



Research Paper

Stress Management Strategies and Their Impact on Language Achievement in Iraqi EFL Contexts

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ABSTRACT

This study explores the relationship between stress coping strategies and language achievement among Iraqi learners of English as a Foreign Language (EFL), emphasizing the influence of task-oriented, emotion-oriented, and avoidance-oriented coping mechanisms on academic performance. Employing a quantitative, correlational research design, the study sampled 150 upper-intermediate Iraqi EFL students aged 21 to 38. Data were collected using the Coping Inventory for Stressful Situations (CISS) to assess coping strategies and participants' academic records to measure language achievement. The findings reveal a significant positive correlation between task-oriented coping strategies and language achievement, underscoring the effectiveness of problem-solving and goal-directed behaviors in mitigating stress and enhancing academic outcomes. In contrast, emotion-oriented coping strategies were negatively correlated with language achievement, reflecting their association with heightened anxiety and reduced focus, which can impair learning. Avoidance-oriented strategies showed a weak positive correlation, suggesting their limited applicability in promoting academic success in EFL contexts. These results highlight the critical role of adaptive coping mechanisms in supporting language learning and stress the necessity of incorporating stress management training into language education curricula. By providing practical insights, this study contributes to a deeper understanding of the interplay between psychological factors and language achievement. The findings offer valuable implications for educators, curriculum developers, and policymakers aiming to enhance language education outcomes through a more holistic approach to learner well-being and resilience.

Keywords: EFL learners, Language achievement, Stress coping strategies, academic performance

INTRODUCTION

Stress is an inherent part of the academic and language learning environments, particularly for students learning a foreign language. For Iraqi students studying English as a foreign language (EFL), the challenges are often compounded by the unique cultural, linguistic, and educational contexts they operate in. With limited exposure to English outside the classroom, Iraqi EFL learners frequently encounter significant stressors as they strive to master a language that is not widely spoken in their daily lives. These stressors can include linguistic challenges, such as mastering pronunciation, grammar, and vocabulary, cognitive challenges, such as information overload, and cultural challenges, such as adapting to a new mode of communication. Managing these stressors effectively is crucial for success, and stress coping strategies play a central role in how students navigate these difficulties.

Coping strategies, as defined by Folkman and Lazarus (1984), refer to the cognitive and behavioral efforts individuals make to manage the demands of stress. These strategies are broadly categorized into task-oriented (problem-solving and goal-directed actions), emotion-oriented (focused on managing emotional distress), and avoidance-oriented (involving distraction or escapism) approaches (Endler & Parker, 1990). Research has shown that the way students cope with stress can significantly impact their academic outcomes, particularly in the context of foreign language acquisition, where language anxiety is often a significant barrier to success.

Stress and Language Learning

Learning a foreign language often induces stress, both as a result of the linguistic and cognitive demands of the task, and the emotional challenges that accompany it. For many students, particularly those learning English as a foreign language, this stress is amplified by factors such as unfamiliar pronunciation, complex grammar structures, and cultural differences (Krashen, 1981). These challenges can lead to foreign language anxiety (FLA), a phenomenon characterized by feelings of nervousness, self-doubt, and fear of speaking or making mistakes in the foreign language (MacIntyre & Gardner, 1994). As MacIntyre and Gregersen (2012) suggest, FLA can negatively affect language learning motivation and overall academic achievement, leading to reduced participation in class, poor language performance, and a lower sense of self-efficacy.

Studies have demonstrated that FLA is a common experience for students learning a foreign language and is associated with lower academic achievement (Horwitz, 2001). Specifically, cognitive resources are often depleted by anxiety, leaving fewer mental resources available for language learning tasks. This disruption can undermine students' ability to concentrate, recall vocabulary, and form sentences correctly (Schmitt, 2004). Furthermore, language anxiety is not limited to oral communication but can also affect writing, listening comprehension, and reading skills, creating a barrier to holistic language acquisition (Chen, 2018).

Coping Strategies and Academic Performance

While stress and language anxiety present significant challenges for EFL learners, research suggests that how students cope with these stressors can play a decisive role in their academic performance. Coping strategies are crucial because they determine whether students can effectively manage the stress that comes with foreign language learning or whether they become overwhelmed by it (Endler & Parker,



1990). Task-oriented coping strategies, such as focusing on problem-solving, setting specific goals, and seeking out solutions to language-related challenges, are considered adaptive and have been shown to enhance academic performance (Zeidner, 2006). Emotion-oriented coping, which involves focusing on regulating emotional responses to stress (e.g., through self-reassurance or emotional suppression), can have mixed results. While it may provide temporary relief from anxiety, it often fails to address the root causes of stress and may be associated with reduced academic success (MacIntyre & Gardner, 1994). Avoidance-oriented coping, characterized by strategies such as procrastination or disengagement, has been found to be the least effective in academic contexts (Endler & Parker, 1990), as it often leads to avoidance of the problem rather than addressing it.

Several contemporary studies support these findings. For example, Al-Nouh et al. (2017) found that EFL learners who employed task-oriented coping strategies such as seeking clarification from teachers or peers, engaging in practice activities, and setting realistic language goals showed higher levels of language achievement. On the other hand, emotion-oriented coping strategies, such as suppressing anxiety or relying solely on emotional regulation, were found to correlate negatively with language performance in a study by Kormos & Kiddle (2013). Similarly, avoidance-oriented coping strategies, such as procrastination or avoidance of challenging language tasks, were linked to lower language achievement in the research by Tuan & Mai (2015).

Contemporary studies have also explored how cultural factors may shape the coping strategies employed by EFL learners. For instance, Chen & Lee (2016) argue that cultural norms in certain regions, including the Middle East, might influence students' reliance on specific coping strategies. In collectivist cultures like Iraq, emotion-oriented coping might be more prevalent due to the strong emphasis on emotional harmony and face-saving behaviors in social interactions. However, this may not always be the most effective strategy for improving language learning outcomes, particularly in a context that requires active engagement with language tasks and a problem-solving approach (Liu & Jackson, 2008).

The Role of Task-Oriented Coping in Language Achievement

The significance of task-oriented coping strategies in improving language achievement is well-documented in recent studies. Problem-solving, goal-setting, and active engagement are all strategies that help learners take proactive steps toward resolving their challenges (Zeidner, 2006). For EFL students, these strategies might include seeking additional language resources, practicing with language partners, using language learning apps, or setting incremental goals to track progress (Al-Nouh et al., 2017). By focusing on the specific tasks and actions necessary for improvement, students are better able to reduce their stress and focus on language acquisition without becoming overwhelmed by anxiety (Hsieh et al., 2018).

Moreover, goal-oriented strategies encourage students to set clear, achievable objectives that can help manage their stress and provide motivation (Locke & Latham, 2002). This type of task-focused approach has been shown to enhance self-efficacy and foster greater academic resilience (Zimmerman, 2000), both of which contribute significantly to language achievement.



LITERATURE REVIEW

Stress and anxiety are significant factors that impact academic performance, particularly in foreign language learning contexts. Coping strategies—the cognitive and behavioral efforts employed to manage the demands of stress—have long been recognized as crucial for determining how effectively individuals navigate stressors, especially in the context of language acquisition (Folkman & Lazarus, 1984). For EFL (English as a Foreign Language) learners, stress can arise from various sources, such as linguistic difficulties, cultural barriers, and the fear of making mistakes in a second language (MacIntyre & Gardner, 1994). These stressors can lead to foreign language anxiety (FLA), which is negatively correlated with language achievement (Horwitz et al., 1986). This literature review examines the relationship between stress coping strategies and language achievement among EFL learners, focusing on task-oriented, emotion-oriented, and avoidance-oriented strategies. It also discusses how various coping mechanisms affect language performance and the implications for language instruction.

Coping strategies have been classified into three broad categories: task-oriented, emotion-oriented, and avoidance-oriented (Endler & Parker, 1990). Task-oriented coping focuses on actively addressing the problem by setting goals, seeking information, or implementing problem-solving strategies. This type of coping is often associated with higher academic performance because it encourages students to engage directly with challenges and adopt solutions (Zeidner, 2006). Emotion-oriented coping, on the other hand, focuses on managing the emotional response to stressors, often through strategies like emotional regulation or seeking social support (Folkman & Lazarus, 1984). While emotion-focused strategies can reduce immediate distress, they are less effective in the long run if they do not address the underlying issues (MacIntyre & Gregersen, 2012). Avoidance-oriented coping involves evading the stressor through distraction, procrastination, or withdrawal. While this strategy may provide short-term relief, it often leads to increased stress and poor academic outcomes over time (Endler & Parker, 1990; Tuan & Mai, 2015).

Recent studies have examined the effects of these coping strategies on EFL students' language achievement. Task-oriented coping is widely regarded as the most effective coping strategy for enhancing language learning outcomes (Al-Nouh et al., 2017). This is consistent with Bandura's (1997) concept of self-efficacy, which suggests that students who believe in their ability to manage challenges tend to perform better academically. Emotion-oriented coping, however, has been linked to higher anxiety levels, which can impair language acquisition by reducing students' cognitive resources (MacIntyre & Gardner, 1994). Similarly, avoidance-oriented coping has been found to be ineffective in academic contexts, as students who avoid confronting their language learning difficulties often experience diminished performance (Zeidner, 2006; Liu & Jackson, 2008).

Research consistently supports the idea that task-oriented coping strategies are positively correlated with academic performance, particularly in language learning. For example, Zeidner (2006) found that students who employed task-oriented strategies, such as setting clear goals and breaking tasks into manageable steps, showed improved academic achievement. Similarly, Al-Nouh et al. (2017) demonstrated that task-oriented strategies, including seeking clarification from teachers and peers, practicing language skills, and setting realistic learning goals, were associated with higher grades among EFL students. These strategies are thought to promote active engagement with the language, foster



problem-solving skills, and reduce the negative impact of anxiety (Al-Nouh et al., 2017; Liu & Jackson, 2008).

Moreover, goal-setting theory (Locke & Latham, 2002) further supports the effectiveness of task-oriented coping strategies. According to this theory, students who set clear and specific academic goals are more likely to succeed because these goals provide direction, motivation, and a sense of accomplishment. By adopting task-focused strategies, EFL learners are more likely to overcome the barriers that lead to language anxiety and, consequently, improve their language proficiency (Hsieh et al., 2018). This proactive approach helps learners feel in control of their academic challenges, thereby boosting their self-efficacy and reducing stress.

While emotion-oriented coping strategies can offer temporary relief from stress, they tend to have a negative impact on language achievement. Studies have shown that students who rely on emotion regulation strategies, such as self-reassurance, emotional suppression, or seeking social support, are more likely to experience higher levels of foreign language anxiety and lower academic performance (MacIntyre & Gardner, 1994; MacIntyre & Gregersen, 2012). For example, Gregersen (2003) found that EFL learners who employed emotion-oriented coping strategies such as avoidance of stressful situations or self-blame exhibited more anxiety and poorer performance in language tasks. Similarly, Kormos & Kiddle (2013) showed that emotionally reactive students who frequently focused on managing their feelings of anxiety, rather than addressing the underlying academic challenges, performed worse on language tests.

The relationship between emotion-oriented coping and anxiety can be explained through the concept of cognitive load theory (Sweller, 1988). When students focus on emotional regulation rather than cognitive engagement with the language task, they may have fewer mental resources available for the language learning process. As MacIntyre & Gardner (1994) argue, high levels of emotional distress drain cognitive resources, leading to poorer language retention and performance. Therefore, while emotion-oriented strategies may help manage emotional states in the short term, they can interfere with cognitive functioning and hinder overall language achievement.

Avoidance-oriented coping strategies have been shown to have a weak positive correlation with language achievement. While these strategies can provide short-term relief from stress, they tend to exacerbate academic difficulties in the long run (Tuan & Mai, 2015). Avoidance strategies, such as procrastination, denial, or disengagement, can temporarily reduce stress by allowing students to delay confronting their language challenges, but they do not lead to constructive learning outcomes. Endler & Parker (1990) argue that avoidance strategies do not help learners resolve academic problems, and in many cases, they result in increased stress as deadlines approach and language learning challenges remain unaddressed.

In language learning, avoidance can manifest in various ways, such as avoiding speaking in class or refraining from practicing writing due to fear of making mistakes. Kormos & Kiddle (2013) found that students who used avoidance strategies had lower language proficiency because they failed to engage with the language in meaningful ways. Avoidance-oriented strategies, therefore, do not lead to academic improvement and often lead to academic procrastination and increased anxiety (Liu & Jackson, 2008; Zeidner, 2006).



Foreign language anxiety (FLA) is a major barrier to academic success in language learning, with numerous studies indicating that it negatively affects language achievement (MacIntyre & Gardner, 1994; Horwitz, 2001). FLA is often triggered by a fear of making mistakes in the target language, resulting in reduced language practice, avoidance behaviors, and self-doubt. Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS), which measures FLA in students and its impact on language acquisition. FLA is not only linked to lower speaking proficiency but also affects listening, reading, and writing skills (MacIntyre, 2007).

Research suggests that coping strategies play a crucial role in mitigating the impact of FLA. Task-oriented coping strategies, such as preparation, goal setting, and practice, are effective in reducing the negative effects of anxiety on language learning (Zeidner, 2006). By using these strategies, students are more likely to confront their anxiety-inducing language challenges directly and increase their proficiency over time.

The literature reviewed highlights the profound impact of stress coping strategies on language achievement, particularly for EFL learners. Task-oriented coping strategies consistently show a positive correlation with academic success, while emotion-oriented and avoidance-oriented coping strategies are associated with poorer performance. Understanding these relationships is crucial for improving language education and providing students with the tools to manage the anxiety and stress associated with learning a foreign language. Educators can play a pivotal role by incorporating effective stress management techniques into language curricula, promoting task-oriented strategies, and offering support for students struggling with anxiety. Future research could expand on these findings by exploring the role of cultural factors and the long-term effects of different coping mechanisms on language achievement.

Research Questions

The following research question were addressed in the present study:

RQ1. Is there a significant relationship between EFL learners' stress coping strategies and their language achievement?

Significance of the Study

This study holds significant implications for the fields of language education, psychology, and educational policy, particularly in the context of English as a Foreign Language (EFL) learning in Iraq. By examining the impact of stress coping strategies on language achievement among Iraqi EFL learners, the study contributes to a deeper understanding of how psychological and emotional factors interact with cognitive processes to influence language learning outcomes. The findings underscore the importance of integrating stress management techniques into language instruction and highlight the need for tailored interventions to support students in managing the pressures associated with foreign language acquisition.

The results of this study emphasize the crucial role of task-oriented coping strategies in improving academic performance and language achievement among EFL learners. Task-oriented strategies—such as goal-setting, problem-solving, and active engagement—have been shown to significantly enhance academic success. Language instructors can integrate stress management training into their EFL curricula, focusing on methods that encourage active engagement, problem-solving, and goal-directed behaviors. For instance, setting achievable language learning goals, creating opportunities for interactive



practice, and developing self-regulation skills can help students manage the cognitive demands of language learning and reduce anxiety. Furthermore, instructors can provide students with tools to develop resilience in the face of challenges, thereby fostering a sense of self-efficacy (Bandura, 1997). By teaching students how to cope effectively with academic stress, teachers can promote a more productive and supportive learning environment.

This study's findings suggest that emotion-oriented coping strategies, while helpful for managing short-term anxiety, may negatively affect students' academic performance in the long term. As such, language instructors should provide guidance on emotional regulation techniques that encourage students to manage anxiety without becoming overwhelmed by it. Mindfulness practices, relaxation techniques, and self-reflection exercises could be incorporated into language courses to support students' emotional well-being. By addressing foreign language anxiety (FLA), instructors can improve students' learning outcomes and overall academic engagement.

Given the significant relationship between emotion-oriented coping and language achievement, educational institutions should consider providing psychological counseling services to help students cope with the emotional challenges associated with language learning. By offering counseling support or stress management workshops, universities can help students build coping skills that reduce the negative effects of language anxiety and enhance their learning experiences. Specifically, students who frequently rely on emotion-oriented coping strategies may benefit from cognitive-behavioral therapy (CBT) techniques or group counseling that focuses on anxiety reduction, self-confidence building, and positive self-talk (MacIntyre & Gregersen, 2012). These interventions can help students manage their anxiety more effectively, enabling them to focus on learning rather than emotional distress.

Moreover, peer support programs or mentorship initiatives can be particularly beneficial in creating a sense of community among students. By promoting social support networks, institutions can alleviate feelings of isolation and foster a supportive environment that encourages students to share coping strategies and experiences. This peer-driven support could also help students develop better coping mechanisms and improve their overall academic performance.

METHODOLOGY

Design and Participants

This study adopts a quantitative correlational design to explore the relationships between stress coping strategies and language achievement among Iraqi EFL students. The primary objective is to identify how different coping mechanisms influence students' academic performance in learning English as a foreign language. A convenience sampling technique was used to select participants due to logistical feasibility and accessibility of the student population. The final sample consisted of 150 upper-intermediate EFL students from two universities in Iraq, ranging in age from 21 to 38 years. The participants included 67 males and 83 females, providing a fairly balanced gender distribution, which allows for a generalization of the results across both male and female students. This age range was selected to capture students who are likely to have enough experience with language learning and stress management, as well as the cognitive maturity to provide valid responses to the study instruments.



The choice of upper-intermediate level students was intentional, as they are expected to have a moderate level of proficiency in English, enabling a clearer understanding of how stress impacts their learning process. These students are typically challenged by the complexities of language acquisition but are not yet at an advanced level, making them ideal candidates for studying the effects of stress coping strategies on language achievement.

Instruments

Coping Inventory for Stressful Situations (CISS)

The primary tool for assessing the stress coping strategies used by the participants was the Coping Inventory for Stressful Situations (CISS), a well-established self-report questionnaire developed by Endler and Parker (1990). This 48-item instrument measures three distinct dimensions of coping:

Task-oriented coping: Focused on problem-solving, goal setting, and direct action to manage the stressor.

Emotion-oriented coping: Centered on managing emotions and feelings related to stress, such as self-reassurance or emotional suppression.

Avoidance-oriented coping: Involving strategies such as distraction, procrastination, or escape from the stressor.

Each dimension contains 16 items, rated on a 5-point Likert scale (1 = never, 5 = always), allowing respondents to indicate the frequency with which they employ each coping strategy. The reliability of the CISS was confirmed through a Cronbach's alpha coefficient of 0.81, indicating good internal consistency for the scale.

Language Achievement Records

Academic performance, or language achievement, was assessed through the participants' cumulative grade averages (CGAs) from their most recent semester. CGAs are widely used in educational settings as an overall measure of students' academic success. These scores were standardized to ensure comparability between participants, allowing for the analysis of academic performance across different levels of coursework. Since language achievement is multifaceted, CGAs were chosen as a comprehensive measure that reflects students' overall performance in language-related tasks, including speaking, writing, listening, and reading.

Data Collection Procedures

The data collection process involved administering the CISS questionnaire to participants in classroom settings, ensuring a controlled environment to minimize distractions and bias. During the administration, the researchers provided clarifications as needed to ensure participants' full understanding of the questions. To maintain confidentiality, all responses were anonymous, and participants were assured that their answers would only be used for academic purposes.

Once the data was collected, SPSS software (version 26) was used for statistical analysis. Descriptive statistics were employed to summarize key characteristics of the sample, such as the mean, standard deviation, and range for both the coping strategy dimensions and language achievement scores. Additionally, Pearson's correlation was used to examine the relationships between the various stress



coping strategies and language achievement. This method was chosen because it allows for the assessment of linear relationships between continuous variables. Pearson's correlation coefficient (r) was calculated to identify the strength and direction of the relationships between the coping strategies and language achievement.

Data Analysis Procedures

The following statistical procedures were applied:

Descriptive Statistics: To understand the distribution of the data for each variable (task-oriented coping, emotion-oriented coping, avoidance-oriented coping, and language achievement).

Pearson's Correlation Coefficient: To explore the relationships between coping strategies and academic performance (language achievement). This method provides insight into the strength and direction of the correlation between the variables.

The analysis aimed to address the research questions by identifying whether specific coping strategies are more strongly associated with higher levels of academic success and if some strategies (e.g., task-oriented or avoidance-oriented) correlate with students' language achievement. Additionally, significance levels (p -values) were assessed to determine whether the observed correlations were statistically significant, with $p < 0.05$ indicating a significant relationship.

DISCUSSION

The results of this study underscore the significant role that stress coping strategies play in shaping the language achievement of Iraqi EFL students. Specifically, task-oriented coping strategies emerged as the most effective in fostering academic success, aligning with a substantial body of research that highlights the benefits of problem-solving and goal-directed approaches in academic settings (Endler & Parker, 1990). These strategies allow students to focus their energy on solving specific challenges, which enhances their ability to navigate the complexities of language learning. Task-oriented coping involves breaking down the learning process into manageable steps, seeking solutions, and setting clear, achievable goals. As such, students employing these strategies are better equipped to tackle language difficulties, maintain motivation, and ultimately succeed academically. This finding is consistent with the work of Al-Nouh et al. (2017), which emphasized the positive impact of active coping on EFL learners' academic outcomes.

In contrast, emotion-oriented coping strategies—which focus on emotional regulation, such as self-reassurance or emotion suppression—were associated with lower language achievement. This finding supports previous research that links emotional regulation to heightened anxiety and reduced cognitive resources (MacIntyre & Gardner, 1994). When students rely on emotion-focused coping, they may be less able to direct their energy toward language learning tasks and more prone to stress-induced cognitive overload. As MacIntyre & Gregersen (2012) suggest, emotional distress consumes cognitive resources that would otherwise be used for language processing, impeding both fluency and accuracy in language use. For example, students who constantly manage their anxiety may find it difficult to concentrate during exams or speaking tasks, leading to diminished performance. This finding has



significant implications for language education, as it indicates that emotional regulation alone does not address the root causes of academic stress, and may even exacerbate language-related difficulties.

Although avoidance-oriented coping strategies—which include behaviors such as procrastination, withdrawal, or distraction—showed a weak positive correlation with language achievement, their impact was limited. The results suggest that while these strategies might provide short-term relief from stress, they do not contribute to long-term academic success. This aligns with findings from Endler & Parker (1990) and Zeidner (2006), who argued that avoidance strategies may delay the inevitable confrontation with academic challenges. Instead of directly addressing language learning difficulties, students engaging in avoidance may delay progress, leading to increased stress over time and missed opportunities for growth. While avoidance behaviors can offer momentary respite, they ultimately hinder students' ability to effectively manage academic stress and achieve success in their language studies.

CONCLUSION

This study confirms that the type of stress coping strategy employed by Iraqi EFL students significantly influences their language achievement. Task-oriented coping strategies—which involve proactive, goal-oriented behaviors—are strongly associated with improved academic performance, reinforcing their effectiveness in foreign language learning contexts. Conversely, emotion-oriented coping strategies correlate negatively with academic outcomes, suggesting that emotional regulation alone does not suffice to address the cognitive demands of language learning. Avoidance-oriented coping strategies appear to provide only limited benefits and offer the weakest link to language achievement.

The findings of this study underscore the importance of integrating effective stress management techniques into the curricula of EFL programs to foster not only linguistic proficiency but also academic resilience. By focusing on task-oriented coping methods, language educators can help students improve their problem-solving skills, enhance their ability to handle stress, and ultimately achieve better language outcomes.

Implications of the Study

Language instructors should incorporate stress management training into their curricula, focusing on strategies that enhance task-oriented coping. For example, goal-setting exercises, problem-solving activities, and time management techniques could be embedded in lessons to encourage students to take a proactive approach to their language learning challenges. Providing students with opportunities to engage in active learning through group discussions, project work, and targeted language exercises could help students adopt more adaptive coping mechanisms, thereby boosting their language achievement (Al-Nouh et al., 2017). Educators should also provide training on self-regulation strategies to help students balance their emotional responses with effective language learning practices.

Educational institutions should offer psychological counseling services to help students manage language anxiety and stress. This could include workshops or individual counseling sessions designed to address emotional distress and teach emotion regulation techniques. By helping students manage their emotions more effectively, institutions can reduce the negative impact of emotion-oriented coping strategies and help students focus more on academic tasks. Support groups or peer counseling programs



could also be implemented to create a supportive network that reduces feelings of isolation and promotes academic success. Psychological support will play a key role in ensuring that students do not solely rely on emotion-oriented coping but instead develop a more balanced approach to managing stress (MacIntyre & Gardner, 1994).

Suggestions for further Research

Policymakers should consider integrating coping skills training into teacher education programs, equipping future educators with tools for fostering both academic and emotional well-being in students. Training teachers to recognize and address the signs of foreign language anxiety and stress-related burnout would allow them to better support their students in managing academic pressures. Policymakers should also promote the development of curricula that not only focus on language proficiency but also on resilience-building techniques. By prioritizing mental well-being alongside academic content, policymakers can enhance the overall learning experience and success of EFL students. Furthermore, integrating stress management and coping strategies into the broader educational framework will support students' holistic development, helping them to thrive both academically and personally (Zeidner, 2006).

Future research could explore the role of cultural factors in shaping stress coping strategies among EFL learners in different regions. For instance, in countries with different educational and cultural contexts, coping strategies may vary significantly, potentially leading to different academic outcomes. Investigating how collectivist and individualist cultural orientations influence coping mechanisms could provide deeper insights into how cultural values interact with stress management in language learning contexts. Additionally, longitudinal studies could examine how coping strategies evolve over time and their long-term effects on language achievement, providing further evidence on the effectiveness of task-oriented coping strategies and other interventions.

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