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# Resilience in Language Teaching and Learning in the New Normal

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## **CHAPTER III: IS IT POSSIBLE TO BECOME RESILIENT LANGUAGE INSTRUCTORS?**

*“Educators who have resilience are people who can respond to life’s difficulties with a positive perspective so that they can spread positive energy not only to themselves but also to others.”*

**Daniel Ginting**  
(Ma Chung University, Malang)

### **INTRODUCTION**

We have been through the online teaching and learning process for almost two years. In 2022, we are learning how to adapt to instructing our students at campus with new habits. In fact, primary and secondary school students are already studying at school. Indeed, all benefits and risks have been calculated regarding letting the children study at school during the new normal. Many parents do have a strong concern about sending their children to school. First, they admit that they are too busy with activities to fulfill their family’s economic needs, so they cannot afford to accompany their children. Second, admittedly parents do not have sufficient teaching skills to guide their children. Attaining literacy, numeracy, and other essential competencies is necessary for children. Frightened by their children’s potential declining intellectual quality,

primary school students' parents dared to make decisions (Ginting et al. 2021). The risk of contracting COVID-19 has been minimized by ensuring that all students, parents, teachers, and school decision-making boards have received the vaccinations and always obey health protocols during school hours.

Indeed, online classes may become the best option when few other options are available to select. However, we should blame pessimistic views regarding school programs overloaded with full online classes. In their view, fully online learning is often associated with adverse effects, ranging from mental health to learning loss. Few students have equal access to the internet. The students living in remote areas usually suffer the most (Bakalar, 2018). Due to poor internet connection and unreliable technology facilities, these students cannot access the materials, let alone learn them properly. Moreover, they are late in collecting and completing assignments.

On the other hand, teachers find students' online learning activities hard to monitor. They turn off their cameras during teleconferences via Zoom or MS Team, although their teacher has repeatedly reminded them to show their faces during the live meetings. However, there are always a thousand reasons students intentionally turn off their web cameras. They might say that they have problems with their camera and poor internet connection. When the camera is off, many possible adverse effects can

happen. For example, students are not learning seriously. Instead, they intentionally do other activities. One day, the writer had breakfast at a *warung*, and he saw three students chatting with their friends. The writer finally realized that these students were taking online classes. When their names were being called by their teacher, they instantly said they were present, and after that, they turned off their cameras and chatted again without paying attention to the teacher.

The policy flexibility of these face-to-face meetings did result in mixed reactions. Entering the new normal period where teachers and students learn to adapt to new habits does not always run smoothly. Some are still worried about being haunted by the COVID-19 potential infection even though they have been vaccinated. Some others think that online classes save more money. Instead of spending money on transportation, housing rent, and food costs, it is better to choose to study online. Students still can take exams and pass them even if they do it from home, can't they? As far as the writer's observation is concerned, students from social sciences and humanities who do not demand skill practices are likely to prefer online classes more than science or engineering classes.

The prevailing situation where educators get little support from their surroundings or stakeholders for ideas, dreams, or visions provokes a challenge to evaluate their resilience (Ginting et. al 2021). Resilience is an attribute that reflects the determination or determination of



someone who believes that their choice is the best even though they realize that the choice is also not a perfect choice. Will educators give up on the situation? What should educators do? Shall they continue living their visions even though they do not get support from people? In this paper, the author describes a systematic review of the study of resilience. The author hopes that this paper will provide a comprehensive view of resilience that will inspire them to become resilient individuals in the future.

## **THE SCOPE OF RESILIENCE**

Resilience is a hot topic that gets special attention in education. Benard (1991) defines resilience as the ability to adjust to the consequences of adversity and build social competence even in extreme stress arising from personal or environmental challenges or trauma. This topic became increasingly hotly discussed among educators when the pandemic began to appear in the middle of 2020. The pandemic confused educators about finding various standards for managing classes well. The confusion persists today regarding where schools and colleges could run face-to-face courses. Pandemics or traumatic events (natural disasters, wars, accidents, etc.) are one of the triggers to make people enter a critical state: the extent to which they can continue to survive and continue to develop themselves is a representation of resilience.

Having a resilient attitude is necessary for everyone, including students, parents, teachers, school policymakers,

and the government in the context of the world of education. Resilience is like food that provides energy to inspire people to continue to survive in difficulties and solve life's problems. Being resilient is not easy, especially when people have entered life's difficulties. For teachers, having a resilient attitude is the leading indicator of assessing the quality of their level of professionalism. In other words, the more someone becomes resilient, the more achievements they make. On the other hand, when lecturers always complain to their students and never make a research publication output, this is an alarm to highlight something wrong with this lecturer. The following are some explanations of what resilient people are like.

Using the phenomenological design, previous resilience studies focused on the characteristics of survivors, young individuals, of high environmental, familial, or personal risk circumstances (Richardson, 2002). Werner and Smith (1992) later admitted that few studies had been done on adult resiliency or the long-term effects of adverse childhoods on adult adaptability. Resilient adults showed personal competence and determination, according to the researchers. These people frequently have a supportive spouse or partner and a strong belief in a higher power. Surprisingly, resilient people were found to need to distance themselves from friends and family members whose emotional and domestic difficulties threatened to overwhelm them. Finally, these people could live without

bitterness, instead choosing kindness, optimism, and hopefulness.

Benard (1993) mentions that resilient people usually have four capabilities: social competence, problem-solving skills, autonomy, and a sense of purpose and future.

1. Responsiveness, adaptability, empathy, caring, communication skills, and a sense of humor are all examples of *social competence*. Resilient people with this ability can form bonds with family and friends at school and in the community.
2. Resilient people with *problem-solving abilities* can think abstractly and reflectively and perceive alternative solutions to cognitive and social problems. They can plan, think creatively, and effectively use available resources.
3. Resilient people have a solid sense of self or *autonomy*. They are capable of thinking and acting freely and crave control over their surroundings. They can distance themselves from unhealthy environments.
4. Resilient people have objectives, educational aspirations, persistence, hopefulness, and a sense of a bright future. This ability is called having *a sense of purpose*.

This personal resilience is also a personal protective factor since individuals own these qualities. It is protective because these qualities protect individuals from being harmed by hardship or other unexpected events in life. These qualities help them survive and keep growing personally.

Benard (2004) says that personal protective factors include internal and external attributes that enhance resilience. Internal attributes are traits possessed by a person that makes him able to withstand adversity. Meanwhile, external attributes are the traits that people imitate from others that make them persist. Benard (1993) identified four personal attributes that encompass the characteristics of resilience, including social competence, critical thinking skills, autonomy, and a sense of purpose.

## **FACTORS THAT MAKE UP RESILIENCE**

Are resilient traits learned or genetically passed down to the generations? Higgens (1994) discovered that although resilience capabilities might be genetically connected, most of them can be acquired and promoted. Factors that make up resilient people include environmental protective factors. These qualities safeguard adolescents against harm, such as loving connections, elevated expectations, and the ability to participate or contribute (Benard, 2004).

After examining data acquired from following resilient individuals from childhood to maturity, Werner and Smith (1992) discovered that some protective characteristics served as predictors between high-risk persons with and without coping problems. Interestingly, some social agents play essential roles in nurturing the resilience traits of children. In this case, Werner and Smith (1992) mention that the parent's educational level, the opportunity to relate to a caring adult other than family, and the assistance of a

teacher who served as a role model while also assisting the youngster in determining potential career pathways are all discriminators in childhood.

Additional protective variables in early adulthood are emotional support from spouses, friends, and other family members, the power of faith and prayer, and opportunities to develop confidence and competence. By the time high-risk teens with major coping problems reached their mid-thirties, they had recovered somehow and seemed to "bring their lives together," which was the most intriguing aspect of the study's findings. From this explanation, we conclude how important primary social agents such as parents are in developing resilience in children. The stronger the parents have a resilience attitude and teach it to their children, the more likely they will become resilient people.

## **STUDIES ON RESILIENCE**

Wolin and Wolin (1993) investigated the impact of adversity on the lives of young people. They discovered that resiliency is a process of overcoming adversity. Throughout this process, modest victories can add to perseverance, confidence, and the capacity to walk hand in hand through setbacks, disappointments, and failures. They defined "survivor's pride" as the sense of achievement that comes from persevering in the face of adversity. They use the exact definition for resilience. This definition guided their research as they investigated the lives of people who had overcome adversity to live happy lives. Flexibility, durability,

adaptation, buoyancy, elasticity, optimism, and openness to learning are traits of this person. Burnout, exhaustion, malaise, melancholy, defensiveness, and cynicism are signs of a lack of resiliency (Pulley & Wakefield, 2001).

Berliner and Benard (1995) argued that establishing resiliency characteristics improves students' chances of personal and academic success. Researchers from Project Resilience indicated that promoting resiliency in the elementary classroom through interactions and events within everyday instruction could help pupils develop those signs (Bickart & Wolin, 1997). Children were active in evaluating their work, setting goals, creating standards, collaborating, practicing problem-solving, making decisions, structuring the community, setting, and classroom rules. Wolin and Wolin (1993) identified seven resiliency attributes used to create these possibilities.

Self-efficacy, goal orientation, personal responsibility, optimism, internal expectations, and coping ability were among the six attributes identified by Pisapia (1994). Schools could use the concept to encourage teachers, staff, and parents to develop the six resiliency attributes. He felt students might be inspired to study and change through encouragement and lofty expectations.

Students at risk were found to benefit most from resilience-building experiences that focused on five themes: competency (feeling successful), belonging (feeling loved), usefulness (feeling needed), potency (feeling empowered),

and optimism in research by Sagor (1993). (Feeling encouraged and hopeful). Schools and individual educators can then directly or indirectly incorporate these topics into the curriculum. Pikes, Burrell, and Holiday (1998) devised a cross-disciplinary way to integrate the five themes into instructional aspects.

McGrath (two thousand) gathered information and indicated two primary approaches on which schools interested in implementing resilience-building programs should focus. Family, school, religious involvement, collaborative cultures, and chances for meaningful participation and contribution are all part of the environmental approach. The second strategy involves making personal protective skills a core curriculum component. Success, knowledge, social skills, optimistic thinking, self-knowledge, a sense of humor, problem-solving and planning skills, positive self-perceptions and self-efficacy, goal setting, and stress management are all examples of these competencies.

## **HOW TO FOSTER RESILIENCE SPIRIT**

Providing an environment of care and support, positive expectations, and continual opportunities for participation is the most effective strategy to promote resiliency. These are all elements that can be used in a school setting for students of any age. According to Werner and Smith (1992), a teacher is frequently the most positive role model outside of one's family. Numerous studies demonstrate the positive impact of a loving and compassionate teacher on students'

lives. According to Benard (1993), resilient kids seek love, social support, and compassion from those around them.

Teachers play a significant role in kids' resilience. Geary (1988) found that resilient at-risk children's achievement was directly tied to teachers or staff who showed a personal interest in them. These teachers were regarded as caring, having respect for them as individuals and learners, having a good relationship with them, listening without being intrusive, taking them seriously, being available and understanding, assisting, and encouraging them, and laughing with them. These children also relied on the lecturers' professionalism.

They said they looked to them to: listen to the motivations behind inappropriate behavior before disciplining, listen without judging, be fair in grading and instruction, praise and encourage students when they succeed, have lofty expectations, and be willing to get to know students personally as well as academically (Werner & Smith, 1982). It is critical to learn about the characteristics of persons who can significantly impact pupils' resiliency. According to research, teachers play a crucial role in laying the framework for their students' success. McMillan and Reed (1994) challenged schools to keep working to build the kinds of relationships and involvement that help kids develop resilience. Benard (1993) discovered that schools with lofty expectations and adequate support have extraordinarily high student academic success. She found that professors



who express the importance of the job, a sense of belief in the students, a promise to support them throughout the process, and play to the students' abilities had a powerful motivating effect. Students that are held accountable for their learning develop intrinsic motivation.

When compared, the protective factors attributed by diverse researchers have similarities. However, to gain a comprehensive grasp of resiliency, it is necessary to look at each one separately, as this article has done. Individual traits, positive use of time, family, and school were all included in McMillan and Reed's (1994) protective factor checklist.

According to McMillan and Reed (1994), having a charming temperament that inspires a positive response from others is an attribute of a resilient person. These people have an elevated level of intrinsic motivation and internal locus of control, allowing them to pursue their passions and achieve academic achievement. They are initiative-takers who take ownership of their accomplishments. Self-efficacy, straightforward, realistic goals, and a positive outlook on the future are significant traits of resilient persons.

Another sign of a resilient person is how they manage their time (McMillan & Reed, 1994). Time spent on hobbies, interests, activities, and community service helps to enhance personal growth and self-esteem. A sense of service, or a generous character, appears to provide a sense of purpose for resilient people.

The research next looks at how family interactions influence recovery. McMillan and Reed (1994) discovered that those who had at least one deep bond with a caregiver who provided emotional support and attention fared far better than those who did not. Parents were not always the ones who took care of their children. Frequently, an extended family member served as a positive role model. These connections let the individual understand that life makes sense and that they have some control over it.

## **CONCLUSION**

The pandemic has indeed proven to impact recent problems in society. Policies from governments in all parts of the world to protect citizens from the transmission of COVID-19 through limiting social interactions have made the economy sluggish. Not a few people complain about their reduced income. Companies that parents rely on for their income are closing because they continue to lose money. Children cannot learn and play like they used to do. They must study online, and places to play are deserted circumstances at home where children look to interfere with their concentration. Many parents worry about their children's learning progress when giving up on the situation. They cannot help their children with lessons at school while they must think about the family economy.

Educators who have resilience are people who can respond to life's difficulties with a positive perspective so that they can spread positive energy not only to themselves

but also to others. Resilient educators can survive in adversity because he considers all the worst situations, such as a pandemic, as a normal part of life with which they must deal. The resilient instructor has a realistic outlook. The pandemic has created many limitations in teaching and preparing classes, interacting with students, parents, and colleagues, and running classes online. However, the instructor did not drift away into a pessimistic view. Instead, they see opportunities to develop themselves through opportunities to collaborate with other instructors through new networks. The pandemic has made all educators united through social media and internet connections. Instructors get creative ideas to develop in their classes by learning from others. They dare to experiment with innovative ideas and are ready to share them with colleagues.

From this article, we learn that having a resilient attitude is the key to success in life, including success in education. People with resilience have four characteristics: social competence, problem-solving skills, autonomy, and a sense of purpose and future. Teachers will more easily transfer good attitudes to students without forcing them if they first embrace and have resilient qualities. This incredible mission can be started by how teachers can create a comfortable learning environment, communicate with them politely, respect them and be ready to give help when needed.

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# ABOUT IELA



**Indonesian English Lecturers Association (IELA)**, inaugurated on January 1st 2021, is a non-profit professional organization that unites lecturers and teachers teaching English to enhance and empower their professional development through collaborative works and academic activity forums. This association is a home of Indonesian English lecturers and teachers to gather, share, and collaborate through some academic programs and activities. The IELA main programs are Teaching, Research, and Community Service. Therefore, the IELA's activities are mostly related to *Tri Dharma Perguruan Tinggi*. Apart from conducting national & international webinars, research paper writing projects, etc. publishing books that collect chapters from the members is one of the IELA yearly programs. This *“Resilience in Language Teaching and Learning in the New Normal”* is IELA's second book after last year's first release titled *“Reflections on Pedagogical Practices during COVID-19 Pandemic”*.



# Resilience in Language Teaching and Learning in the New Normal

Switching from online to offline classes post-pandemic might not be as major of an issue as when maneuvering classroom to distance learning, but it cannot just be run as the way it was used to be, because e-learning practices amidst the pandemic brought a lot of changes and new visions of future English pedagogy.

*Shall we now hold classes fully offline as it was before the pandemic, or shall we do blended or even hybrid learning? Which e-learning media shall we continue using and which ones do we need to simply leave out? How should I and my students react and adapt to these online-to-offline changes?*

Consisting of 14 thought-provoking chapters, this Resilience in Language Teaching and Learning in the New Normal book provides answers to those and other related queries thoroughly, based on the practical and theoretical pedagogic reflections from many English educators around Indonesia. Resilience, the central issue on this book, can refer to the capacity to recover quickly from difficulties or toughness. After recovering from an intense pedagogical crisis due to COVID-19, we are now being pushed to shift our mode of teaching again. Are we resilient enough to lead our future English language teaching through these drastic changes?



This book is presented by:  
**Indonesian English Lecturers Association**  
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