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Contents

REGULAR PAPERS

- L2 Writing Assessment in the Greek School of Foreign Languages 649
Despoina Panou
- Vocabulary Learning Strategies of the Advanced Students 655
Katarzyna Maria Nosidlak
- EFL Students' Judgments of English Idiom Familiarity and Transparency 662
Sameer S. Aljabri
- The Comparison of English Learning between Two Ethnic Groups 670
Ching-Ying Lin and Yong-Ming Chen
- Learner Involvement in Language Development: From Course Design to Performance Assessment 679
Abdulmoneim Mahmoud
- Use of Technology in Classroom for Professional Development 684
Fouzieh Sabzian, Abbas Pourhosein Gilakjani, and Sedigheh Sodouri
- A Case Study of Exploring Viability of Task-based Instruction on College English Teaching in Big-sized Class 693
Xiangyang Zhang and Shu-Chiu Hung
- Relationship between VAK Learning Styles and Problem Solving Styles regarding Gender and Students' Fields of Study 700
Shahin Gholami and Mohammad S. Bagheri
- A Study on the Pragmatic Fossilization of Discourse Markers among Chinese English Learners 707
Hongwei Zhao
- Cultural Capital and English Language Achievement at Grade Three in Iranian High Schools** 715
Ebrahim Khodadady and Marziye Mokhtary
- Binary Oppositions in the Structure of Masnavi Stories 724
Alimorad Ahmadi, Mansour Neurouzi Mostaali, Faramarz Piri, and Mandana Rahimi Bajelani
- Learning a Foreign Language through Text and Memorisation: The Chinese Learners' Perceptions 731
Xia Yu
- Brian Friel's *Translations*: A Bourdieusian Reading 741
Hossein Pirnajmuddin and Elham Heidari
- The Impact of Gender and Strategic Pre-task Planning Time on EFL Learners' Oral Performance in Terms of Accuracy 746
Ali Shafaei, Asghar Salimi, and Zahra Talebi
-

The Semantic Understanding of the English Counterfactual Conditionals—A Model Based on Conceptual Integration Theory <i>Ling Qin</i>	754
Lexical Collocation Instruction and Its Impact on Iranian Non-academic EFL Learners' Speaking Ability <i>Zohreh G. Shoostari and Nasibeh Karami</i>	767
Relationship between Multiple Intelligences and Writing Strategies <i>Narges Moheb and Mohammad S. Bagheri</i>	777
A Study on Flow Theory and Translation Teaching in China's EFL Class <i>Xiaowei Guan</i>	785
Adopted vs. Adapted EFL Textbooks in Iranian Context: Focusing on Gender Representation and Teacher Beliefs <i>Massoud Yaghoubi-Notash and Elmira Kooshavar</i>	791
The Effect of Collaborative Writing on EFL Learners Writing Ability at Elementary Level <i>Masoumeh Shiri Aminloo</i>	801
On Social Reality behind the Absurdity of Barthelme's <i>The Glass Mountain</i> <i>Xiaohua Wen</i>	807
A Critical Evaluation of PNU ESP Textbooks <i>Hossein Davari, Abutaleb Iranmehr, and Seyyed Mahdi Erfani</i>	813
The Role of L1 in L2 Idiom Comprehension <i>Saeed Taki and Muhammad Reza Namy Soghady</i>	824
An Analysis of Spoken Language and Written Language and How They Affect English Language Learning and Teaching <i>Bei Zhang</i>	834
A Contrastive Study on Transitional Markers in English Language Teaching Research Articles Written by English and Persian Academic Writers <i>Mansooreh Elahi and Mohammad Taghi Badeleh</i>	839
The Effect of the Etymological Elaboration and Rote Memorization on Learning Idioms by Iranian EFL Learners <i>Iraj Noroozi and Hadise Salehi</i>	845
Relevance and Coherence <i>Lihong Shen</i>	852
A CDA Approach to the Biased Interpretation and Representation of Ideologically Conflicting Ideas in Western Printed Media <i>Amir Shojaei, Kazem Youssefi, and Hossein Shams Hosseini</i>	858
Challenges of Language Syllabus Design in EFL/ESL Contexts <i>Azadeh Gholaminia Tabari</i>	869
An Output-guided Study of Chinese Students' ESA Difficulty <i>Ting Zhang</i>	874

Cultural Capital and English Language Achievement at Grade Three in Iranian High Schools

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Abstract—This study administered the Persian cultural capital scale (CCS) compiled by Khodadady and Natanzi (2012) to three hundred and ten grade three high school (G3HS) students. The subjection of the collected data to the principal axis factoring and rotating the extracted latent variables via Varimax with Kaiser Normalization produced nine factors, i.e., *Cultural Investment*, *Religious Commitment*, *Artistic Appreciation*, *Cultural Visits*, *Cultural Commitment*, *Cultural Curiosity*, *Cultured Family*, *Literate Family*, and *Higher Education*. These results showed that compared to university students, more factors underlie G3HS students' cultural capitals. Reliability and correlational analyses showed that not only the CCS itself but also its eight factors were reliable and most of them correlated significantly with each other. Although no significant relationship could be found between the CCS and scores on English as a foreign language (EFL), one of its underlying factors, i.e., *Literate Family*, correlated positively and significantly with the EFL. Another factor, i.e., *Religious Commitment*, however, revealed a negatively significant relationship with the EFL. Results are discussed and suggestions are made for future research.

Index Terms—culture, religion, family, foreign language

I. INTRODUCTION

The phrase *cultural capital* consists of two schemata, i.e., *cultural* and *capital*, which have proved to be of great educational importance not only to sociolinguists but also to sociologists. The semantic noun schema *culture* to which the morph *al* has been added to delineate its descriptive or adjectival role in the phrase, does not represent “whatever it is one has to know or believe in order to operate in a manner acceptable to its members and to do so in any role that they accept for any one of themselves” (Goodenough, 1967, p. 167). It does, however, refer to ‘high culture’ reflected in “the appreciation of music, literature, the arts, and so on” (Wardhaugh, 1992, p. 217).

Capital as the second adjective schema constituting the phrase *cultural capital* stands for “any resource which confers an advantage on those who hold it and which, further, can be accumulated and passed on through mechanisms of inheritance” (Bennett & Silva, 2011, p. 430). Having a library at home is, for example, considered as an indicator of cultural capital which can be used by grade three high school (G3HS) students to achieve their educational objectives better than their peers in the field of secondary education.

Although Ayre (2012) took an extreme position and asserted that “there has been little agreement as to how cultural capital should be measured, or even if it can be measured” (p. 2), a number of studies have developed questionnaires (e.g., Sullivan, 2001) or employed qualitative approaches such as in-depth interviews (e.g., Devine, 2004) to explore what factors underlie cultural capital and whether the factors have had any significant relationships with variables such as reading ability and General Certificate of Secondary Education (GCSE) exams.

Jæger (2009), for example, employed the data collected from 2,234 students aged 15 by Danish PISA (Programme for International Student Assessment) survey and analysed them via a customized empirical model and found a significant correlation between the respondents' reading ability and parents' stock of cultural capital such as home educational resources ($r = .05$, $p < .01$), cultural communication, i.e., often children report that their parents discuss 1) political or social issues and 2) books, films or television programs with them, ($r = .26$, $p < .001$), family socioeconomic status ($r = .007$, $p < .001$), father's level of education ($r = .08$, $p < .001$), and mother's level of education ($r = .09$, $p < .001$).

A review of literature shows that few studies, if any, have attempted to develop a reliable measure to explore the latent variables underlying cultural capital in given contexts. As Carter (2003) convincingly argued, cultural capital is context-specific. This often-neglected feature of psychological measures necessitates their validation in various societies where variables explored by these measures interact with each other differently. Khodadady and Golparvar (2011), for example, showed that while two factors underlie the religious orientation scale developed by Allport and Ross (1967) in America, it increases to four in Iran.

Khodadady and Natanzi (2012) [henceforth K&N] were among the first researchers who reviewed the literature in general and Lareau and Weininger's (2003) study in particular, selected the most salient cultural indicators, and added them to those already selected by Khodadady and Zabihi (2011) and Khodadady, Alee and Natanzi (2011) and developed the first cultural capital scale (CCS) in Mashhad, Iran.

K&N administered their 31-item Persian CCS to 381 English students of five universities. When they applied the Principal Axis Factoring to their data and rotated the results via Varimax with Kaiser Normalization, they extracted eight factors underlying the university students' cultural capital, i.e., *Cultured Family*, *Cultural Commitment*, *Cultural Investment*, *Religious Commitment*, *Cultural Visits*, *Literary and Art Studies*, *Art Appreciation*, and *Literate Family*, and concluded that cultural capital is not a unitary construct.

The present study is designed to find out whether the administration of the K&N's CCS to G3HS students will result in extracting the same number of factors. In addition to exploring the factorial validity of the CCS with the participants of a homogeneous age and educational level, the study aims to find out whether there is any significant relationship between the G3HS students' cultural capital and their achievement in English as a foreign language (EFL).

II. METHODOLOGY

A. Participants

Three hundred and ten G3HS students, 170 (54.8%) female and 140 (45.2%) male, took part in the study voluntarily. They had registered as full time students at Zeynabiyeh, Allameh, Allameh Tabtabaii and Narjess girls' schools in districts two and three and Sheikh Ansari Shahed. Imam Ali, Jamaran and Private Mafakher boys' high schools in districts one, five and six of Mashhad education bureaus. Their age ranged between 16 and 19 (Mean = 17.13, SD = .47) and they spoke Persian (n = 307, 99%), Lori (n = 1, .3%), Turkish (n = 1, .3%), and Arabic (n = 1, .3%) as their mother language.

B. Instruments

A bio data questionnaire, cultural capital scale and overall scores on English achievement were used in the study.

Bio data questionnaire

A bio data questionnaire consisting of five short answer open-ended questions dealing with the students' school name, educational district, gender and age was used to collect demographic information.

Cultural Capital Scale

The Persian cultural capital scale compiled and validated by K&N was employed in this study. It consists of thirty one cultural indicators specified by a number of researchers. (Interest readers are suggested to consult the K&N for a brief description of sources from which the indicators have been taken.) Each indicator is presented on a five-point Likert scale requiring the participant to indicate whether they always, usually, often, seldom or never did a certain type of cultural activity such as listening to music. The values of 5, 3, 2, and 1 were then assigned to these five points to quantify the elicited responses, respectively.

Overall scores on English

Since the questionnaires employed in this study were administered at the end of school year in Iran, the EFL teachers were asked to write down the overall score of each student on English. The score is formally reported out of twenty as the average of scores obtained by students contributions to the discussions brought up in the class, quizzes held during the year, and final written examination measuring the students grammar and vocabulary knowledge as well as reading comprehension ability.

C. Procedure

Upon having the bio data and the Persian CCS copied, the second author who teaches English as a foreign language (EFL) in high schools herself contacted the EFL teachers in the specified seven schools and asked them to encourage their students to take part in the project. Upon their approval, she attended the classes on previously specified dates, administered the questionnaires in person and answer the participants' questions and concerns. Since both measures were in Persian, no serious questions were raised as regards the content of cultural indicators and they were thus administered under standard conditions. The participants were asked to hand in their completed questionnaires to their teacher who wrote their English scores in a specified slot by checking their records.

D. Data Analysis

For determining the well functioning of indicators comprising the Persian CCS their descriptive statistics were calculated. The reliability of the CCS was then estimated to ensure that it yields a stable measure of cultural capital among the G3HS students. The cultural capital indicators were then subjected to Principal Axis Factoring and the factors extracted were rotated via Varimax with Kaiser Normalization to determine what latent variables underlie the students' cultural capital. For determining the number of factors, eigenvalues of one and higher were adopted as criteria.

The descriptive statistics and reliability of the factors extracted were also estimated to have a better picture of their functioning. The factors were then correlated with each other to find out whether they had any significant relationships with each other. The CCS and its factors were finally correlated with the G3HS students' English scores to determine

whether they were related to each other. The descriptive as well as inferential statistics were estimated via IBM SPSS Statistics 19.0 to test the five hypotheses below.

- H1. The CCS will be a reliable measure of cultural capital.
- H2. The factors underlying the CCS will be reliable.
- H3. The factors underlying the CCS will correlate significantly with each other.
- H4. The CCS will correlate significantly with the G3HS students' scores on English.
- H5. The factors underlying the CCS will correlate significantly with the G3HS students' scores on English.

III. RESULTS AND DISCUSSION

Table 1 presents the descriptive statistics and the reliability coefficient of the CCS administered in this study and those of K&N. (The descriptive statistics of indicators comprising the CCS is given in Appendix.) As can be seen, the alpha reliability coefficient of the CCS in this study is 0.84, *confirming* the first hypothesis that *the CCS will be a reliable measure of cultural capitals*. The coefficient is, however, slightly lower than the one reported by K&N for university students, i.e., 0.86, which might be attributed to the difference in the number of participants in the two studies.

TABLE 1
DESCRIPTIVE STATISTICS AND RELIABILITY COEFFICIENT OF THE CCS

CCS	N	No of loading items	Mean	SD	Alpha
Present study	310	30	87.42	15.959	.84
K&N	381	29	90.40	16.707	.86

Table 2 presents the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy of this and K&N's studies, i.e., 0.80 and 0.83, respectively. As can be seen, both KMO statistics are in the .80s, indicating that the sample selected in the study was as "meritorious" (DiLalla & Dollinger 2006, p. 250) as that of K&N. As it can also be seen, the significant Bartlett's Test of Sphericity, i.e., $X^2 = 2449.014$, $df = 465$, $p < .001$, showed that the correlation matrix was not an identity matrix.

TABLE 2
KMO AND BARTLETT'S TEST

	This study	K&N
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.798	.830
Bartlett's Test of Sphericity	Approx. Chi-Square	2449.014
	df	465
	Sig.	.000

Table 3 presents the initial communalities (IC) and extracted communalities (EC) obtained from the 31 CC indicators in this and K&N studies. As can be seen, the lowest extraction communalities in the studies are .21 (Items 6 and 24) and .18 (Items 6 and 26), respectively. These results do not support Costello and Osborne's (2005) suggestion of .40 as the lowest acceptable communality. They do, however, support K&N's acceptance of any communality whose item loads acceptably on a factor. It is also suggested in this study that regardless of its EC magnitude, any item loading negatively on a factor be considered as non-contributive to the construct under study.

TABLE 3
INITIAL COMMUNALITIES (IC) AND EXTRACTED COMMUNALITIES (EC) OBTAINED VIA PAF

Item	This study		K&N		Item	This study		K&N		Item	This study		K&N	
	IC	EC	IC	EC		IC	EC	IC	EC		IC	EC	IC	EC
I1	.46	.56	.34	.39	I12	.38	.44	.47	.54	I23	.34	.61	.32	.29
I2	.50	.59	.37	.56	I13	.29	.29	.47	.49	I24	.32	.33	.31	.33
I3	.32	.34	.34	.35	I14	.40	.51	.49	.57	I25	.20	.21	.26	.23
I4	.46	.59	.46	.54	I15	.43	.49	.49	.53	I26	.25	.29	.46	.54
I5	.42	.61	.50	.75	I16	.24	.26	.42	.50	I27	.26	.27	.25	.18
I6	.19	.21	.20	.18	I17	.21	.24	.35	.37	I28	.27	.36	.39	.51
I7	.29	.29	.33	.30	I18	.32	.60	.57	.59	I29	.26	.43	.25	.30
I8	.51	.62	.51	.55	I19	.25	.32	.61	.70	I30	.30	.30	.39	.41
I9	.44	.50	.51	.51	I20	.18	.31	.43	.49	I31	.57	.65	.60	.66
I10	.55	.67	.62	.76	I21	.21	.24	.38	.41		.52	.65	.52	.56
I11	.28	.50	.37	.45	I22									

Item one, *I like to listen to music*, for example, has the ECs of .39 and loads acceptably on factors four (-.32) and seven (.51), respectively, in K&N's study. However, K&N ignored the negative loading on factor four and adopted the positive and acceptable loading of .51 on factor seven as the main contribution of the item to this factor. In contrast, as shown in Table 4, the same item loads negatively only on factor two, indicating that whatever the factor represents, item one does it in the opposite direction. For this very reason it was treated as non-contributive in this study. Similarly, item

two loads negatively on factor two (-.55). It does, nonetheless, load positively on factor three (.40) and this very positive loading renders it as a constituting indicator of factor three only.

TABLE 4
ROTATED FACTORS UNDERLYING THE CCS

Item	Factors									Item	Factors								
	1	2	3	4	5	6	7	8	9		1	2	3	4	5	6	7	8	9
I01	*	-.62	*	*	*	*	*	*	*	I17	*	*	*	*	*	*	.35	*	*
I02	*	-.55	.40	*	*	*	*	*	*	I18	*	*	*	*	*	*	.75	*	*
I03	*	*	.46	*	*	*	*	*	.30	I19	*	*	*	*	*	*	.50	*	*
I04	*	*	*	.69	*	*	*	*	*	I20	*	*	*	*	*	*	*	*	.47
I05	*	*	*	.71	*	*	*	*	*	I21	*	*	*	*	.31	*	*	*	*
I06	*	.30	*	*	*	*	*	*	*	I22	*	*	*	*	.74	*	*	*	*
I07	.40	*	*	*	*	*	*	*	*	I23	*	*	*	*	.42	.31	*	*	*
I08	.71	*	*	*	*	*	*	*	*	I24	*	*	*	*	.33	*	*	*	*
I09	.61	*	*	*	*	*	*	*	*	I25	*	.41	*	*	*	*	*	*	*
I10	.76	*	*	*	*	*	*	*	*	I26	*	*	*	*	*	.32	*	*	*
I11	*	*	*	*	*	.65	*	*	*	I27	*	*	*	*	*	*	*	.49	*
I12	.33	*	*	*	*	.48	*	*	*	I28	*	*	*	*	*	*	*	.62	*
I13	*	*	*	*	*	.30	*	*	*	I29	.36	*	.33	*	*	*	*	*	*
I14	*	.65	*	*	*	*	*	*	*	I30	*	*	.68	*	*	*	*	*	*
I15	*	.67	*	*	*	*	*	*	*	I31	*	*	.72	*	*	*	*	*	*
I16	*	.37	*	*	*	*	*	*	*										

* Loadings less than .30

Table 5 presents the descriptive statistics of the nine rotated factors underlying the CCS. As can be seen, the alpha RCs of eight factors range from .50 to .74, largely confirming the second hypothesis that the factors underlying the CCS will be reliable. While factors one and four have the highest RC, i.e., $\alpha = .74$ and $.72$, respectively, factor four has the lowest, $\alpha = .50$, which might be attributed to the fewness of its constituting items and lower standard deviation as compared to factor four comprising the same number of items.

TABLE 5
DESCRIPTIVE STATISTICS OF THE NINE ROTATED FACTORS UNDERLYING THE CCS

F	Name	# of item	Mean	SD	Skewness	Kurtosis	Variance explained	Alpha
1	Cultural Investment	5	14.07	5.145	.119	-.852	7.464	.74
2	Religious Commitment	5	14.06	3.826	.240	-.321	6.783	.65
3	Artistic Appreciation	4	11.09	4.011	.134	-.654	6.195	.70
4	Cultural Visits	2	5.23	2.029	.499	-.202	4.233	.72
5	Cultural Commitment	4	11.63	3.691	.047	-.432	4.189	.57
6	Cultural Curiosity	4	9.47	3.384	.427	-.421	4.086	.60
7	Cultured Family	3	12.57	2.157	-1.364	2.381	4.001	.53
8	Literate Family	2	4.81	1.882	.602	.210	3.257	.50
9	Higher Education	1	4.49	1.114	-2.618	6.705	2.464	-
	CCS	30	87.42	15.959	.154	-.144	42.673	.84

Table 6 presents five items, i.e., I07, I08, I09, I10, and I29, comprising Cultural Investment as the first factor. As can be seen, most of its items load on the third factor for university students with item I29 loading on a different factor, indicating that Cultural Investment is of first priority for G3HS students. Out of 42.7 it explains 7.464% of variance in the scale and shows the highest significant correlation with the sixth factor called Cultural Curiosity, i.e., $r = .45$, $p < .01$, in this study.

TABLE 6
INDICATORS LOADINGS ON CULTURAL INVESTMENT AS THE FIRST FACTOR (F)

Item	Loading	K&N		Indicator
		F	Loading	
I10	.76	3	.85	I buy lots of books, study and keep them in my library.
I08	.71	3	.68	I have extracurricular study in my leisure time
I09	.61	3	.69	I have personal library in my room and add new books to that.
I07	.40	3	.39	I have library membership
I29	.36	6	.49	I am interested in literature and poetry and have literal study

Table 7 presents the loadings of items I06, I14, I15, I16 and I25 constituting the second factor, i.e., Religious Commitment, underlying the G3HS students' cultural capital. This factor occupies the fourth position for university students whose Religious Commitment does not involve eating in traditional eateries. Out of 42.7 it explains 6.78% of variance in the scale and correlates he highest with the sixth factor, i.e., Cultural Curiosity, i.e., $r = .26$, $p < .01$, in this study.

TABLE 7
INDICATORS LOADINGS ON *RELIGIOUS COMMITMENT* AS THE SECOND FACTOR (F)

Item	Loading	K&N		Indicator
		F	Loading	
I15	.67	4	.67	I attend commentary classes on the Quran and Hadith.
I14	.65	4	.70	I listen to religious radio stations
I25	.41	4	.66	While traveling, I prefer to visit shrines of Imam’s offspring
I16	.37	4	.58	I visit the holy shrine of Imam Reza regularly.
I06	.30	-	-	I prefer to eat in traditional eateries than in fast food restaurant.

Table 8 presents items I02, I03, I30 and I31 loading acceptably on factor three, *Artistic Appreciation*. As can be seen, while items 30 and 31 along with item 29 contribute to university students’ sixth factor, *Literary and Art Studies*, items I01, I02 and I03 constitute their seventh factor, *Artistic Appreciation* as found by K&N. The loadings of these items on a single factor for G3HS students shows that some cultural factors become more distinct over years and education. Out of 42.7 it explains 6.2% of variance in the scale and correlates the highest with *Cultural Visits*, i.e., $r = .41, p < .01$, establishing the closest relationship between the two factors.

TABLE 8
INDICATORS LOADINGS ON *ARTISTIC APPRECIATION* AS THE THIRD FACTOR (F)

Item	Loading	K&N		Indicator
		F	Loading	
I31	.72	6	.45	I attend art courses.
I30	.68	6	.54	I visit art exhibitions
I03	.46	7	.38	I enjoy watching theatres on TV.
I02	.40	7	.71	I like to attend art courses and play an instrument.

Table 9 presents items I04 and I05 loading acceptably on factor four, *Cultural Visits*. As can be seen, the same items load on the same factor for university students and thus reveal the factorially confirmed constant nature of *Cultural Visits* over years and education. Out of 42.7 it explains 4.2% of variance in the scale and correlates the highest with *Cultural Investment* i.e., $r = .54, p < .01$, followed by *Artistic Appreciation* i.e., $r = .41, p < .01$, emphasizing the significant role cultural investment and visits play in helping G3HS students appreciate arts.

TABLE 9
CULTURAL CAPITAL INDICATORS LOADINGS ON *CULTURAL VISITS* AS THE FOURTH FACTOR (F)

Item	Loading	K&N		Indicator
		F	Loading	
I05	.709	5	.83	I visit handy-craft galleries.
I04	.692	5	.68	I visit museum and historical places.

Table 10 presents the four items, i.e., I21, I22, I23 and I24, loading acceptably on factor five called *Cultural Commitment* by K&N. As can be seen, I22 has a much higher loading on this factor for G3HS students (.74) than university students (.46), indicating that *internet* is playing a more significant role in the *Cultural Commitment* of the former than the latter. Out of 42.7 it explains 4.2% of variance in the scale and correlates the highest with *Cultural Curiosity* i.e., $r = .37, p < .01$.

TABLE 10
INDICATORS LOADINGS ON *CULTURAL COMMITMENT* AS THE FIFTH FACTOR (F)

Item	Loading	K&N		Indicator
		F	Loading	
I22	.741	2	.46	I use internet for doing my different official works.
I23	.420	2	.52	I visit news and political websites
I24	.329	1	.30	I attend sport classes
I21	.308	2	.50	I watch documentaries on TV

Table 11 presents items I11, I12, I13, and I26 loading acceptably on factor six, *Cultural Curiosity* extracted in this study. As can be seen, three out of four of its constituting items load on *Cultural Commitment* for university students, indicating that culture loses its attractive nature as the students leave high schools. *Cultural Curiosity* involves not only buying newspaper and reading scientific magazines, but also solving cross-word puzzles which disappears when the students enter universities. Out of 42.7 it explains 4.1% of variance in the scale and correlates the highest with *Cultural Investment* i.e., $r = .45, p < .01$.

TABLE 11
INDICATORS LOADINGS ON *CULTURAL CURIOSITY* AS THE SIXTH FACTOR (F)

Item	Loading	K&N		Indicator
		F	Loading	
I11	.654	2	.60	I buy newspapers regularly every day.
I12	.475	2	.63	I read scientific magazines.
I26	.316	-	-	I solve cross-word puzzles in my free time
I13	.302	2	.56	I study cultural part of the magazines

Table 12 presents items I17, I18, and I19 loading acceptably on factor seven, *Cultured Family*. As can be seen, G3HS students are striving towards establishing themselves as worthy members of society because Item I18 confirming their being a cultured person has the highest loading (.75) on the factor whereas for university students it shifts to their being grown up in a cultured family (.78). Out of 42.7, factor seven explains 4% of variance in the CCS and correlates the highest with *Cultural Investment* i.e., $r = .27, p < .01$.

TABLE 12
INDICATORS LOADINGS ON *CULTURED FAMILY* AS THE SEVENTH FACTOR

Item	Loading	K&N		Indicator
		F	Loading	
I18	.745	1	.74	I am a cultured person
I19	.503	1	.78	I have grown up in a cultured family
I17	.351	1	.54	I have fluency in my speech and others understand me easily

Table 13 presents items I27 and I28 loading acceptably on the eighth factor, *Literate Family*. As can be seen, the highest loading item indicates the ability of G3HS students' parents to communicate in English (.62) whereas parents' studying in leisure time loads the highest for university students (.59), indicating that compared to the past, more and more parents are learning English as a language of communication in Iran. Out of 42.7, it explains 3.3% of variance in the scale and correlates the highest with *Artistic Appreciation* i.e., $r = .29, p < .01$.

TABLE 13
INDICATORS LOADINGS ON *LITERATE FAMILY* AS THE EIGHTH FACTOR

Item	Loading	K&N		Indicator
		F	Loading	
I28	.618	8	.50	My parents can communicate in English
I27	.490	8	.59	My parents study in their leisure time

Table 14 presents the only indicator, i.e., I20, which loads acceptably on the ninth factor called *Higher Education* in this study. As can be seen, this item loads on the first factor, *Cultured Family*, for university students, indicating that G3HS students view higher education as a single and distinct factor whose pursuing becomes their main goal. Out of 42.7 it explains 2.5% of variance in the scale and correlates the highest with *Cultural Investment* i.e., $r = .18, p < .01$, emphasizing the primary role of *Cultural Investment* and *Cultured Family* in the lives of G3HS and university students, respectively.

TABLE 14
THE INDICATOR LOADINGS ON *HIGHER EDUCATION* AS THE NINTH FACTOR (F)

Item	Loading	K&N		Indicator
		F	Loading	
I20	.466	1	.60	I like to continue my education to higher level

Table 15 presents the correlation coefficients obtained between the 30-item CCS, its nine factors and English achievement scores. As can be seen, out of 36 coefficients, 29 (81%) are significant and thus confirm the third hypothesis that *the factors underlying the CCS will correlate significantly with each other* to a large extent. Among the nine factors, *Religious Commitment* does not show significant relationships with *Artistic Appreciation*, *Cultured Family*, and *Literate Family*, implying that religious families may not approve with nonreligious arts, discourage their children's fluency in speech and avoid communication in English. Similarly, pursuing *Higher Education* does not significantly relate to *Cultural Visits*, *Commitment* and *Curiosity*, indicating that G3HS students who intend to continue their studies are more focused on their school studies and employ their family to achieve their goal.

TABLE 15
CORRELATIONS BETWEEN THE 30-ITEM CCS, ITS NINE FACTORS AND ENGLISH SCORES

Factors and English	CCS	Factors								
		1	2	3	4	5	6	7	8	9
1 Cultural Investment	.76**	1	.23**	.37**	.33**	.32**	.45**	.27**	.25**	.18**
2 Religious Commitment	.46**	.23**	1	.01	.18**	.23**	.26**	.09	-.09	.13*
3 Artistic Appreciation	.63**	.37**	.01	1	.41**	.31**	.32**	.19**	.29**	.14*
4 Cultural Visits	.54**	.33**	.18**	.41**	1	.26**	.29**	.06	.19**	.06
5 Cultural Commitment	.64**	.32**	.23**	.31**	.26**	1	.37**	.23**	.23**	.11
6 Cultural Curiosity	.68**	.45**	.26**	.32**	.29**	.37**	1	.25**	.16**	.03
7 Cultured Family	.44**	.27**	.09	.19**	.06	.23**	.25**	1	.20**	.17**
8 Literate Family	.40**	.25**	-.09	.29**	.19**	.23**	.16**	.20**	1	.16**
9 Higher Education	.28**	.18**	.13*	.14*	.06	.11	.03	.17**	.16**	1
English Scores	.01	.02	-.17**	-.03	-.02	.07	-.02	.09	.20**	.07

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

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

As it can be seen in Table 15, learning English as a foreign language (EFL) in high schools does not show any significant relationship with cultural capital and thus *disconfirm* the *fourth* hypothesis that *the CCS will correlate significantly with the G3HS students' scores on English*. It does not correlate significantly with seven factors, either. Seventy eight percent of the results presented in Table 15 *disconfirm* the *fifth* hypothesis that *the factors underlying the CCS will correlate significantly with the G3HS students' scores on English*, questioning the generally held assumption that language and culture are closely related, especially within a context where the EFL is taught as a part of national curriculum.

English achievement, however, correlates significantly with *Literate Family* ($r = .20, p < .01$) and *Religious Commitment* ($r = -.17, p < .01$). These results reveal the important role parents play in their G3HS children's learning of the EFL, explaining four percent of variance in their achievement. They also show that the more religiously committed the G3HS students are, the lower their scores will be on the EFL test, calling for a national EFL policy to explore the relationship more thoroughly and change the direction to a positive one.

IV. CONCLUSION

The CCS developed by K&N and employed in the present study is a reliable and valid measure of cultural capital which can be employed to improve the quality of secondary and higher education for several reasons. First, its 31 indicators contribute to different factors underlying the CCS depending on the age and educational level of participants. While *listening to music*, for example, loads on university students' *Artistic Appreciation*, it does not load acceptably on any of the nine factors underlying the G3HS students' cultural capital, indicating that it is only higher education which helps university students appreciate music as part of their cultural capital. In contrast, only G3HS students solve cross-word puzzles as part of their *Cultural Curiosity* whereas such an action lacks relevance to university students' cultural capital in Mashhad.

Secondly, pursuing *Higher Education* reveals itself as a distinct factor for G3HS students whereas it forms a part of *Cultured Family* for university students. In other words, *Higher Education* loses its appeal as a distinct underlying variable of cultural capital and fades into *Cultured Family* once students enter university. For the G3HS students, however, pursuing *Higher Education* shows the highest significant relationships with their *Cultural Investment* followed by *Cultured Family*, reflecting its priority among these students' parents.

Thirdly, factors underlying the CCS vary in the percentages of variances they explain in the cultural capital of the members of a given society as they grow developmentally and educationally. While *Cultural Investment* explains the highest percentage in the G3HS students' cultural capital, *Cultured Family* does the same for university students. The difference highlights the distinct role of static and relational cultural capitals established by Tramonte and Willms (2010). Static cultural capital "is an expression of the family's socioeconomic advantage" reflected in their *Cultural Investment*. *Cultured Family*, however, behaves as an aspect of relational cultural capital in that it "embodies the resources and experiences of children that they can use in society to interact strategically and successfully in achieving their goals" (p. 201).

Fourthly, age and educational level contribute to the relationship between the factors underlying the CCS. The highest significant relationship is, for example, found between the *Cultural Investment* and *Cultural Curiosity* for G3HS students. For university students, however, the same relationship exists between *Cultured Family* and *Literate Family*, indicating that static cultural capital plays a more important role in G3HS students' life *if only the factors underlying the CCS are taken into account*. However, it is the *Literate Family*, i.e., an index of G3HS student' relational cultural capital, which relates positively to the EFL achievement.

And finally, achievement in the EFL shows significant relationships with two factors underling the CCS, i.e., *Religious Commitment* and *Literate Family*, though in opposite directions. The findings of this study show that the more religiously committed the G3HS students are, the less they achieve in the EFL, implying that religion-friendly EFL syllabi are needed to reverse the direction. They also indicate that among the nine factors underlying the CCS, the

parents are the pivot upon which the relational cultural capital operates to help G3HS students achieve their best in the EFL. Future research must show whether this relationship holds equally true for other grades in high schools and universities.

APPENDIX THE DESCRIPTIVE STATISTICS OF ITEMS COMPRISING THE CCS (N = 310)

Item	Mean	SD	Skewness	Kurtosis	Missing %	Never %	Seldom %	Sometimes %	Often %	Always %
I01	4.09	1.143	-1.121	.400	0	3	8	15	22	51
I02	3.30	1.582	-.360	-1.369	1	22	9	16	17	34
I03	2.44	1.270	.532	-.627	1	28	28	24	10	9
I04	2.83	1.103	.168	-.394	1	8	33	32	18	8
I05	2.40	1.188	.475	-.345	2	20	39	19	13	6
I06	3.07	1.353	-.057	-1.080	1	14	21	25	19	20
I07	2.94	1.510	.019	-1.295	2	20	22	17	16	23
I08	3.02	1.313	-.128	-.913	2	12	24	22	25	15
I09	2.72	1.676	.229	-1.537	2	35	15	12	11	26
I10	2.36	1.364	.617	-.772	1	33	28	14	13	11
I11	2.09	1.286	1.005	-.031	1	44	26	14	7	9
I12	2.67	1.202	.168	-.661	1	17	28	29	17	8
I13	2.69	1.339	.279	-.985	1	21	28	21	16	13
I14	2.17	1.162	.740	-.301	1	34	33	16	12	4
I15	2.15	1.164	.682	-.503	0	38	26	20	11	4
I16	3.52	.988	-.277	-.417	0	2	13	33	35	17
I17	3.84	1.046	-1.091	1.434	1	1	9	17	44	27
I18	4.27	.899	-1.564	3.283	1	0	4	9	37	49
I19	4.46	1.060	-2.411	5.678	1	3	2	5	18	70
I20	4.49	1.114	-2.618	6.705	3	1	3	6	13	75
I21	3.52	1.367	-.698	-.310	3	6	13	22	25	31
I22	2.37	1.373	.487	-.960	1	36	20	19	14	9
I23	2.49	1.443	.465	-1.126	1	34	22	15	15	14
I24	3.25	1.386	-.241	-.955	2	9	22	23	19	26
I25	3.16	1.256	-.084	-.962	0	11	20	29	21	18
I26	2.03	1.200	.940	.069	1	42	27	16	8	5
I27	3.14	1.227	-.151	-.902	0	12	19	28	26	15
I28	1.67	1.072	1.536	1.889	2	58	23	8	5	4
I29	3.04	1.444	-.030	-1.240	1	17	21	21	17	23
I30	2.78	1.326	.181	-1.025	0	21	22	27	16	14
I31	2.57	1.346	.346	-1.045	0	28	23	22	16	11

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