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DEVELOPING THE INVENTORY OF CULTURAL COMPONENTS TO ASSESS PERCEPTION IN LANGUAGE LEARNING

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Abstract: As culture and language learning are regarded as inseparable, language teaching classes are expected to cover some elements of cultural values. The present study aims to deal with the components of culture by explaining the construction of the Inventory of Cultural Components which was developed by the researcher. The initial version of the 5-scale Likert type inventory which constituted of 58 items was administered to a number of 580 participants at the departments of English Language Teaching and Turkish Language Teaching during the spring term of 2011-2012 academic year. Reduction and categorization of the items were provided by factor analysis and reliability of the scale was calculated. The overall results indicated Cronbach's alpha reliability of .94 for the nine-component 45-itemed scale. Thus, researchers might benefit from the instrument to identify the cultural components being included in language teaching curriculum.

Keywords: Teaching culture, cultural components, EFL, ELF, Inventory of Cultural Components (ICC)

Özet: Kültür ve dil öğrenimi birbirinden ayrı düşünülemediği için, dil sınıflarının bazı kültürel değerleri içermesi beklenmektedir. Bu doğrultuda, bu çalışma kültürün bileşenlerini incelemeyi amaçlamakta ve araştırmacı tarafından geliştirilmiş olan Kültürel Bileşenler Envanteri'nin yapılandırılma sürecini açıklamaktadır. Beş dereceli Likert tipi 58 maddeden oluşan envanterin ilk versiyonu İngiliz Dili Eğitimi ve Türk Dili Eğitimi Anabilim Dallarındaki toplam 580 öğrenciye 2011-2012 akademik yılının bahar yarı yılında uygulanmıştır. Faktör analiziyle söz konusu ölçekten bazı maddeler çıkarılmış, kalan maddeler gruplandırılmış ve sonrasında ölçek için güvenirlik analizleri yapılmıştır. Dokuz grupta toplam 45 maddeye düşürülen ölçeğin yeni hali .94'lük Cronbach alfa güvenirlik değerine sahiptir. Böylelikle, söz konusu ölçek dil öğretim sınıflarında kültürel bileşenlerin ne denli müfredata yansıtılacağı konusunda çalışmalara yapmak isteyen araştırmacılara yararlı olabilecektir.

Anahtar kelimeler: Kültür öğretimi, kültürel bileşenler, yabancı dil olarak İngilizce, ortak dil olarak İngilizce, Kültürel Bileşenler Envanteri

Introduction

There has been no suspicion about the existence of the interaction between language and culture. Thus, language is regarded as an integral component of culture (Zhu, 2010). In this respect, language teaching curriculums are expected to cover cultural issues. Then, which characteristics do language professionals relate with culture and in turn which of them do they expect to cover in their language classes? The answer to this question may provide assistance for better designed language teaching curriculums. Relatively, the present study aims to deal with the components of culture by developing a reliable instrument to identify the cultural components being included in language teaching curriculum.

Definition of Culture

In simplest words culture might be defined as a way of life (Chastain, 1988); however, a more comprehensive definition regards culture as a "membership in a discourse community that shares a common social space and history, and common imaginings" (Kramsch, 1998, p.

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10). As the definition suggests any common characteristic of a community might be related to the culture of that nation. Then, a more detailed definition highlights culture as a complex system of concepts, attitudes, values, beliefs, conventions, behaviours, practices, rituals and lifestyles of the people who make up a cultural group, as well as the artefacts they produce and the institutions they create" (Liddicoat, Papademetre, Scarino, & Kohler, 2003, p. 45).

Cultural Awareness

Individuals' awareness on cultural values is supposed to be related to their success in language classes, either in mother tongue (L1) or foreign language (FL). Thus, cultural awareness requires learners to be aware of their own attitudes, values, beliefs, and perceptions (Zehir Topkaya & Demir, 2011). To communicate with people from other cultures, cultural awareness of own culture is required (Ho, 2009). After familiarizing themselves with their native culture's values; then, learners can better realize the differences in the target culture. For some communities, there might be significant differences, in other words, gaps between cultures and such difference can also be observed in languages as culture and language are woven together. In this respect, the content of culture is important in language teaching. Then, what culture should language teachers address in providing cultural awareness?

To answer this question, the aim of learning a language should be taken into consideration. For example, the aim in learning English as a foreign language might be developing communicative strategies to interact with people from other linguistic and cultural backgrounds. Then, being familiar with these strategies may result in an increase in both worldwide and EU mobility of the learners. For example, Common European Framework regards intercultural awareness as an accomplished goal. In this respect, it might be beneficial to remember Alptekin and Alptekin's (1984) two views of EFL teaching. They indicate that teaching English by taking socio-cultural qualifications of native speakers results in bilingual and bicultural learners; however, teaching English without taking cultural context into consideration results in only bilingual learners. Recently, English is accepted as an international language and this makes English as a lingua franca (ELF). It is mainly because there are more non-native speakers of English than native ones; therefore, ELF might differentiate the interaction between language and culture. Moreover, recent communication facilities enable more exposure to other people (Zhu, 2010).

Competences in Language

Being a proficient learner requires developing some competences in the target language. For instance, communicative competence was first introduced by Hymes (1966) and according to Hedge (2002), communicative competence requires grammatical knowledge and social knowledge related to when and how to use utterances. In addition, sufficient knowledge of cultural elements results in communicative competence.

Zehir Topkaya and Demir (2011) highlight that the recent status of English requires a shift towards another dimension that is called *intercultural communication*. In this manner, intercultural competence refers to "the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures" (Meyer, 1991, p. 137). Thus, to develop such a competence Byram, Gribkova and Starkey (2002) recommend that people should be regarded as complex human beings and it should be acknowledged that other people have multiple identities. Then, to them, intercultural competence requires the interaction of one's own individuality with others' identities. Related to this discussion, the aim of FL classes then could be developing

intercultural speakers in which a FL learner is regarded as an intercultural speaker who "crosses frontiers, and who is to some extent a specialist in the transit of cultural property and symbolic values" (Byram & Zarate, 1997, p. 11). To develop intercultural communicative competence FL linguistic code should be taught and contextualized against sociocultural background (Castro, Sercu, & Garcia, 2004) as language learning requires intercultural communicative competence and linguistic competence.

Cultural Components

As discussed in the definition of culture, common characteristics of a community are related to the culture of that nation. Then, what are these characteristics? Weaver (1988) illustrates the components of culture by resembling culture to an iceberg. To him, the observable part of the iceberg includes external components which can be seen, heard, and touched that are explicitly learned, conscious, easily changeable, and objective knowledge whereas the non-observable part includes internal components such as beliefs, values, thought patterns, and myths that are implicitly learned, unconscious, difficult to change, and subjective knowledge. Then, it can be concluded that the components of culture might be more comprehensive than one considers.

Research on Culture

The interaction between culture and language learning has always been an interesting research area. Recently, several researchers have been dealing with this topic also in Turkish setting. For example, in one of the recent studies that was conducted in Turkey, Genç and Bada (2005) revealed the impact of a course on cultural awareness and their results indicated significant impact of cultural awareness. In another study Etuş (2008) investigated intercultural awareness and the results indicated Anglo-Saxon orientation in intercultural awareness. Alternatively Altay (2010) searched the views of students at Foreign Langage Teaching Department and her results indicated the impact of awareness on teaching ELF. More recently Zehir Topkaya and Demir (2011) focused their study on the perception of culture following an intervention and their results indicated enlargement on cultural components following the course. Although these studies along with the others that have been conducted by the researchers all over the world contribute to the interpretability of the interaction between culture and language learning, there seems to be a need for a comprehensive and reliable instrument to identify the components of culture. Therefore, the present study aims to develop such an instrument which is currently not available.

Questionnaire Study

The present study aimed at validating a self-report instrument that was designed to assess language learners' perception of cultural components by considering the interaction between language and culture. There are 58 items in the Inventory of Cultural Components (ICC) which might be regarded as components of culture. While responding to the statements, participants are expected to refer to their understanding of the components of culture. Participants indicate the value for each item in a 5-point Likert type scale by considering these items' involvement in the target language teaching curriculum. To constitute the scale, a list of cultural components was generated from the relevant literature and subjected to the scale reduction procedure of exploratory factor analysis (FA). As a comprehensive combination of relevant studies, the scale was named the Inventory of Cultural Components (ICC) the development of which will be introduced and discussed in a more detailed in the methodology section.

Methodology

Setting: The present study was conducted at English Language Teaching (ELT) and Turkish Language Teaching (TLT) Departments of Çanakkale Onsekiz Mart University, Turkey during the spring term of 2011-2012 academic. The rationale for incorporating both ELT and TLT departments was dealing with participants related to both teaching first language in TLT and foreign language in ELT.

Participants: The study included a total number of 580 participants from the ELT and TLT Departments in four classes. There were 290 participants from each department. All the participants consented to the use of their responses for research purposes and they answered the items in the scale anonymously. Although the statisticians do not have an agreement on the number of participants to be included in FA studies, a number of 580 participants seemed to be quite satisfactory since the general tendency is the larger the better. For example, Tabachnick and Fidell (1996) mention about the necessity of a minimum of 300 participants whereas Nunnally (1978) suggests a 10 to 1 ratio. Since there were 58 items in the ICC to be processed through FA, this should be satisfactory.

The participants' ages were between 18 and 35 at an average of 21 at the time when the data were collected. A total number of 573 (98.8%) participants indicated their Turkish nationality whereas 7 (1.2%) of them were from other nations. A total number of 546 (94.1%) participants reported that they were monolinguals; however, 29 (5%) of them were bilinguals and 5 (.9%) of them were multilinguals. All the participants of the study indicated that they studied at least one foreign language; however, 225 (38.8%) of them reported that they studied more than one foreign language. As both ELT and TLT departments were female dominant, there were more female participants in the study in comparison the male participants. Totally, there were 380 female participants (65.5%) and 200 male participants (34.5%).

Table 1 presents the distribution of the participants including the details of their class distribution along with gender.

Table 1
Distribution of Participants

	Class 1		2		3		4		
	Gender		Gender		Gender		Gender		
Dept.	Female	Male	Female	Male	Female	Male	Female	Male	Total
ELT	51	26	61	28	46	14	48	16	290
TLT	36	21	48	32	40	21	50	42	290
Total	87	47	109	60	86	35	98	58	580

Material: The initial version the 58-itemed ICC (see Appendix A for the items in the initial version of the ICC) was developed by the researcher and administered to the participants for reliability for the instrument along with grouping the items involved in it through FA. Participants' responses were on a 5-scale Likert type inventory, ranging from 1 = "Never", 1 = "Rarely", 1 = "Sometimes", 1 = "Often", and 1 = "Always". In this way, the results of FA firstly could reveal information about the inter-relationships among variables in the instrument. Secondly, the results could also assist in grouping the number of items along with reducing the redundant ones.

The items in the scale mainly determined to reveal the values that are expected to be covered in language learning curriculum either as a mother tongue or as a foreign language. There existed no primary source for the items in the scale; however, they were a combination of the items which were mentioned in the relevant literature (e.g.: Alptekin, 1993; Alptekin & Alptekin, 1984; Brooks, 1964; Brown, 2007; Canale & Swain, 1980; Carter, 1998; Condon, 1973; Damen, 1987; Hammerly, 1982; Hyde, 1994, Jiang, 2000, Kuo & Lai, 2006; Lado, 1957; Moutinho, 2007; National Standards for Foreign Language Learning, 1996; Nieto, 2002; Nostrand, 1974; Peterson & Coltrane, 2003; Phillipson, 1992; Povey, 1967; Prodromou, 1990, 1992; Qiao, 2010; Rampton, 1990; Savignon, 1972; Seelye, 1984; Sowden, 2007; Stern, 1992; Vázquez, 2009; Wang, 2008; Yin, 2009).

To establish validity, the items in the ICC and the instructions in it were evaluated by a native English speaker colleague of Çanakkale Onsekiz Mart University, who was employed as an Instructor of English at the Department of ELT. Another reason of choosing that native speaker colleague was her experience in teaching culture as she had been teaching Cross-Cultural Communication Skills Course at the ELT Department for several years. The entire ICC was evaluated in terms of its *content* and *face* validities by the colleague. Since the items in the ICC focused on a variety of aspects culture, it was regarded to be valid in terms of its content. Moreover, as the participants of the study were familiar with such items, it was also valid in terms of its face. The native speaker colleague's recommendations on the language of the scale were taken into consideration and necessary corrections were made. Moreover, as the colleague was an expert in teaching culture, the items were also evaluated in terms of their appropriateness for being included in the ICC.

Procedures for data collection: The copies of the ICC were distributed to the participants in the departments of ELT and TLT by the researcher of the study. The researcher familiarized the participants with the aims of the study and delivered instructions on how to answer the items in the scale. The participants were encouraged to refer to their own understanding of cultural components by regarding the interaction between language and culture. In this respect, they dealt with the 58 items in the ICC which might be regarded as components of culture. Relatively, they indicated the desired values for the items being included in the target language teaching curriculum. Although there were no time constraints, the approximate amount of time to complete the questionnaire was about 15 minutes.

Procedures for data analysis: The aim of FA is explained as reducing large numbers of observable variables to smaller ones under appropriate factors (Taraban, Kerr, & Rynearson, 2004). In this respect, Taraban et al. regard FA as an appropriate scale reduction technique specifically where the researcher assumes that unmeasured factors affect casually. Relatively, as the present study aimed at developing a scale to assess the perception of cultural components where theoretical basis could be provided for latent factors, the items in the target scale were subjected to the scale reduction procedure of exploratory FA. However, through Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy in which partial correlations among variables are taken into consideration and Bartlett's test of sphericity in which uncorrelated variables of an identity matrix are examined to reveal the correlation values with each other, the data were checked against appropriateness to administer FA. Moreover, Cronbach's alpha reliability score was established for the entire scale along with the components in it.

Results

Data screening: The collected data were screened for univariate outliers. Due to administrative errors, three out-of-range values were regarded as missing data. In this respect, although a total number of 596 students responded to the items the ICC, 16 cases were disregarded from the study because of incomplete data. The remaining final sample size of 580 satisfied the minimum amount of data for FA as this is just 10 times of the number of items in the initial ICC.

Factor analysis: In the exploratory FA, participants' responses to the 58-item ICC were taken into consideration. Before administering FA, the factorability of the 58 items in the ICC was examined. In this respect, several best-known criteria for the factorability of a correlation were taken into consideration. First of all, the correlation values among the items in the ICC were examined and they indicated that all the items correlated ($r \geq .3$) with at least one other item, for most cases more than one item. This result pointed out the possibility of reasonable factorability. At the second step, the results indicated that the KMO coefficient was .928 which was an excellent value to administer FA as a value of .60 or greater is regarded to be sufficient. Thirdly, a chi-square statistic associated with Bartlett's test was significant ($\chi 2[1653] = 18336.58$, $p < .001$). Taraban et al. (2004) point out the unwillingness of revealing such a significant result for Bartlett's test; however, with reference to Tabachnick and Fidell (2001) they conclude that in large sampled studies such significant results occur quite frequently. Moreover, the diagonals of the anti-image correlation matrix suggested the inclusion of each item in the FA. Finally, as all the communalities were above .3, each item in the scale was expected to share some common variance with other items. In conclusion, with reference to pre analysis results, FA was regarded as an appropriate technique for the collected data.

Principle component analysis (PCA) was used as the extraction method by arranging uncorrelated linear combinations from the observed variables as the present study aimed at identifying and computing coping scores for the factors underlying the ICC. The initial eigen values indicated that the first factor explained 27.5% of the variance, the second factor 6.6%, the third factor 6.2%, the fourth factor 4.7%, the fifth factor 3.3%, the sixth factor 2.8%, the seventh factor 2.6%, the eighth factor 2.4%, and the ninth factor 2.3%. The tenth, eleventh and twelfth factors had eigen values of just over one, each factor explaining almost 2% of the variance. As the results suggested, in PCA, the first extracted component had the maximum variance and successive ones indicated progressively smaller portions of the variance.

In order to decide the number of components to maintain in the ICC, several criteria were taken into consideration which were mainly borrowed from Thompson and Daniel (1996). In this respect, retained components were expected to have an eigen value of one and represent a significant proportion of the variance in addition to being discriminated from others by the help of their curvilinear portion in the scree plot. Moreover, some additional precautions which were mainly adapted from Büyüköztürk (2007) were also taken into consideration to eliminate any suspicious items from the scale. For example, firstly the items were expected to have high factor loads ($\geq .450$). Thus, as suggested by Pallant (2001) items which do not load on any component were expected to be eliminated. Secondly, items were not allowed to have factor loads under two factors; in this respect, there needed to be a difference of at least .100 between the highest two factor loads. Finally, Garson's (n.d.) criterion on the interpretability of the components was also considered. Moreover, as an orthogonal rotation method, varimax rotation with Kaiser Normalization was also administered following the initial component solution.

With reference to all these criteria, some of the items in the ICC were eliminated due to some problems that they might cause. For example, Item 5 "Religion" indicated a factor load of .520 in the first component and a factor load of .550 in the sixth component. As Item 5 showed factor loads in two components, this was eliminated. Secondly, Item 14 "government institutions" indicated a factor load of .314 in the sixth component, a factor load of .409 in the seventh component, and a factor load of .332 in the ninth component. Due to small factor loads in three components, Item 14 was also eliminated. Thirdly, Item 15 "well-known people" presented a factor load of .434 in the fifth component and a factor load of .390 in the tenth component. As Item 15 had factor loads in two different components, this was also removed from the ICC. Fourthly, Item 25 "inventions" revealed a factor load of .413 in the fifth component and a factor load of .489 in the seventh component. As Item 25 had factor loads in two different components, this was also excluded. Finally, Item 47 "proverbs" indicated a factor load of .427 in the third component and a factor load of .331 in the eleventh component. As the difference was less than .10 between the highest two components, Item 47 was also dropped.

After ignoring the items 5, 14, 15, 25 and 47, a PCA of the remaining 53 items was repeated. The initial eigen values indicated that the first factor explained 27.8% of the variance, the second factor 6.9%, the third factor 6.0%, the fourth factor 5.0%, the fifth factor 3.4%, the sixth factor 3.0%, the seventh factor 2.6%, the eighth factor 2.5%, and the ninth factor 2.5%. The tenth, eleventh and twelfth factors had eigen values of just over one, each factor explaining almost 2% of the variance.

By administering varimax rotation of the factor loading matrix, six, seven, eight, nine, ten, eleven, and twelve factor solutions were taken into consideration. The nine factor solution, which cumulatively explained about 60% of the variance was regarded to be the best one due to the possibility of interpreting the results with the theoretical discussions in the relevant literature. Moreover, the scree plot also supported this by indicating the 'levelling off' after nine factors. Another reason to eliminate tenth and the subsequent factors was the insufficient number of primary loadings which might result in incapability of interpreting the results for these factors. It should also be remembered that the tenth and the eleventh factors constituted of three items whereas the twelfth one constituted of two items; thus, it would not be reasonable to label such small groups of items depending on two or three related items. Although dealing with a great number of factors may not be preferable in FA studies, this was not supposed to be problematic in the present study as the nine factors would be labelled accordingly. By enhancing the number of factors to be included in the scale, it was then possible to increase the amount of the variance explained by the scale. Thus, the nine-factored version of the ICC could explain 60% of the variance which was very close to two thirds of the total variance as a desired value (Özdamar, 2004).

Table 2

Mean Values, Factor Loadings and Communalities Based on a PCA with Varimax Kaiser Normalization Rotation for45 Items of the ICC (N = 580)

Items /Components	*Mean (SD)*	*Communalities*	*Intellectual values*	*Lifestyles*	*Behaviours*	*Media*	*Artistic values*	*Family*	*Minor values*	*Major values*	*Formal values*
Thoughts	4.19 (.94)	.576	**.737**	.078	.088	.054	.025	-.014	-.096	.087	.129
Habits	3.59 (1.09)	.785	**.725**	.132	.138	.077	.154	.130	.099	-.036	-.077
Beliefs	3.33 (1.10)	.714	**.706**	.164	.013	.027	.027	.141	.132	.254	.060

Traditional values	2.85 (1.14)	.545	**.699**	.030	.117	.028	.113	.169	.135	.163	.082
Etiquette	3.61 (1.12)	.600	**.679**	.040	.240	.033	.097	.137	.231	.106	.097
Ethics	3.95 (1.00)	.644	**.670**	.087	.099	-.023	.070	.111	.134	.284	.127
Ideas	3.44 (1.12)	.644	**.619**	.060	.210	.087	.151	-.052	-.096	.076	.203
People's unique dances	3.75 (1.06)	.632	.066	**.720**	.129	.092	.136	.049	.124	.067	.201
People's unique jewellery	3.96 (.98)	.624	.072	**.712**	.040	.110	.055	.094	.069	.037	.145
People's hobbies	3.80 (1.06)	.632	.084	**.698**	.151	.186	.101	.070	.057	.063	.039
Particular skills	3.82 (1.01)	.586	.066	**.602**	.136	.213	.063	.067	.132	.093	.101
People's unique tools	2.12 (1.13)	.577	.169	**.567**	.119	.337	.018	.162	.292	.044	.096
Dressing habits	2.65 (1.21)	.644	.197	**.538**	.134	.231	.017	.230	.375	-.011	.074
Food	2.77 (1.12)	.548	.149	**.532**	.199	.104	.122	.167	.339	.027	-.060
Games	3.62 (1.03)	.758	.060	**.514**	.044	.431	.231	.049	.040	.059	-.020
Non-verbal behaviour patterns	3.68 (1.00)	.782	.140	.133	**.809**	.143	.097	.108	.110	.081	.038
Verbal behaviour patterns	3.79 (.99)	.761	.204	.046	**.805**	.131	.130	.118	.023	.008	.044
People's behavioural patterns	3.96 (.97)	.600	.130	.233	**.717**	.092	.062	.235	.056	.076	.123
Means of communication	3.16 (1.06)	.727	.131	.129	**.689**	.087	.154	.122	.095	.095	.055
People's reactions to ... situations	3.11 (1.14)	.726	.165	.164	**.677**	.084	.028	.237	.054	-.030	.098
Television shows	3.11 (1.17)	.775	.025	.184	.059	**.809**	.156	.126	.084	.076	-.006
News broadcasts	3.04 (1.16)	.571	.039	.099	.135	**.784**	.094	.056	.113	.133	.180
Popular web sites	2.94 (1.15)	.573	-.004	.139	.123	**.765**	.125	.064	.073	.029	.058
Advertising	3.32 (1.07)	.730	.058	.325	.030	**.602**	.166	.052	.113	-.002	.201
Scientific... accomplishments	3.41 (1.11)	.766	.082	.249	.144	**.515**	.119	.093	.138	.074	.198
Printed materials...	3.36 (1.11)	.669	.081	.138	.162	**.467**	.345	-.072	-.010	.053	.026
Music	3.43 (1.07)	.442	.105	.148	.100	.215	**.809**	.053	.034	.061	.034
Cinema	3.06 (1.17)	.600	.093	.144	.073	.224	**.800**	.125	.132	.052	.098
Art	2.93 (1.13)	.607	.140	.142	.134	.051	**.781**	.077	.113	.155	.185
Literature	3.13 (1.10)	.566	.195	-.011	.134	.214	**.655**	.062	-.051	.191	.092
Family life	3.74 (1.03)	.550	.142	.159	.224	.081	.131	**.739**	.077	.162	.144
Taboos	3.49 (1.13)	.563	.235	.065	.208	.075	.087	**.667**	.118	.025	.173
People's relations with each other	3.08 (1.086)	.534	.146	.232	.355	.152	.061	**.664**	-.039	.015	.052
People's daily life	3.11 (1.16)	.657	.112	.236	.256	.155	.072	**.601**	.061	-.007	-.016
Public holidays	3.03 (1.17)	.658	.084	.166	.100	.059	.074	.054	**.704**	.089	.071
Weather conditions	2.82 (1.21)	.593	.105	.214	.018	.124	.006	-.046	**.670**	.094	.003
Traffic rules	4.08 (.97)	.659	.210	.142	.163	.240	-.030	.138	**.546**	-.062	.303
Travel habits	4.03 (1.04)	.774	.066	.247	.039	.118	.304	.065	**.538**	.016	.106
History	3.79 (1.06)	.754	.184	.065	.046	.029	.084	.059	-.013	**.834**	.190
Geography	3.78 (1.04)	.694	.222	.170	.072	.161	.085	.003	.098	**.752**	.136
Country	3.72 (1.10)	.649	.178	-.050	.044	.129	.143	.160	.067	**.667**	-.056
Philosophy	3.89 (1.10)	.670	.307	.128	.036	-.025	.215	-.178	.026	**.497**	.264
Legal system	3.98 (1.01)	.722	.197	.094	.105	.128	.081	.130	.169	.181	**.773**
Politics	3.86 (1.01)	.744	.168	.142	.113	.228	.209	.095	.011	.130	**.728**
Economy	3.75 (1.14)	.635	.121	.263	.076	.185	.138	.112	.132	.125	**.718**

Note. Factors 10, 11 and 12 were eliminated as discussed previously. Explained variance: Total = 59.7%; Factor 1 = 27.8%; Factor 2 = 6.9%; Factor 3 = 6.0%; Factor 4 = 5.0%; Factor 5 = 3.4%; Factor 6 = 3.0%; Factor 7 = 2.6%; Factor 8 = 2.5%; Factor 9 = 2.5%.

In the 45-itemed ICC, the first component was called 'intellectual values' and included items about thoughts, habits, beliefs, traditional values, etiquette, ethics, and ideas. However, in the second component of 'lifestyles', people's unique dances, people's unique jewellery, people's hobbies, particular skills, people's unique tools, dressing habits, food, and games were taken into consideration. Moreover, the third component of 'behaviours' dealt with non-verbal behaviour patterns, verbal behaviour patterns, people's behavioural patterns, means of

communication, and people's reactions to particular situations. In addition, the fourth component of 'media' questioned television shows, news broadcasts, popular web sites, advertising, scientific/technological accomplishments, and printed materials such as newspapers and magazines. Similarly, the fifth component of 'artistic values' investigated music, cinema, art, and literature whereas the sixth component of 'family' deals with family life, taboos, people's relations with each other, and people's daily life. On the other hand, the seventh component of 'minor values' dealt with public holidays, weather conditions, traffic rules, and travel habits; yet, the eighth component of 'major values' investigated history, geography, country, and philosophy. Finally the ninth component of 'formal values' paid attention to legal system, politics, and economy present observable characteristics.

Following FA, internal-consistency reliability was computed and Cronbach's alpha coefficients were revealed for the entire set of 45 items in the ICC (α = .94), for Component 1 (α = .88), for Component 2 (α = .87), for Component 3 (α = .88), for Component 4 (α = .87), for Component 5 (α = .88), for Component 6 (α = .87), for Component 7 (α = .88), for Component 8 (α = .88), and for Component 9 (α = .87). Moreover, all the items in the ICC indicated Cronbach's alpha coefficients of (α = .94) individually (see Appendix B for the final version of the ICC). Therefore, the Cronbach's alpha coefficients provide that the overall scale, subscales, and all the items had very high internal consistency.

The following results in Table 3 indicate Pearson correlation values among the nine components of the ICC. As it presents, the nine components in the ICC are correlated with each other.

Table 3
Pearson Correlations of Components in the ICC

	Intellectual values	*Lifestyles*	*Behaviours*	*Media*	*Artistic values*	*Family*	*Minor values*	*Major values*	*Formal values*
Intellectual values	1	,376(**)	,440(**)	,258(**)	,369(**)	,438(**)	,364(**)	,506(**)	,415(**)
Lifestyles	,376(**)	1	,452(**)	,601(**)	,398(**)	,495(**)	,583(**)	,294(**)	,455(**)
Behaviours	,440(**)	,452(**)	1	,390(**)	,356(**)	,607(**)	,323(**)	,241(**)	,356(**)
Media	,258(**)	,601(**)	,390(**)	1	,493(**)	,389(**)	,423(**)	,287(**)	,457(**)
Artistic values	,369(**)	,398(**)	,356(**)	,493(**)	1	,345(**)	,315(**)	,390(**)	,405(**)
Family	,438(**)	,495(**)	,607(**)	,389(**)	,345(**)	1	,356(**)	,240(**)	,391(**)
Minor values	,364(**)	,583(**)	,323(**)	,423(**)	,315(**)	,356(**)	1	,269(**)	,399(**)
Major values	,506(**)	,294(**)	,241(**)	,287(**)	,390(**)	,240(**)	,269(**)	1	,432(**)
Formal values	,415(**)	,455(**)	,356(**)	,457(**)	,405(**)	,391(**)	,399(**)	,432(**)	1

Note. N = 580; ** p < .001

Discussion and Conclusion

The interpretation of the FA results suggested a nine-component scale of the ICC. As discussed earlier in the literature review, the notion of culture requires the involvement of several factors related with a community's common characteristics such as concepts, attitudes, values, beliefs, thought patterns, myths, conventions, behaviours, practices, rituals, lifestyles, artefacts, and institutions. In this respect, the labels of the nine components in the ICC might be related to these common characteristics.

Namely, 'intellectual values' which represents the highest ratio of the variance in the first component includes thoughts, habits, beliefs, traditional values, etiquette, ethics, and ideas.

On the other hand, the second component deals with 'lifestyles' by integrating people's unique dances, people's unique jewellery, people's hobbies, particular skills, people's unique tools, dressing habits, food, and games. Then, the first component of the ICC can be resembled to Weaver's (1988) non-observable part of the cultural iceberg whereas the second component includes observable characteristics. Similarly, the third component of 'behaviours' constitutes of non-verbal behaviour patterns, verbal behaviour patterns, people's behavioural patterns, means of communication, and people's reactions to particular situations; the fourth component of 'media' inclusive of television shows, news broadcasts, popular web sites, advertising, scientific/technological accomplishments, and printed materials such as newspapers and magazines and also the fifth component of 'artistic values' inclusive of music, cinema, art, and literature are all observable characteristics. The rest of the components in the ICC deal with observable characteristics. For example, the sixth component of 'family' deals with family life, taboos, people's relations with each other, and people's daily life which might be observable; the seventh component of 'minor values' inclusive of public holidays, weather conditions, traffic rules, and travel habits; the eighth component of 'major values' inclusive of history, geography, country, and philosophy; and finally the ninth component of 'formal values' inclusive of legal system, politics, and economy present observable characteristics.

However, it should be noted that it may not be possible to label the components either as observable or as non-observable all the time. For example, although regarded as observable, the sixth component of family may also present non-observable characteristics at times. Yet, as a general conclusion, the characteristics which are presented in the component of intellectual values appear to be non-observable whereas all the characteristics in the other components of lifestyles, behaviours, media, artistic values, family, minor values, major values, and formal values are observable. Thus, the first non-observable component deals with internal characteristics where the second group of observable components deal with external ones. With reference to Weaver's discussion, it might be interpreted that the non-observable internal characteristics constitute of subjective knowledge that are implicitly learned, unconscious, and difficult to change; on the other hand, the observable group of external characteristics constitute of objective knowledge that are conscious and easily changeable.

Culture has an impact on the identification of values such as right and wrong (Williams, 1970) which in turn leads the people to determine what might be acceptable in their society (Schwartz, 1999). Although cultural elements receive a significant mission in FL classes and dealing with culture is suggested in the FL curriculums (Zhu, 2010), when ELF is regarded, it might be unreasonable to expect EFL learners to learn any cultural element from British or American context. However, the learners need to be provided awareness on the cultural elements, specifically in their L1. Thus, this skill will assist them in being able to identify any cultural element in EFL learning environment. In this respect, the ICC is believed to be profitable in identifying the needs and expectations of EFL learners and lecturers in relation with the cultural characteristics of the language that they study.

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Appendices

Appendix A: **Items in the initial version of the Inventory of Cultural Components** (Highlighted ones indicate the eliminated items following factor analysis)

Items	**Learning a language requires learning about (the) target culture …**	Never	Rarely	Sometimes	Often	Always
1	… country.	1	2	3	4	5
2	… history.	1	2	3	4	5
3	… geography.	1	2	3	4	5
4	… philosophy.	1	2	3	4	5
5	… religion.	1	2	3	4	5
6	… ethics.	1	2	3	4	5
7	… thoughts.	1	2	3	4	5
8	… beliefs.	1	2	3	4	5
9	… habits.	1	2	3	4	5
10	… traditional values.	1	2	3	4	5
11	… etiquette.	1	2	3	4	5
12	… ideas.	1	2	3	4	5
13	… weather conditions.	1	2	3	4	5
14	… government institutions.	1	2	3	4	5
15	… well-known people.	1	2	3	4	5
16	… people's common personality characteristics.	1	2	3	4	5
17	… people's common physical characteristics.	1	2	3	4	5
18	… people's common health characteristics.	1	2	3	4	5
19	… public holidays.	1	2	3	4	5
20	… travel habits.	1	2	3	4	5
21	… art.	1	2	3	4	5
22	… cinema.	1	2	3	4	5
23	… music.	1	2	3	4	5
24	… literature.	1	2	3	4	5
25	… inventions.	1	2	3	4	5
26	… politics.	1	2	3	4	5
27	… economy.	1	2	3	4	5
28	… legal system.	1	2	3	4	5
29	… traffic rules.	1	2	3	4	5
30	… advertising.	1	2	3	4	5
31	… news broadcasts.	1	2	3	4	5
32	… television shows.	1	2	3	4	5
33	… popular web sites.	1	2	3	4	5

34	... scientific/technological accomplishments.	1	2	3	4	5
35	... dressing habits.	1	2	3	4	5
36	... people's unique tools.	1	2	3	4	5
37	... games.	1	2	3	4	5
38	... printed materials such as newspapers and magazines.	1	2	3	4	5
39	... food.	1	2	3	4	5
40	... particular skills.	1	2	3	4	5
41	... people's hobbies.	1	2	3	4	5
42	... people's unique dances.	1	2	3	4	5
43	... people's unique jewellery.	1	2	3	4	5
44	... educational system.	1	2	3	4	5
45	... life style.	1	2	3	4	5
46	... social behaviours.	1	2	3	4	5
47	... proverbs.	1	2	3	4	5
48	... means of communication.	1	2	3	4	5
49	... verbal behaviour patterns.	1	2	3	4	5
50	... non-verbal behaviour patterns.	1	2	3	4	5
51	... people's behavioural patterns.	1	2	3	4	5
52	... people's reactions to particular situations.	1	2	3	4	5
53	... lexical associations for linguistic forms.	1	2	3	4	5
54	... usage of pragmatic rules for particular linguistic forms.	1	2	3	4	5
55	... people's daily life.	1	2	3	4	5
56	... people's relations with each other.	1	2	3	4	5
57	... family life.	1	2	3	4	5
58	... taboos.	1	2	3	4	5

Appendix B: The final version of the Inventory of Cultural Components (ICC)

Dear participant,

This questionnaire is a part of a survey in which you will indicate your own understanding of cultural components by regarding the interaction between language and culture. Before responding to the statements, please provide demographic information about your department, class, gender, age, nationality, mother tongue and foreign language. Also answer the yes/no question before you move to the 45 statements in the inventory. Keep in mind that the information collected through this questionnaire will be used only for research purposes and it will not affect your course grades in any way.

There are 45 items in the inventory in nine categories which might be regarded as components of culture. While responding to the statements, please refer to your understanding of the components of culture. For each item, choose the statement that best indicates how much you value the item being included in the target language teaching curriculum. Remember that there are no correct or wrong answers of the statements presented in this questionnaire.

Thank you for your contribution to the study.

Assist. Prof. Dr. Salim Razı

Department	English Language Teaching			Turkish Language Teaching	
Class	1st year	2nd year		3rd year	4th year
Gender	Male			Female	
Age	.....				
Nationality	Turkish	Other: *Please specify*			
Mother tongue(s): ***(If applicable, indicate more than one)***	Turkish	Other: *Please specify*			
Foreign language(s): ***(If applicable, indicate more than one)***	English	German	Japanese	French	Turkish
	Other: *Please specify*				

Do you think curriculums of language teaching should include cultural elements from other cultures?	
Yes	**No**

If your answer is 'Yes' to this question, continue with the following 45 items; however, if your answer is 'No', do not answer the following 45 items.

Items	Learning a language requires learning about (the) target culture …	Never	Rarely	Sometimes	Often	Always
Intellectual values						
1	… thoughts.	1	2	3	4	5
2	… habits.	1	2	3	4	5
3	… beliefs.	1	2	3	4	5
4	… traditional values.	1	2	3	4	5
5	… etiquette.	1	2	3	4	5
6	… ethics.	1	2	3	4	5
7	… ideas.	1	2	3	4	5
Items	**Learning a language requires learning about (the) target culture …**	**Never**	**Rarely**	**Sometimes**	**Often**	**Always**
Lifestyles						
8	… people’s unique dances.	1	2	3	4	5
9	… people’s unique jewellery.	1	2	3	4	5
10	… people’s hobbies.	1	2	3	4	5
11	… particular skills.	1	2	3	4	5
12	… people’s unique tools.	1	2	3	4	5
13	… dressing habits.	1	2	3	4	5
14	… food.	1	2	3	4	5
15	… games.	1	2	3	4	5
Behaviours						
16	… non-verbal behaviour patterns.	1	2	3	4	5
17	… verbal behaviour patterns.	1	2	3	4	5
18	… people’s behavioural patterns.	1	2	3	4	5
19	… means of communication.	1	2	3	4	5
20	… people’s reactions to particular situations.	1	2	3	4	5
Media						
21	… television shows.	1	2	3	4	5
22	… news broadcasts.	1	2	3	4	5
23	… popular web sites.	1	2	3	4	5
24	… advertising.	1	2	3	4	5
25	… scientific/technological accomplishments.	1	2	3	4	5

26	... printed materials such as newspapers and magazines.	1	2	3	4	5
Artistic values						
27	... music.	1	2	3	4	5
28	... cinema.	1	2	3	4	5
29	... art.	1	2	3	4	5
30	... literature.	1	2	3	4	5
Family						
31	... family life.	1	2	3	4	5
32	... taboos.	1	2	3	4	5
33	... people's relations with each other.	1	2	3	4	5
34	... people's daily life.	1	2	3	4	5
Minor values						
35	... public holidays.	1	2	3	4	5
36	... weather conditions.	1	2	3	4	5
37	... traffic rules.	1	2	3	4	5
38	... travel habits.	1	2	3	4	5
Major values						
39	... history.	1	2	3	4	5
40	... geography.	1	2	3	4	5
41	... country.	1	2	3	4	5
42	... philosophy.	1	2	3	4	5
Formal values						
43	... legal system.	1	2	3	4	5
44	... politics.	1	2	3	4	5
45	... economy.	1	2	3	4	5