

DOI: <https://doi.org/10.46991/AFA/2026.SI-2.103>

**CULTURAL CAPITAL, STUDY HABITS, AND
EARLY ENGLISH ACHIEVEMENT:
EVIDENCE FROM ALGERIAN PRIMARY SCHOOLS**

Saida Tobbi*

Batna 2 University, Algeria

ORCID: <https://orcid.org/0009-0005-9602-3411>

This study investigates how cultural capital and study habits influence fifth-year primary school pupils' performance in English as a Foreign Language (EFL) in El-Kantara, Algeria. Drawing on Bourdieu's theory of cultural capital, we employed an explanatory mixed-methods design combining structural equation modeling (SEM) of survey data (n = 532) with thematic analysis of teacher interviews. Results indicate that objectified cultural capital (books, digital tools, learning spaces) exerts the strongest direct effect on EFL outcomes, while institutionalized (parental education, occupational status) and embodied capital (language routines, parental involvement) also make significant contributions, primarily through their influence on study habits. Study habits emerged as a powerful mediator, linking family resources to classroom achievement. Qualitative findings illuminated these dynamics by revealing how access to resources fosters engagement, how family discipline shapes preparedness, and how French English hierarchies affect motivation. Together, the results demonstrate that EFL achievement cannot be understood solely through individual effort or pedagogical factors, but rather through the unequal distribution of cultural resources in early schooling. We believe that this study can contribute to debates on cultural capital by extending its application to a multilingual North African context, while offering implications for policy aimed at reducing educational inequalities.

Keywords: *Cultural capital; study habits; EFL early achievement; educational inequalities.*

* s.tobbi@univ-batna2.dz

Received: 04.11.2025

Revised: 01.02.2026

Accepted: 09.02.2026



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

© The Author(s) 2026

Introduction

Educational achievement is shaped not only by classroom instruction or individual ability but also by the cultural resources children inherit from their families. Bourdieu's theory of cultural capital (1986) has been central to explaining how inequalities in education are reproduced across generations. Cultural capital refers to the symbolic and material resources that provide children with advantages in navigating the school system, and it operates in three interrelated forms: institutionalized, objectified, and embodied (Bourdieu, 1986; Lareau & Weininger, 2003).

Institutionalized cultural capital is reflected in parents' formal qualifications and occupational status, which legitimize their cultural competence and shape the educational expectations transmitted to their children (Bourdieu, 1986; Sullivan, 2001). Objectified cultural capital refers to tangible resources such as books, learning materials, and study spaces, which provide children with direct opportunities for literacy and language development (Bourdieu, 1986; De Graaf et al., 2000). Embodied cultural capital encompasses the dispositions, habits, and skills acquired through family socialization, including reading routines, parental involvement in homework, and positive attitudes toward schooling (Bourdieu, 1986; Lareau, 2011).

While Bourdieu's framework has been widely applied in Western educational research, it has received less attention in contexts such as Algeria, where linguistic plurality and unequal access to resources create disenfranchising dynamics of educational inequality. Yet, most Algerian studies on EFL achievement have emphasized psychological constructs such as motivation and anxiety (e.g., Bensalem, 2018; Boukranaa, Mjahad, & Zine El Abidine, 2024) or pedagogical approaches, while giving far less attention to the socio-cultural foundations that shape how pupils engage with English learning. In other words, while the psychological and instructional dimensions of EFL achievement are relatively well studied, little is known about how unequal cultural resources are reproduced in primary education.

This gap is particularly evident in primary education, where differences in family resources and practices are most likely to produce early inequalities in achievement. In towns such as El-Kantara (Biskra), pupils enter the classroom with widely varying forms of cultural capital. Some have parents with higher education who provide homework support, English storybooks, and a dedicated study space. Others lack these advantages, relying solely on classroom instruction. Without analyzing such disparities, explanations of EFL performance risk being reduced to individual aptitude or teacher effectiveness, obscuring the structural forces at play.

The present study addresses this gap by examining how different forms of cultural capital influence EFL achievement among fifth-year primary school pupils in El-Kantara. We pay particular attention to the mediating role of study habits — the routines and time investments pupils devote to their schoolwork — as a mechanism through which cultural capital shapes learning outcomes. In doing so, the study contributes to the sociology of education in Algeria by highlighting how unequal cultural resources are reproduced in the early stages of foreign language learning.

Guided by this aim, our research is framed around two central questions:

- How do the different forms of cultural capital (institutionalized, objectified, and embodied) relate to the EFL performance of fifth-year primary pupils in El-Kantara?
- To what extent do pupils' study habits mediate the relationship between cultural capital and their performance in EFL?

Literature review

Bourdieu's (1986) conceptualization of cultural capital provides a powerful framework for examining how educational inequalities are reproduced across generations. He distinguishes three forms—embodied (long-lasting dispositions and linguistic competence), objectified (books, instruments, cultural goods), and institutionalized (academic qualifications)—all of which shape learners' academic trajectories by embedding them within broader structures of power and reproduction (Bourdieu, 1993). A substantial body of research has confirmed that access to cultural capital predicts educational achievement, with students from families possessing richer cultural resources consistently outperforming their peers (DiMaggio, 1982; De Graaf, De Graaf & Kraaykamp, 2000).

Notwithstanding the above-stated, Bourdieu's theory has been subject to significant critique. Some scholars argue that it risks determinism, overemphasizing the reproductive role of cultural capital while underestimating individual agency and institutional change (Kingston, 2001). Others have pointed out that cultural capital is not a universal currency but is evaluated differently across national and institutional contexts, depending on what kinds of knowledge and practices are socially recognized as legitimate (Lamont, 2019). These debates underscore the importance of situating cultural capital within specific sociolinguistic and educational settings, where its convertibility into academic success cannot be assumed but must be empirically demonstrated.

In the field of language learning, Bourdieu's framework has proven particularly useful for analyzing the intersection of language, identity, and

symbolic power. Educational systems often privilege linguistic codes aligned with middle-class norms while disadvantaging students whose linguistic capital diverges from them (Bernstein, 1996). This dynamic is evident in EFL classrooms, where learners with greater exposure to cultural goods and supportive linguistic practices typically demonstrate stronger engagement and achievement (Norton & Toohey, 2002; Kumaravadivelu, 2006). For instance, Clemente (2007) found that middle-class learners, with richer access to books and cultural practices, engaged more actively and achieved better results than their working-class peers.

Empirical studies have operationalized cultural capital in diverse EFL contexts. Pishghadam, Noghani, and Zabihi (2011) demonstrated that literacy and institutionalized forms of cultural capital strongly predicted Iranian university students' EFL achievement, with diploma GPA and literacy explaining significant variance across language skills. Broader cultural participation, such as involvement in music and theater, also predicted oral proficiency, highlighting how cultural engagement extends its influence into linguistic competence. Similarly, Pishghadam and Khajavy (2013) explained as to how cultural and social capital were stronger predictors of EFL performance than psychological factors such as intelligence or metacognition. Their findings further suggested that cultural capital shaped learners' cognitive processes, reinforcing its role as both a direct and indirect determinant of achievement.

One of the pathways through which cultural capital exerts its effects is study habits. Families' educational backgrounds and values influence how children approach schoolwork, with institutionalized capital fostering discipline, homework completion, and preparedness (Lareau & Weininger, 2003). Objectified resources, such as dictionaries and digital tools, provide the material foundation for effective study routines. Pishghadam et al. (2011) found that literacy and cultural competence predicted students' strategic approaches to learning, indicating that cultural resources are not static possessions but are mobilized through habitual practices. The link between cultural capital and study habits is reinforced by research on metacognition, defined as the ability to plan, monitor, and evaluate one's learning (Schraw & Dennison, 1994). In language learning, metacognitive awareness is strongly correlated with performance (O'Malley & Chamot, 1990; Oxford, 1990). Learners with richer cultural resources may thus develop stronger self-regulatory practices, allowing them to transform advantages in family background into academic success.

These dynamics are particularly relevant and noticeable in Algeria, where language policy has recently undergone major reform. Since the 2022–2023 school year, English has been introduced as a compulsory subject from grade three

(Algeria Press Service, 2022). Yet the sociolinguistic landscape remains dominated by French, which continues to enjoy greater prestige in households and professional domains (Zeghar, 2024). This linguistic hierarchy shapes how families value cultural resources, often prioritizing French over English and thereby influencing pupils' motivation and engagement. Moreover, access to English-language materials, digital tools, and parental support remains unevenly distributed, reproducing existing inequalities.

Despite the growing importance of English, little research has examined how Algerian pupils, particularly at the primary level, mobilize cultural capital in EFL learning. Most studies focus on university or secondary school contexts, overlooking the foundational role of primary education. This neglect is significant, since it is precisely at this stage that disparities in family resources and practices can create enduring inequalities. While international studies (e.g., Pishghadam et al., 2011; Pishghadam & Khajavy, 2013) highlight the predictive role of cultural capital, the specific mechanisms by which institutionalized, objectified, and embodied resources interact with study habits in Algerian primary schools remain poorly understood.

To address this gap, our study advances a conceptual framework in which cultural capital is hypothesized to influence EFL performance both directly and indirectly through study habits. Institutionalized capital is operationalized through parental education and occupation, objectified capital through access to books, English materials, and digital resources, and embodied capital through reading practices and parental support. Study habits are theorized as the mediating mechanism translating these resources into everyday learning outcomes, while background and contextual factors are included as controls. This framework is summarized in Figure 1.

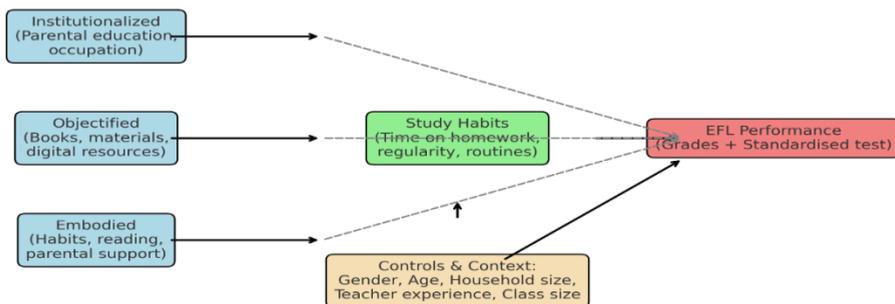


Figure 1: Conceptual framework of the study

Figure 1 illustrates the hypothesized relationships between cultural capital, study habits, and EFL performance. It depicts cultural capital (institutionalized, objectified, embodied) as exerting both direct effects on pupils' outcomes and indirect effects mediated through study habits, while background characteristics (e.g., gender, age, household size) and contextual factors (e.g., teacher experience, class size) are included as controls. This dual pathway links Bourdieu's theory of cultural reproduction to an empirically testable model adapted to the Algerian EFL context.

Research design

Our study employed a cross-sectional explanatory mixed-methods design. A cross-sectional approach was appropriate because the aim was to capture a snapshot of how different forms of cultural capital and study habits relate to EFL performance among fifth-year primary pupils at a single point in time. Since pupils had already completed three years of formal English instruction by Grade 5, this stage provided an ideal opportunity to examine how accumulated cultural resources translate into measurable language outcomes.

The explanatory mixed-methods design was selected to address both the "what" and the "how" of the research problem. The quantitative component was the primary focus, allowing for the testing of hypothesized relationships between institutionalized, objectified, and embodied cultural capital, study habits, and EFL achievement through structural equation modeling. This enabled the estimation of both direct and indirect (mediated) effects with statistical rigor. However, quantitative analysis alone could not fully capture the mechanisms through which cultural resources are mobilized in daily practices. Therefore, a qualitative component, consisting of semi-structured teacher interviews, was incorporated to provide explanatory depth. Teachers' perspectives offered insights into how family background, access to resources, and disciplinary routines manifest in classroom engagement and language use, thereby enriching the interpretation of statistical associations.

The combination of methods ensured both statistical precision and interpretive depth, making it possible to move beyond correlational findings to a more contextualized understanding of how cultural capital is reproduced in early EFL learning in Algeria. This integration directly responds to calls in the sociology of education to examine not only the measurable impact of cultural resources but also the lived processes through which they shape students' educational experiences.

Participants and educational context

Our study was carried out in El-Kantara, a town in the Biskra province of Algeria, which has seven public primary schools. Following the most recent language-in-education reforms, English was introduced into the national curriculum beginning in Grade 3, with two weekly lessons. This reform, implemented in the 2022–2023 school year, represents a major policy shift that aims to broaden access to English and rebalance the national linguistic landscape (Algeria Press Service, 2022). By the time they reach Grade 5, pupils have completed three years of formal English instruction, which makes them an ideal cohort for investigating how cultural capital shapes early EFL achievement.

The participants comprised the entire population of Grade 5 pupils across the seven schools. At the time of data collection, there were 541 pupils enrolled (316 girls and 225 boys, aged 10–12). Of these, 532 pupils completed both the questionnaire and the standardized test, yielding a participation rate of 98.33% (9 pupils could not take part in the study due to health conditions). To complement pupil data, parents or caregivers of participating pupils were invited to complete a short questionnaire, and 532 parental responses were received (100% response rate). In addition, the teaching of English in these schools was carried out by five English teachers, two responsible for more than one school in order to cover the weekly instructional load. All five teachers completed a questionnaire, and three participated in semi-structured interviews to provide richer qualitative insights into pedagogical challenges and perceptions of pupil performance.

Instruments and measures

Cultural capital was operationalized according to Bourdieu's three forms. Institutionalized capital was measured through parental education and occupation. Objectified capital was assessed through household resources, including the number of books, the presence of English learning materials, access to digital devices and the internet, and the availability of a dedicated study space. Embodied capital was captured through practices and dispositions such as reading habits, parental help with homework, and participation in extracurricular cultural activities.

Study habits, the mediating variable, were measured through pupil self-reports and parent confirmation of weekly hours spent on English homework, the regularity of homework completion, and the presence of structured routines.

EFL performance, the dependent variable, was assessed using two indicators: the most recent official English grade awarded by teachers and a standardized test

designed for Grade 5 pupils. The test included vocabulary and reading comprehension tasks, as well as a short oral activity rated with a rubric covering fluency, vocabulary use, and interaction. Collecting both teacher grades and objective test results strengthened the reliability of the outcome measure.

Background variables such as gender, age, household size, and class size were recorded, while teacher experience and training were included as contextual controls. All instruments were translated into Arabic and French, back-translated to check for conceptual equivalence, and piloted in one non-participating class to ensure clarity and appropriate difficulty.

Data collection procedures

Written parental consent and pupil assent were secured before data collection. Pupil questionnaires and the standardized test were administered during regular English lessons by the researcher and trained assistants. Parents returned their questionnaires in sealed envelopes through the schools. Teacher questionnaires were completed during scheduled school meetings, and three teachers also participated in semi-structured interviews conducted in person. Each interview lasted approximately 15 minutes.

Validity and reliability

Several measures were taken to enhance the validity and reliability of the study. Content validity was ensured by grounding the operationalization of cultural capital in Bourdieu's framework and by adapting established items from previous studies on educational inequality (De Graaf et al., 2000; Sullivan, 2001). Construct validity was tested through confirmatory factor analysis of multi-item scales such as study habits and embodied cultural capital, with fit indices indicating acceptable model adequacy (CFI = 0.94, TLI = 0.92, RMSEA = 0.045). Reliability was addressed by piloting all instruments in a non-sampled class, refining unclear items, and using parallel measures of EFL performance (grades and a standardized test). Internal consistency of scales was assessed using Cronbach's alpha (study habits $\alpha = 0.84$; embodied capital $\alpha = 0.81$; objectified capital $\alpha = 0.87$) and composite reliability (ranging from 0.82 to 0.88), while inter-rater reliability for the oral test was checked by having two raters independently score a subsample of responses, yielding a Cohen's kappa of 0.83. Triangulation across pupils, parents and teachers further strengthened the robustness of the findings.

Data analysis

Data analysis was conducted in several stages. Descriptive statistics summarized pupil backgrounds, cultural capital indicators, study habits, and performance outcomes. Standardized scores were computed for institutionalized, objectified, and embodied cultural capital, and a composite index was created for robustness checks. Structural equation modelling was then applied to test the direct effects of cultural capital on EFL performance and the indirect effects through study habits. Bootstrapped confidence intervals were used to estimate mediation effects. Because pupils were nested within classes and schools — meaning that individuals in the same class or school shared common teachers, environments, and resources and were therefore not statistically independent — intra-class correlations were calculated, and multilevel models were estimated when clustering effects were statistically significant.

Qualitative data from teacher interviews were analyzed thematically. This analysis highlighted how family resources and study practices influenced classroom behavior and learning, thereby enriching the interpretation of the quantitative results.

Ethical considerations

The study adhered strictly to ethical guidelines for research with minors. Participation was voluntary, informed consent was obtained from all parents, and pupils were assured that they could withdraw at any point. Anonymity and confidentiality were guaranteed by using codes instead of names and by storing identifying information separately from the datasets. Data collection was carefully scheduled to minimize disruption, with pupil participation limited to a single class session.

Analysis and findings

This section presents both the quantitative and qualitative analyses conducted to answer the study's research questions, highlighting how different forms of cultural capital shape EFL performance and learning behaviors.

a. To address the first research question on the extent to which different forms of cultural capital predict EFL performance, a structural equation model (SEM) was estimated. Table 1 presents the standardized regression weights, capturing both direct and mediated effects of institutionalized, objectified, and embodied cultural capital on EFL outcomes.

<i>Predictor Variable</i>	<i>Direct Effect on EFL (β)</i>	<i>Effect on Study Habits (β)</i>	<i>Indirect Effect via Study Habits (β)</i>
Institutionalized	.24**	.20**	.06
Objectified	.32***	.29***	.09
Embodied	.15*	.25***	.08
Study Habits	.31***	–	–

* $p < .05$, ** $p < .01$,
*** $p < .001$

Table 1: Regression weights of cultural capital predictors of EFL performance

The results demonstrate that objectified cultural capital (e.g., access to books, dictionaries, digital resources, and study spaces) exerted the strongest direct effect on EFL performance ($\beta = .32$, $p < .001$). Substantively, this means that pupils with even modest increases in such resources experienced noticeable gains in test scores, as one standard deviation increase translated into almost one-third of a standard deviation improvement in achievement. Objectified capital also indirectly shaped outcomes through its positive impact on study habits ($\beta = .09$).

Institutionalized cultural capital (parental education and occupational status) significantly influenced performance both directly ($\beta = .24$, $p < .01$) and indirectly through study habits ($\beta = .06$). Children whose parents held university degrees or professional jobs performed better in English, not simply because of parental expectations, but because these families tended to impose structured study routines.

Embodied cultural capital (linguistic practices, parental encouragement, reading routines) made a smaller direct contribution ($\beta = .15$, $p < .05$) but an important indirect one ($\beta = .08$) via study habits. For instance, pupils whose families read aloud at home or regularly asked them to explain schoolwork tended to maintain higher levels of engagement.

Study habits themselves emerged as a strong independent predictor ($\beta = .31$, $p < .001$). Pupils who consistently completed homework, studied at regular times, and revised material weekly showed significantly better EFL results. The model explained 41% of the variance in EFL performance ($R^2 = .41$), confirming that cultural capital and study habits together account for a substantial share of achievement differences.

To deepen understanding of these dynamics, interviews were thematically analyzed. Three overarching themes emerged: (1) engagement through resources, (2) study space and preparedness, and (3) language hierarchies.

Main Theme	Subthemes	Illustrative Extract
Engagement through resources	English books/apps; active participation; speaking confidence	“When I use my English apps, I feel more confident to speak in class.” “My parents always check if I finish my homework before watching TV.”
Study space and preparedness	Homework completion; discipline; class readiness	“In my family, French is more important, so sometimes I don’t feel English is taken seriously.”
Language hierarchies	Parental attitudes; French > English; motivation impact	

Table 2: Summary of qualitative themes and subthemes

Engagement through resources

Interviews revealed that pupils with access to English books, story readers, and mobile applications were more confident speakers and participated more actively in class discussions. One boy explained: “When I use my English apps, I already know some words before the teacher explains them.” Teachers similarly noted differences in classroom performance, with one commenting: “You can tell who has resources at home. They raise their hands more often, and their pronunciation is stronger.” This theme strongly corroborates the quantitative finding that objectified capital was the most powerful predictor of performance.

Study space and preparedness

A recurring theme in the interviews was the importance of structured study routines. Pupils whose parents enforced quiet study times and homework completion described being consistently better prepared. One pupil explained: “My father doesn’t let me watch cartoons until I finish English homework.” Teachers also reported that pupils from families who imposed such routines stood out: “He always comes with his homework done, and when I ask, he says his parents check every night.” These accounts mirror the quantitative result that study habits mediated the effect of both institutionalized and embodied capital, showing how parental background is translated into concrete learning behaviors.

Language hierarchies

Interviews also underscored the enduring prestige of French over English in many families. Some pupils admitted: “At home, my parents say French is more useful, so I spend more time on it.” Teachers echoed this concern, noting: “When parents think French is the key to success, English becomes optional in the child’s mind.”

This reflects Bourdieu's concept of symbolic violence, whereby English is delegitimized in households where French dominates, shaping children's dispositions even when material resources are available. The theme highlights how linguistic markets condition the value and convertibility of cultural capital in shaping EFL outcomes.

Integration of quantitative and qualitative findings

The two strands of analysis converge in underscoring the central role of objectified cultural capital. Statistically, it emerged as the strongest predictor ($\beta = .32$), and qualitatively, pupils and teachers alike emphasized the confidence and participation that stem from access to resources such as books and apps. Similarly, the SEM highlighted study habits as a key mediator ($\beta = .31$), vividly illustrated in pupils' accounts of parental monitoring and teachers' observations of disciplined homework completion. At the same time, the qualitative findings extended the model by exposing the symbolic dimension of Algeria's linguistic market, where the privileging of French complicates the straightforward conversion of cultural resources into English achievement.

At the same time, the qualitative data added dimensions that could not be captured in the statistical model. The privileging of French over English reflected the workings of symbolic violence and Algeria's linguistic market, complicating the otherwise straightforward relationship between resources and achievement. While the SEM captured how resources and routines predict performance, the observations revealed how ideological hierarchies constrain pupils' willingness to convert cultural capital into English-specific success.

Together, the findings demonstrate both convergence and complementarity: convergence in showing that resources and study habits matter, and complementarity in highlighting that their effects are mediated by broader social and symbolic forces.

Discussion

This mixed-methods study examined how cultural capital and study habits shape EFL achievement among Algerian primary school pupils. Both the SEM and thematic analysis highlight that objectified cultural capital – particularly access to English books, digital tools, and learning environments – exerted the strongest influence. Study habits played a mediating role, demonstrating how resources translate into disciplined routines and improved outcomes.

These findings resonate with international research showing that cultural capital predicts language learning success (Pishghadam et al., 2011; Pishghadam & Khajavy, 2013). However, the strength of objectified capital in this study contrasts with findings from Western contexts, where institutionalized capital often dominates (DiMaggio, 1982; Sullivan, 2001). This suggests that in resource-constrained environments such as Algeria, the availability of tangible learning materials becomes the most decisive factor. In contrast, where material access is widespread, the institutionalized recognition of qualifications and parental education exerts greater influence.

This study extends Bourdieu's theory of cultural capital by illustrating how its effects are mediated through study habits in early foreign language learning. While Bourdieu emphasized the role of family resources in shaping dispositions, our findings suggest that study habits act as a key conversion mechanism, translating resources into measurable achievement. Moreover, the qualitative evidence of French–English hierarchies demonstrates that cultural capital is shaped by linguistic markets and symbolic violence, complicating assumptions about its uniform value. Thus, our study not only confirms but also refines cultural reproduction theory by situating it in a multilingual postcolonial setting where cultural hierarchies intersect.

The findings hold important implications for Algerian education policy. First, ensuring equitable distribution of English-language resources—books, story readers, and digital applications—should be a priority for the Ministry of Education. Second, teacher training should emphasize how to scaffold study habits, particularly among pupils lacking home support. Finally, policymakers should recognize that linguistic hierarchies continue to disadvantage English, and targeted campaigns promoting its importance could enhance its perceived legitimacy. These interventions would help reduce inequalities by addressing both material access and the symbolic value of English learning.

Conclusion

The findings highlight the distinctive role of study habits as a mediating pathway between cultural capital and EFL performance in Algerian primary schools. Access to books, digital tools, and learning materials exerted strong direct effects on achievement, but their influence was amplified when translated into consistent study routines and classroom preparedness. This demonstrates that cultural capital does not operate in isolation but is mobilized through everyday practices of discipline, engagement, and self-regulation.

Theoretically, our study refines Bourdieu's framework by foregrounding study habits as a crucial conversion mechanism that links family resources to measurable educational outcomes. It further points out that in multilingual and resource-constrained settings, the effectiveness of cultural capital is conditioned by linguistic hierarchies that elevate certain languages—such as French—over others. These dynamics reveal that cultural capital is not universally convertible but is mediated by symbolic markets that shape its educational value.

In practical terms, the results suggest that reducing inequalities in EFL achievement requires both the distribution of English learning resources and the cultivation of productive study habits. At the same time, efforts to legitimize English alongside French within the Algerian linguistic landscape would help ensure that pupils can fully convert their cultural resources into meaningful academic success.

Conflict of interests

The authors declare no ethical issues or conflict of interests in this research.

Ethical standards

The authors affirm that this research does not involve human subjects.

References

- Algeria Press Service. (2022, September 21). Teaching of English in primary education: A major reform for a promising future. APS – Algérie Presse Service. <https://www.aps.dz/en/algeria/tag/English%20teaching>
- Bernstein, B. (1996). *Pedagogy, symbolic control, and identity: Theory, research, critique*. Taylor & Francis.
- Bensalem, E. (2018a). Foreign Language Anxiety of EFL Students: Examining the Effect of Self-Efficacy, Self-Perceived Proficiency and Sociobiographical Variables. Social Science Research Network. <https://doi.org/10.2139/SSRN.-3201901>
- Boukranaa, A. M., Mjahad, R. A., & Zine El Abidine, Z. A. E. A. (2024). Factors and Effects of Foreign Language Anxiety in EFL Classrooms: Sidi Mohamed Ben Abdellah University as a Case Study. *Journal of World Englishes and Educational Practices*, 6(1), 217-226. <https://doi.org/10.32996/jweep.2024.-6.1.10>
- Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-258). Greenwood.
- Bourdieu, P. (1993). *The field of cultural production*. Columbia University Press.

- Clemente, A. (2007). English as cultural capital in the Oaxacan community of Mexico. *TESOL Quarterly*, 41(2), 421-447.
- De Graaf, N. D., De Graaf, P. M., & Kraaykamp, G. (2000). Parental cultural capital and educational attainment in the Netherlands: A refinement of the cultural capital perspective. *Sociology of Education*, 73(2), 92-111.
- DiMaggio, P. (1982). Cultural capital and school success: The impact of status culture participation on the grades of U.S. high school students. *American Sociological Review*, 47(2), 189–201.
- Kingston, P. W. (2001). The unfulfilled promise of cultural capital theory. *Sociology of Education*, 74, 88-99. <https://doi.org/10.2307/2673255>
- Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Lawrence Erlbaum Associates.
- Lamont, M. (2019). From cultural capital to moral boundaries. In M. Lamont & M. Fournier (Eds.), *Cultivating differences: Symbolic boundaries and the making of inequality* (pp. 33-48). Routledge.
- Lareau, A., & Weininger, E. B. (2003). Cultural capital in educational research: A critical assessment. *Theory and Society*, 32(5/6), 567-606.
- Norton, B., & Toohey, K. (2002). Identity and language learning: Gender, ethnicity, and educational change. *TESOL Quarterly*, 36(4), 438-486.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Newbury House.
- Pishghadam, R., Noghani, M., & Zabihi, R. (2011). An application of a questionnaire of social and cultural capital to English language learning. *English Language Teaching*, 4(3), 151-159. <https://doi.org/10.5539/elt.v4n3p151>
- Pishghadam, R., & Khajavy, G. H. (2013). Sociological and psychological model of foreign language achievement: Examining social/cultural capital and cognitive/metacognitive aspects. *Iranian Journal of Applied Linguistics*, 16(1), 129-144.
- Schraw, G., & Dennison, R. S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology*, 19(4), 460-475.
- Sullivan, A. (2001). Cultural Capital and Educational Attainment. *Sociology*, 35(4), 893-912. <http://www.jstor.org/stable/42856347>
- Zeghar, A. (2024). The language planning of French and English in Algeria: Historical perspectives and current issues. *Aleph*, 11(3-2), 33-47.

ՄՇԱԿՈՒԹԱՅԻՆ ԿԱՊԻՏԱԼԸ, ՌԻՍՈՒՑՄԱՆ ՍՈՎՈՐՈՒՅԹՆԵՐԸ
ԵՎ ԱՆԳԼԵՐԵՆԻ ԱՌԱՋԱԴԻՄՈՒԹՅՈՒՆԸ ՎԱՂ ՇՐՋԱՆՈՒՄ.
ԱԼԺԻՐԻ ՏԱՐՐԱԿԱՆ ԴՊՐՈՑՆԵՐԻ ՕՐԻՆԱԿՈՎ

Սաիդա Թոքի

Սույն հետազոտությունը քննում է մշակութային կապիտալի և ուսուցման սովորույթների ազդեցությունը Էլ-Կանտարայի (Ալժիր) հանրակրթական դպրոցների 5-րդ դասարանի աշակերտների անգլերենի՝ որպես օտար լեզվի առաջադիմության վրա: Բուրդոյի մշակութային կապիտալի տեսության հիման վրա կիրառվել է խառը մեթոդաբանություն՝ համակցելով քանակական SEM մոդելավորման մեթոդը և ուսուցիչների հարցազրույցների որակական վերլուծությունը: Արդյունքները փաստում են, որ աշակերտների առաջադիմության վրա ամենամեծ ուղղակի ազդեցությունն ունի առարկայացված մշակութային կապիտալը (գրքեր, թվային միջոցներ): Ինստիտուցիոնալացված և մարմնավորված կապիտալի ձևերը նույնպես էական են, սակայն դրանք ազդեցություն են գործում հիմնականում ուսուցման սովորույթների ձևավորման միջոցով: Ուսուցման սովորույթները հանդես են գալիս որպես առանցքային միջնորդ ընտանեկան ռեսուրսների և ուսման մեջ հաջողության հասնելու միջև: Որակական տվյալները վեր են հանում, թե ինչպես է ռեսուրսների հասանելիությունը խթանում ներգրավվածությունը, ընտանեկան կարգապահությունը, պատրաստվածությունը, իսկ լեզվական հիերարխիաները՝ մոտիվացիան: Հետազոտությունը հիմնավորում է, որ EFL առաջադիմությունը ոչ միայն անհատական ջանքի կամ մեթոդաբանության, այլև մշակութային ռեսուրսների անհավասար բաշխվածության հետևանք է: Այն կարևոր ներդրում է բազմալեզու համատեքստում մշակութային կապիտալի քննարկման և կրթական անհավասարությունների հաղթահարմանն ուղղված քաղաքականության մշակման գործում:

Հիմնաբառեր՝ մշակութային կապիտալ, ուսումնական սովորույթներ, առաջադիմություն ուսուցման վաղ շրջանում, կրթական անհավասարություններ:

Appendices

Appendix A: Pupils' questionnaire

Section 1: Cultural capital and learning support scale

- a. What is the highest level of education completed by your father/mother?
- b. What is your father's/mother's occupation?
- c. How many English books are available in your home?
- d. Do you have access to a dictionary (paper or digital)?
- e. Do you have access to English-learning apps or websites?
Yes / No
- f. How often do your parents help you with English homework?
Never / Sometimes / Often
- g. How often do you read English stories at home?
Never / Sometimes / Often
- h. How confident do you feel speaking English at school?
Not confident / Somewhat confident / Very confident

Section 2 : Study habits

- a. I complete my English homework on time.
Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree
- b. I set aside specific time to study English.
Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree
- c. I review English lessons after school.
Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree

EFL Performance (self-reported)

- a. My last English grade was: ____
- b. I can understand my English lessons without much difficulty.
Never / Sometimes / Often
- c. I feel confident answering questions in English during class.
Never / Sometimes / Often

Appendix B: Teacher interview guide

1. In your experience, how do pupils' family backgrounds influence their learning of English?
2. Can you describe differences you observe between pupils who have access to books or digital resources at home and those who do not?
3. How do parents' involvement in homework and study routines affect pupils' performance in your classroom?

4. Do you notice differences in motivation toward English compared to French? If so, what explains these differences?
5. What role do you think study habits play in pupils' English learning outcomes?

Appendix C: Standardized EFL test (sample items)

1. Vocabulary (5 points)

Choose the correct word to complete each sentence.

1. My uncle works in a hospital. He is a _____. (teacher / doctor / driver)
2. We bought fruit at the _____. (supermarket / library / station)
3. The Sahara is very hot and dry. It is a _____. (forest / mountain / desert)
4. The movie was not interesting. It was really _____. (boring / exciting / funny)
5. Ali is _____ than his brother. (tall / taller / tallest)

2. Grammar (5 points)

Fill in the blanks with the correct form of the verb.

1. Yesterday, we _____ (play) football after school.
2. She _____ (not finish) her homework yet.
3. If I _____ (study), I will get good marks.
4. My friends _____ (watch) TV when the teacher called.
5. He is the _____ (good) student in our class.

3. Reading comprehension (10 points)

Read the following passage:

Last summer, Sam went to Algiers with his family. They visited the Casbah and took many photos. Sam enjoyed walking in the narrow streets and seeing old houses. His sister liked the sea view and the food. They stayed in Algiers for three days, then returned home by train. Sam said it was the best holiday he ever had.

Answer the questions:

1. Where did Sam go last summer?
2. What did his family visit?
3. What did his sister like most?
4. How long did they stay in Algiers?
5. How did they travel back home?
6. Why did Sam enjoy the trip?

4. Writing (10 points)

Write a short paragraph (6–8 sentences) about a trip you enjoyed. Include:

- Where you went
- What you saw and did
- How you felt about the trip

5. Speaking (10 points)

- Introduce yourself and describe your daily routine (e.g., “I wake up at ..., then I ...”).
- Describe your favorite subject at school. Why do you like it more than other subjects?
- Tell me about something you want to learn in English in the future and why.