

# Building Motivation and Resilience in Learners

## Webinar handout

by Dadan, Dr. Yuliani Kusuma Putri and Daniel Kurniawan

### Games as a Tool for Building Student Engagement and Motivation by Dadan

#### Reflective Questions

1. What is one word that you associate with games?
2. What's your favorite classroom game?
3. What do you think are the benefits of using games in English class?
4. What are the potential downsides of using games in class?
5. How do you measure the effectiveness of a game in achieving learning objectives?
6. What strategies can you use to ensure all students participate actively in classroom games?

#### Some considerations in choosing/designing a game

1. Fun
2. Less Preparation
3. Short
4. Simple
5. Competitive, cooperative, role-play etc.
6. TPR (Total Physical Response)
7. Variations (Reuse with different versions)

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## References

| Games for Language Skills Development | Links  |
|---------------------------------------|--|
| Games for Vocabulary Building         | <a href="https://learnenglish.britishcouncil.org/vocabulary/vocabulary-games">https://learnenglish.britishcouncil.org/vocabulary/vocabulary-games</a><br><br><a href="https://learnenglishteens.britishcouncil.org/vocabulary/vocabulary-games">https://learnenglishteens.britishcouncil.org/vocabulary/vocabulary-games</a><br><br><a href="https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games">https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games</a>  |
| Games for Speaking Skills             | <a href="https://englishonline.britishcouncil.org/blog/articles/5-fun-english-speaking-games-to-help-you-level-up-your-language-skills/">https://englishonline.britishcouncil.org/blog/articles/5-fun-english-speaking-games-to-help-you-level-up-your-language-skills/</a>  |
| Games for Grammar Practice            | <a href="https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-practice">https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-practice</a>  |
| Games for Writing Skills              | <a href="https://englishonline.britishcouncil.org/blog/articles/5-enjoyable-english-writing-games-that-turn-practise-into-playtime/">https://englishonline.britishcouncil.org/blog/articles/5-enjoyable-english-writing-games-that-turn-practise-into-playtime/</a>  |
| Icebreaker Game                       | <a href="https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/d-h/ice-breakers">https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/d-h/ice-breakers</a><br><br><a href="https://www.facebook.com/TeachingEnglish.BritishCouncil/posts/icebreakers-that-work-for-your-teenage-students-and-maybe-some-other-ages-as-wel/2770652289616307/">https://www.facebook.com/TeachingEnglish.BritishCouncil/posts/icebreakers-that-work-for-your-teenage-students-and-maybe-some-other-ages-as-wel/2770652289616307/</a> |
| Role-Play                             | <a href="https://www.teachingenglish.org.uk/professional-development/teachers/planning-lessons-and-courses/articles/role-play">https://www.teachingenglish.org.uk/professional-development/teachers/planning-lessons-and-courses/articles/role-play</a>  |
| Game with Technology                  | <a href="https://learnenglishkids.britishcouncil.org/fun-games/games">https://learnenglishkids.britishcouncil.org/fun-games/games</a>  |

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# Building motivation and resilience in learners

by Dr. Yuliani Kusuma Putri

Content creation can be an excellent way to engage and motivate students in the learning process. Not only is it relevant to today's trend, but it is also helpful for students to improve their soft skills mostly needed in 2030. Students can create contents in many means for their project based assignments, from daily tasks to final project. Creating content as a project based learning can be implemented in any class, including language classes.

Content creation plays a pivotal role in engaging and motivating students in English classes. By allowing students to produce their own material, such as blogs, pictures, videos, and podcasts, teachers can foster creativity and critical thinking, which are essential for language acquisition (Jones, 2021). When students are encouraged to develop original content, they take ownership of their learning, which often leads to increased engagement. This approach enables students to explore personal interests, apply real-world language skills, and enhance their digital literacy.

There are several steps in creating contents. Content creation is divided into different stages as follows.

|                 |   |
|-----------------|---|
| Planning        | <ol style="list-style-type: none"><li>1. Determining topic</li><li>2. Research on similar contents regarding the topic</li><li>3. Needs analysis on the production details (logistics, talent, camera etc.)</li><li>4. Storyboard</li></ol> |
| Production      | <ol style="list-style-type: none"><li>1. Shooting preparation</li><li>2. Cast preparation</li><li>3. Shooting</li><li>4. Controlling</li><li>5. Backing up</li><li>6. Editing</li><li>7. Evaluating</li></ol>                               |
| Post-production | <ol style="list-style-type: none"><li>1. Publish</li><li>2. Feedback</li></ol>  |

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The workflow in content creation urges students to get involved in every process, making a solid teamwork. Collaborative content creation, such as group video projects or podcasts, promotes teamwork and peer interaction, two factors that can significantly boost motivation (Brown, 2019). When students work together on shared projects, they build communication skills while also deepening their understanding of the material. Furthermore, the social aspect of these tasks creates a positive classroom environment where students feel supported by their peers.

Not to mention, the use of technology in creating contents also links the gap between traditional learning and the digital world, which attracts digital native students (Miller & Campbell, 2020). Integrating platforms like Instagram, TikTok, and YouTube allows students to publish their work for an audience, making the learning experience more meaningful. This shift from passive learning to active participation encourages students to engage more deeply with the language.

To sum up, besides enhancing student engagement, content creation also motivates them to take an active role in their learning. By integrating digital tools and collaborative projects, educators can make English classes more dynamic and relevant to students' lives.

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## References

Brown, S. (2019). **Collaboration in the classroom: The power of group learning**. *Education Today*, 45(3), 76-85.

Jones, P. (2021). **Creativity in education: Empowering student voices through content creation**. *Journal of Educational Innovation*, 58(2), 112-124.

Miller, T., & Campbell, R. (2020). **Digital learning: Integrating technology in the classroom**. *Technology in Education Review*, 32(1), 45-57.

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# Harnessing Extramural English to Build Learners' Motivation

by Daniel Kurniawan

## Learning beyond classroom and Extramural English

L2 learners should engage in **Learning Beyond the Classroom** (LBC). While different notions and sub-concepts of LBC exist, they are commonly categorized into (a) offline/online and (b) exclusively online LBC. These sub-concepts might overlap and are sometimes used interchangeably (Guo & Lee, 2023; also, for a more focused discussion on informal digital learning of English, see Lee, 2019).

One sub-concept in my presentation is **Extramural English** (EE), introduced by Sundqvist (2009) in her dissertation. EE refers to “English outside the walls”, including resources or activities that are generally voluntary and mainly self-initiated by learners, often with friends or parents. It is also characterized by learner autonomy (Sundqvist, 2009; Sundqvist & Sylvén, 2016:3).

**EE activities** are diverse, including watching different types of resources (films, TV series, music videos, vlogs), listening to music, reading different types of texts (blogs, books, magazines, newspapers), browsing the web, engaging with social media, socializing in real life, and playing games (both online or offline, solo or cooperatively) (Sundqvist & Sylvén, 2016:7; Maristry, 2023). Further, Guo and Lee (2023) classify similar LBC-related activities into form-focused (e.g., using online dictionaries or Google Translate) and meaning-focused activities (e.g., watching entertainment programs, using social media, and communicating while playing video games).

Sundqvist and Sylvén (2016:138-142, 189) propose a **metaphor of a three-story house** to illustrate EE.

1. On the first floor, learners can easily access the readily available EE resources and activities, e.g., listening to music and watching TV and films, often spending more time here than on the 2nd floor.
2. Moving to the second floor requires more effort, as learners “climb up the stairs” to engage in activities like reading and using a computer (surfing, online socializing, etc.).
3. The attic is more random, where “anything and everything go up.” It involves incidental, unplanned activities that are not easily accessed, such as meeting foreigners or participating in international events.

In relation to EE and **digital role-playing games (RPGs)**, I did my research on how university students encountered EE through playing a specific digital RPG. Adapting the framework by Knight et. al. (2020) and Reinhardt and Sykes (2011), I explored how students engaged in

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**micro-involvement with** the game (reading or listening to texts, scenarios, dialogues, menus, tutorials) and **through** the game (chatting with other players through in-game chat feature), as well as **macro-involvement around** the game (navigating paratexts on social media, webpages, forums, other online platforms) and **about** the game (getting involved in peripheral interactions in real-world contexts).

## How EE benefits EFL learners

Glader (2021), Kurniawan (2023), Maristy (2023), Sundqvist & Olin-Scheller (2013)

1. *Prevalence and accessibility*: EE is widely accessible, with diverse resources and activities in learners' daily lives, although some might require supportive resources (e.g. technology, paid/premium features).
2. *Learner-centered approach, engagement and motivation*: EE is learner-centered, and when self-initiated by the learners, it can help build their motivation, interest in English, and agency.
3. *Confidence and willingness to communicate*: EE helps students believe in themselves, reducing the fear of failure in language learning, which in turn increases their willingness to communicate and builds their confidence.
4. *Linguistic, affective, and socio-cultural gains*: EE can contribute to learners' linguistic development, affective and socio-cultural learning, while also developing their digital literacies.
5. *Language input and usage-based learning*: EE provides rich language input while promoting usage-based models of English. Some activities or resources can be form-focused, and others commonly expose learners to authentic use of English. For more, refer to Lech & Harris (2019).

However, while EE has benefits, it's 'difficult to find a direct cause-and-effect relationship between EE and language proficiency.'

## EE-informed EFL teaching

1. *Know your learners' interests*: Map out your learners' interests and engage them in discussions about what they enjoy.
2. *Provide feedback*: Offer feedback and discuss their EE experiences or encounters; for example, discuss informal varieties of English they find.
3. *Use authentic materials*: Use authentic materials into your lessons, but maintain balance and guide your learners.
4. *Integrate EE into activities*:
  - a. Include EE resources in extensive reading, listening, or viewing classes/activities.
  - b. Encourage learners to keep a language diary (see Sundqvist & Sylvén, 2016:155-156).

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## Caveats

1. *Complexity and diversity of contexts*: authentic input can overwhelm learners, especially those at lower proficiency, leading to cognitive overload (and frustration). Support from teachers (and parents; scaffolding) is essential.
2. *Individual learner differences*: Be mindful of communal and individual interests; each learner's interests and experiences vary.
3. *Intentionality*: If EE activities feel forced or mandatory, learners might feel demotivated, losing their enjoyment.
4. *Equity and access*: Consider your learners' background and access to technology or resources, and be culturally sensitive to avoid marginalizing certain groups of learners.

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