



Araştırma Makalesi • Research Article

İkinci Dil Yazım Araştırmalarında Nedensellik ve Korelasyon Bakımından Duygusal Alanlar: Bir Kapsam İncelemesi*

The Affective Domains in L2 Writing Research in Terms of Causality and Correlation: A Scoping Review

Oktay Yağız,^{a,*} Kemalettin Yiğiter,^b Nalan Büyükkantarcioglu^c

^a Asst. Prof., Atatürk University, K.K. Faculty of Education, Department of Foreign Languages, Erzurum/ Turkey.
ORCID: 0000-0001-7076-7774

^b Prof. Dr. Avrasya University, Faculty of Letters, Department of English Language and Literature, Trabzon/ Turkey.
ORCID: 0000-0001-7794-6855

^c Prof. Dr. Hacettepe University, Faculty of Letters, Department of English Linguistics, Ankara/ Turkey.
ORCID: 0000-000-1130-0979.

MAKALE BİLGİSİ

Makale Geçmişi:

Başvuru tarihi: 01 Ağustos 2019
Düzeltilme tarihi: 25 Ağustos 2019
Kabul tarihi: 02 Eylül 2019

Anahtar Kelimeler:

İkinci dilde yazma
İkinci dilde duygusal unsurlar
Kapsam incelemesi araştırmaları

ÖZ

Bu kapsam incelemesi, ikinci dil yazım sürecindeki psikolojik unsurları nedensellik ve korelasyona dayanan yayınlanmış araştırmalar bakımından incelemek ve yeni çalışmalar için eksik noktaları bulmayı amaçlamıştır. Kapsam incelemeleri, meta-analiz çalışmaları için son derece yararlı kaynaklar olarak bilinir ve ilgili araştırma konusunun değeri ve eksik yönlerini gösterir. İlgili araştırmalar yazma kaygısına yoğunlaşmakla birlikte çalışmaların diğer psikolojik değişkenleri göz ardı etme eğiliminde olduklarını göstermiştir. Bu çalışmalar çoğunlukla nicel araştırma metodu kullanmıştır. Nedenselliğe ve korelasyona dayanan çalışmalar, psikolojik güçlüklerin ikinci dilde yazım başarısı ve performansı olumsuz yönde etkilediğini desteklemektedir. Korelasyon çalışmaları da aynı doğrultuda bu psikolojik değişkenlerin etkisi ile yazma başarısı ve süreci konusunda negatif yönlü bir ilişki den bahsetmektedir. Ayrıca sonuçlar, araştırmalarda pilot çalışma, farklı türde katılımcı grubu ve daha çok katılımcı ihtiyacını vurgulamaktadır.

ABSTRACT

This scoping review aimed at reviewing the research into the affective issues in L2 writing in terms of causality and correlation and to find out any gaps for further studies. Scoping reviews are recognized as useful studies for meta-analyses since they display value and inadequacy in a research theme. Results showed that relevant research focused on writing anxiety and tended to ignore other affective variables. The studies often used quantitative research designs. Causal and correlational research supports that affective constraints negatively affect writing achievement. Correlational studies concluded that there is a negative correlation between the impact of these affective variables, writing performance and process. The need of piloting, different and larger participant groups was also highlighted.

ARTICLE INFO

Article history:

Received 01 August 2019
Received in revised form 25 August 2019
Accepted 02 September 2019

Keywords:

L2 writing
L2 affective issues
Scoping review

*This study is based and extended on the first author's doctoral thesis entitled the Academic Writing of Turkish Graduate Students In Social Sciences: Approaches, Processes, Needs and Challenges in 2009 at Atatürk University, Graduate School of Educational Sciences, Department of Foreign Languages Education under the supervision of the second and third authors.

** Sorumlu yazar/Corresponding author.

e-posta: yoktay@atauni.edu.tr

1. Introduction

Second language (henceforth L2) writing consists of a complex relationship in which the writer needs to negotiate with the reader and the text. This complex relationship cognitively manifests itself in the similarities and discrepancies between the first and second languages. This complexity makes L2 writing demanding since L2 writers need to spend more time to think, produce and organize knowledge and ideas in terms of content (i.e. knowledge construction, clarity, coherence, and cohesion) and form (i.e. appropriate use of vocabulary repertoire, tense, voice, and verb). L2 writers are expected to preserve their intention to complete their writing tasks. However, the multifaceted and tedious nature of L2 writing, writing performance can be influenced by a variety of affective sources, and L2 writers may display poor performance due to high concern for writing with a belief of no personal development (Limpo, 2018) and they may inhibit L2 writers from devoting time and making effort to perform well. Yet, these affective reactions might positively influence writers since they tend to concentrate their attention and prioritize their writing tasks in the purpose of academic achievement.

The *Encyclopedia of Psychology* describes the notion of "affect" within a wide range of concepts and phenomena, encompassing feelings, emotions, moods, motivation, certain drives, and instincts. Psychological variables can influence "the extent to which [learners] notice gaps in their knowledge, the aspects of language they pay attention to, and, consequently, how they exploit the learning opportunities provided by writing" (Kormos, 2012, p. 400). Affective discomfort, pressure, avoidance and their pedagogical manifestation in L2 settings are common phenomena. Relevant research has identified various constraints because of which writing cognitions and outcomes can be inhibited. These constraints are assumed to be intermingled and subject to change according to conditions and individuals.

2. Language Anxiety, Writing Anxiety and Writing Apprehension

Anxiety as the "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Spielberger, 1983, p. 15; cited in Horwitz, 2001, p.133) is "a key attribute of negative feelings in language learning" (Phongsa, Ismail & Low, 2017, p.271).

Horwitz, Horwitz, and Cope (1986, p. 128) conceptualized foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" despite the relative correlation to the features of general anxiety in which foreign and second language learners experience such as fear, discomfort, and restlessness. According to Guiora, "the task of learning a new language is a profoundly unsettling psychological proposition" (1983, p.8), and Horwitz,

Horwitz and Cope (1986, p.31) confirm that "probably no other field of study implicates self-concept and self-expression to the degree that language study does".

Horwitz and Young (1991) demonstrated language anxiety to constitute a specific type of anxiety rather than general anxiety with a weak relationship with the types as mentioned above of anxiety. For decades researchers and practitioners have explored and measured learners' foreign/second language learning anxiety and these studies provided insights about the negative correlation between the and language performance and suggested various strategies to reduce anxiety (e.g. Aida, 1994; Arabai, 2015; Guo, Xu & Liu, 2018; Cheng, Horwitz, & Schallert, 1999; Hewitt & Stephenson, 2012; Liu & Jackson, 2008; Oxford, 2016)

With the increasing attention of these affective components in writing, researchers have continued to investigate these constructs as the predictors of writing performance. One of the pervasively inquired affects for writing for the last forty decades has become writing apprehension. Daly and Miller (1975) coined the term 'writing apprehension' a subject and situation-specific anxiety that native and nonnative writers experience in writing. They defined it as a general avoidance of writing and of situations that writers encounter where they are required to write accompanied by the potential for evaluation of that writing. The characteristics of apprehensive learners can be noticed they are frightened by demand for writing competency, get anxious about their writing outcomes in that they think they will be rated negatively, and they are discouraged from writing (Holladay, 1981).

Rose (1984) proposed that writing apprehension is developed in those who suffer from *blocking*. Blocking can be defined as difficulty commencing or continuing writing for reasons unrelated to a person's basic skill set or commitment (Rose, 1984). Boice's (1985) study of blockers identified seven cognitive causes of blocking: work apprehension, procrastination, restlessness or general dissatisfaction, impatience, perfectionism, evaluation anxiety, and belief in myths (e.g., only good writers can create perfect text). All of these causes may contribute to writing apprehension symptoms in students and adults.

According to Bandura's social cognitive theory, students' beliefs about their academic capabilities, or self-efficacy beliefs, are good predictors of their academic achievement and their subsequent career choices and decisions. In the field of writing, researchers have recognized that students' confidence in their writing skills has to do with writing competence and academic motivation variables such as writing self-concept, writing apprehension, achievement goals, and the perceived value of writing, as well as to their writing competence (Pajares, & Johnson, 1994). Adult EFL writers who have often positive feelings about themselves and their performance with a high level of self-efficacy, i.e. the belief in one's ability to learn about academic English writing, (Rahilly, 2004, p. 48) tend to cope with the

difficulties more successfully in contrast to those whose self-confidence is low.

In sum, the diverse affective tendencies (e.g. writing anxiety, writer's block, motivation, procrastination), affecting writer's approaches to writing and their performances, have been investigated by several researchers. These studies have displayed that EFL/ESL writers' feelings and attitudes may both positively and negatively affect L2 writing acquisition.

Though scoping reviews are quite a new research methodology they have become an increasingly used tool to search, select and synthesize existing quantitative evidence-based literature in many research fields such as education, health, and planning in professional life. Scoping reviews are often used to map the relevant research in terms of nature, feature, and size. For this reason, scoping reviews are also called mapping reviews. (Anderson et al. 2008; Arksey & O'Malley, 2005; Enrich et al, 2002). Scoping reviews map key concepts, types of evidence and gaps in the research (Colquhoun, et al., 2014, p. 1292). It can be said that a scoping review effectively highlights the extent and the way the research has been designed (Mays, Pope, & Popay, 2005). To provide a general rationale of undertaking scoping studies, Arksey and O'Malley's (2005) state that scoping reviews are conducted to examine the extent and nature of research activity; to identify whether a systematic review is necessary; to summarize and disseminate research findings; and to identify potential research gaps within the existing literature (2005, p. 21). For these reasons, scoping reviews contribute to the identification of gaps and uncertainties in research findings where empirical evidence lacks, with the contribution to summarize findings in addition to revealing the justification of a need of a systematic review (Arksey & O'Malley, 2005). Therefore, they can be undertaken to provide recommendations for further inquiry (CRD, 2008).

3. Method

Arksey and O'Malley's (2005) five-stage framework, which undertakes a methodologically strong procedure of transparency, replication of the search strategy and high reliability of the study findings. These five stages are given as follows: (1) identifying the initial research questions, (2) identifying relevant studies, (3) study selection, (4) charting the data, and (5) collating, summarizing and reporting the results were utilized in this review of the flipped classroom literature (Arksey & O'Malley, 2005, p.23).

3.1. Identifying the Initial Research Questions

The motivation of this investigation was to explore the affective issues in L2 English writing concerning cause and effect relationship and correlation status between certain variables in quantitative designs. To achieve this purpose, a comprehensive range of literature related to the topic of interest was reviewed, and the following research questions have been defined to guide this study:

1. What is the research framework in the predetermined affective domains in L2 writing in terms of causation?
2. What is the research framework in the predetermined affective domains in L2 writing in terms of correlation?
3. What are the research outcomes concerning L2 writing and affective issues in terms of causality?
4. What are the research outcomes concerning L2 writing and affective issues in terms of correlation?

3.2. Identifying Relevant Studies

The search terms and the key concepts related to affective issues in L2 writing were initially defined. All the quantitative studies which investigate the cause and effect relationship and the correlation between the relevant variables were aimed to investigate. The descriptive key terms were identified and outlined in Table 1. In addition to being comprehensive, the highest prestige research studies were aimed to investigate and the inclusion and exclusion criteria were determined. As comprehensive as possible, the period between 1990-2018 was considered to be appropriate as the L2 writing research was flourished (Fujieda, 2006). This study only focused on the research studies published in the journals indexed in Science Citation Index Expanded (SCI-EXPANDED), Social Sciences Citation Index (SSCI), Arts & Humanities Citation Index (A&HCI), and Emerging Sources Citation Index (ESCI). For this purpose, the Web of Science electronic database was primarily searched but the studies without peer-review such as conference proceedings were excluded. Further, a manual search of the references of the obtained articles was also conducted, and finally, Google Scholar was used to add further primary sources in the grey area. The review lasted for over three months. A list of inclusion and exclusion criteria is shown in Table 2.

3.3. Study Selection

An initial review of the abstracts assisted to exclude the irrelevant articles such as foreign language anxiety or apprehension, studies with no causation or correlation, conducted with English L1 subjects, articles without quantitative research procedures, and the articles not indexed in the abovementioned indexes. A considerable number of research articles monitored in Google Scholar (n=1202) were examined in terms of research questions and methodology. However, a significant number of these published studies were excluded based on the inclusion criteria. Additional records were also obtained employing the reference lists of the targeted articles manually. Guided by the exclusion and inclusion criteria, 24 research articles were identified for the current research. The full texts of the articles were reviewed and verified in terms of appropriateness. The Preferred Reporting of Items for Systematic Reviews and Meta-Analyses (PRISMA) Statement (Moher, Liberate, Tetzlaff, Altman, & The PRISMA Group, 2009) guided the process of article

selection. Fig.1 shows the flow diagram employed in the study

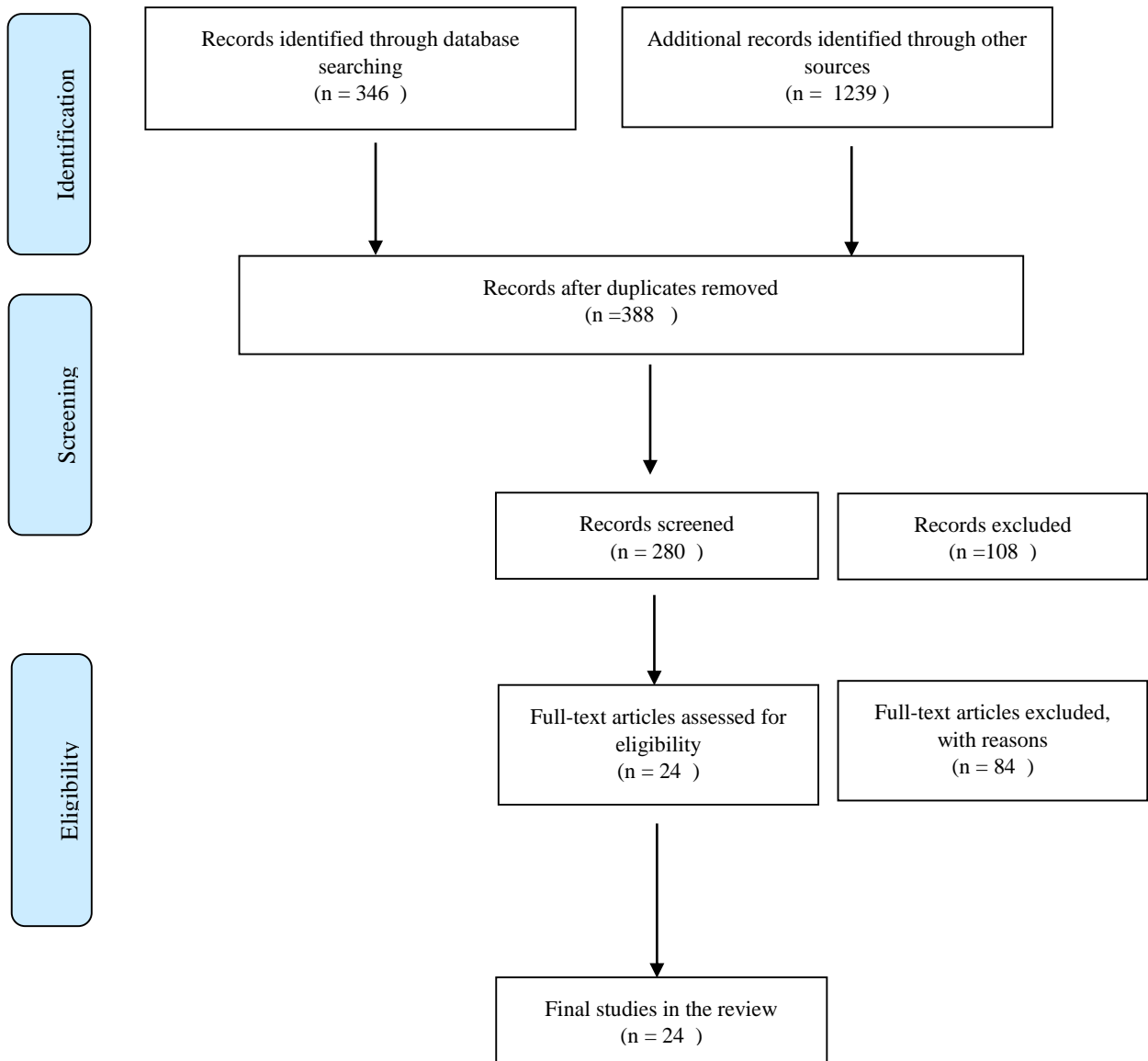


Figure 1. PRISMA flow diagram for article selection

3.4. Data Charting and Collation

In line with Arksey and O'Malley's (2005) scoping review framework, after the study selection procedure, the selected articles were charted. Each of the selected articles concerning the author, year, location of study, study purpose, research method, sample size, and the main findings were classified. The recorded information of the studies is provided in Table 3.

3.5. Summarizing and Reporting Findings^[11]

The fifth and final stage of Arksey and O'Malley's (2005) scoping review framework summarizes and reports findings and finally to display potentially critical inquiries as large as possible. A scoping review seeks to make an analytic construction or a thematic framework, unlike a systematic review; there is not an attempt to discuss the weight of the relevant research evidence and assess the quality of the studies.

Table 1: Key search terms.

Search terms
(“second language” OR “foreign language” OR “L2” writing anxiety)
(“second language” OR “foreign language” OR “L2” writing apprehension)
(“second language” OR “foreign language” OR “L2” writing self-efficacy)
(“second language” OR “foreign language” OR “L2” writer’s block)

Table 2: Inclusion and Exclusion Criteria

Criterion	Inclusion	Exclusion
Period	1990-2018	Research outside this period
Language	English	Non-English published articles
Type of research	Peer-reviewed original research	
Journal indexed	Science Citation Index Expanded (SCI-EXPANDED), Social Sciences Citation Index (SSCI), Arts & Humanities Citation Index (A&HCI), Emerging Sources Citation Index	Journals Indexed out of SSCI, AHCI, SCI-EXPANDED Conference Proceedings Citation Index-Social Science & Humanities
Research scope	Affective issues in writing	Affective issues except for writing
Research focus	Causation or correlation between/among variables	Mere descriptive or mere qualitative research
Population & sample origin	English as a second/foreign	Native English speakers

language

4. Findings

This scoping review obtained 24 articles published in the articles with a high reputation and indexed in Science Citation Index Expanded (SCI-EXPANDED), Social Sciences Citation Index (SSCI), Arts & Humanities Citation Index (A&HCI), Emerging Sources Citation Index. A considerable number of published articles have ignored causation and correlation type research perspectives in L2 settings. Researchers construct knowledge using causal-comparative and correlational studies and attempt to reach some generalizations through quantitative research procedures. Causality may be also established through a qualitative approach, which analyses individualized patterns rather than standardized and generalizable outcomes. For this reason, studies with quantitative data have been taken into account in this study.

4.1. The Affective Domains in L2 Writing in Terms of Causality and Correlation

At the core of the relevant research about the affective aspects of L2 writing is writing anxiety. Most of the screened articles were found to focus on anxiety in terms of certain variables such as anxiety on writing performance (1,2,) effect of feedback (2), testing instructional models (10) through a causal-comparative research approach. Correlational studies, on the other hand, focus on the relationship between affect and writing process, performance and frequency (4,16,18, 20, 24), writing anxiety and self-efficacy (7, 9, 12), self-efficacy, achievement goals and writing performance (8), writing anxiety and peer vs. teacher feedback (11), writing ability and writing apprehension (15), writer’s block and writing process (22), writing anxiety and other types of anxiety (23). Other studies in addition to the writing anxiety (N=16) investigated under the themes of writing apprehension (N=1), self-efficacy (N=11) and writer's block (N=2) from 1990 to 2018 in the highest scientific quality of research. Per the nature of causal research studies quantitative or mixed methods research designs have been employed in the obtained data. Given that the correlation between variables does not mean cause and effect relationship then such categorization has shown that the number of the studies (N=16) attempting to correlate the variables has surpassed the causal research perspective (N=9). Most of these correlational studies are seen to lack in terms of qualitative data collection. Likewise, only three out of nine causal studies have employed a mixed methods research design (2, 3, 5).

Articles in this scoping review obtained their qualitative data through interviews. The quantitative data have been collected through relevant standardized scales and questionnaires. Regarding the research setting, most of the research has been conducted in countries where English is used as a foreign language. These screened studies have overwhelmingly collected data from the undergraduate

level of university students. Only two of these eligible studies have focused on the graduate students (2,7) and the two of them have focused on secondary school (3,8) English learners, and one study has examined the affective aspect of writing at the primary school level (10).

4.2. Main Findings

4.2.1. Causality

The causal research determined in accordance with the criteria as mentioned above has aimed to reduce the negative effect of psychological challenges on writing performance and attitude. The researchers in the scope of this study attempted to test the writing performance of L2 writers as a result of their interventions such as pair writing, e-feedback type support, instructional models, and interrelatedness with other types of affective phenomena such as self-efficacy. The screened research statistically found significant results in terms of effects or differences of these interventions (1, 2, 3, 5, 6, 9, 10, 13). Results showed that through computer-mediated communication and interactive writing implementations students experienced less anxiety and composed their drafts with higher self-confidence compared to conventional instruction. Peer and teacher's e-feedback have been argued to offer an opportunity for interaction (2). The psychological changes in L2 instructional settings were also found to co-exist in a time series analysis despite increased control of the writing genre. Time series analysis showed that though explicit genre-based writing instruction somewhat enhanced students' self-regulatory and self-efficacy mindset, anxiety still existed. For this reason, the multidimensionality of the psychological factors is acknowledged to examine when focusing on certain psychological profiles of the L2 students (3). In one of the reviewed studies, the source of feedback to students was found to be more effective to increase the self-efficacy when writing. Teacher feedback was more effective than peer feedback in writing practices at the end of the interventional study (6). Scaffolded writing instruction contributed to the self-efficacy but whether it can significantly influence writing performance is still questioned and needs to be further investigated by longitudinal studies (9). The studies have verified that cognitive and affective domains are interwoven and anxiety was found to impede writing production and progress. On the other hand, an introduction to the metacognitive strategies was confirmed to have a positive effect on lessening L2 writing anxiety and encourages acquiring writing skills among young learners. The reviewed study meanwhile confirmed the previous research that L2 writing anxiety impedes writing achievement. The interventions aiming to influence or predict the dependent variables centered upon concluded that affective variables statistically significant on the writing performance and students' attitudes, except for one study in which no significant result was found that blog integrated writing class might contribute to decreasing L2 writers' anxiety (14).

4.2.2. Correlation

This scoping review also examined the correlation between variables in L2 writing. These correlational findings do not permit any causal inferences in nature. These studies selected here according to the criteria are seen to test any links between the independent variables set (i.e. anxiety, self-efficacy, apprehension, and block) the dependent variable notions (i.e. writing performance, writing competency, writing frequency, and writing instruction). These studies confirmed one another that there is a negative correlation between anxiety and writing performance. However, in one of the studies, in contrast with relevant research findings, anxiety predicted writing positively. In other words, low anxiety contributed to poor writing. According to the argument of the researcher, due to grade concern, through anxiety students performed better in writing (5). There seems another finding highlighting no significant correlation between emotional intelligence and writing anxiety, however in the same study gender was found a significant predictor of writing anxiety in favor of female writers (7, 24). In line with this, a negatively strong relationship between writers' self-efficacy and writing anxiety (15,16) was also underlined. In particular, self-efficacy was found to mediate writing anxiety and writing performance (18, 20). As to the correlation between anxiety and language skills including writing as seen literature as mentioned earlier, one of these studies argues that anxieties of four skills are independent of one another (17). However, there is research evidence in one of the reviewed list that four skills can display certain interrelatedness, such as free reading and writing proficiency in the target language (21). In a structural model of this study, writer's block and writing anxiety were also found correlated. Another study in the list also confirmed the interrelatedness between L2 writing anxiety and other types of language anxiety (23). Nevertheless, L2 writing anxiety was argued to be different from L1 writing anxiety (24).

Author(s)/Year	Inquiry Formulation	Research Design	Research Setting	Sample Type & Sample Size	Focus of Data Collection	Main Findings
(1) Abbas & Al-bakri, (2018)	The effect of pair writing on EFL university students' writing performance and anxiety.	Quantitative research design-true experimental-causation	EFL/Iraq	78 undergraduate students with English majors	A five-point Likert-type scale (SLWAI) and writing task	Pair writing's positive effect on developing EFL students' writing performance. Pair writing developed writing skills rather than writing anxiety. Pair writing increased the length and quality of the text.
(2) Abdullah et al., (2018)	The effect of teacher's e-feedback on students' writing anxiety and writing performance within computer-supported collaborative learning	Mixed methods research design-quasi-experimental pre& post-test causation	EFL/Malaysia	28 graduate students	A Likert-type scale SLWAI observation, interview, and writing treatment	A tendency of decrease in students' writing anxiety over the use of peers' and teacher's e-feedback via computer-mediated applications. No data about writing quality.
(3) Han & Hiver, (2018)	The investigation of the changes in L2 learners' psychological status throughout genre-based L2 writing instruction	Mixed methods research design causation & correlation	EFL/South Korea	174 Korean middle school language learners	Genre-based writing instruction, a questionnaire adapted by the researchers from literature, reflection journal and interview	Genre-based L2 writing instruction developed and consolidated learners' self-regulation and self-efficacy capacities. Increased L2 writing anxiety due to lack of L2 writing experience and prior knowledge about the target genre.
(4) Limpo, (2018)	Relationship between the affect and concern WAS-12 and writing frequency, process, and performance	Quantitative research design-correlation	EFL/Portugal	62 undergraduate students	WAS-12 revised version Writing task questionnaire	Affect but not concern may change the frequency of writing among undergraduate students, affect and concern not related to cognitive effort, but correlated with processes occurrences among undergraduate students, students' concern for writing was correlated with writing fluency among graduate students. The higher the concern for writing causes a lower rate of production among graduate students.

Author(s)/Year	Inquiry Formulation	Research Design	Research Setting	Sample Type & Sample Size	Focus of Data Collection	Main Findings
(5) Macayan et al., (2018)	The effect of language learning anxiety on students' L2 writing and speaking performance	Mixed method predictive design-correlation	EFL/The Philippines	162 undergraduate students	Likert-type scale of FLCAS, L2 SWAS, semi-structured interview, writing task, speaking task	As the anxiety of the participants lowered, the performance scores also lowered and, as the anxiety increased, the performance scores also became higher.
(6) Ruegg, (2018)	Comparison of the teacher's feedback vs. peer feedback given to two groups of university students in terms of writing self-efficacy	Quantitative research design-causation	EFL/Japan	67 undergraduate students	Likert-type pre& post-treatment questionnaires, writing tasks, feedback	Teacher feedback significantly increased students' writing self-efficacy more than peer feedback. Peer feedback alone may negatively affect students' self-confidence compared to the teacher's feedback alone.
(7) Huerta et al., (2017)	Investigation of writing anxiety, self-efficacy, and emotional intelligence in a sample of graduate students at a large university.	Quantitative research design-correlation	ESL/USA	174 graduate students	Likert-type surveys (Writing Anxiety Scale, Writing Self-Efficacy Scale, EI scale)	A negatively significant correlation between self-efficacy and writing anxiety. Insignificant correlation between emotional intelligence and writing anxiety. Gender as a significant predictor of writing anxiety, females exhibited higher writing anxiety.
(8) Limpo, T., & Alves R. A., (2017)	Associations among skill malleability, achievement goals, and self-efficacy and writing performance in middle-grade students	Quantitative research method-correlation	EFL/Portuguese	196 teenager school children	Writing skill malleability scale, writing achievement goals scale, writing task	Students' writing performance moderately correlated with their beliefs in writing skill malleability, achievement goals, and self-efficacy.

Author(s)/Year	Inquiry Formulation	Research Design	Research Setting	Sample Type & Sample Size	Focus of Data Collection	Main Findings
(9) Mitchell et al., (2017)	Whether writing self-efficacy improved among first-year nursing students in the context of discipline-specific writing. The correlation between writing self-efficacy, anxiety, and student grades	Quantitative Quasi-experimental study-correlation & causation	ESL/Canada	132 the Baccalaureate nursing program	The Self-Efficacy Scale for Academic Writing (SESAW) The STAI (State-trait anxiety inventory) Grammar and APA knowledge test	A negative correlation between SESAW and state anxiety at the post-test of the experimental group, anxiety and writing self-efficacy negatively correlated, writing self-efficacy improved from pre-to post writing course, significant improvement in linguistic knowledge.
(10) Tsiriou et al., (2017)	The effect of procedural facilitation utilizing the SRSD model in the L2 writing classroom. Comparison between ESL and non-ESL students' writing self-efficacy	Quantitative research design-causation	EFL/Greece	177 EFL primary school students	Likert-type scale (The SLWAI) Writing task	The SRSD instructional model decreased cognitive anxiety somatic anxiety and the avoidance behavior in the experimental group. No significant difference between ESL and non-ESL students' writing self-efficacy, anxiety, and performance
(11) Tsau et al., (2017)	Relationship between the participants' writing anxiety, motivation, and their self-evaluative judgments of teacher and peer feedback.	Quantitative research design-correlation	EFL/Taiwan	158 undergraduate students with English majors	EWAS, LCEW, WMS, The Student Self-Evaluative Judgments of Teacher/Peer Feedback Scale Structural equation model analyses	Writing anxiety and motivation predict L2 learners' self-evaluative judgments of teacher feedback and peer feedback. Students with test anxiety and/or anxiety regarding making mistakes in writing tended to value teacher feedback and peer feedback separately.
(12) Zabihi, (2017)	Writing anxiety and writing self-efficacy variables on the complexity, accuracy, and fluency of L2 learners' writings.	Quantitative research design-correlation	EFL/Iran	232 upper inter. EFL undergraduate students	Narrative writing task, A-OSPA task, Questionnaires (SEWS, SLWAI)	A significantly positive correlation between writing self-efficacy, writing anxiety, working memory capacity and complexity, accuracy, and fluency of L2 narrative writing, and negative correlation between WMC and L2 learners' accuracy scores. Anxiety directly affects learners' performance.

Author(s)/Year	Inquiry Formulation	Research Design	Research Setting	Sample Type & Sample Size	Focus of Data Collection	Main Findings
(13) Rayner, Papakonstantinou & Gleadow (2016)	The effects of explicit instruction on writing related competencies and self-efficacy, academic achievement	Quantitative-Pre experimental research design-causation	English L1& ESL/ Malaysia & Australia	601 undergraduate students	10-step Likert-type scale of a survey data with pre and post-test, writing task	Explicit writing instruction at the tertiary level increased L2 students' self-efficacy levels in writing-related proficiencies, besides more than L1 English students in certain phases.
(14) Chen, (2015)	The effects of a blog-integrated English experimental writing class on metalinguistic and affective performance	Quantitative experimental research design - causation	EFL/Taiwan	26 Undergraduate non-English majors	Blog –integrated writing intervention, the Second Language Writing Motivation and Effort Questionnaire (SLWME), Second Language Writing Anxiety Inventory (SLWAI), The Writing Self-Efficacy Scale (WSES)	No significant contribution of blogs to students' anxiety when writing.
(15) Latif, (2015)	The sources of Egyptian university students' English writing apprehension	Mixed methods research design-correlation	EFL/ Egypt	57 undergraduate students with English majors	The English Writing Self-Efficacy Scale (EWSS), the English Writing Apprehension Scale (EWAS), English linguistic test writing task, and semi-structured interview	A negative correlation between writing apprehension and linguistic knowledge. Students with low writing abilities were found to be apprehensive because of self-perceived writing competence. A negative strong correlation between EWAS and the EWSS.
(16) Xiu Yan & Wang, (2012)	Relationship between L2 writing anxiety and students' translation performance	Quantitative research design-correlation	EFL/ Hong Kong	50 undergraduate students with translation major	Cheng's (2004) 5-point Likert scale of writing anxiety, course exam results	A significant and negative correlation between writing anxiety and translation from L1 to L2. Correlation between actual and perceived English language proficiency also found.

Author(s)/Year	Inquiry Formulation	Research Design	Research Setting	Sample Type & Sample Size	Focus of Data Collection	Main Findings
(17) Pae, (2012)	Relationships among the four skill-based L2 anxieties, and to evaluate the relation of these skill-based anxieties to general FL anxiety	Quantitative research design correlation	EFL/ South Korea	285 Korean undergraduate students	Likert-type questionnaires and scales (FLCAS, FLLAS, FLRAS, WAS)	One anxiety factor may not fully explain the variances related to L2 anxiety in four skills. Anxieties of each of the four skill domains are independent.
(18) Woodrow, (2011)	Relationship between self-efficacy, anxiety and writing performance	Mixed methods research design-correlation	EFL/China	738 undergraduate students	Seven-point Likert type self-devised writing self-efficacy and anxiety scale, open-ended questions, and writing task	The relationship between writing performance and anxiety was mediated by self-efficacy.
(19) Williams & Takaku, (2011)	Relationship between help-seeking and self-efficacy in writing center tutoring. Comparison of L1 and L2 students	Quantitative-Pre - experimental research design-correlation	ESL& Native US/ English speakers	671 undergraduate students	Writing task, writing self-efficacy (WSE) scale	A negative correlation between self-efficacy and help-seeking behavior. Increased help-seeking behavior contributed to better performance in composition classes, particularly among ESL students.
(20) Chen & Lin, (2009)	Description of writing self-efficacy, English writing anxiety, and their relationship with and a written General English Proficiency Test scores.	Mixed methods research design-correlation	EFL/Taiwan	120 undergraduate students	The Writing Anxiety scale and the Writing Self-efficacy Scale developed by the researchers, writing test, interviews	Writing self-efficacy positively related to writing test scores, and writing anxiety negatively related to writing test scores.

Author(s)/Year	Inquiry Formulation	Research Design	Research Setting	Sample Type & Sample Size	Focus of Data Collection	Main Findings
(21) Lee, (2005)	Testing a hypothesized structural model about the relationship of writing in English in terms of facilitating and inhibiting factors	Quantitative research design-correlation	EFL/Taiwan	270 undergraduate students	The Writing Apprehension Scale, the Writer's Block Questionnaire and a questionnaire probing students' involvement in and attitudes toward different literacy activities	Writer's block and writing anxiety were interrelated, self-perceived writing anxiety not correlated with students' writing performance, positive correlation between free reading in L2 and L2 writing proficiency.
(22) Lee & Krashen, (2003)	Investigating whether writer's block exists in languages other than English.	Quantitative research design-correlation	EFL/Taiwan	98 undergraduate students	A Chinese version of Writer's Block questionnaire	There is a correlation between writing blocks and premature editing and failure in strategy development. The composing process when writing is similar in English and Chinese.
(23) Cheng, (2002)	The relationship among students' perceptions of L2 writing anxiety and various learner differences and among L2 writing anxiety and other forms of language anxiety.	Quantitative research design-correlation	EFL/ Taiwan	165 undergraduate students with English majors	SLWAT, FLCAS, the Chinese Speaking Anxiety Scale (CSAS) and the Chinese Writing Anxiety Scale (CWAS)	Writing anxiety correlated with English class anxiety and L2 writing anxiety distinct from L1 writing anxiety.
(24) Cheng et al. (1999)	Relationship between L2 classroom anxiety and L2 writing anxiety and their correlation with L2 writing performance and L2 speaking.	Quantitative research design-correlation	EFL/Taiwan	433 Taiwanese undergraduate students with English major	Likert-type scale (modified FLCAS, an adapted SLWAT)	A significant and moderately high correlation between L2 classroom anxiety and L2 writing anxiety, a significant correlation between all of the FLCAS subcomponents and the overall SLWAT. Despite the correlation between L2 classroom anxiety and L2 writing anxiety, they are independent of one another.

5. Discussion

The purpose of this scoping review was to obtain an update compile of the available evidence related to L2 writing affective issues within causational and correlational research. This study also draws attention to the lacking aspects of the relevant research in terms of subjects, research designs, and tools. Such a panoramic overview merely includes a high reputation indexed published articles within the 1990-2018 period. Writing anxiety is seen mostly investigated within the reference of this review. However, other affective variables need also be investigated such as writing apprehension and writer's block. Given the research designs of the studies, mixed methods research needs to be conducted for more reliable findings. Concerning the data source, generally, undergraduate students have been seen the core of this source. However, very few of these studies have focused on the writing challenges of the L2 writers. This ignorance can lead to risking reliable and robust results to direct pedagogical policies and theoretical framework of language acquisition and pedagogy. Research findings have widely attributed a debilitating effect to anxiety in L2 learning and have argued that anxiety negatively influences language achievement (e.g., Aida, 1994; Horwitz, 2001; Horwitz, 2017; MacIntyre, 2017; MacIntyre & Gardner, 1994a; Young, 1986). A focus on the affective factors including L2 writing anxiety in this review supports these arguments. However, the affect especially anxiety seems to display no conflicting evidence and the debilitating influence of the affective variables seems to overwhelm the findings. Moreover, the findings support that strategy-based environment (e.g. instructional models, feedback and scaffolding) decrease students' writing anxiety. Unlike Scovel's (1978) attribution to the inconsistency of theoretical and methodological pitfalls, the current study provided a rather qualified methodological and theoretical framework since they are indexed in a well-known and high-quality source of knowledge due to meticulous approach to publication. The studies sought to find causation through writing tasks to test writing performance and quality as well as affect questionnaires. In the studies, the writing performance measures employed intervention with an experimental and control group or a with pre and posttest one grouped subjects. The questionnaire measures are adopted or adapted versions of the somewhat old questionnaires. Newly developed measures can meet the new generation learners' state vs. trait characteristics more accurately. Another striking point is that the studies as mentioned earlier did not measure writing quality comprehensively. Acknowledging that accuracy is one of the criteria qualifying a written text other linguistic and metalinguistic aspect of a text should deserve attention. Among the screened causation studies, not all the studies focused on the performance they examined the effect of feedback, instructional models and writing types on anxiety and self-efficacy. Further, piloting is one of the required phases to validate data collection and analysis, not all of the studies piloted before the main study (see Derrick, 2016). Even though a scoping review does not conduct assessment quality, the critical importance of these phenomena in a methodological design deserves to attract attention.

The other research question investigated the strength and direction of the relationship between affective variables and L2 writing. Given the challenging effects of anxiety, apprehension or block, they are negatively correlated with L2 achievement and

self-efficacy. Not only the direction of the correlation but the direction of the relationship also matters. In this scoping review, researchers found a negative correlation between the detrimental feelings (i.e. anxiety, apprehension, and block) and writing process, performance, self-efficacy, and self-perceived writing competency. The studies alluded to the strength of the correlation they found. Given the research findings, the strengths of the correlations need to be verified employing different data collection tools as well. Mere quantitative questionnaire test scores can lack in terms of providing a strong relationship between variables. In the purpose of seeking the relationship, the consideration of the mediating variables between the dependent and independent variables need to be also questioned. Among the study findings, a very limited approach seems touches upon the mediating variables between anxiety and self-efficacy.

Affect is related to writing frequency, for example, the more students like writing the more they seek to be engaged in the writing activity, while there was no significant positive correlation between anxiety and writing performance (Macayan et. al, 2018). Such a result can be considered unexpected because there is often a negative correlation between anxiety and writing performance, but this can be due to the type of writing tasks and the evaluation criteria. For this reason, replication studies designed with longitudinal and experimental procedures are needed with larger samples.

It is interesting that though several research arguments highlight the impact of gender in affective issues gender differences in the screened studies have not provided adequate data. For this reason, this gap appears to be a significant theme for systematic reviews and meta-analyses. Both causal and correlational studies provided insights about adult FL and SL writing contexts, however, there is little research exploring young learners who are less competent to deal with the detrimental effects of psychological challenges.

6. Conclusion

This study has systemically reviewed the research into affective issues in L2 writing and provided some insights for future systematic reviews and meta-analyses. This does not assess the quality of the relevant research but displays a panoramic view about what has been inquired, what the research sites were, how the data were collected, who were the subjects of these research studies, and the prominent results so that further or lacking research ideas can be detected and generated. From our findings, it is seen that the debilitating effects of some psychological challenges are seen to predominate, mostly anxiety and its effect on writing based themes with diverse subjects. However, further research needs to be conducted with other types of writers as well as undergraduate students. The interrelated of affects, not only anxiety but other types of phenomena such as apprehension, block, and procrastination as well, and their complex network which impacts attitude, achievement, performance and quality in L2 writing needs to be further explored to reach more

reliable evidence-based procedures such as mixed methods designs, with more participants in L2 writing settings. A meta-analysis study can assess the quality and contents of the methodology of the relevant literature. The research findings reviewed here supported the widely acknowledged assumptions. However, there is also some evidence stating that L1 and L2 affective variables are independent in the cohort. This argument draws attention to a future meta-analysis.

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Appendix

The List of The Studies in The Scoping Review

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- 17 Yağız, O., Yiğiter, K., & Büyükkantarcioglu N. / *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 2020 8(1) xx-xx
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