



PROMOTING INTERCULTURAL COMPETENCE USING DIFFERENT
VERSIONS OF CINDERELLA STORIES FOR UPPER SECONDARY SCHOOL
LEARNERS

SIRIPHON WONGSUBAN

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR MASTER DEGREE OF EDUCATION
(INTERNATIONAL PROGRAM)
IN TEACHING ENGLISH AS A GLOBAL LANGUAGE
FACULTY OF EDUCATION
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The purpose of this study was; 1) to investigate how the use of different versions of Cinderella stories can improve learners' IC, and 2) To explore the learners' opinions toward implementing Cinderella stories from various countries. A mixed-methods research design was used to collect and analyze quantitative and qualitative data to examine the effects of using Cinderella stories in the classroom. The participants in this study were Thai grade 10 learners in a secondary school in the central region of Thailand. The instruments used in this study included seven different Cinderella stories, lesson plans, an IC assessment questionnaire, and a reflection paper. The RQ1 results showed that using Cinderella stories positively impacted learners' IC. Of the four components of IC (knowledge, attitude, skills, and awareness), the knowledge aspect showed the most significant improvement, followed by skills, awareness, and attitudes. In addition, learners showed greater understanding of different cultures, positive attitudes toward cultural differences, learned from the characters' actions, developed compassion through the learning activities, became more sensitive to forms of social discrimination, and gained an open-minded perspective. The RQ2 results showed that the learners were positive about implementing Cinderella stories from various cultures. The top three versions that helped them improve IC the most as follows: The Jouanah: A Hmong Cinderella version, the Mufaro's Beautiful Daughters: An African Tale, and the Persian Cinderella version. Moreover, the learners felt that Cinderella stories helped them increase their language ability, improve their learning skills, become team players, and better understand Cinderella from diverse cultures.

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TABLE OF CONTENTS

	Page
ABSTRACT.....	D
ACKNOWLEDGEMENTS.....	E
TABLE OF CONTENTS.....	F
LIST OF TABLES.....	J
LIST OF FIGURES.....	K
Chapter 1 Introduction.....	1
Background of the study.....	1
Statement of the problem.....	3
Purpose of the study.....	5
Research questions.....	6
Scope of the study.....	6
Conceptual Framework.....	6
Contribution to Knowledge.....	7
Definition of terms.....	8
Chapter summary.....	9
CHAPTER 2 LITERATURE REVIEW.....	11
Intercultural competence.....	11
Deardorff Model.....	13
Byram's model.....	16
Promoting Intercultural Competence.....	21
Folktales.....	23
Cinderella.....	26
Related Research.....	46
Chapter Summary.....	47
Chapter 3 Research Methodology.....	48

Research Design	48
Population and participants.....	49
Instructional Instruments	49
Online Instruments	49
Teaching plan	51
The course syllabus	53
Questionnaire.....	77
Reflective paper.....	77
Research Instruments	78
Data collection	79
Data analysis	81
Ethical considerations	84
Chapter Summary	85
Chapter 4 Findings.....	86
Research Question 1	86
Quantitative findings	90
Qualitative findings	98
More understanding of different cultures	100
Positive attitude towards cultural differences	101
Learning from characters' behaviors	102
Developing compassion from learning activities	103
Increased sensitivity to social discrimination forms	104
Developing open-minded quality	105
Research Question 2	106
Quantitative findings	107
Qualitative findings	109
Increased Language Ability.....	113
Improved Learning Skills	117

Becoming Team Players.....	121
More Understanding Cinderella from diverse cultures	126
Chapter summary	128
Chapter 5 Discussion, Recommendations, and Conclusion.....	129
Summary of the study	129
Summary of the findings	129
Discussion.....	130
Implications	132
Limitations of the study	133
Recommendations for future research	133
Conclusion	133
REFERENCES	135
Appendices.....	142
Appendix A Lesson Plans	143
Appendix B The IOC Index for Lesson Plan Evaluation	187
Appendix C The IOC Index for Intercultural Competence Questionnaire	189
Appendix D The IOC Index for Questionnaire to measure Learners' Opinion toward implementing Cinderella stories from various countries	195
Appendix E The IOC Index for Reflective Paper.....	197
Appendix F Assignments.....	199
The Grimm Brothers' Cinderella.....	203
Jouanah: A Hmong Cinderella	207
Adelaida: A Cuban Cinderella.....	212
Mufaro's Beautiful Daughters: An African Tale.....	217
The Egyptian Cinderella.....	221
The Persian Cinderella	230
My Cinderella.....	235

Appendix G Histograms of intercultural aspects.....	270
BIOGRAPHY	274



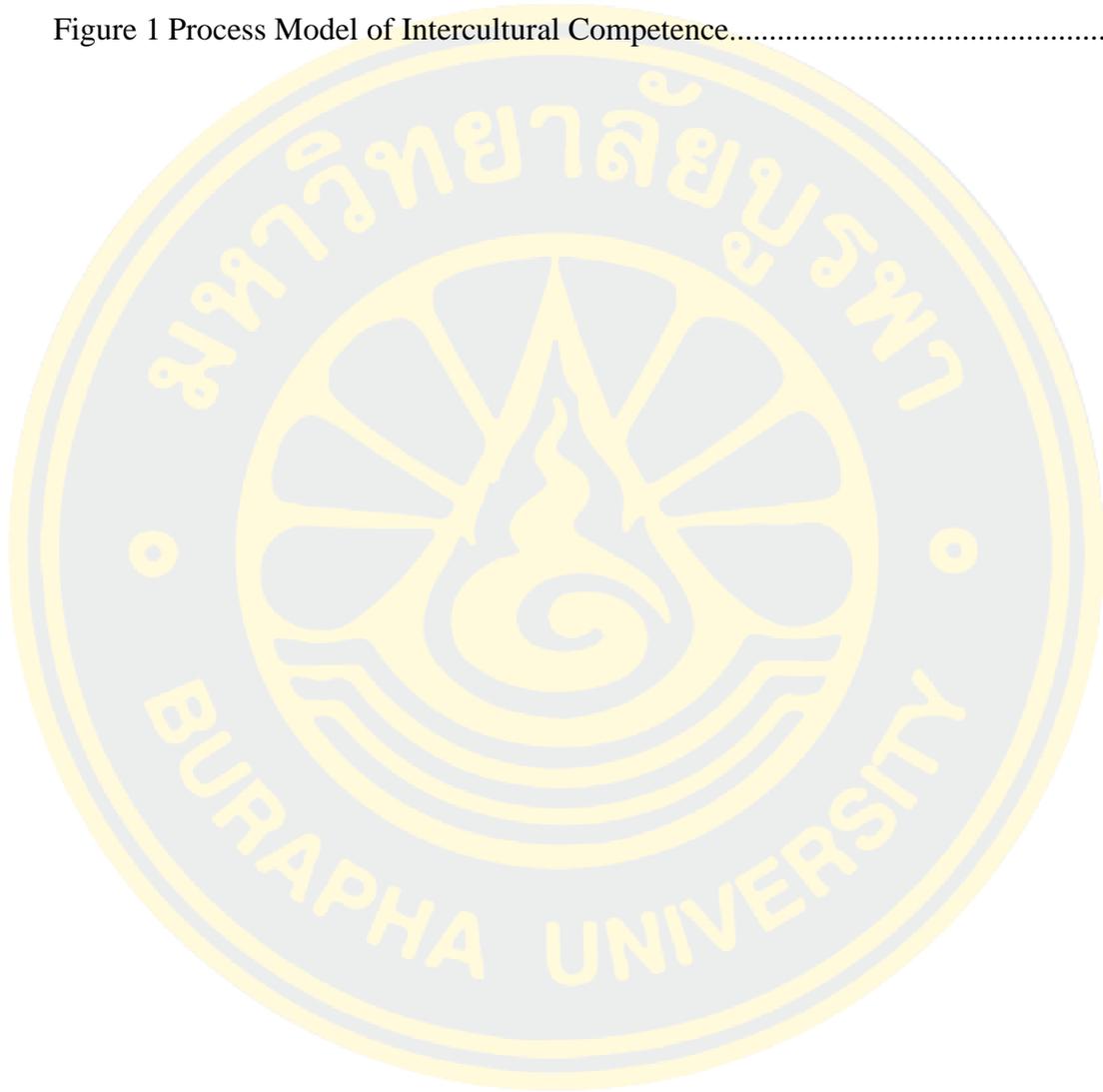
LIST OF TABLES

	Page
Table 1 Intercultural Communicative Competence	17
Table 2 Types of interventions in developing intercultural competence	22
Table 3 Teaching plan.....	52
Table 4 The course syllabus of this study	54
Table 5 Research instruments in this study.....	78
Table 6 Summary of the data collected from each week	81
Table 7 Analyze the entire set of the data.....	83
Table 8 Descriptive statistics of intercultural competence before and after implementing Cinderella stories	90
Table 9 Comparisons of intercultural competence before and after implementing Cinderella stories	92
Table 10 Comparisons of the knowledge aspect in intercultural competence before and after implementing Cinderella stories	93
Table 11 Comparisons of the attitude aspect in intercultural competence before and after implementing Cinderella stories	94
Table 12 Comparisons of the skills aspect in intercultural competence before and after implementing Cinderella stories	96
Table 13 Comparisons of the awareness aspect in intercultural competence before and after implementing Cinderella stories	97
Table 14 Codes, categories, and themes from qualitative data.....	99
Table 15 Learner's opinions on implementing Cinderella stories from various countries.....	107
Table 16 Codes, categories, and themes of learners' opinions	110

LIST OF FIGURES

Page

Figure 1 Process Model of Intercultural Competence..... 14



Chapter 1

Introduction

This chapter presents the introduction of the study, consisting of background of the study, statement of the problem, purpose of the study, research questions, conceptual framework, contribution to knowledge, scope of the study, the operationalize definitions, and chapter summary.

Background of the study

English has become a global language because English use has increased worldwide, and people are using it in multilingual and multicultural contexts (Galloway, 2017). Nowadays, English grows continuously; there are now more non-native English speakers than native English speakers, according to Crystal (2003). There are approximately 320-380 million people that use English as a mother tongue, about 300-500 million use English as a second language (ESL), and nearly one billion people use English as a foreign language (EFL). This shows us that more people are adding English to their linguistic repertoire. Additionally, the British Council (2014) has recently estimated that over one billion people are learning English worldwide, and there are 750 million learners who are traditionally defined as EFL speakers. As people from different cultures are today constantly coming into close contact with each other, it has become imperative for them to acquire several competencies in order to be able to cope with the requirements of the new age of globalization (Bousslama & Fawzia Bouhass Benaissi, 2018). One of the most important competencies to develop is intercultural competence.

Intercultural competence (IC) plays an essential role in the world of education. IC is defined as a set of abilities that support operating and communicating effectively and appropriately in a variety of cultural contexts in intercultural situations based on one's intercultural attitudes (respect, openness, curiosity, discovery), knowledge (cultural self-awareness, culture-specific knowledge, sociolinguistic

awareness, grasp of global issues and trends), and skills (listening, observing, evaluating, analyzing, interpreting and relating, critical thinking) (Bennett, 2009; Byram, Gribkova, & Starkey, 2002; Deardorff, 2006; Howard-Hamilton, Richardson, & Shuford, 1998). The concept of IC is often used interchangeably with multicultural competence, global citizenship, transnational competence, cross-cultural skills, intercultural communication competence, and cultural intelligence (A. E. Fantini, 2009). IC requires an understanding of one's own cultural beliefs and behaviors as well as how such beliefs and behaviors differ from culture to culture. The culturally-unique population of Thailand's academic migrants (foreign teachers from overseas) adds a further dimension of diversity to the multicultural classroom and, in particular, highlights a need for the requisite knowledge, skills, and attitudes to effectively communicate across boundaries, both cultural and academic. The IC perspective is viewed as a multi-layered construct consisting of three interrelated aspects: intercultural sensitivity (affective aspect), intercultural awareness (cognitive aspect) and intercultural adroitness (behavioral aspect) (Chen & Starosta, 1999). Intercultural sensitivity refers to the willingness to know and appreciate cultural differences in intercultural contexts; intercultural awareness refers to the understanding of cultural practices that influence how individuals interpret and behave; and intercultural adroitness refers to the skills needed for individuals to perform effectively and appropriately during intercultural interactions.

English is officially taught at the present to Thai learners as a priority foreign language from Grade 1 onwards (Ministry of Education, 2001). According to the Thai Basic Education Core Curriculum B.E. 2551 (A.D. 2008), there is a strand which is related to intercultural competence, referred to as "Language and Culture." It is included as one of its four strands, fostering Thai learners' understanding of the relationship between other target languages and cultures with Thai culture, as well as their ability to apply these concepts properly in real situations, and to promote positive attitudes of tolerance, openness, and respect for others (Ministry of Education,

2008). According to Byram et al. (2002), learners not only need knowledge and skill in grammar, but they also need the ability to use the language in social and culturally appropriate ways. In Thailand, there are also national policies which recognize the value of intercultural exploration in the English classroom, such as the one seen in the Basic Education Curriculum (BEC) introduced in 2008 (Wongsothorn, Hiranburana, & Chinnawongs, 2002). The BEC states that English can help us to understand, compare and contrast local Thai culture with others by being able to communicate and exchange knowledge and perspectives.

Statement of the problem

English is seen as a global language (Crystal, 2003), so integrating different cultures in the classrooms should become an important part in English Language Teaching (ELT). It will never be the same for everyone learning other cultures due to the differences in cultural background and mother tongue. It is essential for language learners to acquire intercultural skills that enable them to communicate with people from other cultures (Ho, 2009).

Since IC is deemed important because it is likely that the learners will use English with a diverse population, it is essential to enhance learners' intercultural competence in English classrooms. However, teaching culture in Thailand is always about teaching native culture, such as British or American culture (Pattaraworathum, 2021). When people talk about the English language, it means they are going to talk about American and British culture. In this case, the native speaker (NS) model views, NS language and culture as the target of ELT (Bousslama & Fawzia Bouhass Benaissi, 2018). By only exposing native culture, it is not enough to prepare learners for the 21st century. When learners learn only native culture, they may have a bias against other cultures. They may not be open-minded, or they may not respect other cultures. In the field of Global Englishes, promoting an understanding of fluid cultures is important for learners nowadays (Galloway & Rose, 2015).

Additionally, a lack of IC leads to prejudice, discrimination, and unfriendly speech, which are directly related to misunderstandings among people from different cultural backgrounds and affiliations (Barrett, 2011). The lack of IC might be paid with all the dangers of conflict and war that are so high, so the future of cultural diversity depends on the action and respect of people in society today (UNESCO, 2013). Early research focused on problems encountered as a result of what was loosely termed “culture shock”, and its emphasis on differences in cross-cultural communication. Therefore, IC becomes more important to people especially the new generation to their growth and development in crossing cultures. Preparing learners for an overseas learning experience, is a common teaching point to avoid having a “culture shock”, which has an impact on several outcomes, and has been viewed as the “process of initial adjustment to an unfamiliar environment” (Pedersen, 1995). Ward, Bochner, and Furnham (2001) explain major theoretical approaches to culture shock which focus on three processes as follows: first, the affective process, is viewed to be rooted in the stresses related to moving to an unknown and unfamiliar location; second, the behavioral process, focuses on the difficulties related to adjusting to a new cultural environment when there is a lack of culturally-relevant skill sets; lastly, cognitive process focuses on psychological mechanisms involving both self-perception for example social identity development and other-perception for example intergroup relations processes.

Focusing on native culture may lead only to negative perceptions toward other cultures, many research studies have attempted to develop an intervention to help learners understand different cultures. Zhang and Zhou (2019) reviewed relevant intervention studies published from 2000 until 2018, which revealed that there were four sub-types of pedagogical intervention: 1) culture-based teaching materials, 2) classroom activities, 3) teaching strategies, and 4) integrated intercultural programs. In Thailand, there is a growing interest in developing an intervention to promote intercultural competence (Damnet, 2008; Phongsirikul & Thongrin, 2019; Worawong, Charttrakul, & Damnet, 2017). In these studies, most of the participants were at the

undergraduate level, and there are just two studies at the elementary and secondary levels. Therefore, it is crucial to conduct more research with different groups.

Therefore, this study attempts to develop intercultural competence for upper-secondary students. As a teacher teaching English for three years, I am interested in promoting intercultural competence by using culture-based teaching materials and teaching strategies. I was inspired by Rodríguez and Carranza (2017), which used storytelling and cross-cultural projects that significantly promote participants' IC in the secondary learners. During my search for materials to promote IC, I discovered that Cinderella stories could be suitable since they have not been used in previous studies. Cinderella is a well-known fairytale that has existed for centuries and can be found in various regions of the world. It has served different purposes for different people, such as being used as a social reminder to teach lessons or morals and as a means of preserving culture. To promote IC, I see the importance of group work and cooperative learning. According to Madinabeitia (2007), these approaches can increase student opportunities of interaction, take into account learning differences, allow learners to discover their strengths and weaknesses, and enhance cognitive and personal growth. In conclusion, I realize the importance of IC in the context of EFL country, Thailand. Learners might be aware and be ready to handle culture shock whenever it occurs in a real-life situation in the future, appropriately.

Purpose of the study

The purposes of this study are:

1. To investigate how using various versions of Cinderella stories improve learners' intercultural competence.
2. To explore the learners' opinions toward implementing Cinderella stories from various countries.

Research questions

The research questions are as follows:

1. How do different versions of Cinderella stories improve learners' intercultural competence?
2. What are the learners' opinions toward implementing different versions of Cinderella stories?

Scope of the study

The population in this study was Thai Grade 10 (Mattayomsuksa 4) learners from 10 classes at a secondary school in the central part of Thailand. They have been learning English for at least nine years since they were in Grade 1. They speak Thai as their first language and learn English as a foreign language with Thai, non-native and native English speakers. The participants of this study were selected by using a purposive sampling method. Only one class from the Science-Mathematic program will be chosen to be participants in this study. For this study, seven different versions of Cinderella stories were used as the independent variable. The dependent variable in this study is IC and the learners' opinions toward implementing different versions of Cinderella stories.

Conceptual Framework

Deardorff (2006) placed the aspects of IC into a model to understand the IC components of learners, the process model of IC should be evaluated in detail for learners. The IC model starts with the attitudes, continues with knowledge and comprehension, and skills, next based on the attitudes, knowledge, and skills the desired internal and external outcomes reveal on the model. "This model also illustrates that the development of intercultural competence is a lifelong process and allows the clarification of the specific indicators for the general assessment of intercultural competence" (Navaitiene, Rimkeviciene, & Racelyte, 2013).

Byram (1997), Byram's model, IC is a significant model for culture and language teaching and learning that involves skills, attitudes, knowledge, and action. IC reflects a willingness and capacity to connect with people from other languages in their common activities that were shown as a result of practical and humanistic consequences occur Byram (2013). Practical consequences improve effective communication and humanistic consequences involve the ability to reflect on one's own culture and identity (Byram, 2013). Byram et al. (2002) stated that it is necessary to include authentic materials in developing learners' IC but teachers should ensure learners understand and recognise its context and meaning. The assumption about the use of authentic material is "exposure to real language and its use in its own community" (Kilickaya, 2004). Using the authentic material (audio, video, authentic text, maps, printed material, diagrams, and cartoons) can be involved in IC to develop discussion and writing activities in the target language Byram et al. (2002). In this study, researcher provides Cinderella stories from various cultures as authentic material.

The conceptual frameworks mentioned above will be the framework in this study. The researcher provides IC as the main target of the learning. In these processes, the researcher provides opportunities to elicit learners' ability to acquire new knowledge, and make learners construct their own understanding through experiences especially when they encounter something new.

Contribution to Knowledge

Firstly, learners will gain benefits from the study as follows: cooperation, independent thinking, negotiation, collaboration, communication, problem solving, and critical thinking. Furthermore, learners can discover their strengths and weaknesses, individual differences, different learning styles, intelligence, and skills. From these advantages, it makes learning a natural process to empower learners to

grow and expand their English language. By the end of the course, learners will get researcher skills, decision making ability, and self-confidence.

Secondly, this study is also beneficial for English teachers or anyone who is interested in organizing effective teaching of English by using reading material. The findings of this study provide IC toward the global language to enhance learners' skills, attitudes, and knowledge. They can assimilate the culture by reading Cinderella stories which are a source of learning to improve skills according to the development of cross culture and IC.

Furthermore, the children's center is also an important and powerful method to acquire sustained knowledge. This study may be the model of some interested Thai educators who want to promote and improve intercultural competence because Thai culture is unique and different from others.

Definition of terms

Implementing: Implementing is using Cinderella stories in an English classroom to promote secondary school learners' IC.

Cinderella Stories: Variants of Cinderella share the same characteristics. They tell the story of a young girl who is persecuted and ill-treated by her family in which the mother is dead and the father is absent, ineffective or victimizing the heroine. Some sorts of magic elements that offer help for the heroine are also included. Another common element or event which is significant to the plot is a gathering or a festival of some sort through which a mutual attraction between the heroine and a noble person of high status occurs. There are 7 versions; (1) Walt Disney's Cinderella, (2) The Brothers Grimm Cinderella, (3) Jouanah: A Hmong Cinderella, (4) Adelaida: A Cuban Cinderella, (5) Mufaro's Beautiful Daughters: An African Tale, (6) The Egyptian Cinderella, and (7) The Persian Cinderella.

Culture: Culture is a learned meaning system that consists of patterns of traditions, beliefs, values, norms, meanings, and symbols that are passed on from one

generation to the next and are shared to varying degrees by interacting members of a community.

Intercultural competence: IC is the ability of an individual to develop targeted attitudes, knowledge and comprehension, and skills, that leads to visible behavior and communication that are both effective and appropriate with people of other cultures. First of all, learners should pay respect to cultural diversity, customs, and opinions; acknowledge the various cultural characteristics; and be open-minded. Secondly, learners should acknowledge that everyone has a unique standpoint and perspective, which is a fusion of influences from a variety of cultures to fully develop interpersonal relationships across cultural contexts. Moreover, individuals should be able to put into use all needed skills to help them adapt to new cultures and traditions. Listening to, and observing other cultures can be done with a very clear mind and put aside any form of inner criticism. It is not likely for an individual to self-evaluate, but after proper analysis and interpretation, it becomes easy to relate all processed information on the observed cultures to real-life situations. Finally, in this study, IC is a skill for coordinating Thai culture with foreign target culture. In this study, IC will be assessed by using class assignments.

Opinion: Opinion is the learners' point of view after they learned Cinderella stories from various countries.

Improve: Improve is the ability of learners to perform and increase in capacity by education or experience in aspects of IC after the instruction.

Chapter summary

This was the first chapter, which consists of an introduction to the study. It highlights the importance of the English language in daily life especially in education. The introduction of this study discusses the importance of IC in learning the English language and the effectiveness of using Cinderella stories. This chapter connects the introduction with the statement of the problem. It states that this study has two purposes

and two research questions. In addition, the significance of this study, its limitations, and the definitions of terms are stated. The next chapter is on the literature review.



CHAPTER 2

LITERATURE REVIEW

In this chapter, the researcher reviews the theoretical lenses and literature, which are related to the problems of the study as follows: Intercultural competence, Folktales, and seven versions of Cinderella: (1) Walt Disney's Cinderella, (2) The Brothers Grimm Cinderella, (3) Adelaida: A Cuban Cinderella, (4) Jouanah: A Hmong Cinderella, (5) Mufaro's Beautiful Daughters: An African Tale, (6) The Egyptian Cinderella, (7) The Persian Cinderella, as well as Online Instruments, Related research, and Chapter summary.

Intercultural competence

According to H. D. Brown (2007), culture reflects the way of human life including customs, attitudes, lifestyles, traditions, beliefs, norms and values of the society. Mumu (2017) also emphasized that people conceptualize culture based on their beliefs, religion, history, and their identity; different languages and cultures also result in different interpretations, meanings, senses, beliefs, and perspectives.

Culture is a significant part that shows who we are and how we can communicate and interact with others. According to Crystal (2008) "The future of Englishes is primarily the business of getting to grips with cultural variation". "There is no such thing as a human nature independent of culture...we are, in sum, incomplete or unfinished animals who complete or finish ourselves through culture" (Geertz, 1973). "Culture is not something fixed and frozen as the traditionalists would have us believe, but a process of constant struggle as cultures interact with each other and are affected by economic, political and social factors." (Sarup, 1996). It can be seen that culture plays a role in our existence and difficulty as the central part of culture, while fundamental, is also so transitory, diverse and contested (W. Baker, 2009).

Cultures do not remain static, they always adopt or adapt elements of multiple cultures into their own (Yuan, 2012), it can see that IC is the ability to

understand, interpret, explore and mediate within the intercultural context (Byram, 1997, 2008, 2013), this is to say “to act interculturally is to bring into a relationship two cultures” (Byram, 2008).

“The costs of intercultural incompetence are so high, including all the dangers of conflict and war ...just as our future depends upon actions taken today, so the future of cultural diversity respectful of human rights in our social world depends upon our ability to gain and demonstrate intercultural competencies today” (UNESCO, 2013). The United Nations Educational, Scientific and Cultural Organization (UNESCO) and other organizations work to enhance individuals' intercultural competencies such as to live and work together peacefully, bridge societal divides, and understand others better.

Developing the conception of IC aims at the learners' understanding that goes beyond the grammar and vocabulary of language (W. Baker, 2009). Using an appropriate and suitable assessment method to assess all aspects of the IC model selected and does not only test knowledge, there can be addressed by using an assessment suite that ensures, issues are taken into consideration. A. E. Fantini (2009) suggests the following assessment strategies and techniques as follows: (1) closed and open questions; (2) objective strategies that involve scoring (e.g. matching items, true/false questions, multiple choice questions, cloze or gap filling items); (3) oral and written activities (e.g. paraphrasing, translation, essay); (4) active and passive activities; (5) individual and interactive activities in pairs and groups; (6) dialogue, interview, debate, and discussion; demonstrations, poster sessions, role-plays and simulations; (7) structured and unstructured field tasks and experiences; (8) questionnaires that require self-evaluation, peer evaluation, group evaluation, and/or teacher evaluation.

Deardorff Model

Deardorff (2011) proposed the summary into five regional reports prepared for UNESCO, the final list of skills and competences understood as the minimal requirements to attain intercultural competences includes: respect (valuing of others); self-awareness/identity (understanding the lens through which we each view the world); seeing from other perspectives/world views (both how these perspectives are similar and different); listening (engaging in authentic intercultural dialogue); adaptation (being able to shift temporarily into another perspective); relationship building (forging lasting cross-cultural personal bonds); cultural humility (combines respect with self-awareness).

Deardorff (2006) placed the aspects of intercultural competence into a model (shown in Figure 2) is one of the first names on aspects of intercultural competence focusing on specific attitudes, knowledge & comprehension, and skills concluded with internal and external outcomes.

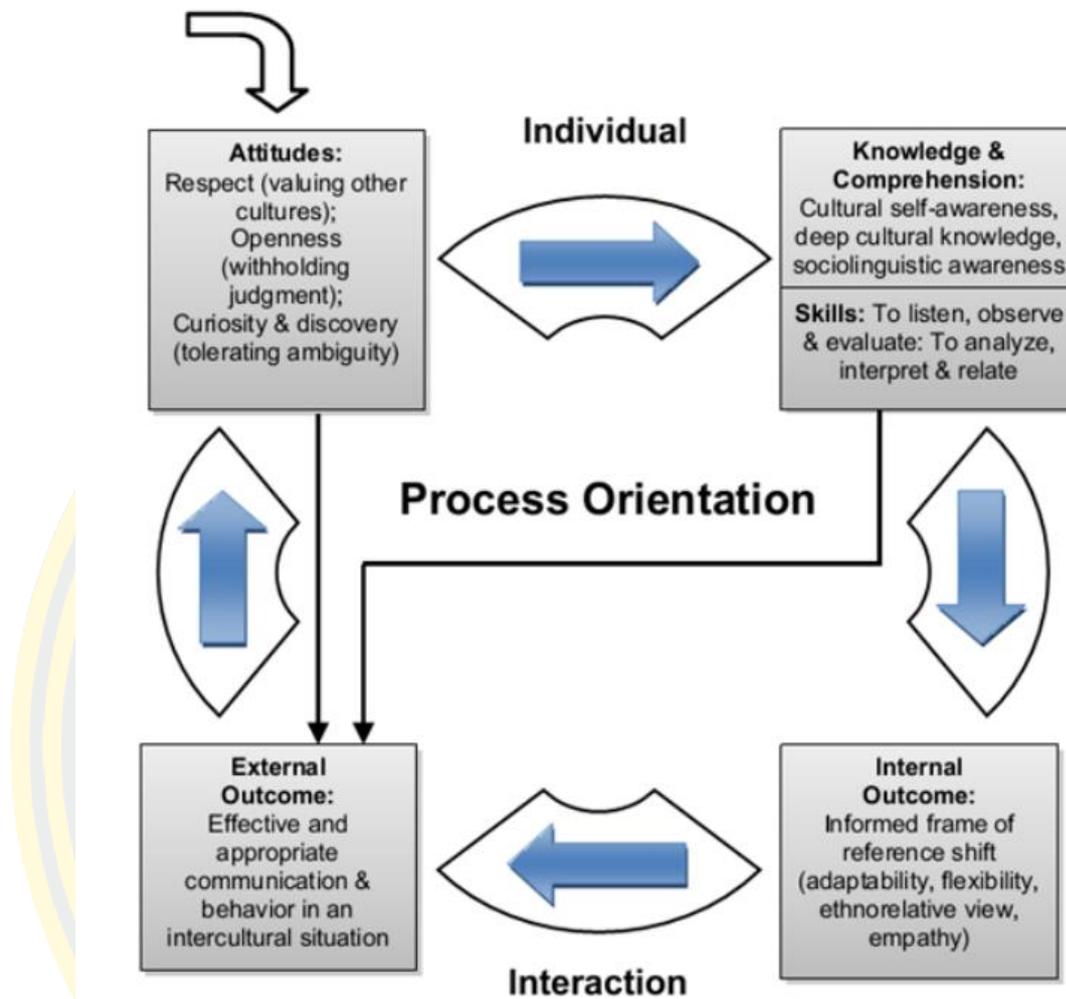


Figure 1 Process Model of Intercultural Competence.

Source : Dr. Darla K. Deardorff (2006) in *Journal of Studies in International Education*, p. 241-266 and in *The SAGE Handbook of Intercultural Competence*, (2009) Thousand Oaks: Sage.

To understand IC components of learners, the process model of IC should be evaluated in detail for learners. It can be seen in Figure 2, IC model starts with the attitudes, continues with knowledge and comprehension, and skills for the desired internal and external outcomes reveals in the model. "This model also illustrates that the development of the intercultural competence is a lifelong process and allows for the clarification of the specific indicators for the general assessment of intercultural competence" (Navaitiene et al., 2013).

Attitudes: the contents are respect, openness, curiosity and discovery.

Respect means valuing other cultures; openness means withholding judgment; curiosity and discovery mean tolerating ambiguity. These three factors have an impact on the intercultural competence (Deardorff, 2011). Firstly, learners should have to respect cultural diversity, others' cultures, customs, and opinions; recognize the different cultural characteristics; accommodate factors from all nationalities; and be open-minded. According to Manning and Ramirez (2014) respecting includes making comments or jokes about someone's religion, personal appearance, sexual preferences, or way of speaking. Openness means here in the attitudes is being open to learning and to different cultures without any judgment.

Knowledge and Comprehension: "Assessing global perspectives and the ability to understand the other worldviews as being the cultural knowledge entails a more holistic, contextual understanding of a culture, including the historical, political, and social contexts. Thus any assessment of culture-specific knowledge needs to go beyond the conventional surface-level knowledge of foods, greetings, customs, and so on" (Deardorff, 2011), and critical-thinking skills is one of the important factors in acquiring and evaluating knowledge ability (Deardorff, 2011). As shown in Figure 2, the knowledge and comprehension dimension contains "cultural knowledge, cultural self-awareness, and sociolinguistic awareness". Some differences in group interests and expectations come simply from cultural differences. While cultural differences are of course a generalization, it is important to understand the different values and expectations of the most common cultures that guides will encounter within the context of cultural self-awareness. This is an essential part of understanding a guide's audience (O'Brien & Ham, 2012).

Skills: Listening, observation, interpreting, analyzing, evaluating, and relating are the contents of the skills and these contents are necessary for the "processing of the obtaining, keeping and reproducing the information" for the pre-dimension of cultural competence named knowledge. This skill dimension is

associated with the behavioral aspect of intercultural competence (Navaitiene et al., 2013).

Desired Internal Outcome: Adaptability, flexibility, ethnorelative view, and empathy are the components of the desired internal outcome. These outcomes occur as a result of the acquired attitudes, knowledge and skills reaching different degrees (Navaitiene et al., 2013). The adaptability refers to progressing the different communication styles and behaviors in order to adjust to new cultural environments (Navaitiene et al., 2013). Adapting successfully requires knowledge of cultural differences revolving around adaptation to interests and styles which are influenced by cultural differences and ways of communicating (Huang, 2011).

Desired External Outcome: The fourth level of the model is the desired external outcome and contains effective/appropriate communication and behavior in an intercultural situation as shown in Figure 2. Understanding cultural differences is helpful for everyone's effective communication. Communication skills are highly valued in many professions. Effective communication can be highly persuasive, demonstrate leadership and organization, and give clarity to complex issues.

Byram's model

Byram asserts that the IC (as he called Intercultural Communicative Competence). According to Byram (1997), cultural learning refers to the ability that relate to cultures from different cultures through communication, language and culture are connected one way or another. Culture shapes the language which is affected by the way people think and behave (Sapir, 1949). It is clear to see that when someone speaks or communicates verbally or non-verbally, they always show their culture. Kramsch (1998) identifies the relationship between language and culture, "language is the principal means whereby we conduct our social lives" and "language expresses embodies, and symbolises cultural reality" (p. 3).

Byram's first three realms of Intercultural Communicative Competence (Byram, 1997). First, linguistic competence is the ability to apply knowledge of the rules of the standard version of the language to produce and interpret spoken and written language. Second socio-linguistic competence is the ability to give to the language produced by an interlocutor whether a native speaker or not meanings that are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor. Third, discourse competence is the ability to use, discover, and negotiate strategies for the production and interpretation of monologue or dialogue texts which follow the conventions of the culture of an interlocutor or are negotiated as intercultural texts for particular purposes.

Intercultural communication aims "to develop learners as intercultural speakers or mediators who are able to engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity" (Byram et al., 2002). Byram (1997) identified the factors that influence to IC as three categories: intercultural knowledge, intercultural attitudes, and intercultural skills that are shown in Table 1.

Table 1 Intercultural Communicative Competence

Attitudes	Knowledge	Skill
Relativizing self	Of the self and other	Interpret and relate
Valuing other	Of interaction: individual and societal	Discover and/or interact

Source: Byram (1997)

First, intercultural attitudes involve "curiosity and openness" towards other cultures, as well as a willingness to question and revise one's own world overview (Byram, 1997). It is important that the learner is able to 'decenter' or look openly, and

without prejudice (based on their own cultural values, beliefs and behaviors), at the target language's culture (Byram, 1997).

Second, intercultural knowledge refers to more than just aspects of specific culture but the focus needs to be on how various social groups and identities operate and furthermore what is involved in intercultural interaction (Byram et al., 2002).

Byram (1997) categorizes it into two aspects: "knowledge about social groups and their cultures in one's own country, and similar knowledge of interlocutor's country" (p. 35).

In this aspect, Byram et al. (2002) suggest that "The teacher's task is to develop attitudes and skills as much as knowledge, and teachers can acquire information about other countries together with their learners; they do not need to be the sole or major source of information" (p. 12). The EFL teacher needs to instill the desire to learn within their learners. A teacher who engages in the learning process with their learners is more likely to enable them to acquire the skills needed to find out more about the target language and culture.

Third, intercultural skills, the first skill relates to the "ability to interpret a document or event from another culture, to explain it and to relate it to documents from one's own" (Byram, 1997). The learner needs to develop understandings relating to different aspects of a foreign culture including written text, verbal communication or an event. It is necessary to be able to absorb the information and comprehend the intended meaning from the target culture perspective and apply these aspects within the context of their own cultural perspective.

During the process, learners are required to use the skill of comparing or comparative analysis (Byram et al. (2002), for example, learners compare the similarities and differences of their own cultures and the target culture. Processes will enable learners to increase their cultural knowledge and understanding. When learners make comparisons between cultures, they may not only understand the differences but at the same time they may also practice the target language (English). Therefore, it is suggested that teachers must be able to provide activities that enable and encourage learners to draw comparisons (apply comparative analysis) between that of the target

language culture and the learners' own culture Byram et al. (2002). In this case, Barrett, Byram, Lázár, Mompoin-Gaillard, and Philippou (2014) suggest that cooperative learning is needed as this "...embodies principles which are central to intercultural competence: learners work together to achieve a common goal in a respectful, appropriate and effective way, using their plurilingual competence" (p. 30).

In relation to the intercultural skills of discovery and interaction, Byram (1997) referred to the "ability to acquire new knowledge, attitudes and skills under constraints of real-time communication and interaction" (p. 61). This skill cannot be separated from the first skill set. When learners are able to interpret, compare and relate the information and events presented from one culture to another, it needs to be completed with active interaction and discovery skills. The application of all these elements results in the learner being able to operate effectively in real-time communication with people from different cultural backgrounds.

The model of intercultural communication competence involves linguistic competence, sociolinguistic competence, discourse competence, and intercultural competence. Byram (1997) demonstrates that the acquisition of intercultural communicative competence is represented through the attainment of specific skills, such as, building relationships, negotiating in communication, and mediating conversation.

An individual with this skill set is characterized by being able to connect through building effective relationships with other participants while speaking in their foreign language. Complexity is added to this when it is extended to ensure that both participants' communicative needs are being met through negotiation, which then results in both parties achieving effective communication. In addition to this, one would also need to be able to apply effective communicative skills when speaking with others from diverse cultural backgrounds through incorporating mediation.

Being able to use such skills above may enable learners to ask questions of people from other cultures regarding their beliefs, behaviors and values (Byram et al., 2002). At this point, the effective intercultural speaker needs to be able to interpret this

information and they must also be aware of their own cultural values and how they might impact the processes they apply to their interpretations. Thus, in this sense, language teaching in the intercultural dimension aims to help learners see that such interaction is an enriching experience (Byram et al., 2002).

This means that language learners can reflect, not only on their own cultural identity arising from communicative experiences, but also on broader elements as they relate to people from different countries and varied cultures.

Different models of ICC have been conceptualized in the literature. Byram (1997), as one of the leading theoreticians in this field, defines ICC in terms of five abilities (savoirs):

1) Intercultural attitudes (savoir être): showing curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.

2) Knowledge (savoirs): acquiring information about social groups and their products and practices in learners' country and in one's interlocutor's country, and societal and individual interaction.

3) Skills of interpreting and relating (savoir comprendre): the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.

4) Skills of discovery and interaction (savoir apprendre/faire): the 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.

5) Critical cultural awareness (savoir s'engager): 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.

For this study, I began with Deardorff's theoretical framework to create objectives and design activities and assignments for each unit (Deardorff, 2011).

Additionally, I incorporated Byram's model into the lessons to engage learners in the

learning process and develop intercultural skills necessary for understanding the target language and culture (Byram, 1997).

Promoting Intercultural Competence

Zhang and Zhou (2019) reviewed relevant intervention studies published from 2000 until 2018, which revealed that there were four sub-types of pedagogical intervention as follows:

1) Culture-based teaching materials are either audiovisual or textual learning materials that cover the facts and values of a particular culture. They are divided into six studies which include contemporary English language films, multimedia technology, watching intercultural films with attention-focusing techniques, cross-cultural projects and literature, using literary texts as teaching resources, and English songs.

2) Classroom activities are tasks or activities that are used for intercultural learning purposes. They are divided into eight studies which include ethnographic interviews, the ecotones cultural simulation game, intercultural group work, blog interaction, a seven-week global link with Korean students, inquiry-based activities using WebQuests, locally-based interview projects, and role-play activities.

3) Teaching strategies are innovative strategies that include elaborate teaching procedures, activities, and materials for intercultural learning purposes. They are divided into six studies which include a deliberate psychological education model, a reflective learning model, a reflective development model, a flipped classroom teaching model, a reflection-guiding approach, and a cooperative learning approach.

4) Integrated intercultural programs are long-term courses or training programs that are focused on culture. They are divided into eight studies which include an intercultural knowledge embedded syllabus, a creativity compass program, a teacher-led intercultural tutoring action program (TAP), an intercultural campus program, an intensive intercultural service-learning program, a one-year intercultural

teaching program, civic engagement experiences, and an intercultural communication course.

Table 2 Types of interventions in developing intercultural competence.

Group	Categories	Types of intervention
Pedagogical	Culture-based teaching materials	<ul style="list-style-type: none"> • Contemporary English Language Films • Multimedia technology • Intercultural films watching under attention-focusing techniques • Cross-cultural projects and literature • Literary texts as a teaching resource • English songs
	Classroom activities	<ul style="list-style-type: none"> • Ethnographic interviews • The Ecotones cultural simulation game • Intercultural group work • Blog interaction • A seven-week global link with Korean students • Inquiry-base activities using WebQuests • Locally-based interview project • Role-play activities
	Teaching strategies	<ul style="list-style-type: none"> • A deliberate psychological education model • A reflective learning model • A reflective development model • A flipped classroom teaching model • A reflection-guiding approach • Cooperative learning approach
	Integrated intercultural programs	<ul style="list-style-type: none"> • Intercultural knowledge embedded syllabus • Creativity Compass program • A teacher-led intercultural tutoring action program (TAP) • Intercultural campus program • An intensive intercultural service-learning program • One-year intercultural teaching • Civic engagement experiences • Intercultural communication course

Source: Zhang and Zhou (2019)

Zhang and Zhou (2019) examined the effectiveness of different types of intervention aimed at improving individuals' IC. All types of intervention reviewed in this study were effective in promoting learners' IC. They explained in three perspectives. First, immersion in an overseas environment enables individuals to use different perspectives to understand both similarities and differences among cultures. By gaining different cultural experiences, they possess higher confidence and better skills to deal with cultural challenges, qualities needed to interact effectively with people from different cultures. Second, the individuals' direct exposure to authentic and first-hand intercultural situations may constantly but imperceptibly influence them through what they see and feel. Third, they have indicated the positive relationship between language proficiency and IC, in light of which the overseas educational programs' expectations and selection of participants with high language proficiency may subsequently power up the effect on participants' IC improvement.

Folktales

Folktales are beneficial to language development, and show the potential to be useful teaching resources to help learners develop a critical understanding of their own culture as well as others', accurate diction, diverse sentence patterns, and passionate narratives as a valuable part of cultural heritage where one can find the roots of culture of a people (Eugenio, 1995; Ghosn, 2002; Keshavarzi, 2012; Lwin, 2018). Researcher believes if learners have IC in the future, they would handle in the real-life cultural situations. The research explores the practice of investigating learners' IC by reading Cinderella stories in different multicultural contexts determined by a different political surrounding. Cinderella has different versions and similar transformation tales in multinational folk literature there are all affected by the place from which it is spread and its culture. They are all about the rags-to-riches story of a girl who is magically transformed into a beautiful princess. Teachers can facilitate learners in carefully examining the cultural assumptions present in folktales of

different countries, and help them explore and learn how these cultural assumptions match or differ in tales from various cultures (Lwin, 2016).

Folktales in general are part of folk literature, which often is referred to as oral literary texts with distinctive linguistic and structural features and typically include novel words/expressions, names and narrative contents which reflect the values, practices and beliefs of people from a particular culture, onomatopoeic sounds, and repeated or paralleled phonological or grammatical patterns that create interesting rhythms (Lwin, 2009, 2010; Lwin & Marlina, 2018). They include fables (i.e. tales with animals as the main characters and an explicit moral lesson), fairy tales (i.e. tales with some magical elements), myths (i.e., tales that are considered sacred), among many other sub-types (Taylor, 2000). The outwardly simple appearance themes and issues are profound for all humanity such as honesty, kindness, generosity, jealousy, arrogance, greed, and so forth (Lwin & Marlina, 2018), as a valuable part of cultural heritage where one can find the roots of the culture of a people (Eugenio, 1995).

Literary texts explore the lives of people and their feeling toward some cultural clichés by connecting religion, superstition and folktales together, that learners explore hidden facts of culture by sharing their reading experiences, and realize how differently people approach and respond to the same literary work via approaches to literary texts, learners find the social and historical contexts of the event and become familiar with the culture, (Keshavarzi, 2012), moreover a folk tradition reflects the lives, experiences, wisdom, hope, fear, humor, and so forth of the people in a culture (Lwin & Marlina, 2018). From this point, it is clearly seen that people from different cultures have different beliefs, experiences and attitudes towards trickery and wit, and thus are likely to respond differently, therefore literature entertains and opens the eyes of learners as they see how other people think, interpret, and act on a variety of things (Keshavarzi, 2012; Lwin, 2017).

Literature promotes and increases the abilities of learners' reading fluency and proficiency, and writing accuracy and strategies from the mother tongue to

English through teaching specific skills (Hedge, 1985; Vural, 2013). There are covered in various areas as follows: reading (reading comprehension and extensive reading), speaking (roleplaying the dialogues, retelling after reading, or read and discuss), writing (plot structure in narrative writing), vocabulary (descriptive words and figurative language) and grammar (the use of past tense and sentence structures to compare and contrast) (Lwin, 2017). Furthermore, it also helps learners to increase their self-confidence and to pay more attention to the overall meaning of what they are reading (Bamford & Day, 2004).

Using literature in English language teaching has benefits in several main areas. There has been a remarkable interest in literature as one of the most motivating and useful resources for language learning and teaching which may help learners to develop the habit of reading especially for enjoyment and interest, they may increase confidence and fluency, gain the habit of reading in a foreign language, and also help learners develop a critical understanding of their own culture as well as others (R. Brown, 2000; Duff & Maley, 2007; Lwin, 2018). It also provides learners with opportunities to explore the English language and understand cultural diversities (Lwin, 2017). Folktales explain natural phenomena, transmit historical and social information and teach important moral and ethical issues (Taylor, 2000). Reading literature promotes the learner's knowledge of culture and society, which is not gained easily through other sources, it is complicated to be captured by any single piece of expository writing, there can see that language is associated with culture which carries the culture message, so that literature is very significant when employed in teaching language, therefore it can conclude that "Literature is culture" (Keshavarzi, 2012). Hence, folktales are both linguistic and cultural products which is useful for providing learners with opportunities to explore the language and culture at the same time (Lwin & Marlina, 2018).

Cinderella

Cinderella has been told over and over in many regions around the world for centuries but it is still not disappearing. Cinderella has numerous versions which are affected by the place from which it is spread and its culture, the differences in the stories' plots, characters, setting and objects or elements, moreover occur in accordance with the place, environment, religion and social customs of the area in which the story is originated and distributed orally. All the variants of Cinderella share the same characteristics that are rewarded at the end and moving from 'rags to riches' means achieving success and victory after misfortune.

This is the story of a young girl who has lost her mother and is neglected by her absent father. Her stepfamily subjects her to persecution and ill-treatment. However, a magical element comes to her aid in the form of a fairy, animal, or object. Another critical plot point is a meeting or festival where she meets a noble person of high status, and mutual attraction blooms. The heroine's identity is often established through the use of a lost item that is eventually found, leading to her marriage to the noble person as a reward for her kindness and virtue. Cinderella is typically portrayed as both physically beautiful and kind-hearted in all versions.

Different variations of the Cinderella story are used for various purposes such as criticism, teaching, and preservation of culture. Additionally, the power of imagination helps children express their opinions and encourages creativity (Marzuki, 2020). Learning Cinderella's lessons promotes flexibility and suggests alternative solutions, which can be a valuable asset for learners in solving various problems.

In this study, the researcher provides seven versions of Cinderella stories. These are; (1) Walt Disney's Cinderella (for Europe, France), (2) The Brothers Grimm Cinderella (for Europe, German), (3) Jouanah: A Hmong Cinderella (for Asian and Pacific), (4) Adelaida: A Cuban Cinderella (for Latin America and Caribbean), (5) Mufaro's Beautiful Daughters: An African Tale (for Africa), (6) The Egyptian Cinderella (ancient Egypt), and (7) The Persian Cinderella (for Arab States).

Walt Disney Cinderella

Walt Disney Cinderella is an American animated musical fantasy film produced by Walt Disney. There are also produce in a book by Dias, Lorencz, and Walt Disney Company (1999). It is adapted from The Little Glass Slipper a French version by Charles Perrault (1628-1703). Below is the summary.

Cinderella is a kind and gentle young woman. She lost both parents at a young age. She has two mean stepsisters, Drizella and Anastasia, and a Wicked stepmother, Lady Tremaine. They force her to work as a maid in her own house because they are jealous of Cinderella's charm and beauty. Cinderella has mice and birds as friends. Meanwhile, at the royal palace, the king invites every eligible maiden to attend to find a suitable wife for the prince. Her stepfamily tries to keep Cinderella from attending the prince's ball, but Cinderella's friends made her a beautiful dress and forced her to join the ball.

While at home, Cinderella comes downstairs wearing a beautiful dress, the stepsisters get upset and ruin the dress. Cinderella goes out into the garden in tears, where her Fairy Godmother appears. The fairy godmother magically transforms a pumpkin into a carriage, the mice into horses, a horse into a coachman, and a dog into a footman, and a ruined dress into a shimmering pale blue ball gown and her shoes into glass slippers, so she can go to the ball. The fairy warns Cinderella that the spell will break at the stroke of midnight.

At the palace, the prince sees Cinderella and dances with her all evening, they fall in love with each other. As the clock strikes midnight, Cinderella rushes from the ball, losing a slipper on the way, escaping only moments before the spell breaks on the last stroke of midnight. The Grand Duke informs the King that Cinderella is the maiden whom the prince wishes to marry but she has escaped.

The prince commands the Grand Duke to search for the mysterious woman who fits the glass slipper to be his bride. Cinderella's stepmother locks her up in the attic, but mice steal the key from her dress pocket and take it up to the attic. On the

way, the mice were chased by a cat. Fortunately, with the help of a dog, the mice succeed in getting the key to free Cinderella. Cinderella gets out just in time to race downstairs and prove she was the beautiful maiden who danced with the prince at the ball. Her stepmother trips the prince's servant who drops and breaks the glass slipper. Cinderella presents the other slipper, which fits her perfectly. She marries the prince, sharing a kiss, and they live happily ever after.

Brothers Grimm Cinderella

The Brothers Grimm Cinderella is a story from Germany which was written in 1812 by the Grimm brothers, Jacob Ludwig Grimm and Wilhelm Carl Grimm in their folk tale collection *Grimms' Fairy Tales* (Grimm & Grimm, 1812). Below is the summary.

A wealthy gentleman's wife was dead, with her last breath she told her daughter to remain good and kind, and God will protect her. The maiden visited her mother's grave every day for a year. Her father remarried another woman. The stepmother had two daughters who were beautiful but cruel and wicked. Stepfamily turned a maiden into their servant, they stole her nice clothes and jewelry, making her wear rags. They forced the maiden to sleep in the ashes. Soon the stepfamily started calling her Cinderella. Cinderella worked hard every day from dawn to dusk, while the other girls made more messes to clean and always mocked her. Despite this, the girl stayed good and kind, she returned to her mother's grave to cry and pray.

One day, Cinderella's father visits a fair, promising to bring back gifts. The stepsisters asked for beautiful clothes and jewelry, but Cinderella asked only for the first twig that brushed against his hat on his way home. He leaves and returns, giving the gifts to the girls. Cinderella planted the twig over her mother's grave and watered it three times a day, it grew into a hazel tree, and she prayed under it three times a day. A white bird began to visit her, listening to her prayers, and passing down whatever she asked for.

Meanwhile, the king was planning a three-day festival, he invited all the maidens of the land, and the prince may choose one of them for his bride. The two stepsisters were invited, but Cinderella was not allowed because she had no nice clothes to wear. Cinderella asked again, but the stepmother threw a dish of lentils in the ashes, she said if Cinderella could pick up the lentils in less than two hours, she could go. The girl sang a chant, and a flock of doves flew down to help her accomplish the task in less than an hour. The stepmother threw down twice as many lentils, but the girl cleaned these up as well. The stepmother decided she could not spoil her own daughters' chances, so she left Cinderella behind, crying.

Cinderella asked the hazel tree for clothes of silver and gold, the bird dropped down a gold and silver dress and silk shoes. At the palace, the prince danced with Cinderella most of all. Sunset arrived, and Cinderella asked to leave. The prince escorted her home, but she escaped into a pigeon coop, hiding. The father was already home, and the prince asked him to chop down the pigeon coop, but the girl has already escaped. On the second day, Cinderella appeared even lovelier than before, the prince danced with her the whole day. This time, she escaped by climbing a pear tree, the father was called to chop it down, and he began to wonder if it was his daughter, but again she was gone. On the third day Cinderella was grander than ever, with slippers of gold. The prince trapped Cinderella by using pitch on the stairway to keep her, but she ran away only a golden slipper sticking.

The prince announced he would marry the woman whose foot fits that slipper. He searched for the maiden. Finally, the prince arrived at Cinderella's house. The prince tried the slipper on the eldest stepsister, she cuts off her toes in order to force her foot to fit. The prince and eldest stepsister rode off, the two doves told the prince that her foot was dripping with blood. He returned to try the shoe on the other stepsister, she cut off part of her heel. Again, the doves tell the prince of the blood, and he returned again to ask about any other girl. Cinderella's father said there was a kitchen maid, but did not mention she was his own daughter. Cinderella was called,

she washed herself, and the slipper fit. The prince recognized her as the stranger. Cinderella and the prince got married. During the wedding the two stepsisters are bridesmaids, and they tried to win back her favor. Doves flew down again to gouge out both stepsisters' eyes as a punishment they would endure for the rest of their life.

Jouanah: A Hmong Cinderella

Jouanah: A Hmong Cinderella, is a story from an East Asian ethnic group in China and Southeast Asia; they live mainly in southern China, Vietnam, Laos, Thailand, and Myanmar. This version was adapted by Jewell Reinhart Coburn with Tzexa Cherta Lee (1996) and was illustrated by Ann Sibley O'Brien. Below is the summary.

In the high mountain homeland of the Hmong, there lived a hard-working farmer family, farmer, his wife, and a daughter who is kind and beautiful named Jouanah. The farmer and his wife went to the market to get a cow to help for a good harvest but they were poor. They found a cow for sale and another man was bargaining. The cow owner proposes a contest to eat a huge bowl of steaming hot rice soup, the winner would be allowed to buy the cow. The other man cheated by trickling some cold water into his bowl and quickly drank the soup. So, the family went home downhearted and discouraged. Along the way, the wife said, "We must have a cow to plow our fields and carry the grain. She said, "Let me become a cow for a while to help bring in the crops". You can care for me and we will all have a good life." The farmer quite readily agreed to this, he "took three vines and wound them three times around his wife's ankles, her wrists and her head. In a flash of lightning, and a clap of thunder, the wife became a cow." He took the cow home and told Jouanah, "This cow is your mother". Jouanah lead the gentle cow to the fields, and she cried all the way.

With the help of the cow, the farm began to prosper, but then the farmer betrayed his wife. He did not restore his wife back into a human, instead, he married another woman. The new wife was an opportunist. She settled her own daughter into

Jouanah's place. She hated the strange cow. She ordered Jouanah to get busy, saying to her new husband, "Your Jouanah - not my Ding - will cut the wood, cook the meals, and keep this house clean from now on." but the farmer did nothing to defend his daughter.

One morning the stepmother said to the farmer, "Husband, life with you makes me so sick, I am going to die," then she flailed around, pretending that she was really dying. The farmer asked what to prevent her from dying, she said, "Go to the giant dead tree at the forest's edge. Its spirit will tell you how to help me." After the farmer left the house, the stepmother ran quickly and climbed up and hid. The farmer arrived to the tree, the stepmother called with a ghostly voice, "You have a wise wife, my good man, but those rolls of thread you bring home are cursed, if you burn the thread your wife will be healed." The Farmer thought about Jouanah losing all of the cloth for her dowry, but still, he lit the spools on fire. "They flared into a million sparks." But somehow, Jouanah brought home more each day. Ding went out and spied on Jouanah, and told her mother that it was the cow who did the spinning.

Stepmother played sick again, and begged the farmer to get counsel from the spirit of the tree again. This time, she moaned and groaned in the spirit's voice, and advised the man, "You have a wise wife, my good man, but only one thing can save her life. The good spirits of your ancestors demand the sacrifice of a cow. Kill the cow and your wife will not die." Farmer did not like advice, along the way home he thought about what he needed that old cow for anyways, now that his farm was so prosperous. He would butcher it and be done. But when he went out to his farmyard, he had an unfortunate surprise, his real wife, the gentle cow, had "died of a broken heart." Night after night, Jouanah and her father sat on a log near the place where they buried the gentle cow. It was a very sad time. The birds hushed their songs. The butterflies folded their radiant wings. The despairing husband soon died, and the gentle Jouanah became even more silent." Stepmother had no restraint to her cruelty, she talked about herself and Ding.

When the New Year celebration came, all of the people celebrated including the stepmother and Ding. On the morning of the third day of celebration Jouanah finished her work and sat down with her sewing. As she put her hands in, she could feel the soft piece of cowhide she had kept. The images of her mother appeared in her mind, "Suddenly, in the basket appeared a skirt, a blouse, and an apron embroidered with delicate needlework. Beneath them were a glorious headdress and two exquisite purses bordered with coins that jingled musically." There was the spectacular silver necklace and collar, it shined glittery in the sun. The skirt flared wide when she tried it on, and she spun like a brightly colored top. She saw the elegant shoes in the basket, meanwhile, she heard the voice of her mother, "My daughter, put them on and hurry to the festival!". She rushed to the festival. She wondered whether the townspeople would know who she was. All the young men stared discreetly at her, she blushed. A wealthy and wise man, Shee-Nang, appeared and started to play his bamboo instrument, all the people danced around. His eyes found Jouanah, just for a moment, then both looked away.

Meanwhile, Jouanah saw her stepmother and stepsister. She knew she must return home immediately; she would not have dinner ready in time. In her haste, she stepped in a mud puddle, and one of her shoes was lost. She did not realize that Shee-Nang had watched her flee. Shee-Nang followed Jouanah but it was too late. The thing he could see was a shoe, he determined to find the maiden who had lost it. He searched from village to village.

Finally, he arrived at Jouanah's house, stepmother pushed Ding, calling "Daughter, come!" but Jouanah came as well. Stepmother tried to push Jouanah away, but Shee-Nang insisted that she stay. Stepmother decided to delay by inviting the man to have dinner. He agreed and was seated at the table. Stepmother rushed into the kitchen, and quickly cooked two different plates of food, the first was tasty rice with meat, and the other was dry bones and hulls. Stepmother did not light any lamps, so food could not be seen. Stepmother gave Jouanah the plate of dry bones, she hoped no

one would notice. But Shee-Nang did notice, he insisted to light the lamps. There was light to see, he recognized Jouanah. "No need for words; their hearts touched. The village, they knew, would bless their love." Jouanah took her mother's sewing basket and walked out the door with Shee-Nang. Stepmother and the lazy Ding are still standing at the door, plotting and scheming, making endless misery for only themselves. The spirit of Jouanah's mother remained with Jouanah to protect her always.

Adelaida: A Cuban Cinderella

Adelaida: A Cuban Cinderella, is a story from the Republic of Cuba. This version was written by Ana Monnar (2008), illustrated by Nancy Michaud, edited by Linda Franklin, and the cover and interior layout by Masha Shubin. It was first published by Readers Are Leaders U.S.A. Below is the summary.

There were two twins in Cuba, named Adelaida and Marisol. Their personalities were different, Adelaida was noble and loved to help others because she knew that her father must work hard, 14 hours a day and her mother was ill. So, she woke up early every morning to make a meal for her father, and also her mother with love. She spent time with her mother helping the nurse. Differently, Marisol did not care about anything, she woke up at noon and expected food from her twin. Adelaida served bacon, eggs, toast, juice, and milk but Marisol always complained that the food was not good enough. Adelaida tried to make the best but it seemed her twin was not satisfied.

Every day, Adelaida did the housework; sweep the floor, wash, iron, and do the dishes. During that time, she also serviced her twin everything because she did not want her twin to disturb her mother's peace. Adelaida had dogs, cats, birds, and mice to help and follow around. One day her father came back, he called Adelaida and Marisol, the both kissed their father. Father said "My boss is having a dinner at his mansion and he wants our family to attend. Mr. Perez wishes to reward me for being

the employee of the year. He also is very proud of his son who just finished his internship and graduated as a doctor. He is coming home just in time for the Christmas holidays and he would like for us to meet him."

Father cannot bring his wife to the party because she was weak and ill.

Adelaida knew that her father was concerned and sorrowful, so she told her father to bring Marisol instead. She would stay home to take care of her mother. Marisol was very happy because she had a chance to get close to the rich man. In her mind, if she married him, she could have servants. Before leaving father talked to Adelaida to go together and he would call the nurse to live with mother for a few hours that they are gone, but Adelaida bagged to stay. The dinner was two weeks away, Marisol needed a dress, a pair of shoes, a purse, jewelry, and perfume, so her father took her to buy them, because they were poor, Adelaida, her mother, or the nurse tried to reason but Marisol insisted with her demands. Adelaida felt sorry because they were 23 years old, actions and values were supposed to be poles apart. Adelaida often proved to be as wise as an owl perched up high in a tree as the moon glistened and sparkled above.

On the day of the invitation, Marisol was very glad, she needed to get away from home; she thought she had a chance to marry her future rich husband. Adelaida helped Marisol to get the clothes, but instead Adelaida was whimpered. Marisol took action very bad to her mother and she left. Meanwhile, the nurse had observed the situation she saw the selfishness, but another was so kind loving, and gentle. The nurse came to the house for weeks to help the mother that began weaker. When the nurse went back home in the evening, Adelaida sang the song with a soothing voice to help her mother fall asleep. Before leaving, her father kissed the mother and thanked Adelaida. Marisol was not feeling good because they would be late. Father loved her daughter equally; he knew the differences of their behaviors.

At the mansion, Marisol and her father arrived, a butler greeted them and announced their arrival. Mr. Garcia's gentle boss, wife, and son welcomed them. Mr. and Mrs. Perez asked about his wife and his other twin daughter, Mr. Garcia replied

softly with sad and shameful eyes, “My wife is ill, weak, frail, and bedridden so my other daughter Adelaida stayed home caring for her. She insisted that we come and have an evening out.”. Young Dr. Perez did not even glance at Marisol. He thought it odd that one sister was out partying, while the other was looking after her mother. Mr. and Mrs. Perez felt sorry for the family’s suffering and offered to take the meal to the Garcias’ home and eat there instead. Marisol was amazed, she thought “This can’t be happening! I must be having a nightmare!”.

After that, they drove to the Garcia house with the meal. At the house, they go toward the bedroom where Adelaida was brushing her mother’s hair and sang so sweetly. Adelaida had no make-up and was wearing simple clothes, she looked cool, calm, collected, and as faithful as a saint. Dr. Perez looked into Adelaida’s eyes, he realized that this was a young lady that he would love to befriend. On the other hand, Marisol’s eyes displayed her jealousy and envy. They sat down around, the mother said softly. They ate black beans, rice, pork, and fried plantains, but Adelaida did not eat until she was done feeding the mother. Marisol was starving, so she ate her food. Dr. Perez saw this, and he decided to come to this house to regularly check up on the mother and visit Adelaida and he was allowed. The day after, Dr. Perez came, he read the chart with the diagnosis of the illness and then examined the mother, he wrote a prescription for medication from the United States. He asked Adelaida and Marisol to go to the pharmacy, Adelaida obeyed and was ready to walk to buy the medication, but Marisol refused to go with the excuse. Marisol thought if she stayed, perhaps Dr. Perez would notice her instead, she looked at the doctor and continued her selfish ways. Every day, Dr. Perez would come to check on the mother, he fell in love with Adelaida because of her good deeds. Marisol tried to separate them, but the more she tried, the more love bonded Adelaida with Dr. Perez.

The nurse observed Marisol’s selfish actions, she waited until the doctor left. She led the twins to the garden, the nurse said with a sweet voice, “You, Adelaida, are sincere, kind, loyal, and nurturing, and for that I will grant that every time you speak,

good things will come out of your mouth!". The nurse turned to Marisol, she said with a harsh tone of voice, "You, Marisol, are so selfish, self-centered, mean, and manipulating that each time you open your mouth to speak, only bad things will come out!" Adelaida begged, "Please don't hurt my sister, she is just immature and will one day change." pearls, rubies, and diamonds suddenly came out of Adelaida's mouth. Marisol was amazed and feared but thought, "I wonder, what if I speak and get riches also." So, she dared say, "Now what sort of bad things could really happen?" a snake slithered out of her mouth. Marisol screamed, "Stop it!" but before she had finished speaking, a crocodile dashed out of her mouth. Adelaida begged the magical nurse to forgive her sister, she said "Please take my riches away each time I speak, and remove the curse from my sister's tongue," jewels spilled from her mouth and onto the floor. Marisol was enlightened that her sister's love for her was the first time, she felt sincere remorse. The nurse saw that both loved each other; the spell was broken after 23 minutes; one minute for each year of their lives.

When the father came back home, he saw that both took care of the mother. Dr. Perez came every day and mother got stronger and healthier. After mother got well, he also visited Adelaida every day, he asked Adelaida's parents for her hand in marriage and they were pleased and Dr. Perez's parents were very happy. The day after, Dr. Perez was surprised by the proposed marriage to Adelaida and she accepted his proposal. Marisol was very happy for her sister and gave her a big hug full of love. The magical nurse observed and smiled she knew the family would not need her anymore and it was time to move on to help another family. The young doctor and Adelaida decided to make a home in Havana, Cuba, near their parents. They lived happily ever after.

Mufaro's Beautiful Daughters: An African Tale

Mufaro's Beautiful Daughters: An African Tale, is a story from South Africa. It was written by John Steptoe (1989). The details of the illustrations were inspired by the ruins of an ancient city found in Zimbabwe, and the flora and fauna of that region. In this story the characters were named from the Shona language: Mufaro (moo-FAR-oh) means happy man, Nyasha (nee-AR-sha) means mercy, Manyara (mahn-YAR-ah) means ashamed and Nyoka (nee-YO-kah) means snake. Below is the summary.

A long time ago, in Africa, there was a small village that was far away from a city. A Mufaro lived in this village with his two daughters; Manyara and Nyasha. Everyone agreed that they were very beautiful. Manyara always was moody, she teased her sister and said "Someday Nyasha, I will be a queen, and you will be a servant in my household." Nyasha responded, "I will be pleased to serve you. But why do you say such things? You are clever and strong and beautiful. Why are you so unhappy?" "Because everyone talks about how kind you are, and they praise everything you do," Manyara replied. "I'm certain that Father loves you best. But when I am a queen, everyone will know that your silly kindness is only weakness." Nyasha was sad but she ignored the words. Nyasha provided the land to grow millet, sunflowers, yams, and vegetables, she sang to the plants hoping her that crops would be more bountiful.

One day, Nyasha met a snake, she was very welcome and called him "Good day, little Nyoka," and told him to protect the plants from animals. She put a snake on her head and returned to work. Nyoka was always with Nyasha when she worked in the garden because she sang sweetly.

At the house, Mufaro knew nothing of how Manyara treated Nyasha, Manyara was always careful when Mufaro was around. One morning they got a message from the king. "The Most Worthy and Beautiful Daughters in the Land are invited to appear before the King, and he will choose one to become Queen!" the

messenger announced. Mufaro called his daughters, he told his daughters that “It would be a great honor to have one of you chosen.” Manyara said sweetly to her father trickily “It would be painful for either of us to leave you, even to be wife to the king. I know Nyasha would grieve to death if she were parted from you. I am strong. Send me to the city, and let poor Nyasha be happy here with you.” But Mufaro beamed with pride. “The king has asked for the worthiest and the most beautiful. No, Manyara, I cannot send you alone. Only a king can choose between two such worthy daughters. Both of you must go!”

During the night, Manyara went out to the village but she had never been at night before, she was frightened, but she appeared before the king as the first. On the way, she almost stumbled upon a small boy, he said “Please, I am hungry. Will you give me something to eat?” Manyara replied “I have brought only enough for myself” But the boy said, “I am so very hungry.” Manyara said “Out of my way, boy! Tomorrow I will become your queen. How dare stand in my path!” Manyara came to a small clearing. There was an old woman seated on a large stone, she spoke “I will give you some advice, Manyara. Soon after you pass the place where two paths cross, you will see a grove of trees. They will laugh at you. You must not laugh in return. Later, you will meet a man with his head under his arm. You must be polite to him.” Manyara scolded the old woman “How do you know my name? How dare you advise your future queen! Stand aside, you ugly old woman!” then she rushed on her way without looking back. Manyara came to a grove of trees, and they were laughing at her. She looked up at the trees and laughed out loud back at the trees. Manyara heard the sound of rushing water, so she thought the great city was just on the other side.

Manyara went further and saw a man with his head in his hand tucked under his arm, so she ran past without speaking, she said to herself that I will be queen, and went toward the city. Nyasha woke in the early morning, she dressed up in her finest garments, she thought that she will not be the same after this day; she had to leave her father and little Nyoka and went out of the village, she heard the sound of a wedding.

Manyara missed the party, everyone searched and called her, and they found her footprints leading to the city. The wedding party went through to the forest; brightly plumed birds darted in the shadows of the trees.

Nyasha was worried about her sister and she was excited. They went to the deep forest and saw the boy that looked hungry, Nyasha gave yam and the boy smiled and disappeared as quietly. They went a little further, they met the old woman that pointed the way to the city. Nyasha thanked her and gave her sunflower seeds. The party came to the tall trees and the branches seemed to bow down to Nyasha, she passed through them. A moment later, someone announced that it was near the destination. Nyasha ran to the top and saw the most beautiful view that she had ever seen and she loved it.

Nyasha and her father crossed the river to the city gate, they entered and met Manyara that ran to Nyasha. Manyara asked her sister not to go to see the king and tell him that the great monster, a snake with five heads appeared, it would have swallowed her alive if she had not run. But Nyasha opened the door and saw a little garden snake, she laughed with relief and joy. She talked to the little snake, and suddenly the snake replied and changed shape, "I am the king. I am also the hungry boy with whom you shared a yam in the forest and the old woman to whom you made a gift of sunflower seeds. But you know me best as Nyoka. Because I have been all these, I know you to be the Worthiest and Most Beautiful daughter in the Land. It would make me very happy if you would be my wife." Nyasha agreed to be married. On the celebration day, Villagers were invited, Mufaro was very happy for he was blessed with two beautiful and worthy daughters Nyasha, the queen; and Manyara, a servant in the queen's household.

The Egyptian Cinderella.

The Egyptian Cinderella: is a tale from Egypt which was written by Shirley Climo (1989) and illustrated by Ruth Heller. In this version Cinderella's name is Rhodophis, it is the oldest of the story; first recorded by the Roman historian Strabo in the first century BC. Below is the summary.

Long ago in the ancient land of Egypt, where the green water of the Nile River flowed into the blue sea, lived a maiden named Rhodopis. She born in Greece but was kidnapped by pirates and was sold into slavery in Egypt. Her owner was a kind old man who spent most of his time sleeping under the tree. Because Rhodopis looked different from other servant girls; their hair was straight and black, brown eyes, skin had the glow of copper, while she had hair that was golden and curly, green eyes, pale skin that burned easily in the sun causing her to be called Rhodopis meant "rosy cheeked" in Greek.

Other servant girls made Rhodopis work hard all day and always shouting at her; she was commanded to wash the clothes at the river, mend robes, chase the geese from the garden, and bake the bread. She had only animals as her friends; trained the birds to eat from her hand, a monkey to sit on her shoulder, and charmed a hippopotamus that would slide up on the bank out of the mud to be closer to her with her song. At the end of some day, she would go down to the river to be with her animal friends and if she had any energy she would dance and sing for them.

One evening while she was dancing with her feet barely touching the ground, the old man watched as she danced. He admired her dancing and felt that one so talented should not be without shoes, so he ordered her special pair of slippers; gilded with rose-red gold and the soles were leather. That made the servant girls really dislike her more than ever. One evening there was an announcement, the Pharaoh was holding court and all in the kingdom were invited. Rhodopis wanted to go, she knew there would be dancing, singing, and lots of wonderful food. The servant girls prepared to leave in the finest clothes, they turned to Rhodopis and gave her more chores to do and they leave her away. She started to wash the clothes in the river and

sang a sad song, weed the garden, and grind the grain. The hippopotamus grew tired of this song and splashed back into the river. The mud made the slippers wet and dirty, then she cleaned them and placed them in the sun to dry.

A moment later, the sky was dark she looked up and saw a great falcon sweep down snatch one of her slippers and fly away. Rhodopis was shocked, she knew that was a god, Horus, who had taken her shoe. Now she had only one slipper, so she put in her tunic. The Pharaoh sat on his throne, he was looking out over the people and feeling very bored. Suddenly, the falcon dropped the rose-red golden slipper in his lap. He was surprised, he knew that this was a sign from Horus.

He sent out a decree to all the maidens in the kingdom of Egypt must try on the slipper, the owner would be the queen. The servant girls arrived at the celebrations that had ended and the Pharaoh had left to search for the owner of the slipper. He could not find the owner on the land so he began to travel by barge in the Nile. Finally, he arrived at the house of Rhodopis, the servant girls ran to try on the shoe but when they saw the shoe, they recognized the shoe and its owner but they said nothing and tried it on. The Pharaoh spied Rhodopis and asked her to try on the slipper. She tried the slipper that perfectly fit and took another from her tunic to the Pharaoh.

The Pharaoh pronounced that she would be his queen but the servant girls interrupted that she was a slave and not even Egyptian. The Pharaoh responded, "She is the most Egyptian of all, for her eyes are as green as the Nile, her hair as feathery as papyrus, and her skin the pink of a lotus flower." Then the Pharaoh and Rhodopis went to the royal barge, every step she moved winked and sparkled in the sun.

The Persian Cinderella

The Persian Cinderella is a classic story from ancient Persia. This version was written by the popular folklorist, Shirley Climo (1999) and illustrated by Robert Florczak. It is known as one of the tales in the Arabian Nights. It was first recorded in the ninth-century Persian book called *Hezar Afsaneh* (A Thousand Tales). This is a familiar tale, but offers an enchanting setting of long-ago Persia and has the twist of the main character named Settareh turning into a turtledove. Her name is the popular name for the lady, and the name of the prince was Mehrdad which means “the one who shows compassion”. In this version, the losing item became “The Anklet”.

A long time ago, in Persia, there was a woman named Settareh. She had been given this name that meant “Star” because on her left cheek had a star mark. She grew up lonely among many people in her family and she was a lonely maiden as her mother died immediately after giving birth to her. She was forced to live on scraps but she grew to be a lovely maiden after years. “The brows above her dark eyes arched as gracefully as the path of an arrow, and her long black hair gleamed like polished ebony” that made her stepsisters jealous. Her stepsisters and stepmother treated her like a slave, with minimal food and clothes. Day after day, they mocked her for her birthmark, telling her to stop playing in the mud.

One day, the girl's father came back from visiting the quarters of the women and he announced that all the women of the house were invited to Prince Merhdad's celebration at the royal palace, the occasion was No Ruz, the Persian New Year. So, each female buys fine apparel for the New Year and joined the celebration.

Father gave a gold coin to each, including to Settareh and told her to choose wisely. Now all women in the house, covered their head with a scarf so that no one could look at their faces. Then, all the womenfolk flocked to market. There, Street sellers called out their wares and many voices jabbered at once. The scent of roasting almonds filled the air. The hungry Settrareh followed her nose to the source and traded part of her gold coin for a paper twist of hot spiced nuts. She thought the small silver

coins of her change might be enough to buy cloth for the New Year. But when she saw a hungry old shivering woman, Settareh realized that she did not need cloth as badly as the old lady needed food. Immediately, she put most of her coins into the old woman's hands. The old woman replied with a grateful response "Good fortune come to you!".

Settareh told herself that she might still be able to buy a pretty new sash. But then something held into her eyes. It's a blue jug, which color as to pierce. Settareh's very heart with beauty. She had to have it! The merchant was a kind man., and so he sold her the jug for her remaining coins. When she got home, everyone laughed at her when they saw how she had squandered her money. She was the only female in the house who would not have a stitch of new clothing for No Ruz. And the holiday was only eight days away.

In the morning sunshine of the coming spring. Settareh sat quietly and listened to the turtledoves calling in the pomegranate trees. She stroked her blue jug, and said, "I wish you were filled with jasmine blossoms." Suddenly with the magic of a pari inside the jug, the air filled with their scent. She felt the vibrations of the jug with her fingers. Then she asked the jug for food, and suddenly the sweet figs and apricots appeared for her. Later she asked for a warm shawl of the softest goat hair as she felt cold. There, the turtledove flew down to keep her company as she confided her loneliness.

When the eve of No Ruz came, Settareh was alone at home, after her stepmother and stepsisters, aunts and cousins and grandmothers had all left for the palace, Settareh drew out her jug. She politely asked for clothing, Suddenly, a dark red silk dress, the color of pomegranate seeds, was spread before her. There's a golden pendant to hang about her beautiful neck, and shining turquoise bracelets to wear on her wrists. At her ankles sparkling with two small diamonds. Now she thanked the sari, and was ready to go. Once she was outside of the palace. As she gracefully dashed up the marble stairway, there was a man who stared boldly back at her, smiled, and

stroked his beard. Settareh came to the feasting room. She kept her head turned so that no one would recognize her. She enjoyed herself while remaining unknown to anyone, the sound of zithers and lutes reverberated as platters of “roast lamb and whitefish, spiced cucumbers, sweet oranges and tart rhubarb” were passed along the table.

As time flew, and Settareh knew she had to be in bed before her stepmother, because she would beat her before she got there. She decided to run along the streets so quickly and she had no idea that one of her anklets tinkled into the gutter and it was washed into the canal along the streets. At home, the girl quickly changed into her old dress. Next morning, a horse which was owned by Prince Merhdad himself and brought to drink at the river, whinnied and neighed, stamping and refusing to drink. The stable boy could not force it to, and he saw the diamond anklet sparkled in the river, As soon as possible, he brought it up, giving it over to the horse master. He, in turn, gave it to Prince Merhdad. Now the prince determined that he must find the girl who wore the anklet. So, he decided to tell his mother of these thoughts, and she announced that she herself would look for this girl. She began a door-to-door search, for each young woman in residence to try on the tiny jeweled anklet but no one could slip it on.

Finally, the prince's mother arrived at Settareh's house. The stepsisters, Nahid and Leila stepped forward confidently and cleverly oiled their feet. Unfortunately, the anklet would not go on, then Settareh stepped forward with her lush red and turquoise dress and asked the royal mother to try. And the anklet slipped right on! So, the prince's mother said to her that the prince was waiting for her at the palace. The lucky Settareh asked for a moment to get her things. She ran to grab her magic jug, but Leila was following her and forced her to tell the secret. When Settareh was at the palace, the prince's mother gave her a mirror so that she might gaze at the prince's face to avoid facing him directly. She realized that he was the same man who had smiled at her on No Ruz. And he was the prince! He looked at her beauty and tell her that he liked a star mark on her cheek and he wanted to marry her.

On the fortieth day before the marriage would take place, the stepsisters were jealous and they had thirty-nine days to revenge on their fortunate sister! So, they arranged that one would distract Settareh, while the other snatched the sari's jug. They asked the Pari in the jug to help them kill Settareh, the jug became boiling hot and broke down into razor-sharp splinters into Settareh's favorite color, they came to her and helped on styling the bride's hair. Then they lied Settareh that the married woman must keep her hair pinned up, and they helped each other to push a lovely blue pin into Settareh's hair. She cried as the pin stabbed her, once, twice, three times, four times, five times until the sixth jab, Settareh had been transformed into a small gray turtledove and flew away.

When Prince Merhdad knew that his bride had been gone and could not find her. He's sad and locked himself so that no one would not see him, and he refused to eat. But he had one companion. Settareh who transformed into a little turtledove alighted on his window every day. One day, he touched the little bird and he felt something sharp under its soft feathers. He pulled the tip gently, and there were blue pins of glass came forth. Mystified, he felt all over the bird's little body, five more pins did he draw from the quivering chest, and with the last one, the bird transformed into Settareh. Now the wedding celebration began as Settareh and Merhdad were just at the beginning of happiness. But not for Nahid and Leila whose hearts were full of jealousy and simply burst. Finally, the Persian Cinderella and her prince lived happily ever after.

Related Research

Damnet (2008) studied enhancing the acquisition of intercultural nonverbal competence: Thai English as a foreign language learner and the use of contemporary English language films. It investigated aspects of the teaching and learning of intercultural nonverbal competence by university learners majoring in English in Thailand and starts from the position that intercultural nonverbal competence. This study used a quasi-experimental pre and posttest design the study included three phases of data collection: (1) pre-teaching assessment, (2) teaching phase, and (3) post-teaching assessment. The study revealed that in comparison with learners from the control group and learners from the experimental group. The findings indicated that learners in the experimental group had achieved a deeper and more explicit understanding of the role of nonverbal communication in interactions in English.

Worawong et al. (2017) studied promoting IC of Thai university learners through role-play. The purpose of this study was to present the major results of an investigation of IC, non-verbal communication. They examined in higher education of Thai learners' attitudes toward innovative classes. The data were collected from 1) videotape recordings of learners' role-play it employed a non-verbal communication rating scale, and 2) the questionnaire collected means, percentage, and SD. The findings revealed learners' non-verbal communication performance was both appropriate on body movement and position as well as vocalic communication.

Zhang and Zhou (2019) studied interventions to promote learners' intercultural competence: A meta-analysis. It has been shown to be a necessary asset in the increasingly globalized world, with individuals expected to perform appropriately and effectively during intercultural exchanges, many learners have insufficient intercultural knowledge, attitudes, or skills that are necessary to identify effective means of helping individuals to improve their IC. A review of relevant 31 studies published between 2000 and 2018 was conducted to examine the effectiveness of current interventions. Two major types of existing interventions were identified, and

four sub-types of pedagogical intervention were found: culture-based teaching materials, classroom activities, teaching strategies and integrated intercultural programs. The findings of meta-analyses suggest that overseas immersion exerts a larger effect on IC improvement than do other types of intervention. Grade level was also found to moderate the relationship between interventions and IC development. The results are discussed in intercultural educational contexts.

Chapter Summary

In this study, the literature review show that English has become a significant force in the globalized world due to its power to narrow communication across countries. Enhancing learners' intercultural competence in English classrooms is seen as one of the prior responsibilities for English language teachers in order to prepare their learners for communicating with the diversity of populations in their real world unavoidably. The Cinderella Stories from different versions are used as a primary material to be brought in representing the diversity of cultures across countries into the English classroom. Video material (YouTube.com) is used as a tool to support the process of learning IC, as well as Google Classroom.

Chapter 3

Research Methodology

This study employed quantitative and qualitative research approaches to investigate the effects of improving intercultural competence in the English classroom. The objectives of this study were: *1. How do different versions of Cinderella stories improve learners' intercultural competence? 2. What are the learners' opinion toward implementing different versions of Cinderella stories?* The chapter contains (1) research design, (2) population and participants, (3) instructional instruments, (4) teaching plan, (5) the course syllabus, (6) data collection, (7) data analysis, and (8) ethical considerations.

Research Design

This study employed a 'mixed methods' research design to collect, analyze, and combine both quantitative and qualitative research data (Creswell & Plano, 2013) to investigate the effects of using Cinderella stories (hereafter the instruction) on IC and to explore the learners' opinions after the instruction. A sequential quantitative and qualitative data collection with equally weighted results was chosen as the most appropriate means.

The first research question "*How does different version of Cinderella stories improve learners' intercultural competence*" collected the data as follows. The qualitative data was collected through observation and assignments during the class. The quantitative data was collected through Intercultural Competence Questionnaire. The second research question "*What are the learners' opinion toward implementing different version of Cinderella stories?*" was collected as follows. The qualitative data was collected through the reflective paper used by learners after the instruction. The quantitative data were collected through a questionnaire to measure opinion toward implementing Cinderella stories from various countries.

This study was carried out during 20 periods in the second semester of academic year 2021. Lessons were divided into seven units, each lesson consisted of two periods which lasted 50 minutes each. Lessons included an introduction for the first period, an initial project for four periods, and the last period for the reflective class.

Population and participants

The population in this study was from Grade 10 (Mattayomsuksa 4), Thai learners at a secondary school in the central part of Thailand. There were 10 classes at this level, divided into eight program tracks (Science-Mathematic, Science-Mathematic-Computer, English-Mathematic, English-Japanese, English-Chinese, Arts, and Gifted Program). To select the participants, the Gifted program (focus on Science-Mathematic-English) was purposively selected by using the following criteria. First, this study mainly used group work, so the number of learners in the class should be small. Second, all participants had at least nine years of exposure to learning English. The researcher chose this course as an extra subject, which focused on reading. The class was taught in Thai by teachers who covered topics such as reading comprehension and exam preparation. Given the prevalence of English as a global language, it is important for language learners to also learn about IC.

Instructional Instruments

The instructional instruments used in this study consisted of: (1) Online Instruments, (2) teaching plan, (3) course syllabus, (4) reflective paper, and (5) questionnaire.

Online Instruments

Google Classroom and YouTube.com make the sharing of video resources increasingly accessible for all teachers and learners. According to Paulsen (2001), the

effective use of online materials may provide positive consequences for learners much the same as if they were immersed in the language and culture. In creating a successful foreign language class, the teacher should provide different tools to facilitate the teaching process besides textbooks and other interesting and engaging activities which ensure learners' centeredness, autonomy, interaction and connectivity to a certain theme, and videos are generally used in EFL classrooms (Bajrami & Ismaili, 2016).

Learning is not something done only in class or handled by teachers, several applications have been made to facilitate in the world of education, Google Classroom is an application that has been used also as e-learning. Google classroom is an online classroom to help learners find a way out of the difficulties experienced and make learning more effective, moreover, teachers and learners can communicate anytime via online classes (Henukh, Rosdianto, & Oikawa, 2020). Material can be uploaded to the classwork in several files such as word, excel, PowerPoint, pdf, or video files. Moreover, Google Classroom provides a paperless classroom, which can access other Google products such as Gmail, Google Drive, Google Form, Google Meet, YouTube. It allows collaboration between teachers and learners outside the classroom, easy to manage, and teachers can track the assignments from learners (Henukh et al., 2020).

Video materials nowadays are a part of everyday life activities and also are an effective method for teaching the English language to learners (Bajrami & Ismaili, 2016). Video materials contribute to understanding another culture and mentality, show the learners how people behave in another culture and bring the various communicative situations into the class that are not only learning as a passive activity but learners will receive the four skills: reading, writing, speaking and listening (Bajrami & Ismaili, 2016). According to Ghasemi, Hashemi, and Bardine (2011), using videos in language teaching has been one of the most effective ways to achieve success in the classroom. In this study, the researcher provides YouTube.com, the site was created as a forum for people to create and share video clips online Ghasemi et al. (2011).

After finishing their lessons on Cinderella stories, the learners collaborated on a final group project. This project required them to create their own version of the story using an electronic file, which they submitted on the Google Classroom platform.

Teaching plan

The teaching plan was the first instructional instrument. This course was offered as an additional English course at the school. The lessons were seven versions of the Cinderella stories, as follows: (1) Walt Disney's Cinderella, (2) The Brothers Grimm Cinderella, (3) Jouanah: A Hmong Cinderella, (4) Adelaida: A Cuban Cinderella, (5) Mufaro's Beautiful Daughters: An African Tale, (6) The Egyptian Cinderella, and (7) The Persian Cinderella. The researcher has created the following teaching plans as below in Table 3.

In this study, I promoted learners' IC through using Cinderella stories. I divided the teaching plan (Table 3) into four steps. First, I taught learners to be the guideline and to raise awareness of the varieties of cultures around the world. Second, I helped learners to understand IC by using a project (initial project) in which learners must create a video to teach their classmates. Third, learners were assigned to learn through video content created by their classmates and do assignments about it in the class.

Table 3 Teaching plan

Period	Teaching plan
1	<ul style="list-style-type: none"> - The teacher made an online classroom by using Google Classroom and gave the code to learners. - Teacher uploaded the Cinderella books to Google Classroom. - Teacher explained the agreements and criteria of the course. - Teacher assigned learners to do "Intercultural Competence Questionnaire".
2-5	<ul style="list-style-type: none"> - Teacher taught Walt Disney's Cinderella and the Brothers Grimm Cinderella. - After the instructions of both units, learners wrote on the reflective paper.
6-9	<p data-bbox="421 734 584 763">Initial project</p> <ul style="list-style-type: none"> - Learners were divided into groups (4-5 people), teacher used the learners' numbers to count from 1 to 5. Baker (2000), teacher provided the learners with more opportunities to learn from other peers. - Each group picked one representative to choose the Cinderella version by selecting one card of the Cinderella version. - Each group presented one different version of Cinderella (Cuban, Hmong, African, Egyptian, Persian) to teach a friend in the video file. - The video had no limitations. It could be done according to the learners' creativity such as roleplay, animation, shadow play, or anything else. - During the class, the teacher advised learners (learners sat in groups and worked together). - After they were done with the project, learners uploaded their videos on YouTube.com and shared their link to the class on Google Classroom.
10-19	<ul style="list-style-type: none"> - Teacher assigned learners to watch Cinderella before class as homework to understand the story. - During class the teacher gave assignment questions or topics to discuss. - After the instructions of each unit learners wrote the reflective paper.
20	<ul style="list-style-type: none"> - Teacher assigned learners to do "Intercultural Competence Questionnaire" again. - Teacher assigned learners to do "Questionnaire to measure Learners' Opinion toward implementing Cinderella stories from various countries".
-	<p data-bbox="421 1617 576 1646">Final project</p> <ul style="list-style-type: none"> - Create learners' own Cinderella story by using the culture or the traditions which learners are interested. - Using electronic files and uploading on Google Classroom.

The course syllabus

Deardorff (2011) summarized the final list of skills and competences understood as minimal requirements to attain intercultural competences as follows: (1) Respect (valuing of others); (2) Self-awareness/identity (understanding the lens through which we each view the world); (3) Seeing from other perspectives/world views (both how these perspectives were similar and different); (4) Listening (engaging in authentic intercultural dialogue); (5) Adaptation (being able to shift temporarily into another perspective); (6) Relationship building (forging lasting cross-cultural personal bonds); (7) Cultural humility (combines respect with self-awareness).

According to Byram (1997), Byram's five elements of Intercultural Competence are stated as follows. First, Attitudes (*savoir être*), of curiosity and openness, readiness to suspend disbelief about other cultures and beliefs about one's own. Second, Knowledge (*savoirs*), 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. Third, Skills of interpreting and relating (*savoir comprendre*), the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own. Next, Skills of discovery and/or interaction (*savoir apprendre/faire*), ability to acquire new knowledge of a culture and cultural practices and the ability to operate attitudes, knowledge and skills under the constraints of real time interaction. Last, critical cultural awareness/political education (*savoirs' engager*), ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

Both models of Deardorff (2011) and Byram (1997), were applied as a tool for shaping thinking about competence in the course syllabus as shown in Table 4.

Table 4 The course syllabus of this study

Unit	Name	Aspects of Intercultural Competence	Learning Objectives	Assignment	Activities	Period
-	Introduction	-	To understand the scope of learning by using Cinderella stories	-	Question and Answer	1
1	Disney	Respect	Valuing of others	Summarize ideas	Discussion board	2-3
2	Grim brothers	Self-awareness /Identity	Understanding the lens through which each view of the world	Mind mapping	Walk in Their Shoes	4-5
Learners make an initial project.				Video	Project	6-9
	Expectation	Learners were divided into groups. Learners must brainstorm to plan their group project.				6
		Learners had to show the progress of their project (at least they understand the whole story).				7
		Learners had to present the draft.				8
		The project had to be at least 90 percent complete. It must be uploaded on YouTube.com before the next period, which was three days.				9
3	Hmong	Seeing from others' perspectives/ words	Explain how both perspectives are similar and different	Mind mapping	Learning center	10-11
4	Cuban	Listening to other voices	Engaging in authentic intercultural dialogue	Creative writing	Group brainstorming	12-13
5	African	Adaptation	Be able to shift temporarily to another perspective	Perspective writing	Group brainstorming	14-15
6	Egyptian	Relationship building	Forging lasting intercultural personal bonds	Interview Video	Interview task	16-17
7	Persian	Cultural humanity	Combines respect with self-awareness	Poster	Class discussion	18-19
-	Summarize	Intercultural Competence	Sharing learners' perspective	Reflective paper	Summarize Criticize	20
Learners make a final project.						
-	Learners' versions of Cinderella	Intercultural Competence	Learners make a final project.	Learners' versions of Cinderella	-	-

Table 4 presents the teaching procedures. I organized the lessons into 20 periods. Each learner had their own role for each lesson as one of the jigsaws which was equally important. Hence, learners were pushed automatically to be active learners.

In period one, introduction, the objective was to introduce the seven versions of Cinderella to learners. At the end of this lesson, the learners shall be able to define the concept of culture appropriately and explain the importance of studying about other cultures. In the assignment and activity in this period, learners would do the following: answer about learners' intercultural experience, answer the Intercultural Competence Questionnaire, and explain the word "culture". For the procedure in this period, the teacher started the class with the warm-up questions: Have you ever traveled to other countries? Have you ever been to a community in Thailand where the culture is different from your own? If so, where have you been? How long did you stay there? What were some differences you observed? The teacher asked the learners to share their answers with a partner and then switch to a different partner. Then, randomly asked the learners to share what they have discussed with the whole class. After that, teacher summarized the learners' answers, and explained that when travelling to other countries with different cultures, the learners experienced similarities and differences between their own cultures and other cultures. In this class, they learned about how to communicate with people from different cultures, or in other words, intercultural communication. Next, teacher determined the learners' current state of intercultural communication, asked the learners to complete the Intercultural Competence Questionnaire that was provided via online. Teacher asked the learners to think about the two questions: What is culture? Why is it important to learn about other cultures? The learners can search for information from the Internet. When learners found the answer, teacher randomly asked the learners to share their ideas by writing down the definition on the board. The other learners observed and compared their peers' answers. Teacher summarized and added the learners' definition

of culture and explained why the learners must know about cultural differences and intercultural communication. Teacher explained that it was the ability to communicate and work well with people from various cultural backgrounds. You would have to learn how to communicate and collaborate effectively with people who have different values, beliefs, religions, and life experiences from you. To learn about intercultural communication, I informed the learners to read seven versions of the Cinderella stories, written by different authors from different countries. The plots of these Cinderella stories are the same, but the scenes, themes and backgrounds were different, the Cinderella stories were posted on Google Classroom. Teacher introduced some features of Google Classroom and where to find materials. Teacher explained that by the end of the Cinderella lessons, learners would have to produce their own version of Cinderella as a group project. To transfer this period, teacher asked the learners to write a reflective paper about the following questions: What is culture in your opinion? Why is it important to understand different cultures? Then, submit the answers in Google Classroom. Teacher assigned learners to read the first version of the Disney Cinderella story and answer the following questions in Google Classroom before they came to class. Characters: Who are the main characters in the story? Setting: Where does the story take place? Events: What are people doing in the story?

In periods two and three, the objective was to discuss the Disney Cinderella version with the learners so that they could compare it with other Cinderella versions. At the end of this lesson, the learners were able to demonstrate the value of respect for others and discussed cultures without stereotyping or making judgmental statements. The assignment and activity in this period, learners read Walt Disney's Cinderella to understand the themes of the Cinderella story such as Characters, Setting, and Events, learners explained cultural aspects, and finally they needed to write a reflective paper.

In period two, teacher started the class by asking the learners warm-up questions about the Disney Cinderella version they were assigned to read in the previous lesson. What was it like reading the Disney Cinderella version? Teacher checked the learners' answers to the assignment they were asked to complete in the

previous lesson. Teacher asked each question and randomly chose some learners to answer. Characters: Who are the main characters in the story? Setting: Where does the story take place? Events: What are people doing in the story? After that, teacher presented Walt Disney's Cinderella version by discussing the following points with the learners. Characters: Who are the main characters in the story? During the discussion of the characters, teacher gave examples of whether they are heroes/heroines, or villains. Explain the concepts of heroes, heroines and villains for the learners. Setting: Where does the story take place? Point out the setting in the story. Discuss how the setting is different from Thailand. Events: What are people doing in the story? Together with the learners, the teacher summarizes the main events in the story. What are the conflicts in the story? (Possible answers: jealousy, greed, Cinderella does not have a beautiful gown to wear to the party). How would you describe the magic that happened in the story? The teacher will ask the learners to sit in groups of four to five to find answers to the following questions. Look at the pictures in the story and reflect on the culture that was shown. Teacher observed learners while they were working. Teacher gave advice and guidelines to learners if they needed it. Teacher informed learners that they were going to present their answers in the next period as a group. The cultural aspects and questions were the following: House: What are the buildings in the story? What do they look like? Costume: How do they dress? What are the characteristics of the costumes? The vehicle: Why a pumpkin carriage? Why does it have to be a horse? Dance: Does this dancing style reflect anything about the nation? The royal family: Why is the party related to the royal family? What do people believe about the royal family? Slippers: Why does it have to be glass slippers? Marriage: Why does it have to end with the marriage ceremony? Does this ceremony relate to any religion, how? If yes, what can you observe or what caught your attention? When the learners completed answering those questions, they submitted their answers in the Google Classroom as a group. Lastly, teacher explained

to learners again to prepare the presentation with the answers about the cultures they would have to work on during the next period.

In period three, teacher started the class by asking learners to sit in groups to prepare for the presentations. Teacher gave learners five minutes to finalize the presentation. Then, learners presented their answers to the class. The cultural aspects questions were as follows: House: What are the buildings in the story? What do they look like? Costume: How do they dress? What are the characteristics of the costumes? The vehicle: Why a pumpkin carriage? Why does it have to be a horse? Dance: Does this dancing style reflect anything about the nation? The royal family: Why the party is related to the royal family? What do people believe about the royal family? Slippers: Why does it have to be glass slippers? Marriage: Why does it have to end with the marriage ceremony? Does this ceremony relate to any religion, how? If yes, what can you see or what happened? Teacher randomly asked learners to answer as a group and rotated groups for every question. After listening, the learners discuss ideas together. The discussion depended on the importance and interesting topics that learners raised. Teacher raised the topic about the importance of respect and valuing others without stereotyping or making judgmental statements. Teacher asked learners questions: What is respect and can you give some examples? What is a stereotype and can you give some examples? The scope of discussion was to explain that respect was an overall evaluation you gave someone based on many factors; what that person was doing with their life, how they treated you and others, whether they were honest or not, and if they seemed to consistently do good things for other people. To summarize, respect was a positive view that you create of how someone was living their life. On the other hand, self-respect was your view of how you were living your life. Teacher explained that stereotypes were widely accepted beliefs about groups of people. For example, women were stereotyped to have motherhood roles, such as cooking, taking care of children, or washing dishes. Men were stereotyped to take leadership roles, working to support family members. Nowadays, women have the same rights as men. To summarize, teacher debriefed that this Cinderella version sought out other cultures:

attributes, valued cultural diversity, thinking comparatively and without prejudice about cultural differences. This version presented other cultures, norms, and beliefs such as clothes, the royal ball dance, and Fairy Godmother. Teacher explained that things are also different to Thai cultures, so as you saw in this lesson, we should not judge others by our Thai standards. We should respect other cultures without any bias. Teacher explains that when meeting another culture, we tend to interpret the behavior observed with our own set of values and beliefs, which may be the cause of culture shock. It is important to keep in mind that the behavior demonstrated was rooted in values that were not clearly visible. Asked learners to demonstrate or tell their experience about respecting others. After that, teacher summarized the story again and explained if it was necessary. When all learners were finished, they had to discuss again what they had learned. What did you find really interesting about that part? If you were one of the characters, what would you do? Would you respect and value others? Would you still judge other people by your perspective norm? How can this learning be applied? Teacher assigned learners to write the reflective paper as their homework. To have learners take time to think and write effectively. Teacher explained the instruction and gave a guideline if it was necessary via an online platform. The following questions were: What were some of the most interesting discoveries I made while working on this lesson? What were some of my most challenging moments in learning this lesson? What is the most important thing I learned personally? How will I use what I have learned in the future? Teacher assigned learners to read the version of The Brothers Grimm Cinderella and answer the following questions in Google Classroom before they come to class. Characters: Who are the main characters in the story? Setting: Where does the story take place? Events: What are people doing in the story?

In periods four and five, the objective was to discuss the Brothers Grimm Cinderella version with learners so that they can use it to compare it with other Cinderella versions. At the end of this lesson, the learners shall be able to demonstrate self-awareness/identity understanding the lens through which each views the word and

explain their own culture and recognize its influence on their behavior and attitude. In the assignment and activities in this period, learners read the Brothers Grimm Cinderella version to preview and share the story. After that, learners did the Walk in Their Shoes activity, finally, learners wrote a reflective paper.

In period four, teacher started the class by asking questions and letting learners search the information on the Internet. The questions were: Have you ever heard "Grimm's Fairy Tales"? tell me who are they. A possible answer might be: the Brothers Grimm were academics best known for publishing collections of folk tales and fairy tales, which became massively popular in the world. Teacher asked the learners warm-up questions about the Brothers Grimm Cinderella version they were assigned to read in the previous lesson. What was it like reading the Brothers Grimm Cinderella version? Check the learners' answers to the assignment they were asked to complete in the previous lesson. Teacher called some learners to answer. Characters: Who are the main characters in the story? Setting: Where does the story take place? Events: What are people doing in the story? For this step, teacher asked learners to preview and share the story by using the following questions: What is your favorite part? After you read the Brothers Grimm Cinderella is the plot different than you thought it would be from the Disney version? How? If you have never read it before what is a problem that you think could occur in this story? What do you think the author hoped you would think after reading? What would you change about the ending if you wrote the story? Teacher checked the understanding by asking some questions, for example: How many days did Cinderella go to the palace? Who gave clothes to Cinderella? How does the prince know that the girl he takes is a fake Cinderella? Teacher gave the learners instruction to analyze through the "Walk in Their Shoes" activity guided by "What would you react if you were.....?" Each group randomly selected one of the characters and sent a representative to pick one card. The characters were Cinderella, Prince, Cinderella's father, Stepmother, Two stepsisters. Learners pretended to be that character and think of that situation which occurs in the story, "Explain what you would do if you were that character." Learners explained

every situation and all the scenery of the given character. Learners wrote it first and then made mind maps by using an infographic, then submitted it on Google Classroom. Learners presented their assignment (Walk in Their Shoes) in front of the class next period. By the end of the class, learners presented the progress of their assignment; teacher gave advice if it was necessary to add more details to their homework. Teacher reminded learners to finish the “Walk in Their Shoes” activity as their homework and prepared a presentation and discussion during the next period.

In period five, teacher started the class by telling learners to prepare their work “Walk in Their Shoes” and get ready to present. Teacher gave advice for specific details to guide if they needed it. Teacher randomly selected learners to share their work with their classmates. Learners presented voluntarily, if no one wanted to go first, the teacher randomly selected the numbers. When each group finished the presentation, classmates asked questions and/or shared ideas. After learners finished their presentation, teacher explained and summarized the activity “Walk in Their Shoes”. It was very important that the learners understood that they could not escape from the fact that they were looking through their own point of view and imagining what was it like to be someone living at the margin of society or someone with a different culture. Learners should be aware that by bringing their existing stereotypes and feelings of empathy to the activity they risk reinforcing beliefs that may be distorted or wrong. Finally, teacher debriefed that this Cinderella version presented self-awareness and identity. You must be open to listen and accept others' views. You had to be able to identify cultural and social differences as well as defining diversity and recognizing many aspects of diversity. For example, in some cases, people may use their individual views and biases to see the world. If you do not listen, you will never know how others see the world. To be successful in many aspects in this world you need to be predisposed to talk less and listen/learn more from other people and the lessons and experiences life can teach you. When all learners finished, they discussed again what they have learned. What did you find really interesting about this lesson?

How can this learning be applied? Teacher assigned learners to write the reflective paper as their homework via an online platform. Let learners take time to think and write effectively. Teacher explained the instructions and guidelines if it was necessary.

What were some of the most interesting discoveries I made while working on this lesson? What were some of my most challenging moments in learning this lesson? What is the most important thing I learned personally? How will I use what I have learned in the future? Teacher told learners to finish the reflective paper as their homework and submit it on Google Classroom within the day.

In periods six to nine, the objective was to improve learners' intercultural competence by assigning a group project for them to work on collaboratively. The product of the project was a video presentation of each group's Cinderella versions. At the end of this lesson, the learners shall be able to: work collaboratively to develop a video presentation of the Cinderella story, explain cultures (ways of life in books including text and pictures) that appeared in the assigned Cinderella story, and compare and contrast between their own culture and the assigned Cinderella story. The assignment and activity in this period was for learners to read one version of Cinderella as a group, then produce a video presentation explaining both the story and culture about it.

In period six, teacher started the class by asking learners about their feelings toward the first two versions of Cinderella. Teacher explained that, in these four periods the learners did one project as a group. The description of the project was to present one version of Cinderella. Learners must think about how they are going to present the Cinderella version to their classmates. Learners must produce a video which would later be uploaded to YouTube and shared with classmates. Teacher separated learners into groups of four to five people by using their learners' number to count one to five (To make sure learners work with other classmates not only their close friends.) The representative of each group came to choose the version randomly selected from the cards. There were Hmong, Cuban, African, Persian, and Egyptian,

and each version was to be presented by a different group. Teacher gave learners instructions to make the video presentation. First, learners needed to read and understand the whole story. Second, learners brainstormed and figured out the way to make the presentation. Learners could use their creativity to make the video. It could be something that learners were interested in; for example, animation, comics, hand puppet, or shadow play. In the next three classes, every group had to present the progress to teacher. First period: they had to understand the whole story and present it in five minutes. Second period: they had to present the draft to the teacher, what were you going to do, and gave assignments to the teacher so he could revise it. Teacher might give advice if it was necessary. Last period: at least 90 percent of the project had to be completed. The assignments were presented again briefly in five minutes. Learners processed and finally converted it into a video. Lastly, learners uploaded videos on YouTube.com and shared the link to Google Classroom before the next period in three days. Learners discussed in groups what were they going to do for the project. Learners wrote their plan to make the project. Learners separated the tasks for everyone and wrote them down. Teacher observed and gave advice if learners needed it. At the end of this class, learners submitted the project plan. Teacher gave a recommendation if it was important. Teacher assigned learners to keep working on the project as homework. Teacher set the next period's target; understand the whole story and briefly explain it in five minutes.

In period seven, teacher started the class by asking learners about the problems they encountered while working together. Teacher gave a solution if they needed it. Teacher asked learners to sit in groups to summarize their Cinderella version. Teacher attended every group in order to help them. Other groups, could use this period to plan and work collaboratively. Every group summarized the whole story in five minutes. After learners finished summarizing, teacher asked the following questions: What are the conflicts in the story and how do people solve them? What is

the magic in the story? Where do the main characters meet? If learners understood it, teacher moved to the next group, but if they did not understand, the teacher let them read it again for a while and came back to check again later. At the end of this class, teacher explained what was expected from the learners when presenting the progress of the draft during the next period.

In period eight, teacher started the class by asking learners about the problems they encountered while working together. Teacher gave a solution if they needed it. Teacher asked learners to sit in groups and present the draft to teacher. Teacher attended every group. Other groups, could use this period to plan and work collaboratively. Learners explained and showed the progress of the assignment. Teacher gave advice and feedback if it was necessary. At the end of this class, teacher assigned learners to complete the assignments and get ready to present them during the next period.

In period nine, teacher started the class by asking learners about the problems they encountered while working together. Teacher gave a solution if they needed it. Teacher asked learners to sit in groups and present what they managed to do by that time. Teacher attended every group. Learners explained and showed the assignment. Teacher gave advice and feedback if it was necessary. Teacher asked learners to share their video as their homework. Learners could fix some mistakes that the teacher might have told them and then they were able to submit it on YouTube.com. Learners had to post the link on Google Classroom before the start of the next class which would begin in three days. At the end of this class, teacher assigned the whole class to follow Google Classroom, when the Jouanah: A Hmong Cinderella is posted, watch it as an assignment. Learners could read the book again if they wanted to. Assign learners to read the version of the Jouanah: A Hmong Cinderella and answer the following questions in Google Classroom before they came to class. Characters: Who are the main characters in the story? Setting: Where does the story take place? Events: What are people doing in the story?

In periods ten and eleven, the objective was to discuss the Jouanah: A Hmong Cinderella version with learners so that they could use it to compare with other Cinderella versions. At the end of this lesson, the learners shall be able to: distinguish perspective/word views of one's own cultures and other cultures and demonstrate awareness of different perceptions in the intercultural context.

In period ten, teacher started the class by asking the learners warm-up questions about Jouanah: A Hmong Cinderella version they were assigned to read in the previous lesson. What was it like reading Jouanah: A Hmong Cinderella version? Checked the learners' answers from the assignment they were asked to complete in the previous lesson. Asked each question and nominated some learners to answer.

Characters: Who are the main characters in the story? Setting: Where does the story take place? Events: What are people doing in the story? Teacher explained the next activity, "Learning Center", to learners. The activity was made of five topics and each one of them had the same questions. Learners worked in groups and wrote their answers from their opinion and rotated to another. Teacher divided learners into five groups by using the learners' numbers. Teacher provided five tables and each table was the learning center. Teacher explained the questions before the activity began. How does this culture define Hmong? What role does this culture play in Hmong's life and society? What makes this culture unique? What are some examples? How are Hmong culture similarities and differences to Thailand? Teacher gave the instructions for this activity. Every table had one piece of paper for each topic: Table one: Clothes, Table two: Magic, Table three: Personalities, Table four: Festival, Table five: Belief. The papers must stay on the table and cannot be moved. Learners answered the questions. Learners had 5 minutes for each round. Learners had to answer every question. When the time was up, teacher told every group to move to the next table. Learners had the chance to participate at every table, they had to write other things that were different from the other groups. Teacher observed learners while they were working. Teacher advised and gave the guidelines to learners if they needed it. At the end of the class,

teacher collected the paper after every group had finished. It was necessary to read every answer first in order to understand the opinion of the class. It was explained to learners that we were going to discuss their answers during the next period.

In period eleven, teacher started the class by asking learners to sit in groups and pass each other the Learning Center paper and read all the passages which were written first. Teacher gave learners instructions for this class. Every group was assigned one topic: Clothes, Magic, Personalities, Festival, and Belief. The learners were asked to summarize all ideas from everyone and present them to the class. Learners presented what the class had written from the previous period, and discussed and exchanged information. After each group finished their presentation, teacher pointed out some mistakes or things which could be improved if it was necessary and explained them in detail. After every group finished their presentations, teacher explained and summarized the activity. The activity raised awareness about the gap, sometimes considerable, between the personal motivations of each member of the group that point out that various motivations that can lead to very different planning choices. Moreover, they are not always compatible in terms of on-site planning. It is important then to think as a group. Teacher will debrief that in this Cinderella version, Learners should have to understand and accept the people perspectives. Viewing and interpreting the world from other cultures' points of view and identifying your own and accepting the other perspective will make the society live happily. Learners need to consider that people are different, even twins might make us think they are exactly the same although they will always have some differences. At the end of the class, the teacher assigned learners to write the reflective paper as their homework, to give learners time to think and write effectively. Teacher gave the instructions and explained the guideline if it was necessary (Online). What were some of the most interesting discoveries I made while working on this lesson? What were some of my most challenging moments while learning this lesson? What is the most important thing that I learned personally? How will I use what I have learned in the future? Is there anything else that you want to explain? Teacher assigned learners to read the

version of Adelaida: A Cuban Cinderella and answer the following questions in Google Classroom before they come to class. Characters: Who are the main characters in the story? Setting: Where does the story take place? Events: What are people doing in the story?

In periods twelve and thirteen, the objective is to discuss the Adelaida: A Cuban Cinderella version to learners so that they can use it to compare with other Cinderella versions. At the end of this lesson, the learners shall be able to listen to others and engage in authentic intercultural dialogue, and apply skills for democratic participation, communication and cooperation to promote responsibility, justice and solidarity.

In period twelve, teacher started the class by asking the learners warm-up questions about Adelaida: A Cuban Cinderella version they were assigned to read in the previous lesson. What was it like reading “Adelaida: A Cuban Cinderella” version? Checked the learners’ answers to the assignment they were asked to complete in the previous lesson. Asked questions and nominated learners to answer. Characters: Who are the main characters in the story? Setting: Where does the story take place? Events: What are people doing in the story? Teacher asked learners to sit in groups of four to five. Teacher explained that the target assignment of this period was “Creative Writing”. Teacher told them that “Creative Writing” is the new story that you rewrite by imagining that you are that character. By doing this activity, the learners would have the chance to interpret and listen to others and be able to engage in an authentic intercultural dialogue. Every group had to send a representative to randomly select a character by choosing a card (Adelaida, Marisol, Dr. Pérez, nurse, and parents). Teacher gave the instructions. Learners rewrote the story again by using the characters’ points of view. The character which was given will explain the story from their perspective. Learners should have pretended to be that character. Learners told the readers what did they feel or experienced imagining they were one of the characters. The point of view was clear. By the end of this assignment, learners had to

present to the class for 3 or 4 minutes. Learners summarized the story that they wrote. Learners presented the story that they had to rewrite to the class during the next period. Teacher gave advice if it was necessary. At the end of the class, learners presented the progress of their assignment. Teacher told learners to finish their story as homework, then submit the assignment on Google Classroom and prepare the presentation for the next class.

In period thirteen, teacher started the class by asking learners to sit in groups and prepare to present their stories. Teacher asked learners to pay attention to the stories from each group and gave learners instructions about the presentation. Every group had 4-5 minutes to do the presentation. Learners could use the projector to present if they needed it. Learners presented their work to classmates. After each group finished, pointed out mistakes and asked questions and after listened to learners' answers, teacher elaborated and explained it in detail. The following questions were: What can you see from the story through this character? What do people in the story think of this character in that scene? What is the main reason to build and identify this character? Teacher explained that this lesson would help learners: talked about different perceptions of reality in different cultures and within the same culture and introduced to the activity about different values. Teacher debriefed that this version would give learners the chance to state their opinion. Learners could be able to exchange and/or start a conversation with others. It helped to listen and give a response back to reflect learners' abilities to grow up and be aware of the intercultural competences effectively. At the end of this class, learners explained what they had learned. Teacher assigned learners to write the reflective paper as their homework in order to give learners time to think and write effectively. Teacher gave the instructions and explained the guideline if it was necessary (Online). What were some of the most interesting discoveries I made while working on this lesson? What were some of my most challenging moments in studying this lesson? What is the most important thing I learned personally? How will I use what I have learned in the future? Is there anything

else that you would like to say? Teacher assigned learners to read the version of “Mufaro’s Beautiful Daughters: An African Tale” and answer the following questions in Google Classroom before they come to class; Characters: Who are the main characters in the story? Setting: Where does the story take place? Events: What are people doing in the story?

In periods fourteen and fifteen, the objective is to discuss Mufaro’s Beautiful Daughters: An African Tale version to learners so that they can use it to compare with other Cinderella versions. At the end of this lesson, the learners shall be able to define adaptation and shift temporarily to another perspective, report the concept of culture, become aware of their own culture and recognize its influence on their behavior and attitude, and discuss cultures without stereotyping or making judgmental statements.

In period fourteen, teacher will start the class by asking learners warm-up questions about “Mufaro’s Beautiful Daughters: An African Tale” version they were assigned to read in the previous lesson. What was it like reading Mufaro’s Beautiful Daughters: An African Tale version? Checked the learners’ answers to the assignment they were asked to complete in the previous lesson. Asked each question and called some learners to answer. Characters: Who are the main characters in the story? Setting: Where does the story take place? Events: What are people doing in the story? Teacher asked learners to sit in group and tell learners that we are going to do “Perspective writing”. Teacher gave learners instructions. Teacher assigned learners to write their perspective about the story. Learners gave their perspective of the version “African version”. Learners had to search for information from Google first to get some ideas to answer the discussion questions. The discussion was about: cultures (traditions, beliefs, myths, or festivals) which appeared both alphabetically and with pictures; problems, they were all about the situation or conflict in the story; animals such as natural animals and the king’s transformational animals, magic mostly appeared on the king’s transformation; clothes that reflected on the black people and learners could add anything that they were aware of or realized. Teacher observed learners while they

were working. Teacher advised and gave the guideline to learners if they needed it. At the end of the class, learners had to submit the assignment. If any group could not finish it in time, they had to take it home as their homework. Teacher asked learners to prepare the discussion for the next period.

In the period fourteen, teacher started the class by asking learners to sit in groups to prepare the presentation. Teacher gave learners the instructions. Teacher asked each group question by question and let every group present their answer. Learners answered the questions that were provided. After listening to their classmates while presenting, learners had time for discussion. Teacher summarized learners' ideas at the end of every question. Teacher explained the culture model that mostly appeared from learners' answers. Teacher explained the iceberg model of culture. The author presented the African culture, so most learners could see from the pictures in the story. The iceberg model of culture is easily visible, it only represents 10% of the culture. Only a very small portion of the iceberg can be seen above the water line. The top of the iceberg is supported by a much larger part of it, underneath the water line and therefore invisible. Nonetheless, this lower part of the iceberg is the powerful foundation. Explained more about culture. In culture, there are some visible parts: architecture, art, cooking, music, language, just to name a few. The powerful foundations of culture are more difficult to spot: the history of the group of people that hold the culture, their norms, values, and basic assumptions about space, nature, time, etc. The iceberg model implies that the visible parts of culture are just expressions of its invisible parts. It points out, how difficult it is at times to understand people with different cultural backgrounds because we may spot the visible parts of "their iceberg". We cannot immediately see what are the foundations that these parts rest upon.

Teacher debriefed that this Cinderella version might elicit your perspective to shift to others viewpoint. It is the ability to acquire the right cultural skills and adjust to the host environment. You might realize that every culture has its unique ways of thinking, feeling, and acting. There are the skills one utilizes to acknowledge

differences in the communicative and interactional styles of people with different cultures. Furthermore, it is a way to show flexibility and resolve misunderstandings in communication. When we are in a situation or meeting another culture, we tend to interpret the behavior observed with our own iceberg, our own set of values and beliefs, which may be the cause for culture shock. It is important to keep in mind that the behavior demonstrated is rooted in values that are not clearly visible. At the end of the class, teacher assigned learners to write the reflective paper as their homework in order to give learners time to think and write effectively. Teacher gave instructions and explained the guidelines if it was necessary (Online). What were some of the most interesting discoveries I made while working on this lesson? What were some of my most challenging moments when learning this lesson? What is the most important thing I personally learned? How will I use what I have learned in the future? Is there anything else that you want to explain? Teacher assigned learners to read the version of The Egyptian Cinderella and answer the following questions in Google Classroom. Characters: Who are the main characters in the story? Setting: Where does the story take place? Events: What are people doing in the story?

In periods sixteen and seventeen, the objective was to discuss the Egyptian Cinderella version with learners so that they could use it to compare with other Cinderella versions. At the end of this lesson, the learners shall be able to review relationship building, forge lasting intercultural personal bonds, explain different cultures and languages, and understand how language is used in various cultures.

In the period sixteen, teacher started the class by asking the learners warm-up questions about The Egyptian Cinderella version they were assigned to read in the previous lesson. What was it like reading The Egyptian Cinderella version? Check the learners' answers to the assignment they were asked to complete in the previous lesson. Ask each question and call on some learners to answer. Characters: Who are the main characters in the story? Setting: Where does the story take place? Events: What are people doing in the story? Learners cooperated to share the brief story of The Egyptian Cinderella. Teacher asked learners to produce a video interviewing a

foreigner. Learners were divided into five groups of four or five, learners were able to choose their own groups. Teacher assigned learners to write the interview questions. The questions must make interviewees present their interesting culture or something unique about their cultures. For example, some Thais love to eat pickled fish (Pla Rah) but some people cannot eat it because it stinks. Learners had to make at least 5 questions. Questions to help to know their cultures. Questions had to be open-ended. The questions reflected what was interesting or important to know about someone else when you first meet, and brainstorm the general categories of information such as; name, age, nationality, family role, religion, gender, ethnicity, job/study, taste in music, hobbies, sports, general likes and dislikes, etc. Teacher explained the guideline to interview the foreigners. Learners could interview foreign teachers at school, every year the school provides about 10 teachers from other nations. For example, the Republic of Cameroon, the Republic of the Philippines, The United States of America, etc. Learners can use online media to interview. For example, Facebook.com, omegle.com, etc. Teacher observed learners while there were working and gave advice or a guideline to learners if they needed it. At the end of the class, learners submitted the interview questions and teacher gave advice. Teacher asked learners to interview the foreigners as their homework and then prepare for the presentation for the next period.

In the period seventeen, teacher started the class by asking learners to sit in groups to prepare the presentation for the interviews. Teacher asked learners to share the problem and/or obstacles during the interview and how to solve those situations. Learners presented the video interview to the class by using a projector. Teacher and classmates asked questions during the interviews. After paying attention to learners, they discussed it together. (The discussion depends on the topic that the learners talked about).

It is worth asking learners to consider their own process of growing up and how certain aspects of their identity have changed or not after this assignment,

perhaps even those aspects of their identity that they think are fixed. The discussion about how identity develops and which aspects of identity are social constructs and which are inherent and fixed will also be controversial, especially those relating to religion and gender. Based on the interview assignment in period 16, the teacher will debrief that this version will build up the relationship from culture to culture. You will see cultures around the world through the assignments, interviews, and cultures. You might open your mind and be aware of the region's diversity. It will help you to deal with the current state of diversity and globalization. It will be required to perform effectively and appropriately when interacting with others who are linguistically and/or culturally different from yourself.

At the end of the class, teacher explained to learners that they can successfully pass this assignment if they manage to be aware of the intercultural differences and be honest when making the presentation from the truth without adding made-up information. Teacher assigned learners to write the reflective paper as their homework in order to give learners time to think and write effectively. Teacher gave instructions and explained the guideline (Online). What were some of the most interesting discoveries I made while working on this lesson? What were some of my most challenging moments in learning this lesson? What is the most important thing I learned personally? How will I use what I have learned in the future? Is there anything else that you want to say? Teacher assigned learners to read the Persian Cinderella version and answer the following questions in Google Classroom. Characters: Who are the main characters in the story? Setting: Where does the story take place? Events: What are people doing in the story?

In periods eighteen and nineteen, the objective was to discuss the Persian Cinderella version with learners so they are able to compare it with other Cinderella versions. At the end of this lesson, the learners shall be able to explain humanity to combine respect with self-awareness demonstrate their understanding of the concept, and be able to develop their communication skills.

In the period eighteen, teacher started the class by asking the learners warm-up questions about The Persian Cinderella version they were assigned to read in the previous lesson. What was it like reading The Persian Cinderella version? Check the learners' answers to the assignment they were asked to complete in the previous lesson. Asked each question and nominated some learners to answer them. Characters: Who are the main characters in the story? Setting: Where does the story take place? Events: What are people doing in the story? Learners cooperate to share the brief story of The Persian Cinderella. Learners sat in groups of five to six to do the assignment. Gave learners the instructions. Told learners that we were going to make a poster project. Explained that we were going to select one event (e.g., a festival) in the story. Asked learners to compare the event with their own experience, background, and their cultures or beliefs. Learners could search for information to elaborate on the event. Learners were able to print it out or could use drawings depending on what was more convenient for them. Teacher observed learners while there were working. Teacher advised and gave the guideline to learners. At the end of the class, learners explained the progress of the assignment (a poster), teacher gave advice if it was necessary. Teacher asked learners to elaborate on the poster as their homework and prepare the presentation for the next class.

In the period nineteen, teacher started the class by asking learners to sit in groups to prepare the presentation. Teacher gave learners the instruction for this period. Learners presented their posters. Teacher and classmates asked questions about it. After listening to learners, we discussed the problems that they might have encountered with some countries. Teacher wraps up the issue again after every group finished the presentation. Teacher debriefed that this version would help them to combine awareness from their own experiences and what they have learned from the new cultures with respect. Accept each other's styles with a non-judgmental view, to understand and appreciate other cultures, perspectives and communication patterns. It is also right to have the same opportunities through being different. It will help you to

elicit your abilities if one day you face an intercultural situation, you could be able to handle effectively and appropriately. This activity helps learners to realize that, even though they may live in the same area, people often attach different degrees of importance to the same events. It may also be interesting to notice that some particular event has marked a majority of the participants regardless of their origin or educational background that we are “all equal”. It encourages people to have greater respect for each other's beliefs and convictions. By the end of this class, teacher assigned learners to write the reflective paper as their homework in order to give learners time to think and write effectively. Teacher gave the instructions and explained the guideline (Online). What were some of the most interesting discoveries I made while working on this lesson? What were some of my most challenging moments in learning this lesson? What is the most important thing I learned personally? How will I use what I have learned in the future? Is there anything else that you want to say? Teacher assigned learners to answer the same questions as well as in period one as their homework and submit them on Google Classroom. Which version are you familiar with? Why? Which is the most well-known? Why? Have you ever known any of the seven versions? How? Of the seven versions, which one looks more like Cinderella in your opinion? If we combine all the versions, how would it be? If you were a prince, which Cinderella story would you rather be part of?

In period twenty, the objective was to review intercultural competence after learners' experience from the instruction. At the end of this lesson, the learners shall be able to distinguish similarities and differences between their own culture and other cultures.

In the period twenty, teacher started the class by asking learners about their feelings toward Cinderella stories after they have learned all seven versions. Teacher explained the plan for that day which was doing the questionnaire after they learned about the intercultural differences from Cinderella stories. Asked learners to do the Intercultural Competence Questionnaire (Online). After learners finished the questionnaire, teacher asked learners the following questions; Would you change your answer from the one you gave during the first period or would you keep it the same

way? Why or why not? Listened and discussed. Teacher introduced the activities for the semester and asked learners to share if they wanted to. Asked learners to do the Questionnaire to measure Learners' Opinions toward implementing Cinderella stories from various countries (Online). Teacher explained Intercultural Competence. It includes recognition and appreciation of one's own and others' multiplicities and how they come into play in different situations. It implies readiness to deal with differences viewing values and behaviors of others from broader perspectives, and not seeing one's own as normal or superior. It is tightly linked to empathy, listening and observing, flexibility, conflict resolution skills and tolerance of ambiguity. They also go hand in hand with civic-mindedness, valuing democracy and human rights.

Teacher assigned learners to make the final project, learner's versions of Cinderella and gave work instructions. (The instruction was uploaded as a document file on Google Classroom.) Learners worked in groups of four to five people. The cover of the E-book covered all the aspects and briefly the story. Learners needed to have at least 1,000 words. Learners had to submit a ".PDF" file. Learners reflected on any culture that they liked; they could also talk about a new culture but they needed to explain it in the story. The culture that they selected had to be shown in the picture. For example; house, castle, festival or banquet, clothes, personalities, habits, and other things that they were aware of. The characters had to have at least Cinderella, a prince, stepfamily, magic or a hero. The main characters had to find some objects such as shoes or the situation that made the main characters meet each other. Learners wrote about the moral of this story. Learners summarized and reviewed all the cultures on the last page. Learners had two weeks to complete the assignment and submit it on Google Classroom. Teacher asked learners to post their stories to Google Classroom, where classmates could see each other's stories.

Questionnaire

The questionnaires in this study were provided in two parts. The first Intercultural Competence Questionnaire was adapted from Fantini and Tirmizi (2006) "Exploring and Assessing Intercultural Competence", it consists of 41 items including the open-ended question with positive and negative statements which check validity and reliability from the experts in the ELT field. The questionnaire items covered four dimensions: knowledge, attitude, skills, and awareness. It was administered before and after the learners experienced the instruction. Secondly, Questionnaire to measure Learners' Opinions toward implementing Cinderella stories from various countries consisted of 20 items including the open-ended question that were administered after the learners experienced the instruction. The questionnaires were comprised of five Likert's scale options as follows:

5 Strongly agree	means	I strongly agree with this statement
4 Agree	means	I agree with this statement
3 Undecided	means	I am undecided about this statement
2 Disagree	means	I disagree with this statement
1 Strongly Disagree	means	I strongly disagree with this statement

Reflective paper

Writing a reflective paper is an opportunity for the learner to think back about what they had learned. To recognize achievements and identify the challenges that they faced by describing strategy and process from the instruction. Learners explained advancements of skills, techniques and strategies. A reflective paper was completed at the end of every lesson; seven lessons in total. There were four questions as follows: What were some of the most interesting discoveries I made while working on this lesson? What were some of my most challenging moments in learning this lesson? What was the most important thing I learned personally? How will I use what I have learned in the future?

Research Instruments

Research instruments were used to collect the data of the four variables as shown in Table 5.

Table 5 Research instruments in this study

Research Instruments	Variables	Time of Assessment
Lesson plan	IC	Every unit
Intercultural Competence Questionnaire	IC	Before and after implementing the instruction
Questionnaire to measure Learners' Opinions toward implementing Cinderella stories from various countries	Opinions toward implementing Cinderella stories from various countries	After implementing the instruction
Reflective paper	Opinions toward the instruction	After implementing the instruction every lesson

The research instrument was validated by three experts in the English Language Teaching field. The experts were asked to check the appropriateness of the assessment and scoring rubric by using a scoring rubric for the speaking tasks evaluation form. From the overall evaluation, all experts agreed that the scoring rubric for speaking tasks was appropriate in terms of having clear and understandable descriptions.

The Indexes of Objective Congruence (IOC)

The research instruments which were developed in this study enhanced the validity of the course syllabus, lesson plan, questionnaire, and reflective paper via the process of the Indexes of Objective Congruence (IOC). Three experts in the area of English language teaching were invited to assess and ensure the validity, appropriation of language use, and to rate whether it answered the objectives of the research and research questions.

Data collection

In this study, the researcher collected the data in three periods: before, during, and after the instruction. The following sections explain the data collection process of each step in detail.

Pre-implementation of the designed lesson plans

First, learners were asked to complete the “Intercultural Competence Questionnaire” in order to check their IC before experiencing the instruction.

During the implementation of the designed lesson plans

The data collection procedures of this study were lesson plans, classroom observations and learners' reflective papers. The researcher designed lesson plans for seven lessons, which took approximately 20 periods. In each lesson, the empirical data was collected through the documentation of learners' assignments (summarize ideas, mind mapping, creative writing, perspective writing, interview video, poster summaries, reflective paper and questionnaire) to see what they accomplished. This type of data helped the researchers see learners' understanding of IC in each activity (question and answer, discussion board, walk in their shoes, learning center, group brain-storming, interview task, class discussion, summarize). At the end of every lesson, learners wrote their reflections, seven papers in total. Classroom observations

were geared to capture what the learners discuss and do in the class. These data provided a picture of how the learners interpreted and negotiated IC portrayed in the photographs they selected. To confirm learners' thoughts during class, notes were also subject to analysis. Teacher took notes after teaching and observing learners' discussions. Learners' discussion notes were also used to provide richer data and enhance trustworthiness. At the end of the class, the learners completed a group project, in which they created their own version of Cinderella stories. They also presented their progress in some weeks. After the seven assignments, the learners completed the reflective paper to explore their opinion toward Cinderella stories.

Post-implementation of the designed lesson plans

After the instruction, learners were examined again by using the same questionnaire, "Intercultural Competence Questionnaire" to determine whether their IC had any changes after the Instructions. After that, learners were asked to complete another questionnaire, "Questionnaire to measure opinion toward implementing Cinderella stories from various countries" to investigate their opinion after the instruction. All questions were in both English and Thai, the questions were collected online, and learners could answer in Thai depending on their convenience. In case the learners answered in Thai, the data from the interviews were translated into English. Data were collected from each week as illustrated in Table 6.

Table 6 Summary of the data collected from each week

Unit	Research instruments	Aspects of Intercultural Competence	Collected Data	Activities	Period
-	Intercultural Competence Questionnaire	Knowledge, attitude, skills, and awareness	• Questionnaire	-	1
1	Walt Disney's Cinderella	Respect (Valuing others)	• Summarize ideas • Reflective paper • Teacher Reflection	Discussion board	3
2	The Brothers Grimm Cinderella	Self-awareness /identity (Understanding the lens through which each view of the word)	• Reflective paper • Mind mapping • Teacher Reflection	Walk in Their Shoes	5
-	Initial project	Learners created an initial project. The learners were divided into groups. They must brainstorm to plan their group project and show the progress of their project (at least they understand the whole story). They presented the draft. They had to complete at least 90 percent.	-	Learners make an initial project.	6-9
3	Jouanah: A Hmong Cinderella	Seeing from others' perspective/word (Explain how both perspectives are similar and different)	• Mind mapping • Reflective paper • Teacher Reflection	Learning center	11
4	Adelaida: A Cuban Cinderella	Listening to other voices (Engaging in authentic intercultural dialogue)	• Creative writing • Reflective paper • Teacher Reflection	Group brainstorming	13
5	Mufaro's Beautiful Daughters: An African Tale	Adaptation (Be able to shift temporarily in another perspective)	• Perspective writing • Reflective paper • Teacher Reflection	Group brainstorming	15
6	The Egyptian Cinderella	Relationship building (Forging lasting intercultural personal bonds)	• Interview Video • Reflective paper • Teacher Reflection	Interview task	17
7	The Persian Cinderella	Cultural humanity (Combines respect with self-awareness)	• Poster • Reflective paper • Teacher Reflection	Class discussion	19
-	Intercultural Competence	Knowledge, attitude, skills, and awareness	• Intercultural Competence Questionnaire	-	20
-	Attitude	Questionnaire to measure Learners' Opinions toward implementing Cinderella stories from various countries	• Questionnaire	-	20
-	Final project	Learners make a final project.	• Learners' versions of Cinderella	-	-

Data analysis

To analyze the data, several methods were used to answer the research questions. The first research question was *“How does implementing Cinderella stories from various countries improve learners' intercultural competence?”*

The data to answer this study were assignments from seven units, classroom observation, and learners' versions of Cinderella. For every unit, I collected aspects of IC through assignments (discussion board, mind mapping, creative writing, perspective writing, interview video, poster summaries, reflective paper) and finally, they were applied to the final project; the learner's versions of Cinderella. Learners presented knowledge, attitude, and skills through every assignment. Furthermore, I provided the activities (question and answer, discussion board, walk in their shoes, learning center, group brain-storming, interview task, class discussion, summarize criticism) to match with every assignment. In addition, during class, the teacher observed learners' reactions when teacher asked questions and/or the topics from the presentation of other group assignments, an interesting topic might be raised in some aspect and the answers were recorded after every class.

The qualitative data was analyzed for the entire set of the data of learners by using the coding method by Saldaña (2009) consisting of three stages: (1) open coding, (2) axial coding, and (3) selective coding. In the open coding, I read and reread the data, and identified initial codes. In the axial coding stage, I combined open codes and identified the relationships among them to generate categories. In the selective coding stage, I combined the categories into themes. Additionally, the data from observation and field notes about the activities of the teaching and learning activities were also qualitatively analyzed. The details are presented below.

Table 7 Analyze the entire set of the data

Unit	Aspects of IC	Activities
1	Respect	Summarize ideas, Reflective paper
2	Self-awareness/identity	Mind mapping, Reflective paper
3	Seeing from others' perspectives/word	Mind mapping, Reflective paper
4	Listening to other voices	Creative writing, Reflective paper
5	Adaptation	Perspective writing, Reflective paper
6	Relationship building	Interview, Reflective paper
7	Cultural humanity	Poster, Reflective paper
-	Intercultural Competence	Learner's versions of Cinderella

The quantitative data was collected through Intercultural Competence Questionnaire. The Questionnaire data was analyzed by using SPSS. The mean scores were obtained and compared from questionnaires before and after experiencing the instruction, statistics were analyzed by means of arithmetic mean, and standard deviation in order to compare the differences in the learners' opinions toward implementing Cinderella stories from various countries.

In the second research question, "*What are learners' opinions toward implementing Cinderella stories from various countries?*" The goal of the analysis was to understand learners' opinions toward the use of Cinderella stories. The qualitative data from the reflective paper was used to answer the research question. The three-step coding method was applied to analyze the data. The quantitative data was collected through Questionnaire to measure Opinion toward implementing Cinderella stories from various countries. The questionnaire data was analyzed by using computer software. The statistics were analyzed by means of mean and standard deviation.

The mean score and standard deviation of the score obtained from the instruction. To determine the minimum and the maximum length of the 5-point Likert type scale, the range is calculated by $(5 - 1 = 4)$ then divided by five as it was the greatest value of the scale $(4 \div 5 = 0.80)$. Afterwards, number one which was the least value in the scale was added in order to identify the maximum of this cell. The mean score obtained from the questionnaire was interpreted according to the criteria as follows:

- 4.21 - 5.00 means learners reported being very much in favor
- 3.41 - 4.20 means learners reported having somewhat in favor
- 2.61 - 3.40 means learners reported having undecided
- 1.81 - 2.60 means learners reported having somewhat opposed.
- 1 - 1.80 means learners reported having very much opposed.

Ethical considerations

Ethical considerations involved gaining informed consent of participants, protecting them from any harm, and protecting the privacy and confidentiality of those who participated. The names of participants had been masked to protect their identity and only the researcher and advisors had access to the raw data. The scores of data were confidentially kept by myself and preserved as secure as possible. During the process of the research, no pertinent information about any participant was disclosed to another person. Throughout the research, the participants remained unidentified or were discussed under pseudonyms in order to protect their confidentiality. I only revealed the data obtained from the research subjects to my dissertation committee and the external auditor.

Chapter Summary

This study employed a mixed methods research design to collect, analyze, and combine both quantitative and qualitative research data to investigate the effects of using Cinderella stories on IC and to explore learners' opinion after the instruction. The participants in this study were Grade 10 (Mattayomsuksa 4) Thai learners at a secondary school in the central part of Thailand and the participants were purposively selected. The research instruments used to collect the data of the four variables are as follows: Lesson plan, Intercultural Competence Questionnaire, Questionnaire to measure Learners' Opinion toward implementing Cinderella stories from various countries, and Reflective paper. To analyze the data, the first research question was *“How do different versions of Cinderella stories improve learners' intercultural competence?”* The quantitative data was collected in three periods: before, during, and after the instruction through Questionnaire to analyze the data by classroom observation through assignments. The qualitative data was analyzed using the coding method. The second research question was *“What are the learners' opinions toward implementing different versions of Cinderella stories?”* The qualitative data was collected from reflective paper and the three steps of the coding method were applied to analyze the data. The quantitative data was collected through Questionnaire and the data was analyzed using SPSS.

Chapter 4

Findings

This chapter presents the results of the data analysis. The research questions are as follows; *1. How do different versions of Cinderella stories improve learners' intercultural competence? 2. What are the learners' opinions toward implementing different versions of Cinderella stories?*

Research Question 1

How do different versions of Cinderella stories improve learners' intercultural competence?

The data from the classroom observation, questionnaire and learners' reflections were used to answer this research question. First, the learners were asked to complete a questionnaire to measure their intercultural competence before and after implementing the Cinderella stories. Second, after each unit (one version of the Cinderella story), the learners were asked to respond to the four prompt reflection questions: What were some of the most interesting discoveries I made while working on this lesson? What were some of my most challenging moments in learning this lesson? What is the most important thing I learned personally? How will I use what I have learned in the future? I told the learners that these prompts were used only as guidelines; they were encouraged to write freely to reflect their true opinions. The learners wrote one reflection per unit, so together, they wrote seven reflections per learner. In total, there are 154 learners' reflections to be analyzed. This section presents the data from the questionnaire first, followed by the data from the learners' reflections.

Unit 1: Walt Disney's Cinderella

Walt Disney's Cinderella was selected to help learners *demonstrate the value of respect for others* and *discuss cultures without stereotyping* or *making judgmental statements*. At the end of this unit, the learners were expected to perform those behaviors. In this unit, learners summarized their ideas, wrote them down, and finally they produced a “summary of ideas” as an online assignment and then submitted it via Google Classroom. During the class, it was observed that they searched for information mostly in the Thai language then they used Google Translate to translate the passages into English. Learners distinguished the information into parts and wrote their own perspectives toward a culture which has shown in the story.

The analysis of the learners' assignments (summarize idea, see Appendix F) showed that the learners could identify cultures in the Walt Disney's Cinderella, but only those that are superficial and tangible cultures, such as Cinderella's house (Group 1, 2, 3, and 5), dress (Group 2, 3, 4, and 5), pumpkin carriage (Group 3, 4, and 5), and glass slipper (Group 3). In addition, the analysis did not show clearly whether the learners demonstrated the value of respect for others, but they discussed those tangible cultures without stereotyping or making judgmental statements.

Unit 2: The Brothers Grimm Cinderella

In unit two, the Brothers Grimm Cinderella was selected as one of the instruments to provide learners to demonstrate self-awareness/identity understanding the lens through which each viewed the word. Learners explained their own culture and recognized its influence on their behavior and attitudes. I provided walk in their shoes as the activity. Learners produced mind mapping and submitted it via Google Classroom. Learners were divided into groups; Cinderella, the prince, Cinderella's father, her stepmother, and two stepsisters. As shown on the assignments (see Appendix F), the learners assumed themselves as a character and think if they were them what would they do to handle the situations. It was clear that the learners had a

variety of solutions to solve the problems based on what they had experienced or the society around them. This indicated that the activity (walk in their shoes) could help them demonstrate self-awareness/identity through the lens of others.

Unit 3: Jouanah: A Hmong Cinderella

In unit three, Jouanah: A Hmong Cinderella was selected as one of the instruments to provide learners to distinguish perspective/word views of one's own cultures and other cultures and demonstrate awareness of different perceptions in the intercultural context. In this lesson, the learners produced mind mapping through a learning center activity (see Appendix F). The learners were divided into five groups and brainstormed to answer the questions. To answer questions, they searched the data from many websites and summarized their understanding. The analysis showed that the culture they could explain the correct details of the topic which they were given.

Unit 4: Adelaida: A Cuban Cinderella

In unit four, Adelaida: A Cuban Cinderella was selected as one of the instruments to enable learners to interpret listening to other voices and the ability to engage in authentic intercultural dialogue and apply skills for democratic participation, communication, and cooperation to promote responsibility, justice and solidarity. In this lesson, the learners produced creative writing. Learners wrote about the characters' perspectives in the story and what could they see from the story if they were that character (see Appendix F). The analysis showed that they could see the different things of that character and why did the character do that.

Unit 5: Mufaro's Beautiful Daughters: An African Tale

In unit five, Mufaro's Beautiful Daughters: An African Tale was selected as one of the instruments to enable learners to define adaptation and the ability to shift temporarily to another perspective, report the concept of culture, become aware of their own culture, and recognize its influence on their behavior and attitude, and

discuss cultures without stereotyping or making judgmental statements. In this lesson, the learners produced perspective writing through a group brain-storming activity (see Appendix F). The analysis of the assignments showed that the learners could distinguish the topics from the story and explain the way they saw them. They could find the supporting details to clarify their perspectives.

Unit 6: Egyptian Cinderella

In unit six, the Egyptian Cinderella was selected as the instrument to enable learners to review relationship building and forging lasting intercultural personal bonds and explain the different cultures, the language differences and how language is used in the various cultures. In this lesson, the learners produced the interview video from foreigners (see Appendix F). It was found that the learners used the technology to interview people online. Every group transcribed into text, and they summarized their task to the class.

Unit 7: the Persian Cinderella

On the unit seven, the Persian Cinderella was selected as the instrument to enable learners to explain humanity to combine respect with self-awareness and demonstrate their understanding of the concept and be able to develop their communication skills. In this lesson, the learners produce a poster to reflect their perspectives of middle eastern culture (see Appendix F). It was found that the learners selected their impressions and combined them into a picture. Then presented them to the class to tell them why did they selected it.

Final project

At the end of the instruction, learners produced their own Cinderella story as the final project to distinguish similarities and differences between their own culture and other cultures. Learner selected London, China, Siberia, Korea, and Japan as a

theme for each group. Learners showed clothes, places, trees, magic, and the atmosphere of that culture.

Quantitative findings

The questionnaire data were analyzed quantitatively by using descriptive statistics (mean and standard deviation). The meaning of the means is below.

4.21 - 5.00 means learners reported having the *highest level*.

3.41 - 4.20 means learners reported having a *high level*.

2.61 - 3.40 means learners reported having a *neutral level*.

1.81 - 2.60 means learners reported having a *low level*.

1.00 - 1.80 means learners reported having the *lowest level*.

Table 8 Descriptive statistics of intercultural competence before and after implementing Cinderella stories

Aspects of Intercultural Competence	Pre			Post		
	Mean	S.D.	Level	Mean	S.D.	Level
Knowledge	3.68	0.44	High	4.00	0.28	High
Attitudes	4.14	0.47	High	4.22	0.29	Highest
Skills	3.81	0.51	High	4.06	0.44	High
Awareness	4.01	0.31	High	4.16	0.36	High
Overall	3.91	0.34	High	4.11	0.28	High

Overall, after implementing the Cinderella stories, the learners reported possessing higher intercultural competence ($M = 4.11$, $SD = 0.28$) than before ($M = 3.91$, $SD = 0.34$). Out of the four aspects of intercultural competence (knowledge, attitude, skills, and awareness), the knowledge aspect was developed the most ($M_{pre} = 3.68$, $SD = 0.44$, $M_{post} = 4.00$, $SD = 0.28$), followed by skills ($M_{pre} = 3.81$, $SD = 0.51$, $M_{post} = 4.06$, $SD = 0.44$), followed by awareness ($M_{pre} = 4.01$, $SD = 0.31$, $M_{post} = 4.16$, $SD = 0.36$), and finally attitudes ($M_{pre} = 4.14$, $SD = 0.47$, $M_{post} = 4.22$, $SD = 0.29$).

= 0.44), awareness ($M_{pre} = 4.01$, $SD = 0.31$, $M_{post} = 4.16$, $SD = 0.36$), and attitudes ($M_{pre} = 4.14$, $SD = 0.47$, $M_{post} = 4.22$, $SD = 0.29$) respectively.

Since descriptive statistics (mean and standard deviation) can be used to describe the data only, it is necessary to perform inferential statistics to see whether the differences are statistically significant. This study used a paired sample t-test to compare average intercultural scores before and after implementing Cinderella stories. However, the number of participants in this study was limited ($n = 22$), so it is essential to check the assumptions: *homogeneity of variance*, *independence of observation*, and *normality*. Based on the nonsignificant Levene's test of equal variances, the assumption of homogeneity of variance was assumed. Also, the assumption of independence of observation was satisfied because when the learners completed the survey, I ensured they did not look at each other while completing the data. For the normality assumption, I performed the histogram analysis of pre-post data in all aspects of intercultural competence to see whether they met the normality assumption. The results are shown in Appendix G: Histograms of intercultural aspects.

As presented in Appendix G: Histograms of intercultural aspects, the data were normally distributed, so it is safe to calculate inferential statistics. In this study, a pair-sampled t-test was used to compare the data before and after implementing Cinderella stories. The results are shown in Table 9.

Table 9 Comparisons of intercultural competence before and after implementing Cinderella stories

Aspects of Intercultural Competence	Pre		Post		Sig.
	Mean	S.D.	Mean	S.D.	
Knowledge	3.68	0.44	4.00	0.28	0.011*
Attitudes	4.14	0.47	4.22	0.29	0.333
Skills	3.81	0.51	4.06	0.44	0.097
Awareness	4.01	0.31	4.16	0.36	0.114
Overall	3.91	0.34	4.11	0.28	0.025*

* $p < 0.05$

In Table 9, the results indicate that there is a statistically significant increase in the average intercultural scores after implementing Cinderella stories ($M = 4.11$, $SD = 0.28$), compared to the average intercultural competence scores before implementing Cinderella stories ($M = 3.91$, $SD = 0.34$), $t(21) = 2.416$, $p < .05$. When looking at each aspect of intercultural competence (knowledge, attitudes, skills, and awareness), it was found that there was a statistically significant increase in the average score of *knowledge* after implementing Cinderella stories ($M = 4.00$, $SD = 0.28$), compared to the average knowledge scores before implementing Cinderella stories ($M = 3.68$, $SD = 0.44$), $t(21) = 2.808$, $p < .05$. The other three aspects (attitudes, skills, and awareness) were not found to be a statistically significant difference. For more analysis, I would like to present each aspect of intercultural competence separately in Table 10.

Table 10 Comparisons of the knowledge aspect in intercultural competence before and after implementing Cinderella stories

Knowledge	Pre		Post		Sig
	Mean	S.D.	Mean	S.D.	
1. I knew the essential norms and taboos of the different cultures.	3.82	0.66	4.22	0.53	.009*
2. I could contrast important aspects of the different cultures with my own culture.	3.86	0.64	4.41	0.67	.004*
3. I could contrast my own behaviors with the different cultures in important areas.	3.86	0.71	4.00	0.62	.480
4. I could describe interactional behaviors common among the different cultures in social and professional areas.	3.77	0.81	3.86	0.64	.665
5. I could discuss and contrast various behavioral patterns in my own culture with the different cultures.	3.55	0.74	3.77	0.61	.171
6. I could cite a definition of culture and describe its components and complexities.	3.05	1.05	3.68	0.84	.023*
7. I recognized signs of cultural stress and some strategies for overcoming it.	3.68	1.13	3.86	0.83	.529
8. I knew some techniques to aid my learning of the different cultures.	4.23	0.69	4.36	0.73	.480
9. I could describe a model of cross-cultural adjustment stages.	3.36	1.09	3.95	0.49	.039*
10. I could cite various learning processes and strategies for learning about and adjusting to the different cultures	3.63	1.05	3.86	0.71	.308

* $p < .05$.

As shown in Table 10, four statements were statistically significant (items 1, 2, 6, and 9). After implementing Cinderella stories, the learners reported that they knew more about the essential norms and taboos of the different cultures (item 1) than before, $t(21)=2.881, p < .05$. They also reported that after implementing Cinderella stories, they could contrast important aspects of the different cultures with their own culture more than before (item 2), $t(21)=3.196, p < .05$. In addition, after implementing Cinderella stories, the learners felt that they could cite a definition of culture and describe its components and complexities than before (item 6), $t(21)=2.453, p < .05$. Finally, after implementing Cinderella stories, the learners reported that they could describe a model of cross-cultural adjustment stages than before (item 9), $t(21)=2.200, p < .05$. The other statements were not statistically significant. The next section presents the statements from the attitude aspect of intercultural competence.

Table 11 Comparisons of the attitude aspect in intercultural competence before and after implementing Cinderella stories

Knowledge	Pre		Post		Sig
	Mean	S.D.	Mean	S.D.	
11. I learn from the different cultures.	4.55	0.60	4.55	0.51	1.00
12. I try to communicate and behave in appropriate ways.	4.64	0.58	4.59	0.50	.771
13. I deal with my emotions and frustrations with the different cultures.	2.95	1.13	3.68	0.95	.023*
14. I take on various roles appropriate to different situations.	4.00	1.02	4.00	0.69	1.00
15. I show interest in new cultural aspects.	3.82	1.05	4.18	0.66	.162
16. I try to understand differences in the behaviors, values, attitudes and styles.	4.55	0.67	4.50	0.74	.789

Knowledge	Pre		Post		Sig
	Mean	S.D.	Mean	S.D.	
17. I adapt my behavior to communicate appropriately with different cultures.	4.14	0.77	4.09	0.61	.862
18. I reflect on the impact and consequences of my decisions and choices.	4.36	0.85	4.36	0.73	1.00
19. I deal with the different ways of perceiving, expressing, interacting, and behaving.	4.23	0.87	4.09	0.61	.451

* $p < .05$.

Table 11 compares the attitude aspect of intercultural competence before and after implementing Cinderella stories. It was revealed that there was one statement that was statistically significant (item 13). After implementing Cinderella stories, the learners reported that they could deal with their emotions and frustrations with the different cultures more than before (item 13), $t(21) = 2.460$, $p < .05$. The other statements were not statistically significant. When looking at the mean scores of each statement, there were some statements where the post-mean scores were lower than the pre-mean scores (items 12, 17, and 19), and there were some statements that the post and the pre mean scores remained the same (items 14 and 18). The learners might not have taken the time to complete the survey. They might have completed the survey randomly. The next section presents the statements from the skills aspect.

Table 12 Comparisons of the skills aspect in intercultural competence before and after implementing Cinderella stories

Knowledge	Pre		Post		Sig
	Mean	S.D.	Mean	S.D.	
20. I demonstrated flexibility when interacting with persons from different cultures.	4.05	0.90	3.91	0.87	.544
21. I adjusted my behavior, dress, etc. as appropriate to avoid offending the different cultures.	3.95	1.05	4.50	0.74	.011*
22. I was able to contrast the different cultures with my own culture.	4.18	0.80	4.14	0.47	.825
23. I used strategies for learning the different cultures.	3.68	1.17	4.18	0.66	.094
24. I demonstrated a capacity to interact appropriately in a variety of different social situations.	3.86	0.77	3.91	0.81	.862
25. I used appropriate strategies for adapting to the different cultures and reducing stress.	3.95	1.13	4.05	0.72	.740
26. I used culture-specific information to improve my style and personal interaction.	3.50	0.67	4.09	0.87	.009*
27. I helped to resolve cross-cultural conflicts and misunderstandings when they arose.	3.32	1.04	3.73	0.98	.107

* $p < .05$.

As shown in Table 12, two statements are statistically significant (items 21 and 26). After implementing Cinderella stories, the learners reported that they could adjust their behavior, dress, etc. as appropriate to avoid offending the different cultures more than before (item 21), $t(21)=2.806, p < .05$. They also reported that after implementing Cinderella stories, they could use culture-specific information to improve my style and personal interaction more than before (item 26), $t(21)=2.890, p < .05$. The other statements were not statistically significant. The next section presents the statements from the awareness aspect of intercultural competence.

Table 13 Comparisons of the awareness aspect in intercultural competence before and after implementing Cinderella stories

Knowledge	Pre		Post		Sig
	Mean	S.D.	Mean	S.D.	
28. There are differences and similarities between my culture and other cultures.	4.32	0.89	4.41	0.59	.693
29. Varied situations in different cultures required modifying my interactions.	4.27	0.63	4.09	0.75	.427
30. Myself as a culturally conditioned person with personal habits and preferences.	3.77	1.07	4.09	0.81	.259
31. Diversity in the different cultures (such as differences in race, gender, and age)	4.68	0.57	4.64	0.49	.715
32. Dangers of generalizing individual behaviors as representative of the whole culture.	3.86	1.13	4.32	0.78	.135
33. My choices and consequences (which made me less or more acceptable)	4.14	0.64	4.23	0.69	.628

Knowledge	Pre		Post		Sig
	Mean	S.D.	Mean	S.D.	
34. My personal values that affected my approach to ethical dilemmas and their resolution.	3.64	0.95	3.82	1.05	.427
35. How different cultures react to me reflected their cultural values.	4.09	0.75	4.32	0.65	.285
36. My values and ethics were reflected in specific situations.	4.00	0.62	3.86	0.89	.480
37. Varying cultural effects in social and working situations.	4.00	1.02	4.36	0.58	.213
38. My own level of intercultural development.	4.05	0.65	4.23	0.61	.257
39. The level of intercultural development of those I worked with.	4.00	0.69	4.18	0.66	.446
40. I perceived myself as a communicator, facilitator, and mediator in an intercultural situation.	3.32	1.09	3.59	1.14	.355

* $p < .05$.

Table 13 compares the awareness aspect of intercultural competence before and after implementing Cinderella stories. It was revealed that there were no statically significant differences in all statements. The next section presents the qualitative part.

Qualitative findings

In this section, the data from learners' reflections showed that the learners reported having increased an aspect in the theme of culture after learning the Cinderella stories from various cultures, as indicated in Table 14.

Table 14 Codes, categories, and themes from qualitative data

Codes	Categories	Themes
<ul style="list-style-type: none"> • Knowing the deep meaning of cultures • Opportunity to learn about different cultures • Applying culture in real-life situations • Knowledge of different cultures • Understanding other cultures • Comparing oneself and different cultures • Knowing aspects of different culture • Knowledge of different culture • Awareness of accepting the differences • Realize social problems and issues • Knowing different lifestyles 	More understanding of different cultures	Developing intercultural competence through Cinderella stories
<ul style="list-style-type: none"> • Positive emotion • Think positively • Applying attitude in real-life situations • Positive attitude to different cultures 	Positive attitude towards cultural differences	
<ul style="list-style-type: none"> • Acting in appropriate situations • Diligent • Tolerance • Kindness • Respectfulness • Nervousness • Punctuality • Unselfish • Sociability 	Learning from characters' behaviors	
<ul style="list-style-type: none"> • Put oneself in someone's shoes • Treat others with respect • Respect Differences • Empathy • Sympathy • Knowing others perspectives • Caring for others • Concern for people 	Developing compassion from learning activities	
<ul style="list-style-type: none"> • Judge people by oneself perspective • Using oneself perspectives • Oppressiveness • Racism • Human right • Treat children equally • Greedy • Insulting 	Increased sensitivity to social discrimination forms	
<ul style="list-style-type: none"> • Ability to deal with the appropriate situations • Accept the differences of others • Learning to live together • Perspective of seeing the world • Valuing of others • Listening others 	Developing open-minded quality	

More understanding of different cultures

Firstly, the learners reported in the reflections that after they learn from Cinderella stories, they developed more understanding of different cultures. They think that cultural differences are beautiful. The learners perceived that cultures could be transmitted through clothes, food, personal beliefs, and languages. The learners also noted that these cultural differences should be kindly embraced and not be judged.

“The most interesting thing in this lesson is the cultural differences and social values. That is like experiencing something new. I think the differences between cultures are a beautiful contrast. Accepting diversity of religion, ethnicity, or personal beliefs in the world without discrimination or judgment.” (Student-14 / Walt Disney's Cinderella)

“I will extend more knowledge and analyze cultures with understanding. The areas are especially language, clothes, food, thoughts, beliefs, etc. It is a knowledge that will be able to adjust, behave or communicate with people in other cultures properly.” (Student-19 / The Brothers Grimm Cinderella)

“I learned that we have to respect the cultures of other areas as well. We should not be based on our own culture as the center of the universe and get to know more about the diversity of cultures.” (Student-13 / The Persian Cinderella)

Based on the quotes above, the learners seemed to see the benefits of understanding cultural differences that had increased their knowledge with the skills of adjustment and treating differences appropriately.

Positive attitude towards cultural differences

Secondly, the learners reported that they had positive attitudes toward cultural differences. Attitude was important for everyone because it helped people to think or react appropriately. Learners needed to learn to deal with situations in case they were in unfamiliar cultures. Moreover, learners need to accept and judge themselves to be in every community. The learners reflected:

“In this lesson, I learned to apply the ideas of other cultures. I can see what the characters think about the situations. I learned that people should treat children properly and equally.” (Student-05 / Walt Disney's Cinderella)

“I think I will apply good things such as morals from the story and attitudes of Cinderella to use in my daily life. It can be seen that Cinderella will do a lot of work and their stepfamily bullied her, but she can still show the elegant way to people.” (Student-10 / The Brothers Grimm Cinderella)

“I think I can take this lesson as a case study. People should adjust to the differences in life that people must face. For example, in group work, the personality of each person is not the same. I learned that living together in society peacefully; people must understand and don't judge anyone by appearance, clothes, race or personal beliefs.” (Student-01 / Mufaro's Beautiful Daughters: An African Tale)

Based on the reflections above, the learners seemed to understand the attitude of cultural differences. When people saw the good deeds they liked, they just collected and applied them appropriately.

Learning from characters' behaviors

Furthermore, learning cultural behaviors were necessary for learners. Culture informs the way people behave, interact with one another, communicate, and understand the world around them. The behavior was shaped by personal philosophies, vision, and values, as well as the shared "common sense" norms and practices of the organization. The learners reflected:

The most important thing I learned in this lesson is respectfulness. I think treating people with kindness and respect is necessary for any situation.

Respect is a way to see and appreciate others. (Student-22 / Mufaro's Beautiful Daughters: An African Tale)

The most important thing I learned in this lesson is caring for others. I think working with many people has many opinions of team members. The best way to show that you care about their ideas is expressing appreciation for the things they talk about. (Student-04 / The Persian Cinderella)

Based on the reflections above, cultural behaviors taught learners to live and treat others kindly. Learners learned to accept appreciation as people are. For example, if you truly appreciate someone, you have to appreciate them as they are and never force someone to change just because you want them to.

Developing compassion from learning activities

Moreover, compassion was important to know about people's feelings. It was a complex emotion with multiple components, and it happened any time when lifting someone up. It supports someone's light to shine brighter not only by helping but also about truly seeing their needs. Compassion was not just for others, but also for everyone including us. The learners reflected:

I learned from another point of view that if we were really that character, how would we react? For example, if I were Cinderella, what would I do? I have no idea. Maybe if I were born in that era, I might do the same thing as Cinderella. (Student-21 / The Brothers Grimm Cinderella)

The most challenging moment in this lesson is producing storytelling through a character's perspective by trying to use imagination. I must immerse myself in the story and use my imagination to practice creating creative stories. Try to look at other people from different angles by thinking that if we were him, how would we feel? It will be able to understand others more. (Student-5 / Adelaida: A Cuban Cinderella)

Based on the reflections above, compassion was not just helping others but also truly seeing others' needs. We should treat other people with an open heart and avoid negative feelings.

Increased sensitivity to social discrimination forms

Discrimination was the common form of human rights violations and abuse which was one of the most difficult to recognize. People may be discriminated against because of their age, disability, ethnicity, origin, political belief, race, religion, sex or gender, sexual orientation, language, culture and many other things. The learners reflected:

The most interesting thing in this lesson is all about racism. This Cinderella version presents African culture; such as traditions, festivals, and aspects of interesting culture. Nowadays, I can see hate crimes a lot and mostly happen with black people. Do not judge people from the outside, non-racism, skin color, and dress preferences will be good for them. I personally think black people are beautiful. (Student-17 / Mufaro's Beautiful Daughters: An African Tale)

The most important thing I learned in this lesson is about bullying in the family. In the story, the girl was treated by her twin sister as a servant. If this situation happens in real life, the girl might panic or lose her concentration, which is negative for her well-being. (Student-08 / Adelaida: A Cuban Cinderella)

Based on the reflections above, learners notice the aspects of discrimination. They learned to care more about other people, and never treat others with prejudice.

Developing open-minded quality

Lastly, the learners reported their open-mindedness toward perspectives of cultures. Open-mindedness was preparedness to engage, communicate and interact with the situations, people and cultures from both sides. It was not based on certain expectations or stereotypes. The learners reflected:

The perspectives of people can make them see things differently. Every action has cause and effect that depends on how people look. I think we should not be quick to judge anyone the first time we see them, just listen to the reasons and be open to accepting people in many ways. (Student-19 / Adelaida: A Cuban Cinderella)

I will take the lesson learned to lead the future. For example, in the story of faith, in this version people pray for their ancestors' spirits to protect them from spirit evils. I think it is a good ceremony but not to be overcredulous. It is knowledge for us to look at and choose the right and appropriate culture. (Student-21 / Jouanah: A Hmong Cinderella)

The most important thing I learned in this lesson is adjustment. In the case when I have to go far away, I should adjust and feel more familiar and comfortable with the cultures of new environments. (Student-18 / Walt Disney's Cinderella)

Based on the reflections above, learners can accept the differences of others. Learners will not judge people the first time they see them. They should adjust and blend themselves appropriately into the situations.

Research Question 2

What are the learners' opinions toward implementing different versions of Cinderella stories?

To answer this research question, the data from learners' reflections and a questionnaire were used. First, after each unit (one version of the Cinderella story), the learners were asked to respond to the four prompt reflection questions as follows: What were some of the most interesting discoveries I made while working on this lesson? What were some of my most challenging moments in learning this lesson? What is the most important thing I learned personally? How will I use what I've learned in the future? These prompts were used only as guidelines; they were encouraged to write freely to reflect their true opinions. The learners wrote one reflection for each unit, so they wrote seven reflections per learner. In total, there are 154 learners' reflections to be analyzed. At the end of the course, the learners were asked to complete a questionnaire to explore their opinions toward implementing Cinderella stories from various countries. This section presents the data from the questionnaire first (Table 15), followed by the data from the learners' reflections. The questionnaire data were analyzed quantitatively by using descriptive statistics (mean and standard deviation). The meaning of the means is below.

4.21 - 5.00 means learners reported having *very much in favor*.

3.41 - 4.20 means learners reported having *somewhat in favor*.

2.61 - 3.40 means learners reported having *undecided*.

1.81 - 2.60 means learners reported having *somewhat opposed*.

1.00 - 1.80 means learners reported having *very much opposed*.

Quantitative findings

Table 15 Learner's opinions on implementing Cinderella stories from various countries

No.	Statements	Mean	S.D.	Level
1.	The instruction engages me in classroom participation.	4.14	0.77	Somewhat in favor
2.	I like Cinderella stories.	3.82	1.10	Somewhat in favor
3.	The <i>Walt Disney's Cinderella</i> version helps improve my intercultural competence.	3.91	0.75	Somewhat in favor
4.	The <i>Brothers Grimm Cinderella</i> version helps improve my intercultural competence.	4.14	0.83	Somewhat in favor
5.	The <i>Jouanah: A Hmong Cinderella</i> version helps improve my intercultural competence.	4.27	0.88	Very much in favor
6.	The <i>Adelaida: Cuban Cinderella</i> version of instruction helps improve my intercultural competence.	4.00	0.93	Somewhat in favor
7.	The <i>Mufaro's Beautiful Daughters: An African Tale</i> version helps improve my intercultural competence.	4.27	0.88	Very much in favor
8.	The <i>Egyptian Cinderella</i> version helps improve my intercultural competence.	4.18	0.85	Somewhat in favor
9.	The <i>Persian Cinderella</i> version helps improve my intercultural competence.	4.27	0.63	Very much in favor
10.	The <i>Discussion board</i> activity helps improve my intercultural competence.	4.18	0.59	Somewhat in favor
11.	The <i>Walk in Their Shoes</i> activity helps improve my intercultural competence.	3.91	0.75	Somewhat in favor

No.	Statements	Mean	S.D.	Level
12.	The <i>Initial project: Video Presentation</i> activity helps improve my intercultural competence.	4.14	0.89	Somewhat in favor
13.	The <i>Learning center</i> activity helps improve my intercultural competence.	4.09	0.92	Somewhat in favor
14.	The <i>Creative writing</i> activity helps improve my intercultural competence.	4.00	0.76	Somewhat in favor
15.	The <i>Perspective writing</i> activity helps improve my intercultural competence.	4.09	0.68	Somewhat in favor
16.	The <i>Interview task</i> activity helps improve my intercultural competence.	4.18	0.96	Somewhat in favor
17.	The <i>Final project: My Cinderella Story</i> activity helps improve my intercultural competence.	4.36	0.73	Very much in favor
18.	Working with different groups and different people makes me stronger and growing up.	4.27	1.16	Very much in favor
Total		4.12	0.84	Somewhat in favor

Overall, the learners were very positive about implementing Cinderella stories from various cultures. They reported opinions towards implementing Cinderella stories in the somewhat in favor level ($M = 4.12$, $SD = 0.84$). When examining each statement, it was found that the learners' opinions ranged from *somewhat in favor* to *very much in favor*. In item 1, they thought that the instruction engages them in classroom participation at the somewhat in favor level ($M = 4.14$, $SD = 0.77$). In item 2, they also reported they like the Cinderella stories at the somewhat in favor level ($M = 3.82$, $SD = 1.10$).

Upon asking which version of the Cinderella stories help them improve their intercultural competence (items 3-9), the top three versions that received the highest scores are: The Jouanah: A Hmong Cinderella version ($M = 4.27$, $SD = 0.88$), The

Mufaro's Beautiful Daughters: An African Tale ($M=4.27$, $SD=0.88$), and The Persian Cinderella version ($M=4.27$, $SD=0.63$). These three versions received the very much in favor level, while the other four versions were in the somewhat favor level.

Additionally, the original Walt Disney's Cinderella version received the lowest score ($M=3.91$, $SD=0.75$).

The questionnaire also asked the learners' opinions toward the activities implemented in the course (items 10 - 17). It was revealed that the Final project: My Cinderella Story activity helped them improve their intercultural competence the most ($M=4.36$, $SD=0.73$), followed by the Interview task ($M=4.18$, $SD=0.96$), the Discussion board ($M=4.18$, $SD=0.59$), and the Initial project: Video Presentation ($M=4.14$, $SD=0.89$). The least favorite activity was Walk in Their Shoes ($M=3.91$, $SD=0.75$).

While the questionnaire provided positive results about implementing Cinderella stories from various cultures, the data from learners' reflections yielded more results of learners' opinions. The coding method of qualitative data analysis revealed four themes of learners' opinions toward implementing Cinderella stories: 1) *Increased Language Ability*, 2) *Improved Learning Skills*, 3) *Becoming Team Players*, and 4) *More Understanding of Cinderella from diverse cultures*. The themes are presented based on the most frequently mentioned to the least frequently mentioned in the reflection. Each theme is presented below.

Qualitative findings

The data from learners' reflections showed that the learners reported having increased language skills after learning about the Cinderella stories from various cultures.

Themes and categories:

- Increased language ability as follows: *vocabulary, language skills, language used, translation, and practicing English language.*

- Improved learning skills as follows: *obstacles toward learning, analysis, doing assignments, applying lessons learned, and learning attitude,*
- Becoming Team Players as follows: *teamwork, adjustment, management, team discussion, and responsibility*
- More Understanding of Cinderella from diverse cultures as follows: *Cinderella story, and characters*

Table 16 Codes, categories, and themes of learners' opinions

Codes	Categories	Themes
<ul style="list-style-type: none"> • Applying new vocabulary • Knowledge of new vocabulary • Notice the importance of new vocabulary • Word arrangement • Ability to use word choice 	Vocabulary in use	Increased Language Ability
<ul style="list-style-type: none"> • Comprehension • Grammar • Produce listening skills • Reading • Writing 	Language skills	
<ul style="list-style-type: none"> • Apply using English in daily life • Opportunity to use English • Seeing the development of language • Mentions language in different contexts • English communication • Talking to foreigners 	Language use	
<ul style="list-style-type: none"> • Learning English language skills • Practicing the English language • Practicing reading • Practicing speaking 	Practicing English	

Codes	Categories	Themes
<ul style="list-style-type: none"> • Confusion • Lack of English Skills • Lack of vocabulary • Language barriers 	Overcoming learning obstacles	Improved learning skills
<ul style="list-style-type: none"> • Analyzing data • Analyzing Story • Data Compilation • Interpretability • Summarizing story • Ability to think critically 	Analyzing skills	
<ul style="list-style-type: none"> • Sharing story • Expressing opinions • Reflecting opinions • Presentation • Presenting project • Sharing culture • Sharing ideas about culture • Answering questions moment • Information searching • Producing assignments • Applying case studies • Applying lessons learned in daily life • Applying lessons learned to other subjects • Learning through experience 	Learning from doing assignments	
<ul style="list-style-type: none"> • Positive attitude toward group assignment • Positive attitude towards assignment • Positive attitude towards learning 	Positive attitude towards learning	

Codes	Categories	Themes
<ul style="list-style-type: none"> • Collaboration with new friends • Collaboration with people • Coordination in team • Learning to work as a team • Group's Unity 	Teamwork	Becoming Team Players
<ul style="list-style-type: none"> • Adjustment • Blend in with the team 	Adjustment	
<ul style="list-style-type: none"> • Ability to deal with anyone • Ability to deal with inappropriate situations • Deal with rudeness • Deal with the situations • Problem solving • Work planning process 	Management	
<ul style="list-style-type: none"> • Communication in team • Listening to team members' perspectives • Exchange opinions 	Team discussion	
<ul style="list-style-type: none"> • Division of duties • Task Separation • Make decision • Responsibility • Roles and duties 	Responsibility	
<ul style="list-style-type: none"> • Diversity of Cinderella stories • Aspects of an interesting story • Understanding a story 	Cinderella story	More Understanding
<ul style="list-style-type: none"> • Understanding Characters • Understanding the habits of characters • Perspective of characters through situations 	Characters	Cinderella from diverse cultures

Increased Language Ability

Vocabulary in use. Firstly, learners reported that they could learn and apply the new vocabulary words. It had increased their ability to use word choice in suitable places. The learners reflected:

I will apply the vocabulary knowledge that I learned to use in my daily life
(Student-11 / Walt Disney's Cinderella).

I think the most interesting thing is the diversity of vocabulary with cultural meanings. It helps me to choose the right vocabulary in the reading passage and understand important details. (Student-19 / Mufaro's Beautiful Daughters: An African Tale)

I have never learned many vocabularies before and they are very difficult. Some future exams from the Ministry of Education may contain cultural vocabulary as well, so knowing these words will be useful. (Student-02 / Jouanah: A Hmong Cinderella)

Vocabulary increased learners' performance in all areas of language communication. Every word that learners know provides the potential to them with new ideas. It also boosted learners' confidence.

Language skills. Secondly, learners reported that they had improved their language skills. For reading skills, they learned to read and comprehend the article. Furthermore, they learned to listen to others' group presentations to produce listening skills. Also, they learned how to write their assignments and practice grammar checks.

The important thing that I learned in this lesson is listening to English.

Personally, this lesson is not too difficult or easy but it improves my listening skills and challenges me to translate and compose the story to understand. This lesson provides the opportunity to work with new friends and it is a very good moment. (Student-17 / Walt Disney's Cinderella)

The most challenging moments in learning this lesson is to search for information about the culture and write a perspective of African culture.

After searching I have to rewrite again in English and correct the use of grammar. (Student-05 / Mufaro's Beautiful Daughters: An African Tale)

Reading for comprehension is very important to understand the story. After that, I have to summarize the story again in my own understanding. I got new vocabulary words in this Cinderella version. (Student-18 / Jouanah: A Hmong Cinderella)

Based on the reflections above, learners had the opportunity to use English.

The lessons helped learners to learn from the activities to improve their language skills.

Language use. Apart from vocabulary, the learners reported having increased language use abilities. They had the opportunity to use English in their real life which was in a different situation. They saw their language development. The learners reflected:

I will improve my English by practicing more speaking and reading skills, to be fluent and not get stuck. (Student-21 / Mufaro's Beautiful Daughters: An African Tale)

The most interesting discovery in this lesson is getting to know the foreign culture by online interviewing people. It made me know about the living culture of people in foreign countries. (Student-05 / The Egyptian Cinderella)

This lesson provided a new opportunity for me to interview and communicate with a real foreigner to practice English for communication, even though it is just a short time but it has already boosted my confidence a lot. (Student-19 / The Egyptian Cinderella)

In this lesson I produced questions to interview foreigners with team members, and we shared the task to do. I think after preparation, I can communicate in English much better and get more confident. (Student-20 / The Egyptian Cinderella)

Based on the reflections above, learners used English to communicate with people. They considered that they increased their skills of communication. They learned through the interview assignment that they provide more opportunities to communicate with foreigners.

Practicing English. Inclusion, the learners reported having gained more language skills. It should be noted that the language skills the learners felt they improved were not actual behaviors; rather it is the perceived language skills they thought I developed. The learners reflected:

I got the new vocabulary words of the Cinderella story because there are new vocabular words that I didn't know. So, I tried very hard to practice to be fluent. (Student-07 / Walt Disney's Cinderella)

I practiced reading out loud a lot because I must present my assignment to my classmate. I think when I practice a lot I can see the development.
(Student-08 / Mufaro's Beautiful Daughters: An African Tale)

I have practiced my English for communication through the interview assignment. I learned to work with my team members. I got to know new friends who are foreigners. I think if I practice communicating with people often, my English skills will improve. (Student-06 / The Egyptian Cinderella)

Based on the reflections above, learners tried a lot to learn English since their English language level was not very high or fluent.

Improved Learning Skills

The data from the learners' reflections showed that the learners reported having increased Learning skills after learning with the Cinderella stories from various cultures. The language skills they felt they improved were *obstacles toward learning, analysis, sharing, assignment, applying lessons learned, and learning attitude.*

Overcoming learning obstacles. Firstly, learners wrote reflections that mention obstacles toward learning. The problems which mostly happened were a lack of English skills. The learners reflected:

The most challenging moment in this lesson is being patient to finish the assignment because I rarely use English, so I must try very hard to understand the lesson. (Student-12 / Walt Disney's Cinderella)

The most challenging moment in this lesson is all about the language barrier. I must interview foreigners but I have never done it before. I thought I cannot complete this assignment because I have very poor skills in English. In this lesson but finally I did it and this assignment made me proud a lot. (Student-15 / The Egyptian Cinderella)

Based on the reflections above, learners spent a lot of time doing the assignments because they lacked English language skills. Interviewing people was not easy, but they could finish the assignment proudly.

Analyzing skills. Secondly, learners have learned to analyze the data and story. They could search for information from the internet and interpret appropriately. It also helped to produce learners' ability to think critically. The learners reflected:

The most challenging moment is analyzing the plot and habits of the characters in the story. It is interesting because each character has different habits and feelings. (Student-21 / Adelaida: A Cuban Cinderella)

The most challenging moments in learning this lesson are analyzing the character's point of view, rewriting the story using the perspective of a given character and writing a reflection of Cuban society through Cinderella tales. (Student-24 / Adelaida: A Cuban Cinderella)

In this lesson I have practiced analyzing data because there is a lot of information about culture. I started from searching for information, comprehending data, interpreting, and summarizing for better understanding. (Student-16 / Mufaro's Beautiful Daughters: An African Tale)

Based on the reflections above, learners learned to analyze, comprehend, interpret, summarize, and understand the data of Cinderella activities.

Learning from doing assignments. Furthermore, learners reflected that they learned through the assignment. They improved their skills to search for information to answer questions about the activities. Moreover, they could apply the experiences from the lessons to adjust the situations in the future appropriately. The learners reflected:

I think producing assignments is a challenging task for me. I must pay attention and add creativity to it because I cannot search for pure information. I must analyze and interpret to answer questions to achieve perfection. (Student-13 / Jouanah: A Hmong Cinderella)

I think I can apply this lesson in the future by sharing ideas about culture with others. I think it is very interesting to share about a new culture in a part of the world that someone has never known. (Student-22 / Jouanah: A Hmong Cinderella)

I would share the cultures that are very beautiful such as cultural manners, clothes, or beliefs. Sometimes, I think something can be taken as a lesson in daily life. (Student-16 / The Persian Cinderella)

The most challenging moment for me is presenting an assignment to my classmate. I am not good at English, which makes me feel nervous a lot, so I am trying my best. I must make preparations for days. (Student-17 / The Persian Cinderella)

I think I could apply the lessons that I learned in many situations. In learning, I can use this knowledge to apply to social studies and also apply cultural vocabulary and use it in appropriate ways. (Student-11 / Mufaro's Beautiful Daughters: An African Tale)

It is useful for me when I travel to different places. It could be able to bring knowledge or ideas and apply it in daily life. Knowledge of culture might help me to understand things much easier to not judge people based on my culture. (Student-02 / Adelaida: A Cuban Cinderella)

Based on the reflections above, learners reflected that they learned the ability to share ideas. They could be able to express, reflect, and present the ideas of cultures by their opinions. They applied lessons in various ways such as traveling to different places, not judging people and understanding things without bias.

Positive attitude towards learning. Finally, learners reflected that they have a positive attitude toward assignments and the learning process. The learners reflected:

The most interesting part of this lesson is working with new friends. Having interacted with each other is a good start for friendship. I think working in a group is funnier and better than working alone. (Student-04 / Walt Disney's Cinderella)

I love princess cartoons because it is fun. In this subject I study Cinderella, which makes me feel that a princess cartoon is more interesting. (Student-20 / Walt Disney's Cinderella)

Based on the reflections above, learners had a positive attitude toward group assignments. They were also like the cartoon lesson.

Becoming Team Players

The data from learners' reflections showed that the learners reported becoming team players after learning with the Cinderella stories from various cultures. The abilities they felt they improved were *teamwork, adjustment, doing assignments, dealing, team discussion, and responsibility*.

Teamwork. Firstly, Teamwork was essential in communication and social skills. Learners learned how to listen to others and perform their individual roles. It helped to teach how to respectfully and confidently express ideas and opinions effectively in a group. The learners reflected:

In this lesson, I was assigned to translate from English to Thai. I have worked with one friend who spoke very little. At first, I didn't know if I could deal with him because he spoke very little. But when working together, it was great and he is very cute. (Student-17 / Adelaida: A Cuban Cinderella)

I have the opportunity to collaborate with friends who have never worked together before. It is useful for me to work with any people in the future because in a working society no one knows what kind of people we are going to work with. (Student-03 / Walt Disney's Cinderella)

In the moment of working in a group as a team, I learned to work with new friends. It gives me the opportunity to listen to friends' ideas. I learned to accept other people's perspectives more. (Student-15 / Jouanah: A Hmong Cinderella)

Based on the reflections above, the group assignments helped learners to get used to work with anyone. They could see that in real-life situations, they must be professional to deal with everyone even though you dislike some of them.

Adjustment. Secondly, learners reflected that they learned to blend themselves into a team. Adjustment helped learners to deal with the situation and handle problems appropriately. The learners reflected:

In collaboration with new people, I must make adjustments to get to know and blend in to work with others in a team. (Student-09 / Adelaida: A Cuban Cinderella)

I think the most challenging moment for me is group work because I must work with different people who I did not know. It's not a bad thing. But personally, I feel that this is a good challenge to meet new friends and be able to work effectively with other people in the future. (Student-11 / The Persian Cinderella)

I learned to work as a team to help each other express individual ideas. I think that in each group there must be a head of the team (leader) who must make a decision. Working in a group, people should pay a lot of respect and listen to the opinions of each other. (Student-15 / The Brothers Grimm Cinderella)

Based on the reflections above, learners must learn to blend into a team. Working with people made learners communicate a lot since they were not close to each other.

Management. Next, learners reflected that they could be able to manage in appropriate situations. Management helped learners learn to plan and deal with anyone or any problem. The learners reflected:

The most interesting discovery in this lesson is learning to live together and effectively deal with toxic people, the ones who offend and bully others.

(Student-22 / Walt Disney's Cinderella)

I will apply and gain more knowledge, especially in language, cultures, beliefs, etc. to be able to adjust, behave or deal with people in different cultures properly. I will pay respect to every culture. (Student-10 / Adelaida: A Cuban Cinderella)

In this lesson, I think it is important to know how to appropriately deal with situations that are related to the people we work with (Student-14 / Jouanah: A Hmong Cinderella)

Based on the reflections above, learners were interested in lessons about handling people and acting appropriately in situations.

Team discussion. In addition, learners learned to communicate with team members. Communication in a team, learners could listen and express their opinions and perspectives. The learners reflected:

In this lesson I can see that team members helped to reflect, discuss and exchange personal opinions of the people in the group. Listening to others will help to get new ideas. (Student-12 / The Persian Cinderella)

This lesson helps me practice communication with others. Knowing to be a listener and a good speaker, listening to other people's opinions, and can collaborate with others (Student-13 / Mufaro's Beautiful Daughters: An African Tale)

Team collaboration requires a lot of communication to exchange and reflect the opinions of the team members. (Student-02 / Jouanah: A Hmong Cinderella)

Based on the reflections above, learners learned to discuss and exchange their opinions in a team. During a conversation being a good listener was necessary.

Responsibility. Finally, learners reflected that responsibility was important in teamwork. Learners could be able to separate roles and duties among team members. Sharing tasks helped learners to work as a team and make the project complete perfectly. The learners reflected:

The most important thing in this lesson is unity in work, because in the group we must share duties, everyone is forbidden to have no job. This is the most important part of the work. (Student-20 / Jouanah: A Hmong Cinderella)

The most important thing when working in groups is unity in the work and planning in the division of team members. After everyone has tasks, they must finish it perfectly and on time. The obstacle to working in this group is that we are not very close, so we need a lot of adjustment. (Student-01 / The Persian Cinderella)

The most challenging moment in learning this lesson is time management because we must work in a very short amount of time to read a story. After that, I must produce an assignment, so as a team, we need to communicate a lot. (Student-18 / Mufaro's Beautiful Daughters: An African Tale)

Based on the reflections above, working together must rely on team members. Sharing tasks with people made finishing the project easier but everyone must know their roles and duties.

More Understanding Cinderella from diverse cultures

Cinderella story. First of all, learners learned the diversity of Cinderella stories. They were so interested that they had never noticed that there were many versions of Cinderella around the world. The learners reflected:

I've learned various versions of Cinderella stories that I've never read before. The story of Cinderella is different from what I heard when I was a child.
(Student-08 / Walt Disney's Cinderella)

This semester the teacher introduced many versions of Cinderella to the class. I got to know more about Cinderella that has more than the version we have seen on Walt Disney. (Student-09 / Walt Disney's Cinderella)

I think the plot of Cinderella in the other versions has shown cultures, ways of life and things that are totally different. (Student-05 / Jouanah: A Hmong Cinderella)

I think the plot of the African Cinderella version is very strange and amazing. It has shown cultures, ways of life and things that are totally different. The content is good to teach people very well. (Student-06 / Mufaro's Beautiful Daughters: An African Tale)

Based on the reflections above, learners learned the Cinderella stories. They remarked that they were interesting for them and amazed that they could learn about cultural differences through books.

Characters. Finally, learners reported that they learned to understand the characters in the Cinderella versions. There were many different behaviors of the characters in various versions. The learners reflected:

In this lesson, I noticed that family is important because a girl lost her mother when she was little. Father remarried to a widow and she ordered her children to treat a girl as a servant. This is very bad because children have to grow up in this kind of family. It will affect children in the future. (Student-04 / Walt Disney's Cinderella)

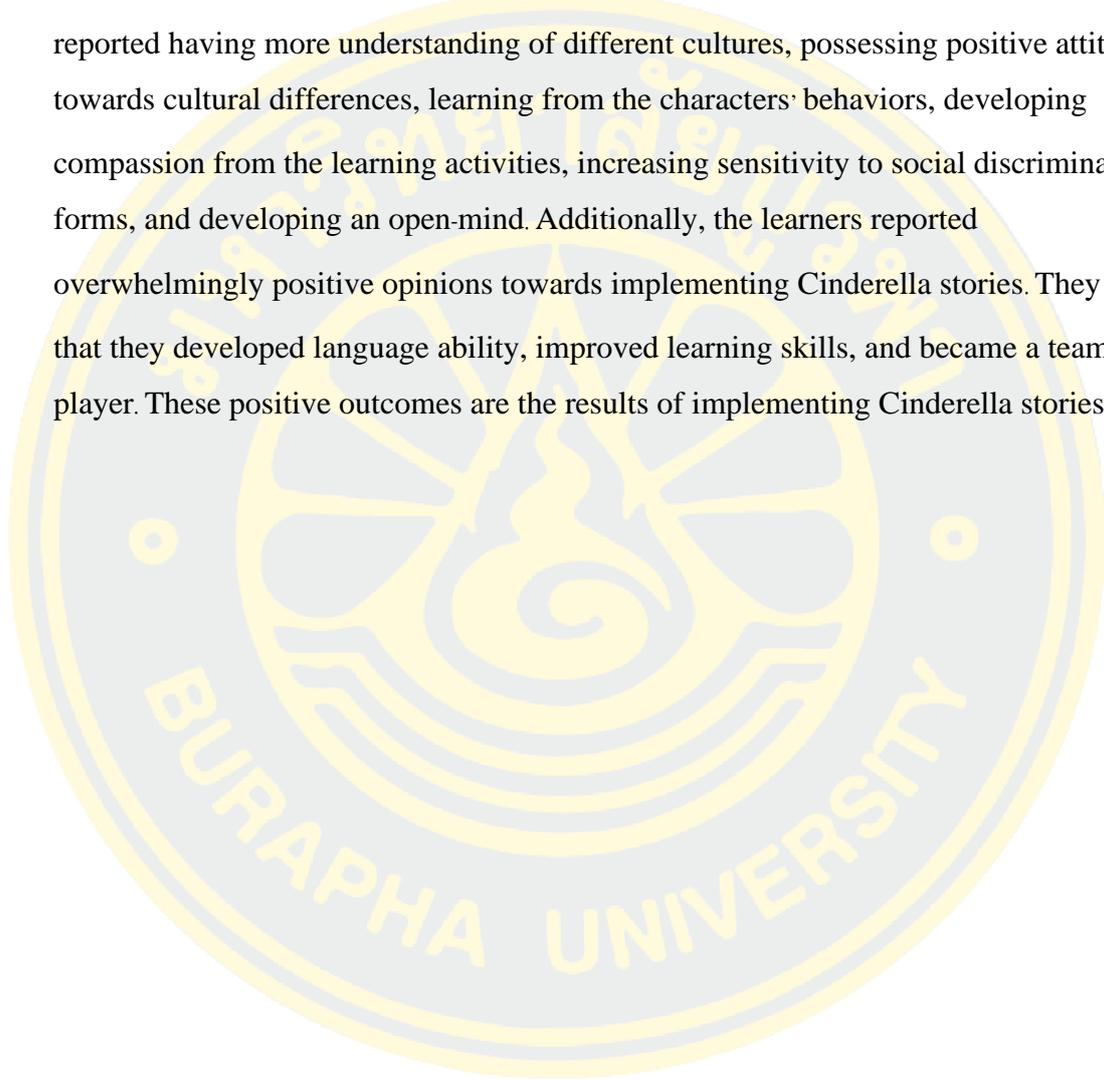
This lesson I noticed was the behavior and habits of the characters. In every action the characters are done no matter what there are good or bad, it always has reasons behind. (Student-03 / Adelaida: A Cuban Cinderella)

I think it is good to know the perspective of characters through situations. I try to look at other people from different angles. By thinking that if I were him, how would I feel? It will be able to understand others more. (Student-07 / Adelaida: A Cuban Cinderella)

Based on the reflections above, Cinderella taught me to see the people in different angles. Learners learned to detect the evidence of actions that the main characters had done.

Chapter summary

This research found that Cinderella stories helped learners develop intercultural competence. The attitude aspect was improved the most, followed by awareness, skills, and knowledge, respectively. It was also found that the learners reported having more understanding of different cultures, possessing positive attitudes towards cultural differences, learning from the characters' behaviors, developing compassion from the learning activities, increasing sensitivity to social discrimination forms, and developing an open-mind. Additionally, the learners reported overwhelmingly positive opinions towards implementing Cinderella stories. They felt that they developed language ability, improved learning skills, and became a team player. These positive outcomes are the results of implementing Cinderella stories.



Chapter 5

Discussion, Recommendations, and Conclusion

This chapter presents the conclusions of this research including an overall interpretation of the results. Discussions of the findings are presented. Also, limitations of the study and recommendations for further research are included to provide a general perspective towards subsequent investigation on the subject matter.

Summary of the study

This study employed mixed-methods research to explore how Cinderella stories from various countries improve learners' intercultural competence and to investigate their opinions about the Cinderella stories. To achieve the purposes, the learners completed a pre-questionnaire to measure the level of intercultural competence before the instruction since they had never experienced an intercultural class before. Second, in every lesson, one version of the Cinderella stories was implemented as a theme. After that, they did the activities which were provided for every lesson and at the end of every lesson, they completed the reflective paper. The instructions were seven lessons in total. Then, when they finished all lessons, they completed the post-questionnaire to measure intercultural competence and learner's opinion toward implementing Cinderella stories from various countries.

Summary of the findings

The findings are summarized into two main points. First, this study found that the Cinderella stories improve learners' intercultural competence. Out of the four aspects of intercultural competence (knowledge, attitudes, skills, and awareness), the knowledge aspect was improved the most, followed by skills, awareness, and attitudes. In addition, it was found that the learners developed more understanding of different cultures, positive attitudes towards cultural differences, learned from the

characters' behaviors, developed compassion from learning activities, increased sensitivity to social discrimination forms, and developed an open-mind.

Second, this study found that the learners were positive about implementing Cinderella stories from various cultures. They reported the top three versions that helped them improve intercultural competence the most as follows: The Jouanah: A Hmong Cinderella version, the Mufaro's Beautiful Daughters: An African Tale, and the Persian Cinderella version. However, the original Walt Disney's Cinderella version was not well-liked, compared to other versions. Apart from that, the learners reported that the final project: My Cinderella Story activity helped them improve their intercultural competence the most, followed by the interview task, the discussion board, and the initial project: the video presentation. The least favorite activity was Walk in Their Shoes. Moreover, the learners felt that Cinderella stories helped them increase their language ability, improve their learning skills, become team players, and better understand Cinderella from diverse cultures.

Discussion

In the past two decades, several researchers have explored different ways to improve learners' intercultural competence, such as films e.g., and role-play e.g., Worawong et al. (2017). This study added a contribution to the literature about one way to improve intercultural competence which is implementing different versions of Cinderella stories. It was clear through the quantitative and qualitative data that the Cinderella stories helped improve the learners' intercultural competence; after the instruction, their knowledge, attitudes, skills, and awareness of cultural differences were improved significantly. The results could be attributed to the lesson plans, content, the arrangement, and the implementation of the selected materials – the Cinderella stories.

To promote intercultural competence, an effective lesson plan for promoting intercultural competence must be intentional, structured, and inclusive of various considerations such as clear goals and objectives, cultural background, target culture,

critical thinking, and effective communication. Additionally, the age and cultural background of the learners must also be considered, as this influences their ability to understand and appreciate different cultures. Moreover, the lesson plan should also consider the target culture, its history, traditions, and values that reflect intercultural perspectives through the activities. This implies that learners should be exposed to different aspects of the target culture, such as their values, beliefs, and customs. To investigate the different cultures, the activities in this study helped learners encourage critical thinking to blend with other aspects to make them aware and open their minds. It also pushed learners to communicate effectively to people from different contexts.

Secondly, the content of the Cinderella stories contained distinctive cultural differences from the learner's cultural backgrounds. This could make the learners notice the differences clearly, especially in secondary school learners. When they were prompted to discuss cultural differences explicitly, it was not challenging for them to complete the tasks. This is the starting point to engage the learners in a deeper discussion of intercultural communication. Teachers can use discussion techniques and ask deeper questions to help learners understand IC.

Third, the arrangement of the Cinderella stories – from the original story to the stories of diverse cultures – may contribute to the development of learners' intercultural competence. The arrangement was based on a strong foundation of intercultural competence. To elaborate, when I arranged the Cinderella story versions, I used the theoretical framework by Deardorff (2011) as the starting point. The framework includes aspects of intercultural competence as follows: respect (valuing of others); self-awareness/identity (understanding the lens through which we each view the world); seeing from other perspectives/world views (both how these perspectives are similar and different); listening (engaging in authentic intercultural dialogue); adaptation (being able to shift temporarily into another perspective); relationship building (forging lasting cross-cultural personal bonds); and cultural humility (combines respect with self-awareness). After that, I mapped the framework with the

Cinderella stories as to whether the stories provided opportunities to engage the learners in discussing those issues. As a result, when arranging the stories, teachers should have strong foundations of theories to justify their lesson designs.

Fourth, the way the Cinderella stories were implemented – a learner-centered approach – may contribute to the development of the Cinderella stories. The learners in this study were given many opportunities to read the Cinderella stories before class. They were also required to work in groups to complete assignments in class. These activities are considered learner centered. When the learners completed those tasks, they were engaged in learning about intercultural competence through interaction and individual experiences. This practice may help learners develop intercultural competence.

Finally, it is worth pointing out that even though this study was set to focus on fostering learners' intercultural competence, the outcomes of this study are beyond intercultural competence. The learners reported that they developed their language ability, improved their learning skills, and became team players. These findings are unique in the literature. This research provides evidence that we do not need to teach only language to improve language. We can focus on content first, but the learners can improve their language abilities as well.

Implications

It was clear that implementing different versions of Cinderella stories helped the learners in this study improve their intercultural competence and they had positive opinions toward the Cinderella stories. As a result, English teachers who want to develop learners' intercultural competence could use these Cinderella stories as learning materials in the classrooms. However, if they do not have the Cinderella stories, it is recommended to use available stories that contain cultural entities that are different from the learners' cultures. It does not have to be Cinderella.

To implement Cinderella, the teachers should let the students read the stories before class because lesson time could be spent in discussing cultural aspects in depth. After that, the in-class activities should be learner-centered tasks, and debriefing the lessons learned should be provided. The teachers should be patient and not tell the students explicitly about different cultures in the stories. Rather, they should let the students work in groups and learn from completing those tasks. I hope it is clear that implementing the Cinderella this way yielded positive results.

Limitations of the study

When interpreting the results of this study, it is important to exercise caution. The study only utilized one group; therefore, it is not advisable to attribute the improved intercultural competence scores solely to the influence of Cinderella stories.

Recommendations for future research

As for recommendations for future research, researchers could use the Cinderella stories with other population groups, such as lower secondary school students or primary school students to examine the effects of the Cinderella stories. Using the stories with different groups may yield different results. In addition, researchers can also use a more controlled research design such as experimental research. It is hoped that such designs will help us claim more confidently that the improved scores of intercultural competences are the result of the Cinderella stories.

Conclusion

After doing this research, I would like to say that English teachers should pay attention to improving learners' intercultural competence. This should be one of the teacher's responsibilities. English teachers should not only teach the language, but also promote intercultural competence because it is a vital ability for learners in the globalized world. I hope this research is an example for some English teachers who want to develop intercultural competence. The journey of learners is not only in the

classroom, but they should also be given opportunities to explore the world. The era of globalization is connected to knowing people just only native English speakers are not enough anymore. Finally learning the IC lessons might be the first step to raise awareness of learners' global citizenship.



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Appendices



Appendix A
Lesson Plans

Lesson Plan 1

Unit -

Topic: Introduction

Code: EN31203

Time 1 period

Grade 10 (Mattayomsuksa 4)

Objectives

In this period, the objective is to introduce the seven versions of Cinderella to learners. At the end of this lesson, the learners shall be able to:

1. define the concept of culture appropriately
2. Explain the importance of studying about other cultures

Period 1

Warm up (5 minutes)

1. Greet learners
2. Start the class with the warm-up questions:
 - Have you ever traveled to other countries?
 - Have you ever been to a community in Thailand where the culture is different from your own?
 - If so, where have you been?
 - How long did you stay there?
 - What were some differences you observed?
3. Ask the learners to share their answers with a partner and then switch to a different partner.
4. Randomly ask the learners to share what they discuss with the whole class. The other learners listen to the answers silently.
5. Summarize the learners' answers, and explain that when travelling to other cultures with the different cultures, the learners will experience similarities and differences between their own cultures and other cultures. In this class, they will learn about how to communicate with people from different cultures, or in other words, intercultural communication.

Teaching (40 minutes)

6. To determine the learners' current state of intercultural communication, ask the learners to complete the Intercultural Competence Questionnaire (Online).

7. Ask the learners to think about the two questions:

- What is culture?
- Why is it important to learn about other cultures?
- The learners can search for information from the Internet.

8. Randomly ask the learners to share their ideas by writing down the definition on the board. The other learners observed and compared their peers' answers.

9. Summarize and add the learners' definition of culture

10. Explain why the learners must know about cultural differences and intercultural communication.

- It is the ability to communicate and work well with people from various cultural backgrounds. You will have to learn how to communicate and collaborate effectively with people who have different values, beliefs, religions, and life experiences from you.

11. To learn about intercultural communication, inform the learners that they will read seven versions of the Cinderella stories, written by different authors from different countries. The plots of these Cinderella are the same, but the scenes and backgrounds are different. The Cinderella stories are posted in Google Classroom.

Teacher introduces some features of Google Classroom and where to find materials.

12. The teacher explains that by the end of the Cinderella lessons, you will have to produce your own version of Cinderella as a group project.

Transfer (5 minutes)

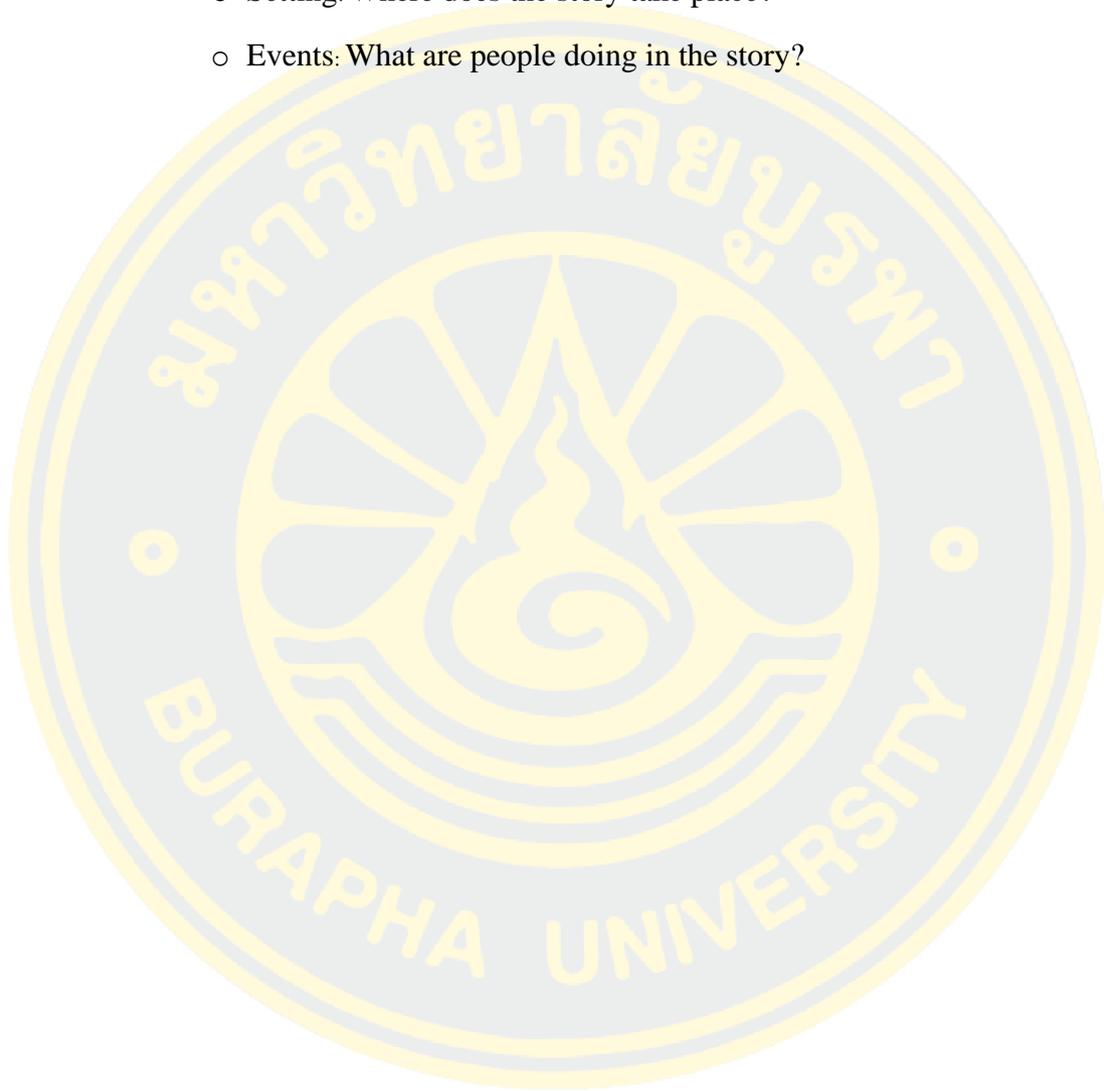
13. Ask the learners to write reflections on the following questions:

- What is culture in your opinion?
- Why is it important to understand different cultures?

14. Submit the answers in Google Classroom.

15. Assign learners to read the first version of the Disney Cinderella story and answer the following questions in Google Classroom before they come to class.

- Characters: Who are the main characters in the story?
- Setting: Where does the story take place?
- Events: What are people doing in the story?



Lesson Plan 2**Unit 1****Topic:** Disney Cinderella**Code:** EN31203**Time** 2 periods**Grade** 10 (Mattayomsuksa 4)**Objectives**

In these two periods, the objective is to discuss the Disney Cinderella version with the learners so that they can use it to compare with other Cinderella versions. At the end of this lesson, the learners shall be able to:

1. demonstrate the value of respect for others
2. discuss cultures without stereotyping or making judgmental statements.

Period: 2Warm up (5 minutes)

1. Greet learners
2. Ask the learners warm-up questions about the Disney Cinderella version they were assigned to read in the previous lesson.
 - What was it like reading the Disney Cinderella version?
3. Check the learners' answers to the assignment they were asked to complete in the previous lesson. Ask each question and call some learners to answer.
 - Characters: Who are the main characters in the story?
 - Setting: Where does the story take place?
 - Events: What are people doing in the story?

Teaching (40 minutes)

4. Teacher presents Walt Disney's Cinderella version by discussing the following points with the learners.

- Characters: Who are the main characters in the story? During the discussion of the characters, teacher give examples of whether they are heroes/ heroines or villains. Explain the concepts of heroes, heroines, and villains for the learners.
- Setting: Where does the story take place? Point out the setting in the story. Discuss how the setting is different from Thailand.
- Events: What are people doing in the story? Together with the learners, the teacher summarizes the main events in the story.
- What are the conflicts in the story? (Possible answers: jealousy, greed, Cinderella does not have a beautiful gown to wear to the party.)
- How would you describe the magic that happened in the story?

5. Ask the learners to sit in groups of four to five to find answers to the following questions. Look at the pictures in the story and reflect on the culture that was shown. Teacher observes learners while they are working. Teacher will give advice and guideline to learners if they need it. Inform learners that you are going to present your answer in the next period as a group.

- The cultural aspects are as follows:
 - House: What are the buildings in the story? What do they look like?
 - Costume: How do they dress? What are the characteristics of the costume?
 - The vehicle: Why a pumpkin carriage? Why does it have to be a horse?
 - Dance: Does this dancing style reflect anything about nation?
 - The royal family: Why is the party related to the royal family? What do people believe about the royal family?

- Slippers: Why does it have to be glass slippers?
- Marriage: Why does it have to end with the marriage ceremony?

Does this ceremony relate to any religion, how? If yes, what can you observe or what caught your attention?

Transfer (5 minutes)

6. When the learners complete answering those questions, they will submit their answers in the Google Classroom as a group.

7. Tell learners to prepare to present their answers about the cultures they worked together in a group in the next period.

8. Learners will finish their assignments as homework.

Period: 3

Warm up (5 minutes)

1. Greet learners.
2. Ask learners to sit in groups to prepare for the presentations. Give them five minutes to finalize the presentation.

Teaching (40 minutes)

3. Learners present their answers to the class. The cultural aspects questions are as follows:

- House: What are the buildings in the story? What do they look like?
- Costume: How do they dress? What are the characteristics of the costume?
- The vehicle: Why a pumpkin carriage? Why does it have to be a horse?
- Dance: Does this dancing style reflect anything about nation?
- The royal family: Why is the party related to the royal family? What do people believe about the royal family?
- Slippers: Why does it have to be glass slippers?

- Marriage: Why does it have to end with the marriage ceremony? Does this ceremony relate to any religion, how? If yes, what can you observe or what caught your attention?

4. Random learners answer as a group and rotate groups for every question.

- The answer depends on the learners, so no right or wrong.

5. After listening to learners, discuss ideas together.

- The discussion depends on the importance and interesting topics that learners raise.

6. Teacher raises the topic about the value of respect and valuing of others without stereotyping or making judgmental statements.

- Ask learners questions.

- What is respect and can you give some examples?

- What is a stereotype and can you give some examples?

- The scope of discussion will be as follows:

- Teacher explains that respect is an overall evaluation you give someone based on many factors what that person is doing with their life, how they treat you and others, whether they are honest or not, and if they seem to consistently do good things for other people, large or small, for other people. To summarize, respect is a positive view that you create of how someone is living their life. On the other hand, self-respect is your view of how you're living your life.

- Teacher explains that stereotypes are widely accepted beliefs about groups of people. For example, women are stereotyped to have motherhood roles, such as cooking, taking care of children, or washing dishes. Men are stereotyped to take leadership roles, working to support family members. Nowadays women have the same rights as men.

7. Teacher debriefs that this Cinderella version will seek out other cultures' attributes, value cultural diversity, thinking comparatively and without prejudice about cultural differences. This version presents other cultures, norms, and beliefs such as clothes, the royal ball dance, and the Fairy Godmother.

- Teacher explains that things are also different in Thai cultures, so as you see we should not judge others by our Thai standards. We should respect other cultures without any bias.

- Teacher explains that, when meeting another culture, we tend to interpret the behavior observed with our own set of values and beliefs, which may be the cause of culture shock. It is important to keep in mind that the behavior demonstrated is rooted in values that are not clearly visible.

8. Ask learners to demonstrate or tell their experience about respecting others. After that teacher will summarize the story again and explain if it is necessary.

Transfer (5 minutes)

9. When all learners are finished, discuss again what they have learned.

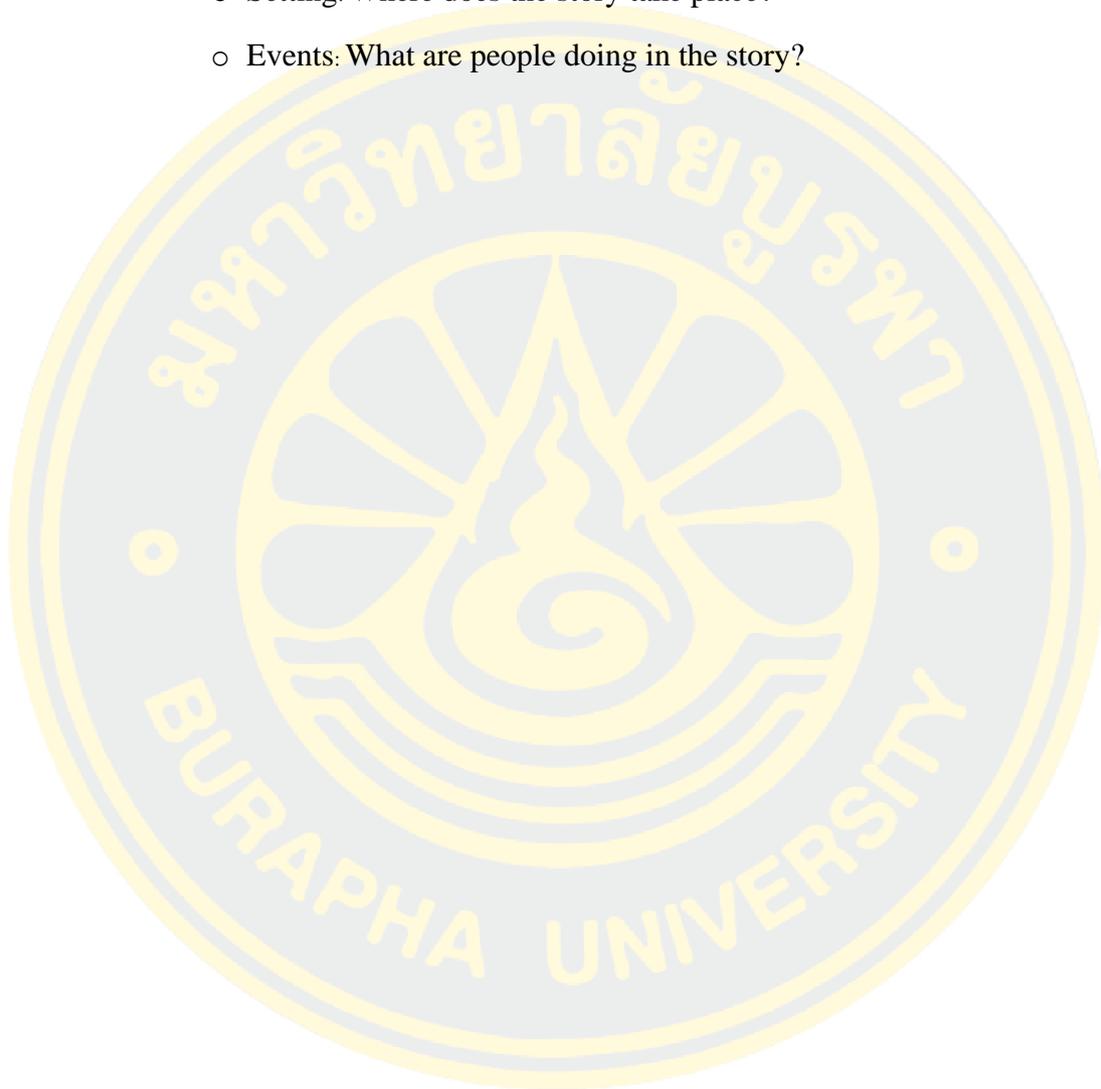
- What did you find really interesting about that part?
- If you were one of the characters,
 - What would you do?
 - Would you respect and valuing of others?
 - Would you still judge other people by your perspective norm?
- How can this learning be applied?

10. Assign learners to write the reflective paper as their homework. To have learners take time to think and write effectively. Teacher explains the instructions and gives guidelines if it is necessary. (Online)

- What were some of the most interesting discoveries I made while working on this lesson?
- What were some of my most challenging moments in learning this lesson?
- What is the most important thing I learned personally?
- How will I use what I have learned in the future?
- Is there anything else that you want to say?

11. Assign learners to read the version of The Brothers Grimm Cinderella and answer the following questions in Google Classroom before they come to class.

- Characters: Who are the main characters in the story?
- Setting: Where does the story take place?
- Events: What are people doing in the story?



Lesson Plan 3

Unit 2

Topic: The Brothers Grimm Cinderella

Code: EN31203

Time 2 periods

Grade 10 (Mattayomsuksa 4)

Objectives

In these two periods, the objective is to discuss the Brothers Grimm's Cinderella version with learners so that they can use it to compare it with other Cinderella versions. At the end of this lesson, the learners shall be able to:

1. demonstrate self-awareness/identity understanding the lens through which each views the word
2. explain their own culture and recognize its influence on their behavior and attitude.

Period: 4

Warm up (5 minutes)

1. Greet learners
2. Ask learners questions and let them to search for the information on the Internet.
 - Questions: Have you ever heard of "Grimm's Fairy Tales?" and tell me who are they.
 - A possible answer: The Brothers Grimm were academics best known for publishing collections of folk tales and fairy tales, which became massively popular in the world.
3. Ask the learners warm-up questions about the Brothers Grimm' Cinderella version they were assigned to read in the previous lesson.
 - What was it like reading the Brothers Grimm Cinderella version?
4. Check the learners' answers to the assignment they were asked to complete in the previous lesson. Call some learners to answer.
 - Characters: Who are the main characters in the story?

- Setting: Where does the story take place?
- Events: What are people doing in the story?

Teaching (40 minutes)

5. Ask learners to preview and share the story by using the following questions.

- What is your favorite part?
- After you read the Brothers Grimm' Cinderella is the plot different than you thought it would be from the Disney version? How?
- If you have never read it before what is a problem that you think could occur in this story?
- What do you think the author hoped you would think after reading?
- What would you change about the ending if you wrote the story?

6. Teacher will check the understanding by asking some questions for example:

- How many days did Cinderella go to the palace?
- Who gave clothes to Cinderella?
- How does the prince know that the girl he takes is a fake Cinderella?

7. Teacher will give the learners instruction to analyze through the "Walk in Their Shoes" activity guided by "What would you react if you were.....?"

○ Each group will randomly select one of the characters by each group will send a representative to pick one card. The characters are: (1) Cinderella; (2) Prince; (3) Cinderella's father; (4) Stepmother; (5) Two stepsisters.

○ Learners will react as if they were that character and think of that situation which occur in the story, "Explain what you would do if you were that character."

○ Learners will explain every situation and every scene of the given character.

○ Learners will write it first and then make mind maps by using an infographic then submit it on Google Classroom.

- Learners will present their assignment (Walk in Their Shoes) in front of the class next period.

Transfer (5 minutes)

8. Learners present the progress of their assignment; teacher will give advice if it is necessary to add more details to their homework.

9. Remind learners to finish “Walk in Their Shoes” activity as their homework.

10. Tell learners to prepare a presentation and discussion during the next period.

Period: 5

Warm up (5 minutes)

1. Greet learners.
2. Tell learner to prepare their work “Walk in Their Shoes” and get ready to present.
3. Teacher gives the advice the specific details to guide if they need it.

Teaching (40 minutes)

4. Randomly selected learners to share their work with their classmates.
 - Learners will present voluntarily, if no one want to go first teacher will randomly select the numbers.
5. When each group has finished the presentation, their classmate will ask questions and/or share ideas.
6. After learners finished their presentation, teacher explains and summarizes the activity “Walk in Their Shoes”.
 - It is very important that the learners understand that they cannot escape from the fact that they are looking through their own point of view and imagining what it is like to be someone living at the margin of society or someone with a different culture.

- Learners should be aware that by bringing their existing stereotypes and feelings of empathy to the activity they risk reinforcing beliefs that may be distorted or wrong.

7. Finally, teacher will debrief that this Cinderella version will present self-awareness and identity. You must be open to listen and accept other people's views. You will have the ability to identify cultural and social differences and be able to define diversity and identify many aspects of diversity. For example, in some cases, people may use their individual views and biases to see the world. If you do not listen, you will never know how others see the world. To be successful in many aspects in this world, you need to be quiet and listen/learn more from other people and the lessons and experiences life can teach you.

Transfer (5 minutes)

- 8. When all learners are finished, discuss again what they have learned.
 - What did you find really interesting about this lesson?
 - How can this learning be applied?
- 9. Assign learners to write the reflective paper as their homework. To have learners take time to think and write effectively. Teacher explains the instruction and guideline if it is necessary. (Online)
 - What were some of the most interesting discoveries I made while working on this lesson?
 - What were some of my most challenging moments in learning this lesson?
 - What is the most important thing I learned personally?
 - How will I use what I've learned in the future?
 - Is there anything else that you want to say?
- 10. Tell learners to finish the reflective paper as their homework and submit it on Google Classroom within the day.

Lesson Plan 4

Unit -

Topic: Initial project

Code: EN31203

Time 4 periods

Grade 10 (Mattayomsuksa 4)

Objectives

In these four periods, the objective is to improve learners' intercultural competence by assigning a group project for them to work on collaboratively. The product of the project is a video presentation of each group's Cinderella version. At the end of this lesson, the learners shall be able to:

1. work collaboratively to develop a video presentation of the Cinderella story
2. explain cultures (ways of life in books including text and pictures) that appeared in the assigned Cinderella story
3. compare and contrast their own culture and the assigned Cinderella story.

Period 6

Warm up (5 minutes)

1. Greet learners
2. Ask learners about their feeling toward the first two versions.

Teaching (40 minutes)

3. Teacher explains that in these four periods the learners will do one project as a group. The description of the projects is as follows:

- The project is to present one version of Cinderella. Learners must think about how they are going to present the Cinderella version to their classmates.

Learners must produce a video. The video will be uploaded to YouTube and shared with classmates.

4. Separate learners into groups of four to five by using the learners' number from one to five. (To provide learners work with other classmates not only their close friends.)

5. The representative of each group will come to choose the version. The representative of each group will come to choose the version by randomly selecting from the cards.

6. The Cinderella story has five versions (Hmong, Cuban, African, Persian, and Egyptian) and each group will present one version.

7. Give learners instructions to make the video presentation.

- Learners need to read and understand the whole story.
- Learners will brainstorm and figure out the way to make the presentation.
 - Learners can use their creativity to make the video.
 - It can be something that learners are interested; for example, animation, comics, hand puppet, or shadow play.
- In the next three classes, every group needs to present the progress to the teacher.
 - First period: you have to understand the whole story and present the whole story in five minutes.
 - Second period: you have to present the draft to teacher in class, what are you going to do, and give assignments to teacher so he can revise it. Teacher might give advice if it is necessary.
 - Last period: at least 90 percent of the project has to completed. The assignments will be presented again briefly in five minutes.
- Learners will process and finally, they will convert it into a video.
- Lastly, learners upload videos on YouTube.com and share links to Google Classroom before the next period in three days.

8. Learners will discuss in groups what are they going to do for the project.
 - Learners will write their plan to make the project.
 - Learners will separate the tasks for everyone and write them down.
9. Teacher observes and gives advice if learners need it.

Transfer (5 minutes)

10. Learners submit the plan for the project.
11. Teacher gives a recommendation if it is important.
12. Assign learners to keep working on the project as homework.
13. Set the next period's target; understand the whole story and briefly explain it in five minutes.

Period 7

Warm up (5 minutes)

1. Greet learners.
2. Ask learners about the problem they encountered during they are working together.
3. Give a solution if they need it.

Teaching (40 minutes)

4. Learners sit in groups.
5. Ask learners to summarize their Cinderella version.
 - Teacher attends every group in order to help them. Other groups can use this period to plan and work collaboratively.
 - Every group will summarize the whole story into five minutes.
 - After learners finished summarizing, teacher ask the following questions.
 - What are the conflicts in the story and how do people solve them?
 - What is the magic in the story?
 - Where do the main characters meet?

- If learners understand, teacher goes to the next group, but if they do not understand it, teacher moves to the next group, but if they do not understand, let them read it again for a while and come back to check again later.

Transfer (5 minutes)

6. Teacher explains what is expected from the learners when presenting the progress of the draft during the next period.

Period 8

Warm up (5 minutes)

1. Greet learners
2. Teacher asks learners about the problem that you are encountered while you are working together.
3. Give a solution if they need it.

Teaching (40 minutes)

4. Learners sit in groups.
5. Learners present the draft to teacher.
 - Teacher attends every group. Other groups can use this period to plan and work collaboratively.
 - Learners explain and show the progress of assignment.
 - Teacher will give advice and feedback if it is necessary.

Transfer (5 minutes)

6. Assign learners to complete the assignments and ready to present to teacher next period in the class.

Period 9Warm up (5 minutes)

1. Greet learners
2. Teacher asks learners about the problem that you are encountered while you are working together.
3. Give a solution if they need it.

Teaching (40 minutes)

4. Learners sit in groups.
5. Learners present what they managed to do by that time.
 - Teacher attends every group.
 - Learners explain and show the assignment.
 - Teacher will give advice and feedback if it is necessary.
6. Tell learners to share their video as their homework.
 - Learners can fix some mistakes that teacher might have told them and then submit in on YouTube.com.
 - Learners need to post the link on the Google Classroom before the start of the class will begin in three days.

Transfer (5 minutes)

7. Assign the whole class to follow Google Classroom, when the Jouanah: A Hmong Cinderella is posted, watch it as an assignment. Learners can read the book again if they want to.
8. Assign learners to read the version of the Jouanah: A Hmong Cinderella and answer the following questions in Google Classroom before they come to class.
 - Characters: Who are the main characters in the story?
 - Setting: Where does the story take place?
 - Events: What are people doing in the story?

Lesson Plan 5

Unit 3

Topic: Jouanah: A Hmong Cinderella

Code: EN31203

Time 2 periods

Grade 10 (Mattayomsuksa 4)

Objectives

In these two periods, the objective is to discuss the Jouanah: A Hmong Cinderella version with learners so that they can use it to compare with other Cinderella versions. At the end of this lesson, the learners shall be able to:

1. distinguish perspective/word views of one's own cultures and other cultures
2. demonstrate awareness of different perceptions in the intercultural context.

Period: 10

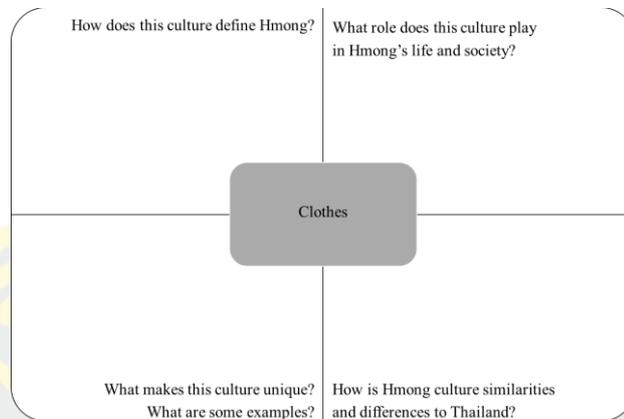
Warm up (5 minutes)

1. Greet learners
2. Ask the learners warm-up questions about Jouanah: A Hmong Cinderella version they were assigned to read in the previous lesson.
 - What was it like reading Jouanah: A Hmong Cinderella version?
3. Check the learners' answer from the assignment they were asked to complete in the previous lesson. Ask each question and nominate some learners to answer.
 - Characters: Who are the main characters in the story?
 - Setting: Where does the story take place?
 - Events: What are people doing in the story?

Teaching (40 minutes)

4. Tell learners that we are going to do the activity “Learning Center”.
5. Teacher will explain the activity (Learning Center).
 - There are five topics and each one of them have the same questions.
 - Learners will work in group and write their answer from their opinion and rotate to the another.
6. Teacher divides learners into five groups by using the learners’ numbers.
7. Teacher provides five tables and each table will be the learning center.
8. Teacher explains the questions before the activity begin.
 - How does this culture define Hmong?
 - What role does this culture play in Hmong’s life and society?
 - What makes this culture unique? What are some examples?
 - How is Hmong culture similarities and differences to Thailand?
9. Teacher gives the instructions for this activity.
 - Every table will have one piece of paper for each topic.
 - Table one: Clothes
 - Table two: Magic
 - Table three: Personalities
 - Table four: Festival
 - Table five: Belief
 - The paper must stay on the table cannot move.
 - Learners answer questions.
 - Learners have 5 minutes for each round.
 - Learners have to answer every question.
 - When the time is up, teacher tells every group to move to the next table.
 - Learners have chance to participate at every table, they have to write other things that are different from the other groups.

- This is the example of the Learning Center paper.



10. Teacher observes learners while they are working.
11. Teacher will advise and give the guidelines to learners if they need it.

Transfer (5 minutes)

12. Teacher will collect the paper after every group finish. It is necessary to read every answer first in order to understand the opinion of the class.
13. Explain to learners that we are going to discuss the answer during the next period.

Period: 11

Warm up (5 minutes)

1. Greet learners.
2. Ask learners to sit in group and pass them the Learning Center paper.
3. Ask learners to read all passage which were written first.

Teaching (40 minutes)

4. Give learners instructions for this class.
 - Every group are assign one topic: Clothes, Magic, Personalities, Festival, and Belief.
 - Ask learners to summarize all ideas from everyone and present them to the class.

- Learners will present what was the class have written from the previous period.

5. Discuss and exchange information.

- After each group finishes their presentation teacher points out some mistakes or things which can be improve if it is necessary and explains them in details.

6. After every group finish their presentation, teacher explains and summarize the activity.

- The activity raises awareness about the gap, sometimes considerable, between the personal motivations of each member of the group that point out that various motivations that can lead to very different planning choices.

- Moreover, they are not always compatible in terms of on-site planning. It is important then to think as a group.

7. Teacher will debrief that in this Cinderella version,

- Learners should have to understand and accept the people perspectives.
- Viewing and interpreting the world from other cultures' points of view and identifying your own and accepting the other perspective will make the society lives happily.

- Learners need to consider that people are different, even the twins may make us think they are exactly the same although they will always have some differences.

Transfer (5 minutes)

8. Assign learners to write the reflective paper as their homework. To give learners time to think and write effectively. Teacher gives the instructions and explains guideline if it is necessary. (Online)

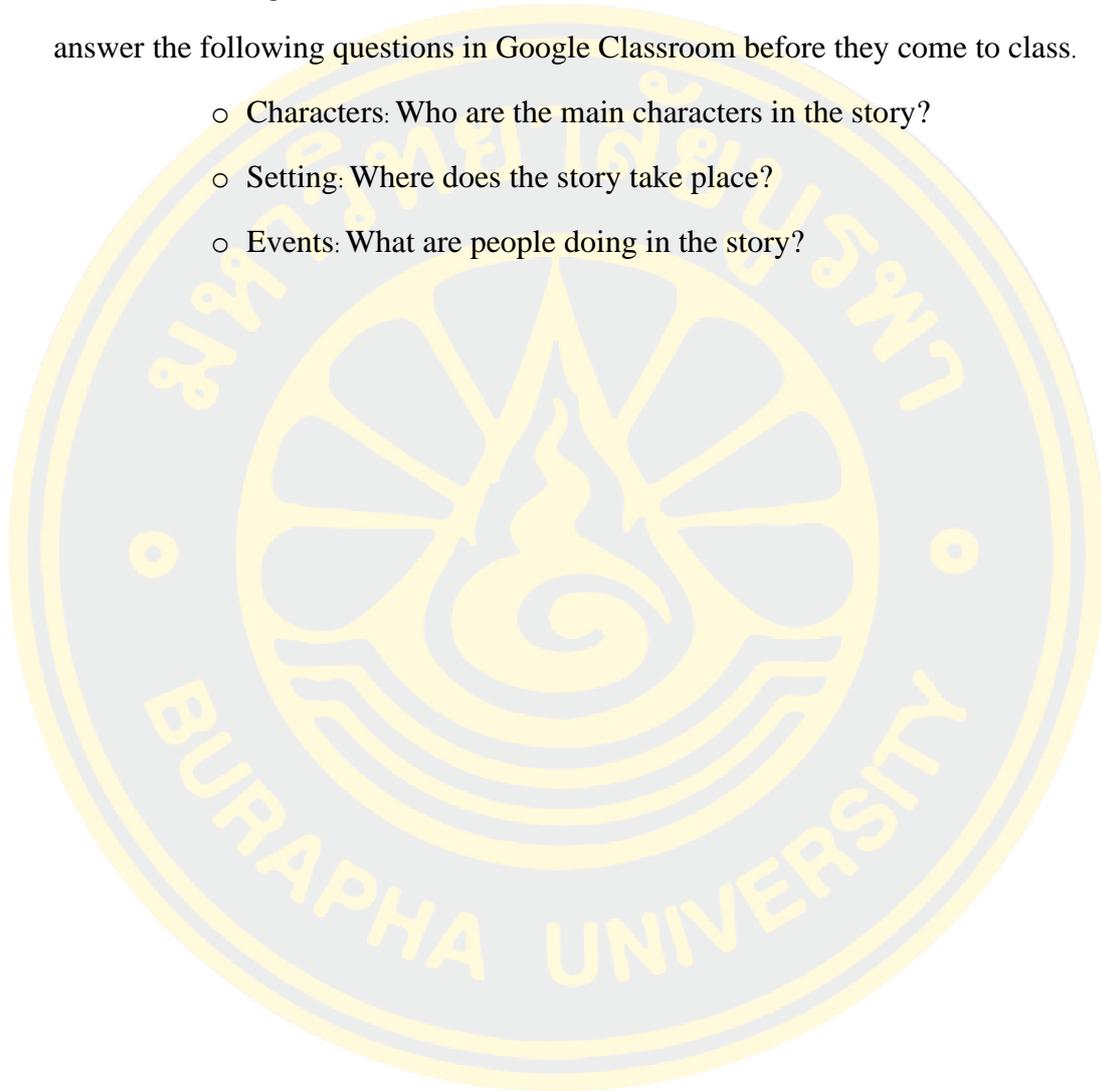
- What were some of the most interesting discoveries I made while working on this lesson?

- What were some of my most challenging moments in learning this lesson?

- What is the most important thing I learned personally?
- How will I use what I've learned in the future?
- Are there anything else that you want to tell.

9. Assign learners to read the version of Adelaida: A Cuban Cinderella and answer the following questions in Google Classroom before they come to class.

- Characters: Who are the main characters in the story?
- Setting: Where does the story take place?
- Events: What are people doing in the story?



Lesson Plan 6

Unit 4

Topic: Adelaida: A Cuban Cinderella

Code: EN31203

Time 2 periods

Grade 10 (Mattayomsuksa 4)

Objectives

In these two periods, the objective is to discuss the Adelaida: A Cuban Cinderella version to learners so that they can use it to compare with other Cinderella versions. At the end of this lesson, the learners shall be able to:

1. interpret listening to other voices and ability to engage in authentic intercultural dialogue
2. apply skills for democratic participation, communication and cooperation to promote responsibility, justice and solidarity.

Period 12

Warm up (5 minutes)

1. Greet learners
2. Ask the learners warm-up questions about Adelaida: A Cuban Cinderella version they were assigned to read in the previous lesson.
 - What was it like reading Adelaida: A Cuban Cinderella version?
3. Check the learners' answer to the assignment they were asked to complete in the previous lesson. Ask questions and nominate learners to answer.
 - Characters: Who are the main characters in the story?
 - Setting: Where does the story take place?
 - Events: What are people doing in the story?

Teaching (40 minutes)

4. Learners sit in groups of four to five.
5. Teacher explains that the target assignment of this period is "Creative Writing".

○ Explain that Creative Writing is the new story that you rewrite by imagine that you are that character. By doing this activity, the learners will have chances to interpret and listen to others and ability to engage in authentic intercultural dialogue.

6. Every group have to send a representative to randomly select a character by choosing a card (Adelaida, Marisol, Dr. Pérez, nurse, and parents).

7. Teacher gives the instructions.

- Learners rewrite the story again by using the characters' point of view.
 - The character which was given will explain their story from their perspective.
 - Learners should have pretended to be that character.
 - Learners tell the readers what do you feel or experience imagining if you were one of the character.
 - The point of view is clear.
- Tell learner that by the end of this assignment, you have to present to the class for 3 or 4 minutes.
 - Learners will summarize the story that they wrote.
 - Learners will present their story that they have to rewrite to the class during the next class.

8. Teacher will give an advice if it is necessary.

Transfer (5 minutes)

9. Learners will present the progress of their assignment.

10. Tell learners to finish their story as their homework.

11. Learners submit the assignment on Google Classroom.

12. Tell learners to prepare the presentation next class.

Period 13Warm up (5 minutes)

1. Greet learners
2. Learners sit in group and prepare to present their stories.

Teaching (40 minutes)

3. Tell learners that we are going to pay attention to the stories from each group.

4. Give learners instructions about the presentation.

- Every group will have 4-5 minutes for the presentation.
- Learners can use projector to present if they need it.

5. Learners present their work to classmates.

6. After each group finish points out mistakes and asks questions and after listen to learners' answers teacher will elaborate and explain in detail. The following questions are:

- What can you see from the story through this character?
- What do people in the story think of this character in that scene?
- What is the main reason to build an identity of this character?

7. Explain that this lesson will help learners:

○ talk about different perceptions of reality in different cultures and within the same culture.

- introduce to the activity about different values.

8. Teacher will debrief that this version will make the chance to state your opinion.

- You could be able to exchange and/or start a conversation with others.
- It helps to listen and give a response back will reflect learners' abilities

to grow up and be aware of the intercultural competences effectively.

Transfer (5 minutes)

9. Learners explain what they have learned.

10. Assign learners to write the reflective paper as their homework in order to give learners time to think and write effectively. Teacher gives the instructions and explains the guideline if it is necessary (Online).

- What were some of the most interesting discoveries I made while working on this lesson?
- What were some of my most challenging moments in learning this lesson?
- What is the most important thing I learned personally?
- How will I use what I've learned in the future?
- Are there anything else that you want to tell.

11. Assign learners to read the version of Mufaro's Beautiful Daughters: An African Tale and answer the following questions in Google Classroom before they come to class.

- Characters: Who are the main characters in the story?
- Setting: Where does the story take place?
- Events: What are people doing in the story?

Lesson Plan 7

Unit 5

Topic: Mufaro's Beautiful Daughters: An African Tale

Code: EN31203

Time 2 periods

Grade 10 (Mattayomsuksa 4)

Objectives

In these two periods, the objective is to discuss the Mufaro's Beautiful Daughters: An African Tale version to learners so that they can use it to compare with other Cinderella versions. At the end of this lesson, the learners shall be able to:

1. define adaptation and ability to shift temporarily to another perspective
2. report the concept of culture, become aware of their own culture and recognize its influence on their behavior and attitude
3. discuss cultures without stereotyping or making judgmental statements.

Period 14

Warm up (5 minutes)

1. Greet learners
2. Ask the learners warm-up questions about Mufaro's Beautiful Daughters: An African Tale version they were assigned to read in the previous lesson.
 - What was it like reading Mufaro's Beautiful Daughters: An African Tale version?
3. Check the learners' answers to the assignment they were asked to complete in the previous lesson. Ask each question and call some learners to answer.
 - Characters: Who are the main characters in the story?
 - Setting: Where does the story take place?
 - Events: What are people doing in the story?

Teaching (40 minutes)

4. Ask learners to sit in group.
5. Teacher tells learners that we are going to do ‘Perspective writing’.
6. Teacher gives learners instructions.
 - Teacher assigns learner to write their perspective about the story.
 - Learners will give their perspective of the version ‘African version’.
 - Learners have to search for information from Google first to get some ideas to answers the discussion questions.
 - The discussion will talk about:
 - cultures (traditions, beliefs, myths, or include festivals) which appeared both alphabetically and with pictures.
 - problems, there are all about the situation or conflict in the story.
 - animals, such as natural animals and the king’s transformation animals.
 - magic, mostly appeared on the king’s transformation.
 - clothes, that reflect on the black people
 - Learners can add anything that they aware and realize.
7. Teacher observes learners while there are working.
8. Teacher will advise and give the guideline to learners if they need it.

Transfer (5 minutes)

9. Learners submit the assignment if any group cannot finish it in time, they can take it home as their homework.
10. Tell learners to prepare to discuss on the next period.

Period 15Warm up (5 minutes)

1. Greet learners.
2. Ask learners to sit in groups to prepare the presentation.

Teaching (40 minutes)

3. Teacher gives learners the instructions.
 - Teacher asks each group question by question.
 - Let every group present their answer.
 - Learners answer the questions that were provided.
 - After listen to classmates, learners have time for discussion.
 - Teacher summarizes learners' ideas at the end of every question.
4. Teacher explains the culture model mostly appeared from learners' answers.
5. Teacher explains the iceberg model of culture.
 - The author will present the African culture, so most learners can see from the pictures in the story but it is not for the whole thing. We can see from an iceberg.
 - The iceberg model of culture is easily visible only represents 10% of the culture.
 - Only a very small portion of the iceberg can be seen above the water line.
 - This top of the iceberg is supported by the much larger part of it, underneath the water line and therefore invisible.
 - Nonetheless, this lower part of the iceberg is the powerful foundation.

- Explain more about culture.
 - In culture, there are some visible parts: architecture, art, cooking, music, language, just to name a few.
 - The powerful foundations of culture are more difficult to spot: the history of the group of people that hold the culture, their norms, values, and basic assumptions about space, nature, time, etc.
- The iceberg model implies that the visible parts of culture are just expressions of its invisible parts.
 - It points out, how difficult it is at times to understand people with different cultural backgrounds because we may spot the visible parts of “their iceberg”.
 - We cannot immediately see what are the foundations that these parts rest upon.
- 6. Teacher will debrief that this Cinderella version might elicit your perspective to shift to others viewpoint.
 - It is the ability to acquire the right cultural skills and adjust to the host environment.
 - You might realize that every culture has its unique ways of thinking, feeling, and acting.
 - There are the skills one utilizes to acknowledge differences in the communicative and interactional styles of people with different cultures.
 - Furthermore, it is a way to show flexibility and resolve misunderstandings in communication.
- 7. Explain more that when we are in a situation or meeting another culture.
 - We tend to interpret the behavior observed with our own iceberg, our own set of values and beliefs, which may be the cause for culture shock.
 - It is important to keep in mind that the behavior demonstrated is rooted in values that are not clearly visible.

Transfer (5 minutes)

8. Assign learners to write the reflective paper as their homework in order to give learners time to think and write effectively. Teacher gives instruction and explains the guidelines if it is necessary (Online).

- What were some of the most interesting discoveries I made while working on this lesson?
- What were some of my most challenging moments in learning this lesson?
- What is the most important thing I learned personally?
- How will I use what I've learned in the future?
- Are there anything else that you want to tell.

9. Assign learners to read the version of The Egyptian Cinderella and answer the following questions in Google Classroom before they come to class.

- Characters: Who are the main characters in the story?
- Setting: Where does the story take place?
- Events: What are people doing in the story?

Lesson Plan 8

Unit 6

Topic: The Egyptian Cinderella

Code: EN31203

Time 2 periods

Grade 10 (Mattayomsuksa 4)

Objectives

In these two periods, the objective is to discuss the Egyptian Cinderella version to learners so that they can use it to compare with other Cinderella versions.

At the end of this lesson, the learners shall be able to:

1. review relationship building, forging lasting intercultural personal bonds
2. explain the different cultures and language differences and how language is used in various cultures.

Period 16

Warm up (5 minutes)

1. Greet learners
2. Ask the learners warm-up questions about The Egyptian Cinderella version they were assigned to read in the previous lesson.
 - What was it like reading The Egyptian Cinderella version?
3. Check the learners' answers to the assignment they were asked to complete in the previous lesson. Ask each question and call on some learners to answer.
 - Characters: Who are the main characters in the story?
 - Setting: Where does the story take place?
 - Events: What are people doing in the story?

Teaching (40 minutes)

4. Learners cooperate to share the brief story of The Egyptian Cinderella.
5. Teacher asks learners to produce a video interviewing a foreigner.

6. Learners will be divided into five group of four or five, learners can make the groups by their convenient.

7. Teacher assigns learners to write the interview questions.

- The questions must make interviewees present their interesting culture or something unique about their cultures. For example, some Thais love to eat pickled fish (Pla Rah) but some people cannot eat it because it is stinks.

- Learners must make at least 5 questions.

- Questions to help to know their cultures.

- Questions should be open-ended.

- The questions reflect what is interesting or important to know about someone else when you first meet, and brainstorm the general categories of information such as; name, age, nationality, family role, religion, gender, ethnicity, job/study, taste in music, hobbies, sports, general likes, etc.

8. Teacher explains the guideline to interview the foreigners.

- Learners can interview foreign teachers at school, every year the school provides about 10 teachers from other nations. For example, the Republic of Cameroon, the Republic of the Philippines, The United States of America, etc.

- Learners can use online medias to interview. For example, Facebook.com, omegle.com, etc.

9. Teacher observes learners while there are working.

10. Teacher will give advice or a guideline to learners if they need it.

11. Learners submit the assignment, interview questions.

Transfer (5 minutes)

12. Learners submit the interview questions and teacher will give advice if it is necessary.

13. Teacher asks learners to interview the foreigners as their homework.

14. Teacher asks learners to prepare for the presentation for the next period.

Period 17Warm up (5 minutes)

1. Greet learners.
2. Ask learners to sit in group to prepare the presentation for the interviews.
3. Ask learners to share the problem and/or obstacles during the interview and how to solve those situations.

Teaching (40 minutes)

4. Learners present the video interview to the class by using a projector.
5. Teacher and classmates ask questions during the interview.
6. After paying attention to learners, they discuss it together. (The discussion depends on the topic that learners talk about.)
 - It is worth asking learners to consider their own process of growing up and how certain aspects of their identity have changed or not after this assignment, perhaps even those aspects of their identity that they think are fixed.
 - The discussion about how identity develops and which aspects of identity are social constructs and which are inherent and fixed will also be controversial, especially those relating to religion and gender.
7. Based on the interview assignment in period 16, the teacher will debrief that this version will build up the relationship from culture to culture.
 - You will see cultures around the world through the assignments, interviews, and cultures. You might open your mind and be aware of the region's diversity. It will help you to deal with the current state of diversity and globalization. It will be required to perform effectively and appropriately when interacting with others who are linguistically and/or culturally different from yourself.

Transfer (5 minutes)

8. Explain to learners that you can successfully pass this assignment if you manage to be aware of the intercultural differences and be honest when making the presentation from the truth without adding make-up information.

9. Assign learners to write the reflective paper as their homework. In order to give learners time to think and write effectively. Teacher gives the instruction and explains guideline (Online).

- What were some of the most interesting discoveries I made while working on this lesson?
- What were some of my most challenging moments in learning this lesson?
- What is the most important thing I learned personally?
- How will I use what I've learned in the future?
- Are there anything else that you want to tell.

10. Assign learners to read the version of The Persian Cinderella and answer the following questions in Google Classroom before they come to class.

- Characters: Who are the main characters in the story?
- Setting: Where does the story take place?
- Events: What are people doing in the story?

Lesson Plan 9**Unit 7****Topic:** The Persian Cinderella**Code:** EN31203**Time** 2 periods**Grade** 10 (Mattayomsuksa 4)**Objectives**

In these two periods, the objective is to discuss the Persian Cinderella version with learners so that they can able it to compare with other Cinderella versions. At the end of this lesson, the learners shall be able to:

1. explain humanity to combine respect with self-awareness
2. demonstrate their understanding of the concept, and be able to develop their communication skills.

Period 18Warm up (5 minutes)

1. Greet learners
2. Ask the learners warm-up questions about The Persian Cinderella version they were assigned to read in the previous lesson.
 - What was it like reading The Persian Cinderella version?
3. Check the learners' answers to the assignment they were asked to complete in the previous lesson. Ask each question and call some learners to answer.
 - Characters: Who are the main characters in the story?
 - Setting: Where does the story take place?
 - Events: What are people doing in the story?

Teaching (40 minutes)

4. Learners cooperate to share the brief story of The Persian Cinderella.
5. Learners sit in group of five to six to do the assignment.
6. Give learners the instructions.
 - Tell learners that we are going to make a poster project.
 - Explain that we are going to select one events (e.g., a festival) in the story.
 - Ask learners to compare the event with their own experience, background, and their cultures or beliefs.
 - Learners can search for information to elaborate on the event.
 - Learners are able to print it out or can use drawings depend on what are more convenient for them.
7. Teacher observes learners while there are working.
8. Teacher will advise and give the guideline to learners.

Transfer (5 minutes)

9. Learners will explain the progress of the assignment (a poster), teacher will give the advice if it is necessary.
10. Ask learners to elaborate on the poster as their homework.
11. Tell learners to prepare presentation for the next class.

Period 19Warm up (5 minutes)

1. Greet learners.
2. Ask learners to sit in group to prepare the presentation.

Teaching (40 minutes)

3. Tell gives the instruction for this period.
 - Learners present their posters.
 - Teacher and classmates will ask questions about it.
 - After listen learners, discuss the problems that they might have encounter with some countries.
4. Teacher wraps up the issue again after every group finish the presentation.
5. Teacher will debrief that this version will help you to combine awareness from your own experiences and what they have learn from the new cultures with respect.
 - You might accept each other's styles without a non-judgmental view, to understand and appreciate other cultures, perspectives and communication patterns.
 - It is also right to have the same opportunities through being different.
 - It will help you to elicit your abilities if one day you face an intercultural situation, you could be able to handle effectively and appropriately.
6. This activity helps learners to realize that, even though they may live in the same area, people often attach different degrees of importance to the same events.
 - It may also be interesting to notice that some particular event has marked a majority of the participants regardless of their origin or educational background that we are "all equal".
 - It encourages people to have greater respect for each other's beliefs and convictions.

Transfer (5 minutes)

7. Assign learners to write the reflective paper as their homework in order to give learners time to think and write effectively. Teacher gives the instructions and explains guideline (Online).

- What were some of the most interesting discoveries I made while working on this lesson?
- What were some of my most challenging moments in learning this lesson?
- What is the most important thing I learned personally?
- How will I use what I've learned in the future?
- Are there anything else that you want to tell.

8. Teacher assigns learners to answer the same questions as same as in period one as their homework and submit them on Google Classroom.

- Which version do you familiar with? Why?
- Which is the most well-known? Why?
- Have you ever known any of seven versions? How?
- Of seven versions, which one looks mostly like Cinderella in your opinion?
- If we combine all the versions, how will it be?
- If you were a prince which Cinderella story will you rather be part of?

Lesson Plan 10

Unit -

Topic: Summarize

Code: EN31203

Time 1 period

Grade 10 (Mattayomsuksa 4)

Objectives

In this period, the objective is to review intercultural competence after learners' experience from the instruction. At the end of this lesson, the learners shall be able to:

1. distinguish similarities and differences between their own culture and other cultures.

Period 20

Warm up (5 minutes)

1. Greet learners.
2. Ask learners about feeling toward Cinderella stories after they have learned all seven versions.

Teaching (40 minutes)

3. Teacher explains the plan for that day which is doing the questionnaire after you learn intercultural from Cinderella stories.

- Ask learners to do the Intercultural Competence Questionnaire (Online).
- After learners finish the questionnaire, teacher asks learners the following questions.

- Would you change your answer from the one you give during the first period or will you keep it the same way?

- Why or why not?

- Listen and discuss.

4. Teacher introduces the activities for the semester and ask learners to share if they want to.

5. Ask learners to do the Questionnaire to measure Learners' Opinions toward implementing Cinderella stories from various countries (Online).

6. Teacher explains Intercultural Competence.

- It includes recognition and appreciation of one's own and others' multiplicities and how they come into play in different situations.
- It implies readiness to deal with differences viewing values and behaviors of others from broader perspectives, and not seeing one's own as normal or superior.
- It is tightly linked to empathy, listening and observing, flexibility, conflict resolution skills and tolerance of ambiguity. They also go hand in hand with civic-mindedness, valuing democracy and human rights.

7. Teacher assigns learners to make the final project, learner's versions of Cinderella and give work instructions. (The instruction will be uploaded as a document file on Google Classroom.)

- Learners will work in group of four to five people.
- The cover of the E-book will cover all the aspects and briefly the story.
- Learners need to have at least 1,000 words.
- Learners must submit in a ".PDF" file.
- Learners must reflect on any culture that they like, they can also talk about a new culture but they need to explain it in the story.
- The culture that they select must be shown in the picture. For example, house, castle, festival or banquet, clothes, personalities, habits, and other thing that they aware of.
- The characters must have at least Cinderella, a prince, stepfamily, magic or a hero.
- The main characters have to find some object such as shoes or the situation that make the main characters meet each other.
- Learners must write the moral of this story.

- Learners must summarize and review all the cultures on the last page.
8. Learners have two weeks to complete the assignment and submit on Google Classroom.
 9. Tell learners to post their stories to Google Classroom, where classmates can see each other's stories.



Appendix B

The IOC Index for Lesson Plan Evaluation

Questions	-1	0	1	Comments
Objective				
1. Do the lesson objectives relate to the topic?				
2. Are the objectives suitable for the level of learners?				
3. Are the objectives related to the IC framework of Deardorff (2011) and Byram (1997) for applying IC in classroom teaching and IC approaches?				
Material				
4. Are the Cinderella books appropriate to the lesson?				
5. Do the Cinderella books help learners gain IC?				
6. Do the Cinderella books help learners gain English language knowledge?				
7. Do the Cinderella books assist learners in language communication?				
Procedures				
8. Do the teaching procedures relate to the objectives?				
9. Do the procedures follow the IC framework of Deardorff (2011) and Byram (1997)?				
10. Do the activities promote learners' IC?				
11. Do the activities help learners understand cultural diversity?				
12. Do the activities motivate intercultural and English communicative learning?				

Additional Comments

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Appendix C

The IOC Index for Intercultural Competence Questionnaire

Questions	-1	0	1	Comments
Cluster 1 Questionnaire Paper				
1. Is the format of the questionnaire easy to follow? <i>See Appendix E Questionnaire Form</i>				
2. Is the questionnaire suitable for learners?				
3. Is the scale used in the questionnaire appropriate? <i>See Appendix E Questionnaire Form</i>				
4. Does the questionnaire indicate learners' Intercultural Competence?				
Cluster 2 Questionnaire Questions				
Knowledge				
1. I knew the essential norms and taboos of the different cultures. ฉันทราบซึ่งบรรทัดฐาน และข้อห้ามที่สำคัญของวัฒนธรรมที่แตกต่างกัน				
2. I could contrast important aspects of the different cultures with my own culture. ฉันสามารถเปรียบเทียบลักษณะสำคัญทางวัฒนธรรมกับวัฒนธรรมของฉันได้				
3. I could contrast my own behaviors with the different cultures in important areas. ฉันสามารถเปรียบเทียบพฤติกรรมของตัวเองกับวัฒนธรรมที่แตกต่างกันในบริบทสำคัญที่แตกต่างกันได้				
4. I could describe interactional behaviors common among the different cultures in social and professional areas. ฉันสามารถอธิบายพฤติกรรมการมีปฏิสัมพันธ์ที่พบบ่อยในวัฒนธรรมที่แตกต่างกันทั้งในด้านสังคมและอาชีพ				

Questions	-1	0	1	Comments
5. I could discuss and contrast various behavioral patterns in my own culture with the different cultures. ฉันสามารถอภิปรายและเปรียบเทียบรูปแบบพฤติกรรมต่างๆ ในวัฒนธรรมของฉันกับวัฒนธรรมอื่นๆ ที่แตกต่างกันได้				
6. I could cite a definition of culture and describe its components and complexities. ฉันสามารถอ้างถึงคำนิยามความของวัฒนธรรม และอธิบายส่วนประกอบและความซับซ้อนของวัฒนธรรมได้				
7. I recognized signs of cultural stress and some strategies for overcoming it. ฉันตระหนักถึงสัญญาณของความตึงเครียดทางวัฒนธรรม และสามารถใช้กลวิธีในการเอาชนะความเครียดได้				
8. I knew some techniques to aid my learning of the different cultures. ฉันรู้จักวิธีการที่ช่วยให้ฉันเรียนรู้วัฒนธรรมที่แตกต่างกัน				
9. I could describe a model of cross-cultural adjustment stages. ฉันสามารถอธิบายรูปแบบของขั้นตอนการปรับตัวข้ามวัฒนธรรมได้				
10. I could cite various learning processes and strategies for learning about and adjusting to the different cultures. ฉันสามารถอ้างถึงกระบวนการและกลยุทธ์ในการเรียนรู้ที่แตกต่างกันเพื่อเรียนรู้และปรับตัวให้เข้ากับวัฒนธรรมที่แตกต่างกันได้				
Attitudes				
11. I learn from the different cultures. ฉันเรียนรู้จากวัฒนธรรมที่แตกต่างกัน				
12. I try to communicate and behave in appropriate ways. ฉันพยายามที่จะสื่อสารและปฏิบัติตัวให้เหมาะสม				

Questions	-1	0	1	Comments
<p>13. I deal with my emotions and frustrations with the different cultures.</p> <p>ฉันใช้วัฒนธรรมที่แตกต่างกันเพื่อจัดการกับอารมณ์และความคิดหัวงของฉัน</p>				
<p>14. I take on various roles appropriate to different situations. ฉันรับบทบาทที่มีความหลากหลายและเหมาะสมกับสถานการณ์ที่ต่างกันออกไป</p>				
<p>15. I show interest in new cultural aspects.</p> <p>ฉันแสดงความสนใจในแง่มุมใหม่ๆ ทางวัฒนธรรม</p>				
<p>16. I try to understand differences in the behaviors, values, attitudes and styles. ฉันพยายามเข้าใจความแตกต่างในพฤติกรรม ค่านิยมทัศนคติ และลักษณะเฉพาะ</p>				
<p>17. I adapt my behavior to communicate appropriately with different cultures. ฉันปรับเปลี่ยนพฤติกรรมในการสื่อสารอย่างเหมาะสมกับวัฒนธรรมที่แตกต่างกัน</p>				
<p>18. I reflect on the impact and consequences of my decisions and choices.</p> <p>ฉันได้ไตร่ตรองถึงผลกระทบและผลที่ตามมาจากการตัดสินใจและทางเลือก</p>				
<p>19. I deal with the different ways of perceiving, expressing, interacting, and behaving. ฉันจัดการกับวิธีการรับรู้ การแสดงออก การโต้ตอบ และพฤติกรรม ที่แตกต่างกัน</p>				
Skills				
<p>20. I demonstrated flexibility when interacting with persons from different cultures.</p> <p>ฉันมีความยืดหยุ่นเมื่อมีปฏิสัมพันธ์กับผู้คนจากวัฒนธรรมที่แตกต่างกัน</p>				

Questions	-1	0	1	Comments
21. I adjusted my behavior, dress, etc. as appropriate to avoid offending the different cultures. ฉันปรับเปลี่ยนพฤติกรรม การแต่งกาย ฯลฯ ให้เหมาะสมกับวัฒนธรรมที่แตกต่างเพื่อหลีกเลี่ยงการกระทำที่อาจก่อให้เกิดความไม่พึงพอใจของเจ้าของวัฒนธรรม				
22. I was able to contrast the different cultures with my own culture. ฉันสามารถเปรียบเทียบวัฒนธรรมที่แตกต่างกับวัฒนธรรมของตนเองได้				
23. I used strategies for learning the different cultures. ฉันใช้กระบวนการความรู้วัฒนธรรมที่แตกต่างกัน				
24. I demonstrated a capacity to interact appropriately in a variety of different social situations. ฉันแสดงให้เห็นถึงความสามารถในการโต้ตอบอย่างเหมาะสมในสถานการณ์ทางสังคมที่แตกต่างกัน				
25. I used appropriate strategies for adapting to the different cultures and reducing stress. ฉันใช้กระบวนการที่เหมาะสมในการปรับตัวให้เข้ากับวัฒนธรรมที่แตกต่างกันและลดความตึงเครียดที่เกิดขึ้น				
26. I used culture-specific information to improve my style and personal interaction. ฉันใช้ข้อมูลเฉพาะวัฒนธรรมเพื่อปรับปรุงลักษณะและปฏิสัมพันธ์ส่วนตัว				
27. I helped to resolve cross-cultural conflicts and misunderstandings when they arose. ฉันช่วยแก้ไขความขัดแย้งข้ามวัฒนธรรมและความเข้าใจผิดเมื่อเกิดขึ้น				
Awareness				
28. There are differences and similarities between my culture and other cultures. ฉันตระหนักว่ามีความแตกต่างและความคล้ายคลึงกันในวัฒนธรรมของตนเองและวัฒนธรรมอื่นๆ				

Questions	-1	0	1	Comments
<p>29. I realize various situations in different cultures required modifying my interactions.</p> <p>ฉันตระหนักว่าสถานการณ์ที่แตกต่างกันในวัฒนธรรมที่แตกต่างกัน จำเป็นในการปรับเปลี่ยนการโต้ตอบของฉัน</p>				
<p>30. I realize myself as a culturally conditioned person with personal habits and preferences. ฉันตระหนักว่าตัวฉันเองเป็นคนที่มีเงื่อนไขทางวัฒนธรรม ซึ่งมีนิสัย และมีความชอบเป็นส่วนตัว</p>				
<p>31. I realize there are diversities in the different cultures (such as differences in race, gender, and age)</p> <p>ฉันตระหนักว่ามีความหลากหลายในวัฒนธรรมที่แตกต่างกัน (เช่น ความแตกต่างใน เชื้อชาติ อายุ เพศ)</p>				
<p>32. I realize the dangers of generalizing individual behaviors as representative of the whole culture.</p> <p>ฉันตระหนักถึงอันตรายของการเหมารวมพฤติกรรมของบุคคลใดบุคคลหนึ่งว่าเป็นตัวแทนพฤติกรรมของทุกคนในสังคม</p>				
<p>33. I realize my choices and consequences. (which made me less or more acceptable) ฉันตระหนักถึงทางเลือกและผลที่ตามมาของฉัน (ซึ่งทำให้ฉันยอมรับได้น้อยลงหรือมากขึ้น)</p>				
<p>34. I realize my personal values affect my approach to ethical dilemmas and their resolutions.</p> <p>ฉันตระหนักว่าค่านิยมส่วนตัวของฉันมีผลต่อแนวทางที่เป็นประเด็นขัดแย้ง ในภาวะที่กลืนไม่เข้าคายไม่ออกทางจริยธรรมและการแก้ปัญหาเหล่านั้น</p>				
<p>35. I realize the different cultures react to me that reflect their cultural values. ฉันตระหนักว่าวัฒนธรรมที่แตกต่างกัน (ที่ตอบสนองต่อฉัน) สะท้อนให้เห็นถึงคุณค่าทางวัฒนธรรมนั้นๆ</p>				

Questions	-1	0	1	Comments
36. I realize my values and ethics are reflected in specific situations. ฉันตระหนักว่าค่านิยมและจริยธรรม ถูกสะท้อนให้เห็นในสถานการณ์เฉพาะ				
37. I realize that various cultures affect social and work situations. ฉันตระหนักว่าวัฒนธรรมที่หลากหลาย มีผลกระทบในสถานการณ์ทางสังคมและการทำงาน				
38. I realize my own level of intercultural development. ฉันตระหนักถึงระดับการพัฒนาความรู้ระหว่างวัฒนธรรมของตนเอง				
39. I realize the level of intercultural development of those I worked with. ฉันตระหนักถึงระดับการพัฒนาระหว่างวัฒนธรรมของผู้ที่ฉันทำงานด้วย				
40. I perceived myself as communicator, facilitator, and mediator in an intercultural situation. ในสภาพแวดล้อมระหว่างวัฒนธรรม ฉันถือว่าตัวเองเป็นผู้สื่อข่าว ผู้สนับสนุน และผู้ประสานงาน				
41. Is there anything else that you want to say? อื่นๆ ที่นักเรียนต้องการจะบอก				

Additional Comments

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Appendix D

The IOC Index for Questionnaire to measure Learners' Opinion toward implementing Cinderella stories from various countries

Questions	-1	0	1	Comments
Cluster 1 Questionnaire Paper				
1. Is the format of the questionnaire easy to follow?				
2. Is the questionnaire suitable for learners?				
3. Is the scale used in the questionnaire appropriate?				
4. Does the questionnaire measure Learners' Opinion toward implementing Cinderella stories from various countries				
Cluster 2 Questionnaire Questions				
Learning Cinderella stories				
1. The instruction engages me in classroom participation. การเรียนการสอนนี้ช่วยให้นักเรียนมีส่วนร่วมในชั้นเรียน				
2. I like Cinderella stories. ฉันชอบนิทานซินเดอเรล่า				
The Cinderella stories instruction helps improve my intercultural competence. การเรียนการสอนโดยใช้นิทานซินเดอเรล่าเหล่านี้ช่วยพัฒนาความสามารถระหว่างวัฒนธรรมของฉัน				
3. (1) Walt Disney's Cinderella				
4. (2) The Brothers Grimm Cinderella				
5. (3) Jouanah: A Hmong Cinderella				
6. (4) Adelaida: A Cuban Cinderella				
7. (5) Mufaro's Beautiful Daughters: An African Tale				

Questions	-1	0	1	Comments
8. (6) The Egyptian Cinderella				
9. (7) The Persian Cinderella.				
The activities in each lesson helped improve my intercultural competence. กิจกรรมในแต่ละบทเรียนช่วยพัฒนาความสามารถระหว่างวัฒนธรรมของฉัน				
10. (1) Lesson 1 Discussion board				
11. (2) Lesson 2 Walk in Their Shoes				
12. (3) Initial project: Video Presentation				
13. (4) Lesson 3 Learning center				
14. (5) Lesson 4 Creative writing				
15. (6) Lesson 5 Perspective writing				
16. (7) Lesson 6 Interview task				
17. (8) Lesson 7 Poster				
18. (9) Final project: Learners' versions of Cinderella				
19. Is there anything else that you want to say? อื่นๆ ที่นักเรียนต้องการจะบอก				

Additional Comments

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Appendix E

The IOC Index for Reflective Paper

Questions	-1	0	1	Comments
Cluster 1 Reflective Paper				
1. Is the language use appropriate for learners?				
2. Do questions allow learners to demonstrate their opinions?				
3. Are the questions suitable for learners?				
4. Does the questionnaire indicate learners' opinions toward Intercultural Competence?				
Cluster 2 Reflective Paper Questions				
1. What were some of the most interesting discoveries you made while working on this lesson? สิ่งที่น่าสนใจที่สุดที่ฉันค้นพบในบทเรียนนี้คือ				
2. What were some of your most challenging moments in learning this lesson? ช่วงเวลาที่ท้าทายที่สุดในการเรียนบทเรียนนี้คือ				
3. What is the most important thing you learned personally? สิ่งที่สำคัญที่สุดที่ฉันได้เรียนรู้ (ความรู้ที่ส่วนตัว)				

Questions	-1	0	1	Comments
4. How will you use what you've learned in the future? ฉันจะนำสิ่งที่เรียนรู้ไปใช้ในอนาคตได้อย่างไร				
5. Are there anything else that you want to tell. อื่นๆ ที่นักเรียนต้องการจะบอก				

Additional Comments

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BURAPHA UNIVERSITY

Appendix F
Assignments



Walt Disney's Cinderella

SETTING AND PLOT

- Setting : A long time ago in the land led by a king
 - Plot : there was a girl named Cinderella whose father is a widower.
 Her father remarried with bad habits wife who had two daughters that have habits as bad as her.
 Cinderella is beautiful and gentle. Cinderella's stepmother forcing her to do all the housework.

Cinderella goes to the ball. The prince fell in love with her and asked her name. It was midnight at that time and Cinderella ran away.
 The prince picks a glass slipper. The prince want to every home in the kingdom and had every young girl try on the slipper.
 Cinderella's stepsisters couldn't fit the slipper but Cinderella fit the slipper. The prince married Cinderella and they all lived happily ever after.

WALT DISNEY'S CINDERELLA

CHARACTERS

Cinderella: beautiful and kind girl
 Stepmother: heartless and bully
 Stepsisters: headstrong and bully
 Fairy: Warm and kind
 Prince: polite and personable

CULTURAL ASPECTS

Cinderella's house?
 The Chateau is where Cinderella and her late parents once lived. Although it was once a grand and stately building, it is revealed that it had "fallen into disrepair" in the years following the death of Cinderella's father. Her cruel and spiteful stepmother neglected to care for it, preferring to squander the family fortune she inherited from her late husband on her daughters, Anastasia and Drizella.

MAGIC

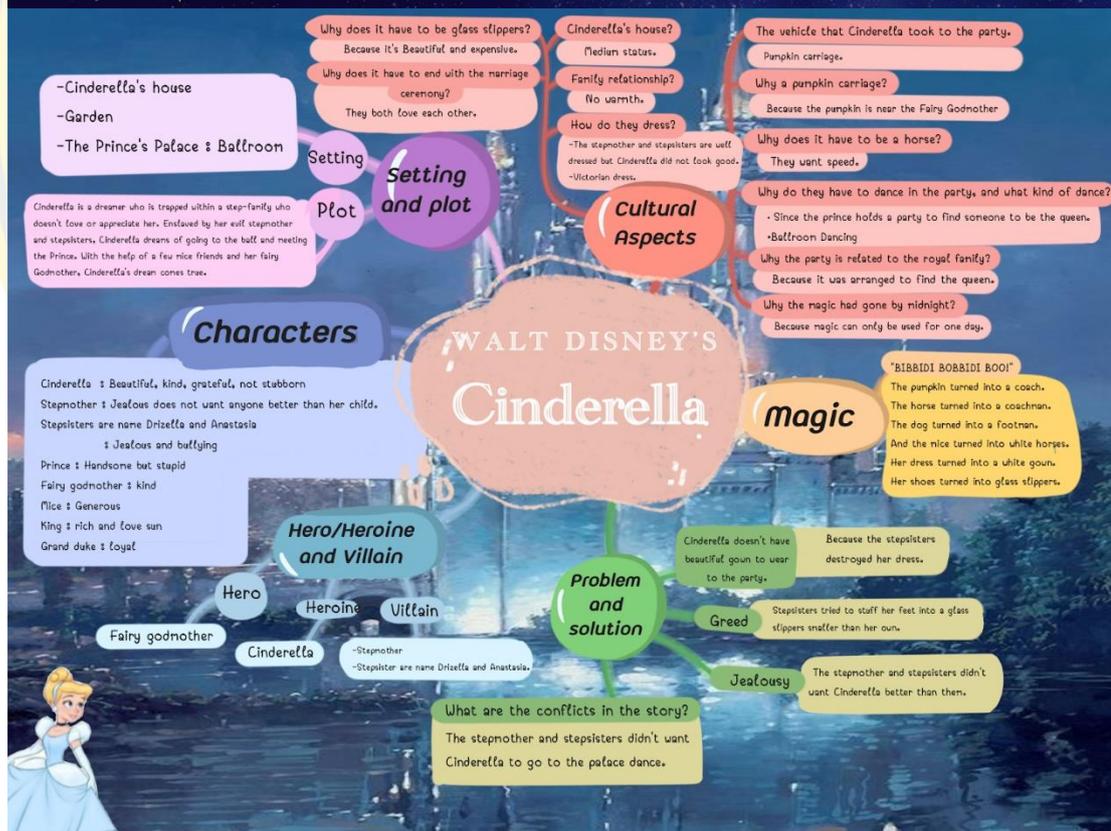
In Cinderella, Cinderella has a fairy godmother who helps her in her time of need, making her dreams come true. This fairy is able to turn a pumpkin into a carriage, mice into horses, lizards into coachmen and most importantly Cinderella's rags into a beautiful ball gown and glass slippers, all with a wave of a magic wand.

HERO/HEROINE AND VILLAIN

Hero: The prince
 Heroine: Cinderella
 Villain: stepmother, stepsisters

PROBLEM AND SOLUTION

conflicts in the story?
 The stepmother didn't want Cinderella to go to the ball. The stepmother giving her more housework than she can finish but Cinderella is patient enough to finish it.
 -Jealousy, Greed, Etc.
 The stepmother is always jealous of Cinderella who is more beautiful than her daughters, so she gives second-hand dresses to Cinderella.
 -Cinderella doesn't have beautiful gown to wear to the party. Cinderella made her own dress but her dress still ruined by the stepsisters. But in the end, the fairy helps her go to the ball.



"BIBBIDI BOBBIDI BOO!"
 The pumpkin turned into a pumpkin carriage, the horse turned into a coachman, the dog turned into a footman, a dress turned into a white gown, shoes turned into glass slippers and the mice turned into white horses.

5. Magic

- What are the conflicts in the story? : Stepmother and stepsisters persecuted, not wanting Cinderella to the party.
- Jealousy, Greed, Etc. : The stepsisters put her feet into a glass slipper to become a princess.
- Cinderella doesn't have a beautiful gown to wear to the party. : Because her stepsisters destroyed the dress so she couldn't go. Which made Cinderella cry and met an angel, Fairy Godmother.

6. Cultural Aspects

- Cinderella's house? : There was a wealth and his parents died.
- Family relationship? : When the father wasn't dead, Cinderella was happy, but when Stepmother and stepsisters entered, she was unhappy and was used as a slave.
- How do they dress? : Cinderella looks like a housewife, but stepsisters and stepmother are dressed up nicely.
- The vehicle that Cinderella took to the party. : A pumpkin carriage.
- Why a pumpkin carriage? : Because the fairy godmother saw pumpkins around that area and turned a pumpkin into a pumpkin carriage.
- Why does it have to be a horse? : Because the horse is a fast-moving animal and suitable for the situation.
- Why do they have to dance at the party, and what kind of dance? : Because the dance is a celebration for the birthday of the prince, Ballroom Dance.
- Why the party is related to the royal family? : Because it is the birthday of the prince. So people who come to the party are people of the same level.
- Why the magic had gone by midnight? : Because it is the word that the fairy godmother said that the magic will end at midnight. Everything will disappear except the glass slippers.
- Why does it have to be glass slippers? : Because it was a gift that the fairy godmother gave to Cinderella.
- Why does it have to end with the marriage ceremony? : Because the prince's father and mother wanted to have the wedding ceremony from the beginning, but the prince refused to marry, so arranged a party to find a suitable princess for the prince.

4. Problem and solution

3. Hero/Heroine and Villain

Hero : Prince
 Heroine : Cinderella
 Villain : Stepmother and Stepsisters

- Cinderella: diligent, patient, beautiful
- Prince: handsome, believe in love at first sight
- Stepmother and Stepsisters: cruel, be greedy
- Fairy Godmother: kind, have magic
- King: fat, gray hair
- Grand Duke: skinny

2. Characters

- Cinderella's house, the garden, the palace, ballroom
- When Cinderella's dream of attending the Royal Ball and meeting the Grand Duke is hindered by her cruel stepmother, she gets some astounding help from her Fairy Godmother.

1. Setting and plot

Walt Disney's Cinderella

CINDERELLA

1 Plot about the goodness of Cinderella, that Cinderella has goodness, help the gods meta help, fulfill that Cinderella

2. Character
 Cinderella = Pure Mind, Diligent, Compassionate to Animals
 Prince = with the title of the title Clever
 Stepmother = Cruel Mine
 Anattasia (Stepson) = Selfish, Crying, High Self-Consciousness
 Drizzle Stepson = Being spoiled and spoiled Lack of grace, greedy
 Gaz (Rat) = Dreams arise from the hidden desire in your heart when you sleep. In a dream you do not have heartache
 Jack (Rat) = Dreams arise from the hidden desires of your heart when you fall asleep. In a dream you do not have heartache
 Angel = maturity, mercy

3. Hero / villain heroine The heroine is Cinderella, the hero is the angel, then the villain is the mean stepmother and the two stepson.

4- The conflict arises from wealth and hatred, jealousy - If Cinderella doesn't have a nice dress to wear, Cinderella won't be able to meet the Prince and not dance with the Prince.

5. Magic Fairy has used magic to turn the sheath of gold into a carriage. Make me a horse Summoned a horse as a chariot driver Turn the dog into the door

6- Cinderella was originally a wealthy person, but when a mean stepmother came in, Cinderella was driven into the attic.
 - Relationship is that Cinderella has to live with his stepmother and child. Because Cinderella's father and daughter died
 - Dress in the English style. But by the day everyone dresses up beautifully
 - The medicine that I use is the Pumpkin Wagon.
 - To use a pumpkin car because there is a pumpkin in the area.
 - A place to use horses, because those days people often used horses as a vehicle. - They danced at the party because dancing was an activity of the nobility at the party.
 - related to the royal palace, because it is a welcome party for the prince to come back
 - The magic vanishes at noon because the fairies have set their time.
 -Must because of the coaters Because the shoes Cinderella wore was old, the fairy made the right shoes for Cinderella to go to the party
 - To end with marriage Because the prince is in the royal family, marriage is the basis of marriage, so Cinderella has to get Bana from ordinary people because you are the prince.



setting and plot

Cinderella was used by a mean stepmother to clean up the house. One day, the mean stepmother and her sister were about to go to the palace because the palace could not have a dance with her handsome prince. Went because she didn't have a dress, she walked up to the room and met her friend, who was a rat, made the dress for her. And she came down with joy, but her two sisters shred her clothes to pieces. Cinderella regrets After a while there was an angel, the godmother. Appeared before her She had made a carriage with a beautiful dress, but there was one condition she had to come back. Before midnight Cinderella headed for the castle. The prince saw her and asked her to dance. When it was time to agree with the godmother, she hurriedly ran down. Until causing her inner glass shoe to fall off. The next day, the prince sought out the owner of the glass shoe The only one she can wear is Cinderella. Cinderella was happily married to the prince.

Characters

- 1.Cinderella she is very nice person and she very diligent.
- 2.Stepmother she is badCinderella she is very nice person and she very diligent. Stepmother she is bad and she doesn't like Cinderella.
- Stepsister They are not beautiful and They are envy Prince He is very handsome and smart, and she doesn't like Cinderella.
- 3.Stepsister They are not beautiful and They are envy
- 4.Prince He is very handsome and smart.5.Rat honest

Hero/Heroine, Villain

- 3.Hero: mouse
 Heroine :cinderella
 Villain :stepmother, stepsister



Cultural Aspects



- 6.1It is a moderately wealthy house, not very rich.
- 6.2protoge
- 6.3Dress elegantly different from Cinderella.
- 6.4A carriage that an angel conjured for Cinderella.

Problem and solution

- 4.1 cinderella have a beautiful dress but stepsister They are very envy so stepsister cut her dress. After a while, the godmother fairy appeared, and she made a new dress and turned a pumpkin into a carriage.
- 4.2 Step Sister was very jealous, so she broke Cinderella's dress and Cinderella cried.
- 4.3 Later, an angel appears and gives her a beautiful dress and a car to go to the dance.

Magic

5. An angel turns a pumpkin into a carriage, turns a horse into a horse, a rat a chariot driver.



Why is a pumpkin carriage?

Because a fairy pumpkin car was made from pumpkin fruit

Why does it have to be a horse?

Horses were used as means of transporting vehicles in those days.

Why do they have to dance at parties and what kind of dance?

Because it's a dating party for the prince and it's a Ballroom Dance.

Why is the party related to the royal family?

The king organized a dance party to find a spouse for the prince.

Why does the magic disappear at midnight?

The magic will deteriorate immediately after midnight.

Why is a glass slipper?

Because the angel was the one who made it up.

Why does it have to end with a marriage ceremony?

The prince announced that he would only marry a young woman wearing a glass slipper that he had collected.



The Grimm Brothers' Cinderella

Walk in their shoes

FROM THE GRIMM BROTHERS CINDERELLA

Scene : The prince meets Cinderella at the party and ask her to dance

- If I were a prince, I would ask her to walk around the palace.
- If I were a prince, I would sing a songs for her.
- If I were a prince, I would take myself to a place for knowing more about her.

Scene : When the dance was ended the prince wants to take Cinderella to her house

- If I were a prince, I would ask her to stay at the palace.
- If I were a prince, I would be talkative person while talking to her.
- If I were a prince, I would suggest a delicious things to her.

Scene : When arrived at the way to Cinderella's house, she jumped into a bush, then the prince can't find her.

- If I were a prince, I would command a soldier to find her ASAP.
- If I were a prince, I would jump right away after her.
- If I were a prince, I would draw her portrait then announce to find her.

Scene : The prince wants to know more about Cinderella, he put a trap on the stairs by put on a glue then he got Cinderella's shoe

- If I were a prince, I would ask "If you don't mind, can you tell me where is your house".
- If I were a prince, I would wanna know her more by open-minded talking.
- If I were a prince, I wouldn't put a trap on but I would do something that we like to.

Scene : The prince took the shoe to Cinderella's house, he gave it to stepdaughters to try it on then he believed that it was fit with stepdaughters' foot, and he took them back to the palace after that the prince heard magic birds said that stepdaughters aren't the owner of shoe

- If I were a prince, I would look at their face before believe.
- If I were a prince, I would ask for looking at their foot.
- If I were a prince, I would request someone to look while they're trying a shoe.

Scene: The prince came back after heard magic birds to give the shoe to Cinderella to try it on and it was truly fit then the prince took her back to the palace to marry.

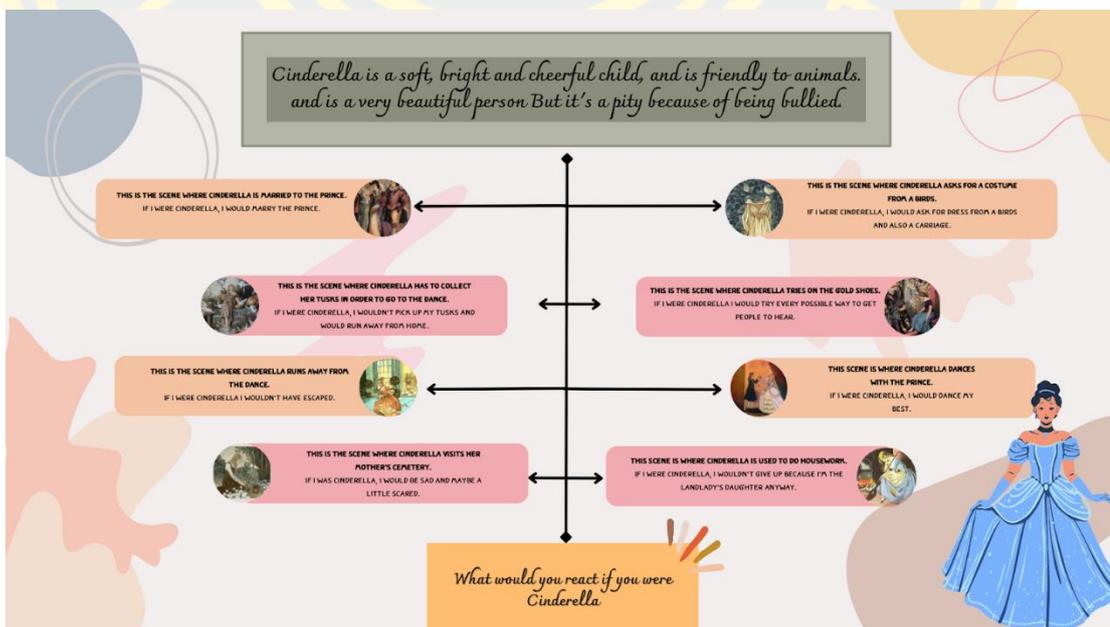
- If I were a prince, I would take her to meet the king and marry with her.
- If I were a prince, I would welcome her perfectly and announce all the people that she's my future wife.
- If I were a prince, I would buy a shoes for Cinderella instead the old one.



The prince

The prince characters

The prince, he's a romantic guy, he really believes in love at first sight, and he's in love with the one who he likes so much without flirting others.

WALK IN THEIR SHOES

Cinderella's father

- Being a millionaire, having a wealthy position
- He is a hard worker, rarely at home
- He doesn't love his daughter.



Cinderella's father

- 1** Scene : After Cinderella's mother died

If I were Cinderella's father, I would give Cinderella more love and warmth so that she wouldn't feel a lack of warmth.


- 2** Scene : Cinderella's father brought his wife and stepdaughter into the house

If I were Cinderella's father, I would ask her opinion first if she's okay with having stepmother and stepdaughters in the house. And I will look at the character of the new wife first so that she will love my daughter too.


- 3** Scene : Cinderella's father is leaving for work and asks his three daughters what they want as a souvenir

If I were Cinderella's father, I would choose gifts for all children equally.

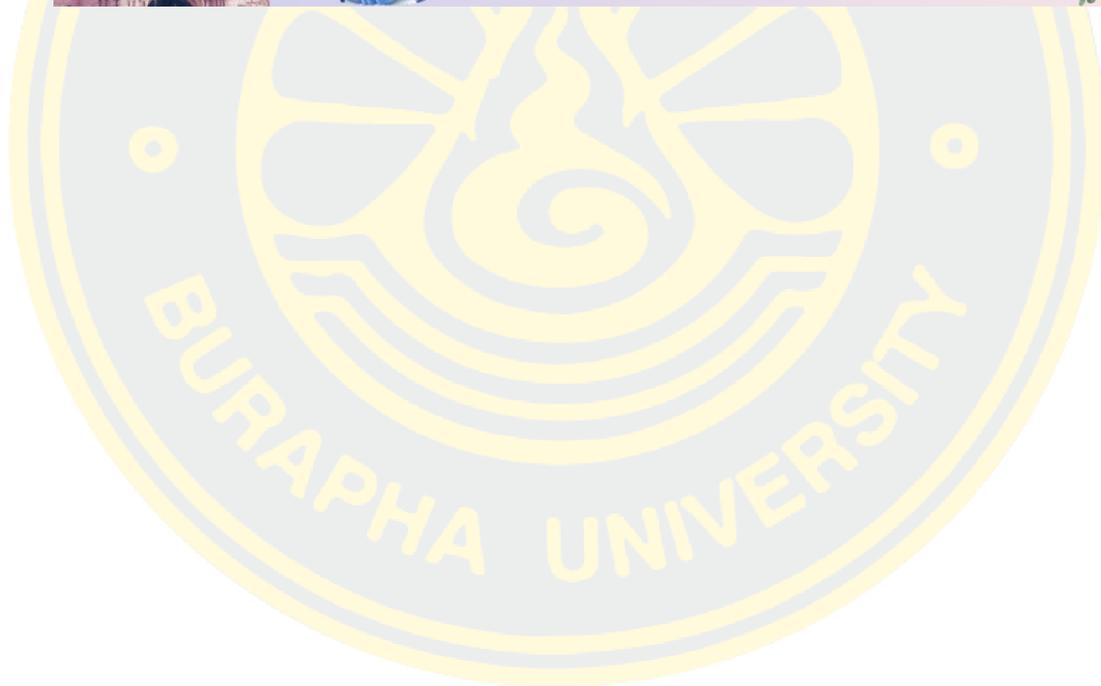

- 4** Scene : The prince meets Cinderella's father and asks about the unknown girl who disappeared behind a tree

If I were Cinderella's father, I would go home and ask Cinderella if she had danced with the prince. And if she says yes, I will help Cinderella meet the Prince.


- 5** Scene : Cinderella's father told the prince that there was only the kitchen maid left behind by his late wife. But she can't be a bride because she's too dirty

If I were Cinderella's father, I would tell the prince that I have one more daughter. And will give Cinderella a beautiful dress to wear. She will look clean.



WALK IN THEIR SHOES

1. Scene become a new wife

If I were a stepmother, I would love Cinderella like my child, so Cinderella wouldn't feel alone.



2. Scene bullying Ella

If I were a stepmother, I'm not going to mess with Cinderella's assets because they're her personal property and I shouldn't interfere with it.



3. Scene when at home

If I were a stepmother, I would have my children help each other with the housework because they would learn how to help each other and have activities to do together.



4. Scene Ella's name calling

If I were a stepmother, I wouldn't call her Cinderella because this makes her pungent. But I'll call her name "Ella".



Stepmother

Stepmother is envious, temperamental, likes to blame, puts on, loves to bully Cinderella

5. Scene to a party

If I were a stepmother, I will invite her to the ball and let her put on a beautiful dress and go to the dance party together because we are the same family.



6. Scene trying on shoes

If I were a stepmother when my daughters couldn't wear shoes, I wouldn't recommend anything bad to my children and switched to recommended they to love each other and describe them how to live together happily.



stepsisters



They're spoiled and Jealous girls.
They like to insult Cinderella,
and use her to work hard.



Stepsisters bully Cinderella scene



Stepsisters said that Cinderella was a stupid goose and make her a servant in the kitchen.

If I were stepsisters, I wouldn't bully her. I would be friendly with her and help each other so that we can live together happily.

If I were stepsisters, I would ask my father to find a rich husband and give Cinderella a beautiful dress.



request a gift from father scene



Stepsisters request a beautiful dress and jewelry from their father.

palace dance party invitation scene



Cinderella was used so hard by her stepsisters that she didn't have time to prepare for the dance.

If I were stepsisters, I would help Cinderella wore a beautiful new outfit for the dance.



If I were stepsisters, I wouldn't cut off my feet, I would return the shoes to the original owners.

shoe scene



The mentor tried to put on their shoes but was unsuccessful because their feet were too big. Their mother gave them a knife to cut off their feet.

Prince and Cinderella's wedding scene



The stepsisters came to the wedding and cringe in order to get some Cinderella's fortune

If I were stepsisters, I would apologize to Cinderella instead. And promised not to do that again.

Jouanah: A Hmong Cinderella

Clothes	
How does this culture define Hmong?	What role does this culture play in Hmong's life and society?
The clothes of the Hmong people are woven with hemp. Wear black gaiters, wear a neck ring. Women will wear 3-4 silver neck rings. Hmong women have bun hair. Men's things will wear a single silver ring around the neck and wear a black cloth hat with a spigot in the middle.	Making it possible to distinguish the characteristics of each Hmong tribe. Because each Hmong tribe has different clothes.
What makes this culture unique? What are some examples?	How is Hmong culture similarities and differences to Thailand?
Because the tools and materials, including these outfits, reflect their way of life: the clothes are soft and sweater-like, and there are knitted hats.	Hmong culture differs from Thai culture due to geographical differences where most Hmong live in high mountains or cool valleys. Making the Hmong clothes extra-thick Most are long-sleeved shirts. Long pants or skirts are wrapped around the waist. Therefore, the Hmong culture differs from Thai culture as Thailand is a hot country. Therefore, wear loose clothing. To help ventilate.

Magic	
How does this culture define Hmong?	What role does this culture play in Hmong's life and society?
The Hmong people are related to respecting the spirits of their ancestors. Sacred things about the natural environment that are up in the sky, in the river, in the trees, in the mountains, in the fields.	Make people achieve what they wish. And in worshipping the spirits of ancestors, it protects from danger and evil.
What makes this culture unique? What are some examples?	How is Hmong culture similarities and differences to Thailand?
The villagers believed that these beliefs would help diagnose the disease correctly and be treated effectively because of all their illnesses as a result of evil spirits, so how do you need to deal with ghosts so that people can recover from diseases such as ghosts, saijeng.	They have the same belief that they believe in ghosts. Ancestor spirit or holy things, there are different beliefs that most of the Hmong adhere to the Hmong religion. Most Thai people practice Buddhism.

Personalities	
<p>How does this culture define Hmong?</p> <p>Most of the Hmong people look like Chinese both in appearance and speech.</p> <p>Has a diligent character, loves freedom, is smart in calculating don't trust strangers Dlicate in the protection of fame and men are often the heads of the family. As for women, taking care of household chores such as clean the garments embroidery like this</p> <p>Working with nature the main occupation is agriculture, such as farming, raising animals, raising cattle to increase agricultural productivity.</p> <p>Hmong people respect things that are supernatural, such as ghosts, ghost houses.</p>	<p>What role does this culture play in Hmong's life and society?</p> <p>Men are often the heads of the family. Working in harvesting, agriculture, raising animals, contacting trade, making materials and equipment used in the household</p> <p>Women take care of household chores help feed the animals, cleaning clothes, sewing, and occasionally going down to help with farming or harvesting.</p> <p>Hmong people tend to be dominated by men and there may be some families with multiple wives. The reason why Hmong men tend to choose women is their diligence. The men pay the dowry to buy the bride but some people love freedom in life and can live alone.</p> <p>When married, the woman will be a member of the man's house. Help work and respect the man more than his former family.</p> <p>If Hmong people have children, they tend to let their children stay with their mothers and teach their children to work from childhood, housework, sewing, and farming. In addition, the Hmong people tend to respect nature play ghost house. There are many interesting traditions.</p>
<p>What makes this culture unique? What are some examples?</p> <p>Due to the location of the main residence in the hill area Therefore, in order to have land for growing rice, the Hmong people have devised a method to create tiered paddy fields on the mountainside to store water for growing rice. also known as step plant cultivation.</p> <p>Raising animals for food, use, and commodities on the mountain.</p> <p>Beliefs, values, and animism come from a male superstition leader and his son must inherit a ritual that invites the sacred to protect family members. The Hmong descended on the male side, so when Married women must move to the family and respect the spirits of the male's ancestors. making males play a very important role.</p> <p>Duties and Responsibilities of Sons and Daughters assign roles according to their gender status.</p>	<p>How is Hmong culture similarities and differences to Thailand?</p> <p>personality similar to Thailand</p> <p>Have the same love of freedom</p> <p>Have a humble and respectful nature.</p> <p>Have a cheerful mind difference from thai</p> <p>Hmong people are diligent and industrious. but most Thai people nowadays are lazy.</p> <p>Hmong men are usually bigger than Hmong women, but in Thailand women and men have equal roles.</p> <p>Hmong men work in the fields while Hmong women help with farm work and housework. But Thai women and men currently work in the industry.</p> <p>Hmong people use chopsticks, while Thai people use spoons to practice.</p> <p>Raising Hmong women will teach them to work from a young age, but nowadays most Thai people tend to leave their family or nurseries to raise them.</p>

Festival	
How does this culture define Hmong?	What role does this culture play in Hmong's life and society?
The Hmong people have their own tradition, cultures and beliefs from their ancestors.	New Year's culture plays a role in Hmong society where young people get to know each other and play together to build relationships with neighbors.
What makes this culture unique? What are some examples?	How is Hmong culture similarities and differences to Thailand?
What makes this culture unique are its unique festivities, such as performing ceremonies to encourage the crops of subsistence beliefs. Knocking down a pig to offer food and children's game of young people as a way for young people to talk and get to know each other.	The same thing with the Hmong and Thai New Year's festivals is that the festival is held after the produce is harvested. And there are different ways of paying respect to ancestors. Thais will water the elders' heads. But the Hmong people pay homage to their ancestors. The Thai game is to splash water, but the Hmong people play tops and sing Hmong songs. Young people are paired with each other.

Belief	
How does this culture define Hmong?	What role does this culture play in Hmong's life and society?
The vines were wrapped around his wife 3 times, around the hands 3 times and around the ankles 3 times, after which lightning came down and the wife turned into a cow.	At present, some Hmong people have converted to Christianity, thus affecting the social change of Hmong people greatly, for example, forbidding respect for other gods. including the ceremony of worship as well and also prohibits drinking or smoking, etc.
What makes this culture unique? What are some examples?	How is Hmong culture similarities and differences to Thailand?
What makes the Hmong culture unique is the costumes. They tend to wear bold and unique clothing due to the plethora of embroidery and accessories. Each piece of jewelry usually has a loop, such as a neck ring, ring, earring, and bracelet. And there is also a hat as the main decoration.	<p>The difference between Thai and Hmong culture is that the Hmong respect the spirits of their ancestors and have various beliefs involved.</p> <p>But Thailand respects Buddhism. The Hmong believe that superstitions can help diagnose diseases correctly.</p> <p>Thais believe that ghosts are guardians or when relatives die, they believe that spirits will leave the body to different places.</p> <p>And what they have in common is that the Hmong and Thais have beliefs about the auspicious time, the ceremonies, which invite sacred things. to protect family members' well-being and have a happy life.</p>

Adelaida: A Cuban Cinderella

Adelaida

My name is Adelaida. I have a twin sister named Marisol. I live in Cuba and take care of my sick mother. I did the housework and took care of my mother alone because my sister wouldn't do it. One day, my father invited me to dinner with his boss. But I refused because I had to take care of my sick mother at home. That day, my father and sister had to go to dinner with the boss. My father suddenly returned with his boss and his boss' son named Perez because he wanted to see me and my mother too. When Dr. Perez met my mother, he volunteered to take care of my mother every day. And Dr. Perez and I fell in love. So, my sister tried to stop everything because she liked Dr. Perez too. One day, a nurse called me and Marisol to the garden after Dr. Perez had left. Then, the nurse cast a gem out of my mouth and a snake came out of my sister's mouth. I was shocked and took pity on my sister, so I asked the nurse to remove the curse. Then my sister was grateful for my love for her and the spell was broken. When everything was over, Dr. Perez came back every day. My mother is getting better and I'm married to Dr. Perez.

What can you see from the story through this character?

- Seeing the love, care, and kindness of the characters towards each other.

What do people in the story think of this character?

- This character is kind, honest, loves and cares about her family.

What is the main reason to build an identity for this character?

- Made to show the good, and the love for Adelaide's family and to represent Cuba's identity

Marisol

Once upon a time in Cuba, a young woman named Marisol. She has a twin sister named Adelaida. Marisol used Adelaida to do all the work for her. One evening, their father told them that his boss had invited the **whole** family to dinner at the manor and wanted them to meet with his son, who was a doctor. Marisol was delighted and needed a young doctor. Because of his wealth, the day of the event finally arrived. She was so excited to meet Perez. But Perez didn't even look at her. He kept asking about his mother and sister. Surprisingly, he said he would come over for dinner at her house instead. When coming home, Perez was only interested in her sister. It made her feel envious of her sister. Perez came home every day to check on her mother's condition. He asked Marisol and his sister to buy him some medicine. But she refused because it was too tiring for her. Perez liked her sister. So, she finds a way to separate them but fails. The nurse calls Marisol out to the garden and she **curse**s Marisol to take a snake and a crocodile out of her mouth. Marisol was shocked and amazed that her sister came to her aid. Even though Marisol always behaves badly with her sister. This incident made Marisol want to repent and become a good person, and love family more.

What can you see from the story through this character?

- I can see that Marisol has bad thoughts with family, causing conflicts with each other and making it difficult for others.

What do people in the story think of this character?

- This character is ungrateful and selfish.

What is the main reason to build an identity for this character?

- The main reason is to cause the plot to contradict each other and it makes the story clearer.

Dr. Pérez

My name is Perez, I live in Cuba. I just graduated from Dr. My father is a supervisor at a company. One day, my father invited me to eat. To get to know a girl after reaching the restaurant, I saw an uncle making a sad face with his daughter. So my father asked what was wrong. Uncle replied that his wife was sick. He was worried and had a nurse and his daughter to take care of him, so he couldn't come to the event. With sympathy, I invited my family to eat at my uncle's house instead. When I went to my uncle's house, I saw that his wife was sick and asked to be a healer. And turned to meet the eyes of a young woman, She is my uncle's other daughter, her name is Adelaida. I fell in love with her. I want to see your face every day, therefore I volunteered to treat her mother every day until she recovered. The two of us love each other even more despite obstacles. The next day, I decided to propose to her with a diamond ring. And she agreed, Our wedding took place on the beach under the setting sun. Adelaida and I have always been in love with each other happily

What can you see from the story through this character?

- He's good natured, and he's good looking and kind.

What do people in the story think of this character?

- Think of him as a doctor who can heal people and has leadership.

What is the main reason to build an identity for this character?

- I want Dr. Perez's look to be romantic and to heal Adelida's mother.

Nurse

Hello, I was hired to work as a nurse for the families of Adereida and Marisol. One day, I was assigned to look after their mother alone since the rest of the family had to attend Dr. Pérez' s graduation party.

Adelaida, on the other hand, declined to go to the party and was content to stay and assist me in caring for her sick mother.

Therefore, I've noticed a difference between these two sisters, with Adelaida being compassionate, helping others, and being kind to everyone. Marisol, On the contrary, is a selfish and lazy person.

To teach Marisol a lesson, I'd want to bless Adelaida by having gems come out of her mouth everytime she says anything, and curse Marisol by having reptiles come out of her mouth if she says anything bad.

When they heard the blessings, I said, they were both shocked at what had happened. Adelaida saw Marisol crying and asked me to remove the curse. For which reason, I lifted the curse, and Marisol promised never to do that again. After that day, I continued my nursing duties. Until the day Adelaida got married, I went to congratulate her and returned. As the days passed, I continued to work as a nurse. But what has changed is that I no longer work at the Adelaida house. But she is just a regular nurse who helps people with ailments.

What can you see from the story through this character?

- see the difference between sisters

What do people in the story think of this character?

- I think she is kind and like to help other people

What is the main reason to build an identity for this character?

- Created this character to teach Marisol a lesson.

Parents

The family consisted of father, mother, Adelaida and Marisol. Our family is pretty poor and my wife has been sick for a very long time.

One day, his father's boss invited our family to a party to congratulate his son for having just graduated from medicine. Causing the father to think hard, not knowing who will take care of his wife.

When Dad came home, he told the family stories and Adelaida volunteered to take care of his mother. Father had to go to a party with the two Marisol. Worried about his sick mother, his face was so sad that everyone had to ask. Father then told him why Adelaida and his wife weren't present. The chief then told his father that Dr. Perez would come and heal him until his wife healed.

Dr. Perez had to treat her mother as her father ordered. So Dr. Perez met with Adelaida to talk to allow the couple to continue their love for both. Until Dr. Perez healed her mother until she recovered and made both of them close. and born into love

After Dr. Perez and Adelaida met and talked many times until Dr. Perez asked Adelaida to marry, Adelaida's family was very happy that the two got married and live together happily.

What can you see from the story through this character?

- It makes me realize that every family must want everyone to be together to be happy.

What do people in the story think of this character?

- I want my mother to be healed and I want Adelraida to marry Dr. Perez.

What is the main reason to build an identity for this character?

- family solidarity including making the family together happily.

Mufaro's Beautiful Daughters: An African Tale

Traditional and festival

Selecting the King's Spouse, it is a tradition for the king to choose a woman to be the queen. by allowing soldiers to announce the villages to find the most beautiful woman to marry the king and become queen

Choosing a beautiful and talented woman to be the queen. In choosing a wife must be beautiful and capable. Friends are the showpiece to the husband to look powerful. In other words, a queen is like a king's face.

In those days, men were considered leaders. Working for a family therefore has the right to choose a life partner and so on such as civil service exams, etc.

Belief and myth

Zimbabweans believe that everyone should have morals and if they have no morals, they will have no respect or merit in their lives. This explains why the great King was displeased with Manyara and why she was forced to become Nyasha's servant.

Zimbabweans still believe in 'King Mambo' is a very powerful and highly regarded figure in Zimbabwean culture. He is divine and alive from the rest of the country. This is associate with a monarch who lives in the distant forest and is of utmost importance to all.

They believed it was disrespectful to blamed. Shows why Manyara character is so dissatisfied.

Wealth is highly regarded in Zimbabwe. That is why Mufaro wanted one of the girls to marry the king.

Magic in the story

1. The king transforms into a snake.

To test compassion for animals.

2. The King transforms into a boy to test their kindness from Manyara and Nyasha.

The boy goes to Manyara to ask for food, but Manyara refuses and drives the boy away. Nyasha, when she meets the boy, she gives him some yam.

3. The king transforms into an old woman to test the mind and manners of Manyara and Nyasha.

As the old woman said to give some advice to Manyara, but she insults the old woman. But Nyasha, when the old woman showed the way, she thanked and gave the old woman a bag full of sunflower seeds.

4. Manyara has encountered a monster.

It's because of what she did to the boy and old woman.

5. Snake Nyoka transforms into a king.

because it wants to reveal the truth that Nyasha has to know.

Problems

Mufaro indulged Manyara too much. It makes she thought that Mufaro loved her more than her sister. So she oppresses Nyasha in every way.

Manyara is always upset. She teased her sister whenever her father was away. She had Nyasha do all the housework and said to Nyasha, "Someday I will be queen. and you will become a servant in my house." This caused the two of them not close and would argue whenever Manyara was dissatisfied with Nyasha's actions.

The prince can transform into a snake, a child, an old woman, and the prince will test Manyara and Nyasha many times to find a worthy wife for him. This caused

the two sisters to be confused. Finally, the prince chose to marry nyasha because she was always good to him no matter who he transformed into.

Animals and plants

2 animals

Snake, based on the belief of Lord Shiva in Brahmanism-Hinduism, it means feeling of enchantment. Abd five headed snake, there is a belief of a five-headed snake. of Lord Vishnu of Brahmanism - Hinduism, showing greatness

Bird of Africa represents arid climate and desert. Most of the birds in the story are long-billed, fast-runners, and have few feathers.

3 types of plants

Sunflower, it is an important oil crop in Africa. Cultivated in Africa, often in sandy or loamy soils, as well as marginal soils. have a short growing season

Millet, sorghum is the second most important grain. Native to Africa Especially suitable for Africa with arid and subtropical climates.

Sweet potato and Yam are the 3rd important food crop in Africa, tolerant of drought or poor soil. Good yielding ability in harsh conditions.

Clothes

African people's clothing There is a complicated dress. There is quite a lot of beading and beautiful printed fabric on the shirt.

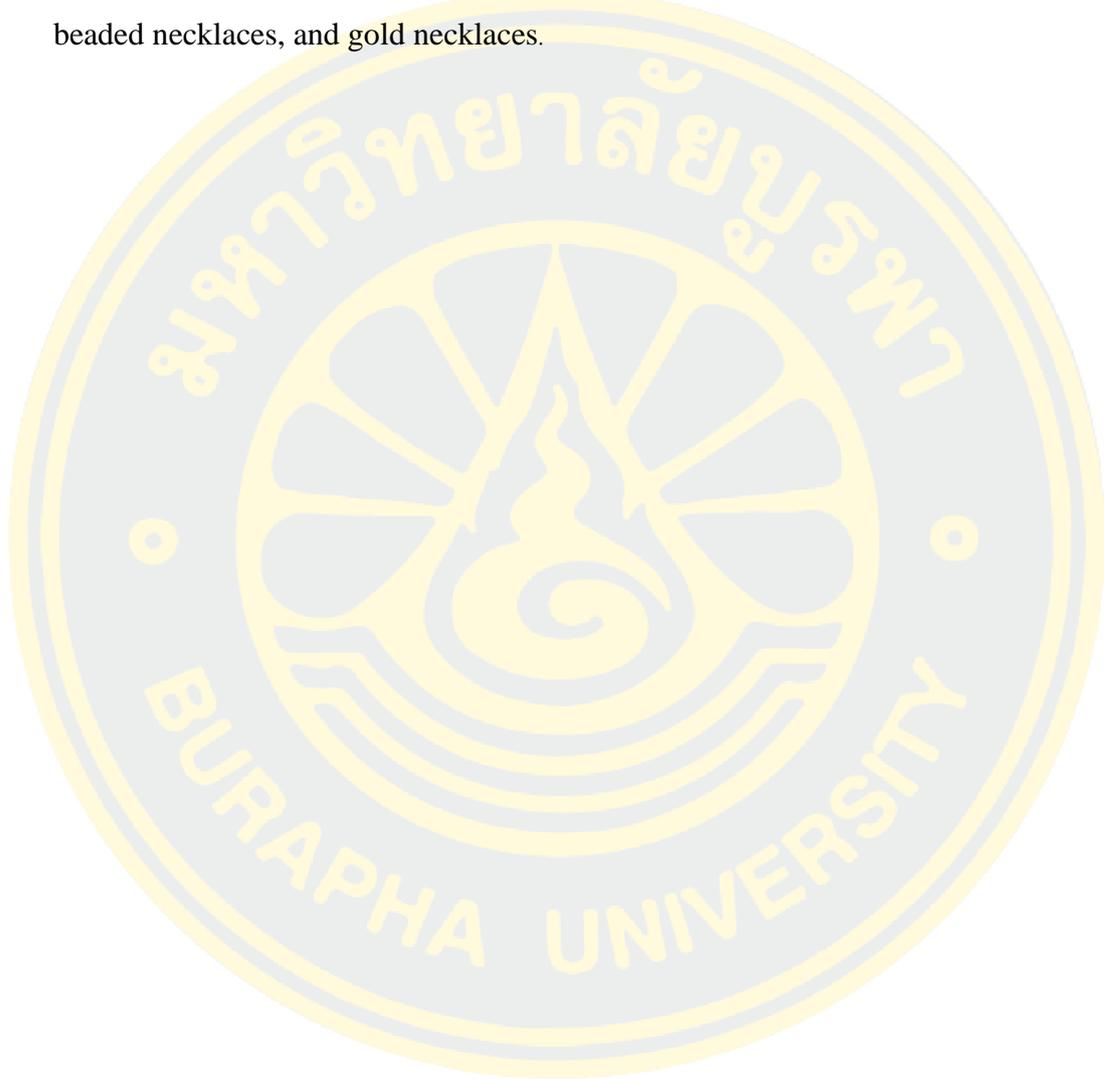
Men and women wear long skirts as part of their traditional attire. The skirts usually come in white, and the patterns are made in black. The ends are decorated with beads. This traditional dress is often worn at weddings.

Blacks wear white linen in the summer due to the warm climate. Plus, white linen is a lightweight and breathable fabric.

African woven fabrics, known as kente fabrics, are commonly made of cotton or silk, and the African Wax Print has flashy colors and beautiful patterns.

It is popular to wear a turban or a cloth wrapped around the head.

It is often used for body jewelry such as hoop earrings, gold bracelets, beaded necklaces, and gold necklaces.



The Egyptian Cinderella

Interview

Group 1

Ken: What country is your name and age from?

Nazhifa: Uh, I am from Indonesia, my name is Nazhifa, and I am 16 years old.

Ken: Can you recommend attractions in your country?

Nazhifa: A place to tour in my country ... ? I would recommend the temple of Borobudur. It's very ... interesting to go to and you can go there with family and friends.

Ken: Do you have any folk games that you would like to offer to us?

Nazhifa: For folk games ..it's not really folk but you can play it with another person-It's called congklak and it challenges your mathematical skills.

Ken: What language do you mainly speak in your country?
And what's the next language?

Nazhifa: Uh, obviously the language we mainly speak is Indonesian, and I think the second most spoken language is either English or Javanese.

Ken: What is the local food of your country?
Can you recommend one dish or two?

Nazhifa: A very popular food in our country is ... it-it sounds pretty simple, but it's called fried rice, or nasi goreng. But you can enjoy it with different variants of spices.

Ken: What is your country's traditional dress like?

Nazhifa: Traditional dress?

Ken: yea

Nazhifa: Uh ... there's not really a traditional dress, but there's a traditional way of dyeing our fabric. It's called batik. It's used as shirts and dresses and it's commonly used for schools too.

Ken: Thank you very much. Bye bye!

Group 2

Wi: Hello what is your name?

Gary: My name is Gary, What's your name?

Wi: Wi

Gary: Okay, nice to see you Wi.

Gary: Hello!

Ploy: Hello where do you come from?

Gary: I am from Brisbane.

Ploy: Again please.

Gary: I am from Brisbane in Australia; I live just north of Brisbane.

Wi: Have you ever been to Thailand before?

Gary: I have been to Thailand maybe 7 times.

Ploy: Oh and what is your favorite city in Thailand?

Gary: I have seen a little bit in Thailand, Chiang Mai, Chiang rai, Bangkok, and Cha choeng sao.

Ploy: Between Thai food and your country of residence, Which country's do you like more than and why?

Gary: I like most western food and Thai food, Thai food's so different and has many flavors.

Ploy: What do you like menu in Thai

Gary: Again please.

Ploy: What menu do you like?

Gary: What do I like to eat?

Ploy: Yes.

Gary: Pad kaphrao, My favorite's pad kaphrao.

Wi: Can you speak Thai?

Gary: A little bit.

Wi: Okay.

Gary: Ha ha, not very well.

Wi: Okay, What's interesting about your country?

Gary: My country has beautiful coastline, beaches, rainforest, two deserts, which is nothing, very good, Colors of the country change.

Wi: What is your favorite hobby?

Gary: A favorite hobby, I like to work with wood and work in the garden.

Wi: Okay today see you again bye bye.

Garry: Very nice to talk to you, Thank you very much.

Group 3

Noey: Hello teacher my name is Noey.

Noey: What is your name?

Yannis: My name is Yannis.

Noey: Ok, nice to meet you.

Noey: How old are you?

Yannis: I'm 30 years old this year.

Noey: I'm 17 this year.

Noey: I'm from Thailand.

Noey: Where are you from? And where do you live?

Yannis: I'm from France, the Eastern part of France near Germany.

Noey: Next question is Have you ever been to Thailand? And what did you do in Thailand when you're in here?

Yannis: I've been in Thailand for two years and I was a teacher there most of my time.

Noey: Ok, next question is What's your hobby?

Yannis: My hobbies are reading books.

Noey: Mmm

Yannis: So novels.

Noey: Recommend your favorite book.

Yannis: There's one book when I was a teenager that I really loved.

I think it's called the "Assassin" from Robin Hob. It has 12 books and you should be able to see it behind me.

These are all my books that I keep reading over and over again.

Noey: Ok,teacher this question is what is your favorite food?

Yannis: I like fried rice a lot. Yeah, I really like it cause it's easy to eat so, I really like it. I like pastas, Italian pastas.

Noey: Ok,next question. Do you like to watch movies or series?

Yannis: Yes, I do.

Noey: Oh What is your favorite one?

Yannis: My favorite movie of all time is probably "The Lord of the Rings".

Noey: Ok, next question is about a culture. What cultures are interesting in your country?

Yannis: What is difference in France and Thailand that in Thailand you “ไหว้” when you say hello to people,put your hands together. In France you kiss people it's like Oh oh so you kiss people on their cheeks.

Noey: Ok, What is the strangest culture of your country?

Yannis: My culture I don't hate it but it is strange. French people are never truly happy. They will go on strike for everything. You know, you will have 2,000-3,000 people on the street think I'm not happy. I'm not happy” and they will walk on Saturday everywhere, so it can be because of their work. It can be because they are not happy with the politics.

Noey: This question is, what's your Favorite festival?

Yannis: My favorite time would be Christmas.

Noey: Woww!

Yannis: Because Christmas,not because of the gifts,but Christmas is the moment when you are with your family for one night for one day and you just say “Thank you love you”, so it is a really good time of the year.

Noey: Ok,next question is what culture in Thailand has surprised you the most?

Yannis: Maybe the smiles.Thai people always smile.

Noey: Ok,next question is How is your country table manners?

Yannis: In France ,we usually all sit together and the kids cannot get out of the table until their parents say “Okay you can get out”

Noey: Umm

Yannis: So usually the kid has to ask “May I get out of the table” As for eating, we eat with forks and knives.

Noey: Ok,next question is what is unique in your country?

Yannis: Our history because we had..ahh in Our history we had first a king and the French people for all the history we have always been fighting for freedom. So when we had a king,we fought for a freedom and now we don't have a king.We have a president because we fought against our king to have freedom before this we fought against Italians Romans you know Caesar” Julius Cesar” so we fought against them,we lost but we still fought because we wanted to be free. We wanted to be a free country, free people. So in our history many times French people hight fought all the countries or themselves to be free. This is unique to our country.

Noey: Okay that is all the question that I have to ask you, so thank you very much.

Yannis: Welcome to everyone.

Group 4

IQ: Teacher can I ask you a question?

T. Yaya: Yes, please.

IQ: What is your name?

T. Yaya: My name is teacher Red or teacher Yaya.

IQ: How old are you?

T. Yaya: I am 37 years old.

IQ: Where you come from?

T. Yaya: I come from the Philippines.

IQ: Where do you live and there is a culture that you would like to introduce me to?

T. Yaya: Okay, so I come from Philippines and I live in the middle.

I live in a Visayas we have the south Visayas and the north but teacher yaya live in the middle and culture they have all most the same culture with Thailand but I think the always say “po” and “opo” it likes “krap, kha” in Thailand, so in the Philippines we say “po” or “opo” as a sign of respect. You have to “yes po” or “no po” you have to say “po” in a sentence.

IQ : How is the country in which you live?

T. Yaya: Oh, My country that Philippines it actually okay. All most the same Thailand, the people that be same, the living, the cost of living is higher, for example, in Thailand I can buy a lot of food. One hundred bath I can eat a lot already but in the Philippines no. It is expensive, so it is more expensive in the Philippines. and in the Philippines, it actually beautiful places as well same Thailand but for me Thailand it safer than in the Philippines.

Bonus: How does you feel about your country of residence?

T.Yaya: Oh, I fell happy of course we have to be proud.

Of course, teacher Yaya very proud.

Bonus: What is your favorite food?

T.Yaya: Philippines food or Thai food

Bonus: Thai food

T.Yaya: I like "fried Rice crispy pork" it is very delicious.

Bonus: Do you have any favorite collectibles?

T.Yaya: I'm collecting hats from the England and Anime card.

Bonus: What are your hobbies?

T.Yaya: What are my hobbies... I like watching movies, I like readings,
I like listening to music so many happy and I like learning another
language ex. German language I like it.

Bonus: Last question. Why did you come to Thailand?

T.Yaya: It was not my intention to come here. I was actually in Cambodia when
my friend in Bangkok messaged me to cross the border.

So, I did, now I'm living here for 6 years and going.

IQ & Bonus: Thank you, Teacher.

T.Yaya: No problem, bye.

IQ & Bonus: Bye.

Group 5

T: Hi

M: Hello

T: Nice to meet you .

M: Nice to meet you too

T: My name is Thank you. I'm 16 years old. I'm Thai, nice to meet you.

M: My name is Micah. I'm Philippines. I'm 23 years old.

Nice to meet you too.

T: Can I asked you some question ?

M: Yes, of course.

T: Do you have pet?

M: Yes, I have 2 kittens.

T: What kind of your favorite music?

M: I like kind a pop, Jazz, some like hiphop a bit.

T: How many seasons are there in your country?

M: It's 3 here , but it's like have summer. more of summer winter and rainy.

T: Do you like movie?

M: Yes, I like about action, a little bit drama and horror.

T: May I ask you about your cultures?

M: Yes, of course.

T: What interesting cultures does your country have?

M: For me, If respect to the other people like because them anoble.

T: Why do you want to introduce this culture to us?

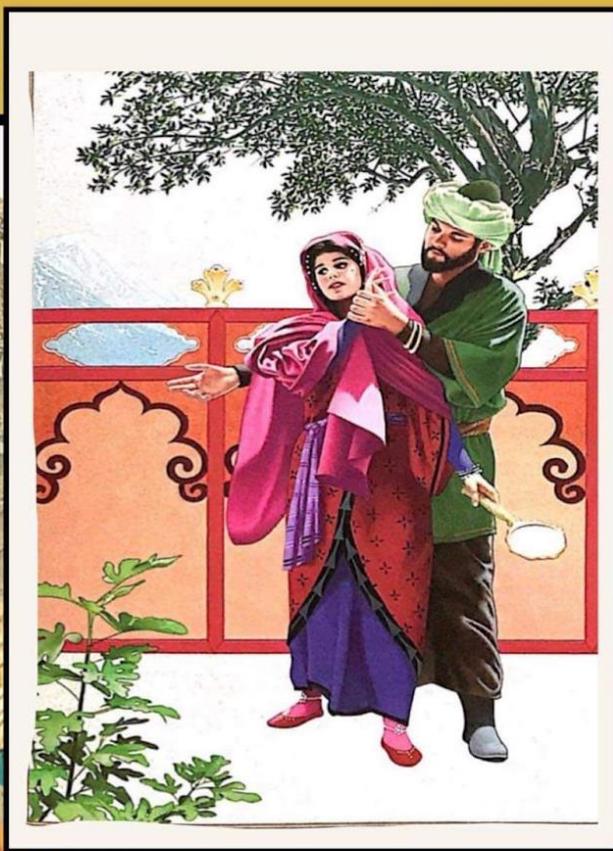
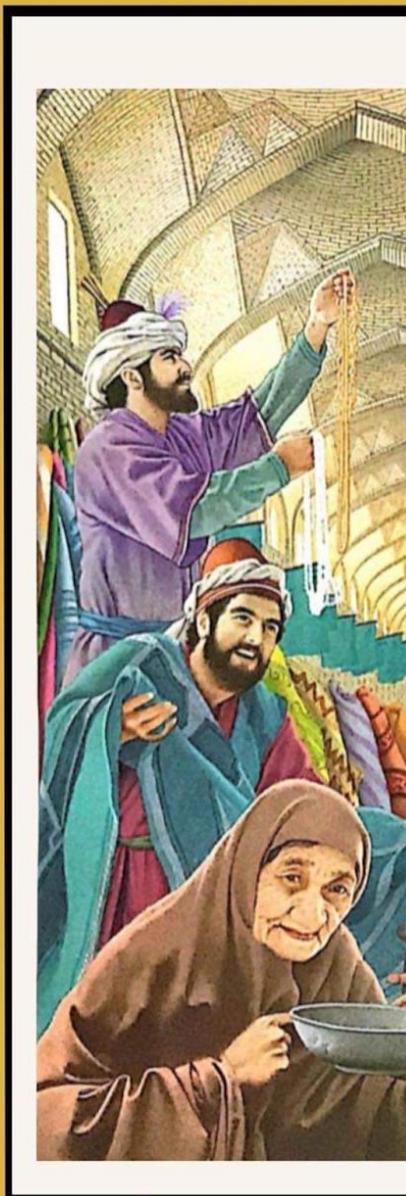
M: Because like, it's a signal respect. When you respect to someone like who is older than you. You have like good character.

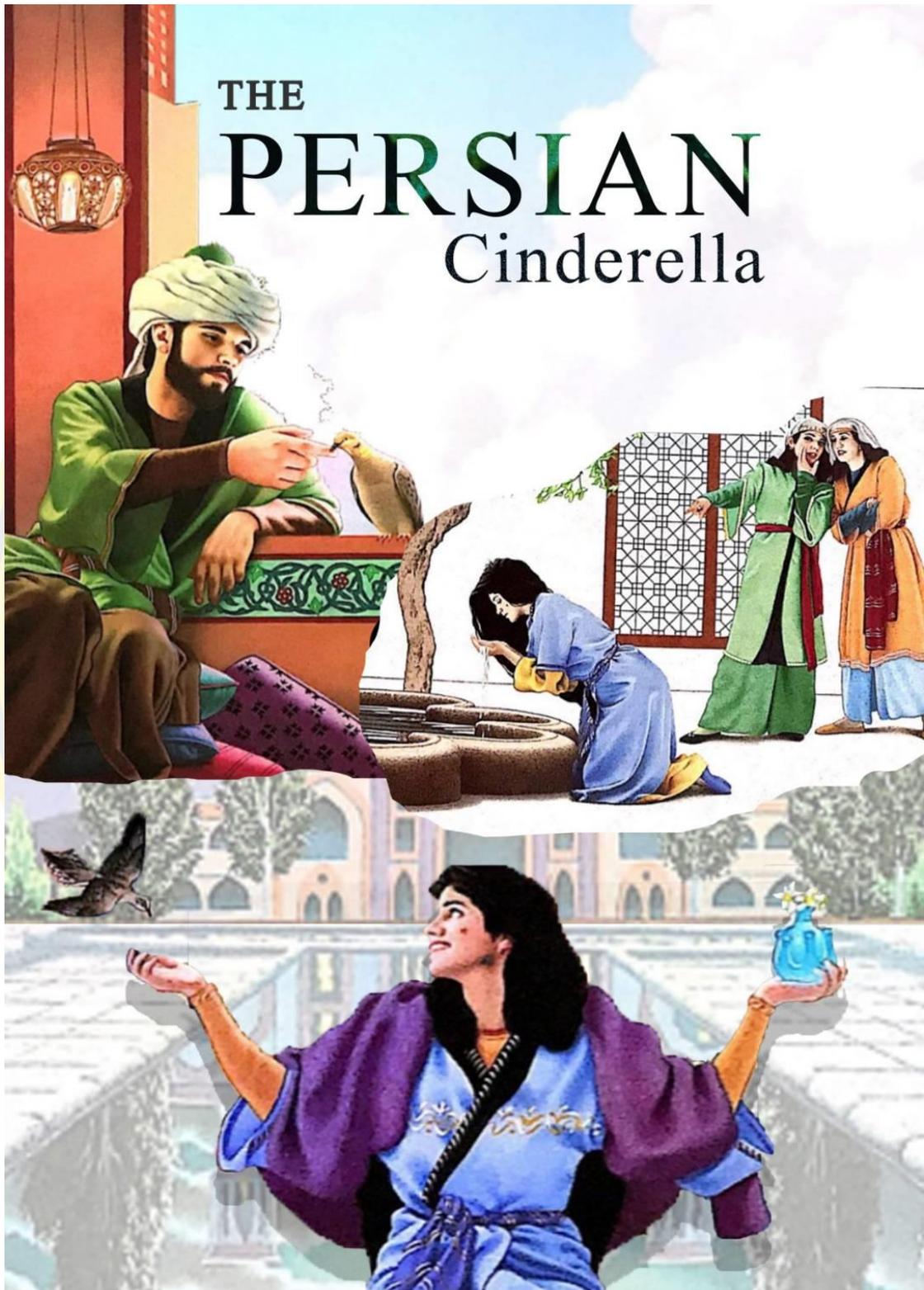
T: What is your country's greeting culture?

- M: Because like maneuvering in Tagalog is pagmamano.
This likes for the young people. There shake hands.
It's kind a like, but it's not like shake hands.
- T: And how is it different from other countries?
- M: It's not different from the other countries.
Like in Thailand when you greeting like (she made a gesture),
but in here we greeting with older and elder together not like same age
or greeting like this. We use the hand of who is older than you.
And you are elder like me elder than my mom.
If I'm gonna greeting my mom, I like need to touch the hand of my mom
and then put it on my hair like this.
- T : What is the national dish of your country?
- M: Here is adobo.
- T: Why is this dish your national dish?
- M: Because it's main like element are simple and accessible across region.
It's very yummy
- T : What is your country's clothing that represents the uniqueness
of your country?
- M: It's like in we call here Barong in Tagalog and saya.
It's made from like, I don't know what type of that they call
but it's made from pineapple.
- T: Thank you for your information. bye
- M: OK, you're welcome. bye

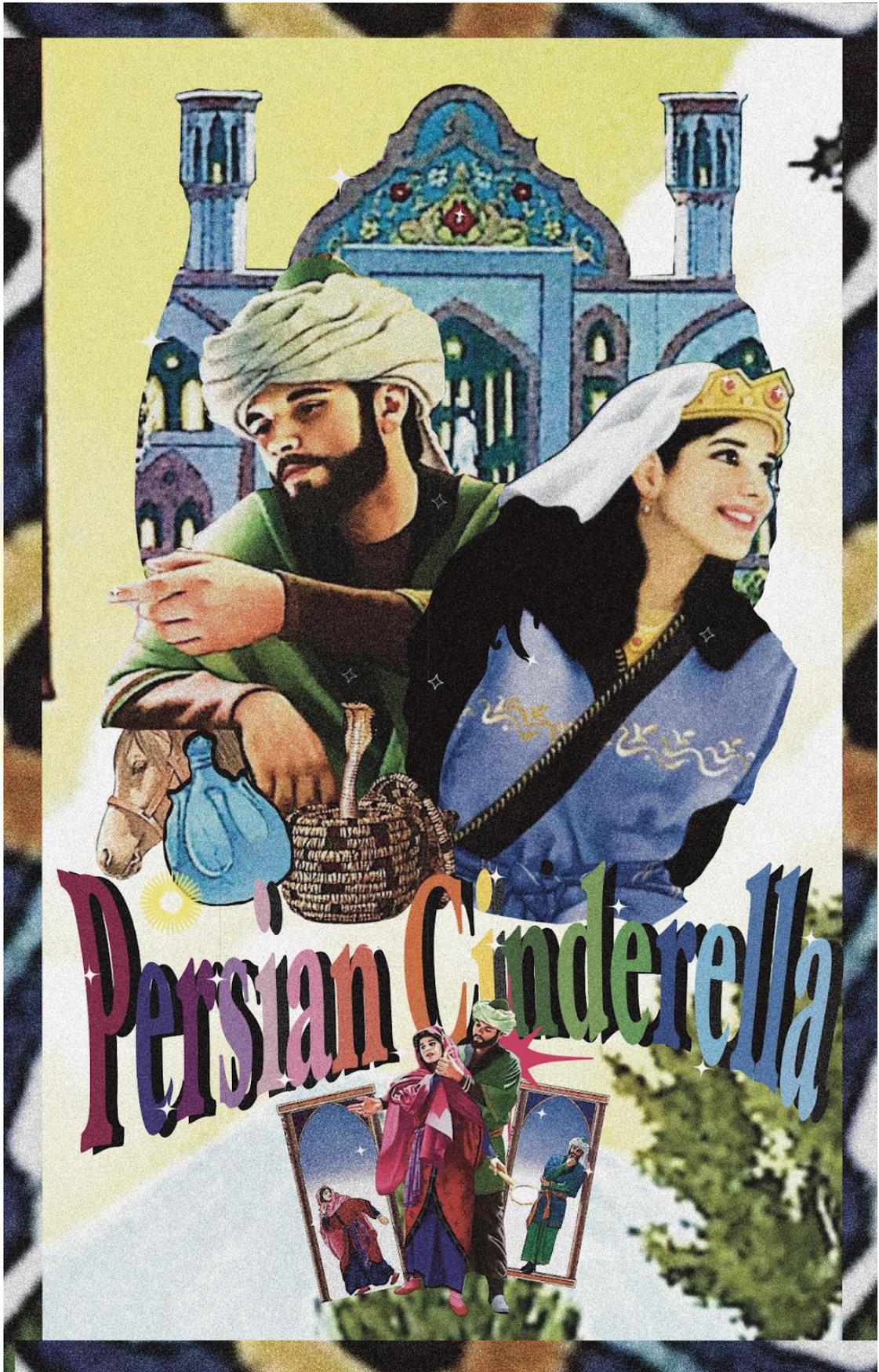
The Persian Cinderella

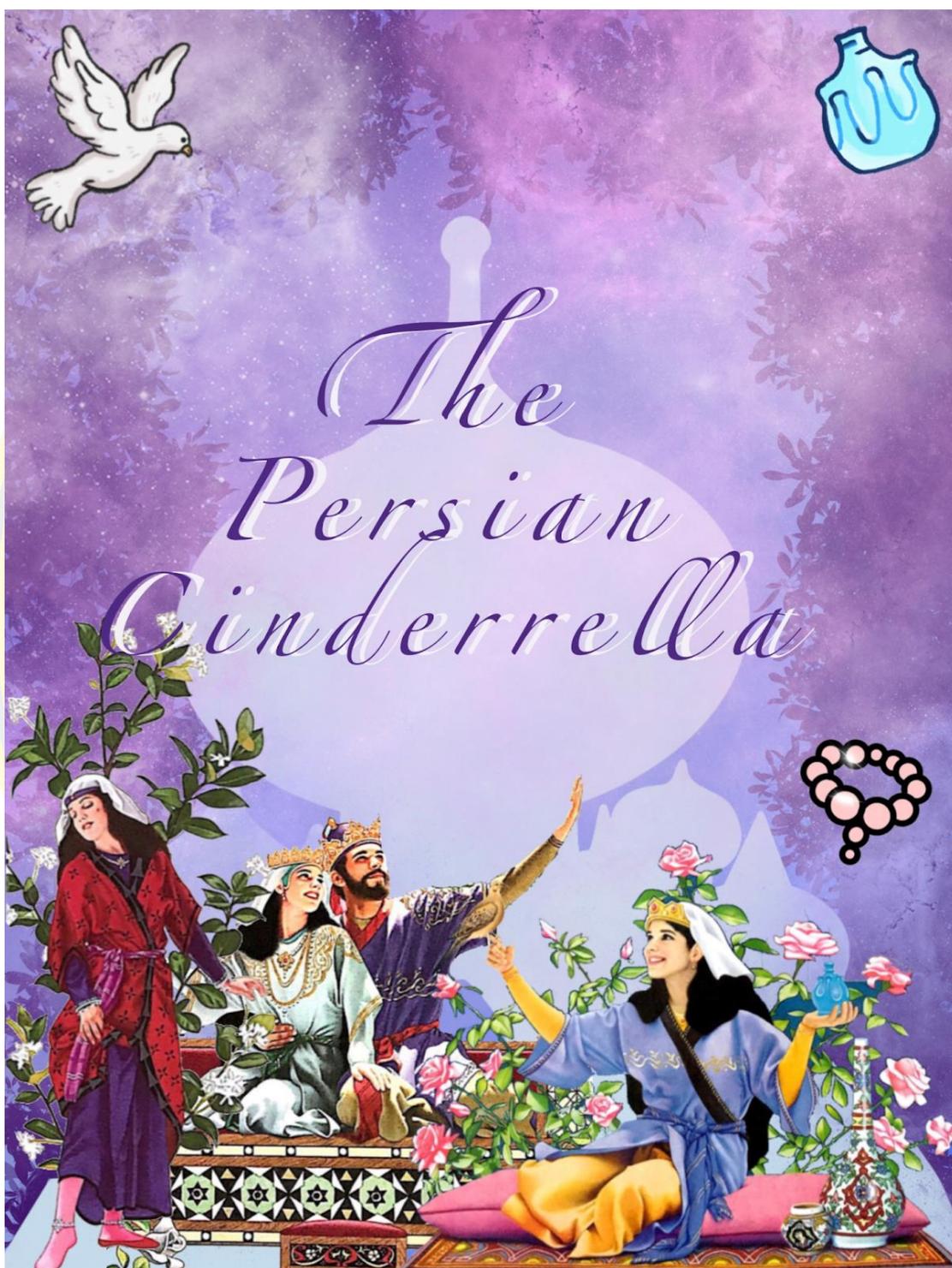
The Persian Cinderella





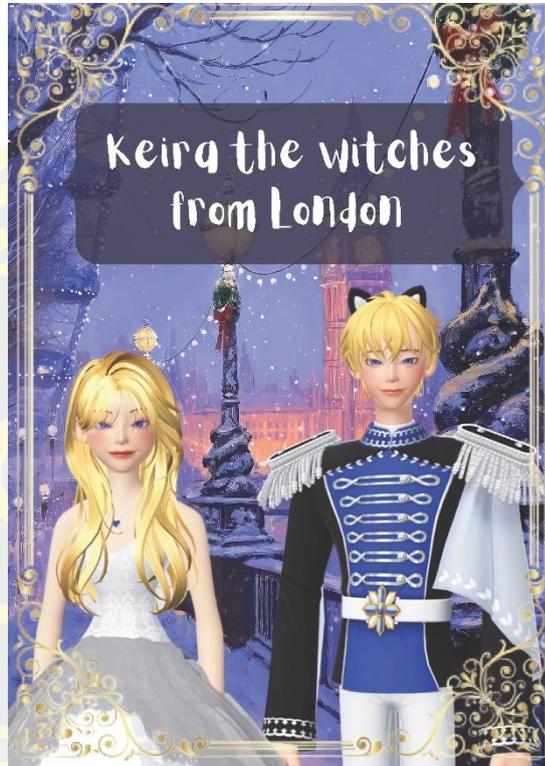


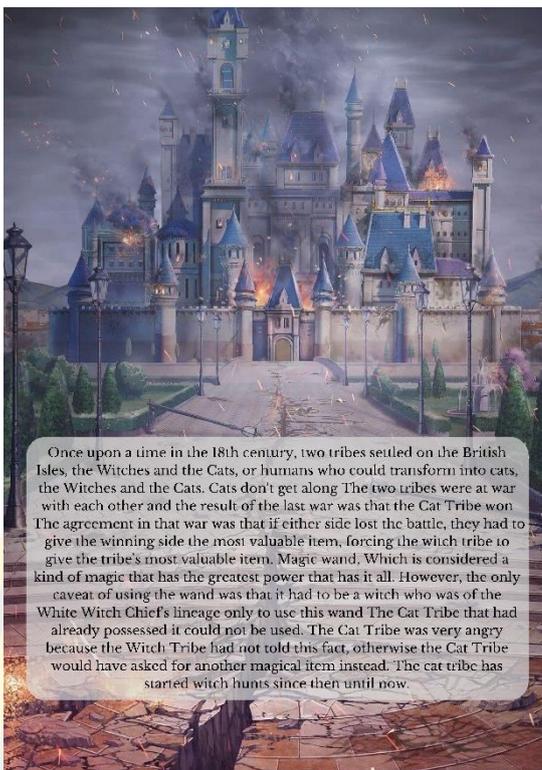




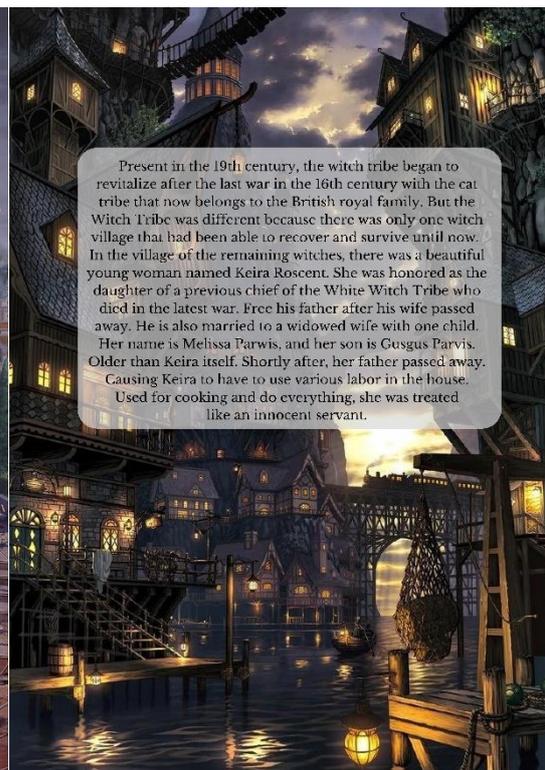
My Cinderella

London





Once upon a time in the 18th century, two tribes settled on the British Isles, the Witches and the Cats, or humans who could transform into cats, the Witches and the Cats. Cats don't get along. The two tribes were at war with each other and the result of the last war was that the Cat Tribe won. The agreement in that war was that if either side lost the battle, they had to give the winning side the most valuable item, forcing the witch tribe to give the tribe's most valuable item, Magic wand. Which is considered a kind of magic that has the greatest power that has it all. However, the only caveat of using the wand was that it had to be a witch who was of the White Witch Chief's lineage only to use this wand. The Cat Tribe that had already possessed it could not be used. The Cat Tribe was very angry because the Witch Tribe had not told this fact, otherwise the Cat Tribe would have asked for another magical item instead. The cat tribe has started witch hunts since then until now.



Present in the 19th century, the witch tribe began to revitalize after the last war in the 16th century with the cat tribe that now belongs to the British royal family. But the Witch Tribe was different because there was only one witch village that had been able to recover and survive until now. In the village of the remaining witches, there was a beautiful young woman named Keira Roscent. She was honored as the daughter of a previous chief of the White Witch Tribe who died in the latest war. Free his father after his wife passed away. He is also married to a widowed wife with one child. Her name is Melissa Parwis, and her son is Gogus Parwis. Older than Keira itself. Shortly after, her father passed away. Causing Keira to have to use various labor in the house. Used for cooking and do everything, she was treated like an innocent servant.

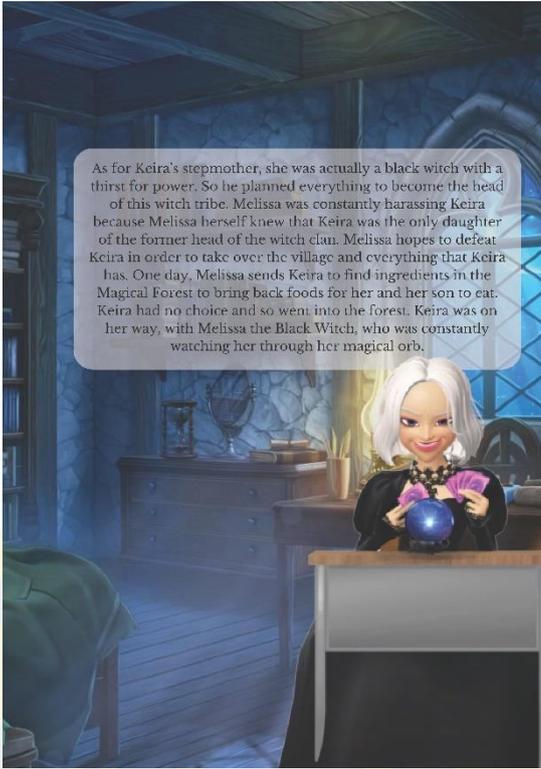


On the other side of the cat tribe, now the royal family of England, was a king named Cedric Albert Floyen, who spoke of the abdication of his two sons. The first prince was named Gabriel Albert Floyen. The name Gabriel is very much the name of one of the archangels of God. The second prince was named Michael Albert Floyen, whose name is also very meaningful from the name of one of the archangels of God.

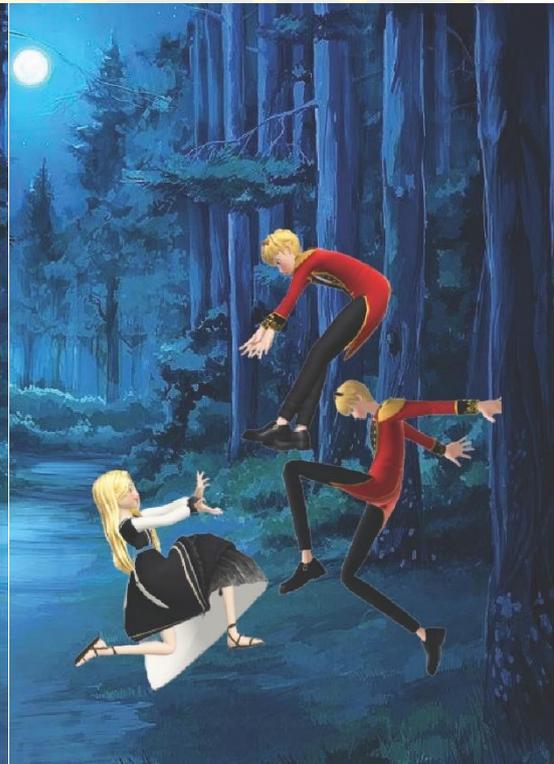
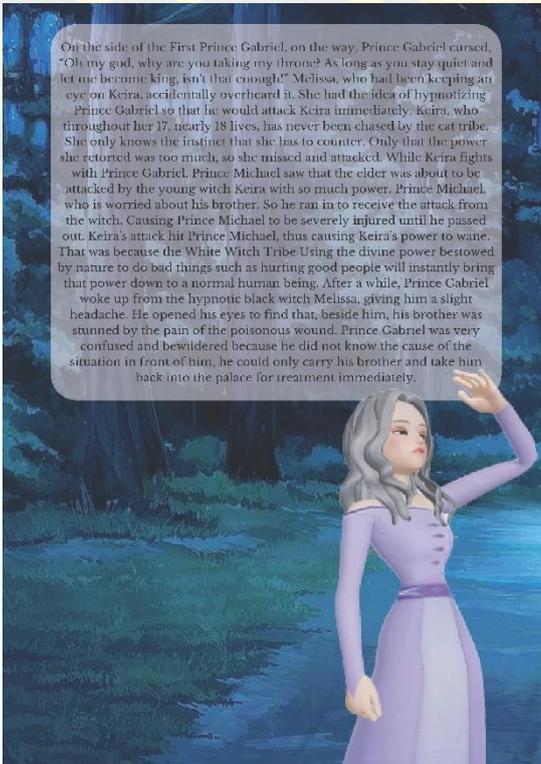


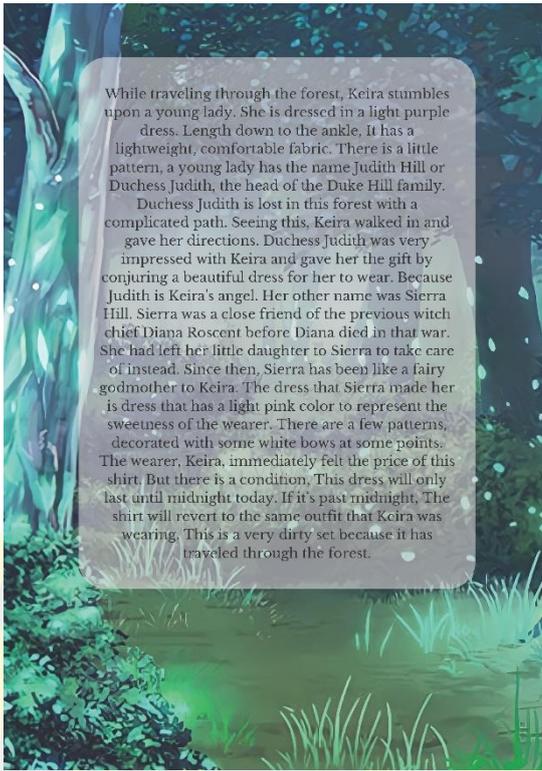
King Cedric was of the opinion that Prince Michael was better suited to be king. But there was no thirst for the throne. But Prince Gabriel had a sluggish nature, not working hard but thirsting for the throne. The king decided to do justice by ordering his two sons to compete for the title by going on a witch hunt. This has been another tradition of this royal family for a long time. And if anyone can hunt witches first, they will definitely be considered as the heir to the throne. When the two princes arrived in the forest, they immediately went to hunt witches. When they meet at a crossroads, they decide to go their separate ways to hunt down witches.

As for Keira's stepmother, she was actually a black witch with a thirst for power. So she planned everything to become the head of this witch tribe. Melissa was constantly harassing Keira because Melissa herself knew that Keira was the only daughter of the former head of the witch clan. Melissa hopes to defeat Keira in order to take over the village and everything that Keira has. One day, Melissa sends Keira to find ingredients in the Magical Forest to bring back foods for her and her son to eat. Keira had no choice and so went into the forest. Keira was on her way, with Melissa the Black Witch, who was constantly watching her through her magical orb.

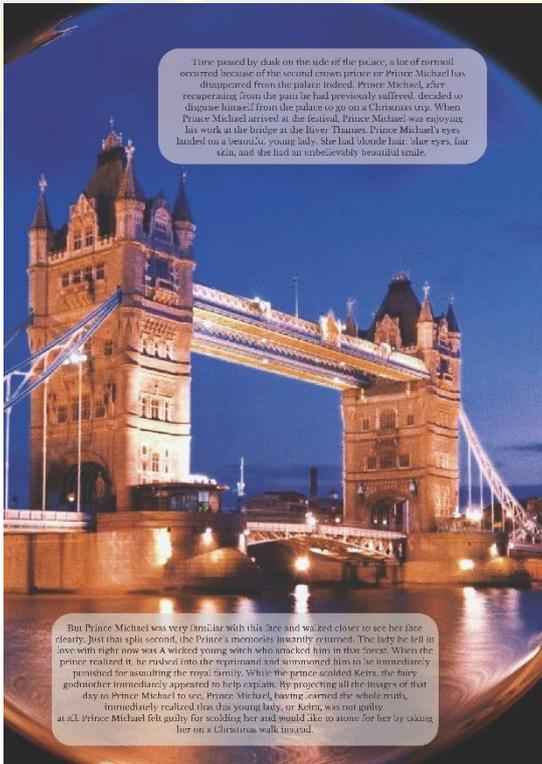
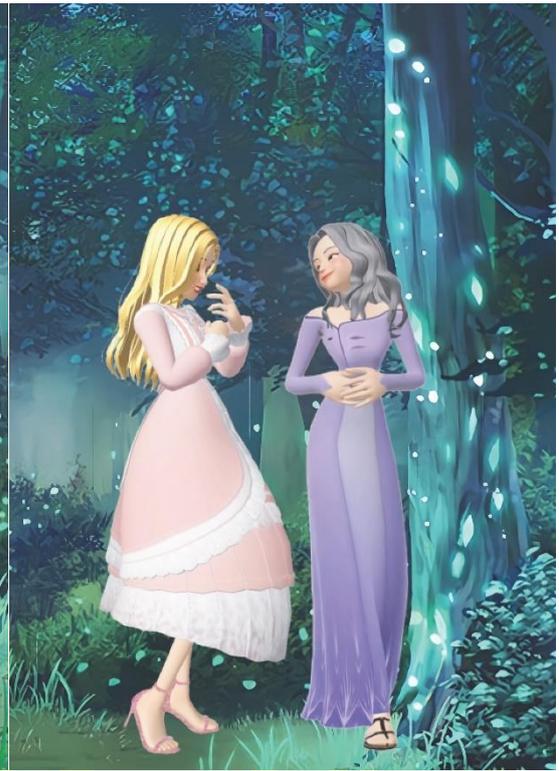


On the side of the First Prince Gabriel, on the way, Prince Gabriel cursed, "Oh my god, why are you taking my throne? As long as you stay quiet and let me become king, isn't that enough!" Melissa, who had been keeping an eye on Keira, accidentally overheard it. She had the idea of hypnotizing Prince Gabriel so that he would attack Keira immediately. Keira, who throughout her 17, nearly 18 lives, has never been chased by the cat tribe. She only knows the instinct that she has to counter. Only that the power she retorted was too much, so she missed and attacked. While Keira fights with Prince Gabriel, Prince Michael saw that the elder was about to be attacked by the young witch Keira with so much power. Prince Michael, who is worried about his brother. So he ran in to receive the attack from the witch, causing Prince Michael to be severely injured until he passed out. Keira's attack hit Prince Michael, thus causing Keira's power to wane. That was because the White Witch Tribe Using the divine power bestowed by nature to do bad things such as hurting good people will instantly bring that power down to a normal human being. After a while, Prince Gabriel woke up from the hypnotic black witch Melissa, giving him a slight headache. He opened his eyes to find that, beside him, his brother was stunned by the pain of the poisonous wound. Prince Gabriel was very confused and bewildered because he did not know the cause of the situation in front of him, he could only carry his brother and take him back into the palace for treatment immediately.





While traveling through the forest, Keira stumbles upon a young lady. She is dressed in a light purple dress. Length down to the ankle, it has a lightweight, comfortable fabric. There is a little pattern, a young lady has the name Judith Hill or Duchess Judith, the head of the Duke Hill family. Duchess Judith is lost in this forest with a complicated path. Seeing this, Keira walked in and gave her directions. Duchess Judith was very impressed with Keira and gave her the gift by conjuring a beautiful dress for her to wear. Because Judith is Keira's angel. Her other name was Sierra Hill. Sierra was a close friend of the previous witch chief Diana Roscent before Diana died in that war. She had left her little daughter to Sierra to take care of instead. Since then, Sierra has been like a fairy godmother to Keira. The dress that Sierra made her is dress that has a light pink color to represent the sweetness of the wearer. There are a few patterns, decorated with some white bows at some points. The wearer, Keira, immediately felt the price of this shirt. But there is a condition. This dress will only last until midnight today. If it's past midnight, the shirt will revert to the same outfit that Keira was wearing. This is a very dirty set because it has traveled through the forest.

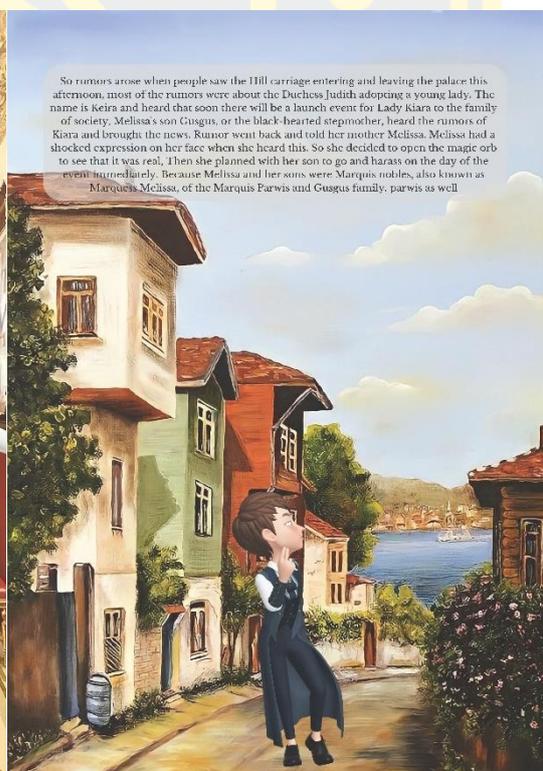
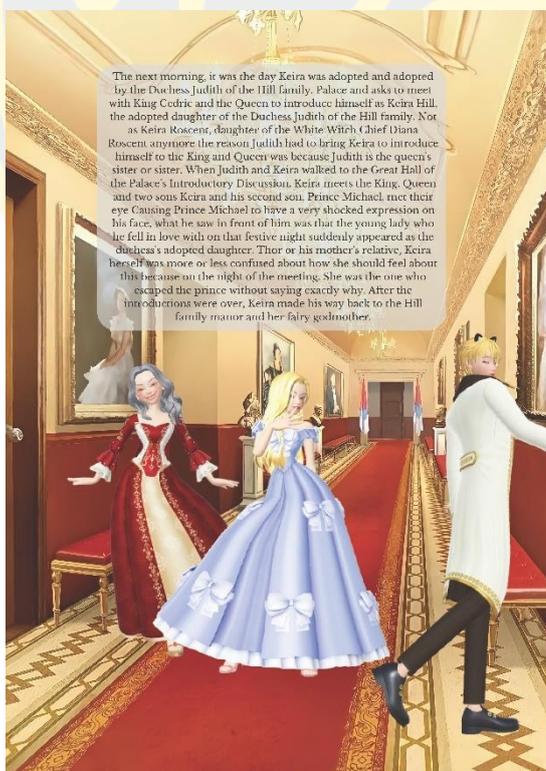
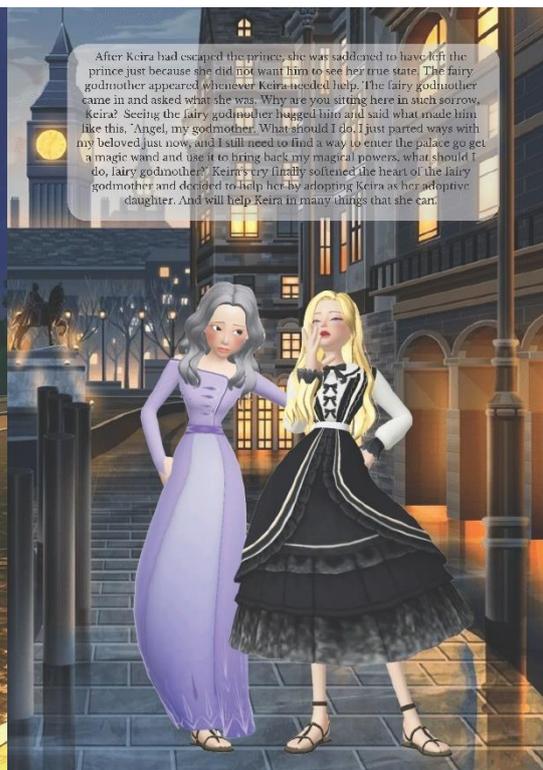


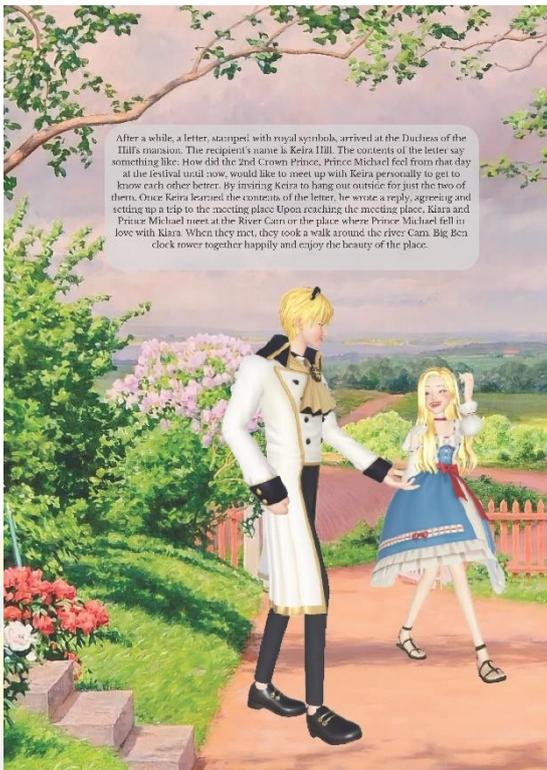
Time passed by dark on the side of the palace, a lot of turmoil occurred because of the second crown prince or Prince Michael has disappeared from the palace. Indeed, Prince Michael, after recuperating from the pain he had previously suffered, decided to disguise himself from the palace to go on a Christmas trip. When Prince Michael arrived at the festival, Prince Michael was enjoying his work at the bridge at the River Thames. Prince Michael's eyes landed on a beautiful young lady. She had blonde hair, blue eyes, fair skin, and she had an unbelievably beautiful smile.

But Prince Michael was very familiar with this face and walked closer to see her face clearly. Just that split second, the Prince's memories instantly returned. The lady he fell in love with right now was a wicked young witch who attacked him in that forest. When the prince realized it, he pushed into the reprimand and summoned him to be immediately punished for assaulting the royal family. While the prince scolded Keira, the fairy godmother immediately appeared to help explain. By projecting all the images of that day in Prince Michael to see, Prince Michael, having earned the whole truth, immediately realized that this young lady, or Keira, was not guilty at all. Prince Michael felt guilty for scolding her and would like to atone for her by taking her on a Christmas walk instead.

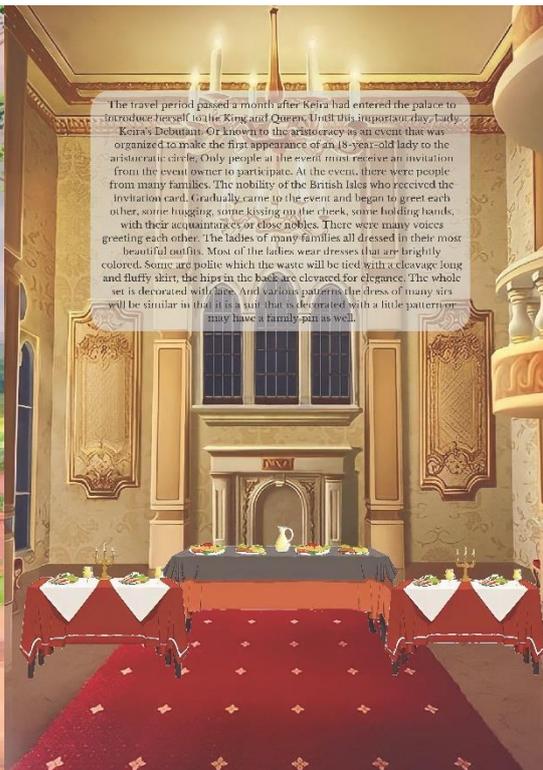


The festival is decorated with many red and green colors. Some shops are decorated with bells. Deer decoration and lots of socks! The food being sold includes human-shaped cookies, and pictures of sweet candies, sandwiches, and many breads at the event. The people were enjoying the work. Prince Michael, who volunteered to bring Keira to visit the festival, took him to a certain place. Considered another popular attraction that has recently been renovated is the "Clock Tower of Westminster Abbey" or now called "Clock Tower of Westminster" "Big Ben Clock Tower". At night, the dim lights and many colors inside the festival make the clock tower even more beautiful.

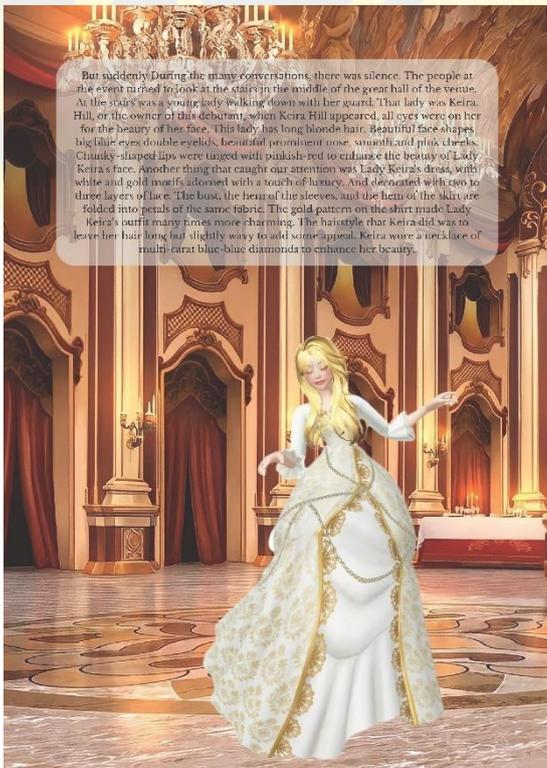




After a while, a letter, stamped with royal symbols, arrived at the Duchess of the Hills mansion. The recipient's name is Keira Hill. The contents of the letter say something like: How did the 2nd Crown Prince, Prince Michael feel from that day at the festival until now, would like to meet up with Keira personally to get to know each other better. By inviting Keira to hang out outside for just the two of them. Once Keira learned the contents of the letter, he wrote a reply, agreeing and setting up a trip to the meeting place. Upon reaching the meeting place, Keira and Prince Michael meet at the River Cam or the place where Prince Michael fell in love with Keira. When they met, they took a walk around the river Cam. Big Ben clock tower together happily and enjoy the beauty of the place.



The travel period passed a month after Keira had entered the palace to introduce herself to the King and Queen. First this important day: Keira's Debutant. Or known to the aristocracy as an event that was organized to make the first appearance of an 18-year-old lady to the aristocratic circle. Only people at the event must receive an invitation from the event owner to participate. At the event, there were people from many families. The nobility of the British Isles who received the invitation card. Gradually, came to the event and began to greet each other, some hugging, some kissing on the cheek, some holding hands, with their acquaintances or close nobles. There were many voices greeting each other. The ladies of many families all dressed in their most beautiful outfits. Most of the ladies wear dresses that are brightly colored. Some are polka which the waist will be tied with a cleavage long and fluffy skirt, the hips in the back are cleaved for elegance. The whole set is decorated with lace. And various patterns, the dress of many girls will be similar in that it is a suit that is decorated with a little pattern or may have a family sign as well.



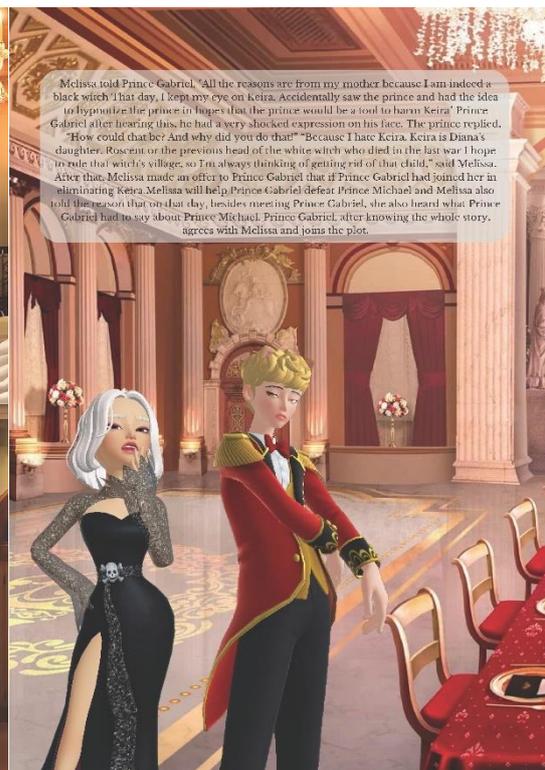
But suddenly. During the many conversations, there was silence. The people at the event turned to look at the stairs in the middle of the great hall of the venue. At the stairs was a young lady talking down with her guards. That lady was Keira Hill, or the owner of this debutant, when Keira Hill appeared, all eyes were on her for the beauty of her face. This lady has long blonde hair. Beautiful face shapes, big blue eyes, double eyelids, beautiful prominent nose, smooth and pink cheeks. Chunky-shaped lips were tinged with pinkish-red to enhance the beauty of Lady Keira's face. Another thing that caught our attention was Lady Keira's dress, with white and gold motifs adorned with a touch of luxury. And decorated with two to three layers of lace. The bust, the hem of the sleeves, and the hem of the skirt are folded into petals of the same fabric. The gold pattern on the skirt made Lady Keira's outfit many times more charming. The hairstyle that Keira did was to leave her hair long but slightly wavy to add some appeal. Keira wore a necklace of multi-carat blue-blue diamonds to enhance her beauty.



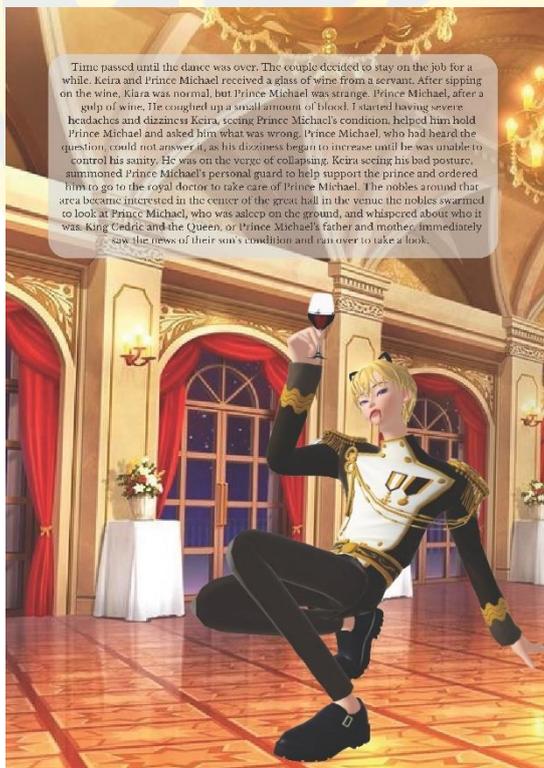
Keira walked down the stairs to the floor of the hallway. And what Keira saw first was the second crown prince or Prince Michael. At that moment, live music was played to signal that it was time to dance. Prince Michael noticed immediately and walked directly to Lady Keira. Prince Michael extended his hand, inviting Lady Keira to be his dance partner. Keira agreed and shook hands and walked to the center of the hall to dance together. They both danced together with joy and grace.



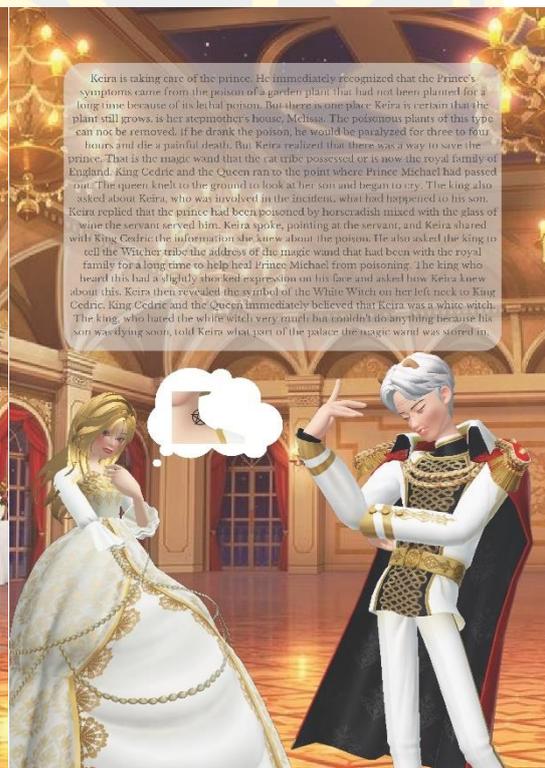
Melissa's side, who didn't get an invitation to the party, became the Marquis Parwis family and the Duke Hill family didn't get along because they both knew that one was a fairy godmother and the other, a black witch. Melissa finds a way to join the party to carry out her plan by assassinating a family of Irons on their way to the Hill Mansion. The assassin Melissa stole the invitation and used magic to disguise herself as the nobleman to join the party. After joining the event successfully, Melissa and her son Gurgus started their disguise. And attended the event at the Marquisess Melissa of the Parwis family. And her son, Gurgus Parwis, Melissa, who was exploring at the fair, happened to see the First Prince, or Prince Gabriel, on the balcony of the window. Melissa therefore went in to introduce herself and discuss the truth about the day the two princes went to hunt witches in the forest and there were many incidents that the prince couldn't remember the story.



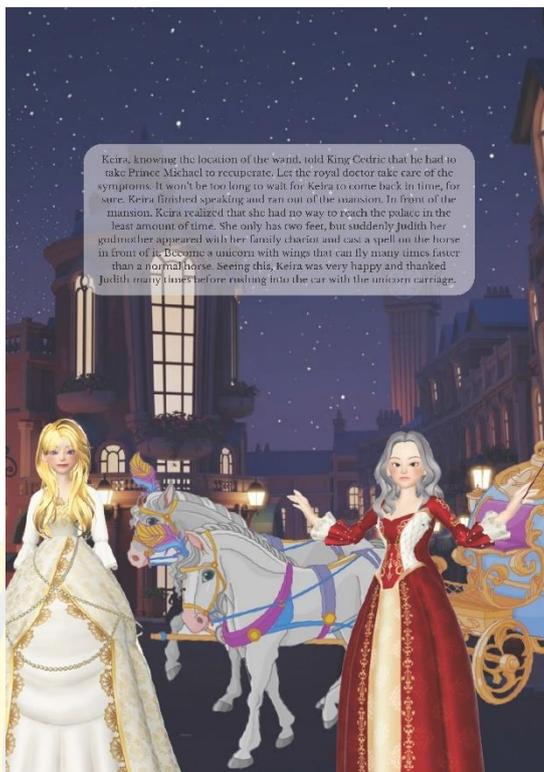
Melissa told Prince Gabriel, "All the reasons are from my mother because I am indeed a black witch. That day, I kept my eye on Keira. Accidentally saw the prince and had the idea to hypnotize the prince in hopes that the prince would be a tool to harm Keira." Prince Gabriel after hearing this, he had a very shocked expression on his face. The prince replied, "How could that be? And why did you do that?" "Because I hate Keira. Keira is Diana's daughter, Rosent or the previous head of the white witch who died in the last war. I hope to rule that witch's village, so I'm always thinking of getting rid of that child," said Melissa. After that, Melissa made an offer to Prince Gabriel that if Prince Gabriel had joined her in eliminating Keira, Melissa will help Prince Gabriel defeat Prince Michael and Melissa also told the reason that on that day, besides meeting Prince Gabriel, she also heard what Prince Gabriel had to say about Prince Michael. Prince Gabriel, after knowing the whole story, agrees with Melissa and joins the plot.



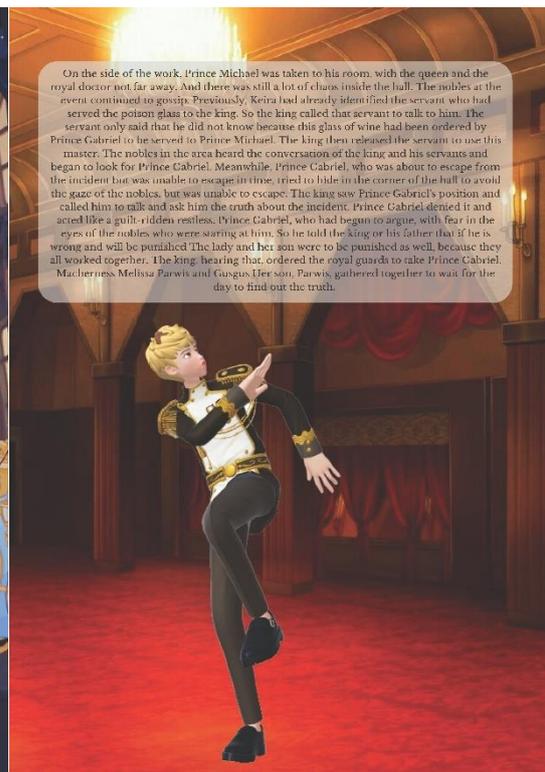
Time passed until the dance was over. The couple decided to stay on the job for a while. Keira and Prince Michael received a glass of wine from a servant. After sipping on the wine, Keira was normal, but Prince Michael was strange. Prince Michael, after a gulp of wine, he coughed up a small amount of blood. I started having severe headaches and dizziness. Keira, seeing Prince Michael's condition, helped him hold Prince Michael and asked him what was wrong. Prince Michael, who had heard the question, could not answer it, as his dizziness began to increase until he was unable to control his sanity. He was on the verge of collapsing. Keira seeing his bad posture, summoned Prince Michael's personal guard to help support the prince and ordered him to go to the royal doctor to take care of Prince Michael. The nobles around that area became interested in the center of the great hall in the wine, the nobles swarmed to look at Prince Michael, who was asleep on the ground, and whispered about who it was. King Cedric and the Queen, or Prince Michael's father and mother, immediately saw the news of their son's condition and ran over to take a look.



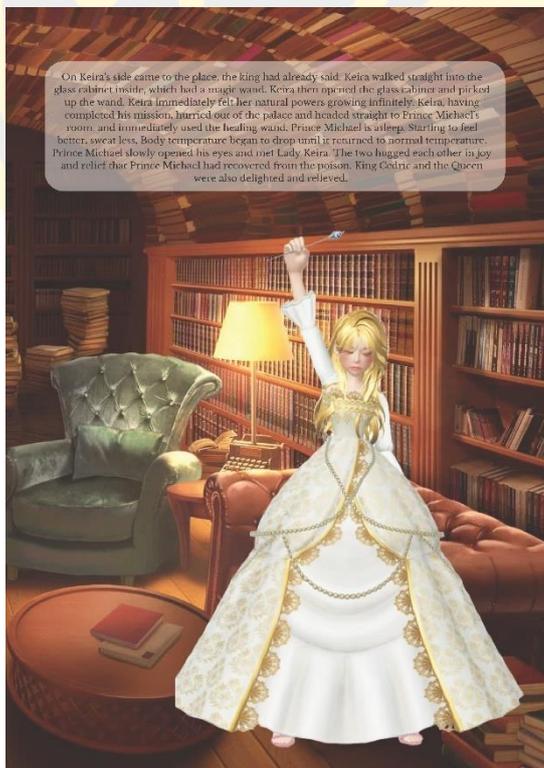
Keira is taking care of the prince. He immediately recognized that the Prince's symptoms came from the poison of a garden plant that had not been planted for a long time because of its bad poison. But there is something Keira is certain that the plant still grows in her stepmother's house, Melissa. The poisonous plants of this type can not be removed, if he drank the poison, he would be paralyzed for three to four hours and die a painful death. But Keira realized that there was a way to save the prince. That is the magic wand that the cat tribe possessed or is now the royal family of England. King Cedric and the Queen ran to the point where Prince Michael had passed out. The queen knelt to the ground to look at her son and began to cry. The King also asked about Keira, who was involved in the incident, who had forgiven to his son. Keira replied that the prince had been poisoned by horseshoe mixed with the glass of wine the servant served him. Keira spoke, pointing at the servant, and Keira shared with King Cedric the information she knew about the poison. He also asked the king to tell the Witcher tribe the address of the magic wand that had been with the royal family for a long time to help heal Prince Michael from poisoning. The king who heard this had a slightly shocked expression on his face and asked how Keira knew about this. Keira then revealed the symbol of the White Witch on her left neck to King Cedric. King Cedric and the Queen immediately believed that Keira was a white witch. The king, who hated the white witch, very much but couldn't do anything because his son was dying soon, told Keira what part of the palace the magic wand was stored in.



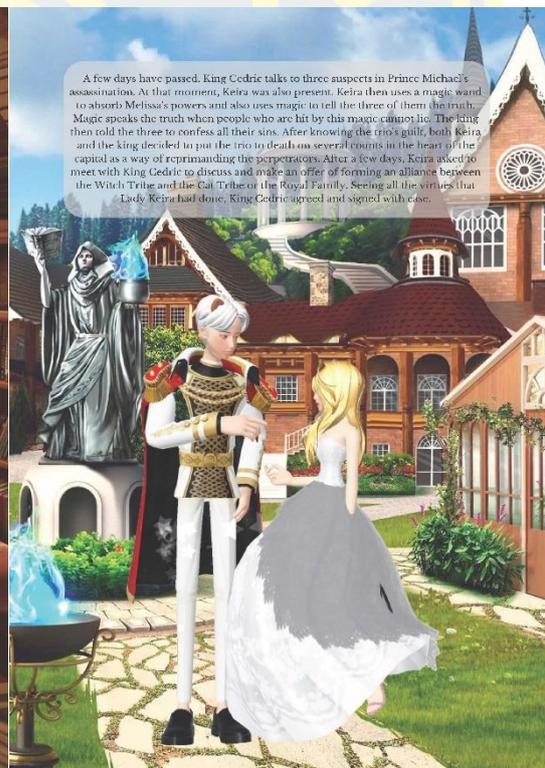
Keira, knowing the location of the wand, told King Cedric that he had to take Prince Michael to recuperate. Let the royal doctor take care of the symptoms. It won't be too long to wait for Keira to come back in time, for sure. Keira finished speaking and ran out of the mansion. In front of the mansion, Keira realized that she had no way to reach the palace in the least amount of time. She only has two feet, but suddenly Judith her godmother appeared with her family chariot and cast a spell on the horse in front of it. Become a unicorn with wings that can fly many times faster than a normal horse. Seeing this, Keira was very happy and thanked Judith many times before resting into the car with the unicorn carriage.



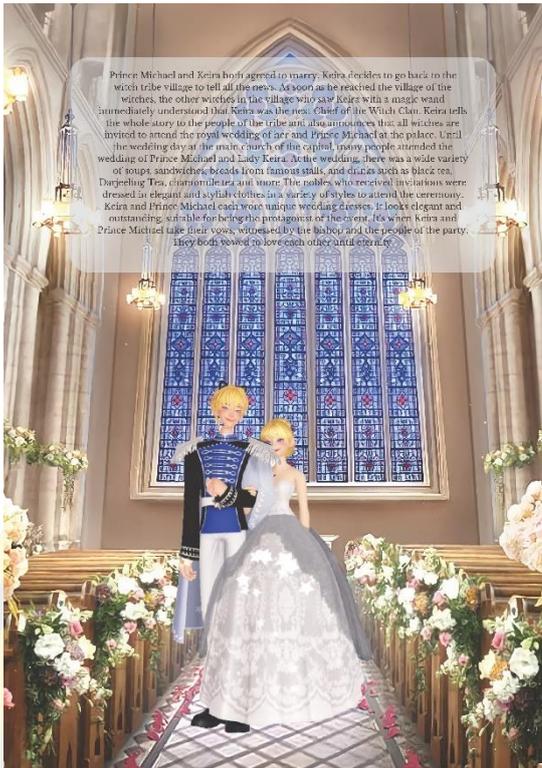
On the side of the work, Prince Michael was taken to his room, with the queen and the royal doctor not far away. And there was still a lot of chaos inside the hall. The nobles at the event continued to gossip. Previously, Keira had already identified the servant who had served the poison glass to the king. So the king called that servant to talk to him. The servant only said that he did not know because this glass of wine had been ordered by Prince Gabriel to be served to Prince Michael. The king then released the servant to use this master. The nobles in the area heard the conversation of the king and his servants and began to look for Prince Gabriel. Meanwhile, Prince Gabriel, who was about to escape from the incident but was unable to escape in time, tried to hide in the corner of the hall to avoid the gaze of the nobles, but was unable to escape. The king saw Prince Gabriel's position and called him to talk and ask him the truth about the incident. Prince Gabriel denied it and acted like a guilt-ridden restless. Prince Gabriel, who had begun to argue, with fear in the eyes of the nobles who were staring at him. So he told the king or his father that if he is wrong and will be punished. The lady and her son were to be punished as well, because they all worked together. The king, hearing that, ordered the royal guards to take Prince Gabriel. Macherress, Melissa Parwis and Gungus, her son, Parwis, gathered together to wait for the day to find out the truth.



On Keira's side came to the place, the king had already said. Keira walked straight into the glass cabinet's inside, which had a magic wand. Keira then opened the glass cabinet and picked up the wand. Keira immediately felt her natural powers growing infinitely. Keira having completed his mission, hurried out of the palace and headed straight to Prince Michael's room, and immediately used the healing wand. Prince Michael is asleep. Starting to feel better, sweat less. Body temperature began to drop until it returned to normal temperature. Prince Michael slowly opened his eyes and met Lady Keira. The two hugged each other in joy and relief that Prince Michael had recovered from the poison. King Cedric and the Queen were also delighted and relieved.



A few days have passed. King Cedric talks to three suspects in Prince Michael's assassination. At that moment, Keira was also present. Keira then uses a magic wand to strip Melissa's powers, and also uses magic to tell the three of them the truth. Magic speaks the truth when people who are hit by this magic cannot lie. The king then told the three to confess all their sins. After knowing the trio's guilt, both Keira and the king decided to put the trio to death on several counts in the heart of the capital as a way of reprimanding the perpetrators. After a few days, Keira asked to meet with King Cedric to discuss and make an offer of forming an alliance between the Witch Tribe and the Cal Tribe of the Royal Family. Seeing all the crimes that Lady Keira had done, King Cedric agreed and signed with ease.



BURAPHA UNIVERSITY

Culture from stories

England

Believe

• The witch hunt, which took place in the 18th century, was the pursuit of a person branded as a "witch" or witch evidence. Often associated with moral panic or mass prejudice, before 1750 the law sanctioned witch hunts and was associated with the formal consideration of witches.

• Black cats, British people believe that black cats are symbols of a happy and lasting marriage. Sometimes they prefer black cats to newlyweds, as a gift. They also believe that black cats will help ward off evil from entering the family.

Location

• Big Ben Clock Tower, or in the past it was called The 'Clock Tower of Westminster' was originally built to serve as the Clock Tower of the Palace of Westminster. After being burned down in 1834 by Charles Barry, the clock tower, in its Victorian Gothic style, celebrates the 60th anniversary of the Queen's ascension to the throne. Elizabeth II is now known as the landmark of London, in England.

• The Thames is a large river that flows in the south of England, and is known for the river that runs through central London.

Festival

Christmas Day is held on December 25th every year, to celebrate the birth of Jesus. The supreme prophet of Christians around the world, is an important feast day. And it is the most meaningful day because Christians consider Jesus not just a human being, Born as a normal child, but the son of the Most High and possess a divine and human nature in Himself. His birth was a very special and extraordinary event.

Religion

The majority of the population is made up of Christians of various denominations. The majority of religious events take place in churches. The names of the two princes in the story are also taken from the names of God's two Archangels, Michael and Gabriel.

Clothes

The clothing of men and women in the 19th century was altered over time to match their lifestyle. Both women's skirts are narrower to make walking easier. Heavy-duty fabric adapts during the changing seasons. The tightness of the dress that used to be right to reveal the body at the beginning of the century. It was relaxed to allow breathing and work to be easier at the end of the century. But still retain the aura that has been derived from Europe and England.

Food

England, like the rest of Europe, has a chilly climate. Most people consume things like sandwiches, steaks, breads, pies, and other starchy and protein-rich foods to warm up their bodies, and most dishes aren't spicy.

Thailand

Believe

In the past, the majority of Thai people believed in nymphs, according on their own beliefs. Most Thais believe that black cats are a sign of evil.

Location

Thai people used to live in wooden houses, which were two-story Thai houses with basements. Murals depicting historical events and telling stories of various literary beliefs can be seen in religious buildings such as temples.

Festival

The majority of Thai festivals, such as Makha Bucha Day, are religious in nature. Asanha Bucha Day, Visakha Bucha Day, and so on.

Religion

The majority of Thais are Buddhists who follow the Lord Buddha's teachings. Temples make up the majority of religious sites.

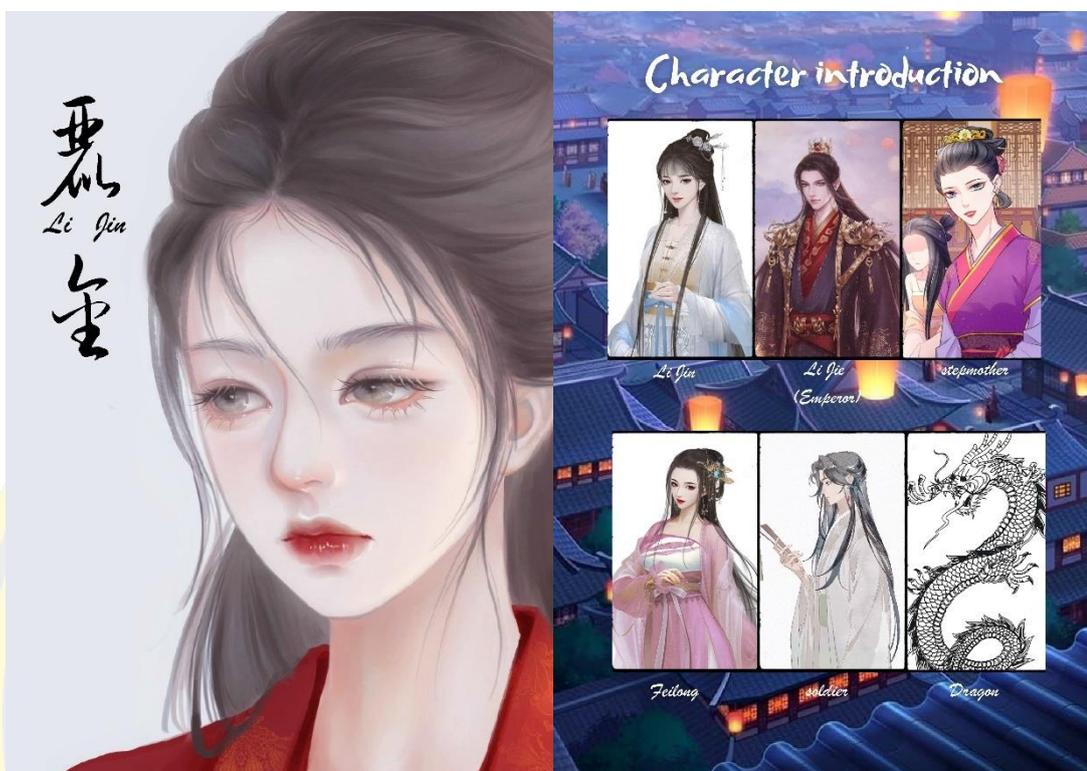
Clothes

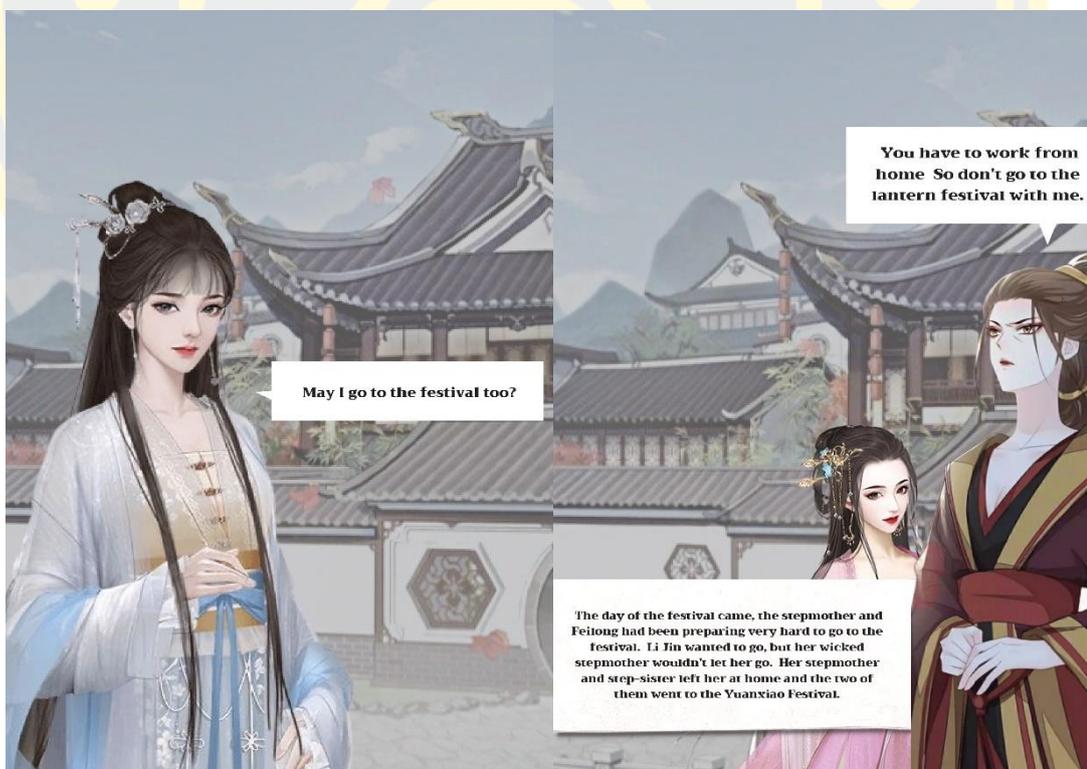
The clothing for men and women are different. The majority of the women wore colorful sarongs. Some people weave their webs. For everyday comfort, men choose half-calf pants.

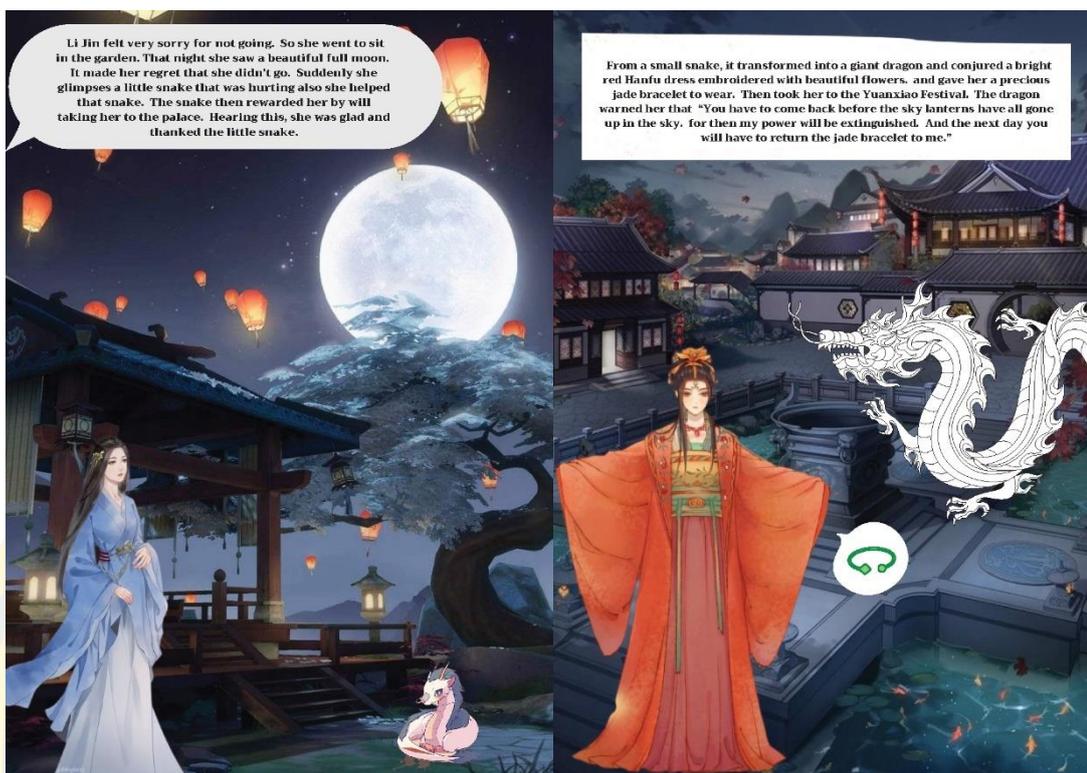
Food

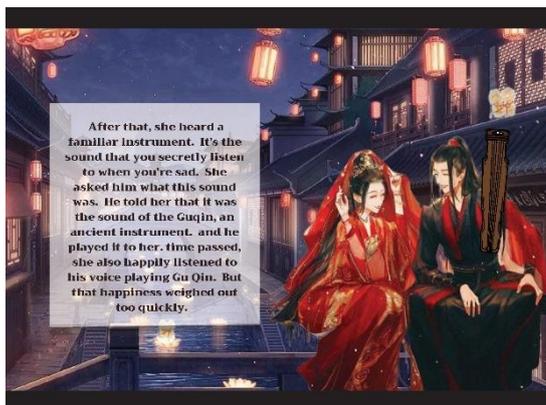
Thai food, such as tom yam kung, kaeng som, and other spicy dishes, are popular in Thailand.

Chinese

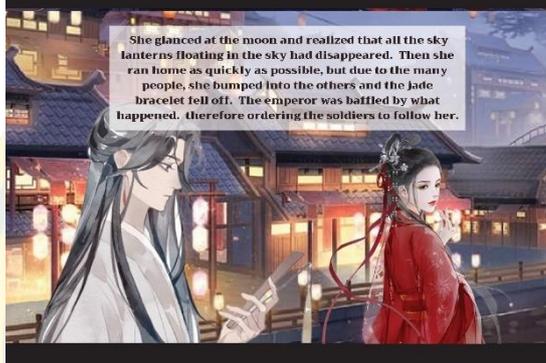




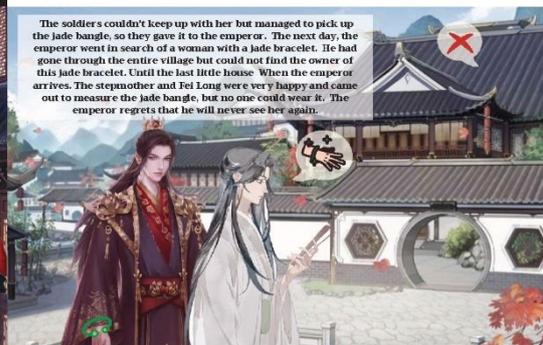




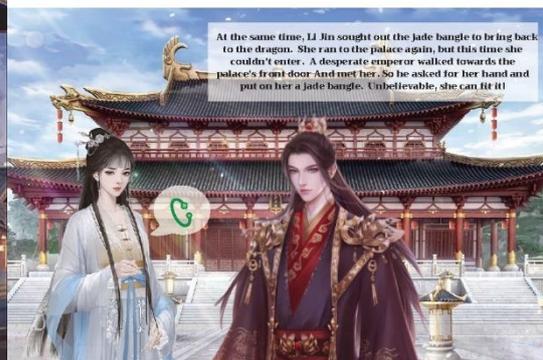
After that, she heard a familiar instrument. It's the sound that you secretly listen to when you're sad. She asked him what this sound was. He told her that it was the sound of the Guqin, an ancient instrument, and he played it to her. Time passed, she also happily listened to his voice playing Guqin. But that happiness weighed out too quickly.



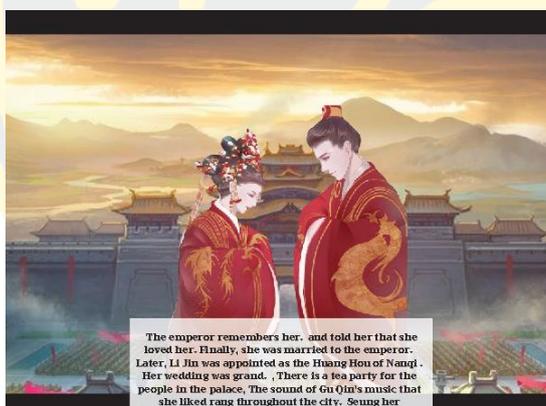
She glanced at the moon and realized that all the sky lanterns floating in the sky had disappeared. Then she ran home as quickly as possible, but due to the many people, she bumped into the others and the jade bracelet fell off. The emperor was baffled by what happened, therefore ordering the soldiers to follow her.



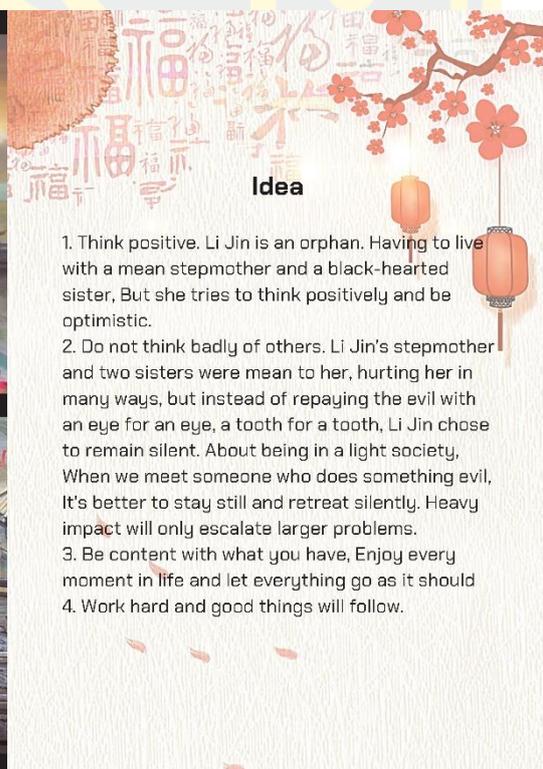
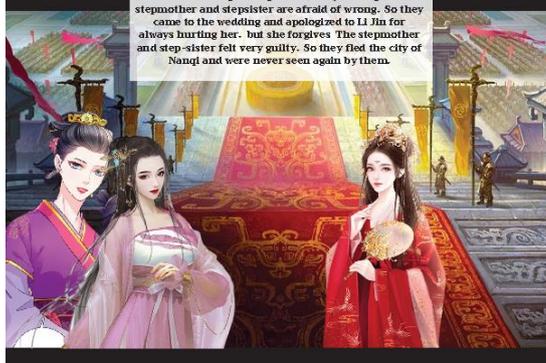
The soldiers couldn't keep up with her but managed to pick up the jade bangle, so they gave it to the emperor. The next day, the emperor went in search of a woman with a jade bracelet. He had gone through the entire village but could not find the owner of this jade bracelet. Until the last little house. When the emperor arrives, the stepmother and Fei Long were very happy and came out to measure the jade bangle, but no one could wear it. The emperor regrets that he will never see her again.



At the same time, Li Jin sought out the jade bangle to bring back to the dragon. She ran to the palace again, but this time she couldn't enter. A desperate emperor walked towards the palace's front door and met her. So he asked for her hand and put on her a jade bangle. Unbelievable, she can fit it!



The emperor remembers her, and told her that she loved her. Finally, she was married to the emperor. Later, Li Jin was appointed as the Huang Hou of Nanqi. Her wedding was grand. There is a tea party for the people in the palace. The sound of Guqin's music that she liked rang throughout the city. Seeing her stepmother and step-sister are afraid of wrong. So they came to the wedding and apologized to Li Jin for always hurting her, but she forgives. The stepmother and step-sister felt very guilty. So they fled the city of Nanqi and were never seen again by them.



Idea

1. Think positive. Li Jin is an orphan. Having to live with a mean stepmother and a black-hearted sister, But she tries to think positively and be optimistic.
2. Do not think badly of others. Li Jin's stepmother and two sisters were mean to her, hurting her in many ways, but instead of repaying the evil with an eye for an eye, a tooth for a tooth, Li Jin chose to remain silent. About being in a light society, When we meet someone who does something evil, It's better to stay still and retreat silently. Heavy impact will only escalate larger problems.
3. Be content with what you have, Enjoy every moment in life and let everything go as it should
4. Work hard and good things will follow.

chinese culture

1. belief

Red Egg and Pickled Ginger Story Celebrate the baby's one-month anniversary with 'Red Egg' and 'Pickled Ginger' to plead with the gods to protect the baby from harm. Guests at the party will receive a gift of pickled ginger with the belief that the mother's body will be restored to balance after childbirth. The important thing is 'Red-dyed boiled chicken eggs'. According to Chinese cultural beliefs, eggs mean fertility and longevity. Red means good luck. The round shape of the egg represents complete happiness. The number of red eggs is given as an even number. If the baby is male and will be an odd number.

- Red is the color associated with fire. The fire element in the Chinese PU GUI (八卦) chart represents light, warmth, strength, and glory. Red is therefore a symbol of good luck and happiness. The use of red can be found everywhere during Chinese New Year, other holidays, and at family gatherings. Red envelopes, which are money gifts received in Chinese society during holidays or special occasions, are also used in red as a symbol of good luck. Red is therefore forbidden at funerals as a symbol of happiness, and the names of the deceased are often written in red. It is therefore inappropriate to use red ink for writing names in other contexts.

2. Festival

- Yuanxiao Festival, or Lantern Festival, is one of the last traditions of the Chinese New Year and is held on the 15th day of the first month in the Chinese calendar.

Yuanxiao Festival is the celebration of the first night of the year according to the Chinese lunar calendar. In which Yuanxiao means "the first night". "Yuan" means "first" and "Xiao" means "night". Yuanxiao, therefore, means the first full moon night after the New Year (Chinese New Year) when it comes to the Yuanxiao Festival. In ancient Chinese society, young women were often kept at home. Usually, young men and women don't have the opportunity to talk to each other one-on-one. Except tonight. Young people who like each other will swing together to watch the lanterns. And play around to get to know each other better. On the first day, young people will come out on the streets in hopes of finding love. It's not just the love between young people. But Yuanxiao also meant love, family harmony as well. In the evening of Yuanxiao, Chinese people like to eat "Khanom Fu Yuan Si" or Chinese bun buns, the word "Foc" means to float, while "Yuanxi" means round balls, later it is called "Tang Thuan", Tang means curry and "Thuan" means Round balls made from rice flour. It is believed that eating Fu Yuan Si will bring the family together in harmony. Chao Mae Yanang Shrine (Ma Zhao Po), Krabi Road, is the shrine of the Chinese Hok Jiu group. There is important evidence that is photographed, and prizes for the lantern contest in the royal visit to Phuket province of His Majesty the King. At present, Chao Mae Yanang Shrine still inherits the Lantern Festival to the present. The Lantern Festival can also be compared to Valentine's Day. In Chinese culture both the love of young people who are about to start a family and the love of the people in the house. The lantern that was lit during the Yuanxiao Festival was like a "love" light that was about to rise from now on.

3. Food

- Bua Loi dessert is considered a type of food. It is said that it only appeared in the late Song Dynasty. Early Yuan Dynasty, known as "Yuanxiao" because people are used to eating Bua Loi during the Yuanxiao Festival on the night of the first 15th month of the lunar calendar. It's a full moon night. The Bua Loi is like the moon, so it's called 'Yuan Xiao', some call it 'Tuan Road', some call it 'Yuan Road' or 'Yuan Zhi' or 'Tuan Zhu' from the roundness of the moon and its confluence. Of the family. The Song people found that after boiling, the Bua Loi floated up, so they called it 'Fu Yuan Zi'.

4. Dress-up

Hanfu dress is a term for the costumes of the Han people in China. Hanfu clothing can be divided into many different styles, or a jacket is an upper part and a lower skirt. In addition, Hanfu also has many accessories. Such as headresses, shoes, belts, jewelry such as jade pendants, and hand fans, nowadays Hanfu is recognized as the traditional costume of the Han ethnic group and has been revived among the young Han people in China and overseas.

5. Musical instruments

The Guqin, or the 7 string harp, is more than 3,000 years old. "The King of Chinese Musical Instruments". In the old days, guqin was a musical instrument that was popular among intellectuals. Philosophers and poets, such as Confucius, Confucius, etc., because in those days it was considered high-class music. . need to concentrate and use the intention to play. Guqin is a musical instrument developed to perfection since the Han Dynasty, which has a unique musical note and is a musical instrument that has been regarded as "World Heritage".

6. Dragon

- The Chinese dragon is one of the prominent symbols of the emperor. Chinese culture is characterized by a combination of various animal species. . the long body appears like a snake. It has large fangs. The ancient Chinese believed that the dragon's saliva was will form a magic orb known as 'Pearl of the Moon' and 'Pearl of Fertility', which will give rise to the abundance of crops. Whatever you plant, it will flourish. Therefore, the ancient Chinese regarded dragons as gods.

7. The tradition of drinking tea

-The Chinese drink tea with a history of tea drinking for more than 4000 years. Tea is an indispensable beverage in Chinese daily life. Tea drinking traditions in China have a long history. It is said that in 280 BC, in southern China there was a small kingdom named Wu Guo, and they drank until they were all drunk but there was a nobleman named Wei Zhao, who was not good at drinking. So the king gave him tea instead of liquor." Sages began to use tea for guests until the Tang Dynasty. Tea drinking has become a habit among the Chinese. It is said that this tradition is also associated with Buddhism around AD 713-741 in Chinese Zen Buddhism. Monks and clergy in temples have to sit for a long time to meditate. Sometimes I feel sleepy and want to eat toys. The abbot also figured out a way to drink tea. Wake up the nerves.



Difference between Thai culture and Chinese culture

1. Culture

Chinese and Thai culture Not much difference whether it is a living culture, food culture or dressing Because most Chinese people are Buddhists. Therefore, religious culture has similarities, respect and belief in Buddhism as well. However, each tradition will be different. The difference may be that of tradition. For example, Chinese marriages emphasize respect for ancestors and elders because most Chinese are large families. The dowry would be purely male, both house and cash. Chinese people will pay more attention to marriage. They will dress when they are ready. Is having a job have a stable income to begin a married life

2. Differences between Thai women and Chinese women

There will be some similarities in this regard. Because Chinese women have to take care of their families. And working outside the home Chinese women, once married, have to go out to their husband's house. And take care of the husband's family. But in today's era, the idea has changed in many matters such as When getting married, the family must have both a house and a car. Have a stable job Otherwise, the woman's family would not give her a daughter. Therefore, in this era, it makes the young - young. Married people can separate their families on their own. However, they will return to visit their parents, when they have children, they will bring them to their parents. Help take care, but have to come back to take care of yourself when you have a day off from work.

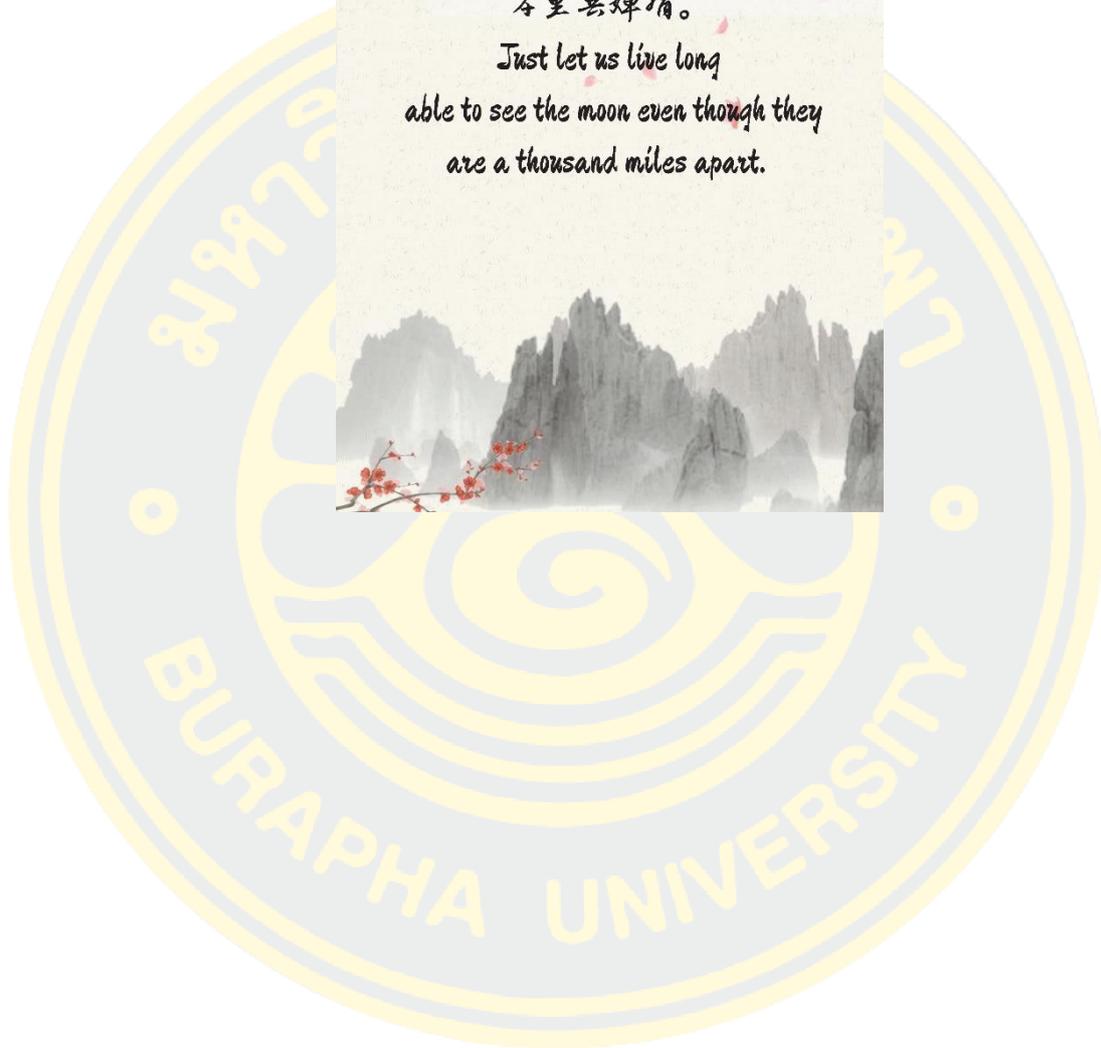
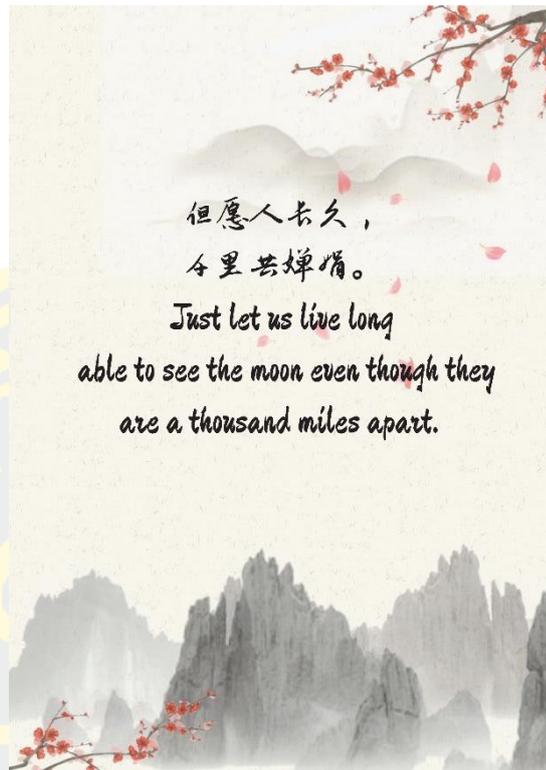
Compared to Thai women, it Likes comfort and spends quite extravagantly. After marriage, the family was separated. There are very few couples that Thai women nowadays are good at household chores and housework because there are many facilities. Or some families use money to buy convenience in various matters

3. Food

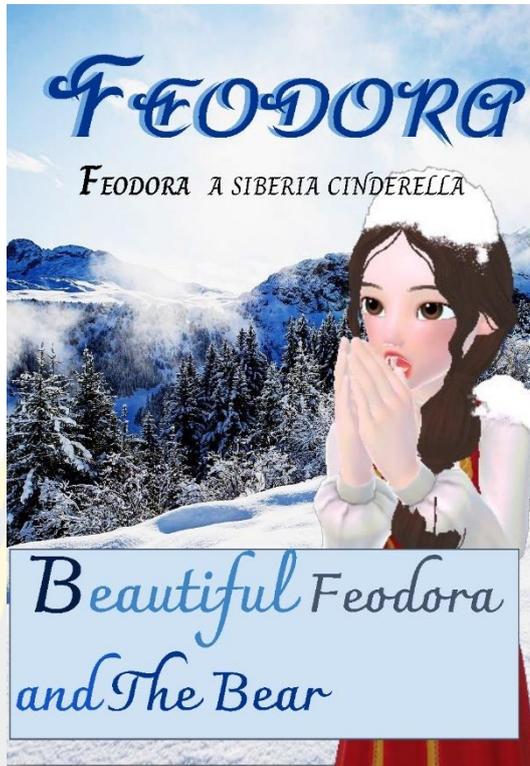
In terms of food and desserts, Chinese and Thai are not very different. In the past, Thai people used their hands to eat rice, and now they have changed to using a spoon to eat. While Chinese people use chopsticks to eat, nowadays, Chinese people start to use spoons with chopsticks.

4. Dress up

Since China is a country with cold weather, clothing is thick enough to keep the body warm. As for Thailand, it's a hot country, so some clothes are not as thick as China's to make them comfortable to wear.



Siberia

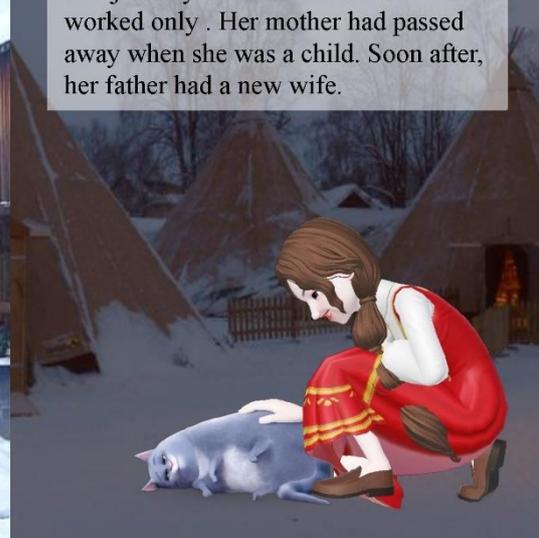


In a cold city called Siberia Has a beautiful-looking daughter named Her mother Feodora passed away when she was a child. Soon after, her father had a new wife. The stepmother had a daughter named Clara. she likes bullying Feodora regularly. One day her father came home from work with diamonds. the next morning There was an announcement from the tribal chief. Feodora's father was imprisoned in a prison known as the Hell Prison....

*In a cold city called Siberia
It is a city that snows all year
round. It has a large area but has
a sparse population*



There is A small family in the city that had a beautiful daughter named Feodora. She was wise have a habit of helping others because she doesn't like to reject anyone. She had a father who worked only . Her mother had passed away when she was a child. Soon after, her father had a new wife.



The stepmother had a daughter named klara. She likes bullying Feodora regularly. She likes to order Feodora to do everything for her. even though she didn't want to Just because she didn't want to have problems with his stepmother.



One day her father came home from work with diamonds. Feodora asked her father, "Where did dad get that diamond?" Father replied "While on the way to work I saw a man running from something. He dropped one item. I see it as a very valuable item. and brought it back" Feodora was shocked to hear that. So she told her father to put it back in its place because it might be something that him stole .But the father didn't listen and told that "this is our chance to live comfortably" .Stepmother and klara agreed with him and told Feodora that . "Can't you see? This is a golden opportunity. It's better than having your father work alone every day. " Feodora was very dissatisfied. She said nothing and went back to work as usual.

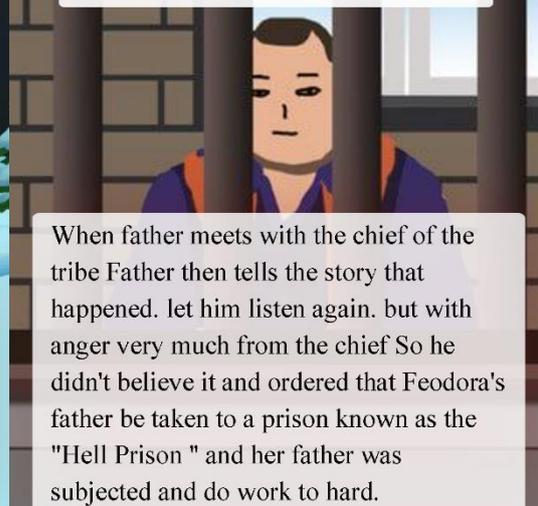


Tribal representatives searched every house. until she arrives at Fedora's house and finds Diamond in her house. Feodora's father told them again. but they didn't believe it and also said that if not it would hurt all the people in the house So father went with them.



The next morning .There was an announcement from the tribal chief. A tribe called The Hun announced "that a man had entered their home to steal something. and took the precious diamonds that belonged to their families." which without that diamond will cause the inhabitants of the Hun to plague the city. and ask all the people of the city cooperate with search

When father meets with the chief of the tribe Father then tells the story that happened. let him listen again. but with anger very much from the chief So he didn't believe it and ordered that Feodora's father be taken to a prison known as the "Hell Prison " and her father was subjected and do work to hard.





The next day, news reached Feodora's ears. She heard that and was very saddened. When there is no father to support, Feodora works for her father. She went to sell fish in the market.

The family's already deteriorating financial situation was even worse. A stepmother, desperate to find a way to survive, forced her daughter to marry a rich man. Klara was very excited at that moment. She wanted to be rich and didn't want Feodora to go with her. But Klara didn't know who the millionaire was. When he met him, he knew that the rich man was a bad person. I like to hurt others. The stepmother and Klara weren't too pleased. Therefore refused to marry Klara. But still wanting to take advantage of the wealthy son-in-law, he urged him to marry Feodora instead



Feodora didn't want to marry anyone. But she wants to help her father get out of prison. But the stepmother still forced her to marry. Because of the self-interest that could be obtained from the multi-millionaire, Feodora couldn't bear it, so she shouted, "this is my life! Why did you force me!" and she immediately ran out of the house.

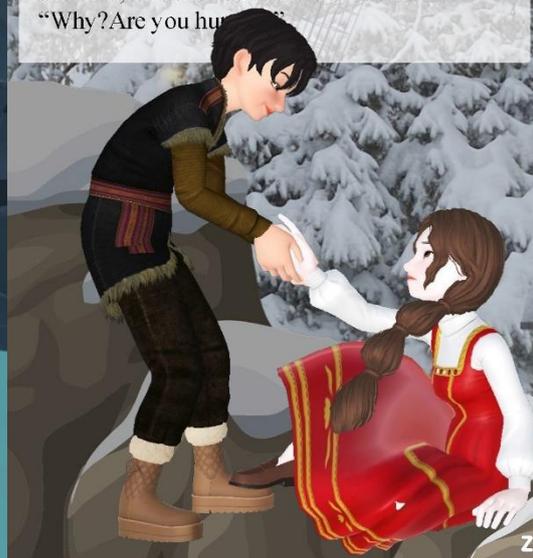


She ran out without looking at the way again, and suddenly appeared in the forest. With strange noises surrounding her, she looked for a temporary shelter. At that moment, she remembered that her father had told a story about a spirit forest with mysterious, dangerous, and frightening creatures.



At that time, Feodora is felt uneasy. So she ran out of the forest, but suddenly the sun had set off the horizon. dangerous night So she found a place to hide for the night, and the surrounding trees began to move. The sounds of animals around her began to sound. She ran to the cave!! So she went and hid in it. in the dark cave she bumped into something. She tried to light a fire to see what it was. while trying to light a fire it has something said "Who are you!! Why are you in my cave?" Feodora was shocked that something was a bear, and he could talk.

Feodora was nervous. "Ah, why can a bear talk? Don't hurt me" She tried to run. But the bear told her not to be afraid. But it turned out that she was even more afraid. The bear suddenly turned human. Feodora was shocked, and she asked the bear back. "Why? Are you human?"



The bear replied to her, "I'll explain to her. My name is Leonid Son of the Chief of the Hun Clan. But when I was a bear Everyone called me Fedyenka. I went hunting in the witch fields to survive in the cold, so she cursed me into a big, terrifying bear. I will return to my original form during the full moon night." When Leonid explained it, Feodora understood.

Feodora told Leonid about her coming here. "I ran away from my stepmother because she forced me to marry. And my father was taken by your father. because he thinks My father stole some diamonds from your house, but actually it wasn't true. there is a man He ran away from something and dropped something, so my father picked it up. The next day, the tribe came looking for the culprit. and took my father I'm looking for my father."

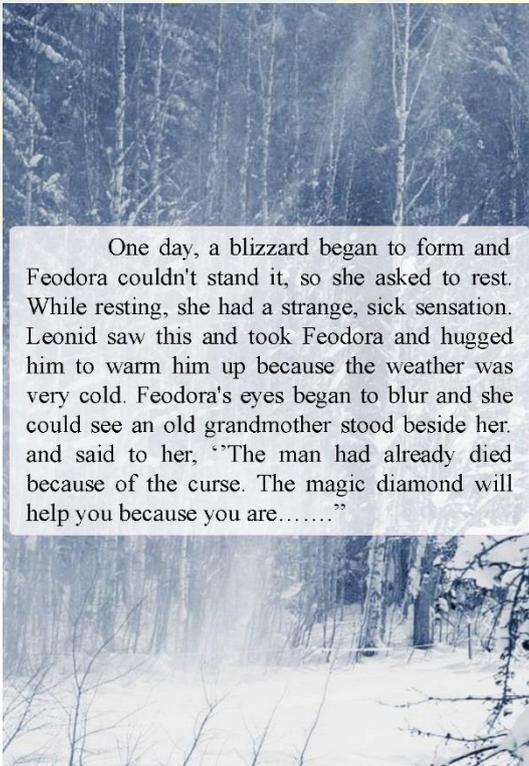


Leonid heard that, and he fell in love with Feodora is gratitude. “She's brave and have gratitude I'll get you out of here and save your father. We will start our journey tomorrow”

The next morning. Leonid turned into a bear. and join the journey with Feodora Both of them faced many obstacles. They had to cross the snow that covered the area. big dangerous beast Leonid always looked after Feodora with love and warmth. He finds food for Feodora. protecting she when she is in danger until Feodora began to love He fell in love with Leonid more and more every day.



One day, a blizzard began to form and Feodora couldn't stand it, so she asked to rest. While resting, she had a strange, sick sensation. Leonid saw this and took Feodora and hugged her to warm her up because the weather was very cold. Feodora's eyes began to blur and she could see an old grandmother stood beside her. and said to her, “The man had already died because of the curse. The magic diamond will help you because you are.....”



before Grandma could finish speaking. Feodora fell asleep and woke up again when she reached The Hun. She thought of the words that Grandma had said, but still didn't understand. She felt staggered because she had just woken up. until she forgot to notice where Leonid had gone. When she became conscious She asked the people around that area.

"Do you see a bear around here?" but no one answered her. She walked up to the chief of the town.

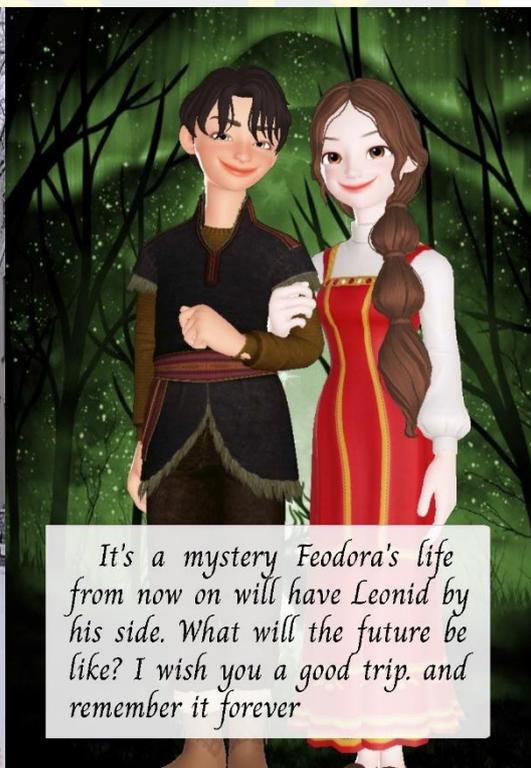


I came to find my father, the chieftain told her, "Her father died because her father was trying to escape from prison, so he was hit by a trap set up around it." Feodora was so shocked that she lost consciousness for a moment. The chieftain understood Feodora's feelings. Because he had lost someone as well Feeling guilty for doing too much, the chief invited her. Go to the fresh meat festival that the tribe organizes every year. for her to accept and relax She was tired and hungry, so she ate without caring. and she said, What about your son? On the way I came with him and he disappeared. Everyone who heard this word was shocked. Because Leonid had died a long time ago, he died in the Spirit Forest many years ago. Feodora was even more shocked, she cried again. I lost both my father and my loved ones. She tried everything, but nothing came of it. She was so stressed that she felt the urge to die.

The chieftain felt very sorry for her, so he gave her a magic diamond. The magic diamond has great power. But the person who could use it had to be a pure-hearted person, or it had to be a person born in the Spiritual Forest only because this diamond used the life force there. Feodora brought the diamonds and prayed for the two of them to return. Her power rangers towards the Spirit City, the two of them heard her voice. But her father refused to return because his term was over. Leonid returned to Feodora's place for the two of them. And everyone knew at the same time that Feodora was a girl born in the Spirit Forest.



It's a mystery Feodora's life from now on will have Leonid by his side. What will the future be like? I wish you a good trip. and remember it forever



Tell the differences between Thai culture and the selected culture.

- The chosen international culture will be quite different from the Thai culture, for example

- 1. In terms of eating Thai, there is no cannibalism*
- 2. Siberia has a culture of thick dress and many layers of clothing to keep the body warm due to his very cold weather. But in Thailand there is no such culture.*
- 3. In Siberia there is a culture of forcing marriages without knowing each other. But in Thailand there is no such culture.*

How can you get or take international cultures?

-Choose to adopt a universal culture that is essential to daily life and consider the advantages and disadvantages together to implement them to your advantage.

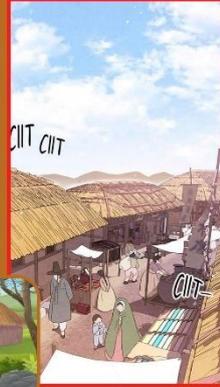


Korean

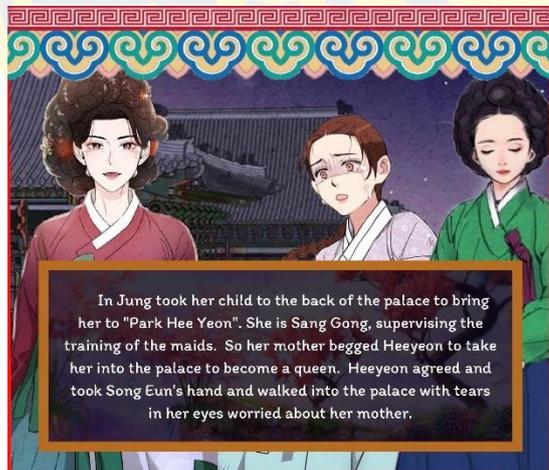
Cinderella Korean version



A long time ago, in the Joseon Dynasty, Korea, a family had a daughter named "Choi Sung Eun" is the son of a large merchant in the capital, "Choi Hyun In" until one day her father died while on a trade trip and robbed. by thieves. causing the family to lack important pillars of the house

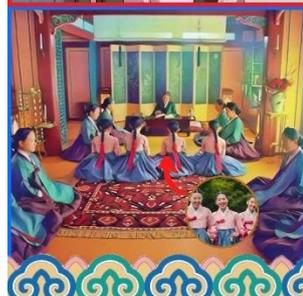


until the nobles of the Kim family saw that Father's trading area is not less expensive. So they seized and drove the two mothers and daughters out of that area. "Bang In Jung" Sung Eun's mother is sad. They both went to a hut. Bang In Jung therefore had the idea to send her child to be a queen of the royal palace so that she wouldn't have to starve.



In Jung took her child to the back of the palace to bring her to "Park Hee Yeon". She is Sang Gong, supervising the training of the maids. So her mother begged Heeyeon to take her into the palace to become a queen. Heeyeon agreed and took Song Eun's hand and walked into the palace with tears in her eyes worried about her mother.

Time has passed until now Sung Eun has grown into a beautiful girl. was promoted from an apprentice maid to a maidservant serving the royal family The inner Sang-gun then chooses Sung Eun as an inner lady. In the Tong Kung Palace of the Crown Prince and soon it will arrive "The Ceremony of Stepping Through the Ages" of the Maid of Honor in the Palace



Heeyeon took Sung Eun to the bathhouse and changed her clothes. which has a red sleeve at the end of her sleeve, meaning that she is the property of the palace only



Sung Eun went to the lake behind the palace. shouted loudly with the joy that she was a full-on mistress until the sound pushed into the ears of the Crown Prince "Eishinki" who was sleeping in the pavilion by the water. So he followed the sound. found the lady in the sky jumping with joy. Then a gust of wind blew by causing Song Eun's hair bow to fly towards the prince. So he kept it and walked away without her knowing. without seeing each other's faces. When he returned to the palace, he only thought of her laughter. until I saw that this bow has the words "Song Eun" embroidered.

The day of the passing ceremony has arrived, the maids all come together to cook for their masters to taste. Sung Eun also prepared food to offer to the prince to taste.



When it was Sung Eun's turn, she made "Samgyetang" for the prince to taste. So he ate and liked her food very much. So the eunuch ordered the eunuch to open the curtains in order to beautify the person who had prepared the food for him. So he asked her name. She then said that her name was "Choi Sung Eun" so ordered her to serve beside him. So Sung Eun has to serve the Prince every morning.



Sungeun walks out of the palace after finishing work to go to the kitchen. But there was a lady from a large family telling her to stop walking. That lady was "Kim Cheonsa" the prince's fiancée. Cheonsa walked up to her and slapped her in the face. This was an instruction that the hem of her skirt swept through the king's path, which violates the rules of the royal palace. So Cheonsa will slap her again. The prince had walked past and told Cheonsa to stop hurting her.

Cheonsa, who can't do anything because she's not in the palace right now. So the prince helped Sung Eun go from there. Cheonsa saw the look he was looking at her hopeful woman and became very angry.



Late at night, Song Eun happened to see the prince dressed in a strange way, followed him until he reached the brothel. The prince realized that she was following and pretended to walk quickly. Sung Eun couldn't keep up with the idea of giving up and going back to the palace. A prince suddenly appeared behind him. The woman who didn't know walked up to him until she fell. But the Prince grabbed Song Eun in time, causing the two of them to meet their eyes for a moment.



The hair bow that the prince had collected flew outside. Sung Eun saw it and was surprised if this bow was the same as hers, so he noticed the letters. She knew right away that this bow belonged to her. He was glad to see her in that person again and told his secret meeting that was held here. The prince and his nobles conspire to exterminate the rebellious lords whose father Kim Cheon Sa is responsible for a coup d'état. So told her to go back to the palace first, don't worry.



The palace then announced that it would hold an event on Sunday during the Chuseok festival. Or it's a Korean Thanksgiving together with the palace's Jeye ceremony, to pay homage to the ancestors of the royal family. Therefore, the maids were busy preparing for the event. Together they make "Songpyeon" which is a symbol of Chuseok and it is believed that any woman who molds Songpyeon into a beautiful crescent moon will marry a good man. On the day of the actual event in the palace, there was a music ceremony called "Jong-myo, Che Yaek". All the nobles and royals worshiped their deceased ancestors.

SungEun then asked the royal prince to allow her to go home to her mother. But the prince was the hope, so she volunteered to go along and brought Korean ginseng to her mother without having to bring the people in the palace to follow. Before going to the princess' house, the prince happily took Sung Eun to play at the Chuseok Festival. but did not know that Lady Cheonsa attended the festival and saw the two together. So she thought of eliminating SungEun from the Prince's heart.

Prince and Songeun returned to the palace and promptly ordered the crown prince to patrol the land. no time to return, which is a good moment that Cheonsa will get rid of Song Eun from the palace. Cheonsa comes to the palace every day to prank her. Song eun, without a prince to protect him, couldn't bear to cry at the lake. Suddenly, her voice entered the ear of a nine-tailed fox demon.

her name was "Gumiho", who sat as she was mourning. Gumiho thinks sorry. So he thought of going to console Sung Eun who was shocked that a demon appeared in front of him. Because of Korean beliefs, the nine-tailed fox is considered a demonic girl with a cruel heart who likes to transform into a human woman to seduce young men. But not with Gumiho, she is a kind-hearted demon who doesn't care about men. Song Eun saw this and trusted her and told Gumiho everything. After listening, Gumiho agreed to help her.

At the palace, Cheonsa summoned Sung Eun to the lotus pond. in order for Sung Eun to row a boat to collect lotus flowers for her. Sung Eun getting on the boat Cheonsa thinks that the ladybug falls into the water. Gumiho saw this and cast a spell to make Cheonsa fall into the water instead. The next day, Cheonsa thinks of teasing Sung Eun again and calls Sung Eun to collect the beehives, and the cheonsa servant prepares to break the bee's hive. But fortunately, Gumiho had cast a spell to protect her. Shenza's servant is chased by a bee wanderer instead.

The prince was ordered to inspect the land outside the city. He was very worried and missed Sung Eun. But the prince still had something important to do: disguise himself in order to steal the rebels' directory. in the house of the nobles of the Kim family.

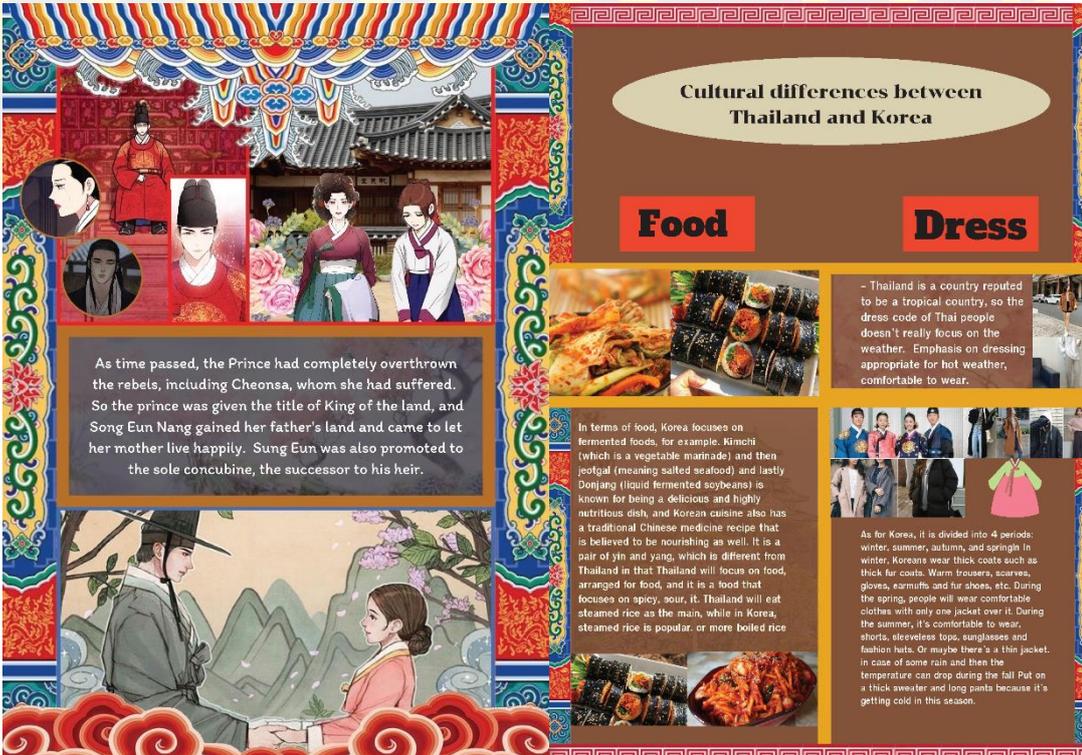
Until Cheonsa asks her father for help. But her father was upset with the missing address book. So I thought to have my son secretly put poison in the king's food on the day of Seollal. So Cheonsa had another idea to paint Sung Eun about it.



In the morning that is busy with a big event like "Seollal Day" is the Korean New Year's Day, and the prince will return from official work. Cheonsa used a melee stroke to go to the engine room, pour poison into the emperor's food and walk out smoothly, and her father sent men to assassinate the prince so that he could ascend to the throne instead. By the time the work had begun, Nang Nai gave food to the nobles. Unfortunately, Songeun was the one who offered food to His Majesty. Then there is a mask dance show, which developed from villagers who had conflicts in the governance of the upper classes. At that moment, His Highness ate food and had a seizure. Everyone was startled and chaotic chasing after the fog. The nobles and guards asked who dared to assassinate the emperor. So Cheonsa got up and pointed to Song Eun, telling her that she did it and that she was the one who saw it with their own eyes. Sung Eun, who was being arrested, said: "If she was the one who did, 'May lightning come down in the middle of the palace right here.'"

Until the day of the punishment, not a single drop of rain has yet fallen. She was desperate and turned to see Cheonsa laughing softly, that can eliminate her. The nobles did not wait to order the executioner to take down the sword. But suddenly the Prince appeared, who had just gone through a battle, and the Prince's guard appeared with the real witness, the Chef.

So she said that the chef had slandered her. The chef then shows the Kim a bottle of poison, and the prince shows the rebellious book to everyone, saying that Cheonsa's father sent people to attack him. Gumi Ho, who hasn't cast the rain yet, knows that the Prince must come in time to save Song Eun. But she doesn't want people to accuse Sun Eun of telling a lie, therefore cast the rain and let the lightning come down on the execution ground.



Cultural differences between Thailand and Korea

Food

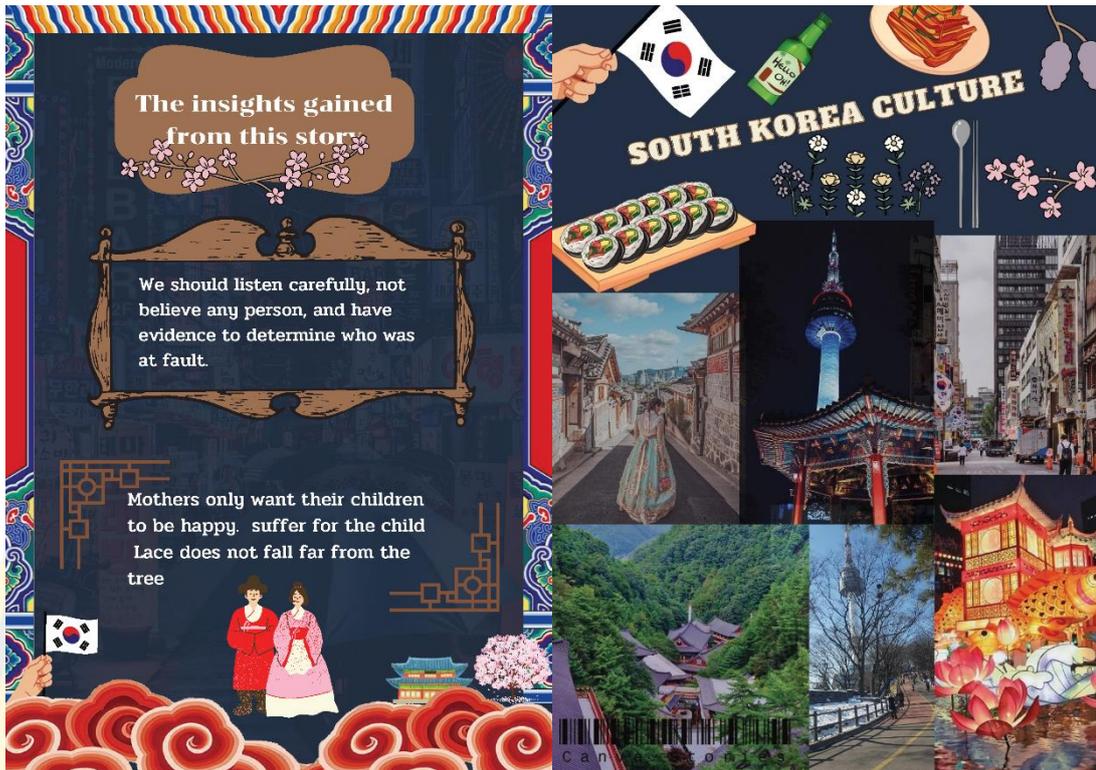
As time passed, the Prince had completely overthrown the rebels, including Cheonsa, whom she had suffered. So the prince was given the title of King of the land, and Song Eun Nang gained her father's land and came to let her mother live happily. Sung Eun was also promoted to the sole concubine, the successor to his heir.

In terms of food, Korea focuses on fermented foods, for example, Kimchi (which is a vegetable marinade) and then jeolgal (meaning salted seafood) and lastly Doonjang (liquid fermented soybeans) is known for being a delicious and highly nutritious dish, and Korean cuisine also has a traditional Chinese medicine recipe that is believed to be nourishing as well. It is a pair of yin and yang, which is different from Thailand in that Thailand will focus on food, arranged for food, and it is a food that focuses on spicy, sour, it. Thailand will eat steamed rice as the main, while in Korea, steamed rice is popular, or more boiled rice.

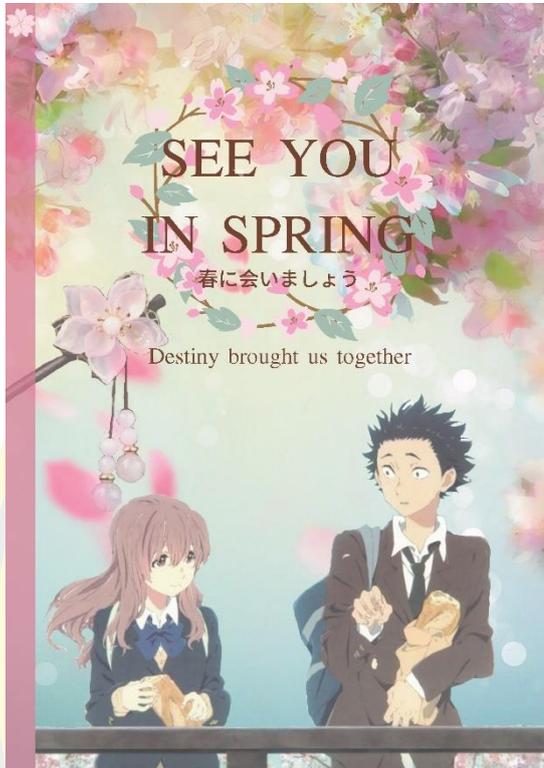
Dress

- Thailand is a country reputed to be a tropical country, so the dress code of Thai people doesn't really focus on the weather. Emphasis on dressing appropriate for hot weather, comfortable to wear.

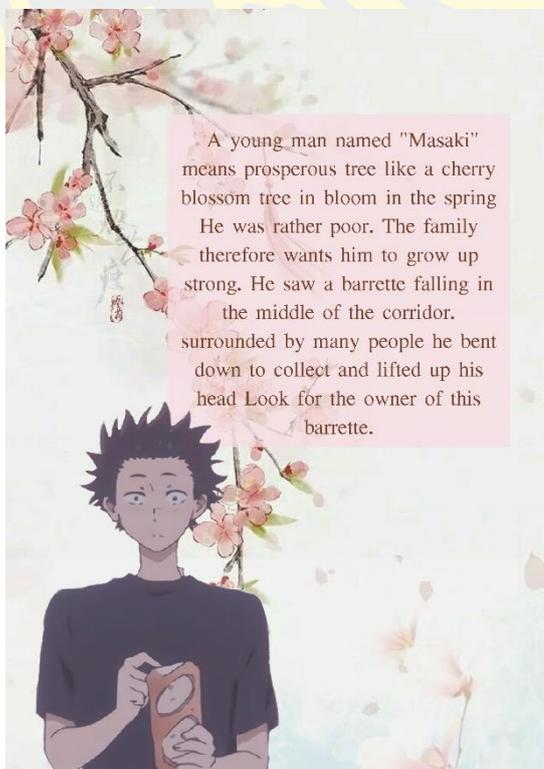
As for Korea, it is divided into 4 periods: winter, summer, autumn, and spring. In winter, Koreans wear thick coats such as thick fur coats. Warm trousers, scarves, gloves, earmuffs and fur shoes, etc. During the spring, people will wear comfortable clothes with only one jacket over it. During the summer, it's comfortable to wear, shorts, sleeveless tops, sunglasses and fashion hats. Or maybe there's a thin jacket. In case of some rain and then the temperature can drop during the fall. Put on a thick sweater and long pants because it's getting cold in this season.



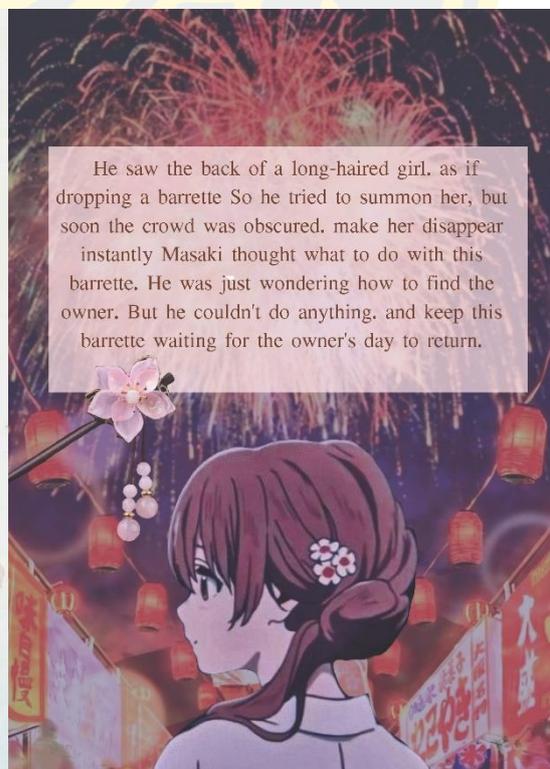
Japan



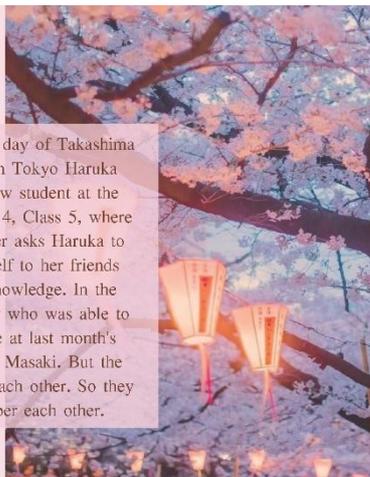
At the flower viewing (hanami) festival in spring Cherry blossoms that wither and bloom The girl's name "Haruka" means the scent of spring, like cherry blossoms in spring a young woman wearing a beautiful kimono at the flower festival. She is a rich girl, dark brown barrette The headband is in the shape of a clear pink cherry blossom. Haruka's hair was tied up, fell down the path during the flower festival like a beautiful cherry blossom



He saw the back of a long-haired girl, as if dropping a barrette So he tried to summon her, but soon the crowd was obscured, make her disappear instantly Masaki thought what to do with this barrette. He was just wondering how to find the owner. But he couldn't do anything, and keep this barrette waiting for the owner's day to return.



On the opening day of Takashima High School in Tokyo Haruka enrolls as a new student at the school in Grade 4, Class 5, where her class teacher asks Haruka to introduce herself to her friends without her knowledge. In the room was a boy who was able to collect barrette at last month's flower festival, Masaki. But the two never saw each other. So they can't remember each other.

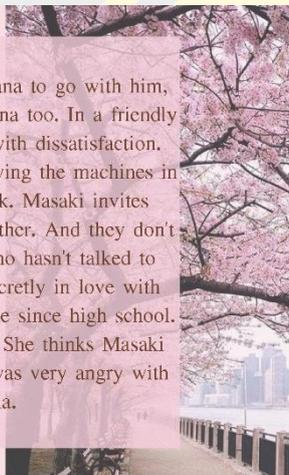


The teacher made Haruka sit next to the beautiful girl Hana. But she has an arrogant personality. Besides, she can't get along with anyone.

Haruka gets to know Hana. But Hana didn't care. His classmates invited Haruka to talk to him. One day, his roommate Kimiko invited him to go to the amusement theme park together

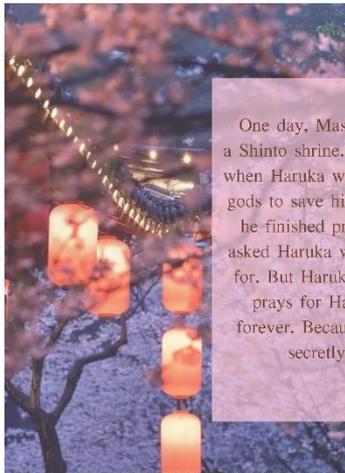


But no one wants Hana to go with him, but Haruka invites Hana too. In a friendly tone, Hana replied with dissatisfaction. Everyone enjoyed playing the machines in the amusement park. Masaki invites Haruka on a trip together. And they don't know that Hana, who hasn't talked to anyone, has been secretly in love with Masaki for a long time since high school. Hana misunderstood She thinks Masaki likes Haruka. Hana was very angry with Haruka.



When both of them finished playing the player Hana invites Haruka to ride the Ferris wheel. When they go up, Hana then said that she likes Masaki. Don't mess with him at all. It was a threat that made Haruka very scared. But she replied, She and Masaki are really just friends, nothing more. and Haruka asks Hana to trust her. Hana agreed. and told Haruka not to tell anyone.

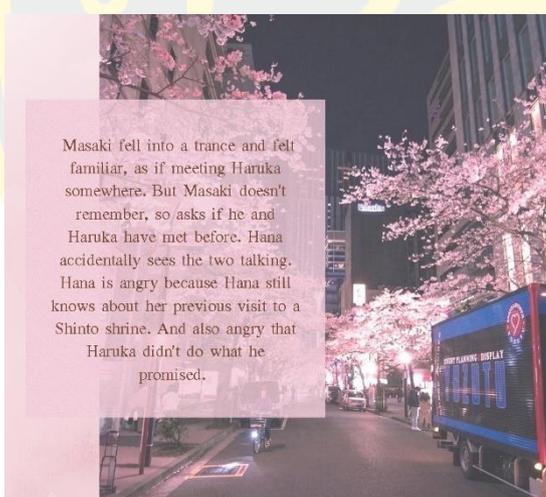




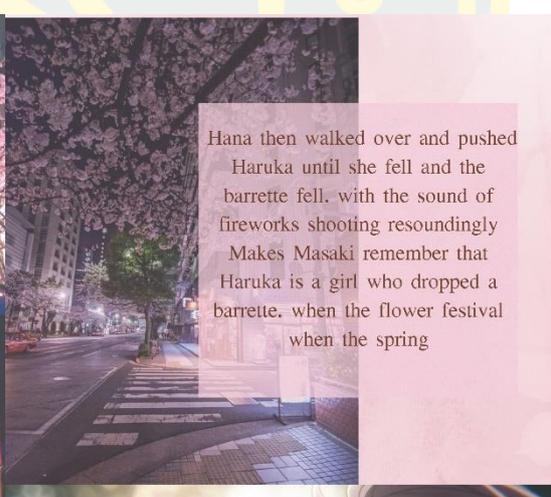
One day, Masaki invites Haruka to a Shinto shrine. Worshipping the gods when Haruka went, he worshiped the gods to save him from danger when he finished praying. Masaki then asked Haruka what she was praying for. But Haruka didn't tell. Masaki prays for Haruka to be happy forever. Because Masaki began to secretly like Haruka.



When the summer break has a fireworks festival, your classmates invite everyone to the fireworks festival. Most women will wear yukata, while men will wear a kimono, but is a minority on festival days Haruka will wear a light blue kimono. with pink barrette



Masaki fell into a trance and felt familiar, as if meeting Haruka somewhere. But Masaki doesn't remember, so asks if he and Haruka have met before. Hana accidentally sees the two talking. Hana is angry because Hana still knows about her previous visit to a Shinto shrine. And also angry that Haruka didn't do what he promised.



Hana then walked over and pushed Haruka until she fell and the barrette fell. with the sound of fireworks shooting resoundingly Makes Masaki remember that Haruka is a girl who dropped a barrette. when the flower festival when the spring



Masaki was shocked. Why did Hana treat Haruka like this? So he asked Hana why she had to push Haruka. Hana told him She secretly loved Masaki since junior high school. Masaki was shocked when she heard this. Because I never knew that Hana who never messed with anyone would secretly like him. But with Masaki's frankness He replied that he didn't like Hana at all. And there will never be a day that he will love Hana

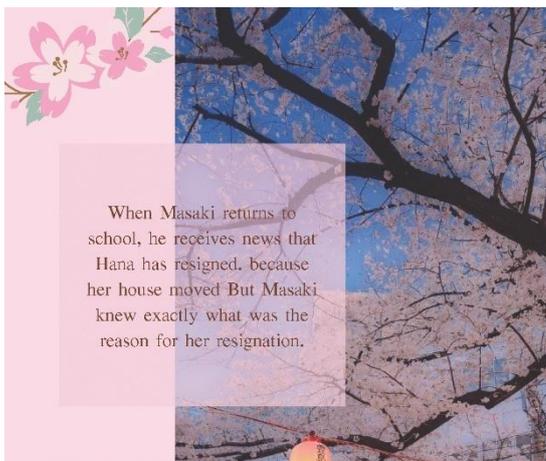
Hana ran away in tears. Haruka was very worried about Hana and ran after her. Hana runs to the bridge over the Sumida River and jumps. But Haruka stops her, and pulls Hana from falling. But Hana is still angry with Haruka for not keeping his promise. Hana pushes Haruka. Haruka fell into the river. She struggled to the point of exhaustion and drowned.



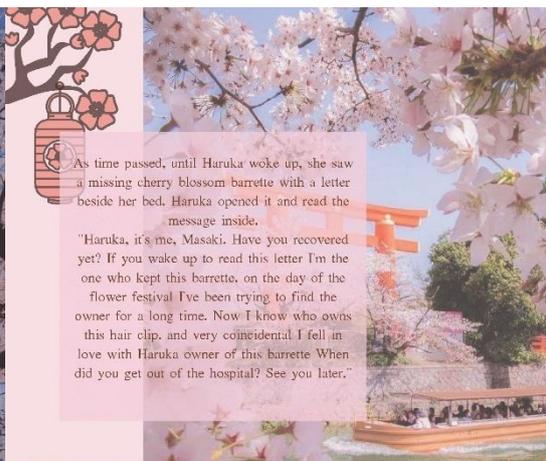
Masaki ran just as Hana pushed Haruka down. So call the rescue and immediately jumped down to help Haruka and brought Haruka up and taken to the hospital and she stopped breathing. The doctor rushed to pump the heart. But she still hasn't come back to breathe, until thought that she was dead. Masaki was devastated to know that she would never see her again. But with the power of the gods, the Shinto shrine helped Haruka breathe again.

When Masaki comes home He encounters Haruka's barrette that he keeps. Masaki wrote a letter to Haruka, and go to the hospital He saw that she was still asleep. So I put it next to the bed





When Masaki returns to school, he receives news that Hana has resigned, because her house moved. But Masaki knew exactly what was the reason for her resignation.

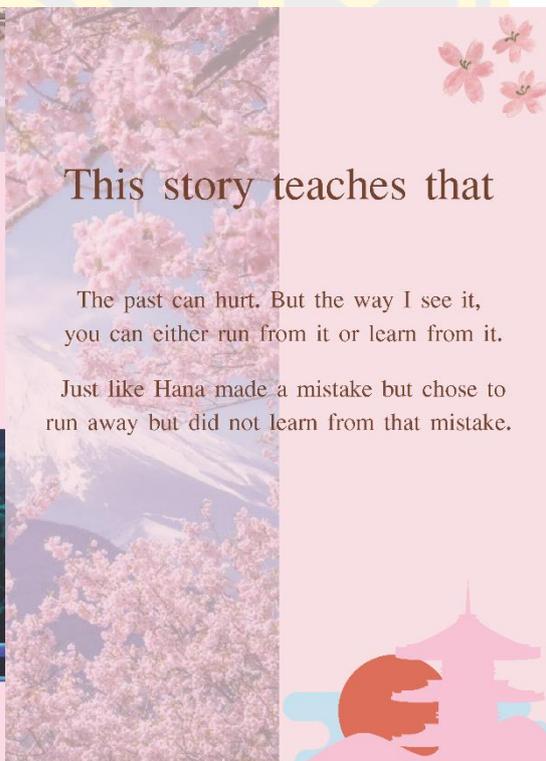


As time passed, until Haruka woke up, she saw a missing cherry blossom barrette with a letter beside her bed. Haruka opened it and read the message inside.

"Haruka, it's me, Masaki. Have you recovered yet? If you wake up to read this letter I'm the one who kept this barrette, on the day of the flower festival I've been trying to find the owner for a long time. Now I know who owns this hair clip, and very coincidental I fell in love with Haruka owner of this barrette. When did you get out of the hospital? See you later."



when she finished reading the letter Her face was filled with tears. So she rushed out of the hospital, she ran to the bridge. That's what she thought. Masaki is there. She walked up to him and told him, "Thank you for bringing it back to me. I fell in love with the guy who kept this barrette too."



This story teaches that

The past can hurt. But the way I see it, you can either run from it or learn from it.

Just like Hana made a mistake but chose to run away but did not learn from that mistake.



完了
the end



cultural differences

In this regard, Japan has a festival called Hanami, is the flower festival will be held in the spring which corresponds to the period of April of every year. But on the other hand, Thailand during April is summer, with a famous festival Songkran Festival

And there is another festival, fireworks festival name is hanabi will be held in the summer especially in July and August. During the festival, yukata are dressed. There are many festive restaurants, which will have fireworks about 1-2 hours. But if it's Thailand, it was probably a Loy Krathong event, because there are similar fireworks but will be held in October

In Japan, gods are worshiped. As an example, Shinto shrine is a Japanese culture, very famous. Because most people tend to worship and pray together. Japanese people believe there is a god in everything. Whether it's trees, rocks, or even the sun, which each god will have a different name to come out as well. If it was Thailand, they would believe in ghosts more.

Dressing is another Japanese culture, because it has its own uniqueness. That is kimono and yukata, which, if not noticed, will look very similar. But if it's the little details, namely the yukata made of cotton and the kimono made of silk. Usually wear a yukata during the summer. Men and women wear kimonos equally. But women wear yukata more than men.

How can you get or take international cultures?

pick up culture by Visiting Japanese festivals truly understand the Japanese such as wearing a yukata on the day of the fireworks festival or a visit to a Shinto shrine. This depends on your personal cultural preferences.

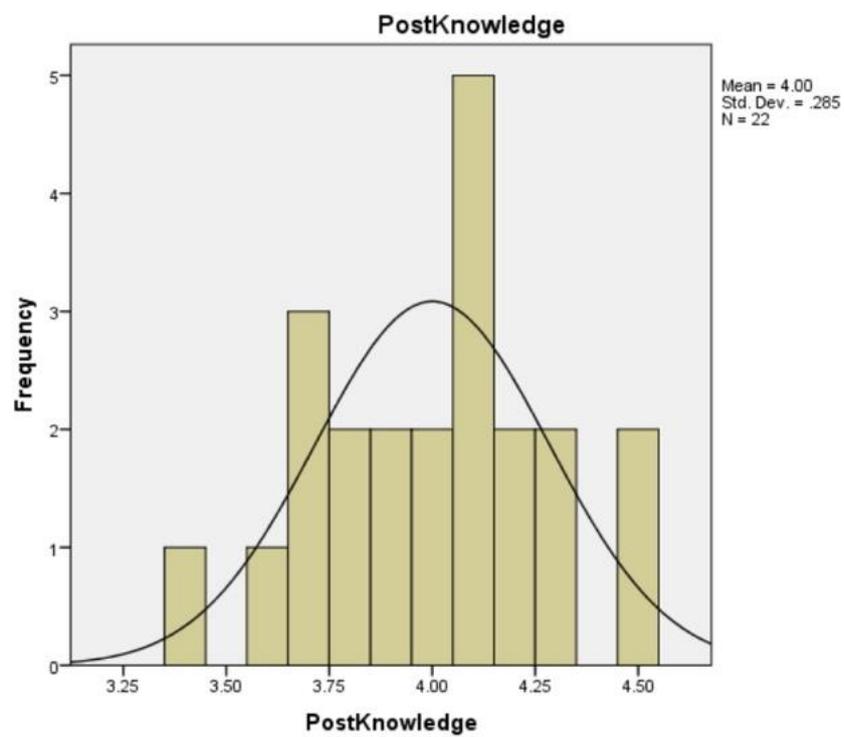
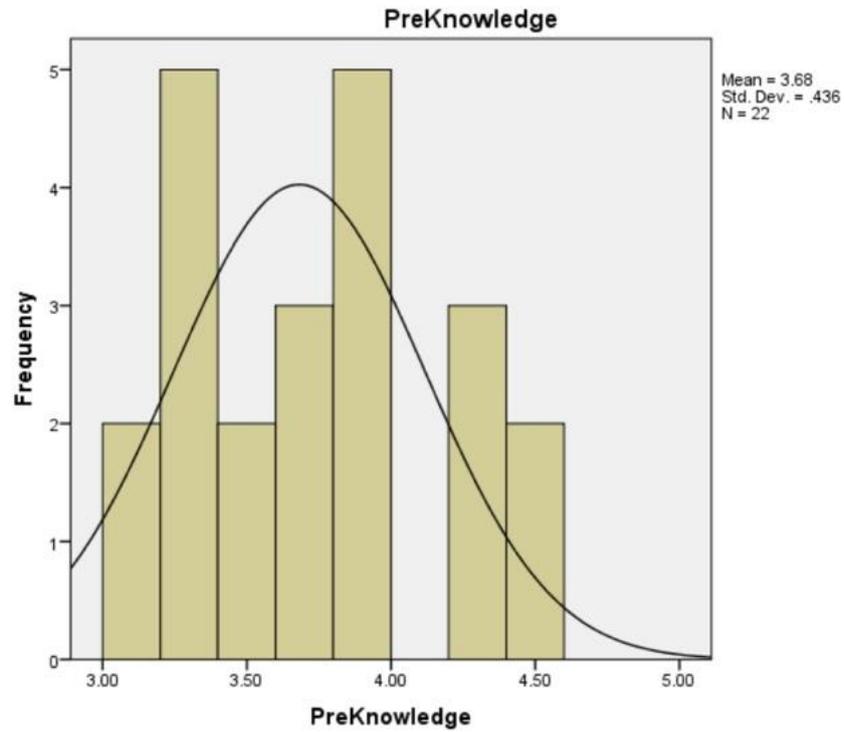


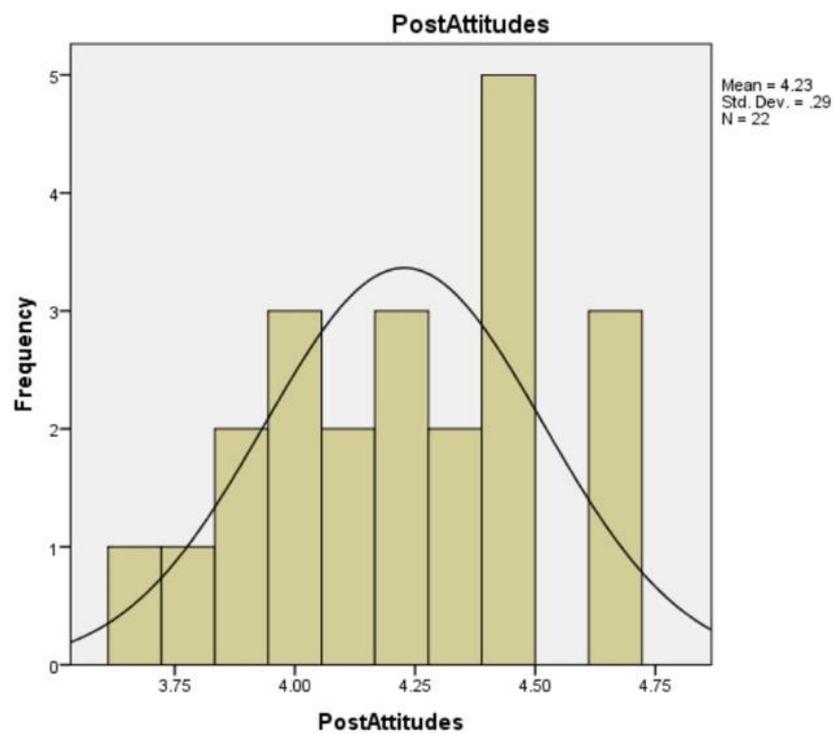
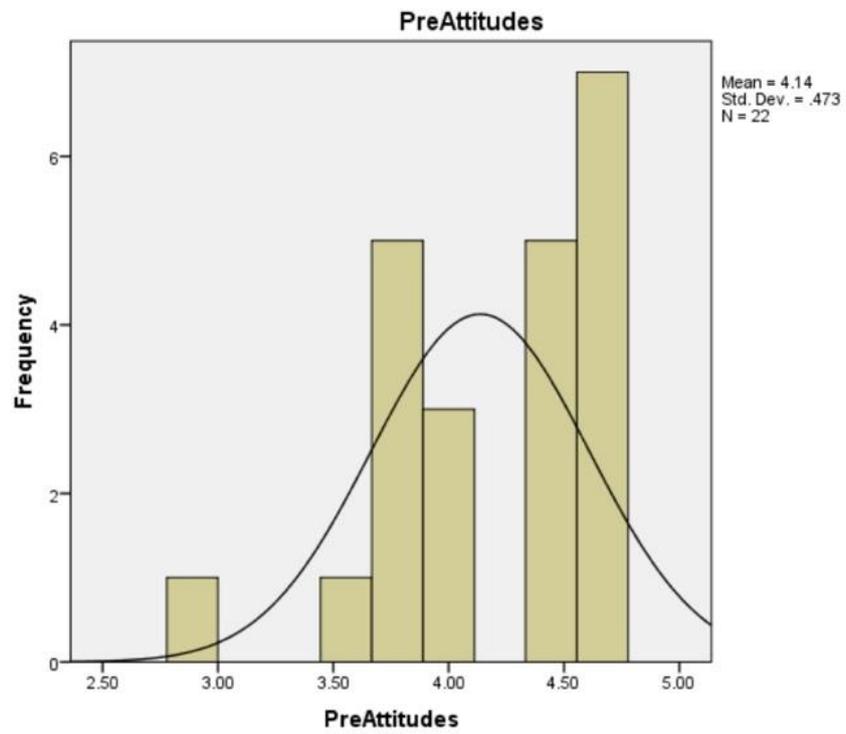
Reference pictures from story animation "Koe no Katachi (A Silent Voice)"

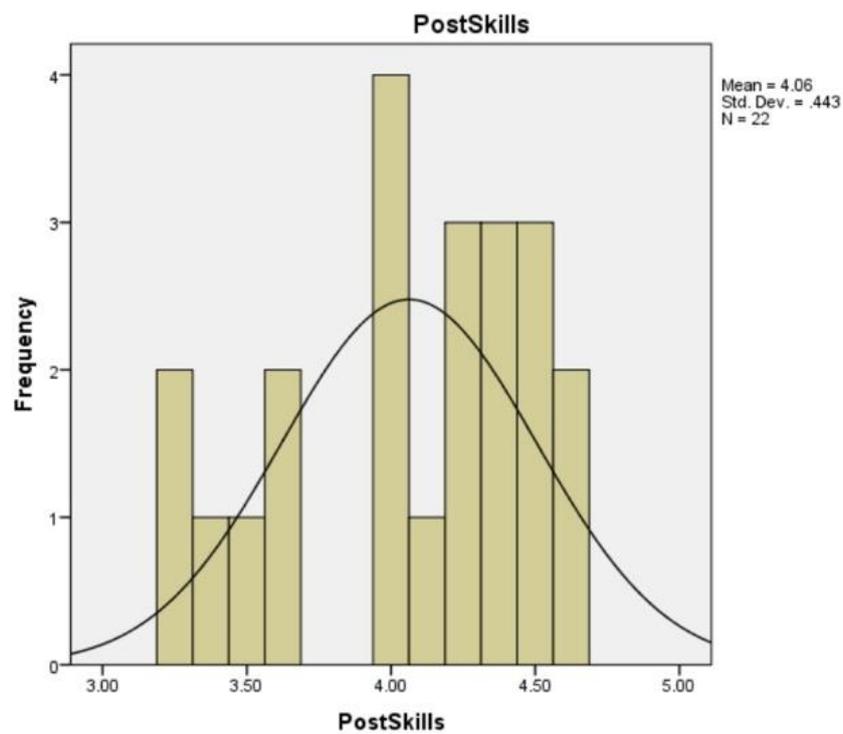
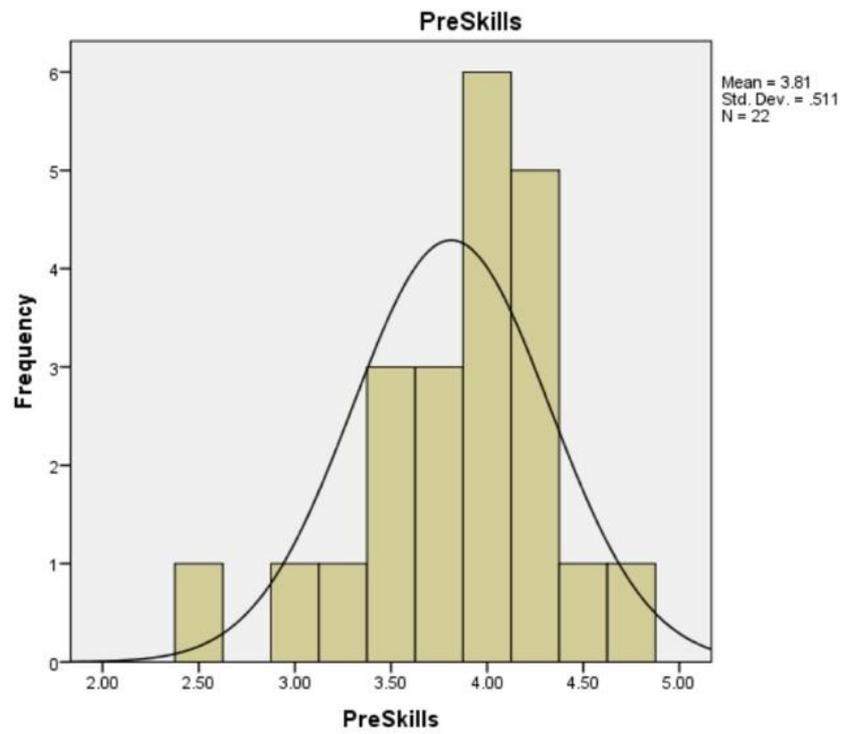


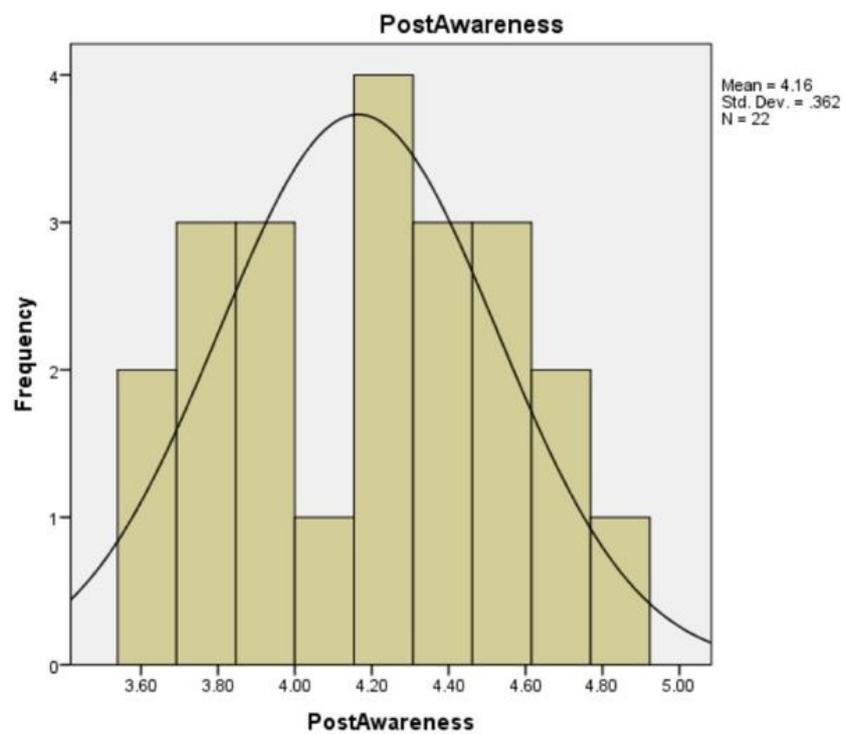
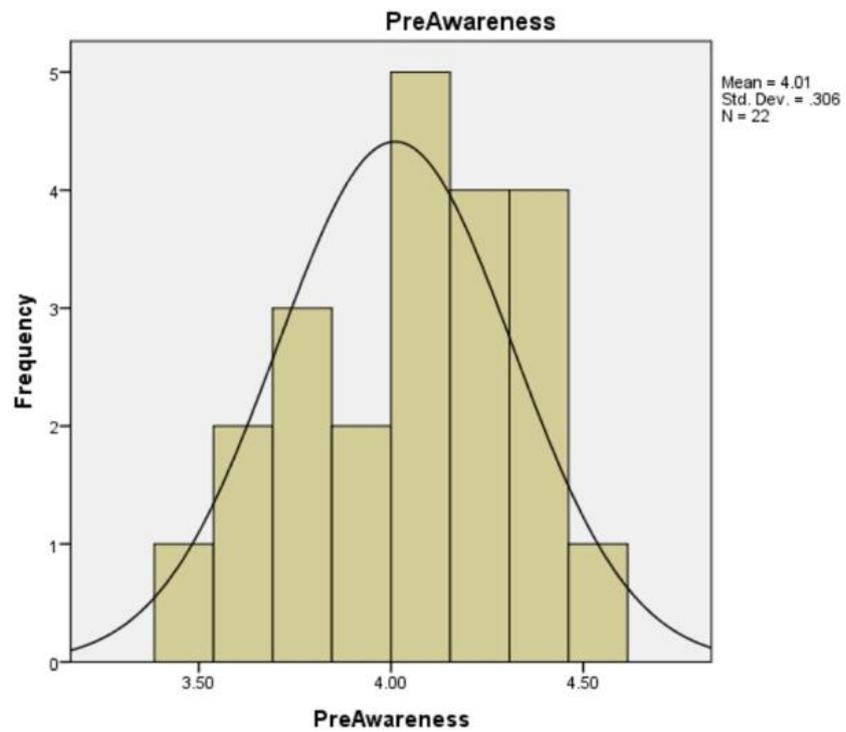
Appendix G

Histograms of intercultural aspects









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