Investigating the Adversity Quotient and Its Impact on EFL Learners: An Understand-Cultural Study

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Article Info	Abstract
	Mastering a foreign language involves overcoming linguistic challenges, cultural differences, and psychological barriers. The Adversity Quotient (AQ), a concept that measures an individual's ability to cope with difficulties, plays a crucial role in language learning. This study examines AQ levels among Thai EFL learners and explores its influence on their learning experiences. A mixed-methods approach was employed, combining AQ assessments, semi-structured interviews, and focus group discussions. To ensure diverse participation, a randomized stratified sampling method was used, selecting students from different academic years. The findings reveal that learners with higher AQ demonstrate greater resilience, persistence, and adaptability, enabling them to manage setbacks more effectively. Moreover, cultural background significantly impacts how students perceive and respond to learning challenges. The study underscores the importance of integrating AQ-enhancing strategies into EFL instruction to foster perseverance and self-directed learning. The results provide insights for educators and policymakers on creating supportive learning environments that help students navigate adversity in language acquisition.

Introduction

Learning a foreign language presents numerous challenges, requiring learners to grasp intricate grammatical structures, adapt to different cultural contexts, and develop effective communication skills. While some students readily adapt to these challenges, others struggle with linguistic complexity, cultural unfamiliarity, and psychological barriers such as anxiety and self-doubt. The ability to persevere despite these obstacles is a critical factor in academic success. One theoretical framework that explains an individual's capacity to manage challenges effectively is the Adversity Quotient (AQ), a psychological construct introduced by Stoltz (1997). AQ represents a person's ability to withstand adversity, solve problems, and maintain motivation in the face of setbacks. It is widely regarded as a key determinant of personal and academic achievement, as it shapes how individuals respond to difficulties and influences their ability to reach their goals (Singh & Sharma, 2017).

In the context of English as a Foreign Language (EFL) learning, AQ plays a significant role in students' ability to cope with the demands of language acquisition. Mastering English as a foreign language requires students to navigate a variety of challenges, including syntactic and phonological differences, limited exposure to native

speakers, and cultural adaptation (Achieng, 2021; Chehimi & Alameddine, 2022; Horwitz, Horwitz, & Cope, 1986; Monib, 2023). Additionally, many EFL learners experience language learning anxiety, which negatively affects their ability to engage in speaking, listening, reading, and writing activities (Chen & Sukying, 2024; Gregersen & Horwitz, 2002; Lhamo & Boonteerarak, 2024). Those with a high AQ tend to exhibit greater resilience, perseverance, and emotional regulation, enabling them to manage stress and sustain motivation in their learning journey (Suryadi & Santoso, 2017). Furthermore, AQ contributes to self-efficacy and problem-solving abilities, which are crucial for language learners in overcoming difficulties and achieving fluency (Apriyani & Uyun, 2023; Stoltz, 2000).

To better understand AQ, Stoltz (1997) developed the CO2RE model, which identifies four core dimensions that influence how individuals respond to adversity. Control (C) refers to the extent to which individuals believe they can influence the outcomes of challenges they face. Origin and Ownership (O2) relate to how individuals perceive the cause of adversity and whether they take responsibility for overcoming it. Reach (R) measures the degree to which adversity affects other aspects of an individual's life, while Endurance (E) assesses their ability to maintain effort and persist despite long-term challenges. These four dimensions provide a structured approach to evaluating resilience and problem-solving abilities in various contexts, including language education.

Understanding AQ in intercultural educational settings is particularly relevant in an increasingly globalized world. Cultural differences significantly influence how students perceive and respond to adversity, shaping their communication styles, learning strategies, and overall motivation to acquire a new language (Gardner & Mansilla, 2008). For example, research suggests that students from high-context cultures, where indirect communication and social harmony are prioritized, may experience greater anxiety when learning a foreign language due to fears of making mistakes and being judged (Alamoudi, 2023; Lee, 2023; Sakiroglu, 2020; Thomas & Inkson, 2004). In contrast, learners from low-context cultures, where direct communication and self-expression are encouraged, may be more confident in verbal interactions but may struggle to adjust to the implicit meanings embedded in different linguistic and cultural contexts (Wang & Xu, 2021). These cultural variations highlight the need for an intercultural perspective on AQ, as resilience in language learning is not solely a psychological trait but is also influenced by cultural expectations, social norms, and learning environments. By exploring these aspects, this research seeks to contribute to a deeper understanding of how AQ shapes EFL learners' adaptability, persistence, and overall success in foreign language acquisition. The findings will provide valuable insights for educators, curriculum developers, and policymakers, offering strategies to cultivate resilience, motivation, and self-regulated learning among EFL learners.

Literature Review

Understanding Adversity Quotient (AQ)

The concept of Adversity Quotient (AQ) was introduced by Stoltz (1997) as a measure of an individual's capacity to handle adversities and turn obstacles into opportunities. AQ is a psychological construct that influences how people respond to life's challenges and is often linked to success, resilience, and perseverance. According to Stoltz (2000), AQ is composed of four dimensions: Control (C), which assesses an individual's perceived influence over

adversities; Origin and Ownership (O2), which evaluates the sense of accountability for setbacks; Reach (R), which measures the extent to which adversity spreads into other areas of life; and Endurance (E), which examines how long an individual perceives the adversity will last. Studies suggest that individuals with higher AQ are better at managing stress, solving problems, and maintaining motivation, making AQ a crucial factor in both personal and professional domains (Suryadi & Santoso, 2017).

AQ plays a significant role in educational settings, particularly in fostering student resilience. Dina and Amin (2018) found that students with a high AQ demonstrate greater persistence in learning, as they are more likely to view academic challenges as opportunities for growth rather than barriers. Similarly, Singh and Sharma (2017) emphasize that AQ enhances problem-solving abilities and stress tolerance, contributing to improved academic performance and psychological well-being. Furthermore, Nashori (2007) argues that AQ not only influences cognitive aspects of learning but also affects students' emotional and social adaptation, making it an essential component of academic success (Mulyasari, & Maryam, 2023).

Adversity Quotient in Educational Contexts

The impact of AQ in education has been widely studied, with research indicating that it serves as a protective factor against academic stress and failure (Dewi & Wutsqa, 2024; Fathirah et al., 2025). High AQ levels are associated with greater adaptability, emotional regulation, and perseverance, which are critical for academic success (Apriyani & Uyun, 2023). For instance, students who possess a high AQ tend to develop strong coping mechanisms, allowing them to navigate academic difficulties more effectively (Fuad & Amin, 2024). In the field of English as a Foreign Language (EFL) learning, AQ has been shown to enhance motivation, reduce anxiety, and promote self-efficacy. Research by Mardiana and Amalia (2022) suggests that students with high AQ are more likely to adopt proactive learning strategies, such as consistent practice, active participation, and self-reflection, all of which contribute to improved language proficiency. Additionally, Handayani (2021) highlights the importance of AQ in teacher training, as educators with higher AQ levels are better equipped to handle classroom challenges, foster positive learning environments, and support student resilience.

Adversity Quotient and EFL Learning

AQ plays a crucial role in the acquisition of English as a Foreign Language (EFL), as it influences students' ability to overcome linguistic barriers, cultural differences, and self-doubt (Garmezy, 1991; Luthar, Cicchetti, & Becker, 2000). EFL learners often encounter challenges such as pronunciation difficulties, grammatical complexities, and limited exposure to native speakers. Students with higher AQ demonstrate greater persistence and adaptability in addressing these challenges, which ultimately enhances their language learning outcomes (Anggreani, Effendy, & Hasanuddin, 2024). The CO2RE model developed by Stoltz (1997) has been particularly influential in understanding the role of AQ in language learning. This model suggests that individuals with high AQ exhibit greater control over their learning process, take responsibility for their progress, minimize the negative impact of setbacks, and maintain perseverance in language studies (Marashi & Araghi, 2024). Research by Rohim and Kweldju (2019) supports this claim, showing that AQ levels are positively correlated with English proficiency, as

students who exhibit higher resilience tend to perform better in language assessments.

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Cultural Perspectives on Adversity Quotient

Cultural factors significantly shape an individual's AQ, influencing how they perceive and respond to adversity. Cross-cultural research suggests that AQ levels vary across different societies, with some cultures placing a greater emphasis on resilience, perseverance, and collective problem-solving (Lee, 2023). For instance, Wang et al. (2021) found that students from collectivist cultures, such as those in East Asia, exhibit higher AQ due to strong social support networks and cultural norms that encourage persistence. In contrast, students from individualistic cultures tend to develop AQ through self-reliance and independent problem-solving (Kantamas, Hsai, & Kham, 2024; Thomas & Inkson, 2004). Mardiana (2022) highlights that cultural attitudes toward failure also impact AQ development. In societies where failure is seen as a learning opportunity, students are more likely to develop high AQ and resilience. However, in cultures where failure is stigmatized, students may struggle with self-doubt and a fear of making mistakes, leading to lower AQ levels. These findings suggest that educational institutions should consider cultural factors when designing AQ-based interventions and support programs for EFL learners.

Research Objectives

1. To investigate the levels of adversity quotient (AQ) among EFL learners from different cultural backgrounds
2. To explore the correlation between EFL learners' adversity quotient and language learning outcomes

Research Questions

1. What are the varying levels of adversity quotient among EFL learners from different cultural backgrounds?
2. How does the adversity quotient of EFL learners correlate with language learning performance and proficiency?

Methodology

Research Design

This study adopted a mixed-methods research approach that integrated quantitative and qualitative data collection methods. A correlational research design was applied to explore the relationship between Adversity Quotient (AQ) and English language learning outcomes. The study also included qualitative elements to gain deeper insights into how learners from diverse cultural backgrounds experienced and responded to learning challenges.

Participants and Sampling

This study examined English as a Foreign Language (EFL) learners from diverse cultural backgrounds who were enrolled in higher education institutions. To ensure a representative sample, a stratified random sampling method was employed, categorizing participants based on their academic year. The participants consisted of undergraduate students majoring in English at Buriram Rajabhat University, with a total of 218 students distributed across different levels: 57 second-year students, 77 third-year students, and 84 fourth-year students. The use of stratified sampling ensured balanced representation across academic levels, allowing for a comprehensive examination of the variations in Adversity Quotient (AQ) among learners at different stages of their academic journey. This methodological approach enhanced the reliability of the findings by capturing a diverse range of experiences and challenges faced by EFL learners, thereby providing deeper insights into the relationship between AQ and language learning outcomes in a multicultural educational context.

Data Collection

This study employed both quantitative and qualitative data collection methods to comprehensively examine the relationship between Adversity Quotient (AQ) and English language learning outcomes. The quantitative data collection involved three primary instruments. First, participants completed a standardized AQ questionnaire, which assessed their ability to cope with learning challenges. This instrument measured key AQ components, including control, ownership, reach, and endurance, to evaluate how learners responded to adversity. Second, participants' English language proficiency was assessed based on their academic performance in English courses, providing an objective measure of their language learning outcomes. Third, a structured survey questionnaire was used to collect demographic data, personal learning experiences, and self-perceptions of AQ in relation to language learning.

In addition to the quantitative methods, qualitative data collection was conducted through semi-structured interviews and focus group discussions. A select group of students participated in semi-structured interviews, where they discussed their experiences with learning challenges, cultural adaptation, and strategies for resilience. These interviews provided deeper insights into how learners navigated difficulties in language acquisition. Additionally, focus group discussions were held with students from diverse cultural backgrounds to explore shared experiences and perspectives on AQ in language learning. These qualitative methods complemented the quantitative data by capturing personal narratives and contextual factors that influenced learners' ability to

overcome challenges. By integrating both data collection approaches, this study ensured a comprehensive analysis of AQ and its impact on EFL learners' language learning experiences.

Data Analysis

Quantitative Data Analysis

The study employed various statistical techniques to analyze the collected quantitative data. Descriptive statistics, including mean, standard deviation, and frequency distributions, were used to summarize AQ levels and English proficiency scores. Correlation analysis was conducted using Pearson's correlation test to determine the strength of the relationship between AQ and language learning performance. Additionally, regression analysis was applied to examine AQ as a predictor of English language proficiency, assessing the extent to which AQ influenced students' language learning outcomes.

Qualitative Data Analysis

For the qualitative data, thematic analysis was conducted to examine responses from interviews and focus group discussions. The data were systematically coded to identify recurring themes related to AQ, resilience, and cultural adaptation in language learning. This approach allowed for a deeper understanding of how learners from diverse cultural backgrounds experienced and responded to challenges in acquiring English as a foreign language.

Results

The findings indicated a high level of overall satisfaction among participants, particularly in areas related to social adaptability, interpersonal skills, and teamwork. Participants expressed strong confidence in their ability to navigate social situations, build positive relationships, and collaborate effectively in group settings (see Table 1).

Table 1. Adversity Quotient and its Impact on English as a Foreign Language (EFL) Learners

Items	Statements	Mean	SD.	Meaning
1	I prefer working as part of a team rather than working alone.	4.05	0.91	Agree
2	I am a person who is determined to think and doing.	3.92	0.77	Agree
3	I often think that what I say is polite, but others often perceive it as impolite.	3.73	1.12	Agree
4	When others do not, I often notice the small sounds.	4.00	0.74	Agree
5	I am a meticulous person.	3.54	0.94	Agree
6	I would prefer going to a library over going to a party.	3.63	1.15	Agree
7	I can adapt well to social situations.	4.19	0.91	Agree
8	I struggle to make new friends.	3.97	0.95	Agree
9	I am a good student.	3.73	0.94	Agree
10	I am not very good at remembering identification cards.	2.86	1.44	Neutral
11	I am not interested in the small details of other people.	3.14	1.25	Neutral

Items	Statements	Mean	SD.	Meaning
12	I can feel when people start to get bored while I'm speaking.	3.88	1.09	Agree
13	I enjoy doing activities and everything.	3.75	0.98	Agree
14	Just by looking at my face, you can tell what S/he is thinking or feeling.	3.47	1.05	Neutral
15	I am someone who has good interpersonal relationships.	4.12	0.96	Agree
16	I do not like to hurt other people's feelings.	3.97	1.10	Agree
17	I enjoy attending social events.	3.81	0.97	Agree
18	I am not very good at remembering my friend's birthdays.	3.58	1.11	Agree
19	I can multitask.	3.59	1.01	Agree
20	I usually notice house numbers or similar information.	3.85	1.01	Agree
	Total	3.74	0.59	Agree

Additionally, they demonstrated a heightened awareness of their surroundings and a strong sense of empathy toward others. These trends suggested that emotional intelligence and social engagement were key strengths among the participants. However, challenges were observed in areas related to practical memory recall, with remembering identification cards being identified as the least satisfactory aspect. This contrast highlighted a dominance of interpersonal strengths over functional memory-related abilities, indicating a potential area for improvement.

Table 2 presented the correlation coefficients between each variable. The correlation coefficients ranged from -0.117 to 0.733, with the pair of variables A4 and A20 exhibiting the highest correlation coefficient (0.733). This was followed by the pair A13 and A17, which demonstrated a correlation coefficient of 0.699. The variables with the lowest correlation coefficient were A3 and A16, with a value of -0.117.

Table 2. The Correlation between each Variable

VAR	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20
A1	1	0.25	.497**	.304*	0.244	.278*	-0.114	0.161	0.235	.457**	.321*	.553**	.431**	0.206	0.246	0.002	.358**	.358**	.281*	.435**
A2		1	0.092	.511**	.556**	0.195	-0.026	0.067	0.228	0.158	0.153	0.191	0.196	.410**	0.152	.257*	0.139	0.217	.547**	.424**
A3			1	0.124	.284*	.344**	-0.084	0.056	0.14	.524**	.413**	.349**	0.138	0.226	0.078	-0.117	0.047	0.249	0.218	.265*
A4				1	.463**	0.1	0.051	0.123	.369**	0.255	0	0.211	.397**	.264*	0.168	0.188	0.215	0.229	.501**	.733**
A5					1	.515**	0.237	0.097	.454**	.402**	.367**	0.211	0.239	.374**	0.023	0.245	.260*	.317*	.569**	.391**
A6						1	.293*	0.256	.490**	.358**	.470**	.330*	0.201	.302*	-0.037	0.204	0.182	.329*	.424**	.259*
A7							1	.523**	.457**	.264*	0.215	0.125	.261*	-0.039	-0.006	.377**	.541**	.364**	0.23	-0.006
A8								1	.569**	.360**	.263*	.327*	.358**	0.189	0.099	0.113	.517**	.459**	.325*	0.192
A9									1	.525**	.378**	.301*	.459**	.270*	0.036	.303*	.563**	.347**	.565**	.551**
A10										1	.665**	0.216	.286*	0.155	0.012	0.018	.347**	.409**	.415**	.418**
A11											1	.284*	0.206	0.17	0.071	-0.009	.273*	.261*	.311*	0.178
A12												1	.524**	.450**	.468**	.405**	.510**	.562**	.341**	.308*
A13													1	.314*	.517**	.397**	.699**	.274*	0.288*	.372**
A14														1	.518**	.351**	0.222	0.159	.519**	.407**
A15															1	.500**	.409**	-0.064	0.155	0.107
A16																1	.471**	0.182	.383**	0.148
A17																	1	.513**	.409**	.285*
A18																		1	.452**	.292*
A19																			1	.623**
A20																				1

**p≤ .01 Correlation is significant at the 0.01 level (2-tailed). All mean entries are based on a 5-point scale

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Findings from Semi-Structured Interviews

Understanding Adversity Quotient (AQ) in Language Learning

The semi-structured interviews revealed that EFL learners encounter multiple challenges while acquiring English. Pronunciation difficulties arose due to unfamiliar sounds and variations in accents that differ from their native language. Additionally, complex grammar rules with numerous exceptions posed a challenge, making it difficult to use tenses and sentence structures accurately.

Vocabulary acquisition was another key concern, particularly in understanding words with multiple meanings and using them correctly in context. Furthermore, listening comprehension proved challenging due to the speed and accents of native speakers, making it harder for learners to follow conversations. Lastly, speaking fluency and confidence remained an obstacle, as learners had to simultaneously focus on pronunciation, word choice, and situational appropriateness.

Perceptions of Adversity and Language Learning

The responses indicated that learners demonstrated resilience and adaptive strategies in overcoming language learning challenges. Many learners actively sought alternative learning methods, such as watching videos, consulting peers, or asking for teacher support when they struggled with specific concepts. Maintaining a positive mindset and not allowing mistakes to discourage progress was another common approach. Several participants emphasized persistence through daily practice, acknowledging that language learning is a gradual process requiring consistent effort. The ability to remain calm and patient when encountering difficulties further highlighted learners' self-regulation skills and determination to improve despite obstacles.

Cultural Influences on Language Learning

Cultural backgrounds significantly influenced learners' experiences and approaches to language acquisition. Some participants found it challenging to adapt to interactive classrooms, as their previous learning experiences emphasized rote memorization. Cultural perceptions of English as a valuable tool for career success served as a strong motivator for some learners, while others struggled with independent learning due to their familiarity with group-based study methods.

Additionally, learners from cultures where mistakes are discouraged reported experiencing anxiety when practicing speaking, fearing negative judgment. Adapting to a more flexible learning environment was also a challenge, particularly for those accustomed to structured, teacher-centered education. However, they acknowledged that adjusting to different learning styles ultimately contributed to their skill development.

These findings suggest that while EFL learners face common linguistic challenges, their ability to overcome adversity is shaped by individual strategies, mindset, and cultural background. Recognizing these factors can inform language instruction approaches that foster resilience, adaptability, and culturally responsive teaching

strategies to enhance learning outcomes.

Discussion

The findings of this study provide significant insights into the role of the Adversity Quotient (AQ) in English as a Foreign Language (EFL) learning. The results highlight the importance of resilience, self-efficacy, and adaptability in overcoming language learning challenges. This section discusses the implications of these findings, comparisons with existing literature, and contributions to new knowledge.

Comparison with Existing Studies

The results align with previous research indicating that AQ is a crucial determinant of academic success and psychological resilience (Stoltz, 1997; Singh & Sharma, 2017). Similar to the findings of Mardiana and Amalia (2022), this study confirms that students with high AQ demonstrate greater persistence, motivation, and problem-solving skills in language learning. Additionally, the correlation between AQ and English proficiency is consistent with the research of Rohim and Kweldju (2019), who found that students with higher AQ levels performed better in language assessments.

Cultural Perspectives and Differences

The study further highlights how cultural factors shape AQ and influence language learning experiences. Students from collectivist cultures, as noted by Wang and Xu (2021), tend to develop AQ through social support, whereas those from individualistic cultures rely on self-efficacy. The findings suggest that educators should adopt culturally responsive teaching strategies to enhance resilience and adaptability among EFL learners.

New Contributions to Knowledge

This study contributes to the existing body of knowledge by demonstrating that AQ is not only a psychological trait but also a skill that can be cultivated through targeted interventions. The integration of AQ training into EFL curricula could enhance students' ability to manage language learning difficulties. Furthermore, the study identifies specific areas, such as speaking anxiety and adaptability to new learning environments, where AQ plays a crucial role.

Implications for Educators and Policy Makers

Given the positive correlation between AQ and language learning success, educators should focus on strategies that foster resilience, such as growth mindset training, problem-based learning, and peer support initiatives. Policymakers should also consider incorporating AQ development programs into language education policies to enhance student outcomes.

Conclusion

This study underscores the crucial role of the Adversity Quotient (AQ) in English as a Foreign Language (EFL) learning, particularly in how learners navigate linguistic, psychological, and cultural challenges. The findings confirm that learners with higher AQ levels demonstrate greater resilience, motivation, and problem-solving abilities, which positively influence their language acquisition and proficiency. Moreover, the study highlights the significant impact of cultural backgrounds on AQ, reinforcing the need for culturally responsive pedagogical approaches in language education.

The study contributes to existing literature by establishing AQ not only as a psychological trait but also as a trainable skill that can be cultivated through targeted educational interventions. As such, integrating AQ-enhancing strategies into EFL curricula—such as growth mindset training, problem-based learning, and peer collaboration—can equip learners with the necessary resilience to overcome language learning difficulties. Furthermore, the correlation between AQ and academic success in EFL settings suggests that educational institutions and policymakers should consider incorporating AQ-based training into teacher development programs, ensuring that educators are equipped to foster adaptive learning environments that promote self-efficacy and perseverance among students.

While the findings provide valuable insights, further research is needed to explore the longitudinal impact of AQ on language proficiency, particularly across different age groups, proficiency levels, and sociocultural contexts. Additionally, future studies should investigate the effectiveness of specific AQ-based interventions and their role in improving students' learning experiences. By deepening our understanding of AQ in language education, educators and researchers can develop more effective methodologies to enhance learner resilience, facilitate intercultural competence, and ultimately improve language acquisition outcomes.

In conclusion, the adversity quotient is a pivotal factor in shaping learners' ability to succeed in EFL learning. Recognizing its influence can lead to transformative educational practices that empower learners to persist despite challenges, adapt to new learning environments, and achieve linguistic and academic success in an increasingly globalized world.

Recommendations

Implications

The findings of this study underscore the importance of integrating Adversity Quotient (AQ) training into English as a Foreign Language (EFL) education. Given the significant correlation between AQ and language learning success, educators should implement resilience-building strategies that foster self-efficacy, motivation, and problem-solving skills among learners.

Pedagogical Adaptations: Teachers should incorporate growth mindset approaches, problem-based learning, and

peer collaboration to help students overcome learning challenges. Creating a safe learning environment where mistakes are viewed as learning opportunities can reduce anxiety and enhance learners' confidence in language use.

Curriculum Development: AQ-based interventions, such as self-reflection exercises, stress management techniques, and adaptive learning methodologies, should be included in EFL curricula to equip students with strategies for managing setbacks. Additionally, training modules on cultural adaptability and resilience should be integrated to support learners from diverse backgrounds.

Teacher Training Programs: Educators should receive professional development training focused on AQ-enhancing strategies, enabling them to create inclusive, engaging, and supportive classroom environments. Workshops on motivational techniques, adaptive feedback, and emotional intelligence can further equip teachers with the skills necessary to support students facing challenges.

Institutional Support: Universities and language centers should establish AQ-based mentoring and counseling programs to help students build emotional resilience. Additional support structures, such as peer mentoring systems and self-regulated learning workshops, can further enhance student engagement and learning outcomes.

Further Studies

While this study has provided valuable insights into the role of AQ in EFL learning, further research is necessary to explore longitudinal effects, cross-cultural comparisons, and intervention strategies.

Longitudinal Research: Future studies should investigate how AQ evolves over time in EFL learners. Examining long-term academic trajectories and tracking AQ's impact on language proficiency growth could provide deeper insights into its role in sustained learning success.

Cross-Cultural Analysis: Since cultural backgrounds influence AQ, comparative studies involving EFL learners from different geographical, socio-economic, and educational contexts could provide a broader perspective on how AQ functions in diverse learning environments.

Intervention Effectiveness: Further research should assess the effectiveness of AQ-enhancing interventions in classroom settings. Experimental studies could evaluate whether specific resilience training programs, cognitive-behavioral strategies, or digital learning tools improve AQ and language learning outcomes.

Technological Integration: Given the increasing role of digital learning, future research should explore how technology-based AQ interventions, such as gamified learning experiences, AI-driven adaptive learning systems, and virtual peer support communities, impact EFL learners' resilience and language acquisition.

Educator Perspectives: Further research should also consider the role of teachers in fostering AQ. Investigating teachers' perceptions, challenges, and strategies in implementing AQ-based training could lead to more effective professional development programs and improved educational outcomes.

Acknowledgements

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