

Resilience Enhancement through PERMA Model Integrated into an EFL Writing Classroom

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Abstract

This study aimed 1. to examine the effects of a PERMA based instructional intervention on Thai university EFL students' overall resilience, and 2. to compare post intervention changes across the seven resilience components of the 7Cs framework. A quasi experimental one group pretest-posttest design was employed in this study. The sample comprised 42 second-year English-major students selected through purposive sampling from an intact EFL writing class, with the sample size determined by full class enrollment and an attendance criterion of at least 80%. Throughout five weeks of research course, the PERMA intervention was embedded in routine writing activities delivered across five lesson plans. Resilience was measured using the researcher-developed 21-item 7Cs of Resilience (7Csor) scale. Content validity was examined using the Index of Item-Objective Congruence (IOC), and internal consistency reliability was assessed using Cronbach's alpha. Changes in resilience were analyzed using paired-samples t-tests after verifying normality with the Shapiro-Wilk test. Effect sizes were calculated using Cohen's dz, and a Bonferroni adjustment was applied to control for multiple comparisons across dimensions.

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In response to Objective 1, the results indicated a statistically significant and practically meaningful improvement in students' overall resilience following the PERMA based intervention, reflecting enhanced capacity to persist, adapt, and regulate themselves during EFL writing tasks. Regarding Objective 2, the intervention did not affect all resilience components uniformly. Performance-proximal and self-regulatory dimensions; specifically, Competence, Confidence, and Coping, showed the greatest improvement, suggesting strong responsiveness to PERMA-aligned writing activities. Connection demonstrated a modest, emerging increase, while Control, Contribution, and Character remained largely stable. Overall, the findings indicate that PERMA-informed instruction is particularly effective in enhancing resilience components closely linked to task engagement and self-regulation, whereas value- and identity-oriented dimensions may require longer-term or more targeted support

Keywords: EFL Resilience, PERMA Model, EFL Writing Skill,
Thai Higher Education

Introduction

In EFL higher education, learners frequently confront intertwined linguistic, cognitive, and affective demands that can undermine persistence and achievement. Writing, in particular, imposes high cognitive load—students must plan content, manage language form, and revise iteratively—while simultaneously regulating anxiety, motivation, and self-belief (Flower & Hayes, 1981; Jiang & Kalyuga, 2022). These pressures are well-documented for Thai undergraduates, whose prior schooling often emphasizes memorization and accuracy over process writing and communicative production; consequently, many enter university with modest proficiency and report difficulties sustaining motivation, confidence, and effective self-regulation during writing tasks (Darasawang & Todd, 2012; Kampookaew, 2020).

These contextual challenges highlight the importance of psychological resources that help students cope with adversity and remain engaged in learning. One such resource is resilience, conceptualized as a dynamic and developable capacity that supports positive adaptation in response to academic demands and setbacks (Fullerton, Zhang, & Kleitman, 2021 ; Masten, 2001). Resilience contributes to learners' well-being and learning by promoting effective stress management, recovery from difficulty, and sustained motivation, which enhance persistence and engagement (Duan, Han, Li, & Liu, 2024; Martin & Marsh, 2006;). Resilience has been operationalized through multi-component frameworks. The 7Cs model (Competence, Confidence, Connection, Character, Contribution, Coping, Control) captures personal, social, and regulatory resources that enable students to persist and recover from everyday academic setbacks (Ginsburg & Jablow, 2015).

In language learning contexts, resilient learners tend to engage more actively, manage anxiety and feedback more effectively, and achieve more successful learning outcomes (Alahmari & Alrabai, 2024). Such resilience can be fostered through both internal factors (e.g., confidence, perseverance, goal setting) and external support from teachers and peers, including constructive feedback and supportive learning environments (Duan et al., 2024).

In this regard, Positive Psychology (PP) provides a valuable framework by emphasizing individuals' strengths, well-being, and optimal functioning rather than focusing solely on deficits (Seligman & Csikszentmihalyi, 2000). In educational settings, PP highlights the role of positive emotions, personal strengths, and supportive learning environments in promoting learners' psychological health and development, and has increasingly informed theory and pedagogy in second language acquisition research (MacIntyre & Gregersen, 2012).

One widely applied framework within PP is Seligman's proposed model called PERMA, an acronym from Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (Seligman, 2011). The PERMA framework has been widely adopted in various applied contexts, such as informing interventions aimed at reducing burnout among medical professionals, guiding the incorporation of well-being practices in schools, and supporting the delivery of online positive education initiatives for university students during the pandemic (Morgan & Simmons, 2021). Also, research employing the PERMA model in EFL contexts has demonstrated that PERMA has been applied in EFL setting in a variety of ways. Existing PERMA-based studies have primarily focused on enhancing learners' well-being, positive emotions, engagement, and language performance, particularly in speaking, listening, and general proficiency development (Dong, 2021; Esmaeilee et al., 2025; Jeon, 2021; Ly & Nguyen, 2025). However, empirical research that explicitly employs PERMA as a classroom-based instructional intervention to foster multidimensional learner resilience remains scarce, particularly in EFL writing contexts and within Thai higher education, as indicated by reviews of studies indexed in major academic databases such as Google Scholar and Scopus.

The present study therefore adopts the PERMA framework as a classroom-embedded instructional intervention to examine how resilience among Thai EFL university students may be developed through structured pedagogical practices. In doing so, the study explores changes in students' overall resilience following the intervention and examines differential responsiveness across the seven dimensions of resilience as conceptualized in the 7Cs framework (Ginsburg & Jablow, 2015). Through this approach, the study seeks to contribute to a more nuanced understanding of PERMA-informed pedagogy in EFL contexts and to inform the design of culturally responsive, positive psychology-aligned instruction that systematically strengthens learners' psychological resources.

Objectives of Research

1. to investigate the effects of a PERMA-based instructional intervention on Thai EFL university students' overall resilience;
2. to compare students' resilience levels across the seven components of the 7Cs framework and assess differential responsiveness to the classroom-based PERMA intervention.

Research Methodology

This study employed a quasi-experimental one-group pretest-posttest design to examine changes in resilience among Thai EFL university students following a classroom-based PERMA-informed intervention. The design was adopted due to practical constraints associated with working with an intact class and enabled direct pre-post comparison of resilience outcomes.

Participants were 42 second-year English major undergraduates selected through purposive sampling from an intact class at a public university in northern Thailand, with inclusion limited to students attending at least 80% of sessions. The sample size was determined by the full enrollment of the class and reflects the practical constraints of classroom-based research. As the sample was drawn from a single institutional context, the findings have limited generalizability and should be interpreted with caution when applied to other EFL settings.

The instructional intervention was embedded within the scheduled teaching hours of the Phayao Studies course (146201), which integrates instruction across the four language skills. However, for the purposes of this study, the intervention focused exclusively on the development of writing skills during the designated intervention periods.

The intervention was implemented over five consecutive weeks during the second semester of the 2025 academic year, following the midterm examination period. One instructional plan was delivered each week, with each session lasting 120 minutes, resulting in a total of five intervention sessions. To minimize disruption to the prescribed course syllabus, the intervention was incorporated into regular class time and conducted during the second half of each scheduled class session, after the completion of required course content.

Across all five weeks, the intervention was implemented consecutively and followed a consistent instructional procedure. It was organized around a process-oriented writing cycle consisting of three phases as shown below:

Phase 1: Pre-writing (Brainstorming and Planning)

The pre-writing phase focused on idea generation and preparation for writing. Students engaged in guided brainstorming and thematic organization of ideas before setting individual writing goals. This phase aimed to foster Positive Emotion by reducing writing anxiety, Engagement through active participation, Meaning by linking writing topics to students' local contexts, and Accomplishment through explicit goal setting.

Phase 2: While-writing (Drafting and Revising)

The while-writing phase centered on collaborative drafting and revising. Students worked in small groups to transform ideas into written drafts, supported by explicit instruction on paragraph structure and peer interaction. Sustained involvement in writing promoted Engagement, while collaboration and shared responsibility strengthened Relationships. Accomplishment was reinforced through visible progress from initial drafts to more coherent texts.

Phase 3: Post-writing (Feedback and Reflection)

The post-writing phase emphasized feedback and reflection. Students reviewed revised drafts, received supportive feedback, and reflected on their

progress in relation to self-set goals. This phase highlighted Accomplishment and Positive Emotion by recognizing learning gains, reinforced Meaning through reflective discussion, and maintained Relationships through constructive classroom dialogue.

In this study, resilience was measured using a researcher developed instrument, the 7Cs of Resilience (7CsoR) scale for EFL Learners. The scale was designed specifically to capture dimensions of resilience that are relevant to university students learning English in an academic writing classroom. Conceptually, the instrument was grounded in Ginsburg and Jablow's (2015) 7Cs framework, which conceptualizes resilience as a multidimensional and developable capacity comprising Competence, Confidence, Control, Connection, Contribution, Coping, and Character. This framework was selected because it integrates cognitive, affective, social, and self-regulatory dimensions that align closely with classroom-based language learning demands.

The development of the scale followed a multi-step procedure. First, an extensive review of validated psychological and educational instruments was conducted to identify established measures conceptually aligned with each of the seven resilience components. One well established source scale was selected to inform item development for each component: Brief COPE for Coping (Carver, 1997), the General Self Efficacy Scale for Competence (Schwarzer & Jerusalem, 1995), the Pearlin Mastery Scale for Control (Pearlin, Menaghan, Lieberman, & Mullan, 1981), the Multidimensional Scale of Perceived Social Support for Connection (Zimet, Dahlem, Zimet, & Farley, 1988), the Academic Behavioural Confidence Scale for Confidence (Sander & Sanders, 2003), the Prosocial Behavioral Intentions Scale for Contribution (Baumsteiger & Siegel, 2019), and the Meaning in Life Questionnaire for Character (Steger, Frazier, Oishi, & Kaler, 2006).

From each source, three items were selected, resulting in an initial pool of 21 items. Item selection and adaptation were guided by three criteria: (1) strong theoretical and conceptual alignment with the target resilience Q21 component, (2) relevance to academic learning and EFL writing contexts, and (3) minimal overlap with other components to maintain construct differentiation. All items were reformulated as first person self-report statements and contextualized to reflect students' experiences of learning, performing, and coping with academic writing tasks in English. Item wording was further informed by the I am, I can, I have model of resilience development (Grotberg, 1995), emphasizing personal strengths, perceived capabilities, and available support.

To ensure linguistic and semantic equivalence of the research instrument, a standard back-translation procedure was employed.

First, the original English version of the instrument was translated into Thai by the researcher, who is proficient in both languages and familiar with the research context. The translation emphasized conceptual equivalence rather than literal word-for-word accuracy.

Next, the Thai version was independently back-translated into English by a bilingual expert who had no prior access to the original instrument. The original English version and the back-translated version were then compared to examine semantic consistency and identify potential discrepancies in meaning. Where inconsistencies were identified, revisions were made to the Thai version through discussion between the researcher and experts to ensure accurate representation of the intended constructs.

Following this process, the revised Thai version of the instrument was submitted to a panel of experts for content validity evaluation using the Index of Item–Objective Congruence (IOC). The expert panel consisted of five bilingual

experts specializing in linguistics and English language teaching, and one expert specializing in counseling and psychological support. The experts evaluated each item for content relevance, linguistic clarity, and contextual appropriateness for EFL university students. Based on their feedback, minor revisions were made to improve linguistic clarity and ensure closer alignment with EFL classroom practices.

The revised instrument was subsequently piloted with a group of EFL university students who did not participate in the main study. The results of the pilot study indicated satisfactory internal consistency for the overall scale and its subcomponents, with Cronbach's alpha coefficients ranging from .76 to .89. The overall scale demonstrated strong reliability ($\alpha > .80$), supporting its suitability for research purposes. Detailed reliability coefficients for each dimension of the 7Cs of Resilience framework.

The final version of the 7CsoRS consists of 21 items, with three items representing each of the seven resilience components, rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicate higher perceived levels of resilience.

Data were collected at two time points using a pretest–posttest design. In the first week of the study, before the implementation of the PERMA-based instructional intervention, students completed the 7CsoRS as a pretest to establish baseline resilience levels across the seven components; completion of the questionnaire took approximately 30 minutes and was administered before any instructional treatment began. Following the completion of the intervention, the same instrument was administered as a posttest to measure changes in students' resilience attributable to the instructional procedure.

Quantitative data were analyzed using descriptive and inferential statistics. First, means and standard deviations were calculated for each

resilience component at pre- and post-test. Mean difference scores were then computed to examine the direction and magnitude of change.

To determine whether observed differences were statistically significant, paired-samples t-tests were conducted for each of the seven resilience components. This statistical method was appropriate given the within-subject design and the aim of comparing the same participants' scores across two time points. The level of statistical significance was set at $\alpha = .05$. Effect sizes were calculated to assess the practical significance of observed changes.

This analytic approach enabled the identification of differential patterns of resilience development, highlighting which components were most responsive to the PERMA-based instructional intervention.

Quantitative data were analyzed using descriptive and inferential statistics. Prior to inferential analysis, the assumption of normality was examined using the Shapiro–Wilk test applied to pre–post difference scores for overall resilience and each of the seven resilience components. As shown in Table 2, most dimensions met the normality assumption ($p > .05$). Although slight deviations were observed for Confidence and Control, these departures were minimal, and given the moderate sample size and the robustness of parametric tests, paired-samples t-tests were deemed appropriate to examine pretest–posttest changes.

Effect sizes were calculated using Cohen's d_z to assess the magnitude of observed differences. To control for Type I error arising from multiple comparisons across the seven resilience components, a Bonferroni adjustment was applied, resulting in an adjusted significance level of $\alpha = .007$.

Table 2 Shapiro–Wilk Test of Normality for Pre–Post Difference Scores (n = 42)

Cs Dimension	W	p value	Normality Assumption
Competence	0.949	0.059	Met
Confidence	0.945	0.042	Slight deviation
Control	0.93	0.013	Slight deviation
Connection	0.959	0.133	Met
Contribution	0.964	0.211	Met
Coping	0.948	0.057	Met
Character	0.957	0.114	Met

Results of Research

This section presents the results of the study in relation to the research objectives as follows:

1. To investigate the effects of a PERMA-based instructional intervention on Thai EFL university students' overall resilience

Table 3 Overall Resilience Scores (n = 42)

Measure	$\bar{X}$	SD	t(41)	p	Cohen's dz
Pretest	3.15	0.22			
Posttest	3.34	0.25	5.73	< .001	0.88

Note. Composite resilience scores were calculated by averaging individual scores across the seven components of the 7Cs framework. $p < .05$.

Overall, the results indicate that the PERMA based instructional intervention had a positive and meaningful impact on Thai EFL university students' overall resilience. As shown in Table 3, students demonstrated a consistent increase in composite resilience scores from pretest to posttest.

Specifically, the mean resilience score increased from 3.15 (SD = 0.22) at pretest to 3.34 (SD = 0.25) at posttest, and this improvement was statistically significant, $t(41) = 5.73$, $p < .001$. Beyond statistical significance, the magnitude of the effect was large (Cohen's $d_z = 0.88$), indicating that the observed improvement reflects a practically meaningful enhancement rather than a trivial change.

These findings suggest that the PERMA based instructional approach was effective in strengthening students' overall capacity to adapt, persist, and manage challenges within the EFL learning context.

2. To compare students' resilience levels across the seven factors and assess their responsiveness to the PERMA intervention.

Table 4 Comparison of Resilience Across the 7Cs Components

Factor	Pre (Mean, SD)	Post (Mean, SD)	Mean Diff	$t(41)$	p value
Competence	3.167 (0.405)	3.579 (0.585)	0.413	4.953	< .001
Confidence	3.103 (0.548)	3.421 (0.521)	0.317	3.228	0.002
Control	3.056 (0.525)	3.143 (0.634)	0.087	1.055	0.298
Connection	3.246 (0.621)	3.413 (0.520)	0.167	1.906	0.064
Contribution	3.214 (0.555)	3.238 (0.586)	0.024	0.252	0.803
Coping	3.016 (0.593)	3.246 (0.650)	0.23	2.851	0.007
Character	3.270 (0.595)	3.341 (0.618)	0.071	0.789	0.435

As shown in Table 4, while overall resilience improved, further analysis revealed that the intervention did not influence all resilience dimensions uniformly. Comparison across the seven components of the 7Cs framework showed differential patterns of responsiveness, with some dimensions exhibiting substantial gains and others remaining relatively stable over the intervention period.

Highly Responsive Resilience Dimensions

Among the seven dimensions, Competence, Confidence, and Coping emerged as the most responsive to the PERMA based intervention. These components demonstrated statistically significant improvements from pretest to posttest, indicating strong sensitivity to the instructional approach.

Competence showed the largest increase, rising from a pretest mean of 3.17 (SD = 0.41) to a posttest mean of 3.58 (SD = 0.59), $t(41) = 4.95$, $p < .001$. This substantial gain suggests that PERMA aligned activities may have particularly strengthened students' perceptions of academic capability and task mastery.

Similarly, Confidence increased significantly from 3.10 (SD = 0.55) to 3.42 (SD = 0.52), $t(41) = 3.23$, $p = .002$, indicating improved self-belief and assurance in learning contexts. Coping also demonstrated a meaningful improvement, increasing from 3.02 (SD = 0.59) to 3.25 (SD = 0.65), $t(41) = 2.85$, $p = .007$, reflecting enhanced capacity for managing stress and challenges.

Collectively, these results suggest that performance proximal and skill-based aspects of resilience, such as perceived competence, self-confidence, and coping ability, were particularly responsive to the intervention.

Moderately Responsive Dimension

In contrast, Connection showed a moderate or emerging pattern of responsiveness. Although the increase from pretest ($M = 3.25$, $SD = 0.62$) to posttest ($M = 3.41$, $SD = 0.52$) did not reach conventional statistical significance, the change approached the threshold, $t(41) = 1.91$, $p = .064$.

This upward trend suggests that relational aspects of resilience may be less immediately influenced by short term instructional interventions and may require extended duration or more intensive interpersonal engagement to produce measurable change.

Low Responsive or Stable Dimensions

Finally, Control, Contribution, and Character remained relatively stable across the intervention period, exhibiting only small and non significant mean differences (all $p > .05$). Control showed a minimal increase of 0.09 ($p = .298$), Contribution increased by 0.02 ($p = .803$), and Character increased by 0.07 ($p = .435$).

The stability of these dimensions suggests that they may represent more trait like or value oriented aspects of resilience, which are less susceptible to change through short term classroom based interventions.

In summary, the PERMA based instructional intervention produced a significant and meaningful improvement in students' overall resilience. However, the effects varied across resilience dimensions, with stronger gains observed in competence , confidence , and coping related components, moderate development in connection, and relative stability in control, contribution, and character. This differentiated pattern of results highlights the selective impact of the intervention and underscores the importance of examining resilience as a multidimensional construct rather than a uniform outcome.

Conclusion and Discussion

This study examined the effects of a PERMA-based instructional intervention on Thai EFL university students' resilience in an academic writing classroom, conceptualized through the multidimensional 7Cs framework. The findings indicate that (1) resilience can be meaningfully strengthened through routine, classroom-embedded practices grounded in positive psychology, and (2) resilience development is not uniform across dimensions, highlighting its differentiated and process-oriented nature in EFL contexts.

1. Effects of a PERMA-Based Instructional Intervention on Students’

Overall Resilience

The improvement in students’ resilience observed in this study is in line with contemporary perspectives that conceptualize resilience as a dynamic and instruction-sensitive capacity shaped through interactions between learners and their environments (Fullerton et al., 2021; Masten, 2001). This finding is also consistent with Fredrickson’s Broaden-and-Build Theory (2001, 2004), which posits that positive emotions contribute to the development of enduring psychological resources such as self-efficacy, emotion regulation, and coping, and are associated with increased engagement and resilience in cognitively demanding learning contexts (MacIntyre & Gregersen, 2012; Rogers, McMurry, & Dewey, 2024).

Furthermore, the results converge with prior research in positive psychology, which suggests that the PERMA model provides a practical and effective framework for embedding well-being principles into classroom instruction. PERMA-aligned practices—such as goal setting, collaboration, strengths-based feedback, and opportunities for achievement—have been shown to enhance learners’ well-being, engagement, and adaptive coping in EFL contexts (Dewaele & MacIntyre, 2014; Kim & Kim, 2021; Seligman, 2011).

In addition, the findings are consistent with previous EFL research indicating that supportive classroom environments can reduce anxiety and cognitive load while promoting self-regulation, a key component of academic resilience (Jiang & Kalyuga, 2022; Wang, Yu, & Jiang, 2024). Overall, these results are compatible with the view that resilience can be effectively developed through routine, well-designed instructional practices rather than isolated interventions (Helgesen, 2016; Masten, 2001).

2. Differential Responsiveness Across the Seven Dimensions of the 7Cs Framework

The results further indicate that resilience development is not uniform across dimensions. The most substantial gains were observed in Competence, Confidence, and Coping—dimensions closely linked to task performance and self-regulation—suggesting strong responsiveness to short-term instructional intervention (Fullerton et al., 2021; Guo & Li, 2022; Kim & Kim, 2021).

2.1 Highly Responsive Dimensions: Competence, Confidence, and Coping

The observed improvements in Competence align with social cognitive theory, which highlights the role of mastery experiences in strengthening self-efficacy (Bandura, 1997; Jiang & Kalyuga, 2022; Martin & Marsh, 2008). Similarly, gains in Confidence are in line with self-determination theory, emphasizing the importance of autonomy-supportive and psychologically safe learning environments in fostering motivation and persistence (Bai & Wang, 2020; Kim & Kim, 2021; Ryan & Deci, 2000, 2020). The increase in Coping corroborates stress and coping theory, underscoring the central role of emotion regulation in managing academic challenges such as writing anxiety (Cheng, 2004; Lazarus & Folkman, 1984; Manochphinyo, 2024).

In summary, these findings converge with prior research indicating that performance-proximal and self-regulatory dimensions of resilience are particularly responsive to short-term, classroom-based instructional interventions.

2.2 Moderately Responsive Dimension: Connection

The moderate but non-significant increase in Connection is complying with sociocultural perspectives, which emphasize that meaningful

relationships and a sense of belonging develop through sustained participation over time rather than short-term interaction (Lave & Wenger, 1991; Vygotsky, 1978). This result echoes prior research suggesting that social dimensions of resilience develop more gradually than individual components, as they depend on accumulated interpersonal experiences and stable learning communities (Fullerton et al., 2021; Guo & Li, 2022; Hedeshi & Ghanizadeh, 2024; Ungar, 2011).

2.3 Low-Responsive Dimensions: Control, Contribution, and Character

The relative stability of Control, Contribution, and Character supports existing research suggesting that these dimensions are more value-oriented and trait-like, making them less responsive to short-term interventions (Martin & Marsh, 2008; Ungar, 2011). The association of Control with autonomy and agency development is in line with self-determination and social cognitive theories, which emphasize that such capacities evolve gradually over time (Bandura, 1997; Ryan & Deci, 2000, 2020). Likewise, the roles of Contribution and Character align with research on moral and prosocial development, indicating that these dimensions typically emerge over longer developmental timescales (Eisenberg et al., 2006; Peterson & Seligman, 2004; Seligman, 2011).

Research Recommendations

1. Recommendations Based on the Research Findings

The findings indicate that PERMA based instructional practices are particularly effective in enhancing performance proximal dimensions of resilience, namely Competence, Confidence, and Coping, while dimensions associated with agency, values, and prosocial orientation remain more stable.

Therefore, instructors are encouraged to prioritize instructional designs that provide frequent mastery experiences, clear goals, manageable challenges, and constructive feedback within writing tasks. Embedding opportunities for visible progress and emotional support within routine writing activities appears especially beneficial for strengthening students' perceived competence and adaptive coping in demanding EFL contexts.

At the same time, the differential responsiveness of resilience dimensions suggests that educators should avoid assuming uniform development across all components. Rather than treating resilience as a monolithic construct, instructional practices should be designed with an awareness that certain dimensions may require longer term or more targeted interventions beyond short term classroom activities.

2. Application of the Findings

Writing teachers can incorporate positive psychology practices through simple, scalable strategies such as goal setting routines, collaborative drafting, strengths based peer feedback, and structured reflection on progress. These practices do not require substantial curricular restructuring and can be aligned with existing learning objectives, assessment criteria, and process-oriented writing pedagogy.

Teacher training programs may also benefit from introducing positive psychology literacy, enabling instructors to design learning environments that address both academic performance and students' psychological resources. In EFL contexts where writing anxiety and disengagement are prevalent, such integration may contribute to more sustainable learning experiences.

3. Recommendations for Future Research

Future research should extend the present study in several ways. First, studies employing controlled or comparison group designs would allow for stronger causal inferences regarding the impact of PERMA based instruction on resilience. Second, longitudinal research is needed to examine whether less responsive dimensions—such as Control, Contribution, and Character—develop over extended instructional periods or through repeated exposure to positive psychology informed practices.

In addition, future studies should explore the relationship between resilience development and actual writing performance outcomes, such as text quality, revision behavior, or writing fluency, to clarify how psychological gains translate into observable academic improvement. Mixed methods approaches incorporating learner reflections or interviews would further enrich understanding of how students experience resilience development in EFL writing classrooms.

4. Policy-level Recommendations

The findings of this study suggest several implications for educational policy, particularly in EFL and higher education contexts. First, curriculum policies should move beyond a sole focus on linguistic outcomes to incorporate psychological dimensions of learning, such as resilience, well-being, and self-regulation. Integrating frameworks such as PERMA into national or institutional curriculum guidelines can support the development of both academic performance and learners' adaptive capacities.

Second, teacher development policies should promote positive psychology literacy among instructors. Professional training programs should equip teachers with practical strategies—such as goal setting, strengths-based feedback, and reflective practices—that can be embedded into routine instruction without requiring major curricular changes. This would enable teachers to systematically foster resilience within everyday classroom practices.

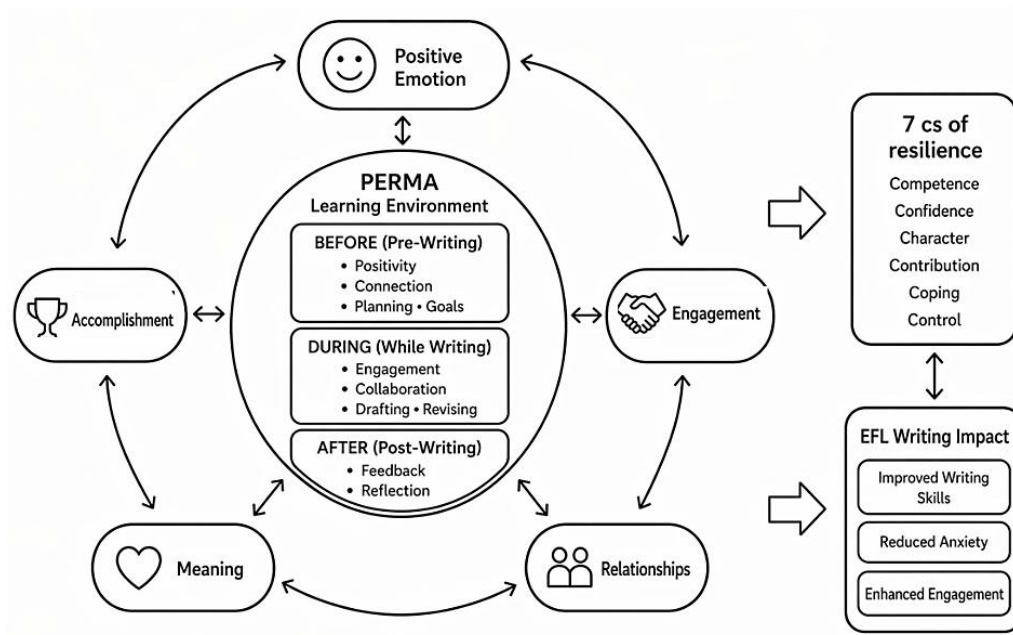
Third, assessment policies should expand to include process-oriented and developmental indicators, rather than relying solely on product-based outcomes. Incorporating formative assessment, reflective tasks, and self-regulation measures can provide a more comprehensive evaluation of student learning and resilience development.

Fourth, institutional policies should encourage the creation of supportive learning environments that reduce anxiety and promote engagement. This includes manageable workload design, opportunities for collaboration, and classroom climates that normalize struggle and emphasize progress. Such environments are particularly important in EFL writing contexts, where learners often experience high levels of cognitive and emotional demand.

Finally, given the differential responsiveness of resilience dimensions observed in this study, policymakers should recognize that not all aspects of resilience can be developed through short-term interventions. Long-term and system-level support—such as sustained mentoring systems, community-building initiatives, and values-based education—may be necessary to foster more stable dimensions such as character, contribution, and sense of control.

Contributions of the Study

This study contributes to the literature by 1) demonstrating the effectiveness of PERMA as a classroom-based intervention for enhancing EFL learners' resilience, 2) integrating the PERMA framework with the 7Cs model to provide a multidimensional conceptualization of resilience, 3) identifying differential responsiveness across resilience components, and 4) offering a context-specific measurement tool and pedagogical implications for resilience-informed writing instruction.



Picture 1: Contributions of the Study

This study proposes an integrative understanding of resilience development in EFL writing as an interactional and mutually reinforcing process embedded within a PERMA-based learning environment. Rather than viewing resilience as a fixed trait, the findings show that it can be systematically developed through structured pedagogical stages (before, during, and after writing) that activate positive psychological processes.

A key contribution is the demonstration that the five PERMA elements function as interdependent and dynamically responsive factors that continuously influence one another. This interaction creates a supportive psychological system that enhances performance-proximal dimensions of resilience—particularly competence, confidence, and coping—while more dispositional dimensions develop more gradually.

Overall, the model establishes a clear link between classroom practices and multidimensional resilience outcomes, positioning routine instructional design as a central mechanism for fostering both academic performance and psychological well-being in EFL contexts.

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