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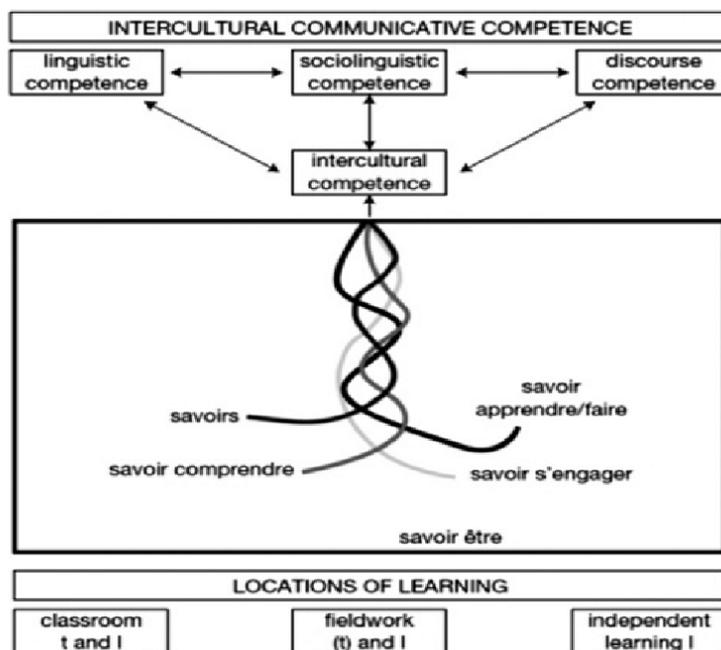
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# Appendices

## APPENDIX 1

### Byram's (1997) intercultural communicative competence model

The components of the model of intercultural communicative competence consist of attitudes, knowledge, skills, and critical cultural awareness, and the explanations are illustrated as follows:



- **Attitudes** refer to curiosity and openness, readiness to suspend disbelief about other cultures, and belief about one's own
- **Knowledge** refers to knowledge of social groups and their products and practices in one's own and in one's interlocutor's country and of the general processes of societal and individual interaction
- **Skills of interpreting and relating** refer to an ability to interpret a document or event from another culture, to explain it, and relate it to documents for one's own
- **Skills of discovery and interaction** refers to an ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction.
- **Critical cultural awareness** refers to an ability to evaluate critically and on the basis of explicit criteria, perspectives, practices, and products in one's own and other cultures and countries (Byram, 1997)

## APPENDIX 2

### Baker's (2011) intercultural awareness model

#### Level 1: Basic cultural awareness

1. Knowing that culture is a set of shared behaviors, beliefs, and values should lead to:
2. An understanding of the importance of culture and context in any interpretation of meaning.
3. The ability to recognize and articulate our own culturally driven behavior, attitudes, and beliefs.
4. An understanding of other people's culturally induced behavior, values, and beliefs, as well as the ability to compare it to our own culturally induced behavior, values, and beliefs

#### Level 2: Advanced cultural awareness

5. An awareness of the relative nature of cultural norms.
6. An understanding that cultural understanding is provisional and open to revision.
7. An awareness of the various voices and opinions that exist within any cultural community.
8. Awareness of persons as members of various social groups, especially cultural ones.
9. A detailed understanding of common ground between certain cultures, as well as an understanding of the potential for mismatch and miscommunication between specific cultures.

#### Level 3: Intercultural awareness

10. An awareness of culturally based frames of reference, forms, and communicative practices as related to specific cultures as well as emerging and hybrid in intercultural communication.
11. An awareness that initial contact in intercultural communication may be based on cultural stereotypes or generalizations, but the ability to move beyond them by
12. Capacity to negotiate and mediate across diverse socioculturally grounded communication styles and frames of reference (Baker, 2009).

### APPENDIX 3

#### The content of the topics introduced in the course of ICC

Part	Topic	Module
1	Understanding cultural aspects for raising cultural awareness	1. Definitions and types of cultures 2. Cultural diversity and dimensions
2	Developing intercultural awareness for working in a multicultural workplace	3. Definition and importance of intercultural awareness 4. Components to develop intercultural awareness
3	Experiencing movie	Emily in Paris (comedy) Activity (tentative)

It consists of various classroom activities, including lectures, discussions, games, assigned tasks, reflective writing, etc. The followings are a brief description of each component of the course.

- a) The classroom activities are adopted and adapted from various resource books, including *Intercultural Language Activities by John Corbett (2013)* and *Building cultural competence by Kate Berardo and Darla K. Deardorff (2012)*, and the Golden Globe noms film *Emily in Paris (romantic comedy)* from *Andrew Fleming* and other materials which can help promote the development of intercultural awareness.
- b) The reading texts assigned as teaching and learning additional materials for the input are taken from *Developing Intercultural Language Learning by Michelle Kohler (2020)*.
- c) The reflective writing task is an ongoing learning process that aims at providing learners with opportunities to explore their learning process of developing intercultural skills and analysing what they have experienced. The participants need to reflect on what they have learned in class. They can share their experiences, beliefs, and opinions regarding the topics discussed and the activities done in the classroom.

## APPENDIX 4

### Self-assessment form

Before

After

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

**Directions:** Rate the extent to which you agree or disagree with the following statements

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<b>Definition and types of culture</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I can describe what culture is in different aspects.					
2	I can classify different types of cultures and subcultures.					
3	I am aware of the importance of the complexity of culture.					
4	I can analyze my own culturally-conditioned identities.					
5	I can produce a fact sheet explaining one culture with an appropriate intercultural approach.					
<b>Cultural diversity and cultural dimension</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
6	I can explain and evaluate different frameworks of cultural dimensions.					
7	I can explore my own culture based on cultural dimensions.					
8	I can recognize differences in intercultural communication.					
9	I can analyze differences in intercultural communication experiences.					
10	I can reflect on my own intercultural communication.					
<b>Definitions and Importance of intercultural awareness</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
11	I can explain culture's influence on my own worldview.					
12	I can recognize the importance of intercultural awareness in intercultural communication.					
13	I can identify barriers to intercultural communication.					
14	I can evaluate cross-cultural situations objectively to make any cultural assumptions effectively.					

15	I can accept the diversity of methods of doing things different from mine.					
<b>Components to develop intercultural awareness</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
16	I can describe important elements that can help develop intercultural awareness (ICA).					
17	I can analyse my experience of encountering difficulties in intercultural communication and provide better alternatives to the situations.					
18	I can recognize the importance of non-verbal communication in intercultural communication.					
19	I can identify different aspects of non-verbal communication and communication styles that might cause misunderstandings in intercultural communication.					
20	I can construct a set of strategies a person can use to cope with differences in intercultural communication.					

## APPENDIX 5

### Attitudes toward cultural and intercultural topics to be included in English language classrooms

Directions: Rate how useful you think the following topics are to help facilitate your intercultural awareness development.

- 1 = Not useful  
 2 = Slightly useful  
 3 = Moderately useful  
 4 = Very useful

TOPICS	1	2	3	4
<b>Definition and types of cultures</b>				
15. Definition of cultures				
16. Types of culture				
17. Cultural identities				
18. Analogy of culture				
<b>Cultural diversity and cultural dimensions</b>				
19. Cultural dimensions				
20. Cross-cultural communication differences				
21. Different approaches to analyzing culture				
<b>Definition and importance of intercultural awareness</b>				
22. Culture's influences on people's worldview				
23. Importance of intercultural awareness				
24. Barriers to intercultural communication				
25. Cultural assumption				
<b>Component to develop intercultural awareness</b>				
26. Intercultural awareness skills				
27. Non-verbal communication				
28. Strategies for dealing with culture-shock				
29. Cultural stereotypes				
30. Film activity				

## APPENDIX 6

### Students' attitude toward their learning as a result of integrating/ blending study culture and film-mediated (Classroom activities)

**Question:** To what extent do you agree or disagree that the following activities could help you develop intercultural awareness?

Item	Choose one of the following statements:	Disagree	Slightly agree	Moderately agree	Mostly agree
Activities for discussions:		1	2	3	4
1	Raise my awareness of cultural conditioning.				
2	Increase my cultural self-awareness.				
3	Helps me understand my own culturally-conditioned identities.				
4	Enables me to recognize the power of diversity and appreciate that there is more than one correct way to accomplish something.				
5	Provide me the opportunities to experience different types of communication.				
6	Offers me opportunities to reflect regularly on my learning process.				
7	Encourages me to be more involved in planning my intercultural learning.				
8	Enhances my understanding of the intercultural dimension.				
9	It encourages me to be aware of cultural differences and to be cautious with stereotypes.				
10	Encourages me to apply intercultural awareness knowledge and skills in daily life in the future.				
11	Allows me to understand the cultural aspects, values, attitudes, and behavior of the respective culture shown in the film				
12	The film helps me better understand the particular community.				
13	Allows me to understand the motives of all the people involved, even if I don't sympathize with them				

## APPENDIX 7

**Attitudes toward the importance of developing intercultural awareness  
in English classrooms  
(the overall idea of developing IA)**

**Direction: Specify the extent to which you agree or disagree with the following statements by checking one of the following numbers:**

- 1 = **Disagree**  
 2 = **Slightly agree**  
 3 = **Moderately agree**  
 4 = **Mostly agree**

Item	Statements	1	2	3	4
1	Intercultural ability is <b>as important as</b> language ability.				
2	Intercultural ability is <b>more important</b> than language ability.				
3	It is <b>necessary</b> to incorporate IA development in English classrooms.				
4	Incorporating IA development in English classrooms is <b>unnecessary</b> because students can find opportunities for intercultural encounters in daily life.				
5	The incorporation of IA development <b>can motivate</b> students to learn English while doing intercultural activities.				
6	Incorporating IA development <b>can demotivate</b> students from learning English because it might make them nervous and stressed during intercultural activities.				
7	Practicing IA skills <b>helps students</b> to improve their language skills.				
8	Practicing IA skills <b>wastes time</b> in practicing language skills in class.				
9	Developing IA skills <b>can be taught along with</b> language skills in English classrooms.				
10	Developing IA <b>should be a separate</b> course from normal English courses.				

## APPENDIX 8

### Reason for watching the film (Acculturation motive)

1. Indicate how much each reason is like your own reason for watching the film by checking the appropriate number;

No.	Reasons	Not at all	Not much	Somewhat	A lot	Exactly
<i>"I watch films/movies..."</i>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	To learn more about other countries values.					
2.	So I can see how people from other countries interact socially.					
3.	To learn about another country's culture.					
4.	To learn how people from other countries think.					
5.	To help me adjust to a foreign society.					
6.	To improve my foreign language.					

\* Acculturation Motive Scale from Reece & Palmgreen (2000)

#### **Guide questions during the viewing film**

2. What sorts of cultural expressions were shown in the film that you found interesting?

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3. How did you feel about watching the film (parts 1/ 2/ 3) purposefully?

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**APPENDIX 9****Overall opinion and suggestion  
(Reflective writing)**

1. What do you like and dislike when learning through the ICA teaching and learning materials? Please identify, and state the reason why.

*What I like:*

- \_\_\_\_\_
- \_\_\_\_\_

*What I don't like:*

- \_\_\_\_\_
- \_\_\_\_\_

2. What do you think about the overall idea of incorporating the ICA development in English classrooms?

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## APPENDIX 10

### Sample of course material (Intercultural awareness-oriented)

#### Topic

Cultural diversity and dimensions

#### Goals

- \* To increase student understanding of other cultures' values.
- \* To provide cultural understanding to students (e.g., cultural events, beliefs, etc.)
- \* To facilitate cultural discussion among students.

#### Task 1: warm-up (10–15 mins)

*What cultural representations are depicted in the following pictures? Discuss the pictures with your peers/group members. If you are unfamiliar with the cultural views (events) seen in the pictures, you may navigate them online.*



#### Task 2: group discussion (30–45 minutes)

*Please discuss the cultural representations in the pictures with your peers/group members. You may relate the cultural view or events in the pictures to your cultural experiences. You may encounter such cultural experiences, or you may find that those cultural views or events share cultural similarities with the cultural view or events that occur in your country (hometown).*



**Task 3: my own culture (10–15 minutes)**

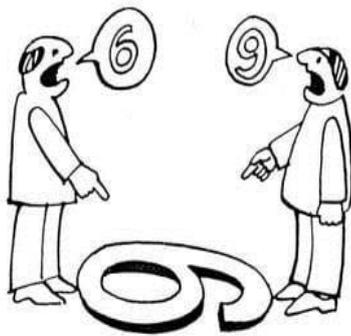
*Please list the cultural view (events happening) in your country (hometown) that may share a cultural similarity to the cultural view or events that were discussed earlier.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## APPENDIX 11

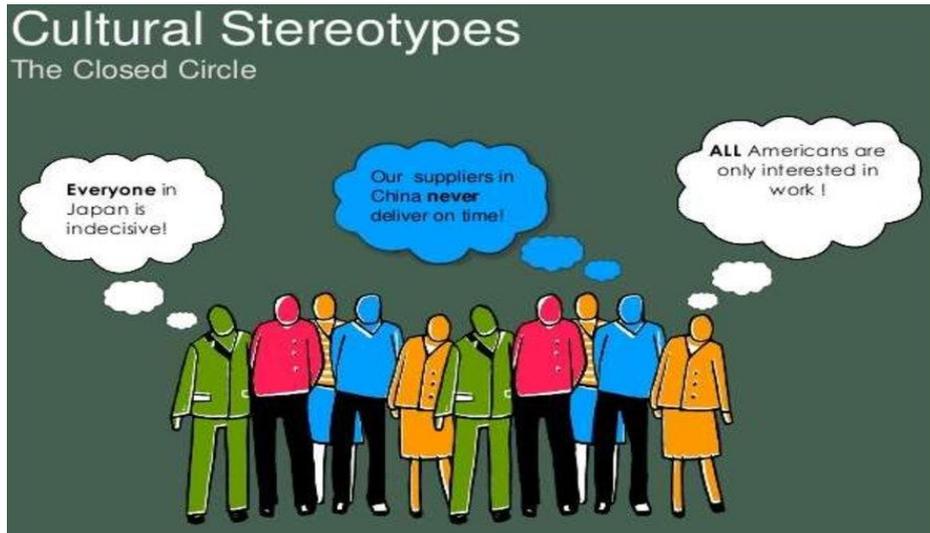
Sample figures of course material of IA oriented  
(warm-up activities)

## Cultural Assumption



## Cultural Diversity





## British stereotypes

- Always eating fish and chips.
- Drink a lot of tea.
- Very proud (God save the Queen).
- They like to curse and have funny words (splendid, cheerio).

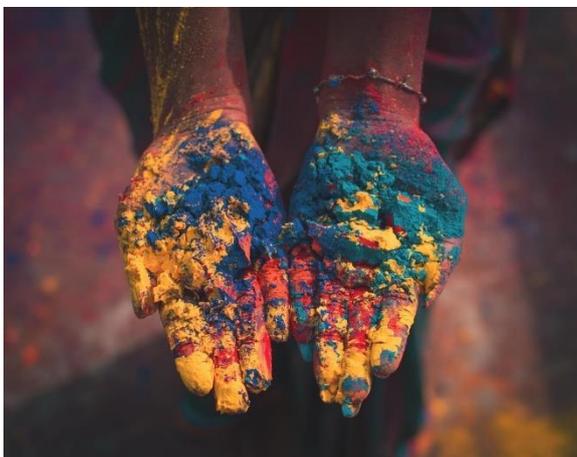


### Sample figure of Culture Festive



*Meant to mark the day of remembrance, Honolulu's Floating Lantern Festival takes place annually on Memorial Day. Thousands gather at Moana Beach Park to send notes to lost loved ones afloat.*

*England's big-name music festival gathers nearly 200,000 people annually in the small town of Glastonbury, where the usual population is less than 9,000. Glastonbury Festival brings in infrastructure, campsites, roads, water, electricity, security, and so much more to create a pop-up city for this long weekend of epic entertainment.*



*A Hindu celebration of the triumph of good over evil and the arrival of spring, Holi is catching on as a colored powder-throwing party in many cultures beyond India. In fact, if you live in Boston, Houston, Chicago or a number of other major cities in the States, there may be a Holi Fest near you.*

## APPEN DIX 12

### Picture clip of the film



- Starring:** Lily Collins, Phillipine Leroy-Beaulieu, Ashley Park, Lucas Bravo, Kate Walsh, Samuel Arnold, Bruno Gourey, Camillie Razat, Lucient Laviscount, Paul Forman.
- Director:** Andrew Fleming
- Year of release:** 2020 (1<sup>st</sup> release)  
2021 (Netflix)
- Company:** Darren Star, Jax Media
- Genre :** Romantic comedy
- Storyline:** Emily brings her 'can-do' American attitude and fresh ideas to her new office in Paris, but her inability to speak French turns out to be a major faux pas.

**APPENDIX 13**  
**List of Tables of Descriptive Statistics**

**Appendix 4**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	57.5806	62	4.68534	.59504
	Post-Test	68.8065	62	4.60520	.58486

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	62	.009	.944

**Paired Samples Test**

		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-11.22581	6.53971	.83054	-12.88658	-9.56503	-13.516	61	.000

**Appendix 5****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
A5	62	29	57	44,90	7,445
Valid N (listwise)	62				

**Appendix 6****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
A6	62	35	44	39,81	2,071
Valid N (listwise)	62				

**Appendix 7****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
A7	62	20	35	25,61	2,657
Valid N (listwise)	62				

**Appendix 8****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
A8	62	13	24	19,26	2,868
Valid N (listwise)	62				

**APPENDIX 14**

**Cultural Expressions contained in the film *Emily in Paris*.**

<b>1<sup>st</sup> Session</b>	<b>2<sup>nd</sup> Session</b>	<b>3<sup>rd</sup> Session</b>
"You stepping on my shoes!"	"...French best nose."	"You come to Paris, you walk into my office, you don't ever bother to learn the language. You treat the city ...and after a

		year of food, sex, wine, emm, maybe some culture, you'll go back from where you came. So, perhaps we'll work together, <i>but no, we won't be friends.</i> "
"I'm kind of like the <i>American point of view.</i> "	"In America customer is always right. but in French, customers is <i>never right.</i> "	"I like American <i>pussy.</i> " (impolite word)
"... <i>American eyes and ears.</i> "	"It is <i>unlogical</i> culture in Paris, but it's beautiful."	"You're nice, you're French, and you speak English?"
"Everything's coming up Roses!"	"...you've got a better idea. I'm all ears."	"Everything's coming up <i>Roses!</i> "
"American have the wrong <i>balance</i> , they live to work, French work to live."	"French is romantic but also realistic."	"Well, that was a <i>nice elevator pitch.</i> I'm here till tomorrow."
"Chinese people are mean <i>behind your back</i> , French people mean to <i>your face.</i> "	"...that's girl <i>workin' on my last nerve!</i> "	"...so we have the head and the nose. What does that <i>make you?</i> "
"You come to Paris, and you don't speak French, that is arrogant."	<i>Frenchwork#Smokin'Body</i>	"Ok Antoine, <i>let's nail down</i> the scent."
"We never clean. We let <i>things season.</i> "	"French are very <i>disagreeable.</i> "	"...and maybe some things get <i>lost translation</i> ... but just now."
"Don't you understand? You just <i>put a book in that girl's hand!</i> "	"Okay, now I'm even more jealous. I mean your life is <i>croissant</i> and sex."	"American romantic comedies, they are so dishonest. Here we like more of a <i>French ending.</i> "

<p>“The last thing she need is you <i>riding in on his perfume bottle.</i>”</p>	<p>“My point of view Randy, the scent of your hotel becomes <i>an aphrodisiac.</i>”</p>	<p>“the other thing we don’t do after dinner table is talk business.”</p>
<p>“It’s one thing to cheat on your wife with your mistress. It’s another thing to cheat on your mistress with a Young American.”</p>	<p>“She’s <i>getting on my nerves.</i> Nothing but problems since she got here.”</p>	<p>“Try having a name like Robertson. Every French person <i>dry heaves</i> just trying to pronounce it.”</p>
<p>“You <i>haven’t done Paris right</i> until you’ve had at least one wildly in appropriate affair.”</p>	<p>“I can’t believe. I’m drinking before noon.”</p>	<p>“My name sounds like an airline, Emily <i>Coop-air.</i> Fly me!”</p>
<p>“Oh my God! do you think she was <i>hitting</i> on you?”</p>	<p>“...I’m worried. It won’t <i>translate</i> in the State.”</p>	<p>“It’s like I came to Paris and suddenly I’m <i>Pam Spicer.</i>” (it was like kind of a joke, until it wasn’t).</p>
<p>“Well this is the French way...and now you’re in Paris...wonderful things exist outside of your ...<i>How do you say? Your ..’box’?</i>”</p>	<p>“<i>Balance bon porc...out your pig</i> ...in America.”</p>	<p>“It’s illegal to work on weekend in France.”</p>
	<p>“‘<i>preservatives</i>’ doesn’t mean preserves.” (croissant with a side of <i>condom</i>).</p>	<p>“He probably ‘<i>spoons</i>’ <i>his spoon.</i>”</p>
	<p>“Faux amis means <i>common mistake.</i>”</p>	<p>“<i>Coup de foudre</i> literary means <i>lightning strike.</i> It also means <i>love at first sight.</i>”</p>
	<p>“The Eiffel ‘<i>Tower</i>’...he means the sex position.”</p>	<p>“That’s the earliest <i>I’ve put my foot in my mouth</i> upon meeting someone.” (wrong assumption).</p>

	“Don’t <i>piggyback</i> on my brand.”	
	“You know wonderful things in Paris is that nobody judges you for <i>doing nothing</i> . It’s practically an <i>art form</i> here.”	
	“He called me <i>Ringarde</i> because of my bag charm?” (basic bitch).	
	“I thought I heard a couple of <i>petites morts, little death</i> .” (orgasm).	

## APPENDIX 15

### The Frequency Distribution for each statement

#### Frequency table of Appendix 5

##### Statement 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not useful	8	12.9	12.9	12.9
	Slightly useful	12	19.4	19.4	32.3
	Moderately useful	23	37.1	37.1	69.4
	Very useful	19	30.6	30.6	100.0
	Total	62	100.0	100.0	

##### Statement 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not useful	13	21.0	21.0	21.0

Slightly useful	13	21.0	21.0	41.9
Moderately useful	21	33.9	33.9	75.8
Very useful	15	24.2	24.2	100.0
Total	62	100.0	100.0	

### Statement 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not useful	10	16.1	16.1	16.1
	Slightly useful	13	21.0	21.0	37.1
	Moderately useful	23	37.1	37.1	74.2
	Very useful	16	25.8	25.8	100.0
	Total	62	100.0	100.0	

### Statement 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not useful	10	16.1	16.1	16.1
	Slightly useful	15	24.2	24.2	40.3
	Moderately useful	20	32.3	32.3	72.6
	Very useful	17	27.4	27.4	100.0
	Total	62	100.0	100.0	

### Statement 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not useful	9	14.5	14.5	14.5
	Slightly useful	11	17.7	17.7	32.3
	Moderately useful	20	32.3	32.3	64.5
	Very useful	22	35.5	35.5	100.0
	Total	62	100.0	100.0	

**Statement 6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not useful	13	21.0	21.0	21.0
	Slightly useful	13	21.0	21.0	41.9
	Moderately useful	19	30.6	30.6	72.6
	Very useful	17	27.4	27.4	100.0
	Total	62	100.0	100.0	

**Statement 7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not useful	21	33.9	33.9	33.9
	Slightly useful	15	24.2	24.2	58.1
	Moderately useful	13	21.0	21.0	79.0
	Very useful	13	21.0	21.0	100.0
	Total	62	100.0	100.0	

**Statement 8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not useful	13	21.0	21.0	21.0
	Slightly useful	13	21.0	21.0	41.9
	Moderately useful	21	33.9	33.9	75.8
	Very useful	15	24.2	24.2	100.0
	Total	62	100.0	100.0	

**Statement 9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly useful	8	12.9	12.9	12.9
	Moderately useful	29	46.8	46.8	59.7
	Very useful	25	40.3	40.3	100.0
	Total	62	100.0	100.0	

**Statement 10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly useful	20	32.3	32.3	32.3
	Moderately useful	23	37.1	37.1	69.4
	Very useful	19	30.6	30.6	100.0
	Total	62	100.0	100.0	

**Statement 11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly useful	14	22.6	22.6	22.6
	Moderately useful	22	35.5	35.5	58.1
	Very useful	26	41.9	41.9	100.0
	Total	62	100.0	100.0	

**Statement 12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly useful	13	21.0	21.0	21.0
	Moderately useful	23	37.1	37.1	58.1
	Very useful	26	41.9	41.9	100.0
	Total	62	100.0	100.0	

**Statement 13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly useful	9	14.5	14.5	14.5
	Moderately useful	29	46.8	46.8	61.3
	Very useful	24	38.7	38.7	100.0
	Total	62	100.0	100.0	

**Statement 14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not useful	2	3.2	3.2	3.2
	Slightly useful	26	41.9	41.9	45.2
	Moderately useful	19	30.6	30.6	75.8
	Very useful	15	24.2	24.2	100.0
	Total	62	100.0	100.0	

### Statement 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not useful	18	29.0	29.0	29.0
	Slightly useful	24	38.7	38.7	67.7
	Moderately useful	17	27.4	27.4	95.2
	Very useful	3	4.8	4.8	100.0
	Total	62	100.0	100.0	

### Statement 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not useful	8	12.9	12.9	12.9
	Slightly useful	12	19.4	19.4	32.3
	Moderately useful	25	40.3	40.3	72.6
	Very useful	17	27.4	27.4	100.0
	Total	62	100.0	100.0	

## Frequency table of Appendix 6

### Statement 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.6	1.6	1.6
	Slightly agree	6	9.7	9.7	11.3
	Moderately agree	27	43.5	43.5	54.8

Mostly agree	28	45.2	45.2	100.0
Total	62	100.0	100.0	

### Statement 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.2	3.2	3.2
	Slightly agree	10	16.1	16.1	19.4
	Moderately agree	23	37.1	37.1	56.5
	Mostly agree	27	43.5	43.5	100.0
	Total	62	100.0	100.0	

### Statement 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly agree	17	27.4	27.4	27.4
	Moderately agree	24	38.7	38.7	66.1
	Mostly agree	21	33.9	33.9	100.0
	Total	62	100.0	100.0	

### Statement 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly agree	15	24.2	24.2	24.2
	Moderately agree	22	35.5	35.5	59.7
	Mostly agree	25	40.3	40.3	100.0
	Total	62	100.0	100.0	

### Statement 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly agree	12	19.4	19.4	19.4
	Moderately agree	27	43.5	43.5	62.9
	Mostly agree	23	37.1	37.1	100.0
	Total	62	100.0	100.0	

**Statement 6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly agree	13	21.0	21.0	21.0
	Moderately agree	30	48.4	48.4	69.4
	Mostly agree	19	30.6	30.6	100.0
	Total	62	100.0	100.0	

**Statement 7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly agree	27	43.5	43.5	43.5
	Moderately agree	23	37.1	37.1	80.6
	Mostly agree	12	19.4	19.4	100.0
	Total	62	100.0	100.0	

**Statement 8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	11.3	11.3	11.3
	Slightly agree	19	30.6	30.6	41.9
	Moderately agree	24	38.7	38.7	80.6
	Mostly agree	11	17.7	17.7	98.4
	6.00	1	1.6	1.6	100.0
	Total	62	100.0	100.0	

**Statement 9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly agree	12	19.4	19.4	19.4
	Moderately agree	24	38.7	38.7	58.1
	Mostly agree	26	41.9	41.9	100.0
	Total	62	100.0	100.0	

**Statement 10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	8.1	8.1	8.1
	Slightly agree	19	30.6	30.6	38.7
	Moderately agree	26	41.9	41.9	80.6
	Mostly agree	12	19.4	19.4	100.0
	Total	62	100.0	100.0	

**Statement 11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly agree	12	19.4	19.4	19.4
	Moderately agree	28	45.2	45.2	64.5
	Mostly agree	22	35.5	35.5	100.0
	Total	62	100.0	100.0	

**Statement 12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly agree	10	16.1	16.1	16.1
	Moderately agree	24	38.7	38.7	54.8
	Mostly agree	28	45.2	45.2	100.0
	Total	62	100.0	100.0	

**Statement 13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.2	3.2	3.2
	Slightly agree	12	19.4	19.4	22.6
	Moderately agree	25	40.3	40.3	62.9
	Mostly agree	23	37.1	37.1	100.0
	Total	62	100.0	100.0	

### **Frequency table of Appendix 7**

#### **Statement 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.6	1.6	1.6
	Slightly agree	9	14.5	14.5	16.1
	Moderately agree	29	46.8	46.8	62.9
	Mostly agree	23	37.1	37.1	100.0
	Total	62	100.0	100.0	

#### **Statement 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	27	43.5	43.5	43.5
	Slightly agree	21	33.9	33.9	77.4
	Moderately agree	6	9.7	9.7	87.1
	Mostly agree	8	12.9	12.9	100.0
	Total	62	100.0	100.0	

#### **Statement 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.6	1.6	1.6
	Slightly agree	13	21.0	21.0	22.6
	Moderately agree	23	37.1	37.1	59.7
	Mostly agree	25	40.3	40.3	100.0
	Total	62	100.0	100.0	

**Statement 4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	30	48.4	48.4	48.4
	Slightly agree	11	17.7	17.7	66.1
	Moderately agree	9	14.5	14.5	80.6
	Mostly agree	12	19.4	19.4	100.0
	Total	62	100.0	100.0	

**Statement 5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.2	3.2	3.2
	Slightly agree	7	11.3	11.3	14.5
	Moderately agree	28	45.2	45.2	59.7
	Mostly agree	25	40.3	40.3	100.0
	Total	62	100.0	100.0	

**Statement 6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	27	43.5	43.5	43.5
	Slightly agree	18	29.0	29.0	72.6
	Moderately agree	9	14.5	14.5	87.1
	Mostly agree	8	12.9	12.9	100.0
	Total	62	100.0	100.0	

**Statement 7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	12.9	12.9	12.9
	Slightly agree	11	17.7	17.7	30.6
	Moderately agree	26	41.9	41.9	72.6
	Mostly agree	17	27.4	27.4	100.0
	Total	62	100.0	100.0	

**Statement 8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	28	45.2	45.2	45.2
	Slightly agree	17	27.4	27.4	72.6
	Moderately agree	7	11.3	11.3	83.9
	Mostly agree	10	16.1	16.1	100.0
	Total	62	100.0	100.0	

**Statement 9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.2	3.2	3.2
	Slightly agree	9	14.5	14.5	17.7
	Moderately agree	30	48.4	48.4	66.1
	Mostly agree	21	33.9	33.9	100.0
	Total	62	100.0	100.0	

**Statement 10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	27	43.5	43.5	43.5
	Slightly agree	15	24.2	24.2	67.7
	Moderately agree	10	16.1	16.1	83.9
	Mostly agree	10	16.1	16.1	100.0
	Total	62	100.0	100.0	

**Frequency table of Appendix 8**

**Statement 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	10	16.1	16.1	16.1
	Not much	10	16.1	16.1	32.3
	Somewhat	10	16.1	16.1	48.4
	A lot	15	24.2	24.2	72.6
	Exactly	17	27.4	27.4	100.0
	Total	62	100.0	100.0	

**Statement 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat	11	17.7	17.7	17.7
	A lot	21	33.9	33.9	51.6
	Exactly	30	48.4	48.4	100.0
	Total	62	100.0	100.0	

**Statement 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	12	19.4	19.4	19.4
	Not much	15	24.2	24.2	43.5
	Somewhat	13	21.0	21.0	64.5
	A lot	12	19.4	19.4	83.9
	Exactly	10	16.1	16.1	100.0
	Total	62	100.0	100.0	

**Statement 4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	16	25.8	25.8	25.8
	Not much	19	30.6	30.6	56.5
	Somewhat	19	30.6	30.6	87.1
	A lot	8	12.9	12.9	100.0
	Total	62	100.0	100.0	

**Statement 5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	8	12.9	12.9	12.9
	Not much	9	14.5	14.5	27.4
	Somewhat	16	25.8	25.8	53.2
	A lot	15	24.2	24.2	77.4
	Exactly	14	22.6	22.6	100.0
	Total	62	100.0	100.0	

**Statement 6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	9	14.5	14.5	14.5
	Not much	12	19.4	19.4	33.9
	Somewhat	15	24.2	24.2	58.1
	A lot	12	19.4	19.4	77.4
	Exactly	14	22.6	22.6	100.0
	Total	62	100.0	100.0	

## APPENDIX 16

### Respondents' Complete Distribution Score

#### Distribution Score of Self-Assessment of Appendix 4

PRE-SELF ASSESSMENT																					
No.	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	Total
1	2	2	3	3	3	2	4	3	3	2	3	3	4	1	3	4	2	4	2	3	56
2	2	2	3	3	3	3	4	5	2	2	3	4	5	3	3	3	2	5	3	4	64
3	2	2	3	3	3	3	4	3	3	2	3	3	4	2	3	3	2	5	3	4	60
4	2	3	2	2	2	3	1	1	3	3	3	4	5	3	5	3	2	4	2	2	55
5	5	5	5	5	5	5	4	5	2	2	1	5	4	4	5	4	5	4	3	3	81
6	2	2	3	3	3	3	4	4	2	1	1	3	4	1	4	1	3	3	3	5	55
7	3	3	5	2	3	3	3	5	3	3	5	1	1	3	2	3	1	5	3	5	62
8	3	4	4	4	2	3	2	4	2	2	4	3	4	1	3	4	2	4	2	2	59
9	2	3	4	3	3	2	3	5	1	3	3	4	3	2	4	2	3	3	5	2	60
10	1	3	4	4	1	2	3	2	3	3	3	4	2	3	4	2	3	3	4	2	56
11	3	4	3	3	3	2	4	5	1	3	3	4	3	2	4	4	2	4	2	3	62
12	1	3	4	3	3	2	3	3	3	3	2	3	3	3	4	2	2	4	2	2	55
13	3	1	4	3	3	2	4	2	3	3	3	4	2	3	5	2	3	3	4	2	59
14	2	2	4	3	3	3	3	2	3	3	3	4	5	3	3	3	2	5	3	4	63
15	3	2	2	2	2	3	1	1	3	3	3	4	2	3	5	3	2	4	2	2	52
16	3	1	4	3	3	3	3	2	3	3	2	3	3	3	4	1	3	4	2	2	55
17	2	2	3	3	3	2	1	3	3	3	2	2	4	2	3	3	2	5	3	3	54

18	3	1	4	3	3	3	4	5	5	5	3	5	5	1	3	4	2	4	2	2	67
19	3	2	2	2	2	3	5	3	3	3	2	2	4	2	3	3	2	5	3	3	57
20	3	2	2	2	2	3	5	3	3	3	2	2	4	2	3	3	2	5	3	3	57
21	3	1	4	3	3	3	4	3	3	2	3	3	4	1	3	4	2	4	2	2	57
22	2	2	2	2	2	3	5	4	2	2	3	5	3	2	3	3	2	4	2	3	56
23	2	2	2	2	2	3	2	2	3	3	3	4	2	3	4	2	3	3	4	2	53
24	3	1	4	3	3	4	3	4	2	2	3	4	1	3	3	3	2	5	3	4	60
25	1	3	3	3	3	2	1	1	3	3	3	4	2	3	5	3	2	4	2	2	53
26	2	3	4	4	1	2	3	1	3	3	3	4	2	3	2	3	2	4	2	2	53
27	1	3	2	3	3	3	4	4	2	1	2	2	4	2	3	3	2	5	3	3	55
28	3	1	4	3	3	1	3	4	2	2	3	5	3	2	4	1	3	4	2	2	55
29	1	3	2	3	4	3	2	3	3	3	2	2	4	2	3	3	2	5	3	3	56
30	2	3	4	3	3	2	4	4	2	1	1	3	4	1	4	1	3	4	2	2	53
31	4	2	3	3	3	3	4	4	2	1	1	3	4	1	4	1	3	4	2	2	54
32	2	2	4	3	3	1	5	5	2	2	1	3	3	3	4	1	3	4	2	2	55
33	2	2	2	2	2	3	2	4	2	2	4	3	4	1	3	3	1	5	3	4	54
34	2	3	2	2	4	3	3	4	3	3	2	3	3	3	4	2	2	4	2	2	56
35	2	2	3	3	3	3	4	6	5	1	1	3	4	1	4	1	3	3	4	2	58
36	2	2	3	3	3	2	3	5	1	3	3	4	3	2	4	2	3	3	4	2	57
37	1	3	4	3	3	3	2	2	3	3	2	3	3	3	4	2	3	2	3	2	54
38	3	1	4	4	2	3	2	3	3	3	2	2	4	2	3	3	2	5	3	3	57
39	2	3	4	3	3	2	4	4	4	3	3	4	3	2	4	4	2	4	2	3	63
40	1	3	4	3	3	2	3	2	3	3	3	4	5	3	3	3	2	5	3	4	62
41	3	1	4	4	2	3	2	3	3	3	2	2	4	2	3	3	2	5	3	3	57
42	2	3	4	3	3	2	2	4	5	5	3	5	4	5	3	3	2	5	3	3	69
43	1	3	2	2	2	3	3	2	3	3	3	4	2	3	4	2	3	3	4	2	54

44	2	2	4	3	3	2	3	3	3	3	2	3	3	3	4	2	2	4	2	2	55
45	3	1	4	3	3	2	4	5	1	3	3	4	3	2	4	2	3	3	4	2	59
46	3	2	3	3	3	3	3	3	3	3	2	3	3	3	4	1	3	4	2	2	56
47	2	2	3	3	3	2	3	4	2	2	5	2	4	2	3	3	2	5	3	3	58
48	3	1	4	3	3	3	3	4	2	2	4	3	4	1	4	1	3	3	4	2	57
49	3	1	4	3	3	2	2	4	2	1	5	2	4	2	3	3	2	5	3	3	57
50	3	3	4	4	1	2	3	3	3	3	3	4	3	2	4	4	2	5	2	3	61
51	2	3	4	3	3	2	2	3	3	2	3	3	4	2	3	3	2	5	3	4	59
52	3	1	5	2	4	3	2	2	3	3	2	3	3	3	4	2	3	2	3	2	55
53	1	3	3	3	3	2	1	2	3	3	2	3	3	3	4	2	3	3	2	3	52
54	3	1	4	4	1	2	3	2	3	3	2	2	4	2	3	3	2	4	2	3	53
55	2	3	4	4	1	2	3	1	3	3	3	4	2	3	5	3	2	4	2	2	56
56	3	1	4	3	3	5	3	2	3	3	3	4	2	3	4	2	3	3	2	3	59
57	3	2	3	3	3	3	4	5	2	2	1	3	4	4	3	4	2	4	2	3	60
58	2	2	3	3	3	2	2	5	3	3	2	2	4	2	3	3	2	5	3	3	57
59	3	1	4	3	3	3	4	3	3	2	3	3	4	2	3	3	2	5	3	4	61
60	2	2	2	2	2	3	4	5	2	2	1	3	4	1	4	1	3	4	2	2	51
61	2	2	3	3	3	2	3	4	2	2	4	3	4	1	3	3	1	5	3	4	57
62	4	2	3	3	3	3	3	2	3	3	3	4	2	3	4	1	3	4	2	2	57

POST-SELF ASSESSMENT																					
No.	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	Total
1	5	4	5	4	4	2	1	5	4	3	1	4	9	3	5	4	2	9	4	2	80
2	4	3	3	3	4	3	4	4	4	3	2	4	3	5	4	3	3	4	2	4	69
3	4	2	4	4	5	3	4	3	3	2	5	5	4	3	5	1	5	5	5	5	77
4	2	5	4	4	4	2	5	4	5	4	4	3	4	1	3	4	2	5	4	2	71
5	4	3	4	4	5	3	4	2	3	4	3	4	3	4	4	2	4	3	3	5	71
6	5	4	5	4	4	2	5	4	5	3	3	3	4	2	3	5	2	4	3	3	73
7	4	2	3	3	4	2	2	5	4	3	3	3	4	2	3	5	2	4	3	2	63
8	5	4	5	4	4	2	5	4	5	4	5	5	4	1	3	4	2	5	4	2	77
9	5	3	4	5	2	3	3	4	3	2	5	5	4	3	4	2	4	3	3	2	69
10	4	2	4	4	5	3	4	2	3	4	3	4	3	4	4	2	4	3	3	2	67
11	4	3	3	3	4	3	4	3	3	4	3	4	2	5	4	3	4	3	3	3	68
12	2	1	4	3	3	2	5	4	3	1	5	5	4	3	4	1	5	5	5	5	70
13	4	2	2	3	3	4	2	5	2	3	2	4	5	3	5	4	2	5	4	2	66
14	5	4	3	3	4	2	2	5	2	3	2	4	3	5	4	3	3	4	2	3	66
15	4	2	2	3	3	1	2	5	4	3	3	3	4	2	3	5	2	4	3	2	60
16	2	5	4	2	3	4	3	4	3	2	5	5	4	2	3	5	2	4	2	3	67
17	2	2	4	3	3	2	4	4	5	4	4	3	5	4	4	3	3	4	2	3	68
18	2	5	4	4	4	2	3	5	2	3	2	4	3	5	4	3	3	4	2	4	68
19	4	2	2	3	3	1	3	4	3	2	5	5	4	2	3	5	1	5	5	4	66
20	4	2	3	3	4	3	4	3	3	4	3	4	2	5	4	3	2	5	5	4	70
21	4	2	3	3	4	2	4	3	3	5	4	3	4	2	3	4	2	5	5	4	69
22	5	4	3	3	4	2	1	5	4	3	2	4	3	5	4	3	3	4	2	4	68
23	5	3	4	5	5	3	4	2	3	4	3	4	3	4	4	3	3	4	2	4	72
24	5	4	5	4	4	2	1	5	4	3	1	4	5	3	5	3	3	4	2	4	71

25	3	2	4	3	3	5	4	3	3	5	5	2	4	3	4	1	4	3	3	2	66
26	2	1	2	3	3	4	2	5	4	3	3	3	4	2	3	5	2	4	2	3	60
27	5	4	5	4	4	2	1	5	4	3	1	4	5	3	5	4	2	5	4	2	72
28	5	3	4	5	2	3	3	4	3	2	5	5	4	2	3	4	2	5	5	4	73
29	2	5	4	4	4	2	3	5	2	3	2	4	3	5	4	3	3	4	2	4	68
30	1	5	4	2	3	5	4	4	5	4	4	3	5	4	4	3	3	4	5	3	75
31	5	4	3	3	4	3	4	4	5	4	4	3	5	4	4	3	3	4	2	3	74
32	2	3	4	5	5	3	4	2	3	4	3	4	3	4	4	3	3	4	2	3	68
33	5	4	4	5	1	3	5	4	5	3	3	3	4	2	3	5	5	4	3	5	76
34	5	4	5	2	3	5	4	4	5	4	4	3	5	4	4	3	3	4	2	3	76
35	3	2	4	3	3	5	4	3	3	5	5	2	4	3	4	1	5	5	5	5	74
36	3	2	4	5	5	4	3	3	5	5	2	4	3	4	1	5	5	5	5	5	78
37	2	3	4	5	2	3	3	4	3	2	5	5	4	3	4	2	4	3	3	3	67
38	2	1	2	3	4	2	1	5	5	5	1	4	5	3	5	3	3	4	2	4	64
39	3	2	4	3	3	5	4	3	3	5	4	3	4	2	3	4	2	5	5	5	72
40	3	2	4	4	4	2	3	5	2	3	2	4	3	5	4	3	3	4	2	4	66
41	4	2	4	4	4	2	3	5	1	3	3	3	4	2	3	5	2	4	3	3	64
42	2	5	4	2	3	4	3	4	3	2	5	5	4	2	3	5	2	4	2	3	67
43	4	2	4	4	5	3	4	3	3	5	4	3	4	2	3	4	2	5	4	2	70
44	2	1	2	3	3	4	2	5	2	3	3	3	4	2	3	5	2	4	3	3	59
45	4	3	4	4	5	3	4	2	3	4	3	4	3	4	4	2	4	3	3	2	68
46	2	1	4	3	3	2	4	2	3	4	3	4	2	5	4	3	4	2	3	2	60
47	2	1	2	3	3	4	3	4	3	2	5	5	4	2	3	5	2	4	2	3	62
48	4	3	4	5	5	3	4	2	3	4	3	4	3	4	4	2	4	3	3	2	69
49	1	5	4	2	3	5	4	4	5	4	4	3	5	4	4	3	3	4	2	3	72
50	1	5	4	5	1	3	5	4	5	3	3	3	4	2	3	5	2	4	3	2	67

51	2	1	2	3	3	4	2	5	4	3	3	4	2	5	4	3	3	4	2	3	62
52	4	3	4	5	5	3	4	2	3	4	3	4	3	4	4	2	4	3	3	2	69
53	3	2	4	3	3	2	4	4	5	4	4	3	5	4	4	3	3	4	2	3	69
54	5	3	4	5	2	3	3	4	3	2	5	5	4	3	4	2	4	3	3	2	69
55	3	2	4	3	3	5	2	5	2	3	2	4	5	3	5	4	2	5	4	2	68
56	3	2	4	3	3	5	2	5	2	3	2	4	5	3	5	4	2	5	4	2	68
57	2	5	4	2	1	3	3	5	1	3	3	3	4	2	3	5	2	4	3	3	61
58	3	2	4	3	3	5	2	5	2	3	2	4	5	3	5	4	2	5	4	2	68
59	3	2	4	3	3	5	4	3	3	5	5	2	4	3	5	4	2	5	4	2	71
60	2	1	4	3	3	2	5	4	3	2	5	2	4	3	5	4	2	5	4	2	65
61	2	1	4	3	3	2	5	4	3	1	5	5	4	3	4	3	5	5	5	5	72
62	1	5	6	5	3	4	3	4	3	2	5	5	4	2	3	5	2	4	2	3	71

**Distribution score of Appendix 5**

No.	DEFINITION AND TYPES OF CULTURE				CULTURAL DIVERSITY AND CULTURAL DIMENSIONS			DEFINITION AND IMPORTANCE OF INTERCULTURAL AWARENESS				COMPONENT TO DEVELOP INTERCULTURAL AWARENESS					TOTAL
	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5	
1	3	2	2	2	3	2	2	2	3	3	3	3	3	3	2	4	42
2	3	2	2	2	3	2	1	2	3	3	3	3	3	3	2	4	41
3	3	2	3	3	3	2	2	4	3	3	2	4	4	2	3	3	46
4	1	1	1	1	2	1	1	1	3	2	3	2	4	1	4	1	29
5	2	2	2	2	3	2	1	3	4	4	4	3	3	4	1	3	43
6	4	4	4	4	4	4	4	1	2	2	2	4	4	2	3	2	50
7	4	4	4	4	4	4	3	1	2	2	3	2	3	4	1	3	48
8	3	3	3	3	4	3	3	3	4	4	4	3	3	2	2	3	50
9	3	3	3	3	4	3	3	3	4	4	4	3	3	2	2	3	50
10	3	3	3	3	4	3	3	3	4	4	4	3	3	2	2	3	50
11	3	3	3	3	4	3	3	3	4	4	2	4	4	2	3	2	50
12	3	3	3	3	3	3	2	4	3	3	2	4	4	2	3	2	47
13	4	4	4	4	1	4	4	3	4	4	4	4	4	2	3	1	54
14	4	4	4	4	1	4	4	3	4	4	4	4	4	3	2	4	57
15	1	1	1	1	2	1	1	2	3	2	3	2	4	1	4	1	30
16	3	3	3	3	4	3	2	4	3	3	3	4	3	2	3	2	48
17	3	3	3	3	3	3	2	4	3	3	3	3	2	4	1	3	46
18	3	3	3	3	4	3	2	4	4	3	4	3	3	3	2	4	51

19	2	2	2	2	3	2	1	3	4	4	4	4	4	2	3	1	43
20	2	2	2	2	3	2	1	3	4	4	4	3	3	4	1	3	43
21	2	2	2	2	3	2	1	2	3	3	3	3	2	4	1	3	38
22	1	1	1	1	2	1	1	4	4	3	4	3	3	3	2	4	38
23	3	2	3	2	3	2	2	2	3	3	2	4	4	3	2	4	44
24	3	2	3	2	3	2	2	1	2	2	3	4	4	2	3	3	41
25	1	1	1	1	2	1	1	4	3	3	4	2	3	3	2	4	36
26	1	1	1	1	2	1	1	4	3	3	4	3	2	4	1	3	35
27	1	1	1	1	2	1	1	4	3	3	4	4	2	4	1	3	36
28	4	4	4	4	1	4	4	3	4	4	4	4	2	4	1	3	54
29	4	4	4	4	1	4	4	1	3	2	2	4	4	2	2	4	49
30	3	3	3	3	4	3	3	3	4	4	2	4	3	4	1	4	51
31	3	3	3	3	4	3	3	3	4	3	2	3	3	3	2	2	47
32	4	3	3	3	4	3	3	3	4	4	4	3	3	3	1	4	52
33	4	4	4	4	4	4	3	1	2	2	3	3	3	2	2	4	49
34	4	3	4	4	4	4	3	1	2	2	3	2	3	4	1	3	47
35	4	4	4	4	1	4	4	3	4	4	4	2	3	3	2	4	54
36	4	4	4	4	1	4	4	3	4	4	4	4	2	4	1	3	54
37	3	2	2	2	3	2	2	1	2	2	3	4	4	3	2	4	41
38	3	3	3	3	4	3	2	4	3	3	4	2	3	3	2	4	49
39	3	3	3	3	3	3	2	4	3	3	2	3	2	4	1	3	45
40	3	3	3	3	3	3	2	4	3	3	2	4	4	2	3	1	46
41	3	3	3	3	3	3	2	4	3	3	3	4	4	2	3	2	48
42	1	1	1	1	2	1	1	1	3	2	3	2	3	3	2	2	29
43	1	1	1	1	2	1	1	1	3	2	2	2	3	3	2	3	29
44	4	4	4	4	4	4	4	1	2	2	2	4	3	4	1	3	50

45	4	4	4	4	4	4	4	1	2	2	2	4	4	3	1	3	50
46	2	2	2	2	3	2	1	2	3	3	3	4	4	2	3	2	40
47	2	2	2	2	3	2	1	2	3	3	3	3	3	3	2	4	40
48	2	2	2	2	3	2	1	2	3	2	3	3	3	3	2	4	39
49	2	1	1	1	2	1	1	2	3	2	3	3	3	3	2	4	34
50	2	1	1	1	2	1	1	2	3	2	3	2	4	2	3	2	32
51	2	1	2	2	3	1	1	2	3	2	3	2	4	2	2	3	35
52	4	4	4	4	1	4	4	3	4	4	4	3	3	2	2	3	53
53	4	3	3	3	4	3	3	3	4	4	4	3	2	4	1	3	51
54	4	4	4	4	1	4	4	3	4	4	4	4	3	2	3	2	54
55	2	1	2	2	3	1	1	2	3	2	3	4	4	2	3	1	36
56	2	1	2	2	2	1	1	2	3	2	3	2	4	2	3	2	34
57	3	3	3	3	4	3	2	4	4	3	4	2	4	2	3	2	49
58	3	3	3	3	4	3	3	3	4	3	4	3	3	2	2	3	49
59	4	4	4	4	1	4	4	3	4	4	4	4	4	2	3	1	54
60	3	3	3	3	4	3	2	4	4	3	4	3	2	4	1	3	49
61	4	3	3	4	4	4	3	3	4	4	4	4	3	2	4	1	54
62	4	4	4	4	4	4	4	1	3	2	2	4	4	3	1	3	51

**Distribution Score of Appendix 6**

No.	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	Total
1	4	3	4	3	3	3	4	1	3	3	3	3	4	41
2	3	3	3	3	4	2	3	2	4	3	3	4	2	39
3	2	4	4	2	4	3	3	3	3	2	2	4	3	39
4	4	3	3	3	4	4	2	6	2		3	4	2	40
5	4	2	4	2	4	4	2	4	2	2	3	3	4	40
6	4	2	4	2	4	2	2	3	3	3	4	2	4	39
7	3	4	3	3	4	3	3	3	3	2	2	4	3	40
8	4	2	4	2	2	2	2	4	2	2	2	4	3	35
9	3	4	3	3	4	3	3	3	3	2	2	4	3	40
10	3	4	2	4	4	4	3	3	4	3	4	2	4	44
11	3	4	2	4	2	3	4		3	4	4	3	3	39
12	3	4	2	4	3	4	2	3	3	3	3	3	4	41
13	1	4	3	4	3	4	2	4	2	2	3	3	4	39
14	3	4	2	4	3	3	2	3	3	3	4	2	4	40
15	3	4	2	4	3	3	3	2	4	4	4	3	3	42
16	3	3	3	3	4	2	4	1	4	3	3	4	3	40
17	2	4	3	4	3	2	2	3	3	3	3	3	4	39
18	3	4	3	4	3	4	2	4	2	2	3	4	2	40
19	4	3	4	2	4	3	3	3	3	2	2	4	3	40
20	3	3	3	3	4	2	2	3	3	2	2	4	3	37
21	4	2	4	2	3	3	3	2	4	4	4	3	3	41
22	4	2	4	2	3	3	3	2	4	4	4	3	3	41
23	4	3	4	3	3	3	4	1	3	3	3	3	4	41
24	3	4	2	4	4	4	2	3	3	3	3	3	4	42
25	3	4	2	4	2	3	4	1	4	4	4	3	3	41
26	4	3	3	3	2	2	2	3	3	1	3	4	2	35
27	4	3	3	3	2	2	3	2	4	4	4	3	3	40
28	3	4	3	4	3	4	2	3	3	3	4	2	4	42
29	4	1	4	2	4	4	2	4	2	2	3	4	1	37
30	3	4	2	4	4	4	3	2	4	3	4	2	4	43
31	4	3	4	2	4	3	3	3	3	2	2	4	3	40
32	2	4	3	4	3	4	2	4	2	2	3	3	4	40
33	4	3	3	3	2	2	3	2	4	4	4	3	3	40
34	4	3	3	3	3	4	2	4	2	2	3	4	2	39
35	4	3	3	3	4	4	2	3	3	3	3	3	4	42
36	3	3	3	3	4	2	4	1	4	3	3	4	3	40
37	3	3	3	3	4	2	3	2	4	3	3	4	2	39
38	3	4	2	4	3	3	4	2	4	3	4	2	4	42

39	4	3	3	3	4	4	3	3	3	1	3	4	2	40
40	4	1	4	2	4	3	4	2	4	3	4	2	4	41
41	3	4	2	4	3	3	4	2	4	3	3	3	4	42
42	3	3	3	3	4	4	2	4	2	2	3	3	4	40
43	4	3	4	3	3	3	3	2	4	4	4	3	3	43
44	3	4	2	4	3		2	4	2	2	2	4	3	35
45	3	4	2	4	3	3	2	4	2	2	2	4	1	36
46	4	2	4	2	3	3	3	2	4	4	4	3	4	42
47	4	2	4	2	2	3	3	2	4	3	3	4	3	39
48	4	2	4	2	2	4	2	3	3	3	3	3	4	39
49	3	4	2	4	3	3	2	3	3	1	3	4	2	37
50	4	2	4	2	2	3	3	2	4	3	3	4	2	38
51	4	2	4	2	4	2	2	3	3	2	2	4	3	37
52	2	4	3	4	3	3	4	2	4	3	4	2	4	42
53	2	4	3	4	3	4	3	3	3	2	2	4	3	40
54	2	4	3	4	3	4	3	2	4	3	3	4	2	41
55	4	3	4	3	3	3	2	3	4	4	4	3	3	43
56	4	3	4	3	2	3	2	4	2	2	2	4	3	38
57	3	4	2	4	3	3	2	3	3	1	3	4	2	37
58	3	4	2	4	2	2	3	2	4	3	4	2	4	39
59	3	4	2	4	3	3	4	1	4	4	4	3	3	42
60	4	3	3	3	4	4	3	2	4	3	4	2	4	43
61	4	3	4	3	3	3	2	3	3	1	3	4	2	38
62	3		2	4	2	3	4	1	4	4	4	3	3	37

**Distribution Score of Appendix 7**

No.	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	Total
1	4	1	4	3	4	1	3	1	3	1	25
2	4	2	3	2	4	3	1	1	3	1	24
3	3	4	2	1	3	3	4	4	4	2	30
4	1	4	4	4	4	1	3	1	3	1	26
5	4	2	3	1	2	4	2	2	4	3	27
6	3	2	3	1	2	3	1	1	3	2	21
7	4	1	4	3	4	1	3	1	3	1	25
8	3	1	4	4	4	1	3	1	3	1	25
9	2	3	2	2	3	2	4	3	4	2	27
10	4	2	3	1	2	3	1	2	2	4	24
11	4	1	4	3	4	1	3	1	3	1	25
12	4	2	3	1	2	3	1	2	2	4	24
13	2	2	3	1	2	4	2	2	4	3	25
14	4	1	4	2	3	3	1	2	2	4	26
15	4	1	4	2	4	1	3	1	3	1	24
16	3	2	3	1	3	1	3	1	3	1	21
17	3	2	3	1	3	1	3	4	3	2	25
18	4	1	4	2	3	3	1	2	2	4	26
19	4	2	3	1	3	2	2	2	2	4	25
20	4	1	4	2	4	1	3	1	3	1	24
21	3	4	2	1	3	2	4	3	4	2	28
22	4	1	4	2	4	1	3	1	3	1	24
23	2	3	2	2	3	2	4	3	4	2	27
24	2	3	2	2	3	2	4	2	4	3	27
25	3	1	4	3	4	1	3	1	3	1	24
26	4	2	3	1	3	2	2	2	2	4	25
27	4	1	2	1	3	2	2	2	2	4	23
28	3	1	2	1	3	2	4	4	4	2	26
29	3	2	3	1	3	1	4	4	4	2	27
30	3	1	4	4	4	4	3	1	3	1	28
31	4	2	3	1	2	3	1	1	3	2	22
32	3	2	3	1	1	4	2	2	4	3	25
33	4	1	4	3	4	4	3	1	3	1	28
34	3	4	2	1	3	2	4	3	4	2	28
35	3	4	2	1	3	2	4	3	4	2	28
36	2	3	2	2	3	2	2	2	1	3	22
37	3	2	3	1	3	1	3	1	3	1	21
38	3	4	1	4	3	2	7	4	4	2	34
39	3	4	2	1	3	2	4	3	4	2	28

40	4	1	4	4	7	1	3	1	3	1	29
41	4	2	3	1	4	4	2	2	4	3	29
42	2	3	3	1	1	4	2	2	1	3	22
43	3	1	4	4	4	1	3	1	3	1	25
44	2	3	2	2	3	2	4	3	4	2	27
45	3	1	4	3	4	2	3	2	3	1	26
46	4	4	3	1	3	4	4	4	4	4	35
47	3	1	2	1	3	2	4	4	4	2	26
48	4	2	3	1	3	2	2	2	2	4	25
49	3	1	4	3	4	1	3	1	3	1	24
50	3	1	4	4	4	1	3	1	3	1	25
51	2	2	3	1	3	1	4	4	4	3	27
52	2	2	3	1	3	1	4	4	4	3	27
53	3	1	4	4	4	1	3	1	3	1	25
54	4	1	4	3	4	1	3	1	3	1	25
55	3	2	3	1	2	3	1	1	3	1	20
56	3	1	4	4	4	1	3	1	3	1	25
57	3	2	3	1	3	2	2	2	2	4	24
58	3	1	4	4	4	1	3	1	3	1	25
59	3	1	4	4	4	1	3	1	3	1	25
60	3	2	3	1	3	1	4	4	4	3	28
61	3	1	4	3	4	1	3	1	3	1	24
62	4	1	4	4	4	1	3	1	3	1	26

**Distribution Score of Appendix 8**

No.	A1	A2	A3	A4	A5	A6	Total
1	1	5	2	4	4	4	20
2	1	5	3	2	2	2	15
3	2	4	5	1	2	2	16
4	2	4	4	2	3	2	17
5	2	4	5	1	2	1	15
6	2	4	5	1	4	4	20
7	2	4	4	1	3	3	17
8	2	4	4	1	3	3	17
9	3	5	3	2	3	2	18
10	1	4	5	1	4	4	19
11	5	5	2	3	3	3	21
12	5	4	4	1	3	3	20
13	4	5	2	3	4	4	22
14	4	5	1	3	4	3	20
15	1	5	3	2	2	2	15
16	4	5	3	2	1	1	16
17	3	5	3	2	2	2	17
18	3	4	5	1	1	1	15
19	4	5	2	4	3	2	20
20	1	5	3	2	4	4	19
21	1	5	3	4	4	4	21
22	3	5	3	2	2	2	17
23	2	4	4	2	5	5	22
24	5	5	2	4	4	4	24
25	5	5	2	4	4	4	24
26	4	4	5	1	1	1	16
27	4	4	4	2	5	5	24
28	1	5	2	3	1	1	13
29	4	3	1	3	5	5	21
30	4	5	3	2	5	5	24
31	5	4	4	1	3	3	20
32	5	3	1	3	5	5	22
33	4	4	4	1	3	3	19
34	4	3	1	3	4	3	18
35	3	4	5	1	3	3	19
36	3	5	2	3	1	1	15
37	2	4	5	1	3	3	18
38	1	5	2	4	3	3	18
39	1	4	5	1	4	4	19

40	4	4	4	2	5	5	24
41	4	4	4	2	3	2	19
42	3	5	3	2	2	2	17
43	2	5	4	2	5	5	23
44	5	5	2	3	1	1	17
45	5	5	2	3	4	4	23
46	5	4	4	1	3	3	20
47	3	5	2	3	1	1	15
48	1	5	3	2	2	2	15
49	2	3	1	3	4	3	16
50	3	5	2	4	4	4	22
51	3	5	2	4	4	4	22
52	5	5	2	2	3	3	20
53	5	5	3	2	2	2	19
54	4	5	3	2	1	1	16
55	4	4	5	1	3	3	20
56	4	3	1	3	5	5	21
57	5	3	1	3	5	5	22
58	5	3	1	3	5	5	22
59	5	3	1	3	5	5	22
60	5	3	1	3	5	5	22
61	5	3	1	3	5	5	22
62	5	3	1	3	5	5	22

## **BIODATA**

### **A. PERSONAL DATA**

1. Nama Lengkap : Andi Rachmawati Syarif
2. Jenis Kelamin : Perempuan
3. Tempat/Tanggal Lahir : Surabaya, 14 Maret 1977
4. NIDN : 0914037701
5. Pangkat/ Golongan : Penata / IIIb
6. Jabatan Fungsional : Asisten Ahli
7. Fakultas/ Departemen : Keguruan dan Ilmu Pendidikan
8. Perguruan Tinggi : Universitas Muhammadiyah Kendari
9. Alamat Rumah : Jln. Perintis kemerdekaan KM 18/21  
PAI, Biringkanaya. Makassar

### **B. KELUARGA**

1. Ayah : Andi Syarifuddin (Alm.)
2. Ibu : Andi Siti Nurhayati (Alm.)

### **C. RIWAYAT PENDIDIKAN**

1. S-1 : Sastra Inggris, UNHAS
2. S-2 : English Language Studies, UNHAS

### **D. RIWAYAT PEKERJAAN/PROFESI**

1. Dosen Bahasa Inggris di FKIP Universitas Muhammadiyah Kendari (2013 – sekarang).
2. Assessor BAN S/M Sulawesi Tenggara (2016 – sekarang).
3. Dosen LB Bahasa Inggris Teknik di Politeknik Negeri Ujungpandang (2001 – 2013).
4. Instruktur Bahasa Inggris di Politeknik Ilmu Pelayaran (PIP) (2004 – 2008).
5. Dosen LB Bahasa Inggris Keperawatan, YAPENAS Keperawatan Maros (2002 – 2010).
6. Instruktur pada BAMBINI International School (2005 – 2012).

### **E. RIWAYAT PEMBICARA**

1. The 2<sup>nd</sup> International Conference on Natural and Social Sciences Fakultas Keguruan Ilmu Pendidikan UNCP 841/P.ICONSS/UNCP/IX/2019.
2. Pemateri Praktek Pengalaman Lapangan (PPL II) Universitas Muhammadiyah Kendari 052/KEP/II.O/G.b/2016. (2016).
3. Seminar Nasional “Budaya Literasi, Menciptakan Generasi Pembelajar Abad 21...”. Ikatan Guru Indonesia SULTRA 497/IGI.SULTRA/S/IV/2016.
4. Pertukaran Seni dan Budaya Indonesia – Filipina, Universitas Muhammadiyah Kendari. 38/KEP/II.3.AU/N/2016.

**F. RIWAYAT PELATIHAN**

1. Pelatihan Penulisan Artikel Jurnal Scopus, 2018.
2. Pelatihan Implementasi Kurikulum Berbasis OBE dalam penulisan Modul Pembelajaran Inovatif prodi Bahasa Mandarin dan Kebudayaan Tiongkok/ Fakultas Ilmu Budaya dan Sastra, UNHAS 195/UN4.9/KEP/2018

**G. RIWAYAT PENELITIAN**

1. Religion and Creative Imagination: Religious Representation in I.B. Singer's in My Father's Court and The Shadow Theatre (Wayang) in Indonesia (2019).
2. Improving Students' ability through Clustering Strategy (2018).
3. Buginese Community in Actualizing the Compliment Response (2016).
4. Learners' Attitude and Effect on Learning English-Specific Purposes (2014).
5. Evaluasi Pembelajaran Morfologi Bahasa Inggris, Teacher and Students' reflection (PDP internal), 2016.

**H. PENGABDIAN MASYARAKAT**

1. Visitasi Akreditasi SD/MI Sulawesi Tenggara tahun 2019/2020
2. Visitasi Akreditasi SMA/MA Sulawesi Tenggara tahun 2018/2019
3. Visitasi Akreditasi SMP/MTS Sulawesi Tenggara tahun 2017 – 2019.
4. Visitasi Akreditasi SD/MI Sulawesi Tenggara tahun 2016/2017.
5. Seminar Pendidikan Sulawesi Tenggara, "Early Learning Building for the Future" tahun 2016/2017.
6. EXPO Pendidikan FKIP UMK 2016 (2016/2017).
7. HPM Pengembangan Media Ajar Berbahasa Inggris PAUD TK Aisyah Bustanul Atfal 1 Kendari, tahun 2016/2017.
8. Spelling Bee and Speech Contest se-Sulawesi Tenggara, 2016, "Hold the World by Your Words," tahun 2016/2017.
9. Bimbingan TOEFL Akbar se-Sulawesi Tenggara, tahun 2015/2016.

**I. PUBLIKASI**

1. Fostering English Foreign Language Learners' Intercultural competence through foreign film. *Asian Journal of Social Science and Management Technology* ISSN: 2313-7410 Volume 5, issue1, January-February, 2023.
2. Religion and Creative Imagination: Religious Representation in I.B. Singer's in My Father's Court and The Shadow Theatre (Wayang) in Indonesia. *Prajna Vihara* 20, 32 – 47, 2019.
3. The Semiotics of Humiliation. *IDEAS* 8 (2020), pp.623-631, 2020.

4. Derivational Process of Wawonii Language. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*.
5. Buginese Community in Actualizing the Compliment Response. *LLDIKTI IX, Jurnal Bung/ Al -Adabi*, 83-114, 2015 (SINTA).
6. Learners' Attitude and Effect on Learning English-Specific Purposes. *LLDIKTI IX, Jurnal Bung/ Panrita*, 1-10, 2015 (SINTA)

**J. KONFERENSI**

1. Students' Perception on the Integration of Local Culture in Teaching English Writing Skill Based on Instruction (2<sup>nd</sup> International Virtual TESOL Conference 1, 2020), 49, 2020.
2. Improving Students' Writing Ability through Clustering Strategy (The 65<sup>th</sup> TEFLIN International Conference 65 (Sustainable Teacher. . . , 2018).

Makassar, ...Maret, 2023

Andi Rachmawati Syarif