.

Table 1 Modalities of Growth of EFL Teachers’ and Students’ Identity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODALITIES OF GROWTH** | | **EFL STUDENTS AND TEACHER IDENTITY ORIENTATIONS** | | |
| **FUNDAMENTALIST** | **INTEGRATIONIST** | **TRANSFORMATIONIST** |
| **THINKING** | **Construction of truth of English** | 1. Literal and fixed 2. Single-dimensional truth 3. Standard English-centric | 1. Acknowledge diverse perspective 2. Interest in broader truths 3. Continued defence of Inner superiority | 1. Legitimacy of diverse perspective 2. Truth as dynamic changing 3. Actively seeking divergent truths |
| **Construct of Englishes** | 1. Supremacist/ Standard English is right 2. Ignorance/avoidance 3. Confusion | 1. Beginning awareness 2. Some self-interrogation 3. Dissonance | 1. Self-reflective critique 2. Deep interrogation of Inner circle 3. Affirming authentic/positive/nonracist identity |
| **Construction of dominance** | 1. Legitimize/perpetuate dominance 2. Rationalize 3. Deny/ignore | 1. Victim’s perspective 2. Personal rather than institutional 3. Critique of dominance | 1. Acknowledge complicity 2. Holistic critique of oppression 3. Comprehensive analysis of dominance |
| **FEELING** | **Level of self-Awareness** | 1. My perspective is right-the only one 2. Self-esteem linked to supremacy 3. Threatsed by differences | 1. My perspective is one of many 2. Self-esteem linked to “helping” others 3. “Wannabe” phenomenon | 1. My perspective is changing 2. Self-esteem linked to growth and change 3. I am enhanced by connection to Englishes |
| **Emotional responses to Englishes** | 1. Fear/hostility/avoidance 2. Judgment 3. BlindEnglishes | 1. Interest 2. Beginning awareness 3. Cultural voyeurism/curiosity | 1. Appreciation/respect 2. Enthusiasm/joy 3. Honesty |
| **Emotional response of racism** | 1. Anger 2. Denial 3. Defensiveness/avoidance | 1. Shame/guilt/confusion 2. Missionary zeal 3. Externalized as someone’s problem | 1. Acknowledge/empathy 2. Enlightened aversion to oppression 3. Responsibility without guilt |
| **ACTING** | **Approach to cross-cultural interaction** | 1. Distance/isolation 2. Hostility 3. Reinforcing Standard English superiority | 1. Narrowly circumscribed/tentative 2. Patronizing 3. Emphasizing commonalities | 1. Active seeking 2. Deeply personal/rewarding 3. Transforming/healing |
| **Approach to teaching and learning about Englishes** | 1. Monocultural 2. Treat English “the same” 3. Actively Inner centric | 1. Special program for special folks 2. Learning about other culture 3. Tacitly Inner centric | 1. Social action/authentic engagement 2. Learning from other cultures 3. Challenging the Inner centric perspective |
| **Approach to leadership/management** | 1. Autocratic/directive 2. Assimilationist 3. Perpetuates Inner dominance | 1. Compliance oriented 2. Invite others into “our” house 3. Tacit support of Inner dominance | 1. Advocacy 2. Collaboration/co-responsibility 3. Challenging/dismantling Inner dominance |

**Adapted from White identity orientation Gary R. Howard (1999: 100)**

Table 2 the Initial EFL Teacher’ Identities toward EIL approach

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODALITIES OF GROWTH** | | **EFL TEACHER IDENTITY ORIENTATIONS** | | |
| **FUNDAMENTALIST** | **INTEGRATIONIST** | **TRANSFORMATIONIST** |
| **THINKING** | **Construction of truth of English** | 1. Single-dimensional | None | None |
| **Construct of Englishes** | 1. Supremacist/ Standard English is right | 1. Beginning awareness | None |
| **Construction of dominance** | None | None | None |
| **FEELING** | **Level of self-Awareness** | None | None | None |
| **Emotional responses to Englishes** | None | None | None |
| **Emotional response of racism** | None | None | None |
| **ACTING** | **Approach to cross-cultural interaction** | None | None | None |
| **Approach to teaching and learning about Englishes** | 1. Treat all English culture among nation “the same” | None | None |
| **Approach to leadership/management** |  | None | None |

**Table 3 EFL students’ identities grade 1 before EIL approach**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODALITIES OF GROWTH** | | **EFL STUDENTS IDENTITY ORIENTATIONS** | | |
| **FUNDAMENTALIST** | **INTEGRATIONIST** | **TRANSFORMATIONIST** |
| **THINKING** | **Construction of truth of English** | 1. Standard English-centric | 1. Acknowledge diverse perspective 2. Interest in broader truths | None |
| **Construct of Englishes** | 1. Supremacist/ Standard English is right 2. Ignorance/avoidance 3. Confusion | 1. Some self-interrogation | None |
| **Construction of dominance** | 1. Legitimize/perpetuate dominance | 1. Victim’s perspective | None |
| **FEELING** | **Level of self-Awareness** | None | None | None |
| **Emotional responses to Englishes** | 1. Fear/difficult/avoidance 2. Judgment 3. BlindEnglishes | 1. Beginning awareness | None |
| **Emotional response of racism** | None | None | None |
| **ACTING** | **Approach to cross-cultural interaction** | None | None | None |
| **Approach to teaching and learning about Englishes** | None | None | None |
| **Approach to leadership/management** | None | None | None |

Table 4 EFL Teacher’ Identities toward EIL approach Topic 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODALITIES OF GROWTH** | | **EFL TEACHER IDENTITY ORIENTATIONS** | | |
| **FUNDAMENTALIST** | **INTEGRATIONIST** | **TRANSFORMATIONIST** |
| **THINKING** | **Construction of truth of English** | None | None | None |
| **Construct of Englishes** | None | 1. Some self-interrogation | None |
| **Construction of dominance** | None | None | None |
| **FEELING** | **Level of self-Awareness** | None | None | 1. Teacher perspective is changing 2. Self-esteem linked to growth and change |
| **Emotional responses to Englishes** | None | None | None |
| **Emotional response of racism** | None | None | 1. Appreciation/respect 2. Enthusiasm/joy |
| **ACTING** | **Approach to cross-cultural interaction** | None | None | 1. Transforming |
| **Approach to teaching and learning about Englishes** | None | None | None |
| **Approach to leadership/management** | None | None | None |

Table 5 EFL students’ identities grade 1 after EIL approach in Topic 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODALITIES OF GROWTH** | | **EFL STUDENTS IDENTITY ORIENTATIONS** | | |
| **FUNDAMENTALIST** | **INTEGRATIONIST** | **TRANSFORMATIONIST** |
| **THINKING** | **Construction of truth of English** | None | 1. Acknowledge diverse perspective 2. Interest in broader truths | 1. Legitimacy of diverse perspective |
| **Construct of Englishes** | None | None | None |
| **Construction of dominance** | None | None | None |
| **FEELING** | **Level of self-Awareness** | None | 1. My perspective is one of many |  |
| **Emotional responses to Englishes** | None | None | 1. Honesty |
| **Emotional response of racism** | 1. Denial 2. Defensiveness/avoidance | None | 1. Acknowledge/empathy 2. Enlightened aversion to oppression |
| **ACTING** | **Approach to cross-cultural interaction** | None | None | 1. Active seeking 2. Deeply personal/rewarding |
| **Approach to teaching and learning about Englishes** | None | 1. Learning about other culture | 1. Social action/authentic engagement 2. Learning from other cultures |
| **Approach to leadership/management** | None | None | None |

Table 6 EFL Teacher’s Identities toward EIL approach topic 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODALITIES OF GROWTH** | | **EFL TEACHER IDENTITY ORIENTATIONS** | | |
| **FUNDAMENTALIST** | **INTEGRATIONIST** | **TRANSFORMATIONIST** |
| **THINKING** | **Construction of truth of English** | None | None | None |
| **Construct of Englishes** | None | None | None |
| **Construction of dominance** | None | None | None |
| **FEELING** | **Level of self-Awareness** | None | None | None |
| **Emotional responses to Englishes** | None | None | None |
| **Emotional response of racism** | None | None | None |
| **ACTING** | **Approach to cross-cultural interaction** | None | None | 1. Deeply personal rewarding |
| **Approach to teaching and learning about Englishes** | None | None | 1. Social action |
| **Approach to leadership/management** | 1. Autocratic/directive | None | None |

Table 7 EFL students’ identities grade 1 after EIL approach in Topic 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODALITIES OF GROWTH** | | **EFL STUDENTS IDENTITY ORIENTATIONS** | | |
| **FUNDAMENTALIST** | **INTEGRATIONIST** | **TRANSFORMATIONIST** |
| **THINKING** | **Construction of truth of English** | None | 1. Acknowledge diverse perspective 2. Interest in broader truths | 1. Legitimacy of diverse perspective |
| **Construct of Englishes** | None | None | None |
| **Construction of dominance** | None | None | None |
| **FEELING** | **Level of self-Awareness** | None | 1. My perspective is one of many |  |
| **Emotional responses to Englishes** | None | None | 1. Honesty |
| **Emotional response of racism** | 1. Denial 2. Defensiveness/avoidance | None | 1. Acknowledge/empathy 2. Enlightened aversion to oppression |
| **ACTING** | **Approach to cross-cultural interaction** | None | None | 1. Active seeking 2. Deeply personal/rewarding |
| **Approach to teaching and learning about Englishes** | None | 1. Learning about other culture | 1. Social action/authentic engagement 2. Learning from other cultures |
| **Approach to leadership/management** | None | None | None |

Table 8 EFL Teacher’s Identities toward EIL approach in topic 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODALITIES OF GROWTH** | | **EFL TEACHER IDENTITY ORIENTATIONS** | | |
| **FUNDAMENTALIST** | **INTEGRATIONIST** | **TRANSFORMATIONIST** |
| **THINKING** | **Construction of truth of English** | None | 1. Acknowledge diverse perspectives | None |
| **Construct of Englishes** | None | None | None |
| **Construction of dominance** | None | None | None |
| **FEELING** | **Level of self-Awareness** | 1. Self-esteem linked to supremacy | None | 1. Self-esteem linked to growth and change |
| **Emotional responses to Englishes** | None | None | None |
| **Emotional response of racism** | None | None | 1. Enthusiasm/joy |
| **ACTING** | **Approach to cross-cultural interaction** | 1. Distance/ isolation | None | 1. Transforming 2. Deeply personal |
| **Approach to teaching and learning about Englishes** | None | None | None |
| **Approach to leadership/management** | None | None | None |

Table 9 EFL students’ identities grade 1 after EIL approach in Topic 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODALITIES OF GROWTH** | | **EFL STUDENTS IDENTITY ORIENTATIONS** | | |
| **FUNDAMENTALIST** | **INTEGRATIONIST** | **TRANSFORMATIONIST** |
| **THINKING** | **Construction of truth of English** | None | 1. interest in broader truth | 1. Legitimacy of diverse perspective |
| **Construct of Englishes** | None | None | None |
| **Construction of dominance** | 1. Legitimize/perpetuate dominance | None | None |
| **FEELING** | **Level of self-Awareness** | None | None | 1. I am enhancing by connection to Englishes |
| **Emotional responses to Englishes** | None | None | 1. Appreciation/respect 2. Enthusiasm/joy |
| **Emotional response of racism** | None | None | 1. Enlightened aversion to oppression |
| **ACTING** | **Approach to cross-cultural interaction** | None | None | 1. Deeply personal/rewarding 2. Transforming |
| **Approach to teaching and learning about Englishes** | None | None | 1. Learning from other cultures 2. Social action/authentic engagement |

Table 10 EFL students’ identities grade 2 before EIL approach

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODALITIES OF GROWTH** | | **EFL STUDENTS IDENTITY ORIENTATIONS** | | |
| **FUNDAMENTALIST** | **INTEGRATIONIST** | **TRANSFORMATIONIST** |
| **THINKING** | **Construction of truth of English** | None | None | None |
| **Construct of Englishes** | 1. Supremacist/ Standard English is right 2. Ignorance/avoidance | 1. Beginning awareness | 1. Affirming authentic/positive/nonracist identity |
| **Construction of dominance** | 1. Legitimize/perpetuate dominance | None | None |
| **FEELING** | **Level of self-Awareness** | 1. Self-esteem linked to supremacy | None | None |
| **Emotional responses to Englishes** | 1. Fear/difficult/avoidance 2. BlindEnglishes | None | None |
| **Emotional response of racism** | None | None | None |
| **ACTING** | **Approach to cross-cultural interaction** | None | None | None |
| **Approach to teaching and learning about Englishes** | None | None | None |
| **Approach to leadership/management** | None | None | None |

Table 11 EFL students’ identities grade 2 after EIL approach in Topic 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODALITIES OF GROWTH** | | **EFL STUDENTS IDENTITY ORIENTATIONS** | | |
| **FUNDAMENTALIST** | **INTEGRATIONIST** | **TRANSFORMATIONIST** |
| **THINKING** | **Construction of truth of English** | None | None | None |
| **Construct of Englishes** | None | None | None |
| **Construction of dominance** | None | None | None |
| **FEELING** | **Level of self-Awareness** | None | None | None |
| **Emotional responses to Englishes** | None | None | 1. Enthusiasm/joy |
| **Emotional response of racism** | None | None | None |
| **ACTING** | **Approach to cross-cultural interaction** | None | None | 1. Active seeking |
| **Approach to teaching and learning about Englishes** | None | None | 1. Social action/authentic engagement |
| **Approach to leadership/management** | None | None | None |

Table 12 EFL students’ identity grade 2 after EIL approach in Topic 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODALITIES OF GROWTH** | | **EFL STUDENTS ORIENTATIONS** | | |
| **FUNDAMENTALIST** | **INTEGRATIONIST** | **TRANSFORMATIONIST** |
| **THINKING** | **Construction of truth of English** | None | 1. Interest in broader truths | None |
| **Construct of Englishes** | None | None | None |
| **Construction of dominance** | None | None | None |
| **FEELING** | **Level of self-Awareness** | None | None | None |
| **Emotional responses to Englishes** | None | None | 1. Enthusiasm/joy |
| **Emotional response of racism** | None | None | 1. Acknowledge/empathy |
| **ACTING** | **Approach to cross-cultural interaction** | None | None | 1. Active seeking 2. Deeply personal/rewarding |
| **Approach to teaching and learning about Englishes** | None | None | 1. Learning from other cultures |
| **Approach to leadership/management** | None | None | None |

Table 13 EFL students’ identity grade 2 after EIL approach in Topic 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODALITIES OF GROWTH** | | **EFL STUDENTS IDENTITY ORIENTATIONS** | | |
| **FUNDAMENTALIST** | **INTEGRATIONIST** | **TRANSFORMATIONIST** |
| **THINKING** | **Construction of truth of English** | None | None | None |
| **Construct of Englishes** | None | None | None |
| **Construction of dominance** | 1. Legitimize/perpetuate dominance | None | None |
| **FEELING** | **Level of self-Awareness** | None | None | None |
| **Emotional responses to Englishes** | None | None | 1. Enthusiasm/joy |
| **Emotional response of racism** | None | None | None |
| **ACTING** | **Approach to cross-cultural interaction** | 1. Distance/isolation 2. Reinforcing Standard English superiority | None | 1. Active seeking |
| **Approach to teaching and learning about Englishes** | None | 1. Learning about other culture | 1. Social action/authentic engagement |
| **Approach to leadership/management** | None | None | None |

**INTERVIEW OPEN ENDED QUESTION LISTED**

**Pre-understanding of EIL of students**

There are two grades that I did to this research. There were grade 1 and grade 2. The first was in pre-understanding EIL Grade 1,There were five groups in I had interviewed. They were Tempe, No Life, Kimoci, Wibu, and Untidy group. All of the members are 21 students. They were interviewed in different time and mostly we had interview in their classroom or near their classroom. Most of the interviews ran around one hour. The English ability was various levels from struggling, average, and high proficiently. We talked bilingually, Indonesia and English. The second was grade 2. There were five groups involve in this interview. They were Starlight, Chinchin, Chihuahua, Girl Squad, and Jimbols. We did the interview at the break time and or the end of their school day. Most of the students’ English levels were struggling and a few of them had high proficiency. Therefore, while I was interviewing them, they were hard to answer, sometimes they would be silent or and point out their friends. Here some of the questions I asked to them.

When and where did they study English?

1. How was your English currently?
2. What is the best way to study English for and the function of language for you?
3. What do you know about English as an international language?
4. Sharing one of the example of English variation from Hong Kong or Malaysia English (Manglish) and India English (Hinglish)
5. Which variation did you want to study?

Questions number 1, 2, and 3 were going to ask their English background (how long, what the problem you face learning English, how their English now) and their wants or needs. The question number 4, 5, and 6 were going to ask the English variations like their first idea of EIL, how their thinking about English variations from the video I showed to them and their choices of English variation to study. Through these questions I would know how they learn English, how they see English, and what English that they want to learn.

**English teachers’ Perspective toward EIL**

There were six English teachers that I interviewed. I interview them once and separately and in different place when they had no class. They were Miss Hasni, Miss Indah, Miss Ida, Miss Jehan, Miss Devi, and Mister Ari. Here are my general questions for them:

1. Could you share your identity?
2. Could you share your English teaching experience?
3. What do you think about English or teaching English?
4. What did you know about EIL?
5. What did you think about English variation? Is it an error English?
6. Had you ever taught it in your class?
7. Explaining about EIL ideas
8. What did an English teacher do to prepare EIL users?

**Post teaching EIL approach**

**Topic one for grade one**

There were three interview sessions that I made for the students instead of five sessions because of the schedule of the students who could not made it so they joined other group members that did not break their activities like private course, extracurricular activities, *etcetera.* I interviewed them after finishing our teaching learning for topic one “introduction”. Here are the questions that I asked to the students.

1. What did you learn within two weeks?
2. What were the roles of English for you through this learning?
3. How did you see yourselves as Indonesia with this learning?
4. How did you see their English while presenting your performance?

**Topic two for grade one**

There were three groups that I interviewed. The interviews were mostly done less than one hour in their classroom while they had break course or the end of their school or no teacher. These topics learned about congratulation and compliment. There were two meeting for us to study this learning or total around three hours. Here I asked some questions about their topic.

1. What did you do? How was running with you international friend? What difficulties you faced?
2. How did you prepare their drama and the games?
3. How was your teamwork?
4. How did you mean their drama and their roles?
5. Did these activities help you to learn their topic, and more global citizen?

**Topic three for grade one**

There were three groups who joined this interview. They were interviewed on Wednesday after we had done our class in the morning because the days ahead they would be busier to prepare and celebrate our independent day. The topic was about “what are going to do today?” Most of the interview was around thirty minutes. We did it in front of their class because in their classroom there was singing preparation for their performance. The atmosphere was noisy but it was still controllable and we could communicate well. Here are the questions that we discussed during the interview

1. What did you do today?
2. What did you learn?
3. Which one did you prepare lemonade America or Asia?
4. How did you make their own lemonade?
5. How did you talk to their international friend?
6. How did you mean English as an international language through these activities?

**Post teaching EIL approach**

**Topic One Grade Two**

Instead of interview session, the students had reflection forms. So they did not have interview.

**Topic Two Grade Two**

There were four group join this interview, they were Starlight, Girls Squad, Chihuahua, and Chinchin. We did this interview in their classroom; I asked them about what they already learned from topic two and how technology and international issue impact in their daily lives and their English

1. Do you usually use technology? How often and for what do you usually do with your technology?
2. Do you think that learning opinion and thought with EIL help you to be English as international users? And help you to study the topic easily?
3. What things do you want to improve these activities to be more English as international language users?
4. How did you see when other culture did not match or reflect to our Indonesia culture?

**Topic Three Grade Two**

There were four group join this interview, they were Starlight, Girls Squad, Chihuahua, and Chinchin. We did this interview out of their classroom, the side walk of computer building at the second floor. Here I asked their international friend video calling and their party to make lemonade 17 Agustusan in the afternoon around thirty minutes. Their English level was poor and avarage. That’s why we talked in Indonesia mostly. Here some questions that I asked to them. Here are some questions that I asked to them:

1. Asking their international friend
2. Can you share how did you talk to your international friend from beginning till closing?
3. Was there any problem while talking to your international friend?
4. What did you learn?
5. If there was a chance what did you want to ask?

# Appendix Lesson Plans Grade 1 and Grade 2

#### Lesson Plans Grade 1

|  |  |  |
| --- | --- | --- |
| **Lesson plan 1** | **Topic 1 : Introduction**  **Duration : 1 x 90 minutes/ Meeting 1**  **Date : Thursday, 18th July 2019**  **Hour : 7.30 a.m.-9.00 a.m.** | |
| **Goals** | The goals of this lesson are to have awareness and sensitivity about international issue in term of the peoples and the countries where English is spoken as first language and second language users. Through this lesson they would see how English roles works to get into people from all countries. They are able to introduce their personal and national identity as Indonesia and also they know some information about their close and far neighbour as their modality to prepare them to be a global citizen and use English as an international language user. | |
| **Activities Meeting 1** | **Descriptions** | **Minutes** |
| **Introduce** | * Greeting * Introduce the goal of learning | 15 |
| **Core** | **Observing**:   * Teacher introduce herself * Researcher introduce about herself through PPT and her international friend through PPT and Video recording * The students looking and listening at power point and the video about introduction from the researcher   **Questioning**:   * What information do we usually share about introduction?   **Exploring**:   * Students point out some information to introduce about self, close and far neighbor countries | 50 |
| **Close** | **Evaluation**   * The teacher wants to evaluate the Students’ understanding about introduction   **Task**   * Ask them to make group * Each group will introduce about themselves, their close and far neighbour countries * Students need to seek some information about their close and far neighbor countries | 25 |
| **Lesson Plan Topic 1** | **Topic : Introduction**  **Duration : 1 x 90 minutes/Meeting 2**  **Date : Thursday, 25th July 2019**  **Hour : 7.30 a.m.-9.00 a.m.** | |
| **Activities meeting 2** | **Descriptions** | **Minutes** |
| **Introduce** | * Greeting * The students ask to join with their group members * Then the students listen and see the other international friend from India introduction | 15 |
| **Core** | **Communication**   * Each of group introduce about themselves, after that they introduce about their close and far neighbour in front of their classmate   **Feedback**   * The other students who listen and see their friends’ presentation, they give feedback by giving positive and suggestions in sticky notes | 50 |
| **Close** | **Conclusion**   * The teacher and the researcher give feedback of their group presentations and encouraging student to be local and global citizens   **Reflection**   * The students make reflections about their performance | 25 |

|  |  |  |
| --- | --- | --- |
| **Lesson plan 2** | **Topic 2 : Congratulation and Compliment**  **Duration : 1 x 90 minutes/Meeting 1**  **Date : Thursday, 1st August 2019**  **Hour : 7.30 a.m.-9.00 a.m**. | |
| **Goals** | Here we tried to find out the material. First, we concerned the English variation with cover non-native English speaker and native English speaker to say and teach congratulation. I searched from Google how to say congratulation. My consideration that because some students like Japan and the second English variation is from Arab since most of the students is Muslim people. Then the third Video is from British as the native English speaking. After learning the information of congratulation and compliment, the students would have real interaction with their international friend such as from Thailand, Taiwan, and Carabin (could not reach). They would start talking and introducing themselves and getting to know their international friend and then the students would ask the questions how to say congratulation and compliment in their country and how to pronounce the words. | |
| **Activities** | **Descriptions** | **Minutes** |
| **Introduce** | * Greeting * Introduce the goal of learning | 15 |
| **Core** | **Observing**:   * Teacher introduce herself * Researcher introduce about herself through PPT and her international friend through PPT and Video recording * The students looking and listening at power point and the video about introduction from the researcher   **Questioning**:   * What information do we usually share about introduction?   **Exploring**:   * Students point out some information to introduce about self, close and far neighbor countries | 50 |
| **Close** | **Evaluation**   * The teacher wants to evaluate the Students’ understanding about introduction   **Task**   * Ask them to make group * Each group will introduce about themselves, their close and far neighbour countries * Students need to seek some information about their close and far neighbor countries | 25 |
| **Lesson plan 2** | **Topic : Congratulation and Compliment**  **Duration : 1 x 90 minutes/Meeting 2**  **Date : Thursday, 8th August 2019**  **Hour : 7.30 a.m.-9.00 a.m.** | |
| **Goals** | The goal of this learning is for connecting the learning of congratulation and compliment with the coming event and EIL approach itself. So we agreed to make mini drama to help them have intercultural, love nationality, and shared the happiness locally to their classmates and globally to other countries. | |
| **Activities** | **Descriptions** | **Minutes** |
| **Introduce** | * Greeting * The teacher give instruction how their mini drama will run | 15 |
| **Core** | **Communication**   * The students perform their mini drama in front of the class * The other students have chance to give feedback (positive and suggestions for better performance) orally | 50 |
| **Close** | **Conclusion**   * The teacher give feedback about their drama * Encouraging them be good local citizen and global citizen | 25 |

|  |  |  |
| --- | --- | --- |
| **Lesson plan 3** | **Topic : What Are You Going to Do Today?**  **Duration : 1 x 180 minutes**  **Date : Wednesday, 14th August 2019**  **Hour : 7.30 a.m.-10.30 a.m.** | |
| **Goals** | Thegoal of this lesson they could see the diversity of other countries make lemonade juices and then we as Indonesia could also take learn and share our lemonade especially celebrating our independent day and how they could mean this activities with independent day their lemonade *17 Agustusan*. | |
| **Activities** | **Descriptions** | **Minutes** |
| **Introduce** | * Greeting and praying * Introduce the goal of learning * The students are asked what they are going to study today | 15 |
| **Core** | **Observing**:   * The students listen lecturing from Indonesia teacher and American about what is the differences about will and to be going to from YouTube   **Questioning**:   * The students are asked what they get from the lecturing of both speakers   **Exploring**:   * Students learning about lemonade: the function, the philosophy, the procedure from the variation of other countries * Then they make their own homemade lemonade which connected to 17 Agustus * They discuss what lemonade they are going to make and they share their team work together   **Communicating**   * While the students are making their lemonade in a group, they are asked to speak communicatively their activities in a video * After they finish making their lemonade, they introduce their lemonade in front of their friends * Then the other group give compliment and suggestion for the group who is performing | 50 |
| **Close** | **Closing**   * The teacher asked the students to share their drink to other teachers and clean the class together | 25 |

#### Lesson Plans Grade 2

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| **Lesson plan 1** | **Topic : Offering and Suggestion**  **Duration : 1 x 90 minutes**  **Date : Saturday, 20th July 2019**  **Hour : 1.30 p.m.-2.00 p.m.** | |
| **Goals** | Through this lesson, they would have sensitivity about global issues and their presence as global citizen to give suggestion and offering as possible as the y could. | |
| **Activities Meeting 1** | **Descriptions** | **Minutes** |
| **Introduce** | * Greeting * Operating the equipment | 15 |
| **Core** | **Observing**:   * Miss Ida share the definition and example of offering and suggestion expression * Researcher introduce about her international friend and issue from her country through PPT and Video recording * The students looking and listening at power point and the video about the issue in Kyrgyzstan   **Questioning**:   * The students were asked whether we had this issue in our country | 65 |
| **Close** | **Task**   * Ask them to make group * Students need to seek some issue about their close and far neighbor countries | 10 |
| **Lesson Plan Topic 1** | **Topic : Offering and Suggestion**  **Duration : 1 x 90 minutes**  **Date : Saturday, 27th July 2019**  **Hour : 1.30 p.m.-2.00 p.m.** | |
| **Goals** | This learning approach help them have sensitivity and awareness to give contribution locally and globally by knowing the problem and potential ability to be shared since each person, community, and country has complex problems as weakness and potential ability as power to share with. So beside they learned some variation of English from native and non-native they also learned the problems that other country faced and hoping they could have action for better social change in the future. | |
| **Activities meeting 2** | **Descriptions** | **Minutes** |
| **Introduce** | * Greeting * The students ask to join with their group members | 15 |
| **Core** | **Observing**   * The students discuss other countries problems through dialogue and sources from YouTube * The students see how other countries give offers and suggestions   **Exploring**   * The students are asked to find one problem from one country * Then the students find suggestion from two different countries   **Communicating**   * The students make dialogue in their mini drama | 65 |
| **Close** | **Conclusion**   * The students make reflections about their lesson | 10 |

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| **Lesson plan 2** | **Topic : Opinion and Thought**  **Duration : 1 x 90 minutes**  **Date : Saturday, 3rd August 2019**  **Hour : 1.30 p.m.-2.00 p.m.** | |
| **Goals** | The goal of this lesson is to help the students to share their opinion and thought about their friend locally and globally. Locally they can share their opinion about their friends and globally I connected with the popular actress out of Indonesia like Malik Zank, then I also brought some videos like from Singapore to show how they mean and determine real friend and fake friend. I chose this because this idea suit to teenager’s life and definitely different people even country have different point of view. The second video is about tips studying English from India to give them some ideas especially the students who were struggling with English and it also would asked the students’ opinion and thought how they ways to study English effectively. Then in order they could make some points about something they could start by trigger questions from their friends and asked them to share their opinions and thoughts | |
| **Activities** | **Descriptions** | **Minutes** |
| **Introduce** | * Greeting * Introduce the goal of learning | 15 |
| **Core** | **Observing**:   * The students see the teacher’s opinion about their friends that similar with an actress and similar character with an animal * Then the teacher show her favourite singer and her opinion and thought about the singer   **Questioning**:   * The teacher asked whether they disagree and agree about the teacher’s opinion of their friends   **Exploring**:   * Students make their own opinion and thought about their friends and their favorite singer in a group * The students listen and see how some Singapore people thought about real and fake friends * The students give opinion and thought about their real and fake friends according to their group members   **Communicating**   * The students share their opinion about their friends, singers, and real and fake friends in group * Then the students write their opinion and thought about success and fail | 65 |
| **Close** | **Conclusion**   * The teacher conclude that we have different opinion and thought but the differences still make us to respect and share love to one another | 10 |

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| **Lesson plan 3** | **Topic : Party**  **Duration : 1 x 90 minutes**  **Date : Wednesday, 7th August 2019**  **Hour : 1.30 p.m.-2.00 p.m.** | |
| **Goals** | The goal of this lesson was to help the students getting to know parties from international friend from non-native English speakers who are my classmate and collages from NDHU. They would have experience to have real interaction who have different language nation but have save status of English, non-native English users. I want to let have dialogue about what parties that their international friend had, when and how they celebrate the parties. So I prepared and printed out the listed question for them and assigned them my international that they could call. Before this, I already made appointment my friends. | |
| **Activities** | **Descriptions** | **Minutes** |
| **Introduce** | * Greeting * Introduce the goal of learning * The students are asked what they are going to study today | 15 |
| **Core** | **Questioning**   * The students are asked what come to their mind they get invitation * In the invitation, what information they would see   **Exploring**   * The Students have an international friend to talk with them via messenger video call * The students need to find the information about their international friend’s party or celebration such as How they celebrate it * What is the party about * What kinds of food and drink they have for celebrating the party * What is the names of the food and drink in her/his language   **Communicating**   * The students share their information from their international friends to other groups | 65 |
| **Close** | **Closing**   * The teacher ask their feeling talk with their international friends and how their international friends look like | 10 |
| **Lesson plan 3** | **Topic : Party**  **Duration : 1 x 120 minutes**  **Date : Saturday, 10th August 2019**  **Hour : 11.30 a.m.-1.30 p.m.** | |
| **Goals** | Thegoal of this lesson they could see the diversity of other countries make their lemonade juice and then we as Indonesia could also take learn and share ours lemonade especially celebrating our independent day and how they could mean this activities with independent day their lemonade *17 Agustusan*. | |
| **Activities** | **Descriptions** | **Minutes** |
| **Introduce** | * Greeting * Introduce the goal of learning * The students were asked what they are going to study today | 15 |
| **Core** | **Observing**   * The students learning about lemonade: the function, the philosophy, the procedure from the variation of other countries   **Exploring**   * Then they make their own homemade lemonade which connected to 17 Agustus * They discuss what lemonade they are going to make and they share their team work together   **Communicating**   * While the students are making their lemonade in a group, they are asked to speak communicatively their activities in a video * After they finish making their lemonade, they introduce their lemonade in front of their friends * Then the other group give opinion and suggestion for the group who is performing | 95 |
| **Close** | **Closing**   * The teacher asked the students to share their drink to together | 10 |