**Online Supplementary Materials**

**Appendix A: Studies Included in the Synthesis**

**Applied Linguistics**

Alrabai, F. (2016). The effects of teachers’ in-class motivational intervention on learners’ EFL achievement. *Applied Linguistics*, *37*(3), 307–333. <https://doi.org/10.1093/applin/amu021>

Csizér, K., & Tankó, G. (2017). English majors’ self-regulatory control strategy use in academic writing and its relation to L2 motivation. *Applied Linguistics, 38*(3), 386–404. <https://doi.org/10.1093/applin/amv033>

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Lou, N. M., & Noels, K. A. (2019). Sensitivity to language-based rejection in intercultural communication: The role of language mindsets and implications for migrants’ cross-cultural adaptation. *Applied Linguistics, 40*(3), 478–505. <https://doi.org/10.1093/applin/amx047>

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Trebits, A. (2016). Sources of individual differences in L2 narrative production: The contribution of input, processing, and output anxiety. *Applied Linguistics, 37*(2), 155–174. <https://doi.org/10.1093/applin/amu006>

Ziegler, N. (2015). The predictive value of the Self-regulating Capacity in Vocabulary Learning Scale. *Applied Linguistics, 36*(5), 641–647. <https://doi.org/10.1093/applin/amv020>

**Applied Language Learning**

Gan, Z., He, J., Liu, F., & Xie, Q. (2020). Classroom feedback practices and students' learning motivation: Experiences of English as a foreign language (EFL) students. *Applied Language Learning, 30*(1–2),18–40.

Lim, H.-Y. (2009). Culture, attributions, and language anxiety. *Applied Language Learning, 19*(1–2), 29–52.

Miller, Z. F. (2016). Military and civilian L2 instructors: Decoding perceptions of U.S. service academy cadets. *Applied Language Learning, 26*(2), 25–52.

**Applied Psycholinguistics**

Sparks, R. L., Patton, J., Ganschow, L., & Humbach, N. (2009). Long-term relationships among early first language skills, second language aptitude, second language affect, and later second language proficiency. *Applied Psycholinguistics, 30*(4), 725–755. <https://doi.org/10.1017/S0142716409990099>

**Bilingualism: Language and Cognition**

Kharkhurin, A., & Altarriba, J. (2016). The effect of mood induction and language of testing on bilingual creativity. *Bilingualism: Language and Cognition, 19*(5), 1079–1094. <https://doi.org/10.1017/S1366728915000528>

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Lin, M. H., Li, J. J., Hung, P. Y., & Huang, H. W. (2014). Blogging a journal: Changing students’ writing skills and perceptions. *ELT Journal*, *68*(4), 422–431. <https://doi.org/10.1093/elt/ccu032>

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Scheffler, P., Horverak, M. O., Krzebietke, W., & Askland, S. (2017). Language background and learners’ attitudes to own-language use. *ELT Journal*, *71*(2), 197–217. <https://doi.org/10.1093/elt/ccw058>

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**Language Assessment Quarterly**

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**Appendix B**

**Table B1**

*List of Target L2 Journals*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Journal  | Acronym | SSCI | SJR Quartile | Scientific Level  | Search Platform |
| Applied Language Learning | ALL | N/A | N/A | N/A | N/A |
| Applied Linguistics | AL | yes | Q1 | 2 | Oxford Academic |
| Applied Psycholinguistics | AP | yes | Q1 | 1 | Cambridge Core |
| Bilingualism: Language and Cognition | BLC | yes | Q1 | 2 | Cambridge Core |
| Canadian Modern Language Review | CMLR | yes | Q1 | 1 | University of Toronto Press |
| ELT Journal | ELTJ | yes | Q1 | 2 | Oxford Academic |
| Foreign Language Annals | FLA | yes | Q1 | 1 | Wiley |
| International Journal of Applied Linguistics | IJAL | no | Q1 | 1 | Wiley |
| International Review of Applied Linguistics in Language Teaching  | IRAL | yes | Q1 | 1 | De Gruyter |
| Journal of Second Language Writing | JSLW | yes | Q1 | 1 | Elsevier |
| Language Assessment Quarterly | LAQ | yes | Q1 | 1 | Taylor & Francis |
| Language Awareness | LA | yes | Q1 | 1 | Taylor & Francis |
| Language Learning | LL | yes | Q1 | 2 | Wiley |
| Language Learning and Technology | LLT | yes | Q1 | 1 | Website |
| Language Teaching | LTC | yes | Q1 | 2 | Cambridge Core |
| Language Teaching Research | LTR | yes | Q1 | 2 | SAGE |
| Language Testing | LT | yes | Q1 | 1 | SAGE |
| The Modern Language Journal | MLJ | yes | Q1 | 2 | Wiley |
| Second Language Research | SLR | yes | Q1 | 2 | SAGE |
| Studies in Second Language Acquisition | SSLA | yes | Q1 | 2 | Cambridge Core |
| System | Sys | yes | Q1 | 1 | Elsevier |
| TESOL Quarterly | TQ | yes | Q1 | 2 | Wiley |

*Note.* SSCI = Social Sciences Citation Index; SJR = SCImago Journal Rank; Quartile = Journal ranking based on the SJR, where Q1 is the highest quartile and Q4 is the lowest quartile; Scientific Level = Ranking in the Norwegian Register for Scientific Journals, where 2 is the highest level of scientific quality and 0 is the lowest. N/A = Information was not available.

**Appendix C**

**Table C1**

*Coding Scheme[[1]](#footnote-1)*

|  |
| --- |
| **Part I. Study** |
| ***Category 1. Study Identification*** |
| **Variable** | **Description** | **Value/Level** | **Notes** |
| *K* | study/sample number | OPEN | There may be more than one study in each article. |
| author(s) |  | A1 = author No. 1, A2 = author No. 2…  |  |
| year  | year of publication | OPEN |  |
| journal |  | ALL = Applied Language LearningAL = Applied LinguisticsAP = Applied PsycholinguisticsCMLR = Canadian Modern Language ReviewFLA = Foreign Language AnnalsIJAL = International Journal of Applied LinguisticsIRAL = International Review of Applied Linguistics in Language Teaching JSLW = Journal of Second Language WritingLL = Language LearningLLT = Language Learning and TechnologyLTC = Language TeachingLTR = Language Teaching ResearchLT = Language TestingMLJ = The Modern Language Journal SLR = Second Language ResearchSSLA = Studies in Second Language AcquisitionSys = SystemTQ = TESOL Quarterly |  |
| title | title of the article | OPEN |  |
| ***Category 3. Survey Characteristics***  |
| **Variable** | **Description** | **Value/Level** | **Notes** |
| N\_ScalesTotal | the total number of scales in the study | OPEN | Including those that are not eligible. Do NOT count background/ demographic questionnaire; it's not a psychometric scale. |
| N\_Scales L2Anxiety | the total number of *eligible* anxiety scales in the study | OPEN |  |
| N\_Scales L2WTC | the total number of *eligible* WTC scales in the study | OPEN |  |
| BothAnxiety&WTC | Were there both anxiety and WTC scales in one study? | 0 = no1 = yes |  |
| **Part II. Measures: Anxiety and WTC** |
| ***Category 4.* *Scale Characteristics***  |
| **Variable** | **Description** | **Value/Level** | **Notes** |
| name | name of a self-report scale | OPEN |  |
| scale usage | Was the scale administered once or more than once? | 0 = cross-sectional1 = longitudinal |  |
| scenario | Was it a scenario-based questionnaire? | 0 = no1 = yes |  |
| items\_original | initial number of items or scenarios | OPEN999 = NR |  |
| items\_final | final number of items or scenarios  | OPEN999 = NR | Report if some items were later removed from the scale. |
| author | Whose questionnaire? | 999 = NROPEN |  |
| origin-1 | Was it an existing or a newly developed scale? | 0 = existing1 = newly developed999 = NR  |  |
| origin-2 | type of existing scale | 2 = borrowed as is (adopted/drawn from)3 = adapted4 = mixed (new & borrowed items)999 = NR | Leave blank if a new scale. |
| adaptations  | Were adaptations specified? | 0 = no (e.g., only ‘adapted from’ and source(s) provided)1 = yes  | For adapted and mixed scales only. |
| adaptations as reported | amount/type of adaptations as reported | 1 = used an abridged version of an original scale2 = changed instructions to measure a different construct (e.g., trait vs state)3 = tailored items to a specific language4 = changed the wording to better suit a specific population/country/learning context/study purpose 5 = combined new and borrowed items 6 = changed the number of response options 7 = changed the scoring procedure8 = changed the rating scale9 = changed category labels777 = multiple adaptations | Only if answered ‘yes’ to the previous Q. |
| anxiety type |  | 1 = Domain-general anxiety (insert a note whether trait or state)2 = L2-learning specific3 = L2 Speaking/Communication4 = L2 Listening5 = L2 Reading6 = L2 Writing7 = Test8 = Other (insert a note)9 = Pronunciation10 = Cognitive language processing11 = Task |  |
| WTC type |  | OPEN |  |
| neutral midpoint | Was neutral scale midpoint included? | for binary/dichotomous scales (yes/no; right/wrong), percentage (gradation), and even-numbered Likert scales:0 = nofor odd-numbered Likert scales:0 = no (if there is gradation instead)1 = yes999 = NR (cannot be decided because response options are not available) |  |
| N\_ResponseOptions | number of response options | OPEN777 = multiple | Leave blank if not reported. If multiple, put 777 and insert a note. |
| response format type |  | 0 = Likert/Likert-type1 = binary (e.g., yes/no, right/wrong)2 = semantic differential3 = visual analog/slider4 = ranking (rank order) scale999 = NR |  |
| category labels | response option labeling | 1 = fully verbal2 = partially verbal (e.g., only endpoints)3 = numerical4 = fully verbal & numerical 5 = partially verbal & numerical6 = fully verbal & emoji (for kids)7 = emoji/smileys/dots of increasing size only (for kids) 999 = NR |  |
| missing mean | Was the mean associated with anxiety/WTC missing? | 0 = no1 = yes |  |
| missing *SD* | Was the standard deviation associated with anxiety/WTC missing? | 0 = no1 = yes  |  |
| ***Category 5. Reliability***  |
| **Variable** | **Description** | **Value/Level** | **Notes** |
| ITCs | Were item–total correlations reported?  | 0 = no1 = yes, uncorrected ITCs 2 = yes, corrected ITCs 3 = conducted but not fully reported4 = only mean ITC reported5 = other (insert note) | The same as item discrimination. |
| reliability | Was reliability estimate provided? | 0 = no1 = yes | For the full scale. |
| index | Which index? | 1 = Cronbach's alpha2 = test-retest 3 = split-half4 = composite/construct reliability (from CFA)5 = Rasch 777 = more than one (insert note)999 = NROther (OPEN) |  |
| estimate | Reliability as reported | OPEN999 = NR | If provided several times, report for Time 1. If more than one estimate, report the other one in notes. If Rasch, report person (test) reliability, insert for items in notes. |
| N\_items\_reliability | Number of items reliability was reported for | OPEN999 = NR |  |
| N\_subscales | Number of subscales | OPEN | Leave blank if a unidimensional scale. |
| reliability subscales | If the scale was multidimensional, was reliability estimate for each subscale/factor provided? | 0 = no1 = yes2 = partially (e.g., range) | Leave blank if blank in the previous column. |
| AvrgEstimateSubscales  | Average reliability estimates for subscales  | OPEN999 = NR | Leave blank if blank if the previous two columns. |
| ***Category 6. Content Validity***  |
| **Variable** | **Description** | **Value/Level** | **Notes** |
| single item | Was it a single-item scale? | 0 = no1 = yes999 = NR |  |
| item evaluation | Was item content relevant to the construct of interest as determined by …? | 0 = expert judges/panels1 = Q-sorting999 = NR |  |
| ***Category 7. Construct Validity***  |
| **Variable** | **Description** | **Value/Level** | **Notes** |
| MTMM | Was multitrait–multimethod matrix used? | 0 = no1 = yes |  |
| Rasch | Was Rasch analysis used? | 0 = no1 = yes |  |
| FA  | Were factor analysis results reported? | 0 = no1 = yes, EFA2 = yes, PCA3 = yes, CFA, including multilevel CFA and as part of a full structural equation model (NOT path analysis[[2]](#footnote-2))4 = yes, Mokken scaling analysis 5 = yes, but not specified whether EFA or PCA777 = yes, more than one (insert note) | Only proper CFA conducted as part of a full structural equation model should be coded (i.e., treating either items or factors comprising the scale as observed variables).  |
| FAJustif | If FA results were reported, was the choice of (each) FA justified in the text? | 0 = no1 = yes2 = partially (e.g., >1 FA was conducted and not all were justified) | Leave blank if FA not performed/results not reported. |
| model fit | For CFA, did the final model fit the data as reported by the author?  | 0 = no/poor fit1 = yes, good/excellent fit2 = yes, moderate/ satisfactory/ acceptable/ reasonable/ adequate fit999 = NR | Leave blank if no CFA conducted. |
| N\_Fit\_Statistics | For CFA, how many fit stats were reported? (e.g., chi-square, *df,* *x*2/*df*, *p*-value, fit indices)  | OPEN | Leave blank if no CFA conducted. |
| measurement invariance | Was measurement invariance/differential item functioning tested?  | 0 = not tested1 = tested using multigroup CFA 2 = tested using item response theory3 = tested by other means |  |
| invariance evidence | If measurement invariance was tested, was there evidence thereof? | 0 = no1 = yes2 = yes, partially satisfied | Leave blank if not tested. |
| convergent validity | testing convergent validity as reported | 0 = no1 = yes |  |
| convergent validity evidence | If it was tested, was there evidence thereof? | 0 = no1 = yes (insert a note how) | Leave blank if not tested. |
| divergent/discriminant validity | testing divergent/discriminant validity as reported | 0 = no1 = yes  |  |
| divergent/discriminant validity evidence | If it was tested, was there evidence thereof? | 0 = no1 = yes (insert a note how) | Leave blank if not tested. |
| validity reference | For existing scales, was a reference to a previous validation study provided?  | 0 = no1 = yes (provide a page number)NEW = a new scale | E.g., *N* validated this scale with a sample of *X* learners of *Y.* |
| ***Category 8. Predictive Validity***  |
| predictor | Was a construct measured by a scale used as a predictor variable in the study?  | 0 = no1 = yes, predictor2 = yes, mediator3 = yes, both 1 & 2 | Regardless of whether it was a significant predictor or not. |
| criterion | What was the nature of the criterion variable? | 1 = course grades2 = GPA3 = self-perceived/rated proficiency/competence4 = language test5 = other individual difference variable(s) (insert a note)6 = gender777 = multiple | Leave blank if answered ‘no’ to the previous Q. |

**Appendix D**

**Table D1**

*Interrater Reliability for Categorical Variables*

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | Agreement (%) | Cohen’s κ  | *S* index |
| Scale name | 100 | NA | NA |
| Scale usage | 100 | 1 | 1 |
| Scenario based or not | 100 | NA | NA |
| Scale author | 92 | .73 | .88 |
| Scale origin: existing or new | 96 | .84 | .94 |
| Type of existing scale | 80 | .74 | .78 |
| Adaptations: specified or not | 90 | .76 | .80 |
| Adaptations: type | 87 | .61 | .85 |
| Scale type | 93 | .89 | .91 |
| Neutral midpoint | 78 | .64 | .66 |
| Response format type | 95 | .86 | .93 |
| Category labels | 90 | .81 | .88 |
| Item-total correlation | 96 | .48 | .94 |
| Reliability reporting | 99 | .97 | .98 |
| Reliability index | 99 | .98 | .99 |
| Reliability reporting for subscales | 93 | .56 | .91 |
| Missing mean | 97 | .91 | .94 |
| Missing standard deviation | 95 | .87  | .90 |
| Single-item scale  | 97 | .72 | .95 |
| Item evaluation | 93 | .54 | .88 |
| Multitrait–multimethod matrix | 100 | NA | NA |
| Rasch | 100 | 1 | 1 |
| Factor analysis | 94 | .81 | .93 |
| Factor analysis justification | 95 | .83 | .92 |
| Model fit | 95 | .53  | .92 |
| Measurement invariance | 100 | 1 | 1 |
| Invariance evidence | 100 | 1 | 1 |
| Validity reference | 88 | .67 | .81 |
| Convergent validity | 100 | NA | NA |
| Convergent validity evidence  | NA | NA | NA |
| Divergent/discriminant validity | 100 | NA | NA |
| Divergent/discriminant validity evidence | NA | NA | NA |
| Predictor variable | 86 | .58 | .79 |
| Criterion variable | 86 | .60 | .81 |
|  **Mean**  | **94** | **.77** | **.90** |
| *Note.* NA = not available due to limited observations. |

**Table D2**

*Interrater Reliability for Continuous Variables*

|  |  |
| --- | --- |
| Variable | Intraclass correlation |
| No. items original | 1.0 |
| No. items final | 1.0 |
| No. response options | .98 |
| Reliability estimate | .98 |
| No. items for reliability | .99 |
| No. subscales | .32 |
| Average estimate for subscales | 1.0 |
| No. fit statistics | .50 |
|  **Mean** | **.85**  |

1. Results for variables in Category 2 and the majority of variables in Category 3 were beyond the scope of this study; these variables are reported elsewhere. [↑](#footnote-ref-1)
2. Path analysis (do not confuse with *latent variable* path analysis) does not include latent variables; therefore, it is not suitable for examining their structure. [↑](#footnote-ref-2)