

Developing General Literacy Ability and Intercultural Sensitivity through English Literacy
Instruction: Using Global Literature for Korean EFL Learners

By
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ABSTRACT

This study explored L2 literacy ability and intercultural sensitivity of Korean late elementary to early middle school students learning English as a foreign language. This study investigated the latent variable structure of L2 literacy abilities, including fluency, vocabulary, reading comprehension, and writing abilities, and intercultural sensitivity which involves interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. It also examined the effects of reading global literature in literature-based instruction on overall L2 literacy ability and intercultural sensitivity development.

The present study employed two different types of research design: a non-experimental, correlational design and a quasi-experimental research design. One hundred twenty-two 5th and 6th grade elementary students and one hundred forty 7th and 8th graders in middle school in Korea participated in this study. Among the 262 participants, 131 students from each grade were assigned to the treatment groups, and remaining 131 participants were in the control groups. The treatment group received 39 sessions of reading global literature in thirteen weeks; the control group did not receive any treatment in this study. Before and after the experiment period, all participants took pretests and posttests using the same instruments. Measurement instruments of this study consisted of two main parts: general literacy tests and the intercultural sensitivity scale. Instruments for this study measured text-level literacy development processes: fluency, vocabulary, reading comprehension, and writing. In addition, intercultural sensitivity was measured using with a 5-point Likert scale.

The results of confirmatory factor analysis indicated one measurement model of L2 general literacy ability and intercultural sensitivity; these two latent factors are correlated with each other. In addition, four indicators of literacy ability (fluency, vocabulary, reading

comprehension, and writing) were strong predictors of L2 learners' literacy achievement. Likewise, four indicators (interaction engagement, respect for cultural differences, interaction confidence, and interaction attentiveness) were highly correlated to intercultural sensitivity, but interaction enjoyment was not correlated to intercultural sensitivity. Therefore, interaction enjoyment was removed from the measurement model of literacy and intercultural sensitivity. This final model was used to analyze the post-test data across different groups, grade levels, and genders in order to find the effects of reading global literature.

The latent mean analysis with the measurement model between literacy ability and intercultural sensitivity across control and treatment groups shows positive effects of reading global literature on L2 learners' development of literacy ability and intercultural sensitivity. The study results provided support for reading global literature as an effective and powerful instructional method to improve L2 learners' literacy ability and intercultural sensitivity. The students in the treatment group were more interculturally sensitive and outperformed the control group in L2 literacy achievement. In particular, there were some differences regarding intercultural sensitivity achievement for different grade levels, but there were no statistical differences between boys and girls in either their literacy ability or intercultural sensitivity development. The findings of this study have educational implications for teaching L2 with global literature to enhance L2 learners' intercultural sensitivity and literacy ability in their L2 learning.

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CHAPTER 1

INTRODUCTION

As the interaction among countries is increasing in diverse areas, interdependence among countries is deepening. As a result, along with international competition, international cooperation is becoming more important, and people should be able to understand and produce knowledge and information under the information-based society which is the result of the development of information technology. In such an environment, English is playing an important role in the communication and bonding among people with different native languages. Most countries which teach English as a foreign language (EFL) in their public school systems have made a significant commitment to English language acquisition for their population, by focusing on the use of English as an International Language (EIL). South Korea is no exception. In day-to-day discourse, it is hard for students to gain sufficient exposure to English; accordingly, EFL study is mainly restricted to curriculum materials. The materials consist mainly of tapes, CDs, videos, internet data, and so on, with the most important and basic material being paper-based, such as story books, text books, etc. These paper-based materials facilitate students' learning through reading and writing; moreover, literacy skill is the basic way to encourage students' self-study.

In its 2009 policy statement of the National English Curriculum, South Korea's Ministry of Education, Science and Technology suggested that the goal of the elementary and middle school English education is to "focus on the improvement of students' communicative competence, and develop students' understanding of different cultures through English learning (p. 27)." Communicative Language Teaching (CLT) has been a main approach in English education in Korea for the last 10 years, and CLT is also the main theoretical

framework of the new National English curriculum. This present version of the National English Curriculum is a revision of the 1997 National English Curriculum because the heavy focus on oral language fluency in classrooms had resulted in less attention of students' literacy practices. Thus, the 2009 version of the National Curriculum provides more emphasis on the more expanded objectives of reading and writing skills and content of written English for elementary and secondary students than the 1997 issue; that is, the necessity and the importance of English literacy education are reflected in the current National English Curriculum in Korea.

As the National English Curriculum states, teaching cultural content in English classes is considered an important goal, but many English classes in Korea do not connect English instruction to proper culture content (Sung, 2007; Kim & Kim, 2010; Lee, 2008). However, humanity education is also important, so the English lessons should help students to cultivate a sound morality and an independent citizen spirit (Ministry of Education, 1999). In addition proper understanding of foreign cultures, an international appreciation, and a cooperative spirit as a cosmopolitan citizen should be developed through English education in Korea (the Ministry of Education, Science and Technology, 2009), and it supports the view of English as an International Language (EIL). Because of the stated importance of teaching cultural content in English classes in Korea, it is critical for EFL educators in Korea to improve students' intercultural awareness through English classes.

In a Communicative Language Teaching (CLT) approach, cultural rules and knowledge serve as a basis for the content of communicative events and interaction processes (Saville-Troike, 1982). In addition, literacy in cultural terms refers that children are able to become literate within the cultures of their communities and children (Kantor, Miller, and Fernie, 1992). Kantor et al. continue to say that to view literacy and group life together is to

take a contextualized or situated view of the meanings, purposes, function, and outcomes of literacy. Under the view of CLT and literacy education, language learning and culture are inextricably bounded up each other. By enhancing students' intercultural awareness and promoting positive cultural attitudes regarding to both their own and the target language culture, teachers are able to extend their teaching of cross-cultural contents via their language instruction based on CLT and the literacy approach.

Based on the interwoven relationship between language and culture, it is possible to hypothesize that learners' cross-cultural knowledge and positive attitudes toward people who speak a target language can be developed through L2 literacy instruction by using diverse literature, such as picture books, and predictable books, etc; that is, English literacy instruction with diverse texts, including multicultural literature and international literature, can enhance Korean EFL learners' intercultural knowledge and attitude, such as intercultural competence, and sensitivity (Kim & Kim, 2010; Kang, 2010; Nam, 2010).

Problem Statement

While an abundance of literature about the strong relationships between language learning and cultures has shown the importance of teaching cultures in language instruction, Omaggio (2001), however, suggests several reasons why teaching diverse cultural content is difficult to be realized in English classes: limitation on time of teaching, uncertainty about what content should be taught in English classes, and lack of teaching skills reading which cultural content effectively display in English classes. Baker et al. (2009) suggests that it is necessary to establish a conception of culture and the relationships between cultures, languages, and communication in intercultural communication across many diverse cultures. Therefore, language cannot be acquired successfully without consideration of its culture; therefore, developing not only communicative competence but also intercultural sensitivity is

necessary as we are living in a globalized world which contains a plethora of multicultural perspectives.

In order to develop EFL learners' intercultural sensitivity, it is critical that creating cultural compatibility requires schools to provide curricula that reflect the diversity of the world (Banks, 1994; Delpit, 1995; Hoffman, 1996). According to previous research, students gain higher levels of reading and writing proficiencies when they learn literature which includes characters, settings, and themes that resonate with their prior experiences (Bishop, 1987; Moore & Diamond, 1991; Moore-Hart, Diamond, & Knapp, 2003). There are several research studies describing the use of multicultural and international literature in English classes in South Korea from 2007 to 2010; these studies found some positive effects on learning English and multicultural awareness through reading multicultural literature in English (Kang, 2010; Kim & Kim, 2010; Lee & Bae, 2007; Park & Shin, 2008). Most participants in these studies responded to multicultural literature positively by motivating themselves to explore multiple cultures, by increasing interest in more parts of the world, developing a logical and critical view of the world, and overcoming cultural prejudices. Through multicultural literature, students can learn about others' cultural backgrounds and realize many similarities that all people share and experience. For adolescents, they can develop self-esteem and cultural identity, and their view of cultural and individual characteristics can broaden through reading multicultural texts.

While studies have shown the significant influence culture can have on language learning, few have examined relationships between culture and second language literacy education (Bodycott, 2006; Nieto, 2010). Therefore, it is necessary to develop teaching diverse literature appropriately in English classes by focusing on English literacy development and intercultural sensitivity for elementary and secondary students; one

tentative solution is using global literature, such as multicultural literature and international literatures, in English classes in South Korea.

Purpose of the Study

In light of findings on (a) the importance of teaching diverse cultural content in English classes and (b) the necessity of connecting diverse cultures to literacy education in English classes in EFL, it is important to investigate the relationship between literacy abilities and intercultural sensitivity. In addition, the lack of carefully designed studies investigating effects of literature-based instruction by using global literatures (i. e., multicultural literature, intercultural literature) on L2 literacy ability and intercultural competencies development calls for more methodologically sound studies.

In response to these needs, the purpose of this study is to understand the relationships between L2 literacy ability and intercultural sensitivity, one part of intercultural competence, with Korean students who are English language learners from late elementary to early middle school in South Korea. Moreover, the present study evaluates effects of using global literature and literature-based instruction for Korean late elementary to early middle school students on their literacy ability and intercultural sensitivity.

Research Questions

The present study aims to provide more to explore the relationships between Korean late elementary and early middle school students' general literacy skills and intercultural sensitivity and effects of using global literatures. The study aims to achieve this goal by answering four main research questions, and these questions are presented below:

1. What is the latent structure of L2 literacy ability and intercultural sensitivity of South Korean late elementary to early middle school students?
 - 1-1. What are the indicators of each latent factor of L2 literacy ability and intercultural sensitivity?
 - 1-2. Which literacy ability has the strongest relationship to intercultural sensitivity for South Korean late elementary to early middle school students?

2. Does global literature have a significant effect on the development of L2 literacy ability and intercultural sensitivity?
 - 2-1. Does using global literature have a significant effect on students' L2 literacy ability?
 - 2-2. Does using global literature have a significant effect on students' intercultural sensitivity?
 - 2-3. Do the effects of using global literature on students' abilities depend on students' gender and grade levels (ages)?

Definitions of Important Terms

The following terms have been and will continue to be used throughout this study. To facilitate discussions of the study, a few special terms are listed and clarified as follows:

Intercultural competence refers “the ability to communicate and interact across cultural boundaries (Byram, 1997, p. 7).” With this definition from Byram, intercultural competencies involve attitude, knowledge, skills, and critical awareness.

Intercultural sensitivity means a positive drive to accommodate, understand, and appreciate cultural differences, and to enhance one's self-awareness that leads to appropriate and effective behavior in intercultural communication (Bennett, 1993; Chen & Starosta,

1998). Under this definition, intercultural sensitivity includes interaction engagement, respect for cultural difference, interaction confidence, interaction enjoyment, and interaction attentiveness.

General literacy ability is defined as a proficiency to read and write comprehensibly in English. According to NLP (National Literacy Panel, 2006)'s definition of literacy is including pre-reading skills, word-level skills and text-level skills. Both pre-reading and word-level skills involve phonemic awareness, phonics, and fluency skills, and text-level skills include fluency, reading comprehension, and writing skills. This study explores EFL students' fluency, reading comprehension, and writing skills; thus, general literacy skills refer text-level skills in this study.

Global literature involves multicultural literature, international literature, and various literatures which include cross-cultural content in English (Hadaway & McKenna, 2007). Multicultural literature is a category of literature that reflects the diverse life experiences, traditions, histories, values, worldviews, and perspectives of diverse cultural groups that make up a society (Grant & Ladson-Billings, 1997, p.185). In addition, international literature refers to "...books written and published first in countries other than the United States (both in English and in translation), books written by immigrants to the United States about their home countries and published in the United States, books written by authors from countries other than the United States but originally published in the United States, and books written by American authors and published in the United States with settings in other countries (Freeman & Lehman, 2001, p.10)." Thus, "global literature" is the representative term about literatures including all types of diversity.

Literature-based instruction refers to the type of instruction in which an author's

original narrative and expository works are used as the core for reading experiences to support literacy activities. Wells (1994) indicates that students develop literacy skills (reading, writing, and thinking) through real literacy experiences in support from peers and adults. For the purpose of this study, literature-based instruction was implemented through using guided reading strategies with global literature for EFL students.

English as a foreign language (EFL) refers that the use of English by a non-native English speaker in a country where English is not spoken natively. English is primarily learned in a classroom setting, such as in Korea, China, and Japan, etc.

Significance of the Study

The findings of this study will provide both theoretical insights and practical implication. Theoretically, this study will help researchers better understand the relationships between L2 literacy abilities and intercultural sensitivity among EFL late elementary to early middle school students. Little empirical research on these two subsets of variables has explored these together, so this study will contribute to a deeper understanding of L2 learning processes by providing empirical support with respect to the relationships between literacy abilities and intercultural sensitivity.

Methodologically, there is no L2 research about the relationships between general L2 literacy abilities and intercultural sensitivity that uses the structural equation modeling (SEM) method, even though the SEM is considered a powerful statistical technique in explaining multivariate causal relationships and in developing models. Therefore, the present study's use of the SEM procedures will be conducive to the diversity of methodological procedures to elaborate the relationships among the two variables in L2 learning.

In addition, this study will provide useful information to language teachers and

curriculum developers. The use of diverse literature, including multicultural and international literature in English classes in EFL contexts gives students opportunity to develop their critical literacy, including the responses of readers and contextual practices that facilitated it. In addition, the influence of the multicultural text that evoked the responses from a sociocultural perspective positively affects EFL learners' reading comprehension skills (Kang, 2010; Kim & Kim, 2010; Lee & Bae, 2007). While engaging in reading about diverse literature, such as multicultural literature, students can respond to issues of cultural dominance, cultural privilege, and power differential between cross-cultural groups.

Chapter Summary

This chapter described an overview of this study. The current trend of English learning and teaching in EFL contexts, including that of Korea, requires not only literacy development, but also students' development of intercultural sensitivity. Research on intercultural sensitivity or literacy development has been conducted in both L1 and L2 contexts, but research on these issues concurrently in the Korean EFL context, particularly late elementary to early middle school students, has not been performed in spite of the need. Thus, this study is purposed to explore those issues and connect to literacy abilities and intercultural sensitivity in the EFL context.

CHAPTER 2

REVIEW OF THE LITERATURE

The purpose of this literature review is to highlight two important variables in this study, general literacy abilities and intercultural sensitivity, as related to English as a second or as a foreign language (EFL) learning contexts. Before discussing using diverse texts in EFL classes, it seems appropriate to investigate the reasons why an intercultural element should be present in EFL English classes. In addition, I will establish the theoretical basis for the interrelatedness of one's English literacy levels and the inclusion of diverse cultural content as part of the EFL experience; plus, exposit on the concepts related to teaching cultures and diverse texts will be in the following sections.

Teaching Cultures for English as Foreign Language (EFL) Learners

For the past three decades, research in second language (L2) acquisition has discussed cultural connections to language learning. Brown (2007) stated that a language is a part of a culture, a culture is a part of a language, and the two are intricately interwoven. Thus, the cultural component cannot be separated from L2 learning and teaching, nor from grammatical forms to sociolinguistics. Under this trend, the main objectives of English language teaching in Korea in the last 10 years have changed from grammar-translation to the acquisition of communicative competence, which includes language learning based on having the awareness of cross-cultural knowledge as well as linguistic competence; therefore, it is essential to develop students' cross-cultural awareness in English education in Korea.

Languages and cultures. All human beings have and make culture; culture is reflected in people's communities in everyday activities, relationships, and social processes.

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2002) defines culture as “the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.” The importance of cultural knowledge to language learning has been emphasized and well documented for a long time, but little has been researched and written about as to how children go about constructing their cultural knowledge, understanding their own cultural identity, and building cultural awareness (George, Raphael, and Florio-Ruane, 2003).

Many scholars state that the relationship between language learning and culture learning cannot be separated from each other (Brooks, 1964; Rivers, 1981; Stern, 1992). Stern (1992) defined the relationship between language and culture with three features.

1. Language is a part of culture, and must be approached with the same attitudes that govern our approach to culture as a whole.
2. Language conveys culture, so that the language teacher is also of necessity a teacher of a culture.
3. Language is itself subject to culturally conditioned attitudes and beliefs, which cannot be ignored in the language classroom. (Stern, 1992, p.251)

Accordingly, Oxford (1994) summarized that teaching culture in L2 learning helps students to identify their own level of cultural awareness, to explore their own learning style, and to use community resources and personal stories to enliven L2 learning. Similarly, Cummins (1996) also suggested that teaching cultures helps students to develop their learning process because students can activate and build cultural knowledge by stimulating their use of L2 with learning cultures. Consequently, understanding the L2 meaning through cultural context can facilitate the use of good grammar and enables the L2 learner to achieve a higher level of target language competence because cultural awareness plays a significant role in L2

communication (Alptekin, 2002; Kramsch, 1995; Prodromou, 1992).

The intercultural approach in foreign language teaching. Even though many scholars have emphasized that language learning should occur simultaneously with related cultural learning, Alptekin (2002) suggests that it is invalid to learn communicative competence within the target language culture by adhering to native speakers' cultures because English is a means of international language. For the last decade international researchers have discussed the need for a new approach to teaching culture in languages, especially EFL contexts. Particularly, Risager (1998) suggested four approaches to foreign language teaching for EFL learners: the foreign-cultural approach, the intercultural approach, the multicultural approach, and the transcultural approach (pp. 242~254, in Byram & Fleming (Eds), 1998).

The foreign-cultural approach focuses on the culture of countries where the target language is spoken, so it does not deal with the learners' own country. Even though the foreign-cultural approach only focuses on the target country or countries, the intercultural approach considers the learners' own country and relations between the target cultures and the learners' own, as well as interplay of other cultures. The multicultural approach includes "a specific focus on the ethnic and linguistic diversity of the target country and countries," and it also considers "the relations between the target countries and the learners' own (p. 246)." Through comparing the intercultural approach to the multicultural approach, the intercultural approach encourages learners to acquire 'international understanding,' and the target language is a 'lingua franca' in the multicultural approach. Lastly, the transcultural approach deals not only with the traditional target countries, but also other countries, by stressing complex identities, possibly third culture identities, so this approach extends range of language usages as worldwide communication systems.

As English is considered as lingua franca (Baker, 2009; Dewey, 2007), or the international language (Alptekin, 2002; McKay, 2002), the model of teaching English with its culture should be changed to learn English under the cross-cultural settings. Thus, among Risager's (1998) four language approaches in different cultural perspectives, the intercultural approach is the dominant one today because learners' intercultural and communicative competence plays a key role in the present situation of internationalization all over the world; the multicultural approach and the transcultural approach include a wide range of diverse cultures, so it is difficult to realize in restrictive EFL classes. In particular, most ESL and EFL countries consider English as an international language, so the intercultural approach should be accepted as the main language teaching approach by connecting English to diverse cultural insights and knowledge in EFL English classes. Therefore, the intercultural approach is adapted as a primary perspective of English teaching and learning in this present study.

Intercultural Competence and Intercultural Sensitivity

The perception of the relationship between language and culture sometimes is reported in the context of L2 communicative competence because communicative competence is a part of cultural competence (Krasnick, 1984). The concept of intercultural competence has been explored under many different labels, such as multicultural competence (Pope & Reynolds, 1997), intercultural competence (Chen, 1998; Dinges, 1983; Ortiz & Moore, 2000), cross-cultural effectiveness (Kealey, 1989), cross-cultural competence (Ruben, 1987, 1989), intercultural sensitivity (Bennett, 1993; Hammer, Bennett, & Wiseman, 2003; Paige, Jacobs-Cassuto, Yershova, DeJaeghere, 2003), and intercultural communication competence (Kim, 1993; Wiseman, Hammer, & Nishida, 1989). As Sinicrope, Norris, and Watanabe (2007) state, intercultural competence, intercultural communicative competence,

intercultural sensitivity, and cross-cultural adaptation are the most frequent labels of research in intercultural competence. Intercultural language teaching and learning refocuses the goal of learning by shifting away from a narrower focus on linguistic or communicative competence, and towards a more holistic goal of intercultural competence in the perspective of English as an International Language.

Intercultural competence. According to Byram (1997), intercultural communicative competence is the ability to communicate and interact across cultural boundaries. Byram's model of intercultural communicative competence involves five components: attitudes, knowledge, skills for interpreting and relating, skills for discovering and interacting, and critical cultural awareness. This model has been influential in intercultural language learning and continues to be used in research into intercultural competence, and it is deemed to be an accurate measure of such intercultural competence. However, Liddicoat, Papademetre, Scarino, and Kohler (2003) indicated the weakness of Byram's model; this model describes the sociocultural components of language competence without linking it to other competencies, such as linguistic, discourse competencies, and sociolinguistic, etc. In addition, previous studies about assessing L2 learners' intercultural competence show that participants of those studies were mainly college students or adults who learn foreign languages (Arasaratnam, 2006; Fantini, 2006; Koester & Olebe, 1988) because language programs about intercultural competence have basically focused on the needs of special-interest groups, businesses, and public-sector professionals, and large-scale organizations, such as American Council on Education (ACE) and the Association of International Education Administrators. Hence, many institutions of higher learning targeted a variety of intercultural competence outcomes from their students in foreign language programs or study abroad programs in colleges and universities.

Intercultural sensitivity. Intercultural sensitivity has been identified as a crucial predictor of success in a variety of situations that require interaction with people from other cultures. Recent research on intercultural sensitivity, defined in terms of stages of personal sensitivity growth to the importance of cultural differences and to the view points about culturally different people, has focused on its relationship to intercultural communication competence (Bennett, 1986; Chen & Starosta, 1998; Wiseman, Hammer, & Nishida, 1989). First of all, Bennett (1986, 1993) developed a model that describes the ways in which people understand cultural differences, and he considered intercultural sensitivity as a developmental process, in which a person moves from ethnocentric stages to ethnorelative stages. Bennett (1993)'s model of the development process contains six stages: (1) denial, (2) defense, (3) minimization of cultural differences, (4) acceptance, (5) adaptation, and (6) integration of cultural differences.

Chen and Starosta (1997) criticized Bennett's development model of intercultural sensitivity because there were no differences from the concepts of intercultural communication competence. In addition, Chen and Starosta (1996) criticized the previous studies on intercultural communication competence as suffering from conceptual ambiguity. Consequently, Chen and Starosta (1996) developed a model of intercultural communication competence that integrates features of both cross-cultural attitude and behavioral skills models. According to Chen and Starosta's model, intercultural communication competence includes three dimensions: intercultural awareness (cognitive), intercultural sensitivity (affective), and intercultural adroitness (behavioral). Chen and Starosta also suggested that intercultural sensitivity deals with a person's emotion, even though intercultural sensitivity as a developmental process is interrelated to the cognitive, affective, and behavioral aspects of interactional situation. Similarly, Hammer, Bennett, and Wiseman (2003) also tried to make a

distinction between intercultural sensitivity and intercultural competence. According to their perspective, intercultural sensitivity is “the ability to discriminate and experience relevant cultural differences (p. 422).” In contrast, they defined intercultural competence as “the ability to think and act in interculturally appropriate ways (p. 422).” Therefore, it is possible to conclude that three components of intercultural communicative competence are mutually dependent but separated concepts.

Chen and Starosta (1996) proposed a model of intercultural communication competence, and this model includes three conceptual dimensions that are interdependent with one another for effective communication: intercultural sensitivity, intercultural awareness, and intercultural adroitness. It shows that intercultural competence is a broader term than intercultural sensitivity; that is, it seems that intercultural sensitivity is one component of intercultural competence. Under this conceptual structure, Chen and Starosta (1996) developed their intercultural sensitivity model with four personal elements: self-concept, open-mindedness, nonjudgmental attitudes, and social relaxation. Later, Chen and Starosta (1997) added two more personal attributes: self-monitoring and empathy. Finally, Chen and Starosta (2000) completed an instrument to explore the concept of intercultural sensitivity with 24 items each rated on a 5 point Likert scale. With this model, Fritz, Mollengerg, and Chen (2002) studied German participants’ responses on the intercultural sensitivity scale. According to their result of the factor analysis, intercultural sensitivity had five subcomponents: interaction engagement, respect for cultural difference, interaction confidence, interaction enjoyment, and interaction attentiveness.

Kim (2003) examined language learning motivation and intercultural sensitivity that affect English achievement of EFL college students in Korea. Before this study, there was no study of intercultural sensitivity patterns in L2 learning, and this study applied the Korean

language version of Chen and Starosta's (2000) intercultural sensitivity scale to Korean EFL college students. The findings of Kim's study provided the clear evidence that L2 college students' motivation and intercultural sensitivity are important factors in their L2 learning, and there are causal relationships among intercultural sensitivity, motivation, and English achievement. Interestingly, most college students in that study had a moderate level of intercultural sensitivity toward cross-cultural interaction because of the features of EFL contexts, indicating a lack of cross-cultural experiences of the target language community to have a cross-cultural sensitivity. This study shows the importance of the role of intercultural sensitivity in L2 learning and that intercultural sensitivity is positively correlated with EFL college students' English achievement. With this empirical study, the present study adapts five constructs of Chen and Starosta's (2000) intercultural sensitivity to apply to Korean EFL elementary to middle school students.

In summary, previous studies showed that intercultural competence is more appropriate to acquire for L2 college and university students and adults than intercultural sensitivity because intercultural competence requires higher cognitive processes and behavior outcomes for L2 learners (Arasaratnam, 2006; Fantini, 2006; Koester & Olsbe, 1988). Thus, previous studies proved that intercultural sensitivity is related to affective dimensions, as a part of intercultural communication competence. However, as Kim (2003) noted in her study, there are many L2 studies about the impact of cultural factors in L2 communicative competence by using the term of intercultural competence, there are few studies of intercultural sensitivity patterns focusing on the field of L2 learning. Only Kim's study shows some relationships among intercultural sensitivity, motivation, and L2 achievement for L2 college students. Therefore, it is necessary to investigate the effects of intercultural sensitivity for late elementary and early middle school learners in Korea by adapting Chen and

Starosta's (2000) intercultural sensitivity scale, as a part of intercultural competence, in the present study because previous L2 research of intercultural sensitivity only focused on adult learners.

General Literacy Development in L2

Broadly, the term of "*literacy*" relates to both reading and writing and is the ability to make and communicate meaning from and by the use of a variety of socially-contextualized symbols. Recently, literacy includes many language skills and has been used as a broad term. One well known definition of literacy is, "an ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts" by UNESCO(The United Nations Educational, Scientific and Cultural Organization, 2003). Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. Literacy development is seen as emerging from children's oral language development and their initial, often unconventional attempts at reading and writing. Children's early unconventional attempts at reading and writing are respected as legitimate beginnings of literacy development in their native language. In addition, children already come to the task of reading in their L1 with a full repertoire of linguistic skills as compared to their peers who are second language learners. However, these second language learners are in the process of acquiring basic vocabulary, syntax and grammar, and phonological awareness. There are some similarities and differences between L1 and L2 literacy development, and both L1 and L2 literacy development are highly correlated each other. Therefore, L1 literacy development should be discussed prior to L2 literacy development.

L1 literacy development. The main purpose of reading is to understand text meaning by encoding text. In other words, the reading process requires the reader to make links between a language and its writing system and then to build meaning. In reading theories, there are two opposing views of reading; the holistic view and the componential view of reading. Goodman (1967) holds a view that reading is learned as a whole. In contrast, the componential view of reading suggests that reading is a constellation of distinct capabilities. The latter view helps to diagnosis reading difficulties or development of other languages because we can analyze a single skill or a combination of multiple deficiencies in reading problems. Koda (2007) synthesizes three major components of reading; decoding, text information building, and reader-model construction, and details of linguistic knowledge display in Table. 1.

Table 1.

Components of Reading

Components of Reading	Related Linguistic knowledge
Decoding	orthographic knowledge, phonological knowledge, vocabulary knowledge, morphological knowledge
Text information building	syntactic knowledge, knowledge of discourse markers, text-structure knowledge
Reader-model construction	synthesizing and comprehend text information with prior knowledge

The National Literacy Panel (2006) defined literacy skills as inclusion of the following skills: 1) pre-reading skills (i.e., concepts of print, alphabetic knowledge), 2) word-level skills which include decoding, word reading, pseudoword reading, and spelling, and 3)

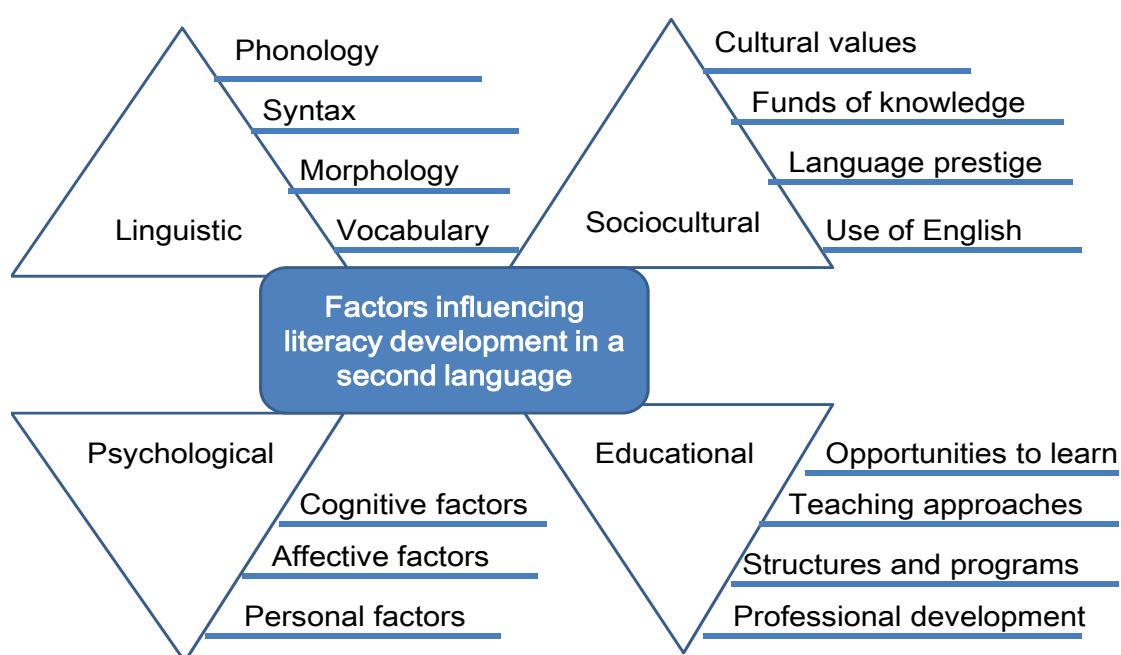
text-level skills which contain fluency, reading, comprehension, and writing skills. Basically, native speakers in the development of various literacy skills follow these three level skills in order (Lesaux, Geva, Koda, Siegel, and Shanahan, 2006). In order to understand crosslinguistic variations in L2 literacy learning and processing, it is essential to clarify how linguistic knowledge of each subskills in reading interacts and intertwines under the reading process. In addition, there are several factors which influence L2 literacy development and are highly interrelated with each other, so it is the crucial step to consider these factors in order to understand L2 literacy development.

The factors influencing literacy development in L2 learners. The knowledge of literacy development is being generalized to ELLs from research done with native English speakers; hence, the question remains as to whether the same patterns of literacy development are indeed applicable to children learning English as a second language (Lesaux & Siegel, 2003; Vaughn, Mathes, Linan-Thompson & Francis, 2005). Unlike first language literacy development, there are variations which exist in literacy learning and processing in second language literacy development (Durgunoglu, 2002; Koda, 2007; Lipka & Siegel, 2007). Second language learners face a number of unique challenges in their L2 literacy development: dissimilarity of sound-symbol relationships in the reader's native language and in English, oral-vocabulary constraints, limitations due to background knowledge, and difficulties with text structures (Young & Hadaway, 2006). For example, California Legislative Analyst's Report (2004, as cited in Young & Hadaway, 2006) confirms that although English learners may rapidly gain in listening and speaking abilities, they may lag in their development of reading and writing proficiency as compared to their native English-speaking or English -proficient peers.

These findings suggest second language literacy development is more complex than

first language literacy development because second language literacy, mainly reading and writing, involves two languages. Because of this feature of L2 literacy development, Helman (2009) organizes several factors influencing second language literacy development; linguistic, sociocultural, psychological, and educational factors. Details are displayed in Figure 1.

Figure 1. Factors influencing second language literacy learning (Helman, 2009, p. 4)



The consensus of research into linguistic influences on second-language literacy points to the importance of language knowledge of many levels. Depending on the degree of similarities and differences between the native language and second languages, there may be initial confusions in the areas of phonology, morphology, and syntax as students transfer their linguistic knowledge to second languages. Therefore, in the following section, I will focus on the linguistic and processing differences between L1 and L2 literacy, mainly reading and

writing, plus provide an overview of the theories of L2 reading development because reading abilities play the critical role of literacy development.

Major aspects and theories about L2 reading development. Second language reading development is more complex than first language reading development because L2 reading involves two languages; that is, when readers read their second language texts, both their first and second languages operate simultaneously. Moreover, L2 reading deals with a wide range of learners, learners' different ages, and diverse L1 backgrounds (Verhoeven, 1990; Koda, 2007; Grabe, 2009). For example, when learners come to the task of reading in their first language, they already have a full repertoire of linguistic skills; meanwhile, second language learners are in the process of acquiring basic vocabulary, syntax and grammar, and phonological awareness of the sound system of their second language. Thus, dual language abilities and processing are key concepts based on L1 transfer effects in L2 reading development research, and both L1 and L2 literacy experiences affect L2 reading development. With these findings, there are major aspects of reading development – universal and language-specific aspects of reading abilities, and theories proposed around L1 transfer effects on L2 reading development – The Developmental Interdependence Hypothesis and The Language Threshold Hypothesis, a dual-language system.

L2 reading acquisition theories are closely connected to the input-driven theory which asserts that the amount of input exposures and the quality of input have critical effects on L2 reading acquisition. With this perspective, Koda (2007) defines L2 reading acquisition as “the process of internalizing particular patterns of mapping involving language elements and graphic symbols (p.11).” Therefore, two mapping methods play important roles in L2 reading acquisition; one is universal mapping which is related to the universals of reading development, and the other is language-specific mapping which is related to details of

distinguishing L1 from L2.

Grabe (2009, pp123-124) suggests there are five main universals of reading abilities in L2 reading development: 1) readers use working memory, long-term memory, and general cognitive learning principles when they read, 2) all orthographies help readers access spoken-language, and phonological decoding is a universal reading ability, 3) when features of L1 language are similar to features of L2 language, L1 facilitates the acquisition of L2 reading, 4) in order to read, readers are aware of various linguistic knowledge, such as phonological awareness, orthographic awareness, morphological and syntactic awareness, and discourse awareness, and 5) finally, readers comprehend text meanings through using their background knowledge, cultural backgrounds, and socializations. However, all of these universals cannot be applied directly in L2 reading process because of specific language features of L1 and L2. It means that these universal reading abilities include language-specific constraints in each universal sequence of reading.

For several decades various theories of L2 reading have developed, but the Developmental Interdependence Hypothesis and the Language Threshold Hypothesis are the dominant theories and are regarded as opposing views of L2 reading development. (Koda, 2007; Grabe, 2009). In the case of the Developmental Interdependence Hypothesis, which Cummins (1979) proposed, L1 literacy experiences are a more important element than L2 language proficiency to determine L2 reading development. Several studies investigate and find support for L1 literacy transfer to L2 literacy development in general (Durgunoglu, Nagy, and Hancin-Bhatt, 1993; Bernhardt, 2000; D'Angiulli, Siegel, and Serra, 2002)

On the other hand, L2 language proficiencies are responsible for L2 reading development more than L1 literacy experiences according to the Language Threshold Hypothesis. Within the Language Threshold Hypothesis, the L2 language-proficiency

variable has been shown to be a more powerful predictor than L1 reading abilities (Lee & Schallert, 1997; Yamashita, 2002, as cited in Grabe, 2009, pp. 147-148). Similarly, Koda (2007) summarized that inefficient decoding has a major consequences for reading comprehension subskills development; that is, if students' L2 decoding skills cannot be well developed, students cannot even start to read in their L2. Thus, in this perspective, L2 language proficiency would be considered the critical variable to develop L2 reading skills. In several recent experimental studies, evidence shows when the reader reads L2 text, their L1 and L2 language experiences interact each other in their second language reading; that is the Dual-language processing system. In the perspective of the Dual-language involvement (Koda,; 2007, Grabe; 2009), when readers read L2 texts, they use continual interactions between their L1 and L2 languages during L2 reading. In addition, L2 readers adjust for differences between L1 and L2 language features in order to understand L2 texts.

Development of literacy in L2 learners. Many research studies prove that second language learners may acquire literacy skills in L2 in a similar manner to native language learners' L1 reading development (Comeau, Cormier, Grandmaison & Lacroix, 1999; Chiappe & Siegel, 2006). According to related literacy factors of reading on Table 1, all components of reading, decoding, text information building, and reader-model construction, are included in literacy skills: word-level skills and text level skills. In other words, each reading component has related linguistic factors which should be acquired in order to read. Therefore, linguistic factors which influence L2 literacy development will be organized according to the development of literacy skills, and several related experimental studies will be discussed to support these factors which affect development L2 reading.

Word level skills: *phonological processing, spelling, and word reading.* Spoken language is a natural and instinctive process, often emerging merely through simple exposure,

but this is not true for reading. Eltrich (2002) indicates that reading must be learned at a conscious level. In order for reading to occur, the reader must first transform visual percepts of alphabetic script into linguistic ones. They must re-code graphemes (letters) into corresponding phonemes (sounds). The term phonology refers to the sound structure in spoken words, including the perception production, and representation of these sounds. Among literacy skills, phonological processing, such as phonemic awareness and phonological awareness, is directly related to phonological knowledge, as a linguistic perspective.

Although phonological awareness subsumes phonemic awareness, phonemic awareness and phonological awareness are frequently dealt with as the same or similar skills to each other. Phonemic awareness is the understanding that speech is composed of a series of individual sounds. Phonological awareness is a broader term referring not only to phonemic awareness but also to awareness of larger spoken units such as syllables and rhyming. Both phonemic awareness and phonological awareness skills are powerful predictors of word reading for L2 learners (Chiappe, Siegel, & Gottardo, 2002; Verhoeven, 1990); that is, students who have well developed L2 phonological awareness skills tend to show good performance of L2 word reading. In addition, the study by Gottardo, Yan, Siegel, and Wade-Woolley (2001) suggest a clear picture of L2 word reading development. Students whose L1 is Chinese and L2 is English have acquired L2 phonological skill; and these phonological skills were correlated with L2 reading which was found to have contributed a unique variance to L2 reading development, even though their L1 and L2 have different orthographic system, alphabetic or nonalphabetic orthography. It is important to understand the stages of reading development as a precursor to addressing concerns about a child's phonemic awareness skills.

In L2 spelling development, factors, such as phonological awareness skills, letter

knowledge, and orthographic knowledge, also influence L2 learners' spelling performance the same as word reading development of the L2 (Chiappe & Siegel, 1999; Chiappe, Siegel, & Gottardo, 2002). According to the Chiappe et al. (1999, 2002) studies, alphabetic knowledge and phonological processing are important contributors to early L2 reading skills, and these basic literacy skills positively affect the acquisition of L2 spelling. In particular, Ehri et al's. (2001) meta-analysis of phonemic instruction shows that phonemic awareness skills, spelling skills and word reading skills are strongly correlated with each other in a positive way. Interestingly, Lesaux et al. (2006) reported in NLP that two studies (Cronnell, 1985; Fashola et al., 1996, as cited in Lesaux et al., 2006, p. 42) show that "spelling errors in English among Spanish-English bilingual children reflected their use of Spanish (L1) sound-symbol correspondence rules (p.42)."

Text level skills: vocabulary, reading comprehension, and writing. Knowing the meaning of vocabulary is also an important component of literacy development. Research studies have shown that L2 learners' low reading comprehension performance is strongly related to low vocabulary knowledge (Jimenez, Garcia, & Pearson, 1996; Verhoeven, 1990). This vocabulary knowledge is highly related to reading comprehension and writing skills. Jiang (2000) investigated a psycholinguistic model of L2 vocabulary acquisition, which suggested the reasons why L2 learners have difficulties in acquiring L2 words. There is a fundamental difference between L1 and L2 in lexical development; when learners acquire L1 words, the integration of semantic, syntactic, morphological, and formal specifications may occur, but this integration only can appear in a small proportion of L2 words acquisition. In L2 lexical development, learners establish a lexical entry of L2 words, and this L2 entry is a combination of L2 formal information and the semantic and syntactic information of its L1 translation. The completion of L2 word acquisition can be realized by the integration of L2

information, but the majority of L2 words remain only for the combination, not the integration. Consequently, uncompleted acquisition of L2 words hinders L2 reading comprehension.

As Grabe (2009) indicated, reading is a linguistic process because it is impossible to read without linguistic knowledge (morphological, syntactic, semantic, and phonological) of the language of the text. However, after using linguistic knowledge, reading relies on a central comprehending process, and this reading comprehension process relates to cognitive processes. Lesaux, Koda, Geva, Siegel, and Shanahan (2006) indicate various factors that have an impact on reading comprehension and writing for L2 learners. According to their report,

Only three of the comprehension studies provided information on specific comprehension subskills measured: coherence building, anaphora resolution, and inference (Verhoeven, 1990); anaphora resolution and explicit/implicit meaning relations (Verhoeven, 2000); and macro- and microlevel text information detection (Hacquebord, 1994). Only two provide specific information about the text type employed (Hacquebord, 1994; Nagy, Garcia, Durgunoglu, & Hancin-Bhatt, 1993) (p 43).

In addition, Lesaux et al. (2006) mention two categories of factors which influence L2 reading comprehension: individual and context factors. Individual factors involve L2 learners' readiness skills, word-level skills, background knowledge, and their learning motivation; context factors include learners' socio economic status (SES) and text attributes (Lesaux, Geva, Koda, Siegel, and Shanahan, 2006, p. 43).

Hyland (2003) indicates that in the perspective of language structural orientation, writing is combinations of lexical and syntactic forms, and L2 learners draw their linguistic knowledge on their writing texts. Lesaux et al. (2006) also indicate that in L2 writing development, L2 learners need to have word-level skills, cognitive abilities, and higher order skills, and L2 writing development has various factors, such as sociocultural, individual, and

linguistics, and “specifically, such skills as letter production must be fluent so that cognitive resources especially working memory, can be devoted to integrating all the other writing skills (p.43).” According to Silva (1993), L2 learners' writing texts generally tend to be less fluent, less accurate, and less effective. Specifically for beginner level learners, there are linguistic concerns of L2 writing; their writing texts include “more but shorter T units, fewer but longer clauses, more coordination, less subordination, less noun modification, and less passivization (p. 668).” Mostly these L2 learners’ difficulties in L2 writing are caused by lack of L2 vocabulary and a different writing style from their L1, which is a reflection of cultural contexts.

Most L2 literacy research studies show linguistic factors that influence second language literacy development, and the results emphasize the importance of language knowledge on many levels of L2 literacy development, especially lower-level reading process, such as word reading: phonemic awareness, phonological awareness, orthographic awareness, and fluency. However, previous research about higher-level reading process, such as vocabulary, reading comprehension, and writing, has proved that higher-level reading process demands not only linguistic knowledge but also cognitive and metacognitive processes, sociocultural factors, and educational factors (see figure 1). Bernhardt (2000) indicates that readers must deal with a variety of knowledge, such as lexical knowledge (vocabulary), semantic knowledge (meaning), syntactic knowledge (language structure), background and textual knowledge, and individual affective factors in order to comprehend text. In this study, higher-level reading processes in the part of literacy skills are important variables, so we need a broad term of literacy including sociocultural perspective.

Relationships between Literacy Abilities and Intercultural Sensitivity

Related to the present study, this section of the chapter discusses the relationships between L2 literacy learning and intercultural sensitivity for L2 learners. The section begins with the sociocultural perspective of literacy of immersing cultural contents into literacy education in English and concludes by considering the studies related to the case of literacy education to increase intercultural sensitivity and literacy performance.

Benefits of bringing cultural content into L2 literacy learning with a sociocultural perspective. Kantor, Miller, and Fernie (1992) defined literacy in cultural terms, so children can become literate within the cultures of their communities. Perez (1998) insists that literacy cannot be considered to be content-free or context-free because it is always socially and culturally situated; that is, literacy is not just the multifaceted act of reading, writing, and thinking, but involves constructing meaning from a printed text within a sociocultural context (p. 4). These sociocultural perspectives of literacy make possible to bring cultural content into L2 literacy learning.

While studies have shown the significant influence culture can have on language learning, few have examined relationships between culture and second language literacy education. Several researchers have claimed that students attain higher levels of reading and writing performance through reading literature that includes characters, settings, and themes that resonate with their prior experiences and background knowledge (Bishop, 1987; Moore & diamond, 1990). Similarly, once students perceive connections between their own histories, experiences, and the curriculum, their ability to relate to new subjects is improved (Au, 1993, 1995). Particularly, Bishop (1987) suggested that multicultural reading materials improve the self-esteem of culturally diverse students as they discover and develop pride in their cultural heritage. Therefore, diverse literature can be the way to connect cultural content and literacy

abilities in the language classrooms.

Related studies of L2 literacy instruction with cultural contents in ESL and EFL contexts. Among the few studies about bridging cultural content and literacy instruction, first of all, Moore-Hart, Diamond, and Knapp (2003) examined the implementation of a multicultural program and its effect on reading and writing performance, and on attitudes toward reading, writing, and other cultures during two academic school years for fourth and fifth grade students in the United States. According to their study, using multicultural literature in the classes promoted students' appreciation and respect for the values and contributions of diverse cultures. Even though students' attitude toward different cultures were developed positively, changes in student literacy performance was not statistically significant. However, changing the content of the curriculum to include multicultural literature might have facilitated the academic performance of the culturally and linguistically diverse students. The finding of the study was consistent with the Au (1993, 1995), Norton (1991), and Bishop (1987, 1992)'s study. Recently, Morgan (2009) recommended the use of read-alouds along with culturally sensitive children's books. According to Morgan's claim, when teachers read aloud culturally sensitive children's books by pausing and asking questions to students, the students predict, hypothesize, analyze, and make cultural content connections to their background knowledge. Hence, culturally sensitive children's books can help students to develop positive cross cultural attitudes because children's books are not just resources to teach reading; they also transmit values, norms, and attitudes (Kortenhaus & Demarest 1993; Roberts, Dean, & Holland, 2005).

These studies, however, focused on culturally diverse learners only in the United States for both L1 and L2 students, and instructional content and methods in literacy education were not appropriate to apply to EFL students' instruction because EFL contexts,

especially sociocultural and educational factors, are different from an ESL context, found in the United States. Fortunately, Burwitz-Melzer (2001) conducted the case study which dealt with a sequence of four English lessons for the ninth grade of German secondary students. The subject of the lessons was the short story “The Circuit” by Francisco Jimenez, a story about a family of Mexican migrant workers who are illegally staying in the United States. Through these lessons, this study showed how students’ understanding of otherness, such as different race, customs, and life styles, and so on, through reading literary texts. For example, Burwitz-Melzer designed lessons with activities, such as reading the fictional text written in a foreign language, forming hypotheses about it, searching for an ending that corresponds with the characters and the plot, and re-writing scenes for the text or adding scenes to it, and EFL students in this case study internalized the text and discussed fragments of values and opinions by connecting their own cultural experiences.

Impact of Using Diverse Texts on Korean EFL Students English Literacy Development. In the previous five years, some research conducted in EFL context in Korea revealed some positive effects of using multicultural literature in English classes for Korean students. There are several research studies for using multicultural and international literature in English classes in South Korea from 2007 to 2010, and these studies found some positive effects on learning English and multicultural awareness through reading multicultural literature in English (Kang, 2010; Kim & Kim, 2010; Lee & Bae, 2007; Park & Shin, 2008). Park and Shin (2008) examined the effect of children’s English education activity through a multicultural approach with multicultural literature on the development of 5-year-old children’s mother tongue and English ability, and their learning attitudes. According to the results of their experiment, children who experienced multicultural activities in their English classes showed more significant differences in phoneme and syntax awareness of both their

native language and English (L2) proficiencies. Moreover, Park and Shin concluded that children in the experiment group experienced the change of attitude toward English and various cultures through a multicultural approach; children in the experiment group enjoyed English classes and had more positive attitudes toward cross-cultural contents than the control group.

Similarly, Lee and Bae (2007) read picture books of multicultural literature to Korean students in English classes; the results of their study revealed that students who read multicultural picture books implied similarities and differences of other cultures by comparing their own culture, and their comprehension about other cultures was improved significantly through reading multicultural picture books. In addition, students could think flexible and active ways toward recognizing different cultures by finding clues through pictures, colors, characters, conversations, and environments in multicultural picture books. With this result, Lee (2008) additionally emphasized the importance of using multicultural teaching strategies in English classes in Korea, and he suggested that multicultural teaching strategies should be developed through using international and multicultural children's literature in EFL contexts because these diverse texts are powerful tools which both teachers and students approach and use easily in English instruction. However, these studies only emphasized the importance and the necessity of using multicultural literature and multicultural teaching strategies in English education, and they had a broad view to see multicultural content and English instruction; that is, these studies did not connect multicultural content to any specific English skills such as listening, speaking, reading, or writing, and they did not suggest any statistical data in order to prove the positive effects of using multicultural literature.

Recently, three studies were conducted in which researchers tried to connect

multicultural literature to students' English reading and writing abilities in English literacy instruction. Kim and Kim (2010) investigated the possibility of integrating cultures into elementary English instruction through response journal writing based on literature based instruction by reading multicultural literature. According to the result of the study, most participants in these studies responded to multicultural literature positively by motivating themselves to explore multiple cultures, by increasing interests all around the world, developing a logical and critical view of the world, and overcoming cultural prejudices. Moreover, students changed their concept of written language by recognizing it as a means of interacting with the teacher through response journal writing after reading multicultural literature; it shows the positive effects of literature-based instruction by using multicultural literature for students' literacy development. Nam (2011) established seven English lesson plans with multicultural literature, especially picture books, and applied it to 16 Korean kindergarteners from four to five years old. The results showed that multicultural literature was useful for young children to bridge cultural gaps between their culture and other cultures around the world. Nam's study proves that reading multicultural literature helps to develop students' multicultural awareness, but lesson plans only focused on phonics instruction because participants were young and beginning readers. Even though these two studies show well-organized qualitative results about students' improvement and indicate detailed observation of students' literacy and multicultural awareness development, both studies have small numbers of participants and deal with only specific aspects of students' literacy, i.e., their writing or phonics skills.

Kang (2010) tried to connect multicultural contents to literacy skills in English instruction with a more integrated view of literacy abilities than the previous two studies. She examined an instruction model of developing Korean students' English literacy through

reading multicultural English picture books by establishing a quasi-experimental design. Numbers of participants in the treatment group were 18 and the control group had 16 students, and the treatment of Kang's study was learning English through reading three multicultural picture books to 6th grade students. The results indicated that multicultural English picture books help to improve students' multicultural awareness as well as literacy abilities, especially vocabulary and reading comprehension skills; this co-relationship between multicultural awareness and English literacy skills suggests meaningful implications. However, this study has a small sample size and low statistical power, so it is difficult to generalize the results of this study.

Throughout previous studies from Korea, we can assume that using global literature, including multicultural and international literature in English classes in EFL contexts, gives students opportunity to develop their literacy, including the responses of readers and contextual practices that facilitated it. In addition, the influence of the multicultural text that evoked the responses from a sociocultural perspective positively affects EFL learners' reading comprehension skills. Reading comprehension can involve an active meaning construction process through interactions between a reader and a text involving both lower-order skills such as decoding and word recognition and higher-order skills such as comprehension and comprehension strategy. While engaging in reading about global literature, such as multicultural literature, students can respond to issues of cultural dominance, cultural privilege, and power differential between cross-cultural groups. Thus, students develop a greater understanding of how their attitudes and beliefs are shaped by what they read through multicultural literature. These positive effects are all related to develop reading comprehension for EFL students.

In conclusion, considering both ESL and EFL contexts, students' sensitivity to the

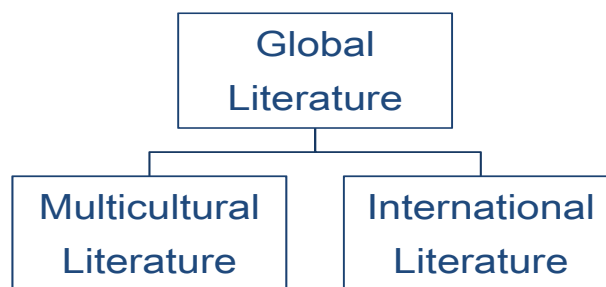
commonalities of human experience can be developed and sharpened through reading multicultural reading materials (Bishop, 1987, 1992). Moore-Hart, Diamond, and Knapp (2003) also concluded, “a starting point for understanding and appreciation of the varied cultures that comprise our society emerges from multicultural literature (p.225).” Through multicultural literature, students can learn about others’ cultural backgrounds and realize many similarities that all people share and experience. For adolescents, they can develop self-esteem and cultural identity, and their view of cultural and individual characteristics can broaden through reading multicultural texts etc (Bucher & Hinton, 2010; Temple, Martinez, Yokota, & Naylor, 2002; Tunnell & Jacobs, 2008). Thus, various benefits of bringing cultural content by reading literature in literacy learning suggest the positive possibilities that reading multicultural and international literature help to develop both L2 learners’ intercultural sensitivity and literacy performance.

Global Literature: Multicultural Literature and International Literature

To teach cultural content in language classes, it is necessary to consider how to establish appropriate language curriculum. Hoffman (1996) and Banks (1994) cautioned that culture should not be artificially inserted into the school curriculum. Actually, students need to acquire knowledge about cultural content through genuine learning experiences, and using books is one of the best ways for EFL students to experience indirectly. Hoffman (1996) also emphasized that there is a need to develop culturally responsive teaching activities and to identify source materials; hence, “global literature” will be good not only as a teaching source but also in teaching methods. Hadaway and McKenna (2007) use the term “global literature” in their book, and their definition of global literature is “a comprehensive and inclusive one, representing literature that honors and celebrates diversity, both within and outside the United

States, in terms of culture, race, ethnicity, language, religion, social and economic status, sexual orientation, and physical and intellectual ability.” In other words, the term “global literature” includes both multicultural and international literature as depicted in Figure 2.

Figure 2. Visual Definition of Global Literature (adapted from Hadaway & McKenna, 2007, p. 5)



Both multicultural literature and international literature deal with cross-cultural content and include all types of diversity, so using the term “global literature” is one way of finishing the debate about describing literature with a diverse focus .

In order to teach diverse content to develop English learners’ literacy abilities, multicultural literature and international literature are the main resources of global literature that can be offered in English classes in Korea. Using multicultural literature in literacy classrooms exposes students to different viewpoints and life experiences. In particular, multicultural literature is an important instructional tool that helps students develop understanding and respect for people of different cultures other than their own. Banks (1994) indicates that multicultural literature is literature that reflects a power differential between groups of people. George, Raphael, and Florio-Ruane (2003) also state, “multicultural literature helps children explore universal topics and themes within the unique contexts of

different cultures and peoples, while also presenting culture-specific perspectives and experiences (p.326).” In other words, multicultural literature is a category of literature that reflects the diverse life experiences, traditions, histories, values, worldviews, and perspectives of the diverse cultural groups that make up a society (Banks, 1994; Steiner, 2001; Tunnell & Jacobs, 2008). It includes fiction and nonfiction-novels, stories, essays, biographies, personal narratives, children’s literature, oral traditions, and poetry--as well as new and hybrid literary genres.

Traditionally, international literature refers to books which were originally written and published outside of the United States (Tomlinson, 1998). Recently, the definition of international children’s literature is more extended as follow;

We have chosen to define international children’s literature as books written and published first in countries other than the United States (both English and in translation), books written by immigrants to the United States about their home countries and published in the United States, books written by authors from countries other than the United States but originally published in the United States, and books written by American authors and published in the United States with settings in other countries (Freeman & Lehman, 2001, p.10).

According to Tunnell and Jacobs (2008), “just as multicultural books dealing with North American societies assist in creating a bridge of understanding, international books can help children gain an appreciation and understanding of global societies (p. 193).” In addition, international literature can be linked to curriculum, global education, and multicultural education, as well as help children’s literacy development and critical thinking by exposure to various languages (Freeman & Lehman, 2001; Tomlinson, 1998).

Fernandez (2006) indicates that the primary criteria for choosing appropriate and high-quality literature should include two components: 1) the literary quality of the work, such as including plot, character, setting, theme, or point of view, etc, and 2) the applicability to the planned lesson/curriculum/class, based on considering the current grade level or

planned lessons. However, when a teacher selects multicultural literature for his/her class, other issues arise, such as cultural content, cultural authenticity, and stereotypes, etc (Bucher & Hinton, 2010; Fernandez, 2006; Lawrence, 2007; Tunnell & Jacobs, 2008). Thus, in order to develop appropriate criteria for a global literature selection for Korean EFL learners from elementary to secondary students, the multicultural and international literature selection for general language arts classes in the United States should be connected to topics and achievement standards in the National English Curriculum in Korea. The criteria of for a global literature selection will be discussed in the next section.

Global literature evaluation. According to Steiner (2001), criteria for selection of multicultural literature consist mainly five sections: 1) strong characters, 2) cultural authenticity, which means books containing accurate representations of the cultural attitudes, feelings, and perspectives, both visually and literally, 3) interconnections, books which bring diverse people together in realistic ways and ones that reflect universal similarities of all cultures, 4) historical representation, and 5) balance between ethnically and across the genres of children's literature. Similarly, but expressed a little differently, Temple, Martinez, Yokota, and Naylor (2002) suggest six main questions for selecting multicultural literature for children: "1) do the author and illustrator present an insider's perspective? 2) Is the culture portrayed multidimensionally? 3) Are cultural details naturally integrated? 4) Are details accurate and is the interpretation current? 5) Is language used authentically? 6) Is the collection of multicultural literature balanced (pp. 101-105)?" On the other hand, the criteria for multicultural literature selection for adolescent learners are more complex than children's selection criteria. Bucher and Hinton (2010) present eight categories which should be considered when teachers select appropriate multicultural literature: literary qualities, accuracy and currency of facts and interpretation, stereotypes in lifestyles, plot, theme,

language, author's perspective, and illustration (pp. 41-42). Moreover, Santoro (2008) states the importance of consideration about topics, relations of variety and diverse cultures, and text coherence in multicultural literature selection.

In the case of international literature, the evaluation and selection issues of international literature are almost the same as multicultural literature with the exception of authenticity, but they place emphasis on consideration of translation issues in international literature selection (Bucher & Hinton, 2010; Freeman & Lehman, 2001, Temple, Martinez, Yokota, & Naylor, 2002; Tunnell & Jacobs, 2008). With these criteria of multicultural and international literature selections, the next step is considering the National English Curriculum in Korea in order to apply this to Korean classroom contexts.

Considerations of subject matter and text difficulties in the National English Curriculum in South Korea. Based on general topics familiar to students' daily lives, topics in which students are interested, their necessity to language use, and students' intellectual abilities, these topics should be chosen appropriately. In particular, topics should include English and non-English cultures. Thus, the Ministry of Education, Science and Technology (2009) suggest topics which should be dealt with in English classes for elementary and secondary students. Teachers in Korea should also consider these topics when they select multicultural literature in order to connect their curriculum appropriately. Table 2 includes topics suggested by the Ministry of Education, Science and Technology in Korea.

Table 2

Cross-cultural topics related to English class in South Korea

Category	Topics	Category	Topics
Association	<ul style="list-style-type: none"> • Personal life • Family life • School life • Surrounding environments & personal relations 	Cultural Issues	<ul style="list-style-type: none"> • Different cultures' customs, • Different cultures' school life • Different cultures' daily life events • Differences between our culture and diverse cultures. • Topics that help introduce our culture.
General Topic	<ul style="list-style-type: none"> • Habits, health, activities • Hobbies, play, travel • Animals, plants, seasons, weather 	Communication methods in English culture	<ul style="list-style-type: none"> • Linguistic communication methods • Non-linguistic communication methods
Value	<ul style="list-style-type: none"> • Public morality • Courtesy • Order • Environmental conservation • Volunteering • Cooperation 	Issues in Society	<ul style="list-style-type: none"> • Politics • Economics • History • Geography • Information Technology
Aesthetic appreciation	<ul style="list-style-type: none"> • Art • Literature • Music 	Democratic conscience	<ul style="list-style-type: none"> • Gender equality • Human rights • Peace/war
Well-being of an individual	<ul style="list-style-type: none"> • Labor • Course 	Cultivation	<ul style="list-style-type: none"> • Thinking power • Sentiments
Nationality	<ul style="list-style-type: none"> • Patriotism • Unification • A sense of national security 		

(adapted from the Ministry of Education, Science and Technology, 2009, p. 41)

Unlike first language literacy development, there are variations which exist in literacy learning and processing in second language literacy development (Durgunoglu, 2002; Koda, 2007; Lipka & Siegel, 2007). Second language learners can be faced with a number of

unique challenges in their L2 literacy development: dissimilarity of sound-symbol relationships in the reader's native language and in English, oral-vocabulary constraints, limitations due to background knowledge, and difficulties with text structures (Young & Hadaway, 2006). In order to successfully lead English learners in reading lessons, teachers must know students' language levels and reading levels based on linguistic factors, such as phonological, syntactic, morphological, and lexical difficulties, and they must choose appropriate books that match both of those levels (Cappellini, 2005; Routman, 2000). "Text leveling" is premised on the process of selecting texts that are at a developmentally appropriate reading level for children. Fountas and Pinnell (1996) suggest a famous holistic text-leveling scale: 1) length, size, and presentation of print; 2) vocabulary; 3) language structure, text structure, and theme, 4) predictability of language; 5) illustration. Clay (1985) also indicates holistic criteria of text-leveling, and this involves print features, vocabulary, sentence complexity, content, and themes of books. Previous research proves that there are various factors which influence L2 readers' reading because of the differences between L1 and L2. In addition, English education in Korea is strongly controlled under the National English Curriculum, and which suggests appropriate vocabulary lists and sentence strength for each grade level. Therefore, teachers in Korea should consider what is needed to accomplish the standards of reading and writing according to grade levels.

In conclusion, teachers in EFL contexts need new criteria for diverse literature selection at elementary and middle school levels, which include evaluating criteria of text difficulties, meeting standards from the National English Curriculum, and including multicultural contents; then, they use these criteria to select global books which text levels are appropriate students' English reading levels. For this present study, the researcher developed new criteria for diverse literature for Korean EFL learners based on the literature,

and they are displayed in table 3 below (details about the criteria of evaluation of global literature in appendix A & B). Both criteria are based on evaluation criteria of multicultural literature by Bucher and Hinton (2010), Tunnell and Jacobs (2008), Temple, Martinez, Yokota, and Naylor (2002), and connected to English achievement standards by Ministry of Education, Science and Technology (2009).

Table 3

Criteria of evaluation of global literature.

	5th & 6th graders (late elementary)	7th and 8th graders (middle school)
Fundamental Questions	1) Are these books on appropriate reading and interest levels? 2) Do the books meet the criteria for good literature in their genre?	
Topics in the curriculum	Association, Cultural Issues, General Topics in the life, Communication methods in English culture, Value, Issues in Society, Democratic conscience, Aesthetic appreciation, Cultivation, Well-being of an individual, Nationality	
Text level difficulties	Vocabulary, Length of single sentence, Functions of communication	
	Cultural authenticity, Multidimensionality of Cultures, Text Coherence	Stereotypes in lifestyle, Plot, Language about terminology and dialects, Author's perspective and cultural authenticity, Illustration
Application in Reading Instruction	<ul style="list-style-type: none"> ● In what subject can you use this book? ● To which units and topics do you connect this book? ● Do these books logically lend themselves to the subject areas and the particular topics under discussion 	

Instructional approaches and methods for Using Global Literature in Literacy classes in EFL Contexts

To use the criteria of diverse text selection in EFL classrooms, teachers also need to consider other areas: how to connect text selection to literacy instructional methodologies, how to use multicultural teaching strategies in order to teach cross-cultural content effectively in English classes, and how to match curriculum content to text selection. In this section, several instructional approaches and methods that can be applied in EFL English classes in Korea for the treatment groups, and then applicable teaching strategies of cross-cultural content will be suggested.

Literature-based instruction. While there are several theoretical orientations that support literature-based reading instruction, it is perhaps most closely associated with the reader response theory. Reader response theory explains how readers interpret literature (McGee, 1992). Reader response theory, which was first articulated by Rosenblatt (1978), gives good understanding for teachers when they meet learners' various responses in their English reading classes because teachers should consider what happens when readers read literature and how children in particular respond to literature. In reader response theory, "when we look at readers' personal responses during an encounter with a piece of literature, we are viewing reading as a transaction (Temple et al. 2002, p. 59)." Rosenblatt (1978, 1994) identified two stances readers might take while reading a text, depending on their purposes for reading: aesthetic and efferent. When readers take an aesthetic stance in reading a story, poem, or play, their attention shifts inward and centers on what is being created during the actual reading: personal feelings, ideas, and attitudes. When taking an efferent stance in reading, readers' attention narrows in order to build up the meanings and ideas to be retained. Rosenblatt posits that it is the reader, rather than the text, that dictates the stance that is taken

-- any text can be read either way -- and that when reading any one text, readers shift along a continuum from the aesthetic to the efferent stance. Particularly, children's responses are the critical components of teaching cross-cultural content because broadening children's critical view of the diversity of world culture is the main objective of teaching reading with diverse materials. Beach (1993) identifies five different perspectives on the reader/text transaction: experiential, developmental, social, cultural, and textual. By understanding each perspective, teachers can make a better decision for their English language learners.

Many researchers working in the area of early literacy development find Rosenblatt's reader response theory both relevant and important in providing a foundation for literature-based instruction (e.g., Eeds & Wells, 1989; Galda, Ash, & Cullinan, 2000; McGee, 1992). A literature-based approach refers to the type of instruction in which the author's narrative and expository texts are used for reading as the primary instructional materials. According to Gunning (2008), texts or books can be chosen to meet students' needs and interests in a literature-based approach, but it can be too difficult for struggling readers, including English language learners. Therefore, when teachers use a literature-based approach in their English classes, it is essential to organize a thematic unit, which is a way of organizing instruction around a central idea, topic, or focus, in order to help English learners' reading. Through thematic organization of reading, students make connections among reading, writing, listening, speaking, and viewing activities and among different pieces of literature; that is, students develop their real literacy skills through real literacy experiences. Recent research has explored literature-based instruction and children's responses to literature, literacy motivation, and literacy development. These studies provide insights about new ways teachers and researchers are conceptualizing literacy development in literature-based classrooms (Allington, Guice, Michelson, Baker, & Li, 1996; McGee, 1992). Thus, under the

theory of literature-based instruction, it is necessary to consider what kinds of teaching methods are effective and reasonable for EFL learners in this present study.

Instructional methodologies of learners' literacy development: Modified guided reading. One of realistic and widespread teaching methods is guided reading, which has been well-known to teachers and researchers all over the world. Fountas and Pinnell (1996) state that students are grouped and instructed according to their level of development, in guided reading. Guided reading provides plenty of opportunities for practice with the guidance of an expert because guided reading is in a small-group setting. It allows English learners to receive support not only from the teacher, but also from peers, whether they are fluent English native speakers or English language learners themselves. Therefore, guided reading has been well used in English classes in both ESL and EFL contexts. Avalos, Plasencia, Chavez, and Rascon (2007) indicate that English language learners (ELLs) also benefit from these aspects of guided reading; however, when a modified approach is used, they gain additional language learning opportunities that native speakers typically acquire implicitly.

According to Avalos et al. (2007), "The modifications described here enhance and enrich language- and literacy-learning opportunities to include detailed vocabulary instruction, variables concerning second-language text structure (e.g., semantics, syntax, morphology), and cultural relevance (p.318)." Modified guided reading is more appropriate to teach cross-cultural content with diverse texts for EFL learners in Korea because modified guided reading stimulates not only to connect English language learners' background knowledge to different cultural contents, but also to develop basic language abilities, especially learning new vocabulary, in order to comprehend reading texts. Therefore, I propose modified guided reading as a key teaching method with the perspective of literature-based instruction, enabling language and literacy instruction to be emphasized in small-group

settings. Details of difference between guided reading and modified guided reading are in Table 4.

Table 4

Comparing and Contrasting Guided Reading and Modified Guided Reading (Avalos et al. 2007)

Guided Reading	Modified Guided Reading
<ul style="list-style-type: none"> • Instructional cycle varies (one to two days, 20 minute sessions) • Teacher presents the text through a guided discussion connecting the content and language structure to students' personal lives (e.g., picture walk, predicting) • Emergent and early fluent readers vocalize softly as they read the text; fluent readers read silently • Teacher coaches the students by reinforcing correct strategies and prompting to problem solve during miscues • Word work focuses on phonological and orthographical awareness 	<ul style="list-style-type: none"> • Instructional cycle of three or more days(20- to 30 minute sessions) • Teacher presents the culturally relevant text through a guided discussion connecting the content and language structure to students' personal lives (e.g., picture walk, predicting) • Teacher reads guided-reading text aloud to model fluency and generate discussions regarding comprehension and vocabulary guided by teacher and students • ELLs with higher L2 oral proficiency vocalize softly as they read the text • Teacher observes and coaches students by reinforcing correct strategies and using word-recognition prompts to problem solve • Word work focuses on morphological awareness, phonemic awareness, or phonics connected to guided-reading text • Vocabulary journals and writing assignments connect to guided-reading texts

Multicultural Teaching Strategies. Multicultural teaching strategies should be reflected in the English classroom activities in EFL contexts, and multicultural teaching strategies can be developed through using international children's literature and multicultural literature of native English speakers' countries. Ghaith (2001) suggest various ideas for

teaching cross-cultural content in language classes: culture asides, culture cartoons, culture capsule, culture cluster, culture assimilator, role-play, songs and dances, and using multimedia materials, such as internet, TV, and films, etc. Lee and Bae (2008) also state that using brainstorming about background knowledge and stereotypes in pre-reading activities and finding cultural similarities and differences in post-reading activities help students broaden their intercultural awareness.

Chapter Summary

In summary, this chapter is a review of literature that serves as the conceptual and theoretical foundation for this research. Based on the exploration of the English education in Korea, problems and difficulties of teaching cultures were diagnosed, and the concept of intercultural competence and intercultural sensitivity were defined and delimited. Literature addressing the theory of general L2 literacy development, the necessity of the critical literacy and diverse literature were presented in order to facilitate L2 learners' intercultural sensitivity. Unfortunately, most related studies focused on college students and adults, and there were only few studies which tried to connect literacy instruction to cultural contents by using multicultural literature. Therefore, with these difficulties, the practical issues in L2 literacy education about literature-based instruction, criteria for evaluation of diverse literature, and teaching strategies were identified in this chapter in order to develop the treatment for this present study.

CHAPTER 3

METHODS

This study basically aimed to explore the relationship between learners' literacy ability and intercultural sensitivity among Korean late elementary and early middle school EFL students and to examine the effects of teaching global literature in English literacy instruction on students' literacy and intercultural sensitivity skills. Before starting the main research, a pilot study was conducted (a) to check reliability and validity of the instruments, (b) to select global literature which will use in the main experiment of this study, and (c) to predict any results of the main study. In the main study section, detailed information about research design, participants, instruments, instructional methods and materials for the treatment, data collection procedures, and data analysis are described later.

Pilot Study

A pilot study was conducted to check reliability and validity of the instruments (e.g., intercultural sensitivity test, vocabulary knowledge test, reading comprehension test, and writing test) and see what kinds of global literature is proper to apply during this quasi-experimental study, what results this study could anticipate, and most importantly how the research design for this study would work. Brief follow up interviews were conducted with the participants to get feedback about this study.

Participants. 122 South Korean students at Yeonji elementary school and Daehyun middle school participated in this pilot study. The number of 5th grade students was 35 (17 females, 18 males), and the number of 6th grade students was 34 (16 females, 18 males). Both grade participants attended English camp in Yeonji elementary school in Busan during the

winter vacation in January, 2011. The number of 7th grade students was 26 (12 females, 14 males), and the number of 8th grade students was 27 (14 females, 13 males). Both 7th and 8th grade participants were students who attended English camp in Daehyun middle school in Ulsan for winter vacation in January, 2011.

Materials. In the pilot test, there were two main test sections: literacy and intercultural sensitivity. General literacy assessment included tests in word reading, vocabulary knowledge, reading comprehension, and writing. An intercultural sensitivity questionnaire contained five sections: interaction engagement, respect for different cultures, interaction confidence, interaction enjoyment, and interaction attentiveness.

In order to make sure what kinds of diverse literature is proper to apply during this quasi-experimental study, the researcher and two English teachers in Daehyun middle school used the criteria of selecting global literature, indicated in Table 3 (appendix A & B), and selected picture books from the multicultural format, such as different race, religion, language, ethnicity, socioeconomic status, and abilities, and books from the reading list by Tunnell and Jacobs (2008) and the list of “multicultural picture books for today’s children” by Duluth Public Library (2004). The original book list for the pilot study was listed in Appendix C.

Procedures. The procedures of the pilot study involved specific classroom instruction on diverse literature in English and measurements of literacy and intercultural sensitivity for Korean late elementary to early middle school students. Before beginning the pilot test, the participants and their family were informed of the purposes and given a brief summary of this study. They agreed to participate in this pilot study, and then each participant’s family member signed the informed consent statement that has been approved by The Human Subject Committee University of Kansas (HSCL). The instruction in the pilot study was accomplished through literature-based instruction and worksheet exercises for the

proposed study; assessments were done via written test, audio-taping, and questionnaires.

The first phase of the pilot test was taking literacy and intercultural sensitivity tests by participants. Participants were asked to respond to a questionnaire and took literacy tests in word reading, reading comprehension, vocabulary knowledge, and writing in English. The questionnaire seeks to measure participants' attitudes and intercultural competencies in learning English, and it took no longer than 10 minutes to complete. The reading comprehension test measured participants' reading comprehension ability in English, and it took 20 minutes. The vocabulary knowledge test measured participants' word knowledge, and it took 15 minutes. In addition, participants wrote short sentences and a short essay in the writing test, and it took 20 minutes. After taking three tests and the questionnaire survey, participants read an individual word aloud in the word reading test with the researcher, and the researcher recorded participants' reading on audiotapes during a face-to-face setting. This measured participants' fluency abilities, and it took 2 or 3 minutes for each student. Audiotapes were used by the researcher only and were stored in a locked cabinet.

In the second phase of the pilot study, the researcher read 10 different books for each grade's participants. These students had already been measured in their literacy abilities and intercultural sensitivities in the first phase of the pilot study in order to decide the five comprehensible picture books for each grade level participant. The instructional unit covered about 2 weeks of one month (January, 2011). Each session was no more than 40 minutes and took place a total of five times. Within each lesson, the researcher read two books to participants, and they engaged in comprehension questions and conversation with the researcher. After completing these steps, the researcher had brief interviews with the participants in order to get feedback about the instruments and picture books of diverse cultural content. Some feedback from the interviews will be addressed in a subsequent

section.

Results. The main purpose of this pilot study was to check the reliability and the validity of the instruments. Reliability estimates of the instruments scores through the pilot study are displayed in Table 5.

Table 5

Reliability estimates of the instruments in the pilot study

	Instrument	Reliability estimates
General	Word Reading Test	0.94 (Pearson's <i>r</i>)
Literacy Assessment	Vocabulary Knowledge Test	.87(5 th)/ .86(6 th)/.83(7 th)/ .89(8 th) (Cronbach's alpha)
	Reading Comprehension Test	.83(5 th)/ .85(6 th)/ .89(7 th)/ .82(8 th) (Cronbach's alpha)
	Writing	0.76(5 th)/ 0.81(6 th)/ 0.78(7 th)/ 0.77(8 th) (Pearson's <i>r</i>)
Intercultural Sensitivity Questionnaire	Interaction engagement	.85 (Cronbach's alpha)
	Respect for cultural difference	.74
	Interaction confidence	.92
	Interaction enjoyment	.69
	Interaction attentiveness	.75

As reported above, most measurement of literacy ability scores in this study have high reliability, but some parts of the intercultural sensitivity questionnaire, such as .74, .69, and .75, have moderate reliability estimates. These moderate reliability scores of the modified Korean version of the intercultural sensitivity questionnaire, which included some difficult words to more readable terms to enhance student's understanding, can be a concern for this study, but the score is not too low in order to use the modified Korean version of intercultural

sensitivity questionnaire considering the small sample sizes.

In the case of measuring validity of instruments, the word reading test by Wang and Koda (2005) and intercultural sensitivity questionnaire by Chen and Starosta (2000) already proved their demonstrated validity evidence through previous research. In addition, vocabulary knowledge tests were constructed by the Ministry of Education in Busan (2009), and reading comprehension and writing tests were also constructed from PELT tests by the Korea Foreign Language Evaluation Institute (2010). Even though plenty of Korean elementary and middle school students have taken these tests, one problem about the level of difficulty for 6th grade students' tests of reading comprehension and writing was detected through pilot testing because words and sentences in 6th graders' tests were slightly difficult for their English levels. Therefore, 6th graders' reading comprehension and writing test were revised by the researcher, changing difficult words to more comprehensible words which were represented in the list of English curriculum of the 6th grade.

By using book lists from Tunnell and Jacobs (2008), Hadaway and Young (2011), Smolen, Oswald, and Jenkins (2011), and the Duluth Public Library (2004), approximately 80 picture books (listed in Appendix C) had been published between 1980 and 2009 in the U.S., or outside of the U.S., were considered through the first filtering process through extensive key topics or words searching such as *multicultural*, or *cross-cultural content*, *African-American*, *Hispanic*, *Asian-American*, and *different cultures*. From these 80 picture books, 37 were selected through the second filtering process by using criteria for diverse literature selection. After the final filtering process through getting feedback from participants in the pilot study, 25 picture books, each of which met the strict criteria for diverse literature selection, were selected (see Table 8 & 9).

Conclusions. The participants of the pilot study gave meaningful feedback. First of

all, most 5th and 6th grade participants experienced some difficulty in understanding statements in the Korean version of the intercultural sensitivity questionnaire because the Korean version of the intercultural sensitivity questionnaire was originally developed by Kim (2003) as a measurement for Korean college students. For instance, the word about “narrow-minded” in statement 2 was the most challenging for students to comprehend because “편협” translated from “narrow-minded” is somewhat of a difficult Korean word for children. Thus, based on participants’ feedback, the Korean version of intercultural sensitivity questionnaire was revised with easy Korean words and specific explanations by the researcher.

Secondly, participants also expressed their feelings and reflections after taking five reading lessons in the pilot test. For example, 5th and 6th grade participants were curious to read picture books with different cultures, but they tended to be reluctant to choose these diverse books by themselves because cross-cultural content is not familiar to their background knowledge, nor do they have enough background knowledge to understand the material. Therefore, with this feedback from the pilot study, picture book lists of 5th and 6th graders for the treatment groups in the proposed study include stories about Korean culture or school lives which elementary students are familiar with. In contrast, 7th and 8th grade participants in the pilot study were bored when they read familiar topics. Therefore, broader topics are necessary to apply to 7th and 8th graders in order to facilitate students’ interests to learn diverse cultures through reading. Lastly, one concern detected from the pilot study was whether interaction enjoyment was included in the intercultural sensitivity measurement or not because the reliability score of the interaction enjoyment part and correlation were not high enough to be included in the proposed model, and there was small correlation between literacy ability and intercultural sensitivity.

Main Study

To answer the proposed research questions, a quasi-experimental study was carried out for one semester at one elementary school and one middle school in South Korea. The following section discusses the design of the study, information on study participants, explanation measurement instruments used, description of instructional materials for the treatment, data collection procedure, and detailed methods of data analysis.

Research Design

The present study employed two different types of research design: a non-experimental and a quasi-experimental research design. The treatment portion of the present study involved Korean late elementary to early middle school students who were placed together in a designated classroom for daily instruction throughout the academic year. Given this setting, the treatment and control groups were randomly assigned homerooms.

For the non-experimental design study, the dependent variables were categorized by two latent variables: general English literacy ability and intercultural sensitivity. General English literacy ability includes four different dependent variables: fluency, vocabulary, reading comprehension, and writing. Intercultural sensitivity involves interaction engagement, respect for cultural difference, interaction confidence, interaction enjoyment, and interaction attentiveness. The possible causal links among these nine dependent variables were investigated with a set of data drawn from the participants at the time of the pretest.

The quasi-experimental design part included three independent variables: the instructional treatment, students' grade levels (ages), and gender. The nine dependent variables which were mentioned above were investigated to find significant effects of the instructional treatment by using the data from the pre- and posttests.

Participants

In spring of 2011, 262 Korean students from 5th to 8th grade were selected in this study. Participants came from two different schools; 5th to 6th grade students from Yeonji Elementary School in Busan, South Korea participated in the present study where the researcher has worked as an English teacher from March, 2011. Thus, 5th to 6th grade participants were selected from among the researcher's students. In addition, 131 participants of 7th and 8th grades for this study were recruited via help from two vice principals in Ulsan, which is located 20 miles from Busan, whom the researcher knows personally. The experimental (n = 131) and the control groups (n = 131) each consisted of eight existing homeroom classes because each class consists of almost 30 students. All participants have studied English as a foreign language since the 3rd grade, and they are all Korean. All participants consisted of approximately equal numbers of male and female students. Their age range is 10 to 13 years old. All students reside with their families in Busan or in Ulsan, South Korea. Numbers of participants who were assigned in the treatment and control groups are displayed in Table 6.

Table 6

Numbers of participants and randomly assigning homerooms by grades

Grades	Treatment		Control	
	Frequency	Percent(%)	Frequency	Percent(%)
5 th	30	11.45	30	11.45
6 th	31	11.83	31	11.83
7 th	35	13.36	35	13.36
8 th	35	13.36	35	13.36
Total	131	50	131	50

Sixty-two participants in the treatment group were female and sixty-nine participants in the treatment group were male, which was an approximately equal proportion in gender. Each number of female and male participants was same as the treatment group (See Table 7).

Table 7

Gender of participants in each group

Grade	Gender	Treatment Group(N=131)		Control Group(N=131)	
		Frequency	Percent(%)	Frequency	Percent(%)
5 th	Female	14	10.69	14	10.69
	Male	16	12.21	16	12.21
6 th	Female	15	11.45	16	12.21
	Male	16	12.21	15	11.45
7 th	Female	17	12.98	16	12.21
	Male	18	13.74	19	14.50
8 th	Female	16	12.21	16	12.21
	Male	19	14.50	19	14.50
Total	Female	62	47.33	62	47.33
	Male	69	52.67	69	52.67

All students in this study received a parents' consent form with an information statement of the study that must be signed and returned to the researcher. Only students whose parents agreed with the terms of the research statement were included in the present study. Each participant was measured for greater proficiency in English literacy abilities and intercultural competencies twice in both pre- and posttests, and treatment sessions took place during the regular English class hours for 15 weeks.

Instruments

Instruments for this study measure four literacy development processes: fluency, vocabulary, reading comprehension, and writing. In addition, intercultural sensitivity was measured by the questionnaire with a 5-point Likert scale. All instruments were used twice in both pre- and posttest.

Word Reading Test. The Word Reading test was designed with eighty English words in four separate lists (20 words in each list) from Wang and Koda (2005); each of the four lists included “(a) high-frequency regular words (e.g., best). (b) low-frequency regular words (e.g., slam), (c) high-frequency exception words (e.g., both), (d) low-frequency exception words (e.g., swamp) (p.81).” In the present study, the sequence of test items was the same as the word lists from Wang and Koda (2005). On both pre and post tests, participants were asked to quickly and accurately read these words aloud into an audio recorder. There were two scoring systems in this test. First, a correctly read word was scored one point and an incorrectly read word was given zero points; that is exactly the same scoring system used by Wang and Koda (2005); if a test-taker read all words correctly, he/she can get 80 points total. Second, it is also important to measure the length of time taken to finish reading the four lists because this test is for measuring fluency abilities. Thus, I made the scoring criteria (appendix F) about the length of time taken for this test, and the score range is from zero to 20 points total. The total points of this word reading test were 100 points by summing the points of correct word reading and the points about the length of time taken to interpret the participants’ level of word reading fluency.

Vocabulary Knowledge Test. The Ministry of Education in Busan developed the vocabulary knowledge test for 5th to 12th grade students in 2009 and 2010, and there are four test sets of each grade for measuring vocabulary knowledge. In order to make the appropriate

vocabulary knowledge test for this study, the researcher created four new vocabulary tests for each grade, and these tests were based on two vocabulary tests from the Ministry of Education in Busan, in 2009. Questions on these two vocabulary tests in each grade level were combined by the researcher, and each vocabulary test for four different grade levels was created with 25 questions each. Each question has 4 points, and the incorrect answer was given zero point. The total points of this vocabulary knowledge test were 100 points.

Reading Comprehension Test. The reading comprehension test was established using a commercial test of Junior PELT and Standard PELT by the researcher. PELT is the abbreviation of Practical English Language Test by the Korea Foreign Language Evaluation Institute in South Korea from 2002. Junior PELT is appropriate for elementary levels and Standard PELT is the test for middle school students. The reading comprehension tests for four different grade levels were created with 25 questions each. Each question has 4 points, and the incorrect answer was given zero points. The total points of this reading comprehension test were 100 points. The participants will be asked to read 10 short reading passages and answer twenty comprehension questions within 20 minutes.

Writing Test. PELT writing test will be used in this study in order to measure students' writing skills. Participants will be asked to write words and sentences for ten questions in the first part of the writing test, and then they will write one or two short essays in the second section. The total points of this writing test were 100 points, and details of scoring rubric are listed in appendix J.

Intercultural Sensitivity Questionnaire. Participants' intercultural sensitivity will be measured by a modified questionnaire of intercultural sensitivity for this study. The questionnaire of intercultural sensitivity in this study is based on the measurement of intercultural awareness from Chen and Starosta (2000). In this questionnaire of intercultural

sensitivity, there are five sections with 24 items originally: interaction engagement (i.e., *I enjoy interacting with people from different cultures*), respect for cultural difference (i.e., *I respect the values of people from different cultures*), interaction confidence (i.e., *I am pretty much sure of myself in interacting with people from people from different cultures*), interaction enjoyment (i.e., *I often get discouraged when I am with people from different cultures*), and interaction attentiveness (i.e., *I am very observant when interacting with people from different cultures*).

The items were translated to Korean, and the translated version was based on the Korean version by Kim (2003). However, Kim's translation version was developed for college students' levels; hence, it was difficult to understand for late elementary to early middle school students. Thus, the researcher changed difficult words to appropriately understandable words in the Korean version of the intercultural sensitivity questionnaire. Each section consists of 3 to 7 statements with a 5-point Likert scale: strongly disagree, disagree, uncertain, agree, and strongly agree, which ranged from 1 = strongly disagree to 5 = strongly agree. Participants will be asked to respond to all 24 statements within 20 minutes. The researcher will reverse negatively worded items prior to the calculation of the scale score. Therefore, high scores indicate being more interculturally sensitive. In addition, the participants will be informed that there are no right or wrong answers for each item, and that the questionnaire will be administered to determine the students' levels of intercultural sensitivity.

Regarding the reliability estimates of scores for this measure, Chen and Starosta (2000) assessed the internal consistency with college students in the U.S. and reported the overall Cronbach alpha reliability coefficient was .86. Moreover, Fritz, Mollenberg, and Chen (2002) validated that the internal consistency values of the five subscales ranged from .58

to .79 with the German sample. More importantly, Kim (2003) found the internal consistency values about the Korean version of intercultural sensitivity questionnaire with the Korean sample; the five subscales were .74, .80, .79, .84, and .60. Therefore, it can be interpreted that the intercultural sensitivity instrument as a whole is reliable across cultures.

With respect to the evidence of the validity, Chen and Starosta (2000) evaluated the concurrent validity of the intercultural sensitivity questionnaire. According to their results, there were significant correlations ($p < .05$) between intercultural sensitivity and the other five measures (Interaction Attentive Scale, Impression Rewarding Scale, Self-esteem Scale, Self-monitoring Scales, and Perspective Taking Scale). In particular, there were the significantly positive relationships between the intercultural sensitivity scale and Intercultural Effective Scale with coefficient $r = .57$, and between the intercultural sensitivity scale and Intercultural Communication attitude Scale with coefficient $r = .74$. These results showed that the intercultural sensitivity scale revealed strong predictive validity.

Instructional Methods and Materials for the Treatment

One of main parts of this research was the experimental study to find any effects of using global literature in English classes in EFL. Thus, selecting appropriate global literature with diverse cultural content was the essential and the most important step before conducting this study. In order to select diverse texts for the treatment in this study, the criteria of diverse texts selection which were used in this study for EFL learners in Korea was displayed in appendix A and B. Criteria in this study are based on evaluation criteria of multicultural literature by Bucher and Hinton (2010), Tunnell and Jacobs (2008), Temple, Martinez, Yokota, and Naylor (2002), and connected to English achievement standards by Korean Ministry of Education, Science and Technology (2009). By using these criteria (appendix A and B), the

researcher and two teachers who taught treatment groups of 7th and 8th grade students discussed and decided on book lists to be used in treatment lessons. Table 7 displays the final book selections for the 5th to 6th grade students in the treatment groups in this study. This book list includes eight different themes; these themes were based on the ‘text sets for English learners’ by Hadaway and Young (2010). Originally, Hadaway and Young suggested ten themes for multicultural literature sets for ESL learners, so it was necessary to edit these themes for EFL learners because language discrimination, immigration journeys, migrant life are not familiar topics for learners in EFL context. Thus, Hadaway and Young’s three themes, artistic endeavors, family connection, and school days, were adapted in the present book list, and the researcher established new five themes based on topics in the National Curriculum by the Ministry of Education, Science and Technology (2009), in South Korea. English levels of these books are difficult for 5th grade students because vocabulary and sentence lengths of these books are appropriate for 6th grade students’ English reading levels. Therefore, it was an inevitable step for the teachers and the researcher to select one book of each theme and modify words and sentences in selected books. Basically, difficult words and sentence structures in original text were changed to age-appropriate words and sentence structures based on the National Curriculum standards: the basic vocabulary list, length of a single sentence, and functions of communication (Ministry of Education, Science and Technology, 2009). After selecting books and modifying texts, the teachers and the researcher converted this book to PowerPoint files and printed out with modified texts for students to read. With understandable English words and sentences for 5th and 6th grade students, the teacher read aloud and used modified guided reading with selected books for 5th and 6th graders in treatment sessions in the present study.

Table 8

Topics and selected picture book lists for the treatment – 5th & 6th grades

Theme	Related Topics*	Author & Year	Title
Artistic Endeavors	Aesthetic appreciation (art), Issues in society (geography)	Ajmera, M., & Ivanko, J. D. (2005)	<i>To be an artist</i>
Cultural Issues	Differences between our culture and diverse cultures, Different cultures' customs, association	Ajmera, M. (1999)	<i>To be a kid</i>
		Choi, Y. (2003)	<i>The name jar</i>
		Dorros, A. (1991)	<i>Abuela</i>
Family Connections	Association, Different cultures' daily life events	Wong, J. (2000)	<i>The trip back home</i>
		Woodson, J. (2002)	<i>Visiting day</i>
Globalization	Issues in Society	Schuett, S. (1995).	<i>Somewhere in the world right now.</i>
Physically & mentally challenged	Human rights, Equality,	Gernis, M. (2000)	<i>ABC for you and me</i> (Down syndrome)
		McMahon, P. (2000)	<i>Dancing Wheels (Physical disabilities)</i>
School Days	Association, Hobbies	Blue, R. & Naden, C. (2009).	<i>Ron's big mission.</i>
		Levine, E. (1995).	<i>I hate English!</i>
Social Justice	Association, Human rights	Farris, C. K. (2005).	<i>My brother Martin: a sister remembers growing up with the Rev. Dr. Martin Luther King Jr.</i>
		Winter, J (2005)	<i>The librarian of Basra: a true story from Iraq.</i>
Value	Religious	Sturgeds, P. (2000)	<i>Sacred Places</i>
	Morality, Courtesy	Cooper, I. (2007)	<i>The Golden Rule</i>

* Related Topic refers important topics in the National Curriculum by the Ministry of Education, Science and Technology (2009).

Table 9 also displays the final book lists for the 7th to 8th grade students in the treatment groups in this study. The 7th and 8th grade students' books were also classified into the same eight themes as 5th to 6th grade students' book selections. However, vocabulary and sentence difficulties are more challenging than 5th and 6th graders, and these language levels were inspected by comparing English textbooks for 7th and 8th graders in Korea. These book lists were developed by using developed book selection criteria in appendix B.

Basically, in the case of 5th and 6th graders, selected books include difficult words and sentence structures in the original text, so they were changed to age-appropriate words and sentence structures. However, these selected books for 7th and 8th grade students include appropriate vocabulary, syntax, and functions of communication to students' general literacy level. Therefore, teachers used original books in the treatment sessions without any modification of texts. After selecting the books, the teachers and the researcher converted all books to PowerPoint files and printed out original texts for students to read. With understandable English words and sentences for 5th and 6th grade students, the teacher read aloud and used modified guided reading with selected books for 5th and 6th graders in treatment sessions in this study.

Table 9

Topics and selected picture book lists for the treatment – 7th & 8th grades

Theme	Related Topics*	Author & Year	Title
Artistic Endeavors	Aesthetic appreciation (art), Issues in society (geography)	Ajmera, M., & Ivanko, J. D. (2005)	<i>To be an artist</i>
Cultural Issues	Differences between our culture and diverse cultures, Different cultures' customs, association	Garland, S. (1997)	<i>The lotus seed</i>
		Hoyt-Goldsmith, D. (2001)	<i>Celebrating Ramadan.</i>
		Polacco, P. (1996)	<i>Rechenka's eggs.</i>
		Recorvits, H., & Swiatkowska, G. (2003).	<i>My name is Yoon</i>
Family Connections	Association, Different cultures' daily life events	Wong, J. (2000)	<i>The trip back home</i>
		Garza, C. L. (2000)	<i>In My Family/En mi familia</i>
Globalization	Issues in Society (economics, history, geography, etc...)	Schuett, S. (1995).	<i>Somewhere in the world right now.</i>
		Smith, D. J. (2002)	<i>If the world were a village: A book about the world's people.</i>
Physically & mentally challenged	Human rights, Equality,	McMahon, P. (2000)	<i>Dancing Wheels (Physical disabilities)</i>
		Uhlberg, M. (2005)	<i>Dad, Jackie, and Me (Deafness)</i>
School Days	Association, Hobbies	Jordan, D., & Jordan, R. M. (2003)	<i>Salt in his shoes: Michael Jordan in pursuit of a dream.</i>
Social Justice	Association, Human rights	Rappaport, D. (2007)	<i>Martin's big words: the life of Dr. Martin Luther King, Jr.</i>
Value	Religious Morality, courtesy	Genari, A. (1996)	<i>Out of the Ark: Stories from the World's Religions.</i>
		Sturgeds, P. (2000)	<i>Sacred Places</i>
		Wyeth, S. D. (2002)	<i>Something beautiful</i>

* Related Topic refers important topics in the National Curriculum by the Ministry of Education, Science and Technology (2009).

Data Collection Procedures

The researcher recruited participants for this study, and all participants were involved in the following data collection session at each time.

Pretest. The pretest included two parts; the first portion of the test measured participants' literacy abilities and the second portion will include the intercultural awareness test. In the first portion of the test, participants were asked to respond to a questionnaire, and took literacy tests in word reading, reading comprehension, vocabulary knowledge, and writing in English. The reading comprehension test sought participants' reading comprehension ability in English, and it took 20 minutes. The vocabulary knowledge test measured participants' word knowledge, and it took 15 minutes. In addition, participants wrote short sentences and a short essay in the writing test, which took no longer than 20 minutes. Participants read an individual word aloud in the word reading test, and it was recorded on audiotapes. This measured fluency, and it took no longer than 5 minutes. Audiotapes were used by the researcher only and were stored in a locked cabinet.

In the second portion of the test, the questionnaire sought participants' attitudes and intercultural sensitivity in learning English, and it took no longer than 20 minutes. Students then proceeded with the pretest by responding to the demographic survey, and this survey was included as one part of the intercultural sensitivity questionnaire.

Treatment. Starting from week two, participants assigned to the experimental group received an intervention as a treatment. The procedure involved specific classroom instruction on diverse literature in English for Korean late elementary to early middle school students. This instruction was accomplished through literature based instruction and worksheet exercises; assessments were done via written test, audio-taping, and questionnaires. The instructional unit was expected to cover about 15 weeks of one semester (March to July,

2011). Each session was no more than 20 minutes and three times a week. Participants in each treatment group read and studied with fifteen pictures books about diverse cultural content, one book for each week, during one semester. Within each lesson, participants read, built vocabulary, engaged in reading comprehension questions and activities, wrote, and engaged in conversation with the teacher by using global literature in English.

The four homerooms assigned to the control group, on the other hand, did not receive any training related to this study. They only received regular English instruction depending on each grade level. In the South Korean elementary and middle school curriculum, English is considered as one of the three core subjects along with Korean and math. Regular English instruction was three times a week for 40 minutes at an elementary school and four times a week for 45 minutes at a middle school. The National English Curriculum provides general guidelines for English instruction. Regular English instruction for elementary students is focusing on teaching listening and speaking skills mainly, based on a certain approach, CLT (Communicative Language Teaching). Otherwise, regular English instruction for middle school students includes teaching a list of vocabulary and grammar items, based on the Grammatical Translation approach. Thus, four assigned control groups from elementary to middle school participants received regular English instruction based on the National English Curriculum.

Posttest. The posttest was administered in the last week of spring semester, 2011. The order and method of test administration were the same as the pretest administration. This was the repeated measure experimental study, so the same instruments of each part about literacy and intercultural sensitivity were the same in both pre and posttest.

Table 10 below summarizes the sequence of study procedures and training loads of the experimental and control groups over the span of the fifteen week long study period.

Table 10

Timeline of the study procedure and time demands

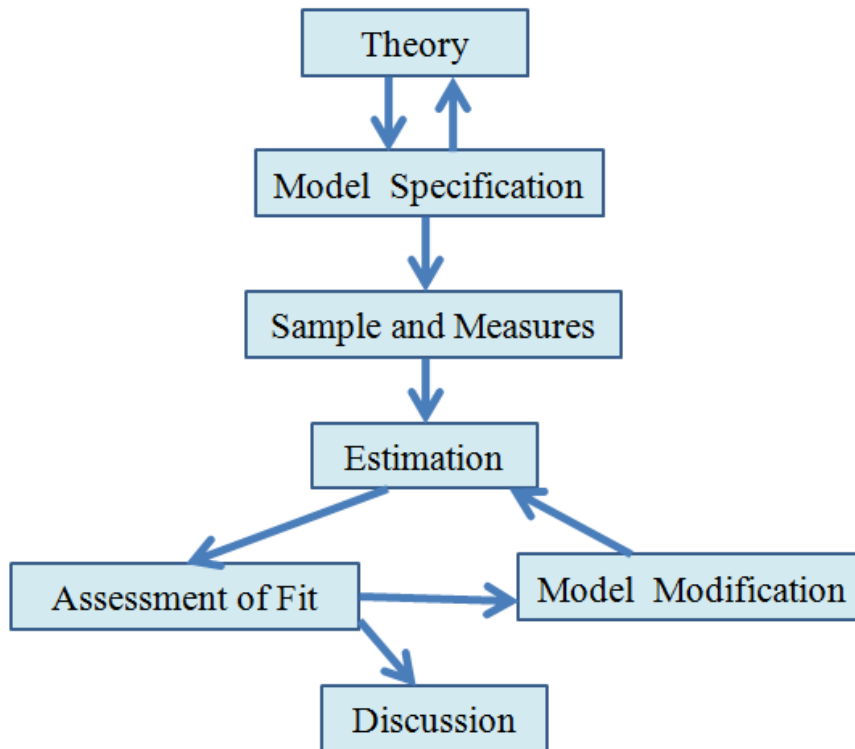
	Treatment	Control
Week 1	Pretest	Pretest
Week 2-14	39 sessions x 20 minutes (13 hours total)	No treatment
Week 15	Posttest	Posttest

Data Analysis

This study used quantitative data analysis procedures: structural equation modeling (SEM) to analyze multiple-group and multiple-times confirmatory factor analysis (CFA). Specifically, for each research question that was employed, the analyses are detailed below. The Statistical Package for the Social Sciences (SPSS, version 19.0) and the Analysis of a Moment Structure (AMOS, version 19.0) were used to analyze the data in the present study.

Structural Equation Modeling (SEM). MacCallum and Austin (2000) defined SEM as a technique used for specifying and estimating models of linear relationships among variables, and variables in a model include both measured variables (it also called as observed variables) and latent variables. Structural equation modeling (SEM) was used to examine the research questions. SEM allows researchers to flexibly and powerfully examine the relationships between observed and latent variables, as well as test cross-group similarities and differences among multiple latent variables (Kline, 2011). A general SEM is evaluated usually via following procedure as illustrated in Figure 3.

Figure 3. Model evaluation procedure in a general SEM (adapted from Kaplan, 2000, p.8)



Kaplan (2000) indicates this model evaluation by starting to present a theory. After specifying a model on the basis of substantive theory and empirical findings, each variable in the model is conceptualized as a latent one, measured by multiple indicators. The model is then tested in terms of model fit using a variety of overall fit indices, which measure the extent to which the covariances predicted by the model correspond to the observed covariances in the data. Modification indices and other parameter coefficients are iteratively used to alter the model to improve the model-data fit.

The determination of theoretical soundness of the specified model is made through running one or more of the many goodness-of-fit statistics such as chi-square, GFI, NNFI, and SRMR, etc. Based on several researchers' studies related to SEM, five indices of goodness-of-fit statistics were chosen for this study; chi-square, the goodness-of-fit index

(GFI), comparative fit index (CFI), the Tucker-Lewis Index (TLI), and root mean square error of approximation (RMSEA) (Byrne, 2001; Hox & Bechger, 1998; Raykov & Marcoulides, 2006). If the model does fit and the underlying theoretical structure confirmed, then one could expect to find a statistically insignificant chi-square and/or confirmatory finding in the fit indices. These fit indices were used to evaluate model-data fit in this study.

SEM of the data was carried out to investigate the latent structure of L2 literacy abilities and intercultural sensitivity of South Korean late elementary to early middle school students. Within the data set about pre-test and post-test, there was no missing data on numbers of variables. Using the pilot test data, the first modeling carried out measurement model testing using confirmatory factor analysis (CFA) through model development approach. After establishing the model, the pre-test data from the present study were used with CFA to figure out the first research question. Secondly, after the treatment, the Multiple-Group CFA and Latent Mean Analysis in which the influences of formative indicators on unobservable latent variables are assessed through their impact on the reflective indicators with both pretest and posttest data. These two analyses were used to describe what relationships exist between general English literacy ability and intercultural sensitivity and the latent factors (such as age and gender) of L2 literacy ability and intercultural competencies. AMOS 19.0 will be used to analyze students' pretest and posttest results. Table 11 below summarizes the sequence of data analyses.

Table 11

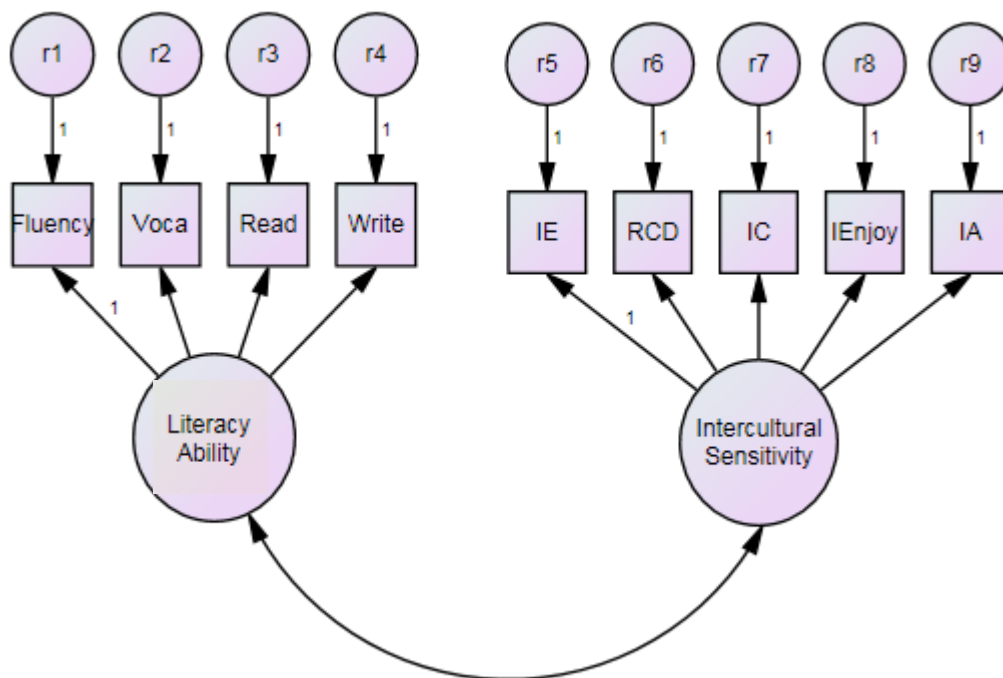
Data Analyses

	Analysis 1	Analysis 2
Research Questions	1. What is the latent structure of L2 literacy ability and intercultural sensitivity of South Korean late elementary to early middle school students?	2. Does reading global literature have a significant effect on the development of L2 literacy ability and intercultural sensitivity?
Methods	<ul style="list-style-type: none"> • Structural Equation Modeling (SEM) - Confirmatory Factor Analysis (CFA) 	<ul style="list-style-type: none"> • Structural Equation Modeling (SEM) – Multiple Group CFA & Latent Mean Analysis • One-way ANOVA
Software	AMOS & SPSS	AMOS & SPSS
Independent Variables	Age, gender	Reading global literature, age, gender
Dependent Variables	General L2 literacy abilities (fluency, vocabulary, reading comprehension, writing) Intercultural sensitivity (interaction engagement, respect for cultural difference, interaction confidence, interaction enjoyment, and interaction attentiveness)	

Analysis 1: Confirmatory Factor Analysis (CFA). The first step of the expected model testing is model specification based on the theory being tested. Model specification refers to the construction of the model that reflects the researcher's hypothesized relationship between indicators and factors. In this study, each of five intercultural sensitivity-related variables was hypothesized to indicate the intercultural sensitivity factor, and four literacy-

related variables were hypothesized to indicate literacy ability factor. Each latent factor was hypothesized to cause the case's performance on the indicator and this relationship was marked by a directional arrow as can be seen in Figure 4.

Figure 4. Hypothesized confirmatory factor analysis model



Fluency – Word Reading Fluency
 Voca – Vocabulary Knowledge
 Read – Reading Comprehension
 Write - Writing

IE- Interaction Engagement
 RCD – Respect for Cultural Differences
 IC – Interaction Confidence
 IEnjoy- Interaction Enjoyment
 IA – Interaction Attentive

In order to answer research question 1, confirmatory factor analysis (CFA) should be run in the model specification stage using the pilot test results, before running CFA with pre-test data in this present study. CFA requires a strong empirical or conceptual foundation to guide the specification and evaluation of the factor model. Under SEM, there are three

approaches to confirmatory factor analysis: “strictly” confirmatory using SEM fit indices to determine the fit of the data to the proposed conceptual model, an “alternative models” approach, which utilizes SEM to compare two or more models to determine which has the best fit with the data, and a “model development” approach that utilizes the SEM process to build up or trim the proposed conceptual model to achieve a better fit (North Carolina State University, 2009). In order to find answers to research question 1, this study utilized the third approach, model development, and specifically sought to refine the model through a specification process.

Thus, in the data analysis procedure, the pilot study results with 122 participants were used in the model specification phase in order to find latent structures between literacy ability and intercultural sensitivity. Once model was specified through model specification process, the next step was to identify the model, which means to check if “it is theoretically possible to derive a unique estimate of each parameter (Kline, 2005, p.105).” After the model identification, all pre-test data from the present study with 262 participants was used to assess model fit between the hypothesized model and the collected data by using CFA. In the CFA process, to set the scale, a traditional method was used by fixing the unstandardized coefficient (loading) for the direct effect on any one of its indicators to equal 1.0- marker variable.

Analysis 2: Multiple-Groups CFA (Confirmatory Factor Analysis). Multiple group analysis (also referred to as multisample or multigroup analysis) is used for four purposes in structural equation modeling (SEM): a) the cross validation of models to confirm that a proposed factorial measurement structure can be replicated with another independent sample, b) a comparison of treatment versus control groups results, c) a longitudinal study involving measurements at different points in time, and d) a cross-sectional analysis where

two or more subsamples are compared to determine if the theoretical model being proposed is equivalent across all groups (Byrne, 2001; North Carolina State University, 2009). This study is an example of “b” and “c” type of analysis listed for research question 2: the comparison between the control and the treatment groups with post-test results and the longitudinal analysis of two different points in time about pre-test and post-test results.

Multiple-groups CFA entails the simultaneous analysis of CFA in more than one group (Brown, 2006). Test of the equality of latent means are traditionally analyzed by comparing observed group means via *t*-test or ANOVA. However, group comparisons through multiple-group CFA are made in the context of a latent variable measurement model, which adjusts for measurement errors, correlated residuals, and so forth (Brown, 2006, p. 267). In multiple-groups CFA, “two or more separate input matrices are analyzed and constraints can be placed on like parameters in both groups to examine the equivalence of the measurement (measurement invariance) and structural solution (population heterogeneity) (Brown, 2006, p. 267).” In addition, it is possible to evaluate the equality of indicator intercepts and latent means through the analysis of mean structures in multiple-group CFA. Consequently, a strong advantage of multiple-group CFA is that it is possible to examine all potential aspects of invariance across groups. Therefore, two groups (control and treatment groups), four different academic grades (5th, 6th, 7th, and 8th), and genders (female and male) were involved in this study, so multiple-groups CFA was used to test for group differences in latent factors, and these models also can be applied to time series data estimating the size and development of learning processes.

The purpose of the first using multiple-group CFA on the pretest was to rule out the initial between-subjects difference prior to the treatment. The second purpose of using posttest data in multiple-group CFA was to investigate if there was a between groups

difference as a function of treatment. In general for covariance structural analysis, it is assumed that all observed variables are measured as deviations from their mean, i.e., the means are equal to zero. Thus the intercepts associated with them are irrelevant in the analysis. However, when latent mean difference is of interest, the observed mean scores take on nonzero values, and consequently the intercept parameters need to be included. To study group differences between control and treatment groups in L2 literacy abilities and intercultural sensitivity, Latent Mean analysis using SEM was performed in this stage of data analysis in order to find significant differences in the use of global literature in the literature-based instruction. Hong, Malik, and Lee (2003) indicate, “group differences in the means of latent variables can be estimated only if the latent variables are on the same scale in all groups (p.640).” Therefore, the prerequisites for latent mean analysis follow three steps: configural invariance, metric invariance, and scalar invariance across the multiple groups.

The scores of the general literacy abilities (word reading, vocabulary knowledge, reading comprehension, and writing test) and intercultural sensitivity (interaction engagement, respect for cultural difference, interaction confidence, interaction enjoyment, and interaction attentiveness) served as multiple observable variables. In order to show mean differences among observed variables, one-way ANOVA also used to analyze the mean differences between pre-test and post-test results among different grade levels. In addition, the mean and covariance structures were simultaneously estimated to test latent mean differences for each latent construct. To this end, latent mean value was constrained to zero in the control group, whereas it was freely estimated for the treatment group. Alpha level of .05 was set for a significant test, and AMOS 19 was used to analyze this data.

Chapter Summary

This chapter described the methodology of this study. This study was conducted in eight classes for 4 different grades in two different schools in Korea; one is one elementary school, and the other is middle school. Two hundred sixty-two Korean late elementary and early middle school students participated in this study. The participants were diverse in terms of gender, age, grade, and their experiences in learning English, including general literacy abilities and intercultural sensitivity. The instruments used in this study were described, including the general literacy tests (word reading fluency test, vocabulary knowledge test, reading comprehension test, and writing test) and intercultural sensitivity test including five corresponding sections: interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentive. The data collection procedures and detail information about the instructional treatment of using global literature were described and the statistical analyses employed for each research question were presented. The data analysis results and findings to the research questions are provided in the next chapter.

CHAPTER 4

RESULTS

This chapter presents the results of data analyses and the findings for this study. The purpose of this study was to investigate the relationships between L2 literacy ability and intercultural sensitivity with Korean students who are English language learners from late elementary to early middle school in South Korea. Furthermore, the present study evaluated any effects of using global literature and literature-based instruction for Korean late elementary to early middle school students on their literacy ability and intercultural sensitivity. In order to fulfill the purposes of this study, four research questions were addressed in the previous chapter. The results and findings are reported according to the research questions.

Preliminary Analysis

A total of 262 Korean late elementary and middle school learners participated in this study, and fortunately there was no missing data and all subjects with complete data on all 9 observed variables forming the sample group in this study. In this section, reliabilities of measuring instruments used in this study are reported. In addition, detailed information on the participants' results about intercultural sensitivity and general literacy abilities is presented with descriptive statistics.

Reliabilities for literacy ability and intercultural sensitivity. The Cronbach's Alpha score was measured to examine the internal consistency of reliability for the general literacy instruments (only vocabulary and reading comprehension tests) and the intercultural sensitivity with the participants for this study. Using SPSS reliability analysis, a closer

examination of each item for each latent variable was made through item-total statistics (i.e., item-total correlation, Cronbach's alpha if item deleted) in order to improve the reliability estimate by detecting and deleting items responsible for low reliability. As a result, no item was detected as unreliable, so all the items remained in the test set.

The word reading test and the writing test were estimated by using inter-rater reliability (Pearson's r) because it is possible to find any errors which typically lie in inconsistency in the ratings of word reading and writing tests. Therefore, inter-rater reliabilities were calculated to measure the consistency between the two ratings. Thirty percent of the test forms used for the pretest was randomly collected for estimating interrater reliability. The first rater was the researcher, and the second rater was an English teacher at DH middle school in Ulsan with 5 years of experience teaching English in middle schools. Participants' test results from each grade which was scored by two raters were used for estimating inter-rater reliability (Pearson's r), and the reliability estimates of word reading test was .91, and writing tests for each grade were .82, .81, .83, and .86. All participants' test results of each grade in this study were used for estimating internal reliability (Cronbach's alpha), and the reliability estimates of vocabulary test scores for each grade were .87, .85, .84, and .87. In addition, the reliability estimates of reading comprehension scores for each grade were .85, .81, .86, and .82, and the reliability estimates for each section of intercultural sensitivity were .87, .76, .90, .65, and .77.

The reliability estimates are reported in Table 12. As seen in Table 12, the inter-rater reliability estimates and the internal consistency of reliability for vocabulary, reading comprehension, and intercultural sensitivity tests were found to be sufficiently high.

Table 12

Reliability estimates of the instruments

	Instrument	Sources	Construct measured	Reliability estimates
General Literacy Assessment	Word Reading Test	Wang & Koda (2005)	Sight word reading fluency	0.91 (Pearson's <i>r</i>)
	Vocabulary Knowledge Test		Recognition vocabulary knowledge	.87(5 th)/ .85(6 th) .84(7 th)/ .87(8 th) (Cronbach's alpha)
	Reading Comprehension Test	PELT test	Silent reading comprehension	.85(5 th)/ .81(6 th) .86(7 th)/ .82(8 th) (Cronbach's alpha)
	Writing	PELT test	Essay writing	0.82(5 th)/ 0.81(6 th) 0.83(7 th)/ 0.86(8 th) (Pearson's <i>r</i>)
Intercultural Sensitivity Questionnaire	Interaction engagement	Chen & Starosta (2000)		.87 (Cronbach's alpha)
	Respect for cultural difference			.76
	Interaction confidence			.90
	Interaction enjoyment			.65
	Interaction attentiveness			.77

Descriptive statistics of general literacy and intercultural sensitivity. Descriptive analyses were performed on the participants' test results of word reading, vocabulary knowledge, reading comprehension, and writing tests and the participants' responses to the

items of the intercultural sensitivity scales. The intercultural sensitivity scale yields a score ranging from 1 to 5, and negatively worded items for the intercultural sensitivity scale (#2, 4, 7, 9, 15, 18, 20, and 22) were reverse-coded prior to the calculation of the scale score. Therefore, a higher score of both general literacy tests and the intercultural sensitivity scale indicated a higher degree of English literacy proficiency and of being interculturally sensitive. Table 13 summarizes the general literacy and the intercultural sensitivity scores with means and standard deviations both pre-test and post-test results including control and treatment groups.

Table 13.

Descriptive statistics of grouped pretest and posttest data

Variables		Control Group (N=131)		Treatment Group (N=131)	
		Pre-test <i>M (SD)</i>	Post-test <i>M (SD)</i>	Pre-test <i>M (SD)</i>	Post-test <i>M (SD)</i>
General Literacy	Fluency	46.98(17.42)	59.53(17.08)	46.3(19)	66.4(18.34)
	Vocabulary	65.51(25.47)	70.24(24.68)	66.29(25.51)	76.18(23.34)
	Reading	58.53(24.54)	61.54(23.7)	60.35(22.62)	72.3(20.23)
	Writing	37.51(27.99)	45.29(26.53)	35.01(25.99)	58.49(27.31)
Intercultural Sensitivity	IE	3.07(.63)	2.97(.6)	2.99(.6)	3.36(.45)
	RCD	3.58(.54)	3.33(.51)	3.48(.56)	3.91(.43)
	IC	3.07(.77)	2.84(.73)	2.84(.71)	3.37(.67)
	IEnjoy	3.34(.48)	3.14(.53)	3.18(.53)	3.27(.38)
	IA	3.02(.6)	2.84(.6)	2.95(.63)	3.48(.56)

*Fluency – Word Reading

Voca – Vocabulary Knowledge

Read – Reading Comprehension

Write – Writing

IE- Interaction Engagement

RCD – Respect for Cultural Differences

IC – Interaction Confidence

IEnjoy- Interaction Enjoyment

IA – Interaction Attentiveness

Overall, the students seemed to have similar levels of general literacy abilities and intercultural sensitivity between the control and the treatment groups in pre-test results as shown by their mean scores: general literacy abilities of Fluency (control M = 46.98 and treatment M = 46.3), Vocabulary Knowledge (control M = 65.51 and treatment M = 66.29), Reading Comprehension (control M = 58.53 and treatment M = 60.35), and Writing (control M = 37.51 and treatment M = 35.01), and the intercultural sensitivity of Interaction Engagement (control M = 3.07 and treatment M = 2.99), Respect of Cultural Differences (control M = 3.58 and treatment M = 3.48), Interaction Confidence (control M = 3.07 and treatment M = 2.84), Interaction Enjoyment (control M = 3.34 and treatment M = 3.18) and Interaction Attentiveness (control M = 3.02 and treatment M = 2.95). On the other hand, there are some differences between control and treatment groups of post-test results, especially students in the treatment group who recorded higher scores on general literacy tests and intercultural sensitivity than the control group. Significance testing for these differences will be discussed in detail in the main analyses based on research question 2.

As shown in Tables 14 and 15, the mean scores of the general literacy tests and the intercultural sensitivity scale differed slightly in terms of the participants' academic grade levels. In other words, the younger students (5th and 6th grade students in the elementary school) were more interculturally sensitive than 7th and 8th grade students in the middle school after receiving the instructional treatment with reading global literature in post-test results in the treatment groups. Significance testing for these differences will be discussed in detail in the main analyses based on the research question 2.

Table 14

Descriptive statistics of general literacy data by grades

Variables	Grade	Control Group (N=131)			Treatment Group (N=131)		
		Pre-test	Post-test	N	Pre-test	Post-test	N
		<i>M (SD)</i>	<i>M (SD)</i>		<i>M (SD)</i>	<i>M (SD)</i>	
Fluency	5 th	47.2(7.66)	61.53(18.98)	30	45.43(17.39)	65.33(16.71)	30
	6 th	53.84(15.21)	66.61(13.81)	31	54.29(16.57)	75.19(16.52)	31
	7 th	40.8(17.09)	53.57(16.14)	35	41.17(18.36)	62.4(17.2)	35
	8 th	46.89(17.78)	17.49(17.03)	35	45.09(21.34)	63.51(20.34)	35
Vocabulary	5 th	77.6(23.57)	80.93(19.27)	30	79.73(21.37)	89.07(14.63)	30
	6 th	79.81(20.17)	83.1(18.21)	31	80.39(18.71)	89.16(16.56)	31
	7 th	52.23(21.89)	62.29(24.99)	35	55.31(21.35)	66.74(22.52)	35
	8 th	55.77(23.96)	70.24(24.68)	35	53.26(26.33)	63.09(24.14)	35
Reading	5 th	63.33(22.11)	68.53(21.24)	30	63.2(20.7)	74.33(18.76)	30
	6 th	65.68(23.64)	69.42(25.41)	31	67.23(23.58)	78.58(19.45)	31
	7 th	49.94(24.82)	52.4(21.86)	35	52.86(20.21)	64.26(20.27)	35
	8 th	56.69(25.1)	57.71(22.67)	35	59.31(24.15)	73.03(20.31)	35
Writing	5 th	43.2(29.77)	52.4(24.87)	30	42.07(30.55)	67(22.24)	30
	6 th	41.42(30.59)	48.26(28.99)	31	42.58(23.36)	67.23(28.7)	31
	7 th	31.66(21.46)	43.09(23.57)	35	31.77(21.82)	52.8(22.27)	35
	8 th	35.03(29.47)	38.8(27.66)	35	25.49(25.08)	49.14(30.84)	35

Table 15

Descriptive statistics of intercultural sensitivity data by grades

Variables	Grade	Control Group (N=131)			Treatment Group (N=131)		
		Pre-test	Post-test	N	Pre-test	Post-test	N
		<i>M (SD)</i>	<i>M (SD)</i>		<i>M (SD)</i>	<i>M (SD)</i>	
Interaction Engagement	5 th	2.97(.62)	2.9(.51)	30	2.93(.72)	3.39(.48)	30
	6 th	3.31(.62)	3.09(.58)	31	2.94(.56)	3.34(.056)	31
	7 th	2.94(.62)	3.13(.58)	35	3.16(.55)	3.37(.41)	35
	8 th	3.06(.6)	2.75(.67)	35	2.93(.55)	3.45(.35)	35
Respect of Cultural Difference	5 th	3.42(.51)	3.38(.44)	30	3.83(.57)	4.04(.46)	30
	6 th	3.6(.57)	3.34(.47)	31	3.44(.46)	4.03(.45)	31
	7 th	3.61(.57)	3.35(.61)	35	3.7(.53)	3.77(.38)	35
	8 th	3.64(.51)	3.27(.5)	35	3.39(.64)	3.83(.41)	35
Interaction Confidence	5 th	2.88(.67)	2.98(.62)	30	2.81(.86)	3.65(.6)	30
	6 th	3.35(.84)	3.01(.59)	31	2.79(.68)	3.29(.85)	31
	7 th	3.17(.76)	2.76(.73)	35	3.04(.65)	3.17(.63)	35
	8 th	2.9(.74)	2.65(.87)	35	2.73(.65)	3.41(.5)	35
Interaction Enjoyment	5 th	3.28(.36)	3.19(.58)	30	3.39(.46)	3.51(.38)	30
	6 th	3.25(.37)	2.97(.26)	31	2.87(.4)	3.08(.33)	31
	7 th	3.52(.49)	3.31(.59)	35	3.31(.43)	3.27(.35)	35
	8 th	3.3(.6)	3.09(.58)	35	3.13(.66)	3.23(.37)	35
Interaction Attentive	5 th	2.74(.64)	2.83(.57)	30	2.87(.72)	3.36(.52)	30
	6 th	3.23(.43)	2.96(.37)	31	2.9(.66)	3.62(.77)	31
	7 th	2.97(.64)	2.98(.56)	35	3.1(.46)	3.37(.45)	35
	8 th	3.12(.59)	2.62(.75)	35	2.91(.66)	3.55(.45)	35

Main Analysis

In this section, the results are addressed in two parts based on two main research questions. Research question one addresses the latent structures of Korean late elementary and early middle school students' literacy ability and intercultural sensitivity, and its corresponding two questions are explained through confirmatory factor analysis (CFA) with the pre-test data of 262 participants in this study. Research question two with its three related sub-questions is concerned with any effects of reading global literature on students' general literacy ability and intercultural sensitivity through multiple-group CFA.

Research Question One. What is the latent structure of L2 literacy ability and intercultural sensitivity of South Korean late elementary to early middle school students?

The first research question investigates the latent factor structure of Korean late elementary and early middle school students' L2 literacy ability and intercultural sensitivity. By addressing this question and the two related sub-questions listed below, the purpose of the study is to find a measurement model for general literacy abilities and intercultural sensitivity, search how strongly each factor influences their indicators, and examine whether there is a correlation between two latent variables: general literacy and intercultural sensitivity.

- 1-1. What are the indicators of each latent factor of L2 literacy ability and intercultural sensitivity?
- 1-2. Which literacy ability has the strongest relationship to intercultural sensitivity for South Korean late elementary to early middle school students?

In order to answer these questions, confirmatory factor analysis (CFA) was carried out. Based on related literature review, I established a hypothesized measurement model (in Figure 4.) about L2 literacy abilities and intercultural sensitivity. In the part of the model specification, a “model development” approach that uses the SEM process to build up the

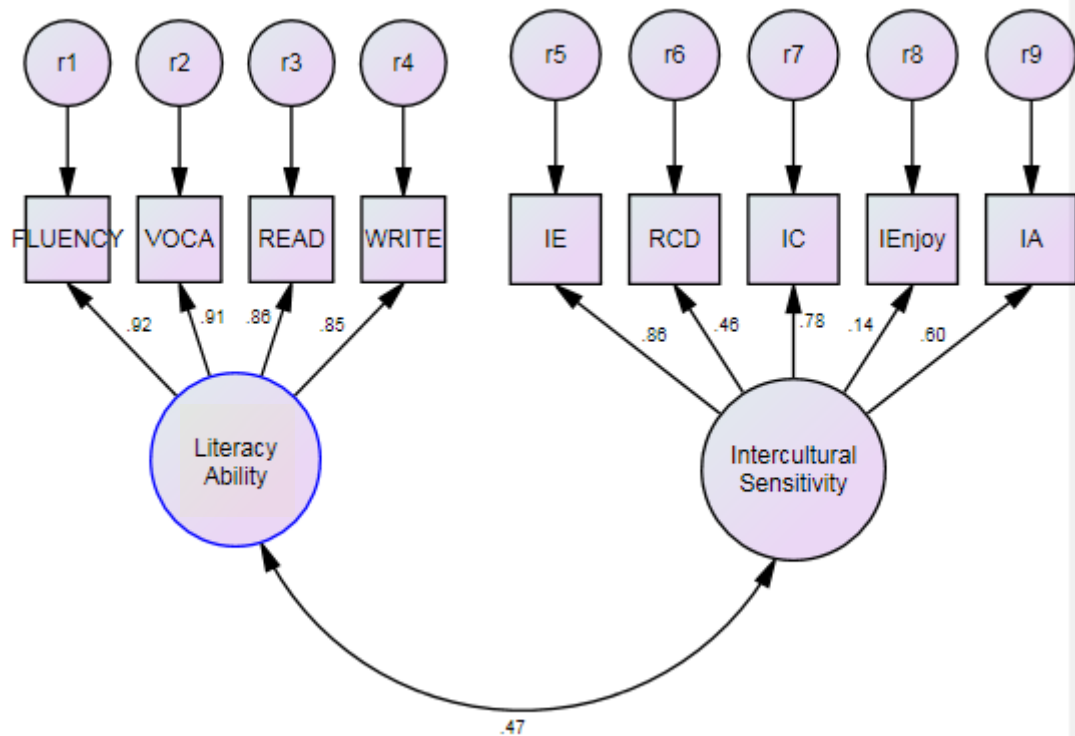
proposed conceptual model to achieve a better fit was adapted to analyze the pilot test results. This option was followed in order for model specification about general literacy abilities and intercultural sensitivity to be developed.

The initial test of CFA: the measurement model. The measurement model is utilized as a tool for testing the relationship between latent variables and their indicators (North Carolina State University, 2009). Based on previous research findings in the field of L2 literacy and intercultural sensitivity, I hypothesized the measurement model in Figure 4, and a confirmatory factor analysis was performed using AMOS on the full 122 participants' results of the pilot test. As indicated in Figure 4, a model consisting of two latent variables – general literacy and intercultural sensitivity- was hypothesized. The general literacy factor consisted of indicators measuring word reading fluency, vocabulary knowledge, reading comprehension, and writing abilities. In addition, the intercultural sensitivity factor consisted of indicators related to the level of interaction engagement, respect of cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. Five indices of goodness-of-fit statistics were chosen in order to assess model fit for this study; chi-square, the goodness-of-fit index (GFI), comparative fit index (CFI), the Tucker-Lewis Index (TLI), and root mean square error of approximation (RMSEA) (Byrne, 2001; Hox & Bechger, 1998; Raykov & Marcoulides, 2006).

Through the results of participants' literacy and intercultural sensitivity tests in the pilot study, it was possible to specify the latent structure of L2 literacy ability and intercultural sensitivity of South Korean late elementary to early middle school students. According to the results of the pilot study with 122 participants, the model presented in Figure 5 below is a common factor analysis model. The path coefficients leading from the common factors to the observed variables are sometimes called factor loadings. Details are

displayed in Figure 5 below.

Figure 5. Model 1: Initial Measurement Model (Standardized Estimates)



Fluency – Word Reading
 Voca – Vocabulary Knowledge
 Read – Reading Comprehension
 Write - Writing

IE- Interaction Engagement
 RCD – Respect for Cultural Differences
 IC – Interaction Confidence
 IEnjoy- Interaction Enjoyment
 IA – Interaction Attentive

The squared multiple correlations could be interpreted by squaring the standardized factor loading: 74% of reading comprehension variance was accounted for by literacy ability. The remaining 26% of its observed variance was not accounted for the latent factor of literacy ability. Seventy two percent of writing and 85% of fluency were accounted for by literacy ability. Moreover, 83% of vocabulary knowledge was accounted for by literacy

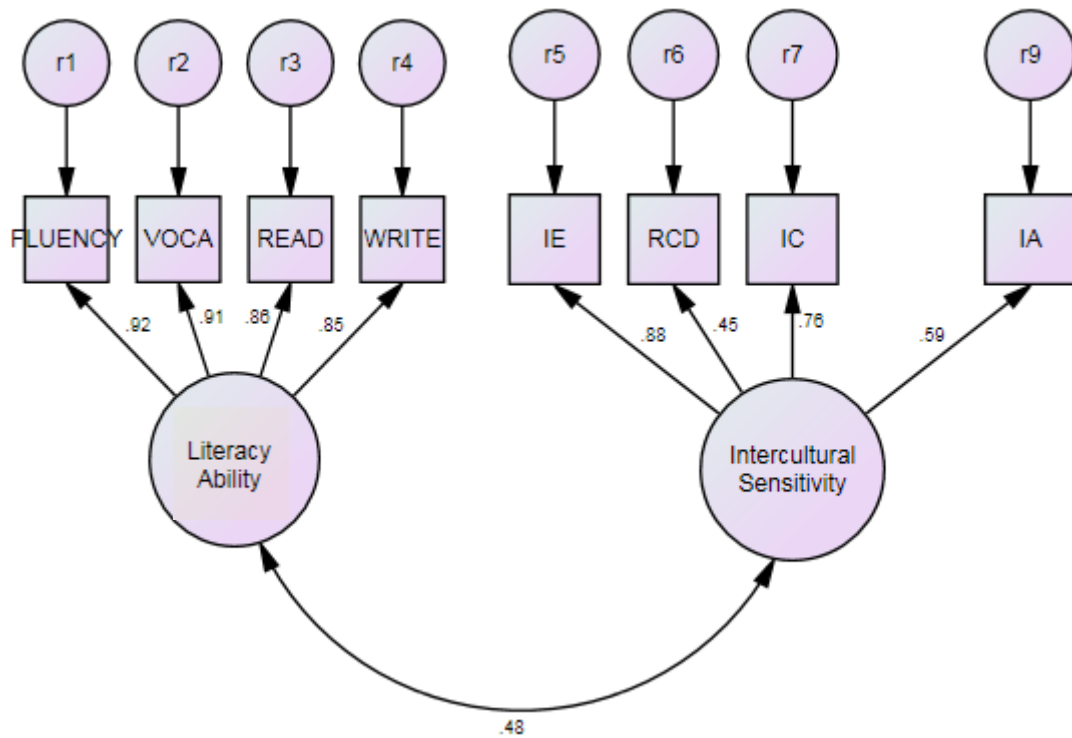
ability, and the vocabulary knowledge factor was highly correlated to a common element, literacy ability. In reviewing the relationships within the intercultural sensitivity latent variable, it was found that the interaction enjoyment factor was not correlated to intercultural sensitivity factor and had low reliability score. Therefore, in order to identify weaknesses in with the model's fit for the purpose of achieving a better fit of the model, the interaction enjoyment variable was removed from intercultural sensitivity.

To assess this initial model, five indices of goodness of fit were used. The χ^2 for this model was 62.515, with 26 degrees of freedom ($p < .001$), and it was statistically significant. However, in practice the chi-square statistic is very sensitivity to sample size. The goodness of fit index (GFI), which is similar to R-squared in multiple regression, was low at .898 – below the .90 which marks the lowest point of “adequate fit” and well below the .95 which represents the lowest value for “good fit” (Keith, 2005, p. 269). On the other hand, the comparative fit index (CFI) and the Tucker-Lewis Index (TLI) were .940 and .916, which are both higher than the .90 required for adequate fit (Keith, 2005). Finally, the root mean square error of approximation (RMSEA), the most widely cited fit measure, was .108, and was well above the .05 indicating a “close fit” and .08 indicating an “adequate fit” according to Keith (2005). These indices of model fit indicated a poor fit of the data with the initial measurement model, hence, it suggests the need to modify this initial model through model development.

Model development in CFA: finding final model. Modifications in model development process were made to the measurement model to improve its fit; elimination of indicators not loading at .40 or higher could be a way of solving this problem. According to the result of the initial model, the interaction enjoyment element was not highly correlated to the intercultural sensitivity factor; the factor loading was .14 (standardized estimates). In addition, the interaction enjoyment section had a low reliability score in the pilot study.

Therefore, in order to find problems with the model's fit and achieve a better fit of the model, the interaction enjoyment element was removed from intercultural sensitivity. This revised model is found in Figure 6.

Figure 6. Model 2: Final Measurement Model (Standardized Estimates)



The fit indices for this measurement model indicated model fit was adequate; χ^2 was 39.829 with 19 degrees of freedom ($p < .003$), GFI = .924, TLI = .948, CFI = .965, with RMSEA = .095, it was still above .09. Changes in the fit indices as the above changes were implemented are provided in Table 16 below.

Table 16

Comparison of Fit Indices from Initial to Final Measurement Model

Fit Index	Initial Measurement Model	Final Measurement Model
χ^2	62.515	39.829
Degree of Freedom	26	19
P Level	< .05	<.05
GFI	.898	.924
TLI	.940	.948
CFI	.916	.965
RMSEA (90% CI)	.108 (.074 - .142)	.095 (.053 - .137)

The fact that χ^2 decreased from 62.515 to 39.829 indicates a much better fit with the data once modification was completed. The goodness of fit index (GFI) rose from .898 to .924 -- above .90 which marks the lowest point of “adequate fit,” and the Tucker-Lewis Index (TLI) rose from .940 to .948. Moreover, the comparative fit index (CFI) increased from .916 to .965 - higher than the .90 required for adequate fit. Finally, the root mean square error of approximation (RMSEA) dropped from .108 to .095, but it was not close to .08, thereby indicating an “adequate fit.” Even though RMSEA did not qualify at the “adequate fit” cutoff, according to Hu and Bentler’s (1999) two-index presentation strategy, if two of any indices: TLI, CFI, incremental fit index, and RMSEA, were over cutoffs for good fit, the model can be considered a good fit of the data. Therefore, this final measurement model had a good model fit, and it was necessary to identify this model. In order for the model to be identified, the number of observations must be equal to or higher than the number of free model parameters. This final measurement model already has more numbers of observations

than free model parameters estimated, so the model was identified. Thus, I concluded that this model represents the latent structure of L2 literacy abilities and intercultural sensitivity through the model specification process for this study. Correlations for the final measurement model are presented in Table 17 below.

Table 17

Correlation Matrix between the Indicators for the Final Measurement Model.

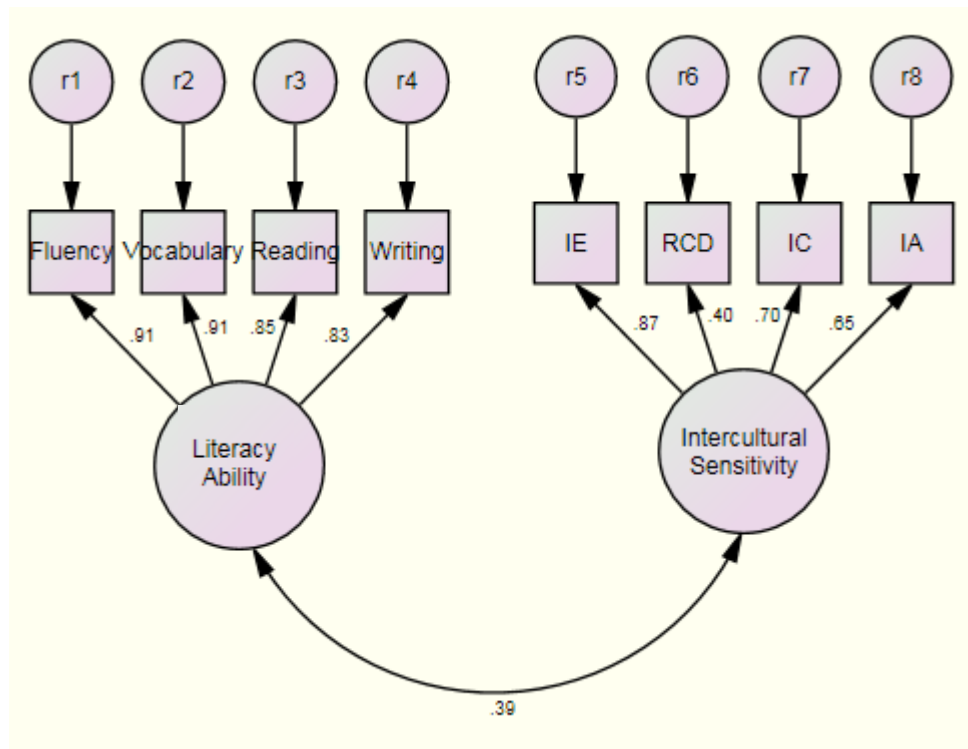
	Fluency	Voca	Read	Write	IE	RCD	IC	IA
Fluency	1							
Voca	.862**	1						
Read	.771**	.764**	1					
Write	.758**	.746**	.798**	1				
IE	.395**	.339**	.446**	.395**	1			
RCD	.198*	.144	.261**	.241**	.385**	1		
IC	.332**	.340**	.389**	.367**	.669**	.332**	1	
IA	.172	.093	.166	.061	.528**	.361	.455	1

** . Correlation is significant at the 0.01 level.

* . Correlation is significant at the 0.05 level.

Confirmatory factor analysis (CFA) with pretest results. With the final measurement model for L2 literacy abilities and intercultural sensitivity, pre-test results of the present study with 262 participants, including all participants from both the control and the treatment groups, were analyzed in this model via CFA. This data set included the pre-test results of four different literacy tests and one intercultural sensitivity scale. Figure 7 presents this model by running the CFA method with this data with the standardized parameter estimates below.

Figure 7. The Latent Structure of Confirmatory Factor Analysis



Fluency – Word Reading
 Vocabulary – Vocabulary Knowledge
 Reading – Reading Comprehension
 Writing - Writing

IE- Interaction Engagement
 RCD – Respect for Cultural Differences
 IC – Interaction Confidence
 IA – Interaction Attentive

To assess this CFA model, five indices of goodness of fit were also used. The chi-square for this model was 49.234, with 19 degrees of freedom ($p < .000$), and it was statistically significant. The goodness of fit index (GFI), which is similar to R-squared in multiple regression, was .952 – over the .95 which marks the cutoff of “good fit” (Keith, 2005, p. 269). Furthermore, the comparative fit index (CFI) was .974, and the Tucker-Lewis Index (TLI) was .961; both are higher than the .95 required for good fit (Keith, 2005). Finally, the root mean square error of approximation (RMSEA) was .078, and it was well above the .05 indicating a “close fit,” but below .08 indicating an “adequate fit” according to Keith (2005). These indices are summarized in Table 18.

Table 18

Results for testing the measurement model of CFA

Indices	Results
χ^2	49.234
Degree of freedom	19
Probability value	<.001
GFI	.952
CFI	.974
TLI	.961
RMSEA (90% confidence interval)	.078 (.052 - .105)

These indices of model fit indicated a good fit of the data in the CFA measurement model; hence, this CFA model is the latent structure of L2 literacy ability and intercultural sensitivity of South Korean late elementary to early middle school students which was previously discussed in research question 1. Moreover, the first sub-question of the research question sought to identify the indicators of each latent factor of L2 literacy ability and intercultural sensitivity. The indicators of L2 literacy ability are word reading fluency, vocabulary knowledge, reading comprehension and writing abilities. Intercultural sensitivity has four indicators: interaction engagement, respect for cultural differences, interaction confidence, and interaction attentiveness, and interaction enjoyment was removed from the indicator lists. For each indicator in the model, Table 19 shows the respective loading and intercept, the standardized loading, along with the unique residual and R^2 values. Correlations for the CFA model with the pre-test data are presented in Table 20 below.

Table 19

Individual indicators and the relationships of each indicator in the CFA model

Indicator	Equated Estimates		Standardized		R^2
	Loading (SE)	Intercept (SE)	Loading ^a	Theta	
Fluency	1.000	46.637**	.907	58.515**	.823
Vocabulary	1.398** (.062)	65.901**	.907	114.900**	.823
Reading	1.215** (.062)	59.443**	.851	152.831**	.724
Writing	1.362** (.073)	36.260**	.833	222.040**	.694
IE	1.000	3.031**	.865	.093**	.748
RCD	.0420** (.070)	3.527**	.401	.256**	.161
IC	.991** (.098)	2.959**	.700	.284**	.490
IA	.757** (.079)	2.986**	.651	.216**	.424

^aCommon metric completely standardized solution.

Theta – each indicator's error variance

** significant at the 0.01 level (2-tailed).

Table 20

Correlation Matrix for the CFA Model.

	Fluency	Voca	Read	Write	IE	RCD	IC	IA
Fluency	1							
Voca	.848**	1						
Read	.751**	.754**	1					
Write	.733**	.733**	.774**	1				
IE	.293**	.255**	.322**	.333**	1			
RCD	.106	.077	.125*	.123*	.353**	1		
IC	.276**	.286**	.309**	.366**	.600**	.275**	1	
IA	.204**	.178**	.199**	.153*	.571**	.266**	.451**	1

** . Correlation is significant at the 0.01 level.

* . Correlation is significant at the 0.05 level.

Based on these CFA results, it was verified that each indicator of literacy is positively correlated to general literacy abilities, and the four indicators of intercultural sensitivity have strong relationships to that latent variable. In summary, this CFA model show that fluency, vocabulary knowledge, reading, and writing abilities are critical linguistic resources for general literacy ability, and general literacy has an influence on these variables. Similarly, the latent variable of intercultural sensitivity has a strong effect on interaction engagement, respect for cultural differences, interaction confidence, and interaction attentiveness.

Research Question 2. Does global literature have a significant effect on the development of L2 literacy ability and intercultural sensitivity? The second research question investigates the effects of reading global literature with literature-based instruction on the development of L2 literacy abilities and intercultural sensitivity. The answer to this question is sought by addressing three sub-questions; 1) two sub-questions examine the effects of two latent variables, literacy ability and intercultural sensitivity, and 2) if there are any effects of reading global literature on students' L2 literacy achievement and intercultural sensitivity development, the last sub-question seeks to find any differences that depend on individual academic grade levels or genders. Three sub-questions are presented below.

2-1. Does using global literature have a significant effect on students' L2 literacy ability?

2-2. Does using global literature have a significant effect on students' intercultural sensitivity?

2-3. Do the effects of using global literature on students' abilities depend on students' gender and grade levels (ages)?

In order to address these sub-questions, first, multiple-group CFA was performed on post-test data by using the model of L2 literacy ability and intercultural sensitivity which was

established by analyzing pre-test data.

The effects of reading global literature on L2 literacy ability and intercultural sensitivity: control vs. treatment groups. The independent variable was group: control and treatment groups. Multi-group analysis was performed using AMOS 19. Maximum likelihood estimation method was used based on a mean and covariance matrix. The magnitude of the relationships between the latent constructs was initially assessed by examining the correlation matrix between all latent variables, for literacy ability and intercultural sensitivity separately, as shown in Table 21.

According to Table 21, the correlation matrix by groups for the model was slightly different from each other. For example, it was the same for both control and treatment groups that all literacy indicators were highly correlated to each other; all intercultural sensitivity indicators also had strong relationships each other. However, in the case of the treatment group, the correlations between literacy ability indicators and intercultural sensitivity indicators decreased, comparing to correlation matrix of CFA model in Table 20; otherwise, the correlations between literacy ability and intercultural sensitivity indicators were higher than original CFA model correlations, and showed higher numbers of correlation than the treatment group.

Table 21

Correlation Matrix for Control and Treatment Groups

	Fluency	Voca	Read	Write	IE	RCD	IC	IA
Control (N=131)								
Fluency	1							
Voca	.792**	1						
Read	.753**	.750**	1					
Write	.724**	.771**	.814**	1				
IE	.390**	.428**	.397**	.444**	1			
RCD	.224*	.288**	.269**	.357**	.365**	1		
IC	.454**	.519**	.525**	.511**	.698**	.308**	1	
IA	.314**	.288**	.332**	.253*	.625**	.191*	.527**	1
<i>M</i>	59.53	70.24	61.54	45.29	2.97	3.33	2.84	2.84
<i>SD</i>	17.08	24.68	23.70	26.53	.60	.51	.73	.60
Treatment (N=131)								
Fluency	1							
Voca	.806**	1						
Read	.732**	.693**	1					
Write	.734**	.770**	.740**	1				
IE	.189*	.202*	.272**	.309**	1			
RCD	.185*	.329**	.303**	.294**	.485**	1		
IC	.206**	.318**	.310**	.347**	.597**	.508**	1	
IA	.315**	.246**	.230**	.284*	.536**	.381**	.486**	1
<i>M</i>	66.40	76.18	72.30	58.49	3.36	3.91	3.37	3.48
<i>SD</i>	18.34	23.34	20.23	27.31	.45	.43	.67	.56

** . Correlation is significant at the 0.01 level.

* . Correlation is significant at the 0.05 level.

Figure 8 and 9 present diagrams of the model by different groups with standardized factor loadings. The parameter estimates for each indicator, along with the variance for each latent construct in this CFA model, across two different groups (control and treatment) are presented in Table 22.

Figure 8. The CFA Model of L2 literacy ability and intercultural sensitivity for control groups (Standardized Estimates)

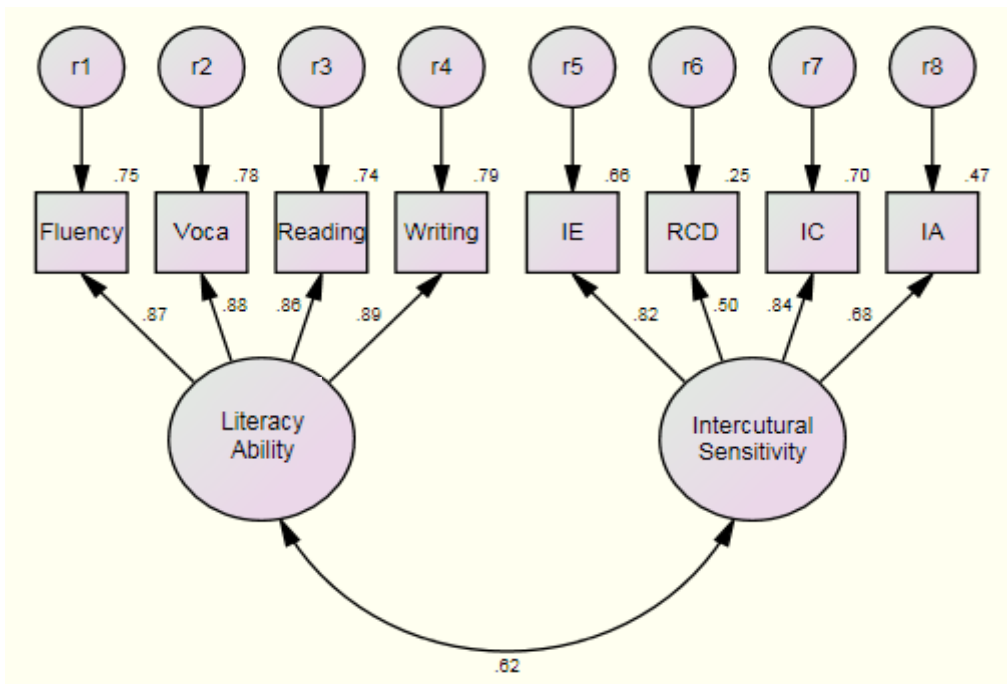


Figure 9. The CFA Model of L2 literacy ability and intercultural sensitivity for treatment groups (Standardized Estimates)

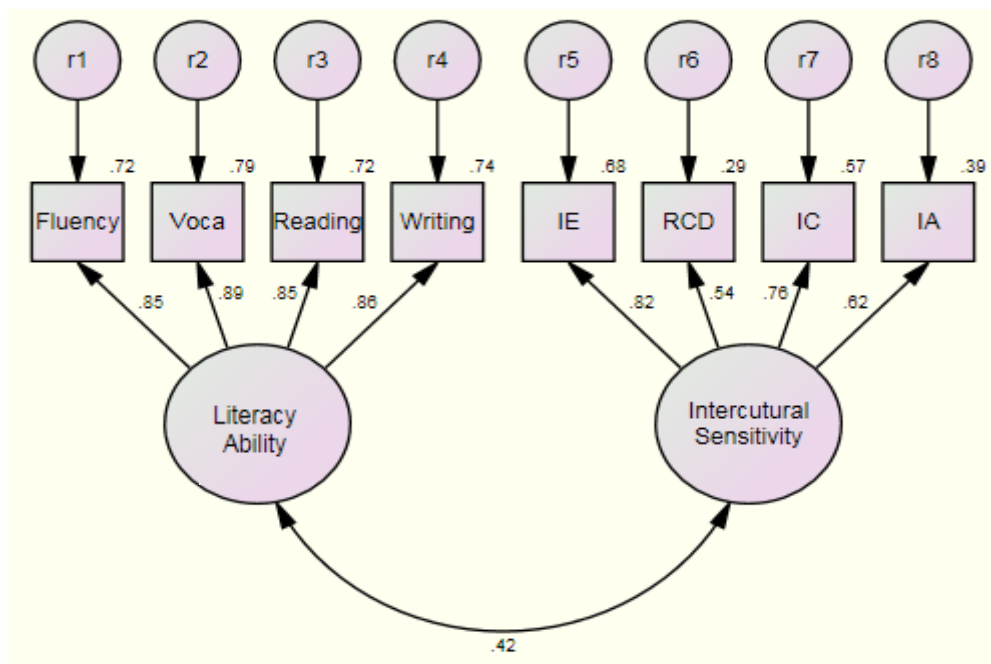


Table 22

Parameter Estimates of the CFA Model for Control and Treatment Groups

Parameter	Control Group Estimates	Treatment Group Estimates
Literacy → Fluency	1.000 (.853)	1.000 (.880)
Literacy → Vocabulary	1.487** (.878)	1.286** (.889)
Literacy → Reading	1.441** (.886)	1.028** (.820)
Literacy → Writing	1.613** (.886)	1.462** (.865)
Intercultural Sensitivity → IE	1.000 (.865)	1.000 (.773)
Intercultural Sensitivity → RCD	.389** (.399)	.797** (.636)
Intercultural Sensitivity → IC	1.138** (.819)	1.490** (.772)
Intercultural Sensitivity → IA	.766** (.672)	1.060** (.654)
Literacy ↔ Intercultural Sensitivity	4.553** (.603)	2.358** (.425)

Note. Parameter estimates are unstandardized values. Standardized values are given in parenthesis.

** . The estimate is significant at the 0.01 level (2-tailed).

As seen in Figure 8 and 9, almost all standardized parameter estimates were similar to each other in the control and treatment groups with the exception of the parameter estimate between latent variables: literacy ability and intercultural sensitivity. The standardized solution of factor loadings for the models in Figure 8 and 9 were all within the acceptable limits and ranged from a moderately low .50 for RCD of the control group to a high .89 for vocabulary of the treatment group. All observed variables displayed a relatively strong, significant (at 0.05 level) association with each related latent variable. Interestingly, the biggest difference between control and treatment group of parameter estimates was that the control group's standardized factor loading between literacy ability and intercultural sensitivity (.62) is relatively high vis-a-vis the treatment group's estimate (.42).

Invariance tests were performed in the following hierarchical ordering of nested models: configural invariance, metric invariance, and scalar invariance in order to assess latent mean differences. Four indices of goodness-of-fit statistics were chosen in order to

assess model fit for this research question; chi-square, comparative fit index (CFI), the Tucker-Lewis Index (TLI), and root mean square error of approximation (RMSEA). According to Keith (2005), values of .90 or above for the CFI and TLI indicate “adequate fit,” and values of .95 or above means “good fit.” Moreover, an RMSEA value of .05 indicates a “close fit” and .08 indicates an “adequate fit.” Table 23 reports the fit indices for invariance tests.

Table 23

Fit indices for the nested sequence in the multiple-group CFA

Model	χ^2	<i>df</i>	<i>p</i>	$\Delta\chi^2$	Δdf	CFI	TLI	RMSEA (90% CI)
Model 1: Configural Invariance	80.317	38	<.001	---	---	.965	.949	.065 (.045-.085)
Model 2: Full Metric Invariance	99.434	44	<.001	19.117	6	.954	.942	.070 (.051-.088)
Model 3: Partial Metric Invariance	92.629	42	<.001	12.312	4	.958	.944	.068 (.049-.087)
Model 4: Partial Metric and Full Scalar Invariance	118.622	48	<.001	25.933	6	.942	.932	.075 (.058-.092)
Model 5: Partial Metric and Partial Scalar Invariance	103.786	46	<.001	11.157	4	.952	.942	.070 (.052-.087)

The first step was checking for configural invariance, and configural invariance was satisfied if the basic model structure is similar across groups. Thus, the CFA model of literacy and intercultural sensitivity established in the previous section was tested whether or not this model fits the post-test data well for the control and the treatment groups. The baseline model for configural invariance was acceptable because of its satisfactory fit indices: χ^2 (*df* = 38) =

80.307, CFI = .965, TLI = .949, and RMSEA = .065 (90% CI for RMSEA = .045 – .085), indicating that participants in the control and the treatment groups have the same basic conceptualization of L2 literacy and intercultural sensitivity.

To test metric invariance, factor loadings were constrained to be equal across control and treatment groups. The metric invariance was not supported for two reasons. Even though, model 2 in Table 23 provided good fits, such as χ^2 (df = 44) = 99.434, CFI = .954, TLI = .942, and RMSEA = .070 (90% CI for RMSEA = .051 – .088), the $\Delta \chi^2$ test between the configural invariance and metric invariance models was statistically significant ($\Delta \chi^2$ (6) = 19.117, $p < .01$), suggesting that full metric invariance was not supported. Thus, partial metric invariance was considered; Meredith (1992) describes partial metric invariance is established when the two models being compared have generally invariant patterns of item loadings for each factor, with some loadings freed (constraints are released) across models. The constraints that resulted in more chi-square values to the model were removed until the partial metric invariance did not significantly differ from the configural invariance model. The partial metric invariance model (model 3), where equality constraints of RCD and IA were removed, yielded a nonsignificant χ^2 differences ($\Delta \chi^2$ (4) = 12.312, $p > .01$) in conjunction with $\Delta CFI < .01$.

With the partial metric invariance model, equality of intercepts across control and treatment groups was imposed on the model. The scalar invariance model (model 4) was not supported because the χ^2 difference between partial metric invariance and scalar invariance was statistically significant ($\Delta \chi^2$ (6) = 25.933, $p < .01$). Thus, partial scalar invariance is established when there is invariance across intercepts, with some intercepts freed. The partial scalar invariance model (model 5), where equality constraints of RCD and IA were removed, ΔCFI was below .01. Details about invariance tests are displayed in Table 23, including five

noninvariant intercepts identified in model 5.

Given the support for configural, metric, and scalar invariance, a comparison of latent factor mean differences across control and treatment groups was possible. Accordingly, the latent mean value was set to zero in the control group and freely estimated for the treatment group. Latent mean differences were tested in model 5, and the results are displayed in Table 24. As seen in Table 24, there were significant latent mean differences on both literacy abilities and intercultural sensitivity with students in the treatment groups endorsing higher scores at α .01 level.

Table 24

Result of Latent Mean Analysis by groups

Construct	Control Group	Treatment Group	Effect Size (<i>d</i>)
Literacy Ability	0.000	7.057**	0.32
Intercultural Sensitivity	0.000	.403**	2.99

Note. The latent mean values for control group were set to zero.

* The estimate is statistically significant at α .05 level.

** The estimate is statistically significant at α .01 level.

It is necessary to mention the magnitude of the latent mean differences found on L2 literacy ability and intercultural sensitivity across control and treatment groups. Cohen's *d* effect size index (Cohen, 1988) was computed to convert the latent mean differences, and the *d* index indicates the difference between the means of the two groups divided by their pooled standard deviation. If the assumption of homogeneity of variance across groups is met, the common standard deviation can be used in calculation of effect sizes. Therefore, the values of *d* were computed using the common standard deviations (i.e., 22.364 for literacy and .135 for intercultural sensitivity). The computed values of *d* were .32 for L2 literacy ability and 2.99

for intercultural sensitivity; the effect size of literacy ability is medium, and the effect size of intercultural sensitivity is large based on Cohen's (1988) definition. In sum, latent mean differences on L2 literacy ability and intercultural sensitivity were statistically significant. Additionally, the effect size (d) associated with the latent mean differences indicated that students in the treatment group show much higher improvement on their intercultural sensitivity ($d = 2.99$) than scores of students in the control group.

To evaluate the impact of the reading of global literature treatment, means and standard deviations of observed variables (literacy – fluency, vocabulary, reading, and writing; intercultural sensitivity – IE, RCD, IC, IA) are presented in Table 25 with effect size (d value).

Table 25

Differences between control and treatment group on observed indicators

Indicators	<u>Control Group</u>		<u>Treatment Group</u>		t ($df=260$)	Effect size (d)
	M	SD	M	SD		
Fluency	59.53	17.09	66.40	18.34	3.14**	.39
Vocabulary	70.24	24.68	76.18	23.34	2.00*	.25
Reading	61.54	23.70	72.30	20.23	3.95**	.49
Writing	45.30	26.53	58.49	27.31	3.97**	.49
IE	2.97	.60	3.36	.45	6.01**	.74
RCD	3.33	.51	3.91	.43	9.84**	1.23
IC	2.84	.73	3.37	.67	6.16**	.76
IA	2.84	.60	3.48	.56	8.82**	1.10

* The estimate is statistically significant at $\alpha .05$ level.

** The estimate is statistically significant at $\alpha .01$ level.

The observed mean analyses reflected a significant difference at $\alpha.01$ level on all literacy abilities and intercultural sensitivity. Cohen's d effect size index (Cohen, 1988) indicates the difference between the means of the two groups divided by the pooled standard

deviation across groups; Cohen suggested large magnitudes of effect were $d = .80$, and medium-sized effects were placed between over .30 to .80. Below .30 indicates small-sized effects. According to Table 25, only vocabulary knowledge has a small effect size ($d=.25$), and other literacy abilities of fluency, reading, and writing have medium-sized effects. In contrast, the four indicators within intercultural sensitivity have large effect sizes between control and treatment groups; hence, reading global literature has positive effects on students' literacy abilities and intercultural sensitivity development. Detail information displays in Table 25.

Effects of using global literature on students' abilities do not depend on students' genders. In order to address the differences between boys and girls regarding the effects of reading global literature, a multiple-group CFA was performed on pre-test data to rule out initial between-group differences prior to the treatment, and there was no statistical difference between boys and girls. Multiple-group analysis was done with the post-test data of the treatment group only for latent mean analysis, and the independent variable was gender. The correlation matrix by gender in the treatment group for the measurement model of literacy and intercultural sensitivity is presented in Table 26. The correlations were slightly different between genders. The girls' group shows high correlation among literacy indicators. In contrast, intercultural sensitivity indicators and literacy ability indicators bore virtually no statistically significant correlation with each other; only vocabulary and RCD showed a significant correlation. Conversely, boys' literacy ability indicators and intercultural sensitivity indicators were all highly correlated each other and statistically significant with one exception of fluency and RCD.

Table 26

Correlation Matrix for different gender groups of boys and girls

	Fluency	Voca	Read	Write	IE	RCD	IC	IA
Boys (n=69)								
Fluency	1							
Voca	.798**	1						
Read	.704**	.623**	1					
Write	.708**	.768**	.699**	1				
IE	.246*	.264*	.332**	.352**	1			
RCD	.206	.336**	.419**	.345**	.455**	1		
IC	.324**	.436**	.433**	.435**	.689**	.543**	1	
IA	.420**	.369**	.331**	.376*	.477**	.380*	.467**	1
<i>M</i>	65.03	74.72	69.90	54.06	3.24	3.85	3.32	3.45
<i>SD</i>	18.41	23.93	20.66	28.22	.49	.43	.65	.60
Girls (n=62)								
Fluency	1							
Voca	.815**	1						
Read	.761**	.776**	1					
Write	.766**	.777**	.782**	1				
IE	.073	.083	.124	.155	1			
RCD	.141	.308*	.135	.189	.492**	1		
IC	.071	.181	.160	.231	.498**	.463**	1	
IA	.174	.075	.084	.143	.660**	.379**	.509**	1
<i>M</i>	67.92	77.81	74.97	63.42	3.49	3.98	3.43	3.51
<i>SD</i>	18.28	22.75	19.55	25.60	.37	.43	.69	.52

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The parameter estimates for each indicator, along with the variance for each latent construct, across genders are presented in Table 27. The standardized solution of factor loadings for the measurement models were all within the acceptable limits and ranged from a moderately low .59 for IA of boys to a high .90 for vocabulary of girls. The numerical estimates of the parameter values were not identical across genders, but these two models show only marginal differences in standardized estimates for each indicator. Based on these results, it cannot be concluded that these two forms are equivalent when they are

simultaneously modeled. With this result, invariance tests were performed in the same hierarchical ordering mentioned previously, in order to find any latent mean differences across different grade level groups.

Table 27

Parameter estimates of the measurement model by gender

Parameter	Boys	Girls
Literacy → Fluency	1.000 (.869)	1.000 (.887)
Literacy → Vocabulary	1.325** (.886)	1.264** (.901)
Literacy → Reading	1.002** (.776)	1.048** (.870)
Literacy → Writing	1.512** (.857)	1.378** (.874)
Intercultural Sensitivity → IE	1.000 (.774)	1.000 (.826)
Intercultural Sensitivity → RCD	.714** (.621)	.830** (.585)
Intercultural Sensitivity → IC	1.503** (.868)	1.482** (.649)
Intercultural Sensitivity → IA	.935** (.586)	1.331** (.772)
Literacy ↔ Intercultural Sensitivity	3.200** (.541)	.962 (.199)

Note. Parameter estimates are unstandardized values. Standardized values are given in parenthesis.

** . The estimate is significant at the 0.01 level (2-tailed).

Results of invariance tests are displayed in Table 28. The first step was checking the configural invariance, and the configural invariance is satisfied if the basic model structure is invariant across groups. The CFA model of literacy ability and intercultural sensitivity was tested to see whether or not this model fits the post-test data of the treatment group for boys and girls. The baseline model for configural invariance was acceptable because of its satisfactory fit indices: CFI = .963, TLI = .945, and RMSEA = .066 (90% CI for RMSEA = .030 – .098), indicating that both gender participants have the same basic conceptualization

of L2 literacy ability and intercultural sensitivity. Although reported for each of the statistical models, chi-square was not utilized in this case because of its sensitivity to sample size. Larger samples tend to inflate the chi-square and often result in erroneously rejecting the null hypothesis that the proposed research model fits perfectly with the population (Kline, 2005; Blunch, 2008).

Table 28

Fit indices for the nested sequence in the multiple-group CFA across gender

Model	χ^2	<i>df</i>	<i>p</i>	$\Delta\chi^2$	Δdf	CFI	TLI	RMSEA (90% CI)
Model 1: Configural Invariance	59.595	38	>.001	---	---	.963	.945	.066 (.030-.098)
Model 2: Full Metric Invariance	62.489	44	>.001	2.894	6	.968	.959	.057 (.016-.088)
Model 3: Full Metric and Full Scalar Invariance	75.409	50	>.001	12.92	6	.956	.951	.063 (.030-.091)
Model 4: Full Metric and Partial Scalar Invariance	68.353	49	>.001	5.864	5	.966	.962	.055 (.015-.085)

To test metric invariance, factor loadings were constrained to be equal across gender group, and it was supported because Δ CFI was .005, indicating changes below .01. Cheung and Rensvold (2002) indicate if the change in CFI is less than or equal to .01, we can conclude that constructs are fundamentally the same across groups. However, the changes in CFI were greater than .01, we should consider that at least one of the constrained parameters is not like the others. With the metric invariance model, equality of intercepts across different grade level groups was imposed on the model. The full scalar invariance model (model 3) was not supported because the change of CFI was over .01 between metric invariance and

scalar invariance. Consequently, the partial scalar invariance model (model 4), where the equality constraint of IE was removed, indicated that ΔCFI was below .01. Through this analysis, five noninvariant intercepts identified in model 5 are presented in Table 28.

Given the support for configural, metric, and scalar invariance, a comparison of latent factor mean differences across genders was possible. Accordingly, the latent mean value was set to zero in the boys' group and freely estimated for the girls' group. Latent mean differences were tested in model 5. There was no significant latent mean difference on both the literacy ability and intercultural sensitivity factors at α .05 level; the girls' latent mean was about 3.936 for their literacy ability scores and .085 for intercultural sensitivity scores which were both higher than boys' scores, but these differences were not statistically significant. Therefore, there was no statistically different effect of reading global literature on learners' L2 literacy ability and intercultural sensitivity development between boys and girls.

Effects of using global literature on students' abilities depend on students' grade levels. In the previous part, it was proved that reading global literature had positive effects on Korean EFL students' L2 literacy ability and intercultural sensitivity development through the instructional treatment in this study. Thus, multiple-group analysis was done with the pre-test (time 1) and the post-test data (time 2) of the treatment group by longitudinal analysis with the measurement model of literacy ability and intercultural sensitivity, and the independent variable was academic grade levels. These data had four grade levels: 5th, 6th, 7th, and 8th. Differences between the groups' means of latent variables can be estimated only if the latent variables are on the same scale in all groups. The prerequisites for latent mean analysis are configural invariance, metric invariance, and scalar invariance across the multiple groups. The CFA configural invariance and metric invariance models of the CFA with these four grade levels were satisfied in the measurement model with good model fit indices. But the

multiple-group CFA application supported neither the full scalar nor the partial scalar models because of small sample sizes in each group. Each grade has around 30 students - too small of a sample size for SEM. Kline (2011) indicated that a typical sample size in SEM studies used around 200 cases for a simple model, otherwise complex models require more than 200 cases. Thus, it was impossible to analyze the latent mean differences with small numbers of participants in each grade level.

A one-way MANOVA was used with pre-test data; unfortunately, the results of the pre-test data in the treatment group showed initial between-groups differences prior to the treatment; 5th and 6th graders' vocabulary and writing test scores were statistically differed from 7th and 8th graders' scores. Therefore, a paired sample t-test was used to analyze the differences between time 1 (pre-test) and time 2 (post-test) regarding different grade levels; effect sizes of Cohen's *d* are recorded in Table 29. In addition, one-way ANOVA was performed on mean differences between pre-test and post-test data to check for between-group differences to measure the function of reading global literature. Table 30 displays the result of one-way ANOVA test of mean differences between pre-test and post-test results of literacy ability and intercultural sensitivity across different grade levels. Through these two tests, some different effects of reading global literature on L2 learners' intercultural sensitivity development by grade levels were found.

As with mean differences measured with ANOVA, the independent variable was the four different grade levels, and the dependent variables were fluency, vocabulary, reading comprehension, writing, interaction engagement, respects for cultural differences, interaction confidence, and interaction attentiveness. Three major post-hoc tests, Tukey's HSD, Dunnet's *t*, and Bonferroni were carried out to examine which between-group differences and which variables contributed to the significant effects of ANOVA. Along with these tests (see Table

30), the univariate- F test result of each of the eight variables was examined at .05 alpha level. The analysis revealed that significant effects of reading global literature were localized to three intercultural sensitivity variables: respects for cultural differences (RCD), $F(3, 127) = 6.591, p = .000$, interaction confidence (IC), $F(3, 127) = 4.996, p = .003$, and interaction attentiveness (IA), $F(3, 127) = 3.115, p = .029$. Apart from these three elements of intercultural sensitivity, there were no significant mean differences of four literacy abilities and interaction engagement across the four different grade levels. Tukey's HSD, Dunnett's t , and Bonferroni tests all reported that these effects were caused because only 7th graders in the experimental group did not improve their intercultural sensitivity, including RCD, IC, and IA, under the statistical significance level.

In order to provide an overview of pre-test and post-test data, Table 29 displays the mean, standard deviation, t values by using paired-sample t -test, and effect sizes. Effect sizes (d) in Table 29 show the magnitude of effects through the treatment in this study. The computed values of d were large for fluency and writing (from .84 to 1.26), and medium for vocabulary and reading (from .40 to .61) in all grade levels. The effect sizes of all intercultural sensitivity sub-sections for 5th, 6th and 8th graders were large from .65 to 1.17. On the other hand, only 7th graders' effect sizes of intercultural sensitivity were relatively small for RCD ($d = .15$) and for IC ($d = .20$), and medium for IE ($d = .43$) and for IA ($d = .59$). This result suggests that reading global literature has positive effects on both L2 literacy ability and intercultural development across different grade levels. It also indicated statistically significant differences on the intercultural sensitivity factor for 7th graders. In other words, there were different effects of using global literature on both literacy ability and intercultural sensitivity depending on students' grade levels.

Table 29

Results of paired sample t-test of time 1 (pre-test) and time 2 (post-test) data of literacy and intercultural sensitivity by grades in the treatment group

	Indicators	Grade	Pre-test <i>M (SD)</i>	Post-test <i>M (SD)</i>	<i>t (df)</i>	Effect size (<i>d</i>)
Literacy	Fluency	5 th	45.43(17.39)	65.33(16.71)	20.97**	1.17
		6 th	54.29(16.57)	75.19(16.52)	21.08**	1.26
		7 th	41.17(18.36)	62.40(17.20)	24.52**	1.19
		8 th	45.09(21.34)	63.51(20.34)	20.98**	.88
	Vocabulary	5 th	79.73(21.37)	89.07(14.63)	4.72**	.51
		6 th	80.39(18.71)	89.16(16.56)	4.33**	.50
		7 th	55.31(21.35)	66.74(22.52)	6.02**	.52
		8 th	53.26(26.33)	63.09(24.14)	6.38**	.40
	Reading	5 th	63.20(20.70)	74.33(18.76)	5.68**	.56
		6 th	67.23(23.58)	78.58(19.45)	4.26**	.53
		7 th	52.86(20.21)	64.26(20.27)	3.84**	.56
		8 th	59.31(24.15)	73.03(20.31)	9.45**	.61
	Writing	5 th	42.07(30.55)	67.00(22.24)	9.53**	1.01
		6 th	42.58(23.36)	67.23(28.70)	8.99**	.94
		7 th	31.77(21.82)	52.80(22.27)	8.45**	.95
		8 th	25.49(25.08)	49.14(30.84)	7.83**	.84
Intercultural Sensitivity	Interaction Engagement	5 th	2.93(.72)	3.39(.48)	3.49**	.75
		6 th	2.94(.56)	3.34(.56)	4.46**	.71
		7 th	3.16(.55)	3.37(.41)	1.97	.43
		8 th	2.93(.55)	3.45(.35)	4.22**	1.13
	Respect for Cultural Difference	5 th	3.83(.57)	4.04(.46)	5.40**	1.11
		6 th	3.44(.46)	4.03(.45)	7.24**	1.32
		7 th	3.70(.53)	3.77(.38)	.71	.15
		8 th	3.39(.64)	3.83(.41)	4.05**	.82
	Interaction Confidence	5 th	2.81(.86)	3.65(.60)	5.05**	1.13
		6 th	2.79(.68)	3.29(.85)	3.36**	.65
		7 th	3.04(.65)	3.17(.63)	1.04	.20
		8 th	2.73(.65)	3.41(.50)	5.33**	1.17
Interaction Attentiveness	5 th	2.87(.72)	3.36(.52)	3.17**	.78	
	6 th	2.90(.66)	3.62(.77)	7.02**	.88	
	7 th	3.10(.46)	3.37(.45)	2.92**	.59	
	8 th	2.91(.66)	3.55(.45)	7.32**	1.13	

* The value of *t* is statistically significant at α .05 level.

** The value of *t* is statistically significant at α .01 level.

Table 30

Results of one-way ANOVA test about mean differences between time 1 and time 2 by grade levels

		Sum of Squares	<i>df</i>	Mean Square	F	Sig.
Fluency	Between Groups	163.557	3	54.519	2.001	.117
	Within Groups	3460.153	127	27.245		
	Total	3623.710	130			
Vocabulary	Between Groups	130.875	3	43.625	.392	.759
	Within Groups	14151.629	127	111.430		
	Total	14282.504	130			
Reading	Between Groups	150.520	3	50.173	.278	.841
	Within Groups	22922.106	127	180.489		
	Total	23072.626	130			
Writing	Between Groups	316.882	3	105.627	.433	.730
	Within Groups	30983.821	127	243.967		
	Total	31300.702	130			
IE	Between Groups	1.228	3	.409	1.143	.334
	Within Groups	45.473	127	.358		
	Total	46.700	130			
RCD	Between Groups	6.916	3	2.305	6.591	.000**
	Within Groups	44.419	127	.350		
	Total	51.335	130			
IC	Between Groups	9.351	3	3.117	4.996	.003**
	Within Groups	79.235	127	.624		
	Total	88.587	130			
IA	Between Groups	4.006	3	1.335	3.115	.029*
	Within Groups	54.445	127	.429		
	Total	58.451	130			

* The value of *t* is statistically significant at α .05 level.

** The value of *t* is statistically significant at α .01 level.

Chapter Summary

This chapter reported on data analysis results of this study and provided answers to the two main research questions. The main findings of the study are summarized below.

1. Word reading fluency, vocabulary knowledge, reading comprehension, and writing abilities were identified as strong indicators of L2 literacy ability in the present study participants. In addition, interaction engagement, respect for cultural differences, interaction confidence, and interaction attentiveness were strongly correlated to the latent variable of intercultural sensitivity; otherwise, the result proved that interaction enjoyment was not a meaningful indicator of intercultural sensitivity in this study.

2. Unlike the initially hypothesized measurement of the latent structure between literacy ability and intercultural sensitivity, the indicator of interaction enjoyment was removed from the initial model through analyzing pilot test results in a confirmatory factor analysis (CFA) process. Through the CFA process, the final measurement model was established, and the pre-test results of this study with 262 participants from 5th to 8th grades were used in CFA. This CFA proved the measurement model of the latent structure between literacy ability and intercultural sensitivity, and a significant relation (.39) was found between literacy abilities and intercultural sensitivity.

3. Thirteen hours of reading global literature spanning over thirteen weeks led to significantly positive effects on not only literacy ability, but also intercultural sensitivity through latent mean analysis in SEM.

4. Because a significant effect was found between the control group and the treatment group, all data of pre-test and post-test results for the treatment group were reanalyzed according to their grade levels and gender. Multiple-groups CFA showed no latent mean difference across grade levels that did not succeed because of small sample size. But multiple-group CFA by

gender showed latent mean differences of literacy ability and intercultural sensitivity. Girls' latent means of both literacy ability and intercultural sensitivity were higher than boys, but it was not statistically significant.

5. In spite of no difference between latent means, some interesting improvement of intercultural sensitivity across grade levels was found through paired sample t-test and ANOVA about observed indicators between time 1 (pre-test) and time 2 (post-test) at .05 level significance. All different grade level students showed statistically significant improvement on all literacy tests; in contrast, 5th, 6th and 8th grade students were more interculturally sensitive through reading global literature than 7th graders.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter summarizes and discusses the major findings of the present study: the latent structure of L2 literacy ability and intercultural sensitivity, and effects of reading global literature in literature-based instruction on the development of L2 literacy ability and intercultural sensitivity. The chapter also addresses not only the pedagogical implications of this study but also discusses the limitations of the study. Finally, this chapter offers several suggestions for future research in this field.

Discussion of the Findings

The purpose of the present study was to investigate the relationships among five explanatory variables of intercultural sensitivity and four literacy abilities for EFL learners and to understand the relationships between L2 literacy ability and intercultural awareness competencies with Korean students who are English language learners from late elementary to early middle school in South Korea. Moreover, the present study evaluated effects of using global literature and literature-based instruction for Korean late elementary to early middle school students on their literacy ability and intercultural sensitivities. Analyses of the data in this study revealed four findings that comprise the basis of the discussion: 1) the indicators toward general literacy ability and intercultural sensitivity for L2 learners, 2) the measurement model of the latent structure between literacy ability and intercultural sensitivity, 3) the effects of reading global literature on L2 literacy ability and intercultural sensitivity, and 4) different effects of reading global literature by students' grade levels and genders.

The indicators toward general literacy ability and intercultural sensitivity by CFA. The National Literacy Panel (2006) defined literacy skills as inclusion of pre-reading skills (i.e., concepts of print, alphabetic knowledge), word-level skills which include decoding, word reading, pseudoword reading, and spelling, and text-level skills which contain fluency, reading, comprehension, and writing skills. Basically, native speakers in the development of various literacy skills follow these three level skills in order (Lesaux, Geva, Koda, Siegel, and Shanahan, 2006). Similarly, L2 reading research of pre-reading and word-level skills proved that L2 learners also follow the same sequence in their L2 literacy development. For example, in one part of word-level skills, both phonemic awareness and phonological awareness skills are powerful predictors of word reading for L2 learners (Chiappe, Siegel, & Gottardo, 2002; Vehoeven, 1990). However, previous research about higher-level reading process, such as vocabulary, reading comprehension, and writing, has proved that higher-level reading process demands not only linguistic knowledge but also cognitive and metacognitive processes, sociocultural factors, and educational factors (Lesaux et al., 2006; Verhoeven, 1990). Moreover, many scholars emphasized that the relationship between language learning and culture learning cannot be separated from each other (Brooks, 1964; Rivers, 1981; Stern, 1992). Based on these previous studies, the present study has a sociocultural perspective of L2 literacy development in order to bring cultural content into L2 literacy learning in EFL contexts by measuring intercultural sensitivity as a crucial predictor of success in a variety of situations that require interaction with people from other cultures.

Based on related literature review, we established a hypothesized measurement model (See in Figure 4.) about L2 literacy ability and intercultural sensitivity. In the part of the model specification by using CFA, a “model development” approach that used the SEM process to build up the proposed conceptual model to achieve a better fit was adapted to

analyze the pilot test results in order for model specification about general literacy ability and intercultural sensitivity. As indicated in Figure 4, a model consisting of two latent variables – general literacy and intercultural sensitivity- was hypothesized. The general literacy factor consisted of indicators measuring word reading fluency, vocabulary knowledge, reading comprehension, and writing abilities. The intercultural sensitivity factor consisted of indicators related to level of interaction engagement, respect of cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. To assess this initial model, four indices of goodness of fit were used. The goodness of fit index (GFI) was low at .898, the comparative fit index (CFI) and the Tucker-Lewis Index (TLI) were .940 and .916, and the root mean square error of approximation (RMSEA) was .108. These indices of model fit indicated a poor fit of the data with the initial measurement model, so model modification was undertaken.

In the initial model, “interaction enjoyment” factor was not highly correlated to the intercultural sensitivity factor; the factor loading was .14 (standardized estimates), interaction enjoyment also had a low reliability score of the test itself in this study. This is the opposite results from previous studies using Chen and Stratos’s intercultural sensitivity scale (Chen & Starosta, 2000; Friz, Mollenberg, & Chen, 2002; Kim, 2003). Fritz, Mollenberg, and Chen (2002) validated that the internal consistency values of the five subscales which ranged from .58 (interaction attentiveness), .59 (interaction enjoyment) to .79 with the German college students, and Kim (2003) found the internal consistency values of the Korean version of the intercultural sensitivity questionnaire with the Korean college students; the five subscales measured .74, .80, .79, .84, and .60. These previous related studies show “interaction attentiveness” has lower internal consistency than interaction enjoyment. However, this present study indicates that interaction enjoyment was not highly correlated to

intercultural sensitivity for younger students, such as late elementary to early middle school students. Therefore, in order to find problems with the model's fit and achieve a better fit of the hypothesized model, the interaction enjoyment factor was removed in the intercultural sensitivity. Except for the deletion of interaction enjoyment, these empirical studies along with the results from the current study indicate that intercultural sensitivity has four indicators of the high parameter estimates: .88 for interaction engagement and .76 for interaction confidence showed high factor loading levels to intercultural sensitivity, even though .45 for respect for cultural differences and .59 for interaction attentiveness had medium magnitude factor loadings.

The fit indices for this modified measurement model indicated the model fit was adequate; chi-square was 39.829 with 19 degrees of freedom ($p < .003$), GFI = .924, TLI = .948, CFI = .965, even though RMSEA = .095 was still above .08. According to Hu and Bentler's (1999) two-index presentation strategy, this final measurement model had a good model fit; hence, this measurement model holds as the latent structure of L2 literacy ability and intercultural sensitivity through the model specification process for this study.

The fairly high loading estimate of .98 from literacy to fluency, .91 to vocabulary, .85 to reading, and .82 to writing abilities provided strong evidence that word reading fluency, vocabulary knowledge, reading comprehension, and writing abilities are key predictors of literacy ability in this test. This model for the literacy part is supported by many related studies (Grabe, 2009; Jimenez, Garcia, & Pearson, 1996; Koda, 2007; Verhoeven, 1990) that text-level skills of literacy are a critical linguistic resource for general literacy ability, and these skills of literacy have strong effects on general literacy development.

The measurement model of the latent structure between literacy ability and intercultural sensitivity. In response to the first research question, a series of confirmatory

factor analyses (CFAs) was performed with the pre-test data in this study, in which hypotheses related to the nature of intercultural sensitivity and literacy ability in L2 learning were posited and tested by establishing the measurement model with results of the pilot test. Literacy ability was measured by four observed variables called fluency (word reading fluency), vocabulary (vocabulary knowledge), reading (reading comprehension), and writing; all of these variables are related to text-level literacy skills. Intercultural sensitivity was measured by four observed variables called interaction engagement, respect for cultural differences, interaction confidence, and interaction attentiveness. There was one pair of latent variables: literacy and intercultural sensitivity in this measurement model.

Analysis of the final measurement model for L2 literacy ability and intercultural sensitivity was done via CFA; analysis was based upon pre-test results of the present study with 262 participants, including all participants from both the control and the treatment groups. The model fit indices indicated a good fit of the data in the CFA measurement model: GFI = .952, CFI = .974, TLI = .961, and RMSEA = .078. According to the findings, the correlation between the two factors was found to be moderate ($r = .391$), and the overall large reliability coefficients indicated that the observed variables were fairly good measures of the latent constructs. Therefore, this CFA measurement model indicating the latent structure of L2 literacy ability and intercultural sensitivity of South Korean late elementary to early middle school students is used throughout this present study.

The present study also examined the interrelatedness between intercultural sensitivity and L2 literacy ability. The correlation coefficient (.391) (see in Figure 7) revealed that students' literacy ability and intercultural sensitivity have positive relationships, and this correlation supports the previous research about the importance of cultures in L2 learning (Byram, 1997; Kramsch, 1995; Prodromou, 1992). The high correlations between each of the

literacy ability measures and IE and IC are reflected in the positive correlation between the two latent variables: literacy ability and intercultural sensitivity. These aforementioned correlations between the individual measures also explain the higher loading levels of IE and IC, compared to IA and RCD, in the intercultural sensitivity latent variable.

The moderate correlation between the two factors of L2 literacy ability and intercultural sensitivity suggests some sharing of knowledge and skills in L2 language and cultural awareness. Learning a second language involves communication with peoples from different cultures. As Chen and Starosta (2000) defined, intercultural sensitivity is the affective dimension of intercultural communication competence that refers to the emotional desire of a person to acknowledge, appreciate, and accept cultural differences. This definition implies that interculturally sensitive students tend to learn other languages more open-mindedly and are passionate about the learning experience; in contrast, low intercultural sensitivity is reflected in low L2 language achievement. In the same manner, Hokanson (2000) proved that increasing levels of fluency in L2 literacy influenced higher levels of intercultural awareness, and Hullett and Witte (2001) suggested that knowledge of cultures are highly correlated to the higher proficiency L2 language levels. Therefore, the results of this study are consistent with previous studies about intercultural sensitivity and L2 achievement (Hokanson, 2000; Hullett & Witte, 2001; Kelso, 2006; Kim, 2003).

In this line of logic, the correlated factor model in this present study indicates that about 15.3% of the shared variance in L2 literacy ability performance was accounted for by the influence of intercultural sensitivity. Similarly, whatever skills or knowledge that contributed to good L2 literacy achievement may also have contributed to greater intercultural sensitivity. Hence, interculturally sensitive L2 learners are more likely to be strong in their L2 literacy ability as well. In sum, the attempt to describe the structural

relationship between L2 literacy ability and intercultural sensitivity extends our understanding of the nature of L2 learning, i.e., effective L2 language learning cannot be separated from authentic cultural content.

The effects of reading global literature on EFL learners' L2 literacy ability and intercultural sensitivity. Subsequent to finding the measurement model that explains the latent structure between L2 literacy ability and intercultural sensitivity, the second major concern of the present study was to search instructional methods and resources which encourage L2 learners to improve their L2 literacy ability and intercultural sensitivity. Through related literature reviews, reading and using global literature, including multicultural and international literature in English classes in EFL contexts, gives students opportunity to develop their literacy, including the responses of readers and contextual practices that facilitate it (Kim & Kim, 2009; Kang, 2010; Nam, 2011). Thus, the present study examined the effects of reading global literature to late elementary to early middle school students in Korea, and demonstrated that reading global literature is a significant contributor to develop L2 learners' text-level literacy abilities, especially reading and writing abilities,

Multi-group analysis was performed regarding the steps of invariance testing in order to measure latent mean differences between literacy ability and intercultural sensitivity variables. The baseline model for configural invariance was acceptable because of its satisfactory fit indices: χ^2 (df = 38) = 80.307, CFI = .965, TLI = .949, and RMSEA = .065 (90% CI for RMSEA = .045 – .085), indicating that participants in the control and the treatment groups have the same basic conceptualization of L2 literacy and intercultural sensitivity. The full metric invariance was not supported, however, the partial metric invariance model, where equality constraints of RCD and IA were removed, yielded a nonsignificant χ^2 differences ($\Delta \chi^2$ (4) = 12.312, $p > .01$) in conjunction with $\Delta CFI < .01$. With the partial metric invariance

model, the partial scalar invariance model established, where equality constraints of reading, writing, IE, RCD, and IC were removed, was not statistically significant in the χ^2 difference ($\Delta \chi^2 (4) = 11.157, p > .01$), and ΔCFI was below .01.

Given the support for configural, metric, and scalar invariance, a comparison of latent factor mean differences across control and treatment groups was possible. As a result, there were statistically significant latent mean differences on both literacy ability and intercultural sensitivity with students in the treatment groups endorsing higher scores at $\alpha .01$ level. In particular, the latent mean difference of intercultural sensitivity for treatment group students was surprisingly different from the control group's mean ($d = 2.99$); of course, the effect size of L2 literacy ability was .32 indicating a medium magnitude for treatment effects. According to related literature, culturally sensitive children's books can help students to develop positive cross cultural attitudes because children's books are not just innocuous resources to teach reading; they also transmit values, norms, and attitudes (Kortenhaus & Demarest 1993; Roberts, Dean, & Holland, 2005); hence, this result of the present study supports these previous studies that reading global literature encourages students to be more interculturally sensitive.

In conclusion, the finding of this result shows that reading global literature is a powerful instructional method to develop students' intercultural sensitivity as well as L2 literacy ability. This result also supports previous research studies related to reading multicultural and international literature to L2 learners through various instructional methods in both ESL contexts (Au, 1993, 1995; Moore-Hart, Diamond, & Knapp, 2003; Norton, 1991) and EFL contexts performed with quantitative data analyses (Burwitz-Melzer, 2001; Kang, 2010; Kim & Kim, 2010; Lee & Bae, 2007; Nam, 2011; Park & Shin, 2008). Considering both ESL and EFL contexts, students' sensitivity to the commonalities of human experience

can be developed and sharpened through familiarity with multicultural reading materials (Bishop, 1987, 1992); hence, through reading global literature, students could learn about others' cultural backgrounds and realize many similarities that all people share and experience to mention a few of the concomitant benefits of reading multicultural and international literature (Bucher & Hinton, 2010; Temple, Martinez, Yokota, & Naylor, 2002; Tunnell & Jacobs, 2008).

Different effects of reading global literature by students' grade levels and genders. The current study also demonstrated the advantages of using latent mean analyses for understanding gender differences, although it is not obvious in this case. First, there was no gender difference of effects of reading global literature on L2 literacy achievement and intercultural sensitivity development through latent mean analyses. In order to evaluate the effects of reading global literature on vis-à-vis girls, a multiple-group CFA was performed on pre-test data to rule out initial between-groups difference prior to the treatment; the results showed no statistical difference between boys and girls. The results of the correlation measures were slightly different between genders.

Through the invariance tests (in Table 28), a comparison of cross-gender latent factor mean differences was possible. As a result, there was no significant latent mean difference for either the literacy ability or the intercultural sensitivity factors at $\alpha .05$ level. The girls' latent mean score of 3.936 for literacy ability and .085 for intercultural sensitivity were higher than boys, but these differences were not statistically significant. Therefore, there was no statistically different effect of reading global literature on learners' L2 literacy ability and intercultural sensitivity development between boys and girls. This result is the opposite result of Kim's (2003) study; female Korean college students tend to be more interculturally sensitive and gain higher English achievement levels than male students. However, other

studies about measuring L2 learners' intercultural sensitivity indicate no significant correlation between intercultural sensitivity and gender (Hammer & Bennet, 2001; Kelso, 2006). The present study considered younger L2 learners than previous studies which measured college level students or adults, so we should think that gender characteristics of these late elementary to early middle school students begin to develop during their puberty. Therefore, unlike Kim's (2003) results, Korean female and male students in elementary and middle schools in this study did not show statistically different gains of intercultural sensitivity through treatment.

Additionally, in order to find any statistical differences of latent means across grade levels, multiple-group analysis was done with the pre-test (time 1) and the post-test data (time 2) of the treatment group with the measurement model of literacy ability and intercultural sensitivity, and the independent variable was academic grade levels. Because of small sample sizes in each grade levels, the hierarchy invariance tests of multiple-group CFA were not supported, so the latent mean analysis was not possible in this case. Furthermore, initial between-groups differences prior to the treatment were found in the results of the pre-test data in the treatment group, so a paired sample t-test and an ANOVA test were used to analyze the differences between time 1 (pre-test) and time 2 (post-test) across grade levels regarding different grade levels through comparing the value of d (effect sizes).

In their literacy ability latent variable, all grade level students showed similar improvement in L2 through treatment, and the mean-differences between pre-test and post-test were not statistically significant at .05 level across different grade levels. The intercultural sensitivity measures for each of the four grade levels also increased as a result of the treatment sessions. However, only 7th grade students did not show the statistically significant improvement of intercultural sensitivity, especially the parts about respect for

cultural differences, interaction confidence, and interaction attentiveness, even though the “interaction attentiveness” measure of intercultural sensitivity saw statistically significant improvement in the other three grade levels (in Table 29). Thus, we could conclude that there was no statistically different improvement of L2 literacy ability among different grade levels, but the results of intercultural sensitivity showed statistically different effects of reading global literature across the grade levels.

The differences in grade level results are especially interesting, given that the data in this study were obtained from a non-adult population: late elementary to early middle schools students. This study does not follow and support the previous studies (Hammer & Bennett, 2001; Kelso, 2006; Kim, 2003) that there was no significant correlation between high intercultural sensitivity scores and age in the case of college students. There are also some experimental studies (Moore-Hart, Diamond, Knapp, 2003; Kim & Kim, 2010; Kang, 2010) which used elementary or secondary level student samples in this field, but these studies only considered a narrow range of grades, by observing one or two different grade levels. The findings of the present study about lower 7th graders’ scores on the intercultural sensitivity scale could be caused by other variables, such as different teachers, teaching styles, students’ background knowledge, and students’ socio-economic status, etc. In addition, this study is essentially the initial trial to find effects of reading global literature on EFL learners’ literacy ability and intercultural sensitivity with various ranges of participants’ ages, especially non-adults, and it deals with only Korean students. Thus, the relationship between intercultural sensitivity and different grade levels is not known for other ESL or EFL populations, and there are some interesting possibilities and other contravening results that could be addressed by future research.

Conclusions

The present study contributed to establish the measurement model of the latent structure between L2 literacy ability and intercultural sensitivity for EFL learners and prove the effects of reading global literature on development of both L2 literacy ability and the intercultural sensitivity domains. Based on the results and discussions, this study leads to two major conclusions.

First, it demonstrated the positive correlation between L2 literacy ability and intercultural sensitivity, and identified strong indicators of each latent structure in the measurement model; word reading fluency, vocabulary knowledge, reading comprehension, and writing abilities are strong indicators of L2 literacy ability, and the observed variables of intercultural sensitivity include interaction engagement, respect for cultural differences, interaction confidence, and interaction attentiveness. This result suggested that “interaction enjoyment” was not an indicator of intercultural sensitivity for the case of younger students, such as an elementary or secondary level student in an EFL context.

Secondly, this study revealed that reading global literature with literature-based instruction in L2 learning can result in significant development of students’ L2 literacy ability and intercultural sensitivity. Furthermore, this study could not find any latent mean differences between L2 literacy and intercultural sensitivity across gender, but there were some statistically significant differences of intercultural sensitivity among grade levels in the treatment group; in other words, reading global literature had no influence on students’ literacy ability and intercultural sensitivity development according to their gender, but resulted in significant differences of intercultural sensitivity depending upon grade level.

Pedagogical Implications of the Study

The present findings have implications for L2 literacy instruction for EFL elementary and secondary learners. Given the fundamental relationship of L2 literacy ability and intercultural sensitivity, both factors should be considered as important skills in L2 learning. Bennett (2001) insists that programs in intercultural competence should pursue culture-general information before providing culture-specific information. Most previous studies in Korea placed emphasis on the importance of connecting cultural content to L2 learning, based on the target culture; recently, the perspective of multicultural education has placed emphasis on “diversity,” rather than “culture-general” content. Thus, the present study suggests the critical role of intercultural sensitivity in L2 learning, and its applicability for measuring intercultural sensitivity would be easily used by teachers and researchers in this field.

Teachers need to be aware that L2 literacy ability and intercultural sensitivity are not independent of each other through the measurement model in this study; accordingly, L2 literacy instruction should be built on the recognition of the core relationships between L2 literacy ability and the intercultural sensitivity domains. Because there is no assessment of measuring intercultural sensitivity for younger students in the L2 field, the interpretation version of the intercultural sensitivity with age-appropriate words would be a useful tool allowing teachers to understand the meaning of intercultural sensitivity and apply it to their students directly. Moreover, the measuring instruments of literacy ability are useful test tools for teachers in elementary and early secondary schools because most English tests for elementary levels in Korea evaluate learners’ listening comprehension, and tests for middle school levels just focus on assessing reading comprehension. Thus, it is possible to expect that teachers can provide better instructional methods and appropriate treatment for students’

exact proficiency levels and their necessity in L2 learning by measuring intercultural sensitivity and general literacy ability.

The primary pedagogical implication of this study is that reading global literature is an easily implementable instructional method whose effect is significant on improving general literacy ability, especially text-level skills, such as fluency, vocabulary, reading comprehension, and writing, and intercultural sensitivity in both younger and older L2 learners. It has been difficult to use global literature, including multicultural and international literature for English teachers in EFL because of deficiencies in their awareness of intercultural sensitivity and the widespread ignorance of selecting diverse literature in L2 learning classes. Therefore, this study suggests three meaningful implications for teachers in an EFL context.

First, selection criteria (see appendix A & B) can be a standard to select proper global literature to fit curriculum standards and learners' L2 proficiency levels for administrators of schools, teachers, and curriculum developers. Particularly, even today, it has been difficult to find any applicable lists of global picture books for L2 learners because there were no standards, criteria, or guidelines by which teachers could structure their L2 classes. However, this study suggests possible book lists (see Table 8 and 9) which teachers and librarians can directly use in their teaching of and reading to L2 learners. In other words, picture book lists of global literature could be an attractive suggestion for teachers who wish to restructure their L2 classes. This is because this study has shown the positive effects of reading global literature on L2 learners' development of both L2 literacy ability and intercultural sensitivity. In addition, for curriculum developers, the book lists in this study would be a useful guide for when they try to include multicultural issues in the National English Curriculum. Lastly, the modified guided reading program (Avalos et al, 2007) as a supplement to L2 literacy

instruction can effectively contribute to the development of L2 literacy ability, including the improvement of intercultural sensitivity by using global literature.

From a methodological point of view, this study has demonstrated the significance of using structural equation modeling, particularly multiple-group CFA and latent mean analysis. SEM is a powerful research tool for investigating the latent structure and the underlying trait structures of latent factors, and it proves the existence of some important interrelationships among the latent factors as well as the indicators. In particular, this study is the first in the field of L2 literacy research to use the multiple-group CFA and latent mean analysis as a quasi-experimental study; hence, this may provide valuable insights for the use of multiple-group SEM in measuring various literacy ability, intercultural sensitivities, as well as finding other causal relationships.

Limitations of the study

While many of the findings drawn from this study have been demonstrated in previous research, it is necessary to use caution in interpreting the findings because the findings of the study are limited to general literacy ability and intercultural sensitivity of late elementary to early middle school EFL students in Korea. Therefore, this study may have limited validity for English language learning settings by focusing only EFL contexts in other countries, such as ESL countries.

Another important limitation of this study is related to research design; this study is a quasi-experimental design, and selection bias can possibly occur because of not randomly assigning classes in the present study. There will be other factors that can affect achievement and are impossible to control for, such as participants' cognitive growth, and other exposure to English inputs from outside of school. The measurement instrument is the issue for the

limitation of the present study. The intercultural sensitivity scale is self-report measures, and the results of the self-report measures are easily influenced by students' willingness or desire to report their ratings with their individual and social expectation. Moreover, the participants of this study were late elementary to early middle school level students who were not familiar with this self-report measure, so it is difficult to evaluate younger students' intercultural sensitivity than older students, such as college students or adults, as in previous studies in this field.

One of the primary limitations to this study was the relatively small number of students in several grades. SEM requires large numbers of sample size, at least around 200 cases (Kline, 2011), and it was no problem to run multiple-group CFA with all data between the control and the treatment groups (262 participants). However, in the case of multiple-group CFA by grade levels and gender, sample sizes were too small to find latent mean differences. Therefore, future research will be needed to explore potential differences among varied grade levels and gender with large sample sizes.

Suggestions for Future Research

There are numerous future directions that can be developed from this initial study of the latent structure between L2 literacy ability and intercultural sensitivity.

One area of future research relates to the measurement model used in this study. The two latent factors model of L2 literacy ability and intercultural sensitivity was selected as a model that would best represent the underlying trait structures of Korean EFL learners' literacy and intercultural sensitivity. However, there may be other models that would be better representative of L2 learners' relationships between literacy ability and intercultural sensitivity with other populations. In addition, this study only dealt with L2 learners'

intercultural sensitivity, as the affective dimension of intercultural communication competence, so it suggests the necessity of including other intercultural competence areas, such as intercultural awareness as the cognitive dimension, or intercultural adroitness as the behavioral dimension of intercultural communication competence. These inclusions of the measurement model will demand another involvement of language skills, such as listening, and speaking, etc, in the measurement model, and it could be possible to find other relationships or new causal relationships among variables related to language skills and intercultural competence.

It is also important that future research continues to develop self-determined forms of intercultural sensitivity for younger students. Generally, the targets for most measurement of intercultural competence are college students or adults, and these instruments do not definitively measure younger students' intercultural competence, including intercultural sensitivity. Because the present study shows the positive effects of reading global literature on L2 learners' literacy ability and intercultural sensitivity development, it is also a meaningful research area to develop a new intercultural sensitivity scale, measuring whether L2 learners interact to characters in global literature when they read.

Finally, with respect to the impact of genders and level of L2 proficiencies on intercultural sensitivity and L2 achievement in previous studies for college L2 students, some contradictory findings emerged in this study for younger students through reading global literature. Therefore, it is necessary to include students' background information, such as their ages, socio-economic status, experiences, and L1 proficiencies, and so on, in order to evaluate any causal factor relationships among the variables used in the measurement model of this study.

Chapter Summary

This chapter discussed and interpreted the major findings of the present study in connection with relevant previous research findings. The present study suggests one measurement model of the latent structure between L2 general literacy ability and intercultural sensitivity with strong indicators. The results also provide support for reading global literature as an effective and powerful instructional method to improve L2 learners' literacy ability and intercultural sensitivity. The findings of this study have educational implications for teaching L2 with global literature to enhance L2 learners' intercultural sensitivity and literacy ability in their L2 learning.

Based on these discussions, the chapter also presented important pedagogical implications of the study and suggested instructional applications of reading global literature along with other instructional methods. This chapter lastly concluded with the limitations of the study and provided suggestions for future research of L2 literacy ability and intercultural sensitivity.

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Appendices

Appendix A - Criteria of evaluation of global literature for 5th to 6th graders

Appendix B - Criteria of evaluation of global literature 7th to 8th graders

Appendix C – Original picture book lists of global literature

Appendix D – Parent-guardian informed consent statement

Appendix E – Assent procedure

Appendix F – Word reading test

Appendix G – Vocabulary knowledge test

Appendix H – Reading comprehension test

Appendix I – Writing test

Appendix J - Writing test scoring rubric

Appendix K- Intercultural sensitivity questionnaire (English version)

Appendix L - Intercultural sensitivity questionnaire (Korean version)

Appendix (A)

Criteria of evaluation of global literature for 5th to 6th graders (late elementary levels)

Before evaluating literature, teachers should consider two questions:

1) Are these books on appropriate reading and interest levels?

2) Do the books meet the criteria for good literature in their genre?

If this book satisfies these two qualifications, move on the next criteria.

1. Topics in Curriculum – Which topic in the curriculum is related to this book?

(Circle the related topic, and several topics can be related to the book.)

Association	Personal life	Cultural Issues	Different cultures' customs,
	Family life		Different cultures' school life
	School life		Different cultures' daily life events
	Surrounding environments & personal relations		Differences between our culture and diverse cultures.
General Topic	Habits, health, activities	Communication methods in English culture	linguistic communication methods
	Hobbies, play, travel		non-linguistic communication methods
	Animals, plants, seasons, weather	Issues in Society	Politics
Value	Public morality		Economics
	Courtesy		History
	Order		Geography
	Environmental conservation		Information Technology
	Volunteering		Democratic conscience
Cooperation	Human rights		
Aesthetic appreciation	Art, literature, music	Peace/war	
	Well-being of an individual	Cultivation	Thinking power/ sentiments
Nationality			patriotism, unification, a sense of national security

2. Text level difficulties

Vocabulary	Does this book include appropriate vocabulary for the grade level based on the standards of the national curriculum? (See Ministry of Education, Science and Technology, 2009, Appendix 3: Basic vocabulary list, pp. 53-74)
Length of single sentence	Does this book include appropriate length of single sentence for the grade level based on the standards of the national curriculum? 3 rd to 4 th grade: within seven words 5 th to 6 th grade: within nine words (except and, but, or)
Functions of communication	What kinds of communication functions can be connected to linguistic structures, such as sentences, words, etc, in this book? (See Ministry of Education, Science and Technology, 2009, Appendix 2: Examples and functions of communication, pp. 22-52)

3. Cultural Authenticity

- Do these books provide accurate and unbiased perspectives?
- Are cultural details naturally integrated?
- Is language, such as various dialects, used authentically?

4. Multidimensionality of Cultures

- Are cultural groups presented multidimensionally (a culture's multidimensionality-presenting members of that culture in a range of ways) to help readers realize the depth and breadth of experiences within cultures?
- If the topic relates to multicultural issues, are the books free of stereotypes?
- Is this book free of any tokenism?
- Are roles of cultural members in this book varied?
- Do these books show more than one dimension or perspective (i.e., an appropriate book on war shows the various perspectives and participants of war)?

5. Text Coherence

- Do these books show well-rounded characters in more than one-dimensional terms?
- Is there the right amount of predictability for the intended audience and genre of the book?

- Is the plot enjoyable and interesting?

6. Application in Reading Instruction

- For what subject can you use this book?
- To which units and topics do you connect this book?
- Do these books logically lend themselves to the subject areas and the particular topics under discussion

Appendix (B)

Criteria of evaluation of global literature for 7th to 8th graders (early secondary levels)

- Items # 1 to #4 are the same as elementary level's criteria. For middle school students, their cognitive and English reading levels are more developed than elementary levels, so this criteria includes standards relate to adolescents' specific critical thinking skills and learning strategies by using multicultural books.

5. Stereotypes in lifestyle

- Are culturally diverse characters and their settings contrasted unfavorably with Koreans?
- Does the story go beyond oversimplifications of reality and offer genuine insights into another lifestyle or culture?

6. Plot

- Do people from diverse backgrounds function in essentially subservient roles
- Does a character from a diverse background have to exhibit superior qualities to succeed?
- Are people from diverse backgrounds considered to be "the problem"?
- Are the achievements of girls and women due to their own initiative and intelligence or their good looks or their relationships with boys?

7. Language

- Is terminology current or appropriate for the time period?
- Do any dialects reflect the varieties found in contemporary life?
- Does the dialect reflect negatively on an entire culture?

8. Author's perspective and cultural authenticity

- What qualifications does the author (or illustrator) have to write about a multicultural topic?
- Is the author (or illustrator) able to think as a member of another cultural group and to intellectually and emotionally become a member of that group?
- If the author (or illustrator) is not a member of the culturally diverse group being written

about, is there anything in the author's (or illustrator's) background that would specifically recommend her or him for this book?

9. Illustrations

- Are there stereotypes, oversimplifications, and generalizations in the illustrations?
- Is sufficient individuality and diversity depicted within cultural groups?

10. Application in Reading Instruction

- In what subject can you use this book?
- To which units and topics do you connect this book?
- Do these books logically lend themselves to the subject areas and the particular topics under discussion

Appendix (C)

Original Picture Book Lists of Global Literature

- Ada, A. F. (2002). *I love Saturdays y domingos*, illustrated by E. Savadier. New York, NY: Atheneum.
- Ajmera, M. (1999). *To be a kid*. Watertown, MA: Charlesbridge.
- Ajmera, M., & Ivanko, J. D. (2005). *To be an artist*. Watertown, MA: Charlesbridge.
- Ancona, G. (1998). *Fiesta fireworks*. New York, NY: Lothrop, Lee & Shepherd.
- Ancona, G. (2001). *Harvest*. New York, NY: Marshall Cavendish.
- Andre, J., & Willet, N. (2008). *We feel good out here*, photographs by T. MacIntosh. Markham, ON: Fifth House.
- Baer, E. (1990). *This Is the Way We Go to School: A book about children around the world*. New York, NY: Scholastic.
- Blue, R., & Naden, C. (2009). *Ron's big mission*. New York, NY: Dutton Juvenile.
- Bradby, M. (2000). *Momma, where are you from?* illustrated by C. K. Soentpiet. New York, NY: Orchard Books.
- Brook, D. (1998). *The journey of English*, illustrated by J. Zallinger. New York, NY: Clarion.
- Burleigh, R. (2002). *Chocolate: Riches from the rainforest*. New York, NY: Henry N. Abrams.
- Choi, Y. (2003). *The name jar*. New York, NY: Dragonfly Books.
- Compestine, Y. C. (2007). *Revolution is not a dinner party: A novel*. New York, NY: H. Holt.
- Cook, D. (1995). *The kid's multicultural cookbook*. Charlotte, VT: Williamson Books.

- Cooper, I. (2007). *The golden rule*, illustrated by G. Swiatkowska. New York, NY: Harry N Abrams.
- Crowe, C. (2002). *Mississippi trial*. New York, NY: Dial.
- Crowe, E. (2007). *Surfer of the century: the life of duke Kahanamoku*, illustrated by R. Waldrep. New York, NY: Lee & Low.
- Delacre, L. (2000). *Salsa stories*. New York, NY: Scholastic.
- Dooley, N. (2002). *Everybody brings noodles*, illustrated by P. Rhornton. Minneapolis, MN: Carolrhoda Books.
- Dorros, A. (1991). *Abuela*. illustrated by E. Kleven. New York, NY: Dutton.
- Farris, C. K. (2005). *My brother Martin: a sister remembers growing up with the Rev. Dr. Martin Luther King Jr.* Illustrated by C. Soentipiet. New York, NY: Aladdin.
- Freedman, R. (2006). *Freedom walkers: The story of the Montgomery Bus Boycott*. New York, NY: Holiday House.
- Fredrick, M. (2008). *Kamal goes to Trinidad*, photographs by P. Das. London, UK: Frances Lincoln.
- Friedman, I. R. (1984). *How my parents learned to eat*, illustrated by A. Say. Boston, MA: Houghton Mifflin.
- Garland, S. (1997). *The lotus seed*, illustrated by T. Kiuchi. San Anselmo, CA: Sandpiper.
- Garza, C. L. (2000). *In My Family/En mi familia*. San Francisco, CA: Children's Book Press.
- Genari, A. (1996). *Out of the Ark: Stories from the World's Religions*, illustrated by J. Morris. San Diego, CA: Harcourt.
- Gernis, M. (2000). *ABC for you and me*, photographs by S. L. Green. Park Ridge, IL: Albert Whitman.
- Gonzalez, M. (2007). *My colors, myworld/ Mis colores, mi mundo*. San Francisco,

CA: Children's Book Press.

Gray, N. (1988). *A country far away*. New York, NY: Orchard Books.

Greenfield, E. (1988). *Granpa's face*. illustrated by F. Cooper. New York, NY:

Philomel Books.

Heydlauff, L. (2003). *Going to school in India*. Watertown, MA: Charlesbridge.

Hill, K. (2000). *The year of Miss Agnes*. New York, NY: Simon & Schuster.

Hoffman, M. (2002). *The color of home.*, illustrated by K. Littlewood. New York, NY: Dial.

Hollyer, B. (2004). *Let's eat! What children eat around the world*. New York, NY:

Henry Holt.

Hoyt-Goldsmith, D. (1998). *Celebrating Chinese New Year*, photographs by L. Migdale.

New York, NY: Holiday House.

Hoyt-Goldsmith, D. (1999). *Las Posadas: An Hispanic Christmas celebration*,

photographs by Migdale. New York, NY: Holiday House.

Hoyt-Goldsmith, D. (2001). *Celebrating Ramadan*. New York, NY: Holiday House,

Ichikawa, S. (2006). *My father's shop*. La Jolla, CA: Kane/Miller.

Jaffe, N. (1996). *The golden flower: A Taino myth from Puerto Rico*, illustrated by

E. O Sanchez. New York, NY: Simon & Schuster Children's Publishing.

Johnston, T. (2001). *Any small goodness: A novel of the barrio*. Migdale. New York, NY:

Blue Sky.

Jordan, D., & Jordan, R. M. (2003). *Salt in his shoes: Michael Jordan in pursuit of a dream*,

illustrated by K. Nelson. New York, NY: Simon & Schuster Children's Publishing.

Kindersley, B. (1995). *Children just like me*. New York, NY: Dorling Kindersley.

- King, M. L., Jr. (1997). *I have a dream*. New York, NY: Scholastic.
- Kottke, J. (2000). *From seed to pumpkin*. New York, NY: Children's Press.
- Leitch, C. (2002). *Indian shoes*, illustrated by J. Madsen. New York, NY:
Harper Collins.
- Levine, E. (1993). *Freedom's children: Young civil rights activists tell their own stories*.
New York, NY: Putnam.
- Levine, E. (1995). *I hate English!*, illustrated by S. Bjorkman. Migdale. New York, NY:
Scholastic.
- Littlesugar, A. (2001). *Freedom school, yes!*, illustrated by F. Cooper. New York, NY:
Philomel Books.
- McMahon, P. (2000). *Dancing Wheels*, photographs by J. Godt. Houghton Mifflin
- Morrison, T. (2004). *Remember: The journey to school integration*. Boston, MA:
Houghton Mifflin Company.
- Myers, W. D. (2004). *Here is Harlem*. New York, NY: Holiday House.
- Naidoo, B. (2003). *Out of bounds: Seven stories of conflict and hope*. New York, NY:
Harper Collins.
- Nayar, N. (2009). *What should I make?*, illustrated by P. Roy. Berkley, CA:
Tricycle Press.
- Park, F., & Park, g. (2002). *Good-bye, 382 shin Dang Dong*, illustrated by Y. Choi.
Washington, DC: National Geographic.
- Park, L. S. (2007). *Bee-bim bop!*, illustrated by h. b. Lee. New York, NY: Clarion.
- Pinkney, M., & Pinkney, S. (2007). *I am Latino: the beauty in me*. New York, NY:
Little, Brown and Company.

- Polacco, P. (1996). *Rechenka's eggs*. New York, NY: Putnam Juvenile.
- Polacco, P. (1998). *Chicken Sunday*. New York, NY: Putnam Juvenile.
- Rappaport, D. (2001). *Martin's big words*, illustrated by B. Collier. New York, NY:
Hyperion.
- Rappaport, D. (2005). *This school is not White*, illustrated by C. James. New York, NY:
Hyperion Books.
- Rappaport, D. (2007). *Martin's big words: the life of Dr. Martin Luther King, Jr.*, illustrated by
B. Collier. New York, NY: Hyperion Book CH.
- Raschka, C. (2005). *New York is English, Chattanooga is Creek*. New York, NY:
Atheneum.
- Rattigan, J. K. (1993). *Dumpling soup*, illustrated by L. Hsu-Flanders. Boston, MA:
Little, Brown & Company.
- Recorvits, H. (2006). *Yoon and the Christmas mittens*, illustrated by G. Swiatkowska.
New York, NY: Farrar, Straus, and Giroux.
- Recorvits, H., & Swiatkowska, G. (2003). *My name is Yoon*. Farrar, Straus and Giroux.
- Seki, S. (2007). *The tale of the lucky cat*. Manhattan Beach, CA:
East Wet Discovery Press.
- Shahan, S. (2004). *Spicy hot colors/ Colores picantes*. Little rock, AR: August House.
- Schuett, S. (1995). *Somewhere in the world right now*. Knopf.
- Smith, D. J. (2002). *If the world were a village: A book about the world's people*, illustrated
by S. Armstrong. Kids Can Press.
- Sturgeds, P. (2000). *Sacred Places*, illustrated by G. Laroche. Putnam.
- Uhlberg, M. (2005). *Dad, Jackie, and Me*. illustrated by C. Bootman. Peachtree.
- Walter, M. P. (1996). *Mississippi challenge*. New York, NY: Aladdin Paperbacks.

- Watts, J. (1997). *Keepers*, illustrated by F. Marshall. New York, NY: Lee & Low.
- Weatherford, C. B. (2000). *The sound that jazz makes*, illustrated by E. Velasquez.
New York, NY: walker Books for Young Readers.
- Williams, V. B. (1990). "*More More More*" said the baby: 3 love stories. Greenwillow.
- Winter, J. (2005). *The librarian of Basra: a true story from Iraq*. San Diego, CA:
Harcourt Children's Books.
- Wong, J. (2000). *The trip back home*, illustrated by B. Jia. San Diego, CA: Harcourt.
- Woodson, J. (2001). *The other side*, illustrated by E. B. Lewis. New York, NY: Putnam's.
- Woodson, J. (2002). *Visiting day*. New York, NY: Scholastic.
- Wyeth, S. D. (2002). *Something beautiful*. New York, NY: Dragonfly Books.

Appendix (D)

PARENT-GUARDIAN INFORMED CONSENT STATEMENT

Developing intercultural competencies through English literacy instruction using diverse literature for EFL learners

INTRODUCTION

The Department of Curriculum & Teaching at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish your child to participate in the present study. You may refuse to sign this form and not allow your child to participate in this study. You should be aware that even if you agree to allow your child to participate, you are free to withdraw at any time. If you do withdraw your child from this study, it will not affect your relationship with this unit, the services it may provide to you, or the University of Kansas.

PURPOSE OF THE STUDY

The primary purpose of the proposed study is to explore the relationships between Korean late elementary and early middle school students' general literacy skills and intercultural competencies use when they learn diverse literature in their English classes with literature-based instruction.

PROCEDURES

If you agree for your child to participate in this research study, the following will occur:

- 1) Your child will not receive any assignments besides the regular classes in the school.
- 2) Your child will be asked to respond to a questionnaire, take a word reading test, reading comprehension test, vocabulary knowledge test, word reading test, and writing test in English.
- 3) The questionnaire seeks your child's attitude and intercultural competencies in learning English, and it takes no longer than 10 minutes.
- 4) The reading comprehension test seeks your child's reading comprehension ability in English, and it takes 20 minutes. The vocabulary knowledge test measures your child's word knowledge, and it takes 15 minutes.
- 5) Your child will write short sentences and a short essay in the writing test, and it takes no longer than 20 minutes.
- 6) Your child will read aloud words in word reading test, and it will be recorded on audiotapes. This measures fluency, and it takes no longer than 5 minutes. Audiotapes will be used by the researchers only and stored in a locked cabinet.

7) Your child will receive literature-based instruction from the researcher for one semester (March to July, 2011). Each session will be no more than 20 minutes and three times a week. Within each lesson, your child will read, build vocabulary, engage in comprehension questions and activities, write, and engage in conversation with the teacher by using diverse literature in English.

8) Participation in this study will take a total of 13 hours over a period of one semester (15 weeks) from March to July in 2011.

RISKS

There are no anticipated risks. There will be no consequences if your child chooses to not participate.

BENEFITS

This study is expected to be directly beneficial to your child. Your child will be exposed diverse literature, so it is possible to increase interests in all over the world, developing a logical and critical view of the world, and overcoming cultural prejudices. Through diverse literature in English, your child can learn about others' cultural backgrounds and realize many similarities that all people share and experience. While engaging in reading about diverse literature, your child can respond to issues of cultural dominance, cultural privilege, and power differential between cross-cultural groups. Thus, this study provide some meaningful information for EFL teachers and curriculum developers in Korea that students develop a greater understanding of how their attitudes and beliefs are shaped by what they read through diverse literature.

PAYMENT TO PARTICIPANTS

There will be no payment involved in this study.

PARTICIPANT CONFIDENTIALITY

Your child's name will not be associated in any publication or presentation with the information collected about your child or with the research findings from this study. Instead, the researcher will use a study number or a pseudonym rather than your child's name. Your child's identifiable information will not be shared unless required by law or unless you give written permission.

Permission granted on this date to use and disclose your information remains in effect indefinitely. By signing this form you give permission for the use and disclosure of your child's information, excluding your child's name, for purposes of this study at any time in the future.

Audiotapes will be used by the researcher only and stored in a locked cabinet.

REFUSAL TO SIGN CONSENT AND AUTHORIZATION

You are not required to sign this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from the University of Kansas or to participate in any programs or events of the University of Kansas. However, if you refuse to sign, your child cannot participate in this study.

CANCELLING THIS CONSENT AND AUTHORIZATION

You may withdraw your consent to allow participation of your child in this study at any time. You also have the right to cancel your permission to use and disclose further information collected about your child, at any time, by notifying the researcher at:

Jiyoung Bae
Tel: 82-11-9304-9338
1828 Tennessee st. APT 2, Lawrence, KS 66044
Email: jbae423@ku.edu

If you cancel permission to use your child's information, the researchers will stop collecting additional information about your child. However, the research team may use and disclose information that was gathered before they received your cancellation, as described above.

QUESTIONS ABOUT PARTICIPATION

Questions about procedures should be directed to the researcher listed at the end of this consent form.

PARTICIPANT CERTIFICATION:

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my child's rights as a research participant, I may call (785) 864-7429, write to the Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7568, or email mdenning@ku.edu.

I agree to allow my child to take part in this study as a research participant. By my signature I affirm that I have received a copy of this Consent and Authorization form.

_____	_____
Type/Print Participant's Name	Date

Parent/Guardian Signature	

Researcher Contact Information

Jiyoung Bae
Principal Investigator
1828 Tennessee st. APT 2
Lawrence, KS 66044
785-760-7233

Paul Markham, Ph.D.
Faculty Supervisor
1122 W. Campus Rd.
Joseph R. Pearson Hall, Room 440
University of Kansas
Lawrence, KS 66045-3101
785-864-9677

Appendix (E)

Assent Procedure

In the present study, children who participate on the study should know the procedures of the research in language that can be understood by subjects. In addition it is necessary to obtain their verbal “agreement” to participate.

I will use the follow description for children who will take part in the present study.

“I am interested in finding out how your literacy abilities and intercultural awareness develop through reading, so I would like you to take part in English classes that will meet for about 20 minutes and three times a week for the first semester. I would like to give some short exams before starting our English classes, and these exams consist of reading comprehension, vocabulary, word reading, writing, and intercultural competencies. After taking exams, we will start our English classes by reading diverse literatures. If you don’t feel like joining this class, you don’t have to, and you can stop speaking with me anytime and that will be all right. I will be happy to answer any questions you may have now or when we are talking together. Do you want to take part in this project?”

This is the Korean version which I will use to talk for my participants.

“선생님은 여러분의 영어 읽기 쓰기 능력과 문화 인식 능력이 다양한 문학작품 읽기를 통해서 어떻게 발전하는지를 알아보고 싶어요. 그래서 여러분이 선생님의 영어 수업에 참여하길 바래요. 선생님과 함께하는 영어수업은 일주일에 3 번, 20 분씩 기존의 영어 시간을 활용하여 이번 한 학기 동안 진행될 거예요. 수업을 시작하기 전에 여러분들은 읽기, 단어, 쓰기 및 문화 인식에 관한 짧은 시험을 보게 될 거예요. 시험을 본 후 본격적으로 다양한 문학작품을 읽으며 우리의 영어 수업을 시작하려고 합니다. 만약, 여러분이 이 영어수업에 참여하고 싶지 않다면 언제라도 주저하지 말고 말해주세요. 그리고 질문이 있다면 지금 또는 여러분이 이야기하고 싶을 때 말해주세요. 선생님과 함께하는 영어 수업에 참여할 준비가 되었나요?”

Appendix (F)

Word Reading Test

()학교 ()학년 ()반 ()번

이름: ()

1. 시험지 첫 장에 자신의 학교, 학년, 반, 번호를 쓰세요.
2. 감독 선생님의 지시가 내리면 지급된 녹음기의 녹음 버튼을 누르고 자신의 학년, 반, 번호, 이름을 마이크에 대고 녹음하세요.
3. 본 시험지를 뒤집어 뒷면에 나와있는 List 1, 2, 3, 4 의 단어를 List 1 => 2 => 3 => 4 의 순서로, 그리고 가장 위의 단어부터 가장 아래쪽의 단어 순서로 최대한 빠르게, 그러나 명확한 발음으로 읽으세요.
4. 읽기를 마친 학생은 녹음기의 정지 버튼을 누르고 조용히 감독 선생님의 다음 지시를 기다리세요.

List 1
best
came
class
dark
did
fact
got
group
him
main
page
place
soon
stop
tell
week
when
will
with
write

List 2
are
both
break
choose
come
does
done
foot
give
great
have
move
pull
put
said
says
want
watch
were
work

List 3
beam
broke
deed
dots
fade
float
peel
pitch
pump
ripe
sank
slam
slip
stunt
swore
trunk
wax
weld
wing
wit

List 4
bowl
broad
bush
deaf
doll
flood
gross
pear
phase
pint
plow
rouse
sew
spook
swamp
swarm
wad
wand
wool
worm

Appendix (G)

Word Reading Test Scoring Rubric

1) 5th and 6th grades

Section	Word Reading		Length of time taken	
			Time range (seconds)	points
Scoring	Correct	+1	Below 60	20
			60.00 ~ 64.99	18
			65.00 ~ 69.99	16
	Incorrect	0	70.00 ~ 74.99	14
			75.00 ~ 79.99	12
			80.00 ~ 84.99	10
			85.00 ~ 89.99	8
	Numbers of items	80	90.00 ~ 94.99	6
			95.00 ~ 99.99	4
			Above 100	2
Total	80		20	
			100	

2) 7th and 8th grades

Section	Word Reading		Length of time taken	
			Time range (seconds)	points
Scoring	Correct	+1	Below 50	20
			50.00 ~ 54.99	18
			55.00 ~ 59.99	16
	Incorrect	0	60.00 ~ 64.99	14
			65.00 ~ 69.99	12
			70.00 ~ 74.99	10
			75.00 ~ 79.99	8
	Numbers of items	80	80.00 ~ 84.99	6
			85.00 ~ 89.99	4
			Above 90	2
Total	80		20	
			100	

Vocabulary Knowledge Test

1) 5th grade

[1~4] 다음 그림에 알맞은 단어를 고르시오

1.



- ① book ② desk
- ③ clock ④ classroom

2.



- ① wear ② like
- ③ wash ④ stop

3.



- ① milk ② sugar
- ③ fish ④ rice

4.



- ① lion ② frog
- ③ pig ④ zebra

[5~10] 다음 단어의 우리말 뜻이 가장 적절한 것을 고르시오.

5. lesson :

- ① 분필 ② 의자 ③ 수업 ④ 학생

6. know :

- ① 시작하다 ② 알다 ③ 굽다
- ④ 말하다

7. boil :

- ① 끓이다 ② 튀기다
- ③ 만들다 ④ 썰다

8. wet :

- ① 축축한 ② 더러운
- ③ 마른 ④ 깨끗한

[9~12] 다음 각 문장의 빈 칸에 들어갈 단어를 아래 보기에서 고르시오.

9. My little sister is wearing a _____ dress.
(여동생은 초록색 드레스를 입고 있어요.)

10. I _____ in Busan.
(나는 부산에 살아요.)

11. Let's _____ at the park at nine o'clock.
(9 시에 공원에서 만나요.)

12. I _____ to be an astronaut when I grow up.
(나는 자라서 우주비행사가 되고 싶어요.)

<보기>

- ① meet ② green ③ thank
- ④ want ⑤ live

[13~18] 다음 문장의 빈 칸에 가장 적절한 단어를 고르시오.

13. Let's play _____.

(공 잡기 놀이 해요.)

- ① sing ② start
- ③ draw ④ catch

14. I can _____ bread.

(나는 빵을 만들 수 있어요.)

- ① bake ② cut
- ③ dice ④ fry

15. Please _____ to that sound.

(저 소리 좀 들어봐요.)

- ① look ② see
- ③ listen ④ watch

16. Will you _____ me your name?

(이름을 말씀해 주시겠어요?)

- ① buy ② tell
- ③ touch ④ come

17. My grandmother has a _____ tooth.

(우리 할머니는 단것을 좋아하십니다.)

- ① big ② sweet
- ③ bad ④ nice

18. It's _____ to understand.

(이해하기 어려워요.)

- ① hard ② easy
- ③ slow ④ fast

[19 ~ 23] 다음 문장의 빈 칸에 가장 적절한 단어를 고르시오.

19. I will _____ a pencil case for my friend.

- ① do ② walk ③ tie ④ buy

20. _____ is my puppy?

- ① When ② Where ③ Now ④ Very

21. The truck goes _____ the mountain.

- ① after ② now ③ again ④ down

22. Wet paint. Do not _____.

- ① touch ② look ③ swim ④ dance

23. A _____ is a large animal that likes to eat fish and honey.

- ① fox ② tiger ③ mouse ④ bear

24. 다음 빈 칸에 알맞은 단어로 짝지어진 것을 고르시오.

You can _____ a lot of animals at the _____.

- ① meet - classroom
- ② say - book
- ③ see - zoo
- ④ run - cow

25. 다음 단어들 중에서 나머지와 성격이 다른 하나는?

- ① cold ② hot ③ happy ④ warm

- Thank you -

2) 6th grade

[1~4] 다음 그림에 알맞은 단어를 고르시오

1.



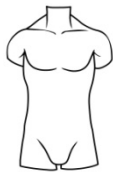
- ① dolphin ② duck
③ snake ④ goat

2.



- ① shoulder ② toe
③ chest ④ tooth

3.



- ① chest ② thumb
③ back ④ knee

4.



- ① police officer ② nurse
③ fire fighter ④ teacher

[5~10] 다음 단어의 우리말 뜻이 가장 적절한 것을 고르시오.

5. soccer :

- ① 야구 ② 배구 ③ 농구 ④ 축구

6. chop :

- ① 마시다 ② 자르다 ③ 먹다
④ 요리하다

7. follow :

- ① 따라가다 ② 외치다 ③ 싫어하다
④ 미소짓다

8. strong :

- ① 홀로 ② 귀여운 ③ 힘이 센
④ 두꺼운

9. alone :

- ① 외로이 ② 아름다운 ③ 빠른 ④
오른쪽의

10. together :

- ① 아마도 ② 거대한 ③ 함께
④ 뒤에

[11~14] 다음 각 문장의 빈 칸에 들어갈 단어를 아래 보기에서 고르시오.

11. Take off your _____ in the house.
(집안에서는 신을 벗으세요.)

12. I _____ hard.
(나는 공부를 열심히 합니다.)

13. Everybody was _____.
(모두가 출석했군요.)

14. _____ your imagination.
(너의 상상력을 사용해봐.)

<보기>

- ① present ② shoes ③ study
④ use

[15 ~ 20] 다음 문장의 빈 칸에 가장 적절한

단어를 고르시오.

15. I _____ keep my room clean.

(나의 방은 항상 깨끗합니다.)

- ① before ② around
- ③ between ④ always

16. Young-su painted the chair _____.

(영수는 의자를 자주색으로 칠했어요.)

- ① brown ② purple
- ③ gray ④ red

17. Don't make me _____.

(그만 웃겨요.)

- ① laugh ② shout
- ③ smile ④ love

18. The teacher _____ me for my work.

(선생님께서 내 작품을 칭찬해주셨다.)

- ① arrived ② learned
- ③ used ④ praised

19. We should take good care of our _____.

(우리는 부모님을 잘 모셔야 한다.)

- ① parents ② mother
- ③ family ④ aunt

20. Can you ride a _____?

(자전거를 탈 수 있나요?)

- ① kitchen ② dinner

- ③ knife ④ bicycle

[21 ~ 24] 다음 문장의 빈 칸에 가장 적절한

단어를 고르시오.

21. The _____ saved him from the fire.

- ① scissors ② feel
- ③ thumb ④ fire fighter

22. I have a pain in my _____.

- ① stomach ② pepper
- ③ hat ④ follow

23. I _____ a brush and clean the floor.

- ① study ② take ③ rest
- ④ learn

24. I will _____ a glass with juice and I will _____ it.

- ① eat - write
- ② show - pick
- ③ fill - drink
- ④ hate - miss

25. 다음 글에서 밑줄 친 this가 의미하는 것은?

This is a game played by two teams of nine players. Each player from one team hits a ball with a bat and runs around three bases.

- ① baseball ② kitchen ③ cover
- ④ worry

- Thank you -

3) 7th grade

[1~4] 다음 단어의 우리말 뜻이 가장 적절한 것을 고르시오.

1. honest : _____

- ① 성실한 ② 정직한 ③ 착한
- ④ 근면한 ⑤ 게으른

2. business : _____

- ① 사고 ② 소문 ③ 사업
- ④ 학습 ⑤ 직장

3. exam : _____

- ① 숙제 ② 복습 ③ 연습
- ④ 시험 ⑤ 학습지

4. oven : _____

- ① 싱크대 ② 화덕 ③ 냉장고
- ④ 세탁기 ⑤ 가스레인지

[5~8] 다음 우리말 뜻에 해당하는 가장 적절한 영어 단어를 고르시오.

5. 들판 :

- ① field ② lake ③ sea
- ④ hill ⑤ mountain

6. 무딘, 둔한 :

- ① certain ② strange ③ dull
- ④ false ⑤ ill

7. 판단하다 :

- ① return ② bark ③ shine
- ④ cure ⑤ judge

8. 놓다, 두다 :

- ① swing ② add ③ set
- ④ bow ⑤ throw

[9~11] 다음 문장의 빈 칸에 가장 적절한 단어를 고르시오.

9. _____ the ball to me please.

(그 공을 저에게 던져주세요.)

- ① Make ② Throw ③ Draw
- ④ Dice ⑤ Boil

10. I feel very _____ because all of my friends went on vacation.

(내 친구들이 모두 휴가를 떠나서 나는 매우 외롭다.)

- ① lonely ② bitter ③ young
- ④ hard ⑤ sour

11. The Sahara Desert stretches _____ Northern Africa.

(사하라 사막은 북아프리카를 가로질러 펼쳐져있다.)

- ① before ② across ③ under
- ④ between ⑤ around

[12~19] 다음 문장의 빈 칸에 가장 적절한 단어를 고르시오.

12. Rudolph helped Santa Claus fly through the _____ .

- ① cough ② fog ③ plate
- ④ newspaper ⑤ sample

13. Reading books helps to _____ our minds.

- ① develop ② finish ③ count
- ④ ride ⑤ answer

14. I hope he will _____ from his injury soon.

- ① lose ② educate ③ believe
- ④ follow ⑤ recover

15. The _____ height of Korean adult males is 175cm.

- ① polite ② average ③ crazy
- ④ huge ⑤ idle

16. My mom adds _____ (s) when she makes rice.

- ① pea ② niece ③ pilot
- ④ elbow ⑤ coin

17. She went shopping but will _____ soon.

- ① turn ② laugh ③ excuse
- ④ return ⑤ praise

18. I'm sorry, but I cannot _____ your offer.

- ① paint ② fill ③ accept
- ④ give ⑤ shout

19. I _____ with you.

- ① ring ② take ③ agree
- ④ need ⑤ invite

[20~23] 다음 영어 설명에 해당하는 가장 적절한 단어를 고르시오.

4) 8th grade

20. _____ : a tall narrow building or part of a building

- ① castle ② house ③ tower
- ④ church ⑤ prison

21. _____ : a fight between armies, ships or planes, especially during a war; a violent fight between groups of people

- ① battle ② aircraft ③ freedom
- ④ temperature ⑤ friendship

22. _____ : a person whose job is making and repairing wooden objects and structures

- ① doctor ② teacher ③ fire fighter
- ④ dentist ⑤ carpenter

23. _____ : a period of fighting or conflict between countries or states

- ① youth ② film ③ war
- ④ term ⑤ piece

24. 다음 두 단어의 관계가 나머지와 다른 하나는?

- ① officer - job
- ② court - place
- ③ human - animal
- ④ silver - metal
- ⑤ gun - soldier

25. 다음 단어들 중에서 나머지와 다른 하나는?

- ① hill ② field ③ structure
- ④ mountain ⑤ shore

- Thank you -

[1~4] 다음 단어의 우리말 뜻이 가장 적절한 것을 고르시오.

1. accent :

- ① 억양 ② 영웅 ③ 모습
- ④ 공장 ⑤ 모양

2. owe :

- ① 수집하다 ② 빚지다 ③ 다치게 하다
- ④ 기대하다 ⑤ 되돌아오다

3. senior :

- ① 평소의 ② 중심의 ③ 다양한
- ④ 필요한 ⑤ 순위의

4. active :

- ① 영리한 ② 용감한 ③ 적극적인
- ④ 게으른 ⑤ 단정한

[5~8] 다음 우리말 뜻에 해당하는 가장 적절한 영어 단어를 고르시오.

5. 깨닫다 :

- ① announce ② pray ③ raise
- ④ operate ⑤ realize

6. 단정한 :

- ① tidy ② shy ③ romantic
- ④ widespread ⑤ vast

7. 새벽 :

- ① accent ② cabbage ③ race
- ④ coast ⑤ dawn

8. 논쟁하다 :

- ① celebrate ② promise ③ debate
- ④ wake ⑤ pack

[9~13] 다음 문장의 빈 칸에 가장 적절한 단어를 고르시오.

9. I study 3 _____(s) : Korean, English, and Japanese. (나는 3 개의 언어 한국어, 영어, 일본어를 공부한다.)

- ① effort ② college ③ pot
- ④ language ⑤ relationship

10. I'm sorry. Please _____ me.

(미안해. 제발 나를 용서해 줘.)

- ① realize ② melt ③ forgive
- ④ collect ⑤ attend

11. If you don't _____ the law, the police will come after you. (만약 법에 복종하지 않는다면 경찰이 너희를 쫓을 것이다.)

- ① obey ② rise ③ expect
- ④ mean ⑤ join

12. Everyone is ready _____ him.

(그를 제외하고는 모두 준비되어 있다.)

- ① since ② except ③ between
- ④ across ⑤ within

13. We went home a different way, not the _____ way.

(우리는 늘 가던 길이 아닌 다른 길로 집에 갔다.)

- ① rapid ② dear ③ central
- ④ regular ⑤ excellent

14. I spent a(n) _____ night waiting for my test results.(나는 시험 결과를 기다리며 걱정스런 밤을 보냈다.)

- ① similar ② curious ③ anxious
- ④ blind ⑤ physical

[15~20] 다음 문장의 빈 칸에 가장 적절한 단어를 고르시오.

15. She used the blue _____ to sew the hole in my jeans.

- ① soul ② record ③ thread
- ④ experiment ⑤ price

16. Don't _____ about the food; it's not that bad.

- ① flow ② complain ③ succeed
- ④ complete ⑤ bite

17. Are you _____ about the exam?

- ① diligent ② usual ③ asleep
- ④ awake ⑤ nervous

18. Bill Gates has a lot of _____ .

- ① wealth ② language ③ storm
- ④ climate ⑤ horror

19. The seas _____ us with a lot of food.

- ① cost ② repair ③ quarrel
- ④ provide ⑤ press

20. He has _____ shoulders, so he needs an XL t-shirt.

- ① physical ② broad ③ lazy
- ④ familiar ⑤ dumb

[21~23] 다음 영어 설명에 해당하는 가장 적절한 단어를 고르시오.

21. _____: to put clothes and other things into a bag, because you are leaving a place or going on holiday.

- ① fix ② treat ③ highlight
- ④ pack ⑤ burn

22. _____: the time of day when light first appears in the sky, just before the sun rises

- ① hall ② wealth ③ custom
- ④ shark ⑤ dawn

23. _____: a building with equipment for the large-scale manufacture of goods

- ① department ② factory ③ coast
- ④ forest ⑤ border

24. 다음 두 단어의 관계가 나머지와 다른 하나는?

- ① similar - different ② junior - senior
- ③ journey - travel ④ major - minor
- ⑤ tough - soft

25. 다음 두 단어의 관계가 나머지와 다른 하나는?

- ① guard - protect
- ② possible - impossible
- ③ true - false
- ④ convenient - inconvenient
- ⑤ minor - major

- Thank you -

Appendix (I)

Reading Comprehension Test

1) 5th grade

[1~3] 빈 칸에 들어갈 말로 가장 알맞은 것을 고르시오.

1.

The teacher is reading a () to the students.

- ① book ② phone ③ playground ④ color

2.

We should get to the movie theater early () it starts.

- ① after ② before ③ but ④ during

3.

My () is hurting: I think I ate too much.

- ① leg ② finger ③ stomach ④ back

[4~5] 주어진 문장의 내용에 관한 설명으로 옳은 것을 고르시오.

4.

“I’m going to the doctor today”

- ① The speaker wants to be a doctor.
- ② The speaker wants to see a doctor tomorrow.
- ③ The speaker is going to see a doctor.
- ④ The speaker is a doctor.

5.

“I have a meeting with my teacher today.”

- ① The speaker met the teacher yesterday.
- ② The speaker had lunch with the teacher.
- ③ The speaker is meeting his teacher today.
- ④ The speaker doesn’t want to see his teacher.

[6~11] 다음 대화의 빈 곳에 가장 알맞은 표현을 고르시오.

6.

A: My birthday is coming soon.

B: Really? When is your birthday?

A: _____

- ① This Friday.
- ② So many days.
- ③ Long time ago.
- ④ Two years later.

7.

A: Shall we go on a picnic?

B: OK. How's the weather today?

A: _____

- ① It's noisy.
- ② It's sunny.
- ③ It's cheap.
- ④ It's heavy.

8.

A: I'm really hungry.

B: Why don't we go get something to eat?

A: _____

- ① Take care.
- ② By next Friday.
- ③ It was really fun.
- ④ That sounds great.

9.

A: Did you finish your homework?

B: Yes, I did. How about you?

A: _____

- ① Not yet.
- ② You're right.
- ③ It looks nice.
- ④ My pleasure.

10.

A: May I help you with anything, sir?

B: Yes, I am looking for a sweater.

A: _____

B: I wear a size 5.

- ① How much is that?
- ② What size do you wear?
- ③ What style are you looking for?
- ④ Is there any color you want?

11.

A: Billy, you are all wet! What happened?

B: Oh, it started raining on the way home.

A: _____

B: No, I forgot to take it today.

- ① Is it still raining?
- ② How much did you pay for it?
- ③ Didn't you take your umbrella?
- ④ What is your favorite umbrella?

[12 ~ 13] 다음 각 문장들을 가장 자연스러운 대화가 되도록 배열한 것을 고르시오.

12.

1. Really? How long did it take you to make it?

2. Where did you get that beautiful necklace?

3. I made it by myself.

4. It just took about an hour!

① 2-4-1-3 ② 2-3-4-1

③ 2-3-1-4 ④ 2-4-3-1

13.

1. And the shopping was really fun.

2. We went to the movies and then shopping.

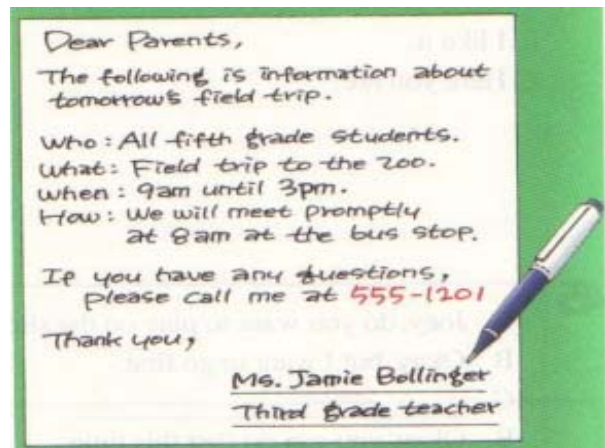
3. Yesterday, I had a good time with my friends.

4. The movie was really funny.

① 3-4-1-2 ② 3-2-4-1

③ 3-4-2-1 ④ 3-2-1-4

[14 ~ 15] 다음의 편지글을 보고 물음에 답하십시오.



14. 편지를 쓴 사람은 누구인지 고르시오.

- ① 학부모
- ② 선생님
- ③ 학생
- ④ 동물원 직원

15. 위 내용에서 알 수 없는 사실을 고르시오.

- ① 참여 대상

- ② Jamie Bollinger 의 연락처
- ③ 참여하는 인원수
- ④ 출발 시각

[16~17] 다음의 소풍 시간표를 보고 물음에 답하십시오.

Field Trip Schedule	
9:00	Meet class and a teacher at the zoo
9:00-12:00	Watch animal
12:00 - 1:00	Have lunch
1:00-3:00	Go to the aquarium
3:00-3:30	Go home

16. 동물을 구경하는 시간으로 올바른 것을 고르시오.

- ① 9:00 – 12:00
- ② 12:00 – 1:00
- ③ 1:00 – 3:00
- ④ 3:00 – 3:30

17. 학생들이 점심을 먹는 시간을 고르시오.

- ① 동물원 가기 전
- ② 수족관 구경 후
- ③ 집에 가기 바로 전
- ④ 동물들을 구경한 후

[18~19] 다음 대화를 읽고 질문에 맞는 답을 고르시오.

A: I am so hungry!
B: You didn't have breakfast?

A: No, I was late for class, so I couldn't eat anything.
B: Oh, do you want to get something to eat?
A: I don't have any money with me.
B: Here, you can have some of my sandwich.

18. 소녀가 아침을 먹지 않은 이유를 고르시오.

- ① 돈이 없어서
- ② 수업에 늦어서
- ③ 먹을 음식이 없어서
- ④ 샌드위치를 싫어해서

19. 소년이 소녀에게 무엇을 제안했는지 고르시오.

- ① 돈을 빌려 주겠다고 제안함
- ② 음식을 함께 먹자고 제안함
- ③ 음식을 만들어 주겠다고 제안함
- ④ 음식을 같이 사러 가자고 제안함

[20~21] 다음 편지글을 읽고 물음에 답하십시오.

To Jessica,

I went shopping.
Could you please:
● Clean your room
● Do your homework
● Wash the dishes
● Feed the dog
I will be back about 7 p.m.
Thank you for your help.

Love,
Mom

20. 위의 메모를 남긴 사람은 누구인지 고르시오.

- ① Jessica
- ② 엄마

- ③ 여동생
- ④ 아빠

21. 위 내용에서 알 수 없는 사실을 고르시오.

- ① 엄마는 쇼핑을 가셨다.
- ② 설거지를 해야 한다.
- ③ 엄마는 7시쯤에 돌아오신다.
- ④ 개를 데리고 산책시켜야 한다.

[22 ~ 23] 다음 대화를 읽고, 질문에 맞는 답을 고르시오.

A: It's quite chilly now, isn't it?
 B: Yes, it is. It's almost like early October.
 A: Yes, it's very cold. But it is still early October.
 B: Yes, we are still in autumn.
 A: I think it's going to be really cold when the winter comes.
 B: I hope not.

22. 대화를 하고 있는 계절은 언제인지 고르시오.

- ① spring ② summer ③ autumn ④ winter

23. 대화의 내용과 일치하는 것을 고르시오.

- ① Spring is almost over.
- ② It is unusually cold in autumn.
- ③ It is very warm today.
- ④ It is the winter season now.

[24 ~ 25] 다음 대화를 읽고, 질문에 맞는 답을 고르시오.

Carol: Mom, I am so tired today.
 Mom: Why? What happened, Carol?

Carol: Oh, I stayed up all night doing my homework.
 Mom: wow, you must be really tired.
 Carol: I am. I had a lot to do, but I finished it all!
 Mom: Wonderful! I am so proud of you!

24. Carol 이 피곤해 하는 이유로 가장 적절한 것을 고르시오.

- ① 감기에 걸려서
- ② 잠을 못 자서
- ③ 운동을 너무 많이 해서
- ④ TV 를 너무 오래 봐서

25. 엄마가 Carol 을 자랑스러워 하는 이유를 고르시오.

- ① 이웃을 도와주어서
- ② 엄마를 도와 설거지를 해서
- ③ 시험 성적을 잘 받아서
- ④ 많은 숙제를 모두 끝내서

- Thank you -

2) 6th grade

[1~2] 빈 칸에 들어갈 말로 가장 알맞은 것을 고르시오.

1.

A: Can I help you?

B: Yes, I'm () for my glasses.

- ① walking ② wearing ③ looking ④ helping

2.

We should get to the movie theater early () it starts.

- ① after ② before ③ but ④ during

[3~5] 주어진 문장의 내용에 관한 설명으로 옳은 것을 고르시오.

3.

“Could you tell me where the museum is?”

- ① The speaker needs directions to the museum.
 ② The speaker is at the museum.
 ③ The speaker is looking for a park.
 ④ The speaker doesn't like to go to the museum.

4.

“The party was boring, wasn't it?”

- ① The speaker didn't go to the party.
 ② The speaker didn't enjoy the party.
 ③ The speaker wasn't invited to the party.
 ④ The speaker had a great time at the party.

5.

“I have a meeting with my teacher today.”

- ① The speaker met the teacher yesterday.
 ② The speaker had lunch with the teacher.
 ③ The speaker is meeting his teacher today.
 ④ The speaker doesn't want to see his teacher.

[6~9] 다음 대화의 빈 곳에 가장 알맞은 표현을 고르시오.

6.

A: May I help you with anything, sir?

B: Yes, I am looking for a sweater.

A: _____

B: I wear a size 5.

- ① How much is that?
 ② What size do you wear?
 ③ What style are you looking for?
 ④ Is there any color you want?

7.

A: Billy, you are all wet! What happened?

B: Oh, it started raining on the way home.

A: _____

B: No, I forgot to take it today.

- ① Is it still raining?
 ② How much did you pay for it?
 ③ Didn't you take your umbrella?
 ④ What is your favorite umbrella?

8.

A: Are you free this Thursday?

B: You mean Thanksgiving Day?

A: Yes. I want to invite you to dinner.

B: I'd love to. Is there anything you want me to bring?

A: _____

B: OK. Thanks.

- ① At my place.
 ② Dinner will be ready soon.
 ③ What is Thanksgiving Day?
 ④ Just come and enjoy yourself

9.

A: I'm so tired.

B: You practiced singing too much today.

A: I think so.

B: Please, go home and get some rest.

A: _____

B: Good bye.

- ① Good morning.
 ② You're welcome.
 ③ Nice to meet you.
 ④ OK. See you later.

[10~11] 다음 각 문장들을 가장 자연스러운 대화가 되도록 배열한 것을 고르시오.

10.

1. Really? How long did it take you to make it?
2. Where did you get that beautiful necklace?
3. I made it by myself.
4. It just took about an hour!

- ① 2-4-1-3 ② 2-3-4-1
 ③ 2-3-1-4 ④ 2-4-3-1

11.

1. Can I borrow your hammer?
2. Thanks a lot.
3. My chair is broken. I need to fix it.
4. I see. Here you are.
5. My hammer? Why do you need it?

- ① 1-3-2-5-4 ② 1-5-3-4-2
 ③ 1-2-4-3-5 ④ 1-4-5-2-3

[12~13] 다음의 소풍 시간표를 보고 물음에 답하십시오.

Field Trip Schedule	
9:00	eat class and a teacher at the zoo
9:00-1:00	Watch animals
1:00-2:00	Have lunch
2:00-3:00	Go to the museum
3:00-3:30	Go home

12. 동물을 구경하는 시간으로 올바른 것을 고르시오.







- ① 9:00 - 12:00
 ② 12:00 - 1:00
 ③ 1:00 - 3:00
 ④ 3:00 - 3:30

13. 학생들이 점심을 먹는 시간을 고르시오.

- ① 동물원 가기 전
 ② 수족관 구경 후

- ③ 집에 가기 바로 전
 ④ 동물들을 구경한 후

[14~15] 어느 건물의 층별 안내를 담은 아래 내용을 보고 물음에 답하십시오.

INFORMATION	
5F	Food court 
4F	Shoe store 
3F	Kids' clothes 
2F	Men's clothes 
1F	Women's clothes 
B1	Parking lot 

14. 이 안내글을 찾을 수 있는 장소를 고르시오.

- ① At a school
 ② At a hospital
 ③ At a post office
 ④ At a department store

15. 위 글을 보고, 점심식사를 할 수 있는 층을 고르시오.

- ① On the 2nd floor
 ② On the 3rd floor
 ③ On the 4th floor
 ④ On the 5th floor

[16~17] 다음 편지글을 읽고 물음에 답하십시오.

Dear Susan,

Summer vacation is almost over! It was really good to see you. I loved the place we visited together. Especially I really liked Disney World. I'll send you some pictures that we took there. Can you come to my place in this winter vacation? There are beautiful mountains here in Korea. Let's go skiing together! It will be really fun. I'm looking forward to seeing you in winter.

Yours,
 Jin

16. Jin이 Susan에게 겨울에 하자고 권한 것을 고르시오.

- ① Go climbing.
- ② Take pictures.
- ③ Visit her house.
- ④ Go to Disney World.

17. 위 내용을 통해서 Jin에 대해 알게 된 것을 고르시오.

- ① Her age
- ② Her height
- ③ Her country
- ④ Her favorite season

[18 ~ 19] 다음 글을 읽고 아래의 물음에 답하십시오.

August 28th, 2010

After we had breakfast, we left the camp around 12 o'clock. On our way back home, we visited a famous temple near Muju. The temple was very old, but it was beautiful. We took pictures in front of the temple. I had so much fun, and I made some new friends during the camp.

18. 이 글의 종류를 고르시오.

- ① Poem ② Diary
- ③ Advertisement ④ Warning

19. 글쓴이가 캠프장을 떠난 후에 한 일을 고르시오.

- ① He had breakfast.
- ② He took pictures at the camp..
- ③ He went home and took a rest.
- ④ He visited an old and beautiful temple.

[20 ~ 21] 다음 글을 읽고 아래의 물음에 답하십시오.

Weather Forecast

Today, it will rain as hard as it did yesterday. But from tomorrow, it will continue to be cloudy and windy. We will have a lot of snow on Friday night. Fortunately, it will be sunny on the weekend.

20. 위의 글을 읽고 알 수 있는 주말의 날씨를 고르시오.

- ① Rainy
- ② Sunny
- ③ Windy
- ④ Cloudy

21. 오늘 외출 시, 챙겨 나가야 할 물건을 고르시오.

- ① Fan
- ② Gloves
- ③ Umbrella
- ④ Hat

[22 ~ 23] 다음 대화를 읽고, 질문에 맞는 답을 고르시오.

A: It's quite chilly now, isn't it?
 B: Yes, it is. It's almost like early October.
 A: Yes, it's very cold. But it is still early October.
 B: Yes, we are still in autumn.
 A: I think it's going to be really cold when the winter comes.
 B: I hope not.

22. 대화를 하고 있는 계절은 언제인지 고르시오.

- ① spring ② summer ③ autumn ④ winter

23. 대화의 내용과 일치하는 것을 고르시오.

- ① Spring is almost over.
- ② It is unusually cold in autumn.
- ③ It is very warm today.
- ④ It is the winter season now.

[24 ~ 25] 다음 이메일을 읽고 아래 물음에 답하십시오.

Date : February 12, 2010
From : Peter Watson
To : Anica Watson
Subject : I'm coming home soon!

Dear Anica,

I'm writing this letter from Chicago. Your mother told me that you got the best score in the final exam. I am so proud of you. I bought a present for you today. I hope you like it. I will give it to you when I get back home in 4 days. I miss you so much. Take care.

Love,
Daddy

24. Peter Watson 이 누구인지 고르시오.

- ① Anica's father
- ② Anica's friend
- ③ Anica's doctor
- ④ Anica's teacher

25. 위 글을 읽고 Peter Watson 이 집으로 돌아오는 날짜를 고르시오.

- ① On February 12
- ② On February 14
- ③ On February 16
- ④ On February 18

- Thank you -

3) 7th grade

[1~2] 빈 칸에 들어갈 말로 가장 알맞은 것을 고르시오.

1.

A: I have a () with this math question.
Can you help?
B: Sure, let me see.

- ① plan ② play ③ hobby ④ problem

2.

A: Why don't we go to a concert tonight?
B: That () good.

- ① needs ② wants ③ sounds ④ has

[3~4] 주어진 문장의 내용에 관한 설명으로 옳은 것을 고르시오.

3.

“There is heavy traffic on the road.”

- ① There is no car on the road.
② There are no people on the road.
③ There are many cars on the road.
④ There are many buildings on the road.

4.

“She is poor at riding a bicycle.”

- ① She cannot ride a bicycle well.
② She has never ridden a bicycle.
③ She is too poor to buy a bicycle.
④ She gives a bicycle to a poor boy.

[5~6] 다음 대화의 빈 곳에 가장 알맞은 표현을 고르시오.

5.

A: Excuse me, do you have the new CD player from Apple?
B: Of course we do. Here you are.
A: Wow, this little one is so cute.
B: That model is really popular.
A: _____
B: It is 349 dollars including tax.

- ① How much is it?
② How can I help you?
③ How is the weather today?
④ How many apples do you have?

6.

A: Are you free this Thursday?
B: You mean Thanksgiving Day?
A: Yes. I want to invite you to dinner.
B: I'd love to. Is there anything you want me to bring?
A: _____
B: OK. Thanks.

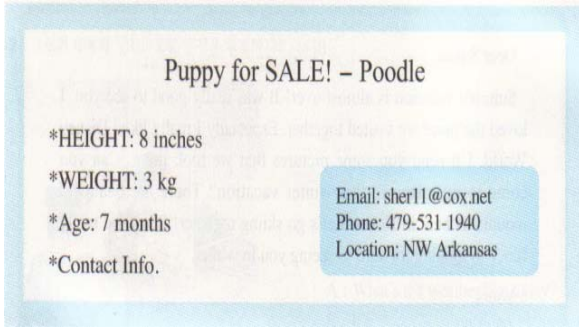
- ① At my place.
② Dinner will be ready soon.
③ What is Thanksgiving Day?
④ Just come and enjoy yourself.

7. 다음 각 문장들을 가장 자연스러운 대화가 되도록 배열한 것을 고르시오.

1. Can I borrow your hammer?
2. Thanks a lot.
3. My chair is broken. I need to fix it.
4. I see. Here you are.
5. My hammer? Why do you need it?

- ① 1-3-2-5-4 ② 1-5-3-4-2
③ 1-2-4-3-5 ④ 1-4-5-2-3

[8~9] 다음 글을 읽고 아래의 물음에 답하십시오.



8. 이 광고는 무엇에 대해 이야기하는지 고르시오.

- ① Feeding a puppy.
- ② Selling a puppy.
- ③ Finding a puppy.
- ④ Training a puppy.

9. 위 내용에서 알 수 없는 사실을 고르시오

- ① How tall the puppy is.
- ② How old the puppy is.
- ③ How much the puppy is.
- ④ What kind of puppy it is.

[10 ~ 11] 다음 편지글을 읽고 물음에 답하십시오.

Dear Susan,

Summer vacation is almost over! It was really good to see you. I loved the place we visited together. Especially I really liked Disney World. I'll send you some pictures that we took there. Can you come to my place in this winter vacation? There are beautiful mountains here in Korea. Let's go skiing together! It will be really fun. I'm looking forward to seeing you in winter.

Yours,
Jin

10. Jin이 Susan에게 겨울에 하자고 권한 것을

고르시오.

- ① Go climbing.
- ② Take pictures.
- ③ Visit her house.
- ④ Go to Disney World.

11. 위 내용을 통해서 Jin에 대해 알게 된 것을 고르시오.

- ① Her age
- ② Her height
- ③ Her country
- ④ Her favorite season

[12 ~ 13] 다음 글을 읽고 아래의 물음에 답하십시오.

Ted was ready for his first driving lesson. His sister, Tara said she would show him what to do. Uncle Sam offered to let them use his car. Ted put his foot on the gas pedal. "Why aren't we moving?" he asked. "We will move," said Tara, if you turn the key and start the car.

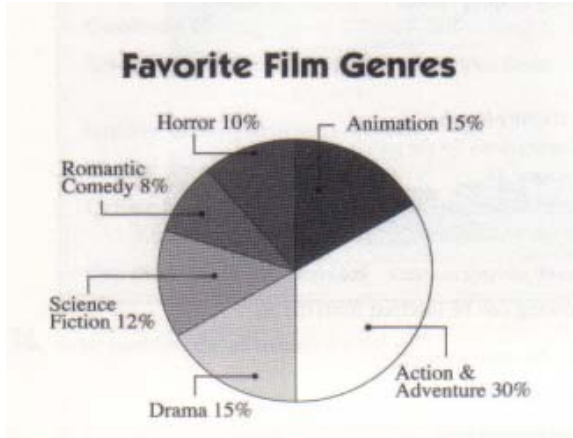
12 Who will drive the car?

- ① Tara
- ② Uncle Sam
- ③ Ted
- ④ Tara's friend

13. Why did not the car move?

- ① The driver forgot to start the car.
- ② There was no gas in the car.
- ③ The engine did not work.
- ④ The car had a flat tire.

14. 다음 차트를 보고 차트의 내용과 가장 관련이 깊은 것을 고르시오.



- ① The most popular genre is Horror.
- ② Drama is more popular than Animation.
- ③ Science Fiction is as popular as Action & Adventure.
- ④ The least popular genre is Romantic Comedy.

[15 ~ 16] 다음 글을 읽고 아래의 물음에 답하시오.

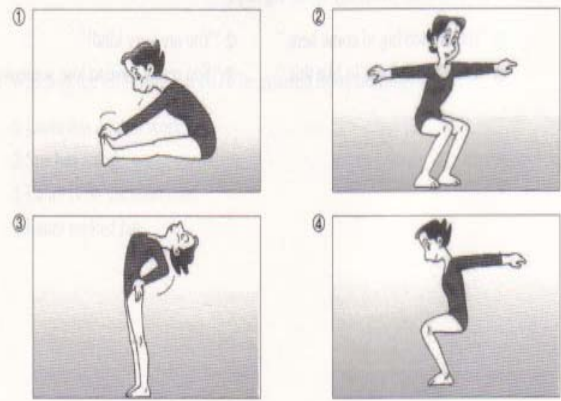
A Simple Way to Make Your Body Relaxed.

First, bend your knees a little. Then pull back your arms and fingers, keeping them straight. Lastly, try to keep your head down.

15. What is the passage trying to introduce?

- ① a good place to rest
- ② a good way to relax
- ③ a good hospital to go
- ④ a fast way to heal wounds

16. Which of the following best describe the passage?



17. 다음 글을 읽고 물음에 알맞은 답을 고르시오.

Carrots are rich in vitamins. They also have calcium. Eating carrots every day can help improve your skin condition. Drinking carrot juice each day can energize your body and help you deal with stress. In addition, dried carrot powder can help you with your headaches.

What is the best title for the passage?

- ① The Benefits of Eating Carrots
- ② The Best Way to Cook Carrots
- ③ The History of Growing Carrots
- ④ The Skill to Choose Good Carrots

[18-19]

Grace's family is a very happy family. Grace's father is a firefighter and her mother is a nurse. Grace is proud of her parents because they help other people. Grace's mother cooks very well and she makes lots of delicious food for Grace. Grace's father helps her do her homework and he tells a story to her every night. Her parents love her so much and she loves them, too.

18. Where does Grace's father work?

- ① At a school
- ② At a hospital
- ③ At a restaurant
- ④ At a fire station

19. Why does Grace feel proud of her parents?

- ① They help others.
- ② They cook very well.
- ③ They are very smart.
- ④ They are great story tellers.

[20-21]

Due to the dangerous weather, all afternoon classes will be cancelled today. School will reopen tomorrow morning as usual. Please call the main office if you have further questions.

20. What is the passage mainly about?

- ① The class cancellation
- ② The weather forecast
- ③ The class activity
- ④ The school introduction

21. 이 글을 통해 예상할 수 있는 내용을 고르시오.

- ① The weather is worse tomorrow than today.
- ② The classes will begin as usual today.
- ③ The students will have a class tomorrow again.
- ④ The students should call their teachers for weather.

[22-23]

I went shopping in the department store for a birthday present for my mother. My mom's birthday is in a week, so I thought that I should buy her a gift. My mom really likes elegant scarves, and there are many scarf stores in the department store. At the first store that I visited, I saw a very beautiful scarf. But it was too expensive. I bought a small hairpin instead. I thought I have to save some money so that I will be able to buy a better present for my mother next time.

22. Why did the writer go to the department store?

- ① to exchange the scarf

② to do the shopping with her mother

③ to buy mother's birthday gift

④ to buy some books

23. Why did she decide to buy a small hairpin instead?

- ① She likes the hairpin better.
- ② She does not have enough money.
- ③ She does not like the scarf.
- ④ She wants to save money.

[24-25]

Mexico is a Spanish-speaking country. Almost 100 million people live there. It is located right under the United States. Here is what one Mexican girl says about life in her country.

“Hi! My name is Camarilla. I am nine years old, and I live in Mexico City, Mexico's capital. At school, we study English for two hours every day and we play Mexican songs at festivals.”

24. 다음 중 Mexico에 관해 틀린 것은?

- ① People speak Spanish.
- ② Almost 100 million people live in Mexico City.
- ③ Mexico is very close to the United States.
- ④ Mexico City is the capital of Mexico.

25. Camarilla에 대해 알게 된 사실을 고르시오.

- ① She lives in the United States.
- ② She is eight years old.
- ③ She studies English at school.
- ④ She sings Mexican songs in the school play.

- Thank you -

4) 8th grade

[1~2] 빈 칸에 들어갈 말로 가장 알맞은 것을 고르시오.

1.

Working at a big store all day long can be very ().

- ① heavy ② diligent ③ better ④ stressful

2.

A: Why don't we go to a concert tonight?

B: That () good.

- ① needs ② wants ③ sounds ④ has

[3~4] 다음 그림을 보고 물음에 알맞은 답을 고르시오.



3. Where can you find this notice?

- ① In a theater
② In a museum
③ In a classroom
④ In a restaurant

4. Which rule is NOT written on this notice?

- ① Being on time
② Keeping quiet
③ Helping others
④ Cleaning your desk

[5~6] 다음 밑줄 친 문장과 가장 비슷한 의미를 지닌 문장을 고르시오.

5.

Charles, one of my classmates, didn't come to school today because he had a bad cold. I'm worried about him and I hope he gets better soon.

- ① I want to see him soon.
② I want to get there soon.
③ I want him to feel better soon.
④ I want him to buy some butter.

6.

Mia enjoyed her one-month vacation. First, she spent two weeks traveling around Italy. Then she stayed on her grandparents' farm for a week. During the last week, she relaxed reading and watching TV at home.

- ① she went to Italy two weeks ago.
② she learned Italian for two weeks.
③ she traveled around Italy for two weeks. #
④ she met an Italian traveler two weeks ago.

7. 다음 글을 읽고 어울리는 제목을 고르시오.

Think about bad things and good things that you did during the day. But do not try to write about all of them. Just pick some special stories and write what was really interesting to you during the day.

- ① The Best Memory in Your Life
② How to study English
③ How to keep a Diary
④ How to make a good speech

[8~9] 다음 글을 읽고 아래의 물음에 답하십시오.

Jasmin's Diary

Sunday, August 3

I went to a football match for the first time. When my friends and I walked into the stadium, I was surprised to see so many people. Soon the game started, and it got more and more exciting. People shouted during the whole time. I had a great time and I became a real football fan.

8. How did Jasmin feel about the football match?

- ① Bored
- ② Angry
- ③ Sleepy
- ④ Excited

9. What is true according to the diary?

- ① Jasmin went to the stadium alone.
- ② Jasmin watched a football match on TV.
- ③ Jasmin saw a lot of people in the stadium.
- ④ Jasmin entered the stadium after the game started.

[10~11] 다음 편지글을 읽고 물음에 답하십시오.

Dear Susan,

Summer vacation is almost over! It was really good to see you. I loved the place we visited together. Especially I really liked Disney World. I'll send you some pictures that we took there. Can you come to my place in this winter vacation? There are beautiful mountains here in Korea. Let's go skiing together! It will be really fun. I'm looking forward to seeing you in winter.

Yours,
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- ① Go climbing.
- ② Take pictures.
- ③ Visit her house.
- ④ Go to Disney World.

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- ② Her height
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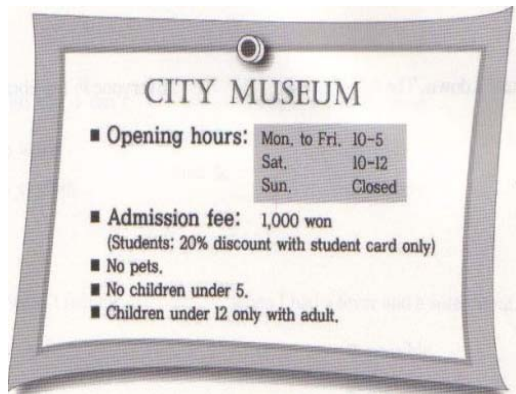
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14. 다음 글을 보고 알 수 없는 사실을 고르시오.



- ① You cannot take children under 5 to the museum.
- ② You may take your dog into the museum.
- ③ A student should have a student card to get in for 800 won.
- ④ You cannot visit the museum on Sunday.

[15 ~ 16] 다음 글을 읽고 아래의 물음에 답하십시오.

Bright colors, such as yellow, red, and orange, make us cheerful. For example, a yellow room makes us feel more cheerful than a dark green one. Orange-colored umbrellas bring us a happy feeling when it is rainy.

Art paintings with bright colors leave a different feeling with us than those with cool colors. For instance, the French artist Claude Monet was interested in creating a field of brightly colored flowers in his painting, Tulips in Holland. That is why the picture makes us feel warm. Light colors not only make us feel warmer but also become more active. It is well-known that factory workers work better in brightly colored work places.

15. Which of the following is NOT true according to the article?

- ① The orange color makes us cheerful.

- ② The bright colors make us feel warm.
- ③ Many factories are colored in the dark colors.
- ④ The light colors make us active.

16. What can be inferred based on the article?

- ① People have a different view about colors.
- ② It is possible to cure disease with colors.
- ③ Every color has a special meaning.
- ④ Colors have an effect on your moods.

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Carrots are rich in vitamins. They also have calcium. Eating carrots every day can help improve your skin condition. Drinking carrot juice each day can energize your body and help you deal with stress. In addition, dried carrot powder can help you with your headaches.

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[18-19]

The Star of the Ocean

Starfish are about one millimeter long when they come out of eggs. They eat a lot of food and grow very quickly. Their size depends on how much they eat. So, it's hard to tell how old a starfish is by its size. Starfish don't have bones. They don't even have brains or eyes. Instead, starfish have arms. The arms sense what's around them and make moves. Sometimes, a starfish can move with just one arm.

18. What do starfish have?

- ① Eyes
- ② Arms
- ③ Brains
- ④ Bones

19. What can be known about starfish from the passage?

- ① They shine brightly in the water.
- ② They only live deep in the ocean.
- ③ They live for up to one hundred years.
- ④ The amount of food they eat decides their size.

[20-21]

Mexico is a Spanish-speaking country. Almost 100 million people live there. It is located right under the United States. Here is what one Mexican girl says about life in her country.

“Hi! My name is Camarilla. I am nine years old, and I live in Mexico City, Mexico’s capital. At school, we study English for two hours every day and we play Mexican songs at festivals.”

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- ② Almost 100 million people live in Mexico City.
- ③ Mexico is very close to the United States.
- ④ Mexico City is the capital of Mexico.

21. Camarilla에 대해 알게 된 사실을 고르시오.

- ① She lives in the United States.
- ② She is eight years old.
- ③ She studies English at school.
- ④ She sings Mexican songs in the school play.

[22-23]

I went shopping in the department store for a birthday present for my mother. My mom’s birthday is in a week, so I thought that I should buy her a gift. My mom really likes elegant scarves, and there are many scarf stores in the department store. At the first store that I visited, I saw a very beautiful scarf. But it was too expensive. I bought a small hairpin instead. I

thought I have to save some money so that I will be able to buy a better present for my mother next time.

22. Why did the writer go to the department store?

- ① to exchange the scarf
- ② to do the shopping with her mother
- ③ to buy mother’s birthday gift
- ④ to buy some books

23. Why did she decide to buy a small hairpin instead?

- ① She likes the hairpin better.
- ② She does not have enough money.
- ③ She does not like the scarf.
- ④ She wants to save money.

[24-25]

_____ . Many American families have one or two pets. Their pets are part of the family. Some popular pets are dogs, cats, and birds. Some people have very unusual pets. Flora is a teenager. She lives in New York. She doesn’t have a dog or a cat. She has a white rat. His name is Ronnie. My friends do not like Ronnie,” Flora days. “But he is not dangerous. He is very friendly.

24. 빈 칸에 가장 어울리는 문장을 고르시오.

- ① Americans do not like rats.
- ② Many Americans do not have a family.
- ③ Americans love animals.
- ④ It is dangerous to have pets.

25. Which of the following can NOT be inferred according to the passage?

- ① Flora has very few friends.
- ② Flora is a teenager.
- ③ Flora raises a white rat.
- ④ Flora’s friends think that Ronnie is dangerous.

Appendix (J)

Writing Test

1) 5th grade

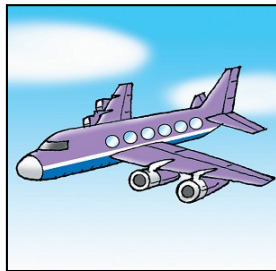
[1~2] 다음 그림을 보고 그림에 해당하는 단어를 완성하십시오.

1.



W _ _ _ _ _

2.



A _ _ _ _ _

[3~7] 다음 그림을 보고, 문장이 그림과 일치하도록 알맞은 단어를 쓰시오.

3.



A: Where does your father work?

B: He works at the h _ _ _ _ _.

4.



A: Where are they going?

B: They are going to _ _ _ _ _.

5.



A: What do you like to do most?

B: I like to _ _ _ _ _.

6.



A: Is this the _____ for Gangnam station?

B: Yes, right. Let's take it.

7.



A: What are you studying for?

B: I have an English _____ tomorrow.

[8~12] 주어진 낱말을 사용하여 다음 문장을 완성하십시오.

8.



_____ making dinner is

She _____ for us.

9.



_____ music listening to enjoy

I _____.

10.



_____ playing my cat with

I like _____.

11.



_____ favorite swimming is sport my

_____.

12.



_____ riding like

I _____ a bicycle.

[13 ~ 18] 다음 사진을 보고 그림과 내용이 일치하도록 보기에 있는 단어를 이용하여 빈칸을 채우시오.

<보기>

two play three ball go went
 apples played basketball bread
 drink fish

13 ~14.



Yesterday I was so hungry after my history class.

I went to the cafeteria and bought _____ and two _____.

* cafeteria: 매점

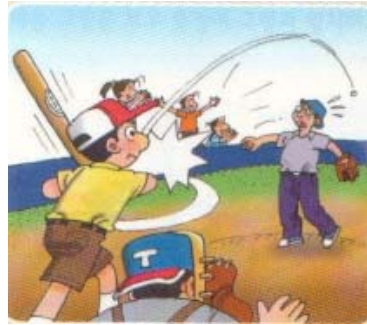
15~16.



Last weekend, I _____ fishing with my dad.

I caught two fish and my dad caught one. So, we caught _____ fish in total.

17~18.



Yesterday, my teacher _____ baseball with my friends and me.

I hit the _____ really hard and made a home run!

[19 ~ 22] 다음 그림을 보고 내용이 일치하도록 빈칸을 채우시오.

19.



A: What's the weather like today?

B: It's _____ outside. Please take your umbrella.

20.



A: What do you like to do in your free time?

B: I like _____ soccer.

21~22.



**A: What _____ do you usually
_____ to bed?**

B: At ten o'clock.

23. 질문을 보고, 자신의 생각을 보기의 글을
참고하여 영어로 써 보세요. (2~5 문장으로
쓰기)

**Where do you want to travel in the world
when you grow up and why?**

<보기>

I want to travel China in the future. Because I
saw beautiful pictures about China.
And I like Chinese foods.

- Thank you -

2) 6th grade

[1~3] 다음 그림을 보고, 문장이 그림과 일치하도록 알맞은 단어를 쓰시오.

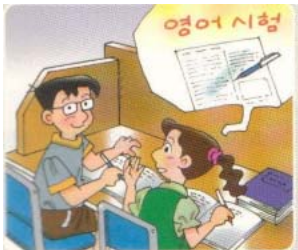
1.



A: Where are they going?

B: They are going to _____.

2.



A: What are you studying for?

B: I have an English _____ tomorrow.

3.



A: What do you like to do most?

B: I like to _____.

[4~6] 주어진 낱말을 사용하여 다음 문장을 완성하십시오.

4.



making dinner is for us

She _____.

5.



music listening to enjoy

I _____.

6.



favorite swimming is sport my

_____.

[7~13] 그림의 내용과 일치하도록 문장을 완성하십시오.

7~8.



A: _____ old is your sister, Jinny?

B: She is _____ years old.

9.



A: What's the weather like today?

B: It's _____ outside. Please take your umbrella.

10~11.



A: What _____ do you usually _____ to bed?

B: At ten o'clock.

12~13.



A: I'd like to _____ tickets for Shrek 3.

B: How _____ tickets do you want?

[14 ~ 15] 다음 사진을 보고 그림과 내용이 일치하도록 빈칸을 채우시오.

14 ~15.

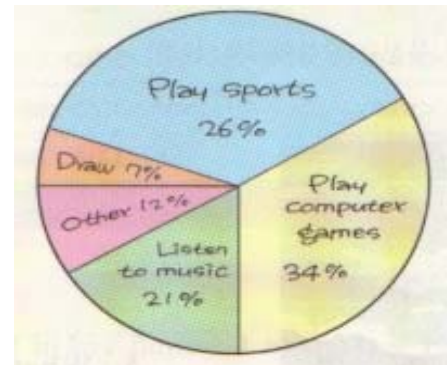


Yesterday I was so hungry after my history class.

I went to the cafeteria and bought _____ and two _____.

* cafeteria: 매점

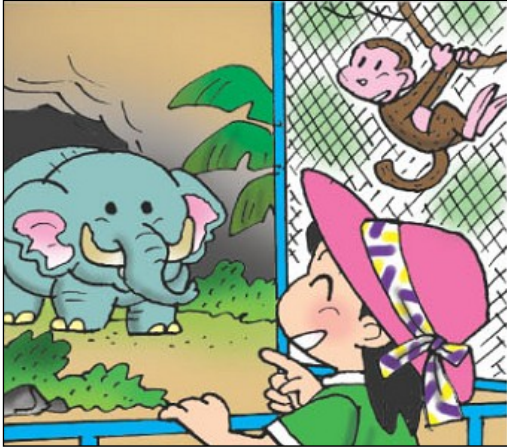
[16 ~ 17] 다음 그림의 내용과 일치하도록 빈칸에 알맞은 단어를 써 넣으시오.



This graph shows what children like to do in their free time. **16.** _____ percent of

children like drawing. Children like playing computer games most. They like playing sports **17.** _____ than listening to music.

[18~20] 다음 그림을 보고 빈칸에 알맞은 문장을 써서 완성하시오.



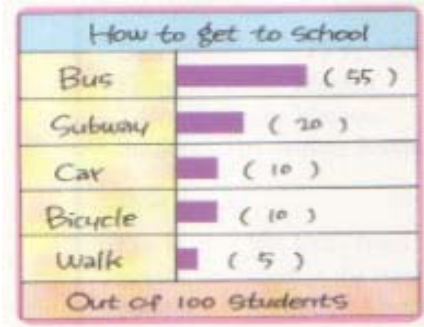
A monkey _____ **18** _____.
 And an elephant _____ **19** _____.
 There is a smiling girl at the fence.
 She _____ **20** _____.

18. _____

19. _____

20. _____

[21 ~ 22] 다음 그림의 내용과 일치하도록 빈칸에 알맞은 단어를 써 넣으시오.



There are 100 students. They go to school in different ways. 55 students go to school **21.** _____ bus. 20 students take subway. 10 students go to school in their parents' cars. Another 10 students **22.** _____ a bicycle to school. Only 5 students walk to school.

23. 질문을 보고, 자신의 생각을 보기의 글을 참고하여 영어로 써 보세요. (3~7 문장 이내)

Where do you want to travel in the world when you grow up and why?

<보기>

I want to travel China in the future. Because I saw beautiful pictures about China.
 And I like Chinese foods.

- Thank you -

3) 7th grade

[1~3] 주어진 낱말을 사용하여 다음 문장을 완성하십시오.

1.



making dinner is for us

She _____.

2.



music listening to enjoy

I _____.

3.



favorite swimming is sport my

_____.

[4~6] 그림의 내용과 일치하도록 문장을 완성하십시오.

4.



A: _____ old is your sister, Jinny?

B: She is _____ years old.

5.



A: What _____ do you usually _____ to bed?

B: At ten o'clock.

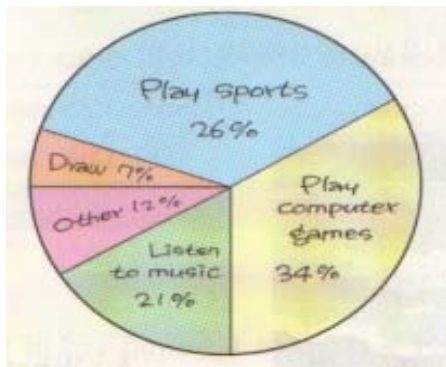
6.



A: I'd like to _____ tickets for Shrek 3.

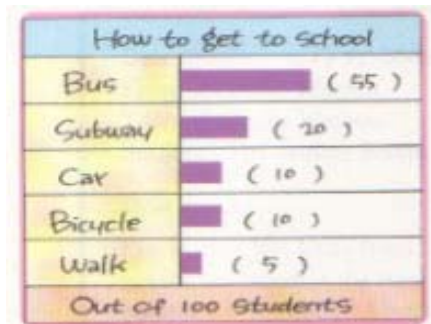
B: How _____ tickets do you want?

[7~8] 다음 그림의 내용과 일치하도록 빈칸에 알맞은 단어를 써 넣으시오.



This graph shows what children like to do in their free time. 7. _____ percent of children like drawing. Children like playing computer games most. They like playing sports 8. _____ than listening to music.

[9~10] 다음 그림의 내용과 일치하도록 빈칸에 알맞은 단어를 써 넣으시오.



There are 100 students. They go to school in different ways. 55 students go to school 9. _____ bus. 20 students take subway. 10 students go to school in their parents' cars. Another 10 students 10. _____ a bicycle to school. Only 5 students walk to school.

[11~13] 다음 그림을 보고 빈칸에 알맞은 문장을 써서 완성하시오.



A monkey 11 _____.
 And an elephant 12 _____.
 There is a smiling girl at the fence.
 She 13 _____.

11. _____

12. _____

13. _____

[14~16] 다음 글을 읽고 빈칸에 알맞은 단어를 써서 글을 완성하시오.

I had a fun winter vacation. My aunt is living in Australia.
 She 14. _____ me and my brother to spend a month with her family. I met my cousins there for the first time. They couldn't 15. _____ Korean very well. It was interesting to talk to my cousins 16. _____ English. I also like going to a nearby library to check out books to read.

[17~19] 다음 글을 읽고 빈칸에 알맞은 단어를 써서 글을 완성하십시오.

Almost all students **17.** _____ a little uncomfortable or nervously when they have to speak **18.** _____ others. It is also common to be a little nervous in a new **19.** _____ such as a party or a job interview.

[20~22] 아래의 사진을 보고 그 사진의 내용을 가장 잘 설명할 수 있는 하나의 문장을 적으시오. 이 때 사진 아래 제시되어 있는 두 단어를 반드시 사용하여 문장을 쓰시오.

20. What are the children doing?



[They, a computer game]

21. What is the baby trying to do?



[kick, ball]

22. What is the girl doing?



[playing, violin]

23. 질문을 보고, 자신의 생각을 보기의 글을 참고하여 영어로 써 보세요. (4~7 문장 이내)

Where do you want to travel in the world when you grow up and why?

<보기>

I want to travel China in the future. Because I saw beautiful pictures about China, and I like Chinese foods.

- Thank you -

4) 8th grade

[1~3] 그림의 내용과 일치하도록 문장을 완성하십시오.

1.



A: _____ old is your sister, Jinny?

B: She is _____ years old.

2.



A: What _____ do you usually _____ to bed?

B: At ten o'clock.

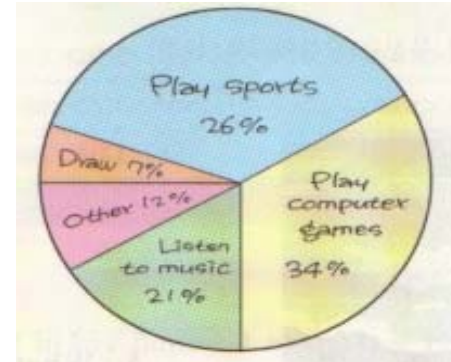
3.



A: I'd like to _____ tickets for Shrek 3.

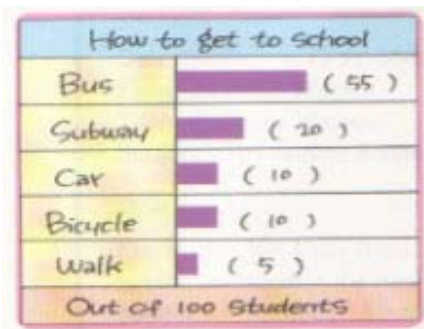
B: How _____ tickets do you want?

[4~5] 다음 그림의 내용과 일치하도록 빈칸에 알맞은 단어를 써 넣으시오.



This graph shows what children like to do in their free time. 4. _____ percent of children like drawing. Children like playing computer games most. They like playing sports 5. _____ than listening to music.

[6~7] 다음 그림의 내용과 일치하도록 빈칸에 알맞은 단어를 써 넣으시오.



There are 100 students. They go to school in different ways. 55 students go to school 6. _____ bus. 20 students take subway. 10 students go to school in their parents' cars. Another 10 students 7. _____ a bicycle to school. Only 5 students walk to

school.

[8~10] 다음 그림을 보고 빈칸에 알맞은 문장을 써서 완성하시오.



A monkey 8.
And an elephant 9.
There is a smiling girl at the fence.
She 10.

8. _____

9. _____

10. _____

[11~13] 다음 글을 읽고 빈칸에 알맞은 단어를 써서 글을 완성하시오.

I had a fun winter vacation. My aunt is living in Australia.

She 11. me and my brother to spend a month with her family. I met my cousins there for the first time. They couldn't 12. Korean very well.

It was interesting to talk to my cousins 13. English. I also like going to a nearby library to check out books to read.

[14~16] 다음 글을 읽고 빈칸에 알맞은 단어를 써서 글을 완성하시오.

Almost all students 14. a little uncomfortable or nervously when they have to speak 15. others. It is also common to be a little nervous in a new 16. such as a party or a job interview.

[17~20] 아래의 사진을 보고 그 사진의 내용을 가장 잘 설명할 수 있는 하나의 문장을 적으시오. 이 때 사진 아래 제시되어 있는 두 단어를 반드시 사용하여 문장을 쓰시오.

17. Please describe the picture.



[walking, beach]

18. What is the baby trying to do?



[kick, ball]

19. What is she doing?



[students, lecture]

20. What are they doing?



[looking, wall]

21. 다음 질문을 보고, 자신의 생각을 영어로 써 보세요. (5문장 이내 - 10점)

What kind of job do you want to have when you grow up and why?

22. 질문을 보고, 자신의 생각을 영어로 써 보세요. (5 문장 이내-10 점)

Where do you want to travel in the world when you grow up and why?

- Thank you -

Appendix (K)

Writing Test Scoring Rubric

1) 5th grade

Section	Question Numbers	Evaluation Area (Total points)	Scoring Criteria
I	1~7	Word writing (total 28 points)	<ul style="list-style-type: none"> • 4 points for each question • No partial points.
II	8~12	Sentence writing (total 20 points)	<ul style="list-style-type: none"> • 4 points for each question • No partial points.
III	13~22	Fill the blanks with appropriate words (total 40 points)	<ul style="list-style-type: none"> • 4 points for each question • No partial points.
IV	23	Guided Writing (total 12 points)	<p><Organization and Coherence></p> <ul style="list-style-type: none"> • Completely organized, with smooth flow from one idea to the next. - 3 points • Fairly well, organized, some flow from one idea to the next. - 2 points • Small amount of organization, very little flow from one idea to the next. - 1 point • Lack of plan and no flow from one idea to the next. - 0 point <p><Vocabulary></p> <ul style="list-style-type: none"> • Accurate, appropriate, and specific word choices that convey the correct meaning. - 3 points • Good word choices that are appropriate and specific. - 2 points • Fair use of words with little variety but meaning is clear. - 1 point • Very simplistic. Meaning may be unclear. - 0 point <p><Sentence Fluency></p> <ul style="list-style-type: none"> • Three or more sentences. - 3 points • Two sentences. - 2 points • One sentence. - 1 point • No sentence. - 0 point <p><Grammar></p> <ul style="list-style-type: none"> • Error free or very few errors. - 3 points • Errors do not detract from overall quality of a passage. - 2 points • Fair grammar and word usage. Errors may interfere with meaning. - 1 point • Serious errors. - 0 point

2) 6th grade

Section	Question Numbers	Evaluation Area (Total points)	Scoring Criteria
I	1~3	Word writing (total 12 points)	<ul style="list-style-type: none"> • 4 points for each question • No partial points.
II	4~12	Sentence writing with words (total 36 points)	<ul style="list-style-type: none"> • 4 points for each question • No partial points.
III	7~17/ 21~22	Fill the blanks with appropriate words (total 52 points)	<ul style="list-style-type: none"> • 4 points for each question • No partial points.
IV	18~20	Creative sentence writing (total 12 points)	<ul style="list-style-type: none"> • Accurate and appropriate word choices. Error free of grammar. (4 points for each question) • Appropriate word choices, but some errors detected. (2 points for each question)
V	23	Guided Writing (total 12 points)	<p><Organization and Coherence></p> <ul style="list-style-type: none"> • Completely organized, with smooth flow from one idea to the next. - 3 points • Fairly well, organized, some flow from one idea to the next. - 2 points • Small amount of organization, very little flow from one idea to the next. - 1 point • Lack of plan and no flow from one idea to the next. - 0 point <p><Vocabulary></p> <ul style="list-style-type: none"> • Accurate, appropriate, and specific word choices that convey the correct meaning. - 3 points • Good word choices that are appropriate and specific. - 2 points • Fair use of words with little variety but meaning is clear. - 1 point • Very simplistic. Meaning may be unclear. - 0 point <p><Sentence Fluency></p> <ul style="list-style-type: none"> • Three or more sentences. - 3 points • Two sentences. - 2 points • One sentence. - 1 point • No sentence. - 0 point <p><Grammar></p> <ul style="list-style-type: none"> • Error free or very few errors. - 3 points • Errors do not detract from overall quality of a passage. - 2 points • Fair grammar and word usage. Errors may interfere with meaning. - 1 point • Serious errors. - 0 point

3) 7th grade

Section	Question Numbers	Evaluation Area (Total points)	Scoring Criteria
I	1~3	Sentence writing with words (total 12 points)	<ul style="list-style-type: none"> • 4 points for each question • No partial points.
II	4~10/ 14~19	Fill the blanks with appropriate words (total 52 points)	<ul style="list-style-type: none"> • 4 points for each question • No partial points.
III	11~13 20~22	Creative sentence writing (total 24 points)	<ul style="list-style-type: none"> • Accurate and appropriate word choices. Error free of grammar. (4 points for each question) • Appropriate word choices, but some errors detected. (2 points for each question)
IV	23	Guided Writing (total 12 points)	<p><Organization and Coherence></p> <ul style="list-style-type: none"> • Completely organized, with smooth flow from one idea to the next. - 3 points • Fairly well, organized, some flow from one idea to the next. - 2 points • Small amount of organization, very little flow from one idea to the next. - 1 point • Lack of plan and no flow from one idea to the next. - 0 point <p><Vocabulary></p> <ul style="list-style-type: none"> • Accurate, appropriate, and specific word choices that convey the correct meaning. - 3 points • Good word choices that are appropriate and specific. - 2 points • Fair use of words with little variety but meaning is clear. - 1 point • Very simplistic. Meaning may be unclear. - 0 point <p><Sentence Fluency & Structures></p> <ul style="list-style-type: none"> • Four or more sentences. Variety of sentence structures.- 3 points • Three sentences. Adequate variety of sentence structures with few errors which do not interfere with fluency. - 2 points • Two sentence. Some variety in structure, somewhat monotonous or choppy. - 1 point • One or no sentence. - 0 point <p><Grammar></p> <ul style="list-style-type: none"> • Error free or very few errors. - 3 points • Errors do not detract from overall quality of a passage. - 2 points • Fair grammar and word usage. Errors may interfere with meaning. - 1 point • Serious errors. - 0 point

4) 8th grade

Section	Question Numbers	Evaluation Area (Total points)	Scoring Criteria
I	1~9 11~16	Fill the blanks with appropriate words (total 60 points)	<ul style="list-style-type: none"> • 4 points for each question (Except question # 1 and 2- they are 2 points each) • No partial points.
II	8~10/ 17~20	Creative sentence writing (total 28 points)	<ul style="list-style-type: none"> • Accurate and appropriate word choices. Error free of grammar. (4 points for each question) • Appropriate word choices, but some errors detected. (2 points for each question)
III	21~22	Guided Writing (12 points for each question, total 24 points)	<p><Organization and Coherence></p> <ul style="list-style-type: none"> • Completely organized, with smooth flow from one idea to the next. - 3 points • Fairly well, organized, some flow from one idea to the next. - 2 points • Small amount of organization, very little flow from one idea to the next. - 1 point • Lack of plan and no flow from one idea to the next. - 0 point <p><Vocabulary></p> <ul style="list-style-type: none"> • Accurate, appropriate, and specific word choices that convey the correct meaning. - 3 points • Good word choices that are appropriate and specific. - 2 points • Fair use of words with little variety but meaning is clear. - 1 point • Very simplistic. Meaning may be unclear. - 0 point <p><Sentence Fluency & Structures></p> <ul style="list-style-type: none"> • Four or more sentences. Variety of sentence structures.- 3 points • Three sentences. Adequate variety of sentence structures with few errors which do not interfere with fluency. - 2 points • Two sentence. Some variety in structure, somewhat monotonous or choppy. - 1 point • One or no sentence. - 0 point <p><Grammar></p> <ul style="list-style-type: none"> • Error free or very few errors. - 3 points • Errors do not detract from overall quality of a passage. - 2 points • Fair grammar and word usage. Errors may interfere with meaning. - 1 point • Serious errors. - 0 point

Appendix (L)

Intercultural Sensitivity Questionnaire – English Version

This questionnaire is to examine intercultural sensitivity by asking your perceptions regarding interactions with people from different cultures. There are no right or wrong answers. Please rate how much you personally agree or disagree with these statements or how much these statements reflect how you feel or think personally. Please check the number corresponding to your answer in the next boxes of each statement.

1 = Strongly Disagree

2 = Disagree

3 = Uncertain

4 = Agree

5 = Strongly Agree

1	I enjoy interacting with people from different cultures.	1	2	3	4	5
2	I think people from other cultures are narrow-minded.	1	2	3	4	5
3	I am pretty sure of myself in interacting with people from different cultures.	1	2	3	4	5
4	I find it very hard to talk in front of people from different cultures.	1	2	3	4	5
5	I always know what to say when interacting with people from different cultures.	1	2	3	4	5
6	I can be as sociable as I want to be when interacting with people from different cultures.	1	2	3	4	5
7	I don't like to be with people from different cultures.	1	2	3	4	5
8	I respect the values of people from different cultures.	1	2	3	4	5
9	I get upset easily when interacting with people from different cultures.	1	2	3	4	5
10	I feel confident when interacting with people from different cultures.	1	2	3	4	5
11	I tend to wait before forming an impression of culturally-distinct counterparts.	1	2	3	4	5
12	I often get discouraged when I am with people from different cultures.	1	2	3	4	5
13	I am open-minded to people from different cultures.	1	2	3	4	5

14	I am very observant when interacting with people from different cultures.	1	2	3	4	5
15	I often feel useless when interacting with people from different cultures.	1	2	3	4	5
16	I respect the ways people from different cultures behave.	1	2	3	4	5
17	I try to obtain as much information as I can when interacting with people from different cultures.	1	2	3	4	5
18	I would not accept the opinions of people from different cultures.	1	2	3	4	5
19	I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.	1	2	3	4	5
20	I think my culture is better than other cultures.	1	2	3	4	5
21	I often give positive responses to my culturally different counterpart during our interaction.	1	2	3	4	5
22	I avoid those situations where I will have to deal with culturally-distinct persons.	1	2	3	4	5
23	I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.	1	2	3	4	5
24	I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.	1	2	3	4	5

다문화적 감수성 검사 (Korean Version)

() 학년 () 반 () 번

이름 :

다음 설문지의 항목들은 다른 문화권 사람들과의 교제에 대한 여러분의 생각을 묻는 질문들로서 다문화간 감수성을 알아보기 위한 것입니다. 정답이나 오답이 있는 것이 아니니, 여러분의 개인적인 생각이나 느낌이 아래 문항들에 얼마나 동의하는가에 따라 다음의 5 가지 보기 중에서 가장 알맞은 번호를 골라 해당되는 번호에 표시해 주세요.

1 = 전혀 동의하지 않는다**2 = 동의하지 않는다****3 = 그저 그렇다****4 = 동의한다****5 = 매우 동의한다**

1	나는 가끔 다른 문화권(다른 나라)의 사람들과 대화나 방과후 활동을 함께 한다.	1	2	3	4	5
2	나는 다른 문화권의 사람들은 편협(생각이 너그럽지 못하고 좁다) 할 것이라고 생각한다.	1	2	3	4	5
3	나는 다른 문화권의 사람들과 대화하는 것에 자신이 있다.	1	2	3	4	5
4	나는 다른 문화권의 사람들 앞에서 대화하는 것이 매우 어렵다고 느낀다.	1	2	3	4	5
5	나는 다른 문화권의 사람들과 이야기할 때 무엇을 말해야 하는지를 알고 있다.	1	2	3	4	5
6	나는 다른 문화권 사람들과 만날 때 내가 원하는 만큼 활발하고 적극적으로 행동할 수 있다.	1	2	3	4	5
7	나는 나와 다른 가치관 (내가 살아가는 세상에 대한 생각 및 태도) 을 가진 사람들과 함께 있는 것을 좋아하지 않는다.	1	2	3	4	5

8	나는 다른 문화권 사람들의 가치를 소중히 생각한다.	1	2	3	4	5
9	나는 다른 문화권 사람들과 이야기할 때 쉽게 당황한다.	1	2	3	4	5
10	나는 다른 문화권 사람들과 이야기할 때 자신감을 느낀다.	1	2	3	4	5
11	나는 다른 문화권의 사람들을 찾아 그 나라의 말로 대화하는 것에 적극적인 편이다.	1	2	3	4	5
12	나는 나와 다른 문화나 언어를 가진 사람들과 만나고 친해지는 것을 즐긴다.	1	2	3	4	5
13	나는 다른 문화권 사람들에 대해 관대한 열린 마음을 갖고 있다.	1	2	3	4	5
14	나는 다른 문화권 사람들과 만나서 이야기할 때 매우 사려 깊은 편이다.	1	2	3	4	5
15	나는 다른 문화권 사람들과 친해지는 것이 보람없는 일처럼 느껴진다.	1	2	3	4	5
16	나는 다른 문화권 사람들의 생활방식을 존중한다.	1	2	3	4	5
17	나는 다른 문화권 사람들과 만나서 이야기할 때 되도록이면 그들에 대해 많이 알고 노력한다.	1	2	3	4	5
18	나는 다른 문화권 사람들의 의견을 무시하는 경향이 있다.	1	2	3	4	5
19	나는 다른 문화권 사람들과의 대화에서 그들의 미묘한 말과 행동에 민감한 편이다.	1	2	3	4	5
20	나는 우리 나라의 문화가 다른 나라 문화보다도 매우 우수하다고 생각한다.	1	2	3	4	5
21	나는 다른 문화권 사람들과 대화를 하거나 의사소통을 할 때 원활히 하기 위해 최선을 다한다.	1	2	3	4	5
22	나는 다른 문화권 사람들을 상대해야 하는 상황을 피하려 한다.	1	2	3	4	5
23	나는 다른 문화권 사람들과 의사소통에 어려움이 있을 때 말 또는 몸짓으로라도 표현하려고 노력한다.	1	2	3	4	5
24	나는 다른 문화권 사람들과의 만남과 대화에 예전보다 더 적극적으로 참여하려고 노력한다.	1	2	3	4	5