronger cross-country citation ties — particularly with Latin American, African, and European (non-UK) regions — will consolidate the field's emerging global profile ([Chen & Rameli, 2025](#)).

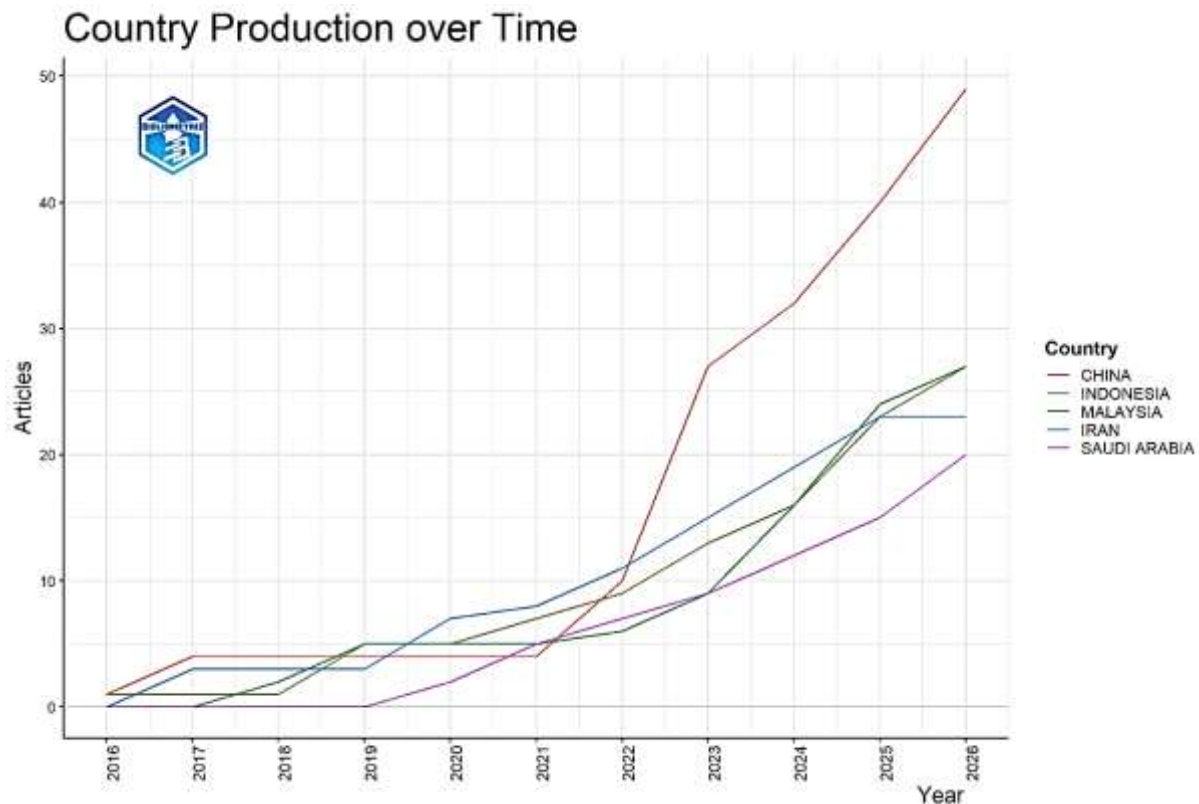


Figure 7 Country Production Over Time

This line chart delineates annual article output for China, Indonesia, Malaysia, Iran, and Saudi Arabia across the 2016–2026 bibliometric window. China's trajectory highlights the steepest slope on the figure, beginning low and largely flat through 2021 before climbing sharply to roughly 49 articles by 2026 — visibly the dominant trajectory on the chart. Indonesia, Malaysia, and Iran form a tight upper-mid cluster converging to approximately 23–27 articles by the end of the window, their lines running nearly parallel from 2022 onward. Saudi Arabia sits slightly below this cluster, reaching around 20 articles after a slower, steadier ascent from a near-zero 2016 baseline. This 2016–2020 segment reflects a broadly flat production profile for most countries, followed by a common inflection visible around 2021–2022 where slopes steepen noticeably. China's steepest jump from roughly 5 articles in 2021 to over 27 by 2023 marks the earliest and most pronounced acceleration in the corpus.

This post-2021 acceleration underscores the corpus's documented non-Western EFL diversification, with the Chinese leap consistent with the rising Chinese EFL writing-anxiety cluster visible in established SLWAI and cause-pattern work ([Liu & Ni, 2015](#); [Yu & Zhou, 2022](#)), and the Iranian mid-band trajectories reflecting their tertiary EFL replications of the variable triangle ([Khosravi et al., 2023](#)). Indonesian online-emergency writing-anxiety studies anchor Indonesia's late-period surge ([Kurniasih et al., 2022](#)), while Saudi Arabia's more gradual climb aligns with the cumulative build-up of Saudi female SLWAI factor-analytic work, in-classroom WA studies, and post-pandemic sustainable-education extensions in the Arabic-learner population ([Albaqami, 2023](#)), ([Waked et al., 2023](#)). The shared 2021–2022 inflection coincides with the broader post-pandemic and AI-mediated re-engineering of the WA subfield documented in adjacent FLA bibliometric work, suggesting that country-level production gains have tracked rather than preceded the subfield's thematic re-orientation ([Chen & Rameli, 2025](#)), ([Sevim et al.,](#)

[2025](#)). China's outsized slope indicates that the Asian center of gravity is consolidating around a single hub rather than dispersing across competing systems, with implications for collaboration networks and SLWAI adaptations that future bibliometric work will need to follow.

Conclusion

This analysis delineates writing anxiety research in English language education across the 2016–2026 bibliometric window, identifying the contributors, lexical signatures, and country-level trajectories that have reshaped the subfield over a decade. Three foundational anchors dominate the citation topography: Tahmouresi and Papi's 2021 contribution, Rahimi's 2019 *Reading and Writing* article, and Sabti et al.'s 2019 *Sage Open* study, whose joint citation footprint maps onto the SLWAI-derived, Cheng-grounded measurement and validation tradition and onto the writing self-efficacy × writing anxiety × writing performance variable triangle that subsequent Thai, Iranian, Turkish, and Chinese EFL replications have consolidated as the field's most-cited analytical model. In terms of geographical distribution, this bibliometric window underscores the field's global re-engineering: China leads in publication volume ([Sevim et al., 2025](#)), followed by Malaysia, USA, Turkey, New Zealand, Saudi Arabia, Korea, Egypt, Iran, and Hong Kong, with eight of ten countries being non-Western or non-Anglophone EFL contexts — the very East Asian and Middle Eastern tier that the Country Production over Time figure shows accelerating earliest and steepest, from a near-flat 2016–2020 baseline to a notable acceleration in Chinese contributions through 2024 ([Sevim et al., 2025](#)). Taken together, these citation and country-level signals surface a subfield whose empirical centre of gravity has migrated decisively from Western, classroom-bound accounts to non-Western EFL hubs, and whose measurement backbone is now held in place by the foundational trio's SLWAI-grounded variable-triangle apparatus.

The study's key bibliometric contribution is twofold. First, the corpus-specific WA wordcloud consolidates vocabulary around the writing self-efficacy, writing anxiety, and writing performance triangle, with **Writing Anxiety** as the center of gravity and a peripheral layer of *questionnaire*, *factor analysis*, *cognitive anxiety*, and *somatic anxiety* confirming Cheng's tripartite dimensionality as the operational measurement backbone, while the word-frequency trajectory shows a near-flat 2016–2020 baseline followed by a steep 2021–2022 inflection that ties the subfield's re-engineering to post-pandemic and AI-mediated recalibration rather than to mere output growth ([Cheng et al., 2026](#); [Dina & Hafizul, 2025](#); [Erdel, 2024](#); [Johinke et al., 2023](#); [Khosravi et al., 2023](#); [Kim et al., 2024](#); [Kırmızı & Kırmızı, 2015](#); [Papi & Khajavy, 2023](#); [Sabti et al., 2019](#); [Sevim et al., 2025](#); [Siekmann et al., 2023](#); [Vleeschauwer, 2023](#); [Zhou & Wang, 2026](#)). Second, the foundational trio's citation centrality, paired with the post-2020 AI- and technology-mediated long tail in *Educ Inf Technol*, *J Comput Assisted Learn*, and *Innov Lang Learn Teach*, confirms that the WA subfield is diversifying along methodological, geographical, venue, and AI-mediated axes simultaneously ([Dina & Hafizul, 2025](#); [Hawanti & Zubaydullovna, 2023](#); [Johinke et al., 2023](#); [Kim et al., 2024](#); [Sabti et al., 2019](#); [Waked et al., 2023](#)). These limitations demarcate the inferential boundaries of the study. (a) This corpus relies exclusively on Scopus-indexed entries, omitting Web of Science and ERIC coverage that adjacent bibliometric precedents in the broader FLA literature underscore — including the Sevim et al. analysis and the Chen and Rameli SLA-anxiety map — rendering the country, author, and journal rankings sensitive to database choice ([Sevim et al., 2025](#)), ([Chen & Rameli, 2025](#)). (b) This temporal window captures the active-citation tail, and the steepness of the post-2021 slopes underscores citability trends rather than absolute field-wide acceleration. (c) This geographical profile exhibits a Western-centric and Asian-hub-centric distribution: although eight of the top ten most-cited

countries are non-Western or non-Anglophone EFL contexts, Latin American representation is absent from the leading band, African representation is negligible, and the European-UK channel is not separately surfaced — a profile that risks conflating publication infrastructure with construct-diversification depth ([Waked et al., 2024](#)), ([Sevim et al., 2025](#)). (d) This network analysis reveals shallow cross-country collaboration outside Asia; the country-level figures document concentrated production and citation footprints but do not, in isolation, evidence robust co-authorial or institutional linkage with the underrepresented regions ([Chen & Rameli, 2025](#)).

Regarding future research trajectories, investigations must broaden database coverage beyond Scopus to incorporate Web of Science and ERIC indexing and to include regional repositories that have historically captured non-Anglophone EFL scholarship outside the leading Asian hubs, so that the foundational trio's outsized citation footprint and the country-level rankings can be cross-validated against the broader corpora that the WoS-anchored Sevim et al. and Chen and Rameli maps already partially document ([Sevim et al., 2025](#)), ([Chen & Rameli, 2025](#)). This geographic diversification necessitates the explicit calibration of SLWAI adaptations to Latin American, sub-Saharan African, and European (non-UK) populations whose dimensional structure remains under-tested, building on established evidence bases in Middle Eastern and Turkish EFL contexts ([Waked et al., 2024](#)), ([Kırmızı & Kırmızı, 2015](#)). Furthermore, this bibliometric analysis illuminates the utility of qualitative classroom studies — interview, think-aloud, and process-tracing designs — that can convert the citation-metric overview into a finer-grained understanding of how writing anxiety, self-efficacy, and writing performance interact in real instructional settings, particularly under conditions of AI-mediated drafting where the post-2021 inflection has intensified ([Kim et al., 2024](#)), ([Dina & Hafizul, 2025](#)).

These bibliometric findings underscore several actionable recommendations for educators, institutions, and policymakers. Teacher-training programs should foreground low-stakes generative writing practice and scaffolded feedback literacy routines that explicitly position AI-assisted drafting as an iterative rehearsal tool rather than as a substitute for the variable-triangle competencies the corpus's foundational trio has shown to predict performance ([Vleeschauwer, 2023](#)), ([Sabti et al., 2019](#)). This maintenance of self-efficacy—drawing on the protective-mediator reading that the longitudinal psychological-model evidence has illuminated—should be embedded into instructional design so that writing practice neither bypasses nor over-relies on AI-generated scaffolding, with peer collaboration serving as the connective scaffold that allows anxiety-reducing classroom norms to travel across disciplinary and gender contexts ([Cheng et al., 2026](#)), ([Khosravi et al., 2023](#)). This approach necessitates that institutions and policymakers pursue curriculum modifications that integrate generative-AI writing assistants into task-based, communicative assessment designs while preserving the communicative and disciplinary authenticity that the corpus's Chinese and Saudi Arabian evidence has associated with lower in-class anxiety ([Waked et al., 2024](#)), ([Liu & Ni, 2015](#)). Overall, curriculum redesign should also assimilate the cross-cultural findings the field has accumulated—including the Saudi female SLWAI factor-analytic revisions, and the Chinese SLWAI cause-pattern work—so that anxiety-reducing pedagogical strategies are calibrated to the specific EFL context in which they are deployed ([Waked et al., 2024](#)), ([Liu & Ni, 2015](#)).

Further research should investigate the long-term effects of AI-mediated and hybrid learning environments on writing anxiety, examining whether generative-AI writing tools can be optimized to sustain anxiety-reduction effects over time and to provide ongoing scaffolding for anxious learners ([Dina & Hafizul, 2025](#)), ([Zhou & Wang, 2026](#)). These investigations should further examine cross-cultural variation in writing anxiety in non-Western contexts — extending beyond the current Saudi, Iranian, Iraqi, Turkish,

Chinese, and Indonesian concentration to Latin American, sub-Saharan African, and European (non-UK) populations — so that intervention design can be culturally calibrated rather than exported from Anglo-American evidence bases ([Sevim et al., 2025](#)), ([Chen & Rameli, 2025](#)). A third priority necessitates the re-anchoring of the writing self-efficacy × writing anxiety × writing performance variable triangle in post-pandemic writing ecologies, requiring longitudinal designs that simultaneously model AI tool use as a moderator and self-efficacy as a mediator, and that can distinguish pandemic-driven short-run effects from durable construct re-engineering ([Cheng et al., 2026](#)), ([Zhou & Wang, 2026](#)). Overall, intersectional gender-and-disciplinary analyses warrant foregrounding alongside these priorities, since Saudi female composition-major cluster-analytic work, Indonesian online-emergency gender comparisons, and the K–12/tertiary disciplinary split visible in the corpus's secondary-evidence base all suggest that gender, discipline, and anxiety interact in ways the broader language-anxiety vocabulary has obscured ([Kurniasih et al., 2022](#)), ([Waked et al., 2024](#)), ([Siekmann et al., 2023](#)).

By triangulating the seven-part Results sequence — citation topography, WA-corpus wordcloud, word-frequency trajectory, Most Relevant Authors, Authors' Production over Time, Most Cited Countries, and Country Production over Time — this study contributes both to the academic literature on writing anxiety in English language education and to the educational practice of EFL writing instruction. It consolidates the SLWAI-grounded variable-triangle reading of the WA subfield, documents the non-Western EFL diversification that has reshaped its empirical footprint, and surfaces the post-pandemic and AI-mediated re-engineering that any adequate framing of writing anxiety now requires. In doing so, it establishes a benchmark dataset and a structured set of practical, theoretical, and methodological recommendations that future bibliometric and pedagogical work can build upon as the construct travels into generative-AI-assisted and post-pandemic writing classrooms.

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