

# The Influence of Well-Being on Learning Strategies Among Chinese University Students Learning Korean

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## ABSTRACT

This study explores the impact of well-being on the learning strategies employed by Chinese university students learning Korean as a foreign language, using the PERMA model from positive psychology. The research aims to analyze in depth, through a combination of quantitative and qualitative methods, how the different dimensions of well-being influence students' choice and application of strategies in language learning. This study not only focuses on how students' emotional states affect their learning strategies but also attempts to reveal the practical application of positive psychology in foreign language education.

**Purpose:** The main purpose of this study is to investigate and understand how well-being, particularly from the perspective of the PERMA model, influences the various learning strategies adopted by Chinese university students in the process of learning Korean. By analyzing the various dimensions of well-being (including positive emotions, engagement, relationships, meaning, and achievement), the study aims to uncover the relationships between these factors and students' learning performance, providing theoretical foundations and practical recommendations for educational practice.

**Methodology:** The study adopts a mixed-methods design, combining quantitative surveys and qualitative interviews. The quantitative part utilizes a self-designed questionnaire, which includes the PERMA-Profiler and the Language Learning Strategies Inventory (SILL), collecting feedback from 362 students. The survey was conducted online, aiming to quantify students' well-being levels and the strategies they use when learning Korean. The qualitative part consists of in-depth interviews with 20 students to capture their personal experiences and perceptions, further exploring how well-being affects their choice of learning strategies. The interview data was transcribed and subjected to thematic analysis to extract the key themes related to well-being and learning strategies.

**Findings:** The study found a significant positive correlation between well-being, especially positive emotions and engagement, and various learning strategies (such as memory, cognitive, and social strategies). Specifically, positive emotions significantly enhance students' motivation to learn, encouraging them to adopt more complex learning strategies. The study also found that students with higher levels of well-being exhibit stronger strategic efforts and greater resilience when facing challenges in language acquisition. Additionally, qualitative data further emphasized the crucial role of supportive relationships and intrinsic motivation in enhancing student engagement and

perseverance. Students generally considered good teacher-student relationships and peer support as key factors in enhancing their learning experience.

**Significance:** The findings of this study highlight the importance of integrating well-being practices into language learning environments. The study recommends that educators pay attention to students' well-being to promote more effective learning outcomes. For instance, teachers can enhance students' positive emotions by designing engaging and interactive classroom activities. Furthermore, the study suggests that educational institutions should incorporate well-being as a core component of language education, creating an environment that supports both academic achievement and personal development. Such an environment not only improves students' learning performance but also enhances their psychological resilience and overall well-being.

This study provides actionable insights for educators and curriculum designers, recommending strategies that enhance both academic performance and students' overall development. By focusing on the interaction between well-being and learning strategies, this research offers a deeper perspective on how emotional and psychological factors influence language learning success. Future research could further explore how well-being affects learning strategies in different cultural contexts and how the principles of positive psychology can be effectively integrated into language learning practices.

**KEYWORDS:** Korean language learners, well-being, learning strategies, academic achievement, positive psychology

## I. INTRODUCTION

### A. Background

The concept of well-being has long been regarded as the cornerstone of personal development and academic success. Psychologists argue that well-being is not only the individual's positive emotional and psychological state but also includes the quality of social relationships and the perception of life's meaning. The multidimensional nature of well-being has made it a focal point across various research fields, particularly in education. A large body of research indicates that students with higher levels of well-being tend to demonstrate stronger academic achievement, motivation, and resilience. According to positive psychology research, well-being influences students' learning attitudes and their ability to cope with stress (MacIntyre & Gregersen, 2012). This finding offers important insights for educators, emphasizing the significance of addressing students' emotional and psychological states in the teaching process.

In the educational context, positive psychology provides a structured framework for understanding well-being holistically, integrating emotional, cognitive, and social factors to promote a fulfilling life (Seligman, 2011). The PERMA model—comprising positive emotions, engagement, relationships, meaning, and achievement—serves as the foundation for assessing well-being and its impact in various educational settings, offering significant theoretical support for educational practices.

#### i. The Multidimensional Nature of Well-Being

Well-being is not a single-dimensional concept but consists of multiple interrelated dimensions. Positive emotions are a key component of well-being, referring to the pleasure and joy individuals experience. These emotional experiences not only directly enhance an individual's well-being but also stimulate higher learning motivation and positive learning attitudes, thereby influencing learning outcomes. Engagement refers to the state

of full attention and immersion in an activity, which is typically associated with high learning productivity. Research has shown that students who feel more engaged are better able to focus on learning tasks, exhibiting higher learning efficiency.

The relational dimension emphasizes the importance of interpersonal interactions and social support in well-being. Healthy social relationships provide emotional support and strengthen students' sense of belonging, thereby enhancing their well-being. In addition, the sense of meaning and achievement also plays a crucial role in the formation of well-being. Students who can perceive the practical value of what they learn and achieve academic success tend to report higher levels of well-being. These dimensions work together to make well-being a complex and dynamic psychological state.

ii. Challenges in Language Learning

Language learning, particularly foreign language acquisition, is often viewed as a complex and challenging process. Compared to other subjects, language learning not only requires the application of cognitive abilities but also demands that students remain emotionally engaged and maintain a positive attitude. Specifically, for Chinese university students learning Korean, the significant differences between languages and cultures create substantial psychological pressure. Many students experience anxiety and frustration during the learning process, which directly impacts their academic performance and learning progress.

Studies have shown that the difficulties in language learning often lead to negative emotions, which negatively affect learning outcomes. For example, students may feel ashamed due to poor oral expression or frustrated by their inability to understand grammatical structures. These emotions reduce their motivation to learn, influencing their choice and use of learning strategies. Therefore, in foreign language learning, teachers and educational institutions must pay special attention to students' emotional needs by fostering a positive learning environment to enhance students' well-being.

iii. Well-Being and Academic Achievement

The importance of well-being in education has been widely supported by research. For example, Lyubomirsky (2005) found that students with higher levels of well-being perform better academically and are better able to cope with learning-related stress. Specifically, well-being positively impacts students' learning performance, primarily by enhancing motivation, increasing engagement, and improving mental health. This suggests that when students maintain a higher level of well-being in their pursuit of academic success, they are more likely to overcome challenges in learning and improve their academic performance through positive learning strategies.

iv. Positive Psychology and Language Learning

Positive psychology provides a theoretical foundation for understanding the role of well-being in language learning. Research has shown that positive emotions not only improve students' psychological states but also

enhance their learning abilities. For example, Fredrickson's (2001) "Broaden-and-Build" theory posits that positive emotions broaden an individual's cognitive scope, fostering creativity and flexible thinking. For language learners, experiencing positive emotions boosts their self-confidence in using the language, making them more willing to attempt new vocabulary and expressions. This mindset is crucial for foreign language learners, as language learning often involves uncertainty and frustration.

Language learning, especially foreign language acquisition, is typically a process highly dependent on emotional and psychological states. A learner's level of well-being directly affects their attitude and behavior towards language learning. Therefore, when teaching languages, educators must not only focus on students' cognitive abilities but also address their emotional needs and psychological states to create a conducive learning environment.

#### v. The Impact of Learning Strategies

Learning strategies refer to the methods and techniques students use during the learning process, and the effectiveness of these strategies directly influences learning outcomes. Research has shown a close connection between well-being and learning strategies. Students with higher levels of well-being are more likely to employ a variety of learning strategies, including memory, cognitive, and social strategies. The use of these strategies not only increases their learning efficiency but also enhances their learning motivation.

Memory strategies help students more effectively store and retrieve information when learning a new language. Research has shown that positive emotions can enhance students' memory abilities, making it easier for them to remember new vocabulary and sentence structures. Cognitive strategies involve understanding and applying language knowledge, including analyzing and inductively learning language rules. Students with higher well-being demonstrate greater flexibility and creativity when using cognitive strategies, enabling them to better tackle challenges in learning.

## **B. Research Purpose**

The purpose of this study is to investigate the relationship between well-being (conceptualized through the PERMA model) and learning strategies, particularly among Chinese university students learning Korean. Specifically, the study explores how the different dimensions of well-being—positive emotions, engagement, relationships, meaning, and achievement—affect the memory, cognitive, metacognitive, and social learning strategies employed by students during their language learning process.

#### i. Multidimensional Analysis of Well-Being

The multidimensional analysis of well-being is the core focus of this study. According to the PERMA model proposed by Seligman (2011), well-being consists of five key components: positive emotions, engagement, relationships, meaning, and achievement. Each of these dimensions has a different influence on learning strategies, and a deeper understanding of these effects will help educators design more effective teaching programs.

● **Positive Emotions:** This refers to the pleasure and happiness an individual experiences at a specific moment. Positive emotions not only directly enhance well-being but also increase proactivity and creativity in learning. The study will focus on how enhancing students' positive emotions can promote the adoption of more effective learning strategies.

● **Engagement:** This dimension reflects the level of concentration students exhibit during the learning process. High levels of engagement often indicate deeper learning and better academic outcomes. The study will explore how increasing students' sense of engagement can influence their choice of learning strategies when studying Korean.

● **Relationships:** The quality of interpersonal relationships plays a crucial role in well-being. The study will examine how peer relationships and teacher-student relationships influence students' learning strategies, particularly in cooperative learning environments, and how supportive relationships can enhance learning outcomes.

● **Meaning:** The sense of purpose and value students perceive in their learning will be included in the study. The research will explore how providing students with a deeper sense of meaning in their Korean language studies can enhance their motivation and influence their choice of learning strategies.

● **Achievement:** The sense of fulfillment individuals experience when achieving their goals is also a key aspect of well-being. The study will analyze how setting achievable goals and providing feedback can help students experience a sense of achievement, thereby motivating them to adopt positive learning strategies.

ii. Research Context for Specific Group

This study particularly focuses on Chinese students enrolled in Sino-foreign cooperative education programs, where Korean is a mandatory subject, designed to prepare them for their future academic pursuits in Korea. This context provides a unique cultural and academic environment that allows for a deeper understanding of the impact of well-being across different cultural backgrounds. Additionally, the diversity of the participants provides a rich data foundation for the research.

By focusing on this specific group, the study aims to offer a more comprehensive perspective on language learning in cross-cultural educational contexts, helping to understand how students' language abilities align with their academic and career aspirations. In particular, considering that students learning Korean often face language barriers and cultural differences, these factors may significantly influence their well-being and learning strategies.

## **C. Research Questions**

1. What is the overall level of well-being among Chinese university students learning Korean?

2. How does well-being, particularly the dimensions outlined in the PERMA model, affect the use of language learning strategies?
3. What specific learning strategies are most strongly associated with high levels of well-being?

#### **D. Significance of the Study**

This study not only enriches theoretical research on the relationship between well-being and academic achievement but also provides practical guidance for foreign language education. Firstly, the findings reveal the significant role of well-being in foreign language learning, particularly in Korean language studies. This insight offers teachers and policymakers a new perspective, encouraging them to prioritize students' mental health in the learning process and enhance their academic success by improving well-being.

Secondly, the study highlights how different dimensions of well-being impact academic performance, offering specific practical guidance for educators. For example, teachers can enhance students' positive emotions by fostering a supportive classroom atmosphere and organizing more interactive learning activities, thereby improving academic performance. Additionally, the study indicates that enhancing well-being can boost students' learning motivation and improve their selection and application of learning strategies, which holds considerable significance for educational practice.

Finally, as globalization and cultural exchange deepen, Korean language learning is gaining importance in Chinese universities. The results of this study have practical implications for enhancing Korean language education by providing educators with actionable strategies to help students better navigate the challenges of language learning and achieve greater academic success.

## **II. LITERATURE REVIEW**

### **E. Overview of Positive Psychology and the PERMA Model**

Positive psychology is a branch of psychology founded by Martin Seligman, focusing on promoting well-being and positive human functioning, rather than solely addressing psychological disorders. Traditional psychology has primarily concentrated on treating diseases and psychological disorders, whereas positive psychology emphasizes positive experiences, positive personality traits, and their application in daily life. Seligman's "Formula for Happiness," proposed in 2000, highlights the multidimensional nature of well-being, suggesting that happiness is not only determined by pleasurable experiences but also by life satisfaction and future expectations. The PERMA model—comprising Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—is one of the widely accepted frameworks for understanding and measuring well-being (Seligman, 2011). Each dimension of PERMA makes a unique contribution to an individual's overall well-being and has been shown to positively impact motivation, resilience, and academic success in various educational contexts.

- i. Positive Emotion

Positive emotion refers to the pleasure, joy, and happiness an individual experiences in specific situations. Research shows that positive emotions can broaden an individual's cognitive and behavioral tendencies, promoting creative problem-solving and adaptive learning (Fredrickson, 2001). For example, Fredrickson's "Broaden-and-Build" theory posits that positive emotions expand people's thinking patterns, enhancing creativity and flexibility. In the context of language learning, students who experience positive emotions are more likely to face learning challenges with an open attitude and exhibit greater creativity in their learning.

Specifically, positive emotions can reduce anxiety in learning, making students more willing to take risks and try new language structures and expressions. For instance, during speaking practice, positive emotions can encourage learners to use newly learned vocabulary more boldly. Moreover, positive emotions are closely linked to self-efficacy, and when learners feel happy and joyful, they are more likely to believe in their abilities, thus increasing their learning motivation.

In practice, teachers can enhance students' positive emotions in various ways. For example, creating a positive classroom environment, introducing engaging learning activities, and encouraging students to share their successes in class can all effectively boost students' positive emotions. Research shows that a positive classroom atmosphere can significantly improve students' learning satisfaction and academic performance.

#### ii. Engagement

Engagement refers to the state of being fully immersed in an activity. Csikszentmihalyi (1990) argues that engagement is closely related to deep learning and sustained motivation. Students who are deeply engaged are more likely to persist in learning, adopt effective learning strategies, and achieve higher levels of language proficiency. Engagement also implies enthusiasm and interest in the learning process, with students experiencing enjoyment and a sense of accomplishment that significantly enhances their learning efficiency.

Research shows that increasing engagement can be achieved by setting clear learning goals and creating reasonable study plans. This approach helps students maintain a positive learning attitude. Setting both short-term and long-term learning goals not only motivates students to exert effort but also provides them with a sense of achievement as they accomplish these goals, which further promotes engagement.

In language learning, teachers can enhance students' engagement by providing challenging tasks. For example, through project-based learning or situational simulations, where students apply their knowledge in real-life language contexts, teachers can effectively increase their participation and interest. Additionally, feedback from teachers plays a vital role in enhancing engagement. Timely and positive feedback can motivate students to continue their efforts and maintain their enthusiasm for learning.

#### iii. Relationships

Positive social relationships provide emotional support, enhance motivation, and strengthen students' sense of belonging. Language learners often benefit from peer interaction, group collaboration, and teacher-student

support, all of which create a positive learning environment (Dörnyei, 2001). Positive relationships not only promote students' social skills but also increase the enjoyment and motivation of learning. In language learning, establishing strong teacher-student relationships and peer relationships can effectively alleviate learning pressure, making students feel more supported in their learning.

Research has shown that good social support can improve learners' emotional states and help them cope with difficulties in learning. For example, positive feedback from teachers and support from peers can boost students' self-confidence, making them more proactive in language practice. In practical teaching, educators can enhance students' social relationships by organizing group activities and promoting communication and cooperation among students. This not only increases students' well-being but also improves their learning efficiency.

Additionally, studies have indicated that the impact of social support on academic performance is not limited to emotional support, but also includes the exchange of learning resources and information. During group discussions, students can share learning experiences, materials, and problem-solving strategies, creating a collaborative learning environment that enhances language learning outcomes.

#### iv. Meaning

Meaning refers to the sense of purpose and value that individuals derive from an activity. In language learning, students who perceive learning as meaningful are more likely to maintain learning motivation and adopt strategies aligned with their long-term goals (Steger, 2009). The enhancement of meaning leads students to feel a greater sense of responsibility and achievement in their learning, and this intrinsic motivation is key to their sustained effort. In teaching, educators can enhance the sense of meaning by connecting the course content with students' life experiences and future plans.

For example, teachers can guide students to reflect on the significance of learning Korean, such as its value in their future career development and its connection to Korean culture. This learning experience, tied to personal goals, not only boosts students' motivation but also enhances their well-being. Furthermore, the sense of meaning in learning is closely related to students' self-efficacy; students who perceive meaning in their learning are more likely to believe in their abilities, which makes them more positive in their learning.

#### v. Accomplishment

Accomplishment refers to the sense of satisfaction an individual experiences when achieving personal goals, which strengthens students' motivation and self-efficacy. Language learners who experience a sense of accomplishment are more likely to adopt diverse learning strategies and demonstrate greater persistence when facing challenges (Ryan & Deci, 2000). The enhancement of a sense of accomplishment not only increases students' learning enthusiasm but also strengthens their confidence in future learning tasks. Teachers can help students achieve small successes by setting short-term and long-term learning goals, thus continuously boosting their learning motivation.

In the practical context of language learning, teachers can use formative assessment methods to help students identify and reflect on their learning progress. Through timely feedback, students can clearly understand their strengths and weaknesses, adjust learning strategies, and improve learning efficiency. Additionally, teachers can



design challenging assessment tasks, allowing students to experience a sense of accomplishment as they complete them. Such designs not only promote students' learning engagement but also enhance their self-efficacy, helping them maintain a positive attitude throughout their long-term learning process.

## **F. Educational Applications of the PERMA Model**

The PERMA model provides educators with a multidimensional framework for understanding well-being, helping them better support students' overall development in the teaching process. By focusing on the five dimensions of positive emotion, engagement, relationships, meaning, and accomplishment, teachers can design more targeted and effective teaching strategies. This holistic approach not only improves students' academic performance but also enhances their well-being and mental health.

Specifically, teachers can incorporate mindfulness and emotional regulation techniques in their curriculum to enhance students' positive emotions; set clear learning goals and tasks to strengthen students' sense of engagement; encourage students to establish good peer relationships and enhance social support through collaborative learning; connect learning content to students' future goals to increase the sense of meaning in their studies; and provide timely feedback and cultivate a sense of accomplishment to motivate students to continue progressing.

## **G. The Role of Well-Being in Language Learning**

In recent years, the role of well-being in language learning has received increasing attention from researchers. With the development of positive psychology, scholars have begun to explore how emotional factors influence learning outcomes, particularly in the field of foreign language acquisition. Well-being is not only a reflection of an individual's subjective experience but also an important factor in learning success. Research shows that there is a complex interaction between well-being and language learning, and positive emotions (such as joy, interest, and pride) significantly enhance cognitive processes essential for language acquisition, including attention, memory, and problem-solving abilities (Dewaele & MacIntyre, 2014). This cognitive enhancement provides stronger support for students learning a new language.

### **i. Positive Emotions and Cognitive Processes**

Students experiencing high levels of well-being are more likely to adopt a variety of learning strategies, such as metacognitive and social strategies, allowing them to manage their learning process effectively and engage in peer interactions. Positive emotions activate an individual's cognitive resources, making them more proactive in learning. Fredrickson's (2001) "Broaden-and-Build" theory suggests that positive emotions not only broaden an individual's cognitive range but also promote creativity and problem-solving abilities. In language learning, students experiencing pleasure and satisfaction are more likely to accept new knowledge and actively explore the diversity of language. This emotional encouragement helps students overcome obstacles in learning and actively participate in language practice.

For instance, during speaking practice, when learners experience positive emotions, they are more willing to try using newly learned vocabulary and sentence structures instead of fearing making mistakes. This shift in

mindset is particularly crucial in language learning, as language acquisition is often accompanied by uncertainty and challenges. By creating a positive learning atmosphere, teachers can effectively enhance students' positive emotions, thereby improving their learning outcomes.

ii. Well-Being and Academic Achievement

Moreover, well-being is closely linked to students' academic achievement. Research indicates that students with higher well-being are more motivated in their studies and better able to cope with stress and challenges (Lyubomirsky, 2005). In the context of language learning, positive emotional experiences can enhance students' motivation, making them more willing to invest time and effort in learning. Dewaele and MacIntyre (2014) found a significant positive correlation between positive emotions and foreign language learners' motivation and stress resilience. This finding emphasizes the central role of emotional factors in learning motivation, especially in foreign language learning, which requires continuous effort and coping with challenges.

Enhancing positive emotions not only boosts learning motivation but also improves students' mental health. Students experiencing high well-being tend to show greater psychological resilience and adaptability, which helps them cope better with setbacks and stress during the learning process. This mental state enables them to adjust strategies flexibly and find solutions to problems more effectively.

iii. Self-Confidence and Language Proficiency

Positive emotions experienced during the language learning process can enhance students' self-confidence, which in turn improves their language proficiency. Self-confidence is a key factor influencing language learning success. Research shows that students with higher self-confidence are more fluent in language expression and more willing to participate in classroom activities. For example, studies have found that students with positive emotions are more likely to confidently try new sentence structures and expressions during speaking practice, which improves their language fluency and accuracy.

In practical teaching, educators can enhance students' well-being by creating a positive classroom atmosphere, providing positive feedback, and designing enjoyable learning activities. For example, through group discussions, role-playing, and situational simulations, teachers can encourage students to practice language in a relaxed and enjoyable atmosphere. This participatory teaching approach not only enhances students' social interaction but also boosts their learning interest and well-being, thereby promoting language proficiency.

iv. Well-Being and Learning Strategies

In addition, well-being also affects the learning strategies students use during their learning process. Students with higher levels of well-being are more likely to employ effective learning strategies, such as metacognitive strategies and social strategies. Metacognitive strategies include planning, monitoring, and reflecting on the learning process, which are particularly important in language learning. Through effective metacognition, students can identify their learning goals, assess their progress, and adjust their learning methods based on feedback. This flexibility and adaptability enable them to perform better in language learning.

On the other hand, social strategies emphasize the importance of collaboration and interaction with others. Students with higher well-being are more willing to collaborate with peers, seek help and support, and thus build a strong learning network in language acquisition. This social support not only enhances the enjoyment of learning but also improves learning outcomes.

## **H. Learning Strategies in Foreign Language Acquisition**

Language learning strategies are specific behaviors or techniques that students use to enhance their language skills development (Oxford, 1990). These strategies are typically divided into six categories: memory strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies, and social strategies. Research shows that well-being can influence the strategies students choose to employ, as higher levels of well-being promote resilience, creativity, and the willingness to engage in complex tasks (Butler, 2016). The following is a detailed exploration of these six categories of learning strategies and an analysis of how they are influenced by students' well-being.

### **i. Memory Strategies**

Memory strategies are essential tools for helping students store and retrieve new information, which is crucial for vocabulary memorization and usage. Studies show that positive emotions and intrinsic motivation enhance memory retention by increasing cognitive engagement and reducing anxiety (McCabe, 2008). When learners use techniques such as mnemonic devices, imagery, and rhyming memory methods, they can remember new words and phrases more effectively. For example, using mnemonic devices requires students to link new words to known vocabulary, improving memory effectiveness.

Positive emotional experiences can enhance memory outcomes. When students feel pleasure and joy during the learning process, their attention and concentration tend to improve, making it easier to retain new information. For instance, in a relaxed and enjoyable learning atmosphere, students may be more willing to use imagery strategies, such as drawing or creating mind maps, to help remember new vocabulary. Research also shows that students with higher well-being exhibit greater creativity and flexibility when using these strategies.

### **ii. Cognitive Strategies**

Cognitive strategies involve understanding and producing language through practice, analysis, and application of language rules. These strategies include summarizing, reasoning, categorizing, and inducting, which help learners deepen their understanding of language structure and usage. Students with higher well-being tend to demonstrate greater cognitive flexibility, allowing them to experiment with language structures more freely (MacIntyre & Gregersen, 2012). For example, positive emotions help students engage more boldly in language practice without fear of making mistakes.

In specific learning activities, cognitive strategies can be manifested in various forms. For instance, learners may create mind maps while reading to aid in understanding the text, or they may repeatedly revise and

reorganize sentences while writing to improve linguistic accuracy and fluency. Furthermore, teachers can design interactive classroom activities that encourage students to discuss and solve language learning problems in groups. This interaction not only enhances students' use of cognitive strategies but also boosts their well-being, making them feel a sense of accomplishment during the learning process.

iii. Compensatory Strategies

Compensatory strategies are used to overcome limitations in speaking and writing, such as by guessing or using synonyms. Dörnyei (2005) noted that students with higher well-being tend to display greater confidence when using compensatory strategies, thereby reducing fear of errors and promoting a growth mindset in the learning process. In language learning, compensatory strategies allow students to flexibly apply their existing knowledge to solve new problems.

For example, in speaking, learners might use contextual clues to infer the meaning of vocabulary or phrases. When they encounter unfamiliar words, positive emotions can boost their self-confidence, encouraging them to try using synonyms or alternative expressions for effective communication. These compensatory strategies not only enhance language fluency but also improve students' ability to cope with challenges during learning.

iv. Metacognitive Strategies

Metacognitive strategies include planning, monitoring, and evaluating learning activities. Oxford (1990) pointed out that engaged students are more likely to set goals, monitor progress, and adjust learning methods based on feedback. When in a state of high well-being, students tend to reflect on their learning process, enhancing their learning outcomes. Metacognitive strategies help learners identify their strengths and weaknesses and adjust their learning strategies accordingly to achieve optimal learning results.

In practical language learning, students can set both short-term and long-term learning goals. For example, they might create weekly study plans, setting clear goals for the vocabulary or grammatical structures they aim to master. Regularly self-assessing their progress and reflecting on which strategies are effective or need improvement can increase students' self-regulated learning abilities, boosting their self-confidence and sense of accomplishment.

v. Affective Strategies

Affective strategies help students manage their emotions, motivation, and attitudes, which are particularly important in language learning due to the challenges and setbacks students may encounter. Positive social relationships and emotional regulation can support learners in maintaining motivation under pressure (Dewaele & MacIntyre, 2014). For example, learners can manage anxiety and frustration through positive self-talk, emotional regulation, and emotional expression techniques.

Studies show that students with higher well-being exhibit greater emotional regulation maturity. They are more capable of coping with negative emotions in learning and maintaining a positive attitude. For instance, when facing exam pressure, learners can relax and improve their focus using techniques like deep breathing or

mindfulness meditation. Additionally, teachers can help students build emotional support networks by creating a positive emotional atmosphere in the classroom, increasing students' motivation.

vi. Social Strategies

Social strategies involve interacting with others to improve language skills, such as asking questions, seeking clarification, or practicing with peers. Supportive relationships and positive emotional states encourage students to use social strategies, creating opportunities for authentic language practice (Dörnyei, 2001). In a high well-being state, students are more willing to actively participate in group discussions and exchanges.

Research shows that positive social interactions not only improve students' well-being but also enhance their language abilities. Through collaborative learning with peers, students can help each other solve language learning problems. In such a learning environment, students are more willing to express their views and share learning experiences, which promotes language proficiency.

In practical application, teachers can design group-based learning activities that encourage students to use the language in authentic communication contexts. By creating interactive learning environments, teachers can effectively enhance students' use of social strategies, allowing them to enjoy the learning process and feel a sense of accomplishment.

In foreign language acquisition, learning strategies are not only tools for improving language proficiency but also crucial factors influencing students' well-being. By using learning strategies effectively, learners can have better experiences in foreign language learning, thereby improving their overall well-being. Future research could further explore the dynamic relationship between well-being and learning strategies, providing deeper theoretical support for language education practices.

### **III. METHODOLOGY**

#### **I. Research Design**

This study adopts a mixed-methods design to explore the relationship between well-being and learning strategies, particularly among Chinese university students learning Korean. The mixed-methods design allows for a comprehensive understanding of the research questions through both quantitative and qualitative data, thereby enhancing the validity of the research findings. The quantitative component provides a broad perspective on the relationship between well-being dimensions and the use of learning strategies, while the qualitative component offers insights into students' personal experiences, motivations, and perceptions. This design not only quantifies the relationship between well-being and learning strategies but also delves deeper into students' subjective experiences and intrinsic motivations.

i. Quantitative Research

The quantitative research component collects data through a survey, with the questionnaire designed based on the PERMA model to measure students' well-being and the use of learning strategies. The questionnaire consists of two parts:

- **Well-Being Assessment:** The PERMA-Profiler scale is used to measure participants' well-being across the five dimensions of positive emotion, engagement, relationships, meaning, and accomplishment. Each dimension consists of several items, with participants rating each item based on their personal experience.

- **Learning Strategy Usage:** The Language Learning Strategies Inventory (SILL) developed by Oxford (1990) is used to measure the frequency of use of six types of learning strategies: memory strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies, and social strategies. Participants rate the frequency with which they use each strategy.

The questionnaire design was validated through a pre-test to ensure its reliability and validity. All questionnaires were distributed via an online platform, and participants were asked to complete them within a specified period. During data collection, the researcher actively encouraged participation and ensured the anonymity and confidentiality of all responses to improve participant engagement and the authenticity of feedback.

ii. Qualitative Research

The qualitative research component supplements the quantitative data with in-depth interviews to gain a deeper understanding of students' subjective experiences in learning Korean. The interviews are semi-structured and focus on the following themes:

- Participants' understanding and feelings about well-being
- Motivation and expectations for learning Korean
- Strategies employed during the learning process and the thought processes behind them
- The impact of social interaction on the learning experience

Participants were selected based on the results of the quantitative survey, focusing on students who exhibit typical well-being levels and strategy usage. Each interview lasts approximately 45 minutes to 1 hour and is recorded. After the interviews, the researcher transcribes the recordings and conducts thematic analysis to extract the key themes relevant to the research questions.

iii. Participants

The sample consists of 362 undergraduate students from a large Chinese university, all of whom participated in a Sino-foreign cooperative education program that required them to study Korean. Participants were selected based on their enrollment in Korean language courses to ensure the sample was relevant to the research objectives. Most participants had at least one year of experience learning Korean, which allowed them to provide meaningful insights into their use of learning strategies. All participants had undergone basic Korean language training and

had some language learning experience. This background provided a foundation for the diversity and effectiveness of the strategies employed by participants during the learning process, ensuring that they could reflect deeply and authentically on the use of learning strategies.

## **J. Instrument**

### **i. PERMA-Profiler**

The PERMA-Profiler is a tool used to assess participants' well-being across five dimensions: positive emotion, engagement, relationships, meaning, and accomplishment. These dimensions form the core of Seligman's PERMA model and serve as an important framework for understanding and measuring well-being. The PERMA-Profiler has been designed with consideration for various cultural contexts and has demonstrated strong reliability and validity in positive psychology research (Butler & Kern, 2016).

The tool uses a 7-point Likert scale, where participants rate each item based on their recent experiences, with scores ranging from 1 (strongly disagree) to 7 (strongly agree). The scores for each dimension will be used to analyze participants' levels of well-being and help researchers understand how these dimensions are related to language learning strategy usage. The use of the PERMA-Profiler provides a structured framework, allowing researchers to systematically evaluate and compare participants' performance across different well-being dimensions.

### **ii. Language Learning Strategies Inventory (SILL)**

Developed by Oxford (1990), the SILL is a widely recognized tool for measuring language learning strategies. The inventory divides strategies into six categories: memory strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies, and social strategies. This classification allows for an in-depth analysis of students' language learning methods and helps researchers understand the specific strategies employed by participants in their learning process.

The design of the SILL accounts for adaptability across different learning contexts, ensuring its effectiveness in various language learning environments. Participants rate the frequency with which they use each strategy on a scale of 1 (never) to 5 (always). The robustness of the scale allows it to be effectively applied in this study, helping researchers identify the impact of different well-being dimensions on learning strategy choices.

### **iii. Interview Guide**

For the qualitative research component, a semi-structured interview guide was designed, covering perceptions of well-being, learning motivation, strategies used, and overall experiences with learning Korean. The design of the interview guide considered the research objectives to ensure that each question deeply explored topics related to well-being and learning strategies. The interview guide includes the following main themes:

- Perception of Well-Being: How participants understand and experience well-being.
- Learning Motivation: Students' motivation to learn Korean and any changes in that motivation.

- **Use of Learning Strategies:** Specific strategies students use during learning and their perceived effectiveness.

- **Overall Learning Experience:** Students' general views on learning Korean, including challenges encountered and feelings of accomplishment.

This semi-structured format provides participants with enough space to express their personal views, allowing researchers to gain deeper insights into their individual differences and learning experiences.

## **K. Reliability and Validity Testing**

To ensure the reliability and validity of the research tools, the researcher conducted multiple rounds of validation for the scales and interview guide used in the study.

### **i. Reliability and Validity of the PERMA-Profiler**

The PERMA-Profiler has been validated as a reliable and effective tool in several studies. Butler and Kern (2016) conducted validation research demonstrating its high reliability and validity across multiple cultural contexts. In this study, the use of the PERMA-Profiler was based on previous research findings, confirming that the tool demonstrates good construct validity and internal consistency in measuring the five dimensions of well-being.

- **Reliability:** The internal consistency of each dimension was assessed using Cronbach's alpha coefficient. The results showed that the dimensions of the PERMA-Profiler (positive emotion, engagement, relationships, meaning, and accomplishment) all exhibited high Cronbach's alpha values, typically above 0.70, indicating good internal consistency.

- **Validity:** The validity of the PERMA-Profiler was verified through comparisons with other well-being tools. For example, the PERMA-Profiler showed significant correlations with the Flow Experience Scale and the Life Satisfaction Scale, indicating good validity.

### **ii. Reliability and Validity of the SILL**

The SILL is a widely used tool in language learning research, and its reliability and validity have been repeatedly verified. Oxford (1990) first introduced the scale and conducted validation studies, which showed that the SILL has excellent stability and applicability across different cultural and language contexts.

- **Reliability:** In this study, Cronbach's alpha coefficient was used to evaluate the internal consistency of the SILL. The results indicated that the overall reliability of the SILL was 0.85, showing high internal consistency. Each subscale (such as memory strategies, cognitive strategies, metacognitive strategies, etc.) also demonstrated high reliability (Cronbach's alpha coefficients above 0.70).

- **Validity:** To verify the validity of the SILL, this study conducted a correlation analysis with academic performance and self-reported language learning outcomes. The results indicated a significant positive correlation between SILL scores and students' language proficiency and learning outcomes. This suggests that the SILL



effectively reflects the strategies students use in language learning and is associated with language learning performance.

iii. Reliability and Validity of the Interview Guide

To ensure the validity and reliability of the interview guide, the researcher carefully designed the interview questions and conducted expert reviews to ensure their appropriateness and accuracy. The interview guide was designed to account for the complexity of well-being and language learning strategies, with open-ended questions to allow participants to express themselves freely.

● **Reliability:** The reliability of the interview guide was assessed by evaluating the consistency of coding across interview recordings. In interviews with 20 students, the researcher and a second researcher independently coded the interview content, comparing results. The coding consistency between the two researchers was over 85%, indicating high reliability.

● **Validity:** The validity of the interview guide was verified by its relevance to the research objectives. All questions closely aligned with well-being and language learning strategies, ensuring that the data collected was in line with the research goals. The thematic analysis of interview content was highly consistent with the quantitative findings, further validating the interview guide's effectiveness.

## **IV. DATA COLLECTION AND ANALYSIS**

### **L. Data collection**

i. Quantitative Data Collection

Quantitative data was collected through an online survey, which was promoted via social media platforms and student forums within the university to maximize participant engagement. The process of administering the survey is as follows:

● **Survey Design:** The survey was designed with careful consideration of the participants' cognitive levels and language abilities, ensuring that all questions were clear and concise, avoiding any ambiguity.

● **Survey Administration:** The survey was open for a specific period, and participants could complete it from any location after receiving the link. The survey took approximately 15 to 20 minutes to complete.

● **Data Processing:** After data collection, the survey data was analyzed using SPSS software, including descriptive statistics, correlation analysis, and regression analysis, to explore the relationship between well-being and the use of learning strategies.

ii. Qualitative Data Collection

Qualitative data was collected through in-depth interviews. The process of conducting the interviews is as follows:

● **Interview Scheduling:** Based on participants' schedules, the researcher arranged interview times with each participant. The interviews were typically conducted in quiet areas on campus to ensure undisturbed conversations.

● **Interview Recording and Transcription:** Each interview was recorded with the participant's consent, and the researcher transcribed the recordings to ensure the accuracy and completeness of the data.

● **Thematic Analysis:** After transcription, the researcher used NVivo software for coding and thematic analysis to identify the key themes related to the research questions, ensuring both the depth and breadth of the research findings.

## **M. Data analysis**

### **i. Quantitative Data Analysis**

Quantitative data collected from the survey were analyzed using SPSS software. The analysis steps are as follows:

● **Descriptive Statistics:** Descriptive statistics were performed to describe the basic characteristics of the sample, providing an overview of the participants' well-being levels and the distribution of learning strategy usage.

● **Correlation Analysis:** Pearson correlation analysis was conducted to explore the relationship between the dimensions of well-being and the use of learning strategies. The correlation analysis identifies which well-being dimensions are significantly related to the use of specific learning strategies.

● **Multiple Regression Analysis:** Multiple regression analysis was used to further investigate the predictive role of well-being in the use of learning strategies, controlling for other potential confounding variables, such as age, gender, and language learning experience.

### **ii. Qualitative Data Analysis**

The thematic analysis of the interview data follows these steps:

● **Initial Coding:** The transcribed interview texts were initially coded to identify key themes and patterns related to the research questions.

● **Theme Extraction:** Based on the coding, major themes were extracted, and student quotations were categorized to distill important insights.

● **Results Integration:** The analysis results from the qualitative data were integrated with the findings from the quantitative data to form a comprehensive understanding of the relationship between well-being and learning strategies.

## **V. FINDINGS AND DISCUSSION**

### **N. Quantitative Findings**

Quantitative analysis revealed a significant positive correlation between well-being and the use of language learning strategies. Specifically, the different dimensions of well-being, particularly positive emotion and engagement, showed a significant correlation with the learning strategies employed by students. These findings

not only support the theories of positive psychology but also provide empirical evidence for understanding how well-being influences learning behaviors.

i. Positive Emotion and Social Strategies

A strong positive correlation was found between positive emotion and social strategies ( $r = 0.48, p < 0.01$ ), suggesting that students with higher positive emotions are more likely to use social strategies to enhance their language learning. This finding is consistent with previous research and further emphasizes the importance of positive emotions in fostering social interactions and building supportive relationships during the learning process (Fredrickson, 2001). Participants generally reported that pleasant and satisfying emotional experiences made them more confident in communicating with others and more willing to actively participate in group discussions and peer interactions. In learning Korean, students felt that emotional support alleviated learning stress and enhanced their language proficiency.

For example, in group learning, students often engaged in group discussions and Q&A sessions to deepen their understanding of vocabulary and grammar, particularly when facing linguistic challenges. Positive emotions helped them remain patient and seek clarification when encountering uncertainties. One student mentioned, "I really enjoy practicing Korean with friends. In an atmosphere of mutual support, I find it easier to master pronunciation and expressions."

ii. Engagement and Metacognitive Strategies

Engagement showed a positive correlation with metacognitive strategies ( $r = 0.42, p < 0.01$ ), indicating that students with higher levels of engagement are more likely to use metacognitive strategies, such as planning, monitoring, and evaluating their learning progress. Metacognitive strategies involve students actively regulating and monitoring their learning activities, and they are crucial for successful language learning. Highly engaged students tend to show stronger self-management abilities, adjusting their learning methods based on feedback and identifying and solving problems in their learning process.

For example, many students reported that during their learning, they would regularly check their progress and assess which learning methods were effective and which needed improvement. Through this reflection, students not only improved their learning efficiency but also maintained long-term learning motivation. One student shared, "I usually assess my learning progress regularly to see what I am doing well and what needs improvement. This method makes me feel like I have a goal and direction."

iii. Predictive Role of Positive Emotion and Engagement in Learning Strategy Use

Regression analysis showed that positive emotion and engagement are significant predictors of the overall use of learning strategies ( $p < 0.05$ ). These results indicate that students' well-being not only directly influences the choice of specific strategies but also affects the diversity of strategies they employ. This suggests that students with higher well-being levels tend to use a wider variety of learning strategies, rather than relying on a single approach.

The influence of positive emotion and engagement on learning strategies is bidirectional, meaning that students, when facing challenges, are able to use multiple strategies to enhance their learning performance. The findings also show that students with higher well-being, when encountering difficulties in learning, not only persist in using effective learning strategies but also adjust their strategies to improve their learning efficiency.

iv. Impact of Gender and Age on Strategy Use

Additionally, the study found significant effects of gender and age on the use of learning strategies. Female students scored higher than male students in social and affective strategies, which may be related to female students' tendencies toward social interaction and emotional regulation. Female students were more likely to seek social support and enhance their learning motivation and emotional support through the establishment of positive interpersonal relationships.

On the other hand, older students scored higher in the use of metacognitive strategies, indicating that they had stronger self-monitoring and self-regulation abilities during their learning process. As students age, they accumulate more experience, which enables them to better understand and apply metacognitive strategies to regulate their learning process. Older students tend to set clear learning goals, regularly self-assess their learning outcomes, and adjust their learning methods based on feedback.

## **O. Qualitative Findings**

Qualitative analysis of the interview data revealed three main themes related to well-being and strategy use: motivation and perseverance, social connection and support, and purpose and personal growth. These themes not only reflect the emotional and psychological experiences of students during the Korean language learning process but also reveal how well-being influences their learning behaviors through emotions and motivation.

i. Motivation and Perseverance

Students with higher well-being showed stronger learning motivation, especially when learning Korean. Students generally reported that higher well-being enabled them to maintain long-term interest in learning, particularly when facing challenges in language learning. These students were more likely to use complex learning strategies, such as metacognitive and cognitive strategies, to help them overcome difficulties and continue progressing.

For example, many students mentioned that they regularly assessed their learning progress to check which strategies were effective and which needed improvement. One student said, "I usually review my learning records to see what can be improved. This gives me a sense of accomplishment." This proactive adjustment of learning strategies indicates that students with higher well-being have better self-regulation and are able to remain calm and adjust strategies when faced with difficulties.

ii. Social Connection and Support

Many participants emphasized the role of supportive relationships in enhancing their learning experience. Students with higher scores on the "relationships" dimension were more likely to use social strategies, such as seeking clarification and practicing with peers. Through interaction and collaborative learning, students received emotional support, which helped them better cope with learning stress and maintain motivation.

One student shared, "Group learning is very enjoyable for me. When I review with my classmates, I can grasp the content more easily. We encourage each other, which makes me more confident." This finding suggests that social interaction and support play a significant role in learning Korean, and positive social relationships significantly enhance students' well-being and promote the use of more diverse learning strategies.

### iii. Purpose and Personal Growth

Students who reported high levels of meaning and accomplishment viewed their language learning as a purposeful journey, contributing to their personal growth. Many students said they learned Korean not just to improve their language skills but also to better understand and integrate into Korean culture, achieving personal development goals. These students often used cognitive and metacognitive strategies because they viewed learning Korean as a means to achieve broader life goals.

One student said, "Learning Korean gave me a deeper understanding of Korean culture, which makes me feel that my efforts are meaningful." This perception of learning's significance enables students to engage more fully and purposefully in their studies, making the learning process more meaningful and fulfilling.

## **P. Comparison with Previous Research**

The relationship between well-being and language learning strategies observed in this study is consistent with previous findings in the field of positive psychology. For example, Dewaele and MacIntyre (2014) found a significant positive correlation between positive emotions and language learners' motivation and stress resistance. Dewaele and MacIntyre's research emphasized the importance of emotions and motivation in the language learning process and suggested that positive emotions not only promote learners' emotional health but also enhance their learning motivation. This study extends these findings, particularly by examining the cross-cultural context of Chinese students learning Korean, and further validates the specific role of well-being dimensions in influencing the use of learning strategies.

Furthermore, the results align with research in other related fields. For instance, educational psychology research indicates that emotions and motivation have a direct impact on students' choice of learning strategies and academic achievement (Pintrich, 2003). Pintrich's research explored how emotional factors affect learners' intrinsic motivation and external performance and highlighted that students' emotional states are directly related to their learning strategy choices and ultimate academic outcomes. This study further emphasizes that, in language learning, well-being influences not only the choice of learning strategies but also the diversity and effectiveness of strategy application. In other words, students with high well-being not only adopt more diverse learning strategies but also apply these strategies more effectively. Specifically, students with higher well-being are more likely to use metacognitive strategies to monitor their learning progress and are more willing to engage in language practice and feedback exchange through social strategies.

One of the key contributions of this study is linking the different dimensions of well-being (such as positive emotion, engagement, relationships, meaning, and accomplishment) to the selection of language learning strategies. This perspective has been less explored in previous research. Particularly in cross-cultural learning environments, the impact of well-being on learning strategy use may have more complex backgrounds and mechanisms. This study provides new insights into the relationship between well-being and learning strategies in Chinese students learning Korean and offers theoretical support for the cultivation of well-being in educational practice.

## **Q. Significance**

This study reveals the relationship between well-being and language learning strategies, providing new insights into the application of positive psychology in language education. These findings not only enrich theoretical perspectives in language learning research but also offer critical implications for educational practice.

### **i. Theoretical Significance**

**Relationship Between Well-Being and Learning Strategies:** This study supports MacIntyre and Gregersen's (2012) conclusion on the critical role of emotions in language learning, further indicating that positive emotions and engagement significantly influence the choice of learning strategies. The findings validate the applicability of the PERMA model, revealing how different dimensions of well-being promote the diversity and complexity of learning strategies. This contributes to language learning theory by deepening the understanding of emotional factors, showing that well-being not only influences learning motivation but also directly impacts learning behaviors.

**Cross-Cultural Research on Well-Being:** This study's sample of Chinese university students learning Korean demonstrates the cross-cultural applicability of the PERMA model, supporting its relevance in non-Western contexts. By providing empirical data, the research extends the boundaries of positive psychology in language education within a cross-cultural educational setting.

### **ii. Practical Significance**

**Educational Strategies to Enhance Student Well-Being:** The findings suggest that focusing on students' well-being, particularly positive emotions and engagement, enhances the frequency and effectiveness of their learning strategies. For language educators, this implies that integrating practices that foster well-being into curriculum design and teaching activities can lead to more positive learning outcomes. For example, teachers could design interactive activities that increase students' social interaction opportunities, fostering positive emotions.

**Encouraging Goal Setting and Deep Engagement:** The study finds that the "engagement" dimension of well-being is closely related to metacognitive strategies, indicating that students are more likely to adopt effective planning and monitoring strategies when deeply engaged in learning. Teachers can encourage students to set clear learning goals and support them in developing self-monitoring skills. This can enhance learning efficiency and effectiveness, particularly in foreign language acquisition, by strengthening students' self-regulation abilities.

**Creating a Supportive Learning Environment:** The study reveals that students with higher scores in the “relationships” dimension tend to use social strategies, emphasizing the importance of supportive interpersonal relationships in the learning process. Educational institutions should focus on fostering a social environment on campus, providing more opportunities for collaborative learning, such as group discussions and language exchange activities. Such an environment can not only improve learning outcomes but also enhance students' well-being.

**Promotion of Positive Psychology in Language Education:** This study demonstrates that the core concept of positive psychology—well-being—positively influences language learning effectiveness. This finding supports the application of positive psychology in education, suggesting that educators incorporate well-being as an educational goal and integrate emotional support into language course design. This approach helps students gain positive emotional and psychological experiences alongside language learning.

## **VI. CONCLUSION**

### **R. Summary of Findings**

This study explored the impact of well-being on the use of learning strategies among Chinese university students studying Korean, focusing on the role of well-being through the five dimensions of the PERMA model—Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—in foreign language learning. The mixed-methods design revealed that Positive Emotion and Engagement had a significant positive impact on the use of strategies such as social and metacognitive strategies. Furthermore, qualitative analysis highlighted the positive experiences of students with higher well-being in terms of learning motivation, social support, and perceived meaning in learning. These findings indicate that well-being not only enhances the learning experience but also plays a critical role in supporting the diversity and depth of language learning.

### **S. Limitations of the Study**

**Sample Limitation:** The sample is drawn from a single university and is limited to Chinese university students learning Korean. The specificity of this group may limit the generalizability of the findings, necessitating caution when applying these conclusions to broader contexts.

**Cultural Homogeneity:** The sample mainly consists of Chinese students, offering a relatively homogeneous cultural background. The impact of well-being may vary across cultural contexts, so the results may not be directly applicable to students from different cultural environments.

**Cross-Sectional Design Limitation:** The study employed a cross-sectional design, which does not allow for establishing causality between well-being and learning strategies. While the study confirms a correlation, further longitudinal research is needed to explore causative relationships.

### **T. Recommendations for Future Research**

Based on the limitations above, this study suggests the following directions for future research:

**Expand the Sample Scope:** Future studies could include more universities and students learning other foreign languages to increase the representativeness of the findings. Additionally, conducting similar studies across different countries or cultural contexts could provide insights into the role of cultural factors in the relationship between well-being and learning strategies.

**Adopt a Longitudinal Design:** To explore causative relationships between well-being and learning strategies, future research could employ a longitudinal design, tracking changes in students' well-being and learning strategies over time to better understand their dynamic relationship.

**Investigate the Long-Term Impact of Well-Being on Academic Achievement:** While this study primarily focused on the impact of well-being on learning strategies, future research could examine the long-term effects of well-being on academic achievement, particularly exploring how well-being might indirectly enhance academic performance through learning strategies. This would provide educators with a more comprehensive basis for developing educational strategies that support students' overall development.

## U. Implications for Educational Practice

The findings of this study provide insights for educators on integrating well-being practices in the classroom. Specifically, teachers can enhance students' well-being by creating a positive learning atmosphere, encouraging interaction, and fostering supportive relationships, thereby increasing students' engagement and use of strategies in language learning. Educational institutions might also consider incorporating positive psychology principles into curriculum design, addressing students' emotional needs and psychological support to help them achieve a more rewarding and successful language learning experience.

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