# Exploring the efficacy of 'hope'-infused strategy instruction on English writing processes and products among Chinese EFL university students

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This presentation will explore the efficacy of an 8-week, hope-infused, English writing strategy instruction on Chinese EFL students' strategic writing processes and writing quality (e.g., lexical resource, grammatical range and accuracy). It seeks to investigate the nuanced interaction between one's hope in learning English writing, strategy use and writing performance. Cognitive perspectives on L2/FL writing invite us to view processes in one's mental 'black box' when s/he engages with tasks and internalises L2/FL linguistic structures. Empirical evidence has also proven that those processes are mediated by individual factors such as one's willpower. Yet, research that thoroughly investigates the influence of 'will' on L2/FL writing process and product, and that examines the pedagogical implications of bringing in additional 'will' construct(s), is still in its infancy. To fill this research gap, the present presentation will take on the lens of writing strategies, i.e., consciously selected mental processes, and propose to conceptualise the 'will' element as 'hope', which embraces agency thinking according to Snyder's Hope Theory. The project adopted a mixed-method, quasi-experimental approach. Data were collected before, during, and after an 8-week intervention among non-English-major students (experimental group: n=30, control group: n=42) at a public university in China. The intervention took the form of strategy instruction in the English Writing classroom and drew insights from hope intervention from positive psychology. Reflecting upon writing strategy task sheets, hope questionnaires, introspective journals, and stimulated recall interviews, this presentation will suggest differential levels of strategy development, alongside lexical variation and accuracy between groups. The influence of one's hope-scape on English writing strategy and quality is found to fluctuate with relevance to his/her recent and immediate learning demands especially in the pandemic era. The project also sheds light on how the teaching of EFL writing with more hopeful feelings amongst non-English-major students can be explicitly operated.