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Empowering Intercultural Communicative Competence through Metacognitive Reading Strategy

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This study aims to propose using English reading strategies to enhance Intercultural Communicative Competence (ICC) for EFL learners. The study recruited college-level participants who were enrolled in a general English reading course (N=30) and administrated the surveys with a Repeated Measures Design (RMD). In the survey, an intercultural sensitivity scale and metacognitive reading strategies inventory were conducted for comparison. During the instruction, participants were asked to use the R.I.D.E.R. (i.e. Read, Image, Describe, Evaluate, and Repeat) strategy for visualization of text, which is aimed at facilitating the use of metacognitive reading strategies. In the results, participants showed a statistically significant increase both in the intercultural sensitivity level and the use of metacognitive reading strategies after the practice of R.I.D.E.R for one semester. Further analysis was appended to the results by the correlation and regression analysis, and proposed that participants benefit their development of intercultural sensitivity from the use of metacognitive reading strategies. Therefore, the study suggests that implementing metacognitive reading strategies facilitates college EFL readers to increase their cultural sensitivity, which empowers ICC through English reading.

[ICC (Intercultural Communicative Competence)/R.I.D.E.R. (Read Image Describe Evaluate Repeat)/metacognitive reading strategy]

I. INTRODUCTION

English is used as an international lingua franca in the globalized era (Jenkinson, 2003; McKay & Hornberger, 2002), and people who are either native or non-native speakers are widely exposed to chances to communicate with others from various cultures. Therefore, it is imperative to acquire cross-cultural or intercultural

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communication skills to succeed in today's workplace. Likewise, in recent language education, the move toward culture-based language learning has been recognized (Bennet, 1993; Byram, 1997; Kramsch, 1993; Ronowicz & Yallop, 1999; Tomalin & Stempleski, 1993). According to American Council on the Teaching of Foreign Language (ACTFL) (1996), foreign language instruction in America expects learners to use the target language to develop the perspective of *world views*, to conduct the practices of the patterns of life in the target culture, and experience cultural products like books, foods, music, and arts. In the case of Europe, the Council of Europe (2001) stipulated that foreign language instructions should put Intercultural Communicative Competence (ICC) as a goal of education and encourages speakers to foster ICC for the use of language in business and academic areas. Considering the aspects of ICC in European countries and America, in 2008, Ministry of Education, Science, Technology (MEST) (2008) announced the revised version of the 7th National Curriculum in Korea, which includes that all English instruction from the elementary to secondary level has to be designed to develop ICC, elucidating that the goal of English instruction is to foster intercultural communicators with ICC.

The concept of ICC has been developed from an expansion of communicative competence, building a curricular framework for EFL learners by Byram (1997) and his colleagues (Byram & Fleming, 1998; Byram & Zarate, 1997). They pointed out EFL learners need to develop qualitatively different communicative competence from native speakers, which anticipates EFL learners not to be a native like a speaker, but a speaker with ICC through the foreign language acquisition. Byram (1997) insisted that ICC is acquired by the accumulation of knowledge, skills, attitudes and critical cultural awareness for communication with people of other cultures. Therefore, culture is no longer respected as the facts and knowledge conveyed in the classroom, but the background of language instruction regarded as the fifth skill of communicative competence (Kramsch, 1993). In this sense, there is abundant research about instructional materials to implement target culture in the EFL classroom. According to Sercu (2000) and Canagarajah (1993), due to the unavoidable environment in and out of the classroom, EFL learners have a relatively limited input of target culture compared with ESL learners, so the research proposed extended exposure to target culture through textbooks and target culture-based reading texts assist EFL learners to acquire ICC. Galloway (1992) and Hadley (2001) also supported the critical role of target culture-based reading materials in language acquisition because of its convenience and facileness as an instructional material to provide abundant input. The present study then argues how to implement target culture readings in the classroom and suggests an explicit way of teaching culture, which facilitates learners to use reading strategies for ICC. According to Hong-Nam and Leavell (2011) and Kewon (2009), metacognitive

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reading process facilitates readers to develop text awareness and critical thinking skills of synthesis and analysis to develop a better understanding of texts. So, if students are encouraged to use metacognitive readings strategies while reading, it is believed to evoke learners' awareness of the target culture exposed in reading texts. Zhao and Alexander (2004) and Lee (2011) suggested enhancing self-awareness leads language learners to use appropriate and effective behavior in intercultural communication. So the study conducts the quasi-experiment of English reading instruction, prompting learners to utilize metacognitive reading strategies, and measures changes of intercultural sensitivity after using metacognitive reading strategies and examines the effect of metacognitive reading strategies on the development of ICC. The research questions of this study are as follows:

1) How does intercultural sensitivity increase through a college C2-based English reading class?
2) How do metacognitive reading strategies increase through a college C2-based English reading class?
3) What is the effect of using metacognitive reading strategies on the development of intercultural sensitivity?

II. THEORETICAL SUPPORTS

1. Development of Intercultural Communicative Competence

It is unavoidable that people on this globe are living with multi-culturality and multi-ethnicity and thus need to understand more about foreignness and otherness to become a fluent intercultural communicator. Kramsch (1993) suggested rethinkable ways of teaching culture in language teaching in her book, *Context and Culture in Language Learning*, which are in particular, establishing a 'sphere of intercultuality', teaching culture as an interpersonal process, teaching culture as difference, and crossing disciplinary boundaries through instructions. When we think of culture teaching in foreign language instruction, culture is regarded as target culture (C2), which is different from learners' native culture (C1). Therefore, it's important for EFL learners to be aware of the difference between C1 and C2 and respect C2 as a different way of living for better language acquisition. Also, it's believed that teaching C2 is not acquired by the way of conducting a lecture or imparting knowledge about cultures, but the process of interaction and understanding (Galloway, 1992; Hadley, 2001). It's also supported by Bennet's model, '*Development of Intercultural Sensitivity*' (1993), which illustrates that

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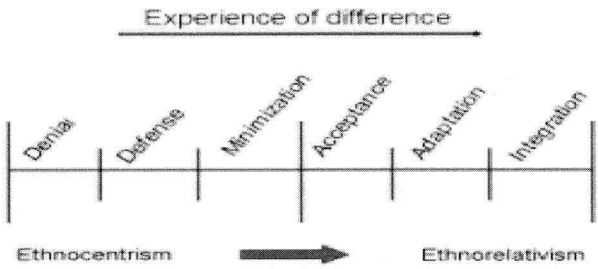
language learners develop their intercultural sensitivity by experiencing difference with people from other cultures, so their reactions to the difference are transited from an ethnocentrism to an ethnorelativism stage by continuous interlocutions. The development of intercultural sensitivity is illustrated in the following Figure 1.

FIGURE 1
Development of Intercultural Sensitivity (Bennet, 1993)



As it is shown in Figure 1, when people experience the difference between C1 and C2, they try to deny, defend, or minimize the difference at the ethnocentrism stage, but with the development of intercultural sensitivity, they admitted the difference and try to integrate C1 and C2 at the ethnorelativism stage. Bennet (1993) defined intercultural sensitivity as world views that determine how people react to cultural difference and assumed that by doing these reactions people become a competent intercultural communicator. Wiseman, Hammer and Nishda (1989) also pointed out that "ICC involves knowledge, motivation, and skills to interact effectively and appropriately with members of different cultures" (p.192). Therefore, it is assumed that the level of ICC would be assessed by the intercultural sensitivity scale, which includes items of interaction engagement, respect for cultural difference, interaction confidence, interaction enjoyment, and interaction attentiveness (Chen & Starosa, 2000).

2. Reading Materials for ICC

In language instruction, it is believed that instructional materials play a role to provide noticeable effects on the instruction, help learners feel at ease, and develop confidence for learners (Tomlinson, 2011). C2-based language instruction is not an exception to developing attractive teaching materials. As it was mentioned at the beginning of this study, there is ample research to support that providing C2-based reading material is effective for teaching culture for EFL learners (Byrnes, 1991; Canagarajah, 1993; Galloway, 1992; Hardley, 2001; Sercu, 2000). Although, Zarate (2003) insisted that

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living in the target language dominated community is the most effective way to acquire ICC, but it's hard for all EFL learners to live in target language speaking countries. Thus, regarding the limited input of C2 and lack of ability to screen or monitor target language on the basis of appropriateness and politeness in language use, Sercu (2000) conducted research on the effect of textbooks to facilitate Flemish adolescents' ICC and suggested that continuous exposure to C2 through textbooks would facilitate ICC. Also for EFL learners in Sri Lanka, Canagarajah (1993) investigated learners' attitudes toward English learning, and found that extended exposure to C2 through reading materials motivates learners to develop a positive learning behavior and attitudes. Therefore, English textbooks and any other reading materials, which are feasible for EFL learners in and out of the classrooms, are respected as the optimal teaching materials in the EFL classroom for the development of ICC.

3. Reading Strategies for ICC

Another issue after dealing with teaching materials for ICC is about the approach and techniques to implement C2-based reading into the EFL classroom. According to Grabe and Stroller (2002), an efficient reading strategy assists learners in raising awareness of texts, so if the language instruction motivates learners to utilize the appropriate reading strategy, it would evoke EFL learners to develop cultural awareness, which is considered the first step to acquiring ICC (Tomalin & Stempleski, 1993). Considering the relation of reading strategies with cultural awareness for ICC, the Nipporia Association (1993) introduced the Ectonos strategy, which is for multi-culture based learners to conduct the appropriate communicative response. During the instruction, teachers ask learners to participate in a role-play, where participants play the role of interlocutors of different culture from their own culture. In the process of communicating with others from other cultures, participants experienced an empathic understanding to each other, and develop a deeper understanding about different cultures (Weber, 2003). Therefore, the language instruction for the development of ICC has to consider the approach for learners to facilitate not only text awareness, but also cultural awareness on the basis of an explicit way of teaching and learning.

The research on children with difficulty comprehending text introduced the reading strategy of text visualization called R.I.D.E.R. (i.e. Read, Image, Describe, Evaluate, and Repeat), which expects the development a metacognitive process of forming mental pictures or images of the text to assist in understanding or comprehension of a reading text (Clark et al., 1984). In the experiment, with the explicit instruction of R.I.D.E.R. the teacher interrupts learners to follow the sequence of R.I.D.E.R. during the instruction. In the result, the use of the R.I.D.E.R. strategy facilitates a 185% increase in spontaneous oral ability in the retelling of events or ideas in the text. In addition, Yates (2004)

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supported that the intervention to request learners to use reading strategies boosts their critical thinking of C2 and allows them to develop cultural awareness through C2-based reading. According to Tomalin and Stempleski (1993), cultural awareness is defined as sensitivity to the impact of culturally-induced behavior on language use and communication. Therefore, as it was illustrated in Figure 1, for EFL learners to reach the ethnorelativism stage, the use of metacognitive reading strategies to motivate critical thinking of other cultures is requested. For EFL learners to use of metacognitive reading strategy is regarded as the important factor to become skillful and successful readers. Researchers conceptualized that readers with metacognitive reading strategy are ones who develop the self-directed reading and constructive learning in the classroom (Allington, 2001). Also, developing EFL learners' metacognitive reading strategy is fundamentally related to development of learners' intrinsic motivation to read and it is regarded the critical factor to become a successful EFL reader (Kim, 2008; Yang, 2009). Therefore, in the C2-based text reading, development of learners' awareness and comprehension to texts is highly related to use of metacognitive reading strategy.

III. RESEARCH METHODS

1. Participants

In the study, 30 college EFL students were recruited and asked to participate in the C2-based reading instruction, but for the data analysis, 27 to 29 participants' responses were reviewed due to the number of non-response students. They have various ages, majors in college, and levels of English competence. Table 1 shows the demographical variables of participants.

TABLE 1
Demographical Variables of Participants

Classification		No. of student (N=30)
Gender	Male	18
	Female	12
Majors	Humanity	15
	Engineering	6
	Business	9
English competence*	Basic (Below 300)	14
	Intermediate (300-400)	13
	Advanced (Above 400)	3
Grade	Freshman	6
	Sophomore	10
	Junior	8
	Senior	6

*diagnosed by TOEIC mock test result

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2. Instructional Treatments

For the experiment, C2-based reading instruction was conducted for one semester. The reading materials given in the instruction were composed of expository texts in English, of which contents are dominated by C2-based topics such as a speech by Barack Obama, an address by Martin Luther King, Jr. American high school students' drop-out rates, the space race between America and the Soviet Union, etc. Table 2 has a more detailed explanation about the reading texts.

TABLE 2

Readings for C2-based Instruction

Unit	Topic	Explanation
1	American superstition	American belief in bad and good luck
2	The history of the internet	The internet was invented in the U.S
3	Body mass and weight	Introducing the number of obese people in the U.S.
4	Where are all the boys?	Dropout rate of American boys
5	Sixth extinction	American consumption to destroy their environment
6	The history of the death penalty	Introduction of American death penalty
7	King's march on Washington address	A modified script of the address by Martin Luther King, Jr.
8	The space race	The space race between the U.S. and the Soviet Union during the Cold War.
9	Cheating in sports	Cases of cheating in American football
10	Barack Obama's keynote address at the Democratic National	A modified script of the keynote address by Barak Obama, the president of the U.S.
11	Ideas about beauty	Different aspects of beauty: Americans vs. other worlds.
12	Adventure tours for charity	Introducing the different types of charity conducted by Americans.

In order to prompt participants to use metacognitive reading strategies, the instruction is designed for participants to compose R.I.D.E.R notes, following the sequence of the R I. D. E. R. strategy. However, in this study, compared with the previous experiment by Clark et al. (1984), the sentence reading for text visualization is modified into the paragraph reading, since the length of the full text is relatively long (i.e. about 550 to 600 words per article) and the conscious level of participants is respected to be higher (i.e. children in the previous and college students in this study). Table 3 explains the procedure of the instruction.

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TABLE 3

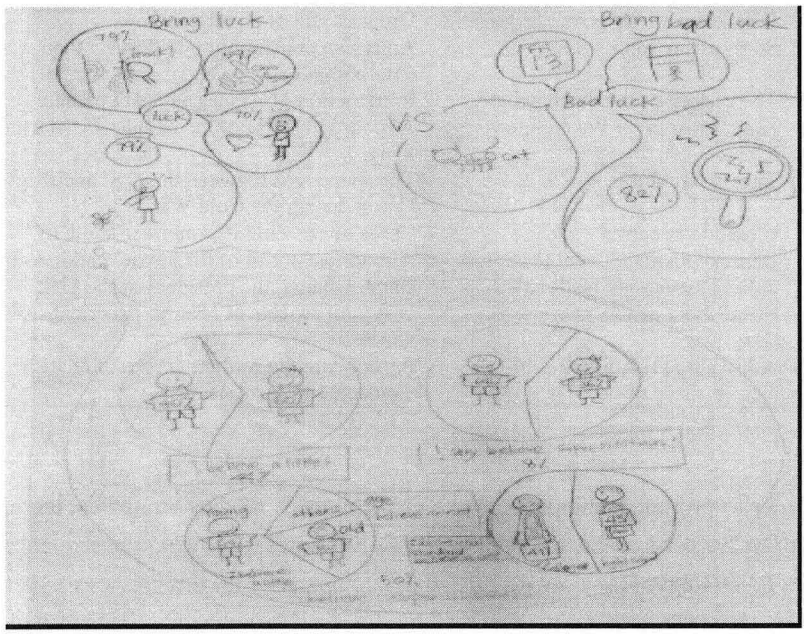
The Instructional Procedure with R.I.D.E.R

Strategy	Students to do
Read	Ask students to read the paragraph
Image	Ask students to imagine a picture of one paragraph in their mind
Describe	Ask students to describe the image of what they have read with the partner
Evaluate	Ask students to evaluate the image against the partners' image and check against the text for correctness
Repeat	Ask students to repeat the process again by reading the next paragraph

The following Figure 2 shows a sample work of participants. The topic of reading is about American's belief in good and bad luck, and this work was completed, following the sequence of R.I.D.E.R. strategy during the instruction.

FIGURE 2

A Sample of Student' Work, Using the R.I.D.E.R Strategy



3. Collecting Data

To investigate research question 1, the study required participants to complete an intercultural sensitivity test, which includes 24 items and five sub-categories which are Interaction Engagement, Respect for Cultural Difference, Interaction Confidence,

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Interaction Enjoyment and Interaction Attentiveness (Chen & Starosta, 2000) (Refer to Appendix A). For research question 2, the study administrated a metacognitive reading strategy test, which has three sub-categories with a total of 30 items. The first category asks about Global Reading Strategies (GLBO), which is frequently used reading strategies in general. The second category is concerned with Problem-Solving Strategies (PROB), which asks the preferable strategies when learners face the difficulty of reading. The last category deals with Support Reading Strategies (SUP), which asks learners' use of mechanism to compensate reading (Kweon, 2009) (Refer to Appendix B). The collected data with RMD were compared with the *t*-test with SPSS ver.15.0. For research questions 3, further analysis was progressed by correlation analysis and regression analysis with SPSS ver. 15.0, investigating the effect of the use of metacognitive reading strategies on the changes of intercultural sensitivity. In addition, to confirm test reliability, the internal consistency of two scales were analyzed and showed reliable results, indicating Cronbach's a=.803 in the intercultural sensitivity scale and Cronbach's a=.829 in the metacognitive reading strategies inventory.

IV. FINDINGS AND DISCUSSION

1. Intercultural Sensitivity through a C2-based College Reading Class

A college reading class, focusing on explicit C2 reading in this study formed the basis of a 15-week course and measured participants' changes of intercultural sensitivity. In the results of comparison of pre- and post- tests, participants increased their overall intercultural sensitivity levels from 2.99 to 3.13 (maximum=5). In particular, out of 24, 5 items showed the increase of their mean score and the results are dispersed in three sub-categories. According to Table 4, among the interaction engagement items, items 1 and 13 have noticeable increases, which ask students to enjoy interacting with people from different culture, and to be open-minded to people from different cultures respectively. In the respect of cultural differences items, item 8, asking students to respect the values of people from different cultures and item 16, asking students respects the ways people from different cultures behave significantly increased. In addition, among the interaction attentiveness items, item 14 ascended, asking students to be very observant when interacting with people from different cultures. Noticeably, items from the interaction confidence and interactions enjoyment didn't result in any item increased. The following Table 4 illustrates the results of the intercultural sensitivity tests.

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TABLE 4

Paired Comparison of Intercultural Sensitivity

		Mean	N	SD	*t*	*p*
1	Pre	3.06	29	.752	-3.176	.004**
	Post	3.72	29	.996		
2	Pre	2.32	28	.818	.171	.865
	Post	2.28	28	.937		
3	Pre	2.28	28	.762	-1.247	.223
	Post	2.57	28	.920		
4	Pre	3.17	28	1.278	.385	.704
	Post	3.07	28	1.214		
5	Pre	2.39	28	.628	-.679	.503
	Post	2.53	28	.961		
6	Pre	2.67	28	.818	-2.048	.050
	Post	3.25	28	1.205		
7	Pre	1.71	28	.762	-.140	.889
	Post	1.75	28	1.142		
8	Pre	4.21	28	.738	-2.364	.026*
	Post	4.64	28	.487		
9	Pre	3.28	28	1.013	-.694	.494
	Post	3.46	28	1.035		
10	Pre	2.35	28	.826	-1.052	.302
	Post	2.64	28	.911		
11	Pre	3.35	28	.951	-.756	.456
	Post	3.57	28	1.033		
12	Pre	2.28	28	.809	.586	.562
	Post	2.10	28	1.100		
13	Pre	3.92	28	.813	-2.268	.032*
	Post	4.32	28	.722		
14	Pre	3.53	28	.999	-2.946	.007**
	Post	4.21	28	.738		
15	Pre	3.03	28	.999	.595	.557
	Post	2.85	28	1.238		
16	Pre	3.82	28	1.055	-2.946	.007**
	Post	4.50	28	.638		
17	Pre	3.25	28	1.265	-1.104	.279
	Post	3.57	28	.920		
18	Pre	1.71	28	.762	.642	.526
	Post	1.57	28	.920		
19	Pre	2.64	28	.678	.610	.547
	Post	2.50	28	1.000		
20	Pre	2.00	28	.902	-.732	.470
	Post	2.21	28	1.286		

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21	Pre	3.57	28	1.103	-1.362	.184
	Post	3.89	28	.737		
22	Pre	2.81	27	.833	1.669	.107
	Post	2.48	27	.893		
23	Pre	3.75	28	.967	-.623	.538
	Post	3.92	28	1.015		
24	Pre	3.463	28	1.035	-1.441	.161
	Post	3.82	28	.904		
All	Pre	2.99	28	.301	-2.111	.044*
	Post	3.13	28	.288		

*p<.01 **p<.05

Note: Interaction Engagement items are 1,11,13,21,22,23, and 24, Respect for Cultural Differences items are 2,7,8,16,18 and 20, Interaction Confidence items are 3,4,5,6,and 10, Interaction Enjoyment items are 9,12, and 15, and Interaction Attentiveness items are 14,17,and 19.

2. Metacognitive Reading Strategy through a C2-based College EFL Class

Participants' use of metacognitive reading strategies was compared on the basis of pre-and post- tests results, and Table 5 shows the details. The overall mean score significantly increased from 2.87 to 3.12 (maximum=5), but the comparison of the three sub-categories shows the different results. First, in GLOB all, the overall mean score indicates a slight rise, but it's not accepted as a significant change at the aspect of statistics except for one item, GLOB 9, which requests participants use typographical aids (e.g., italics). In the comparison of PROB all, it shows a slight increase of the mean score, but it's still not acceptable. In contrast, in the comparison of individual items of PROB, out of 10, 5 items ascended after the experiment. They are PROB 1, reading slowly and carefully, PROB 3, adjusting reading rate, PROB 4, paying close attention to reading, PROB 6, visualizing information read, and PROB 7, re-reading for better understanding. Lastly, in SUP all, the mean score increased from 2.87 to 3.12 (Maximum=5) and its significance was reported by the *t*-test. Also, in the comparison of individual items of SUP, out of 9, 7 items increased after the experiment. They are SUP 1, taking notes while reading, SUP 2, reading aloud when text becomes hard, SUP 3, summarizing text information, SUP 4, discussing reading with others, SUP 7, paraphrasing for better understanding, SUP 8 going back and forth in text, and SUP 9, asking oneself questions. The following Table 5 illustrates more results of other items.

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TABLE 5

Paired Comparison of Meta-Cognitive Reading Strategy

		Mean	N	SD	*t*	*p*
GLOB 1	Pre	2.6786	28	.77237	.138	.892
	Post	2.6429	28	1.12922		
GLOB 2	Pre	3.3214	28	1.18801	-.361	.721
	Post	3.4286	28	1.06904		
GLOB 3	Pre	3.2857	28	1.15011	.827	.415
	Post	3.0714	28	1.05158		
GLOB 4	Pre	3.2500	28	.84437	1.754	.091
	Post	2.7857	28	1.13389		
GLOB 5	Pre	1.8214	28	1.02030	-1.584	.125
	Post	2.1786	28	1.02030		
GLOB 6	Pre	2.9643	28	1.10494	-1.056	.301
	Post	3.2857	28	1.08379		
GLOB 7	Pre	3.1786	28	1.18801	-1.679	.105
	Post	3.7143	28	.80999		
GLOB 8	Pre	3.5357	28	1.03574	-.908	.372
	Post	3.7857	28	.91721		
GLOB 9	Pre	2.3214	28	1.27812	-2.556	.017*
	Post	3.1429	28	1.43280		
GLOB 10	Pre	2.4286	28	.87891	-.732	.470
	Post	2.6429	28	1.12922		
GLOB 11	Pre	3.2500	28	.96705	-.739	.466
	Post	3.4286	28	1.06904		
GLOB 12	Pre	3.1786	28	1.09048	.332	.742
	Post	3.0714	28	1.05158		
GLOB 13	Pre	3.3571	28	1.09593	1.867	.073
	Post	2.7857	28	1.13389		
GLOB all	Pre	2.96	28	.56659	-.658	.516
	Post	3.07	28	.52735		
PROB 1	Pre	3.1852	27	.87868	3.479	.002**
	Post	2.1852	27	1.03912		
PROB 2	Pre	3.3214	28	.90487	.122	.904
	Post	3.2857	28	1.08379		
PROB 3	Pre	2.7143	28	.80999	-4.715	.000**
	Post	3.7143	28	.80999		
PROB 4	Pre	3.1071	28	.91649	-2.946	.007**
	Post	3.7857	28	.91721		
PROB 5	Pre	2.8571	28	.89087	-.880	.387
	Post	3.1429	28	1.43280		
PROB 6	Pre	3.2143	28	1.16610	3.057	.005**
	Post	2.3571	28	1.06160		
PROB 7	Pre	3.7857	28	.62994	2.555	.017*
	Post	3.3214	28	.77237		
PROB 8	Pre	3.6071	28	1.03062	-.406	.688
	Post	3.7143	28	1.04906		
PROB all	Pre	3.18	28	.52319	-.266	.792
	Post	3.22	28	.42007		
SUP 1	Pre	2.0357	28	.96156	-4.112	.000**
	Post	3.2143	28	1.19744		
SUP	Pre	2.4643	28	1.26146	-3.873	.001**

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2	Post	3.8929	28	1.16553		
SUP	Pre	2.3704	27	.92604	-3.217	.003**
3	Post	3.5185	27	1.25178		
SUP	Pre	1.5000	28	.69389	-4.688	.000**
4	Post	2.7143	28	1.01314		
SUP	Pre	3.4286	28	1.25988	-.366	.717
5	Post	3.5357	28	.96156		
SUP	Pre	2.7857	28	1.03126	-1.511	.143
6	Post	3.2143	28	.87590		
SUP	Pre	2.1786	28	.90487	-2.679	.012*
7	Post	2.9286	28	1.08623		
SUP	Pre	3.0714	28	1.08623	-2.063	.049*
8	Post	3.6071	28	.91649		
SUP	Pre	1.9286	28	.89974	-0.779	.000**
9	Post	3.9643	28	.83808		
SUP	Pre	2.41	28	.50023	-7.013	.000**
all	Post	3.39	28	.43026		
All	Pre	2.87	28	.40342	-2.330	.028*
	Post	3.12	28	.40760		

*p<.05, **p<.01

3. The Effect of Using Metacognitive Reading Strategy on the Development of Intercultural Sensitivity

For research question 3, the relation of using metacognitive reading strategies on the development of intercultural sensitivity is examined by correlation analysis. The results indicate that using metacognitive reading strategies on items of Global Reading Strategies (GLOB) and Support Reading Strategies (SUB) are highly related to the development of intercultural sensitivity (p<.05). The following Table 6 illustrates the results in detail.

TABLE 6

Results of Correlation Analysis

	GLOB all	PROB all	SUB all	Intercultural sensitivity
GLOB all	1			
PROB all	-.238	1		
SUB all	.136	-.422(*)	1	
Intercultural Sensitivity	.409(*)	-.196	.468(*)	1

*P<.05

In addition, to examine the effect of using metacognitive reading strategies on the development of intercultural sensitivity, regression analysis was conducted and the results showed that use of GLOB and SUB strategies made an influence on the

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development of intercultural sensitivity. Table 7 illustrates the results of regression analysis when the dependent variable is the mean point of the post-intercultural sensitivity test.

TABLE 7
Regression Analysis

	Regression Coefficients			t	Sig.
	B	Std. Error	Beta		
(constant)	1.319	.776		1.701	.102
GLOB all	.199	.093	.364	2.135	.043*
RROB all	.055	.128	.081	.433	.669
SUB all	.303	.122	.451	2.471	.021*

*Dependent variable=Intercultural Sensitivity

4. Discussion

In the first finding of this study, participants reported they have developed their intercultural sensitivity to enjoy interacting with others from different cultures and have an open-mind to people from different cultures. According to Bennet's model (1993) in Figure 1, people integrate C1 and C2 at the stage of ethnorelativism, and in this study, C2-based reading provides learners a chance to experience the difference between cultures and motivates them to change their reactions to the cultural difference. Another increase in the intercultural sensitivity scale is that students respect the values of people from different cultures and ways of people from different cultures behave. During the instruction, the text visualization by conducting the R.I.D.E.R strategy provides learners an opportunity to grab the difference between C1 and C2 at ease because metacognitive reading strategies allows learners to increase self-awareness to find the difference and similarity, synthesis or analysis through reading (Hamazah & Adullah, 2009; Iwaii, 2011; Hong-Nam & Leavell, 2011). Also, a noticeable change is observed in learners' interaction attentiveness that they prefer to be very observant when interacting with people from different cultures. It reminds us to review the process of ICC that language learners acquire ICC by conducting four-sequence: to think, see, learn, and integrate (Galloway, 1992). Therefore, the complicated process to acquire ICC is reflected in the response of participants in the category of interaction attentiveness. Lastly, in the comparison of ICC, there is no significant increase in items of the interaction confidence and enjoyment, and it is respected that the internal factors of participants make them stay at the ethnocentrism stage, which might be originated from a lack of language competence and the limited experience of communicating with people from other

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cultures. Thus, further study about the effect of English competence and period of staying in English speaking countries on the development of intercultural sensitivity is requested.

In the second finding, participants' use of metacognitive reading strategies increased after the practice of the R.I.D.E.R. strategy. In the results, participants reported more use of metacognitive reading strategies overall, so implementing R.I.D.E.R. which is mainly focused on text visualization, one of metacognitive strategies in the inventory made an influence on the overall use of metacognitive reading strategies for college EFL learners. In addition, in the close investigation of individual items in GLOB, participants showed more use of typographical aid than before the experiment, and the reason is presumed that during the process of R.I.D.E.R. participants, who were asked to find cues to make better understanding of the text, developed their level of surface understanding of texts. Also, the increased items from PROB share the activities with ones for R.I.D.E.R. such as reading speed, reading rate, concentration, visualizing information, and re-reading, so it proposes that the explicit instructions to motivate learners to use reading strategies were reflected in learners' reactions. In the review of increased SUP items, two items out of nine were not recognized, which are underlining information and using reference. And the reason was extrapolated from the procedure of instruction, and found that those items were not encouraged during the instruction. So it implies that for the participants in C2-based reading, the explicit instruction to use reading strategies is recommended. Also an interesting finding reported from the overall review of metacognitive strategies is that, in the previous experiment of R.I.D.E.R. by Clark et al. (1984), subjects were English native-speaking children with an inability for using reading strategies, but in this study, subjects are college EFL learners and their practice of R.I.D.E.R is also effective on the use of metacognitive reading strategies.

In the third finding, the positive correlation of metacognitive reading strategies and intercultural sensitivity was reported, and the further analysis by regression analysis was conducted to find the effect of using metacognitive reading strategies on the development of intercultural sensitivity. The results indicated that using GLOB and SUP strategies facilitates participants' development of intercultural sensitivity. So the study suggests that implementing instructional interruption for learners to use metacognitive reading strategies is effective to facilitate intercultural sensitivity, which empowers ICC. According to Pennycook (1994), when EFL learners aim to become intercultural communicators, it's recommended that they need to develop the view of *emic* and *etic*. Language learners with the *emic* view gain a deeper understanding of others, and learners with the *etic* view, shifted from the *emic* view, are expected to have further understanding, gaining a new perspective to the world. The experience of being different is always encountered when interacting with people from other cultures. The acquisition

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of ICC has to be completed on the basis of changes of their attitudes about the feeling of being different. Therefore, development of intercultural sensitivity is the prior step becoming an intercultural communicator (Bennet, 1993; Byram, 1997) and the participants who showed the development of intercultural sensitivity by using metacognitive reading strategies are highly predicted to become fluent intercultural communicators.

V. CONCLUSION

The present study aims to suggest the way of empowering ICC for college EFL students, and by reviewing the previous research it recommends that textbooks and other C2-based reading materials are effective for enhancing ICC. So the study was designed for the college English reading instruction on the basis of C2-based reading materials, and instructed participants to use of R.I.D.E.R. strategy for text visualization, expecting learners to change their reactions to cultural difference while reading. By practicing the R.I.D.E.R. strategy, students showed some changes of reactions, which follow the sequence of intercultural sensitivity development in Bennet's model. Further statistical analysis to examine the effect of metacognitive reading strategies on the development of intercultural sensitivity revealed that learners who use more metacognitive reading strategies show the reactions at ethnorelativism stage of the intercultural sensitivity model. Since the developmental model of intercultural sensitivity includes the assumption that complex experience of cultural difference increases competence in intercultural relations (Byram, 1997), the study concludes that, by using metacognitive reading strategies in the C2-based reading instruction, college EFL learners develop their ICC along with development of intercultural sensitivity. However, the study includes some limitation that in designing the C2-based reading instruction, the texts were composed of American culture only, while there are more various cultures of English speaking countries (Ronowicz & Yallop 1999). To provide a broader view of C2, the extended version of C2-based reading material is requested in further studies.

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APPENDIX A

Intercultural Sensitivity Scale

1. I enjoy interacting with people from different cultures.
2. I think people from other cultures are narrow-minded.
3. I am pretty sure of myself in interacting with people from different cultures.
4. I find it very hard to talk in front of people from different cultures.
5. I always know what to say when interacting with people from different cultures.
6. I can be as sociable as I want to be when interacting with people from different cultures.
7. I don't like to be with people from different cultures.
8. I respect the values of people from different cultures.
9. I get upset easily when interacting with people from different cultures.
10. I feel confident when interacting with people from different cultures.
11. I tend to wait before forming an impression of culturally-distinct counterparts.
12. I often get discouraged when I am with people from different cultures.
13. I am open-minded to people from different cultures.
14. I am very observant when interacting with people from different cultures.
15. I often feel useless when interacting with people from different cultures.
16. I respect the ways people from different cultures behave.
17. I try to obtain as much information as I can when interacting with people from different cultures.
18. I would not accept the opinions of people from different cultures.
19. I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.
20. I think my culture is better than other cultures.
21. I often give positive responses to my culturally different counterpart during our interaction.
22. I avoid those situations where I will have to deal with culturally-distinct persons.
23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.
24. I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.

APPENDIX B

Meta-Cognitive Reading Strategy Inventory

GLOB1 Setting purpose for reading
GLOB2 Using prior knowledge
GLOB3 Previewing text before reading
GLOB4 Checking how text content fits purpose
GLOB5 Skimming to note text characteristics
GLOB6 Determining what to
GLOB7 Using text features (e..g.,, tables)
GLOB8 Using context clues

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GLOB9 Using typographical aids (e.g., italics)
GLOB10 Critically evaluating what is read
GLOB11 Resolving conflicting information
GLOB12 Predicting or guessing text meaning
GLOB13 Confirming predictions
PROB1 Reading slowly and carefully *
PROB2 Trying to stay focused on reading
PROB3 Adjusting reading rate
PROB4 Paying close attention to reading
PROB5 Pausing and thinking about reading
PROB6 Visualizing information read
PROB7 Re-reading for better understanding
PROB8 Guessing meaning of unknown words
SUP1 Taking notes while reading
SUP2 Reading aloud when text becomes hard
SUP3 Summarizing text information
SUP4 Discussing reading with others
SUP5 Underlining information in text
SUP6 Using reference materials
SUP7 Paraphrasing for better understanding
SUP8 Going back and forth in text
SUP9 Asking oneself questions

Examples in: English
Applicable Languages: English
Applicable Levels: College

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