Developing the Inventory of Ideological Components in Language Learning through Factor Analysis [1]

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Abstract

Specific ideologies may be transmitted to learners in foreign language settings through course books, teachers, curriculums, or any other related course components. The present paper focuses on the components of ideology by illustrating the construction of the Inventory of Ideological Components which was developed by the researchers. The first version of the 5-scale Likert type inventory which was comprised of 60 items was administered to 900 respondents at two state universities in Turkey in 2018-2019 academic year. Reduction and classification of the items were executed by factor analysis and reliability of the scale was measured. The overall results illustrated Cronbach's alpha reliability of .93 for the scale. Therefore, researchers in the related area may utilize the instrument to diagnose the ideological components being contained in language teaching curriculum and course books.

Introduction

Languages may possibly convey a particular ideology of a certain culture (Hamid, Mundy, Green, Lingard, & Verger, 2016). Stern (1983) highlights the cultural facet of language instruction in a three-dimensional phase: The foundational phase contains a group

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of theories related to sociology (Giddens, Duneier, Appelbaum, & Carr, 2016), anthropology (Marcus & Fischer, 2014), linguistics (Akmajian, Farmer, Bickmore, Demers, & Harnish, 2017), and education (Wexler, 2017); the cultural dimension (Sharifian, 2014) of the target language is the core of the second phase, and the socio-cultural (Lantolf, Poehner, & Swain, 2018) component of the target language is the basis of the third phase. The association between culture and language strengthens the idea that language develops a kind of cultural adjustment− represented as acculturation (Baker, 2016; Gieve, 1999; Puente, 1997; Ellis, 1989) in which foreign language learners attain the new culture composed of new norms, values, and a different worldview (Puente, 1997; Van Zyl & Meiselman, 2015).

A common frame of cultural ingredients formed by Thompson (1990) structures the bigger picture and the compounds are represented as follows: (a) the hegemony of English language (Macedo, Dendrinos, & Gounari, 2015), (b) entertainment and consumerism (Martikainen, Woodhead, & Gauthier, 2016), (c) individual issues such as values, (d) health (physical and psychological), (e) social facets such as equality and education (Allen, 2016). Cultural meanings are initially assumed to represent specific values parallel to some certain political or social ideologies which might be reflected directly or indirectly and are generally called a hidden curriculum (Karim & Haq, 2014), the objective of which is to implicitly socialize learners by means of a particular perception of the world (Hunter & Cook, 2018; Tin, 2006). Thus, this paper aims to concern the ideological components by constituting a reliable instrument to identify the ideological ingredients which are encapsulated in language teaching curriculum.

Ideology Types

Ideologies cognitively shape the main social characteristics of individuals by framing their personalities, aims, missions, status, and resources (Whitty, 2017). There are a number of ideologies mentioned in the related literature. These ideologies are comprised of language ideology, cultural ideology, gender ideology, ecologism, religion, multiculturalism, and political ideologies such as liberalism, conservatism, socialism, anarchism, nationalism, and fascism (Ulum & Köksal, 2021; Ulum & Köksal, 2020; Ulum & Köksal, 2019).

Research on Ideology

Although numerous studies which intend to interpret 'ideology' term and its characteristics in general are identified (Eagleton, 2014; Mannheim, 2013; Mitchell, 2013; Žižek, 1989; Therborn, 1999; Van Dijk, 1998; Billig, 1991), there additionally exist studies

focusing on every ideology individually− as language ideology (Lippi-Green, 2012; Blommaert, 2010; Irvine, Gal, & Kroskrity, 2009; Simpson, 2003; Ricento, 2000; Woolard & Schieffelin, 1994; Woolard, 1992; Friedrich, 1989; Lippi-Green, 1994); cultural ideology (LeVine, 2014; Shkedi & Nisan, 2006; Fischer-Tiné, Fischer-Tiné, & Mann, 2004; Dobson, 1986; Taksa, 1992); gender ideology (Davis & Greenstein, 2009; Krueger, 2005; Lavee & Katz, 2002; Brewster & Padavic, 2000; Greenstein, 1996; Spanier, 1995; Spence, 1993); ecologism (Bakari, 2014; Luke, 2009; Goodman, 2009; Barcena, Ibarra, & Zubiaga, 2000); religion (Dollimore, 2010; Williams, 1996; Silberstein, 1993; Ingber, 1989); multiculturalism (Kallen, 1982; Moodley, 1983; Jakubowicz, 1981; Roberts & Clifton, 1982; Garza & Crawford, 2005; Kauff, Asbrock, Thörner, & Wagner, 2013; Stevens, Plaut, & Sanchez-Burks, 2008; Carlbom, 2004; Verkuyten, 2005); and political ideologies (Heywood, 2017; Ball, Dagger, & O'Neill, 2016; Baradat & Phillips, 2016; Vincent, 2009; Dawson, 2003; Eccleshall, Kenny, & Geoghegan, 1994; Bhaduri & Marglin, 1990; Macridis & Hulliung, 1989).

Methodology

Research design

The present study aimed at validating a self-report instrument which was designed to evaluate language learners' perception of ideological components by considering the interaction between language and ideology. There are 60 items in the Inventory of Ideological Components (IIC) which might be regarded as components of ideology. While responding to the items, informants are expected to refer to their understanding of the components of ideology. Respondents 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 establish the scale, a list of ideological components was developed 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 Ideological Components (IIC). Having scanned the related literature, numerous research papers, questionnaires, and inventories were examined for the development of the inventory items. The researchers and experts from the related departments came together and negotiated on the items of the inventory through brainstorming technique.

Setting

The present study was conducted at Schools of Foreign Languages at two state universities in Turkey during the spring term of 2018-2019 academic year.

Participants

The participants who were incorporated in this study consisted of a random sample of 900 prep-class students. To comply with university requirements, the students have to take a university exam. All the informants consented to the use of their responses for research purposes and they responded to the items in the scale anonymously. Though the statisticians could not reach a compromise on the number of respondents to be covered, a number of 900 informants seems to be highly satisfactory as the common trend is the larger the better. For instance, Tabachnick and Fidell (1996) state the need of a minimum of 300 respondents while Nunnally (1978) puts forward a 10 to 1 ratio.

Data collection tools

The first version of the 60-itemed IIC was developed by the researchers and administered to the respondents for reliability for the instrument along. Participants' responses were on a 5-scale Likert type inventory, ranging from 1 = 'Totally Disagree', 2 = 'Disagree', 3 = 'Undecided', 4 = 'Agree', and 5 = 'Totally Agree'. The items in the inventory primarily determined to disclose the values that are assumed to be embraced in foreign language learning curriculum. The inventory was developed through no prime source for the items, yet it was a mixture of the items referred in the related literature (Bershady, 2017; Butler, Volden, Dynes, & Shor, 2017; Fotopoulos, Karra, & Zagkos, 2017; Bovin, 2015; Chomsky, 2015; Curdt-Christiansen & Weninger, 2015; Björkman, 2014; Geertz, 2014; Addison, 2011; Tollefson, 2007; Liu, 2005; Duckitt, 2001; Brewster & Padavic, 2000; Wolsko, Park, Judd, & Wittenbrink, 2000; Freeden, 1998; Woolard, 1998; DeMaris & Longmore, 1996; Van Dijk, 1995; Dendrinos, 1992; Eagleton, 1991; Thompson, 1990; Berlin, 1988; Apple, 1979).

Validity and Reliability

To ensure validity, the items in the IIC were evaluated by a native English speaker colleague, who was employed as an Instructor of English at the Department School of Foreign Languages. The main reason to consult this native speaker was his previous experience in studying such issues as ideology, hegemony, culture, and language imperialism. The overall IIC was examined with regard to its content and face validities. As the items of the ICC inventory is based on ideological dimensions, it was considered to be

valid in content. Further, as the respondents had been previously taught about ideology and its types, they were aware of the related issue and it supplied the inventory with face validity. Further, Cronbach's Alpha was employed to discover the reliability of the scale. Responses from 900 participants were utilized in the analysis. The scale was found to be highly reliable as it can be observed from Table 1.

Table 1. *Reliability of the Scale*

Cronbach's Alpha	N
.934	900

Procedure

The informants spent an hour to complete the inventory. The copies of the IIC were distributed to the informants in school of foreign languages by the researchers. Prior to responding to the inventory, the students were informed about the related terms. Thus, they were all familiar with the aim of the study. Further, they were encouraged to employ their own comprehension of ideological components by considering the relation between language, ideology, and language as the tool of ideology. Within this frame, the students handled the 60 items in the IIC which might be considered as the components of ideology. In brief, the present study aimed at developing an inventory to evaluate the perception of ideological components where theoretical basis could be supplied for latent factors. Accordingly, the items in the target inventory were subjected to the scale reduction procedure of exploratory Factor Analysis.

Findings

Having formed a list of items for the inventory, a factor analysis was conducted in the following order. A pool consisting of 60 5-point Likert type items was initially developed to construct the scale. After the development of the 5-point Likert type item pool, the scale was administered to the respondents to conduct a factor analysis. Once the factor loadings connected with the scale were analyzed on a Principal Components Matrix, it was detected that the scale was composed of 7 factors. However, items a4, a5, h51, h52, and h53 were found to be problematic by the researchers as they either had a factor loading below .30 (Costello & Osborne, 2005) or similar loadings in multiple factors. These items were taken out and the analysis was operated again. In the second analysis, Chi-square results represented that the scale could be utilized ($X = 5094.998$, $df = 1121$, $p < .001$). By observing

the second analysis, one could clearly understand that all the items include factor loadings above .30 in 7 factors (Table 2).

Table 2. *Factor Loadings*

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
e38	b9	c22	d27	i58	f47	a1
e39	b8	c23	d29	i59	f46	a2
e36	b10	c21	d28	i57	f45	a3
e40	b11	c20	d31	i56	f48	b6
e37	b7	c24	d26	i54	f44	
e35	b12	c19	d30	i55	f42	
e33	b16	c25		i60		
e34	b14					
e32	b17					
f41	b13					
f43	b15					
g50	b18					
g49						

Discussion and Conclusion

The exploratory factor analysis results represented an eight-component scale of the IIC, comprised of *General Social Constructs*, *Social Institutions*, *Group Relations*, *Group Constructs*, *Socio-cultural Values*, *Ideologies*, *Behavior Systems*, and *Personal Cognition*. As previously mentioned in the literature review, the ideology term necessitates the inclusion of a number of ruling ideas such as nationalism, religion, ethnicity, race, economy, gender, culture, history, and others. Accordingly, the given components in IIC refer to these common ideologies. The 'ideology' and 'language' terms have often existed together in recent cultural studies, sociolinguistics, and anthropology (Lee, 2017; Woolard & Schieffelin, 1994). Though the ideology concept is pervasive in the related literature, it is employed in different and frequently vague ways which restrict its value as an analytical term (Verschueren, 2012;

Vovelle, 2016). The basic vagueness derives from the fact that the ideology term does not provide criteria to differentiate between ideological (Boudon & Bourricaud, 2002) and non-ideological ideas (Levy, 1991). It is substantial to develop critical thinking skills in ESL and EFL classes based on distinct theories and perspectives (Ordem, 2017b). In addition, critical pedagogy in these language classes should be introduced and instructed and reinforced so that teachers and learners can develop a critical perspective towards ideological components as well (Ordem, 2017a). Having no such ability to make differentiations, the term cannot attain empirical relevance. Further, ideology related terms may be overlapped− as in ideology and hegemony (Mouffe, 2014). In the study, after conducting a deep literature review to discover ideological compounds, the researchers and experts from the related departments negotiated on the items of the inventory through brainstorming technique (Goldenberg & Wiley, 2011). Having composed a list of items for the inventory, a factor analysis was conducted accordingly (Thompson, 2004).

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Appendices

Appendix 1

Component Loadings

	RC 1	RC 2	RC 3	RC 4	RC 5	RC 6	RC 7
a1	-0,028	-0,011	0,214	0,012	0,008	0,032	0,788
a2	0,071	-0,002	0,105	-0,016	-0,037	-0,021	0,763
a3	-0,078	0,026	0,203	0,034	-0,001	0,05	0,81
b10	0,146	0,674	0,023	0,156	0,04	0,26	0,088
b11	0,095	0,668	-0,016	0,197	0,082	0,265	0,044
b12	0,205	0,628	-0,001	0,046	0,122	0,07	0,014
b13	-0,046	0,504	0,003	0,007	0,225	0,164	0,18
b14	0,32	0,574	-0,004	0,073	0,091	0,028	-0,069
b15	-0,025	0,487	0,041	0,14	0,09	0,178	0,316
b16	0,246	0,621	-0,019	0,105	0,14	-0,017	-0,053
b17	0,039	0,546	0,011	0,128	0,161	0,024	0,135
b18	0,113	0,455	0,137	0,114	0,06	0,121	0,007
b6	-0,19	0,248	0,051	0,061	0,061	0,171	0,378
b7	0,294	0,647	-0,016	0,057	0,053	-0,001	-0,113
b8	0,279	0,74	-0,037	0,083	0,064	0,046	-0,103
b9	0,206	0,746	0,005	0,094	0,041	0,141	-0,029
c19	-0,028	0,006	0,769	0,011	0,047	0,03	0,074

c20	-0,085	-0,001	0,844	0,009	0,025	0,084	0,102
c21	-0,052	0,038	0,847	0,054	-0,003	0,052	0,116
c22	-0,035	-0,006	0,88	0,058	0,025	0,044	0,065
c23	-0,04	0,038	0,877	0,013	-0,03	0,075	0,054
c24	-0,094	0,017	0,811	0,035	-0,001	0,097	0,082
c25	-0,053	0,014	0,733	0,116	0,022	0,076	0,109
d26	0,142	0,193	0,157	0,675	0,123	0,098	0,029
d27	0,249	0,241	0,043	0,811	0,094	0,044	0,025
d28	0,312	0,189	0,013	0,788	0,099	0,018	-0,015
d29	0,257	0,183	0,026	0,791	0,104	0,056	0,037
d30	0,148	0,06	0,058	0,627	0,067	0,178	0,012
d31	0,244	0,128	0,047	0,731	0,16	0,079	0,031
e32	0,638	0,123	0,011	0,291	0,193	0,024	-0,059
e33	0,77	0,135	-0,07	0,213	0,146	0,058	-0,08
e34	0,768	0,197	-0,112	0,175	0,114	0,045	-0,072
e35	0,775	0,169	-0,078	0,129	0,169	0,093	-0,021
e36	0,806	0,149	-0,069	0,103	0,158	0,125	-0,039
e37	0,783	0,146	-0,052	0,136	0,197	0,116	0,021
e38	0,832	0,146	-0,051	0,135	0,121	0,132	0,022
e39	0,83	0,17	-0,063	0,112	0,129	0,113	0,006
e40	0,784	0,188	-0,064	0,082	0,14	0,128	0,031
f41	0,619	0,112	0,011	0,108	0,114	0,315	0,016
f42	0,201	0,192	0,061	0,033	0,069	0,554	0,12
f43	0,553	0,177	-0,026	0,151	0,152	0,331	0,057
f44	0,426	0,205	0,019	0,13	0,076	0,563	0,091
f45	0,329	0,155	0,023	0,117	0,088	0,662	0,04
f46	0,234	0,166	0,098	0,064	0,185	0,677	-0,018
f47	0,147	0,121	0,167	0,131	0,135	0,713	-0,006
f48	-0,025	0,118	0,131	0,036	0,179	0,652	0,022
g49	0,502	0,191	-0,021	0,175	0,268	0,043	-0,071
g50	0,552	0,167	0,002	0,137	0,282	0,086	-0,08
i54	0,385	0,144	0,021	0,099	0,603	0,157	-0,044
i55	0,041	0,094	0,106	0,035	0,566	0,312	0,031
i56	0,284	0,191	0,018	0,102	0,689	0,102	0,017
i57	0,299	0,144	0,008	0,156	0,718	0,094	0,003
i58	0,25	0,118	0,009	0,098	0,747	0,15	0,044
i59	0,306	0,164	0,046	0,063	0,734	0,124	0,015
i60	0,155	0,113	-0,056	0,119	0,533	-0,001	-0,02

Appendix 2

Inventory of Ideological Components (IIC)

The scale includes 55 items under two dimensions− social and cognitive. Respond to the

items considering to what extent each ideological component is/should be included in EFL

education (including EFL textbooks).

The following ideological components are/should be included in EFL education (including EFL textbooks).	Totally Disagree	Disagree	Undecided	Agree	Totally Agree
1. Social Dimension					
1.1. General Social Constructs					
1. Democracy	1	2	3	4	5
2. Republicanism	1	2	3	4	5
3. Monarchy	1	2	3	4	5
1.2. Social Institutions					
4. Political Institutions (e.g. political parties)	1	2	3	4	5
5. Educational Institutions (e.g. schools)	1	2	3	4	5
6. Medical Institutions (e.g. hospitals)	1	2	3	4	5
7. Security Institutions (e.g. police, military)	1	2	3	4	5
8. Judicial Institutions (e.g. judiciary)	1	2	3	4	5
9. Political Institutions (e.g. banks)	1	2	3	4	5
10. Economy Institutions (e.g. TV channels)	1	2	3	4	5
11. Religious Institutions (e.g. mosques, churches)	1	2	3	4	5
12. Charities (e.g. UNICEF)	1	2	3	4	5
13. Government Institutions (e.g. parliament)	1	2	3	4	5
14. Family Institutions (e.g. parents and children)	1	2	3	4	5
15. Organizations (e.g. organization of retired)	1	2	3	4	5
16. Ethnic and Cultural Groups (e.g. Americans, Africans)	1	2	3	4	5
1.3. Group Relations (Sensitivity and awareness)					
17. Handicapped people	1	2	3	4	5
18. National differences	1	2	3	4	5
19. Ethnic origin	1	2	3	4	5
20. Gender	1	2	3	4	5
21. Religion	1	2	3	4	5
22. Political diversities	1	2	3	4	5
23. Age diversities	1	2	3	4	5
1.4. Group Constructs					
24. Identity (national/cultural)	1	2	3	4	5

25. Missions	1	2	3	4	5
26. Goals	1	2	3	4	5
27. Principles	1	2	3	4	5
28. Social status	1	2	3	4	5
29. Standards	1	2	3	4	5
2. Cognitive Dimension					
2.1. Social Cognition					
2.1.1. Socio-cultural Values					
30. Intelligence/general knowledge	1	2	3	4	5
31. Honesty	1	2	3	4	5
32. Equality	1	2	3	4	5
33. Value judgment	1	2	3	4	5
34. Morals	1	2	3	4	5
35. Social principles	1	2	3	4	5
36. Social justice	1	2	3	4	5
37. Social solidarity	1	2	3	4	5
38. Social unity	1	2	3	4	5
2.1.2. Ideologies	1	2	3	4	5
39. Ethics (e.g. right and wrong behaviors)	1	2	3	4	5
40. Politics (e.g. democracy)	1	2	3	4	5
41. Knowledge (e.g. nature of true knowledge)	1	2	3	4	5
42. Law (e.g. legislation)	1	2	3	4	5
43. Economy (e.g. wealth distribution)	1	2	3	4	5
44. Gender (e.g. social roles of women and men)	1	2	3	4	5
45. Race (e.g. representing races)	1	2	3	4	5
46. Religion (e.g. imposing a particular religion)	1	2	3	4	5
2.1.3. Behavior Systems					
47. Affirmative attitudes	1	2	3	4	5
48. Multiculturalism	1	2	3	4	5
2.2. Personal Cognition					
49. Personal values (e.g. personal preferences of social values)	1	2	3	4	5
50. Physical values (e.g. beauty)	1	2	3	4	5
51. Interpersonal values (e.g. teamwork)	1	2	3	4	5
52. Psychological values (e.g. determination)	1	2	3	4	5
53. Personal ideologies (e.g. personal interpretation of group ideologies)	1	2	3	4	5
54. Personal attitudes/behaviors	1	2	3	4	5
55. Personal knowledge (e.g. experiences)	1	2	3	4	5