



Infusing Hope in L2 Writing Strategy Instruction Research

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Highlights

- Language learning strategies may underpin the actualisation of one's pathways thinking (i.e., one essential component of the triad structure of hope).
- One's hope-scape may contribute to his or her evaluation and further use of language learning strategies.
- The integrated framework of hope and language learning strategy shall provide a more holistic view of "skill and will" development among learners.

精彩提要*

- 外语学习策略能帮助学习者更好实践“路径思维”，而“路径思维”是构成“希望”的三核心元素之一。
- “希望”很可能推动学习者进一步评估、运用外语学习策略。
- 在应对学习者“技能+意识”是如何双重发展过程这一问题时，一个融合了“希望”和“外语学习策略”的新概念框架能够为我们提供更全面的视角。

Infusing Hope in L2 Writing Instruction Research

Yuchen Zong*

Abstract

Keywords

second language learning strategy, strategy instruction, hope, positive psychology, writing

Second language learning strategy has received great attention for its role in helping learners to actualise language skills and improve performance, including writing. Congruent with Pressley and Harris (2006, pp. 270), growing evidence has demonstrated that “one approach that works better than any other for ensuring learners actually learn strategies” is strategy instruction. Though studies into strategy instruction have reached the ripe age of 40, one proposal has been recently initiated for innovating the design of strategy instructional packages which shall equally consider developing students’ willingness to learn, in addition to improving their language skills. The present paper hereby takes on the “skill plus will” nature of second language learning and teaching and suggests bringing “hope” from Snyder’s Hope Theory – a Positive Psychology construct that helps people push through the rough times, and acts as an indicator of one’s willpower and mental health – into strategy instruction research. The theoretical underpinnings of hope indicate potentials for being intertwined with second language learning strategies for a holistic view of “skill and will” development among learners. Moreover, traditional strategy instruction designs can also draw insights from hope intervention to be more useful in empowering learners.

摘要

关键词

外语/第二语言学习策略, 外语学习策略教学, 希望, 积极心理学, 外语写作

Chinese Translation

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外语学习策略因其能帮助提高使用者语言技能的作用而受到极大关注。为了能使学生更好地掌握学习策略, Pressley和Harris于2006年提出最为有效的方法就是开展外语学习策略教学。如今, 该领域的研究已进行40余年, Pressley与Harris的这一观点也被越来越多的数据所证明。值得一提的是, 最近学者呼吁在设计学习策略教学方案时, 不仅要增强学生的外语语言技能为目的, 还要同时考虑培养学生的外语学习意愿。为了达到“高技能+高意愿”的双重教学目标, 本文提出应在现有的外语学习策略研究中引入一积极心理学概念——“希望”。“希望”这一名词最先被美国的心理学家Snyder理论化, 代表着人们度过艰难时刻的力量, 可作为体现个人心理健康与意愿动机的指标之一。从Snyder所构建的理论结构中能看出, “希望”与外语学习策略间很可能具有相互作用关系。二者的结合能够方便学者与老师更全面地了解学生技能与意愿的协同发展过程。此外, 传统的外语策略教学方案也可以借鉴基于希望的积极心理学活动设计, 从而更有助于增强外语学习者的学习意愿。

Introduction

Perhaps the initial forays for many if not most of the scholars into second language (L2)¹ strategy instruction (SI) are underpinned by two beliefs: 1) some learners are more effective than others in some or all contexts of L2 learning such as writing; 2) teacher can play a facilitative role in boosting learners' L2 performance alongside their approaches to improving L2 performance (Plonsky, 2019). Over the past few decades, accordingly, a vibrant field of empirical research and meta-analyses of SI has generated evidence of its pedagogical implications and enriched our understanding of how SI fosters a learner-centred move in the L2 classroom. Yet it is not free of criticism. For instance, some researchers have called for rejecting a "narrow" view of assessing SI effectiveness, which usually focuses on a measure of improvement in L2 learning, and future studies should, instead, target decontextualised outcomes (e.g., learner autonomy, self-regulation) (Gu, 2019; Rose, Briggs, Boggs, Sergio, & Ivanova-Slavianskaia, 2018). In this paper, I will focus on one such criticism, namely that SI treatment design should "give human agency and affect their rightful places in the empowerment of the learner" (Gu, 2019, pp.33), or in other words, SI shall tackle the objective of developing skill *and* will. This is particularly important if acknowledging the evidence that one's cognitive processes of engaging with L2 tasks and internalising linguistic structures are mediated by individual factors such as willpower (e.g., Lou & Noels, 2019; Sato, 2017).

The construct of "strategy" is chosen to actualise "skill" development, while the element of "will" is proposed to be adopted as "hope", a concept from Snyder's Hope Theory that is rooted in Positive Psychology (PP). This paper aims to uncover the potentials of integrating the hope construct within strategy instruction research and practice, particularly on the matter of L2 writing. To achieve such, the below sections start with conceptualising the notion of strategy along with a brief review of existing SI empirical studies in order to highlight the gap which the hope factor may help bridge. After providing a working definition of hope and discussing the deployment of hope intervention from PP, I then pinpoint the embedded sense of "strategy" in the hope framework and explicate why hope studies, in turn, need to be intertwined with SI. Following this, three approaches by which hope could contribute to

research into L2 SI for writing as well as challenges for future studies are detailed.

Strategy and strategy instruction research with a focus on L2 writing

One of the main purposes of L2 classroom instruction is to develop students' L2 skills, which refers to one's abilities to perform a language (e.g., writing). From a micro view, L2 skills are actualised by mental processes with or without intention² (Cohen, 2018). The conscious part conforms to the notion of "strategy", which explicitly entails one's knowledge and awareness of "what to do/how to do it". Here, we can see that the essence of defining a "strategy" lies in some degree of consciousness, and thus it is not equal to skill but can be used to perform the latter (Cohen, 2018). This construct is selected because there has been considerable evidence proving that effective engagement with strategies can greatly benefit L2 learners, including an enhancement on their skills (e.g., Briggs, 2015; Cohen, 2011; Grenfell & Macaro, 2007). Given such advantages, to ensure that learners actually acquire and apply strategies, one optimal pedagogy is strategy instruction (SI) (Pressley & Harris, 2006).

A prolific line of interventional studies has been conducted to evaluate the influence of SI in different models (e.g., Stand-alone "learning to learn" courses, Cohen & Weaver, 2005; Styles and Strategies-based Instruction (SSBI), Cohen, 1998), among which the Cognitive Academic Language Learning Approach (CALLA, Chamot, 2009) is the most popular. While the majority of the existing SI models follow a four-stage manner³, my decision of zooming in on CALLA-informed SI research hereafter is concerned with its integration of content, L2, and learning strategies, which aims to encourage students at a whole-class level to acquire an L2 and strategies at the same time (Gu, 2019).

Taking a step further, the current paper intends to centre on L2 writing skill precisely. One reason is that the learning of how to write in an L2 is more challenging and reiterative compared to other skills such as reading and listening, which requires careful consideration on the pedagogical design. In addition, results of recent meta-analyses have indicated that the efficacy of SI programmes varies substantially across different target skills: speaking (effect size $d=1.00$) >

1 I do recognise the difference between L2 and foreign language (FL). However, in this paper, since I do not intend to compare L2 to FL, I propose throughout to use the term L2 to refer to the language that is not a learner's native language.

2 The less conscious part, which is equally important to mention, refers to proceduralised processes. In line with Anderson (1985), they are unanalysed, automatic, and can be developed through intensive practice. O'Malley and Chamot (1990) elaborated that "strategies", i.e., processes taking place with a learner's awareness, can become proceduralised with practice.

3 Stage 1: raise awareness of the strategies that students are using; Stage 2: present and model new and/or less familiar strategies; Stage 3: provide opportunities for students to practice the use of strategies; Stage 4: encourage students to evaluate the used strategies and transfer to new and/or less familiar tasks (Forbes, 2020).

reading ($d=0.82$) > vocabulary ($d=0.63$) > writing ($d=0.59$) (Plonsky, 2019). Although we might attribute this finding to the complexities of tasks and cognitive demands inherent in performance of different skills, it is still worth investigating how to make SI treatment more useful to develop students' L2 writing. The aims held by researchers of this strand can be summarised into three questions: 1) In what aspects is SI effective? 2) What mediates SI efficacy? 3) What causes learners' differentiated outcomes of SI?

Concerning the first question, recent empirical studies (see an edited volume by Chamot & Harris, 2019) and meta-analyses (e.g., Ardasheva, Wang, Adesope, & Valentine, 2017; Plonsky, 2011, 2019) have uncovered that SI can positively influence one's writing proficiency, strategy use, and such indicators of willingness to write as writing attitude and apprehension (e.g., Forbes, 2020; Mohseniasl, 2014). In particular, these advantages are usually explored by administering pre- and post-tests between the treatment and control groups, or adopting a cross-sectional design on one single class, which indicates a group level of comparison. It is noteworthy that some researchers further elaborate that SI may not foster an increase in the number of strategies used but enhance the appropriateness of strategy used in L2 writing tasks through analysing learners' intention of employing strategies with task demands (e.g., Forbes & Fisher, 2018; Sasaki, 2002).

Regarding the second question, Plonsky's (2019) meta-analysis, though his focus is not exclusive to L2 writing, draws our attention to the design of SI treatment. Larger effects can be found where interventions are longitudinal, where there is a focus on particular functions (e.g., metacognitive strategies outperform cognitive strategies), and where a smaller number of strategies are taught (i.e., a "less-is-more" approach). However, I would emphasise that Plonsky's (2019) reviewed studies involved both L2 and foreign language (FL) contexts, and different levels of learner's proficiency, which have also been proven to cause heterogeneity in relation to SI effectiveness (Ardasheva et al., 2017). His research still leaves us a question of which design, especially regarding the function(s) of instructed strategies, is more powerful within the same research site. Unfortunately, the most relevant L2 writing study can only be traced back to Aziz (1995, as cited in Macaro, 2006). In the context of learning L2 French writing, Aziz discovered that the group receiving instructions of both metacognitive and cognitive strategies produced a higher degree of overall writing quality and grammatical agreement in the post-test than the group receiving cognitive strategies only. His study particularly gives rise to our intuitive assumption that perhaps teaching two or more functions of strategies may facilitate L2 learners' writing to a greater extent

than teaching one function. Yet, it is still unknown to us whether this relative efficacy applies to other L2s, such as English, and whether orchestrating motivational or affective functions of strategies that foster learners' willingness to write in the metacognitive SI may generate better results.

As for the third question (i.e., what causes learners' differentiated outcomes of SI), there are an increasing number of researchers who adopt the lens of individual differences in either a "top-down" or "bottom-up" manner (see an edited volume by Oxford & Amerstorfer, 2018). The former refers to use of a questionnaire to measure predetermined factors that are theoretically deemed influential in L2 learning, such as gender, educational background, proficiency and motivational levels (e.g., Psaltou-Joycey & Gavriilidou, 2018). The latter, by contrast, involves an inductive, thematic analysis of data to unveil emergent learner profiles (e.g., Forbes, 2020), which can be characterised by a greater population and thus make a case for practitioners. Findings in this regard usually provide a more contextualised picture of how one's writing developmental trajectory is linked with, yet not exclusive to, his/her attitudes to and conceptualisation of L2 writing, motivation and identity recognition.

Based on the above discussion, I would argue that, though some studies have considered participants' willpower (in different conceptual frameworks, e.g., motivation, attitudes, apprehension) as an aspect of assessing SI effectiveness, little research has highlighted the empowerment of learners in the context of the treatment design. This is partially because CALLA (i.e., the instructional approach) implies a deficit model of learning, where the teacher starts with noticing strategies that are less acquired by students and then scaffolds them to fill in the discrepancies (Gu, 2019). It then seeds our intuition that activating learners' positive mindset by practising and confirming their already-used strategies may compensate for the deficit model and lead to better outcomes. Noteworthy, Hiemstra and Van Yperen's (2015) study, though centring on professional skills, offers insightful evidence. They found that acknowledging participants' strength-based strategies improves their motivation to make greater commitment to future self-development activities, which addresses the relevance of understanding strategic learning as developing one's "skill and will". It is then reasonable to hypothesise that incorporating strength-based writing strategy training in L2 classroom, or the teaching of strategies that encourage learners to pay attention to "what goes well during L2 writing", in the current CALLA-informed design, might be of great value to facilitate students' persistent engagement with the learning of L2 writing and, in nature, with effective strategy use. Also drawn from

Hiemstra and Van Yperen's (2015) study, and existing L2 writing SI research alike, is a call for discussion on how changes in "will" are caused by and/or underpin the skill development. Whilst the prevailing method of employing Pearson's Correlation coefficient can capture the extent to which "will" interacts with "skill", a more comprehensive framework is needed so as to explore the nuanced intersections between the two.

Bringing "hope" into strategy instruction research

Taking on the "skill plus will" nature of learning and corresponding to the appeal for "giving agency and affect rightful places in the empowerment of the learner" in SI treatment (Gu, 2019, pp.33), I propose to conceptualise the "will" element in light of "hope" from Positive Psychology. Such a construct is selected mainly for two reasons. First, "hope" helps engage people in solving problems and pushing through the rough times, which are complementary to L2 writing experience. Second, the hope framework inherently leaves a space for "L2 strategy" to be integrated for a more holistic way of understanding one's skill and will development.

Defining "hope"

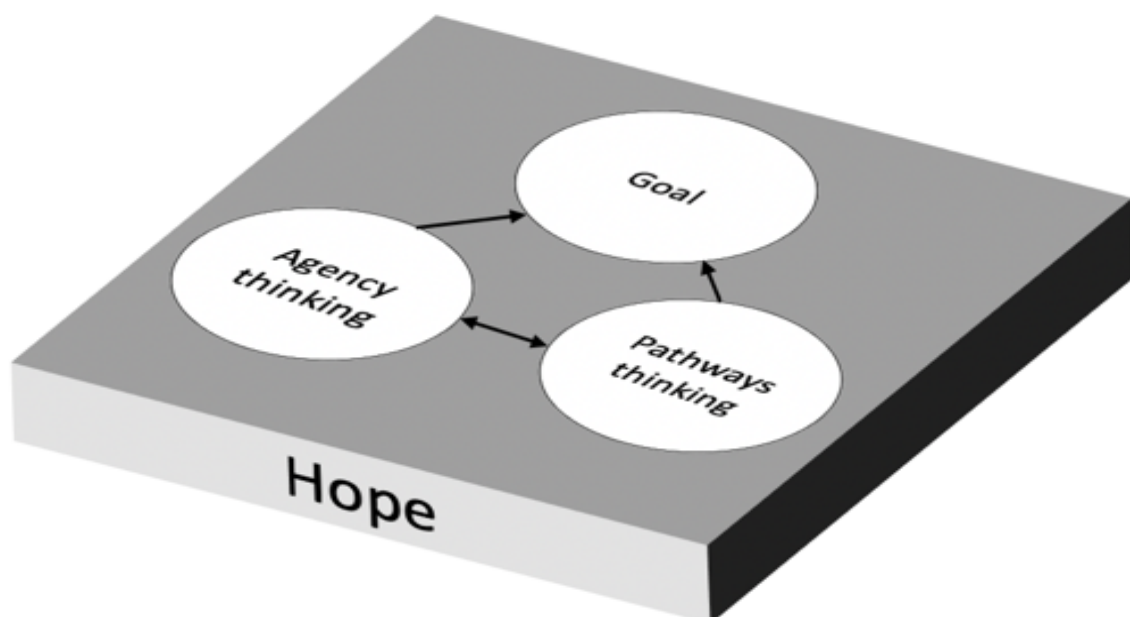
While several hope theorists assert that hope has an emotional basis, the difficulty in explaining its contribution to sustaining and developing already positive emotions spotlights its cognitive core. Accordingly, the present essay adopts Snyder's Hope Theory (2000, 2002). As the dominant framework in the cognitive vein, Snyder recognises hope as a

cognitive trilogy, including *goals*, *pathways thinking* and *agency thinking*. The below part intends to elaborate its theoretical conceptualisation, during which I will particularly discuss how Snyder uses the term "strategy" and the extent to which his "strategy" is similar to and different from "L2 strategy". A modified framework that integrates Hope Theory and L2 strategy is then proposed.

We can see in Figure 1 that *goal(s)* are the anchors, which usually embrace some degree of uncertainty in attainment, either in the long or short term, and indicate a sense of approach (e.g., I want to pass the exam) or avoidance (e.g., I will try not to fail the exam) (Oxford, 2017, pp.32; Snyder, 2002). *Pathways thinking* is considered as one's perception of developing plausible routes by which to pursue those goals (Snyder, 2000). Lopez, Bouwkamp, Edwards & Terramoto Pedrotti (2000) then elaborate that, pathways thinking is especially characterised by flexibility, with respect to generating alternative routes when some are blocked or less effective in practice.

Interestingly, Snyder (2002) is found sometimes to utilise the term "strategy" as an equivalent of "pathways" in his framework. However, I would highlight that the way he uses this term is not identical with that in the L2 context discussed from the onset, whereas there are indeed some correlations. Figure 2 illustrates a proposed theoretical framework that integrates L2 strategy on the basis of Snyder's hope model. In fact, L2 strategies are not necessarily pathways of hope, but can underpin the actualisation of pathways (i.e., the upward arrow in Figure 2). For instance, a goal set by some L2

Figure 1 Visualising the conceptual framework of hope (Snyder, 2000)



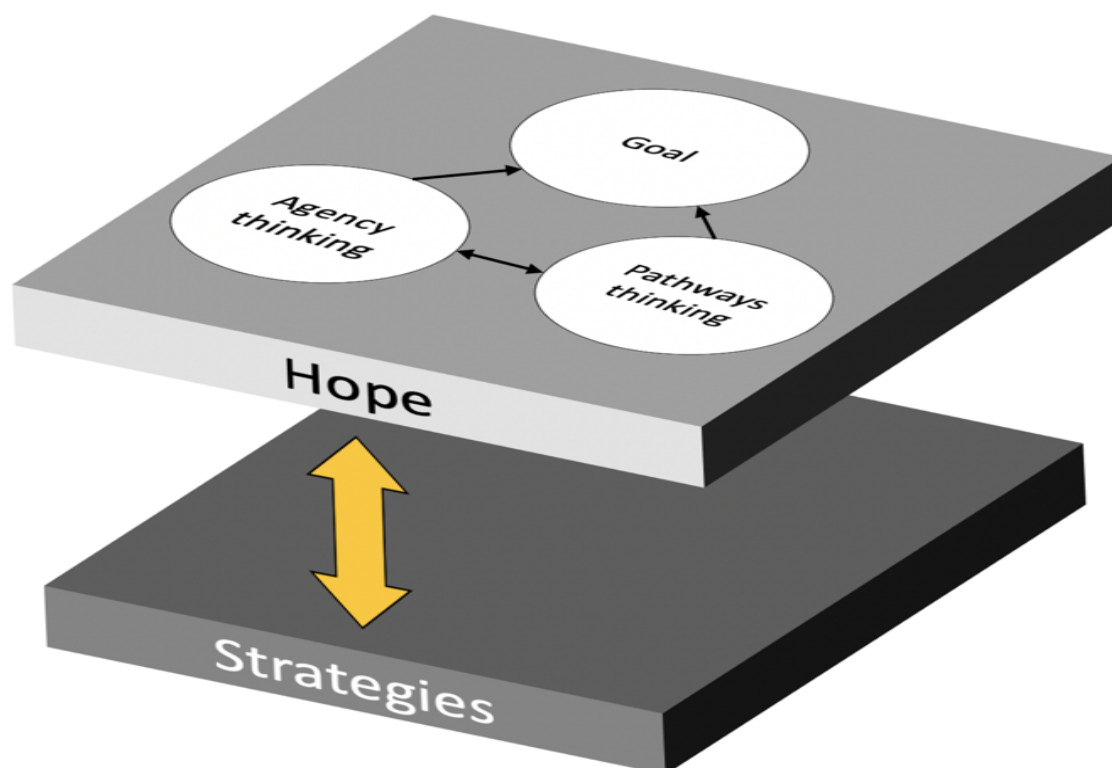
students can be developing English-native-like writing performance. To achieve this, one pathway is to employ more advanced words that students have encountered in internationally published journals. Here, some students may intentionally decide which journals to be depended on (i.e., strategies for choosing a more reliable source of vocabulary) and employ strategies for memorising and applying unfamiliar words accurately in the given task. For these strategic students, they tend to reach the goal more effectively and subsequently contribute to raising hope-scape⁴.

Agency thinking entails the motivational function, which reflects one's intention to use pathways and, equally important, the ability to sustain the use (Snyder, 2000).

(the downward arrow in Figure 2). Moreover, Snyder (2002) posits that pathways and agency thinking are interactive and reciprocal under the guidance of goals. That is to say, agency thinking can empower the learner to develop more pathways, i.e., to enhance pathways thinking, whereas the latter in turn improves one's perceived capacity to follow those pathways in the pursuit of goals, i.e., agency thinking, as shown in both Figures 1 and 2.

Before moving to explicating the socially malleable nature of hope, it is worth explaining how hope stands out from other similar constructs, especially self-efficacy, optimism, and motivation. While a statistically strong correlation identified between hope and self-efficacy

Figure 2 Visualising the provisional relationship between strategy and hope in L2 learning (i.e., the proposed framework that brings together L2 strategy and hope)



Accordingly, one's hopefulness likely embraces some growing beliefs in his or her own competence and in the effectiveness of strategically taking those routes to the set goals. It is thus reasonable to hypothesise that hope may contribute to further engagement with strategy use

(Snyder, 2000), and optimism alike (Feldman & Kubota, 2015), indicates overlap among these constructs, there still exist conceptual differences. In particular, self-efficacy refers to the belief in one's ability to perform some behaviours (i.e., one *can* do something, Bandura,

⁴ Although Snyder (2002) elaborates the definition of "pathways" to include more precise and actual actions, it does not equally indicate the existence of "strategies". Taking the same example, for some experienced learners of English, they may share the same processes/pathways (e.g., choosing a more reliable source of vocabulary, memorising the unfamiliar words in some manners), but they have become more proceduralised and a matter of routine due to extensive practice. That is to say, those actions, whether observable or not, are characterised by the natural free flow (Gu, 2019), which should not be pinpointed as "strategies".

1982), whereas hope additionally includes one's determination to achieve goals, or in other words, one will perform something (Rand, 2018). Take a concrete example. It is one thing that a student believes he or she is capable of writing a 500-word English essay, but it is quite another to muster the willpower to complete it.

Optimism differs from hope in its explanatory mechanism for goal-oriented actions. It is initiated by one's expectancy of positive outcomes, and such expectancy does not always consider one's personal control in realising those outcomes (Carver & Scheier, 1998, Rand, 2018). For instance, one can be optimistic based on his or her beliefs that such external forces as God, luck or fate, may bring desired outcomes; whereas hope derives from the perception of generating applicable pathways by oneself to attain the goals.

Another noteworthy construct that embraces similarities to hope is L2 motivation, which encompasses three strands of theories and research: 1) social psychological, which follows Robert Gardner's work (1985, 2011); 2) cognitive-situated, characterised by Self-determination Theory, and 3) process-oriented, spotlighting motivational changes in sociocultural contexts (Dörnyei & Ryan, 2015). The first two strands emphasise intrinsic features, such as integrativeness and satisfaction when one's needs for competence and relatedness are met, while the process of recognising how to fulfil such is less pronounced. When it comes to the third strand, according to Dörnyei's L2 Motivational Self System, a learner's motivation is underpinned by his or her L2 learning experience, as well as the ideal L2 self and the ought-to L2 self (i.e., two elements of future self-guides) (Dörnyei, 2009). What seems unrealistic here is a mental image of a desired state, without a knowledge of how to attain that state (Oxford, 2017). Such an attainment process may (or may not) incorporate the selection and implementation of strategies (Oxford, 2017), which is complemented in Snyder's Hope Theory.

Hope is socially constructed and can develop through strategy use

Back to the topic of essential characteristics of hope, evidence from different age groups has demonstrated that hope is an outcome of experiences. Previous PP studies have consistently captured individuals' effort of making use of social contexts, including student-textbooks, student-teacher and student-student interaction at school, along with adult-child interaction at home or in the community (e.g., Esteves, Scoloveno, Mahat, Yarcheski, & Scoloveno, 2013; Fletcher, 2020; McDermott & Snyder, 2000). In particular, one's hope-scape is shown to be solidified by either implicit (e.g., purposeless peer talk) or explicit support (e.g., teaching and formative feedback), which implies that the L2 writing classroom can be a breeding ground of hope.

Within the L2 arena, the only literature to date that has expressly targeted the construct of hope is Hiver's (2016) study, which explores L2 novice teachers' hope trajectory in South Korea. By analysing monthly introspective journals, a time-series measurement of a hopeful thinking scale and stimulated recall interviews, Hiver's (2016) findings not only confirm that hope is socially formulated, but also shed light on our understanding of the mechanism of raising hope. In fact, hope emerges from one's perceived attribution(s) from experiences, and attribution is understood as a teacher's iterative process of establishing a link between actions and success. Interestingly, although Hiver did not bring forth the notion of "strategy" in his theoretical framework, interview data indicate that those problem-solving actions were taken with some degree of consciousness, corresponding to the essence of defining a "strategy" in L2 education. In other words, it seems that one's hope may develop through strategy use, which supports my hypothesised framework. To be specific, teacher Dana demonstrated a strong intention of mastering her life (e.g., "I basically had to soldier up." "That is the only way to snap out of it and do something. If you are not in control, you have to take control." pp.180), and she deliberately transformed those challenges into productive learning that paved ways to her own goals, which entailed the involvement of metacognitive strategies. What also surfaced was that even despair and hopelessness could facilitate hope, alluding to the "open-ended characterisation" of social experiences (pp.180). In particular, teacher Jenny's hope-scape was identified to derive from her wilful processes of reframing failures and less successful experiences as non-linear and inevitable steps under the guidance of goals (pp.181), which may, again, be underpinned by strategies.

The underlying concept of "strategy" in hope interventional studies

Given the role played by hope in pushing through the hard times, the past decades have boosted a surge of interventional studies that explore different ways of fostering hope. The most popular one is through instructions intended to strengthen some or all aspects of the trilogy (i.e., goals, agency and pathways thinking, Snyder, 2002). The following aims to present the design of hope intervention from PP in more detail, during which I will explicate how L2 strategies have already been implicitly involved. It allows us to see potentials for bringing some hope-oriented elements to L2 writing strategy instructional packages. What is more, the question of why hope interventional studies, in turn, are worth being combined with the form of SI is answered at last.

In the existing designs of hope treatment, goal thinking

reinforcement usually operates as collaboration with a more able person who helps the individual to review an earlier goal blockage and frame it in terms of another clearly defined goal(s). One concrete example from an educational setting is Brown Kirschman and his colleagues' (2011) "hope buddies" project: children and adolescents at schools were encouraged to mutually discuss their goals, which resulted in a significantly higher hope score measured by Snyder's hope questionnaire. This deployment, to some degree, would see an underlying planning strategy if brought to the L2 context, i.e., setting one's goal by discussing it with partners.

As for provoking agency thinking, providing a presentation of advantages in undergoing all instructional activities with participants is deemed useful (Frank & Frank, 1991). One can note that such a design has already been encompassed in L2 SI research but with a different rationale, i.e., usually serving as an informative session prior to the intervention. A possible inference can then be drawn regarding its role in contributing to L2 learners' agency thinking and hope-scape. Louis (2008), Quinlan, Swain, and Vella-Brodrick (2012), along with Seligman, Ernst, Gillham, Reivich, and Linkins (2009), moreover, find that agency thinking can also be improved by asking participants to reflect on useful strategies from previous experience. I would argue that this process can be underpinned by evaluation strategies of reviewing decisions made.

With regards to accelerating pathways thinking, while teaching alternative pathways is a widely adopted form of deployment (e.g., Davidson, Feldman, & Margalist, 2012; Marques, Lopez, & Pais-Ribeiro, 2011), it is worth mentioning Feldman and Dreher's (2011) study conducted among US college students. They innovatively posit that using "mental rehearsal" as a treatment can be effective in immediately increasing hope and clearer visualisation of pathways. In particular, the rehearsal process started with participants' consideration of one goal, and three possible pathways and barriers to the goal. Participants were then asked to imagine themselves taking each of the steps to cope with obstacles and achieve the goal they chose. I would suggest that such mental rehearsal is inherently a metacognitive strategy of mapping one's repertoire with reference to potential results (i.e., attribution training), which lends itself to L2 writing classroom. Nevertheless, what is still unknown to us is whether this imaginative process in addition to experiencing the attributions through actual writing practices afterwards will exert greater power on L2 learners' writing strategy use and hope scale than SI alone.

While the above has shown current strategy-embedded hope treatment is beneficial, I would highlight that it still needs to be intertwined with the models of

L2 SI. That is because, the aim held by most hope interventionists is to encourage students to know what to do/how to do it under precise circumstances in order to boost hopeful feelings. What is less pronounced in the hope instructional procedure is both training for and assessment of students' transfer of such knowledge to unfamiliar contexts, which plays a vital role in gradually shifting responsibility for learning from teachers to students. This requires not only improving one's awareness of how to actualise the pathways, but also the evaluation of the deployed processes, which is targeted as Stage 4 in CALLA (see Footnote 3 for more detail).

Implications for future L2 writing SI research

Infusing elements of hope intervention in L2 writing strategy instructional design

Retrospectively, there are three outstanding characteristics of hope intervention studies that yield great potentials to bridge the mentioned gap (i.e., the empowerment of learners) if incorporated into the traditional CALLA-informed SI design, with aims of developing L2 writing skill *and will*.

The first is the learner-centred, collaborative element. Take Marques et al.'s (2011) treatment as an example. Participants were asked to share and discuss each other's hope and its building process documented in their introspective journals, which constituted "hope talk". This depicts a picture where L2 participants with different learning experience may share strategies, comment on and make suggestions for others' use based on their own writing experience. A sense of modelling of strategies by peers rather than teachers as in the CALLA model is here spotlighted, which likely causes L2 learners to improve with more initiatives.

The second pertains to paying attention to one's strengths in addition to deficits, which directly echoes the need of giving L2 learners' willpower rightful places in traditional SI. Using the same example, writing introspective journals encourages the learner to reflect on his/her decisions. In this process, s/he is able to recognise some strengths, possibly being a strategy itself or underpinned by strategies, that not only pave the way to attainment of writing goals but also build on confidence in use. Moreover, while engaging in hope talks, L2 learners can also activate strength-spotting behaviours, which nurtures the ability to proactively manage the learning in the meantime.

The third concerns the training of attribution chains, which is perceived as the core to building on one's agency and pathways thinking. Most of the reviewed hope studies include some forms of scaffolding with

participants to reflect on what actions, with or without strategies involved, were taken to cope with specific barriers and/or realise such performance. However, Graham and Macaro (2008) discover that L2 learners tend to link their (less) successful experience to internal (e.g., aptitude) or external factors (e.g., luck). This means that to re-train the attribution in relation to strategy use in the L2 writing classroom is perhaps the essence that SI researchers should target so as to enhance learners' hope-scape in addition to nurturing writing performance and processes.

Challenges for future studies

Nevertheless, the integrated framework also brings forth some challenges. From a methodological perspective, future studies should consider developing measurements of hope situated in the L2 learning context. Most existing hope questionnaires, which were invented by Snyder and his colleagues (see Snyder, 2000 for an overview), focus on the mere personal sphere (Bernardo, 2010), and items are worded somehow in a generic way without addressing L2-specific features (e.g., If I should find myself in a jam, I could think of many ways to get out of it.). Given the socio-cognitive nature of SI and writing per se, it is necessary to integrate a relational perspective (e.g., I believe my teacher is able to help me to improve L2 writing.). In addition, as mentioned by Snyder (2000), hope has mainly been theorised among participants with western backgrounds. The extent to which conceptualisation of such a notion by a different cultural group, such as Chinese, is identical to that by previously researched population remains unknown. Another aspect will be pragmatic. The implementation of hope-infused strategy instruction to a broader scope must battle through educational settings that are disproportionately skill-oriented in some countries.

Conclusion

This paper has proposed bringing together “strategy” from L2 learning and “hope” from Positive Psychology to study the development of “skill and will” through a pedagogical approach, namely, Strategy Instruction. By employing “strategy” and “hope”, one can more holistically associate “skill” and “will” elements. That is, strategic processes in L2 writing may theoretically constitute the building of one's hope-scape. In turn, such hopeful thinking could facilitate a learner's engagement with strategies, which is expected to aid the actualisation of writing skill. However, such a proposed framework for L2 writing strategy instruction research will bring forth some challenges. For instance, there is a lack of hope measurements that precisely target L2 development and/or certain populations (e.g., Chinese learners of English). Also practically, the implementation of hope-infused writing strategy instructional activities may be restricted given the

skill-oriented syllabus. Despite these challenges, this combined framework would allow us to see a potential of infusing hope-oriented, interventional elements from PP in CALLA-informed writing SI treatment with aims of tackling both “skill and will” objectives of learning.

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