

Language learning perfectionism, success and academic resilience of Chinese non-English major students

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Abstract

This study aimed to investigate the relationship among language learning perfectionism, success and academic resilience of Chinese non-English major students in order to propose a language learning program. In terms of language learning perfectionism, the findings indicated students generally disagree with statements associated with language learning perfectionism, suggesting a healthier attitude towards mistakes and learning challenges. In terms of language learning success, respondents agree that they employ good academic skills, perceive their instructors positively, and are motivated by external factors. In the assessment of academic resilience, they also report positive perceptions of happiness, empathy, persistence, and self-regulation in English learning. This research also revealed that highly significant relationships exist among the three variables, suggesting that higher perfectionism leads to lower perceived success in English class and lower academic resilience. Conversely, higher perceived success in English class is linked to higher academic resilience. Thus, a language learning program was proposed to address anxiety and perfectionism, improve learning strategies and enhance academic resilience.

Keywords: language learning perfectionism, success, academic resilience, Chinese non-English major students, college English

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1. Introduction

Non-English majors in China refer to university students who are studying in degree programs that do not specialize in the English language or literature. They still take required English language courses as part of their general university curriculum, but the focus and intensity of English study are less compared to English majors. The English proficiency and language learning motivations of non-English majors vary greatly depending on their field of study and the necessity of English competency within their future career paths. Large class sizes and limited class hours present challenges for these students to achieve advanced fluency as they juggle many academic requirements outside of English language study. On October 18, 2020, the "Guidelines for College English Teaching" (2020 edition) was released in Beijing. These guidelines aim to develop students' basic English communicative competencies, including listening, speaking, reading, writing, and translation skills, to fulfill basic communication needs. Additionally, they aim to improve students' self-learning abilities and autonomous learning habits, enrich students' cross-cultural awareness, and enhance global perspectives.

The typical college English curriculum in China includes comprehensive English language knowledge covering grammar, vocabulary, pronunciation, and other key aspects of language. The curriculum focuses on improving listening comprehension through English news, lectures, and conversations, building speaking skills through presentations and debates, and teaching students to comprehend different genres of English writing. Evaluation methods include closed-book examinations, quizzes, assignments, oral tests, and class participation, reflecting the emphasis on developing comprehensive language application capacities (Shao, 2024). However, learning English as a foreign language presents ongoing challenges for university students in China who are not specializing in English majors. Heavy course loads limit the time these students can devote to language acquisition, and tendencies towards perfectionism further complicate the learning process. Many non-English majors hold excessively high standards for their English proficiency levels despite limited study time. This perfectionism drives some students but discourages others when goals are not readily met. Additionally, students often equate exam grades with English success, which can inhibit long-term improvement mindsets. A lack of resilience toward setbacks also hinders progress, as students frequently lose motivation after failures or negative assessments.

Perfectionism is often associated with setting high personal standards, excessive concern about making mistakes, and rigidly evaluating one's learning process and outcomes. In language learning, maladaptive perfectionists tend to focus on performance and mistakes, adopt all-or-nothing thinking, and perceive failure to meet unrealistic standards as unacceptable. This can undermine intrinsic motivation, self-efficacy, effective learning strategies, and psychological well-being, leading to negative emotions and even learning avoidance (Madigan, 2019). Success in language learning refers to desirable or favorable outcomes, including test scores, grades, perceived gains in language skills, self-efficacy, and learning satisfaction. Recent research adopts an ecological perspective, highlighting that language learning success emerges from dynamic interactions between learners' attributes and contextual factors (Gregersen, 2020). Academic resilience, defined as the capacity to overcome adversities seen as barriers to educational success, enables students to sustain their commitment to learning despite hardships (Yang & Wang, 2022).

Prior research showed that maladaptive perfectionism can undermine learning motivation and outcomes, but less is understood regarding how this manifests among Chinese learners. Adaptive responses to setbacks are key for sustaining long-term language learning progress, yet few studies consider whether perfectionism depletes or bolsters academic resilience. This study addressed gaps regarding perfectionism, learning outcomes, and resilience among non-English major students in China's high-pressure university environments. Surveying students using quantitative measures can reveal profiles linking perfectionism, perceived language success, and reported

academic resilience. This can guide refinements to language teaching approaches that calibrate high standards with realistic development expectations, nurturing perseverance rather than discouragement when perfection is not readily attained.

This study carried important implications concerning the interplay between perfectionism, subjective success, and resilience, which are critical for unlocking healthy motivation and sustainable progress in language acquisition. Expanding definitions of success beyond narrow metrics allows for a broader appreciation of growth in communicative abilities, long-term improvement mindsets, and application confidence. Understanding why some students persevere while others falter when faced with common learning setbacks offers vital insights into the obstacles and enablers shaping academic resilience. In essence, this study aimed to extend theoretical and practical understanding of motivational frameworks that facilitate long-term English learning for non-English majors. By focusing on this group, the study provides crucial insights for a predominant portion of English learners in China.

Objectives of the study - This study aimed to examine language learning perfectionism, success and academic resilience of Chinese Non-English major students to propose an English language learning program in mitigating language learning perfectionism, promoting success, and building their resilience in English learning. More specifically, this study sought to determine the students' language learning perfectionism in terms of concern over mistakes, personal standards, doubts about action and organization; identify students' success in terms of general academic skills, perceived instructor efficacy, concentration and external motivation; assess English academic resilience in terms of perceived happiness, empathy, persistence and self-regulation; test the relationships among the three variables, language learning perfectionism, success and academic resilience; and propose an English language learning program to support Chinese non-English major students in managing language learning perfectionism, promoting English success, and building their resilience in English learning.

2. Methods

Research Design - The purpose of this study was to investigate the relationships between language learning perfectionism, academic success, and academic resilience among Chinese non-English major students. This study adopted a descriptive correlational method to describe and explain the relationships among these three variables. This included the analysis and interpretation of the three variables: language learning perfectionism, academic success, and academic resilience, respectively. The descriptive correlational method primarily focused on the correlation analysis between two variables or multiple variables within the same subject group. It aimed to explore the status of language learning perfectionism, academic success, and academic resilience among Chinese non-English major students, and to examine the degree to which correlations exist among the three variables without deliberately manipulating them. The comparative analysis was also aimed to determine variations in these aspects across different sex, grade levels and program.

Participants - In investigating the relationship between language learning perfectionism, success and academic resilience of Chinese Non-English major students, the researcher embarked on a study of Non-English major students in Taishan College of Science and Technology. The total number of the respondents were 7000 including freshmen and sophomores who took the college English course. The Chinese Ministry of Education requires all undergraduate students of non-English majors to complete the mandatory college English course in their first and second year. Therefore, all participants met the basic requirements of the subjects in the questionnaire. The sampling size was calculated by Raosoft sample size calculator, with a confidence level of 95 percent and the margin of error of 5 percent. Approximately 405 participants, enrolled in various programs, such as Big Data, Communication Engineering, Administrative Management, Business, Art Media and Mechanical Engineering, were randomly selected as participants who partook in this research aimed at exploring the specified aspects.

Instrument - The study was mainly conducted by questionnaire survey. The questionnaire was divided into four parts, Demographic Data including sex, grade level and programs, Language Learning Perfectionism

Questionnaire, Success Questionnaire and Academic Resilience Questionnaire. To make the participants better understand the question, both Chinese and English were provided in the questionnaire. The research instruments consist of three questionnaires, each designed to collect specific data related to the research objectives. Relevant background information of the participants, including sex, grade level, and program was collected before the questionnaires. Language Learning Perfectionism Questionnaire was developed by Frost et al. (1990) and Liu et al. (2021) known as Multidimensional perfectionism scale (MPS). This tool measures language learning perfectionism among the selected Non-English major students according to concern over mistakes, personal standards, doubts about action and organization. Each item is rated on a Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). The third part is Success Questionnaire. The Academic Success Inventory for College Students (ASICS) was created by Prevatt et al. (2011) to measure academic success among college students. The ASICS consists of 20 items to gauge students' perceptions of their success in terms of general academic skills, perceived instructor efficacy, concentration and external motivation. The ASICS is useful for identifying at-risk college students and highlighting areas for improvement in all students.

The English Academic Resilience Questionnaire was adapted from the Resilience Questionnaire for L2 learners developed by T. Y. Kim and Y. K. Kim (2017), whose research closely aligned with this study in terms of learning culture and group characteristics. Adjustments were made to some items to reflect the specifics of English learning. All items were rated on a 4-point Likert scale, from 1 (strongly disagree) to 4 (strongly agree). This researcher-made questionnaire assessed students' academic resilience in terms of perceived happiness, empathy, persistence and self-regulation. To ensure the reliability of the questionnaire, a pilot test was conducted with 25 freshmen and sophomores from various majors at Taishan College of Science and Technology in China. The reliability test results are shown below. The Cronbach's alpha coefficients for all subscales ranged from 0.927 to 0.733, indicating that the entire questionnaire has good reliability.

Data Gathering Procedure - The large-scale survey was conducted online using Wenjuanxing, a popular and user-friendly survey platform in China. After the questionnaire was created on the site, a QR code was automatically generated. Participants could easily access the questionnaire's webpage by scanning the QR code with their smartphones. The standard method for scoring on a Likert scale was used, which involves summing the values of the selected responses to generate a score for each participant. The survey form included a data privacy statement, explaining that participation was voluntary and that respondents could choose to continue or withdraw from the survey based on ethical considerations.

Data Analysis - To perform data analysis, the following statistical tools were used. Weighted means and ranking were used to determine leadership, management and governance in healthcare education. The result of Shapiro-Wilk Test revealed that p-values of the main variable was less than 0.05 which means that the data set is not normally distributed. Likewise, Spearman rho was used to test the significant relationship of the treated variables. In addition, post hoc test was also conducted. The following Likert Scale was used in assessing the variables: 3.50- 4.00 = Strongly Agree; 2.50-3.49 – Agree; 1.50 – 2.49 –Disagree; and 1.00 – 1.49 –Strongly Disagree. In addition, all data were treated using a statistical software known as PASW version 26 to further interpret the result of the study using an alpha level of 0.05 and 0.01.

Ethical Considerations - To address ethical concerns and protect privacy, all survey data were collected anonymously, stored securely, and handled with the highest level of discretion. The survey began with an informed consent document that outlined the study's objectives and the participants' required tasks. Respondents were assured that the entire survey process was anonymous, and all information gathered would be used exclusively for this study and kept strictly confidential. The collected data did not include any identifying details apart from gender, grade level and programs. Browser-based data storage, such as cookies, was not employed in this study. Participants were granted the freedom to join or exit the research at their discretion. By choosing to complete the questionnaire, respondents explicitly agreed to take part in the study. The research protocol received approval from the Ethics Review Committee Office of the Lyceum of the Philippines University – Batangas.

3. Results & discussion

Table 1 shows a composite mean of 1.70, indicating that respondents disagreed with all four indicators on language learning perfectionism.

Table 1

Summary Table on Language Learning Perfectionism

Indicators	Weighted Mean	Verbal Interpretation	Rank
Concern over Mistakes	1.88	Disagree	1
Personal Standards	1.65	Disagree	2
Doubt about Action	1.62	Disagree	4
Organization	1.63	Disagree	3
Composite Mean	1.70	Disagree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

"Concern over mistakes" topped the list with the average value of 1.88, indicating that respondents disagreed with this indicator. Students who do not exhibit a strong concern over making mistakes in language learning are likely to experience lower levels of anxiety and stress. Without the fear of making errors, learners can approach language practice with a more relaxed and positive attitude. This reduction in stress allows them to enjoy the learning process more, fostering a more open and receptive mindset that is conducive to effective learning. In addition, a lack of concern over mistakes promotes a more experimental and adventurous approach to language use. Learners are more inclined to try out new vocabulary, structures, and expressions without the fear of being incorrect. This experimentation is vital for language development, as it allows learners to expand their linguistic repertoire and develop a more nuanced understanding of the language. On the other hand, perfectionist learners often set extremely high standards for themselves and view any error as a failure rather than a natural part of the learning process. The fear of mistakes can create significant anxiety and stress. Perfectionist learners may feel constant pressure to perform flawlessly, leading to increased nervousness and apprehension when using the language. This heightened anxiety can hinder their ability to think clearly and communicate effectively, further exacerbating the fear of making errors.

"Personal standard" received the second rank with a weighted mean of 1.65, also falling within the "disagree" range. This suggests that students do not impose excessively high personal standards on themselves in language learning. Students who do not set excessively high personal standards tend to set realistic and achievable goals. This practical approach helps maintain motivation and a sense of accomplishment, as students can regularly meet their targets and see tangible progress. Achieving these goals builds confidence and encourages continuous effort and improvement. Additionally, these students often focus more on effective communication rather than on perfect accuracy. This shift in focus emphasizes the primary goal of language learning: to convey and understand meaning. Conversely, too high standards often lead to reluctance in speaking or writing, limiting essential practice opportunities. Additionally, the relentless pursuit of perfection can result in burnout, diminishing enthusiasm over time.

"Organization" received a mean score of 1.63 and was described as "disagree". It reveals that students do not exhibit over-consideration about organization in language learning. Without the burden of meticulously planning and self-correcting, they can communicate more spontaneously and fluidly, which enhances their conversational skills and natural use of the language. This freedom allows for faster progress, as they can spend more time practicing and engaging in real-time language use rather than over-analyzing their output. Additionally, a more relaxed approach reduces anxiety and stress, making the learning experience more enjoyable and less daunting. It also encourages creativity and experimentation with new language structures, as students are less afraid of making mistakes. Nevertheless, if learners focus excessively on organizing their language use, such as meticulously planning every sentence and constantly correcting themselves, it can lead to decreased spontaneity and fluidity in communication. This obsession with perfection can result in slower progress, as learners may spend disproportionate amounts of time on planning and revising rather than practicing and engaging in real-time

language use.

"Doubt about action" received the lowest weighted mean score of 1.62, which indicates that students generally do not exhibit doubt about action in language learning. Increased confidence emerges as they participate more actively in conversations and practice their language skills without the fear of making mistakes. A lack of doubt also encourages a greater willingness to take risks, leading to the use of new vocabulary and complex sentence structures, thereby broadening their language proficiency. Reduced anxiety levels contribute to a more positive and enjoyable learning experience, promoting better retention and comprehension. This form of perfectionism can manifest as a fear of making mistakes, which may inhibit spontaneous communication and experimentation with the language. Learners might overthink their responses, constantly second-guessing their word choices, grammar, and pronunciation, leading to increased anxiety and decreased confidence. This doubt can create a significant barrier to language acquisition, as it hinders the natural process of learning through trial and error. Recognizing and addressing this doubt is crucial for fostering a more relaxed and effective language learning environment. Qin and Zhou (2013) supported these findings, emphasizing the importance of reducing anxiety and promoting active participation in language learning.

Coping with maladaptive language learning perfectionism is crucial as it reduces anxiety, promotes active participation and practice, and enhances fluency and confidence. By setting realistic goals and fostering a growth mindset, learners can achieve sustained progress and maintain their enthusiasm. Overall, overcoming unhealthy perfectionism makes the language learning process more effective, enjoyable, and sustainable. From the perspective of teachers, they should cultivate a classroom environment where mistakes are seen as opportunities for growth rather than failures. Firstly, setting realistic expectations and celebrating incremental progress helps students focus on continuous improvement rather than flawless performance. Secondly, providing constructive feedback that emphasizes effort and improvement, rather than just correctness, encourages students to take risks and engage actively in language practice. Teachers can also promote communication skills over strict adherence to grammar rules, fostering confidence and fluency. Finally, offering individualized support and counseling to help students manage perfectionist tendencies and anxiety is essential.

To effectively cope with perfectionism in language learning, students can also adopt several strategies. First and foremost, it's crucial to shift their perspective on mistakes, viewing them as opportunities for improvement rather than signs of failure. Setting realistic goals that focus on gradual progress and effort, rather than flawless performance, helps alleviate the pressure to be perfect. Moreover, engaging in regular practice of speaking, writing, listening, and reading allows students to build confidence and fluency through active use of the language. Meanwhile, seeking constructive feedback from teachers, peers, or language partners enables them to identify areas for improvement and celebrate incremental successes. As a result, students can navigate and overcome perfectionism, ultimately enhancing their language learning journey

Table 2

Summary Table on Success

Indicators	Weighted Mean	Verbal Interpretation	Rank
General Academic Skills	2.91	Agree	3
Perceived Instructor	3.07	Agree	2
Concentration	2.82	Agree	4
External Motivation	3.45	Agree	1
Composite Mean	3.06	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 provides a summary of language learning success of Chinese non-English major students across four dimensions: general academic skills, perceived instructor, concentration and external motivation. The overall mean of 3.06 indicates that respondents generally agreed with all these indicators. According to the data, external motivation ranks highest with a weighted mean of 3.45, suggesting that students' success in learning English mainly stems from external motivation. compared to the other three aspects. Following this is perceived instructor

with a weighted mean of 3.07, and then general academic skills (2.91) and lastly, concentration with a weighted mean of 2.82. Language learning success can be understood through the four key dimensions above. General academic skills encompass the essential strategies for effective learning, such as note-taking, time management, and critical thinking. These skills are foundational for language learning, facilitating the absorption, retention, and application of new language information (Bai et al., 2022).

The perceived instructor dimension refers to students' views on their instructor's effectiveness, including teaching methods, knowledge, approachability, and engagement capabilities. A highly regarded instructor can significantly enhance students' motivation and engagement, creating a supportive learning environment (Hennebry-Leung & Xiao, 2023). Concentration, the third dimension, involves the ability to maintain focus on learning tasks without succumbing to distractions. Sustained mental effort is crucial for mastering a new language, as continuous and focused practice leads to better comprehension and retention.

External motivation, the final dimension, encompasses external factors driving students to learn a language, such as grades, rewards, recognition, or career requirements (Franchisca et al., 2024). While internal motivation is ideal, external incentives can provide the necessary push to engage with the language learning process. Language learning success itself is defined as achieving proficiency and fluency in a target language, encompassing the abilities to understand, speak, read, and write with ease and accuracy. Success is also measured by the learner's intrinsic motivation, enjoyment, and personal fulfillment derived from language learning. The focus is on the journey rather than just the end results (Festa-Dreher, 2012).

To ensure students' English learning success across the dimensions of academic skills, perceived instructor, external motivation, and concentration, teachers can adopt a variety of strategies. Firstly, to enhance academic skills, teachers should instruct students on effective learning strategies such as note-taking, summarizing, and using study techniques like mind mapping and flashcards, emphasizing regular review and practice. Incorporating diverse learning activities like reading comprehension exercises, writing assignments, speaking practice, and listening tasks can further develop different language skills. Secondly, for perceived instructor effectiveness, building rapport and trust within a supportive classroom environment is crucial. Teachers should exhibit deep knowledge and passion for teaching English. Being approachable and accessible, offering extra help and consultations, and providing various communication channels like office hours and discussion forums, fosters a conducive learning atmosphere. In terms of external motivation, setting clear goals and expectations helps students see the benefits of language learning. Introducing friendly competitions and group challenges motivates students while promoting teamwork, ensuring that competitive aspects remain positive and encouraging. Lastly, to improve concentration, designing engaging and interactive lessons is essential. Using multimedia, games, and hands-on activities keeps the learning process dynamic and prevents boredom.

Table 3

Summary Table on Academic Resilience

Indicators	Weighted Mean	Verbal Interpretation	Rank
Perceived Happiness	2.87	Agree	2
Empathy	2.78	Agree	3
Persistence	2.76	Agree	4
Self-regulation	3.41	Agree	1
Composite Mean	2.96	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 provides a summary of academic resilience, focusing on four main aspects: perceived happiness, empathy, persistence and self-regulation. The overall mean score of 2.96 suggests that respondents generally agreed with all the indicators of academic resilience. Self-regulation had the highest average score (3.41) among the students, indicating that they possess strong abilities to manage and control their learning behaviors. This includes setting goals, monitoring progress, and adjusting strategies accordingly. The high self-regulation score suggests that students recognize the importance of English learning and are willing to invest time and effort into

effective study practices. Chinese students are disciplined and motivated in their learning practices. This reflects a culture that values hard work and perseverance (Wang & Guan, 2020).

Perceived happiness ranked second (2.87), showing that students still experience a certain level of joy and satisfaction in learning English. Although the score is not extremely high, it indicates that positive emotional experiences are not neglected during the learning process. This could be a result of efforts by schools or teachers to create a positive learning environment and reduce learning stress. The moderate scores in perceived happiness and empathy indicate that while students find some joy in learning and can relate to others, these aspects are not as strongly developed as their self-regulation. According to Jiang and Zhang (2019), this might be due to a highly competitive educational environment where emotional well-being and social skills are secondary to academic achievement.

Empathy ranked third with the average score of 2.78, indicating that students show a certain level of empathy and concern for others in the context of English learning. This is beneficial for their collaborative learning and group activities (Amoah & Yeboah, 2021). A moderate empathy score suggests that while students may understand and share the feelings of others, there is room for improvement in fostering deeper interpersonal connections and support within the learning environment. Persistence had the lowest average score of 2.76, reflecting that students may struggle with maintaining effort and determination in the face of challenges in English learning. The lower score in persistence highlights a potential area of concern, where students may struggle with maintaining their effort and determination over time. This could be influenced by the pressure to perform well among Chinese non-English major students, which might overshadow the development of long-term commitment and resilience in facing academic challenges (Wu, 2019).

Teachers can take several steps to enhance students' academic resilience in English learning. Firstly, fostering a positive learning environment is crucial. Teachers should create a supportive and encouraging classroom atmosphere where students feel safe to express themselves and make mistakes. Incorporating activities that promote enjoyment and interest in learning, such as games, interactive tasks, and cultural exchanges, can help maintain student engagement and enthusiasm (Gong et al., 2021). Enhancing persistence among students is another key area. Teachers can teach strategies for overcoming obstacles and staying motivated, such as setting incremental goals, celebrating small successes, and using positive reinforcement. Providing examples of perseverance and sharing stories of individuals who have succeeded through sustained effort and determination can also inspire students to keep pushing forward despite challenges

Table 4
Relationship between Language Learning Perfectionism and Success

	r-value	p-value	Interpretation
Concern over Mistakes			
General Academic Skills	-.468**	0.000	Highly Significant
Perceived Instructor	-.448**	0.000	Highly Significant
Concentration	-.294**	0.000	Highly Significant
External Motivation	-.344**	0.000	Highly Significant
Personal Standards			
General Academic Skills	-.374**	0.000	Highly Significant
Perceived Instructor	-.365**	0.000	Highly Significant
Concentration	-.224**	0.000	Highly Significant
External Motivation	-.294**	0.000	Highly Significant
Doubt about Action			
General Academic Skills	-.358**	0.000	Highly Significant
Perceived Instructor	-.348**	0.000	Highly Significant
Concentration	-.189**	0.000	Highly Significant
External Motivation	-.271**	0.000	Highly Significant
Organization			
General Academic Skills	-.335**	0.000	Highly Significant
Perceived Instructor	-.331**	0.000	Highly Significant
Concentration	-.172**	0.000	Highly Significant
External Motivation	-.274**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

Table 4 presents the association between Language Learning Perfectionism and Success. The computed r-values indicate a moderate indirect correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the lesser the assessment on language learning perfectionism, the more that they are successful. Some previous studies have found a strong positive correlation between self-directed perfectionism (SOP) and the English proficiency of learners (Zafarani et al., 2022). Similarly, Rastegar et al. (2017) and Pourmohammadi (2012) also found a significant positive correlation between perfectionist constructs and language proficiency. However, Pishghadam and Akhundpoor's (2011) study suggests that perfectionist learners may exhibit lower academic achievement and language skill performance. Speirs Neumeister et al. (2015) and Damian et al. (2014) reported a bivariate correlation between multidimensional perfectionism and the 2x2 goal model, and found a positive correlation between perfectionism pursuit and performance approaching goals. This suggests that previous research has not reached a definitive conclusion about the relationship between the two.

In terms of this research, the negative correlations across all aspects of perfectionism with success indicators suggest that perfectionism may generally hinder language learning success. Students who exhibit perfectionist tendencies, such as a high concern over mistakes, rigid personal standards, doubt about their actions, and excessive needs for organization, tend to experience lower success in various areas, including general academic skills, perception of instructor support, concentration, and external motivation. Barabadi and Khajavy (2020) believed that perfectionism plays a complex role in second language or foreign language learning environments. Non-adaptive perfectionism is directly related to negative emotions and may hinder learners, especially when they are in high-risk situations that may be evaluated by others. Fear of failure may lead to avoidance of learning behavior. In summary, perfectionism indirectly affects learners' second language achievement by influencing their emotional responses and goal setting. Notably, adaptive perfectionism is directly associated with positive emotions and is related to mastery goals, which are typically associated with long-term learning progress and satisfaction. Therefore, teachers and students should develop strategies including promoting a growth mindset, providing stress management resources, encouraging risk-taking and mistake-making as part of the learning process. In this way, the unhealthy perfectionism can be converted to positive and adaptive perfectionism to enhance their learning success.

Table 5

Relationship between Language Learning Perfectionism and Academic Resilience

Concern over Mistakes	r-value	p-value	Interpretation
Perceived Happiness	-.423**	0.000	Highly Significant
Empathy	-.367**	0.000	Highly Significant
Persistence	-.384**	0.000	Highly Significant
Self-regulation	-.241**	0.000	Highly Significant
Personal Standards			
Perceived Happiness	-.328**	0.000	Highly Significant
Empathy	-.306**	0.000	Highly Significant
Persistence	-.319**	0.000	Highly Significant
Self-regulation	-.223**	0.000	Highly Significant
Doubt about Action			
Perceived Happiness	-.273**	0.000	Highly Significant
Empathy	-.260**	0.000	Highly Significant
Persistence	-.227**	0.000	Highly Significant
Self-regulation	-.142**	0.000	Highly Significant
Organization			
Perceived Happiness	-.308**	0.000	Highly Significant
Empathy	-.277**	0.000	Highly Significant
Persistence	-.294**	0.000	Highly Significant
Self-regulation	-.202**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 displays the association between language learning perfectionism and academic resilience. The computed r-values indicate a moderate indirect correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the lesser the assessment on

language learning perfectionism, the better is the academic resilience. This data suggest that perfectionist tendencies in language learning, particularly concerns over making mistakes, are associated with lower levels of academic resilience. This relationship is most pronounced in terms of perceived happiness and persistence, while self-regulation shows the weakest (though still significant) negative association with perfectionism. Such findings also get support from Choo and Prihadi (2019) who proposed that there is a complex relationship between perfectionism and academic resilience. On the one hand, perfectionists behind self-criticism and social norms strive to prove their abilities to others, which may inhibit the accumulation of resilience resources under pressure and have a negative impact on emotional health. It is also accordance with the findings of this paper.

On the other hand, if the pursuit of perfectionism can be adaptive, it will be associated with self-compassion, optimism, and positive cognitive responses to failure. In this case, individuals with high perfectionism are better able to adjust their goals and view performance gaps as solvable issues, thus continuing their efforts. Research has found that adaptive perfectionists may be more resilient and able to tolerate stress. Learners should cultivate their adaptive perfectionism instead of unhealthy perfectionism. Dickinson and Dickinson (2015) explored the relationship between perfectionism and academic resilience among high achieving college students. Research has shown that although perfectionism contributes to previous academic success, it can also have a negative impact on students' sense of happiness. This is consistent with the findings of this article. By redefining perfectionism in the context of academic resilience, research has shown that it is possible to change behavior in a positive way, thereby enhancing the overall experience of students. This intervention aims to reshape students' perception of perfectionism, shifting from simply viewing it as a problem to recognizing its multidimensional nature. This method helps students develop adaptive aspects of perfectionism while reducing areas of maladaptation.

Kruger (2023) stated that people with a tendency towards pathological perfectionism are often associated with lower levels of resilience, which may lead to mental health problems. However, high resilience may serve as a buffer to mitigate the negative impact of pathological perfectionism. On the other hand, high resilience can also enhance the positive effects of adaptive perfectionism, preventing negative outcomes such as academic procrastination (Huang et al., 2023). Resilience is defined as a set of flexible attitudes and beliefs that help individuals cope with acute or long-term adversity, maintaining mental health by promoting effective problem-solving, optimism, curiosity, and openness. For example, Huang et al. (2023) found that the relationship between perfectionism and academic procrastination among nursing undergraduate students is moderated by self-efficacy and resilience. High resilience helps resist procrastination caused by perfectionism.

Moraca's (2023) research showed that perfectionism may weaken students' resilience (Raeis-Saadi et al., 2019). However, academic adaptability plays a mediating role in this relationship, meaning that although perfectionism may bring pressure, good educational adjustment or adaptability can buffer this negative impact and help students maintain or recover resilience. In addition, academic resilience has been found to be a key mediating factor between social emotional learning skills and adolescent life satisfaction (Turan, 2021). This means that by enhancing academic resilience, teenagers can better utilize their social and emotional learning abilities, thereby improving life satisfaction

Table 6 presents the association between success and academic resilience. The computed r-values indicate a moderate direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the more successful, the better is the academic resilience. Djourova et al. (2019) stated that language learning success and resilience are closely related. Enhanced success may lead to an increase in resilience, forming a positive spiral of gains, thereby promoting happiness. In addition, research has shown that language learning success is a prerequisite for resilience and has an indirect beneficial impact on happiness, but not directly. During the COVID-19 pandemic, the importance of academic resilience has become more prominent, as the implementation of online learning has led to a decrease in student satisfaction and an increase in academic pressure. Despite facing pressure, academic resilience is seen as a psychological resource that helps students cope with stress and promote a sense of achievement (Moraca, 2023;

Madigan, 2019).

Table 6

Relationship between Success and Academic Resilience

General Academic Skills	r-value	p-value	Interpretation
Perceived Happiness	.382**	0.000	Highly Significant
Empathy	.344**	0.000	Highly Significant
Persistence	.348**	0.000	Highly Significant
Self-regulation	.244**	0.000	Highly Significant
Perceived Instructor			
Perceived Happiness	.351**	0.000	Highly Significant
Empathy	.307**	0.000	Highly Significant
Persistence	.347**	0.000	Highly Significant
Self-regulation	.195**	0.000	Highly Significant
Concentration			
Perceived Happiness	.183**	0.000	Highly Significant
Empathy	.183**	0.000	Highly Significant
Persistence	.204**	0.000	Highly Significant
Self-regulation	.159**	0.000	Highly Significant
External Motivation			
Perceived Happiness	.240**	0.000	Highly Significant
Empathy	.228**	0.000	Highly Significant
Persistence	.279**	0.000	Highly Significant
Self-regulation	.163**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Sabouripour’s (2021) findings were consistent with this paper. He also held that there is a significant positive relationship between success and resilience. High assessment of success is associated with better happiness, while low assessment of success is associated with lower levels of happiness. Research has found that practitioners with mental health in Australia exhibit higher levels of mental health, including self-efficacy, optimism, hope, and resilience, while also reporting higher levels of mental health, such as autonomy, environmental mastery, personal growth, interpersonal relationships, life goals, and self-acceptance. Therefore, improving students' language learning success through educational programs can play an important role in enhancing mental health and resilience.

According to Supervía et al. (2022), there is also a significant positive correlation between language learning success and resilience, with stronger self-efficacy leading to higher resilience. Self-efficacy is an individual's belief in their ability to successfully complete specific tasks, while resilience is their ability to recover and adapt when facing pressure and challenges. Research has found a significant positive correlation between self-efficacy, resilience, and academic performance. This means that improving students' self-efficacy may help enhance their ability to cope with academic pressure. This discovery has practical significance for the formulation of educational policies. Tailoring educational strategies to individual student needs, promoting self-regulation and empathy, can enhance academic performance and resilience. Programs aimed at enhancing academic resilience, particularly focusing on boosting persistence and happiness, could improve overall student success.

Table 7

Proposed Language Learning Program to Mitigate Language Learning Perfectionism, Enhancing Language Learning Success and Improving Academic Resilience among Non-English Majors in China

Key Result Areas	Program Objectives	Strategies/ Activities	Success Indicators	Persons Involved
Language Learning Perfectionism	To reduce students' anxiety and perfectionism in language learning	Awareness Workshops -Conduct workshops on language learning myths and realities, such as the belief that one must be perfect or that mistakes are failures. By discussing these myths, students will understand that making mistakes is a natural and necessary part of the learning process.	90% of students show reduced anxiety and perfectionism in language learning (surveys)	Language instructors; Students
-Concern over mistakes				

If I fail at my English study, I am a failure as a person.		<p>Positive Reinforcement</p> <ul style="list-style-type: none"> - Provide regular positive feedback on students' efforts and progress - Create a supportive and non-judgmental learning environment. 		
Language Learning Success	To improve students' concentration during language learning.	<p>Concentration Techniques Workshops</p> <ul style="list-style-type: none"> -Conduct workshops on techniques to improve concentration, such as mindfulness practices, focused study sessions, and minimizing distractions. 	90% of students report improved focus in language learning	Language instructors; Students
-I had an easy time concentrating in this class.		<p>Growth Mindset Training</p> <ul style="list-style-type: none"> - Seminars on growth mindset, share success stories of learners who overcame initial difficulties. Introducing the concept of a growth mindset will encourage students to view challenges as opportunities for growth. 		
Academic Resilience	To enhance students' ability to cope with academic challenges and setbacks	<p>Interactive Activities</p> <ul style="list-style-type: none"> -Organize language clubs and discussion groups to make learning more enjoyable and interactive, thereby improving focus. 	90 percent of students show increased academic resilience, as measured by resilience scales	Language instructors; Students
-Persistence		<p>Use of Technology</p> <ul style="list-style-type: none"> -Incorporate apps and tools that support focused learning and minimize distractions. 		
-I see English learning difficulties as challenges.		<p>Resilience Training</p> <ul style="list-style-type: none"> - Conduct workshops on resilience and stress management - Teach coping strategies for dealing with academic setbacks and failures. 		
		<p>Support Groups</p> <ul style="list-style-type: none"> -Establish support groups where students can share their challenges and successes 		
		<p>Mentorship Programs</p> <ul style="list-style-type: none"> -Pair students with mentors who can provide guidance and support 		

4. Conclusion and recommendations

Respondents generally disagree with language learning perfectionism statements, suggesting a healthy attitude towards mistakes and learning challenges. They agree they employ good academic skills, view instructors positively, maintain concentration, and are motivated by external factors, especially for future success in English class. They agree on happiness, empathy, persistence, and self-regulation in English learning. Self-regulation is the highest, showing resilience in managing emotions and maintaining a positive attitude. Higher perfectionism leads to lower perceived success in English class and lower academic resilience. Higher perceived success is linked to higher academic resilience. The proposed language learning program for non-English majors in China targets anxiety and perfectionism to create a positive learning environment. It emphasizes improving learning strategies and autonomy, empowering students and fostering academic resilience.

Teachers may organize language clubs and discussion groups which will help foster a collaborative learning environment. Additionally, conducting regular formative assessments and providing constructive feedback can help students monitor their progress. Universities may invest in cultural exchange programs and immersion activities to provide real-world language practice opportunities for students. Creating a supportive and non-judgmental learning environment across all language courses, as well as implementing peer tutoring systems, will encourage collaborative learning. Students may engage in cultural exchange programs and immersion activities whenever possible, which is beneficial for language acquisition. Students should also practice setting realistic goals and managing their time effectively. For future researchers, conducting longitudinal studies to assess the long-term impact of this program on students' language proficiency and academic resilience would be valuable. Exploring how cultural factors influence the success of such programs in different contexts is another important research direction. Furthermore, examining the impact of technology-enhanced learning on student engagement and motivation in language acquisition may provide valuable insights in this field.

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