

Does It Pay off? The Effect of Social and Cultural Capital on Learners' Language Learning Strategies

Azizollah Dabaghi

Department of English Language, Faculty of Foreign Languages, University of Isfahan

PO Box 81746- 7344, Isfahan, Hezar Jirib Street, Iran

E-mail: azizollahd@hotmail.com

Ali Mohammad Mohammadi (Corresponding author)

Ph.D. Candidate of TEFL, Faculty of Foreign Languages, University of Isfahan

PO Box 81746-7344, Isfahan, Hezar Jirib Street, Iran

E-mail: a-mohammadi@araku.ac.ir

Received: March 14, 2012 Accepted: April 5, 2012 Published: June 1, 2012

doi:10.5296/ijl.v4i2.1516 URL: <http://dx.doi.org/10.5296/ijl.v4i2.1516>

Abstract

Language is a socio-cultural phenomenon. A large number of language learning strategies arise from the interactions between individuals and their socio-cultural contexts. The aim of this article was to explore the relationship between EFL learners' language learning strategies and their social and cultural capital. To this end, the Social and Cultural Capital Questionnaire (SCCQ) and the Strategy Inventory for Language Learning (SILL) were administered to a sample of 63 undergraduate students majoring in English language so that the researchers could examine the best predictors of language learning strategies in terms of five factors of the SCCQ, namely, social competence, social solidarity, literacy, cultural competence, and extraversion. Results from Pearson product-moment correlation showed highly significant correlations between all five factors of SCCQ and learners' language learning strategies. Moreover, results from the regression analysis revealed that a combination of literacy, social solidarity, and extraversion was the best predictor of language learning strategies by explaining 50% of the variances in EFL learners' language learning strategies scores. The implications of the study are discussed.

Keywords: Language learning strategies, EFL context, Socio-cultural context

1. Introduction

Last few decades, beginning from 70s, have witnessed a gradual and significant shift in education, resulting in less emphasis on teacher and teaching and more stress on learner and learning. The former teacher centered approaches failed to help the learners become independent in the process of learning, so the educationalists shifted their attention to the learner in order to gather information and see how the learners approach in the process of language learning. More specifically the researchers tried to do studies regarding the good language learners. Oxford (1990) pointed out how important learning strategies are, both in theory and in practice, for language learners. Researchers such as Oxford (1990) and O'Malley and Chamot (1990) either stated or implied that we can learn lessons from good language learners.

As a result of the publication of these authors' works, a large number of researches were carried out in most parts of the world to lead the educationalists help the learners reach an extended level of autonomous and independent language learning. Analysis of Chamot, Robin, and Anderson (2007) reveals that studies are directed to the point that learners can assume responsibility for using the strategies independently by raising awareness of language learning strategies, modeling of the strategies, strategy practice opportunities, self-evaluation of the effectiveness of strategy use and transfer of strategies to fresh tasks and situations. These investigators tried to identify the language learners' learning and use strategies. Since they believed that their pedagogical and scientific decisions should be based on the successful learners' approach. The identification and description of learning strategies used by language learners and the correlation of these strategies with other learner variables were studied by the researchers. However, no study to date has tried to examine the role of social and cultural capital in Iranian EFL students' language learning strategies.

2. Theoretical Framework

The information about the way learners use the strategies and the kind of strategies they use in the interaction with their environment, would help us manage our resources and decision making processes. Hurd and Lewis (2008) maintain that through strategy use, learners try to develop a meaningful interface with the learning environment and respond to their particular learning contexts. On the other hand, Oxford (2008: 51) believes that effective learners are typically aware of their strategies for learning, can judge the effectiveness of these strategies, and can choose strategies well. Analysis of the research reveals that more proficient L2 learners tend to use wider range of strategies and employ them more often than less proficient learners (Chamot, 2004, Oxford, 2008).

Since learners are thinking participants who can influence both the processes and the desired outcome of their own learning, the use of strategies embodies taking active, timely, coordinated responsibility for learning. Studies should consider a number of variables that are likely to affect learner autonomy and the use of learning strategies and tactics. These variables include not only the geographic area of the world but also socioeconomic background, main discipline of study, gender, age, learning style, goals, interests, travel experience and schooling. Moreover, studies need to address not only trends but also

variations or differences, both within and across cultural settings (Oxford, 2008). Studies in learner strategies fall into two basic types. The first is descriptive studies. Descriptive studies have attempted to define:

- 1) The features of a good language learner
- 2) The total number of strategies that learners use
- 3) Comparisons of strategy use between one group of learners and another group of learners

The second type is intervention studies. These studies have attempted to discover whether it is possible to bring about change in learners' strategy use through a process of learner training by teachers or by researchers (Macaro, 2001). Analyzing learner's role, Graham (1997) states that one of the major factors influencing the successful language learning was the learning strategies that students had developed. A number of studies in the past tried to identify the range and nature of the strategies used by good language learners. Chamot (2004) found that more successful students used learning strategies more often, more appropriately, with greater variety, and in ways that helped them complete the task successfully.

The issues that arise from the studies done in the strategy include identification procedures of learning strategies, linking of specific strategies to specific tasks, individual differences, strategy instruction, surveying the experts, terminology and classification of strategies, the effects of learner characteristics on strategy use, strategy type and language skills, and the effects of culture and context on strategy use (Cohen, 2007, Takuchi, Griffiths, and Coyle, 2007, Oxford and Lee, 2007, White, Schramm, and Chamot, 2007, Cohen, 2003, Macaro and Vanderplank, 2007, Erlen and Finkbeiner, 2007, Chamot, 2004). Also more proficient language learners use a greater variety and often a greater number of learning strategies (Chamot, 2004). Differences between more and less proficient language learners have been found in the number and range of strategies used, in how the strategies are applied to the task, and in the appropriateness of the strategies for the task. In these studies, students' understanding of the task's requirements and whether they could match a strategy to meet those requirements seemed to be a major determinant of effective use of language learning strategies. Higher levels of language proficiency have also been associated with less anxiety and more confidence, indicating that affective factors in addition to learning strategies can influence performance on a task. Similarly, language learning strategy researchers have argued for the central role of meta-cognitive knowledge and meta-cognitive learning strategies in language learning.

2.1. Analysis of strategy definitions

In the process of describing variations in human cognitive system a number of terminologies are applied by researchers. The most common ones are process, style, and strategy. There has been some confusion and variations in the use of these terms (Brown, 2007). However, they describe different human traits in the processing of information. The term process refers to basic, common, and general characteristics of every human being such as recalling, storing, association, and perceiving. Styles are general characteristics, tendencies, and preferences differentiating people from each other, e.g. traits such as visual and tactile. Strategy refers to

specific tendencies and approaches varying within an individual such as behaviors and techniques.

Technically learning strategies have been defined from different perspectives. Oxford and Crookall (1989) have assumed a general view of the concept. Generally these researchers believe that learning strategies are the steps taken by the learners to aid the acquisition, storage and retrieval of information. Moreover, strategies are referred to as learning techniques, behaviors, or learning to learn, problem solving and study skills and can make leaning more efficient, easier, faster, enjoyable, effective and transferable to new cases. But Oxford (1990, 2008) has approached the concept from a more language learning specific point of view and maintains that on the one hand, foreign or second language learning strategies are the specific procedures students use to improve their progress in apprehending, internalizing and using L2. On the other hand, they are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information. More specifically, she believes that strategies are tools for active and self-directed involvement which is essential for developing communicative competence. Learning strategies are the way students learn a wide range of subjects. In the analysis of these researchers' views we come to conclusion that their model of strategy consists of a process involving steps, operations, procedures, skills and tools represented by figure 1:

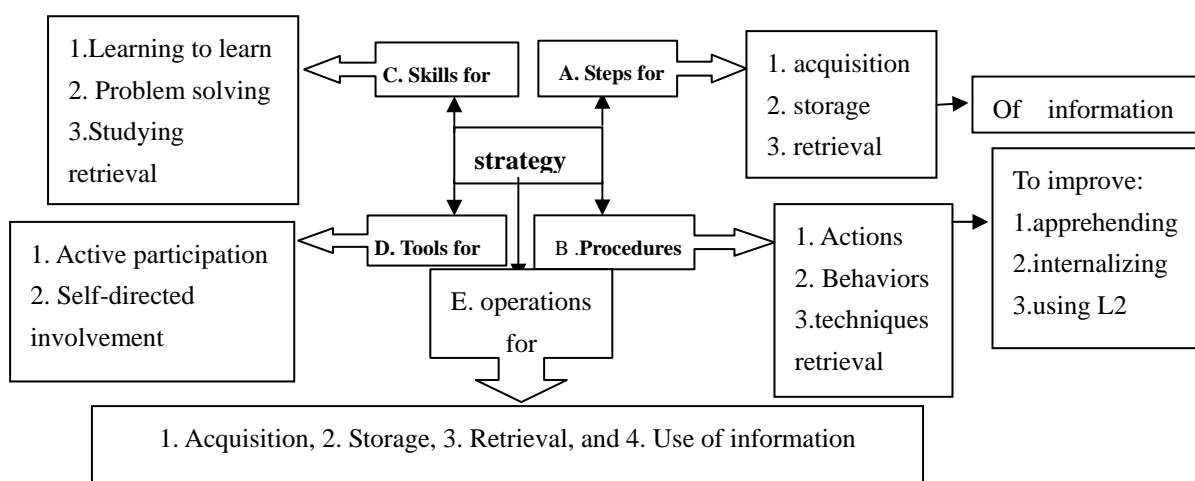


Figure 1. Analysis of Oxford and Crookall's view of language learning strategies

And in the analysis of Brown (2007), we encounter a triangular model made up of plans, techniques and attacks represented in figure 2:

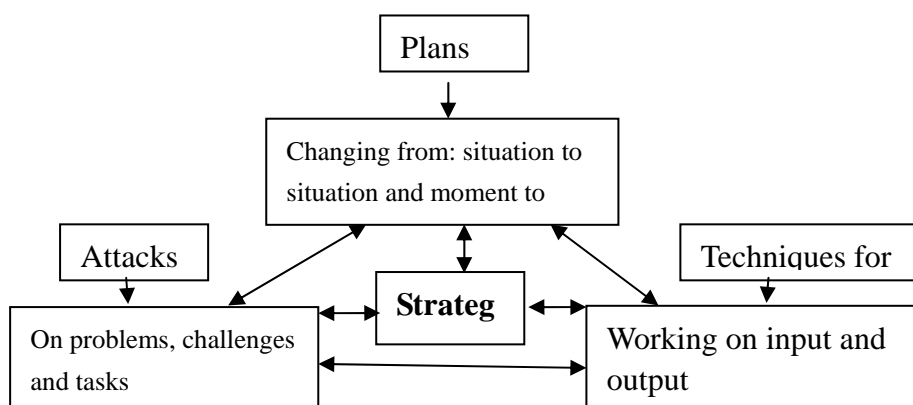


Figure 2. A representation of Brown's model of language learning strategies

In the analysis of O'Malley and Chamot (1990) we come to the conclusion that strategies are procedures involving techniques, approaches, thoughts or deliberate actions which are conscious and data driven that students take in order to facilitate the learning and recall of both linguistic and content area information that individuals use to accomplish a learning goal or facilitate a learning task (Chamot, 2004). Figure 3 illustrates this conception of strategy:

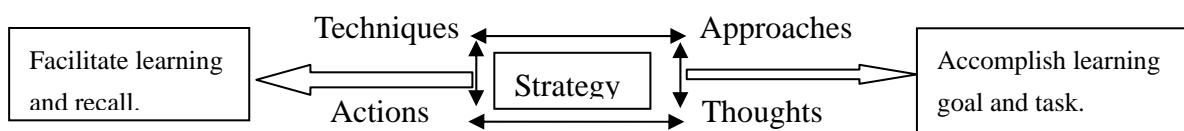


Figure 3. A review of O'Malley and Chamot's conceptualization of language learning strategies

Believing in autonomy for learners, Griffiths (2008, 87) states that strategies are the activities consciously chosen by learners for the purpose of regulating their own language learning. Cohen (2003, 2007) maintains that strategies are conscious thoughts and behaviors used by learners with the goal of improving knowledge and understanding of target language by promoting successful and efficient completion of language learning and allowing language learners to develop their own individualized approach to learning and utilizing the language and linking their approach to specific tasks. In another study, he holds that strategies are the moves constituting the steps and actions consciously selected by learners either for the learning of a second language, the use of it, or both. They establish the organization of learning, rehearsing and bolstering cognitive traits (Cohen, 2003, 2007). Figure 4 shows his model:

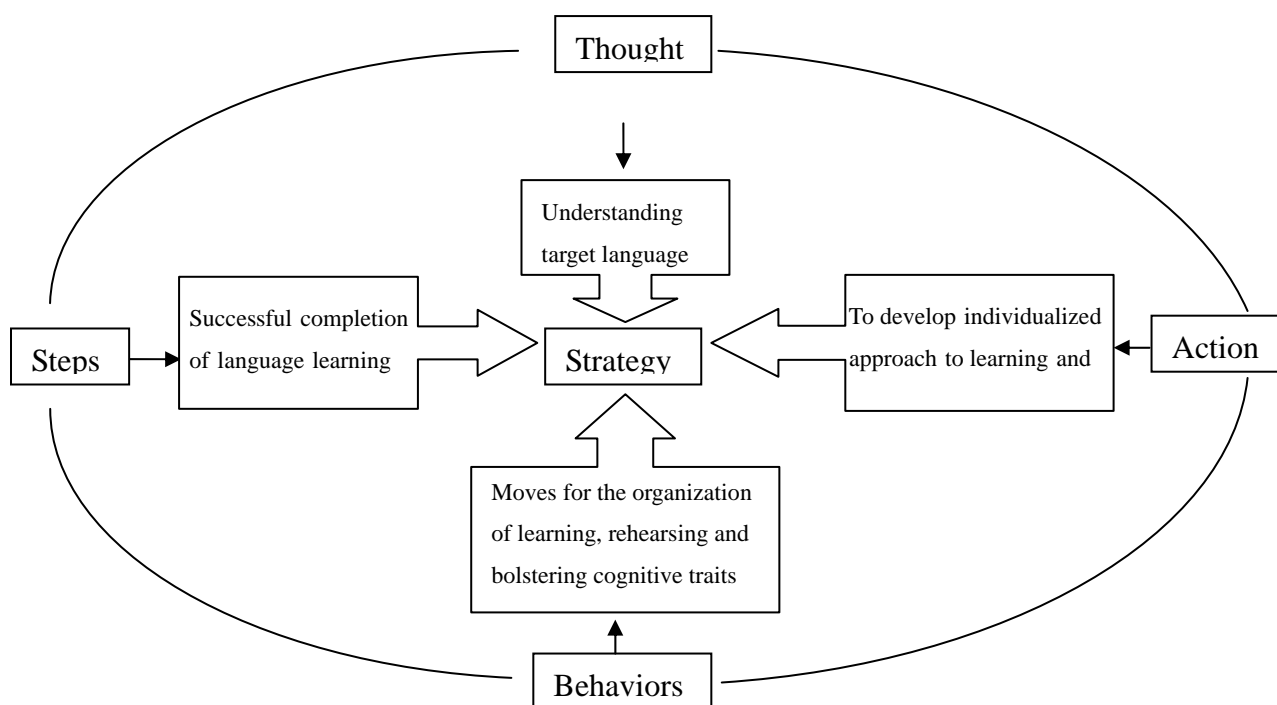


Figure 4. A representation of Cohen's model of language learning strategies

2.3 Types of strategies

This part of the study provides a short introduction of language learning strategies. Oxford (1990) developed a system of language learning strategies which is more comprehensive and detailed than earlier classifications. She divides strategies into two major classes: direct and indirect. Those used directly in dealing with a new language are called direct and the indirect strategies are used for general management of learning.

Direct strategies facilitate the development of specific aspects of communicative competence. They deal with direct learning and use of a new language. They are beneficial to the students because they help store and recover information. These strategies help learners to produce language even when there is gap in knowledge. They are subdivided into three groups: memory, cognitive and compensation strategies. Indirect language learning strategies work together with the direct strategies. They help learner regulate the learning process. These strategies support and manage language learning indirectly but powerfully. They are subdivided into three groups: meta-cognitive, affective and social strategies.

2.4 Iranian studies

Some studies are carried out by Iranian researchers in the area of language learning strategy. They cover the frequency of strategy use, variables interaction, and variation. Regarding the frequency, Nikoopour (2011) investigated the strategy use by Iranian EFL learners and found out that the most frequently used language learning strategies among Iranian EFL learners are meta-cognitive and memory as the least frequent ones. In their study of the interaction between variables and strategy use, Sadighi and Zarafshan (2006) discovered that the subjects employed meta-cognitive, social, affective, and compensation strategies more frequently than

memory and cognitive strategies. Also attitude proved to influence the use of Language Learning Strategies significantly. That is, learners with positive attitude used LLSs more frequently than those with negative attitude. Regarding the factor of motivation, integratively-motivated students employed more strategies than instrumentally-oriented ones. Furthermore, seniors showed greater use of LLSs.

In the investigation of the interaction between writing strategies, gender and year of study, Abdollahzadeh (2010) came to the conclusion that there are no significant differences in writing, strategy use, gender, and year of study. Meta-cognitive and cognitive strategies were also found to be the most frequently used strategies by all writers, and both the low- and high-level male and female learner-writers used writing strategies with approximately the same frequency. Aliakbari and Hayatzadeh(2010) investigated the variation and frequency of language learning strategies used by Iranian English students and the possible relationship between the use of LLS and gender. Their results showed that Iranian EFL students employed learning strategies at high and medium frequency level, with meta-cognitive strategies at the highest and memory strategies at the lowest rank. Their data also specified the governing role of cognitive strategy due to its strongest correlation with other strategies. Their study also revealed that gender performed no significant role in the use of the strategies. In the analysis of the interaction between Language learning strategies and gender, Rahimi, Riazi, and Saif (2010) found out that Iranian EFL learners are medium strategies users and gender played a significant role in using language learning strategies and females prevailed over the males. Therefore, there are some contradictory findings by these researchers.

2.5 The social and cultural capital

What is the source of human power? There are different answers for the question. The term capital is usually associated with a narrowly defined economic category of monetary exchange for profit. However, Bourdieu (1977, 1986) attempts to expand the category of capital to something more than just the economic and to identify culture and social variables as other forms of capital. In the analysis of the investigations done by Bourdieu (1977, 1986); Bourdieu and Johnson, (1993) Bourdieu, Passeron, and Martin (1996), cited in Pishghadam, Noghani, and Zabihi (2011) conclude that capital is not only economic but is also social and cultural. In other words, like economic capital, the higher distribution of cultural and social capital among a particular social class can be a source of power defining the chances of profit in a given field. That is to say, the more one possesses social and cultural capital, the more successful one may be in a specific area.

According to Pishghadam et al (2011) this field of investigation deals with five sociocultural variables. The first is the learners' level of parental involvement with their activities- social competence. The second factor refers to the ties in a society, or social relations, which bind people to one another. The third variable studies the learners' reading and knowledge of literature, tests learners' general attitudes towards reading, and examines the learners' having, buying or borrowing books, and finally tests parents' degree of encouragement with regard to their children's reading behavior. The fourth factor, known as cultural competence, asks to what extent learners enjoy listening to classical music, discovers a self-image on the part of

learners of whether they think they are cultured or not, tests the learners' knowledge about famous music composers, the frequency of learners' visiting museums, theaters, or attending at concerts and measures their tendency to attend symphony concerts. The last factor studies the tendency to enjoy human interactions and to take pleasure in activities that involve large social gatherings.

3. Purpose of the study

As mentioned earlier, a large number of studies had taken into account the interaction between language learning strategies and different psychological traits and learner variables. To the researcher's best knowledge, however, no study has been conducted to date to investigate the role of social and cultural capital in students' language learning strategies. Thus, in this paper the researcher tried to explore the role of social and cultural capital dimensions in language learning strategies with regards to students majoring in English as a Foreign Language. This research, therefore, was conducted to find out answers to the following questions:

Q1: Do social and cultural capitals play any role in EFL learners' language learning strategies?

Q2: What are the predictors of social and cultural capital in students' language learning strategies?

4. Method

4.1 Participants

The participants for the research were selected randomly among the third year students studying English as a foreign language at the ELT department of Isfahan University, Isfahan, Iran. They included 63 male (33.3%) and female (66.6%) students majoring in English translation and English literature. Their ages ranged between 22 and 24

4.2 Instrumentation

Two instruments were used to collect the data: SILL questionnaire (Strategies Inventory of Language Learning) by Rebecca Oxford (1990) and SCCQ (Social and Cultural Capital Questionnaire) by Pishghadm et al (2011).

4.2.1 Strategies Inventory of Language Learning (SILL)

Developed by Oxford (1990), the questionnaire was designed to measure the EFL learners' language learning strategies. It consists of six subscales: memory strategies (9 items), cognitive strategies (14 items), compensation strategies (6 items), metacognitive strategies (9 items), affective strategies (6 items), and social strategies (6 items), all together consisting of 50 items.

4.2.2 Social and Cultural Capital Questionnaire (SCCQ)

The questionnaire is constructed by Pishghadam et al (2011) and includes five subscales of Social Competence, Social Solidarity, Literacy, Cultural Competence, and Extraversion(all

together consisting of 42 items), with Social Capital consisting of social competence (15 items), social solidarity (11 items), and extraversion (3 items) and Cultural Capital consisting of literacy (6 items) and cultural competence (7 items).

4.3 Procedures

The above mentioned instruments were administered to the participants and they were asked to fill them out. The data gathered from the two questionnaires were entered into and processed with SPSS 16 program. For obtaining the internal consistency of the SCCQ and the SILL, the Cronbach Alpha reliability estimate was employed. Descriptive statistics was used to describe the body of data including a sample of 63. To investigate the role of learners' social and cultural capital in their language learning strategies, Pearson product-moment correlation was applied to the data. Moreover, the researchers used the Multiple Regression Analysis with a stepwise method to detect the best predictors of language learning strategies in terms of social and cultural capital subscales.

5. Results

5.1 Descriptive statistics

To study the nature and normality of the distribution, descriptive statistics was applied. Table 1 summarizes the descriptive results of the two instruments: The SCCQ and the SILL. Table 1 presents the descriptive statistics related to the social and cultural capital questionnaire (SCCQ). As can be seen, the total SCC enjoys a high reliability, i.e., .87, as does the total language learning strategies score, i.e., .93. Due to consisting only 3 items, the low reliability of the Extraversion subscale, i.e., .52 is acceptable and thus its length has affected its reliability coefficient.

Table 1. Means and standard deviations of SCC subscales and LLS

Social and Cultural Capital	N	# of items	Mean	SD	Alpha
<i>Social Competence</i>	63	15	44.23	10.37	.83
<i>Social Solidarity</i>	63	11	39.55	7.05	.78
<i>Cultural Competence</i>	63	6	21.28	3.98	.58
<i>Literacy</i>	63	7	22.22	4.26	.50
<i>Extraversion</i>	63	3	10.22	2.91	.52
<i>Total SCC</i>	63	42	1.33	19.92	.87
<i>Total LLS</i>	63	50	2.90	0.47	.93

Table 1 A description of means and standard deviations of SCC subscales and LLS

5.2 The results of correlation between students' scores on SCCQ subscales and their LLS

To investigate the existence of significant correlation between learners' social and cultural capital and their language learning strategies, Pearson product-moment correlation was employed. The results indicated that there is a highly significant correlation between learners' language learning strategies and social competence ($r = 0.481$, $p < 0.01$), social solidarity ($r = 0.576$, $p < 0.01$), literacy ($r = 0.506$, $p < 0.01$), and cultural competence ($r = 0.580$, $p < 0.01$).

Moreover, a significant correlation was found between social and cultural capital and learners' total score on SCCQ ($r = 0.651$, $p < 0.01$) (see Table 2).

Table 2. *Correlations between social and cultural capital and language learning strategies*

Social and Cultural Capital	Learning Strategies
<i>Social Competence</i>	0.481**
<i>Social Solidarity</i>	0.576**
<i>Cultural Competence</i>	0.580**
<i>Literacy</i>	0.506**
<i>Extraversion</i>	-0.084
<i>Total SCC</i>	0.651**

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

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

5.3 Prediction of language learning strategies by SCCQ factors

Table 3 presents the results for learners' language learning strategies being regressed on the variables of interest in this study (SCCQ subscales). The results reveal which variables are important in predicting higher language learning strategies on the part of learners. Language learning strategies explained 50% of the total variance, (Adjusted $R^2 = 0.50$, $p < .05$) using a combination of literacy, social solidarity and extraversion. High scores on literacy and social solidarity were the best predictors of high scores on the language learning strategies test (Adjusted $R^2 = 0.32$, $p < .05$ and $R^2 = 0.45$, $p < .05$).

Table3. *Regression analysis for social and cultural capital and learning strategies*

Predictors	R	R²	Adjusted R²	F	P	B
<i>Learning strategies</i>						
Literacy	0.580	0.336	0.326	30.921	0.00	0.423
Social solidarity	0.689	0.475	0.457	27.105	0.00	0.451
Extraversion	0.724	0.524	0.500	21.692	0.00	-0.228

Table 2. A display of regression analysis for social and cultural capital and learning strategies

6. Discussion

The findings of the present study strongly and significantly confirm the importance of the socio-cultural dimensions of language learning. As shown in Table 2, language learning strategies are significantly and positively correlated with the total SCCQ and all its cultural and social capital subscales ($p < 0.01$) except for extraversion which is not significant and it is due to its few number of items(only 3 items). This is quite in line with Pishghadam and Zabihi (2011a) result that students possessing higher levels of social and cultural capital

enjoy higher levels of mental creativity and novelty and Pishghadam and Zabihi (2011b) study that students with higher levels of social and cultural capital enjoy higher levels of language proficiency and academic achievement. Having conducted the regression analysis, however, the researchers found that only three subscales of the SCCQ, i.e. literacy, social solidarity, and extraversion were best predictive of higher language learning scores. In other words, learners with better reading skill, good knowledge of literature, general positive attitudes towards reading, having, buying or borrowing books, and their parents' higher degree of encouragement with regard to their children's reading behavior, tend to be or become better language learners. Moreover, those students who more frequently visit museums, theaters, or attend concerts, and those who have stronger ties in society and with other people tend to be more creative language learners. Furthermore, the students with more tendency to enjoy human interactions and to take pleasure in activities that involve large social gatherings, i.e., extraverts, would become more proficient EFL learners.

In this study, highest scores are attained in literacy and social solidarity. Literacy is a subscale of cultural capital and social solidarity is a subscale of social capital. These subscales were associated with the highest scores in language learning. Firstly, this finding shows that the learners' with better reading and literary competence, possessing positive attitudes towards reading, and owning a lot of books, are equipped with enough potential for learning or using EFL. And secondly, those EFL students who enjoy higher levels of ties in a society, or social relations, binding them to other people, own higher amount of talk with their parents or other adults regarding issues like job and education, possess the higher and better tendency to get involved in activities designed for young people, have got the qualified peers and the qualified past educational settings, the stronger ties with their parents, the community, and their peers, and the strength of ties that parents have with each other and the total intimacy inherent in the family environment, they are more qualified or will be able to fulfill the requirements of language learning or use strategies more professionally.

Since analysis of the data revealed a significant correlation between both social capital and cultural capital, and language learning and use strategies; therefore, regarding the EFL education, it is suggested that we foster social and cultural capital in schools and in the classroom environments. In addition, to develop language learning and use strategies, the social and cultural variables have to be included in a variety of materials and the classroom context should encourage different types of socio-cultural experiences. Teachers, authorities, curriculum designers are also recommended to have a better understanding of learners' social and cultural backgrounds within family and in the community whereby they can help weaker learners in learning and using strategies. Moreover, in such an environment, learners could further engage themselves in group-work activities and regard themselves as active contributors to classroom procedures and activities. In other words, in such an instructional setting, learners' negotiations with others (social capital) and with different cultural variables (cultural capital) are crucial to the development of rich and powerful language learning and use context.

7. Conclusion

In line with aforementioned studies, this study revealed that social and cultural capitals played a significant role in EFL learners' language learning strategies and three subscales of social and cultural capital could predict students' language learning strategies. As it might seem for some people, it is not difficult to strengthen students' social and cultural capital. Since, social and cultural capital plays a crucial role in the improvement of learners' academic achievement and language proficiency, it should not be taken for granted by the authorities in different areas of language teaching (Pishghadam and Zabihi, 2011a). Therefore, not paying enough attention to social and cultural capital, in turn, may result in EFL students' inability to obtain excellence in academic achievement. Other researchers are thus recommended to find other ways of understanding why some learners learn and use language better than others. The present study contributed to fill this gap by examining the role of socio-cultural contexts in the development of language learning and use strategies; yet it does not provide us with a comprehensive discussion of how language learning and use strategies can be developed. Other investigations are needed to study other factors that can help parents, teachers, course designers, curriculum developers and material writers review and improve their procedures and endeavors in the process of language learning and use strategies.

References

- Abdollahzadeh, E. (2010). Undergraduate Iranian EFL learners' use of writing strategies. *Writing & Pedagogy*, 2 (1), 123-135. <http://dx.doi.org/10.1558/wap.v2i1.65>.
- Aliakbari, M., & Hayatzadeh, A. (2010). Variation of language strategies among Iranian English students: The effect of gender. [Online] Available: <http://pubs.e-contentmanagement.com/doi/abs/10.5172/ijpl.4.3.72>.
- Brown, D. H. (2007). *Principles of language teaching and learning*. USA: Pearson Education Inc.
- Chamot, A. U. (2004). Issues in language learning strategy research and teaching. [Online] Available: <http://e-flt.nus.edu.sg/v1n12004/chamot.htm>.
- Chamot, A. U. J., Robin, V. H., & Anderson, N. J. (2007). Intervening in the use of strategies. In Cohen and Macaro (eds.) *Language learning strategies* (pp.141-160). Cambridge: Cambridge University Press.
- Cohen, A. D. (2003). The learner's side of FL learning: where do styles, strategies and tasks meet? *International Review of Applied Linguistics in Language Teaching*, 41(4) 279-293.
- Cohen, A. D. (2007). Coming to terms with language learner strategies: surveying the experts, in Cohen and Macaro (eds.) *Language learning strategies* (pp.29-46). Cambridge: Cambridge University Press.
- Graham, S. (1997). *Effective language learning: Positive strategies for advanced level language learning modern languages in practice*. Toronto: Multilingual Matters.
- Griffiths, C. (2003) Patterns of language learning strategy use, *System*, 31(1), 367-383.

[http://dx.doi.org/10.1016/s0346-251x\(03\)00048-4](http://dx.doi.org/10.1016/s0346-251x(03)00048-4)

Griffiths, C. (2008). *Lessons from Good Language Learners*, UK: Cambridge University Press.

Hurd, S., & Lewis, T. (2008). *Language Learning Strategies in Independent Settings*. Toronto: Multilingual Matters.

Jones, S. (1998). Learning styles and strategies, *Forum for Modern Language Studies*. 31(2), 54-66. doi:10.1093/fmls/34.2.114.

Macaro, E., & Cohen, A. D. (2007). An introduction to systematic reviewing in strategy studies. In Cohen and Macaro (eds.) *Language learning strategies* (pp.163-164). Cambridge: Cambridge University Press.

Macaro, E. (2001). *Learning strategies in foreign and second language classrooms*. London: Continuum.

Naiman, N. (1996). *The good language learner modern languages in practice*. Toronto: Multilingual Matters.

Nikoopour, J. (2011). Language learning strategy preferences of Iranian EFL students. [Online] Available: <http://www.ipedr.net/vol5/no2/78-h10203.pdf>.

O'Malley, J. M., & Chamot, A. U. (1990). *Language learning strategies in second language acquisition*. USA: Cambridge University Press.

Oxford, R. (2008) Hero with a thousand faces: Learner autonomy, learning strategies and learning tactics in independent language learning. In Hurd and Lewis eds. *Language Learning Strategies in Independent Settings* (pp.41-67). Toronto: Multilingual Matters.

Oxford, R. L., & Lee, K. R. (2007). L2 grammar strategies: the second cindrella and beyond, In Cohen and Macaro (eds.) *Language learning strategies* (pp. 117-140). Cambridge: Cambridge University Press.

Oxford, R. L., & Schramm, K. (2007). Bridging the gap between psychological and sociocultural perspectives on L2 learner strategies. In Cohen and Macaro (eds.) *Language learning strategies* (pp.47-69). Cambridge: Cambridge University Press.

Oxford, R. L. (2003) Language learning styles and strategies: concepts and relationships. *International Review of Applied Linguistics in Language Teaching*. 41 (4), 271-279.

Oxford, R.L. (1990) *Language learning strategies: What every teacher should know*. USA: Heinle and Heinle Publishers

Oxford, R.L., & Crookall, D. (1989). Research on language learning strategies: Methods, findings, and instructional issues. *Modern Language Journal*, 73, 404-419. <http://dx.doi.org/102307/326876>.

Pishghadam, R., & Zabihi, R. (2011b). An Application of a Questionnaire of Social and Cultural Capital to English Language Learning. *English Language Teaching*, 4(3), 21-29.

<http://dx.doi.org/10.5539/elt.v4n3p151>.

Pishghadam, R., & Zabihi, R. (2011a). Social and cultural capital in creativity. [Online] Available: <http://50.22.92.12/index.php/css/article/view/1259>.

Pishghadam, R., Noghani, M., & Zabihi, R. (2011). The construct validation of a questionnaire of social and cultural capital. *English Language Teaching*, 4 (4), 195-203. <http://dx.doi.org/10.5539/elt.v4n4p195>.

Rahimi, M., Riazi, A. & Saif, S. (2010). An investigation into language learning strategy use and gender among Iranian language learner. [Online] Available: <http://ojs.vre.upei.ca/index.php/cjal/article/viewArticle/286>

Sadighi, F. & Zarafshan, M. (2006). Effects of attitude and motivation on the use of language learning strategies by Iranian EFL university students. [Online] Available: http://www.sid.ir/en/VEWSSID/J_pdf/103120064607.pdf.

Takuchi, O., Griffiths, C. & D. Coyle (2007). Applying strategies to contexts: the role of individual, situational and group difference, In Cohen and Macaro (eds.) *Language learning strategies* (pp.69-92). Cambridge: Cambridge University Press.

White, C., Schramm, K. & Chamot, A. U. (2007). Research methods in strategy research: reexamining the toolbox, In Cohen and Macaro (eds.) *Language learning strategies* (pp. 92-119). Cambridge: Cambridge University Press.

Xuesong, G. (2010). *Strategic language learning: The roles of agency and context*. Canada.: Multilingual Matters.

Copyright Disclaimer

Copyright reserved by the author(s).

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).